



*forward together · saam vorentoe · masiye phambili*

**Report to SU Council  
of the  
Responsibility Centre: Strategy and Internationalisation**



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## List of abbreviations

ACS	Africa Centre for Scholarship
BCG	BRICS collaboration grant
CCA	Centre for Collaboration in Africa
CPI	Centre for Partnerships and Internationalisation
DHET	Department of Higher Education and Training
FTE	Full-time equivalent
IACI	Institutional Advisory Committee on Internationalisation
IG	Information Governance
IHE	Internationalisation of higher education
IRP	Institutional Research and Planning
IT	Information Technology
King IV	King Report on Corporate Governance for Southern Africa, 2016
NF	New-comer first-year
PAIA	Promotion of Access to Information Act 2 of 2000
POC	Proof of concept
POPIA	Protection of Personal Information Act 4 of 2013
SADC	Southern African Development Community
SMI	Strategic Management Indicator
S&I	Strategy and Internationalisation responsibility centre
SIAN	Stellenbosch International Academic Networks
SID	Strategic Initiatives Division
SIS	Student Information System
SU	Stellenbosch University
SUPIA	Stellenbosch University Programme for International Administrators
T&I	Technology and information
TIC	Technology and Information Committee



UCDG	University Capacity Development Grant
USAf	Universities South Africa
USB	University of Stellenbosch Business School

## Major contributions by the RC: Strategy and Internationalisation

### Strategic initiatives

#### 1. 2018 Centenary Commemoration

The Strategic Initiatives Division has successfully rolled out most of the SU Centenary Commemoration events planned for 2018.

#### 2. Vision and Strategic Framework

Concluding a two-year process, SI has coordinated the process for the development of the new vision and strategic framework that were approved by Council in June 2018. The roll-out of the Vision and Strategic framework is now in progress.

#### 3. SU Integrated Transport Plan

In collaboration with the Transport Department, SI has successfully concluded an Integrated Transport Plan.

### SU International

#### 4. Institutional Advisory Committee on Internationalisation

The establishment of the *Institutional Advisory Committee on Internationalisation (IACI)* consisting of representatives from all the faculties and relevant support environments.

#### 5. Africa Centre for Scholarship develops scholarship

The Africa Centre for Scholarship (ACS) facilitated five doctoral and scholarship development schools:

- ADA Doctoral Summer School 2018: 227 delegates in Stellenbosch
- ADA Doctoral Winter School 2018: 221 delegates in Stellenbosch
- Preparation programme for 56 PhD students from the Southern African Systems Analysis Centre (SASAC) in Stellenbosch
- Stellenbosch-Makerere University Joint Schools in Kampala: May 2018 (44 participants) and August 2018 (54 participants)
- Stellenbosch University and Strathmore University Joint School in Nairobi: August 2018 (58 participants)
- Joint Risk Methods School – ACS, RADAR, PeriPeriU at Ardhi University in Tanzania: September 2018 (expecting 50 participants)

## **6. Stellenbosch University International celebrates 25 years**

SU International hosted its 16th annual SIAN meeting from 10-14 April 2018 within the framework of celebrating 25 years of international relations since the inception of the Office for International Relations in June 1993. SIAN delegates were joined by the participants of the Erasmus+ staff training week and SU Programme for International Administrators (SUPIA), resulting in a total of 48 participants from 41 universities in 20 countries (eight in Africa).

## **7. Global Education Centre**

The Global Education Centre (GEC) prepared the first cohort of BCom (International Business) third-year students for their compulsory international semester at partner institutions starting from August 2018.

## **8. Africa Research Universities Alliance**

In 2018, Stellenbosch University was awarded the hosting of the ARUA Energy Centre of Excellence, with Prof Johann Görgens and Prof Sampson Mamphweli as co-directors. The Centre for Collaboration in Africa will host the secretariat of ARUA activities on campus.

## **Information governance**

### **9. Establishment of the Technology and Information Committee (TIC)**

IG directs the ongoing development of an institutional technology and information vision and strategy that are aligned with SU's vision and strategic framework, while the TIC has the important function of facilitating institutional coordination.

### **10. Expanding the SUN-i business intelligence system**

The system provides holistic management information to support decision making at primarily middle and senior management levels. Various components of SUN-i will be successfully completed and rolled out by the end of 2018.

### **11. SU as part of USAf's task team responsible for developing a POPIA code of conduct for all SA universities**

SU is regarded as a valued contributor to this task team and the outputs may even become part of the public university legislative framework.

### **12. Development of the student tracking system**

IG received UCDG funding and is designing a new, comprehensive student tracking and development system to provide SU decision-makers with the latest and most relevant information available.

### **13. Task team on future size and shape of SU**

A task team on size and shape investigated current trends in higher education to consider SU's positioning in the South African and African context. The final report and recommendations were completed and submitted during August 2018.

#### **Acknowledgement**

I want to express my appreciation to the RC's three senior directors and their staff, whom without the work reflected in this report will not have been possible. They are:

Strategic Initiatives: Dr Barbara Pool

Stellenbosch University International: Mr Robert Kotze

Information Governance: Prof Ian Cloete

## **1. Introduction to the Strategy and Internationalisation responsibility centre**

Supporting to transform Stellenbosch University (SU) into a future-fit and globally competitive institution, the responsibility centre of Strategy and Internationalisation (S&I) can be seen as a natural corollary of SU's pursuit of relevance. This pursuit has been an integral part of the University's strategies and plans for many years, even more so as the institution is entering its second century of existence.

The three portfolios of the responsibility centre are Strategy, Internationalisation and Information Governance, which are respectively driven by the three divisions of Strategic Initiatives, SU International and Information Governance. Ultimately, the work of the S&I divisions is aimed at keeping SU responsive to the needs of a 21st-century higher education institution. More specifically, the aim is (i) to facilitate optimal strategy alignment between strategic objectives, SU's aspirational business plan and performance indicators, (ii) change the lives of our students and staff through an international experience, both abroad and at home, and (iii) ensure the availability of all SU data in one place so as to be more effective with less effort and be able to monitor and evaluate as and when required.

The sections that follow contain the highlights of the responsibility centre's work between 1 November 2018 and 10 September 2019 in pursuit of the strategic objectives of each of the three portfolios. Having been in operation for a mere two years, the S&I responsibility centre is pleased to be able to report to Council on its many advances made in ensuring that SU remains relevant to the changing higher education landscape, to the needs of modern-day students and employers as well as the country, region and globe.

## **2. Strategic Initiatives**

### **2.1 Introduction**

With the massification of higher education and the increased demands on resources this implies, higher education institutions globally, including in South Africa, are undergoing a profound transformation. There is general agreement that these institutions need to adapt to the fast-changing environment, but how should this be done, and what is the most appropriate approach? At SU, the Strategic Initiatives Division (SID) is responsible for finding answers to these questions.

Established at the beginning of 2017, SID is instrumental in closing the gap between strategy formulation and strategy execution. This includes:

- (i) communicating the institutional strategy in collaboration with Corporate Communication;
- (ii) ensuring that the strategic plan and annual institutional plan are integrated with the plans of faculties, departments, centres and units;

- (iii) ensuring that planned strategic initiatives occur within the framework of the institutional plans; and
- (iv) facilitating alignment between goals (from faculty to individual level) and strategic objectives, as well as consistency with personnel developmental plans.

This approach allows for cross-cutting implementation, the testing of the institutional strategy, in-time adjustments when needed, and staying ahead in the changing and increasingly competitive environment of higher education.

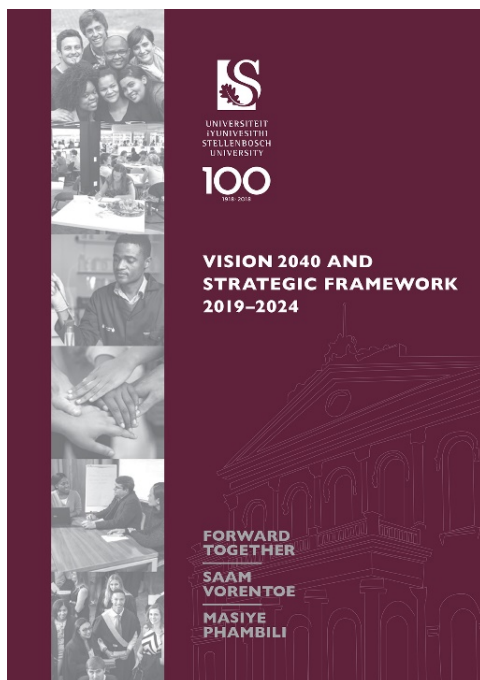
## 2.2 Pursuing Strategic Initiatives' strategic objectives

### 2.2.1 Objective: Coordinate and manage strategy development, planning, progress of execution and reporting of the Strategic Plan (2019-2024)

The pursuit of this objective over the past year comprised two concurrent processes, namely the development of *Vision 2040 and Strategic Framework 2019–2024* and the adaptation of the annual planning processes to align with the new framework. Details on both follow below.

#### *Vision 2040 and Strategic Framework 2019–2024*

When the process for developing a new vision and strategic framework was initiated in July 2016, it was divided into the three phases of strategy planning, strategy uptake and strategy alignment.



Phase 1 entailed extensive consultation, including receiving input from task groups on SU's values, the future size and shape of the University, research themes, bursaries and loans, as well as strategic management indicators. Staff and students were also afforded the opportunity to contribute their thoughts on proposed values for the institution, inter alia through electronic questionnaires. Senior management too played a critical part, deliberating extensively on the vision and strategic framework at both the 2017 and 2018 Institutional Planning Forum and the 2017 Executive Planning Forum. These efforts all culminated in the **approval of *Vision 2040 and Strategic Framework 2019–2024*** at the SU Council meeting of 18 June 2018 and its launch at the staff assembly on 27 July 2018.

Figure 1. *Vision 2040 and Strategic Framework 2019–2024*.

This now marks the start of phases 2 (strategy uptake) and 3 (strategy alignment), which will run in tandem from July 2018 to June 2019, with phase 3 then continuing for another year up until June 2020. Strategy uptake

will see the operationalisation of the core strategic themes and goals in *Vision 2040 and Strategic Framework 2019–2024* by defining context-specific objectives. Operational definitions of key concepts such as “world-class”, “transformative experience”, etc. will also be finalised, and relevant theoretical frameworks will be adopted to establish shared understanding across SU. This will imply close interaction with faculties and professional administrative support environments to align the strategic framework and environment plans. The intent with strategy alignment, in turn, will be to close the gap between strategy planning and formulation on the one hand and strategy execution on the other by aligning and/or streamlining structures, processes and policies. In addition, it will require continuous monitoring and evaluation based on key performance indicators, which SU calls “strategic management indicators”.

The above methodology employed in respect of *Vision 2040 and Strategic Framework 2019–2024* represents a new approach of integrated planning and execution at SU, intended to ensure an agile, adaptable and responsive organisation.

#### *SU annual planning processes (environment plans and institutional plan)*

Since 2014, the Department of Higher Education and Training (DHET) has required public universities to submit an annual Institutional Plan. This plan forms an integral part of SU’s annual planning. It reflects the institutional strategy and goals, as well as how these are implemented by the respective responsibility centres, faculties and professional administrative support services.

As SU’s institutional strategy informs the rest of its planning processes, its ***Institutional Plan 2018–2023*** was aligned with the *Institutional Intent and Strategy 2013–2018*, which will still guide the institution until the end of 2018, and subsequently submitted to the DHET by their deadline of 15 December 2017. Following the approval of *Vision 2040 and Strategic Framework 2019–2024*, the framework for the environment plans was adapted according to the new core strategic themes. As part of phase 2 of the strategy process (see above), alignment between these themes and the various responsibility centre and faculty plans will be refined.

### **2.2.2 Objective: Coordinate and oversee the execution of programmes that operationalise/mobilise the short, medium and long-term strategic objectives of the University**

#### *Integrated Transport Plan*

SU is working towards increased accessibility and integrated transport modes, not only to support greater efficiency on campus, but also in light of the close connection between transport and safety for a university community where most staff and students commute to our campuses.

To this end, a new SU Integrated Transport Plan has been developed. The plan foresees the creation of a network of transport nodes across campus. Implementation by the Division of Transport Services (Finance) commenced in 2017 and has continued in 2018. SID’s focus in this regard is on aligning transport strategies with

SU's institutional strategies and objectives, as well as helping to interface these strategies with those of internal and external role-players.

### **2.2.3 Objective: Plan and manage key strategic projects that may develop from strategic planning or assigned by the Vice-Chancellor or executive management team**

#### *SU Centenary project*

Over the past year, in terms of key strategic projects, SID primarily focused on planning and implementing the SU Centenary commemorations, with the University marking its first 100 years of formal university status in 2018.

The point of departure was for this milestone to be commemorated by embracing, optimising and customising existing events on SU's calendar, and selectively adding only a few special occasions. The rationale for selecting this approach was that the University already had a full and rich academic year, as well as that extravagant events expenditure would be inappropriate in the constrained financial climate.

The foundation and support structures for the Centenary programme were put in place in the course of 2017. A highlight in this regard was the introduction of the Centenary visual identity, theme and expression (see figure 1) to campus on 25 August 2017, designed in close collaboration with Corporate Communication.



*Figure 2: The SU Centenary visual identity.*

The Centenary year, themed “100 years of learning, growing and moving forward together”, officially started with a launch during the welcoming of newcomer first-years on 25 January 2018. This was the first event where



the Centenary narrative, which positioned the commemorations within the past, present and future, was introduced, and also **the first opportunity to highlight the Centenary in the public eye by branding** Coetzenburg Stadium. Following Coetzenburg, other selected SU buildings were branded in phases, in close cooperation with Corporate Communication. The branding of the entrance to the Neelsie student centre from the Rooiplein is specifically noteworthy. Here, the Centenary branding was combined with a photograph of former President Nelson Mandela that had been taken at this very venue when he visited SU in 1991 (see picture below).



Figure 3: Centenary/Nelson Mandela branding of Neelsie entrance.

The first special Centenary event, the **100% Stellenbosch production**, was hosted from 23 to 25 February in conjunction with the SU Woordfees. Described as “a whole town on one stage”, the production consisted of 100 Stellenbosch residents who had been selected according to the statistical profile of the town. These residents offered the audience a glimpse into their lives through their interaction with one another on stage. It left everyone with a sense of diversity yet similarity.



Figure 4: The production 100% Stellenbosch showcased Stellenbosch's unity in diversity.

On 1 March, the University launched its Centenary book, Stellenbosch University 100, 1918-2018, and opened the SU Archives Centenary exhibition. Two former rectors, Profs Andreas van Wyk and Chris Brink, joined current Vice-Chancellor and Rector Prof Wim de Villiers and other guests at the event.

The **Centenary book** is a richly illustrated 536-page publication in full colour. In the first section, “Perspectives on 100 years”, seven authors trace SU’s history from its inception, through various challenges, including political and financial, to what it means to be a Matie in academia, sport and student life. Prof Albert Grundlingh – a renowned historian, edited the first section. In the second section, “Faculties over 100 years”, different authors presented an overview of SU’s academic activities over a century, as seen through the eyes of the ten faculties. It was edited by Hans Oosthuizen. The two sections are linked with a chronology. The book, a project coordinated by Dr Barbara Pool, was published in both Afrikaans and English, in a standard as well as a collector’s edition.



Figure 5: SU’s Centenary book, Stellenbosch University 100: 1918-2018.

The **Archive exhibition**, in turn, commemorates the people, buildings, events and growth of education at Stellenbosch, which eventually led to the establishment of the Stellenbosch University of today.



Figure 6: A section of the SU Archive Centenary exhibition.

With the SU Woordfees kicking off on 2 March, the scene was set for the **Centenary Homecoming concert** that evening. Centenary branding was on full display on both stages, at the alumni tent and even on the Centenary commemorative buttons that everyone received as a memento of the evening. The star-studded line-up



included artists such as Laurika Rauch, Coenie de Villiers, Arno Carstens, Valiant Swart, Gloria Bosman, Tim Moloi, Mi Casa, the SU Choir and Heavenly Quartez, all of whom joined in commemorating the SU Centenary through the universal language of music.



*Figure 7: One of the branded stages at the Centenary Homecoming concert. / Commemorating SU's Centenary through the universal language of music.*



*Figure 8: Big names in the local entertainment industry could be seen on stage. / Artists Tim Moloi (left), Gloria Bosman (centre) and Coenie de Villiers (right) on stage at the Centenary Homecoming concert.*

The next day, 3 March, the **Centenary walk** started out in a reflective mood at the Old Lückhoff School in Banghoek Road in recognition of the residents who had been forcibly removed from the area – formerly known as the neighbourhood Die Vlakke – during apartheid. In Victoria Street, students from the Military Academy and the band of the RSA Navy joined the walk and led the way across campus to Coetzenburg. Here, the walk concluded with a flag-hoisting ceremony by the Military Academy as well as speeches by a representative from the South African Defence Force and the SU Rector.



*Figure 9: The South African Navy band joined the Centenary walk across campus.*

On 5 March, SU harnessed the opportunity presented by the **Varsity Cup match between SU and the University of Cape Town (UCT)** to commemorate the establishment of both these universities in 1918. With the assistance of Corporate Communication, the SU Centenary brand was made even more visible. The Division of Development and Alumni Relations also added to the prestige of the event by inviting old Matie Springboks to a pre-match event as well as to the match itself.

At half-time, Rector Prof De Villiers and his then counterpart from UCT, Prof Max Price, cut a massive birthday cake designed to represent both universities. Maties went on to win the match, doing SU proud.



*Figure 10: The SU and UCT rectors at a cake-cutting ceremony during half-time.*

The Centenary events for March culminated in the **Centenary gala dinner** on 23 March. The selection of Paul Roos Gymnasium as the venue for this event was a nod to the link between Paul Roos and SU, which dates back 152 years. Guests included Western Cape premier Ms Helen Zille, Stellenbosch mayor Cllr Gesie van Deventer, rectors of international universities, recipients of honorary doctorates, selected members of the community and other stakeholders.



Every element of the evening was carefully selected to reflect the Centenary theme from the décor and the banners in the foyer to the table decorations and gifts. The SU Jazz Ensemble welcomed guests upon arrival, while a classical trio provided the musical backdrop before the start of the event and during dinner. All keynote speakers reflected on this milestone in SU's existence and expressed gratitude for how far the institution has come. An animation provided a broad overview of the past century, and the musical group Heavenly Quartez from Khayelitsha entertained the audience.



*Figure 11: The Centenary gala dinner was marked by reflection and gratitude.*

With the busy month of March successfully completed, the next Centenary-specific event was the **Nelson Mandela colloquium** on 12 April. Organised by the SU Museum, this special event included speakers such as Prof Jonathan Jansen, distinguished professor of Education at SU, and Dr Wilhelm Verwoerd, a research fellow attached to the Beyers Naudé Centre for Public Theology and former co-director of Beyond Walls Ltd. Of particular relevance to this event was Dr Verwoerd's local and international research and facilitation in the field of (re)humanising relationships across deep conflict divides, with an emphasis on inter-generational, restitutorial responsibility.

The televised **Varsity Cup final on 16 April** again offered an excellent Centenary branding opportunity, and branding elements were clearly visible from the walk to the stadium to the alumni tent, inside the stadium and on the field. The Maties team triumphed as FNB Varsity Cup 2018 champions.



*Figure 12: The Varsity Cup final was another high-impact Centenary branding opportunity.*

Having now entered the second half of the University's Centenary year, SDI continues to plan and coordinate events to mark SU's 100<sup>th</sup> birthday. These include lectures, more exhibitions, a town-and-gown conference in November, staff and student commemoration events, as well as some fundraising activities. In terms of fundraising, a Centenary Donation Day has been proposed, as well as the launch of a five-year fundraising campaign.

#### *Faculty Revitalisation Project*

During October 2016, I was tasked by the VC and by the Rectorate to coordinate the revitalisation of two faculties, i.e. the Faculty of Education and the Faculty of Arts and Social Sciences. A project plan was designed and the process coordinated by my office. At the core of the process was the intent to provide a clear business case to be used as a communication tool, having consensus on the core messages, and providing detail to facilitate future decision making. As the Rectorate we are committed to the strategic value of Education and Arts and Social Sciences to the university and the country as a whole and the crucial role that Stellenbosch University has to play. Our approach was to formulate the questions that we will seek to answer during the revitalisation process:

- What are the underlying reasons for the current financial situation of the faculties? To answer this question, the following will be considered:
  - What income is generated through subsidy?
  - What is the faculty's position in the SU with reference to cross-subsidisation?

- Can the current academic business of the faculty be conducted in a more cost-effective manner and on a smaller cost base?
- Should the faculty be reorganised to ensure a more optimal faculty configuration? And what will the optimal structure be?
- Programme structure
  - Faculties' internal structure
  - Faculties in the SU organisational structure
  - What structure will support the faculties' strategy for renewal and improvement?

