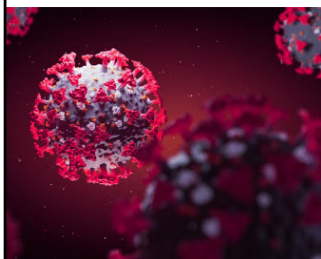


RECTOR'S MANAGEMENT REPORT

For the period 7 Aug–10 Nov 2020

Staying on course ... in the time of coronavirus and beyond



A THRIVING
STELLENBOSCH UNIVERSITY



A TRANSFORMATIVE STUDENT
EXPERIENCE



PURPOSEFUL PARTNERSHIPS AND INCLUSIVE
NETWORKS



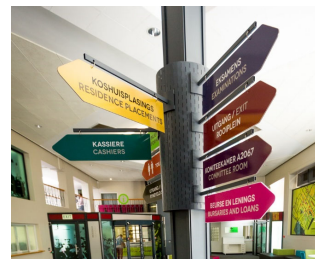
NETWORKED AND COLLABORATIVE TEACHING
AND LEARNING



RESEARCH FOR IMPACT



EMPLOYER OF CHOICE



1

- Thank you.
- You will find my Management Report on pp. 49–99 of the Council bundle (we've tried to make it a bit shorter than usual, and managed to shave about 10 pages off)
- I take it as read ... but I do want to highlight some important issues.
- Report structured according to our six core strategic themes as usual. But obviously this year COVID-19 has had a big impact on all our operations
- So, this presentation does not follow the numerical order of the report. Instead, I will do two things:
 - Highlight our **response to COVID-19**
 - But I will also update Council on **other important developments** at the University since our last meeting (in Sept) ... and slightly before (picking up from Aug) ...
- >>

The impact of COVID-19 on SU



Overriding priorities for 2020:

Completing the **academic year**

Ensuring institutional **sustainability**



2

- 2020 will rightly be remembered as **especially challenging**.
- What started off as a proverbial “year of perfect vision” soon turned into one fraught with uncertainty when the coronavirus pandemic struck.
- Min Blade Nzimande said on Thu last week (26 Nov) the pandemic had a “huge impact” on the entire Post-School Education and Training (PSET) sector.
- I concur. We needed acuity of vision to hold firm and stick to our strategic direction and operational goals.
- All our priorities were reduced to (1) Completing Academic Year 2020; and (2) Ensuring SU’s sustainability (financially & otherwise)
- Happy to report on our progress in this regard to Council >>

Institutional Committee for Business Continuity

See I.1 in Management Report (pp. 54–57 of Council bundle)



ICBC Chair: *Prof Stan du Plessis*, Chief Operating Officer

- Workstream 1: Student services (*Dr Ronel Retief*)
- Workstream 2: Learning and teaching (*Prof Arnold Schoonwinkel*)
- Workstream 3: Staff (human resources, health and wellbeing) (*Prof Nico Koopman*)
- Workstream 4: Communications, social impact, external relations (*Prof Hester Klopper*)
- Workstream 5: Campus operations (*Ms Nicolette van den Eijkel*)
- Workstream 6: Finance and legal (*Mr Manie Lombard*)
- Workstream 7: Research (*Prof Eugene Cloete*)
- Medical Advisory Committee (*Prof Eugene Cloete*)



3

- As in my previous reports to Council, this report again contains detailed feedback on the agile institutional management processes that had flowed from the coordinated and integrated work of our Institutional Committee for Business Continuity (ICBC).
- Read more about the activities of the ICBC and its substructures in the reporting period on pp. 54–57 of the COUNCIL BUNDLE
- I have been greatly encouraged by the innovation and nimbleness of our staff – both academic and support staff – who have been walking **extra mile after extra mile** to keep our academic project on track.
- We are immensely grateful for their dedication, hard work and sacrifices this year – AND THANKS TO COUNCIL FOR ITS SUPPORT.
- >>

Emergency Remote Teaching, Learning and Assessment

(1.1) ICBC Workstream on Learning & Teaching
p. 54

(4.1) Extra support for ERTLA
p. 80



A TRANSFORMATIVE STUDENT
EXPERIENCE



NETWORKED AND COLLABORATIVE TEACHING
AND LEARNING



4

(1.1) ICBC Workstream on Learning & Teaching, p. 54

- Although more students were allowed to return to campus under lockdown level 1, faculties decided to stick to online mode for the remainder of the year due to restrictions on No. of people in venues & physical distancing
- Students will be receiving free data until the end of the year.
- Sit-down invigilated examinations in Nov and Dec for some students.

