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**RECTOR'S MANAGEMENT REPORT  
TO COUNCIL**

Wednesday 25 September 2019

Prof WJS de Villiers,  
Rector and Vice-Chancellor

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## INTRODUCTION

Welcome to the **first Council meeting of the second semester** of 2019. Since we last gathered in June, a lot has happened in South Africa that affects not only the higher education sector in general, but also Stellenbosch University (SU) specifically.

First, **xenophobic attacks** on nationals from other African countries flared up again towards the end of August, with devastating consequences for individuals and communities. Government condemned the violence, but South Africa's international reputation has no doubt been severely tarnished. SU strongly opposes xenophobia. The majority of our more than 4 000 international students are from other African countries and contribute to the rich diversity of our campus community. In a communique to campus, I reassured them that we have their safety and well-being at heart.

Next, the country was shaken by the killing of two female students of the universities of the Western Cape and Cape Town respectively, in separate incidents. This sparked nationwide protests against **gender-based violence** (GBV) under the slogan "Enough is enough". This sentiment was echoed at SU, not only in management communiques (click [here](#), [here](#) and [here](#)), but also in a call by students and staff for the University to do more to combat GBV. Rectorate members present on our Stellenbosch campus attended a mass meeting on 6 September and received a memorandum from students. Management has taken note of the concerns raised, which are being attended to urgently.

There have been a number of **distressing incidents** at SU in recent months, leaving two young people seriously injured, while a student and an employee of a service provider passed away. (A separate item further on in this report provides more information on the incidents.)

The circumstances of each incident are specific and complex, with many factors still unknown. As credible information becomes available, it will be shared with the University community. In the meantime, our Division of Student Affairs is working on urgent interventions.

Undoubtedly the highlight of the period since the previous Council meeting was the official launch of SU's newly established **School for Data Science and Computational Thinking** on 29 July. The world is changing fast, especially as regards the gathering, sharing and exploitation of data, and the new School is SU's stake in the unfolding future. It provides a single platform for collaboratively advancing knowledge in this field in service of society – in an interdisciplinary way. (Also see the separate item on the launch elsewhere in this report.)

The implementation of the University's **Vision 2040 and Strategic Framework 2019–2024** is firmly on track. At its meeting on 24 and 25 July, the Executive Planning Forum (EPF) – comprising the Rectorate, deans and other senior managers – agreed on **priorities** for the realisation of SU's vision of becoming Africa's leading research-intensive university, which is globally recognised as excellent, inclusive and innovative, and where we advance knowledge in service of society. In this way, we are ensuring that we move **forward together** with common purpose. (For more details, see the separate item on the EPF further on in this report.)

As is customary, members of the Rectorate are again afforded the opportunity to submit comprehensive annual reports to Council. This time, it is the turn of **Prof Hester Klopper**, Deputy Vice-Chancellor: Strategy and Internationalisation, and **Prof Stan du Plessis**, Chief Operating Officer. Therefore, my report will highlight only a few developments in their responsibility centres. Please consult their reports for more detailed information.

This report covers the period **17 May to 7 August 2019**, unless stated otherwise. My fellow members of management and I welcome this opportunity to engage with colleagues in Council.

## THEME 1: A THRIVING STELLENBOSCH UNIVERSITY

In our [Vision 2040 and Strategic Framework 2019–2024](#) (click on the link for the complete document), we state the following in relation to this core strategic theme: “To make SU a **thriving organisation**, we envisage a **vibrant, prosperous and systemically sustainable** university (with ‘thriving’ defined as ‘being successful or making steady progress; prospering; flourishing’). SU recognises the major challenges associated with developing into a thriving university. We acknowledge that we need to be both responsive and proactive in shaping the future of the University. We are committed to systemic sustainability, which includes people, place (social), prosperity (economic) and the environment and compels responsible corporate governance.”

### 1.1 Revised Statute takes effect

SU’s new Statute has taken effect, having been published in the **Government Gazette** on 16 August 2019 ([click here to view](#)). It was adopted by the SU Council in November 2018 and signed by the Minister of Higher Education, Science and Technology on 10 July 2019. **Interim measures** to give effect to the new Statute are in the planning phase. The University has 24 months to align the composition of our statutory bodies with the new Statute.

An extensive consultative process to revise the previous Statute (of 2016) started in August 2017. The new document was drafted by a task team led by Registrar Dr Ronel Retief, in conjunction with experts. Consultations included a range of workshops, a month-long process of public participation, as well as inputs by stakeholders such as faculty boards, the Students’ Representative Council (SRC) and the executive of the Convocation.

The Statute is **SU’s constitution**. It provides the institutional framework for the effective governance and administration of the University. All rules, policies or other instruments issued by University bodies and functionaries are subject to the Statute.

Among other things, it covers the **composition and functioning** of Council, Senate, faculty boards, the SRC, the Institutional Forum and the Convocation. It also spells out the **duties and responsibilities** of office-bearers such as the Chancellor, Rector and Vice-Chancellor, vice-rectors and deputy vice-chancellors, Chief Operating Officer, Registrar and deans. It deals with donors, employees and students. Moreover, it covers the **qualifications** and honorary degrees conferred and awarded by the University.

The Statute, in turn, is subject to the Constitution of South Africa, 1996, and must also be consistent with the Higher Education Act, 1997. It commits the University to open, transparent, responsible and accountable governance and administration, and contains various **checks and balances** to ensure this. In addition, the document aims to bind together the University community in the pursuit of academic and administrative excellence that benefits society as a whole.

The drafting of Institutional Rules that will support the provisions in the Statute – as required by the Higher Education Act – is set to start soon. The new Statute will be made available in Afrikaans, isiXhosa and English on our **official webpage** for University policies and regulations, [www.sun.ac.za/english/policy](http://www.sun.ac.za/english/policy).

### 1.2 Research and science at SU

The outcry about the publication of the article “[Age- and education-related effects on cognitive functioning in Colored South African women](#)” by SU academics in the international journal [Aging, Neuropsychology, and Cognition](#) was discussed in detail at the previous Senate and Council meetings.

On 31 May, in motion passed unanimously, Senate tasked specific structures with attending to certain concrete proposals. Two matters were referred to the **Academic Planning Committee** (APC) of Senate:

1. that “consideration be given to offering a **module** on anti-racism, democracy and critical citizenship to all first-year students”; and
2. that **departments** such as Gender and Critical Race Studies be institutionalised at SU.

The APC has begun working on the above. Regarding the first matter – the possibility of a prescribed **module** – the APC discussed two proposals (from the Centre for Student Leadership and Structures and the Transformation Office, respectively) and agreed as follows:

- All faculties had to be consulted beforehand.
- An integrated approach was preferable to a separate set of credits.
- Faculties had to collaborate to jointly make use of learning opportunities.
- This kind of initiative had to be a component of programme renewal as a whole.

Prof Arnold Schoonwinkel, Vice-Rector: Teaching and Learning, requested **Dr Choice Makhetha**, the new Senior Director: Student Affairs, to coordinate the planning for the project. Prof Schoonwinkel also undertook to write a communication to deans.

Regarding the second matter – the possibility of establishing **departments** of Gender and Critical Race Studies at SU – the APC decided on a survey to determine which of these kind of activities were already performed at SU.

The motion by Senate also contained two further proposals, which were referred to the **Vice-Rector: Research, Innovation and Postgraduate Studies (VR:RIPS)**:

1. that “consideration be given to instituting a **campus-wide mechanism** dedicated to transforming research and science” at SU; and
2. that “a suite of **short courses** be offered by the Research Office for all staff members” at SU on topics such as “the use of human categories in research and science”.

Prof Eugene Cloete, the VR:RIPS, has begun working on the above and gave the Rectorate the following interim feedback:

Regarding the first matter – a **mechanism** for transforming research and science at SU – it was proposed that the University adopts the [Global Code of Conduct for Research in Resource-poor Settings](#). Senate will be consulted on the matter.

Regarding the second matter, Prof Cloete reported that research integrity was already covered in existing **short courses**. He will provide Senate with particulars. The possibility of prescribed training in research ethics is being considered, but in the meantime existing training would be expanded as much as possible with a view to raise greater awareness.

The Audit and Risk Committee of Council has requested an **external audit** of risks and policies at SU related to research. This was scheduled for August.

In the meantime, the extensive **investigation** into the publication of the article continues. Prof Willie Perold had been appointed as **Research Integrity Officer**. The findings of the investigation will be made known as soon as all processes have been completed.

### 1.3 Huis ten Bosch fire

Given the circumstances, the fire at Huis ten Bosch women’s residence on our Stellenbosch campus on 12 August was **well managed**. Thankfully, there was no loss of life or serious injury, the damage was relatively limited, all 164 residents have been accommodated elsewhere, and **repairs** should be completed by early next year.

After the alarm was raised at about 19:00, the residence was swiftly **evacuated**. For this, residence head Ms Karen Swart, student leaders in the residence as well as all the women residing there deserve praise.

The **firewalls** that had been installed in all our older buildings over the past few years helped contain the blaze. By 20:30, the fire brigade had managed to extinguish the flames. We have since conveyed our gratitude to **Stellenbosch Municipality** for their prompt response.

We would also like to thank the local **community, alumni and friends** of the University who generously contributed to provide in the needs of residents who had lost their belongings in the fire.

A **contingency committee** led by SU's Chief Operating Officer, Prof Stan du Plessis, met that same evening to manage the emergency, and reconvened as needed in the course of the three weeks that followed.

The University's **Crisis Communication Plan**, which was adopted a year ago, kicked in and Corporate Communication provided regular updates to residents, parents and guardians as well as the rest of the University community. In addition, a special [webpage](#) was created, mass mailers and SMS messages were distributed, and social media were utilised to keep the public informed of events.

The **University community** truly came together to assist those affected by the fire. Other residences offered temporary accommodation to residents; the Centre for Student Counselling and Development (CSCD) counselled traumatised individuals; faculties and lecturers assisted the students academically; Facilities Management helped secure alternative housing for residents, and Transport Services helped arrange transport for residents placed in off-campus accommodation for the time being.

The blaze reduced eight rooms to ruins. Following an inspection on 15 August, however, the **insurers** indicated that the entire building should be **closed down for the remainder of the year** while repairs are being carried out. We hope to be able to renovate and improve Huis ten Bosch in the process.

#### 1.4 SU establishes School for Data Science and Computational Thinking

SU's new [School for Data Science and Computational Thinking](#) was launched officially on 29 July.

The groundwork was laid last year when **Senate** and **Council** adopted a new set of "Rules on Academic Entities Within and Alongside Departments and Faculties". That allowed for establishing the School as a **stand-alone entity not situated within a specific faculty but linked to them all**.

The School is a tangible expression of SU's *Vision 2040 and Strategic Framework 2019-2024*, which came into effect at the beginning of the year. In this document, the University states unequivocally that it wants to bring about profound and sustainable change and regeneration in all facets and functions of SU with the view to becoming more agile, adaptive and responsive. It also says that SU strives to be relevant to the people of South Africa, the continent and the rest of the world, and to make meaningful contributions of the highest quality that will take humanity forward.

At the launch, the School's Acting Director, Dr Wim Delva, said the entity would connect people in government, business and non-profit organisations as they sought to use big data to address the **challenges of our time**. The School will also provide a roadmap to prospective **students** of what they can study at SU in the field of data science and computational thinking.

A pre-recorded [video message](#) from Minister of Higher Education, Science and Technology Dr Blade Nzimande was played at the event. Dr Nzimande described the establishment of the School as a transformative and historic event for SU and higher education in South Africa because it would help prepare students for a **rapidly changing work environment**.

In my [address at the launch](#), I said there would no doubt be challenges, but there could hardly be a better way for a university to shape the future than by **bringing together all our expertise** that had been scattered across ten faculties up to that point.

I would like to thank the many individuals and structures at SU who have contributed to the establishment of the School for Data Science and Computational Thinking; in particular the Vice-

Rector for Research, Innovation and Postgraduate Studies, **Prof Eugene Cloete**, who spearheaded the undertaking.

### 1.5 USB's full-time MBA ranked No. 1 in Africa

The full-time MBA programme of the University of Stellenbosch Business School (USB) has been ranked the top programme of its kind in Africa by **Eduniversal**, an international education rating agency based in Paris.

USB has also been ranked the best universal business school with strong global influence. Just last year, it was ranked top excellent business school in South Africa. These rankings are the result of voting by deans of business schools worldwide based on a list of criteria.

### 1.6 New symbols for moving forward together at SU

On 26 August, our Division of Social Impact launched new symbols for moving forward together at SU. The public launch took the form of a **walkabout**, visiting sites such as:

- *The Circle*, an art installation on the lawn next to the Rooiplein, depicting 11 women;
- nearby benches displaying engraved welcoming phrases in 15 South African languages, including Braille, South African Sign Language and San;
- the Library panels displaying messages from our Centenary commemoration;
- the map of Die Vlakte at the entrance to the Arts and Social Sciences building; and
- the renamed Adam Small Theatre Complex.

Guests who joined the walkabout included members of the greater Stellenbosch community, such as Die Vlakte Forum, Stellenbosch 360 and the Stellenbosch Outdoor Sculpture Trust (SOST). Also present were two of the individuals depicted in *The Circle*, SU's Prof Thuli Madonsela and South African actress Quanita Adams.



*Figure 1: 'The Circle', a new art installation on the lawn next to the Rooiplein, depicts 11 South African women together in a public space that is synonymous with vibrant interaction and everyday conversation.*

*The Circle* was curated by Ms Stephané Conradie from SU's Department of Visual Arts, and cast by Mr Jacques Buys from Stellenbosch Art Foundry. In an earlier interview, Conradie said the work aimed to **renew the culture of symbols in public spaces** by inviting everyone to become part of the conversation.

In his address at the launch, Prof Nico Koopman, Vice-Rector: Social Impact, Transformation and Personnel, confirmed SU's commitment to **dignity, justice, reconciliation and healing** the wounds of the past, and stressed that the initiative formed part of the University's **transformation journey**. My



message at the event was that SU would like to **unite the University community** with symbols conducive to moving forward together.

## 1.7 Strategic Plan 2019–2024

As part of the strategy uptake phase following the adoption of our new vision and strategic framework last year, a number of **workshops** took place during May this year. These were aimed at understanding strategic leadership within the context of our new vision, mission and values, as well as aligning planning across the institution with the six core strategic themes and actions listed in the *Strategic Plan 2019–2024*.

All responsibility centre (RC) and faculty **environmental plans** were submitted and consolidated ahead of the Executive Planning Forum on 24 and 25 July, where they formed the basis for assessing the extent of alignment across all SU environments. Based on this, key activities and **priorities** for 2020 could be identified, which **will now inform SU's operational budget** for the year ahead. It will also provide the foundation for drafting SU's Institutional Plan, which needs to be submitted to the Department of Higher Education (DHET) and Training by December each year.

In the meantime, the **visual roll-out** of *Vision 2040 and Strategic Framework 2019–2024* continues. The Division of Strategic Initiatives is working closely with faculties and professional, administrative and support services (PASS) divisions to determine the most effective applications for the respective environments. The intention is also to extend the roll-out to student communities, in collaboration with Student Affairs and student leaders.

## 1.8 Strategic Fund

The Rectorate approved revised regulations governing the SU Strategic Fund on 9 April. The Fund focuses exclusively on initiatives that, while aligned with SU's vision, mission and core strategic themes in *Vision 2040 and Strategic Framework 2019–2024*, cannot be accommodated in the University's main operational budget. It now provides for three application categories, namely **strategic initiatives, strategic "high-rise" and "public-square" projects, and strategic appointments**. Please consult Prof Klopper's separate report to Council for more details.

## 1.9 SUNFin

As part of the systems alignment embedded in our strategic framework, the SUNFin implementation project is **on budget and on schedule** to go live in January 2021. In the reporting period, the first milestone was met with a series of cloud process alignment (CPA) workshops presented by SU's implementation partner, Visions Consulting. The workshops aimed to ensure that representatives and key decision-makers from the Finance, Information Technology and Human Resources divisions as well as faculties were well-grounded in the new Oracle Financials Cloud solution. This will enable them to introduce the necessary changes to current business processes to facilitate the successful implementation of the new SUNFin system.

Seven **interdivisional work streams** – business optimisation, integration, data, testing, training, change management and vision implementation – have been established to pave the way for implementation. The work streams improve understanding and cooperation between divisions and build a sense of community among the various environments.

## 1.10 Designing sustainable academic programmes

Since accrediting a new academic programme is a lengthy process, the focus is sometimes more on what is required to ensure successful accreditation, with implementation only receiving attention once accreditation has been secured. This implies that financial planning, including student fees, direct costs and, at times, even detailed staff planning, is often only considered when preparation for actual implementation gets under way. As a result, financial planning has to occur within the

confines of an approved programme, instead of developing financially viable programmes from the outset.

For this reason, management has decided to implement a more comprehensive way of evaluating new programmes, which will require a **financial sustainability** report to be included in new programme submissions **from the outset**. Prof Klopper will elaborate on this in her report to Council.

### 1.11 Quality assurance

SU's quality assurance efforts continue. In the reporting period, the **School for Geospatial Studies and Information Systems** (Military Science), **Maties Sport** (responsibility centre of the Chief Operating Officer) and the **Department of Agricultural Economics** (AgriSciences) underwent the dual process of self-assessment and external evaluation.

Completing their two-year follow-up reports as part of the evaluation process were the departments of **Modern Foreign Languages** and **Information Science** (both in Arts and Social Sciences), **Logistics** (Economic and Management Sciences) as well as **Horticultural Science** and **Food Science** (both in AgriSciences).

### 1.12 Executive Planning Forum

SU has two institutional-level planning meetings a year. The Institutional Planning Forum (IPF), with the extended SU management team, took place on 19 and 20 February. That is where SU's Strategic Plan 2019–2024 was finalised. The mid-year meeting, now known as the Executive Planning Forum (EPF), was held on 24 and 25 July with SU's executive and senior management team in attendance. This gathering **accelerated SU's planning for 2020 and beyond**.

The basic inputs for the EPF were environmental plans, which – from this year – are condensed and focused documents that are strongly tied to the overall institutional strategic framework and plan. Based on these plans, the EPF was able to identify **priorities** for SU. These will not only inform the **institutional budget** for the year ahead, but also lay the foundation for multi-year **strategic projects** that will be key to the realisation of SU's Vision 2040.

### 1.13 2018 academic year

Stakeholder feedback regarding the two sets of graduation ceremonies for the 2018 academic year (December 2018 and April 2019) has been positive, although there still is room for improvement. Numerous suggestions for improvement were made via the **graduation task team**. These will be investigated and, if found feasible, implemented to improve the experience of guests and students.

As the following overview of 2018 graduation statistics provided by the Division for Information Governance shows ([click here](#) to access the full report), **qualifications awarded have steadily increased**. The number of undergraduate qualifications awarded increased by 1,3% from 2017 to 2018, and by 22,2% since 2014. Postgraduate qualifications awarded decreased by 2,1% from 2017 to 2018, but grew by 13,8% over a five-year period.