Giving attention to the structure, the following questions are implied:

- How will the shift of Sport Sciences affect FED, and should all the current academic departments be located in the faculty or perhaps be moved to a more fitting position in another faculty?
- On the contrary, are there academic departments located in other faculties that should perhaps be moved/transferred to FED/FASS?
- What should the optimal structure of the faculty be?
- In terms of programmes:
  - What are financially viable modules? Programmes?
  - Which programmes are of strategic importance?
- In terms of the leadership in the faculty:
  - What is the level of ownership?
  - Will we be able to embark on a process of change management?
  - How will we ensure that HR aspects are addressed in terms of productivity and balance between the core functions of the university?

With these questions as point of departure, a process was structured. The process included the following:

- Step 1: Rectorate intent

The Rectorate of Stellenbosch University decided to embark on a renewal strategy in the Faculty of Education and the Faculty of Arts and Social Sciences with a focus on systemic sustainability as a strategic imperative. The purpose of this statement is to communicate the Rectorate's intent with the faculties, namely to:

- seek sustainability in terms of people, programmes, facilities and finance, recognising that changes will be required – both over the short and long term;
- confirm that no decision has been or will be made regarding the macro structuring of the faculties until a thorough investigation leads to a recommendation for an optimal functional structure of the faculties; and
- use best available evidence to allow for data-driven decision making.
- Step 2: Meeting with faculty management team
- Step 3: Communication to Council

- Step 4: Implementation of process

The project plan and process followed:

- A Steering Committee was formed for each of the faculties. The Steering Committee includes the DVC: S&I (Chair); COO; DVC: SI, T&P; Dean; Deputy-deans; Faculty Manager; a senior representative from HR; a senior representative from Finance; a senior representative from IG; and a senior representative from Facilities Management. The role of the Steering Committee is to:
  - Identify possible task teams to focus on specific aspects to be addressed and included in a final proposal.
  - Submit a formal proposal to the Rectorate by no later than 30 October 2018 after consideration of the evidence and data and integration of the recommendations of the faculty and possible task teams. The proposal must clearly indicate whether there are potential staffing implications.
  - Rectorate to consider the Steering Committee's input and to articulate the faculties' proposals.
  - The appointment of a project consultant to coordinate all activities/actions with effect from January 2018. Prof Rolf Stumpf was appointed in February 2018.
  - Final proposal to be communicated to the faculty, then via the Senate for recommendation to Council (for November 2018 meeting).
  - Council to consider and take a final decision on the proposal.
- Following the Rectorate intent, an analysis was undertaken of the major challenges faced by these two faculties. Prof Rolf Stumpf assisted with the analysis, and a detailed report on each faculty is available.
- Prof Sarah Howie (Director of the Africa Centre for Scholarship) was asked to conduct an investigation and analysis of the use of tutors at Stellenbosch University. The final report was approved at the Rectorate meeting of 7 August 2018 and specific recommendations will be implemented.
- Based on data, the Stumpf report made recommendations for each of the faculties, as well as recommendations that are cross-cutting for SU.
- The Steering Committee for each faculty meets monthly and oversees the progress and provides support, where necessary.
- Following the report, task teams were established in both faculties to focus on the specific challenges.
- In addition, a process has been initiated to address the cross-cutting recommendations.

A condensed report on each of the faculties is provided herewith.

- Faculty of Education

Please refer to Appendix A for a condensed progress report from the Faculty of Education.

- Faculty of Arts and Social Sciences

Please refer to Appendix B for a condensed progress report from the Faculty of Arts and Social Sciences.



### 3. SU International

#### 3.1 Introduction

As one of South Africa's flagship universities, SU has supported the country's development and growth for a century, serving local communities, the province and the region, but also consistently extending our global reach over time. The University is increasingly engaging in strategic alliances, partnerships and collaboration on crucial issues of concern to the global community, including energy, the environment, water, food security and health.

The establishment of SU's international office 25 years ago testifies to the institution's long-standing commitment to internationalisation. We are enhancing our global reach and international reputation by creating more and better opportunities to join forces with eminent, world-class universities and institutions across the globe in the field of research, teaching-learning and community engagement. This enables SU to:

- (i) offer our students and staff an international experience (abroad and at home) that will change their lives and influence their futures;
- (ii) help develop and build scholarship across Africa and beyond;
- (iii) secure increased levels of international research funding;
- (iv) increase the sustainability of funding through the expansion of our offerings to international students; and
- (v) attract the best minds to SU.

#### 3.2 Pursuing SU International's objectives

##### 3.2.1 Objective: Develop a strategy for internationalisation that provides directions to the subsequent internationalisation strategic plan and the implementation of the plan

###### *Establishment of the Institutional Advisory Committee on Internationalisation (IACI)*

To support the crafting of a strategic plan for internationalisation and a framework for all international strategic alliances, partnerships and networks, the **Institutional Advisory Committee on Internationalisation (IACI)** was established in September 2017, and reports to the Rectorate. The IACI advises the Deputy Vice-Chancellor: Strategy and Internationalisation on matters pertaining to internationalisation and is tasked to promote internationalisation at SU.

Consisting of representatives from all faculties, responsibility centres and professional academic support services divisions, the committee has had **three meetings**, where the following matters were inter alia considered:

- (i) Rendering a support service to newly appointed international staff

- (ii) Establishing international standards for students with special needs
- (iii) Deliberating on international student fees
- (iv) Receiving feedback from the working group on partnership development
- (v) Discussing the Concept Note on Internationalisation at Stellenbosch University (discussed in more detail below)

During the second semester of 2018, IACI will also be closely involved in the development of SU's internationalisation strategic plan.

#### *Concept Note on Internationalisation at Stellenbosch University*

The Concept Note on Internationalisation at Stellenbosch University is **a summary of viewpoints on the internationalisation of higher education (IHE) within the context of SU**. Work on the concept note started in late 2017 and has culminated in the current document (approved by the Rectorate in June 2018) that is currently being circulated among academic departments and support divisions for discussion and feedback to SU International.

The objective of the concept note is to help develop a shared institutional understanding of IHE that could ultimately **form the foundation for the strategic plan for internationalisation at SU**. Preliminary perspectives emanating from the note suggest that IHE is regarded as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (Hunter, 2015). Comprehensive internationalisation, in turn, is understood as a “commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise” (Hudzik, 2015).

Against this backdrop, the strategic plan for internationalisation at SU should formulate the foundations for a clear commitment to internationalisation. These would include pragmatic/transactional and values-based/transformational considerations. This commitment should then be backed up with actions addressing the various dimensions of internationalisation, including research, curriculum, governance, engagement, students and staff.

#### *Celebration of 25 years of international relations at SU*

While strategically charting our way forward in terms of internationalisation, it is also important to remember how far we have come. International activities at SU can be traced back to June 1993, when the University became one of the first South African higher education institutions to establish an Office for International Relations. That year marked the start of coordinated efforts to grow and cultivate international relations and advance international academic networks and mobility in a systematic way.

On 13 April 2018, some 400 people gathered in the Endler Hall for a **gala celebration to mark 25 years of formalised international activities at SU**. At the event, SU International, the Tygerberg International Office and the University of Stellenbosch Business School (USB) International Affairs Office recognised the following 25 SU staff members or groups for their contribution to the activities of the three international offices:

*Table 1: 25 recognitions for contributions to internationalisation at SU over 25 years.*

Prof Magda Fourie-Malherbe	Centre for Higher and Adult Education	Education
Prof Jan Botha	CREST	Arts and Social Sciences
Dr Christoff Pauw	Stellenbosch Institute for Advanced Studies	
Dr Ailsa Holloway	Research Alliance for Disaster and Risk Reduction (RADAR)	Arts and Social Sciences
Prof Danie Brink	Dean	AgriSciences
Prof Linus Opara	SA Research Chair in Postharvest Technology	AgriSciences
Prof Ronel du Preez	Vice-Dean	Economic and Management Sciences
Prof Rufus Gouws	Department of Afrikaans and Dutch	Arts and Social Sciences
Prof Carlotta von Maltzan	Department of Modern Foreign Languages	Arts and Social Sciences
Prof Willie Perold	Vice-Dean	Engineering
Prof Andrie Schoombee	Department of Economics	Economic and Management Sciences
Prof Johan Fourie	Department of Economics	Economic and Management Sciences
Karin Wiss	Faculty Manager	Law
Prof Amanda Gouws & Jacob du Plessis	SA Research Chair in Gender Politics & Department of Sociology	Arts and Social Sciences
Jaco Brink	Equality Unit, Centre for Student Counselling and Development	Teaching and Learning
Prof Christo Boshoff	Business Management	Economic and Management Sciences
Dr Chris Pentz	Business Management	Economic and Management Sciences
Elva van Wyk	Student Fees	Finances
Susan Blanche	Admission and Residence Placement	Teaching and Learning
Helene Nieuwoudt	Student Information System Support	Information Governance
Spice Group Team	Community-based support group for the spouses of international visitors	
Prof Hennie Botha	Obstetrics and Gynaecology	Medicine and Health Sciences
Prof MR Moosa	Internal Medicine	Medicine and Health Sciences
Prof Usuf Chikte	Health Systems and Public Health	Medicine and Health Sciences
Prof Eon Smit	USB	Economic and Management Sciences

Mr Robert Kotze, Senior Director: SU International was recognised for his role in establishing the University's international office 25 years ago, and for promoting internationalisation over the years long before it was fashionable to do so.

To coincide with the celebrations, SU International also hosted its 16<sup>th</sup> annual Stellenbosch International Academic Networks (SIAN) meeting from 10 to 14 April 2018. SIAN delegates were joined by the participants in the Erasmus+ staff training week and Stellenbosch University Programme for International Administrators (SUPIA), resulting in a total of 48 participants from 41 universities in 20 countries (eight of which on the African continent).



*Figure 13: SIAN delegates and participants in the Erasmus staff training week and SUPIA joined in the festivities.*

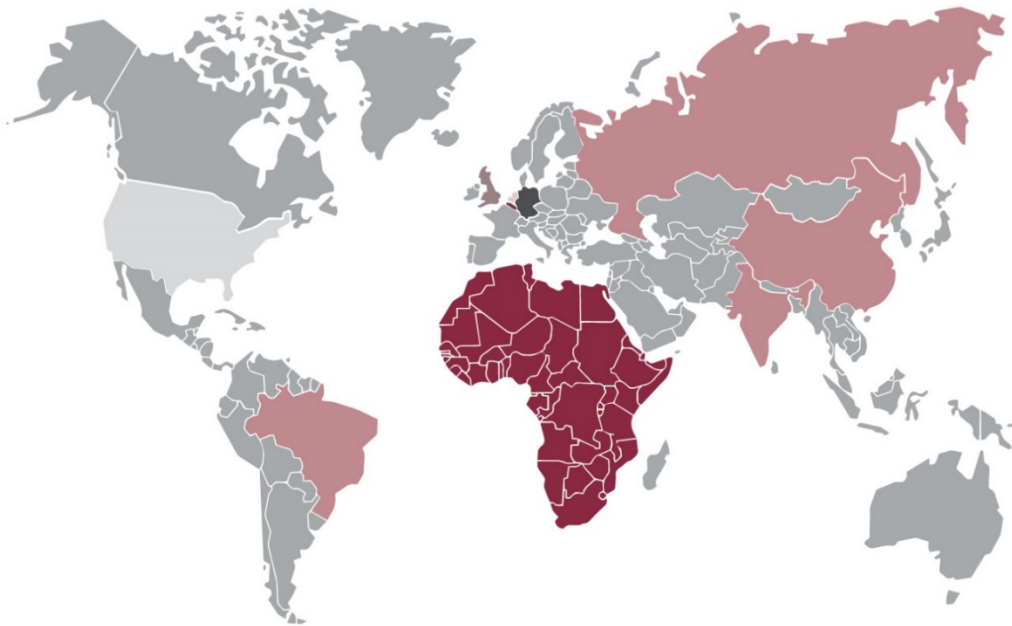
Activities included a Study Abroad fair in the Neelsie student centre, with booths from most of the institutions represented, and an international food evening. The discussions at the SIAN workshop day and a World Café morning centred on key topics pertaining to internationalisation, including the sustainability of internationalisation, African scholarship, partnership perspectives from SU and KU Leuven, developing strategic partnerships, overcoming challenges of credit mobility, and an internationalisation discussion with SU international and local students.

### **3.2.2 Objective: Leverage existing and new international networks in order to raise the profile of the University's achievements amongst international philanthropists, university partners, institutional funders and ranking organisations**

#### *Evaluation of partnerships*

In 2017, an **international partnership evaluation exercise** was initiated to ensure, promote and track the development of sustainable significant bilateral and multilateral alliances, partnerships and collaborations in support of SU's academic project. A further objective was to optimally align the institution's international networks. The report on the first round of this evaluation has now been finalised, with a focus on SU's partnerships with institutions in Africa, the BRICS countries (Brazil, Russia, India and China), Germany, the

Netherlands, Belgium, the United Kingdom and the United States, and a small selection of institutions elsewhere.



*Figure 14: Regions and countries covered in the international partnership evaluation exercise.*

A total of 70 (out of 116) institutional and 27 (out of 56) faculty/department-level partnerships (excluding those exclusively pertaining to USB (70) and Medicine and Health Sciences (9)) were assessed. The history and lifetime of partnerships contributed to their aggregate evaluation scores. For example, while certain partnerships had a long history of activities on which to base their evaluation score, others were evaluated more on their potential.

In summary, it was found that SU's partnerships with some institutions were working well enough in all respects to obviate the need for further detailed evaluation. These include our ties with Leipzig University, the universities of Stuttgart and Hamburg, Humboldt University Berlin and the Eberhard Karls Universität Tübingen (all in Germany), KU Leuven and the University of Ghent (both in Belgium), Vrije Universiteit Amsterdam and the University of Amsterdam (both in the Netherlands), the University of Bath (United Kingdom) and the University of Ghana. In addition, almost half of the evaluated institutional partnerships could be labelled "working well overall". Yet, although this reflects well on SU International's engagement, various interventions are required to facilitate more focus, higher levels of sustainability and optimal reciprocal implementation in all instances.

Apart from having greatly added to SU International's shared understanding of partnerships and developed the institutional knowledge of new staff members in particular, the **evaluation also identified certain needs or areas for improvement:**

- (i) **Faculty/departmental partnerships need to be evaluated within their respective environments** to achieve greater ownership and ensure sustainability.

- (ii) The evaluation underscored the need for a **reliable information system to capture partnership activities** so as to provide a database for regular, vigorous monitoring and evaluation, especially when renewal/continuation of partnerships is considered.
- (iii) The outcomes also pointed to the need for a **multi-level approach** in partnership development and management.

African partnerships: It is obvious that the process for partnerships with other African institutions will continue to benefit from a distinct portfolio approach. This enables SU to underscore its commitment to engaging with the continent, formulate a higher level of individualised interventions per institution, and ensure integration and alignment with other African initiatives within SU International's Centre for Collaboration in Africa and the rest of the institution.

BRICS partnerships: Due to government's focus on higher education collaboration through the BRICS Network University, SU should develop a clear approach in this regard. There is an obvious need to engage with institutions in Brazil, Russia, India and China. A combination of BRICS Network University membership and existing SU contacts should form the basis in this regard.

Belgium, Germany and the Netherlands: The key question is the extent to which the historical connection with institutions in these countries should be considered in determining SU's focus. What is considered a sound balance between the deepening of existing, core partnerships and continued high levels of interest from Belgian, German and Dutch institutions, often strongly supported by local individual research environments? Moreover, collaboration activities and requests are often framed within funding applications in response to national (partner-country) or European Union calls. Although making a transactional decision to enter into an agreement for funding application purposes is easy, the challenge is then typically to manage the ensuing expectations beyond the transactional agreement.

United Kingdom and United States: As formal partnerships in the United Kingdom and United States are limited, a more targeted approach is required, primarily based on SU's own considerations. The University's new envisaged broad research themes may be used to formulate a strategy once existing research collaborations in these regions have been mapped.

Rest of the world: An assessment of SU's current partnership networks in the rest of the world is urgently needed to help determine the most appropriate approach to, for example, the different regions in Europe, South America, Australasia/East Asia, Middle/Southeast/Southwest Asia and even for Commonwealth countries.

### 3.2.3 Objective: Establish an African footprint for higher education development outside the borders of South Africa

In helping to establish SU as global in reach, though firmly rooted in Africa, both SU International's Africa Centre for Scholarship (ACS) and Centre for Collaboration in Africa (CCA) **continue to reach out to African partners** for the purposes of collaboration in **scholarship opportunities and mutual capacity development**.

#### *African Centre for Scholarship programmes*

The ACS houses the **African Doctoral Academy**, ensuring that SU's expansion into Africa occurs in a coordinated and strategic way. Over the past year, ADA activities included a summer and winter doctoral school (448 participants in total).

The **ADA Summer School 2018** took place in January 2018. The two-week programme comprised 16 week-long workshops, which attracted 227 delegates in total. More than half of the delegates were female and two-thirds were African, with one-third of delegates originating from African countries outside South Africa. The largest group from the rest of Africa was Zimbabweans, followed by those from Kenya and Nigeria. The ages ranged from 25-71 years.

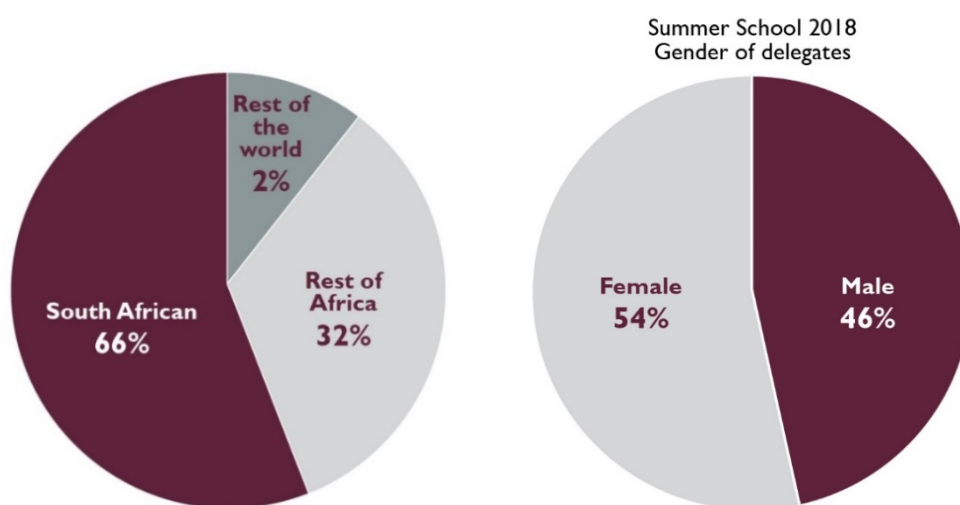


Figure 15: Profile of delegates at African Doctoral Academy Summer School, January 2018.

Of the 19 presenters presenting 16 workshops, eight were from Stellenbosch University, one was from Johannesburg, South Africa and the others were from Belgium (University of Leuven), Germany (Max Planck Institute), Switzerland (University of St Gallen) and the USA (universities of Michigan and Nebraska).

Table 2: African Doctoral Academy Summer School workshops, January 2018.

Workshop title	Presenter(s)	Affiliation
Creating a successful dissertation	Dr Layla Cassim	ERS Consultants
Preparing for the PhD – a roadmap for your dissertation	Dr Layla Cassim	ERS Consultants
	Dr Nicoline Herman	Centre for Teaching and Learning, SU
Introduction to quantitative research design	Prof Tim Guetterman	University of Michigan, Ann Arbor, United States
Introduction to qualitative research design and methodology	Prof Wayne Babchuck	University of Nebraska at Lincoln, United States
Essentials for R – an introduction	Prof An Carbonez	Mathematics & Statistics, KU Leuven
Advanced qualitative data analysis with ATLAS.ti	Dr Susanne Frieze	Max Planck Institute for the Study of Religious and Ethnic Diversity, Göttingen QuARK, ATLAS Institute
Introduction to SPSS (Statistical Package for the Social Sciences)	Dr Cindy Lee Steenekamp	Political Science and Graduate School, Faculty of Arts and Social Sciences, SU
Writing and publishing an article during the final phases of the PhD	Drs Ruth Albertyn & Christel Troskie-de Bruin	Centre for Higher and Adult Education, SU
Doctoral supervision for novice supervisors	Prof Jan Botha	Centre for Research on Evaluation, Science and Technology (CREST), SU
Mixed-methods research design	Prof Tim Guetterman	University of Michigan, Ann Arbor, United States
The productive PhD	Prof Sebastian Kernbach	Visual Collaboration Lab, University of St Gallen
Scientific article-writing for novice writers in the life sciences	Dr Maarten Ghequire	Microbial and Plant Genetics, KU Leuven
Effective scientific communication	Prof John Creemers	Head: Doctoral School, Medical and Health Sciences, KU Leuven
	Ms Vicky Davis	Contractor at SABC and others
The digital scholar	Prof Wim van Petegem	Learning Technologies, KU Leuven
	Dr JP Bosman	Head: Centre for Learning Technologies, SU
Introduction to qualitative data analysis with ATLAS.ti	Dr Lauren Wildschut	CREST, SU
Intermediary SPSS	Dr Nelius Boshoff	CREST, SU

The **ADA Winter School**, in turn, was hosted over a two-week period in July 2018. A total of 221 delegates participated in the activities, which included 13 week-long workshops, a preparatory session towards the end of June, and three one-day workshops).

