

THOUGHT LEADERS FOR THE FUTURE

STELLENBOSCH UNIVERSITY
INSTITUTIONAL INTENT AND STRATEGY
2013-2018



UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvennoot•your knowledge partner



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LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|----------------|---|
| ADA | African Doctoral Academy |
| B-degree | Bachelor's degree |
| CBI..... | Coloured, Black and Indian |
| CPS | Centre for Prospective Students |
| CSCD..... | Centre for Student Counselling and Development |
| ICT..... | Information and Communications Technology |
| IIS | Institutional Intent and Strategy |
| L&T..... | Learning and Teaching |
| OSP | Overarching Strategic Plan |
| PANGeA | Partnership for Africa's Next Generation of Academics |
| PMI..... | Parallel Medium Instruction |
| SU..... | Stellenbosch University |



OUR DIFFERENCE

We create inclusive and diverse experiences for our students and staff members to unleash their full potential.

VALUE PROPOSITION

We educate the thought leaders for the future.

I am a Matie
We grow together

PREFACE BY
PROF H RUSSEL BOTMAN



Our institutional focus is on four strategic areas – broadening our knowledge base, promoting student success, increasing diversity, and becoming systemically more sustainable

PREFACE BY PROF H RUSSEL BOTMAN

Rector and Vice-Chancellor

As we go deeper into the 21st century, it has become crucial to position Stellenbosch University for this era to benefit from new opportunities. This process offers many challenges, but also brings excitement about the future of our institution.

With rapidly shifting societal needs worldwide, most universities have gone into “transformation mode” in order to deal with the pressures of serving more people with less space and money and to remain relevant in the knowledge economy. This requires a fundamental review of strategies, structures, missions, processes and programmes – never neglecting to involve all stakeholders. At SU, we elected to take proactive steps to ensure that continuous transformation is integrated as part of the core ‘being’ of the University – thus not necessity driven but rather because we view it as a key prerequisite for success in the 21st century. The management of the University therefore foresees this process to be reconciling and not divisive.

In responding to continuous change, we will have to become more flexible and innovative. Using advanced learning technologies could help us extend our boundaries, as is being done globally with online courses. Yet this has to be done wisely so as to maintain a high level of academic excellence. We propose a two-mode medium-size university by 2020. In essence, this means that the infrastructure of SU will be used in two modes, with mode 1 where infrastructure is used for part of the year by contact students and mode 2 where infrastructure is used during term breaks by “block course” contact students (learn and earn market). Both modes will be enriched by the efficient and adequate use of modern ICT technologies. Technology will sustain and accelerate the University’s growth beyond 2020. Our responsibility to our country and continent should also be considered. One of the key challenges in this regard is to remove inequalities and discrimination in our higher education system. We are taking this seriously and aim to strengthen human rights and democracy on our campuses. These aspirations have been captured in the University’s vision, mission and value statement for 2030.

Our institutional focus is on four strategic areas – broadening our knowledge base, promoting student success, increasing diversity, and becoming systemically more sustainable. Regarding the latter, emphasis has been placed on a consolidated budget, the maintenance of our infrastructure and the reduction of our carbon footprint. These focal points have become an imbedded part of our daily institutional activities, and have thus served as a basis for future planning.

This **Institutional Intent and Strategy 2013-2018** takes cognisance of and supports the proposed outcomes of the global development goals and the National Development Plan of South Africa. The country will be a better place if we tackle the challenges of the 21st century in the spirit of “making hope happen”. The University’s commitment to serving society has since 2007 found expression in the HOPE Project, and “creating hope” has been recognised as the institution’s footprint in South Africa, on the continent of Africa and internationally. On an international level, the HOPE Project will be embraced within the HOPE International Network with six founding universities. In Africa, Stellenbosch University will build on the successful PANGeA and ADA to launch the HOPE Africa Academy project.

With the University’s new vision we aim to further demonstrate relevance as an institution, both nationally and internationally. We also want to foster an environment of inclusivity, support entrepreneurship and innovation, and embrace diversity. Appropriate redesign of core processes, structures and the institutional culture is at the core of our planning and positioning as a leading 21st century university in Africa.

This Institutional Intent and Strategy 2013-2018 takes cognisance of and supports the proposed outcomes of the global development goals and the National Development Plan of South Africa

EXECUTIVE SUMMARY



With our business model, we continue to serve a broad mix of student segments with a shift in focus to applied learning, research and community interaction

EXECUTIVE SUMMARY

Our strategic positioning for the 21st century is anchored in creating and sustaining an environment of inclusivity, transformation, innovation, diversity, and maintaining excellence with a focus on the future. This positioning supports our core activities of teaching and learning, research and community interaction, with student success, knowledge base, diversity and systemic sustainability as focus areas.

