

STELLENBOSCH UNIVERSITY

VISION

2030

THOUGHT
LEADERS
of the
FUTURE

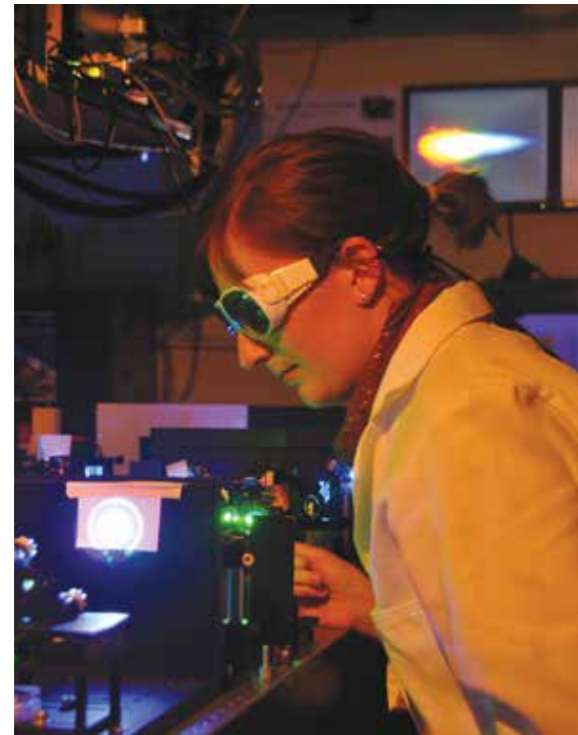


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STELLENBOSCH
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inclusive



future-focused



excellent

innovative



innovative

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Preface

We find ourselves nearing the middle of the second decade of the 21st century, tasked with constantly adapting to a rapidly changing world. Stellenbosch University (SU) is heading into the future with the vision of being an innovative, future-focused and inclusive institution. This we will achieve by always remaining an excellent institution, by making a positive impact on our society and on the environment, and by being accessible to students and staff in a welcoming environment.

All of this is contained in the SU Institutional Intent and Strategy 2013–2018, which was approved by the SU Council in April 2013. This strategy, which takes into account the objectives and goals of South Africa's National Development Plan, will put SU on its path to 2030. It lays the foundation for the University's positioning as an institution able to meet the demands of 21st-century higher education. In fact, it serves as a virtual compass, showing how SU wants to move into the 21st century and establish itself stronger than ever as an excellent university of international stature.

In the pages that follow, we tell you about how SU will realise the goals of excellence and having a broader impact on society, and how we will relate how far along we already are on this road, as well as how we will progress further along this chosen road in an innovative way.

Our positioning for the future takes account of the reality that higher education today is faced with significant challenges and that, at present, universities across the world have to make drastic changes to meet the demands of the times. Just as a few examples, consider the changing needs of the communities that universities serve, the realities of rising student numbers weighed against limited resources, the new ways of learning and studying that have gained wide-spread acceptance because of technological developments, and the blurring of the boundaries of the lecture room through the possibilities of learning "at any time and from anywhere". It is in the midst of these waves of change that universities now find themselves in the second decade of the 21st century.

As an established institution of excellence, SU has to take these changes and challenges seriously. It became evident during wide-reaching consultation with the University community that SU has the ability to keep up with the demands of the times and to maintain its academic pre-eminence. With this goal in mind we have identified a few strategic priorities to ensure that we stay on course

on this road of change:

• **The first strategic priority is to broaden access to SU.** This entails the exploitation of new knowledge markets, new modes of learning and teaching, and new products and programmes to make SU accessible on a much larger scale to everyone who wants to study at our excellent university and who meets our admission requirements. In the foreseeable future we will strive to improve the diversity profile of students and staff. One of the ways to achieve this is a bilingual offering (by increased use of parallel-medium teaching and educational interpreting), which will strengthen the position of Afrikaans as an academic language and at the same time make SU completely accessible to English-speaking students. Other ways are diploma and certificate programmes through which to exploit the "learn and earn" market to a greater extent by using technologically mediated programmes and also by providing bursaries to make it possible for students from all spheres of our society to study at SU.

• **Our second priority is to strengthen SU's momentum of excellence.** This rests on our positioning as the foremost research institution in Africa, on maintaining and expanding our student success rate by providing excellent facilities and support programmes for students, on innovation in learning and teaching methods, and on maintaining and expanding research excellence by SU researchers. These elements will ensure that SU's pre-eminence takes us to new heights in the 21st century as a global player and thought leader in the knowledge economy of the future.

• **The third strategic priority is to further increase our impact on society.** With the HOPE Project, SU has already proven that its academic excellence stands in service of the community. Through our hope-creating work and cutting-edge research, we are making a significant and meaningful impact in our own communities in our region, and in future we want to make our presence felt through our thought leadership to an ever greater extent in communities across Africa and the rest of the world. In this way, the HOPE project has established its pedagogical footprint in the 21st century.

