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**RECTOR'S MANAGEMENT REPORT
TO SENATE**

Friday 8 March 2019

Prof WJS de Villiers,
Rector and Vice-Chancellor

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Introduction

Welcome to the first Senate meeting of 2019, the **first year** of the **second century** of Stellenbosch University (SU). As an institution, we confidently step forward into the future with our *Vision 2040 and Strategic Framework 2019–2024*, adopted last year, as our roadmap.

We have ahead of us a year filled with more great possibilities and more young people with lots of potential to realise and to challenge us in the never-ending quest for knowledge. It is also already clear that it will be a **year of challenges** for higher education in South Africa. The year started with protests and shutdowns of campuses and the tragedy of a young life lost (Mlungisi Madonsela, on the Steve Biko campus of the Durban University of Technology).

As SU management, we are acutely aware of important **issues**, such as financial exclusion of poor students, pressure on student accommodation and transport, safety and security on campuses, and the quest for fair and humane conditions of employment for our workers. We are trying our best at SU to be responsive to these issues and to find solutions that are both workable and sustainable. At the same time, we remain steadfastly committed to ensuring the safety of both students and staff, safeguarding university facilities and protecting the integrity of the academic programme.

We are actively seeking win-win solutions that will allow us to fulfil our primary purpose of producing high-quality graduates and research outputs to the benefit of communities, our nation and ultimately the world. In all our dealings with our various stakeholders we shall strive to act as a responsible corporate citizen in accordance with SU's chosen **values** of excellence, compassion, accountability, respect and equity.

At this Senate meeting, it is the turn of the **Vice-Rector: Research, Innovation and Postgraduate Studies** (VR:RIPS), **Prof Eugene Cloete**, to report on activities in his responsibility centre (RC) over the past year. Therefore, this overall management report contains only selected highlights from his portfolio – please consult his separate report for more details.

Please note that this report is for the first time structured according to our new vision and strategic framework ([click here for a dedicated page](#) on the SU website) – specifically our **six core strategic themes**. These are used in a specific order, with the following logic: Achieving “**A flourishing Stellenbosch University**” is our ultimate aim, therefore it should be Theme 1. In order to do so, our stakeholders are crucial partners. Students are our largest internal stakeholder group, therefore Theme 2 becomes “**A transformative student experience**”. By making “**Purposeful partnerships and inclusive networks**” Theme 3, we draw in our external stakeholders. The next two themes cover our core activities: “**Networked and collaborative teaching and learning**” (Theme 4) and “**Research for impact**” (Theme 5). Last but not least, there are several enablers for the realisation of our new vision and strategic framework, but none is more important than our personnel. The ordering of our core strategic themes therefore culminates in Theme 6, becoming an “**Employer of choice**”.

These themes guide our activities towards realising our **Vision 2040** of becoming “Africa’s leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society”.

This report covers the period **24 October 2018 to 21 February 2019**, unless stated otherwise. We welcome this opportunity to engage with colleagues in Senate. Let us together take this revered institution to even greater heights in its next century!

Theme 1: A thriving Stellenbosch University

In our *Vision 2040 and Strategic Framework 2019–2024* (click on the link for the complete document), we state the following in relation to this core strategic theme: “To make SU a **thriving organisation**, we envisage a **vibrant, prosperous and systemically sustainable** university (with ‘thriving’ defined as ‘being successful or making steady progress; prospering; flourishing’).

1.3 Institutional Plan

Since 2014, the Department of Higher Education and Training (DHET) has been requiring public universities to submit an annual institutional plan (IP) by 15 December of each year. The **SU Institutional Plan 2019–2024** was approved by Council at its meeting of 26 November 2018 and submitted to the DHET by the deadline. The plan is aligned with *Vision 2040* and *Strategic Framework 2019–2024*, with a note that new performance indicators are being developed and will reflect in the next plan.

The *SU IP 2019–2024* is available from the office of the Deputy Vice-Chancellor: Strategy and Internationalisation, and from Strategic Initiatives.

1.4 Development and Alumni Relations (DAR)

The primary focus of Development and Alumni Relations (DAR) is the future sustainability of the University. To this end, the Division raises funds to support the institution's priority projects, and continues to reach out to alumni to increase their participation in life at SU. Additional focuses are partnership development and friendraising for the University in the South African and international corporate sector, among foundations and trusts locally and abroad, across the spectrum of SU alumni, and among strategically positioned individuals.

1.4.1 Fundraising

Across all fundraising market segments, **donations increased by 11,6%** in 2018, which continue to be directed towards bursaries for economically disadvantaged and working-class students.

	2014	2015	2016	2017	2018
Philanthropic funding directed towards student bursaries	R61,5 million	R58,8 m	R78,3 m	R77,5 m	R93,1 m

Table 1: Donations, 2014 to 2018.

Donations to the **Annual Fund** (donations of R50 000 or less per annum by individuals), which are widely regarded as a key indicator of alumni confidence in the institution, **increased** by a remarkable **450%**.

Some of the initiatives responsible for this increase included **peer-to-peer fundraising**, inter alia linked to the Cape Town Cycle Tour, the #Move4Food campaign and the Cape Town Marathon. Our Centenary year offered the perfect opportunity to enter a fundraising team for the **Cape Town Cycle Tour** on 11 March 2018. Around 65 alumni, staff, students and friends of the University joined me in riding for student bursaries. Later in the year, we had **#Move4Food**, which elicited active participation by staff and students in activities on our campuses. And on 23 September, I was again joined by a large SU-affiliated group running the **Cape Town Marathon**. We had 45 fundraisers among the runners, who collectively raised over R400 000 on the GivenGain platform.

These kinds of public events have proven extremely useful tools to encourage individuals to take up the cause of SU as they compete and participate. At the same time, they encourage our alumni, staff, students and friends to become more independent and autonomous in creating fundraising opportunities for the University, though still in line with SU's fundraising messages.

1.4.2 Donor and alumni recognition

It is common practice among institutions to launch a capital campaign in their Centenary year. Therefore, it was surprising to some that the University chose not to do so in 2018. Yet, SU had only

recently concluded the HOPE Project (2010–2014), a major capital campaign, and our new vision and strategic framework was launched in the second half of 2018 only.

For these reasons, we rather focused our activities in 2018 on donor and alumni recognition. Beyond the usual thank-you letters and stewardship activities, donor recognition became a celebration of the University's relationship with our donors, and of philanthropy in general. Successful donor recognition events were hosted in several cities in South Africa and abroad.

In addition, we developed the [Matie Voices](#) campaign, which showcased the achievements of SU alumni. This was implemented on social media and our [Centenary website](#) in an integrated way. The section turned out to be the most popular on the site and received approximately 40 000 views. Seventeen of the stories were published in *Matieland*, distributed to more than 100 000 alumni.

It is also worth noting that our **overall donor numbers grew by 15%** in 2018, and now include the Rosa Luxemburg Foundation South Africa, the Citadel Philanthropy Foundation, the Brenley Trust and the Elegant Group.

1.4.3 Legacy giving

In the 2017 Annual Survey of Philanthropy in Higher Education (ASIPHE), SU was the **top performer** in the individual giving and bequests funding streams, and this trend continues. We have been extremely fortunate to receive various major gifts from private donors over the past four years.

The emphasis here is on personal contact with our most loyal donors and high net-worth individuals well disposed towards the SU, accompanied by invitations to University events or structures. We also provide them with regular updates on the impact of their donations.

In addition to bequests received in 2018, seven new testamentary pledges were registered recently with an estimated value of more than R55 million.

1.4.4 Corporate giving

SU has experienced a **decline** in corporate social investment (CSI) donations over the past two years. The announcement of **fee-free higher education** in South Africa at the end of 2017 certainly prompted local corporates to review the support they had been providing to the sector.

The focus of CSI spending is on high-impact interventions among unemployed youth. Increasingly, South African companies appear to be aligning their support for tertiary education with their own human resourcing needs (through recruitment bursaries and developmental graduate employment programmes), embracing government incentives and transformation programmes, and shifting expenditure from fees to wraparound support.

Corporate bursaries have become a more attractive investment than ever before following the gazetting of changes to the **BBBEE** Codes of Good Practice in March 2018. In terms of this mechanism, we received **R4,2 million in bursaries**.

Corporate donations are generally directed towards bursaries, faculty research and human capital development, cultural and sports programmes, as well as innovation and community projects.

1.4.5 Internationalisation

Another important focus of the Division's fundraising activities has been to increase international giving to the University. Considerable effort has gone into international fundraising, both to increase SU's international profile among international donors in keeping with our internationalisation focus, and to grow this donor segment. In 2018, DAR staff undertook **ten international trips**, often accompanying me or other members of management, during which meetings took place with **84 current or new donors in 21 cities**. (In 2017, eight such trips were undertaken and meetings were held with 86 existing or potential donors in 29 cities.)

In 2018, DAR appointed **four** consultant **representatives** in **foreign** territories to help identify potential donors, establish alumni chapters and build relationships with foundations and trusts.

In addition, we hosted **32 segmented alumni events in 26 cities** outside the borders of South Africa, which were attended by approximately **1 000 alumni**. Whilst the focus has been on developing alumni hubs predominantly in the United States and Europe, I also met with the well-established Hong Kong alumni hub and the nascent Tokyo chapter.

1.4.6 Alumni participation

In addition to international alumni events, DAR also hosted and coordinated **41 national alumni events in nine South African centres** in 2018, which attracted **5 500 alumni**.

The Alumni Relations Office has given special attention to engagement with **younger alumni**. From a fundraising perspective, we have focused on moving them from being friends of the University to becoming donors.

A recent edition of ASIPHE showed that only 0,42% of SU alumni are donors. Although this is better than the average of 0,18% among the ten sampled institutions, it is still too low. DAR is therefore trying to increase alumni participation in the University's activities, and various initiatives are under way in this regard.

[Maties Connect](#) was launched in October 2018, and nearly 5 000 alumni from across the world have already signed up. The Maties Connect platform provides a valuable network for alumni, students and supporters of the University to connect and engage with one another and, as a result, bring them closer to the institution. We believe that this "give to get" strategy – first providing alumni with value before asking them to give back – will enable the University to broaden and deepen our alumni relationships and, in time, develop world-class mentoring programmes involving our alumni and students.

In addition to the dissemination of three [e-Matieland](#), three USA Matie and two UK Matie newsletters in 2018, DAR distributed four newsletters for the Faculty of AgriSciences (8 485 recipients per issue), and two issues each of the **faculty newsletters** of Economic and Management Sciences (36 569 recipients), Medicine and Health Sciences (19 095), Science (16 135) and Engineering (11 141). A total of 32 **residence newsletters** were also produced, translated and distributed.

Finally, DAR implemented a programme of structured support and capacity-building in our **student communities** in 2018, with a view to re-engaging alumni in the activities of their former residence or private student organisation (PSO). Student leaders tasked with alumni communication and engagement attended various training workshops. As a result, more than 1 000 alumni attended events held by Lydia, Nerina, Pieke, Dagbreek, Minerva and Eendrag last year.

1.5 Planon implementation

As part of an initiative to ensure optimal operations, improved governance and integrated systems by making better use of technology, our Facilities Management Division (SUFM) has implemented global software provider Planon's Integrated Workplace Management System (IWMS).

This is an opportunity to benchmark ourselves against global best practice, since the system is being used at 38 universities worldwide. IWMS brings all stakeholders, processes, data and technologies together on a single platform, which enables and encourages continuous improvement.

Following 18 months of cleaning data and aligning systems, processes and procedures, several Planon modules were put into operation in September last year – specifically those relating to **maintenance** and **capital project management**. The **events management** and **reservations** module,

which is mainly used for sports facilities, was activated in December. The project also involved the implementation of a new version of ESRI ArcGIS, SUFM's software for spatial data.

Integration at many levels across various divisions (particularly SUFM, Finance and Information Technology) and multiple users proved quite challenging. However, while fine-tuning continues, the overall implementation went well, with no major service disruptions suffered. All divisions involved have learnt valuable lessons from the endeavour.

1.6 Renewal of student and financial systems

SU is in the process of replacing its current student information system with a new system, **SUNStudent**, to keep pace with the latest trends in student information management in higher education and modern technology. Once contract negotiations with the appointed vendor are concluded, implementation planning will follow. Implementation could take two to three years, as it would follow a staggered approach, taking into account the normal student lifecycle activities and availability of SU personnel.

Part of the project also entails middleware, infrastructure and integration to enable information exchange across all SU information systems, as well as a new financial system.

Like the student information system, the University's financial system is being replaced with an improved system, **SUNFin**. It will also take approximately two years to install and test before it is implemented. SUNStudent and SUNFin should be compatible, as there are certain overlaps, such as managing student fees, and these systems will also integrate with other large systems currently in use at SU, such as Planon at Facilities Management and IDU at Finance.

1.7 SUN-e-HR upgraded

SUN-e-HR (the Oracle human resource management system being used by the University) has been successfully upgraded. The application of the latest patch for regulatory compliance now also means the system is geared for the annual tax season.

1.8 Sustainability of new academic programmes

In 2018, SU's Programme Advisory Committee opted to have a more robust view in terms of the sustainability of new academic programmes submitted for consideration. This led to the expansion of Criterion 10, "Sustainability Plan", of the "Submission of a New Programme Form" to include more nuanced information about **projected income and expenses** associated with such a new programme. The Division for Information Governance (IG) assisted the Centre for Academic Planning and Quality Assurance with the review and adjustments to the form.

A new process was also implemented where the relevant new programme's coordinator interacts with IG in order to provide suitable information and assumptions for Criterion 10. This then feeds into a configurable model, newly developed for this need by IG, to automatically project the income and expenses for the relevant programme, based on a set of adjustable variables. The details and end result are then packaged and provided to the Committee as part of the new programme submission.

To date, 15 programmes have been evaluated by IG and the process and results were received very positively.

1.9 Teaching and Research Excellence Awards

The combined annual Teaching and Research Excellence Awards ceremony took place at STIAS on 4 December 2018. This was the second time that the awards took place in this way so as to emphasise the complementary relationship between teaching and learning, and research.

Eleven **Teaching Excellence Awards** were presented by Prof Arnold Schoonwinkel, Vice-Rector: Learning and Teaching, in the two categories of “Distinguished teacher” and “Developing teacher”.

The following lecturers were recognised in the “Developing teacher” category (listed alphabetically):

- Dr Elize Archer, Centre for Health Professions Education
- Dr Lidia Auret, Department of Process Engineering
- Dr Eric Decloedt, Division of Clinical Pharmacology, Department of Medicine
- Prof Faadiel Essop, Department of Physiological Sciences
- Ms Zahn Münch, Department of Geography and Environmental Studies
- Dr Michael Schmeisser, Department of Horticultural Science
- Ms Natasha Sexton, School of Accountancy
- Dr Debra Shepherd, Department of Economics
- Ms Anria van Zyl, School of Accountancy
- Dr Bjorn von der Heyden, Department of Earth Sciences

Prof Deborah Blaine from the Department of Mechanical and Mechatronic Engineering was recognised in the “Distinguished teacher” category. Her portfolio demonstrated in-depth reflection on her approach to teaching and her professional growth, and also showed that her teaching practice is underpinned by the scholarship of teaching and learning.

In addition, five SU teaching fellows who had completed their fellowships between 2011 and 2017 received certificates of recognition. They were Profs Elmarie Costandius, Ian Nell, Dana Niehaus, Nicola Plastow and Geo Quinot. The fellowship scheme allows excellent teachers and scholars of teaching and learning to spend more consistent periods of time, with various forms of support, to focus on renewal, exploration and dissemination of good practice in departments and faculties.

The **Research Excellence Awards** were presented by prof Eugene Cloete, Vice Rector: Research, Innovation and Postgraduate Studies. In making the awards, three categories were taken into account: SU researchers who had made the biggest contribution to accredited publications (a) based on audited publication units for 2016, and/or (b) based on audited number of publications for 2016, and (c) researchers who had delivered three or more PhDs for the 2017/18 graduations.

