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Stellenbosch University (SU) is rooted in Africa and global in its reach. Over the past century, it has grown into a South African higher education institution with the vision of being a leading research-intensive university on the African continent, globally recognised as excellent, inclusive and innovative and where knowledge is advanced in service of society.

As its mission states, SU attracts outstanding students, employs talented staff and provides a world-class environment; it is a place connected to the world, while enriching and transforming local, continental and global communities. The University’s values – excellence, compassion, equity, accountability and respect – relate to the beliefs and attitudes that guide the institution’s behaviour. All of these values are equally important, are interconnected and inform SU’s ethics code.

On starting out on 2 April 1918, SU had four faculties (Arts, Science, Education and Agriculture), 503 students and 40 lecturing staff; today, the University (or Maties, as it is also known) has 10 faculties, five campuses and a vibrant and cosmopolitan community of more than 32,000 undergraduate and postgraduate students, who include over 4,000 international students from 100 countries. We have about 3,300 full-time staff members and more than 300 postdoctoral fellows.

In 2018, SU launched its Vision 2040, as well as a strategic framework that at its core serves to cultivate a thriving Stellenbosch University, to provide a transformative student experience, to foster purposeful partnerships and inclusive networks, to promote networked and collaborative teaching and learning, to conduct research for impact, and to position SU as an employer of choice.
10 FACULTIES

5 CAMPUS

405 position on 2019 QS WORLD UNIVERSITY RANKINGS

301-350 position on 2019 TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS
WHO WE ARE
OUR VISION

Stellenbosch University (SU) will be Africa’s leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society.

OUR VALUES

Our values relate to the beliefs and attitudes that guide our behaviour. All of our values are equally important, are interconnected and inform SU’s ethics code.
OUR MISSION

SU is a research-intensive university where we attract outstanding students, employ talented staff and provide a world-class environment; a place connected to the world, while enriching and transforming local, continental and global communities.

OUR ATTRIBUTES

Our attributes define the qualities and characteristics of the University. The following eight attributes embody what we stand for:

- Agile, adaptable and responsive
- Organisational culture built on shared values
- Strategic focus with a shared vision
- Professionalism
- Entrepreneurial mind-set
- Systemic sustainability
- All-encompassing impact
- Collaborative nature and approach
The Strategic Framework 2019–2024 articulates SU’s vision, mission and strategic choices, and provides a broad framework within which the University positions itself as a leading research-intensive university. Our core strategic themes are:

1. A thriving Stellenbosch University
2. A transformative student experience
3. Purposeful partnerships and inclusive networks
4. Networked and collaborative teaching and learning
5. Research for impact
6. Employer of choice
GOVERNING STRUCTURES

The composition and functioning of university government structures are set in South Africa’s Higher Education Act and institutional statutes. SU has five statutory governing bodies:

**Council** governs SU’s assets, sets institutional strategy and determines policy on academic and operational matters, such as the conditions of service of staff and management and the admission and language policies, among others.

**Senate** is accountable to Council for SU’s academic and research functions, including examinations, conditions for obtaining degrees, diplomas and certificates, appointment of senior academic staff and the academic departments in faculties. Senate members include the Rector and Rectorate, the Registrar, SU professors, other elected academic, administrative and technical staff and four members of the Student Representative Council.

**The Student Representative Council (SRC)** represents the interests of students on the University Council, other university bodies, and national and international student bodies. The SRC has its own constitution governing its membership and composition, and elections for office-bearers are held annually.

**The Convocation** consists of all SU graduates, full-time and retired academic staff and all diplomates. Its role is to ensure alumni are able to give their input on university matters and retain their connection with the University.

**The Institutional Forum** is a broadly representative body that advises Council on the implementation of the Higher Education Act and the national policy on education, as well as race and gender policies, the selection of candidates for senior management positions, codes of conduct, and mediation and dispute resolution procedures.
Western Cape, South Africa
1. Stellenbosch Main Campus
Located in the historical, oak-lined streets of Stellenbosch, 50 km from Cape Town, this is the oldest and largest of SU’s campuses. It houses the administrative nerve centre, eight of its 10 academic faculties, two concert halls, a 430-seat theatre, 31 student residences, the botanical gardens and the Danie Craven sports stadium, among many other facilities.

