



2024 STAKEHOLDER REPORT

THE FUTURE REIMAGINED





University of Johannesburg 2024 Stakeholder Report

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UJ IN 2024 AT A GLANCE

A snapshot of the year that reflects the scale, momentum, and achievements that shaped 2024.

Our Students



Academic Excellence



Strong progress
in curriculum renewal



Expansion of blended and
digitally supported learning



Growth in academic advising
and support mechanisms

Research Footprint



Global Standing



THE Impact:
#36 globally | #1 in Africa



THE Young University Rankings:
#60 globally | #1 in Africa

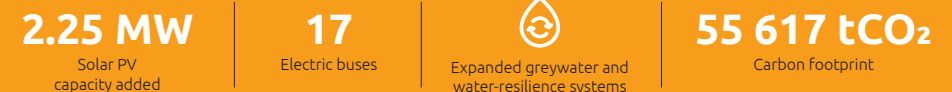


QS:
#312 globally



US News:
#357 globally

Sustainability



Financial Resilience





Ms. Xoliswa Kakana

CHAIRPERSON OF COUNCIL STATEMENT



The higher-education sector faced significant pressure in 2024. Funding uncertainty, infrastructure demands, inflationary pressures, and the rising cost of student support placed universities under sustained strain. Through these challenges, the university remained anchored by strong governance, disciplined planning, and a clear institutional identity.

Council continued to focus on academic excellence, financial sustainability, transformation, and risk management. Our academic reputation grew through improved global rankings and research leadership. Student success strengthened, and our financial

position remained stable, supported by robust reserves and continued growth in external income.

Our partnerships—with government, industry, donors, alumni, and community organisations—continued to advance societal impact. The Limpopo programme, in particular, demonstrated what long-term, reciprocal engagement can achieve.

As we move into the Strategic Plan 2035 era, Council is confident in the university's direction. We have the leadership, capability, and stability needed to navigate sector uncertainty and continue delivering value to society.

“UJ continues to deliver excellence with purpose — academically, financially, and societally.”



Part 1: Strategic Leadership VICE-CHANCELLOR & PRINCIPAL'S REVIEW



“We are building a university that is bold, agile, and focused on what the future demands.”

Professor Letlhokwa Mpedi

2024 marked a year of transition and consolidation. As we closed out the Strategic Plan 2025 and prepared for the next decade under the Strategic Plan 2035, we operated within a sector shaped by funding uncertainty, rising operational costs, and greater expectations for student support. Even so, the university advanced with purpose.

Our academic performance strengthened meaningfully. Undergraduate module success reached 90.5%, the highest in our history, and postgraduate enrolments—especially doctoral registrations—continued to grow. These achievements reflect sustained investment in academic advising, tutoring, writing support, and early-warning systems that help students navigate their academic journeys.

Curriculum renewal also gained momentum. Faculties deepened their commitments to African scholarship, multilingualism, digital literacy, ethics, and sustainability. New and revised programmes responded to national skills needs and global shifts, while staff engaged actively in teaching innovation and digital pedagogy.

Our research footprint remained a defining strength. With 3195 accredited research units, we were once again the top research-producing university in South Africa. Interdisciplinary scholarship grew across renewable energy, AI and digital futures, community health, advanced materials, and urban resilience. These advances were supported by an expanding cohort of NRF-rated researchers and Postdoctoral Fellows.

We continued to strengthen our global reputation. High placements in the THE Impact Rankings and Young University Rankings reflected the reach and relevance of our work, and signalled growing international confidence in our contributions to sustainable development and emerging scholarship.

Across our campuses, sustainability efforts have become increasingly visible—from expanding solar capacity and electric mobility to strengthening water resilience and modernising infrastructure. These initiatives reflect our commitment to environmental responsibility and operational resilience.

As we enter the Strategic Plan 2035 period, we do so with a clear sense of direction. The coming decade will require responsiveness, collaboration, and a commitment to public value. The progress made in 2024 provides a strong foundation for the ambitious work ahead.



Part 2: The Year in Context

YEAR IN CONTEXT

2024 unfolded in a landscape defined by volatility and accelerated change. Universities across South Africa faced ongoing instability in the student-funding system, with NSFAS delays, administrative backlogs, and shifting rules placing significant pressure on institutional planning and student wellbeing. Rising living and study costs added further strain, especially for first-generation and financially vulnerable students.

Operational continuity was tested by persistent load-shedding, which disrupted teaching schedules, laboratory work, campus services, and digital platforms. Institutions were required to adapt continuously, balancing short-term operational demands with long-term resilience planning.

Mental-health needs continued to rise across the student body, intensifying the demand for counselling, trauma support, and residence-based interventions. These pressures reinforced the importance of coordinated wellbeing structures and proactive student support.

Globally, rapid advances in artificial intelligence, automation, and data-driven technologies reshaped expectations of higher education. Employers increasingly prioritised digital fluency, ethical reasoning, adaptability, and interdisciplinary capability — requiring universities to evolve their curriculum, pedagogy, and support structures accordingly.

Against this backdrop, we focused on academic quality, research excellence, sustainability, and operational resilience. The challenges of 2024 highlighted the value of our long-term investments and the maturity of the systems that support our academic mission.



Top Achievements of 2024

- Highest UG module success rate recorded: 90.5%
- Best-ever global performance: THE Impact #36, THE Young #60
- Postgraduate enrolments at an all-time high (24.4%)
- Breakthrough research output: 3 195 accredited units
- Strengthened financial position and reserves
- Expanded renewable energy capacity across campuses
- Continued climb in major global ranking systems



STRATEGIC PLAN 2035

Our Direction

The Strategic Plan 2035 positions the university for a decade of deeper societal relevance, global connectivity, and technological readiness. Its three themes shaped strategic decisions throughout 2024.

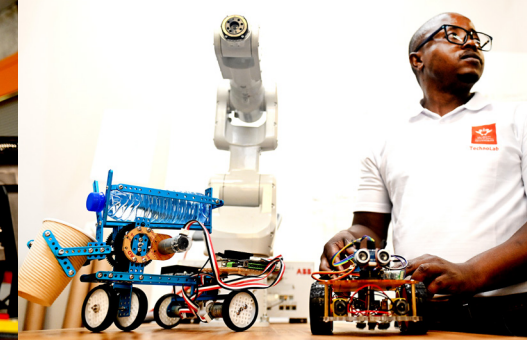
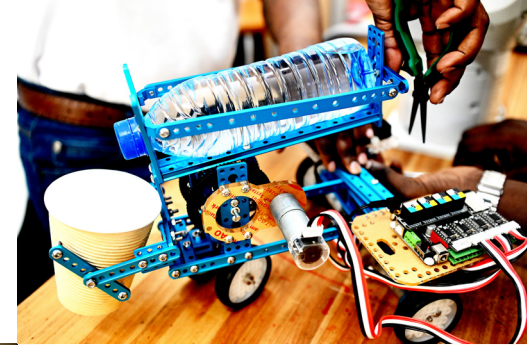
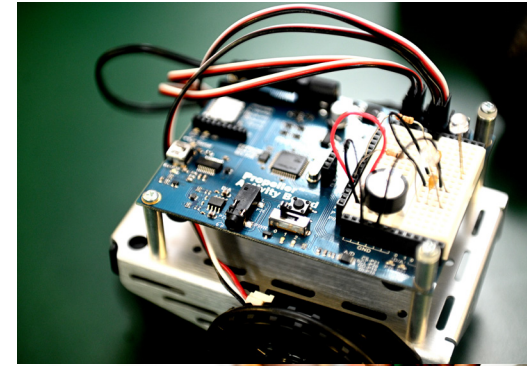
Societal Impact & Sustainability

We strengthened our commitment to wellbeing, equity, environmental stewardship, and long-term community partnership. Our research and engagement programmes increasingly focus on issues that shape the health and resilience of the communities we serve.

