



UNIVERSITY
OF
JOHANNESBURG

**The Future
Reimagined**



2021 Stakeholder Report

50 591

Total headcount enrolment

87.4%

Undergraduate success rate

1st in the
world for
SDG 8

Decent Work and
Economic Growth (THE
Impact Rankings 2021)

245

NRF-rated researchers

4 120

Scopus-indexed publications (compound
annual growth rate of 20.1%)

R321 million

Third-stream income (externally
generated research funding)

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1. UJ AT A GLANCE

- IMAGINATION**
By harnessing imagination, we
Think independently
Exhibit ambition and drive
Adopt entrepreneurial approaches
Develop a cosmopolitan identity
Shape the future
- CONVERSATION**
In conversation we
Engage meaningfully with one another
Learn together from our diversity
Display mutual respect
Make wise decisions collectively
Lead consultatively
- REGENERATION**
By regenerating we
Develop sustainably through
creative contribution
Look inwardly for renewal
Innovate for the common good
Make positive change
Take advantage of overlooked
opportunities
- ETHICAL FOUNDATION**
In our ethical approach we
Treasure academic freedom
Seek balance in the pursuit of knowledge
Face challenges with courage
and earn trust in others
Act responsibly by being fair,
consistent, and transparent
Participate in and help the community
by practicing *ubuntu**



OUR VISION

To be an international university of choice, anchored in Africa, dynamically shaping the future.

OUR MISSION

Inspiring our community to transform and serve humanity through innovation and the collaborative pursuit of knowledge.

*Ubuntu – humanness in the Nguni languages of southern Africa – means achieving excellence through sharing a way of life with others and caring for their quality of life.



OUR SIX STRATEGIC OBJECTIVES

SO1

Excellence in research and innovation

SO2

Excellence in teaching and learning

SO3

An international profile for global excellence and stature

SO4

Enriching and student-friendly learning and living experience

SO5

Active national and global reputation management

SO6

Fitness for Global Excellence and Stature (GES)

CAMPUSES

APB – Auckland Park Bunting Road
APK – Auckland Park Kingsway
DFC – Doornfontein
SWC – Soweto

ACADEMIC ARCHITECTURE

The **University of Johannesburg (UJ)** is one of the largest residential universities in South Africa, with seven faculties, one college and a business school – operating on four campuses spread across the Johannesburg metropolitan area:



Faculty of Art, Design and Architecture



Faculty of Education



Faculty of Engineering and the Built Environment



Faculty of Health Sciences



Faculty of Humanities



Faculty of Law



Faculty of Science



College of Business and Economics



Johannesburg Business School (JBS)

GOVERNANCE

The University consists of the:

- Council
- Senate
- Chancellor
- Vice-Chancellor and Principal
- One or more Deputy Vice-Chancellors
- Registrar
- Executive Deans
- Executive Directors
- Management Executive Committee
- Institutional Forum
- Student Representative Council
- Faculties
- Employees
- Students
- Convocation
- Structures and offices as determined by the Council or the Statute

COUNCIL

- Governs in accordance with:
 - Higher education Act 101 of 1997
 - Institutional Statute
- Thirteen external members
- Eight internal members

SENATE

- Statutory academic structure
- Accountable to Council
- Key aspects of mandate:
 - Quality assurance
 - Monitoring
 - Evaluation

MANAGEMENT EXECUTIVE COMMITTEE

The Management Executive Committee (MEC) is at the interface of governance and institutional goals and their operationalisation. Alongside Senate and Council, MEC has an important role in approving the policy framework within which each chartered decision-making body operates.

TRANSFORMATION

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

INSTITUTIONAL CULTURE

Create a culture that is:

- Transforming
- Pan-African
- Diverse
- Caring
- Values-driven

EMPLOYMENT EQUITY

Ensure representation of South Africa's:

- Population groups
- Genders
- People with disabilities

STAFFING AND LEADERSHIP PROFILE

Ensure that UJ 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 of people, processes, systems, and technology.

TEACHING, LEARNING AND KNOWLEDGE PRODUCTION

- Decolonisation
- Curriculum reform
- Mode of delivery

RELATIONSHIPS WITH STUDENTS

- Improve services
- Communicate effectively
- Address student hunger

FINANCIAL SUSTAINABILITY

- Secure the financial sustainability of UJ

2. CHAIRPERSON OF COUNCIL'S REPORT



Mr Mike Teke

Humanity is scrambling for existence and existentialism and, as I reflect today on UJ's 2021 academic year, it is easy to become a pessimist. Russia continues to attack Ukraine, and KwaZulu-Natal is ravaged by floods. Our thoughts are with the citizens of Ukraine as they scatter worldwide to avoid the war. "Better to be a dog in times of tranquillity than a human in times of chaos", as Feng Menglong says in Volume 3 of his 1627 short story collection, *Stories to Awaken the World*. Our thoughts are with our fellow citizens in KwaZulu-Natal as they seek assistance; we must assist where we can. As Isaac Hayes wrote in his song, *If we ever needed peace*, "The world as we know it today, is in a pretty fix and we're responsible. It's up to us to try and start making changes for the better for the future, for the children. If we ever needed peace, brotherhood, and love. God knows we need it now, right now".

UJ had a great academic year and closed 2021 in a very strong position on various fronts.

ADVANCING HUMANITY

Advancing humanity requires that we find solutions to challenges and problems faced by human beings in their everyday lives. This can be delivered through research, innovation, and deep introspection. UJ continued on its strong upward research trajectory, as evidenced by the increased number of research output units accredited, and their growing impact.

In June 2020, UJ submitted 2 339 units as its 2019 research output publications. Of these, 2 276 units were accredited – as confirmed by the DHET in its report of May 2021. In 2018, some articles were withheld, and an appeal was required; this figure does not include these appeals. The University utilised a subsidy allocation of R123 635 per unit, which resulted in an income of R281 393 260. The remarkable growth achieved in accredited research output ranks UJ as the second highest producer of national research publications output, fractionally behind the University of KwaZulu-Natal (UKZN), which was awarded less than ten units more than UJ for their 2019 publications.

ADVANCING THE STATURE OF UJ THROUGH STRONG LEADERSHIP

Through deliberate and strategic planning linked to strong leadership, UJ continues to feature prominently in various university rankings. In the 2022 QS Ranking (released in June 2021), UJ climbed five places from last year's ranking (the only university in South Africa to move up in these rankings) placing us at third position in both South Africa and Africa. UJ now ranks at position 434 globally, retaining its position among the Top 500 universities in the world.

“

UJ had a great academic year and closed 2021 in a very strong position on various fronts. ”



BEST GLOBAL UNIVERSITY RANKING

UJ was positioned at 417 (5th in South Africa) in the 2022 global top 400 Best Global Universities Rankings (BGUR), compiled by US News & World Report, an American media company; this measures the University's academic research performance based on 13 indicators, including a university's global and regional reputation. The Times Higher Education (THE) World University Rankings placed UJ at seventh position in South Africa when considering the overall ranking (601- 800 bandwidth globally). In terms of various contribution streams, UJ was placed at position five when considering only research parameters, position four when considering industry income, and second (behind the University of Cape Town (UCT)) when considering international outlook.

The performance of higher education institutions in terms of the United Nations Social Development Goals (SDGs) has also become an increasingly important input into university rankings. Pleasingly, UJ was ranked by THE Impact Rankings 2021 as the top university in the world for SDG 8: Decent Work and Economic Growth, and at position four globally, for SDG 1: No Poverty.

STUDENT SUPPORT

A good indication of our strong leadership is the support given to students. The University leadership – from Council, Senate, Management Executive Committee (MEC), the Executive Leadership Group (ELG) to many more leadership structures – is engrossed in ensuring that each student is welcomed into a safe educational experience that prepares them for a bright future beyond UJ. What makes UJ stand out as a global academic powerhouse, is the leadership's devotion to being best-in-class in managing the physical infrastructure, teaching, learning and research, financial prudence, health, safety, wellness, and ultimately achieving a powerful stature.



ADVANCING THE GROWTH OF UJ

Through operational excellence and prudent financial management, UJ concluded the financial year ending, 31 December 2021, with an unqualified audit opinion. This was achieved under the guidance of UJ's leadership, the finance team, and the Financial and Sustainability Committee of Council. UJ continually seeks opportunities to manage student debt, and Council-controlled reserves continue to grow as we believe this provides us with some sense of security from any unanticipated future challenges.

ADVANCING THE AESTHETIC, IMAGE AND SAFETY OF UJ

Such advances are achieved through specific initiatives, such as simple cleanliness across all campuses and ensuring that we are all responsible for the care of our campus.

While 2021 was a great academic year amid several headwinds, future-intense innovations that avoid misguided competition among our universities will catapult both South Africa and Africa to competitive levels closer to countries like the US, China, Japan, Israel, and many more. Non-compete among all universities is not a weakness, however, a lack of collaboration is.

The future continues to be driven by Volatility, Uncertainty, Complexity and Ambiguity (VUCA). Geopolitics requires attention in the form of proactive responses to challenges and opportunities – for the now and the future. We experienced the ravages of COVID-19 and are experiencing the global challenge of supply chain disruptions. The war in Ukraine is deeply debilitating and disturbing, climate change is here and real, the emerging global leadership (which must deal effectively with disruptive geopolitical challenges) is changing face, and all these issues require a response from everyone, with universities strengthening their innovation capacity through further research and development. In the past year, UJ continued to demonstrate its readiness for the future.

An American physicist, Shirley Ann Jackson, also President of Rensselaer Polytechnic Institute, has stated in her article, titled 'True innovation requires big tech, academia and government to work together', published by *MIT Technology Review* (22 February 2022): "because there is no innovation without innovators, we need to invest more in our human capital. It is an enormous advantage to our innovation ecosystem that US universities continue

to draw the best and brightest students in science and engineering from around the world. In 2020 temporary visa holders outnumbered American citizens and permanent residents among recipients of doctoral degrees from American universities in crucial fields that include engineering, computer science, and mathematics". She further refers to the "quiet crisis" in the development of the talent pool: "the failure to draw sufficient numbers of young women and underrepresented minorities into fields such as computer science, engineering, physics, and mathematics ... Together these groups represent a substantial majority of the American population, so failing to inspire them to participate in science and engineering leaves our innovation system less vigorous than it should be". These are words that South Africans would be wise to reflect upon, as we plan for the future.

IN CONCLUSION

Although we successfully concluded 2021 on a high note, UJ cannot simply rest on its laurels and must accelerate the building of its global stature through research and development, the Fourth Industrial Revolution initiatives, strong leadership, best-in-class operational excellence, health, safety, wellness, and a harmonious working environment.

We continue to pray for another safe year for everyone in 2022.

All UJ stakeholders are incredibly special and great people. I thank everyone associated with this wonderful institution and wish you well for another great year ahead.



Mr Mike Teke



3. VICE-CHANCELLOR AND PRINCIPAL'S REPORT TO COUNCIL



Prof Tshilidzi
Marwala

With the onset of the SARS-CoV-2 virus, we were forced to re-imagine our operations, particularly in the area of teaching and learning. As an institution, we swiftly and effectively re-modelled our operations. In the midst of the challenges, we adapted our approach in line with the Fourth Industrial Revolution (4IR)-teaching and learning assumed the blended approach, while research and other academic activities took place online and also physical, where necessary. UJ managed to successfully complete the academic calendar on time, while maintaining its place as the leader in 4IR nationally, regionally and internationally.

Our research and innovation portal captures the direct and indirect responses in form of projects, peer-reviewed publications, and essentially, initiatives that are directly linked to the GES 4.0 Catalytic Initiatives Proposal approved by Council in early 2019, as well as the SDGs.

In 2021, the results of such initiatives were unveiled more than 450 submissions (including 12 full books) in the broader field of 4IR. The UJ 4IR website, and the 4IR in action webpage, are indicative of how our 4IR community engagement initiatives have been impacted.

UJ was rated number 92 in the world, in the Impact Rankings 2021, while we came first in the world for SDG 8: Decent Work and Economic Growth, we claimed fourth place in the world for SDG 1: No Poverty. These accolades are evidence of our commitment to community, as well as the transformation and decolonisation agenda in Africa.

INSTITUTIONAL PERFORMANCE IN TERMS OF THE ANNUAL PERFORMANCE PLAN

The achievements of the University are underpinned by two annual performance plans, the DHET Annual Performance Plan 2021, and the UJ Annual Performance Plan (APP). 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.

REVISIONS TO THE APP

Most of the indicators presented here are the same as for the 2020 APP, but are now 21 instead of the previous 27. The KPIs that are no longer in the APP are included in the Strategic Plan, which is reported on annually.

SUMMARY RESULTS – TARGETS MET

Out of the 21 indicators measured, targets have been met and or exceeded for most of them, often with excellent performance. The slight underperformance in the KPI 4a is explicated below.

KPI	Description	Performance
KPI 1	Total postgraduate outputs (n-1)	The outcome for the number of PG graduates for 2020 (n-1) at 3 577 exceeded the target by 10,5%.
KPI 2	Percentage permanent and fixed-term academic staff with doctorates	The target for this indicator was set at 50,8%, and the proportion of staff with doctorates at the end of 2021 at 55,8% exceeded the target by 5%.
KPI 3	Number of published research outputs on 4IR (n)	The number of published outputs on 4IR at the end of 2021 at 413 was a remarkable 65,2% above the target of 250 and 37,7% above the ceiling.
KPI 4a	Number of submitted research units (n-1)	The number of 2020 publications submitted in the first half of 2021, i.e. 2 372 units, was an increase of 33 units or 1,4% more than the previous submission. It was, however, below the target of 2 450.
KPI 4b	Number of accredited research units (n-1)	The accredited ROUs for the 2020 publications submitted, at 2 305.6 units, are considerably above the ceiling of 2 150 units and the highest on record for UJ.
KPI 5	Overall enrolment	Enrolment at the end of year at 50 591 was above the target by 1,4%, which is well within the 2% variation allowed for.
KPI 6	Undergraduate output (n-1)	Undergraduate output at 9 458, i.e. those that achieved qualifications in 2020, was above target by 308, or 3,4%.
KPI 7a and b	Percentage students completing three-year UG qualifications, and degrees only, in minimum time (n-1)	Of the 2018 cohort, 42,5% succeeded in completing three-year undergraduate qualifications in minimum time, which is 2,3% better than the previous cohort, 4,5% above target, and 3,5% above the ceiling. For the 2018 cohort doing three-year undergraduate degrees only, the completion in minimum time was 1,7% above the 2017 cohort, and 5,4% above the target.
KPI 8	Number of students completing Artificial Intelligence in the 4IR module (cumulative)	This indicator, which was new in 2020, tracks the number of students completing the Artificial Intelligence in the 4IR module. The tally of 4 281 for the year has exceeded both the target and the ceiling. The cumulative total since the beginning of 2020 as reflected in the Strategic Plan is 7 549.
KPI 9	Number of academic initiatives advancing 4IR, including Continuing Education Programmes (CEP) (cumulative)	This indicator tracks the number of new academic initiatives introduced to advance the 4IR strategy as well as new CEPs, cumulatively since 2019. There was a combined total of 80 such initiatives by the end of 2020, which, by the end of 2021, had risen to 129. This has exceeded the ceiling by 42, or 48,3%.
KPI 10	International students	The 2021 year-end number was 4 387, thus 15,4% above the target of 3 800. The calculation was amended by a Council decision to include students on non-formal whole programmes (25 March 2021).
KPI 11	Percentage international permanent and fixed-term academic staff	At the end of 2020, the percentage of international academic staff was 17,8%. The 2021 year-end percentage was 17,9%, i.e. 0,2% above the target of 17,7%.

KPI	Description	Performance
KPI 12a and b	Student satisfaction	This indicator tracks the overall responses to the annual UG and PG student satisfaction surveys, which are run late in the second semester. For undergraduates, the 2020 baseline of 94,8% was an outlier in comparison with previous years, where it has generally been in the order of 85%. It is pleasing to note that the 2021 outcome displays similarly high levels of satisfaction at 90,9%, above the target of 86,5% (12a). For postgraduates (12b), already high levels of satisfaction increased from 82,8% in 2020 to 84,7% in 2021.
KPI 13	Number of awards (national and international) and prestigious recognition	While the number of awards received by UJ staff reached the target of 50 in the third quarter of 2021, by year-end, at 82, it had exceeded the target by a noteworthy 64%.
KPI 14	Annual operating surplus	The audited outcome of R324.8 million, while lower than in 2020, was three times the target of R100 million.
KPI 15	Council-controlled reserves	The audited outcome for the end of 2021 was R3.179 billion (R2. 708 billion classified as undesignated), which exceeded the ceiling by 76.6% and was more than R800 million higher than the 2020 outcome.
KPI 16	Externally generated funding	The year-end outcome for 2021 at R357 million has comfortably exceeded both the target (by 78,5%) and the ceiling (by 62,2%). It exceeds the audited year-end total for 2020 by R88 million.
KPI 17	Third-stream income (externally generated research funding)	By the end of 2021, the audited figure of R321 million was above the target of R200 million by 60,5% and was 45,9% above the ceiling.
KPI 18	Percentage black (SA) permanent and fixed-term academic staff	At 647 at the end of 2021, the number of black permanent and fixed-term academic staff was 22 (or 3,5%) higher than in October 2020 (which is used as baseline) and 12 (or 1,9%) above target. The proportion increased from 48% in October 2020 to 49,4% at year-end of 2021.
KPI 19	Permanent and fixed-term academic staff by rank (associate professors and professors)	The year-end outcome for 2021 at 363 reached the ceiling. It is higher than the baseline by 19, and the proportion changed from the baseline of 26,4% to 27,7%.
KPI 20a	Number and percentage of black (SA) associate professors and professors	At the end of 2021, the number of black associate professors and professors had grown relative to the baseline by 14, exceeding the target by 11 and the ceiling by eight. The proportion changed from 23,8% to 26,4%.
KPI 20b	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 year-end outcome of 143 is 14 higher than the baseline, 8 above the target of 135, and 5 above the ceiling. The proportion has improved from 37,5% to 39,4%.
KPI 21	Reduction in carbon footprint	At 12,7% the outcome for this indicator was above the target of 12% and close to the ceiling of 13%, and far above the October 2020 baseline.

COVID-19: NEGOTIATING AND STABILISING THE 'NEW NORMAL'

During 2021, the persistent pandemic called for the need to ensure stability by adapting to the 'new normal', based on the 2020 experiences. The Management Executive Committee held several special meetings in a way to lead the institutional response, particularly regarding teaching and learning. The COVID-19 Coordinating Committee (CCC) which included student representatives discussed COVID-19 related issues and measures. The VC's weekly newsletter and regular communication to students and staff on various platforms, served to keep everyone informed regarding the related arrangements and measures to prevent the spread of the virus.

While ensuring the overall safety, security, and wellness of staff and students, the institution made it a priority to avail essential learning support to students and staff. For instance, NSFAS funded students were allowed to purchase technological devices using the book allowance, even though only a few of the students took the opportunity.

The emergent move to online teaching and learning called for the need to enhance quality. To ensure this, CAT redeveloped and designed new resources to support staff and students in online teaching and learning (T&L), the UJ Online Teaching Toolkit module was refined to increase usability by entrenching an easy search solution and FAQs for staff.

In the second half of 2021, UJ undertook to position the University as a mandatory vaccination site in 2022, following widespread consultation with Senate, staff and students through surveys and other discussion forums. Council approved the COVID-19 Mandatory Vaccination Policy Framework, with a mandate from Council for the MEC to manage the operational implementation. The University's Mandatory Vaccination Policy and Implementation Protocol and information regarding the UJ COVID vaccination sites on three campuses have since then been widely publicised through various platforms and is being embraced by various stakeholders.

ENGAGED INSTITUTIONAL APPROACH TO FURTHER DEVELOP 4IR CATALYTIC INITIATIVES

Evidently, 4IR is now well embedded in the institution and has set UJ as the pacesetter in this regard. The GES 4.0 project was thus structured in the following key categories: teaching and learning,

research and innovation, communication, as well as infrastructure and these have retained their relevance.

GROWING AWARENESS OF UJ LEADERSHIP IN THOUGHT AND INNOVATION

My role as Deputy Chair of SA's Presidential Commission on 4IR was further enhanced when I was appointed as one of the Namibian 4IR Task Force members in 2021. In these capacities, I published and presented articles on the subject.

UJ research has focused on positioning the institution as a thought leader in 4IR- our esteemed researchers produced more than 1 900 4IR publications, over 450 of these during the past year. UJ's 4IR publications of the past five years have achieved a citation rate that is 64% higher than similar publications in the global Scopus database. About 17,6% of UJ's 4IR publications feature in the 10% most cited publications worldwide, with 15,3% appearing in the world's most highly cited journals as determined by Elsevier's Source-Normalised Impact per Paper (SNIP) journal impact metric. Many of our peer-reviewed 4IR articles refer to COVID-19. The new podcast studio in the APK Campus Library hosted a series of podcasts focusing on UJ research on COVID-19 (<https://soundcloud.com/the-university-of-johannesburg/sets/covid-19-innovative-research>).

UJ experts have published 47 opinion articles linked to 4IR, and 24 opinion pieces linked to COVID-19.

UJ was the first university on the African continent to purchase Spot, the agile mobile robot from BostonDynamics in the USA. This acquisition will add significantly to the UJ 4IR teaching and training mission, and has already opened avenues for the Institute for Intelligent Systems (IIS) to develop technology transfer and innovations around its use in industry.





The College Reading and Learning Association (CRLA) International Tutor Training Program Certification (ITTPC) has accredited UJ's Tutor Training until 2024; UJ is the only South African university with an internationally certified tutor training programme.

The UJ Press was launched in 2021 under the auspices of the LIC and will focus on publishing titles in all disciplines related to Pan-African Decolonisation and 4IR issues, while also contributing to several of the SDGs. By year-end, the Press had a total of ten journals on the online platform, with several more journals exploring how best they can move over to be hosted on the UJ Online Journal System (<https://journals.uj.ac.za/>).

RESEARCH OUTPUT AND IMPACT

UJ is on an upward research trajectory- 2 339 units were submitted for the 2019 research output publications, of which 2 276 were accredited by DHET in their May 2021 report. A subsidy allocation of R123 635 per unit resulted in an income of R281 393 260. The institution's growth in accredited research output saw it moving into second position in national research publications output.

Journal articles have increased from 57,2% in 2018 to 75,5% in 2020. In 2020, books and chapters comprised 15,1% of the accredited units, followed by conference proceedings at 9,4%. In May 2021, UJ submitted its 2020 research publications to

DHET: 3 725 publications comprising 326 books and book chapters, 513 conference proceedings, and 2 886 journal articles. Since UJ's inception, research publication outputs have increased by an average of 13,1% per annum, equating to a 12,7% compound annual growth rate. Near to real-time, a dashboard is available to track research outputs daily.

The number of citations (the scientific impact of UJ's publications) continues to increase from 2005, UJ's Scopus-indexed publications increased from 220 to 4 120 in 2021, representing a compound annual growth rate (CAGR) of 20,1%. To place this in context, the South African higher education sector achieved a CAGR of 8,8% over the same period.

As at January 2022, 3 779 publications potentially worth more than 2 486 units have been submitted by faculties, representing 105% of the 2021 target of 2 509 units. Journal articles currently account for 76% of the units, with 76% indexed in Scopus. Books, chapters, and conference proceedings account for 11%, 6%, and 7%, respectively. In line with the UJ focus, 13% of the units originate from publications in the field of 4IR, while 8% address the Scholarship of Teaching and Learning (SoTL). UJ has also authored 311 publications around the COVID-19 pandemic and these are eligible for submission to DHET. UJ's COVID-19 publications have attracted more than 2 510 citations, an average of over eight citations per paper.

PRESTIGIOUS RECOGNITION OF RESEARCHERS

The number of NRF-rated researchers at UJ continues to increase- seven researchers were recognised as global leaders in their respective fields (NRF A-rating). A total of 50 B-rated, 141 C-rated and 47 Y-rated researchers were also recognised. Scholars and professional staff at UJ were recognised and celebrated nationally and internationally for their expertise and achievements.

VIRTUAL VISITING ACADEMIC PROGRAMME

The Virtual Academic Programme was conceptualised during the COVID 19 period and this aspect of the GES 4.0 Catalytic Initiative has gained momentum. The return on investment (ROI) for the Visiting Academic Programme continues to grow, with visible contributions towards research output, stature, and student/PDRF/staff mentoring.

EXTERNAL RESEARCH INCOME GENERATED

As of December 2021, the external research funding received stands at R321 068 000. This is an increase from the R245 571 000 received for 2020. The R321 068 000 includes R156 855 000 derived from the NRF (R64.781 million in the form of bursaries, and R92.074 million in the form of research funding). Remarkably, international contract research income is growing year-on-year, with R52.957 million received for 2021, close to double the figure for 2020 (R29.421 million).

PROGRESSING THE RESEARCH INNOVATION COMMERCIALISATION NEXUS

UJ actively fosters an entrepreneurial ecosystem, focusing on graduate employability. The Technology Transfer Office (TTO) is responsible for strengthening this ecosystem by developing a culture of innovation and feeding into UJInvt (Pty) Ltd, Through the TTO, the commercialisation of the UJ intellectual property portfolio is highly advanced, with 56 provisionally or fully registered patents to date. The UJInvt (Pty) Ltd is accelerating the strategy for Intellectual Capital Platforms (ICPs) – the clustering of intellectual products and/or services enabling commercialisation. ICPs under consideration include MinPET, CIMERA ('waterless mining'), Robotic Chemistry and Atomic Layer Deposition.

Resolution Circle (RC) serves as a technology, commercialisation, and incubation platform. Through a suite of short learning programmes (SLPs), work-integrated learning (WIL), registered skills programmes, apprenticeships, and the Engineering Council of South Africa (ECSA) candidacy programmes, RC actively feeds new developments in research to the workforce.

FLAGSHIP INSTITUTES

UJ boasts several flagship institutes and programmes under its arm, with contributions to research and scholarly outputs, student training, industry linkages, and third-stream income generation. Collectively, the institutes contributed 100.67 units for DHET accreditation in 2021 and 2020. The institutes contribute to the UJ academic programme through teaching and learning, as well as postgraduate student supervision.

POSTGRADUATE STUDIES, POSTDOCTORAL RESEARCH FELLOWS AND ASSOCIATED SUPPORT

For the 2020 academic year (n-1), UJ graduated 3 577 postgraduate students (against the target of 3 237). These included 592 postgraduate diploma students (against a target of 577), 1 824 honours students (against a target of 1 601 students), 937 master's students (against a target of 851 students), and 224 doctoral students (against a target of 208 students). The graduation targets set in the strategic plan for all these categories were therefore exceeded, despite some targets being set lower in order to realistically account for COVID-19.

The graduation of South African black doctoral students remains an important indicator. For 2020, a total of 75 South African black doctorates were conferred against a target of 74. The majority of the graduates were in STEM fields.

Overall, postgraduate student enrolment for the 2021 academic year was 10 860 students (up 10% from 2020). With the postgraduate diplomas, 1 257 students enrolled (a decrease of 4,5% from 2020); while 551 students graduated. At the honours level, 3 127 students enrolled, while 1 875 graduated, and the average time for completion improved from 1.3 years to 1.2 years.

The year 2021 saw 4 778 students enrolling for a Master's degree (9,5% higher than the enrolment in 2020), with, 3 009 registering for coursework master's, while 1 769 for the Master's with research only. The doctoral headcount for 2021 was 1 698 students (7,9% higher than in 2020). The impact of COVID-19 was especially evident at the doctoral level, where the number of graduates in 2021 decreased to 129 from the 224 students in 2020.

Throughout the GES 4.0 Catalytic Initiative, UJ has directed R169 million towards supporting postgraduate students/postdoctoral fellows, focusing on supporting women to achieve equity. In this view, 61% supported were female (100 out of 165), while 52% of the awardees were black South Africans (85 out of 165).

The number of postdoctoral research fellows (PDRFs) has steadily grown from 126 in 2012 to 385 in 2021 (2020: 327 PDRFs), over the past decade. The University Research Committee (URC) and GES funding are major players in increasing PDRFs.

RESEARCHER DEVELOPMENT THROUGH THE UCDG

The overall aim of the DHET University Capacity Development Grant (UCDG) is to support the academic staff's research activities and capacity development. The mobility grant allows for international travel for research collaborations. Seven projects are being supported, six existing ones and a new one on women leadership development.

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:	NEW – Women leadership development programme.
Project 7:	Providing integrated student support and development to postgraduate students.