	2014	2015	2016	2017	2018	Growth rate % (2017-2018)	Growth rate % (2014-2018)
<b>Undergraduate</b>	<b>3 502</b>	<b>3 702</b>	<b>4 032</b>	<b>4 226</b>	<b>4 279</b>	<b>1,3</b>	<b>22,2</b>
Undergraduate diploma/certificate	26	94	17	65	34	-47,7	30,8
Undergraduate bachelor's (general)	2 141	2 211	2 502	2 640	2 560	-3,0	19,6
Undergraduate bachelor's (professional)	1 335	1 397	1 513	1 521	1 685	10,8	26,2
<b>Postgraduate</b>	<b>4 152</b>	<b>4 201</b>	<b>4 319</b>	<b>4 822</b>	<b>4 723</b>	<b>-2,1</b>	<b>13,8</b>
Postgraduate diploma/certificate	1 303	1 298	1 195	1 356	1 335	-1,5	2,5
Postgraduate bachelor's	83	73	81	75	77	2,7	-7,2
Honours	1 235	1 185	1 296	1 462	1 486	1,6	20,3
Master's	1 297	1 378	1 469	1 624	1 517	-6,6	17,0
Doctoral	234	267	278	305	308	1,0	31,6
<b>Grand total</b>	<b>7 654</b>	<b>7 903</b>	<b>8 351</b>	<b>9 048</b>	<b>9 002</b>	<b>-0,5</b>	<b>17,6</b>

Table 1: Number of graduates by qualification type, 2014-2018.

A total of 47,5% of qualifications awarded in 2018 were at the undergraduate level, and 52,5% at postgraduate level.

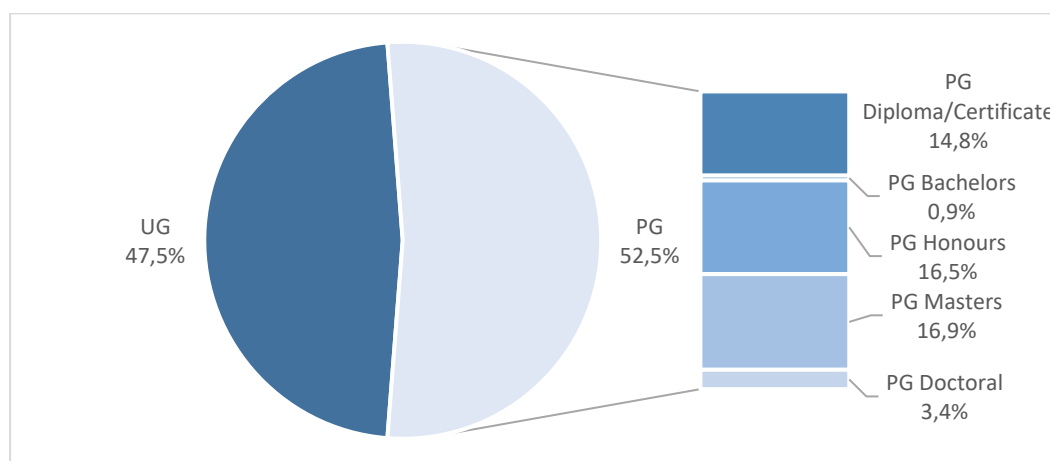


Figure 2: Graduate distribution by qualification type, 2018.

The percentage of undergraduates who received their qualifications cum laude increased from 6,3% in 2017 to 7,2% in 2018, while the percentage of postgraduates who graduated cum laude decreased slightly from 19,9% in 2017 to 19,2% in 2018.

	2017			2018		
	Pass	Pass cum laude	Total	Pass	Pass cum laude	Total
Undergraduate	3 959	267	<b>4 226</b>	3 971	308	<b>4 279</b>
Postgraduate	3 558	959	<b>4 517</b>	3 509	906	<b>4 415</b>
<b>Grand total</b>	<b>7 517</b>	<b>1 226</b>	<b>8 743</b>	<b>7 480</b>	<b>1 214</b>	<b>8 694</b>

Table 2: Undergraduate vs. postgraduate cum laude and normal passes (excluding doctoral students) in numbers, 2017-2018.

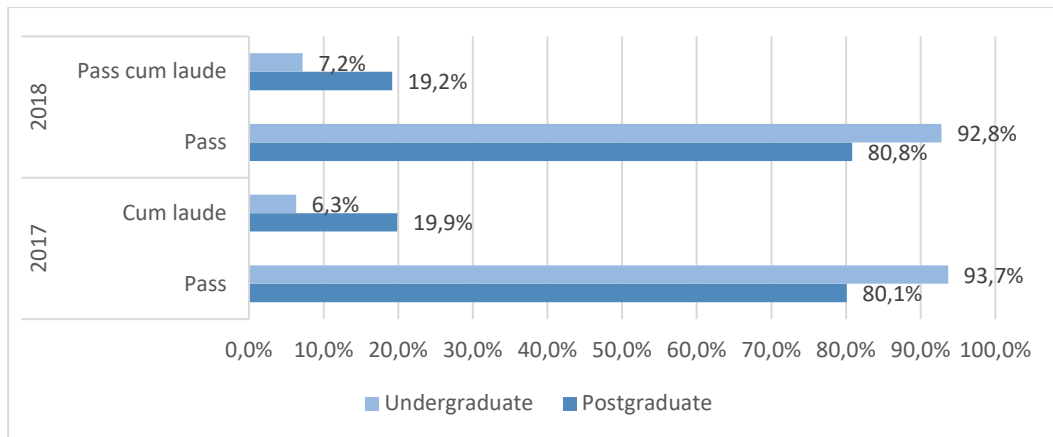


Figure 3: Undergraduate vs. postgraduate cum laude and normal passes (excluding doctoral students) in percentages, 2017-2018.

In terms of **faculties**, undergraduate qualifications increased in AgriSciences (+14,2%), Education (+22,2%), Medicine and Health Sciences (+16,7%) and Theology (+44,8%). The number of undergraduate qualifications in Arts and Social Sciences, however, decreased by 10,2%.

### 1.14 Enrolments for 2019

The 2019 **registration process** went off without any major hitches. Online registration commenced on 14 January and remained active until 29 and 31 January for newcomer first-year (NF) students and senior (returning undergraduate) students respectively. Assisted registration for NF students took place on 28 and 29 January. Most registrations concluded on 1 February, excepting master’s and doctoral registrations. The success of the 2019 registration process can be attributed to engagement with key stakeholders, internal collaboration as well as effective communication, both internally and externally. An integrated registration task team convened by the Registrar again played a pivotal role in proactively planning the registration process, as in previous years. Planning focused on creating a positive student experience.

Below is an overview of **2019 enrolment statistics** based on the official figures released by the Division for Information Governance in June. [Click here](#) to access the full report.

The **total number** of enrolments decreased from 31 765 in June 2018 to 31 681 in June 2019. This represents an overall decrease of 0,3%. **Undergraduate** enrolments decreased by 0,2%, and **postgraduate** enrolments by 0,9%, while **occasional student** enrolments increased by 4,3%.

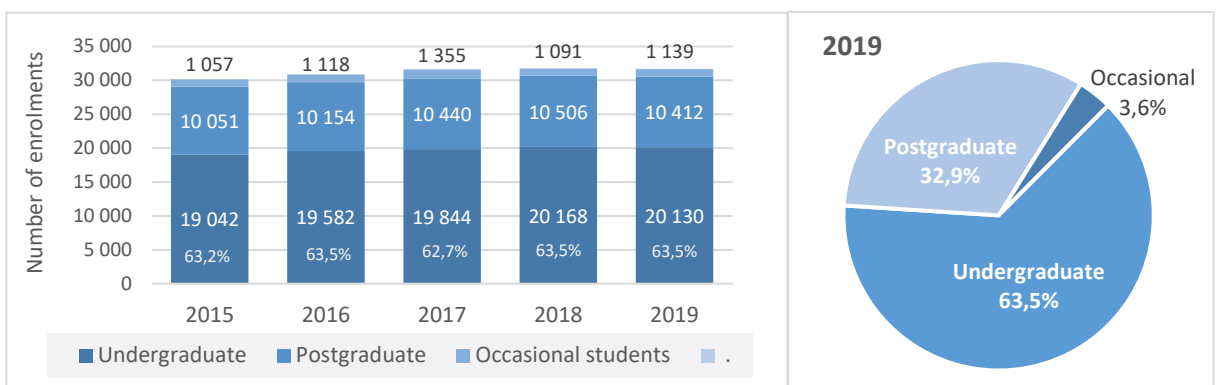


Figure 4: Number of undergraduate and postgraduate enrolments, 2015-2019, as well as 2019 distribution.

In spite of the successful registration process, SU did not achieve its **newcomer first-year (NF) target** for 2019. The number of NF enrolments decreased by 4,4% year on year, ending 6,1% below the June 2019 target.

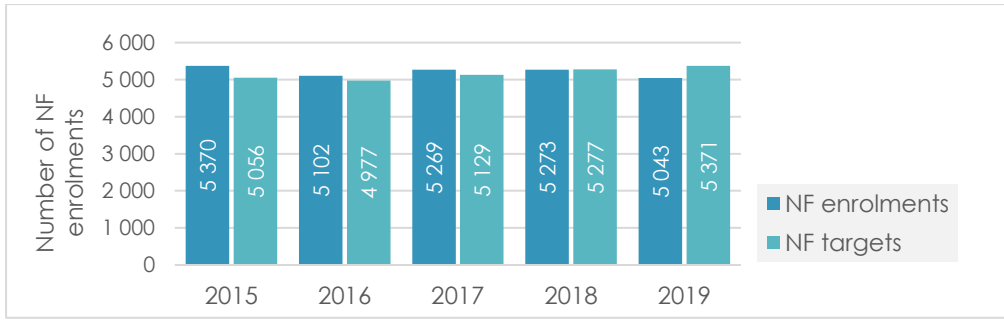


Figure 5: Newcomer first-year (NF) enrolments and targets, 2015-2019.

In terms of enrolment by population group, the number of black African students increased by 4,5% from 2018 to 2019, and the number of Indian and Asian students by 3,8%. The number of coloured students remained virtually unchanged. In 2019, however, black African, coloured, Indian and Asian (BCIA) NF enrolments were 10,4% below the June target. BCIA enrolments constituted 37,9% of total 2019 NF enrolments, falling approximately 2% short of the target of 39,6%.

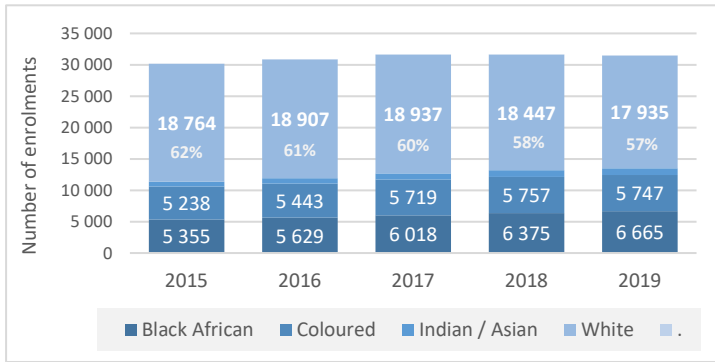


Figure 6: Number of enrolments by population group, 2015-2019.

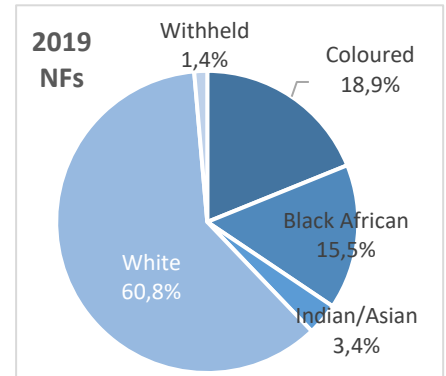


Figure 7: NFs by population group, 2019

### Reasons for enrolling:

- The most important reason for enrolling at SU in 2019 was the **academic reputation** of our University, which 87% of respondents selected. This was the most important reason across all population groups.
- Second on the list of reasons was SU's reputation for social activities (35% of respondents). This rated second for the white population group, but did not feature in the top five for other respondents.
- Third was that SU was perceived as stable and safe (34% of respondents). This was among the top four reasons across all subgroups.

Two major categories of **barriers to access** were identified, namely:

- insufficient financial support, no affordable accommodation near campus, and transport issues; and
- not fitting in with SU's culture, and Afrikaans.

For a more detailed analysis, [click here](#) for the report "Trends in applications, enrolments and enrolment rates: 2017 to 2019 newcomer first-years", which was jointly compiled by the Information Governance and Student Access divisions.

## 1.15 Student recruitment

The Centre for Student Recruitment and Career Advice (CSR) is committed to using innovative techniques and approaches to position SU as an institution of choice within the prospective student market. Accordingly, the Centre's strategic recruitment plan is aligned to SU's institutional objectives as set out in *Vision 2040 and Strategic Framework 2019-2024* by attracting, inducting and retaining the **best academic talent**.

The reporting period saw various activities being undertaken in partnership with faculties as well as the Western Cape Department of Education to raise awareness of study opportunities. These included school visits (reaching more than 11 200 senior learners), information and motivational sessions, study career fairs, teacher events, on-campus events, psychometric testing and faculty winter weeks. An example was the interaction with **top achievers** from schools in Delft, Philippi and Khayelitsha.



*Figure 8: In the reporting period, SU's Centre for Student Recruitment and Career Advice hosted 28 top-performers from six Delft schools as part of its student recruitment drive.*

At the beginning of the year, the Centre for Student Recruitment identified 500 feeder schools and committed to support them with information relating to our programme offering and the application process. Those 500 schools ended up producing more than **50% of complete applications** with a view to the 2020 academic year.

The CSR **collaborated** with other SU environments – particularly the Department of Forest and Wood Science and the Words Open Worlds (WOW) programme – as well as the Promaths programme in Philippi to raise awareness of SU's offering among senior learners.

More than 70 Grade 11 learners attended the **Science Winter Week**. They had the opportunity to engage with academic staff and professional scientists, and to learn more about SU in general.

Almost 100 teachers from all over the Western Cape attended the **Teachers' Recognition Lunch** in Stellenbosch, which was hosted by the Produce Marketing Association of Southern Africa and SU's Faculty of AgriSciences. The CSR attended the event as part of its relationship-building strategy with school teachers.

Approximately 50 Grade 10 learners from Zwelethemba High School in **Worcester** were invited to SU by Prof Jonathan Jansen, of our Faculty of Education, in collaboration with the School Turnaround Foundation. At this event, the CSR and the Faculty provided information about SU as study destination.

In addition to mainstream communication platforms, SU used various Western Cape **community radio** stations to engage with learners and the broader public during the holidays.

## 1.16 Applications for 2020 intake

Undergraduate applications for SU's 2020 intake closed on 31 June. Although the Admissions Office is still verifying documents and supplementing incomplete applications, at the time of compiling this report the initial trends could be reported as follows.

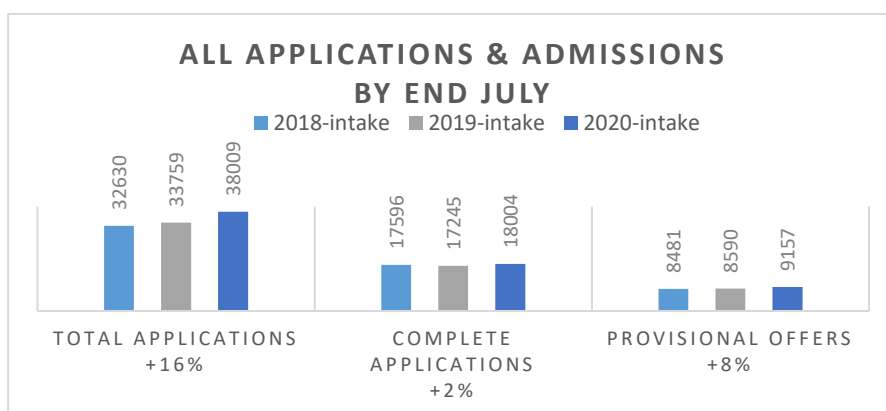


Figure 9: All applications and admissions for first-time entering applicants, end of July, 2018–2020.

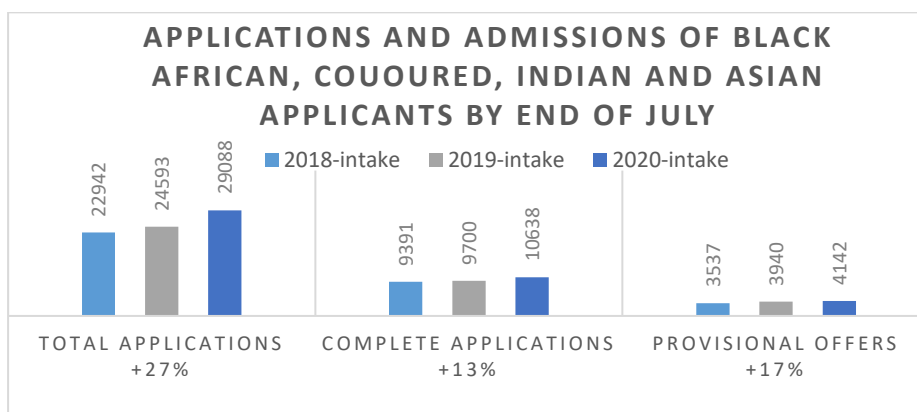


Figure 10: Applications and admissions for first-time entering black African, coloured, Indian and Asian applicants at the end of July, 2018–2020.

The Division for Student Access's strategic drive to expand the black African, coloured, Indian and Asian applicant pool has showed some positive results, with a **27% increase in the applicant pool**, a consistent application completion rate, and an increase of 17% in provisional offers made.

## 1.17 Fundraising at SU

SU has recorded the **highest level of donor and grant income of all institutions** that participated in the Annual Survey of Philanthropy in Higher Education (ASPIHE) conducted in 2018. Benchmarking is very important in gauging sector-wide relevance and performance and this survey demonstrates that SU is operationally very much leading **fundraising efforts in South Africa**. The economic climate – both local and international – has been tough on fundraising efforts, but we have continued to work to boost revenue, even under the worst external conditions.

According to the latest ASPIHE survey results, released in July 2019, SU increased its annual total by nearly R94 million in 2017 compared with 2016. It received approximately R100 million more than the second-placed institution and was the **top performer** in the individual, bequests, and gifts-in-kind funding streams and had more organisational donors than any other participating institution.

ASPIHE is conducted on a yearly basis and provides benchmarking information about the state of philanthropic support to universities in South Africa. In 2018, 11 of South Africa's 26 universities

participated in this survey. The survey focuses on recording and analysing philanthropic and grant income to SA universities. It looks at the direct costs to universities of attracting this type of income, including staffing and operating expenditure of the fundraising and alumni relations functions. Funding through the sectoral education and training authorities (SETA) is recorded separately.

Although SU fared extremely well, there are still areas that will require extra effort going forward. Our donor numbers have improved slightly across the board, but the **alumni participation rate** slipped from 0,42% to 0,36%. The results also showed a marginal slippage in the **return on investment** achieved by our Divisions for Development and Alumni Relations (DAR) – from 5 cents per rand received in 2016, to 6 cents in 2017. This, however, still places us well within the bounds of best practice and remains an excellent cost-to-income ratio compared to the survey mean of a cost of 18 cents on each raised rand.

### 1.18 Faculty calendars more user-friendly

To ensure that faculty calendars, also known as “yearbooks”, comply with the Consumer Protection Act, all have been rewritten in user-friendly **plain language** (both Afrikaans and English versions, except Military Science, which is published in English only).

This exercise was aimed at:

- achieving a stronger focus on the target readers;
- communicating the content more effectively;
- reducing the time spent explaining calendar information;
- ensuring easy access to information through proper document design; and
- achieving logical arrangement of content, in order of importance for target readers.

The calendar of the Faculty of Economic and Management Sciences is the last to be rewritten as part of this huge project, and is now being completed with a view to publication in 2020. [Click here](#) to access all the faculty calendars.

