



UNIVERSITY  
OF  
JOHANNESBURG

20  
22

STAKEHOLDER

REPORT

The Future. Reimagined.







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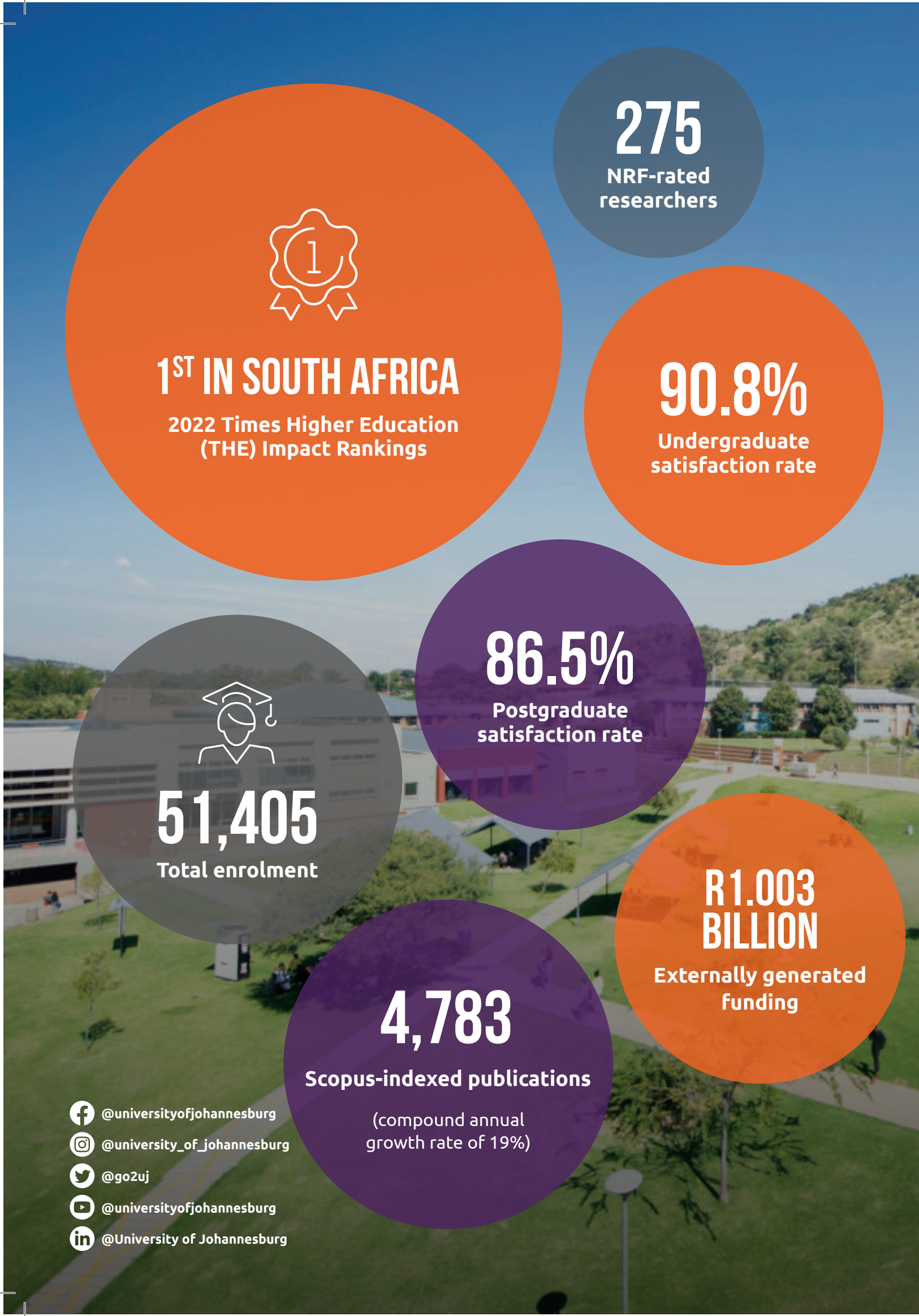
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# UJ AT A GLANCE



## OUR VISION

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

## OUR MISSION

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

## Our values



### IMAGINATION

By harnessing imagination, we **think** independently, **exhibit** ambition and drive, **adopt** entrepreneurial approaches, **develop** a cosmopolitan identity, and **shape the future**.



### REGENERATION

By regenerating, we **develop** sustainably through creative contribution, **look** inwardly for renewal, **innovate** for the common good, **make** positive change, and **take advantage of overlooked opportunities**.



### CONVERSATION

In conversation, we **engage** meaningfully with one another, **learn** together from our diversity, **display** mutual respect, **make** wise decisions collectively, and **lead consultatively**.



### 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, and **participate in and help the community by practicing ubuntu\***.



**\*Ubuntu, a term rooted in the Nguni languages of southern Africa, embodies the essence of humanness and humanity.**

It encompasses the concept of achieving excellence through sharing a way of life with others and caring for their quality of life.



# OUR SIX STRATEGIC OBJECTIVES

- 1

Excellence in research and innovation
- 2

Excellence in teaching and learning
- 3

An international profile for Global Excellence and Stature (GES)
- 4










An enriching and student-friendly learning and living experience
- 5

Active national and global reputation management
- 6

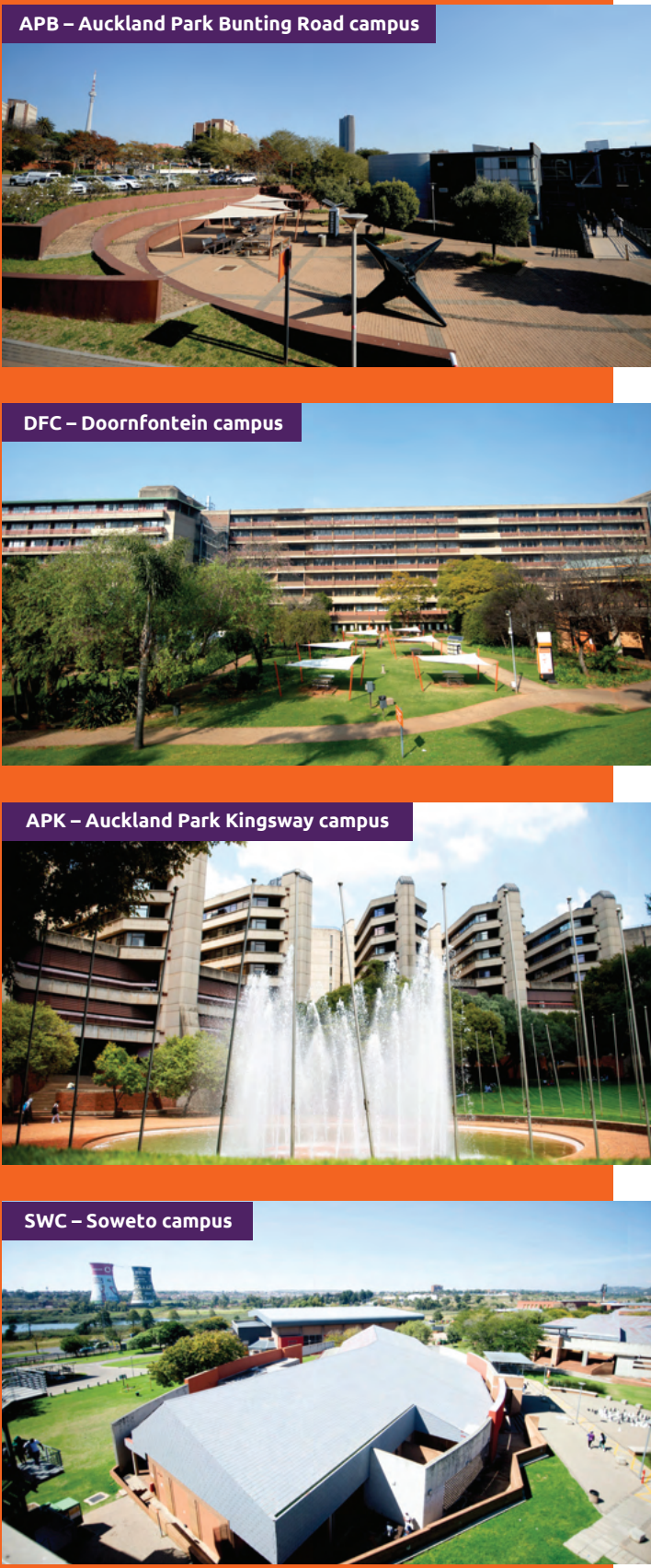
Fitness for GES

# OUR ACADEMIC ARCHITECTURE

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

 <div>FACULTY OF ART, DESIGN AND ARCHITECTURE (FADA)</div>	 <div>FACULTY OF EDUCATION</div>	 <div>FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT (FEBE)</div>
 <div>FACULTY OF HEALTH SCIENCES (FHS)</div>	 <div>FACULTY OF HUMANITIES</div>	 <div>FACULTY OF LAW</div>
 <div>FACULTY OF SCIENCE</div>	 <div>COLLEGE OF BUSINESS AND ECONOMICS (CBE)</div>	 <div>JOHANNESBURG BUSINESS SCHOOL (JBS)</div>

# OUR CAMPUSES



# OUR GOVERNANCE

The university's governance structure consists of the following entities:

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

## Council

The Council governs the university in accordance with the Higher Education Act 101 of 1997 and the Institutional Statute. It consists of 13 external members and eight internal members.

## Senate

The Senate serves as the statutory academic structure and is accountable to the Council. Its key responsibilities include quality assurance, monitoring and evaluation.

## Management Executive Committee (MEC)

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



# OUR TRANSFORMATION

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

## Institutional culture

Create 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

Ensure the efficiency and effectiveness of systems, procedures, and structures pertaining to 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.

# OUR ENVIRONMENTAL SUSTAINABILITY

UJ is committed to sustainability and is working to reduce its environmental impact. UJ's sustainability initiatives are helping to create a more sustainable future for the university, its students, and the surrounding community.



## Energy

UJ reduced its carbon footprint by 25.28% from 2019 to 2022. This was achieved through several initiatives, which include:

- Installing solar photovoltaic plants on all four campuses. These plants generate electricity from the sun, which helps to reduce UJ's reliance on fossil fuels.
- Reducing gas consumption by 53.8%.



## Water

UJ used borehole water whenever possible in 2022, instead of municipal water. Borehole water is a sustainable alternative that does not require the construction of dams or pipelines.



## Waste

In 2022, 40.25% of total waste generated at UJ was recycled. UJ implemented a recycling programme that encourages students and staff to recycle their waste, leading to a reduction in landfill waste.





# CHAIRPERSON OF COUNCIL REPORT

“In the midst of every crisis lies great opportunity,” an expression attributed to the theoretical physicist Albert Einstein, serves as a pep talk when we are at our most despondent. It reminds us that although we may lament the upheavals, disruptions and uncertainties that are invariably wrought by crises, such states of flux can be catalysts for innovation.

As we navigate a post-pandemic world, we are faced with a host of uncertainties. The pandemic represented a substantial setback across various global metrics, most notably the financial stability of global economies. Internationally, geopolitical challenges are impacting global supplies of commodities, while locally, South Africa grapples with failing infrastructure as well as water and electricity demands that exceed supply. Technology is advancing at an alarming pace. Humanity is exploring new frontiers in living and working approaches. The University of Johannesburg (UJ) navigated the impact of these overarching global and local challenges alongside a shift in its leadership with admirable tenacity and resilience.

The COVID-19 pandemic forced UJ to adapt, embrace and lead in the Fourth Industrial Revolution (4IR). This revolution is reshaping various aspects of society, including education and research. Lessons learned from the pandemic have influenced how the university conducts teaching, learning and research activities.

UJ, a contact university, implemented a blended teaching and learning model following the pandemic, incorporating 4IR principles. Lessons learned from remote teaching during lockdowns have been mainstreamed for the benefit of our students. Our focus on 4IR and innovation resulted in both challenges and successes in education and research, reflecting our commitment to an innovative approach.

The Global Excellence and Stature 4.0 (GES 4.0) catalytic initiative positioned UJ as a leader in 4IR and addressed challenges through a Pan-African focus. We invested R564 million in teaching, research, and infrastructure, including smart classrooms, support for students, and Wi-Fi access. These investments reflect UJ's commitment to leveraging 4IR for the benefit of students, researchers, and Africa as a whole.

“In the midst of every crisis lies great opportunity.”

MS XOLISWA KAKANA



In our deliberate pivot towards impactful output and sustainability, we sought to align our work with the United Nations' (UN) Sustainable Development Goals (SDGs). The Vice-Chancellor and Principal, Prof Letlhokwa Mpedi, articulated this approach in his vision of GES 4.0 for societal impact. This alignment resulted in tangible outcomes, as evidenced by UJ's ranking in the Times Higher Education (THE) Impact Rankings. In 2022, UJ ranked among the top 70 global universities, second in Africa, and first in South Africa according to the THE Impact Rankings. UJ excelled in contributing to SDG 1 and SDG 8, reflecting its commitment to addressing poverty and promoting economic growth. It strives to make a positive impact on society and uplift the communities it serves through these focused SDGs.

The financial year ending in 2022 resulted in an unqualified audit opinion. UJ focuses on managing student debt and growing Council-controlled reserves for future challenges. The university achieved strong performance across key performance indicators aligned with the Strategic Plan 2025, exceeding expectations in most areas.

In the same vein that in every crisis lies the seed of opportunity, transitions – leveraged and managed responsibly – can be moments of abundant possibilities. During 2022, UJ witnessed several key changes in leadership positions. Dr Phumzile Mlambo-Ngcuka took over as Chancellor, replacing Prof Njabulo Ndebele, whose second five-year term as Chancellor ended on 30 September 2022. Dr Mlambo-Ngcuka was a member of the first democratically elected South African Parliament and remains the highest-ranking female political leader in the history of our country. She is also the former UN Under-Secretary-General and Executive Director of UN Women. Her appointment will strengthen and give impetus to UJ's drive towards sustainability and societal impact.

Mr Mike Teke's two terms as Chairperson of Council also came to an end, and I assumed this role as of January 2023. My background is in applied mathematics and electrical engineering, coupled with business administration and technology innovation. I believe this combination has prepared me to contribute tangibly to the upward trajectory of UJ.

Prof Tshilidzi Marwala, Vice-Chancellor and Principal during the reporting period, has since left UJ and taken up a position as Rector of the United Nations University in Tokyo, Japan. Following an extensive recruitment process, Prof Letlhokwa Mpedi, who previously held positions as Deputy Vice-Chancellor: Academic and Executive Dean of the Faculty of Law at UJ, was appointed. Prof Mpedi is a labour law expert and holds qualifications from Oxford and Harvard. I believe that this new leadership, along with other changes in the Executive Leadership Group, is expected to work collaboratively and with renewed vigour to propel UJ's progress and impact forward.

As I evaluate the past year, I am enthused by UJ's successes as evidenced by quantifiable progress across all areas of our strategic objectives. I mention particularly the university's climb in rankings to the second-largest producer of knowledge in South Africa's higher education sector, its successful reinvention of teaching and learning, and the strengthening of its financial resource base. In 2023, UJ aims to enhance teaching, learning, and research, support timely degree completion, strengthen its GES 4.0 and 4IR strategies, and deepen societal impact. Led by Prof Mpedi, UJ is developing a new strategic plan focused on societal and technological impact in education and research. The university also has ambitions to establish a medical school, with the backing of the UJ Council.

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To build on our past successes and achieve our aspirations, we must carefully manage the leadership transition. I envision UJ as a financially sustainable and adaptable institution that can withstand disruptions and pursue global excellence in teaching, learning, and research. We aim to empower our community to thrive and actively shape society. My enduring aspiration is for an additional online UJ that provides a comparable experience to our physical campus, addressing the limited university spaces for South African students. I eagerly anticipate UJ alumni leading at the highest levels of society, enriching South Africa.



# VICE-CHANCELLOR AND PRINCIPAL REPORT TO COUNCIL

As the newly inaugurated Vice-Chancellor and Principal of the University of Johannesburg (UJ), I reflect on the past few years, which were greatly impacted by the COVID-19 pandemic. UJ played a crucial role in African education revitalisation, leveraging its leadership in the Fourth Industrial Revolution (4IR). However, 2022 brought challenges due to a global economic downturn triggered by the Russian invasion of Ukraine and, for UJ, an unexpected change in university leadership. UJ made strategic appointments, including my appointment as Vice-Chancellor and Principal, and the appointment of a new Deputy Vice-Chancellor: Academic and Registrar, marking a milestone in UJ's transition towards a changing world, accompanied by a new Strategic Plan for 2025-2035.

In 2022, UJ made significant progress in fulfilling its commitment to 4IR and its strategic goals. UJ's Global Excellence and Stature 4.0 (GES 4.0) strategy positioned the university as a leader in 4IR on the African continent and in the global arena. The COVID-19 pandemic further accelerated UJ's innovative spirit and impacted various aspects of higher education, including teaching and learning, research, and community engagement. UJ's response to the pandemic positioned it as a leading institution in South African higher education.

Alongside its focus on 4IR, UJ also prioritised societal impact and upliftment. In 2021, the United Nation's Sustainable Development Goals (SDGs) were incorporated into UJ's Strategic Plan. This integration led to various initiatives, such as the development of a massive open online course (MOOC) on the SDGs as well as research projects aimed at contributing to these goals. UJ's commitment to the SDGs was demonstrated by its strong performance in the Times Higher Education (THE) Impact Rankings, which assess university's contributions to the SDGs.

Looking ahead, UJ is well-positioned to continue its progress, leveraging its expertise in 4IR and commitment to the SDGs. By building on its emerging strengths and fostering collaborative partnerships, UJ can contribute further to African educational revitalisation, global excellence, and societal upliftment.

UJ's current Strategic Plan takes it to 2025. During 2022, therefore, while we resumed normal operations and successfully completed the academic year, we also began preparing for the next decade. In my past role as Deputy Vice-Chancellor: Academic, and later as Vice-Chancellor Designate, I spearheaded the development of a draft Strategic Plan 2035 with the Management Executive Committee (MEC) as the steering committee and the contributions of over 60 passionate UJ

employees. While an extensive consultation process in 2023 will see a revision of this first draft, in line with input from various constituencies, the overall direction, tone and ambitions of the plan are clear.

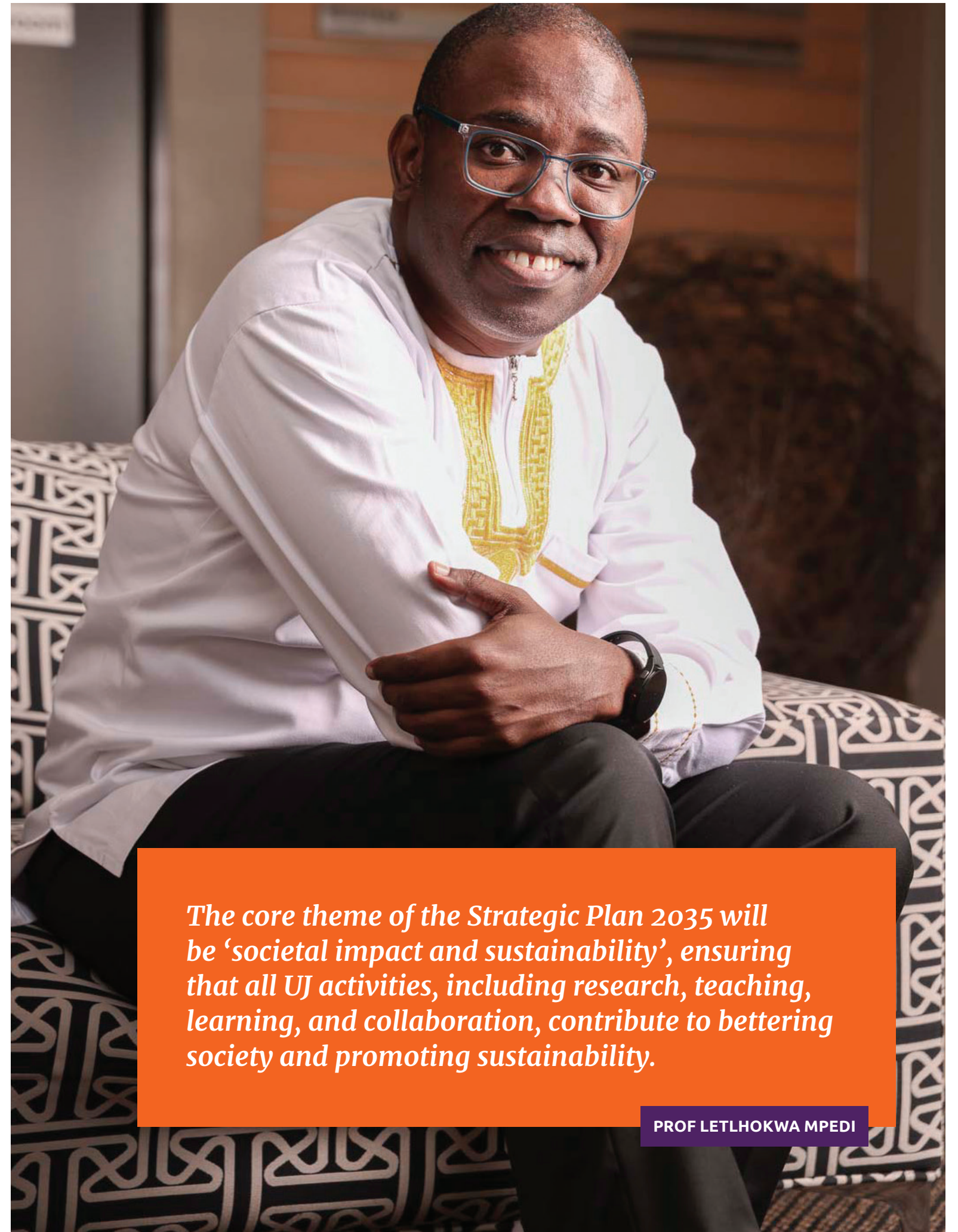
The second theme, 'technology for the future', expands on the current focus on 4IR to emphasise the use of technology in addressing societal challenges and advancing sustainability. The third theme, 'global footprint and partnerships', focuses on extending UJ's influence, both locally and internationally.

Through this strategic focus, UJ aims to become a university with a shared purpose and extensive impact. The first draft of the Strategic Plan 2035 was presented to the MEC in November 2022, with plans for a thorough consultation process in 2023 and formal Council approval by the end of the year, for implementation in 2024.

Amidst the pandemic and its aftermath, UJ reflected on the impact and challenges faced, as well as its role in shaping a just, fair and sustainable post-COVID-19 world. These considerations remain central to UJ's teaching, research, innovation, and community outreach activities, as outlined in this report.

*The core theme of the Strategic Plan 2035 will be 'societal impact and sustainability', ensuring that all UJ activities, including research, teaching, learning, and collaboration, contribute to bettering society and promoting sustainability.*

PROF LETLHOKWA MPEDI







## Institutional performance in terms of the Annual Performance Plans (APPs)

The university tracks its achievements against two APPs: the Department of Higher Education and Training (DHET) APP and the UJ APP.

The UJ APP set targets in terms of UJ's full Strategic Plan 2025. Key performance indicators (KPIs) are grouped under the six major strategic objectives that frame the UJ Strategic Plan 2025. For output indicators (graduate output and research), the complete data are only available for the previous year. Outcomes for some indicators are only measured once, towards the end of the year.



## Summary results

KPI	Description	Performance
1	Total postgraduate outputs (n-1)	The outcome for the number of 2021 postgraduates (n-1) at 4,120 was higher than in the previous year and exceeded the ceiling by 11.4%.
2	Percentage of permanent and fixed-term academic staff with doctorates	The target for this indicator was set at 56%. The proportion of permanent and fixed-term academic staff with doctorates at the end of Quarter 4 of 2022 at 57.1% was above target by 1.1% and exceeded the ceiling by 0.6%.
3	Number of published research outputs on 4IR (n)	The number of published outputs on 4IR at the end of Quarter 4 of 2022 was 658, which was an impressive 148% above the target of 265.
4a	Number of submitted research units (n-1)	The number of 2021 publications submitted in 2022 (i.e., 2,819 units after processing) was an increase of 447 units or 18.8% more than the 2021 submission.
4b	Number of accredited research units (n-1)	The outcome of 2,753 research output units indicates an increase of 447 units or 19.4% over the 2021 outcome.
5	Overall enrolment	This indicator tracks overall enrolment for 2022. Enrolment at the end of Quarter 4 at 51,405 was above the headcount target by 1.2%. The ceiling for this indicator is a variation of 2% above the target, thus this is a very pleasing outcome.
6	Undergraduate output (n-1)	At the end of Quarter 4, undergraduate output (i.e., those that achieved qualifications in 2021) at 8,878 was lower than the previous year and below target by 861 or 8.8%. Output is relative to enrolment, which fluctuates slightly from year to year. A number of factors may have further influenced this outcome, such as cancellations, students taking lower loads in their final year to complete only in the first semester of 2022, poor throughput in specific one-year qualifications, and a change in overall enrolment. The impact of COVID-19 and the change in programme and qualification mix (PQM) with the phasing out of the Bachelor of Technology (BTech) qualification may have further influenced this KPI negatively.
7a	Percentage of students completing three-year undergraduate qualifications in minimum time (n-1)	Of the 2019 cohort undertaking three-year undergraduate qualifications, 44.6% succeeded in completing in minimum time, which is 2.1% better than the previous cohort, 1.8% above target, and 1.6% above the ceiling.
7b	Percentage of students completing degrees only in minimum time (n-1)	Of the 2019 cohort pursuing degrees only, the completion rate was 44.4%, which is 1% above the 2018 cohort, above the target by 0.8% and above the ceiling by 0.4%.
8	Number of students completing Artificial Intelligence in the 4IR module	The number of completions by the end of 2022 at 5,076 surpassed the target by 1,207 or 30.2%, and the ceiling by 24%.
9	Number of academic initiatives advancing 4IR, including continuing education programmes (CEPs) (cumulative)	There was a baseline of 125 in October 2021, and a combined total of 129 initiatives by the end of 2021. At the end of Quarter 4 of 2022, the total had risen to 161, which is higher than the target of 130 and above the ceiling by 26 or 19.3%.
10	International students	The 2021 baseline number of international students at UJ as of October 2021 was 4,307. The target was 4,305, assuming a maintenance pattern. The final tally for 2022 was 4,462, which was 157 or 3.6% above target.

11	Percentage of international permanent and fixed-term academic staff	The October 2021 baseline for international academic staff was 17.8%, though it rose to 17.9% by the end of that year. The year-end percentage in 2022 was 17.8% (i.e., 0.2% below target). The number of international staff grew modestly by four from the previous year.
12a	Student satisfaction – undergraduates	This indicator tracks the overall responses to the annual undergraduate student satisfaction surveys, which are run in the second semester of each academic year. The 2022 outcome displays high levels of satisfaction for undergraduates at 90.8%, slightly above the target of 90%.
12b	Student satisfaction – postgraduates	This indicator monitors the overall responses received from postgraduates in the student satisfaction surveys, which are conducted in the second semester of each academic year. The 2022 outcome indicates that the level of satisfaction increased from 84.7% in 2021 to 86.5% in 2022.
13	Number of awards (national and international) and prestigious recognition	By the end of 2022, a very pleasing 111 awards were received, surpassing the target of 65 by 46 or 70.8%.
14	Annual operating surplus/deficit	At the end of 2022, the audited outcome indicates a surplus of R367 million, which is considerably better than the projected deficit and far beyond the ceiling of R60 million.
15	Council-controlled reserves	At the end of 2022, the audited outcome for Council-controlled reserves was R3.163 billion, with R2.791 billion classified as undesignated, which is 68.6% above target.
16 and 17	Externally generated funding and externally generated research funding (third-stream income)	The target of R1 billion is combined for KPI 16, externally generated funding, and KPI 17, externally generated research funding (third-stream income). The audited outcome of R1.003 billion is marginally above the target and at the ceiling of R1.001 billion.
18	Percentage of black permanent and fixed-term academic staff	At 51.1%, the percentage of black permanent and fixed-term academic staff is 1.1% above the target of 50%, and 0.6% above the ceiling.
19	Percentage of permanent and fixed-term academic staff by rank (associate professors and professors)	This indicator monitors seniority among the academic staff. The year-end outcome of 29.4% is above the target of 28% by 1.4%.
20a	Percentage of black South African associate professors and professors	The percentage of black associate professors and professors at the end of 2022 exceeded the target of 26.5% by 1.1%, and the ceiling by 0.6%.
20b	Number of female associate professors and professors	The gender distribution among associate professors and professors is tracked in this part of the indicator. The year-end outcome of 41.2% is 1.2% above the ceiling.
21	Reduction in carbon footprint	At -17.78%, the carbon footprint outcome is much lower than the 11.1% target. The increase is related to the total electrical energy consumption, which increased by 13.37%. While it is an increase from 2021, in comparison with 2015, however, the carbon footprint is 27.06% lower.



## Appointment of executive-level staff

In 2022, the Division of Human Capital Management (HCM) oversaw the recruitment and review process for high-level executive positions at UJ. These appointments include my position as Vice-Chancellor and Principal, the appointment of a Deputy Vice-Chancellor: Academic, Registrar, and Executive Dean: College of Business and Economics, as well as the reappointment of the Deputy Vice-Chancellor: Research and Internationalisation, Chief Financial Officer, Executive Director: Library and Information Centre, and Executive Director: Research and Innovation. Furthermore, the contract of the Senior Executive Director was extended. Notably, Dr Phumzile Mlambo-Ngcuka was appointed as the new Chancellor, and Ms Xoliswa Kakana replaced Mr Mike Teke as the Chairperson of Council, starting in 2023.



## Continued COVID-19 response: Implementation of the mandatory vaccination policy

In 2022, UJ implemented a successful response to the COVID-19 pandemic. UJ made all campuses and facilities mandatory vaccination sites, with staff and students required to provide their vaccination status before accessing the campus. The implementation was overseen by the COVID-19 Coordination Committee (CCC), which included students, and adjustments were made as necessary. UJ's Occupational Health Practice and HCM focused on the well-being of staff, providing support sessions to help them cope with pandemic challenges. Throughout the year, 106 positive COVID-19 cases were reported at UJ, resulting in the unfortunate loss of one student and 18 employees. The mandatory vaccination policy garnered significant support, resulting in a vaccinations rate of 97.77% among the UJ community by June 2022. The policy's effectiveness is reflected in the reduction of cases and deaths on campus. UJ's commitment to health and well-being is evident in its comprehensive response to the pandemic, prioritising the safety and support of its staff and students.





## Continued development of 4IR catalytic initiatives

Over the past seven years, the university established itself as a leader in 4IR and contributed significantly to its development. The GES 4.0 project focuses on various key areas, including teaching and learning, research and innovation, communication, and infrastructure. In the realm of teaching and learning, UJ emphasises a digital student experience by utilising digital tools and resources, including blended learning, collaborative learning, and chatbots. UJ also introduced modules on topics such as AI and incorporated 4IR principles into the curriculum. Additionally, UJ implemented initiatives such as the VARSTEME hub for virtual and augmented reality in STEM education, and partnered with Mursion so students could practice teaching using avatars.

Our bespoke UJ 4IR website highlights the impact of 4IR on community engagement, such as the partnership between UJ's School of Electrical Engineering, Schneider Electric's 'Life is On' initiative, and the remote village of Gwawkwani. The project involved implementing solar technology with remote monitoring solutions, supported by an Internet of Things (IoT) network. This resulted in the creation of a 'smart village' that can serve as a model for regional development.

Effective communication of the UJ vision and achievements in the field of 4IR is crucial for establishing UJ as a leader in this domain. Since 2018, the Marketing and Brand Unit in the University Relations Division aligned their efforts with UJ's 4IR strategy. They launched an award-winning brand marketing campaign aimed at positioning UJ as a 4IR thought leader and educating stakeholders about the concept and its implications. The campaign received prestigious international awards. Communication with UJ stakeholders involved raising awareness of 4IR and its connection to UJ's GES 4.0 vision, utilising effective communication platforms, facilitating content development, and establishing UJ as a leading voice in the African 4IR conversation.