ENROLMENT PLANNING AND IMPLEMENTATION DURING A PANDEMIC

The University successfully implemented the enrolment process, despite the challenges presented by the pandemic. The major challenges in the enrolment implementation were confirmation delays by NSFAS- students delayed registering, pending the financial aid approval by NSFAS. A proactive decision was then made to allow NSFAS qualifying first time entering students to register without paying registration fees.

Senior students who met the NSFAS requirements were also assisted while waiting for approval, so that they did not fall behind in academic activities.

ONLINE AND HYBRID LEARNING AND TEACHING

Online teaching and learning continued in 2021, with special arrangements in place for students to complete practicals, laboratory work, clinical placements, work-integrated learning (WIL), tests and exams in direct contact sessions.

The Centre for Academic Technologies (CAT) supports teaching and learning through innovative and advanced technologies.

TABLETS, DATA, E-TEXTBOOKS

CAT coordinated the distribution of the monthly data to students, together with almost 1 871 MECER devices to NSFAS, missing middle, and additional students who needed a loan device. Devices were availed for purchasing from UJ and paying through NSFAS funds, but only few students made use of the facility. Data was also provided to those students registered in a formal (subsidised) programme via the four major carriers.

In supporting teaching and learning, UJ made R10.5 million available for purchasing e-textbooks for students in priority modules.

STUDENT SUPPORT FOR SUCCESS

The Academic Development Centre continued with its Integrated Student Success Initiative (ISSI). Together with the eight Vice-Deans: Teaching and Learning in each faculty, as well as CBE, ADC works closely with CAT and other support services to develop and implement agreed interventions. The ISSI uses the UJ Priority Module Index (PMI) to identify modules that need interventions.



The *UJ Find-Your-Way* website aims to assist UJ students in finding their way at UJ and is continually updated to ensure usability and accessibility, with just-in-time information (<https://findyourway.uj.mobi/>).

EXTENDED CURRICULA PROGRAMMES

ADC Access activities mainly take place on the Doornfontein, Soweto and Bunting Road Campuses. In 2021, ADC Access staff taught 665 first-year students registered in FEBE, Humanities and CBE. The module success rates of 10 of the 15 extended curriculum groups were 90% and above. The success rates of extended diploma offerings were at their highest level (88,6%) since 2009. FEBE's first-year extended degree offerings were 90%, those of the extended diploma offerings in CBE were 88,3%, and in Humanities were 92%.

For 2021, DHET awarded UJ a foundation grant of R60.841 million, which was used for direct assistance to 2 200 first-time entering first-year students and 7 600 extended curriculum programme students in the four years as a whole.

ONLINE ENRICHMENT MODULES FOR STUDENTS

CAT oversees the design, development and administration of the two MOOCs: African Insights (AI1) and Artificial Intelligence in the 4IR (AI2). Both AI1 and AI2 were made available to the public in 2021. Internal cohorts for both MOOCs are ongoing. AI1, launched in 2017, had 23 240 cumulative completions by the end of 2021. AI2, launched in 2020, had 7 549 cumulative completions by the end of 2021.

UJENIUS CLUB

The UJenius Club encourages undergraduate students towards academic excellence while offering support through various opportunities. The club was conceived in 2012.

In 2021, 769 senior students were accepted into the UJenius Club on the basis of excellent performance in their studies, with 728 Orange Carpet (outstanding first-year entrants) also joining the Club.

PREPARATION FOR THE COMING INSTITUTIONAL AUDIT

The CHE will be carrying out institutional audits of all public and private universities in terms of the Framework for Institutional Audits, which was finalised in 2021. The audit aims to determine the coherence, effectiveness and efficiency of the institution's internal quality assurance system of its core functions, in enhancing students' likelihood of success.

In preparing UJ's Self-Evaluation Report (SER), extensive consultations were held across the University with all relevant stakeholders who provided comprehensive submissions. The draft SER was considered by the Senate for comments and approval on 18 November 2021, and submitted to the CHE on 5 January 2022, with the site visit scheduled for 16-20 May 2022.

INTERNAL REVIEWS

Quality promotion activities and programme reviews continued in 2021 with 27 programme reviews. Out of the 27, eight were completed by the end of 2021, and the rest are to be completed in the first semester of 2022. Twelve departments were visited by the Engineering Council of South Africa (ECSA) and one by the South African Council for Planners (SACPLAN).

The reviews of the UJ Research Entities were initiated by CAPQP and the University's Research Office, at the request of the University Research Committee. In 2021, four research reviews were completed: The Institute for Pan-African Thought and Conversation; the Johannesburg Institute for Advanced Studies; the University of Johannesburg Confucius Institute; and the Institute for Intelligent Systems.

PROGRAMME DEVELOPMENT

The Centre for Academic Planning and Quality Promotion (CAPQP) oversees programme and curriculum development, ensuring 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 six new programme accreditation applications to the CHE in 2021, including one multi-/interdisciplinary application. In terms of approvals, DHET approved 11 PQM applications (eight new and three amendments).

ONLINE PROGRAMMES

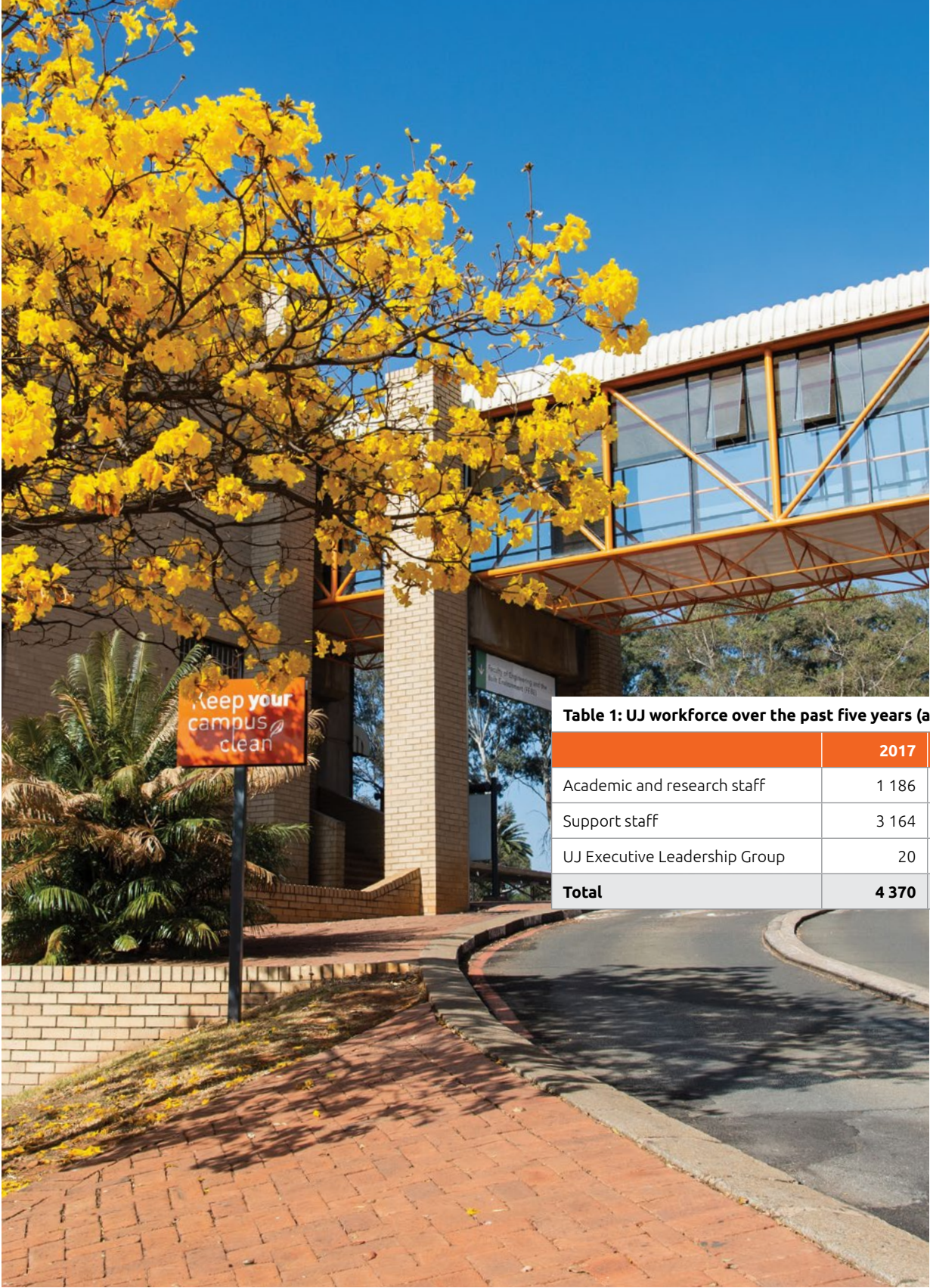
UJ currently offers 12 online programmes as part of the UJ Higher Education Partners South Africa (HEPSA) agreement – seven undergraduate programmes (five advanced diplomas and two bachelor's degrees) and five postgraduate programmes (one honours and four master's).

Enrolments substantially increased in 2021, with an increase of 617 additional module registrations at the end of 2021, to a total of 1 586 module registrations, compared to the 969 module registrations at the end of 2020 – a growth of 63,7% in module registrations during 2021. Overall, there were 316 graduates in 2021 from the fully online programmes.

ACADEMIC STAFF DEVELOPMENT

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 learning facilitators.

CASD facilitates an induction programme for new staff at the beginning of each semester. The Teaching Innovation Fund (TIF) supports staff innovation in teaching, while promoting engagement in scholarly teaching and learning, and indeed in Scholarship of Teaching and Learning (SoTL) research. The University Research Committee



allocates between R500 000 and R600 000 annually to support academic staff who submit short project proposals to the TIF.

Enrolment in the Postgraduate Diploma in Higher Education (PgDipHE) has increased over the years – in the reporting year, 24 students registered for the first year and 15 for the second year. Fifteen students completed the programme in 2021 and will graduate in 2022. UJ's Tutor Training Programme obtained international accreditation from the College Reading and Learning Association (CRLA) for 2021-2024.

UJ STAFF – PARTNERS IN ALL UJ ACHIEVES

Institutional staffing profile

UJ workforce statistics show an increase in staff, comparing 2017 with 2021, with a slight decrease in numbers from 2019 onwards. Improvement has been noted in the area of support staff, following the filling of vacant posts in support environments from 2018 onwards. This focus on increasing the academic workforce has yielded good results, with the academic and research headcount increasing from 1 186 in 2017 to 1 264 in 2021.

Table 1: UJ workforce over the past five years (as of 31 December 2021)

	2017	2018	2019	2020	2021
Academic and research staff	1 186	1 222	1 283	1 270	1 264
Support staff	3 164	3 105	3 080	3 048	3 029
UJ Executive Leadership Group	20	23	23	23	23
Total	4 370	4 350	4 386	4 342	4 316

TRANSFORMATION INITIATIVES WITHIN THE STAFFING DOMAIN

The Accelerated Academic Mentorship Programme (AAMP)

The Accelerated Academic Mentoring Programme (AAMP) provides career development opportunities for succession planning- to develop the next cohort of academic leaders. There has been an increase in the number of AAMP participants – 44 participants were awarded their doctorates: 16 in 2019, 19 in 2020 and 6 in 2021, with an additional 17 AAMP Level 1 participants submitting their doctoral theses for examination. Of the 418 AAMP participants at all levels, 70% are candidates from the designated groups and 59% are female.

nGAP

The New Generation Academic Programme (nGAP) is an initiative funded by DHET in partnership with universities. Each nGAP scholar is allocated a mentor to complete their doctoral studies. They are also given a reduced workload so that they focus on their studies.

To date, the University has a total of 29 nGAP posts hosted by different faculties. Since its inception, the nGAP has produced five doctorates, and the majority have made significant progress in their studies. At the end of 2021, six nGAP scholars exited the nGAP programme.

ASSISTANT LECTURERS

The Assistant Lecturers (AL) Development Programme is aimed at adding stature to flagship departments, thus accelerating the transformation of the academic component in terms of race and gender. It also assists departments with high enrolments but with unfavourable staff/student ratios. By the end of 2021, 75 ALs had been appointed into the programme. To date, 53 ALs have been appointed into full-time positions and two of these lecturers have occupied nGAP positions. An additional 15 ALs was appointed across three faculties for a period of five and half months to increase resource in online teaching and learning.

FUTURE PROFESSORS PROGRAMME

This is a DHET project that prepares promising academics to become a new cohort of South African professors. About R70 229 574,26 was allocated for Phase 2 of the programme, while 114 applications were received from 26 institutions.

A total of 29 candidates were shortlisted and endorsed by the FPP Phase 2 National Advisory Board. The first official virtual engagement with the 29 participants took place on 17-18 November 2021 to orient the newly recruited scholars.

NURTURING EMERGING SCHOLARS PROGRAMME

The University participates in the Nurturing Emerging Scholars Programme (NESP), also funded by DHE. The programme recruits honours graduates possessing the potential for academic advancement and express an early interest in the academic career, but 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. Four NESP scholars are registered for their Master's degrees at UJ and are anticipated for completion by the end of 2022. Check-in sessions are held with these scholars.

LEADERSHIP DEVELOPMENT PROGRAMMES

UJ Young Leaders Development Programme (UJYLDP)

The UJYLDP focuses on the preparation and empowerment of young leaders to be social change agents by developing their understanding of others and being aware of their roles and responsibilities as leaders in different contexts.

The programme's conceptual framework is based on the three-dimensional leadership universe: Me, We, World. With an initial intake of 49, a total of 38 completed the programme.

EMERGING LEADERS DEVELOPMENT PROGRAMME (UJELDP)

The UJELDP is a registered UJ short learning programme conducted by the Department of Industrial Psychology and People Management in the CBE, on behalf of the Transformation Unit. The programme provides emerging leaders with leadership skills required at their level of work, in order to shape their character, competence and commitment.

The final module of the Emerging Leaders Development Programme was concluded in September 2021. The project presentations were done on 1 October 2021 and evaluated by a senior team from the CBE. All 18 participants completed the programme.

UJ WOMEN IN LEADERSHIP DEVELOPMENT PROGRAMME (UJWLDP)

The University of Johannesburg pilot Women's Leadership Development Programme (UJWLDP) has been running since 2016 and until 2020, was conducted by an external service provider. The first cohort of 18 women completed their final project on 13 September 2021 during Women's Month.



HR offers a UJ Employee Wellness Programme that promotes, improves, and optimises the health, wellbeing, and high performance of employees. Some services are outsourced, while others are provided internally by the HR Wellness team.

MAINTAINING AN OPTIMAL LEARNING AND ENVIRONMENT AND STUDENT EXPERIENCE

The Central Academic Administration Division (CAA) is primarily involved in maintaining the integrity of the student life cycle, within the broad context of this institutional response, with responses having to be regularly adjusted in line with shifting national requirements. As a national leader in the use of technology to support the student life cycle, CAA managed to draw on this strength in its response to emerging challenges. Business processes continued effectively without interruptions.

Key adjustments were implemented as follows:

- Adjustments to the academic calendar were made. Following this, two separate academic starting dates were implemented: senior students started learning on 15 February, while the first-year students were scheduled to begin on 8 March. For first-year students, lost academic time was recovered by means of online intensive revision sessions during the April recess period.
- To reserve adequate spaces for first-year students in programmes, the registration system was enabled to facilitate quotas for the different student categories.
- The academic regulations were extended to allow all programmes to be temporarily offered online, with necessary adjustments to timetables where applicable.
- Senate approved the use of online assessments and extended this to 2021, again with the necessary system adjustments to the calculation criteria database. Two online proctoring systems, Proctorio and an in-house developed system and the Invigilator app (both piloted during 2020) assisted with the integrity of assessments for more than 14 000 students.
- An electronic academic record (with a secure, official digital stamp and Registrar's signature) was designed and made available to graduates and current students, and at their request, to prospective employers, from April 2021.
- The implementation of virtual graduation ceremonies for 14 000 graduates.

MAINTAINING AN OPTIMAL WORK ENVIRONMENT FOR STAFF

UJ's COVID-19 response from a health and wellness perspective

During the first semester, the majority of staff continued working from home, with gradual returning to campus. Certain in-person activities were allowed to commence, as long as they complied with national regulations.

HR provided numerous online sessions to support staff in dealing with the stresses related to COVID-19, with a special focus on work-life balance and on mental health. Since the start of the pandemic, 476 employees tested positive for COVID-19 (354 of these in 2021), and of these, 460 recovered, while 16 succumbed to the virus.

STAFF HEALTH AND WELLNESS BEYOND COVID-19

To ensure employee safety beyond COVID-19, UJ pays attention to enhancing the safety, health and wellness of staff. To this end, the Occupational Health Practice – 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.

- Supplementary assessments which are usually completed in January of the following year, were moved to the end of the same year (last week of November). This meant that students would receive the outcome of the supplementary assessments before the University closed for the recess period in December 2021.
- Support was availed for online enquiries during applications or registrations: the virtual assistant or chatbot, MoUJi, introduced in 2020, was further enhanced and now provides applicants or students with personal details, view academic and residence admission statuses, access class timetables, assessment results, and financial statements. Applicants can now also reset their PIN themselves and do not need to phone the Call Centre to request this.

A QUALIFICATION MUST LEAD TO EMPLOYMENT

The *Reimagine Your Career* programme brings UJ students in contact with potential employers. The programme involves virtual career fairs; Instagram lounge chats with career consultants; and Instagram virtual coffee sessions with industry leaders. The Career Services team also provided individual consultations with students who might have queries about their chosen career paths.

SUPPORT FOR STUDENT HEALTH AND WELLNESS

Student health and wellness is fundamental for academic success and is catered for by the Centre for Psychological Services and Career Development (PsyCaD), the Primary Healthcare Service, and the Institutional Office for HIV and AIDS (IOHA). The psychological impact of COVID-19 is evident in the ever-increasing demand for counselling by students. PsyCaD has thus witnessed a huge increase in the demand for counselling services, from 7 149 consultations in 2012 to 16 364 in 2021.

Higher Health SA also launched a helpline for South African students, while other call centres are available to the students- Life Line, SADAG and Akeso. The Disability Unit provides support to students with disabilities.

The Primary Healthcare Service (PHS) and the Institutional Office for HIV and AIDS (IOHA) have maintained their support for student wellness, and their services are available on all campuses, *pro bono*.

MONITORING STUDENT EXPERIENCE AND EMPLOYABILITY

The Division for Institutional Planning, Evaluation and Monitoring conducts annual student experience, as well as graduate employability surveys, aimed at providing instrumental insights into the University's areas of strengths and weaknesses.

THE UNDERGRADUATE STUDENT EXPERIENCE SURVEY

The 2021 Undergraduate Experience Survey (UGES) included responses from 10 398 students surveyed during August and September 2021. The results indicated that students' overall satisfaction level with UJ was 90,9%, slightly lower than the 94,8% of 2020 but is still a substantial achievement. There is an upward trend in student satisfaction, from the 86%-87% range which was the average between 2016 and 2019. That the UG student experience in 2021 was very positive was validated by the finding that 94,1% of the students indicated they would refer prospective students to UJ.

THE 2020 POSTGRADUATE STUDENT EXPERIENCE SURVEY

Similarly, the Report on the Postgraduate Student Experience Survey 2021 highlighted positive results, with improvement in satisfaction levels in areas of research supervision, from 82,4% in 2020 to 84,7%.

Despite concerns about the impact of COVID-19 on their studies, students indicated that they received commendable support from the institution. Main reasons for choosing to study at UJ included reputation of UJ and or their research supervisors.

STUDENT EMPLOYABILITY SURVEY

The *2021 UJ Graduate Employability Survey Report* gathered information from 7 821 UJ graduates who had completed their qualifications in 2018, 2019 and 2020. Among the employed respondents, 56% secured employment within three months of completing their studies, while 85,7%, within a year. Over two-thirds of the respondents felt that the COVID-19 pandemic affected their employment prospects.

STUDENT FUNDING

There is an increased number of NSFAS-funded students, but a significant number of students are still struggling to settle their fees and meet their daily needs. In response to this, we continue to provide various forms of support to students, with 13% of our operating budget allocated to assist low income and missing middle students.

STATE FUNDING

A subsidy allocation growth of 4,95% provided some form of relief. We anticipate changes in the subsidy formula and student fee increase framework, and we will therefore provide the much-needed certainty in our financial planning. We also anticipate receiving the outcomes of the work currently underway in this area, as well as funding for the missing middle students.

TRANSFORMATION

Transformation in the finance area is critical for delivering on our mandate. The University thus invests huge amounts of effort for many reasons: to ensure our procurement practices are aligned with best practices, to ensure that the sourcing strategy accurately addresses the UJ context, and it also guarantees good value for money and contributes towards improving our B-BBEE scorecard. While further improvement is necessary and we are working hard at that, our B-BBEE scorecard is testament to this.

Our supplier and enterprise development continues its upward trend, now with over 800 small suppliers graduating from our programmes. We are also increasingly focusing on spending towards qualifying black women-owned entities.

COMMERCIALISATION

The performance of the commercial entities is closely monitored for financial sustainability. Positive results have been realised, with notable improvement in the performance of Resolution Circle which yielded a surplus of R16 million for the year.

Our revised governance framework ensures increased transparency and accountability in this area, while it has also created opportunities for wider participation by our academics in the commercial activities. We therefore endeavour to salvage our space in this area, in order to continue to excel in innovation, with various commercialisation projects close to fruition at UJInvt.

RISK MANAGEMENT

While celebrating the said achievements, we are conscious of some uncertainties that continue to pose fundamental risks to our financial sustainability. These include:

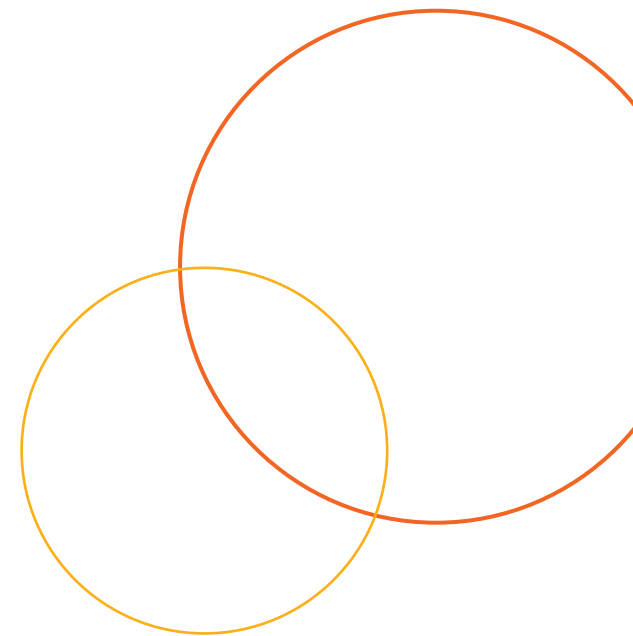
- The increasing number of students qualifying for NSFAS nationally, as well as the increase in national unemployment figures.
- Increasing irrecoverable student debt.
- Declining rand value of our subsidy allocations.
- Ageing University infrastructure and the decline in state funding for this purpose.
- Competition for talent.

To mitigate these risks, we endeavour to continue pursuing alternative income streams generated from commercialisation of our innovations, innovative new offerings, our strong financial position, as well as third-party financial contributions. This is imperative for supporting and funding the backlogged maintenance and future infrastructure investments and other strategic initiatives.

The University wide risk management strategies and processes have been intensified to counter failures in the internal control and governance processes.



Prof Tshilidzi Marwala



4. 2021 HIGHLIGHTS

AWARDS

National, international, and prestigious awards

82

STUDENTS

Undergraduate success rate

87,4%

Total headcount enrolment

50 591

Overall UG student satisfaction*

90,9%

Overall postgraduate satisfaction*

84,7%

International students

4 387

*As determined by Student Experience Surveys

STAFF

Black permanent and fixed-term academic staff

2021: 647 | 2020: 629

Female associate professors and professors

2021: 143 | 2020: 130

Permanent and fixed-term academic staff
with doctorates

2021: 55,8% | 2020: 53,9%



RESEARCH

Research enhances the University's profile,
which leads to the strongest possible case for
investment in the institution.

Number of published research outputs on 4IR

413

NRF-rated researchers

245

Number of academic initiatives advancing 4IR*

129

*Cumulative, including Continuing Education Programme

FINANCIAL OVERVIEW

Council-controlled reserves

R3.179 billion

Annual operating surplus

2021: R324.8 million

2020: R530 million

Third-stream income*

2021: R321 million

2020: R245.6 million

*Externally generated research funding

Consolidated net assets

2021: R9.2 billion

2020: R7.7 billion

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 acknowledgement 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 2021, UJ performed very well in a variety of global, regional, and subject ranking systems.

Table 2: University rankings outcomes 2019-2021

Ranking System		2019	2020	2021
Global	THE WUR	601-800 #6 in SA	601-800 #7 in SA	601-800 #7 in SA
	QS WUR	501-510 #4 in SA	439 #3 in SA	434 #3 in SA
	BGUR	366 #5 in SA	378 #5 in SA	417 #5 in SA
	URAP	647 #6 in SA	603 #6 in SA	592 #6 in SA
	ARWU	601-700 #6 in SA	601-700 #6 in SA	601-700 #5 in SA
	CWUR	761 #6 in SA	706 #6 in SA	674 #6 in SA
	WEBO-METRICS	826 #6 in SA	778 #6 in SA	711 #6 in SA
Regional	THE EEUR	99 #6 in SA	118 #7 in SA	116 #7 in SA
Young	THE YUR	151-200 #2 in SA	151-200 #3 in SA	173 #4 in SA
Graduate Employ-ability	QS GER	301-500 #5 in SA	301-500 #5 in SA	301-500 #4 in SA

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**: Centre for World University Rankings, **EEUR**: Emerging Economies University Rankings, **YUR**: Young University Rankings, and **GER**: Graduate Employability Rankings.

IMPACT RANKING

Six South African universities participated in the third instalment of the *Times Higher Education (THE) Impact Rankings*. UJ was ranked overall, for the second time, at position 92 in the world, placing first in South Africa and on the African continent. This global ranking of impact and innovation is based on the 17 United Nations' Sustainable Development Goals (SDGs). UJ was ranked globally in the top 100 universities for seven SDGs, notably with a first place ranking for SDG 8: Decent Work and Economic Growth and fourth place for SDG 1: No Poverty. UJ's further global rankings were as follows: SDG 4: Quality Education (24th), SDG 5: Gender Equality (43rd), SDG 10: Reduced Inequalities (60th), SDG 12: Responsible Consumption and Production (79th), and SDG 7: Affordable and Clean Energy (91st).

SUBJECT RANKINGS

The 2021 outcomes for the various subject ranking systems are shown below.

Table 3: Subject rankings outcomes in 2021

THE Subject Rankings	QS Subject Rankings	BGUR Subject Rankings	GRAS
Law: 151-175, #3 in SA	English Language and Literature: 201-250, #3 in SA	Social Sciences and Public Health: 221, #3 in SA	Hospitality and Tourism Management: 18, #1 in SA
Social Sciences: 251-300, #3 in SA	Chemical Engineering: 301-350, #3 in SA	Chemistry: 227, #1 in SA	Sociology: 101-150, #1 in SA
Psychology: 301-400, #2 in SA	Education and Training: 301-350, #5 in SA	Geosciences: 241, #3 in SA	Public Administration: 101-150, #1 in SA
Arts and Humanities: 301-400, #3 in SA	Economics and Econometrics: 351-400, #4 in SA	Physical Chemistry: 258, #1 in SA	Education: 201-300, #1 in SA
Education: 301-400, #4 in SA	Agriculture and Forestry: 351-400, #6 in SA	Physics: 329, #3 in SA	Earth Sciences: 201-300, #2 in SA
Engineering: 401-500, #2 in SA	Physics and Astronomy: 401-450, #2 in SA	Engineering: 398, #2 in SA	Geography: 201-300, #2 in SA
Economics: 501-600, #4 in SA	Environmental Sciences: 401-450, #6 in SA	Plant & Animal Science: 434, #8 in SA	Chemical Engineering: 301-400, #1 in SA
Clinical and Health: 501-600, #7 in SA	Chemistry: 451-500, #3 in SA	Environment/Ecology: 482, #9 in SA	Physics: 301-400, #3 in SA
Computer Science: 601-800, #4 in SA	Mechanical, Aeronautical and Manufacturing Engineering: 451-500, #5 in SA	Materials Science: 591, #2 in SA	Political Sciences: 301-400, #3 in SA
Physical Sciences: 601-800, #8 in SA	Medicine: 601-650, #8 in SA		Management: 401-500, #1 in SA
			Ecology: 401-500, #8 in SA

5. ACADEMIC TEACHING AND LEARNING

UJ's Strategic Objective 2 focuses on achieving excellence in teaching and learning. As a comprehensive university, UJ offers academic programmes ranging from undergraduate diplomas that are closely aligned to the world of work, and to pure and applied research-based doctoral qualifications. UJ's academic programmes are informed by its growing research production and undergirded by an emphasis on the scholarship of teaching and learning.

