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**RECTOR'S MANAGEMENT REPORT
TO COUNCIL**

Tuesday 13 April 2021

Prof WJS de Villiers,
Rector and Vice-Chancellor

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INTRODUCTION

Welcome to the **first Council meeting of 2021**, the second year of COVID-19. This one short sentence captures the massive challenge we face – not only as a university and as a higher education sector, but as a nation, a continent and a world, all still reeling from the impact of the **coronavirus pandemic** more than a year after it started.

It is clear that Stellenbosch University (SU) has not escaped the devastation, pain and loss caused by the virus. Let us honour the memory of all who have lost their lives to COVID-19 since we last met in December. May they rest in peace, and may their family, friends and colleagues find the strength to carry on.

Now, as we move deeper into the second year of COVID-19, our focus is no longer only on mitigating the pandemic to the best of our ability. We also aim to **go beyond** it, working resolutely towards realising our vision to become “Africa’s leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society”.

To this end, we are capitalising on the **opportunities** the pandemic has created. Think of aspects such as the move towards hybrid learning, and how we have now, in some respects, entered what was referred to as the “future” world of work only a few years ago. The future has arrived, and we are staking our claim to it.

Academic year 2021 formally kicked off with the start of undergraduate classes on **15 March**, and “**town and gown**” came together in welcoming our students and staff to campus. The chair of the Students’ Representative Council, the executive mayor of Stellenbosch and the CEO of Visit Stellenbosch joined me in iconic Victoria Street for a photo, which we sent out along with a welcoming message. In short, we said that if we all did our bit, we could safely keep both SU and the communities and businesses surrounding our campuses open and functioning optimally, for everyone’s benefit.

As a world-class university, we are **excited to proceed with the academic project** in a way that further enhances what we managed to achieve last year. Do not get me wrong: We did extremely well under difficult circumstances in 2020. When contact tuition was suspended, we swiftly pivoted online, and, in the end, awarded an excellent 8 979 qualifications in the calendar year – in line with previous years.

This year, however, we want to go **beyond emergency** remote teaching, learning and assessment. We want to **augment** it with a return to **face-to-face** interaction as far as possible, in order to provide an optimal learning experience.

Yes, we are back on campus because, under the current **level-1 lockdown**, higher education institutions may resume on-campus activity. But there is also a more fundamental reason why we are back. In their book *The Innovative University*, higher education experts Clayton Christensen and Henry Eyring state that “a university’s professors and face-to-face meeting spaces are unique and potentially invaluable”. So, as a residential university, we want to make full use of the **remarkable “people” and “place”** SU has to offer. But, of course, we are in the middle of a pandemic, so the number of persons allowed per lecture hall remains restricted. Our solution is to **livestream** face-to-face sessions. Students will rotate between attending sessions in person and participating online. We are installing advanced technology in nearly 200 venues to enable those following a class from elsewhere not only to follow proceedings, but also to take part. In the meantime, we will use MS Teams.

So, where will “elsewhere” be? In most instances, **on campus and in residence**. We provide fast, free internet access to our students via WiFi and network points in residences, computer user areas, libraries and staff offices across our campuses. Therefore, those not in class will be able to join online.

Lectures streamed in this way will be **recorded** at the same time so that students can refer back to them at any stage. Making videos and podcasts available online was one of the factors that contributed to our student success last year.

What about **COVID-19 safety**? We have the necessary measures and protocols in place, and require strict adherence. Our Campus Health Service, in collaboration with local and provincial health authorities and hospitals, is geared to attend to the well-being of our staff and students. But, at the end of the day, we each have to take responsibility for our own actions. So, we consistently convey the same message of prevention: Wear your mask, social-distance, and sanitise your hands and surfaces. Everyone coming to our campuses must also self-screen using Higher Health’s daily risk assessment tool, HealthCheck, which is available at <https://healthcheck.higherhealth.ac.za>.

Looking ahead at the rest of the year, our overarching goals remain the same as last year: to succeed with the **academic project**, and to remain **sustainable** as a leading higher education institution, while we prioritise the **health, safety and well-being** of our students and staff.

COVID-19 is not our only challenge, however. In March, concerns emerged about the **Language Policy** at SU, and about **NSFAS** at a national level. We tackled these issues as swiftly as possible – [click here](#) for our statement about language, [here](#) for a communiqué about student finances and registration, and [here](#) for one about bursaries to allow students with outstanding fees to register – and will keep on dealing with them as matters unfold. An example of this is the #Action4Inclusion campaign. It’s a SU student funding initiative aimed at ensuring academic inclusion by settling outstanding study fees for students in need. I am convinced that we will succeed if we all work together.

Finally, I would like to share with Council **my priorities for 2021**, as outlined at our Institutional Planning Forum (IPF) in February. I want us to (i) continue building a research-intensive university; (ii) escalate hybrid learning; (iii) expand our digitalisation; (iv) keep on improving our processes, systems and policies; (v) focus on our people, i.e. staff and students; (vi) pursue internationalisation; (vii) keep our fundraising momentum; and (viii) take a fresh look at campus renewal in light of the new world of work and learning brought about by COVID-19.

As is customary, a member of the Rectorate will again be afforded the opportunity to report to Council on activities in his or her RC over the past year. This time, it is the turn of the Deputy Vice-Chancellor (DVC): **Research, Innovation and Postgraduate Studies**. Therefore, this overall management report contains only selected highlights from **Prof Eugene Cloete’s portfolio**. Please consult his separate report for more details.

This report covers the period **11 November 2020 to 5 March 2021**, unless stated otherwise. My fellow members of management and I welcome this opportunity to engage with **Council**.

THEME 1: A THRIVING STELLENBOSCH UNIVERSITY

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

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

1.1 Institutional Committee for Business Continuity (ICBC)

The Institutional Committee for Business Continuity (ICBC) led by Chief Operating Officer Prof Stan du Plessis continues to oversee and synthesise input from its substructures, which

comprise seven workstreams and the Medical Advisory Committee. Summary reports on the ICBC's activities in the reporting period (**11 November 2020 to 5 March 2021**) follow below.

Workstream 1: Student services

Chair: Dr Ronel Retief

Towards the end of 2020, the workstream for student services (WSS) focused on planning the hybrid December graduation ceremonies, as approved by the ICBC. Twelve small face-to-face ceremonies were hosted from 14 to 16 December for honorary doctorates, PhD candidates of both March/April and December 2020, and Chancellor's Award recipients. These ceremonies strictly adhered to all social distancing and venue capacity regulations. All other qualifications were conferred during faculty-specific online graduation ceremonies.

The WSS also considered proposals relating to the A4 assessments, which were conducted in January/February 2021. These related to logistics and the administrative process of identifying qualifying students, assigning venues, providing personalised A4 timetables and capturing marks on the student information system.

Finally, the WSS grappled with different scenarios for returning students to campus since the announcement of lockdown level 1 in 2020, the return to level 3 in the face of the second wave of infections, and the subsequent return to level 1.

Workstream 2: Learning and teaching

Chair: Prof Deresh Ramjugernath

The workstream for learning and teaching (WLT) focuses on the continuation and adaptation of learning and teaching amidst the COVID-19 pandemic, and on student care.

Issues dealt with by the WLT for the reporting period:

- Final-year students from particular programmes/faculties had sit-down, on-campus invigilated examinations in November/December 2020, as per the requirements for practical work or the rules set by professional bodies.
- In-person A4 assessments were held in SU venues in January and February 2021. However, some faculties indicated that, in certain modules, invigilated in-person assessments were not essential to assessment integrity. This arrangement applied to a small number of modules, though, and was considered the exception.
- At the end of 2020, the vice-deans of learning and teaching expressed their support for a hybrid learning and teaching model with a view to the 2021 academic year. However, the announcement of an adjusted lockdown level 3 meant that the model (ERTLA augmented with some in-class contact time) had to be reconsidered.
- Students who completed A4 assessments, students on Tygerberg campus as well as postgraduates received data bundles for online access in 2021. Those who required laptops were encouraged to apply at student@sun.ac.za.
- An online onboarding programme for all first-year students was compiled in conjunction with faculties and the SU Welcoming Programme Committee.

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

Chair: Prof Nico Koopman

The workstream for staff (WS) has continued advising on staff matters against the backdrop of COVID-19, and within the framework of the University's values of excellence, compassion, accountability, respect and equity.

Lessons learned and insights gained: The WS's reflections on the unprecedented challenges of COVID-19 and subsequent reimagining of SU's ways of work have yielded many insights. These were collated in a "lessons learned" document and presented to the ICBC in November 2020, touching on issues of pooled intellectual effort, leadership, SU work and operations, communication, well-being and transformation.

SU's new Employee Assistance Programme (EAP): A new, externally provided, online staff health and well-being programme has been implemented to strengthen SU's current EAP offering. The programme, delivered by Life EHS – Careways, took effect in November and is available 24/7. The service offers face-to-face and online counselling on a range of matters, from personal difficulties, alcohol and drug abuse, and gambling or other addictions, to stress, violence and trauma, the impact of illness, debt counselling, health guidance and telephonic assistance with basic legal documents.

Taking a break: Line managers were guided to facilitate time off for staff in January and February after a challenging 2020 academic year, which ended unusually late. Environments have also been encouraged to identify blocks of quiet time for staff to take leave in the course of 2021.

Resumption of activities in 2021: The workstream compiled a document on critical matters affecting staff well-being for the ICBC's consideration. The document emphasised the need for a coordinated institutional approach to 2021, which is anticipated to pose yet more challenges and uncertainty.

Workstream 4: Communications, social impact and external relations

Chair: Prof Hester Klopper

Discussions in the workstream for communications, social impact and external relations (WSCIERS) centred, inter alia, on recommendations for international travel, as well as arrangements for two events, namely a dinner for honorary doctorates and an event for recipients of the Chancellor's Awards and Medal.

The WSCIERS also updated the institutional communication grid, which details and monitors all COVID-19 communication via the University's various communication channels. Communication with regard to the new "South African" variant of the virus was developed for SU's international partners and students, highlighting the vaccination process, the University's adherence to all COVID-19 protocols, and the teaching and learning approach followed during this period.

In addition, the workstream facilitated a campus awareness campaign through Corporate Communication and Marketing with a focus on wearing masks, sanitising and social distancing. The campaign included posters for use across campus and in residences.

Workstream 5: Campus operations

Chair: Ms Nicolette van den Eijkel

In anticipation of students returning to campus for the new academic year, the workstream for campus operations has liaised closely with the Centre for Student Communities, SUNCOM and the various faculties. The focus was on preparing all environments and ensuring compliance with all applicable COVID-19 protocols.

Matters dealt with in the reporting period included the following:

- All residences had to repeat "walkthrough risk assessments" and complete the new, more detailed return-to-residence plan.
- The Centre for Student Communities and resident heads were required to identify isolation and quarantine areas in their respective environments, and find a solution for opening kitchens and dining facilities for returning students without violating COVID-19 venue capacity restrictions.

- SUNCOM was asked to coordinate with the Centre for Student Communities regarding increased cleaning and sanitisation of high-touch areas in the residence environment.
- The workstream also prepared a 22-item guideline document for use by faculties to prepare for students' return to learning spaces and lecture halls.

Some of the critical items in the guideline document were:

- the demarcation of seating to ensure physical distancing of 1,5 m;
- maintenance procedures for air-conditioning systems to adhere to safety protocols, and guidelines for ventilation in areas without air conditioners;
- sanitiser, awareness posters and access protocols at the respective buildings;
- increased sanitisation of high-touch areas such as ablution door handles, taps, handwashing basins, etc.; and
- student and staff reminders to complete a daily health screening via the Higher Health screening tool before going onto campus (only the version available via the URL <https://healthcheck.higherhealth.ac.za> should be used; no longer to be accessed via SMS or WhatsApp).

Workstream 6: Finance and legal

Chair: Mr Manie Lombard

The mandate of the workstream for finance and legal is to manage the financial and legal implications of COVID-19.

Student fees: Several relief measures for the payment of student fees were approved and applied in 2020. These included measures for student accommodation fees as well as interest and levies for student parking, sports clubs, house funds and Private Student Organisation activities.

Insurance: To date, insurers have not yet recognised any university claims as valid after the outcome of recent national and international court cases on business interruption claims due to COVID-19.

Cash flow and financial sustainability: Cash flow forecasts continue to be managed daily, monthly and annually as new information on COVID-19 becomes available. Management is satisfied that the measures taken to date are sufficient to ensure financial sustainability over a six-year planning horizon.

Workstream 7: Research/Medical Advisory Committee

Chair: Prof Eugene Cloete

Postgraduate programme 2021: The workstream for research advised the ICBC that postgraduate students did not have to wait until March to return to campus, but could be invited to return as soon as their departments indicated that they were ready to receive them.

Assistance to postgraduates: The ICBC made available assistance from the contingency fund to support postgraduates facing difficulties in completing their studies due to the impact of COVID-19. The Postgraduate Office facilitated the process. Data bundles were also offered on request.

COVID-19 contingency funds for research contracts: Researchers are facing difficulties in terms of delivering on research contracts due to the impact of the lockdown. While most funders are lenient and have agreed to extend contract periods, no additional funds are made available for the extended period. This creates a challenge, as many contracts involve appointments whose jobs directly depend on the contract funding received.

Based on an April 2020 impact assessment by the Division of Research Development, SU's contingency fund started preparing to assist researchers who were in serious need of funds. Contingency fund applications for 37 research contracts to the value of R8 006 450 were eventually

submitted in 2020, of which R7 975 096 was awarded. In February 2021, another application for R343 587 was submitted.

Staff returning to work: The Medical Advisory Committee advised the ICBC that line managers were in the best position to indicate which employees should return to the office. In deciding this, line managers have been encouraged to be pragmatic, and to focus on what would work best for the particular environment.

Ventilation vs screens: Proper ventilation by opening windows should take priority over putting up screens or partitioning in office spaces.

1.2 COVID-19-related communication

Since SU's **COVID-19 website** went live on 14 March 2020, it has functioned effectively and has been well received. The website continues to be adapted and updated as needs and circumstances change. In the reporting period, the English site received 21 000 visits, and the Afrikaans site 1 800.

Regular communication is required to ensure that SU stakeholders are kept up to date with all important information, decisions and developments with regard to business continuity at the University. In the period in review, the eight **COVID-19-related mailers** distributed to staff and students achieved an average opening rate of 63%, which is well above the industry standard.

In addition, the ongoing **COVID-19 student awareness campaign** was enhanced with posters, which were placed on lampposts along main walkways on campus, including Victoria and Van Ryneveld streets. The messages focused on the importance of wearing a mask on campus, practising social distancing, and regular washing of hands. Messages were reinforced on SU's social media channels.

1.3 Language Policy revision

The current Language Policy (2016) lapses **five years** after its date of implementation (which was in 2017) and is therefore being reviewed in the course of **2021**. At the end of 2020, the Deputy Vice-Chancellor: Learning and Teaching initiated a review process, departing from the premise that the Language Policy passed **constitutional muster in court in 2019**. A task team with representatives from all faculties met in December 2020 and again in February 2021.

The task team considered a range of institutional sources. These included:

- the language reports to Council of the Deputy Vice-Chancellor: Learning and Teaching;
- the Language Planning and Management Committee reports since 2017;
- findings from student and staff satisfaction and language proficiency surveys;
- demographic information on staff and student language profiles;
- Language Day reports;
- Language Committee reports;
- extracts from Council minutes on language-related agenda points; and
- the 2019 Constitutional Court judgement.

The task team accepted a timeline for the review based on the 2021 SU Almanac. According to the timeline, a first draft of the proposed revised Language Policy is to be consulted within the broader SU community, considered by the Rectorate and released for **public consultation by March**. A reworked second draft will be released for public consultation in **July**. The process will conclude in **December**, when a final version is to be tabled at the relevant institutional committees for discussion and recommendation, and submitted to Council for approval, with the concurrence of Senate and after consultation with the Institutional Forum.

1.4 Institutional Planning Forum

The annual IPF, led by **Prof Hester Klopper**, Deputy Vice-Chancellor: Strategy and Internationalisation, took place on 10 and 11 **February** 2021. A **hybrid** meeting model was set up to accommodate both in-person and online participants.

