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## 2020 Annual Report of the Responsibility Centre: Strategy and Internationalisation

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Stellenbosch University  
September 2020

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## **ACKNOWLEDGEMENTS**

People are what make organisations successful – the hard work that went into producing the successes of the Responsibility Centre (RC): Strategy and Internationalisation could not have been possible without the contribution of each and every one of the staff members within the divisions of Strategic Initiatives, Corporate Communication and Marketing, Information Governance and SU International. I especially want to express my appreciation to the Senior Directors of the RC for their commitment and support. This report represents a collective contribution from the four divisions, and I therefore want to acknowledge the Senior Directors in particular for their contributions: Prof Ian Cloete (Information Governance), Mr Robert Kotzé (SU International), Dr Barbara Pool (Strategic Initiatives) and Ms Susan van der Merwe (Corporate Communication and Marketing).

In addition, thank you to my personal assistant, Ms Hazel Alexander, and the RC Manager and coordinator of this report, Dr Wayne Muller.

Lastly, I would like to acknowledge Prof Wim de Villiers, Rector and Vice-Chancellor, as well as my fellow Rectorate members for their support.

## INTRODUCTION

The Responsibility Centre (RC): Strategy and Internationalisation – comprising the divisions for Strategic Initiatives, Information Governance, Corporate Communication and Marketing, and SU International – provides services, shares knowledge and uses expert skills that aim to support Stellenbosch University's (SU) *Vision 2040* and *Strategic Framework 2019–2024*. It therefore plays a pivotal role in keeping SU on its future path based on a clear strategy and aids the University's systemic sustainability, agility, responsiveness and relevance in the ever-growing and changing global knowledge-economy. The RC: Strategy and Internationalisation focuses on adding value and making an all-encompassing impact on the institution as a whole. We follow an integrated approach to our work in order to achieve the best results, thereby making an all-encompassing impact. Our contribution in the institutional strategy, information governance, corporate communication and marketing, and internationalisation contributes to a thriving future for SU by enabling systemic sustainability, longevity and relevance. The RC's value proposition encompasses the following:

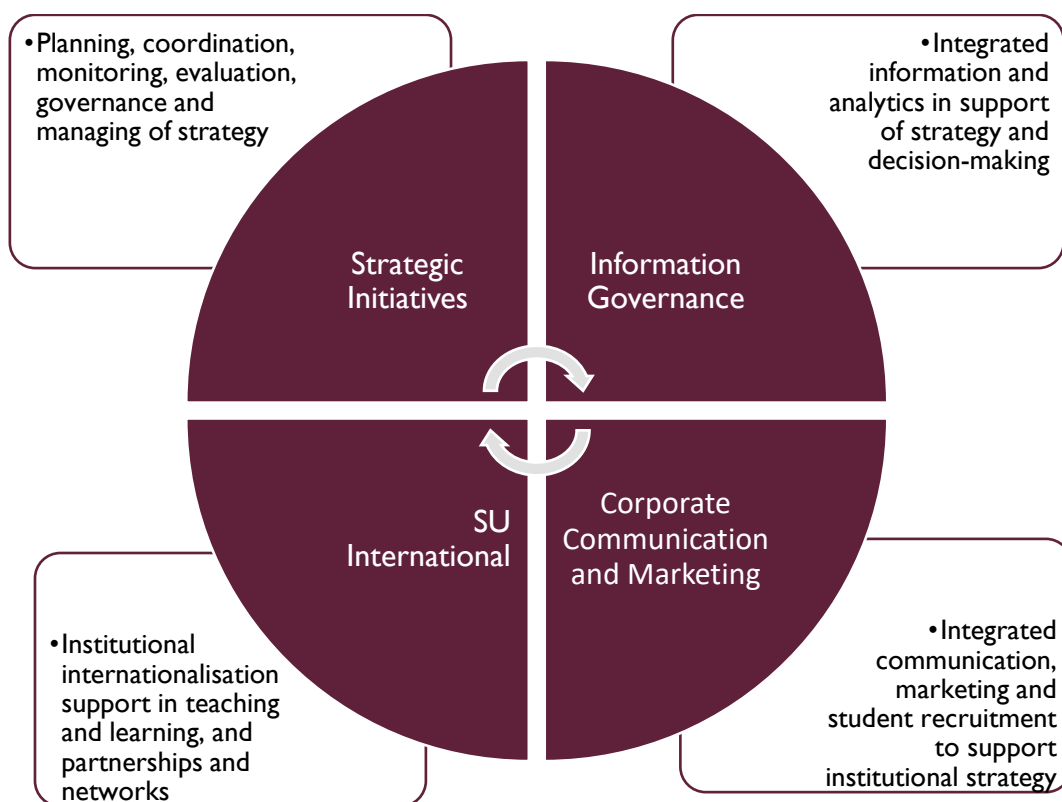
- Planning, coordination, monitoring, evaluation and governance of both strategy development and institutional planning in an integrated way by managing key strategic initiatives and projects, and the oversight and management of the Strategic Fund that supports SU's vision and strategy.
- Leading and overseeing the analytics and business intelligence capabilities of SU through integrating and governing information from a variety of sources to expand SU's information repositories, disseminating summarised information by providing score-card data, modelling, scenario development, business analysis, digitalisation, process re-engineering and supporting organisational development and positioning, thereby facilitating a data-led SU in its strategies and tactics.
- Designing and implementing integrated marketing and communication strategies and related action plans for the development and promotion of a strong public image, an institution of choice for prospective students, and a positive reputation in order to create a climate conducive for the fostering of a thriving SU.
- Leading the development, implementation and oversight of the institutional internationalisation strategy, guide international relations, supporting alignment across the university and providing internationalisation support throughout the institution.

This report covers the period 1 September 2019 until 28 August 2020 – the first report that includes a full calendar year that Corporate Communication Division reported into this RC. However, of note is that with the most recent executive functional alignment in RCs, the shift of student recruitment and career advice to Corporate Communications, has not been factored in. The report is structured according to the Core Strategic Themes as set out in SU's *Strategic Framework 2019–2024*, being (1) A thriving Stellenbosch University, (2) A transformative student experience, (3) Purposeful partnerships and inclusive networks, (4) Networked and collaborative teaching and learning, (5) Research for impact, and (6) Employer of choice. To a greater or lesser extent, the work done by the RC: Strategy and Internationalisation serves to achieve the goals for each of these themes, and our work is cross-cutting to encompass all these themes. A major focus of this report is on the progress made with the overarching priorities the RC has set for itself for 2020. These included, among others, phases 2 and 3 of the strategy implementation and alignment, enhancing the business intelligence platform and data analytics to inform all levels of decision-making, implementation of the outcomes of the SU Brand Valuation review culminating in a process of creating a refreshed SU visual identity, and developing and implementing the SU Strategy for Internationalisation. These priorities of the RC, and others discussed in this report, have contributed to the creation of a thriving SU (theme 1) and continues to make an even broader impact. The implementation of *Vision 2040* and the *Strategic Framework 2019–2024* has expanded to projects to shape SU's institutional culture and compiling a SU Code of Conduct. The development of Strategic Management Indicators (SMIs) has served to quantify and monitor all six core strategic themes through the SU Score Card (which is a model of effectiveness), the SU Research PowerBI app and the Faculty Efficiency Model. The SU website redevelopment

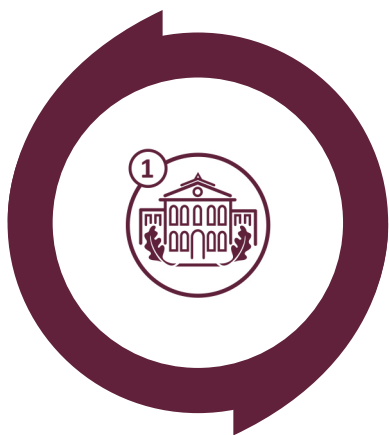
project, integrated communication campaigns and work, inclusive of marketing, on SU's positioning on selected world university rankings all contribute to a thriving SU.

In providing a transformative student experience (theme 2), SU International's role in student mobility, global learning interventions and activities has enhanced the offering of the institution to its students. The report shows that much has been done to further expand students' experiences in order to deliver global citizens capable of tackling global issues. Internationalisation also strengthens purposeful partnerships and inclusive networks (theme 3). Over the reporting period, a number of bilateral agreements have been entered into, and active collaborations have also boosted our international profile, which can also be seen in SU's involvement in multilateral networks and stakeholder relations through delegation visits and participation in international conferences and seminars. Over the past year, there has been much growth regarding the SU Africa Platform and our partnerships with the Venice International University, the Global Alliance of Universities on Climate and the Consortium of Universities for Global Health, which all aims to truly implement SU's vision of being the continent's leading research intensive university. In the field of teaching and learning (theme 4), the presentation of Joint Schools and schools by the African Doctoral Academy have empowered students at various levels and in diverse programmes. To contribute to SU's research for impact (theme 5), the RC continues with work in developing an interactive visualisation of research data and supports the African Research Universities Alliance (ARUA) Centre of Excellence in Energy. As an employer of choice (theme 6), SU creates development opportunities for its staff members, of which international mobility and development programmes for staff play an important role. The impact of the global COVID-19 pandemic has not left SU untouched, and this report also covers several efforts within the RC to mitigate the impact of the pandemic on the institution as a whole and to ensure business continuity.

This report aims to give an overview of how the RC: Strategy and Internationalisation has, over the past year, added value through its work to ensure a sustainable future for Stellenbosch University.



**FIGURE I:** Visual presentation of the integrated value proposition of the Responsibility Centre: Strategy and Internationalisation and its four divisions.



## Core Strategic Theme I

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A Thriving Stellenbosch University

Because the mandate of the RC is institutionally crosscutting and encompassing various functional areas, much of the work done within the RC: Strategy and Internationalisation, falls within the scope of the core strategic theme of “A thriving Stellenbosch University”, with the broad goal of creating a “vibrant, prosperous and systemically sustainable university”. Most of our work relates to the implementation of the *Strategic Framework 2019–2024*. In contributing towards positioning Stellenbosch University (SU) for the future, the RC has successfully completed a number of projects and made significant progress in others. The visual implementation and roll-out of SU’s *Vision 2040* and *Strategic Framework 2019–2024* has continued during the past year. As part of the strategy alignment, the RC is currently busy with shaping SU’s institutional culture through *Values in Action* workshops, while we have also started work on the development of the SU Code of Conduct. In implementing the strategy and tracking SU’s journey towards achieving our *Vision 2040*, the development of strategic management indicators (SMIs) has been key in quantifying and monitoring SU’s core strategic themes and their related goals, along with the development of the SU Score Card. Along with these, we also report in this section on other aspects – the branding project, internationalisation strategy, and the website redevelopment project – that support SU in achieving the goals set for our aspiration to be a thriving university.