Infrastructure plays a vital role in the digital and 4IR landscape, with automation being a key component. For infrastructure, the aim is to provide Wi-Fi access across all UJ campuses and student residences. Automation of business processes necessitates the adoption of a university-wide customer relationship management tool, the Oracle enterprise resource planning (ERP) strategy, and server virtualisation and consolidation. However, it is important to consider the potential increase in electricity consumption resulting from automation. UJ's sustainability focus aims to increase the proportion of the university's electrical energy consumption generated through sustainable means.



# GROWING AWARENESS OF UJ LEADERSHIP IN THOUGHT AND INNOVATION

In 2022, UJ achieved significant milestones in various areas, solidifying its position as a top university in South Africa. The Institute for Intelligent Systems bolstered UJ's reputation in AI and contributed to the national AI network. UJ hosted esteemed research chairs and boasted a substantial number of National Research Foundation (NRF) rated researchers. Faculties, such as the Faculty of Art, Design and Architecture (FADA), and UJ's College of Business and Economics (CBE), demonstrated leadership by integrating 4IR themes into their curricula. UJ's Division for Teaching Excellence (DTE) actively participated in national processes, while the Library and Information Centre (LIC) and UJ Press made notable progress in library management and publishing. The university's communication strategy resulted in enhanced visibility through expert commentary, opinion articles, media features, and engaging programmes aligned with UJ's strategic focus, led by the Division of University Relations. These achievements underscore UJ's prominence in AI, research excellence, teaching innovation, and thought leadership.

On 18 August 2022, UJ's 2021 Stakeholder Report Launch reflected on the performance and challenges of the 2021 academic year. Mr Peter Armitage, founder and CEO of Anchor Capital, served as a guest speaker and shared his insights on the topic 'Leading in the face of global and national socioeconomic challenges: Instruments for local solutions?'.

Throughout the year, the university maintained its comprehensive media campaign across multiple channels, including national, African, and international radio, television, out-of-home, social media, and digital platforms. In 2022 alone, the campaign reached 217 million people, contributing to a cumulative reach of over 735 million people since its launch in 2018.

The campaign significantly increased awareness, with a 7% increase and 51% of respondents now recognising UJ as a leader in 4IR. Research indicates that UJ established a strong 4IR positioning, and is seen as innovative, futuristic, and a trendsetter. Additionally, UJ excelled in social media reach, garnering the highest share of voice (26%) among its main university competitors, with 241,500 mentions and a reach of 2,168,917,612 from January to December 2022.

## IN 2022

The campaign reached 217 million people, contributing to a cumulative reach of over 735 million people since its launch in 2018.





## Research and innovation at UJ

In 2022, UJ excelled in research and innovation, particularly with respect to 4IR and the SDGs. UJ actively fought against COVID-19 through a multidisciplinary approach and aligned its research with the GES 4.0 catalytic initiative and SDGs.

Notably, UJ produced 371 scholarly works on 4IR, accounting for 13% of its overall output. UJ's impressive performance in the 2022 THE Impact Rankings, where it climbed 23 spots to secure the 69th position globally, highlighted its commitment to the SDGs, ranking third for SDG 1 (No Poverty) and eighth for SDG 8 (Decent Work and Economic Growth).

UJ's dedication to community development, transformation, and decolonisation, with a focus on Africa, was evident. Additionally, UJ ranked in the top 100 for seven other SDGs, solidifying its reputation as a leading global institution in research and innovation.

## Research productivity, including creative outputs and innovations

In 2022, UJ experienced a significant increase in accredited publications, with 4,555 submissions totalling 2,817 units, marking an 18.8% rise compared to the previous year. This upward trajectory has remained consistent over the past three years. Most of the publications included journal articles, conference proceedings, and books/chapters. These accredited publications generated approximately R351 million in subsidy income for UJ and increased its share within the university sector to 11.82%. Many journal articles were listed in international indexes, including the prestigious Scopus database. A notable portion of the publications focused on 4IR and the Scholarship of Teaching and Learning (SoTL).

UJ actively supports creative output projects through the University Research Committee (URC) in alignment with the DHET's policy on recognising and rewarding quality creative outputs and innovations. UJ established a dedicated task team for creative outputs and implemented a financial stimulus package of R2 million per year for three years to enhance creative arts. This investment yielded 19 accredited units for Creative Arts, resulting in a research income of R2.4 million. UJ's support includes art exhibitions, the Artist in Residence Programme, and the utilisation of virtual galleries, such as the Moving Cube.

## Research impact and visibility

UJ's research output, as reflected in the Scopus database, surpasses the South African higher education sector in key performance indicators. In 2022, UJ's research received 52% more citations than global institutions with similar profiles, and 43% more citations compared to the sector average. Nearly 17% of UJ's publications ranked in the top 10% most cited globally. Collaboration with international partners accounted

for 61% of UJ's publications, exceeding the sector average of 57%. Furthermore, UJ achieved an average of 19.6 views per publication, indicating strong academic visibility and potential future impact. These findings highlight UJ's research excellence and global recognition.

## International profile

From 2017 to December 2022, UJ engaged in collaborative efforts, co-authoring over 13,000 publications with 4,183 institutions worldwide. The majority of these collaborations occurred in Europe (4,529 publications with 1,364 institutions), followed by Asia (3,780 publications with 1,156 institutions) and North America (2,336 publications with 726 intuitions). In addition to the UJ co-authored publications, the International Office oversees formal international partnerships.

## External research income

As of the end of November 2022, UJ has received R291.476 million in external research, surpassing the 2022 target of R220 million by 33%. Of this amount, R19.858 million originated from international funding agencies, while R15.175 million was non-obligated research income. The largest source of research income remains the NRF, with R80.236 million awarded to support research and R90.021 million allocated for student support, managed through the Postgraduate School (PGS). The success rate of UJ students in attracting NRF bursaries grew considerably over the years, largely due to the initiatives encouraging and supporting applications from the PGS. The bursary amount received was R49.985 million for 2022, R64.781 million for 2021, and R90.021 million for 2022.

## Prestigious recognition of UJ and its researchers

UJ has achieved notable recognition and acclaim for its accomplishments. In addition to it improving its position in the THE Impact Rankings, where it remains the only South African university in the top 100, UJ now ranks second in South Africa and Africa according to the prestigious QS World University Rankings. It is also the sole South African and African university in the renowned Universitas 21 (U21) global network.

Throughout 2022, UJ faculty and staff garnered over 100 prestigious awards and recognitions, including research excellence awards, appointments to national and international panels, and lifetime achievement awards. Several UJ academics were listed in the highly cited researcher list and were awarded British Academy Global Professorships. Additionally, UJ's former Vice-Chancellor and Principal and a research professor were elected as members of prestigious academic societies. Furthermore, 275 UJ researchers held valid NRF ratings, with seven achieving global leadership recognition (NRF A-rating) and 28 gaining significant international recognition (NRF B-rating). UJ's accomplishments reinforce its academic standing and reputation.

## University Capacity Development Grant (UCDG)

In 2022, the UCDG allocated a budget of R7.037 million to support seven projects. These projects aimed to improve staff qualifications, develop research careers, professionalise academic staff, enhance supervision skills, support international collaboration, develop women leaders, and assist postgraduate students. The UCDG was successful in achieving the outcomes of these projects, aligning them with UJ's strategic plans. It plays a vital role in cultivating a robust academic and research culture at the university.

## Progressing the research-innovation-commercialisation nexus

UJ is actively promoting entrepreneurship and innovation through its Technology Transfer Office (TTO) and subsidiary, UJInvnt. The TTO manages UJ's intellectual property, offers funding and support to projects with commercial potential, and awards funding to several innovative projects. This creates a pipeline of marketable innovations, boosting economic growth and graduate employability. UJInvnt creates entrepreneurial employment opportunities through projects involving intellectual capital. Additionally, Resolution Circle, a UJ subsidiary, provides various learning programmes and work-integrated learning experiences, and is expected to report a net profit of over R16 million in 2022. These initiatives empower students and researchers, translating research outcomes into viable commercial ventures that contribute to economic growth and job creation in South Africa.

## Virtual academic programme

UJ's virtual format of the visiting academic programme, implemented due to the COVID-19 pandemic, has proven to be a success. The programme features distinguished visiting professors, many of whom are recognised as top scholars in their fields. It has resulted in significant research output, provided mentoring opportunities for students, postdoctoral research fellows (PDRFs) and staff members, and enhanced international collaborations. The programme generated 102.25 units of accredited research and scholarly outputs, attracting a publication subsidy of R12.98 million. An ROI analysis indicates a 1:1 return on investment. The programme's value extends beyond financial gains, contributing to UJ's research reputation and fostering academic excellence.

## Flagship institutes

UJ continues to grow its national, Pan-African and international stature through several flagship institutes and programmes. These institutes contribute to research and scholarly outputs, student training, industry linkages, and third-stream income generation. They include the following:

- The Institute for Intelligent Systems (IIS)
- The Institute for Pan-African Thought and Conversation (IPATC)
- The Johannesburg Institute for Advanced Study (JIAS)
- The Institute for the Future of Knowledge (IFK)
- The UJ Confucius Institute (UJCI)



## Postgraduate studies, postdoctoral research fellows (PDRFs), and associated support

UJ's postgraduate offerings include postgraduate diplomas, honours, master's (both research and coursework), and doctoral degrees. (The data presented here are based on HEMIS data, drawn on 19 December 2022; the 2022 data have not yet been audited, and there may therefore be minor changes to the figures).

## Graduates

For graduate outputs, the numbers reported are for the 2021 graduate class (i.e., n-1); the graduates for the 2022 academic year are still being finalised. In the 2021 academic year, UJ exceeded its targets for postgraduate graduations, with 4,120 graduates, which consisted of 720 postgraduate diploma students, 1,974 honours students, 1,160 master's students, and 266 doctoral students. UJ also exceeded its target for South African black doctoral graduates, with 99 graduates. Just over 50% of the graduates were in STEM fields, while 49% were from Humanities, Arts and Social Sciences (HASS).

## Time to completion

Another important indicator is the time that students take to complete their degrees. The average time to completion for honours students was 1.2 years, which is an improvement from 1.3 years in 2020. For master's students, the average time to completion was 2.9 years, and 38.9% of students completed their degrees on time. For doctoral students, the average time to completion was 4.5 years, and 56.8% of students completed their degrees within four years.





## Enrolments

The overall UJ postgraduate student enrolment for the 2022 academic year was 11,392 students (up 4.9% from 2021). At the postgraduate diploma level, 1,211 students enrolled (which is a decrease of 3.7% from 2021), while 720 students graduated. At the honours level, 3,141 students enrolled, while 1,974 graduated. In 2022, 5,122 students were enrolled for a master's degree (7.3% higher than the enrolment in 2021). Of these, 3,294 registered for coursework master's, while the headcount for research master's was 1,828. The doctoral headcount for 2022 was 1,918 students (13% higher than in 2021).

## PDRFs

UJ experienced a significant increase in the number of PDRFs managed by the PGS, rising from 126 in 2012 to 276 in 2022. This growth was primarily supported by funding from the URC and GES initiatives. URC funding accounted for 51% of the PDRFs, amounting to R14 million, while 20% were fully funded by GES initiatives, specifically GES 1.0 or GES 4.0, amounting to R10 million. Recently, UJ issued a call for an additional 200 PDRFs, with a budget of R44 million over two years, to be distributed equally among faculties, departments, and hosts. Currently, 22 PDRFs have commenced their work at UJ, and the remaining funds will be utilised to further expand the number of PDRFs in 2023.

## Funding

Funding remains a significant obstacle for postgraduate students, particularly at the honours level, resulting in decreased enrolment numbers. However, UJ made efforts to address this issue through the GES 4.0 catalytic initiative, allocating R169 million to support postgraduate students and postdoctoral fellows. The focus is on supporting female students and advancing equity. In 2022, 52% of the recipients of GES funding were female, and 52% were black South Africans. The overall financial allocation to UJ postgraduates and PDRFs increased to R214.6 million in 2022, indicating UJ's commitment to facilitating access to higher education and promoting diversity.

## Internationalisation

UJ is committed to internationalisation, with a focus on enhancing scholarly engagement and impact. The Division for Internationalisation plays a vital role by creating an international environment, internationalising the curriculum, fostering partnerships, and promoting research and student mobility. In 2022, UJ enrolled 4,461 international students and established partnerships with Pan-African and global institutions.

## Enrolment planning and implementation

In 2022, UJ achieved its undergraduate and postgraduate enrolment goals through a double admissions policy and early registration, resulting in a total student increase of 795 students (1.6%). Undergraduate enrolment rose by 256 students (0.6%), while postgraduate enrolment increased by 538 students (5%). UJ recovered teaching input units and received an additional subsidy of R8 million. A mid-term review of the enrolment plans was conducted, and detailed planning for 2023, including headcount and registration targets, was finalised and approved.



# STUDENT AND STAFF SUPPORT

## Online, in-person and hybrid learning and teaching

The COVID-19 pandemic made institutions aware of the value of online learning for 21st-century students. In 2022, UJ implemented a hybrid model for its academic programmes, combining in-person classes with online learning. While contact teaching resumed, the pandemic prompted a more intentional approach to complementing classroom learning with diverse modalities. This sparked a revitalisation of classroom education, integrating 4IR tools and smart learning environments to meet students' evolving needs. UJ is redesigning its curricula to foster critical 4IR skills, including critical thinking, problem solving, creativity, collaboration, and communication. Additionally, 4IR content, such as AI, data science, and robotics is being incorporated.

The Centre for Academic Technologies (CAT) facilitated staff and student workshops to support teaching and learning in online, in-person, and hybrid contexts. CAT also introduced several student support initiatives, including first-year training, basic computer skills, Blackboard and MS Office package training, as well as examination support sessions. The CAT help desk serviced 9,432 tickets by August 2022, ranging from technical queries to searching for information for support stakeholders at UJ.

## Tablets, data and e-textbooks

CAT distributed data and devices to students in need. They also provided e-textbooks for students in priority modules. By the end of 2021, all available funding was used to provide 69 e-textbooks, which were downloaded by 19,936 students. The majority of the downloads were in 43 titles that had 25 or more downloads.

## Innovative teaching and learning

In a pilot project with selected faculties, CAT collaborated on using the video overlay tool Annoto to improve engagement. Positive feedback from lecturers led to the decision to continue using Annoto in courses in 2023. CAT, along with the Centre for Academic Staff Development (CASD), provided training and support to staff members in the online teaching and learning environment. An online teaching toolkit was made available to all staff, offering resources and interactive activities for online teaching.



## Student support for success

The Academic Development Centre (ADC) at UJ continued the Integrated Student Success Initiative (ISSI) in 2022, focusing on improving module pass rates and degree completion rates, and reducing dropout rates. ADC collaborated with faculties, support services and CAT to develop interventions for 2023. The UJ First Year Experience (FYE) and Senior Student Experience (SSE) initiatives were reinforced, with a blended First Year Orientation (FYO) programme. Online modules and on-campus events were successfully implemented, with high student engagement and attendance. The FYE office recruited FYO marshals for student support. Feedback and stakeholder input were collected for planning the 2023 initiatives.

## The South African National Resource Centre (SANRC)

The SANRC, located at UJ, has secured additional funding from the DHET to continue its work until March 2024. The SANRC supports public universities by providing academic knowledge and training to enhance student success. They hosted the seventh Annual SANRC FYE Conference, offered capacity-building assistance, and formed an advisory group. The SANRC strengthened its partnership with the National Resource Centre (NRC) for the First Year Experience and Students in Transition at the University of South Carolina, receiving support from NRC staff. The SANRC Director, Dr Annsilla Nyar-Ndlovu, participated in a course on FYE, comparing programmes between the US and South Africa. Additionally, the SANRC established a strong online presence for engagement with the FYE community.

## Extended curriculum programmes

The extended curriculum programmes at UJ have a particular focus on the Doornfontein, Soweto and Bunting Road campuses. The Access wing of the ADC taught approximately 625 first-year students enrolled in the Faculty of Engineering and the Built Environment (FEBE), the Faculty of Humanities, and the College of Business and Economics (CBE) in various diploma and degree offerings throughout the year. Notably, all 16 extended curriculum groups achieved success rates of 86% and above, while the success rates of extended diploma offerings reached their highest level (88.6%) since 2009. In the first year of the FEBE extended degree offerings, the success rate was 89%, while the extended diploma offerings in the CBE and the Faculty of Humanities achieved success rates of 89% and 80%, respectively.



## Online enrichment modules for students

CAT continued managing special projects, including the design and administration of short learning programmes (SLPs). Two existing SLPs – African Insights (AI1) and Artificial Intelligence in the Fourth Industrial Revolution (AI2) – had a significant number of completions. CAT also developed two new SLPs: Introduction to SDGs and Financial Literacy (in partnership with the Department of Finance and Investment Management). Additionally, an online postgraduate supervision module was created to assist students in their postgraduate journey. These initiatives aimed to provide learning opportunities to UJ students, staff, and the public while promoting sustainable development, financial literacy, and effective postgraduate supervision.

## UJenius Club

The UJenius Club is a programme that promotes academic success among undergraduate students. In 2022, it accepted 640 senior students and 1,137 first-year students, totalling 1,777 members. UJenius members receive priority access to company visits and online networking events. The club introduced a job search platform, with around 300 members registering. In November 2022, the UJenius Club launched the UJenius Alumni Affinity Group, facilitating networking among members, the recruitment of top graduates, and alumni mentorship opportunities for current students. The club aims to foster a supportive community and enhance students' prospects beyond their academic journey.



# QUALITY PROMOTION

## Institutional audit – site visit

Following the submission of a well-developed self-evaluation report at the start of 2022, the institutional audit visit to UJ by the Council on Higher Education (CHE) took place from 16 to 20 May 2022. The hybrid site visit to UJ's four campuses ran smoothly, and the audit panel commented in its verbal feedback on the excellent participation by staff and students. The panel's feedback UJ management was positive, with a commendation on how the vision of the university was embraced by all within the UJ community. UJ received the draft report for comment on 15 February 2023.

## Internal programme reviews

In 2022, 12 internal programme reviews were completed across the CBE, FADA, FEBE, and the Faculty of Humanities. The 12 reviews surveyed diploma and advanced diploma programmes, three coursework master's programmes, and one undergraduate degree. An additional 11 programme reviews that were initiated in 2022 (in the CBE, FADA, Humanities and Law) will be completed in 2023. Programme reviews are comprehensive and engage all staff on the programme as well as external academic and industry representatives.

## Professional body accreditations and reviews

Continued support for professional body processes was provided to the Faculty of Health Sciences (FHS) in Optometry and Nursing Science. Additionally, four FEBE departments were visited by the Engineering Council of South Africa (ECSA). In Humanities, the visit from the Health Professions Council of South Africa (HPCSA) focused on a Master's Degree in Industrial Psychology.

## Review of UJ research entities

The last phase of reviewing UJ research centres and institutes was concluded in 2022. The entities that were reviewed included the UJCI, JIAS, Visual Identities in Art and Design (VIAD), the Centre for Education Rights and Transformation, the Mineral Processing and Technology Research Centre, the Laser Research Centre, the Water and Health Research Centre, and the Centre for Social Development in Africa (CSDA). The review of the Ali Mazrui Centre for Higher Education Studies (AMCHES) was initiated in 2022 and will conclude in 2023.

## Programme development

The Centre for Academic Planning and Quality Promotion (CAPQP) oversees the development of programmes and ensures compliance with external regulatory structures. In 2022, CAPQP made significant progress in programme accreditation, with three applications submitted to the CHE and six programme and qualification mix (PQM) applications approved by the DHET. The Higher Education Quality Committee (HEQC) granted approval for title changes and newly accredited programmes. Furthermore, UJ implemented specialised degrees in multidisciplinary fields and registered nine new qualifications with the South African Qualifications Authority (SAQA). CAPQP's efforts are instrumental in maintaining the quality and compliance of academic programmes at UJ.

## Curriculum transformation

UJ is transforming its curriculum to ensure that graduates are ready for 4IR. It is also decolonising the curriculum, pedagogy and research, and integrating the SDGs across the academic project. UJ academics contribute to popular and academic debates, focus on gender-based violence (GBV), and enhance the development of scholarship in African languages. UJ emphasises the importance of interactions between lecturers and students, and it is developing new programmes in areas such as Mythology and Ancient Cultural Studies, Quality Engineering, Innovation and Development, Digital Transformation, Afrikaans Creative Writing, Sports Management, and Children's Literature. By undertaking these initiatives, UJ aims to create a curriculum that is relevant, inclusive, and responsive to the needs of its students and the changing world.

## Teaching Innovation Fund

In 2022, a total of 29 projects were funded through the Teaching Innovation Fund at UJ. These projects spanned various faculties and departments, including the CBE, CAT, FADA, FEBE, FHS, and the Faculties of Education, Humanities, Law, and Science. The progress reports for all funded projects were submitted to the DTE, and a comprehensive report was presented to the URC. Additionally, the DTE released a publication titled Teaching Innovation for the 21st Century: Showcasing UJ Teaching and Learning 2021, which featured 19 projects, the majority of which received funding from the 2021 Teaching Innovation Fund.

## Symposia and masterclasses

In 2022, the DTE organised a range of symposia, masterclasses, and other sessions (including Connect@1 sessions) with the aim of creating an enabling environment for academics to support teaching and learning while enhancing their well-being. A total of 41 sessions were conducted, with 2,500 academics in attendance. The sessions included masterclasses, mini academic Bootcamp series, Heritage series, Women's Month celebrations, and sessions under the 'The Beautiful Ones Are Not Yet Born: The Academic Journey' theme. Ongoing support for academic staff is provided through the Centre of Academic Staff Development, which offers various programmes.

## Academic Preparation Programme and follow-up sessions

Two Academic Preparation Programme sessions for staff new to UJ were held in 2022: one from 26 to 28 January (Semester 1) and one from 12 to 14 July (Semester 2). After the sessions, CASD facilitated 19 follow-up workshops on various topics of relevance in the higher education sector over the course of the first semester, and eight follow-up workshops during the second semester. CASD facilitated 32 workshops on ongoing professional development for approximately 1,400 academics, and five sessions for Heads of Department (HODs) in 2022.

## HOD induction workshop and follow-up workshops

The HOD induction workshop sessions were held during March 2022, with 41 participants attending these sessions. Three follow-up workshops were conducted, which addressed managing department finances, human capital matters, and the importance of SLPs. During the second semester, these topics were repeated.

## Postgraduate Diploma in Higher Education (PGDipHE)

This programme is showing promising growth, and in 2022, CASD had the largest number of students (32) enrolled for the PGDipHE since the inception of the offering at UJ. Nineteen students completed the programme in 2022.

## Teaching and module evaluations

In 2022, CASD generated a total of 1,516 student evaluation reports for taught programmes. In addition, 146 supervision reports were compiled. As part of ongoing developments, the completion of the in-house, app-based evaluation system was completed in 2022, and its launch is planned for 2023. To allow for more in-depth evaluations of teaching, student evaluations are increasingly being complemented by peer observation reports. In 2022, a total of 34 peer observation reports were conducted.

## Teaching Portfolio Assessment Committee (TPAC)

All staff members applying for a promotion are required to submit a comprehensive teaching portfolio. This is an important tool for engaging in the scholarship of teaching and learning and becoming reflective practitioners. CASD provides support to staff members. A total of 91 portfolios were submitted to the TPAC for recommendation in preparation for submission of promotion applications to the Senate Executive Committee (Senex) in 2023.



Blended tutoring development

Tutor training continued to follow the accreditation criteria of the College Reading and Learning Association (CRLA). It was offered through a blended approach, comprising both synchronous and asynchronous self-paced training. In 2022, a total of 38 synchronous training sessions were offered, providing training to 1,570 tutors. Given the importance of tutors in teaching and learning, CASD introduced a top tutor award for the best tutors in each faculty in recognition of the role they play in promoting student success at UJ. Top tutor awards were given to 47 tutors across faculties.



Institutional staffing profile

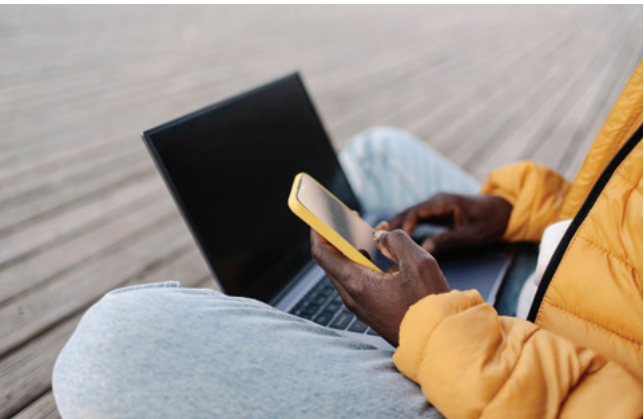
As of 31 December 2022, the overall UJ workforce experienced a slight increase compared to the previous year, with an overall headcount rise of nearly 100 individuals. The numbers of academic and research staff, as well as support staff, have shown some fluctuations over the past five years.

Table 1: UJ workforce over the past five years

	2018	2019	2020	2021	2022
Academic and research staff	1,222	1,283	1,270	1,264	1,283
Support staff	3,105	3,080	3,048	3,029	3,106
UJ Executive Leadership Group	23	23	23	23	24
Total	4,350	4,386	4,342	4,316	4,413

Staff employment equity

UJ is committed to achieving employment equity by ensuring appropriate representation of population groups and genders among academic staff. Progress was made in advancing equity in terms of race and gender, with an increase in black academic and research staff from 44.6% in 2018 to 51.1% in 2022. The representation of female academic and research staff also increased from 49.02% in 2018 to 49.5% in 2022. However, the appointment of disabled staff is still below the sector target, reaching 1.1% in 2022. UJ continues its efforts to improve representation and promote equity among academic staff.



Academic and research staff promoted in 2022

In 2022, a total of 85 academic and research staff members were approved for promotion by Senex. This represents an increase compared to the number of promotions in previous years, with 70 promotions in both 2021 and 2020, and 50 promotions in 2019. Of the promoted staff, 34 were female, and 51 were male. Additionally, among the promoted individuals, 33 were from designated groups, while 52 were from the non-designated group. This includes 26 white and 26 international staff members.

Online performance management (PM)

In 2022, UJ successfully implemented enhancements to its online PM system based on suggestions and recommendations from the UJ community. The system saw increased usage during the contracting, mid-term review and final assessment phases, with high completion rates ranging from 96% to 99%. There was also noted improvement in the maturity of the PM process and the utilisation of the online system. KPIs were refined by faculties and divisions to better align with employee’s actual performance.

Transformation initiatives

The DTE coordinated several important programmes focusing on academic staff, including the following:

- Accelerated Academic Mentorship Programme (AAMP)
- New Generation of Academics Programme (nGAP)
- Assistant Lecturers Programme
- Future Professors Programme (FPP)
- Nurturing Emerging Scholars Programme (NESP)
- Participation in Higher Education Leadership and Management (HELM) programmes
- Teaching Advancement at Universities (TAU) fellowship programme

Transforming UJ’s culture

UJ is dedicated to fostering a diverse, inclusive and values-driven culture. The Transformation Unit implemented various initiatives to address institutional culture, including culture surveys, an Ethics Charter, and training on GBV. The 2021 culture survey revealed incidents of bullying and harassment, highlighting the need for a more supportive environment. The Ethics Charter was submitted for final approval and implementation in 2022, providing guidance on ethical conduct in the digital realm. GBV remains a serious concern, with reported incidents reaching 42 in 2022. The Transformation Unit is actively working on awareness campaigns, victim support, and an e-learning module on GBV and sexual diversity for all staff.







# MAINTAINING AN OPTIMAL ENVIRONMENT FOR STAFF AND STUDENTS

## Staff health and wellness, beyond COVID-19

UJ has a two-pronged approach to employee safety, health and wellness. The Occupational Health Practice focuses on preventing health effects on employees due to occupational exposure, while the Occupational Safety Department ensures a safe physical environment for all people on campus. UJ also offers a UJ Employee Wellness Programme, which focuses on promoting, improving and optimising the health, well-being and high performance of employees. In 2022, the UJ Employee Wellness Programme offered numerous workshops focusing on stress management, burnout and resilience. These workshops were well-supported by staff. Overall, UJ is committed to providing a safe and healthy work environment for all employees.



## Enhancements in student life cycle management

The Central Academic Administration (CAA) at UJ maintained its leadership in utilising technology to support the student life cycle. They implemented automation for undergraduate application selections, downloading re-marked matric results, and automatic endorsement recalculation. Improvements have been made to the Mobi Late Enquiry system, and a central control room with security cameras is now monitoring student assessments. In 2022, UJ hosted in-person graduation and stage-crossing ceremonies for virtual graduates from 2020 and 2021. Additionally, enhanced security measures were implemented with blockchain-based certificates featuring QR codes for all graduates.

## Student living and learning

The Student Affairs division at UJ operates on a five-pillar model with a focus on academic excellence. In 2022, they provided quality housing and resources for postgraduate students, accommodating a total of 40,639 students on and off campus. International students were prioritised, with 20% of the residence accommodation reserved for them. Support services were offered throughout the student life cycle, including learning communities, addressing student hunger and financial assistance as well as promoting responsible behaviour. The division emphasised student discipline management and collaboration with faculties, handling 483 cases, primarily related to academic transgressions. Additionally, electronic elections for the 2023 SRC were successfully conducted.

## Extracurricular activities for students

UJ provided students with enrichment opportunities through UJ Sport and UJ Arts and Culture. UJ Sport offered a wide range of sporting codes for both men and women, achieving notable successes in tournaments and championships. The Healthy Campus Programme aimed to promote wellness through initiatives addressing risk behaviour, disease prevention, nutrition, and mental and social health, earning UJ Gold certification from the International University Sports Federation (FISU). UJ Arts and Culture provided an extramural programme, allowing students to explore creativity, develop skills, and broaden horizons through activities such as choir, drama, dance, photography, and poetry. Students engaged in community initiatives, with over 15,000 volunteers promoting responsible global citizenship and SDGs.

## A qualification must lead to employment

It is essential for students to address their career prospects during their time on campus. The Career Services team was active in 2022 as it continued to create as many opportunities for students as possible to find employment. A number of faculty-specific career fairs, industry talks, and company visits were organised and hosted. In addition, progress was made in terms of online job search platforms. Two faculty-specific career guides, namely Humanities and Science, were produced and an online career workbook was launched. In addition, the Disability Unit hosted 14 companies that offered recruitment opportunities for students with disabilities.

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## Support for student health and wellness

UJ prioritises student health and wellness through two units: the Centre for Psychological Services and Career Development (PsyCaD) and the Centre for Student Health and Wellness (CSHW). PsyCaD focused on addressing the psychological impact of the pandemic, increasing student counselling sessions and emphasising mental health promotion. The number of students with disabilities seeking support services also rose. The merger of healthcare services resulted in the CSHW unit, improving resource utilisation. The CSHW provides healthcare and wellness services, including clinical management, HIV prevention, and health promotion. UJ conducted discussions, events, and HIV testing to address social determinants of health. UJ remains dedicated to supporting mental health, disability services, and the overall well-being among students.

## Student safety and security

UJ Protection Services prioritises student safety and security, both on and off campus. However, ensuring safety outside campus remains challenging due to instances of common and armed robbery. Staff and students are often targeted for their belongings. To address this, a City Improvement District (CID) project was initiated, deploying private security officers to patrol specific areas and optimising safe route patrol vehicles. Additionally, a cleaning team was deployed to maintain the area's cleanliness and report any municipal issues. The deployment of Fidelity security officers at the Auckland Park campuses and CID has been effective, with no reported incidents along the covered routes in Auckland Park.