(4.1) Extra support for ERTLA, p. 80

- We are fortunate to have received substantial funding to support emergency remote teaching, learning and assessment (ERTLA) at SU.
The funders are the **Michael & Susan Dell Foundation**, the **Oppenheimer Memorial Trust** and the **Harry Crossley Foundation**. Grateful to them.
- The aim is to ensure that our students have the best possible support for academic success in the 2020 academic year, which has been severely affected by COVID-19.
- The funding enabled us to embark on **extraordinary interventions** to offer students wide-ranging academic and psychosocial support.
- This is being rolled out collaboratively by **14 environments at SU** (all our faculties except Military Science, along with the Division for Learning and Teaching Enhancement, the Centre for Teaching and Learning, the Centre for Learning Technologies, the Language Centre and the Centre for Student Counselling and Development).
- **Very innovative work being done by staff – both academic and support** – and this is already being written up and reported on – for instance at this year's Scholarship of Learning and Teaching conference.
- Bodes well for the future >>

EXTRACT FROM STATEMENT



MINISTER OF HIGHER EDUCATION, SCIENCE AND INNOVATION, DR BLADE NZIMANDE ON PROGRESS IN THE POST SCHOOL EDUCATION AND TRAINING SECTOR IN RESPONSE TO COVID-19

26 November 2020

Saving the academic year and the extended academic year

It is illuminating to note that a number of universities are pointing to **better student performance** in comparison to previous years. We have interrogated the reasons for this performance and found multiple contributory factors. Although more careful assessment across all teaching and learning parameters must still be done, especially after the completion of the 2020 Academic year, initial research indicates **positive impact in many cases in respect of (i) the multimodal, blended approach to teaching and learning, (ii) opportunities provided to students to learn in different ways, more flexibly and at their own pace, and (iii) multiple assessment methods.**

It is clear that blended and multimodal learning, including digital and online learning must become a **standard part for the future** higher education system. In this regard I intend next year to set up a Ministerial Task Team to help us develop strategies to make online learning a reality in our sector.

5

- Min Blade Nzimande last week highlighted reports by a number of universities that student are doing better than previous years.
- We obviously need to determine this for ourselves, in due course, after the coming exams. But none the less ...
- Three possible contributory factors identified:
 1. the multimodal, blended approach to teaching and learning;
 2. opportunities provided to students to learn in different ways, more flexibly and at their own pace; and
 3. multiple assessment methods.
- The Minister concludes with anticipating that blended and multimodal learning will become “a standard part” of the higher education system in future
- That’s also how we see it, and we are well underway
- Not just in learning and teaching, but also in other functions, we successfully pivoted online ...
- >>

Successfully pivoting online

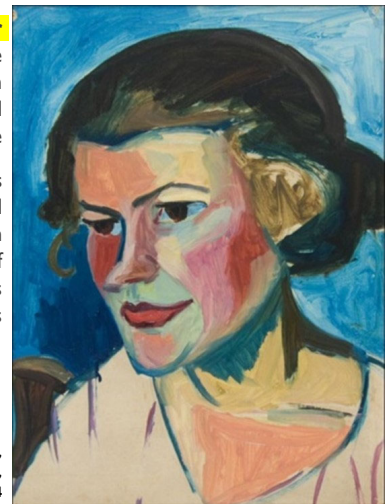
(E.g. pp. 76, 62 and 83 of Council bundle)



Maggie Laubser

collection of the SU Museum
digitised and placed online

Affords researchers across the world access to a rich collection of one of South Africa's foremost artists



6

- COVID-19 restrictions caused many difficulties for universities across the globe, and SU is no exception. But we are fortunate that the organisers of many of the events planned at the University this year were able to successful pivot to online gatherings – ensuring that we continue with our role in society. For instance:

[TOP LEFT ON SCREEN] Social Impact Symposium

- The Division of Social Impact (DSI) hosted its annual Social Impact Symposium online on 3 September.
- Staff and students explored the effect of COVID-19 on our social impact activities.
- One of SU's major collaborations has been through the #StellenboschUnite aid action group, which was founded at the start of the pandemic to assist communities affected by the crisis.
- (Other partners in this initiative are Stellenbosch Municipality, Visit Stellenbosch, the Stellenbosch Civil Advocacy Network (SCAN) and the Greater Stellenbosch Development Trust.)
- SU contributed just over a third of the total financial donations received by #StellenboschUnite. More than 33 000 food parcels and nearly 100 000 litres of soup were distributed to vulnerable households and individuals.

