



UNIVERSITEIT
iYUNIVESITHI
STELLENBOSCH
UNIVERSITY

100
1918 · 2018

**RECTOR'S MANAGEMENT REPORT
TO COUNCIL**

Monday 27 September 2021

Prof WJS de Villiers,
Rector and Vice-Chancellor

Contents

INTRODUCTION.....	4
THEME 1: A THRIVING STELLENBOSCH UNIVERSITY.....	5
1.1 Strategic management indicators (SMIs)	5
1.2 Institutional Committee for Business Continuity (ICBC).....	8
1.3 Campus Health COVID-19 update.....	9
1.4 COVID-19 in residences	10
1.5 Women of SU	11
1.6 Wilcocks building changes name to Krotoa.....	11
1.7 SU further ascends Times Higher Education ranking	12
1.8 Impact report on philanthropy and internationalisation	12
1.9 Language webpage	12
1.10 Faculty transformation committees	12
1.11 Monitoring transformation.....	13
1.12 Visual redress: <i>Evoking Transformation</i>	13
1.13 Equality Unit	13
1.14 MACE awards.....	13
1.15 SU in the news (11 May to 26 August)	14
1.16 SU Library upgrade	16
1.17 Remote library services	16
1.18 Makerspace taking off	16
1.19 Systems renewal (SUNFin and SUNStudent)	17
1.20 Upcoming CHE institutional audit.....	17
1.21 University Capacity Development Grant (UCDG)	18
THEME 2: A TRANSFORMATIVE STUDENT EXPERIENCE	18
2.1 Applications and enrolments.....	18
2.2 Online onboarding programme	19
2.3 Peer facilitation of learning	19
2.4 SUNTrack (now SUNSuccess).....	19
2.5 SU virtual career fair	20
2.6 Test and exam support	20
2.7 Leadership training and elections.....	20
2.8 Student constitution reviews.....	20
2.9 Student mental health	21
2.10 Challenging disability thinking	21
2.11 Maties Sport at the Olympics and Paralympics	21
THEME 3: PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS	22
3.1 Social Justice Walk on Youth Day	22
3.2 Educational interpreting.....	22
3.3 Museum engagements continue in cyberspace.....	23
3.4 Memorandum of understanding between SU and the Swedish ICLD.....	23
3.5 Campus Health Service staff fly SU and SA flag	23
3.6 SU Woordfees and SU Choir	24
3.7 Umoja African Student Leaders Network	24
THEME 4: NETWORKED AND COLLABORATIVE TEACHING AND LEARNING	24
4.1 Hybrid learning	24
4.2 International Symposium on Service-Learning.....	25
4.3 Intercultural Communication for Engineers	25
4.4 Writing Lab turns 20	26
THEME 5: RESEARCH FOR IMPACT	26
5.1 School for Climate Studies launched	26

5.2	<i>Noseweek</i> donation	26
THEME 6: EMPLOYER OF CHOICE		27
6.1	Staff assembly	27
6.2	SU opens vaccination site on campus	28
6.3	Vaccination opportunities	28
6.4	Acceleration of recruitment processes	28
6.5	Staff performance management	28
6.6	Update on daycare.....	29
6.7	Siyakhula staff programme.....	29
6.8	CHS well-being webinars	29
6.9	Fulbright scholarship awarded	29
6.10	Senior appointments	29
CONCLUSION.....		30
ADDENDUM: OP-EDs AND COLUMNS		31
	Opinion editorials (11 May–17 August 2021)	31
	Columns (11 May–17 August 2021).....	37
CONTRIBUTORS.....		39

INTRODUCTION

Welcome to the **third Council meeting** of Stellenbosch University (SU) for **2021**. We remain in the throes of **COVID-19**. Since we last met in June, we have been dealing with the impact of first level-4 and later level-3 lockdown regulations announced by government to combat the third wave of coronavirus infections. At the time of writing, the devastating third wave had, by all indications, peaked, and was expected to start tapering off.

At the time of the previous Council meeting (on 21 June), you will recall that we were preparing for the mid-year assessments and had planned to conduct sit-down invigilated examinations. However, a week into those assessments, government placed the country on a stricter lockdown level. We had no choice but to interrupt the assessment period, announce the immediate commencement of the mid-year recess, and draft an amended and fully online A2 and A3 assessment schedule.

To compound matters, the country experienced severe unrest in **KwaZulu-Natal and Gauteng** from 9 to 18 July, which affected the ability of our students who had returned to their homes in those regions, to participate in the scheduled online assessments. As a result, we eventually allowed all students access to the A4 assessments for first-semester modules, which took place in August.

Notwithstanding these hurdles, reports from various quarters of the University are that the mid-year **assessments** went well and were **completed successfully**.

There was also a glimmer of hope with Higher Health's announcement that the COVID-19 vaccination programme for the higher education sector had been prioritised. We established our own **vaccination centre** for staff and students, their families and the broader public at the Lentelus soccer clubhouse. It has been operational since 10 August and, by all accounts, is well utilised and has seen significant numbers of our colleagues and students being vaccinated against the dreaded coronavirus.

Taking into account all the realities of the prevailing pandemic, and considering the requirements of our academic project, the Institutional Committee for Business Continuity (ICBC) recommended that the University commence its second semester as scheduled on **10 August**, with **students returning** to campus.

Of course, we should bear in mind that students' presence on campus is an essential contributor to their academic success. Many students need to be on campus to complete essential clinical work and meet the requirements of professional bodies. More importantly, however, for a significant proportion of students, circumstances at home are not conducive to successful online learning, whether due to a lack of infrastructure and access to broadband, or an array of other factors.

We started the third term with the hybrid model of augmented remote teaching, learning and assessment (**ARTLA**), subject to the stipulated regulations of the Department of Higher Education and Training (DHET) regarding safe face-to-face tuition. However, we had hardly settled in for our second semester when prominent immunologists already started talking of a fourth wave anticipated later this year. Others are mooted the idea that COVID will become a permanent feature of our lives as we head into the future, and that we should become accustomed to the idea of an annual COVID jab, similar to a seasonal flu vaccine.

Which brings me to the very important point of **staying on course**, and using our mission statement as our guide to achieve the vision that we have set for our university – regardless of COVID-19 or any other disruptive force or conditions that we may encounter en route to 2024 and beyond.

Shortly after my appointment as Rector and Vice-Chancellor of SU in 2015, I expressed the need for our institution to develop a set of **strategic management indicators (SMIs)** that would help us gauge our progress with the implementation and achievement of our strategic objectives. This is necessary for two reasons: firstly, because we need accurate data to help us make informed decisions about strategic matters of the University, and, secondly, because you can only manage what you measure.

To this end, the Division of Information Governance (IG), led by the Deputy Vice-Chancellor (DVC) for Strategy and Internationalisation, Prof Hester Klopper, embarked on a process of extensive engagement and consultation with relevant stakeholders across SU. IG subsequently came up with 46 SMIs. Via a dynamic dashboard, these provide a snapshot of our progress with our integrated strategy implementation plan and objectives. (See the full list of SMIs [here](#), or click [here](#) for a PDF extract from SU's annual integrated report.)

To provide Council with a bird's-eye view of our progress as an institution (bearing in mind that many of the SMIs relate to subsets of measurements applicable to particular environments), I have decided to share with you **six broad measures**. These are (i) our student success rates, (ii) the composition of our total student body, (iii) our weighted research outputs, (iv) equipment maintenance and acquisition as a percentage of our total income, (v) black, coloured, Indian and Asian (BCIA) staff as a percentage of all staff, and (vi) the nett surplus for the last completed financial year.

See **1.1 below** for more detail, but in **summary**, judging by the charts provided, SU is **firmly en route** to becoming **the leading research-intensive university on the continent**, and hard at work to deliver on its future transformation, academic and development goals.

In future, members of executive management will also focus in more detail on the SMIs and dashboards relevant to their environments when reporting to Council on their respective portfolios. In time, therefore, our SMIs will become a regular feature of our management reports.

As is customary, members of the Rectorate are again afforded the opportunity to submit a report to Council. This time, it is the turn of the **DVC for Strategy and Internationalisation** and the **Chief Operating Officer (COO)** to report on activities in their responsibility centres (RCs) over the past 12 months. Therefore, this overall management report contains only selected highlights from their portfolios. Please consult their separate reports for more details.

This report covers the period **22 May to 27 August 2021**, unless stated otherwise. My fellow members of management and I welcome this opportunity to engage with Council.

THEME 1: A THRIVING STELLENBOSCH UNIVERSITY

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

SU recognises the major challenges associated with developing into a thriving university. We acknowledge that we need to be both responsive and proactive in shaping the future of the University. We are committed to systemic sustainability, which includes people, place (social), prosperity (economic) and the environment and compels responsible corporate governance.”

1.1 Strategic management indicators (SMIs)

As mentioned in the introduction above, I wish to share with you **six broad measures** of SU's progress in achieving its strategic objectives.

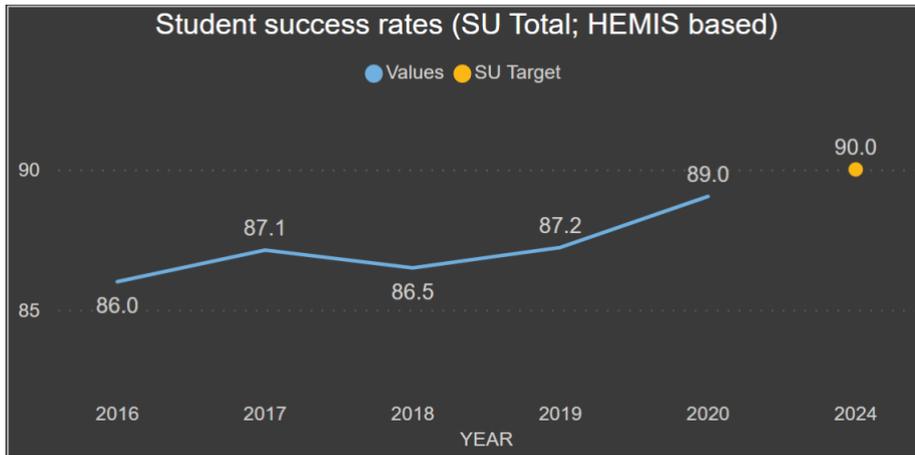
The six measures below are distilled from, and aligned with, the **46 strategic management indicators** (SMIs) contained in IG's [performance dashboard](#). Although some minor adjustments and updates are still required, they do provide a quick measure of our progress on our journey towards the key strategic objectives encapsulated in our *Strategic Framework 2019–2024*.

The line graphs provided in the sections below are simplified versions of IG's dynamic dashboards available online.

(i) Student success rates (SU total; HEMIS-based)

Institutional objective: Strengthen strategic enrolment management to enhance access and success, broaden participation, achieve inclusivity, and maintain SU’s reputation as a university of choice.

Definition: For a given year, determine the total number of full-time-equivalent (FTE) students (A). Then determine the number of FTE degree credits (modules completed) for the same year (B). The measure is calculated as B divided by A. The following line chart shows actual values in blue and the 2024 target in yellow.



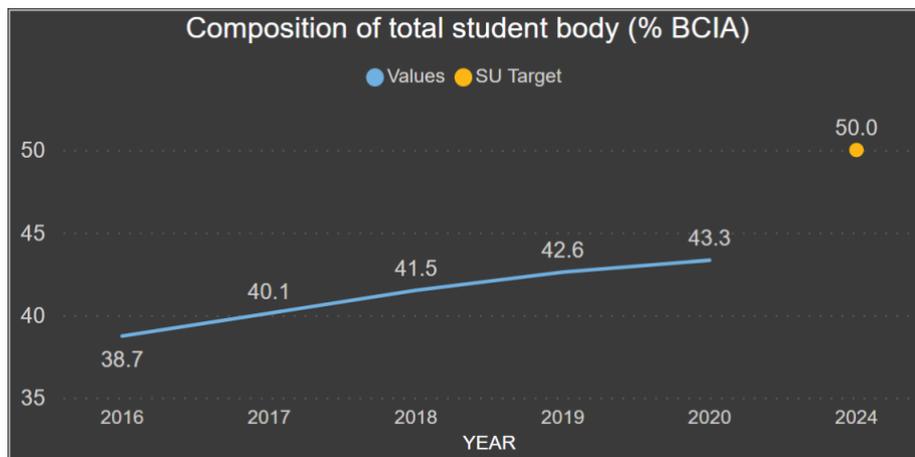
Takeaway: Having achieved a success rate of 89% in 2020, SU is firmly (98,9%) on its way to reaching the 2024 target of 90%.

(ii) Composition of total student body (% BCIA)

This SMI is central to SU’s transformation objectives.

Institutional objective: Strengthen strategic enrolment management to enhance access, broaden participation, achieve inclusivity, and maintain SU’s reputation as a university of choice.

Definition: For a given year, determine the number of students enrolled at SU on the official census date (A). Then determine total students from the BCIA groups enrolled at the University on the official census date (B). The value is calculated as B divided by A. Again, the chart shows actual values in blue and the 2024 target in yellow.