In 2021, UJ's teaching and learning activities continued to advance the following aims:

- To provide intellectually rigorous curricula that respond innovatively to the challenges and opportunities of the 21st century.
- To achieve 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.
- To foster outstanding achievements across the diverse student body.
- To maintain a steady overall enrolment capped at approximately 50 000 students, with an increasing proportion of postgraduates, significant proportions of international students and students from Quintile 1 and 2 schools.
- To apply a continuous and intense focus on student success, on reducing dropout and increasing the programme throughput rate.

TEACHING AND LEARNING POLICIES

The purpose of the Teaching and Learning Policy is to inform the development and implementation of all teaching and learning activities and initiatives to enable the achievement of the University's commitment to excellence in teaching and learning. The Policy's provisions cover decision making on teaching and learning. It aims to enhance institutional capacity to address teaching and learning challenges, curriculum development, the professional development of academics as teachers, and interventions to increase student success and throughput.

PERFORMANCE IN 2021

In the teaching and learning domain, the Strategic Plan 2025 monitors enrolment targets, relevant programme and curriculum development, international collaboration, student achievement through various success and output indicators, graduate employability, and scholarly output on teaching and learning.

2021 enrolment monitoring

The University performed very well in terms of enrolment in 2021 – at both the undergraduate and postgraduate levels. This may partly be attributed to an earlier start to the academic year than most tertiary institutions in the country, which allowed the University to attract many potential students at an early stage.

Overall, the University's headcount of 50 591 was 1,4% above target, which is well within the 2% deviation allowed for by DHET. In terms of CESM distribution, SET accounted for 34,3% of the enrolment, Business and Management for 37,6%, Education for 9,1% and Humanities for 19%.

The overall quality of the student intake in 2021 was also higher, given that the number of first-time entering students with an APS \geq 35 (including Life Orientation) increased from 4 408 to 5 139, to reach 52,2%, and the number qualifying for the UJenius Club also increased significantly.

Initiatives to support the strategic objectives in teaching and learning

There was significant growth in the number of academic initiatives advancing 4IR, in continuing education programmes and in the number of teaching and learning initiatives using technological innovation. Altogether, there were 55 new initiatives in 2021 to bring the total to 140 since 2019.

UJ adopted a broad definition of hybrid learning that fused the two components of blended learning: (i) traditional face-to-face teaching, and (ii) student learning through electronic and online media in a way that ensured that they were complementary. This has laid the foundation for new forms of blended learning at UJ with a strong emphasis on social justice and with the UJ values guiding change.

By the end of 2021, 7 549 students had completed the online Artificial Intelligence in the 4IR module since its inception in 2020, while a cumulative 23 240 had completed the African Insights module.

2021 Enrolments

Postgraduate enrolments

10 858

Postgraduate below master's enrolments

4 383

Master's enrolments

4 778

Doctoral enrolments

1 697

Distance learning enrolments

1 420

“

Knowledge is power.
Information is
liberating. Education
is the premise of
progress, in every
society, in every
family. ”

– Kofi Annan

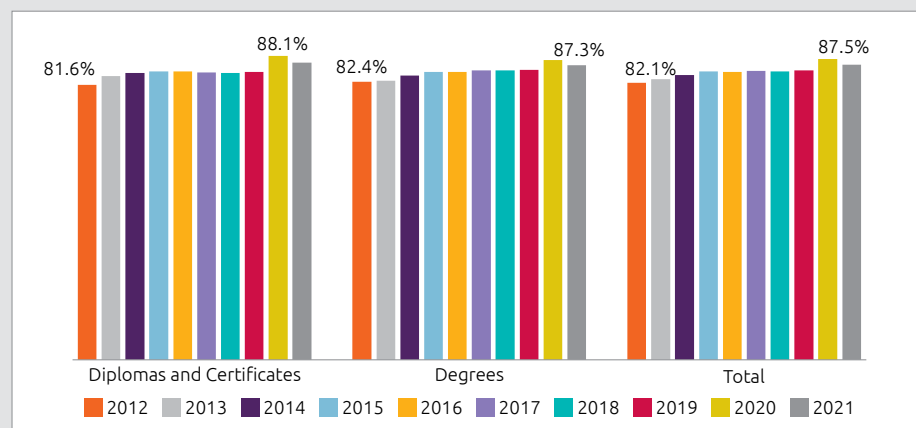


Figure 1: Undergraduate module success rates 2015-2021

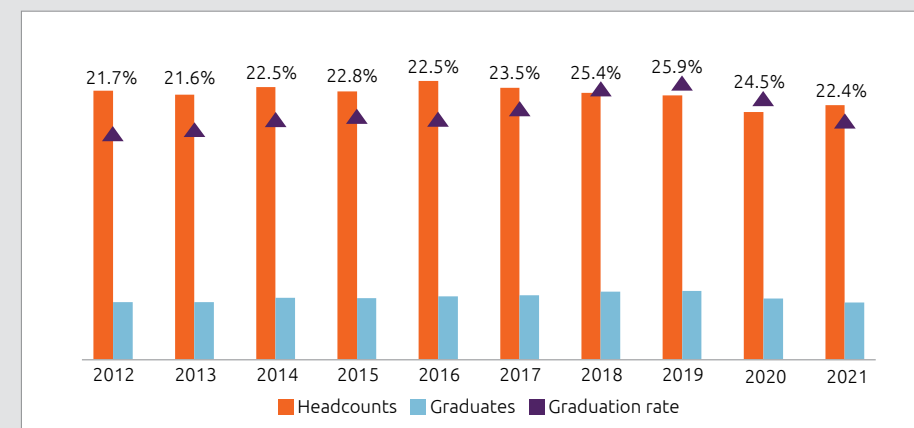


Figure 4: Undergraduate headcounts, graduate outputs and graduation rates 2012-2021

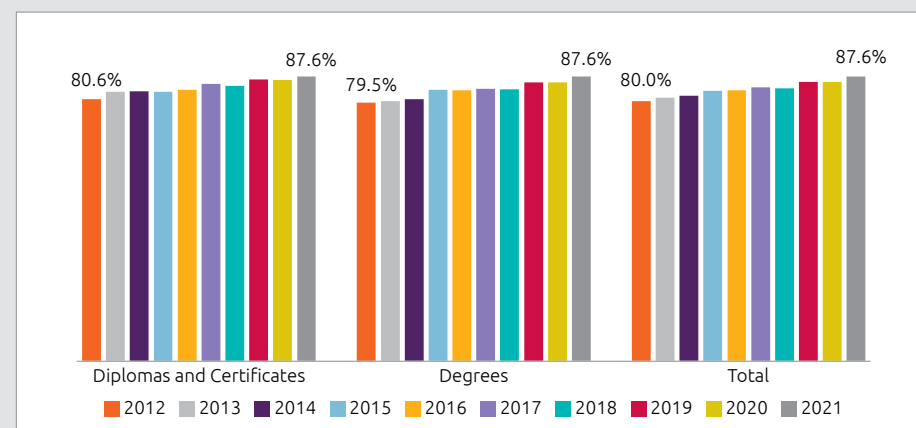


Figure 2: Module success rates of first-time entering students 2012-2021

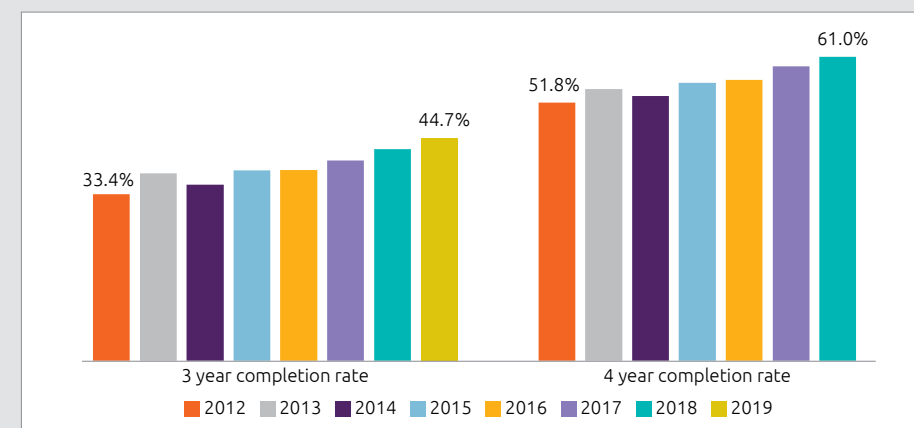


Figure 5: Cumulative completion rates for three-year undergraduate programmes: 2012-2019 cohorts

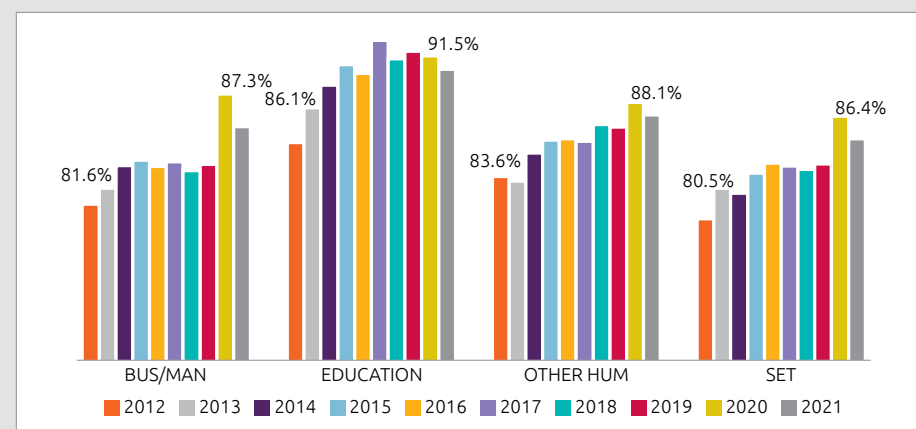


Figure 3: Undergraduate module success rates per CESM 2012-2021

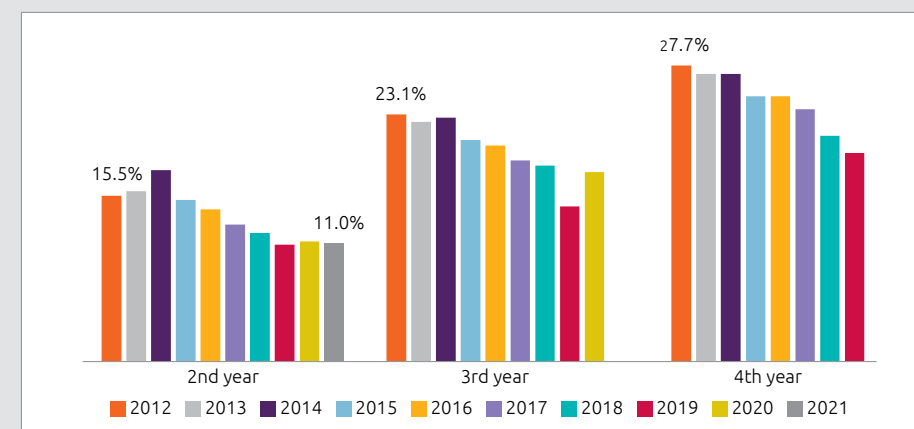


Figure 6: Cumulative undergraduate dropout rates: 2012-2021 cohorts

Student success

The quality of teaching and learning improved overall, according to the relevant indicators. The module success rate for 2020, reported in 2021, at 89,2%, was excellent, and for 2021 at 87,5% it was also high. Undergraduate throughput was better than in the previous year, with 44,7% of the 2019 cohort completing a three-year undergraduate qualification in minimum time. Undergraduate dropout at 11% was better than the target of 12,5%. UJ staff reflection on teaching and learning was healthy, as the number of publications on the scholarship of teaching and learning at 186 was much higher than the target of 160.

An area for potential improvement is the employability of graduates, although this is also reflective of a worsening economic context in the wake of the COVID-19 pandemic. The indicators from survey data show that graduates are taking slightly longer to secure employment than in previous years. Conversely, the number of graduates who are self-employed rose in 2021.

Focus area: outstanding achievements across our diverse student body									
KPA: Excellent student success rates, retention, graduation output and progression to postgraduate study									
		Year N							
		2017 ⁽¹⁾	2018 ⁽¹⁾	2019 ⁽¹⁾	2020 ⁽¹⁾	2021		2022	
						Actual ⁽¹⁾	Target	Actual ⁽²⁾ As on 4 April 2022	Target
KPI 34	UG module success rate (n-1) (%)	85.4%	85.7%	85.6%	85.8%	89.2%	85.8%	87.5%	88.0%
KPI 35	UG dropout rate in year 2 (n: n-1 cohort) (%)	15.7%	13.0%	12.2%	11.0%	11.9%	12.5%	11.0%	12.0%
KPI 36	a. Percentage mainstream students completing 3-year UG qualifications in minimum time (n-1: n-3 cohort) (%)	35.3%	38.2%	38.8%	40.2%	42.5%	39.0%	44.7%	42.8%
KPI 36	b. Percentage mainstream students completing 3-year UG degrees only in minimum time (n-1:n-3 cohort) (%)	37.5%	40.9%	41.5%	41.5%	43.4%	39.0%	44.5%	43.6%
KPI 37	a. Total graduation rate (n-1) (%)	24.8%	25.8%	27.1%	27.9%	26.9%	26.2%	25.6%	26.4%
KPI 37	b. Total graduate output (n-1) (#)	12 770	13 004	13 724	14 099	13 035	12 710	12 926	13 371
KPI 38	a. UG graduation rate (n-1) (%)	22.5%	23.5%	25.4%	25.9%	24.5%	24.5%	22.4%	24.5%
KPI 38	b. UG graduate output (n-1) (#)	9 791	9 969	10 566	10 681	9 458	9 212	8 875	9 739
(1) Audited HEMIS figures.									
(2) Student output indicators relating to the 2021 academic year are currently in the process of finalisation.									

Figure 7: Key output indicators

The graphs on pages 28 and 29 indicate that 2021 was a very good year in terms of teaching and learning. Upward trends are observable for most of the relevant indicators, suggesting that the many interventions to improve the quality, efficiency and effectiveness of teaching and learning together are having some impact.

ACADEMIC DEVELOPMENT AND SUPPORT (ADS)

The ADS supports initiatives to provide a rich academic experience for undergraduate students at the University of Johannesburg and to maximise retention, success, and throughput. The focus is on reducing dropouts and improving the module pass rate and the degree throughput rate.

The Academic Development Centre (ADC), the Centre for Academic Technologies (CAT) and the Centre for Psychological Services and Career Development (PsyCaD) again played critical roles in supporting academics and students with the challenges of remote teaching and learning in 2021. The undergraduate degree success rate, the principal barometer of overall undergraduate achievement, has steadily increased since 2014.

Table 4: Undergraduate success rate

	2019	2020	2021	2021 relative to 2020
Diplomas and Certificates	85,3%	90,2%	88%	-2,2%
Mainstream	84,6%	90%	87,5%	-2,5%
Extended	88,7%	91,3%	91%	-0,3%
Degrees	86%	88,9%	87,2%	-1,7%
Mainstream	86,1%	89,1%	87,6%	-1,6%
Extended	84,9%	87,6%	85%	-2,6%
Overall module success rate	85,8%	89,2%	87,4%	-1,8%

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

ACADEMIC DEVELOPMENT CENTRE (ADC)

ADC is a Centre consisting of three units: ADC Access, Academic Development and Innovation (ADI), and the Academic Literacies Unit (ALU). The South African National Resource Centre (SANRC) for the First Year Experience and Students in Transition, an independent entity, is housed and managed by ADC.

The On the Go: SOS (Student Online Success) Module and Find-Your-Way website

In 2021, ADC created a virtual bouquet of bite-sized resources for students in both literacies and learning development. These well-used resources included reading and writing strategies, time management and online exam preparation skills.

The publicly available UJ Find-Your-Way website aims to assist UJ students in finding their way at UJ. This website was continually updated to ensure usability and accessibility, with just-in-time information (<https://findyourway.uj.mobi/>).

The UJ Integrated Student Success Initiative (ISSI)

The ISSI is a student success initiative that aims to impact student success at UJ in terms of module pass rate, degree completion rate, and dropout rate, with a data-informed process for the most extensive impact on student success. The ADC works closely with the Centre for Academic Technologies (CAT) and other support services, in conjunction with the eight Vice-Deans: Teaching and Learning in each faculty and CBE, to develop and implement agreed interventions.

Improved student success is the measure of ISSI's effectiveness. During 2021, the approximately 90 modules involved in ISSI showed substantial improvements when compared to the student attainment levels in the same modules in 2020.

ADC Access

ADC Access, responsible for ADC's extended curriculum programmes, continued its outstanding work in 2021. During 2021, ADC Access staff taught 665 first-year students registered in FEBE, Humanities and CBE. The module success rates of 10 of the 15 extended curriculum groups were 90% and above. Moreover, the success rates of extended diploma offerings were at their highest level (88,6%) since 2009. FEBE's first-year extended degree offerings were at 90%, those of the extended diploma offerings in CBE at 88,3%, and in Humanities at 92%.

Academic Development and Innovation (ADI)

ADI consists of two parts – the Learning Development (LD) Unit and the University of Johannesburg English Language Programme (UJELP). Staff 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 included 681 students, and the two modules registered a pass rate of 97% and 89%, respectively.

The Reading in the Discipline (RID) initiative continued in 2021 in the Faculty of Humanities, the Faculty of Art, Design and Architecture (FADA) and the Postgraduate Centre, with 867 students attending RID workshops.

Academic Literacies Unit (ALU)

The Academic Literacies Unit continued its contribution to teaching and learning with three key modules: English for Law (EFL), Language and Skills for Science (LSS), and Language for the Economic Sciences (LES). Student engagement with the four UJ Writing Centres consultants was excellent despite their having to adjust from the conventional model of one-on-one and small group consultations at the beginning of the pandemic to online support. In total, 6 327 consultations were done during 2021 – almost 2 000 more consultations when compared to 2020.

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

In 2021, the UJ FYE and SSE continued with their work. The FYE started with the First Year Seminar (FYS), presented as a fully online FYS to welcome first-time UJ students into their new environment. Data collected between January and April 2021 indicated that 83% of first years across the faculties and the college had accessed the modules.

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. The SANRC made some notable gains in pursuit of its threefold 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 6th Annual SANRC FYE Conference went fully online for the first time and was held from 19 to 21 May 2021. Dr Annsilla Nyar, Director of SANRC, co-presented a keynote session with Dr Jennifer Keup at the online American National FYE Conference. SANRC was awarded a further R8 million to continue its work on the national stage until the end of March 2024.

UJELP

UJELP provides an English proficiency level test and an English language programme to international students from non-English speaking countries. In 2021, 167 students took UJELP's placement test. A third of those tested enrolled in the English language programme.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

The CAT supports teaching and learning through innovative and advanced technologies. Eight CAT staff members conducted 24 virtual sessions of 60 minutes each between 24 February and 5 March 2021. The sessions aimed to introduce first-year students (2 119 attended) to the online learning environment at UJ: (i) uLink (the single sign-on student portal); (ii) navigating the Blackboard (Bb) Learning Management System (LMS); and (iii) understanding how to participate and engage on Bb.

Sessions for new staff aimed at (i) introducing them to the online teaching and learning environment (Blackboard); (ii) training them on the basics of Bb; and (iii) preparing them for the use of Bb at three levels: beginner, intermediary, and advanced.

In 2021, 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. By the end of 2021, 100% of the available funding was used for 69 e-textbooks, downloaded by 19 936 students. The majority of the downloads were in 43 titles that had 25 or more downloads.

As part of a public initiative, UJ has partnered with the Department of Basic Education to initiate the delivery of the Artificial Intelligence in the 4IR course to 10 000 youth who form part of the Presidential Employment Youth Initiative. The enrolment process will take place in 2022.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PsyCaD)

Over the last couple of years, PsyCaD has seen a significant increase in the demand for counselling services, from 7 149 consultations in 2012 to 16 364 in 2021. This increase is in line with international trends.

The 24-Hour Crisis Line provides immediate psychological assistance to UJ students. Services offered through this line include telephonic counselling, referrals to applicable emergency services, as well as recommendations and referrals to various organisations and resources to assist with the presenting crisis or query. There has been a significant increase in the number of calls to the crisis line, from 941 in 2020 to 1 160 in 2021. Of these calls, 118 (10,2%) were suicide-related, and of those 14 resulted in hospitalisations.

Throughout the challenges that COVID-19 posed, the Disability Unit continued to provide students with disabilities with much-needed support. The team conducted 1 029 consultations with these students.

In 2020, Career Services launched *UJCareerWiz*, a new one-stop online career portal, to support student employment needs. In 2020, 15 202 students used the portal and, in 2021 the portal registrations increased to 17 610.

Career Services continued in 2021 with virtual career fairs, either on their own or in collaboration with the South African Graduate Employers Association (SAGEA). Companies and the students adjusted well to the virtual career fairs. The number of companies attending increased to 154, and student numbers increased to approximately 9 000 in 2021.

UJenius Club

In 2021, 769 senior students were accepted into the UJenius Club, with 728 Orange Carpet (first-year students) also joining the Club.

UJenius students are prioritised for company visits and online networking events. Many companies approach UJ to recruit its top-achieving students. The UJenius Club has a collaboration with Intellecto Human Resources Services, which arranges WIL and internship placements. The collaboration resulted in 150 senior UJenius students being placed in companies to gain work experience. Of these, 51 students secured permanent jobs.



The UJenius students are offered a wide range of self-improvement opportunities. In 2021, they were able to attend 30 online workshops, which covered a wide range of topics such as CV writing, and interview and business strategy skills. In collaboration with the Institute of Advanced Cyber Defence (IACD), 40 students were awarded full bursaries to do courses in cyber security.

UJ-HEPSA fully online programmes 2021

As indicated below, UJ now offers 12 fully online programmes, and 2021 has shown continued overall growth in module registration numbers. Growth in the complete undergraduate and postgraduate online suite is reflected by the total increase of 617 additional module registrations at the end of 2021 (with 1 586 module registrations), in comparison to the 969 module registrations at the end of 2020.

The way forward

In 2021, ADC, ADS, CAT and PsyCaD special projects supported students and academics who were all learning and teaching remotely and online for a second academic year. Despite being online, CAT and PsyCaD's services were widely used by students. At the same time, ADC's SOS: Student Online Success module, First Year Orientation modules and publicly available Find-Your-Way website received thousands of visits. The UJ-HEPSA fully online programmes continued to grow in 2021. Plans are in place to expand the African footprint of the two short learning programmes, African Insights and Artificial Intelligence in the 4IR. Expanded projects included intensifying initiatives to strengthen student employability, the Integrated Student Success Initiative (ISSI), new strategies to support student literacies and learning development, the expansion of using available data for learning analytics and bringing together the top UJ students in the UJenius Club.

UJ online programmes

Table 5: Module registrations increase from 2020 to 2021

Online programme	Launch date	Module registrations D6: 2020 intake	Module registrations D6: 2021 intake	Module registrations increase from 2020 to 2021
Master of Public Health	23 October 2017	188	274	86
Master of Education in Information and Communication Technology	23 October 2017	86	87	1
Master of Education in Educational Management	D2: 12 March 2018	146	110	-36
BCom Accountancy	D4: 1 July 2018	157	258	101
Bachelor in Human Resource Management	D4: 1 July 2018	92	172	80
Advanced Diploma in Financial Markets	D4: 1 July 2018	133	211	78
Advanced Diploma in Logistics	D2: 11 March 2019	67	81	14
Advanced Diploma in Transportation Management	D2: 11 March 2019	57	64	7
Advanced Diploma in People Performance Management	D2: 11 March 2019	43	33	-10
B Ed Honours in Education Leadership and Management	D1: 11 January 2021	N/A	118	118
Master of Business Administration	D1: 11 January 2021	N/A	123	123
Advanced Diploma in Education in School Leadership and Management	D4: 28 June 2021	N/A	55	55
Total module registrations		969	1 586	617

DIVISION FOR TEACHING EXCELLENCE

In 2021, the Division for Teaching Excellence (DTE), formerly known as the Division of Academic Planning, Quality Promotion and Academic Staff Development (DAPQPASD), continued to fulfil its mandated role in the University. Academic planning, engagements with regulatory bodies, professional approvals and accreditation, programme reviews, and support for the intellectual, professional, and personal development of academics all fall within the scope of the DTE. Key to the work of the Division is the provision of a wide range of skills to enable and support academics in the use of

innovative responses to higher education teaching and learning. The Division has completed the following in 2021:

- Comments on the first draft of the Higher Education Qualifications Sub-Framework Review.
- Response to the National Review of the Doctoral Degrees Report.
- Development of the UJ Self-Evaluation Report for the upcoming institutional audit of the Council on Higher Education (CHE).

In preparation for the 2022 audit site visit by the CHE, 2021 also saw the updating and development of the policies that crucially frame the University's work.

The following policies/documents were developed, commented on, or amended, and were either approved in 2021 or submitted for 2022 approval by the University's governance structures:

- Teaching and Learning Strategy for 2022
- Work-integrated Education Policy
- Assessment Policy
- Teaching and Learning Policy
- Language Policy
- Programme Working Group Charter

Future Professors Programme

UJ is the lead implementer of the National Future Professors (FPP) Phase 2 Programme, a DHET project that prepares promising academics to become a new cohort of South African professors. A total of R70 229 574.26 was allocated for the implementation of the FPP Phase 2. A total of 114 applications were received from 26 institutions. In March and April 2021, the FPP Phase 2 implementation team embarked on a rigorous shortlisting process where the 114 applications were scrutinised. A shortlist of 29 candidates was developed and these were endorsed by the FPP Phase 2 National Advisory Board.

New Generation of Academics Programme

The New Generation of Academics 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, and all 29 posts have been taken up. Group coaching sessions, sessions with PsyCaD and writing retreats were organised for nGAP scholars in 2021. By the end of 2021, six nGAP scholars had exited the nGAP programme.

Nurturing Emerging Scholars Programme

The University participates in the Nurturing Emerging Scholars Programme (NESP), 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 did not exist. UJ was awarded five scholarships in Phase 1 of the programme in the following fields: Biochemistry, Engineering (Civil Geotechnical), Mechanical Engineering, Podiatry, and Zoology. Four NESP scholars are registered for their master's degrees at UJ and will complete at the end of 2022. In March 2021, UJ submitted

four Phase 2 scholarship applications to DHET. The University has been awarded three scholarships for Phase 2 Cohort 1 in the following areas: Chemical Sciences, Urban and Regional Planning, and Engineering (Civil Geotechnical) with the latter position carried over from Phase 1.

Accelerated Academic Mentoring Programme

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 the years. In terms of progress made towards the completion of their master's and doctoral degrees, data show that 44 AAMP participants had been able to complete and had been awarded their doctorates: 16 in 2019, 19 in 2020, and six in 2021. An additional 17 AAMP Level 1 participants submitted their doctoral theses for examination in 2021. Based on the above, it can be argued that the programme is one of the major contributors to the University's efforts to increase the number of staff with doctorates from 50% to the set 2025 target of 65%.

Assistant Lecturer Development Programme

The Division coordinates and manages the Assistant Lecturers (AL) Development Programme. The programme budget makes provision for 75 ALs in each academic year. By the end of 2021, 75 had been appointed to the AL programme. To date, 53 ALs have subsequently been appointed to full-time lecturing positions, and two of these lecturers have taken up nGAP positions.

As part of the recommendations from the MEC meeting held in June 2021, faculties were requested to identify additional resources they would require for online teaching and learning in the second semester of the 2021 academic year. The proposals were approved by the MEC, and included the appointment of an additional 15 ALs across three faculties for a period of five and a half months.