[BOTTOM LEFT ON SCREEN] Transformation Indaba

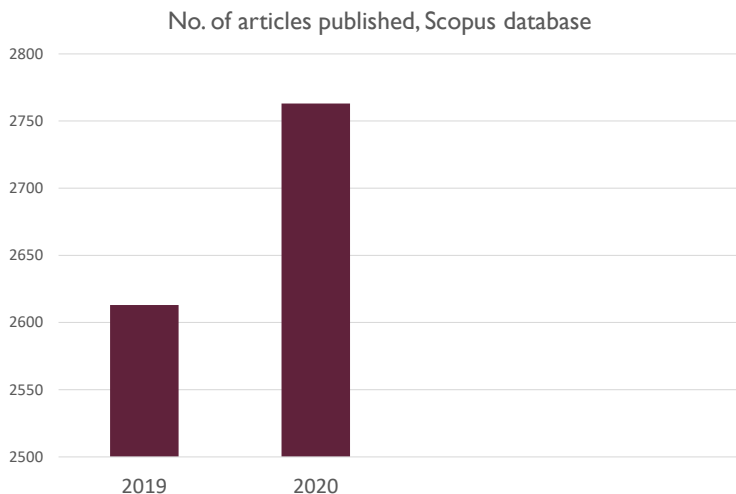
- SU's third Transformation Indaba was held online on 22 October. The annual event creates an opportunity for University stakeholders to reflect on and discuss issues of transformation.

[RIGHT ON SCREEN] Maggie Laubser

- The Maggie Laubser collection of the SU Museum was digitised and placed online in the reporting period
- This affords researchers across the world access to a rich collection of one of South Africa's foremost artists

SU research output

See 5.3 in Management Report (p. 85 of Council bundle)



POSTGRADUATE BURSARIES

SU to invest R120 million in postgraduate bursaries the next three years to make up for the decline in NRF funding

This will ensure that our centres of excellence and research chairs can continue to make an impact

- See p. 84 of Council bundle



7

[ON SCREEN, LEFT]

- Speaking of research, according to data extracted from the Scopus database, SU research productivity (number of articles published) for 2020 to date is higher than for last year.
- In 2019, a total of 2 613 articles indexed in Scopus were published from January to October, compared to this year's 2 763.
- The more than 300 COVID-19-related articles by SU-associated authors picked up by our PET Library and Information Service on Google Scholar April to Oct probably has something to do with this.

[ON SCREEN, RIGHT]

- And to ensure that we continue conducting “research for impact”, we have decided to invest R120 million in postgraduate bursaries over the next three years.
- This will make up for the recent decline in bursary funding from the National Research Foundation (NRF).
- The bursaries will also ensure that our centres of excellence and SARChI chairs continue to deliver highly qualified postgraduates to industry, and still conduct relevant research in service of society.
- The bursaries will be available on a competitive basis to any student in South Africa who is interested in studying at SU.

Distinguished professors

See 6.6 in Management Report (p. 193 of Council bundle)



EMPLOYER OF CHOICE

24 reappointments

13 new appointments



8

- Our top academics produce the output that makes us a leading research-intensive university.
- As you can see, we recently reappointed 24 distinguished professors and made 13 new appointments.
- The title was created in 2014 to recognise our best academics who reach the pinnacle of achievement in their careers.
- They are leading researchers with international stature in their fields, as well as top achievers in higher education in terms of research and publications, postgraduate study leadership, learning and teaching, and transformative social impact.
- >>

SU in the rankings

See Introduction to Management Report (pp. 52 of Council bundle)



A THRIVING
STELLENBOSCH UNIVERSITY

SU among world's best
for research excellence
and innovation



Council request:

- What data do we provide to QS and how do we provide it?
- To what other rankings do we provide data?
- What is SU's viewpoint about ranking participation in general?
- What is SU's future focus on rankings?
- How do we communicate our positions/performance on the different rankings?
- How are rankings supported by SU's marketing strategy/marketing drive?