Congratulations to the following 44 recipients:

- Dr Alex Andrason, Ancient Studies (14 publications)
- Prof Nulda Beyers, Paediatrics and Child Health (delivered 4 PhDs)
- Prof Cang Hui, Mathematical Sciences (19 publications)
- Prof Johann Cilliers, Practical Theology (8,25 publication units)
- Prof Julie Claassens, Old and New Testament (8 publication units)
- Prof Mark Cotton, Paediatrics and Child Health (19 publications)
- Prof Nuraan Davids, Education Policy Studies (6,5 publication units)
- Prof Frank Dinter, Mechanical and Mechatronic Engineering (14 publications)
- Prof Karen Esler, Conservation Ecology and Entomology (15 publications; delivered 3 PhDs)
- Prof Johann Görgens, Process Engineering (6,35 publication units; delivered 3 PhDs)
- Prof Louis Jonker, Old and New Testament (11 publication units)
- Prof Ashraf Kagee, Psychology (15 publications)
- Prof Martin Kamper, Electrical and Electronic Engineering (delivered 3 PhDs)
- Prof Gerhard Kemp, Public Law (8 publication units)
- Prof Bert Klumperman, Chemistry and Polymer Science (delivered 5 PhDs)
- Prof Christine Lochner, Psychiatry (16 publications)
- Prof O. Makinde, Military Science, Mathematics (25 publications; 9,36 publication units)
- Prof John Measey, Centre for Invasion Biology (14 publications)
- Prof Stephanus Muller, Music (delivered 3 PhDs)

- Prof G Oosthuizen, Industrial Engineering (24 publications)
- Prof Linus Opara, Food Science (21 publications; 5,40 publication units; delivered 3 PhDs)
- Prof Helmut Prodinge, Mathematical Sciences (16 publications; 10,33 publication units)
- Prof Jeremy Punt, New Testament (10 publication units; delivered 4 PhDs)
- Prof Dave Richardson, Centre for Invasion Biology (26 publications; 5,25 publication units)
- Prof Steven Robins, Sociology and Social Anthropology (10,15 publication units)
- Prof Francois Roets, Conservation Ecology and Entomology (14 publications)
- Prof Samantha Sampson, Molecular Biology and Human Genetics (delivered 3 PhDs)
- Prof Michael Samways, Conservation Ecology and Entomology (17 publications; 8,58 units)
- Prof Corne Schutte, Industrial Engineering (delivered 5 PhDs)
- Prof Soraya Seedat, Psychiatry (20 publications; delivered 3 PhDs)
- Prof Leslie Swartz, Psychology (20 publications; 7,15 publication units)
- Prof John Terblanche, Conservation Ecology and Entomology (15 publications)
- Prof Mark Tomlinson, Psychology (24 publications)
- Prof Marius Ungerer, Economic and Management Sciences/Business School (7,16 units)
- Prof Paul van Helden, Biomedical Sciences (22 publications)
- Prof Jan van Vuuren, Industrial Engineering (delivered 4 PhDs)
- Prof Gideon van Zijl, Civil Engineering (14 publications; delivered 3 PhDs)
- Prof Marianna Visser, African Languages (delivered 3 PhDs)
- Prof Wessel Visser, History (9 publication units)
- Prof Gustav Visser, Geography and Environmental Studies (5,03 publication units)
- Prof Yusuf Waghid, Education Policy Studies (7,33 publication units)
- Prof Stephan Wagner, Mathematics (delivered 3 PhDs)
- Prof Gerhard Walzl, Molecular Biology and Human Genetics (17 publications)
- Prof Minka Woerman, Philosophy (6 publication units)

1.10 Professional Educational Development of Academics (PREDAC)

The goal of the PREDAC (Professional Educational Development of Academics) programme is to introduce new staff members to the teaching-and-learning culture and practices at SU. Its key focuses are reflection, contextual awareness and scholarship in teaching and learning.

Following Council's approval of a revised Teaching and Learning Policy in September 2018, the PREDAC programme has been reconceptualised to promote the **professionalisation of academics in their teaching role**, as well as to **enhance the scholarship of their teaching practice** through a mix of delivery modes. This is aligned with the shift in education paradigms reflected in SU's new *Vision 2040 and Strategic Framework 2019–2024*, which was also adopted last year.

This year, PREDAC will take place in seven phases, from April to October. A proposal to this effect was adopted by the Committee for Learning and Teaching at the end of 2018, and a communique distributed to all faculties at the start of 2019. Nominations have been invited.

The programme, which will culminate in participation in SU's annual Scholarship of Teaching and Learning conference, is credit-bearing and has an impact on participants' work agreements.

1.11 December 2018 graduation

SU again awarded a record number of qualifications at its December 2018 graduation ceremonies. The updated figures show 5 774 qualifications were awarded, compared to 5 725 in December 2017 and 5 418 in 2016. There was also an increase in the number of doctorates to 150 (141 in 2017 and 138 in 2016) and master's degrees to 562 (the same as in 2017, but in 2016, the total was 601). Eight ceremonies were held in the Coetzenburg Centre from 10 to 14 December.

The following individuals also received honorary doctorates:

- Prof Homi Bhabha, a leading postcolonial literary theorist from Harvard University
- Prof Dame Glynis Breakwell, former Vice-Chancellor of the University of Bath
- Mr Lesetja Kganyago, President of the South African Reserve Bank and Chair of the International Monetary and Financial Committee
- Justice Zak Yacoob, a former justice of the Constitutional Court of South Africa.

(Also see 1.14.2 below.)

1.12 Pursuing quality at SU

An important part of creating a thriving Stellenbosch University is to cultivate a **quality culture**. In such a culture, both academic departments and professional administrative support service (PASS) environments evaluate themselves, and then invite external scrutiny from industry experts and peer evaluators.

In 2018, SU entered its **fifth quality assurance cycle**. This time around, **95 departments, schools, faculties, centres and PASS environments** will be evaluated, and each will take approximately two years to complete the process. As with previous cycles, the process will again include professional/external evaluations and accreditation reports. The improvements emanating from this are tabled and discussed by the Quality Committee, and follow-up actions must be reported on within two years.

The Rectorate appointed a task team in the second semester of 2018 to draft a **quality policy for SU**, which has since been completed. Faculties, PASS environments, students and the Rectorate will now be consulted on the draft policy, after which it will be submitted to the Institutional Forum, Senate and Council for input and approval later this year.

1.13 World rankings

In the **Times Higher Education (THE) World University Ranking** released in 2018, SU climbed to the 301–350 bracket (having been in the 351–400 slot in 2017, and in 401–500 in 2016). This reflects the University's status as a leading research-intensive higher education institution nationally as well as internationally.

Although SU does not actively take part in the **QS World University Ranking** or the QS BRICS University Ranking, its 2018 position on the former was 405th (2017: 361st; 2016: 395th; 2015: 302nd) and 51st on the latter (2017: 47th; 2016: 35th).

SU maintains a nuanced approach to university rankings, as academic excellence and quality remain non-negotiable.

1.14 Corporate communication

The vehicle that encapsulates strategic communication at the University is the **SU Integrated Communication Strategy (ICS)**, which runs from 2019 to 2024, and thus coincides with *Vision 2040 and Strategic Framework 2019–2024*. This ensures a direct link between SU's core strategic themes and institutional objectives on the one hand, and its communication programmes on the other.

As part of its internal communication function, our Corporate Communications Division (CCD) has been instrumental in keeping staff informed of the process and roll-out of *Vision 2040 and Strategic Framework 2019–2024* during the second semester of 2018 (see 1.1 above). This will continue as the process advances. In 2019, the communication campaign will intensify and expand to include the student community as well.

With reference to the six core strategic themes, the value-adding output of the Division will mostly fall under theme 1 (a thriving Stellenbosch University). From an internal communication perspective, theme 2 (a transformative student experience) and theme 6 (employer of choice) are also important to the Division, as these relate to the student community and staff, being CCD's primary internal

stakeholders. However, as the functioning and positioning of SU will be directed by the new strategic framework in its entirety, the related Strategic Plan and Institutional Plan, and the strategic management indicators (once available), these will also inform the CCD communication strategy, cutting across all the strategic themes.

In this way, CCD aims to create a competitive advantage for SU by positioning its brand favourably, and by implementing strategic communication programmes to help SU become “Africa’s leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society”.

1.14.1 Strategic brand alignment

Aligning the SU visual identity and strategic messaging with *Vision 2040 and Strategic Framework 2019–2024* forms part of a broader brand alignment process that started in 2018 and will continue throughout 2019.

In updating staff on *Vision 2040 and Strategic Framework 2019–2024* last year in an electronic newsletter (22 November), Prof Hester Klopper referred to the importance of both this strategic institutional document and the CCD-coordinated **brand valuation** in positioning the SU brand. It is CCD’s role to provide the campus community with the necessary visual elements and brand messaging to ensure brand alignment across all faculties and PASS environments. In line with a Rectorate decision, the **Centenary visual identity will remain** the formal institutional branding this year until the brand valuation and refresh have been concluded; **no new visual identities or logos** should therefore be developed currently.

Another important element of brand alignment is the editorial copy and associated visual material that are being compiled to ensure consistent brand messaging across the institution. A **content hub digital platform** is being established as a service to the campus community to enhance strategic communication about SU.

1.14.2 Integrated communication campaigns

Integrated communication campaigns rolled out the past few months related to graduation 2018 (also see 1.11 above), welcoming 2019 and registration and fees.

The aim of the **graduation 2018** campaign was to provide graduates and guests with user-friendly access to detailed, accurate information on all graduation-related processes. Outputs included a new, streamlined graduation website, a graduation newsletter, a series of articles on SU’s corporate website, and an instructional video informing graduates of processes to be followed.

The objective of the **welcoming 2019** campaign, in turn, was to provide all newcomer students and their parents with easy access to information on the welcoming period, student support services and other campus-related issues. The campaign delivered an updated welcoming website, newsletter and booklet.

Both these campaigns involved pre-event communication and post-event publicity in traditional and social media. Click here for a [video overview of the welcoming period](#) on SU’s YouTube channel.

Finally, while SU has been running an effective **fees and registration campaign** since the end of 2016 (being a collaboration between CCD, Finance and the Registrar’s Division) a refreshed registration and fees website was launched with a view to the 2019 academic year. The aim was to provide newcomer and returning students easy access to information about the registration process, fees and funding, thereby minimising frustration during registration. Links to the new website were widely distributed on SU’s social media platforms.

1.14.3 Internal communication (digital newsletters and mass mailers)

Since the last reporting period, ten editions each of *info@StellenboschUni* and *news@StellenboschUni* have been distributed to staff according to their language of preference. Over the past couple of months, there has been a significant increase in both the opening and click rates of *info@StellenboschUni*, while those for *news@StellenboschUni* seem to have stabilised. Both compare well with industry standards.

	info@ (English)	info@ (Afrikaans)	news@	nuus@	Industry standard
Opening rate	36,7% (32,7%)*	37% (32,7%)	31,4% (31,8%)	33,1% (33,7%)	24,6%
Click rate	11% (5%)	13,7% (7,3%)	5,4% (7,3%)	8,3% (4,9%)	2,2%

*Averages for previous reporting period indicated in brackets.

Table 2: Opening and click rates for digital newsletters

In terms of mass mailers, a special electronic newsletter, “Progress with strategic framework and brand valuation, and Centenary brand extended into 2019”, was sent to staff on 22 November. Click [here](#) for the English version, and [here](#) to read the Afrikaans copy.

1.14.4 Social media

Social media engagement on Facebook, Twitter and Instagram again displayed the normal trend of decreasing from October up until registration in the following year. This is due to the start of final exams and fewer activities on campus during this time. A concentrated yet short-lived increase in activity was again seen during the December graduations. To encourage user-generated content and interaction with our channels, CCD used the hashtag **#SUgrad** across all social media channels. Some campaigns ran exclusively on social media, while others integrated various media formats, with social media used to pull traffic to SU’s website.

A campaign launched in October was **#takingoffthefaces** (on Facebook and Twitter) focusing on mental health among students. The campaign was initiated by the Division for Student Affairs (DSAf) and CCD only took on a supporting role. The general campaign reach was limited, and the lesson learnt was to treat mental health as a focus throughout the year (much like safety) instead of in October (National Mental Health Month) alone.

In October and part of November, CCD also published content from the Centenary edition of [Matieland](#) on Facebook, Twitter, Instagram and LinkedIn. These posts performed exceptionally well on LinkedIn, which proves that they speak to our alumni and non-student community.

Content using **#helloMaties** was published from January and into the first week of February, and included advice, tips and procedures for newcomer students.

Also worth mentioning is a three-part documentary on our world-renowned **SU Choir** by global broadcaster **CNN** that was publicised on Facebook and Twitter. The documentary was uploaded in 10-minute episodes, and although this is considered long for social media, we did achieve high viewer and retention rates. About 2% of views followed through to the end.

FACEBOOK			
Date	Post	Reach	Engagement
07/11/18	CNN SU Choir documentary P1	68 434	13 391
09/11/18	CNN SU Choir documentary P2	24 447	2 913
13/11/18	CNN SU Choir documentary P3	16 362	2 189
TWITTER			
Date	Post	Reach	Engagement
07/11/18	CNN SU Choir documentary P1	9 908	416
09/11/18	CNN SU Choir documentary P2	42 829	1 841
13/11/18	CNN SU Choir documentary P3	22 983	533

Table 3: Facebook and Twitter statistics for CNN documentary posts

Yet our best-performing post by far for 2018 was the story of **Dr Xolani Hadebe** (see right), who had worked as a grocery packer to save up money to enrol for university studies and was among our medical graduates in December.

Dr Hadebe's story goes to the heart of our SU values and core strategic theme of providing a transformative student experience.

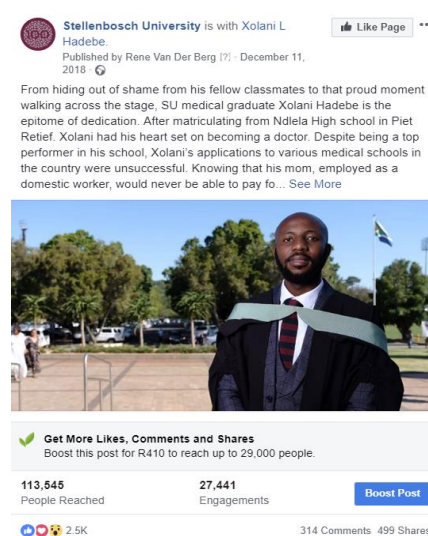


Figure 3: Best performing post

1.14.5 External communication (SU in the news)

According to the dataset of media monitoring agency PEAR, SU has held on to its spot among the top three universities in South Africa in terms of media coverage over the past months. The following articles and media releases of an institutional nature received particularly good coverage:

- [Construction starts on top African Biomedical Research Institute](#)
- [Medical students to cycle 902 km to 'help our friends become doctors'](#)
- [Mohammad Karaan new President of the Maties Rugby Club](#)

Regrettably, the year ended with SU being made suspect in the media after the Israeli-Palestinian narrative had spilled over to the international conference, "[Recognition, reparation, reconciliation: The light and shadow of historical trauma](#)" hosted at the University, achieving the exact opposite of the intended aim of the event. It also became a reputational risk for the institution. The University responded with statements in [December](#) and again in [February](#). After Israeli academics withdrew from the conference, SU was "commended" in some media for joining the cultural boycott against

Israel, and accused in others of “unilaterally cancelling” the participation of Israeli speakers. Neither of these claims were accurate. Israeli delegates decided to withdraw their participation due to circumstances beyond the control of the University and the conference organising committee. I expressed my disappointment at the fact that there would not be a robust debate on the Israeli-Palestinian issue at the conference because of these sequence of events. Despite attempts to set the record straight in the media as well as direct correspondence with stakeholders, the accusations in the media persisted, also resulting in negative responses from SU donors. SU staff members met with representatives from the SA Jewish Board of Deputies in January 2019. The joint statement issued after the meeting was met with strong criticism from the Israeli academics in an article published in the *Jewish Report*.

On a more positive note, the December 2018 graduation ceremonies generated a lot of favourable media coverage. Articles included [Brother and sister both receive master’s degrees](#), [SU engineering couple graduate together](#), [“I’m a better person because of SU community,” says Theology graduate](#), [Top Psychology student wins coveted Chancellor’s Medal](#), [From being a till packer to becoming a doctor](#) and [Gutsy probiotic for broiler chicks](#).

Research articles that did well in the media included the following:

- [English-speaking, non-English-speaking Grade Rs have same short-term memory skills](#)
- [3D printing helps surgeons plan, practise for procedures](#)
- [Fear helped avert Day Zero](#)
- [New crab species discovered in Eastern Cape ‘forgotten’ forests](#)
- [The cancer conundrum](#)
- [Dragonfly study provides tool to determine freshwater health in Africa](#)
- [Study sheds light on SA consumers’ attitudes towards sparkling wine](#)
- [SU launches SA’s first centre for food safety](#)
- [More black South Africans are donating blood](#)
- [Student project could end traffic woes](#)
- [Zambezi Valley may soon be too hot for tsetse flies](#)

SU researchers and other thought leaders and students produced **more than 120 opinion editorials** and more than **40 columns** (by six authors) over this period (**see Addendum**). Regular contributors included Profs Amanda Gouws, Michael le Cordeur, Thuli Madonsela, Anton van Niekerk, Jonathan Jansen, Mark Swilling and Suzette Viviers, as well as Drs Chris Jones, Nadia Mans-Kemp and Morné Mostert.

The Media Office at CCD also provided the media with **lists of experts** on International Aids Day, the State of the Nation Address, the budget speech and the International Day of Women and Girls in Science. Senate members are reminded to register on SU’s [Knowledge Directory](#) to be considered.

1.15 Communication awards

1.15.1 MACE Excellence Awards

SU was once again rewarded at the annual Marketing, Advancement and Communication in Education (MACE) congress ceremony held in Durbanville on 29 November 2018. The MACE Excellence Awards recognise and celebrate excellence and the achievements of specialists and practitioners in the higher education sector. **SU received a total of 33 awards.**

SU’s **CCD**, which submitted 32 entries, won 23 awards, consisting of 14 bronze, eight silver and one gold. The **Faculty of Medicine and Health Sciences**, **SU International** and the **Development and Alumni Relations** Office won three bronze, one silver and six gold awards.

[Research at Stellenbosch University 100](#) won a platinum award (one of three nationally) and the Chairperson’s Award of Excellence, a top award for a single entry embodying true excellence in marketing, advancement or communication.