DRIVING THE 4IR AGENDA

UJ sharpened its 4IR focus in 2024 through expanded digital-skills programmes, stronger AI literacy across qualifications, and research aligned to national priorities in automation, data science, and the future of work.

These initiatives continue to anchor UJ's reputation as a leader in technology-enabled education.



Global Footprint & Partnerships

Our identity as a globally engaged African institution is grounded in collaboration. We expanded our partnership networks, co-supervision arrangements, visiting-scholar programmes, and mobility initiatives — all of which enrich our academic environment and broaden our reach.

Technology for the Future

Advances in AI and digital ecosystems continue to reshape higher education. In 2024, we strengthened digital-teaching, expanded digital-literacy initiatives, and invested in systems and infrastructure that support flexible, innovative learning.

Together, these themes express our future direction: an institution that is distinctly African, globally connected, and equipped to lead in a rapidly evolving world.

Part 3: Core Performance Themes

TEACHING & LEARNING

Teaching and learning remained a defining strength in 2024, driven by a clear focus on quality, relevance, and equitable student success. Our highest-ever undergraduate module success rate of 90.5% — together with a dropout rate below 10% — reflects the maturity of the systems that support learning across faculties.

Curriculum renewal continued to evolve, with faculties embedding African scholarship, multilingualism, digital literacy, ethics, and sustainability into programmes. New and reimagined qualifications responded to national skills priorities and global shifts, while assessment and quality-assurance processes were modernised to support a more flexible academic environment.

Staff development strengthened teaching capability across the institution. More than 700 academics participated in digital-pedagogy and curriculum innovation programmes, contributing to a more connected and future-oriented learning experience.

Key Student Enrolment Monitoring

A snapshot of UJ's enrolment and student-success indicators for 2024 is provided in Table 1.

TABLE 1: KEY STUDENT ENROLMENT MONITORING

INDICATOR	2024 VALUE	CONTEXT
Total enrolments	54 515	System-wide headcount
Postgraduate share	24.4%	Highest proportion to date
Doctoral candidates	2 296	Exceeded institutional target
Undergraduate module success rate	90.5%	Highest in UJ's history
Dropout rate	Below 8.4%	Improved year-on-year stability
International students	~4 000+	Continued growth in global footprint
UG satisfaction	High	Based on Student Experience Survey
PG satisfaction	High	From PG Experience Survey

Performance Trends in Core Teaching and Learning Indicators

- Improved undergraduate output across qualification levels
- Continued rise in minimum-time completion rates
- Increased participation in AI and 4IR-related learning modules
- Growth in academic and curriculum initiatives linked to digital innovation

Spotlight: Accelerating Digital Skills

UJ continued scaling future-focused learning in 2024, with strong uptake in AI and emerging tech modules. Faculties expanded digital literacy, coding, data fluency, and ethics content to ensure graduates are ready for technology-intensive workplaces.



Teaching & Learning Highlights



90.5% undergraduate module success



Dropout rate below 8.4%



700+ staff in teaching innovation and digital skills development



Stronger curriculum renewal across all faculties



Expanded advising, writing support and first year success programmes



THE STUDENT EXPERIENCE

Student experience is central to our identity, and in 2024 we prioritised wellbeing, belonging, and accessible support across all campuses. Mental health needs continued to grow, and we expanded counselling capacity, trauma response mechanisms, and early warning systems in residences.

A vibrant campus community remained a key strength. Student leadership structures, residence programmes, societies and cultural activities helped build a sense of identity, belonging, and continuity. These spaces supported personal development as much as academic success.

Digital convenience also improved the student journey. The Knowledge Hub app and automated enquiry tools reduced administrative friction, especially during high volume periods such as registration.

Student Experience Highlights



Expanded counselling and trauma support services



Stronger residence-based wellbeing structures



Active SRC and student society ecosystem



Knowledge Hub and digital tools improving service access

SPORT

Sport remained a vibrant part of campus life in 2024, strengthening UJ's identity as a competitive and inclusive sporting institution. The year — shaped by an Olympic cycle — showcased exceptional athlete performance, national visibility, and continued growth in student participation across priority, competitive, and social codes.

UJ athletes delivered standout achievements on the global stage. Three student-athletes represented South Africa at the Olympic and Paralympic Games, including gymnast Caitlin Rooskrantz, who carried the national flag at the Opening Ceremony. Track athlete Lythe Pillay reached the Olympic semi-finals, while Yané van der Merwe competed in the Paralympics. More than 80 UJ athletes were selected for international competition, reflecting the University's growing role in national talent development.

Domestically, UJ teams secured medals across every sporting code, including gold in men's football and men's basketball, with strong podium finishes in women's football and netball. UJ also successfully hosted major events such as the FISU World University Championship Squash and the USSA Netball tournament, underscoring its capability as a leading sporting host. Holistic athlete development remained central. The Athlete Support Unit provided sport science, medical and psychological support, while staff earned national appointments in high-performance roles. UJ once again achieved FISU Healthy Campus Platinum Certification, maintaining a 95% compliance score.

Sport also expanded its community footprint through initiatives like the UJ Future Walk and the French Embassy Sports Day, promoting participation, wellbeing, and social connection.

Sport Highlights

- **Strong Olympic and Paralympic representation, including flag bearer Caitlin Rooskrantz**
- **80+ UJ athletes selected for international competition**
- **Medals achieved across all sporting codes, including gold in men's football and basketball**
- **Successful hosting of the FISU Squash Championship and USSA Netball tournament**
- **Continued FISU Healthy Campus Platinum Certification (95% compliance)**
- **Expanded community engagement through UJ Future Walk and French Embassy Sports Day**

RESEARCH & INNOVATION

Research excellence continued to define the university’s academic identity. With 3 195 accredited publication research units — the highest in South Africa for the second consecutive year — our research environment demonstrated depth, breadth and sustained momentum. Total submissions reached 3 293 units, supported by strong interdisciplinary networks.

Growth in NRF-rated researchers and Postdoctoral Fellows strengthened both research quality and postgraduate supervision. Innovation advanced through patents, prototypes, and projects linking scholarship to societal needs, including work in renewable energy, digital futures, community health and urban resilience.

Research Impact Expansion

UJ research groups advanced work in high-impact areas including public health innovation, sustainable development, advanced manufacturing, and digital transformation. Interdisciplinary projects grew across faculties, driving stronger postgraduate pipelines and positioning the University as a leader in solutions-focused scholarship.

Research & Innovation Highlights

3 195

Accredited publication research units — #1 in SA

3 293

Total publication research units submitted

R355m

External research income

349

NRF-rated researchers

553

Postdoctoral Fellows



Growth in patents, prototypes and societal impact initiatives

GLOBAL REPUTATION & INTERNATIONALISATION

Our global profile strengthened through improved rankings, expanding partnerships, and growing scholarly visibility. Performance in the THE Impact Rankings (#36 globally; #1 in Africa) and the Young University Rankings (#60 globally; #1 in Africa) underscored our relevance and contribution.

International partnerships broadened academic exchange, mobility and co-authorship networks. More than 100 visiting scholars contributed to research and teaching, enriching academic dialogue across faculties.