## Monitoring student experience and employability

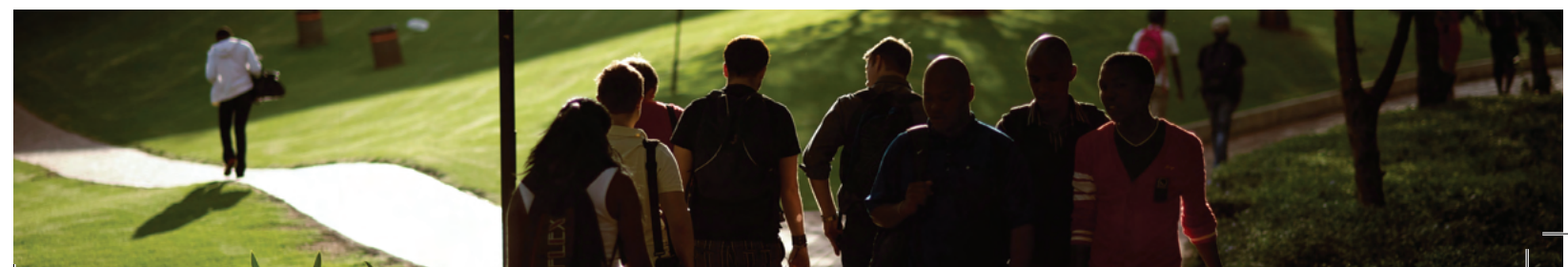
The Division for Institutional Planning, Evaluation and Monitoring (DIPEM) is responsible for conducting annual student experience surveys among undergraduate and postgraduate students, as well as a graduate employability survey. These surveys provide invaluable insights into areas of strength in the university, as well as those that require more concerted attention.

## 2022 Undergraduate Experience Survey

The 2022 undergraduate experience survey at UJ revealed a high level of satisfaction with teaching and learning, with an overall satisfaction score of 90.8%. Over 95% of respondents agreed that their lecturers were well-prepared, accessible during designated times, and helpful. There was also strong agreement on the quality of learning materials and content. Students appreciated recorded lectures, which accommodated their work schedules, sports commitments, or any financial constraints that prevent them from attending classes. However, 37.8% of students had considered dropping out, primarily due to difficulties in managing their workload or because of personal issues. Challenges that were highlighted included loadshedding, particularly on the Soweto campus, and internet access at their places of residence.

## 2022 Postgraduate Experience Survey

The 2022 postgraduate experience survey showed an increase in satisfaction with research supervision, from 84.7% in 2021 to 86.5% in 2022. A significant portion of postgraduates reported a productive student-supervisor relationship, with regular communication and meetings. Over 25% of postgraduates took breaks from their studies, while more than two-thirds balanced employment and postgraduate qualifications. Among those working and studying, 82% worked full-time. Almost half were self-funded, with UJ contributing 13.6% to their tuition fees, surpassing other sources such as employers, NRF, organisations, and family. These findings highlight positive experiences in research supervision, student-supervisor relationships, and postgraduates managing work and studies effectively.





2022 Graduate Employability Survey

According to the 2022 survey, 44.6% of respondents were employed, down from 50.8% the previous year, while the proportion studying further increased to 16.4%. Among the employed, 88.5% found employment within 12 months of completing their studies, with 96.7% of doctoral degree holders securing employment within that timeframe. FHS had the highest job placement rates, with 75.5% employed within three months and 93.3% within 12 months. Of those employed, 47.8% had full-time contracts, 76.3% were satisfied with their jobs, and 72.9% worked in a related field. Personal contacts and social media were common job search methods. Reasons for unemployment included a lack of opportunities in their field and insufficient work experience.

Information and Communication Systems (ICS)

UJ’s ICS department focuses on managing cyberattack risks through measures such as user access reviews and cybersecurity training. They monitor the network for malicious activities and plan to install generators for power outages.

In line with their commitment to upskilling employees, the ICS department prioritised the development of their staff members. In 2022, they introduced the ICS Earn your Wings programme, which aimed to provide comprehensive training to enhance the skills of UJ’s ICS staff. Additionally, upgrades were implemented for telephone systems, campus navigation tools, student email accounts, and the Student Management System. AV equipment and computers were also updated to support teaching and learning activities. These initiatives reflect the ICS department’s dedication to risk management, employee skill development, campus services, and technological advancements at UJ.

The UJ Library and Information Centre (LIC)

The LIC met the increased demand for online engagement by facilitating advanced online learning and access to digital materials. They hosted public lectures and conferences on 4IR topics and transitioned to new platforms, such as Figshare and Summon by ProQuest. The LIC promoted statistical reporting for informed decision-making and organised an online symposium on effective statistics utilisation. New equipment was installed in the Makerspace to support student projects and research. The LIC is recognised as a thought leader in the sector and continues to innovate in supporting staff and students at UJ.

Optimal campus facilities

The Facilities Management division at UJ is responsible for maintaining and upgrading academic and support facilities to support teaching, learning, research, and student life. They address risks such as loadshedding and water restrictions by procuring backup generators, improving water storage capacity, and implementing sustainable initiatives, including electric vehicle buses and solar PV installations. Special attention was given to the Backlog Maintenance Project, and efforts were made to increase off-campus capacity to accommodate various needs. The division aims to ensure that all facilities are readily available, accessible, functional and safe for all UJ stakeholders.



Office of the General Counsel (OGC)

The OGC at UJ is a team of legal professionals that offers legal services to the university. In 2022, the OGC focused on dispute resolution, reviewing privately owned student accommodation (POSA) processes, developing new templates, and ensuring compliance with the Protection of Personal Information Act (POPIA). They also implemented new systems and processes to support these initiatives. The OGC is dedicated to delivering high-quality legal services and made substantial progress in 2022, positioning them to continue providing valuable support to UJ in the future.

Financial performance

UJ effectively managed its budgets and exceeded its approved operating budget for the year, achieving an operating surplus of R367 million instead of the expected deficit. Income was in line with the budget, primarily due to higher tuition fees and investment income. Expenses were lower than budgeted, with savings from unimplemented projects and unfilled positions. The Resolution Circle, a commercial entity, generated a surplus of R16 million, and the infrastructure development expenditure for the year was R226 million.

The university’s financial position remains strong, with consolidated net assets of R9.4 billion. UJ emphasises transparent and prudent financial management, and its liquidity position and reserves are satisfactory.



PROF LETLHOKWA MPEDI



# 2022 HIGHLIGHTS



### Staff

Black permanent and fixed-term academic staff	51.1%
Female associate professors and professors	41.2%
Permanent and fixed-term academic staff with doctorates	57.1%



### Students

Total enrolment	51,405
Overall undergraduate student satisfaction*	90.8%
Overall postgraduate satisfaction*	86.5%
International students	4,462

\*As determined by student experience surveys



### Awards

National, international, and prestigious awards | 111



### Research

Published research outputs on 4IR	658
NRF-rated researchers	275
Number of academic initiatives advancing 4IR**	161

\*\*Cumulative, including continuing education programmes



### Financial overview

Council-controlled reserves	R3.163 BILLION
Annual operating surplus	R367 MILLION
Externally generated funding	R1.003 BILLION
Consolidated net assets	R9.4 BILLION





# GLOBAL RECOGNITION AND UNIVERSITY RANKINGS

The University of Johannesburg (UJ) actively participates in global and university rankings, despite acknowledging the limitations, to gain international recognition for its achievements. UJ values external acknowledgment of its research excellence and commitment to providing quality teaching and learning opportunities.

In 2022, UJ performed very well in a variety of global and regional ranking systems, shown in Table 2.

Table 2: University rankings outcomes 2018-2022

RANKING SYSTEM		2018	2019	2020	2021	2022
GLOBAL	THE WUR	601-800 #5 in SA	601-800 #6 in SA	601-800 #7 in SA	601-800 #7 in SA	601-800 #6 in SA
	QS WUR	551-560 #4 in SA	501-510 #4 in SA	439 #3 in SA	434 #3 in SA	412 #2 in SA
	BGUR	397 #5 in SA	366 #5 in SA	378 #5 in SA	417 #5 in SA	421 #5 in SA
	URAP	627 #6 in SA	647 #6 in SA	603 #6 in SA	592 #6 in SA	537 #6 in SA
	ARWU	601-700 #6 in SA	601-700 #6 in SA	601-700 #6 in SA	601-700 #5 in SA	401-500 #5 in SA
	CWUR	790 #6 in SA	761 #6 in SA	706 #6 in SA	674 #6 in SA	629 #6 in SA
	WEBO-METRICS	850 #6 in SA	826 #6 in SA	778 #6 in SA	711 #6 in SA	663 #6 in SA
REGIONAL	THE EEUR	92 #6 in SA	99 #6 in SA	118 #7 in SA	116 #7 in SA	117 #8 in SA
YOUNG	THE YUR	101-150 #2 in SA	151-200 #2 in SA	151-200 #3 in SA	173 #4 in SA	179 #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: Center for World University Rankings, EEUR: Emerging Economies University Rankings, and YUR: Young University Rankings.



# SUSTAINABILITY AND IMPACT RANKINGS

In the 2022 Times Higher Education (THE) Impact Rankings, UJ achieved an overall ranking of 69th in the world, a significant improvement from the previous year. UJ was the top-ranked university in South Africa and second on the African continent. The rankings evaluate universities based on their performance across the 17 United Nation’s Sustainable Development Goals (SDGs). UJ ranked in the top 100 for seven SDGs, including a notable third place for SDG 1 (No Poverty) and eighth place for SDG 8 (Decent Work and Economic Growth). In addition, in the inaugural 2023 QS Sustainability Rankings, UJ was ranked in the 171-180 band globally, placing second in South Africa and Africa among the 700 universities featured. These rankings highlight UJ’s commitment to sustainability and societal impact.

# SUBJECT RANKINGS

The 2022 outcomes for the various Subject Ranking systems are shown in Table 3.

Table 3: Subject rankings outcomes in 2022

THE Subject Rankings	QS Subject Rankings	BGUR Subject Rankings	GRAS
Law: 176-200, #3 in SA	Hospitality & Leisure Management: 101-150, #1 in SA	Social Sciences & Public Health: 168, #3 in SA	Hospitality & Tourism Management: 9, #1 in SA
Psychology: 251-300, #2 in SA	English Language & Literature: 251-300, #4 in SA	Chemistry: 227, #1 in SA	Public Administration: 151-200, #1 in SA
Education: 251-300, #3 in SA	Education & Training: 301-350, #4 in SA	Physical Chemistry: 231, #1 in SA	Sociology: 151-200, #1 in SA
Social Sciences: 251-300, #3 in SA	Economics & Econometrics: 351-400, #3 in SA	Geosciences: 246, #3 in SA	Education: 201-300, #1 in SA
Arts & Humanities: 301-400, #4 in SA	Chemical Engineering: 351-400, #5 in SA	Physics: 292, #3 in SA	Earth Sciences: 201-300, #2 in SA
Life Sciences: 401-500, #3 in SA	Agriculture & Forestry: 351-400, #6 in SA	Plant & Animal Science: 407, #6 in SA	Geography: 201-300, #2 in SA
Business & Economics: 401-500, #4 in SA	Environmental Sciences: 401-450, #5 in SA	Engineering: 415, #2 in SA	Management: 301-400, #1 in SA
Engineering: 501-600, #4 in SA	Chemistry: 451-500, #2 in SA	Environment/ Ecology: 467, #8 in SA	Political Sciences: 301-400, #1 in SA
Computer Science: 601-800, #2 in SA	Physics & Astronomy: 451-500, #3 in SA	Computer Science: 566, #2 in SA	Physics: 301-400, #2 in SA
Clinical & Health: 601-800, #7 in SA	Mechanical, Aeronautical & Manufacturing Engineering: 451-500, #5 in SA	Materials Science: 579, #2 in SA	Chemical Engineering: 401-500, #2 in SA
Physical Sciences: 601-800, #9 in SA	Medicine: 601-650, #8 in SA		



# ACADEMIC TEACHING AND LEARNING

The University of Johannesburg (UJ) outlined its strategic directions in the Strategic Plan 2025, which was developed in 2014 and will guide the university until 2025. One of the key strategic objectives, Strategic Objective Two, focuses on achieving excellence in teaching and learning.

UJ aims to enhance its reputation by offering high-quality higher education programmes that cater to a diverse student body. UJ emphasises curriculum renewal to ensure programme relevance in the socioeconomic context of South Africa and to prepare graduates for the Fourth Industrial Revolution (4IR). UJ offers a comprehensive range of academic programmes, from work-aligned undergraduate diplomas to research-based doctoral qualifications. These programmes are supported by UJ's research output and its commitment to the scholarship of teaching and learning.



## Teaching and Learning Policy

UJ's Teaching and Learning Policy, revised in 2021, supports the university's goal of achieving excellence in teaching and learning. The policy provides guidelines for decision-making, curriculum development, professional development of academics, and interventions to enhance student success. Several other policies and regulatory documents at UJ, such as the Academic Programme Policy, Admission Policy, Assessment Policy, and Language Policy, complement the Teaching and Learning Policy. These policies collectively aim to ensure high-quality teaching and learning experiences, promote student success, and address various aspects of academic development and evaluation. UJ's commitment to excellence in teaching and learning is supported by a comprehensive framework of policies and guidelines.



## Performance in the teaching and learning domain

Within the framework of the Strategic Plan 2025, UJ monitors various aspects of performance in the teaching and learning domain. This includes tracking enrolment targets, relevant programme and curriculum developments, international collaboration efforts, student achievement through various success and output indicators, graduate employability, and scholarly output related to teaching and learning.

### IN 2022, UJ'S TEACHING AND LEARNING ACTIVITIES CONTINUED TO ADVANCE THE FOLLOWING AIMS:

- 1 Providing intellectually rigorous curricula that respond innovatively to the challenges and opportunities of the 21st century.
- 2 Achieving pre-eminence as a teaching-focused institution by leading through effective innovation, including the appropriate and widespread use of technology in the learning process.
- 3 Fostering outstanding achievements among our diverse student body.
- 4 Maintaining a steady overall enrolment capped at approximately 50,000 students, with an increasing proportion of postgraduates, and significant number of international students and students from Quintile 1 and 2 schools.
- 5 Applying a continuous and intense focus on student success, reducing dropout rates, and increasing programme throughput.





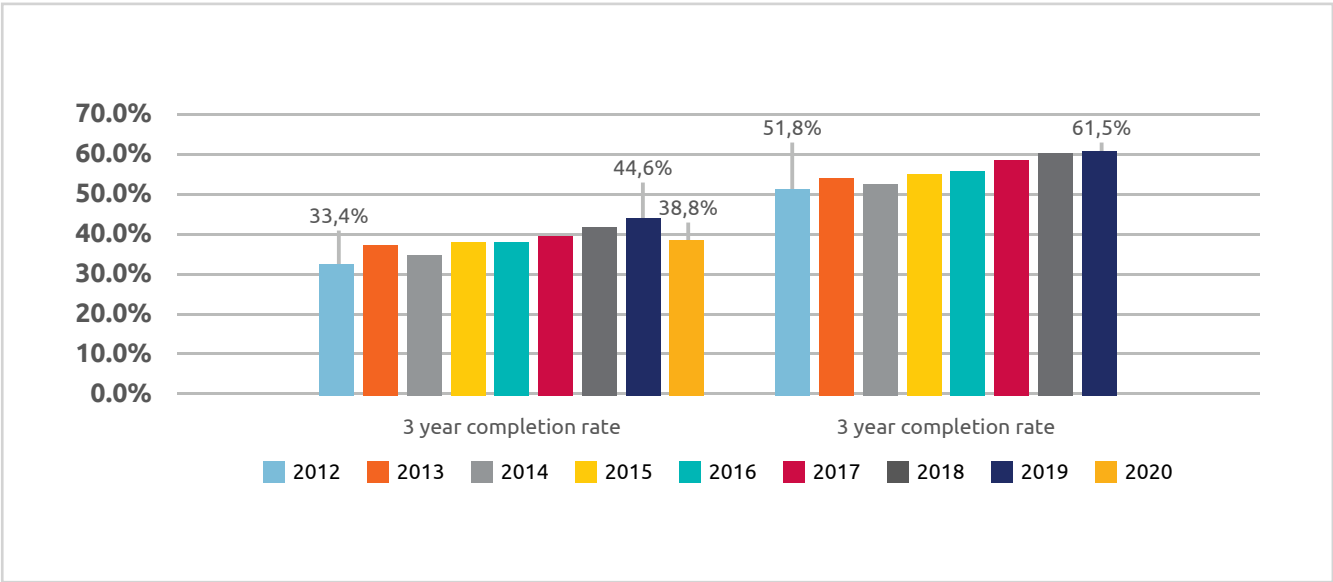




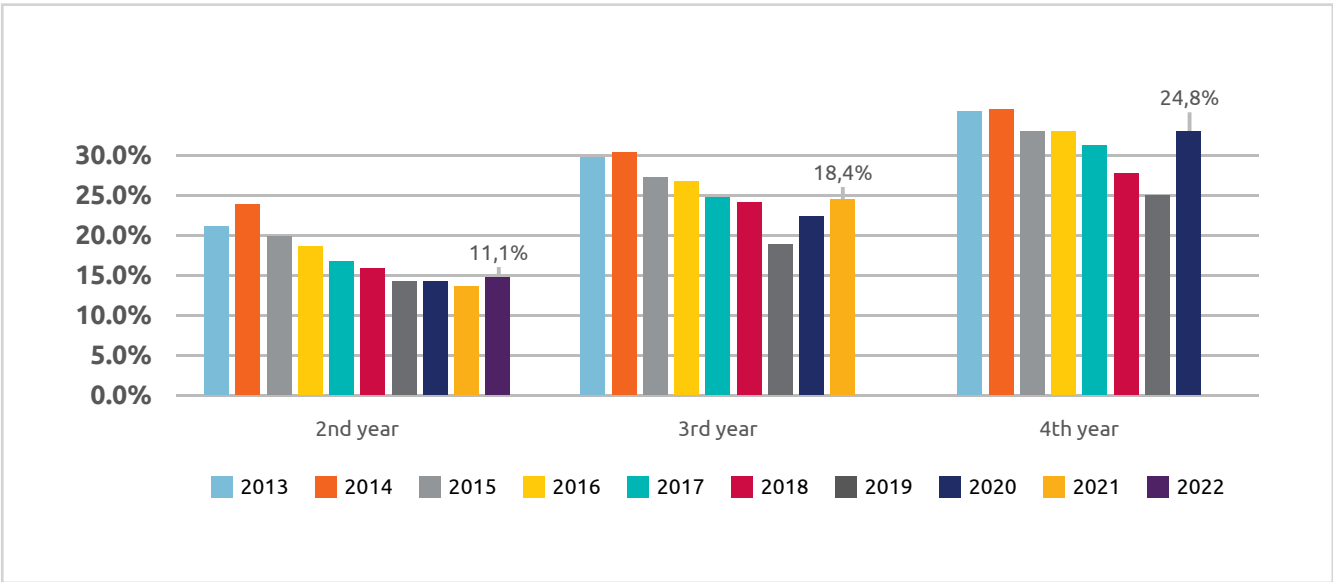




**Figure 8:** Cumulative completion rates for three-year undergraduate (mainstream) programmes: 2012-2020 cohorts



**Figure 9:** Cumulative undergraduate dropout rates: 2013-2022 cohorts



The figures indicate mixed results for student success in 2022, possibly influenced by the COVID-19 pandemic, as seen in indicators such as undergraduate throughput. However, the module success rates of first-time entering students at 85.4%, although lower than the highest value ever of 87.6% recorded for 2021, still exceeded the average undergraduate module success rate for 2022 of 84.6%. This bodes well for the future.

The ADS, the DTE, and the Division for Institutional Planning, Evaluation and Monitoring (DIPEM) play a significant role in contributing to the academic teaching and learning project and to the overall success of our students.

**Academic Development and Support (ADS)**

ADS is dedicated to providing comprehensive support to undergraduate students, with the aim of enhancing their academic experience and fostering student success. The primary objectives of ADS are to minimise dropout rates, improve module pass rates, and increase degree completion rates. The division focuses on offering innovative initiatives, including psychosocial support, and academic interventions, and leveraging advanced academic technologies. ADS strives to be a leading national provider of student support in teaching and learning. The overarching goal is to develop graduates who are knowledgeable in their fields, as well as confident, ethical, responsible citizens, and innovative thinkers.

**Centre for Academic Technologies (CAT)**

In 2022, CAT played a crucial role in supporting teaching and learning through innovative technologies and support. CAT implemented an orientation initiative for first-time entering students, introducing them to the online learning environment and essential skills such as navigating the Blackboard Learning Management System (LMS), participating in online discussions, and submitting assignments. The initiative received a high attendance rate, indicating students' engagement and readiness for their studies. CAT also provided support to first-year students through weekly sessions on basic computer skills and Microsoft Office training.

To support students, CAT established an online help desk that addressed over 11,000 individual tickets, helping with Blackboard, technical issues, and general concerns. CAT facilitated the device rollout project, offering entry-level laptops on loan to financially disadvantaged students and procuring e-textbooks for priority modules. They also provided training and resources for staff on online teaching and learning, including an online teaching toolkit. CAT explored new technologies, such as Annoto, to enhance engagement and maintained the uLink portal for convenient access to resources. They managed special projects, delivering free short learning programmes (SLPs) to UJ students, staff, and the public, and partnering with the Department of Basic Education for unemployed youth. CAT's dedication to training, support, and innovative solutions demonstrates their commitment to student success and adapting to the evolving higher education landscape.

**Academic Development Centre (ADC)**

The ADC at UJ consists of three units: ADC Access, Academic Development and Innovation (ADI), and the Academic Literacies Unit (ALU). The ADC also houses the UJ First Year Experience (FYE) and Senior Student Experience (SSE) coordinator, as well as the South African National Resource Centre (SANRC) for the First Year Experience and Students in Transition. In 2022, the ADC successfully adapted to the post-COVID-19 situation and responded to evolving student support needs. The ADC played a crucial role in supporting undergraduate student success and contributed to UJ's strategic objectives, particularly in promoting teaching and learning excellence and gaining international recognition through the work of the SANRC.

**Integrated Student Success Initiative (ISSI)**

The ISSI focuses on using data-driven approaches and collaboration to improve student success. It targets module pass rates, degree completion rates, and dropout rates by strategically allocating resources. The ADC collaborates with CAT, support services, and Vice-Deans of Teaching and Learning to develop interventions. ADC's analysis of undergraduate qualifications helps identify areas for targeted efforts, aiming to improve student progress and completion rates. The ISSI is a continuous effort to enhance student success through data-informed strategies and departmental collaboration.

**ADC Access**

In 2022, ADC Access continued to manage the extended curriculum programmes, with a particular focus on the Doornfontein, Soweto and the Bunting Road campuses. ADC Access taught approximately 625 first-year students enrolled in the Faculty of Engineering and the Built Environment (FEBE), the Faculty of Humanities, and the College of Business and Economics (CBE) throughout the year. All 16 extended curriculum groups achieved success rates of 86% and above, while the success rates of extended diploma offerings reached their highest level (88.6%) since 2009. In the first year of the FEBE extended degree offerings, the success rate was 89%, while the extended diploma offerings in the CBE and Humanities achieved success rates of 89% and 80%, respectively.

ADC Access staff continued to develop multimedia teaching and learning resources based on the ADC Access methodology, intending to share these resources with all UJ staff members.

**Academic Development and Innovation (ADI)**

In 2022, the ADI unit at UJ continued to play a crucial role in supporting student success. ADI consists of the Learning Development Unit (LDU) and the UJ English Language Programme (UJELP). ADI staff taught the Mastering Academic and Professional Skills (MAPS) modules, achieving high pass rates. ADI implemented innovative programmes and interventions to reduce student dropout rates, enhance the FYE and SSE, and coordinate the student mentoring programme. The Reading in the Discipline (RID) initiative provided support for academic reading, including the development of materials and online resources. ADC's efforts aimed to foster student achievement and enhance learning in various disciplines and stages of their academic journey.

**Academic Literacies Unit (ALU)**

The ALU remained crucial in teaching and learning. They offered three key modules: English for Law (EFL), Language and Skills for Science (LSS), and Language for the Economic Sciences (LES). These modules achieved success rates ranging from 82% to 91%. The ALU's writing centres also adapted to the pandemic by providing online consultations, offering scaffolding materials, and hosting pop-up webinars on literacies. Despite the challenges, the ALU remained committed to providing high-quality feedback and developed new learning units for the On the Go: SOS (Student Online Success) module, available to all UJ students.





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

In 2022, the UJ FYE and SSE offices played a crucial role in supporting both new and returning students. The FYE office collaborated with UJ faculties, support services, and CAT to organise a blended First Year Orientation (FYO). Online modules and on-campus events were developed to provide essential information to first-year students and promote engagement. The FYE also recruited FYO marshals who provided support and recorded consultations with students. The FYO received positive feedback, and preparations for the blended FYO in 2023 were underway. The FYE and SSE offices were also involved in supporting various student success initiatives throughout the year.



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

The SANRC for the First Year Experience and Students in Transition secured R8 million in funding from the DHET for the implementation of a new programme spanning from 2022 to 2024. SANRC's goal is to support public universities in South Africa by providing academic knowledge and training to enhance student support and promote success. The SANRC successfully organised the seventh Annual SANRC FYE Conference, offered capacity-building assistance to universities, and formed an advisory group to guide their work. The SANRC collaborated with the National Resource Centre (NRC) for the First Year Experience and Students in Transition in the United States and expanded its online presence to engage with the South African FYE community.

## Centre for Psychological Services and Career Development (PsyCaD)

The COVID-19 pandemic had a significant impact on students' mental health, leading to increased rates of anxiety, depression, and other related conditions. The pandemic-induced stress, isolation, and financial challenges took a toll on students' well-being. The demand for counselling services significantly increased, potentially surpassing capacity. Remote counselling was implemented during the pandemic, but students prefer in-person sessions. As students returned to campus, they faced social and financial challenges. Social workers were employed to provide support, addressing essential needs, such as clothing, food, and accommodation. UJ is committed to addressing the mental health concerns and supporting students.

To ensure 24/7 support, a crisis line was established, offering immediate psychological assistance to students. In-person counselling is available on campus, reducing the need for crisis line calls. The Disability Unit experienced an increase in students with disabilities returning to campus, leading to more support services and accommodation arrangements. UJ Career Services introduced initiatives to enhance students' career development, including an online Careers Portal and various workshops and recruitment programmes. Individual career counselling sessions and assessments were provided, and technology was utilised to improve engagement and track progress in career services.

## UJenius Club

The UJenius Club was established to recognise and support outstanding undergraduate students at UJ. The number of UJenius students increased from 1,497 in 2021 to 1,777 in 2022. UJenius members receive priority access to company visits, online networking events, and a job search platform, facilitating connections with potential employers. The club organised the UJ Undergraduate Research Conference, involving 18 student nominations and 150 participants. Additionally, the UJenius Alumni Affinity Group was launched, fostering networking opportunities, graduate recruitment, and mentorship for current students. The club aims to provide avenues for academic and professional growth among high-achieving students.



# DIVISION FOR TEACHING EXCELLENCE (DTE)

The DTE at UJ is essential for achieving teaching excellence and global stature. It comprises the Centre for Academic Planning and Quality Promotion (CAPQP) and the Centre for Academic Staff Development (CASD). The DTE ensures programme quality by developing and accrediting new programmes, collaborating with regulatory bodies, such as the Council on Higher Education (CHE), DHET, and the South African Qualifications Authority (SAQA). The DTE supports faculty submissions, manages programme reviews, and contributes to strategic plans and transformation efforts.

The CHE conducted a positive institutional audit at UJ in 2022, and the division has been involved in developing key internal policies and providing feedback on national documents. Overall, the DTE plays a vital role in ensuring programme quality, supporting academic staff development, and engaging in national policies to enhance teaching and learning at UJ.

## Curriculum transformation

UJ faculties annually report on curriculum transformation efforts, with a focus on 4IR readiness, decolonisation, and the integration of SDGs. Academics contributed to societal debates and engaged with issues such as gender-based violence (GBV), women in STEM fields, and African language scholarships. UJ emphasised interactive contact learning and online support.

Faculty programmes addressed contemporary needs in diverse areas, including mythology, quality engineering, and digital transformation. Additionally, UJ offered new programmes, such as Master of Quality Engineering, Master of Data Science, and Master of Machine Learning, showcasing its commitment to staying at the forefront of developments. UJ continues to deliver on its teaching, research, and community engagement mandates while addressing societal demands.

## Future Professors Programme (FPP)

UJ is spearheading Phase 2 of the national FPP, which is funded with R70,229,574.26. The programme aims to prepare academics for future professorship in South Africa. The first cohort of 28 participants from various institutions is engaged in a 24-month intensive programme that includes workshops, sessions, and guest lectures by renowned scholars.

The programme includes a leadership component in partnership with the Johannesburg Business School (JBS), aiming to enhance participants' leadership skills and self-awareness. Each participant is supported by a coach, mentor, academic advisor, and a dedicated team. Notably, a session with Nobel laureate Prof Abdulrazak Gurnah added value to the programme. Phase 2 of the FPP aims to cultivate a new generation of professors through rigorous training, mentorship, and leadership development, advancing higher education in South Africa.



### New Generation of Academics Programme (nGAP)

In 2022, UJ made progress in implementing the nGAP. Eight applications were submitted for Phase 9, and the university is currently awaiting the outcome. Five additional nGAP posts were allocated for Phase 8, and the appointment process is already underway. Currently, UJ has 13 nGAP scholars who hold doctorates, and with new appointments, graduates, and expected graduates, the number of staff with doctorates is on the rise. The DTE provided individual check-in meetings, coaching, and support for nGAP scholars. UJ compiled a booklet featuring nGAP scholars, and reports were submitted to the DHET. Three scholars resigned, resulting in 26 filled nGAP positions at UJ.

### Nurturing Emerging Scholars Programme (NESP)

In 2022, the NESP made progress as Phase 1 scholars successfully completed their master’s degrees and started their internships. Regular check-in meetings were held, and unfortunately, one scholar left the programme due to medical reasons. The DHET allocated three Phase 2 posts to UJ, and the application process for these have been finalised. One of the Phase 2 scholars started her master’s degree, and we are awaiting confirmation for the remaining two scholars. Four audit and narrative reports were submitted to the DHET for the financial year reporting.

### Accelerated Academic Mentorship Programme (AAMP)

In 2022, the AAMP at UJ experienced substantial growth, with 101 new academics joining the programme, bringing the total number to 536. Positive feedback from participants indicated the programme’s value and popularity among UJ academics. The program conducted workshops and coaching sessions covering various topics, benefiting approximately 1,133 participants. Consultative meetings with a National Research Foundation (NRF) rating specialist were initiated for those planning to apply for a rating.

The AAMP also provided support for doctoral completion, with 55 participants successfully obtaining their degrees between 2019 and 2022. Additionally, the promotion of 208 participants and the publication of 158 papers contributed to research and government subsidies for UJ. The programme’s effectiveness in supporting academic development, doctoral completion, and research productivity is evident through its growth and positive outcomes.

### Assistant Lecturers Programme

The implementation of the Assistant Lecturers Programme progressed well in 2022, with 75 positions being filled and an additional 25 positions approved. The division organised in-person engagement for assistant lecturers, outlining programme objectives and addressing teaching and learning topics. Assistant lecturers are invited to attend sessions and workshops for professional development, including group coaching sessions.



### Teaching Innovation Fund

In February 2022, a call was issued for faculties and departments to submit project proposals to be considered for the Teaching Innovation Fund. In 2022, a total of 29 projects were funded. Of the 29 projects, four were from CBE, one from CAT, two from the Faculty of Education, nine from Faculty of Art, Design and Architecture (FADA), two from the Faculty of Engineering and the Built Environment (FEBE), one from the Faculty of Health Sciences (FHS), three from the Faculty of Humanities, one from the Faculty of Law, five from the Faculty of Science, and one jointly involving the CBE, Humanities, and Law. All 29 projects funded for the 2022 academic year submitted their progress reports to the division, and a comprehensive report was submitted to the University Research Committee (URC).