The challenges are huge, but SU is convinced that, with thought leadership, we will be able to grasp hold of the proverbial stinging nettles with our bare hands. On our way to our centenary year in 2018, it is our goal to lay the foundation for the next 100 years of academic excellence at Maties.

This strategy takes into account the objectives and goals of SA's National Development Plan.



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Thought leaders of the 21st century

It requires visionary leadership to keep a higher education institution such as Stellenbosch University on track in the 21st century. Prof H RUSSEL BOTMAN, SU Rector and Vice-Chancellor, explains his vision of SU becoming the foremost thought leader in Africa.



“We want to be the place where students and staff members become thought leaders of the future.”

This is how Prof H Russel Botman, Rector and Vice-Chancellor of Stellenbosch University (SU), sums up the main aim of the new direction Maties have taken.

The SU Council has approved the University's Institutional Intent and Strategy 2013–2018, as well as its new Vision 2030.

“By the target date of 2030, we want to be more inclusive, innovative and future-focused – this is our intent. To achieve this, we are following a threefold strategy – we are broadening access to the University, building on our excellence, and increasing our impact on society,” Prof Botman explains.

“If we realise all three, SU will be a place of thought leadership, where both our staff members and our students will pursue knowledge to benefit all our stakeholders.

“At present, Maties perform exceptionally in all respects, but we cannot rest on our laurels. In the fast-changing environment of the 21st century it is essential to be flexible and adapt constantly to meet new demands,” says Prof Botman.

“It is advisable to move away from a state where planning and decision-making occur exclusively at management level. Everybody working at SU must feel that they are co-owners of the University.”

He points out that it took more than a year to put the groundwork for the new strategy in place. The starting point was research on challenges and trends in higher education – both locally and internationally.

“We found that universities everywhere are transforming in reaction to the challenges of the present era. There is tremendous pressure on the sector to achieve more with less. State subsidies decrease, but at the same time the demand for higher education increases. Add to this the technological revolutions of the information era, and there is only one option – fall in, or fall behind.”

The South African context was also studied. One of the main challenges is to clear away disparities and discrimination in the higher

education sector. And in the National Development Plan, emphasis is placed on this sector for the country to prosper.

The research on international trends and local needs was used to analyse SU's positioning. Extensive consultation throughout the whole University followed.

There were also task groups that worked on specific plans – for accelerated transformation, a welcoming culture at SU and the use of information and communication technology in learning and teaching – as well as on refining

the Campus Master Plan for facilities and mobility, and a strategy for growth for SU. The Vision task team worked on writing the plan.

A set of values was established: excellence (we are characterised by excellence in everything we do), shared accountability (we are jointly responsible for the achievement of the University's vision), empathy (we promote human dignity), innovation (we think and act in new and different ways), and leadership in service of others (we lead with humility, responsibility and understanding).

All of this is contained in Maties' new overarching strategy, as approved by the SU Council. “It was a historic decision that lays a solid foundation for SU's development over the next few decades. It enables us to become a more representative university, with a greater measure of equal empowerment and human dignity for all. At the same time, we are keeping pace with the knowledge economy of the 21st century and our research is applied to the challenges and needs of the people of our country and our continent,” says Prof Botman.

Simply put

Vision 2030 contains many abstract concepts. Below Prof Botman answers a few questions that simplify all the aspects.

What does “greater inclusivity” and the “broadening of access” to SU entail?

SU's endeavour to be more inclusive entails greater diversity regarding our student body and staff complement. However, it is also connected to other aspects. SU must be representative with regard to sex, religion, and sexual orientation, among others.

We want to have as many perspectives and ideas as possible present here.

If you teach, conduct research or study here with us, you should get a sense of the whole country and much broader. Diversity is good for excellence. It will turn Maties into true thought leaders the world over.

It is also about exploiting new knowledge markets. Technology makes it possible for universities to reach out to students anywhere in the world. We should also look beyond school leavers. Many adults who are already working wish to study further and we should be able to meet their needs.

And to be “more innovative” and to sustain our “momentum of excellence”?

For the past few years we have been included on a number of ranking lists of the world's top universities, and we must continue to build on this. Also on our status as Africa's

most research-productive university, and on our high levels of student success. Ensuring a sustainable future for the University also requires creativity in our approach. We should think and act in new ways. We should be entrepreneurial and promote entrepreneurship as well – both in the business sector and socially.

“Future-focused” and a “larger impact on society” – what is meant by this?

With SU's HOPE Project, we have shown how important being relevant is for a university. We use our academic excellence and research expertise to address social needs and to promote human development. This approach of science being practised for the benefit of society has become part of Maties' DNA, in a manner of speaking. This is hope in action. This we build on, because it is how we are ensuring a better life for future generations.