1.15.2 Integrated Annual Report

SU’s [Annual Integrated Report 2017](#) was crowned the best in the country in the Public Sector section of the Chartered Secretaries Southern Africa (CSSA) and JSE Integrated Reporting Awards in November 2018. The CSSA competition, running since 1956, was for ordinary annual reports at first, but changed to integrated reports in 2013. SU’s winning report is our third integrated report.

1.16 Centenary Project

Our Centenary Project last year was run by the Division for Strategic Initiatives (DSI), which works on initiatives implemented across our institution as a whole, thereby helping to build a thriving SU and giving expression to the attribute of a collaborative approach.

The two final Centenary exhibitions at the SU Museum, “**100 artefacts for 100 years**” and “**Forward? Forward! Forward ...**” opened on 31 October and 5 December 2018 respectively. With the two exhibitions the museum staff succeeded in both looking back at the past and looking towards the future, thereby positioning the University for its next 100 years. The collaboration with the Institute for Futures Research with regard to the “Forward” exhibition led to a publication that included both the art at the exhibition and ten essays on art and the future.



Figure 4: The opening of the “Forward? Forward! Forward ...” exhibition at the SU Museum

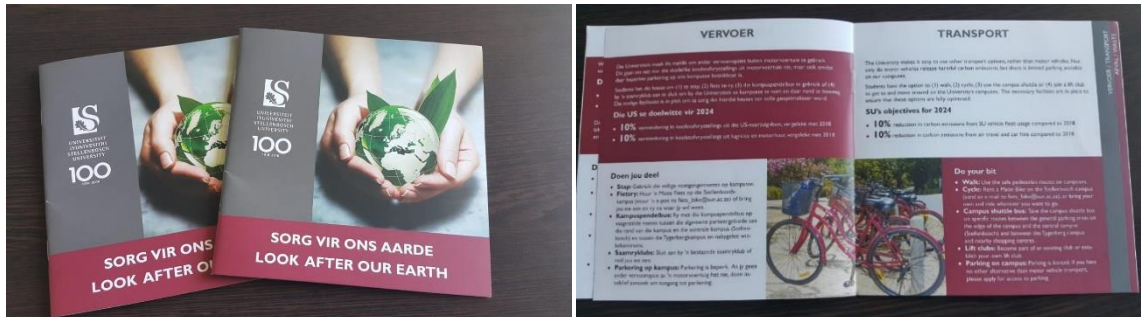
The Centenary commemoration concluded in 2018 with graduation week. For the first time, an opportunity was created for new alumni and their family members and friends to buy institutionally branded materials – such as University wine, the Centenary book and clothing – at a **pop-up shop** in a tent next to the Coetzenburg Centre. This was combined with the usual **reception** offered by Development and Alumni Relations to new graduates. This initiative will be repeated during the March 2019 graduation week.



Figure 5: A tent hosting a reception for alumni and a pop-up shop at Graduation December 2018

1.17 Environmental sustainability

A booklet on **environmental sustainability** was designed by Strategic Initiatives in close collaboration with Facilities Management as part of the welcoming pack for new students. In order to emphasise that the message is of institutional importance, the look and feel of the brochure were aligned with the institutional colour palette.



Figures 6-7: Brochure on environmental sustainability distributed to new students

1.18 Evening shuttle service fee from March 2019

SU has introduced a service fee of **R9 per trip** for the **evening shuttle** service provided to users on our Stellenbosch campus at night within a 6 km radius from the Neelsie Student Centre. The normal **day shuttle** service for the broader University community on campus remains **free of charge**.

The fee is being introduced to ensure that the University can offer a sustainable service in the long run to our student community. This service is provided in collaboration with local providers in their vehicles, not in the normal SU shuttles. The amount of R9 equals the private minibus taxi trip rate that users would have paid for the service commercially.

The benefit of SU offering the service is that students studying late can book a trip and wait in the Neelsie to be collected and taken home. The service has 385 regular users – far fewer than those who make use of the day shuttles.

At the time of reporting, the introduction of the evening shuttle service fee was scheduled for 1 March 2019, having been delayed to give financially needy students the opportunity to apply for a shuttle grant. Students who receive National Student Financial Aid Scheme (NSFAS) funding or SU bursaries and other students with financial difficulties are eligible. Students from households with a joint income of less than R600 000 per year ('missing middle') are included in this group. The principle is that **financially needy students should be able to use the service** without a financial burden. Students were encouraged to apply immediately to ensure that their applications are processed and trips loaded onto their shuttle account before the introduction of the fee.

For more information about the shuttle service, [click here](#).

1.19 Information and privacy

SU is committed to fostering a culture of transparency and accountability through compliance with the **Promotion of Access to Information Act (PAIA, Act 2 of 2000)**, and to sharing information where appropriate. On 27 March last year, the Rectorate approved a revised and updated version of our institutional PAIA manual, which took effect on 1 May 2018.

From January to December 2018, the University received five requests for access to information in terms of the act. Of these, two were granted, one was refused because the requested records did not exist (as per section 23 of PAIA), and two were refused due to the mandatory protection of the privacy of a third party who is a natural person (as per section 34 of PAIA).

The University also intends to meet its obligations in terms of the **Protection of Personal Information Act (POPI, Act 4 of 2013)**. During the latter half of 2018, the Division of Information

Governance (IG) drafted a **privacy regulation for SU**. They consulted broadly within and beyond the University before preparing an updated version of the regulation, including details taken from the national Regulations relating to the Protection of Personal Information (released on 14 December). The Division presented the revised regulation to the Rectorate for approval on 5 February and is now focused on implementing it. The privacy regulation articulates our institutional stance on privacy within the context of *Vision 2040 and Strategic Framework 2019–2024* and lays the foundation for all other privacy-related initiatives.

In addition, IG completed an analysis of SU’s privacy-related risks and training requirements during 2018. Based on this analysis, a **training plan** was compiled for the University, and several training and awareness initiatives were piloted. SU intends to refresh the training for a planned relaunch alongside the implementation of the new privacy regulation in 2019.

1.20 Risk management

During the past year, the risk management function at SU has been refined by streamlining the reporting structure from a sizeable risk management committee to six robust, **smaller committees**, one in each of our responsibility centres (RCs). This has enabled more focused analysis and risk management. As a result, the risk management meeting can now actively manage the top risks, while also maintaining oversight over lower-level risks in SU’s risk register. This refinement has also created the opportunity for detailed discussion in RCs, as well as for analysis of the cross-cutting risks at Rectorate level. The **heat map** below provides a visual summary of the institutional risks currently prioritised at SU.

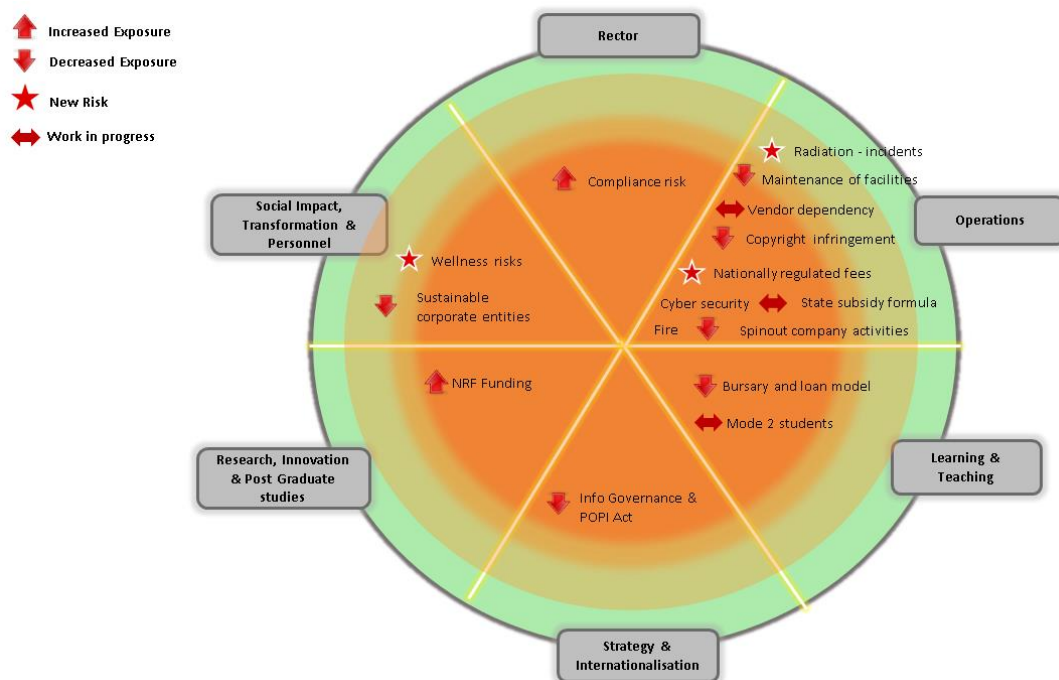


Figure 8: Heat map of SU’s institutional risks

1.21 Biomedical Research Institute (BMRI) project

The construction of a new Biomedical Research Institute (BMRI) on our Tygerberg campus is progressing well. A construction permit was issued in December and the site handed over to the principal contractor on 14 January, followed by a sod-turning ceremony 11 days later. WBHO Construction has commenced with demolition and excavation works.

The **R1 billion facility** will be one of the most innovative and advanced biomedical research centres in Africa. The **state-of-the-art** building will help us realise our vision of becoming Africa’s leading

research-intensive university. It is set to significantly advance our capacity to undertake world-class research on major health challenges, and will also contribute considerably to building research capacity on our continent.

The Institute's main aims will be to **investigate diseases with the greatest impact** on communities in South Africa and the rest of Africa, including TB, HIV, diabetes, heart disease and neurological disorders, and to translate its discoveries into tangible improvements in the diagnosis, prevention and treatment of these conditions.

To date, biomedical teaching, training and research at the Faculty of Medicine and Health Sciences (FMHS) has been based in its Physiology and Anatomy (FISAN) building, which was built in the 1970s. In the four decades since its construction, student numbers have more than tripled and the field of biomedicine has changed dramatically.

The new BMRI will provide much-needed additional space and be on a par with the most advanced and sophisticated biomedical research facilities in the world. Apart from a range of research laboratories, the new facility will also host a bioinformatics hub, electron microscopy laboratories, a morphology museum, a biorepository, a clinical research unit and conference facilities.

1.22 Coetzenburg athletics stadium

In 2017, the Coetzenburg athletics track was closed for extensive maintenance. After a decade's use, certain areas had deteriorated to such an extent that they were no longer suitable for training and competitions. However, following a major upgrade over the past two years, the stadium is now firmly positioned as a **world-class venue** thanks to new, first-rate facilities, including an A-grade **track** and state-of-the-art **lighting**.

The laser-levelled inner field now even provides versatility for football as well. The upgrades offer athletes a full track, five long-jump pits, two javelin run-ups, three pole-vault areas and two high-jump areas. The track's subsurface was replaced to meet stringent testing for IAAF certification, and has been topped with a Regupol surface, which is widely used on international Olympic tracks.

The old floodlights have been replaced with modern, cost-efficient LED lighting – a first for an athletics stadium in South Africa. The levels of brightness achieved for athletes and spectators are similar to conditions at Twickenham rugby stadium and Arsenal's Emirates stadium. The global sports stadium lighting specialists contracted for the project took care to install the masts precisely right so that all areas of the track and field are sufficiently lit for high-definition broadcasting.



Figure 9: The renovated Coetzenburg athletics stadium.

In December 2018 and January 2019, the newly renovated stadium already welcomed more than 200 international athletes from Germany, Spain, Switzerland and the Netherlands for training. Eight athletics events were scheduled to take place at the venue in January and February, while Varsity Athletics and the SASPD National Championships for Physically Disabled will be hosted there in March. Coetzenburg will also host the Absa Cape Epic international race village from 22 to 24 March.

1.23 Mental health interventions

It is an important objective of the University to ensure the health and well-being of our staff and students. And in light of the World Health Organization's recent finding that South Africa has the sixth highest rate of suicidal deaths in the world, this is an aspect that deserves attention at SU.

Many proactive, preventative, reactive and curative interventions on mental health were undertaken by our **Centre for Student Counselling and Development** in the reporting period. This included group work, psycho-educational workshops and skills training as well as information sharing and health promotion campaigns.

There was also an important initiative by **Campus Health Services** (CHS) in November 2018, in which they implemented various mental health screening questionnaires – including on anxiety and depression. These are completed by patients prior to their consultations so that CHS clinical staff can assess their mental wellness. The questionnaires will also be made available on the CHS website.

(Pre-consultation screening questionnaires on alcohol consumption and tuberculosis are already available to patients. CHS also continues to support the no-tobacco campaign of the Faculty of Medicine and Health Sciences by providing holistic assistance, including pharmacological intervention, to staff and students who have decided to quit smoking.)

1.24 Crime statistics

The welcome **downward trend** in general crime levels experienced last year is continuing. Since the beginning of 2018, general crime trends have been at an all-time low. During the third term of 2018, the crime rate was 34% lower than in the corresponding period of 2017, and in the final term, 20% lower compared to the previous year.

Contributing factors are the continuous reassessment of security risks as well as further capacity expansions, with another 25 night guards having been placed between residences. A further contributor is the cyclical nature of crime, which is influenced by the interaction between the South African Police Service, Correctional Services and the Directorate of Public Prosecutions. Campus Security is cautiously optimistic about these positive signs, while remaining alert and prepared for any potential increase in crime.

Bicycle theft still is among the most prominent types of crime. Earlier this year, a notorious bicycle thief was apprehended through the integrated application of closed-circuit television (CCTV) cameras and targeted patrols. Students are responding positively to the continuous marketing of U-locks as opposed to other, lower-quality locks. The number of students who has registered to use SU bicycle sheds is also up compared to this time last year.

1.25 SU Wordfees and SU Choir

Through arts and culture that serve the academic project, we work towards realising our goal of a thriving SU. The [SU Wordfees](#) and [SU Choir](#) are crucial role-players in this regard.

The annual **SU Wordfees** will take place from 1 to 10 March. This year's theme is "Jonk" ("Young") – quite appropriate for an institution entering the first year of its second century. The event comprises 479 performances at 64 venues in and around Stellenbosch. Preliminary ticket sales figures point to a 20% improvement on the corresponding statistics for 2018. A new bilingual app with a ticket buying function and newsfeeds will keep festivalgoers informed.

Auditions for the 2019 **SU Choir** were held in September last year, and a group of 140 students were provisionally accepted. Repertoire auditions took place in January, after which the final choir of 110 members were selected. The choir will be launching a new CD at the Wordfees.

Theme 2: A transformative student experience

Vision 2040 and Strategic Framework 2019–2024 states the following in relation to delivering a **transformative student experience** : “With this intention, we want to ensure that SU is accessible to qualifying students from all backgrounds, including to students who face barriers to participation in university education. We regard it as a journey – from our first contact with prospective students until they graduate and embrace the role of alumni.” It also entails “the provision of opportunities for growth to all undergraduate and postgraduate students, including guidance, support and services from SU to enable their success.”

2.1 Dream welcoming

The annual **Welcoming Event** for newcomer first-year students and their parents took place at the Danie Craven Stadium on our Coetzenburg grounds on 24 January. After the SRC chair, Ms Carli van Wyk, and I addressed the audience, students and staff gathered on the field for a group photograph in the shape of the numerals ‘2019’, taken from above by a drone.



Figure 10: A drone picture of the Class of 2019.

A new tradition was then inaugurated when we took a ‘**Dream Walk**’ from the stadium in-between some of our residences and down Victoria Street. Here students got the opportunity to hang cards on which they had recorded their dreams for their time at university on the iconic old oak trees lining the street. The executive mayor of Stellenbosch, Adv Gesie van Deventer, joined the University management and students in the procession, which was a great success.



Figure 11: Students on the Dream Walk



Figure 12: Dream cards in Victoria Street

2.2 Registration 2019

In preparation for the annual registration period at the start of the year, the University's bespoke [webpage](#) for this purpose was updated with all the relevant information that new and current students would need for stress-free registration.

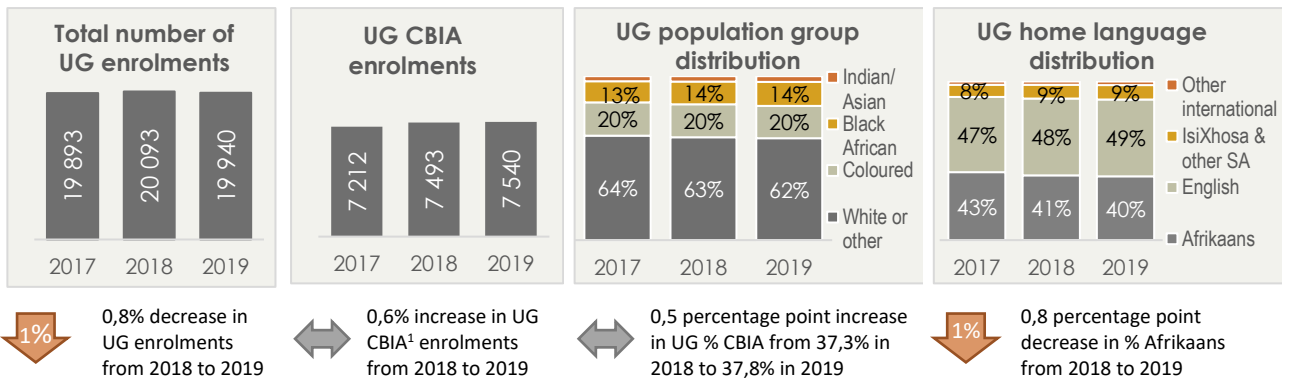
SU provided two computers at the entrance of our main registration building (Admin A) where individuals were assisted to register on the Central Application Clearing House (**CACH**) of the DHET.