### 1.19 Inaugural lecture website

The inaugural lecture website (<http://blogs.sun.ac.za/inaugural-lectures/>) has been updated to align with international trends and the SU brand. The **new-look site** also provides greater exposure to those celebrating their promotion to or appointment as professors at SU.

In addition, by creating an electronic page for each professor, the site tries to reduce SU’s carbon footprint, doing away with the paper publication of inaugural lectures. Each page contains:

- a short summary of the inaugural lecture;
- a short biography;
- space to load a video recording of the lecture;
- details of the inaugural event, and contact details of the event organiser; and
- the name of the division/department and faculty.

The pages are set up prior to the inaugural events so that the page link can be included in guests’ invitations and other marketing material.

### 1.20 Transformation website

The website of SU’s Transformation Office has gone live ([click here to visit it](#)). Forming part of the overarching SU homepage, the website is a vital source of information and resources on transformation. It contains links to key documents such as SU’s Transformation Plan, as well as important campus contacts such as the Equality Unit. Other structures and topics covered include the Institutional Transformation Committee, visual redress and the annual Transformation Indaba.



## 1.21 Strategically aligning the SU brand

Since the last management report, the **SU brand perception audit** has been completed. The Rectorate received the results and recommendations of the audit, which forms part of the overall brand valuation process, on 20 August. The research was conducted by Brand Finance, one of the world's leading independent consultancies in this field.

According to the audit findings, SU is perceived as a strong yet not the best brand amongst South African universities. This is partly because we are a fragmented "house of brands", comprising at least **170 sub-brands, visual identities and logos**, are all linked to the University (although there is no indication of this in many cases) and being used in our various environments. In the confusion this creates, we are in effect competing against ourselves, diluting our own brand, and weakening our understanding of who we are as an institution and our aspiration to build an impeccable reputation.

For institutions of higher learning, strategic brand positioning is critical in achieving one's mission. We operate in a highly competitive environment, simultaneously dealing with national and global challenges. How we manage our brand plays a decisive role in **attracting the best staff and students**. We need a congruent, consistent narrative.

There is only one Stellenbosch University, so there can be only one Stellenbosch University brand. Therefore, after careful consideration, the Rectorate has decided that SU will migrate from our current, fragmented "house of brands and logos" to a unified, **monolithic brand architecture**. A process of reviewing our visual identity will now unfold. In the meantime, our existing, Centenary-linked visual identity remains in place.

## 1.22 Mitigating reputational damage

Another key focus in the reporting period was to continue managing and mitigating the reputational damage caused by the controversial article on race and cognition (also see 1.1). On 30 July, members of SU's Corporate Communication Division (CCD) attended SU's first crisis **communication and media training masterclass** presented by strategic communication consultant Mr Alan Arguile. This forms part of specific interventions aimed at managing and mitigating reputational damage and improving communication in the wake of the publication of the controversial article on race and cognition.

Training has been scheduled for the Rectorate, and there are plans to extend it to senior managers and thought leaders across the University. This will offer SU's leadership an opportunity to familiarise themselves with the Institutional Crisis Communication Plan and be empowered to effectively deal with the media during a crisis.

SU's reputation was the key focus on 2 August as well, when Arguile facilitated a **stakeholder mapping workshop** with members of SU's External Relations Committee. The primary goal was to assess perceptions and sentiments of specific target audiences, and how these might influence the reputation management strategy following the controversy surrounding the article.

## 1.23 Reputational management framework

It is imperative that the University has a structured framework for reputation monitoring and evaluation. This should include the means to **identify and manage reputational risk factors** and facilitate effective risk management. Such a framework should go beyond the standard media-monitoring function, which, although essential, is reactive instead of proactive.

For this reason, CCD and its media-monitoring partner, PEAR, are busy conceptualising and developing an SU reputational management framework, which will be aligned with our vision and strategic framework. Drafting of a conceptual framework commenced in July with an environmental

scan to identify key reputational issues prevalent in higher education. This will lay the foundation for the next step, which will be to define SU-specific reputational issues and risks.

### 1.24 Risk Management

SU is steadily maturing its risk management function towards full **integration** with business processes. In the past quarter, the risk register was updated by risk owners and submitted to the Audit and Risk Committee. Future reports will include risk velocity as well as mitigating risk controls.

The management of risks relating to the hosting of **events** gained momentum during the past months with the appointment of an events risk manager, Mr Brandon Como, in line with the provisions of the Safety at Sports and Recreational Events Act, which was promulgated in 2010. This means SU is better positioned than before to guide and support event owners towards safe and compliant events management.

Over these past months, the development of a **business continuity** plan to supplement the risk management function continued. A comprehensive process database is currently being developed to list all institutional processes. The business continuity assessment for each identified process has also begun. Thereafter, all processes will undergo a multi-step prioritisation phase, which will serve as the basis for business interruption and continuation planning. The process database will be updated annually, with regular repeat assessments.

### 1.25 University Capacity Development Plan

SU's University Capacity Development Plan (UCDP) is in its second year of implementation, funded by a three-year grant, starting in 2018, from the DHET. The UCDP contributes to the achievement of SU's *Vision 2040 and Strategic Framework 2019–2024*. It consists of eight projects that aim to **enhance teaching, learning and research** experiences at SU by means of **student tracking, online tutor training, early career development** and **teaching fellowships**. Project leaders drive individual projects, while the Centre for Teaching and Learning (CTL) is responsible for the overarching project management function. Project evaluation is facilitated in close collaboration with the Centre for Research on Evaluation, Science and Technology (CREST).

### 1.26 Internal communication

During the reporting period, four editions of *info@StellenboschUni* and six of *news@StellenboschUni* were distributed to staff according to their language of preference. The opening and click rates of these electronic staff newsletters were again above industry standards. The two newsletters are not published during the winter recess, but distribution recommenced at the beginning of the second semester.

Internal communication practitioners continue to benefit from the learning opportunities provided through the **Communication Forum** (CF). The second CF event for the year, held on 7 August, focused on the latest trends in the communication environment, including the media, public relations, social media and branding.

**Student e-mail preference survey:** CCD assisted the IT Division and the Registrar with a student e-mail preference survey to establish whether students preferred using their @sun or personal accounts (@sun won!). CCD assisted with the design, content and distribution of the mailer on 14 May, which contained the survey link. CCD was also involved in testing the survey.

**SU website:** CCD assisted the Finance Division to create a [SUNFin webpage](#), which was subsequently populated with information on the project. A mailer informing the SU community in this regard was also distributed on 27 May.

The landing page of the **SUNStudent** project was redesigned to offer users easy access to detailed and accurate information. The link to the [updated webpage](#) was widely distributed via SU's social media platforms and the biweekly student e-newsletter.

The design and content of the following websites and webpages were updated during the reporting period: [Inaugural lectures](#) ; [Food security](#); [School for Data Science and Computational Thinking](#)

### 1.27 Integrated communication campaigns

In June, CCD rolled out an integrated communication campaign called **#Youthactivism** to coincide with Youth Month. The campaign featured a six-part video series on SU student leaders, who shared their views on youth, youth activism and democracy. The videos were well received:

- Total Facebook reach: 389 821; Facebook engagements: 1 280
- Twitter impressions: 50 561; Twitter views: 1 938







Video	Title (click on link)	Video	Title (click on link)
	<a href="#">#Youthactivism – Make a change for the good</a>		<a href="#">#Youthactivism – Get your voice heard</a>
	<a href="#">#Youthactivism – Be involved and engaged in our democracy</a>		<a href="#">#Youthactivism – Be an active citizen</a>
	<a href="#">#Youthactivism – Be patriots of our country</a>		<a href="#">#Youthactivism – “We must speak about things that people need to hear”</a>

Table 3: Videos of SU student leaders produced by CCD for Youth Month in June.

**Social media:** An active focus on encouraging audience engagement underpins CCD’s social media approach.

On **Facebook**, the best-performing post in terms of reach and engagement for the period was about the new BEng degree in Data Engineering, which reached almost 35 000 people and elicited 2 500 engagements.

This qualification will be linked to the ground-breaking new SU School for Data Science and Computational Thinking, which was launched on 29 July.

Figure 11 (right): Screenshot of Facebook post.



On Twitter, our best-performing tweet promoted Prof Thuli Madonsela's presentation at the annual meeting of the Academic Council on the United Nations System held in Stellenbosch on 19 June.

The tweet reached 24 000 people and received 1 000 engagements.



**Stellenbosch Univ** @StellenboschUni  
Delegates at the Annual Meeting of the Academic Council on the United Nations System (ACUNS) can look forward to Prof Thuli Madonsela who will present the [#JohnWHolmesLecture](#) today focusing on [#SocialJustice](#): Transcending Inequalities [#ACUNS20AM](#) @ACUNStweets @ThuliMadonsela3  
pic.twitter.com/6Uzh04aQMs

Figure 12 (right): Screenshot of Twitter post.

## 1.28 External communication (SU in the news)

**General media coverage:** SU registered the **highest** number of news clippings in the dataset of media-monitoring agency PEAR in June, having improved from fourth position in May. In both July and August, SU registered the **second highest** number of clippings after the University of Cape Town.

During the **reporting period (17 May to 2 September 2019)**, the following articles and media releases of an institutional nature received **positive** coverage:

- [Women mathematicians from Africa to gather in Stellenbosch](#) ([eNCA](#), [The Citizen](#), [The Citizen Saturday](#))
- [SU applications close 30 June](#) ([Cape Times](#), [RSG](#))
- [Stellenbosch University starts with the training of data engineers](#) ([Engineering News](#), [BizCommunity](#))
- [SU represents Africa in Global Alliance of Universities on Climate](#) ([Cape Times](#))
- [SU researcher secures trilateral chair](#) ([Cape Argus](#), [IOL](#))
- [Nominations for new SU Chancellor to open on 14 August](#) ([Beeld](#); [Die Burger](#); [Eikestadnuus](#); [Cape Times](#); [Cape Argus](#); [IOL](#); [News24](#); [360News](#); [HeartFM](#); [Good Hope](#); [CCFM](#))
- [Changing SU's landscape through new visual symbols](#) ([Die Burger](#); [Die Burger](#); [News24](#); [South Africa News.Net](#); [Johannesburg News.Net](#))
- [Social justice under the spotlight at Prof Thuli's 1st summit](#) ([Cape Argus](#); [The Witness](#); [Cape Times](#); [Pretoria News](#); [The Citizen](#); [City Press](#); [News24](#); [Citizen](#); [Daily Maverick](#); [SAfm](#))

The launch of SU's new [School for Data Science and Computational Thinking](#) also received positive media coverage: [The Newspaper](#), [Cape Talk](#), [Lotus FM](#), [SAFM](#), [Cape Talk](#), [South Africa News.Net](#), [Johannesburg News.Net](#), [De Kat](#), [Tech Financials](#), [My Broadband](#), [Mail & Guardian](#), [Cape Town Airport](#), [IT Web](#) and [Die Burger](#).

**Negative** coverage in the reporting period related largely to a number of unfortunate incidents in student communities. Especially the Afrikaans media reported extensively on the incidents:

- Ms Taylië Jaap: [Beeld](#), [Beeld](#), [Die Burger](#), [Die Burger](#), [Die Burger](#), [Die Burger](#), [Die Burger](#), [Die Burger](#), [Die Burger](#), [Huisgenoot](#), [Huisgenoot](#), [SonWes](#), [SwartLandGazette](#), [Tygerburger Parow](#), [Volksblad](#), [Weslander](#), [Daily Sun](#), [IOL](#), [www.sabreakingnews.co.za](#), [You](#)
- Mr Leandró Hopley: [Beeld Saterdag](#), [Beeld Saterdag](#), [Beeld](#), [Beeld](#), [Die Burger](#), [Die Burger](#), [Die Burger](#), [Die Burger](#), [Eikestadnuus](#), [HeartFM](#), [HeartFM](#), [Paarl Post](#), [Rapport](#), [SmileFM](#), [SonWes](#), [Weslander](#), [Witness](#), [Witness](#), [360News](#), [ENCA](#), [News24](#), [News24](#), [News24](#)
- Mr Anzel Slimmers: [Die Burger](#), [Volksblad](#), [Rapport](#), [SonWes](#), [News24](#)
- Mr Eric Matthys: [Die Burger](#)
- Combined reporting: [Jacaranda FM](#), [Die Burger](#)

Of course, the fire that broke out in Huis ten Bosch (see [Huis ten Bosch restoration set to start](#); [Huis ten Bosch fire: roof and eight rooms damaged](#)) was also covered extensively in the media ([Sowetan](#); [Cape Times](#); [Die Burger story 1](#) and [story 2](#); [News24 story 1](#), [story 2](#), [story 3](#) and [story 4](#);

Jacaranda FM [story 1](#) and [story 2](#); IOL [story 1](#), [story 2](#) and [story 3](#); *The Citizen* [story 1](#) and [story 2](#); *SonWes*; *Cape Argus*; Heart FM; RSG; Bush Radio; Y-FM; CCFM; 5-FM; Phalaphala FM; SAfm; Metro FM; Ukhozi FM; Cape Talk; 702; Algoa FM; Cape Town etc; The South African; Safrica24 [story 1](#) and [story 2](#); All4Women; EWN; Times Live; The Herald; The World News; SABC News; 360News).

**Coverage of research and innovation:** PEAR’s dataset shows that SU’s share of media reporting on research and innovation has been growing incrementally. In May, the University generated the second-most research and innovation coverage. In **June**, however, we advanced to **first position**, with the universities of Cape Town and Pretoria in second and third position respectively. In July, SU managed the second highest number of clippings for this particular category, but again claimed **top spot** in **August**. Research articles that did well in the media included the following:

- [Citrus and grape by-products could serve as food preservatives](#) (*Cape Times*, *Cape Argus*)
- [Stroke survivors could benefit from inexpensive, simple exercise programme](#) (*Cape Times*, *The South African*, *Bolander*)
- [Hans Merensky EucXylo Research Chair at Stellenbosch University to focus on how eucalyptus trees grow](#) (*Cape Times*)
- [Researcher takes a closer look at the ticks and fleas that bug African penguins](#) (*Cape Times*, *IOL*, *Die Burger*)
- [Researchers set sights on cataloguing the genetic diversity of insects pestering SA olives](#) (*Volksblad*, *Die Burger*)
- [Players getting away with illegal, dangerous ruck cleanouts](#) (*IOL*, *Smile FM*, *Eikestadnuus*)
- [Gamification has the potential to improve student engagement, student success](#) (*Cape Argus*, *Daily News*)
- [SU researchers study resistance to ‘protect’ anti-TB drug](#) (*Mercury*, *Cape Times*)
- [Bark harvesting in indigenous forests impacts forest birds](#) (*Daily Dispatch*, *Bolander*)
- [Innovative technology can help combat rhino poaching](#) (*Die Burger*, *Cape Times*, *The Star*, *Cape Argus*, *Daily News*, *SA Country Life*, *IOL*, *SAfrica24*)
- [From zero to hero for South Africa’s common wood sorrel](#) (*Cape Times*, *Cape Argus*, *RSG*)
- [SARS can ‘pierce’ corporate veil to catch tax avoiders](#) (*Cape Argus*, *Eikestadnuus*, *Beeld*, *Die Burger*, *RSG*, *Fin24*, *South Africa News.Net*, *Johannesburg News.Net*, *De Rebus*)
- [Making waves in the Southern Ocean](#) (*Eikestadnuus*, *Daily Dispatch*, *Die Burger*, *Cape Times*, *Cape Argus*, *Republikein*, *The Village News Hermanus*, *The Newspaper*, *The Daily Maverick*, *Engineering News*, *Smile FM*, *SABC News*, *IOL*)

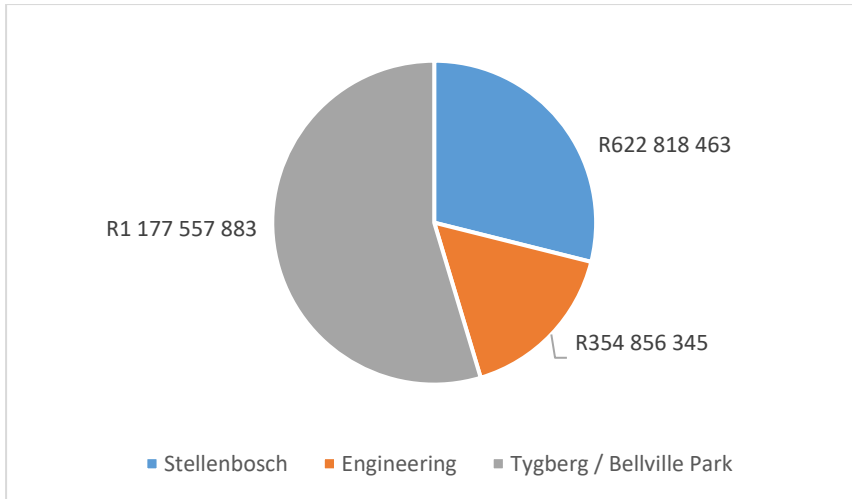
A release by the Business School, “They walk among us – the dangers of the office psychopath”, did extremely well in the media. Among the many titles and news outlets that carried the story were the [Cape Argus](#), [Star](#), [IOL](#), [Cape Times](#), [eNews](#) and [Mail & Guardian](#).

**Op-eds, features and columns:** SU staff and students again produced a large number of items in this category in the reporting period (see ADDENDUM). Of these, 18 articles (by 19 authors) were initially published on The Conversation, where they recorded a total of 448 321 reads.

**SU experts:** CCD’s media office furnished the media with lists of experts on the general election, the June State of the Nation address, World Environment Day, Mandela Day and Women’s Day.

## 1.29 Capital projects

Facilities Management currently has 147 capital projects under way with a total value of R2,2 billion.



*Figure 13: Construction projects under way on three SU campuses, and their respective rand values.*

The Planning Department is also investigating 142 “advisory requests”. These are applications from faculties and professional, administrative and support services (PASS) environments for an initial investigation into potential projects.

### 1.29.1 Biomedical Research Institute

The first phase of the Biomedical Research Institute (BMRI) project, which entails an addition to the existing Fisan Building, is **on schedule** to be completed by **August 2020**. All bulk excavation, piling and construction of pile caps for the new building have been completed, as have the basement columns and surface beds for the northern section of the new building. Construction of the new building column and suspended slab is currently at level 1, with the middle section of the new building at level 2.



*Figure 14: Construction of the new Biomedical Research Institute on Tygerberg campus is progressing well. This photograph was taken on 20 June 2019.*

### 1.29.2 Mechanical and Mechatronic Engineering building

Good progress is being made with renovations and upgrades to the Mechanical and Mechatronic Engineering building of the Faculty of Engineering.

The appointed principal contractor, GVK-Siya Zama, started with construction towards the end of November 2018. With the demolition work now complete, the internal fit-outs are progressing well. The installation of formwork for the concrete superstructure to the new entrance lobby and services shaft has also commenced. The new FIRGA and electronic classrooms will provide future growth potential for the Faculty of Engineering.

### 1.29.3 Civil Engineering Pavement Laboratory

Upon completion, the new Civil Engineering Pavement Laboratory will serve as a catalyst for additional lecture space and growth potential in the Faculty of Engineering.

Principal contractor GVK-Siya Zama started work towards late November 2018. The concrete work for the superstructure is currently being installed and the roof structure and steelwork will follow shortly. The contractor is **on schedule** for an estimated occupation date of **February 2020**.