More than half of the delegates were female (see Figure 16) and African, with nearly 40% from African countries outside South Africa representing nine other African countries. The largest non-South African group was



Zimbabwean (11%) followed by the Nigerians. The ages ranged from 21 years to older than 70 years. One in five delegates was 31-35 years of age. More than one-third was preparing for a PhD but had not registered yet.

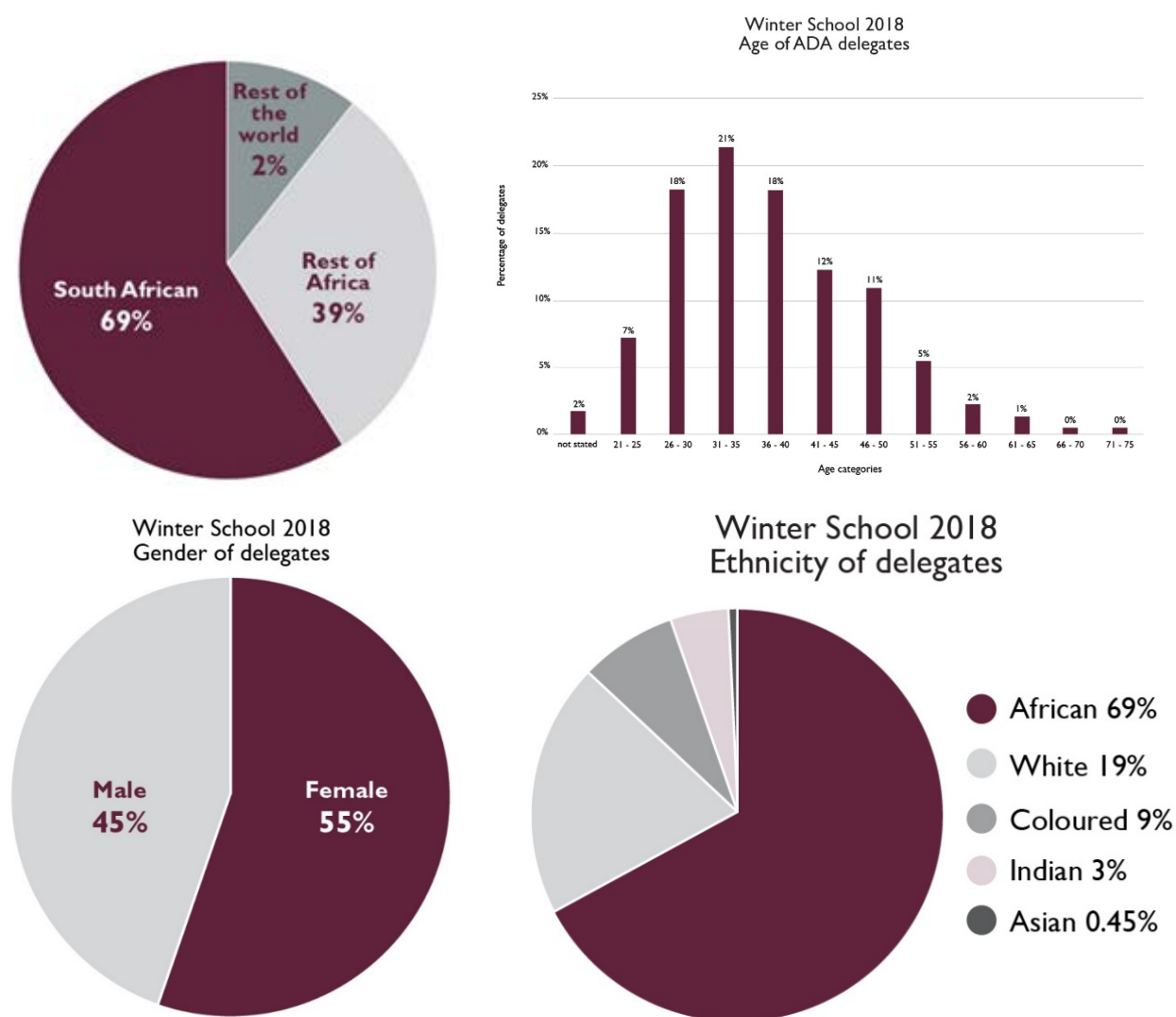


Figure 16: Profile of delegates at African Doctoral Academy Winter School, July 2018.

Of the 19 presenters, ten were from Stellenbosch University, one was from Johannesburg, one from UNISA, South Africa and the others were from Belgium (University of Leuven), Ireland (Trinity College), Switzerland (University of Lugano) and the USA (universities of Michigan, Nebraska).

Table 3: African Doctoral Academy Winter School workshops, July 2018.

Workshop title (*new)	Presenter(s)	Affiliation
Creating a successful dissertation	Dr Layla Cassim	ERS Consultants
Preparing for the PhD – a roadmap for your dissertation	Dr Layla Cassim	ERS Consultants
	Dr Nicoline Herman	Centre for Teaching and Learning, SU
	Dr Marina Joubert	CREST, SU
*Conducting original research in unique multicultural and multilingual settings	Dr Mike Feters	University of Michigan, Ann Arbor, United States
Introduction to quantitative research design and methodology	Prof Tim Guetterman	University of Michigan, Ann Arbor, United States
Introduction to qualitative research design and methodology	Prof Wayne Babchuck	University of Nebraska at Lincoln, United States
Introduction to SPSS	Dr Cindy Lee Steenkamp	Political Science and Graduate School, Faculty of Arts and Social Sciences, SU
Essentials for R – an introduction	Dr Koen Plevoets	KU Leuven, Belgium
Grant-writing fundamentals	Ms Riana Coetsee	Division of Research Development, SU
*The systematic review	Dr Lara Skelly	USB
Project management principles: Planning and execution for your PhD	Dr Joubert van Eeden	Faculty of Engineering, SU
*Introduction to the design and execution of real-world experimental and intervention studies	Prof Catherine Comiskey	Trinity College, Dublin, Ireland
*Intersecting qualitative and mixed-methods research design and implementation	Prof Wayne Babchuck	University of Nebraska at Lincoln, United States
	Prof Tim Guetterman	University of Michigan, Ann Arbor, United States
Designing, doing and publishing case studies	Prof Michael Gibbert	University of Lugano, Switzerland
The digital scholar	Prof Wim van Petegem	KU Leuven, Belgium
	Dr JP Bosman	Centre for Learning and Teaching, SU
Doctoral supervision for novice supervisors	Prof Jan Botha	CREST, SU
Writing and publishing an article during the final phases of the PhD	Drs Ruth Albertyn & Christel Troskie-de Bruin	Centre for Higher and Adult Education, SU
Introduction to qualitative data analysis with ATLAS.ti	Prof Brigitte Smit	UNISA

In addition to the Winter School in July, the ACS hosted 56 PhD students from **the Southern African Systems Analysis Centre (SASAC)** for nearly a month over the period June/July. SASAC is a joint project involving the University of the Western Cape, Wits, the University of Limpopo and SU. This multi-year initiative was

developed by the South African National Research Foundation and the Department of Science and Technology in recognition of the pivotal role that systems analysis and research on systems analysis can play in solving both global challenges and those faced by developing nations. Three-year scholarships are awarded to South and Southern African doctoral students registered at South African universities. Students from the 2016 cohort participated in a writing boot camp, whilst the 2017 cohort participated in the ADA winter school. The 2018 cohort started their SASAC term with a preparatory programme in systems analysis, after which they too joined the ADA Winter School.

#### *The Joint Schools in Africa*

In 2018, a number of initiatives were implemented to expand the African footprint through a Joint Schools initiative with both existing and new partners in Kenya, Uganda and Tanzania.

#### Joint Schools Stellenbosch-Makerere University, Kampala, Uganda

In May 2018, the **5<sup>th</sup> Joint School** between Stellenbosch University and Makerere University was held. This Joint School focused on postgraduate supervision aimed at supervisors from across Ugandan universities and was held at Makerere University, Uganda. The Joint School, identified as an urgent priority, was presented by the ACS Director Prof Sarah Howie, in collaboration with Prof David Owigny from Makerere University.



*Figure 17: Joint School of Stellenbosch University-Makerere University.*

Altogether 44 participants from five public and six private universities in Uganda participated, including senior staff members such as Heads of Department, Deans and a Vice-Chancellor.

The ACS was invited to participate in another initiative and this led to a **workshop on Writing and Publishing** that was held at Makerere University from 6 to 9 August 2018. This was organised by the ACS in collaboration with the Research Directorate at Makerere University and was facilitated by staff (Prof Leslie Swartz and Ms Selene Delpert) from Stellenbosch University. In total 54 staff members from Makerere University participated.



*Figure 18: Participants of Writing and Publishing workshop at Makerere University.*

Joint School Stellenbosch University and Strathmore University, Nairobi, Kenya

The Director of the ACS attended the ARUA meeting in Addis Ababa in April 2018 as an observer. This meeting provided an opportunity to deepen her understanding of the ARUA network and to introduce the ACS to participants in the ARUA network. Following this meeting, the Director visited Strathmore University (see CCA report) in response to an invitation from that university to explore a partnership.



*Figure 19: Joint School of Stellenbosch University and Strathmore University.*

This visit led to the request by Strathmore University to initiate a Joint School for supervisors and doctoral students in August 2018. The First Joint School was held from 13 to 16 August 2018 and included two four-day



workshops. The workshop on Doctoral Supervision for 33 staff members was co-facilitated by ACS Director Prof Sarah Howie and Prof Ruth Kiraka, Dean of the Postgraduate School at Strathmore University. The workshop on Academic Writing for 25 postgraduate students was co-facilitated by Ms Selene Delport from the Stellenbosch Writing lab with Dr Ateya from Strathmore University.

*Figure 20: Prof Sarah Howie and Prof Ruth Kiraka co-facilitated the workshop on Doctoral Supervision.*

#### New initiative ACS and RADAR/PERIPERI-U in Dar es Salaam, Tanzania

A second new collaboration in 2018, the Risk Methods School, was initiated between the ACS, RADAR and Partners Enhancing Resilience for People exposed to Risks (PERIPERI-U) to include researchers and practitioners from across the African continent and is supported by the United Nations Development Programme and the World Health Organisation. This unique event from 10 to 22 September 2018 will be held at Ardhi University in Tanzania and will present a two-week school including eight courses including introductory and advanced courses focusing on risk methods and research methods). The ACS is supporting the event and contributing by designing and teaching the advanced research methods course in collaboration with two colleagues from Bahir Dar University, Ethiopia and University of Yaounde, Cameroon.

#### *Maintaining and expanding SU's collaborative network through the Centre for Collaboration in Africa*

In recent years, more than 400 active collaborative projects in over 42 African countries with more than 600 African collaborators (see Figure 17) have been registered. Against this background the *Centre for Collaboration in Africa (CCA)* provides wide-ranging support to further enhance SU's African footprint.



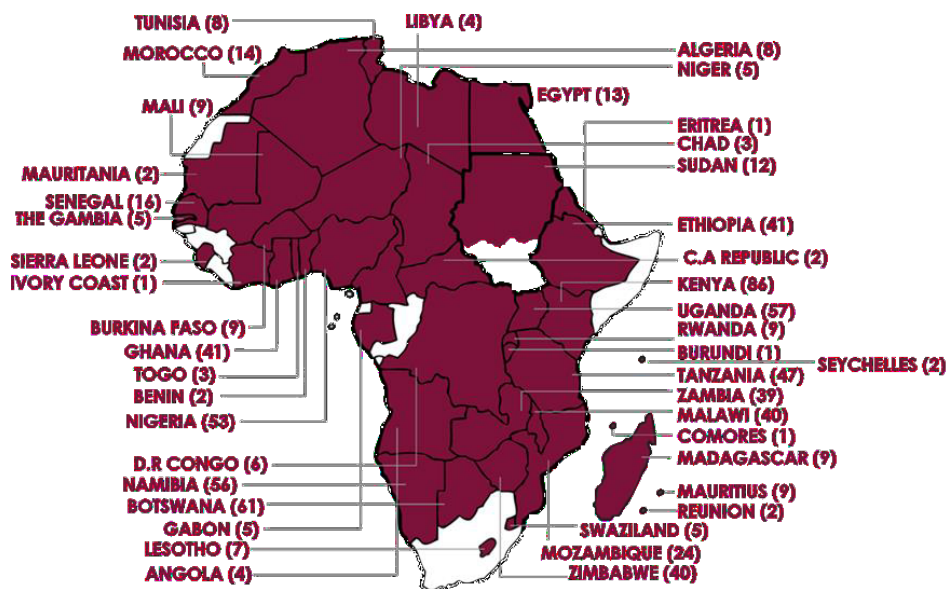


Figure 21: SU's extensive collaborative network on the African continent.

SU DVC: S&I hosted the ARUA DVC meeting in September 2017 at STIAS. A highlight of SU's partnerships with ARUA, following a competitive process, is the allocated designation of being the **ARUA Centre of Excellence in Energy**. The centre launch is scheduled from 20 to 24 August 2018 during a workshop of bringing together possible collaborators from across the continent. It will be hosted in SU's Department of Process Engineering (Prof Johan Görgens) and the Centre for Renewable and Sustainable Energy Studies (Prof Sampson Mamphweli), with the CCA serving as administrative secretariat. On 6 and 7 September, I attended the six-monthly ARUA DVC meeting in Lagos, Nigeria. Mr Nico Elema, Manager of CCA, accompanied me to the meeting. Five ARUA VCs will attend a meeting on 26 and 27 October in London with the Russell Group of Universities VCs and United Kingdom Research Innovation (UKRI). Prof Wim de Villiers will join this meeting.

The CCA also received a visit from Ms Elif Memis Marsman from the European Commission's Education, Audiovisual and Culture Executive Agency (EACEA) and Dr Yohannes Woldetensae from the African Union (AU) to **evaluate the TRECCA academic mobility programme within the African, Caribbean and Pacific regions** (intra-ACP) undertaken by the EACEA and AU at SU. The CCA also met with the EACEA in Brussels, Belgium, to present the Stellenbosch experience and feedback on intra-ACP/African mobility programmes.

Continuing to serve as **the secretariat for the NEPAD Southern African Network of Water Centres of Excellence (SANWATCE)**, the CCA attended the partners meeting of the Zambezi Watercourse Commission (ZAMCOM) water, energy and food nexus project in Harare, Zimbabwe. Moreover, CCA delegates presented on the NEPAD SANWATCE ACEWater2 human capacity development project at the World Water Forum in Brasilia, Brazil. Work on the latter human capacity development project also included validation workshops conducted in all five Southern African Development Community (SADC) member states that form part of the project pilot (Malawi, South Africa, Mozambique, Zambia and Botswana). The workshops brought together national stakeholders to discuss draft national human capacity development plans/frameworks.

The CCA joined forces with the ACS and SU's Faculty of Law to visit Strathmore University, Kenya, to **discuss the bilateral partnership between SU and Strathmore**. The objective was to strengthen collaboration with the ACS, develop a law student exchange programme between the two institutions, and establish Strathmore as host for SU's BCom International Business students.

Finally, as already mentioned above, the CCA hosted the **SUPIA meeting in April**. The event, presented in collaboration with the EACEA, attracted delegates from the universities of Ghana, Nairobi (Kenya), Botswana, Dar es Salaam (Tanzania), Strathmore (Kenya), Eldoret (Kenya), Namibia, Makerere (Uganda), Mauritius and Mekelle (Ethiopia). Participants engaged in training sessions on managing and implementing international programmes.

### 3.2.4 Objective: Position the SU brand as a significant role-player in higher education in Africa and internationally

#### *Range of international delegations hosted*

From January to August 2018, SU International **hosted 66 visiting delegations** from Germany (16), the United Kingdom (6), the United States (15), Sweden (1), Romania (1), France (1), the Netherlands (1), Botswana (3), Zambia (1), Iceland (1), Ethiopia (3), Belgium (4), Colombia (1), Norway (1), Zimbabwe (3), Brazil (2), Namibia (1), Japan (2), China (2) and Switzerland (1).



Figure 22: International delegations hosted by SU, January to July 2018.

The sheer range of institutions who visited and expressed an interest in exploring collaboration with SU proves that the University is accomplishing its goal of establishing Stellenbosch as a formidable higher education role-player worldwide. International guests hosted included the following:

- (i) Dr Robert Jones, Chancellor: University of Illinois Urbana-Champaign, United States

- (ii) Prof John Latham, Vice-Chancellor: Coventry University, United Kingdom, accompanied by Deputy Vice-Chancellors Prof Richard Dashwood and Mr Ian Dunn
- (iii) Prof Oliver Günther, President: University of Potsdam, Germany, and Prof Florian Schweigert, Vice-President
- (iv) Prof Koen Becking, President: Tilburg University, Netherlands
- (v) Prof Heinrich Köster, President: Rosenheim University of Applied Sciences, Germany
- (vi) Ms Gerda Meinel-Kexel, founder and managing partner of Hochschule Bad Homburg, Germany
- (vii) Prof Pieter Lievens, Vice-Rector: KU Leuven University, Belgium
- (viii) Prof Eva Obergfell, Vice-President: Humboldt University Berlin, Germany
- (ix) Prof Bert Eichhorn, Vice-President: SRH Hochschule Berlin, Germany
- (x) Prof Hiltraud Casper-Hehne, Vice-President, Georg-August Universität Göttingen, Germany
- (xi) Rev Dr E Chomutiri, Acting Vice-Chancellor, Reformed Christian University, Zimbabwe
- (xii) Prof ZHENG Mengzhuang, President, Zhejiang Normal University, China
- (xiii) Prof Xiaohui Cui, President Wuhan College, China
- (xiv) HE Christophe Farnaud, ambassador of France
- (xv) HE Dr Martin Schäfer, ambassador of Germany

While all ultimately aimed at initiating or strengthening ties with SU, the focus of the delegations varied. The American delegations from Seattle University, Clark University, Texas Christian University, Northwestern University, Fordham University, Xavier University and the University of Georgia and delegations from Wuhan College (China), the Free University Brussel (Belgium), Kansai University (Japan) and University of Hertfordshire (UK) focused on developing Study Abroad programmes for their students. Delegates from Universidad del Rosario, Bogotá (Colombia), the Norwegian Institute for Bioeconomy Research (NIBIO), the University of Zambia, the University of North Georgia (United States), the Pennsylvania State University (USA), Missouri State University (USA), University of Nevada, Las Vegas (USA) and the University of Nevada, Reno (USA) in turn, explored research collaborations. The visits from Michigan University (United States), Montana State University (United States), King's College London (United Kingdom), FU Berlin (Germany), Hamburg University (Germany), Durham University (United Kingdom), the University of Uppsala (Sweden), were aimed at developing their existing partnerships with SU.

Benchmarking visits were received from Botswana International University of Science and Technology (BIUST) (student affairs and student leadership), Mekelle University, Ethiopia (SU International), Botswana University (enterprise strategy and human resources performance management system), the Reformed Christian University, Zimbabwe (executive management), the Namibia University of Science and Technology (technology transfer and industry partnerships) and the Great Zimbabwe University (business development).



The visits by the University of Southampton (United Kingdom) and Zhejiang Normal University (China) were intended to explore new possibilities for collaboration going forward, while the delegation from the University of Applied Sciences Osnabrück (Germany) visited to discuss general international student liaison.

#### *Further strengthening SU's global reach*

SU also continues to proactively extend its global reach through a range of activities.

From 15 to 18 March, SU co-hosted the Consortium of Universities for Global Health (CUGH) international conference with Columbia University in New York. The event brought together 1 800 leaders in health, engineering, business, science and education. This served as a powerful platform to showcase SU and raise our profile internationally. SU was the first South African university to become a member of CUGH, and Prof Klopper serves on the CUGH board (2018-2021).

