



**Stellenbosch**  
UNIVERSITY  
IYUNIVESITHI  
UNIVERSITEIT

forward together  
sonke siya phambili  
saam vorentoe

# Annual Report 2022

Responsibility Centre:  
Strategy, Global and Corporate Affairs  
Stellenbosch University



Prof Hester C. Klopper  
Stellenbosch University  
September 2022

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## Foreword

Since the establishment of Stellenbosch University's (SU) first Responsibility Centre (RC) with a focus on strategy and internationalisation in August 2012, the entity has been evolving. The value proposition has expanded, and the divisions focusing on the core functional areas of the RC has also been consolidated within the RC.

In September 2021, the name was changed to the RC for Strategy, Global and Corporate Affairs to reflect the various functional areas of the RC. I am therefore privileged to present to you the first annual report of the RC: Strategy, Global and Corporate Affairs.

This new name encompasses all the aspects captured in the RC's value proposition. We remain the institutional centre for strategy, and therefore the word 'Strategy' has been retained. Strategy bring together planning, execution and the measurement of our effectiveness. The word 'Global' in the context of higher education worldwide is preferred (rather than 'International') as it refers to a broader scope. Global Affairs is SU's central hub for all aspects related to global education and research, international student and faculty mobility, international students and scholars, global partnerships and diplomatic relationships, and active network membership and participation. Through global affairs we aim to transform the University's teaching and learning, research, and social impact to be globally engaged and embed the dimensions of global competence. This requires working closely with administrative entities, faculties, staff, students, and partners across the university and the world.

'Corporate Affairs' is an established umbrella term referring (both in literature and business/corporate practice) to functions relating to, among others, communication, institutional events, stakeholder relations, marketing, brand management, and reputation management. Due to the interrelationship between marketing and student recruitment, the latter also forms part of the RC.

This new name not only refers to the functional units the RC consists of, but aligns SU with current global practices and has given us who make up this RC renewed vigour and a broader perspective with which we move forward together.

## Acknowledgements

This report reflects the contribution of every staff member within the RC: Strategy, Global and Corporate Affairs, and I would foremost like to acknowledge them for their hard work and commitment to our institution. It is because of our staff members that this RC can report on the many successes achieved over the past year. The RC consists of diverse employees with specialised skills that collectively contribute immensely to attaining the University's *Vision 2040* and the goals and objectives set out in the *Strategic Framework 2019–2024*.

My gratitude also goes to the senior directors of the four divisions in this RC for their commitment and support. I therefore want to especially acknowledge them for their contributions: Prof Ian Cloete (Information Governance), Ms Christelle Feyt (Corporate Communication and Marketing), Mr Robert Kotzé (SU International), and Dr Barbara Pool (Strategic Initiatives).

In addition, thank you to my Personal Assistant, Ms Hazel Alexander, and the RC Manager and coordinator of this report, Dr Wayne Muller. Lastly, I would like to acknowledge the Rector and Vice-Chancellor, Prof Wim de Villiers, for providing a space to flourish, and for my fellow Rectorate members for their support.

**Prof Hester C. Klopper**  
*Deputy Vice-Chancellor:  
Strategy, Global and Corporate Affairs*



# Introduction

In reflecting on the past year, the RC: Strategy, Global and Corporate Affairs has played a pivotal role in providing integrated support for SU's strategy across the University.

Some of the significant outcomes and successes for the RC during 2021 has laid the foundation for an increased focus on our priorities for 2022. During the current reporting period – September 2021 to August 2022 – five priorities guided the RC's strategic focus:

1. the uptake of the full mandate of the Corporate Communication and Marketing Division;
2. the implementation and monitoring of the SU Internationalisation Strategy;
3. the continued uptake of the mandate of the Division for Information Governance regarding structures, data integration, analytics and business intelligence;
4. the effective coordination of institutional strategic projects and programmes; and
5. the continued management, monitoring and evaluation of SU's strategy.

As part of the realignment and streamlining of the respective roles of institutional communication and marketing, the extended mandate of the Corporate Communication and Marketing Division (priority 1) especially bolstered the importance of developing a focused strategy and communication policy for institution-wide, integrated marketing and communication.

The continued implementation of the SU Internationalisation Strategy (priority 2) contributes to achieving institutional strategic objectives, supports all the faculties where internationalisation-related activities are primarily seated, and ensures ongoing alignment of campus internationalisation support structures

to ensure consistent and comprehensive internationalisation across the University.

Integrated information is an essential requirement for data and analytics (priority 3) to provide a holistic perspective for decision making at SU and a prerequisite to create a capability for the University to enable data-driven decision making.

One of the Division for Strategic Initiative's responsibilities is comprehensive project and programme planning and management of key strategic projects and programmes (priority 4) that may develop from strategic planning and that cuts across the institution.

The University's strategy, *Vision 2040* and *Strategic Framework 2019–2024*, is now in its fourth year of implementation (priority 5). During this period, significant progress was made in developing an institutional scorecard based on strategic management indicators aligned with the core strategic themes. The data that are made available in this way enable the University to analyse progress and to review and update the institutional strategy plan according to lessons learnt.

While these priorities have guided the RC's strategic focus for 2022, several other projects reported on here have been instrumental in setting SU on its future path.

This report is structured according to SU's six core strategic themes and provides an overview of the activities of the RC over the past year as a means of evaluating the value added to SU's *Vision 2040* and *Strategic Framework 2019–2024*, and how this RC has supported the achievement of the institutional goals for each of the six core strategic themes.

A stylized globe with a grid of dots and intersecting lines, representing a global network. The globe is rendered in a light beige color. A dark red rectangular block is positioned on the left side of the globe, partially overlapping it.

## **WHO WE ARE:**

Overview of the RC:  
Strategy, Global and  
Corporate Affairs

## Institutional context and positioning

### Vision 2040

Stellenbosch University will be Africa's leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society.

### Mission

Stellenbosch University is a research-intensive university, where we attract outstanding students, employ talented staff and provide a world-class environment; a place connected to the world, while enriching and transforming local, continental and global communities.

### Core Strategic Themes

The University sets out six core strategic themes in *Vision 2040* and *Strategic Framework 2019–2024*. Since SU's aim is to achieve *a thriving Stellenbosch University*, this is Theme 1. To do so, SU's stakeholders are crucial partners, and therefore Theme 2 is *a transformative student experience* (students being our largest internal stakeholder group) and Theme 3 is *purposeful partnerships and inclusive networks*, engaging our external stakeholders. These are followed by SU's main drivers and core business, i.e. Theme 4, *networked and collaborative teaching and learning*, and Theme 5, *research for impact*. Theme 6, employer of choice, positions University staff as a critical enabler.

## Value proposition

Through its value-based approach, the RC: Strategy, Global and Corporate Affairs – comprising the divisions for Strategic Initiatives, Information Governance, Corporate Communication and Marketing, and Stellenbosch University International – uses skills, shares knowledge, and provides services that aim to support the University's *Vision 2040* and *Strategic Framework 2019–2024*. The RC's value proposition encompasses the following:

- Coordinating, planning and managing both strategy development, alignment and execution in an integrated way by driving the strategy and managing key strategic projects, along with strategic monitoring and evaluation that support SU's vision and strategy, as well as the management of the SU Strategic Fund.
- Lead data and analytics and business intelligence through integrating data from a variety of sources to expand SU's information repository, disseminating summarised information by providing score-card data, modelling, scenario development, business analysis, digitalisation, process re-engineering, and support organisational development and positioning, thereby facilitating a data-led SU in its strategies and tactics.
- Designing and implementing integrated marketing, recruitment and communication strategies and related action plans for the development and promotion of a strong public image, an appealing institution for prospective students, and a positive reputation that enables a climate conducive for the fostering of a thriving SU.
- Build global relationships, strengthen comprehensive partnerships, and participate in networks to enhance SU's global presence, lead the development and implementation of the institutional Internationalisation Strategy, reinforce alignment, and provide internationalisation support throughout the institution.



## Visual representation of the RC's value proposition



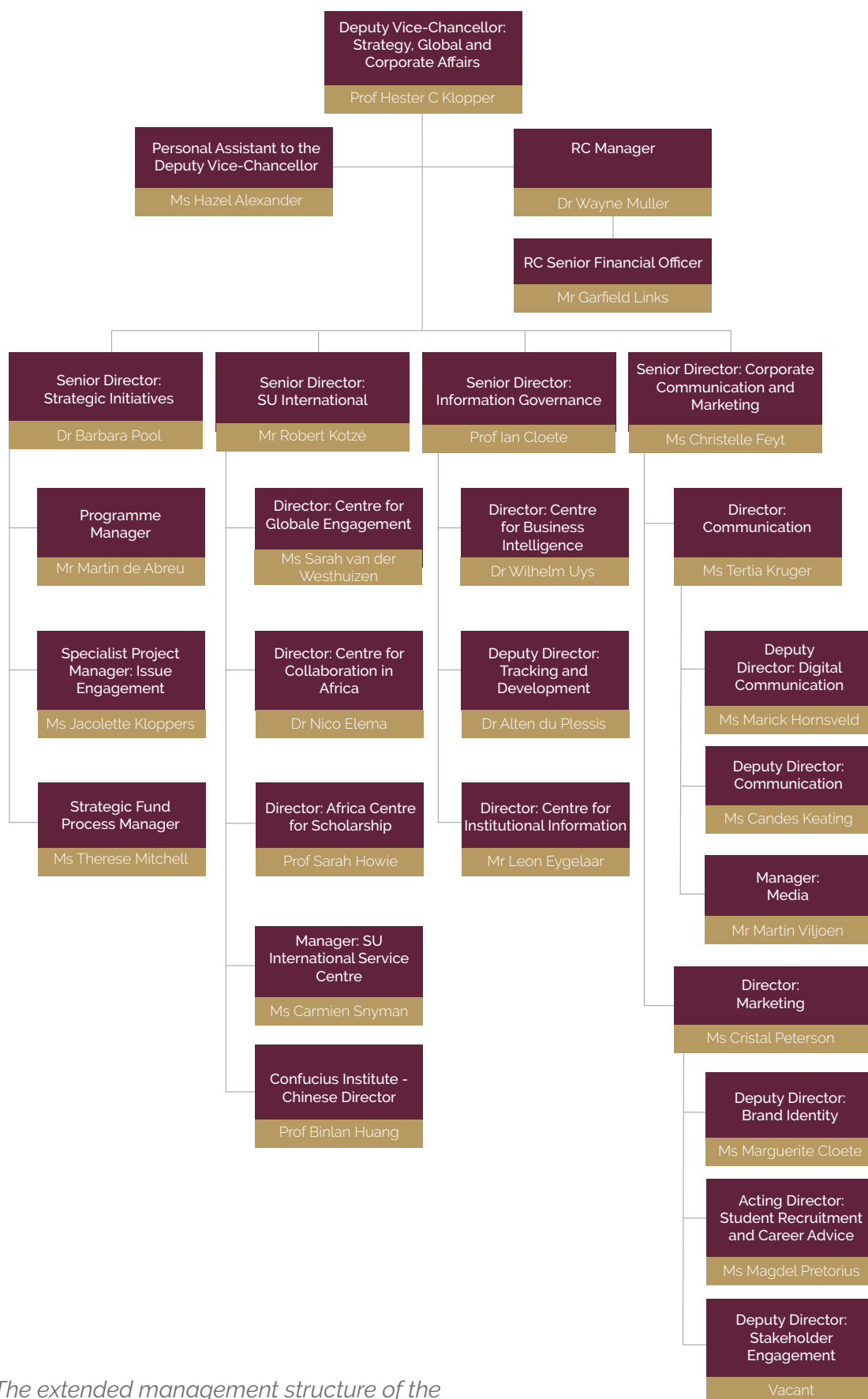
**Figure 1:** Visual representation of the RC's value proposition.



*The extended management team of the RC: Strategy, Global and Corporate Affairs at the annual strategic planning session held in October 2021. **Photo: Stefan Els***

# Structure

The RC: Strategy, Global and Corporate Affairs comprises four division, namely Strategic Initiatives (SI), Information Governance (IG), Corporate Communication and Marketing (CCMD), and Stellenbosch University International (SUI).



**Figure 2:** The extended management structure of the RC: Strategy, Global and Corporate Affairs.





# OUR PERFORMANCE:

Reporting against SU's  
core strategic themes



## CORE STRATEGIC THEME 1: A thriving Stellenbosch University

## **The institutional goals for a thriving Stellenbosch University are:**

- Cultivate an SU characterised by inclusivity, deep and intentional transformation, and diversity.
- Create opportunities for the advancement of multilingualism in academic, administrative, professional and social contexts, whilst recognising the intellectual wealth inherent in linguistic diversity.
- Change the size, shape and mix of our student population and of our academic programmes to mirror the strategic direction of our vision.
- Create a financially sustainable organisation.
- Raise the standard of the University's facilities and infrastructure to that of a world-class, research-intensive university, while embracing visual redress.
- Bring about profound and sustainable change and regeneration in all facets and functions of SU to be agile, adaptive and responsive.
- Aspire to be a leading, research-intensive university ranked amongst the top world universities by 2024.
- Create an entrepreneurial culture that advances innovation institutionally.



## Strategy planning on institutional level

On institutional level, the strategic planning annual cycle has four key components. During this reporting period, the Institutional Plan was submitted to the Department of Higher Education and Training on 15 December 2021, the Institutional Planning Forum took place on 9 and 10 February 2022, the strategy implementation plans of the responsibility centres and faculties were submitted and consolidated during May and June 2022, and the Executive Planning Forum took place on 3 and 4 August 2022. Prior to this, the Rectorate also held an executive management strategy session in August 2021.

During the **Rectorate's strategy summit** in August 2021, seven key areas extrapolated from the University's strategy, referred to as **gamechangers**, were identified for accelerated implementation. If successfully implemented, these seven gamechangers will steer SU towards achieving its strategic goals and will contribute significantly towards ensuring SU's systemic sustainability. These gamechangers are: (1) Innovation and entrepreneurship, (2) Academic renewal, (3) Hybrid learning (escalation), (4) Assessment, (5) Business model for the schools and faculties, (6) Delivery models and partnerships to unlock Africa and international potential, and (7) Digital transformation. Six **cross-cutting themes** were also identified, i.e., (1) transformation, (2) internationalisation, (3) strategy and data analytics, (4) systemic sustainability, (5) governance, and (6) matrix organisation.

During the **Institutional Planning Forum (IPF)**, held in February 2022, one of the gamechangers, Innovation and entrepreneurship, was highlighted. The agenda also focused on the cross-cutting theme of transformation.

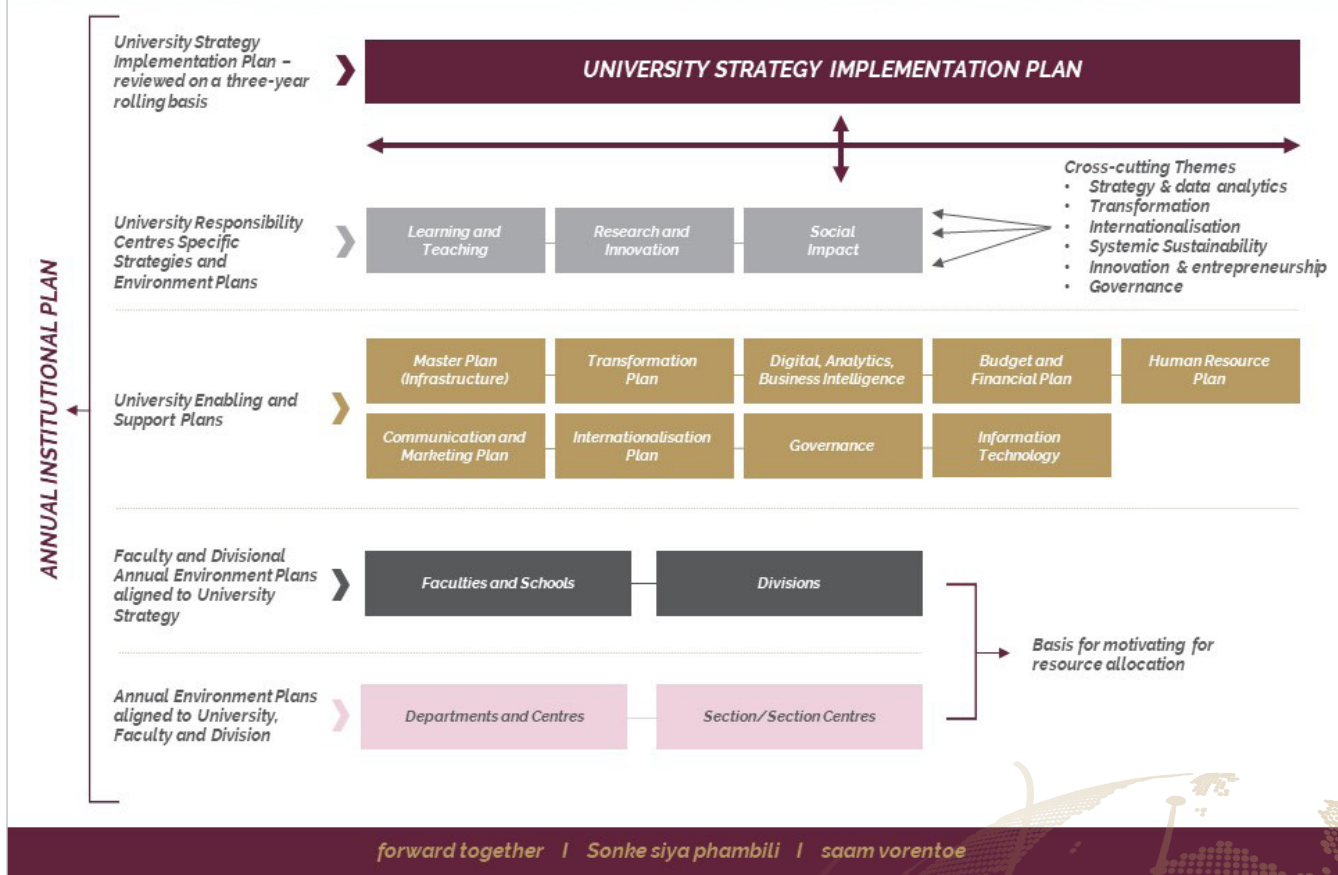
Setting the context and perspective for these two themes involved presentations from external and internal experts, with panel and group discussions. The key outcomes of the learnings and discussion of the two themes were that SU must be committed to 'transformation of the University' and 'transformation *through* the University', and that unlocking innovation and entrepreneurship by building stronger partnerships with internal, external and international stakeholders was critical.

During the IPF, an amended strategic planning timeline was presented and accepted. *Vision 2040* and *Strategic Framework 2019–2024* would have culminated at the end of 2024, with a new or amended vision and strategy for the next strategy cycle to take off on 1 January 2025. However, in 2023 a framework for the strategy evaluation will be developed, followed by the evaluation during 2024. Scenario development will follow in 2025 for a new or amended strategy. It is foreseen that our current vision and strategy will remain at least until end of 2026. This will provide time for the development of a new strategy under the leadership of the next Rector and Vice-Chancellor.

The inputs from the Rectorate's strategy summit, as well as the IPF, served as a foundation to update the **strategy implementation plans (SIPs)** of SU, the responsibility centres and the faculties. The year 2022 is also the first in which the SIPs of the two Type-3 schools (Data Science and Computational Thinking, and Climate Studies) were included in the consolidated faculty SIP. These plans provide a high-level overview of the alignment between strategy and plans, serve as input to discussions about the budget and provide the information required for the Institutional Plan (see figure 3).