### 1.29.4 Electrical and Electronic Engineering machine lab and quad

Phase 1 of the quad and machine lab for the Department of Electrical and Electronic Engineering commenced in May. The project consists of two distinct phases and is scheduled for completion by **March 2020**. As soon as the quad area has been renovated, it will serve as a decanting space for tutorial classes while the new machine laboratory is being built. Phase 2 will entail major renovations to the existing machine laboratory.

### 1.29.5 Jan Mouton Learning Centre

In September 2017, the SU Council approved the construction of the new Jan Mouton Learning Centre, with a project value of R256 million. Construction commenced on 1 November of that year, with a planned occupation date of 20 January 2020.

On 12 March 2019, the main contractor, Group Five Construction, notified us that they had gone into business rescue. Fortunately, the business rescue practitioner had ring-fenced the project, allowing Group Five Construction to complete it. This ring-fenced project is financed by Lombard Insurance, the project surety holder.

Contractually, the main contractor must complete the construction of the building by 7 October 2019, but this is no longer achievable and the completion date for this aspect of the project has been moved to 13 December. The installation of facilities will follow early in the new year. Occupation is now planned for **July 2020, at the start of the second semester**.



*Figure 15: Aerial view of progress on the new Jan Mouton Learning Centre next to the Neelsie.*

### 1.30 SU Woordfees

The programme for the **21<sup>st</sup> SU Woordfees**, to be held from **6 to 15 March 2020**, will be launched in November 2019. The theme for the festival, which will have Toyota as main sponsor, is “*Aanhou beweeg en geraas maak*” (“Keep on moving and making noise”) – a well-known phrase from author Jan Rabie’s iconic short story “*Ek het jou gemaak*” (“I made you”) from his collection *21*. A record number of applications have been received for participation in the 2020 SU Woordfees, with a significant increase in applications from the rest of Africa and Europe.

The reporting period was a busy and eventful time for **Words Open Worlds (WOW)**, an education empowerment project of the SU Woordfees. A special awards function honouring volunteers and ambassadors working for and with WOW took place on 20 June. Moreover, 20 learners from the Karoo district, five from Tulbagh, 15 from the metro south and 30 from Stellenbosch itself attended a week-long winter school hosted in Stellenbosch. Since 2003, WOW has touched more than a million lives at school level and helped many learners go on to **study at university**.

The annual Sanlam WOW **Spelling Festival** is well under way, with more than 700 schools participating across all nine provinces. This initiative is supported by the education departments of the Western, Northern and Eastern Cape. Learners in the Western Cape compete in Afrikaans Grades 1-10, English First Additional Language Grades 5-9, and isiXhosa Grades 6-9. The national final will take place in Stellenbosch on 19 October. The contest provides young learners with early exposure to SU and the opportunities associated with tertiary studies.

A short **national tour** by the **SU Choir**, which now falls under the SU Woordfees umbrella, was scheduled for September, with concerts planned for Potchefstroom, Sasolburg, Pretoria and Soweto.

### 1.31 SU Museum

Wednesday Art Walkabouts at the SU Museum is an initiative to showcase the University’s **art collection**, which is the product of more than 100 years of collecting. Every first Wednesday of the month, the Museum displays works from SU’s permanent art collection to members of the public, free of charge. During the reporting period, two of these walkabouts were conducted, covering the works of artists such as Irma Stern and Solomon Caesar Malan.

In another initiative, Prof Matilda Burden, a cultural historian at the Museum, arranges monthly walkabouts through the centenary exhibition **100 artefacts for 100 years**. Members of the University community are encouraged to attend these lunchtime sessions. The next walkabouts are scheduled for 17 October and 7 November.

### 1.32 Campus security

During the past year, the **crime rate** at SU has been **lower** than in previous years. This trend has held up during the reporting period, with the crime rate generally stable at a comparably low level. Nevertheless, Campus Security has maintained existing preventative measures, varying from an awareness drive to patrols, and continues to use technology to enhance their effectiveness.

### 1.33 Keeping SU healthy

During the reporting period, staff members attached to Campus Health Services (CHS) actively participated in the activities of various **institutional task teams** on such topics as substance abuse, food security and mental health.

In addition, CHS provided **emergency medical support** at four institutional events to help the University meet new statutory requirements for large events with more than 1 000 spectators.



### 1.34 Maties excel in winter games

The **Universities Sport South Africa (USSA)** Winter Games is a highlight on the annual sporting calendar. This year, Maties Sport athletes gave their all in numerous sporting codes and featured in a few nail-biting finals. Back home, Maties Sport staff hosted close to 2 000 visiting student athletes competing in USSA cycling, rugby and hockey events during the mid-year holidays.

## THEME 2: A TRANSFORMATIVE STUDENT EXPERIENCE

*Vision 2040 and Strategic Framework 2019–2024* states the following in relation to delivering a **transformative student experience** : “With this intention, we want to ensure that SU is accessible to qualifying students from all backgrounds, including to students who face barriers to participation in university education. We regard it as a journey – from our first contact with prospective students until they graduate and embrace the role of alumni.” It also entails “the provision of opportunities for growth to all undergraduate and postgraduate students, including guidance, support and services from SU to enable their success.”

### 2.1 Court case about Language Policy

In the court challenge against SU’s Language Policy filed by Gelyke Kanse and others, the application for leave to appeal to the Constitutional Court (following the earlier judgement in favour of SU in the Western Cape high court) was heard on 8 August. Judgement is pending.

### 2.2 Incidents in student communities

As stated in the introduction to this report, SU experienced a number of unfortunate incidents in student communities during the past two months. Although they are unrelated, each of these incidents is **of great concern** to us.

In the most recent incident, **Mr Anzel Slimmers** presumably fell from a bathroom window on the third floor of Huis Marais. He is not an SU student; it is believed that he was visiting a friend. The circumstances that led to the incident are unclear, and Campus Security is gathering more information. Regrettably, Mr Slimmers sustained serious injuries.

Earlier, **Mr Leandró Hopley**, a first-year BCom student and Huis Visser resident, passed away after the decision was made to end his life support. He had been admitted to hospital after presumably aspirating. In this case, also, the specific circumstances that contributed to his death are not yet clear. A memorial service for Mr Hopley was held in Stellenbosch.

**Mr Eric Matthys**, an employee of the company Tsebo, tragically passed away in hospital after he had sustained injuries falling down a flight of stairs in Dagbreek during the winter holidays. At a house meeting after classes had resumed for the second semester, Dagbreek decided to name the residence’s annual staff day for service workers after Mr Matthys to honour him.

In June, **Ms Taylië Jaap**, a first-year BSc student, fell from the second floor of Serruria. Ms Jaap’s injuries were of such a nature that a judicial inquiry followed and the information was reported to the South African Police Service (SAPS).

Unfortunately, the nature of these incidents has given rise to speculation, rumours and questions. Internal processes have been initiated, and Campus Security is cooperating with SAPS.

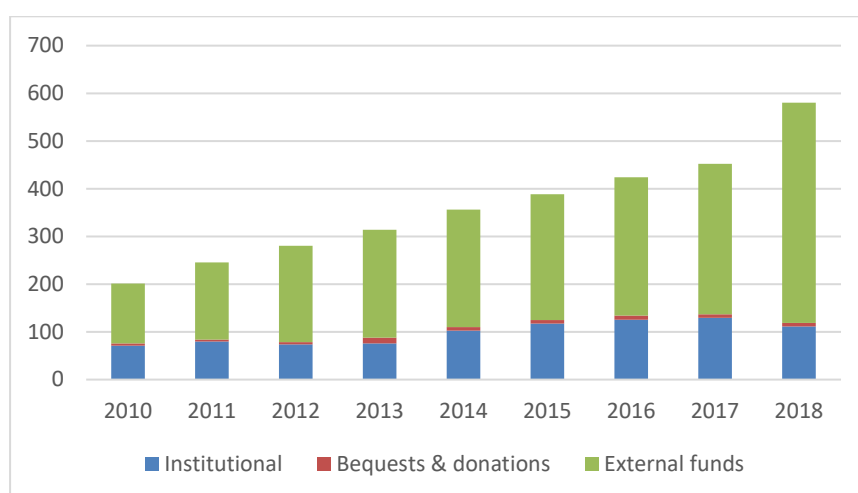
Management conveyed its gratitude to all staff members and students who have been assisting during and after these incidents. We also encouraged anyone requiring support to contact the Human Resources Wellness Office or the Centre for Student Counselling and Development.

## 2.3 Student funding

### 2.3.1 Impact of the new DHET bursary scheme (NSFAS funding)

The new DHET bursary scheme gives effect to government’s vision of ensuring that all academically deserving students from poor and working-class backgrounds who are admitted to study at public universities are provided with financial support for their undergraduate study programmes, and are supported to succeed. SU is making optimal use of the new bursary scheme, along with the ISFAP bursary scheme for the missing middle, to compensate for the downscaling in available institutional funds for bursaries and loans.

The graph below indicates the gradual decline in institutional expenditure on bursaries and loans, and the concomitant **increase in external funding** used for this purpose. From 2010 to 2018, institutional bursary and loan expenditure declined from R129,3 million to R111,2 million, while external bursaries and loans increased from R315,3 million to R461,2 million. Returns on historical bequests and donations for this purpose increased from R7,7 million to R7,8 million.



*Figure 16: Summary and comparison of institutional funds, bequests and donations, and external funds spent on undergraduate bursaries and loans, 2010-2018.*

Bequests and donations to SU earmarked for bursaries are invested and administered in the University’s central investment pool, and 20% of overall interest earned is capitalised to ensure that the respective donations continue to grow strongly and keep pace with increases in student fees. In addition, SU receives funds from philanthropic donors and trusts each year. Since these donations occur on a year-on-year basis, they are classified as “external”.

There has been a significant increase in SU’s number of DHET-funded students from households with a gross family income of less than R350 000 per annum. Nevertheless, a number of outstanding payments and other unresolved issues remain, including the:

- implementation of a so-called top-up process;
- finalisation of historic debt payments;
- finalisation of the appeals process; and
- unresolved administrative issues relating to system errors.

### 2.3.2 Fundraising for bursaries

SU’s Development and Alumni Relations (DAR) Division has been raising an impressive amount in contributions for undergraduate and postgraduate bursaries. Funding raised in these categories increased from R58,8 million in 2015 to R107 million in 2018 – an **82% increase** over the past four and a half years.

At stake here are donations to annual bursary disbursements as well as capital donations. In the latter instance, the initial donation is invested in the University’s internal investment pool, and the returns are used to fund bursaries either through interest or incremental capital disbursement over a specified period.

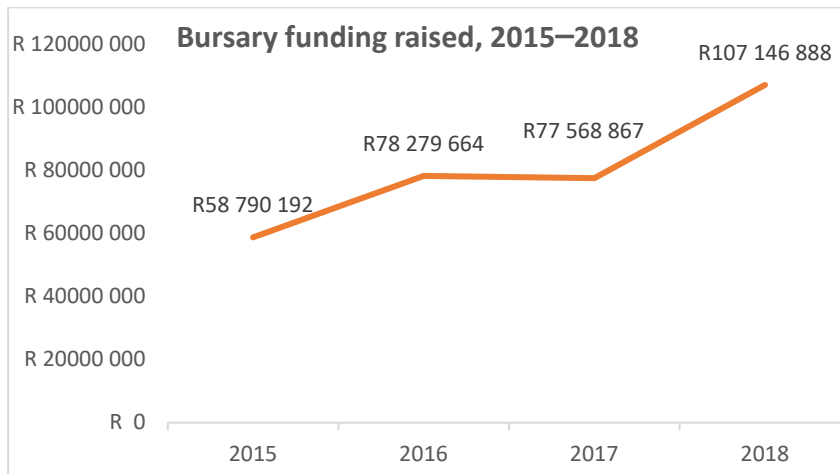


Figure 17: Bursary funding raised by DAR, 2015–2019.

Since 2017, the DAR fundraising unit has actively sought to generate further bursary income through contributions from companies wishing to advance **broad-based black economic empowerment** (BBBEE). As the bar diagram below illustrates, almost R5 million BBBEE-related income was received in the first six months of 2019, which represents an increase of more than 200% on 2017 figures.

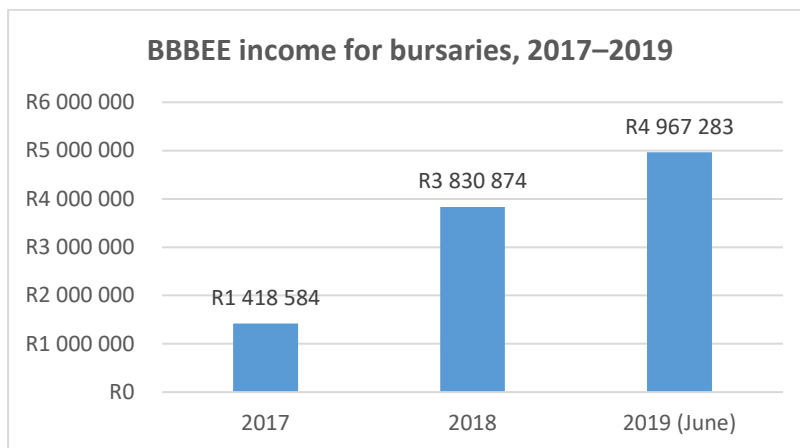


Figure 18: Bursary income raised by DAR for BBBEE purposes, 2017–2019.

### 2.3.3 National Student Financial Aid Scheme (NSFAS)

**Settlement of historic debt:** As mentioned in my previous report, the DHET allocated an additional R967 million to NSFAS in March to settle 52 514 NSFAS students’ historic university debt nationwide. Historic debt is money owed to a university by continuing NSFAS-qualifying senior students who were registered in the 2018 academic year and funded based on the previous family income threshold of R122 000 per annum.

In May, SU submitted to the DHET a list of NSFAS-qualifying students for the 2018 and 2019 academic years who had historic debt in respect of tuition fees, university-managed accommodation and NSFAS-approved allowances. We have not received any payments to date.

**NSFAS funding appeals:** The NSFAS appeals process has been plagued by delays. Thousands of students across all institutions remain unfunded, awaiting the outcome of their registered appeals.

NSFAS recently confirmed that the appeals process has been prioritised to finalise all outstanding funding decisions.

**Unresolved administrative issues:** NSFAS is working closely with institutions to resolve outstanding funding decisions and related data issues in respect of 2018 and 2019. These issues affect a significant number of students. The Centre for Undergraduate Bursaries and Loans has appointed a full-time NSFAS coordinator to focus on unresolved administrative issues, most of which need to be addressed on a case-by-case basis and are challenging in terms of data management and administrative follow-ups.

**NSFAS (DHET bursaries) cash flow:** The graphs below illustrate how SU’s sustained, strict management of NSFAS funding has resulted in more timeous payments in respect of funded students. However, this can only be maintained with the necessary systems and human support.

Note that the University had received almost R170 million by the end of June 2019, compared to only R54 million at the end of June 2018. By the end of June this year, SU had received 49% of the expected bursary contract values, while, last year, that percentage was only achieved by October.

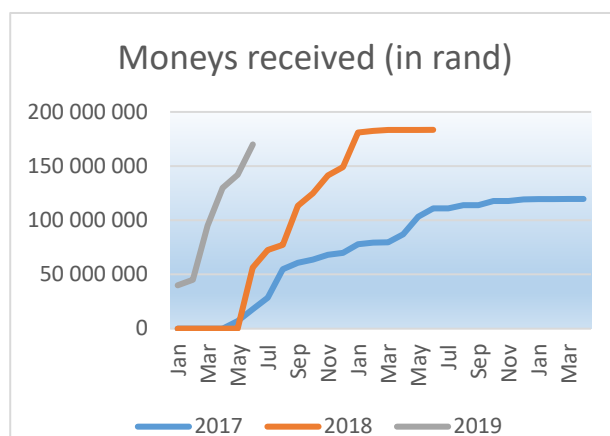


Figure 19: Amount of money received from NSFAS over the past three years.

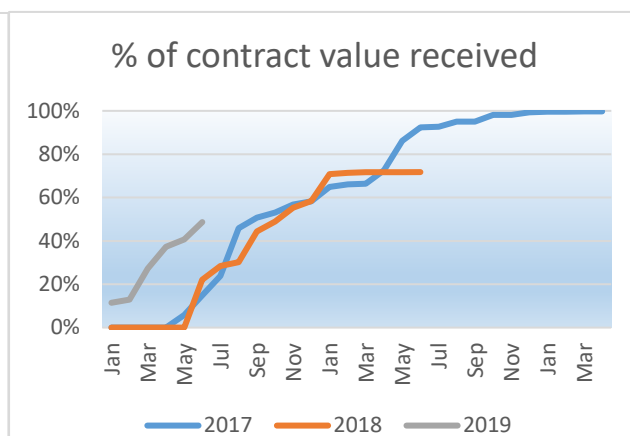


Figure 20: Percentage of bursary contract value received from NSFAS over the past three years.

**Academic progression framework:** The academic requirement for the continuation of NSFAS funding is that students should **pass a minimum of 50% of their modules** in the previous academic year. Returning students funded against the pre-2018 criteria may receive funding for a maximum of  $n + 2$  years (with “ $n$ ” being the minimum duration of the programme). However, funding for first-time entering students of 2018 and 2019 may not exceed a period of  $n + 1$  years.

Institutions have to ensure that NSFAS-funded students are on track to complete their studies within these two sets of parameters (i.e.  $n + 2$  and  $n + 1$  respectively). We have to submit detailed academic progression criteria for particular programmes to NSFAS during 2019 so that new criteria can be developed and implemented for 2020.

**Service work obligations:** From 2019, recipients of the new DHET bursary in their second year of study are expected to complete at least 80 hours of service work per year. A firm policy and modalities in this regard are yet to be agreed between the DHET and institutions.

**Fee adjustment grant:** At the end of 2018, the DHET announced that the fee adjustment grant to the so-called missing middle would be phased out, and that there would be no new application intake for 2019. However, continuing students who received the fee adjustment grant in 2017 and 2018 will continue to receive it until they graduate. Institutions will receive their allocation for the fee adjustment grant as part of their institutional subsidy from the DHET.

### 2.3.4 Ikusasa Student Financial Aid Programme

Full-cost bursaries from the Ikusasa Student Financial Aid Programme (ISFAP) are funding **160 SU students this year**, and we have received our second allocation in this regard. The beneficiaries comprise a selection of first-years and second-years from the poor to missing-middle family income bracket in designated study programmes (including MBChB, BAcc and Engineering). ISFAP funding for SU students in 2019 totals R21 million.

Moreover, ISFAP recently secured additional funding from FASSET (the Finance and Accounting Services Sector Education and Training Authority) to fund students in their final years of study in finance-related courses, specifically with a view to stimulating scarce skills. As a result, nine SU final-year students were offered full-cost bursaries. They are enrolled in the programmes BAcc, BAcc LLB, BCom (Management Sciences), BCom (Economic Sciences), BCom (Mathematical Sciences), and BCom (with majors such as Investment Management and Financial Management).

### 2.4 Student feedback

Implementation and development of the **new, electronic student feedback system** is ongoing in preparation for phasing out the manual, paper-based system in 2020. A task team has been constituted to revise programme and lecturer feedback forms. It is envisaged that response rates for the new, online feedback system will increase steadily during 2019 as students are given more opportunities to complete questionnaires via the mobile app created for this purpose.

### 2.5 Tutor practices

The Division for Learning and Teaching Enhancement reports that a **review** of tutor practices is under way, as is the development of online tutor **training materials**. The project aims to improve students' learning experience and tutors' experience of facilitating learning. A **task team** is also developing guidelines for tutoring practices at SU.