Under the leadership of Prof Mpedi, Deputy Vice-Chancellor: Academic, the DTE released its second publication, titled *Teaching Innovation for the 21st Century: Showcasing UJ Teaching and Learning 2021*, which highlights these teaching and learning innovations. Of the 19 projects presented in this volume, the majority were funded through the 2021 Teaching Innovation Fund.

### Symposia and masterclasses

In 2022, the DTE organised 41 sessions, including masterclasses and themed sessions, with a total attendance of 2,500 academics. The sessions aimed to create an enabling environment for academics to support teaching, learning, and their well-being. The sessions covered various topics, such as academic Bootcamps, heritage, Women’s Month celebrations, and the academic journey. Additionally, six Connect@1 sessions were organised to facilitate networking and collaboration among academics.

### Universities South Africa (USAf) participation in the Higher Education Leadership and Management (HELM) programme

The DTE coordinates UJ’s internal application processes for participation in various programmes offered by USAf through the HELM programme. In 2022, Heads of Department (HODs) were invited to register and attend Part 2 of the online Foundations of Leadership Programme, covering topics such as strategy alignment, resourcing, and effective people management. The DTE also coordinated the HELM Women in Leadership Programme, with UJ staff members Dr Tebogo Mashifana and Prof Wai Sze Leung participating in the programme.

# CENTRE FOR ACADEMIC PLANNING AND QUALITY PROMOTION (CAPQP)

### Academic planning

The CAPQP facilitates Programme Working Group (PWG) meetings and ensures streamlined approval processes for learning programmes. CAPQP provides support in quality assurance and programme amendments, and it conducted training on the new Higher Education Quality Committee (HEQC) application process and Academic Planning Tracking System (APTS). In 2022, CAPQP submitted three new programme accreditation applications, with the DHET approving six programme and qualification mix (PQM) applications and HEQC approving ten new programmes and one title change. UJ received two conditional accreditations, with three nursing postgraduate diplomas fully accredited. Specialisations in multidisciplinary degrees were approved and implemented. Additionally, SAQA registered nine new qualifications for UJ.

### Internal Programme reviews

In 2022, 12 internal programme reviews were completed across the CBE, FADA, FEBE, and Humanities. These reviews encompassed diploma and advanced diploma programmes, three coursework master’s programmes, and one undergraduate degree. An additional 11 programme reviews that were initiated in 2022 (in the CBE, FADA, Humanities and Law) will be completed in 2023. These programmes include diplomas, undergraduate degrees, and one master’s degree. Programme reviews are comprehensive and engage all staff on the programme, along with external academic and industry representatives.



### Professional body accreditations and reviews

In 2022, continued support for professional body processes was provided to the FHS in Optometry and Nursing Science. Additionally, four departments in FEBE were visited by the Engineering Council of South Africa (ECSA). In Humanities, a visit from the Health Professions Council of South Africa (HPCSA) focused on a Master’s Degree in Industrial Psychology.

### Review of UJ research entities

The last phase of reviewing UJ research centres and institutes was concluded in 2022. The entities that were reviewed included the Confucius Institute, the Johannesburg Institute for Advanced Study (JIAS), Visual Identities in Art and Design (VIAD), the Centre for Education Rights and Transformation, the Mineral Processing and Technology Research Centre, the Laser Research Centre, the Water and Health Research Centre, and the Centre for Social Development in Africa (CSDA). The review of the Ali Mazrui Centre for Higher Education Studies (AMCHES) was initiated in 2022 and will conclude in 2023.





UJ secured **third place globally for SDG 1** (No Poverty) and **eighth place for SDG 8** (Decent Work and Economic Growth) in the **THE Impact Rankings**.

## Centre for Academic Staff Development (CASD)

CASD supports the professional development of academics in the higher education sector. It follows national and institutional frameworks to provide relevant and scholarly learning opportunities for new and experienced academic staff, department heads, and tutors. CASD offers induction programmes, continuous learning sessions, individual consultations, workshops, tutor development programmes, and a Postgraduate Diploma in Higher Education (PGDipHE). The aim is to ensure quality teaching, enhance student success, and facilitate a seamless delivery of learning and teaching at UJ.

## Academic Preparation Programme and follow-up workshops

In 2022, two Academic Preparation Programme sessions for staff new to UJ were held: one from 26 to 28 January (Semester 1) and one from 12 to 14 July (Semester 2). After the sessions, CASD facilitated 19 follow-up workshops on various topics of relevance in the higher education sector over the course of the first semester, and eight follow-up workshops during the second semester. Feedback on the sessions was positive, and participants found these workshops engaging and very useful in their own practice as teachers in higher education.

## HOD induction workshop and follow-up workshops

The HOD induction workshop session was held in Semester 1, with 25 participants attending the session on 2 March and 16 participants attending the session on 4 March 2022. Three follow-up workshops were conducted, which addressed managing department finances, human capital matters, and the importance of SLPs. During the second semester, these topics were repeated.

## Peer observation reports

Throughout 2022, 34 peer observation reports from different faculties were received and reviewed: 17 reports from the Faculty of Science, eight reports from FEBE, six reports from the Faculty of Humanities, and three reports from FHS.

## Postgraduate Diploma in Higher Education (PGDipHE)

This programme is showing promising growth, and in the 2022, CASD had the largest number of students (32) enrolled for the PGDipHE since the inception of the offering at UJ. Nineteen students completed the programme in 2022.

## Teaching and module evaluations

Student feedback on teaching serves as a useful tool for academic staff to reflect on and improve their teaching and assessment practices. Staff provide evidence of improvements in these practices in the teaching portfolios, which they develop for promotion applications. In 2022, CASD generated a total of 1,516 student evaluation reports for taught programmes. In addition, 146 supervision reports were compiled. Development of the in-house, app-based evaluation system was completed in 2022 and will be launched in 2023.

## Teaching Portfolio Assessment Committee (TPAC)

The staff at CASD play a significant role in helping staff develop as teachers, engage in scholarship of teaching and learning, and become reflective practitioners. A total of 91 portfolios were submitted to the TPAC in 2022. Teaching portfolios form an intrinsic component of promotions for academics at UJ. To assist in the preparation of teaching portfolios, several academic development initiatives focused on key themes, including developing a teaching philosophy, compiling a teaching portfolio, critical reflection on practices and pedagogical underpinnings, teaching and module evaluations, as well as peer reviews.

## Blended tutoring development

Tutor training continued to follow the accreditation criteria of the College Reading and Learning Association (CRLA). It was offered through a blended approach, comprising both synchronous and asynchronous self-paced training. In 2022, a total of 38 synchronous training sessions were offered, providing training to 1,570 tutors. Given the importance of tutors in teaching and learning, CASD introduced a top tutor award for the best tutors in each faculty in recognition of the role they play in promoting student success at UJ. Top tutor awards were given to 47 tutors across faculties.

## Teaching Advancement at Universities (TAU) fellowship programme

TAU is a nationwide intervention that aims to enhance teaching quality by cultivating leaders in teaching and learning across all public higher education institutions. UJ, through the DTE, is the lead coordinator and implementer of the TAU programme. In 2022, 48 participants drawn from across the higher education sector completed the programme to become TAU fellows responsible for driving teaching and learning initiatives. The fourth cohort, consisting of 53 participants, began the programme in July 2022. These participants will receive guidance throughout their fellowship journey from 10 advisors from several different higher education institutions and will complete the programme in 2023.

## DTE contributions

In 2022, the DTE contributed to national quality initiatives and policy development. DTE staff participated in CHE audit panels for other universities, and Dr Kirti Menon led the investigation of online and blended learning. DTE staff conducted research projects, including the completion of Dr Angie Magabane's doctoral study. Dr Nelia Frade received recognition for her exceptional service and was involved in the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) Student Learning Scholarly Project team, conducting workshops.

Dr Naidoo, Director of CASD, led the TAU project and coordinated the Southern African Universities Learning and Teaching (SAULT) Forum. She contributed to national committees and research on academic development. She also participated in the UJ Women's Leadership Development Programme and the University Lecturer Development Programme. The DTE and its staff members made significant contributions to national initiatives, research, and professional development, promoting teaching excellence and academic advancement at UJ.

## Division for Institutional Planning, Evaluation and Monitoring (DIPEM)

DIPEM's work encompasses a number of important activities in support of UJ's strategic, institutional and enrolment planning processes. DIPEM's work is divided into three functional areas: planning, evaluation and monitoring, and institutional research. As the custodian of the Higher Education Data Analyser (HEDA) portal, which provides access to student and staff HEMIS data, the division is responsible for providing reports, benchmarking and subsidy grant information, and data analyses to the Council, Senate, Management Executive Committee (MEC), Registrar, individual Deputy Vice-Chancellors, and relevant governance committees. It also provides data as part of departmental projects, programme and faculty reviews, and for ranking purposes. A critical function of DIPEM is to ensure data integrity and quality, and the consistent use of data categories and definitions across different domains.

## Enrolment planning

Enrolment planning is crucial in aligning with national priorities and determining teaching subsidies. A six-year enrolment plan, covering the period from 2020 to 2025, was agreed upon with the DHET. In 2022, the DHET requested a mid-term review of the enrolment plans for 2023-2025, and UJ's amended plan was approved. Internal enrolment planning for 2022 was developed by DIPEM in consultation with faculties, considering contextual changes. DIPEM monitored the implementation of the plan by conducting data analysis and regular meetings with faculties and support divisions. DIPEM also led the development of the 2023 enrolment plan through extensive faculty consultation, which was approved by Senate in late 2022.

## Strategic planning

DIPEM is responsible for maintaining and the updating the UJ Strategic Plan 2025, as well as collecting data and reporting on both the UJ Annual Performance Plan (APP), a subset of the Strategic Plan, and the DHET APP required by regulation. The results of these reports indicate improved performance in many areas, including research, teaching and learning. In 2022, there were only a few changes to the key performance indicators (KPIs) in these reports following a review by senior management. The monitoring of KPIs at faculty level became more sophisticated with the full implementation of the online Deans' KPI system.

In 2022, the process of developing a new Strategic Plan for 2035 was undertaken in earnest, with DIPEM as the project management team. The relevant structures included the MEC as the steering committee, a cross-disciplinary think tank, and six task teams that collaborated to develop the first draft of the Strategic Plan. The plan is ready for a comprehensive consultative process in 2023. The aim is to achieve Council approval in November 2023.

## Evaluation and monitoring

DIPEM primarily conducts monitoring activities within the framework of formal reporting on the UJ APP. Additionally, separate analytical reports addressing topics of significance to the MEC and governance committees are generated. In 2022, DIPEM produced reports on undergraduate student success rates, throughput rates, and dropout rates. Furthermore, several analyses were conducted, providing valuable insights for presentations to the MEC and Council. In addition, further dashboard reports in the HEDA environment were developed on the Strategic Plan and APPs as part of an integrated monitoring and planning system.

## Rankings submissions

UJ actively participates in and submits data to various international ranking systems. This includes the Times Higher Education (THE) Impact Rankings, which assess a university's impact on SDGs. In 2022, UJ submitted data for all 17 areas of the THE Impact Rankings, achieving a global ranking of 69th overall in 2022. Notably, UJ secured third place globally for SDG 1 (No Poverty) and eighth place for SDG 8 (Decent Work and Economic Growth) in the THE Impact Rankings. UJ's performance in rankings systems has improved, with an increased number of subjects featured. While recognising the limitations of rankings, UJ values their role in gaining international recognition and enhancing the university's academic reputation.

## Student experience and graduate employability surveys

DIPEM is responsible for conducting annual surveys to assess student experience among undergraduate and postgraduate students, as well as a survey on graduate employability. These surveys provide valuable insights into the university's strengths and areas that require more concerted attention. In 2022, similar to the two previous years, given the shift to a hybrid mode of teaching and learning, the undergraduate experience survey was combined with CAT's annual survey on online teaching and learning. The survey instruments were appropriately modified to accommodate different modes of delivery.



# RESEARCH OVERVIEW

The review reports on the activities of the three major divisions: Research and Innovation, Internationalisation, and the Library and Information Centre (LIC). Collectively, these divisions form the cornerstone of research excellence at the University of Johannesburg (UJ) and support a range of UJ's strategic key initiatives, including research, postgraduate studies, innovation and technology transfer, and Global Excellence and Stature (GES).

## Research and Innovation

A year of excellence beyond doubt! This aptly describes the performance of UJ's Division of Research and Innovation in 2022. The university's scholars, postgraduate students, postdoctoral research fellows (PDRFs), research associates (RAs), and staff displayed resilience and excellence. UJ submitted its highest number of research output units for accreditation to the Department of Higher Education and Training (DHET), increasing its chances of becoming the top institution for DHET-accredited publications in the country. In addition, UJ submitted a record number of National Research Foundation (NRF) rating applications and was awarded two new South African Research Chairs Initiative (SARChI) Chairs by the NRF in the fields of Green Hydrogen and Blockchain Technology.

Another notable achievement in 2022 was the receipt of two large equipment grants awarded through the NRF's National Equipment Programme (NEP). Furthermore, the SARChI Chairs that underwent five-year reviews received positive or conditional approval for continuation, ensuring support for a further five-year cycle. These accomplishments, along with the NEP grants and the new SARChI Chairs, provide an excellent start towards our efforts to increase external research income for 2023.

The quality and the impact of the work produced by our staff and students are evident in the outcomes of various global rankings. In 2022, UJ secured first place in South Africa, second in the continent, and 69th globally in the Times Higher Education (THE) Impact Rankings. Moreover, UJ achieved second place in South Africa in the QS World University Rankings. In terms of the United Nations' Sustainable Development Goals (SDGs), a metric that features strongly in THE Impact Rankings, UJ was ranked third in the world for SDG 1 (No Poverty), and eighth in the world for SDG 8 (Decent Work and Economic Growth).

## Research productivity, creative outputs, and innovations

UJ experienced remarkable growth in research publication outputs since its inception, with a consistent double-digit average annual growth rate. This remarkable trend continued in 2022 as UJ submitted a total of 4,555 publications authored in 2021 to the DHET for accreditation and subsidy, marking an increase of over 22% compared to the previous year. The submission comprised 3,530 articles published in accredited peer-reviewed journals, 479 books and chapters, and 546 conference proceedings. The biggest increase in outputs occurred in books and chapters (with a 47% increase compared to the previous year). Journal articles continued to comprise the largest proportion of UJ's publication outputs, constituting 77% of the total publications. Together, the publications submitted in 2022 accounted for 2,818 DHET subsidy units, representing an exceptional 19% increase over the previous year's submission.

To place the 2022 performance in context, UJ's annual submission of publication units increased by an average of 15% per annum, or 14% when measured in terms of the compound annual growth rate (CAGR). CAGR accounts for volatility during the reporting period and indicates the steady mean growth rate over time. Provisional feedback from the DHET is that just under 98% of the publications submitted were accredited, which is among UJ's highest annual success rates. For the year, UJ provisionally was awarded 2,753 units: 2,006 for journal articles, 236 for conference proceedings, and 511 for books and book chapters.

Similar trends are also evident in the increase in UJ's publications indexed in the prestigious international Scopus publication and citation database. Scopus-indexed publications increased from 221 in 2005 to 4,783 in 2022, representing a CAGR of 19%, which is more than double that of the South African higher education sector, which achieved an 8% CAGR over the same period. UJ's above-average increase in research productivity has not come at the expense of quality or the scientific impact of the publications. Scientific impact can be measured using several citation-based metrics, one of the most important being the field-weighted citation impact (FwCI). FwCI indicates how the number of citations received by an institution's publications compares with the average number of citations received by other institutions' publications with similar profiles (i.e., those publishing in similar fields and output types), over the same period. In 2005, UJ's publications received 12% fewer citations than the world average for similar publications. Over time, UJ's average FwCI increased to 29%, surpassing the average, and at the time of reporting, UJ's 2022 publications are being cited at a rate of 49% higher than the world average.

In 2022, 25% of UJ's publications appeared in the top 10% of the world's highest impact journals, and 19% were among the top 10% most cited publications globally. UJ's CAGR in FwCI over the past five years was 3.4%, surpassing the South African higher education sector's rate of 1.7%. UJ's research output in the top 10% most cited publications worldwide was 14%, higher than the South African average of 12%. UJ's publications received an average of nine citations each over the past five years, and the institution achieved an impressive institutional h5-index of 96, indicating the high impact of its top publications.

## External research income

By 31 December 2022, UJ had received a total of R312 million in external research income, surpassing the target of R220 million by 42%. UJ's largest source of research income remains the NRF and other local funders, which include:

- The Technology Innovation Agency (TIA)
- Banks such as Standard Bank and Nedbank
- Sector Education and Training Authorities (SETAs), including the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MerSETA), Wholesale and Retail SETA, as well as FoodBev SETA
- The National Institute for the Humanities and Social Sciences (NIHSS)
- The South African Medical Research Council (SAMRC)
- The Water Research Commission (WRC)

Of the R312 million, only R20 million was received from international sources. Therefore, concentrated efforts are required to increase the proportion of funding from international sources going forward.

## Research and Innovation and Ideation Chairs

UJ has grown its number of Research and Innovation and Ideation Chairs to 26, which includes UNESCO Chairs and SARChI Chairs. The newest SARChI Chairs, awarded in December 2022, are the Sasol/DSI-NRF SARChI Chair in Green Hydrogen and the SA-Swiss Bilateral Research Chair in Blockchain Technology. Both Chairs are at Tier 1 with a tenure of 15 years, subject to performance reviews. The Sasol/DSI-NRF SARChI Chair in Green Hydrogen focuses on advancing the green hydrogen economy, while the SA-Swiss Bilateral Research Chair in Blockchain Technology aims to integrate blockchain technology into supply chain management. UJ also expressed interest in hosting co-funded SARChI Chairs that align with the SDGs and national priorities. The proposed co-funded Chairs would be located across various faculties, and we are currently awaiting feedback from the NRF for full proposal submission.

## NRF ratings and prestigious recognition of UJ researchers

In 2022, UJ received over 110 prestigious awards and recognitions, including awards for research excellence. Prof Mpho Raborife received the NRF Research Excellence Award in the Early Career/Emerging Researcher category. Prof Bonathile Makhubela and Prof Simon Connell were recipients of NSTF-South32 Awards for their work in the fields of green economy and innovation, respectively. Additionally, Prof Omotayo Arotiba and Prof Nonhlangabezo Mabuba were finalists for the NSTF-South32 Awards.

By the end of 2022, UJ had 275 academics with NRF ratings, including 7 As, 54 Bs, 161 Cs, and 53 Ys. UJ also submitted 92 NRF rating applications, with the total number of NRF-rated researchers at the university reaching 300 by February 2023.



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

UJ’s IP portfolio continues to grow, with a total of 64 provisionally or fully registered patents reported as of 31 December 2022. Filing decisions are aimed at expanding the portfolio of high-quality UJ IP with potential application in industry and/or society, in a cost-effective manner.

### In 2022...

- 19 • Invention disclosures were received by the UJ Technology Transfer Office (TTO).
- 13 • Patent and design applications were filed, representing 5 families (i.e., unique inventions/designs) and covering 8 territories.
- 02 • Patents were granted.
- 07 • Industrial designs were registered.
- 01 • Trade mark was registered.

Four new projects were awarded seed funding by the TIA, while seven projects received funding from the UJ GES 4.0 Innovation Advancement Fund. These awards were made to projects with activities that will assist in advancing their commercial potential.

During the review period, the UJ TTO participated in the Entrepreneurship Development in Higher Education (EDHE)’s Economic Activation Office (EAO) pilot project. They organised an entrepreneurship stakeholder engagement forum to establish a UJ entrepreneurship hub. A Studentpreneur Expo was held during Student Entrepreneurship Week, providing student entrepreneurs with a marketing platform. An IP-athon (IP hackathon) was conducted, where aspiring student entrepreneurs developed business concepts for UJ technologies, aiming to make them available for licensing. These initiatives aimed to foster entrepreneurship and innovation among UJ students.

## Enrolment and graduate monitoring

Monitoring postgraduate graduates for the 2022 graduation cycle commenced in April 2022 and will conclude in 2023. The overall postgraduate graduation target for 2022 was set at 3,887. Reporting, as of 6 February 2023, indicated that a total of 3,316 postgraduate students had graduated. A further 706 potential graduates were due to graduate at ceremonies in 2023. In terms of the different postgraduate categories, 1,891 graduated at honours level, 741 at master’s level, and 145 at doctoral level. The number of South African black graduates is an important postgraduate target; 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 monitoring of 2022 enrolments in comparison to 2021 statistics confirmed that the university’s postgraduate headcount increased by 531 (4.9%), from 10,863 in 2021 to 11,394 in 2022. The total headcount was 374 (3.4%) above the target at the postgraduate level. The postgraduate below master’s headcount decreased by 30 (0.7%), from 4,382 to 4,352. The master’s headcount increased by 8%, from 4,781 to 5,125, which is 236 (4.8%) above the target. The doctoral headcount increased by 12.8%, from 1,700 to 1,917, and exceeded the target by 214 (12.6%).

## Postgraduate funding

In terms of postgraduate funding, the University Research Committee (URC) budgeted funds increased from R68,540,079.78 (2021) to R73,601,484.75 (2022). The total URC funds spent by 31 December 2022 was R71,288,369.51. The unspent amount of R2,313,115.24 was reallocated. The large unspent amount was because several international postdoctoral research fellows (PDRFs) were unable to take up their positions at UJ in 2022. The funds were redistributed to various faculties as additional funding to assist honours, master’s and doctoral students with bursaries. The GES 4.0 budgeted funds increased from R38,150,000.00 (2021) to R40,740,960.00 in 2022. The total GES 4.0 funds spent as of 31 December 2022 was R30,485,850.29. The total amount received and spent from external funders was R14,122,443.92. The NRF funds increased from R79,603,686.49 (2021) to R99,564,629.00 in 2022.

The URC and GES funding plays a major role in the increase in the number of PDRFs. In 2021, the Postgraduate School (PS) administered 406 PDRFs. However, by 31 December 2022, this number decreased to 276 PDRFs, excluding those who terminated during the year. The decline in the number of PDRFs can mainly be attributed to the delays in the processing of visa applications, as most of our research fellows are international students. In total, 141 PDRFs were allocated URC funds, 16 PDRFs were funded from the senior PDRFs budget, 55 PDRFs were funded through GES 4.0, two PDRFs were funded from the rollover budget, 21 PDRFs were funded from external funds, and 41 PDRFs were funded by the NRF.

## Postgraduate student support

The PS affords support to postgraduate students through two units: the Research Capacity Development (RCD) Unit and the Statistical Consultation Service (Statkon) Unit.

### Research Capacity Development (RCD) Unit

The RCD Unit’s main activities in 2022 were centred around its mandate and targeted goals. **These were:**

Activity 1	Research capacity development workshops.
Activity 2	Online courses, mini courses, short learning programmes (SLPs), presentation opportunities, and digital resources for postgraduate students.
Activity 3	Writing support for postgraduate students.

### Statistical Consultation Service (Statkon) Unit

In 2022, the Statkon Unit provided support for 326 research projects, focusing on quantitative and statistically based research. The service primarily catered to postgraduate students, with over 50% of the projects supporting master’s students and a significant number supporting doctoral students. Additionally, the unit offered support for staff research projects and projects undertaken by honours students. Statkon consultants offered assistance with new analysis projects and provided support for research design and statistical analysis for projects carried over from 2021. The service successfully adapted to online consultations, which were preferred by most researchers, ensuring minimal disruptions to business continuity. Statkon also prepared online questionnaires for UJ researchers and provided post-analysis support for approximately 20 projects.

### University Capacity Development Grant (UCDG)

The UCDG aims to support academic research activities and enhance staff capacity development, with a focus on higher degree completion. The grant also provides opportunities for international travel to establish and foster research collaborations. In 2022, a total budget of R7.037 million was allocated to support seven UCDG projects. These projects encompass a range of objectives, including improving staff qualifications, developing the research careers of emerging and mid-career researchers, professionalising academic and research staff, enhancing supervision skills, promoting international collaboration and networking, supporting women leadership development, and providing integrated support for postgraduate students. The UCDG projects contribute to the overall goal of enhancing academic research capabilities and staff development at UJ.



## The GES 4.0 catalytic initiative

The GES 4.0 catalytic initiative was launched in 2014 as an integrated and structured approach to catalyse institution-wide change for enhanced effectiveness and efficiency across the university’s missions and administrative support functions. The initiative’s goal is to support UJ in sustaining academic excellence for global competitiveness and prominence, while remaining relevant and responsive to the Pan-African agenda.

The initiative has several interlinked catalytic interventions whose objectives are aligned with and support UJ’s Strategic Plan 2025 KPIs. These interventions aim to strengthen academic and research capacity and leadership within the university, with the goal of increasing research outputs and impact. Of relevance is postgraduate and postdoctoral support, the visiting academic programme and flagship institutes.

## Virtual Academic Programme

The Virtual Academic Programme, initially intended as a Visiting Academic Programme, successfully adapted to the challenges posed by the COVID-19 pandemic and became predominantly virtual. With over 95% of the allocated budget committed, this aspect of the GES 4.0 initiative gained momentum. The programme received a total allocation of over R120 million from GES 4.0, GES 1.0, and central funding, supporting nearly 150 visiting academics. Notably, the programme has shown a positive ROI through contributions to research output, by enhancing the university’s reputation, and providing mentorships to students and staff. Many visiting professors are recognised as top scholars in their fields, and their research outputs resulted in a publication subsidy of R12.98 million to UJ. The value of the programme extends beyond monetary returns, including international collaborations, mentoring, and workshops.

## Flagship institutes

UJ is dedicated to strengthening its national, Pan-African and international reputation through flagship institutes and programmes that contribute to research, scholarly outputs, student training, industry partnerships, and income generation. These institutes collectively contributed 139.83 units towards DHET accreditation between 2020 and 2022. They play a role in teaching, learning, and postgraduate supervision.

Notable developments include the accreditation and intake of the Master’s Degree in AI through the Institute for Intelligent Systems (IIS). Additionally, the joint effort between the Institute for Global African Affairs (IGAA) and the University of the West Indies resulted in the accreditation and intake of the Master’s Degree in Development Studies, specialising in Africa and the Caribbean.

Leadership changes occurred in the Institute for Pan-African Thought and Conversation (IPATC) and the IGAA. The IIS achieved success in establishing collaborations and securing external funding. IPATC promotes African thought leadership aligned with the African Union Agenda 2063, SDGs, and the Fourth Industrial Revolution (4IR).

The Johannesburg Institute for Advanced Study (JIAS) welcomed writing fellows, while the Institute for the Future of Knowledge (IFK) focused on utilising 4IR technologies for sustainable development. Furthermore, the UJ Confucius Institute celebrated the Chinese New Year in collaboration with the Culture Office, Embassy of China.





# LIBRARY AND INFORMATION CENTRE (LIC)

In 2022, the LIC's strategic objective was reconnection. After the COVID-19 pandemic, there was a need for staff to reconnect with each other, for students to reconnect, for the library to reconnect with stakeholders, and for the librarians to develop a deeper understanding of the students and their needs.

With reconnection as the strategic focus for the year, the LIC identified four areas in which connection and reconnection were important. Firstly, the LIC aimed to lead conversations about the role of libraries in a post-COVID-19 world. Secondly, it sought to create new platforms through which to offer an enhanced service to customers, enabling users to reconnect to all the library resources more fully. Thirdly, it aimed to share the insights and findings of the UJ Library with the wider world. Lastly, it was committed to finding ways to give back to the community.

## Rethinking circulation desks

The COVID-19 pandemic significantly increased the demand for e-books, causing a shift in library services and impacting the responsibilities of circulation desk staff. Previously, staff members manually issued print books, but with the growing popularity of e-books, the need for physical issuing diminished. UJ libraries introduced self-check machines for issuing physical books, which raised questions about the role of circulation desk staff. In 2022, UJ hosted an online Circulation Symposium, gathering professionals from around the world to discuss the evolving responsibilities of circulation staff and explore ways to better support library patrons. During the symposium, UJ's circulation staff shared their experiences and provided assistance to students by addressing queries, offering search support, and providing general support.

## Negotiating better purchasing deals

In recent years, there has been a shift towards Open Access and the associated article processing fees required by publishers. The South African National Libraries and Information Consortium (SANLIC) plays a vital role in negotiating journal costs. In 2022, Prof Maria Frahm-Arp was elected to SANLIC's board and actively worked to reduce publishing costs and eliminate or lower article processing fees. While not all negotiations were finalised by the end of 2022, several favourable deals were reached. These efforts aim to provide academic libraries with better value for their money and alleviate the burden of high article processing fees on authors.

## Evidenced-based decision-making

The UJ Library prioritised accurate data collection and evidence-based decision-making. A small working group formed by Ms Happy Mphahlele and Ms Nomoya Mahlangu grew into a network of over 60 librarians from academic libraries in South Africa. Through monthly meetings and a successful conference, the UJ Library is leading discussions on effective data utilisation and informing decision-making processes in libraries.

## Student surveys

In 2022, the UJ Library conducted a survey among undergraduate and postgraduate students to better understand their needs. The survey revealed that students were facing challenges in connecting with their peers and navigating the university environment. To address this, the library collaborated with the Centre for Psychological Services and Career Development (PsyCaD), UJ Sport, Student Affairs, and Campus Health to organise student expos on different campuses. These expos featured information stands, live music, and opportunities to win prizes. Renowned speakers and authors were also invited to address students on various topics, attracting large crowds. The expos proved highly successful, resulting in increased student engagement with the library.

## New digital platforms

Another challenge identified by students in the survey was that not all library resources were easy to locate and use. To address this concern, UJ Library implemented new digital platforms. Prior to this, the library had been using older platforms that were often cumbersome to use. In 2022, two new platforms, Esplo and Summon, were introduced, along with a new authentication system called OpenAthens. These make it much easier for users to find information. During 2023, the library will conduct a few workshops for staff and students, demonstrating how to effectively use these new platforms and explaining all their exciting functionalities. A further change during 2022 was migrating the entire library operating system, Sierra, from on-site servers to the cloud.

## A renewed Makerspace

During lockdown, students couldn't access and use the Library Makerspace. One of the exciting developments in 2022 was the installation of new equipment in the Makerspace at the Digital Fabrication Centre and watching how students gravitated to this space. Students from a wide variety of disciplines came to the Makerspace and used it for their projects and research.

## UJ Press

One of the key successes of 2022 was UJ Press. UJ Press was able to buy back files from several other university presses that were no longer viable, which enabled UJ Press to grow rapidly. In 2022, UJ Press uploaded 104 book titles onto the platform, with 30 of these being Open Access publications. During the year, UJ Press published 15 titles, and an impressive 57 titles are in the process for release in 2023. A key factor contributing to this success has been the extensive and comprehensive online marketing done for each book.

Authors who publish with UJ Press can choose whether their books should be made available as physical print books, as electronic books, or both. Authors can also choose whether their books should be Open Access or pay-to-read publications. All these various options made it possible for each author to select the best platform for their book.

As UJ Press developed, it established connections with Exclusive Books, in Rosebank. This collaboration led to several book launches at Exclusive Books during 2022.

## The UJ Library published its first book

One of the most widely read and downloaded books on the UJ Press platform was the edited book *Academic Libraries – Reflecting on Crisis, the Fourth Industrial Revolution and the Way Forward*. The book, published by the UJ Library, was edited by Dr Anette Janse van Vuren, a previous Executive Director of the Library. It has chapters from authors who are both librarians and non-librarians. Some of the chapters began as papers given by the authors at one of the UJ Library annual international conferences held between 2018 and 2021. In 2023, the library will publish another edited collection exploring academic libraries in Africa in which authors share their challenges and successes.