In terms of **student fees**, continuous communication to existing and new students greatly reduced enquiries. Students with outstanding debt were able to register when they submitted proof of a bursary or loan exceeding the historical debt amount. The first compulsory instalment for 2019 may be paid in three equal monthly instalments up to 31 March 2019. NSFAS-funded students were allowed to register as per arrangement with the DHET.

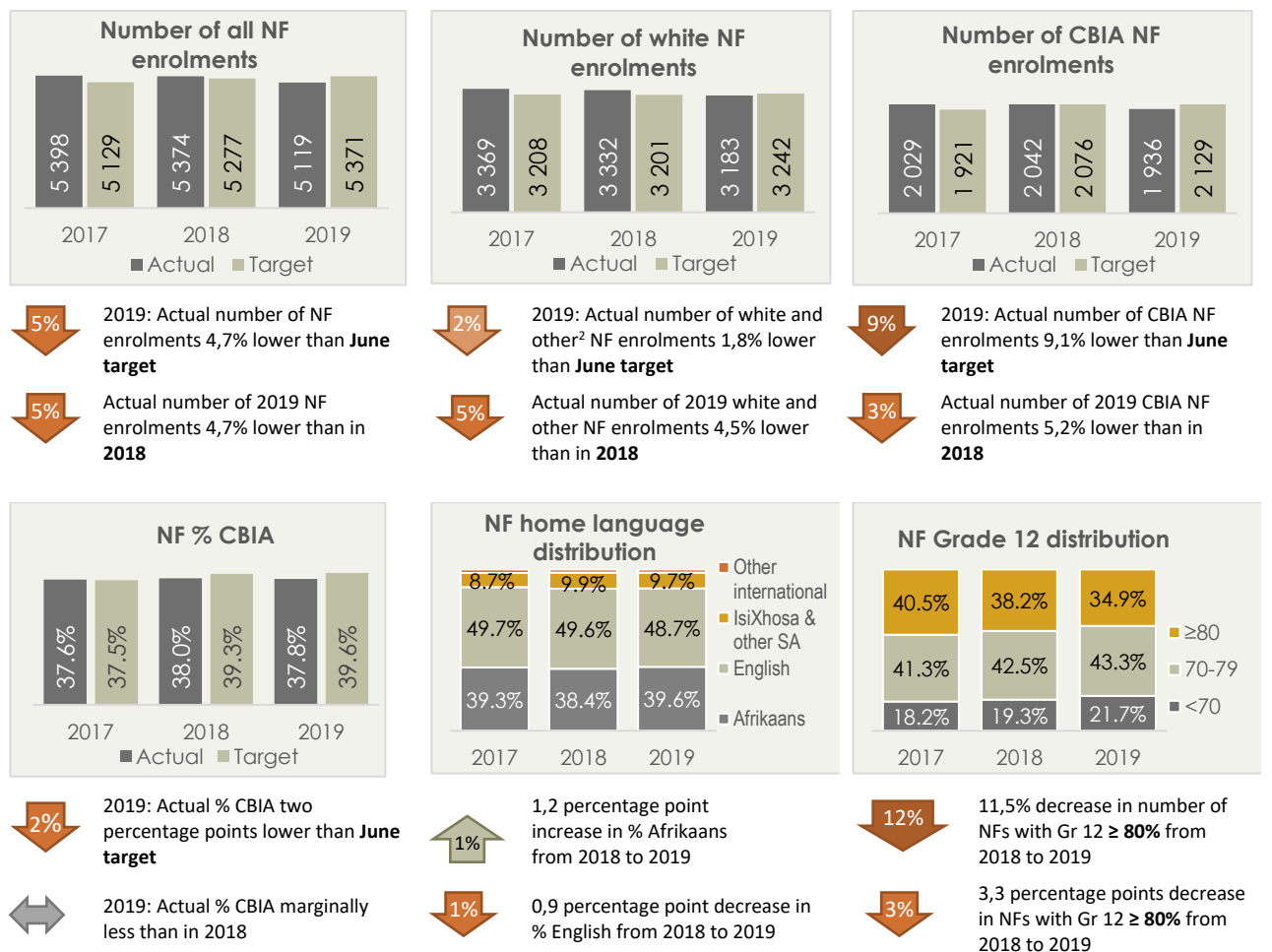
2.3 Undergraduate enrolments

Registration opened on 14 January 2019 and closed on 15 February. Undergraduate enrolment statistics – including for newcomer first-years (NFs) – are **SUMMARISED BELOW**. ([Click here](#) for the full report, which also contains a breakdown of faculty statistics. This is on the dashboard of the Division for Information Governance, alongside a wealth of other institutional data.)

All undergraduate (UG) enrolments



NF enrolments



Figures 13-23 above: Enrolment infographics.

The lower number of enrolments could have been influenced by the following factors:

- The NF enrolments in the Faculty of **Military Science** had not been concluded by the time of compiling the final report, with only half of the expected number of NFs enrolled during the registration period.

¹ CBIA: coloured, black African, Indian and Asian

² Other: unknown or student preferred not to disclose population group

- Late approval of **NSFAS** funding for newcomer first-year applicants with a low household income could also have had an impact on the enrolments.

2.4 National Student Financial Aid Scheme (NSFAS)

The new system of fee-free higher education for poor and working-class families announced at the end of 2017 takes the form of a bursary scheme of the DHET, which is administered by NSFAS. It covers the full cost of study for students with a gross family income of less than R350 000 a year.

The new system was introduced in 2018, to be phased in over a period of five years. In 2019, the scheme therefore covers **first- and second-year students**.

‘Full cost’ means that the following aspects are covered:

- Tuition fees
- Accommodation
- Subsidised meals: R14 400 per year
- Travel: R10 000 per year for students commuting from home (not in residence)
- Subsidised books: R5 000 per year
- Living allowance: R2 750 per year (for students in residences and commuting from home).

Terms and conditions:

- Students are required to meet the minimum academic criteria per year and need to complete their programme in the minimum duration of their programmes plus one additional year (the so-called n + 1 rule).
- The bursary requires specific social obligations such as community service.

	No. of funded & registered students	Total estimated fees
2018	2 395	R224 m
2019	2 737	R272 m

Table 4: Number of students supported by NSFAS

Our **senior students** – those who were previously funded by NSFAS before the new system as well as those who first applied for such funding in 2019 – qualify for the bursaries if their gross family income is less than R122 000 a year. They do not receive full-cost bursaries, but a capped amount. In 2019, DHET bursaries for senior students are capped at R88 600.

The **challenges** that all our NSFAS-funded students are currently experiencing include the following:

- Delays in disbursement of allowances for books, food and private accommodation
- Poor communication between the NSFAS and students
- Delays in processing the appeals of students; and
- Delays in the funding of students with historic debt.

2.4.1 Applications for 2019

From October to December 2018, NSFAS focused on preparations for the 2019 funding cycle. To finalise confirmation of funding from NSFAS, universities were requested to submit admission data of newcomer undergraduate students, registration data, qualification course information as well as academic results for potentially continuing NSFAS students.

In December, the NSFAS administrator, Dr Randall Carolissen, called for a review of 109 000 applicants who were initially unsuccessful for the 2019 academic year. Following this process,

over 60 000 of these applicants have subsequently been declared financially eligible. This resulted in a significant **growth in funding allocations to universities**.

2.4.2 2017 and 2018 close-off

Submission of the 8% fee adjustment grants for 2018 was also concluded during this time. However, as in previous years, the submission could not be finalised before the end of the year, as many SU students who were eligible for NSFAS funding during 2017 and 2018 were still unfunded, and due to **unsigned NSFAS student contracts** (bursary agreements). Despite collaborative attempts by NSFAS and universities to reach a close-off of outstanding matters, a significant number of contracts had still not been generated or signed by eligible students at the time of reporting:

New bursary agreements (NBAs)	Number	Monetary value of NBAs
NBAs generated since 11 January 2019	386	R36,4 m
NBAs still not generated (by mid Feb)	283	R26,7 m

Table 5: Status of new bursary agreements (contracts).

2.4.3 Payment of allowances to NSFAS recipients

We were informed by NSFAS that they have redesigned their processes to ensure speedy and accurate payments to students and universities. As part of this process, allowances have been standardised across the sector. In addition, for 2019, all allowances for private accommodation, books, meals and travel will be available to students freely accessible and unfettered, i.e. in **'cash'** form through a secure bank account.

2.5 New SU loan scheme to support the 'missing middle'

In terms of the presidential announcement on subsidised free education at the end of 2017, all financially needy students with an annual family income of less than R350 000 qualify for a full-cost bursary. This bursary scheme is being phased in over the next five years.

On the one hand, SU reviewed the use of its support funds allocated to even more financially needy students, i.e. those with an annual family income of less than R240 000.

On the other hand, some students in the so-called missing-middle group – those with an annual family income of between R350 000 and R600 000 – are also financially needy. In most cases, this group of students cannot afford to study without financial support, as their parents have limited access to credit from financial institutions.

An **SU loan scheme** has therefore been introduced this year to **support missing-middle** students. The maximum size of a loan is equivalent to the tuition fees of the student. The loan is **interest-free** during the **study period** and repayable at a **fixed prime rate** per year **after completion** of studies.

2.6 Registration and accommodation

In terms of accommodation, we enrolled approximately 5 200 newcomer students, but we only have around **2 300 beds available for newcomer first-year students** on our Stellenbosch and Tygerberg campuses. Allocations were already made in the application year (2018).

During the registration period, preference was given to newcomer **NSFAS** students. At this late stage, placements were based on cancellations. Many students were referred to private accredited accommodation.

One of the biggest national challenges remains the **lack of accessible and affordable accommodation** for students in financial need. Although a significant number of NSFAS students were placed at SU (see 2.7 below), many were referred to private accommodation, which many

could, however, not access. Late NSFAS offers were also problematic and created anxiety for students who arrived on campus with no accommodation. With their **Walk-in Programme**, DSAf assisted some of these students. Approximately **70 students** were accommodated in the Wimbledon and AmaMaties backpackers (sections for short-term stays) and 55 were placed in residences.

2.7 Residence placement of newcomer first-year students

The adoption of a new residence placement policy in 2013 has led to a significant change in the diversity profile of students in residences.

Following the conclusion of the official registration period in 2019, the profile of first-years placed in University residences on the Stellenbosch and Tygerberg campuses looks as follows:

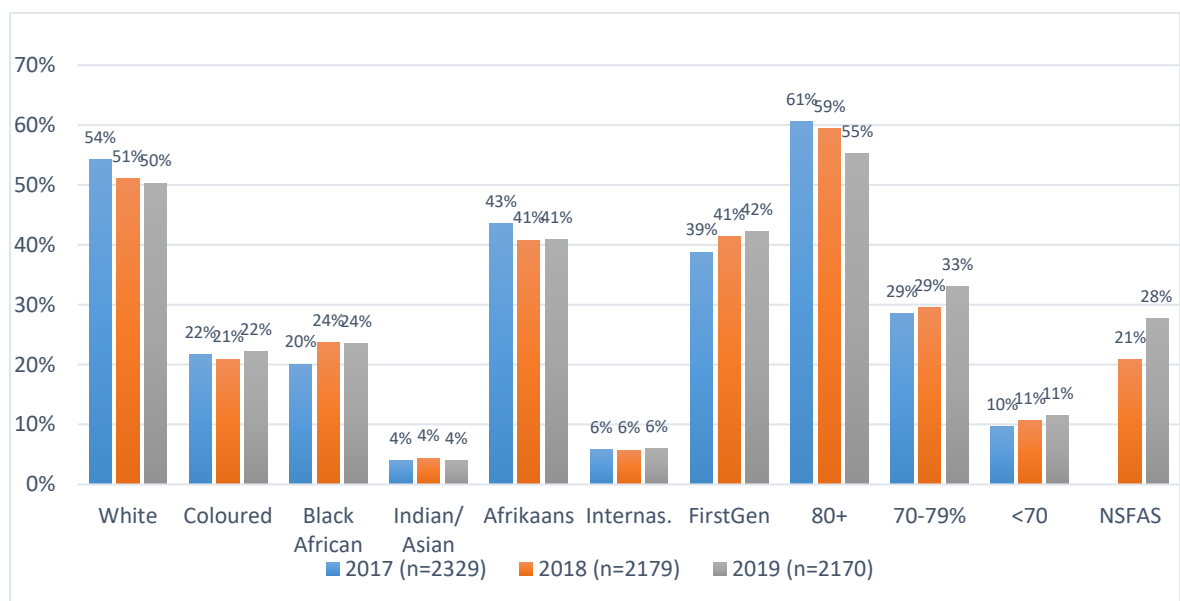


Figure 24: Newcomer first-year students placed in Stellenbosch and Tygerberg residences

The following trends are noted:

- There has been a gradual decrease in the number of white students and an increase in the number of black African students over the past three placement years.
- The number of coloured and Indian and Asian students remained relatively stable.
- The representation of black, coloured, Indian and Asian student in residences (50%) is significantly higher than the 37,8% representation of enrolled newcomer first-years for the 2019 intake.
- There has been an increase in the placement of vulnerable students in residences, especially NSFAS students.³ Approximately a third (28%) of first-years in residences received an NSFAS allocation, and approximately 600 of the 1 000 enrolled first-years who have received NSFAS funding to date were placed in residences.
- The increase of placements based on vulnerability has an impact on the academic profile of students in residences. There has been a decrease in the number of students placed in the academic category 80%+. This decrease, however, also coincides with the 11,5% decrease in the number of newcomer first-years with Grade 12 \geq 80% from 2018 to 2019. The percentage enrolled first-years with an 80% aggregate decreased from 40,5% in 2017 to 34,9% in 2019.

³ Data reported since the inception of fee-free education. Figures are not yet final, as all allocations have not been finalised.

2.8 New student leaders

The newly elected SRC was **inaugurated** on 27 September 2018 at a ceremony hosted by the Office for Student Governance in the Centre for Student Leadership and Structures. SRC members pledged to serve the student community, the University and the country. ([Click here to read more.](#))

Training was provided to new SRC and TSR members in the form of the Senior Student Leadership Development Programme. This was designed to assist them to develop their own vision and mission for their term of office. They were also exposed to various contexts involved in the higher education landscape and society, including constitutional literacy, and they learned about managing the budgeting and spending process.

2.9 Siyakhula workshops

The Transformation Office, in collaboration with the Centre for Student Communities, coordinated and facilitated the annual Siyakhula transformation competency workshops for newcomer first-years in January. A total of 34 facilitators were trained and 75 student workshops conducted, reaching almost 5 000 newcomers. The feedback was largely positive, and the workshops were well received.



Figures 25 and 26: Students participating in the Siyakhula workshops in January 2019.

2.10 Student development and mentorship at SU

At SU, we go to great lengths to offer support to our students and create an environment where they can flourish. Through participation in a student cluster community, whether through their residence or private student organisation (PSO), **each newcomer is assigned a mentor** – a senior student – to guide them on their SU journey.

To this end, hundreds of mentors, house committee members, senior students and ResEd facilitators received two days' training in mid-January, two weeks before classes commenced. This was a collaborative exercise, drawing on the resources of the entire Division for Student Affairs.



Figure 27: Statistics from the mentorship training programme

Positional as well as non-positional student leaders were trained to facilitate newcomers' active participation in the Welcoming Programme. For the first time, this also included first-year coordinators from various faculties and student committees.



Figure 28: Mentors being trained

The training centred on self-authorship towards life-long learning, and how to create resilient communities. Strengths-based team coaching in particular proved very effective. The subsequent ResEd workshops not only boosted newcomers' social awareness, but also laid the foundation for holistic student success during their time at SU.

2.11 Student volunteering

As part of the 2019 Welcoming Programme, thousands of newcomer students took part in the **Social Impact community morning** managed by Matie Community Service (MCS). The aim of the annual drive is to understand the diverse needs of communities surrounding SU's campuses, and to provide support.

Members of more than 35 SU student communities (residences and PSOs) collaborated with more than 24 community partners to facilitate several projects on and around the Stellenbosch and Tygerberg campuses. Partners included schools, welfare organisations and NGOs serving the homeless and senior citizens, as well as movements against hunger and poverty.



Figure 29: SU students working in partnership with STOP HUNGER NOW.

At the start of every academic year, MCS also assists the Department of Social Work in our Faculty of Arts and Social Sciences to place 100 first-years at agencies in and around Stellenbosch as part of the Social Work student orientation/training programme.

In addition, the one-stop volunteer programme on our Stellenbosch and Tygerberg campuses serves as a hub for student-driven social impact initiatives throughout the year. Student groups are encouraged to partner with existing community projects to increase the capacity and impact of interventions.

MCS's training programmes also provide a capacity-building opportunity to equip community members, student leaders and volunteers with a strong sense of social responsibility, justice and sustainable impact.