### **Visual implementation of SU’s *Vision 2040* and *Strategic Framework 2019–2024***

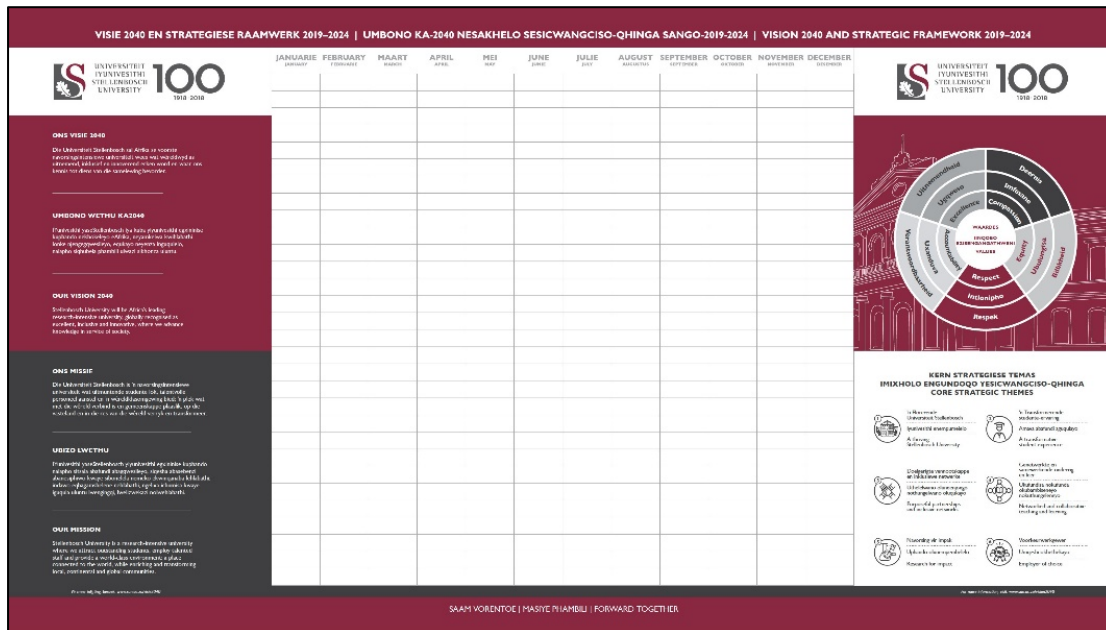
After the approval of Stellenbosch University’s *Vision 2040* and the *Strategic Framework 2019–2024* in 2018, the implementation of phases 2 (integration) and 3 (alignment) followed in 2019 and 2020. These phases included a communications plan that was developed and coordinated by the Strategic Initiatives and Corporate Communications divisions. It involved disseminating core messages in all SU media, among others in corporate newsletters and on the university website.

A visual roll-out was initiated to gradually incorporate elements of *Vision 2040* and the six core strategic themes into public spaces and meeting rooms across SU campuses, as well as through an electronic toolkit. During the pilot and testing phase of the visual roll-out, installations were done in the Council meeting room and board room in the Administration B Building, in the open spaces in the Administration A Building, and on the elevator doors in the Administration C Building. This guided the choice of materials and determined the designs, as well as the impact it has on staff and students. The electronic toolkit was also completed, is available on the SU website, and will be updated as new elements become available.

The second phase of the visual roll-out of SU’s *Vision 2040* and *Strategic Framework 2019–2024* commenced during this reporting period, focusing on faculties, PASS environments, student spaces and other institutional spaces or touchpoints. The intention is to develop at least one installation in a central meeting room and one in a public space per environment. In collaboration with the respective divisions, site visits are then conducted to determine the position, size and type of installation(s).

In order to ensure alignment on an institutional level, there is a pre-approved design framework within which every installation is customised. Where environments wish to add more installations, the approved design is used (to ensure alignment), with production and installation costs for the environment’s account. Some installations have already been done, however the remainder of the installations have been suspended partly to first align the designs with the refreshed University brand

(discussed elsewhere in this chapter) in order to prevent duplication in work and cost, and partly due to the fact that the COVID-19 lockdown regulations prevented site visits and development. The project will resume once the refreshed branding has been finalised and the lockdown lifted.



**FIGURE 2:** The artwork for a visual installation of Vision 2040 and the Strategic Framework 2019–2020 at the Law Faculty, incorporating a calendar.

## Shaping SU's institutional culture based on values

One of the aspects forming part of phase 2 (integration) and 3 (alignment) of *Vision 2040* and the *Strategic Framework 2019–2024* is our five Stellenbosch University values, which we aim to make the cornerstones of SU's institutional culture and leadership through two types of engagements: first, engagement that focuses on integrating values into relationships and processes through a four hour long workshop; and, second, engagements with a focus on empowering individuals, specifically leaders, for situations where they are confronted with value-based dilemmas. The latter takes the form of a three-day capacity and competency building workshop.

The project plan that sets out the different objectives, actions and timelines was successful in securing resourcing from the Strategic Fund in 2019. Once in the implementation phase, monitoring and evaluating will be done continuously. Not only will this enable the project team to adapt and improve the roll-out as it happens, but this integrated approach will also provide information that will enable the team to build a university-specific framework for integrating change, irrespective of the project and change required. It will in turn connect to other active projects that are seeking to improve the University's processes, procedures and systems in an integrated manner, e.g. SUNFin and SUNStudent, where these experiences will also feed into the integration framework.

Thus far, *Values in Action* workshops have been presented to the Centre for Teaching and Learning and two faculties. Participants showed an appreciation for the practical nature and transformative potential of a values-driven approach to leadership and teamwork. Early indications are that participants feel more empowered to deal with values-based dilemmas and have a better understanding of how the University's strategy and values align in a mutually reinforcing relationship.

The COVID-19 national lockdown initially halted the implementation of the values workshops, however, these have now been redesigned to be suitable for online platforms, with a pilot starting in July 2020 for the divisions within the Responsibility Centre for Strategy and Internationalisation.

## SU Code of Conduct

In its *Vision 2040* and the *Strategic Framework 2019–2024*, Stellenbosch University committed itself to the values of excellence, compassion, accountability, respect and equity. Since we wish these specific values to guide our actions, the institution is embarking on a process to create a code of conduct for SU. It will describe specific behaviours and practices that are required, acceptable and limited or prohibited within the organisation.

Two principles will be used as points of departure: first, the Code of Conduct will be written from a values-driven context instead of a rules-driven context; second, stakeholders will be actively included in the process in order to facilitate co-ownership.

The process has been structured into six phases. In phase 1 a core working group will be created to drive the process and compile a draft framework document (by end of August 2020). In phase 2 this draft document will be discussed with a reference group, consisting of representatives from various stakeholder groups and the Rectorate (by middle September 2020). Phases 3 and 4 will run concurrently, with phase 3 focusing on formal consultation with specific structures within the University (e.g. faculty boards, certain committees and Council), and phase 4 focusing on consultation with staff and students (from September 2020 to March 2021). The draft Code of Conduct will then be taken through the formal decision-making process (phase 5) via specific committees. Depending on the feedback, it will then be formally approved either in June 2021 or September 2021. If feedback during the process indicate a need for more time, this timeline may however be adapted. Thereafter the sixth phase, the implementation, will commence.

The table below summarises the process:

August 2020	September 2020	September 2020 to March 2021	June 2021	September 2021
<b>Phase 1:</b> <i>Working Group established</i>	<b>Phase 2:</b> <i>Draft document discussed</i>	<b>Phase 3:</b> <i>Consultation with SU structures</i>  <b>Phase 4:</b> <i>Consultation with staff and students</i>	<b>Phase 5:</b> <i>Formal decision-making</i>	<b>Phase 6:</b> <i>Implementation</i>

**TABLE I:** *SU Code of Conduct phases.*

## SIMs for quantifying and monitoring of core strategic themes and goals

As part of Stellenbosch University's *Strategic Framework 2019–2024*, a list of possible strategic management indicators (SIMs) were identified through working groups and was included in the final document of the *Strategic Framework 2019–2024*. Following the initial list, the Division of Information Governance made suggestions for SIMs structured according to the six-core strategic themes, as well as the characteristics to which an SIM should adhere to. Based on further inputs from working groups for each of the strategic themes, the SIMs were defined and further refined during workshops with a core working group appointed to lead this project.

The core working group guide the discussions on the individual core strategic themes through a series of subsequent workshops with the main objective to further refine and extend the criteria based on the definitions of the various core strategic themes and objectives. A consolidated recommendation for an extended set of provisional SIM's was presented to the Rectorate in September 2019 and was subsequently refined and the amended SIM's presented to the members of the General Management Meeting in October 2019.

The below table provides an overview of the process followed to develop the SMIs with the collaboration and input from the various role-players within the University up to September 2019:

February 2019	March – April 2019	May 2019	June – July 2019	July 2019	July – August 2019	September 2019
Provisional SMIs included in Draft Strategic Plan	Provisional SMIs discussed in RCs	RCs refine and decrease provisional SMIs	IG analyses provisional SMIs	IG gives feedback to Rectorate and deans at Executive Planning Forum	Intensive workshops on SMIs for every theme	Refined list of SMIs with specific focus on definitions presented to Rectorate

**TABLE 2:** SMI development process.

After a process of consultation with heads of Responsibility Centres and data owners, the refined SMIs were approved by the Rectorate on 29 October 2019. IG prepared data and graphs that showed the historical trends of the indicators, and on these grounds the Rectorate set the targets for the SMIs for 2024 – several of these targets are stretch targets. On 8 November 2019, the new SMIs and targets were presented to the Executive Committee of Council and finally on 2 December 2019 to Council, who supported the inclusion thereof in the SU Institutional Plan 2019–2024.

Since 2019, with the input of the various knowledge experts, IG has carefully delineated the provisional definitions (i.e. formulas for calculation) of SMIs and has also collected historical source data for each of the elements needed to calculate meaningful benchmarks. Following the data collection process, historical trends were compiled that can further inform future targets. Where possible, the data at institutional level were broken down to faculty level to show faculty specific data for a SMI. This allows a faculty to determine its contribution to the overall SMI at institutional level. On request of the Deans Forum, meetings were held to further refine a few of the SMIs under the chairmanship of the Deputy Vice-Chancellor: Strategy and Internationalisation, Prof Hester Klopper. The final set of SMIs will serve at the Rectorate of 19 August for approval.

## Stellenbosch University Score Card

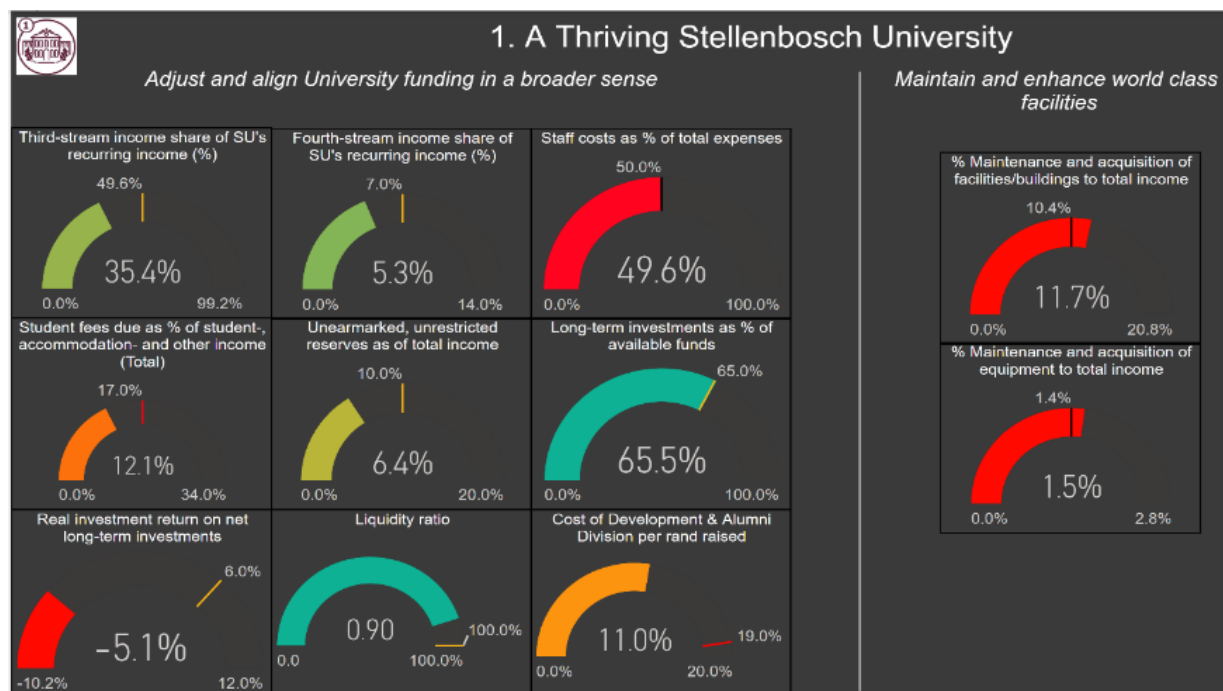
To track Stellenbosch University's journey towards achieving its *Vision 2040*, Rector and Vice-Chancellor Prof Wim de Villiers expressed the need for a “one-pager” dashboard. As part of the Responsibility Centre (RC): Strategy and Internationalisation, and in line with the RC's mandate to drive the strategy, the Division for Information Governance was commissioned to develop a Score Card for the University for tracking progress on goals achieved as defined by the *Strategic Framework 2019–2024*. The SU Score Card models and tracks the new Strategic Management Indicators (SMIs) with respect to 2024 targets. Performance measurement is complex and the allocation of weights to performance indicators (PIs) according to their priorities to derive a composite score require the participation of key stakeholders. The SU Score Card was discussed with and demonstrated to the Rectorate on 31 March 2020, where the model was accepted as a novel management tool for SU.