## Sharing ideas with libraries nationally and internationally

The book *Academic Libraries – Reflecting on Crisis, the Fourth Industrial Revolution and the Way Forward* aimed to foster conversations among librarians and library users, encouraging the exchange of best practices and innovative ideas in the world of information sharing. The UJ Library, known for its innovation and collaboration, was approached by the Johannesburg City Library to assist with their digital transformation efforts. The UJ Library team conducted workshops with the Johannesburg City Library leadership team, sharing experiences and insights. Additionally, UJ Library staff members were invited to assist Fort Hare University Library in designing an information literacy module. UJ staff also had the opportunity to showcase the development of the UJ Library app to Oxford Brookes University in the United Kingdom.

## Raising funds for students

A key concern of UJ Library staff is the well-being of students. In 2022, the library was able to get a R140,000 grant for student bursaries from the New Settlers Foundation. This grant was awarded to final-year, top-performing students who had outstanding debts with the university. By using this fund, students were able to clear their debts with the university, which ensured that they would be able to graduate in 2023.

## Library task teams

In 2018, UJ Library began working with task teams, which proved to be a successful approach for project implementation. In 2022, UJ Library organised multiple task teams focused on supporting the community, with a particular focus on Soweto. Several UJ Library staff worked at a school in Soweto to establish a library there. They painted the space, found books and set up a whole cataloguing system for the school library. The project was such a success that it motivated staff to pursue similar projects in future.







# INTERNATIONALISATION

UJ is committed to internationalisation, aiming to have a global impact and contribute to national, regional, and continental transformation agendas. The Division for Internationalisation plays a crucial role in realising UJ's vision of becoming an international university of choice, deeply rooted in Africa and shaping the future. Internationalisation at UJ encompasses creating an international campus environment, integrating students and staff from around the world, internationalising the academic curriculum, engaging in dialogue with international partners, as well as establishing research, student and staff mobility programmes. This intentional internationalisation approach enriches all aspects of UJ's mission, including student experiences, research and innovation, teaching and learning, and the university's international reputation.

In 2022, UJ saw a transition to a greater physical presence on campus after the disruptions caused by the COVID-19 pandemic. However, the experience of the pandemic highlighted the need for agility and innovation in teaching and learning. Virtual and hybrid teaching models have become integral, particularly at the postgraduate level, and UJ made significant investments in virtual programme offerings. While most events and mobility programmes remained virtual, the division successfully facilitated the return of international students to on-campus learning. Additionally, UJ experienced a notable increase in the number of international delegations visiting the campus, leading to predominantly on-campus meetings. Meaningful engagement with UJ's Universitas 21 (U21) partners and joint collaborative projects were also prioritised.

The year proved successful for internationalisation at UJ. Admission processes were streamlined, marketing strategies were refined, and efforts were made to attract and retain international students. Virtual events facilitated communication with international students, addressing uncertainties and concerns. Virtual mobility programmes offered cost-effective options for students, resulting in increased mobility numbers. UJ's collaboration with Times Higher Education (THE), U21, and BRICS networks further enhanced the university's global reputation and influence in global higher education and the Pan-African agenda. UJ's ascent in various rankings, including being ranked among the top universities for multiple SDGs in THE Impact Rankings, further solidified its global stature.

The Division for Internationalisation comprises directorates and units dedicated to study abroad, international student services, academic support, fundraising, administration, and international student recruitment and admissions. Over time, the division expanded from a small team to 15 permanent and two temporary staff members, reflecting its growing importance within the university.

Overall, UJ's commitment to internationalisation aligns with its mission of inspiring transformation through collaborative knowledge pursuit. Through partnerships and collaborations, UJ aims to make a positive impact and establish itself as a leader in global higher education.

## Study abroad and international student services

The Directorate is responsible for providing inbound and outbound study abroad opportunities. Additionally, it plays a crucial role in coordinating the welfare needs of international students, ensuring their smooth adjustment to the environment at UJ. This also includes providing assistance in case of an emergency.

The Directorate maintained its focus on virtual mobility programmes and continued to engage with study abroad partners and networks, ensuring that a variety of opportunities were available. UJ's strong relationships with U21, the Association of Commonwealth Universities (ACU), the International Education Association of South Africa (IEASA), and the South Africa Sweden University Forum (SASUF) were instrumental in providing these opportunities.

The development of Phase 4 of the outbound online study abroad application system is underway. This phase is aimed at enhancing the system's functionality and creating a more user-friendly dashboard.

## Virtual engagements

UJ, in collaboration with the University of Illinois Urbana-Champaign, presented its first virtual World Café on 23 March 2022. The event, titled 'Racism and Apartheid in South Africa and the United States', aimed to foster meaningful discussions on these important topics. UJ partnered with the Johannesburg Institute for Advanced Study for the second virtual World Café. The event, held on 21 April 2022, featured Prof Zakes Mda, author of the book *Wayfarer's Hymns*. The third virtual World Café was hosted on 23 August 2023, in partnership with Birzeit University and the 'RIGHT 2 EDUCATION' campaign in Palestine. The event, titled 'Education under Occupation: A focus on Palestine', shed light on the challenges faced in Palestine.

## Physical and virtual mobility

In 2022, the university witnessed significant mobility figures, both physical and virtual:

Inbound students	19,235	Outbound students	22,900
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Of these numbers, there were 1,133 inbound physical mobilities and 681 outbound physical mobilities. The Directorate delivered three co-funded Africa-by-Bus Programmes with the Faculty of Humanities (Botswana), the Faculty of Engineering and the Built Environment (Zimbabwe), and the College of Business and Economics (Namibia). Additionally, the programme also delivered an upcycle challenge programme with eight student entrepreneurs in the Netherlands in collaboration with NUFFIC Neso, the University of the Witwatersrand, and Fonty's University.

## Partnerships

The Directorate is responsible for facilitating international partnerships, including joint and co-badged degrees, and providing support to UJ stakeholders in developing SLPs.

In 2022, UJ continued hosting both physical and virtual meetings with international partners and facilitated several high-level engagements with international universities as well as foreign missions. The Division for Internationalisation supported a delegation led by Prof Tshilidzi Marwala, former UJ Vice-Chancellor and Principal, to the Caucasus University, Georgia, in August. The programme included the signing of a memorandum of understanding (MOU) between both universities and further discussions regarding collaboration. Caucasus University also bestowed an honorary doctorate on Prof Marwala. Prof Marwala and his senior management team also met with Mr Vincent Spera, Consul-General, US Consulate in Johannesburg, to discuss US-UJ engagements, fundraising and alumni engagement.

To provide support to UJ academics in developing Pan-African partnerships, Academic Services worked together with a consortium of international offices from different universities, led by the Durban University of Technology, on a successful submission to the University Capacity Development Programme aimed at strengthening African university partnerships. Two presentations were delivered to support internationalisation strategies for the History Department and for the Faculty of Health Sciences (FHS) as part of their postgraduate programme.

In 2022, several Erasmus+ joint degrees and partnership agreements were finalised.

## Fundraising and administration

In 2022, the Directorate of Fundraising and Administration at UJ successfully raised a total of R31,903,501 through international funding initiatives. Notable grants and funding achievements include:

- The Faculty of Law secured an R8 million grant for the design phase of a project aimed at developing a new generation of women in law in Africa.
- The Centre for Cyber Physical Food, Energy and Water Systems received R14 million for the development of a Master's Degree in Energy Poverty Alleviation Technologies.
- The Faculty of Education secured funds from the Carnegie Fellowship Programme.
- Various scholarship programmes, including the Zimbabwe Presidential Office and the Gabon Scholarship, continued to support students.
- A fundraising drive targeting Zimbabwe corporates resulted in an agreement with BancABC for digital transformation courses.
- Generous contributions were made by the Chinese Consulate-General towards the Belt and Road Initiative and Funda UJabule School.

## International Student Recruitment and Admissions Unit

The International Student Recruitment and Admissions Unit is responsible for global student recruitment and for helping all international students in terms of registration queries. In 2022, the university's formal degree and diploma programmes had the following headcount:

Undergraduate	2,437	Postgraduate	1,808
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The university is a member of the Council of International Schools (CIS), granting access to prestigious international schools worldwide. UJ also collaborates with regional international school bodies, such as CIS – East Asia Regional Council of Schools (CIS-EARCOS), engaging in workshops and conferences with career guidance teachers. The university utilises the Keystone digital marketing platform for targeted marketing, generating leads for various programmes. Physical international recruitment efforts resumed in 2022, with information sessions conducted in Lesotho and Botswana. Additionally, UJ conducted web banner and print advert campaigns in African countries, such as Ghana, Kenya, Namibia, Nigeria, Tanzania, Lesotho, and Namibia, to promote its offerings. Close communication was maintained with guidance teachers for application and admission information.

## Global reputation (marketing, events and visits)

In 2022, UJ implemented global advertising campaigns through both print and digital mediums. The Division for Internationalisation produced the 2023 Z-Card for international applicants and ran print ads in two African countries. UJ continued to maintain strong rankings, with 11 subjects recognised among the best globally in QS World University Rankings. Additionally, UJ achieved recognition as one of the top 100 universities worldwide for its contribution to seven UN SDGs in the THE Impact Rankings. Throughout the year, UJ hosted several events, such as the 'Influencing through Thought Leadership' event and 'Science Communication and Media as a Catalyst for Activism and Social Justice' event. The division also collaborated with international partners for information sessions on French and Taiwanese scholarship programmes.





# FACULTY PERFORMANCE

Over the past few years, the university implemented several changes to its faculty structure. In 2017, the Faculty of Management and the Faculty of Economic and Financial Sciences merged to create the College of Business and Economics (CBE). In 2020, the Johannesburg Business School (JBS) was separated from the CBE and was established as an independent entity within UJ's faculty system.

The adjustments to the faculty structure have been made in response to ongoing changes in the workplace and the qualifications and skill sets sought after by graduates. UJ is committed to ensuring that its graduates are well-equipped to contribute as critical citizens to the labour market and to society more broadly.

This review encompasses the University of Johannesburg's (UJ) college, business school, and seven faculties.

College of Business and Economics (CBE)

Faculty of Art, Design and Architecture (FADA)

Faculty of Education

Faculty of Engineering and the Built Environment

Faculty of Health Sciences

Faculty of Humanities

Faculty of Law

Faculty of Science

Johannesburg Business School



# COLLEGE OF BUSINESS AND ECONOMICS (CBE)

In 2022, the CBE experienced a turning point as it emerged from the pandemic. Face-to-face teaching resumed, bringing life back to the campus. Despite global uncertainties caused by conflicts, political tensions, and disruptions in supply chains, the CBE showed strong performance during this turbulent time.

## Staff profile

The CBE has a diverse staff profile, consisting of 514 employees. Among them, 69% are academic staff, while 31% are professional support staff. International staff members make up 17% of the academic staff. Over 42% of the academic staff hold doctoral qualifications, indicating a high level of expertise.

UJ aims to ensure equity in its workforce and uses the economically active population (EAP) as a benchmark for analysis. White females are overrepresented at 19%, exceeding their EAP by 15 percentage points. In contrast, black males and females are underrepresented at 18% and 25%, respectively, falling below their EAP by 26 and 11 percentage points. UJ acknowledges the need to address these disparities and create a more inclusive work environment. Additionally, there is one staff member with a declared disability, which highlights the importance of promoting inclusivity for individuals with disabilities.

## Staff development

In 2022, the CBE prioritised staff development through programmes such as leadership training, mentoring, and career workshops. Staff members attended prestigious training programmes, including executive leadership training at Harvard Business School. Well-being support was provided, focusing on self-care and emotional intelligence. These initiatives resulted in staff achieving doctoral qualifications and promotions, although efforts are needed to address underrepresentation of black South Africans in promotions. Inaugural lectures by esteemed professors contributed to research dissemination.



## Staff achievements

At the end of 2022, there were 37 National Research Foundation (NRF) rated researchers, which is an increase of nine NRF-rated researchers compared to 2021. Of these researchers, ten were newly rated or retained their rating in 2022. Among the rated researchers, Prof MT Ewing, Prof RN Nunkoo, and Prof CM Rogerson hold B ratings. Their research outputs have been recognised by their peers for their high quality and impact.

The CBE staff members demonstrated exceptional contributions to the university and society. Unsurprisingly, numerous awards and recognitions were bestowed on staff. They were invited as keynote speakers at different events, won best paper awards at conferences, and were elected to the boards of learned societies.

## Student enrolment, profile and graduates

The CBE focuses on student access, success and support. Initiatives such as the First Year Experience (FYE), Senior Student Experience (SSE), Integrated Student Success Initiative (ISSI), and student peer mentoring prioritise mental health support and comprehensive learning experiences. Student satisfaction remained high based on surveys; however, despite efforts, student performance in 2022 fell short, attributed to challenges such as poor attendance, limited engagement, socioeconomic factors, online learning difficulties, and a lack of campus life. Recommendations have been made to address these issues.

Noteworthy student achievements include Madelie Olivey's role on the Financial Reporting Standards Council, Caitlin Rooskrantz's gold win at the Artistic Gymnastics World Cup, and Pranisha Rama's first place in the 3MT Competition, highlighting student excellence beyond academics.

## New programmes

The rapidly changing world of work requires economic participants to have the kind of mental agility that would allow them to learn new skills, adapt to new developments swiftly, and to be able to find creative solutions to problems that arise in varying contexts. In response to this need, the CBE introduced three qualifications approved by the Senate:

- Bachelor of Commerce Flexible
- Master of Information Systems
- PhD in Development and Innovation

Furthermore, the South African Institute of Chartered Accountants (SAICA) accredited the online BCom Accountancy programme offered by the CBE. This accreditation allows students to pursue the Associate General Accountant AGA(SA) designation.





## Continuing education programmes (CEPs)

Continuing education is an integral part of the CBE, which has an outstanding track record of enabling non-traditional students from across the country to pursue their academic and professional goals. The CBE offers a range of programmes, including whole programmes, bridging programmes and primarily, short learning programmes (SLPs). Recent developments indicate an increased focus of SLPs on Fourth Industrial Revolution (4IR) related aspects.

In 2022, there were 66 active CEPs, slightly down from 69 in 2021. Total enrolments in CEPs, including registrations for non-degree purposes, master's and doctoral preregistrations, and occasional registrations, reached 7,851 in 2022, which is a 4% increase compared to 7,563 in 2021. Additionally, the CBE expanded its online offerings, with 13 whole programmes compared to nine in 2021.

## Innovations in teaching and learning

The CBE focuses on innovation in teaching and learning, particularly in relation to the 4IR. Initiatives such as workshops, enrichment modules, and a personal development programme for students contribute to market-relevant course content. As a result, the CBE achieved high rankings and recognition, with Psychology ranking second in South Africa and Business and Economics ranking fourth in the 2022/2023 Times Higher Education (THE) World University Rankings. The CBE's teaching quality was also acknowledged by professional bodies, and UJ is the first university in South Africa to offer the Chartered Global Management Accountant (CGMA) Finance Leadership Programme. These efforts demonstrate the CBE and UJ's commitment to providing innovative education for future success.

## Research outputs

The CBE has a substantial research profile, with a large number of active researchers. The total number of accredited research publication units reached 436, indicating a high rate of publications per capita. There was a significant increase in journal and conference output types, including a milestone of surpassing 500 journal articles for the first time.

CBE researchers also focused on Scholarship of Teaching and Learning (SoTL) publications, reflecting on their teaching experiences during and after the COVID-19 pandemic. Collaborative and rigorous research resulted in notable publications, including *The Oxford Handbook of the South African Economy*, which was launched with a keynote address by the President of South Africa, Cyril Ramaphosa.

## Impact

The CBE actively engages in social and economic matters that are important to South Africa, as reflected in a word cloud analysis of its 2022 research, which highlights themes such as economic performance, risk, COVID, technology, youth, and tourism.

CBE's research continues to be original, rigorous, and impactful, as evidenced by improvements in impact metrics. The number of Scopus-listed publications increased to 658 (+14.24%), Scopus-listed publications in collaboration with international scholars increased to 46% (+3.6%), and Scopus citations stand at 7,582 (+16.52%). Publications in the top 10% of global journals (SNIP – source normalised impact per paper) increased by 14.38%, reaching 31%.

These positive developments are not surprising considering that several highly cited researchers are affiliated with the CBE. Its researchers have been recognised by Clarivate Analytics, appearing in the prestigious list of highly cited researchers, which highlights the top 1% of experts in their respective fields.

## Postdoctoral research fellows (PDRFs)

UJ has seen significant growth in the number of PDRFs in recent years, with an increase from 12 in 2017 to 50 in 2022. This has been accompanied by a rise in the average output per capita, from 0.8 in 2020 to 1.1 in 2021. UJ recognises the achievements of high-performing PDRFs by appointing them as senior PDRFs. Drs Adekanmbi, Shava, and Hassan from the CBE received PDRF excellence awards for their outstanding contributions. Dr Adekanmbi published over 30 accredited articles, Dr Shava published 12 articles and three book chapters, and Dr Hassan published 23 accredited research articles, all under the guidance of their respective supervisors.

## Research funding

The CBE relies on funding from the National Research Foundation (NRF) and competitive research grants to support its research endeavours. In 2022, the CBE experienced a 16.8% increase in research income, amounting to R30 million. Despite the challenges posed by the pandemic, revenue from research projects with defined deliverables in contracts grew by over 58%. Noteworthy funding achievements include Dr Stiehler-Mulder securing R2.3 million for youth skills development in the retail industry and Centre for Competition Regulation and Economic Development (CCRED) obtaining R8.97 million to support the Industrial Development Think Tank. Furthermore, Prof Okoro, Prof Tregenna, and Visiting Professor Gehl Sampath secured substantial grants for research in technology, innovation, leadership development, and vaccine production. These achievements underscore the CBE's ability to attract funding and conduct impactful research across various disciplines.



## Joint, exchange and study abroad programmes (including virtual)

The CBE pursued strategic internationalisation efforts, fostering collaborations with international partners through hosting conferences, applying for funding, and facilitating student exchange programmes. In partnership with the South African Research Chairs Initiative (SARChI) Trilateral Research Chair, the CBE organised a debate series on energy and innovation policy. The CBE students participated in the Africa-by-Bus initiative to Namibia to gain exposure to foreign markets and cultures. In terms of mobility, the CBE exceeded its target by 14 times, with a significant flow of inbound and outbound staff and student activity. Notably, Nkosingiphile Mkhize received a prestigious Fulbright Foreign Student Programme scholarship.

## Alumni and stakeholder engagements and external funding

In May 2022, the CBE launched the UJ Zimbabwean Alumni Chapter, aiming to reconnect with its Zimbabwean graduates and explore collaborative opportunities. The CBE supports its accountancy graduates in preparing for the Initial Test of Competence (ITC) and takes pride in having the highest number of black graduates contributing to the accounting profession, with a remarkable 21% success rate for first-time black candidates in 2022. The Dignitas Awards recognised CBE alum Ms Mamello Matikinca-Ngwenya as one of South Africa's youngest chief economists.

Financial stability is crucial, and the CBE contributed R326 million (41% of UJ's third-stream revenue) to support staff, bursaries, research, and international relations. Notable individuals associated with the CBE, including Mr Ajen Sita, Ms Monica Singer, and Mr Mteto Nyati, received prestigious awards and recognition for their contributions to business and technology.

## Financial and resource management

The CBE manages its finances transparently and prudently. This is fundamental to long-term sustainability, together with its efforts that generate additional income and contribute to UJ's resources. The CBE's financial position remained stable, and it maintained reasonably strong income streams to support the academic project and the institutional objectives. It is well-placed to invest in its strategic priorities, including helping students who are academically deserving but burdened with historic debt.



# FACULTY OF ART, DESIGN AND ARCHITECTURE (FADA)

In 2022, the faculty aspired to meet performance targets linked with UJ's strategic plan. Administrative and academic staff were attentive to UJ's strategic imperatives. This executive summary reviews the critical issues the faculty's academic departments, research centres, and UJ Arts and Culture addressed in 2022. Additionally, it provides an overview of the highlights and challenges experienced.

## Student enrolment, profile and graduates

In 2022, FADA had a total enrolment of 1,399 students, with 78.5% being undergraduate students. Among the student body, 78% belonged to designated groups, with a higher percentage of female students at both the undergraduate (51%) and postgraduate levels.

The undergraduate headcount slightly decreased to 1,112, with 76% pursuing degrees and 24% pursuing diplomas. At the postgraduate level, there was an increase in honours programme enrolment, while the number of master's and doctoral candidates remained relatively stable. Additionally, the international student enrolment showed a slight increase, with more first-time entrants and overall growth in undergraduate and postgraduate numbers.

The academic performance of students experienced a slight decline, with an overall dropout rate of 17% at the undergraduate level. However, there was an increase in graduation output, particularly in the undergraduate programmes, leading to an overall graduation rate of 36.2%. Student satisfaction was reported at 82% for undergraduates and 89% for postgraduates.

To address the increase in dropout rates and enhance student performance and satisfaction within the faculty, ongoing discussions and analyses are being conducted.



## Student achievements

In 2022, students from various departments within FADA participated in several competitions and achieved notable successes. The Department of Graphic Design had finalists in the Loeries Student Design Competition, with one student winning the bronze award and another student winning the silver award in the Pendoring Awards. In the Department of Fashion Design, a BA honours student won the South African Fashion Week new talent search, and an alumnus won the Mr Price + Creative Collabs competition. The Department of Industrial Design participated in the Hansgröhe Student Design Competition and the Department of Trade and Industry (DTI) Furniture Design Competition. Students from the Department of Visual Art exhibited their work and made it to the finals of prestigious art awards and fairs. These achievements demonstrate the talent and creativity of the students in the faculty and their dedication to excellence in their respective fields.

## Research and innovation

The faculty continues to contribute to the various disciplines in art, design, architecture, visual culture, and art and design history through textual research output, participation in relevant conferences, and creative research endeavours. In 2022, the target was to submit 62 research outputs, with all departments and divisions being research active. Visual Identities in Art Design (VIAD) remained the largest contributor to the faculty's research output.

The Department of Higher Education and Training (DHET) introduced creative outputs, which have been incorporated into FADA's research output target. A staff exhibition held in the FADA gallery provided an opportunity for several staff members to actively participate in creative research output in the Design and Fine Art categories. In addition, the artist-in-residence programme hosted by UJ Arts and Culture delivered four creative outputs in the Theatre, Performance and Dance category.

## NRF-SARChI Chair in South African Art and Visual Culture

In 2022, Prof Brenda Schmähmann, the NRF-SARChI Chairholder, made considerable contributions to research and publications, doctoral supervision, and student support. She authored or co-authored articles, submitted book chapters, delivered a guest lecture, and presented conference papers at prestigious events.

## Visual Identities in Art and Design (VIAD)

In 2022, the VIAD Research Centre at UJ focused on enhancing UJ's Global Excellence and Stature (GES). Through high-quality research outputs, the accomplishments of research associates and visiting professors, and impactful projects, VIAD made significant contributions to UJ's international profile. The centre's appointment of renowned scholars and artists in Black Studies and African-Diasporic Visual Culture added prestige and aligned with VIAD's focus on 'Living histories'.

VIAD exceeded its research output targets, with submissions that met high academic standards and contributed to critical rethinking. VIAD's public programmes, interdisciplinary platforms, and publications critically examined historical and contemporary issues, aligning with UJ's transformative goals. Overall, VIAD's work significantly enhanced UJ's global excellence, reputation, and engagement in art and design.



## Internationalisation

In 2022, UJ engaged in numerous international activities, fostering global partnerships and providing valuable learning and collaboration opportunities for students and staff. Highlights include:

- **The Architecture Department** welcomed a visiting delegation from Limkokwing University in Eswatini, recognising UJ as a benchmark institution in architecture.
- A student in the Advanced Diploma in Architecture Programme studied at the Institute of Advanced Architecture in Barcelona, sharing his digital learning experience upon returning to UJ.
- **The Department of Fashion** participated in an international online fashion education symposium and hosted talks by renowned fashion designers from Italy and Belgium.
- **The Department of Interior Design** established a memorandum of agreement (MOA) with Hasselt University in Belgium.
- **The Department of Jewellery Design** enabled students to participate in international jewellery events and hosted workshops with international experts.
- **The Multimedia Department** engaged in exchange programmes with institutions in Poland and Eswatini.
- **The Visual Art Department** received grants for travel and scholarships, allowing a student to study at the Royal Academy in Antwerp.
- **The Department of Industrial Design** achieved recognition in international competitions and sent a student to the ARS Electronica Digital Art Festival in Austria.
- **The Graduate School of Architecture** collaborated with various international institutions through exchanges and visits, and its staff members delivered presentations at architectural events worldwide.
- **The VIAD department** hosted touring exhibitions, signed partnership agreements, and continued its online platform exploring sound heritage.

These international engagements across multiple departments reflect UJ's commitment to global collaboration, knowledge exchange, and the promotion of diverse perspectives in education and research.

## Alumni and stakeholder engagement

The faculty co-hosted an alumni event with the University Alumni Relations Office, coinciding with the annual end-of-year student exhibition opening. Guest speaker Heidi Lu from Counterspace and Architect, along with senior staff, addressed guests, welcomed alumni, and opened the exhibition.



## UJ Arts and Culture

UJ Arts and Culture, a division of FADA, played a crucial role in hosting various university and external events, including meetings, conferences, concerts, festivals, and theatre productions. It also offered extramural arts and culture programmes to students and presented an annual performing arts and exhibitions programme. The division made significant contributions to UJ's strategic objectives, supporting research efforts and implementing a 4IR conference. It provided learning and mentorship opportunities for students and collaborated with international partners.

The annual performing arts and exhibitions programme encompassed physical and virtual exhibitions, playwriting laboratories, music concerts, comedy shows, theatrical productions, and conferences. The division formed strong partnerships with organisations such as MTN SA Foundation, Wits School of Arts, Goethe Institute, and many others. It also supported activities presented by other university departments and units.

The interdisciplinary theatre programme, known as 'The Theatre 101 Lecture Series', promoted creative collaboration and skill acquisition across disciplines. Second-year FADA students worked together in interdisciplinary groups on various design elements of a production. The programme aims to develop creative and critical thinking, problem-solving skills, and an understanding of collaborative environments.

UJ Arts and Culture received notable recognition and awards. Their production of *Hlakanyana* won the Award for Best Public Performance at the HSS Awards Ceremony, and their production of *Macabre* received nominations for the Vrystaat Arts Festival's Trailblazer Award. The division's activities garnered significant media attention and had a strong digital presence with a substantial number of followers across social media platforms.

Overall, UJ Arts and Culture contributes to the university's cultural and artistic landscape by providing diverse experiences, promoting interdisciplinary collaboration, and fostering talent development and recognition.

## Resource management

FADA is committed to growing and maintaining its resources, including studios, workshops, computer labs, and the FabLab. The FabLab provides students with digital design opportunities and features modern equipment, including 3D printers, CNC machines, virtual reality headsets, and drones.

The UJ Art Collection, valued at around R105 million, requires attention for proper storage, documentation, inventory, and display spaces to prevent damage and deterioration. FADA manages various facilities, including the UJ Arts Centre, UJ Art Gallery, Experimental Theatre, Bunting Theatre, and offices on different campuses. The Bunting Road facility is set to undergo refurbishment to support research, academic, and arts and culture activities.



The Faculty of Education at UJ is committed to promoting social justice and transforming education practice and research, particularly in the context of 4IR. It offers a wide range of academic programmes, from pre-service teacher education to doctoral qualifications, and it provides options for continuing education and postdoctoral research. The faculty comprises three departments, collaborates with teaching schools and government entities to enhance teacher training and innovative practices, focuses on child development, offers professional development opportunities, conducts research through specialised centres, and aims to advance education and address emerging challenges with a focus on social justice and the impact of 4IR.

## Staff development

Staff at the faculty had access to development opportunities, such as UJ masterclasses and Centre for Academic Technologies (CAT) workshops. Annoto application was tested by 18 staff members, enabling interactive group learning.

Prof Luneta secured funding for joint supervision training, and Prof Yassim's team won a research award. Five staff members completed the Women in Leadership Programme, and Prof Ramsaroop completed the Research Leadership Programme. Administrative staff also benefitted from HR-led development activities.

## NRF-rated researchers

The faculty's number of NRF-rated researchers has been growing steadily over the years. In 2022, there were 26 NRF-rated researchers.

## Staff achievements

The faculty's staff received numerous national and international awards and recognition. Distinguished visiting professors Philip Hallinger and Tony Onwegbuzie were ranked highly in social sciences and humanities. Dr Dean van der Merwe won the Vice-Chancellor's Most Promising Teacher prize, while Prof Andy Carolin received the Vice-Chancellor's Teacher Excellence Award and the Distinguished Award for Book of the Year. Prof Sarah Gravett was inducted into the Academy of Science of South Africa, and Prof Kakoma Luneta was recognised as a research supervisor by the UJ Council for Graduate Education. Prof Jacqueline Batchelor became a Teaching Advancement at Universities (TAU) Fellow and was elected to the Universitas 21 (U21) Educational Innovation Learning Analytics working group. Prof Chisholm was elected Corresponding Fellow of the British Academy, and there were also nominations for Prof Elizabeth Henning and Prof Tumi Diale.



## Student enrolment, profile and graduates

In 2022, a total of 4,638 students were enrolled, of whom 3,314 were undergraduates (70%) and 1,395 postgraduate students (30%). The number of postgraduate students has steadily increased over the last five years. In 2022, there were 1,057 first-time entering undergraduate degree enrolments. There were 3,243 enrolments in the initial teacher education (ITE) programmes, namely the Bachelor of Education (BEEd) and the Postgraduate Certificate in Education (PGCE). There were 573 enrolments in master's programmes and 179 in doctoral programmes.

In terms of demographics, the student profile comprised 78% black students (n=3,621), 5% Coloured students (n=220), 3% Indian students (n=166), 7% white students (n=333), 4% international students (n=176), and 3% with no information available (n=122).

In 2022, the academic performance of students was generally satisfactory, although there were challenges with returning students (often due to financial stress) and the number of academic exclusions at undergraduate levels. Nevertheless, there was a slight increase in the course success rate for the BEEd (four-year undergraduate degree), from 91.6% in 2021 to 93.2% in 2022. Graduate output at postgraduate levels remained steady, although there was a gradual increase in the Postgraduate Diploma in Higher Education (PGDipHE) and honours numbers.

## Student access, success and support

Student support remained a priority at UJ in 2022 as face-to-face classes resumed. The faculty conducted a year-long FYE seminar led by Prof Batchelor and Mr Baloyi, with 10 tutors providing support. The seminar served as a best practice example for other faculties, with high student engagement and individualised support. Students participated in quizzes, journal reflections, and group activities, and received check-in videos addressing various student concerns, including support services related to the National Student Financial Aid Scheme (NSFAS), exam preparation, study skills, time management, and COVID-19 vaccination information.

## UJenius Club

In 2022, six students were recognised and featured on the UJenius list, and 93 Orange Carpet students were admitted. The number of Orange Carpet students is testament to the growing importance of teaching as a career, as academic excellence is one of the hallmarks of countries that produce top-performing teachers. The key now is to ensure that these Orange Carpet students receive sufficient support to retain their academic scores in successive years of study so that they transition into becoming UJenius students.



## Innovations, new initiatives, and quality management

The faculty offers teacher education programmes coordinated by the Manager: ITE and Vice-Dean: Teaching and Learning. Subject specialisations are provided by different faculties, and quality enhancement is facilitated through focus groups and committees.

The faculty integrated 4IR into its programmes, incorporating coding, virtual reality, and STEM education. Innovations include 21st-century competencies, avatar-based teaching practice with Mursion, and a state-of-the-art Makerspace in the Funda UJabule School. The faculty expanded partnerships, launched a school-based student teacher programme, developed SLPs, established the Centre for Neurodiversity, and launched an online honours programme with Higher Education Partners South Africa (HEPSA).

## Research outputs

The faculty's research output continued to grow steadily with a submission of 211.16 research output units in 2022 against a target of 200, mostly from journal articles, conference proceedings and book chapters.

## Impact

The faculty made a significant impact through its research and innovation. An impressive 96.5% of articles were published in international journals, with 49% focusing on 4IR themes. Within UJ, the faculty is a leader in the scholarship of teaching and learning (SoTL), with 63% of submissions in this area.