Three overarching strategic priorities, supported by strategic themes, have been identified. These are:

Broadening access

Theme 1: Increase access to new knowledge markets

Theme 2: Increase diversity profile of students and staff

Sustain momentum on excellence

Theme 3: Positioning as the leading research institution in Africa

Theme 4: Maintain student success rate

Enhance societal impact

Theme 5: Establish committed, visionary leadership

Strategic goals are formulated to realise these priorities and themes, with the aim to position SU as a 21st-century university and to introduce flexibility in the university system and processes. These goals are not rigid, but create an environment where innovation is supported and encouraged. It should be borne in mind that the strategic goals do not operate in isolation, but are integrated processes.

With our business model, we continue to serve a broad mix of student segments with a shift in focus to applied learning, research and community interaction. We continue to offer a broad range of disciplines, expand the diploma offering and enter the “learn and earn” market. The optimal use of assets and technology is also introduced with a combined approach of blended and virtual learning spaces to support on- and off-campus experiences. This brings an exciting new model for growth (shape and size) on our campus. Furthermore, the student administration is restructured to support the adequate handling of new and existing markets.

Our point of departure is that the budget should support the strategy and that adequate funding allocations are required for the execution of the strategy. The strategic priorities are further supported by a transformation plan, a welcoming culture plan, an information and communications (ICT) in learning and teaching plan, and a master plan (including mobility, physical facilities and network plans). With the **Institutional Intent and Strategy 2013-2018**, current structures are expanded and core activities are streamlined.

Our point of departure is that the budget should support the strategy and that adequate funding allocations are required for the execution of the strategy



VISION

The vision for the relevant positioning of the University for the 21st century, with 2030 as the time horizon, is as follows:

Stellenbosch University as **inclusive, innovative, and future focused**: a place of discovery and excellence where both staff and students are thought leaders in advancing knowledge in the service of all stakeholders.

Vision 2030 is defined as follows:

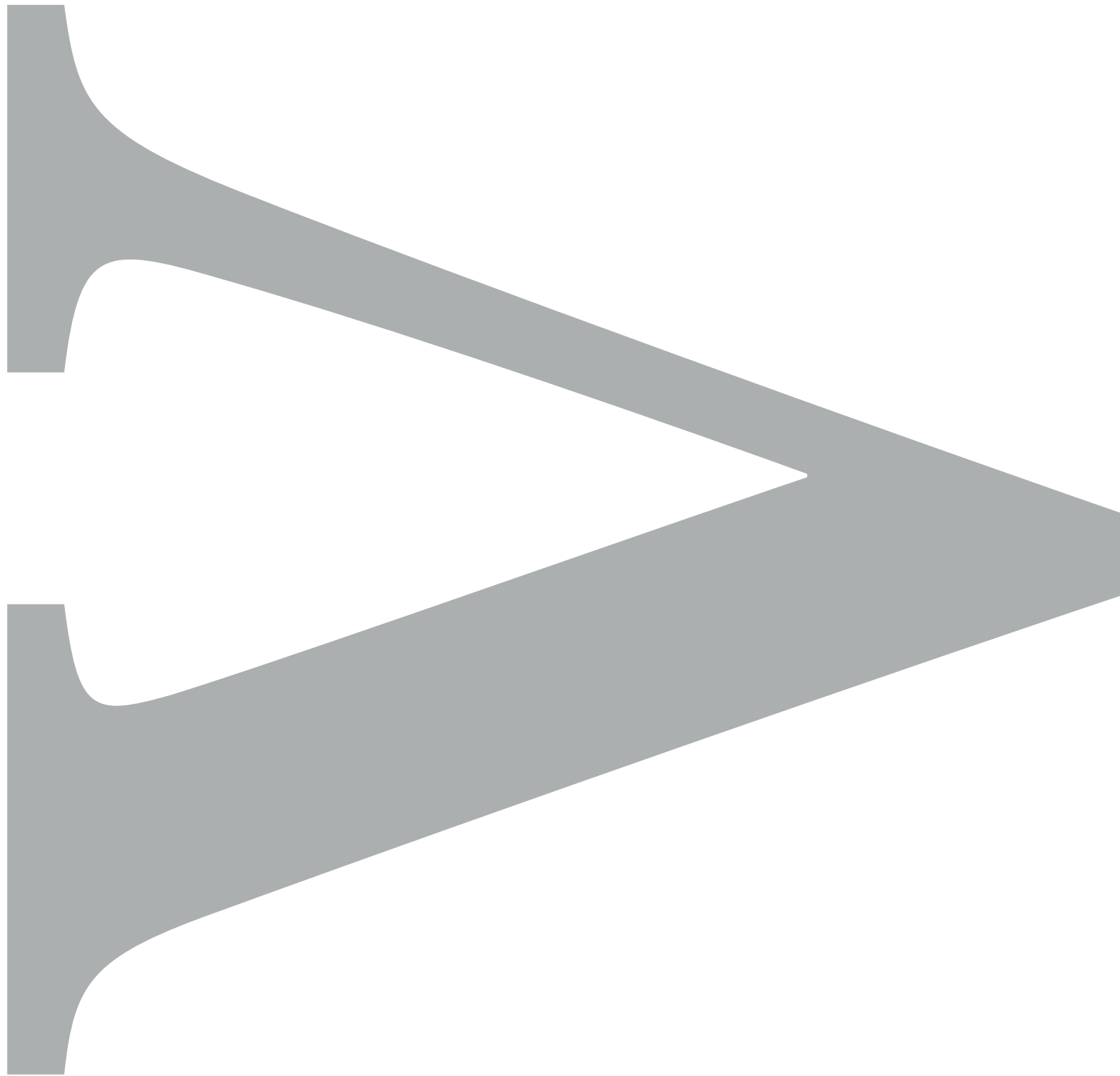
The University, as a 21st-century institution, plays a leading role in the creation of an advanced society. **Inclusivity** focuses on the talents and contributions of individuals; **innovation** deals with the need specifically to address the challenges of a more sustainable **future** creatively; the energy of students and academics is directed at creating the future imaginatively from courageous efforts to tackle current problems and issues actively; **discovery** happens when theory and practice are interwoven in the education process, and the Stellenbosch experience delivers **thought leaders** that have a better insight into world issues, an innovative unlocking of creative abilities to solve problems, and an encouragement of meaningful action to serve society through knowledge. This all happens in a context of transforming SU to be future fit and globally competitive.