The SU Score Card is based on a composite index approach. Different weights are allocated to SMIs, institutional objectives and indicators and measures, which all influence the overall composite effectiveness of the University. The SU Score Card starts with line chart visualisations for available historical values and targets. As an example, the image below is of the visualisation software (MS PowerBI™) for the core strategic theme “Research for Impact”. The values are indicated with a blue line and the targets are indicated with a yellow line:



**FIGURE 3:** Visualisation of data for Research for Impact.

Indicators and measures have values for 2014–2019 and targets for 2020–2024. Not all data are available yet.

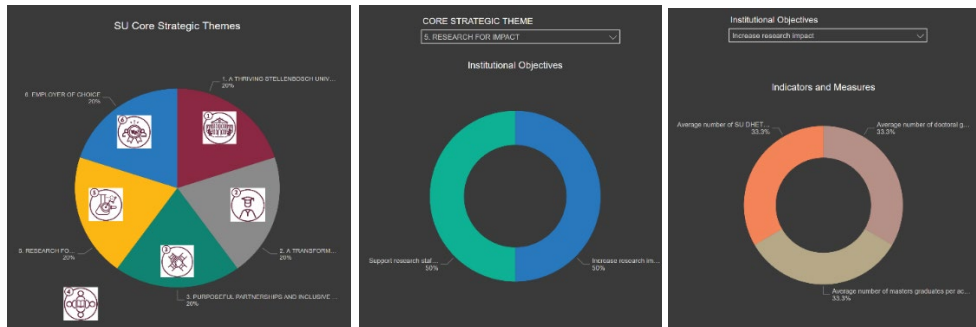


**FIGURE 4:** Visualisation of data for A Thriving Stellenbosch University.

Performance Indicators are visualised in the model with radial gauge charts showing the progress of the indicators towards the target. *Effectiveness* is the calculation of the extent to which the target is reached. Composite effectiveness measures were created in the SU Score Card by adding different weights to performance indicators according to the priorities of the indicators. Different weights for

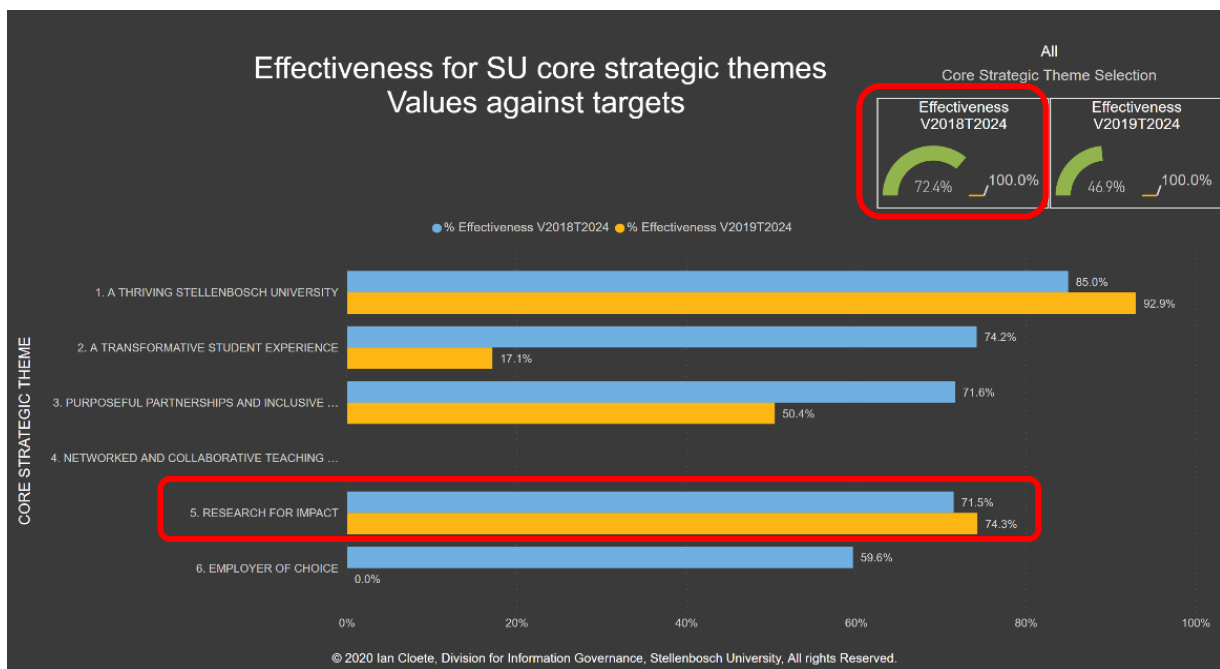
different performance indicators are variable parameters of the model, which influence composite measures, which in turn influence the University's overall performance.

The weights allocated were divided equally (for now, meaning all core strategic themes have the same priority) among all the SMIs, except for SMI 4 with 0% due to no values and/or targets allocated to this SMI. The weights of the institutional objectives (second-level performance indicators) are then further divided and weights on the third-level performance indicators, the indicators and measures, are also divided equally. The below image is a breakdown of core strategic theme 5, "Research for Impact":



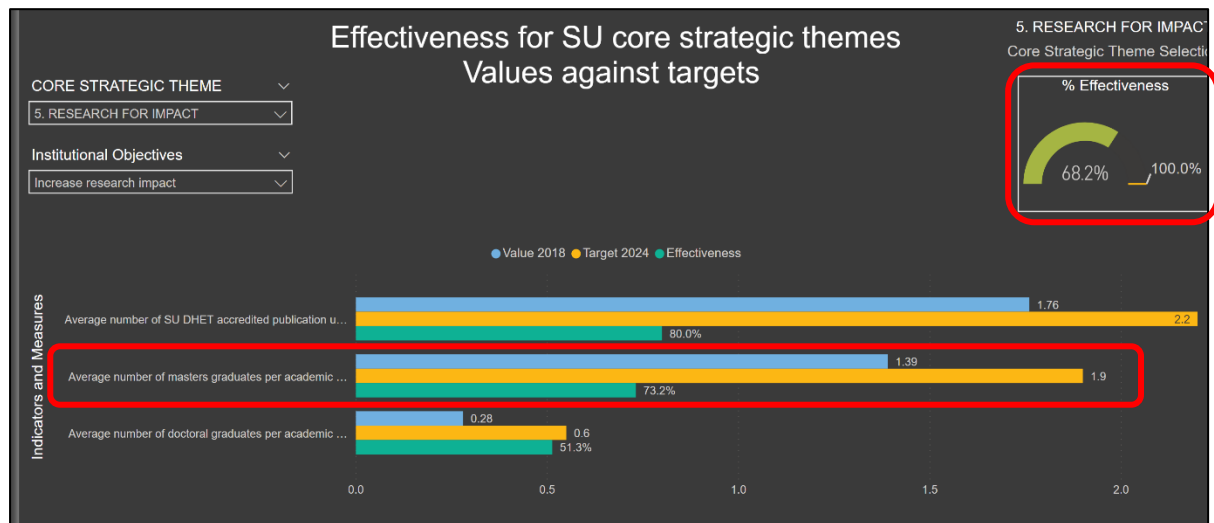
**FIGURE 5:** Second- and third-level performance indicators data for Research for Impact.

Every indicator and measure contribute to the combined overall SU core strategic themes. The below image evaluates the composite effectiveness of the University overall and of the core strategic themes using values from 2018 measured against 2024 targets, as well as 2019 values measured against 2024 targets. The blue bars are composite effectiveness measures from the 2018 values and 2024 targets, and the yellow bars are composite effectiveness measures from the 2019 values and 2024 targets. The below image shows 72.4% on the overall effectiveness for the University on 2018 values and 71.5% effectiveness for SMI 5 ("Research for Impact"). In other words, SU has made 72.4% progress overall on the goals that were set within the *Strategic Framework 2019–2024*.



**FIGURE 6:** Data on effectiveness for SU core strategic themes (values against targets).

The below image shows 68.2% effectiveness for institutional objective “Increase Research Support” and 73.2% effectiveness for the measure and indicator “Average number of masters graduates per academic staff member per year”.



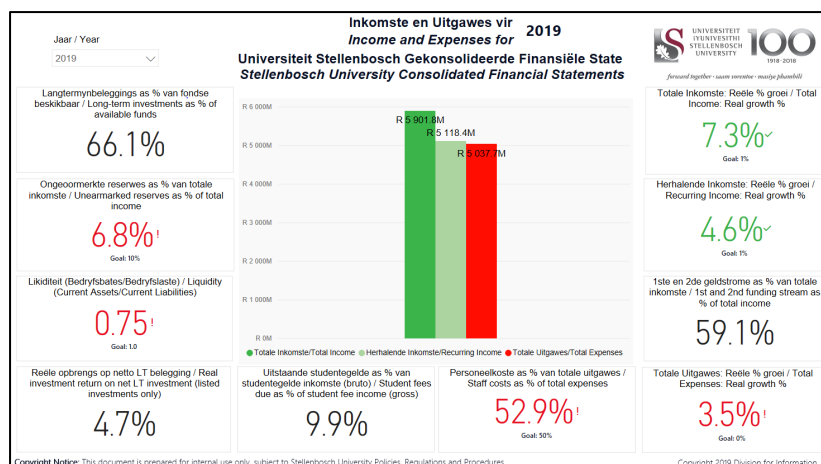
**FIGURE 7:** Research for Impact institutional objectives data.

Effectiveness and composite effectiveness are both addressed in the Effectiveness Score Card model, which will assist the SU management in tracking progress made with the goals set in the *Strategic Framework 2019–2024* for SU. Composite effectiveness provides a broad picture of the performance of the University along the key dimensions of the institution as well as at lower levels. Composite effectiveness can also be evaluated over time.

## Financial dashboards to effectively monitor and evaluate SU’s financial performance

As stated in a previous report, the implementation of the financial dashboard makes it possible to comprehensively examine each key performance indicator and compare it with historical data. Targets for each key performance indicator still need to be finally set by SU management, but preliminary targets were defined to start off with.

The following chart provides an overview of the key financial performance indicators for 2019:



**FIGURE 8:** Financial performance indicators dashboard.



facilitate participation from all entities, i.e. the Brand Reference Group (BRG), which includes representatives from RCs, Faculties and Divisions, and the Institutional Narrative Advisory Group.

The brand positioning strategy, the brand narrative and the first proposal of a new visual identity was shared in February 2020 at the Institutional Planning Forum, the subsequent Staff Assembly, participants in two student focus groups, Maties Sport, and at a joint session of the BRG and the Institutional Narrative Advisory Group. A [progress report](#) was tabled at the Council meeting of 6 April 2020, and a copy of the report was included in the Communication from Council to all staff members after the meeting.

At the Rectorate meeting held on 21 April 2020, the proposed institutional brand crest/logo (to replace the existing/current leaf S design) was accepted, followed by presentations for input at a special meeting of the Institutional Forum, combined Brand Reference Group and Institutional Narrative Advisory Group, the SRC Executive, TSR, Senate, Visual Redress Committee and to all staff and students via email.