During the **Executive Planning Forum (EPF)** held during August 2022, extensive time was allocated to discuss the seven gamechangers. Since these gamechangers will be managed within a project management context, under the collective title of "institutional meta project", the discussions were based on their respective project charters. The charters have the purpose of obtaining agreement for a planned project by documenting the high-level requirements and assessing whether it is feasible with the given constraints. Investigations are ongoing regarding a suitable electronic project management system that can provide a joint foundation for the gamechangers as well as a vehicle to track progress.

A similar approach was followed for the cross-cutting theme of transformation, which will also be followed for the other cross-cutting themes. The discussion enabled the EPF participants to gain an institutional perspective on what will be required to successfully implement these gamechangers and to prioritise resources (on a high level). The project management framework allows for ongoing monitoring of progress.



**Figure 3:** Visual representation of the elements of the annual strategy planning process.

## Refinement of Strategic Management Indicators

The Division for Information Governance has co-ordinated several detailed consultations with the respective data owners and/or Deans to provide historical analysis as supplementary context to align, redefine and improve the current set of SMI definitions and indicators. This included thorough analyses of potential data sources to inform the respective strategic management indicators (SMIs) in terms of data definitions, data quality, completeness, applicability and availability.

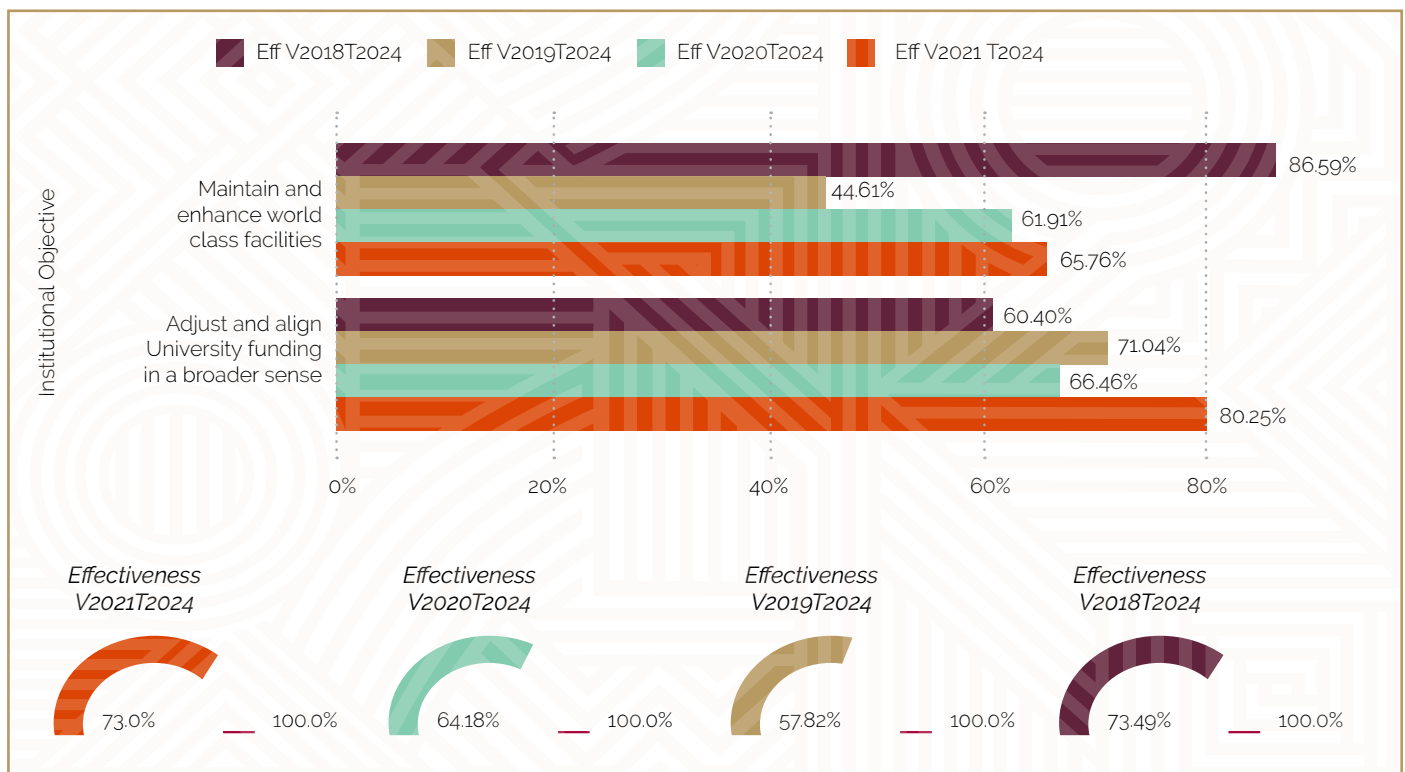
The team further developed SMI and operational KPI templates with drill-down capabilities to ensure data is available at a faculty and/or departmental level. These templates were distributed amongst Deans.

The "Score Card for Stellenbosch University" is a Power BI™ application that tracks progress on goals achieved as defined by the *Strategic Management Framework 2019-2024*. The application shows historical values and targets (see the accompanying infographics), as well as SU's progress towards the 2024 targets.

The SU Score Card is based on a composite index approach, with the purpose to measure progress for each theme, objective and SMI, as well as for the Strategic Framework as a whole. The SU Score Card starts with line chart visualisations for available historical values and targets. Performance Indicators are visualised in the model with radial gauge charts showing the progress of the indicators towards the target. Effectiveness is the calculation of the extent to which the target is reached.

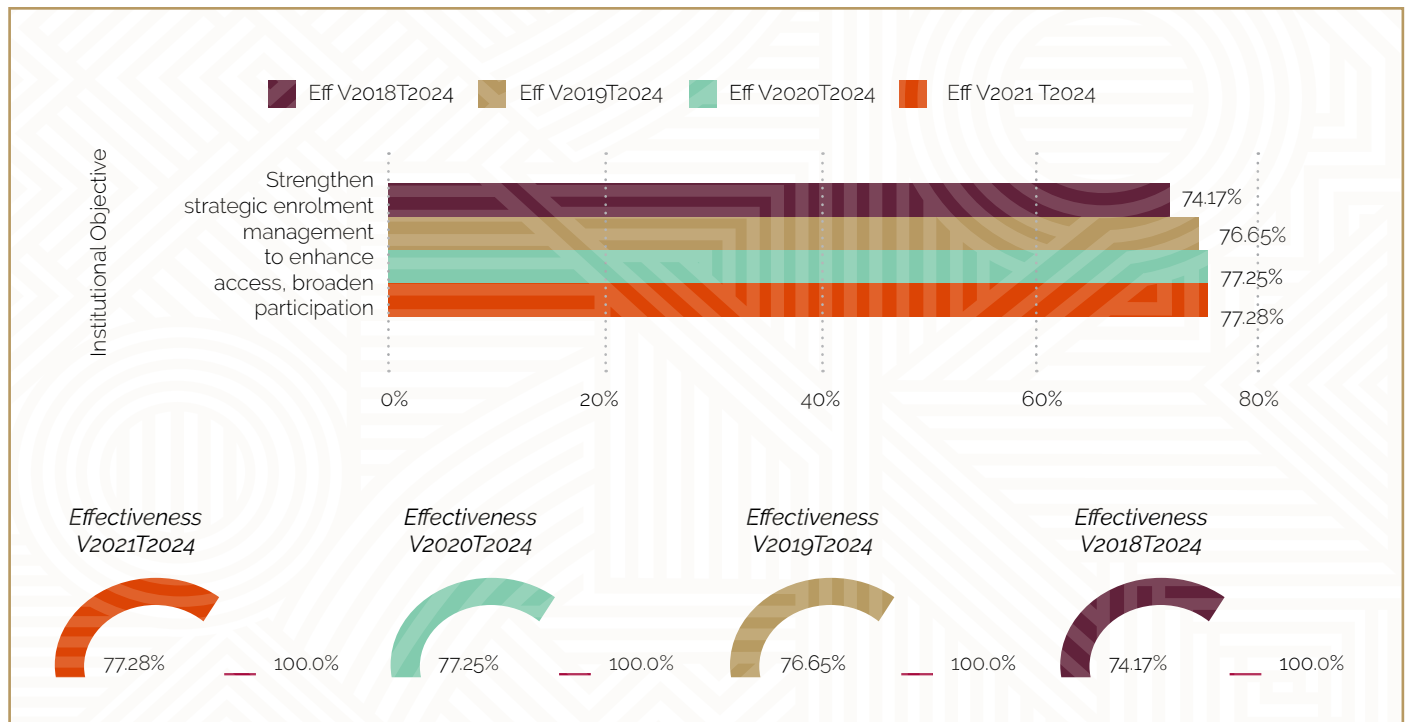
This section outlines examples of selected SMIs and SU's progress in achieving them as an overview of how data and the Score Card aims to serve SU's strategy and supports the *Strategic Framework 2019-2024*. The SMIs for Core Strategic Theme 4 is in process to be finalised.

In terms of Core Strategic Theme 1 (a thriving SU), the University scored overall effectiveness of 73.0%. The 2020 effectiveness for CST1 was 64.2%. The institutional objective with the biggest increase was "Adjust and align University funding in a broader sense" with an effectiveness of 80.3% for 2021 measured against the 2024 targets (see infographic below).



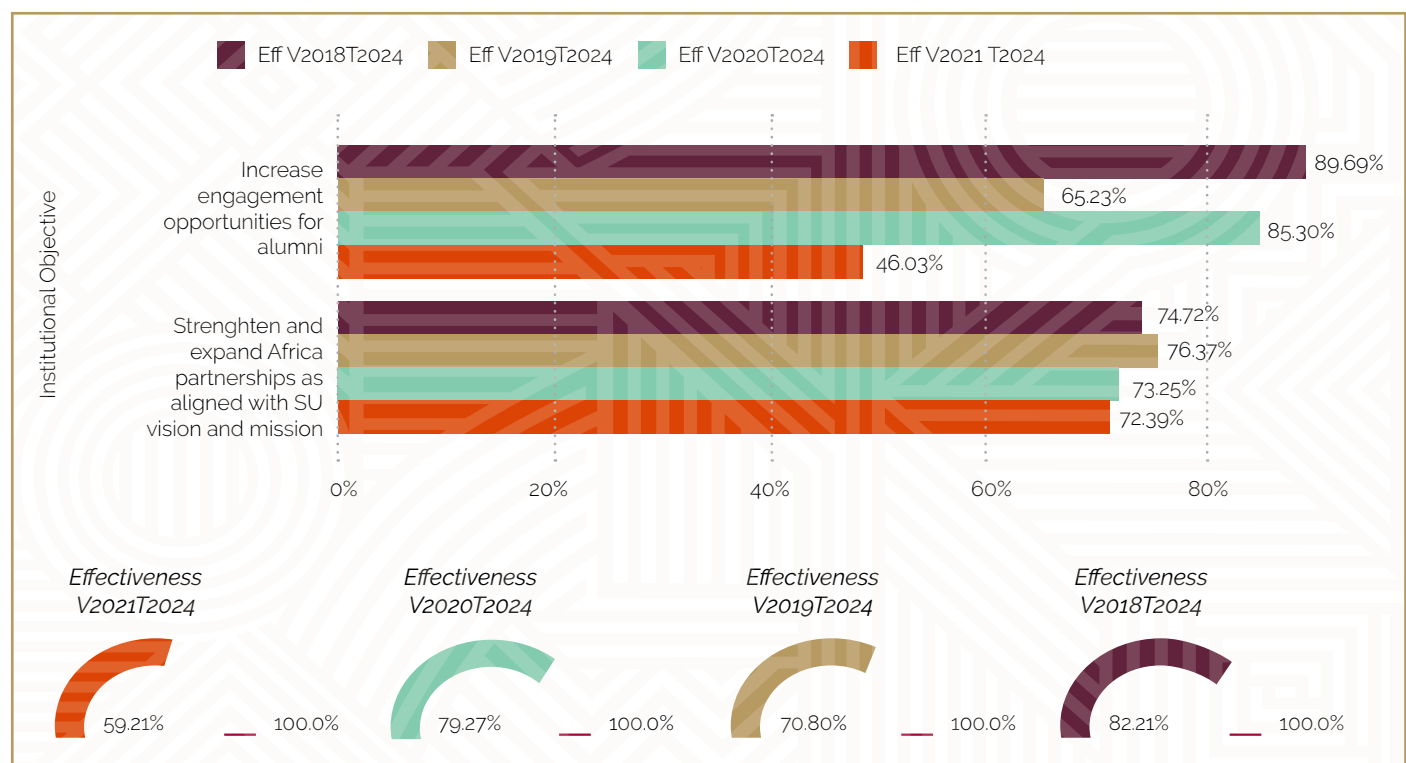
**Figure 4:** Score Card relating to Theme 1.

In terms of Core Strategic Theme 2 (a transformative student experience) the effectiveness shows a slight increase from 77.25% to 77.28% (see infographic below).



**Figure 5:** Score Card relating to Theme 2.

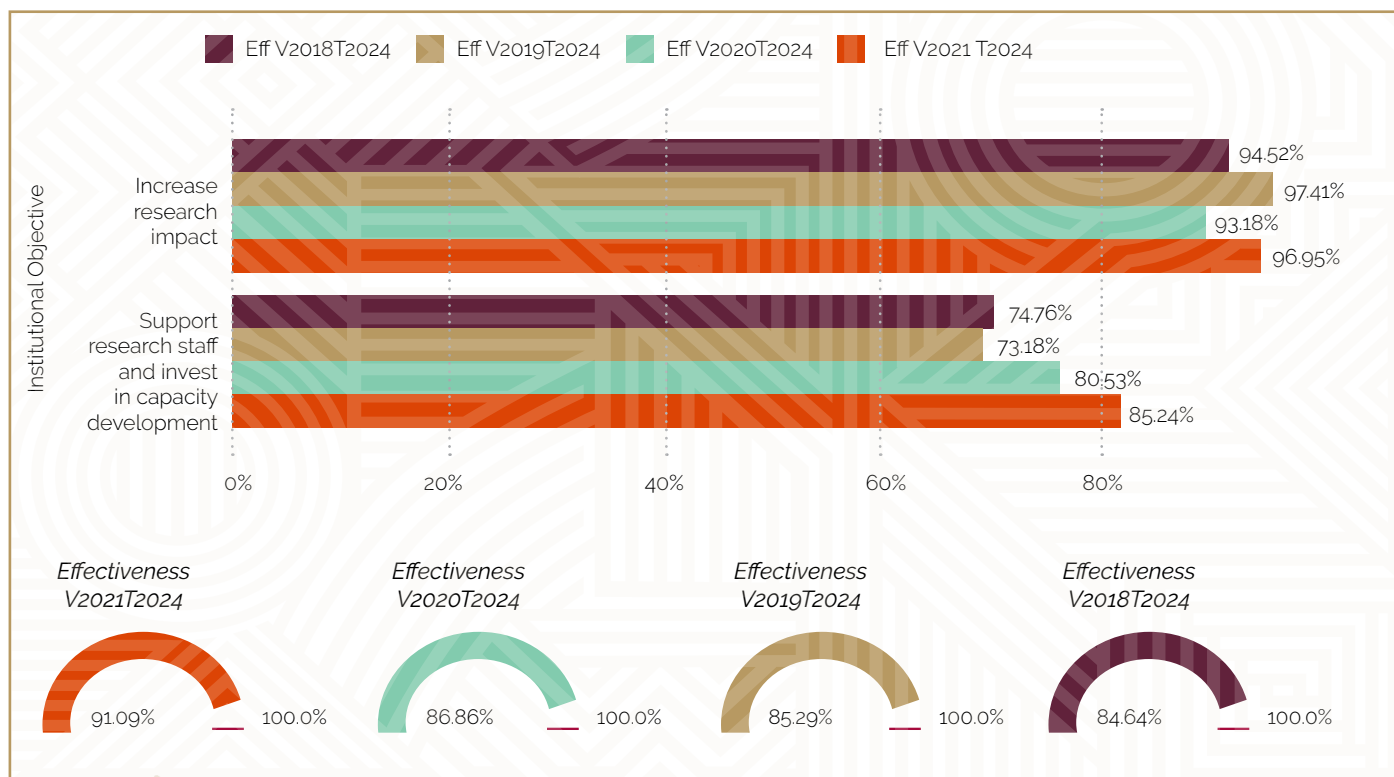
In terms of Core Strategic Theme 3 (purposeful partnerships and inclusive networks), the effectiveness for this decreased from 79.3% in 2020 to 59.2% in 2021. The objective with the biggest influence on this CST was "Increase engagement opportunities for alumni" (see infographic below).



**Figure 6:** Score Card relating to Theme 3.

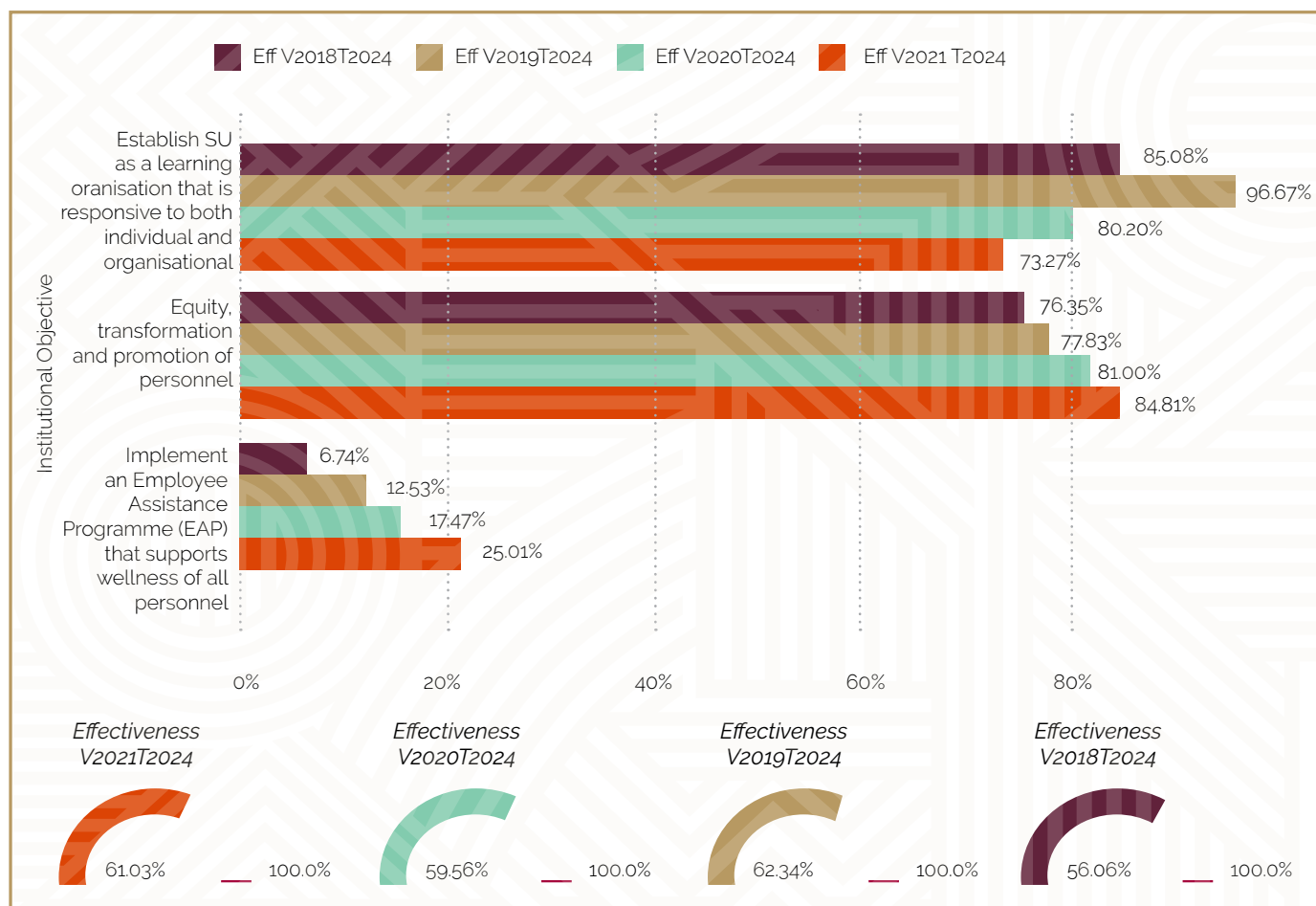


In terms of Core Strategic Theme 5 (research for impact), the overall effectiveness increased from 86.9% in 2020 to 91.1% in 2021 (see infographic below). The SMI, "Average number of SU DHET accredited publication units per FTE-SLE-C1 staff members per year" show an increase of 1.39 in 2016 to 1.68 publications per FTE-SLE-C1 staff member in 2021. Also, SU was 94.7% successful, in 2021 with 71.0%, in reaching the 2024 goal of 75.0% for the SMI "% of academic staff members with a doctorate to all academic staff members".



