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RECTOR'S MANAGEMENT REPORT TO COUNCIL

Monday 22 June 2020

Prof WJS de Villiers,
Rector and Vice-Chancellor

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INTRODUCTION

Welcome to the **second (online) Council meeting of 2020** – a very challenging year to date on all fronts, particularly also for us in higher education.

By now, we are all acutely aware of the **coronavirus pandemic**, the subsequent state of disaster and the prolonged lockdown that was imposed on 27 March (relatively shortly before the last meeting of Council on 6 April). These developments necessitated urgent changes to **this year's academic programme (see 1.2)**.

Moreover, in February, I outlined a list of priorities for the short to medium term at our Institutional Planning Forum. However, owing to the impact of COVID-19 and the lockdown, I have had to focus on only two priorities: ensuring the successful completion of the **2020 academic year**, and safeguarding the **sustainability of our institution**.

To achieve this, we have had to implement a host of operational initiatives and activities, which have significantly stretched our human capacity and resources. The challenge, by and large, was to anticipate the disruptive events through scenario planning, and to respond to the crisis as skilfully and strategically possible at a time of great uncertainty.

Like all other institutions across the higher education sector, we have had to suspend our normal face-to-face teaching and learning to present the bulk of our academic offering via our **online platform, SUNLearn**, instead. Whilst we had indeed planned on migrating certain modules to the digital platform over the next year or two in a phased manner, the realities of coronavirus disease (COVID-19) forced us to expedite these plans and implement online teaching and learning on a large scale and within a **compressed timeframe**.

I am glad to report that, despite some logistical and infrastructural challenges, Team Stellenbosch University (SU) **rose to the occasion**. Lecturing staff not only excelled in converting study material to digital formats, but displayed unwavering commitment in also mastering the pedagogical aspects of teaching online. I can personally attest to the intricacies of online teaching in the few lectures that I still have the honour to teach.

The dedication shown by our staff, as well as the clear and innovative guidance and training offered by our Division of Learning and Teaching Enhancement, provided solid groundwork for the migration to online teaching and learning. Of course, the tremendous work of our Information Technology Division to provide the infrastructure and capacity so that thousands of students can access SUNLearn simultaneously also deserves special mention.

Granted, this was not without its initial problems, but all indications are that online learning is proceeding smoothly. This is in part thanks to the installation of a new server, which has eliminated bottlenecks and increased capacity to cope with large volumes of traffic.

The **entire SU community** has rallied in response to the crisis. For example, students in our Faculty of Medicine and Health Sciences (FMHS) have volunteered to help healthcare workers fight the pandemic, and colleagues in our Division of Social Impact have reached out to the broader community with food parcels for households in distress.

Our researchers too have impressed with their innovations. SU scientists managed to turn stale bread into alcohol-based hand sanitiser, technologists deployed robots in a hospital so that specialists could conduct ward rounds remotely, and engineers printed 3D ventilator parts and protective gear for healthcare workers. These examples illustrate one of the University's core strategic themes, "Research for impact", which flows from SU's Vision 2040, in which we commit ourselves to "advance knowledge in service of society". (See 5.1 for more on this.)

At the heart of SU's success in managing the ramifications of the COVID-19 pandemic and lockdown sits our **Institutional Committee for Business Continuity (ICBC)**. Through its seven workstreams and

one advisory committee, this new structure deals with the operational practicalities to ensure the successful continuation of the 2020 academic year. (See 1.1 for an overview.)

Under my delegated authority, SU's Chief Operating Officer (COO), **Prof Stan du Plessis**, led the ICBC in planning and implementing the salient features of the now amended academic year in line with the framework and guidelines supplied by the Department of Higher Education and Training (DHET). (Visit the [dedicated COVID-19 page](#) on the SU website for all our communiqués and updates.)

A big challenge in moving from traditional teaching to online delivery has been to find solutions for students who lack access to digital equipment (in particular computers and/or the internet). In our best effort not to leave any student behind, the University procured an initial 1 500 **laptops** to loan to students in difficult socioeconomic circumstances. A further 228 laptops had to be purchased subsequently to meet further demand. This was supported by sectoral agreements with cellular networks to provide **zero-rated access** to our online learning platforms. And we supplied all students with mobile network **data bundles** (for May and June).

These additional expenses along with an array of other unforeseen costs are currently being met from the University's **contingency fund**. However, it stands to reason that costs should be cautiously managed and SU's cash flow position safeguarded at all times. For this reason, an embargo has been placed on the use of **main budget balance account funds** for any new activities or initiatives. This applies to all environments of the University for the foreseeable future.

To help universities alleviate some of the financial strain imposed on them by COVID-19 and the lockdown, the DHET approved the reallocation of unused earmarked state grants to cover some of the essential unforeseen costs. In SU's case, R7,7 million could be reallocated for this purpose – which we appreciate, even though it is considerably less than the **more than R200 million** required to implement the essential adjustments to safeguard the 2020 academic year.

It is also worth noting that the return of a third of the student body to our respective campuses under the provisions of **level 3** of the state of national disaster (as from 1 June) still implies that we will have to continue with online learning, and carry those additional costs. It is impracticable to have a third of the students attending face-to-face classes, while the remaining two thirds continue in cyberspace. Frankly, we foresee that the rest of this academic year might continue online.

Council should also take note of the indirect impact of the national lockdown and the migration to online learning on the University's finances. We have agreed for **accommodation fees** to be limited to the period for which students are actually occupying University housing this year. We are also hearing growing calls for a reduction in **student and other fees** because students could not utilise University facilities (lecture halls, laboratories, libraries, sports facilities, etc.) to the extent that they otherwise would have.

My bigger concern, however, relates to the effect of COVID-19 on government debt levels, and the knock-on effect this will have on higher education institutions going forward. Add to that students' demands for increased government funding for student support, and it becomes clear that our sector probably has a rather difficult time ahead of us, with a possible further decline in the level of **state funding** to institutions in future. We will have to brace ourselves for tough times.

As is customary, a member of the Rectorate will again be afforded the opportunity to report to Council on activities in his or her responsibility centre over the past year. This time, it is the turn of the **Vice-Rector: Social Impact, Transformation and Personnel, Prof Nico Koopman**. Therefore, this overall management report contains only selected highlights from his portfolio. Please consult his separate report for more details.

Unless stated otherwise, this report covers the period **6 March to 22 May 2020**. It was submitted to the Registrar's Division on **3 June**. My fellow management members 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 Institutional Committee for Business Continuity (ICBC)

When coronavirus disease (COVID-19), caused by the novel coronavirus SARS-CoV-2, first made headlines at the end of 2019, SU began monitoring developments very closely. To handle the matter proactively, the Rectorate established a **contingency committee** led by the Vice-Rector: Research, Innovation and Postgraduate Studies, **Prof Eugene Cloete** on 4 February.

When the World Health Organisation declared the outbreak a global pandemic on 12 March, it was evident that we had to step up to the challenge. Four days later, the coronavirus contingency committee was converted into a subcommittee on medical matters. Another ten subcommittees were also set up, all reporting to an **overarching Institutional Committee for Business Continuity (ICBC)** led by Chief Operating Officer **Prof Stan du Plessis**. The ICBC’s role was defined as overseeing and synthesising input from its substructures, each focusing on key facets of the SU’s activities.

This structure was later streamlined by folding the subcommittees into **seven workstreams** plus a **Medical Advisory Committee**. The workstreams are coordinated by members of executive and senior management and cover (i) student services, (ii) staff, (iii) learning and teaching, (iv) communications, social impact and external relations, (v) campus operations, (vi) finance and legal matters, and (vii) research.

Summary reports of the activities of each of the seven workstreams and the Medical Advisory Committee in the reporting period follow below.

Workstream 1: Student services

Chair: Dr Ronel Retief

The workstream for student services (WSS) **advised on the following matters:**

- SU’s very first online graduation ceremony was held on 3 April, during which our new Chancellor, **justice Edwin Cameron**, conferred qualifications in absentia on all March/April 2020 graduates (see 4.1 and [click here](#) for a short video). These graduates will be afforded the opportunity to cross the graduation stage in December 2020, COVID-19 permitting. The WSS also devised a mechanism to issue formal e-declarations to confirm that the students had indeed obtained their qualifications.
- The new institutional calendar was generated within the framework approved by the Executive Committee of Senate, including new class and assessment timetables, new meeting dates for statutory bodies, and the rescheduling of the end-of-year graduation week for 14–18 December (see 1.2).
- The WSS drafted a guideline for registration and interruption or discontinuation of studies, including special COVID-19-related considerations as well as the postponement of due dates to accommodate affected students ([click here](#) for communiqué).

Three working groups have been established to consider the following scenarios (risks) relating to newcomers in 2021:

1. The possible underpreparedness of new first-years
2. The late release of matric results, and the impact this will have on the 2021 academic calendar
3. The effect of poor matric results on the application pool, and how this will affect the achievement of enrolment targets

A proposal for ensuring agile decision-making by Council, specifically regarding COVID-19-related issues, was approved by the Executive Committee of Council.

Workstream 2: Learning and teaching

Chair: Prof Arnold Schoonwinkel

The workstream for learning and teaching (WLT) focuses on the continuation and adaptation of learning and teaching amidst the COVID-19 pandemic, as well as on student care. Risks are reported to the ICBC and SU's Audit and Risk Committee as they arise. Every week, the WLT also determines which learning and teaching related information should be communicated to students and staff.

Issues dealt with by the WLT:

- Creating resources for and training lecturers
- Equipping support staff and tutors for online learning
- Creating online learning resources for students, including answers to frequently asked questions (FAQs)
- Providing laptops and data to ensure that students who lack these resources can access SU's online learning material
- Replanning the academic year calendar and assessments
- Planning the gradual and safe return of students to campus and residences

The WLT is planning for the following three scenarios:

1. Online learning and assessment for the second quarter of 2020, followed by normal residential learning and teaching in SU's classrooms/laboratories from the second semester
2. Online learning and assessment for the remainder of 2020
3. The possible spilling over of the 2020 academic year into 2021

Workstream 3: Staff (human resources, health and well-being)

Chair: Prof Nico Koopman

The workstream for staff (WS) advises on staff matters against the backdrop of COVID-19, within the framework of the University's values of dignity, compassion and empathy.

Key outputs delivered:

- Communication to staff about the health and well-being services available to them
- A single, consolidated staff resources webpage, providing practical and emotional support
- A document on leave provisions during the lockdown and any subsequent period of reintegration
- Guidelines for the reintegration of staff (With the introduction of level-3 lockdown regulations on 1 June, staff members were requested not to return to the workplace before their line manager advises them to do so.)
- A document on performance management during the national lockdown and any subsequent reintegration period
- The Disciplinary Code applicable during lockdown and reintegration

Workstream 4: Communications, social impact and external relations

Chair: Prof Hester Klopper

The ICBC workstream for communications, social impact and external relations (WCSIER) brings together members from a wide range of divisions and environments. These include Research Development, Development and Alumni Relations, Corporate Communication, Social Impact, Human Resources, Student Affairs, Student Recruitment, SU International, the Students' Representative Council (SRC) as well as Tygerberg campus.

In considering and planning for different scenarios and risks, the WCSIER focuses on creating structures, protocols and frameworks for communication with a range of stakeholders during the COVID-19 pandemic. The main objective is to ensure a positive community impact and foster good external relations.

Key documents developed by this workstream and approved by the ICBC included the following:

- SU's Overarching COVID-19 Response
- Guiding principles for response to external requests for fundraising and resource mobilisation
- Protocol for communication during COVID-19
- Framework for coordinating mass mailers during the COVID-19 pandemic
- Protocol for requests to use SU's communication channels

Workstream 5: Campus operations

Chair: Ms Nicolette van den Eijkel

The workstream for campus operations (WCO) facilitates an integrated response to the crisis by Facilities Management, Information Technology and SU's residences.

The WCO initially focused on keeping the University operational for on-campus essential work and emergencies, and facilitating online access for student teaching and learning and staff work-from-home arrangements. Its responsibilities have since been expanded to include the development of scenarios for the return of students and staff to our campuses.

Campus Security:

Campus Security has rendered security patrols and related services throughout the lockdown. The office staff of Campus Security are all working from home, and the director and operations managers occasionally attend to matters in the office where these cannot be done online. Patrol staff perform foot and vehicle patrols, monitor cameras and monitor and respond to alarms.

Property Services:

Property Services has a small on-site team on duty on our various campuses to attend to emergencies and urgent, planned maintenance to mitigate possible risks. The team completed planned maintenance inspections of the stormwater drains and inspected buildings for water damage after the heavy rains in early April.

The utilities team are monitoring water and electricity consumption remotely. Our electricity consumption is down by an estimated 40%. This has been thanks to Facilities Management's swift action to shut down non-essential systems in various buildings. The lockdown provides us with an opportunity to learn how our monitoring systems perform, and to better understand consumption on all campuses. This will help us plan for further reducing our consumption in future recess periods.

Facilities Services:

Our cleaning service provider on both Stellenbosch and Tygerberg campuses has made available specialised COVID-19 sanitising teams. They have provided cleaning services to both our Campus

Security facilities as well as areas used by staff and student volunteers providing assistance to Tygerberg hospital.

Facilities Management and the Purchasing and Provision Services Section also have arrangements in place to ensure that all staff and students have access to the correct personal protective equipment (masks and gloves) as well as hand sanitiser and soap.

Workstream 6: Finance and legal

Chair: Mr Manie Lombard

The workstream for finance and legal (WFL) is tasked with managing the financial and legal implications of COVID-19.

Hedging against cost implications:

The financial implications of the COVID-19 pandemic for the University, as for society more broadly, are likely to be significant in terms of direct and indirect costs as well as loss of revenue.

To prepare the University for this disruption and protect the institution against unforeseen institutional expenses relating to the management of the crisis, Council authorised nearly R105 million to be held in reserve.

Investment portfolio:

Sharp declines in equity markets, both locally and abroad, as well as significant currency volatility have had a major impact on SU's investment portfolio. The University's medium and long-term portfolios jointly declined significantly in the first three months of 2020. Nevertheless, this outcome was still significantly better than results in the local market (in rand) and most international markets (in their local currencies) due to the considerable depreciation of the rand over the same period.

Insurance:

SU has approached its insurance agent, Marsh, with a potential claim. At this stage, however, the insurers and their re-insurers are yet to provide clarity, as global uncertainty as to what coverage will be provided still needs to be resolved.

Cash flow:

Cash flow projections are managed on a daily, monthly and annual basis as and when new information regarding COVID-19 becomes available. Various environments are still conducting scenario planning, and cash flow reports will be updated once that information is ready. Longer-term projections have been made up until 2027. Management is satisfied that the measures taken to date are adequate to ensure financial sustainability over a six-year planning horizon.

Workstream 7: Research

Chair: Prof Eugene Cloete

This workstream comprises the vice-deans for research of all faculties, along with some senior professional administrative support staff.

Division of Research Development (DRD):

- DRD is working remotely from home, but is fully operational and continues to render support services. This has also been communicated to campus.
- The research community has been asked to inform the workstream of research-related challenges and risks.
- A register and subsequent report giving an overview of SU research projects and/or any research and innovation activities relating to COVID-19 were compiled and sent to

Universities South Africa (USAf) and the African Research Universities Alliance (ARUA), and were also distributed more widely. [Click here](#) for the report (and **see 5.1**).

- A request for extension of the submission deadline for 2019 publication outputs was made to the DHET, as institutions have been unable to evaluate book publications during this time. The request was granted and the deadline extended to 30 June 2020.

Contracts:

- Research funding is at risk if SU interrupts its research activities. Therefore, project leaders and their partners have been requested to assess potential delays and non-delivery of project outcomes, and to contact the Research Contracts team to assist with facilitating any required contract amendments or negotiating no-cost extensions with funders.
- The Research Contracts team is also coordinating a risk survey of all research projects, having asked all grant holders to take part. (Also **see 5.6**.)

Library and Information Service:

- Detailed communication was distributed regarding library services available online.
- SU requested USAf to approach the Publishers Association of South Africa to call on its members to make textbooks required by the country's higher education institutions freely available.
- The need for e-books, especially e-textbooks, has increased significantly. In this regard, the Library and Information Service has created a COVID-19 library guide of e-resources that publishers are temporarily providing for free.
- The need for access to printed material in SU's libraries is urgent, as the material needs to be scanned and e-mailed to students and academics, or made available via SUNLearn.

Central Analytical Facilities (CAF):

- CAF business will slow down, which will cause income to reduce.
- A total of R10 million has been made available to support CAF for the remainder of 2020. This money will be recovered from 2021 funding should the insurers not foot the bill.

Postdoctoral Office (PDO):

- The PDO remains in contact with postdoctoral fellows and has properly briefed them on testing and self-isolation following travel.
- Postdoctoral fellows have also been urged to discuss their memoranda of understanding (MOUs) with their hosts and renegotiate initial deliverables in light of the current crisis.

Postgraduate (PG) students:

- The Postgraduate Office undertook a survey among students to establish their situation regarding supervisor contact, access to resources, etc.
- Final-year students are at risk of not being able to complete their studies in the allocated timeframes. The National Research Foundation (NRF) has been requested to provide extension support.
- The workstream recommended that faculties consider a special faculty meeting (held later than their faculty board meeting) to discuss the possibility of extending the time for submission and examination of postgraduate theses.
- It was also recommended that postgraduates who miss the 1 December 2020 submission deadline for thesis examination due to COVID-19 be allowed to submit later without having to pay a registration fee for 2021. This will have financial implications.

Ethics review committees:

- The research community received a letter with institutional guidelines for research involving humans (i.e. humanities/social sciences as well as medical research).
- A position statement on biosafety was issued.

NRF:

- The DRD has been involved in consistent efforts to have the deadlines for new NRF calls extended, and to obtain more clarity on contingencies for grant holders from the NRF. The Division distributed the NRF's communication in this regard to all researchers on 22 April 2020.
- Arrangements for internal reviews have now been adjusted according to the new NRF deadlines.

Medical Advisory Committee

Chair: Prof Eugene Cloete

The objective of the committee is to prepare SU to respond to a national and international virus pandemic, applying national guidelines and best practice to the situation at SU in order to contain the spread of the disease.

Actions taken by the committee:

- Campus Health Service (CHS) communicated preventative measures university-wide.
- The committee recommended early on that all conferences with international delegates be postponed or cancelled, unless the events could continue via streaming.
- It also recommended that an embargo be placed on all international travel by SU members even before travel restrictions were imposed by the nationwide lockdown.
- The committee recommended that no students return to campus before the end of May, except for senior medical students, depending on developments.
- Initial investigations into the possibility of upgrading the ICU on Tygerberg campus have been completed and potential donors will be approached for funding.

1.2 Academic calendar and University Almanac revised

We had to extend the autumn recess period because of the national lockdown. However, this also necessitated changes to the 2020 academic year.

To ensure that teaching and learning programmes continue during the lockdown, and that the academic year is completed with as little disruption as possible, the **Executive Committee of Senate** approved the following amendments to the 2020 academic calendar:

First semester

Term 2:	Mon 20 Apr–Fri 5 Jun 2020 (seven weeks/35 days of class)
Assessment opportunity 1:	Mon 8 Jun–Fri 26 Jun (16 days, including Saturdays)
Assessment opportunity 2:	Sat 27 Jun–Sat 11 Jul (13 days, including Saturdays)
Recess:	13–24 Jul

Second semester

Term 3:	Mon 27 Jul–Fri 11 Sep (seven weeks/35 days of class)
Recess:	14–18 Sep
Term 4:	Mon 21 Sep–Fri 30 Oct (six weeks/30 days of class)
Assessment opportunity 1:	Tue 3 Nov–Wed 25 Nov (20 days, including Saturdays)
Assessment opportunity 2:	Thu 26 Nov–Sat 12 Dec (15 days, including Saturdays)
Graduation:	14–18 Dec (five days, including 16 Dec, a public holiday)

The above information is contained in the overall institutional calendar (the [University Almanac](#)), along with revised meeting dates for statutory bodies and other structures.