The outcome of this process up to June 2020 is an approved brand positioning strategy and the SU brand narrative. Of note is that the intention of the rectorate was that the new institutional brand crest (logo) is simultaneously modern and streamlined but has retained strong alignment to the University's heraldic crest and that a slightly adapted heraldic crest is retained for ceremonial purposes, for example by the Chancellor and for graduation ceremonies. From a pragmatic perspective, the ceremonial crest, with a few changes, retains the focus on the academic standing/gravitas and heritage of SU as educational institution. In the development of the logo, the modern-day, ever-evolving and demanding digital environment was kept in mind.

### **The SU brand identity – Where are we now?**

While the initial guideline – to create a refreshed brand identity (and not a totally new identity) – has brought us to the current proposed visual identity (presented at the Council meeting of 22 June 2020 and the Senate meeting of 5 June), a school of thought has emerged that promotes the notion that SU should utilise the opportunity to clearly illustrate its commitment to transformation through a new visual brand identity. Reservations were aired about the continued use of some of the icons from the heraldic crest used in the proposed brand crest or logo, which is perceived by some to perpetuate the University's links to the questionable heritage of the Van der Stel family, colonialism, slavery and its role in the injustices of the past.

The following input was received:

- Strong support for alignment with Vision 2040 and strategic framework;
- Some opposition to the continued use of icons in the logo;
- Logo should therefore not be nested in the heraldic crest;
- Support for new institutional brand crest (shield as holding device), but not all four the proposed icons, with specific reference to removing Minerva;
- Eurocentric iconography should be revised.

Over the more than ten decades of its existence, various generations of students, staff and alumni have passed through the halls of our institution. Also, as a public institution, SU has been exposed to various political, cultural and social periods that have given form to its history and brought it to where we find ourselves today with various elements contributing to the institutional reputation. Similarly, the meaning assigned to a brand mark will probably evolve from its original intention. The logo is the most visible and frequent reminder of what the brand stands for. Whereas universities are institutions for the ages, the members of a university community come and go – yet, retaining a stake in the institution even after leaving.

Due to the diversity of our varied stakeholder groups, the goal of finding shared experiences, shared history and shared meaning in authentic symbolism or visual identity poses a challenge for Stellenbosch University. In taking the process forward, Council has indicated during the June 2020 meeting, that it

will make the final decision on the refreshed visual brand identity. Following this decision and the acceptance of the motion tabled by Senate on 21 August 2020, the engagement plan has been amended to ensure ample opportunity for stakeholder engagement. The process includes a range of interactive sessions with major institutional target groups and partners, as well as an opportunity for electronic responses. All statutory bodies, including the SRC, is part of the engagement phase. The aim is to table the visual brand identity at the first Council meeting in 2021.

### **Developing SU's Internationalisation Strategy**

In September 2019, the SU Internationalisation Strategy was approved as a purposeful institutional commitment to integrate an international, intercultural and global dimension into all aspects of the University. This commitment is embraced by the institution's leadership, organisational structures and policies, staff and students, and aims to advance research and innovation, learning and teaching in service of society. To articulate this commitment, the SU Internationalisation Strategy intends to:

- Consolidate SU's standing as a reliable global role-player and a preferred partner in Africa;
- Provide a guiding framework for (1) integrating an international dimension into all relevant institutional policy and revision processes, (2) bringing focus to the existing wide range of internationalisation activities in the institution, (3) providing agile and adaptable responses to international opportunities, and (4) creating collaboration within the broader SA Higher Education context to develop and participate in international partnerships and internationalisation opportunities;
- Provide a basis for all staff to define their roles (primary or secondary) in internationalisation; and
- Align the policies, functions and structures for internationalisation throughout the institution.

Currently an action plan is being developed to assist responsibility centres to include internationalisation initiatives in their environmental plans from 2021 onwards to contribute towards achieving the goals set out in the internationalisation strategy, which are:

- Goal 1: SU mainstreams internationalisation across all activities, functions and policies.
- Goal 2: SU is a research-intensive University in and for Africa with a global reach.
- Goal 3: SU shares and complements its knowledge offering through international collaborative learning and teaching programmes.
- Goal 4: SU cultivates close relationships with its international stakeholders through functional engagement, active collaboration and mutually beneficial, complementary, reciprocal and transformational partnerships.
- Goal 5: SU welcomes international students, enhances in- and outbound student mobility programmes and ensures a transformative student experience for international and domestic students in order to cultivate 21<sup>st</sup> century citizens.
- Goal 6: SU creates an environment for staff and postdoctoral fellows to develop and expand their international awareness and networks, and to attract high-performing international staff and researchers for short or long-term involvement in all programmes.
- Goal 7: SU intentionally promotes the international reputation of SU through targeted international communication, marketing, and branding strategies.
- Goal 8: SU actively encourages innovation, entrepreneurship and technology transfer activities internationally.

## World University Rankings (WUR)

Although we have up to now made the decision not to focus on world university rankings as a critical element of our strategy, it is evident that it is perceived globally as the ‘academic currency’. At SU we submit data to the Times Higher Education (THE) World Universities Rankings (WUR), which were released on 11 September 2019 in Zurich and Stellenbosch University’s rank improved from 301–350 in 2019 to 251–300 in 2020. SU is ranked third in South Africa, with the University of Cape Town in the first place and the University of the Witwatersrand taking second place. This places SU in the top 1% of universities globally.

For the third consecutive year, the international citations to its research across multi-disciplines have increased markedly. SU improved in 2019/2020 on the indicators of teaching, research, citations and international outlook compared to last year. The most important improvement was on the citation score, which is 13% up from the previous period. These results are a demonstration of the impact of SU’s research worldwide and the recognition afforded to the calibre and stature of its researchers.

Furthermore, SU consolidated its position as one of the top universities within the emerging economies in the world. As in 2019, it again claimed 24<sup>th</sup> position on the [Times Higher Education \(THE\) Emerging Economies University Rankings 2020](#), having progressed from 42<sup>nd</sup> position in 2017 and 38<sup>th</sup> position in 2018. It is currently placed at 3<sup>rd</sup> position in South Africa. Overall, more than 530 universities from 47 countries feature in the table. South Africa has 10 institutions in the top 200. The rankings include only institutions in countries or regions classified by the Financial Times Stock Exchange (FTSE) as “advanced emerging”, “secondary emerging” or “frontier”.

The Emerging Economies University Rankings use the same 13 calibrated performance indicators as the [THE World Universities Rankings](#) to provide the most comprehensive and balanced comparisons, but the weightings are specially recalibrated to reflect the characteristics of the emerging economy universities. The performance indicators are grouped into five areas: Teaching (learning environment); Research (volume, income and reputation); Citations (research influence); International outlook (staff, students and research); and Industry income (knowledge transfer).

Within the emerging economies, great emphasis is placed on the societal impact that universities can make. With SU’s rise in stature among universities worldwide, its established ranking on this particular ranking underscores one of its core strategic themes, namely Research for Impact.

The table below summarises the historical and latest position of SA institutions on the THE Emerging Economies University Rankings (2017–2020):

University	2017	2018	2019	2020
UCT	4	9	9	10
Wits	8	12	11	11
SU	42	38	24	24
UKZN	58	41	49	54
NWU				109
UWC	102	117	121	115
UJ	141	92	99	118
UP	74	66	78	124
UNISA	251-300	251-300	301-350	251-300
TUT			201-250	251-300

**TABLE 3:** SA universities on THE Emerging Economies University Rankings 2017–2020.

In addition to the THE Emerging Economies University Rankings mentioned above, SU also submits data for the following rankings below:

Ranking	2018	2019	2020
THE World University Rankings	351-400	301-350	251-300
ARWU (Shanghai)	401-500	401-500	Not available yet
Clarivate Global Institutional Profiles	Please see comments below*		

**TABLE 4:** Ranking to which SU supplies data.

\* The Clarivate Global Institutional Profiles supplements the Institutional Profiles data available in InCites TM and is provided as a Fact File to organisations contributing to the institutional profiles project. It is based on data from three main sources: data provided by the institution directly to Clarivate Analytics; data on the institution's publications and citations from Web of Science TM; and results of the annual Academic Reputation Survey. Infographics of facts and figures on research activity, funding, students, and staff, supported by verifiable indicators from Clarivate Analytics, are then compiled into the Institutional Fact File.

## Successful completion of Strategic Fund applications

The Strategic Fund process, as governed by the amended Strategic Fund Regulation, successfully reached the completion of its first full cycle. At the meeting of the Strategic Fund Committee on 31 October 2019, the 27 projects in Category A (strategic initiatives) that were approved in Round 1 for consideration in Round 2, were considered and funding allocated to the successful projects. Twelve new applications received in Category C (strategic appointments) were also considered.

In November 2019, a panel of experts evaluated the application in Category B (strategic high-rise and public squares projects) for the establishment of the School for Data Science and Computational Thinking. The panel unanimously recommended that the application be approved by the Strategic Fund Committee. An amount of R30 million was therefore ring-fenced for the School, with funds to be made available on a milestone basis. In Category A, a total of R249 million was allocated, and in Category C R38.6 million. This brings the total allocation to R317.6 million, the largest allocation to date to a strategic fund, signalling the institution's commitment to achieving its new vision and strategy.

Category	2019	2020
Category A	R249 million	R14.9 million
Category B	R30 million	R0
Category C	R38.6 million	R9.6 million
Total	R317.6 million	R24.5 million

**TABLE 5:** Categories and amounts for Strategic Fund allocations.

Since there were funds left in Categories A and C (but not in Category B), these funds, R14.9 million and R9.6 million respectively, were carried over to 2020. This allowed for the consideration of some new projects in these categories even though the normal allocation to the Strategic Fund from the main budget had to be rerouted to the University's contingency fund to assist in addressing the current challenges brought on by the COVID-19 pandemic.

On 22 and 24 April 2020, the 30 applications in Category A, to the value of R107 million, were considered for Round 2. Nine projects in Category C, to the value of R21.3 million, were also considered for final approval, with seven projects receiving funding. In Category A, 14 projects were approved for Round 2.

On 10 June 2020, the Strategic Fund Committee decided on the final allocations for the fourteen projects in Category A that were selected in April to advance to Round 2. Eleven of these projects were approved for funding. It included providing bridge funding to a number of new academic programmes for a limited period to support the University's teaching and learning focus, supporting

SU's research focus by providing leverage funds for a critical update of the NMR spectroscopy facilities, and supporting the development of an SU Techpreneurship Centre, a joint project between the School for Data Science and Computational Thinking and the LauchLab.

All funds available to the Strategic Fund has now been allocated for 2020. Therefore, the focus will shift to the implementation of active projects, with the first progress reports to be submitted in September 2020. It will also be an ongoing process to improve and streamline current Strategic Fund processes, to develop new processes focused specifically on monitoring and evaluation, and to support the project managers through the role of Strategic Fund administrator.

## **Website Redevelopment Project**

Stellenbosch University's current website was launched in 2013 and is in dire need of redevelopment. The current platform is no longer fit for purpose, and the website has been identified as a reputational and branding risk. In the rapidly changing world of digital communication platforms and technological advancement and innovation, the SU website should visually portray the international positioning it claims to be pursuing.

The overall purpose of the website redevelopment is to create a mobile friendly, user-centred website with a clean, modern design that lives the SU brand and strategic objectives, and provides users with clear, succinct information in an inspiring and relatable tone of voice. Developing a revised operational model and implementing a range of governance dimensions for the website is also key to the success of the project.

In 2018, the Website Redesign Panel (WRP), consisting of web contributors from academic and PASS environments, was established to support the Corporate Communication Division with the redevelopment of the website. It was decided to follow a phased approach for the website redevelopment project, with following phases:

- Phase 1: Research
- Phase 2: Analysis and Planning
- Phase 3: Funding and Procurement
- Phase 4: Design and Technical Development
- Phase 5: Content Development and Transfer
- Phase 6: Launch and Maintenance
- Phase 7: Governance

The first phase (research with a research report as outcome) of the website redevelopment project was completed during the reporting period, and the research report was accepted by the Rectorate on 2 June 2020, thus paving the way for the next phases of this strategically important project. By accepting the report, the Rectorate expressed its support, in principle, for implementing the next phases in the process of redesigning the website, which involves further analysing the findings and recommendations, and drafting a web strategy, to be approved by the Rectorate.