MISSION

Stellenbosch University achieves its vision through sustained transformation and on its journey of discovery through academia in the service of the stakeholders to:

- create an academic community in which social justice and equal opportunities will lead to systemic sustainability;
- investigate and innovatively implement appropriate and sustainable approaches to the development of Africa;
- align our research with a wide-ranging spectrum of challenges facing the world, Africa, our country and the local community;
- maintain student-centred and future-oriented learning and teaching that establish a passion for lifelong learning;
- invest in the innovative scholarship and creative ability of all its people;
- leverage the inherent power of diversity; and
- establish and extend synergistic networks in which the University is a dynamic partner.



VALUES

Excellence

We are characterised by excellence in everything we do.

Shared accountability

We realise and accept that, in the interests of the stakeholders we serve, we are jointly responsible for the achievement of the University's vision.

Empathy

We promote human dignity through a culture and behaviour that are respectful – self-respect, respect for other people, and respect for the physical environment.

Innovation

We think and act in new and different ways and make better choices and decisions for ourselves, and for our stakeholders, the country, the continent and the planet.

Leadership in service of others

We promote the wellness of people and the world by leading with humility, responsibility and understanding.

THE CONTEXT
AND
POSITIONING
OF A

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ST CENTURY
UNIVERSITY



THE CONTEXT AND POSITIONING OF A 21ST CENTURY UNIVERSITY

The Strategic Framework for the Turn of the Century and beyond, which was developed in 2000, highlighted the realities of the continuously changing environment in higher education institutions in South Africa and had as its objective to sustain and extend the leadership position of the institution. The strategic framework was refined further in 2002, giving rise to Vision 2012 and the endeavour to make a contribution to society through the promotion, acknowledgement and reward of good, accountable teaching practice, and to acknowledge the key role of teaching staff.

The Overarching Strategic Plan (OSP) was developed in 2007. It distinguished five development themes that were integrated in the HOPE Project. The OSP has since been consolidated and was concluded with Vision 2012.

This **Institutional Intent and Strategy 2013-2018** serves as the basis for the positioning of the University for the 21st century. This positioning is anchored in four strategic focus areas, being student success, diversity, the knowledge base and systemic sustainability. A Vision 2030 has been adopted with the following main characteristics: inclusivity, innovation, future focus and transformation. The realisation of Vision 2030 is supported by three main strategic priorities, namely broadening access, sustaining the momentum on excellence, and enhancing societal impact. The process of repositioning (size and shape, the use of technology, the establishment of an inclusive culture and the promotion of diversity and transformation) is supported and extended further to incorporate inevitable changes in the economic, social and global environment. This **Institutional Intent and Strategy 2013-2018** document is not rigid, but creates a basis for planning and sufficient space in the complex and dynamic University environment that is linked to changes both nationally and internationally. With Vision 2030 and the **Institutional Intent and Strategy 2013-2018**, the University continues on its trajectory from success to significance. Our point of departure remains to be significantly better and significantly different, and thereby to ensure a sustained standard and image of excellence for our students and staff, our stakeholders and the continent.