2.12 Development of hybrid learning programmes

Using their expertise gained from the design and delivery of fully online short programmes, the instructional design team of the **Centre for Teaching and Learning (CTL)** is supporting a number of faculties in designing hybrid ("mode 2") modules and programmes of their own. The fully online learning blocks in these modules and programmes should enable more flexible, self-paced learning as part of postgraduate and bridging courses. It will also provide more opportunities for students to repeat modules that are required for academic advancement.

Examples of modules and programmes that are being developed (the majority for implementation by 2020) include:

- a Postgraduate Diploma in Strategic Human Resource Management (Faculty of Economic and Management Sciences);
- Biology 124 for the Bioinformatics honours programme, as well as Chemistry 124 and 144 (Faculty of Science);
- an MPhil in Cancer Science Research (Faculty of Medicine and Health Sciences); and
- the module Structures in Fire (Faculty of Engineering).

2.13 Academic short programmes for international students

Stellenbosch University International's Global Education Centre (GEC) recently hosted two short programmes in collaboration with the participating international students' home institutions:

- **Virginia Tech**, United States
 - 29 December 2018 to 12 January 2019
 - 17 students and three staff members
 - Agronomy and Agriculture programme focusing on small and large-scale farming methods and food security
- Northwestern Global Healthcare Technologies, **Northwestern University**, United States
 - 14 January to 24 March 2019
 - 17 students and two staff members
 - Biomedical Engineering programme focusing on health systems engineering, health technology management, and healthcare technology innovation and design

2.14 New study abroad initiatives

SU International’s Study Abroad programme is crucial for student mobility. Apart from bringing international students to SU and creating an international classroom environment for local students, income generated through the programme forms the basis of travel bursaries for SU students to participate in outbound student mobility programmes.

The **American Institute for Foreign Study (AIFS)** has been involved with SU for more than 20 years. As a Study Abroad provider, they played an important part in establishing SU as an overseas study destination as well as a summer school option for students from the United States. Having pitched a January term (“J-Term”) option to AIFS last year, our GEC hosted the first one this past January. Fourteen students participated in a credit-bearing course focusing on the theory and practical application of travel photography. For 2020, a course in Oenology and Viticulture will be added, and the J-Term options will be offered to partner institutions as well.

In addition, the GEC is entering into student mobility agreements to create a sustainable and growing stream of Study Abroad students. In 2018, such agreements were concluded with the **Rheinische Fachhochschule Köln** (Germany), **Lucerne University of Applied Sciences and Arts** (Switzerland), **University of Notre Dame du Lac** (United States), **Texas Christian University (TCU)** (United States), **SHR Berlin** (Germany) and **ESME Sudria** (France). The first group of nine students from TCU arrived in January for the first semester.

George Mason University (GMU) (United States) has also included SU in a list of ten destinations for their freshmen Global Gateway programme, which offers up to 250 freshmen the opportunity to spend their second semester at one of GMU’s listed partners. Two Global Gateway administrators visited GEC in November 2018 to confirm that all the support structures on campus and in town complied with the programme requirements. The programme is expected to commence in February 2020 and will also enable exchange students from SU to visit GMU.

2.15 International academic short programmes programme for SU students

The GEC team coordinated the **Tübingen-South Africa programme** (6 to 30 January). Eighteen students from SU, **Wits** and the **universities of Cape Town, KwaZulu-Natal, Johannesburg** and **Botswana** participated in a German cultural exchange programme in Germany for first-time travellers as well as students who had not had such an opportunity before.

2.16 JustLead!

To equip not only SU students, but also other young leaders in South Africa with the skills to enable change in society, DSAf – supported by the CTL – developed the [JustLead! online course](#) last year. It included a seven-week **online** component featuring live seminars with various facilitators (industry experts, SU lecturers and other academics), as well as reflective, interactive, self-paced tutorials. At the same students, students worked in online groups on a community engagement activity.

In the first instalment of the course, the online sessions ran between July and November 2018. This was followed by a three-day **face-to-face** engagement on Stellenbosch campus in December, which brought together 57 qualifying students from across the country who had previously engaged online only. In addition to SU (Stellenbosch, Tygerberg and Saldanha campuses), seven higher education partners (universities of the Western Cape, Fort Hare, KwaZulu-Natal, Johannesburg, Cape Town, the Free State as well as Boland College) and three community partners (the SA Education and Environment Project, Equal Education and Prochorus) were represented.

The course, which will be offered again this year in both semesters, can now serve as the gold standard for **upscaling** DSAf programmes via online platforms and blended learning, in line with SU's goal of broadening access.



Figure 30: JustLead! short-course participants during the three-day contact component in December 2018.

2.17 Interpreting Service

The Interpreting Service strives to give students access to information in various languages through various media. In the past, the primary service offered to students was educational interpreting in the classroom, but this has recently developed into a more **diversified portfolio of activities** and services.

The additional services offered promote extension of the University's language offering to students in the following ways:

- Through the creation of bilingual podcasts, where existing lecture recordings are translated and dubbed to make them available in two languages, the principle of blended learning is applied more effectively by lecturers.
- In 2018 the Interpreting Service started offering simultaneous interpreting in isiXhosa, Afrikaans and English in a module of the Faculty of Arts and Social Sciences as part of an experimental pilot project on multilingual interpreting.
- Since 2017, educational interpreting in South African Sign Language is offered to two deaf students in the Faculty of Education, and this service was expanded in 2018 to a collaborative agreement with the Faculty of Arts and Social Sciences.

2.18 Electronic student feedback system

On 24 October 2018, a new online student feedback system was rolled out across the University – a project of the Division of Learning and Teaching Enhancement. In total, 115 modules across eight faculties have been activated on the system. This has yielded good results, and neither students nor the system administrators experienced significant difficulties. Detailed information about the procedures of the electronic system is available on the CTL's [student feedback webpage](#). Students have provided unsolicited positive feedback regarding the platform.

The envisaged impact will be twofold. Firstly, the online platform will **systematically replace** the existing manual system, which will enable broader, institution-wide feedback aimed at improving teaching, learning and courses. Secondly, the system will eventually serve as the foundation for a holistic teaching-and-learning **evaluation project**.

2.19 Maties Sport

Varsity Cup: Maties Rugby started their campaign to defend their title with three wins:

- 33 – 17 against Wits on 4 February
- 66 – 5 against Ikeys on 11 February
- 26 – 24 against Tuks on 18 February.

USSA results: Maties Water Polo teams participated in their annual USSA tournament at the beginning of December. The women won gold for the first time in seven years, while the men won bronze. **Maties Sailing** obtained second place overall at its USSA competition. SU also hosted a successful USSA cricket tournament in December, with 16 teams on 17 different fields.

Maties Cricket came third.

Graduation: Maties Sport celebrated the graduation of several student athletes in December, showcasing that it is indeed possible to succeed in one's studies while taking part in high-level competitive sport. The graduates included Johann van Niekerk, a member of the victorious Maties rugby team in the Varsity Cup 2018 tournament and man of the match in the final; Justine Palframan, Olympic competitor, winner of two World Student Games medals, and resident of Huis Neethling; Alex van der Walt, captain of the Maties Water Polo women's team that had won the USSA tournament a few days before her graduation, and Maties Football's Courtney Williams, prim of Huis Neethling.

In a first for the **Maties Sport High Performance (HP) Unit**, all strength and conditioning coaches, physiotherapists and biokineticists working with Maties student athletes gathered for a roundtable conference in December 2018. The purpose was to discuss injury prevention and management, as well as an integrated approach to ensure that injured athletes return to sport and performance.

Moreover, Maties Sport gained a **new generation** of fans in January this year. The Maties Sport Welcome Festival gave each sporting code the opportunity to introduce themselves to the newcomers, while first-years could ask questions, sign up for clubs and pledge their loyalty to SU's sports teams. This forms part of Maties Sport's commitment to encourage a healthy, active lifestyle among students.

Huis Neethling, SU's dedicated sports residence, welcomed 22 newcomers (athletics, rugby, netball, football, cycling, cricket and basketball), who are excited about being part of our student athlete family. Maties Sport is looking forward to supporting them to achieve both academic and sporting excellence.

Theme 3: Purposeful partnerships and inclusive networks

This core strategic theme is discussed as follows in [Vision 2040 and Strategic Framework 2019–2024](#): “As part of our mission, we at SU have declared our willingness to influence and change the world around us through collaboration, as well as to be responsive and embrace change ourselves. Central to the mission is the notion that what happens in the world shapes our research, teaching and learning as well as our engagement, and that what happens at our university matters to the world. As a university, we are committed to South Africa and Africa. At the same time, we are intensely aware of our role in and relation to the international arena. In order to inspire and be inspired, SU will **engage and collaborate** with **stakeholders**, the **communities** we serve, **industry, government** and our **university partners** at a **local, regional, continental** and **global** level. Our collaboration and engagement approach is congruent with our values, with specific reference to respect, compassion and equity.”

3.1 Coordinated stakeholder engagement

The Rectorate has approved a user-friendly [framework for stakeholder engagement at SU in 2019](#). It takes the form of a calendar that links different parts of the academic year to national days and, importantly, themes from our strategic and policy documents.

All SU environments have been encouraged to use this one-page framework to plan their engagement with key stakeholders. The intention is to coordinate activities and events to achieve greater synergy and impact.

The Transformation Office (TO) annually produces an expression of this framework called “Imbizo 365” to enable environments to more actively and intentionally engage in transformation-related activities, and to align these with the national calendar and the University’s strategic framework. The goal this year is for each faculty to host at least three engagements in line with the Imbizo 365 calendar, spread throughout the year. Dr Claire Kelly, the TO’s Faculty Programme Manager, is working with faculties in this regard.

3.2 Transformation networks and partnerships

Ms Babalwa Gusha, Programme Co-ordinator at the TO, attended the **Transformation Managers’ Forum** in Johannesburg on 7 February. This keeps SU connected to the broader transformation community in South Africa’s higher education sector.

The TO is also setting up a collaborative relationship with the **University of Cape Town’s Office for Inclusivity and Change**. Their first meeting to discuss the possible partnership took place in December 2018, and a follow-up meeting is scheduled for March to discuss the way forward.

3.3 Institutional Transformation Committee

The Institutional Transformation Committee (ITC) and faculty transformation committees were more actively engaged in the reporting period. Dr Kelly attended all faculty transformation committee meetings. In addition, the ITC had a day-long strategic planning workshop. The outcome was a reconsideration of the committee’s **terms of reference**, which are now being redrafted. The intention is for the ITC to advise the Rectorate on issues arising from the Transformation Indaba as well as more generally on campus.

3.4 International visits and delegations to SU

3.4.1 Inbound student mobility

Two Chinese delegations visited SU to investigate possibilities for Chinese students to study at SU. A delegation from the **Zhejiang Provincial Education Authority** (24 October 2018) expressed interest to facilitate admission for undergraduate students from the province, while the delegation from the

Guandong University of Finance (19 December), led by their president, Prof Yong Heming, indicated an interest of students in their provincial financial training programmes.

3.4.2 Representatives from partner institutions

SU International and our Faculty of Medicine and Health Sciences jointly hosted visitors from **Vrije Universiteit Medical Centre Amsterdam** (the Netherlands) on 25 and 26 October 2018 and from **Northwestern University** (USA) on 23 and 24 January 2019. Both visits were aimed at expanding existing collaboration programmes, especially to create more student mobility options.

During the week of 20 November, SU International hosted two delegations from our partner, **Leipzig University**, to enjoy the SU Centenary commemoration with us. The first group consisted mainly of researchers from the Leipzig Global and European Studies Institute. They participated in a workshop titled “Knowledge Societies in Africa”, which was coordinated by Prof Jan Botha from CREST and involved SU academics from Sociology, History, Political Science and CREST. The second group represented researchers from the fields of law, communication, urban development, business education and organic chemistry, who met with their counterparts to explore collaboration. SU International met with their counterparts from the Leipzig International Centre to plan partnership activities for 2019.

From 11 to 13 December 2018, Prof Peter Lievens, **KU Leuven’s** vice-rector for international policy and LERU, and Ms An Huts, international coordinator, visited SU for our annual partnership executive meeting. Current activities were evaluated and new initiatives considered. Leuven invited SU to join their Global PhD Partnership, which they have initiated with **MIT**. Prof Lievens also participated in institutional SU events.

Delegations from **North Carolina State University**, Raleigh, in the USA (22 November 2018), **Renmin University** of China (21 January 2019) and **Czech Technical University** (CTU) in Prague (23 January) respectively focused on expanding the SU–NC State student exchange programme, summer programmes and staff mobility, and activities within engineering. Prof Pavel Ripka, CTU dean of Electrical Engineering and institutional coordinator for international relations, will build on his existing research collaboration with his counterparts. CTU would be an attractive destination for the engineering international/internship gap year programme.

In February, a delegation from the **University of Ghana**, led by Prof Samuel Kwane Offei, Pro-Vice-Chancellor: Academic and Student Affairs, met with Prof Arnold Schoonwinkel, Vice-Rector: Learning and Teaching, and Prof Tony Leysens, Dean: Arts and Social Sciences, to benchmark their activities within Academic and Student Affairs against similar SU structures.

3.4.3 Representatives from institutions seeking links

On 5 November, Prof Anthony Foster, vice-chancellor of the **University of Essex**, led a delegation who met with me and Profs Hester Klopper and Eugene Cloete. During the morning, discussions were held with SU colleagues in the fields of economic and management sciences, physiological sciences, computer science, electrical and electronic engineering, law and research management.

Prof Lars Tore Ronglan, rector of the **Norwegian School of Sport Sciences**, visited the Department of Sport Science on 6 December to explore SU as a destination for their students and to identify opportunities for research collaboration. On 18 February, Dr Ali Saud Al-Bimani, vice-chancellor of the **Sultan Qaboos University in Oman**, visited SU to explore collaboration in the fields of life sciences and nanotechnology.

During February 2019, the GEC hosted a group of students from the **University of Pardubice** in the Czech Republic. Their vice-rector, Dr Andrea Koblížková, met with Profs Hester Klopper, Louise Warnich (Dean: Science) and Pierre Erasmus (Business Management) to explore institutional collaboration possibilities in the fields of business management and chemistry.

On 21 and 22 February 2019, a delegation from the **University of Natural Resources and Life Sciences**, Vienna, headed by their rector, Prof Hubert Hasenauer, visited SU. I hosted a reception for the delegation, where the previous collaboration in a project titled Globally and Locally sustainable Food-Water-Energy Innovation in Urban Living Labs was expanded into an institutional agreement. The delegation visited the Faculty of AgriSciences and meetings were held with the dean, Prof Danie Brink, as well as academics from the departments of Soil Sciences, Animal Sciences, Plant Pathology, Oenology and Viticulture, Agronomy and Genetics.

Prof Otlogetswe Totolo, vice-chancellor of the **Botswana International University of Science and Technology** (BIUST), participated in the 2019 Conference on Competitive Manufacturing (COMA'19) coordinated by SU's Industrial Engineering. The BIUST delegation engaged with our Centre for Collaboration in Africa, and the initial steps for developing an institutional agreement between BIUST and SU were taken.

Initial meetings were held with delegates from the **Julius-Maximilians-Universität Würzburg**, Germany (law, modern foreign languages and medical virology) and the **University of California Berkeley** (general student mobility). The **HS Kehl** (University of Administration in Kehl), Germany, visited the School for Public Leadership. They intend to collaborate on developing a master's programme in Public Administration and International Development Cooperation and to apply for EU funding and engage with institutions in Ethiopia in this regard.

3.4.4 Government, international organisations and development agencies

A delegation of the **Pan African University Institute for Water and Energy Sciences**, which is hosted by the **University of Tlemcen** in Algeria, visited SU in December to gain insight into educational interventions and to share learning about building excellence in higher education. This was facilitated through the Sustainability Institute and the **Deutsche Gesellschaft für Internationale Zusammenarbeit**.

Ms Dagmar Freitag, a senior member of the **German parliament**, visited Prof Hester Klopper on 7 February for an update on SU's new vision and strategic framework. Ms Freitag also engaged with students at the Department of Modern Foreign Languages, colleagues of the Division of Development and Alumni Relations and Sport Science. The German consul general, Mr Matthias Hansen, accompanied Ms Freitag.

On 21 February, SU International and the Division for Research Development hosted a **French Day @ SU** in collaboration with the French embassy. The focus was on student mobility and cooperation in science and innovation. The event included an exhibition with booths from institutions all offering possibilities for student mobility to France as well as research opportunities. Students from the Department of Modern Foreign Languages presented a short play in the Neelsie.

3.5 International town-and-gown conference

A **highlight of our Centenary activities** towards the end of 2018 was the international town-and-gown conference that we hosted in the Old Main Building from 28 to 30 November in collaboration with the office of the executive mayor of Stellenbosch. The event presented an opportunity for universities who constitute an essential part of their respective towns/cities to discuss matters of mutual concern.

Apart from SU itself, South Africa was represented by the University of **Fort Hare** and **Rhodes University**. International institutions included the universities of **Bath, Coventry, Durham, Göttingen, St Andrews** and **Lund**, as well as **Queen's University Canada** and **Belfast, KU Leuven** and **Pennsylvania State University**.