Insights gained during the research phase will inform the design, strategy and operating model of the new SU website. The report will lead to the sense-making phase to gain insights for the development of the web strategy and the scope of work for the appointment of a service provider for the web design and technical development by the end of 2020. Funding for the project was secured from an allocation from the Strategic Fund in 2019.

Analysis and planning based on the research (phase 2) has commenced, with the aim to start phases 4 to 6 in January 2021. It is envisaged that the first-level navigation of the new website will be completed and launched in December 2021, with subsequent levels rolling out over a period of two to three years.

## Integrated Communication Campaigns and Projects

During the reporting period, the Corporate Communication Division ran several key communication projects and campaigns.

**Graduation 2019:** A Graduation 2019 communication campaign was conceptualised and implemented with the goal of providing graduates and guests with easy access to detailed and accurate information on all processes related to graduation. The output of the campaign was: (1) A new streamlined graduation website; (2) A downloadable graduation guide, developed by the Deputy Registrar's office; (3) A graduation mailer was sent to 15 384 students (Afrikaans and English in one mailer) on 8 November 2019 and was opened by 66% of the recipients; and (4) Social media posts highlighting graduation information.

**Welcoming of first-year students 2020:** A Welcome 2020 campaign was conceptualised and implemented. The goal of the campaign was to provide all prospective students with easy access to detailed information on the welcoming period, student support services, and various other campus related information. The campaign had the following outputs: (1) An updated Welcome website, which received 18 957 visits during the period 15 December 2019 to 3 February 2020; (2) A mailer was distributed on 10 December to all prospective students. The Afrikaans mailer was distributed to 2 385 students, of which 65.1% opened the mail and 31.8 % clicked on links embedded in the mail. The English mailer was distributed to 8 779 students, of which 73.1% opened the mail and 24.4% clicked on links embedded in the mail; (3) A welcome booklet; and (4) social media post highlighting welcome information.

**Website development for Registration and Fees 2020:** A new website for registration and fees was developed in conjunction with the Office of the Deputy Registrar. The goal of the project was to provide newcomers and returning students with access to detailed and accurate information on the registration process, tuition and residence fees, payment options, and NSFAS information. The website featured a downloadable registration guide. The new registration website received 30 130 visits during the period 15 December 2019 to 3 February 2020.

## Internal communication

The weekly *info@StellenboschUni* and *news@StellenboschUni* email newsletters continued to be distributed to staff according to their language of preference until the national lockdown period started due to the COVID-19 pandemic, where after only *news@StellenboschUni* was distributed. Opening rates for the Afrikaans and English versions of these two mailers averaged 36%, considerably higher than the industry standard of 24%. Also, click rates for these publications averaged at 7%, which is much higher than the industry standard of 2%.

A series of mailers highlighting progress of the brand refresh project was sent to staff, while other pertinent mailers included the outcome of the Fourie Report and allegations against the Rector, and the findings and recommendations of the web redevelopment research. Furthermore, various mailers to students on NSFAS, fees, housing and food security, and new timetables were also distributed.

## External Communication

Over reporting (from 1 September 2019 to 31 July 2020), Stellenbosch University achieved an overall positive media presence. Reporting from the media-monitoring agency PEAR now includes progress on the six core strategic themes. Theme 5 (Research for Impact) achieved the most coverage by far, with Theme 1 (A thriving Stellenbosch University) and Theme 2 (A transformative student experience) also showing progress. These trends have given SU's Media Office a clearer picture of where to focus attention in external communication campaigns.

Over the period of reporting, the Media Office responded to 127 official media enquiries while distributing 125 media releases. Four media relations workshops were also presented over this period.

Regarding general news coverage over the 11-month period, SU registered the highest number of news clippings in the dataset of provided by PEAR for six out of the 11 months, compared to other universities in South Africa, while SU was also the top performer for 7 out of the 11 months for the subset “Research and Innovation Coverage”. Overall, SU produced the highest number of clippings and registered the highest Advertising Value Equivalent. The institution’s reach was, however, just out of the top 3 in the country.

Some of the biggest stories over this period from a news coverage perspective, included: [Justice Cameron elected Stellenbosch University’s new chancellor](#); [ConCourt rules in favour of Stellenbosch’s new policy](#); [Using 3D printing to help those fighting Covid-19](#); [Matie’s prize-winning edible straws help the environment](#); [Covid-19: SU researchers turning bread into hand sanitiser](#); [Meet Dr Insect Farmer!](#); [‘Robot’ helps Tygerberg specialists on ward rounds during pandemic](#). The article [Growing Coronavirus: UWC and SU isolate South Africa’s first Laboratory Culture Of SARS-CoV-2](#) was a collaborative effort with UWC. Student-related stories included the [temporary alcohol ban in SU residences](#), while the SU Choir, who again took [first place on the prestigious Interkultur World Rankings](#), also received fair coverage.

However, in today’s world one cannot escape negative publicity, such as the allegations that our Rector and Vice-Chancellor attempted to interfere in legal processes by trying to convince Judge Edwin Cameron to accept the appointment of Chancellor, which lead to a number of articles in the media.

Academic staff continue to make SU research accessible to external audiences by writing thought leadership pieces for The Conversation Africa (TCA). Over the reporting period, 55 SU contributors produced 62 articles that collectively yielded nearly 1 million reads, of which 31% were in South Africa and 26% in the United States. TCA presented two workshops over these months with the first online workshop held in June 2020.

Regarding opinion editorials (op-eds), feature articles and columns, SU staff and students again produced a large number of items during the reporting period: 298 opinion-editorials by staff members and 95 by students; as well as 175 regular column articles by staff members. These statistics show that more and more SU thought leaders are making their voices heard on topical and important local and global issues, thus helping to enhance the institution’s reputation. In the light thereof, the second annual media award ceremony was held in December 2019, with Prof George Claassen becoming the [first recipient of SU’s Media Lifetime Achievement Award](#).

## SU Publications

Each year, the Corporate Communication Division produces two printed publications aimed primarily at external audiences to communicating the work of the University in various fields.

**Annual Integrated Report:** The Rectorate accepted the Corporate Communication Division’s proposal to produce the 2019 Annual Integrated Report (AIR) for delivery to the Department of Higher Education and Training (DHET) by the end of June 2020 in a limited print run for compliance purposes. The demand for printed copies of the comprehensive AIR, English and especially the Afrikaans copies, has declined steadily over the past few years, resulting in left-over printed copies by the time the new report becomes available. A limited number of printed copies of the AIR will be available in English, and a PDF version is also available on the SU website. The AIR is published in English only because it is produced specifically for the DHET. In addition to the AIR, an *Annual Review* publication – a stakeholder version of the AIR – will be published in English and Afrikaans annually by the end of August.



**Matieland:** The second edition of the *Matieland* corporate magazine was distributed to all alumni and other stakeholders of SU during December 2019. This issue focused on how SU aims to facilitate a transformative student experience. Among the topics addressed in the articles were the Ubuntu Learning Short Courses, gamification in teaching, the impact of research, and a collaborative project in Enkanini in Stellenbosch. The first edition of *Matieland* 2020 will be distributed in August. This issue focuses on one of the University's core strategic themes, "Research for impact". Among the topics featured in the articles are SU's research response to the COVID-19 pandemic, SU experts giving their opinion on the mind shifts that will be required to adapt to the "new normal" of COVID-19, a profile on the new Chancellor, Judge Edwin Cameron, and how SU is preparing our students for internationalisation through programmes such as the Global Citizenship Short Course.



## Social Media

Several SU related issues received widespread comment on social media. This included the following: the male accused of indecent actions at the SU Library, the Fourie Report and the appointment of the Chancellor at the end of 2019, the temporary ban of alcohol in residences in 2020, racism at SU (during the worldwide #blacklivesmatter outcry), gender-based violence, and during July, the incident of gender-based violence on the Tygerberg Campus.

## Introducing Podcasts

On 21 May 2020, the Corporate Communication Division's Digital Communication team introduced SU's first official podcast channel, [talks@Stellenboschuni](mailto:talks@ Stellenboschuni). It offers SU experts a platform to talk about their work outside the traditional forms of academic discourse. The first series explored how the COVID-19 pandemic affected various aspects of our lives. The series featured talks by:

- Prof Jason Bantjes (Psychology) on students' mental health problems;
- Ms Ilhaam Groenewald (Maties Sport) on the effect of COVID-19 and the lockdown on sport;
- Prof Michael le Cordeur (Education) on the impact of COVID-19 on our democracy and education; and
- Prof Sandy Liebenberg (Law) on socio-economic rights during COVID-19.

Other topics covered include:

- [Prof Wim de Villiers](#) on what the future may hold for Stellenbosch University.
- [Prof Nico Koopman](#) on how his Responsibility Centre is helping to promote transformation and diversity at Stellenbosch University and beyond.
- The highest listenership to date for an SU podcast was that of [Dr Morne Mostert](#) giving tips for senior decision-makers and students to think strategically about the future during and after the COVID-19 pandemic.

The channel is growing at a rapid pace, with 25 episodes already available, and many more to come. The podcasts are now available on all major podcast services, including [Anchor](#), [Spotify](#), [Breaker](#), [Radio Public](#), [Pocket Casts](#), [Google Podcasts](#) and [Apple Podcasts](#).

## Institutional financial sustainability

The Division for Information Governance has developed a self-help, dynamic template and process to empower faculty managers to get a detailed estimation of the teaching input subsidy generated by students enrolled in the current academic year. This would enable more accurate planning because it quantifies the expected income from subsidy and promote informed decisions about the required staff-related expenses for the next financial year.

## **Data and Information Classification Framework**

During the last quarter of 2019 and the first quarter of 2020, three key draft deliverables were developed: a Data and Information Security Access Classification Framework, a Data and Information Governance Glossary, and a Data and Information Domains Model for SU. The Division is currently readying the Data and Information Security Access Classification Framework for broader consultation and potential positioning as an institutional regulation in support of the institutional Records Management Policy, Data Privacy Regulation, Information Security Regulation, Interim Access Regulation, and Draft Research Data Management Regulation. The Division intends to pursue the remaining two deliverables throughout the remainder of 2020. This will place SU in a very good position with readiness for the full POPIA enactment.

## **Compliance with Access to Information and Privacy Legislation**

On 22 June 2020, the Presidency announced a commencement date for the Protection of Personal Information Act (POPIA): 1 July 2020. The University will have to ensure compliance with the Act within a year of the commencement, i.e. by 30 June 2021. We are in the process to reorganise the implementation plan to aid compliance by this new target date. Successful compliance initiatives will however rely on proactive action taken by all University students and staff. More information and support will be provided by IG as progress is made along SU's privacy journey. Click [here](#) to read more about our response to privacy legislation, visit. Any queries can be sent to [privacy@sun.ac.za](mailto:privacy@sun.ac.za).

## **Information Systems for HEMIS and Statutory Reporting**

Given the risks of the old NATURAL ADABAS system (i.e. outdated technology and programmer's imminent retirement), the Division for Information Governance embarked on the design and implementation of new technologies and procedures to incrementally replace the old procedures and functionalities of the Student Information System. More HEMIS processes were incorporated in the SUN-i management information application to address the risk of relying on outdated technology. The next phase will be to migrate the last few processes and procedures to SUN-i and/or SUNStudent. The Division has an excellent record of clean HEMIS audits over many years, which is testimony to the quality of the data submitted to the DHET.

## **Childcare, Graduate Destination, and Newcomer Surveys**

Three surveys – the childcare, graduate destination, and newcomer surveys – were conducted by the Division for Information Governance to inform decision-making to relevant divisions within SU. The Childcare Survey was a once-off survey to establish whether a childcare facility at Tygerberg campus and/or Stellenbosch campus is feasible and which factors should be considered when making these decisions. The Graduate Destination Survey in partnership with Career Services is an annual survey aimed at providing the institution with information about our graduates and the world of work/further study. The Newcomer Survey in partnership with Student Communities is also an annual survey that measures the welcoming experience of newcomer students every year.