### 2.6 New ResEd coordinators and residence heads

The Centre for Student Communities (CSC) at the Division of Student Affairs welcomed four new ResEd (Residence Education) coordinators and residence heads recently:

- **Ms Lisinda de Jager**, who had worked in the PSO Office at CSC, has taken up the position of ResEd coordinator for the Rubix cluster and residence head of Heemstede residence.
- **Mr Njabulo Maphumulo**, who has joined SU for the first time, is ResEd coordinator for the TygerMaties cluster and residence head of Hippocrates residence.
- **Ms Monica du Toit** from the Human Resources Division is the new ResEd coordinator for the Victoria cluster and residence head of Monica and Harmonie residences.
- **Mr Enos Lekala**, formerly a programme coordinator affiliated to SU's School of Public Leadership, has been appointed coordinator for the LLL (Listen, Live and Learn) community and residence head of Russel Botman House, both of which are senior living spaces.

### 2.7 Training and placement hub for volunteerism

A new Maties Community Service initiative to develop a volunteerism training and placement hub for students has been shortlisted for the international MacJannet Prize, a global contest recognising exceptional student community engagement and service.

The to-be-established **Social Impact Hub** will expand the current volunteering opportunities for both students and staff, and will have direct links with a number of partners in and around Stellenbosch. It will provide 1 500 students from all ten SU's faculties with relevant opportunities for work-related learning and a positive social impact. The initiative aims to enhance our students' graduate attributes, particularly by equipping them as engaged citizens and well-rounded individuals.

The reciprocal nature of volunteer work benefits both students and communities. Through community involvement, students get the opportunity to apply the academic curriculum to real-life situations, while the community stands to benefit from the services the students render.

A new arrangement by the National Student Financial Aid Scheme (NSFAS) is that students funded by them have to demonstrate active engagement in communities for 80 hours a year as a bursary requirement. They will stay in the volunteerism programme for up to three years.

## 2.8 Student leadership development

The Academic Affairs Council (AAC) hosted a training session for **class representatives** on the Stellenbosch campus, presented by Student Governance on 13 April. The initiative was well received, with good input and feedback from the participants. This should contribute to student success.

On 23 April, Student Governance provided training to members working in structures related to the **Student Parliament** and **Student Court** on such matters as:

- accountability and transparency;
- co-operative governance;
- the student constitutional framework;
- constructive engagement; and
- leadership and representation.

On 29 May, **student leaders** and members of **Student Governance** attended a breakfast workshop hosted by the Centre for Constitutional Rights in Cape Town. The panellist spoke about some of the challenges currently confronting the South African state. Our students had the opportunity to interact with Judge Ian Farlam, who had chaired the Marikana Commission of Inquiry.

## 2.9 Global Summit for Student Leaders

The Division of Student Affairs hosted the Global Summit for Student Leaders in collaboration with the International Association for Student Affairs and Services. It took place from 23 to 27 June and **55 students from 16 countries** participated. The main theme was mental health in higher education.

## 2.10 Skills training for students

During the reporting period, SU's Unit for Academic Counselling and Development offered several training sessions on **study skills, stress management, time management** and **exam preparation** to registered students. A total of 387 students participated in these workshops.

A new short course, the **Universal Skills Programme (USP)**, has been registered for the second semester. It focuses on holistic development, equipping students for a world filled with volatility, uncertainty, complexity and ambiguity. This is in line with SU's new strategic framework. The USP will foster students' personal and intellectual development as well as their capacity to bring about positive change. The programme seeks to empower students to achieve academic and personal success by creating opportunities for learning, intentional engagement, self-reflection and skills development. A **hybrid offering** will be piloted in the second semester and presented to second-year students who received ISFAP bursaries. This programme is coordinated by the Centre for Student Leadership and Structures, and was developed in collaboration with the various role-players in Student Affairs as well as the SU-ISFAP programme manager.

The Language Centre and the Faculty of Theology are piloting a **hybrid-learning intervention** in providing language support and academic skills to two groups of first-year students – extended-degree students who stay in University residences, and non-residential students. The activities for both groups are online, but the residential students have one compulsory timeslot per week in a computer learning area, whereas the non-residential students cover the material on SUNLearn, supplemented by face-to-face support one week per term. An innovative feature of the intervention is that two facilitators collaborate interactively online to give students feedback on language

problems – the Faculty’s blended learning facilitator and an academic literacies (AcLits) facilitator from the Language Centre.

### 2.11 HealthyUS short course

The ‘HealthyUS’ short course was developed as a collaboration between staff at Campus Health Services and the Centre for Student Counselling and Development, and was presented through the Frederick Van Zyl Slabbert Institute for Student Leadership Development. This course is underpinned by a strong focus on **mental and physical health**. Students engage extensively with professionals in order to gain insights and develop skills relevant to their contexts.

### 2.12 Global Citizenship short course

Five SU students took part in the annual Global Citizenship phase II programme offered by SU in collaboration with the University of Stuttgart (Germany) and St Xavier’s College (India). This **blended-learning** course had an online as well as a mobility component. The overarching theme of the course was “In conversation with globalisation”. All participants completed the online component at the same time, which covered themes such as politics, economy and literature. The project week addressed globalisation and transition(s), and took place from 25 May to 2 June in Stuttgart, culminating in group presentations.

### 2.13 Career fairs

The Unit for Graduated Career Services in the Centre for Student Counselling and Development of our the Division of Student Affairs hosted three career fairs for our students in the reporting period. Various companies took part in these events to exhibit their career opportunities. Despite the cold and rainy weather over the three days, our students turned up **in large numbers**.

- The **general career fair** took place in marquee tents on the Rooiplein on Tuesday 6 August, where 39 companies exhibited in 43 stands, visited by 2 784 students.
- The **accounting career fair**, which took the same format, was hosted on Wednesday 7 August, also on the Rooiplein. This time, 38 companies exhibited in 50 stands, which are the maximum number of stands allowed in the marquee tents. No fewer than 3 534 students attended.
- The **engineering career fair** in Academia’s recreational hall on Thursday 8 August attracted 16 companies exhibiting in 18 stands, and 858 student visitors.

The career fairs represent a unique networking opportunity for students to engage with the employers present, establish their expectations from the graduates they employ, and explore the opportunities on offer. In addition, it offers our students a chance to sell their own skills, experience and qualifications.

### 2.14 Maties shine on the sports field

Four of our student athletes represented SU in Naples, Italy, at the **Summer Universiade** from 3 to 14 July. Gardeo Isaacs won a bronze medal in the men’s 400 m event, and silver as a member of the 4 x 400 m relay team, while the SA student men’s sevens team, which included SU’s Hein Kritzinger, won silver in their competition.

The Maties team were joined by Ms Ilhaam Groenewald, chief director of Maties Sport and president of Universities Sport South Africa.



*Figure 21: Proud Matie athlete Gardeo Isaacs, right, on the podium at the Summer Universiade with his bronze medal.*

**Maties Hockey's** men's captain, Alex Stewart, and coach, Ashlin Freddy, represented SU as members of the South African men's hockey team in the recent world series finals in India. Freddy served as trainer and video analyst.

**Maties Golf's** Phillip Swanepoel took part in the R&A Foundation scholars tournament at St Andrews, Scotland, at the beginning of April. Contested over 54 holes on the Old Course and Eden Course, the two-day World Amateur Golf Ranking™ event featured participants from 24 universities worldwide. Swanepoel tied for sixth place.

**Maties Cricket's** fast-bowler Brandon Glover made his international one-day and Twenty20 debut for the Netherlands against Zimbabwe in June.

**Water Polo:** Chris Beamish, Josh Faber, Cameron Laurenson and James Hablutzel together with coach Vaughn Marlow represented South Africa at the Europe Union (EU) Nations tournament in the Czech Republic in June. And in July, Georgia Moir, Emma Joubert, Christine Abrahamse, Nthatsi Mota, Lwazi Madi and Keegan Clark were in action at the 2019 World Aquatics Championships in South Korea.

The **Maties Hockey women** were the runners-up in the Varsity Hockey tournament, having lost to NWU-Pukke in the final. The match on 20 May had to be decided on a penalty shootout and ended with the scoreboard 2-1 in favour of the opposition.

**Canoeing:** Evan Knight, Alan Houston and Tracey Oellermann, competed in the Berg River canoe marathon. Knight finished first in the solo race, Tracey and her partner finished first in the team race for women, and Houston and his teammate finished third overall in the team race for men.

### THEME 3: PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS

This core strategic theme is discussed as follows in [Vision 2040 and Strategic Framework 2019–2024](#): “As part of our mission, we at SU have declared our willingness to influence and change the world around us through collaboration, as well as to be responsive and embrace change ourselves. Central to the mission is the notion that what happens in the world shapes our research, teaching and learning as well as our engagement, and that what happens at our university matters to the world. As a university, we are committed to South Africa and Africa. At the same time, we are intensely aware of our role in and relation to the international arena. In order to inspire and be inspired, SU will **engage and collaborate** with **stakeholders**, the **communities** we serve, **industry, government** and our **university partners** at a **local, regional, continental** and **global** level. Our collaboration and engagement approach is congruent with our values, with specific reference to respect, compassion and equity.”

#### 3.1 Internationalisation Strategy

The Rectorate approved a new Internalisation Strategy for SU on 27 August. It is aimed at consolidating the University's standing as a reliable **global role-player and a preferred partner** in Africa. The strategy provides a framework for incorporating an international dimension into all relevant institutional processes. It also adds greater focus to the existing wide range of internationalisation activities at SU, and guides how we harness new, emerging opportunities. Please consult the separate report of the DVC: Strategy and Internationalisation for more information.

#### 3.2 External Relations Committee

SU's External Relations Committee (ERC) was formed earlier this year to provide a coordinating structure that advises and make recommendations to the Rectorate on enhancing the University's **relations with external stakeholders**. The ERC is a subcommittee of the Rectorate and falls within the responsibility centre of the Deputy Vice-Chancellor: Strategy and Internationalisation.



Functions of the ERC:

- Advises the Rectorate, when requested, on policy matters affecting external relations.
- Provides strategic guidance and oversight in the form of stakeholder relations strategies with a view to optimising stakeholder relationship management at the University.
- Guides the Rectorate on engaging with specific external stakeholders.
- Scans the external environment to identify potential risks and opportunities, and advises the Rectorate accordingly.
- Creates awareness of institutional stakeholder engagement themes, brand positioning messages and institutional narratives by facilitating information sharing with the aim to communicate consistent key messaging to SU stakeholders.
- Liaises with the Social and Business Ethics Committee of the SU Council to identify and address policy gaps that create risks in the areas of social responsibility, reputation and business ethics.

The membership of the ERC is representative of a broad spectrum of expertise and disciplines within SU and brings together a variety of environments dealing with external stakeholders.

### 3.3 Social justice summit and conference

SU's inaugural Social Justice Summit and International Conference took place at the end of August. The event was arranged and hosted by **Prof Thuli Madonsela**, incumbent of SU's Law Faculty Trust Chair in Social Justice, and former Public Protector of South Africa. It brought together various high-level speakers and members of civil society to advance social justice in South Africa. Issues on the agenda ranged from land and access to justice and economic inclusion, to education, health and food security.

In his keynote address, Minister Jackson Mthembu, who represented President Cyril Ramaphosa, **commended SU** for "elevating the issue of social justice in our national discourse".

In her opening address, Prof Madonsela reminded the audience that "as long as there is injustice somewhere, there can't be sustainable peace anywhere". She told delegates about her Social Justice M-Plan, an initiative aimed at eliminating poverty and achieving equality by 2030, in line with the United Nations' **Sustainable Development Goals**.

In my welcoming address, I conveyed the view of the Association of African Universities that "development goals will only be achieved if we have a flourishing **higher education** sector". I also relayed the aspiration in our vision and strategic plan to be a "transformed and integrated academic community that celebrates critical thinking, promotes debate and is committed to democracy, human rights and **social justice**".

In a **declaration** adopted at the end of the first day's summit, delegates expressed their concern about ongoing poverty in South Africa, the inequality still experienced by women, and a deterioration in social cohesion in our country. They called for accelerated change, and committed to joining hands to reverse disparities in all sectors of society. Those attending the conference the following two days **resolved** to form a coalition of universities, researchers and civil society that would work in a coordinated way to advance social justice. Video recordings of the proceedings are available on the [Social Justice M-Plan Facebook page](#).

Other participants included former President FW de Klerk; former Western Cape Premier Ms Helen Zille; Prof Ben Turok, the director of the Institute for African Alternatives; Ms Nicky Newton-King,

outgoing CEO of the Johannesburg Stock Exchange (JSE); Ms Busisiwe Mavuso, new CEO of Business Leadership SA, and Justice Shehnaz Meer, acting judge president of the Land Claims Court.

Higher education representatives included the vice-chancellors of the universities of the Witwatersrand and Free State, Profs Adam Habib and Francis Petersen. SU was represented by, among others, Profs Hester Klopper, Eugene Cloete, Arnold Schoonwinkel, Nico Koopman, Nicola Smit, Ingrid Woolard and Jimmy Volmink, as well as Council members Profs Amanda Gouws and Usuf Chikte.

### 3.4 Auditor-General delivers annual human rights lecture

The Auditor-General (AG) of South Africa, **Mr Kimi Makwetu**, delivered the annual human rights lecture of SU's Faculty of Law on 29 August. The event was hosted by the HF Oppenheimer Chair for Human Rights Law in the Faculty.

According to Mr Makwetu, audits of government and public-sector entities show that **irregular expenditure** has increased dramatically since the 2008/9 financial year to date, totalling R390 billion over the ten years.

He also pointed out that a mere 30% of national and provincial government auditees and only 15–20% of municipalities achieved clean audits.

“All of these factors combined hit the economy very hard – small businesses go bankrupt, poverty increases, and employment figures nosedive. This will ultimately be evident to the outside world, as already seen in economic downgrades and lack of investment. These are matters that can bring a **democracy** and all its related promises to its citizens to naught,” he said.

Mr Makwetu said the inaction or inconsistent action of political leaders had created a **culture of “no consequences”**. He called for an improvement in ethical behaviour by those in the public sector, as well as a visible commitment by all public servants to contribute to the financial health of the country and a better social reality for all South Africans.



*Figure 22: Auditor-General of South Africa, Mr Kimi Makwetu, flanked by SU's Dean of Law, Prof Nicola Smit (left), and the incumbent of the HF Oppenheimer Chair for Human Rights Law, Prof Sandy Liebenberg (right). Picture: Anton Jordaan.*

### 3.5 SU Professor to serve on global council against corruption

**Prof Daniel Malan**, the director of the Centre for Corporate Governance in Africa, will be serving on the World Economic Forum (WEF) **Global Future Council on Transparency and Anti-Corruption** for the 2019/20 term. In this position, which he will be occupying at the invitation of Mr Klaus Schwab, WEF founder and executive chairman, Prof Malan will work with other leading experts to produce new governance insights and ideas to inform the practices of decision-makers globally. He is already a member of the advisory committee of Future of Trust and Integrity, a project of the WEF's Partnering Against Corruption Initiative (PACI).

### 3.6 SU Professor awarded Global Chair

**Prof Soraya Seedat** of SU's Faculty of Medicine and Health Sciences (FMHS) has been awarded a **Women Global Chair** for 2019/2020 by the University of Bath, which is ranked 6<sup>th</sup> in the United Kingdom in the latest *Guardian University Guide*.

Prof Seedat is a distinguished professor in Psychiatry and executive head of the Department of Psychiatry at the FMHS. She holds the South African Research Chair in Posttraumatic Stress Disorder.

In announcing the news, Bath said its Global Chair programme enables it to invite globally renowned scholars to engage in high-profile research activity, and that the Women Global Chair scheme highlights and celebrates women academics across all disciplines. “The scheme also strengthens our strategic university partnerships, and we are pleased that the appointment will lend further support to our strong links with Stellenbosch,” it added.

### 3.7 Stakeholder engagement around national days and strategic themes

As part of its Imbizo 365 programme, the Transformation Office hosted a lecture on 20 May to mark Workers Day earlier that month. The speaker was organisational development consultant and facilitator Mr Shepi Mati, who spoke on “The importance of **service staff voices** in the narrative of our universities”.

Imbizo 365 fits in with the [Framework for stakeholder engagement at SU in 2019](#), which the Rectorate approved on 5 February. The framework theme for May was “Work and workers”, which tied in with SU’s core strategic theme of making SU an “employer of choice” in higher education.

For Youth Day in June, the Transformation Office collaborated with the Faculty of Theology to host a lecture by SU alumna **Ms Lovelyn Nwadeyi** on “Born-frees and democracy – freedom and responsibility” ([click here](#) for more). The theme for June was the SU core strategic theme of a “transformative student experience”.

### 3.8 Focus on Africa

From 30 July to 2 August, We jointly organised and participated in the second **Conference on Interprofessional Education and Collaborative Practice for Africa**, held in Nairobi, Kenya. The in-country host was Amref International University, with South Africa’s Medical Research Council, Sigma and the World Health Organisation’s Regional Office for Africa (WHO-Afro) as a partners. Dr Prosper Tumusiime of WHO-Afro opened the conference, with two SU speakers delivering keynote addresses – Prof Ian Couper, Professor in Rural Health at our Faculty of Medicine and Health Sciences, on the second day of the conference, and Prof Hester Klopper, DVC: Strategy and Internationalisation, on the third.

#### 3.8.1 Africa Centre for Scholarship

At national level, SU International’s Africa Centre for Scholarship (ACS) participated in discussions regarding the DHET-funded **Future Professors Programme**, led by Prof Jonathan Jansen of our Faculty of Education. And there has been collaboration with the South Africa Qualifications Authority to improve the national and regional visibility of work undertaken by the ACS. Internationally, the ACS is part of the **PhD development programme** for staff members in **Economics** – a joint initiative of SU and the universities of Bath and Fort Hare. The Programme Manager of the African Doctoral Academy, Ms Corina du Toit, visited King’s College, London and the University of Bath in the UK to identify potential opportunities for collaboration.

### 3.9 Southern African Network of Water Centres of Excellence

The Southern African Network of Water Centres of Excellence (SANWATCE) of the African Union’s (AU) New Partnership for Africa’s Development (NEPAD) is a network of higher education and research institutions conducting high-end scientific **research and capacity development** in the **water and related sectors** to have an impact in society. The AU/NEPAD SANWATCE **secretariat** is hosted by SU International’s Centre for Collaboration in Africa (CCA).

SANWATCE received its mandate from the AU, the African Ministers Council on Science and Technology as well as the African Ministers Council on Water. The mandate includes a direct reporting line between the SANWATCE secretariat and the Southern African Development Community (SADC) ministers for water, higher education, and science and technology. At a gathering

of this SADC group in Namibia from 17 to 21 June, CCA manager Dr Nico Elema represented the secretariat. This was followed by a meeting of SADC water ministers from 21 to 24 June, which was attended by Ms Joanna Fatch, also from the CCA. In addition, the secretariat participated in the highly publicised European Development Days (EDD) meeting in Brussels from 17 to 19 June. This was in preparation for the next phase of European Commission-funded water projects.

### 3.10 International partnerships

**New agreement concluded:** On 13 June, we signed an agreement at institutional level with the City University of Hong Kong to provide for collaboration regarding summer and winter schools.

**Agreements renewed:**

Date signed	Institution	Country	Type of agreement	Level of agreement
23 April 2019	University of Zurich	Switzerland	MOU	Institutional
23 April	University of Zurich	Switzerland	Student exchange	Institutional
29 April	University of Georgia	USA	MOU	Institutional
29 April	University of Georgia	USA	Student exchange	Institutional
29 April	University of Lausanne	Switzerland	MOU	Institutional
14 June	Xiamen University	China	MOU	Institutional
14 June	Xiamen University	China	Student exchange	Institutional

Table 4: Details of existing Institutional agreements that have been renewed in the reporting period.

