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**RECTOR'S MANAGEMENT REPORT  
TO COUNCIL**

Monday 21 June 2021

Prof WJS de Villiers,  
Rector and Vice-Chancellor

# Contents

INTRODUCTION.....	4
THEME 1: A THRIVING STELLENBOSCH UNIVERSITY.....	5
1.1 Institutional Committee for Business Continuity (ICBC).....	5
1.2 COVID-19 at SU.....	8
1.3 SU in the news (23 Feb–24 May 2021).....	9
1.4 New structure for issue-based communication.....	10
1.5 Submission to SA Human Rights Commission.....	11
1.6 Eye-opening new library collection.....	11
1.7 Podcasts and social media.....	11
1.8 Deepening and expanding transformation.....	12
1.9 Social impact initiatives.....	13
1.10 SU rebranding project.....	13
1.11 Systems renewal (SUNFin and SUNStudent).....	14
1.12 Campus renewal.....	15
1.13 Green campus.....	16
1.14 SU Botanical Garden.....	16
1.15 Disability Unit.....	17
1.16 Combatting gender-based violence.....	17
1.17 Privacy impact self-assessment tool.....	17
THEME 2: A TRANSFORMATIVE STUDENT EXPERIENCE.....	17
2.1 2021 applications and enrolments.....	18
2.2 Registration 2021.....	18
2.3 Postgraduate enrolments.....	19
2.4 Historic student debt.....	20
2.5 Ikusasa Student Financial Aid Programme.....	20
2.6 Dell Young Leaders programme.....	20
2.7 Welcoming Programme 2021.....	21
2.8 Student-driven social impact.....	21
2.9 Additional master's and doctoral degrees in 2020 academic year.....	21
2.10 March/April 2021 graduation and pledge ceremonies.....	22
2.11 Student recruitment.....	23
2.12 Reaching out to schools.....	23
2.13 Application trends for 2022 intake.....	24
2.14 Student housing.....	24
2.15 ResEd.....	24
2.16 Advancing individual and institutional multilingualism.....	25
2.17 Academic and professional literacy.....	25
2.18 Shared Humanity module.....	25
2.19 Second student transformation summit.....	26
2.20 FVZS Institute celebrates 10 years.....	26
2.21 HIV testing and wellness campaign.....	27
2.22 Student mental health.....	27
2.23 Improved safety for students out in the field.....	27
2.24 Res kitchens fully operational again.....	27
2.25 Maties Sport.....	28
2.26 Maties Rugby complete assessments in Pretoria during Varsity Cup.....	30
THEME 3: PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS.....	30
3.1 AUDA-NEPAD Centre of Excellence in Science, Technology and Innovation.....	30
3.2 Growth in international partnerships.....	31

3.3	International@Faculty working groups .....	31
3.4	African Digital University Network.....	31
3.5	International Sustainable Campus Network .....	31
3.6	SKEMA partnership update.....	32
3.7	Assessments for international students .....	32
3.8	Hybrid Mobility Hub.....	32
3.9	SU/MSF partnership.....	32
3.10	Telematic Schools Project .....	32
3.11	Ideasmash 2021 .....	33
3.12	Intellectual property .....	33
3.13	Matie Shop.....	33
3.14	SU Wordfees and Choir.....	33
3.15	SU Museum.....	34
THEME 4: NETWORKED AND COLLABORATIVE TEACHING AND LEARNING .....		34
4.1	Support for ERTLA and ARTLA.....	35
4.2	Extended Learning Spaces .....	36
4.3	Course reading list system .....	36
4.4	Professional Educational Development of Academics (PREDAC) .....	37
4.5	Assessment short course .....	37
4.6	Teaching fellows quarterly meeting .....	37
4.7	Strathmore-Stellenbosch online joint school.....	37
4.8	ADA autumn school and Webinar Wednesdays .....	37
4.9	New Techpreneurship Centre delivers first cohort.....	38
THEME 5: RESEARCH FOR IMPACT.....		38
5.1	SU School for Climate Studies.....	38
5.2	Research output.....	39
5.3	Survey of the impact of the COVID-19 pandemic on South Africans.....	39
5.4	Postgraduate supervision model .....	39
5.5	Research Game .....	39
5.6	Fund for Innovation and Research into Learning and Teaching .....	40
5.7	Research ICT service desk .....	40
THEME 6: EMPLOYER OF CHOICE.....		40
6.1	More nGAP positions for SU .....	40
6.2	Health and wellness awareness.....	41
CONCLUSION.....		41
ADDENDUM: OP-EDs AND COLUMNS .....		42
	Opinion editorials (23 Feb–10 May 2021).....	42
	Columns (23 Feb–10 May 2021) .....	47
CONTRIBUTORS.....		49

## INTRODUCTION

Welcome to the second Council meeting of 2021, which means we are nearing the halfway mark of the academic year. I have a mixed sense of **excitement and déjà vu** in delivering this report – excitement at SU’s successes and progress since our previous meeting in March, but déjà vu over a looming third wave of COVID-19 infections.

Last time, I highlighted some of the challenges that we faced as an institution in building on our success of 2020, and the plans to augment our teaching and learning offering. Over the past few months, much effort and resources have gone into the implementation of **ARTLA** (augmented remote teaching, learning and assessment) to retain our momentum from last year.

Under alert level 1 of the national state of disaster, we brought the bulk of our **students to campus**, providing face-to-face tuition within the DHET’s limitations on venue capacity, whilst livestreaming lectures to other students tuning in online (whether from home or from elsewhere on campus). We are also slowly but surely been making progress with our **Extended Learning Spaces (ELS) project**. This is not only enhancing our mix of blended learning, but certainly positions SU as a leader in terms of providing students a learning experience second to none, during the pandemic and beyond.

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

I have just returned from a round of **school visits** in Bloemfontein, Kimberley, George and Oudtshoorn arranged by our Centre for Student Recruitment and Career Advice. I am pleased to report that learners showed immense **interest in becoming Maties**. This was also confirmed by the interest shown in our (first online) Open Day from 17 April to 13 May, which attracted almost 24 000 prospective students, parents and teachers. The event reached a truly **global audience**, with some visitors tuning in from Namibia, Zimbabwe, Botswana and Nigeria, and even from as far as the United States, the Netherlands, United Kingdom, Germany and France.

I can also report that parents and students alike have expressed their appreciation for SU’s efforts to provide prospective students with increased opportunities, more options for access and a greater chance of success through our multilingual approach to delivering our academic programmes.

Also, the number of complete **applications** received by the end of April 2021 **surpassed** the corresponding figure for the **previous year by 1 284**. This is quite an accomplishment, considering that applications for 2022 only opened on 6 April this year.

In my view, this surge in appeal is a direct result of Team Stellenbosch’s **agility and resilience** during the hard lockdown of 2020, our swift move to emergency remote teaching, learning and assessment (ERTLA), and the successful completion of the 2020 academic year. It certainly has not gone by unnoticed. The learners I encountered during my school visits were also impressed by our institution’s ability to bring students to campus this year, and our move to ARTLA to bolster the academic project. I have no doubt that our success in the trying circumstances since the start of COVID-19 has raised SU’s appeal as students’ institution of choice for post-matric studies.

By now, Council members will know that I like the following quotation by the renowned American architect Daniel Burnham: “Make no little plans, for they have no magic to stir men’s blood.” Evidently, prospective students are stirred by SU’s ability to **think big** and then work diligently to execute them.

Another cause for excitement is that, despite the effects of the pandemic last year, we managed to confer a **record number of qualifications in the 2020 academic year** – an excellent 9 235 in total

compared to 9 132 in 2019. I discuss the details and context of this achievement elsewhere in this report.

But there is also a dark lining to our silver cloud, so to speak. With the current dynamics of the pandemic, we need to be mindful of the new reality of a third wave of COVID-19 infections that is already noticeable in our province and region, as it is in the rest of our country. A rising infection rate has already seen the country moving back to a **stricter lockdown level**, which could affect our academic activities and programme in the months ahead.

We are monitoring the situation as it unfolds. Considering the many uncertainties at the time of writing this report, however, I will provide more up-to-date information on lockdown developments as well as management decisions in this regard **at our meeting on 21 June**. For now, I take comfort from our proven resilience, knowing that should a harder lockdown become necessary, SU will be able to return to ERTLA to ensure that the academic project continues.

As is customary, a member of the Rectorate will again be afforded the opportunity to submit an annual report to Council. This time, it is the turn of the **Deputy Vice-Chancellor (DVC): Social Impact, Transformation and Personnel, Prof Nico Koopman**, to report on activities in his responsibility centre over the past 12 months. Therefore, this overall management report contains only selected highlights from his portfolio. Please consult his separate report for more details.

This report covers the period 6 March to 21 May 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)**

When the COVID-19 pandemic hit, SU created its ICBC to oversee the necessary interventions to ensure that the University could continue its academic programme and other business. At a meeting in the reporting period, the ICBC resolved to continue its role for the foreseeable future in light of the ongoing pandemic and its impact on SU’s activities.

#### **Workstream 1: Student services**

##### **Chair: Dr Ronel Retief**

Registration for 2021 took place from 18 January to 31 March, staggering closing dates for different student categories.

To minimise face-to-face contact, registration mostly took place through online self-service. Step-by-step guidelines were published on the University’s dedicated [registration webpage](#). Faculty administrators also introduced e-mail registration for students who needed additional support.

Admin A opened its doors for client-facing services on 2 March. To ensure COVID compliance, a booking system was developed, which limited the number of clients visiting the building at any one time and prevented gatherings in and around the building.

The initial closing date for undergraduate registration of 11 March was extended to accommodate provisionally admitted students who had not been able to register in time due to pandemic-related challenges and NSFAS funding delays.

## Workstream 2: Learning and teaching

### **Chair: Prof Deresh Ramjugernath**

Augmented remote teaching, learning and assessment (ARTLA) kicked off with the start of classes on 15 March. Since not all venues were ready for students to attend online classes on campus, data was made available for April to assist students who had to attend class on MS Teams, which – unlike SUNLearn – is not zero-rated.

A [code of conduct](#) for students returning to campus was compiled and distributed. More specific arrangements regarding students' return to campus are as follows:

- The academic year started off with a limited degree of face-to-face contact to comply with level-1 restrictions and the higher education directive of 2020. If restrictions regarding space utilisation are relaxed, the intention is to gradually increase contact teaching and learning across all programmes.
- Formal module assessments were scheduled as physical, invigilated exams, requiring students to be on campus.
- Although lecturers were encouraged not to penalise students who cannot attend a face-to-face session, the University unfortunately does not have the resources to make available additional interventions for students who are not in Stellenbosch.

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

### **Chair: Prof Nico Koopman**

With the move to ARTLA, academic as well as professional and administrative support (PASS) **staff will need to return to our campuses in greater numbers**. Line managers liaised with staff about their return to the office, which is being managed in terms of government's [health and safety directives](#) for reintegrating staff with the workplace. These directives also provide a procedure to [deal with a situation where an employee refuses to return to the workplace](#). In the meantime, the current hybrid working arrangements are working well.

**Updated leave arrangements** were communicated to staff on 26 March ([click here](#)). In essence, leave from the 2019 cycle not utilised before the end of July 2021 will be forfeited, while unutilised leave from the 2020 cycle will lapse at the end of December 2021. Line managers were encouraged to ensure that staff take leave at appropriate times to safeguard their health and well-being.

## Workstream 4: Communications, social impact and external relations

### **Chair: Prof Hester Klopper**

Communication initiatives to raise and maintain COVID-19 awareness among the campus community and external stakeholders were further implemented.

- The COVID-19 awareness toolkit developed by SU's Corporate Communication and Marketing Division (CCMD) was marketed in five editions of the staff e-newsletter, *info@stellenboschuni*, and recorded 1 682 clicks on its various links. A total of 138 posters were placed on lampposts and 155 distributed to residences, while numerous additional requests were received for printing of toolkit material. The information is also displayed digitally in the SU Library and Museum, among others.

- Daily posts regarding COVID-19 were placed on SU's social media accounts (Facebook, Instagram and Twitter) under the handle #backtocampus. Statistics reveal good engagement and reach.
- CCMD developed SU's own COVID-19 [statistics webpage](#), which contains the latest infection figures for staff and students. The data is compiled from information collected by the Campus Health Service (CHS) on all SU campuses, as well as information provided by local authorities. The page also includes a link to the authoritative South African COVID-19 Modelling Consortium (SACMC) Epidemic Explorer site.

## Workstream 5: Campus operations

### **Chair: Ms Nicolette van den Eijkel**

All protocols implemented to ensure that working, teaching and learning spaces are safe for staff and students are working well. No significant spreader events have been reported on campus. The situation is being monitored, and liaison with SU environments continues. Some concerns were raised about congestion in buildings during exam times, which faculties and the Exam Office were asked to address.

The protocols for venue and event bookings were successfully implemented. While students and student societies were assisted with over 40 applications for hosting meetings and events since the start of the year, SU remains cautious about the risk of super-spreader events.

Under alert level 1, all cleaning on campuses has reverted to pre-lockdown business as usual. Nevertheless, specific daily cleaning tasks are being carried out more frequently (four times a day, with records being kept) to allow for the sanitisation and wiping down of high-touch areas and items.

Protocols inside residences, including those for isolation, seem to be working, and no concerning incidents have been reported. Residences' WiFi networks are taking some strain, but the University is working to increase capacity and provide UPS backups.

To monitor the campus community's compliance with mask-wearing requirements and direct them to sanitiser and mask dispensing stations, some 60 students have been recruited as COVID safety ambassadors. They are easily identifiable by their [green caps and jackets](#).

## Workstream 6: Finance and legal

### **Chair: Mr Manie Lombard**

In overseeing SU's finances in these extraordinary times, management is satisfied that the measures taken to date are adequate to ensure the University's financial sustainability over a six-year planning horizon.

The Department of Higher Education and Training (DHET) published the [national framework and criteria for the management of the 2021 academic year](#) in public and private higher education institutions on 29 March. Subsequently, the Compliance Office in Legal Services prepared an advisory note to help the ICBC understand the impact of the new directives on SU, as well as another note on the implications of the updated level-1 regulations for the return of students and staff to campus and general operational matters. In this reporting period alone, a schedule of 159 COVID-19 regulatory updates was prepared for the ICBC, and subsequently disseminated to various stakeholders.

SU's insurers are busy processing the University's (and other tertiary institutions') **pandemic-related business interruption claims**. The maximum cover for these claims is R5 million per institution.

In terms of **financial sustainability**, cash flow forecasts continue to be managed on a daily, monthly and annual basis as new information becomes available. Management is satisfied that the measures taken to date are sufficient to ensure SU's financial sustainability over a six-year planning horizon.

## Workstream 7: Research/Medical Advisory Committee

### **Chair: Prof Eugene Cloete**

The research workstream continues to apply to the contingency fund for postgraduate data bundles (on demand) and emergency assistance for research contracts. Moreover, Prof Eugene Cloete, workstream chair and Deputy Vice-Chancellor: Research, Innovation and Postgraduate Studies, has approved funding for a [wastewater research project](#) to determine the presence of ribonucleic acid (RNA) in campus wastewater, which could help anticipate a new outbreak of the virus and pinpoint the problem area. The research will be led by **Profs Wolfgang Preiser** (Medical Virology) and **Gideon Wolfaardt** (Microbiology).