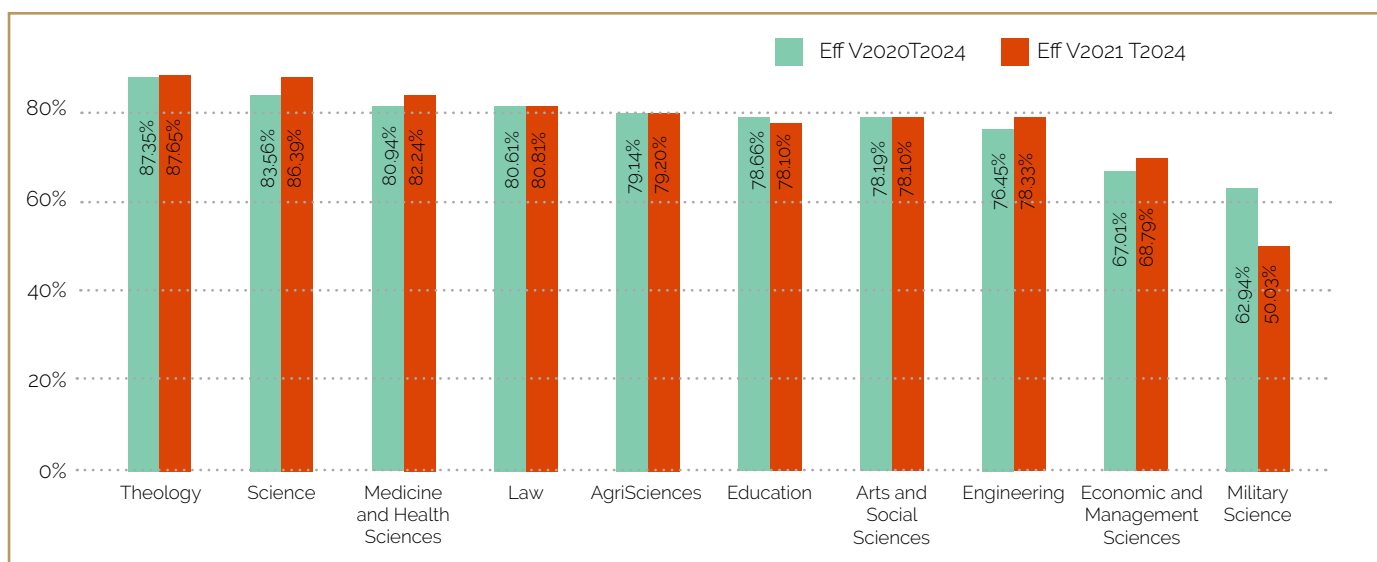
**Figure 7:** Score Card relating to Theme 5.

In terms of Core Strategic Theme 6 (employer of choice), there was a slight increase in effectiveness from 60.0% in 2020 to 61.0% in 2021 measured against the 2024 targets (see infographic below). The SMI "% BCIA of all staff [all job levels]" under the institutional objective "Equity, transformation and promotion of personnel" shows a steady increase from 2016 with 46.2% to 2021 with 51.5%. This means that SU was 92.8% successful in reaching the 2024 target of 55.5%.

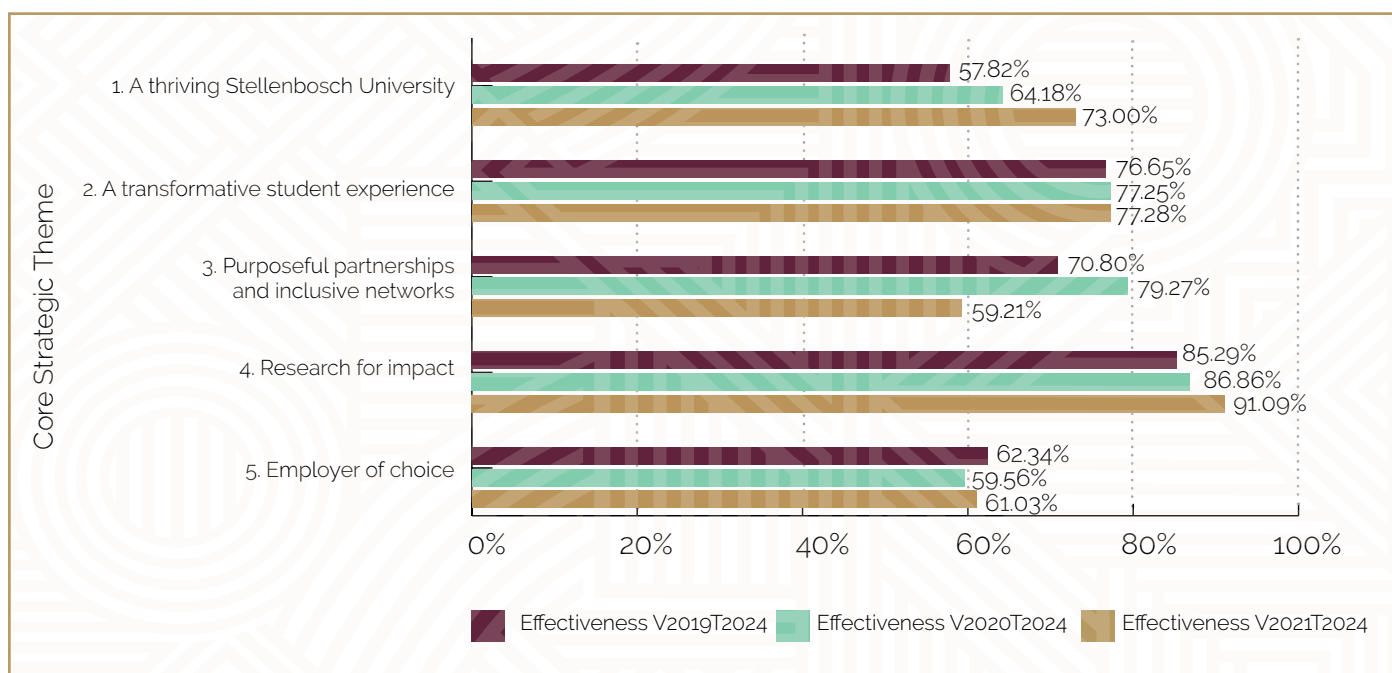


**Figure 8:** Score Card relating to Theme 6.

The following figure shows overall effectiveness per faculty for the academic year 2020 measured against 2024 targets in blue columns and in the gold the effectiveness for the academic year 2021 measured against the 2024 targets.



**Figure 9:** Overall effectiveness per faculty.



**Figure 10:** This visualisation for SMIs shows and compares the effectiveness calculated for SU's Core Strategic Themes. Effectiveness calculated for SU's Core Strategic Themes, values for 2019 against 2024 targets in maroon; values for 2020 against 2024 targets in green; and values for 2021 against 2024 targets in gold.

• For more, visit Information Governance's [website](#). To access Power BI™ applications, click [here](#).

## Shaping SU's institutional culture based on values

One of the aspects forming part of phases 2 (integration) and 3 (alignment) of *Vision 2040* and *Strategic Framework 2019–2024*, is SU's five values. These values are essential for both the implementation of SU's strategy and the shaping of its institutional culture. Values do not only supplement an institution's strategy but should be integrated into every aspect of the implementation thereof. This integration takes place by means of 'values-in-action' workshops. Several faculties and PASS divisions have participated in these workshops. Line managers may decide to request a workshop, or to use other means of integrating values in their actions and processes. Although this may be deemed as slowing down progress, it allows for deeper engagement and consistent progress.

The values integration process was further enhanced by presenting the first facilitator training to a small group of staff members who had already attended the basic workshop, were nominated by their respective environments, and chose to attend. This training will gradually be expanded to assist in building capacity while allowing for intensive interaction and support to these facilitators.

## SU Code of Conduct (Code 2040)

The process to develop the SU Code of Conduct was challenged in 2021 due to the impact of Covid-19. This delay, however, provided an opportunity to reconsider the approach to the drafting of the code.

In 2020, after considering the way forward, the working group recommended that a single code be developed, which is clearly anchored within the University's existing institutional values, as approved by Council. This is the trend in large organisations and following conversations between several role-players, it was decided to follow the approach of an integrated code (referred to as Code 2040).

To this end, the team drew on the current draft Ethics Code and supplemented the existing values with broader principles of conduct. Furthermore, the code cross-references other policies that stipulate expected behaviours as well as the procedures to be followed in the event of the transgression of these behaviours (e.g. the Disciplinary Code for Students). The intent is to achieve alignment between SU's vision and strategic framework and specific policies and codes pertaining to different sectors of the University.

The drafting of the code was led by the Unit for Business Ethics and Public Integrity in the Centre for Applied Ethics, which is headed by Prof Minka Woermann. Once drafted, commentary was firstly obtained from experts with extensive knowledge of codes and ethics management. Secondly, further input was requested from the Code of Conduct working group (Profs Nuraan Davids, Aslam Fataar, Hester Kloppe, Reggie Nel and Arnold Smit, Dr Barbara Pool, Mss Tonia Overmeyer, Ilse Cilliers and Sanet Koster, and SRC representatives) as well as key role-players in specific responsibility centres.

Input that was received from the external experts and colleagues was incorporated into the draft, whereafter the formal consultation commenced with the Rectorate. The consultation with various committees, as well as staff and students, will proceed until the end of September 2022, whereafter the formal approval process will commence.

## Change enablement

Change is the only constant and even relative smaller changes have an impact. To assist internal role-players in managing change in such a way as to achieve sustainable change and quick stabilisation, the Division for Strategic Initiatives has been tasked with building a university-specific **framework for enabling and integrating change**, irrespective of the project and change required.

This kind of framework provides different role-players with various options on how to approach change and provides a standardised toolkit from

which to select the most appropriate change enablement component for each situation.

A methodology has been chosen and is being adapted to suit the requirements of various types of projects and situations. The approach is one of continuous learning. Initially, a start-up toolkit will be created and made available via the web. As colleagues learn from and test the methodology and tools, the information and toolkit will be expanded. These colleagues will also be invited to join a core change enablement group, which will eventually become a community of practice.

To ensure that the methodology templates can be applied to various types and sizes of projects, it is currently being tested on different types of projects.

## Strategic Fund

Since 2019, a total amount of R489.7 million has allocated to the Strategic Fund for projects. With this significant investment, a Strategic Fund Process Manager, Ms Therese Mitchell was appointed. Her focus is on refining processes, engaging with and supporting project managers, analysing and actively monitoring progress, and providing support to the Strategic Fund Committee to enable them to fulfil their governance role. For 2022, the total amount managed in the Strategic Fund amounts to R70 million.

The Strategic Fund Committee met on 22 August 2022 to allocate funding to the successful projects in Category A.

Strategic Fund category	Allocated 2019–2021	Number of projects
Category A (Strategic initiatives)	R308 million	38
Category B (Strategic high-rises)	R40 million	2
Category C.1 (Staff-related)	R69.7 million	25

**Table 1:** The available funding per category, as well as the number of projects (2019 to 2021).

Strategic Fund category	Available for 2022	Applications received	Approved or through to round 2
Category A (Strategic initiatives)	R35 million	16	9 (round 2)
Category B (Strategic high-rises)	R14 million	1	1 (round 2)
Category C.1 (Staff-related)	R23 million	5	2
Category C.1.2 (Staff-related) #	R2 million	0	0

**Table 2:** The number of applications received and either allocated or successful for consideration in round 2 (for 2022).



## Growing the new SU brand

The Corporate Communication and Marketing Division (CCMD) strives to optimise SU's brand positioning by implementing an appropriate brand strategy and enabling a shared sense of identity throughout our expansive, multi-campus institution to strengthen the collective pursuit of SU's vision, mission and values.

Rebranding a century-old institution of higher learning made for interesting and enlightening engagements, which shifted conversations and introduced more nuanced perspectives to reflect the SU we truly are. The new brand identity captures this and portrays SU's commitment to excellence, inclusivity, and innovation – both in Africa and the rest of the world.

The SU brand is about more than a logo – it is also about people, knowledge assets, and the way SU communicates. Hence, the defining elements of the brand are (1) **the brand positioning** and (2) **visual communication**.
















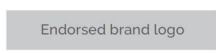




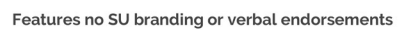
**Brand positioning:** Brand-led communication relies on a focused strategy to create content with a clearly aligned message, consistent language use, and an engaging tone of voice. Tailoring content to reflect SU's brand personality has a significant impact on design and brand consistency. To this end, CCMD in collaboration with the SU Language Centre embarked on the process of developing the SU Editorial, Language, and Content Style Guide that will play an important role in ensuring alignment of communication and brand consistency. The guide includes two sections, namely a content style guide and a language style guide.

**Visual communication:** A vital part of the visual communication element of the brand is the master brand architecture model that defines the way SU's diverse entities are positioned in relation to the SU brand. In the monolithic brand structure, the SU logo is always central and consistent, with entities deriving their strength and authority from it. Illustrated below (Figures 11 and 12) are the five-levelled brand hierarchy structure.

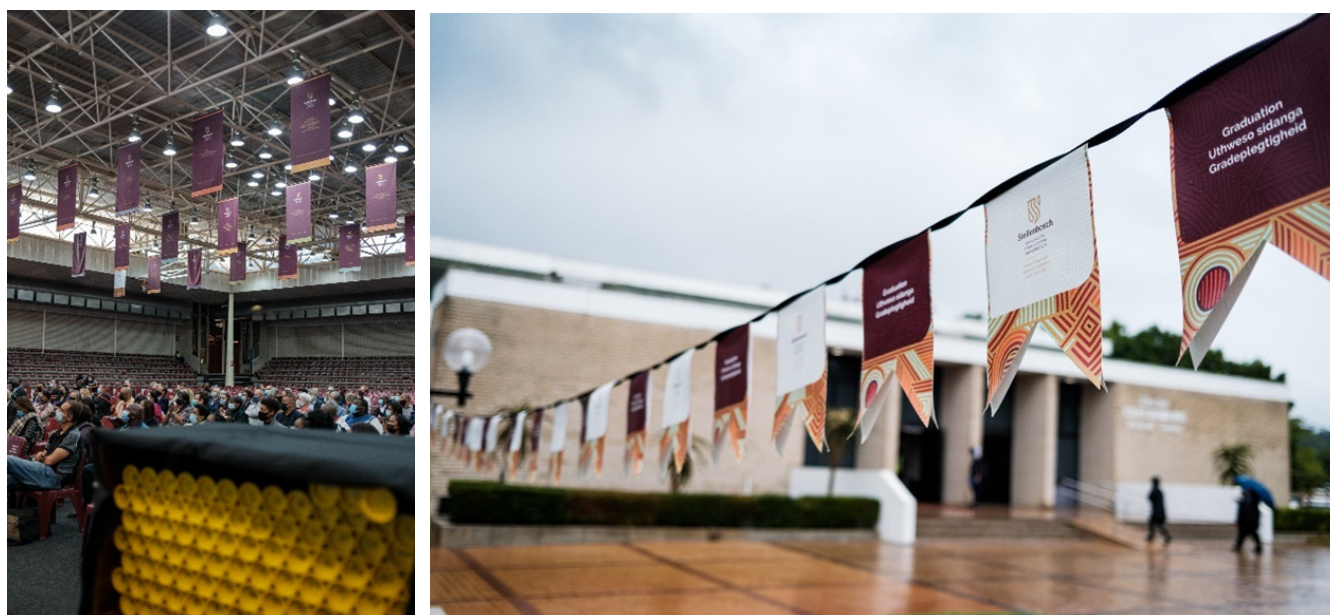


**Figure 11:** Primary Brand Level.

## UNIFORM BRAND ARCHITECTURE OVERVIEW

2. Co-brands		Academic partnerships	Non-academic partnerships   Sponsorships
   		  	
3. Sub-brands		Entities that SU owns or has majority shareholding in	Student residences   PSOs   Clusters
  		 	
4. Endorsed		Strongly endorsed	Shadow endorsed
  			
5. Standalone		Student societies, associations and clubs	SU staff members' or students' personal initiatives or projects
  			

**Figure 12:** Uniform brand architecture structure Levels 2 to 5.



The new brand identity at the April 2022 Graduation Ceremony. **Photos: Stefan Els**

**Roll-out and implementation:** A toolkit consisting of logos and templates to ensure that all staff and students are equipped with the necessary tools and templates. This has been included in the [Corporate Identity webpage](#).

In collaboration with key implementation partners, the following brand touchpoints were prioritised:

- Stellenbosch University website

- Email signature
- Campus signage
- Merchandise and branded clothing
- Institutional events (i.e. graduations)

The new brand identity was showcased at key institutional events, starting with the December 2021 Graduation Ceremony, the 2022 Welcoming Event, Varsity Cup, April 2022 Graduation Ceremony, the on-campus Open Day and the Chancellor's Installation.

**Ceremonial emblem:** On 20 June 2022, Council unanimously approved a new ceremonial emblem and seal for the University to complement the new logo that was adopted in April 2021. The design includes a stylised

representation of a book, a peak and figures, but has intentionally avoided a literal depiction of these symbols. The ceremonial emblem also speaks to a diversity of cultures. Read more about the emblem [here](#).



**Figure 13:** Corporate logo for “everyday” use, with the new emblem (left), and the seal for use on qualification certificates.



## Rankings and SU'S position on rankings

SU is ranked by several international university rankings. This infographic summarises SU's current position on the latest major rankings.

### 2022-2023 Centre for World University

Total universities: 19 788

SU: 3<sup>rd</sup> in SA;  
429 worldwide

Other SA universities:  
UCT in 1<sup>st</sup> place in SA (268 worldwide);  
Wits in 2<sup>nd</sup> place (275 worldwide)

### 2022 QS WUR

SU was ranked in all five broad subject areas  
and 20 subject areas:

SU in 1<sup>st</sup> place in SA  
(76 world rank) in Agriculture & Forestry

SU in 1<sup>st</sup> place in SA  
in Theology, Divinity & Religious Studies  
(51-100 world rank)

SU in 1<sup>st</sup> place in SA  
in Geography  
(51-100 world rank)

### 2022 Times Higher Education (THE) World University Rankings (WUR)

Total university: More than 2 100

SU: 2<sup>nd</sup> in SA  
(251-300 worldwide)

Other SA universities: UCT in 1<sup>st</sup> place  
(183 world rank); Wits shares 2<sup>nd</sup> place with SU;  
UKZN 4<sup>th</sup> place in SA (351-400 world rank).

\*2022 THE WUR released in September 2021  
(2023 THE WUR) will only be published  
later this year.