### 3.11 Visiting delegations

#### 3.11.1 Visits by representatives from institutions seeking relations

Date	Details of delegation
13-15 May 2019	Dr LJ Edmonds, Vice Provost: Global Affairs and International Studies, and Bose Maposa, Assistant Director: Graduate Programs, University of Ohio, Athens, USA
14 May	Prof Kalu Ibe Ekpeghere, Senior Regional Manager: International Relations, Woosong University, Daejeon, South Korea
13-23 May	Prof Petr Nemeč, Vice Dean: Faculty of Chemical Technology, and Dr David Vesely, Head: Institute Of Chemistry and Technology of Macromolecular Materials, Pardubice University, Czech Republic
28 May	Dr Jann Adams, Associate Vice-President: Leadership Initiatives and Lead Director: Andrew Young Center for Global Leadership (AYCGL), and delegation members; Morehouse College, Atlanta, Georgia, USA
25 June	Nick Barniville, Associate Dean: Degree Programmes, ESMT, Berlin, Germany
26 June	Mary Pang, Associate Dean: Internationalisation, College of Business, City University Hong Kong
16 July	Prof Zhingyun Li, President, Wuhan College, China
	Prof Barney Glover, Vice-Chancellor, and Prof Linda Taylor, Pro-Vice-Chancellor, Western Sydney University, Australia
23 July	Delegation from Essex University, Colchester, UK
29 July	Leo McNamee, Trinity College Dublin, Ireland

Table 5: Visits by institutions seeking relations with SU.

#### 3.11.2 Visits by representatives from partner institutions

Date	Details of delegation
10 June 2019	Yang Bin, Vice-President, Mao Tongwen, Director: the Southern Base of Confucius Institute Headquarters/Office of Confucius Institute Affairs, and Lai Siwei, Program Coordinator: Office of International Cooperation and Exchange, Xiamen University, China
20 June	Dr Elizabet Perrill, associate professor of art history, University of North Carolina, Greensboro, USA

24-26 June	Stephen Hill, Senior Associate: Office of Fellowships, Northwestern University, Evanston, Illinois, USA
12 July	Dr Anita Veltmaat, Senior Policy Advisor: International Strategy and Relations, Groningen University, the Netherlands

*Table 6: Visits by partner institutions.*

### 3.11.3 Visitors with ties to governments

The **Ambassador of Chile**, His Excellency Francisco Berguño, visited the Department of Botany and Zoology on 20 June.

### 3.11.4 Visits related to inbound student mobility

Date	Details of delegation
13 May	Laura Stipic, Assistant Director: Study Abroad, University of Notre Dame, Indiana, USA
15 July	Sandra Callaghan, Director: Center for International Studies, and Matt Chumchai, Texas Christian University, Fort Worth, USA

*Table 7: Visits related to inbound student mobility.*

### 3.11.5 General visits by groups

Prior to the South Africa Japanese Universities conference in Pretoria, a **Japanese delegation** visited SU on 21 May for a general introduction:

- Dr Shinichi Takeuchi, Director: African Studies Center, Tokyo University of Foreign Studies
- Prof Jun Matsukuma, Tokyo University of Foreign Studies
- Prof Tatsuya Kusakabe, Deputy Director: Center for the Study of International Cooperation in Education, Hiroshima University
- Prof Kazuhiro Yoshida, Hiroshima University
- Mr Nobuo Kanda, Project Office: JF Oberlin University and Affiliated Schools, Tokyo
- Mr Atsushi Nagaoka, JF Oberlin University, Tokyo

## 3.12 Cape Higher Education Consortium

SU is a member of the Cape Higher Education Consortium (CHEC), which has partnerships with the City of Cape Town and the Western Cape government. These are managed through steering committees comprising representatives from various government departments and from each of the four universities in the Western Cape. In the reporting period, our Social Impact Division facilitated the **funding of two SU research projects** within the ambit of the CHEC collaborative framework – one each in the faculties of AgriSciences, and Medicine and Health Sciences.

## 3.13 Collaboration with UWC

In February 2019, the University of the Western Cape (UWC) approached SU about the possibility of assisting 97 UWC students to obtain an **Advanced Diploma in Education (ADE)** qualification, since UWC was still awaiting approval of its programme application from the Council of Higher Education (CHE).

SU offers a similar ADE programme, which has been approved by the Department of Higher Education and Training (DHET), accredited by the CHE's Higher Education Quality Committee (HEQC) and registered by the South African Qualifications Authority (SAQA). After investigation, evaluation and consultation with the colleagues at the faculties of education at both universities SU agreed to assist. UWC had obtained prior approval from the DHET, as well as the consent of the majority of the students concerned. A formal agreement was concluded with effect from 1 July 2019. To date, 72 of these students have been registered for the ADE programme at SU.

The successful conclusion of the agreement between SU and UWC was made possible by the collaboration and assistance of our colleagues at the Centre for Pedagogy at the SU Faculty of Education (SUNCEP), the SU Registrar's Division, the SU Centre for Academic Planning and Quality Assurance and UWC.

### 3.14 Extended Education Practitioner Training Programme

**After-school programmes** offer learners a safe space to engage in smaller groups and broaden their horizons. The goal is to promote positive learner outcomes. Building the capacity of practitioners who offer these programmes is crucial to ensure the programmes are effective and of a high quality.

SU's Social Impact Division and the Western Cape Department of Cultural Affairs and Sport have partnered to offer the 12-month Extended Education Practitioner Training Programme. This short course focuses on building the skills and capacity of practitioners in Western Cape low-fee and no-fee schools who offer after-school programmes in sports and recreation, arts and culture, life skills and academics.

Flowing from this partnership, a joint after-school programme seminar was held at our Faculty of Education on 30 May. Opportunities for joint research and collaboration were discussed. These include the possibility of developing the short course into a more formal tertiary qualification.

### 3.15 Collaboration in the fight against hunger

Students at the University of Cape Town recently launched a #LunchBoxChallenge aimed at combating food insecurity among South African school learners. Connect Maties, the student fundraising arm of SU's Division of Social Impact, accepted the challenge. They partnered with the African chapter of Rise Against Hunger (RAH), an international organisation that coordinates the distribution of food and other life-saving aid worldwide, to pack and donate meals.

SU staff joined our students for an initial event on 11 May, and another one on 23 July as part of Mandela Month. A total of **50 000 meals** were packed. Of these, 10 000 were donated to the #Move4Food campaign, which assists food-insecure SU students, and 40 000 were donated to 2nd Harvest, a non-profit providing meals to the hungry and skills development to youth across South Africa.



*Figure 23: SU students and staff pack meals to make a difference in the fight against hunger.*

### 3.16 Food security intervention for West Coast schools

SU's Division for Social Impact (SI) coordinates partnership requests and participates in civil-society networks as well as multi-stakeholder initiatives. As part of these efforts, SI recently facilitated engagement between the Faculty of AgriSciences and Jala Peo, a multi-stakeholder project seeking to promote greater food security among learners in impoverished schools on the West Coast. This culminated in a one-day **aquaponics training session** at the Welgevallen experimental farm, attended by 22 teachers from West Coast primary schools. The workshop was presented by Mr Henk Stander from AgriSciences' Department of Animal Sciences. SI is currently having discussions with other SU faculties and departments to get involved in this initiative.

### 3.17 Health partnerships

CHS sports physicians and physiotherapists provided clinical services at the **sports medicine** clinic presented by SU's Institute of Sport and Exercise Medicine (ISEM) in Tygerberg Hospital on four

occasions during the period under review. This clinic is aimed at community-based athletes who qualify as state patients, giving them access to excellent sports medicine care.

CHS **physiotherapists** assisted Maties hockey, netball and rugby teams with their respective USSA campaigns. **Physician** Dr Craig Thompson assisted the Maties Rugby first team.

Maties Community Service has assisted the Faculty of Medicine and Health Sciences (FMHS) with the **placement of nursing students** as part of their training. Sites selected include Safe House Stellenbosch, Prochorus Community Development, Middelvlei Farm and Horizon House. This follows the FMHS Nursing Department's introduction of a new undergraduate training programme for nurses this year. The four-year programme is offered on Tygerberg campus and its associated distributed clinical training platform. The context of clinical practice is diverse, ranging from public-sector healthcare settings to the private healthcare sector as well as relevant learning experiences in schools, social service institutions, rehabilitation facilities and non-governmental and non-profit organisations.

### 3.18 Training community leaders

This year's training of community leaders as part of the **E'bosch initiative** has concluded, with input from SU's Social Impact Division. Altogether 25 individuals completed the course on 8 June. Participants were required to develop a proposal and budget for a development project in their respective communities, which they shared with fellow trainees on 13 July. Modules covered this year included community development, community mapping, process planning and innovation, project management, South Africa's development framework, and celebrating heritage.

## THEME 4: NETWORKED AND COLLABORATIVE TEACHING AND LEARNING

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

"In addition, the University has a holistic understanding of teaching and learning, which includes both individual and social benefits. SU's teaching practices are deeply embedded in, shaped by and responsive to the contexts in which they take place.

"These approaches shape the University as a learning organisation, enabling the emergence of learning communities among students, staff and alumni in various configurations. Networked and collaborative learning creates an environment that encourages intellectual inquisitiveness, being an essential skill for sustained critical and creative thinking."

### 4.1 Developing academics as teachers

The **Professional Educational Development of Academics (PREDAC)** programme of SU's Centre for Teaching and Learning (CTL) in the Division for Learning and Teaching Enhancement aims to enhance the professionalisation of academics as teachers in higher education through mixed-mode delivery platforms and collaborative learning spaces. On 22 May, 67 newly appointed academics from SU's ten faculties gathered at STIAS for the first interfaculty contact session of this year's six-month programme. The theme was "Teaching & learning at SU 'out of the box'". The day was designed to illustrate how learning can be fun and active, to maximise networking opportunities, and to encourage participants to reflect on their own teaching.



*Figures 24 and 25: Participants in the PREDAC interfaculty contact session on 22 May.*

In other news, applications for the annual **Teaching Excellence Awards** have opened and the process of identifying and preparing potential applicants in faculties is under way. CTL advisors assist with the compilation of teaching portfolios, and workshops are presented at faculties' request. The awards were launched after Senate adopted the report of the task team for the promotion and **recognition of teaching** in June 2015. The aim is to show institutional support for excellence in teaching and learning in higher education, to generate a cadre of academics who serve as teaching inspiration and leaders, both in their disciplines and across the institution, and to generate debate and awareness as to what teaching excellence means.

#### 4.2 Extended Degree Programme

The Extended Degree Programme (EDP) is an access pathway for students who need additional time and academic support upon starting their studies at SU. Other universities have similar initiatives. The first in a series of four **regional EDP seminars for Western Cape universities** took place at SU on 30 May. The purpose is to bring together colleagues involved in EDPs at the respective institutions to exchange ideas and practices in this field. At this first seminar, approximately 40 participants (academics and students) from SU, the University of the Western Cape (UWC), Cape Peninsula University of Technology (CPUT) and the University of Cape Town (UCT) deliberated on the **role of mentors and mentees** in EDPs.

#### 4.3 African Doctoral Academy Winter School

SU's African Doctoral Academy (ADA) held its Winter School 2019 in Stellenbosch from 1 to 12 July. A total of **400 participants** attended the **17 courses** on offer, making it the best attended winter school in the 10 years of the ADA's existence.

Presenters from South Africa (15), the USA (2), Ireland (1) and Belgium (1) facilitated workshops. SU contributed 11 presenters, which showcased our expertise to the delegates. The SU team included staff from the faculties of Arts and Social Sciences, Economic and Management Sciences, Education, and Engineering as well as the Centre for Teaching and Learning, the Centre for Learning Technologies, and the Division for Research Development.

#### 4.4 Online training for supervisors of doctoral candidates

The Centre for Research on Evaluation, Science and Technology (CREST) obtained funding from the German Academic Exchange Service (DAAD) to develop a flexible study opportunity in doctoral supervision. This course is aimed at academic staff members at African universities, particularly novice doctoral supervisors, who are interested in advancing their skills and developing networks in this field.

The highly interactive course was piloted in a **fully online format**, spanning an eight-week period last year, and involving more than **100 participants from across the continent**. Presenters and organisers achieved a very high course satisfaction rate, reflecting the success of the online design and facilitation strategies used to deliver the course content.



Two repeat offerings were scheduled for **2019**. The first was held in **May**, and the second will take place in **October**. An alumni networking event for participants will be held at SU in **November**.

#### 4.5 Hybrid modules and programmes

Using the expertise gained from developing online short courses, the Centre for Learning Technologies (CLT) is supporting faculties in designing the online components of hybrid modules and programmes. These online blocks will offer **flexible, self-paced learning opportunities** to students.

The first trial run, with Chemistry 124, proved quite successful this year. This is a so-called gatekeeper module because students cannot progress to their second year without having passed it. Chemistry 164, a version using hybrid learning, was developed and presented to students during the July recess. The mode of delivery is twofold – an online component that students can do on their own as many times as they need, supplemented by two intensive contact sessions in the recess period. This is followed by two exam opportunities. Thus students can complete their studies without having to enrol for an additional year of study.

Building on this example, a number of other hybrid modules and programmes are being developed for next year, including:

- Strategic Human Resource Management (PGDip; Faculty of Economic and Management Sciences);
- Biology 124 and Bio-informatics Honours (Faculty of Science);
- Cancer Science Research (MPhil; Faculty of Medicine and Health Sciences);
- Structures in Fire (module; Faculty of Engineering); and
- Forestry and Wood Sciences (PGDip; Faculty of Agriculture).

##### 4.5.1 Hybrid and online leadership courses for students

The Centre for Student Leadership and Structures is developing further instalments of the popular **JustLead!** hybrid-learning course after successfully presenting another offering to a total of 54 students during the first semester. Over a period of four months, students were challenged on aspects of social justice and leadership. The students were drawn from the Western Cape, Eastern Cape, KwaZulu-Natal and Gauteng, and represented higher-education and community organisations. They completed online components and had the opportunity to engage with one another and with the facilitators during contact sessions.

The Centre also presented a fully online course – the **African Leadership Development Programme** – earlier this year. The course drew participants from SU and the Cape Peninsula University of Technology as well as the universities of Johannesburg and Fort Hare. The course challenged participants to unpack and critically reflect upon the past, present and future of African leadership.

#### 4.6 Capacity development for university registrars

Following a request by the **Association for African Universities** (AAU), SU Registrar Dr Ronel Retief co-hosted a capacity development workshop for university registrars and administrators between 25 and 28 June. The four-day workshop at SU covered topics such as student records management, examinations and timetabling, graduation, and professional development. The **14 participants** included vice-chancellors, registrars and senior administrators from universities in Zimbabwe, Ghana, Malawi, Nigeria, Mauritius, Tanzania, Uganda, Kenya and South Africa.

#### 4.7 Learning and teaching by CHS

Every year, Campus Health Services (CHS) staff members teach the **public medicine module** at SU International's Summer School. Important and relevant topics such as exercise is medicine, sexual and reproductive health, domestic violence, and mental health are covered.

Drs Pierre Viviers, Craig Thompson and Jo-Anne Kirby participated in various teaching and learning activities during the second academic contact week of the **ISEM Master's degree** in Sport and Exercise Medicine. The students were also accommodated in suitable clinical programs at CHS in order to broaden their practical experience. This collaborative teaching and learning platform is a unique feature of the degree.

Dr Viviers presented to **postgraduate fellows** in Sports Medicine at Vanderbilt University in Nashville, Tennessee and Spaulding Rehabilitation Hospital in Boston. The presentations were based on research conducted at SU's ISEM.

Every alternate Friday, CHS hosts a **Journal Club**, where tutorial lectures are presented as part of continued professional development for clinical staff. Attendance is open to all staff members and the topics are on the website event calendar for CHS.

## THEME 5: RESEARCH FOR IMPACT

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

### 5.1 Latest edition of ‘Research at Stellenbosch University’

Our Division of Research Development has launched a new edition of the award-winning publication *Research at Stellenbosch University* ([click here](#) for a virtual copy). The theme of this year's edition is “Research for impact”, being one of SU's core strategic themes from our vision and strategic plan.

Each of the chapters of the publication is devoted to one of SU's **five strategic research areas**, namely (i) the natural environment, (ii) social justice and development, (iii) health and human security, (iv) human creativity and social innovation, and (v) systems and technologies for the future.

In addition, a **new lecture series** has been launched to showcase the remarkable breadth and depth of research at our institution. Titled “Forward with research impact”, the series consists of lunchtime talks by top SU researchers taking place in the University Museum on selected days during the second semester. [Click here](#) for the programme.

### 5.2 SUNScholarData launched

Over the past decade, research data management has taken on a more prominent role at higher education institutions across the world. This is primarily because research has become more data-centric. As a leading research-intensive institution, SU too has been taking the necessary steps to adopt appropriate data management practices. One of these steps is the establishment of an **institutional research data repository**, SUNScholarData, which our Library and Information Service launched on 12 August. SUNScholarData will capture, store, index, preserve and redistribute research data in a digital format. This will see a significant improvement in the traceability and accessibility of SU's research data.

### 5.3 SU-led research reveals shocking rate of plant extinctions in SA

An international team of researchers led by SU academics has confirmed the **extinction of 79 plants** in South Africa's three biodiversity hotspots – the Cape floristic region, the succulent Karoo and the Maputaland-Pondoland-Albany corridor.

According to a study published in the journal *Current Biology* in August ([click here](#) for the article), this represents a shocking **45,4% of all known plant extinctions** from ten of the world's 36 biodiversity hotspots. Biodiversity hotspots are areas that not only harbour exceptionally high numbers of endemic (unique) species, but are also under severe threat from human disturbance. South Africa is home to three of these hotspots, which is remarkable for a relatively small country.

Led by Prof Jaco le Roux and Dr Heidi Hirsch from SU's [Centre for Invasion Biology \(CIB\)](#), the team of researchers analysed a comprehensive dataset of 291 plant extinctions since the year 1700 in ten biodiversity hotspots and six coldspots (such as England, Germany and Russia). (While relatively low in endemism compared to hotspots, coldspots also experience a high rate of habitat loss, warranting their inclusion in conservation efforts.) Together, the areas studied cover approximately 15% of the earth's land surface.

The main drivers for extinction in South Africa were found to be **agriculture** (49,4%), **urbanisation** (38%) and **invasive species** (22%). In their paper, the researchers emphasised that biodiversity loss and climate change were the biggest threats facing humanity.

#### 5.4 SharkSafe Barrier™ tested at popular beach resort overseas

Shark deterrent technology developed by a team from SU is now being tested off the coast of Réunion Island in the Indian Ocean. The SharkSafe Barrier™ is said to be the **most advanced shark-specific deterrent technology** currently available that keeps surfers and swimmers safe without injuring or killing sharks and other marine animals. ([Click here](#) for a video.)

Over the past seven years, the technology has been developed by SU's **Dr Sara Andreotti** and **Prof Conrad Matthee**, in collaboration with well-known conservationist Michael Rutzen, Dr Craig O'Connell from the United States, and South African coastal engineer Laurie Barwell.