In April, for example, SU International's Centre for Partnerships and Internationalisation (CPI) presented a staff-training week for Centre staff and their counterparts from the University of Porto (Portugal), Università di Bologna (Italy), Masaryk University (Czech Republic), Maastricht University (Netherlands) and TU München (Germany). The sessions focused on sharing best practice in staff and student mobility, disability and mental health in higher education and obtaining feedback from SU support staff who participated in international mobility opportunities.

In the same month, CPI representatives also attended the conference of FAUBAI (Association of Brazilian Universities for International Education) in Rio de Janeiro, followed by a visit to the University of São Paulo to explore collaborations in business, arts and humanities (existing agreement) and AgriSciences (for which the University of São Paulo is ranked third in the world).

The VC and I participated in the British Council's Going Global conference from 2 to 4 May in Kuala Lumpur, where we had several meetings with vice-chancellors and deputy vice-chancellors from partner universities to strengthen collaboration. During the conference, I also met with Times Higher Education staff responsible for the world university rankings. This will result in the development of an action plan to ensure the correct submission of data and an understanding of how we can improve our ranking position. In addition, an SU delegation visited Southeast Asia from 28 April to 8 May to explore academic collaborations with Nanyang Technical University (Singapore), the National University of Singapore (Engineering), Gadjah Mada University, Yogyakarta (Indonesia), the Chinese University of Hong Kong and the University of Hong Kong. The delegation included representatives from the faculties of Medicine and Health Sciences, Engineering, Economic and Management Sciences, Science, as well as Arts and Social Sciences, as well as CPI representation. SU Rector Prof Wim de Villiers and the Deputy Vice-Chancellor: Strategy and Internationalisation, Prof Hester Klopper, joined them on the Hong Kong leg.



*Figure 23: The SU delegation visiting Southeast Asia.*

The **South Africa Sweden University Forum (SASUF)** is a multilateral collaboration between 28 universities together with embassies, organisations, funding agencies and ministries in both countries. The strategic internationalization project running from 2017-2020 has a budget of 17 850 000 SEK (roughly R30 million) that strives to the strengthen ties between Sweden and South Africa in research, education and innovation. The programme will bring together more than 300 researchers, PhD candidates and students from Sweden and South Africa in seminars, exchanges and joint projects. Both the VC and myself attended the SASUF, May 16-17 at University of Pretoria, Groenkloof Campus and we both participated in panel discussions. This provided us with the opportunity to meet with partner universities from Sweden and to explore possible new opportunities. Six researchers from SU also participated in SASUF in the different streams. Stellenbosch University will host SASUF in May 2019 for the next meeting.



*Figure 24: SASUF participants.*

July saw the hosting of the third annual **BRICS Network University conference**, a collaboration between DHET and SU, in Stellenbosch. The conference themed “Unlocking BRICS universities partnerships, postgraduate opportunities and challenges” was attended by 150 delegates from the BRICS countries. The BRICS Network University consists of 56 universities from the member countries, and activities are coordinated through

members' respective ministries of higher education. SU serves on the BRICS studies international thematic group (ITG), which recommended the introduction of some joint master's programmes in BRICS studies.

Still on the BRICS front, SU International in 2017 launched the **BRICS collaboration grant (BCG)**. The BCG provides funding for SU academic staff to establish or strengthen academic collaboration with counterparts based at one or more institutions in the BRICS countries. The first round of applications culminated in the following grants being awarded for 2018:

*Table 4: BRICS collaboration grants awarded for 2018.*

Title	Name	Faculty	Category	Institution	Country
Prof	Michael Kastner	Science	Category 3: Host research visitor	University of São Paulo	Brazil
Prof	Bert Klumperman	Science	Category 3: Host research visitor	Universidade Federal de Ouro Preto	Brazil
Prof	Gary Stevens	Science	Category 3: Host research visitor	Universidade Federal de Ouro Preto	Brazil
Prof	Martin Klausen	Science	Category 1: Exploratory visit	Rio de Janeiro State University/Universidade Federal da Bahia	Brazil
Dr	John Measey	Science	Category 1: Exploratory visit	Universidade Estadual Le Campinas/University of São Paulo/Universidade Federal do Rio Grande do Sul	Brazil
Dr	Cornelius Snyders	Engineering	Category 1: Exploratory visit	Federal University of Rio Grande do Sul/ State University of Campinas/Universidade Federal do Rio de Janeiro	Brazil
Prof	Desmond Painter	Arts and Social Sciences	Category 1: Exploratory visit	Universidade de São Paulo// Universidade Federal do Rio de Janeiro//Universidade do Estado do Rio de Janeiro	Brazil
Prof	Sophie von der Heyden	Science	Category 2: Research visit	Indian Institute of Science	India
Prof	Lambert Engelbrecht	Arts and Social Sciences	Category 2: Research visit	St. Petersburg State University	Russia

During July 2018, I visited the Venice International University (VIU) on the invitation of the President, Ambassador Umberto Vattani. VIU is a unique network consisting of a consortium of 17 universities from all over the world with an autonomous campus on the island of San Servolo, Venice, Italy. Prestigious universities such as Duke University, Boston College, KU Leuven and Waseda University form part of VIU. The mission of VIU is to foster cooperation among VIU member institutions while facilitating the exchange of knowledge and ideas by developing, promoting and organising joint academic, research and training/capacity-building programmes.

VIU thereby contributes to, and is an integral part of the internationalisation strategies of the member organisations. Stellenbosch University is the only university from Africa that has been invited to join the consortium.

#### *Incoming student mobility*

Over the years, SU has become an academic home to an increasing number of international students from across the globe, proving its relevance internationally. On 12 August, non-South African registrations were as follows (final numbers for 2018 will be published in September 2018):

*Table 5: Non-South African student registrations at SU, 12 August 2018.*

	Non-degree		UG		PG		TOTAL	
<b>SADC</b>	45	3.4%	646	74.9%	1193	61.2%	1884	45.7%
<b>AFRICA non SADC</b>	73	5.6%	46	5.3%	426	21.9%	545	13.2%
<b>OUTSIDE AFRICA</b>	1190	91.0%	170	19.7%	330	16.9%	1690	41.0%
<b>TOTAL NON-SA CITIZENS</b>	1308		862		1949		<b>4119</b>	
<b>INTERNATIONAL STUDENTS: TYPE OF ENROLMENT</b>	31.8%		20.9%		<b>47.3%</b>			
<b>% STUDENTS FROM AFRICA OUT OF ALL INTERNATIONAL</b>	9.0%		80.3%		83.1%		<b>59.0%</b>	
<b>% INTERNATIONAL STUDENTS OUT OF ALL STUDENTS</b>	76.9%		4.3%		18.4%		<b>12.8%</b>	

2018 saw the introduction of the International Tuition Fee (ITF) to some categories of non-SA degree-seeking students:

SADC students:	No ITF	
Africa beyond SADC:	Only Bachelors, PG Diploma, Honours:	R20,520
Rest of the World:	Bachelors, PG Diploma, Honours:	R43,380
	Master's	R21,690

For the first semester 2018, a total of 93 non-SA students (only charged to new registrations) paid the ITF additional to their tuition fees, resulting in additional income to the University of R2,8m.

In 2018, non-degree programmes attracting international students to SU included ten short programmes hosted by SU International's Global Education Centre (GEC), which a total of 234 students attended.

Table 6: SU International short programmes catering for international students, 2018.

Student home institution	Programme topic	Faculty/division	Number of students	Duration of programme
Virginia Tech, United States	Food security in the context of game farming and conservation	Agronomy, AgriSciences	15	2 weeks
Linneaus University, Sweden	Sport science	Sport Science	9	3 weeks
Northwestern University, United States	Global healthcare technologies	Biomedical Engineering	16	11 weeks
Northwestern University, United States	Public health and development in South Africa	Arts and Social Sciences	14	12 weeks
University of Georgia, United States	Sociology and international affairs	SU International	26	3 weeks
University of North Carolina, Charlotte, United States	Education	Education	14	4 weeks
University of North Carolina, Charlotte, United States	Healthcare	SU International & HIV Office	20	4 weeks
Warwick University, United Kingdom	Education	Education	6	6 weeks
Humboldt University Berlin, Germany	Education	Education	4	4 weeks
Incoming summer school, mid-June to mid-July	Various programmes	SU International	119	4 weeks

The 119 students attending the incoming summer (winter) school (see table 6 above) were made up as follows (figure 25) and included delegates from the following partner institutions (table 7):

Table 7: Partner institutions represented.

Australia	17	Egypt	7	Tunisia	1
Belgium	4	Germany	1	USA	40
Botswana	1	Hong Kong	1	Vietnam	1
UK	8	Italy	1	Zimbabwe	1
PR China	13	Malawi	1	South Africa	11
DRC	1	Singapore	8		
The Netherlands	1	Sudan	1		

Clemson University	8 students
Western Sydney University	20 students
American University of Cairo	8 students
Wuhan College	9 students
Kings College London	6 students
National University of Singapore	8 students
Chinese University of Hong Kong	4 students
Antwerp University	4 students

Figure 25: Nationality profile of 2018 incoming summer (winter) school.



The seven students from Egypt formed part of a residential life exchange programme. A return visit to Cairo by a group of ten students and two staff members from Stellenbosch is scheduled for September.



Figure 22: Students from Egypt and South Africa at the incoming summer (winter) school.

The 11 South African students at the summer school attended as part of SU International's programme for internationalisation at home, and to provide a local context to the rest of the participants.

Another considerable source of non-degree incoming students is the Study Abroad programme. For the first semester of 2018, 102 students enrolled for the semester non-degree Study Abroad programme at SU (1<sup>st</sup> semester 2017: 133), including 22 students enrolled through the American Institute for Foreign Study (AIFS), a long-standing service provider for SU International celebrating 20 years of collaboration with SU in 2018. Various academic departments also hosted 58 affiliate research students (2017: 115). For the second semester of 2018, 120 Study Abroad students are registered (2<sup>nd</sup> semester 2017: 209).

In terms of incoming exchange students, SU received 163 for the first semester of 2018 (69 from Germany, 20 from Belgium, and 19 from the Netherlands) (1<sup>st</sup> semester 2017: 158), while 199 students registered for the second semester (2<sup>nd</sup> semester 2017: 174).

#### *Outgoing student mobility*

Further underscoring SU's growing reputation as a leading brand in higher education, its own students are increasingly engaging in academic activities at institutions elsewhere in the world.

In 2018 to date, SU student participation in outgoing short programmes has been as follows:

Table 8: SU student participation in outgoing short programmes.

Foreign institution and programme	Number of SU participants
KU Leuven Think Tank – "Vox Populi"	19
Tübingen programme – "German language and culture"	5

Mumbai, India – “Global citizenship” with students from Stuttgart University, Germany	5
Linnaeus University, Sweden – “Sport science”	12
Globcom 2018, Thailand – “International marketing”	4
International mathematics competition for university students, Bulgaria	5
KU Leuven – “Aquaculture”	6
<b>Total</b>	<b>56</b>

In terms of **outgoing student mobility facilitated through partner summer schools, semester exchanges and independent programmes**, figures for the period June to December 2018 are as follows, as seen against a range of variables (tables 9-12):

Table 9: Outgoing student mobility by study level, gender and race.

PROFILE STUDENTS OF	Total	PG	UG	M	F	B	C	I	W
Partner summer school	78	37	41	28	50	13	7	2	55
Semester exchange	73	34	39	24	49	3	3	0	67
Independent programmes	42	28	14	21	21	8	11	0	23
<b>TOTAL</b>	<b>193</b>	<b>99</b>	<b>94</b>	<b>73</b>	<b>120</b>	<b>24</b>	<b>21</b>	<b>2</b>	<b>145</b>
		51%	49%	38%	62%	12%	11%	1%	75%

Table 10: Outgoing student mobility by faculty.

FACULTIES	Total	FASS	Sc	Agri	Ed	Law	Theol	ENG	FMHS	EMS	Mil
Partner summer school	78	17	5	0	2	8	2	22	2	20	0
Semester exchange	73	14	2	4	3	14	0	6	0	30	0
Independent programmes	42	7	6	9	1	1	1	4	7	6	0
<b>TOTAL</b>	<b>193</b>	<b>38</b>	<b>13</b>	<b>13</b>	<b>6</b>	<b>23</b>	<b>3</b>	<b>32</b>	<b>9</b>	<b>56</b>	<b>0</b>
		20%	7%	7%	3%	12%	2%	17%	5%	29%	0%



Table 11: Outgoing student mobility by destination.

DESTINATION COUNTRY	Partner summer schools	Semester exchanges	Independent programmes	TOTAL	% of all outgoing student mobility
Germany	22	13	2	37	19,2%
Netherlands	8	20	2	30	15,5%
Belgium	8	9	8	25	13,0%
United Kingdom	6	4	3	13	6,7%
Australia	11			11	5,7%
China	4	5	1	10	5,2%
United States		5	4	9	4,7%
France	4	3		7	3,6%
Bulgaria			5	5	2,6%
Finland	2	2		4	2,1%
Hong Kong	4			4	2,1%
Italy		4		4	2,1%
Russia		1	3	4	2,1%
Sweden	2		2	4	2,1%
Switzerland	2	2		4	2,1%
Thailand			4	4	2,1%
Slovenia	3			3	1,6%
Austria	2			2	1,0%
Greece			2	2	1,0%



Malaysia		2		<b>2</b>	1,0%
Argentina	0	0	1	<b>1</b>	0,5%
Brazil		1		<b>1</b>	0,5%
Canada			1	<b>1</b>	0,5%
Denmark		1		<b>1</b>	0,5%
Japan		1		<b>1</b>	0,5%
Norway			1	<b>1</b>	0,5%
Swaziland			1	<b>1</b>	0,5%
Taiwan			1	<b>1</b>	0,5%
Vietnam			1	<b>1</b>	0,5%

Table 12 provides a summary of the financial support provided in the form of travel bursaries to support outgoing student mobility.

*Table 12: Outgoing student mobility by financial support.*

TRAVEL BURSARIES	Total amount awarded	Number students	Number awards	Average award	Range of award
Partner summer School	R1 420 300	78	77	R18 445	R14 600-R23 400; one student already in Europe
Semester exchange	R1 932 450	73	60	R32 208	R14 600-R74 800; 13 students received full scholarships from host institution
Independent programmes	R729 600	42	42	R17 371	R10 000-R32 400
	<b><u>R4 082 350</u></b>	<b><u>193</u></b>	<b><u>179</u></b>	<b><u>R22 806</u></b>	

### *Staff mobility*

**Staff mobility opportunities** continuously offer academic and support services staff and researchers, particularly the younger generation, the opportunity to enhance their careers and help build SU's skills base and expertise. Opportunities may take the form of bilateral exchanges, the Erasmus+ mobility programmes as well as grant programmes. In the first semester of 2018, SU International facilitated the following SU staff mobility opportunities:

Table 13: SU staff mobility opportunities facilitated, 1<sup>st</sup> semester 2018.

Title	Name	Surname	Staff type	Application	Partner institution	Country	Faculty
Prof	Liesel	Frick	Academic	Bilateral	Helsinki University	Finland	Education
Dr	Dion	Forster	Academic	Bilateral	Humboldt University of Berlin	Germany	Theology
Prof	Florian	Bauer	Academic	Bilateral	KU Leuven	Belgium	AgriSciences
Dr	Hanno	Coetzer	Academic	Bilateral	KU Leuven	Belgium	Science
Dr	Linzette	Morris	Academic	Bilateral	KU Leuven	Belgium	Medicine and Health Sciences
Mrs	Luca	Steyn	Academic	Bilateral	KU Leuven	Belgium	Economic and Management Sciences
Mrs	Cornelia	Malherbe	Support	Bilateral	Leiden, Ghent, Leuven, Maastricht, Antwerp	Belgium	Division for Research Development
Prof	Marius	Nel	Academic	Bilateral	Leipzig University	Germany	Theology
Prof	Mdu	Ndlovu	Academic	Bilateral	University of Hamburg	Germany	Education
Dr	Zelda	Barends	Academic	Erasmus+	Anadolu University	Turkey	Education
Mrs	Karen	Cillie	Support	Erasmus+	Anadolu University	Turkey	Language Centre
Mrs	Marian	Clift	Support	Erasmus+	Anadolu University	Turkey	Language Centre
Mrs	Deena	Raghavjee	Support	Erasmus+	Anadolu University	Turkey	Language Centre
Mrs	Antoinette	van der Hoven	Support	Erasmus+	Anadolu University	Turkey	Language Centre
Prof	Estella	Viljoen	Academic	Erasmus+	Free University Berlin	Germany	Arts and Social Sciences
Mrs	Elzette	van Zyl	Support	Erasmus+	Maastricht University	The Netherlands	Economic and Management Sciences
Mrs	Merwede	Van Tonder	Support	Erasmus+	Maastricht University & Turku University	The Netherlands/ Finland	Economic and Management Sciences
Dr	Brand	Wessels	Academic	Erasmus+	Transilvania University of Braşov	Romania	AgriSciences

Ms	Anneli	Maass	Support	Erasmus+	TU Munich	Germany	Economic and Management Sciences
Prof	Usuf	Chikte	Academic	ACG (Africa Collaborati on Grant)	Makerere University	Uganda	Medicine and Health Sciences
Prof	Ilse	Feinauer	Academic	ACG	University of Yaounde	Cameroon	Arts and Social Sciences
Dr	Marwa	Nyankomo	Academic	ACG	University of Ghana	Ghana	Economic and Management Sciences
Prof	Sonja	Matthee	Academic	ACG	University of Namibia	Namibia	Science
Prof	Ashraf	Kagee	Academic	ACG	University of Ghana	Ghana	Arts and Social Sciences
Prof	Marena	Manley	Academic	ACG	University of Makerere	Uganda	AgriSciences
Prof	Robert	Mash	Academic	ACG	University of Zimbabwe	Zimbabwe	Medicine and Health Sciences
Prof	Lee	Wallis	Academic	ACG	University of Yaounde	Cameroon	Medicine and Health Sciences
Prof	Rajiv	Erasmus	Academic	ACG	University of Nairobi	Kenya	Medicine and Health Sciences
Dr	Ashenafi	Fanta	Academic	ACG	Addis Ababa University	Ethiopia	Economic and Management Sciences
Prof	Delia	Haynes	Academic	ACG	University of Yaounde	Cameroon	Science
Prof	Francois	Vrey	Academic	ACG	University of Nairobi	Kenya	Military Sciences
Prof	Soraya	Seedat	Academic	ACG	Makerere University	Uganda	Medicine and Health Sciences
Dr	Dion	Foster	Academic	ACG	ECWA Theological Seminary Kagoro	Nigeria	Theology
Dr	Ryan	Tucker	Academic	ACG	Helwan Universit	Egypt	Science
Prof	Stephanus	Muller	Academic	ACG	University of Lagos	Nigeria	Arts and Social Sciences
Ms	Jana	De Wet	Academic	ACG	University of Zimbabwe	Zimbabwe	Education

## 4. Information Governance

### 4.1 Introduction

In recent years, many scholars have attempted to define “information governance” (IG). In the simplest terms, however, IG is the way in which we handle information, including the processes, standards and systems for doing so.

Information is a key asset and could be one of SU’s most valuable. The institution handles large volumes of information and data daily, ranging from financial information to the personal information of students and staff, student academic data and research data. Yet up until fairly recently, high-level management of information at SU lacked the coordination and structure necessitated by the information age. This has changed with the introduction of the Division for Information Governance, which has placed SU at the forefront of South African higher education information governance.

Carefully crafting an IG Framework for SU, the Division has initiated the mammoth task of establishing what information the University has, who is responsible for it, where it is located, and for how long it needs to be kept. Apart from ensuring the appropriate and fair treatment of information, this will support the University in achieving its strategic goals, facilitate compliance with legal and regulatory requirements, integrate reporting, and minimise both privacy and cyber security risks.

### 4.2 Pursuing Information Governance’s objectives

#### 4.2.1 Objective: Establish an Information Governance portfolio, relevant divisional structures, and guiding policies and procedures

##### *The new Information Governance portfolio (division)*

The Division for Information Governance incorporates SU’s previous Division for Institutional Research and Planning (IRP). Formally incepted in October 2017, the Division has already taken significant steps to create the **organisational structure and arrangements** required to carry out its mandate. These have included (i) moving the Division to the reporting line of the DVC: Strategy and Internationalisation, considering that information governance ultimately supports strategy and planning, (ii) changing its name from IRP to Information Governance (IG), (iii) retaining the Centre for Academic Planning and Quality Assurance in the reporting line of the DVC: Learning and Teaching, thereby removing it from IG, (iv) changing the name of the Centre for Institutional Research to the Centre for Business Intelligence to stress the expanded focus on the provision of management information and business intelligence services, and (v) expanding the senior director’s duties to include information governance and its implementation.