Report to Council on
SU Participation in Rankings



Prof Hester C. Klopper

Deputy Vice-Chancellor: Strategy &
Internationalisation



9

- It is a pleasure to report that notwithstanding all the challenges we have had to face this year, SU has further cemented its place internationally.
- Over the past three months, SU achieved the remarkable feat of being listed among the world's top universities on three different international rankings.
 - Shanghai rankings
 - Times Higher Education
 - The US News & World Report
- While our focus is on academic and research excellence, we appreciate the importance of rankings in the overall perception of an institution's standing.
- At the same time, I know it is a complicated and often controversial matter.
- The matter was explored in depth in a report that served at the previous Council meeting (21 Sep). You will find a link to a version of the report that we shared with Senate on p. 52 of the Council bundle.
It makes for very interesting reading.
- Speaking of which ... >>

SU in the news

See I.4 in Management Report (pp. 58–59 of Council bundle; with op-eds and columns on pp. 91–98)

SU generated the **most newsclips** of all SA universities in Oct

Also tops in **'research and innovation'** category

Quintin the robot connects isolated Covid-19 patients with families



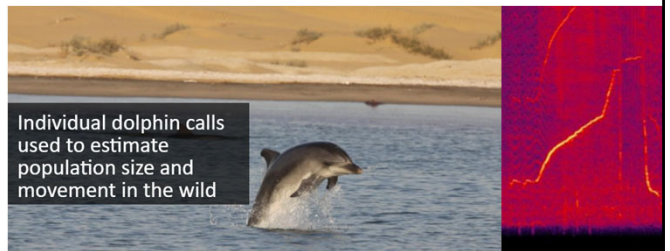
World's largest experiment shows shack fires move with devastating speed



Innovative Covid-19 treatment saves lives and healthcare resources



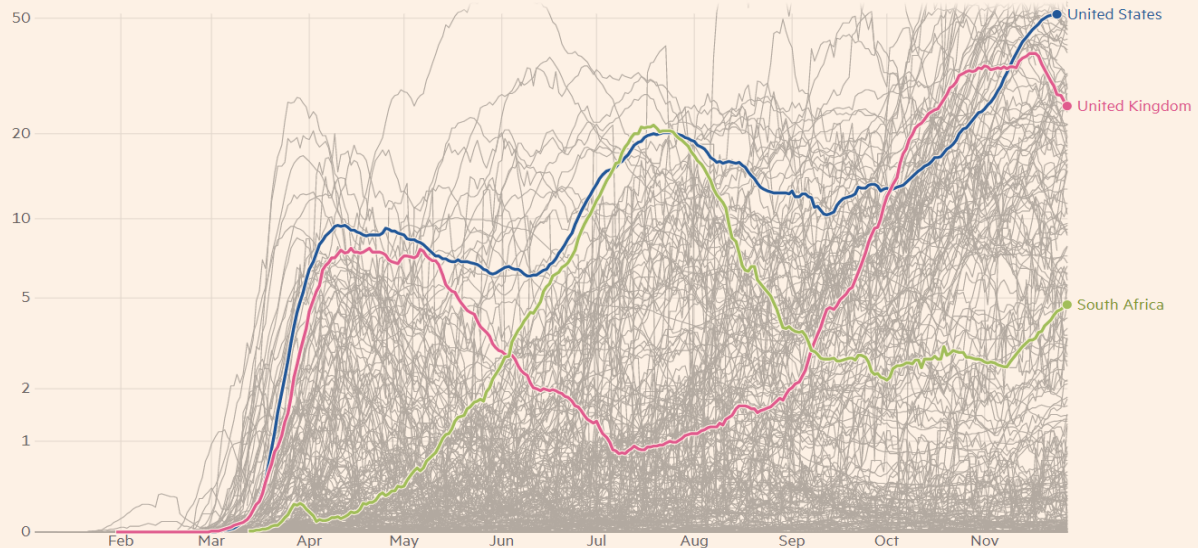
Individual dolphin calls used to estimate population size and movement in the wild



- We've been in the news a lot, as usual ... and for the right reasons!
- According to media monitoring agency PEAR, SU generated the highest number of newsclips of all South African universities in October
- The subset "research and innovation" was the main contributor
- In this time of COVID-19, our experts continued to provide the media with valuable content and comment, further cementing the University's reputation as an innovative and socially responsible institution.
- On screen, you can see some of our stories that made headlines. Find a more complete list in my Management Report
- Speaking of news, what's the latest re. COVID-19?
- >>

New confirmed cases of Covid-19 in United States, United Kingdom and South Africa

Seven-day rolling average of new cases (per 100k)