What decisions have been made about language of tuition?

We are expanding our undergraduate lecture offering in Afrikaans as well as in English. To make SU more accessible to more South Africans, we want to enable our students to choose, as far as possible, whether to attend lectures in Afrikaans or in English.

Parallel-medium teaching and educational interpreting in particular will be utilised in this regard. SU's commitment to multilingualism is being reaffirmed. In addition to Afrikaans and English, we are also devoting attention to isiXhosa.

How are staff members affected?

One of the challenges that higher education institutions worldwide have to deal with relates to institutional culture. The focus cannot exclusively be on efficiency and profitability

anymore; institutions have to be more reasonable, humane and ethical as well. It is advisable to move away from a state in which planning and decision-making takes place solely at management level, and where the rest of the staff complement has limited opportunity to contribute.

Every person working at SU should feel that, as co-owners of the University, they share in the responsibility for the institution's success.

Planning and management must therefore be more facilitating. Opportunities must be created continually for input by everybody, at all levels. Information should flow freely through the whole system. In the 21st century an institution's strength depends on the space it allows for creative thought.

Where do students fit in?

The promotion of student success remains, as always, very important to SU – and it is about more than academic achievement only.

We want our graduates not only to possess dynamic professional expertise, but also to have a spirit of discovery, to be involved in the community and to be well-rounded as individuals.

Student success is influenced by a significant worldwide shift regarding how information is shared and used. New technology has wrought a knowledge revolution and Maties must ride this wave.

Our academic programmes need to be renewed, both in terms of content and methods of delivery. The university as a place of knowledge does not only occupy physical space anymore, but also exists virtually in cyberspace.

This is the future, and it is SU's intention, with the aid of technology, to be fully engaged in it.

The SU Institutional Intent and Strategy 2013-2018 is available online at www.sun.ac.za/rector

SU in the vanguard



21
research
chairs

As thought leaders, students and staff ensure that SU remains in the vanguard of innovation through continued excellence in research.

Innovation will ensure that Stellenbosch University (SU) is able to sustain its momentum of excellence through research of outstanding quality, the best facilities and programmes to support students, and inventive ways of learning and teaching.

As a research-driven institution, SU is one of the pioneers in Africa. A string of achievements in the last few years shows why the University is considered the research leader on the continent – and why it is rated highly at an international level to boot.

SU has already been included on three authoritative international ranking lists: the Times Higher Education World University Rankings, QS World University Rankings and the CWTS Leiden Ranking. In 2013, SU was also third in South Africa on the Webometrics ranking list, which evaluates universities according to their web presence.

In addition, SU boasts, among others, the highest number of weighted research outputs per academic staff member of all South African universities; 21 research chairs, 18 of which are part of the research chair initiative (SARChI) of the Department of Science and Technology (DST) and the National Research

Foundation (NRF); 347 NRF-rated researchers; approximately 50 research and service centres; and three centres of excellence of the DST and the NRF.

“SU will become the institution where top researchers in particular will want to work, because here opportunities will be created for them to use their talents.”

SU is also a leader in biomedical research on tuberculosis, wine biotechnology, animal sciences and mathematical bio-sciences. SU researchers are involved in various projects with South African science councils, as well as with international partner institutions. Add to this the national and international awards

that SU researchers receive every year, and it quickly becomes apparent why our university enjoys worldwide renown.

But how will SU build on its excellent achievements and ensure that it continues to be an institution of discovery and innovation in the 21st century? The answer lies in continued high-level research that makes a difference in society, according to Prof Eugene Cloete, SU Vice-Rector (Research and Innovation).

“SU will become the institution where top researchers in particular will want to work, because here opportunities will be created for them to use their talents. We must continue with research that has an impact, and ensure that we employ the best people.

“There are different ways to support researchers, such as providing the necessary equipment, offering financial support and building international networks,” he says.

Prof Arnold Schoonwinkel, SU Vice-Rector (Teaching and Learning), adds: “In future, the emphasis at SU must remain first and foremost on the continued improvement of the quality of our teaching-and-learning offering and not merely on increasing student numbers as such.”

With the University’s focus on cutting-edge research in the 21st century, this institution is ensuring that it is building on its excellence in innovative ways.

Lectures in cyberspace

While only a limited number of students can be accommodated in a lecture venue, telematic lectures have the potential to reach students anywhere in the world.

SU’s Division of Telematic Services already has great success with the broadcasting of additional classes to school learners via satellite from a studio on the Stellenbosch Campus.

In the past three years, thousands of learners from the Western and Northern Cape benefited from such extra classes in mathematics, physical sciences, accounting, languages and geography. And in October 2012, the broadcasts were extended to the Dr Blok Secondary School in Bloemfontein.