### 2023 QS World University Rankings

Total universities: About 1 500

SU: 4<sup>th</sup> in SA (454 worldwide)

Other SA universities:  
UCT in 1<sup>st</sup> place in SA (237 world rank);  
UJ in 2<sup>nd</sup> place in SA (412 world rank),  
and Wits in 3<sup>rd</sup> place in SA  
(428 world rank)

### 2022 THE WUR by Subject

SU ranked in all 11 subject areas and stood  
out in the following areas:

SU in 1<sup>st</sup> place in SA (401-500 world rank) in  
the subject area Computer Science in SA  
(Total universities: 891)

SU in 2<sup>nd</sup> place in SA (151-175 world rank) in  
the subject area Clinical Health after UCT  
(Total universities: 925)

SU in 2<sup>nd</sup> place in SA (251-300 world rank) in  
the subject area Life Science.

(Total universities: 972)

### 2021 Academic Ranking of World Universities (ARWU)

Total universities: 1 000

SU: 3<sup>rd</sup> in SA  
(401-500 world rank)

Other SA universities:  
UCT in 1<sup>st</sup> place (201-300 worldwide);  
Wits in 2<sup>nd</sup> place in SA (301-400 worldwide);  
UP shares 3<sup>rd</sup> place with SU.

\*2022 ARWU will be published later this year.



## Institutional Integrated Marketing and Communication Strategy

As part of the realignment and streamlining of the respective roles of institutional communication and marketing, the extended mandate of the Corporate Communication and Marketing Division (CCMD) reinforced the importance of developing a focused Institutional Integrated Marketing and Communication Strategy (I<sup>2</sup>MCS). The strategy aims at enhancing CCMD's role in optimising the competitive positioning of SU, ultimately facilitating systemic sustainability in line with our institutional vision, mission and strategy.

Overall, the purpose of the strategy is to position SU as a best-in-class/first-choice university with stakeholders in line with SU's institutional strategy goals and grounded in an integration model. Such an integrated marketing and communication approach promotes the notion of combining, coordinating and synchronising all institutional marketing and communication actions undertaken by various entities across the University, ensuring optimal impact and stakeholder engagement.

A first draft of the I<sup>2</sup>MCS was completed during 2021 and further development of the strategy has been facilitated following the appointment of two directors, respectively for communication and marketing, at the beginning of 2022. A final draft of the I<sup>2</sup>MCS will be concluded during 2022 for submission to the Rectorate to secure their approval of the integration model and resource implications, which will be followed by an extensive consultation process with faculties and relevant entities to solicit their input and to enter into value-adding collaborative partnerships. In preparation of operationalising the strategy, a comprehensive, institution-wide marketing portfolio has been consolidated, while the communication programmes are also being renewed. The following initiatives have also been implemented:

- **Proactive campaign development:** Work has started on a proactive annual and monthly content schedule that will be based on monthly themes. The schedule will be further unpacked in detailed project plans encompassing both external and internal communication as well as above-the-

line (mass) and below-the-line (targeted) elements.

- **Resourcing:** Two junior journalist positions will be replaced with one senior appointment to assist with media strategy and management. A need has also been identified for a coordinator who can support planning and project roll-out, for isiXhosa content developers, and for one or more content editors.
- **Audit:** An audit is under way of all communication tools currently utilised across SU environments, and of existing communication gaps in the institutional structure. This will identify where additional, innovative tools need to be developed or applied.
- **Paid-for marketing:** Paid campaigns will form a cornerstone of the new content schedule. These will include traditional and digital channels, such as billboards, search engine optimisation, social media platforms, and websites. Paid-for marketing will be aimed at building brand awareness, encouraging engagement (enabling easy feedback from stakeholders, especially students) and reaching specific audiences or stakeholder groups. It will also allow for improved measurement and optimisation of campaigns.
- **Media buying and planning:** Media buying and planning will form a key part of message management going forward. This will determine the optimal media combination to communicate in the most effective manner at the lowest cost. To this end, campaign performance will be constantly measured for return on investment, engagement and sentiment.
- **Quality control:** A process has been put in place to ensure that content is carefully monitored and checked and to identify actions with a view to remedying any identified gaps.
- **Reactive communication:** CCMD has started building a knowledge bank to improve readiness in the event of reactive crisis communication. This is in addition to the existing detailed crisis plan.

## Communication Policy

Having identified a need for an institutional communication policy for SU, and acting on a decision by Council in 2020, the Rectorate in 2021 appointed a task team to develop the policy.

A first draft was tabled at the Rectorate meeting in February 2022 and was approved for internal online consultation. Both staff and students had the opportunity to provide input into the draft policy in March. The task team considered all comments in preparing a second draft, which was subsequently tabled at the scheduled meetings of various institutional bodies for feedback and discussion in May and June. These included the Rectorate, the Institutional Forum, the Audit and Risk Committee, the Social and Business Ethics Committee, faculty boards, the Executive Committee of Senate, Senate itself, and finally, the Executive Committee of Council and the full Council on 20 June 2022.

From inputs at the June 2022 Council meeting, it was concluded that it would be prudent to include another round of consultation with institutional bodies. To accommodate this, the statutory approval period will follow during the last term of 2022, for final submission to Council on 28 November 2022.

Once approved, the SU Communication Policy will serve as a framework of principles and provisions to govern, integrate and align institutional communication across the University's entities. This will be achieved by defining roles and responsibilities and guiding the various modes of communication.

The policy will also lay the foundation for the development of protocols, guidelines, and best-practice guides for activities such as media liaison and social media engagement. Ultimately, this will result in a communication governance system for the entire institution.

## SU in the media

Compared to other South African universities, SU had a strong presence in the media from September 2021 to July 2022. In September, October and December 2021, and March, May and July 2022, SU managed the highest number of media clips generated. Admittedly, the strong media presence in May 2022 was partly because of the repulsive Huis Marais incident.

Regarding media coverage in the subset 'Research and innovation', the University was positioned in first place in September and October 2021, and March, May, June, and July 2022. SU's research and thought leadership remains the key driver of the institution's narrative and goes a long way towards cementing a positive brand positioning despite challenging student-related media issues.

From a sentiment perspective, 51% of SU's coverage was neutral, while 38% was positive and 11% negative. Negative coverage mainly pertained to the Huis Marais incident. SU's share of voice stood at 22% (compared to 16% for the University of Cape Town and 16% for Wits). The Huis Marais incident again played a part, but SU's consistent presence among the top three institutions has otherwise been mainly for positive reasons.

Some of the standout SU stories and themes in the media were:

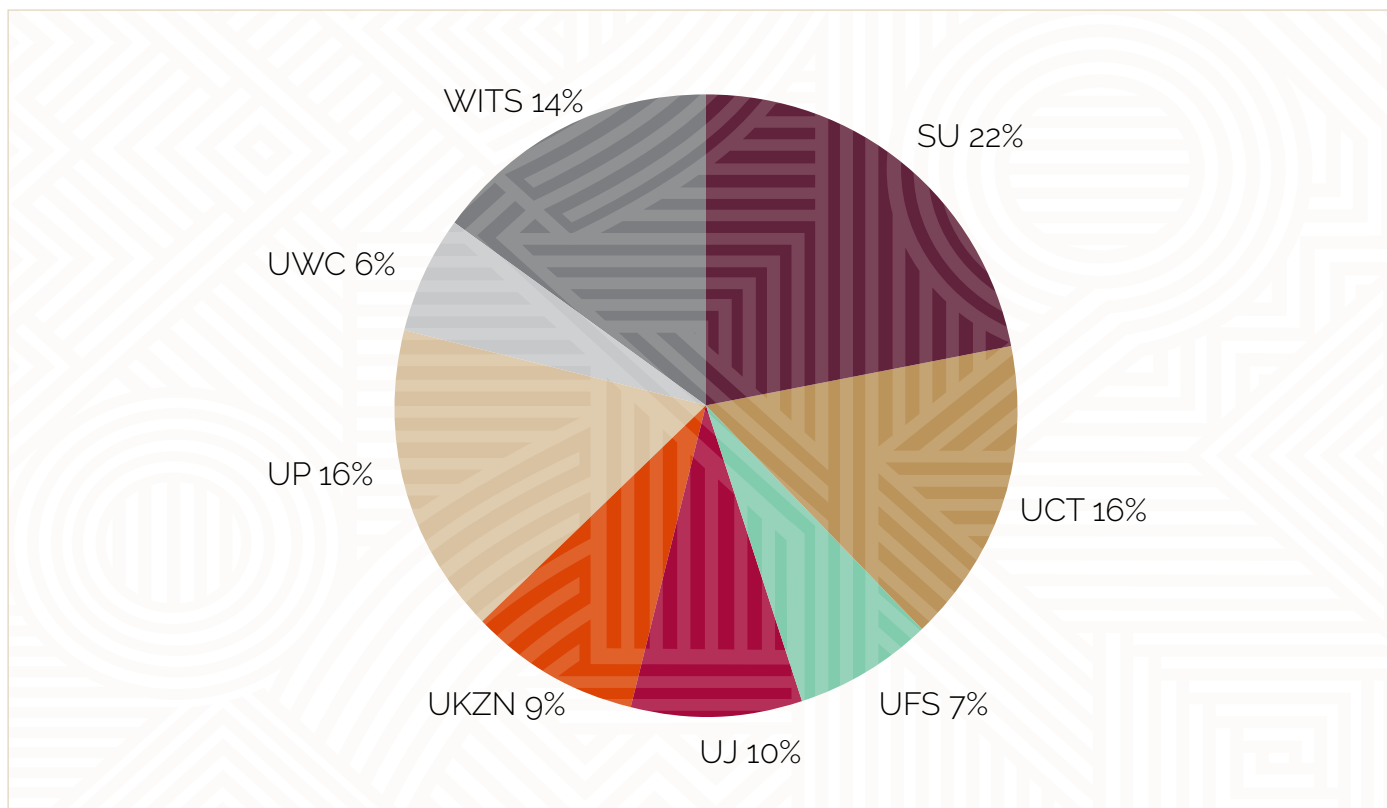
- the launch of SU's Covid-19 vaccination site (September 2021);
- research findings on the key role of pollinators in preserving biodiversity (October 2021);
- SU academics having been named highly cited researchers (November 2021);
- SU's ground-breaking research on the Omicron variant of Covid-19, Council's approval of the new Language Policy, and some special graduation stories (December 2021 and January 2022);
- the World Health Organisation Director-General's visit to the genomics lab (February 2022);
- the launch of SU's online supplementary education platform for learners in the Further Education and Training phase (March 2022);
- April 2022 graduation stories, including a PhD graduate who did not let brain tumours hold her back; and
- the Huis Marais incident (May 2022).

Regarding thought leadership, academic staff continues to make SU research accessible to external audiences by writing thought leadership pieces for, among others, The Conversation Africa. From September 2021 until the end of June 2022, **55 SU authors produced 61 articles that attracted 1.6 million readers.** (See Addendum A.)

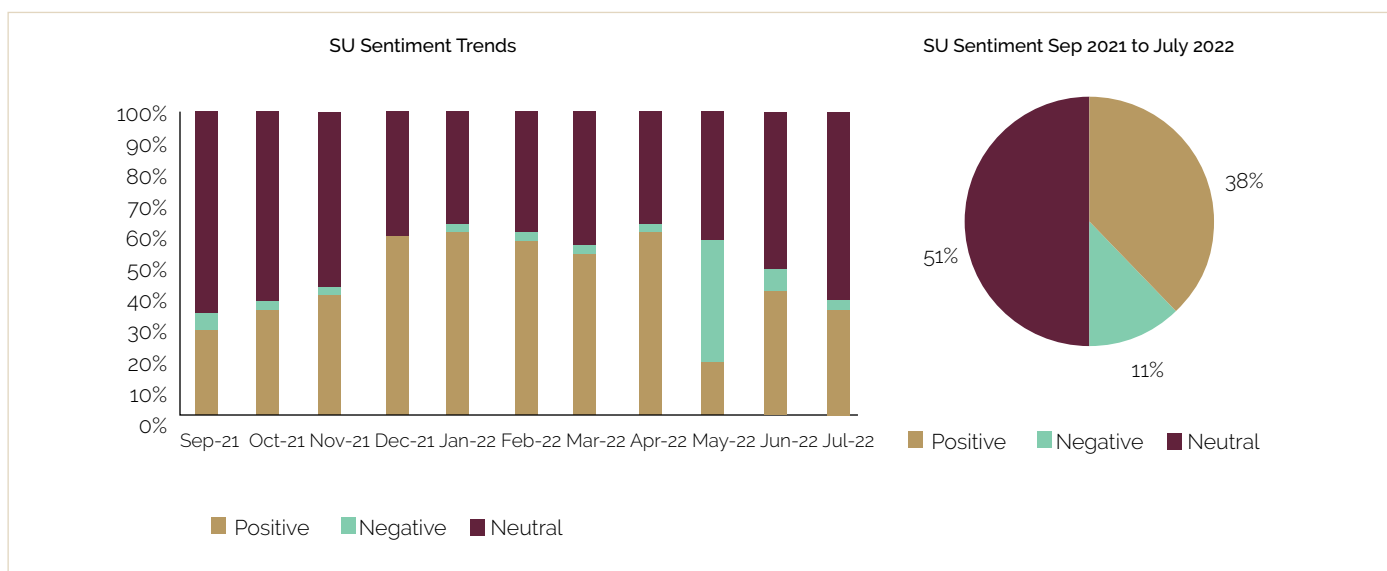
From a broader human capital perspective, 2 460 articles that appeared in the media from

September 2021 to July 2022 (or an average of 224 per month) quoted or featured an SU academic or executive. This illustrates that the University

is successfully establishing a strong thought leadership presence in the media and is quick and efficient to respond to contentious issues.



**Graph 1:** SU's share of voice (SOV) in the media compared to other top SA universities, September 2021 to July 2022.



**Graph 2:** SU's media sentiment trends, September 2021 to July 2022.

## Issue communication

May 2022 was very challenging for SU, with incidences of alleged racism at Huis Marais and the Judicial Society dance, as well as an alleged rape case. Communication with the internal and external stakeholders was paramount. From an issues communication perspective, at the core of all SU's engagements with stakeholders was the strong condemnation of any form of racism, discrimination and other prejudice, all forms of crime, as well as any infringement on human rights, including gender-based violence (GBV). SU also ensured that all stakeholders were kept informed of the various processes that were under way in addressing these issues.

Among the communication activities were proactive media statements, media interviews with members of the University's management, as well as regular communiques and videos to students, staff and alumni. These included the following:

- A [video](#) of Rector and Vice-Chancellor Prof Wim de Villiers condemning the Huis Marais incident was featured on eNCA.
- In an [interview](#) on Newzroom Afrika, Prof Hester Klopper, Deputy Vice-Chancellor (DVC): Strategy, Global and Corporate Affairs,

shared information on the University's processes relating to the alleged rape incident, and our commitment to address GBV along with our students and staff.

- Prof Deresh Ramjugernath, DVC: Learning and Teaching, too spoke to [Newzroom Afrika](#) about the institutional processes that were under way and reflected on the events at the University in [Rapport](#).
- Prof Nico Koopman, DVC: Social Impact, Transformation and Personnel, discussed transformation at SU on [LitNet](#).
- Students received [updates](#) on the postponement of exams and ex gratia payment arrangements.

Since the establishment of an issue and executive communication structure within the RC in 2021, SU's communication around public issues has been managed in a strategic and coordinated manner. To this end, a virtual toolkit of information relating to various public issues has been developed to ensure message alignment and agile responsiveness in the University and its management's reaction to public issues that have a major impact on SU's reputation and positioning. Currently, this toolkit consists of positioning statements, FAQs, timelines, and institutional documentation on the issues of racism, GBV, student debt, transformation, and language.



Figure 14: Examples of some news snippets on the Huis Marais incident.



## Integrated communication campaigns

During the reporting period, the Corporate Communication and Marketing Division (CCMD) produced several targeted, integrated communication campaigns across various platforms to optimise SU's positioning and build the institution's reputation among its varied stakeholders. These are some of the highlights:

**Corporate publications:** The SU 2021 annual integrated report was delivered to the Department of Higher Education and Training on 30 June 2022, as required. The report covers the full scope of the University's operations over the reporting period, including financial data for the year in review. In July, CCMD also released the digital *Review 2021* publication, which features University highlights from the 2021 academic year and a summary of financial data. Both the annual report and *Review 2021* sport a refreshed look-and-feel.

CCMD also introduced a fresh new look for *Matieland*, the University's marketing magazine, which is published in English and Afrikaans and is distributed among alumni, donors, visitors and clients. In 2021, the magazine theme was 'Moving forward to a collective rhythm'. Articles covered the University's sustainability efforts, introduced management in an informal manner, highlighted the first ever Woordfees pop-up TV channel, and explored the projected trends for 2022.

**Podcasts:** Talks@StellenboschUni, SU's podcast channel, produced 25 podcasts in the past year, which had been listened to 2 265 times at the time of reporting. Recent episodes featured a discussion on youth unemployment ([Helping young people find a job](#)), an expert take on [using renewable energy to address electricity woes](#), as well as experts' thoughts on the [ecological and economic impact of the polyphagous shot hole borer](#). Podcasts are available on the SU website via all major streaming services.

**Covid-19 and vaccination communication:** At the start of the pandemic, CCMD conceptualised and implemented a campuswide, multichannel Covid-19 communication campaign. To keep the campaign relevant and appealing to the campus community, a new look and feel was introduced in the latter part of 2021. The campaign, which was implemented on social media, digital



**Figure 15:** The cover of the new-look Matieland magazine.

screens on campus as well as posters along walkways and at residences, continued to reinforce Covid-19 safety messages. Updates to the dedicated Covid-19 website were made as and when needed.

To coincide with the roll-out of government's vaccination drive, CCMD also implemented SU's own Covid-19 **vaccination campaign**, "#Vaccinate: Let's move forward together". This included a one-stop, dedicated [vaccination website](#) with all key vaccination facts, information on SU's own as well as other vaccination sites, links to the national Electronic Vaccination Data System as well as SU's vaccination registration portal. The site also featured answers to [frequently asked questions \(FAQs\)](#) on the vaccine, which was used as a basis for the social media campaign. A digital selfie frame was developed for Facebook users to show their support for vaccination, and short videos of students encouraging their peers to get the jab were posted on [social media](#). The [vaccination statement](#) adopted by the Rectorate on 15 September 2021 was also distributed to all staff and students and placed on SU's website and social media channels, inviting all those in support to share it on their own platforms.



**Figure 16:** One of the Covid-19 vaccination campaign posters used on various media platforms.

In addition, the website featured various articles on vaccines and Covid-19 over the past year, including the following:

- [Council mandates urgent development of vaccination rule](#)
- [#Vaccinate: Weeding our way through mistrust and misinformation](#)
- [SU welcomes ground-breaking vaccine initiative](#)

- [Classifying your cough: Is it Covid-19-related or not?](#)
- [Sick of Covid-19 variants? You have the power to stop them from happening](#)
- [Stellenbosch University vaccination statement](#)
- [Academic libraries help combat Covid-19-related fake news](#)
- [South African health experts have identified a new lineage of SARS-CoV-2: what's known so far](#)
- [Scientists unravel the Covid-19 pandemic](#)

**Chancellor's installation:** Justice Edwin Cameron, former Constitutional Court judge, was formally installed as the 15th Chancellor of SU on Wednesday, 18 May 2022. The formal ceremony was held at the Kruiskerk on the Stellenbosch campus. The programme entailed speeches by the Rector and Vice-Chancellor Prof Wim de Villiers, and Dr Nkosinathi Sishi, Director-General of the Department of Higher Education and Training, and entertainment by the SU Orchestra, Libertas Choir and Praise singer, Mandlenkosi Sixolo.

The [highlights video](#) of the installation received 920 views on YouTube, 5 700 views on Facebook, and 8 900 views on Instagram. The [livestreaming](#) via YouTube received 1 280 views, with 2 700 on Facebook.