Global Rankings Overview

The following table summarises UJ’s performance across major global ranking systems over the past five years.

TABLE 2: GLOBAL UNIVERSITY RANKINGS OUTCOMES (2020–2024)

RANKING SYSTEM	2020	2021	2022	2023	2024
Webometrics – Global Rank	—	—	612	612	555
Webometrics – Africa Rank	—	—	8	8	6
Webometrics – SA Rank	—	—	6	6	5
QS World University Rankings	434	434	412	306	312
THE Impact Rankings (Overall)	80s–90s band	62	46	46	36
THE Impact — Africa Rank	—	—	#1	#1	#1
THE Young University Rankings (Global)	151–200	151–200	151–200	151–200	60
THE Young — Africa Rank	—	—	#1	#1	#1
QS Sustainability Rankings (2025)	—	—	—	—	243
QS Sustainability — Africa Rank	—	—	—	—	#4
US News & World Report (Global)	434	412	420	370	357

Subject Rankings Performance

UJ's subject-level performance across QS, BGUR and GRAS systems is reflected in the following tables.

TABLE 3: QS SUBJECT RANKINGS (Selected Subjects)

SUBJECTS	RANKING	SA POSITION
Anthropology	101-150	#2
Development Studies	101-130	#7
Hospitality & Leisure Management	151-160	#2
Education	301-350	#2
Chemical Engineering	301-350	#2
Environmental Sciences	351-400	#5
Materials Sciences	351-400	#1
Economics & Econometrics	401-450	#4
Electrical & Electronic Engineering	401-450	#2
Mechanical & Aeronautical Engineering	401-450	#4
Chemistry	451-500	#2

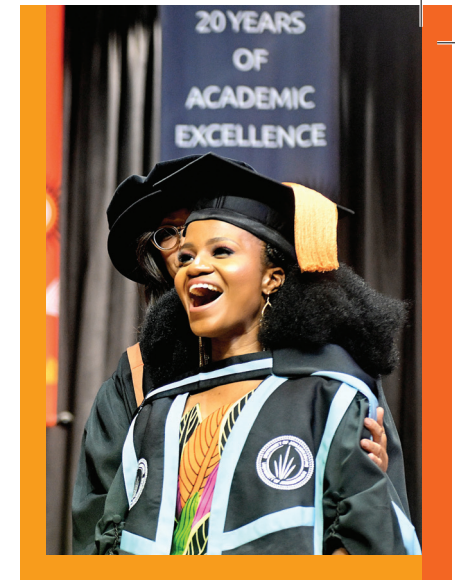
TABLE 4: BGUR (BEST GLOBAL UNIVERSITIES RANKINGS)

SUBJECTSV	GLOBAL RANKING	SA POSITION
Green & Sustainable Science & Tech	75	#1
Social Sciences & Public Health	111	#2
Polymer Science	144	#1
Economics & Business	157	#2
Chemistry	196	#1
Environmental Engineering	213	#1
Arts & Humanities	222	#5
Chemical Engineering	249	#1
Environment/Ecology	265	#4
Geosciences	281	#3



TABLE 5: GRAS (GLOBAL RANKING OF ACADEMIC SUBJECTS)

SUBJECTS	RANKING	SA#
Hospitality & Tourism Management	14	#1
Geography	101-150	#2
Sociology	151-200	#1
Earth Sciences	151-200	#1
Business Administration	151-200	#2
Education	201-300	#1
Management	201-300	#1



Global Reputation Highlights



THE Impact:
#36 globally | #1 in Africa



THE Young University Rankings:
#60 globally | #1 in Africa



QS:
#312 globally

100+

Visiting scholars hosted



Growth in co-authored publications and partnership networks



US News:
#357 globally

Spotlight: Global Scholars on Campus

More than 100 international scholars taught, collaborated, and co-created with UJ academics in 2024. Their presence strengthened global research networks and deepened UJ's international academic footprint.

LIBRARY & INFORMATION CENTRE (LIC)

The Library and Information Centre (LIC) remained a core academic enabler in 2024, supporting teaching, learning and research across all campuses. The year ended on a high note for the division, with strong student satisfaction scores and growing recognition of the LIC's role in sustaining a world-class learning and research environment. Student survey results reflected high confidence in the quality and relevance of LIC resources, with the vast majority indicating that collections and services met their academic needs.

Supporting student throughput

Digital and Information Literacy (DIL) training expanded significantly, with librarians working across departments to integrate information-literacy skills into curricula and short learning programmes. Although only a limited number of departments had made DIL training compulsory, demand grew as students recognised its value in improving how they search for, evaluate and use information. Feedback from training sessions indicated that students found these interventions helpful for their studies and overall academic confidence.

Among the postgraduate cohort, 94.2% of participants reported that LIC training improved their research skills – particularly around advanced database use and the transition to the new EndNote referencing system. At the same time, the LIC identified a key improvement area: only 80.2% of students reported that the LIC website was easy to use, signalling the need for a more intuitive and streamlined digital front door to library services.

TABLE 6: LIC STUDENT TRAINING PARTICIPATION

YEAR	UG STUDENTS TRAINED	PG STUDENTS TRAINED
2020	22 296	6 159
2021	16 034	6 221
2022	11 819	6 913
2023	18 477	7 442
2024	28 178	11 894



Enabling research and digital scholarship

A central focus in 2024 was the development of an online Digital Scholarship Hub, designed to help scholars navigate emerging tools and platforms that can strengthen literature reviews, data analysis and research visibility. This included support for AI-enhanced platforms such as Scopus AI, which can accelerate how researchers discover, filter and synthesise relevant scholarship.

The Hub is linked to an Atlas.ti qualitative data-analysis lab, which reached operational readiness in 2024 and will be formally launched in 2025. The lab will support advanced qualitative research and provide a space for exploring new methods, including simulated and immersive environments where real-world experimentation would be risky or ethically complex. In parallel, the Teaching and Learning Librarian worked with faculties on how to incorporate GenAI responsibly into DIL training, ensuring that students learn to use AI tools critically rather than uncritically outsourcing their thinking.

During 2024, the LIC also migrated to EndNote as the primary referencing platform. This shift streamlined how researchers manage citations and integrate sources into their writing, while improving access to full-text content across databases and publisher platforms.

Open science remained a strategic priority. Usage of the university's open-access and open-science platforms grew sharply, with one major platform's user base increasing by 75%, from 3 413 users in 2023 to 5 836 in 2024. This reflects both rising awareness of open science principles and the LIC's efforts to normalise sharing of datasets, preprints and open-access publications.

TABLE 7: LIC OPEN SCIENCE PLATFORM USAGE

YEAR	USERS
2023	3 413
2024	5 836 (+75%)

Maintaining a sustainable, accessible organisation

On the operational side, the LIC focused on consolidating and rationalising digital platforms to improve sustainability and user experience. Centralising access to key databases and discovery tools reduced duplication and made it easier for students and staff to find what they need via a single set of interfaces.

Financial sustainability was supported through strategic purchasing and transformative agreements that cover article-processing charges (APCs) for selected journals. These agreements allow UJ authors to publish open access in participating journals at no cost to themselves, while extending the global reach of UJ research. High usage of academic resources, coupled with more intuitive access pathways, underlined the LIC's role as a critical piece of the University's digital academic infrastructure.