1.3 Institutional events

When it became evident that large groups of people posed a significant risk for the transmission of COVID-19, SU – even before the lockdown announcement – decided to cancel the March/April 2020 graduation week (see 4.1). The Chancellor’s installation, scheduled for 8 April, was also called off.

CCD subsequently started developing protocol guidelines for advice and guidance on the planning of events at SU. These guidelines include a **protocol for communication with the Chancellor**, and event planning checklists and timelines. The objective is to create consistent brand experiences that build on SU’s reputation and enhance brand equity, particularly in a world where online and hybrid events will be the new norm. Another aim is to ensure consistency in the standard and branding of institutional events.

1.4 Health and well-being during COVID-19

Campus Health Service (CHS) monitored the global outbreak of COVID-19 and played an **advisory role** for academic departments, student residences, Maties Sport and other University environments before SU’s Medical Advisory Committee was set up. CHS and our Corporate Communication Division (CCD) also maintain constant communication to ensure that comprehensive content is shared on the official SU COVID-19 page. This includes the latest **protocols**.

After the lockdown was announced towards the end of March, CHS’s focus shifted to active participation in the ICBC, particularly the Medical Advisory Committee and the workstream for staff (dealing with human resources and well-being). In addition, CHS advised Procurement and Student Affairs regarding students who remained in residences, as well as on students’ return to campus (starting with senior medical students at the Faculty of Medicine and Health Sciences). And CHS personnel assisted Stellenbosch Municipality as well as Stellenbosch Hospital and Mediclinic Stellenbosch with telephonic screening, planning and protocols.

During the level-5 lockdown restrictions, CHS **continued operating** on both Stellenbosch and Tygerberg campus, although strictly in accordance with national healthcare protocols. The clinics remained physically open for essential medical services to staff and students, and functioned as a screening facility. CHS also set up a 24-hour number staffed by a medical doctor to provide health-related information to staff and students.



Respiratory infections were prominent in the reporting period, so CHS proactively launched a concerted [flu vaccination](#) effort to reduce the effects of seasonal influenza. During the period in review, 120 senior medical students who returned for clinical teaching as well as 37 workers on SU farms were vaccinated. The vaccination drive will continue as students and staff start returning to our campuses.

Regular health promotion activities continued because it is a strategic objective of CHS to ensure that SU staff and students are generally informed and educated on health and well-being topics. Guided by the World Health Organisation calendar, CHS staff posted stories on [glaucoma](#), [salt intake](#), [head injuries](#), [tuberculosis \(TB\)](#) and [World Health Day](#) on the SU website during the reporting period. SU’s health related Facebook post with the highest reach and engagement related to the First Things First campaign for **HIV testing** conducted by SU’s Equality Unit. Nearly 11 000 people read the post.

1.5 Contact and Client Services Centre

Due to the COVID-19 lockdown, the Contact and Client Services Centre team have had to execute their mandate **from home**. Financial support was provided from the University's contingency fund to purchase the necessary equipment and secure maximum stability for telephony and e-mail services. This has enabled the Centre to play a constructive role in support of the University's online learning offering, alongside the divisions of Learning and Teaching Enhancement, Corporate Communication as well as Student Access. An analysis of e-mails for April 2020 shows that the Centre fielded significantly more enquiries (9 860) than in April last year (7 812).

1.6 Student recruitment

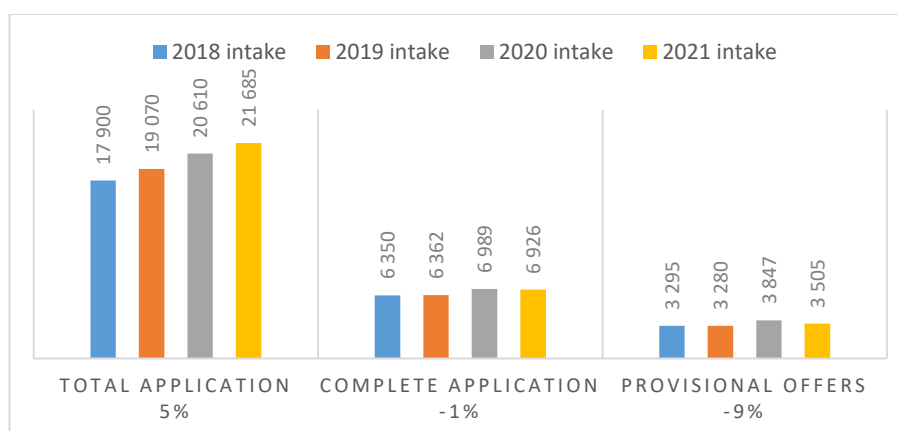
Applications for admission to all undergraduate programmes with a view to 2021 opened on 1 March 2020 and will **close on 30 June**. The national lockdown has created serious challenges, but our student recruitment team and faculties have realigned their strategies to ensure maximum outreach to prospective students.

Various online recruitment methods are being utilised, from digital and social media platforms to e-mails, SMSs and Facebook campaigns. A range of video clips and online advisory sessions were produced and radio interviews scheduled for April and May. Moreover, our dedicated student recruitment website, www.maties.com, is regularly updated with the latest news, study career advice as well as information on financial support and accommodation. Digital assistance with the application process may also be accessed here. The Centre for Student Recruitment collaborated with the Admissions Office and Legal Services to introduce the use of electronic signatures on e-applications. This enables applicants to complete their applications there and then, without the need for document scanning. A focused effort is made to follow up top-achiever applicants whose SU applications are incomplete. Full-cost recruitment bursaries will be offered to attract the **best talent from diverse backgrounds**.

High schools with access to online resources gave their permission for our recruitment team to interact with Grade 12 learners in cyberspace. The Centre has also embarked on a joint digital marketing strategy with the Cape Career Exhibitions Association to facilitate online outreach to the prospective student market. The Centre's study career advice service offering is delivered through online means as well.

1.7 Applications for 2021

SU had received approximately **5% more total applications** by the **end of April 2020** compared to the same time last year, as shown below:



However, the number of **complete applications** has declined slightly and will be closely monitored in the coming months. Incomplete applications are being followed up by our recruitment team.

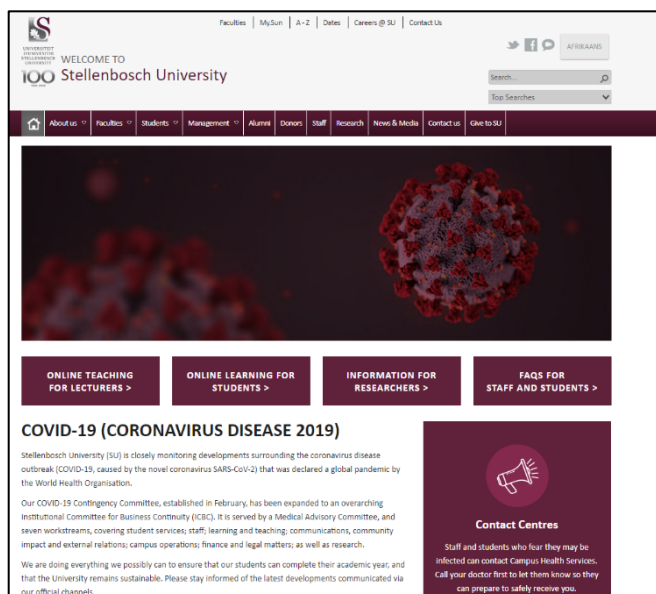
Provisional offers made are affected by the various faculties' timelines. At the end of April, however, 9% fewer offers had been made compared to the same time last year. Nevertheless, faculties are continuing to make offers, so this figure could still change.

1.8 Communication during the COVID-19 pandemic

While Corporate Communication is still pursuing the objectives of its 2020 environmental plan, the COVID-19 pandemic has compelled the Division to shift its focus to its crucial role as primary communication service provider in support of business continuity during the crisis.

The worldwide pandemic, the run-up to the nationwide lockdown, the strict isolation measures since 27 March as well as the various national risk levels that have since been announced all made for an unprecedented reporting period in terms of threats to a thriving SU. **Clear communication** was essential. Therefore, the strategy behind the University's COVID-19-related communication was to create a single source or hub of reliable information for various SU stakeholders, doubling up as a repository for all related communiqués.

A dedicated [COVID-19 webpage](#) was created on the SU web and links to the page were included in various other forms of SU communication. The link was also added to our institutional homepage, along with a link to government's COVID-19 website in support of national initiatives. The page went live on 14 March. It has been well received, and continues to be updated as the situation and the related communication needs unfold. In the first month, the English version received 108 140 visitors, of whom 39 845 were first-time visitors to the SU website. The Afrikaans webpage received 11 391 visitors over the same period, including 4 115 new visitors to the SU site.



The COVID-19 webpage quickly became one of the most visited pages on SU's institutional website.

Mass mailers

Due to the nature of the COVID-19 pandemic, regular communication is required to keep SU stakeholders informed of important facts, decisions and developments regarding business continuity at the University. A dedicated banner was designed for all COVID-19-related mailers.

From 13 March to 18 May, CCD distributed **39 mailers** – mainly to students and staff. Links to the mailers were posted on the COVID-19 site as well as under the snippet section on SU's homepage. These communiqués were well received: The opening rates of the mass mailers ranged between 37% and 76%, which is well above the industry standard of 25%.

In some instances, the mailers were followed by SMSs that alerted staff and students to important information in the mailers and on the [COVID-19 page](#) on the SU website.

Also distributed were my voice notes to the [student volunteers](#) in our Faculty of Medicine and Health Sciences, and to the [students who remained in residences](#) during the lockdown, as well as video messages to staff and students (e.g. [Online learning](#) and [Making a difference](#)).

The weekly electronic staff newsletter, *info@stellenboschuni*, has been temporarily discontinued, as the demand for notices and news on events declined due to the lockdown. The weekly Friday e-newsletter, *news@stellenboschuni*, continues as a channel to consolidate the latest COVID-19-related news.

Social media

COVID-19 messages, especially those relating to academic matters, have been received with great interest on SU's social media channels ([Facebook](#), [Twitter](#), [LinkedIn](#) and [YouTube](#)). Since the lockdown, reach has increased by 50%, indicating that SU followers are using social media as a tool to stay informed. Social media posts are also used to reinforce messaging via other channels and direct stakeholders to more comprehensive information on the website.

MFM campus radio station

As part of our partnership with Stellenbosch Municipality and our cooperation with community forums via [Stellenbosch Unite](#) (see 3.8), airtime on our campus radio station, [MFM](#), was made available for free for the distribution of COVID-19 information to the broader Stellenbosch community. This included health tips, general statistics, the role of the health department, and updates on screening and testing. (See marketing material in this regard below.) The MFM platform has also been offered to the district offices of the Western Cape Education Department (WCED) as well as to the municipality.



Podcasts

On 21 May, CCD's Digital Communication team introduced SU's very own **podcast channel**, **talks@stellenboschuni**. It offers SU experts a platform to talk about their work outside the traditional forms of academic discourse.

The first series explores how COVID-19 is affecting various aspects of our lives. The series features talks by:

- **Prof Jason Bantjes** (Psychology) on [students' mental health problems](#);
- **Ms Ilhaam Groenewald** (Maties Sport) on the [effect of COVID-19 and the lockdown on sport](#);
- **Prof Michael le Cordeur** (Education) on the [impact of COVID-19 on our democracy and education](#); and
- **Prof Sandy Liebenberg** (Law) on [socio-economic rights during COVID-19](#).

The podcasts are available on [Anchor](#) and will soon also be accessible on the SU website and other podcast services.



1.9 SU in the news (10 March–22 May)

As in January and February, SU again generated the **highest number** of **general news** clips of all South African universities in March and April. This is according to the dataset of media monitoring agency PEAR.

Of course, **COVID-19** dominated the news over the past few months. SU was among the **top three** COVID-19 “university commentators” in March and April, and did well in positioning itself as an innovative and socially responsible institution in the media. Stories such as those on the [3D print lab making visors](#) and [Maties medical students getting actively involved in volunteering](#) placed the institution at the forefront of higher education narratives during this time.

SU also came out tops in terms of clippings in the subset “**Research and innovation**”. Some of the research articles that did well in the media are listed below:

- [COVID-19: SU researchers turning bread into hand sanitiser](#) ([Algoa FM](#), [Cape Talk](#), [Times Live](#), [Briefly](#), [Food For Mzansi](#), [IOL](#))
- [SU researcher joins the fight against COVID-19](#) ([Motsweding FM](#), [IOL](#), [Briefly](#), [IOL](#))
- [‘Robot’ helps Tygerberg specialists on ward rounds during pandemic](#) ([Tygerburger](#), [kykNET](#), [Voice of the Cape](#), [IOL](#), [Engineering News](#), [Maroela Media](#), [Mail & Guardian](#), [The South African](#), [Netwerk24](#), [Biznews](#), [Sowetan Live](#), [Times Live](#), [Popular Mechanics](#), [Daily Voice](#), [Briefly](#), [Safrika24](#), [EWN](#), [capetownetc](#), [MatieMedia](#))
- [Insect farming could help give the earth a break](#) ([Afqiriland](#), [NWK Arena](#), [Cape Argus](#), [The Star](#), [RSG](#))
- [COVID-19: Who should go back to school first?](#) ([Briefly](#), [Radio 702](#), [Cape Talk](#), [Voice of the Cape](#), [Newzroom Afrika](#), [RSG](#))
- [Researchers lead multi-university study to track economic impacts of COVID-19](#) ([The Newspaper](#), [Businesstech](#), [SA Life](#), [Cape Argus](#), [Cape Talk](#), [Classic FM](#), [Fine Music Radio](#), [Newzroom Afrika](#), [RSG](#), [SABC News](#), [Engineering News](#))
- [Success of ‘bucket brigades’ to fight fires depends on water flow](#) ([Cape Argus](#), [Weslander](#), [Eikestadnuus](#), [District Mail](#))

The article [UWC and SU isolate South Africa’s first laboratory culture of SARS-CoV-2](#) was a collaborative effort with the University of the Western Cape and generated a significant amount of coverage ([Cape Talk](#), [Mercury](#), [IOL](#), [Smile FM](#), [Popular Mechanics](#), [EWN](#), [947](#), [Cape Talk](#), [Radio 702](#), [Lesedi FM](#), [Engineering News](#)).

The Media Office in CCD also received a **flood of enquiries** on the impact of COVID-19, mostly about business continuity, students who stayed behind in residences, internet access and e-learning.

Experts from the Faculty of Medicine and Health Sciences and the [South African Centre for Epidemiological Modelling and Analysis \(SACEMA\)](#) at SU have been inundated with requests for comment, interviews and opinions. The Media Office also issued a list of non-medical COVID-19 experts, which the media used equally extensively.

From an institutional perspective, a range of media organisations reported on [the passing of Prof Mary-Anne Plaatjies-van Huffel](#) ([Die Burger](#), [Cape Argus](#), [Eikestadnuus](#), [Son op Sondag](#), [IOL](#), [MatieMedia](#), [SABC2](#), [CCFM](#), [Radio Tygerberg](#)).

Thought leaders: Our academic staff continue to make SU research accessible to external audiences by writing thought leadership pieces for The Conversation. Over the reporting period, 15 of our contributors produced 18 articles, which collectively yielded more than 317 000 reads.

In addition, SU staff and students again produced a large number of **op-eds, features and columns** (see **ADDENDUM**). Since the start of the lockdown, **Marius Meyer**, a lecturer in our Department of Industrial Psychology, has published [a daily article](#) on different aspects of the coronavirus crisis.

Moreover, our Media Office furnished the media with **lists of experts** in connection with Human Rights Day and Freedom Day.

1.10 Campus renewal

It is generally very satisfying to provide progress updates on our capital works in this quarterly management report – not only because campus renewal is important, but also because Facilities Management normally ensures that these projects are on schedule and within budget.

However, this time – through no fault of Facilities Management – we report on **unavoidable delays** due to the national lockdown, which brought activities on all building sites to a halt. The full extent and impact of the delay will become apparent only once the lockdown is lifted.

Brief updates on the state of major projects when the lockdown kicked in on 27 March follow below.

Biomedical Research Institute (BMRI)

The BMRI project on our Tygerberg campus was **largely on track**, although with a minor delay relating to data cabling, which will unfortunately have a knock-on effect.

Before the lockdown, the basement extension works between the Clinical and Education buildings were on schedule, and the internal finishing of the new building was progressing well. The lift installations in the new building were on time, and main plant commissioning had started.

The facade along the north elevation was complete on levels 2 to 4, and work on level 1 had commenced. Construction on the facade along the east and west elevations was in progress. The bridges linking the existing Fisan building and the new building had been completed on levels 2 and 3.



North-facing view of new BMRI building, 24 March 2020.



Western view of the new BMRI, showing bridges between the old and new buildings.

The installation of the **Hamilton BiOS -80 °C storage system** was completed on 12 February. The biorepository areas will be finalised for handover once the lockdown is lifted.

Mechanical and Mechatronic Engineering building

Renovations and upgrades to the Mechanical and Mechatronic Engineering building are **well advanced**. The final commissioning and testing of new systems had already started when the lockdown kicked in. Internal finishes were nearly finished and furniture was being placed.

The building has a new 311-seat student computer facility, three new electronic classrooms that collectively provide 469 seats, as well as a new mechatronic laboratory with 51 workstations.

Offices and the postgraduate area on the upper levels have also been upgraded and densified.

Helshoogte

The project was progressing well before the lockdown, but will now probably **not meet** the original **target completion date** of 20 January 2021.

The infrastructure upgrades outside the residence were on track, with paving and gardening under way and the new greywater system completed and commissioned.

The entrance foyer had been upgraded, with the dining hall and common areas on the fourth floor still to follow. Delays are expected with the procurement of aluminium products for the windows as well as with some electronic equipment.

Huis ten Bosch

When the lockdown was imposed, reconstruction of the fire-damaged section of Huis ten Bosch residence was 95% complete. In an unforeseen development, some of the timber floors had been found in such a bad state that they had to be removed and replaced. Overall, the project was **21% complete** when the residence was boarded up for the lockdown.

Danie Craven Stadium

Construction on the Danie Craven Stadium to be ready for hosting **Premier Soccer League (PSL)** matches commenced in February and was scheduled for completion by 4 April. An estimated **eight working days** are required to complete the project as soon as the lockdown is lifted.

When we went into lockdown:

- change rooms, ablution facilities and tunnel areas had been fully refurbished;
- the administrative areas had been given new finishes, and the new laundry was almost complete;
- roof repairs on the main grandstand were almost complete, floors and walls had been painted and the players' canopy and gates were ready for installation;
- open-stand handrails had been installed, new areas for persons with disabilities had been completed, and repairs to damaged walkways had started; and
- the internal collapsible fence and external perimeter fence had been completed and new soccer and rugby posts, as well as turnstiles, were ready for installation.



Upgraded pavilion passage and tunnel walkway at the Danie Craven Stadium.

Jan Mouton Learning Centre

The new Jan Mouton Learning Centre next to the Neelsie is **95% complete**, but lockdown-related delays will prevent the facility from being ready at the start of the second semester as planned.

The main contractor, Group Five, which is in business rescue, will complete the outstanding works once the lockdown is lifted. Some of the larger items, such as the mechanical cooling and ventilation system, have already been commissioned, and are ready to be handed over to Property Services. The tender process for furniture will also continue post-lockdown.