Teaching Innovation Fund

In March and May 2021, calls were issued inviting faculties and departments to submit project proposals to be considered for the Teaching Innovation Fund. The Division received an overwhelming response to the two calls. A total of 35 proposals were received, 22 after the first call and 18 for the second call. A total of 17 projects were recommended for funding from the two calls. In 2021, the Division produced and launched

an online publication entitled *Teaching Innovation for the 21st Century: A collection of UJ Teaching and Learning Vignettes*. The publication showcased UJ 2020 teaching innovations and was launched on 19 July 2021 by the Vice-Chancellor, Prof Tshilidzi Marwala. A publication showcasing projects funded in 2021 is in the pipeline.

Other activities

The Division, in collaboration with the Faculty of Humanities and the SARCHI Chair for PSET, organised an international online conference, themed as 'Peak Performances: COVID-19 and the Transformation of Teaching and Learning in Higher Education (Critical Reflections on the Experiences of Teaching and Learning in the Face of the Pandemic: Responses, Complexities, and the Implications of COVID-19 on Higher Education)'. The conference was held on 28 to 30 April 2021. A selection of conference papers have been edited for publication in the *Southern African Review of Education (SARE)* for April/May 2022.

The DTE hosted a total of 24 sessions in the form of Teaching and Learning master classes, Connect@1 sessions and sessions under the theme '*The Beautiful Ones Are Not Yet Born: The Academic Journey*'. These sessions provide a platform for seasoned academics to showcase their own academic journeys.

CENTRE FOR ACADEMIC PLANNING AND QUALITY PROMOTION (CAPQP)

The CHE report arising from the National Doctoral Review site visit in October 2020 was received in 2021. The report was largely positive and UJ had correctly anticipated the minimal areas for development set out in the review report.

Monthly Programme Working Group (PWG) meetings are held to ensure the timely submission of programmes, SLPs and amendments to Senex. Training sessions are hosted online and continue to provide support and assistance to faculties in a variety of areas of quality assurance. Internal programme amendments reviewed by CAPQP at the request of Senex are noted in PWG minutes prior to appearing at Senex.

Programme development

CAPQP submitted six new programme accreditation applications to the Higher Education Quality Committee (HEQC) of the CHE in 2021, including one multi-/interdisciplinary application.

In terms of approvals, the following can be reported:

- DHET approved six PQM applications (four new and two amendments).
- The HEQC approved amendments as follows: one title change, one site of delivery change, and six newly accredited programmes.
- The University received two conditional accreditations from the HEQC. Of the five nursing postgraduate diplomas, three are now fully accredited with one awaiting full accreditation status following on submission of the outstanding South African Nursing Council (SANC) letter. The remaining diploma with a prior to commencement condition awaits an outstanding SANC letter.
- A wide variety of specialisations in the multidisciplinary Master of Philosophy and Doctor of Philosophy degrees, which had been accredited in 2020, were approved in 2021 by Senate.
- SAQA has registered four new qualifications for UJ.

Internal reviews

Quality promotion activities and programme reviews continued without pause in 2021, with 27 programme reviews underway. Of the 27, eight were completed by the end of 2021, and the rest are set to be completed in the first semester of 2022. CAPQP reports on programme reviews twice yearly at the Senate Teaching and Learning Committee (STLC). CAPQP supports faculties and departments with professional body accreditations and reviews. In 2021, these took place in the Faculties of Health Sciences, and Engineering and the Built Environment. Twelve departments were visited by the Engineering Council of South Africa (ECSA) and one by the South African Council for Planners (SACPLAN). The Departments of Nursing, Optometry and Radiography were assisted with preparations for site visits and the necessary documentation. Reviews of the UJ research entities were initiated by CAPQP and the University's research office, at the request of the University Research Committee. Five research reviews were completed in 2021: the Institute for Pan-African Thought and Conversation; Paleoproterozoic Mineralization Research Centre (PPM); Institute for Intelligent Systems (IIS); African Centre for DNA Barcoding (ACDB) and the Palaeo-Research Institute.

CENTRE FOR ACADEMIC STAFF DEVELOPMENT (CASD)

The Centre for Academic Staff Development (CASD) plays an important role in the professional development of academics as teachers in higher education. CASD provides opportunities that are contextual, relevant and scholarly and includes programmes for new and experienced academic staff, heads of departments and tutors. Opportunities range from induction programmes, individual consultations, departmental and faculty workshops to a formal qualification in higher education.

Professional development

In order to cater for the immediate needs of newly appointed academic staff and assistant lecturers, CASD facilitates an induction programme for new staff at the beginning of each semester. The programme, which aims to introduce new staff and assistant lecturers to their roles as academics and to inform them of the support structures that are available at UJ to help them fulfil their roles, was well attended by more than 50 staff members. Many staff found engaging students in the online environment and conducting online assessments during COVID-19 challenging and in response to this, CASD facilitated a number of workshops to assist staff in these areas. Another area of professional development that was found extremely helpful were the four portfolio development workshops, which were attended by 241 staff over the course of the year. In addition to the workshops, CASD also supports staff individually in preparing their applications for promotion before these are submitted to the Teaching Portfolio Assessment Committee (TPAC). TPAC reviewed 95 portfolios in 2021.

Teaching and module evaluations

In 2021, the Centre generated a total of 4 747 evaluation reports for taught programmes. In addition, 116 supervision reports were compiled. Student feedback on teaching is useful for academic staff to reflect on and improve their teaching and assessment practices. Staff provide evidence of improvements in the teaching portfolios they develop for promotion applications.

Postgraduate Diploma in Higher Education

Participation in the Postgraduate Diploma in Higher Education (PgDipHE) has increased over the years. In 2021, UJ registered its highest ever intake with

26 students, a significant increase when compared to the eight students in 2016. This is an indicator of the increased recognition of the professionalisation of teaching and learning at UJ. In total, 16 students completed the programme in 2021 and will graduate at the first graduate ceremony in 2022.

Blended tutoring programme

The University of Johannesburg's Tutor Training Programme has obtained international accreditation from the College Reading and Learning Association (CRLA) for 2021-2024. UJ is the first institution in South Africa to receive CRLA accreditation and accreditation for all three levels of training in one year. In line with this, tutor training was offered in a blended manner, which comprised both synchronous and asynchronous self-paced training. In 2021, 34 synchronous training sessions were offered. A total of 1 064 tutors were trained during this period.

Teaching Advancement at Universities (TAU) Fellowship Programme

The TAU Fellowship Programme is a national initiative aimed at enhancing the quality of teaching and professionalising teaching and learning in the public higher education sector. Since its inception in 2016, this UCDG-funded programme, which is located at UJ, has developed approximately 100 leaders in teaching and learning from a variety of disciplines in South African Higher Education (SAHE). A third cohort of 52 TAU participants joined the fellowship programme in July 2021.

DIVISION FOR INSTITUTIONAL PLANNING, EVALUATION AND MONITORING

The work of the Division for Institutional Planning, Evaluation and Monitoring (DIPEM) encompasses several important activities in support of the strategic, institutional, and enrolment planning processes of the University. As custodian of the Higher Education Data Analyser (HEDA) portal giving access to student and staff HEMIS data, the Division is responsible for providing reports, benchmarking and subsidy grant information, and data analyses 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.



KEY ACHIEVEMENTS

Enrolment planning

A six-year enrolment plan from 2020-2025 was agreed with the Department of Higher Education and Training at the end of 2018, and 2021 was thus the second year of the current cycle. DIPEM led the process of developing the enrolment plan for 2022, which was approved by Senate in late 2021. In addition, DIPEM undertook a mid-term review of the six-year enrolment plan as requested by DHET, which involved re-negotiating targets with faculties and at an institutional level. The proposed new targets were submitted to DHET, and iterative processes to finalise the review will take place in 2022.

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.

In 2021, the process of developing a new Strategic Plan for 2025-2035 began with presentations and discussions at the ELG breakaway in September, at the MEC and at a Council workshop. Intensive preparation and consultation work is planned for 2022 and 2023.

Rankings submissions

The University actively submits data to a number of ranking systems, including those by Quacquarelli Symonds (QS) and Times Higher Education (THE). 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 UJ's peer national institutions for the MEC and for Media Liaison. In 2021, institutional data were submitted to both QS and THE, in line with their data definitions, and for the third time, UJ submitted data in all 17 areas of the THE Impact Rankings.

Institutional research

The Division is responsible for conducting annual student experience surveys among undergraduate and postgraduate students and a graduate employability survey. In 2021, as in 2020, given the shift to online teaching and learning, the Undergraduate Experience Survey was combined with the Centre for Academic Technologies' (CAT) annual survey on online teaching and learning. 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. Collectively, these represent the fulcrum of research excellence at the University of Johannesburg.

6. RESEARCH OVERVIEW

RESEARCH AND INNOVATION

The Division of Research and Innovation, the Postgraduate School, and the Division for Internationalisation support a range of UJ's strategic key initiatives, including research, postgraduate studies, innovation and technology transfer, as well as global excellence and stature (GES) strategic initiatives. This report integrates contributions by the Research and Innovation Division, Postgraduate School, and the Strategic Initiatives and Administration Unit.

Overview

The position of the University of Johannesburg (UJ) as a South African (and African) leader in the Fourth Industrial Revolution (4IR), assisted greatly in the COVID-precipitated transition from March 2020, and well into 2021. This aided in the continuous strengthening of the University's position as a research-intensive tertiary institution.

Due to stellar performances of UJ academics, the number of research publications submitted to the Department of Higher Education and Training (DHET) for subsidy purposes was higher compared to previous years. The strength of the institution's research was further evident through the number of research institutes, centres, the DSI/NRF Centre of Excellence (CIMERA) and the South African Research Chairs Initiatives (SARChI) based at UJ. Several industry-sponsored flagship institutes are also based at UJ.

UJ's external research income for 2021 exceeded the target by 60,5%, and exceeded the funds received in 2020 by 31%. These funds came from international and national sources, including the National Research Foundation (NRF); the South African Medical Research Council (SAMRC); the National Institute for the Humanities and Social Sciences (NIHSS); national departments, such as the Department of Trade and Industry (DTI); and the Technology Innovation Agency (TIA).

The University continued to feature prominently in various global rankings, such as the Times Higher Education (THE) Impact Rankings for 2021. All ranking methodologies included research metrics. In the case of THE Impact Rankings, an important contribution was made by those papers that cite the United Nations sustainable development goals (SDGs). Furthermore, UJ staff, students and

associates received accolades for their excellence in research as well as for the impact of their work.

The Postgraduate School (PGS) continued to provide support to students. The number of graduates exceeded the target, while the time taken to complete degrees was reduced and is now closer to the national targets. This is an important achievement that directly impacts students' finances.

The DHET University Capacity Development Programme (UCDP), supported a total of seven projects, which included the improvement of staff qualifications and international collaboration and networking.

Research productivity, including creative outputs and innovations

In May 2021, UJ submitted 3 725 publications, comprising of 326 books and book chapters, 513 conference proceedings and 2 886 journal articles to DHET for accreditation and subsidy. These publications account for 2 372 units, which represent a slight increase of 1,4% over the previous year's record submission. Since inception, UJ's research publication output units have increased by an average of 13,1% per annum and a 12,7% compound annual growth rate (CAGR). UJ's Scopus-indexed publications have increased from 220 in 2005 to 3 773 in 2021, representing a CAGR of 19,4%. To put in perspective, the South African higher education sector achieved a CAGR of 8,8% over the same period.

In 2005, UJ's publications received 12% fewer citations than the world average for similar publications. In 2021, UJ publications received 28% more citations than the world average for similar publications. This represents a CAGR in FwCI of 2,4% compared to the South African higher education sector that achieved a CAGR of 1,4% over the same period. UJ's percentage of research output in the top 10 percentile over the period 2016 to 2020 (shown as field-weighted), was 14,3%, against a South African average of 11,9%. Of UJ's 2021 publications indexed in Scopus, 14% featured in the world's top 10% most highly cited publications, while 14,7% were published in the world's top 10% highest impact journals in terms of Elsevier's Source-normalised Impact per Paper (SNIP) journal impact factor. Over the past five years, UJ has achieved an impressive institutional h5-index of 90, indicating



that UJ's top 90 most cited publications have received at least 90 citations each, a remarkable achievement over such a short period, given that citations take many years or even decades to accumulate.

Although no innovative outputs were submitted in line with DHET's Policy on the Evaluation of Creative Outputs and Innovations produced by South African public higher education institutions, 2017, UJ did submit 17 creative outputs in November 2021.

External research income

The University raised an incredible R321 million in external research income during the 2021 academic year (60,5% above the target of R200 million). The 2021 income exceeds the 2020 income by 31%. Of the total funding, R52.96 million was received from international sources, while R268 million was from local funding agencies and institutions, including the National Research Foundation (NRF), the South African Medical Research Council (SAMRC), the National Institute for the Humanities and Social Sciences (NIHSS); national departments, such as the Department of Trade and Industry (DTI); Technology Innovation Agency (TIA); as well as from some Sector Education and Training Authorities (SETAs). External research income also includes funding for postgraduate scholarships.

Prestigious recognition of UJ and its researchers, as well as NRF ratings

According to the Shanghai Ranking consultancy's 2021 Academic Ranking of World Universities, UJ, retained its standing as one of the nine South African universities listed in the league table and was placed in the 601 to 700 rank internationally. The University's School of Tourism and Hospitality (STH) is ranked 18th in the world. The Business and Economics subject ranked in the Top 600 worldwide, the Education subject ranked in the Top 400 worldwide, UJ's Law is ranked in the 151+ band and the Social Sciences subject ranked in the Top 300 worldwide. These results are a testament to the University's ongoing efforts in positioning UJ as an international university of choice.

Overall, more than 80 prestigious awards and recognitions, which include research excellence awards, appointments to national commissions, lifetime achievement awards, and recognition for top-cited researchers, were bestowed upon UJ scholars and staff during the 2021 academic year. These were awarded by both national and international institutions. Recipients are based across all UJ faculties and support divisions, as well as within the Management Executive Committee (MEC).

At the 2021 NRF awards, five UJ academics received the Research Excellence Award for Early Career/

Emerging Researchers. These academics are Dr Tebogo Mashifana, Prof Oluwafemi Adebo, Prof Shanade Barnabas, Prof Nnamdi Nwulu, and Prof Moses Phooko. The sixth UJ recipient of an NRF award was Dr Nkositile Biata who received the Research Excellence Award for Next Generation Researchers. Prof Philiswa Nomngongo, holder of a SARChI Chair in Nanotechnology for Water, was awarded the 2020/2021 NSTF-South32 Award for Engineering Research Capacity Development.

Sumayya Vally, a lecturer at UJ's Faculty of Art, Design and Architecture (FADA), was honoured by Times Magazine when she was listed as 'The World's Most Influential Architect Shaping the Future'. Sumayya is the founder of Counterspace, a Johannesburg-based architectural firm. This feat made her the youngest female architect to receive this prestigious accolade.

Dr Nolitha Vukuza, a UJ MEC member, and Prof Mbangiseni Nepfumbada, a Professor of Practice at UJ's Faculty of Engineering and the Built Environment (FEBE), were both appointed by the Minister of Basic Education, Mrs Angie Motshekga, as members of the seventh South African National Commission for UNESCO until 2024. Professors Siphamandla Zondi and Mohammed Jahed were appointed to the National Planning Commission by President Cyril Ramaphosa.

Prof Michael Hamblin, Distinguished Visiting Professor (DVP) at UJ's Laser Research Centre, was recognised as one of the top 1% cited researchers internationally, while Clarivate Analytics named four of the University's DVPs among top-cited researchers. These DVPs are Prof Arnold B Bakker (CBE), Prof Mika Sillanpää (FEBE), Prof Nripendra P Rana (CBE), and Prof Samuel Fosso Wamba (CBE). Several of the University's academics were inaugurated as members of the Academy of Science of South Africa (ASSAf), namely Prof Heidi Abrahamse (Faculty of Health Sciences), Prof Ruth Stewart (Faculty of Humanities), Prof Shireen Motala (Faculty of Education), Prof Kapil Gupta (FEBE), and Prof Nnamdi Nwulu (FEBE).

The University continued its upward trajectory in terms of the number of NRF-rated researchers. By 31 December 2021, UJ had 245 NRF-rated researchers – with seven in the A category; 50 in the B category; 141 in the C category; and 47 researchers with a Y-rating. This number is expected to increase during the 2022 academic year when UJ receives the outcomes of the 59 NRF rating applications submitted to the NRF in March 2021. In 2021, MEC approved a strategy to retain A- and B-rated researchers on a post-retirement five-year contract, as well as SARChI Chairholders until the end of their

Chair contracts. As a result, the Retirement Policy was updated and approved by Council in November 2021.

Applied technology-driven research and innovation, including commercialisation of research

The UJ IP portfolio continues to grow. Filing decisions are aimed at expanding the portfolio of high quality UJ IP with potential application in industry and society, in a cost-effective manner. In 2021, 12 invention disclosures were made to the UJ Technology Transfer Office (TTO); 36 patent and design applications were filed, representing 12 families (i.e. unique inventions/designs), covering 11 territories; and 5 patents were granted.

The new UJ Intellectual Property Policy was approved by Council. This establishes a high-level framework to govern and give clarity on IP ownership, management, and commercialisation, and to ensure compliance with the IP Rights from Publicly Financed Research and Development Act (51 of 2008), while providing flexibility for the development of appropriate supporting procedures and guidelines.

Postgraduate output and support

In 2020 UJ graduated 3 571 postgraduate students, exceeding the target of 3 237. The postgraduate student enrolment increased by 9,9% to 10 851 students in 2021. These included 1 259 postgraduate diploma students (586 students graduated) and 3 127 honours students (1 824 students graduated; the average time to completion improved from 1.3 years to 1.2 years).

At master's level, a total of 4 778 students enrolled at UJ, and 937 graduated. The number of master's students completing in two years increased from 28% in 2017 to 34,4% in 2021. The doctoral headcount increased by 7,38% to 1 687 in 2021 (224 students graduated). The number of doctoral students completing in four years improved tremendously from 24,4% in 2017 to 50,4% in 2021, while the average time to completion for doctoral students improved from 4.7 years to 4.6 years.

The number of South African black doctoral graduates increased from 40 in 2018 to 85 in 2020; however, it dropped to 75 in 2021.

The overall financial allocation to UJ postgraduates and postdoctoral fellows increased from R179.779 million in 2020 to R193.385 million in 2021. The number of students supported at master's and

doctoral level has grown noticeably because of reallocation of funding. The growth in the number of honours students who are supported is due to the reallocation of unspent funding (R10 million) from the NRF to UJ at the end of 2021.

The number of postdoctoral research fellows (PDRFs) administered by the Postgraduate School (PGS) increased from 328 in 2019 to 406 in 2021. Approximately 53% of the postdoctoral fellows are partially supported through University Research Committee (URC) funding (R15.982 million) while 23,6% of postdoctoral fellows are fully funded through GES 4.0 (R15.796 million) initiatives.

University Capacity Development Grant

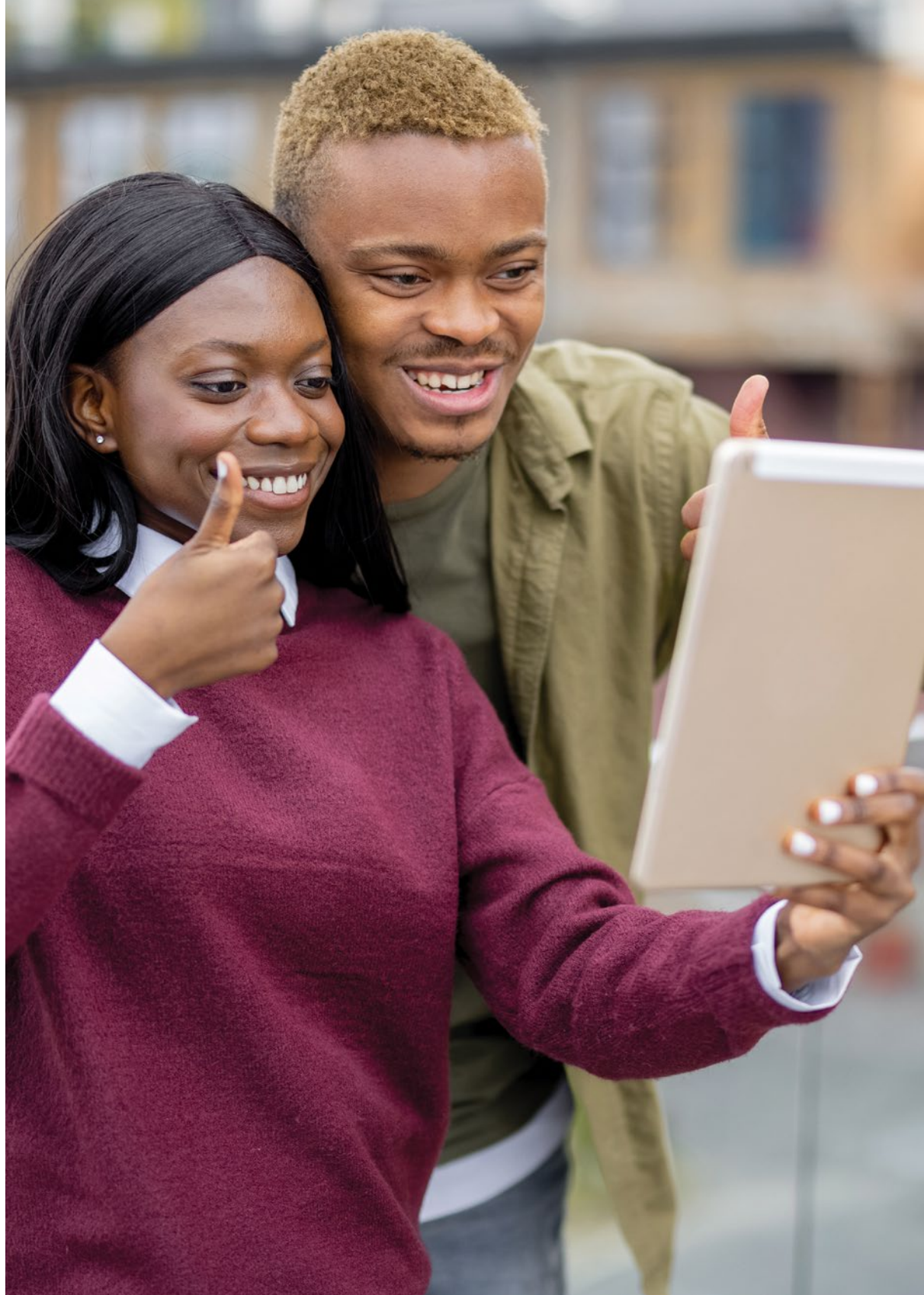
The DHET University Capacity Development Grant (UCDG) supports academic research activities and capacity development of staff, while the mobility grant provides opportunities for international travel to establish and support new and existing research collaborations and partnerships.

Overall, six projects were supported in 2020, with a total annual budget allocation of R7.218 million. At the end of March 2021, UJ had expended 100% of the allocated DHET UCDG funds and received a clean audit report.

In the new funding cycle (2021 to 2023), six projects continued to be supported, but with the addition of one new project aimed at developing women leadership. These seven projects are: Improvement of staff qualifications; Research career development of emerging and mid-career researchers; Professionalisation of academic and research staff; Supervision development; International collaboration and networking; Women leadership development programme (new); and providing integrated student support and development to postgraduate students.

Virtual Academic Programme

Due to COVID-19, the initially viewed Visiting Academic Programme evolved into a largely Virtual Academic Programme. This aspect of the GES 4.0 catalytic initiative gained momentum, with more than 95% of the lifespan budget committed. The ROI for the Visiting Academic Programme continues to grow, with a notable contribution towards research output, stature, and student/PDRF/staff mentoring. The majority of UJ's distinguished visiting professors (~60%) are included by Elsevier as among the top 2% of scholars in their respective fields, while six are included in the Clarivate Highly Cited Researchers list. Visiting or Virtual Distinguished Professors



submitted research/scholarly outputs amounting to 70.31 units for accreditation (dated 2020), amounting to R8.67 million in publication subsidy to UJ. The honoraria paid to visiting academics is supported by a ROI analysis (keeping in mind the Council's condition of a 1:1 return on investment (ROI)). It should be noted, however, that the value-added ROI by this programme extends beyond a monetary value, through the stature added, international collaborative networks, staff/PDRF/student mentoring, and workshops.

INTERNATIONALISATION

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, with students and staff from around the globe; internationalisation of the academic curriculum; dialogue with international partners and the international community; as well as the development of international partnerships and implementation of international collaboration involving research as well as student and staff mobility. At UJ, internationalisation is applied with the objective of enriching all aspects of the University's mission, including student experience at home and abroad; research and innovation; teaching and learning; and the enhancement of the UJ's international profile.

UJ grappled with various challenges due to the pandemic, but the Division continued to focus on reimagining internationalisation both in the current and also in a post-COVID-19 context. UJ's emphasis was on remote work and virtual engagements, reviewing and streamlining processes for online admissions, and on recruitment for both degree programmes and for short-term mobility programmes, including virtual mobility opportunities for UJ students and students from UJ's partner universities.

The pandemic forced the University to think creatively and innovatively with regard to the marketing strategy in order to attract international students, to provide an increased number of virtual mobility programmes, to continue engaging with the global community by hosting virtual events and also to maintain open lines of communication with UJ's international students. From the aforementioned, attracting new international students and retaining existing international students have posed the greatest challenges due to hurdles faced by the students in terms of funding as well as immigration and visa issues.

Virtual programmes allowed greater access for students to participate in mobility programmes at a substantially reduced cost, which is reflected in the mobility numbers reported below. Particularly significant to 2021 was the continued work with the THE, Universitas 21 (U21) and BRICS networks, to elevate UJ's global reputation while assuring the University's leadership position in influencing the development and governance of global higher education, with special reference to the Pan-African agenda.

Firmly positioned in the University's global excellence and stature 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 facilitated through both intra-university and international partnerships.

Study Abroad and International Student Services

The 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, including assistance in case of an emergency. Key to providing these opportunities were UJ's strong relationships with Universitas 21 (U21), the Association of Commonwealth Universities (ACU) and the International Education Association of South Africa (IEASA).

In 2020, the Directorate developed a UJ 3D virtual tour to assist new and prospective students to navigate the Auckland Park Kingsway (APK) Campus. Further development took place in 2021 towards finalising the 3D virtual tours for the Bunting, Doornfontein, and Soweto Campuses, which will be completed in 2022.

Virtual engagements

In collaboration with FH Munster University, Germany, UJ hosted the World Café Series, which focused on change leadership under the banner 'How can the youth continue to lead change?'.

Other engagements included hosting a virtual book discussion with Dr Sizwe Mpofu-Walsh to discuss his book, *The New Apartheid*. The discussion was a collaborative effort between Internationalisation's World Café Series and the Vice-Chancellor's Reading Club.

In aid of the broader internationalisation project, the Directorate also participated in a number of international engagements, which included the IEASA conference, serving on the conference planning committee for the FORUM on Education Abroad 2022, participating in the U21 Virtual Mobility Definitions Project and sitting on the selection panel of the Universities Canada Mobilities Grant.

Physical and virtual mobility figures in 2021 were 6 416 for inbound students, and 11 514 for outbound students. Although the majority mobility was conducted virtually, there was a gradual increase in physical mobility towards the end of the year. As part of the Africa- by-Bus programme, three trips took place to Namibia and Mozambique in partnership with the Faculty of Education and the Faculty of Humanities. Furthermore, the Study Abroad Office also supported and chaperoned three UJ Sport programmes for participation at the Federation of Africa University Sports (FASU) Games.

Academic Services: Partnerships

The Directorate is responsible for facilitating international partnerships, which include joint/co-badged degrees and engaging with UJ stakeholders to provide support in the development of short learning programmes (SLPs).

One of the key strategic agreements was concluded with the Swiss Fondation pour l'institut de hautes études internationales et du développement, acting through the International Digital Health and Artificial Intelligence Research Collaborative (I-DAIR), based in Geneva, Switzerland. Both UJ and I-DAIR have a common interest in contributing to the United Nations (UN) Sustainable Development Goal #3 on Good Health and Wellbeing and intend to collaborate and cooperate in activities and programmes that contribute to this UN goal. UJ will be the South African Hub Lead and will convene a consortium for an I-DAIR hub in Southern Africa. The hub is intended to serve as a magnet for young researchers working in the areas of digital health and artificial intelligence (AI) for health. The hub will also act as a regional centre of excellence for research and capacity development.