Source: Financial Times analysis of data from the European Centre for Disease Prevention and Control, the Covid Tracking Project, the UK Government coronavirus dashboard, the Spanish Ministry of Health and the Swedish Public Health Agency. Data updated November 28 2020 4.32pm GMT. Interactive version: ft.com/covid19

FINANCIAL TIMES

- Here we see a graph of new confirmed cases of COVID-19 in the US, UK and SA ... updated Saturday. An average of new cases per hundred thousand of the population
- We see South Africa on the rise again ... sharply so.
- Warnings of another wave of infections ...
- When South Africa went down to Level 1 in September, we decided to err on the side of caution, and not rush the process of returning staff and students to our campuses. This was based on our assessment of what was practicable within the facilities and human resources capacity of the University.
- All things considered, the decision to continue with emergency remote teaching, learning and assessment (ERTLA) for the rest of the academic year turned out to be a wise one.
- So, is there a way out of the predicament in which the world finds itself?
- >>

How some of the Covid-19 vaccines compare

| Company | Type | Doses | How effective* | Storage |
|---|---|--|----------------|--|
|  Oxford Uni-AstraZeneca | Viral vector (genetically modified virus) |  x2 | 62-90% |  Regular fridge temperature |
|  Moderna | RNA (part of virus genetic code) |  x2 | 95% |  -20C up to 6 months |
|  Pfizer-BioNTech | RNA |  x2 | 95% |  -70C |
|  Gamaleya (Sputnik V) | Viral vector |  x2 | 92% |  Regular fridge temperature |

*preliminary phase three results, not yet peer-reviewed

Source: Respective companies, WHO

BBC

Two full doses of the Oxford vaccine gave 62% protection, a half dose followed by a full dose was 90% and overall the trial showed 70% protection.



- The whole world is pinning its hopes on a vaccine
- Hundreds in development
- Promising news lately. Here's how the frontrunners are stacking up ... [ON SCREEN]
- For us, the question is not when will vaccines be rolled out, but when we in SA will get sufficient access to it ...
- Hopefully at some point next year ... sooner rather than later >>

Scenarios for 2021



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| 'Early' (return to near full campus activity) | '2020 B' (status quo continues) |
|--|---|
| CHARACTERISTICS | |
| Programme disruption at least until Feb 2021; Nearly all students return at start of 2021 academic year | Programme disruption at least until Jul 2021; Not all students return to campus for first half of 2021 |
| TEACHING AND LEARNING IMPACT | |
| Hybrid learning from March (substantial face-to-face); Assessments face-to-face (F2F) | ERTLA from March to end of H1 (first semester); Assessments online |
| ENROLMENT, RETENTION, STUDENT OUTCOMES | |
| Retention and progression improves; Enrolment & financial aid adversely affected | Retention problems and progression risk; Enrolment & financial aid adversely affected |
| RESEARCH | |
| Risk of PG student pipeline contracting; Research possibly slows as contracts decline | Risk of PG student pipeline contracting; Research possibly slows as contracts decline |
| FACULTY & STAFF | |
| Return to campus; Health and wellbeing improves | Work from home continues; Strain because ERTLA continues and is augmented |



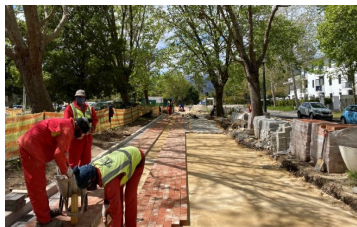
- The ICBC has been considering two scenarios for 2021.
- On the left, an EARLY return to near full campus activity, with almost all students returning at the start of the 2021 academic year in March
- On the right, 2020 B, that is, the current status quo continues, with not all students returning for the first half of 2021.
- We see the implications unpacked in terms of the impact of each scenario in various dimensions
- We are going with the scenario on the left – an EARLY return to near full campus activity – depending on circumstances.
- That would mean more hybrid learning than ERTLA
- Student retention and progression improves
- Though there are still risks to research
- But staff return to campus, with their health and wellbeing improving
- We'll see ...



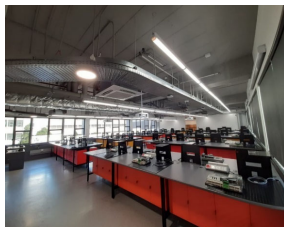
- In the meantime, the pandemic is by no means over.
- The Minister (Dr Blade Nzimande) last week (26 Nov) expressed concern about cluster outbreaks at HEIs in the Eastern Cape and KZN and warned that more cluster outbreaks are expected, across other provinces and institutions.
- He also appealed to students and staff to “stick to preventive measures – including wearing of masks, proper hand-washing, avoiding handshaking and social and physical distancing.”
- We have been conducting campaigns on social media and on our campuses to drive home this message
- What else has been happening on our campuses?