Chancellor Justice Edwin Cameron at his installation, held in May 2022. **Photo: Stefan Els**



## Africa Day 2022

This year, to celebrate Africa Day on 25 May at SU, various events were held and opinion articles written and published.

SU International and the Rector and Vice-Chancellor Prof Wim de Villiers again hosted the Annual Africa Day Lecture on 31 May 2022. Dr Chidi Chike Achebe, a physician executive, was the keynote speaker with the topic 'Intellectuals as nation builders'. The event was jointly coordinated by the Centre for the Study of the Afterlife of Violence and the Reparative Quest and the Centre for Collaboration in Africa at SU International.

The event provided the opportunity to highlight the importance of leading conversations and intellectual debates around the complex contemporary university landscape and understanding the role of the university positioned in acquiring academic knowledge. In addition, Tygerberg International at the Faculty of Medicine and Health Sciences hosted an event on 25 May 2022 at which Dr John Mark Bwanika, a global eHealth scholar, shared his experience in clinical research in infectious diseases, entrepreneurship, and eHealth.

Moreover, experts at SU published opinion pieces for the media that focused on key issues that should be addressed to help Africa reach its full potential and become a global powerhouse. Articles and opinion pieces published were written by Prof Brian Ganson ([Daily Maverick](#)), Prof Ursula van Beek ([Cape Times](#)), Prof Pregala Pillay and Dr Chris Jones ([News24](#)), and Dr Gibson Ncube ([Mail & Guardian](#)).

## Website redevelopment project

Over the past year, steady progress was made with the website redevelopment. The multiphase three-year project aims to create a mobile-friendly, user-oriented SU website with a clean, modern design that conveys the University's brand and strategic objectives and provides clear, succinct information in an inspiring and relatable tone of voice.

CCMD leads this strategic project and executes it in partnership with the Division for Information Technology and in consultation with faculties and PASS environments. Following the tender process, the award-winning digital marketing

company Rogerwilco was appointed to assist in the design and development of the new SU website.

A comprehensive audit was conducted to evaluate the existing site's content, various project management bodies have been established, and discussions are under way to map the design process.

Project phases 1 and 3 are running simultaneously:

- Phase 1A involves the drafting of detailed specifications for the new website. At the time of compiling this report, four out of the nine specification documents had already been signed off.
- Phase 1B focuses on the user experience (UX), including the drafting of user journeys and personas as well as a UX strategy. Several workshops have already taken place, and the strategy is at an advanced stage.
- Phase 3A is the first major project milestone that was completed and comprised base configuration and setup. The new website now effectively exists, although design and technical capabilities are yet to be added.
- Phase 3B (user management) was concluded at the end of July 2022. This involved setup of user account management and access, along with the various user roles and permission levels.

Phase 2, which involves the creative rollout based on the work done in phase 1, will run from October to December 2022.

1, will run from October to December 2022.

## Financial viability analyses for new programmes

The development of a new academic programme can be an exciting opportunity to meet new workforce development needs, explore new knowledge markets or renew existing curricula to enable transformative imperatives in a higher education institution. However, the link between the conceptual (curriculum and pedagogical) and the financial planning aspects of the programme is usually insignificant or non-existent.

Internal discussions highlighted the importance of including financial considerations throughout the programme planning and design process, instead of adapting the financial aspects to a newly approved programme after the fact.

An in-depth financial analysis was officially implemented as part of the academic programme planning and approval process in 2018 through an Academic Planning Committee directive.

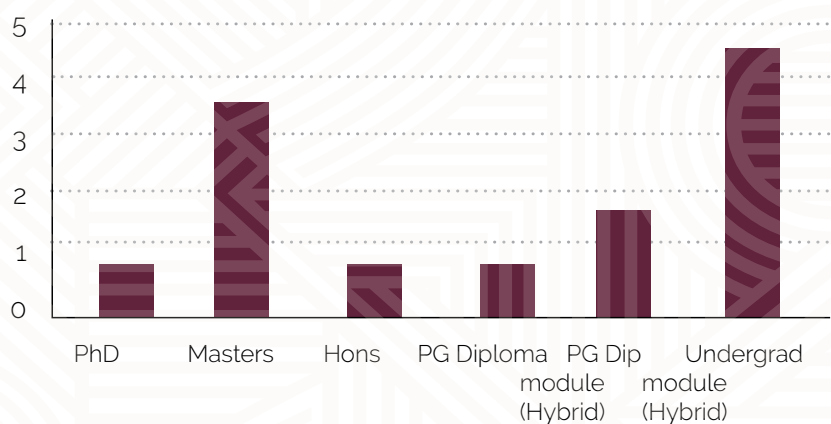
The new process requires an informed forecast of the income and expenditure, using the parameters supplied by the programme designers and, where required, the faculty managers, to gauge the financial viability and breakeven points in terms of the number of students as part of the evidence portfolio to be considered in the programme approval process. The inclusion of faculty managers early in the process as well as the comparison of estimates and programme parameters provided to that of equivalent, existing programmes, results in more accurate student enrolment forecasts, a more thorough consideration of appropriate student fee structures as well as better human resource allocation planning up front. The net result is a more financially sustainable academic offering without inhibiting academic innovation. The Centre for Business Intelligence in the Division for Information Governance developed and executed the financial analysis and modelling of proposed programmes as part of the programme approval process. An innovative, interactive model was developed specifically for this need. The model caters for the configuration of a variety of programme parameters using the information gleaned from Form A as well as interacting with programme designers to collect, check and sense outstanding or unclear programme parameters and assumptions.

Once the analysis has been completed, a formal quantitative report indicating the net forecasted income or deficit and associated assumptions and parameters is prepared and sent to the relevant faculty manager and programme designer to be submitted to the Programme Advisory Committee for consideration as part of the required documentation set.

The following aspects are being investigated to further improve the financial viability evaluation process:

- How to approach programmes offered across faculties with shared ownership?
- How to deal with programmes that will not be financially sustainable, and what are acceptable norms due to cross-subsidisation between faculties?
- How to consider non-quantitative factors, such as 'scarce skills', possible links to SU's strategic themes, etc., in the viability modelling process?
- Lastly, and perhaps most importantly, how to ensure accountability by the host of the new programme in terms of comparing enrolment and sustainability projections to actual numbers after the implementation and completion of the first cohort (closing the loop)?

The said model and part of the process outlined above will be used in a pilot study in the near future to compare the estimated and actual cost of hybrid learning programmes to refine existing cost drivers, assumptions and more.



**Graph 3:** A breakdown of the number of financial viability analyses performed per programme since the start of 2021 to date.



## Framework for the governance of personal information

In 2019, the Division for Information Governance (IG) led the start of the development and implementation of the University's first privacy regulation and accompanying framework. Over the intervening years, the Protection of Personal Information Act (4 of 2013) (POPIA) has come into full effect, as well as the transfer of access-to-information responsibilities from the South African Human Rights Commission to the Information Regulator (South Africa). Since the establishment of a USAf POPIA Forum, several high-profile information breaches globally and across South Africa occurred, coupled with privacy-related incidents within the University. Given the above, SU must continue to mature its approach to the handling of personal information.

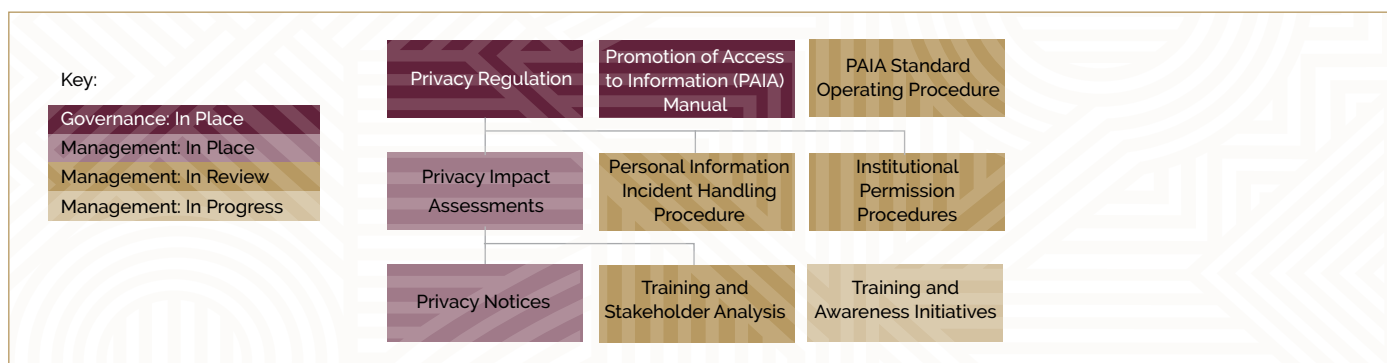
However, privacy does not exist in isolation, and should rather form part of a larger approach towards information governance and management. As part of the scheduled review of the 2019 privacy regulation, complementary regulations covering information curatorship and information classification were developed. Ensuring appropriate alignment with related

regulations and policies, managed by other environments across the University, was a key design principle followed by the IG's lead authors and reference group (which included the divisions for Research Development, Library and Information Service, IT, Innovus, and the Registrar's RC).

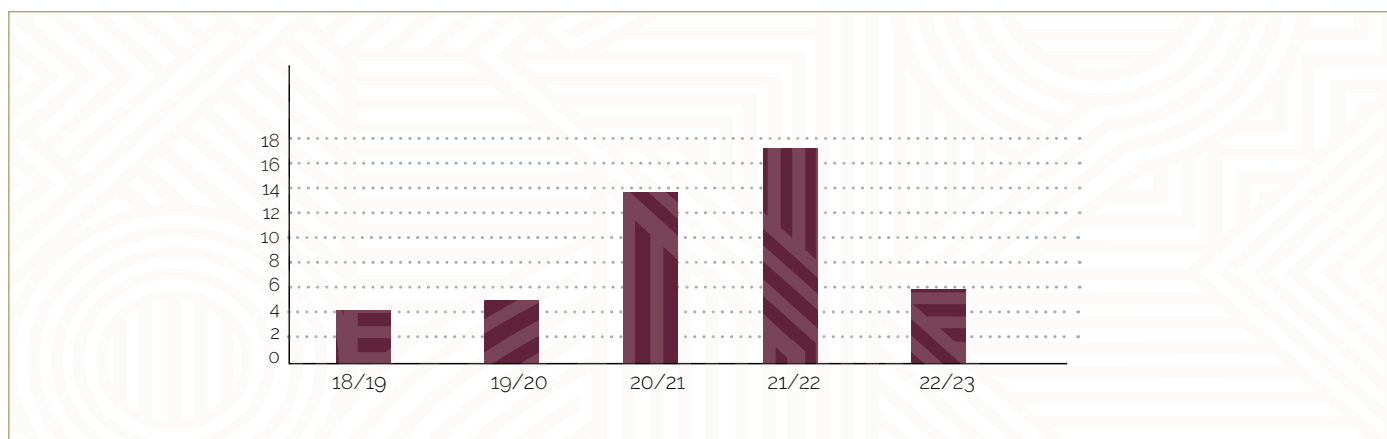
On 25 May 2022, the Rectorate approved the updated privacy regulation and the new information curatorship and information classification regulations. IG currently focuses on implementation initiatives, which include piloting the curatorship model and accelerating training and awareness initiatives. This represents an important, foundational step towards a possible integrated framework for information management.

## SU's response to the PAIA

The Promotion of Access to Information Act (Act No 2 of 2000) (PAIA) requires SU to record and report to the Information Regulator (South Africa) on how many requests the University receives annually between April and March. For 2018/19, SU received four requests; for 2019/20 five requests; for 2020/21 14 requests; and for 2021/22 17 requests. Since April 2022 until



**Figure 17:** Progress on the Framework for the Governance of Personal Information.



**Graph 4:** Number of PAIA requests received per reporting year (April to March).

the time of writing this report, SU has already received six requests.

The increase in the number of requests can be linked to two major themes: Those dealing with questions about the Covid-19 pandemic and those dealing with questions about SU's Language Policy. Additionally, several of these requests attracted heightened media attention or were instituted by high-profile parties (including political parties and civil rights organisations), and/or were instituted by parties that have since initiated litigation against the University.

Such requests often had a far-reaching impact on the University in terms of the number of environments affected and the rerouting of significant resources, including the Rector and Vice-Chancellor and other members of the Rectorate, to address the requests. Several of these requests have also been directed to the entire South African public university sector.

To address the increasing impact of PAIA requests on the University, the Division for Information Governance (IG) started revising its PAIA Standard Operating Procedures (SOP) in late 2021, and on 27 January 2022 the Rectorate approved this new SOP. The result has been stronger collaboration in the handling of PAIA requests between IG and the Corporate Communication and Marketing Division. This has strengthened the University's ability to prepare and respond to, for example, media enquiries regarding PAIA requests. However, since the approval and adoption of the SOP, a need to review and revise it has been recognised, which will be the focus going forward.

## HEMIS-SUNi-SUNStudent

The SUNStudent system renewal project that SU embarked on, challenged the Division for Information Governance (IG), in collaboration with the Division for Information Technology (IT), to rethink and redesign old NATURAL ADABAS procedures, processes and functionalities concerning HEMIS-reporting and other statutory and non-statutory reporting.

There are still some processes and procedures to convert to SQL and migrate to the SUN-i data platform, which will replace the current SIS procedures and processes for HEMIS and other statutory reporting. Currently, IG and IT are converting all processes and procedures to align to the new SUNStudent context and to match current HEMIS curriculum data-elements with those in SUNStudent.

The configuration and customisation of the data architecture necessary to ensure that HEMIS and other statutory reporting will not be compromised under SUNStudent are also continuously addressed.

- The external audit process of SU's 2021 student and staff data commenced at the beginning of June and was finalised during the last week of July. Ernest & Young is the external auditor. SU once again received a clean audit report with no factual findings reported that were in conflict with DHET audit directives.





## CORE STRATEGIC THEME 2: A transformative student experience



## **The institutional goals for a transformative student experience are:**

- Provide a unique, personalised student experience that serves as a catalyst for transformational change amidst opportunities for engagement and development through a first-class academic offering, which prepares graduates to lead and excel in a diverse world.
- Develop our students' graduate attributes so that they can be 21st-century citizens and achieve their full potential.
- Strengthen strategic enrolment management to enhance access and inclusivity.
- Enhance our student success rate through educational innovation.
- Deliver comprehensive, premium-quality support services to our student community.
- Enhance and expand engagement opportunities for our substantial alumni community.
- Create relevant opportunities for work-integrated learning towards a successful career and positive societal impact.



## Student Recruitment

Providing a unique, personalised student experience that serves as a catalyst for transformational change has been imperative in SU's national undergraduate recruitment approach for the past two years. Activities were focused on creating opportunities to engage with the prospective student market to showcase SU's first-class academic offering while facilitating access and inclusivity. This section provides an overview of student recruitment activities and statistics of the past year.

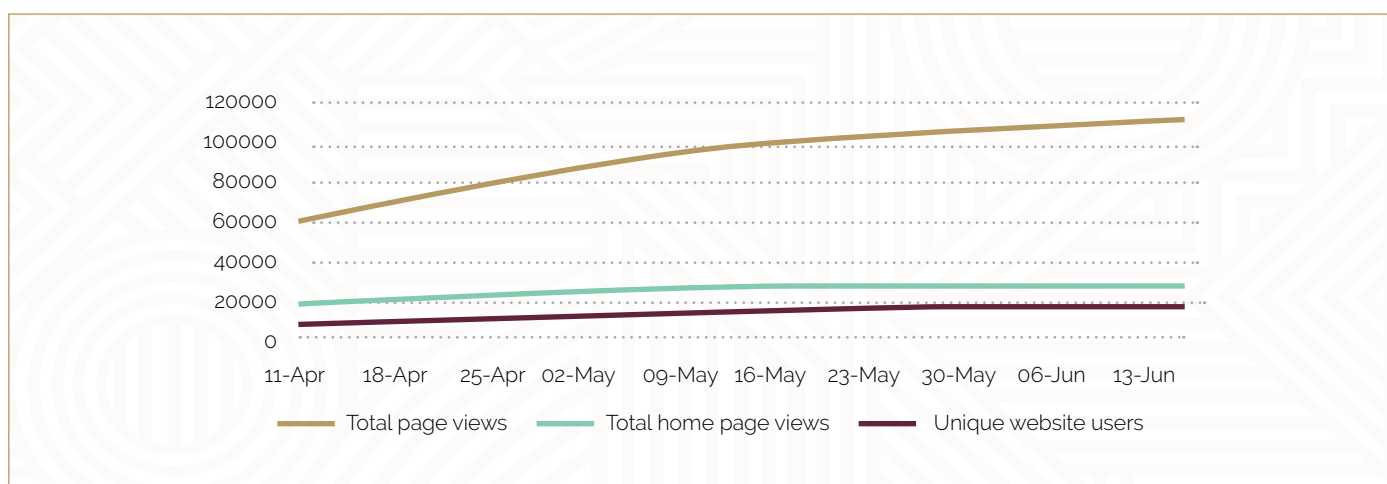
Leading into the adoption of the new SU Language Policy, provision was made in 2021 to produce the first recruitment publication in isiXhosa when the Grades 9 and 11 Subject and Career Advice booklet was made available to the school market as a trilingual resource. To build on the promotion of multilingualism and creating a multilingual mindset, the following marketing material was made available in three languages to prospective students, parents and schools in 2022: Minimum Requirements booklets (Grade 12s), Subject Choice and Career Advice booklet (Grade 9 and 11), school visit presentations (Grades 9, 11 and 12), and the online open day website (Afrikaans, English and partially isiXhosa).

**Online Open Day:** On Saturday, 9 April 2022, SU hosted its second online open day. The annual Open Day is a key institution-wide student recruitment event that provides the University with the platform to position itself as the first-choice tertiary institution for prospective students. The Open Day forms part of a wide range of strategic activities to provide prospective

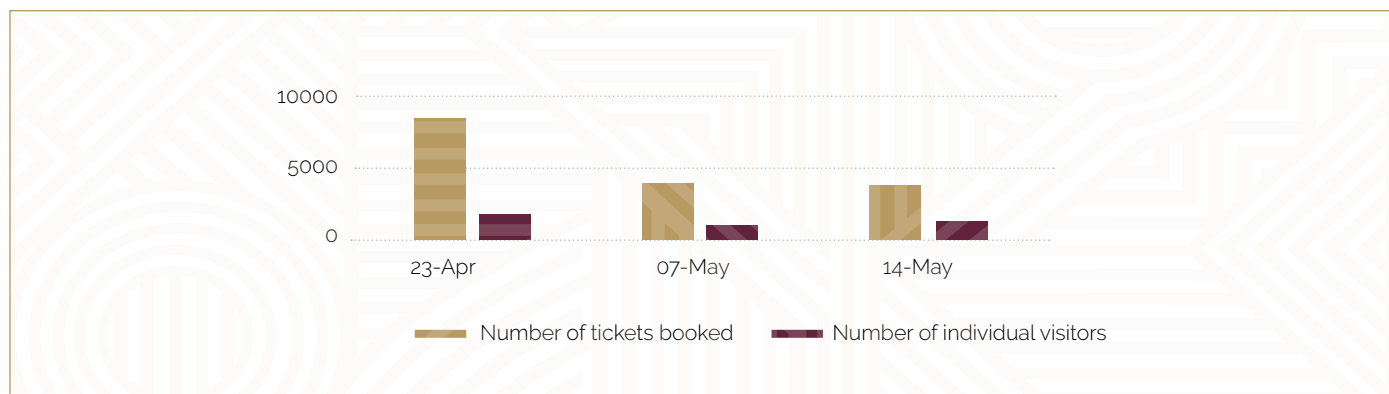
students with the correct information to make informed choices about their academic careers. SU is one of the only universities in South Africa with a dedicated platform for an online open day, and the website hosts information sessions, videos, brochures, and FAQs that guide Grade 12 learners to make informed decisions. Visit the [Stellenbosch University Open Day](#) website.