Throughout the year, UJ continued hosting virtual meetings with international partners. In January, senior UJ colleagues met with their counterparts from the University of Illinois at Urbana-Champaign, USA, which focused on mapping out areas for collaboration between specific faculties at both universities. In February, UJ colleagues also met with representatives from Ladoko

Akintola University of Technology, Nigeria, with discussions focusing on specific identified areas for collaboration. Both universities agreed to finalise champions to take discussions forward.

To further strengthen and facilitate the structuring of international academic partnerships within the University, the Academic Services Directorate conducted a training workshop, co-hosted with the Division of Teaching Excellence. The session included guest presentations by experts from the Durban University of Technology (DUT). This two-hour introductory workshop was intended to support early-career and emerging researchers in developing international links and partnerships through virtual mobility and Collaborative Online International Learning (COIL).

Several Erasmus+ and partnership agreements were finalised in 2021.

The following Pan-African academic partnerships were renewed and are presently active: MOU – South Eastern Kenya University; MOU – National University of Science and Technology (NUST); MOU – National Gender and Equality Commission, Kenya; MOU – Evelyn Horn College of Applied Arts and Commerce; MOU – Daystar University; MOU – University of Lagos; MOU – University of Ghana; MOA – Makerere University; MOA – Never Again Rwanda; Fundraising and Administration.

The Centre for Entrepreneurship at the Johannesburg Business School, in partnership with the Institute for Employment Research at Warwick University (UK), received a grant of R1.1 million from the British Council's Innovation for African Universities Programme, aimed at providing support for the African entrepreneurship ecosystem. The Chinese Consulate General in South Africa generously donated R110 000 towards bursaries that will support 11 top performing international students in paying their tuition fees.

The Division for Internationalisation partnered with the Institute of International Education Scholar Rescue Fund (IIE-SRF) as well as with the New University in Exile, New School, New York. The aim of the collaboration is to provide support to endangered scholars within the IIE-SRF network by hosting a scholar.

Both organisations have committed to fund a scholar at risk for a year and will contribute \$25 000 each.

In September, the Directorate hosted an internal information session webinar on the Horizon Europe Africa Initiative Funding Calls. As a strategic partner,

the EU seeks to enhance cooperation with Africa to promote actions targeted at finding locally adapted solutions to challenges that are global in nature, but which often hit Africa hardest. The programme will start from 2021-2027 with a total budget of €350 million. A proposal under the theme, Biodiversity and ecosystem, was submitted during this period with FEBE as lead applicant.

International Student Recruitment and Admissions

The Unit is responsible for global student recruitment and for providing assistance to all international students in terms of registration queries. The 2021 headcount for formal degree/diploma programmes was 2 431 for undergraduate and 1 697 for postgraduate.

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 schools, such as 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, the University leveraged its relationship with the Council of International Schools (CIS) by sharing information on their social media platforms and their international schools' database.

In keeping to COVID-19 rules and regulations, all recruitment activities were undertaken virtually. Five virtual information sessions were held for international high schools in Botswana, Lesotho and Swaziland. The recruitment and admissions staff also hosted four faculty targeted webinars specific to the following faculties, FEBE and Science, FADA and Education, Humanities and Health Sciences, and the College of Business and Economics.

Global advertising for 2021 included both print and digital advertising. The Unit produced the 2022 Z-Card, which provides information for international applicants.

The Unit, furthermore, makes use of the Keystone targeted digital marketing platform to generate leads for all of the University's qualifications and courses. The Keystone platform was utilised to advertise all undergraduate and postgraduate programmes. 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.

In the period August/September, UJ concluded a digital web banner campaign in the following seven countries in Africa: Ghana, Kenya, Namibia, Nigeria, Tanzania, Uganda, and Zambia. The web banner campaign was followed by a newspaper print advert campaign in six countries on the continent.



LIBRARY AND INFORMATION CENTRE INNOVATIONS IMPLEMENTED IN 2021

The University of Johannesburg Press

UJ Press was launched officially in 2021, joined by the new UJ Press Manager, Wikus van Zyl in October 2021. By the end of 2021, UJ Press had finalised two monographs for publication in 2022 and three monographs under review. In 2022, several of these will be published on the Open Monograph Press (<https://ujonlinepress.uj.ac.za/>). The Press had a total of ten journals on the online platform, with several more journals exploring how best they can move over to be hosted on the UJ Online Journal System (<https://journals.uj.ac.za/>).

The Information and Research Management Programme for honours students

The launch of an information and research management programme for honours students, run by the Postgraduate School and the LIC, was a new collaboration for 2021. This programme focuses on amongst other things, teaching students how to find information, critique that information, use an electronic referencing tool, how to structure and write a literature review, how to write an argument, and how to ensure that information is stored securely on the UJ Research and Data Management site. There are plans to run this programme with each faculty in 2022 and tailor-make the programme for the needs of students in different disciplines.

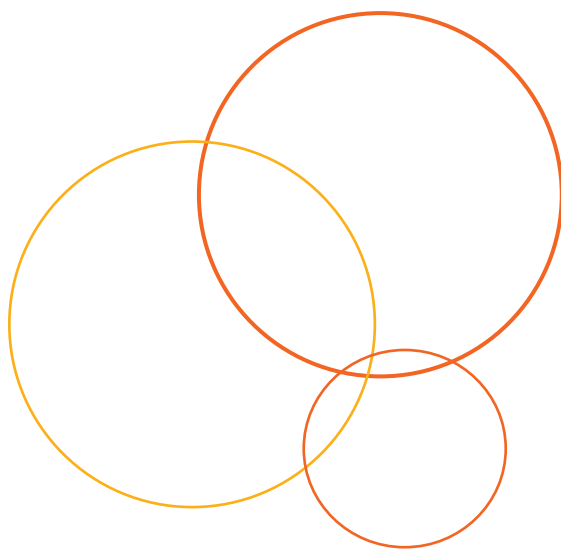
Learning through gaming

Digital literacy is the ability to critically assess all the information found on digital platforms. A small team from the LIC together with Dr Pieter Myburg, Dr Andre Potgieter and Prof Adejide Ade-Ibijola were awarded R39 000 from the UJ Teaching Innovation Fund to help develop an online game through which students can learn about digital literacy. In 2022, the finalised game will be rolled out to students. In 2021, the very popular online plagiarism game was completely reimagined and made into a much more interactive and complex online game to be launched to UJ students in the first term of 2022.

Podcasts

During COVID-19, podcasts have grown in popularity and in 2021, the LIC opened a podcast studio in the APK Campus Library, which offers academic staff a space in which to make podcasts that are of a high sound quality. Podcasts have many benefits for students; key among these is that they require very little data for students to download and can be listened to on public transport.

In 2021, Prof Maria Frahm-Arp hosted a series of podcasts called 'Innovative Research at UJ'. In these podcasts, she interviewed researchers at UJ who had completed research on COVID-19, ranging from understanding it from a health science point of view to analysing its social, economic, and political impact in South Africa. The podcasts can be found at <https://soundcloud.com/the-university-of-johannesburg/sets/covid-19-innovative-research>



HIGHLIGHTS FROM 2021

3M gates replaced

A key risk in the LIC for several years have been the ailing 3M gates. These are the exit gates, that react to the magnetic strip in a book and sound an alarm if a book is taken out of the library without being properly issued, which could lead to loss of assets. Five of the old gates were replaced and in 2022 another six will be installed.

Digitisation of the archives

Following the devastating fire at the University of Cape Town in which a significant portion of their archives was lost, the MEC agreed to give the LIC just under R1 million to upgrade the archives at UJ, to ensure that the space would be more secure against fire and water threats. The Archives and Special Collections have also been granted R1.8 million, to be spent over three years, to digitise the whole collection. Once digitised, the collection will become accessible to scholars throughout the world.

Hybrid conference venue

The Nadine Gordimer Auditorium in the APK Library was repurposed as a hybrid meeting room, and at the end of 2021 the LIC hosted the first hybrid conference. This conference included delegates who were physically present in the Nadine Gordimer Auditorium and other delegates who joined the conference via Zoom.

Reaching students virtually

Over the last two years, the LIC's social media presence has increased dramatically. One of the most successful features is Botsa – the LIC chatbot that averages 392 engagements a week with students. The VC's reading group is another highlight, with people from Namibia and Zimbabwe joining the sessions and streamed on Facebook and recorded. The recordings can be watched on the LIC YouTube channel. Students report that they enjoy being able to download webinars from the LIC YouTube channel to watch in their own time.

Thought leader in library and information management globally

The LIC is becoming a thought leader, particularly in library leadership and management. The Executive Director, Prof Maria Frahm-Arp, was a keynote speaker at five international conferences during 2021. She was also elected to the Online Computer Library Centre (OCLC) executive board for the Europe, Middle East and Africa region. OCLC is the second largest provider of library products and systems software and the organisation that manages the international interlibrary lending system worldwide.

The LIC hosted a highly successful TEDx event and the UJ Library international conference, partnering again with the Association for Commonwealth Universities.

7. FACULTY PERFORMANCE

This review provides an overview of progress made in the one College, the one School, and the seven Faculties that are reflected in this section.

During September 2020, the UJ Council ratified that the JBS, hitherto a component of the College of Business and Economics, be academically restructured as recommended by the MEC and supported at Senate. The following are two key impacts to JBS.

- The JBS would be founded as a standalone faculty, separated from the College of Business and Economics, and would fall under the oversight of the DVC: Academic.
- The Dean of the JBS would report to the DVC: Academic.

Towards this end, policy modifications, staff restructuring, new systems and processes were instituted to formalise this arrangement and move towards greater levels of autonomy and decision making. The JBS was repositioned as a Faculty equivalent from the start of 2021.



7.1 COLLEGE OF BUSINESS AND ECONOMICS (CBE)

The year 2021 provided many opportunities to deepen knowledge and practice the art of agility, to respond to the changing expectations of the CBE stakeholders, while also maintaining a solid governance and operations backbone.

UJ continues to implement innovations counteracting the impact of the COVID-19 pandemic. Consequently, the UJ community has evolved virtual teaching, learning, research, and outreach capacity, and through a series of thought-provoking virtual events, we can now reimagine the post-pandemic world.

FITNESS FOR PURPOSE

The CBE 2021 report reflects a counter-disruptive strategy and an agile academic governance force directed by the deanery. The CBE community progresses by using technology to educate more people than ever before in business and economics. In so doing, it ensures that the 'black box' accelerated by COVID-19 serves as an enabler in the emerging new world of work.

In the past year, CBE extended its global scholarly network and concentrated on investments in Greenfield projects to expand the economy and create jobs. The 4IR is integrated into the teaching, learning, and research agenda to equip graduates with a working knowledge of the future of manufacturing, geopolitics, economic trade wars, and the ability to navigate systems for growth spots that can assist with increasing national wealth.

The following challenges provided opportunities for rethinking traditional approaches to the CBE's purpose of generating knowledge and educating its students for the post-COVID-19 world.

- The move to online learning required adjustments in terms of pedagogies. Properly developed online learning typically caters to student-centred learning and pedagogies, therefore, most staff adopted asynchronous modes of presentation, 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. In a significant boost for future accountants, the UJ CBE School of Accounting became the first tertiary education institution in South Africa to adopt Xero Learn.
- A particular challenge was faced by programmes that included a work-integrated education component as a requirement for graduation. This challenge was addressed by using online games and simulation components in collaboration with professional accreditation agencies, which allowed all modules in the relevant departments to be completed.
- Concerns about student access to online learning were addressed at an institutional level by providing data and, where necessary, devices on loan. A further challenge was to ensure that the extensive tutoring programme could continue online and remain effective. WhatsApp became the preferred means for tutors to engage with their tutoring groups or individual students.
- A range of models of continuous assessment emerged and student performance showed that the approaches were successful. Module success rates increased overall from 85% to 90%. The student dropout rate decreased in 2021 from 12% to 11,7% but was well in line with the five-year trend of -0,8% year-on-year.

- Blackboard module activity reports played an essential role in monitoring student activity. In 2022, the CBE will follow a hybrid teaching and learning model consisting of in-person and online engagements (80% contact and 20% online).
- There remains need for critical reflection on teaching pedagogies and how they can optimally be 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 needed around assessments, to develop strategies that more meaningfully evaluate the attainment of expected learning outcomes.

UNDERGRADUATE ENRICHMENT MODULES

UJ hosts two undergraduate online enrichment modules (African Insights and AI in 4IR), of which students need to complete one. Between 2017 and 2021, some 2 584 CBE students had completed either the enrichment module African Insights, or AI in 4IR.

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 the Bachelor of Human Resource Management.

CONTINUING EDUCATION

The delivery of continuing education programmes (CEPs) focusing on 4IR, has again been a growth area in the College with the enrolment increasing by 10% during 2021.

RESEARCH AND INNOVATION

At the time of writing this report, the number of research output units submitted had grown from 454 in 2020, to 602 in 2021. The reduction in conference publications corresponds with the CBE strategy to steer the College away from over-reliance on conferences. The increase in the number of journal articles, books, and book chapters submitted in 2021 emphasised a continuous increase in the quality of UJ's research outputs.

Research output units reflecting insight into the evolving field of 4IR is at 16%, and a further 5% to the interface between 4IR and the Scholarship of Teaching and Learning. The number of Scopus-listed publications increased to 576 (+21%), Scopus-listed publications in collaboration with international scholars increased to 45% (+2,4%), and Scopus citations currently reflect 2 749 (+1%). Publications in the top 10% of global journals (SNIP) increased by 1,4% to 28,6%.

RESEARCH CAPACITY

To further deepen research into 4IR, the CBE has established the Centre for Data Science (CADS) to lead applied data science research and offer specialist training and postgraduate qualifications in the field. The College further grew its list of NRF-rated researchers from 27 in 2020, to 31 in 2021. By the end of 2021, the College had affiliated 294 visiting scholars (+8% from 2020). The investment in the number of PDRFs has increased to 62 (+41%).

In 2021, CBE's total external research funding declined by 8%, from R28 million to R26 million, leading to a substantial drive towards grant applications with promising results awaited in 2022.

POSTGRADUATE PROFILE

Postgraduate enrolment below master's grew in 2021 to 1 998 (+10%), master's enrolments grew to 842 (+12%), while doctorate enrolments increased to 302 (+16%). In 2021, postgraduate output below master's grew to 1 181 (+6%). Master's graduates dropped from a five-year peak of 224 in 2020 to 193 (-14%) in 2021. This is undoubtedly due to the societal, professional, economic, and personal impacts of the COVID-19 pandemic, as most students at this level are in full-time senior-level employment. Doctoral output grew slightly to 40 (+8%).

The CBE is well on schedule to improve higher degrees administration processes. In 2021, the College Higher Degrees Committee began migrating many of its processes online (taking a phased approach).

CBE RESEARCH STRUCTURES

The CBE houses an institute and nine centres dedicated to research and community development.

THE WAY FORWARD

The CBE has progressed well in 2021 and remarkably so since 2017. Underpinning the mindset of all staff in the College is the theme of connectedness, productive and active interdisciplinary connections within the College, as well as a vast set of continental and international relations, 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 and civil society, will help turn business into a powerful engine that drives the economy forward.



7.2 FACULTY OF ART, DESIGN AND ARCHITECTURE (FADA)

Despite the significant changes imposed by the national lockdown restrictions, the Faculty of Art, Design, and Architecture (FADA) aspired to meet the performance targets linked with the University's Strategic Plan 2025.

STUDENT ENROLMENT PROFILE AND PERFORMANCE

The Faculty enrolment for 2021 shows a total headcount of 1 390 students, an increase from the 2020 headcount of 1 317. At the undergraduate level, 52% female and 48% male students were enrolled, while female enrolments increased to 69% and male enrolments decreased to 31% at postgraduate levels. The total undergraduate headcount in 2021 was 1 119, an increase from 1 069 in 2020, but below the headcount target of 1 159 reached in 2019. The increase in undergraduate numbers was evident in both degree and diploma programmes. The degree numbers increased from 840 in 2020 to 857 in 2021 and diploma programmes from 229 in 2020 to 262 in 2021.

At the postgraduate level, honours programmes show a headcount increase from 121 in 2020 to 139 in 2021, which indicates a consistent increase over a three-year period. The overall master's programmes headcount also increased from 108 in 2020 to 113 in 2021. Doctoral registrations did not deliver the anticipated increase in 2021 and remained consistent with 2020. There was an overall increase in postgraduate student registrations with a total headcount of 271 in 2021. This overall headcount comprises 51% at honours, 42% at master's, and 7% at doctoral level.

In 2021, the international first-time entering headcount recovered with an increase to 27 from the drastic drop to 14 in 2020, during the lockdown period. However, the 2019 first-time entering headcount of 36 had shown a significant spike from previous years. The overall international undergraduate enrolment increased to 64 in 2021 and the postgraduate numbers show a slight increase from 21 in 2020 to 23 in 2021.

The total overall increase in international enrolment shows the numbers recovering from 74 in 2020 to 87 in 2021. The academic performance of students in the Faculty displays a slight decrease from 87,4% in 2019 and 86,9% in 2020 to 85,2% in 2021. The overall dropout rates have been an ongoing source of concern. The Faculty rates had improved in 2019 to 14% but increased to 14,5% in 2020 – current figures for 2021 stand at 18,6%, with the Faculty awaiting final figures for 2021. Total graduation output had decreased to 403 in 2020. In 2021, the total graduation output was 494, which is a significant increase and the highest graduate output delivered to date. The increase in graduation numbers is mostly evident in the undergraduate programmes, where the Department of Architecture increased from 58 in 2020 to 95 in 2021, the Department of Jewellery Design and Manufacture increased from 12 in 2020 to 26 in 2021, and the Department of Interior Design increased from 19 in 2020 to 31 in 2021. The increase in 2021 undergraduate graduation rates, from 23,5% in 2020 to 28,2% in 2021, reflects a recovery from the lockdown restrictions, which had limited access to studios and specialised equipment. The graduation rate of master's students has been stable over a three-year period, showing a result of 53 in 2020 and 56 in 2021. These outputs equate to an overall graduation rate of 35,6% in 2021, compared with 30,8% in 2020. The postgraduate graduation rate was 66,4% in 2021, which is a significant increase from 61,7% in 2020.

STUDENT ACHIEVEMENTS AND AWARDS

In 2021, the Faculty continued to support 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 support was provided by implementing a mentor programme. Tutor support was funded by the MEC strategic fund.

Due to the pandemic, 2020 required a sudden and drastic shift in teaching and learning strategy, from contact classes to online offerings. The implementation of various levels of lockdown restrictions continued in the second half of 2021, which necessitated adjustments in teaching and learning methodologies, from face-to-face classes to online offerings, to accommodate lockdown level changes. Both full-time and part-time lecturers put in many extra hours and worked diligently to keep students on track with their academic projects.

ACADEMIC PROGRAMME OFFERING AND CURRICULUM DEVELOPMENTS

The Faculty commenced by offering its first two advanced diploma programmes in 2021, namely the Advanced Diploma in Design and the Advanced Diploma in Architecture. The multidisciplinary Advanced Diploma in Design attracted ten students while 32 students registered for the Advanced Diploma in Architecture.

The Art Therapy Master's programme received programme accreditation in 2021. The Faculty is proudly implementing this programme in 2022, which will be the first Art Therapy Master's qualification to be offered in South Africa and in Africa.

TEXTUAL AND CREATIVE RESEARCH OUTPUT

FADA has done exceptionally well in terms of textual and creative research outputs for 2021. The 2021 research output target was 55 units for textual output and 15 for creative output. In total, 61 textual research units were captured, showing a 110% delivery of the 2021 textual research target. The unaudited figures, therefore, indicate that the Faculty will exceed the research output target set at a total of 55 DHET subsidy units for 2021.

Table 6: FADA textual research units submitted to DHET as showing the percentage of contributions to international journals

Year	2019	2020	2021
Total outputs	33	53	61
% International articles	89%	100%	96,2%

DHET's introduction of creative outputs has been incorporated into FADA's research output target. Against the 2021 target of 15 units, 11 submissions were captured. A submission could be awarded between 0.5 to 2 units. Together, the number of textual and creative outputs submitted by FADA to date is 72, with DHET approval still pending. Should the 72 submissions generate 72 units, the 2021 research output would be record-breaking for the Faculty.

VIAD was responsible for approximately 60% of FADA's research outputs detailed above. 2021 was an exceptional year for them – the research centre almost doubled their target of 25 units, submitting 40 units (textual and creative outputs combined).

Several significant research output development support systems were put in place to assist staff with the submission of creative output. This included support in writing and developing the research rationale, completing documentation and exhibiting work.

A VIAD-FADA workshop, presented by Prof Leora Farber, was extremely successful and has led to the formation of an internal research group, where researchers can present their work to peers and get feedback. This is being implemented in 2022. In preparation for 2022 creative outputs, the Staff Creative Outputs Exhibition gave eight staff members an opportunity to exhibit works in the FADA Gallery.

Another significant project undertaken in 2021 to develop research outputs, was a series of three workshops on Practice-Led Research Approaches to Writing. The workshop focused on practice-based/creative research, writing and publishing for researchers in architecture, design, visual and the performing arts. It was intended to encourage and support early-career researchers to gain knowledge and skills.

NRF-SARCHI CHAIR IN SOUTH AFRICAN ART AND VISUAL CULTURE

There were several research highlights. These included a book edited by Prof Brenda Schmahmann, *Iconic Works of Art by Feminists and Gender Activists: Mistress-Pieces*, published in July 2021. She authored the introduction and a chapter entitled 'Household Matters: Usha Seejarim's *Venus at Home* (2012) and the *Politics of Women's Work*'. Prof Schmahmann also published an article and a book chapter on works by Senzeni Marasela – the former in *Textile: Cloth and Culture* and the latter in a book titled *Feminist Visual Activism and the Body*. She, furthermore, published a chapter on the *Kesikamma Art Projects*, 'Intsikizi Tapestries', in *Craft and Heritage: Intersections in Critical Studies and Practice*.

Prof Schmahmann was invited to guest lecture online at Karlstad University in Sweden in December 2021. She furthermore wrote a book chapter on 'Iconoclasm in contemporary public art' and co-authored an article on the little-known Karel Landman Monument in the Eastern Cape with political scientist Peter Vale (University of Pretoria) and historian Vineet Thakur (Leiden University).

THE VISUAL IDENTITIES IN ART AND DESIGN (VIAD) RESEARCH CENTRE

In 2021, VIAD made significant strides in terms of the quality of projects undertaken and in solidifying the Centre's ongoing contribution to internationalisation and advancing its national and international profile and stature. Their research associates are directly in line with UJ's strategic drive towards transformation and decoloniality.

Given this track record, and the high level of academics, many from Ivy League universities such as Columbia and Brown were attracted by the Centre, VIAD is currently responsible for approximately three-quarters of the Faculty's research outputs.

RESOURCE MANAGEMENT AND ACHIEVEMENTS

The FADA FabLab opened its doors officially in January 2021 after a R1.4 million renovation and has attracted overwhelming attention from students, staff, and external stakeholders. The FabLab introduces students to digital design. In 2021, the FabLab processed 500 student fabrication files, and facilitated 30 workshops and 100 student consultations. It has established multiple cross-faculty collaborations with visiting colleagues. The FabLab has shown that it has the potential to be the Faculty's innovation hub, driving 4IR in art and design.

THE WAY FORWARD

Prof Stephane Laurent was appointed the Faculty's next Executive Dean, and joined the Faculty in October 2021. His key goals for 2022 are to increase postgraduate student enrolment, research accomplishments, postgraduate programmes and outputs, and expand research. The FabLab's development will be a top focus to foster interdisciplinary teaching and research and provide fabrication as an additional advanced knowledge asset for students. The Faculty will review its selection processes to recruit the best students while simplifying the process. New programmes will also be developed. Finally, there will be an emphasis on improving and maintaining the FADA Building to ensure that staff and students have a comfortable environment for working and learning.



7.3 FACULTY OF EDUCATION

The Faculty of Education strives to become a globally significant producer of education knowledge for the 21st century. Envisioning a world increasingly impacted by 4IR, such knowledge should address both local needs and contribute to global thought leadership. In addition, the Faculty realises that in a fast-changing world, the value of technology is paramount in driving innovations that can be harnessed in service of the quest for greater social justice in education.

The Faculty's academic programmes include a value chain that starts with pre-service teacher education leading up to postgraduate qualifications. It also includes continuing education programmes for teachers, educational practitioners in higher education, practice settings and the world of work. The academic programmes operate on the Soweto Campus (SWC) and the Auckland Park Kingsway Campus (APK).

There are three academic departments, namely Educational Psychology, Education Leadership and Management, and Childhood Education.

The Department of Childhood Education (DCE) is a UJ flagship. This Department offers Bachelor of Education (BEd) Foundation (FP) and intermediate phase (IP) qualifications in conjunction with the Funda UJabule School (FUJS) and in collaboration with the Gauteng Department of Education, and operates as a site for training teachers.

Two departments straddle both campuses. The Department of Educational Psychology is actively involved in the primary school teacher education programmes and its postgraduate programmes are in high demand. With DHET support, the Centre

for Neurodevelopmental Learning Needs was established – this is a priority area for the country. It runs a popular online Master's and a new online Honours in Educational Management. Although the Departments of Educational Psychology and Education Leadership and Management are officially situated on SWC, they also service the secondary school teacher education programmes on the APK Campus.

Two departments are fully situated on APK Campus, namely Education and Curriculum Studies, and Science and Technology Education. Postgraduate programmes straddle many areas of learning and research, with Science and the online Information and Communication Technology in Education being two successful programmes, the latter attracting many international students.

ENROLMENT AND STUDENT PROFILE

A total of 4 604 students were enrolled in 2021, of whom 3 226 were undergraduates (70%) and 1 378 postgraduate students (30%). Table 7, below outlines the headcount enrolment per qualification type in the Faculty.

STUDENT ACCESS AND SUCCESS AND SUPPORT FOR STUDENTS

Student support remained high on the Faculty's list of priorities during 2021. The ITE manager and 13 tutors extended the short First Year Experience (FYE) programme into a year-long programme.

Table 7: Enrolment per qualification type

Qualification type	2019	2020	2021
Advanced Diploma in Education	66	140	95
Bachelor of Education (BEd) degree	2 808	2 737	2 719
Postgraduate Certificate in Education	194	220	412
Postgraduate Diploma in Education	43	80	103
Bachelor of Education Honours degree	309	373	538
Master's degree	492	596	585
Doctoral degree	132	148	152
Total	4 044	4 294	4 604

UJENIUS

The Faculty had six students on the UJenius list in 2021, while Orange Carpet students admitted for the 2021 academic year stood at 49. This indicates to the Faculty that students with high APS are choosing teaching as a career.

PROGRAMMES

New programmes, quality management, innovations and new initiatives ensure relevance, and address issues about attributes of graduates and employability of graduates.

UJ's focus on 4IR found expression in many of the activities in the FE's programmes, activities, and research, all of which contribute to the graduate attributes desirable for teachers and educational practitioners and leaders. These ranged from curriculum renewal and the expansion of the Scratch coding club and the launch of the VARSTEME hub (Virtual and Augmented Reality in Science, Technology Engineering and Mathematics Education) Innovation in the teacher education space includes a school-based student teacher programme for the FP, which operates in collaboration with a few partner schools. As a result, the Faculty of Education was invited to serve on the Teacher Internship Collaboration South Africa (TICZA) steering committee.

OUTPUTS – PUBLICATIONS (JOURNALS, CONFERENCE, BOOKS)

The FE's research output continues to grow steadily year-on-year. The Faculty more than doubled

its research output in a five-year period, with a submission of 221.8 research output units in 2021 against a target of 192, mostly from journal articles, conference proceedings and book chapters.

IMPACT

The impact of the research and innovation on the Faculty is evident, as 96% of articles have been published in international journals, 14% of which focus on 4IR. Within UJ, the Faculty of Education continues to lead the way in the scholarship of teaching and learning (SoTL) with 49% of submissions focusing on this field.

RESEARCH FUNDING

Research funding amounted to R13 122 381. The bulk of the funding was from the National Research Foundation.

THE WAY FORWARD

The Faculty will leverage achievements in 2021 as a basis for continuing a data-driven approach to improvement and goal setting moving forward. Of primary importance is the support for students, both UG and PG. As UJ moves into a blended, hybrid mode of in-class and online learning, the lessons learned will be key to catapulting cutting-edge innovations in this space, including the use of augmented and virtual reality. Secondly, the increased research publication units submitted to DHET are an indication of the Faculty's recognition of its professional and ethical responsibility towards knowledge production that contributes to the advancement of the discipline and improves the lives of South Africa's citizens.