Having discussed topics such as structuring relationships, engaging with the community and local businesses, social cohesion, the role of sport, economic impact, internationalisation and student communities, delegates agreed on the following conclusions:

- **External relations** are key. A university should communicate clearly with the town and its community and businesses. This could for instance be about access to university facilities and the impact of major events.
- Engagement with the community should include **research** and **curriculum development**, and access to local schools for international staff and students.
- Outreach to businesses could be in the form of university seed funding and student consultancies for small enterprises, as well as curricular and co-curricular programmes to respond to **local business needs**.

At the closing session, I proposed the formation of an international town-and-gown network, with the attending institutions as founding members. A possible follow-up meeting could be held later this year (Göttingen indicated interest in hosting it).

3.6 SU to help strengthen good governance in Africa

SU's Institute for Futures Research signed a memorandum of agreement with the **African Peer Review Mechanism (APRM)** on 14 February. A five-year partnership is envisaged, entailing research and teaching opportunities as well as collaborative initiatives involving both SU academics and students. The APRM was initiated in 2003 by the African Union to promote good governance on the continent. The body looks not only at the political dimensions, but also economic and corporate governance.

3.7 SU/KU Leuven Think Tank

The Think Tank initiative forms part of a cooperation agreement between SU and KU Leuven. It aims to empower the **next generation of academics** with the co-curricular skills required to perform optimally in an interdisciplinary research setting and an interconnected world. This is accomplished by offering students international, intercultural and experiential learning opportunities.

What sets the Think Tank apart from other international cultural exchanges is that it is aimed at top academic achievers who demonstrate the potential to continue their postgraduate studies internationally. Think Tank students are selected from the top 10% of honours and master's students. The one-year programme culminates in a showcase of learning that has resulted from the Think Tank's activities.

In 2018, SU's participants visited KU Leuven for an intense focus-group week in April, and a return visit took place in December. The theme was "[Vox Populi](#)", and participants screened their documentary at SU and exhibited their various interdisciplinary projects.

The theme for the 2019 Think Tank programme is "[Health, well-being and the future of healthcare](#)".

3.8 Stellenbosch community partnership

Over the past year, the Division of Social Impact has been working in partnership with surrounding areas, community groups and organisations to help **restore the concept of community** in Stellenbosch. This is also the collective vision of the recently launched **Co-Management Forum**, which has seen various organisations in Stellenbosch and surrounds come together.

This intentional engagement is an opportunity for the University to live up to its value of equity, which our new *Vision 2040 and Strategic Framework 2019–2024* defines as "**restitution in response to our past legacy and fairness in our aspirations**".

3.9 Social Impact Knowledge Platform

The number of registered social impact initiatives on our Social Impact Knowledge Platform (SIKP) is steadily increasing. The registration of initiatives allows for better support, alignment and stakeholder engagement, thus enhancing social impact at SU. Visit <http://www.sun.ac.za/si> for more information.

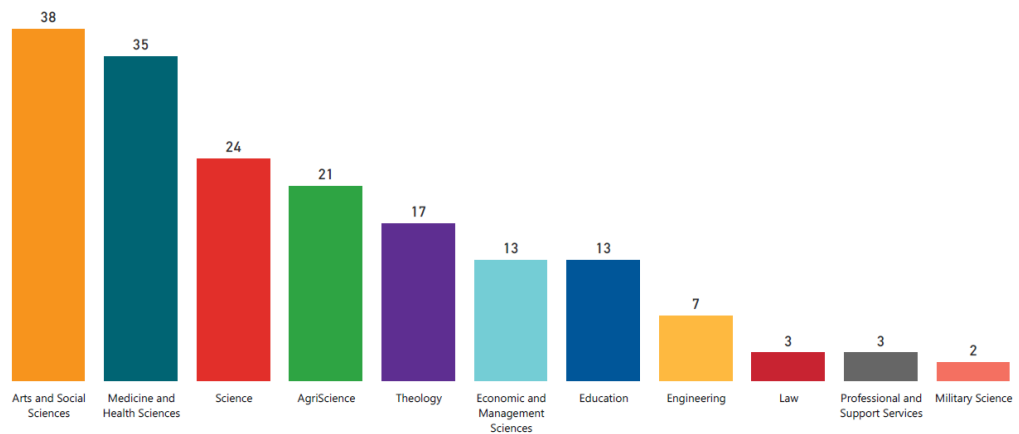


Figure 31 (above): Social impact initiatives by faculty in 2018.

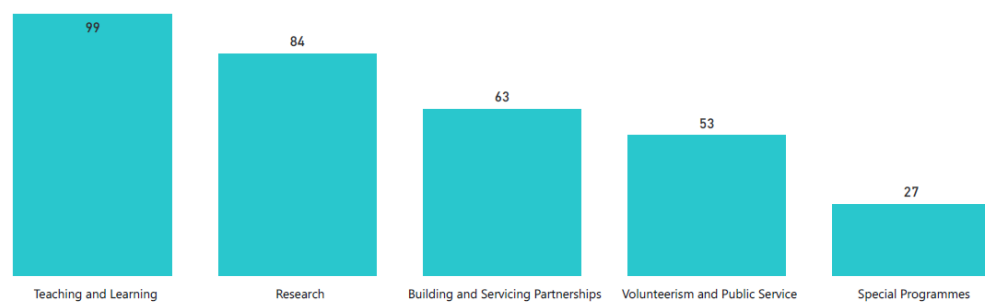


Figure 32 (above): Social impact initiatives by type in 2018.

3.10 Telematic Schools Project

In 2018, the Telematic Schools Project was nominated for a **Western Cape Premier’s Service Excellence Award** in the category for “Best implemented project”. It eventually won **silver** at the awards ceremony hosted in Somerset West on 4 December. The team have since also exhibited at the provincial government’s Innovation Day on 25 January 2019.

The Telematic Schools Project was initiated in 2009 with the initial aim of improving participating schools’ Grade 12 year-end results. Over time, this has been expanded to include Grade 10 and 11 as well. Altogether 1 100 schools across the country benefit from the interactive afternoon satellite broadcasts of additional lessons, which focus on difficult concepts in nine key subjects. These broadcasts take place from the studio at Stellenbosch University, using the best available teachers.

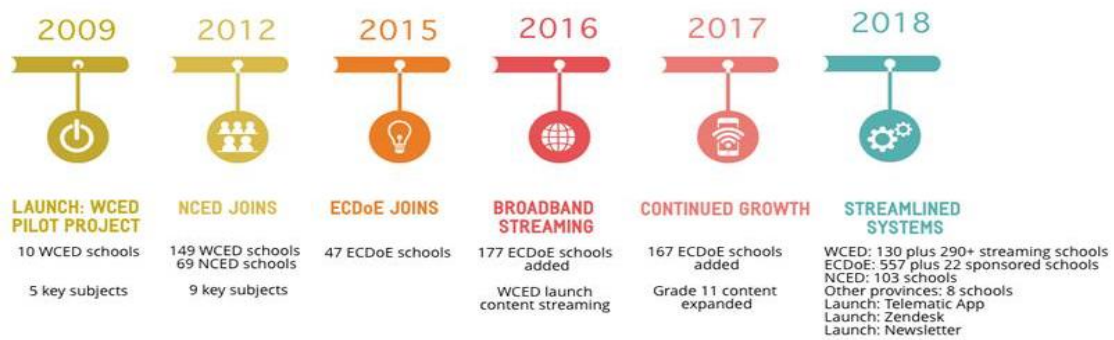


Figure 33: Timeline of the Telematic Schools Project.

The project targets underperforming schools with low pass rates. Its success is demonstrated by the shrinking gap between the pass rate at participating schools and the average pass rate for all public schools in the Western Cape, as shown below:

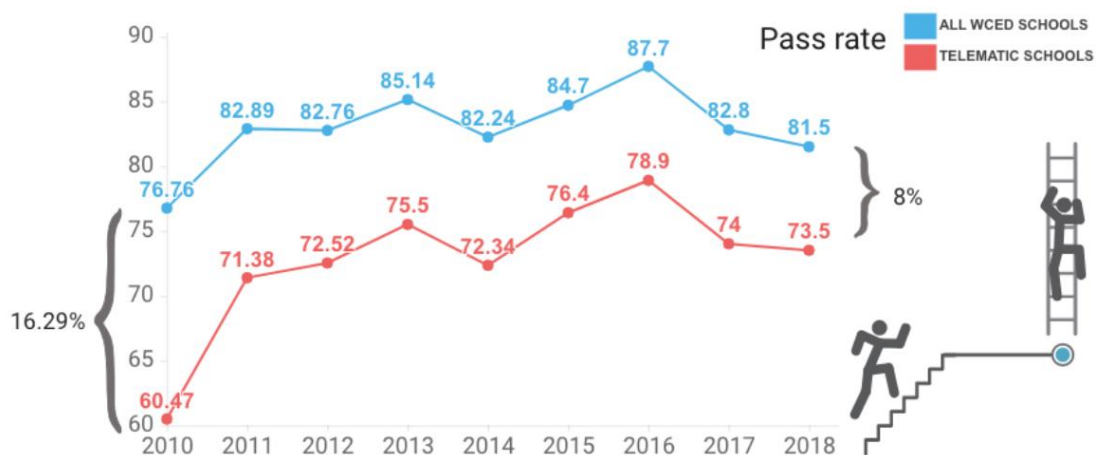


Figure 34: Impact of the Telematic Schools Programme on pass rates at participating schools.

3.11 Student recruitment

Our Centre for Student Recruitment is committed to attract the best possible talent from all educational contexts through partnerships with key internal and external stakeholders. The Centre is further committed to the use of innovative techniques and approaches to position SU as a value-adding institution.

The three main communication strategies to disseminate information are face-to-face engagement, communication and events. All three strategies assist us in attracting and retaining the best students for SU.

A group of 50 learners from schools across the Western, Northern and Eastern Cape provinces visited our Stellenbosch campus in December 2018 as part of the annual *Die Burger Youth Leaders' Conference*. It provided SU student recruiters with a final opportunity for the year to engage with the school market.

At the start of 2019, preparations were made for the annual **SU Open Day** on 23 February, which would be the first major opportunity for the year to recruit students for 2020.

3.12 Enrolments and WOW

The Woorde Open Wêreld (WOW) programme of the SU Woordfees has been visiting more than **200 schools** in the Western, Northern and Eastern Cape since the start of the first term, focusing on

literature studies for matriculants. As always, information about SU application processes and financial assistance to prospective students is also being distributed.

Through the years, SU's number of newcomer first-years hailing from schools participating in WOW activities has shown a steady increase (see table below). Most of them are first-generation students. WOW supports the students with mentorship, top-up bursaries and meals.

Qualification	2014	2015	2016	2017	2018
Undergraduate diploma/certificate	13	10	50	59	815
General academic 1 st baccalaureus	636	666	655	686	757
Professional 1 st baccalaureus	547	577	620	614	37
Undergraduate total	1 196	1 253	1 325	1 359	1 609
Postgraduate baccalaureus	2	3	3	5	10
Postgraduate diploma/certificate	101	78	80	93	108
Honours	74	55	84	80	99
Master's	159	180	166	172	213
Doctoral	55	57	57	52	65
Postgraduate total	391	373	390	402	495
Special students	18	19	17	25	13
Total	1 605	1 645	1 732	1 786	2 117

Table 6: SU's newcomer first-years from WOW-participating schools, 2014–2018.

3.13 Stellenbosch University Museum

The SU Museum has established a wide network of **partnerships** at national and international level.

Locally, partnerships have been formed with **Bergrivier Tourism, Piketberg Museum** and **Knysna Museum** in relation to culture-historical matters.

In addition, Mr Bongani Mgijima, the director of the museum, had a range of international engagements in the latter part of 2018. In October, he was invited along with the chief executive officer of the Nelson Mandela Museum to speak at the **Michigan State University (MSU)** "Nelson Mandela at 100" celebrations. Mgijima's talk centred on the Truth and Reconciliation Commission. Whilst there, he also held high-level meetings with colleagues at MSU, where he is a research associate. The SU Museum is currently preparing a memorandum of understanding with MSU to formalise their relationship.

Our museum and MSU are joint recipients of a **Mellon grant** worth \$800 000 to implement the Ubuntu Dialogues programme over a period of three years. This programme aims to foster student and staff exchanges between institutions in the United States and South Africa. Every year, 20 students from the two institutions will be offered the opportunity to gain practical in-service experience as graduate fellows abroad. This will be augmented by two online conversations between SU and MSU students. Eight seminars will also be held annually in both countries, with emerging young scholars as beneficiaries. The outcome will be an academic publication exploring global South-North dialogue.

In addition, Mr Mgijima used his visit to the United States to explore possible partnerships with **Missouri State University, the University of Georgia, New York University**, as well as the Washington DC-based **National Museum of African American History and Culture** and **National Museum of African Art**.

3.14 Campus Health Services (CHS)

Clinical staff and the occupational health team of CHS are participating in a **food security task team**. The team consists of students and staff members, and aims to find solutions to the challenges of food security and eating disorders at SU. Their efforts are ongoing.

Resulting from the well-established relationship between **CHS and Maties Sport**, medical and physiotherapy support was rendered to the Maties USSA cricket team, along with pre-season support to the Maties Varsity Cup under-20s (Young Guns) and senior Varsity Cup team in preparation for their respective campaigns.

A partnership with industry and the Institute of Sport and Exercise Medicine (**ISEM**) has also seen the installation of two pieces of highly sophisticated equipment at CHS (see below). These will enhance the treatment of various acute and chronic **musculoskeletal injuries** and conditions with a combination of focused and radial shockwave therapy. High-performance athletes as well as the weekend warriors participating in different sports stand to benefit from this addition to CHS's high-tech equipment. Both devices will also create various research opportunities in the field of musculoskeletal medicine.



Figures 35 and 36: New equipment installed at CHS.

In addition, CHS clinical nursing practitioners have commenced with training in nurse-initiated management of antiretroviral therapy (**NIMHART**). This not only contributes significantly to the primary care offering at CHS, but also plays a major part in the early management of staff or students who test HIV-positive. On completion of the training, which is provided in partnership with Universities South Africa and the National Department of Health, the campus community will have free access to state-supplied ARVs at all CHS clinics. This will obviate the need for staff and students to queue for their medication at already overburdened state clinics.

3.15 Maties Tennis

With the establishment of tennis as a **high-performance (HP) sporting code** and the appointment of a full-time tennis coach at Maties Tennis, the first steps have been taken to achieve the dream of a world-class national tennis centre at SU. SU and **Tennis South Africa (TSA)** signed a strategic partnership agreement at the end of 2017, which inter alia aims to provide a tertiary education solution for talented young local tennis players who wish to study whilst furthering their tennis careers.

The appointment of **Dr Brendan Thomas**, himself a former Maties tennis player, in January is in line with the HP Unit's athlete-centred, coach-led approach. The HP tennis squad will most probably consist of at least eight male and eight female players. One of the Maties tennis players who has expressed her excitement about this development is Sinazo Solani, who was selected to represent South Africa at its Fed Cup tie in Luxembourg in February.

3.16 Maties Swimming

Similarly, SU also signed a strategic partnership agreement with **Swimming SA** recently. The aim is to create a centre of excellence at Maties Swimming, enabling talented young local swimmers to access tertiary education. It is anticipated that Swimming SA will host training camps at SU's state-of-the-art pool at Coetzenburg, bringing more knowledge and expertise to local waters.

Theme 4: Networked and collaborative teaching and learning

According to [Vision 2040 and Strategic Framework 2019–2024](#), this core strategic theme is about the following: “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. The University promotes 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.

“In addition, the University has a holistic understanding of teaching and learning, which includes both individual and social benefits. SU’s teaching practices are deeply embedded in, shaped by and responsive to the contexts in which they take place.

“These approaches shape the University as a learning organisation, enabling the emergence of learning communities among students, staff and alumni in various configurations. Networked and collaborative learning creates an environment that encourages intellectual inquisitiveness, being an essential skill for sustained critical and creative thinking.”

4.1 Scholarship of Teaching and Learning

The [11th annual Scholarship of Teaching and Learning \(SoTL\) conference](#) took place at the end of October 2018. Some 220 delegates from across the University’s ten faculties attended the 85 presentations and discussions on topics such as innovative teaching, graduate attributes, curriculum design, assessment and feedback, the use of technology, postgraduate education and interdisciplinary teaching. Dr Kathleen M. Quinlan, director of the Centre for the Study of Higher Education at the **University of Kent**, presented the opening session, which focused on the topic “Leading for learning: Building on your values and teaching expertise”.

Click [here](#) for the abstract book, and [here](#) for podcasts and slides of the keynote presentations.



Figure 37: Prof Arnold Schoonwinkel with the winners of the SoTL 2018 award for the best research-based paper, from left, Prof Ronel du Preez, Ms Samantha Adams and Ms Magda Barnard.

4.2 Innovation and research into learning and teaching

Of the 23 proposals submitted to the [Fund for Innovation and Research into Learning and Teaching \(FIRLT\)](#) in November last year, 17 were accepted. The fund enables lecturers to innovate, evaluate the effectiveness of practices and processes, and investigate learning-and-teaching problems, solutions and trends.

FIRLT awards are made twice a year by a committee of academics and staff from the professional administrative support services (PASS) environment. Funding **up to R50 000** is made available per proposal. The next round of applications is scheduled for May 2019.