## **SU Information System for Internationalisation (INTERINFO)**

SU International is progressing with the implementation of INTERINFO, which will support internationalisation activities at SU and a vendor has been appointed in July 2020. The system aims to have outcomes which relate to all the core strategic themes, as internationalisation at Stellenbosch University is a comprehensive and intentional process with activities that are cross-cutting. The project will enable strategic decision-making based on accurate and complete data which will support the

management, nurturing and development of SU's partnerships. Aside from the capturing, processing and reporting on information relating to internationalisation activities. The system will also include, among others, functions that will:

- Allow for the administration of various international collaboration grants coordinated by SU International;
- Allow for the institutional facilitation and coordination of international delegation visits;
- Assist academic environments to access their international profile necessary for developing their international activities – also as a management tool for Deans.

Furthermore, the integration of internationalisation data will contribute to raising the profile of SU through accurate and world-class data visualisation tools and aid in the development of a framework to guide the process of comprehensive internationalisation underway at SU. This will ensure local relevance, regional impact and a global reach and speaks directly to SU's Vision and Mission "to be globally recognised as excellent, inclusive and innovative and where we advance knowledge in service of society" and "attract outstanding students, employ talented staff, and provide a world-class environment; a place connected to the world".



## Core Strategic Theme 2

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A Transformative Student Experience

To achieve the goals of providing Stellenbosch University (SU) students with a transformative experience – from ensuring access to qualifying students to facilitating engagement opportunities for students – SU International within the RC: Strategy and Internationalisation has over the past year aimed to increase opportunities for SU students to develop graduate attributes to become 21<sup>st</sup>-century global citizens. In this section, student mobility for both 2019 and 2020 is reported on. In 2020, the outgoing and incoming student mobility has especially been influenced by the COVID-19 pandemic, which has led SU International to find innovative ways of still providing students, both from SU and our partner universities, a transformative experience. Our global learning interventions and activities have made various opportunities possible for students.

### **Student Mobility Profile for 2019**

Student short-term incoming and outgoing mobility creates an opportunity for providing international and local students with a transformative student experience. SU International through its Global Education Centre (GEC) completed a set of Global Student Learning Outcomes (GLSOs) to reposition the GEC as a space of learning, going beyond being only a logistical mobility support office. This judicious development has become highly relevant for GEC in their efforts to direct and mitigate the impact of the current international pandemic on physical student mobility.

Through the GEC, SU International provides in- and outbound student mobility framed within a Global Learning Framework. The 2019 international student mobility profile is as follows:

- R5.7m in travel bursaries awarded for semester exchanges and summer school/short programme participation (304 SU students). See Table 6 on page 60 for faculty distribution.
- R7.2m income generated through incoming Study Abroad students (170 students) and short programme participants (295 students). This income provides the core funding for the travel bursaries and a partial contribution towards the remuneration of the staff involved in student mobility. See Table 7 on page 60 for an overview of the programmes.
- 329 incoming and 114 outgoing participants in the 2019 student exchange programmes. The imbalance in semester exchanges are partially addressed through sending SU students on Summer Schools or short programmes offered by partner institutions (188 SU students). See Table 8 on page 61 for faculty distribution.
- Destinations for outgoing students in 2019 for semester exchanges are Germany (29), The Netherlands (22), USA (15), Belgium (11), China (5), France (5) and Switzerland (5); and for Summer or Short programmes are China (19), Belgium (17), Sweden (14), UK (14), Australia (14), The Netherlands (12) and France (10).
- An increase from 70 students to 91 students for affiliate incoming research / internship students in 2019.

### **Student Mobility in 2020**

#### **• Outgoing student mobility**

The COVID-19 pandemic has had a drastic impact on outgoing student mobility in 2020. In terms of the first semester, some semester exchange students were able to go abroad before the national lockdown was instituted, but there were students that could not. The latter students have either

deferred their mobility or cancelled it. The third year BCom International Business cohort of 2020 have deferred their mobility to the second semester of 2021.

For those students who were able to go abroad, SU International's focus has been on supporting the students through regular communication and engagement with host universities and respective government representatives. Students could submit applications for the summer and winter schools in June, July and August. However, all these summer schools cancelled face-to-face teaching, although some summer schools moved to online teaching. Students who applied were given the opportunity to continue with the online version of the respective summer schools.

SU International have also made the decision not to award any travel bursaries for independent summer schools, which includes international medical electives of fourth- and fifth-year students.

For the second semester, outgoing student mobility has also been suspended in general, as the national borders will only be opened in Level 1 and accordingly there is an institutional travel ban in place until the end of October 2020.

- **Incoming student mobility**

SU International welcomed 230 semester mobility students, from both partner and non-partner universities, in the first semester of 2020. Activities were planned in such a way as to encourage integration into the student community and the town. Two initiatives were strategic in this regard. First, SU International made extensive use of our Matie Buddies, who are SU students that are matched with new incoming international students and act as informal guides. Second, SU International arranged a bicycle tour of Stellenbosch in the weekend before the classes started. In the past, students were taken to Cape Town to enjoy the day at the beach, but it was decided that one of the best ways of introducing the students to Stellenbosch would be a bicycle tour through the town. SUI plans to continue with the tours in future, possibly adding additional local cultural activities.

In addition to the 230 semester students in the first semester, SU International also received 53 affiliate incoming and/or research students and 74 short programme and summer school students. Most of the latter students returned to their home countries after government regulations were put in place by South Africa and their respective home countries to limit the spread of COVID-19.

For the second semester of 2020 no incoming student mobility will take place, but a small group of 16 students have enrolled for online courses.

## **Global Learning Interventions**

The Global Education Centre (GEC) within SU International completed a set of Global Student Learning Outcomes (GSLOs), which will help guide the GEC's programme renewal and development. This caps a longstanding process of repositioning the GEC as a space of learning rather than a logistical office. These GSLOs are already being implemented in some Global Education Programme (GEP) courses, Voluntary Community Engagement and ISOS, and the orientation programme.

The orientation programme for the second semester, originally planned for incoming students but which had been cancelled due to COVID 19, saw two major innovations that will become part of future welcome programmes. First, orientation will become ongoing orientation, which will start with an Online Pre-Departure Orientation approximately a month and a half prior to their arrival to Stellenbosch and end upon their return home with debriefs and re-entry sessions. This will have several benefits including better information management, better student preparation and experience, the ability to assess and evaluate, and the ability to foreground the upcoming experience as a "Global Learning" journey. Second, several components of the ongoing orientation will migrate to a digital platform. Existing sessions will be recorded for students to engage with at their own pace and there will be a limited set of activities during (the traditional) orientation week. New options to be added in the coming semesters will be pursued as SU International looks to provide a world-class global learning experience to students.

Because Global Service Learning (GSL) is a service-learning module, it has been difficult to migrate it online, although this difficulty has prompted insights that will be helpful for Study Abroad 102 and other online programmes GEC may offer in future. The class has been shifted to a cultural anthropological investigation of contemporary South African society and identity construction. Overall, the redesigned course captures the spirit of international collaboration, critical thinking, and engagement with South African identity and contemporary society, which are integral to GSL.

## Global Learning Activities

**Global Alliance of Universities on Climate (GAUC) Graduate Seminar:** With SU as a member of GAUC, Tsinghua University, the inaugural chair of the Alliance, has moved swiftly to present its first Graduate Seminar to gather postgraduate students from all its members in environment and sustainability studies across various disciplines to explore and expand their scientific thinking on an array of topics related to global climate change. Three postgraduate students from SU attended this seminar in late November 2019.

**Growing continental student mobility:** The Responsibility Centre purposefully focuses on growing our continental student mobility programme to other universities in Africa to raise awareness of higher education in Africa, its challenges, structures and successes. In October 2019, a student delegation visited the University of Lagos, Nigeria (pictured right) with colleagues from the Centre for Collaboration in Africa and Student Affairs. This visit took place in the aftermath and fall-out of the xenophobic incidents in South Africa that saw locally owned enterprises coming under reprisal attacks in Nigeria. Fortunately, through the diplomatic

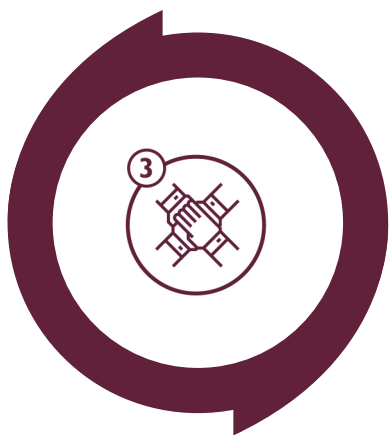


interventions of the SA government, the tense situation was adequately managed for the visit to proceed. The students, members of the 2018/2019 SRC (pictured above), engaged with their counterparts, received an overview of the host institution, attended the maiden UniLag international week with, among others, the University of Aberdeen (UK), DAAD, Campus France, SOAS (UK) and UK Research and Innovation, and attended a session in the Nigerian parliament.

**Developing global citizens:** Four SU students took part in the annual Global Citizenship Phase II programme (pictured right) that SU offers in collaboration with the University of Stuttgart (Germany) and St. Xavier's College (India) as the core group. Students from the University of Bergamo (Italy) also joined. This year, the topic was "Globalisation and Libraries", and the project week took place from 8 to 16 February 2020 in Mumbai, India and culminated in group presentations. The programme is a blended-learning course with an online and a mobility component. The overarching theme of the course was "In Conversation with Globalisation". Topics covered in the course included politics, economics and literature, with a specific topic identified for the project week (the mobility component).



**Development of the Global Leadership Course:** The enormous scale, complexity and urgency of the challenges facing the world today calls for more responsive and responsible leadership in public, private and voluntary sector organisations. SU International has developed the Global Leadership Short Course to equip senior SU students who show an interest in, and capacity for, organisational leadership in the global context, with the necessary skills, knowledge, and attitudes to meet these challenges. The course is transdisciplinary by design and include key areas such as resilience, emotional intelligence, intercultural competencies, global ethics and sustainability. The course will make use of the blended, project, and experiential learning approaches. Students will review course content online and use contact sessions to apply their knowledge during site visits and group collaborative projects with various organisations in the greater Stellenbosch community. Groups will comprise an equal mix of international and South African students. This will be a fully accredited short course and successful participants will be issued a certificate of competence.



## Core Strategic Theme 3

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Purposeful Partnerships and  
Inclusive Networks

In building and fostering Stellenbosch University's (SU) partnerships and networks, the RC: Strategy and Internationalisation facilitates, promotes, embraces and fosters SU's connections to other higher education institutions across the world. The institutional strategy for internationalisation has gone a long way to facilitate the expansion of SU's partnerships in higher education globally and has enhanced our international reputation. Our bilateral partnerships have been expanded through new partnerships with the University of St Andrews, the Technical University Dresden and SU becoming the preferred partner for the SKEMA Business School. We have maintained and built our active collaborations with, among others, Groningen, Hamburg and Northwestern universities. In the past year, we have also supported the growth of the SU Africa Platform, built multilateral collaborations, fostered stakeholder relations through delegation visits and attended international conferences and seminars.