7.4 FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT

The Faculty of Engineering and the Built Environment (FEBE) has maintained both stability and excellence in key performance areas, despite the harrowing continuation of the COVID-19 pandemic. FEBE's total headcount of 9 059 in 2021 grew significantly from 8 931 in 2020. FEBE is the second largest Faculty at the University of Johannesburg and the largest in the Science, Engineering and Technology (SET) category.

The increased headcount in 2021 is significant as it represents FEBE's rebirth following a mammoth phase-out process. Programmes accounting for the growth are relatively new programmes. As a result, the split between FEBE's undergraduate and postgraduate registrations is edging ever closer to the strategic long-term enrolment profile of the Faculty. The current split is 78% undergraduate and 23% postgraduate, with all indications that a split of 70% undergraduate and 30% postgraduate is attainable in the near future.

FEBE's male-to-female ratio follows a similar trend for the undergraduate and postgraduate student profile, with females accounting for approximately one-third of the total student population. Efforts to reach female applicants and grow female professionals in the discipline are a joint effort by the deanery, supported by FEBE's marketing coordinator and various female academics in the Faculty.

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 in FEBE.

These bodies include 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 accreditations have proven to elevate the quality of FEBE's undergraduate programme offerings, confirming the academic integrity and global competitiveness of FEBE programmes.

RESEARCH AND INNOVATION

FEBE has consistently promoted a culture of excellence in research and innovation. FEBE research outputs currently stand at 732 publications, well exceeding the planned target of 683 units.

During the 2021 academic year, FEBE's intellectual proprietary portfolio increased by two additional patent applications. The Faculty was also able to secure external research income in the amount of R76 million.

Despite the challenges of the increased teaching workload, FEBE has successfully contributed towards the research objectives of the University. The Faculty remains committed to the strategy that research-led teaching proves more beneficial to both research and innovation, as well as teaching and learning.

EXCELLENCE IN TEACHING AND LEARNING

The 2021 academic year was disrupted by the COVID-19 pandemic. However, 2021 proved to be a year in which most challenges to academic operations were ironed out and dealt with – allowing for a far smoother continuation of the academic endeavour. FEBE, together with the rest of UJ, adopted an online or blended teaching and learning strategy in order to complete the 2021 academic year. To this end, all teaching and learning materials were uploaded to the Blackboard Learning Management System (LMS). All the academic activities through the LMS were recorded and closely monitored by the Centre for Academic Technology (CAT).

FEBE's academics improved their competency in making the transition from face-to-face to blended teaching. The teaching modality essentially consists of a return to face-to-face instruction for the first-year classes, while the senior study levels continue with online lectures. To assist with this undertaking, FEBE followed the *Guiding Principles of online teaching and learning* during COVID-19. FEBE ensured that the recommended total number of notional hours of programmes was not reduced and that all graduate attributes were assessed as per ECSA policies. Tutorship also moved to the online mode of delivery.

ENROLMENT AND STUDENT PROFILE

FEBE's student enrolment profile reflected 9 059 student headcounts in 2021, a substantial increase from 8 931 in 2020. FEBE has made a considerable recovery, given the decrease in 2019, which occurred primarily due to the phasing out of National Diploma and Bachelor of Technology programmes.

The FEBE notably attracts most of its students from lower Quintile 1 and 2 schools, accounting for 41,1% of the student population in 2020 and growing to 44,9% in 2022. Additionally, 61,3% of FEBE students achieved an APS of 35 and higher in 2021. The FEBE recognises that improvement is still required in this area. Therefore, marketing outreaches to Quintile 5 schools have commenced, despite the logistical difficulties during the pandemic.

FEBE has focused intensely on its Women in Engineering and the Built Environment (WiEBE) initiatives in an effort to encourage, grow, and support the female student and staff population, in line with the Faculty's transformation agenda.

RELEVANCE AND IMPACT OF ACADEMIC PROGRAMMES

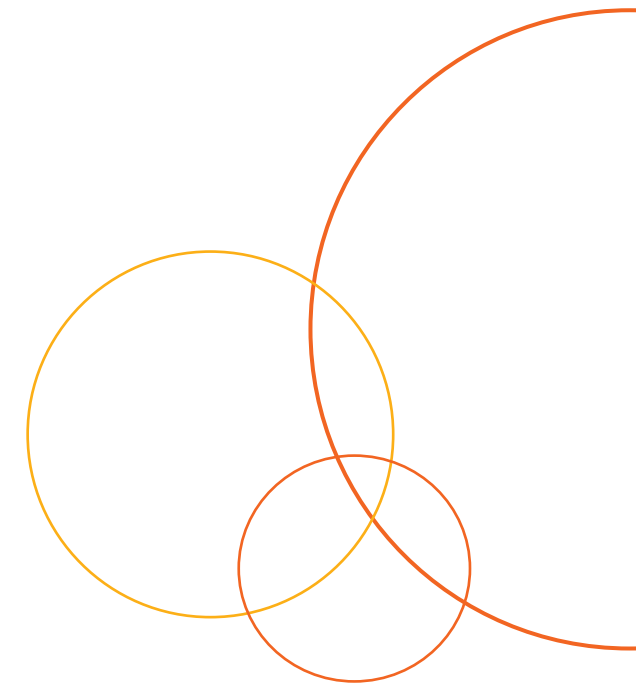
By the 2021 academic year, FEBE had implemented all new Higher Education Qualifications Sub-framework (HEQSF) aligned programmes. Each undergraduate programme within FEBE now articulates into postgraduate studies up to the doctoral level.

FEBE has noted increased interest in its suite of honours programmes. Students have opted to remain with FEBE and pursue postgraduate studies, largely due to limited employment opportunities given the recent economic downturn.

THE WAY FORWARD

In addition to crucial academic guidance and support, FEBE leadership offers support, where needed, relating to the personal, mental, and physical hardships of staff and students during the pandemic. FEBE staff and students, having successfully completed the 2021 academic year with noticeable student success, are a testament to the way in which FEBE leadership is able to direct the Faculty towards success.

FEBE now stands firm, following recent years of transition. From a secure and solid base, the Faculty intends to focus on strengthening and aligning the UJ FEBE brand.





7.5 FACULTY OF HEALTH SCIENCES

UJ's mission of "inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge" has been the anchor for the Faculty of Health Sciences' strategic focus.

The COVID-19 pandemic has continued to impact research, teaching and learning, and community engagement activities in the Faculty. This report demonstrates how the Faculty has responded to and adjusted its strategies in this context and reflects the achievement of targets and positive trends observed over the past five years.

EXCELLENCE IN RESEARCH AND INNOVATION

Strategies to enhance research outputs have yielded returns. The Faculty met and significantly exceeded its 2021 research output target (110 accredited units), submitting 138 units for auditing purposes. This is an increase in accredited outputs submitted, compared to the final audited figure of 120 units in 2020.

The Department of Nursing continues to manage the Health SA Gesondheid journal, an accredited online Health Sciences Interdisciplinary Research Journal. After the 2020 launch of the Biomedical Engineering and Healthcare Technology (BEHT) Virtual Research Centre (RC), numerous research collaborations have been set up, aimed at mHealth and e-learning.

The National Research Foundation (NRF) rated researchers in the Faculty increased from six to eight in 2021.

There were 14 PDRFs in the Faculty, seven of whom were appointed in 2021, and contributed to 25 journal articles and two book chapters in 2021.

The Faculty received external funding for research amounting to R8 904 294.94; R370 857.36 from international and R8 533 437.58 from national sources. Notably, Prof Phaswana-Mafuya from the Department of Environmental Health obtained funding of R4 million for a collaborative project with the South African Medical Research Council.

Researchers in the Faculty undertook 26 collaborative research projects and activities with national and international partners. New research projects related to the pandemic were also initiated. Staff from the Department of Environmental Health received GES 4.0 COVID-19 research funding for a project on vaccine effectiveness to prevent severe COVID-19 disease and mortality and they published ground-breaking work on understanding the differential impacts of COVID-19.

EXCELLENCE IN TEACHING AND LEARNING

The enrolment target set for the Faculty was 4 296 students, and 4 234 students were registered. The total non-designated enrolment was 550 (15%) compared to 545 (14%) in 2020. In terms of designated students, 3 260 black students were enrolled, compared to the 2 823 in 2020. In total, 127 Coloured students enrolled, compared to 153 in 2020. A total of 296 Indian students enrolled in 2021, compared to 258 in 2020. There are 141 UJenius students in the Faculty. Across several departments, students' financial constraints were the most significant challenge encountered concerning the 2021 enrolment plan.

The majority of short learning programmes (SLPs) have been successfully moved online. While 2020 saw almost all teaching and learning take place online, in 2021, many departments adopted a blended approach. The primary modality for teaching online was the Blackboard learning management system. Multiple channels of communication continue to be used to enable all students to access materials, such as Zoom, Teams, sending scanned notes, WhatsApp and YouTube. Although 2020 provided a wealth of experience in teaching online, some challenges remain as some students still encountered connectivity problems. UJ provided students with data, and in some cases, students received loaned devices from the University to enable them to continue learning remotely.

One of the biggest challenges identified in 2020 was the integrity of online assessments. In 2021, this challenge was largely addressed, with several departments implementing on-site assessments under strict COVID-19 regulations.

The success of Health Sciences students is closely linked to the clinical practice gained by students in the Faculty's Health Training Centre (HTC). Due to the pandemic, no patient wellness screenings were conducted during 2020 and 2021 on- or off-campus. Many patients were still hesitant to return to the clinic, and some satellite clinics could not resume. Some departments experienced challenges in accessing sites, with activities delayed or deferred to 2022. Staff invested substantial effort to assist final-year students in completing their clinical training.

In 2021, several new programmes were submitted to the Department of Higher Education and Training and/or Council on Higher Education (CHE) for approval. The Department of Biomedical Sciences is in the process of developing new programmes, an Advanced Diploma and a PG Diploma in Biomedical Sciences. The Department of Optometry is in the process of recirculation to include therapeutic privileges, while an SLP in collaboration with external international Optometric educators was approved and offered. The Department of Emergency Medical Care finalised the Postgraduate Diploma in Clinical Simulation, which will be offered from June 2022.

The Faculty is committed to embedding decolonisation into the curriculum of all programmes. The Chiropractic Department continues to have an international impact with three articles accepted in accredited SoTL journals and two conference presentations in this field

in 2021. Two researchers from the Department were recipients of a UJ Teaching Innovation Fund sponsorship worth R30 000.

ENRICHING STUDENT-FRIENDLY LEARNING AND LIVING EXPERIENCE

During 2021, the Faculty aimed to provide holistic support to students. Staff made themselves available on Blackboard or via WhatsApp for students' queries and to support ongoing online and in-person learning. Students in the Faculty have access to dedicated venues equipped with state-of-the-art modern equipment. The construction (currently underway) 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.

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.

NATIONAL REPUTATION MANAGEMENT

Collaboration with other higher education institutions is ongoing, particularly in the Gauteng province. The Faculty has continued 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.

Agreements and collaborations with several science councils, including the Water Research Commission and South African Medical Research Council, increase the uptake and translation of the Faculty's research in applied settings. Several MOUs/MOAs have been signed with national partners in government (local and provincial), the private sector and the not-for-profit sector.

There were several engagements with the media during 2021, with the Faculty featuring on television, in newspapers, and on the radio.

The Faculty's engagement with the Riverlea community continued to be very limited in 2021, with only two departments (Optometry and Podiatry) conducting community engagement activities at Riverlea. Care 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 the AHPCSA (for internship). The Department of Emergency Medical Care achieved a third-place award in the UJ 2021 Community Engagement Service Excellence Awards for the response vehicle and intensive care unit based at the institution.

FITNESS FOR GLOBAL EXCELLENCE AND STATURE

Six departments offered SLPs in 2021. More SLPs need to be offered and inactive SLPs reactivated to increase income significantly. The Ocular Therapeutics for Optometrists SLP was developed and approved in September 2021, and the first cohort of students was registered during September 2021. A cohort of 93 registered Optometrists registered for the course, including nine academic staff from Optometry departments at other universities. Towards this goal, the SLP Healthcare 4.0 – Introduction to Digitalisation in Healthcare was offered for the first time in May 2021. Based on the encouraging feedback and participation, this SLP will be offered at least twice a year from 2022 onwards.

The risks associated with a loss of seasoned staff as a result of resignation or retirement are mitigated through careful succession planning at the departmental level. Contributions are ongoing to minimise the Faculty's 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.

THE WAY 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. Support for the professional development of staff as it relates to research, teaching and engagement, remains a priority for the Faculty. 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. An external task team of leading experts has been identified to work with the Faculty in 2022, and the Faculty will prioritise the curricularisation of a medical programme.



7.6 FACULTY OF HUMANITIES

The Faculty of Humanities began 2021 with renewed optimism that successful teaching and research would be possible notwithstanding the persistence of COVID-19. Staff and tutors rallied together to create innovative and successful interventions and to become more accessible to students who were in a second year of remote learning.

Considerable energy and resources were invested in research support and development. Efforts were made in liaison with the Faculty Office to improve administrative efficiency, organisational climate and care for staff and students.

The underlying operations of the Faculty continued to grow in ways that align with the University's strategic objectives and with the broader intellectual mission of the Faculty and the University. This stated, there are problems to address and they will be highlighted as challenges to overcome in the years ahead.

RECOGNITION AND AWARDS

There were 18 noteworthy awards for staff in 2021 (excluding student awards, community engagement awards and recognition via NRF ratings and international grants).

ENROLMENT, STUDENT PROFILE AND GRADUATES

As already indicated, 5 869 students were registered in 2021 (which represents 12% of the total UJ headcount), 80% were undergraduate and 20% postgraduate. The total number of returning undergraduate students was 4 709.

The Faculty is predominantly black (90% of students), 5% white, 3% Coloured, and 2% Indian. It is also a women-centred Faculty with 73% of undergraduate students being women. At the postgraduate level, 68% are women and 32% men.

In 2021, UJ had 474 graduates at the postgraduate level: a total of 329 honours, 111 master's and 34 doctorates. A total of 36% of the master's degrees were completed in two years. A total of 35,3% of the doctoral degrees were completed in four years. It is the Faculty's intention to improve retention and increase the number of students graduating in the minimum time.

In the Faculty 75 students were identified in 2021 for UJenius. This is an increase of 108% from the 35 students in the previous year.

STUDENT ACCESS, SUCCESS, AND FACULTY SUPPORT FOR STUDENTS

The module success rate for undergraduates in 2021 was 89,3%. The undergraduate dropout rate was 13,6%. The percentage of mainstream students completing in three years was 51%. The three-year completion rate has improved, but the dropout rate is worrying, and will be something the Faculty will aim to alleviate going forward.

In 2021, the University as a whole continued with fully online teaching and learning. The lecturers and tutors and peer mentors were able to build on their previous experience and offer online access and support to students on various platforms. Student feedback in 2021 revealed that learning material was easily accessible on Blackboard, the majority were satisfied with their learning experience

and that the Humanities tutors supported them well. There was a 91% satisfaction score for undergraduates and 88% for postgraduates.

The Faculty of Humanities, together with the SARCHI Chair: Teaching and Learning, and the Division for Teaching Excellence (DTE), hosted an international conference in April 2021 on 'Peak performances: COVID-19 and the transformation of teaching and learning in higher education. There were about 120 presenters at the conference, and this helped to stimulate further debate around how to teach and how to support student learning in a changed environment.

As a student success initiative, the Humanities Teaching and Learning Committee facilitated two competitions in 2021. The idea was to capture student voices and experiences in diverse formats (poems, storytelling, paintings. Running parallel to this was the Best Student Essay Competition. A panel of internal and external reviewers assessed the submissions based on the soundness of arguments, attention paid to organisation and structure, the presence of an academic voice and originality of ideas.

The new BA Extended Degree Programme started in 2021, with an increased first year headcount of 50, putting the total for BA extended students at 230. These students are supported throughout their total life cycle of four years. The Learning Development and Support module was implemented in 2021, in order to support academically at-risk students. The BA Extended Office also provides additional support based on student feedback from the support needs survey that was conducted. The support included writing support and psychological support.

NEW PROGRAMMES, INNOVATIONS, AND GRADUATE EMPLOYABILITY

In 2021, the new BA Extended programme was launched – and the final preparatory work for the Master's in Development Studies was completed. This programme is to be launched in 2022. All the Faculty's programmes, both undergraduate and postgraduate, have been revitalised due to the shift towards blended learning – and with the need to create more meaningful programmes that would enhance the employability of students.

One of the key innovations in 2021 was the organisation and launch of the Distinguished 4IR Lecture Series. Furthermore, in 2021, the faculty had a new short learning programme put forward by the Psychology Department, entitled Forensic and Correctional Psychology.

Two new language SLPs were created and will be made available for students in 2022.

As the country's unemployment rate becomes one of the worst in the world, staff is constantly thinking of ways in which students will gain work experience and equip themselves for the future world of work. The faculty's 2021 student success rates in the job market can currently be summed up as: 84,6% of graduates were employed in 12 months, 73,7% of international graduates were employed in 12 months and 53% of graduates are self-employed.

PUBLICATION OUTPUTS, PDRFS AND IMPACT

The Faculty produced 494 units (exceeding its target of 462). Of these units, most (323.2 units) were produced through journal articles. A total of 90.5 units were due to published books, while book chapters accounted for 78.5 units and conference proceedings amounted to 2 units. The top three research-producing departments in the Faculty (Sociology, Philosophy and Communication and Media) produced more than 45 units each, making up a substantial part of the total units. The average unit per publication in 2021 was 0.62, suggesting that collaboration and co-writing is occurring.

Although women predominate in the faculty, the producers of publications are largely men. Male academics and research associates produced 303.1 units, while women academics and research associates produced 191.12 units. The vast majority of publications were produced by staff with doctorates, i.e. 456 of the 494 units. The Faculty will have to look into the obstacles that staff (in particular women and those without doctorates) face in finding time to do research and complete publications. Postdoctoral research fellows were active in the Faculty – presenting webinars, teaching, doing research and supervising. The approximately 60 PDRFs produced 71.2 units in 2021, which represented a significant part of the overall number.

In 2021, there were about 3 478 (annual) citations in Scopus for Faculty of Humanities scholars. About 15% were in the top 10% of international journals. For the year itself, a total of 926 Scopus-listed publications were produced, the highest ever by the Faculty. Of all the Scopus-listed publications, 41,3% were with international co-authors. It was also pleasing to know that the 4IR impact has grown, as there were 92 Scopus-listed publications in the field of 4IR.

RESEARCH STRUCTURES

In early 2021 the Faculty of Humanities had eight existing research centres and by late 2021, another three research entities were added to the existing Faculty of Humanities offerings. The Faculty of Humanities also had close working relationships with the following independent UJ institutes – the Institute for the Future of Knowledge (IFK), the Johannesburg Institute for Advanced Study (JIAS), the Institute for Pan-African Thought and Conversation (IPATC), and the UJ Confucius Institute (UJCI).

RESEARCH FUNDING AND PATENTS

The Faculty research income increased to R49 million in 2021 from R42 million the previous year. Despite the constrained financial environment, a number of researchers managed to attract local and international grants. To address the matter of a relatively small number of researchers applying for large grants, the faculty is now emphasising grant application in the performance appraisal process, and not permitting access to internal funds without evidence of external fundraising efforts.

In 2021, national grants amounted to R25 million (largely, though not exclusively, from the NRF), while international grants received were at R14.2 million.

JOINT PROGRAMMES, EXCHANGE PROGRAMMES, STUDY ABROAD PROGRAMMES (INCLUDING VIRTUAL)

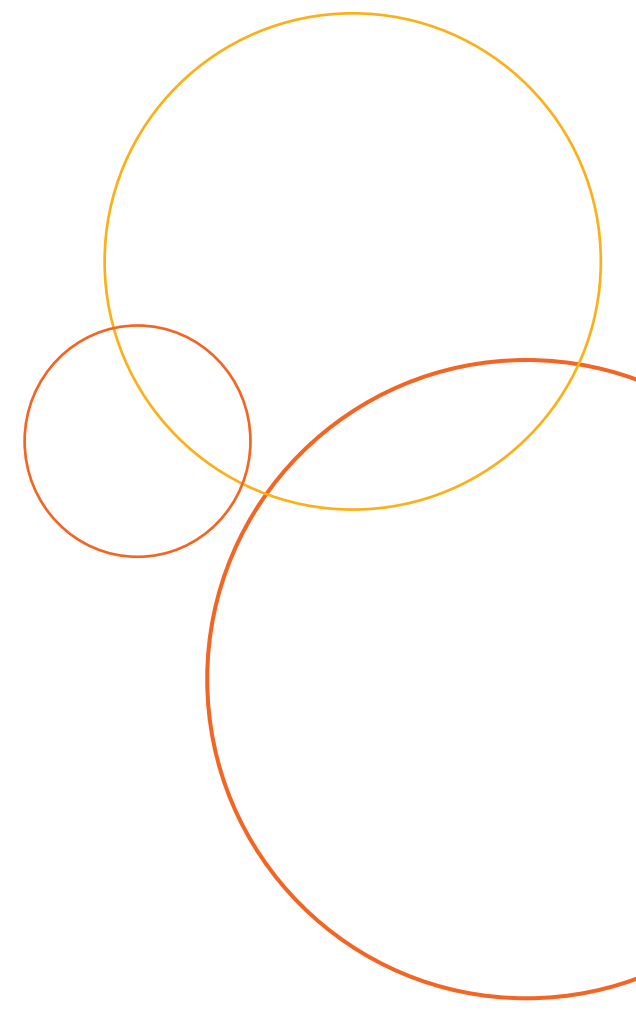
In 2021, the Faculty had one principal joint programme in place, specifically the master's degree between the University of West Indies (UWI) and the UJ Politics and International Relations Department and IPATC. In addition, collaborative projects were developed between various departments at UJ and the University of Cincinnati, University of Namibia, and University of Illinois Urbana-Champaign. These will hopefully be brought to fruition in 2022.

Very limited travel was undertaken in 2021 with almost no student travel approved due to COVID-19 and international travel restrictions. Virtual events and online engagements were the norm. Against this background, the Faculty was very pleased to have achieved 643 inbound students (virtual) and 2 162 outbound students (virtual).

THE WAY FORWARD

Despite COVID-19, the Faculty of Humanities experienced a fruitful 2021. Research, funding, and success rates improved. The faculty kept up with internationalisation initiatives, invested in staff, facilitated transformation, built active committees, and encouraged public intellectual work on a wide range of topics. The faculty launched new research centres and began the process of opening up discussion on the value of developing short learning programmes and it celebrated exemplary performances of staff and students who attained awards and commendations.

At the same time, the faculty addressed various problems and setbacks that will be conscientiously worked on going forward.





7.7 FACULTY OF LAW

Drawing from the lessons learned in 2020, under the COVID-19 restrictions and the collective dedication, hard work and resilience of both staff and students, 2021 was a successful academic year for the Faculty of Law. 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 climbed two bands from 201+ to the 151-175 band in the world. The UJ Faculty of Law is ranked nationally as the third-best Law Faculty in South Africa. Unsurprisingly, law students are well sought after in the legal and commercial worlds and the public service.

In 2021, the 40th anniversary of the UJ Law Clinic was celebrated. It is an incredible milestone in the community outreach work the Law Clinic provides and the work-integrated learning it provides to final-year students.

STUDENT PROFILE

Teaching is split between teaching law students and teaching the service modules offered to non-law students registered in other faculties. The total headcount in 2021 was 1 866 for the Faculty's undergraduate and postgraduate programmes. Of the undergraduate students, 56% are female, and of the postgraduate students, 58% are female. Furthermore, the total registration for postgraduate programmes was 253.

SUCCESS RATES, STUDENT SATISFACTION AND DEGREES CONFERRED

The Faculty of Law's success rate in the undergraduate law modules increased from 80% in 2020 to 90% in 2021. The undergraduate satisfaction rate was 90%, and the postgraduate satisfaction rate was 82%. Senior students were employed as senior tutors to mentor their junior undergraduate counterparts, contributing positively to the success and satisfaction rates. The Faculty conferred 314 undergraduate and 33 postgraduate degrees.

FIRST YEAR EXPERIENCE

In 2021, the First-Year Experience (FYE) at UJ was conducted virtually because of the ongoing COVID-19-related restrictions. The Executive Dean hosted a first-year engagement session for all first-year law students on 20 July 2021. This session was well attended and saw students actively engaging with the Dean on various topics. The Law mentor and the tutors made a weekly briefing to first-year law students throughout the year.

TEACHING INNOVATION AND QUALITY CONTROL

The Faculty's quality management of teaching and learning covers several aspects, such as ensuring the Faculty's quality assurance systems operate effectively and efficiently. These components support the Faculty of Law Teaching and Learning Committee (FTLC), encourage student evaluation, promote moderation of assessments, regular

reviews of student performance, encourage authentic experiential learning, and adopt a tutoring programme that is integrated to teaching and learning. During the 2021 academic year, all the undergraduate and postgraduate programmes used Blackboard, which enabled online access to the content, as well as monitoring/tracking of the various programmes offered in the Faculty. The Faculty developed an online academic tutoring programme called the Faculty of Law Online Academic Tutor (FLOAT). FLOAT relies on (post) modern technologies, such as virtual realities (VRs), artificial intelligence (AI) and machine learning, to enhance teaching and learning. It contains, *inter alia*, technologically inspired scenarios and VR scans of the High Court to supplement online tutoring and the intersection between education and technologies.

MOOT COURT PARTICIPATION

In 2021, students participated in five moot court competitions. They won the Centre for Applied Legal Studies Public Interest Law Moot. The Investor-State Mediation Moot is a prelude to the much larger FDI Mediation Moot, which will be hosted in 2022. Based on the performance in the FDI Arbitration Moot, UJ was one of only two teams globally selected to participate in the prelude, where the mediation was hosted as a friendly match between UJ and Peking University.

NON-SUBSIDISED (CEP) PROGRAMMES

The Continuing Education Programmes (CEP) division within the Faculty of Law curates and delivers the Faculty's non-subsidised short learning programmes. A total of 11 programmes were presented in 2021 using optimal technology delivery modes. In 2021, a total of 1 720 students were registered and 1 133 of these students successfully completed the full programmes for which they were registered. During 2021, the CEP generated a turnover of R26.8 million and realised a profit of R10.9 million for the Faculty.

RECOGNITION OF TOP ACHIEVERS

Considering the risks involved in physically hosting the Faculty of Law's annual prestige event, the ceremony was pre-recorded and loaded onto numerous online platforms. Students were recognised for academic achievements and their involvement in community engagement projects and moot court competitions.

BURSARIES AND MEAL VOUCHERS

During 2021, the Faculty awarded 28 internal bursaries for a total amount of R694 835 for tuition fees. The law firm, Clyde & Co, awarded 22 bursaries of R50 000 each. The Faculty also granted 15 meal bursaries. These supported students jointly obtained 58 distinctions.

PARTNERSHIPS

Local

The Faculty's relationship with the profession enables it to work closely with various law firms for securing vacation work, job shadowing opportunities, bursaries, etc., for top achievers. In 2021, the Faculty of Law Career Fair was hosted online. Students could register electronically to join the event and engage virtually with companies. Several practicing attorneys, advocates, auditors, and judges lectured online and presented at faculty seminars/webinars.

International

The Faculty of Law has active exchange agreements with 35 foreign universities. The Faculty also has cooperation agreements with the Graduate School of the Public Prosecution Service of Brazil, The Hague Conference on Private International Law (the Netherlands) and the International Institute for the Unification of Private Law (UNIDROIT) (Italy). These partnerships and agreements ensure excellent opportunities for academics and students within the Faculty. The Faculty is also a member of the International Association of Law Schools (IALS).

RESEARCH 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 have 105 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.

RESEARCH STRUCTURES

The Faculty of Law at UJ hosts four active research centres, namely the Centre for Banking Law (CBL), the Centre for International and Comparative Labour and Social Security Law (CICLASS),

the Research Centre for Private International Law in Emerging Economies (RCPILEC), 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 the National Research Foundation (NRF). These research structures help us to produce impactful research both locally and internationally.

THE WAY FORWARD

Succession planning, transformation and leadership development of staff are high on the strategic agenda of the Faculty. The Faculty of Law will continue to build and strengthen the

existing succession plans and transformation/mentorship initiatives within the Faculty. The Faculty requires its leadership and senior academic positions to reflect South Africa's demographics and the institutional promise of transformation and decolonisation. The Faculty will continue to collaborate with the relevant university structures to improve the success, throughput, and on-time completion rates in its undergraduate, postgraduate and continuing education programmes. The Faculty will also continue to build on existing relations with local and international partners in the quest to be a Faculty of Law of choice on the African continent, build on existing research, and expand on the Faculty's sound financial status.