Campus renewal

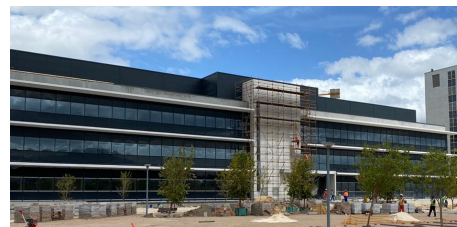
See I.13 in Management Report (pp. 65–168 of Council bundle)



Victoria Street NMT project



Mechanical & Mechatronic Eng



Biomedical Research Institute



Jan Mouton Learning Centre



SA Constitution art installation ...



... at the Old Main Building

- Those of you who went on the tour this morning, or just came in for this meeting would have noticed that our campus is being spruced up in a big way. Facilities Management are doing a great job.
- Exciting developments – like the **Victoria Street non-motorised transport (NMT) project**
 - A first of its kind on our Stellenbosch campus, the project will provide pedestrian pathways, tactile paving for persons with impaired vision, and bicycle lanes – all in one.
- At **Engineering**, a renovated **Mechanical and Mechatronic building**
- The fantastic new **Biomedical Research Institute** on our Tygerberg campus is coming along nicely
- The **Jan Mouton Learning Centre** next to the Neelsie is 99% complete
- En die **Ou Hoofgebou** spog met 'n nuwe kunsinstallasie. On 4 November, we unveiled an art installation to celebrate the Constitution of South Africa. It forms part of our drive to make Stellenbosch University a more inclusive institution.
- We strive to provide not only the best facilities but also a place where our staff and students can feel at home.
- >>

Preparing our students for the future

See 2.3–2.5 in Management Report (pp. 175–177 of Council bundle)



A TRANSFORMATIVE STUDENT EXPERIENCE

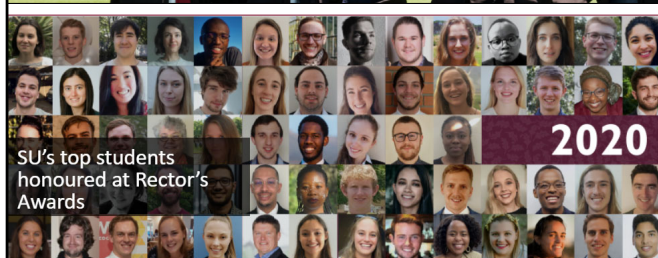


SU partners with the Michael & Susan Dell Foundation to drive student success

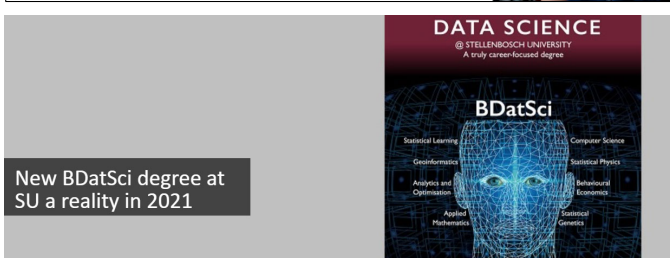


LAUNCHLAB
STELLENBOSCH UNIVERSITY

SU IdeaSmash Winner for 2020 announced



SU's top students honoured at Rector's Awards



New BDataSci degree at SU a reality in 2021



16

- Speaking of our students, we aim to provide them with transformative experience, preparing them to enter the future with confidence. A few highlights:
- [TOP LEFT] As Council knows, the **Michael and Susan Dell Foundation** has pledged R191 million over five years for wrap-around support to 1,000 undergraduate students from low-income backgrounds. Council undertook to match the top-up scholarship component of the package, which amounts to R75 million – thanks again. I can now report the selection of the first cohort of Dell Young Leaders has started.
- [BOTTOM LEFT] 76 of our **top students** across various categories received excellence awards last month – for academics, leadership, social impact, culture and service provision.
- [TOP RIGHT] The post-COVID-19 world will require significant innovation and entrepreneurship to adjust to our new normal. Preparing Maties to be part of the solution, Innovus and the LaunchLab regularly host events aimed at stirring the entrepreneurial spirit in our students.
- [BOTTOM RIGHT] And in news that broke after we submitted the Management Report, we got approval from SAQA (the SA Qualifications Authority) to offer a four-year **Bachelor's degree in Data Science** from next year – a multi-disciplinary programme based on inter-faculty collaboration – between Economic and Management Sciences, AgriSciences, Arts and Social Sciences, and Science. It's the only course of its kind in the country.
- Now, our students face tremendous challenges, as do our staff, so it is important to support them ... >>

Psychosocial support to students and staff

(See Introduction to and 6.1–6.4 in Management Report (pp. 52 and 86–87 of Council bundle)



Information campaigns on SU home page & social media



VIRUSES DON'T DISCRIMINATE. NEITHER SHOULD WE.