The team combined two well-known aspects of shark biology – their natural dislike of dense **kelp forests**, and their sensitivity to **magnetic fields** – to come up with a barrier that will physically separate sharks and people from one another. The barrier consists of several rows of staggered high-density polyethylene pipes that are positioned a metre apart on the sea bed to imitate a dense kelp forest. The ocean-facing row contains large ceramic magnets, creating a strong magnetic field to further deter the sharks from entering.

The concept was piloted and tested in the stormy waters of **Gansbaai**, regarded as the mecca of great white sharks in South Africa. During the two years of trials, not a single shark entered the artificially created kelp barrier of 169 m<sup>2</sup>, even though tempted with fish bait and chum.

In 2014, the SharkSafe Barrier™ was commercialised with the help of SU's technology transfer company, Innovus. In 2017, Dr Andreotti was approached by Réunion's Shark Risk Management Centre to test their invention on the bull sharks found in the Indian Ocean.

Earlier this year, a 100 m<sup>2</sup> barrier was installed off the coast of **Saint-Paul**. Twice a week, chum and fish bait is released in the middle of the installation by Réunion researchers to lure the sharks. The structure has already formed an artificial reef and become a refuge for local fish. To date, however,



*Figure 26: In 2012, an extremely rare species of vygie, Jordaniella anemoniflora, was declared extinct in the wild, having lost the battle against sprawling urbanisation and coastal development around Strand, Macassar and Hermanus. (Photo: Abu Shawka. Wikimedia Commons.)*

no sharks have approached the enclosure. The field test will be completed after the Réunion team has recorded interactions with at least 20 bull sharks.

The SharkSafe team is currently working on improving the robustness of the barrier by adapting the **anchorage system** to better secure the pipes on sandy sea beds. It then needs to be exposed to real sea conditions one more time.

## 5.5 IDASA collection entrusted to SU

SU has officially acquired the manuscript collection of the Institute for Democratic Alternatives in South Africa (IDASA), an organisation that played a key enabling role in the run-up to South Africa's political transition in 1994.

The acquisition was made possible through the financial support of the Swiss Confederation. It was handed over by Switzerland's ambassador to South Africa, Her Excellency Ms Helene Budliger Artieda, during a ceremony at the SU Library on 20 June. Other dignitaries at the event included Dr Roelf Meyer and the ambassadors of Argentina, Ecuador, Lithuania, Portugal and Peru.

The IDASA manuscript collection contains unique photographs, manuscripts and other material depicting South Africa's political history in the 1980s and early 1990s, and will be **of great benefit to researchers and students**. It complements other, similar collections held in the Library, such as the [Frederik Van Zyl Slabbert collection](#).



*Figure 27: The Swiss ambassador to South Africa (left) and a photographer inspect parts of the IDASA collection.*

In line with the Library's mandate to preserve documentary heritage and make it available for research, the IDASA collection has been sorted and an inventory of the collection created. This means that the physical collection is ready to be used by researchers. Some of the items in the collection have been digitised, and are [available online](#) in the Library's digital heritage repository, [SUNDigital Collections](#). More digitised items will be added in future.

## THEME 6: EMPLOYER OF CHOICE

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

### 6.1 External review of Human Resources

Following the finalisation of the terms of reference for an external review of the Human Resources (HR) Division, a closed tender process was initiated and **Korn Ferry**, a global consulting firm, was appointed to conduct the exercise. The review commenced on 19 August. As reported previously, all

HR processes, procedures, policies, practices, staff, staff competencies, workloads and staff placements will be subjected to scrutiny.

## 6.2 Employment equity

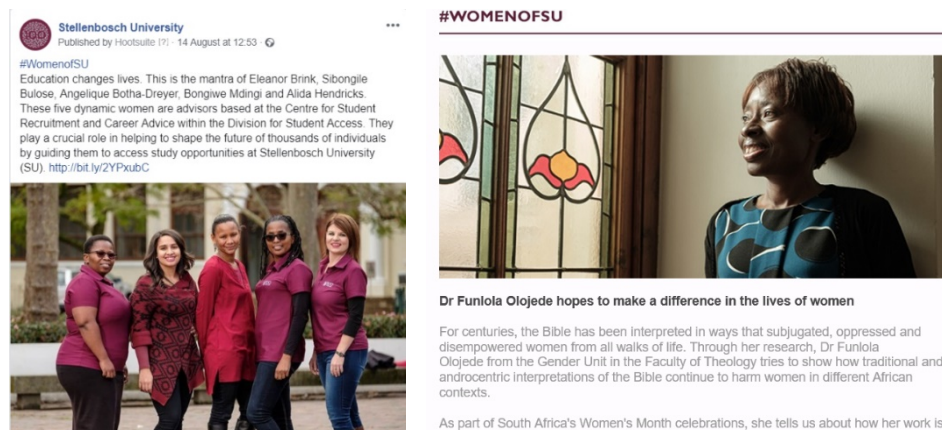
The process of aligning each SU environment's employment equity targets with staff plans continues. The targets are signed off immediately after each consultation and will inform the institutional employment equity plan to be submitted to the Department of Labour later this year.

## 6.3 Women of SU

To mark Women's Month, CCD again launched the annual **#WomenofSU** campaign. The purpose of the campaign, which kicked off on 1 August, is to showcase women at our institution. For 2019, the campaign focused on:

- female staff in PASS environments such as SU International, the Client Contact Centre and the Centre for Student Recruitment and Career Advice who work with SU's external stakeholders; and
- female academics involved in gender-based research or projects that have a positive impact on women.

Extracts from the campaign as it rolled out on SU's social media platforms, website and in the electronic newsletter appear below:



Figures 28 and 29: Extracts from the #WomenofSU integrated communication campaign during Women's Month

Some of the articles by SU authors that appeared in the external media during Women's Month are as follows:

- Prof Amanda Gouws: [Little is left of the feminist agenda that swept South Africa 25 years ago](#) (*The Conversation*, 5 August)
- Prof Nuraan Davids: [Army must uphold constitutional values](#) (*Mail and Guardian*, 8 August)
- Carli van Wyk: [No challenge too insurmountable for women](#) (*Eikestadnuus*, 8 August)
- Dr Elisabet le Roux: [Women experience oppression differently. Our response must be nuanced](#) (*News24*, 9 August)
- Dr Funlola Olojede: [Women's Day is all well and good but women are still undermined](#) (*Cape Argus*, 9 August)
- Prof Michael le Cordeur: [Gesoeek: 'n Vrou om ons te red](#) (*Eikestadnuus*, 15 August)
- Dr Azille Coetzee: ['Big little lies': Fantasie, seks deur die prettig-feministiese lens](#) (*Vrye Weekblad*, 23 August)

## 6.4 Senior appointments

Dr Kelebogile Choice Makhetha took up her position as the new **Senior Director: Student Affairs** on

1 August ([click here for more information](#)), Prof Mbulungeni Madiba started as the new **Dean: Education** on 1 September ([click here](#)), and Ms Nicolette van den Eijkel has been reappointed as **Chief Director: Facilities Management** for another five-year term, effective 1 January 2020. The SU Museum has appointed **Dr Mosa Phadi** as programme manager of the Ubuntu Dialogues, a three-year collaborative project between SU and Michigan State University, with funding from the Andrew W Mellon Foundation.

## 6.5 Staff Assembly

The second staff assembly of the year took place on **27 August**. It was held in the Adam Small Theatre Complex on our Stellenbosch campus and was livestreamed over the internet to staff who could not attend, including those on our other campuses.

Management briefed staff members on a range of important developments at our institution since the last meeting in February. These included the fire at Huis ten Bosch, incidents in student communities, the controversial article on race and cognition, the launch of the SU School for Data Science and Computational Thinking, progress with the implementation of our vision and strategic plan, optimally positioning the SU brand, systems renewal (SUNFin and SUNStudent), and priorities identified at our Executive Planning Forum in July.

Staff were also afforded an opportunity to ask questions, and the latest SU publications were made available (the *Integrated Annual Report 2018*, *Matieland*, the *SU Corporate Profile and Research at Stellenbosch University 2018*). [Click here](#) for a news report about the staff assembly that appeared on the SU website, and [here](#) for a video.

## 6.6 Transformation competencies for staff members

Since the beginning of the year, 458 staff members have participated in 31 sessions of HR's **Siyakhula diversity capacity development programme**. Themes include modern racism, institutional culture, mediation, conflict resolution, empathy, the threat of stereotyping, and sexual harassment.

The concerted efforts of leaders in specific departments and divisions deserve special mention. Staff from the departments of Civil Engineering, Economics, Sport Science, the Faculty of Law, Maties Sport and the Rectorate in particular recorded high participation numbers. The session content and facilitation have received positive reviews: All staff who completed the feedback survey indicated that they would recommend the programme to colleagues, and 81% indicated that they subsequently discussed the content with colleagues or students outside the session.

In addition, 24 staff members completed the three-day Siyakhula "Embracing the New Normal" training in June. Participants included academic and PASS staff members from various divisions and departments. Training content included decolonisation, modern racism, disability, sexism, sexual harassment and gender fluidity within the context of SU's aspiration of becoming a more inclusive and enabling institution.

One participant commented: "It made me want to continue the discussion beyond the three days, and was an awakening of sorts. It made me want to learn more to make a positive contribution to change in my environment". The next steps in further expanding the programme will include the training of more staff facilitators and improving access to centralised sessions.

## 6.6 Enhancing staff wellbeing

A **comprehensive strategy for staff health and wellbeing**, which will support this important institutional priority, is being developed and will soon be discussed in all SU environments. It is being compiled in close collaboration with Campus Health Services and other relevant stakeholders.

Existing and ongoing staff wellbeing initiatives at SU include the following:

- Employee Assistance Programme (EAP) – Continuous emotional and advisory support services are rendered to staff struggling with interpersonal conflict, divorce, substance abuse, medical disability, trauma and bereavement. The need for the EAP and psychological, psychiatric and occupational therapeutic services in the workplace is increasing.
- Staff Enhancement Programme (SEP) – In the reporting period, the following workshops were conducted as part of the SEP: introducing new staff to employee wellness (attended by 100 staff members), supervisory training (12), building effective relationships in the workplace (16) and sensible money management (20).

## 6.7 Health promotion

As part of ongoing efforts to improve the health and wellbeing of employees, professional staff from CHS published a number of **health-related articles** on the SU website on such topics as mental health, ergonomics in the workplace, a world free of tobacco, heart rhythm, men’s health, and high blood pressure. During May, Women’s Health Month, the focus was on iron-deficiency anaemia, a condition affecting significant numbers of women. Besides providing routine testing for iron deficiency, CHS also distributed information widely. Although the distribution of self-administering mental health questionnaires (for anxiety and depression) has increased steadily, uptake remains very low.

## 6.8 Leadership and management development

Our HR Division continues to offer leadership and management development courses for line managers at various levels. In the reporting period:

- 35 line managers attended HR workshops on a range of topics, including financial management and human resources management;
- six line managers from the Faculty of AgriSciences attended a workshop on design thinking, which was facilitated by Prof Daniel Malan, the director of the Centre for Corporate Governance in Africa at the University of Stellenbosch Business School (USB); and
- 21 senior line managers participated in a conversation on systems thinking as an alternative approach to intellectual processing, which was led by Dr Morne Mostert, the director of USB’s Institute for Futures Research.

## CONCLUSION

Colleagues, although our country and University face many challenges, we should not give up or become despondent. We owe it to current and future generations to persevere for the sake of the common good. At the same time, we are making good progress on many fronts at SU. Let us keep up the momentum and continue to be guided by the University’s values of excellence, compassion, equity, respect and accountability in everything we do.



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

## ADDENDUM: OP-EDs & COLUMNS

Opinion editorials (28 May to 2 September 2019)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Dr Njeri Mwangi	Institute for Futures Research	How can Africa indigenise capitalism?	<a href="#">The Star</a> (28 May)
Prof Juliana Claassens	Old & New Testament	Connecting with centuries-old stories about women's painful struggles	<a href="#">The Conversation</a> (28 May)
Prof Johann Kirsten	Bureau for Economic Research	Unravelling the complexities of land reform in South Africa	<a href="#">Daily Maverick</a> (29 May)
Prof Nick Vink	Agricultural Economics		
Prof Lesley le Grange	Curriculum Studies	How controversial "racist" research opens door for a decolonisation drive	<a href="#">The Conversation</a> (29 May)
Dominique Fuchs	BA (Humanities) student	Millenniers: Ons is nie almal ondankbaar, selfbehep nie	<a href="#">Netwerk24</a> (30 May)
Prof André Roux	SU Business School	Optimism at odds with reliance on state for job growth	<a href="#">Business Live</a> (30 May)
Prof Mark Swilling & Amanda Gcanga	Centre for Complex Systems in Transition	Ramaphosa's New Dawn is here — but what it will take to bring the civil service back to life?	<a href="#">Daily Maverick</a> (30 May)
Andrew Boraine	Western Cape Economic Development Partnership		
Heinrich Anderson	BCom student	'n Paar uur saam met iemand wat op straat woon	<a href="#">Netwerk24</a> (30 May)
Dr Morné Mostert	Institute of Futures Research	Africa has great potential to shape fifth industrial revolution	<a href="#">Business Live</a> (31 May)
Prof Aslam Fataar	Education Policy Studies	Reimagining Imam Abdullah Haron's path of shahadah (bearing witness) in the quest for justice and dignity	<a href="#">Muslim Views</a> (6 Jun)
Prof Thuli Madonsela	Social Justice	The SA we want	<a href="#">City Press</a> (2 Jun)
Dr Cornelis van der Lugt	SU Business School	Importance of aligning reporting standards for effective oversight	<a href="#">Business Live</a> (3 Jun)
Prof Manie de Klerk	SU Business School	NHI is a funding model masquerading as a delivery system	<a href="#">Business Live</a> (4 Jun)
Leandri Louw	BA (Music) student	Ekskuus van die jonges aan die oues	<a href="#">Netwerk24</a> (4 Jun)
Dr Jeanette de Klerk-Luttig	Unit for Moral Leadership	Onderwys: die ANC-regering se grootste mislukking die afgelope 25 jaar	<a href="#">LitNet</a> (4 Jun)
Mart-Marié Serfontein	BA (Law) student	'Ons gaan nooit goed genoeg vir julle wees nie'	<a href="#">Netwerk24</a> (4 Jun)
Dr Amanda Brand	Centre for Evidence-based Health Care	Pollution and its effects	<a href="#">Cape Argus</a> (5 Jun)
Dr Patrick Katoto	Catholic University of Leuven		
Elsa Richter	Postgraduate Diploma (Marketing) student	Die tye het verander, Oupa!	<a href="#">Netwerk24</a> (5 Jun)
Dr Alanna Rebelo & Courtney Morris	Conservation Ecology & Entomology	Financial incentives could spur cities and land owners to protect wetlands	<a href="#">The Conversation</a> (5 Jun)
Prof Lizette Rabe	Journalism	'Dis oukei vir 'n dokter om nie oukei te wees nie'	<a href="#">Netwerk24</a> (5 Jun)
Tamunodein Princewill	BA (International Studies) student	'Ons is nie lui nie, ons hou net van dink'	<a href="#">Netwerk24</a> (6 Jun)
Eduan Beukman	BAcc LLB student	'Help ons om die aarde te red'	<a href="#">Netwerk24</a> (6 Jun)
Emily O'Ryan	BAHons (Political Science) student	Generasie Z: Ons is té gespanne vir ons ouderdom	<a href="#">Netwerk24</a> (6 Jun)
Prof Nuraan Davids	Education Policy Studies	Make democracy come alive at schools	<a href="#">Mail &amp; Guardian</a> (7 Jun)
Anke van der Merwe	BAHons (Journalism) student	Sosiale media nie die vyand nie	<a href="#">Netwerk24</a> (7 Jun)



<b>AUTHOR</b>	<b>FROM (environment or division)</b>	<b>HEADLINE</b>	<b>PUBLICATION (click for article)</b>
Anmari Meiring	BA (Social Work) student	'Ons land is gebreek, stukkend en gewond'	<a href="#">Netwerk24</a> (7 Jun)
Dr Jeanette de Klerk-Luttig	Unit for Moral Leadership	Oorlewing of omgee?	<a href="#">Die Burger</a> (8 Jun)
Reynard Marx	BEng (Industrial Engineering) student	Pasop om Ramaphosa te onderskat	<a href="#">Netwerk24</a> (11 Jun)
Prof Dion Forster	Systematic Theology and Ecclesiology University of Alabama	"Worthy women": Sexual bargaining for a place in utopia – or dystopia?	<a href="#">Counterpoint</a> (11 Jun)
Sunelle Stander			
Anmari Meiring	BA (Social Work) student	Sit neer jou voet en gesels met jou kind	<a href="#">Netwerk24</a> (13 Jun)
Dr Luke Metelerkamp	Centre for Complex Systems in Transition & Rhodes University	Youth want to farm, but not as slave labour	<a href="#">Mail &amp; Guardian</a> (14 Jun)
Dr Gustav Hendrich	History	Russian rises once more	<a href="#">Weekend Argus</a> (15 Jun)
Carli van Wyk	LLB student	A challenge to the youth to be dauntless in the face of SA's problems	<a href="#">News24</a> (16 Jun)
Tian Alberts	LLB student	Jonges moet met oplossings kom	<a href="#">Rapport</a> (16 Jun)
Dr Tristen Taylor Delme Cupido	Philosophy Open Society Initiative for Southern Africa	Drought drives Karoo to collapse	<a href="#">Sunday Times</a> (16 Jun)
Adam Cruise	PhD (Environmental Philosophy) student	Elephant Holocaust: Africa's giants are losing ground faster than ever	<a href="#">Journal of African Elephants</a> (18 Jun)
Prof Michael le Cordeur	Curriculum Studies	Afwesige pa's kortwiek jeug	<a href="#">Netwerk24</a> (19 Jun)
Luke Waltham	BA (Law) student	#PrideMonth: Being bisexual is not a phase, and not a choice	<a href="#">IOL</a> (19 Jun)
Nicola Spingies	BA (Language & Culture) student	Dit gaan oor meer as net 'n papierstrootjie ...	<a href="#">Netwerk24</a> (19 Jun)
Prof Thuli Madonsela	Social Justice	Instilling ethics in future leaders	<a href="#">Financial Mail</a> (20 Jun)
Marisa de Kock	BCom student	Dis okay om nie altyd okay te wees nie ...	<a href="#">Netwerk24</a> (20 Jun)
Dr Chris Jones	Unit for Moral Leadership	Democracy still rules – for now	<a href="#">Mail &amp; Guardian</a> (21 Jun)
Leandri Louw	BA (Music) student	Het ons van Mandela se drome vir SA vergeet?	<a href="#">Netwerk24</a> (21 Jun)
Dr Ilana van Wyk	Sociology and Social Anthropology	How Pentecostalism explains Jacob Zuma's defiance and lack of shame	<a href="#">The Conversation</a> (25 Jun)
Prof Suzette Viviers, Dr Nadia Mans-Kemp & Lizelle Coetzee	Business Management	Environmental, social and governance issues also an investor issue	<a href="#">Business Live</a> (25 Jun)
Prof George Claassen	Journalism	Science denialism is a litmus test for quality journalism	<a href="#">News24</a> (25 Jun)
Dominique Fuchs	BA (Humanities) student	'Ek droom van 'n SA sonder plaasmoorde'	<a href="#">Netwerk24</a> (26 Jun)
Dr Jeanette de Klerk-Luttig	Unit for Moral Leadership	Education: Biggest failure of ANC government past 25 years	<a href="#">News24</a> (26 Jun)
Tian Alberts	LLB student	Dís hoe ons armoede halveer teen 2039	<a href="#">Netwerk24</a> (26 Jun)
Shaznay Henney	BA (Social Dynamics) student	Hoe keer ons dat werkloos, moedeloos word?	<a href="#">Netwerk24</a> (26 Jun)
Mart-Marié Serfontein	BA (Law) student	Gaan SA oor 20 jaar nog staan?	<a href="#">Netwerk24</a> (27 Jun)
Prof Theo Veldsman	SU Business School & University of Johannesburg	Higher education institutions need to face up to the future	<a href="#">Mail &amp; Guardian</a> (28 Jun)
Prof Anton van Niekerk	Philosophy	Dink meer inklusief oor identiteit	<a href="#">Die Burger</a> (29 Jun)
Doris Viljoen	Institute for Futures Research	Education: back to the drawing board	<a href="#">Sunday Times</a> (30 Jun)