Higher education strategies have to be relevant to the 21st-century university, as well as aligned with the needs of such an institution. Worldwide, technology is being emphasised as one of the drivers for the relevant positioning of a university. The international economy is also moving towards a global network that is supported in terms of the value of knowledge and the capacity of individuals and organisations to utilise technological developments effectively. Other factors in the context of universities include a greater demand for higher education (or changing social needs), a shortage of space in traditional universities, growth in our population and limited sources (resources). This shows that the strategies, structures, processes and programmes of universities have to be changed and need to be flexible so that they can react to changes in both the external and internal environment.

The aforementioned necessitates that Higher Education institutions, in order to be successful in the 21st century, will have to embark to a greater or lesser degree on systemic transformation. This is also the case with Stellenbosch University as we continue on our on-going journey of systemic transformation.

One of the important key focuses of transformation at Stellenbosch University is conceptualised as a combination of intentional changes in the institutional culture. This implies a change towards becoming a more accessible, inclusive, participatory and representative institution capable of achieving its vision of academic excellence while demonstrating its relevance. It is also considered to be a crucial factor in moving the University to being a more flexible and responsive 21st-century higher education institution that caters for a diverse market of learners. Sport and culture are an important window through which our stakeholders look at the University and have to be developed to their full potential as strategic assets.

This implies a change towards becoming a more accessible, inclusive, participatory and representative institution capable of achieving its vision of academic excellence while demonstrating its relevance