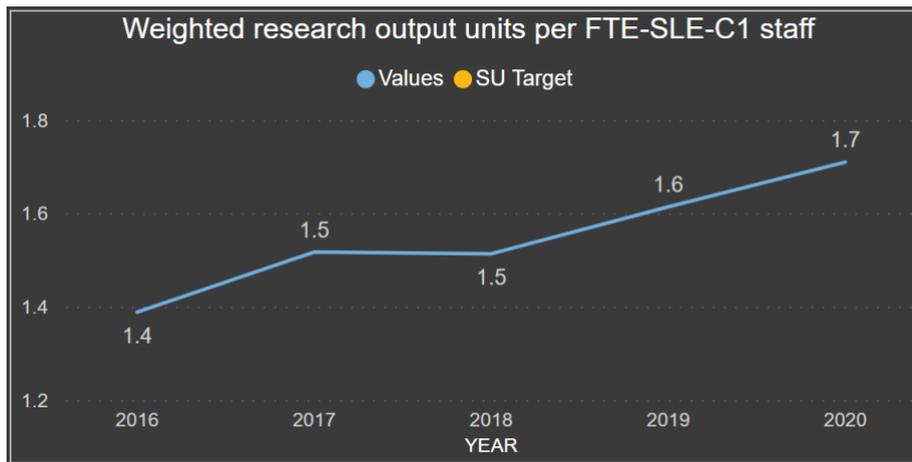


Takeaway: With a value of 43,3% in 2020, SU was 86,6% successful in reaching the 2024 target of 50%.

(iii) Weighted research output units per FTE-SLE-C1 staff

This measure, which combines three existing SMIs, relates to SU's research output subsidy received from DHET based on our weighted research output units. As such, it reflects the success and financial viability of the University.

Definition: For a given academic year, determine the number of SU publication units accredited with the Department of Higher Education and Training (A). Determine the number of research portions of master's qualifications awarded (B), as well as the number of PhDs awarded (C). Finally, determine the total number of full-time-equivalent (FTE) academic (C1) staff, scaled to senior-lecturer-equivalent (SLE) staff members (D). Calculate the value as $[1 \times (A+B) + 3 \times (C)]$ divided by (D).

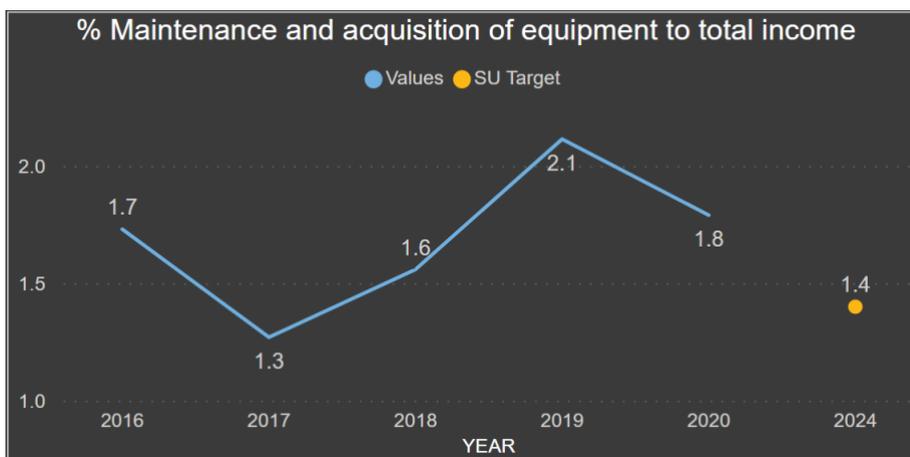


(iv) Equipment maintenance and acquisition as a percentage of total income

The aim is to encourage and ensure continued investment to maintain a competitive advantage and stay relevant in the learning and teaching as well as the research environment. The current criteria are based on equipment acquisition only. On completion of the Campus Renewal Project, the criteria and target will be amended to include the broader acquisition of fixed assets.

Institutional objective: Maintain and enhance world-class facilities.

Definition: Maintenance costs of small equipment and furniture (academic buildings and housing) and equipment acquisition as a percentage of SU's consolidated total income for the particular year. Actual values appear in blue and targets in yellow.



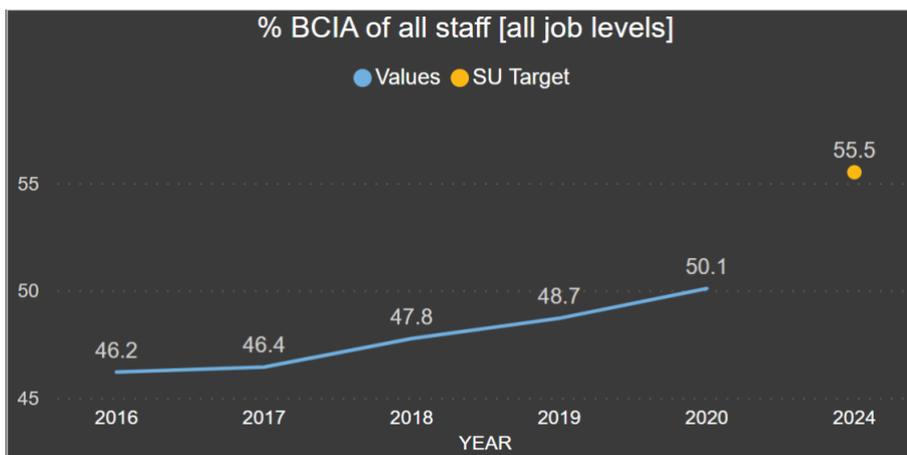
Takeaway: While the 2024 target is 1,4%, SU reached 1,8% in 2020 already. This means our spending on maintenance and equipment is more than sufficient.

(v) **BCIA staff as a percentage of all staff (at all job levels)**

The aim is to promote transformation and diversification of the staff corps.

Institutional objective: Equity, transformation and promotion of personnel.

Definition: For a given year, determine the total number of employees in the Salaries Human Resources group on the official census date (A). Then determine the total number of BCIA employees in the Salaries Human Resources group on that same date, excluding permanent residents and foreign nationals (B). The value is calculated as B divided by A. Actual values are shown in blue and targets in yellow.

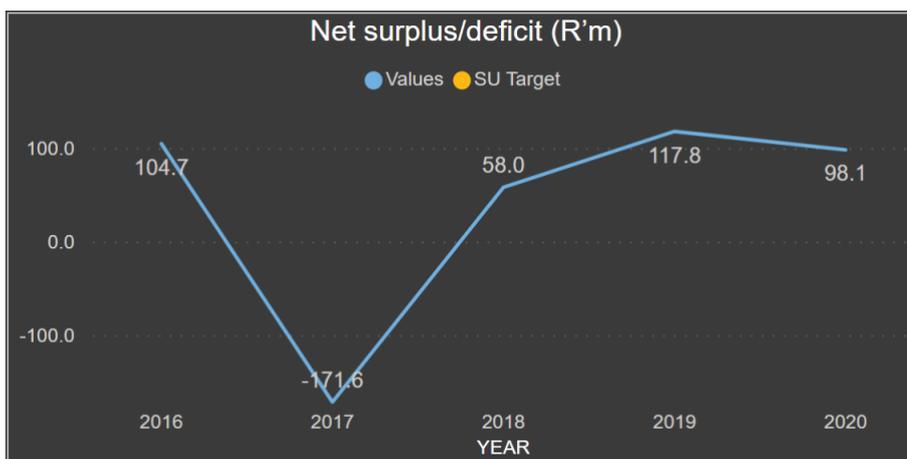


Takeaway: Having achieved 50,2% in 2020, SU was 90,5% successful in achieving the 2024 target of 55%.

(vi) **Nett surplus for the last completed financial year**

Institutional objective: To ensure that SU's nett surplus is sustainable in the long term.

Definition: Surplus as per SU's consolidated income statement, excluding investment transactions and any impact of the sale of property and equipment relative to the previous financial year.



1.2 Institutional Committee for Business Continuity (ICBC)

The Operations and Finance responsibility centre, led by COO **Prof Stan du Plessis**, compiles the Institutional Committee for Business Continuity (ICBC) workstream report that I have included in my management report since the ICBC was formed in 2020.

This quarter, however, Operations and Finance has compiled its own annual integrated report, with detailed feedback on each ICBC workstream's activities this past year. Therefore, my management

report highlights only key points of the ICBC's operations and communication in the reporting period. For detailed information, please consult the COO's report.

On 17 May, students and staff were alerted to the potential threat of a [third wave](#) of coronavirus infections after Prof Juliet Pulliam, director of SACEMA (the DSI-NRF Centre of Excellence in Epidemiological Modelling and Analysis), presented the latest data, which pointed to a sustained increase in infections nationwide. Students and staff were cautioned to be extremely vigilant and to follow all COVID-19 protocols. At that point, government also extended the national state of disaster by another month, until 15 June.

After considering the implications of risk level 2, the [ICBC decided](#) on 4 June to move ahead with ARTLA (augmented remote teaching, learning and assessment) for the remainder of the first semester and the rest of the year. Faculties were afforded some flexibility to offer certain modules fully online, though only after due consideration of all relevant factors.

The ICBC also updated staff and students on WiFi connections, progress with the Extended Learning Spaces project, the protocol for venue bookings, and the importance of using Higher Health's daily risk assessment tool, HealthCheck.

But on 10 June, with COVID-19 cases rising in the Western Cape, the ICBC was forced to take some [new decisions](#) with SU-wide implications. These included that SU would immediately move back to emergency remote teaching, learning and assessment (ERTLA), but that scheduled A1 assessments would continue as planned, with strict adherence to COVID-19 protocols.

On 17 June, after President Cyril Ramaphosa moved the country to adjusted alert level 3, the ICBC's Medical Advisory Committee confirmed that SU's COVID-19 exam protocols were appropriate to ensure a safe environment for the A2 and A3 assessments to be conducted in sit-down, invigilated mode, as planned. The committee also provided a list of [safety procedures](#). To accommodate students who had to quarantine or isolate due to COVID-19 during the A2/A3 assessment period in June/July, an [additional assessment](#) opportunity was made available for first-semester modules.

When President Ramaphosa subsequently moved the country to adjusted alert level 4 on 28 June, SU had to make even [further adjustments](#). These included suspending A2 sit-down examinations and moving the recess forward to run from 28 June until 9 July. Staff and students were also updated on assessments and [semester dates](#) after the recess.

On 6 July, the ICBC [updated](#) the arrangements for additional A4 assessment opportunities, and further updates, including [instructions](#) for accessing A4 assessments, followed on 13 July.

After the unrest in KwaZulu-Natal and Gauteng, an [urgent decision](#) was made with regard to students' access to A4 assessments. Since it would have been difficult to determine which students had indeed been affected by the unrest, A4 assessments were made available for all first-semester modules (bar a few exceptions, which were communicated by specific faculties).

On 26 July, the ICBC announced that all SU staff aged 35 years and older – including full-time, part-time and contract staff as well as postgraduate students who were teaching at the University – were eligible for two new [vaccination initiatives](#).

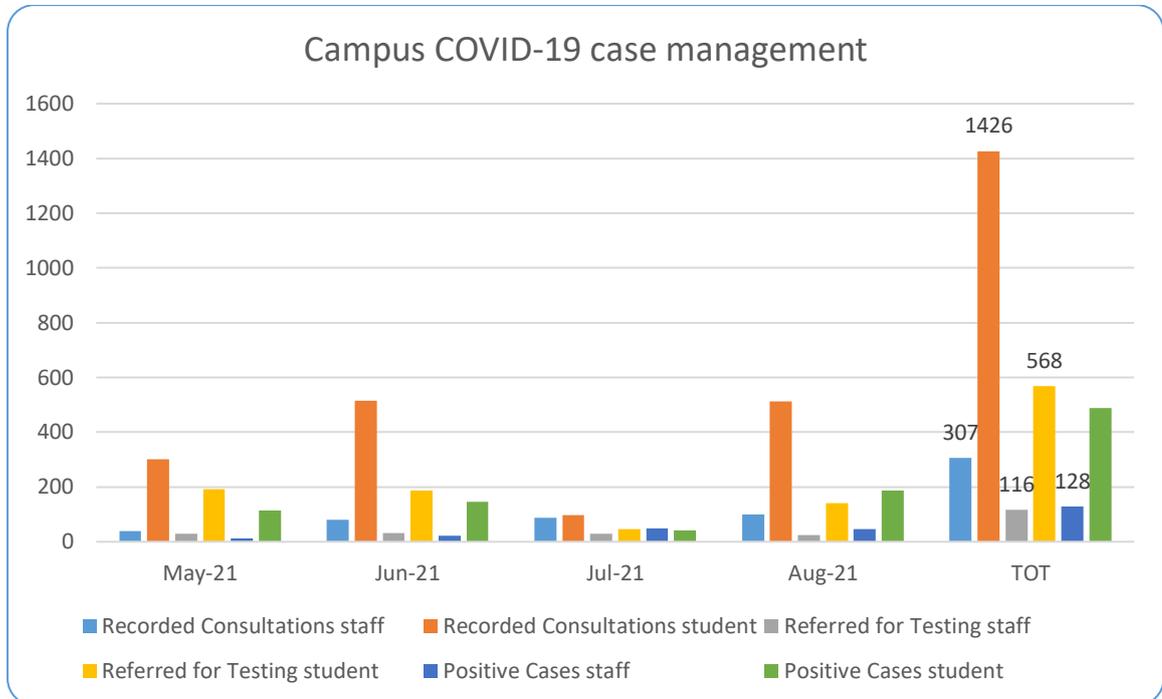
And on 29 July, the COO revealed the [plans for the second semester](#). These included moving back to ARTLA on 10 August when classes resumed, in light of the country's risk alert level having been relaxed back down to 3.