The Medical Advisory Committee has developed a number of protocols to aid the fight against COVID-19. These include a protocol to explain [the difference between, and arrangements surrounding, quarantine and isolation](#) to both staff and students, a protocol setting out guidelines for [self-isolation](#), and a [general information](#) document on the transmission of COVID-19. The committee also advised lecturers to wear masks instead of face shields when teaching in-person classes.

## 1.2 COVID-19 at SU

In the first five months of 2021, COVID-19 trends at SU followed national and regional trends. While there were isolated hotspots (Metanoia, Huis Visser and the Journalism class), there have not been any indications of significant cluster outbreaks. The COVID-19 protocols in residences are proving effective.

The **solid working relationship** between the Campus Health Service (CHS) and Stellenbosch Hospital ensures accurate numbers for weekly reporting to University management. The daily report from the hospital includes the results and contact details of students and staff who were tested at all testing centres in Stellenbosch, and has helped CHS staff initiate early contact tracing. CHS also continues to assist Stellenbosch Hospital with screening and contact tracing, both to reduce the burden on hospital staff and speed up contact tracing in the campus community.

CHS staff received training to assist in the roll-out of the national vaccination programme. All CHS staff received early vaccinations as part of the Western Cape and national drive for healthcare workers.

The necessary COVID-19 protocols were followed throughout the welcoming period, and there were **no super-spreader events**. Where positive cases did occur, residence heads and student leaders acted swiftly in collaboration with CHS and staff from Residential Services to prevent the virus from spreading further. Currently, COVID-19 case numbers in residences remain stable, and protocols are being followed.

**COVID-19 website:** The dedicated [COVID-19 web page](#) on the SU website was created to function as a hub for all content related to our handling of the coronavirus disease pandemic. The site serves as a single source of reliable information for various SU stakeholders, and is a repository for SU communiqués addressing COVID matters. A link to the website is included in various forms of institutional communication.

In the reporting period the English version of the site received 6 581 visitors, of whom 2 448 were new. The Afrikaans version, in turn, received 842 visitors, of whom 288 were new.



**COVID-19 awareness campaign:** The social media campaign about wearing masks, social distancing and sanitising continues. Posters were also put up along key student routes on campus as well as in residences. In addition, a poster printing toolkit was distributed to all staff.

### 1.3 SU in the news (23 Feb–24 May 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 the period in review. As in January and February, SU again generated the second highest number of general news clips among South African universities for March and April.

With regard to the subset “Research and innovation”, SU ended second in March and fourth in April.

In terms of **faculty-related** coverage, Economic and Management Sciences continued to lead in terms of overall volume for March, while Law had the most clips for April.

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.

The various **institutional matters** that featured in the media included revealing a **new logo for Stellenbosch University** ([Die Burger](#), [IOL](#), [Cape Argus](#), [Yiba](#)); **SU mourning the death of SRC member Ms Nomzamo Buthelezi** ([Cape Times](#), [Heart FM](#), [Times Live](#), [Daily Sun](#)); **welcoming of our newcomer students** ([Cape Times](#), [Daily Maverick](#), [Die Matie](#)) and Admin B receiving **the first energy performance certificate (EPC) for a building in South Africa** under the new Energy Act ([Die Burger](#), [Sparks Electrical News](#), [RACA Journal](#), [Engineering News](#)).

Also attracting significant media attention was **SU’s announcement of its new School for Climate Studies** ([Cape Argus](#), [Engineering News](#), [Netwerk24](#), [CNBC](#), [Radio 702](#), [Cape Talk](#), [RSG](#)). In addition, the launch of the **Debt Crisis 1985/86 collection** donated to SU Library was widely covered ([Daily Maverick](#), [RSG](#), [Die Burger](#)).

The University’s **media releases** remain a major source of publicity for the institution:

- **Ultramodern simulation unit advances health sciences training at SU** ([Die Burger](#), [SABC3](#), [SABC2](#), [Channel Africa](#), [SABCNews](#))
- **Launch of world-class platform for vineyard training and research** ([Farmer’s Weekly](#), [RSG](#), [Radio Helderberg](#), [Matie Media](#))
- **Wheat straw, mango peels could be used for renewable food packaging** ([Cape Argus](#), [Cape Times](#), [Landbouweekblad](#), [SA Food Review](#), [Engineering News](#))
- **Biodegradable cigarette butts have unintended consequences on the environment** ([Landbouweekblad](#), [eNCA](#), [Cape Talk](#))
- **SU researchers reimagine housing post COVID-19 with a return to the kraal** ([Sowetan Live](#), [Times Live](#), [SAfrica24](#), [Business Insider](#), [Bizcommunity](#))
- **Offshore wind energy could help solve SA’s energy woes** ([Cape Argus](#), [The Mercury](#), [Engineering News](#), [eNCA](#), [HeartFM](#), [Cape Talk](#), [Business Tech](#), [Business Insider](#), [Engineering News](#))
- **Project makes COVID-19 information accessible to deaf community** ([Die Burger](#), [The Witness](#), [Worcester Standard](#), [IOL](#))
- **Greywater reuse: Why irrigating your garden with laundry greywater is a bad idea** ([Cape Times](#), [SmileFM](#), [Times Live](#), [IOL](#), [Cape Talk](#), [Business Insider](#))
- **Creative use of spaces in schools can boost performance** ([Die Burger](#), [Eikestadnuus](#), [The Newspaper](#), [IOL](#), [Yiba](#))
- **Do people use digital media as much as they think they do?** ([Daily Dispatch](#), [Smile](#), [Yiba](#), [Times Live](#), [Techsmart](#))
- **SU students help learners improve their reading skills** ([Eikestadnuus](#), [The Newspaper](#), [IOL](#))

SU's Language Policy, its revision as well as its application in some residences also received a lot of attention. The University's statements and articles on this topic included the following (with links to relevant media articles added):

- [SU Language Policy being revised in 2021](#) (*Cape Argus*, *RSG*)
- [Concerns about language at SU: The facts](#) (*Cape Times*, *Politicsweb*, *Die Burger*, *Rapport*)
- [Senate approves limited deviation of language implementation plans](#) (*Beeld*)
- [Maties remains committed to inclusive multilingualism](#) (*News24*, *Inside Education*, *Daily Maverick*, *Politicsweb*)
- [Stellenbosch University receives memorandum from DAK Netwerk](#) (*Eikestadnuus*, *News24*, *Citizen*, *IOL*, *SABC News*, *RSG*, *kykNET*, *CCFM*)
- [Broader access and a better future thanks to SU's approach to language, says Rector at SAHRC hearing](#) (*Politicsweb*, *News24*, *Die Burger*)

Some of the other news items surrounding the Language Policy process were as follows:

- The open letter by the Department of Afrikaans and Dutch (*Die Burger*)
- SU welcoming the opportunity to engage with the Human Rights Commission (*Die Burger*)
- Poet Breyten Beytenbach's submission to PEN Afrikaans (*Die Burger*)
- An opinion piece by historian Prof Hermann Giliomee (*Rapport*)
- The response to a Council submission by SU's Language Communication Committee (*Die Burger*)
- An op-ed by political analyst Jan-Jan Joubert (*Die Burger*)
- The response by Prof Wannie Carstens and Dr Conrad Steenkamp, former board member and current chief executive of the Afrikaans Language Board respectively (*Die Burger*)

**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, 22 of our contributors produced 14 articles, which collectively yielded just over 284 000 reads.

**Human capital:** According to PEAR's media tracking of individuals at SU, the University's human capital was referred to in 339 media clippings in March and 328 in April. 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 Human Rights Day (21 March), World Engineering Day (4 March), World Creativity and Innovation Day (21 April) (*RSG*; *News24*) and Freedom Day (27 April).

## 1.4 New structure for issue-based communication

SU's stance on public issues such as 'race', gender-based violence and language tends to receive wide media coverage. Yet commenting on these issues requires timeous and well-conceptualised responses, and may have far-reaching consequences for the University's reputation and the integrity of its processes. Often, different narratives run concurrently in both the traditional and social media, which require clear and focused messaging to manage so as to counter inaccuracies and avoid reputational damage.

For instance, since the SU Language Policy revision process went public in March, the issue of language, and specifically Afrikaans, at SU has been playing out in the media. To address this, the responsibility centre (RC) for Strategy and Internationalisation (SI), led by **Prof Hester Klopper**, has set up a structure to coordinate issue-based and executive communication. This will ensure unanimity in SU's key messages, and lead to effective responses to help SU lead the media discourse.

In terms of organisational positioning, the structure will see SU's media manager, executive communication specialist and – if necessary – the Director: Corporate Communication report directly to the DVC: SI to expedite urgent communication. To ensure consistency, however, these roles will remain part of the management team of the Corporate Communication and Marketing Division (CCMD).

To manage further communication on the Language Policy revision in particular, a **Language Communication Committee** has been set up to provide input and strategic direction. Published articles and social media comments on the issue are being analysed to gauge media sentiments and themes, which will serve as the basis for proactive communication.

The handling of communication around language at SU will serve as a pilot project for the refinement of the new structure. Strategic communication consultants have also been engaged to assist with the development of an issue-based communication strategy.

## 1.5 Submission to SA Human Rights Commission

The South African Human Rights Commission (SAHRC) is investigating allegations of a ban on the use of Afrikaans at SU. A first hearing took place at STIAS on 10 May.

At the hearing, I emphasised that the suggestion that students across campus had at any time been prohibited from communicating in Afrikaans as a matter of University policy was false. There is no ban on Afrikaans at Stellenbosch University. That is not our policy. SU advances multilingualism to increase equitable access, foster an inclusive campus culture, and support student success.

When the relevant allegations first surfaced, we swiftly started investigating, and took action. Through our Division of Student Affairs, we engaged with student leaders and students in residences, and as far as we are aware, the issues were resolved satisfactorily. As management, however, we nevertheless commissioned our external auditors to conduct an independent investigation. Its findings should be available soon, and will be shared with the SAHRC.

Western Cape Human Rights Commissioner Chris Nissen, who presided at the hearing, described the meeting with the University management as useful.

For further information, [click here](#). [Click here](#) to access my full opening statement at the hearing.

## 1.6 Eye-opening new library collection

A unique collection recently launched by the SU Library sheds new light on how resolving the South African foreign debt crisis of 1985/6 paved the way for Nelson Mandela's release and the country's transition to democracy. A donation by Sir Claude Hankes (formerly Hankes-Drielsma), the collection was officially launched in May.

It tells the story of the sovereign debt crisis that struck South Africa at the height of apartheid in the latter half of 1985, which forced the government to declare a temporary moratorium on all short-term debt repayments. The collection includes general correspondence, press cuttings, memoranda, timetables of events, and minutes of meetings. [Click here](#) for more.

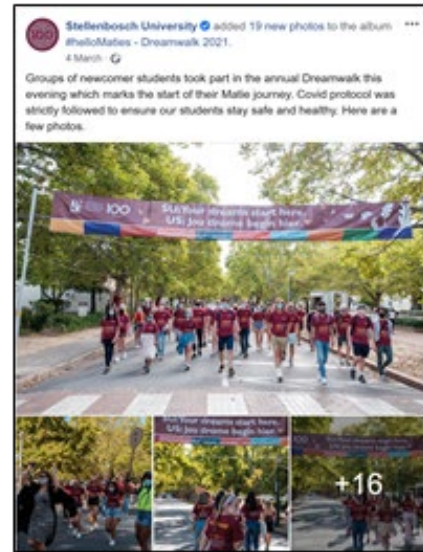
## 1.7 Podcasts and social media

[Talks@StellenboschUni](#), SU's podcasting channel, now has 77 talks available to listeners. To date, the University's podcasts have been played 11 770 times by listeners in 80 countries.

During the reporting period, Corporation Communication and Marketing also ran several back-to-back social media campaigns, including:

- **#helloMaties**, aimed at welcoming newcomer students;
- **#BackToCampus**, to encourage students to follow COVID-19 safety protocols;
- **#SUgrad** for the March graduations; and
- **#chooseSU**, an ongoing campaign to support prospective students.

While all campaigns did well in terms of reach, our #Dreamwalk post and photo album from the March welcoming period definitely stood out (*see alongside*). It achieved a reach of more than 29 000 and elicited approximately 5 000 reactions, comments and shares.



## 1.8 Deepening and expanding transformation

There have been engagements with most faculties' transformation committees. These include Economic and Management Sciences, Medicine and Health Sciences, Arts and Social Sciences, Engineering, Law, and Theology. Written feedback from the faculty transformation committees is due at the end of the first semester.

There is also a parallel process in place for the development of responsibility centre transformation committees (RCTCs). Two meetings in this regard were held with responsibility centres' representatives on the Institutional Transformation Committee (ITC).

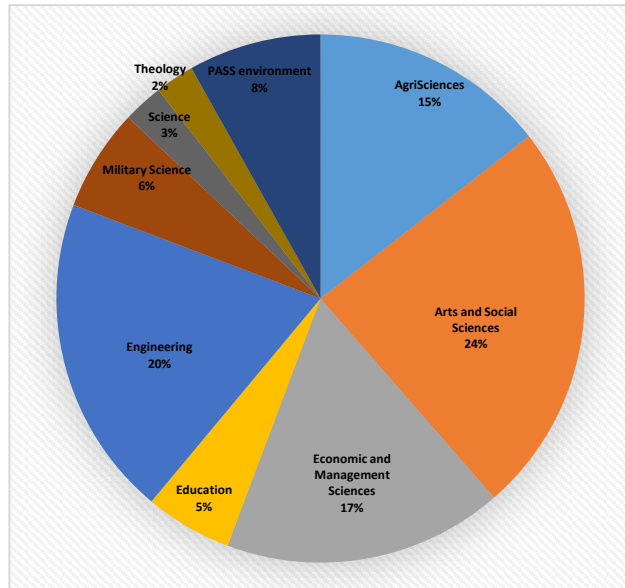
In addition, this year's Siyakhula training series was introduced with the workshop "Reflecting on our SU institutional culture and its journey to transform: A lens into who we are, where we come from, and where we would like to be" on 7 May. The aim was to provide a space for reflection on the historical context that shapes staff members' experience of SU, and to deepen staff's understanding of the institutional culture.

[Click here](#) for further information, and [here](#) to access my full opening statement at the hearing.

## 1.9 Social impact initiatives

In its first funding round for 2021, the Social Impact Funding Committee (SIFC) made available just over R2 000 000 for 19 initiatives across nine faculties and one professional and administrative support services (PASS) environment (see chart alongside). The committee was once again impressed by the depth of the work of the various faculties' social impact work.

The SIFC continues to support initiatives with seed funding. At the same time, however, co-funding from SU environments and external partners is encouraged, as this goes a long way toward strengthening impact and sustaining initiatives.