The east elevation of the Jan Mouton Learning Centre.



Electronic classroom being fitted.

New Pavement Laboratory for Civil Engineering

Construction work on the new Pavement Laboratory is **nearly complete**. When the lockdown ends, it will take only a couple of weeks to get the building ready for occupation.



The exterior of the Pavement Laboratory as in March 2020.



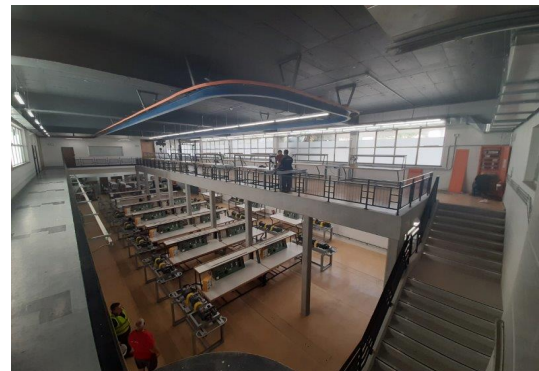
Inside the new building.

Electrical and Electronic Engineering Machine Lab and quad

Construction on the new Machine Lab and quad is complete. These areas were **already handed over** to Electrical and Electronic Engineering before the lockdown.

A total of 27 additional laboratory spaces have been created for tutorials and practical classes. The workbenches will house modern lab equipment to be used during lectures.

The project also entailed upgrades to all essential services, including a new fresh-air supply system and access control points, and upgrades to electrical and lighting circuits and the fire alarm system.



The mezzanine level and ground floor of the new Machine Lab.

1.11 SU's water optimisation project receives international recognition

SU's water optimisation project was declared a runner-up in this year's **International Sustainable Campus Network (ISCN) awards** on 14 May. The ICSN is an international higher education forum that supports institutions to achieve sustainable campus operations. The awards ceremony was hosted online, and over 200 participants tuned in from more than 40 countries.

Our greywater system and electronic water meters form part of the water optimisation project that Facilities Management had entered in the category “Whole-systems approach”. Phase 1 of the **greywater system** on our Stellenbosch campus has managed to reduce both municipal potable water consumption and irrigation water usage by 50%. The system entails the collection, treatment and reuse of shower water from student residences for toilet flushing. In phase 2, the greywater system will be further rolled out to the academic buildings on our various campuses. In addition, more than 250 **electronic water meters** have been installed, enabling us to monitor hourly water consumption at 95% of our buildings.

SU is the first higher education institution in South Africa to undertake a project of this kind on such a big scale. It places the University on a sustainable trajectory to withstand environmental shocks, such as the recent severe multi-year drought.

1.12 SUNCOM

The COVID-19 lockdown has had a detrimental effect on former service divisions of the University previously commercialised and placed under the overarching management of SUNCOM, a unit of Innovus. They receive no financial support from the University and rely on commercial income, which has dried up during this time.

The shift to online learning has negatively affected **Copier Services**, the cancellation of the autumn graduations has reduced income for the **Matie Shop**, and the **SU Botanical Garden** has had no income from gate fees, the shop or the restaurant. There is also concern that plant care might not be optimal, which could result in plant losses.

Student centres on our campuses have experienced a loss of income due to facilities being closed. SUNCOM granted relief to commercial tenants to help ensure their survival, but it might not be enough. The possible bankruptcy of some tenants could result in vacant spaces, which will be hard to fill in an economic recession.

SU’s new **Central Events and Conferencing Office** opened its doors in January, only to be hit by the lockdown in March. Globally, the entire eventing sector is reeling from the impact of COVID-19, but some solace can be found in previous quick recoveries, such as after the recent drought in the Western Cape and outbreaks of Ebola in Central and West Africa.

1.13 SU’s group of companies

The impact of the COVID-19 lockdown on SU’s group of companies, which resort under our industry interaction and innovation company Innovus, is **cause for concern**. Some have indicated that they are experiencing significant challenges conducting business. Early-stage start-ups with low monthly expenses (such as BioCODE, AxioVR, Sein and GeoSMART) might be more resilient, but may now take longer to reach profitability. However, it is still too early to determine the full effect of the crisis on our group of companies.

Meanwhile, the University Technology Fund (UTF) has invested in one of our spinout companies, **BioCODE**, and approved funding for a second, **Phagoflux**. The UTF is also performing due-diligence appraisals on another two companies.

In addition, **Susento**, which produces alternative protein from insects, is in funding talks with two serious investors.

1.14 Fundraising

In terms of fundraising targets, we had a **successful first quarter**, having ended March with R178 million in the black.

With regard to **bursary donations**, we negotiated and processed 251 transactions, which brought in R36 million. Notably, the Allan Gray Orbis Foundation supports 54 students at SU, while the Moshal

Scholarship Program supports 44 and the Dippenaar Family Education Trust assists 29. Applications to sectoral education and training authorities (SETAs) brought in R3,8 million.

However, we are concerned that some of our **loyal donors** are showing **signs of strain**. We have seen contributions either drop or being withdrawn for 2020 due to the state of the economy, which is now under even more strain due to the effect of the COVID-19 lockdown.

So, a lot of effort has gone into building relationships with potential bursary donors. We have developed new ties with big international foundations such as the **Michael & Susan Dell Foundation** (MSDF) and **Google's DeepMind**. Our partnership with MSDF will mean a significant boost for SU students from low-income backgrounds: The Dell Young Leaders programme will benefit an estimated 1 000 Maties over a five-year period. The DeepMind partnership, in turn, will provide multiple master's and doctoral scholarships in machine learning and artificial intelligence.

Our Division of Development and Alumni Relations (DAR) has been packaging SU's bursary strategy for philanthropic audiences, working with our student funding offices on both general and NSFAS-specific approaches. The DAR team has also been working with various SU role-players to develop a bouquet of offerings and scenarios. These include the **LaunchLab**, the **Faculty of Science** as well as **Maties Sport**, where we have secured R4,6 million from 35 new donors.

More than R63 million was received from **trusts, foundations** and **testamentary trusts** in the first quarter. Particularly significant contributions came from the Millennium Trust, Harry Crossley Foundation, Doris Crossley Foundation, Wilfred Metje Foundation, HB & MJ Thom Trust, Wilhelm Frank Trust, Sheila Brand Educational Trust, Lombardi Trust, GA Kuhn Testamentary Trust, Gideon Roos Trust and the Claude Leon Foundation.

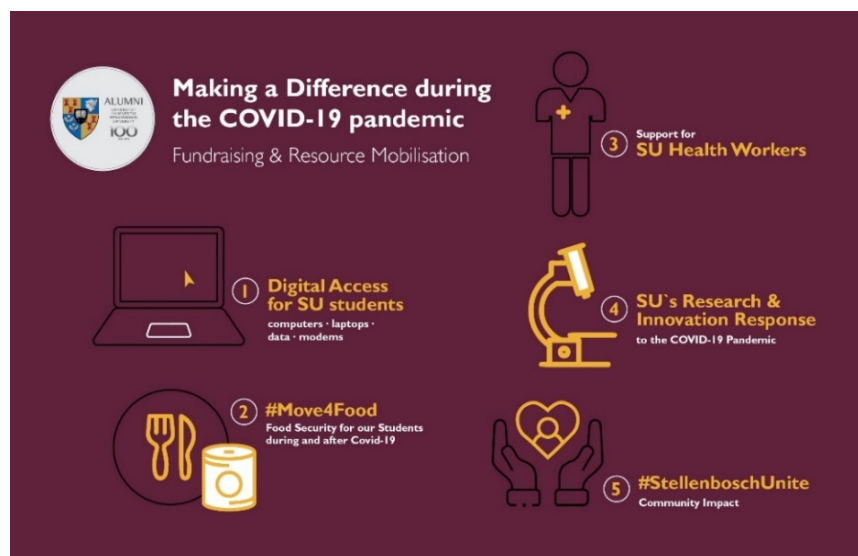
We are immensely grateful for all assistance.

Fundraising in a time of COVID-19

The domestic and global economic downturn resulting from the COVID-19 pandemic, coinciding with **South Africa's downgrade to junk status**, is bound to have a direct and negative impact on our fundraising environment. We expect to still feel the ramifications for some time to come.

Nonetheless, we have identified the **five key areas** (illustrated alongside) that continue to require financial support from our donor community and, in fact, have become even more urgent in light of the pandemic.

Based on these five areas, our **COVID-19 solidarity appeal** is framed as follows:



1. **Digital access:** Surveys (see 4.2) showed that many of our students did not have the necessary tools for online learning. We bought laptops for those who needed one, and are also providing data to all our students. This is costly, however, so we are appealing for contributions to help us bridge the digital divide in our country.
2. **Food security:** We have pushed back hunger on our campuses with the #Move4Food campaign over the past three years ([click here](#) for a comprehensive report). Now we need to consolidate these gains. The COVID-19 lockdown has placed even more emphasis on the importance of food security for our most vulnerable students and their families. #Move4Food is a powerful demonstration of our commitment to the future of our country as we move forward together.
3. Serving on the frontline against the pandemic, **SU's healthcare workers** require support in the form of personal protective equipment (PPE), food stations, logistical assistance, etc.
4. As a leading research-intensive university, SU is fighting COVID-19 with the best weapon at our disposal – reliable and relevant scientific knowledge. The SU community responded to the crisis with an impressive **research and innovation** effort (see 5.1 and [click here](#) for a comprehensive report). Our appeal calls for increased support for the production of knowledge in service of society, in line with our Vision 2040.
5. And last but certainly not least, we are part of [Stellenbosch Unite](#) (see 3.8), a partnership working to have a **positive impact on our broader surrounding community**. One of our projects is to provide food parcels to households in distress, which is a need that keeps growing as the socio-economic impact of the pandemic intensifies. We are appealing for solidarity to help us sustain our local community.

SU's COVID-19 fundraising campaign was launched on 5 May to coincide with #GivingTuesdayNow, a global day of giving and unity organised as an emergency response to the unprecedented need caused by the pandemic. Appeals went out to staff, students, alumni, donors and friends of the University via e-mail, social media and the SU website, and momentum is being maintained with follow-up actions. Donations are tax-deductible and can be made directly through the [University's website](#) or the [GivenGain platform](#), an additional safe and secure online giving mechanism.

1.15 Strategic Fund

In 2019, SU made R339 million available to the Strategic Fund – the largest amount to date – thus clearly signalling the institution's commitment to achieving its new vision and strategy.

These funds were distributed across three categories – R264 million for category A (strategic initiatives), R30 million for category B (strategic high-rise or public-square projects) and R45 million for category C (strategic appointments).

The funds for category B were fully allocated, but some remaining funds in categories A and C (R14,9 million and R9,6 million respectively) were carried over to 2020. This allowed for the consideration of some new projects in these categories **this year**, even though the normal main-budget allocation to the Strategic Fund had to be rerouted to the University's contingency fund to help address the current challenges brought on by the COVID-19 pandemic.

On 22 April, 30 applications in category A valued at R107 million were considered, of which 11 were selected to advance to round 2, with a **final decision** to be taken **in June**. And on 24 April, nine projects in category C to the value of R21,3 million were considered for final approval, and seven projects were **given the go-ahead**.

1.16 Stellenbosch University scorecard

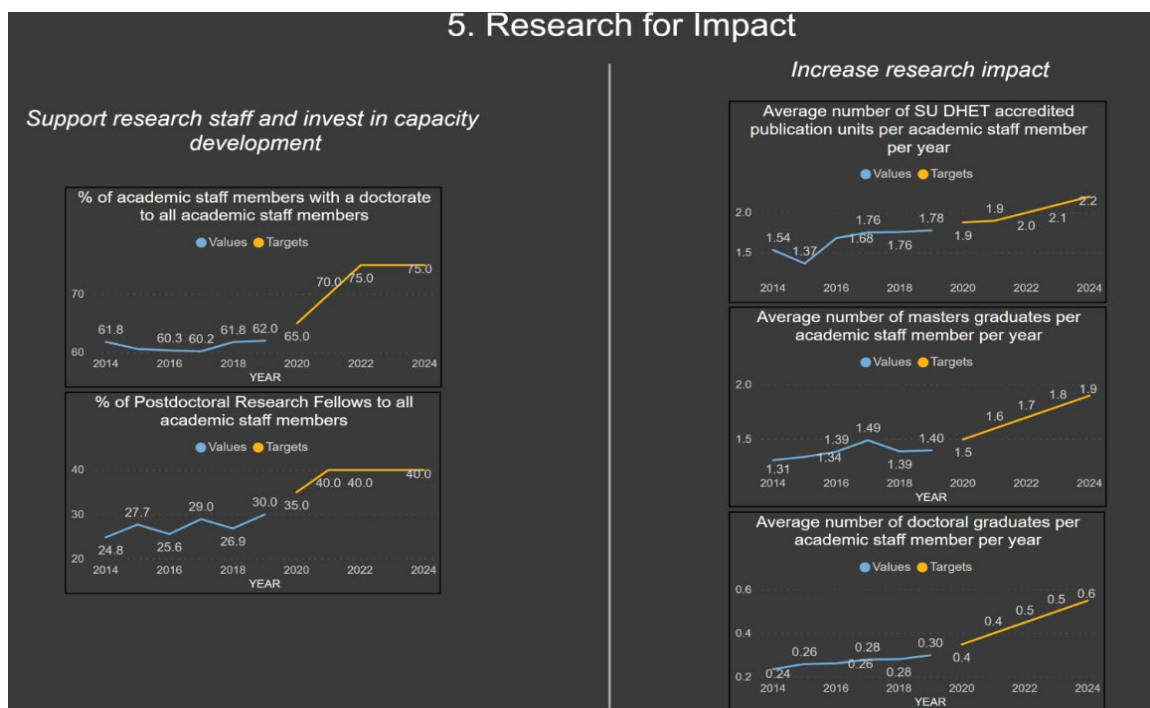
To track SU's journey towards achieving Vision 2040, which we adopted in 2018, I have been advocating for a type of **"one-pager" dashboard** that can offer a snapshot of where the institution

stands in terms of its objectives at any given time. To this end, the Division of Information Governance (IG) was commissioned to develop a scorecard for the University to monitor its progress against the goals set in our Strategic Framework 2019–2024. The scorecard models and tracks the new **strategic management indicators (SMIs)** in respect of 2024 targets.

Performance measurement is complex, and the weighting of performance indicators (PIs) to arrive at a composite score requires multiple key stakeholders’ participation. Yet IG managed to develop a **novel management tool**, which was demonstrated to and accepted by the Rectorate on 31 March.

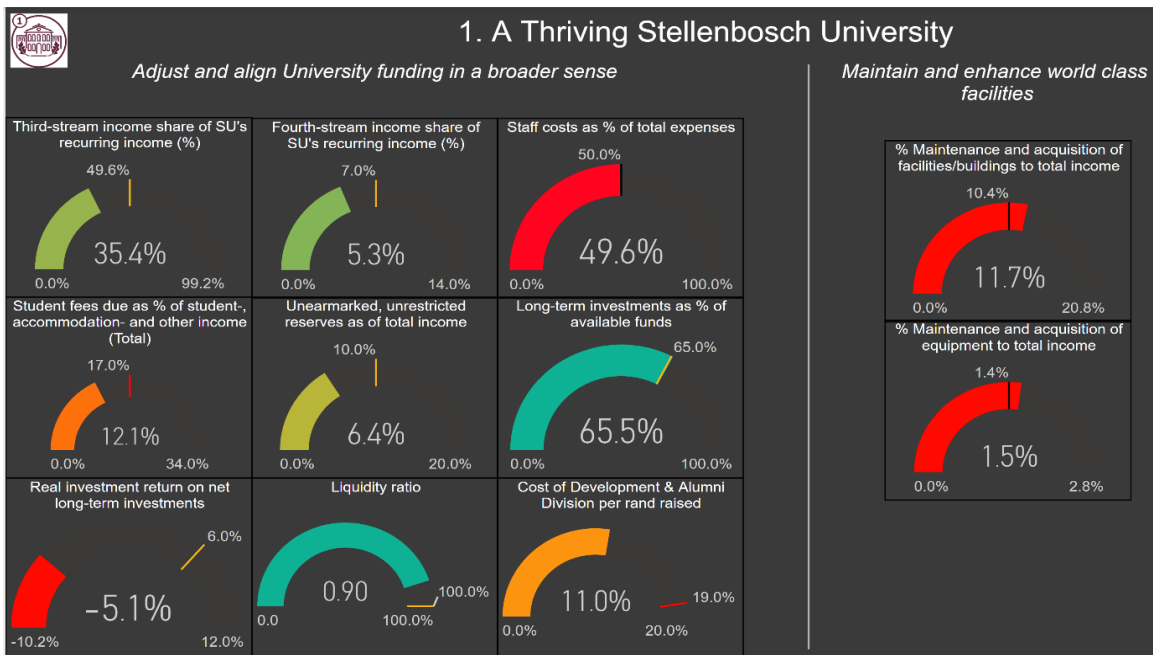
The SU scorecard is a composite index. Different weights are assigned to SMIs, institutional objectives, indicators and measures, all of which influence the University’s **overall composite effectiveness**. Effectiveness is, simply put, a measure of progress made towards a goal.

The scorecard starts with **line chart visualisations** of available historical values and future targets. For example, the image below shows the visualisation of core strategic theme 5, “Research for impact”. Past values are indicated with a blue line, and future targets with a yellow line.



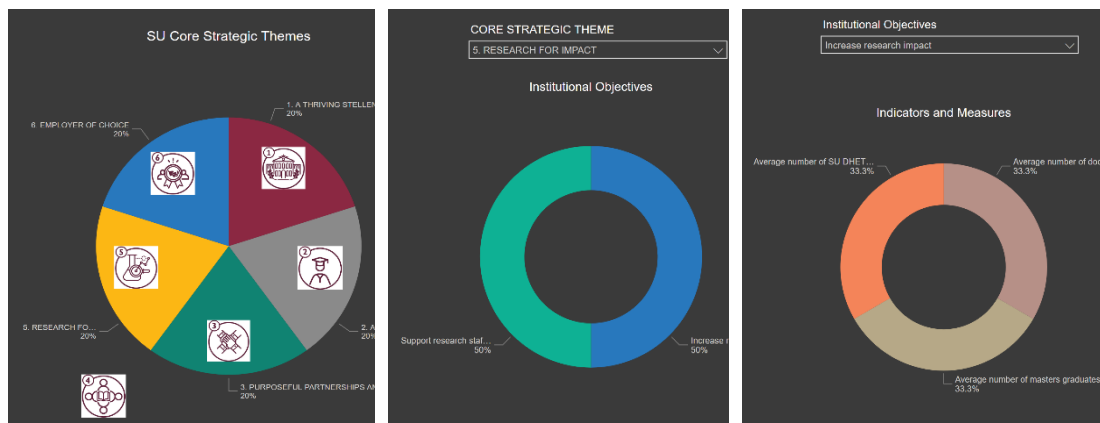
Indicators and measures generally have values for the period 2014–2019 and targets for 2020–2024. While some indicators and measures associated with the various SMIs might lack values and/or targets for some years, all have targets for 2024, except SMI 4, “Networked and collaborative teaching and learning”, which is still a work in progress.

Performance indicators are visualised with radial gauge charts (see below), showing SU’s progress towards its targets. Two types of charts are used, namely positive and negative. This is because some of the indicators and measures should be maximised (e.g. throughput rate), while others should be minimised (e.g. expenses).