The IG Division **comprises the three centres for Institutional Information, Student Information System Support, and Business Intelligence**. Through these centres, the Division supports statutory reporting, provides management information and standard reports, services ad-hoc requests for information, provides self-help functions for information retrieval, and supports institutional strategy, planning, policy development and decision-making. In addition, the IG Division focuses on improving and extending information technology (IT) systems, developing a new student information system, and automating manual systems such as HEMIS data for submission to the DHET.

The increased focus on information has also seen a few new functions added to this portfolio, which may be summarised by the extended focus areas of developing a vision for information and an institution-wide strategy for information, crafting a framework for information governance, and facilitating sophisticated data analytic and business intelligence services. With information pervading the entire institution, any **information vision for SU** will undoubtedly have to cut across the University's core strategic themes. The vision will guide the determination of a digital ambition, digital strategy and the extent of digitalisation for SU. Moreover, it will promote integrated thinking, improve institutional effectiveness and efficiency, support institutional strategies and institutional planning, and bolster student success and the student experience. The **technology and information governance framework**, in turn, will be designed to foster integrated thinking about information campus-wide with the aim of creating (potentially measurable) value from information for all functions across SU. The framework should achieve such value creation through the effective and innovative use of information and IT, addressing organisational and stakeholder needs, and meeting compliance requirements. By establishing a shared language and understanding of information across the University, the information governance framework is expected to enhance coordination throughout the institution, establish a minimum standard for the handling of information, and formalise responsibilities and accountabilities for information. Finally, enhanced **data analytics, data visualisation and business intelligence and management information reporting** will be geared towards more informed institutional decision-making. These tools will also enable the monitoring of the impact of such decisions in closer to real-time than ever before, allowing the institution to make more timely corrections where required.

In going about its information governance work, the Division is guided by the **key assumptions** that information is an asset that creates value for the organisation and constitutes an integral part of the University's business. As such, Information Governance is determined to increase and utilise the value of SU's information and unlock its vast potential. This will also render SU compliant with principle 12 of the King Report on Corporate Governance for Southern Africa (King IV), which requires the governance of technology and information in a way that supports the organisation setting and achieving its strategic objectives.

#### *Establishment of the Technology and Information Committee*

In April 2017, the Senior Director of the IG Division successfully petitioned the Rectorate for the appointment of an IG Task Team. This had been driven by a range of factors, including the outcomes of self and external

evaluations, the ongoing records management efforts of the University Archives, the then impending commencement of the European Union's General Data Protection Regulation, the findings of institutional readiness assessments (2013) and internal audits (2016) against the Protection of Personal Information Act 4 of 2013 (POPIA), and the pending release of King IV.

Included in the task team's eventual recommendations presented to the Rectorate in November 2017 was **the establishment of a Technology and Information Committee (TIC)** under the Rectorate. The TIC, which subsequently received the green light from the Rectorate, signifies an important first step towards realising an integrated, coordinated approach to technology and information-related initiatives at the institution. The committee aims to:

- (i) facilitate and direct the ongoing development of an institutional technology and information (T&I) vision and strategy that is aligned with SU's institutional vision and strategy;
- (ii) ensure institution-wide integrated strategies and coordinated planning for T&I;
- (iii) ensure T&I strategic investment prioritisation and sustainable resourcing in line with the T&I vision and strategy;
- (iv) ensure effective management of T&I governance, risks and compliance initiatives; and
- (v) ensure that institutional policies, management principles, institutional regulations and guidelines are in place.

Membership includes the DVC: S&I, the Chief Operating Officer, the Registrar, the senior directors of both the divisions for IT and IG, a Senate-appointed academic representative, two external members, and secretarial support drawn from IG.

The first meeting of the TIC in February 2018 represented the initial steps towards implementing and aligning governance structures for SU's T&I initiatives as a whole. **Actions emerging from this first meeting** included the development of concept drafts for the required governance structures. The drafts were deliberated on at a subsequent TIC meeting in May and were refined to serve before the meeting that took place on 27 August 2018 (see Figure 23).

In preparation for the meeting that took place on 27 August 2018, IG held discussions throughout the institution as well as workshops regarding the positioning of an Information Governance and Management Committee (IGMC) and Business Intelligence Committee (BIC). The progress made and the plans for the immediate future were tabled at the meeting. The discussions throughout this process highlighted the historical background and the complexities within the current context. These complexities include balancing the agility of the committee structures against the authority and decision-making authority of the committees, as well as the required membership (and representativeness thereof) on the committees. The planned way forward will include a method of elevating the discussion to the TIC in the short to medium term. The following important matters were also tabled on the TIC agenda: ICT in Research Strategy, Institutional Information Systems Charter,

Systems Renewal Project, TIC Code of Conduct, POPIA Audit Report, Breach Procedures, SU Website Redesign Project.

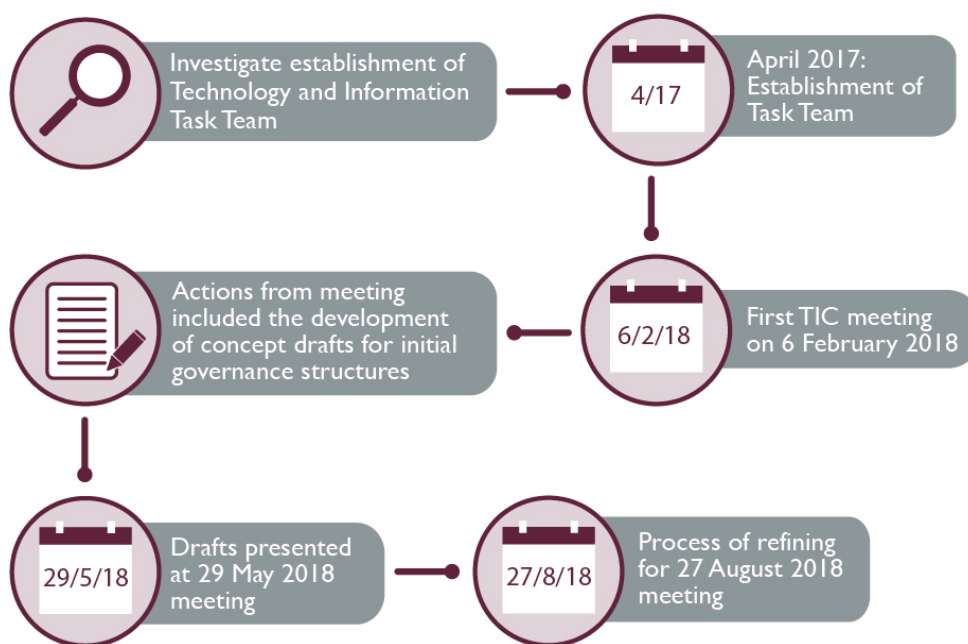


Figure 27: Technology and Information Committee establishment and initial work.

Given the nature, membership and positioning of the TIC, it cannot realistically execute or implement identified T&I-related improvements. To plan, build, run and monitor these improvements, the committee will be directing subcommittees or working groups. The **first three related committees** already identified are the Information Governance and Management Committee (IGMC), the Planning, Integration and Coordination Committee (PICC) and the Business Intelligence Committee (BIC).

It is worth noting that the TIC does not aim to replace the existing reporting lines or management structures for IT, IG or any other institutional functions. Instead, the committee plays a key governance role in line with the King IV principles on technology and information governance.

#### *Management of personal information and compliance with privacy legislation*

A key part of the Division's policy and procedure framework is the **management of personal information**. Personal information pervades the entire institution, and while policies and privacy notices may provide evidence of SU's formalistic compliance with relevant laws such as POPIA and the Promotion of Access to Information Act 2 of 2000 (PAIA), giving full effect to the constitutional right to privacy in all of the University's operations requires considerable training and awareness work and a range of supporting tools.

The IG Division already developed and released privacy notices for all institutional mobile apps and drafted a similar notice for the institutional corporate website. In addition, the Division hosts the Institutional Information Officer, who is responsible for guiding several of the institution's **privacy legislation compliance initiatives**. Three major milestones have been achieved in the past year:



- (i) The Division believes that even the most sophisticated technological systems can be undone by human ignorance, negligence or malice. Therefore, training is a crucial element of any privacy programme. In this regard, the Division in August 2017 successfully applied for strategic funding support for privacy-related training and awareness initiatives.
- (ii) Part of the funding was used to launch an e-mail-based privacy awareness campaign pilot and a training stakeholder analysis in April 2018, while the analysis report of July 2018 will direct further project-based spending and investments.
- (iii) The Institutional Information Officer and SU's Director: Legal Services were appointed to a Universities South Africa (USAf) task team responsible for developing a POPIA code of conduct for all South African public universities. SU is regarded as a valued contributor to this task team, positioning us as thought leaders in this space. If accepted by the national Information Regulator, the code will provide clarity on the implementation of POPIA in the higher education context and may even become part of the public university legislative framework.

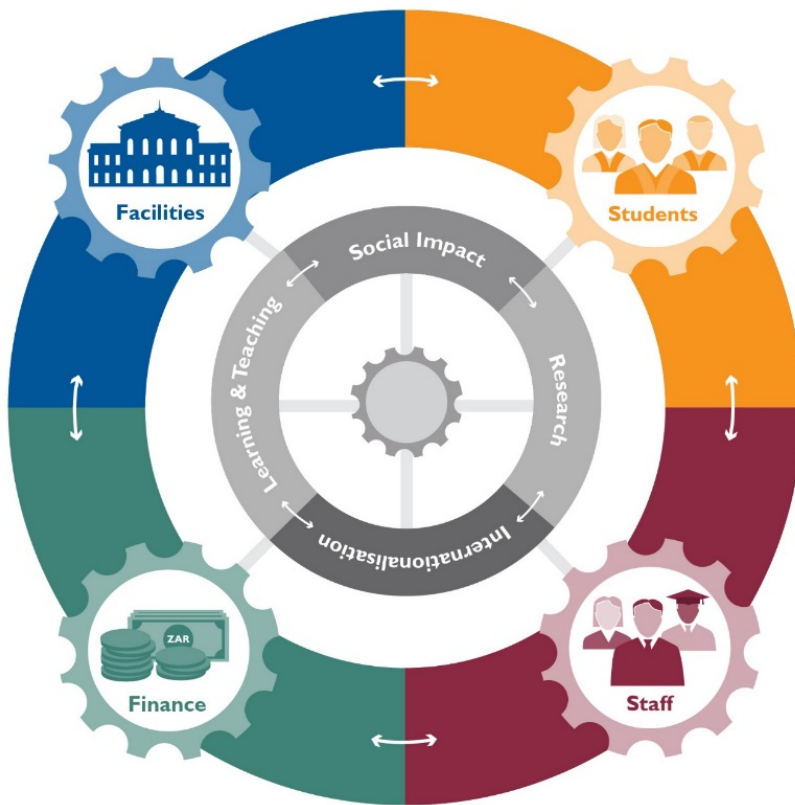
Even so, there is still much to do before SU can claim to be fully compliant with privacy legislation. To further manage the risks associated with the processing of personal information, the IG Division is leading efforts to develop a formal set of institutional regulations and accompanying implementation plans. IG has placed particular focus on the development of a privacy regulation to articulate SU's stance on personal information processing, an information sensitivity classification framework, and an information breach procedure to capacitate the institution in dealing with information leaks.

Full details on SU's institutional progress in complying with privacy-related legislation are contained in the Division's comprehensive report to the Rectorate (July 2018) and the Audit and Risk Committee (August 2018).

#### **4.2.2 Objective: Enable a concise presentation of strategic and management information to SU Council, responsibility centre heads, deans and relevant managers in a succinct format that supports SU management processes**

##### *Modelling and data analytics*

To bolster institutional planning and analysis of the University's management data, the IG Division is developing a **software tool** that consists of software, algorithms and procedures to model current and potential future states of the university. Figure 28 illustrates the tool and its interactions in the university environment.



*Figure 28: Conceptual Model of the Software Tool.*

The purpose is to provide the methods and expertise for modelling future SU student numbers, finance, human resources and facilities in terms of the University's "inputs" and "outputs" as a system. Typical inputs would be the composition of SU's student body (number of module and programme enrolments), finances (budget, income, expenses, direct and indirect costs), research data, staff data and facilities data. The software will then calculate "outputs", including the income and expenses per module, programme, department and, ultimately, faculty. This would include the subsidy income received from government.

Because the model integrates data from various sources (student information system, human resources, finance and facilities), it will eventually allow 'what if' analyses to explore a range of planning and decision-making scenarios. It will also be able to model interactions and relationships between inputs and outputs. Due to its complexity, implementation of the model is accompanied by a consulting service that will examine specific issues underlying management decisions and will help interpret the results.

The idea originated back in 2014 when SU set out to establish the financial sustainability of its taught modules. With no suitable software or conceptual model available, an algorithm was created to compute the University's government subsidy income. In stages from 2014 to date, this algorithm was first extended to include all other income inputs, and later all expenses. A test model has been constructed and will be refined and implemented in phases.

As far as can be determined, most South African and African universities lack the software, procedures and capabilities to perform this kind of sophisticated analysis to underpin decision-making relating to future growth

and resources. This software and the accompanying consulting service address that need and **confirm SU's reputation as an innovator**, creating unusual products and processes to solve the complex problems of our time.

#### *Expanding the SUN-i business intelligence system*

The SUN-i business intelligence system and data warehouse represents a partial source of the information used for modelling. Its overarching objective is to provide holistic management information by extracting, transforming and combining data from relevant business areas and operational systems to support decision-making at primarily middle and senior management levels.

By the end of 2018, the following **SUN-i components will have been completed and successfully rolled out**:

- (i) Student enrolments and qualifications awarded (including socio-economic indicators)
- (ii) Actual student enrolments versus targets
- (iii) Prospective student applications (expanded to include postgraduate in addition to undergraduate applications) (including socio-economic indicators)
- (iv) Student accommodation applications and placements (including socio-economic indicators)
- (v) Retention, dropout and throughput rates: student success (including socio-economic indicators)
- (vi) Bursary applications and disbursements (simplified model)
- (vii) Module enrolments with early assessment and exam results
- (viii) Short courses
- (ix) Integrated model for prospective student applications, student enrolments and student accommodation
- (x) Full-time equivalent (FTE) students and data elements for the calculation of DHET block subsidy types per module, programme, department and faculty
- (xi) Staff headcount and FTE data

Figure 29 shows the completed and planned components of the system from 2014 to 2019.

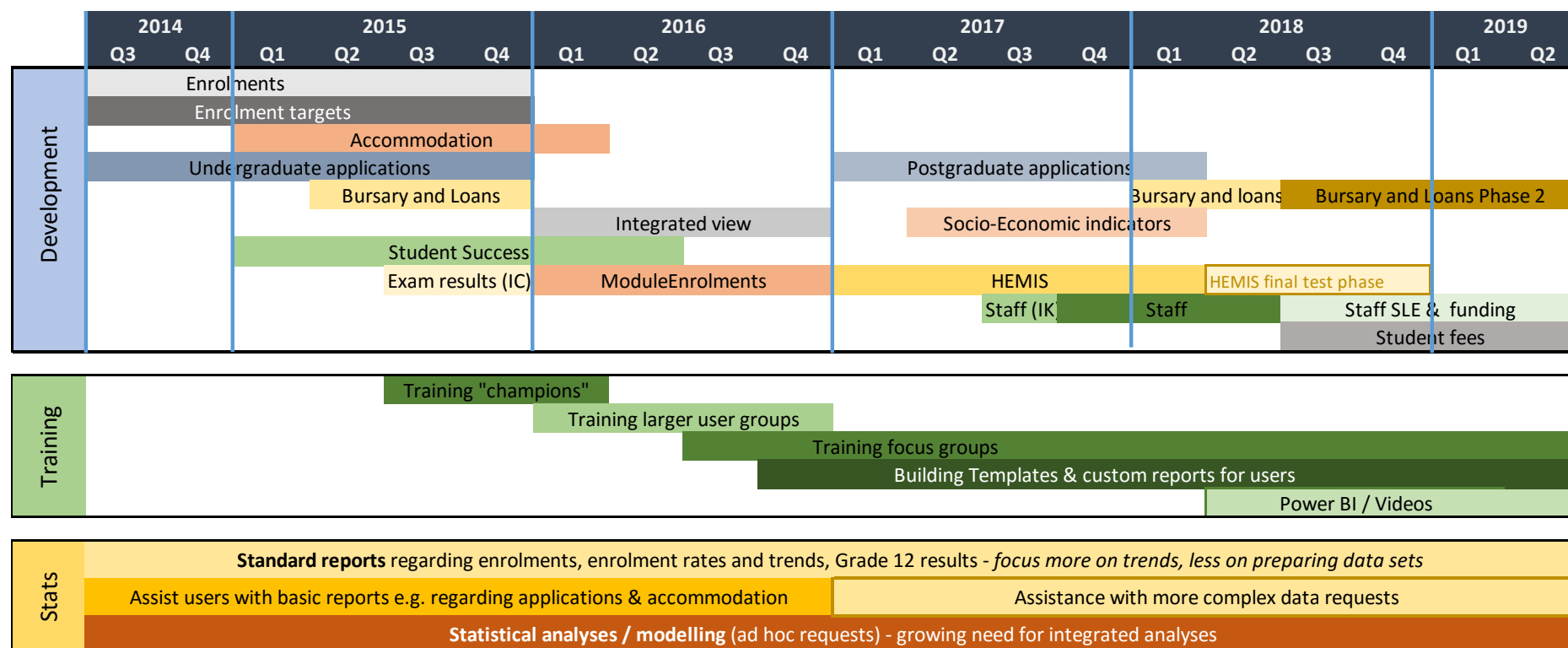


Figure 29: SUN-i business intelligence system components completed and planned, 2014-2019.

Moreover, the IG Division **produces a series of regular reports from the SUN-i data warehouse**. Some reports are also available as Excel templates linked to the data warehouse. In some instances, this makes it possible to produce near real-time data by simply updating the corresponding, linked template with data from the warehouse. By using predefined filters in the Excel template, users could even drill down to more detail, or customise the reports according to their needs. This provides user-friendly access with a few clicks of the mouse, without the end user having to access the data warehouse directly.

Table 14 lists the annual business intelligence reports designed to date:

*Table 14: Business intelligence reports produced from SUN-i system, 2018 to date.*

Title	Short description	Date
National Senior Certificate trends	<ul style="list-style-type: none"> <li>Trends in national and Western Cape National Senior Certificate (NSC) overall pass rates, as well as pass rates in Mathematics and Science</li> <li>Grade 11 and 12 results of SU applicants, grade average as well as performance in Mathematics and Science</li> </ul>	Mid-January
Trends in newcomer first-year and undergraduate enrolments	<ul style="list-style-type: none"> <li>Enrolment trends by population group, home language, faculty and socio-economic status</li> <li>Comparison with targets</li> <li>Additional information regarding home province as well as Grade 12 results</li> </ul>	After official and final registration dates (February)
Postgraduate enrolment trends	<ul style="list-style-type: none"> <li>Enrolment trends by qualification type, population group, nationality, faculty and current / new enrolment status</li> </ul>	Beginning of April
Official SU enrolments (based on June statistics): undergraduate and postgraduate, as well as occasional students	<ul style="list-style-type: none"> <li>Trends by qualification type, population group, home language and faculty</li> </ul>	Mid-June
Trends in enrolment rates of newcomer first-years	<ul style="list-style-type: none"> <li>Trends in admissions, enrolments and enrolment rates by population group, home language, Grade 12 results, admitted application preference, socio-economic status as well as faculty</li> <li>Main reasons why provisionally admitted newcomer first-years did not enrol (results of survey)</li> <li>Main reasons why newcomer first-years did enrol (Alpha baseline survey)</li> </ul>	June
Newcomer first-year enrolment rate reports by faculty	<ul style="list-style-type: none"> <li>Detail admission, enrolments and enrolment rates by population group, home language, province, application preference as well as Grade 12 results for each faculty</li> </ul>	June

These reports have **delivered a wealth of information** that has proven invaluable in guiding the University's decision-making, strategy and future planning. Some of the interesting trends revealed in the process include the following (figures 30 - 36):

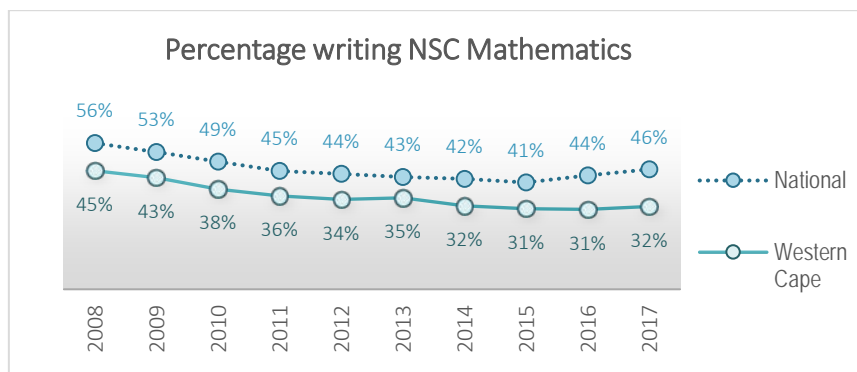


Figure 30: Percentage of Grade 12 candidates who wrote Mathematics, countrywide vs Western Cape.