Library & Information Centre Highlights

- High student satisfaction with LIC collections and services, with strong perceptions of resource sufficiency
- 94.2% of participating postgraduates reporting that LIC training improved their research skills
- Expanded Digital and Information Literacy training, including guidance on responsible use of GenAI in learning and research
- Development of a Digital Scholarship Hub and Atlas.ti qualitative research lab, with formal launch of the lab planned for 2025
- Migration to EndNote as the primary referencing platform, streamlining citation management for researchers
- Open-science platform usage up 75% (from 3 413 to 5 836 users between 2023 and 2024)
- Consolidation of e-resource platforms and discovery tools to improve access and long-term sustainability
- Expanded transformative open-access agreements, reducing APC costs for UJ authors and widening the reach of UJ research



TRANSFORMATION & PEOPLE

Transformation continued to shape institutional culture, staffing, and leadership development. In 2024, 55.6% of academic staff were Black South Africans, 43% of senior academics were women, and 62.3% of academics held doctorates — strengthening both diversity and academic capability.

Leadership programmes, mentorship initiatives, and staff development opportunities broadened pathways for advancement. Culture building work supported dignity, belonging, accountability and improved academic environments.

Transformation & People Highlights

55.6%

Black South African academic staff

43%

Women in senior academic roles

62.3%

Academic staff with doctorates



Strengthened leadership development pathways



SUSTAINABILITY & INFRASTRUCTURE

Sustainability and infrastructure resilience remained strategic priorities. We added 2.25 MW of solar PV capacity, expanded our electric bus fleet to 17, and strengthened water resilience systems across residences and campuses. Improved waste management and recycling processes further reduced environmental impact.

Infrastructure upgrades focused on safety, accessibility and digitally enabled learning — including modernised lecture venues, upgraded security systems, improved lighting and expanded connectivity.

Spotlight: Greener, Smarter Campuses

UJ expanded its solar PV capacity and continued upgrading water-efficiency systems across campuses in 2024 — part of a long-term strategy to cut carbon intensity and future-proof operations.

Sustainability Highlights

2.25 MW

Solar PV capacity added

17

Electric buses



Upgraded campus infrastructure for safety and modern learning



Expanded greywater and water-resilience systems

55 617 tCO₂

Institutional footprint



Part 4: Societal Impact

COMMUNITY ENGAGEMENT

Community engagement remained one of the clearest expressions of our public purpose in 2024. Our work focused on long-term, trust-based partnerships that build capacity, strengthen educational ecosystems, and respond directly to community priorities.

The Limpopo programme continued to demonstrate the value of sustained collaboration. Through school-leadership development, teacher support, academic interventions, and psychosocial services, the initiative has delivered measurable improvements in learner performance and school resilience. Its strength lies in the relationships built over time — partnerships shaped with schools and communities, not imposed on them.

In Johannesburg, our work broadened across early-childhood development centres, youth programmes, shelters, health organisations and civil-society partners. Students applied disciplinary knowledge in real-world contexts through service-learning modules linked to law, health sciences, education, engineering, design, business, and the humanities. These experiences enriched learning while making a tangible contribution to local communities.

Across all initiatives, the emphasis remained on reciprocity. Communities inform our work, refine our assumptions, and shape our research questions. This two-way model is integral to our identity as an engaged university.

STAKEHOLDER ENGAGEMENT

Stakeholder partnerships continued to support curriculum relevance, graduate employability, research translation, and institutional sustainability. In 2024, we strengthened relationships with government, industry, alumni, donors, international partners, and civil society.

Industry collaborations informed programme development and expanded opportunities for work-integrated learning. Engagement with government departments supported capacity building and innovation in public-sector systems. Donor and alumni communities contributed to bursaries, student wellbeing, and research funding, while international partners broadened mobility, co-supervision networks, and interdisciplinary research.

Our academics played a prominent role in national and global discourse. Through radio, television, print, online media and public events, they provided expert analysis on governance, economics, energy, health, democracy, and education — reinforcing our position as a thought leader.



Community Engagement Highlights

- Strengthened Limpopo school-development partnerships
- Expanded collaborations with youth, health and community organisations
- Service-learning embedded across all faculties
- Growth in interdisciplinary community-based research

Stakeholder Engagement Highlights

- Deepened industry and government partnerships
- Expanded alumni networks and donor support
- Strong public scholarship and media visibility
- Continued delivery of the Limpopo Societal Impact Programme

FACULTY HIGHLIGHTS

Faculties contributed to our academic strengths through teaching quality, research excellence, and societal engagement.

These concise profiles reflect high-impact work across disciplines.

College of Business and Economics

Advanced applied research, entrepreneurship, and executive education, with strong alignment to industry needs.

Faculty of Health Sciences

Expanded clinical training and public health outreach, supporting community wellbeing and advancing health research.

Faculty of Humanities

Contributed influential public scholarship and community-based research focused on justice, democracy, and social wellbeing.

Faculty of Art, Design and Architecture (FADA)

Strengthened national leadership in creative production through exhibitions, performances, design innovation, and cross-disciplinary projects.

Faculty of Law

Maintained excellence in constitutional, human rights and public law research, with strong contributions to policy and legal advocacy.

Faculty of Education

Expanded work in teacher development, digital pedagogy, early-childhood education, and inclusive education, supported by strong school partnerships.

Faculty of Science

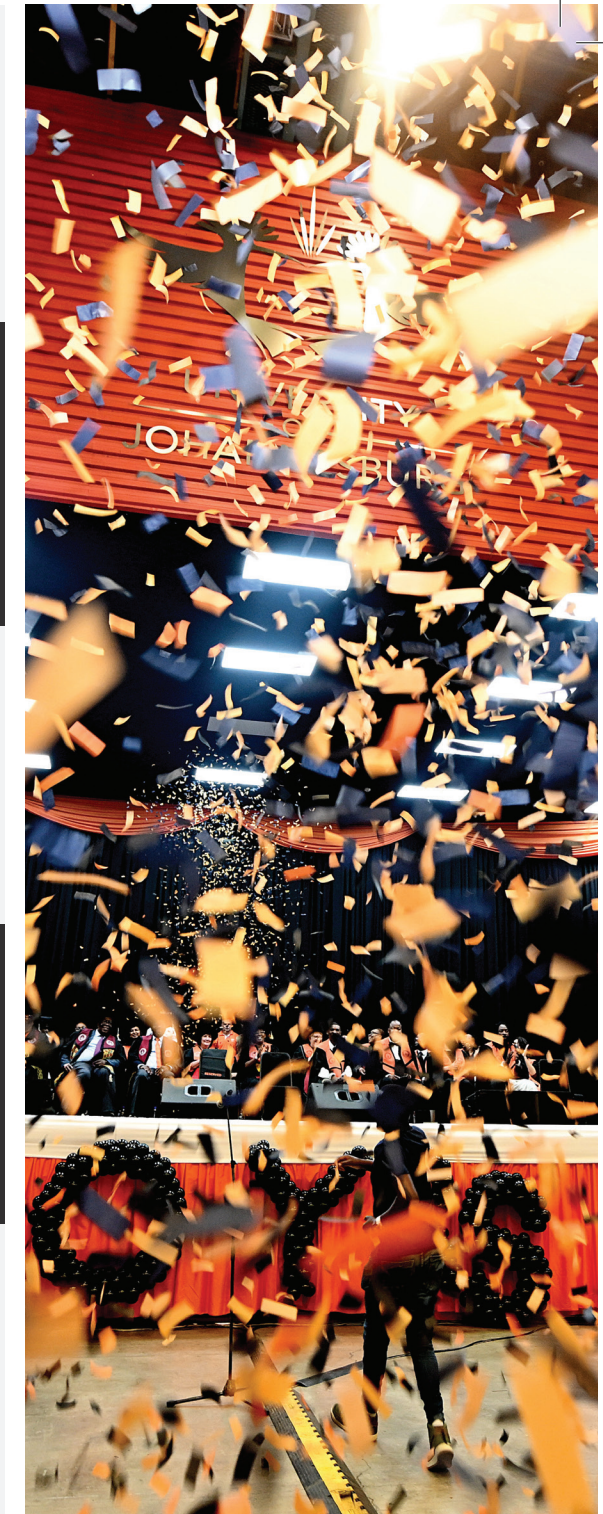
Produced high-impact research in biotechnology, environmental science, advanced materials and data-rich disciplines.