In 2011, there was an average improvement of 10,9% in the matric pass rate of the participating schools in the Western Cape – and at 20 of the 147 schools the improvement was 50% or more.

“Learners are encouraged to ask questions during the broadcast using their cell phones and web-based technology. In this way they can then truly take part in the class. The interactive nature of the platform is an important aspect, allowing learners to actively take part in the lessons,” says Dr Antoinette van der Merwe, Senior Director: Learning and Teaching Enhancement.

The platform also offers more opportunities for access to other knowledge markets, such as the “learn-and-earn” market – persons who are working full-time, but wish to continue their studies at SU. By utilising cutting-edge technology, the line between what happens on campus and off campus will become ever more immaterial in future – something SU is geared up for.



Dr Antoinette van der Merwe, Senior Director: Learning and Teaching Enhancement, in the technologically advanced studio from which telematic lectures are broadcast. Photo: JUSTIN ALBERTS

Teaching with technology

Innovative learning and teaching methods are becoming ever more important for universities wishing to be forerunner institutions in the 21st century.

Therefore, SU has decided to further expand its existing infrastructure for information and communication technology (ICT).

Among other things, this will increase the reach and richness of the academic offering for learn-and-earn students, offer students access to formal and non-formal SU programmes at anytime from anywhere, improve interactivity in the lecture venue, and enrich the learning and teaching experience.

Some of the future plans are more effective electronic assessment, the optimisation of, among others, podcasts and live streaming, the further development of apps for tablets and cell phones, the provision of adequate Wi-Fi

and 3G internet access, the development and expansion of career-oriented short courses, and the use of a variety of e-learning content.

In 2014, modules were moved from WebCT Vista and Blackboard to SUNLearn (an open-source system), which will then function as SU’s standard e-learning system.

This system reduces academic risks, and offers students, especially those not on campus, better full-time access to study material and other information.

Heleen Mills, lecturer in the Department of Business Management, has been using elements such as Twitter and cell phone clickers in the classroom for a considerable time now.

“Students today are different – they are the generation of the digital- and social-media era.”

Such innovative technology makes lectures accessible to 21st-century students.

Spaces of the future



3 000
computers
on campus

In the experimental classroom Den Bosch, optimal learning is studied. Photo: WERNER ROUX

An environment and spaces in which students can flourish contribute to their success. This is exactly why SU has invested in first-class facilities, including ultramodern learning centres and computer users’ areas equipped with the most modern technology.

The learning and research centres in the JS Gericke Library boast many computer workstations, Wi-Fi internet access, laptop areas, and scanning and printing equipment. The research centre also has seminar rooms, video-conference facilities and open-plan computer areas.

Den Bosch at the Centre for Student Counselling and Development (CSCD) is an experimental classroom that uses advanced technology. It has projection facilities, a TV screen, a set of tablet computers, and equipment for the recording of presentations to promote social learning – the process through which persons learn from and teach others at the same time.

“This classroom is used for research on how to stimulate students’ and lecturers’ creativity. Visual and auditory elements are employed to enable optimal learning,” relates Prof Charl Cilliers, Director of the CSCD.

At the amaMaties Hub, a unique learning-and-living centre, the academic and social life of students in University residences and private students are integrated. “Students receive mentoring, do group work, drink coffee, study, and wait for an evening class, tests, sports or cultural events. Books and computers can be stored, cell phones can be recharged and there is internet access,” says Pieter Kloppers, Director: Centre for Student Communities.

In the Lombardi Braille Centre in the Arts and Social Sciences Building, visually impaired students have 24-hour access to study material translated in Braille and converted to electronic format.

The computer users’ areas on campus have approximately 3 000 computers, network access on campus, and satellite broadcasting facilities for non-resident students.

The latest development is the new Learning and Teaching Centre, which will be erected next to the Neelsie Student Centre. This facility will change the ways in which knowledge is transferred – it is a hypermodern space with group work rooms, where lecturers and students will be able to create their own learning environment.

A home for everyone

The rapidly changing 21st century is confronting higher education institutions with ever greater challenges. To keep pace with this, Stellenbosch University (SU) needs to expand its inclusivity by broadening access for students and staff from diverse backgrounds.

These days, “transformation” is a buzzword with a number of different meanings, depending on the circumstances. For SU, it implies the striving for and implementation of continued, profound change and adjustments that keep pace with the times, so that we are better equipped for the challenges and possibilities of the future. And this is exactly how SU will ensure that it stays an excellent academic institution where diversity thrives.

“Transformation does not start at a specific point, and there is not necessarily a particular point where it ends. It is, rather, a commitment to change – a conscious pursuit of those profound changes in key dimensions, such as institutional culture, sex or race, that helps to determine the excellence of the University as academic institution,” says Prof Julian Smith, SU Vice-Rector (Community Interaction and Personnel).