The faculty's commitment to advanced learning technologies was highlighted when it hosted the International Virtual and Augmented Reality Technology-enhanced Learning (VAREL) conference in collaboration with UJ's Metaverse Research Unit. Additionally, the Department of Science, Mathematics, and Technology played a key role in empowering science teachers and inspiring students to pursue STEM education.

## Postdoctoral research fellows (PDRFs)

Over the last three years, there has been a considerable increase in the number of PDRFs and supervisors, with many more staff taking on the role of supervisors. The number of accredited journal article units from the PDRF cohort grew from 44.09 units in 2021 to 61.18 units in 2022, but the number of book chapters decreased. The growth in the PDRF cohort is largely due to the stewardship and coordination of the Vice-Dean: Research and Internationalisation, Prof Mdu Ndlovu. Seven PDRFs were offered a special appointment as senior PDRFs because of their better-than-average research publication output in 2022. One PDRF, Dr Chiedu Eseadi, supervised by Prof Tumi Diale, published an impressive 9.07 research output units, one of the highest at UJ.

## Research structures

The faculty made significant strides in its research and collaboration efforts through its SARCHI Research Chairs and Research Centres. The SARCHI Chair: Integrated Studies of Learning Language, Science and Mathematics in the Primary School, led by Prof Elizabeth Henning, focuses on the intersection of STEM learning and reading competence in primary school learners. The Chair made progress in functional Near-Infrared Spectroscopy (fNIRS) research and language test validation. Collaborations with Harvard and the University of Helsinki have been longstanding.

The SARCHI Chair in Education and Care in Childhood, headed by Prof Jace Pillay, centres on the psycho-social development and mental health of children and youth. The Chair established research partnerships, including one with Johns Hopkins University and the Department of Basic Education, leading to the rollout of psychosocial support programmes in South African schools.

The SARCHI Chair in Teaching and Learning, led by Prof Shireen Motala, had a transdisciplinary focus on post-school education and training. Equitable access, transformation, inclusion, diversity, and indigenous knowledge are key aspects of the Chair's work. It collaborates with various global higher education networks and associations.

The DHET-DST/NRF SARCHI Chair in Community, Adult and Worker Education (CAWE), in conjunction with the Centre for Education Rights and Transformation (CERT), addressed the role of community, adult and worker education in tackling inequality, unemployment, and poverty. Prof Salim Vally, the interim director, delivered the SA Education and Research Association's 2022 Nelson Mandela Legacy Lecture.

The Ali Mazrui Centre for Higher Education Studies (AMCHES) continued to develop as a leading Pan-African centre for multidisciplinary research, training, and professional development in higher education. With a focus on access, equity, and social justice, AMCHES has grown its staff and supports doctoral students, PDRFs, distinguished visiting professors, and research associates.

Overall, the faculty's research chairs and centres contribute to advancing knowledge and addressing critical issues in education, childhood development, teaching and learning, community education, and higher education studies.

## Research funding

Research funding amounted to R9,654,996. The bulk of the funding was from the NRF.

## Partnership, stakeholder and community engagement

The faculty expanded its national and international network of collaborators, with a focus on Pan-African connections. Collaborations addressing the SDGs and African development were established, including the United Nations University's Global Leadership Training Programme for Sustainable Development in Africa, developed by SARCHI Chair Prof Vally in partnership with New York University and Tokyo University. Prof Vally also serves on the advisory committee of the Global Labour Research Centre.

The faculty fostered local partnerships with organisations such as Kagiso Trust and the National Education Collaboration Trust, addressing SDGs related to environmental integrity and social well-being. Staff and student exchanges were facilitated, including a Maths Modelling Week with Hasselt University in Belgium and staff exchanges with Oklahoma State University and Afyon Kocatepe University. These collaborations enhance research and teaching and promote sustainable development.

## Alumni and stakeholder engagements

The faculty welcomed Prof Diale as the UJ Convocation President and hosted an alumni function at the School of Tourism and Hospitality (STH), with both physical and online participation. The faculty is actively engaged with various national and international stakeholders, including government departments, educational councils, community organisations, and corporate foundations. These collaborations led to the provision of development scholarships, training, and support through Education Training and Development (ETDP) SETA.

Existing relationships with organisations such as U21 and UNESCO as well as international science councils continued, while new partnerships were established. Additionally, the appointment of Prof Lara Ragpot, a former staff member and alumna, as Dean of the School of Education at Trinity Western University in Canada strengthens international collaboration networks with UJ.







# FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT (FEBE)

Amid the challenges posed by the pandemic, the faculty demonstrated stability and excellence in key performance areas. Notably, student enrolment has seen steady growth, reaching a total of 9,254 in 2022 compared to 9,059 in 2021. FEBE is actively working to achieve a desired undergraduate to postgraduate split of 70% and 30%, respectively, with the current split at 75% undergraduate and 25% postgraduate students. Initiatives are being implemented to improve graduation rates and overall student success, despite a slight decrease in graduation rates due to the introduction of several new programmes.

Despite the pandemic, student satisfaction remained high, with 91% satisfaction among undergraduates and 86% among postgraduates. Their successful adaptation to online teaching contributes to this. FEBE employs 116 qualified academic staff members and excels in research and innovation, boasting 53 NRF-rated academics and research centres. Despite disruptions, FEBE remained stable, strategically growing and prioritising teaching quality. Their efforts have yielded positive outcomes and laid a solid foundation for future success.

## Quality management

FEBE established solid governance structures and collaborates with five professional bodies for undergraduate programme accreditation, ensuring quality management. These bodies include the Engineering Council of South Africa (ECSA), South African Council for Planners (SACPLAN), South African Geomatics Council (SAGC), South African Council for Project and Construction Management Professions (SACPCMP), and South African Council for the Quantity Surveying Profession (SACQSP). Accreditation visits from these professional bodies significantly enhanced the quality of FEBE's undergraduate programmes, validating their academic integrity and global competitiveness.

In 2022, ECSA visited Auckland Park Kingsway Campus and fully accredited three Bachelor of Engineering programmes, valid until the next accreditation visit in 2027. This achievement highlights FEBE's dedication to providing high-quality curricula and internationally recognised engineering qualifications.



## Staff achievements

FEBE takes pride in its outstanding staff whose dedication and commitment contribute significantly to the faculty's high-ranking performance across multiple key areas. Despite the recent instability in the higher education sector, FEBE has consistently demonstrated excellence in research and teaching, a testament to the exceptional quality of its faculty members.

## Research and innovation

Throughout its history, FEBE has maintained a strong culture of excellence in research and innovation. Demonstrating unwavering dedication, the faculty consistently met research output targets, surpassing them year after year. The 2022 year was no different, with FEBE reaching 788 research output units (OROSS – Online Research Output Submission System, as yet unaudited).

FEBE's postgraduate enrolments also significantly contributed towards the faculty's pursuit for research excellence. In 2022, the postgraduate enrolment headcount was 2,354, 25% of the total headcount. FEBE boasts the largest contingent of international students in postgraduate offerings, contributing significantly towards UJ's international profile. Following the pandemic, international registrations steadily improved.

Enhancing its research profile, FEBE also made great strides in research centres. These include the Water-Energy-Nexus centres, namely the Centre for Ecological Intelligence (CEI), the Atomic Layer Deposition Laboratory, and the Centre for Nano-Engineering and Tribo-Corrosion.

Despite the challenges of the increased teaching workload, given the phasing out and phasing in of new programmes, FEBE successfully contributed towards UJ's research objectives. The faculty also remained committed to the strategy that research-led teaching proves more beneficial towards both research and innovation and teaching and learning.

## Teaching and learning

FEBE focuses on aligning its curricula with the strategic objectives of the university and the country. Its teaching and learning strategy includes initiatives to support students and academics, while maintaining academic integrity. The faculty achieved accreditation for professional engineering and built environment programmes, minimising delays despite the pandemic. Accreditation visits resulted in positive feedback and commendations for leadership, staff, academic development, and integrated service modules. FEBE successfully implemented a hybrid teaching and learning approach with continuous assessment, leveraging lessons learned from the pandemic. The faculty's commitment, agility, and adaptability contribute to its teaching and learning excellence.



## Student enrolment, profile and graduates

In 2022, FEBE's student enrolment profile comprised 9,254 students. The faculty made a considerable recovery from the expected decrease in 2019, which largely occurred as a result of the phasing out of National Diploma and Bachelor of Technology (BTech) programmes.

In terms of gender representation, female students constituted 31% of the undergraduate population and 36% of the postgraduate level. Male students accounted for 69% of the undergraduate cohort and 65% of the postgraduate level.

FEBE contributed significantly to Science, Engineering and Technology (SET) enrolment at the university. However, resource constraints, both regarding infrastructure and academic staff, curtailed the faculty's growth. A more moderate and consistent approach towards enrolment was taken, until comprehensive trends of the new programmes can be projected. Infrastructure, marketing, student funding and attracting suitable academics play a key role with regard to enrolment and the sustainability of the engineering programmes. However, the faculty works hard in each of these areas to innovatively mitigate such challenges.

## Relevance and impact of academic programmes

FEBE successfully implemented programmes aligned with the Higher Education Qualification Sub-Framework (HEQSF), allowing undergraduate programmes to articulate into postgraduate studies up to the doctoral level. This contributed to stability and helped meet university enrolment targets in the SET sector. Increased interest in FEBE's honours programmes was observed, possibly due to limited employment opportunities during the pandemic. FEBE also developed SLPs in 4IR and the green economy, benefiting from strategic collaborations.

## Partnership, stakeholder and community engagement

FEBE aims to be a Pan-African centre of intellectual inquiry, engaging in global knowledge networks. It collaborated with the University of Zimbabwe to deliver a joint master's programme in Urban and Regional Planning, setting an example for future collaborations. FEBE addressed local community issues through initiatives like the Process, Energy and Environment Technology Station (PEETS), offering SLPs in the green economy. Partnerships with the Department of Science and Innovation and projects like 3D-printed RDP houses demonstrate FEBE's impact on societal solutions.

FEBE also actively engaged stakeholders through science centres, social media, and webinars to increase student enrolment. These efforts enhance FEBE's brand and highlight its relevance, innovation, and impact on local and global partners. FEBE aims to pioneer higher education in its continued engagements.



# FACULTY OF HEALTH SCIENCES (FHS)

UJ is driven by a mission to inspire its community in transforming and serving humanity through innovation and collaborative knowledge pursuit. This mission has been the cornerstone of the Faculty of Health Sciences' (FHS) strategic focus, guiding the identification and implementation of activities to advance UJ's goals. The faculty's report highlights its successful emergence from the profound impacts of the COVID-19 pandemic and reflects on the accomplishment of targets and positive trends, showcasing the faculty's progress and contributions.

## Excellence in Research and Innovation

In 2022, FHS focused on enhancing its research reputation by creating an enabling environment, attracting high-quality staff, and collaborating with national and international academics. The faculty exceeded its research output target, with increased publications and collaborations across departments. Researchers received recognition and awards for their work, both externally and internally. The faculty secured external funding and undertook collaborative projects. Initiatives were implemented to address challenges in research output and postgraduate research translation through collaboration and mentoring strategies. Overall, the faculty made significant progress in research excellence and fostering a supportive research ecosystem.

## Excellence in Teaching and Learning

In 2022, the faculty focused on excellence in teaching and learning through initiatives like diverse enrolment, quality curricula, innovative methods, and preparing students for the workforce. They slightly exceeded enrolment targets with 4,197 registered students. First-time entering students with a high APS increased, but postgraduate enrolments decreased due to accreditation delays. However, enrolments at the master's and doctoral levels increased.

While the faculty witnessed a decrease in non-designated student enrolment, black student enrolment remained stable. Enrolment of Coloured and Indian students slightly decreased. Financial constraints and funding delays affected registrations, especially for international students. Participation in SLPs increased compared to 2021, but it has not fully recovered to pre-pandemic levels. The SLP and Continuous Professional Development (CPD) Office registered more students and approved more activities compared to the previous year but still below pre-pandemic levels.



The faculty embraced technology in teaching, transitioning to a blended approach after emergency remote teaching in 2020. The Blackboard learning management system was widely used, with features like discussion forums promoting student engagement. Cutting-edge technologies, such as simulation labs, the Virtual Environment for Radiotherapy Training (VERT) system, HoloLens, and 3D modelling applications, enhanced the learning experience. However, challenges persisted, including poor campus internet connectivity, electricity outages impacting off-campus access to materials, and interruptions to technology use like 3D printers. These obstacles limited the extent and effectiveness of technology adoption in teaching within the faculty.

The Health Training Centre (HTC) in the faculty plays a crucial role in the success of health sciences students through clinical training. In 2022, the patient numbers at the HTC increased by 34% compared to the previous year, reaching a total of 25,096 patients. New clinics, including the Acupuncture Clinic and the Phytotherapy Clinic, were opened in 2021 and 2022, respectively, providing opportunities for undergraduate and postgraduate students. Patient wellness screenings, which were interrupted during the pandemic, resumed in 2022, with a total of 3,018 screenings conducted. Throughout the year, all clinics operated smoothly, reflecting the faculty's commitment to uninterrupted healthcare services.

In 2022, clinical training activities were less disrupted by the pandemic compared to the previous two years. However, certain departments had to prioritise senior students to ensure compliance before graduation, resulting in the need for catch-up skills for third and fourth-year students. Placement of biomedical students in accredited laboratories posed a challenge due to limited availability, but a 10-week training rotation was implemented to accommodate more students. Private laboratories also adjusted the length of their rotations. The Department of Biomedical Sciences enhanced learning and skills, while managing the ongoing risk of staff shortages at public hospitals for student supervision during clinical training.

## Graduation success and employment rates

In 2022, the faculty achieved a high success rate of 92.7%, exceeding the target of 90%. A total of 823 students graduated, comprising 568 undergraduate and 255 postgraduate students. The faculty boasts an impressive graduate employment rate, with 93% of graduates securing employment within 12 months of graduation.

## Programme development and decolonisation efforts

In 2022, the faculty focused on developing new programmes to enhance its curriculum. They introduced advanced and Postgraduate Diplomas in Biomedical Sciences, incorporated Chinese Medicine as an elective in the Bachelor and Master of Health Sciences in Complementary Medicine, and created an Honours Degree in Human Physiology and an Honours in Human Anatomy. They also worked on an MPhil in Healthcare Innovation and Technology.

New programmes received accreditation, while others await full accreditation from the Council on Higher Education (CHE). Programmes under consideration for accreditation include the Postgraduate Diploma in Occupational Health Nursing, Postgraduate Diploma in Mental Health, and Postgraduate Diploma in Community Health Nursing.

An external task team collaborated on a business plan for a medical programme, which was approved and submitted for accreditation. In line with decolonisation efforts, the faculty integrated local case studies, indigenous African knowledge, and social determinants of health into the curriculum. Their commitment to the scholarship of teaching and learning was reflected in the submission of 14 publications in 2022.

## Enriching, student-friendly learning and living experience

In 2022, the faculty focused on creating a student-friendly learning environment and providing holistic support. Mentorship programmes, tutorial support, and student committees enhanced academic success, while financial assistance initiatives and state-of-the-art facilities enriched the learning experience.

The faculty is converting the Anatomy Museum into a virtual learning laboratory and constructing an on-campus rescue simulation centre. These initiatives, along with the utilisation of technologies like SATLAB (Simulation Assessment Tool to Limit Assessor Bias) and the Vula app, demonstrate the faculty's commitment to providing a comprehensive educational experience and preparing students for their careers in health sciences.

## International profile for Global Excellence and Stature (GES)

In 2022, the faculty focused on enhancing its international profile through various initiatives. They increased the proportion of international students and recruited high-calibre international academic staff, including visiting professors and research fellows. Strategic partnerships with international universities were strengthened, leading to funding opportunities and collaboration. The number of international undergraduate and postgraduate students grew, and collaborative agreements were established with six international partners. Research collaborations, conference presentations, and student and staff mobility activities increased, including online exchanges and participation in workshops and seminars. The faculty aims to leverage opportunities and innovate further to enhance its international stature and pursue global excellence.

## National and global reputation management

The faculty gained a strong global reputation through significant accomplishments. Senior academics held influential positions in international science associations, served on editorial boards of leading journals, and contributed to international boards. Examples include Prof Abrahamse's involvement in multiple associations and editorial boards, Prof Houreld's role in the World Association of Photobiomodulation Therapy, and Dr Yelverton's Vice-Presidency in the European Council on Chiropractic Education. Dr Gower's work with the World Health Organisation, Dr Hu's chairmanship of the Chinese Medicine and Acupuncture Association of Africa, and Prof Phaswana-Mafuya's advisory role at the Africa Health Research Institute further contributed to the faculty's global excellence and reputation.

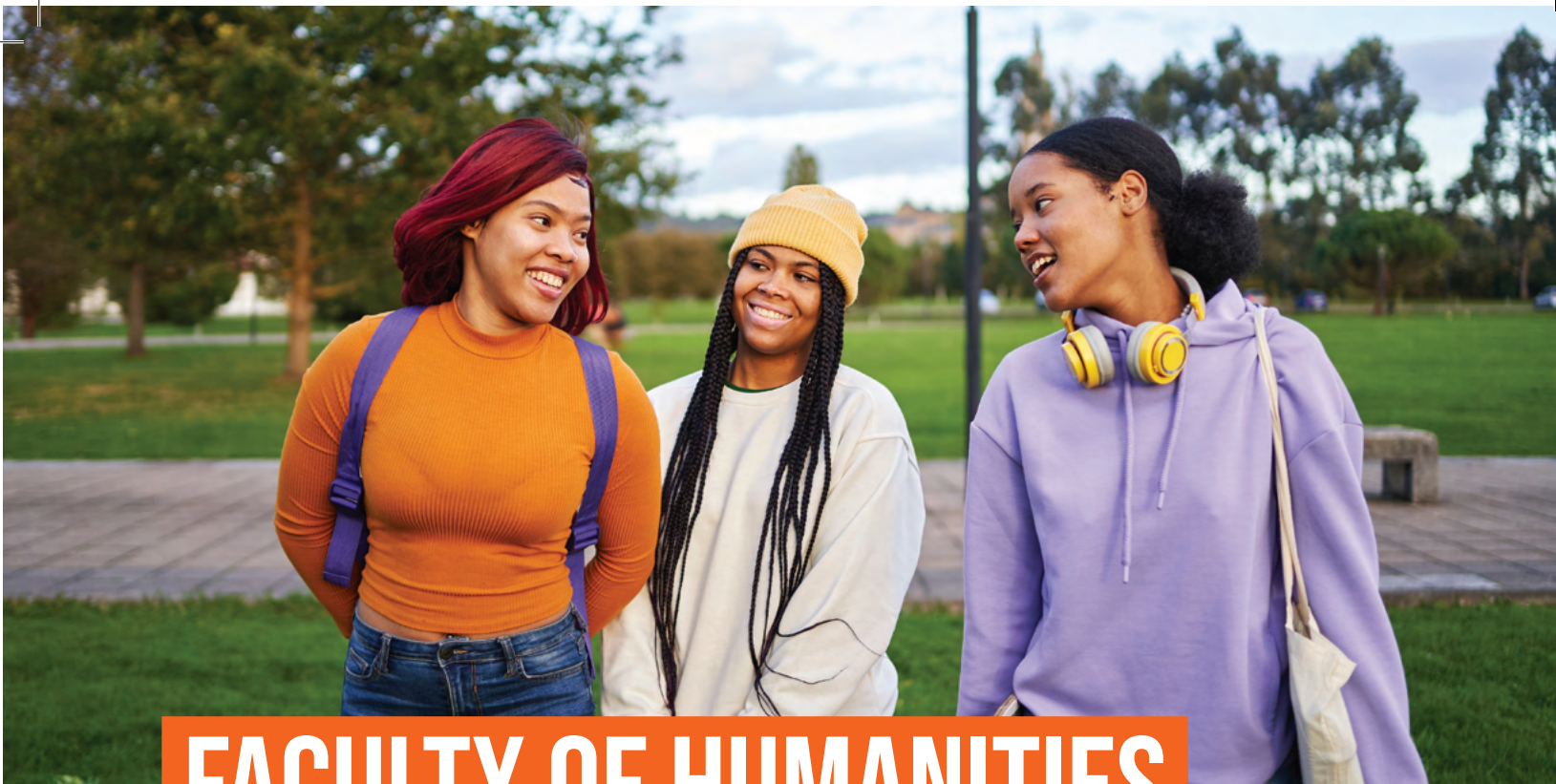
In 2022, the faculty focused on maintaining a dynamic brand through marketing initiatives, including engaging with learners through career guidance talks and health education sessions. Collaboration with other institutions, particularly in Gauteng, continued, providing opportunities for research and funding. Faculty staff remained active in the scientific community and contributed to journals and conferences. The faculty organised public lectures, participated in online conferences, and engaged with the media. Community engagement activities increased, including the operation of a wellness clinic. Overall, the faculty actively promoted its brand, engaged with learners and the community, collaborated with partners, and disseminated research through various platforms.

## Fitness for Global Excellence and Stature (GES)

In 2022, the faculty focused on promoting excellence in teaching and learning. They achieved this through maintaining an appropriate enrolment profile, enrolling exceptional students from diverse backgrounds, and offering up-to-date curricula. Technology was embraced in teaching, although challenges related to internet connectivity and power outages affected its full implementation. Clinical practice remained essential, and financial stability was sought through external income generation and fundraising for research. The faculty emphasised diversity among staff and offered professional development opportunities. Succession planning, environmental sustainability, and effective risk management practices were also prioritised. Overall, the faculty aimed for global excellence in health sciences through their initiatives in teaching, research, staff development, and sustainability.







# FACULTY OF HUMANITIES

The Faculty of Humanities at UJ has undergone significant transformations in response to decolonisation and global shifts in higher education. They reshaped undergraduate curricula, embraced an African-centered approach, and incorporated 4IR initiatives. The faculty consolidated departments, adapted teaching methods because of the COVID-19 pandemic and engaged in research and community partnerships. These efforts have been recognised with awards and an increase in NRF-rated scholars. The faculty's report highlights their commitment to student and staff success, sustainability, and alignment with the university's strategic objectives. They remain dedicated to their intellectual mission and university goals.

## Staff development

The faculty prioritised staff well-being and collaborated with the UJ Staff Wellness Committee to address issues such as stress, depression, conflict, and family matters. Educational initiatives, including webinars, were successful in improving staff socio-psychological well-being. The Accelerated Academic Mentorship Programme (AAMP) has been valuable to the faculty, with mentors playing an important role. The mentorship programme yielded positive results, with staff promotions increasing significantly. Faculty reserves were utilised to support coaching, staff development, career growth, and conflict resolution.

## Staff achievements

The faculty boasts 53 NRF-rated scholars and received 28 prestigious awards, including recognition for promoting Afrikaans poetry and representing the African region in implementing global standards for Social Work Education. Two teams, the Africa Centre for Evidence (ACE) and the Centre for Social Change (CSC), were honoured for their engaged scholarship, addressing poverty and inequality, and informing decision-making through evidence-based research. The Centre for Sociological Research and Practice (CSR) secured a R4 million grant for advancing agrarian studies and land reform in South Africa and Africa. Student awards were primarily attained by the School of Communication, with achievements in public relations, communication, and film. The faculty encourages staff and students to actively seek opportunities and nominations, maintaining a culture of participation and recognition.

## Student enrolment, profile and graduates

The faculty registered just under 6,000 students in 2022, with a total of 5,991 enrolments. The student profile comprised 90% black students. Of these enrolments, 79% (4,728) were undergraduates and 21% (1,263) were postgraduates.

In 2022, at the postgraduate level, the faculty had a total of 539 graduates (compared to 474 in 2021). The total number of graduates in each category was as follows:

Honours	359	Master's	147	Doctorate	33
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Of the 33 doctoral graduates, 12 (36.4%) were South African black candidates. The faculty performed well, with 50.3% of master's students completing their degree in two years, while 57.6% of doctoral graduates completed their degree over a four-year period. The former is a big improvement when compared to the previous year's 36%. The faculty aims to continually expand the number of students (both undergraduate and postgraduate) graduating in the minimum time. Student retention remains pivotal to improving success rates.

The recruitment of strongly performing students is an ongoing focus area, as the faculty's goal is to increase its number of UJenius students.

## Student access, success and support

The undergraduate module success rate remained high at The undergraduate module success rate remained high at 88.6%, and the final undergraduate dropout rate decreased to 10.6% compared to the previous year. The percentage of mainstream students completing their studies within three years increased to 56.6% in 2022 from 51% in 2020. The faculty aims to further improve the dropout rate annually and enhance student retention. Undergraduate student satisfaction remained similar to the previous year, with a rate of 90.1%, while postgraduate satisfaction increased to 88.8% in 2022.

The faculty provided accessible learning materials and focused on blended learning and online capabilities. A mentoring initiative called #AdoptFirstYearPRStudent was launched by third-year Public Relations students, resulting in fruitful outcomes, including a roundtable discussion on industry regulations. The faculty emphasised student welfare and continued to support students through the BA Extended Programme, providing mentorship and guidance to academically at-risk students.

## New programmes, partnerships, and graduate employability

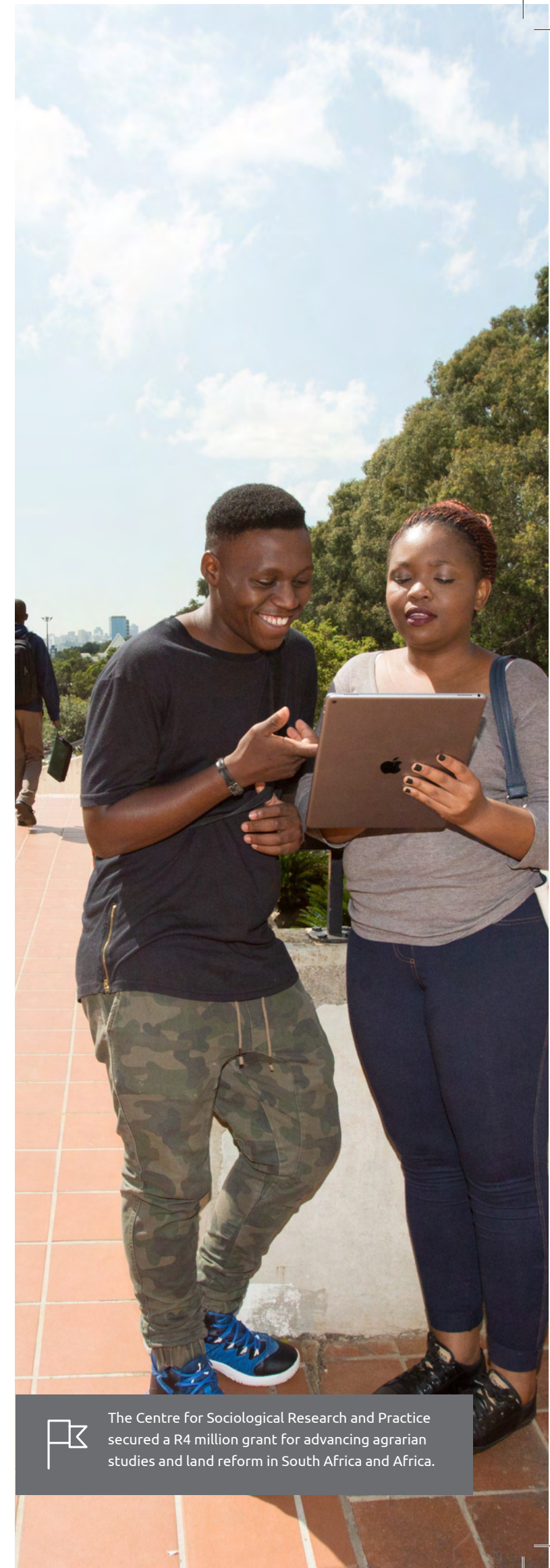
In 2022, the faculty achieved notable milestones. The Multilingual Language Services Office reintroduced language awards, honouring creative writing and courageous journalism. A new MA programme focusing on Africa and the Caribbean was launched in collaboration with the University of the West Indies. In addition, collaborative projects and academic partnerships were established with universities in Mozambique, Palestine, and the United States.

Webinars and seminars addressing mental health, 4IR, and machine learning were organised, promoting discussions on technology and human experiences. The faculty successfully integrated technological innovations into teaching and learning, resulting in various academic and teaching initiatives related to 4IR. Graduates exhibited high employment rates and entrepreneurship, demonstrating the faculty's commitment to innovation, research, and preparing students for the evolving job market.

## Publication outputs, PDRFs, impact and funding

Despite challenging circumstances, the faculty achieved a record number of research outputs, totalling 557 units. Annual citations in Scopus reached 5,653, and 20.5% of publications were in the top 10% of international journals. International co-authorships accounted for 46% of Scopus-listed publications. Distinguished professors and visiting professors contributed 34.45 units of research output, surpassing the target.

The faculty secured approximately R35 million in external research funding, with R10 million from international grants. Efforts are underway to expand the pool of grant applicants and access international grants. Additionally, three new Humanities centres were approved: the Qatar-South Africa Centre for Peace and Intercultural Understanding (CPIU), the Centre for Philosophy of Epidemiology, Medicine, and Public Health (CPEMPH), and Human-Material Relations (HUMARE). This reflects the faculty's committed to research excellence and strategic funding initiatives.



The Centre for Sociological Research and Practice secured a R4 million grant for advancing agrarian studies and land reform in South Africa and Africa.





## FACULTY OF LAW

The Faculty of Law at UJ is a highly regarded institution, despite being the second smallest faculty within the university. It is ranked among the top eight South African law faculties according to the 2022 Times Higher Education (THE) World University Rankings. Nationally, it is recognised as the third-best law faculty in South Africa. The faculty offers comprehensive undergraduate and postgraduate programmes, equipping students with critical legal skills. It also hosts four research centres and a Research Chair in international law, contributing to impactful research both locally and internationally. The faculty's law clinics provide practical experience for final-year students through community outreach work. Overall, the faculty is committed to becoming the preferred choice for law education on the African continent.

### Student enrolment, profile and graduates

Teaching in the faculty was split between teaching traditional law modules to law students and teaching the service modules offered to non-law students registered for diploma and degree programmes in other faculties. The total headcount was 1,913 for undergraduate and postgraduate programmes. Notably, all first-time law students had an APS of 35 or higher, and there were 258 registrations for postgraduate programmes.

The majority of students were female, with 58% female and 42% male among undergraduates, and 55% female and 45% male among postgraduates. The faculty conferred 280 undergraduate and 64 postgraduate degrees.

### Student access, success and support

The faculty's success rate in the traditional undergraduate law modules was 82%, and its first-year module success rate was 89%. The undergraduate satisfaction rate in 2022 was 92% (2021: 90%), and the postgraduate satisfaction rate was 86% (2021: 82%). Senior students were employed as senior tutors to mentor their junior undergraduate counterparts, contributing positively to the success and satisfaction rates.

The FYE at UJ is a comprehensive programme that supports first-year students through curricular and extracurricular initiatives. In 2022, the FYE was conducted virtually due to COVID-19 restrictions. This included integrated tutoring and library orientation within the Legal Skills module.

The Executive Dean hosted an engagement session for first-year law students, covering various topics, such as career options, ethics in the legal profession, exam preparation, time management, and campus safety. Law mentors and tutors provided weekly briefings to support first-year law students throughout the year. The FYE's aim is to facilitate a smooth transition into university life and promote student success.

### Teaching innovation and quality management

The faculty emphasises academic programme coordination and integrity through the Dean's Committee and Heads of Departments (HODs). Steps were taken to fill the vacant Vice-Dean for Teaching and Learning position. Quality management of teaching and learning is a priority, employing robust quality assurance systems, student evaluations, assessment moderation, and regular performance reviews. Technology, including Blackboard, was extensively utilised for online access and monitoring. The faculty created an innovative online academic tutoring programme called Faculty of Law Online Academic Tutor (FLOAT), integrating virtual realities, AI, and gamification to enhance teaching. Student feedback on updates, such as additional videos and a Law of Contract chatbot, were positive.