Faculty of Engineering and the Built Environment

Contributed to renewable energy, materials science, infrastructure resilience, and applied technology research.

Johannesburg Business School (JBS)

Deepened its position in future-focused business education, entrepreneurship and executive training.



ARTS & CULTURE

Arts and culture remained central to campus identity and community life. In 2024, UJ Arts & Culture delivered a diverse programme of performances, exhibitions, festivals and collaborative projects that engaged both university and public audiences.

Students gained professional experience through creative productions, installations and interdisciplinary work. Partnerships with cultural institutions and community organisations broadened participation and strengthened the role of the arts as a space for dialogue and expression.



Arts & Culture Highlights

- Diverse programme of exhibitions, performances and festivals
- Strong student involvement and professional mentorship
- Interdisciplinary collaborations across arts, technology and social inquiry
- Partnerships with cultural and community institutions



FADA Cultural Exhibition

Part 5: Governance, Risk & Finance

GOVERNANCE OVERVIEW

Governance remained a stabilising force throughout 2024. In a sector marked by funding uncertainty, regulatory shifts and operational pressures, our governance structures demonstrated consistency, accountability and maturity. Council provided clear strategic oversight, supported by well-structured committees and regular engagement with executive leadership.

Senate continued to safeguard academic quality and integrity, ensuring alignment between academic activities, regulatory requirements and institutional priorities.

Internal audits, compliance reviews and integrated reporting strengthened assurance and transparency. Engagement with student leadership enriched decision-making processes, particularly in areas affecting wellbeing, safety and academic support.

This governance ethos — steady, transparent and future-focused — underpins our ability to navigate uncertainty while maintaining academic excellence and institutional resilience.



RISK MANAGEMENT

The risk environment in 2024 reflected long-standing pressures and emerging vulnerabilities.

Our approach emphasised early identification, coordinated mitigation and integrated assurance to support operational continuity.

Financial Sustainability

Volatility in national funding mechanisms and rising operational costs required disciplined financial planning, strong cash-flow management and targeted cost controls.

Student Funding & Debt

NSFAS-related delays, administrative backlogs and shifting rules directly affected students and created operational pressure on support services.

Infrastructure & Utilities

Ageing infrastructure, load-shedding and rising utility costs remained persistent risks. Investments in solar capacity, greywater systems and infrastructure renewal strengthened resilience.

Cybersecurity

Growing digital dependence heightened exposure to cyber threats. Enhanced security protocols, monitoring systems and governance frameworks reduced vulnerabilities.

Academic Integrity

Evolving assessment formats — especially in digital and blended environments — required strengthened controls to safeguard fairness and academic rigour.

Student Wellbeing & Safety

Rising mental-health needs and safety concerns required proactive, coordinated interventions across support structures and academic divisions.

Through targeted mitigation strategies and improved institutional coordination, we strengthened our risk posture and ensured continuity in a demanding environment.

FINANCIAL OVERVIEW

Despite national and global pressures, the university maintained a strong and stable financial position in 2024 through disciplined governance, careful resource management and strategic investment.

We recorded an operating surplus of R211.2 million, reflecting prudent expenditure and sustained income generation. Council-controlled reserves increased to R3.368 billion, providing essential protection against sector volatility and enabling continued investment in infrastructure, digital systems and academic quality.

Third-stream income remained robust at R1.112 billion, supported by research contracts, donor contributions, short learning programmes and industry partnerships. These income streams continue to play a vital role in supporting innovation, research activity and student success.

Financial governance remained sound, reinforced by clean audits, strong internal controls and tightly aligned planning cycles across faculties and divisions.

Financial Highlights

- **R211.2 million operating surplus**
- **R3.368 billion Council-controlled reserves**
- **R1.112 billion external income**
- **Clean audits and strong financial governance**
- **Continued investment in infrastructure, sustainability and digital transformation**



ACRONYMS

4IR	Fourth Industrial Revolution
AABS	Association of African Business Schools
AACC	Academic Administration Coordination Committee
AAMP	Accelerated Academic Mentorship Programme
ABASA	Association for the Advancement of Black Accountants of Southern Africa
ABLU	Annual Banking Law Update
Absa	Absa Group Limited, originally Amalgamated Banks of South Africa
ACDB	African Centre for DNA Barcoding
ACE	Africa Centre for Evidence
ACED	Academic Citizenship and Economic Development Centre
ACEPS	African Centre for Epistemology
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
AHPCSA	Allied Health Professionals Council of South Africa
AI	artificial intelligence
AICA	International Association of Art Critics
AICPA	American Institute of Certified Public Accountants

AIDS	Acquired Immune Deficiency Syndrome
AL	assistant lecturer
ALC	African Laser Centre
ALU	Academic Literacies Unit
AMCHES	Ali Mazrui Centre for Higher Education Studies
ANIE	African Network for Internationalization of Education
APB	Auckland Park Bunting Road Campus
APK	Auckland Park Kingsway Campus
APP	Annual Performance Plan
APS	Admission Point Score
APTS	Academic Programme Tracking System
ARCC	Audit and Risk Committee of Council
ARO	African Reclaimers Organisation
ARPL	Artisan Recognised Prior Learning
ART	antiretroviral treatment
ARWU	Academic Ranking of World Universities
ASJC	All Science Journal Classification
ASSAf	Academy of Science of South Africa
AU	African Union
AUP	agreed-upon procedure
AVE	advertising value equivalent
AWCA	African Women Chartered Accountants
AWS	Amazon Web Services
BA	Bachelor of Arts
BA Ed	Bachelor of Arts in Education
BASA	Business and Arts South Africa
B-BBEE	broad-based black economic empowerment
BEAHT-RC	Biomedical Engineering and Healthcare Technology Research Centre
BEd	Bachelor of Education
BGUR	Best Global Universities Rankings
BHS	Bachelor of Health Sciences

BRICS	Brazil, Russia, India, China and South Africa
BSc	Bachelor of Science
BTech	Bachelor of Technology
CA	Chartered Accountant
CAA	Central Academic Administration
CACS	Centre for Africa/China Studies
CADS	Centre for Data Science
CAGR	compound annual growth rate
CALS	Centre for Applied Legal Studies
CALSTEAM	Centre for Advanced Learning Technologies in Science Technology Engineering Arts and Mathematics
CALT	Centre for African Languages Teaching
CAMPROSA	Campus Protection Society of Southern Africa
CANSA	Cancer Association of South Africa
CAPQP	Centre for Academic Planning and Quality Promotion
CASD	Centre for Academic Staff Development
CAT	Centre for Academic Technologies
CATHSSETA	The Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CAVARS	Culturally anchored virtual and augmented reality simulations
CAWE	Community, Adult and Worker Education
CBE	College of Business and Economics
CBL	Centre for Banking Law
CBO	community-based organisation
CBR	community-based research
CCRED	Centre for Competition Regulation and Economic Development
CE	Community Engagement
CEAB	Community Engagement Advisory Board
CEI	Centre of Ecological Intelligence
CENLED	Centre for Local Economic Development
CEP	Continuing Education Programme
CERT	Centre for Education Rights and Transformation