He adds: “This striving to make SU an inclusive institution encompasses the whole campus, and includes aspects such as language, culture, sport, environment, the names of

buildings and institutional practices. The process of renewal and change is wide-ranging, profound and should be accelerated.”

In order to make SU more inclusive, a number of initiatives have already been started. New knowledge markets are being reached through SU’s telematic platform, a new residence placement policy has been developed and degree programmes are offered in both Afrikaans and English.

“We want to be an inclusive institution, and at many more levels than sex and race only – rather in terms of academic access and success, particularly.”

But what is SU striving for? “We want to be an inclusive institution, and at many more levels than sex and race only – rather in terms of academic access and success, particularly. This includes a renewal of the curriculum, modern strategies for teaching and learning,

and sensible collaborative relationships. We need to find suitable strategic partners to have a larger impact in the community. Relationships with individual communities should be reciprocal – they are learning from us and we are learning from them,” says Prof Smith.

Prof Eugene Cloete, SU Vice-Rector (Research and Innovation), points out that the University already draws top coloured, black and Indian (CBI) students at postgraduate level. “What many people don’t know is that there is already a one-to-one ratio of CBI postgraduate students to white postgraduate students.”

SU is also planning to restructure its undergraduate offering and to introduce diploma programmes to cultivate other knowledge markets. In this context, the emphasis shifts from abstract studies to applied studies.

Prof Arnold Schoonwinkel, SU Vice-Rector (Teaching and Learning), adds: “It is also for moral reasons that we must radically change the diversity profile of the students and staff to a profile that is more representative of the population composition of South Africa, as set out in SU’s Transformation Plan.”



SU creates an inclusive campus with a welcoming culture in different ways, of which the Diversity Week in October 2013 was one. This initiative of the Rector’s Office ended with a festival of colours where staff members and students adorned themselves in powder in the colours of the rainbow to show we are all alike. Photo: ADRIAN BAILLIE-STEWART

Bursaries grant access and offer choices

To make a significant contribution to achieving the SU diversity target of 50% by 2018, the University offers a number of recruitment bursaries to help academically strong coloured, black and Indian (CBI) students to finance their studies.

A bursary equal to the average programme cost (approximately R35 000) for a maximum duration of four years is offered to deserving candidates. Financially needy applicants receive an application form for additional financial support and are also aided in applying for NSFAS bursary loans. The recruitment bursary offer also includes the reservation of a place in a University residence.

The recruitment bursary opens doors for many prospective students and ensures that SU becomes those students’ first choice.

Lance van Rooy, the 2012 SU-JIP Matriculant of the Year winner who is currently studying Law at SU, received a recruitment bursary as part of his prize. Van Rooy, one of five siblings raised by a single mother under difficult financial circumstances, says the bursaries he received have opened a new world for him.

“I am a proud Matie and I feel privileged at being the recipient of these bursaries. If it were not for my bursaries I would not be where I am today. I would have not been able to be at the best residence ever – Dagbreek – and the support from the University has been great.”

A visit to the campus and a recruitment bursary convinced Farai Mubaiwa, a first-year student from Johannesburg, to choose SU. She is studying BAcc and stays in the Sonop residence.

“I was sceptical about Stellenbosch, but seeing how beautiful it is here and how integrated the campus is made me excited and also determined to come here,” she says.

Academic achievement is not only used as criterion for awarding recruitment bursaries, but also determines whether the student will receive the bursary in the subsequent year.

Interpreting ensures bilingual offering

As part of its striving to be an inclusive institution with a welcoming culture, SU has started implementing a bilingual offering – by increasing the use of parallel-medium teaching and educational interpreting – to keep pace with students’ changing preferences regarding teaching.

In the process, the position of Afrikaans at SU is strengthened, while the University is also becoming completely accessible to English-speaking students. This enables SU to reach its diversity goals faster.

Since January 2014, the Faculty of Economic and Management Sciences offers its undergraduate BAcc programme, as well as the postgraduate honours accounting programme, in both Afrikaans and English up to the final years of study. Furthermore, from 2014 Maties Engineering students’ lectures are presented in both Afrikaans and English by means of either parallel sessions or interpreting.

SU has been employing educational interpreting for a considerable period of time now. While the lecturer is teaching in Afrikaans, the lecture is interpreted into English, or vice versa. Interpreters use a

headset or hand microphone, and the student listens to the lecture through earphones.

“The selection of interpreters is based on strict criteria and they receive intensive training. They have to be a specific personality type: They must be able to focus, have excellent communication skills and be able to think on their feet when under pressure,” says Juanli Theron, project coordinator of interpreting services at the SU Language Centre. She believes that interpreting is the key to efficient communication on campus, and says that it is a positive experience for students to attend lectures with fellow students from different language groups.