2. Tygerberg
This campus is home to SU’s Faculty of Medicine and Health Sciences and encompasses Tygerberg Academic Hospital. The campus is located in Bellville in the northern suburbs of Cape Town, about 20 km from Cape Town. In addition to Tygerberg Academic Hospital, it features a clinical building, laboratories, medical library, skills laboratory and five student residences.

3. Bellville Park
This campus houses the University’s Graduate School of Business and is situated in Tyger Valley, midway between Stellenbosch and the centre of Cape Town. Built on a hill with an impressive view, the campus is also home to the University’s Part-time Studies Division and Small Business Academy, which offers business education to small enterprises.

4. Ukwanda Rural Clinical School, Worcester
This is the newest and smallest of the five campuses, having opened in 2010 to give medical and healthcare students exposure to healthcare challenges and conditions in rural South Africa. Situated about 80 km from Stellenbosch, the campus was completed in 2012 and is next door to Worcester Regional Hospital and a specialist tuberculosis facility.

5. Saldanha Campus
Located on the West Coast, about 150 km from Cape Town and 170 km from Stellenbosch, Saldanha is the most far-flung of SU’s five campuses. It houses the Faculty of Military Science, which in turn forms part of the South African Military Academy and has ultra-modern teaching and residence facilities for future military leaders.
STUDYING AT STELLENBOSCH
LEARNING-CENTRED APPROACH

Stellenbosch University (SU) is embarking on a journey of networked and collaborative teaching and learning through the creation of learning communities where students, staff and alumni can experience meaningful learning. We promote a learning-centred approach to teaching that focuses on learning as a partnership, where students are seen as co-creators of knowledge and learning environments. Within a learning-centred approach, teaching activities facilitate knowledge-building and actively engage students in their own learning. Networked and collaborative learning creates an environment that encourages intellectual inquisitiveness, an essential skill for sustained critical and creative thinking. SU offers tertiary academic programmes that are excellent and socially relevant, delivering world-class graduates ready and able to make a difference.

MODES OF TEACHING

Our traditional mode of delivery is classroom-based contact education but there is immense power in harnessing the latest technologies to create connected, networked communities where learning is interactive and collaborative. The knowledge markets of SU continue to expand thanks to the institution’s expertise in interactive satellite-based technology, and massive open online courses (MOOCs), WiFi in lecture halls, internet live-streaming, mobile application of the institutional learning management system SUNLearn. Through our Telematic Services, we continue to enhance the virtual mobility of geographically dispersed students to broaden their participation in the University’s academic offering.
FACULTIES

SU has 10 faculties that present a variety of programmes (listed below are a selection of some of the subjects).

**Faculty of AgriSciences:** Animal Sciences, Conservation Ecology, Food Science, Forest and Wood Science, Viticulture & Oenology, Soil Science

**Faculty of Arts and Social Sciences:** Languages, History, Philosophy, Psychology, Sociology and Social Anthropology, Performing Arts, Journalism, Political Science

**Faculty of Economic and Management Sciences:** Accountancy, Business Management, Economics, Industrial Psychology, Logistics, Statistics and Actuarial Science

**Faculty of Education:** Curriculum Studies, Education Policy Studies, Educational Psychology

**Faculty of Engineering:** Civil, Electrical and Electronic, Industrial, Mechanical and Mechatronic, Process Engineering

**Faculty of Law:** Private Law, Tax Law, Intellectual Property Law, Trade Law, Labour Law

**Faculty of Medicine and Health Sciences:** Medicine, Surgical Sciences, Pathology, Biomedical Sciences, Occupational Therapy, Physiotherapy, Speech-Language and Hearing Therapy, Sport Science

**Faculty of Military Science:** Security and Africa Studies, Technology and Defence Management, Organisation and Resource Management, Military Strategy, History, Geography

**Faculty of Science:** Biochemistry, Botany and Zoology, Chemistry and Polymer Science, Earth Sciences, Mathematical Sciences, Computer Science, Microbiology, Physics, Physiological Sciences

**Faculty of Theology:** Old and New Testament, Practical Theology and Missiology, Systemic Theology and Ecclesiology
STUDY FACILITIES

To enhance studying on campus, several facilities have been built to provide students with safe learning spaces. The SU Main Library boasts a Learning Commons, which creates an innovative and stimulating learning environment and is a vibrant extension of the classroom. It also has a dedicated research space for master’s and doctoral students. Besides the main library, there are five branches: Engineering and Forestry, Music, and Theology libraries in Stellenbosch; the Faculty of Medicine and Health Sciences at Tygerberg campus; and the Business School on the Bellville Park campus. All faculties have computer areas, while the Study Centre allows students to study after hours and gives them access to high-speed internet. Two hubs, amaMaties and Wimbledon, have dedicated study spaces where students can meet after hours to do group work or quietly study on their own.