7.8 FACULTY OF SCIENCE

In order to achieve the key objectives of global excellence and stature, the Faculty of Science created, applied, and disseminated new knowledge for the advancement of the pure and applied sciences in 2021. This was achieved despite the constraints of the global COVID-19 pandemic.

Pursuing the vision of a dynamic faculty where new knowledge, leading scientists and technologists are developed through innovation, in 2021, 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 hyper connected world of the future into the present.

BLENDED LEARNING

In 2021 online teaching and learning became a fact of life. Workshops on 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.

STUDENT ENROLMENT

Undergraduate diploma student enrolment increased by 10% in 2021, while the number of students enrolled in the extended degree and diploma programmes increased by 7,83%. The faculty had 5 091 students enrolled in 2021, of whom 4 127 were undergraduate and 964 were postgraduate students.

The proportion of postgraduate enrolments declined slightly from 20,6% in 2020 to 19% in 2021. This might be attributed to the pandemic and the difficulties experienced in international travel. The proportion of master's and doctoral students in the total number of postgraduate students remained the same at 7%, while international student enrolments decreased from 430 in 2020 to 399 in 2021.

SUCCESS RATE

After the stabilisation in the undergraduate success rate during successive years from 2015 to 2019, the success rate increased from 79,6% in 2019 to 84,3% in 2020. In 2021, it decreased slightly to 81,4%, which might also be attributed to problems faced by students during the second year of the pandemic. The improved success rates over the last five years are the result of more rigorous selection of entering students and the increasingly successful interventions previously referred to.

In 2021, the success rate of all undergraduate mainstream programmes was 79,6%, while that of first-time entering students in the extended programmes improved from 86,3% to 87,8%. The 2021 success rate for international students was 89,6% for all undergraduate qualifications.

The average time to completion for undergraduate students over all programmes was at 4.2 years in 2021, and for postgraduates was at 2.3 years for both 2020 and 2021.

QUALITY ASSURANCE

Four departments in the Faculty have programmes that are internationally accredited. The Department of Statistics was accredited at Level 2 by the Actuarial Society of South Africa in 2021. A number of departments in the Faculty of Science regularly contribute to maintaining the successful Engineering Council of South Africa (ECSA) accreditation for the Faculty of Engineering and the Built Environment.

Several programmes and modules were amended during 2021, to improve and maintain high levels of quality and relevance. Programme reviews and departmental reviews did not take place in 2021, as efforts were concentrated on the 2021 national audit of the University by the Council on Higher Education (CHE).

During 2020, the Department of Biotechnology and Food Technology worked on the development of the Honours in Food Technology and the Honours in Biotechnology, which will be offered in 2023. The Department's new PhD in Food Technology and PhD in Biotechnology started in 2021.

The Academy of Computer Science and Software Engineering offered three new curricular programmes for the first time in 2021. The Faculty's non-subsidised academic programmes are offered mainly in the Academy of Computer Science and Software Engineering, Biochemistry, Geography, Environmental Management and Energy Studies, Mathematics and Applied Mathematics, and Zoology. The Department of Chemical Sciences offered its new Short Learning Programme in Forensic Chemistry in 2021.

The Faculty of Science has a new online short learning programme, namely, An Introduction to Cyber Security, which was developed during 2020/2021 and is planned for implementation in 2022. It will be offered mainly for the National School of Government.

EXCELLENCE IN RESEARCH AND INNOVATION

As at March 2022, the Faculty had submitted a subsidy claim to the Department of Higher Education and Training (DHET) for a total of 502.79 research units from more than 961 Scopus publications. The units for 2021, according to the subsidy categories, are as follows: Journal articles (481.89), proceedings (5.53), books (10.75), and chapters in books (4.62). This accumulates to a total output of 502.79. The total Faculty Research Funds for 2021 stood at R97 203 198.16, with external funding from sources other than the NRF increasing dramatically against 2020. The NRF funding has decreased slightly. These figures may change as they are based on the provisional financial results available in February 2022.

In 2021, the per capita output of permanent academic staff was 2.63 units. According to the Research Office, as at 7 March 2022, 95,84% of the units in 2021 were from accredited journals.

RESEARCH STRUCTURES

A number of research centres were active in 2021, inter alia the Centre for Astro-Particle Physics in Physics; the Centre for Ecological Genomics and Wildlife Conservation in Zoology, the Research Centre for Plant Metabolomics in Biochemistry and the Centre for Natural Products Research (CNPR).

The following SARCHI chairs were active in 2021, Nanotechnology for Water in Chemical Science, Indigenous Plant Use in Botany and Plant Biotechnology, and Geo-Metallurgy in Geology. Furthermore, in 2021, members of the Faculty participated in the Centre of Excellence in Food Security (CoE-FS), the Centre of Excellence for Strong Materials (CoE-SM), and the DST-NRF Centre of Excellence in Catalysis (c*change).

REPUTATION MANAGEMENT

The Faculty monitors global and national reputation through international rankings, it has a social media and web presence, encourages NRF rating of academics and engages in partnerships with local and international partners.

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 in 2021. The global reputation of the Faculty was reinforced by progress made in instrument installation in the UJ Shimadzu Innovation Centre. These instruments will be used to train students, with the idea of better equipping them for employment in especially the pharmaceutical industry for which Shimadzu supplies instruments.

NATIONALLY

In 2021, the Faculty continued with its focused strategy to recruit top-performing students from schools and to entrench its presence and profile in the media as well as enhancing effective two-way communication with its internal and external stakeholders.

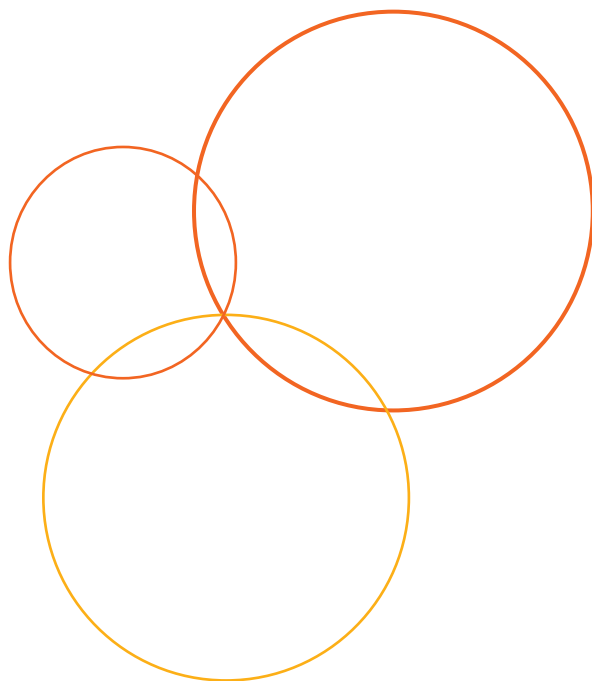
Marketing and communication activities included participation in UJ Open Day online events, online Top Achievers Events, online Orange Carpet events, the annual Winter School in online mode, as well as online departmental seminars and workshops.

The public lecture series remained online, thus enhancing the impact of the Faculty in the academic and public arenas. 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, and interviews.

THE WAY FORWARD

The Faculty leads the institution when it comes to the highest percentage of internationally peer-reviewed journal publications as well as citations generated by those publications. For the first time, 7,5% of the faculty's (full) professoriate is made up of designated South African females. In 2021, the Faculty achieved 80% of its academic staff holding doctorates.

Quality promotion and good governance were ensured in 2021 through the activities of various Faculty committees. Excellent research and its successful marketing have become evident in the improved rankings of many of the faculty's Science disciplines by numerous international ranking agencies. The faculty is energised by this recognition and plans to reach higher heights in research and innovation, teaching and learning, and social impact in 2022.



7.9 JOHANNESBURG BUSINESS SCHOOL (JBS)

The strategic repositioning of the Johannesburg Business School (JBS) in 2021 was informed by widespread international consultation on the global impact of the Fourth Industrial Revolution (4IR), and the rapidly changing requirements for future-fit leadership paradigms.

This brought the JBS into alignment with the overall vision of the University of Johannesburg and fills an important void in the development of digital leadership on the continent. The landmarks achieved in the entrepreneurship focus in the first two years of the JBS were incorporated into the business school's overall vision.

The COVID-19 pandemic brought about widespread economic hardship and necessitated radical developments in the higher education sector. This, in turn, hastened the adoption of technology and shifted modes of delivery in favour of online teaching. COVID-19 induced economic hardship and subsequent isolation measures led to a significant drop in student numbers with new enrolments in the contact MBA programme dropping from 80 in 2020 to 52 in 2021. In the case of the JBS online MBA, an enrolment target was set at 165 for 2021, but active registrations totalled 125 for the same reporting period.

Despite these tough conditions, the retention and throughput rates of the JBS remain above 90%, well above the industry average. This success can be attributed to innovations introduced in the pedagogy since the inception of the JBS in 2018, including the MBA Capstone Project, a coaching programme for students and flexible academic delivery of programmes.

PERFORMANCE AGAINST THE STRATEGIC GOALS OF THE JBS

The following JBS strategic objectives were developed in March 2021 to secure alignment with the overall strategic positioning of UJ. Based on this strategic repositioning exercise, the JBS is in the process of redrafting its short to medium strategic plan currently to reflect a revised five-year horizon.

- Differentiating the JBS by empowering current and future leaders to effectively contribute to and leverage from disruptive technologies, co-creating African business solutions.
- Producing business leaders aligned with current socioeconomic imperatives on the African continent to effectively participate in and influence developmental agendas.
- Providing thought-leadership on the Fourth Industrial Revolution (4IR) and forge partnerships to co-create relevant and cutting-edge executive development programmes appropriate for emerging economies.
- Aligning with, and leveraging, the UJ brand and the considerable body of knowledge on Fourth Industrial Revolution resident across the UJ faculties to provide thought leadership in business leadership.

ACADEMIC PROGRAMMES

In 2021, JBS academic programmes provided sound and effective processes to provide students with additional support to facilitate their integration into academic and executive education studies, and new ways of learning. This included multi-day orientation sessions across programmes for first-year students, to effectively orient students and facilitate such integration.

Table 8: Programmes, students and teaching modality

Programme name	Registered students	Teaching modality 2021
Online MBA (2021 Intake)	163	Online
Contact MBA (2021 Intake)	48	Online
Contact MBA (2020 Intake)	75	Online

Programme managers and administrators, with oversight from the academic director, worked closely with faculty and students to ensure excellence in the teaching and learning experience. Frequent and timeous informal feedback from class representatives was used to further refine the student learning journey, while formal feedback was obtained after module delivery. Additional touchpoints included regular townhall meetings with each cohort to maintain open communication between JBS and students.

The table above provides a summary list of JBS programmes and associated learning modalities.

RETENTION AND THROUGHPUT

The first cohort of contact MBA students from 2020 completed all their academic work in 2021. This included the submission of a Capstone Project, which is the culmination of the MBA process. It requires students to integrate their academic knowledge to interrogate a real-world business problem and provide recommendations for viable solutions.

MARKETING AND STUDENT RECRUITMENT

The JBS visual language was refurbished, and the tagline ‘The Business of Reimagining your Future’ was formulated. In addition, JBS launched a new website on a new domain www.jbs.ac.za, in consultation with UJ’s Chief Information Officer and UJ website team.

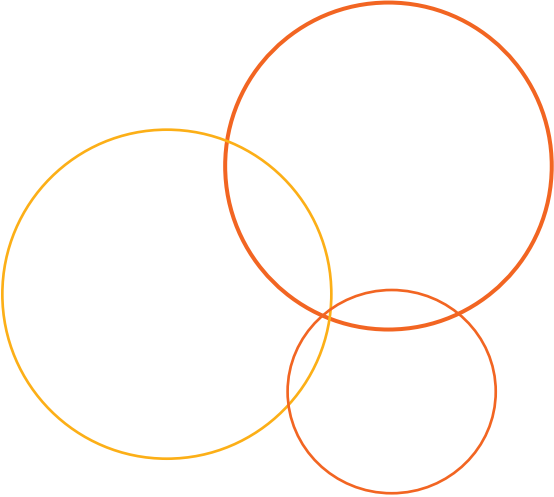
The JBS launched information sessions for the JBS MBA and PGDip qualifications. From August to December 2021, more than 20 sessions were hosted with over 800 registered attendees. In November, two DPhil information sessions were hosted, resulting in 83 registered attendees.

New digital marketing campaigns were launched from September 2021 to promote academic and executive programmes.

CONCLUSION AND THE WAY FORWARD

Based on the applications received and processed for 2022, the JBS is experiencing explosive growth with the School’s digital transformation focus and repositioning finding resonance with our target audience. While on a national basis much progress had been made, the focus on the internationalisation of the JBS, with specific emphasis on the African continent, has become an imperative going forward. This will sustain our drive to become an internationally recognised player and an enabler for the economic development of the continent. This will also ensure that the richness of African innovation is incorporated into the global reservoir of knowledge. The successful introduction of the DPhil in Digital Transformation will significantly strengthen our research capacity and enhance thought leadership and collaboration across the University and internationally.

The JBS will be embarking on a strategic review in 2022, with the view to achieve stability and sustainability given the dynamism and the rapidity of deployment of digital transformation globally.



8. STUDENT EXPERIENCE

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).

STUDENT AFFAIRS

With the persistent challenges of COVID-19 in 2021, UJ continued prioritising education by supporting a healthy living experience with virtual and online learning as well as modified student accommodation options.

Enriching student-friendly learning and living experience

Ensuring an enriched student-friendly learning and living experience in 2021, student affairs comprised two subdivisions: Student Accommodation and Residence Life (SARL), and Student Life and Governance (SLG), as well as two units called Student Ethics and Discipline (SED), and University and Student Liaison (USL).



Student Accommodation and Residence Life (SARL)

The primary function of SARL was to provide student accommodation in both residences and privately-owned student accommodation (POSA) off-campus, plus a platform for outstanding student life programmes.

- The provision of student accommodation entailed:
- Admission and placement of students in residences.
 - Managing student life in residence.
 - Running the day-to-day residence operations.
 - Accrediting privately owned student accommodation (POSA).

Similarly, vacation accommodation normally provided to external organisations, was also suspended and prioritised as residence to students who were unable to return home during the lockdown.

Student Life and Governance (SLG)

The SLG was responsible for providing opportunities for a preferred student experience by coordinating student development activities and moving these activities online. For this purpose, Student Affairs provided extra data so that students, and particularly student leaders, could participate effectively in the developmental activities.

SLG provided administrative support to student structures, such as the Student Representative Council (SRC), student societies, and house committees, as well as general student development programmes.

Student Ethics and Discipline (SED)

In conjunction with the SLG, the SED was responsible for order and discipline. This included disciplinary enquiries, investigations, disciplinary hearings, alternative dispute resolution measures, such as discipline through dialogue, and conflict resolution and reparation.

University and Student Liaison Unit (USL)

The USL undertook advocacy functions, creating opportunities for partnerships and productive relations between student leaders and University management.

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 also initiated and undertaken by Student Affairs in partnership with both internal and external stakeholders.

Living and learning communities

Student Affairs promoted its activities through the Five-Pillar Model, comprising the Academic, Leadership, Community Engagement, Sport, and Social pillars with Academic Excellence cutting across all these elements.

Ensuring a sound academic performance by residence students, the living and learning communities were supported through the

Residence Academic Advising Programme, which saw about 180 senior students helping junior students with academic work.

Orientation of first-year students

Student Affairs participated in the First Year Seminar, the institutional orientation programme of first-year students. Through Student Ethics and Discipline, and Student Life and Governance, Student Affairs impressed on the first-year students the rules and regulations and tips for success on campus. These tips, rules and regulations were also uploaded onto the student portal (uLink).

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 (RSB).

Student Wellness

The Charter for Student Wellness was applied in identifying the pillars of student wellness: Healthy Campus Management, Physical Activity and Sport, Nutrition, Prevention of Disease, Mental and Social Health, Prevention of Risky Student Behaviour, Environment, Sustainability, Social Responsibility.

There were 75 student societies across all campuses with 11 267 registered student members.

Student leadership development and support

Student Affairs, in partnership with other stakeholders, facilitated student leadership and development opportunities which included: the induction of the 2021 house committees and programme for the Student Representative Council, the induction programme for the executive committee members of student organisations.

About 50 student leaders, enrolled for the UJ Young Leaders Development Programme facilitated by the Transformation Unit, the College of Business and Economics, and Student Affairs. Student Affairs staff members continued to provide one-on-one coaching to students while members of the SRC were guided and advised on challenges in their respective roles and fee discussions. The SRC was assisted in writing reports for the University Council.

Academic integrity campaigns during examinations

To ensure that consequence management protects the reputation of the qualifications of the University, and to include developmental aspects for the students, academic integrity campaigns were launched that combatted dishonesty during examination periods. This was executed via banners, media, uLink and UJFM.

Ethical and responsible student behaviour

Student Affairs collaborated with IOHA, Campus Health and PsyCaD and dealt with matters of risky student behaviour and provided support to the Student Committee for Students with Disabilities, particularly for the students in residences, and the establishment of the Students with Disabilities Council. The Office for Students with Disabilities was also assisted with their administrative and managerial responsibilities and with preparation for institutional meetings.

Student discipline

Student Affairs promoted the ethos of responsible and accountable student behaviour and dealt with 458 student discipline cases in 2021 in close collaboration with the faculties and the college. Providing and/or receiving unauthorised assistance during assessments involved interactive website applications like Chegg.com, writing assessments in groups and having access to a leaked examination memorandum.

Student welfare and support

Student Affairs, in partnership with the School of Tourism and Hospitality, coordinated the provision of meal packs to 3022 students who were unable to afford daily meals through the Student Meal Assistance Programme. In partnership with Tiger Brands, provided monthly meal packs to a further 500 students. Furthermore, meal packs were also provided to 108 students affected by violent protests and looting experienced in KwaZulu-Natal and Gauteng.

In partnership with some of the privately-owned student accommodation owners, Student Affairs provided 15 free student accommodations to students who could not afford it and also assisted qualifying students with disabilities with caregivers. A system was put in place to manage student incidents to provide support to the affected, in collaboration with Protection Services, Campus Health, and PsyCaD.

Cultural activities

Student cultural activities were organised, such as the traditional First Years Concert, Residence Song Battle and Sing-It-Out competitions.

Student governance

Student Affairs coordinated electronic elections for the 2022 SRC on 4 to 6 October 2021 and elections for the leadership structures of other student organisations and structures, such as house committees, were conducted in October/November 2021.

3%
Improved voter turnout
19%
Voter turnout
18%
Average national SRC voter turnout

Internal partnerships

Student Affairs continued to partner with University Relations, UJ Sport, UJ Arts and Culture, the Division for Internationalisation, Occupational Health and Safety, Facilities Management, 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, the School of Tourism and Hospitality and Tiger Brands.

External partnerships

Student Affairs continued its partnerships with the City of Johannesburg Urban Development Subdivision and surrounding Johannesburg communities, including Auckland Park, Rossmore, Melville and Brixton, the City of Johannesburg Ward 69 Councillor, the South African Police Services (SAPS) and the various accredited buildings in the privately-owned student accommodation.

UJ SPORT

Despite COVID-19 challenges 2021 was the most successful year in UJ Sport history, especially for the men's football team that won the Varsity Football competition for the first time. The Rugby 7s team will represent Africa at the International University Sports Federation (FISU) University World Cup Rugby 7s. Not only did the teams do well, but athletes, staff and alumni have also represented South Africa at the Olympics.

Innovative ways of engagement with athletes and supporters were put in place, with increased social media engagements for all clubs and while there were still restrictions in place, UJ hosted the University Sport South Africa (USSA) track and field competition. The Healthy Campus Project, took shape, and UJ gained FISU certification status on the platform.

Operating Context

UJ Sport comprises three units. Sport Clubs being the division's core, Athlete Support, which is responsible for the physical, emotional, and academic welfare of student athletes and Support Services, responsible for facilities, events, marketing, communication, and maintenance, and internal transport. Overcoming COVID-19 restrictions, the Sport Federation's protocol needed to be presented for approval in phases, which allowed the Division to implement best practices (involving some 'bubbles'), with continuous review of the implementation processes.

Sport Clubs

The Sport Clubs Unit underwent continuous changes through a process of review and reconfiguration and the strategic planning session recommended new categories of the sporting codes including priority codes/elite sport, competitive codes, and social/mass participation.

Athlete Support

The Athlete Support Unit is composed of the following units, Sport Science, Sport Psychology and Academic Advice, Sport Medicine and Rehabilitation and Gymnasiums.

The way forward

UJ Sport continues to look for opportunities to grow and expand the offerings for both students and staff. The virtual sport and eSport offerings have opened new horizons for the sporting community within universities.



USSA COMPETITIONS

UJ hosted the USSA Athletics track and field in May 2021, the first competition since the pandemic and the University achieved noteworthy finishes.

- 2** 2nd
Overall track and field
- 24** 24
Medals in total
- ★** Gold
Overall cross-country winners
- ★** Silver
Basketball 5x5 men's competition
- ★** Gold
Basketball 3x3 men's competition
- ★** Bronze
Basketball 5x5 women's
- 4** 4th
Netball first team in Section A, and in Section B
- ★** Bronze
Cricket
Final tournament held in Gqeberha

As result of the pandemic, UJ now embraces technology virtual platforms for training and competitions in eSport, with two UJ teams that participated in the USSA competitions finished second and third, respectively.

VARSITY SPORT

Owing to restrictions, only three tournaments were hosted and all of them under a soft bubble.

- 5** 5th
Women's Netball
- 9** 9th
Varsity Rugby
- ★** Bronze
Women's Football
- ★** Gold
Men's Football

INTERNATIONAL PARTICIPATION

The University teams competed in the Federation of Africa University Sport (FASU).

- ★** Gold
Over-all cross-country winners and recipients of every medal on offer from individuals to teams.
- ★** Gold
Men's Rugby 7s
- ★** Silver
Women's Rugby 7s
- 13** 13th
Basketball Men's 3x3



ARTS AND CULTURE

UJ Arts Academy, Arts and Culture, a unit within the Faculty of Art, Design and Architecture (FADA), offers students from across the institution free access to a dynamic extramural arts and culture programme.

The award-winning UJ Choir, play reading and photography clubs, drama, dance, and poetry classes and poetry slam competitions, playwriting masterclasses, a radio drama podcast series recorded in isiZulu and English as well as participation in a professional musical. Additionally, an extensive arts appreciation programme was offered, comprising film screenings, physical and virtual gallery openings, theatre and dance talks and workshops.

58% of students registered and auditioned for the UJ Arts Academy and UJ Choir in 2021 of which 46% qualified for cultural bursaries at the end of the year. A steep 27% increase in students from 2020. Students reported that limited access to data and online fatAigue played a major role in the 37% of students who did not qualify for cultural bursaries.

Arts and Culture believes in the transformative power of the arts and places emphasis on the value of practising and enjoying the arts, developing skills that prepares students for the future. There is no lack of research that it boosts general and psychological wellbeing, mental functioning and social skills and have the potential to develop emotional intelligence, critical thinking, and creativity.

Increased Access to the arts

UJ continued to offer a dynamic programme to its students from across the institution that enhances opportunities to practise and enjoy the arts at no or heavily subsidised costs. 2021 included various disciplines, such as dance, drama, poetry, choral singing, and photography and the Arts Academy offered free access to a broad range of arts experiences, including a film screening presented in partnership with Love Infinity Media, six UJ Art Gallery exhibitions and the virtual concert, 'The Sounds of Hlakanyana', co-produced by UJ Arts and Culture and Madevu Entertainment.

Innovative digital programmes



Choir

Necessitated by the pandemic a digital UJ Choir programme was launched, which prepared choristers with an online music course consisting of series of tutorials and individual contact sessions with the choir master.

Auditions were also held digitally, expanding the choir to 88 members, who continued to maintain the choir's profile through performances as part of the virtual St Columba's Centenary Celebration and the Brazilian International Sacred Music Choir Festival.

Photography

During the height of the pandemic, Arts and Culture launched the Arts Academy Photography Club, which enabled students to participate in an online masterclass presented by FADA multimedia alumnus, Beki Phakathi. Students were then challenged with four photography assignments which resulted an exhibition titled, 'Photo-Genesis', during the UJ Arts Academy Showcase at the end of the year.

Dance

While physical dance classes were hampered during the pandemic, students engaged in theoretical aspects of the discipline through the presentation of panel discussions facilitated by Arts and Culture's resident dance company, Broken Borders. At the end of the academic year 'Reflection and Reflex', a dance production targeting the Arts Academy students, was co-presented by the Unit in partnership with Broken Borders.

Acting

The Unit developed a dynamic acting programme, where students focussed on theory and text analysis through the Play Reading Club during periods when physical contact was not possible. Four South African plays were studied, and strategic scheduling has seen Arts and Culture present the "Estranged"

performance project developed by a group of 15 students and released as part of the Unit's year-end virtual Arts Academy showcase.

Radio Drama

Students recorded an isiZulu translation of "R&J Unplugged", an adaptation of Shakespeare's "Romeo and Juliet". Under the direction of Nompumelelo Mtshali and with mentorship by South African icon, Dr Jerry Mofokeng, the podcast series will be released in 2022 and includes both an isiZulu and English version of the drama and an educational segment targeted at secondary school learners.

Musical Theatre

A group of 21 UJ Arts Academy students were selected to join and participated in virtual rehearsals during 2021 for the professional musical theatre cast of "The Prodigal Man Returns" produced by Nalithemba Productions.

Poetry

Popular offerings were two poetry masterclasses by Lebo Mashile and Vusumuzi Phakathi, and weekly poetry classes and monthly poetry slam competitions. After three elimination rounds during the year-end Arts Academy Showcase, Kwanda Mabaso from the Soweto Campus was crowned 'Izimbongi 2021 Slam Champion'. Additionally, students also worked on the "We are here" poetry performance project, presented as part of the annual virtual showcase at the end of the year.

9. STAKEHOLDER ENGAGEMENT

Interventions in 2021 sought to manage challenges presented by the COVID-19 pandemic while continuing to showcase UJ's leading role in the 4IR and associated initiatives, both across the institution and among a broad group 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 influences 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.

UNIVERSITY RELATIONS

The Division of University Relations annually rolls out a strategically focused programme to foster understanding of and support for the University of Johannesburg by 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. 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.

The Division of University Relations played a vital role during 2021 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

Through an efficient communication strategy delivered with brevity, clarity and consistency of messages and infusing empathy, the Strategic Communications Unit ensured that this risk of riots following vaccination approval was well managed. A strong strategy ensured that the UJ community was well informed about important developments around the policy and its benefits.

An upward trajectory continued to be seen in the media space with public debate on matters of national and international interest.

542
UJ experts active in giving expert commentary in national media

222
appeared in global media

10 101
total media clippings generated

296
opinion articles penned

47
article links to 4IR and 24 linked to COVID-19

52+
research and innovation stories featured and amplified on radio and TV stations

UJ produced compelling content showcasing us as an enriching place of learning and working, including news articles and the production of over 150 student and staff experiences videos. Over 40 000 monthly editions of the student newsletter, The Voice, circulated with over 30 000 unique views monthly.

MARKETING AND BRAND MANAGEMENT

Since 2018, UJ's Marketing and Brand Unit aligned with the 4IR strategy, through an award-winning brand marketing campaign that positions us as a 4IR thought leader while simultaneously educating stakeholders and community on 4IR and its future implications. It's main audiences: the mature and youth market.

The campaign content includes 4IR positioning content that lives on a UJ 4IR website and has reached the target audience groups nationally, across Africa and globally via a targeted multichannel media campaign including radio, TV, print, social and digital that reached over 518 million to date and more than 6 billion (2.6 billion in 2021) through social media – UJ and paid for.

During 2021, an additional four Cloudebates took place, Four editions of Beyond Imagining – 4IR e-zine – went live, and six new 4IR in Action Stories were produced as part of this project. The 4IR Social Media Influencer and Ambassador Campaign has also rolled out with ten ambassadors and four influencers getting the UJ 4IR message out even wider.

The *Imagine THAT* undergraduate marketing campaign was launched in July 2020 and aimed to educate the undergraduate market about the benefits of 4IR for their future with UJ as solution.

Added focus will come from the mature market campaign learnings. In addition, the Orange Carpet campaign was also marketed, and the Student Marketing team supported this with a series of Facebook Live career sessions, to reach potential students.