**On-Campus Open Days:** SU hosted three on-campus open days in 2022: on 23 April for the faculties of AgriSciences; Science, Engineering and Medicine and Health Sciences; on 7 May for Arts and Social Sciences, Education and Theology; and on 14 May for Economic and Management Sciences and Law. The success of any on-campus open day is in the engagement that happens between SU staff and/or students and prospective students and parents. The intimacy of this year's set-up provided time for quality engagement. Guests used the online open day platform to familiarise themselves with the University and its faculties beforehand, which allowed them the opportunity to capitalise on the on-campus event for more personalised engagements. View the [video](#) compilation of the on-campus open days.

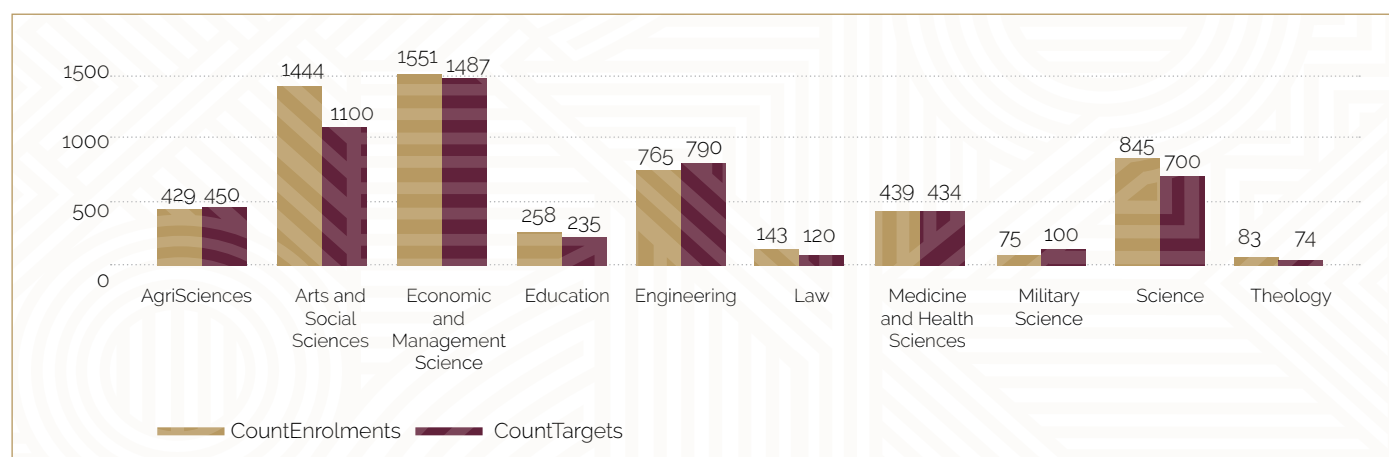
**2021 (2022-intake) Registration Statistics:** 2022 saw a 150% increase in the number of applications to the University. While SU meets its enrolment targets (see Graph 7), the BCIA enrolment targets are not met in all faculties (see Graph 8). This highlights the need for more targeted and direct interventions to ensure an increase in the conversion rate (from receiving a conditional offer to registration) to meet those BCIA enrolment targets in most faculties.



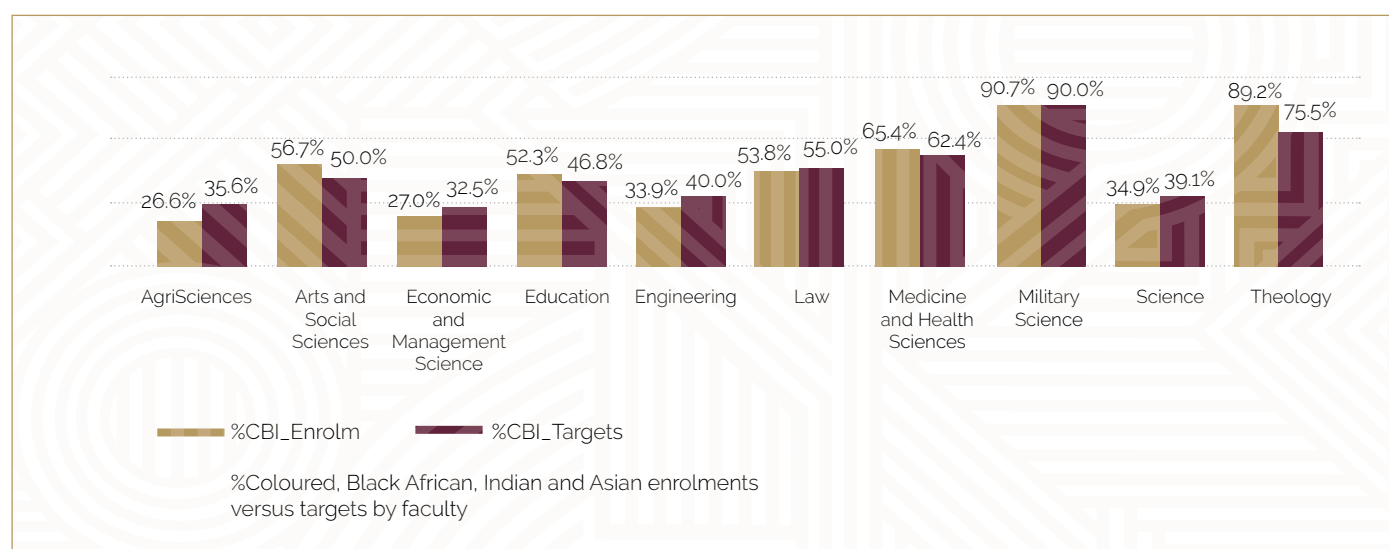
**Graph 5:** Amount of total page views, homepage views, and unique website users on the online open day website between April and June 2022.



**Graph 6:** Number of tickets booked and actual visitors for the On-Campus Open Days.



**Graph 7:** Enrolment and targets per faculty.



**Graph 8:** BCIA enrolment and targets per faculty.

**Student applications 2023:** The 2023 application cycle ran from April 2022 to July 2022. Current application statistics indicate an increase in applications, compared to the same period in 2021. There has also been a significant increase in the number of approved applications in the BCIA categories.

**Recruitment Bursaries:** The purpose of the recruitment bursary is to support the strategic

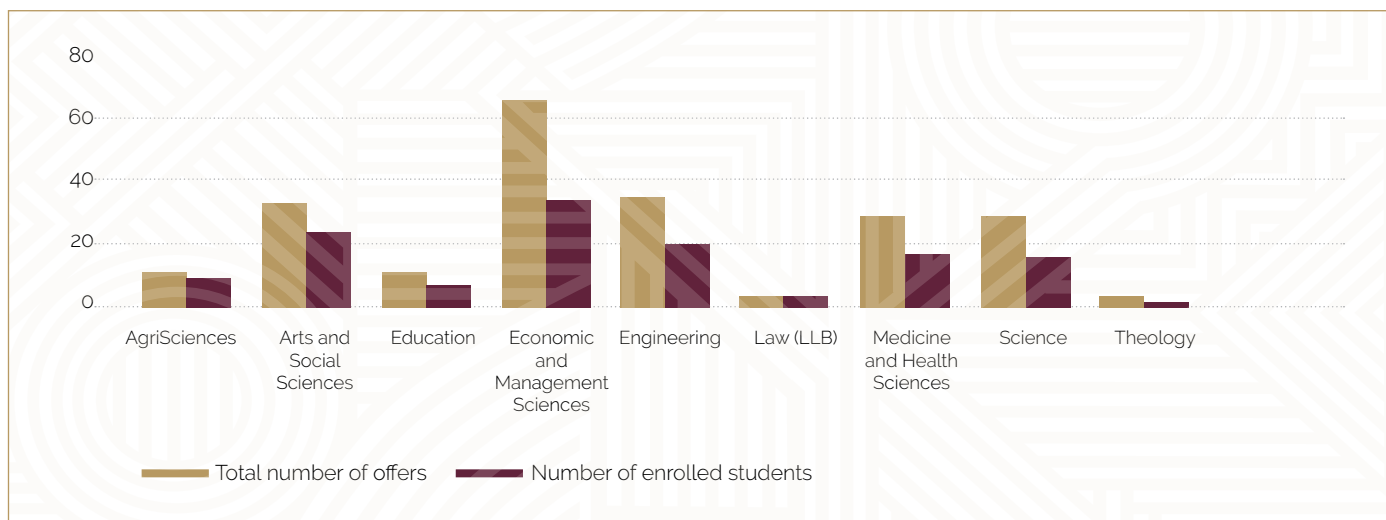
goals of the University and to increase its diversity profile. Based on academic merit, the bursary is available only to students from the African Black, Coloured, Indian and Asian (BCIA) population groups. Considering that the academic profile of top achievers varies from one faculty to the next, faculty-specific academic cut-off points are determined based on the Grade 11 or 12 application marks. The academic cut-off criteria are appropriately reviewed and adjusted each year.

Categories	Applications received	Approved	Reviewed	Rejected	Withdrawn
International	2 319	1 912	397	9	1
Unknown	348	336	8	1	3
Asian	70	41	29		
Black African	22 187	15 604	6 287	295	1
Coloured	5 234	3 610	1 572	52	
Indian	1 429	858	566	3	2
White	7 643	4 017	3 621	5	
Prefer not to say	594	399	191	4	
<b>Grand Total</b>	<b>39 824</b>	<b>26 777</b>	<b>12 671</b>	<b>369</b>	<b>7</b>

**Table 3:** Application statistics, June 2021.

Categories	Applications received	Approved	Reviewed	Rejected	Withdrawn
International	2 475	1 538	767	169	1
Asian	80	14	61	5	
Black African	31 632	10 048	14 365	7 217	2
Coloured	6 146	1 786	3 033	1 327	
Indian	1 819	392	1 293	134	
unknown	129	78	26	24	1
Prefer not to say	708	218	381	109	
White	8 551	1 772	6 364	413	2
<b>Grand Total</b>	<b>51 540</b>	<b>15 846</b>	<b>26 290</b>	<b>9 398</b>	<b>6</b>

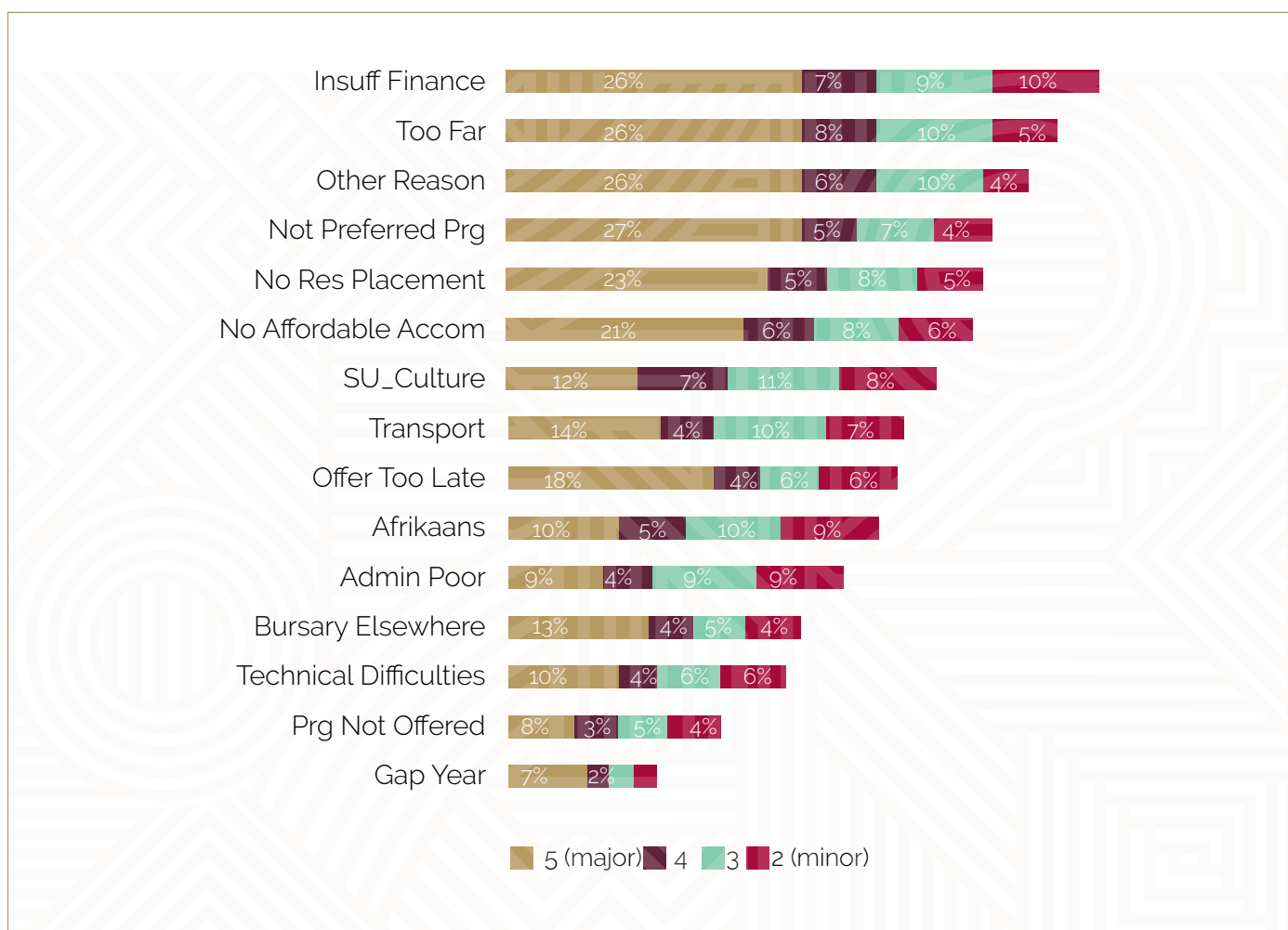
**Table 4:** Application statistics, June 2022.



**Graph 9:** Total number of recruitment bursaries offered and number of enrolled students.

**Non-registration:** During March 2022, an electronic survey was distributed to all undergraduate applicants who had received a final programme offer for 2022 but did not enrol. Applicants could have accepted the final offer,

declined or cancelled the offer, or failed to respond ('offer expired'). Although not listed among the top reasons, challenges relating to the implementation of a new application system played a role in non-registration.



**Graph 5:** Reasons that resulted in non-enrolment, in order of importance, for all respondents.



**International student recruitment:** External service providers Keystone Academic Solutions and Study Portals have been identified to advance the recruitment of international students in line with SU's internationalisation strategy. At a meeting of the Institutional Advisory Committee for Internationalisation on 11 November 2021, an approach was identified to not involve recruiters but to develop a marketing and messaging platform through these two service providers to raise interest and awareness and generate leads. This will support the various SU entities to engage with the leads and turn them into applications and, eventually, registrations.

## International Student Mobility

SU International welcomed more than 420 non-degree international students on campus during

the face-to face orientation and welcoming for the first semester of 2022. This is a record number of students for a semester.

While 2020 was a difficult year for incoming semester mobility, with most of these students returning home after the first Covid-19 lockdown was implemented, there was a significant increase of incoming students in 2021 – this growth continues in 2022.

As with incoming student mobility, outgoing semester and summer school mobility was also severely impacted by Covid-19. No outward student mobility was possible in the second semester of 2020, but it recovered well in 2021 and is currently at the levels it had been before the pandemic. However, further recovery and growth are needed with regard to outgoing summer schools.

Year	2018	2019	2020	2021
Total Incoming Semester Students	552	499	246	661

**Table 5:** Incoming student mobility, 2018 to 2021.

Year	2018	2019	2020	2021
Outgoing Semester Students	100	114	49	110
Outgoing Summer School Students	186	188	29	45

**Table 6:** Outgoing student mobility, 2018 to 2021.



*A group photo of the welcoming of international semester students in the first semester of 2022.*

**Photo: SUI**

## Global Education Opportunities

SU International (SUI) facilitated the participation of students in various global education opportunities, which ensures that students develop global and intercultural skills. A summary of these global education opportunities follows.

**International Conference of Undergraduate Research:** Sixteen SU students participated in the International Conference of Undergraduate Research, which was held on 28 and 29 September 2021. The coordinating institutions were Monash University and the University of Warwick. The conference presented an opportunity for undergraduate students to present their research in an academic conference environment and to develop their research communication skills. Students from 14 institutions in 12 countries participated. Coordination of the participation is done through a collaboration between SU's Faculty of Medicine and Health Sciences (FMHS) and SUI. Previous conferences focused specifically on students within the FMHS, but the participation of students in other faculties is foreseen.

**J-Term Summer School:** From 3 to 19 January 2022, SU International presented two January Summer Schools, i.e. Travel Photography and Doing Business in South Africa. Twelve students from the USA, Germany and Italy attended the summer school and had the opportunity to learn from SU lecturers. The schools included various practical visits to enrich the students' learning experience.

**Northwestern University Short Programme in Global Healthcare Technology:** This short programme is based on a long-standing collaboration between SU and Northwestern University in Evanston, USA. The programme was presented from 5 January to 21 March 2022, with 14 students from Northwestern taking part, with the focus on Bio-Medical Engineering. Designed exclusively for engineering students, the Global Healthcare Technologies programme offers hands-on experience in developing medical devices to improve health outcomes in resource-poor environments, particularly townships around Cape Town. Students work closely with SU lecturers and local health professionals to identify the healthcare needs and develop a design project. The emphasis is on problem definition, user-centred solutions, and the utilisation of appropriate technologies. The programme is organised in conjunction with McCormick's Centre for Innovative Global Health Technologies and SU's Institute for Biomedical Engineering.

**June/July Summer School:** SUI was able to restart its summer schools in 2022 after the Covid-19 pandemic and presented its 20th summer school with 33 international students and five SU students. The school offers four academic streams: General Elective Programme, Public Health Programme, Global Service Learning, and Doing Business in Southern Africa. Most of the international students were from the USA, two students were from the UK and one from Canada.



**Ghana to the World:** Three SU students visited the University of Ghana (UG) in Accra, Ghana to participate in the Ghana to the World (GTW) Summer School from 5 to 18 June 2022. The main objectives were to further strengthen the comprehensive partner relationship between SU and UG and to enable a transformative student experience in Africa. The GTW programme had three components, namely (1) elective course or research project to engage students in discussions on Africa-centred topics; (2) volunteerism to expose students to the sociocultural factors in communities; and (3) cultural experience by undertaking tours to historical sites and attractions.

**SDG/2063 Impact Hub – Future 17 SDG Challenge Short Course:** The first cohort of 130 students from Brazil, China, the United Kingdom and South Africa made history by completing the Future 17 Sustainable Development Goals (SDG) Challenge Short Course, which started in March 2022 – a first of its kind in sustainability education and literacy for SU. It was hosted by SUI's SDG/2063 Impact Hub. The hub aims to promote the United Nations (UN) 2030 Agenda and its SDGs, alongside the African Union's Agenda 2063 for a prosperous Africa within the context of international higher education. The 38 SU students who participated (final-year undergraduate and postgraduate students) were widely praised for the innovation, commitment, and the outstanding SU ambassadorship they displayed. The next Future17 SDG Challenge will start in September 2022.