1.3 Campus Health COVID-19 update

Campus COVID-19 trends continue to follow the trend nationally and regionally. Infection rates among staff and students remained low in the reporting period. There were no indications of

significant virus hotspots. However, cluster outbreaks occurred in two residences on Stellenbosch campus (see 1.4 below).

The University receives daily reports from Stellenbosch Hospital. Rectorate members get a weekly update, and the same info is uploaded to the University's dedicated [COVID-19 website](#).

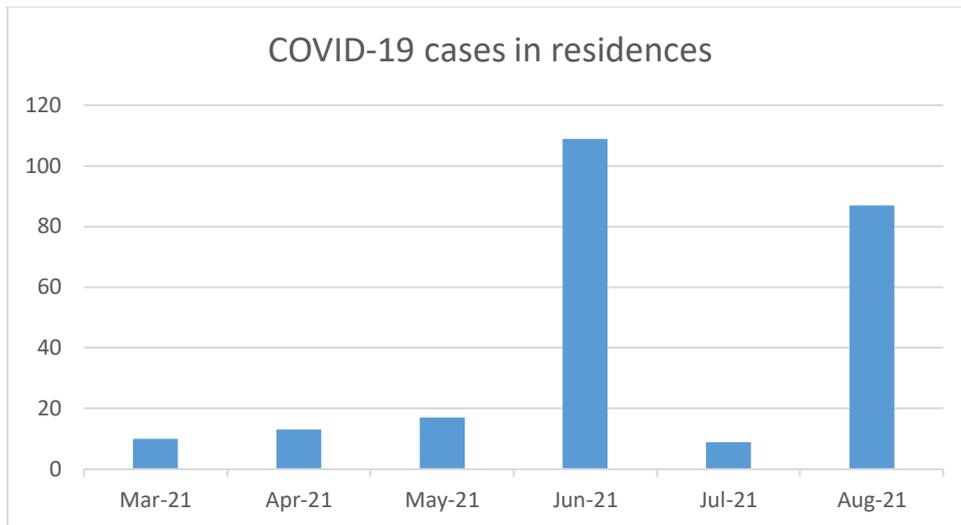


CHS staff continue to respond to the various stages of progression of the illness:

- Since the start of the lockdown, CHS has closed its doors to on-site patients only once due to two positive cases among staff. During this period, the telehealth programme proved successful, as practitioners were still able to assist patients.
- Patient consultations increased significantly from May to June. Of these, 95% were face-to-face and 5% telephonic. Patients predominantly consulted with nursing practitioners, and to a lesser extent with doctors and physiotherapists.
- CHS continues to collaborate with Stellenbosch Hospital and Stellenbosch Municipality to help with screening and contact tracing, both to reduce the burden on hospital personnel and speed up contact tracing among the campus community.

1.4 COVID-19 in residences

Several SU residence students tested positive for COVID-19 in June and July. Many others were in isolation after being in close contact with individuals who had tested positive. Two residences, Metanoia and Irene, had cluster outbreaks. All these cases were managed in close collaboration with the Campus Health Service in terms of the applicable protocols. Residences continued to function normally, and students and staff worked together to ensure that services to students in isolation were maintained.



1.5 Women of SU

To commemorate South Africa’s national Women’s Month (August), SU ran the #WomenofSU campaign on its website and social media platforms. The series of articles highlighted the achievements of the remarkable women of our institution – from conducting groundbreaking research, to championing innovation, and using their expertise and voices to change their communities for the better.

In addition, various faculties and departments hosted events with a Women’s Month theme. These included the launch of *Covid Diaries: Women’s Experience of the Pandemic*, a book co-edited by **Prof Amanda Gouws** (Political Science) and **Ms Olivia Ezeobi** (Economics). The Stellenbosch Women Alumnae Network (SWAN) also hosted an event with Dr Naledi Pandor, an SU alumna and the current Minister of International Relations and Cooperation, as the guest speaker.

For more about #WomenofSU, [click here](#).

1.6 Wilcocks building changes name to Krotoa

SU’s RW Wilcocks building has been renamed the Krotoa building. This building on the Stellenbosch campus houses the departments of History and Psychology, the Division of Research Development, SU International, the SU Archives, as well as the Centre for Research on Evaluation, Science and Technology (CREST).

Krotoa (1642–1674), a woman of the Khoe people, lived at the Cape in the time of Jan van Riebeeck, who came to establish a settlement for the Dutch East India Company (the VOC) at the tip of Africa in 1652. Named “Eva” by the Dutch, Krotoa served as, among others, an interpreter and interlocutor between her people and the VOC. [Click here](#) to read more about her.

SU’s Executive Committee of Council (EC(C)) approved the renaming at its meeting of 16 August 2021 after the Rectorate received a shortlist of proposals from the Committee for the Naming of Buildings, Venues and Other Facilities/Premises in June. Following extensive debate and taking various aspects into consideration, including Krotoa’s complex personal history, the Rectorate proposed the name to the EC(C).

[Click here](#) for more.

1.7 SU further ascends Times Higher Education ranking

SU has further improved its position on the *Times Higher Education (THE)* World University Rankings. According to the [2022 edition](#) of the rankings, which was released in early September, SU is now ranked **second in South Africa**.

The University again appears in the 251–300 bracket (for the third consecutive year) and has moved up one place from the 2021 edition, when it was ranked third in the country. The THE rankings contain more than 1 600 universities from 93 countries.

SU managed to improve its performance on most of the THE indicators. This is no mean feat, taking into account the impact of the pandemic, and particularly also the unique challenges faced by universities in emerging economies.

For more, [click here](#).

1.8 Impact report on philanthropy and internationalisation

When I became Rector and Vice-Chancellor in 2015, I highlighted two growth areas I would be focusing on, namely internationalisation, and increasing the University's investment portfolio through fundraising.

Increased internationalisation builds and expands the reputation of our institution, while increased investment broadens access to higher education and enables us to support students in need of financial aid. To grow these two areas, we established the Strategy and Internationalisation responsibility centre, and also strengthened the Division of Development and Alumni Relations. In July, these environments issued an [impact report](#) to reflect on their growth from 2015 to 2021.

Judging by the report, SU's internationalisation strategy and global fundraising initiatives have become the cornerstones of the institution's ambition to be a sustainable, thriving higher education institution. Even amidst the pandemic, these have enabled SU to successfully deliver its academic and research programmes and lay the foundation for the successes the University will strive towards beyond COVID.

The report also clearly demonstrates that philanthropic, corporate and social responsibility contributions as well as testamentary bequests have become as important as traditional funding mechanisms (government subsidies, student fees and research grant funding) to maintain financial stability at universities.

1.9 Language webpage

As part of SU's new structure for issue-based communication, a dedicated webpage has been created for the language issue. This page contains all relevant information regarding language at the University, including the Language Policy review, articles and opinion pieces about language, media releases and responses, as well as frequently asked questions and answers. To access the page, [click here](#).

1.10 Faculty transformation committees

Consultative meetings were held with a number of faculty transformation committees regarding their draft terms of reference. The committees of the faculties of Economic and Management Sciences, Medicine and Health Sciences, Arts and Social Sciences, Engineering and Law took part. Engagements were also held with the Deans' Forum. Feedback from these sessions informed the preparation of the second draft terms of reference, which was made available on 31 August 2021.

Discussions are ongoing with the faculties of Education and AgriSciences also to establish transformation committees.

1.11 Monitoring transformation

The development of the Monitoring and Evaluation (M&E) Framework for Transformation at SU is currently in the research and benchmarking phase. The timeline for the development process has been aligned with the review of the SU Transformation Plan. This will ensure that the M&E framework is informed by the refined indicators emerging from the Transformation Plan review.

The Transformation Office has also partnered with the Co-Curriculum Office to draft a framework to monitor and evaluate the Transformation Office's programmes.

1.12 Visual redress: *Evoking Transformation*

The recently released book *Evoking Transformation: Visual Redress at Stellenbosch University* brings together the experiences of key stakeholders in visual redress at SU. The publication, launched on 27 July 2021, was co-edited by **Profs Aslam Fataar and Elmarie Costandius** from SU's departments of Education Policy Studies and Visual Arts respectively. The book also reflects on visual redress to date, and considers the ethos of engagement and meaningful change linked to the visual redress project. Click [here](#) for a video of the book launch.

1.13 Equality Unit

At the start of June, the Equality Unit officially moved from the Centre for Student Counselling and Development in the Division of Student Affairs to the office of the Deputy Vice-Chancellor: Learning and Teaching.

This has not stopped the Unit from continuing its work and collaborations. In the reporting period, these included the following:

- Initiated the review and amalgamation of the Unfair Discrimination and Harassment and the HIV/Aids policies, with a strong focus on integrating gender-based violence (GBV). An SU-wide task team has been set up to steer the policy review.
- Engaged with counterparts at other South African universities on GBV issues collectively faced by higher learning institutions.
- Participated in a roundtable on South Africa's GBV bills hosted by Prof Thuli Madonsela, incumbent of SU's Law Trust Chair in Social Justice, on 5 July.
- Developing an online reporting and monitoring tool to offer staff and students a streamlined way to report incidents of unfair discrimination and harassment.
- Spearheading an anti-cyberbullying campaign in conjunction with the Division of Student Affairs at Tygerberg. The campaign was launched on 10 August.
- Secured R500 000 in funding from Higher Health to support work on the themes of HIV, sexually transmitted infections, GBV, disabilities, substance abuse, mental health, gender and COVID-19.
- Welcomed Dr Jill Ryan as new gender non-violence coordinator, and Mr Werner van Kerwel as case investigations support officer.

In addition, in the period February to June, the Unit provided training and workshops to 948 staff and students.

1.14 MACE awards

Despite the COVID-19-related challenges of the past 20 months, communication and marketing professionals from SU performed outstandingly at the Marketing, Advancement and Communication in Education ([MACE](#)) Excellence Awards ceremony for 2021. Entries for 2020 as well as the first semester of 2021 were adjudicated.

SU scooped no fewer than **26 awards** at the virtual ceremony on 29 July. These include 12 bronze and nine silver awards, two gold awards (awarded to the highest-scoring entries in each category) and a platinum award (awarded to the highest-scoring entries in each of the three award divisions).

The University's COVID-19 Relief Fund campaign received the **Chairperson's Award of Excellence**, which goes to a single entry that embodies true excellence in marketing, advancement or communication. And since we had the highest success ratio of all entering institutions, SU also garnered the **Severus Cerff Award for Consistent Excellence**. Click [here](#) for more.

1.15 SU in the news (11 May to 26 August)

(All items in [blue](#) and [red](#) below are hyperlinked; please click to access.)

According to the dataset of media monitoring agency PEAR, the University continued its **good showing** in the media for the period in review. In June, SU generated the second highest number of general news clips of all South African universities, and the highest in both July and August.

With regard to the subset "Research and innovation", SU ended second in July and first in August.

Our experts continued to provide the media with valuable content and comment on **COVID-19**, further cementing the University's reputation as an innovative and socially responsible institution.

The various **institutional matters** that featured in the media over the reporting period included these:

- [SU launching a COVID-19 vaccination site](#) ([Eikestadnuus](#), [MatieMedia](#))
- The launch of the [School for Climate Studies](#) ([The Witness](#), [Eikestadnuus](#), [Landbouweekblad](#), [SABC News](#), [News24](#))
- [Renowned bioinformatician Prof Tulio de Oliveira joining SU](#) ([Die Burger](#), [Volksblad](#))
- The appointment of [pioneering transplant surgeon, Prof Elmi Muller, as new dean of Medicine and Health Sciences](#) ([Die Burger](#), [Tygerburger](#), [Radio Tygerberg](#), [IOL](#), [Yiba](#))
- [A record number of qualifications conferred in 2020 despite COVID-19 challenges](#) ([Maroela Media](#), [MSN](#), [Careers Portal](#))
- [The Inge Lotz Foundation donating R1 million to SU's Bioethics Unit](#) ([Die Burger](#), [Volksblad](#), [Beeld](#))
- [AUDA-NEPAD launching a centre of excellence for African innovation](#) ([Engineering News](#), [CSIR](#), [News24](#), [Business Live](#))
- [Prof Pumla Gobodo-Madikizela winning the Harry Oppenheimer Fellowship 2020 award](#) ([Eikestadnuus](#), [Engineering News](#), [Polity](#), [IOL](#))
- [An SU spinout company's work to help a local school receive the first-ever energy-efficient school certificate in South Africa](#) ([Eikestadnuus](#), [Cape Argus](#), [Engineering News](#))
- The release of [a new Afrikaans thesaurus](#) ([Volksblad](#), [Beeld](#), [Die Burger](#))

The renaming of the Wilcocks building to the [Krotoa building](#) also ensured good media coverage ([Rapport](#), [Cape Argus](#), [Cape Times](#), [Die Burger](#), [Eikestadnuus](#), [Smile FM](#), [IOL](#)).