The purpose of the IPF was threefold. First, participants reflected on the institution's current and desired **strategic positioning**, and the meaning of embedding being agile in all SU's activities. Second, the IPF focused on the **strategy implementation plan**, and specifically reviewed the goals, objectives and actions. Third, RC heads were afforded an opportunity to indicate their respective RCs' envisaged foci by **2022** so as to lay the foundation for the 2022–2027 environmental plans.

After extensive discussions, participants reconfirmed the University's strategic focus as set out in its strategy and implementation plan. All objectives and actions are well on track, although some areas require recalibration.

1.5 Transformation report

Like all other universities in South Africa, SU needs to submit an annual transformation report to the Department of Higher Education and Training (DHET). The report is drafted according to a set of indicators that were developed in 2017 and subsequently approved by the DHET.

The 2020 transformation report is the third of its kind and contains data from across the various SU environments. Drafting of the document was coordinated by the head of SU's Transformation Office, [Dr Zethu Mkhize](#).

In addition to submission to the DHET, SU uses the report to obtain a synoptic view of transformation-related trends at the institution over an extended period. The indicators will be revised in due course.

1.6 Visualisation of rankings data

The Division of Information Governance (IG) has developed an interactive PowerBI™ visualisation of data relating to rankings. An overview of the visualisation application is available on IG's [website](#).

The model contains a list of rankings that SU participates in, visualises various South African universities' position on those rankings, explains the different ranking methodologies and data fields, and provides the data that SU submits to the rankings. It also compares the data that South African universities provide to the DHET as HEMIS (staff and student) statistics, with the information that the universities submit to the Times Higher Education and the QS world university rankings.

1.7 Staff assemblies

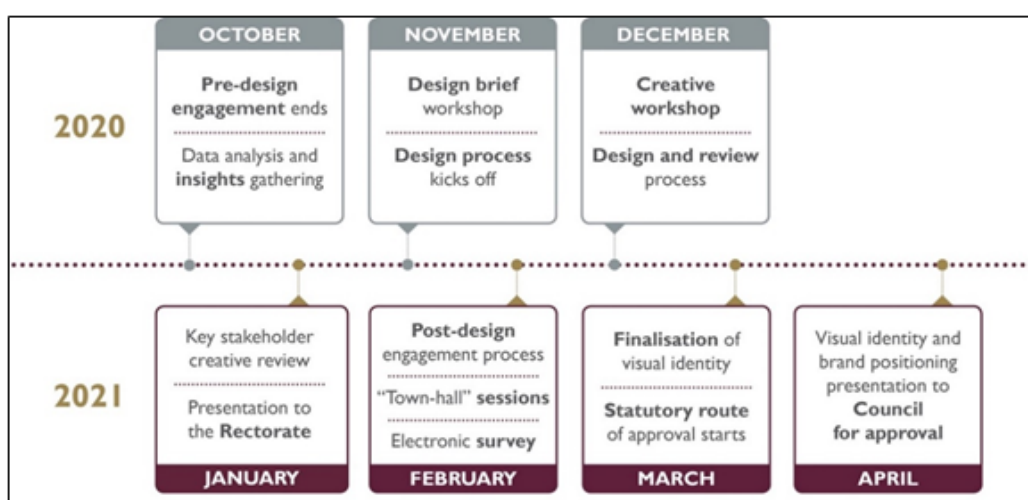
The last staff assembly of 2020 took the form of a live MS Teams event on **8 December**. Altogether 971 staff members tuned in. Items discussed included looking back on 2020 and ahead at 2021, staff health and well-being, and Council's decision on the budget for 2021. Staff members also used this opportunity to bid farewell to Prof Arnold Schoonwinkel, who retired as Deputy Vice-Chancellor: Learning and Teaching at the end of 2020.

SU staff reconvened for the first assembly of the new year on **6 February** – again on Teams. Prof Deresh Ramjugernath, the new Deputy Vice-Chancellor: Learning and Teaching, was afforded an opportunity to lay out his plans for the year. The event further focused on lessons learnt in 2020, the transition from ERTLA to ARTLA, and how the COVID-19 protocols would affect students and staff returning to campus.

1.8 SU rebranding project

Following extensive consultations and input, the brand refresh launched at the beginning of 2019 has evolved into the development of an **entirely new brand identity for our institution**. The aim is for the new visual identity to reflect SU's Vision 2040, and unequivocally demonstrate the University's commitment to transformation.

In the reporting period, the revised engagement process (**see process depiction below**) made further progress. A total of 1 075 participants took part in the pre-design engagement phase in October and November 2020, which comprised 17 interactive sessions with key SU stakeholders via MS Teams. The major findings and trends were subsequently presented to the Rectorate, Senate and Council, and directly informed the design brief for the new visual identity.



In December 2020 and January 2021, the SU branding team and the design agency, Boomtown, had various creative sessions. These focused on finalising the proposed logo options for stakeholders to consider in the post-design engagement phase.

The post-design engagement phase concluded at the end of February 2021. The primary aim was to determine which of the three visual identity designs would best achieve SU's strategic and brand objectives. The three options were presented to stakeholders during ten interactive MS Teams sessions as well as in an online survey aimed at staff, students, alumni and Council members. Altogether 2 121 internal and external stakeholders participated. The post-design engagement phase informs the final visual identity design, in line with the design brief, so as to arrive at a recommendation for a proposed new visual identity for SU.

The engagement and approval process will follow the institution's statutory recommendation route, including presentations to the **Institutional Forum** and **Senate**, engagement with the **SRC**, and, ultimately, submission to **Council** for final approval.

1.9 Systems renewal (SUNFin and SUNStudent)

Coordination between the **SUNFin** and **SUNStudent** projects remains crucial – not only for their respective success, but also for the sake of overall systems renewal at SU.

The Information Technology (IT) Division provides nearly 40 technical staff to both SUNFin and SUNStudent on either a part or full-time basis. IT's major contributions over the period in review have been:

- delivering integrations between SUNFin Oracle Cloud Financials and the rest of the information ecosystem, such as PlanOn, SUN-e-HR, banks and the Vehicle Pool;

- delivering phase-1 integrations between SUNStudent Academia and the rest of the information ecosystem, such as legacy financial receipting applications, the payment gateway, SUN-e-HR and Bellville Park customer relationship management; and
- preparing ICT architectures for both SUNFin and SUNStudent, including ensuring that users' web browsers are compatible, that multifactor authentication is enabled for all users, that the cutover from legacy environments occurs smoothly, and that performance, usage and usage rights are monitored.

1.9.1 SUNFin

The SUNFin project concluded 2020 having made significant progress, despite the challenges the team faced during the year. Here are some of the highlights:

- The ICT integration delivery sprint team continued to make good progress with the integration work required between the SU peripheral legacy systems and Oracle Cloud Financials (OCF). The team finished building release 1 and 2 of the integration requirements. They also completed a prioritisation exercise to identify the “must-have” integrations to be included in iteration 3, which has focused their effort with a view to early 2021.
- The business decisions and configuration choices required for iteration 3 were confirmed, and data-cleansing and preparation efforts for the iteration 3 data load commenced.
- The SUNFin training coordinator was appointed to define the detailed training plan and facilitate its delivery. This will ensure that end users are sufficiently equipped and empowered to work on the SUNFin solution once it goes live.
- Project updates to various target audiences (General Management Forum, Faculty Managers' Forum) were completed.

Unfortunately, 2021 commenced on a sombre note for the Finance Division and the SUNFin project team with the passing of a colleague who served as a key subject matter expert. Several staff members also lost loved ones to COVID-19 during the festive season. Despite these very emotional times, and the foreseen pressure on project resources due to the financial year-end and external audit, the SUNFin project team remains focused on achieving the project timelines to **go live on 1 July this year.**

Nevertheless, at the SUNFin steering committee meeting of 3 February, the committee had to take cognisance of the project risks highlighted at the risk management forum, namely:

- ongoing resource constraints since the commencement of the project in April 2019;
- the project team's capacity to define and document the key financial end-to-end business processes, including the new business processes relating to the implementation of the projects and grants module; and
- the time required to define the relevant process controls and segregation of duties before iteration 3 starts, in order to test these controls and the new SUNFin solution adequately before end users are trained in time for go-live.

The current delay in the completion of the data load for iteration 3, together with the risks highlighted above, directly affects the team's ability to achieve go-live by 1 July. Therefore, the steering committee agreed to embark on an urgent intervention to:

- determine the work that is still outstanding in terms of the design and definition of end-to-end business processes; and
- estimate the effort required to conduct adequate user acceptance testing and end-user training before the solution goes live.

This intervention was completed towards the end of February, when a replanning exercise commenced with two key focuses, namely the availability of key financial resources, and interdependencies between SUNFin and SUNStudent.

The realignment of the Finance Division's organisational structure as well as roles and responsibilities remains a crucial focus for the Finance leadership team. The realigned structure will align closely with the support framework requirements to enable the University to manage and run the cloud solutions once they have gone live. The support framework will be crucial in coordinating the continuous development (in the case of OCF, quarterly updates) of the new cloud solutions.

1.9.2 SUNStudent

The SUNStudent project reached a major milestone in December 2020 when it achieved signoff of 99% of all blueprint documents for the 25 SU business capabilities included in the project scope. Implementing partner Serosoft subsequently initiated configuration.

In late November, early December, Serosoft trained the SU core project team on how to configure the applications/admissions business capability, as its upkeep will be SU's responsibility once the system goes live. Further configuration training took place in the last week of January and first week of February 2021, this time focusing on the registration business capability. Four user acceptance testing (UAT) sessions were also held with the core team and relevant stakeholders. These focused on the upload and management of the annual National Senior Certificate (NSC) results received from the various matric examination boards, elections, student discipline and thesis management.

For the remainder of the reporting period, the major focus has been to execute the cutover plan activities required to **go live on 6 April**, in time for the **2022 applications/admissions**. These activities included configuring the production (i.e. business process) environment, and uploading all master data and dropdown selection lists as well as the guidelines, instructions and messages available on the Maties website and/or those sent to applicants. A copy of the production environment will then be used to train all identified users in the course of March.

1.10 Inetkey phased out thanks to firewall replacement

Since late February, Inetkey – the (much-loathed) internet user identification and usage monitoring mechanism – is **no longer in use**. This follows SU's upgrade to a **next-generation firewall** from Palo Alto Networks. The new firewall was procured through the company Khipu, who will help SU transition to the new technology.

A firewall is a standard security tool that ensures that all connections between an organisation's network and the internet are valid and secure. A traditional firewall does this through port or internet protocol inspection and blocking. A next-generation firewall, however, can inspect and block suspicious applications as well. As such, SU's new firewall should be able to **block malware** from entering the University's network.

1.11 SU in the news (27 Oct 2020–8 Mar 2021)

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

According to the dataset of media monitoring agency PEAR, the University continued its **good showing** in the media for November and December 2020 through to January and February 2021. SU generated the second highest number of general news clips among South African universities in this period. With regard to the subset "Research and innovation", SU ended third in November, second in December, third in January, and again second in February.

With regard to **faculty**-related coverage, Economic and Management Sciences continued to lead in terms of overall volume for these three months, followed by Medicine and Health Sciences.

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

Among the various **institutional matters** that featured in the media was the University's alleged involvement in a WhatsApp group where leaked questions from the National Senior Certificate Mathematics 2 paper were shared ([read SU's statement here](#)). This was widely reported on, including in [The Herald](#), [Sunday Times](#), [Sowetan](#), [The Mercury](#), [The Witness](#), [Cape Times](#), [Daily News](#), [Die Burger](#), [Cape Talk](#), [eNCA](#), [Newzroom Afrika](#), [RSG](#), [Times Live](#), [News24](#) and [The Citizen](#).

Recently, reports of a so-called **English-only policy in some residences**, led to various forms of media publicity: [Rapport](#), [Rapport](#), [Die Burger](#), [Die Burger Saterdag](#), [Beeld](#), [Beeld](#), [Politicsweb](#), [Eikestadnuus](#), [Die Burger](#), [The South African](#), [Good Hope FM](#), [Bushradio Blog](#), [IOL](#), [Political Analysis](#), [SABCNews](#), [Die Burger](#), [Beeld](#), [Capetalk](#), [CCFM](#), [Rapport](#), [Die Burger](#), [Die Burger](#), [Classic FM](#), [Die Burger Saterdag](#), [Volksblad](#), [Litnet](#), [Die Burger](#), [Beeld](#), [Jacaranda FM](#), [Die Burger](#), [Die Burger](#), [Eikestadnuus](#), [Litnet](#), [The South African](#), [IOL](#), [Litnet](#), [CCFM](#), [CCFM](#), [Die Burger](#), [Litnet](#), [Litnet](#).

Other institutional news that made headlines in the reporting period included the following:

- The **arbitration finding in favour of SU in the case against Jurie Roux and Chris de Beer** ([News24](#), [IOL](#), [The Citizen](#), [Business Live](#), [SA Rugby](#), [The South African](#), [SABCNews](#))
- The tragic death of senior student Mr Ashwill Boer ([Die Burger](#), [The Citizen](#), [Eikestadnuus](#), [Heart FM](#), [IOL](#), [Jacaranda FM](#), [Netwerk24](#), [Daily Voice](#), [News24](#), [The Citizen](#))
- A school principal's objection to an SU education student's hairstyle ([Die Burger](#), [Cape Argus](#), [CCFM](#), [Rapport](#), [Volksblad](#), [IOL](#))
- The court finding in favour of SU in the so-called Nazi poster saga ([Die Burger](#), [Cape Times](#), [The Citizen](#), [RSG](#), [Sunday Times](#), [Volksblad](#), [IOL](#))
- **Newly appointed Knight of the French Legion of Honour** Prof Thuli Madonsela's climbing Table Mountain to raise money towards student debt ([Cape Times](#), [City Press](#), [eNCA](#), [HeartFM](#), [SmileFM](#), [CCFM](#), [Times Live](#), [News24](#), [Times Live](#))

The University's **media releases** did well over the past three months. A number of these related to students who graduated in December 2020:

- **No challenge too big for SU graduate and Paralympic athlete** ([Cape Times](#), [Beeld](#), [Die Burger](#), [Volksblad](#))
- **Life-changing medical condition did not stop SU graduate achieving his dream** ([Beeld](#), [IOL](#), [The World News](#))
- **PhD student develops quality grading system for honeybush tea** ([Die Burger](#), [Cape Argus](#), [RSG](#), [Times Live](#), [Netwerk24](#), [IOL](#))
- **Top engineering student awarded coveted Chancellor's Medal** ([Die Burger](#), [Radio Tygerberg](#))
- **Student romance leads to two PhDs in one day** ([Die Burger](#), [IOL](#), [News24](#))

SU's **research efforts** remain a major source of publicity for the institution:

- **SU uses GoPro camera as educational tool during surgery** ([Die Burger](#), [Cape Argus](#), [The Mercury](#), [News24](#))
- **Miniature guttural toads on Mauritius and Réunion stun researchers** ([Cape Times](#), [The Star](#), [IOL](#), [Times Live](#))
- **Polhilia – revision of lesser-known Cape plant genus ensures conservation** ([Cape Times](#), [Paarl Post](#), [Swartland Gazette](#))

- **Researcher designs wellness programme for single moms** (eNCA, Cape Argus, Die Burger, SAFM)
- **Normalisation of drone use raises new challenges for international law** (Weekend Argus, Voice of the Cape, Engineering News)
- **‘Sacred Forests’ store carbon, help combat climate change** (Cape Argus, IOL)
- **SU researchers reimagine housing post COVID-19 with a return to the ‘kraal’** (eNews Direct, Business Insider, Times Live, Sowetan Live, Cape Talk)
- **First estimate of Namibia’s dolphin populations** (SAFM, Cape Times)

Thought leadership: Our academic staff continue to make SU research accessible to external audiences by writing thought leadership pieces for [The Conversation](#). Over the reporting period, 29 of our contributors produced 23 articles, which collectively yielded over 314 000 reads.

Human capital: According to PEAR’s media tracking of individuals at SU, 134 media clippings in December, 165 in January and 291 in February referred to the University’s human capital. This is seen as a key contributor to media coverage, especially in the “Research and innovation” subset.