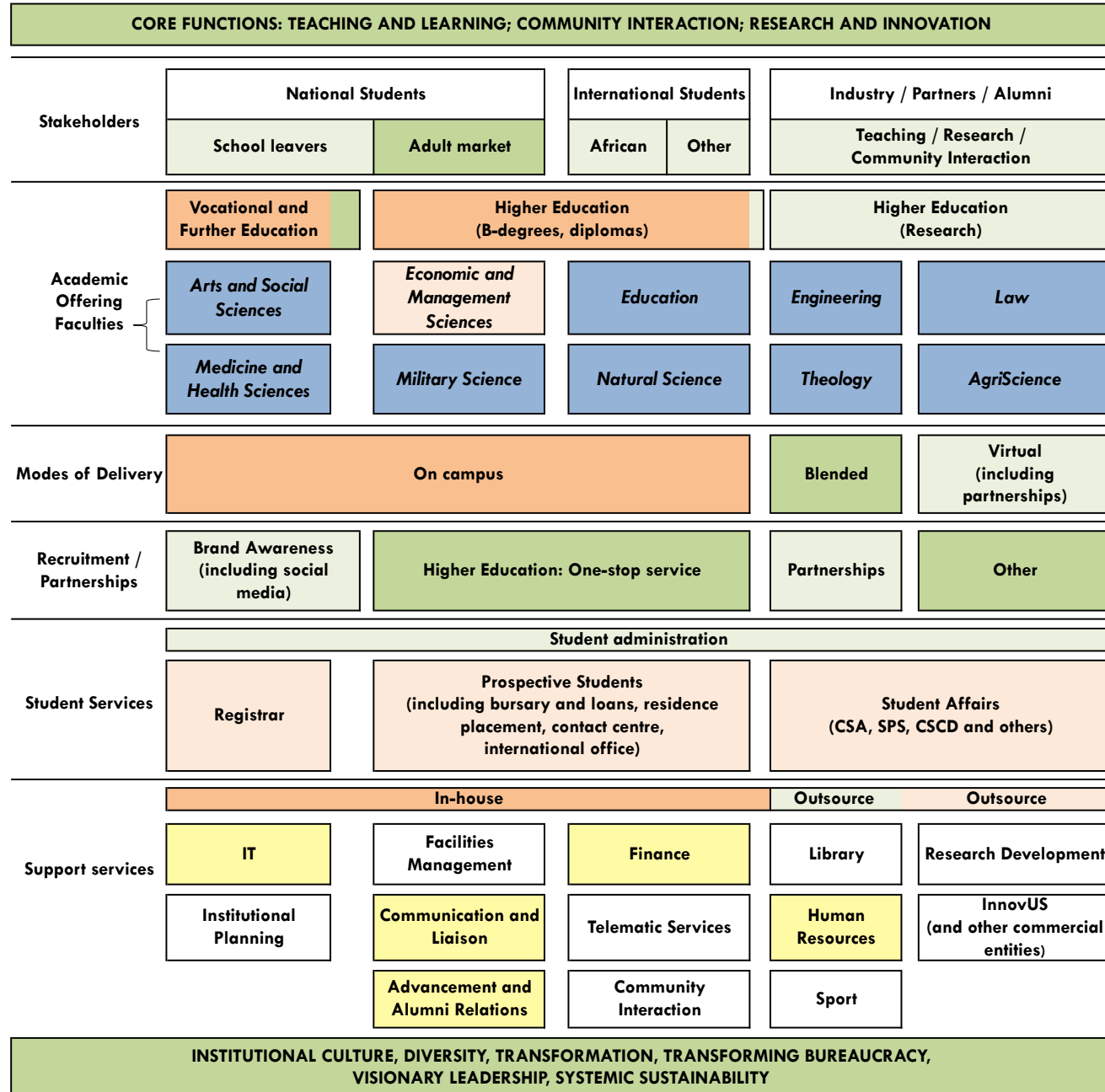
STELLENBOSCH UNIVERSITY
OVERARCHING
BUSINESS MODEL

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STELLENBOSCH UNIVERSITY OVERARCHING BUSINESS MODEL

The SU business model for 2013-2018, aimed at realising the strategic priorities and with Vision 2030 as end point, is as shown in Figure 1. The point of departure with this business model is to support and further expand current strategies and structures and to streamline our core activities to increase their impact.

Figure 1: Business model of Stellenbosch University



- Current operations
- New market(s); positioning and structures
- Academic structures
- Restructuring of processes and operations
- Change in structure or market, while maintaining level of current operations
- Outsource some of these functions (currently functions that 21st century universities outsource partially), maintaining institutional "control"

This model is described as follows:

- * **Stakeholders:** The University continues to serve a broad mix of student segments, including national and international students on an undergraduate and postgraduate level with a shift in focus to applied learning, research and community interaction. Focuses most of the activity on identifying new target markets and developing new programme offerings.
- * **Academic offering:** The University continues to offer a broad range of disciplines, but discontinues a small number of sub-scale/unprofitable disciplines (or merges those disciplines to achieve scale) – providing the resources required to maintain competitiveness in other disciplines; expands its diploma offering and enters the “learn and earn” market.
- * **Modes of Delivery:** The University delivers its services mostly on campus, with optimal use of assets and technology; creates virtual learning spaces to support the on-campus experience; expands short courses with virtual learning (applied courses offered with industry partners); invests in blended and virtual learning models; partners delivery channels with other institutions (secondary school, public and private, industry partners) with the aim to open new markets, allow efficient access and serve existing markets.
- * **Recruitment/partnerships and student services:** The University restructures student administration to support the adequate handling of new and existing markets.
- * **Support services:** The University outsources some (or sections of) support service functions to realise lower operating costs, and/or drives efficiencies through shared service arrangements with like-minded institutions. Manages academic: support staff ratio. Exploit SU intellectual property portfolio through innovative means of technology transfer and use business opportunities through commercialisation. Remodels the financial structures (funding allocated to academic and support services); incentivisation structures are considered in a financially stable manner; reduces dependence on government funding; exploits other funding opportunities.
- * **Change in institutional culture:** The University fosters a welcoming institutional culture, embraces diversity and transformation and transforms institutional bureaucracy in an environment of committed leadership at all levels.



We belong
We grow together

2013-2018 2018

STRATEGIC PRIORITIES

STRATEGIC PRIORITIES (2013-2018)