“Since lecturers are now able to teach in their mother tongue, they mostly find it easier to communicate. There is also more time for revision and explanations,” says Theron.

Even though the interpreters have not necessarily been trained in the different subject fields, they compile terminology lists from the preparatory material (textbooks, notes, etc).

“After a few weeks of interpreting, we are well versed in the subjects we interpret, in addition to the material itself,” Theron adds.



An educational interpreter with a microphone, while students listen to the lecture being interpreted using earphones. Photo: JUSTIN ALBERTS

More first-year students welcomed at SU

Few things are as enjoyable as one’s student years – and being surrounded by friends when attending lectures, studying hard and just enjoying being a student makes it all that much better. It is precisely this experience that SU wishes to offer all its students.

With the new clusters, hubs, Listen Live and Learn (LLL) houses and a reviewed residence placement policy, SU can in future see to it that its students have a complete campus experience, thereby ensuring their success.

The clusters each consists of a group of residences in the same area, but also include the PSO wards (wards for students making use of private accommodation). Small groups of students stay in the LLL houses, and private students can make themselves at home in hubs such as the amaMaties Hub (see page 5).

All of this gives PSO students a haven on campus where they can feel at home – even if they reside elsewhere in the Cape Peninsula. With the revised residence placement policy, a pipeline of student accommodation is created, according to Prof Arnold Schoonwinkel, Vice-

Rector (Teaching and Learning).

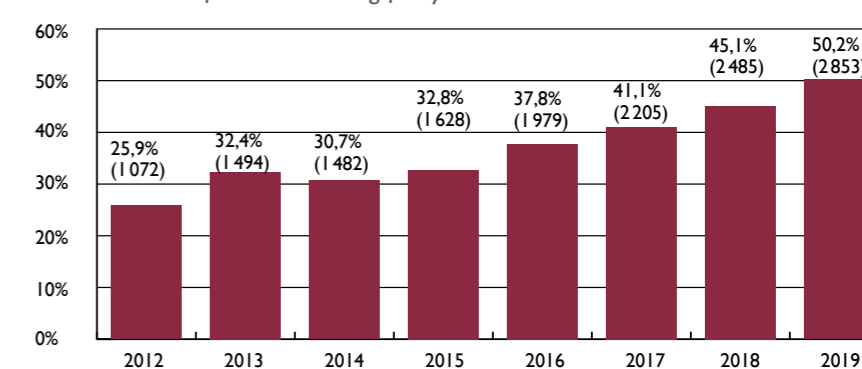
Undergraduate students stay in residences for the normal duration of their undergraduate studies, after which they move to LLL houses or senior residences. In this way, SU creates room for about 330 extra first-year students a year. And in 2014, construction of 400 more places for senior students will commence.

“Students who stay in a residence in their

first year perform better than those who don’t. Therefore, we can improve the throughput rate by having a larger number of first-year students in the residences.

We also want to promote the seamless integration of the in-class and out-of-class experiences. This can be done by doing more to involve PSO students in campus culture,” says Prof Schoonwinkel.

% Generic black first-time entering first-year students



Lasting impact



As part of the HOPE Project, the iShack initiative has had a significant impact on people in informal neighbourhoods by making cost-effective and sustainable changes to their dwellings. Photo: ANNA LUSTY

By means of the HOPE Project, Stellenbosch University (SU) has already made a significant impact on our society by employing science and research to the benefit of our communities. As SU continues to grow in the future, this impact will expand even further, because of the hope-creating work in our town, region and continent.

SU's commitment to serving society has been embodied in its HOPE Project since 2007. With the HOPE Project, the institution tackles major challenges in society in an endeavour to further the development of people on the continent and beyond.

"Our successes up to now do not mean that the campaign has come to an end. The HOPE Project is rooted in everything we do here as Maties. We want to expand the impact we already have, and we want to do this through improved cooperation with partners in Africa and internationally," says SU Rector, Prof H Russel Botman.

The impact of the HOPE Project is far-reaching – examples of successes are the establishment of the Ukwanda Rural Clinical School, which is an initiative to train doctors and other health practitioners in rural environments and to recruit more students

from rural areas; and the development of the iShack system, which is an innovative approach developed by SU students to bring about simple yet significant improvements in the living conditions of residents of informal settlements.

The ideals of the HOPE Project stretch even further. SU and colleagues from across the continent are united in resisting the loss of expertise in Africa by means of a network of leading African universities, known as the Partnership for Africa's Next Generation of Academics (PANGeA), to accelerate the completion of doctoral studies.