In addition, SU staff and students again produced a large number of **op-eds, features and columns** (see **ADDENDUM**). The Media Office also furnished the press with **lists of experts** to comment on World Cancer Day (4 Feb), the State of the Nation Address (SONA) (11 Feb), World Day for Social Justice (20 Feb) and the Budget Speech (24 Feb). SONA-related contributions alone yielded significant coverage for the University ([Beeld](#), [Die Burger](#), [Cape Times](#), [Engineering News](#), [Newzroom Afrika](#), [SABCNews](#), [Sunday Independent](#), [Volksblad](#), [Daily Maverick](#)), while SU experts’ comments on the Budget Speech were also widely covered ([Cape Argus](#), [Cape Times](#), [The Mercury](#), [kykNET](#), [SAFM](#), [Daily Maverick](#), [News24](#), [IOL](#)).

1.12 Graduation and pledge ceremonies

The graduation ceremonies from 14 to 16 December 2020 followed a hybrid approach.

Twelve small physical (face-to-face) ceremonies were held to award PhDs, honorary doctorates, the Chancellor’s Awards and the Chancellor’s Medal. All required COVID-19 protocols were implemented, and no coronavirus-related incident was reported. All other qualifications were awarded during online faculty-specific ceremonies, which have received **36 076 views** to date .

Most views were received from within South Africa, although viewers tuned in from elsewhere on the continent (Namibia, Zambia, Kenya and Zimbabwe) and as far afield as the United Kingdom, Australia, the United States, Canada and South Korea.

The physical PhD ceremonies were livestreamed as well, and received **4 200 views**, with over half of the views occurring afterwards.

The hybrid ceremonies were arranged by the RC of the Registrar, along with CCMD, Alumni Relations, Facilities Management and other stakeholders. The Assessment, Academic Records and Graduations Office (AARGO) coordinated the distribution of graduation documents for our **5 701 December graduates**.

The ICBC’s decision to host hybrid graduation ceremonies prompted the redesign of the graduation publication to accommodate both formats. Three graduation booklets were eventually published in collaboration with CCMD to ensure compliance with SU branding protocols, as well as accessibility and user-friendliness for graduands.

A graduation communication campaign was also implemented to provide graduands and guests user-friendly access to accurate information on all graduation processes. The streamlined graduation website received 90 000 visits during the reporting period, and a pre-graduation newsletter was sent

to graduands. In addition, graduates' stories were shared with the SU community in the graduation edition of news@StellenboschUni. A series of articles also appeared on SU's website, social media channels and in both local and national media.

CCMD is working closely with the RC of the Registrar to plan the March/April 2021 graduation ceremonies, for which a hybrid model will again be followed.

The Faculty of Medicine and Health Sciences' undergraduate **pledge ceremonies** in December were coordinated by the Centre for Student Administration (Tygerberg campus) in collaboration with the Dean's Division and the FMHS Marketing and Communications Office. Due to the sharp increase in COVID-19 cases at the time, the ceremonies took the form of two **livestreamed** events for graduands, who were able to join in as the health professional's commitment was recited. A total of **1 619** people viewed the Health Sciences ceremony in the morning, and **3 475** people tuned in for the MBChB ceremony in the afternoon.

1.13 Corporate communication

The Corporate Communication and Marketing Division (CCMD) produced content using various forms of media in the reporting period:

1.13.1 Corporate publications

The digital publication [SU Review 2019](#) was released in November. It features SU highlights and a financial overview for the 2019 reporting year. This is the first edition of this annual publication, which is a condensed and more accessible version of the University's annual integrated report.

In partnership with the responsibility centre of the Registrar, faculties and SUN MeDIA, the Centre for Student Recruitment and Career Advice is also compiling the 2022 admissions requirements booklet aimed at Grade 12s. The booklet is distributed to schools and communities nationwide to ensure that learners and their parents are equipped to make informed study and career choices. An e-version of the booklet will also be published on www.maties.com.

1.13.2 E-mail communication

CCMD helped compile and distribute mailers on the resumption of the shuttle service, changes to bursary legislation, extensions to SU's health services for staff, as well as a number of bereavement notices.

The weekly staff e-newsletters, info@StellenboschUni and news@StellenboschUni, were paused for the December holiday period, but were resumed since 20 and 22 January 2021 respectively. The newsletters will again be used to communicate important information and share interesting news with staff throughout the year.

The CCMD team also created a mailer that the Centre for Student Recruitment and Career Advice used to communicate to SU's top feeder schools, and to hand out to principals and teachers during school visits countrywide. The mailer conveys SU's best wishes for 2021.

1.13.3 Social media

During the November 2020 exams, a **mental health campaign** was run on social media in partnership with Student Affairs. The aim was to create awareness of the services of the Centre for Student Counselling and Development.

The December graduation period also saw SU featuring in a significant amount of **user-generated content** on social media as graduates celebrated obtaining their degrees, with the hashtag **#SUgrad**.

One of the most successful posts of 2021 to date has been on the **Jan Mouton Learning Centre**, which reached 72 000 people.

Moreover, the CCMD campaign **#chooseSU** ran on Facebook and Instagram from January to mid-March 2021. The campaign showcased all that is unique about SU, encouraging provisionally accepted students to enrol at Maties this year. Campaign content was also shared on faculties' Telegram Messenger groups and used as targeted messaging on the recruitment bursary project's WhatsApp network.



1.13.4 Podcasts

[Talks@StellenboschUni](#), SU's podcasting channel, now has 64 talks available to listeners. To date, the University's podcasts have been played **10 700 times** by **listeners in 77 countries**.

1.14 Campus renewal

Anyone returning to our campuses this year will be struck by the good progress made with **campus renewal** and infrastructure developments. Our Facilities Management team pulled out all the stops to ensure that our many capital projects proceeded without major delays. For instance, staff started moving into the new Biomedical Research Institute on our Tygerberg campus in November last year, the new Jan Mouton Learning Centre next to the Neelsie was completed well in time for the start of academic year 2021, and [Huis ten Bosch](#), which was extensively damaged by a fire in 2019, has been transformed into a modern, fit-for-purpose residence, welcome back students from March this year.

The Project Management Office (PMO) in Facilities Management is currently overseeing construction to the value of over **R2 billion**. An overview of progress with a few of the major projects below.

1.14.1 Decanting facility



Our new decanting facility in Hammanshand Road (**pictured left**) was completed on 24 November, and the first tenants, the Civil Engineering Department, moved in during early December.

External access control measures (booms and a gatehouse) are in the final phases of testing and commissioning, and minor defect repairs to the building are also being done.

1.14.2 SU Library

I am pleased to announce that the Makerspace in the SU Library has been completed and opened on 10 March. We are only the **third library in the country**, after the universities of Pretoria and the Free State, to offer a makerspace to our clients.

The Makerspace is a new service offering in support of research creativity and innovation and will be a creative laboratory that will bring together people with ideas and those with the technical ability to turn the ideas into reality. It will provide students access to some of the latest technology, including **3D printing, 3D scanning, electronics and 3D design software**.



Construction to upgrade the SU Library foyer space, specifically the circulation desk, will commence soon. Groenewald Preller Architects completed the final design and obtained end-user signoff.

The period **mid-February to the end of September** will see the installation of a new information desk, student work spaces and leisure reading areas, and ablution facilities. The primary focus of the project is to provide the students with **comfortable and effective spaces** to work while making it easier to use and navigate the library. Existing facilities and infrastructure will be upgraded to create a contemporary aesthetic for the Library while maintaining the integrity of the existing building.

1.14.3 Biomedical Research Institute (BMRI)



The roof sheeting and lightweight, cracked screeds of the old Fisan building were removed, existing services rerouted and redundant services eliminated to make way for the mechanical equipment plinths in the new plantroom. Structural steelwork for the new plantroom is on schedule.

Having successfully decanted levels 4 and 5 into the newly completed first phase of the building, these floors were formally handed over to the contractor in . Asbestos-containing material, including the two eastern staircases from levels 1 to 5, was removed under strict monitoring in accordance with asbestos regulations. Internal demolition is progressing well.

1.14.4 Neelsie rooftop photovoltaic installation complete

SU is committed to attaining the United Nations' sustainable development goals (SDGs), limiting global warming and achieving a carbon-neutral world.

Systemic sustainability is one of the critical attributes of SU's vision and strategy. This includes the long-term cost-effective provision of sustainable energy. The aim is to reduce the University's CO₂ emissions to net zero by 2030 by replacing our current fossil fuel energy with **renewable energy**, including solar power.



The new rooftop photovoltaic installation at the Neelsie student centre is set to make a considerable contribution in this regard. The installation was completed in January 2021 (**pictured above**), with the final handover scheduled for March. The system will substantially reduce the University's electricity bill and will **cut our carbon footprint by 6 000 tons of CO₂ over the next 20 years**.

The Neelsie was identified as an ideal location due to its flat roof, which allowed the installation to be mounted without being visible from the road.

1.15 Carbon Tax

By signing the Paris Agreement on Climate Change, the South African government committed to implement various legislative instruments to give effect to that agreement. One such instrument is the **Carbon Tax Act**, which government promulgated on 1 June 2019.

The act compels all industries to monitor and report their greenhouse gas (GHG) emissions in order to be taxed. The carbon tax took effect on 31 October 2020. It is not regarded as income tax, but as an environmental levy payable in terms of the Customs and Excise Act.

While universities are exempt from income tax in terms of section 10(1)(cA) of the Income Tax Act, the Carbon Tax Act does not contain a similar exclusion.

In terms of the act, fuel used for stationary combustion activities (such as backup generators) may be deducted from the final carbon tax liability to avoid double taxation. Nevertheless, annual accounts must be submitted to the South African Revenue Service (SARS) for any installation that exceeds the installed capacity threshold.

SU has **backup diesel generators** with an installed capacity of **23 MWth** (megawatt thermal), which exceeds the maximum capacity of 10 MWth and, therefore, is subject to carbon tax. Consequently, the University must register as a data provider on the South African Greenhouse Gas Emissions Reporting System (SAGERS).

The carbon tax is levied at a rate of R120 per ton CO₂e (CO₂ equivalent) and will increase at inflation plus 2% per tax period until December 2022, and thereafter, at inflation.

For now, SU is required to report on GHG emissions generated from the combustion of fossil fuels with effect from March 2021, being scope-1 emissions. Scope-2 emissions (which include all electricity or steam generated from fossil fuels that contributes to GHG emissions) will be implemented from 1 January 2023. Implementation of scope-3 emissions (which include all transportation, business travel and goods and services purchased) will follow after 2024.

This will have a **severe impact on SU's operating expenses in future**. To mitigate the risk of this additional tax burden, a sustainable energy strategy needs to be crafted and implemented.

Existing interventions towards a sustainable energy future implemented by Facilities Management include:

- the installation of smart meters across campus that transmit live data on electricity consumption every five minutes;
- the installation of a smart medium-voltage micro grid to allow for large photovoltaic (PV) installations on the edge of campus;
- a consolidated heating, ventilation and air-conditioning (HVAC) precinct plant;
- a new building management system to optimise consumption and reduce SU's carbon footprint;
- the replacement of dated lighting with energy-efficient LEDs; and
- smart electrical upgrades.

Facilities Management will be tabling an energy plan, which will include steps to support the measurement, management and reduction of energy consumption at the University. The ultimate aim is to reduce GHG emissions, and its resultant impact through the carbon tax.

1.16 WiFi network progress

Over the past three years, IT ran a project to install WiFi in all the University's residences. At least **95% of residences** on Stellenbosch and Tygerberg campuses now have sufficient WiFi coverage.

A WiFi classroom project was undertaken in conjunction with Facilities Management's classroom upgrade initiative. Where permanent WiFi installations were not possible, ad-hoc arrangements were made to have at least some WiFi available in most classrooms.

With the **Council-funded ICT in Teaching and Learning project**, which started in 2015, IT also upgraded the network of several buildings along with installing WiFi. This was done in conjunction with Facilities Management's Campus Renewal Project (CRP). The next phase will be to provide WiFi to buildings where the CRP does not intend carrying out refurbishments in the near future. To this end, existing network points will be upgraded to connect to WiFi access points.

1.17 LaunchLab hits ground running in 2021

The SU LaunchLab has had a busy few months. On 27 January 2021, it presented a webinar to **showcase**, among others, its current high-impact incubation programmes on offer. These include "Countdown: Business Validation", an eight-week design-thinking programme to establish whether an idea can be turned into a business, and "Lift-Off: Business Growth", a 22-week programme tailored to the small and micro-enterprise market.

The LaunchLab also kicked off the **Techpreneurship Centre** programme with a first cohort on 1 February. The programme upskills and places software developers at mission-aligned organisations. A total of 20 participants will join this year's programme, which will be run fully online. Participants will be connected to companies afterwards for potential data science internships. Two more cohorts are planned for the year – one in June and the other in September.

In addition, the LaunchLab assisted **Makers Landing** at the V&A Waterfront – a food community that celebrates South Africa's diverse culture through food – to build their own incubation programme. Also, plans are afoot to have the LaunchLab incubation offering licensed.

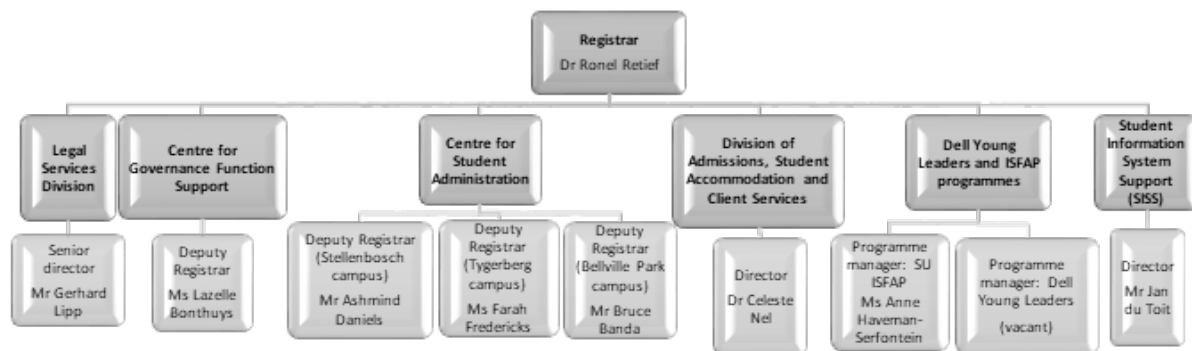
According to chief executive Josh Romisher, the LaunchLab's vision up until 2025 is to:

- offer more than 5 000 students the opportunity to learn entrepreneurial skills;
- incubate 200 ideas or ventures across critical sectors such as climate, agriculture and health;
- support more than 20 technology transfer spin-outs in getting their products market-fit;
- exceed R1,5 billion in aggregate revenue with their portfolio of companies; and
- create more than 5 000 direct jobs across Africa.

1.18 Registrar's division converted into a responsibility centre

In 2020, we took significant steps to realign functions in the Rectorate. These included reviewing Rectorate structures to ensure that they are optimally geared towards the University's strategic objective of being agile, adaptive and responsive to the ever-changing and increasing demands of higher education, both nationally and globally. To enhance the efficiency of the role of the Registrar, the Rectorate changed the Registrar's Division to a responsibility centre and shifted the functions of **Admissions and Residence Placement, Contact and Client Services** and the Ikusasa Student Financial Aid Programme (ISFAP) Office to this newly created centre.

This shifting of functions resulted in a structural reorganisation, as depicted below:



1.19 Structural refinements in RC of Registrar

The DHET's 2020 bursary scheme guidelines for students at public universities indicated that students living in private leased accommodation could only qualify for NSFAS accommodation allowances if they resided in university-accredited accommodation. To this end, universities were requested to rate off-campus private housing. Therefore, a **Private Accommodation Office** has been established in the Centre for Admissions, Residence Placement and Private Accommodation in the Division of Student Access, and a private accommodation officer has been appointed.

The **Assessments, Academic Records and Graduations Office (AARGO)** has been reorganised and amalgamated in line with its new, approved structure, and the appointment process for a graduation coordinator is under way. Moreover, structural changes in the **Post and Filing Room** will introduce significant efficiency improvements. The entity will be renamed Logistical and Operational Support, and a new logistics and operational support administrator is being appointed.

1.20 Pursuing best practices in institutional governance

SU is committed to good institutional governance and continues to pursue and embed best practice in the University's operations. In the reporting period, further progress has been made in a number of areas.

The newly established responsibility centre of the Registrar is drafting a series of **institutional rules** to give effect to the new SU Statute of 16 August 2019. In 2020, the mandate and meeting procedure of the Convocation, procedure in respect of Convocation membership, as well as the procedure to nominate and elect the Convocation Executive Committee were finalised.