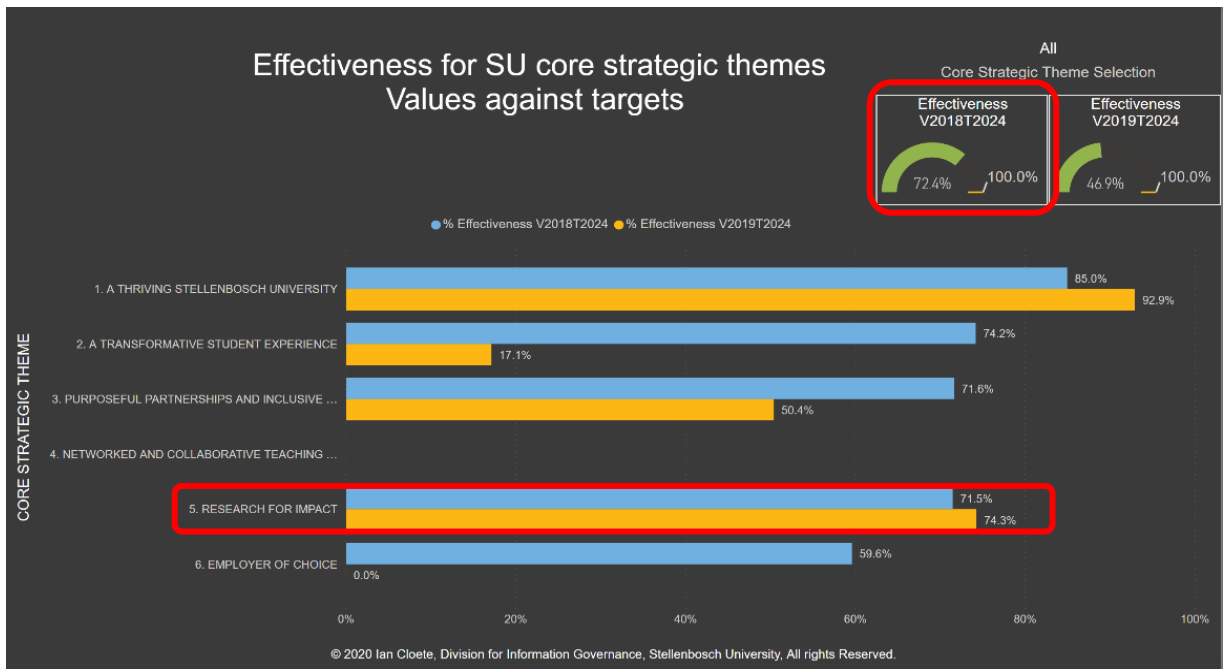


“**Effectiveness**” is the extent to which the target is reached. The scorecard contains composite effectiveness measures, which have been calculated by adding different weights to performance indicators according to their priority. The different weights for the different performance indicators represent variables that influence the composite effectiveness measures, which, in turn, influence the University’s overall performance.

For now, all SMIs are assigned **equal weight** (as all core strategic themes have the same priority), except for SMI 4, which has been assigned 0% weight, as it has no values and/or targets as yet. The scorecard then drills further down to the **institutional objectives** (i.e. the second-level performance indicators) as well as the **indicators and measures** (i.e. the third-level performance indicators). The image below illustrates this breakdown for “Research for impact”.

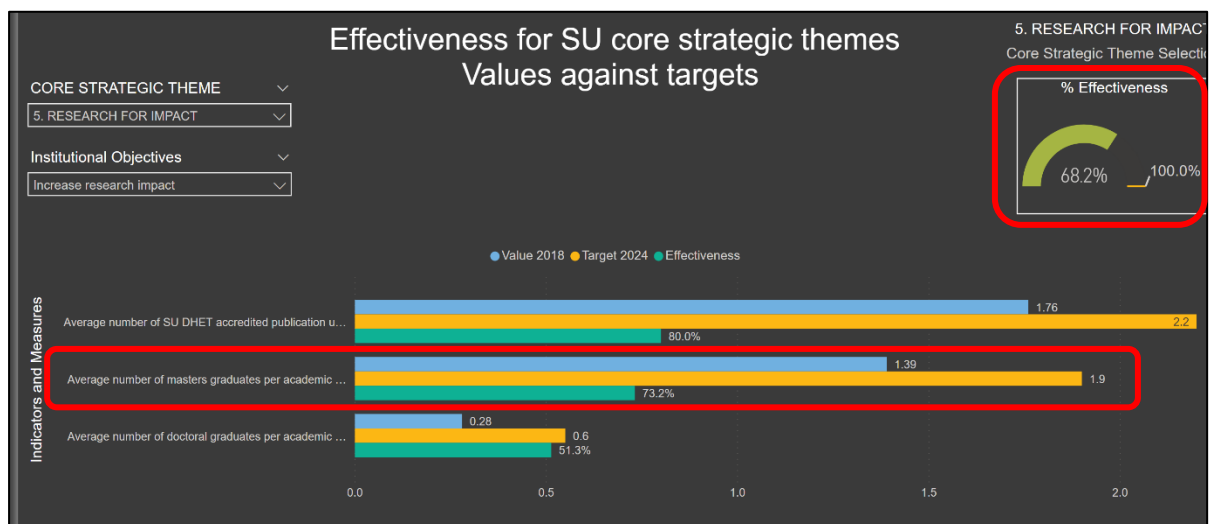


All indicators and measures contribute to the combined, overall SU core strategic themes. The following image evaluates the **composite effectiveness** of the University overall and of each core strategic theme, using values from both 2018 and 2019 measured against 2024 targets. The blue bars represent the composite effectiveness measures based on the 2018 values and 2024 targets, and the yellow bars the composite effectiveness measures based on the 2019 values and 2024 targets.



The image (circled in red in top right-hand corner) shows **72,4% overall effectiveness** for the University based on 2018 values, and **71,5% for SMI 5** (“Research for impact”) (circled in red towards bottom). This means that, overall, SU has made 72,4% progress towards the goals set in the Strategic Framework 2019–2024. (Note that the lower score for 2019 is because all data is not available yet, and missing values are treated as a zero contribution to the score.)

The image below then drills down to the institutional objectives and the indicators and measures for “Research for impact”.



It reveals 68,2% effectiveness for the institutional objective “Increase research support” (circled in red in top right-hand corner), and 73,2% for the measure and indicator “Average number of master’s graduates per academic staff member per year” (circled in red towards bottom).

By indicating composite effectiveness, the scorecard provides a broad picture of the University’s performance along the key dimensions of the institution, as well as at lower levels, which will be of **great value in monitoring SU’s progress**. Composite effectiveness can also be evaluated over time.

1.17 Systems renewal

The process to switch from two ageing SU information systems – the financial system and the student information system – to their new-generation substitutes, SUNFin and SUNStudent respectively, is under way. The goal is to provide **improved services** through modern interfaces.

SUNFin

The SUNFin project was making good progress for most of the first quarter until an unforeseen issue with some of the datasets caused a **two-week delay**. However, this has now been resolved and every effort is being made to make up for the lost time.

The **COVID-19 national lockdown** has also affected project roll-out, as some SUNFin team members have had to shift their focus to SU's business continuity efforts and online learning platform. Naturally, this leaves them with less time to work on SUNFin.

With everyone working from home, review workshops and project roadshows will now have to take place **online**, which will be a challenge for all involved. The online training tool selected to support the implementation of SUNFin, Oracle Guided Learning, will also need to be executed online.

The **overall status** of the project has turned **amber**, which suggests some risk to on-time completion. Yet team members remain committed to meet the envisaged implementation date of 4 January 2021.

Visit the [SUNFin page](#) on the SU website for more details.

SUNStudent

The blueprint documentation for the phase 1 capabilities that are planned to **go live** in the **first quarter of 2021** was signed off at the end of March. These include applications/admissions, recruitment and textbook orders. Two online celebrations took place to mark this milestone.

Service provider Serosoft commenced with the next steps in April. Master data is being uploaded to support the capabilities mentioned above. Integration with other SU systems is being configured, and training material is being prepared. Piloting, testing and training activities are scheduled for August. Phases 2 and 3 have to be signed off at the end of June and August respectively.

Visit the [SUNStudent page](#) on the SU website for more details.

Please note that the Rectorate decided to **move Student Information System Support** from IG to the **Division of the Registrar** with effect from 1 March. In essence, the registrar of a higher education institution is the curator of “the student record”, which is a function closely related to the information contained in the student information system (SIS). Student Information System Support assists with all operational processes in the Division of the Registrar, who is SU's single largest user of the SIS. Moreover, the move is a natural consequence of the SUNStudent implementation project: The Registrar serves as owner of the SUNStudent project, while the staff of Student Information System Support (along with their IT colleagues) form the core implementation team.

1.18 Website redevelopment

The research phase of the SU website redevelopment project, which is managed by CCD, concluded in April, and a report was tabled at the Rectorate meeting on 2 June. The Rectorate accepted the research report and expressed its support, in principle, for implementing the next steps in the process of redesigning the website.

The report provides key insights for the website redevelopment strategy. It will also determine the brief for the service provider who will be secured through a tendering process and will be responsible for the web redesign. The provider is scheduled to be appointed by the end of the year

so that the technical website development and content creation can commence at the beginning of next year. The intention is to have **first-level navigation** ready to be **launched by the end of 2021**.

1.19 IT service desks

Our IT Division has been working on a portal for an SU-wide service desk system. (A service desk provides customer-focused, quality IT services and technical support, serving as a single point of contact for faculties, staff and students to log requests, direct enquiries and record incidents.)

To this end, IT's customer interface was upgraded to include a range of our professional administrative support services (PASS) environments. These service desks – with more in the pipeline – are all based on customised support processes and workflows, with a large number of role-players serving customers.

As part of preparations to enable staff members to work remotely, the IT Division also created a special request type, "[Remote access](#)". This provided the quickest route for user requests, giving priority to staff whose devices had to be configured to work from home.

1.20 Data and information classification framework

The Division of Information Governance (IG) spent the last quarter of 2019 and the first of 2020 drafting the following three key documents for review and discussion by the Technology and Information Committee:

- A data and information security access classification **framework**
- A data and information governance **glossary**
- A data and information **domains model** for SU

The Division is currently preparing the classification framework for broader consultation as well as potential positioning as an institutional regulation. It is intended to support the existing institutional Records Management Policy, the regulations on data privacy, information security and interim access, as well as the draft regulation on research data management.

1.21 Brand positioning strategy and refreshed visual identity

The responsibility centre (RC) for Strategy and Internationalisation reported to the previous Senate meeting on the development of the brand positioning strategy and a refreshed visual identity for the University. This followed on the completion of a touchpoint audit in 2018 and a brand valuation and perception audit in 2019.

Prof Hester Klopper, Deputy Vice-Chancellor: Strategy and Internationalisation, also submitted a [progress report](#) to Council on 6 April. After a process of engagement, the final brand strategy was tabled at the **Rectorate meeting on 2 June**. This included the brand narrative and refreshed visual identity based on a monolithic brand architecture in accordance with the Rectorate's earlier directive.

The Rectorate approved the proposed new visual identity design, which includes the following:

- The **brand narrative**
- The **retention of the ceremonial crest**, with the following adjustments:
 - The red being changed to maroon
 - The hand and torch being removed
 - All icons being displayed in white
- The **refreshed institutional brand crest (or "institutional logo")**
- A **monolithic four-level brand architecture hierarchy**

The new institutional brand crest is modern and streamlined, but has retained strong references to the University's ceremonial crest at the same time. From a pragmatic perspective, the

refreshed institutional brand crest has been created with the modern-day ever-evolving and demanding digital environment in mind.

The ultimate goal is to reposition SU in line with **Vision 2040 and Strategic Framework 2019–2024**. The symbolism of the **timeless** icons that have been retained will be expanded to portray the SU of the **future**. The new icons to be added will emphasise the institution's positioning in the 21st century, while also recognising historical connections.

The final brand strategy and refreshed visual identity are to serve before this Council meeting.

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 Supporting our students during the COVID-19 pandemic

As the world continues to grapple with the COVID-19 pandemic, higher education institutions have had to come up with innovative ways to ensure that students successfully complete their studies for 2020. Within the constraints of the total lockdown announced by the South African government, SU has put various measures in place to support our students. All the relevant information in this regard has been made available on a [dedicated page](#) on the SU website. Selected initiatives are highlighted below.

Online learning

The suspension of contact teaching and learning because of the COVID-19 pandemic and the lockdown has necessitated a move to online platforms. This is to ensure that we complete the 2020 academic year, and that our students do not lose an academic semester or even the entire year.

Online learning was officially rolled out on Monday 20 April via our [SUNLearn platform](#). A dedicated website was developed and populated with all sorts of information, guides and tools to assist students with the transition from class-based to online learning. [Click here](#) for more information, and also see 4.2 below.)

The first **examination** series was scheduled to commence on 8 June, and the second has been scheduled to start on 27 June. (The second examination series will assess the same modules as the first to accommodate students who encountered problems in completing examinations the first time round.) Currently, all assessment is done online.

Students with very specific reasons for not completing semester 1 online will be afforded the chance to repeat all first-semester modules through a **hybrid** model in semester 2, with an additional examination opportunity in January 2021.

Laptops

The University procured **1 728 laptops** to be made available to students on a loan basis. Results from a student survey, responses to SMSs sent to students, responses received by the Contact and Client Services Centre as well as feedback from the faculties and Postgraduate Office were all consolidated to compile a list of students who were subsequently offered a laptop. Having afforded all students on the list ample time to respond, the University proceeded to extend the offer to all other students.

Data and zero-rated access

In addition to the laptop offer and negotiating zero-rated access to SU's academic platforms (i.e. websites associated with www.sun.ac.za), SU secured data bundle offers from various service providers for **May and June**. The exact method of providing data to students will be re-evaluated on a month-to-month basis.

Academic support

We have ensured that students continue to have access to a wide range of academic support services during the national lockdown. Our virtual platforms offer tips for learning online, access to the Library and Information Service, and information about online connectivity and [student administration](#).

Support for EDP students and mentors

The Centre for Student Counselling and Development (CSCD) appointed an educational psychologist and a registered counsellor to support students who are registered for extended degree programmes (EDPs). Since January, they have been providing free individual and group consultations aimed at academic skills development, psychotherapy and career counselling. Online support groups for mentors of EDP students have been offered since the start of the lockdown.

Postgraduate student support

SU's Postgraduate Office (PGO) continues to integrate relevant learning courses, [capacity-building workshops](#), seminars and [group interactions](#) with its regular offering to help postgraduate students take charge of their research journey.

This has been sustained even after the COVID-19 lockdown was imposed. The PGO compiled a range of helpful tips and [resources](#) to encourage students to push ahead with their studies during the crisis. Students also have access to additional online resources in the PGO's [online training module](#) on SUNLearn.

Arrangements have been made for **master's and PhD candidates** who were on track to graduate in December 2020 or March 2021, but have lost time due to an inability to access primary or secondary sources under lockdown. A special thesis or dissertation submission **deadline of 1 March 2021** has been approved. Candidates who choose to make use of this option after consultation with their supervisor or promotor will be required to re-register for the 2021 academic year. However, they will not be expected to pay tuition fees for that degree in respect of 2021.

Readmission in 2021

SU has decided that all students enrolled in 2020 will be granted readmission to their academic programmes in 2021. Therefore, **students will not be excluded** from continuing with their academic programmes next year, irrespective of their academic performance. Yet this arrangement does not apply to students who were academically excluded in previous years, who will still need to apply for readmission for 2021.

Students remaining in SU residences

Following the announcement on 15 March that a national lockdown would be imposed, the University requested students to vacate their residences and return home for the recess.

More than 700 students remained in residences on our Stellenbosch and Tygerberg campuses and were asked to adhere to strict hygiene protocols and other lockdown regulations.

Our Division of Student Affairs has been providing **various forms of support** to these students through the Centre for Student Communities and the CSCD. WhatsApp groups were set up to maintain contact.

On Stellenbosch campus, **food support** initially entailed the provision of dry meal ingredients and food parcels via residence heads. Catering services also made available products in the residence kitchens for students to use. Students were provided with cooking equipment set up at dedicated points in residences. At Tygerberg, students were assisted with food vouchers through the TygerMaties cluster office. The office of the Vice-Dean: Social Impact and Clinical Training also supported students through the existing pantry project and various other donations. We are grateful to various faith-based and community organisations for additional food parcel donations.

The provision of meals by our **on-campus food service providers resumed on 11 May**, when the lockdown was lowered to level 4. This allowed students to again book their meals on the existing system. A limited number of campus kitchens have been opened and meals are delivered to students in their residences to comply with the regulations.

Arrangements for students' return

In the week of 11 May already, SU successfully facilitated the return of **final-year medical students** to Tygerberg campus and residences. Having undergone a period of self-isolation, the students resumed their practical training in, among others, Tygerberg Hospital.

On 23 May, Dr Blade Nzimande, Minister of Higher Education, Science and Technology, announced that **up to 33%** of students could return to campuses under **level 3** of the COVID-19 lockdown (which kicked in on 1 June). These were to include students who had already returned, as well as final-year students who required access to laboratories, technical equipment and data in order to graduate at the end of the year.

The first step in preparing for this was to determine which students should return first, and to get the campus ready to receive them. Students were informed not to return to campus or residences before **being notified accordingly by the University and having been issued with the necessary travel permits**.

However, **the majority of students** will only be in a position to start returning to campus and residences following the two first-semester examination opportunities and the subsequent recess.

Online counselling services

The CSCD has been operating online from 17 March, meaning that no staff have been present at the Centre's offices on either Stellenbosch or Tygerberg campus. Yet all counselling sessions have continued either **online, electronically or telephonically**, depending on the students' choice. As some students do not have much privacy at home, they prefer e-mail communication for academic support or other, more sensitive queries. CSCD is experiencing an **increase in new clients**.

Supporting students with disabilities

The Disability Unit (DU) in the Centre for Student Counselling and Development (CSCD) made contact with students with disabilities who had not responded to e-mail communication, to determine their internet connectivity, assistive technology needs and readiness for online learning. The Unit works closely with the computer user area HUMARGA to ensure that students have the necessary hardware and software to function effectively online. This mission has also been further supported by funding received from **First National Bank (FNB)**.

Student governance in an online world

The Student Governance Office in the Centre for Student Leadership and Structures (CSLS) works closely with structures representing SU's students. With the national lockdown and student leaders being spread across the country in various locations, the Office has focused on establishing a coordinated and responsive online strategy. Important meetings and consultations, such as the meeting between the Students' Representative Council (SRC) Executive and the Rectorate, have continued in cyberspace, using the **Microsoft (MS) Teams** platform. The SRC chair, Mr Lewis Mboko, also represents students on the ICBC, which too has been conducting its business online.

International students and SU students abroad

Due to the impact of the COVID-19 pandemic, SU International's Global Education Centre (GEC) developed strategies and plans to support international semester students at SU, as well as SU students abroad. The main aim was to keep communication channels open and be caring and flexible in this difficult time.

International semester students at SU received frequent and clear information based on the broader institutional communications. Updates were sent via e-mail and posted on the [SU International website](#) and SUNLearn. On 7 May, the office of the DVC: Strategy and Internationalisation also sent a communiqué to these students' home institutions to communicate what SU had been doing to manage and help address the health crisis. In addition, the heads of international partner universities were informed of the measures SU had taken to ensure international students' safety and provide them with the necessary support.

SU students abroad too received updates and were also invited to take part in online group check-in sessions. In supporting these students, the GEC liaised with various external stakeholders, including the Department of International Relations and Cooperation, the DHET, the International Education Association of South Africa, partner institutions and private service providers. The general approach was to urge students to make sensible decisions based on the information provided by their host institutions, the South African government and SU.