Growth was seen as follows on all the UJ social media platforms:

	End 2020	End 2021	Growth
Facebook	520 439	576 775	+56 336
LinkedIn	266 081	301 274	+35 193
Twitter	64 461	70 907	+6 446
Instagram	28 200	37 300	+9 100
YouTube	10 400	13 900	+3 500

Advertising recall dropped from 78% in 2019 to 74% in 2021 and student experience also dropped from 85% in 2019 to 82% in 2021, all attributed to the COVID-19 effect on UJ students.



UJ ONLINE BRAND SHOP

Vending machines were procured for each campus stocked UJ branded merchandise, a well-received initiative set to be further developed in 2022, along with the mobile brand shop. Sales through the Online Brand Shop totalled R1.6 million in 2021.

SOCIAL MEDIA

Used as a key channel to reach UJ audiences, the "Responsible use of social media" campaign was rolled out again, creating awareness and educating people on social media. A COVID-19 awareness campaign was also launched to encourage responsible behaviour and sharing of information.

The result: **222 086** mentions, **3 245 197 572** reach, **R324 519 757** AVE (advertising value equivalent) **5 000** mentions – the leader in the higher education sector for mentions on 4IR and AI and continued to top the list with a **79%** score.

GOVERNMENT AND STAKEHOLDER RELATIONS

Government and Stakeholder Relations made progress towards the ambitions for global excellence and stature implementing mutually beneficial and sustainable stakeholder relations, collaborations and partnerships with government in the following focus areas: local government and agencies; provincial government; national government; and parastatals (state-owned enterprises).

Within UJ, Government and Stakeholder Relations coordinated and hosted a number of initiatives in the year under review.

- The Unit administered the declaration of intent for the allocation of a province-owned building to UJ Resolution Circle for skills development and work-integrated learning.
- It also hosted UJ Alumnus, Prof Susan Booysen's book launch on 1 October 2021 with Prof Chris Landsberg and Dr Somadoda Fikeni from the Public Service Commission.
- It co-hosted Government Career Day with Gauteng-based municipalities and their entities, government agencies and sector education training authorities (SETAs).

LOCAL GOVERNMENT

In 2021, Government and Stakeholder Relations facilitated the introduction of a high-level collaboration between City of Johannesburg (CoJ), Member of the Mayoral Committee (MMC) for Environment, Infrastructure and Services, and the Faculty of Engineering and the Built Environment (FEBE) where UJ researchers advised and supported the MMC portfolio with plans for energy, water, waste and skills development. Researchers on board include Prof Daniel Mashao, Prof Pat Naidoo, Prof Babu Paul, Dr Jeffrey Mahachi from FEBE, Prof Joel Eita from CBE and Prof Suzy Graham from Humanities. Government and Stakeholder Relations organised and hosted a venue experience in collaboration with STH, where CoJ events planners were invited to experience STH facilities.

PROVINCIAL GOVERNMENT

Government and Stakeholder Relations coordinated the participation of experts in partnership with Productivity SA at the Gauteng Workplace Challenge Workshop. They also facilitated local and provincial government participation towards the construction and development planning sectors for the FEBE book launch on *Skills Development for the Construction Industry*.

In partnership with the Ahmed Kathrada Foundation, Government and Stakeholder Relations jointly hosted a civil society dialogue with the Gauteng Premier on the KZN unrest.

NATIONAL GOVERNMENT AND AGENCIES OF GOVERNMENT

Government and Stakeholder Relations coordinated the participation of CBE speakers, Dr Renjini Joseph and Ms Neo Mamathuba, for the Productivity SA launch on 1 October 2021. They also co-hosted the Evidence in Africa Network webinar and has been an internal partner of the network since its inception.

STAKEHOLDER RELATIONS FOCUSED ON INTERNAL AND EXTERNAL STAKEHOLDERS

As part of nurturing stakeholder relations resources were shared with internal and external stakeholders:

37
UJ public dialogues and webinars

109
WIL, learnerships internships and scholarships

72
Employment opportunities

UJFM

A proud finalist in ten categories at the 2021 South African Radio Awards and three wins, with the *UJFM Drive* winning the best drive show for the first time in the history of UJFM.



In collaboration with internal and external stakeholders UJFM made a significant contribution towards communication and information dissemination with a total of 80 COVID-19 public service announcements broadcasted in partnership with the Government Communications Information System. Furthermore, UJFM generated R600 000 towards UJ's third-stream income.

UJFM assisted in the recruitment of students. 300 students were auditioned and 40 were placed in various roles within radio production. UJFM further partnered with the Faculty of Engineering and the Built Environment to present Engineering Week from 15-29 June 2021.

COMMUNITY ENGAGEMENT (CE)

UJ recruited and trained 6 739 Student Volunteer Champions (SVCs), bringing SVC recruitment numbers in the last four years alone to 45 000, as part of the strategy to contribute to the UN sustainable development goals (SDGs).

The Performance Management System for SVCs was implemented to improve efficacy of student volunteerism and skills development and made it mandatory for stakeholders to evaluate the performance of the SVCs when undertaking outreach projects.

A TV series was launched that featured UJ SVCs on HIV/AIDS, education, health and socioeconomic issues, thanks to the CE Unit's collaboration with Soweto TV and KMTV Media.

Mobile libraries and tutoring projects were introduced to improve literacy in communities and primary schools in the UJ area as part of the vision to infuse community engagement into education and foster strategic partnerships with its communities. Also successfully implemented was the Food Security Programme garden projects, aimed at sustainable access to nutritious foods and poverty alleviation.

Four prestigious Excellence Awards were won for the city clean up, door-to-door campaign educating vendors and residents on littering and other health hazards. Additionally, CE successfully organised and hosted important institutional events such as the UJ Nelson Mandela International Day, which focused on the SDGs, such as education and literacy, food and nutrition, health and safe shelter.

CONTRIBUTIONS BY OTHER DIVISIONS AND UNITS

Student Marketing

Student Marketing was critical in the marketing strategy to create awareness among high school learners of UJ's education offers.

Some of the most notable activities:

- Orange Carpet campaign – continued on a virtual platform. The Orange Carpet (top achiever) category of applications increased from 2 653 in 2020 to 3 973 in 2021.
- Interactive virtual seminars/webinars for Grade 9s, Grade 11s and Grade 12s.
- Apply-On-Time and No Walk-ins marketing campaigns continued and were supported virtually.
- The Hamlet, Othello and Macbeth live stage productions was presented virtually by streaming films.
- Podcasts were also introduced to reach more learners.

In 2021, CAA continued to use digital marketing and virtual engagements on social media handing out VR headsets for virtual tours of the campus.

Alumni Office

The Alumni Office's facilitated and maintained effective contact with its 94 000 active email subscribers and almost 220 000 worldwide alumni and kept them informed of UJ's activities, which is crucial to sustainability and growth. The alumni network helped serve alumni needs and encouraged their support in promoting UJ's brand stature. The sixth and seventh editions of the digital Alumni *Impumelelo* magazine were sent, filled with alumni success stories and insights into the pandemic and the online teaching and learning options. Alumni Connect facilitate engagement among alumni online and enables affinity groups and chapters to reconnect with classmates. The platform is fully integrated with social and professional networks and cultivate a culture of giving back to their alma mater as mentors – currently seeing 1 762 registered mentors.

CONCLUSION

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 2022, 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.

10. ENVIRONMENTAL SUSTAINABILITY



UJ has committed itself to improving on its sustainable practices in all of its University activities. The development of the UJ Strategic Plan 2025, anchored in the overarching goal of global excellence and stature, has placed a requirement on the institution to improve upon its sustainability footprint. 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 that 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 positively contribute to sustainability by reducing its environmental footprint, while enhancing its contributions to the social and economic development of South Africa.

CARBON FOOTPRINT

UJ’s total carbon footprint for 2021, based on actual energy consumption from various sources, was approximately 37 692 tons of CO₂ compared to the 41 403 tons reported during 2020. This indicates a decrease of approximately 8,96%. This can be attributed almost entirely to the continued effect of the various COVID-19 lockdown levels that were applied at various times during 2021 with the consequent reduction in foot traffic on all UJ campuses and off-campus facilities. However, this is the first time that reporting on power generation has led to a measurable decrease in the carbon generated by UJ – though the decrease of carbon generated must also be seen against the 6,5% electricity generated by the solar PV plants.

ENERGY SAVINGS

From January to December 2021, the University of Johannesburg achieved an electrical energy savings of 37,69% for all properties, compared to the 2015 baseline (which is the initial value against which reporting is required going forward), based on an absolute measurement methodology. The various energy savings initiatives implemented have started showing positive results. In 2021, Facilities Management started the third phase of the solar PV projects for a total of 1.0 Mwe to be installed at Media Park, SWC fourth residence, and DFC Campus for completion in 2022. By then, more than 20% of UJ’s total electrical energy consumption will be generated from renewable resources with further reductions in energy usage – resulting from new high-efficiency equipment and LED lighting.

NATURAL GAS AND FUEL USAGE

Natural gas usage, petrol and diesel, as well as travel-related usage also contributes with small percentages to UJ’s carbon footprint. It must be noted that increasing occurrence of Eskom load shedding has already produced an increase in diesel usage, and this may result in further substantial CO₂ generation in future, since liquid fuels have a higher CO₂ generation per GJ of energy consumed. An investigation has been concluded into the use of electric buses for the extensive student bus service operating between campuses and UJ is ready to procure two electric buses and bus charging stations as a trial.

WATER MANAGEMENT

Using water sparingly has become a necessity at UJ. A small water savings was achieved for 2021, and compared to 2015, there has been an overall decrease of only 1,88% against the very low values of 2020. Water consumption in 2021, specifically on APK Campus, showed only a 2,95% decrease from the 2019 and 2020 data, even after a major pipe leak had been identified and repaired.

As far as possible, borehole water is now used on all campuses, and the four new boreholes for supply subvention from 2019 are now in operation.

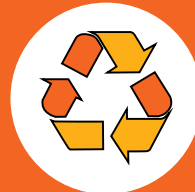
THE WAY FORWARD

The expanding nature of the campuses, increasing student numbers as well as cost containment pressures will create a challenging environment for the institution to meet its sustainability goals. However, a good foundation has been established to measure and manage sustainability goals into the future.

The focus areas for 2022 will be to expedite further sustainability projects, such as the third phase of solar photovoltaic installations on the APK, DFC, and SWC Campuses, as well as the replacement of geysers with more efficient reverse heat pump solutions in the larger residences. An electric bus initiative will be launched in 2022 and this will positively affect some of the performance figures. 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, and further technology advancements within sustainability in terms of the new building programmes.



As regards waste management, in 2021, UJ recycled a substantially larger percentage of its total waste generated. In 2021, **51,16%** of waste generated was recycled – as compared to **47,82%** in 2020, **28,24%** in 2016, and only **3,9%** in 2011.



11. MANAGING RISK

The University of Johannesburg has adopted a proactive approach to the management of both risks and opportunities. In executing this responsibility as it relates to risk, Council has implemented 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.

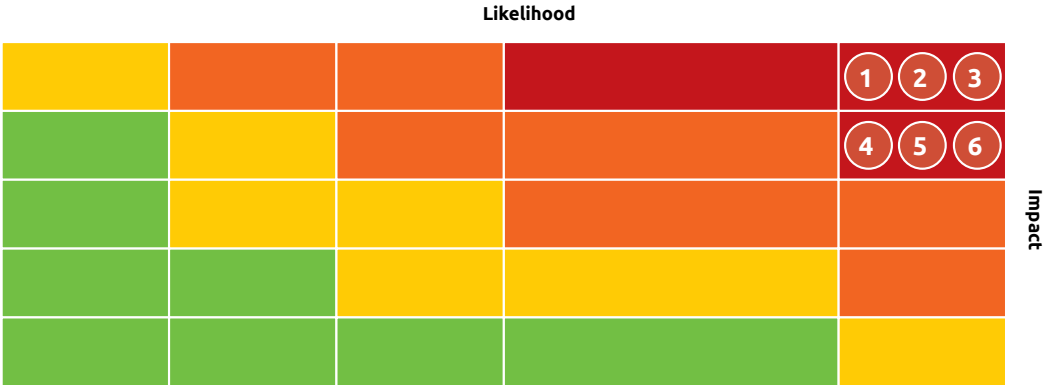
Thus, the management of risk and opportunity is embedded in the decision-making processes of all departments and faculties and engrained within UJ’s governance processes. Ethical behaviour, legislative compliance and sound practices lay the foundation for internal control processes and ensure effective governance of risk.

The 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.

INSTITUTIONAL RISKS IDENTIFIED

The following institutional risks were listed as being a priority on the University of Johannesburg’s Risk Register for 2021, as monitored by Council:

Top six institutional risks



1. Financial sustainability of the University going forward as a result of the decline in subsidy from the Department of Higher Education and Training and other sources of funding.
2. National State of Disaster, namely global pandemics.
3. Threat of cyber-attacks – the protection of internet-connected systems, including hardware, software, and data from cyber-attacks.
4. Safety and security of life and limb.
5. The impact of COVID-19 on the University of Johannesburg’s enrolment targets.
6. The impact of the regression of UJ’s Broad-based Black Economic Empowerment (B-BBEE) Scorecard.

Table 9: Priority institutional risks identified

Nr	Risk	Risk Response	Residual Risk Rating
1.	Financial sustainability of the University going forward, as a result of the decline in subsidy from the Department of Higher Education and Training and other sources of funding.	<ul style="list-style-type: none"> • In order to manage the risk, the University implemented various mitigating actions, such as regular engagements with key stakeholders and funders. Internally, cost-cutting measures were introduced in order to align the available funding to operations. The budget was reforecast for five years and was aligned to the projected subsidy. A Financial Sustainability Task Team was formed in order to identify cost-saving initiatives as well as the automation of processes for efficiency purposes. Cost savings identified throughout the year were reprioritised to fund critical teaching and learning support requests that are aligned to the strategic plan. Ongoing consultations are taking place with departments and faculties regarding a redefined fundraising strategy. 	Very High
2.	National State of Disaster, namely global pandemics.	<ul style="list-style-type: none"> • With the Coronavirus being declared a global health pandemic, the University demonstrated solidarity and cooperation in responding to the outbreak. The University was able to respond to the various lockdown level pronouncements through various mitigating actions. Following extensive communication and consultation with staff and students, the University further adopted a Mandatory Vaccination Policy, thus requiring all staff and students be fully vaccinated prior to accessing the various campuses. • The University provisioned a vaccination programme in collaboration with Higher Health, the Department of Health and the Campus Clinic to assist with the mass vaccination of staff and students. 	Very High
3.	Threat of cyber-attacks – the protection of internet-connected systems, including hardware, software, and data from cyber-attacks.	<ul style="list-style-type: none"> • Regular scanning of the environment using acquired quality vulnerability monitoring tools and monthly reporting to the IT Executive Committee. • Ongoing security threat monitoring, detection, security incident management programme. • ICS has further intensified the information security awareness programme. 	Very High
4.	Safety and security of life and limb.	<ul style="list-style-type: none"> • Deployment of Security Personnel at all high-risk areas and identified safe routes, as well as patrol of security personnel on all campuses. • Electronic surveillance equipment installed off-campus at high-risk areas, linked to control room. • Close partnerships with law enforcement agencies as well as participation in Community Policing Forums. 	Very High
5.	The impact of COVID-19 on UJ’s enrolment targets.	<ul style="list-style-type: none"> • Establishment of the Enrolment Management Committee. • Online marketing campaigns of programmes offered to prospective Grade 12s, and to continuing and postgraduate students. • Blended learning approach within modules to encourage remote learning capabilities. 	Very High
6.	The impact of the regression in UJ’s Broad-based Black Economic Empowerment (B-BBEE) Scorecard.	<ul style="list-style-type: none"> • Supplier portal has been implemented and includes requirements and reporting functionality for proper qualification of suppliers and monitoring of returnable documents on an annual basis. • Interventions created for the Skills Development pillar of B-BBEE to ensure maintenance of the minimum score. • The Supplier Database Management Office monitors supplier compliance with UJ’s Broad-based Black Economic Empowerment (B-BBEE) requirements. • Explore opportunities of applying for various spending in areas of staff development and student development to be accepted as part of scoring on the Skills Development Pillar. 	Very High

12. FINANCIAL PERFORMANCE

UJ achieved excellent operating results during the year under review, despite a tough economic environment. While this year represented a post-COVID recovery period with University operations returning to normal, UJ continued being deliberate about achieving maximum cost savings and external income generation in the year to cushion the impact of the uncertainty on future income generation. This has resulted in an enhanced financial position, with a strengthened liquidity and cash flow profile.

The financial strategy and 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. These strategic interventions and activities should support this strategy, with these activities eventually becoming self-sustainable.

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. The University finances ended the year in a dramatically improved position to what was anticipated, with a consolidated surplus of R1.305 billion. Operating income was up 8,7%, driven by the introduction of new programmes and an increase in externally generated research and other income. The UJ community rallied in a shared and purposeful effort to reduce costs, with expenses before expected credit losses from irrecoverable student debt growing by only 7% this year.

The investment portfolio of the University and the UJ Trust realised very impressive returns. Markets continued their strong performance, which allowed the medium- and long-term investment portfolios to continue to grow during this critical time when pandemic-related financial pressures challenge all in higher education.

The portfolios achieved net returns of 19,74% and 21,43% for the University and UJ Trust, respectively, outperforming the composite benchmark return. Very healthy returns were also realised from the short-term investment portfolio, exceeding the budget expectation by 68%. This success has enabled the University to fund unexpected costs that became critical to enable the following:

- Continuing remote and hybrid teaching, learning and research through investment in safety and health measures, as well as digital technologies. The University invested R53 million to support students and staff with various technologies, computing devices and data, personal protective equipment and the reconfiguration of labs and residences.
- Supporting students through increased financial aid and scholarships, and discounts on tuition and residence fees. In total, residence fees were 9% below budget, while 13% of the University operating budget was allocated to various forms of assistance to low income and missing middle students.
- Avoiding loss of employment. As the pandemic displaced work for employees across the world and the national unemployment rates continued to rise, UJ provided R3.2 billion in uninterrupted pay and benefits for more than 9 000 permanent and temporary staff.
- Preserving and growing reserves. The Council-controlled reserves grew by a very impressive 47% from R2.167 billion in 2020 to R3.179 billion at the end of 2021. This growth happened despite the continued investment in ICT and built infrastructure, as well as the GES 4.0 catalytic initiatives.

A large contributor to the growth in the reserves is the increase in the number of partnerships with and donations to the University, which are designated to fund bursaries, research, infrastructure and other academic activities.

The University continues to face various risks and uncertainties. These include:

- The growing number of students qualifying for NSFAS nationally and the increase in national unemployment figures, which pose a significant risk to the level of future state funding allocations to universities.
- The increase in irrecoverable student debt.
- The ageing University infrastructure and decline in allocation of state funding for this purpose.
- Competition for talent.



Considering the above income and cost pressures, it is clear that UJ must continue to pursue alternative income sources, which include additional income generated from innovative new offerings, UJ's strong financial position as well as third-party financial contributions. This is very important in supporting and funding future infrastructure and other strategic initiatives. Continued vigilance on good governance is paramount 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 closely managed. While the outlook remains positive, UJ continuously revises its five-year financial plan to take into consideration all these unprecedented risks. Based on the financial position, UJ is adequately funded and will be able to successfully execute its mandate in 2022 and beyond.

PERFORMANCE

Despite operating in an environment mired with funding constraints, UJ entered this past financial year with strong momentum. The budgets were effectively managed and well on track to achieve the approved operating budget of a R100 million surplus. UJ continued being deliberate about achieving maximum cost savings and external income generation in the year to cushion the impact of the uncertainty on future income generation. This has resulted in a strong financial position, with enhanced liquidity and cash flow profile.

The University showed good performance and achieved an operating surplus of R324.8 million against a projected operating surplus of R101 million. The income generated during the year exceeded the budget by 3% (budget: R4.789 billion vs actual R4.913 billion).

This is largely due to the tuition fee that came in much higher than budget as a result of new programmes introduced in the year; as well as higher than budgeted investment income resulting from improved liquidity and investment strategies. The residence fee income was lower than budget as a result of low occupancy resultant from COVID-19 uncertainties.

The actual expenses for the year were at 98% of budget (budget: R4.688 billion vs actual R4.596 billion). A large component of the saving is from vacant positions not filled during the year.

Further savings were achieved from other areas like travel and conferencing, printing, and maintenance of facilities that could not be undertaken as scheduled.

The achieved savings consolidated a surplus of R1.331 billion (2020: R767 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 2021 and improved performance by subsidiary entities.

The investment portfolios of the University and the UJ Trust realised very good returns. Markets continued their strong performance, which allowed the medium- and long-term investment portfolios to continue to grow. The University portfolio achieved a net return of 19,74% in the year under review against a composite benchmark return of 19,4%, while the UJ Trust achieved a net return of 21,43% against a composite benchmark return of 21,24%. This saw the consolidated portfolio market value growing from R4.091 billion in 2020 to R4.952 billion at the end of 2021. Very healthy returns were also realised from the short-term investment portfolio as a result of increased cash generated as well as improved investment strategies, exceeding the budget expectation by 68%.

UJ's financial position remains strong with consolidated net assets of R9.2 billion (2020: R7.7 billion). The amount spent during the year on infrastructure developments is R441 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 R3.179 billion (2020: R2.167 billion), which represents 128% of annual permanent remuneration. The growth in Council-controlled reserves is earmarked for infrastructure maintenance and expansion, as well as critical new posts, to the extent that the level of these funds does not go below 50% of annual permanent remuneration.

The liquidity position remains strong with the ratio of current assets to current liabilities at 1.4 (2020: 1.5).

13. LIST OF ACRONYMS

4IR	Fourth Industrial Revolution
AAMP	Accelerated Academic Mentoring Programme
ACDB	African Centre for DNA Barcoding
ACU	Association of Commonwealth Universities
ADC	Academic Development and Centre
ADI	Academic Development and Innovation
ADS	Academic Development and Support
AI	Artificial Intelligence
AL	Assistant Lecturers
ALU	Academic Literacies Unit
APK	Auckland Park Kingsway Campus
APP	Annual Performance Plan
ASSAF	Academy of Science of South Africa
AVE	Advertising Value Equivalent
Bb	Blackboard
B-BBEE	Broad-based Black Economic Empowerment
BEAHT	Biomedical Engineering and Healthcare Technology
BEd	Bachelor of Education
BGUR	Best Global Universities Rankings
CAA	Central Academic Administration
CADS	Centre for Data Science
CAGR	Compound Annual Growth Rate
CAPQP	Centre for Academic Planning and Quality Promotion
CASD	Centre for Academic Staff Development
CAT	Centre for Academic Technologies
CBE	College of Business and Economics
CBL	Centre for Banking Law
CCC	The COVID-19 Coordinating Committee
CE	Community Engagement
CEPS	Continuing Education Programmes
CHE	Council on Higher Education
CICLASS	Centre for International and Comparative Labour and Social Security Law
CIS	Council of International Schools
CNPR	Centre for Natural Products Research

CoE-FS	Centre of Excellence in Food Security
CoE-SM	Centre of Excellence for Strong Materials
COIL	Collaborative Online International Learning
CoJ	City of Johannesburg
CRLA	College Reading and Learning Association
DAPQPASD	Division of Academic Planning, Quality Promotion and Academic Staff Development
DCE	Department of Childhood Education
DHET	Department of Higher Education and Training
DIPEM	Division for Institutional Planning, Evaluation and Monitoring
DTE	Division for Teaching Excellence
DTI	Department of Trade and Industry
DUT	Durban University of Technology
DVP	Distinguished Visiting Professor
EARCOS	East Asia Regional Council of Schools
ECSA	Engineering Council of South Africa
EFL	English for Law
ELG	Executive Leadership Group
ERM	Enterprise Risk Management
FADA	Faculty of Art, Design and Architecture
FASU	Federation of Africa University Sports
FASU	Federation of Africa University Sport
FEBE	Faculty of Engineering and the Built Environment
FISU	International University Sports Federation
FLOAT	Faculty of Law Online Academic Tutor
FTLC	Faculty of Law Teaching and Learning Committee
FUJS	Funda UJabule School
FYE	First Year Experience
FYS	First Year Seminar
GES	Global Excellence and Stature
HEDA	Higher Education Data Analyser
HEPSA	Higher Education Partners South Africa
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualifications Sub-framework
HOD	Head of Department
HTC	Health Training Centre
IACD	Institute of Advanced Cyber Defence

IALS	International Association of Law Schools
ICP	Intellectual Capital Platform
I-DAIR	International Digital Health and Artificial Intelligence Research Collaborative
IEASA	International Education Association of South Africa
IFK	Institute for the Future of Knowledge
IIE-SRF	International Education Scholar Rescue Fund
IIS	Institute for Intelligent Systems
IOHA	Institutional Office for HIV and AIDS
IP	Intermediate Phase
IPATC	Institute for Pan-African Thought and Conversation
ISSI	Integrated Student Success Initiative
ITP	Institutional Transformation Plan
ITTPC	International Tutor Training Program Certification
JBS	Johannesburg Business School
JIAS	Johannesburg Institute for Advanced Study
LD	Learning Development
LES	Language for the Economic Sciences
LMS	Learning Management System
LSS	Language and Skills for Science
MAPS	Mastering Academic and Professional Skills
MEC	Management Executive Committee
MMC	Member of the Mayoral Committee
NESP	Nurturing Emerging Scholars Programme
nGAP	New Generation of Academics Programme
NIHSS	National Institute for the Humanities and Social Sciences
NRF	National Research Foundation
NUST	National University of Science and Technology
OCLC	Online Computer Library Centre
PDRF	Postdoctoral Research Fellow
PgDipHE	Postgraduate Diploma in Higher Education
PGS	Postgraduate School
PHS	Primary Healthcare Service
PMI	Priority Module Index
POSA	Privately-Owned Student Accommodation
PPM	Paleoproterozoic Mineralization
PsyCaD	Psychological Services and Career Development

PWG	Programme Working Group
QS	Quacquarelli Symonds
RC	Research Centre
RC	Resolution Circle
RCPILEC	Research Centre for Private International Law in Emerging Economies
RID	Reading in the Discipline
RMC	Risk Management Committee
ROI	Return on Investment
ROU	Research Output Unit
RSB	Risky Student Behaviour
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
SAGC	South African Geomatics Council
SAGEA	South African Graduate Employers Association
SAHE	South African Higher Education
SAIFAC	South African Institute for Advanced Constitutional, Public, Human Rights and International Law
SAMRC	South African Medical Research Council
SANC	South African Nursing Council
SANRC	South African National Resource Centre
SAPS	South African Police Service
SARChI	South African Research Chairs Initiatives
SARL	Student Accommodation and Residence Life
SDG	Sustainable Development Goals
SED	Student Ethics and Discipline
SER	Self-Evaluation Report
SET	Science, Engineering and Technology
SETA	Sector Education and Training Authority
SLG	Student Life and Governance
SLP	Short Learning Programme
SNIP	Source-normalised Impact per Paper
SoTL	Scholarship of Teaching and Learning
SRC	Student Representative Council
STH	School of Tourism and Hospitality
STLC	Senate Teaching and Learning Committee
SVC	Student Volunteer Champion

SWC	Soweto Campus
T&L	Teaching and Learning
THE	Times Higher Education
TIA	Technology Innovation Agency
TICZA	Teacher Internship Collaboration South Africa
TIF	Teaching Innovation Fund
TPAC	Teaching Portfolio Assessment Committee
TTO	Technology Transfer Office
U21	Universitas 21
UCDG	University Capacity Development Grant
UCDP	University Capacity Development Programme
UCT	University of Cape Town
UGES	Undergraduate Experience Survey
UJCI	UJ Confucius Institute
UJELDP	University of Johannesburg Emerging Leaders Development Programme
UJELP	University of Johannesburg English Language Programme
UJELP	University of Johannesburg
UJWLDP	University of Johannesburg Women in Leadership Development Programme
UJYLDP	UJ Young Leaders Development Programme
UKZN	University of KwaZulu-Natal
UN	United Nations
URC	University Research Committee
USL	University and Student Liaison
USSA	University Sport South Africa
UWI	University of West Indies
VIAD	Visual Identities in Art and Design
VR	Virtual Reality
VUCA	Volatility, Uncertainty, Complexity and Ambiguity
WiEBE	Women in Engineering and the Built Environment
WIL	Work-Integrated Learning