The University's **media releases** remain a major source of publicity for the institution. Key releases in the past few months included the following:

- [SU to help rebuild forgotten Faure](#) ([Eikestadnuus](#), [Tygerburger](#), [Die Burger](#), [Beeld](#), [Volksblad](#))
- [Teachers need help to identify learning disabilities in the classroom](#) ([Die Burger](#), [Radio Tygerberg](#), [Radio Helderberg](#))
- [SU to implement a wastewater surveillance platform to detect COVID-19 outbreaks on campus](#) ([The Herald](#), [Times Live](#))
- [SU students help learners improve their reading skills](#) ([Eikestadnuus](#), [The Newspaper](#), [IOL](#))
- [WhatsApp Chat Bot helps diabetes patients during pandemic](#) ([Beeld](#), [Die Burger](#), [Smile FM](#), [kykNET](#))

- [Grey whale sets new distance record](#) (*Beeld, Cape Times, Moneyweb*)
- [SU establishes online registry for Long COVID study](#) (*The Witness, Cape Talk, SAFM, kykNET, Radio Islam, Newzroom Afrika, News24*)
- [Greywater re-use: Why irrigating your garden with laundry greywater is a bad idea](#) (*Water Wheel, SABI Magazine, The Witness, Radio 702*)
- [Hundreds of Cape Fur seals entangled in fishing lines and nets every year](#) (*Cape Argus, Cape Times, Die Burger, Beeld, Times Live*)
- [Beating the heat: opening the climate change forecasting toolbox](#) (*Volksblad, Die Burger, Beeld*)
- [A second fiddle of note](#) (*Cape Times, Die Burger, Beeld, Volksblad, IOL, SABC*)

SU's Language Policy and its review continued to receive a lot of media attention. The University's statements and articles on this topic centred on the Human Rights Commission's sitting on 14 and 15 June on Stellenbosch campus, and the findings of the independent Deloitte report:

- [Human Rights Commission: SU staff and students testify](#)
- [No instruction to prohibit Afrikaans in social spaces at SU, Deloitte finds](#)
- [Deloitte report on language in SU residences](#)

Some of the media reports that followed were [US-koshuisleiers se opleiding opgeskerp na ondersoek](#) (*Die Burger*), [Ons is bang om ons taal te praat](#) (*Die Burger*), [Studente 'streng ingelig' oor taal](#) (*Die Burger*) and [US: geen g'n Afrikaans](#) (*Eikestadnuus*).

The University informed its stakeholders on progress with the Language Policy review (see www.sun.ac.za/language and, for instance, [Reaksie op Taalbeleid ingewag](#) (*Die Burger*)), while also countering misconceptions (see [Akademiese potensiaal van Afrikaans deur US versterk](#) (*Die Burger*)).

SU staff also made media contributions on the language issue, including [Wie vind dan regtig baat?](#) (*Rapport*), [Meet US ook hieraan](#) (*Die Burger*), [Diverse groep bereik so eenstemmigheid](#) (*Die Burger*) and [Vat hande oor taal](#) (*Rapport*).

A selection of other language-related articles that appeared in both the Afrikaans and English media are as follows:

- [Taalwis opgelos, sê US](#) (*Die Burger*)
- [Afrikaans nie verbied nie](#) (*Eikestadnuus*)
- [Wie skuil agter die DAK Netwerk?](#) (*Rapport*)
- ['Geen sinistere magte agter kritiek op US'](#) (*Die Burger*)
- [Why is Afrikaans and isiXhosa being sidelined at Stellenbosch University?](#) (*News24*)
- [Lost in \(mis\)translation: Probe into alleged ban on Afrikaans at Maties residences hears starkly conflicting arguments](#) (*Daily Maverick*)
- [OPINION | Stellenbosch language debate: A response to Leon Schreiber](#) (*News24*)

In addition to the language webpage outlining the policy review process, among others (www.sun.ac.za/language), a new [multilingualism page](#) was created. This page offers more information on the University's response to the language debate over the past few months.

Thought leadership: Our academic staff continue to make SU research accessible to external audiences by writing thought leadership pieces for [The Conversation](#). Over the reporting period, 21 of our contributors produced 22 articles, which collectively yielded just over 496 000 reads.

Human capital: According to PEAR's media tracking of individuals at SU, the University's human capital was referred to in 234 media clippings in July and 258 in August. This is seen as a key contributor to media coverage, especially in the "Research and innovation" subset.

In addition, SU staff and students again produced a large number of **op-eds, features and columns** (see **ADDENDUM**). The Media Office also furnished the press with **lists of experts** to comment on, among others, World Environment Day, the unrest in KwaZulu-Natal and Gauteng, the Olympic and Paralympic Games, Mandela Day and Women's Day.

1.16 SU Library upgrade

The project to upgrade the SU Library foyer, circulation area



(**top right**), study area (**bottom right**), computer user areas, local area network (LAN) rooms and restrooms is well under way.



The library remains operational while work is being carried out, and completion is currently scheduled for 30 November.

1.17 Remote library services

Having offered limited seats to clients since early 2021 (*see picture below*), SU's Library and Information Service decided to close library buildings for the July level-4 lockdown in an effort to curb the spread of the COVID-19 virus. Yet services continued remotely. Staff provided online research, teaching and learning support from home. They also kept to a schedule of appropriately spaced visits to the library to collect or scan material and meet with clients who came to fetch physical material strictly by appointment. Patrons expressed great appreciation for the Library's creativity in providing alternative forms of assistance.



1.18 Makerspace taking off

Various Makerspace services have been rolled out in a staggered fashion since the launch of this facility in the SU Library in March.

After the closing of the LeNS Lab in the Visual Arts Department, there have been several conversations about possible collaboration between Visual Arts and the Makerspace in support of the arts curriculum.

Although the pandemic restrictions have limited the use of the physical space, the facility welcomed 24 clients and ten academics for tours in the first semester. Altogether 87 clients used the design and construction work areas, while 13 clients were hosted for hands-on training sessions. The 3D

scanning and printing service has taken off, with five successful scans and 49 prints completed to date.

1.19 Systems renewal (SUNFin and SUNStudent)

The information below has been adapted from the annual report of the responsibility centre for Operations and Finance.

SUNFin

On 18 June 2020, the Rectorate approved a recommendation to postpone the SUNFin implementation from 4 January 2021 to 1 July 2021, based on several factors presented by the SUNFin steering committee.

On 3 February 2021, a project intervention was agreed with the steering committee to address certain implementation risks.

Detailed planning and estimations were subsequently conducted in a number of areas, including business optimisation, testing, training, data management, integration delivery and the post-implementation support framework. The estimations were synthesised into an updated project plan, which was discussed with a core team to determine the impact on the project timeline.

Implementation on 1 July 2021 was clearly unachievable, and the Rectorate approved the revisiting of the project plan and budget.

In the interim, the Audit and Risk Committee of Council requested an independent high-level review of the SUNFin project. This review was completed on 2 July, and the findings were shared at the steering committee meeting of 13 July. The key findings informed additional adjustments to the project plan, which, at the time of drafting this report, was scheduled to serve before the steering committee and Rectorate in September for final approval.

SUNStudent

After the initial go-live on 6 April for undergraduate applications, and on 28 April for Military Science, the next components to be activated were postgraduate and telematics applications on 1 June. Applications for SU International, postdoctoral studies and special students went live on 9 August.

Activation of undergraduate admissions were staggered by faculty between 3 and 14 July, and postgraduate and telematics admissions followed on 9 August. At the time of writing, admissions for Military Science, SU International, postdoctoral studies and special students were scheduled to go live on 30 August.

A post-go-live virtual SUNStudent Support Centre officially started operating on 6 April. The central SSC is supported by functional superusers, who operate as the first support tier.

The number of study applications has increased significantly compared to previous years, and users need time to familiarise themselves with the new system and its processes. As a result, the number of application reviews completed and offers made is falling behind. To this end, additional resources have been secured to assist with the application review process. SUNStudent has temporarily halted all future project activities to focus on optimising the existing processes.

1.20 Upcoming CHE institutional audit

The Council on Higher Education (CHE) is entering its third cycle of quality assurance this year, which will again include institutional audits. All higher education institutions must reflect on their internal quality management systems and demonstrate adherence to 16 standards in the following four focus areas:

- Governance, strategic planning, management and leadership in support of the core academic functions (standards 1 to 4)
- Design and implementation of an institutional quality management system in support of the core academic functions (standards 5 to 8)
- Coherence and integration of the institutional quality management system in support of the core academic functions (standards 9 to 12)
- Curriculum development, learning and teaching in support of student success (standards 13 to 16)

In the reporting period, the Rectorate and deans met with a CHE delegation to discuss the nature, scope and dates of SU’s audit. The University will first appoint a committee who will draft, consult on and approve an institutional self-evaluation report for submission to the CHE by the end of the first semester of 2022. The CHE’s peer review site visit will then follow in the second semester of 2022.

1.21 University Capacity Development Grant (UCDG)

SU has submitted its annual UCDG report to the Department of Higher Education and Training. The report indicates 90% expenditure of the allocated budget in 2020. In fact, SU has maintained expenditure in excess of 90% of its allocation since 2018. All 2020 projects are continuing in 2021. These projects are Mobilex, teaching fellowships, training for heads of department, the Scholarship of Educational Leadership short course, developing the postgraduate pipeline, early-career academic development, the student tracking system, training in peer-to-peer facilitation of learning, and programme renewal.

THEME 2: A TRANSFORMATIVE STUDENT EXPERIENCE

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

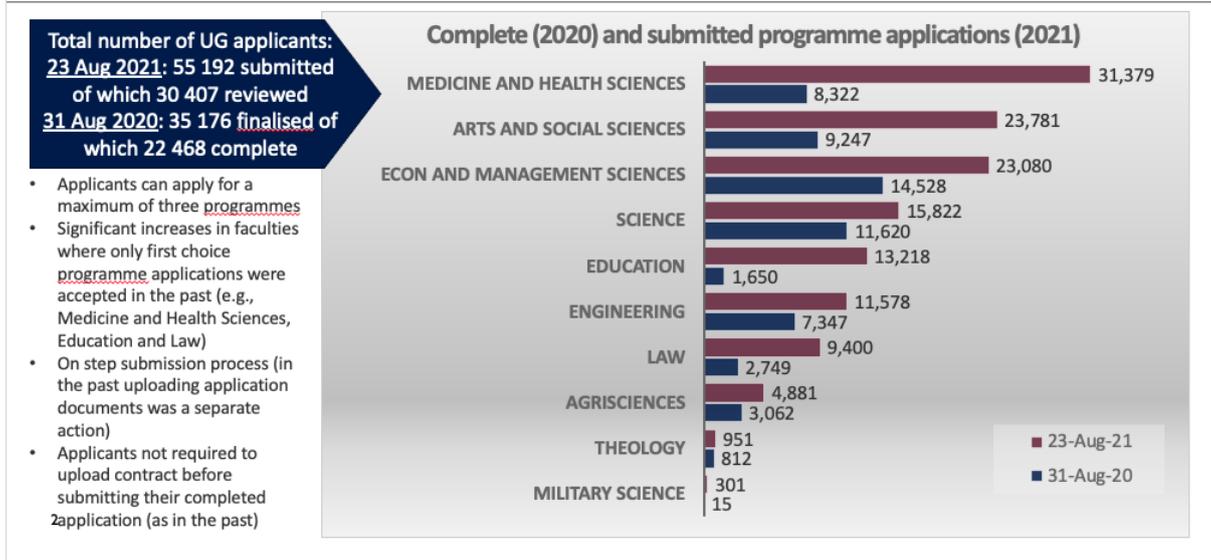
2.1 Applications and enrolments

By 23 August, 55 192 undergraduate applications with a view to studies in 2022 had been submitted, and 30 407 had been reviewed.

Applications to faculties where only first-choice programme applications were previously accepted continue to show a significant increase. Prospective students may now apply for up to three programmes.

The image below provides more detail.

UNDERGRADUATE APPLICATIONS – AUGUST 2021



From June to August, the number of **2021 enrolments** also increased. Enrolments by occasional students increased from 812 to 1 126, undergraduates from 20 272 to 20 732, and postgraduates from 10 456 to 10 640.

2.2 Online onboarding programme

The second iteration of the online onboarding programme for provisionally accepted students is in the planning stage and will be implemented in the second semester. First-year students who accessed the first edition of the programme in February 2021 have been requested to complete a survey about their experience. The results will be used to finetune the programme, which offers prospective students useful information on the University, their faculties and study-related topics, all easily accessible on the University’s learning management system, SUNLearn.