## 1.10 SU rebranding project

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

In the reporting period, stakeholders' meaningful contributions were considered, which then served as the basis for further refinement of three logo options.

Before seeking Council's approval at their meeting of 13 April, the key findings of the engagement process, the three logo options and the SU branding team's recommendation were presented to the Rectorate, the Institutional Forum (IF) and Senate.



The branding team's recommendation for SU's future visual identity was an "S-stream" logo. This recommendation was based on:

- design agency Boomtown's proposal, which was directly aligned with the recently approved SU brand positioning strategy;
- the strong affinity for the S-stream logo shown in the engagement sessions and online polls; and
- input gathered from specific key stakeholder groups.

With the Rectorate, IF and Senate on board, the S-stream logo was further refined with the help of Mr Iaan Bekker, a well-known and highly respected brand specialist and graphic designer, who had also designed South Africa's coat of arms.

Based on the recommendations of the Rectorate, IF and Senate, Council ultimately approved the final, refined S-stream logo on 13 April (pictured above).

The final phases of the rebranding will now unfold, and will culminate in an official launch and university-wide implementation of the new logo.

During the reporting period, a comprehensive project plan for the roll-out was in development. The various elements required for a successful roll-out and university-wide implementation are also being assessed.

## 1.11 Systems renewal (SUNFin and SUNStudent)

### SUNFin

The Rectorate gave approval for SUNFin to go live in 2022 only, after the implementation of SUNStudent. The project's **initial target date of 1 July 2021 had proved impossible** because of the limited availability and capacity of crucial Finance staff, as well as the interdependencies with the SUNStudent project.

The project team is currently preparing for the iteration 3 review, which will include an updated SU dataset. The objective is to address as many as possible of the outstanding issues so as to increase confidence in the ability of the new system to meet the University's requirements.

The realignment of Finance's organisational structure and roles and responsibilities remains a crucial focus for the Finance leadership team. The appointment of the SUNFin businessowner, who will be heading up the SUNFin support centre, is under way in conjunction with Human Resources.

### SUNStudent

Our new student information system, SUNStudent, **went live on 6 April** for South African and international undergraduate applications.

The application process now includes helpful pop-ups, error messages and guidelines to provide interactive support to applicants. According to initial feedback, applicants experienced the platform as accessible and user-friendly. Staff from Student Recruitment, Client Services and the Central Application Office were also trained to provide effective support.

Information Technology successfully collaborated with vendor Serosoft on functionalities such as student fees, finance and residence placement systems, as well as the online payment gateway.

The new, central online SUNStudent support centre is proving effective. The centre uses a call-logging system, enabling first-line support staff to escalate queries if they cannot fully resolve matters themselves.

The SUNStudent Steering Committee is taking a staggered approach to the application process for 2022. Therefore, it was decided that postgraduate and postdoctoral applications from South Africans and foreigners, special student applications and USB applications would only go live on 1 June 2021.

The go-live of SUNStudent (on 6 April 2021) introduced certain new business processes for applications and admissions to improve efficiency. These include the following:

- The **signed student contract** needs to be uploaded only when an offer is received. This change has had a significant positive impact on students' experience using the system.
- Applicants are considered for all **three their programme choices** and may select their preference if they receive multiple offers.
- A **coherent approach to conditional and final offers** now requires applicants to stick to an institutional timeline for accepting offers, so as to provide faculties and programmes with accurate data for enrolment management and planning.
- The **full record of communication is available on the applicant portal**, offering applicants access to all official communication on a central platform.

## 1.12 Campus renewal

### Biomedical Research Institute (BMRI)

*Total project budget: R1 023 342 000*

Phase 2 of the BMRI project on Tygerberg campus includes refurbishing levels 4 and 5, and constructing a new plant room on the roof level of the existing FISAN building. This phase commenced in November 2020.

The main-entrance structural steel and atrium are progressing well (*pictured below*).



### SU Library

*Approved project budget: R21 136 174*

The SU Library upgrade commenced on 25 March 2021, with a planned completion date of December. Work will include an upgrade to the foyer area, restrooms, computer user areas and study spaces.



### Engineering complex

#### **Refurbishment of Civil Engineering building, phases 1 and 2**

*Estimated construction value: phase 1, R25 900 000; phase 2, R140 794 990*

Phase 1, consisting of site preparation for the full building upgrade (phase 2), has commenced. With building plans approved, phase 2 is set to start in June, and completion is planned for the end of August 2022.

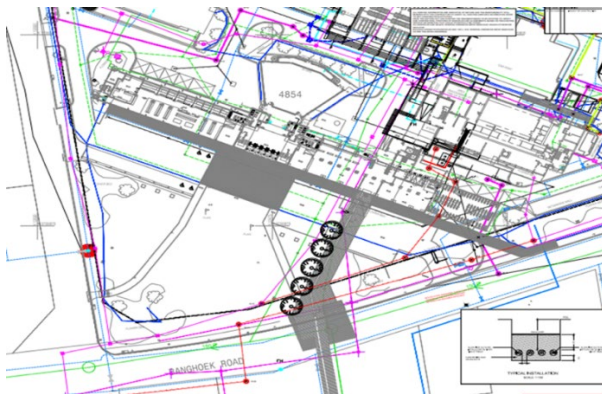
The renovated building will include a new, 450-seater lecture theatre, a new student area, new lecture rooms, renovated and densified offices and open-plan areas, upgraded building services such as central air conditioning and electrical and data networks, as well as full compliance in terms of fire escapes and general circulation.

## Engineering IT infrastructure

*Estimated construction value: R12 686 740*

Building a long-term reliable fibre network infrastructure will not only serve Engineering's current needs, maintaining and increasing the Faculty's educational and operational capacity, but will also allow for future expansion. The infrastructure will connect all Engineering buildings (*see intricate layout below*) and provide the necessary redundancy (substitute) routes.

The project, comprising 85 access ports and close to 10 km of ducting, started in February 2021 and should be ready by July. Construction for the underground civil infrastructure is well under way, and data installations will commence soon. The contractor is on schedule and had completed 60% of all routes by the end of April.



### 1.13 Green campus

SU celebrated Earth Day (22 April) with a week-long programme of activities to raise awareness of sustainability. These included establishing new vegetable gardens at residences, a webinar on restoring the earth (this year's Earth Day theme), tree planting at the Old Main Building ("Ou Hoofgebou"), and catching a glimpse of the rooftop photovoltaic plant at the Neelsie student centre. (See SRC chair Xola Njengele admiring the plant on the picture alongside.)



Facilities Management played host for the week's activities, informing participants of the range of projects already in place to help turn SU into an environmentally sustainable university.

For the next five years, SU's new Environmental Sustainability Plan will be the University's guide in making our campuses even more environmentally and ecologically sustainable. Ultimately, more resilient, greener campuses will mean reduced operational costs, lower emissions and a smaller carbon footprint.

### 1.14 SU Botanical Garden

Upgrades to the Botanical Garden's display and propagation facilities were procured using a Strategic Fund allocation. A living wall installation was applied to the rear side of Fern House in April 2021. The installation will house important displays, visually complement the restaurant, and hide an unsightly adjacent building.



Garden curator **Donovan Kirkwood** and his team will also be creating at least two new display beds to showcase threatened Cape Floristic Region habitats in the popular public teaching section of the garden. The beds will replicate the appearance and composition of endangered or critically endangered Cape ecosystems and will include interpretative labels and information boards.

### 1.15 Disability Unit

The Disability Unit continues to present disability inclusion activities for students and staff.

The Unit commenced with **South African Sign Language (SASL)** awareness sessions on 16 April. Running for eight weeks, videos are released every Friday to introduce viewers to basic SASL signs, which they can learn at their own pace. This follows a pilot during the lockdown in 2020, which revealed significant interest in acquiring SASL among students and staff, and general satisfaction with the presentation mode. Intermediate sessions for those who viewed the videos last year also started on 10 May via Teams and are open to staff and students.

Moreover, “Lead with Disability”, the Unit’s own disability **awareness programme** for students, is being expanded to include student leaders. The Students’ Representative Council is busy completing the programme, with further roll-out to the rest of the student population planned for the second semester.

### 1.16 Combatting gender-based violence

The Equality Unit has joined a **community-of-practice forum** to unpack challenges, ideas and successes in relation to gender equality at universities throughout South Africa. The forum, which is comprised of university gender-equality professionals and practitioners, was initiated by the University of the Witwatersrand and is aimed at exploring ways to address gender-based violence on campuses countrywide. In future, the group will meet monthly to discuss pertinent issues, collaborate, and consider case studies to improve processes.

### 1.17 Privacy impact self-assessment tool

The Division of Information Governance (IG) has launched an online tool allowing all SU staff and students themselves to assess the privacy impact of the information they are working with ([click here to access the tool](#)). Privacy impact assessments (also known as ‘data protection impact assessments’ or ‘personal information impact assessments’) are based on legislative requirements relating to privacy, as well as information and data management best-practice.

The self-assessment allows researchers and institutional process owners to assess the value of the personal information collected, used or created in their research or processes. Understanding the value of information enables the design of more appropriate controls and better compliance with storage and (cyber)security needs. It also serves as an early warning that IG needs to be approached for assistance with higher-value information processing.

## 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

## 2.1 2021 applications and enrolments

Overall application and [enrolment trends](#) for the 2021 intake as well as the past four intake years (excluding Military Science) can be summarised as follows:

- SU received a record **total of 42 407 applications for 2021**, representing 28,68% growth over the past four intakes. Yet the number of complete applications increased by only 10% over the same four-year period. Less than half of the applicants for 2021 submitted complete applications with all relevant supporting documents included.
- Approximately 59,60% of the pool of complete applications for the 2021 intake received a provisional offer by the end of December 2020.
- Enrolments remained stable, showing a negligible increase of 0,11% since 2018.
- Approximately 78% of SU's total application pool for 2021 comprised black African, coloured, Indian and Asian (BCIA) applicants. BCIA applicants also accounted for 60% of the pool of complete applications that could be considered for a provisional offer. Eventually, more or less half (50%) of the provisional offers made by the end of December 2020 were made to BCIA applicants, of whom 38% ultimately enrolled as newcomer first-years.
- Total applications from, complete applications from and provisional offers made to black African students all increased over the past four intake years, by 50%, 27% and 28% respectively. However, most offers over this period were made to white students – a trend that corresponds with the number of enrolments by population group. Enrolments of coloured students declined by 2,8% over the corresponding period.

## 2.2 Registration 2021

Corporate Communication and Marketing and the office of the Deputy Registrar on Stellenbosch Campus continued their collaboration by updating the **registration and fees website**, offering newcomer and returning students detailed and accurate information on the registration process, tuition and residence fees, payment options and NSFAS. The website, which also includes a downloadable registration guide, received over **185 754 page views**.

[Click here](#) for SU's **final registration statistics**, as contained in Information Governance's report on 2021 newcomer first-year and returning undergraduate enrolments. The report, which was issued on 29 March, also contains faculty and other statistics. Do consult Information Governance's [website](#) for a wealth of other institutional data as well.

The Students' Representative Council (SRC) and the Office for Student Governance facilitated the annual registration debriefing workshop with the responsibility centre of the Registrar, the divisions of Student Affairs, Information Governance and Finance, as well as the Postgraduate Funding Office. This served as a follow-up on the November 2020 workshop, where participants co-created an ecosystem of support with a view to registration.

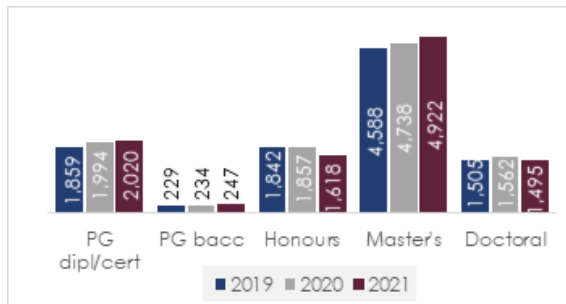
The SRC also ran a successful RegisterAll campaign, assisting 32 (18 undergraduate and 14 postgraduate) students with their registration fees from SRC reserve funds. Total assistance of just under R250 000 was made available.

Further SRC support for registration included:

- representing students on the Student Debt Working Group;
- supporting the #Action4Inclusion fundraising campaign to settle student debt;
- supporting 40 students to enrol for a leadership short course of the Frederik Van Zyl Slabbert Institute;

- helping to secure temporary accommodation, residence placement, financial support and registration guidance for students;
- consulting with SU management during the student protests to find a viable solution to protesters' issues; and
- partnering with Client Services to provide effective first-line support with enquiries outside Admin A during registration.

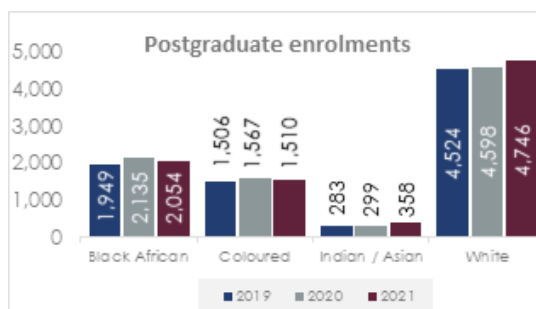
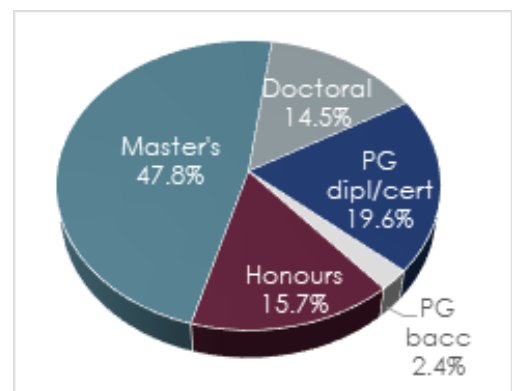
## 2.3 Postgraduate enrolments



The Division of Information Governance released its annual overview of postgraduate enrolments on 30 April. ([Click here](#) for the full report.) The overall number of postgraduate enrolments **increased by 2,78%** from 10 023 in March **2019** to 10 302 in April **2021**. Postgraduate enrolments by qualification type for 2019–2021 are illustrated in the bar graph (*alongside*), while the pie chart shows enrolment by qualification type for 2021.

A comparison of 2021 and 2020 postgraduate enrolments reveals the following key trends:

- The number of **honours** and **doctoral** enrolments **decreased** by 12,9% and 4,3% respectively. The decline in honours enrolments was mainly due to a shift from BAcCHons to the new Postgraduate Diploma in Accounting. While in 2020, 448 students enrolled for BAcCHons, 400 Accounting students in 2021 enrolled for the postgraduate diploma, and only 20 for the restructured honours programme.
- Postgraduate **diploma and certificate** enrolments increased by only 1,3%, despite the additional diploma enrolments in Accounting. Due to the DHET's restructuring of postgraduate Nursing diplomas, no new enrolments could occur in these programmes in 2021.
- **Master's** enrolments increased by 3,9%.