Work continues, including drafting rules for conflict-of-interest declarations by Council members, the re-election of Council members, the nomination and election of Council/Senate members and committee members to Senate/Council and the Institutional Forum, and the election and roles of the Council chair and deputy chair.

In this time of COVID-19, the recently created **Compliance Office** in Legal Services is proving key in helping SU navigate the rapidly changing regulatory environment associated with the pandemic. The office is advising five ICBC workstreams on matters such as operational compliance, workplace plans, residence readiness, health and safety protocols, and the ongoing changes in COVID-19 regulations. In the reporting period, a schedule of 234 COVID-19 regulatory updates was prepared for the ICBC, and subsequently disseminated to various stakeholders.

The Rectorate-approved **Ethics Office** is also being established. The compliance officer has already completed the ethics officer certification course presented by the South African Ethics Institute and University of Stellenbosch Business School.

In addition, the COVID-19 pandemic has meant that all **Student Discipline** hearings had to be moved online for the duration of the lockdown. A process document was drafted and distributed, and hearings are taking place efficiently.

In light of the lockdown, **Commercial Contracts** too had to accelerate their shift from hard copy to digital, and processes, files and signed agreements are now digitised. Some exceptions remain, such as where parties require a hard-copy agreement or wet-ink signature, or where this is stipulated by law.

Also triggered by the lockdown restrictions has been the **transition from face-to-face to online and hybrid committee meetings**. Committee officers have since gained valuable experience in this regard. Switching to online and hybrid meetings via Microsoft (MS) Teams has resulted in significant time and cost savings thanks to reduced travel and accommodation needs as well as printing costs. The Council Chambers and committee room in Admin B on Stellenbosch campus have been permanently fitted with the required electronic infrastructure. These meeting formats have become the new norm for Senate and Council meetings, meetings of the Rectorate, Human Resources Committee, Appointments Committee of Senate, and Rectorate and Deans Forum. Even the recent IPF was hosted successfully in hybrid mode, which included participation via MS Teams, on 10 and 11 February.

1.21 Ombud awareness campaign

In November 2020, CCMD launched an integrated communication campaign to create awareness of the important role of the Ombud, Adv Rina Meyer, in ensuring good governance at the University.

The campaign included:

- the redesign and updating of the [Ombud website](#) to align with the SU brand;
- a Q&A-type article on SU's corporate website and social media platforms;
- a banner to the Ombud's webpage on the SU homepage;
- a [podcast](#) interview; and
- information snippets on the Ombud's role in the weekly info@StellenboschUni newsletter and on SU's social media channels.



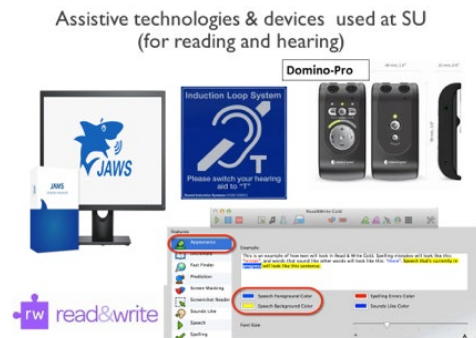
1.22 SU's Year for Persons with Disability

SU declared 2020 as the Year for Persons with Disability and committed to host a series of events to reflect the University's commitment to disability inclusion. Due to COVID-19, most of these activities eventually took place online. These included the publication of articles reflecting the experiences of staff and students, hosting a flagship seminar to commemorate the year, an event on the code of ethics for SA Sign Language interpreters, and a student experiences seminar.

The programme culminated in the **AfriNEAD conference** hosted in partnership with the Centre for Rehabilitation Studies at the Faculty of Medicine and Health Sciences on 1 and 2 December.

The aim was to pause and reflect on disability inclusion at SU with a view to identifying strengths and gaps. The University's strengths in the field of disability include:

- having clear policies in place;
- having the will to support students and staff with disabilities;
- the critical role played by the Disability Unit, including assistive technologies;
- the academic support and mentorship offering to students with disabilities to help them develop leadership skills; and
- SU's involvement in social impact and funding support.



The gaps identified were:

- students with disabilities “disappearing” among the rest of the student body, comprising only 1,32% of all students;
- insufficient staff knowledge and understanding of disabilities;
- students' tendency not to seek appropriate support timeously;
- inadequate campus culture and attitudes with regard to supporting students and staff with disabilities;
- the need to drive matters of disability as part of transformation imperatives; and
- policies not being translated into practice and backed up by adequate human and other resources.

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 Welcoming Programme

SU's Welcoming Programme for newcomer first-year students normally unfolds over a two-week period in the runup to the formal start of the academic year. While the programme did take place this year, it had to be adapted to comply with COVID-19 protocols, with some events hosted in person and others online.

The large welcoming ceremony normally held at the Danie Craven stadium was replaced with two events. Firstly, new students planted flags at the stadium, working in small groups to prevent the spread of the coronavirus. The planting of the flags was a symbolic act for students to stake their claim as pioneers of the new era we have entered. Secondly, welcoming speeches were replaced with an online [video](#) in which the SRC chair and I addressed students and their parents.

The video was released during SU's signature [Dream Walk](#), which we hosted for the third consecutive year. Newcomer first-years, walking in groups of 50, passed underneath a banner hanging across Victoria Street to mark the start of their academic journey at SU. They also attached hand-written cards with their dreams and aspirations for the future to one of the trees lining Victoria Street.

A [welcoming page](#) with useful information was created on the University's website. New students also received access to a [guide for newcomers](#), which contained all the relevant information regarding campus activities, including on adherence to COVID-19 protocols.

February saw the roll-out of the new [online onboarding programme](#) for provisionally accepted first-years. This came as students were still anxiously awaiting the release of the matric results, which had been delayed because of the impact of COVID-19 on the schooling system. The onboarding programme is a fantastic initiative, pulling together everything that a prospective student needs to know about SU in an accessible way on SUNLearn, where they would spend a lot of time once registered as an SU student.

2.2 Impact of COVID-19 on students with disabilities

The pandemic and lockdown, and SU's switch to ERTLA, have had both positive and negative implications for students with disabilities. On the **positive** side, the following has been noted:

- Students who tend to struggle with class attendance, for instance due to heightened anxiety or illness, have found it much easier to work from the comfort of their rooms or homes.
- Some students appreciate the opportunity to manage their own time. The flexible times of remote learning have allowed them to work at optimal times.
- The universal extra time given to all students, and the general flexibility around assessments, have optimised the potential of all students, including students with disabilities.
- Many experienced the chance of an A4 assessment in January 2021 as positive.
- Recorded lectures have enabled students to rewind and listen for a second and third time, particularly deaf students and those who need more time to process information.
- Thanks to additional funding from the Michael & Susan Dell Foundation and FNB, SU could appoint ad-hoc staff to provide students with disabilities with stronger support in the online environment.

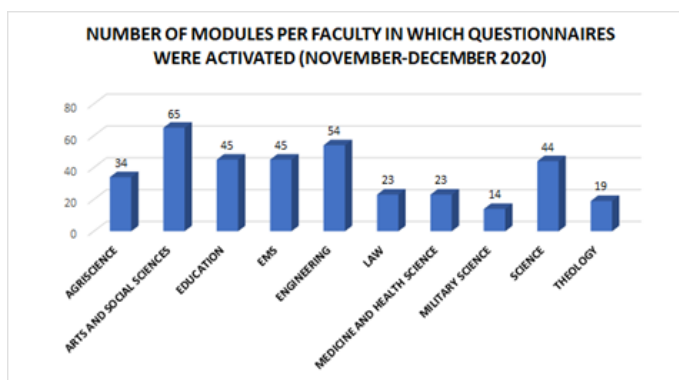
Challenges flowing from the new learning environment include the following:

- Some students with disabilities have been struggling to understand recorded content without having access to in-class explanations. Recordings alone, especially of difficult content, prove challenging for some to follow, and it is not always possible to ask questions.
- Many students who required research data from industry or other research sites could not access it, particularly during the hard lockdown. In such cases, their studies had to be extended.
- The inability to obtain physical library material during level 5 of the lockdown hampered some students' access to critical texts.
- By the start of the lockdown, the annual roll-out of assistive technologies had not been completed. As a result, some students received their technologies later than in previous years. Also, training in assistive software, which usually occurs face-to-face, was not possible. A hybrid training system is currently being considered.
- Some students with neurodevelopmental disabilities have found it hard to adapt to the lack of structure, and experienced the transition to ERTLA as disruptive.
- Numerous applications for extra writing time were received for both the June and November exams as students became increasingly anxious about the impact of online learning on their studies. Online assessments heightened some students' anxiety.

2.3 Student feedback about ERTLA

A total of **4 899 students** in **366 modules** provided online student feedback at the end of the second semester of 2020. This occurred by way of questionnaires.

Students expressed their gratitude for the way in which the University had adjusted to the new online teaching environment, and for teaching staff's clear and well-organised lectures. While most students appear to have found online videos useful for their learning, they did indicate an overall preference for face-to-face learning.



2.4 Assessments

The RC of the Registrar successfully coordinated the **A4 assessments for 5 194 students** across all faculties in January 2021. This included developing the examination timetable and making available individual or small-group support to ISFAP students.

The RC further developed the return-to-campus permitting system to process students' requests to return for tuition and examinations. They also designed a digital platform for uploading question papers as well as online training material for off-campus invigilators.

2.5 Registration 2021

The responsibility centre of the Registrar developed revised registration information and procedures, which were distributed to all returning and prospective students. In addition to on-campus registration, these provided for online and e-mail registration to limit the risks associated with the COVID-19 pandemic.

Regular interactions between the Division of Student Fees, the Centre for Undergraduate Bursaries and Loans and the SRC took place to address registration delays due to study debt. Academic departments were encouraged to allow academically eligible students to access the SUNLearn platform and 2021 modules, so as to keep up with work until such time that they are able to register.

A follow-up campaign was launched to contact non-registered students, refer them to the relevant support structures, or provide advice to enable their registration.

The University of Stellenbosch Business School, in collaboration with Legal Services, has also streamlined the verification of prospective students' qualifications and results.

The University extended its registration period to 26 March 2021, in line with the national call and due to NSFAS funding delays.

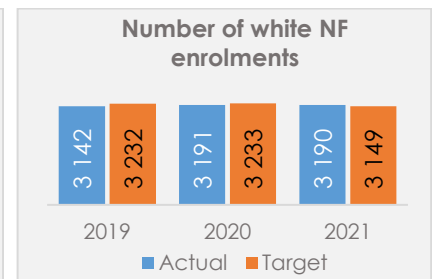
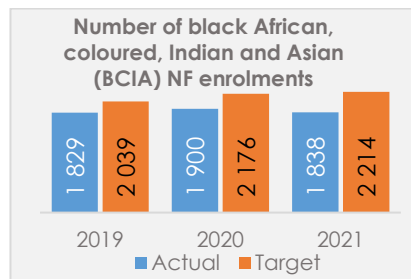
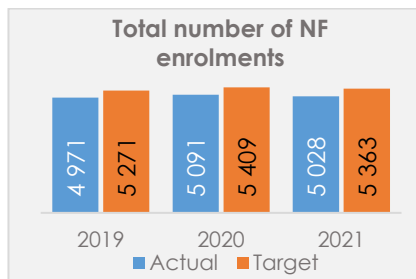
2.6 Registration and fees website

A new [registration and fees website](#) has been introduced to provide both newcomer and returning students with user-friendly information on the registration process, fees and funding. Links to the new site were widely distributed on SU's social media channels. The website went live in December 2020 and has since received more than 90 000 visits.

2.7 Enrolments

The official 2021 registration period concluded on 26 March. Undergraduate enrolment statistics – including for newcomer first-years (NFs) – are summarised below. Once final registration figures have been accounted for, a more comprehensive version will be posted on the [website of the Division of Information Governance](#), alongside a wealth of other institutional data.)

Newcomer first-year enrolments (excluding Faculty of Military Science)



6% 2021: Actual total number of NF enrolments 6,2% lower than **June target**

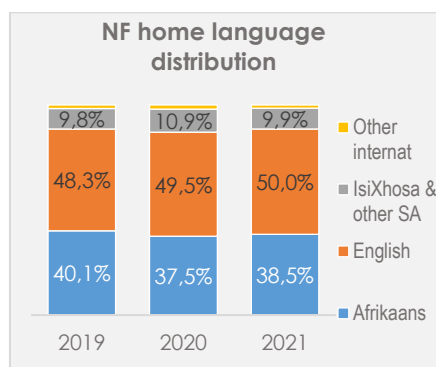
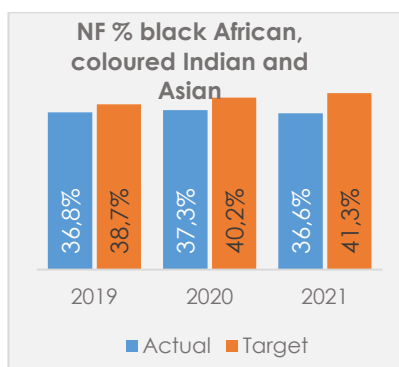
17% 2021: Actual number of BCIA NF enrolments 17,0% lower than **June target**

1% 2021: Actual number of white or other NF enrolments 1,3% higher than **June target**

1% Actual total number of 2021 NF enrolments 1,2% lower than in **2020**

3% Actual number of 2021 BCIA NF enrolments 3,3% lower than in **2020**

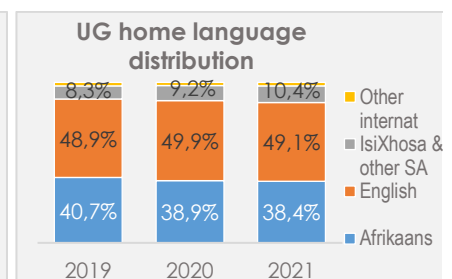
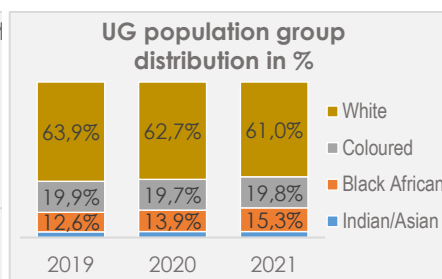
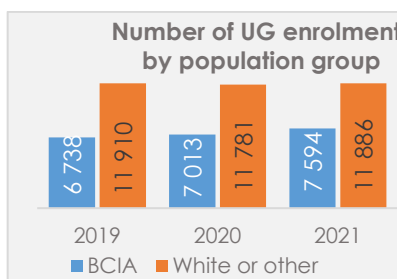
Actual number of 2021 white NF enrolments similar than in **2020**



5% 2021: Actual % BCIA 4,7 percentage points lower than **June target**

1% 1 percentage point increase in Afrikaans from 2020 to 2021

Undergraduate (UG) enrolments (excluding Faculty of Military Science)



4% 3,7% increase in number of UG enrolments from 2020 to 2021 (8,3% increase in BCIA)

2% 1,7 percentage points increase in BCIA, from 37,3% in 2020 to 39,0% in 2021

1% 1,1 percentage points increase in isiXhosa and other SA languages (excluding Afr and Eng) from 2020 to 2021

2.8 SciMathUS turns 20

SciMathUS celebrates its 20th anniversary this year. The programme annually offers 100 learners who have passed Grade 12, but have not qualified for higher education selection, an opportunity to improve their National Senior Certificate results in Mathematics, Physical Sciences and Accounting. This enables them to reapply for university programmes, specifically those in the fields of science, technology, engineering and mathematics.

The 20-year milestone will be celebrated in a number of ways, including through the online campaign #ChangingLives. The aim is to ensure that SciMathUS, with all its stakeholders' support, continues to create even more opportunities for students to reach their full academic potential over the next two decades.

2.9 Ikusasa Student Financial Aid Programme (ISFAP)

Established at SU in 2018, the Ikusasa Student Financial Aid Programme (ISFAP) saw its first cohort of 11 SU students graduate with their BAcc degrees in 2020.

At the end of January 2021, the next cohort of ten first-years completed the University Skills 101 online programme developed especially for ISFAP newcomers by SU's Centre for Student Leadership, Experiential Education and Citizenship (CSLEEC) and the ISFAP Office. Successful completion of this programme is recorded on students' academic transcripts, as it is an accredited short course. The ISFAP course has also been included in SU's new online onboarding programme for all first-year students in 2021.