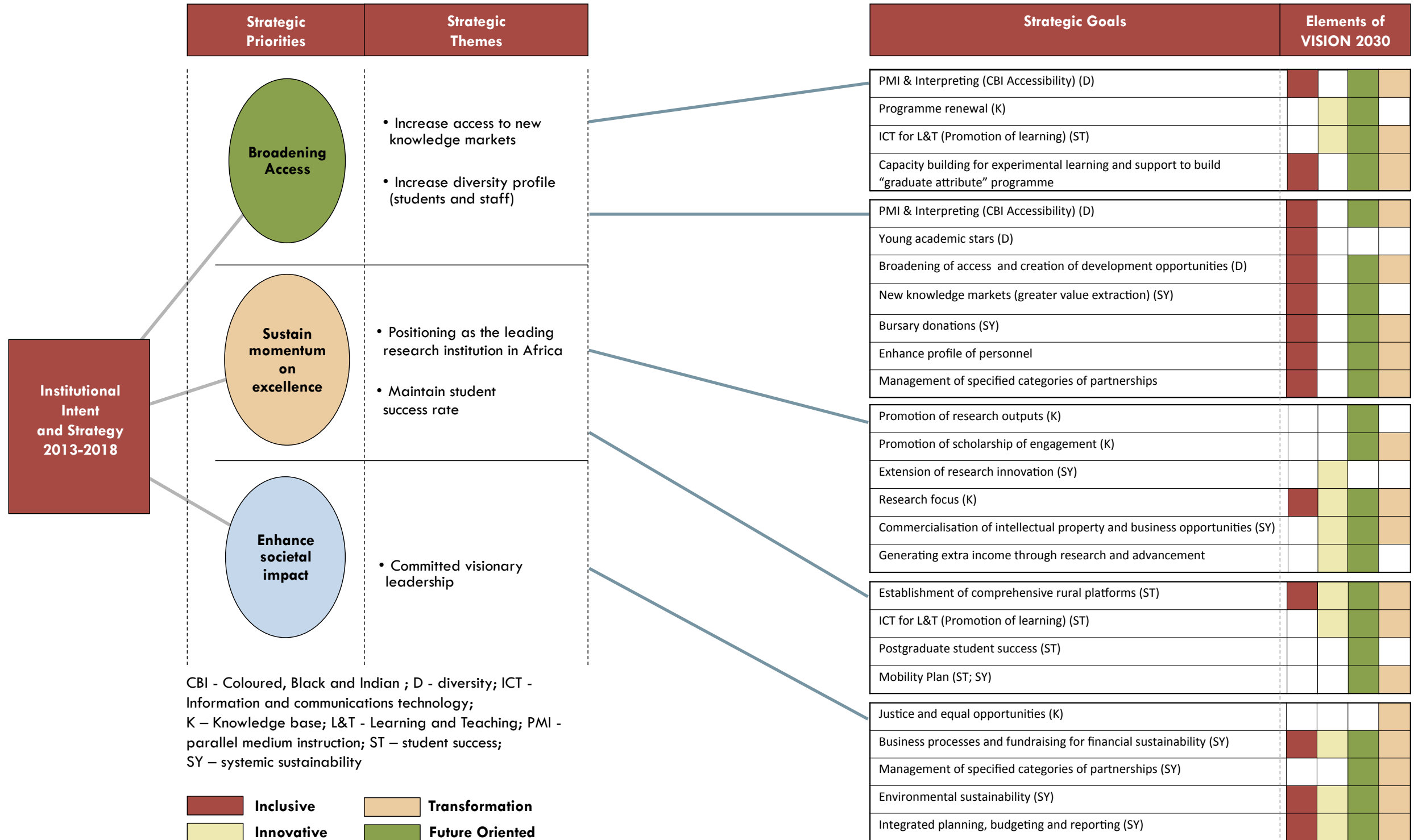
Strategic positioning of the University for the 21st century requires committed leadership for working towards and realising Vision 2030. The strategic priorities, themes and goals for implementation and monitoring of the **Institutional Intent and Strategy 2013-2018** are shown as **Figure 2** in relation to the goals for Vision 2030. Focus is placed on processes, structures and programmes.

The three strategic priorities are to:

- Broaden access
- Sustain momentum on excellence; and
- Enhance social impact.

The strategic themes underlying each of the strategic priorities are subsequently discussed.

Figure 2: Strategic priorities, themes and selected goals (IIS 2013-2018)



This provides an opportunity to access new markets, such as the “learn and earn” market, restructure the undergraduate offering and introduce diploma courses

STRATEGIC PRIORITIES AND UNDERLYING THEMES

Strategic priority: Broadening access

Increase access to new knowledge markets

The growth of the University, in terms of market share for B-degree students, is limited due to the decrease in number of school leavers that qualify to study at a university. Furthermore, infrastructure limitations at our institution and two new universities being set up will be a limiting factor for the number of students entering our institution. The 21st-century university presents the opportunity for the use of technology and global connectivity. This provides an opportunity to access new markets, such as the “learn and earn” market, restructure the undergraduate offering and introduce diploma courses. The focus can then be moved from abstract learning to applied learning. Valued skills in the postmodern perspective will be to take advantage of context, collaborating, and constructing knowledge. What is “on” and “off” campus will become less apparent and be increasingly blended because of the use of technology.

Increase diversity profile (staff and students)

A diversity of staff, students, knowledge, ideas and perspectives can enhance the quality of core academic activities, i.e. research, learning and teaching, as well as research-based and learning- and teaching-oriented community interaction. Academic excellence is limited without the intellectual challenges brought by a diversity of people and ideas. We acknowledge the diversity of our staff and students and the context we operate in. The diversity of thoughts and ideas, race, gender, religion and others on our campus is a strength of our institution. We proudly recognise that we are not just a knowledge provider, but that we prepare our students to operate in the context of our country and continent.

The diversity of thoughts and ideas, race, gender, religion and others on our campus is a strength of our institution

Strategic priority: Sustain momentum on excellence

Positioning as the leading research institution in Africa

We have shown significant success as a research institution and have become the leader in our country. We strive to serve our continent in a similar manner, contributing to the knowledge base, showing relevance, serving various stakeholders and contributing to the realisation of global development goals.