LEARNING SUPPORT

The concept of connectedness extends to the support services available to students, inside and outside lecture halls. Students are encouraged to engage with the broader university community through Connect, Matie Community Service, service learning and community interaction within their disciplines. Essential psychotherapeutic services, a 24-hour crisis service, development workshops and support groups help students to navigate the challenges of university life. Support is available to students with special learning needs, whether physical disabilities or specialised learning requirements. In addition, constant monitoring of students’ progress means those who underperform or are in need of special support can be identified early.
SU’s Language Policy promotes multilingualism without exclusion. The wider implementation of parallel medium instruction and language interpreting, together with purposeful marketing and recruitment, contributes towards student diversity. Expanding the parallel-medium language offering enables students to study in the language of their choice and supports multilingualism. The Language Centre also plays a crucial role in promoting multilingualism and giving students and staff the necessary language support they need.
COLLABORATIVE RESEARCH

At Stellenbosch University (SU), we conduct research that makes a scientific, economic, social, scholarly and cultural impact. Our focus is on interdisciplinary research that benefits society on a national, continental and global scale. This is done through collaborative and interdisciplinary explorations. SU is also committed to basic and disciplinary research excellence, as it forms the basis for applied and translational research. The University is a founding partner of the African Research Universities Alliance, which focuses on collaborative research projects for staff, a doctoral research symposium for students as a platform for showcasing and engaging with their research, as well as a capacity building programme that enhances the capacity of research managers and their respective offices. SU has more than 2 500 active research contracts, 963 of which were new contracts that the Division for Research Development processed in 2018.

RESEARCH OUTPUT

SU remains the most productive institution nationwide in terms of weighted research output per capita. According to the national Department of Higher Education and Training’s official report on 2017 publications (assessed in 2018), the weighted research output per full-time SU staff member was 3,26. SU’s publication output per capita was 1,68, one of the highest research outputs per full-time academic staff member in South Africa.
CENTRES OF EXCELLENCE

SU is home to seven Centres of Excellence, four of which were established by the national Department of Science and Technology. These centres enable researchers to collaborate across disciplines and institutions on long-term projects by using existing capacity and resources. These projects are locally relevant and internationally competitive and contribute to research excellence and capacity building.

RESEARCH CHAIRS

SU hosts 46 research chairs, of which 29 form part of SARChI (the South African Research Chairs Initiative), funded by the national Department of Science and Technology (DST), through the National Research Foundation (NRF). Some of these chairs are hosted in partnership with other South African universities. These chairs focus on areas in which SU is regarded as a leader. The University also has another 18 chairs funded by other sponsors. Recently, three new DST-NRF research chairs were awarded to SU in Sugar Cane Bio-refining, Innovative Rehabilitation, and Food, Environments, Nutrition and Health.
The SU Knowledge Directory, a tool collaboratively developed by a number of the University’s divisions, aims to open up the University’s expertise to the world by means of a web console featured on the institution’s website (http://www0.sun.ac.za/knowledge_directory/). The directory offers various benefits: it not only enables potential national and international research and industry partners to search for SU experts, but also promotes interdisciplinary networking among the University’s own researchers. The directory contains researchers’ biographies and links to their research publications.

Generating sustainable research income through research partnerships has been one of SU’s key drives for work-integrated learning. We are also actively pursuing partnerships that generate third-stream income through contract research and fourth-stream income through corporate social investment donations.