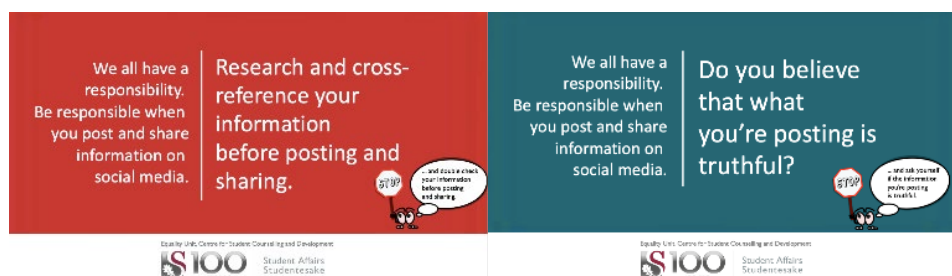
Moreover, at the end of February, the 61 third-year ISFAP students finished the online programme for final-year students developed by the Frederik Van Zyl Slabbert Institute for Student Leadership Development and the ISFAP Office. This programme too is accredited as a short course and will appear on students' academic transcripts.

2.10 Equality Unit

Allegations of harassment and unfair discrimination continue to be a worrying issue, which has been exacerbated by an increased number of claims made publicly on social media.

With the growing spotlight on gender-based violence, students have also voiced their frustration at not being adequately informed of case outcomes. Outcomes of complaints lodged must certainly be communicated to satisfy the broader campus community and their need for information (especially if the complaint was widely publicised). At the same time, though, communication must be approached carefully so as not to infringe on the rights of the parties involved.

Towards the end of 2020, the Equality Unit ran an online awareness campaign highlighting the importance of responsible and accountable social media use (**see excerpts below**).



Moreover, the Deputy Vice-Chancellor: Learning and Teaching granted the Equality Unit additional human resources support at the end of last year. The newly added **permanent positions of gender non-violence coordinator** and **case investigations support officer** will support the implementation

of the national Policy Framework to Address Gender-Based Violence (GBV) in the Post-School Education and Training System. It will also enable expanded services to the SU community.

An **anti-GBV steering committee** was established in the Division of Student Affairs in November 2020 to lend stronger leadership and drive to our gender non-violence work.

2.11 Student mental health

Tragically, SU lost two students to suicide in the last few months of 2020. As a preventative strategy going into the new academic year, we will have two **awareness campaigns on suicide prevention** before the end of the first-semester exams start.

In the last quarter of 2020, the number of individual **psychotherapy sessions** conducted by the Centre for Student Counselling and Development (CSCD) skyrocketed, with 820 sessions in a single month.

The online skills groups for depression and anxiety, which were introduced at the start of the lockdown, continued to be well utilised throughout the year. In fact, these groups were so popular among students that we ran 20 groups in parallel for most of 2020. By January 2021, students had already started enquiring about when the group sessions would resume.

2.12 Food security

In the last quarter of 2020, altogether **666 students** (23 from Tygerberg campus and 643 from Stellenbosch) received food assistance from the Move4Food fund and the Postgraduate and International offices.

Moreover, **46** students were assisted with food allowances from the Move4Food fund during the A4 assessments in January 2021. All NSFAS students who had A4 assessments received food allowances from the Department of Higher Education and Training, which were administered by SU's Centre for Bursaries and Loans.

2.13 Study Abroad course

During 2020, SU International's Global Education Centre (GEC) developed the Study Abroad for Global Learning short course. The first edition is currently being presented to SU students taking part in a semester exchange. It consists of ten sessions and is taught by GEC staff.

The short course supports global learning, encourages students to be **global ambassadors for SU and South Africa**, and helps them navigate the complexities of living and learning in a foreign country. Topics addressed include intercultural communication, social justice, and personal and emotionally intelligent leadership, and cover the entire lifecycle of studying abroad, from pre-departure to reintegration back in Stellenbosch.

Although the course is currently taught fully online, the aim is to follow a hybrid teaching approach in future. Therefore, some sessions will be taught face-to-face and others online to continue supporting students while they are abroad. Some sessions taught face-to-face and others online to support students while they are abroad. This is in line with SU's approach to combine hybrid learning with physical and virtual student mobility, the outcome of which is hybrid mobility. As such, the Study Abroad for Global Learning course is also an example of the type of hybrid support for student mobility envisioned by the Hybrid Mobility Hub.

2.14 Tübingen exchange programme

The Tübingen–South Africa programme, coordinated by the Eberhard Karls Universität Tübingen (Germany) and SU, has been running since 2000. This exchange programme offers students from

Southern Africa the chance to be exposed to the German culture and language. Students normally spend a month in Tübingen, where they take part in a carefully designed programme of activities.

As travel to Germany was impossible in 2020, the programme was transformed into a two-week virtual exchange. Ten students from the Southern African region participated, including five from SU. This was one of the first online short virtual exchanges SU co-presented with an international partner.

2.15 ReadTheory

The Language Centre's Reading Lab began implementing a new online tool for the development of reading comprehension at the start of 2021. The ReadTheory tool replaces LAB-on-line as a more feasible long-term solution to provide as many students as possible with an opportunity to develop their academic reading skills. The faculties of Engineering, Science, AgriSciences and Law, and departments in Economic and Management Sciences as well as Arts and Social Sciences, will now embed ReadTheory in their existing academic literacies and professional communication modules.

2.16 First online Intensive English placement test

Before the COVID-19 pandemic, the placement of Intensive English Programme (IEP) students was time-consuming and complicated. However, a newly introduced placement test has radically streamlined the process for international students wanting to enrol for the IEP.

The new process allows applicants to be registered in advance, which facilitates clearer communication, manages expectations, and provides a better overall student experience. The placement test is housed on the new Language Centre [website](#), which was launched in February.

2.17 Student selection at FMHS

The Centre for Student Administration on Tygerberg campus facilitated an update of the Faculty of Medicine and Health Science (FMHS) undergraduate selection guidelines, which now incorporate a stronger focus on using the **socioeconomic status** (SES) factor in the selection process. In addition, the FMHS will be the first faculty of its kind to introduce the **situational judgement tests** (SJTs) – an internationally renowned selection tool – to develop a selection factor for undergraduates. The SJTs ask candidates to describe how they would respond to certain work-specific dilemmas, thereby assessing their decision-making capabilities.

2.18 FVZSI turns ten

The Frederik Van Zyl Slabbert Institute (FVZSI) for Student Leadership Development will host an online tenth birthday celebration along with its prestigious annual FVZS honorary lecture on **29 March**. An exciting programme will honour the late SU Chancellor Dr Frederik Van Zyl Slabbert's work, while at the same time celebrating student success. The Institute will also use the event to reflect on its growth and development over the past decade.

The publication of a new biography, ***Slabbert: Man on a Mission***, by SU's **Emeritus Professor Albert Grundlingh** earlier this year is well timed.

2.19 Alumnus achievement

SU alumna **Dr Monique Nsanzabaganwa** recently became the first female deputy chair of the African Union (AU). She holds a master's and a doctoral degree in Economics from SU's Faculty of Economic and Management Sciences.

Since her election, Dr Nsanzabaganwa, head of AU reform, is responsible for the AU Commission's financial and administrative management, which requires both economic and political expertise. ([Click here](#) for more.)



2.20 Student athlete selected for Cobras



Having been invited to train with the Six Gun Grill Cape Cobras, Benjamin Ward (**pictured left**), a third-year BEd (Foundation Phase Education) student, made his debut in the Momentum One-Day Cup in January 2021. Ward joined the Maties Cricket high-performance squad in 2019 as a first-year student and feisty leg spinner, and was selected for the Maties Cricket Varsity Sport team that same year. He made his international debut for Jersey International against Guernsey in the ICC T20 World Cup Europe qualifier in June 2019. To date, Ward has played fourteen T20I caps for Jersey International. In February 2020, he also made his list-A debut for Cricket Boland in the one-day challenge.

2.21 Student athletes strive for Olympic honours

Now that the Tokyo Olympics have received the go-ahead for this year (23 July to 8 August), **13 SU student athletes stand a chance of being selected** for South Africa's national team to go for gold in Japan. Maties Sport has four contenders for selection for the Olympics, and nine for the Paralympics.

2.22 Career advice for prospective students

The team of advisors and psychologists in the Centre for Student Recruitment and Career Advice assist prospective students and their parents with guidance on study and career choices. In the reporting period, the team conducted **97 online advisory sessions** and **78 psychometric assessments** (both online and on-campus).

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 Telematic Schools Project

The Telematic Schools Project increased its footprint in 2020, and now covers the **entire country**. In addition to its 100 live broadcast hours, the project increased its number of lessons and support initiatives to enhance support for learners during the pandemic. A highly successful Grade 12 revision programme was launched, as well as a zero-rated website.

The offering was further expanded in February 2021 to include a Grade 11 revision programme and support for teachers in creating and editing videos.

Additional learner support focuses on COVID-19 stress-coping skills, time management, peer pressure and study skills. A live online workshop is being planned for educators as well, to help them deal with the challenges associated with the pandemic. The Telematic Schools Project – a collaboration between SU and the Western Cape Education Department – has been nominated as a finalist in a national innovation competition hosted by government.

3.2 ANIME network

Strasbourg University (France) has approached SU to become a founding member of the **Academic Network for Inclusiveness, Multilingualism and Excellence (ANIME)**. The network brings together universities that have similar values and pursue inclusive excellence, multilingualism as well as an openness to civil society.

Apart from the joint development of strong and inclusive disciplinary and interdisciplinary research and training at an international level, the network also promotes cultural diversity, including an openness to French culture and language.

SU has been tasked with coordinating ANIME working group 3, on inclusive excellence.

3.3 Africa partnerships and networks

The **AUDA-NEPAD Centre of Excellence in Science, Technology and Innovation** was established as a tripartite partnership between the African Union Development Agency NEPAD (AUDA-NEPAD), the South African Council for Scientific and Industrial Research (CSIR) and SU. On 1 December 2020, an online workshop was held with over 140 representatives from these three partners, who identified more than 40 initial technologies and innovations that could be associated with the centre.

SU International hosts the secretariat for **Periperi U**, a network of universities across Africa aimed at improving disaster and risk management on the continent. Periperi U collaborated with the United Nations Development Programme to launch the online short course “COVID-19 recovery needs assessment and recovery planning”. The training helps build regional capacity to tackle COVID-19-related challenges. The first edition of the short course was presented to 37 stakeholders in academia in the region from 17 to 20 November 2020. Participants in the second edition from 1 to 4 December 2020 were primarily from the state sector. Representatives from the African Youth Advisory Board were also invited to participate in both courses. The two offerings were taught in both French and English by means of simultaneous interpreting.

The **Association of African Universities (AAU)** instituted African University Day on **12 November** 2005 to commemorate the day in 1967 when the AAU was established. Since then, African University Day has been celebrated by higher education institutions across the continent, including SU. To commemorate the day in 2020, SU hosted two online events with the theme “Nurturing sustainable African partnerships”. SU’s Prof Hester Klopper, Deputy Vice-Chancellor: Strategy and Internationalisation, welcomed the more than 70 participants, while Prof Barnabas Nawangwe, Vice-Chancellor of Makerere University, Uganda, provided perspectives from his institution. Six SU colleagues also spoke about their experiences of collaborating with other African universities.

On 13 November, I hosted an online **roundtable discussion** with a few selected leaders and academics from partner institutions in conjunction with SU International's Africa Centre for Scholarship (ACS). The aim was to share some approaches universities have taken and considered in developing research capacity and scholarship on the continent, and to reflect on how African scholarship can be enhanced through sustainable partnerships. Joining me in giving input were Profs Folashade Ogunsola (University of Lagos, Nigeria), Elizabeth Gachenga (Strathmore University, Kenya), Edward Kiramiru (STIAS, Stellenbosch) and Tony Onwuegbuzie (Cambridge University, UK). The outcomes of the roundtable will inform the activities of the ACS's Emerging Scholars initiative.

3.4 International Network of Universities

SU joined the International Network of Universities (INU) in December 2020. **Prof Hester Klopper** and **Ms Anisa Khan**, manager of Global Partnerships and Internationalisation Support at SU International represent SU on INU's academic council.

The objective of the network is to establish a global platform where members work collaboratively to provide transformative experiences that advance the global engagement of students, faculty and staff. SU is the only African INU partner.

In February 2021, the network offered an online training opportunity to two SU academics, from the faculties of AgriSciences (Food Sciences) and Medicine and Health Sciences (Nursing and Midwifery) respectively. From January to March, SU staff and students were also able to participate in a number of webinars on developing intercultural competency. Moreover, SU has agreed to assist fellow INU member Kingston University (London) with the launch of its Global Citizenship programme in March.

3.5 AC21 consortium

SU has been re-elected to the steering committee of the **Academic Consortium of 21 (AC21)**. Other steering committee members are Nagoya University (Japan), the University of Strasbourg (France), North Carolina State University (United States), Nanjing University (China) and the University of Freiburg (Germany).

In 2020, SU participated in three AC21 projects funded by the consortium's special project fund. These were:

- "Natural products for healthy ageing: from molecular targets to therapy", with the universities of Strasbourg and Adelaide (Australia);
- "Pre-clinical development of antimicrobial peptides", with the universities of Minnesota (United States) and Freiburg; and
- "Governments and economic development in history: data and approaches to studying colonialism, independence and development", with the universities of Adelaide, Minnesota and Strasbourg, and with Prof Johan Fourie from SU's Department of Economics serving as project coordinator.

From 7 to 9 December 2020, several SU staff members also participated in the AC21 Online International Forum themed "New pathways in higher education to meet challenges of global change". The forum was hosted by Kasetsart University in Bangkok, Thailand.

3.6 South Africa–Sweden University Forum

The first phase of the South Africa–Sweden University Forum (SASUF) drew to a close in 2020. SU has been an active member of this network since 2018. SU International has recommended that the University **continues to participate in SASUF**.

Phase 1 of SASUF ran from 2017 and involved collaboration between 37 universities in Sweden and South Africa with the overall aim of strengthening research, education and innovation ties between the two countries. Thirteen SU researchers managed to obtain project funding with their counterparts from Sweden. Each project received R160 000 to enable joint research development. The final conference was due to be held in Sweden, but eventually went online due to the global pandemic.

Prof Klopper and I also attended a SASUF leadership summit, which served as a last stepping stone to draft an agreement for continued collaboration over the next three phases of the project. These next phases aim to spread out collaboration over the decade up until 2030 to further advance the United Nations' sustainable development goals.

3.7 Social Sciences Universities Network

In the reporting period, SU's membership of the Social Sciences Universities Network (SSUN) offered further opportunities to exchange knowledge with partners abroad.

The SSUN is coordinated by LUISS (Rome) and Renmin University (China). Other members are the Norwegian Business School, El Collegio de Mexico, the European University Institute (Italy), Fundação Getulio Vargas FGV (Brazil), HSE National Research University and MGIMO University (both from Russia), Koç University (Turkey), LMU Munich (Germany), Prince Sultan University (Saudi Arabia), Tilburg University (the Netherlands) and the University of Ghana.

In November and December 2020, Renmin University hosted [four webinars](#) around themes relating to artificial intelligence. From SU, **Prof Bruce Watson** (Information Science) and **Prof Gert-Jan van Rooyen** (Engineering) participated.

3.8 International Town-and-Gown Network

As host of the secretariat for the international Town-and-Gown (T&G) Network, SU established its own T&G Forum in January to enable more effective collaboration and better goal alignment across the institution. The end goal is to enhance and support SU's engagement with civil society, business and industry.

SU initiated the T&G Network at the inaugural town-and-gown conference in Stellenbosch at the end of 2018. The 13 member institutions from across the globe support one another by sharing strategies for universities to be more positive role-players in their local contexts. During 2020, the network moved online as a community of practice and met twice, in July and November.

The T&G Forum will feed into this international community of practice by enabling more substantive content inputs and practice sharing by SU. The current members of the forum are Dr Leslie van Rooi (senior director of Social Impact and Transformation), **Mr Robert Kotze** (senior director of SU International), Ms Anisa Khan (manager of Global Partnerships and Internationalisation Support) and **Ms Lidia du Plessis** (coordinator of Staff Mobility and Partner Projects).