2.3 Peer facilitation of learning

The first-semester short course in the peer-to-peer facilitation of learning was a great success. Of the 188 students eligible for the training, more than 120 completed the course and will receive their recognition on their academic transcripts at the end of the year. Enrolments for the course in the second semester closed on 20 August.

Furthermore, the Centre for Teaching and Learning hosted a self-development initiative for SU tutors from 25 to 27 August. The centres for Student Leadership, Experiential Education and Citizenship (in the Co-Curriculum Office) as well as Student Counselling and Development (CSCD) along with interested faculties and departments helped arrange the event. The aim was to establish a support community that will offer tutors a space to support one another in their work and strike the right balance between their tutoring duties, own academic responsibilities and personal time.

2.4 SUNTrack (now SUNSuccess)

SUNTrack, a project funded by the University Capacity Development Grant (UCDG), has completed its blueprinting phase. The initiative focuses on tracking students’ psychosocial and academic success factors. Specific project aims are to provide:

- undergraduate (phase 1) and postgraduate students (phase 2) with feedback on their performance, and suggest support where required;
- academic staff and management with a comprehensive picture of a student's progress, and with early alerts based on a student's results; and
- professional administrative and academic support staff with an overview of a student's progress and support history.

The project has been renamed "SUNSuccess" and will in future be managed as a module of SUNStudent. Workshops to refine the SUNSuccess business rules and other details will take place in September.

2.5 SU virtual career fair

The Unit for Graduated Career Services (UGCS) at the Centre for Student Counselling and Development (CSCD) hosts the annual general Accounting and Engineering career fairs. These offer students an opportunity to network with employers about bursaries, internships and career options.

Due to the pandemic restrictions, the Unit took to cyberspace to host an SU-branded virtual career fair on 24 August. The virtual platform has been built with the technical assistance of service provider EasyVirtualFair, and with input from the divisions of Information Governance as well as Corporate Communication and Marketing. The platform will remain open for a month after the live event to offer students access to the available opportunities for a longer period.

The UGCS also joined other university career service centres in participating in the South African Graduate Employers Association's virtual career fair in July.

2.6 Test and exam support

Exam preparations in student communities and residences were disrupted when the country was placed on COVID alert level 4 soon after the start of the examination period, which necessitated an abrupt shift from in-person to online assessments. Some 25% of students remained in their residences for the recess and online examinations.

The centres for Student Counselling and Development as well as Student Communities implemented various forms of support. These included peer-to-peer mentors for all newcomer students, academic support among students themselves, physical support in the writing of exams (e.g. lending computers and other equipment) and wellness support.

Students with disabilities could apply for test and exam concessions in May with a view to the June exams. The process went fairly smoothly and, along with much-appreciated flexibility from the Examinations Office, allowed for individual emergency exam measures to be put in place.

2.7 Leadership training and elections

The third term is election season in our student communities, and also marks the start of leadership training for new student leaders. The process commences with training for prospective leaders in the first week of the third term and runs through to the annual conversations at the end of the fourth term. Sadly, the COVID-19 pandemic has disrupted student community life as we know it, and many of the student leaders for 2022 elected in August 2021 will probably not get to experience student life in COVID-19-free conditions.

2.8 Student constitution reviews

The Students' Representative Council (SRC) and Tygerberg Students' Representative Council (TSR) are both reviewing their student constitutions this year. The SRC constitution was last reviewed in 2019. According to that document, it is mandatory for the SRC to have a referendum after three

years in which the student constitution is reviewed. Any changes to the constitution must be consistent with the SU Statute. Although the Tygerberg student constitution should be reviewed at least every five years, this was last done in 2013, so is long overdue.

2.9 Student mental health

The units for Academic Counselling and Development as well as Psychotherapeutic and Support Services in the Centre for Student Counselling and Development (CSCD) experienced a significant increase in the number and severity of cases in the weeks immediately prior to the start of the first-semester examinations (assessments 2 and 3). In June, 414 academic support sessions and 1 191 psychotherapeutic support sessions were conducted, compared to an average of 297 academic and 972 psychotherapeutic support sessions in March, April and May. A considerably higher number of students presented with severe anxiety. Their anxiety was mostly fuelled by uncertainty about the format of the June exams (online or face-to-face), and about what would happen if they missed the A2 and/or A3 exam opportunities should they be in isolation or contract COVID-19 during that time. The Institutional Committee for Business Continuity (ICBC) later announced the option of an A4 opportunity.

2.10 Challenging disability thinking

The Disability Unit engages in a range of activities to challenge current thinking about disability.

In Lead with Disability, a curriculum-recognised programme, students undergo six weeks' training in universal access, exploring concepts such as reasonable accommodation, universal design, universal design for learning, and progressive realisation. They also do experiential learning exercises to apply these concepts. The 2021 Students' Representative Council on both the Stellenbosch and Tygerberg campuses completed the training.

In the reporting period, the Unit also presented a workshop on neurodiversity to the Metanoia Empowerment Forum, as well as online South African Sign Language workshops to staff and students.

The Disability Unit also continues to host transformative staff sessions in collaboration with Human Resources and the Transformation Office. Two sessions have been presented this year to date. The first dealt with disability inclusion, and how to create a more supportive and understanding workplace for staff with disabilities. The second focused on children and disability.

2.11 Maties Sport at the Olympics and Paralympics



Twenty of our student athletes, staff and alumni formed part of the South African squad for the 2020 Tokyo Olympic Games (*pictured left*), while Maties swimmer Robyn Young (*pictured below*) was the flagbearer for Swaziland.

Maties Hockey and Maties Aquatics were well represented at the Games. On the hockey field, both the men’s and women’s teams faced tough competition in the group stages, but still held their own. Alumnus Keenan Horne played a key role in a historic 4-3 victory over Germany and came away with a goal to his name.



A strong contingent of seven Maties Water Polo athletes participated at the Olympics.

At the time of writing, the Tokyo Paralympic Games had just finished. Maties Sport had ten athletes and two coaches participating. Seven of the athletes were competing in the athletics category.

THEME 3: PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS

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

3.1 Social Justice Walk on Youth Day

On 16 June, various SU colleagues joined a group of 50 Stellenbosch residents for the first Social Justice Walk from the Rhenish Mission Church (Die Braak) to Pniël. The event was organised by Visit Stellenbosch (the Stellenbosch tourism body) in collaboration with numerous partners of the university town. Watch [this video](#) for more on the outcomes and impact of the walk, which included reflection on the history of the Old Lückhoff School.



3.2 Educational interpreting

As part of their research activities, the Language Centre’s Interpreting Service held an online workshop with the Interpreting and Translation Department of the University of Bologna (UNIBO), Italy, in July. UNIBO, the oldest university in Europe, recently launched English–Italian educational interpreting as part of its efforts to increase internationalisation. One of the key objectives of the workshop was to evaluate the technology used for remote online interpreting.

3.3 Museum engagements continue in cyberspace

Despite the switch to cyberspace, the SU Museum's programme of engagements continues.

In collaboration with the Chair in Historical Trauma and Transformation, the Museum hosted a **public webinar** on the theme "Disrupt Stellenbosch/Stellenbosch Disrupts: Visual redress as a response to historical pain and injustice". A panel of practitioners and scholars reflected on the processes of redress in Stellenbosch and at SU.

Putting a cyberspin on the popular Wednesday Art Walkabouts, the first **Wednesday Art Talkabout** on 30 June featured the arts development programme PIAD ("Programme for Innovation in Artform Development"). PIAD explores how technology, interdisciplinary research and experimental art can connect to have a positive impact on communities. The second talkabout event on 14 July focused on spirituality and coexistence, and featured Steve Willis and Fatih Benzer, both practising artists and lecturers at Missouri State University, United States.

The Museum's **Just Conversation** event on 25 May featured Drs Laura van Broekhoven and Olusegun Morakinyo, who discussed "The restitution of African knowledge and objects". Van Broekhoven is the director of the Pitts River Museum at the University of Oxford, while Morakinyo is a research associate at the Centre for Transdisciplinary Studies at the University of Fort Hare. And on 23 June, another instalment of Just Conversations explored the vulnerability of the South African youth in the labour market. Guest speakers were Prof John Volmink and Mr Anthony Martin Andrews, both involved in the Ubuntu Leaders Academy.

Finally, the **Ubuntu Dialogues** project hosted its first virtual practitioners symposium, themed "Rethinking sites of memory and dialogue: Promises of Ubuntu, Pan-Africanism, and Decolonization", on 13 July. New applications for the Ubuntu Dialogues graduate fellowship also closed on 31 July.

3.4 Memorandum of understanding between SU and the Swedish ICLD

The Division of Social Impact facilitated the signing of a memorandum of understanding (MoU) between SU and the Swedish International Centre for Local Democracy (ICLD). The ICLD is a non-profit organisation funded by the Swedish International Development Cooperation Agency (Sida). Its mission is to support democratic participation and change at a local level through university-municipal partnership programmes, international training and research.

Among others, the two-year MoU will involve stipends for master's students to write their theses at the municipalities with which the ICLD cooperates (including Stellenbosch Municipality), the hosting of joint seminars and workshops, and engaging researchers as external experts in programmes relating to municipal partnerships and international training.

The ICLD seeks to support local role players to promote democratic development. Therefore, the objective of the MoU is to create and exchange knowledge on the challenges and opportunities associated with democracy at a local level.

3.5 Campus Health Service staff fly SU and SA flag

We are proud of our staff who represent not only SU, but also the country on the global stage.

Campus Health Service (CHS) senior director Dr Pierre Viviers was appointed as a specialist in the management of suspected side-line head injuries on the medical team who attended to the Springboks during the British and Irish Lions' rugby tour in July and August 2021.

In addition, CHS medical director Dr Craig Thompson and physiotherapist Tanya Green were part of the medical crew who accompanied the South African Olympic team to the 2020 Tokyo Olympics.

3.6 SU Wordfees and SU Choir

In May and June, the Words Open Worlds ([WOW](#)) project hosted a series of webinars for all educators involved in teaching Afrikaans, English and isiXhosa literature for grades 4 to 7. The first WOW webinar, themed “Literature is Lit”, was presented by subject advisors of the Western Cape Education Department. More than 1 500 educators tuned in.

In addition, the WOW 50-schools recruitment project, supported by the Division of Social Impact, visited four schools in Oudtshoorn and George. This visit formed part of a larger SU outreach to the Oudtshoorn municipal area. Prospective students with an average of 65% or higher were assisted with choosing undergraduate programmes, SU’s electronic application process, applying for financial assistance, as well as preparing for their National Senior Certificate exams.

COVID-19 continues to disrupt **SU Choir** activities. Voice groups rehearse separately so as to adhere to current protocols. To date, 320 applications have been received from students hoping to join the choir in 2022.

The **Toyota SU Wordfees** will be televised this year and is scheduled for 1 to 7 October. [Click here](#) for more information.

3.7 Umoja African Student Leaders Network

SU hosted the inaugural Umoja African Student Leaders Network summit online on 10 and 11 June. Student Affairs’ Mr Anele Mdepa and SU International’s Dr Nico Elema were the summit conveners. The event explored the lessons learnt from COVID-19 in the African higher education sector and the global community.

Colleagues from 12 African universities formed part of the summit steering committee. The themes were strategically selected to take Africa forward, guided by the African Union’s Agenda 2063 goals.

THEME 4: NETWORKED AND COLLABORATIVE TEACHING AND LEARNING

According to [Vision 2040 and Strategic Framework 2019–2024](#), this core strategic theme is about the following: “SU is embarking on a journey of **networked and collaborative teaching and learning** through the creation of learning communities where students, staff and alumni can experience meaningful learning. The University promotes a learning-centred approach to teaching that focuses on learning as a partnership, where students are seen as co-creators of knowledge and learning environments. Within a learning-centred approach, teaching activities facilitate knowledge-building and actively engage students in their own learning.

4.1 Hybrid learning

Since June 2020, three calls have been made for faculties to nominate new [hybrid learning \(HL\)](#) offerings for development. In response to the first two calls, various programmes, modules and learning units are being developed for implementation in 2022 and 2023. *(See alongside for screenshots of some of the courses being developed in the faculties of Engineering, Economic and Management Sciences, and Medicine and Health Sciences.)*



One such example is a new, structured master's programme in Engineering Management that is being funded in response to the second call. The programme's academic lead, **Prof Calie Pistorius**, industry practitioners and academic staff from the Department of Industrial Engineering have been collaborating with SU's [growing HL learning design team](#) to prepare the programme for implementation in 2022. This degree is expected to attract particularly working professionals locally and internationally due to its flexible schedule for both full-time and part-time studies. It may also be of particular interest to students seeking a programme that transcends disciplinary boundaries, with a strong focus on emerging technologies.

To prepare for the third call, which was issued on 22 July 2021, an HL strategic course portfolio workshop was hosted on 14 July for deans, vice-deans for learning and teaching, faculty managers and other stakeholders. Here, the HL project manager and digital marketing specialist advised faculties on how to refine their current HL initiatives and identify new opportunities based on emerging industry and market trends.

The fourth and fifth calls will be announced in 2022.

As per its HL Business Plan, SU is considering a partnership with an international online learning provider to be able to reach the global student market. This process is ongoing. Three potential partners have been shortlisted and a process of further dialogue has been followed, as approved by the Chief Operating Officer. The outcome of the tender will be communicated in due course.