Social stigma is labelling, discriminating against and stereotyping of individuals because they are seen to be linked to COVID-19. Stigma can drive people to hide their illness to avoid discrimination and prevent people from seeking appropriate healthcare. Stigma isolates individuals and has a detrimental impact on their mental health.

| COPING WITH MENTAL HEALTH EMERGENCIES | | |
|---|---|------------|
| Situation | Management | Management |
| Panic • Is incapable of acting • Suffers under intense apprehension or fear • Breathes through the mouth, or gasps • Feels spaced out or dizzy | • Give reassurance in a firm manner • Help the student calm down by letting him / her take deep breaths in and out, counting to 4. Gradually extend up to the count of 8. • When the student has calmed down, refer him/her to the CSCD. | |
| Confusion • Is muddled, restless, irritable • Speech may suggest dissociation from reality • Refuses to cooperate • Is disoriented and fearful | • Speak simply and clearly • Provide adequate lighting • Constantly reassure in a friendly manner • Contact the CSCD / ER24 & Campus Security | |
| Drowsiness • Mental or physical functioning has slowed down completely • Gives no spontaneous responses • Is unable to interact | • The student may hear what is being said around him / her so keep reassuring the student. • Call ER24 ambulance or Campus Health, the CSCD and Campus Security. • While waiting stay on the line with ER24 for instructions until assistance arrives. | |
| Memory loss • It may have been caused by illness • If it happens suddenly shock is the likely cause | • Speak simply clearly and reassure the student. • Call the medical services or take the student to a healthcare centre. | |
| Self-harm • (e.g. cutting) • Suffers acute distress • This is a cry for help • Is possibly suicidal | • Do not criticise or judge • Ask if the student wants to talk about it. • Call for medical assistance if necessary (ER24). • Refer the student to the CSCD. | |
| Suicide attempt • (e.g. overdose) • May have made previous attempts | • Call ER24 or Campus Health. • While waiting stay on the line with ER24 for instructions until assistance arrives. • Keep pills & bottles to show ambulance crew and ask the student what they have taken. • Ask student about contacting family / friends. | |

Resources:
CSCD (Phs to Fr: 08:00-16:00) 021 808 4994 (toll)
021 938 9590 (Tlg) 024 010 205 3033 (after hours)
Campus Health 021 808 3494 (toll) 021 938 9590 (Tlg)
076 431 0365 (24-hours emergency line)
Campus Security 021 808 2333

100 Student Affairs Studentesque



STUDENTS:

- Our Centre for Student Counselling and Development provides free and confidential individual and group counselling.
- Also academic assistance and development, emotional and emergency support (including a 24-hour helpline)

STAFF:

- The Employee Wellness Unit of our Human Resources Division provides ongoing support to staff.
- Staff and their families now also have access to an anonymous online health and well-being programme.

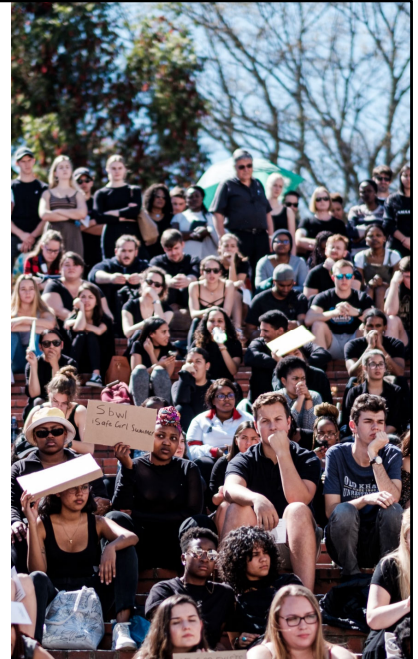
BOTH STAKEHOLDER GROUPS:

- A Policy on Staff and Student Mental Health is in development.
- We have a shared responsibility to stand by each other in difficult times ... >>

Forward together against gender-based violence (GBV)

See 2.1 in Management Report (pp. 173–175 of Council bundle)

- **Joint anti-GBV working groups** completed work and published report
- Confirms our zero-tolerance approach to GBV
- Reaffirms SU's commitment to equal rights and social justice for all
- Contains recommendations on (1) values and principles; (2) procedures and processes; (3) residences and structures; (4) mental health & alcohol/substance abuse; (5) training and awareness; (6) safety and security
- **Action plan** being drawn up and discussed
- Curbing GBV the joint responsibility of entire University community
- Thanks to Senior Director: Student Affairs Dr Choice Makhetha for leading the process, and everyone else who participated
- We remain committed to collaborating with all our staff and students to intensify the institutional efforts against GBV



- We also have a shared responsibility to combat gender-based violence (GBV) on our campuses.
- That is why set up **joint** anti-GBV working groups last year, and earlier this year they completed their work and published a report
- Action plan being drawn up and discussed
- We remain committed to collaborating with all our staff and students to intensify the institutional efforts against GBV

December graduation ceremonies

See 4.4 in Management Report (p. 185 of Council bundle)

- 14–16 Dec 2020
- Hybrid model to comply with COVID-19 regulations:
 - 12 small **physical** ceremonies (four per day) in the Endler Hall
 - Doctorates (including Mar/Apr 2020)
 - Honorary doctorates
 - Chancellor's Awards
 - Chancellor's Medal
 - Faculty-specific **online** ceremonies
 - Graduands to receive qualifications in absentia



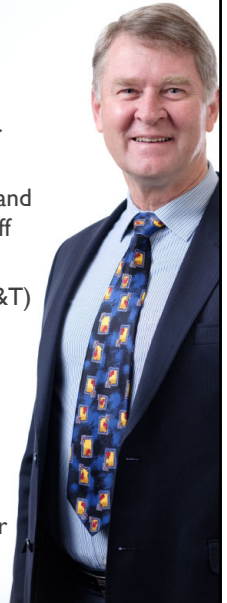
- As we meet here today, preparations are underway to celebrate the academic achievements of thousands of students who will be graduating in two weeks' time
- We will have small face-to-face ceremonies from 14 to 16 December, as well as faculty-specific online ceremonies.
- A highlight of the year. Looking forward to it.
- >>

Prof Arnold Schoonwinkel

See Introduction to Management Report (pp. 155 of Council bundle)



- Joined SU in 1993, progressing to Professor in Computer and Control Systems
- Key role in SUNSAT, Africa's first satellite, and co-founder of SunSpace, an early SU spin-off
- Dean of Engineering 2002–2012
- Two terms as DVC: Learning & Teaching (L&T)
- Promoted the scholarship of L&T
- On his watch: multilingual Language Policy; increased student diversity; co-curricular recognition; Hybrid Learning Business Plan
- Pioneered the ICT in L&T project
- Laid the foundation for SU's successfully switching to **ERTLA** in record time this year
- Retires at the end of 2020. Best wishes!



20

- Prof Arnold Schoonwinkel will be retiring at the end of the year, so this is his last Council meeting. I think a brief tribute would be in order ...
- Arnold graduated from SU in 1981 with a master's in Electrical and Electronic Engineering ... went on to do his PhD at Stanford ... in Aeronautical and Astronautical Engineering
- He joined SU as a staff member in 1993, where he would become a core member of the team that built Africa's first locally developed satellite ... SUNSAT, successfully placed in orbit in 1999.
- Dean of Engineering 2002–2012
- Then two terms as DVC: Learning & Teaching
- Laid the foundation for SU's rapid switch to ERTLA
- Retires at the end of 2020 – will be sorely missed!
- Arnold, our sincere appreciation for your sterling contribution, over many years in various capacities, to the success of our institution and the development of our students and staff. We wish you all the best.
- He will take us through his Management Report later >>



- Thank you for Council's support in 2020.
- In a year fraught with major challenges that had a significant impact on our activities, SU has managed to surmount the hurdles in our way through innovation and sheer hard work.
- It would seem that the end of the COVID-19 challenge is not in sight yet. However, with the lessons we've learnt, I am convinced that we are well equipped to remain focused on our strategic objectives.
- Proud to be part of Team Stellenbosch University!
- Chair, with your leave. I will now take comments and questions for 10 minutes
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