CESEA	Community Engagement Service Excellence Awards
CESM	Classification of Educational Subject Matter
CET	community education and training
CEU	Community Engagement Unit
CFA	Chartered Financial Analyst
CfAR	Centre for Anthropological Research
CfE	Centre for Entrepreneurship
CFMS	Computerised Facilities Management System
CGMA	Chartered Global Management Accountant
CGS	Critical University Studies
CHE	Council on Higher Education
CHET	Centre for Higher Education Transformation
CHIETA	Chemical Industries Education and Training Authority
CI	Confucius Institute
CIC	Commercial Investment Committee
CICLASS	Centre for International Comparative Labour and Social Security Law
CID	City Improvement District
CIMA	Chartered Institute of Management Accountants
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
CMMS	Computerised Maintenance Management System
CMRC	Creative Microbiology Research Collaboration
CNSR	Centre for Nanomaterials Science
CO ₂	carbon dioxide
COC	certificate of compliance
COID	Compensation for Occupational Injuries and Diseases
COIL	Collaborative Online International Learning
CoJ	City of Johannesburg
CoP	Community of Practice
COVID	Coronavirus disease

CPASD	Centre for Professional Academic Staff Development
CPD	continuous professional development
CPEMPH	Centre for Philosophy of Epidemiology, Medicine, and Public Health
CPUT	Cape Peninsula University of Technology
CPWD	Committee for People with Disabilities
CR	community research
CRLA	College Reading and Learning Association
CRMP	Compliance Risk Management Plan
CSC	Centre for Social Change
CSDA	Centre for Social Development in Africa
C-SHAW	Centre for Student Health and Wellness
CSIR	Council for Scientific and Industrial Research
CSRC	Central Student Representative Council
CSRP	Centre for Sociological Research and Practice
CTIN	Civic Tech Innovation Network
CTS	Central Technical Services
CUT	Central University of Technology
CWTT	child wellbeing tracking tool
CWUR	Center for World University Rankings
DAPQPASD	Division of Academic Planning, Quality Promotion and Academic Staff Development
DBE	Department of Basic Education
DCE	Department of Childhood Education
DCES	Developmental, Capable and Ethical State
DELM	Department of Education Leadership and Management
DESIS	Design for Social Innovation and Sustainability
DFC	Doornfontein Campus
DFIM	Department of Finance and Investment Management
DHET	Department of Higher Education and Training
DHIS	District Health Information System
DIL	digital and information literacy
DIPEM	Division for Institutional Planning, Evaluation and Monitoring

DIRCO	Department of International Relations and Cooperation
DOE	Department of Education
DOH	Department of Health
DST	Department of Science and Technology
DSW	Deutsches Studentenwerk
DTE	Division for Teaching Excellence
DTI	Department of Trade and Industry
DU	Disability Unit
DUT	Durban University of Technology
DVC	Deputy Vice-Chancellor
EAC	Enterprise Architecture Committee
EAF	Enterprise Architecture Forum
ECP	Extended curriculum programme
ECSA	Engineering Council of South Africa
ED	Executive Director
EDAF	Deans Across Frontiers
EDHE	Entrepreneurship Development in Higher Education
EDRMS	Electronic Document and Records Management System
EFL	English for Law
EFMD	European Foundation for Management Development
EFMS	Electronic File Management System
EIP	National Eco-Industrial Parks
ELDU	Executive Leadership Development for Universities
ELG	Executive Leadership Group
EMC	Emergency Medical Care
EMS	emergency medical services
ER	Employment Relations
ESD	Enterprise and Supplier Development
ESPC	Engineering Science Programme Committee
ESSA	Employment Services of South Africa
ETDP SETA	Education Training and Development SETA

EU	European Union
EWP	Employee Wellness Programme
Exco	Executive Committee
FADA	Faculty of Art, Design and Architecture
FASSET	Finance and Accounting Services Sector Education and Training Authority
FASU	Federation of Africa University Sports
FCC	Finance Committee of Council
FDI	Foreign Direct Investment
FEBE	Faculty of Engineering and the Built Environment
FELMC	Faculty of Education Leadership and Management Committee
FERL	Food Evolution Research Laboratory
FET	Further Education and Training
FHDC	Faculty Higher Degrees Committee
FISU	International University Sports Federation
FLOAT	Faculty of Law Online Academic Tutor
FLP	Finance Leadership Program™
fNIRS	functional Near-Infrared Spectroscopy
FP	family planning
FPP	Future Professors Programme
FRC	Faculty Research Committee
FRR	Fraud Risk Register
FSC	Faculty Strategy Committee
FSCC	Financial Sustainability Committee of Council
FSM	Financial Sustainability Model
FSS	Financial Support Services Division
FTE	full-time equivalent
FTLC	Faculty Teaching and Learning Committee
FUJS	Funda UJabule School
FwCI	field-weighted citation impact
FYE	First Year Experience
FYO	First Year Orientation

FYS	First Year Seminar
GBV	gender-based violence
GDoHW	Gauteng Department of Health and Wellness
GEMES	Geography, Environmental Management and Energy Studies
GES	Global Excellence and Stature
GII	Global Innovation Index
GLSEP	Global Leadership Student Exchange Programme
GOSOP	Geography Organised School Outreach Project
GRAS	Global Ranking of Academic Subjects
GRC	Governance, Risk and Compliance
GRT-INSPIRED	Gauteng Research Triangle Initiative for the Study of Population, Infrastructure and Regional Economic Development
GSA	Graduate School of Architecture
GTEA	Global Teaching Excellence Award
HASS	humanities, arts and social sciences
HCM	Human Capital Management
HCMBP	Human Capital Management Business Partnering
HCMIS	Human Capital Management Information Systems
HCP	Healthcare professional
HCT	HIV counselling and testing
HEAD	Health Environment and Development
HEAIDS	Higher Education HIV and AIDS Programme
HEDA	Higher Education Data Analyser
HEDSA	Higher Education Disability Services Association
HEFMA	Higher Education Facilities Management Association
HEI	higher education institution
HELM	Higher Education Leadership Management Programme
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
HERS-SA	Higher Education Resources Services South Africa
HESA	Higher Education South Africa
HEWL	Higher Education Women Leaders
HFA	Head of Faculty Administration
HIV	Human Immunodeficiency Virus
HOD	Head of Department
Hons	Honours
HPCSA	Health Professions Council of South Africa
HPV	Human Papilloma Virus
HR	human resources
HR&T	Human Resources and Transformation
HRA	health risk assessment
HRBP	Human Resources Business Partner
HRIS	Human Resources Information System
HRSEC	Human Resources and Social Ethics Committee of Council
HSRC	Human Sciences Research Council
HTC	Health Training Centre
HUMARE	Human-Material Relations
HVAC	heating, ventilation, and air conditioning system
HWSETA	Health and Welfare Sector Education and Training Authority
IAAM	International Association of Advanced Materials
IACS	International Accreditation of Counselling Services
IAIS	Institute for AI Systems
IALS	International Association of Law Schools
IAS	Institute for Advanced Study
IAUP	International Association of University Presidents
ICAS	Independent Counselling and Advisory Services
ICC	International Chamber of Commerce
ICCC	Investment and Commercialisation Committee of Council
ICM	International Credit Mobility