Maintain success rate

There is a significant shift in the way students consume information, share ideas and communicate, which can influence the rate of success for students. We have a strong history of maintaining student success and strive to create a campus that enhances technological literacy and culture to use innovative tools in the curricula, using technology academically, critically and wisely. Technical and information-literate students are of importance for the global workspace. The presence of virtual online university communities enhances the interaction with prospective and current students.

Strategic priority: Enhance societal impact

Committed visionary leadership

Committed, passionate and visionary leadership is required to address the challenges of the 21st-century university. Such leadership will contribute to shaping the institution to make it more liveable, human and ethical, which will, in turn, have an impact on our society and demonstrate the relevance of our institution within our context. Create opportunities to demonstrate and practise leadership academically, culturally and in the area of sports.

STRATEGIC GOALS

Specific objectives relating to the strategic priorities and themes will be outlined in the strategy plans of the different management environments. It should be borne in mind that the strategic goals do not operate in isolation but are integrated processes. A high-level description of selected strategic goals is described in **Table 1** as per management area.

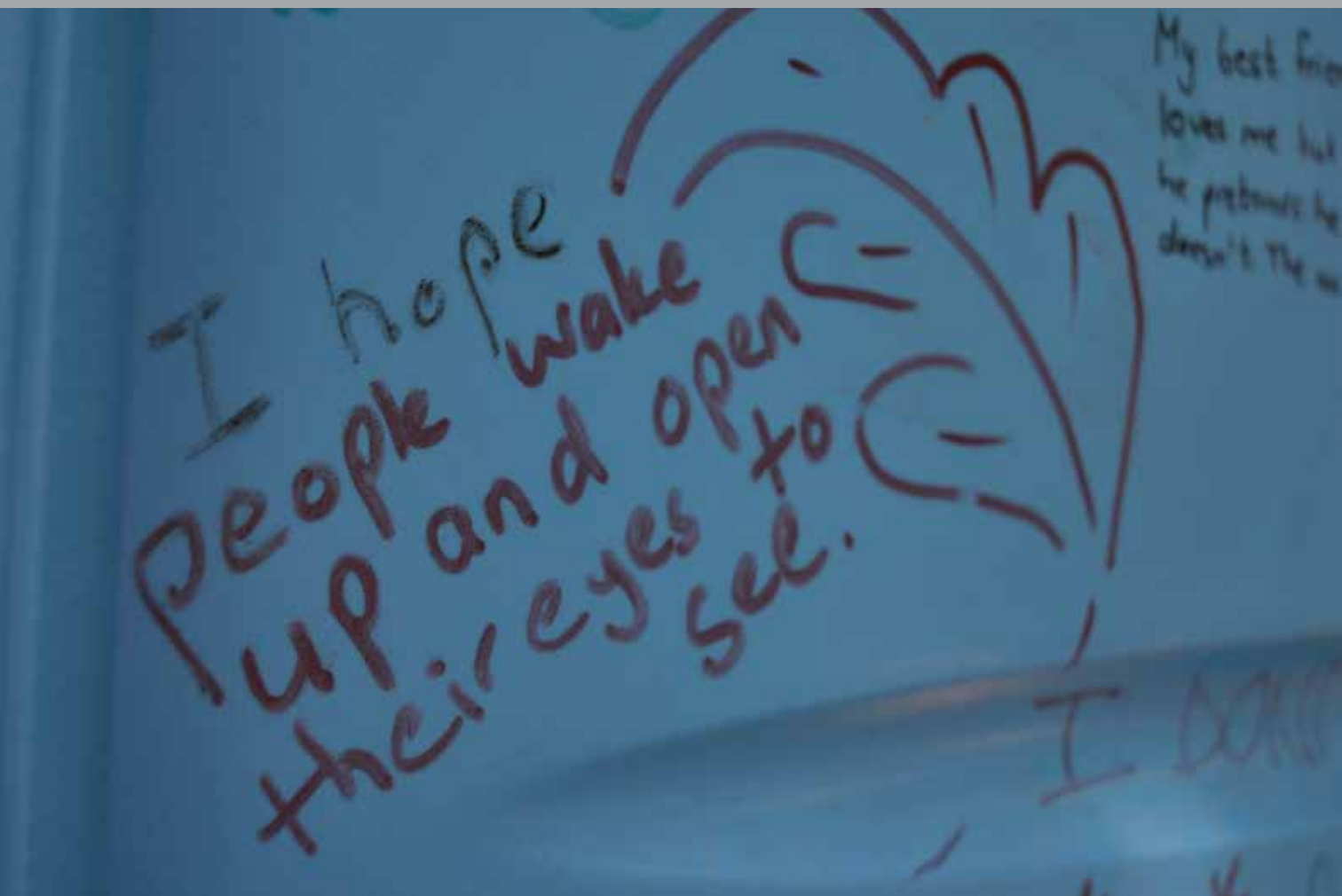
Table 1: High-level description of selected strategic goals