2.2 Student sport and COVID-19

While the postponement of the **Tokyo Olympic and Paralympic Games** to next year due to COVID-19 is disappointing in many respects, it could also be seen as a blessing in disguise. Some of our student athletes have indicated that they appreciate the opportunity to put in additional training. And the extra time also allows them to spend **more time behind the books** now so as to reduce their workload later.

However, the postponement is bad news for those who were planning to retire after the games this year. Another big concern is the **financial implications**, which puts added pressure on University resources to take care of our Olympic and Paralympic hopefuls.

Varsity Sports organisers have decided to suspend all tournaments – including rugby – for the remainder of the year after stakeholders agreed that it was unlikely that normal sports would resume in 2020. Should athletes not have the opportunity to battle it out for the Varsity Cup and Shield this year, the tournaments will be declared incomplete, with no overall winner.

Students may not have been in full physical training during lockdown level 5, but were being kept **on their toes and connected** through Maties Sport's social media and WhatsApp channels. Managers and coaches have maintained team cohesion with motivational posts and guidance on keeping fit.

2.3 SU SRC joins SAUS

Our SRC has joined the [South African Union of Students \(SAUS\)](#), which provides a platform for student leaders to serve as the voice of the country's students in engagements with the Department of Higher Education and Training. The decision to join SAUS was voted for over WhatsApp, as an in-person meeting was not possible due to the lockdown. Membership of the union allows the SRC to participate in conversations about student-related issues across the country.

2.4 First-Year Achievement Awards

The achievements of the top-performing first-years from the 2019 academic year were celebrated in cyberspace on 20 May when the annual First-Year Achievement Awards were hosted online due to the COVID-19 restrictions. Vice-Rector: Learning and Teaching **Prof Arnold Schoonwinkel** served as event host, and **Prof Thuli Madonsela** as the guest speaker.

Deans, vice-deans and other staff members also tuned in, including lecturers whom students themselves had nominated for their positive influence on the first-year learning experience. In a letter to a lecturer, one of the students wrote: "I hope to carry forward the lessons I learnt during your lectures and one day exude the same **passion for my career** as you have for yours." One of the lecturers, in turn, wrote: "This is what lecturing is about – it's a learning experience for both student and lecturer."

[Click here](#) for the names of all the students and lecturers who were honoured.

2.5 Anti-GBV joint working groups

As we grapple with the COVID-19 pandemic, the struggle against gender-based violence (GBV) remains a priority. The six joint working groups set up at SU last year resumed their work online on 18 May. Each of the groups is overseen by a member of the Rectorate and includes representatives from University structures most relevant to the topics under discussion, as well as from the student body. The process is coordinated by our senior director of Student Affairs, **Dr Choice Makhetha**.

To broaden access to the working groups, students and staff have been invited to submit written inputs to the respective chairpersons, who are as follows:

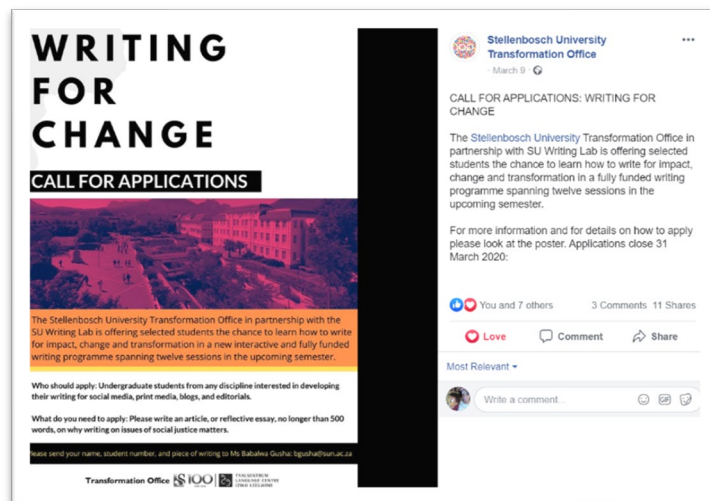
- Values and principles: Ms Monica du Toit
- Safety and security: Dr Viljoen van der Walt
- Training and awareness: Ms Tonia Overmeyer
- Residences and structures: Ms Ruth Andrews
- Procedures and processes: Ms Felicia van Rooi
- Mental health, alcohol and substance abuse: Dr Munita Dunn-Coetzee

Staff and students have been informed that gender-based violence or any form of unfair discrimination, harassment or abuse may be reported by sending an e-mail to unfair@sun.ac.za.

2.6 Transformative writing, research and engagement

In celebration of **Freedom Day**, SU's Transformation Office (TO) collated and published a series of short videos of South Africans reflecting on the questions "What does freedom mean to you?" and "What are your thoughts on freedom during this time of lockdown?".

The TO also asked four students to share their experiences of the **Cape Town Pride** parade. [Their stories](#) were published on the [TO website](#) in March.



A call for applications for the **Writing for Change** initiative was issued via social media on 9 March. The initiative comprises a series of 12 workshops over 12 weeks to train a group of 15 students who are interested in acquiring the skills to write opinion pieces, editorials and investigative articles, specifically on the issue of transformation.

In addition, the TO launched an initiative to share student research on **social justice**. A call for submissions was issued on 14 April. Students are required to submit short video introductions to their research, as well as a link to their final theses. The project will be hosted on the TO website.

Opportunities were also created for staff and students to engage on **transformation matters** against the backdrop of the **COVID-19** pandemic. The TO hosted an online discussion entitled "Engaging on our already difficult everyday social issues during a pandemic: How do we go on talking?" on 9 April, and also commissioned a series of articles to reflect on experiences of the COVID-19 lockdown. The articles were published on the [TO website](#) between 22 April and 2 May, covering a variety of experiences, ranging from a student in residence to a mother with small children.

2.7 Social media guidance

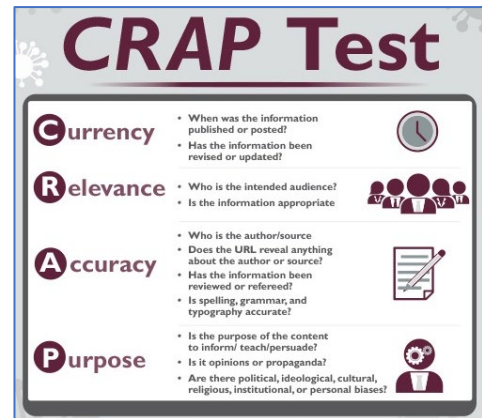
Unfair discrimination, harassment and victimisation online by social media users associated with SU fall under our [Policy on Unfair Discrimination and Harassment](#) and the [Disciplinary Code for Students of Stellenbosch University](#). To promote the responsible use of social media, the CSCD's Equality Unit conducted a campaign with the following messages:



Fake news and conspiracy theories about the COVID-19 pandemic in particular are extremely dangerous, as they erode people’s trust in traditional medical institutions, scientists and healthcare workers.

This was pointed out by Medicine and Health Sciences’ **Prof Faadiel Essop** of the Centre for Cardiometabolic Research in Africa in the Division of Medical Physiology in an [op-ed](#) in April.

In May, CCD also ran a campaign to help teach followers of our social media channels how to spot fake news using the “CRAP test” (see post on the right).



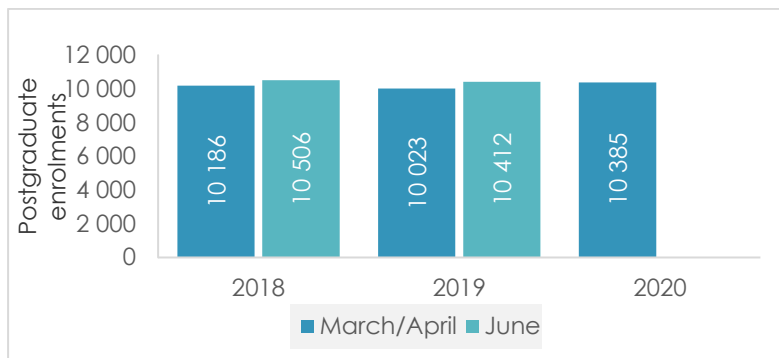
An article entitled “[Social media: think twice before sharing](#)” was also published on the SU website.

2.8 Postgraduate enrolments in 2020

Information Governance (IG) released their annual overview of postgraduate enrolments on 4 May. Key aspects are highlighted below. [Click here](#) for the full report.

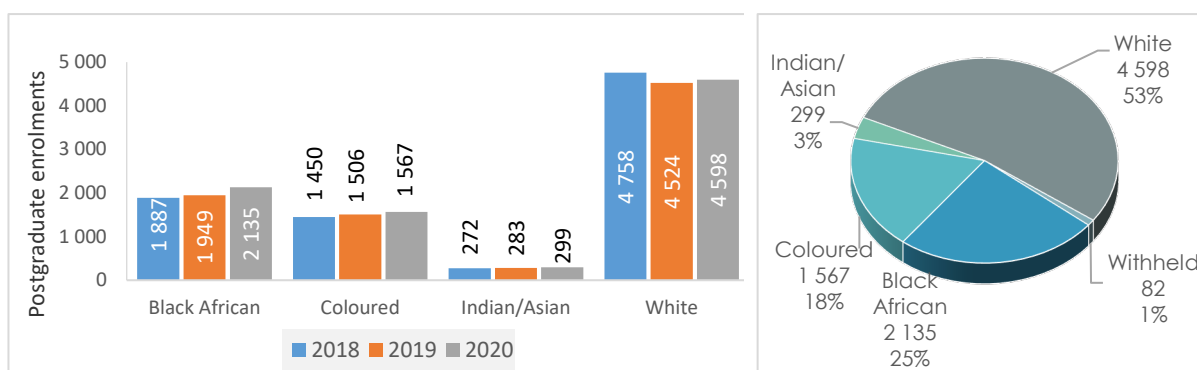
Overall figures: The 2020 registration period for new master’s (thesis) and doctoral students concluded on 30 April. The overall number of postgraduate enrolments **increased by 3,6%** from 10 023 in March **2019** to 10 385 in April **2020** (see graph below), although this could in part be due to the extended registration period.

Postgraduate enrolments increased by 3,1% from March to June 2018, and by 3,9% over the corresponding period in 2019.



Enrolment by population group: The figures below illustrate postgraduate enrolments at SU by South African students, per population group. Key observations are that:

- students from the black African population group showed the highest increase (9,5%) from 2019 to 2020, and represent 24,6% of all South African postgraduates at SU in 2020; and
- the number of students who preferred not to disclose their population group increased significantly from 57 in 2019 to 82 in 2020.



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 Internationalisation at SU goes online

Due to the COVID-19 pandemic, the different centres of SU International have started a number of initiatives to continue their internationalisation work online.

The **Global Education Centre (GEC)**, for instance, has been focusing on:

- supporting current international students at SU, as well as SU students abroad;
- preparing for international students scheduled to arrive in the second semester, and for the different scenarios for receiving them; and
- revisiting its processes and support offering to identify areas for improvement.

The first webinar aimed at supporting SU semester students abroad was presented in May, with a focus on student well-being. GEC also redesigned its welcoming and orientation programme for the second semester, which has largely been moved online.

The **Centre for Collaboration in Africa (CCA)**, in turn, has been involved in co-hosting webinars on issues such as disaster risk reduction and water sciences with various international partners. In the medium to longer term, the African Risk Methods School of [Peripheri U](#) will also be transformed into a paid online offering.

The **Centre for Partnerships and Internationalisation Support (CP&IS)**, along with the Research Contracts team, did an online presentation on “The challenges to internationalisation administration and research cooperation” as part of the Hamburg Virtual Networking Meeting. The Centre also collaborated with the International Education Association of South Africa to host webinars for education staff across South Africa.

In addition, the CP&IS is supporting the Association of Commonwealth Universities (ACU) Peace and Reconciliation Network to host a joint [SU-ACU online conference from 9 to 12 June 2020](#). The

conference theme will be “Art in peace and reconciliation: A transnational perspective”. SU’s representative in the network is **Prof Pumla Gobodo-Madikizela**.

Prior to the pandemic, SU International’s **Africa Centre for Scholarship (ACS)** had seven research development schools planned for 2020. The African Doctoral Academy (ADA) autumn school in March had to be cancelled. Now the ACS is working to transform the **ADA winter school** into an online research learning opportunity with five different courses, which is to be piloted in July (see 4.3). Thereafter, the ACS will work with Strathmore University (Kenya) and the universities of Lagos (Nigeria) and Rwanda, the CCA as well as the Stellenbosch Institute for Advanced Study (STIAS) to convert the planned joint research schools into three virtual schools. These events form part of the [Emerging Scholars initiative](#) and are to be hosted in the second half of 2020.

3.2 International agreements

In the period February to May 2020, SU concluded (fully executed) the following agreements with international bilateral partners:

NAME OF INSTITUTION	COUNTRY	ACTION	TYPE OF AGREEMENT
University of Namibia	Namibia	Renewal	Memorandum of understanding
Midlands State University	Zimbabwe	Renewal	Memorandum of understanding
University of Bordeaux and Bordeaux Institute of Technology	France	Renewal	Memorandum of understanding, and student exchange agreements
Universidade Federal de Santa Catarina (UFSC)	Brazil	New agreement	Memorandum of understanding
Jean Monnet University	France	Renewal	Joint degree programme
Bauhaus University Weimar	Germany	Renewal	Memorandum of understanding
University of Turin	Italy	New agreement	Student exchange agreement in Department of Chemistry and Polymer Science

3.3 Internationalisation of the curriculum

SU International and the Department of **Viticulture and Oenology** hosted the first training workshop of the Erasmus+ capacity-building project VitaGlobal from 25 to 29 February. The project brings together 17 higher education institutions from nine countries. It focuses on enhancing university contributions to local development, specifically by proposing a curriculum development project on viticulture and oenology, being a growing agricultural subsector for all the partner regions involved.

This first workshop focused on “Internationalising the curricula” and targeted academic staff and representatives from the international relations offices of participating institutions. Aspects discussed included blended learning, strategies for future-fit teaching, along with ways to leverage ICT such as online communication and e-assessments as part of internationalised curricula. Support services and training were also addressed.

[Click here](#) for a news article on the workshop. More information on the project is available [here](#).

3.4 Venice International University consortium

As of 2020, SU is a full member of the Venice International University (VIU) consortium of 19 research-intensive universities from 15 countries on four continents. VIU has a common campus on the island of San Servolo in Venice.

In the reporting period, I attended the meeting of the VIU board of governors, while **Prof Hester Klopper**, Deputy Vice-Chancellor: Strategy and Internationalisation, represented us in the meeting of the board of directors. **Prof Gideon Wolfaardt** of the Faculty of Science took part in the academic council meeting.

SU is the first university from Africa to be admitted to this grouping, which provides a platform for transnational education and research. ([Click here](#) for background.)

3.5 Academic Consortium of 21 network (AC21)

SU participated in AC21’s 2020 call for **special project funding applications**. We were the lead applicant in one successful application, and a co-applicant in another two. The funding is intended for the promotion of collaborative research activities between partner institutions.

AC21 activity title	SU researcher	SU department	Institution 1	Institution 2	Institution 3	Institution 4
Natural products for healthy ageing: from molecular targets to therapy	Prof Hans Strijdom	Medical Physiology	University of Strasbourg (France)	University of Adelaide (Australia)	SU	
Pre-clinical development of antimicrobial peptides	Prof Marina Rautenbach	Biochemistry	University of Minnesota (United States)	University of Strasbourg (France)	SU	University of Freiburg (Germany)
Governments and economic development in history: data and approaches to studying colonialism, independence, and development	Prof Johan Fourie	Economics	SU	University of Adelaide (Australia)	University of Minnesota (United States)	University of Strasbourg (France), Chulalongkorn University (Thailand)

3.6 Global citizenship programme

Four of our students took part in the annual global citizenship programme that SU offers in collaboration with our core partners the University of Stuttgart (Germany) and St. Xavier’s College (India). Students from the University of Bergamo (Italy) also joined. The global citizenship programme is a **blended-learning** course with both an online and a mobility component. The project week (mobility component) was hosted in **Mumbai**, India, from 8 to 16 February around the topic of “Globalisation and libraries”. The overarching theme of the course was “In conversation with globalisation”. Apart from the main topic, the course covered politics, economics and literature.



3.7 Alumni engagement

Alumni Relations Faculty Forum

The Alumni Relations (AR) Faculty Forum is based on the premise that information-sharing and knowledge exchange between faculties – SU graduates’ academic homes – will help build an inclusive and united community of SU alumni around the globe.

The forum had its first meeting for 2020 on 26 February. It was attended by representatives of nine of SU’s ten faculties, who, among others, discussed the [SU alumni engagement model](#).

Alumni engagement activities

In line with international best practice, SU is extending its commitment to its students far beyond their graduation day. We are developing new ways to support their careers and well-being throughout their lifetime. In return, we need alumni to continue to positively share their alma

mater's story, support SU both financially and with their skills and experience, and engage with current and future students.

SU's key alumni engagement activity is our **Alumni Homecoming Weekend**, which took place from 5 to 9 March this year. This was the fifth instalment of the annual event, and it turned out to be our biggest and most successful to date. It reminded us that a university's relationship with its alumni is now more important than ever. ([Click here](#) for a video summary.)

Various **other alumni engagement events** were hosted in the United Kingdom, Ireland and the rest of Europe in the reporting period, some of which also formed part of Homecoming. These events attracted alumni in cities such as London, Dublin, Frankfurt and Munich. The feedback from our alumni has been very positive, and DAR looks forward to cultivating these relationships further.

Online alumni and donor engagement in response to COVID-19

In light of the coronavirus pandemic, various in-person alumni and donor engagements nationally and globally were initially cancelled. However, DAR converted some of these into online events.

The first – a briefing by NSFAS head **Dr Randall Carolissen**, an alumnus of our Business School – took place on 24 April. A broad range of SU partners and other interested parties participated in the discussion. It was very successful, and follow-up events were scheduled.

The second event – a talk by the famous explorer and Matie alumnus **Mike Horn** – was equally successful. He drew parallels between his experiences as a professional explorer and the uncharted territory we have entered with COVID-19.

We plan to expand this model of **remote engagement with donors, partners and alumni** across the world. The approach offers definite benefits, even once we are able to resume travel and face-to-face meetings at some stage in the future. It allows us to accomplish more with less, which is an exciting and positive by-product of COVID-19.

3.8 Social impact during COVID-19

In the face of the global COVID-19 pandemic, SU's Division of Social Impact (DSI) developed guidelines to determine where social impact initiatives could continue, and where not. The guidelines also cover social impact funding during this time. The document was approved at an extraordinary meeting of the Social Impact Committee (SIC) of Senate on 8 April.

The DSI also collaborated with various stakeholders and partners to support local and provincial initiatives relating to the pandemic. These included Stellenbosch Municipality, the Stellenbosch Civil Advocacy Network (SCAN), Visit Stellenbosch as well as the provincial departments of Health, and Transport and Public Works.

Activities addressed the following areas of need:

Food security: To promote food security in Stellenbosch, SU co-established the platform [Stellenbosch Unite](#), a collaborative movement that provides social support to vulnerable communities. The network coordinated fundraising, donations and the provision of food parcels to organisations for further distribution to families in need. At one point, the platform supported more than 6 000 households on a daily basis. It plans to continue doing so for as long as necessary.

Homelessness: Initially, the Stellenbosch homeless community were housed in a tented camp in Klapmuts. As a result of lobbying by local structures, it was decided to move the homeless to the Van der Stel hall. SU made 60 mattresses and 50 blankets available.

Disaster management: SU directly links with the local disaster management office. Our senior director of Social Impact and Transformation, **Dr Leslie van Rooi**, also represents the University in the joint operations committee (JOC) of Stellenbosch Municipality.