3.9 SU Wordfees

The **Toyota SU Wordfees** will be presented again from **17 to 24 September 2021**. Since the festival has been moved from its traditional March slot, Wordfees is reinvigorating the performing arts community by hosting two other events in the first semester. One of these is the Take-a-STAND Dialogues, which took place over the weekend of **19–21 February**. The various dialogue sessions featured a diversity of voices from the dance and theatre sector, on various challenges and social issues in the performing arts. It was presented in collaboration with the Sustaining Theatre and Dance (STAND) Foundation. The 50-person dialogues observed all COVID-19 protocols, and all sessions were livestreamed as well.

The **WOW (Woorde Open Wêreld)** project found alternative ways to support students and schools during 2020. A total of 62 schools made use of WOW Google classrooms, which provided extra classes and additional support to Grade 11s and 12s. New projects for 2021 include being the Western Cape Education Department's partner in Atlantis, presenting the Year Beyond project in seven schools, working with voice artists to record Grade 12 prescribed literature, and hosting virtual reading circles at 18 high schools.

Over 50% of the 2021 **SU Choir** are new members. The choir received an invitation to compete in *Britain's Got Talent 2021*, but has had to decline due to the pandemic.

3.10 Health partnerships

A service-level agreement with the Western Cape Department of Health to expand the existing services of CHS's reproductive health programme now allows for sexually transmitted infection (STI) rapid testing (**see picture below**) at CHS clinics on Stellenbosch and Tygerberg campus. The news was announced as CHS was preparing to launch its condom awareness campaign in February.



In addition, the Heart and Stroke Foundation South Africa (HSFA) has donated two automated external defibrillators (AEDs) to CHS to thank them for their annual collaboration during Heart Month in September. These user-friendly, lifesaving devices have been placed in the libraries on Stellenbosch and Tygerberg campus. **Prof Pamela Naidoo**, chief executive of HSFA and a Matie alumna, paid a visit to her alma mater to hand over the AEDs.

3.11 Higher education sector collaborates on provincial recovery from COVID-19

A Cape Higher Education Consortium (CHEC) and Western Cape Government joint task team was established to strengthen ties between the provincial government and the four CHEC members (Cape Peninsula University of Technology, the universities of Cape Town and the Western Cape, and SU).

In February 2021, the task team issued a call for research proposals on how Western Cape universities, government and industry could collaborate to support regional innovation. Ultimately, **collaborative innovation will be key** in implementing the provincial government's post-COVID recovery plan in a difficult socioeconomic environment characterised by severely strained budgets and high unemployment.

The proposed research should relate to a focus area that can have a significant impact on the long-term development of the Western Cape and the implementation of the provincial recovery plan. The end goal is to establish a robust, sustainable, coordinated and high-impact regional innovation network representative of higher education, government and the private sector.

3.12 Ubuntu Dialogues

Dr Marietjie Oelofsen has been appointed programme manager of the Andrew W. Mellon-funded project Ubuntu Dialogues, a collaboration between SU and Michigan State University. Dr Oelofsen is a former postdoctoral fellow of the research chair in historical trauma and transformation.

THEME 4: NETWORKED AND COLLABORATIVE TEACHING AND LEARNING

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

4.1 Extended Learning Spaces project

While 2021 will see students returning to campus and face-to-face classes resuming, COVID-19 limitations still dictate restrictions on lecture room capacity. This calls for urgent intervention to **expand face-to-face learning to students situated elsewhere on campus or at home**.

To this end, the Extended Learning Spaces (ELS) project, estimated at **R95 million**, was launched to fast-track the implementation of state-of-the-art video-streaming capabilities to all schedulable lecture rooms.

The ELS project is SU’s way of accelerating its **learning and teaching digitalisation strategy**, including **hybrid learning**. The project aims to deliver an **interactive remote classroom experience** by enabling a teaching model that supports **simultaneous in-class and online learning**.

Using the **MS Teams** platform, lecturers will be able to present classes with **half** of the students attending **in person**. The other half will join the class **remotely**, offering both groups a similar learning experience.

Existing in-class systems will be integrated with the MS Teams environment and **SUNLearn** to seamlessly transmit audio and video. Sessions will also be **recorded** for students to review. The system is **largely automated**, and controls will be **intuitive and easy to use**, minimising the burden on the lecturers.

The aim is to equip most SU schedulable lecture venues by the end of May 2021, with the remaining venues to follow in the next phase.

Facilities Management has finalised the design, which involves a standalone audiovisual console that can be plugged into various desks. This will standardise installation, keep installation time in the classroom to a minimum, and minimise disruption.

Four solutions have been identified, namely:

- a full multi-display system for large venues);
- a single-display system for smaller, narrower venues;
- minor bespoke upgrades to existing systems in venues where new hardware was recently installed; or
- a mini or bring-your-own-device (BYOD) mobile system for very small or problematic venues.



The programme milestones for phase 1 have been finalised. These were negotiating with principal contractor WBHO, tying down the budget, obtaining project approval for the appointment of the principal contractor and consultant team, and procuring hardware.

The Faculty of Medicine and Health Sciences (FMHS) has opted not to be included in the lecture venue upgrades, since their classes started on 4 January already, which complicates access for

installation purposes. However, the FMHS venues are already well equipped, and can merely be upgraded in a later project phase.

4.2 Hybrid learning project

Following last year's first call for faculties to nominate hybrid learning (HL) offerings for development, work started on nine projects. These include **SU's first official HL programme, the Postgraduate Diploma in Strategic Human Resources**, launched on **25 January 2021**.

A first series of HL learning units about key mathematical concepts for first-years have also been developed as a collaborative effort between the faculties of Economic and Management Sciences, and Science. HL learning units are interactive online learning experiences that are carefully designed to equip students – especially Extended Degree Programme students – with foundational knowledge, and are typically relevant to multiple modules.

The second call for HL nominations was issued in November 2020. Faculties submitted their applications to the HL steering committee in February 2021. The committee, which represents both the academic and the support services environment, will evaluate each nomination based on its alignment with the objectives outlined in the HL business plan, and will award funding accordingly.

4.3 SU teaching fellowships for 2021–2023

Four teaching fellowships for the period 2021–2023 were awarded in November 2020. The recipients are Dr Taryn Bernard (Extended Degree Programme, Arts and Social Sciences), Prof Debby Blaine (Mechanical and Mechatronic Engineering), Dr Gretha Steenkamp (School of Accountancy) and Prof Susan van Schalkwyk (director of the Centre for Health Professions Education). The fellowships recognise excellent practitioners and scholars of teaching and learning. The four fellows will be afforded an opportunity to spend an uninterrupted period of time focusing on a teaching and learning research project in their field of interest, receiving various forms of support.

4.4 SU issues first short-course e-certificates



Since mid-February, SU has been issuing officially validated electronic short course certificates. This will eliminate high courier costs, avoid the loss of certificates, and ease many of the logistical and administrative aspects with regard to certification.

The process, which was initiated in April 2020, followed all prescribed procurement procedures, and the tender was ultimately awarded to United States-based provider Paradigm. Paradigm serves over 800 institutions worldwide with both paper and digital credentials. SU is their first customer on the African continent. To show their appreciation, Paradigm partnered with American Forest to have a jack pine tree (*Pinus banksiana*) indigenous to North America planted in the Hiawatha National Forest in SU's name.

The e-certificate is **validated by SU, not by Paradigm**. It offers multiple layers of security to protect against certificate fraud, and can be downloaded on multiple devices to be shared with employers and recruiters.

4.5 Critical reflections on ERTLA

The Division for Learning and Teaching Enhancement (DLTE) launched the e-book *Responding to the necessity for change: Higher education voices from the South during the COVID-19 crisis* [click here](#) at the Scholarship of Teaching and Learning (SoTL) conference towards the end of 2020. The open-source publication (**pictured alongside**) was edited by staff of the centres for Learning Technologies as well as Teaching and Learning.

The book contains critical reflections on professional academic support services (PASS) and teaching staff's experience of ERTLA in the first semester of 2020 following the COVID-19 outbreak.



4.6 Scholarship of Educational Leadership (SoEL) short course

The 2020 SoEL cohort took part in a two-day online writing marathon on 19 and 20 November, and presented their research proposals at an SoEL celebratory event via Microsoft Teams a week later. The ten participants completed the course and were awarded their certificates on 3 December. They were Prof Maret du Toit (AgriSciences), Prof Ada Jansen (Economic and Management Sciences), Dr Michelle Nel (Military Science), Prof Karin Baatjes (Medicine and Health Sciences), Dr Lorna Dreyer (Education), Prof Trevor Haas (Engineering), Drs Sonja Strydom and Kabelo Sebolai (both from the Division of Learning and Teaching Enhancement), Prof Faadiel Essop (Science) and Prof Mary-Anne Plaatjies van Huffel (Theology, awarded posthumously).

4.7 New programmes

In 2020, SU received accreditation for nine new academic programmes. These include the **MSc in Machine Learning and Artificial Intelligence** and the **Bachelor of Data Science** programmes, which will be offered collaboratively by the faculties of Economic and Management Sciences, Science, AgriSciences, and Arts and Social Sciences.

4.8 2021/22 TAU fellowships

The TAU (**Teaching Advancement at University**) fellowship programme is a nationwide intervention that aims to advance teaching quality and the professionalisation of teaching and learning in public higher education. It involves the professional development of a cohort of mid to senior-level academic staff from various disciplines at all South African public universities by means of a combined residential and distance-learning approach.

Three SU lecturers have been selected for the 2021/22 programme. They are Prof Faadiel Essop (Physiological Sciences), Prof Ashraf Kagee (Psychology) and Dr Marianne McKay (Viticulture and Oenology).

4.9 FIRLT

The Fund for Innovation and Research into Learning and Teaching (FIRLT) provides an opportunity for lecturers to innovate, evaluate the effectiveness of practices and processes, and investigate learning and teaching problems, solutions and trends. It also provides a mechanism for the dissemination of research results designed to improve the quality of learning and teaching.

In the November funding round, 21 applications were granted support totalling just over **R720 000**. In view of the pandemic, the FIRLT writing retreat was hosted online, and four prospective FIRLT applicants tuned in for guidance with drafting their funding proposals.

4.10 Assessment short course against the backdrop of COVID-19

An assessment short course for lecturers was developed and approved in 2020. It will be piloted in early 2021 and will be contextualised against the backdrop of COVID-19. Faculties have been invited to nominate two participants to join the pilot offering. A SUNOnline module will enable participants to engage in a reflective process and design learning-centred assessment strategies. Participants will consider the benefits and challenges of a range of assessment methods, including online assessment. This is critical in the context of **ARTLA**. The course adopts a blended approach, combining synchronous and asynchronous learning via SUNOnline, and is flexible to adapt to the **shifting 2021 teaching scenario**.

4.11 Podcasts for learning and teaching

Given bandwidth issues during the pandemic, it was not feasible to provide large-scale real-time interpreting for students in 2020. However, the Language Centre's Interpreting Service still assisted lecturers and students by producing audio translations (podcasts) of lecture material – whether PowerPoint slides or SUNLearn content – in Afrikaans and English (as well as isiXhosa, where there was a pedagogical need). **Over 1 250 podcast translations** have been produced since the start of the lockdown. These data-light podcasts played a pivotal role in ERTLA, partly as a policy management solution, but also as a valuable pedagogical resource for online learning.

4.12 Online language support for ERTLA

The Language Centre too had to move its courses and services online. Language support services such as writing consultations, postgraduate writing workshops and academic language skills courses became even more important during ERTLA, as students had to engage in more writing activities than previously.

This was largely made possible by **funding** received from the **Michael & Susan Dell Foundation** and the **Oppenheimer Trust**. Their funding was also utilised to support the production of Writing Lab videos, data-light postgraduate writing skills videos, and the online pre-assessment Intensive English placement test. In addition, academic skills videos were produced to address some of the English language needs of undergraduates, including aspects of academic writing and how to approach essay-type exam questions.

4.13 Professional Educational Development of Academics

PREDAC (Professional Educational Development of Academics) is SU's annual short course for **newly appointed academics**. In 2020, all course engagements were moved online due to the pandemic.

The 2020 PREDAC participants concluded their course activities with an online poster presentation at the annual Scholarship of Teaching and Learning (SoTL) conference. A total of 63 participants completed PREDAC and were acknowledged during an online teaching and learning celebration on 3 December 2020. The 2021 PREDAC course is scheduled to start in March. It will be presented in a **blended** format, combining online participation with face-to-face contact, where possible.

4.14 Learning and Teaching Enhancement seminar

Shortly before his retirement, Prof Arnold Schoonwinkel presented the seminar "Reflecting on two terms as Vice-Rector: Learning and Teaching". At the event on 26 November 2020, Prof Schoonwinkel looked back on the successes, challenges and opportunities in the Learning and Teaching portfolio, which was created in 2013.

During his term of office, the responsibility centre responded to the #FeesMustFall movement, calls for a decolonised curriculum as well as the current COVID-19 pandemic, among others. Prof

Schoonwinkel also facilitated several institutional projects, including those for programme renewal and hybrid learning, which are aligned with SU's *Vision 2040 and Strategic Framework 2019–2024*.

4.15 Experiential education boosted at SUEEC

The closing session of the SU Experiential Education Conference (SUEEC), which was hosted on 10 and 11 November 2020, saw the tabling of two significant proposals, both well aligned with SU's core strategic theme 4, networked and collaborative teaching and learning.

The first was an offer of partnership by the Institute for Experiential Learning (IFEL), a global service organisation committed to empowering individuals, teams and organisations to achieve their full potential through experiential learning. The second proposal was for the formation of an experiential learning community of practice (ELCP) with a focus on Africa.

Stakeholders wasted no time in setting up the ELCP Africa. The group had an inception meeting on 10 December, with the official inaugural meeting scheduled for March 2021.

4.16 SU's Africa Centre for Scholarship

On 9 December 2020, SU's Africa Centre for Scholarship (ACS) and the Research Methods Centre at Durham University co-hosted a seminar on **decolonising research practices**. This formed part of Durham's broader "Decolonising the curriculum" workshop series as well as ongoing collaboration between the two hosts. Speakers were SU's Dr Berna Gerber (Medicine and Health Science) and Prof Anton van Niekerk (Philosophy) as well as two scholars from Durham. The online event was open to all students and staff from both SU and Durham, and attracted more than 100 participants.

In addition, as part of its **Emerging Scholars initiative**, the ACS supported more than 50 staff and doctoral students to participate in the online African doctoral schools in 2020 and 2021. These replaced the face-to-face joint schools planned at the University of Lagos and Strathmore University (Kenya) in 2020. The ACS is currently collaborating with these two institutions to present online schools on research development in the first half of 2021 to more than 200 doctoral students and staff who are emerging scholars. This initiative forms part of the broader joint doctoral schools project that sees SU collaborate with 12 institutions in nine African countries.

4.17 Senate approves limited deviation of language implementation plans

Senate accepted a recommendation from the Academic Planning Committee, a subcommittee of the Senate, on 19 March that for the first semester of 2021 there be a deviation from faculties' language implementation plans, in the sense that lecturers only have to make new learning material available in English, and not also in Afrikaans as stipulated in the current SU [Language Policy](#) (2016).

The reason for the recommendation is the large workload and pressure that lecturers are under because of the shift to online teaching due to COVID-19. It is important to note that this decision only applies to the first semester of 2021, and only to *new* learning material. [Click here](#) for more information.

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."

Research output was considerable during the reporting period. The Council report of the Deputy Vice-Chancellor: Research, Innovation and Postgraduate Studies, provides a complete overview.

5.1 Highly cited researchers

SU once again boasts two eminent academics who have been named Highly Cited Researchers, according to the Highly Cited Researchers 2020 list from the Web of Science Group, released recently.

Profs Oonsie Biggs (Cross-Field) and **Dave Richardson** (Environment and Ecology) are among the world's most-cited researchers. Both achieved the same feat in 2019.



The list identifies scientists and social scientists who produced multiple papers ranking in the **top 1% by citations for their field** and year of publication, demonstrating significant research influence among their peers. This year's list contains about 3 900 Highly Cited Researchers in 21 fields of the sciences and social sciences and about 2 500 Highly Cited Researchers identified as having exceptional performance across several fields.

5.2 WEF recognises SharkSafe

The World Economic Forum's digital platform UpLink has recognised SharkSafe Barrier™, an **SU Innovus spinout company**, as one of its "top ocean innovators". UpLink aims to identify and highlight businesses that could help achieve the United Nations' sustainable development goals.