4.2 International Symposium on Service-Learning

On 11 June, SU participated in the eighth International Symposium on Service-Learning (ISSL) along with our partners, the universities of Nicosia (Cyprus) and Indianapolis (United States). The online symposium centred on the theme of critical service-learning and how to transform teaching into social action.

Twelve SU representatives participated, and produced and screened a video showcasing the service-learning efforts of our faculties and professional administrative and academic support services (PASS) environments. For more, read the [article](#) released on SU's own platforms and to the general media.

4.3 Intercultural Communication for Engineers

In the first semester of 2021, the Professional Communication module that has been compulsory for all first-year Engineering students for the past 15 years was replaced with Intercultural Communication. The new module aims to prepare students for a diverse study and work environment by equipping them with effective intercultural communication skills. Presented and facilitated by Language Centre staff, the module highlights the Faculty of Engineering's commitment to deliver critical and engaged graduates able to play their part in a diverse, multicultural society.

Students explore the various dimensions of culture as an entry point to engaging with people from different cultural backgrounds, and, in the process, acquire essential lifelong skills. Assessment comprises an individual written assignment and a group project. For the group project, students created [a short video](#) to explain individualistic and collectivist tendencies in societies based on practical examples.

4.4 Writing Lab turns 20

In June, the SU Language Centre’s Writing Lab celebrated its 20th birthday. The Writing Lab has come a long way since its humble beginnings in a consulting room borrowed from the University’s Department of Social Work. It was conceptualised as a welcoming and safe space for students and academics to discuss writing issues.

Writing Lab staff are supported by some 35 postgraduate students from various faculties, who have been trained as writing consultants. (*See staff and consultants pictured in the collage alongside. Pictures were taken prior to COVID-19.*) A number of the consultants go on to become academics themselves and continue their work to develop students’ writing capabilities.



From initially assisting only 20 writers, the Writing Lab today conducts approximately 3 000 consultations a year with writers from across all faculties. Even though now delivered online due to the pandemic, its services continue to be in great demand. By the end of June, 1 649 online consultations had been conducted and 1 211 participants had attended online postgraduate writing workshops since the start of the year.

THEME 5: RESEARCH FOR IMPACT

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

5.1 School for Climate Studies launched

SU has a reputation for doing cutting-edge research on renewable energy, and is also leading the field towards becoming a carbon-neutral university. This reputation was further cemented on 29 July when the University officially launched its new School for Climate Studies.

The School will create transdisciplinary capacity in support of the transition to a climate-resilient society and a low-carbon economy. It will combine the climate-related knowledge systems of SU’s faculties, the public sector’s climate policies and initiatives, the private sector’s climate redress and innovation capacities, and the social impact mission of SU in both academic and applied ways.

To this end, the School has a broad mandate to work across all faculties, centres and institutes at SU, as well as with other national and international higher education institutions, and public and private enterprises. For more information, [click here](#).

5.2 Noseweek donation

All 250 printed issues of the monthly publication **Noseweek**, running from June 1983 to March 2021, were recently **donated to the Library**. The magazine, with editor Martin Welz at the helm, closed its print division earlier this year. On its website, the publication is described as “South Africa’s only investigate magazine” that “features irreverent, independent, inside information about business, the

professions, politics and society”, which makes it “essential reading for anybody interested in what’s going on in the rainbow nation”.



The collection is a rich resource on contemporary South African history, politics, government, society, business and journalism. “It is thanks to journalism, especially investigative journalism, that South Africa’s brittle democracy has been safeguarded,” said Prof Lizette Rabe, chair of SU’s Department of Journalism. “The *Noseweek* collection will provide rich material for further research due to the courageous work of Martin Welz over so many decades.”

Prof Janis van der Westhuizen, chair of the Department of Political Science, also welcomed the donation: “In as much as one is saddened by the closure of small, independent media outlets such as *Noseweek*, it is heartening to know that the entire collection will now be available to researchers and future generations.”

This journalistic jewel is freely accessible to researchers and the broader public on our digital heritage repository, SUNDigital Collections, at <http://digital.lib.sun.ac.za/handle/10019.2/16692>.

THEME 6: EMPLOYER OF CHOICE

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

6.1 Staff assembly

The second staff assembly for 2021 took place on Monday 2 August. It was again held online, and roughly 400 staff members tuned in.

I highlighted the importance of self-care and urged staff to look after their mental health, especially in these challenging times. This is also where I announced that SU would be establishing its own vaccination site at Lentelus on Stellenbosch campus. For more information, [click here](#).

6.2 SU opens vaccination site on campus

SU launched its own vaccination site at the Lentelus clubhouse in Stellenbosch (**pictured top right**) on 10 August. The Campus Health Service (CHS) took the lead in the team effort to establish this on-campus facility. The project team also comprised staff from Facilities Management, IT, Corporate Communications and Marketing, and Human Resources. Plans were put in place with the assistance of the local Department of Health, which gave the go-ahead for the site to be registered as a secondary vaccination site to Stellenbosch Hospital. The facility also serves local residents. Employees of the local Department of Health will be working closely with a staff complement of 15 (both SU staff and external locums) to ensure that the vaccination process runs smoothly. The site coordinator is CHS's Dr Jo-Anne Kirby (**pictured bottom right**). For more information, [click here](#).



6.3 Vaccination opportunities

Vaccination opportunities were offered to eligible staff via Higher Health and the comprehensive COVID-19 vaccination strategy for the post-school education and training sector. All SU staff aged 35 and above – including full-time, part-time and contract staff, as well as postgraduate students/fellows who teach at the University – received access to two initiatives. Between 27 and 30 July, staff could get vaccinated at any of more than 2 000 public vaccination sites nationwide, while a second opportunity was made available at the Momentum mass vaccination facility at Parc Du Cap in Bellville between 30 July and 16 August.

6.4 Acceleration of recruitment processes

The Rectorate accepted a proposal on agile recruitment on 14 June. Several processes will be piloted with a view to filling support positions in faculties and support services environments up until the end of 2021. Thereafter, feedback will be provided and the processes assessed. The aim is to accelerate normal recruitment, direct recruitment and international recruitment processes.

6.5 Staff performance management

The **task team on staff incentives** shared an outline of current SU institutional and environmental incentives with the General Managers' Meeting (GMM). The Rectorate, Finance Committee and GMM have also been presented with a first report on proposed incentives, including a bonus system. The report will eventually be submitted to the Remuneration Committee of Council.

Moreover, SU's **performance management system is being reviewed**. The first task team meeting for the review took place on 2 July. The process will include integrating transformation key performance areas with the performance management system.

Upon completion of the review, a special task team will focus on improving the process of **career progression in the PASS environments**.

6.6 Update on daycare

SU continues to support and engage Babin Preprimary and Daycare on Stellenbosch campus.

On Tygerberg campus, the Deputy Vice-Chancellor: Social Impact, Transformation and Personnel (SITP), the senior director of Social Impact and Transformation and the SITP project coordinator are collaborating with the Dean's Management Team to address daycare needs. A formal public process has been initiated to call for proposals from potential service providers. Proposals will be considered with the appropriate involvement of colleagues from the Women's Forum, especially those associated with Tygerberg campus.

6.7 Siyakhula staff programme

The Transformation Office and the Employment Equity Unit continue to foster and develop a culture of diversity at SU and in the broader Maties community.

In the reporting period, the **#SiyakhulaLive** weekly conversations on diversity and transformation covered a wide variety of topics. These included the importance of mother tongue education for early development, transforming perspectives on disability, women in science, critical diversity, learning and teaching challenges and opportunities, the impact of COVID-19 on students, and SU's response to HIV and Aids.

The **Siyakhula workshop series**, in turn, hosted sessions on parenting, challenging gender stereotypes, reflections on disability and access, and religious and cultural inclusion, among others. Some Siyakhula conversations were also dedicated to the theme of gender at work, which offered participants a chance to consider the diverse groups and identities that make up the workforce. The aim was to identify practical ways to be more gender-sensitive in the workplace.

6.8 CHS well-being webinars

Physiotherapists from the Campus Health Service (CHS), SU's Biokinetic Centre and a nutritionist co-presented webinars on nutrition and an active lifestyle in May. The webinars addressed the importance of exercise, injury prevention and management, conditions relating to incorrect sitting posture, and striking a healthy balance between screen time and physical activity.

6.9 Fulbright scholarship awarded

Prof Ronelle Carolissen of SU's Department of Educational Psychology has been named a Fulbright South African research scholar for the 2021/22 academic year. The research scholarship is in recognition of Carolissen's work on, among others, decolonial theory, inclusive citizenship, belonging, and social justice pedagogies. She will spend three months (September to mid-December) at the University of Massachusetts Lowell (UMassLowell), United States, where she will conduct research on these and other, related topics.

6.10 Senior appointments

Prof Elmi Muller has been appointed as dean of the Faculty of Medicine and Health Sciences. Prof Muller succeeds Prof Jimmy Volmink and will commence duty on 1 January 2022. For more, [click here](#).

Moreover, Council gave the go-ahead for the University to consider possibly appointing **Prof Samuel Tshehla** for a further term as dean of the Faculty of Military Science. The South African National Defence Force also supports the reappointment. Prof Tshehla is currently serving his second term as dean. At the time of drafting this report, the formal reappointment process was scheduled to be concluded by the end of August, well ahead of the end of his current term on 31 December.

Prof Tulio de Oliveira, the world-renowned bioinformatician who identified a new variant of COVID-19 in South Africa in December 2020, has been appointed to set up a new institute at SU. The aim of the new entity will be to understand and control epidemics and pandemics in Africa and the global south. For this purpose, Prof De Oliveira has been appointed as a professor of Bioinformatics at SU's School for Data Science and Computational Thinking with effect from July. He will also work closely with SU's faculties of Medicine and Health Sciences as well as Science.

Another internationally acclaimed scholar, **Prof Kopano Ratele**, also recently joined SU. Prof Ratele, who is now based in our Department of Psychology, is the former director of the South African Medical Research Council's Men, Injury and Violence Research Unit, and also ran the Transdisciplinary African Psychologies programme at the University of South Africa (Unisa).

CONCLUSION

This management report attests to SU's various activities aimed at executing our strategic plan across the institution. It speaks of an institution with the energy and commitment to stay on course, but also highlights the need for ongoing reflection on whether we are doing the right things right. Therefore, the University continues to extend its data and analytics capabilities in line with my directive to move SU to data-driven decision making. This will enable us to measure performance, align plans with strategy, and ensure that we reach our institutional goals as outlined in our *Strategic Framework 2019–2024*.