Postgraduate enrolment trends in terms of population group are as follows (*and as depicted alongside*):

- The number of **black African** and **coloured** students decreased by 3,8% and 3,6% respectively from 2020 to 2021.
- **Indian** and **Asian** students showed the highest percentage increase in enrolments.

White students account for less than half (43,2%) of **postgraduate diploma and certificate** enrolments, but represent the majority of all other postgraduate qualification types. from SU to enable their success.”

## 2.4 Historic student debt

Historic student debt threatened to prevent **568 of our senior students** from registering for the 2021 academic year.

SU's Student Debt Task Team was convened. This saw the Students' Representative Council, the responsibility centre of the Registrar, the Centre for Undergraduate Bursaries and Loans, the Postgraduate Bursaries Office, SU International and Student Fees working together to find feasible solutions. The University also pledged its support for the #Action4Inclusion campaign (an SU student funding initiative aimed at ensuring academic inclusion by settling outstanding study fees for students in need) as well as various other initiatives stewarded by Development and Alumni Relations.

In addition, SU made available a substantial amount of its own funds for bursaries, which played a significant part in eventually enabling the students to register.

## 2.5 Ikusasa Student Financial Aid Programme

Having been implemented at SU in 2018, the Ikusasa Student Financial Aid Programme (ISFAP) celebrated its **first cohort of Stellenbosch BAcc graduates** at a special event on 30 April 2021. Guests included the ISFAP programme director and regional manager, who both travelled from Johannesburg to honour the students.

This year to date, ISFAP has awarded 14 bursaries to SU first-years, namely seven to BEng students and seven to students in the Faculty of Economic and Management Sciences. This number may still increase, as the selection process was still ongoing at the time of drafting this report.

SU's Centre for Student Leadership, Experiential Education and Citizenship collaborates closely with the ISFAP Office to develop and host special onboarding and wrap-around support programmes for beneficiaries. These include the University Skills 101 programme for ISFAP first-years, a Universal Skills programme for second-years and a graduate programme for third-year beneficiaries from the FVZSI – all online as a result of the current context.

Moreover, SU's ISFAP manager, Anne Havemann-Serfontein, co-presented a session on mental health and holistic wellness at the first community-of-practice session for ISFAP programme managers who work at 11 institutions nationally.

## 2.6 Dell Young Leaders programme

At a mini-launch on Saturday 13 March, the **inaugural cohort of 100 Dell Young Leaders** were welcomed to this scholarship programme at SU.

The programme of the Michael & Susan Dell Foundation supports high-potential students from disadvantaged communities through to graduation and on to professional careers. The programme awarded **100 bursaries** to first-year undergraduates at SU and will serve a total of **1 000 SU students** from low-income households over the next five years.

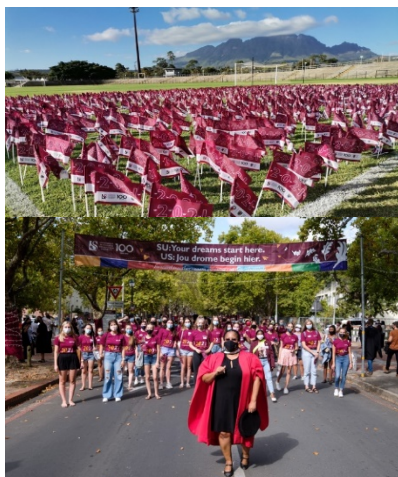
The Dell Young Leaders programme is housed in the responsibility centre of the Registrar, which partners with Development and Alumni Relations, Student Affairs and faculties to **support** beneficiaries' **study success**. Mecia Petersen has been appointed as SU's first Dell Young Leaders programme manager and started on 1 May.

Alongside the scholarship, relationship-based support from the programme team drives students' progress through to graduation as well as job placement or career-enhancing further studies. The support includes interventions across four pillars of **academic** (skills workshops, advice, referral to SU support services, tutoring), **financial** (emergency top-ups for food, toiletries and textbooks),

**wellness** (alumni mentorship, preventative resources, referral to therapeutic services) and **career** (work-readiness skills, career guidance, job search funds and placement services).

## 2.7 Welcoming Programme 2021

Due to COVID-19 uncertainties, preparations to welcome the newcomer first-years of 2021 were slightly more complicated. Planning was done with alert level 3 in mind, yet by the time newcomers arrived on campus, the alert level had been adjusted down to 1.



Nevertheless, highlights of this year's Welcoming Programme included:

- a **flag planting ceremony** at Coetzenburg stadium for newcomers and their parents to "announce their arrival" at SU and stake their claim to the future (*top picture alongside*);
- the popular **Dream Walk**, which saw newcomers pass underneath a banner in Victoria Street to symbolise the start of their academic career at SU (*bottom picture alongside*);
- the **30 tents** that were put up to allow newcomers in the Private Student Organisation (PSO) environment to gather without violating COVID protocols; and
- the **virtual Vensters** event and faculty welcome.

## 2.8 Student-driven social impact

On 11 March, the Division of Social Impact hosted an online colloquium on student-driven social impact. Staff and students deliberated on a university's role in enabling student-driven social impact volunteering opportunities. A diverse range of local and global initiatives for student civic engagement were showcased during the event. The online colloquium replaced the traditional Social Impact community morning due to COVID.

## 2.9 Additional master's and doctoral degrees in 2020 academic year

One of the many implications of the COVID-19 lockdown was that final-year master's and doctoral students who were on a trajectory to graduate in December 2020 or March 2021 could not complete the research component of their programmes in time (e.g. due to a lack of access to data sources). Therefore, the research workstream proposed in 2020 that these candidates be offered an additional, extended submission date of 1 March 2021. The ICBC approved this special submission date, and 374 candidates met the deadline.

Subsequently, faculties pointed out the risk of a significantly reduced subsidy income as a result of a lower-than-normal number of graduations for 2020. Therefore, the Registrar's permission was obtained to include all results of candidates who had submitted by 1 March 2021 in the final Higher Education Management Information System (HEMIS) report to DHET, provided that the results were available by 14 May 2021.

The responsibility centre of the Registrar partnered with the Postgraduate Office, the centres for Institutional Information and Business Intelligence (in the Division of Information Governance) and the relevant faculties to ensure that all governance processes were followed to approve the candidates' examination results. All doctoral results were submitted to EC(S) for approval on behalf of Senate.

Thanks to this extraordinary concession, an additional 105 master's and 28 doctoral degrees could be awarded. The graduates will be afforded the opportunity to attend the graduation ceremonies in December 2021 (COVID-19 permitting).

This means that SU awarded **9 234 qualifications** in 2020 – its **highest-ever number**, up from 9 133 in 2019. The final total for **doctoral degrees** awarded in 2020 was **302**, and **master's degrees 1 316**.

The table below shows the number of graduates from 2016 to 2020, by qualification type, including growth rates over the past year and five years.

	2016	2017	2018	2019	2020	Growth rate % (2019-2020)	Growth rate % (2016-2020)
<b>Undergraduate</b>	<b>4 032</b>	<b>4 226</b>	<b>4 283</b>	<b>4 495</b>	<b>4 769</b>	<b>6,1%</b>	<b>18,3%</b>
Diploma/certificate	17	65	34	199	207	4,0%	1117,6%
Bachelor's (general)	2 502	2 640	2 564	2 605	2 813	8,0%	12,4%
Bachelor's (professional)	1 513	1 521	1 685	1 691	1 749	3,4%	15,6%
<b>Postgraduate</b>	<b>4 319</b>	<b>4 822</b>	<b>4 724</b>	<b>4 638</b>	<b>4 465</b>	<b>-3,7%</b>	<b>3,4%</b>
Diploma/certificate	1 195	1 356	1 335	1 283	1 313	2,3%	9,9%
Bachelor's <sup>1</sup>	81	75	77	91	102	12,1%	25,9%
Honours	1 296	1 462	1 487	1 428	1 432	0,3%	10,5%
Master's	1 469	1 624	1 517	1 474	1 316	-10,7%	-10,4%
Doctoral	278	305	308	362	302	-16,6%	8,6%
<b>Grand total</b>	<b>8 351</b>	<b>9 048</b>	<b>9 007</b>	<b>9 133</b>	<b>9 234</b>	<b>1,1%</b>	<b>10,6%</b>

1) Postgraduate bachelor's in LLB.

[Click here](#) for the full graduates 2020 report.

## 2.10 March/April 2021 graduation and pledge ceremonies

As was the case at year-end in 2020, the graduation ceremonies in autumn 2021 too followed a **hybrid approach**.

Nine small face-to-face ceremonies were held to award 133 PhDs and two honorary doctorates (to businesswoman [Ms Louisa Mojela](#), and mathematician [Prof Daya Reddy](#)). All other qualifications were awarded during online faculty-specific ceremonies, which have received 26 379 views to date.

A communication campaign was implemented to provide graduates and guests with user-friendly, detailed and accurate information on all graduation processes. Campaign outputs were:

- videos of the online faculty-specific graduations;
- livestreaming of the PhD ceremonies, which received over **2 400 views**, most of them after the ceremonies;
- a streamlined graduation website, which recorded **11 821 visitors** in March;
- a pre-graduation newsletter and a graduation edition of news@StellenboschUni; and
- a series of graduation articles on SU's website, social media channels and in local and national media.

The hybrid ceremonies were arranged by the responsibility centre of the Registrar, in close collaboration with Corporate Communication and Marketing, Alumni Relations, Facilities

Management and other stakeholders. The Assessment, Academic Records and Graduations Office (AARGO) coordinated the distribution of graduation documents for our **3 368 March graduates**. In line with AARGO's new document distribution process for all students who graduate in absentia, graduates received their documents within two business days from being sent, hand-delivered to their door via cost-effective courier services.

The online March undergraduate pledge ceremony of the Faculty of Medicine and Health Sciences (FMHS) was coordinated by the Centre for Student Administration (Tygerberg campus) in collaboration with the Dean's office and FMHS Marketing and Communications. Nine students were eligible to participate, and did so via MS Teams. The ceremony has received **3 300 views** to date.

## 2.11 Student recruitment

SU's **first online Open Day** on 17 April attracted almost 24 000 prospective students, parents and teachers – **more than double the number of visitors** who attended recent face-to-face Open Day events. The cyber-event, necessitated by COVID-19 protocols, reached audiences across the globe, with some participants hailing from Namibia, Zimbabwe, Botswana and Nigeria, and even from as far as the United States, the Netherlands, the United Kingdom, Germany and France.

To ensure that all learners had access to the day, the Centre for Student Recruitment partnered with **various schools and projects**. Partners included Kutlwanong (a non-profit committed to improving Mathematics and Physical Science performance among township youth) and TRAC (SU's national intervention programme in Mathematics and Physical Science). Schools in previously disadvantaged areas, such as LEAP schools and Sinenjongo High, made their internet facilities available to learners and parents to access the Open Day events. This was the case nationwide, including at Cofimvaba High, Lutuka Senior Secondary and Little Flower Secondary (Eastern Cape), Madiba High (Gauteng), Thistle Grove and Sibongamandla High (Mpumalanga), Eric Louw High (Limpopo) and Kuruman High (Northern Cape).

The Client Services Centre also assisted with **548 live chats** to help learners and parents navigate the Open Day webpage and answer questions on SU study applications, available funding options, career advice and student support. The [Open Day webpage](#) will remain active until the end of July.

Since applications for 2022 opened on 6 April, [www.maties.com](http://www.maties.com) (the website for prospective students) has seen an increase in visitors. It received **186 582 visits** in the reporting period.

The Recruitment Bursary Project continues to provide full-cost funding for academically deserving black African, coloured, Indian and Asian (BCIA) candidates. Bursary offers are faculty-specific and consider the academic composition of the applicant pool. Altogether 165 recruitment bursary beneficiaries registered at SU for the 2021 academic year.

SU's team of advisors and psychologists conducted 63 online advisory sessions and 32 psychometric assessments (both online and on campus) in the reporting period to assist prospective students with career advice.

## 2.12 Reaching out to schools

In the first two weeks of May, the Centre for Student Recruitment and Career Advice and I hosted a group of school principals, each along with two members of their representative council of learners (RCL) in the Free State, Northern Cape, Klein Karoo and Southern Cape. The guests were from both strategically identified feeder schools and new-market schools in **Bloemfontein, Kimberley, Oudtshoorn and George**.

The events created an opportunity to position the University in the school market and acknowledge the important role these schools play in delivering exceptional academic talent for admission to SU's undergraduate programmes.

An SU advisor also did a presentation on the new SUNStudent application process to empower the RCL members to assist their peers in applying to SU.

### 2.13 Application trends for 2022 intake

Applications with a view to 2022 opened on 6 April 2021, using the new SUNStudent application and student information system. As at 30 April, the numbers were as follows:

Applicant status	Number
Profile created and busy completing application	16 838
Application submitted, but some information still to follow	5 312
Complete application submitted, ready to be reviewed	8 210
<b>Total</b>	<b>30 360</b>

Compared to last year's numbers, complete applications this year **surpassed** the 2020 end-of-April figure by 1 284. This is quite an accomplishment, considering that by 30 April 2020, applications had been open for two months already.

### 2.14 Student housing

The percentage of first-year residence students awarded NSFAS funding increased by five percentage points from 2018 (21%) to 2021 (26%), while their numbers increased by 8,13% from 455 to 492.

The accreditation of **private accommodation** continues. To date, more than **4 300 beds** have been accredited on Stellenbosch and Tygerberg campus.

### 2.15 ResEd

The ResEd programme is a comprehensive initiative aimed at facilitating **newcomer first-years'** transition from school to university, and aiding their **adjustment** to the diverse, multicultural SU landscape.

A new initiative in this regard is the **Critical Engagement Forum Capacity Programme (CEFCP)**. The CEFCP equips house committee members tasked with critical engagement and transformation with facilitation skills to hold conversations on transforming student spaces.

Moreover, the Students' Representative Council (SRC) collaborated with the Transformation Office to hold a consultative session with the student population on the **revision of the Language Policy**. This afforded students the opportunity to share their everyday experience of the use of language in academic and social spaces at SU.

**Siyakhula ResEd sessions** took place online from 8 to 10 March 2021. The three workshops touched on universal access and disability; gender, sexuality and the anti-gender-based violence movement, and sociocultural awareness respectively.

The objective with the session on sociocultural awareness in particular was to create a platform where students could share perspectives on their cultural and political context, and learn to communicate **what they need from one another as South Africans**. This empowered newcomer students to develop key communication skills for improved relationships, more effective conflict resolution with house and roommates, and creating space to learn from one another.



## 2.16 Advancing individual and institutional multilingualism

In 2020, the Language Centre's Interpreting Service pivoted to the **translation** of audio-**podcasts** to help lecturers provide emergency remote teaching, learning and assessment (ERTLA). This initiative continues, with 136 podcasts produced from February to mid-March 2021. Proving its adaptability, the Interpreting Service has now also commenced with real-time online interpreting in Afrikaans, English, isiXhosa and South African Sign Language via Teams. Since mid-March, approximately **150 interpreting hours** have been delivered **every week**. The launch of online interpreting for the School of Accountancy has also been a great success.