4.3 African Doctoral Academy Summer School

The tenth annual [African Doctoral Academy \(ADA\) Summer School](#) was hosted from 3 to 18 January. It attracted 218 delegates, who participated in 19 workshops presented by academics from **KU Leuven** (Belgium), the **University of St Gallen** (Switzerland), the **University of Michigan**, the **University of Nebraska** and **Lincoln University** (all three from the United States) and **Trinity College Dublin** (Ireland).

Delegates included staff and students from universities in Botswana, Kenya, Nigeria, Tanzania, Uganda, Zambia and Zimbabwe. Twenty of them received funding through the **Carnegie Corporation** of New York, while SU's Centre for Collaboration in Africa awarded bursaries to seven delegates from universities that form part of the **African Research Universities Alliance (ARUA)**.

4.4 Online course for doctoral supervisors at African universities

The Centre for Research on Evaluation, Science and Technology (CREST) obtained funding from the **German Academic Exchange Service (DAAD)** to develop an online course for academic staff who wish to advance their skills in doctoral supervision. It is particularly aimed at novice doctoral supervisors at **African universities**.

The first edition of the highly interactive course was presented to 151 participants from 24 countries on the continent over the four months from October 2018 to January 2019. A **79% completion rate** and high satisfaction rate (see below) attest to the success of the course and of the online mode of learning and teaching.

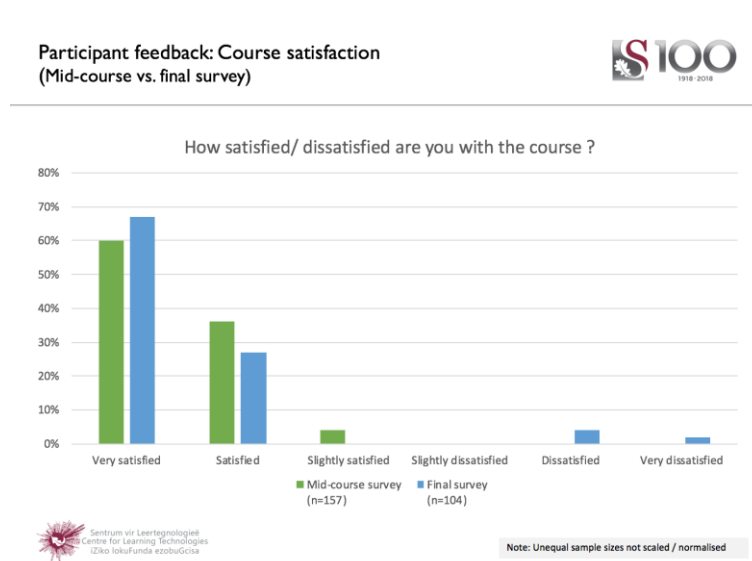


Figure 38: Participants' feedback about their satisfaction with the course.

Another two course cycles are planned for this year and next (May to August, and October to January 2020), with similar plans going forward.

4.5 Building sectoral staff capacity

In 2018, the **SU Language Centre** became involved in a project titled "Enhancing staff capacity towards knowledge exchange: In engineering education and in practice" as part of the University Capacity Development Programme of the DHET. This project is a collaboration between three higher

education institutions, namely **Walter Sisulu University (WSU)**, SU and **Coventry University** in the United Kingdom.

The collaboration entails mentorship and the sharing of expertise. The aim is to build capacity among WSU staff through workshops aligned to industry needs. The participants at WSU are the academic staff teaching Communication courses for engineering students and staff. The project leader for SU is **Prof Anton Basson**, Vice-Dean: Teaching and Quality Assurance at the Faculty of Engineering. Project team members from the Language Centre are **Dr Kabelo Sebolai**, **Dr Arne Binneman** and **Mrs Erina Basson**.

The activities envisioned for the project are as follows:

- Staff and curriculum development for improving the communication skills of engineering graduates
- Staff capacity development towards teaching for the world of work
- Application of project and problem-based learning
- Development of staff capacity to undertake postgraduate supervision
- Research on curriculum mapping as a tool for curriculum analysis.

The role of SU is to facilitate collaborative development and implementation of an envisioned Professional Communication course as well as a Lab-on-Line Reading Development Programme.

4.6 Centre for Sport Leadership

The transformation of the Centre for Human Performance Sciences (CHPS) into a Centre for Sport Leadership (CSL) under the auspices of Maties Sport is well under way, and **Dr Gustav Venter** has been appointed as head of the new structure. The CSL will help Maties Sport expand the academic footprint of sport at SU. This will be done in two ways: by developing leadership in sport through short courses, workshops and other training opportunities, and by providing thought leadership in the form of research about pressing matters in South African sport.

Theme 5: Research for impact

According to [Vision 2040 and Strategic Framework 2019–2024](#), “**Research for impact** at SU implies optimising the scientific, economic, social, scholarly and cultural impact of our research. Our focus is on interdisciplinary research that benefits society on a national, continental and global scale. At the same time, we are committed to basic and disciplinary research excellence, as it forms the basis for applied and translational research.”

5.1 Research outputs

In his separate annual report to Senate, Vice-Rector: Research, Innovation and Postgraduate Studies (VR:RIPS) Prof Eugene Cloete provides data that clearly shows our research-intensive nature as an institution. We have maintained a high output for a number of years, and according to the DHET reached **new heights** in 2017 (output assessed in 2018):

Research outputs	2013	2014	2015	2016	2017
Weighted research output per capita	2,97	3,03	2,92	3,11	3,23
Research publication output per capita	1,47	1,50	1,32	1,58	1,63

Table 7: Rising research outputs from SU.

5.2 Making SU research accessible

The VR:RIPS reports that the Library’s institutional research repository, [SUNScholar](#), is increasing the global visibility of the University’s research output and helping to preserve this output. In 2018, a

total of 2 223 outputs were uploaded to the repository, 1 142 being theses and dissertations, with most of the rest being articles by SU researchers. The repository is well used, with a total of 594 000 visits and 259 000 unique downloads in 2018.

Using [SUNJournals](#), an open source journal hosting platform, the Library further showcased institutional research output by presenting 97 contributions by Stellenbosch authors in the 25 open-access journals.

The Library's digital heritage repository [SUNDigital Collections](#), which showcases and preserves unique library resources and special collections, also grew steadily in 2018. It hosts 12 917 items in 30 collections and reported 14 275 visits and 9 908 downloads for the year.

5.3 Report on biological invasions in South Africa

Two SU ecologists, **Profs Brian van Wilgen and John Wilson**, were the lead authors of South Africa's first national report on the status of invasive species, published by the South African National Biodiversity Institute in November 2018. The report, [The Status of Biological Invasions and their Management in South Africa 2017](#), is also the first such country-level assessment anywhere in the world that focuses specifically on biological invasions.

Van Wilgen and Wilson, both from the [DST-NRF Centre of Excellence for Invasion Biology at SU](#), led a team of 37 editors and authors from 14 different organisations to develop a framework and set of indicators for reporting on the status of biological invasions at a national level.

The scoreboard should set the alarm bells ringing. The researchers found that the rate of introduction of species is increasing, in line with increases in travel and trade, and currently stands at **seven new species per year**. Most worryingly, South Africa's success in managing invasions stands at only 5,5% despite the fact that at least R12 billion has been spent over the past 20 years.

5.4 Software for real-time translation of sheet music to Braille

One of our Computer Science students, **Mr Cameron Raven**, developed a software program that can translate sheet music to Braille and vice versa in real time. This was done as part of his BSc Honours research project under the guidance of **Prof Lynette van Zijl**, who is well known for her work on computer-assisted technologies for blind and deaf people.

Mr Raven developed the system to assist in the teaching of music at the [Pioneer School](#) for the Visually Impaired in Worcester. Mr Hannes Byleveldt, deputy principal at the school, says music is one of the most important building blocks in the development of the blind learner. One of their former learners, Ms Michelle Nell, is currently enrolled for an MA in Music Education at SU.

Earlier this year, SU and the Pioneer School signed a **collaboration agreement** with the view to support e-learning and enhance the quality of education at the school. Our Department of Computer Science donated computers to the school, which became available after the upgrading of equipment in the Natural Sciences Computer Usage Areas.

5.5 School for Data Science and Computational Thinking

Significant progress was made in 2018 with the establishment of our envisaged School for Data Science and Computational Thinking at SU. Task teams focusing on undergraduate teaching and learning, postgraduate studies and research, as well as on the rules around the governance of such an entity completed their work. This has paved the way for the **formal establishment** of this exciting initiative **later this year**.

Theme 6: Employer of choice

In *Vision 2040 and Strategic Framework 2019–2024* our people are listed as our first “enabler”, an element “that make everything possible”. In terms of staff, this is attached to a core strategic theme, which is unpacked as follows: “In support of SU’s vision, mission, values and aspirations, it is imperative to support the health and well-being of our people. In SU’s pursuit to be the **employer of choice**, we envisage an enabling environment that includes the principles of co-creation, co-ownership and appropriate participation, and embodies the characteristics of an inclusive campus culture.”

6.1 Reimagining human resources

In terms of SU’s new vision and strategic framework, one of our six core strategic themes is to become an employer of choice. To this end, the Human Resources (HR) Division **has embarked on a process of strategic reflection on the nature and role of human resources at 21st-century universities**.

Two strategic sessions were held about the role of human resources as an indispensable vehicle to implement the new vision and strategic framework. Here it was pointed out that it would require appropriate **institutional investment** to reimagine human resources, and that the University’s budget should not follow strategy only, but also the people as implementers of the strategy.

6.2 Appointments Committee of Senate

One of the aims under the core strategic theme of making SU an employer of choice is game-changing talent acquisition, development and retention. With the recent redefinition of the role of the Appointments Committee of Senate (AC(S)), we are one step closer to achieving this.

Senior-level academic appointments and promotions in the various faculties have now been **decentralised**. This affords the AC(S) the opportunity to place greater focus on strategic matters, with an emphasis on accelerating diversity. The new focus on **strategic matters** instead of operational affairs alone further includes:

- the development of typical profiles for Stellenbosch academics;
- the development of institutional and contextual criteria for appointments and promotions at various post levels, which reflect institutional and contextual expectations as well as the realities in different environments; and
- the advancement of talent recruitment, development and retention in the SU’s staff corps.

It is envisaged that discussions in the redefined AC(S) will have a positive impact on the policies, processes and practices that guide appointments, promotions, recruitment and retention in line with SU’s strategic goals.

6.3 Staff diversification

To create an enabling environment for a diversified staff corps to excel is one of the goals under the core strategic theme of making SU an employer of choice. To this end, HR has been working hard at intensifying the diversification of the University’s staff corps.

Good progress has been made to achieve better **alignment** between environmental plans, multi-year workforce plans and employment equity plans. This will ensure that rational employment equity targets – which are aspirational, context-appropriate as well as achievable – are developed for the institution and its various environments.

HR has been paying regular **visits** to SU environments to ensure that the diversification of our staff corps is accelerated. Extensive strategic **recruitment** actions were also launched in addition to normal advertising, which have resulted in the successful placement of various diversity candidates in senior PASS and academic positions.

In terms of employment equity, the **Employment Equity Advisory Committee** now has upgraded functions and will focus intensively on strategic themes relating to the employment equity process. The **Department of Labour** also approved the University's current employment equity plan for the period 2015–2020.

6.4 nGAP at SU

Phase 5 of the New Generation of Academics Programme (nGAP) was announced in December 2018, and SU has again applied for additional positions.

nGAP is a state initiative that was launched in 2015 to diversify the academic staff corps at South African universities. The focus is on the appointment of black African, coloured, Indian and Asian as well as female academics. Young academics are recruited as part of a six-year programme to support universities in their staffing and development strategies.

SU currently holds **17 nGAP positions**, five of which were awarded in 2018 (for Agronomy, Civil Engineering, Computer Science, Genetics, and Medical Virology) and are therefore still in the recruitment phase.

The following SU departments had previously received nGAP appointments: Agricultural Economics, Anatomy and Histology, Applied Mathematics, Curriculum Studies, Economics, Food Science, Industrial Engineering, Mathematical Sciences, Mechanical and Mechatronic Engineering, Private Law, Radiobiology, and Social Work.

6.5 Employment equity and transformation

The Transformation Office is working with the Director: Employment Equity to align the work of the two offices as well as of relevant committees more closely. The objective is to ensure that **employment equity and transformation** efforts support and inform each other – both institutionally and in the respective environments. This alignment will help SU become an employer of choice, especially for persons from the designated groups.

6.6 Transformation competency training

To enable staff to engage with transformation-related matters in a way that creates an inclusive and caring working environment for all, our Transformation Office offers transformation competency training. In the past few months, the Office provided a number of training workshops.

6.7 Enhancing staff well-being

With staff health and well-being having been prioritised at the institution, the Audit and Risk Committee has now also registered it as a formal risk.

Moreover, HR facilitated the implementation of the most important outcomes of the first staff culture and climate survey, which was conducted in 2017. These included:

- addressing the distinctive needs of women, younger staff members, and staff from the black African, coloured, Indian and Asian communities;
- revising the regulations pertaining to flexible working arrangements to address the needs of various employees more optimally, including the needs of younger employees with child-rearing responsibilities; and
- launching a new investigation into more suitable day-care arrangements for employees' children.

Conclusion

I hope that this management report gave you an overview that affirmed to you once again that we find ourselves at an interesting moment at an exciting place of great opportunities. We wish you all the best with turning these opportunities into great achievements!

A handwritten signature in black ink, appearing to read 'WJS de Villiers', with a large, sweeping flourish at the end.