### **Bilateral Partnerships**

The Working Group for Partnership Development (WGPD) in SU International reviews requests for establishing new bilateral partnerships on faculty, departmental and institutional level and also considers the renewal of partnerships. See Table 9 on page 62 for a list of the agreements concluded or renewed between 1 July 2019 and 30 June 2020. Despite the challenge the COVID-19 pandemic has brought to internationalisation, the interest of overseas universities remains high to establish a formal association with SU, either on institutional, faculty or departmental level. Several requests are on the agenda of the WGPD. See Table 10 on page 62 for a list of these request. Several renewals and developing bilateral partnerships have contributed much to building purposeful partnerships and inclusive networks:

**Technische Universität Dresden (TU Dresden):** TU Dresden is one of ten German universities carrying the esteemed title of University of Excellence (2019–2026). To prepare the development of a comprehensive partnership with TU Dresden, SU Rector and Vice-Chancellor, Prof Wim de Villiers, and Prof Hester Kloppe, Deputy-Vice Chancellor: Strategy and Internationalisation, hosted a visit by the Rector of TU Dresden, Prof Hans Müller-Steinhagen, accompanied by Prof Gerhard Rödel, Vice-Rector Research; Prof Clemens Kirschbaum, Head School of Sciences; and Prof Wolfgang Nagel Head of IT and High Performance Computing on 7 and 8 February 2020. Apart from visiting members of the SU Rectorate, the delegation engaged with academics in Mechanical and Mechatronic Engineering, Chemistry, Psychiatry and the School of Data Science and Computational Thinking. Following the visit was a visit from Ms Katharina Schmitt, TUD Head of Internationalisation, to work with colleagues in SU International to identify internationalisation projects for the partnership.

**University of St Andrews:** On 6 February 2020, SU and the University of St Andrews signed a Memorandum of Understanding (MoU) to revitalise the collaboration that provided the impetus for SU's policy around joint PhD programmes in 2005. The intention is to build on collaborations in Political Science, Chemistry and sport-related community interaction. Negotiations will now start to develop a student exchange programme for BCom (International Business) students.



**ABOVE:** Prof Hester Klopper, Deputy Vice-Chancellor: Strategy and Internationalisation at SU, and Prof Brad MacKay, Vice-Principal (International Strategy and External Relations) at the University of St Andrew sign the MoU.

**SKEMA Business School:** SU was chosen as the preferred partner to host the SKEMA Business School campus in South Africa. The partnership launch took place on the 31 January 2020 at the Adam Small Theatre on the Stellenbosch campus where Prof Hester Klopper, Deputy Vice-Chancellor: Strategy and Internationalisation at SU, and Mr Damien Roux, Director of Global Marketing and Communication at SKEMA, signed a formal agreement on behalf of the two institutions. The agreement marks the next step in a long-standing relationship between SKEMA and the University of Stellenbosch Business School (USB). The partnership will make a significant contribution to achieving targets to increase the number of international students on campus with 30 students welcomed as part of the first cohort, but with the number expected to increase over time. It is envisaged that the partnership will lead to the development of joint programmes, research projects, faculty exchanges and visits of SU students to other SKEMA campuses around the world.



**ABOVE:** Prof Hester Klopper and Mr Damien Roux signing the agreement, with representatives of SU, SKEMA, the French Embassy, the French Chamber of Commerce, and SKEMA students at the launch. Photo: Stefan Els

## Building Active Collaborations

**International partner conferences:** SU International participated in the Hamburg Strategic Partners Conference hosted by Universität Hamburg (September 2019) and the Tilburg International Partner Week hosted by Tilburg University, the Netherlands (October 2019). These meetings provided opportunities for benchmarking SU International's programmes and discuss bilateral activities with other participating partners. Both events confirmed that SU's recently accepted Internationalisation Strategy is aligned with good practice in Germany and the Netherlands regarding intentional comprehensive internationalisation involving all levels and stakeholders within a university. Presentations also indicated that SU International's process development pertaining to global learning has the potential to contribute to the international discourse on the internationalisation of learning and teaching.

**University of Lausanne:** On 23 and 24 January 2020, SU Rector and Vice-Chancellor Prof Wim de Villiers visited the University of Lausanne (UNIL), Switzerland. UNIL is a longstanding partner of SU and it was the first time that the two institutions had contact on rectorate level. Apart from visiting their Rector, Prof Nouria Hernandez, Prof De Villiers met with their Vice-Rector: Research, International Relations and Continuing Education, Dean of Biology and Medicine, and representatives from Digital Humanities and Sport Science. Follow-up meetings in Microbiome research will follow later in 2020, and SU's Faculty of Medicine and Health Sciences will explore collaboration with UNIL Faculty of Biology and Medicine in the fields of cancer research, immunology and global surgery. Historically, UNIL has provided financial support to SU students attending a semester at UNIL, but they have now extended their support by also confirming their commitment to ensure financial support for SU students to participate in the various UNIL Summer School programmes.

**Groningen University:** On 30 June 2020, a virtual delegation visit was held between SU and Groningen University, The Netherlands to further develop a Strategic Joint PhD Initiative and to discuss measures to build on the existing collaborations in the fields of Medicine and Health Sciences. Funding mechanisms will be developed jointly with concerted efforts to identify candidates based on existing research collaboration.

**Hamburg University:** SU International and the Division for Research Development participated in the virtual networking conference by Hamburg University, Germany on 13, 20 and 27 May with Ms Cornelia Malherbe, Director: Research Contracts, presenting on the impact of Covid-19 on SU's research contract portfolio, while Ms Sarah van der Westhuizen, Manager: Global Education Centre, presented on challenges regarding student mobility and digitalisation.

**Northwestern University:** Several virtual meetings were held with the Office of the Vice-President: International at Northwestern University in Chicago, USA, Dr Devora Grynspan, and colleagues to develop virtual student exchange programmes and to activate research collaboration in Global Health and Data Science.

## Growing the SU Africa Platform

**Africa Collaboration Grant:** SU International's Centre for Collaboration in Africa (CCA) supports various workshops and incoming and outgoing activities of staff, postdoctoral fellows and postgrad students from SU. The activities are supported through the African Collaboration Grant (ACG), and relate to research projects, teaching and learning, and in the case of postgraduate students, conferences in other African countries. Over the years, the ACG has proven to be an invaluable mechanism to support activities between SU and other African universities.

For activities in 2019 and 2020, the CCA launched four calls for applications to the ACG and 79 applications were received, with a total of 68 grants awarded with a value of R2 225 200 (see table below). Due to the uncertainties related to the COVID-19 pandemic and the effect it has had on international travel, awards for the second semester of 2020 were made, with the added arrangement that mobility activities could be extended to the first semester of 2021.

Year of activity	Applications	Successful applications	Amount	Total amount for the yearly activity
2019 (1 <sup>st</sup> Sem)	26	26	R779,200	R1,554,200
2019 (2 <sup>nd</sup> Sem)	29	21	R775,000	
2020 (1 <sup>st</sup> sem)	12	9	R262,000	R671,000
2020 (2 <sup>nd</sup> sem)	12	12	R409,000	

**TABLE 11:** *Allocations for Africa Collaboration Grant.*

**PeriPeri-U Secretariat:** As from 1 December 2019, a formal secretariat was established for the PeriPeri-U network at the CCA. The PeriPeri-U is a well-established network of twelve universities across Africa and was previously located in the Research Alliance for Disasters and Risk Reduction (RADAR) in the Faculty of Arts and Social Science. The establishment of the formal secretariat included the relocation of three current staff members. By establishing the PeriPeri-U Secretariat at the CCA, an opportunity now exists to support initiatives such as the SU School for Climate and the Global Alliance of Universities on Climate (GAUC). This can be achieved with direct access to 32 African partner universities through combined initiatives such as the AUDA-NEPAD Networks of Water Centres of Excellence (with the SANWATCE secretariat also located in the CCA) and PeriPeri-U. (See page 44-45 for the research-related work of PeriPeri-U and the AUDA-NEPAD SANWATCE.)

**Africa Centre for Scholarship (ACS):** An ACS delegation visited the African Union offices in Addis Ababa, Ethiopia to engage with the Directorate of Science and Technology and Innovation, and Dr Johannes Woldetensae, Senior Expert Education. The aim of the meeting was to introduce the ACS and its programmes to the AU, source information on the work of the AU in higher education, seek guidance on partnerships that might be of value, and establish any areas of collaboration or leads on current projects that can be of value.

The ACS Director, Prof Sarah Howie, also participated in the STIAS Colloquium: Research in Africa, from 21 to 23 October 2019 and contributed to a panel on gender and research in Africa. STIAS has invited the heads and academic coordinators of various organisations representing many parts of the continent to a colloquium on Research in Africa to share experiences and insights, to discuss in depth the challenges and opportunities, and to optimise synergies in a spirit of cooperation and mutual support.

Furthermore, the ACS presented a poster at the DAAD (German Academic Exchange Service) conference “Investing in people, by investing in Higher education and skills in Africa”, on 25 October 2019 in Brussels.

**Celebrating Africa Day:** On 25 May 2020, SU again participated in the annual Africa Day celebrations, albeit online this year. The day was launched with email communication to the SU Africa Platform community, highlighting a [message from Prof Hester Kloppe](#), Deputy Vice-Chancellor for Strategy and Internationalisation, highlighting some of our collaborations with other African partners in response to the COVID-19 pandemic. In addition, an [opinion article](#) titled “Africa Day: A continent united in the battle against Covid-19” by Dr Nico Elema was published on News24.com. A [video](#) focussing on SU’s partnerships with other African Universities and Research institutions was also distributed. In addition, Dr. Njeri Mwagiru, a senior futurist at SU’s Institute for Futures Research (IFR), participated in a webinar hosted by the Durban University of Technology, where she presented the topic “Impact of a Global Pandemic on the Africa Agenda 2063”. Furthermore, the SU Africa Platform community was invited to participate in the full-day online event with the theme “COVID-19 and Africa’s Future Development: Challenges and Opportunities”. The event was organised by, among others, the Department of Science and Innovation (DSI), the African Union, the Human Science Research Council (HSRC).

## Multilateral Collaboration and Networks

**Venice International University (VIU):** SU is the first African university to join the ranks of a group of leading universities from all over the world sharing a common campus in Venice, Italy as the Venice International University. The member universities devise study programmes to prepare their students to face today's global challenges, such as sustainable development, climate change, environmental security, urban growth, global ethics and human rights. VUI fulfils its role as a consortium by providing an innovative platform for transnational education, in which interdisciplinary and comparative methods adopted enable students of all levels to consider multi-facetted problems through new and innovative approaches.

**International Sustainability Campus Network (ISCN):** In 2018, SU joined the ISCN, which provides an international forum to support higher education institutions in the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research and teaching. SU's sustainable water optimisation project was the runner-up in the ISCN awards 2020. SU's Facilities Management Division entered the University's water optimisation project in the ISCN's Whole Systems Approach category. The innovative grey water system, electronic meters along with several other water reduction interventions formed part of this larger water optimisation project. Phase one of the grey water system on main campus recorded a 50% reduction in municipal potable water consumption and a 50% reduction in irrigation water usage. The system collects shower water at the residences, treats it and sends it back into the system to be used for flushing toilets.

**VitaGlobal: Erasmus+ Capacity Building Project:** SU International and the Department of Viticulture and Oenology hosted the first training workshop for the VitaGlobal Erasmus+ Capacity Building project from 25 to 29 February 2020. The project brings together 17 higher education institutions from nine different countries and focuses on sharpening university contributions to local development, specifically by proposing a curriculum development project that targets a growing agricultural sub-sector for all the partner regions involved.

**Academic Consortium of 21 (AC21) Network:** SU participated in the AC21 2020 Call for Special Projects Funding. SU was the lead applicant on one of the successful applications and successful on two applications as co-applicants. The funding is provided for the promotion of collaborative research activities between the partner members. SU is also a member of the Steering Committee that oversees activities of the consortium in collaboration with Nagoya University, which hosts the Secretariat.

Activity Title	SU Researcher	SU Dept	Institution 1	Institution 2	Institution 3	Institution 4
Natural Products for Healthy Ageing: from Molecular Targets to Therapy	Prof Hans Strijdom	Medical Physiology	University Strasbourg (France)	University Adelaide (Australia)	SU	
Pre-clinical development of antimicrobial peptides	Prof Marina Rautenbach	Bio-chemistry	University Minnesota (USA)	University Strasbourg (France)	SU	University of Freiburg (Germany)
Governments and economic development in history: data	Prof Johan Fourie	Economics	SU	University Adelaide (Australia)	University of	University Strasbourg (France);

and approaches to studying colonialism, independence, and development					Minnesota (USA)	Chulalongkorn University (Thailand)
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**TABLE 12:** Allocations of AC2I 2020 Special Projects Funding.