| Strategic Goal | Description |
|---|---|
| Vice-Rector (Learning and Teaching) | |
| PMI & interpretation (CBI Accessibility) | To increase access at SU where students can, as far as practically feasible, learn in their language of choice (Afrikaans or English), resulting in access to the CBI student market |
| Programme renewal | SU provides programmes that are relevant for entrants to the present job market and offers these cost effectively |
| ICT for L&T (promotion of learning) | To blend information and communication technologies with a sound tertiary educational pedagogy, with a focus on learning and not just on teaching, which will contribute to easier, more effective and affordable learning opportunities |
| New knowledge markets (greater value extraction) | To disseminate SU's knowledge to more and new markets, e.g. "learn and earn" market, introduction of diploma courses, and others |
| Bursary donations | To increase diversity and reward excellence |
| Vice-Rector (Community Interaction and Personnel) | |
| Establishment of comprehensive rural platforms | Conceptualising, implementing and managing rural platforms as a unique form of strategic partnerships |
| Promotion of scholarship of engagement | To take a scientific and societal approach to community interaction by building capacity through transdisciplinary collaborative methodologies |
| Broadening access and creation of development opportunities | Institutional coordination of school projects, creating development opportunities (e.g. short courses), increasing access to participation (festive days, access to SU resources, and others). |
| Capacity building for experimental learning and support to build "graduate attribute" programme | Introduce short courses on leadership offered by Community Interaction |
| Management of specified categories of partnerships | Manage specific primary, secondary and schools partnership programmes through strategic collaborative work, based on the scientific expertise of the University |
| Enhance profile of personnel | Ensuring that the University's employee value proposition is competitive in order to attract and retain the best talent; accelerate diversity at senior staff levels via strategic recruitment; enhance the systemic linkage between academic and support service units; empower key University leaders to support the Institutional Strategy |

| | |
|--|--|
| Vice-Rector (Research and Innovation) | |
| Young academic stars | Preferential appointment of young members of staff, with the focus on the promotion and development of the staff as excellent researchers |
| Promotion of research outputs | To extend and support world-class research in order to ensure that SU retains and improves its place among the top 500 universities |
| Extension of research innovation | Managing for research output that will lead to new products and services that can bring about economic and/or social improvement in the country |
| Research focus | The research entities will focus on development and implementation in order to have an impact on the National Development Plan and the achievement of the Millennium Development Goals (MDGs) |
| Generating extra income through research and advancement | SU will be financially sustainable by maintaining a continued and bigger third-stream income and building a fourth funding stream |
| Postgraduate student success | To increase the number of postgraduate students of all race groups in SA and at the same time to aim for excellence in the international arena |
| Executive Director: Operations and Finance | |
| Business processes and fundraising for financial sustainability | Indirect cost will be charged to clients as part of the full-cost strategy, and in line with the Higher Education sector. Unlocking fourth-stream income by focusing development actions |
| Justice and equal opportunities | Provide 2 500 additional beds in student residences and supply a transport service to students who cannot be accommodated in student residences |
| Mobility plan | Develop a strategy for safe, environmentally friendly and affordable mobility and transport alternatives for staff and students in order to diminish the carbon footprint of SU and manage towards a car-free central campus. This will include establishing bus services, including local taxi services, expanding shuttle services, a new parking system, bicycle initiatives and pedestrian plans |
| Commercialisation of intellectual property (IP) and business opportunities | Commercialisation of the University's intellectual property portfolio through patenting, licensing and the formation of spin-out companies. Build an Incubator to accommodate spin-out companies. Establish a technology transfer strategy for SU's consulting services. Establish a Matie Innovation Fund |
| Environmental sustainability | Initial focus on energy- and water-saving initiatives. New buildings to be as "green" as possible and upgrading to include the most possible "green" elements |
| Integrated planning, budgeting and reporting | Creation of consolidating and integrating budget model. Refinement of the comprehensive Capital Plan. Development of an effective, integrated management and reporting process for SU as a whole |



I have a voice
I am a Matie



THE STRATEGIC PRIORITIES ARE FURTHER SUPPORTED BY:

- 1) a transformation plan;
- 2) a welcoming culture plan;
- 3) a plan for information and communications technologies (ICT) in learning and teaching; and
- 4) a master plan (including mobility, physical facilities and network plans).

The **Institutional Intent and Strategy 2013-2018** document outlined here provides the basis for the detailed, aligned strategies for and operational actions of all University entities. At the same time, it forms the basis that will guide Stellenbosch University to the preferred future as it continues on its transformational journey.



Time for
change.

There's ALWAYS HOPE
LESS LESS