Prof Wim de Villiers,
Rector and Vice-Chancellor

ADDENDUM: OP-EDS AND COLUMNS

Opinion editorials (11 May–17 August 2021)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Dr Harlan Cloete	School of Public Leadership	Why local government needs to be more responsive to its communities	News24 (11 May)
Prof Portia Jordan	Nursing and Midwifery	Nurses transforming future of health care	Cape Times (12 May)
Prof Aslam Fataar	Education Policy Studies	Imagining the promise of the 'madina' as we reckon with a fire in the city	Muslim Views (12 May)
Prof Servaas van der Berg	Economics	Hunger in SA dips, very slightly	Business Live (12 May)
Prof Ronelle Burger	Economics	Why Covid jobs need to win over SA	Business Live (12 May)
Dr Nic Spaull	Economics	How 71% of SA wants the vaccine, but only 1% has had it	Business Live (12 May)
Helanya Fourie	Bureau for Economic Research (BER)	Creating a better Africa and world through trade	Business Live (13 May)
Debra Shepherd	Economics	Get kids back in school, full-time, today	Financial Mail (13 May)
Nompumelelo Mohohlwane, Stephen Taylor & Janeli Kotzé	Department of Basic Education		
Prof Nuraan Davids	Education Policy Studies	Academic activism is key for democracy	Mail & Guardian (14 May)
Prof Cas Wepener	Practical Theology and Missiology	Om tyd te mors	Beeld (15 May)
Prof Stella Viljoen	Visual Arts	Kindwees op TV wek nostalgie	Beeld (15 May)
Prof Philip Spies	Institute for Futures Research	Ons is verby normaal	Netwerk24 (15 May)
Dr Chris Jones	Unit for Moral Leadership		
Prof Christo van der Merwe	Ancient Studies	Hoekom die 2020-Bybelvertaling "moes gebeur"	LitNet (15 May)
Prof Firoz Khan	School of Public Leadership	Towards the regeneration of the university and public policy in Africa (Part One)	Daily Maverick (17 May)
Prof Firoz Khan	School of Public Leadership	Towards the regeneration of the university and public policy in Africa (Part Two)	Daily Maverick (18 May)
Prof Nuraan Davids	Education Policy Studies	'Embracing diversity' doesn't translate into diverse experiences	Cape Times (18 May)
Dr Chris Jones	Unit for Moral Leadership	This Africa Day, let's praise our speed in addressing Covid-19, but lament our slide from democracy	Daily Maverick (20 May)
Dr Marthie Momberg	Systematic Theology and Ecclesiology	Palestina: keuse tussen onreg en geregtigheid	Netwerk24 (20 May)
Dr Chris Jones	Unit for Moral Leadership	Die grammatika van geweld	Die Burger (22 May)
Dr Jurie van den Heever	Botany and Zoology		
Dr Alanna Rebelo	Conservation Ecology and Entomology	SA's rich plant heritage: Fighting biodiversity loss	News24 (22 May)
Prof Mark Swilling	Centre for Sustainability Transitions	It's the green train now — and you're on the wrong platform, Gwede Mantashe	Daily Maverick (23 May)
Dr Daniel le Roux	Information Science	Your phone and your brain - what we know so far	The Conversation (24 May)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Frederik van Dyk	Master's student (Law)	US-bestuur, hou tog op grawe	LitNet (24 May)
Prof Michael le Cordeur	Curriculum Studies	Dis rustyd vir skolesport – én vir Pieter	Netwerk24 (25 May)
Dr Chris Jones	Unit for Moral Leadership	Afrikadag: Korrupsie oor vasteland heen kan beveg word	Netwerk24 (25 May)
Prof Wim de Villiers	Rector and Vice-Chancellor	Excellence in science, technology and innovation for Africa	Business Day (25 May)
Dr Nic Spaull	Economics	Food crisis: 2,5 million South Africans experience hunger 'every day'	Daily Maverick (26 May)
Prof Mark Tomlinson	Institute for Life Course Health Research		
Prof Francois Vreÿ	Security Institute for Governance and Leadership in Africa	Delay in sending regional forces to Mozambique could exact a high price	The Conversation (26 May)
Prof Michael Samways	Conservation Ecology and Entomology	A symbiotic relationship lets tapestry of wildlife works its wonders	Cape Times (27 May)
Prof Evan Gilbert	University of Stellenbosch Business School (USB)	Verskillende perspektiewe op risiko	Finweek (28 May)
Prof Lizette Rabe	Journalism	Selfdood: 'Stille' pandemie onder mediese werkers	Netwerk24 (1 Jun)
Profs Zsa-Zsa Boggenpoel & Bradley Slade	Public Law	Property's place in our democracy	Without Prejudice (1 Jun)
Dr Lize Mills	Private Law	Mostly men are up in arms over polyandry because it strikes at the heart of patriarchy	Daily Maverick (1 Jun)
Prof Amanda Gouws	Political Science		
Prof Chris Reddy	Curriculum Studies	There isn't a vaccine for the Earth we have damaged and disrupted	Mail & Guardian (1 Jun)
Prof Oliver Ruppel	Mercantile Law	World Environment Day: Judicial number-crunching needed to avert the climate crunch	Daily Maverick (1 Jun)
Dr Hanél Sadie-Van Gijzen	Centre for Cardiometabolic Research in Africa (CARMA)	Which herbal medicines can REALLY help you lose weight?	Health24 (4 Jun)
Prof Dion Forster	Systematic Theology and Ecclesiology	Obituary: TB Joshua, Nigeria's controversial Pentecostal titan	The Conversation (6 Jun)
Dr Lario Viljoen	Desmond Tutu TB Centre	ARVs and 'sex disinhibition' in SA's 7,9 million patients battling HIV	Cape Times (7 Jun)
Prof Sophie von der Heyden	Botany and Zoology	Now more than ever we need to treasure our oceans	News24 (8 Jun)
Prof Juanita Pienaar	Private Law	Staatsvoogdyskap van grond: 'n realistiese voorstel vir effektiewe grondhervorming?	LitNet (10 Jun)
Edward Buys	BEd student	Anger of black youth is rooted in more than policy	Cape Times (11 Jun)
Prof Thuli Madonsela	Social Justice	A tale of two meetings	City Press (13 Jun)
Calumet Links	Economics	Wie vind dan régtig baat?	Rapport (13 Jun)
William Sezoe	BEd student	Moenie jou emosies en omgee inperk nie	Netwerk24 (14 Jun)
Prof Mark Smith, Dr Jako Volschenk & Prof Meshach Aziakpono	USB	Millions of young South Africans are without jobs: what are the answers?	The Conversation (14 Jun)
Prof Thuli Madonsela	Social Justice	A cautionary tale of Sister Jenny	Financial Mail (17 Jun)
Dr Callixte Kavuro	Public Law	World Refugee Day: SA aggravates the plight of	Daily Maverick (18 Jun)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
		refugees and asylum seekers for higher education funding	
Prof Cas Wepener	Practical Theology and Missiology	Ek werk so hárd, is so bésig	Beeld (19 Jun)
Prof Mark Swilling, Dr Nthabiseng Mohlakoana & Merin Jacob Ndamulelo Mararakanye, Dr Bernard Bekker & Prof Hendrik Vermeulen	Centre for Sustainability Transitions Centre for Sustainable and Renewable Energy Studies	Imagine no load shedding, it's easy if you try — no hell below us, above us only sky	Daily Maverick (20 Jun)
Theo Boshoff & Wandile Sihlobo Johann Kirsten	Agricultural Business Chamber BER	Custodianship of land can be a burden too heavy for the state to bear	Business Live (21 Jun)
William Sezoe	BEd student	Why is Afrikaans and isiXhosa being sidelined at Stellenbosch University?	News24 (23 Jun)
Nathan Geffen Prof Michael Cherry	Journalism Botany and Zoology	EFF's demands for Russian and Chinese vaccines premature as safety concerns persist	Daily Maverick (23 Jun)
Dr Guy Lamb	Political Science	Licensed to kill: Does owning a firearm in South Africa make you more or less safe? Well, it depends	Daily Maverick (23 Jun)
William Sezoe	BEd student	Dié opvoeding nou nodig	Eikestadnuus (24 Jun)
Dr Jeanette de Klerk-Luttig	Moral Leadership	Hieronder rafel ons uit	Die Burger (24 Jun)
Prof Lizette Rabe	Journalism	Dís definitief nie joernalistiek nie	Die Burger (24 Jun)
Dr Mariaan Roos	Accounting & Auditing (Faculty of Military Science)	Why audit committees should be valued	Cape Times (24 Jun)
Dr Sonja Pasche	PhD-based article (Psychology)	Adolescent suicide: Our children are not all right	Mail & Guardian (24 Jun)
Frederik van Dyk	Master's student (Law)	Afrikaans uitheems? Nzimande se bedrieglike woordspeletjies	LitNet (24 Jun)
Dr Nico Elema Dr Ndumiso Cingo	Centre for Collaboration in Africa Council for Scientific and Industrial Research	Building Africa: Partnering to upscale innovation and technology on the continent	News24 (26 Jun)
Dr Chris Jones	Unit for Moral Leadership	Diskriminasiewet: Wat beteken dit regtig?	Beeld (26 Jun)
Dr Simthembile Xeketwana	Curriculum Studies	Political agendas, not language diversity, fuelling the furore over Afrikaans at Stellenbosch University	Daily Maverick (27 Jun)
Dr Rejoyce Gavhi-Molefe Dr Eric Jensen Dr Marina Joubert	African Institute for Mathematical Sciences University of Warwick Centre for Research on Evaluation, Science and Technology (CREST)	South African scientists explain why they make time for science festivals	The Conversation (28 Jun)
Dr Callixte Kavuro	Public Law	Family unit key in protecting refugees	Cape Times (29 Jun)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Deon Rossouw	Philosophy	Applauding whistle-blowers isn't enough — we need a state-supported fund to reward them	Daily Maverick (29 Jun)
Dr Gretha Steenkamp Prof Nicolene Wesson	School of Accountancy USB	What do executives really earn from share-based remuneration?	Accountancy SA (1 Jul)
Prof Jonathan Jansen Melene Rossouw	Educational Psychology Women Lead Movement	Covid-19: Why this will be the moment of SA's rebirth	News24 (1 Jul)
Prof Michael Samways, Prof James Pryke & Dr Rene Gaigher	Conservation Ecology and Entomology	Conservation corridors: Mutual benefits between megaherbivores and forestry	Private Game (1 Jul)
Dr Tim Hart Prof Narnia Bohler-Muller Therina Wentzel	Sociology and Social Anthropology University of Fort Hare National Council of and for Persons with Disabilities	Vulnerable but overlooked: The Covid-19 vaccine plight of people with disabilities in South Africa	Daily Maverick (5 Jul)
Ronita Mahilall Prof Leslie Swartz	PhD student (Theology) Psychology	Palliative care needs to include spiritual care	Mail & Guardian (5 Jul)
Dr Callixte Kavuro	Public Law	Rights of asylum seekers compromised	Cape Times (6 Jul)
Nicci Claassen	BComAcc student	Realiteit ná studiejaar geen grap	Netwerk24 (6 Jul)
Dr Chris Jones	Unit for Moral Leadership	Corruption is crippling Africa, 'more like sand than oil in the economic engine'	Daily Maverick (6 Jul)
Dr Nic Spaull	Economics	Because we don't jab on weekends, SA is 1,3 m vaccinations behind	Business Live (8 Jul)
Prof Daniela Casale Dr Debra Shepherd	University of the Witwatersrand Economics	The Covid gender gap	Business Live (8 Jul)
Dr Debra Shepherd Nompumelelo Mohohlwane	Economics Department of Basic Education	The Covid schooling crisis	Business Live (8 Jul)
Dr Xanthe Hunt, Prof Mark Tomlinson & Dr Elsie Breet Prof Dan Stein	Institute for Life Course Health Research University of Cape Town	Hunger and depression in the pandemic: Why government must target food security to improve South Africa's mental health	Daily Maverick (8 Jul)
Wessel van den Berg	PhD student (Sociology)	Unpaid care work still falls on women: seven steps that could shift the balance	The Conversation (8 Jul)
Prof Pregala Pillay Prof Evan Mantzaris	School of Public Leadership Mangosuthu University of Technology	Covid-19 was another opportunity for the corrupt to loot	News24 (9 Jul)
Dr Leslie van Rooi	Senior Director: Social Impact and Transformation	Stellenbosch University's language policy makes it accessible for all	News24 (10 Jul)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
William Sezoe	BEd student	Stellenbosch University has a bilingual, not multilingual, language policy	News24 (10 Jul)
Prof Cas Wepener	Practical Theology and Missiology	Waar is die woestyn?	Die Burger (10 Jul)
Prof Sandra Liebenberg	Public Law	A matter of R350: Was the government's failure to reinstate the Covid-19 Social Relief of Distress grant unconstitutional?	Daily Maverick (12 Jul)
Dr Marianne Strydom	Social Work	Covid economic impact on women-headed households	Cape Times (13 Jul)
Anesu Jahura	BEng student	The future is inevitably bionic — but it's how we make it work that counts	Times Live (14 Jul)
Dr Francois Cleophas	Sport Science	The story of Milo Pillay, the strongman who lifted a bar for South African sports	The Conversation (15 Jul)
Dr Guy Lamb	Political Science	Why have South Africans been on a looting rampage? Research offers insights	The Conversation (15 Jul)
Charl Albertyn & Prof Heidi Prozesky	CREST	How top young academics secure 'currency' from the start	University World News (15 Jul)
Dr Chris Jones	Unit for Moral Leadership	Living out Mandela's legacy: Remove selfishness, greed from our arsenal	News24 (17 Jul)
Prof Michael le Cordeur	Curriculum Studies	O waar, waar is Moses?	Beeld (17 Jul)
Prof Nico Koopman	Deputy Vice-Chancellor: Social Impact, Transformation and Personnel	Honouring Madiba as a moral role model and not a moral elite	Daily Maverick (18 Jul)
Prof Thuli Madonsela	Social Justice	A giant moment for the rule of law	City Press (18 Jul)
Dr Harlan Cloete	School of Public Leadership	How to fix dysfunctional municipalities	Cape Times (21 Jul)
Prof Servaas van der Berg	Economics	COVID-19 pandemic has triggered a rise in hunger in South Africa	The Conversation (21 Jul)
Prof Leila Patel	University of Johannesburg		
Karen Bruns	Development and Alumni Relations	Fundraiser: That's the VC's job description	Mail & Guardian (23 Jul)
Prof Suzette Viviers, Dr Nadia Mans-Kemp & Michael Janse van Vuuren	Business Management	Directors' environmental credentials will soon be in the spotlight	Fin24 (26 Jul)
Dr Chris Jones	Unit for Moral Leadership	Short circuit: Our people are disillusioned, disgusted, disappointed and angry with the new South Africa	Daily Maverick (26 Jul)
Prof Lindy Heinecken	Sociology and Social Anthropology	Military not a magic bullet: South Africa needs to do more for long-term peace	The Conversation (26 Jul)
Riaan Salie	BA student	Universal Basic Income Grant, catastrophe loading	BizNews (27 Jul)
Prof Pumla Gobodo-Madikizela	Historical Trauma and Transformation	The spirit of Nelson Mandela is a reminder of why leadership matters during critical times	Daily Maverick (27 Jul)
Dr Innocent Dande	University of the Free State	Dogs in the city: on the scent of Zimbabwe's urban history	The Conversation (29 Jul)
Prof Sandra Swart	History		