ICPs	Intellectual Capital Platforms
ICRC	International Committee of the Red Cross
ICS	Information Communication Systems
ICT	Information and Communication Technology
IDEP	Institute for Economic Development and Planning
IDP	Independent Development Plan
IDTT	Industrial Development Think Tank
IEASA	International Education Association of South Africa
IEC	Integrated Engineering Curricula
IEDC	International Economic Development Council
IEE	Institute of Education
IEEE	Institute of Electrical and Electronics Engineers
IEG	Infrastructure Efficiency Grant
IF	Institutional Forum
IFK	Institute for the Future of Knowledge
IFRS	International Financial Reporting Standard
IHL	International Humanitarian Law
IIS	Institute for Intelligent Systems
IMS	Information Management System
IOHA	Institutional Office for HIV and AIDS
IoT	Internet of Things
IP	intellectual property
IPATC	Institute for Pan-African Thought and Conversation
IRBA	Independent Regulatory Board for Auditors
IRMSA	Institute of Risk Management South Africa
ISEP	International Student Exchange Programme
ISO	International Organization for Standardization
ISRS	International Standard on Related Services
ISSI	Integrated Student Success Initiative
IT	Information Technology
ITE	Initial teacher education

ITP	Institutional Transformation Plan
IUM	International University of Management
IUPAC	International Union of Pure and Applied Chemistry
IWF	International Women's Forum
JBS	Johannesburg Business School
JBSCE	JBS Centre for Entrepreneurship
JCCI	Johannesburg Chamber of Commerce and Industry
JDA	Johannesburg Development Agency
JHSEC	Joint Health Sciences Education Committee
JIAS	Johannesburg Institute for Advanced Study
JOC	Joint Operations Committee
JRA	Johannesburg Roads Agency
JSE	Johannesburg Stock Exchange
KJB	Karlsruher Juristische Bibliographie
KMCPE	Karl Mittermaier Centre for the Study of Philosophy of Economics
KPA	key performance area
KPI	key performance indicator
LARC	long-acting reversible contraceptive
LDU	Learning Development Unit
LES	Language for the Economic Sciences
LGBTI	lesbian, gay, bisexual, transsexual and intersex
LIC	Library and Information Centre
LLM	Master of Law
LMS	Learning Management System
LRC	Laser Research Centre
LSS	Language and Skills for Science
MACE	Marketing, Advancement and Communication in Education
MAM	Mobile Application Management
MAMS	Management of Assessment of Marks System
MANCO	Management Committee
MAPS	Mastering Academic and Professional Skills

MDM	Mobile Device Management
MEC	Management Executive Committee
MECA	Management Executive Committee: Academic
MECCC	MEC Commercialisation Committee
MECPWD	Management Executive Committee: People with Disabilities
MECRM	MEC Risk Management Committee
MECTC	MEC Transformation Committee
merSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MFA	Multi-factor authentication
mHealth	mobile health
MIKIC	Manguzi Indigenous Knowledge Innovation Centre
MIRS	Medical Imaging and Radiation Sciences
MISTRA	Mapungubwe Institute for Strategic Reflection
MIT	Massachusetts Institute of Technology
MOA	memorandum of agreement
MOOC	massive online open courses
MOP	Medical operational plan
MOU	memorandum of understanding
MST&W	Mobile Sit Tight and Write
MTEF	Medium-term Expenditure Framework
NACOSA	Networking HIV and AIDS Community of Southern Africa
NATED	National Accredited Technical Education Diploma
NBV	net book value
NCD	non-communicable disease
NCPD	National Council of and for Persons with Disabilities
NCR	National Credit Regulator
NDP	National Development Plan
NEHAWU	National Education, Health and Allied Workers' Union
NEPAD	New Partnership for Africa's Development
NESP	Nurturing Emerging Scholars Programme

nGAP	New Generation of Academics Programme
NGO	non-governmental organisation
NHLS	National Health Laboratory Service
NICD	National Institute of Communicable Diseases
NIHSS	National Institute for the Humanities and Social Sciences
NIMART	Nurse-Initiated Management of Antiretroviral Therapy
NIOH	National Institute of Occupational Health
NITheCS	National Institute for Theoretical and Computational Sciences
NLP	Natural Language Processing
NMU	Nelson Mandela University
NPC	National Planning Commission
NPO	non-profit organisation
NRC	National Research Centre
NRF	National Research Foundation
NSC	National Senior Certificate
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
NSP	National Strategic Plan
NSTF	National Science and Technology Programme
NTU	Nanyang Technological University
NUMSA	National Union of Metalworkers in South Africa
NUTA	National University Teaching Awards
NWU	North-West University
OAU	Organisation of African Unity
OECD	Organisation for Economic Cooperation and Development
OGC	Office of the General Counsel
OHADA	Organisation for the Harmonisation of Business Law in Africa
OHNP	Occupational Health Nurse Practitioner
OHP	Occupational Health Practice
OHS	Occupational Health and Safety
OHS Act	Occupational Health and Safety Act 85 of 1993

OIC	Orange Impact Couture
OJS	Open Journal System
OMP	Occupational Medical Practitioner
OO	organised outreach
op-ed	opinions and editorials page
OROSS	Online Research Output Submission System
OSD	Occupational Safety Department
OTACS	Online Temporary Appointment and Claims System
PASD	Professional Academic Staff Development
PBHNP	Professions Board of Homeopathy, Naturopathy, and Phytotherapy
PDP	Professional Development Plan
PDRF	Postdoctoral Research Fellowship
PEAC	Presidential Economic Advisory Council
PEAR	Professional Evaluation and Research
PEERC	Public and Environmental Economics Research Centre
PEETS	Process, Energy & Environmental Technology Station
PET	Politics, Economics and Technology
PG	postgraduate
PGC	Postgraduate Centre
PGCE	Postgraduate Certificate in Education
PGDipHE	Postgraduate Diploma in Higher Education
PGS	Postgraduate School
PHC	Primary Healthcare
PHCNP	Primary Healthcare Nurse Practitioner
PHS	Primary Healthcare Service
PMI	Priority Module Index
PMS	Performance Management System
POPIA	Protection of Personal Information Act 4 of 2013
POSA	privately owned student accommodation
PPE	personal protective equipment
PQM	programme qualification mix

PRCC	Projects and Resourcing Committee of Council
PrEP	pre-exposure prophylaxis
PRI	Paleo Research Institute
PSA	prostate cancer screening assay
PSET	post-school education and training
PsyCaD	Centre for Psychological Services and Career Development
PsySSA	Psychological Society of South Africa
PTIP	photovoltaic technology intellectual property
PURCO	Purchasing Consortium Southern Africa
PwC	PricewaterhouseCoopers
PWD	People with Disabilities
PWG	Programme Working Group
PYES	Presidential Youth Employment Stimulus
QA	Quality assurance
QAP	Quality Assurance Framework
QCTO	Quality Council for Trades and Occupations
QK	Qoboza/Klaaste Building
QS WUR	Quacquarelli Symonds World University Rankings
QVS	Qualification Verification System
QVU	Qualification Verification Unit
RAA	Residence academic advisor
RAU	Rand Afrikaans University
RCD	Research Capacity Development
RCPILEC	Research Centre for Private International Law in Emerging Economies
RDS	Research Development and Support
REMCO	Remuneration Committee of Council
RFI	Request for information
RID	Reading in the Discipline
RLP	Research Leadership Programme
RMA	Risk Management and Assurance
RMC	Risk Management Committee