Postdoctoral fellows remain a crucial component of our researcher cohort and have a significant impact on SU’s research outputs. The number of postdoctoral fellows registered at the University has increased by 40% since 2015, with 308 registered in 2018. International fellows make up almost 50% of the group.
LIFE ON CAMPUS
STUDENT COMMUNITIES

Stellenbosch University (SU) values its students and is committed to delivering a transformative student experience to each one of them. We want to ensure that the University is accessible to qualifying students from all backgrounds, including students who face barriers to participation in university education. Student life at Stellenbosch is a journey – from the first contact with prospective students until they graduate and embrace the role of alumni. We therefore provide opportunities for growth to all undergraduate and postgraduate students, including guidance, support and services to enable them to succeed. A variety of student accommodation aims to enhance students’ university experience. Students may live in undergraduate residences, senior residences, be part of one of the Private Student Organisation wards and clusters, or experience the Listen, Live and Learn houses. Among the facilities at these residences are network points for connecting computers to the University’s network, electronic information resources, the internet and web-based e-learning tools. Communal living areas create spaces where students can socialise, watch TV or just hang out.

CLUSTERS

Whether students live privately or in a University residence, they are part of a cluster community nurtured to promote student success. All students belong to a cluster from their first day as a Matie. A cluster is a place of belonging and a home away from home for students. SU has seven cluster communities, formed by the geographic proximity of the smaller communities (residences) within them. Clusters create physical, on-campus spaces where students who live off campus can meet and integrate with on-campus students. These spaces are hubs where students can study and eat together.
MENTOR PROGRAMME

The goal of SU’s student mentor programme is to facilitate and guide first-year students to find their space within the larger community of clusters and residences. The adjustment of a new home, a new space and a new community can be stressful on top of starting a new academic career. Our mentors facilitate the transition and adjustments tertiary studies hold, and to make it as easy, exciting and stress free.

COUNSELLING AND DEVELOPMENT

We offer dynamic and student-centred psychological development and support services that contribute to the transformative experience of every undergraduate and postgraduate student. These services include academic counselling, occupational guidance and development, individual and/or group therapy, developmental workshops and assisting students with special learning needs. Carefully selected specialists in the fields of psychology, psychometrics and social workers aim to meet the needs of the University community.
MATIES SPORT

SU has a long and proud sports tradition. Maties Sport aims to foster excellence in both the academic and sport performances of talented student-athletes, and to promote social cohesion and engagement in an active lifestyle among students and staff. Maties Sport has identified seven high-performance or priority codes, namely athletics, cricket, football, hockey, netball, rugby and swimming. The University’s sports and entertainment facilities are available to students, staff and the public. These include an athletics stadium with 14 000 seats and floodlights, two Astro artificial grass pitches with floodlights, nine hockey fields, six cricket fields, nine squash courts, eight netball courts, 15 rugby fields, 27 tennis courts and six clubhouses, as well as the Maties Health and Fitness Centre.

CO-CURRICULUM OFFERING

Our co-curriculum offering, also known as out-of-class learning, helps to prepare students for the world of work and focus on activities inside and outside the lecture hall. Our goal is to cultivate graduates who can think effectively and critically, have achieved depth in some field of knowledge and a critical appreciation of the ways in which we gain knowledge and understanding of the universe, of society and of themselves. The thread that connects the curriculum and co-curriculum spaces at SU is the inculcation of the SU graduate attributes within all programme learning outcomes. We also offer various accredited short courses in leadership development.

STUDENT SOCIETIES

Societies make a great contribution to students’ lives on campus by creating an environment where students can meet new people who share similar interests and take part in activities that promote a balanced campus lifestyle. A variety of societies have been established over the years, focusing on, among others, social awareness (environment, gender), religion and spirituality, culture, hobbies and the arts (music, dance and photography), academic (Golden Key, debating) and community service.
PARTNERSHIPS
AND
NETWORKS
SOCIAL IMPACT

In order to inspire and be inspired, Stellenbosch University (SU) engages and collaborates with stakeholders, the communities we serve, industry, government and our university partners at a local, regional, continental and global level. As a tertiary institution, we are committed to South Africa and Africa. At the same time, we are intensely aware of our role in and in relation to the international arena. Our collaboration and engagement approach is congruent with our values of respect, compassion and equity. The focus is on mutually beneficial associations, collaborations and partnerships between the University (staff, students and alumni) and external societal partners in government, industry and the various institutions of civil society – in local and global contexts. Social impact is driven on the basis of the University’s knowledge and scholarly expertise, and society’s wisdom and experience. Through innovative excellent practices, we prioritise the active, responsible and critical citizenship of students and staff.
PARTNERSHIPS