### Student achievements

In 2022, UJ students showcased exceptional achievements in various moot court competitions, displaying their legal prowess in nine events. Their remarkable success led to multiple awards and accolades, including overall victories and best memorial honours at the esteemed Kader Asmal Moot Court competition. UJ teams emerged triumphant in the national rounds of the Philip C. Jessup International Law Moot Court Competition, securing top positions for both best memorials and the best oralist. Furthermore, they clinched prestigious prizes for the best-written submissions in the Centre for Child Law Moot and the Centre for Applied Legal Studies (CALS) Public Interest Law Moot. Other notable accomplishments included reaching the semi-finals, winning awards for best heads of argument and best oralist and ranking among the top five universities in Africa.

The Faculty of Law's Annual Prestige Event serves as a formal prize-giving function that has now become a celebrated tradition on the faculty's calendar. This event not only recognises students' outstanding academic achievements but also acknowledges their contributions to community engagement projects and their remarkable performance in moot court competitions. By fostering a positive and meaningful connection between the faculty, sponsors, alumni, student prize-winners, and parents, the Prestige Event continues to uphold and celebrate the remarkable achievements of UJ's accomplished law students.

### Non-subsidised (CEP) Programmes

The Faculty of Law's Continuing Education Programmes (CEP) Unit offers non-subsidised short learning Programmes. These part-time Programmes are designed for students who wish to enhance their legal knowledge and understanding, and improve their proficiency in legal developments relevant to their careers. In the year being reviewed, 12 Programmes were delivered using a hybrid teaching and learning approach. A total of 2,025 students were registered across these Programmes, with 1,223 students successfully completing the full Programmes. The CEP generated a turnover of R30.2 million, resulting in a profit of R12.2 million for the Faculty. A portion of this profit supports the operations of the UJ Law Clinic, with over R1 million allocated for this purpose.

### Non-subsidised CEPs

The faculty's CEP Unit offers non-subsidised SLPs. These part-time programmes are designed for students who wish to enhance their legal knowledge and understanding and improve their proficiency in legal developments relevant to their careers. In 2022, 12 programmes were delivered using a hybrid teaching and learning approach. A total of 2,025 students were registered across these programmes, with 1,223 students successfully completing the full programmes. The CEP Unit generated a turnover of R30.2 million, resulting in a profit of R12.2 million for the faculty. A portion of this profit supports the operations of the UJ Law Clinic, with over R1 million allocated for this purpose.





## Bursaries and meal vouchers

In 2022, the faculty granted 13 internal bursaries in the total amount of R383,000 to assist in paying tuition fees for academically deserving students. The bursary amounts granted to the qualifying students varied from R3,000 to R35,000. Twelve students received meal vouchers. Students who receive bursaries from the faculty form part of a mentor group. They must consult regularly with one of the academics responsible for the bursaries and meal vouchers in respect of their academic performance. Between them, these students obtained 22 distinctions. The faculty also received an amount of R850,252.53 as a donation to Master of Law (LLM) students from the Don Mahon Foundation on 12 December 2021. The funds were distributed in 2022 to five black female master's students and five black male master's students.

## Partnerships

The faculty established strong connections with the legal profession, collaborating with law firms to provide students with opportunities such as vacation work, job shadowing, bursaries, and clerkships. In 2022, a career fair was organised in partnership with the Centre for Psychological Services and Career Development (PsyCaD), allowing students to interact with companies. The faculty maintains relationships with local attorney firms, auditors, and the judiciary, facilitating online lectures, seminars, and webinars by practicing attorneys, advocates, auditors, and judges. The faculty has 35 exchange agreements with foreign universities and cooperation agreements with prominent legal organisations, ensuring valuable opportunities for faculty members and students. Additionally, the faculty is a member of the International Association of Law Schools (IALS).

## Publications

The faculty expects to have 121 subsidy-generating publication units for articles, books, chapters, and conference proceedings when submitting research claims. Faculty members also contributed to non-subsidy-generating publications, such as articles in non-accredited journals, book reviews, and op-ed pieces. *The Journal of South African Law/Tydskrif vir die Suid-Afrikaanse Reg* (TSAR), published by Juta, gained international recognition, and is indexed in respected platforms like the Social Sciences Citation Index (SSCI), Scopus, and HeinOnline. TSAR is also micro-disseminated for the Karlsruher Juristische Bibliographie (KJB), distinguishing it as the only African legal journal with this achievement.



## Conferences, seminars, and workshops

In 2022, the faculty hosted a range of conferences, seminars, and workshops, adopting various formats, including online, hybrid, and face-to-face. They launched a faculty book project centred around 'The business of higher institutional education' to enhance research output. A writing retreat workshop was organised for the book's authors.

The South African Institute for Advanced Constitutional, Public, Human Rights and International Law (SAIFAC) hosted the International Association of Constitutional Law (IACL) World Congress Conference, the first in Africa. Additionally, the Faculty held a conference in honour of Judge Margaret Victor's retirement, attracting international scholars, justices, lawyers, and civil society advocates.

## Research structures

The faculty has four active research centres, namely the Centre for Banking Law (CBL), the Centre for International and Comparative Labour and Social Security Law (CICLASS), the Centre for Private International Law in Emerging Countries, and SAIFAC. In addition, the faculty hosts the Research Chair in International Law under the NRF SARCHI initiative. The research centres and the Research Chair in International Law produce publications, arrange seminars, and submit reports to national and international bodies.

## Law Library

In 2022, the Law Library appointed ten Law Library assistants, including undergraduate and postgraduate students, who provided important support to staff and students, particularly for remote work. A Law Library mentor was also appointed to assist in coordinating the tasks of the assistants. Training was provided to law students through videos and online tools, which helped them locate primary and secondary legal sources in UJ databases. These resources served as a communication tool, provided information on legal research and library services, and were highly utilised by students and faculty members. The usage statistics for the guides were the highest among all UJ faculties, with a total of 151,983 visits in 2022.

## Law Clinic

In 2022, the Law Clinic faced challenges such as infrastructure issues and outdated equipment. Despite these obstacles, the personnel showed resilience and successfully adapted to the circumstances. To keep up with technology, the clinic started developing an Electronic File Management System (EFMS) to improve file and case management and assess student work.

Mr Hart, an attorney, appeared as a legal expert on various media platforms and co-authored an article on law, technology, and communication. The Law Clinic also hosted delegations and received a donation for subscriptions. The Director and Mr Hart attended a conference that led to potential collaborations with other law clinics globally.



# FACULTY OF SCIENCE

In 2022, the Faculty of Science at UJ made significant strides in achieving its GES objectives despite the challenges posed by the COVID-19 pandemic. The faculty excelled in teaching, research, and innovation by creating an enabling environment for excellence and sustaining online teaching and learning. It emphasised accessibility by catering to a wide range of students with different devices and access options. The faculty maintained high-quality joint programmes with international universities and focused on high-impact research, publishing in esteemed scientific publications.

The faculty's competent and motivated staff received recognition through improved ratings, awards, and prizes. Collaborative activities with institutions, industries, and the community were fostered, resulting in international and national recognition. The faculty enhanced its public and community engagement through various initiatives, including online and offline SLPs and science education for learners and teachers through the Soweto Science Centre. The faculty's successful efforts in achieving its objectives demonstrate its commitment to advancing the pure and applied sciences and contributing to the advancement of knowledge in 2022.

## Blended learning

In 2022, the faculty resumed in-person classes on campus after two years of online learning due to the COVID-19 pandemic. To ensure safety, only vaccinated students were allowed on campus, while others attended classes online and took assessments remotely. Social distancing measures were implemented, with only 50% occupancy in lecture venues. In addition, staff attended workshops to familiarise themselves with hybrid teaching methods. The faculty provided support initiatives, including the FYE, to acclimate new students, and interventions for at-risk modules, such as additional online resources, revision sessions, tutorials, and weekend classes. The faculty's teaching and learning workshop addressed blended learning topics and initiatives to improve student participation and success rates. The faculty also appointed tutors to assist with learning in priority modules.

## Student enrolment, profile and graduates

In 2022, there was a 1% increase in undergraduate diploma student enrolment and a 1.08% increase in extended degree and diploma programme enrolment. The total student enrolment reached 5,129, with 4,132 being undergraduate students and 996 being postgraduate students. Postgraduate enrolment accounted for 19.4% of the total, with the majority pursuing master's and doctoral degrees. International student enrolment slightly rose from 403 to 418.

Among South African undergraduate students, 91.94% were black, 1.34% were Coloured, and 3.43% were Indian, totalling 96.71% from designated groups. Designated group students constituted 86.1% of South African postgraduate students. Female students comprised 43.36% of the total student population in the Faculty of Science, showing consistency with previous years. The proportion of first-time entering students with an APS of at least 35 increased to 61% in 2022.



## Success rate

In 2022, the success rate of undergraduate students decreased to 77.1%, possibly due to the challenges faced by students transitioning from online learning to contact classes. The success rate for first-time entering students in extended programmes also dropped from 87.9% to 85.9%. The success rate for international students in 2022 was 85.3% for all undergraduate qualifications, showing a slight decrease compared to previous years. The success rates in 2022 aligned more closely with those of previous years, as a portion of assessments were conducted on campus, while 20% of learning and assessments remained online. The average time to completion for most undergraduate students was 4.6 years, consistent with the previous year, while postgraduate students typically completed their degrees within two to three years in both 2021 and 2022.

## Quality management

In 2022, the faculty recognised its top achievers through various award ceremonies and initiatives. Ms Klarise Marais received the Dean's Honour roll for completing multiple degrees cum laude within the minimum time. Prize-giving ceremonies were held across departments to acknowledge other high-achieving students. The Actuarial Science Programme also received a performance award from the Actuarial Science Programme of South Africa for its advancements.

The faculty encourages staff to engage in SoTL publications, with Prof Leung (ACSSE) and Dr Makhubela, Dr Owen Smith, and Dr Morena (Geology) publishing in *Teaching Innovation for the 21st Century: Showcasing UJ Teaching and Learning*. Additionally, programme and module amendments were made to maintain and improve programme quality and relevance. Dr Modley (GEMES) served as an expert panellist for the launch of a new SDG's SLP.

## Research and innovation

In 2022, the faculty submitted a subsidy claim to the DHET for a total of 604.43 research units based on 1,255 publications. The per capita output per permanent academic staff member in 2022 was 3.22 units. As of 17 March 2023, 90.87% of the units were from accredited journals, according to data from the Research Office. The subsidy categories for the units in 2022 are as follows: 550.00 units from journal articles, 17.87 units from proceedings, 30.33 units from books, and 6.23 units from chapters in books.

In 2022, several staff members in the Faculty of Science retained or improved their NRF ratings, including Prof PA Dankelman (B1), Prof N Beukes (B1), Prof K Pillay (C2), Prof N Wagner (B3), and Dr AS Cornell (B2). As of 1 January 2023, Prof P Teske (B3), Dr B Gilbert (Y2), and Dr RG Gusian (Y2) were also rated. Among the reported projects, 47 received external funding, 12 had international funding, 34 received funding from South African sources, and 33 received funding from within the institution. The faculty established memoranda of understanding (MOUs) with Kenyatta University (Kenya) and the University of Lagos (Nigeria), and it is in the process of finalising an MOU with the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development (Ghana). Joint degrees with various universities were also established.

The faculty emphasised quality research with 100% of articles appearing in DHET-accredited publications, including 1,091 Scopus publications, focusing on high-impact factor publications.

The total Faculty Research Funds for 2022 stood at R79,290,945, with external funding from sources other than the NRF decreasing dramatically against 2021. The NRF funding increased slightly. These figures may change as they were based on the provisional financial results available in December 2022.

In 2022, the Analytical Facility (Spectrum) faced challenges including delays in procuring spares and chemicals and in unreliable power supply, leading to equipment breakdowns. These issues caused frustration and delays for students. Repairs costing approximately R1.4 million were funded by third-stream income and the Faculty Trust Fund. Income from services reduced internal funding by 50% for the sixth consecutive year. Spectrum invested in an ultrapure nitric acid still and a major upgrade to the X-ray diffractometer, with expenditures of R150,000 and R3 million, respectively. They aided 389 staff and their students, conducting 9,185 hours of analysis and 24,854 datasets.

## Research structures

In 2022, several research centres were active within the faculty, including the following:

- Centre for Nanomaterials Science Research (CNSR)
- DST/MINTEK Nanotechnology Innovation Centre
- Synthesis and Catalysis Research Centre
- African Centre for DNA Barcoding (ACDB)
- Paleoproterozoic Mineralisation Research Centre
- Centre for Ecological Genomics and Wildlife Conservation
- Centre for Astro-Particle Physics
- Research Centre for Plant Metabolomics
- Centre for Cyber Security
- Centre for Natural Product Research
- Joint Research Centre for Water, Environmental Science and Technology
- Joint Research Centre for Smart Mobility and Climate Change

Additionally, SARCHI Chairs in Nanotechnology for Water, Indigenous Plant Use, and Geo-Metallurgy were active in 2022. Faculty members also participated in centres of excellence such as the Centre of Excellence in Food Security, DST-NRF Centre of Excellence for Integrated Mineral and Energy Resource Analysis (CIMERA), and DST-NRF Centre of Excellence in Catalysis.

## National and global reputation management

In 2022, the Faculty of Science focused on enhancing its global and national reputation through international rankings and accreditations. They recruited high-performing students, engaged with the media, and implemented a new communication initiative. The faculty organised various marketing and communication events online, such as UJ Open Day, top-achiever events, and public lectures. They also maintained their Facebook page and held a virtual seminar, hosted by Prof Leroy Cronin, on Digital Chemistry and 3D Printing. The faculty's efforts aimed to strengthen its presence and establish collaborations with chemists from South Africa and sub-Saharan Africa.



In 2022, JBS underwent repositioning and differentiation, leading to increased visibility and attractiveness. The introduction of new programmes, such as a Postgraduate Diploma and Doctor of Philosophy, resulted in a significant rise in postgraduate student numbers. The growth and success of online programmes and the interest in the doctoral qualification highlighted JBS's research-intensive approach.

To strengthen its international standing, JBS underwent an international peer review process, which identified areas of improvement for accreditation. The school increased its permanent academic staff and de-risked its reliance on contract personnel. Additionally, JBS expanded its portfolio, established partnerships with influential international schools, and launched an Artificial Intelligence Institute.

In 2023, the focus will be on operationalising the strategic plan, strengthening academic support structures, international networking, and working towards international accreditation. JBS aims to sustain its growth through investment, increased research capacity, and targeted marketing efforts.

## NRF-rated researchers

JBS made progress in expanding its staff and recruiting research talent. Efforts were focused on recruiting NRF-rated researchers to enhance the school's profile. Prof Abejide Abe-Ibijola and Prof Arnesh Telukdarie were recruited as professors in the fields of Artificial Intelligence and Digitisation, respectively. Both professors made significant contributions to research, commercialisation activities, international partnerships, student research outputs, and patents, driving the school's advancement.

## Teaching and learning

Teaching and learning constitute the central purpose of JBS, and the primary measure of the success and relevance of the school rests on how it executes this mandate. The JBS contact MBA was launched in January 2020, followed shortly by the launch of the online MBA in February 2021, and the Doctor of Philosophy in Digital Transformation and the Postgraduate Diploma in Business Administration in January 2022. The addition of the online Postgraduate Diploma in Business Administration rounded off a rapidly expanding portfolio of academic programmes.



## Student enrolment, profile and graduates

By 2022, JBS had enrolled 552 students across its portfolio of academic programmes, with projections set to almost double to 948. The online MBA accounts for approximately half of the enrolment figures within the academic portfolio of the school.

JBS anticipates strong growth in the coming years, with enrolments expected to surpass the 1,000 mark within the next two years.

JBS saw a notable achievement in 2022, namely the graduation of its first cohort of contact MBA students. This was a truly remarkable achievement for a new business school, and a vote of confidence in the commitment of the university to establish such an institution in an otherwise crowded local market. This commitment to excellence, innovation and academic rigour paid off, and the school is poised to continue making a positive impact in the business world. While challenges remain, this achievement cemented JBS's foundation as the provider of outstanding business education to the next generation of business leaders



## Student access, success and support

Postgraduate business studies at JBS are demanding, but the school provides support at multiple levels. In 2022, programme managers offered daily interactions, programme directors oversaw progression and acted as a point of escalation, while executive and learning coaches provided personalised support. This comprehensive approach helped identify and address performance difficulties, leading to high persistence rates and student satisfaction. However, staff shortages remain a challenge to student well-being, as teaching and supervision duties require more faculty time than available. Improving the staff complement is crucial for optimal support and student success.

## New SLPs

JBS designed and launched four new programmes in 2022, namely:

- Business Revitalisation
- Customer Acquisition and Retention
- Proposal Writing for SMMEs
- Funding Readiness Programmes

## Research innovation

JBS achieved significant research output in various areas, including digital transformation, skills development, AI, and post-pandemic recovery. They obtained 13.3765 research units, representing a satisfactory increase. Partnerships were formed to enhance education quality, build reputations, meet industry demands, and foster collaboration. These partnerships include a healthcare-focused MBA, consultancy projects with organisations like Johannesburg Water and Rand Refinery, collaborations with BMW and Accenture for reskilling and skills development, and partnerships with international institutions like John Hopkins University and Kaunas University of Technology. These collaborations focus on areas such as energy demand, infection control, doctoral exchanges, and digitisation of environmental factors in the financial sector.

## Partnership, stakeholder and community engagement

In recognition of the globalised nature of contemporary business education – and given the JBS focus on digital transformation and its context-relevant application – the school was vigorous in pursuing long-term linkages with institutions across the globe. This commitment also signals that the school remains on the cusp of emerging knowledge obtained through benchmarks, peer learning, and open innovation. In 2022, JBS negotiated agreements with institutions across the globe.

## External funding

Third-stream income sources remain a priority area. In the absence of substantial seed funding, JBS continues to drive strong growth in this area to allow it to diversify its revenue, invest in research and innovation, develop new programmes, and support community engagement. In 2022, JBS entered into various agreements with organisations, including the Chemical Industries Education and Training Authority (CHIETA), Syspro, Sasria, BMW, and the Department of Communications and Digital Technologies. The collective value of these contracts was just over R20 million.



## Short learning programmes (SLPs)

JBS boasts a total of 62 SLPs, most of which were conceptualised and launched in 2022. These programmes were redesigned to breathe life into the new strategy of the school and designed to equip entrepreneurs and managers in an increasingly digitised world of work. While the school designed and delivered these SLPs to more than 15 client organisations, the most notable of these engagements resulted in the Virtual Marketplace Programme for small, medium and micro enterprises (SMMEs) and the Digital Consulting and Digital Product Development Programme in partnership with the UJ Institute for Intelligence Systems and Accenture.

## Virtual Marketplace Programme

This programme focuses on embedding skills in digital marketing and international collaborative purchasing among SMMEs. The design of this platform is not complete, and the tools are undergoing the final phases of testing, with launch envisaged in the next review period.

## Digital Consulting and Digital Product Development Programme

This multi-million-rand initiative aims to develop participants' skills as digital consultants. They are taught to work with clients, identify goals, assess digital capabilities, and develop strategies for improvement. The programme is timely due to the growing importance of digital consultants in leveraging technologies. The desired outcome is a cohort of 140 consultants who can help client organisations stay current, optimise performance, increase engagement, and drive growth.







# STUDENT EXPERIENCE

This section focuses on student life at the University of Johannesburg (UJ) with reference to Student Affairs, UJ Sport, and UJ Arts and Culture. Both Student Affairs and UJ Sport are headed by Senior Directors; and UJ 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

In 2022, Student Affairs at UJ focused on student wellness, suitable accommodation, student relations, student life, culture, and leadership development. COVID-19 preventive measures were still in place, including isolation rooms and online meetings. Student Affairs advocated for student safety and collaborated with stakeholders and faculties. The Student Representative Council (SRC) and house committees supported teaching and learning.

Student Affairs had two subdivisions, Student Accommodation and Residence Life (SARL) and Student Life and Governance (SLG), along with units for ethics and discipline and privately owned student accommodation (POSA). SARL managed accommodation and student life, while SLG coordinated student development, discipline, and governance. Student Affairs addressed student wellness, basic needs, psychosocial support, safety, and governance, adapting to student needs and collaborating with partners.

Table 4: Key student accommodation statistics

Category		Numbers
On-campus accommodation	Total number of beds available in on-campus residences	7,188 (excluding 286 beds of Robin Crest and 20 beds of Streatley residences, which were decommissioned for renovations and isolations, respectively)
	Total number of beds occupied	6,406
POSA	Total number of beds available in POSAs	33,451

## Living and learning communities

Despite the challenges imposed by inconsistent supply of electricity and water, Student Affairs promoted its activities through the five-pillar model, comprising the academic, leadership, community engagement, sport and social pillars; academic excellence cuts across all the elements of the five-pillar model.

Living and learning communities in the UJ residences were supported through the Residence Academic Advising Programme. About 200 senior students were identified to help junior students, particularly first-year students in residences, with their academic work. The intervention contributed to the sound academic performance of residence students.

## Orientation of first-year students

Student Affairs participated in the institutional orientation programme of first-year students, known as the First Year Seminar (FYE). Through Student Ethics and Discipline (SED), and SLG, Student Affairs impressed on the first-year students the rules and regulations with which they had to comply, as well as tips for success on campus. These tips, rules and regulations were also uploaded onto the Student Portal (uLink).

During the FYE programme, Student Affairs made several presentations and conducted workshops for faculties, addressing the UJ Student Regulations for Student Discipline and the expected UJ undergraduate attributes.

## Extracurricular activities

Student Affairs, together with other stakeholders, such as the SRC, house committees, Centre for Student Health and Wellness (CSHW), Centre for Psychological Services and Career Development (PsyCaD), and Protection Services, coordinated several extracurricular activities and programmes on topics of safety and security and the prevention of risky student behaviour. The identified pillars of student wellness were applied in pursuit of the mental and physical health, welfare, emotional stability, safety and security of students. The pillars were supported by the approved charter for student wellness. The student wellness pillars were healthy campus management, physical activity and sport, nutrition, disease prevention, mental and social health, prevention of risky student behaviour, as well as environment, sustainability and social responsibility.

The number of recognised student societies (which were mainly academic, political, religious, and social in nature) stood at 121 across all campuses. A total of 18,745 students were registered members of these societies.

## Student leadership development and support

Student Affairs, in partnership with other stakeholders, facilitated several leadership and development opportunities for student leaders. The student leaders involved ranged from the elected positions in the SRC to the executive leadership positions in recognised student organisations.



## The development opportunities available to student leaders included:

- The induction of the 2022 house committees.
- The induction programme for the SRC.
- The induction programme for the executive committee members of student organisations.
- About 50 student leaders, including members of the SRC and house committees, enrolled for the UJ Young Leaders Development Programme facilitated by the Transformation Unit, the College of Business and Economics (CBE), and Student Affairs.

Student Affairs staff members continued to provide one-on-one coaching to several students. Members of the SRC were provided with guidance and advice on challenges in their respective academic and leadership roles, as well as assistance with fee discussions. Additionally, the SRC was assisted in writing reports for the university Council.

## Academic integrity campaigns during examinations

Academic integrity campaigns were conducted, aimed at combating dishonesty during tests and the examination periods. In addition to the conventional approach to the campaigns through banners and media, the emphasis on uLink and UJFM was on messages of academic honesty and integrity. The campaign sent clear, yet stern, messages about academic honesty and integrity in examinations.

With the intention of improving the disciplinary process, Student Affairs had several discussions with the representatives of the faculties and the CBE about the process and its findings, including how the hearings were conducted. This was to ensure that consequence management protects both the reputation of the qualifications of the university and the developmental aspects for the students.



## Ethical and responsible student behaviour

With the programmes aimed at combating risky student behaviour being coordinated, in partnership with the Transformation Unit, Student Affairs supported all the initiatives, including those related to transformation. Furthermore, Student Affairs collaborated with CSHW, Protection Services and PsyCaD in dealing with matters of risky student behaviour.

Student Affairs provided support to the Student Committee for Students with Disabilities in coordinating support for students with disabilities, particularly for those in residences, and in establishing the Students with Disabilities Council. The support also included assisting the Office for Students with Disabilities with their administrative and managerial responsibilities and preparation for institutional meetings. Major areas advocated for by the office were transport for students with disabilities and paths for blind students and those on wheelchairs.

## Student discipline

Student Affairs promoted the ethos of responsible and accountable student behaviour through the management of the student discipline process. A total of 483 cases were dealt with in 2022. Of these, 408 cases were of academic transgressions, categorised either as plagiarism or as providing and/or receiving unauthorised assistance during assessments. A total of 12 cases were in relation to violations of the university measures to enhance compliance with the COVID-19 regulations, while 63 cases were of other transgressions. The academic cases were dealt with in close collaboration with the faculties and the college.

## Student welfare and support

Student Affairs, in partnership with the School of Tourism and Hospitality (STH), coordinated the provision of meal packs to students who had been identified as not being able to afford daily meals. Over 3,000 students benefitted from the Student Meal Assistance Programme. In addition, Student Affairs, in partnership with Tiger Brands, provided monthly meal packs to a further 500 identified students. In partnership with some of the POSA owners, Student Affairs was able to provide free student accommodation (15 beds) to students who could not afford accommodation. This intervention was intended as temporary assistance to the identified students until they were able to secure accommodation for themselves.

Student Affairs assisted qualifying students with disabilities with caregivers and had a system of managing student incidents to provide support to the affected. The incidents ranged from attempted suicides to natural and unnatural deaths of students. Student Affairs provided support to the affected students and their friends on campus and to families of the students, where necessary. Most of the incidents were resolved in collaboration with Protection Services, the CSHW, and PsyCaD.

## Cultural activities

Several student organisations, assisted by Student Affairs, organised student cultural activities, such as the traditional First Years' Concert, Residence Song Battle, and Sing-It-Out competitions.

## Student governance

The elections for the 2023 SRC, which for the third time at UJ were electronic elections, took place from 5 to 6 October 2022. The elected SRC was scheduled to start its term of office from 1 January 2023, and the 2022 SRC remained in office until 31 December 2022. The elections for the leadership of other student organisations, such as house committees, were conducted in October and November 2022 under the leadership and coordination of Student Affairs. The voter turnout of SRC improved by 2% from 19% to 21%.

## Internal partnerships

Student Affairs continued to partner with the Division of University Relations, UJ Sport, UJ Arts and Culture, the Division for Internationalisation, Occupational Health and Safety (OHS), Facilities Management, Protection Services, Academic Development and Support (ADS), PsyCaD, and CSHW. Partnerships with the STH and Tiger Brands ensured that the deserving students were provided with meals.

## External partnerships

Student Affairs continued its partnerships with the City of Johannesburg Urban Development Subdivision, surrounding Johannesburg communities, such as Auckland Park, Rossmore, Melville and Brixton, the South African Police Services (SAPS) and the various accredited buildings in the POSA. These partnerships focused mainly on the POSA, as well as on ensuring that UJ students were safe and secure in and around the campuses.



The 2022 university sports season was an excellent year for the majority of the UJ Sport teams, particularly with the senior women's teams winning several championships. Success was not limited to just the sports teams; the support departments also excelled in their respective domains.

## UJ Sport successes in 2022

In October 2022, the senior women's rugby and football teams won the Varsity Sports 7s and Varsity Football tournaments, respectively. Prior to this championship success, the senior women's football team won the Engen Knockout Challenge and the subsequent Engen Champ of Champs. While the senior men's football team made it to the final of the Varsity Football tournament, they marginally missed out on defending their title, finishing in second place.

The women's 3x3 basketball team was crowned champions at the University Sport South Africa (USSA) tournament in December at the Wits University Old Mutual Hall. The men's 5x5 and 3x3 basketball teams won two silver medals in the competition.

The 2022 UJ Sport success was also evident when the athletics and basketball teams won gold in June at the Federation of Africa University Sport (FASU) University Games in Kenya.



For the first time in the history of UJ, the netball team reached the semi-final of the Varsity Netball tournament. The UJ senior women's netball team performed well, with 13 athletes from the high-performance team competing in the Telkom Netball League.

One of our scholarship students, Caitlin Rooskrantz, a gymnast in her first year of studies, won a bronze medal at the 2022 Commonwealth Games in Birmingham, England, in August 2022. This follows her outstanding performances at the 2022 International Gymnastics Federation Artistic Gymnastics World Cup in Cairo, Egypt, where she won a gold medal.

In Athletics, student-athlete Ryan Mphahlele won a gold medal in the 1,500-meter distance, and a silver medal for South Africa at the CAA Senior African Athletics Championships in Mauritius.







Healthy Campus Programme

The Healthy Campus Programme, which seeks to promote student and staff wellness, gained momentum through meetings with various internal stakeholders and the introduction of the monthly UJ Active Friday’s events. UJ’s Healthy Campus Programme, whose pillars are aligned with the United Nations’ Sustainable Development Goals (SDGs), reached gold status (with 82% of the 100 listed International University Sport Federation criteria achieved). The programme seeks to integrate the various support services into one platform by addressing the following pillars:



HEALTHY CAMPUS MANAGEMENT



PHYSICAL ACTIVITY AND SPORT



MENTAL AND SOCIAL HEALTH



PREVENTION OF RISKY STUDENT BEHAVIOUR



DISEASE PREVENTION



ENVIRONMENT, SUSTAINABILITY AND SOCIAL RESPONSIBILITY



NUTRITION

Operating context

UJ Sport comprises three units: Sport Clubs, Athlete Support, and Support Services.

Sport Clubs	The core component of UJ Sport, responsible for the development and performance of student-athletes.
Athlete Support	Responsible for the physical, emotional, and academic welfare of student-athletes.
Support Services	Responsible for facilities, events, marketing, communication, and maintenance.

Sports Clubs

All the UJ Sport Clubs returned to competitions under normal circumstances following the COVID-19 pandemic period that had required strict restrictions for teams and spectators. Supporters (staff, students, alumni, and members of the surrounding communities) were allowed to attend matches at full capacity.

Category	Sports
Priority codes/ elite sport	Athletics (men and women), Cricket (men), Football (men and women), Netball (women), Rugby (men and women)
Competitive codes	Basketball (men and women), Esports, Hockey (men and women), Rowing (men and women), Sport for Students with Disabilities (SSD), Squash (men and women)
Social/mass participation	Chess, Indigenous games, Martial arts

USSA Competitions

UJ Sport is a member of USSA. USSA provides a platform for all universities and universities of technology to compete in national institutional tournaments.

Varsity Sport

The Varsity Sport tournaments are the most prestigious university competitions in the country. Only institutions that finish in the top eight USSA competitions have the privilege to participate in the Varsity Sports tournaments. UJ Sport competes in all Varsity Sport and Varsity Cup (Rugby) competitions.

International participation

Several UJ teams and student-athletes competed in various international tournaments. These included the tenth All Africa University Games at Kenyatta University in June 2022. The athletics and basketball senior men’s teams represented UJ and performed exceptionally well, finishing as African champions.

At UJ, we take pride in the student-athletes and teams who participate in international competitions. This demonstrates the contribution that UJ makes to developing sport in South Africa and the international students’ home countries.

Athlete Support Unit

The Athlete Support Unit is composed of the following units:

- Sport Science
- Sport Psychology and Academic Advice
- Sport Medicine and Rehabilitation
- Gymnasiums

Sport Science Unit

Sport scientists work closely with coaches to prepare teams and develop sport-specific training programmes. This relationship considers space and equipment available for the athletes to train at UJ facilities and, in some instances, at home. The sport scientists give weekly updates to coaches in terms of player readiness for matches, which plays a vital role in recovery after matches.