Moreover, the Language Learning Hub is making great strides in supporting individual **multilingualism in social and co-curricular spaces** with their courses in Survival Afrikaans (*see class pictured above*) and Survival isiXhosa.

The Language Centre also managed to convey a positive message about the **value of multilingualism** in their interactions with members of Erica residence.

## 2.17 Academic and professional literacy

The almost **3 000 students across six faculties** following the Language Centre's modules in **academic and professional literacy** in 2021 are doing so in augmented remote teaching, learning and assessment (ARTLA) mode. This follows the implementation of a blend of online and contact teaching by the Language Centre's team this year.

The **Reading Lab** too has transitioned to a new approach, namely ReadTheory. This online reading tool allows students to gradually develop their ability to comprehend demanding texts, and is proving very successful. In addition, the Reading Lab has introduced ReadSmartBeSmart workshops for individual students.

Moreover, the Language Centre's English portfolio has partnered with SU International to provide **substantial support for internationalisation**. A total of 278 French students are following English for Academic Purposes (EAP) modules this semester, both online and face to face. Altogether 261 of them are physically located in South Africa.

## 2.18 Shared Humanity module

The Centre for Student Leadership, Experiential Education and Citizenship has designed a bespoke module to prepare students to help achieve **social justice** in volatile, uncertain, complex and ambiguous (VUCA) times. Offered to all students at second-year level and above, the Shared Humanity module comprises the following seven sessions, each led by world-renowned subject matter experts:

- Context in the real world (Dr Jess Auerbach, North-West University)
- What is the present past and how should we deal with it? (Prof Jonathan Jansen, SU)
- What are the human questions in artificial intelligence? (Dr Mpho Tshivhase, University of Pretoria)

- What do past pandemics tell us about present and future pandemics? (Prof Howard Phillips, University of Cape Town)
- Can the law deliver on social justice? (Prof Thuli Madonsela, SU)
- The politics of space and place (Prof Elmarie Costandius, SU)
- Ubuntu – I am because you are (Prof Jonathan Jansen)

A total of **118 students representing all ten SU faculties** have registered for the module, which started on 10 April and will run until mid-September.

An innovative feature is the use of learning coaches, who have been trained in the art of intuitive listening and powerful questioning. The coaches lead both in-session and between-session learning circles, contributing to participants’ development and growth.

## 2.19 Second student transformation summit

As part of its efforts to help cultivate a transformative SU, the Division of Student Affairs (DSAf) hosted its second student transformation summit via MS Teams on 15 April. The annual summit was introduced in 2020.

This year’s event highlighted the **various transformation issues** that DSAf staff and students face on the various SU campuses every day. Members from the Students’ Representative Council, the Anti-GBV Movement and other student leaders deliberated on what transformation meant to them. Challenges such as the financial exclusion of students, the scourge of gender-based violence and the need for students to be heard in key transformation decisions at the University were also raised.

The programme included inputs from **Prof Deresh Ramjugernath**, SU’s new Deputy Vice-Chancellor: Learning and Teaching, as well as **Dr Zethu Mkhize**, new head of our Transformation Office, who discussed the role of student affairs practitioners on SU’s transformation journey.

## 2.20 FVZS Institute celebrates 10 years

To mark the tenth anniversary of the Frederik Van Zyl Slabbert (FVZS) Institute, the Centre for Student Leadership, Experiential Education and Citizenship hosted a special edition of the Frederik Van Zyl Slabbert honorary lecture on 29 March.

With financial support from the Konrad Adenauer Foundation, the annual lecture creates a platform for SU’s student leaders, academics and the broader South African and international community to engage critically with current South African political and governance issues.

The theme for this year’s event was **“Electoral reform: How democratic responsiveness facilitates responsible governance”**, as a nod to the important electoral reform work done by the late Dr Slabbert.

The guest speaker was former high court judge Dennis Davis (*pictured bottom right*). Other panellists were Mr Ebrahim Fakir from the Auwal Socioeconomic Research Institute (*bottom left*) and German judge Rudolf Mellinghoff (*bottom middle*).



The programme was directed by Ms Heidi October (*top left*) and Mr Spurgeon-Haddon Wilson (*top right*), and moderated by Ms Kristan Sharpley (*top middle*), all from the FVZS Institute.

[Click here](#) for a brief overview of activities at the FVZS Institute over the past decade, and [here](#) to view the honorary lecture.

### 2.21 HIV testing and wellness campaign

The Equality Unit partnered with the Tygerberg Students' Representative Council and Sonke Gender Justice to host an HIV testing and wellness campaign from 15 to 18 March in the **Tygerberg student centre**. A total of 165 Tygerberg students were screened for blood pressure problems, diabetes, syphilis, HIV and tuberculosis (TB). Free condoms, pregnancy test kits and brochures about sexual health and wellness were also distributed.

### 2.22 Student mental health

The **COVID-19 pandemic** is undoubtedly affecting students' mental health. An increasing number of clients approaching the Centre for Student Counselling and Development (CSCD), particularly first-year and second-year students, are reporting feelings of loneliness and isolation, despite many of them living in SU residences. Students link this to residences' current no-visitor policy.

Students requesting **academic support** are also steadily increasing. A significant number of these students are having challenges with the online learning component of augmented remote teaching, learning and assessment (ARTLA). They generally prefer more live interaction and fewer reading and video-streaming activities.

Those who require academic support also report high levels of anxiety and low motivation. For many, this relates to the academic challenges of 2020 and the possible knock-on effect on the HEMIS requirements for residence placement and registration in 2022. Students have also expressed **frustration** at the COVID-19-related red tape to access the library and other areas for study purposes.

### 2.23 Improved safety for students out in the field

The academic programmes of many SU faculties and departments include a compulsory fieldwork component. From time to time, however, students or staff fall prey to hijackers and other criminals while en route to fieldwork areas.

A **new protocol** developed jointly by a number of SU environments (including the Faculty of Medicine and Health Sciences, Transport Services, Risk Management, Campus Security and Student Affairs) is aimed at improving student and staff safety while engaging in fieldwork. The protocol includes sharing information about high-risk areas, best practices to minimise risk exposure while en route, as well as actions to be taken should an incident occur.

### 2.24 Res kitchens fully operational again

Managing food services in residences during the 2020 lockdown was a challenge. Only four kitchens were operational, with limited staff present. These kitchens served all residences that housed students during that period.

Since the start of the 2021 academic year, however, all kitchens are **fully operational** again and are observing strict COVID-19 health and safety protocols in preparing and serving food.

**Dagbreek** is boasting a fully revamped kitchen, which is currently the **largest** at SU and serves both Dagbreek and Majuba, with capacity to expand even further in the future. Its revamp forms part of a longer-term strategy to have fewer preparation kitchens in operation so as to reduce overhead

costs. Before the Dagbreek kitchen refurbishment, **Goldfields** received a new kitchen and dining room.

## 2.25 Maties Sport

### E-sports

Altogether **127 participants** took part in an online gaming challenge for chess and selected e-sports hosted by Maties Sport over two weekends in April.

The chess competition was a team-based blitz and was livestreamed. The Coetzenburg Bishops (Corné Briedenhan, Andrew Bartoli, Reece Frye and Aaron Saaiman) won the contest.

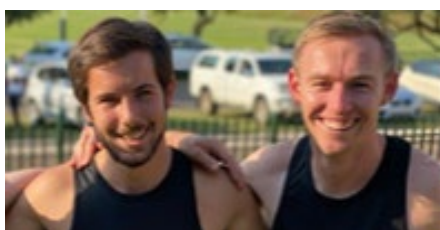


The e-sports contests, supported by Puma, consisted of two individual tournaments for the video games *FIFA 21* and *Counter-Strike: Global Offensive*, and a team-based exhibition match for *League of Legends*. The winners of the two individual tournaments were Abbas Sunday (*FIFA 21*) and Tiago Gonsalves (*Counter-Strike*).

### Maties para-athletes excel

Maties Parasport sent **12 athletes** to compete in the para-events of Athletics South Africa's national championships in Pretoria from 15 to 17 April.

From the start, our athletes were on fire. Kerwin Noemdo (F47) put the shotput ball down at 15,2 m, close to his own South African record. Joshua van Staden (F41) (*pictured alongside with coach Daniel Damon*) threw a personal best and a South African record in both the javelin and shotput with distances of 24,31 m and 7,48 m respectively.



Sprinter Charl du Toit (T37) (*pictured alongside, right*) ran 2021 world-leading times in the 100 m, 200 m and 400 m, with teammate Dyan Buis (T38) finishing third in the 100 m. Visually impaired sprinter Daniel Briers-Louw (T12) (*pictured alongside, left*) competed in the 200 m and 400 m, where he achieved a personal best.

In swimming, Christian Sadie (S7) did exceptionally well at the Swimming South Africa national championships, qualifying for the Tokyo Paralympics in the 100 m backstroke, 50 m freestyle and butterfly. He finished the competition in style, swimming the 200 m individual medley well within the A-qualifying time for the Paralympics, and then improving on his own African record in the final with a time of 2:35,70.

### South African caps, Olympic trials and big signups

**Eight Maties Water Polo players** made it to the final Olympic trials. They are Lwazi Madi (captain), Keegan Clark, Jason Evezard, Ross Stone, Cameron Laurenson, James Hablutzel, Hannah Calvert and Anna Thornton-Dibb.



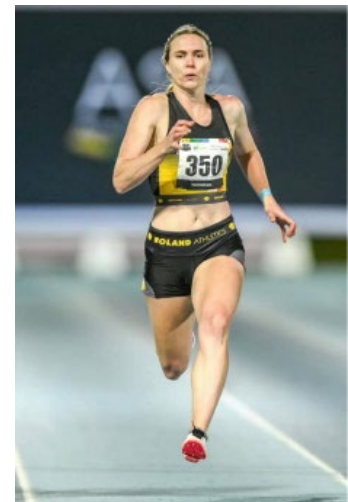
In the Indoor Africa Cup of Nations hockey tournament in Durban in April, Maties Hockey had three players on the court (*anti-clockwise from left*): Jaime Southgate (SA Ladies), Aiden Tun (SA Men) and Dure Boshoff (Namibian Ladies). It was Jaime's 50th Indoor national cap.



In **cricket** news, Ruan Terblanche, a first-year student athlete (BSc Human Life Sciences), has signed a provincial contract for Cricket Boland. Maties Cricket also has Nicholas Keevy, another first-year (BAcc), attending the South African under-19 preliminary World Cup camps in Pretoria, trying to earn his spot in the International Cricket Council's under-19 World Cup in 2022.

### Athletics South Africa (ASA) championships

Maties athletes made their mark at the ASA junior championships in Paarl and the ASA senior championships in Pretoria, winning podium places in the long jump, 2 000 m, pole vault, high jump, javelin, decathlon, 200 m and 1 500 m. Among others, Justine Palframan (*right*) took gold in the 200 m, Jesse Perez won silver in the decathlon (*below left*), and Andrea Cornelissen (*below right*) ended third in the long jump and formed part of the 4 X 100 m relay team who won gold.



### Maties netball players snapped up

Maties Netball players (*pictured alongside training at Coetzenburg*) were again selected to represent SU in some of the country's top teams. Sian Moore and Nichole Taljaard were selected for the President's XII, and Nicola Smith for the South African under-21s. Training is going well, and is picking up for the main season to start soon.



### 2.26 Maties Rugby complete assessments in Pretoria during Varsity Cup

The Assessments, Academic Records and Graduation Office (AARGO) collaborated with Maties Sport to enable members of our Maties Rugby team to **complete their tests** while representing SU in the Varsity Cup's second **bubble** in Pretoria from 21 April.

The team enjoyed the full support of the responsibility centre of the Registrar, Maties Sport management, the relevant faculties and the Institutional Committee for Business Continuity (ICBC).

## 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 AUDA-NEPAD Centre of Excellence in Science, Technology and Innovation

SU recently became co-host to one of five centres of excellence (CoEs) of the African Union Development Agency (AUDA) and the New Partnership for Africa's Development (NEPAD), namely **in Science, Technology and Innovation**. The aim is for the centre to help advance knowledge and science-backed innovations that would support the implementation of the African Union's Agenda 2063.

Set up in Stellenbosch under a cooperation agreement between AUDA-NEPAD, the South African Council for Scientific and Industrial Research (CSIR) and SU, the centre offers access to the world-class Stellenbosch-based science and innovation ecosystem.

Following an online workshop with **144 researchers** and programme officers from SU, the CSIR and AUDA-NEPAD in December 2020, SU International's Centre for Collaboration in Africa (CCA) played a leading role in operationalising the centre and developing a business plan. Subsequently, an initial list of **44 innovations** were discussed one on one with project leaders to identify synergies and opportunities for upscaling to the rest of the continent.

Further activities will include identifying priority project proposals, specifying detailed requirements from SU, and mobilising resources.

### 3.2 Growth in international partnerships

Our international partnerships generally grow organically through research collaboration or staff and student mobility. However, over the past few years, there has been a deliberate focus on SU's partnership framework, which SU International had developed in line with the University's Internationalisation Strategy.

This has seen strong growth in global collaboration. Europe accounts for most of SU's partnership network, which can be attributed to our historical linkages with that continent. Yet our location on the African continent makes us a **coveted partner for institutions worldwide**, who are attracted by our innovative research in and for Africa, and the tangible impact it has.

SU International is currently mapping our comprehensive partnerships portfolio. Among others, this will distinguish between collaborations at an institutional and a faculty/departmental level. The latter normally affords more custodianship to, and supports research specific to, the relevant academic environment.

### 3.3 International@Faculty working groups

The implementation phase of SU's Internationalisation Strategy involves a number of steps to help faculties **align** their research, teaching, learning and international partnership activities with the strategy.

In this regard, members of the SU International management team have been engaging with faculties to support the development of faculty-level working or interest groups that could assist with coordination and information flows.

The first meetings of these working groups took place in the reporting period, ahead of the meeting of the Institutional Advisory Committee for Internationalisation (IACI) in May. The aim of these meetings were to assess the status of partnership agreements at faculty level, align processes for concluding new agreements, and explore more agile ways of responding to opportunities for internationalisation.

### 3.4 African Digital University Network

The African Digital University Network (ADUN) has launched its first working group under the leadership of SU's Centre for Learning Technologies. The work of the group will take the form of ten augmented webinars in 2021 under the broad theme of "Digital pedagogy in emergency education contexts".

ADUN consists of African higher education scholars and other practitioners interested in integrating technology with the higher education curriculum. The network aims to advance **scholarship, innovation and networking** in the field of educational technology from an African perspective. SU is a key partner in the network, having hosted both its inaugural meeting in 2018 and its second colloquium in 2020, shortly before the COVID lockdown.

This first ADUN working group supports the African University Network for Higher Education in Emergencies (AUN4HEiE) in their quest to design courses aimed at improving the employability of refugee students in Africa. To this end, the webinar series will focus on digital pedagogies to support lecturers working with refugees in various contexts.

### 3.5 International Sustainable Campus Network

Nadiem Gafieldien, SU's director of Property Services, was selected as a jury member for this year's International Sustainable Campus Network (ISCN) awards. SU's water optimisation project was named runner-up in the 2020 awards.