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Nicola Deghaye	PhD student (Economics)	What South Africa needs to do to improve education for disabled children	The Conversation (29 Jul)
William Sezoe	BEd student	Is Afrikaans aan die US 'n spyker ryker in haar doodskis?	LitNet (29 Jul)
Abduraoaf Sandan Matthew Wingfield	University of Cape Town PhD student (Arts and Social Sciences)	Learning lessons: UCT Online High School is something of a curate's egg	Daily Maverick (29 Jul)
Prof Hester Klopper	Deputy Vice-Chancellor: Strategy and Internationalisation	Meet US ook hieraan	Die Burger (31 Jul)
Lulama Ndibongo Traub Prof Thomas Jayne Wandile Sihlobo	Agricultural Economics Michigan State University Agricultural Business Chamber	Research and development are key to resilient food systems in Africa	The Conversation (1 Aug)
Prof Aslam Fataar	Education Policy Studies	Religion must offer real hope in times of crisis	Muslim Views (1 Aug)
Dr Hanél Sadie-Van Gijzen	CARMA	Why vaccines, not drugs, are our only possible way out of the pandemic	Times Live (2 Aug)
Prof Johann Kirsten Wandile Sihlobo	BER Agricultural Business Chamber	How a land reform agency could break South Africa's land redistribution deadlock	The Conversation (3 Aug)
Frederik van Dyk	Master's student (Law)	Die US se tweede konseptaalbeleid van 2021: Maskerspele, of groeiende paleisrevolusie?	LitNet (4 Aug)
Neo Mokone & Thembaletu Seyisi	LLB students	Gay is okay: Justice may have been delayed, but not denied, after the Qwelane ConCourt judgment	Daily Maverick (5 Aug)
Hannah Simba	PhD student (Public Health)	More women in science will reduce gender bias in decisions	Cape Times (5 Aug)
Prof Soraya Seedat	Psychiatry	How to bridge the global gender leadership divide during the Covid-19 pandemic and beyond	Daily Maverick (5 Aug)
Dr Nana Adom-Aboagye	Centre for Sport Leadership	Olympics: Namibia's sprinters highlight a flawed testosterone testing system	The Conversation (6 Aug)
Dr Gonasagrie Nair	Centre for Medical Ethics and Law	REACH study shows African adolescent girls and young women can be empowered to make choices for HIV prevention	Health24 (6 Aug)
Hannah Simba	PhD student (Public Health)	Princess Shuri gives girls a science boost	Mail & Guardian (6 Aug)
Prof Cas Wepener	Practical Theology and Missiology	Lees Hooglied ook in die winter	Beeld (7 Aug)
Prof Thuli Madonsela	Social Justice	Make sure all are on board before deciding policy	City Press (8 Aug)
Edwin Cameron	Chancellor	Harsh prison terms won't solve the crisis of gender-based violence	News24 (9 Aug)
Prof Juliana Claassens	Old and New Testament	What meaning will we give the term sisterhood this Women's Day?	News24 (9 Aug)
Prof Keymanthri Moodley	Centre for Medical Ethics and Law	Why COVID-19 vaccines should be mandatory in South Africa	The Conversation (9 Aug)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Doris Viljoen	Institute for Futures Research	Youth unemployment: opportunity or problem?	Business Live (12 Aug)
Riaan Salie	BA student	Cabinet reshuffle is meaningless without ideological change	News24 (12 Aug)
Prof Nico Koopman	Deputy Vice-Chancellor: Social Impact, Transformation and Personnel	Die transformasie-reis: Kom ons vat hande	Vrye Weekblad (13 Aug)
Dr Michelle Botha	Institute for Life Course Health Research	Life with vision loss: South Africans explain what they need from rehabilitation	The Conversation (17 Aug)

Columns (11 May–17 August 2021)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Johan Fourie	Economics	The future of sport	Finweek (14 May)
		The future of books	Finweek (26 May)
		Die 'onvryheid' van staatshulp	Rapport (13 Jun)
		Tech incubators and accelerators	Finweek (25 Jun)
		Job replacement and artificial intelligence	Finweek (9 Jul)
		'n Lewe gebou op vertroue	Rapport (11 Jul)
		The future of a very old industry	Finweek (23 Jul)
		How blockchain may be revolutionary	Finweek (6 Aug)
		Laat die vlam van hoop brand	Rapport (8 Aug)
Prof Amanda Gouws	Political Science	Regstelsel só ondermyn	Netwerk24 (12 May)
		Die sonde van CV-vervalsing	Die Burger (18 May)
		Geslag is ook 'n faktor in geweld	Netwerk24 (1 Jun)
		Waarom dan so bedreig voel?	Netwerk24 (15 Jun)
		Geen perke aan EFF-politiekery	Die Burger (29 Jun)
		JZ is stoker van 'n etniese vuur	Die Burger (13 Jul)
		Is CR in beheer van 'n kruitvat?	Die Burger (27 Jul)
		Werkskepping én toelae nodig	Die Burger (10 Aug)
Prof Jonathan Jansen	Educational Psychology	To end the mess SA is in, we must understand what caused it	Times Live (12 May)
		At the tail-end of Covid-19, closing schools is not an option	Times Live (19 May)
		'Consequence management'? It's just hot air as long as Mkhize stays in office	Times Live (26 May)
		Fellow South Africans, Cyril's speech was a pack of insulting lies	Times Live (2 Jun)
		This is not a holiday: the right health minister is a life-and-death matter	Times Live (9 Jun)
		For SA's youth to get good jobs, there are two things they need	Times Live (16 Jun)
		There is much to rant about now, but let's focus on kindness	Times Live (23 Jun)
		Let the Zuma judgment be the first of many to cancel corruption	Times Live (30 Jun)
		SA's future is hanging by a thread. Will it snap this week?	Times Live (7 Jul)
		Poverty is not to blame for looting, a lack of values is	Times Live (14 Jul)
		Mr President, axe the 'deplorables' and prosecute state looters	Times Live (21 Jul)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
		UCT's online school: Admirable maybe. Equal opportunity? Definitely not	Times Live (28 Jul)
		Covid-19 has robbed SA of so many human libraries of knowledge	Times Live (4 Aug)
		The medal for SA's poor turn at the Olympics goes to the ANC	Times Live (11 Aug)
Dr Donald Katts	Practical Theology and Missiology	Dink deeglik oor teleurstelling	Netwerk24 (11 May)
		Is ons genoeg om misdaad in SA te stuit?	Netwerk24 (19 May)
		Gelowiges kan groter bydrae tot SA lewer	Netwerk24 (14 Jul)
		Deur inentings wys ons respek en naasteliefde	Netwerk24 (11 Aug)
Prof Nico Koopman	Deputy Vice-Chancellor: Social Impact, Transformation and Personnel	Hemelvaart is 'n belangrike Christus-fees	Netwerk24 (12 May)
		Soek saam na lig en geregtigheid	Rapport (30 May)
		Sáám beur ons voort na 'n nuwe toekoms	Die Burger (9 Jun)
		Watter soort gemeenskap wil ons wees?	Die Burger (7 Jul)
		Strewe na 2de beste knou SA se potensiaal	Netwerk24 (4 Aug)
Prof Michael le Cordeur	Curriculum Studies	Beheerliggame moet hierdie balans verkry	Die Burger (11 May)
		'n Nuwe kyk na skole is nou baie nodig	Netwerk24 (8 Jun)
		Laat jou inent, ook ter wille van die jeug	Die Burger (22 Jun)
		Skole moet kinders ook hiérvan leer	Die Burger (6 Jul)
		Daar wag baie harde werk op onderwysers	Die Burger (20 Jul)
		Nóg 'n verlore generasie is ons voorland	Die Burger (2 Aug)
		Transformasie in sport help die armes niks	Netwerk24 (17 Aug)
Prof Reggie Nel	Dean: Theology	Hoe gaan die geskiedenis van pandemie lyk?	Beeld (2 Jun)
		Pandemie eis saamstap – in verbondenheid	Die Burger (30 Jun)
		Hoe lyk die toekomsplan?	Netwerk24 (28 Jul)
Hugo Pienaar	BER	Beter hulpbronpryse ruk SA van die afgrond weg	Vrye Weekblad (14 May)
Prof Anton van Niekerk	Philosophy	Dink nóg 'n keer oor universiteit	Die Burger (11 May)
		Solank dit die virus behaag	Netwerk24 (25 May)
		Inenting: Oorlewing eis vertrouwe	Die Burger (8 Jun)
		Tutu se versoek is steeds geldig	Die Burger (22 Jun)
		Hoe lank moet ons dít verduur?	Die Burger (6 Jul)
		'n Winter van misnoegdheid	Die Burger (20 Jul)
		Pasop vir SA as 'n lekker land'	Die Burger (2 Aug)
		Onderweg na onsterflikheid?	Netwerk24 (17 Aug)
Dr Leslie van Rooi	Senior Director: Social Impact and Transformation	US se benadering tot taal gee studente beter toekoms	Netwerk24 (13 May)
		'Seer ken nie tyd en kleur'	Netwerk24 (24 Jun)
		Hoe vier ons vanjaar Mandeladag in Suid-Afrika?	Netwerk24 (15 Jul)
		Ons het optimisme nodig, maar dis harde werk	Netwerk24 (5 Aug)

CONTRIBUTORS

This report was compiled by **Naudé van der Merwe**, Management Communication Specialist, and **Desmond Thompson**, Acting Director: Corporate Communication, in consultation with **Prof Wim de Villiers**, Rector and Vice-Chancellor, as well as **Mohamed Shaikh**, Executive Manager: Rectorate. Editing and translation services were facilitated by the **SU Language Centre** and provided by their collaborator **Hendrien Swanepoel**. We also acknowledge the following contributors, listed alphabetically by SU environment:

Chief Operating Officer's Office: Prof Stan du Plessis, Petro Mostert

Corporate Communication and Marketing: Dr Alec Basson, Marguerite Cloete, Christelle Feyt, Marick Hornsveld, Candes Keating, Martin Viljoen and Michelle Swart (student recruitment)

Equality Unit: Jaco Brink, Nadine Christians, Qaqamba Mdaka, Michelle Munro, Jill Ryan

Facilities Management: Nicolette van den Eijkel, Viljoen van der Walt, Japie Engelbrecht

Finance: Manie Lombard, Liesel Grobbelaar, Karen Strauss

Information Governance: Leon Eygelaar, Jerusha Naidoo, Jerall Toi and Dr Wilhelm Uys

Information Technology: Attie Juyn, Sonja van der Westhuizen

Innovus/SUNCOM: Anita Nel, Joshua Romisher, Carol Kat

Learning and Teaching Enhancement: Dr Antoinette van der Merwe, Miné de Klerk, Erina Basson, Arné Binneman, Shannon Bishop, Sanet de Jager, Erica George, Christine Joubert, Michelle Pieters, Juanli Theron, Kim Wallmach, Charmaine van der Merwe, Nicoline Herman, Sim Ntwasa, Gerda Dullaart, Anthea Jacobs, Claudia Swart Jansen van Vuuren, Melanie Skead, Jean Farmer, Karin Cattel-Holden, Dr JP Bosman, Zainab Suliman, Sonja Strydom and Magriet de Villiers

Library and Information Service: Ilse de Lange

Maties Sport: Ilhaam Groenewald

RC Learning and Teaching: Prof Deresh Ramjugernath, Maretha Joyce

RC Registrar: Dr Ronel Retief, Ashmind Daniels, Freek Truter, Dr Celeste Nel, Anne Havemann-Serfontein, Mecia Petersen, Farah Fredericks, Lazelle Bonthuys, Penny van der Bank, Ruby Frans, Beire Kramer, Robert Young and Jonathan Blanckenberg (and Candice Egan of Development and Alumni Relations)

RC Research, Innovation and Postgraduate Studies: Prof Eugene Cloete, Inge-Rae Scholtz

RC Social Impact, Transformation and Personnel: Prof Nico Koopman, Joanne Williams, Bongani Mgiijima, Natasha Coltman, Dr Zethu Mkhize, Babalwa Gusha, ReneeHector-Kannemeyer, Mawethu Nyakatya, Chevaan Peters, Dr Leslie van Rooi, Michelle Jooste, Dr Craig Thompson, Susan Crumpton, Dr Jo-Anne Kirby, Dr Lynne Julie, Anneke Van Heerden, Dr Haidee Williams, Rukshana Adams, Erika Botha, Greshne Davids, Dr PL Viviers, Victor Mothobi, Venessa Williams, Shibu Mamabolo, Carmen Paynter and Lieze-Carli Roux

RC Strategy and Internationalisation: Prof Hester Klopper, Dr Wayne Muller

Research Development: Maryke Hunter-Hüsselmann

Strategic Initiatives: Dr Barbara Pool

Student Affairs: Dr Choice Makhetha, Dr Munita Dunn-Coetzee, Pieter Kloppers, Gareth Cornelissen, Ruth Andrews, Heidi October, Anele Mdepa, Yeki Mosomothane, Khairoonisa Foflonker and Ayanda Ntuli

SU International: Dr Nico Elema, Prof Sarah Howie, Anisa Khan, Robert Kotzé and Sarah van der Westhuizen