PANGeA, the African Doctoral Academy (ADA) and the Postgraduate School are part of a threefold academic initiative of the Faculty of Arts and Social Sciences that focuses on the improvement of higher education in Africa by, among others, creating more opportunities for collaborative research and exchanges among

peer institutions. Along with five other African universities, SU is also part of the TRECCAfrica (Transdisciplinary Training for Resource Efficiency and Climate Change Adaptation in Africa) Consortium for adapting to climate change. This Consortium is supported by the European Union and the Open Society Foundation. In March 2014, Hope@Africa and Hope International were launched to jointly promote human development and tackle major societal challenges in Africa and in the rest of the world. "We are investigating interfaces to determine how universities can cooperate to make sense of the major challenges we are currently facing. We owe it to the next generation," Prof Botman explains. At present, SU has agreements with 137 universities in 35 countries. In Africa, SU currently has 126 projects in 31 countries, with involvement of 478 collaborators from across Africa.

137 universities with which SU has formal agreements

Success guaranteed

SU makes an impact on students' future with its innovative initiatives and projects. Such programmes guarantee the University an undergraduate success rate of 84% and a throughput rate of more than 85% for first-year students – one of the highest in South Africa.

It places students on the road to success even before they start their studies. One such programme is SciMathUS (Science and Mathematics at the University of Stellenbosch), which offers matriculants from educationally disadvantaged backgrounds an opportunity to improve their marks in Mathematics and Physical Sciences in order to gain access to the degree programme of their choice.

Thanks to this programme, more than 750 learners could pass their matric examinations with exemption. With a 100% success rate over the past four years, SciMathUS has produced several engineers, medical doctors and accountants. Recently the programme has been expanded to the Worcester Campus.

"SciMathUS not only improves students' academic knowledge, but also equips them with the necessary skills to be successful in both academic and other spheres of life," says programme manager Nokwanda Siyengo.

Promising Grade 12 learners reap the benefits of the Hope@Maties programme, a strategic school-partnership project that presents free classes on Saturdays in the core



84% success rate for SU first-year students

In 2012, SciMathUS helped its largest group of learners yet to improve their matric results. Here Sinazo Maxhakana, Sidney Abrahams, Zisanda Ncanywa, Unathi Msindeli and Andrea O'Connor show that this programme is indeed bearing fruit. Photo: HENNIE RUDMAN

subjects Mathematics, Science and languages, and offers career counselling to prepare learners for university studies. Approximately 250 top matriculants from schools in ten geographical clusters are nominated by their principals to take part in the programme.

"It develops learners' academic and social skills, which is essential for success in their studies," says the programme co-ordinator, Dr Trevor van Louw.

During their studies, students are also

supported by various tutor and mentor programmes to enable them to adapt to life on campus academically as well as socially.

SU's unique ResEd programme aligns students' academic experience with life outside the lecture hall. In some degree programmes students who, due to certain circumstances, do not meet all the faculty-specific requirements for that programme may complete the Extended Degree Programme by taking extra foundation modules for an additional year.

Growth to aid diversity profile of 50/50

SU's Growth Strategy, which is part of its Vision 2030, puts the challenge of sustainable growth over the medium and longer term under the magnifying glass.

"SU will employ a realistic growth strategy that makes allowance for the population numbers in the university-attending age group, the expected number of learners from the school system who obtain admission to degree studies at universities and potential students from other age groups, as well as for investment in infrastructure and other tools that will be necessary to manage growth in a sustainable way," says Prof Arnold Schoonwinkel, SU Vice-Rector (Teaching and Learning).

By 2020 it is envisioned that SU will be a two-mode institution with programmes both on campus and, by means of technology, at other locations.

Projections show that in 2019 SU will have a total of 31 929 students, of which 45,2% will be coloured, black and Indian (CBI, or generic black) students.

SU is already well on its way to realising a diversity profile of 50% white and 50% CBI students. In 2014, SU already exceeded its diversity targets (see table).

SU will continue to focus strongly at drawing and optimally supporting the top students from all population groups and all socio-economic groups from across the whole of South Africa,

as well as the rest of Africa.

High-quality short courses and summer and winter schools in SU's niche areas of expertise and specialisation are envisaged.

Master's and honours programmes and particularly postgraduate diploma programmes, as well as a few undergraduate programmes,

will be presented in a flexible way, enabling working persons to study further.

Emphasis will be placed on optimising the utilisation of SU's facilities during recess times and on developing more technology-mediated teaching modes and teaching programmes so that further growth can be accommodated.

The projections regarding the size of SU by 2019 are as follows:

- Newcomer first-year students: An annual (compound) growth of 3,5% from 2013 to a total of 5 680 in 2019, of which 50,2% are coloured, black and Indian (CBI) students.
- Undergraduate students: An annual (compound) growth of 2,7% from 2013 to a total of 20 266 in 2019, of which 44,4% are CBI students.
- Postgraduate students: An annual

(compound) growth of 1,2% from 2013 to a total of 10 500 in 2019, of which 48,2% are CBI students.