The ISCN is an international forum that helps higher education institutions exchange information, ideas and best practices for achieving sustainable campus operations and integrating sustainability with research and teaching.

### 3.6 SKEMA partnership update

In 2020, SU entered into a strategic partnership with [SKEMA Business School](#) to offer their Business Management students from across the school's four global campuses a study-abroad experience along with a tailored academic programme at SU. The first cohort that arrived in 2020 had to return home in March due to COVID, but completed their courses online.

The new cohort for this semester is considerably larger, comprising **342 students**, including master's and B in Business Administration (BBA) candidates. Not all students are on campus, however: Altogether 78 of the 342 decided not to travel to South Africa and are attending their classes online from France. A smaller group of 100 students are expected in the second semester.

### 3.7 Assessments for international students

The responsibility centre of the Registrar, in collaboration with SU International, secured agreements with international partner universities so that SU's international students can complete their **sit-down assessments** at their respective **foreign institutions**. This is a welcome intervention for students still unable to travel to South Africa.

### 3.8 Hybrid Mobility Hub

The midterm conference of TU Dresden's project Collaborative Online International, Interdisciplinary and Intercultural Learning (TUD-COIIIL) took place from 23 to 25 March. SU's participation served as an activity of the Hybrid Mobility Hub being developed in SU International.

The TUD-COIIIL, which was launched in September 2020, supports **international virtual academic collaboration** (IVAC) and is funded by the German Academic Exchange Service (DAAD).

The online event was a working session focused on community building within the larger IVAC project. Participants comprised staff and students from project partners TU Dresden, Shiraz University (Iran) and SU, as well as two external evaluators to document progress.

A proposal has been made to host the final project conference at SU, COVID permitting.

### 3.9 SU/MSF partnership

SU's partnership with Doctors Without Borders (Médecins Sans Frontières, MSF) has resulted in the launch of the **first SU/MSF fully online short course**, "Treating HIV and TB-related infectious diseases". The course commenced on 12 April.

The ongoing collaboration between SU and MSF will see another two fully online short courses delivered over the next three years, as well as the Postgraduate Diploma in Infectious Diseases, which is currently being developed for implementation in 2022.

### 3.10 Telematic Schools Project

The Telematic Schools Project continues to go from strength to strength. Innovations currently being worked on include the **Grade 11 revision programme**, incorporating South African Sign Language into revision programmes, training for presenters, and developing isiXhosa lessons.

This joint initiative between the Western Cape Education Department and SU started in 2009 with the aim to support education through technology. What started with ten schools have grown to **1 300 schools countrywide**, all of whom enjoy access to quality videos, workbooks and other online



content on a zero-rated website. Beneficiaries can watch and access content either from their schools or in the comfort of their homes.

The project supports learners and teachers by providing content in **17 subjects** in both **English** and **Afrikaans**. Teachers also receive professional development training in terms of subject content and personal growth.

### 3.11 Ideasmash 2021

The SU LaunchLab and the office of the Deputy Vice-Chancellor: Research, Innovation and Postgraduate Studies announced the 2021 Ideasmash competition in April.

IdeaSmash is SU's internal round of the **Entrepreneurship Development in Higher Education (EDHE)** intervarsity programme. It offers participants a platform to pitch innovative business ideas or existing technology, social impact of general businesses. The winner of this internal round will represent the University at the regional and hopefully also the national level of the EDHE contest.

The competition is open to both full-time and part-time undergraduates and postgraduates across all disciplines.

### 3.12 Intellectual property

SU marked World Intellectual Property Day on 26 April with an Innovus event hosted at the Stellenbosch Institute for Advanced Study (STIAS).

The event stressed the role of intellectual property rights in encouraging **innovation and creativity**. It also highlighted the critical contribution of small, medium and micro-enterprises (SMMEs) to the economy, and how they can use intellectual property rights to become stronger, more competitive and resilient.

The day was also used to introduce an **Intellectual Property Strategy Toolkit for SMMEs** prepared by the Innovus Technology Transfer Office and the Moolman Institute, and to showcase some of **SU's start-ups**.

### 3.13 Matie Shop

During lockdown, the Matie Shop expanded its online sales through the **Takealot** platform and acquired a vehicle to serve as a pop-up shop at remote and strategic locations. The mobile shop was launched at the graduation ceremonies in December 2020 and March/April 2021, and was also up and running on the Red Square when students returned to campus. For maximum exposure, the Matie Shop now also boasts its own social media accounts.

### 3.14 SU Wordfees and Choir

Due to COVID-19, the 2021 Toyota SU Wordfees will no longer be taking place in physical format in Stellenbosch in September. However, an exciting alternative is in the works. More details about this country-wide celebration of the arts will be revealed soon.

Meanwhile, some events were hosted in the first semester to reinvigorate the performing arts industry.



One of these events was the Toyota SU Woodfees **Artists' Week 6–11 April**. It aimed to encourage reflection and stimulate creativity in the broader artist community. Renowned performers such as Prof Andrew Buckland, Sylvaine Strike, Alfred Hinkel, Gregory Maqoma, Dr Gcina Mhlophe, Jolyn Phillips, Mmatumisang Motsisi and Jefferson Tshabalala engaged with a diverse group of **67 fellow artists**.

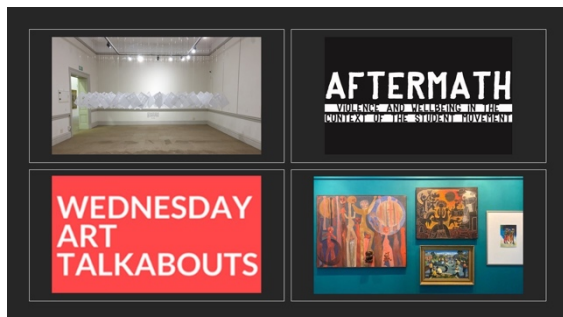


Participants attended workshops (*see picture above*) and had to come up with short works (5–15 min) to perform at the pop-up event **Flicker & Flash** on 10 April. Sixteen productions across various genres were staged in unusual spaces such as vacant shops across town at 30-minute intervals. In addition, a poetry and music event was presented on 9 April (*pictured left*). All performances were free and all COVID-19 protocols observed. This initiative was made possible by Toyota, kykNET, NATi and Visit Stellenbosch.

The **SU Choir** commenced with rehearsals on 8 March, exactly a year after their last performance in 2020. More than half of the 2021 choir are new members. With generous support from the SU contingency fund, special singing masks have been ordered from the United States to protect students without jeopardising sound quality. The choir has also been invited to compete in *Britain's Got Talent* 2022, COVID permitting.

Although it is still uncertain when the Choir will be able to perform, students will be protected while wearing the masks, without jeopardizing the sound quality.

### 3.15 SU Museum



Due to the pandemic, the SU Museum has converted its monthly Wednesday art walkabouts into a series of **webinars** on museum exhibitions and art in general.

For the first Wednesday art **talkabout** (*see screenshot alongside*) on 31 March, Dr Ernst van der Wal (head of the Visual Arts Department) and Ms S'nothile Gumede (MA Visual Arts student) spoke about the exhibition *Acquisition List*, which

Gumede had curated. The exhibition is based on her master's thesis and is currently on display at the museum.

**Just Conversations**, in turn, is a new series of webinars that the SU Museum will host throughout the year. Community members, academics and practitioners will discuss issues such as spatial justice, worker struggles, intergenerational struggles, land, identity and indigeneity, the restitution of African knowledge and artefacts, silences in African history, and the role of archives.

## 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 Support for ERTLA and ARTLA

When contact tuition was suspended nationwide in March 2020 to curb the spread of COVID-19, SU responded by pivoting to emergency remote teaching, learning and assessment (ERTLA). Five weeks later, we resumed our academic programme, fully online. Despite the rapid switch to a new way of work, SU still managed to award a new record of 9 234 qualifications for the 2020 academic year (March/April 2021 graduations included), which is remarkable.

An important part of this success story was the extensive support programme rolled out behind the scenes not only to enable the initial rapid switch, but also to sustain the new approach for the rest of the academic year.

With financial support from the **Michael & Susan Dell Foundation**, the **Oppenheimer Memorial Trust** and the **Harry Crossley Foundation**, SU was able to expand its capacity to develop additional multimedia educational material and offer more virtual academic tutoring, mentoring, psychosocial support and technical support to our students. We are extremely grateful for these donors' generous assistance.

The project was coordinated by the Division of Learning and Teaching Enhancement, in collaboration with faculties' vice-deans of teaching and learning. Other key role players were the managers of the centres for Teaching and Learning (CTL), Learning Technologies (CLT), Student Counselling and Development (CSCD) and the Language Centre.

**Highlights** include the following:

- Creating **training material** for lecturers to help them design “flipped-classroom” teaching and learning experiences
- Additional **tutoring** offered to 22 534 students. The extra tutorials assisted students who were struggling with language issues and general knowledge gaps. Students' writing skills reportedly improved, with a subsequent improvement in grades for some assignments. Tutors reported that the extra time spent with students had relieved the pressure on lecturers and facilitated enhanced teaching and learning.
- Additional **Language Centre** support, including Writing Lab videos, postgraduate writing skills videos, academic skills webinars for undergraduates, the development and audio-translations of podcasts and transcriptions, as well as real-time interpreting for deaf students
- 1 000 students accessing the CSCD's **academic support** counselling sessions
- Over 4 000 **individual and group counselling sessions** conducted by the CSCD

In an online survey in December 2020 (response rate: 9,07%), many students expressed their gratitude and appreciation for what had been offered. Yet some also voiced their frustration, sadness and sometimes even anger at a lack of connectivity and their general learning circumstances at the time.

SU's switch to ERTLA also yielded some **opportunities for learning and development**:

- In November 2020, the University hosted its 13<sup>th</sup> annual Scholarship of Teaching and Learning (SoTL) conference online. Academic teaching and professional and administrative support services (PASS) staff critically reflected on their experience of ERTLA. The reflections have since been made available in the e-publication [Responding to the necessity for change: Higher education voices from the South during the COVID-19 crisis](#).

- With the increased use of digital devices, the CLT and CSCD developed the forthcoming e-wellness e-book *Entering the world of digital wellbeing*. The publication stresses the importance of critically considering our day-to-day activities online.

Going forward, all online material developed for ERTLA will **remain accessible** and relevant, offering students additional learning resources in 2021 and beyond.

The abovementioned funders also graciously granted the University a no-cost **extension** to 30 June 2021 to spend the remaining funding. This allows faculties to continue funding additional tutorial activities, which is proving particularly useful in supporting the switch from ERTLA to ARTLA.

The tutor training module has been reworked into an official 2021 academic leadership co-curricular offering. The module, "**Peer-to-peer facilitation of learning: Training**", is being coordinated by the Centre for Teaching and Learning.

The self-paced, self-directed learning programme is available to tutors in faculties throughout the year. Students who complete the compulsory sessions and assessments receive **recognition on their co-curricular transcripts**.

In the reporting period, 179 students from 24 departments across eight faculties registered for the training.

## 4.2 Extended Learning Spaces

The Extended Learning Spaces (ELS) project came about in **late November 2020**, when SU decided that students would return to campus, but could still only use lecture halls at a reduced capacity to comply with COVID-19 restrictions.

The aim of the project is to equip all schedulable lecture venues with audiovisual equipment and systems to enable lecturers to **stream lectures** to students tuning in online, while also teaching to some students in class. The objective is to provide online students with an **interactive learning** experience comparable to that in class.

The interactive audiovisual software Microsoft Teams is at the core of the ELS system. Lecturers who use the ELS system in class will be able to control what images are displayed in class and are simultaneously visible to online students. Students registered for a module with a SUNLearn presence will automatically form part of the Teams module group. Lecturers will also have the option to record lectures in Teams so that students can review classes.

The ELS project is executed in two streams: hardware and systems implementation led by Facilities Management, and training and support led by IT, in conjunction with the Division of Learning and Teaching Enhancement.

## 4.3 Course reading list system

On 17 February, the SU Library launched its recently implemented SUNLearn-integrated course reading lists system in an online event, which included a live demonstration. The system, which is powered by Leganto from Ex Libris, was purchased thanks to an allocation from the Strategic Fund and implemented in collaboration with the Centre for Learning Technologies and SU's other learning-and-teaching support divisions.

Course reading lists allow for **hybrid learning** and offer access to up-to-date resources for easy **e-learning**. The system enables lecturers to build and manage comprehensive, structured, annotated online reading lists in the familiar environment of SUNLearn. Diverse content from the library and elsewhere (including books, articles, websites, streaming media, digitised content and course notes) and both printed and electronic material can be included in a single list.

#### 4.4 Professional Educational Development of Academics (PREDAC)

PREDAC is SU's annual short course for **newly appointed academics**. The 2021 edition started in March. It is presented in a blended format, combining online participation with face-to-face contact, and participants are from all ten SU faculties as well as the Centre for Teaching and Learning (CTL). The course started with an introduction to the concept of a reflective teacher.

#### 4.5 Assessment short course

The pilot offering of the SU assessment short course started in March. **Sixteen participants** from **eight faculties** registered for the blended-learning course. The programme started off with an introductory online meeting, during which participants discussed the purposes of assessment and the alignment between learning outcomes, learning activities and assessment.

This was followed by the first session on 14 April with four participants attending face-to-face and the rest online via MS Teams. The session focused on the principles and criteria for effective assessment, and used the second draft of the revised SU Assessment Policy as a discussion document. Further asynchronous learning will touch on topics such as feedback, self-assessment and peer assessment.

#### 4.6 Teaching fellows quarterly meeting

On 20 April, SU's teaching fellows had their first quarterly meeting of 2021. The purpose of these meetings is to create a support network among fellows, and to counter the feeling of isolation researchers often experience when working alone on their projects for an extended period.

The University's teaching fellowship programme provides an opportunity for selected academics to develop their teaching expertise, and aims to grow the **scholarship of teaching and learning** at SU.

The meeting was also the first opportunity for the three new fellows for 2021 – Prof Debby Blaine, Dr Taryn Bernard and Dr Gretha Steenkamp – to meet their colleagues on the programme.

#### 4.7 Strathmore-Stellenbosch online joint school

Our inaugural **Emerging Scholars Initiative** (ESI) joint research school – a project of SU International's Africa Centre for Scholarship – took place with Strathmore University in Nairobi, **Kenya**. The school was presented online from 12 to 23 May and comprised three courses and 80 delegates. The intense discussions around scholarship offered significant learning opportunities for staff from both SU and Strathmore.

The ESI aims to host **12 joint schools** at selected SU partner universities in Africa in three years. The two streams – one for PhD students and another for staff – offer courses on research methodology, supervision, academic writing and publishing, and more. Courses are co-designed by facilitators from SU and the partner institution.

At the time of writing, the ESI was planning another two schools with the universities of **Lagos** and **Rwanda** in May and June respectively.