<b>AUTHOR</b>	<b>FROM (environment or division)</b>	<b>HEADLINE</b>	<b>PUBLICATION (click for article)</b>
Prof Desmond Painter	Psychology	Hoor my lied	<a href="#">Rapport</a> (30 Jun)
Prof Thuli Madonsela	Social Justice	Confronting the past	<a href="#">City Press</a> (30 Jun)
Herschelle Benjamin	Master's student (Drama and Theatre Studies)	Ons móét praat oor klimaat	<a href="#">Netwerk24</a> (1 Jul)
Carla Visagie	BA (Humanities) student	Cyril, kom ons los eerder die slim stad en die sneltrein ...	<a href="#">Netwerk24</a> (1 Jul)
Prof Mark Swilling	Centre for Complex Systems in Transition	Gloom the theme of Davos conversations	<a href="#">New Agenda</a> (1 Jul)
Dr Renata Schoeman	SU Business School	Is your boss a psychopath?	<a href="#">Cape Argus</a> (3 Jul)
Lia Snijman	BAHons (Journalism) student	Decolonise education — by including Afrikaans	<a href="#">Daily Maverick</a> (7 Jul)
Eduan Beukman	BAcc LLB student	SA kort 'n jeugminister	<a href="#">Netwerk24</a> (9 Jul)
Karen Truter	Master's student (Agronomics)	'So, hoekom is jy nog single?'	<a href="#">Netwerk24</a> (10 Jul)
Carla Visagie	BA (Humanities) student	Dis nie maklik om te boer nie	<a href="#">Netwerk24</a> (10 Jul)
Dr Luke Metelerkamp	Centre for Complex Systems in Transition & Rhodes University	For success, train families not farmers	<a href="#">Bizcommunity</a> (12 Jul)
Prof Mark Swilling, Dr Nina Callaghan & Dr Robyn Foley	Centre for Complex Systems in Transition	South African probe into corruption awaits a star witness — Jacob Zuma	<a href="#">The Conversation</a> (12 Jul)
Ané Havenga	BCom Law student	Sien jy kans om jou kinders in SA groot te maak?	<a href="#">Netwerk24</a> (12 Jul)
Marisa de Kock	BCom student	'n Dag kan jou lewe verander	<a href="#">Netwerk24</a> (12 Jul)
Mart-Marié Serfontein	BA (Law) student	Pasop vir 'n man wat 'n graad én 'n vrou soek ...	<a href="#">Netwerk24</a> (12 Jul)
Dr Kim Wale	Historical Trauma and Transformation	Embracing our legacy	<a href="#">Weekend Argus</a> (13 Jul)
Dr Tristen Taylor	Philosophy	Mogoeng's 'sifting mechanism' is not appropriate for a democratic country	<a href="#">Sunday Times</a> (14 Jul)
Prof Peter Weingart	Bielefeld University & Centre for Research on Evaluation, Science and Technology (CREST)	THE World Reputation Rankings 2019: the dizzying effect of spin	<a href="#">Times Higher Education</a> (17 Jul)
Prof Nico Koopman	Vice-Rector: Social Impact, Transformation and Personnel	Mandela was neither saint nor sell-out	<a href="#">The Star</a> (17 Jul)
Emily O'Ryan	BAHons (Political Science) student	Wat van 'n jeugparlement?	<a href="#">Netwerk24</a> (17 Jul)
Prof Lindy Heinecken	Sociology and Social Anthropology	The army is being used to fight Cape Town's gangs. Why it's a bad idea	<a href="#">The Conversation</a> (17 Jul)
Tamunodein Princewill	BA (International Studies) student	Gee die jeug 'n kans	<a href="#">Netwerk24</a> (18 Jul)
Dr Wilhelm Verwoerd	Historical Trauma and Transformation	Wilhelm Verwoerd: Reconciliation requires more than 'tea with Madiba'	<a href="#">News24</a> (18 Jul)
Dr Chris Jones	Unit for Moral Leadership	Mandela taught us to forgive but to never forget	<a href="#">News24</a> (18 Jul)
Dr Chris Jones	Unit for Moral Leadership	Wanneer die wolwe wen	<a href="#">Rapport</a> (21 Jul)
Prof Desmond Painter	Psychology	Die dag toe Johnny Clegg jou naam geroep het	<a href="#">Rapport</a> (21 Jul)
Dr Laetitia Olivier	Strategic Studies	South Africa's soldiers won't end gang violence. A co-ordinated plan might	<a href="#">The Conversation</a> (23 Jul)
Prof Wim de Villiers	Rector and Vice-Chancellor	Big data a game-changer for universities	<a href="#">Mail &amp; Guardian</a> (25 Jul)
Wianda Gilliland	BAHons (Journalism) student	Instagram: Die storie is besig om suur te word	<a href="#">Netwerk24</a> (26 Jul)
Dr Wim Delva	School for Data Science and Computational Thinking	How data science in and for Africa can blaze new trails	<a href="#">The Conversation</a> (28 Jul)

Dr Alanna Rebelo Dr Tony Rebelo	Conservation Ecology and Entomology SA National Biodiversity Institute	Cape Nature is in dire straits	<a href="#">Weekend Argus</a> (28 Jul)
Eduan Beukman	BAcc LLB student	Die nuwe, vroulike 007 en Trump	<a href="#">Netwerk24</a> (30 Jul)
Prof Wim de Villiers	Rector and Vice-Chancellor	Die toekoms is reeds hier	<a href="#">Die Burger</a> (1 Aug)
Henriette Scholtz	School of Accountancy	Holding out and why it's a problem	<a href="#">Accountancy SA</a> (1 Aug)
Karin Cronje	Music	The harmony of phi space	<a href="#">Visi</a> (1 Aug)
Julie Nxadi	English	A kitchen, a sunroom, and a thousand days	<a href="#">Visi</a> (1 Aug)
Prof Daniel Malan	Centre for Corporate Governance in Africa	If rot starts at the top, so too must hope begin with leadership	<a href="#">Mail &amp; Guardian</a> (5 Aug)
Ashwin Thyssen	Master's student (Theology)	Queer-fobie: Beskerm ons regte!	<a href="#">Netwerk24</a> (5 Aug)
Prof Christo Thesnaar	Practical Theology and Missiology	The 'divine discomfort' needed to lift SA out of its state of frozenness	<a href="#">News24</a> (5 Aug)
Prof Amanda Gouws	Political Science	Little is left of the feminist agenda that swept South Africa 25 years ago	<a href="#">The Conversation</a> (5 Aug)
Prof Johann Kirsten	Bureau for Economic Research	Practical steps for a radical but sustainable redistribution of land	<a href="#">Business Day</a> (7 Aug)
Mphumzi Mdekazi	Political Science	Why inequality is a political choice	<a href="#">Cape Argus</a> (7 Aug)
Prof Suzette Viviers & Johan Steyn	Business Management	Being truly responsible investors — and telling the world about it — would set asset managers apart	<a href="#">Business Live</a> (8 Aug)
Prof Nuraan Davids	Education Policy Studies	Army must uphold constitutional values	<a href="#">Mail &amp; Guardian</a> (8 Aug)
Dr Elisabet le Roux	Unit for Religion and Development Research	Women experience oppression differently. Our response must be nuanced	<a href="#">News24</a> (8 Aug)
Dr Funlola Olojede	Beyers Naudé Centre for Public Theology	Women still undermined	<a href="#">Cape Argus</a> (8 Aug)
Carli van Wyk	LLB student	No challenge too insurmountable for women	<a href="#">Eikestadnuus</a> (8 Aug)
Deidre Samson	Institute for Futures Research	Agile in a future world of work	<a href="#">Eikestadnuus</a> (8 Aug)
Prof André Roux	SU Business School	Only a continental education makeover will deliver Africa's demographic dividend	<a href="#">Sunday Times</a> (11 Aug)
Dr Chris Jones	Unit for Moral Leadership	Hoe leef jy as jy nie werk?	<a href="#">Rapport</a> (11 Aug)
Prof Michael Kahn	CREST	Political intervention must drive SA's science innovation	<a href="#">Daily Maverick</a> (12 Aug)
Dr Patrick Okonkwo	Civil Engineering	South Africa's construction industry could become safer. Here's how	<a href="#">The Conversation</a> (12 Aug)
Luke Waltham	BA (Law) student	We are desperate for a strong SRC in Stellenbosch	<a href="#">News24</a> (13 Aug)
Dr Ross Anthony	Centre for Chinese Studies	Hong Kong at the crossroads as China ramps up propaganda	<a href="#">Daily Maverick</a> (14 Aug)
Prof Lindy Heinecken	Sociology and Social Anthropology	Soldiers won't stem gang violence because South Africa's army is in a sorry state	<a href="#">The Conversation</a> (15 Aug)
Prof Johann Kirsten	Bureau for Economic Research	If you want land reform, make it easy with nudges and incentives	<a href="#">Business Day</a> (16 Aug)
Prof Michael le Cordeur	Curriculum Studies	Gesoek: 'n Vrou om ons te red	<a href="#">Netwerk24</a> (17 Aug)
Prof Thuli Madonsela	Social Justice	Tribe on a quest for social justice	<a href="#">City Press</a> (18 Aug)

Karen Truter	Master's student (Agronomics)	Laat jou innerlike kind uitkom	<a href="#">Netwerk24</a> (19 Aug)
Roxanne Mooneys	BAHons (Journalism) student	Vrouemaand: Hoekom is ons so bang om ons stemme te laat hoor	<a href="#">Netwerk24</a> (19 Aug)
Dominique Fuchs	BA (Humanities) student	Dis moeilik om 'n feminis te wees	<a href="#">Netwerk24</a> (20 Aug)
Lia Snijman	BAHons (Journalism) student	Aanvaar Afrika(ans) aan die US	<a href="#">LitNet</a> (20 Aug)
Lia Snijman	BAHons (Journalism) student	Spot maar oor BA – julle kan nie sonder ons nie	<a href="#">Netwerk24</a> (22 Aug)
Prof Jaco le Roux Drs Florencia Yannelli & Heidi Hirsch Prof José María Iriondo Alegria Prof Marcel Rejmánek Maria Loreto Castillo	Macquarie University Centre for Invasion Biology Rey Juan Carlos University University of California Centre for Invasion Biology	Plants are going extinct up to 350 times faster than the historical norm	<a href="#">The Conversation</a> (22 Aug)
Jane Wiltshire	African Wildlife Economy Institute	Rhino horn trade – designing a sales mechanism should international trade become legal	<a href="#">Africa Geograhic</a> (22 Aug)
Dr Lieketseng Ned	Centre for Rehabilitation Studies	Include indigenous knowledge and cultures in the curriculum to improve health	<a href="#">Mail &amp; Guardian</a> (23 Aug)
Jean-Marie Potgieter	PhD (Theoretical Syntax) student	Ek het uit die kas geklim en dis okay	<a href="#">Netwerk24</a> (23 Aug)
Dr Azille Coetzee	Political Science	'Big little lies': Fantasie, seks deur die prettig-feministiese lens	<a href="#">Vrye Weekblad</a> (23 Aug)
Prof Johann Kirsten	Bureau for Economic Research	Donations to land reform fund will take burden off farmers	<a href="#">Business Day</a> (23 Aug)
Prof Nuraan Davids	Education Policy Studies	Disregard for religious diversity	<a href="#">City Press</a> (25 Aug)
Dr Chioma Ohajunwa	Centre for Rehabilitation Studies	How a rural community hopes to retain spiritual life undermined by western ways	<a href="#">The Conversation</a> (26 Aug)
Dr Tasneemah Cornelissen-Nordien	Social Work	Translating policy into service provision	<a href="#">Cape Argus</a> (27 Aug)
Prof Stella Viljoen	Visual Arts	'Invasion': an exhibition that presents an artist's healing touch	<a href="#">The Conversation</a> (27 Aug)
Emily O'Ryan	BAHons (Political Science) student	Maak 'n verskil aan huiswerkers se lewe	<a href="#">Netwerk24</a> (28 Aug)
Mart-Marié Serfontein	BA (Law) student	Theresa en Hillary: Moenie vroue oor die glaskrans stoot nie	<a href="#">Netwerk24</a> (28 Aug)
Dr Lee-Ann Steenkamp	SU Business School	South African taxpayers will bear the brunt of National Health Insurance	<a href="#">The Conversation</a> (29 Aug)
Prof Johann Kirsten	Bureau for Economic Research	Bring in the bean counters to work out viable budgets for land reform	<a href="#">Business Day</a> (30 Aug)
Prof Thuli Madonsela	Social Justice	CR17-veldtog is misleidingsaksie, sê Thuli	<a href="#">Vrye Weekblad</a> (30 Aug)
Prof Michael le Cordeur	Curriculum Studies	Hoe dink ons oor vroue?	<a href="#">Netwerk24</a> (30 Aug)
Prof Stella Viljoen	Visual Arts	On feminism and the art of 'looking back'	<a href="#">News24</a> (31 Aug)
Dr Azille Coetzee	Political Science	Hou op namens my haat saai	<a href="#">Rapport</a> (1 Sep)

## Columns (28 May to 2 September 2019)

<b>AUTHOR</b>	<b>FROM (environment or division)</b>	<b>HEADLINE</b>	<b>PUBLICATION (click for article)</b>
Prof Johan Fourie	Economics	Why you'd want to be the neighbour of an African president	<a href="#">Finweek</a> (6 Jun)
		Why South Africans are emigrating – and what to do about it	<a href="#">Finweek</a> (20 Jun)
		Why the series you binge-watch could affect the next election	<a href="#">Finweek</a> (4 Jul)
		Die vele probleme van mans	<a href="#">Rapport</a> (21 Jul)
		Do financial analysts add value?	<a href="#">Finweek</a> (15 Aug)
		The real (and unaccounted) costs of coal power	<a href="#">Finweek</a> (26 Aug)
Prof Amanda Gouws	Political Science	Getalle bepaal nie dié gelykheid	<a href="#">Netwerk24</a> (4 Jun)
		Help die vroue in die landbou	<a href="#">Netwerk24</a> (18 Jun)
		SANW kan gerus hijab-debat volg	<a href="#">Die Burger</a> (2 Jul)
		Wat is politieke inkorrektheid?	<a href="#">Die Burger</a> (16 Jul)
		Is daar nog iets soos moraliteit?	<a href="#">Netwerk24</a> (30 Jul)
		Toni Morrison se lesse ook vir SA	<a href="#">Netwerk24</a> (13 Aug)
Prof Jonathan Jansen	Educational Psychology	Só kan ons nie 'n nasie bou nie	<a href="#">Die Burger</a> (27 Aug)
		When we let religion into public institutions, we play with fire	<a href="#">Times Live</a> (30 May)
		Act of scandalous grace is just what we need in troubled times	<a href="#">Times Live</a> (6 Jun)
		Pupils to pass even if they fail? SA's schooling goes from bad to worse	<a href="#">Times Live</a> (13 Jun)
		There's nothing like a second mother's love	<a href="#">Times Live</a> (20 Jun)
		Specialist degrees are worthless - kids need to learn on the job	<a href="#">Times Live</a> (27 Jun)
		SA is a nation of whiners – it's about time we were problem solvers	<a href="#">Times Live</a> (4 Jul)
		How to stop your child's curiosity being killed by school	<a href="#">Times Live</a> (11 Jul)
		Angry? See a shrink, don't burn books and ruin someone's future	<a href="#">Times Live</a> (18 Jul)
		Dire learning: SA varsities are mob-run quasi-welfare organisations	<a href="#">Times Live</a> (25 Jul)
		Cape Town is stuck in apartheid. It's an ugly blot on a beautiful city	<a href="#">Times Live</a> (1 Aug)
		Stop wailing about your degree – here are 10 hard facts for the jobless	<a href="#">Times Live</a> (8 Aug)
		Unisa has a race problem: if you're black, promotion's a walk in the park	<a href="#">Times Live</a> (15 Aug)
		Poor township schools will miss out on Cyril's tech revolution	<a href="#">Times Live</a> (22 Aug)
The Alice cow killings ring alarm bells about SA's moral crisis	<a href="#">Times Live</a> (29 Aug)		

Mercy Kannemeyer	Master's student (Drama and Theatre Studies)	Oor politieke (in)korrektheid, sensuur, haatspraak en vryheid van assosiasie	<a href="#">Vrye Weekblad</a> (14 June)
		Van generasie tot generasie	<a href="#">Vrye Weekblad</a> (26 Jul)
Prof Nico Koopman	Vice-Rector: Social Impact, Transformation and Personnel	Dié arrogansie en hoogmoed vernietig ons	<a href="#">Die Burger</a> (5 Jun)
		Heimwee help bou aan nuwe samelewing	<a href="#">Die Burger</a> (12 Jun)
		Ons durf nie doemprofete reg bewys nie	<a href="#">Die Burger</a> (3 Jul)
		Só oorkom ons geweld in ons samelewing	<a href="#">Netwerk24</a> (10 Jul)
		God is beslis nie anders nie, maar wel meer	<a href="#">Netwerk24</a> (31 Jul)
		Sorg só dat die samelewing nie inplof nie	<a href="#">Die Burger</a> (7 Aug)
		Op elke mens staan geskryf: 'Breekbaar'	<a href="#">Netwerk24</a> (28 Aug)
Prof Reggie Nel	Dean: Theology	Ware geestelike herlewing in SA broodnodig	<a href="#">Beeld</a> (26 Jun)
		Manwees en baaskap gaan nie meer saam	<a href="#">Beeld</a> (7 Aug)
Prof Anton van Niekerk	Philosophy	Ons beskawing op die spel	<a href="#">Die Burger</a> (11 Jun)
		Word hulle ook onthou?	<a href="#">Die Burger</a> (25 Jun)
		Moedskep vir die toekoms	<a href="#">Die Burger</a> (9 Jul)
		Die universiteit as 'n idee	<a href="#">Die Burger</a> (23 Jul)
		Drome van normaliteit	<a href="#">Die Burger</a> (6 Aug)
Dr Leslie van Rooi	Senior Director: Social Impact and Transformation	'Mafia' op die bouverseel	<a href="#">Netwerk24</a> (20 Aug)
		Debatte op kampus: 'Ons hoor net onself'	<a href="#">Netwerk24</a> (30 May)
		Wat doen ons met ons land se geskiedenis(se)?	<a href="#">Netwerk24</a> (20 Jun)
		Hoor my lied: Ons kán in ritme saamsing	<a href="#">Vrye Weekblad</a> (28 Jun)
		Daar is plek in SA vir private universiteite	<a href="#">Netwerk24</a> (15 Jul)
		Elektrisiteit: sonde met die Suider-Afrikaanse bure	<a href="#">Vrye Weekblad</a> (26 Jul)
Jy is meer as jou manlikheid	<a href="#">Netwerk24</a> (22 Aug)		

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