SharkSafe Barrier™ is the first ecofriendly technology that combines magnetic and visual stimuli to deter shark species considered dangerous to humans. The innovation also won the prestigious National Science and Technology Forum (NSTF)/South32 Lewis Foundation green economy award for outstanding contributions to science, engineering, technology and innovation in SA last year.

In the months ahead, SharkSafe will receive further assistance from UpLink to increase its impact. This will include mentorship, capacity-building workshops, exposure and visibility, as well as potential introductions to interested investors.

5.3 Sport concussion study

CHS physiotherapists have started collecting data for an international multi-centre study in collaboration with the University of Calgary (Canada), funded by the International Olympic Committee (IOC). The study will be focusing on risk factors that delay athletes' return to play after suffering a sports concussion. In phase 1 of the project, **40 Varsity Cup players** were screened, and will be followed up during the season. CHS's involvement was facilitated through its relationship with SU's Institute of Sport and Exercise Medicine (ISEM), an accredited IOC research centre.

THEME 6: EMPLOYER OF CHOICE

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

6.1 Staff Health and Wellbeing Plan approved

The Rectorate approved SU's Health and Wellbeing Plan on **9 February 2021** after extensive consultation with stakeholders, all ten faculties and all seven responsibility centres. Implementation

will now commence. Staff health and well-being is an institutional priority. The plan aims to support one of SU's key objectives as an employer of choice, namely to "[e]nhance the well-being of our people by creating and promoting an enabling, inclusive, equitable, healthy and safe working and learning environment that encourages our diverse staff to maximise their productivity, and where they feel valued and contribute to SU's excellence".

6.2 Daycare

SU and the Seed Trust, which operates the **Babin Preschool and Daycare**, signed a cooperation and support **agreement** in February 2021. The agreement strengthens SU's long-standing partnership with Babin by formally recognising it as a daycare provider to the University. Terms include that the children of SU staff and senior students will receive preference for placement at the Babin centre, and that ongoing interaction between the Seed Trust and various SU environments will be encouraged and supported.

6.3 Internationalisation programme for PASS staff

On 12 November 2020, Lund University (Sweden) and SU jointly hosted an online internationalisation programme for PASS staff. A face-to-face version of the programme took place in 2019, for which ten SU participants from various divisions travelled to Sweden to meet with their counterparts.

Despite the move to cyberspace, the event proved successful and thought-provoking. Participation exceeded expectations, with **nearly 50 staff members** representing support services environments at SU and Lund.

The rationale behind the programme is for support staff to consider their role as internationalisation practitioners against the backdrop of comprehensive institutional internationalisation. Participants are introduced to the notion of internationalisation of higher education, and motivated to embrace the transformational contribution they can make in this regard.

6.4 Staff achievements

Throughout 2020, Maties Sport chief director **Ilhaam Groenewald** maximised online communication. She raised the profile of Maties Sport on both local and international platforms. For her efforts, Global Sport Matters (GSM) at Arizona State University has now named her one of their top ten influencers to watch in 2021. In naming her, GSM said Groenewald "brings her activist background into the boardroom and works hard to encourage and elevate athlete activism."

Prof Thuli Madonsela, who holds the chair in social justice at the Faculty of Law, was appointed [Knight of the French Legion of Honour](#) on 20 November 2020. French President Emmanuel Macron conferred the title on Prof Madonsela in recognition of her efforts to protect the rule of law and root out corruption in South Africa.

Prof Jonathan Jansen of the Faculty of Education was awarded the [2020/21 Social Sciences and Humanities medal](#) of the Human Sciences Research Council (HSRC) and Universities South Africa (USAf). The medal is awarded annually to scholars who have made outstanding contributions through their research in the fields of social science and the humanities.

Prof Jimmy Volmink, dean of the Faculty of Medicine and Health Sciences, was [honoured by the South African Medical Research Council \(SAMRC\)](#) with its highest award for his "exceptional lifelong contribution to medical research and public health". In its citation, the SAMRC recognises Volmink's contribution to clinical epidemiology and evidence-based medicine.

6.5 Top 20 postdoctoral fellows honoured

The contribution of postdoctoral fellows to academic performance at the University is significant, and postdocs support students and are the muscle behind major research. The fellows honoured in 2020 had published upwards of 10 manuscripts, formed parts of collaborative research teams, and are active members in the university and other academic societies, raised over R15 million in research grants from funding agencies, government, industry, NGOs, and foundations; and received numerous prestigious awards in recognition of their research activities.

Each fellow received a certificate of recognition and a once off sum of R10 000 recognising their exceptional effort.



6.6 Future Professors programme

SU gained another three entrants into the prestigious national Future Professors Programme (FPP) through its second call for applications issued in July 2020. The FPP is a competitive and selective programme of the Department of Higher Education and Training (DHET) to prepare promising mid-career academics to become a new cohort of South African professors across disciplines.

Drs Rehana Malgas-Enus (Chemistry), **Uhuru Phalafala** (English) and **Tongai Maponga** (Medical Virology) were selected to join the programme in 2020, joining **Drs Margaret Tadie** (Process Engineering) and **Lungi Nkonki** (Health Systems & Public Health), who were selected in the first call, bringing the total number of SU participants to five.

6.7 SARChi chair renewals

We are very happy to report that five South African Research Chairs Initiative (SARChi) Chairs that were up for renewal have been renewed and two of the Chairs (Profs O Biggs and A Hesselings) were upgraded to Tier 1 chairs.

Incumbent	Host Department	Host Faculty	Chair Title
Prof Oonsie Biggs	School for Public Leadership	Economic and Management Sciences	Social-Ecological Systems and Resilience
Prof Dirk de Villiers	Electrical and Electronic Engineering	Engineering	Electromagnetic Systems and EMI Mitigation for SKA
Prof Amanda Gouws	Political Science	Arts and Social Sciences	Gender Politics
Prof Anneke Hesselings	Paediatrics and Child Health	Medicine and Health Sciences	Paediatric Tuberculosis
Prof Cheryl Walker	Sociology and Social Anthropology	Arts and Social Sciences	The Sociology of Land, Environment and Sustainable Development

6.8 NRF rated researchers

For the closing date 1 March, **83 applications** will be submitted to the NRF for review. Of these, 50 are applications for a re-evaluation of a rating and 33 are new applications.

CONCLUSION

Even amidst an all-consuming COVID-19 challenge, we can nevertheless be pleased with further solid consolidation and **steady progress on a wide front** at SU. The pandemic galvanised Team SU into a cohesive unit, who optimised operational efficiency through coherence, convergent thinking, and a common sense of purpose.

However, what is also clear is that what initially began as a sprint early on in 2020, and soon turned into a marathon for the remainder of the year, is now an **ultramarathon** looming ahead of us for the foreseeable future. We will need to dig very deep to ensure that we keep momentum.

In spite of the uncertainty, anxieties and trauma caused by the pandemic, we have to be resolute and resilient, retaining our focus on our vision and strategy, and ensuring that we do our very best for the entire SU community. There are **exciting opportunities** to explore, and my fellow members of management and I look forward to working with Council to harness these as best we can.

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

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

ADDENDUM: OP-EDS AND COLUMNS

Opinion editorials (27 Oct 2020 to 22 Feb 2021)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Arné Kruger	PGDip student (Theology)	'My oupa se hande staan vir niks verkeerd nie'	Netwerk24 (27 Oct)
Craig Bailie	School for Security and Africa Studies	Education is both the victim and the best weapon in Central Sahel conflict	The Conversation (27 Oct)
Marietjie Booyens	Master's student (Law)	'n Ode aan die getroue deurnagsessie	Netwerk24 (28 Oct)
Zarina Ebrahim	Human Nutrition	Chronic diseases, immunity and nutrition. Nutrition is important now more than ever!	Health24 (29 Oct)
Dr Ethel Phiri Elsje Dippenaar, Mpho Molapo & Philasande Feju	Agronomy Master's students (Southern Africa Sustainable Agriculture Programme)	Africa will not be able to feed 10 billion people by 2050	News24 (30 Oct)
William Sezoe	BEd student	Tracey is 'n bekende met 'n warm hart	Netwerk24 (30 Oct)
Dr Jane Wiltshire	Animal Sciences	Saving the rhino patently needs a new approach	Business Live (30 Oct)
Prof Thuli Madonsela	Social Justice	Education key to equality	Cape Argus (3 Nov)
Dr Martin Gustafsson	Economics	The debates around South Africa's school exam results need a richer flow of data	The Conversation (3 Nov)
Prof Mark Tomlinson	Institute for Life Course Health Research	World Children's Day: Child rights and the aftershocks of the Covid-19 pandemic	Daily Maverick (3 Nov)
Mphumzi Mdekazi	PhD student	How far off course has ANC veered from its mission	The Mercury (5 Nov)
Dr James Baxter-Gilbert	Centre for Invasion Biology	The diet of invasive toads in Mauritius has some rare species on the menu	The Conversation (5 Nov)
Prof Lesley le Grange	Curriculum Studies	The uberfication of the university	Mail & Guardian Thought Leader (6 Nov)
Dr Chris Jones	Unit for Moral Leadership	The right of children to access education	News24 (7 Nov)
Marietjie Booyens	Master's student (Law)	Die langpad en die ligte vermaak van plekname ...	Netwerk24 (8 Nov)
Prof Hester Klopper	Deputy Vice-Chancellor: Strategy and Internationalisation	African Universities' Week – Time to pursue deeper collaboration	University World News (10 Nov)
Dr Alanna Rebelo, Profs Karen Esler & Michael Samways Patricia Holmes Dr Tony Rebelo	Conservation Ecology and Entomology City of Cape Town South African National Biodiversity Institute	Cape Town's climate strategy isn't perfect, but every African city should have one	The Conversation (10 Nov)
Dr Chinwe Juliana Iwu Prof Andre Pascal Kengne Prof Charles Wiysonge	Nursing and Midwifery University of Cape Town Centre for Evidence-based Healthcare	Diabetes is a ticking time bomb in sub-Saharan Africa	The Conversation (12 Nov)
Prof Renata Schoeman	SU Business School	Grendelgenades	LitNet (13 Nov)

Joy Petersen	Centre for Student Communities	Pandemic tales: Making an educational life in a Stellenbosch University residence during the COVID-19 pandemic	LitNet (13 Nov)
Frederik van Dyk	Master's student (Law)	'n Besinning oor nierassigheid, identiteit en die DA	LitNet (13 Nov)
Prof Lizette Rabe	Journalism	Vrydag die 13de is Omgeedag, nie onheilsdag nie	Netwerk24 (13 Nov)
Prof Faadiel Essop	Centre for Cardiometabolic Research in Africa (CARMA)	Covid-19 and diabetes: why such a lethal combination?	Health24 (13 Nov)
Prof Portia Jordan	Nursing and Midwifery	Nurses play a crucial role in the care of people with diabetes	Cape Times (13 Nov)
Joshua Romisher	SU LaunchLab	A new narrative around African entrepreneurship	Daily Maverick (14 Nov)
Prof Wolfgang Preiser	Medical Virology	The status of the pandemic in South Africa	Daily Maverick (14 Nov)
Riaan Salie	BA student	Minimum wage laws lead to surging youth unemployment	City Press (16 Nov)
Prof Jurie van den Heever	Botany & Zoology		
Dr Chris Jones	Unit for Moral Leadership	Ras: 'Dit bestaan nie'	Netwerk24 (17 Nov)
Drs Hanél Sadie-van Gijzen & Liske Kotze-Hörstmann	CARMA	This quack diet is a waste of money and potentially harmful: Doctors	Times Live (17 Nov)
Dr Karin Wolff	Faculty of Engineering	Teaching cannot live on technology alone	Mail & Guardian (17 Nov)
Rufus Akinyemi & Mayowa Owolabi	University of Ibadan		
Naeem Brey	General Internal Medicine		
Kathleen Bateman, Pamela Naidoo, Alan Bryer & Lawrence Tucker	University of Cape Town	New coalition plans to tackle Africa's growing burden of stroke	The Conversation (17 Nov)
Foad Abd-Allah	Cairo University		
William Sezo	BEd student	Die dubbele standaarde van depressie	Netwerk24 (17 Nov)
Dr Suretha Kannenberg, Sergio Alves & Allison Arendse	Dermatology	Covid-19 collateral damage: When hand sanitisers become a double-edged sword	Health24 (19 Nov)
Enke de Roos	BCom student	As die glas van liefde eers geval het ...	Netwerk24 (19 Nov)
Prof Francois Vreÿ & Capt Mark Blaine	Security Institute for Governance and Leadership in Africa	Navies trimming their sails as roles shift with the times	Cape Times (19 Nov)
Dr Caitlin Uren	Medicine and Health Sciences	How South Africans can use their DNA to be good genomic citizens	The Conversation (22 Nov)
Prof Desmond Painter	Psychology	Die blues van Brackenfell	Rapport (22 Nov)
Alet Louw	BNurMid student (Nursing)	Van boer tot bakhand staan	Netwerk24 (24 Nov)
Prof Juliana Claassens	Old Testament	Gender-based violence is all of our problem	News24 (25 Nov)

Dr Jeanette de Klerk-Luttig	Unit for Moral Leadership	Versink in swak leierskap	Netwerk24 (26 Nov)
Prof Cas Wepener	Practical Theology and Missiology	Stille nag? Toe nou nie!	Vrye Weekblad (27 Nov)
Dr Philippa Kerr	Psychology	Postdoctoral fellowships and the economics of promises	Mail & Guardian (27 Nov)
Frederik van Dyk	Master's student (Law)	Ons instellings is kragtig: Vier voorbeelde en 'n waarskuwing	LitNet (27 Nov)
Dr Cyrill Walters	Faculty of Education	What complexity theory can teach leaders of South African universities today	The Conversation (1 Dec)
Dr Dzvinika Kachur	Centre for Complex Systems in Transition	Red lights are flashing over Russian dealings with Mozambique and Zimbabwe	Business Live (1 Dec)
Hannah Simba Silindile Ngcobo	Global Health University of Cape Town	Covid-19 and the impact on women	News24 (2 Dec)
Dr Ross Shackleton Louisa Wood	Centre for Invasion Biology Centre for Environment, Fisheries and Aquaculture Science (Cefas)	We've developed a framework to help World Heritage Sites manage invasive species	The Conversation (2 Dec)
Prof Leslie Swartz	Psychology	Employing people with disabilities is good for everyone	University World News (3 Dec)
Dr Marcela Espinaze	Mathematical Sciences	Artificial nests can help African penguins breed – but parasites like them too	The Conversation (3 Dec)
Prof Lana van Niekerk	Occupational Therapy	People with disabilities can work if barriers go	Mail & Guardian (3 Dec)
Dr Chris Jones	Unit for Moral Leadership	Zondo must also investigate the corruption enablers – the bankers, accountants and lawyers	Daily Maverick (3 Dec)
Prof Thuli Madonsela	Social Justice	Ubuntu is not dead	City Press (6 Dec)
Profs Evangelos Mantzaris & Pregala Pillay	School of Public Leadership	Covid corruption a sad indictment of SA	Cape Times (8 Dec)
Siphiwe Moyo	Industrial Psychology	Atypical, antifragile employment practices will see us through the pandemic	Business Live (8 Dec)
Prof Thuli Madonsela	Social Justice	The 2020 paradox	Financial Mail (10 Dec)
Prof George Claassen	Journalism	What COVID-19 could teach journalists about science	University World News (10 Dec)
Florence de Vries	Marketing and Communications, Medicine and Health Sciences	Toi-toi in die 80's deur die lens van teologie	Vrye Weekblad (11 Dec)
Dr Alana den Breeyen Dr Juila Meitz-Hopkins	Agricultural Research Council Plant Pathology	Controlling fungus on Cripps Pink apples	Farmer's Weekly (11 Dec)
Frederik van Dyk	Master's student (Law)	Konvokasie wil nie van US 'n Boere-bastion maak nie	Netwerk24 (11 Dec)
Prof Steven Robins Prof Brahm Fleisch	Sociology and Social Anthropology University of Witwatersrand	Walking through Jozi's inner city with tour guide Charlie Moyo – a glimpse of what could be	Daily Maverick (11 Dec)
Prof Nuraan Davids	Education Policy Studies	Disrupt varsity culture that allows GBV	Mail & Guardian (11 Dec)
Arné Kruger	PGDip student (Theology)	'Ja, wonderwerke bestaan nog'	Netwerk24 (14 Dec)