#### 4.8 ADA autumn school and Webinar Wednesdays

The African Doctoral Academy (ADA) hosted its first autumn school online from 3 to 10 May. The school offered five different courses with a focus on analytical skills and techniques in both **qualitative and quantitative research**, and played a critical role in developing participants' research capacity.

Moreover, the ADA has introduced **Webinar Wednesdays**, which are held monthly in parallel with and between ADA schools. To date, four successful webinars have been hosted, with scholars from SU and beyond sharing their knowledge.

#### 4.9 New Techpreneurship Centre delivers first cohort

The **first cohort** of SU graduates, faculty and administrative staff completed the six-week programme of the newly established SU Techpreneurship Centre in March.

The Centre is aimed at data science and entrepreneurial upskilling and was developed by the **SU LaunchLab** (the University's technology and entrepreneurship incubator) in collaboration with the **SU School for Data Science and Computational Thinking**.

Participants acquired industry-relevant technical data science, machine-learning, cloud-computing and IT soft skills. They also gained insight into the fundamentals of entrepreneurship for personal development and growth, and learned how to develop an entrepreneurial mindset through design thinking.

The offering appears to boost graduates' **employability**: By the end of the programme, 90% of graduates had been interviewed by local technology companies, and 70% had been offered full-time internships.

The Centre is planning to present another three iterations of the programme this year.

### THEME 5: RESEARCH FOR IMPACT

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

#### 5.1 SU School for Climate Studies

In what promises to be a **ground-breaking** initiative in the battle against climate change on our continent, SU has announced the establishment of a new School for Climate Studies. Its official launch is scheduled for July 2021.

The School will combine SU's climate-related knowledge systems and social impact mission, the public sector's climate policies and initiatives, and the private sector's climate redress and innovation capacities – all in support of the transition to a climate-resilient society and a low-carbon economy.

The vision of the School is to be a **world-class institution** for interdisciplinary and transdisciplinary climate and related studies **in and for Africa**, and to support and encourage research partnerships with other entities, both nationally and internationally.

Its broad mandate includes research, curricula development, postgraduate training, advice and consultancy as well as technology transfer in the multiple fields of climate studies. This will be achieved by engaging a network of researchers at SU and other universities, institutions and organisations worldwide to collaborate.

One such collaboration will be with the Global University Alliance on Climate (**GUAC**), which includes the universities of Oxford and Cambridge, Massachusetts Institute of Technology (MIT), the University of California, Berkeley, and other leading universities across the world. SU is the only African member of GUAC at present.

## 5.2 Research output

In its annual research output report to the Department of Higher Education and Training (DHET), SU again submitted a **record number of articles** in accredited journals, this time in respect of the 2019 publication output year. The **2019 figure of 1 596** represents a solid increase on the 1 501 units reported for 2018.

Our numbers and performance in terms of other research outputs are as follows:

- Second highest number of **book publications** (327, after the University of Johannesburg (UJ) at 359)
- Third highest number of **conference proceedings** (110, after UJ and North-West University's 294 and 118 respectively)
- Second highest **per-capita** research output (1,72, after the University of KwaZulu-Natal (UKZN) at 1,83)
- Third highest **weighted** research output per capita (3,39, after UKZN and the University of Pretoria (UP) at 3,62 and 3,61 respectively)
- Fourth in terms of **total** output (2 033, after UKZN, UJ and UP at 2 286, 2 276 and 2060 respectively)

The DHET also highlighted the importance of sound ethical practices and will release a report in this regard in due course.

## 5.3 Survey of the impact of the COVID-19 pandemic on South Africans

Researchers from ReSEP (Research on Socioeconomic Policy), a group in our Department of Economics, contributed significantly to the recently released wave 4 of the NIDS-CRAM ([National Income Dynamics Study Coronavirus Rapid Mobile](#)) survey. SU's researchers helped produce [11 working papers](#) capturing data findings, which were subsequently fed into this nationally representative survey of the impact of the COVID-19 pandemic on South Africans.

[Click here](#) for more.

## 5.4 Postgraduate supervision model

The postgraduate supervision model, which was completed in the last quarter of 2020, has been implemented, and seems to be well received. Among others, the model provides an overview of the supervision load by department and/or academic staff member over time. The data is extracted from the postgraduate administration support system, and is then presented in a user-friendly format on the SUN-i business intelligence platform.

The aim is to empower departmental chairs, faculty managers, vice-deans, deans and other research-related functionaries with a **consolidated information source**. Several faculties have started using the model to manage their postgraduate supervision workload. Training for key users in the relevant professional and administrative support services (PASS) environments will start soon.

## 5.5 Research Game

The SU Library recently launched a [research data management \(RDM\) adventure game](#). The game is based on the typical data management challenges of an actual research project.

The text-based, interactive game utilises roleplay to allow players to take a simulated research project through the stages of data management planning, data collection or generation, organisation and description, as well as research publication. Along the way, they are presented with data management challenges.

The game was developed as part of a collaboration between the library services of the universities of Bath and Stellenbosch between 2017 and 2020. The developers were Bath's Alex Ball and Nushrat Khan and Stellenbosch's Samuel Simango.

It appears to be a hit. Since its launch, the game has **been played in 32 countries**, and has also been nominated for an NSTF-South32 award in the category "Data for research". Moreover, in January 2021, the Wellcome Trust's Early-Career Researchers Advisory Board included the game in their [Open Research early-career researcher pack](#), endorsing it as a useful tool for researchers.

## 5.6 Fund for Innovation and Research into Learning and Teaching

The Fund for Innovation and Research into Learning and Teaching (FIRLT) awarded or ringfenced funding to the amount of R782 259 for 22 research proposals in the reporting period. Most of these (16) were for projects in the faculties of Engineering as well as Medicine and Health Sciences. Strong focuses emerging from the proposals were transformation, electronic learning, learning during the pandemic, and postgraduate learning.

## 5.7 Research ICT service desk

A collaborative effort between SU's research support teams, including the Library and Information Service and the divisions of Research Development, IT and Information Governance, saw the development and launch of a bespoke [research ICT service desk](#).

The service desk is an intuitive online portal, offering SU researchers a **one-stop shop** for services and advice relating to research information and communications technology, including data collection, storage, transfer and visualisation. Bringing the various research support teams together on one platform improves collaboration and knowledge sharing across teams to address our researchers' requirements more efficiently.

The service desk can be accessed by clicking on the hyperlink above or selecting it from the list at <https://servicedesk.sun.ac.za>.

## 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 More nGAP positions for SU

SU received another five positions from the national New Generation of Academics Programme (nGAP), bringing the **total number to 32**.

The Minister of Higher Education and Training approved nGAP in 2015 as a vehicle to expand the size and compilation of academic staff at South African universities, especially with regard to the appointment of black, coloured and Indian scholars as well as female academics.

Two of the five new SU positions were awarded to the departments of Mechanical and Mechatronic Engineering and Civil Engineering respectively, and the remaining three went to the Division of Molecular Biology and Human Genetics and the Department of Biomedical Sciences in the Faculty of Medicine and Health Sciences.



## 6.2 Health and wellness awareness

The SU Biokinetic Centre and physiotherapists from the Campus Health Service (CHS) presented a health and well-being **webinar** for staff. Topics covered included nutrition, physical activity and posture-related conditions.

CHS health and well-being services also cover topics appearing on the World Health Organisation's health calendar. Over the past few months, these included World Glaucoma Week, World Head Injury Awareness Day, World Kidney Day, Salt Awareness Week, World Tuberculosis Day, World Health Day, World Malaria Day and World Day for Safety and Health at Work. CHS used these global events as opportunities for **health promotion and education** among the campus community.

With the implementation of the new, augmented **Employee Assistance Programme**, the Wellness Office conducted four general employee wellness information sessions, and one specifically for line managers. The Office also collaborated with CHS, the Faculty of Medicine and Health Sciences (Dietetics) and Maties Sport to conduct two education and awareness campaigns on exercise, ergonomics and the importance of nutrition to avoid fatigue.

## CONCLUSION

The vast scope of the operational activities covered in this report reflects the commitment of the entire Team Stellenbosch to deliver on the key objectives contained in our Strategic Framework 2019–2024, notwithstanding the debilitating effects of the coronavirus pandemic. It is clear evidence that we remain on course, agile and resilient to deal with whatever challenges and volatility the third wave may hold.



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

## ADDENDUM: OP-EDs AND COLUMNS

Opinion editorials (23 Feb–10 May 2021)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Nuraan Davids	Education Policy Studies	A critical look at what's missing from Muslim education in South Africa	<a href="#">The Conversation</a> (22 Feb)
Hugo Pienaar	Bureau for Economic Research (BER)	Temporary windfalls no reason for a free lunch from expenditure thrift	<a href="#">Business Live</a> (22 Feb)
Dr Guy Lamb	Political Science	Crime levels, alcohol and COVID-19 lockdowns	<a href="#">News24</a> (23 Feb)
Dr Phumla Kese	Curriculum Studies	The comforting language of our mothers	<a href="#">Cape Times</a> (23 Feb)
Prof Michael le Cordeur	Curriculum Studies	Matriekuitslae: Pandemie wys hoe waardevol onnies is	<a href="#">Netwerk24</a> (24 Feb)
Dr Chris Jones	Unit for Moral Leadership	Die reg om te sterf	<a href="#">Netwerk24</a> (25 Feb)
Hanlie Gouws	<i>Vrye Weekblad</i>	Nee, ons wil nie regtig woonwepark-bestuurders na SA lok nie	<a href="#">Vrye Weekblad</a> (26 Feb)
Hugo Pienaar	BER		
Thuli Madonsela	Social Justice	Africa should lead the use of soft power	<a href="#">City Press</a> (28 Feb)
Frederik van Dyk	Master's student (Law)	Name wat verander in die onderhandelde republiek	<a href="#">Netwerk24</a> (1 Mar)
Dr Hayley Clements	Centre for Complex Systems in Transition	Recreational hunting, conservation and livelihoods: no clear evidence trail	<a href="#">The Conversation</a> (2 Mar)
Prof Corey Bradshaw	Flinders University		
Prof Enrico di Minin, Christoph Fink, Dr Ricardo Correia, Dr Anna Hausmann, Gonzalo Cortés-Capano & Anna Haukka	University of Helsinki		
Prof Geo Quinot	Public Law	What South Africans should know, but don't, about government's COVID-19 vaccine procurement	<a href="#">The Conversation</a> (2 Mar)
Dr Alanna Rebelo & Nicholas Coertze	Conservation Ecology and Entomology	Mapping alien trees to protect our forests	<a href="#">News24</a> (3 Mar)
Thuli Madonsela	Social Justice	Why SA's matric results don't add up	<a href="#">Business Live</a> (4 Mar)
Dr Francis Vorhies	African Wildlife Economy Institute (AWEI)	Wilding, urban demand key for preservation	<a href="#">Cape Times</a> (4 Mar)
Dr Gretha Steenkamp	School of Accountancy	SA's opaque share repurchases pose an ethical dilemma	<a href="#">Business Live</a> (5 Mar)
Lauren den Besten	Master's student (Philosophy)	Disabled lives matter: COVID-19 puts a spotlight on discrimination	<a href="#">Times Live</a> (6 Mar)
Edwin Cameron	Chancellor	To enforce the COVID lockdown, did we wage a war on the people of South Africa?	<a href="#">News24</a> (6 Mar)
Prof Juliana Claassens	Old and New Testament	Does every woman have a well-stocked arsenal of anger?	<a href="#">News24</a> (8 Mar)
Prof Soraya Seedat	Psychiatry	Time to challenge gender disparities	<a href="#">Cape Times</a> (8 Mar)
Prof Portia Jordan	Nursing and Midwifery	COVID-19: Knowns, unknowns and opportunities	<a href="#">Mail &amp; Guardian</a> (8 Mar)

<b>AUTHOR</b>	<b>FROM (environment or division)</b>	<b>HEADLINE</b>	<b>PUBLICATION (click for article)</b>
William Sezoe	BEd student	Stellenbosch se taalbeleid lankal onsmaaklik en toksies	<a href="#">LitNet</a> (9 Mar)
Frederik van Dyk	Master's student (Law)	Maties se woede en frustrasie oor 'taalonreg'	<a href="#">Netwerk24</a> (9 Mar)
Frederik van Dyk	Master's student (Law)	US-taaldebat 2021: Skande op Maties – rooi ligte in die US se taalbeleid	<a href="#">LitNet</a> (10 Mar)
Prof Jonathan Jansen	Educational Psychology	SU language debate 2021: Inside the anxious world of the <i>taalstryders</i>	<a href="#">LitNet</a> (11 Mar)
Frederik van Dyk	Master's student (Law)	SU language debate 2021: A riposte: Vader Jansen, slaap jy nóg?	<a href="#">LitNet</a> (11 Mar)
Dr Willem Louw	University of Stellenbosch Business School (USB)	Making space for the concept of 'executive sponsor' in South Africa's infrastructure development rollout	<a href="#">Engineering News</a> (11 Mar)
Dr Moses Khanyile	Centre for Military Studies	Abuses at South Africa's spy agency show poor governance. There are solutions	<a href="#">The Conversation</a> (11 Mar)
Dr Jeanette de Klerk-Luttig	Unit for Moral Leadership	Honger kinders kan nie leer of presteer nie	<a href="#">Die Burger</a> (13 Mar)
Dr Nthabiseng Moleko	USB	We must get out of this economic rut	<a href="#">Sunday Times</a> (14 Mar)
Athol Williams	Centre for Applied Ethics	Corporate amends: What is enough?	<a href="#">Mail &amp; Guardian</a> (14 Mar)
Dr Xanthe Hunt	Institute for Life Course Health Research	South African study gives insights into sexual health needs of people with disabilities	<a href="#">The Conversation</a> (16 Mar)
Prof Leslie Swartz	Psychology		
Dr Mark Carew	University College London		
Dr Poul Rohleder	University of Essex		
Stine Hellum Braathen	SINTEF		
Prof Ralph Hamann	University of Cape Town	Companies should try collaboration – not coercion – when dealing with their suppliers	<a href="#">The Conversation</a> (16 Mar)
Dr Frank Brueck	USB		
Dr Franz Wohlgezogen	University of Melbourne		
Prof Joerg Hofstetter	Kedge Business School		
Dr Diana Højlund Madsen	Nordic Africa Institute	How informal institutions derail gender equality in Ghana and South Africa	<a href="#">The Conversation</a> (17 Mar)
Prof Amanda Gouws	Political Science		
Prof Nico Koopman	Deputy Vice-Chancellor: Social Impact, Transformation and Personnel	The vision of human rights needs joint responsibility — we must drop our porcupine quills and learn to trust	<a href="#">Daily Maverick</a> (18 Mar)
Prof Lindy Heinecken	Sociology and Social Anthropology	What's needed to boot GBV out of the military	<a href="#">Mail &amp; Guardian</a> (19 Mar)
Prof Sandy Liebenberg	Public Law	Budget must take human rights into account	<a href="#">City Press</a> (21 Mar)
Prof Jonathan Jansen	Educational Psychology	Equitable education is a human right	<a href="#">Business Day</a> (21 Mar)