In Stellenbosch: SU’s partnership with the e’Bosch Heritage Project seeks to build mutual respect and trust and to unite the people of Stellenbosch. One of the outcomes of the SU and e’Bosch partnership was the graduation of 15 volunteers in the 2017 e’Bosch-sponsored community leadership course, equipping community leaders to take ownership of development in their own communities. Another significant community partnership is the bi-monthly Rector’s Mayor Forum, a joint structure consisting of SU academics and officials of Stellenbosch Municipality with collaborations that aim to benefit the entire town and community.

In the Western Cape: The University has formal community engagement programmes across the province, and continues to forge new and maintain existing partnerships with society through our Division for Social Impact. We have strengthened relations with the Cape Higher Education Consortium (CHEC) in the standing committees of CHEC Western Cape Government and CHEC-City of Cape Town, and signed memoranda of understanding with the municipalities of Saldanha Bay, Hessequa, Drakenstein, Eden, Cape Winelands and Breede Valley in 2017.

Worldwide: A broad network of more than 150 formal international partnerships across the globe serves to achieve SU’s vision of creating partnerships on various levels. We have partnerships in 26 countries across the globe. New geographical areas of engagement include an intentional shift towards more collaboration in the global South, in particular with the other BRICS countries (Brazil, Russia, India and China). Our mission is to enhance the University’s African engagement and build SU’s international profile. Networks such as the Partnership for Africa’s Next Generation of Academics and PeriPeriU (disaster risk management) create opportunities for the new generation of academics to embark on collaborative research and doctoral programmes.
ALUMNI

Once SU students have obtained their degrees, they form part of the alumni community and SU remains their intellectual home. We believe the success of a university depends greatly on the participation of its alumni, and so we strive to keep alumni connected to their alma mater long after the euphoria of obtaining their qualifications has died down. We have alumni hubs around the world, which make graduates part of a global community of more than 120 000 Maties. Also, alumni can subscribe to MatiesConnnect to keep abreast of developments at SU and receive a range of opportunities to remain connected to other alumni. Each year, SU hosts the Maties Homecoming in Stellenbosch.

DONORS

From bursaries and scholarships, to capacity building programmes and student success initiatives, the support from donors sends our students out into the world, prepared to contribute to a brighter future. Philanthropy is equally crucial to SU’s research mission. Many important and exciting research projects are progressing thanks to the continued generosity of our community of donors. It is this support that enables the University to continue to compete globally as one of the top tier African universities, with local relevance and integrity.
INSPIRING STAFF
STAFF DEVELOPMENT

Stellenbosch University (SU) supports the health and wellbeing of its staff. In our pursuit to be an employer of choice, we envisage an enabling environment that includes the principles of co-creation and appropriate participation and embodies the characteristics of an inclusive campus culture. We know that our learning and teaching offering can only be as good as those appointed to deliver it, and so we ensure that our academic and professional and support service staff have skills that compare with the best internationally. SU is committed to developing all staff members. We have a sophisticated support service for staff, and teaching development is crucial to a university that strives to compete at national and international levels and to make a meaningful contribution. Our staff development is an integral part of our vision, mission and long-term corporate and strategic plan and objectives. The conference, Scholarship of Teaching and Learning, for instance, was established to professionalise academics at the University. This in-house conference addresses all aspects of teaching and learning in an open, supportive and intellectually stimulating atmosphere.
WELLNESS

The wellbeing of our staff is paramount. Our wellness approach supports and empowers staff members through systems and procedures to solve problems they may experience in their personal lives and at work. We are convinced that problems that are identified and referred timeously can be solved to the benefit of staff members and the University. We aim to have a well-balanced workforce that is able to function optimally in an enabling, caring and supportive work environment. We strive to improve the health and wellbeing of our staff by providing accessible, effective and professional services to all through health promotion, assistance and support. Our focus is on six dimensions of wellness: social, physical, emotional, intellectual, spiritual and financial wellness.
EQUALITY

Our Equality Unit promotes collective action towards social justice and conversations about social diversity. Its focus is on both staff and students. The Equality Unit coordinates, educates and raises awareness around sexualities, gender, HIV and Aids and anti-discrimination in partnership with relevant campus structures. It also deals with cases of unfair discrimination, sexual harassment and victimisation.