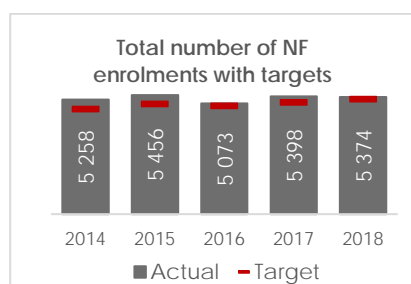


Figure 31: Number of newcomer first-year enrolments and targets, 2014–2018.

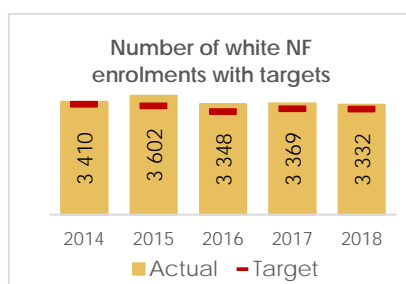


Figure 32: Number of white newcomer first-year enrolments and targets, 2014–2018.

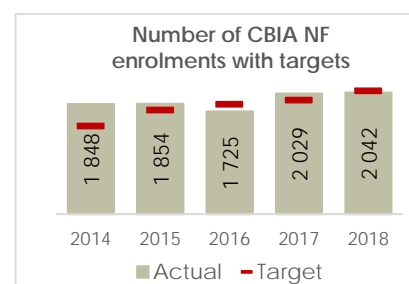


Figure 33: Number of black, coloured, Indian and Asian newcomer first-year enrolments and targets, 2014–2018.

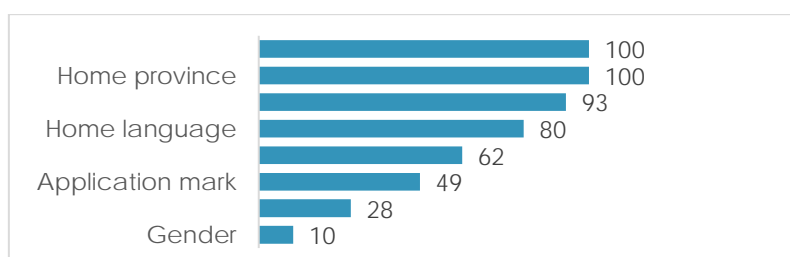


Figure 34: Relative importance of factors in predicting new-comer first-year enrolment.

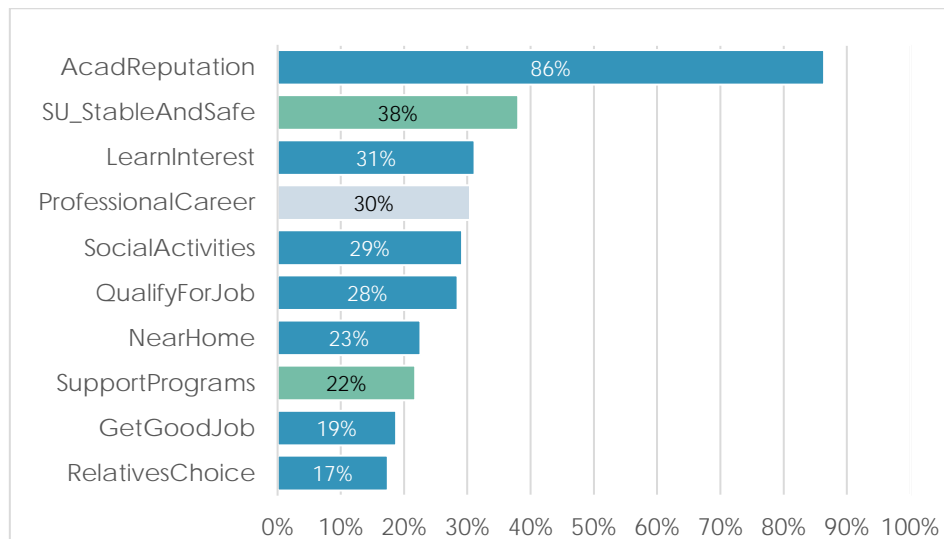


Figure 35: Main reasons for newcomer first-year enrolment, all 2018 respondents.

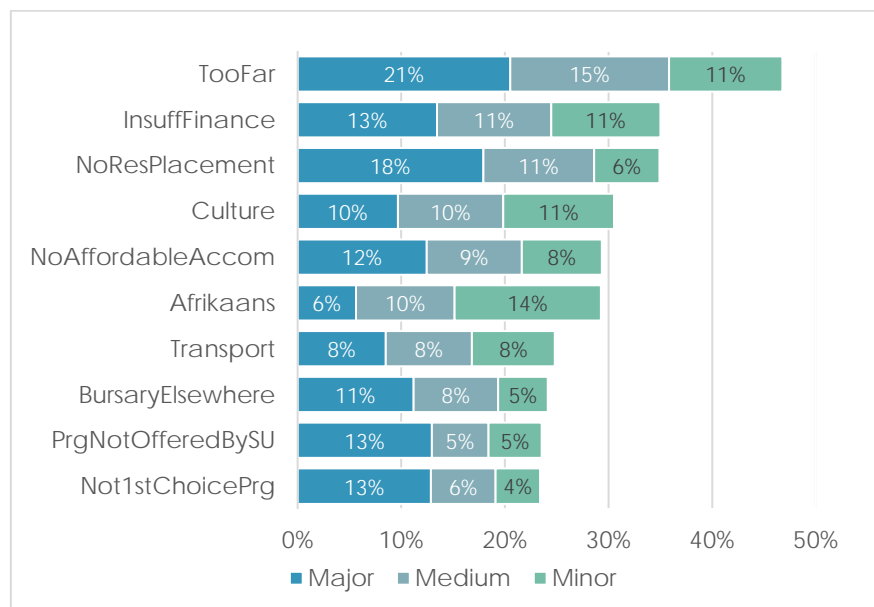


Figure 36: Factors resulting in newcomer first-year non-enrolment, all 2018 respondents.

#### External and internal audits of HEMIS student and staff data

The IG Division is fully committed to **ensuring the accuracy of data** presented to Council, responsibility centre heads, deans and relevant managers.

To this end, the Division is pleased to have again received a clean audit report from the University's external auditors, Price Waterhouse Coopers, following the annual audit of the 2017 student and staff data in May and June 2018.

In addition, SU's internal auditors, Deloitte, performed an audit of the HEMIS student and staff data in September/October 2017. While the auditors did not report any recommendations or risk findings concerning student data, they did make one finding concerning staff data for SU to address in the near future.

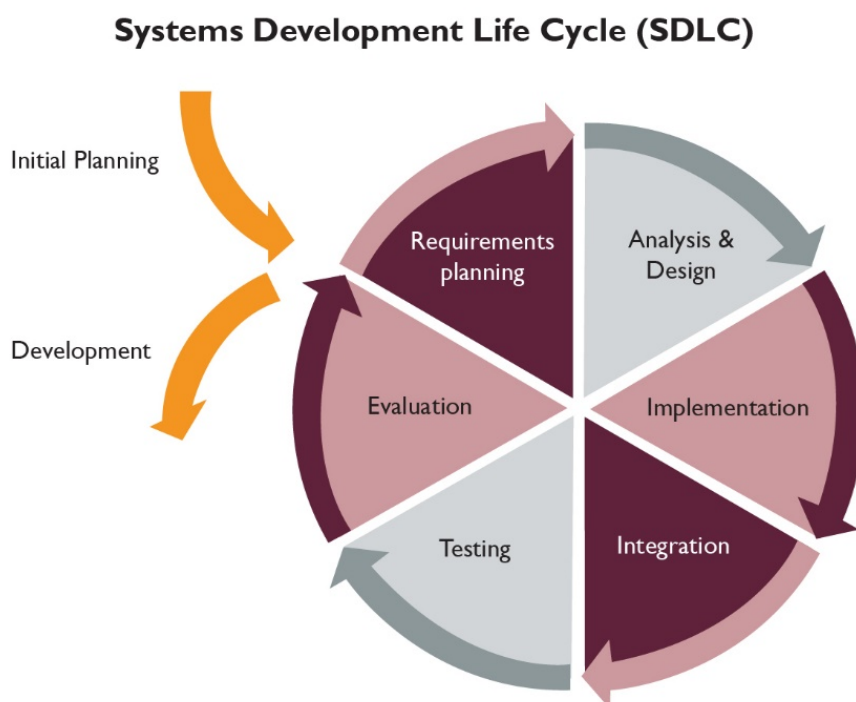


The internal auditors recommended that IG take regular snapshots of staff data as is currently done with student data (of which an annual snapshot is taken in June to enable historical comparisons). Although IG is neither responsible for nor the owner of HEMIS staff data, it will be happy to oblige and play its part in closing any potential gaps in SU's data armour.

#### *The student tracking system*

As part of its efforts to ensure that SU decision makers have the latest and most relevant information available, the IG Division has been hard at work on the design of a **comprehensive student tracking and development system**. SU has received project funding from the DHET's University Capacity Development Grant (UCDG) for the three years 2018-2020. The first year (2018) is focused on delivering a proof of concept (POC), outlining the requirements, methodology and processes, while 2019, and 2020 will see delivery of the technology and the eventual implementation of the system.

The project methodology consists of iterative design and incremental software-building stages. In this way, activities can inform one another and be coordinated and systematically integrated with the overall system development process. Figure 33 below illustrates this methodology.



*Figure 37: Methodology adopted for development of student tracking system.*

The system is envisaged to link timely, targeted and tailored academic and psychosocial support interventions to early warnings about students who may be at risk, as well as early recognition of student excellence. Another integral component will be a tracking solution linked to student grades. Additional Council funds were previously allocated to the development of such a marks-based tracking system, adding much-needed additional capacity to the project. In essence, the system will therefore consist of two parts:

one offering a holistic view of students' progress, and the other managing the intervention workflow to support students' success (see figure 34).

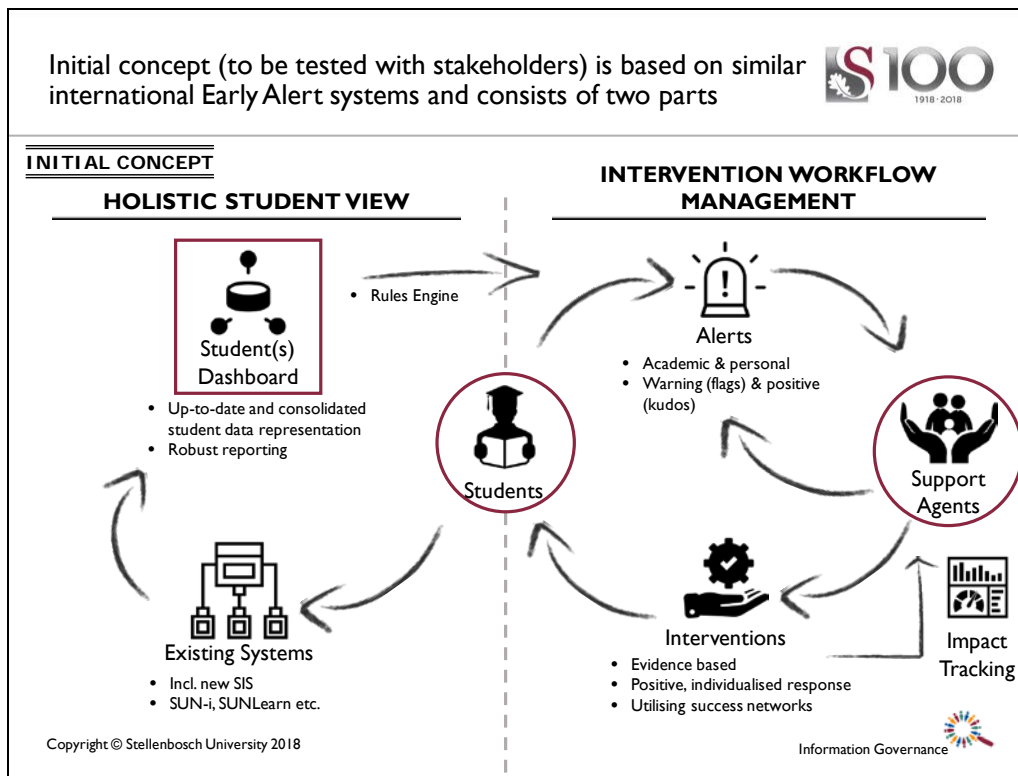


Figure 38: Two parts of the envisaged student tracking system.

In terms of progress, a business analyst from an external consulting company started working full-time on the project at the beginning of May 2018. Up until the beginning of July, in-depth interviews were conducted with stakeholders from four faculties, the various extended degree programmes (EDPs) and academic and support environments (such as Student Counselling and Development, the Language Centre, Student Governance and Student Communities). Based on a detailed analysis of these stakeholder interviews, the project team has started narrowing down the scope of the POC to, at this stage; focus on developing a solution for EDP students only. The goal is to deliver a paper-based POC by the end of September with the funds allocated for 2018.

#### Systems renewal project

In June 2017, SU embarked on a journey to **replace its current student information system (SIS)** to keep pace with the latest trends in student information management in the higher education sector. Seven vendors replied to the University's open request for information and were each afforded a chance to present their offerings during October 2017. From these, a shortlist of three vendors was compiled, who were requested to participate in a request for proposal (RFP). During a full week of presentations in May/June 2018, the vendors demonstrated the capabilities of their respective systems to a cross-section of SU staff members representing all centres and divisions.

The Request for Proposal (RFP) process is nearing completion with the Tender Committee busy conducting the scoring of the relevant criteria. A vendor selection recommendation will be presented by them to the project steering committee on 20 September 2018. An informed decision on the most suitable option for SU can then be made. Thereafter the recommendation will follow the prescribed approval routes for final sign-off by the Rectorate. This recommendation will include the selected vendor as well an updated budget, which could include the request for additional funding, if required. The time-consuming contract negotiations will then commence towards the end of the academic year and the appointed vendor will be requested to present implementation and change management plans during the latter part of 2018. It is hoped that implementation can commence in Q1 2019. Depending on the agreed project plan, the implementation could take 2 to 3 years as it would follow a staggered and not a big-bang approach, taking into account the normal student lifecycle activities and availability of SU personnel.

Part of the project also entails Middleware, Infrastructure and Integration (MII) to enable information exchange across all SU information systems. The successful establishment of the MII, an architectural layer common to all current and future information systems, is bearing fruit as its importance to the creation of an integrated information ecosystem becomes apparent. The first major end-to-end use of this capability is reflected in the Facilities Management Project called Phambili, the implementation of which is going live in Quarter 3 of 2018, where automated integration of master and transactional data between several SU systems will take place, including the current financial system. At the end of December 2018, the MII project will be in full operational mode with no further project costs.

Finally, the RFI process for a new financial system (called SUNFin) with five vendors was concluded in April 2018. The RFP tender documents were distributed on 17 August 2018, with individual workshops scheduled for October 2018 after the RFP responses are received by 21 September 2018. After the workshops a dialogue RFP negotiation process will be concluded, which focuses on best pricing, project timelines and contract terminology requirements. This will serve as input to the Tender Committee scoring the relevant criteria with a vendor selection recommendation to be presented by them to the SUNFin Steering Committee early in December 2018. Thereafter the recommendation will follow the prescribed approval routes for final sign-off by the Rectorate early in Q1 2019.

#### *Task team on future size and shape of the University*

Further bolstering institutional planning with the most up-to-date information available, a **task team on size and shape** investigated current trends in higher education to consider SU's positioning in the South African and African context, and propose a way forward.

At the time of writing here, the final draft report had been written, but consultation with the Rectorate and other stakeholders was still to be completed. Yet preliminary considerations include the following:

- (i) Definitions and scope for the dimensions of size and shape, including an indication of potentially desirable points to reach in respect of each
- (ii) Four broad scenarios and corresponding outcomes to portray the development of SU's size and shape, arranged along two axes showing speed (slow/fast) and success (fail/thrive)
- (iii) A proposed reduced set of size and shape dimensions that combine the dimensions and aim for manageable elements
- (iv) Proposals for systematic and sustainable methodologies to attain the future size and shape that SU seeks

#### 4.2.3 Objective: Develop and implement a performance dashboard that enables executive management and deans to measure, monitor and manage SU's performance more effectively and in real time

##### *Institutional and national student and staff infographics*

The IG Division continues to **build and further populate the University's performance dashboard**. To this end, the Division has been compiling institutional and national student and staff infographics during 2017 and 2018. This is done using Piktocharts, MS Word and MS Excel, and the infographics are published on the Division's website as well as in the SharePoint environment. Here, stakeholders can view and use the infographics to support their decision-making and graphically detect complex relationships and trends.

The dashboard has inter alia been further expanded to now also include infographics on planning information, financial information down to departmental level, research statistics as well as strategic management indicators. The IG Division already demonstrated the dashboard to deans, vice-deans and faculty managers in 2017, as well as to the Rectorate, and will continue to do so for all users who request demonstrations or assistance using the facilities.

Figures 39 to 45 provide a snapshot of the infographics available:

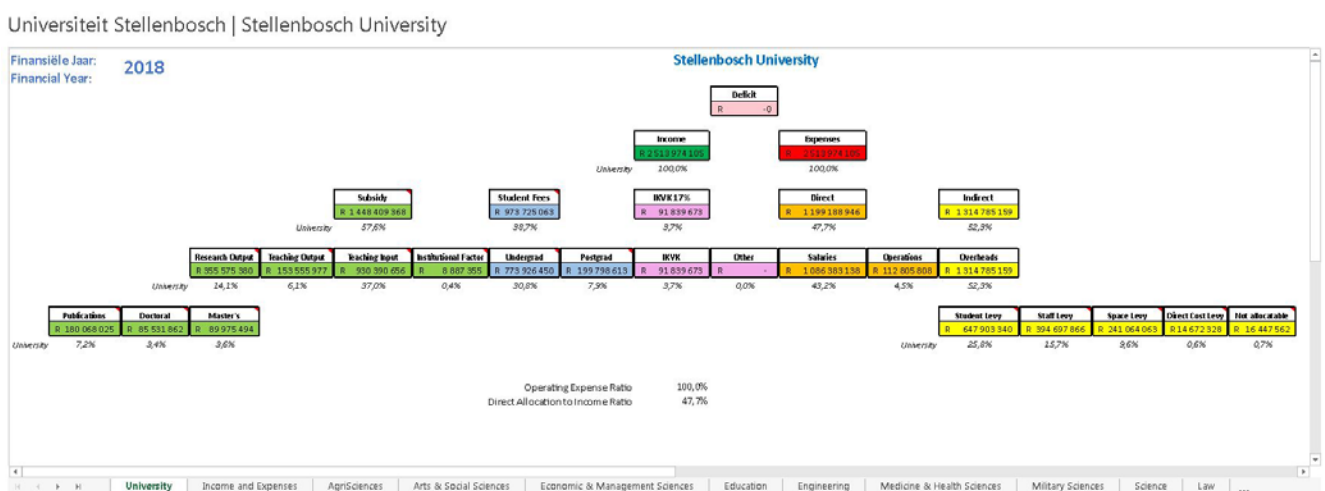


Figure 39: Infographics on SU's finances.