Support to provincial departments: SU has made facilities available to the Department of Transport and Public Works for use in COVID-19-related emergencies, for instance as self-isolation and quarantine facilities.

3.9 SU Wordfees, WOW and SU Choir

This year's **SU Wordfees** (6–15 March) celebrated its **21st birthday**, and also featured **Toyota** as fellow name sponsor for the first time. We were extremely fortunate that the festival could conclude before the COVID-19 restrictions banning all large public gatherings took effect.

The festival's coming of age was marked with 96 book talks, 84 discourses on current affairs, 24 debut theatre shows, 62 contemporary music concerts, 29 classical music performances, 15 stand-up comedy shows and a film festival with 12 feature films, eight documentaries and 20 short films.

Over 3 000 artists took part, and more than 600 people – mostly from the Stellenbosch area – were employed on a part-time basis. Overall **ticket sales increased by 11%** from last year.

Due to lockdown restrictions, the annual Woordtrofee awards ceremony was livestreamed on Facebook on 7 April. More than 4 100 viewers followed the proceedings. The award for best production went to [*Die poet, wie's hy?*](#), compiled from the late Dr Adam Small's work (pictured below).



Numerous Wordfees-related projects will be rolled out to stimulate the creation of new work during the pandemic, starting with writing laboratories in May. The 22nd SU Wordfees is scheduled to take place from **5 to 14 March 2021**.

In February and March, before the lockdown, the **WOW project** (Woorde Open Wêrelde), an SU Wordfees initiative, took writers and authors to 147 schools in the Western, Eastern and Northern Cape. There, they interacted with more than **18 000 learners and 300 educators**. The targeted schools were primarily in quintiles 1 to 3. Writers gave a presentation to Grade 12s, and WOW staff shared information on study opportunities and academic support.

More than 3 000 Grade 12s and prospective students also attended the WOW day during this year's Toyota SU Wordfees. They received information on study applications, bursaries and programmes. Although all WOW activities have been suspended due to the lockdown, support to Grade 12 learners will be continuing online as far as possible.

The **SU Choir** still holds the top position in the [Interkultur](#) ranking for amateur choirs. They managed to complete three sold-out performances in March, after which lockdown restrictions resulted in the cancellation of further concerts as well as their international tour planned for July (they would have defended their title at the World Choir Games in Belgium, now postponed until next year). They remain active on online platforms, however, and will release recordings on social media throughout

the winter season. Even though they are apart, they remain in harmony – as is evident from their recent online performance on YouTube. **Press Ctrl and click on the screenshot below** to enjoy their beautiful and highly popular rendition of “Die Donker” (**115 595 views** and counting).



3.10 MGD a finalist for global prize

Matie Community Service (MGD) submitted an application to the [Talloires Network](#) to be considered for a grant under its [University Award for Innovative Civic Engagement](#) programme. The programme aims to discover novel research and learning strategies for university civic engagement. We have since been informed that, based on that application, MGD was selected as a finalist for the 2020 MacJannet Prize for Global Citizenship, which was established by Talloires and the MacJannet Foundation to recognise exceptional student community engagement initiatives at Talloires member universities.

3.11 Telematic Schools Project

Broadcasts of the [Telematic Schools Project \(TSP\)](#), a joint initiative between SU and the Western Cape Education Department (WCED), continued as scheduled, despite the lockdown. The necessary permits were obtained for Centre for Learning Technologies (CLT) staff to broadcast from the studio on our Stellenbosch campus. Our staff also helped teachers create extra video content in light of the switch to online learning.

The live stream has been opened, and is now available to everyone on the [Facebook page](#) and on the schools website. Guest access has been granted to learners from outside the Western Cape. User guides have been created and thousands of learners registered for the project.

Between broadcasts, the CLT screened a [recruitment video](#) by **Dr Gillian Arendse** urging Grade 12 learners to apply for admission with a view to 2021 before the deadline of 30 June 2020.

The development of a dedicated streaming platform for the TSP will commence soon. The **SABC** and **e.tv** are also airing some of our lessons, and we have been requested to provide more content.

THEME 4: NETWORKED AND COLLABORATIVE TEACHING AND LEARNING

According to [Vision 2040 and Strategic Framework 2019–2024](#), this core strategic theme is about the following: “SU is embarking on a journey of **networked and collaborative teaching and learning** through the creation of learning communities where students, staff and alumni can experience meaningful learning. The University promotes a learning-centred approach to teaching that focuses

on learning as a partnership, where students are seen as co-creators of knowledge and learning environments. Within a learning-centred approach, teaching activities facilitate knowledge-building and actively engage students in their own learning.

“In addition, the University has a holistic understanding of teaching and learning, which includes both individual and social benefits. SU’s teaching practices are deeply embedded in, shaped by and responsive to the contexts in which they take place. These approaches shape the University as a learning organisation, enabling the emergence of learning communities among students, staff and alumni in various configurations. Networked and collaborative learning creates an environment that encourages intellectual inquisitiveness, being an essential skill for sustained critical and creative thinking.”

4.1 Qualifications awarded in the 2019 academic year

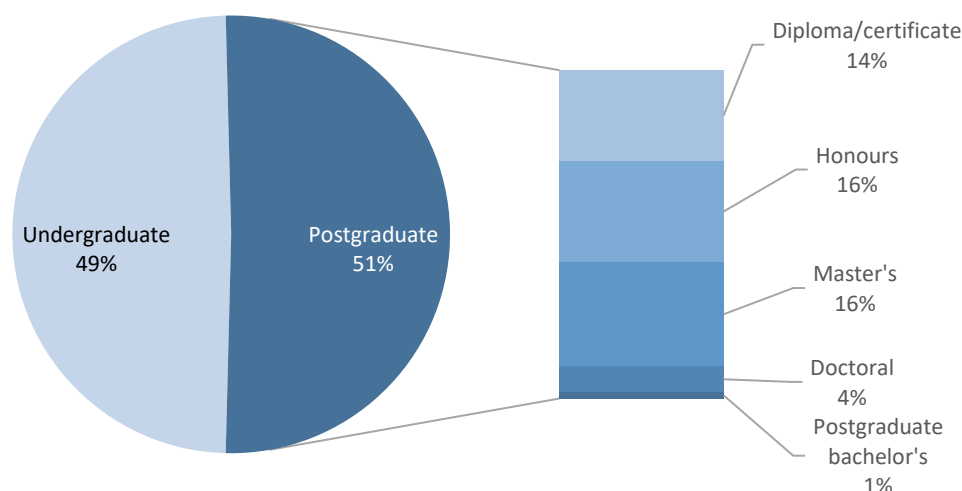
The graduation ceremonies scheduled for 31 March to 3 April 2020 could not take place because of the COVID-19 lockdown. Instead, the University held a **first-ever online conferral of qualifications** (degrees, diplomas and certificates in all faculties) on 3 April. [Click here](#) for a short video.

This concluded the 2019 academic year. Therefore, the numbers from the online conferral plus those from the December 2019 graduation ceremonies make up the statistics presented below. [Click here](#) for the full graduates report for 2019.

The following table indicates that the number of graduates receiving a first qualification increased by 4,8% from 2018 to 2019, while postgraduate qualifications decreased by 1,9%.

	2015	2016	2017	2018	2019	Growth rate % (2018–2019)	Growth rate % (2015–2019)
Undergraduate	3 702	4 032	4 226	4 283	4 488	4,8%	21,2%
Diploma/certificate	94	17	65	34	199	485,3%	111,7%
Bachelor’s (general)	2 211	2 502	2 640	2 564	2 598	1,3%	17,5%
Bachelor’s (professional)	1 397	1 513	1 521	1 685	1 691	0,4%	21,0%
Postgraduate	4 201	4 319	4 822	4 724	4 632	-1,9%	10,3%
Diploma/certificate	1 298	1 195	1 356	1 335	1 281	-4,0%	-1,3%
Bachelor’s (LLB)	73	81	75	77	91	18,2%	24,7%
Honours	1 185	1 296	1 462	1 487	1 427	-4,0%	20,4%
Master’s	1 378	1 469	1 624	1 517	1 472	-3,0%	6,8%
Doctoral	267	278	305	308	361	17,2%	35,2%
Grand total	7 903	8 351	9 048	9 007	9 120	1,3%	15,4%

The following figure provides a breakdown of the qualifications awarded in 2019. **Doctoral** graduates again increased substantially to **361**, making for **another record** year.



The table below shows the numbers and proportions of 2018 and 2019 postgraduate and undergraduate students who graduated in December and March. As in 2018, the majority of the 2019 students (64,1%) graduated in December, with undergraduates (70,8%) again exceeding postgraduates (57,5%) as a percentage of their respective cohorts at the end-of-year ceremonies.

Graduation month		2018			2019		
		Under-graduate	Post-graduate	Total	Under-graduate	Post-graduate	Total
December	N	3 129	2 643	5 772	3 177	2 665	5 842
March	N	1 154	2 081	3 235	1 311	1 967	3 278
Total N	N	4 283	4 724	9 007	4 488	4 632	9 120
December	%	73,1%	55,9%	64,1%	70,8%	57,5%	64,1%
March	%	26,9%	44,1%	35,9%	29,2%	42,5%	35,9%
Total %	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

4.2 Support for online teaching and learning in light of COVID-19

To address the coordination and support of all online learning and assessment activities during the second term, the Division of Learning and Teaching Enhancement created a **business continuity subcommittee** on online learning and assessment. It comprises representatives from the centres for Teaching and Learning (CTL), Learning Technologies (CLT) as well as Academic Planning and Quality Assurance, the Language Centre, Information Technology (IT), the Library and Information Service, SU International, a vice-dean and student representatives. The committee meets weekly and discusses issues relating to the technological platform as well as support for lecturers and students.

Lecturer support

The **“Lecturer support for teaching online”** course was designed, developed and implemented in the space of two weeks with the help of the CLT advisers, all the blended-learning coordinators (BLCs) as well as CTL. The course touches on all aspects of online teaching and assessment, and has been well

received by lecturers. In the reporting period, an average of 927 staff members were doing the course per day.

By the time of compiling this report, the number of **webinars** (using MS Teams) facilitated by CLT and CTL since 19 March had reached 28. These covered various aspects of online teaching and assessment using SUNLearn, as well as copyright. Lecturers logged more than 2 500 attendances, and the video of the mandatory “Preparing for online learning” webinar recorded 430 views.

A [new webinar programme](#) based on lecturers’ emerging needs ran from 28 April to 22 May. New themes and specialised topics were included, such as best practice for online tests and exams, ways to update your SUNLearn page to facilitate self-directed learning, and online discussions.

The **BLCs** played a crucial role in preparing faculties and students for temporary online teaching and learning. They also contributed significantly to the development of the staff support site hosted on SUNLearn, and are supporting lecturers with faculty-related online teaching and learning issues. Two ad-hoc BLCs were also appointed to support the faculties of Science, Theology, Arts and Social Sciences as well as Engineering with temporary online teaching.

A **tutor training course** was developed in just over a week in a collaboration between CLT, CTL and the BLCs, and was launched on 17 April. The course is available on SUNLearn, and all tutors who are assisting with tutoring during this time of temporary online teaching have to complete the self-paced training, which touches on all aspects of the tutor role. Of the 513 enrolled students, 132 had completed the course by the time of compiling this report.

Student support

A [student support site](#) was made available for those with technical, language and practical queries. The CLT and CTL teams collaborated to compile a [guide](#) with student online learning tips to help students stay focused and successful. (Also see **2.1.**)

On the **SUNLearn support** side, the CLT received contingency funding for two ad-hoc appointments to assist the core team. This allowed them to extend their support hours until 22:00 on weekdays. A group of central, faculty and library IT staff were set up to provide first-line support to students.

Language support

The Language Centre has worked very hard to adapt its courses and services so as to provide assistance to lecturers moving their teaching online, as well as to students who need ongoing online language support. While it is not feasible to provide real-time interpreting for students, the Language Centre has been assisting lecturers and students by translating lecture material – whether PowerPoint presentations, SUNLearn content or podcasts – into Afrikaans and English (and isiXhosa where there is a pedagogical need).

Surveys

Two surveys were done during the COVID-19 lockdown under the direction of the Division of Learning and Teaching Enhancement, namely one among **students** to determine their access to technology for online academic activities; and one among **staff** to determine their readiness to work from home.

Information Governance was responsible for processing and analysing the surveys, and providing the results in a user-friendly format to relevant stakeholders for follow-up.

The results of the staff survey were shared with each of the RC environments and faculties. Human Resources followed up with a communiqué to all RC heads and deans about procurement processes and requests to the contingency fund.

Enhanced system functionality for the rapid switch to online learning

Before lockdown, SU was primarily operating in a face-to-face (F2F) learning and teaching mode. Our online platform, [SUNLearn](#), provided an *additional* method for delivering content, establishing interaction with and between students, managing assignments and conducting assessments.

With lockdown, and the uncertainty of how long it would last, not all classes could immediately be offered in full online learning (FOL) mode, in which content and experiences are planned and designed to be online from the outset. However, to maintain our academic offering, we at least had to switch to emergency remote teaching (ERT), which *EDUCAUSE Review* defines as “a temporary shift of instructional delivery to an alternate mode due to crisis circumstances”.

Because we had **existing platforms** in place, the rapid shift from F2F to ERT mode, if not FOL, fortunately required little in terms of new systems. Yet scaling up operations and providing the necessary support services required a **major effort**.

Our streaming platform, **SUNStream**, had to be upgraded to be more robust in handling larger volumes of livestreaming. **SUNLearn** was expanded into a larger learning ecosystem by integrating the **Office 365** functionality, particularly also **MS Teams**. This was done at an accelerated pace and was accomplished in the space of three weeks.

A major hurdle was to **expand technical service** levels to cope with the drastic increase in user numbers. Many options were explored, but as it would have taken too long to onboard and train new staff, we eventually opted to use existing capacity with reassigned responsibilities. IT's service desk system (**see 1.18**) helped channel service requests by enabling seamless collaboration between its support staff members and those of the Centre for Learning Technologies (CLT), the Library and computer user areas. A total of 59 service agents are staffing the CLT service desk, and are able to simultaneously work in their home departments, depending on workload and the enquiry.

4.3 SU establishes African Data Science Academy

Our trans-faculty and interdisciplinary [School for Data Science and Computational Thinking](#), launched in July last year, has now established the African Data Science Academy (ADSA) to develop general courses for the broad public and bespoke courses for our industry and academic partners.

Its [first two accredited short courses](#) will be presented **online** in partnership with SU's African Doctoral Academy (ADA) from 20 to 24 July (**see 3.1**). The first is an introduction to **statistics**, and the second an introduction to **data science**. Both will be taught by SU lecturers from the Department of Statistics and Actuarial Science and the Department of Industrial Engineering respectively.

Prof Kanshukan Rajaratnam, who was appointed as director of the School for Data Science and Computational Thinking earlier this year, says the Academy serves both researchers and professionals who wish to build their data science skills. Therefore, academia and industry alike are invited to partner with ADSA to fulfil their training needs.

4.4 Electronic student feedback

Since January, SU is no longer using the paper-based student feedback system, but has switched to an electronic version. During the first term, questionnaires were activated in **78 modules across nine faculties**. In light of COVID-19 and online teaching, the feedback questionnaire was revised to align it with the new teaching and learning context. The revised version was made available on 26 May.

4.5 Developing academics as teachers

Professional Educational Development for Academics ([PREDAC](#)) is SU's annual short-course programme for newly appointed academics. This year, all engagement to date has **moved online**

due to COVID-19 restrictions. A total of 68 lecturers registered for the programme, which is offered via the SUNOnline short-course platform.

The [Auxin](#) project, in turn, provides opportunities for SU academics to develop into professional teachers. The project name is derived from the Greek *auxano*, which means “to grow”. In light of the lockdown restrictions, these sessions too have moved online to MS Teams:

- On 24 March, **Mr Jerall Toi** and **Ms Jerusha Naidoo** presented a session on privacy legislation and innovative teaching practices. [Click here](#) for their PowerPoint presentation.
- On 28 April, **Dr Maricel Krügel** of the Department of Food Science presented a session on “Designing your teaching online”, an extremely relevant topic in light of the sudden shift to e-learning. [Click here](#) for her presentation.
- On 26 May, **Prof Mbulungeni Madiba**, Dean: Education, presented a session on multilingualism at South African universities. [Click here](#) for his presentation.

THEME 5: RESEARCH FOR IMPACT

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

5.1 Research in a time of COVID-19

When we adopted our *Vision 2040 and Strategic Framework 2019–2024* two years ago, we made it clear that we aspire to be a proud African knowledge hub serving the continent through learning and teaching, research and innovation, as well as social impact. We also said that we would be aiming to strengthen interdisciplinary and multidisciplinary research to advance, deepen, transfer and implement knowledge, and would strive to be innovative and share our innovations with the world.

Thanks to our continued investment in research through the years, the University is well positioned to respond to events such as the COVID-19 pandemic. So, **cometh the hour, cometh the Matie**. When the coronavirus struck, our researchers, both established and emerging, wasted no time in making valuable contributions to the country’s efforts to deal with the crisis. They have been working tirelessly to help meet the related needs of our people and curb the spread of the virus.

The [South African Centre for Epidemiological Modelling and Analysis \(SACEMA\)](#), an SU-based national centre of excellence under the auspices of the Department of Science and Innovation (DSI) and the National Research Foundation (NRF), has been advising government as part of the South African COVID-19 Modelling Consortium since the earliest stages of the crisis. In February already, SACEMA director **Prof Juliet Pulliam**, who is also a professor of Applied Mathematics at SU, warned that the arrival of COVID-19 in Africa was only a matter of time ([click here](#) for a news report).

Soon after the disease was declared a global pandemic by the World Health Organisation in March, no fewer than **45 research projects** directly relating to COVID-19 unfolded across the University. Among others, the research addressed improvements to sterilisation in the food and beverage industry as well as in medicine, the reduction of respiratory viral infections associated with public transport, and the development of models to understand the spread of COVID-19 in society.

A research collaboration that made headlines is a large study by SU and the universities of Cape Town and the Witwatersrand to **track the social and economic impacts of COVID-19**. It will draw on a nationally representative sample of 10 000 South Africans every month for the next six months, focusing on unemployment, household income, child hunger, and access to government grants. The principal investigator is **Dr Nic Spaull** of our Department of Economics.

Furthermore, [SU's Bureau for Economic Research \(BER\)](#) has assisted the President's Economic Advisory Council (PEAC) with analyses considered crucial for formulating a post-COVID-19 recovery plan. The BER was recommended for this task by our School of Public Leadership's **Prof Tania Ajam**, a member of the PEAC.

The Vice-Rector: Research, Innovation and Postgraduate Studies, **Prof Eugene Cloete**, earmarked part of his 2020 **discretionary funds** to stimulate urgent research and innovation in this area. A call for research proposals has been issued to all faculties.

[Click here](#) for a report on SU's research and innovation response to the pandemic.

5.2 Research ethics committees

Thanks to **online meetings**, the University's research ethics committees were able to continue their work seamlessly, despite the challenges of the COVID-19 lockdown. Applications for COVID-19-related research were dealt with expeditiously, as were applications for amendments to existing projects affected by social distancing requirements. Our ethics offices expanded their online research ethics training offering, and also shared general tools and tips for online data collection.

5.3 Library an online pioneer

The SU Library and Information Service has been functioning in hybrid mode (i.e. both online and physical) for **more than 20 years**. For instance, its longstanding involvement in e-learning has seen many of its guides issued online and integrated with SUNLearn some time ago already. Its 24-hour online reference service, "Ask a librarian", has been functioning for more than ten years, while the system to submit theses and dissertations electronically has been operational since 2008. Some 90% of recent information resources are available in digital format, and most of the Library's processes are performed electronically.