DIVERSITY

For SU, employment equity is a strategic priority that is fundamental to our actions as an academic institution. These actions include addressing the inequalities of the past, as well as positioning the University for the future. In gauging transformation at SU, shifts in staff diversity are closely monitored. We aim to ensure diversity in all appointments and promotions, and to accelerate the representation of employees from underrepresented groups. An employment equity committee has also been established to help facilitate our staff diversity, starting with selecting a diverse pool of applicants for vacancies.
A THRIVING FUTURE
SUSTAINABILITY

Stellenbosch University (SU) wants to be a vibrant, prosperous and systemically sustainable university. While we recognise the major challenges that come with developing a thriving university, we acknowledge that we need to be both responsive and proactive in shaping our future. We are committed to systemic sustainability, which includes people, place (social), prosperity (economic) and the environment and necessitates responsible corporate governance. In 2014, the University Council approved our Campus Renewal Project, aimed at raising the standard of the University’s facilities and infrastructure to that of a world-class research-intensive university, while embracing visual redress and the sustainability of the buildings and facilities. The University’s facilities are seen as strategic assets and essential enablers of a world-class and systemically sustainable institution. In addition, the implementation of the Campus Renewal Project is creating more welcoming living and working facilities for students and staff. Good progress has been made, but we constantly strive to better our facilities.

MOBILITY

SU’s overarching Mobility Plan helps reduce the number of vehicles and traffic congestion, especially on the Stellenbosch campus. It also encourages students and staff to use car pools or public transport to travel to parking areas just outside campus, from where they can travel to campus on foot, by bicycle or via campus shuttle buses. Students and staff can rent special Matie bicycles to use on campus. The Mobility Plan also helps to reduce SU’s carbon footprint to a neutral level by 2030, ensuring a sustainable, environmentally friendly campus and town. Through our Energy Master Plan, we continue to increase renewable energy use on our campuses, managing to significantly drive down electricity consumption per student.
WATER

Because the Western Cape is a water-scarces region, SU has implemented several measures for water efficiency. These include the continuous identification and repair of water leaks, the fitting of water-saving taps and showerheads, the installation of bulk meters for improved monitoring, the harvesting of rainwater and reuse of greywater, as well as the maintenance of existing and the sinking of new boreholes. Water-saving initiatives include the irrigation of gardens with non-potable water from rivers, boreholes and dams; specially branded water stations on campuses; and the use of indigenous, endemic and water-friendly plants.

RECYCLING

A variety of waste management initiatives aim to improve the biodiversity and indigenous landscapes on SU’s campuses and contributes to a thriving, sustainable university. These initiatives include, among others, the provision of a three-bin system at locations on the Stellenbosch, Tygerberg and Bellville Park campuses for the recycling of waste, the sorting of waste suitable for recycling, the removal of recyclable and non-recyclable waste to the relevant facilities, and utilisation of garden waste for composting. The Bokashi project, for which microbes are used to decompose kitchen waste, has resulted in a product that can be used on compost heaps. Systems are also in place at residences to sort waste material for recycling. Through these projects, SU has established a culture of environmental awareness among staff and students.
INNOVATION AND ENTREPRENEURSHIP

Stellenbosch University (SU) has an embedded culture of innovation and entrepreneurship. Our industry interaction and innovation platform for the commercialisation of its assets, Innovus, plays an important role by using SU’s research output that promote entrepreneurship and create new jobs and new products that address societal challenges. Innovus commercialises intellectual property and creates business opportunities by helping our researchers, staff and students to license and commercialise their research output or interventions by licensing intellectual property rights to industry partners or through the formation of spin-off companies. A record number of registered trademarks, licences, patent applications, disclosures and spin-off companies have seen the light because of Innovus. We also foster entrepreneurship. The Nedbank-SU LaunchLab functions as a start-up incubator and business accelerator that boosts entrepreneurship through networking opportunities and mentoring for researchers, staff and students. Through the LaunchLab, Innovus has established SU as an internationally acclaimed entrepreneurial university.
38.4% WATER USAGE SAVING IN 2018

559 REGISTERED PATENTS
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