Dr Leslie van Rooi	Social Impact and Transformation	Much credit should go to the #LightsAfterSchool campaign	Cape Times (15 Dec)
Dr Chris Jones	Unit for Moral Leadership	Reconciliation: There are still challenges before we feel united	News24 (16 Dec)
Prof Steven Robins	Sociology and Social Anthropology	Amazon in Africa: A walk through history in the Two Rivers Urban Park	Daily Maverick (16 Dec)
Dr Adam Cruise	PhD-based article (Philosophy)	We must stop putting a commercial value on wildlife and embrace ecophenomenology	Daily Maverick (16 Dec)
Dr Francois Cleophas	Sport Science	Match of the day: Sport versus ecology	Mail & Guardian (18 Dec)
Prof Lesley le Grange	Curriculum Studies	4IR: technological unemployment and response from education	Cape Times (18 Dec)
Prof Cas Wepener	Practical Theology and Missiology	Met 'n Jeep na 1652	Netwerk24 (19 Dec)
Prof Chris Reddy	Curriculum Studies	What will schools look like post-Covid-19?	News24 (19 Dec)
William Sezoe	BEd student	Skoolstelsel 'laat baie in die steek'	Netwerk24 (22 Dec)
Dr Tristen Taylor	Philosophy	Xu Zhangrun: China's persecuted voice of democracy	Times Live (27 Dec)
Prof Cas Wepener	Practical Theology and Missiology	'n Reis deur Storieland	Netwerk24 (2 Jan)
Prof Wim de Villiers	Rector and Vice-Chancellor	'20 maak studente sterker	Netwerk24 (4 Jan)
Dr Natasha Kruger	Centre for Invasive Biology	How tadpoles advance the African clawed frog invasion	The Conversation (6 Jan)
Prof Dion Forster	Systematic Theology and Ecclesiology	Putting Mary at the centre of Christmas is a challenge to South Africa's prosperity gospel	The Conversation (6 Jan)
Prof Michael le Cordeur	Curriculum Studies	Covid: Wat is jou keuse?	Netwerk24 (6 Jan)
Prof Steven Robins	Sociology and Social Anthropology	Reclaiming the city and building an urban common in Woodstock	Daily Maverick (6 Jan)
Frederik van Dyk	Master's student (Law)	US Konvokasie 2020: Ons kan nie oor taalsake saamwerk sonder basiese vertroue nie	LitNet (8 Jan)
Akhona Xotyeni	Master's student (Environmental Management)	Act against Covid and climate crises	Mail & Guardian (9 Jan)
Drs François van Schalkwyk & Jaco Blanckenberg, Profs Nico Cloete & Johann Mouton	Centre for Research on Evaluation, Science and Technology (CREST)	Science output up, but data-driven investment needed	University World News (14 Jan)
Prof Peter Maassen	University of Oslo		
Prof Thuli Madonsela	Social Justice	Tough times call for hope and resilience	City Press (16 Jan)
Prof Michael le Cordeur	Curriculum Studies	Wie sorg vir versorgers?	Netwerk24 (16 Jan)
Flavia Davids	LLB student	Ek het my land lief, al hang die vlag halfstok	Netwerk24 (17 Jan)

Prof Nick Vink Prof Johann Kirsten Wandile Sihlobo	Agricultural Economics Bureau for Economic Research (BER) Agricultural Business Chamber	Mohammad Karaan was united practical experience with academic excellence	Business Live (17 Jan)
Prof Dion Forster	Systematic Theology and Ecclesiology	Trump is out, but US evangelicalism remains alive and well in Africa	The Conversation (17 Jan)
Prof Jeffrey Dorfman Prof Frank Kirstein	Medical Virology University of Cape Town	Vaccine production in South Africa: how an industry in its infancy can be developed	The Conversation (20 Jan)
Prof George Claassen	Journalism	The 'dead hand of politics' endangers ethical journalism, independence is vital	News24 (21 Jan)
Prof Cas Wepener	Practical Theology and Missiology	Trek skoene uit en loop sagter	Die Burger (23 Jan)
Prof George Claassen	Journalism	Om denke te bevry	Rapport (24 Jan)
Wandile Sihlobo Prof Johann Kirsten Sifiso Ntombela	Agricultural Business Chamber BER National Agricultural Marketing Council	Agriculture has blossomed without much support from government	Business Live (24 Jan)
Jason Avron Samuels Dr Leslie van Rooi Prof Thinus Booysen Prof Sara Grobbelaar	PhD student (Electrical Engineering) Social Impact and Transformation Electrical and Electronic Engineering Industrial Engineering	Light in the darkness: how South African schools should cut their electricity costs	The Conversation (26 Jan)
Prof Deon Rossouw	Philosophy	In a remote-working environment, ethical leadership becomes all the more important	Business Live (26 Jan)
Prof André Roux	US Business School	For SA's economy, things will have to get worse before they get better	Business Live (26 Jan)
Dr Chris Jones	Unit for Moral Leadership	Lig sluiers oor ondersoek na Bartlett	Netwerk24 (27 Jan)
Dr Guy Lamb	Political Science	Lockdown policing is not lekker	News24 (27 Jan)
Dr Darcelle Schouw & Prof Bob Mash	Family Medicine and Primary Care	How one South African employer helped its staff get healthier and why it's worth doing	The Conversation (27 Jan)
Prof Thuli Madonsela	Social Justice	Who moved my electricity?	Financial Mail (28 Jan)
Melinda Mieny	BSc student (Human Life Sciences)	Fasades op sosiale media verhoed ons om mekaar te ken	Netwerk24 (1 Feb)
Prof Aslam Fataar	Education Policy Studies	An ethics of ihsaan: beauty and goodness in the encounter with pandemic life	Muslim Views (1 Feb)

Prof Anna-Mart Engelbrecht	Physiological Sciences	Personalised medicine, biotechnology offer new hope for cancer patients	Health24 (4 Feb)
Dustin Coraizen	Master's student (Education)	Wanpersepsie oor pedagogie, kurrikulum kort aandag	Netwerk24 (4 Feb)
Keymanthri Moodley	Centre for Medical Ethics and Law	South Africa didn't take advantage of its role in COVID-19 vaccine trials: why it should have	The Conversation (9 Feb)
Theresa Rossouw	University of Pretoria		
Dr Lloyd Hill	Sociology and Social Anthropology	The Queen's Gambit and the myth of the chess genius	Daily Maverick (9 Feb)
Dr Marina Joubert & Marnell Kirsten	CREST	How the emoji could help democratise online science dialogue	The Conversation (10 Feb)
Prof Mark Tomlinson	Institute for Life Course Health Research	South Africa needs a massive awareness campaign to overcome Covid vaccine hesitancy	Daily Maverick (10 Feb)
Prof Ashraf Kagee	Psychology		
Dr Callixte Kavuro	Public Law	Ongoing closure of reception offices leaves refugees and asylum seekers in undocumented limbo	Daily Maverick (10 Feb)
Dr Linda Zuze	Economics	Why mentorship matters for young women in STEM professions	News24 (11 Feb)
Dr Taime Sylvester	Molecular Biology and Human Genetics	How Covid has impacted gender equality	Cape Times (12 Feb)
Frederik van Dyk	Master's student (Law)	ANC <i>delenda est</i> : Partydogma is onbestaanbaar met die Grondwet	LitNet (15 Feb)
Dr Nic Spaul	Economics	More than two million jobs returned when lockdown eased in 2020 – but hunger persists	Business Live (16 Feb)
Dr Chris Jones	Unit for Moral Leadership	World Day of Social Justice: Corruption is the enemy and its tentacles must be severed	Daily Maverick (17 Feb)
Nompumelelo Mohohlwane & Stephen Taylor	Department of Basic Education	Keeping schools open: Covid lessons learnt	Business Live (17 Feb)
Dr Debra Shepherd	Economics		
Dr Gabrielle Wills & Jesal Kika-Mistry	Economics	Early childhood development sector rides out the waves	Business Live (17 Feb)
Janeli Kotzé	Department of Basic Education		
Prof Daniela Casale	University of the Witwatersrand	Women granted no quarter in Covid crisis	Business Live (17 Feb)
Dr Debra Shepherd	Economics		

Carmen Christian	University of the Western Cape		
Prof Ronelle Burger	Economics		
Prof René English	Health Systems and Public Health	Covid fatigue? Time to pull together	Business Live (17 Feb)
Dr Laura Rossouw, Dr Brendan Maughan-Brown & Tim Köhler	University of the Witwatersrand		
Prof Mark Tomlinson	Institute for Life Course Health Research		
Prof Linda Richter & Dr Wiedaad Slemming	University of the Witwatersrand	Covid-19 has had a profound impact on young people	News24 (17 Feb)
Dr Noreth Muller-Kluits	PhD-based article (Social Work)	People with acquired disabilities also rely on social workers	Cape Times (18 Feb)
Prof Willem Boshoff	Centre for Competition Law and Economics	Hiking cigarette taxes will only strengthen illicit trade	Business Live (18 Feb)
Prof Ronelle Burger	Economics	The missing poor: Data blind spots perpetuate social injustice	News24 (20 Feb)
Simthembele Xeketwana	Curriculum Studies	Multilingualism promotes social cohesion	City Press (21 Feb)
Helanya Fourie & Prof Johann Kirsten	BER	South Africans can hold the government accountable with a new, living document	Business Live (21 Feb)

Columns (27 Oct 2020 to 22 Feb 2021)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Johan Fourie	Economics	What sport can tell us about inequality	Finweek (5 Nov)
		Innovasie is hoofsaaklik 'n spansport	Rapport (8 Nov)
		Risk and our consumption choices	Finweek (26 Nov)
		Robin Hood skuil in ons elkeen	Rapport (13 Dec)
		How technology influences politics	Finweek (17 Dec)
		Een tree nader aan die droom	Rapport (10 Jan)
		Die wêreld van 2030	Finweek (21 Jan)
		Quants and the future of finance	Finweek (4 Feb)
		Skeisake (en die ding met dogters)	Rapport (14 Feb)
		The merchants of Venice, artificial intelligence and the future of information	Finweek (18 Feb)
Prof Amanda Gouws	Political Science	Populisme kry só 'n hupstoot	Netwerk24 (3 Nov)
		Maak voorbeeld van Magashule	Netwerk24 (17 Nov)
		Polisie deel van die probleem	Netwerk24 (1 Dec)
		Standpunt: Is Mogoeng geskik vir sy pos?	Netwerk24 (15 Dec)
		Lesse geleer in dié gruweljaar	Netwerk24 (29 Dec)
		Partye aandadig aan dié optrede	Netwerk24 (12 Jan)
		Menings moet op feite berus	Die Burger (26 Jan)
Regskenner sy tyd ver vooruit	Netwerk24 (9 Feb)		

Prof Jonathan Jansen	Educational Psychology	We don't need another banal statue, we need to raise people from despair	Times Live (28 Oct)
		America, like any democracy, will get what it deserves	Times Live (4 Nov)
		The Brackenfell saga is just another racial crisis for the EFF to exploit	Times Live (11 Nov)
		How much damage will Trump inflict before he leaves with his tail between his legs?	Times Live (18 Nov)
		Online learning is here to stay and parents have a vital role to play	Times Live (25 Nov)
		Government is rearranging deckchairs while SA education sinks without trace	Times Live (2 Dec)
		That's all well and good, but a rewrite won't answer these questions	Times Live (9 Dec)
		The DBE might have lost rewrite case, but it's not over yet	Times Live (17 Dec)
		'Twenty Plenty' my foot. Or was it? Maybe this year wasn't all bad	Times Live (24 Dec)
		Covid-19: Clues to survival in 2021	Times Live (31 Dec)
		Dear government, these are the simple rules for leading in a crisis	Times Live (6 Jan)
		Schools should absolutely not reopen in lockdown level three	Times Live (13 Jan)
		'Nationalisation' is being bandied about, so play the game, private schools	Times Live (20 Jan)
		Our education future is clear, there's no need to play catch-up	Times Live (27 Jan)
		Covid-19 lessons we must heed, lest we miss a once-in-a-generation chance	Times Live (3 Feb)
		What SA's kids need are top-notch teachers. This is how to get them	Times Live (10 Feb)
We should have locked down education before we locked up SA	Times Live (17 Feb)		
Dr Donald Katts	Practical Theology and Missiology	Goedheid is om mense eerste te stel	Netwerk24 (4 Nov)
		Geregtigheid help vorm aan 'n samelewing	Netwerk24 (30 Dec)
		Vaste wete daar dat dit weer beter sal gaan	Netwerk24 (27 Jan)
Prof Nico Koopman	Deputy Vice-Chancellor: Social Impact, Transformation and Personnel	Uitnemendheid net moontlik deur diversiteit	Netwerk24 (28 Oct)
		Innovering en vindingrykheid kan heling help	Netwerk24 (25 Nov)
		Kersfees in die aangesig van die dood gevier	Netwerk24 (23 Dec)
		Alles is Covid, maar Covid is wel nie alles nie	Netwerk24 (20 Jan)
Prof Michael le Cordeur	Curriculum Studies	Dis nou die tyd vir burgerlike moed en krag	Netwerk24 (17 Feb)
		Eindeksamen begin, maar is daar werk?	Netwerk24 (27 Oct)
		'n Las wat arm skole nie meer alleen kan dra	Netwerk24 (10 Nov)
		Transformasie is 'n leefwyse, nie 'n oomblik	Netwerk24 (24 Nov)
		Skolesport se agteruitgang kom lang pad	Netwerk24 (8 Dec)
		Davy Samaai: Rolmodel vir onderwysers	Netwerk24 (22 Dec)
		Besin oor die opening van skole vir 2021	Netwerk24 (5 Jan)
		Gryp die kans aan wat die pandemie skep	Netwerk24 (19 Jan)
Doen dit self, regering het geen aptyt nie	Netwerk24 (2 Feb)		
Prof Reggie Nel	Dean: Theology	Op julle merke, gereed en... gaan voluit!	Netwerk24 (16 Feb)
		'n Nuwe soort leierskap word nou benodig	Netwerk24 (18 Nov)
		'n Jaar waarin nuwe stories geskep word	Netwerk24 (16 Dec)
		Pas aan en kry verhoudings reg in 2021	Netwerk24 (13 Jan)

Hugo Pienaar	BER	'n Onvoltooide herstel – en hier kom die tweede Covid-golf	Vrye Weekblad (11 Dec)
		Begin van die 'roaring 20's' kan SA verbygaan	Vrye Weekblad (8 Jan)
		Die sterk rand flous ons oor hoe diep in die moeilikheid SA is	Vrye Weekblad (22 Jan)
		Dis krimineel om hervormings agterweë te laat	Vrye Weekblad (5 Feb)
Prof Anton van Niekerk	Philosophy	Strooptogte pleks van selfopofferende diens	Netwerk24 (27 Oct)
		Nuwe Bybel is g'n papierpous	Netwerk24 (10 Nov)
		Ons nagmerrie moet nou wyk	Netwerk24 (24 Nov)
		Tyd om Malema te begin glo ...	Netwerk24 (8 Dec)
		Om sonder God, met God te leef	Netwerk24 (22 Dec)
		2021 noop ons om te bly hoop	Netwerk24 (5 Jan)
		Gryp 'n entstof met albei hande	Netwerk24 (19 Jan)
		Vry van 'n vrees vir ander mense	Netwerk24 (2 Feb)
Dr Leslie van Rooi	Senior Director: Social Impact and Transformation	Geloof deel van my menswees	Netwerk24 (16 Feb)
		Dit is wat VBS en Steinhoff in gemeen het	Netwerk24 (5 Nov)
		'n Vrees vir moord op 'n plaas	Vrye Weekblad (20 Nov)
		'n Jaar van inperking	Netwerk24 (26 Nov)
		Dalk help 16 Desember ons besef ons is saam hier	Netwerk24 (17 Dec)
		Nuwe dinge wat ons lewe gaan beïnvloed	Netwerk24 (7 Jan)
		Begrafnisse in die tyd van Covid: Hoe groet ons nou?	Netwerk24 (28 Jan)
Die nostalgie van andersheid	Netwerk24 (18 Feb)		

CONTRIBUTORS

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