RMU	Records Management Unit
ROI	return on investment
ROU	research output unit
RPA	robotic process automation
RSB	risky student behaviour
SA	South Africa
SAASTA	South African Agency for Science and Technology
SABYA	South African BRICS Youth Association
SAC	Student Advisory Council
SACE	South African Council for Educators
SACPCMP	South African Council for Project and Construction Management Professions
SACPLAN	South African Council for Planners
SACQSP	South African Council for the Quantity Surveying Profession
SADC	Southern African Development Communities
SAERA	South African Education Research Association
SAFC	Senate Academic Freedom Committee
SAGC	South African Geomatics Council
SAGEA	South African Graduate Employers Association
SAHECEF	South African Higher Education Community Engagement Forum
SAHPRA	South African Health Products Regulatory Authority
SAHRC	South African Human Rights Commission
SAICA	South African Institute of Chartered Accountants
SAIFAC	South African Institute for Advanced Constitutional, Public, Human Rights and International Law
SAJCE	South African Journal of Childhood Education
SAMRC	South African Medical Research Council
SAMT	Student Affairs Management Team
SANBS	South African National Blood Service
SANC	South African Nursing Council
SANCA	South African National Council on Alcoholism and Drug Dependence
SANLiC	South African National Libraries and Information Consortium

SANORD	Southern African-Nordic Centre
SANRC	South African National Resource Centre
SAPS	South African Police Services
SAPSS	Submission of Assessment Papers Secured System
SAPTU	South African Parastatal and Tertiary Institutions Union
SAQA	South African Qualifications Authority
SAQAN	South African Quality Assurance Network
SARChI	South African Research Chairs Initiative
SARCIL	South African Research Chair in International Law
SARL	Student Accommodation and Residence Life
SARS	South African Revenue Services
SARUA	Southern African Regional Universities Association
SASOHN	SA Society of Occupational Health Nursing Practitioners
SASOM	SA Society for Occupational Medicine
SASPEN	Southern African Social Protection Experts Network
SASSETA	Safety and Security Sector Education and Training Authority
SASUF	South Africa Sweden University Forum
SATLAB	Simulation Assessment Tool to Limit Assessor Bias
SAULT	Southern African Universities Learning and Teaching
SAWiL	South African Women in Leadership
SAWISA	South African Woman in Science Awards
SAYAS	South African Young Academy of Science
SBEP	Small Business Enrichment Programme
SBST	School-Based Student Teacher
SCiIS	School of Consumer Intelligence and Information Systems
SCM	Supply chain management
SDC	Student Disciplinary Committee
SDF	Strategic Development Framework
SDG	sustainable development goal
SED	Student Ethics and Discipline
SEDRC	Sustainable Development and Education Research Conference

SEIFSA	Steel and Industries Federation
SEJS	Student Ethics and Judicial Services
Senex	Senate Executive Committee
SER	Self-Evaluation Report
SET	Science, Engineering and Technology
SETAs	Sector Education and Training Authorities
SFP	Special Financial Projects
SHDC	Senate Higher Degrees Committee
SHIP	Student Housing Implementation Plan
SIA	Strategic Initiatives and Administration
SIEM	security information and event management
SIU	Special Investigating Unit
SL	service learning
SLA	service-level agreement
SLG	Student Life and Governance
SLP	short learning programme
SLPS	service-level performance score
SMME	small, medium and micro enterprises
SNGGT	SNGGrantThornton
SNIP	Source-normalised impact per paper
SOP	standard operating procedure
SoTL	Scholarship of Teaching and Learning
SPSS	Statistical Package for the Social Sciences
SRC	Student Representative Council
SREC	Senate Research Ethics Committee
SRH	sexual reproductive health
SSC	Student Services Council
SSCI	Social Sciences Citation Index
SSD	Sport for Students with Disabilities
SSE	Senior Student Experience
SSGBV	social, sexual and gender-based violence

Statkon	Statistical Consultation Service
STH	School of Tourism and Hospitality
STI	sexually transmitted infection
STLC	Senate Teaching and Learning Committee
SU	Stellenbosch University
SUNY	State University of New York
SWC	Soweto Campus
SWD	Students with Disabilities
SYE	Senior Year Experience
T&R	Treasury and Reporting
TAU	Teaching Advancement at Universities
TDG	Teaching Development Grant
TETA	Transport Education Training Authority
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
TICZA	Teacher Internship Collaboration South Africa
TIF	Teaching Innovation Fund
TMS	Time Management System
TOP	termination of pregnancy
TPAC	Teaching Portfolio Assessment Committee
TPC	Technology Programme Committee
TSAR	Tydskrif vir die Suid-Afrikaanse Reg
TTO	Technology Transfer Office
TUT	Tshwane University of Technology
TVET	Technical and Vocational Education and Training
TWAS	The World Academy of Science
TWR	Technikon Witwatersrand
U21	Universitas 21

UCDG	University Capacity Development Grant
UCDP	University Capacity Development Programme
UCT	University of Cape Town
UFS	University of the Free State
UG	undergraduate
UI	User interface
UJ	University of Johannesburg
UJCI	UJ Confucius Institute
UJELP	University of Johannesburg English Learning Programme
UJICE	UJ Institute for Childhood Education
UJMA	University of Johannesburg Metropolitan Academy
UJ-OSC	UJ Olympic Studies Centre
UJPS	University of Johannesburg Postgraduate School
UJSRC	University of Johannesburg Student Representative Council
UJ-SSC	UJ Soweto Science Centre
UJWICEEP	UJ Women in Community Engagement Empowerment Programme
UJWLDP	UJ Women Leadership Development Programme
UJYLDP	UJ Young Leaders Development Programme
UKZN	University of KwaZulu-Natal
UL	University of Limpopo
UMP	University of Mpumalanga
UN	United Nations
UNAM	University of Namibia
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNIDROIT	International Institute for the Unification of Private Law
Unisa	University of South Africa
UP	University of Pretoria
UPS	uninterruptible power supply
URAP	University Ranking by Academic Performance
URC	University Research Committee
US	University of Stellenbosch

USAf	Universities South Africa
USC	University of South Carolina
USDP	University Staff Doctoral Programme
USERN	Universal Scientific Education and Research Network
USSA	University Sport South Africa
UWC	University of the Western Cape
UWI	University of the West Indies
UX	user experience
VARSTEME	Virtual and Augmented Reality in Science, Technology, Engineering, and Mathematics Education
VARTEL	Virtual and Augmented Reality Technology-enhanced Learning
VAs	Visiting Academics
VC	Vice-Chancellor
VERT	Virtual Environment for Radiotherapy Training
VIAD	Visual Identities in Art and Design
VR	virtual reality
VSE	very small enterprises
W&RLC	Wholesale and Retail Leadership Chair
W&RSETA	Wholesale & Retail Sector Education and Training Authority
WAF	Web Application Firewall
WHO	World Health Organization
WHRC	Water and Health Research Centre
WID	writing in the discipline
WIE	work-integrated education
WiEBE	Women in Engineering and the Built Environment
WIL	work-integrated learning
WISA	Women in Science Award
Wits	University of the Witwatersrand
WOMAD	World of Music, Arts and Dance
WOZA	Women in Law South Africa
WRC	Water Research Commission

WRHI	Wits Reproductive Health Institute
YDISA	Youth Development Institute of South Africa
YWSA	Young Women for STEM in Africa



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