<b>AUTHOR</b>	<b>FROM (environment or division)</b>	<b>HEADLINE</b>	<b>PUBLICATION (click for article)</b>
Dr Francois Cleophas	Sport Science	Om te vier: Tier met spier	<a href="#">Rapport</a> (21 Mar)
Dr Chris Jones	Unit for Moral Leadership	Moral imagination key for human rights to flourish	<a href="#">News24</a> (24 Mar)
Prof André G Loxton	Molecular Biology and Human Genetics	TB research still crucial in a time of COVID-19	<a href="#">Health24</a> (24 Mar)
Mercia Kannemeyer	Master's student (Drama and Theatre Studies)	'n Taalbom bars al weer in Stellenbosch	<a href="#">LitNet</a> (24 Mar)
Helanya Fourie & Tshepo Moloji	BER	From load-shedding to lack of confidence in institutions, NDP has steep hill to climb	<a href="#">Business Live</a> (24 Mar)
Frederik van Dyk	Master's student (Law)	US-taalbeleid: Pas op vir verleidelike 'inheemsheid'	<a href="#">Netwerk24</a> (25 Mar)
Prof Nico Cloete & Dr François van Schalkwyk	Centre for Research on Evaluation, Science and Technology	Free higher education: Crises that could have been foreseen	<a href="#">University World News</a> (25 Mar)
Florence de Vries	Marketing and Communication, Faculty of Medicine and Health Sciences	Kanselleerkultuur: Sit af daai musiek	<a href="#">Vrye Weekblad</a> (26 Mar)
Prof Brian Ganson	Africa Centre for Dispute Settlement	Human rights embedded in township enterprises	<a href="#">Mail &amp; Guardian</a> (26 Mar)
Prof Michael le Cordeur	Curriculum Studies	Jaar lank in die voorste linie	<a href="#">Netwerk24</a> (27 Mar)
Prof Cas Wepener	Practical Theology and Missiology	L – die teken van ons tyd	<a href="#">Die Burger</a> (27 Mar)
Edwin Cameron	Chancellor	O brother, where art thou? South Africa's xenophobic violence and fear of the Other	<a href="#">Daily Maverick</a> (28 Mar)
Prof Wim de Villiers	Rector and Vice-Chancellor	It IS possible to build a post-COVID-19 future today	<a href="#">IOL</a> (29 Mar)
Prof Pumla Gobodo-Madikizela	Historical Trauma and Transformation	The arts has the power to build a politics of care and social solidarity beyond human rights	<a href="#">Daily Maverick</a> (29 Mar)
Dr Daniel le Roux	Information Science	The pandemic has permanently changed the world of work	<a href="#">Thought Leader</a> (30 Mar)
Rupert Koopman	Botanical Association of South Africa	Die Maartblom-pelgrimstog	<a href="#">Vrye Weekblad</a> (31 Mar)
Florence de Vries	Marketing and Communication, Faculty of Medicine and Health Sciences		
Prof Cas Wepener	Practical Theology and Missiology	Priesters tydens 'n pandemie	<a href="#">Plus50</a> (1 Apr)
Prof Wim de Villiers	Rector and Vice-Chancellor	US 'verbind tot meertaligheid'	<a href="#">Die Burger</a> (3 Apr)
Prof Thuli Madonsela	Social Justice	Justice is insurance for peace	<a href="#">City Press</a> (4 Apr)
Prof Wim de Villiers	Rector and Vice-Chancellor	Stellenbosch University remains committed to inclusive multilingualism	<a href="#">News24</a> (5 Apr)
Prof Bob Mash	Family Medicine and Primary Care	Healthcare adapting to coronavirus pandemic	<a href="#">Cape Times</a> (7 Apr)
Prof Resia Pretorius	Physiological Sciences	Let's manage our lifestyle diseases	<a href="#">Health24</a> (7 Apr)
Frederik van Dyk	Master's student (Law)	US se denkrigting oor Afrikaans skiet ver te kort	<a href="#">Netwerk24</a> (7 Apr)
Prof Johann Kirsten	BER	Agriculture and land reform: How far are we from an integrated and inclusive rural economy?	<a href="#">Business Live</a> (7 Apr)
Wandile Sihlobo	Agricultural Business Chamber		
Dr Michele Francis	Soil Science	'Sacred forests' in West Africa capture carbon and keep soil healthy	<a href="#">The Conversation</a> (8 Apr)

<b>AUTHOR</b>	<b>FROM (environment or division)</b>	<b>HEADLINE</b>	<b>PUBLICATION (click for article)</b>
Craig Bailie	School for Security and Africa Studies	Slain by soldiers: Collins Khosa's death and the failure of the SANDF to embrace cultural evolution	<a href="#">Daily Maverick</a> (8 Apr)
Prof Cas Wepener	Practical Theology and Missiology	Die ewige slaap in fotografie verewig	<a href="#">Vrye Weekblad</a> (9 Apr)
Tian Alberts	Master's student (Law)	US se uitnemendheid is allermins die wêreld s'n	<a href="#">Rapport</a> (11 Apr)
Prof Aslam Fataar	Education Policy Studies	We need an Islamic ethical perspective fit for our current complex times	<a href="#">Al-Qalam</a> (12 Apr)
Dr Christina Laurenzi & Prof Mark Tomlinson	Institute for Life Course Health Research	There is no magic bullet to solve problems of community safety, violence and risky behaviour	<a href="#">Daily Maverick</a> (15 Apr)
Prof Steven Robins	Sociology and Social Anthropology	Lwazi Lushaba and his Hitler analogy: The cul-de-sacs and conundrums of 'competitive memory'	<a href="#">Daily Maverick</a> (15 Apr)
Prof Aslam Fataar	Education Policy Studies	Ramadaan is 'n tydperk van belangrike etiese vereistes	<a href="#">Netwerk24</a> (17 Apr)
Dr Alanna Rebelo & Prof Karen Esler	Conservation Ecology and Entomology	Why the fire on Cape Town's iconic Table Mountain was particularly devastating	<a href="#">The Conversation</a> (20 Apr)
Frederik van Dyk	Master's student (Law)	"Dala Afrikaans!" – die geboorte van 'n nuwe taalbeweging	<a href="#">LitNet</a> (20 Apr)
Prof Stella Viljoen	Visual Arts	Wilma Cruise makes art for those adulting through a political, socio-economic or health crisis	<a href="#">Arts24</a> (21 Apr)
Dr Marenet Jordaan	Journalism	My suster, die vroedvrou	<a href="#">Netwerk24</a> (21 Apr)
Prof Alex Welte	South African Centre for Epidemiological Modelling and Analysis	The problem with pausing a vaccine rollout	<a href="#">GroundUp</a> (21 Apr)
Prof Rachid Ouifki	University of Pretoria		
Saartjie Botha	Toyota SU Wordfees	Pandemie + kunste =?	<a href="#">Die Burger</a> (22 Apr)
Helanya Fourie & Graig Lemboe	BER	What can be done to increase SA's social wage?	<a href="#">Business Live</a> (22 Apr)
Prof Leila Patel	University of Johannesburg		
Prof Brian van Wilgen	Centre for Invasion Biology	The Table Mountain fire: what we can learn from the main drivers of wildfires	<a href="#">The Conversation</a> (22 Apr)
Dr Nicola van Wilgen-Bredenkamp	SANParks		
Prof Nico Koopman	Deputy Vice-Chancellor: Social Impact, Transformation and Personnel	The ambivalence of celebrating Freedom Day in times of toxic inequality	<a href="#">Daily Maverick</a> (22 Apr)
Florence de Vries	Marketing and Communication, Faculty of Medicine and Health Sciences	Katarsis in die Tankwa	<a href="#">Vrye Weekblad</a> (23 Apr)
Dr Zelda Barends	Curriculum Studies	Literacy a skill needed in today's world	<a href="#">Cape Times</a> (23 Apr)
Prof Jane Battersby	University of Cape Town	Food for thought: the Freedom Charter and freedom from hunger	<a href="#">Daily Maverick</a> (24 Apr)
Dr Scott Drimie	Southern Africa Food Lab		
Prof Thuli Madonsela	Social Justice	COVID holds lessons for the pursuit of social justice	<a href="#">Weekend Argus</a> (25 Apr)

<b>AUTHOR</b>	<b>FROM (environment or division)</b>	<b>HEADLINE</b>	<b>PUBLICATION (click for article)</b>
Josh Romisher	SU LaunchLab	Technology transfer offices have their work cut out to turn innovative ideas into reality	<a href="#">Business Live</a> (26 Apr)
Prof Cas Wepener	Practical Theology and Missiology	Vryheid 27	<a href="#">Die Burger</a> (27 Apr)
Dr Chris Jones	Unit for Moral Leadership	27 years into democracy and we are still struggling with poverty and unemployment	<a href="#">News24</a> (27 Apr)
Prof Dieter von Fintel, Dr Anja Smith & Martin Limbikani Mwale  Francesca Marchetta	Economics  University of Clermont Auvergne	Malawi's farm subsidies aren't helping women: but there are solutions	<a href="#">The Conversation</a> (27 Apr)
Prof Michael le Cordeur	Curriculum Studies	Boelies: Moenie stilbly!	<a href="#">Die Burger</a> (28 Apr)
Dr Natasha Winkler-Titus	USB	Will the pandemic really shape the future workplace?	<a href="#">The Conversation</a> (28 Apr)
Dr Heleen Hofmeyr	Economics	Grit matters when a child is learning to read, even in poor South African schools	<a href="#">The Conversation</a> (29 Apr)
Dr Sonja Strydom  Miné de Klerk	Centre for Learning Technologies  Learning and Teaching Enhancement	Humanising pedagogies to facilitate digital learning	<a href="#">University World News</a> (29 Apr)
Prof Amanda Gouws	Political Science	South Africa is notorious for its high levels of gender-based violence	<a href="#">IOL</a> (29 Apr)
Prof Aslam Fataar	Education Policy Studies	Brand laat ons oor stad besin	<a href="#">Netwerk24</a> (30 Apr)
Dr Daniel le Roux	Information Science	Let's race with, not against, the machine	<a href="#">Mail &amp; Guardian</a> (30 Apr)
Dr Gawie Botma	Journalism	Digging deeper into the meaning of press freedom	<a href="#">Cape Times</a> (3 May)
Prof Lizette Rabe	Journalism	Journalism: The 'best vaccine against disinformation'	<a href="#">News24</a> (3 May)
Dr Vuyiseka Dubula-Majola	Africa Centre for HIV/AIDS Management	'It takes a village to complete a PhD': My message to the Humanities Class of 2021	<a href="#">Daily Maverick</a> (3 May)
Dr Emmanuel Ojo  Annie Burger  Dr Anthony Onwuegbuzie  Bryan Bergsteedt  Dr Samantha Adams  Dr Talitha Crowley	University of the Witwatersrand  PhD student (Arts and Social Sciences)  University of Cambridge  Clinical Anatomy  Industrial Psychology  Nursing and Midwifery	How the pandemic is hurting university students' mental health	<a href="#">The Conversation</a> (4 May)
Prof Faadiel Essop	Physiological Sciences	In a post-truth world, science is under threat — we need an inoculation against fake news	<a href="#">Daily Maverick</a> (5 May)
Dr Evert Kleynhans	Military History	A return to the archives sheds light on German spies in South Africa during WWII	<a href="#">The Conversation</a> (6 May)
Prof Cas Wepener	Practical Theology and Missiology	'Ek sou kon doen met 'n miljoen'	<a href="#">Die Burger</a> (8 May)

## Columns (23 Feb–10 May 2021)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Prof Johan Fourie	Economics	The future of healthcare	<a href="#">Finweek</a> (4 Mar)
		Net moue oprol sal werk	<a href="#">Rapport</a> (14 Mar)
		Banking on an inclusive digital revolution	<a href="#">Finweek</a> (18 Mar)
		The future of the farm	<a href="#">Finweek</a> (9 Apr)
		The future of the stock market	<a href="#">Finweek</a> (23 Apr)
		Hoe red ons die natuur?	<a href="#">Rapport</a> (9 May)
Prof Amanda Gouws	Political Science	Zuma-hofsake vertel 'n storie	<a href="#">Netwerk24</a> (23 Feb)
		Pandemie eis sy tol onder vroue	<a href="#">Die Burger</a> (8 Mar)
		Rassisme lê in onderbewuste	<a href="#">Die Burger</a> (23 Mar)
		Gesprek oor ras kan morsig raak	<a href="#">Die Burger</a> (6 Apr)
		Laat ons nie van Rwanda vergeet	<a href="#">Die Burger</a> (20 Apr)
Prof Jonathan Jansen	Educational Psychology	'I was expecting a bloodbath.' It is a bloodbath, Angie!	<a href="#">Times Live</a> (24 Feb)
		If all our children aren't safe none of us will be	<a href="#">Times Live</a> (3 Mar)
		This is how to break the student debt stalemate	<a href="#">Times Live</a> (10 Mar)
		These protests are becoming a playground for 'professional' students	<a href="#">Times Live</a> (17 Mar)
		Woke brigade fakes outrage over combs and words while ignoring real racism	<a href="#">Times Live</a> (24 Mar)
		To Ace change, SA must step aside from believing empty words	<a href="#">Times Live</a> (31 Mar)
		This is why it was so wrong to call Maimane an 'experiment'	<a href="#">Times Live</a> (7 Apr)
		This is why Hitler-hailing attention seekers are so dangerous in SA	<a href="#">Times Live</a> (14 Apr)
		It's easy to wail over burnt libraries when there's no-one to blame	<a href="#">Times Live</a> (21 Apr)
		Beware SA's shenanigans with other countries behind our backs	<a href="#">Times Live</a> (28 Apr)
		SA's vaccine rollout is a disaster. Hand it over to the private sector, Cyril	<a href="#">Times Live</a> (5 May)
		Dr Donald Katts	Practical Theology and Missiology
Verlange alleen na menslikheid nie genoeg	<a href="#">Netwerk24</a> (24 Mar)		
Dink mooi oor hantering van teleurstelling	<a href="#">Netwerk24</a> (21 Apr)		
Prof Nico Koopman	Deputy Vice-Chancellor: Social Impact, Transformation and Personnel	Raak gemaklik met 'n lewe wat teenstrydig is	<a href="#">Die Burger</a> (17 Mar)
		Die waarheid se baie gedaantes maak ons vry	<a href="#">Netwerk24</a> (14 Apr)

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		Kinders se reg tot onderwys só geskaad	<a href="#">Netwerk24</a> (30 Mar)
		Leierskap bly die sleutel tot sukses in skole	<a href="#">Die Burger</a> (13 Apr)
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		COVID bring ook wenners en presteerders tussen al die skade en verlies	<a href="#">Vrye Weekblad</a> (16 Apr)
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		Wat dóén ons aan rassisme?	<a href="#">Netwerk24</a> (30 Mar)
		Wag Nirvana of Armageddon?	<a href="#">Die Burger</a> (13 Apr)
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		Vryheidsdag 2021: Hoe vry is ons en hoe vry wil ons wees?	<a href="#">Netwerk24</a> (22 Apr)



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