**Prof WJS de Villiers,
Rector and Vice-Chancellor**

ADDENDUM: OP-EDS AND COLUMNS

Opinion editorials (26 Oct 2018 to 7 Feb 2019)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Herschelle Benjamin	Master's student (Drama and Theatre Studies)	Is jy 'n keybord-soldier?	Netwerk24 (26 Oct)
Dr Morné Mostert	Institute for Futures Research	Club of Rome sets global agenda – the implications for South Africa	News24 (28 Oct)
Mercy Kannemeyer	Master's student (Drama and Theatre Studies)	Hannah Cornelius: "n Mens voel nêrens meer veilig"	Netwerk24 (29 Oct)
Dr Morné Mostert	Institute for Futures Research	Mboweni: the discipline paradox	Eikestadnuus (1 Nov)
Prof Aslam Fataar	Education Policy Studies	(How) can decoloniality inform "educational (curriculum) knowledge" selection?	LitNet (1 Nov)
Luke Waltham	BA (Law) student	Why I left the DA and have empathy with De Lille	News24 (1 Nov)
Nicolette van Schalkwyk	BA (Journalism) student	Ek is alleen en dis 'n keuse	Netwerk24 (1 Nov)
Prof Francois Vreÿ	Security Institute for Governance and Leadership in Africa (SIGLA)	The emergency of a maritime security community in Africa and the role of academia in finding solutions to piracy	Maritime Review Africa (1 Nov)
Jan-Harm van Helsdingen	BCom (Law) student	Spoeg die A-woord uit en kou aan iets vars	Netwerk24 (1 Nov)
Heinrich Gerwel	Agricultural Economics	The importance of being Jakes	City Press (4 Nov)
Dr Celia van der Merwe	University of Cape Town	Mental health genetics: African solutions for African challenges	The Conversation (5 Nov)
Prof Benyam Worku Dubale	Addis Ababa University		
Dr Nathaniel McGregor	Genetics		
Esna de Kock	BAcc student	Liefdesraad vir millenniërs	Netwerk24 (6 Nov)
Dr Collette Schulz-Herzenberg	Political Science	Undecided voters will be key as survey shows party loyalties are waning	Business Live (7 Nov)
Dr Diane Bell	Cape Peninsula University of Technology	Students with hearing loss get a raw deal: a South African case study	The Conversation (7 Nov)
Prof Estelle Swart	Educational Psychology		
Esna de Kock	BAcc student	BTW: Kyk tog 'n slag na die positiewe!	Netwerk24 (8 Nov)
Faeza Skaarneek	BEd student	My lang pad na universiteit	Netwerk24 (8 Nov)
Herschelle Benjamin	Master's student (Drama and Theatre Studies)	Is bruin nasionalisme op pad?	Netwerk24 (8 Nov)
Alchadvon Fransman	BA (Humanities) student	Hoekom stem niemand meer vir die SR nie?	Netwerk24 (9 Nov)
Dr Collette Schulz-Herzenberg/ Dr Cindy Lee Steenekamp/ Prof Amanda Gouws	Political Science	Hello! Women voters have real clout	Mail & Guardian (9 Nov)
Steve McCallum/ Prof Suzette Viviers	Business Management	Profiting from the provision of a basic human right	Moneyweb (10 Nov)
Simthembile Xeketwana	Curriculum Studies	Unfair burden placed on our teachers	The Star (12 Nov)
Prof Nuraan Davids	Education Policy Studies	Schooling injustice	Cape Argus (13 Nov)
Steve McCallum/ Prof Suzette Viviers	Business Management	How impact investment can tackle our water shortages	Fin24 (14 Nov)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Faadiel Essop	Physiological Sciences	The important role of family support for diabetes self-management	Health24 (14 Nov)
Wian Bester	BSc (Human Sciences) student	Beste Cyril, wat gaan aan met NSFAS?	Netwerk24 (14 Nov)
Steve McCallum/ Prof Suzette Viviers	Business Management	Nebulous definition of impact investment a possible bar to wider adoption	Business Day (15 Nov)
Prof André Roux	SU Business School	Why not adopt 'why can't we' attitude?	Eikestadnuus (15 Nov)
Prof Eugene Cloete	Vice-Rector: Research, Innovation and Postgraduate Studies	Beurtwater dalk ons voorland	Eikestadnuus (15 Nov)
Mariné Bothma	LLB student	Slagofferkultuur floreer op kampusse	Netwerk24 (16 Nov)
Dr Cornis van der Lugt	SU Business School	What big lessons can SA learn from the Brexit saga?	Business Day (19 Nov)
Mphumzi Mdekazi	Political Science	Democracy's future warning	EWN (19 Nov)
Natasha Harmse	BA (Humanities) student	'Ek wil 'n woonwa-bewoner in jou agtererf wees'	Netwerk24 (19 Nov)
Eduard Beukman	BA (Humanities) student	Studente, kom ons neem SA na die res van Afrika	Netwerk24 (20 Nov)
Alex van Greuning	LLB student	Reik na die sterre, maak foute en leer soveel jy kan	Netwerk24 (20 Nov)
Herschelle Benjamin	Master's student (Drama and Theatre Studies)	Monolopy vir millenniërs	Netwerk24 (22 Nov)
Anke van der Merwe	BA (Language and Culture) student	Vierdejaar-sindroom en die druk om af te haak	Netwerk24 (22 Nov)
Wamahubi Ngoma	MBCbB student	Skynheiligheid is die doodsklok vir empatie	Netwerk24 (22 Nov)
Roxanne Mooneys	BA (Humanities) student	Is die pen werklik magtiger as die swaard?	Netwerk24 (23 Nov)
Prof Julie Claassens	Old and New Testament	Granddaughters of the witches you weren't able to burn	News24 (25 Nov)
Prof Michael le Cordeur	Curriculum Studies	Leerplan wat SA pas	Beeld (27 Nov)
Elodi Troskie	BA (Language and Culture) student	Wie is ek sonder die Wi-Fi?	Netwerk24 (27 Nov)
Dr Chris Jones	Practical Theology and Missiology	Statistics are telling a not-so-good story about SA	Cape Argus (28 Nov)
Prof Ashraf Kagee	Psychology	The academic boycott of Israel and the politics of normalisation	Daily Maverick (28 Nov)
Dr Amy Slogrove Prof Kathleen Powis Prof Mary-Ann Davies	Paediatrics & Child Health Harvard Medical School University of Cape Town	Babies born to mums with HIV face higher risks even though they're HIV negative	The Conversation (28 Nov)
Dillon Henwood	BEd student	Kommunikasie is die kruks van enige verhouding	Netwerk24 (28 Nov)
Mart-Marié Serfontein	BA (Law) student	'Victim blaming': Die slagoffer mag nie die skuld dra nie	Netwerk24 (28 Nov)
Prof Pumla Gobodo-Madikizela	Historical Trauma and Transformation	Why memories of the Truth and Reconciliation Commission still ache	The Conversation (29 Nov)
Heléne Leonard	BA (Language and Culture) student	Dís hoekom Stellies die beste is ...	Netwerk24 (30 Nov)
Tian Alberts	BCom (Law) student	Die tirannie van 'geleefde ervarings'	Rapport (2 Dec)
Prof Thuli Madonsela	Social Justice	Adoption can help destitute children	City Press (2 Dec)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Linda Kallis/ Kristen Mckenzie/ Prof Suzette Viviers/ Dr Nadia Mans-Kemp	Business Management	Shareholder activism is effective in reducing excessive pay packages, study shows	Business Day (3 Dec)
Aldon Barend	BA (Speech, Language and Hearing Therapy) student	'Beste Cyril, staar ons 'n wit volksmoord in die gesig?'	Netwerk24 (3 Dec)
Roxanne Mooneys	BA (Humanities) student	'Jy is nie alleen nie'	Netwerk24 (4 Dec)
Prof Amanda Gouws	Political Science	Remembering Mandela's version of liberalism – inclusive and diverse	News24 (5 Dec)
Kara van der Berg	BA (Humanities) student	Hoe nou? Julle trou?!	Netwerk24 (5 Dec)
Mariné Bothma	LLB student	Feminisme: Vriend of vyand?	Netwerk24 (5 Dec)
Kathryn van den Berg	BA (Humanities) student	Ons weet nie meer hoe om met mekaar te praat nie ...	Netwerk24 (5 Dec)
Dr Renata Schoeman	SU Business School	South Africa's children aren't getting the mental health care they need	The Conversation (6 Dec)
Dennis Delport	BA (Journalism) student	Pres. Ramaphosa, dink mooi oor grondverdeling	Netwerk24 (7 Dec)
Prof Maureen Robinson	Curriculum Studies	Preparing the next generation of teachers for SA's realities	News24 (9 Dec)
Prof Mark Swilling	Centre for Complex Systems in Transition/Sustainability Institute	Ramaphosa is missing an economic policy. What needs to be in it	The Conversation (10 Dec)
Mart-Marié Serfontein	BA (Law) student	Wat beteken feminisme vir jou?	Netwerk24 (11 Dec)
Juandré de Bruyn	BEng (Mechanical) student	Inklusiwiteit by US sluit my uit	Netwerk24 (11 Dec)
Prof André Roux	SU Business School	Election gives Ramaphosa a chance to right the tilting ship	Pretoria News (12 Dec)
Prof Peter Rule	Centre for Higher and Adult Education	How to make reading fun – and part of life beyond the school room	The Conversation (12 Dec)
Dr Zelda Barends	Curriculum Studies		
Heléne Leonard	BA (Language and Culture) student	'Dis nie maklik om 'n student te wees nie'	Netwerk24 (13 Dec)
Prof Nico Koopman	Vice-Rector: Social Impact, Transformation and Personnel	There is no future without justice	News24 (16 Dec)
Dr Jeanette de Klerk-Luttig	Moral Leadership	Nuwe 'deure' nou broodnodig	Die Burger (21 Dec)
Prof Thuli Madonsela	Social Justice	Are we a nation of moaners?	City Press (23 Dec)
Dr Marenet Jordaan	Journalism	Die alledaagsheid van die andersheid van bipolar-wees	Beeld (27 Dec)
Dr Tienie Ehlers	SU Business School	How leaders can learn from referees	Cape Argus (2 Jan)
Leandri Louw	BMus student	'Dis 'n nuwe jaar, maar dieselfde ek'	Netwerk24 (3 Jan)
Shaznay Henney	BA (Social Dynamics) student	Die stryd van vrouwees	Netwerk24 (3 Jan)
Reynard Marx	BEng (Mechanical) student	Nuwe insigte oor Stellenbosch	Netwerk24 (3 Jan)
Corné Jooste	BSc (Physiotherapy) student	Universiteit: Is dit jou kans op 'n nuwe begin?	Netwerk24 (3 Jan)
Prof Michael le Cordeur	Curriculum Studies	Hier lê Afrikaans se wortels	Die Burger (3 Jan)
Prof Michael le Cordeur	Curriculum Studies	Opwaartse kurwe, maar ...	Die Burger (5 Jan)
Dr Nic Spaull	Economics	Increase in 2018 Matric passes means universities headed for a perfect storm	Daily Maverick (7 Jan)
Mercy Kannemeyer	Master's student (Drama and Theatre Studies)	Ons land is nog nie genees nie	Netwerk24 (7 Jan)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Nicola Vermooten	PhD student (Economics)	Tertiary institutions should adopt rigorous admission criteria for teacher education programmes	Daily Maverick (10 Jan)
Aletta Simpson	BA (Humanities) student	Dís hoe 'n mens met studente praat	Netwerk24 (10 Jan)
Dennis Delport	BA (Journalism) student	'Ek is 'n man en 'n feminis'	Netwerk24 (11 Jan)
Danielle Lifschitz	BCom student	2018: 'n Jaar van skokke én oorwinnings	Netwerk24 (11 Jan)
Carla Visagie	BAcc student	Kan grond-onteiening dalk goed wees?	Netwerk24 (11 Jan)
Karin Rautenbach	BA (Law) student	Die realiteit van onafhanklik wees	Netwerk24 (11 Jan)
Dr Martin Gustafsson	Economics	Pass rate says little about schooling	Mail & Guardian (11 Jan)
Thembaletu Seyisi	LLB student	Laerskool Schweizer-Reneke: 'Die pyn is oud en diep'	Netwerk24 (11 Jan)
Prof Jonathan Jansen	Educational Psychology	Cheat sheet for VCs running universities in turbulent times	The Conversation (14 Jan)
Prof Michael le Cordeur	Curriculum Studies	Schweizer-Reneke is 'n wekroep vir alle skole	Netwerk24 (14 Jan)
Kayrie Toerien	BSc student	'Afrikaans is onskuldig'	Netwerk24 (15 Jan)
Aldon Barend	BA (Speech, Language and Hearing Therapy) student	Grond: 'SA is nader aan 'n oorlog as wat ons dink'	Netwerk24 (16 Jan)
Carla Visagie	BA (Humanities) student	Calvinia: Dís die stories wat ons dra	Netwerk24 (16 Jan)
Dr Schalk Engelbrecht	Centre for Applied Ethics	Social media winning battles for 'everyman', but beware	Business Day (18 Jan)
Tariq Khan	BA (Social Dynamics) student	Jou bruin vel maak jou g'n slagoffer in SA	Netwerk24 (17 Jan)
Mart-Marié Serfontein	BA (Law) student	My vakansie wat ek nie kon Instagram nie	Netwerk24 (17 Jan)
Nicholas Carroll	LLB student	Enkelgeslagskole: Is dit nog relevant?	Netwerk24 (18 Jan)
Eduan Beukman	BAcc LLB student	Pasop om 'n tropdier te word	Netwerk24 (18 Jan)
Doris Viljoen	Institute for Futures Research	Responsible consumption and production: Why less is better	News24 (19 Jan)
Prof Mark Swilling	Centre for Complex Systems in Transition/Sustainability Institute	The Zuma power elite is alive, kicking and preparing to replace Ramaphosa	Daily Maverick (21 Jan)
Anke van der Merwe	BA (Language and Culture) student	'Spaar ons van die soen-emojis op sosiale media'	Netwerk24 (21 Jan)
Frederik van Dyk	LLB student	SCHWEIZER: Juf. Elana is 'tot sondebok geslaan'	Netwerk24 (21 Jan)
Nina Ackerman	MBChB student	Ek kan stem! Wat nou?	Netwerk24 (21 Jan)
Prof Anton van Niekerk	Philosophy	'n Vreemde land, maar ...	Die Burger (22 Jan)
Prof Thuli Madonsela	Social Justice	A year to use your own agency	Financial Mail (24 Jan)
Mercy Kannemeyer	Master's student (Drama and Theatre Studies)	'Ek weet nie vir wie om te stem nie'	Netwerk24 (24 Jan)
Heinrich Anderson	BCom student	VERKIESING: 18 word is oor meer as drink	Netwerk24 (24 Jan)
Dr Jerome Joorst	Education Policy Studies	Racism is still rife in South Africa's schools. What can be done about it	The Conversation (24 Jan)
Doris Viljoen	Institute for Futures Research	Rethink consumption, production	Eikestadnuus (24 Jan)
Dané Dooge	LLB student	Hou maar aan, jy soen dalk net die prins raak	Netwerk24 (24 Jan)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Corné Jooste	BSc (Physiotherapy) student	Studente, geld groei nie op jou ouers se rug nie!	Netwerk24 (24 Jan)
Dr Chris Jones	Practical Theology and Missiology	Do more to eradicate illegal initiation schools	Cape Argus (25 Jan)
Prof Evangelos Mantzaris	Anti-Corruption Centre for Education and Research of Stellenbosch University (ACCERUS)	Corruption a 'real national threat'	News24 (27 Jan)
Janique Oliver	BA (Language and Culture) student	Jou beroep: Jy hoef nie op 18 al te weet nie	Netwerk24 (29 Jan)
Dr Wayne Muller	Corporate Communication/ Africa Open	How South Africans forged a path to making opera truly African	The Conversation (29 Jan)
Cornis van der Lugt	SU Business School	SA should focus on sustainable criteria to grow fintech	Business Day (30 Jan)
Dr Nadia Mans-Kemp	Business Management	CEO's exit underscores how few South African women hold top jobs	The Conversation (30 Jan); Business Live (31 Jan); EWN (31 Jan); Moneyweb (31 Jan); The Citizen (1 Feb); Daily News (1 Feb); Weekend Post (2 Feb)
Prof Michael le Cordeur	Curriculum Studies	Poverty and education success: 'The odds are against us'	Daily Maverick (1 Feb)
Prof Piet Naudé	SU Business School	SA's systemic corruption — the bigger picture	Business Live (1 Feb)
Dr Alanna Rebelo	Conservation Ecology and Entomology	Part of the answer to surviving climate change may be South Africa's wetlands	News24 (2 Feb)
Prof Thuli Madonsela	Social Justice	We are miseducating our children	City Press (3 Feb)
Tian Alberts	BCom (Law) student	Ek daag US uit om teendeel te bewys	Rapport (3 Feb)
Dr Chris Jones	Practical Theology and Missiology	G'n pionne meer; ons kyk breër	Rapport (3 Feb)
Dr Francois Cleophas	Sport Science	The fourth industrial revolution and sport: why we need to be vigilant	The Conversation (3 Feb)
Prof Vikash Sewram	African Cancer Institute	'I Am and I Will' is the empowering call to combat cancer	Cape Argus (4 Feb)
Mercy Kannemeyer	Master's student (Drama and Theatre Studies)	Die pad vorentoe: 'n keuse tussen maak en breek	Maroela Media (4 Feb)
Prof Anton van Niekerk	Philosophy	Uil vlieg eers skemertyd	Die Burger (5 Feb)
Prof Amanda Gouws	Political Science	Zero tolerance on FGM	Cape Argus (7 Feb)

Columns (26 Oct 2018 to 7 Feb 2019)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Johan Fourie	Economics	Ramaphosa's number one challenge: getting rid of patronage politics	Finweek (8 Nov)
		Be careful what you wish for	Finweek (22 Nov)
		Hoekom ons maar die rektor se salaris kan verdubbel	Rapport (18 Nov)
		The importance of our teachers	Finweek (6 Dec)
		Five young economists to listen to	Finweek (20 Dec)
		Finding an identity worth fighting for	Finweek (24 Jan)
		Debt: Evil or enabling?	Finweek (7 Feb)
Prof Amanda Gouws	Political Science	Integriteit bly die ANC ontwyk	Die Burger (6 Nov)
		Dié aanval maak die punt vir my	Die Burger (20 Nov)
		Dalk moet EFF nie dekking kry	Die Burger (4 Dec)
		Voorspellings in 2019 onmoontlik	Die Burger (15 Jan)
Prof Jonathan Jansen	Educational Psychology	In Pittsburgh and Citrusdal, gestures banish hate	Times Live (1 Nov)
		Lessons from the middle of a gangster's paradise	Times Live (8 Nov)
		We attack vice-chancellors' pay because we despise education	Times Live (15 Nov)
		What Momentum – and SA – sorely need is some big-picture thinking	Times Live (22 Nov)
		School awards evenings should be a win-win for all	Times Live (29 Nov)
		Government sheds credibility with every vital service that collapses	Times Live (6 Dec)
		The most powerful gifts are wrapped in selflessness	Times Live (13 Dec)
		If SA wants good teachers, bring back colleges	Times Live (20 Dec)
		Don't believe the hype: most graduates do find jobs	Times Live (27 Dec)
		Politicians will try to divide us in 2019. We must resist	Times Live (3 Jan)
		The matric results magic show: what a load of nonsense	Times Live (10 Jan)
		Don't just scapegoat the teacher. Fix the whole, rotten system	Times Live (16 Jan)
		... and here's the Jansen article that so angered the government	Times Live (16 Jan)
		Our gadget-verskrik minister needs to fix schools before buying iPads	Times Live (24 Jan)
		Deep down, we are all like the Schweizer-Reneke teacher	Times Live (31 Jan)
Education's in crisis from Wits to Driehoek, but SONA will ignore it	Times Live (7 Feb)		

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Nico Koopman	Vice-Rector: Social Impact, Transformation and Personnel	Transformasie moenie verdag gemaak word	Die Burger (31 Oct)
		Dit is tyd vir nuut dink oor nederigheid	Die Burger (21 Nov)
		Mans kan lei in protes teen dié geweld	Die Burger (28 Nov)
		Geregtigheid is lakmoestoets vir alle deugde	Die Burger (19 Dec)
		Ons hoef nie ons drome te laat sterf nie	Die Burger (16 Jan)
		Wat bedoel ons met 'n pleit vir gelykheid?	Die Burger (23 Jan)
Dr Leslie van Rooi	Senior Director: Social Impact and Transformation	Renier van Rooyen sal steeds verskil in SA maak	Netwerk24 (15 Nov)
		Ekonomiese wiele in SA draai al hoe stadiger	Netwerk24 (6 Dec)
		Beveg negatiewe kommentaar met feite	Netwerk24 (27 Dec)
		Watter lesse kan ons by jeugleiers leer?	Netwerk24 (24 Jan)
Prof Reggie Nel	Dean: Theology	Ons kort weer stemme wat by kwesbares staan	Beeld (14 Nov)
		Clifton: Ware kwessie is die lot van armes	Beeld (9 Jan)