*The students who participated in SU International's 2022 June/July Summer School.*  
**Photo: SUI**

## Student communication campaigns

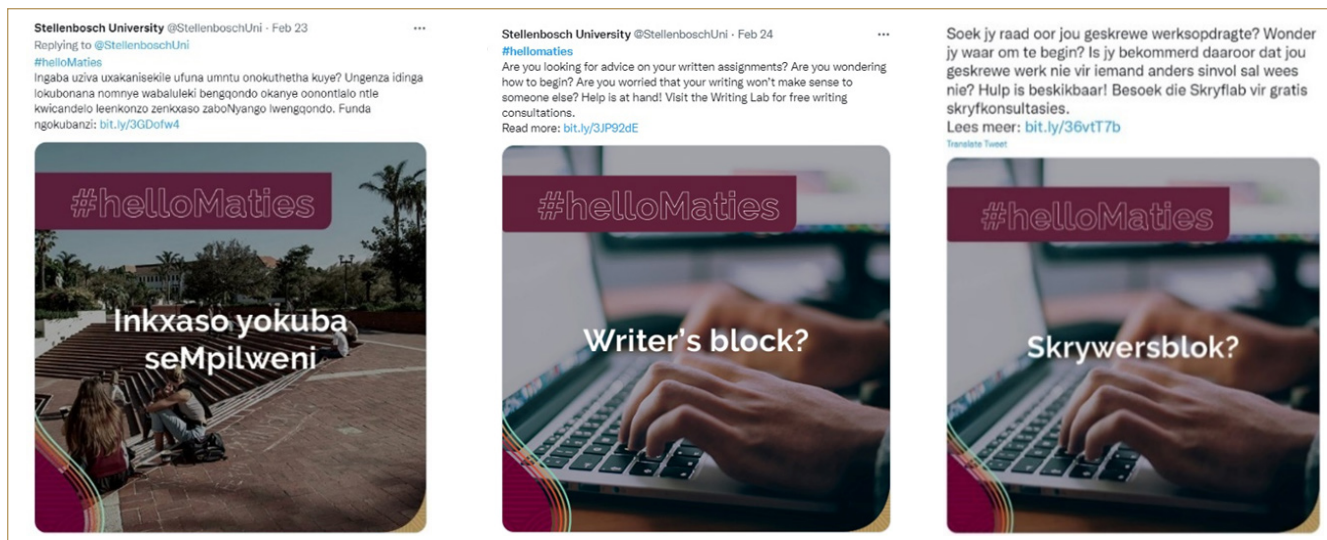
During the reporting period, the Corporate Communication and Marketing Division (CCMD) produced several communication campaigns and activities targeted at SU's student community and prospective students. These are some of the highlights.

**Registration and fees:** The CCMD redesigned the registration and fees webpage, which went live on 23 November 2021. The page serves as a digital touchpoint to offer both newcomer and returning students accurate and user-friendly information, which includes information on the registration process, tuition and residence fees, payment options, the National Student Financial Aid Scheme (NSFAS), and how to book an appointment with our administrative staff. From November 2021 to February 2022, the page received 220 187 views from 62 091 unique visitors.

**#helloMaties:** As part of the annual Welcoming Programme, the CCMD implemented a multichannel #helloMaties communication campaign, which ran during February 2022. One of the main campaign elements was the design of a Welcome Maties website, which provided prospective students with easy access to detailed information on the welcoming period, student support services and other campus-related aspects. The website was designed to be user-friendly, which was achieved through the segmentation of key information. The design also incorporated dedicated portals for Student Affairs and faculties to publish information on their own welcoming initiatives. The site received 71 533 visits during the welcoming period.

**Social media:** Campaign messaging on social media for students focused on the welcoming period, student support services and Covid-19, while it also aimed to drive students to the registration website. The social media component was conducted in English, Afrikaans and isiXhosa, and many posts reached up to 10 000 accounts.

**December and April graduations:** Graduation is a highlight on the University's calendar, and the CCMD plays a key role in communicating logistics and highlighting graduates' achievements through an integrated graduation communication campaign.



**Figure 18:** Screenshots of a social media posts in three languages.

The December 2021 graduation followed a hybrid format – in person for PhD graduates and online for the remainder of the graduating class. A streamlined graduation website was developed to provide graduates and guests with user-friendly, detailed and accurate information. This site recorded 78 000 views in the month leading up to graduation. The pre-recorded [graduation videos](#) for those who graduated online received 91 000 views, while the livestream of the face-to-face PhD graduations recorded 3 753 views.

In April 2022, SU reverted to in-person ceremonies for all its graduates for the first time since the start of the Covid-19 pandemic. The [graduation website](#), updated with the latest information, recorded 55 000 views in the month leading up to graduation. The streaming service was updated to provide an even better viewing experience, including streaming in full high definition, running pre-event SU promotional material, the use of three camera angles (as opposed to only one used previously), and the inclusion of an integrated banner with images/video overlays and picture-in-picture. The livestream achieved more than 40 000 views.

In both December and April, pre-graduation newsletters were sent to graduates, and special graduation editions of news@StellenboschUni were distributed internally. Graduates' achievements were also highlighted in news articles on the SU website, social media channels, and in the local and national media.



**Figure 19:** A screenshot of the graduation website.



## Wellbeing and Flourishing Skills Changes Lives

An intervention- and evidence-based curriculum to optimise student wellbeing was developed by the Division for Information Governance. Called i-FlourishWell4Life, it aims to simultaneously advance success and wellbeing and attempts to explicitly develop a series of malleable factors that are linked to academic performance. i-FlourishWell4Life is delivered online annually to incoming extended degree programme (EDP) students in five targeted faculties.

During 2021, an impact study was performed on a six-week intensive intervention with the EDP students from the faculties of Science, AgriSciences and Engineering.

A pre-test/post-test design was performed to measure the impact of the programme. The impact study focused on the following questions:

- Can wellbeing skills be taught online to university students?
- Are predictors of performance indeed malleable?
- Is i-FlourishWell4Life more beneficial to specific groups?
- How are students changed by the programme?

Participants completed various measures of wellbeing, flourishing and mindsets as part of their onboarding programme, and the process was repeated when i-FlourishWell4Life ended. Testimonials were also collected.

Among others, the study found that first-generation students and those from lower socio-

economic groups benefited slightly more in general, but all groups benefited. Many students described i-FlourishWell4Life as a 'life changing' experience. Because of its potential impact on throughput rates, it is recommended that the teaching of wellbeing skills be expanded to a wider audience.

## Rector's Breakfast with students

The first Rector's Breakfast with students took place on 30 March 2022 at Die Stal. Students were asked to nominate either themselves or someone else to attend the breakfast. Out of 138 nominations, 20 students were selected by the selection committee. After the Rector and Vice-Chancellor, Prof Wim de Villiers, gave a short presentation, students were given the opportunity to interact with the Rector and ask questions. The second Rector's Breakfast with students will be held on 28 September 2022.



*SU students with Prof Wim de Villiers at the first Rector's Breakfast with students.*

**Photo: Stefan Els**



## CORE STRATEGIC THEME 3: Purposeful partnerships and inclusive networks

  
Stellenbosch  
UNIVERSITY  
IYUNIVESITHI  
UNIVERSITEIT

forward together  
sonke siya phambili  
saam vorentoe

Welcome  
Wamkelekile  
Welkom

## **The institutional goals for purposeful partnerships and inclusive networks are:**

- Develop a framework of principles to ensure local relevance, regional impact, and a global reach to enable transactional partnerships and promote transformative partnerships.
- Promote a deep connectedness and interaction with business, industry and government to leverage our strengths, which will include work-integrated learning, continuing professional development, collaborative research, consulting, licensing, spin-out companies and commercial ventures.
- Embrace the communities we serve to bring about social, cultural, environmental, and economic development and change.
- Enhance and expand engagement opportunities for, and foster our relationship with, our substantial alumni community.
- Build effective collaborations through partnerships, alliances and networks with other universities, institutions and organisations, where such collaboration contributes to excellence in teaching and learning, outstanding research, and social engagement and impact.
- Foster distributed, networked and reciprocal partnerships that are nurtured by both institutional structuring and personal relations.
- Establish appropriate partnerships with institutions in all societal sectors, including the spheres of civil society, public discourse, public opinion-formation and public policymaking.



## Partnerships Development

During the reporting period, SU signed four new agreements and five agreements were renewed. A 'dormant category' has been developed to identify inactive agreements. This type of category will allow faculties and partners to reactivate a partnership.

## International@Faculty Forums

Each SU faculty hosts an International@Faculty forum coordinated by nominated academic staff members. These forums play an important role to actualise and consolidate internationalisation engagement within and beyond faculties. In the process, the governance of internationalisation is rolled out on an institutional level and University structures are aligned.

The forum's agenda contains items recommended by SU International and the respective faculties, and feedback flows back into the management structure of the respective faculties as well as the Institutional Advisory Committee on Internationalisation.

During the reporting period, the following agenda items were discussed:

- Agreements specifically applicable to the respective forums
- Awareness created in terms of the partnership framework
- Information gathering to get an overview of the respective internationalisation profiles of the respective faculties
- International student fees
- Updates in terms of student recruitment strategy

Institution	Country	Level of Agreement	Partnership Category	New/ Renewal/ Expansion
Eduardo Mondlane University	Mozambique	Institutional	Institutional partnership	Renewal
Batumi Navigation Teaching University	Georgia	Institutional	General endorsing institutional agreements	New
University of Glasgow	UK	Institutional	Institutional partnership	New
University of Kent	UK	Institutional	Student exchange partnership	Renewal
Bucerius Law School	Germany	FD: Law	Student exchange FD level partnership	Renewal
Friedrich Schiller University Jena	Germany	FD: Economic and Management Sciences	Basic FD level partnership	Renewal
Kedge Business School	France	FD: Economic and Management Sciences	Basic FD level partnership	Renewal
United States Military Academy West Point	USA	FD: Military Sciences	Basic FD level partnership	New
OTH Regensburg	Germany	FD: Engineering	Student exchange FD level partnership	New

**Table 7:** New and renewed partnership agreements.

## Study-abroad experience for SKEMA Business School students

SU entered a strategic partnership with SKEMA Business School in 2020 to offer SKEMA Business School students from across their five global campuses a study-abroad experience at SU, as well as offer a tailored academic programme. The first cohort arrived in 2020 and had to return to their home countries in March due to the Covid-19 pandemic. Mobility was restarted in the first semester of 2021 and continues to grow. Four academic streams are offered per semester: Two Master's in management cohorts, a BBA cohort, and an Esdhem cohort. The academic offering is tailored according to the needs of the SKEMA Business School and is designed and presented by various stakeholders at SU.

To consolidate the strategic partnership between the two institutions, a SKEMA-Stellenbosch Campus Office is being established within the Centre for Global Engagement within SU International. A designated coordinator and programme director will be appointed shortly.

<b>2020, First Semester</b>	29
<b>2020, Second Semester</b>	No Students
<b>2021, First Semester</b>	343
<b>2021, Second Semester</b>	129
<b>2022, First Semester</b>	237
<b>2022, Second Semester (Expected)</b>	191

**Table 8:** Overview of SKEMA student statistics, 2020-2022.

## SDG/2063 Hub

The progress in establishing SU's Sustainable Development Impact Hub (SDG/2063 Hub) and unit plan was presented at a meeting of the Institutional Advisory Committee on Internationalisation on 3 February 2022, for further consultation and feedback.

The SDG/2063 Hub is located within the Centre for Collaboration in Africa within SU International to ensure that the sustainability goals of both the UN 2030 Agenda and the AU Agenda 2063 are enhanced and promoted through SU's international collaborations in bilateral and multilateral partnerships and consortia. The SDG/2063 Hub will address the two agendas

collectively as there is a high level of alignment between them, and it will further help to distinguish it from sustainability hubs elsewhere. During this reporting period, the following activities were undertaken to establish the SDG/2063 Hub:

- As part of the reorganisation of the SU International, Ms Corina du Toit was assigned as the Project Manager for the hub
- A draft unit plan was developed
- The Future17 project was undertaken

## SU Japan Centre

The establishment of the SU Japan Centre was approved by the Rectorate and the official launch of the centre took place on 11 August 2022. The SU Japan Centre is hosted by SU International. Its organisational structure is as follows:

- Director: Prof Scarlett Cornelissen, Department of Political Science
- Co-Director (Operations): Ms Sarah van der Westhuizen, Manager: Centre for Global Education, SU International
- Coordinator for Programmes and Initiatives: Mr Thami Mahlobo, Coordinator: Internationalisation Support, SU International

A governance board, chaired by Prof Hester Klopper, will oversee the implementation of the annual business plan. As approved by the Rectorate, the purpose of the centre is to contribute to enhancing Japan-South Africa relations through (1) promoting Japanese Studies



*Dr Samia Chasi of the International Education Association of South Africa (IEASA); Mr Norio Maruyama, Japanese ambassador to South Africa; Prof Wim de Villiers, SU Rector and Vice-Chancellor; Prof Hester Klopper, Deputy Vice-Chancellor: Strategy, Global and Corporate Affairs; Mr Masaki Fujihara, Deputy Director: Japan External Trade Organization (JETRO) in South Africa; and Prof Scarlett Cornelissen, Director of the SU-Japan Centre.*

at SU; (2) encouraging research and teaching collaboration in all fields of studies through bilateral and multilateral higher education networks at institutional and national level; (3) hosting educational, cultural and people-to-people events for the broader community; and (4) engaging with external (e.g. Japanese business sector in SA) and continental (e.g. similar initiatives in Africa) stakeholders.

## SIAN meeting

The 18th Stellenbosch International Academic Networks Meeting (SIAN) was held virtually from 13 to 15 October 2021. The theme for the event was 'Augmented Internationalisation'.

The challenge was to capture the essence of SIAN on an online platform and still provide partners with an experience that includes social and cultural aspects.

The meeting kicked off with Student Study Abroad Sessions to replace the traditional Study Abroad Fair usually hosted in the Neelsie Student Centre. An International Town & Gown Network meeting was also scheduled during this time.

Prof Wim de Villiers, SU Rector and Vice-Chancellor, officially opened the event with a word of welcome, emphasising the continued importance of internationalisation and the support of our partners, followed by a presentation by Prof Hester Klopper, Deputy Vice-Chancellor: Strategy, Global and Corporate Affairs, who highlighted the internationalisation events that helped shaped the landscape during Covid-19.

The keynote address for the event was presented by Prof Kanshu Rajaratnam, Director of SU's School for Data Science and Computational Thinking. The title of his presentation was 'Establishing a School during Covid-19 – an augmented collaborative space'.

Another online SIAN will take place in October 2022, whereafter a face-to-face SIAN will be held from 14 to 17 March 2023.

## Partnerships and Networks in Africa

In line with SU's vision to be Africa's leading research-intensive university, SU International's Centre for Collaboration in Africa (CCA) focused on the following major partnerships:

### AUDA-NEPAD

SU International hosts the African Union Development Agency (AUDA-NEPAD) South African Network of Water Centres of Excellences (SANWATCE) as well as the AUDA-NEPAD Centre of Excellences in Science, Technology and Innovation (STI).

**AUDA-NEPAD SANWATCE:** The CCA hosts the secretariat of the AUDA-NEPAD SANWATCE. Currently, the network consists of 11 nodes in eight SADC member states, namely Botswana (University of Botswana), Malawi (University of Malawi), Mauritius (University of Mauritius), Mozambique (Universidade Eduardo Mondlane), Namibia (Namibia University of Science and Technology), South Africa (Centre for Scientific and Industrial Research, SU, University of KwaZulu-Natal and the University of the Western Cape), Zambia (University of Zambia), and Zimbabwe (National University of Science and Technology).

As a flagship programme supported by the South African Department of Science and Innovation, the AUDA-NEPAD SANWATCE directly contributes toward the postgraduate research that is aligned with SADC priorities. During the reporting period, a new third cohort of students was supported. This cohort consists of 11 students at Master's and PhD levels, 45% of which are female. In total, 33 students have been supported as part of this programme. Postgraduate students are

Nationality	Level: Masters	Level: PhD	Male	Female
South African		3	1	2
Zimbabwe	1		1	
Nigerian		1	1	
Malawian	1		1	
Namibian	1		1	
Motswana		1		1
Zambian	1			1
Mauritian		2	1	1

**Table 9:** Number of students, nationality, study level and gender who were supported by the AUDA-NEPAD SANWATCE.



supported with research grants of R50 000 per year for two years, and in addition, a mobility grant is made available for students to attend academic conferences to present their research. Students typically present their research at the annual WaterNet/WARFSA/GWP-SA Symposium.

**AUDA-NEPAD Centre of Excellence in STI:** The AUDA-NEPAD Centre of Excellence in STI was established in South Africa in cooperation with the Council for Scientific and Industrial Research (CSIR) and with SU as the first of several participants to cooperate with the centre.

Since its establishment in 2021, AUDA-NEPAD, the CSIR and SU have focused on operationalising the centre. During the reporting period, specific focus was placed on human resources, with AUDA-NEPAD seconding Dr Olalehan Akinbo and Ms Susan Data as the Head of the Office and Partnership Manager respectively. In addition, the CCA assigned Ms Simohn Engelbrecht as Innovation-Upscale Coordinator.

Follow-up meetings were undertaken with project leaders at both SU and the CSIR to give further momentum in upscaling innovations and to identify an initial ten innovations from which project proposals can be prepared. An initial proposal to upscale innovations within aquaculture has been submitted to AUDA-NEPAD by a team from SU and the CSIR with the aim of mobilising resources.

## **PERIPERI U**

**Disaster Risk Reduction (DRR):** The Secretariat of the PERIPERI U Network for Disaster Risk Reduction in Africa, situated within the CCA, continued engaging and coordinating with partners across the continent on several projects, distributing funding, and representing the network at several strategic engagements and events. The secretariat hosted a virtual annual consultative meeting with its PERIPERI U partners to discuss recent projects and activities of the partners, identify new opportunities to pursue, and to discuss the direction of the partnership.

**PERIPERI U Talks:** This online discussion series invited professionals and experts from various institutions and fields to discuss disaster risk-related topics and themes with a wider virtual community in Africa and beyond. The aim of the web series was to help raise awareness and promote increased dialogue and discussion of

issues related to disaster risk, climate change, sustainability and resilience across the continent. Listen to the sessions on the [PERIPERI-U Talks](#) webpage.

**United Nations Development Programme (UNDP) Sahel Resilience Project:** The secretariat continued to oversee the development and implementation of activities and research for the UNDP Sahel Resilience project. After several delays, the secretariat assisted in coordinating its West African-based university partners to conduct scoping research on the state of data on losses and damages attributed to disasters across the six project countries. The reports were submitted to the secretariat who compiled a joint regional report and submitted it to the UNDP for review. The secretariat, along with its six partners, were invited to participate in a regional workshop hosted by the UNDP from 26 to 29 April 2022 in Dakar, Senegal, focusing on 'harmonisation of disaster risk data and information management for risk-informed and sustainable development in the Sahel'. The secretariat has also been developing two short courses as part of the UNDP project.

**DRR Science Diplomacy:** The PERIPERI-U secretariat staff were invited to attend the Africa Regional Platform for DRR in October 2021, representing academic institutions across the continent, and participating in deliberations and discussions concerning the role of scientists and academia in promoting and enhancing DRR. The African Union Commission (AUC) approached the secretariat to partner on a project to support the work of the African Science and Technology Advisory Board (AfSTAG), as well as the African Youth Advisory Board on Disaster Risk Reduction (AYAB DRR) across the continent.

The secretariat was also invited to attend several AfSTAG and AYAB DRR meetings hosted by the AUC in Nairobi, Kenya in October 2021 and again in April 2022. The focus of these meetings was to reflect on the activities and accomplishments of the two groups as well as discuss the process of selecting new members for the upcoming 2022-2025 boards.

In June 2022, the PERIPERI U secretariat was invited to participate in the Southern Africa-Indian Ocean Disaster Preparedness ECHO and Partners Workshop. PERIPERI U staff facilitated several breakout groups focused on early warning and disaster preparedness in an urban context.