Therefore, the shift to an online environment necessitated by the virus has been relatively easy for the Library, who has continued to promote and update their services under the [announcements section](#) of their website. Many of the Library's training workshops for postgraduate students went online as from 30 March. These have been well attended, and received good client feedback from as far afield as Japan.

5.4 NRF ratings

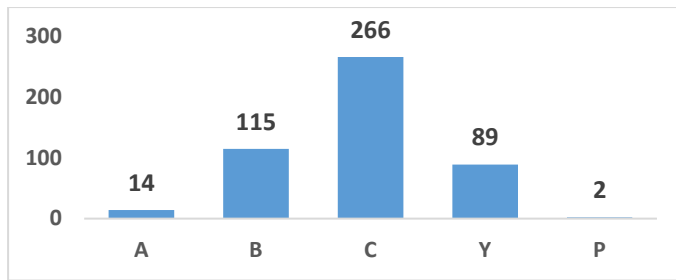
SU now has **486 researchers** with a **National Research Foundation (NRF)** rating. The latest round of applications submitted in January 2019 were finalised at the beginning of 2020 and yielded two A-ratings and 27 new ratings.

An NRF rating is allocated based on an individual researcher's recent research outputs, as well as the person's scholarly impact as recognised by both national and international peer reviewers.

Researchers are assigned a rating in one of five categories, namely:

- A – leading international scholars;
- B – internationally acclaimed researchers;
- C – established researchers with a sustained record of productivity;
- Y – promising young researchers; and
- P – young researchers likely to become future international leaders in their field.

The graph below depicts the number of **researchers rated per category at SU**.



Prof Cornelius van der Merwe, a senior research fellow in the Department of Private Law, has secured his A-rating for the third consecutive time. This is in recognition of his outstanding work on sectional title and property law. **Prof Dieter Heiss**, an emeritus professor in the Department of Physics, is a first-time recipient of an A-rating for his world-class work on non-Hermitian photonics.

5.5 Research outputs

The DHET released the latest version of its annual report on universities' research output on 20 April ([click here](#)). The report deals with 2018 outputs that were submitted to the DHET with a view to subsidies in 2019.

According to the report, SU – one of 25 public universities who submitted data – produced **10% of all publication units in the country** in 2018 (including books and book chapters, conference publications and journal articles). In terms of **books and book chapters** specifically, SU academics were the **most prolific** in the country that year, having produced 280,5 units – or **13,6%** of the sector's total output in 2018.

With regard to **research productivity**, SU had the second-highest number of research outputs per capita – 1,64 publication units against a sector average of 0,97. Per-capita research publication output is calculated by dividing a university's total number of publications by its headcount number of permanent academic staff (both teaching and research staff).

In the category "**Weighted research output**", SU came third with 3,19 units compared to an average of 1,91 for all universities. The weighted research output indicator combines the publication output with the number of research master's and doctoral graduates produced (weighted by a factor of 3). The indicator is normalised by dividing the total units by the total headcount of academic staff.

The DHET allocated a total of R4,9 billion in research output subsidies for the 2019/20 reporting period. In his foreword to the report, Mr Gwebinkundla Qonde, the director-general of Higher Education and Training, writes: "I am aware that **expenditure on research** as a country is not favourable in comparison to many other systems. It is important to improve support for our institutions to undertake research, not only for the benefit of the academy, but for the betterment of South Africa."

5.6 Research contract reports

In March, the Research Contracts Office in the Division of Research Development (DRD) presented comprehensive research contract reports to all faculties. The reports are a deliverable under the institutional project for integrated reporting on research contracts, which SU initiated with funding from the Strategic Fund in 2017. The DRD is building capacity to forecast research contract income based on contracts signed in a specific year, as well as to anticipate what the indirect cost recovery rate would be. This information is crucial for institutional budget planning and policymaking.

Research risk: To assess the financial and contractual risks that the COVID-19 lockdown poses to SU's research offering in terms of research grants and contracts, our Division of Research Development launched an impact survey. The survey closed on 30 April, and a report was made available to top management and deans towards mid-May.

5.7 National review of doctoral degrees by Council on Higher Education (CHE)

Last year, SU evaluated its doctoral degrees according to the guidelines in the CHE's 2018 [Qualification Standard for Doctoral Degrees](#) and prepared an institutional self-evaluation report (SER).

Based on an analysis of doctoral qualifications in all fields and disciplines, the SER describes the institutional context and conditions for offering and awarding these qualifications at SU. Examples of policies, regulations and procedures are also cited to illustrate SU's compliance with the CHE's criteria.

The report lists areas in which SU regards its doctoral qualifications as either compliant or needing improvement, along with current actions to address deficiencies as well as plans aimed at quality enhancement. Having obtained the necessary institutional approval, SU's doctoral review coordinator submitted the SER to the CHE on 31 March ([click here](#) to read the full report).

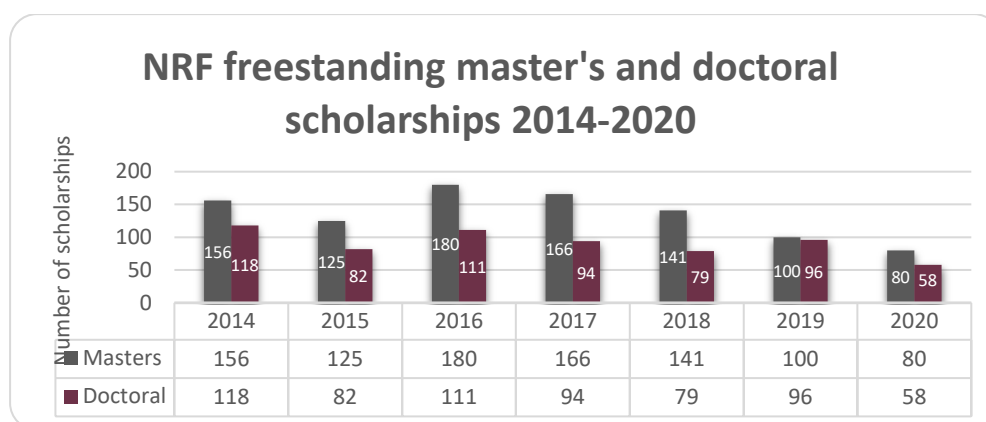
As some institutions failed to submit their SERs by the extended deadline of mid-April, and due to the disruptions caused by COVID-19, the CHE's plans to train panel members for the institutional reviews and site visits have not materialised. However, whether or not the scheduled SU site visit takes place in July, the activities and action plans described in the SER must proceed, as the national review of doctoral degrees has not been cancelled. Therefore, the review coordinator will start working with faculties and other role-players to implement the identified **plans for improvement and quality enhancement**.

5.8 Postgraduate research funding

At SU, postgraduate funding is critical in ensuring that we achieve our vision of being Africa's leading research-intensive university. However, the current realities facing postgraduate funding continue to pose a significant challenge for higher education institutions across South Africa.

The University's 2019 report on postgraduate funding indicated a slight increase in overall income from R238 million to R240 million (including corporate funding, external funds as well as institutional support), while the number of supported students also grew from 3 266 to 3 308.

The **National Research Foundation (NRF)**, being the primary funder of postgraduate studies at SU, has implemented a **new policy** for postgraduate funding with effect from this year. The policy offers full-cost and partial-cost scholarships based on strict criteria in the areas of equity and academic excellence. In essence, 90% of awards will be allocated to black African, coloured, Indian and Asian candidates, while students need to have obtained an average of at least 65% in their previous degree for eligibility. The **decline in funding received** from the NRF is depicted in the figure below:



Declining financial support poses a significant risk for SU to attract and retain a growing and thriving postgraduate cohort. So, the Postgraduate Office has developed and implemented a **retention scholarship** for unsuccessful NRF applicants in partnership with faculties.

Postgraduate funding awards for 2020

SU welcomes an allocation of R3 million from the Education, Training and Development Practices (ETDP) SETA in partnership with Universities South Africa (USAf) for 2020. The allocation will support 73 honours students.

We are also grateful for a R2 million award from the **Wilfred Metje Trust** towards students in financial need as well as those from the “missing middle”.

Moreover, the **Mandela Rhodes Foundation** has honoured SU with [six fellows](#) for 2020 – Delecia Davids, Gideon Basson, Phebe Keshinro, Thabani Mtsi, Eduard Beukman and Masego Mafata (pictured from left to right below).



The **Harry Crossley Foundation**, in partnership with the **Lewis Foundation**, has awarded GreenMatter scholarships to two SU doctoral students. Ancois de Villiers and Mosihla Mokumo commenced with their three-year, fully funded research projects on biodiversity-related topics earlier this year. In addition, the Foundation is funding 17 new postgraduate students and 16 renewal students for 2020, to the tune of R4,8 million.

5.9 Open4Research

SU, via the Division of Research Development (DRD), subscribes to the international [Open4Research funding portal](#), which provides access to a vast number of international funding opportunities. Open4Research lists more than 7 000 funds and covers most research disciplines. With an easy-to-use interface, it allows SU researchers and postgraduate students to set up funding searches and receive proactive search alerts.

To encourage the SU research community to make use of the Open4Research platform, the DRD recently launched a marketing campaign. The campaign clearly served its purpose: Visits to the portal increased by 400% from January to February.

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 nGAP at SU

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

For phase 6 of the programme, SU was awarded another five positions, bringing our total number of **nGAP positions to 27**. The five new positions were awarded in the Centre for Health Professions

Education, the departments of Economics and Process Engineering, the Division of Epidemiology and Biostatistics, and at the University of Stellenbosch Business School.

6.2 Human Resources review

An external review of SU's Human Resources (HR) Division commenced in August 2019, administered by consulting firm Korn Ferry.

Interviews were conducted with a wide-ranging, inclusive and representative group of stakeholders at our institution. Korn Ferry subsequently presented two business cases as proposed operating models to the Rectorate, who approved the "**Functional excellence**" option.

Next, an operating model, reporting lines, HR matrix and proposed divisional structure were finalised, and tabled to the Rectorate on 21 April, along with Korn Ferry's recommendations. The Rectorate noted the submission and requested that the final phase of the process be completed. This will include more details regarding positions and the associated profiles and competencies.

6.3 Staff survey on well-being, culture and climate at work 2019/20

The second biennial SU staff survey on well-being, culture and climate at work was conducted at the end of last year. The initial plan was for Human Resources to coordinate campus information sessions to communicate the survey results, but that had to be put on hold because of the COVID-19 lockdown. However, a series of videos and documents – or "showcases" – are being prepared to guide staff members through the results **online**. Once a particular environment's management team and staff have studied a showcase, staff from Information Governance will be available online to discuss it and answer questions.

6.4 Task team for recognising and incentivising staff

At the end of 2019, the Rectorate mandated a task team to explore and report on various modes of incentivising staff at different post levels and in different post categories to deliver selfless service and excel. The team presented a progress report to the Rectorate on 21 April and received comment and feedback. This will now be incorporated into a final report, which will inform the institutional discussion on staff remuneration, incentivisation and recognition in the context of the University's quest to be an employer of choice.

6.5 Appointments and achievements

The University of Stellenbosch Business School has appointed **Prof Mark Smith**, currently dean of faculty at the Grenoble Ecole de Management in France, as its new director with effect from October 2020. Prior to working in France, Prof Smith worked at Manchester Business School in the United Kingdom. He also serves on the coordinating team for the European Network of Experts on Gender Equality. Both USB and Prof Smith's current school hold the three major international business school accreditations – AACSB, EQUIS and AMBA. He will succeed Prof Piet Naudé, who has opted to utilise his sabbatical leave for research in 2021, which will be his final year of official employment before retiring.

The Council on Higher Education (CHE) has appointed **Dr Choice Makhetha**, SU's senior director of Student Affairs, to its institutional audits committee for a three-year term. Her contributions will be critical to help institutionalise quality assurance in higher education. At the same time, SU stands to benefit from the experience and exposure she gains in the process.

Ms Katlego Letlonkane was appointed Programme Manager: Capacity Development in the [Department of Employment Equity and the Promotion of Diversity](#) in our Human Resources Division on 1 March. She will be leading our Siyakhula capacity-building programme in the areas of transformation, diversity and employment equity. Ms Letlonkane studied law at the University of

Johannesburg and obtained her LLM in Labour Law at the University of Cape Town. She also holds an MA in Critical Diversity Studies from Wits. Before joining SU, she practised as an attorney and worked as a consultant.

Prof Thuli Madonsela has been included in Forbes Africa's 50 Most Powerful Women list. The list features women drawn from business, politics, media, science, sports and public life who are challenging the status quo by reshaping history, closing inequalities and doing pioneering work for social justice. Prof Madonsela served as South Africa's Public Protector before she was appointed as incumbent of SU's Chair in Social Justice in the Faculty of Law in 2018.

Prof Keymanthri Moodley, director of the Centre for Medical Ethics and Law in our Faculty of Medicine and Health Sciences, has been appointed to the sport science and research working group of the International Paralympic Committee. The group also includes **Prof Wayne Derman**, director of our Institute of Sport and Exercise Medicine (ISEM) and is chaired by **Dr Debra Alexander**, extraordinary senior lecturer in SU's Department of Psychiatry. This comes against the backdrop of 2020 being marked by SU as the Year for Persons with Disability in the run-up to the sixth conference of the African Network for Evidence-to-Action in Disability (AfriNEAD) scheduled for the end of the year.

Three SU researchers were honoured by the Suid-Afrikaanse Akademie vir Wetenskap en Kuns (South African Academy for Science and Arts) in May. **Prof André Weideman** of Mathematical Sciences was awarded the Havenga prize for Physical Sciences, and Industrial Engineering's **Prof Jan van Vuuren** was awarded the Douw Greeff prize for a research article of the highest scientific quality. **Prof Matilda Burden** of the SU Museum received an honorary award for her contribution to the advancement of the discipline of history in South Africa.

Prof Dave Richardson of the Centre for Invasion Biology (CIB) has received a large award from the Harry Oppenheimer Trust. The award is intended for postgraduate student research at the CIB, and to support the team's national and international collaborations and fieldwork.

CONCLUSION

Despite the disruptive effect of the national state of disaster and the lockdown, the **academic project at SU is firmly on course**, as the multitude of exciting successes and highlights in this report illustrate. I want to express my deepest **appreciation to Council** for all the support, and for empowering management to deal with the unprecedented challenges of the past few months with the necessary agility and speed. Of one thing I am more than certain: From this tough and trying episode, **SU will emerge stronger than ever**. Team Stellenbosch University has conclusively proven its firm resolve to go forward together.