Sport Psychology and Academic Advice Unit

The Sport Psychology and Academic Advice Unit provides the following services:

- Motivational letters
- Academic support
- Recruitment guidance to recruits and sport managers
- Varsity Sport audit forms
- Academic monitoring with a specific focus on academic check-in sessions
- Eligibility of players

In 2022, the emphasis was on providing student-athletes, specifically first-year students, with skills to assist them as high-performance athletes. Mental performance sessions were held with some of the high-performance teams, and the mental performance coach accompanied the Varsity Cup team for their competitions.

Sport Medicine and Rehabilitation Unit

A sport medicine healthcare provider has a significant role to play within the sporting environment by providing services to the teams and coaches and contributing to the athletes’ healthcare needs. UJ contracted Sport Medicine Africa to provide all the necessary sport medicine support, including match-day doctors, for all Varsity Sport and Varsity Cup matches. One of the critical elements dealt with is player assessment before athletes sign up for UJ teams. The player injury management services include physiotherapy and biokinetics.

Gymnasiums

The gymnasiums operate as financially self-sustainable entities and provide a consistent product and service offerings on all four UJ campuses. The goal of the gymnasiums is to enable as many people as possible, from our student population to astaff and alumni, to live a healthier lifestyle through exercise and thus actively contribute to the university’s goal of a healthy campus.

Support Services

Support Services offers essential assistance to Sport Clubs, including facilities, communications, media, marketing, maintenance, and event management. The Events Management Unit collaborates closely with Sport Clubs to organise events on behalf of UJ Sport or specific sports codes. The unit partners with UJ Security, Occupational Safety, PHC Clinics, City of Johannesburg, and the community.







# UJ ARTS AND CULTURE

Participation in arts and culture offers students an opportunity to explore their creativity and self-expression. It fosters a sense of community, assists with stress management, and often requires students to work in groups, developing transferable skills, such as collaboration and communication skills. Additionally, arts and culture expose students to new experiences, cultures, and perspectives, which they may not encounter in their academic coursework, and through this, broaden their horizons. This can help students develop a more well-rounded perspective and become more open-minded individuals. An extramural arts and culture programme has the potential to provide students with valuable opportunities for personal and intellectual growth and to enhance the overall student experience.

## An enriching student-friendly learning and living experience

Of the 1,484 students who registered and auditioned for the UJ Arts Academy and UJ Choir in 2022, 749 participated in activities and programmes. Of this number, 291 students qualified for cultural bursaries at the end of the year, which are dependent on strict attendance and participation criteria. This figure is a decrease of 8.7% from 2021. This decrease can be attributed to the shift from mostly online offerings in the year before, due to the COVID-19 pandemic, to face-to-face activities in 2022.

UJ Arts and Culture's extracurricular programme, offered to students from across the institution at no cost, included UJ Choir, drama, dance, photography, and poetry classes and workshops, poetry slam competitions and excursions, and a dance production, titled *The Marathon*, developed by internationally renowned professional dance company Broken Borders. Arts Academy activities culminated in a weeklong year-end showcase attended by family, friends, and the public. Additionally, an extensive arts appreciation programme was offered, comprising film screenings, a comedy show, theatre productions and music concerts, exhibition openings, and several workshops and panel discussions.

In total, 233 students auditioned for UJ Choir; 63 of these were selected after a rigorous process conducted over three development camps during the first quarter of 2022. In addition to more than 10 performances at graduation ceremonies, UJ Choir presented 14 concerts attended by more than 5,000

audience members. Highlights of the year include performing at the inauguration of UJ's new Chancellor, Dr Phumzile Mlambo-Ngcuka, at the farewell for Prof Tshilidzi Marwala, former Vice-Chancellor and Principal, at the Kaleidoscope with North-West University and the University of Pretoria, as well as at a concert with Missouri State University Chorale.

A total of 25 students embarked on a year-long dance programme run by multi-award-winning professional choreographers, Fana Tshabalala and Thulani Chauke, from Broken Borders. This culminated in a full-scale production, titled *The Marathon*, which was performed, and sold out, at the 2022 Arts Academy Showcase at the end of the year.



The Arts Academy Photography Club afforded 22 students an opportunity to experiment with and develop photography skills through a masterclass presented by multimedia specialist from the digital arts and advertising industry, Zuko Ntshidi. Students were challenged to create content through ongoing practical assignments linked to the UJ Transformation Unit's gender-based violence (GBV) campaign and the Division of Arts and Culture's Youth Month campaign. Selected photographs were exhibited virtually as part of the annual Arts Academy Showcase.

One of UJ Arts and Culture's most popular Arts Academy offerings in 2022 was its poetry programme, which attracted the involvement of 75 students and was presented by well-known industry wordsmith and editor, Richard 'Quaz' Roodt. The programme took on the form of weekly classes, workshops, monthly slams, six performances, and an excursion to the Poetry Africa Festival in Durban.

Weekly drama classes were attended by 56 students and were offered by UJ Arts and Culture's resident director, Jade Bowers, and a professional drama educator, Jacquelyn Titus-Neil. The drama programme was also augmented by several workshops presented by external professionals Hamish Neill and Jessica Oliphant, as well as performances as part of the end-of-year Arts Academy Showcase.

A series recorded by UJ Arts Academy students under the direction of professional director Nompumelelo Mtshali, with mentorship by Dr Jerry Mofokeng, included an educational segment presented by Drama and English teacher Ashalin Singh. The project features isiZulu and English adaptations of 'R&J Unplugged', Robin Malan's adaptation of Shakespeare's *Romeo and Juliet*, and was released in 2022 on UJ Arts and Culture's website as well as on Spotify, Apple Music, and Stitcher. The play was translated and edited by playwright Nkululeko Ndhlovu in partnership with Nomusa Sibiyi at UJ's Multilingual Language Services Office.

The highlight of the UJ Arts Academy is no doubt its annual showcase, giving students an opportunity to share with family, friends, and the university community what they have been working on during the year. The 2022 iteration included two poetry productions, titled *These Hands 1 & 2*, a series of monologues performed by drama students, titled *Growing Voices*, a dance production, *The Marathon*, and a virtual photography exhibition.

The Arts Appreciation programme offered free opportunities to experience and learn more about the arts to a group of more than 400 students. The programme included three film screenings, one comedy show, four exhibitions, three music concerts, one theatre production, two poetry shows, and several arts and culture workshops and panel discussions. UJ Arts and Culture also partnered with the international World of Music, Arts and Dance (WOMAD) Festival. The aim of WOMAD Festival is to celebrate the world's many forms of music, arts, and dance. In October 2022, UJ Arts and Culture and the WOMAD Festival presented interactive workshops for Arts Academy students with First Nations indigenous international artists, including ShoShona Kish and Raven Kanatkatka (Canada), Esinam (Belgium/Ghana), and Tiki Taane (New Zealand).



## Supporting teaching and learning through the practice of the arts

The objective of the FADA Interdisciplinary Theatre Programme is to offer opportunities for creative collaboration across disciplines with the view of acquiring new skills and knowledge, which include cross-discipline development, creative and critical thinking and problem-solving skills, and learning about collaborative environments and processes. The programme sees second-year students from FADA get together in interdisciplinary groups to work on different design elements of a production produced by UJ Arts and Culture. The Theatre 101 Lecture Series includes the development of mood boards, marketing collateral, and building props and a model of the set designed by groups. In 2022, the project was implemented for the first time since the start of the COVID-19 pandemic. The case study was UJ Arts and Culture's production of the original South African musical *Hlakanyana*, performed at the UJ Arts Centre in May.

In 2022, UJ Arts and Culture secured funding from the Culture, Art, Tourism, Hospitality, and Sport Sector Education and Training Authority (CATHSSETA) for four year-long internships that commenced in October 2022. The programme includes one internship each for copywriting, digital art, gallery assistant, and event management.

Through the MTN SA Foundation collaboration on the New Contemporaries Awards Programme, four curatorial practice mentorships were offered to students from FADA.

UJ Arts and Culture also contributed to job readiness by employing students on a part-time basis as part of its front-of-house team, which worked on more than 100 different events presented at the Arts Centre during the year. During 2022, the team comprised 40 students.





# STAKEHOLDER ENGAGEMENT

With the gradual waning of the COVID-19 pandemic, interventions in 2022 once again focused primarily on showcasing the University of Johannesburg’s (UJ) leading role in the Fourth Industrial Revolution (4IR) and associated initiatives, both across the institution and among a broad group of stakeholders. Developing and maintaining relationships with significant stakeholder groups are key for UJ to achieve its Strategic Plan 2025 objectives. 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.

This report will highlight how UJ successfully engaged stakeholders during 2022, focusing particularly on non-academic stakeholder engagement, most of which is managed through the Division of University Relations, which deals directly or indirectly with a wide range of university stakeholders as part of its core business.

## The Division of University Relations

The purpose and drive of the Division of University Relations are to ensure active stakeholder engagement and to advance the profile and reputation of the university. This drive has a broad scope and is accomplished by integrating the functions of the various operating units of the Division of University Relations:

- Strategic Communications Unit, which safeguards and advances UJ’s reputation.
- Marketing and Brand Management Unit, which builds and protects UJ’s corporate brand.
- UJFM, which drives strategic communication with current students.
- Community Engagement Unit, which creates active interaction between UJ and its communities.

## Strategic Communications Unit

In 2022, UJ maintained its position as one of the top three major universities in South Africa and garnered a strong media presence on national and international issues. The majority of UJ’s media coverage conveyed positive messages, contributing to an enhanced national and global reputation. This was achieved through an effective and proactive communication strategy that involved pitching media stories on current topics, providing thought leadership articles and expert commentary, and showcasing UJ’s research. Independent media monitoring agencies, Professional Evaluation and Research (PEAR) and Meltwater, recognised UJ’s continuous upward trend in media presence.

### UJ’s performance in the media in 2022

515	UJ experts active in giving expert commentary in national media.
192	Appeared in global media.
10,101	Total media clippings generated.
307	Opinion articles penned (87 article with links to 4IR and COVID-19).
50+	Research and innovation stories featured and amplified on radio and TV stations.

The positive media coverage was maintained even during the challenges posed by COVID-19 and leadership transitions, thanks to the university’s proactive communication strategy that ensured timely dissemination of information to the UJ community.

## Highlights and achievements in 2022

On 18 August 2022, the unit hosted UJ’s 2021 Stakeholder Report Launch, reflecting on the performance and challenges of the previous academic year (2021). This included guest speaker Mr Peter Armitage, founder and CEO of Anchor Capital, sharing his insights on the topic of the event, ‘Leading in the face of global and national socioeconomic challenges: Instruments for local solutions’.

Also in 2022, both the student newsletter, The Voice, and a student video profiling an outstanding Faculty of Art, Design and Architecture (FADA) visual artist received awards at the annual MACE (Marketing, Advancement and Communication in Education) Excellence Awards. These awards recognise and celebrate excellence and the achievements of specialists and practitioners in marketing, as well as in advancement and communication in the higher education sector.

The Strategic Communications Unit, in collaboration with the Marketing and Brand Unit, UJFM, the Department of Communication and Media, and Information and Communication Systems (ICS), also successfully developed a business plan for the introduction of UJTV (the University’s campus television station), which has since been approved by management and is due to be rolled out in 2023.

## Marketing and Brand Management Unit

The Marketing and Brand Management Unit of UJ has been implementing a strategic marketing project to establish UJ as a thought leader in 4IR for the past four years. Their campaign garnered prestigious international awards, recognising achievements like the ‘4IR Website’ and ‘The future belongs to those who reimagine it’ campaign. In 2022, the campaign reached 217 million people, resulting in a 7% increase in awareness levels. Research indicates that UJ is perceived as innovative, futuristic, and a trendsetter in the field of 4IR. The introduction of a new Cloudebate™ format and a successful mobile brand shop on campuses further enhanced the campaign’s impact. The Marketing and Brand Management Unit remains committed to promoting UJ as a leading institution in 4IR and is poised to continue its success in the future.





## Social media management

From 1 January to 31 December 2022, UJ received a total of 241,500 mentions, with a reach of 2,168,917,612, giving it the highest Share of Voice (26%) among its main university competitors. During this time, the total advertising value equivalent (AVE) generated was R216,891,761.

Facebook was UJ’s strongest social media platform, achieving the highest engagement of 2 million. Additionally, Facebook received the most shares among all the social platforms with over 13k shares.

Twitter had an engagement of 235k while receiving 5.4k retweets and 1.3k replies. LinkedIn garnered a total engagement of 242k, which is a 31.7% increase in total engagement when compared to 2021.

### Table 5: Growth on UJ social media platforms

	End 2021	End 2022	Growth
	576,775	628,779	+52,004
	301,274	337,540	+36,266
	70,907	83,137	+12,230
	37,300	45,800	+ 8,500





### Student marketing

The student marketing function plays a crucial role in UJ’s marketing strategy, raising awareness among high school students about the university’s qualifications. The ‘Imagine THAT’ campaign continued to promote UJ’s message regarding 4IR. Orange Carpet applications increased from 3,973 in 2021 to 4,732 in 2022. The Grade 12 Top Achievers function, held in September 2022, received positive feedback and encouraged high-performing applicants to register at UJ. Due to COVID-19 restrictions, some planned contact campaigns were cancelled, while others were successfully transitioned into virtual interactions.

### Events management

In 2022, UJ adapted to COVID-19 restrictions by holding in-person events and graduation ceremonies. The Autumn and Winter ceremonies took place at the Soweto campus Imbizo Arena with limited capacity. A total of 45 graduation ceremonies were held, allowing 12,235 students to graduate. UJ also organised stage crossing ceremonies for those who missed previous ceremonies due to lockdowns. The Summer 2022 graduations returned to the APK Auditorium, consisting of six ceremonies and graduating 1,041 students. Overall, 48 events and 94 graduation ceremonies were conducted by UJ in 2022.

### UJ Graphic Design Studio

The UJ Graphic Design Studio successfully completed 1,027 projects comprising 10,114 designed pages in 2022. There was a significant increase compared to 2021. The Graphic Design Studio, together with its clients, won two awards during the year under review:

- MACE Excellence Awards – The alumni magazine, *Impumelelo*, won Gold – MACE Division 1: Campaigns, Category 8: Alumni Campaigns.
- SA Publication Forum Awards – The Financial Governance and Revenue Magazine (*Intuthuko*) was a finalist and was awarded a Certificate of Merit.

### UJFM

In 2022, UJFM played a crucial role in sharing the success stories of UJ. The station highlighted UJ’s achievements in research, innovation, and community engagement. UJFM provided radio slots to 20 faculties, support departments, and six flagship institutes, and monthly airtime worth R150k was allocated to internal campaigns. UJFM excelled in the 2022 South African Radio Awards, reaching the finals in five categories and the Station of the Year category. The station’s digital presence grew by 10%, with Instagram having 4,289 followers, Twitter with 24,100 followers, and Facebook with 16,500 followers. The listenership base expanded from 38,000 in 2021 to 39,617 in 2022, including 11,000 terrestrial listeners.

UJFM collaborated with the Media, Information and Communication Technologies Sector Education and Training Authority (MICT SETA) to offer six students the opportunity to participate in the AMG Training Academy, focusing on upskilling and developing young broadcasters. Additionally, 2,850 UJ students participated in the 2022 UJFM auditions, with 50 students selected for broadcast training as part of the station’s strategic focus on capacity and talent development.

### Community Engagement Unit

Community engagement is one of the key strategic goals adopted by the UJ as part of a broader principle and goal of an engaged university. UJ implements community engagement through three main pillars: service learning, community-based research, and organised outreach. In 2022, the Community Engagement Unit implemented strategic initiatives through institutional projects, facilitated collaborations with internal and external partners, and recorded 191 community engagement projects implemented by faculties and divisions according to the following pillars:

45 PROJECTS	Service learning
20 PROJECTS	Community-based research
126 PROJECTS	Organised outreach

This report provides an overview of UJ’s community engagement initiatives implemented in 2022. These initiatives were carried out as institutional projects and programmes facilitated by the Community Engagement Unit, as well as projects carried out by academic faculties and support divisions.



### Strategic initiatives: 2022 achievements

The Community Engagement Unit implemented numerous projects, programmes, and events for 2022.

### Student Volunteer Programme

The Student Volunteer Programme is an institutional flagship programme that focuses on recruiting students to volunteer in the communities where UJ operates. For 2022, the programme recruited 15,108 volunteers, which exceeded the target of 12,000.

### CEyafunda Training and Development Programme

Through the CEyafunda project, the unit implemented educational programmes in schools, at non-governmental organisations (NGOs), and at non-profit organisations (NPOs). The project focuses on the tutoring and mentorship of learners in STEM and literacy.

### Community-based organisations (CBO) engagement forums

These forums are intended to discuss the organisations’ partnerships with UJ, such as volunteer placement and collaboration on community programmes and projects. The forums also provide an opportunity for CBOs to network with one another, share resource information, and discuss solutions to problems in the NGO sector.

### Community Engagement Annual Showcase Seminar

This initiative encourages and motivates students to participate in community development, serve their communities, and emphasise commitment to the common good.

### Imbizo Awards

Annually, the unit hosts the Imbizo Awards to recognise the top 100 students who participated and excelled in sustainable community engagement projects.

### 2022 UJ Community Engagement Service Excellence Awards (CESEA)

On 18 November 2022, the unit hosted the CESEA to honour and celebrate faculties and divisions for community engagement work that they do.

### Contributions by other divisions and units

The Alumni Office focuses on maintaining contact with the worldwide alumni community and keeping them informed about university activities. The alumni magazine, *Impumelelo*, won the MACE Award for Alumni Campaigns. The Alumni Connect platform has over 10,500 registered alumni, facilitating engagement and mentoring opportunities. Social media and virtual experiences were utilised to bring the alumni community together, offering hybrid webinars and virtual events.

The Alumni Office collaborated with stakeholders to launch chapters and affinity groups, providing networking opportunities within industries. In 2022, over ten chapters and affinity groups were established, including the first chapter in Africa, the Zimbabwean Alumni Chapter. A celebratory event was held for UJ alumni who made the Mail and Guardian Top 200 Young South Africans list, with a keynote address by the Chairperson of Council, Mr Mike Teke, emphasising the importance of education and overcoming challenges. The Alumni Office’s initiatives aim to foster alumni engagement and promote the brand and reputation of the university.





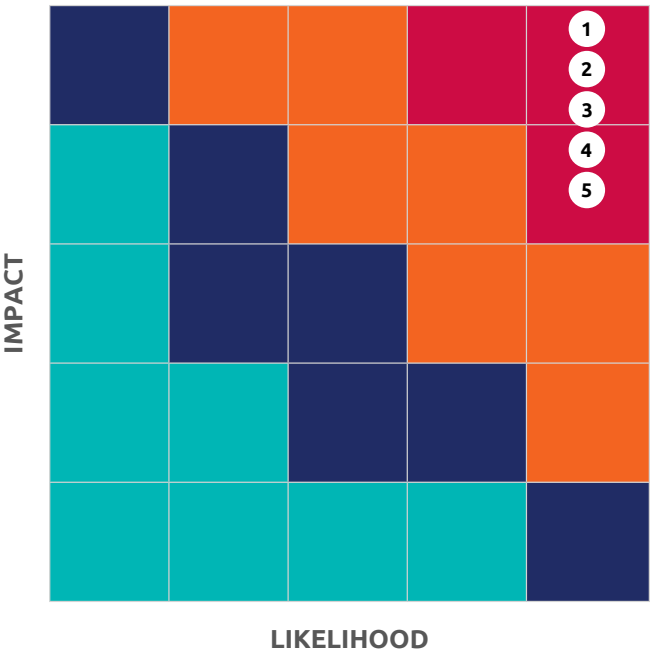
# MANAGING RISK

By way of regular reviews and reporting, potential risks are identified, rated in terms of impact and likelihood, and monitored in terms of implementation of mitigating actions. In addition, opportunities for improvement of processes and controls are identified and aligned with these assessments.

**In 2022, the following institutional risks were listed as being a priority on the UJ Risk Register:**

## Top 5 institutional risks

UJ priority risks	
1	Financial sustainability of the university.
2	Leadership transition and succession planning.
3	The centralisation of payment of student allowances and accommodation accreditation by NSFAS.
4	Threat of cyberattacks – the protection of internet-connected systems, including hardware, software, and data from cyberattacks.
5	Threats and disruption to business operations.



# FINANCIAL PERFORMANCE

**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.**

Despite operating in an environment mired with funding constraints, the University of Johannesburg (UJ) managed its budgets effectively and is on track to outperform the approved operating budget for the year. UJ remained focused on achieving maximum cost savings and generating external income to mitigate the impact of income uncertainty in future. As a result, the university's balance sheet is strong, with a stable liquidity and cash flow profile.

The university achieved an operating surplus of R367 million on budget cost centres, against a budget operating deficit of R112 million. The income for the year was in line with the budget at 100% (budget: R4.994 billion vs actual: R5 billion). This is largely due to higher-than-budgeted tuition fees resulting from the introduction of new programmes, as well as improved investment strategies leading to higher investment income. However, UJ's residence fee income was lower than budgeted because of low occupancy caused by external competition.

Actual expenses for the year amounted to 90% of the budget (budget: R4.107 billion vs actual: R4.633 billion). The savings were mainly derived from reconsidered projects and unfilled vacant positions.

UJ's commercial entities performed well, particularly Resolution Circle, which achieved a surplus of R16 million.

Despite a market downturn in a significant part of the year, positive sentiments in the local equities market during the last quarter allowed the medium- and long-term investment portfolios to recover losses incurred in the first three quarters. This resulted in a net increase of 1.4% and 1% in the 2021 market value for the university and UJ Trust, respectively.

The comprehensive and consolidated operating surplus of both the budgeted and non-budgeted cost centres, as well as subsidiary entities, amounted to R325 million (2021: R1.339 billion). UJ's financial position remains strong, with consolidated net assets of R9.4 billion (2021: R9.2 billion). UJ invested R226 million on infrastructure developments during the year.

**The university achieved an operating surplus of R367 million on budget cost centres, against a budget operating deficit of R112 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. We maintain responsible reserves to ensure long-term institutional sustainability, preserving academic quality and necessary infrastructure. These reserves are allocated for specific purposes according to established guidelines and conditions.

At the end of the year, Council-controlled reserves amounted to R3.163 billion (2021: R3.179 billion), which represents 118% of annual permanent remuneration. The Council-controlled reserves are earmarked for infrastructure maintenance and expansion, as well as critical new positions, if the funds do not fall below 60% of annual permanent remuneration.

Our liquidity position also remains satisfactory with the ratio of our current assets to current liabilities at 1.24 down from 1.39 in 2021.



# ACRONYMS, ABBREVIATIONS, AND INITIALISMS

4IR	Fourth Industrial Revolution
AAMP	Accelerated Academic Mentorship Programme
ACDB	African Centre for DNA Barcoding
ACE	Africa Centre for Evidence
ACSSE	Academy of Computer Science and Software Engineering
ACU	Association of Commonwealth Universities
ADC	Academic Development Centre
ADI	Academic Development and Innovation
ADS	Academic Development and Support
AGA(SA)	Associate General Accountant
AI	artificial intelligence
ALU	Academic Literacies Unit
AMCHES	Ali Mazrui Centre for Higher Education Studies
APB	Auckland Park Bunting Road campus
APK	Auckland Park Kingsway campus
APP	Annual Performance Plan
APS	Admission Point Score
APTS	Academic Planning Tracking System
ARWU	Academic Ranking of World Universities
AV	audio visual
AVE	advertising value equivalent
BA	Bachelor of Arts
BEd	Bachelor of Education
BGUR	Best Global Universities Rankings
BRICS	Brazil, Russia, India, China, and South Africa
BTech	Bachelor of Technology
CAA	Central Academic Administration
CAGR	compound annual growth rate
CALS	Centre for Applied Legal Studies
CAPQP	Centre for Academic Planning and Quality Promotion
CASD	Centre for Academic Staff Development
CAT	Centre for Academic Technologies
CATHSSETA	Culture, Art, Tourism, Hospitality, and Sport Sector Education and Training Authority
CAWE	Community, Adult, and Worker Education

CBE	College of Business and Economics
CBL	Centre for Banking Law
CBO	community-based organisations
CCC	COVID-19 Coordination Committee
CCRED	Centre for Competition Regulation and Economic Development
CEI	Centre of Ecological Intelligence
CEP	continuing education programme
CERT	Centre for Education Rights and Transformation
CESEA	Community Engagement Service Excellence Awards
CESM	Classification of Educational Subject Matter
CGMA	Chartered Global Management Accountant
CHE	Council on Higher Education
CHIETA	Chemical Industries Education and Training Authority
CICLASS	Centre for International Comparative Labour and Social Security Law
CID	City Improvement District
CIMERA	Centre of Excellence for Integrated Mineral and Energy Resource Analysis
CIS	Council of International Schools
CIS-EARCOS	Council of International Schools – East Asia Regional Council of Schools
CNC	computer numerical control
CNSR	Centre for Nanomaterials Science
COVID	coronavirus disease
CPD	Continuous Professional Development
CPEMPH	Centre for Philosophy of Epidemiology, Medicine, and Public Health
CPIU	Centre for Peace and Intercultural Understanding
CRLA	College Reading and Learning Association
CSC	Centre for Social Change
CSDA	Centre for Social Development in Africa
CSHW	Centre for Student Health and Wellness
CSRPP	Centre for Sociological Research and Practice
CWUR	Centre for World University Rankings
DFC	Doornfontein campus
DHET	Department of Higher Education and Training

DIPEM	Division for Institutional Planning, Evaluation and Monitoring
DST	Department of Science and Technology
DST-NRF	Department of Science and Technology National Research Foundation
DTE	Division for Teaching Excellence
DTI	Department of Trade and Industry
EA0	Economic Activation Office
EAP	economically active population
ECSA	Engineering Council of South Africa
EDHE	Entrepreneurship Development in Higher Education
EEUR	Emerging Economies University Rankings
EFL	English for Law
EFMS	Electronic File Management System
ERP	enterprise resource planning
ETDP	Education Training and Development
FADA	Faculty of Art, Design and Architecture
FASU	Federation of Africa University Sport
FEBE	Faculty of Engineering and the Built Environment
FHS	Faculty of Health Sciences
FISU	International University Sports Federation
FLOAT	Faculty of Law Online Academic Tutor
fNIRS	functional Near-Infrared Spectroscopy
FPP	Future Professors Programme
FwCI	field-weighted citation impact
FYE	First Year Experience
FYO	First Year Orientation
GBV	gender-based violence
GEMES	Geography, Environmental Management and Energy Studies
GES	Global Excellence and Stature
GRAS	Global Ranking of Academic Subjects
HASS	Humanities, Arts, and Social Sciences
HCM	Human Capital Management
HEDA	Higher Education Data Analyser
HELM	Higher Education Leadership and Management
HELTASA	Higher Education Learning and Teaching Association of Southern Africa
HEMIS	Higher Education Management Information System
HEPSA	Higher Education Partners South Africa
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualification Sub-Framework
HIV	human immunodeficiency virus
HOD	Head of Department
HPCSA	Health Professions Council of South Africa

HTC	Health Training Centre
HUMARE	Human-Material Relations
IACL	International Association of Constitutional Law
IALS	International Association of Law Schools
ICS	Information and Communication Systems
IEASA	International Education Association of South Africa
IEEE	Institute of Electrical and Electronics Engineers
IFK	Institute for the Future of Knowledge
IGAA	Institute for Global African Affairs
IIS	Institute for Intelligent Systems
IoT	Internet of Things
IP	Intellectual property
IPATC	Institute for Pan-African Thought and Conversation
ISSI	Integrated Student Success Initiative
ITC	Initial Test of Competence
ITE	initial teacher education
ITP	Institutional Transformation Plan
JBS	Johannesburg Business School
JIAS	Johannesburg Institute for Advanced Study
KJB	Karlsruher Juristische Bibliographie
KPA	key performance area
KPI	key performance indicator
LDU	Learning Development Unit
LES	Language for the Economic Sciences
LIC	Library and Information Centre
LLM	Master of Law
LMS	Learning Management System
LSS	Language and Skills for Science
MACE	Marketing, Advancement, and Communication in Education
MAPS	Mastering Academic and Professional Skills
MBA	Master of Business Administration
MEC	Management Executive Committee
MerSETA	Manufacturing, Engineering, and Related Services Sector Education and Training Authority
MICT SETA	Media, Information, and Communication Technologies Sector Education and Training Authority
MINTEK	Minerals Processing and Metallurgical Technology
MOA	memorandum of agreement
MOOC	massive open online course
MOU	memorandum of understanding
MPhil	Master of Philosophy
NEP	National Equipment Programme



Neso	Netherlands Education Support Office
NESP	Nurturing Emerging Scholars Programme
nGAP	New Generation of Academics Programme
NGO	non-governmental organisation
NIHSS	National Institute for the Humanities and Social Sciences
NPO	non-profit organisation
NRC	National Resource Centre
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
NSTF	National Science and Technology Forum
NUFFIC	Netherlands Universities Foundation for International Cooperation
OGC	Office of the General Counsel
OHS	Occupational Health and Safety
op-ed	opinions and editorials page
OROSS	Online Research Output Submission System
PDRF	postdoctoral research fellow
PEAR	Professional Evaluation and Research
PEETS	Process, Energy and Environment Technology Station
PGCE	Postgraduate Certificate in Education
PGDipHE	Postgraduate Diploma in Higher Education
PGS	Postgraduate School
PhD	Doctor of Philosophy
PM	performance management
POPIA	Protection of Personal Information Act
POSA	privately owned student accommodation

PQM	programme and qualification mix
PS	Postgraduate School
PsyCaD	Centre for Psychological Services and Career Development
PWG	Programme Working Group
RCD	Research Capacity Development
RID	Reading in the Discipline
ROI	return on investment
SA	South Africa
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
SAICA	South African Institute of Chartered Accountants
SAIFAC	South African Institute for Advanced Constitutional, Public, Human Rights and International Law
SAMRC	South African Medical Research Council
SANLiC	South African National Libraries and Information Consortium
SANRC	South African National Resource Centre
SAPS	South African Police Services
SAQA	South African Qualifications Authority
SARChI	South African Research Chairs Initiative
SARL	Student Accommodation and Residence Life
SASUF	South Africa Sweden University Forum
SATLAB	Simulation Assessment Tool to Limit Assessor Bias

SAULT	Southern African Universities Learning and Teaching
SDG	Sustainable Development Goal
SED	Student Ethics and Discipline
Senex	Senate Executive Committee
SET	Science, Engineering, and Technology
SETA	Sector Education and Training Authority
SLG	Student Life and Governance
SLP	short learning programme
SMME	small, medium and micro enterprises
SNIP	source-normalised impact per paper
SOS	Student Online Success
SoTL	Scholarship of Teaching and Learning
SRC	Student Representative Council
SSCI	Social Sciences Citation Index
SSE	Senior Student Experience
Statkon	Statistical Consultation Service
STEM	Science, Technology, Engineering, and Mathematics
STH	School of Tourism and Hospitality
SWC	Soweto campus
TAU	Teaching Advancement at Universities
THE	Times Higher Education
THE EEUR	Times Higher Education Emerging Economies University Rankings
THE WUR	Times Higher Education World University Rankings
THE YUR	Times Higher Education Young University Rankings

TIA	Technology Innovation Agency
TPAC	Teaching Portfolio Assessment Committee
TSAR	Tydskrif vir die Suid-Afrikaanse Reg
TTO	Technology Transfer Office
U21	Universitas 21
UCDG	University Capacity Development Grant
UJ	University of Johannesburg
UJCI	UJ Confucius Institute
UJELP	University of Johannesburg English Language Programme
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
URAP	University Ranking by Academic Performance
URC	University Research Committee
USAF	Universities South Africa
USSA	University Sport South Africa
VARSTEME	Virtual and Augmented Reality in Science, Technology, Engineering, and Mathematics Education
VARTEL	Virtual and Augmented Reality Technology-enhanced Learning
VERT	Virtual Environment for Radiotherapy Training
VIAD	Visual Identities in Art and Design
Wits	University of the Witwatersrand
WOMAD	World of Music, Arts and Dance
WRC	Water Research Commission
WUR	World University Rankings
YUR	Young University Rankings









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