## Onderriginsetteenhede, Onderriguitseteenhede & Navorsingsuitseteenhede | Teaching Input Units, Teaching Output Units & Research Output Units

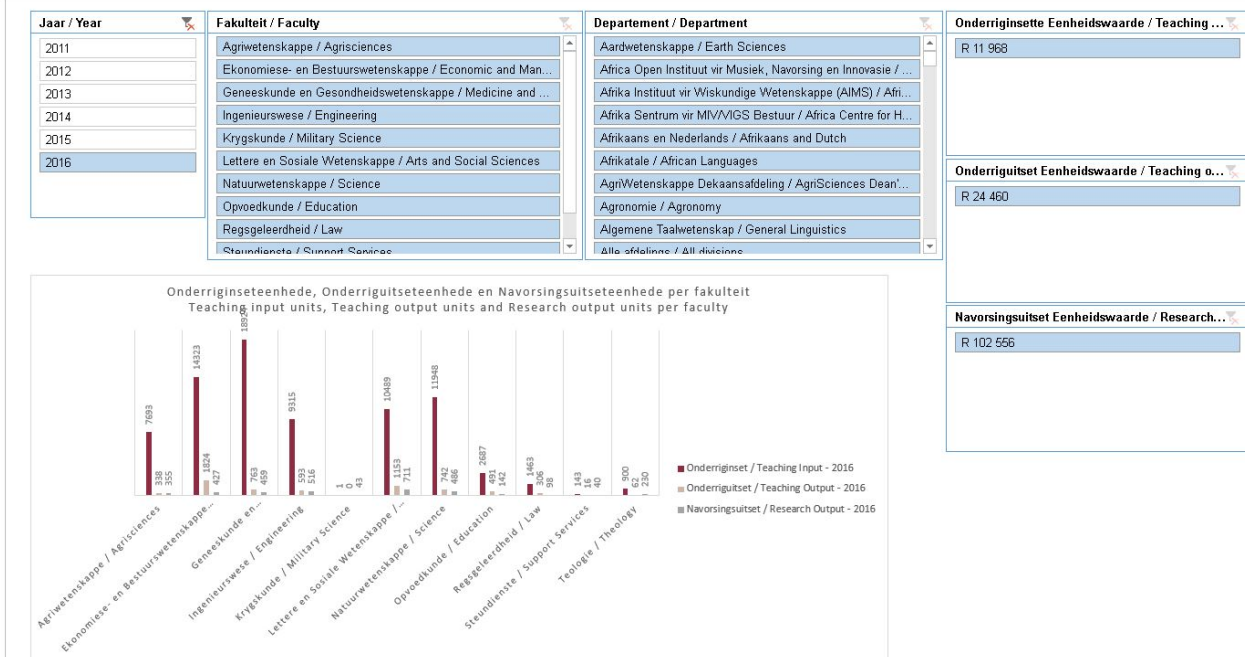
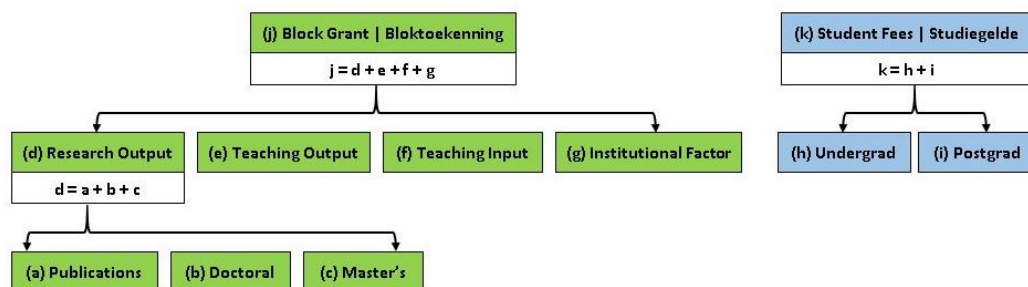


Figure 40: Infographics on teaching input and output units as well as research output units by faculty.

## Beplanningsinligting | Planning information

- Module-inkomste | Module income
- Subsidie bloktokennings en studiegelde | Subsidy block allocations and study fees
- Onderriginsetteenhede, Onderriguitseteenhede & Navorsingsuitseteenhede | Teaching Input Units, Teaching Output Units & Research Output Units
- Onderriginsetteenhede | Teaching Input Units
- Onderriguitseteenhede | Teaching Output Units
- Navorsingsuitseteenhede | Research Output Units
- VE Studente | FTE Students

## Samestelling van bloktokennings en studiegelde | Compilation of block grants and study fees



Dit belangrik om te noem dat die subsidie bloktokennings van 2017 gebaseer word op die onderskeie inseteenhede (bv. onderriginsetteenhede) en uitseteenhede (bv. onderriguitseteenhede en navorsingsuitseteenhede) gelewer in 2015. | It is important to mention that the subsidy block grant for 2017 is based on the various input units (e.g. teaching input units) and output units (e.g. teaching output units and research output units) produced in 2015.

### Begrote Eenheidswaardes | Guaranteed Unit values

Akademiejaar   Academic year	Finansiële jaar   Financial year	Onderriginsette   Teaching Inputs	Onderriguitsette   Teaching Outputs	Navorsingsuitsette   Research Outputs
2016	2018	R 11 968	R 24 460	R 102 556
2015	2017	R 11 929	R 23 960	R 100 831
2014	2016	R 10 575	R 19 736	R 106 884
2013	2015	R 10 125	R 20 042	R 113 241
2012	2014	R 9 421	R 19 965	R 114 450
2011	2013	R 9 266	R 19 074	R 118 592

Figure 41: Infographics on block grants and study fees.

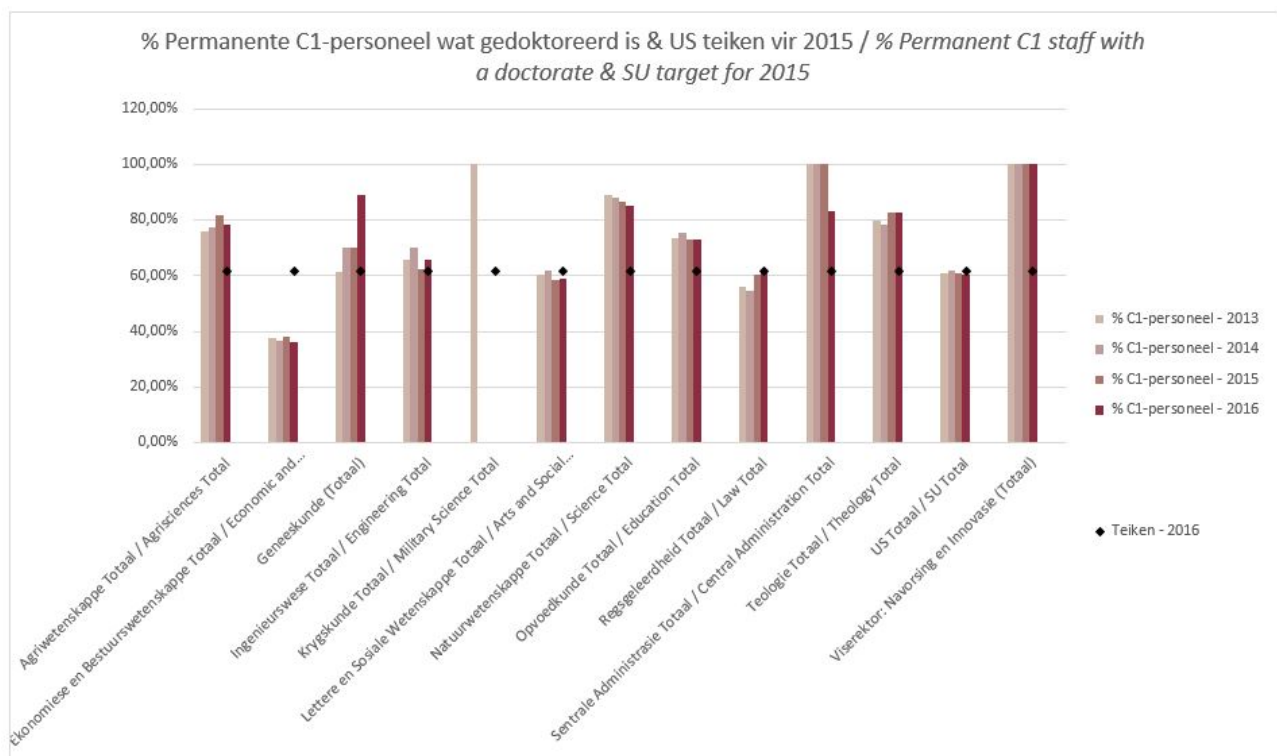


Figure 42: Infographics on staff qualifications and development.

## NNS-geëvalueerde navorsers aan die US | NRF-rated researchers at SU

Jaar / Year						Kategorie / Category	
1996	1997	1998	1999	2000	2001	A	B
2002	2003	2004	2005	2006	2007	C	P
2008	2009	2010	2011	2012	2013	Y	L
2014	2015	2016					
						US Totaal / SU Total	

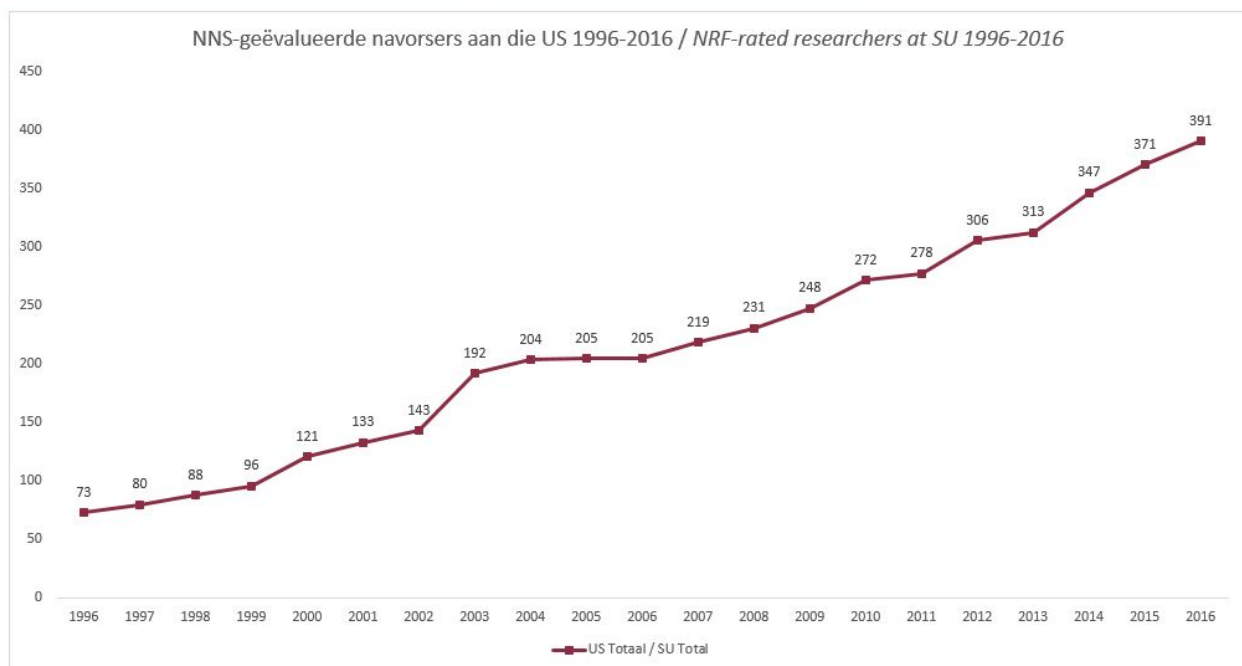


Figure 43: Infographics on staff research stature.



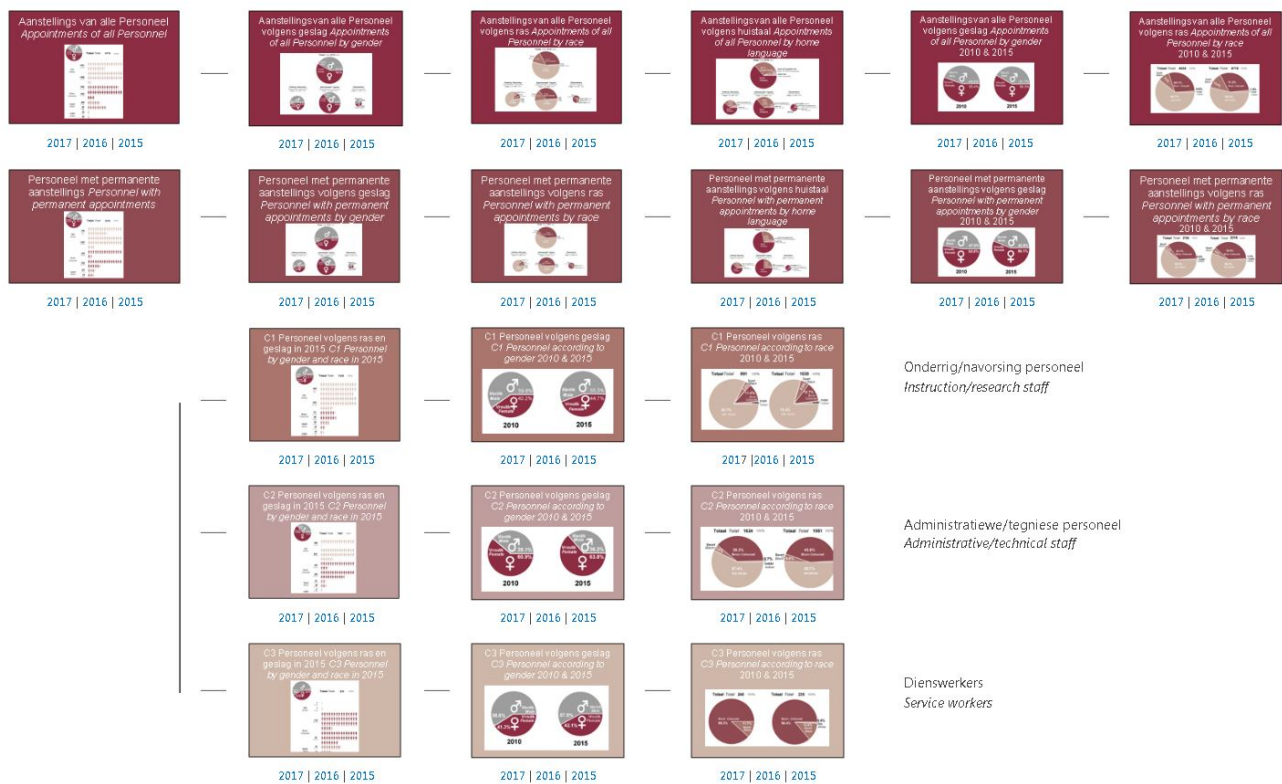


Figure 44: Infographics on staff appointments by a range of variables.

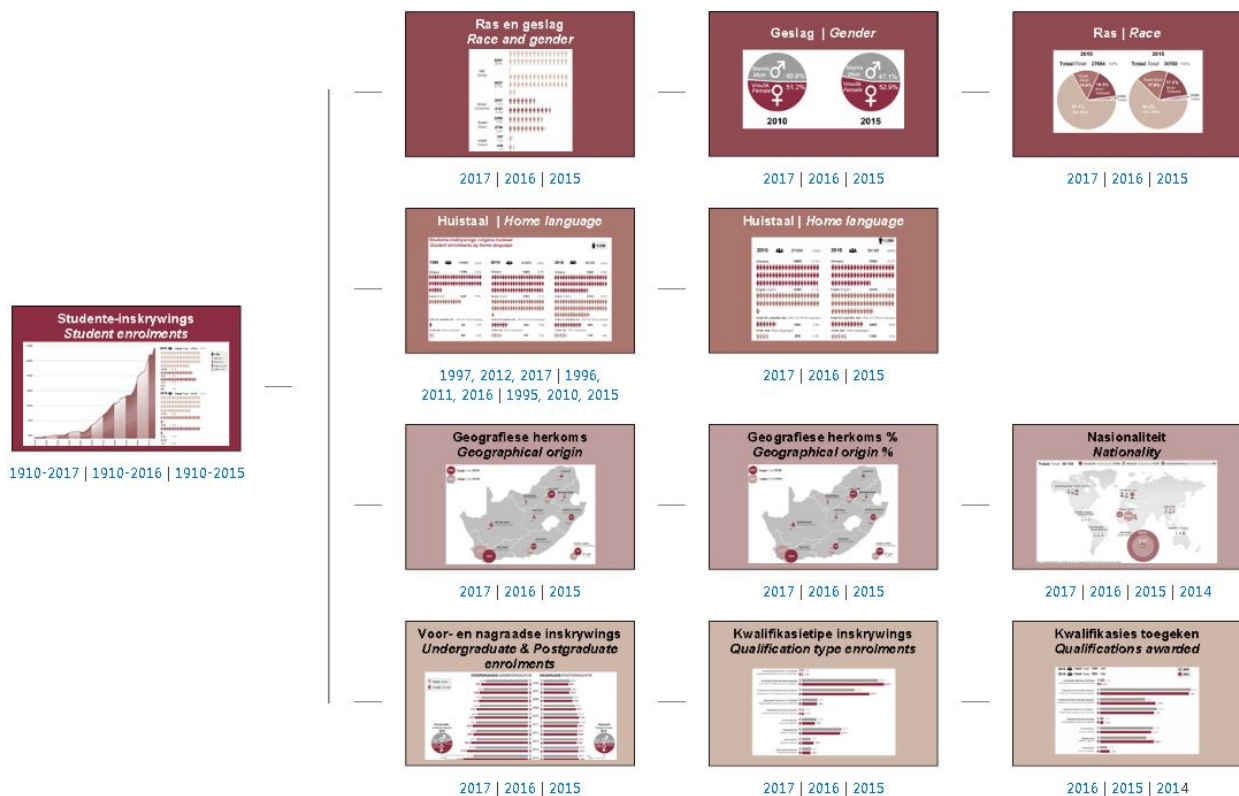


Figure 45: Infographics on student enrolments by a range of variables.



### *Participation in world rankings*

One, although by no means the foremost, **indicator of the University's performance for inclusion in the performance dashboard is the rankings assigned to SU by international higher education ratings agencies.** Such external grounds of validation will continue to wield power going forward, and it falls to the IG Division to analyse their value for the University.

Over the period 2015 to 2018, SU was ranked on the Times Higher Education Ranking (THE), the Shanghai Academic Ranking of World Universities (ARWU), the QS World University Ranking (QS WUR), the QS Brics University Ranking (QS Brics) and the CWTS Leiden Ranking (CWTS Leiden). For the first two, SU provided data, while the latter three were based on surveys, research databases and other publicly available data. Table 15 illustrates SU's performance in these rankings over the past four years, while figures 27 and 28 show the University's ranking against its top competitors in South Africa according to the THE and QS World University Ranking tools:

*Table 15: SU's performance in international rankings, 2015-2018.*

	2015		2016		2017		2018	
	World position	National position	World position	National position	World position	National position	World position	National position
THE	276-300	3 <sup>rd</sup>	301-350	3 <sup>rd</sup>	401-500	3 <sup>rd</sup>	351-400	3 <sup>rd</sup>
ARWU	401-500	Joint 2 <sup>nd</sup>	401-500	Joint 2 <sup>nd</sup>	351-400	Joint 2 <sup>nd</sup>	401-500	Joint 3 <sup>rd</sup>
QS WUR	302	3 <sup>rd</sup>	395	3 <sup>rd</sup>	361	2 <sup>nd</sup>	405	3 <sup>rd</sup>
QS Brics	34	3 <sup>rd</sup>	34	3 <sup>rd</sup>	35	3 <sup>rd</sup>	47	4 <sup>th</sup>
CWTS Leiden	417	2 <sup>nd</sup>	468	3 <sup>rd</sup>	469	4 <sup>th</sup>	474	4 <sup>th</sup>

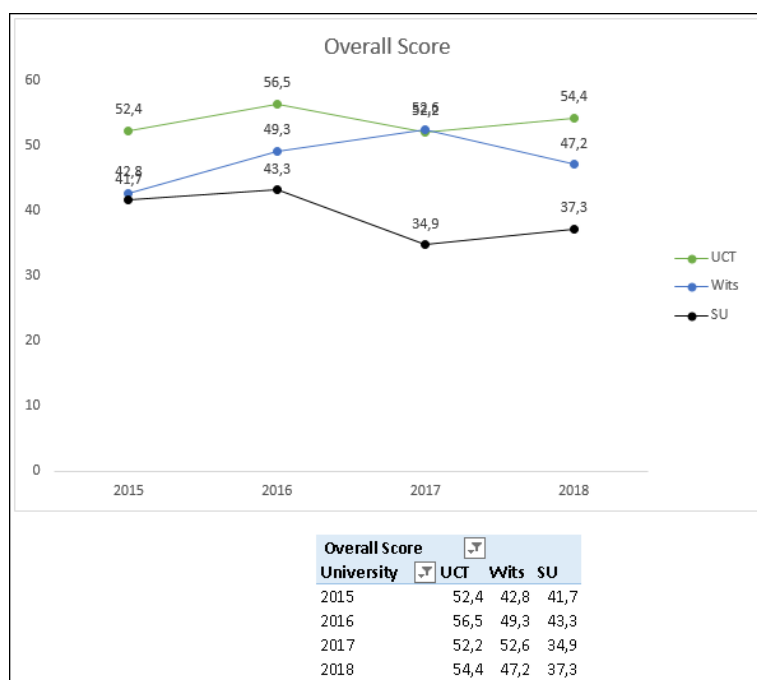


Figure 46: THE World University Rankings – BRICS & emerging economies 2015-2018.