Prof Wim de Villiers,
Rector and Vice-Chancellor

ADDENDUM: OP-EDs AND COLUMNS

Opinion editorials (25 Feb to 14 May 2020)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Aldon Barend	BA (Speech-Language and Hearing Therapy) student	'Tazne se dood is ook jou skuld, Cyril'	Netwerk24 (26 Feb)
Frederik van Dyk	Master's student (Law)	Jonathan Jansen is korrek: Hy verstaan nie die "bohaai oor Afrikaans" nie	LitNet (26 Feb)
Johan Steyn & Prof Suzette Viviers	Business Management	BlackRock moving away from outlays in fossil fuel or 'dirty' industries	Business Live (27 Feb)
Prof Brenda Schmahmann	University of Johannesburg	How art helped construct Afrikaner nationalism in apartheid South Africa	The Conversation (27 Feb)
Prof Federico Freschi	University of Chicago		
Lize van Robbroeck	Visual Arts		
Drs Nic Spaul & David Carel	Economics	Tito's business unusual	Financial Mail (27 Feb)
Prof Johann Kirsten	Bureau for Economic Research (BER)	Die éintlike dilemma met SA se grondhervorming	Vrye Weekblad (28 Feb)
Prof Thuli Madonsela	Social Justice	The society we seek to have	City Press (1 Mar)
Tian Alberts	LLB student	Beveg sensuur van onverdraagsames	Rapport (1 Mar)
Drs Tashnica Sylvester & Wynand Goosen	Molecular Biology and Human Genetics	When human diseases trample on animal health	Cape Argus (2 Mar)
William Sezoe	BEd student	Afrikaans: Die nuwe Aspoestertjie op Stellenbosch?	Netwerk24 (2 Mar)
Prof Michael Samways	Conservation Ecology and Entomology	Weaving insect wildlife back into the tapestry of life	The Conversation (2 Mar)
Dr Michelle Nel	Security Institute for Governance and Leadership in Africa (SIGLA)	Bringing al-Bashir to justice: the pros and cons of various options	The Conversation (2 Mar)
Prof Mark Tomlinson	Global Health	Drastic action is needed to ensure a better future for South Africa's children	The Conversation (3 Mar)
Prof Asha George	University of the Western Cape		
Dr Tanya Doherty	South African Medical Research Council		
Alwyn van der Merwe	BCom LLB student	'Sit jou foon weg, maak jou oë toe en luister na mekaar'	Netwerk24 (3 Mar)
William Sezoe	BEd student	Wat die hart van vol is	Kuier (4 Mar)
Elita Boning	BSc (Human Life Sciences) student	'Wat is die doel van 'n verhouding sonder 'n troue aan die einde?'	Netwerk24 (6 Mar)
Hugo Pienaar	BER	Covid-19 trek die strop stywer om SA se reeds wurgende ekonomie	Vrye Weekblad (6 Mar)
Prof Cas Wepener	Practical Theology and Missiology	Warmste plek gehou vir swyggers, toekykers	Beeld (7 Mar)
Prof Solosh Pillay	Economic and Management Sciences	Moral leadership is essential for curbing corruption	Mail & Guardian (7 Mar)
Dr Chris Jones	Moral Leadership		
Prof Juliana Claassens	Old Testament	Women's lives (often told) in brackets ...	News24 (8 Mar)
Danéll Theron	BA (Humanities) student	'Anoreksia het aan liefde betekenis gegee'	Netwerk24 (9 Mar)
Dr Martin Gustafsson	Economics	New evidence supports the belief that South Africa's education is not all bad	The Conversation (11 Mar)
Prof Thuli Madonsela	Social Justice	Getting to the root of SOE issues	Financial Mail (12 Mar)
Prof Mark Swilling	Complex Systems in Transition	There's hope, if we wake up to today's evolutionary potential	The Conversation (12 Mar)
Dr Julia Meitz-Hopkins	Plant Pathology	Higher temperatures increase risk of apple scab infection	Farmer's Weekly (13 Mar)
Kyna Wiessenaar	BEd student	'Pasop vir dit-is-amper-Valentynsdag-boulevard'	Netwerk24 (13 Mar)
Dr Lize Barclay	SU Business School	Embracing technology in response to Covid-19	Pretoria News (14 Mar)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Cas Wepener Dr Nicolas Matthee	Practical Theology and Missiology University of Pretoria	Kubernagmaal vir virustyd	Die Burger (18 Mar)
Prof Ronelle Burger	Economics	Navigating social solidarity in a time of social distancing	Daily Maverick (19 Mar)
Herschelle Benjamin	Master's student (Drama and Theatre Studies)	Die kunste in die tyd van COVID-19	LitNet (19 Mar)
Herschelle Benjamin	Master's student (Drama and Theatre Studies)	'n Eksistensiële krisis, 'n dagboek en 'n paar clichés	Netwerk24 (20 Mar)
Dr Melike Fourie	Historical Trauma and Transformation	Take a hard look inside yourself	Mail & Guardian (20 Mar)
Prof Sandra Liebenberg	HF Oppenheimer Chair in Human Rights Law	Covid-19 and the critical importance of achieving socio-economic rights	Daily Maverick (20 Mar)
Dr Chris Jones	Moral Leadership	Let's honour those who paid the highest price	Cape Argus (20 Mar)
Prof Gideon Wolfaardt & Marlene de Witt	SU Water Institute	Don't take good-quality drinking water for granted	News24 (22 Mar)
Dr Nic Spaul	Economics	Government needs to come up with a plan to help poor families now that schools are shut	Business Live (22 Mar)
Jacquette du Plessis	BEd student	'Jy studeer mos maar net onderwys'	Netwerk24 (23 Mar)
Prof George Claassen	Journalism	Press Council's appeal decision a victory for accurate science reporting and for countering quackery around Covid-19	News24 (24 Mar)
Prof Renata Schoeman	SU Business School	A survival guide to working from home during lockdown	Fin24 (25 Mar)
Nina Callaghan & Prof Mark Swilling	Complex Systems in Transition	Covid-19: Economic impact on East and southern Africa	Daily Maverick (27 Mar)
Prof Cas Wepener Dr Nicolas Matthee	Practical Theology and Missiology University of Pretoria	Kuberbegraafplase en -pelgrimstogte in die tyd van corona	Vrye Weekblad (27 Mar)
Prof Nuraan Davids	Education Policy Studies	Maybe the coronavirus will set SA on a path to a more equitable education system	News24 (27 Mar)
Nicola Theron	Economics	How exemptions to the Competition Act help the fight against coronavirus	Fin24 (27 Mar)
Hugo Pienaar	BER	HKGK: Hier Kom Groot Krisis	Vrye Weekblad (27 Mar)
Marlies Piek Prof Johann Kirsten	PhD student (Economic and Management Sciences) BER	Kommersiële boere in SA: Dís die status quo	Landbouweekblad (27 Mar)
Prof Cas Wepener	Practical Theology and Missiology	Woorde raak ook helend aan	Netwerk24 (28 Mar)
Prof Johann Kirsten Wandile Sihlobo	BER Agricultural Business Chamber of South Africa	Which farmers will benefit from emergency aid, and who will need it?	Business Live (29 Mar)
Prof Thuli Madonsela	Social Justice	Is this our shift moment?	City Press (29 Mar)
Dr Nathan Geffen	Centre for Science and Technology Mass Communication	How many people could die of Covid-19 in South Africa?	GroundUp (29 Mar)
Prof Johan Fourie	Economics	The war on microbes — we are getting better at it	Business Live (30 Mar)
Prof Alex Welte	South African Centre for Epidemiological Modelling and Analysis (SACEMA)	Covid-19: What happens after the lockdown?	GroundUp (31 Mar)
Prof Amanda Gouws	Political Science	Snellers in die klaskamer – wanneer is 'n veilige ruimte veilig?	LitNet (31 Mar)
Dr Michele van der Merwe Marné Pedro	Curriculum Studies La Rochelle	Nasionale inperking: Só kan Afrikaansonnies aanlyn onderrig	LitNet (31 Mar)
William Sezoe	BEd student	Hoekom word Afrikaans nog so gehaat?	Netwerk24 (1 Apr)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Aslam Fataar	Education Policy Studies	Prostration to Allah and acquiring adab in the fight against COVID-19	Muslim Views (1 Apr)
Prof Ashraf Kagee	Psychology	Looking after your mental health during the coronavirus crisis	Health24 (1 Apr)
Prof André Roux	US Business School	COVID-19: Possible alternative futures for South Africa	Accountancy SA (1 Apr)
Prof André Roux	US Business School	How (not) to think about the future	Accountancy SA (1 Apr)
Prof Lindy Heinecken	Sociology and Social Anthropology	COVID-19: South Africa's neglected military faces 'mission impossible'	The Conversation (2 Apr)
Prof Stella Viljoen	Visual Arts	The pauses inbetween: Art in a time of malady	Stellenbosch Visio (2 Apr)
Prof Michael le Cordeur	Curriculum Studies	Covid-19: Exams should not be our main focus now	Daily Maverick (2 Apr)
Prof Keymanthri Moodley	Centre for Medical Ethics and Law	Gita Ramjee: a woman who pursued science for the greater good	The Conversation (2 Apr)
Dominic Ayegba Okoliko	PhD student (Economic and Management Sciences)	COVID-19: Nigerian elite should be held accountable	Punch (2 Apr)
Hugo Pienaar	BER	Krisis wys die keiser is kaal	Vrye Weekblad (3 Apr)
Dr Francois Cleophas	Sport Science	Covid-19 How cultural and social injustices in sport remain undetected in pandemics	Sport24 (3 Apr)
Dr Morné Mostert	Institute for Futures Research	How a new philanthropy model could help small businesses survive	News24 (6 Apr)
Anandi de Witt	MBChB student	'Daar is nou geen plek vir selfsug'	Netwerk24 (7 Apr)
Prof Portia Jordan	Nursing and Midwifery	Coronavirus: Nurses deliver care with compassion, grit and courage	News24 (7 Apr)
Prof Keymanthri Moodley	Centre for Medical Ethics and Law	Tough choices about who gets ICU access: the ethical principles guiding South Africa	The Conversation (7 Apr)
Dr Lee-Ann Steenkamp	SU Business School	COVID-19 tax relief: a snapshot of what's out there	The Conversation (8 Apr)
Marcus Low	University of Cape Town	Covid-19: What do South Africa's numbers mean?	Ground Up (8 Apr)
Dr Nathan Geffen	Centre for Science and Technology Mass Communication		
Prof Wilhelm Jordaan	Psychology	Korona-krisis gee ons stilte, tyd en ruimte	Netwerk24 (8 Apr)
Dr Wilhelm Verwoerd	Historical Trauma and Transformation	Are we also perpetrators? Unlocking this Good Friday through Black Christ	News24 (9 Apr)
Dr Kerrin Begg	Health Systems and Public Health	COVID-19: The science and policy calculus behind SA's new mask recommendations	Spotlight (11 Apr)
Mart-Marié Serfontein	LLB student	Kom van daai stoel af en swot 'n bietjie	Netwerk24 (14 Apr)
Dr Marina Joubert	Centre for Research on Evaluation, Science and Technology (CREST)	Three key drivers of good messaging in a time of crisis: expertise, empathy and timing	The Conversation (14 Apr)
Dr Jenni Metcalfe	Australian National University		
Vuyiseka Dubula	Africa Centre for HIV/AIDS Management	Covid-19 opens a window of opportunity to roll out mass testing for other diseases	Daily Maverick (15 Apr)
Tracey Naledi	Desmond Tutu HIV Foundation		
Dr Jess Auerbach	Postdoctoral fellow (Arts and Social Sciences)	Micro kindnesses are laying the foundations for a transformed South Africa	Daily Maverick (15 Apr)
Prof Faadiel Essop	Centre for Cardiometabolic Research in Africa (CARMA)	Building Carma: Matters of the heart and its diseases	Mail & Guardian (17 Apr)
Hugo Pienaar	BER	Slim-vang-sy-baas-politici moet kenners waardeer	Vrye Weekblad (17 Apr)
Prof Steven Robins	Sociology and Social Anthropology	Beyond the emergency: 'Slow catastrophes' after Covid-19	Daily Maverick (20 Apr)
Prof Michael le Cordeur	Curriculum Studies	Virus wys ons het steeds 2 nasies in 'n verseurde land	Netwerk24 (21 Apr)
Prof Johan Fourie	Economics	Luister na méér stemme	Netwerk24 (22 Apr)
Dr Stephanie Vos	Africa Open Institute for Music, Research and Innovation	How South Africa's jazz musicians are making the digital leap	The Conversation (23 Apr)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Arnold Schoonwinkel Dr Antoinette van der Merwe Miné de Klerk	Vice-Rector: Learning and Teaching Learning and Teaching Enhancement Centre for Learning Technologies	Navigating uncertainty in the move to online learning	University World News (23 Apr)
Prof Faadiel Essop	CARMA	The Covid-19 'infodemic' and why conspiracy theories are extremely dangerous	News24 (23 Apr)
Ian Michler	Sustainability Institute	In urgent need of an environmental ethic	Daily Maverick (23 Apr)
Dr Lungiswa Nkonki	Global Health	Access to clean water, proper sanitation crucial in Covid-19 battle	News24 (24 Apr)
Prof Johan Fourie	Economics	Digitale geskiedenis kan help om huidige probleme op te los	Netwerk24 (25 Apr)
Prof Cas Wepener	Practical Theology and Missiology	As stilte soos 'n kanker groei	Netwerk24 (25 Apr)
Prof Suzette Viviers Dr Colin Habberton	Business Management Relativ Group	Covid-19 may create an investor culture of care and responsibility	Business Day (25 Apr)
Prof Nico Koopman	Vice-Rector: Social Impact, Transformation and Personnel	Covid-19 exposes how unfree we all still are	Mail & Guardian (26 Apr)
Dr Chris Jones	Moral Leadership	Healthcare inequality	City Press (26 Apr)
Prof Thuli Madonsela	Social Justice	What if the poor mattered?	City Press (26 Apr)
Prof André Roux	SU Business School	The Great Recession looms in South Africa's future	Mail & Guardian (27 Apr)
Frederik van Dyk	Master's student (Law)	<i>Die Son Struikel</i> , Aurelius en aanlyn-oordaad	LitNet (28 Apr)
Dr Zelda Barends	Curriculum Studies	The writing should be on the wall for our children	Cape Argus (28 Apr)
Prof Geo Quinot	Public Law	Regulatory justification and coordination in South Africa	The Regulatory Review (29 Apr)
Prof Wim de Villiers	Rector and Vice-Chancellor	Aanlyn onderrig: Die begin van 'n nuwe era	Netwerk24 (29 Apr)
Prof Dion Forster	Systematic Theology and Ecclesiology	When a pandemic makes the impossible, possible	Counterpoint (29 Apr)
Dr Lungiswa Nkonki	Global Health	COVID-19 shows that where there is political will there is a way to work across sectors	The Conversation (29 Apr)
Prof Sharon Fonn	University of the Witwatersrand		
Prof Nuraan Davids	Education Policy Studies	Schools should be custodians of democratic citizenship education	News24 (29 Apr)
Nina Callaghan & Prof Mark Swilling	Centre for Complex Systems in Transition	Post-Covid-19 crisis pathways: Choices for Africa's enduring economic recovery	Daily Maverick (30 Apr)
Boitumelo Tlhoale	Africa Open Institute for Music, Research and Innovation	Missing gold treasure: The void that is the South African jazz archive	Mail & Guardian (30 Apr)
Prof Johann Kirsten	BER	Só gaan Covid-19 die landbou raak	Landbouweekblad (30 Apr)
Wandile Sihlobo	Agricultural Business Chamber of South Africa		
Hugo Pienaar	BER	Covid-19: Implikasies vir ekonomie selfs erger as drie weke gelede	Vrye Weekblad (1 May)
Dr Ines Buccimazza	University of KwaZulu-Natal	How Covid-19 is impacting on cancer care in SA	Daily Maverick (1 May)
Dr Jenny Edge	Breast and Endocrine Unit		
Prof Lizette Rabe	Journalism	To our students: A message of hope, all shall be well	News24 (2 May)
Karel van der Vyver	LLB student	Virus wys ons wat alles moontlik is, én hoe gou	Netwerk24 (4 May)
Profs Michael Wingfield & Brenda Wingfield Dr Casparus Crous	University of Pretoria Conservation Ecology and Entomology	Tree diseases can change entire landscapes and must be taken seriously	The Conversation (4 May)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Stan du Plessis Dr Malan Rietveld	Chief Operational Officer Independent economist	Reserve Bank should keep stepping in to maintain financial stability during Covid-19	Business Live (4 May)
Prof Steven Robins	Sociology and Social Anthropology	Is the lockdown authoritarian creep or 'proportionate response'?	Daily Maverick (4 May)
Frederik van Dyk	Master's student (Law)	Hokaai met jou barmhartigheidsprojek!	LitNet (4 May)
Prof Renata Schoeman	SU Business School	Achieving a healthy nation requires more than universal free healthcare	Mail & Guardian (5 May)
Prof Shaheen Mehtar Prof Lucille Blumberg Prof Marc Mendelson	Unit for Infection Prevention and Control University of the Witwatersrand University of Cape Town	African countries are moving to make masks mandatory: key questions answered	The Conversation (5 May)
Prof Willem Boshoff	Centre for Competition Law and Economics	The case for avoiding price controls in times of crisis: they don't work	The Conversation (6 May)
Dr Jeanette de Klerk-Luttig	Moral Leadership	Legkaartbou en brei in die grendeltyd	LitNet (7 May)
Dr Jess Auerbach Prof Nina Hall	Postdoctoral fellow (Arts and Social Sciences) Johns Hopkins SAIS Europe	A new approach to social sciences, humanities in a time of crisis	University World News (7 May)
Dr Marina Joubert	CREST	Comics and cartoons are a powerful way to teach kids about COVID-19	The Conversation (7 May)
Prof Guy Midgley Dr Robert Scholes, Prof Francois Engelbrecht & Prof Jennifer Fitchett Dr Pedro Monteiro & Prof Pravesh Debba Prof Albertus Smit Dr Neville Sweijd	Botany and Zoology University of the Witwatersrand Council for Scientific and Industrial Research University of the Western Cape Applied Centre for Climate and Earth Systems Science (ACCESS)	Choices in a fog of uncertainty: lessons for coronavirus from climate change	The Conversation (7 May)
Inge Kuchar	Occupational Therapy student	'Dis hoekom ek 'n arbeidsterapeut wil word'	Netwerk24 (8 May)
Prof Suzette Viviers Prof Eon Smit	Business Management SU Business School	How investment managers are really voting at shareholder meetings	Fin24 (9 May)
Dr Gustav Hendrich	History	'n Woud, 'n slenter en Nazi-trots	Netwerk24 (9 May)
Prof Servaas van der Berg	Economics	Poverty rises, inequality shifts as Covid-19 impact continues unabated	News24 (10 May)
Dr Martin Gustafsson	Economics	What the shifting evidence on Covid-19 means for school reopenings in SA	Daily Maverick (10 May)
Prof Thuli Madonsela	Social Justice	Leadership will determine if we emerge better or worse post Covid-19	News24 (10 May)
Dr Harlan Cloete	School of Public Leadership	Covid-19 pandemic offers municipalities rare opportunity to restore trust	Mail & Guardian (11 May)
William Sezo	BEd student	'Onderwysers kan eiehandig die land verander'	Netwerk24 (11 May)
Prof Wim de Villiers Prof Eugene Cloete	Rector and Vice-Chancellor Vice-Rector: Research, Innovation and Postgraduate Studies	President Ramaphosa's latest announcement on the lockdown is too little, too late	Daily Maverick (14 May)
Prof Tania Ajam Dennis Davis	School of Public Leadership Competition Appeal Court	Unprecedented tax collapse endangers post-Covid recovery	Daily Maverick (14 May)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Dr Vic McKinney	University of Cape Town	Deciding whose lives really matter in a pandemic	Mail & Guardian (14 May)
Dr Emma McKinney	University of the Western Cape		
Prof Leslie Swartz	Psychology		
Prof Ralph Hamann, Dr Annika Surmeier & Jody Delichte	University of Cape Town	Local networks can help people in distress: South Africa's COVID-19 response needs them	The Conversation (14 May)
Prof Scott Drimie	Human Nutrition		
Karel van der Vyver	LLB student	Geheime liefde in apartheid blom vandag nog	Netwerk24 (14 May)
Dr Nic Spaul	Economics	Back to school: The evidence is clear – start with the young	Daily Maverick (14 May)

Columns (25 Feb to 14 May 2020)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Johan Fourie	Economics	How naps can boost economic growth	Finweek (6 Mar)
		Battling Bacchus and human behaviour	Fin24 (17 Mar)
		Ekonomie in tye van korona	Netwerk24 (27 Mar)
		Belegging op lang termyn	Finweek (7 May)
Prof Amanda Gouws	Political Science	SA boer agteruit met vroueregte	Netwerk24 (10 Mar)
		Korona se harde en nodige lesse	Netwerk24 (24 Mar)
		Inperking het sy voor- én nadele	Netwerk24 (7 Apr)
		Korona belig die vermoë-gebreke	Netwerk24 (21 Apr)
Prof Jonathan Jansen	Educational Psychology	Beskerm mekaar tydens inperking	Netwerk24 (5 May)
		Here's how SA's brightest youngsters fall through the cracks	Times Live (28 Feb)
		Pipe dreams: Tito's hubbly bubbly budget for education	Times Live (6 Mar)
		How viruses and violence will change the way we deliver education	Times Live (12 Mar)
		Closing schools just means poor kids bear the brunt of the virus	Times Live (19 Mar)
		Selfishness kills, and priests and politicians feed the deadly contagion	Times Live (26 Mar)
		The upsides to a pandemic: from jobs to teaching, it's not all bad news	Times Live (2 Apr)
		Let's face facts, the 2020 school year is lost. So what to do?	Times Live (9 Apr)
		Let's learn our virus lesson and fix what we teach	Times Live (16 Apr)
		Eat, play, live: a Grade 12 guide to surviving the year of the pandemic	Times Live (23 Apr)
		There's no use reopening schools if there are no teachers	Times Live (30 Apr)
		Sums of our fears: why sending kids back to school is a terrible idea	Times Live (7 May)
		Here's the kind of leadership SA actually needs from Cyril	Times Live (14 May)
Prof Nico Koopman	Vice-Rector: Social Impact, Transformation and Personnel	Meer as ooit 'n tyd vir geloof, liefde en hoop	Netwerk24 (18 Mar)
		Heilige Week in 'n tyd van korona-krisis	Netwerk24 (8 Apr)
		Ons benodig dié deugde in besluitneming	Netwerk24 (6 May)
		Saamstaan gee krag in hierdie weerlose tye	Netwerk24 (13 May)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Michael le Cordeur	Curriculum Studies	Dit is tyd om die land se onderwys weer heel te maak	Netwerk24 (3 Mar)
		Koronavirus dalk 'n geleentheid vir selfontwikkeling	Netwerk24 (17 Mar)
		Ouers, herontdek nou jou rol as die primêre opvoeder	Netwerk24 (31 Mar)
		Covid-19 wys ons is nog nie gereed vir dié revolusie	Netwerk24 (14 Apr)
		Maak ons skole weer die hart van die gemeenskap	Netwerk24 (28 Apr)
		Die kans om die onderwysjaar te red al hoe skraler	Netwerk24 (12 May)
Prof Reggie Nel	Dean: Theology	'n Oomblik vir omdraai en mekaar koester	Beeld (18 Mar)
		Sal ons saam met 'n nuwe toekoms stap?	Beeld (29 Apr)
Deidre Samson	Institute for Futures Research	CEOs currently seem adrift	Eikestadnuus (27 Feb)
Prof Anton van Niekerk	Philosophy	Wen terug die SA middelgrond	Netwerk24 (3 Mar)
		Drankverbod nie deurdink	Netwerk24 (17 Mar)
		Pes wat in die donker wandel	Netwerk24 (31 Mar)
		Sluit die afsluiting nou af	Netwerk24 (14 Apr)
		Cyriel moet besef risiko is nodig	Netwerk24 (28 Apr)
		Maskers van vrees	Netwerk24 (12 May)
Dr Leslie van Rooi	Senior Director: Social Impact and Transformation	Poppie Nongena en die misdaad van apartheid	Netwerk24 (26 Feb)
		Korona: Universiteite en die Covid-19-pandemie	Netwerk24 (19 Mar)
		Moeilike tye laat ons dalk werklikheid verstaan	Netwerk24 (20 Apr)
		Dit lyk asof ons minder op mekaar skel in die tyd van Covid-19	Netwerk24 (30 Apr)

CONTRIBUTORS

This report was compiled by **Desmond Thompson**, Senior Communication Specialist: Executive Management, 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:

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