## CORE STRATEGIC THEME 4: Networked and collaborative teaching and learning

## **The institutional goals for networked and collaborative teaching and learning are:**

- Focus on a learning-centred approach to teaching, whilst promoting a holistic understanding of teaching and learning.
- Foster interdisciplinary and interprofessional teaching and learning by empowering students to participate in a learning community where staff and students work together to learn, solve problems, research, and innovate.
- Create an institution of continuous learning that is skilled at co-creating and sharing knowledge and insights.
- Promote the professionalisation of academics in their teaching role, and the scholarship of teaching and learning.
- Develop a digital strategy to provide the basis for digital fluency and the meaningful integration of learning technologies towards a networked University that engages and inspires students, staff and alumni.
- Expand on SU's knowledge offering to serve new student markets.
- Promote the continuous renewal of the University's academic programmes by means of a systemic process with clearly assigned roles and responsibilities for the various role-players.



## SU Unit for International Credentialling

The SU Unit for International Credentialling (SU-UIC) has over the last year been preparing to quality assure the Independent Education Board's International Secondary Certificate's (IEB-ISC) first-ever examinations starting in October 2022 in schools in Namibia, Mozambique and eSwatini.

The IEB-ISC was evaluated by UK Ecctis (previously UK NARIC) and reported in September 2021 that the ISC is comparable to the following reputable international qualifications:

- England, Wales & Northern Ireland's GCE Advanced Subsidiary (AS) level
- Australia's Senior Secondary Certificate of Education
- Kenyan Certificate of Secondary Education
- The IEB-ISC Further Studies levels are equivalent to UK Advanced (A) levels

Universities South Africa (USAf) had previously evaluated the IEC-ISC as being comparable to the National Senior Certificate in South Africa.

The SU-UIC governance structure has been established, including the Quality Assurance Governance Committee, and two subcommittees. Furthermore, external moderators were appointed in May 2022 to moderate the final examination papers. A detailed handbook entailing all the quality assurance processes and policies was also designed and developed to be ratified in September 2022.

The Quality Assurance Governance Committee held its third meeting online on 23 March 2022. The committee oversees the work of the two subcommittees (namely Curriculum and Assessment, and Standardisation). The SU-UIC has appointed 35 external moderators to moderate the IEB-ISC examination papers of 32 subjects.

The rigorous process of recruitment started in November 2021, where the Curriculum and Assessment subcommittee recommended the specific roles and responsibilities of the external moderators before it was approved by the Governance Committee in January 2022.

The positions were advertised in February 2022 and over 120 applications were received;

72 candidates were interviewed of which 51 candidates were selected to complete a performance assessment as the final phase of the selection process. The external moderators were appointed in May and moderated the examination papers between June and August 2022.

The SU-UIC Quality Assurance handbook, containing all the external quality assurance processes and standardisation processes, has been developed with the assistance of Dr Celia Booyse, an assessment specialist and a member of the Curriculum and Assessment subcommittee. This was reviewed by both subcommittees, and their recommendations will serve at the Governance Committee for approval in September 2022.

## African Doctoral Academy

The African Doctoral Academy (ADA), part of the African Centre for Scholarship within SU International, presented three schools during the reporting period, namely the 2022 Summer School, Autumn School and Winter School, as well as the ADA Webinar Wednesdays. Due to staffing challenges from September to November 2021, the Spring School was cancelled.

Many delegates at the ADA schools have come to view online workshops as the 'new normal,' although many find that they cannot fit all the work in between work commitments. The ADA schools' experience shows the importance of courses having reasonable asynchronous, or self-paced, study sessions, alleviating presenter and delegate fatigue as well as offering some flexibility in the case of power cuts and problems with connectivity. The first in-person course was reintroduced in the ADA Winter School in July 2022 and the other 12 courses were offered online. The ADA is planning to revert to in-person courses in full for Spring School in September 2022. The ADA has moved to issuing digital certificates to all delegates for all online courses.

**ADA Summer School, 12 January – 4 February 2022:** This online school was the sixth, fully online school held by the ADA since July 2020's Winter School and took place over three and a half weeks. A total of 130 delegates registered, and 14 short courses were attended (with delegates taking multiple courses). Delegates originated from 17 countries, 15 of which is in Africa. Just



*The SU-UIC Curriculum and Assessment Sub-committee at a workshop in April 2022. Photo: SUI*

over half of the delegates (58%) were from South Africa, with the largest groups originating from Uganda (8%), Namibia (7%) and Ghana (6%). The courses covered several topics around research design and methodology, scientific publishing and communication, as well as writing and publishing. The presenters included those from SU, KU Leuven (Belgium), Trinity College Dublin (Ireland), University of St Gallen (Switzerland), University of Cambridge (UK), and the universities of Michigan and Nebraska (USA). 26 universities were represented in the doctoral profile of current and completed doctorates, of which the largest current and alumni group were from SU (44%). More than half of the delegates were younger than 40 years (58%).

#### **ADA Autumn School 2022, 28 March – 2 April 2022:**

This school was presented online only and consisted of three courses, namely academic writing skills for doctoral candidates (28 March to 1 April 2022), the systematic review (28 and 29 March 2022), and grant writing fundamentals (4 and 5 April 2022). The courses were attended by 81 participants. The delegates were mainly from South Africa (82%), followed by Nigeria (7%) and Zimbabwe (6%). A third of the delegates were in the early stages of their doctorate (37%). A total of 20 universities were represented, with the largest groups of delegates originating from Tshwane University of Technology (31%), followed by Unisa (15%) and SU (13%).

#### **ADA Winter School 2022, 29 June – 15 July 2022:**

This online school was the eighth online school and first hybrid school held by the ADA and took place over two and a half weeks. Of the 13 courses offered, one course, Introduction to SPSS, was offered in-person in Stellenbosch towards the ADA's intention to revert to in-person or hybrid schools in the future. Between 29 June and 1 July 2022, two preparatory courses were presented, and between 1 and 15 July 2022 a further 11 courses were offered. Most of the facilitators were from SU.

#### **ADA Webinar Wednesdays:**

The ADA Webinar Wednesdays that are held monthly have proved to be popular, as illustrated by the attendance figures increasing to above 200 participants in the latest quarter. The webinars are seen as an opportunity to showcase SU, SU staff and their expertise, and to maintain the ADA profile throughout the year, not just in the lead-up to the schools. In the reporting period, eight out of the 13 webinars presented to date were offered. The most recent seminars focused on maximising research impact and navigating the online learning environment. A special seminar focused on the impact of Covid-19 and burnout on staff and postgraduate students. All three presenters were from SU. All the webinars can be accessed via the [ADA webpage](#).





## CORE STRATEGIC THEME 5: Research for impact

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## The institutional goals for research for impact are:

- Develop a research agenda derived from SU's values, societal needs, and the sustainability imperative.
- Conduct research of significance based on selected, focused strategic research areas.
- Inform the future research agenda and strategically involve our stakeholders.
- Conduct collaborative and interdisciplinary research that addresses the grand challenges of society.
- Create an embedded culture of innovation and entrepreneurship in our research.

## Emerging Scholars Initiative

The Emerging Scholars Initiative (ESI), managed by the Africa Centre for Scholarship (ACS) within SU International, is a collaborative project comprising several multidisciplinary joint schools with SU's African partner universities. ESI aims to create collaborative teaching opportunities for SU and partner institution staff where the courses are identified by the partner university and then co-designed, co-curriculated and jointly taught.

Between August and November 2021, the University of Rwanda was the third of the online joint schools in 2021 focusing on developing the capacity of emerging scholars in Africa (the previous two schools were held in April 2021 at Strathmore University, Kenya and the University of Lagos, Nigeria in May/June 2021).

**SU-University of Rwanda Joint School:** This school was attended by 83 delegates and culminated with the final course, Enhancing Postgraduate Supervision, offered from 22 to 24 November 2021. This course followed the courses Grounding for Doctoral Studies and Scientific Communications, hosted between 24 August and 3 September 2021. In addition to eight facilitators from Rwanda, SU was represented by Prof Liezel Frick (Centre for Higher and Adult Education, Faculty of Education) Prof Sarah Howie (ACS), Prof Brigitte Smit (a regular contributor at the ADA), Dr Marina Joubert of CREST, as well as Selene Delpont and Dr Rose Richards from the Writing Lab.

The ACS was also approached by the African Institute for Mathematical Sciences (AIMS) concerning collaboration on capacity building workshops involving scholars from across Africa linked to AIMS, which took place in March 2022, with contributions from SU staff member Selene Delpont.

**ESI-UNAM Joint School:** In November 2021, talks were initiated with SU partner universities (universities of Ghana, Makerere, Namibia) to explore collaboration and schools in 2022, with the first school taking place from 13 to 24 June 2022 in collaboration with the University of Namibia (UNAM) in Windhoek. Fifteen ESI-funded scholarships were also awarded to delegates from these universities to participate in the ADA Summer School, which concluded on 4 February 2022.

The ESI-UNAM Joint School was held in-person in Windhoek, Namibia. It was attended by 72 delegates across two courses, Scientific Communication (academic writing) and Enhancing Postgraduate Supervision. In addition to the facilitators and organising team from Namibia, SU was represented by Prof Liezel Frick, Prof Sarah Howie, Dr Brent Abrahams, Brian Mandigora (ACS), and Selene Delpont.

In addition to presenting the academic programme, the SU delegation met with the UNAM organising team to discuss the visions of both institutions and the potential for future collaborations.



*The delegates who attended the ESI-UNAM Joint School in November 2021. Photo: SUI*



## CORE STRATEGIC THEME 6: Employer of choice



## The institutional goals for employer of choice are:

- Develop a comprehensive people strategy for SU that embraces diversity and equity, leverages unique talents and strengths, promotes life-long learning and celebrates achievements.
- Enhance the wellbeing of our people by creating and promoting an enabling, inclusive, equitable, healthy and safe working and learning environment that encourages our diverse staff to maximise their productivity, and where they feel valued and contribute to SU's excellence.
- Improve human resource processes through the application of technology and digitalisation.
- Develop and execute a game-changing talent acquisition and talent management plan, which includes equitable remuneration, the management and rewarding of performance, the identification of competencies and the development of talent and leadership throughout the career cycle of each SU employee.
- Support the development of SU as a learning organisation that is responsive to both individual and organisational needs.

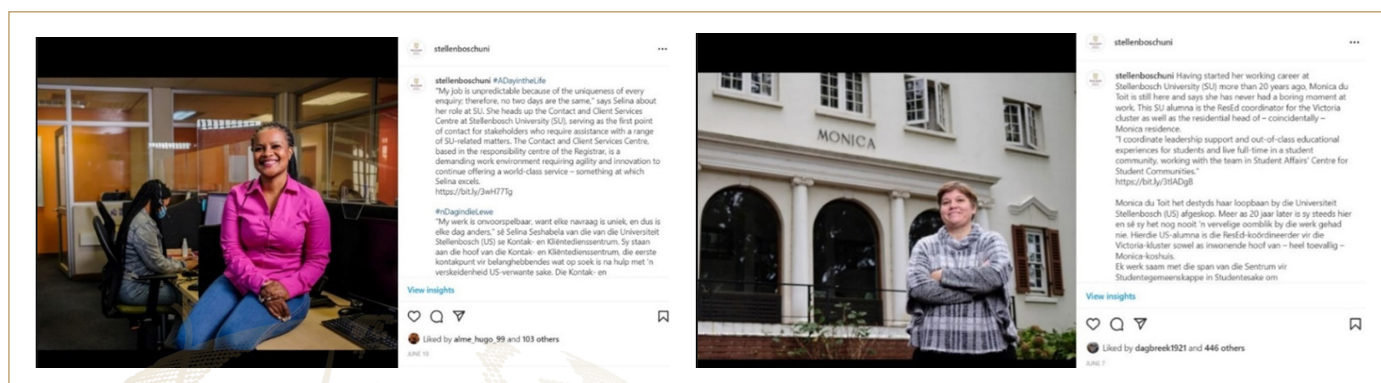
## Staff communication campaigns

**Mass emails and newsletters:** In the reporting period, the Corporate Communication and Marketing Division (CCMD) distributed 264 mailers, including the weekly staff newsletters, [info@StellenboschUni](mailto:info@StellenboschUni) and [news@StellenboschUni](mailto:news@StellenboschUni). Other mass mailers invited staff to tune in for inaugural lectures and other institutional events, such as the Chancellor's installation, shared the latest news on Covid-19, and conveyed information on various important institutional matters, including the Language Policy, the incident at Huis Marais, and feedback from Council meetings.

In June 2022, the CCMD also developed and distributed the new newsletter [Stellenbosch](#)

**University: In the news** to members of Council and its committees, highlighting the University's media activity on various platforms. Going forward, this newsletter will be distributed regularly, and will also include other stakeholders and friends of the University. This first edition had an opening rate of 76%, which is excellent compared to the industry standard of 27.5%.

**Worker's Day campaign:** To celebrate Workers' Day on 1 May, SU dedicated a series of web articles and social media posts to University staff, showcasing their unique talents and strengths. The campaign, run under the hashtag #adayinthelife, made its debut in 2021 and was so popular that it was incorporated as an annual campaign. The campaign did well on SU's social media channels in terms of engagement rates and sentiment.



**Figure 20:** Two examples of #adayinthelife posts on social media.



30 SU staff members attended the first Breakfast with the Rector event on 15 June 2022.

**Photo: Stefan Els**

## Staff breakfast with the VC

Aligned with the key strategic theme to position SU as an employer of choice, the first Breakfast with the Rector institutional event for staff was one of the highlights in the Rector's 2022 calendar. On 15 June 2022, the Rector and Vice-Chancellor Prof Wim de Villiers hosted 30 SU employees from the Stellenbosch campus who were nominated by their colleagues as SU brand ambassadors who contribute to a thriving University. The second Breakfast with the Rector for staff was held in August for colleagues from the Bellville, Tygerberg, and Worcester campuses. The next event will be held on 29 September 2022.

## SU Wellbeing, Culture and Climate at Work Survey 2021

The Centre for Business Intelligence (CBI), with the Division for Information Governance (IG), supported SU's Human Resources Division to conduct the second edition of the SU Wellbeing, Culture and Climate at Work Survey at the end of 2021. The first version of this survey was undertaken in 2019.

The survey campaign was done electronically during November and December 2021, and it was open for submissions from 11 November to 12 December 2021. A total of 1 091 submissions were received in 2021 (1 095 in 2019), meaning approximately 1 in 4 staff members participated in the 2021 survey (23%).

The core survey team (from CBI and Human Resources) shared and discussed the results of the survey with the management teams of all SU's responsibility centres and faculties. This

process started in middle February 2022 and continued until middle May 2022.

An overview of the results was also shared with the Rectorate, special interest groups such as the Institutional Committee for Staff Health and Wellbeing, and the SU Council in June 2022.

## Staff Mobility

### International Collaboration and Mobility

**Grant:** This grant provides funding for SU academic and PASS staff to strengthen collaboration with counterparts at any institution abroad and makes provision for undertaking a visit to an institution or hosting a visitor. It is the first time that the call has been launched since the start of the Covid-19 pandemic. 44 applications were received and R740 000 was awarded. The value of the grants awarded are between R20 000 and R30 000.

**Africa Collaboration Grant:** This grant offers opportunities to SU staff to host and visit partners in other African countries, support emerging scholars, and contribute towards workshops. In addition, the grant supports SU postdoctoral fellows to nurture partnerships with institutions in other African countries and provide support to postgraduate students to attend conferences in other African countries. For 2022, a total of 20 applications were received for mobility activities to be undertaken between January and December 2022. In total, an amount of R635 600 was awarded to the different faculties. The most allocations (35%) are for visits to partner institutions in other African countries, followed by the support for emerging scholars to assist in finalising their studies (30%), for workshops (25%), and to host partners from other African institutions (10%).



## Conclusion

What we have endeavoured to demonstrate in this report, covering the period September 2021 to August 2022, is the dynamic nature of the work of the RC: Strategy, Global and Corporate Affairs. Over the past year, the new name has indeed contributed to a renewed vigour and focus on the RC's value proposition that ensures it contributes to and makes an all-round impact that supports the goals and objectives SU has set in Vision 2040 and Strategic Framework 2019–2024. Moreover, it has been our ability to be agile and responsive in an ever-changing higher education environment

as well as within the public arena that has led to the many successes achieved over the past year. But it has also made us acutely aware of other challenges that need addressing and new exiting areas that can be explored.

Our work in the fields of strategy development, integrated communication and marketing, information governance, and internationalisation has a wide-ranging impact, and in the next year the RC will again set new priorities that support the University on its path towards the future.

**Forward Together | Sonke Siya Phambili | Saam Vorentoe**



## Addendum A

From September to June, SU staff and students wrote 285 op-eds and 150 columns. Among the op-eds that achieved significant positive coverage were those that marked targeted international and national days, including the following:

### Heritage Day (24 September)

- Dr Chris Jones: [Our heritage is not just our past, we are creating it every day](#)
- Prof Cas Wepener: [Erfenisdag: Ons moet 'n anargistiese sop kook, nie braai nie](#)
- Prof Mias de Klerk: [We risk thinking heritage is only about the past and not the future](#)

### World Food Day (16 October)

- Prof Pieter Gouws: [World Food Day: Food safety is a shared responsibility](#)
- Dr Catherine Kaschula: ['Let food be thy medicine and medicine be thy food': Could that food be food garlic?](#)
- Prof Lisanne du Plessis: [How to get your kids to like vegetables and fruit – the younger they start, the better](#)
- Wandile Sihlobo: [SA becalmed in global food security rankings as other countries sail on](#)
- Dr Scott Drimie & Yandiswa Mazwana: [Child-centric approach needed to achieve equitable food system](#)

### International Women's Day (8 March)

- Prof Juliana Claassens: [Sê 'nee' op dié dag vir vroue](#)
- Dr Jean Farmer: [Black women in South African academia struggle to get ahead: what needs to change](#)
- Dr Linda Zuze: [Tech solutions that work for women](#)
- Prof Lindy Heineken: [South Africa's military is set for personnel reforms. Why it matters](#)

### Human Rights Day (21 March)

- Prof Nico Koopman: [Society needs individuals who embody human rights and who are characters of virtue](#)
- Dr Chris Jones: [We should be allowed to speak our minds, but in a responsible manner](#)
- Dr Leslie van Rooi: [Sharpeville Massacre – the bloody day that shaped our human rights culture](#)

### Freedom Day (27 April)

- Prof Amanda Gouws: [Freedom Day 2022 – What freedom when life is precarious and poverty all-pervasive?](#)
- Dr Chris Jones: [A reflection on voting day 28 years ago](#)
- Prof Nico Koopman: [We must all commit on Freedom Day to keeping the dream alive](#)

### Africa Day (25 May)

- Prof Brian Ganson: [New paradigm needed to inspire private corporations Africa needs](#)
- Prof Ursula van Beek: [Africa Day an opportune occasion for us to take stock](#)
- Prof Pregala Pillay & Dr Chris Jones: [If Africa is going to rise, it needs better leadership](#)
- Dr Gibson Ncube: [How film can shape our understanding of African queer realities](#)

### World Oceans Day (8 June)

- Dr Nicole Martin: [Alien species are moving across oceans faster: climate change will accelerate this](#)
- Prof Carol Simon: [Worms in the seas of southern Africa: we're on a journey to setting the record straight](#)
- Prof Sophie von der Heyden: [Seagrass meadows: getting to know these unsung heroes of southern Africa's oceans](#)

### Youth Day (16 June)

- Zander Niemand: [Appeal to fellow whites: correct atrocities of our forebears](#)
- William Sezoe: [Jeugdag: Ons moet standpunt inneem vir toekoms](#)
- Gideon Basson & Rabia Abba Omar: [\(Un\) remembering intergenerational youth struggles at Stellenbosch University](#)
- William Villet: [We will stand up, raise our voices, create our realities](#)



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## **Annual Report 2022**

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Stellenbosch University