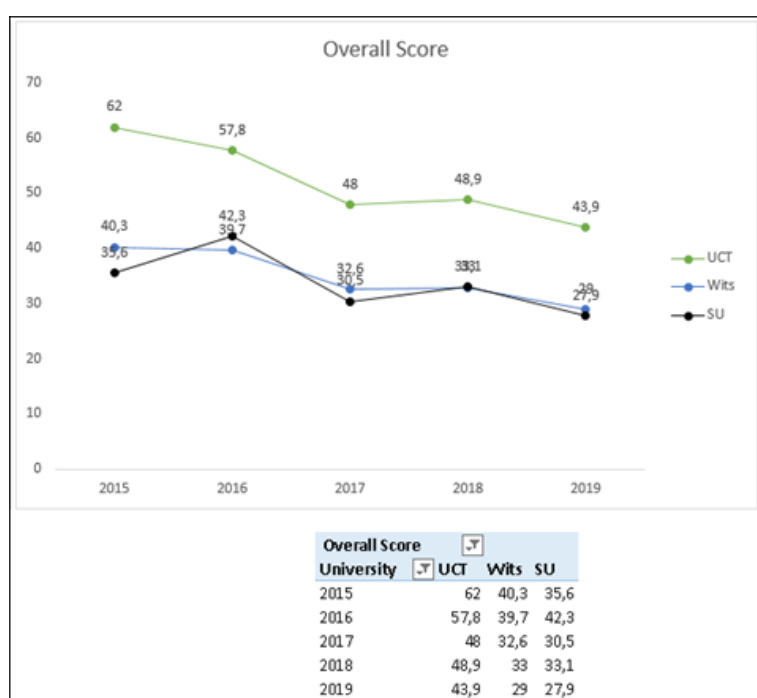


Figure 47: QS World University Rankings, 2015-2019.

SU was also included in Clarivate Analytics' 2017/8 Global Institutional Profile Project, which supplements the institutional profiles data available in InCites™. The profiles are based on data from three sources, namely data provided to Clarivate by institutions themselves, data from Web of Science™ on the institution's publications and citations, and the results of the annual Academic Reputation Survey.

IG is currently in the final phase of analysing the different rankings featuring SU. The objective is to better understand the methodology of the different rankings, determine the variables influencing ranking positions, and identify action plans to improve SU's position on the rankings. The final report will be submitted to management shortly.

#### **4.2.4 Objective: Align performance indicators as it relates to the objectives and strategies of SU and the faculties**

##### *Strategic management indicators*

The Division has proposed a **preliminary set of strategic management indicators (SMIs)** as part of the process of developing SU's new strategic framework. This, however, is work in progress, and IG will continue contributing to a task team established for this purpose.

The Division is also assisting with the development of an SMI for social impact.

## **5. Conclusion**

With its inception a mere two years ago, S&I had embarked on a journey into what was at that stage mostly uncharted territory for SU. While strategic planning processes, international activities and information management procedures had long formed part of the University's make-up, they lacked the integration, coordination and concerted drive required of a 21<sup>st</sup>-century higher education institution. As this report shows, the responsibility centre has managed to firmly establish itself both organisationally and in its work. Through its divisions of Strategic Initiatives, SU International and Information Governance, it has made great strides in embedding integrated strategic planning and execution at the University, cementing SU's reputation as being global in reach, though rooted in Africa, and reconciling the institution's approach to information with the unique requirements of the information age.

Going forward, S&I will continue to systematically implement its mandate. Specific focuses will be to align *Vision 2040 and Strategic Framework 2019–2024* with planning across the University, and then implement with vigour and dedication. Future internationalisation activities will benefit from the internationalisation strategy once completed towards the end of the year. Moreover, SU stands to gain considerably from the ever more effective and innovative use of the institution's technology and information, enhancing its capacity to meet organisational and stakeholder needs and comply with all relevant legislation, agreements and policies.



*forward together · saam vorentoe · masiye phambili*

**REPORT TO COUNCIL**  
**OPTIMISATION EXERCISE – FACULTY OF EDUCATION**  
**5 SEPTEMBER 2018**

## **RENEWAL STRATEGY**

The Renewal Strategy proposed for the Faculty of Education (FED) is based on the following points of departure:

- The primacy of academic considerations in all issues to be taken further in ensuring that SU remains academically competitive, however, not at the expense of sound financial management and accountability;
- The need to take into account any specific requirements set by the Department of Higher Education and Training (approval of programme and qualification mix), the Council on Higher Education (accreditation of programmes) or relevant professional councils (registration as practitioners);
- The emphasis of investigation being undergraduate as well as postgraduate learning and teaching and research;
- Where norms and standards are proposed, especially of a quantitative nature, such norms and standards not representing decision-making cut-off points in an absolute sense but rather providing decision-making guidance;
- Regarding any strategic interventions, the need for contextualising SU within the generally recognised grouping of South African research-intensive universities;
- The undisputed need for SU to accelerate transformation while maintaining and even improving academic standards, especially in terms of the race and gender composition of its student and staff bodies;
- Any proposals made towards renewal in FED must be consistent with SU's broader strategic approach and direction; and
- The renewal strategy, while recommending a variety of strategic interventions, will stop short of developing specific implementation measures. These fall within the ambit of FED-specific task teams, as well as SU task teams set up to thoroughly analyse the implications of implementing the various proposed renewal strategies.

## **THE CONTEXT OF THE FACULTY OF EDUCATION**

- The income generated by the faculty is the partial result of the state subsidy associated with the CESM category that Education finds itself in – if the faculty, for example, was to be funded on CESM category 2, its income will increase by R10,4m.
- The faculty contends that funding at the lowest CESM category does not reflect a proper assessment of the additional input required to deliver professionally developed teachers, neither does it reflect the fact that Education is foundational for the tertiary sector and for human security and stability in the RSA.

- The number of FTE students per FTE-SLE-C1 in the FED is reflected in the table below:

Organisational Unit	Period	FTE (weighted by study level)	FTE (weighted by study level) by FTE-SLE-C1
Education	2017	6131,20	36,03
Curriculum Studies	2017	3385,90	47,23
Education Policy	2017	891,60	49,47
Educ Psych	2017	925,60	28,57
Sport Science	2017	926,00	29,93
Education without Sport Science		5205,20	37,44

- Any plan to increase student enrolment is restricted to agreed-upon enrolment planning submitted to the DHET for subsidy purposes and it may only be adjusted in 2023.
- The expectation is that the faculty will deliver 546 qualifications during the December 2018 graduation period, which is the fourth highest in the University.
- The FED offers the following range of programmes:

**AdvDip(Ed) (FET Mathematics Teaching)**

**AdvDip(Ed) (Intermediate Phase Mathematics Teaching)**

**AdvDip(Ed) (Senior Phase Mathematics Teaching)**

**BEd (Foundation Phase Teaching)**

**BEd (Intermediate Phase Teaching)**

**BEdHons**

Curriculum Studies 778

Education Management 778

Education Policy Studies 778

Educational Psychology 778

Educational Support 778

Language Education 778

**BEdHons (Educ Develop: Curric)**

**BEdHons (Educ Develop: Edu Man)**

**BEdHons (Educational Support)**

**BEdHons (Education Development and Democracy)**

**BEdHons (Educational Support)**

**BEdHons (Foundation Phase Teaching)**

**BEdHons (Language Education)**

**BEdHons (Language Education) TE**

**BEdPsych (BPsig(Ed))**

**MEd**

Curriculum Studies 878

Curriculum Studies 879

Education Policy Studies 878

Education Policy Studies 879

Educational Support 878

Educational Support 879

**MEd(Psych)**

Educational Psychology (Psych) 877

**MPhil**

Edu and Train for Life Learn 878

Edu and Train for Life Learn 879

Higher Education 878

Higher Education 879

**PGCertEd (PgCE)**

**PGCertEd (FET) (PgCE (FET))**

**PGDip (Higher Ed Teaching and Learning)**

**PhD**

Curriculum Studies 978

Edu and Train for Life Learn 978

Education Management 978

Education Policy Studies 978

Educational Psychology 978

Educational Support 978

Environmental Education 978

Higher Education 978

Language Education 978

Philosophy of Education 978

- The research output of Education was 2,61 weighted research outputs per FTE C1 staff member, compared to 2,44 for SU as a whole in 2016.
- Our faculty is the only one in the Western Cape that trains educational psychologists. Some internships are located in WCED schools and services are also rendered on campus.



## ORGANISATIONAL STRUCTURE

The agreed-upon move of the Department of Sport Science to the Faculty of Health Sciences has been under consideration for the last 18 months on the grounds that it presents a better academic home to the department, given its academic focus. On 20 August 2018, at a special meeting regarding Sport Science, the members agreed in principle to initiate the process of moving Sport Science to Health Sciences.

The faculty currently has the following staff structure (including Sport Science):

	<b>C1</b>	<b>C2</b>	<b>Library</b>	<b>Technical</b>	<b>Biokineticist</b>	<b>C3</b>	<b>Total</b>
Dean's office		5		1		7	
Curriculum Studies	22	4	2				
Educ Policy Studies	5	1					
Educational Psychology	9	2					
Sport Science	13	2		1	2		
	49	14	2	2	2	7	76
SUNCEP		20					
	<b>49</b>	<b>34</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>7</b>	<b>96</b>

After the move of Sport Science to Health Sciences, the faculty staff structure will be the following:

	<b>C1</b>	<b>C2</b>	<b>Library</b>	<b>Technical</b>	<b>Biokineticist</b>	<b>C3</b>	<b>Total</b>
Dean's office		5		1		7	
Curriculum Studies	22	4	2				
Educ Policy Studies	5	1					
Educational Psychology	9	2					
	36	12	2	1	0	7	58
SUNCEP		20					
	<b>36</b>	<b>32</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>78</b>

Task Team 2 decided that the move of Sport Science presented an opportunity for the restructuring of the faculty in terms of academic considerations, with the aim to counteract operating in silos and to establish a degree of flexibility and cross-cutting collaboration.

During a subsequent discussion it was proposed that the faculty obtains clarity on why it wishes to be known as a faculty and what the implications of the resulting self-definition would be for its internal structuring and

how its mission is executed. This is clearly a lengthy process which, amongst others, involves scrutiny of the relevant published material pertaining to the organisational structuring of educational faculties. An organisational process focusing on these objectives has been launched.

#### **FINANCIAL MATTERS (TASK TEAM 4)**

- The FED has facilitated financial progress in respect of the following:
  - An increase in income generated by the current increase in tuition fees that is gradually being phased in from 2018, amounting to an additional R11,3m by 2022.
  - New proposed fee structure for master's degrees to be implemented in 2019, which implies determining the desired enrolment period and setting an annual fee that the student will continue paying until completion of studies.
  - Increase in 2017 publication units to 50% more than 2016.
- The University has adjusted the budget of the faculty to compensate for the loss of revenue associated with the move of Sport Science to Health Sciences.
- The lack of the cost-effectiveness of low enrolment modules has been identified as an unwarranted expenditure. In these modules the staff costs outweigh the income generated and the following remedial steps were proposed (the modules have been identified and the relevant programme committees and chairs are considering each case):
  - Explore alternative presentation modes that are less expensive
  - Collaborate with the other CHEC universities with regard to the presentation of these modules
  - Modify the programme or the module to enhance cost-effectiveness
  - Discontinue the module(s)
- The relevant task teams have launched an intervention regarding the research output of the Department of Educational Psychology's postgraduate programmes. The challenges identified were:
  - Turnover of senior staff has a lingering effect on younger colleagues
  - Research leave of colleagues places a strain on the remainder – very little output after return to department
  - Nature of the Med (Psych) qualification and the emphasis on professional training.
  - Number of senior staff members available for mentoring
  - Departmental culture – emphasis on teaching and professional development vs research.
- A discussion document with proposals was submitted to Educational Psychology. The task team took cognisance of the options considered by Educational Psychology, namely:
  - To manage postgraduate throughput more effectively with a system of warning letters and the threat of termination
  - To utilise the data available on the dashboard

- To reintroduce the PhD as an enrolment option
- To develop authorship rules in respect of publications from completed theses
- To manage the interplay between engagement with the thesis and the internship (Med (Psych)).
- To define structured research projects that staff and teams/cohorts of postgraduate students can engage in
- To utilise the boot camp and pre-doctoral preparatory work associated with the proposal of CHAE
- To actively engage with the proposed postgraduate school
- Task Team 4 listed the ways in which the Unit for Educational Psychology can be commercialised as:
  - Rent out the facilities to practising psychologists (Suncom)
  - Commercialise professional services such as assessment and career guidance (may utilise students for practical exposure where feasible and professionally responsible)
  - Develop short courses in collaboration with SUNCEP
- To revisit the business model of SUNCEP
  - To clarify the claim that SUNCEP is already self-funded
  - FED is prepared to financially recognise input from SUNCEP in terms of supervision and teaching
  - Establish a Memorandum of Agreement in terms of how the faculty can benefit from SUNCEP's income, as well as how SUNCEP could fulfil the role of facilitator of third-stream income for the entire faculty
- To revisit the business model of the Centre for Higher and Adult Education to ensure that it is being self-funded as a sub-unit.
- To establish a function in the Executive Committee to exercise financial oversight over the phasing in and out of programmes.

#### **ACADEMIC PROGRAMMES AND MODULES (TASK TEAM 1)**

- The observed fluctuations in undergraduate and postgraduate modules were confirmed as predominantly the result of external bodies impacting upon the faculty, either by discontinuing a programme or as a result of a delay in the accreditation thereof.
- The intervention regarding the low FTE enrolments in certain modules is in process with the intention of reducing expenditure.
- The meeting will also be requested to consider the continued presentation of the advanced modules.

- The management information pertaining to different options regarding the Department of Educational Psychology's postgraduate programmes is currently being studied and the focus has primarily been on the facilitation of throughput.
- The development of a part-time Postgraduate School is envisaged as a major development that will not only facilitate the effective recruitment, selection, pre-admission preparation and skills development of students and supervisors, but also provide a better platform for internationalisation and soliciting of funding. The Research Committee will evaluate the proposal with the view to implementation.

## **ENROLMENTS, GRADUATIONS AND RESEARCH OUTPUT (TASK TEAM 2)**

- Task Team 2 recorded the following reasons for the observed lower level of postgraduate enrolments in FED:
  - Most departments require work experience before postgraduate enrolment
  - Postgraduate students are 'part-time' learn-and-earn students
  - No postgraduate part-time bursaries are available
  - Possibility of study leave outside unpaid leave is slim
  - No WCED incentives for improvement of qualifications
- The observed variation in research outputs will be managed by:
  - Smaller incentives aimed at increasing later research output
    - publication incentive to incentivise publication by students and extraordinary staff
    - subsidisation of editorial fees payable in the case of master's and doctoral theses
    - payment of page fees where staff do not have research funds
  - The mentoring of younger colleagues
  - The Centre for Higher and Adult Education will provide short courses to junior faculty members
  - Virtual or face-to-face writing retreats will be organised per department or per cohort
  - The establishment of research niche areas
- The postgraduate throughput rates and attrition figures have been identified as problematic. In order to improve the postgraduate throughput rates, the following strategies were decided upon:
  - Pre-registration skills development activities aimed at master's and doctoral candidates
  - Disincentivising prolonged enrolment with the fee structure
  - Effectively using a system of warning letters and managing the termination of master's and doctoral students who exceed the agreed-upon enrolment period
  - A common approach to the management of master's and doctoral students through the envisaged postgraduate school

- Task Team 2 concurred that an active strategy of recruitment for further postgraduate studies could be executed at specific opportune periods in the academic programmes that the students are currently enrolled in. This could take the form of a marketing session propagating further enrolment and the research themes that the participating staff members are passionate about.

### **ACADEMIC AND SUPPORT STAFF (TASK TEAM 3)**

- The current focus on Education Psychology was discussed and the observation was made that the continued negative references to the department have negative consequences for the wellbeing of the staff members and sap their energy. The meeting concluded that a more constructive approach would be to accept a degree of cross-subsidisation and to determine what is feasible to expect of the department.
- To launch a benchmark investigation among universities with education faculties to establish their lecturer-to-student ratio; their departmental structures; their staff allocation (C1 & C2) and the rationale for the specific structuring of their faculties. The information was to be utilised to establish norms regarding appropriate levels of staffing in Education.
- Task Team 3 decided to develop a proposal regarding the structuring of the faculty in terms of departments that would inform the desired staff profile per department. This intervention will be informed by a workload investigation per C1 member in terms of the Bitzer (2007) model developed in collaboration with the FED. The acting Dean is advised to revisit the template so as to allow the respondent to record the actual hours spent on a task, instead of recording a standardised response.
- Greater clarity about the internal structure of the faculty will inform the optimal utilisation of the C2 staff members. In order to achieve this, the range of task descriptions of the C2 staff will be recorded.
- To ensure that internal performance management practices and promotional practices do not act as disincentives for the willingness to play roles constituting internal and external service-rendering, such as leadership/managerial roles.
- The Executive Committee of FED has met with the representatives of HR and confirmed that the procedure agreed upon with regard to the management of dysfunctional lecturer behaviour that detracts from a positive brand image of the faculty, could be seen as steps preceding a formal disciplinary process.

## CONCLUDING COMMENTS

- As the reader of this document will realise, the faculty has numerous parallel interventions running concurrently, which the office of the acting Dean coordinates in collaboration with the Executive Committee of the faculty.
- The senior staff participating in the process has the positive expectation that the renewal exercise will not only impact positively on the business model of the faculty, but will inspire faculty members to aspire to new and higher levels of academic and organisational functioning.



**PROF DJ MALAN**  
**ACTING DEAN: FACULTY OF EDUCATION**



## APPENDIX B



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**FACULTY OF ARTS AND SOCIAL SCIENCES**

**REPORT BACK TO SU COUNCIL**



## **FACULTY OF ARTS AND SOCIAL SCIENCES**

### **REPORT BACK TO SU COUNCIL**

Herewith a condensed report on the progress of the renewal project in FASS.

#### **1. Appointment of a Project Coordinator – 27 June 2018 – Appointment of Prof Johann Mouton**

Terms of reference:

- Reports directly to and coordinates with Dean (FASS)
- Critical analysis of data in Stumpf report, update and extend (2017) where necessary
- Receive and collate department feedback on data in Stumpf report
- Do benchmarking with comparative national and institutional data, where necessary
- Convenes and coordinates activities of two task teams (broadly HR/Finance and Academic)
- Coordinates/directs work goals of task teams, deliverables and deadlines
- Provides administrative support for work activities related to reporting, coordination and record keeping of task teams
- Delivery of final report (context, analysis, action plan) in close cooperation with Dean and Excom

#### **2. Phased approach**

- Phase 1: Data verification of Stumpf report
- Phase 2: Collation of additional data (longer timeline, augment analyses, conclusions and recommendations)
- Phase 3: Circulation of FASS report to all academic departments (29 August). Response time of three weeks (verification and context)
- Phase 4: Concurrent with Phase 3: Development of Integrated Faculty Performance Framework (aligned to SU Management Indicators – 2040)
- Phase 5: Revised FASS report incorporating feedback
- Phase 6: Two task teams discuss revised report and set out further interventions/actions

Phases 1 to 3 have been completed. The feedback deadline from departments is 20 September 2018.

### 3. Actions undertaken

The following actions have been undertaken as part of the Faculty Renewal project.

- Fisser, Jannasch and seminar rooms in Conservatorium are now 'centrally scheduled'
- Business Plan for Theatre Complex Rental Model completed (Innovus/Suncom) (inclusive of ASM; to be ringfenced for maintenance) waiting on projections
- Spinout company (Sein Media (Pty) Ltd) – Soundtrack production (Innovus/Suncom) established (ASM overheads and maintenance) established – waiting on projections
- Commercialisation of GUS (Matie Shop) completed (overheads cost recovery)
- Restructuring of MA fees to be tabled (away from 'front loaded') R16 090 (1, 2, 3)
- For 180, 120 and 90 credits MA's – affordable/incentive to complete
- Research output (highest at SU and nationally) weighted and per capita = maintain stability (departmental targets set/interventions in below-average departments) (see appendix B1)
- Guidelines for Departmental Action Plans was developed
- Departmental targets set and coupled to stringent performance management (see appendix B2)
- + 4% fee increase (phased in 2018, 2019, 2020)
- + 200 first-years (phased in 2018 – 100, 2019 – 50, 2020 – 50) = projections (see appendix B3)
- Discontinuation of Dean's incentives for publication (R600 000 saving)
- Discontinuation of postgraduate bursaries for African Languages (R600 000 saving)
- All promotions frozen for 27 months. Current round funded by performance management resignation of Director of Centre for Music
- Reallocation and unbundling of retirements and vacancies
- Reduction of academic development support (tutors) from R13 million to R4,8 million (year 1) to R3 million (year 2). Accumulated saving on deficit funding for tutors: R18,2 million
- Surplus on 2019 budget (after deduction of remuneration costs) = increased throughput + increase in research output to 733 + (from a low of 475 in 2015) + SU budget surplus

**Prof Tony Leysens**

**Dean**