- Occasional students: An annual (compound) growth of 0,8% from 2013 to a total of 1 163 in 2019, of which 33,4% are CBI students.

- Total number of SU students: An annual (compound) growth of 2,1% from 2013 to a total of 31 929 in 2019, of which 45,2% are CBI students.

Generic black new first-year students

FACULTY	TARGET FOR 2014	ENROLMENTS FOR 2014
Arts and Social Sciences	280	386
Sciences	179	243
Education	65	69
AgriSciences	94	115
Law	42	61
Theology	28	66
Economic and Management Sciences	310	366
Engineering	183	209
Medicine & Health Sciences	241	260

Sustainable to our core

One of the focus areas of Stellenbosch University's (SU) new Vision 2030 is sustainability. By means of the Campus Master Plan and other initiatives, SU ensures a sustainable and environmentally friendly campus.

SU is constantly expanding, and, together with this, we see an increased impact on our environment. By such actions as designing smarter buildings, establishing an economical and environmentally friendly transport system and drafting a Campus Master Plan, SU has already ensured that it is able to keep its impact on the natural environment under control.

"We live in the age of sustainability. The strategy for sustainability complements the University's vision of positioning itself as relevant for the 21st century. It is a multi-faceted concept and an additional management duty that must be carried out by the critical thought leaders of the future at all levels across the University. It is not a matter of choice anymore, but rather a challenge of what will be done and how," says Prof Leopoldt van Huyssteen, SU Chief Operating Officer.

The Campus Master Plan for Spatial Development, which was approved in 2010, showed that there is only limited growth

"Sustainability in all its facets must form part of the way in which staff and students think, work and relax."

potential for the Stellenbosch Campus specifically, and that student numbers, with SU's current form in mind, will probably reach a saturation point at about 30 000.

On this point, Schalk Opperman, Director: Planning and Development, has the following to say: "Any further growth will either have to take place outside Stellenbosch or by means of alternative modes. The emphasis does however fall on sustainable growth."

According to Van Huyssteen, sustainability must be lived visibly in all its dimensions. Engagement in sustainable actions indicates that there is a certain value present in an institution and its people. "Sustainability in all its facets must form part of the way in which staff and students think, work and relax – whether you are simply thinking twice about the number of times you fly or reconsidering how finances are managed."

In addition to physical and environmental sustainability – in which we all have a part to play – SU's financial sustainability is equally important. Through our approach of strategically directed and long-term financial planning and budgeting, which are an integral part of business processes, we are ensuring SU's sustainability as a world-class university of the 21st century.



The modern and "green" Facilities Management Building is situated next to the Eerste River on the Stellenbosch Campus. Photo: WERNER ROUX

Buildings both green and smart

SU campuses and buildings are picturesque and well known for their architectural value. However, many of these buildings do not adequately meet the unique needs of a knowledge pioneer of the 21st century.

In order to be innovative, future-focused and inclusive, as expressed in SU's Vision 2030, we will have to create buildings that adhere to the principles of sustainability.

Therefore SU regards the challenge of developing sustainable infrastructure and initiating green choices as a priority.

The Campus Master Plan makes provision for the development of green buildings that will effect a drastic reduction in SU's carbon footprint and energy needs.

SU's vision of 21st-century living, learning and working spaces has taken shape over the past few years in the form of a number of new facilities.

New spaces include the Facilities Management Building, the refurbished Wilcocks Building, a new home for the Africa Centre for HIV and AIDS Management, and an ultramodern building for the Ukwanda Rural Clinical School in Worcester.

These buildings are green, smart and functional. The Facilities Management Building is a good example: A thorough shadow analysis was done to position the building in such a way as to keep the heat-load to a minimum, while still letting enough light into the building.

For air-conditioning, cold water is extracted from the Eerste River, used as coolant in the air-conditioning system and then pumped back to the adjacent sports fields as irrigation water.

Changes are also being made to older buildings, with the installation of energy meters and wireless modems to measure energy usage in the buildings.

Wheels are turning for sustainability

SU has developed a mobility plan to steer sustainable management of the increase in student traffic and parking in future. The aim is to have fewer vehicles on campus and a lot more pedestrians, cyclists and shuttle buses in an effort to reduce SU's carbon footprint.

Alternative transport include the Matie bicycles that students and staff can hire; the web service Findalift at <http://maties.findalift.co.za>, where one can organise lift clubs; and a shuttle bus service that offers transport from parking areas on the periphery of the campus. The establishment of a public transport service is also making good progress. In 2012, SU bought 16 electric cars with rechargeable batteries that can be recharged by means of a 220V plug or the sun panels on the car's roof.



SU's Matie bike is a very popular form of green transport among students and staff. Photo: JUSTIN ALBERTS