**South Africa Nordic Universities Network (SANORD):** An SU student in the Faculty of Economic and Management Science was successful in applying for the Brian O'Connell Bursary to complete his MCom degree at Lund University. The value of the award is R50 000. Furthermore, SU's Prof Nadine Bouwers-Du Toit is the successful co-applicant on the SANORD funded research programme "Trading Justice for Peace: Critical Reflections on the Truth and Reconciliation Commission(s) in South Africa and Norway" along with the University of the Western Cape and VID Specialised University, Norway (main applicant).

**Global Alliance of University on Climate:** The 2020 Board Meeting of the Global Alliance of Universities on Climate (GAUC) coincided with the World Economic Forum (WEF) in Davos, Switzerland on 21 January 2020. SU Rector and Vice-Chancellor Prof Wim de Villiers attended the meeting where chancellors, presidents and other senior representatives from GAUC member universities gathered to review the highlights of the group's work over the past year and discuss the plan for 2020. GAUC was established in 2019 following a joint commitment from the initial group of eight universities, which led to all twelve founding members formally forming the alliance. Participants represented at the meeting were the Australian National University, University of Cambridge, Federal University of Rio de Janeiro, Imperial College London, London School of Economics and Political Sciences, Massachusetts Institute of Technology, Sciences PO, the University of Tokyo, Tsinghua University, Oxford University, Columbia University, and SU. Following the Board Meeting, Prof De Villiers was the moderator of a panel discussion for the GAUC open event at the WEF. The theme of this event was "The role of universities in tackling climate change", and the panel discussion focused on "Education, Research and Public Engagement: Investing in Change".



**ABOVE:** Prof Wim de Villiers (far left) as part of the panel at the World Economic Forum in Davos, Switzerland in January 2020.



**ABOVE:** Prof Hester Kloppe at a board meeting of the GAUC in Beijing, China in 2019.

**Social Sciences University Network:** SU International attended the inaugural conference of the Social Sciences Universities Network (SSUN) in November 2019 in Rome. The Network, currently consisting of 22 international universities, is an initiative of Luiss University in Rome and Renmin University of China and aspires to develop high-quality exchange programmes and provide opportunities to conduct joint research projects and to foster academic innovation in the humanities and social sciences. The Network will promote cooperation between universities in talent training, scientific research, academic innovation, as well as policy and regulation formulation. SU is a member of the steering committee.

**International Sustainable Campus Network (ISCN):** All the efforts and toil that goes into SU's purposeful endeavours to be a higher education institution that is committed to a sustainable environment as well as ensuring our systemic sustainability for generations to come, were formally recognised when SU was admitted as a member to the International Sustainable Campus Network (ISCN). The ISCN is a non-profit association of universities and colleges in over 30 countries with the mission to provide an international forum to support higher education institutions in the exchange of information, ideas, and best-practices for achieving sustainable campus operations and integrating sustainability in research and teaching.

**South African Sweden Universities Forum (SASUF):** The SASUF is another project-based network bringing together researchers from 13 Swedish institutions and 23 South African institutions. In 2019, SU hosted the second network conference in Stellenbosch, bringing together approximately 450 researchers from both countries. The network makes funding available for researchers from four or more member institutions. The funding available 2019 was R140 000 per project. SU has 10 researchers involved in different projects with other member institutions. See Table 13 on page 64 for a list of these projects.

## Visiting Delegations and International Stakeholders

Through hosting visiting delegations, SU International continues to contribute to exploring new partnerships or to build existing partnerships.

Visits by representatives from institutions seeking links were: Nanjing Technical University (China) to Process Engineering; University of Bordeaux (France) expanding current collaboration with Viticulture and Oenology; Pardubice University (Czech Republic) in Chemical Technology to Postharvest Technology; University of Reunion (France) for collaboration in Engineering and technology, Tampere University (Finland) and the Malawi University of Science and Technology to the Faculty of Science.

Visits by representatives from partner institutions were: Humboldt University Berlin (Germany) to join them in a DAAD project related to the development of early career researchers and an EU project on the digitisation of internationalisation; Universidad São Paulo (Brazil) to expand the collaboration to the fields of Economics and Business; Zhejiang Normal University (China) to expand the collaboration to Innovus; Texas Christian University, Houston (USA) to confirm student mobility for 2020; Karlsruhe University of Applied Sciences (Germany) to establish exchange places for students in BCom International Business and the Engineering international exchange and internship programme; TU Dresden (Germany) to expand our collaboration beyond Chemistry and Polymer Science; University of Utrecht (The Netherlands) to revitalise institutional link between two international offices; and the University of Bath (England) to deepen collaboration between the libraries.

Representatives from government, international organisations and development agencies were also visited or welcomed on campus by SU. Rector and Vice-Chancellor Prof Wim de Villiers hosted members from the Cape Town Consular Corps to share SU's *Vision 2040* and the *Strategic Framework 2019–2024*. The visitors were also introduced to the SU Internationalisation Strategy and the newly established Stellenbosch School for Data Science and Computational Thinking.

Prof Hester Klopper, Deputy-Vice Chancellor: Strategy and Internationalisation, attended the round table discussion on Higher Education and University Cooperation between Europe and Southern Africa at the University of Pretoria. The discussion with the Italian Minister of Education: Universities and Research Lorenzo Fioramonti and other distinguished representatives of Italian higher education focused on the role of universities in strengthening bilateral cooperation and the development of scientific cooperation to meet future skills challenges in Italy and South Africa.

Innovus and SU International participated in a Science-Business Cooperation meeting to explore opportunities for South Africa-China collaboration. This was jointly hosted by the Academy of Science of South Africa (ASSAf) and the Zhejiang Provincial Department of Science and Technology. The event was held at the Cape Town International Convention Centre on 10 September 2019.

The Global Education Centre (GEC) met with the US Department of State's Bureau of Educational and Cultural Affairs (ECA) representative, Heidi Manley, Chief of USA Study Abroad and colleagues from the US Consulate General in Cape Town.

## International Conferences and Seminars

**European Association for International Education (EAIE):** SU International represented SU among 6 000 participants at the annual European Association for International Education (EAIE) conference held from 23 to 25 September 2019 in Helsinki, Finland. The conference drew colleagues from across the world and included a Study South Africa pavilion. The conference provided an opportunity for SU International to meet with international partners, renew contacts and strengthen relationships, enable a "check-in" to discuss progress and challenges, brainstorm solutions and to plan for the implementation of Erasmus+ Mobility Programmes for 2020. A total of 34 partner/potential partner meetings were held over three days, with additional networking through informal meetings and formal reception gatherings, as well as network meetings.

**Association for International Education Administrators (AIEA):** To further expand and facilitate SU's strategic positioning internationally, Prof Hester Klopper, Deputy Vice-Chancellor: Strategy and Internationalisation, attended the 2020 Annual Conference of the Association for International Education Administrators (AIEA) in Washington DC, USA. Themed "Rethinking Comprehensive Internationalisation for a Global Generation", the conference is the only conference specifically aimed at those who lead internationalisation at higher education institutions. It was presented from 16 to 19 February 2020, with workshops on 15 February 2020.

The workshops addressed topics such as the adoption of virtual exchange on campuses and gender roles in international education leadership. Various speakers at the conference spoke on new technologies and approaches in internationalisation for 21<sup>st</sup>-century higher education institutions, with a focus on rethinking and redefining what is called "comprehensive internationalisation".

Opportunities for networking was also provided, and Prof Klopper met with representatives of nine universities, discussing partnership possibilities between SU and these institutions, among them Yale University (USA), Tufts University in Boston, Massachusetts (USA) and Polytechnique Montréal International (Canada).

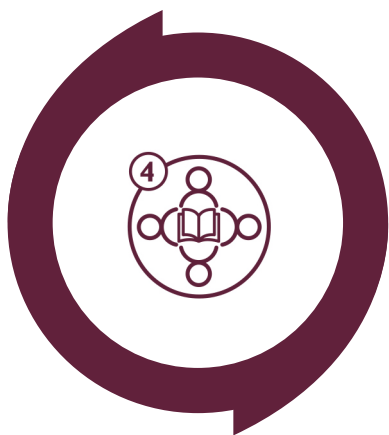


**ABOVE:** Prof Hester Klopper with Prof Lucien Chukwu from Nigeria at the AIEA in February 2020.

**ACU-SU “Art in Peace and Reconciliation” Virtual Conference:** Stellenbosch University co-hosted the international conference “**Art in Peace and Reconciliation: A Transnational Perspective**” in collaboration with the Association of Commonwealth Universities (ACU) from 9 to 12 June 2020. The event was initially planned to be held on the SU campus but was held virtually due to the impact of the COVID-19 pandemic. This inaugural event formed part of the ACU’s Peace and Reconciliation Network, and Prof Pumla Gobodo-Madikizela was the leading force behind organising the conference.

The ACU’s Commonwealth Peace and Reconciliation Network aims to connect and support those interested in peace and reconciliation, facilitating collaboration and sharing approaches to truth telling and reconciliation in society and within universities themselves. More than 280 leading academics, researchers, artists and professional staff from more than 40 universities across the Commonwealth gathered virtually for a series of interactive panel discussions.

SU Rector and Vice-Chancellor, Prof Wim de Villiers, who is also the Chair of the Commonwealth Peace and Reconciliation Network, welcomed delegates during the keynote session of the conference. Prof Gobodo-Madikizela’s presentation looked at “Reparative Humanism” and the important role it plays in how people can relate and show empathy to one another’s traumas. Click [here](#) for more information on the conference programme and speakers.



## Core Strategic Theme 4

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Networked and Collaborative  
Teaching and Learning

**The goals of this theme aim to create learning opportunities where students, staff and alumni can experience meaningful learning. The RC: Strategy and Internationalisation, through the work of SU International, has worked towards expanding SU's knowledge offering to new student markets. The African Doctoral Academy, with its annual Summer and Winter schools, has for years been a means of sharing our teaching and learning with advanced students on the African continent. Similarly, the Joint Schools presented by the African Centre for Scholarship has gone further by not only presenting academic writing skills but also focusing on topics such as conflict management, education and economics.**

### **Joint Schools**

The Africa Centre for Scholarship (ACS) presented three Joint Doctoral Schools in partnership with institutions on the continent, with one in collaboration with KU Leuven, Belgium. The ACS joined KU Leuven to present the first Joint Doctoral School Ethiopia between KU Leuven, SU and three Ethiopian Universities – Mekelle, Arba Minch and Bahir Dar – at Mekelle University from 4 to 17 August 2019. Forty-three delegates participated from the three Ethiopian universities, with 20 being from Mekelle University.

The Joint School at University of Rwanda was held from 1 to 4 October 2019 on Gikondo campus in Kigali, Rwanda focusing on academic writing skills. Twenty participants attended from four different campuses of the university (Gikondo, Nyarugenge, Remera and Huye), including staff of the university ranging from tutorial assistants to a senior lecturer. Topics in the specialisation fields of conflict management, education and economics were presented. The University of Rwanda requested the ACS to work on a joint proposal for submission to SIDA for future joint schools.

The Joint Schools in Africa programme implemented its first research training initiative in Nigeria at the University of Lagos from 18 to 22 November 2019. Prof Sarah Howie (ACS) and Prof Ruth Albertyn (Centre for Higher and Adult Education) facilitated the workshop with two University of Lagos staff members. Ms Corina du Toit (African Doctoral Academy at ACS) accompanied the SU delegation to support the organisation of the School. Thirty-nine staff members and students from the Universities of Lagos, Jos, Illorin, and Nnamdi Azikiwe University attended.

The ACS received a strategic fund award in December 2019 to launch its Joint Schools in Africa Emerging Scholars' programme, which will facilitate the implementation of 12 schools on research capacity development by staff from across faculties and entities at SU and at host institutions across nine countries in Sub-Saharan Africa over three years.

### **African Doctoral Academy Schools**

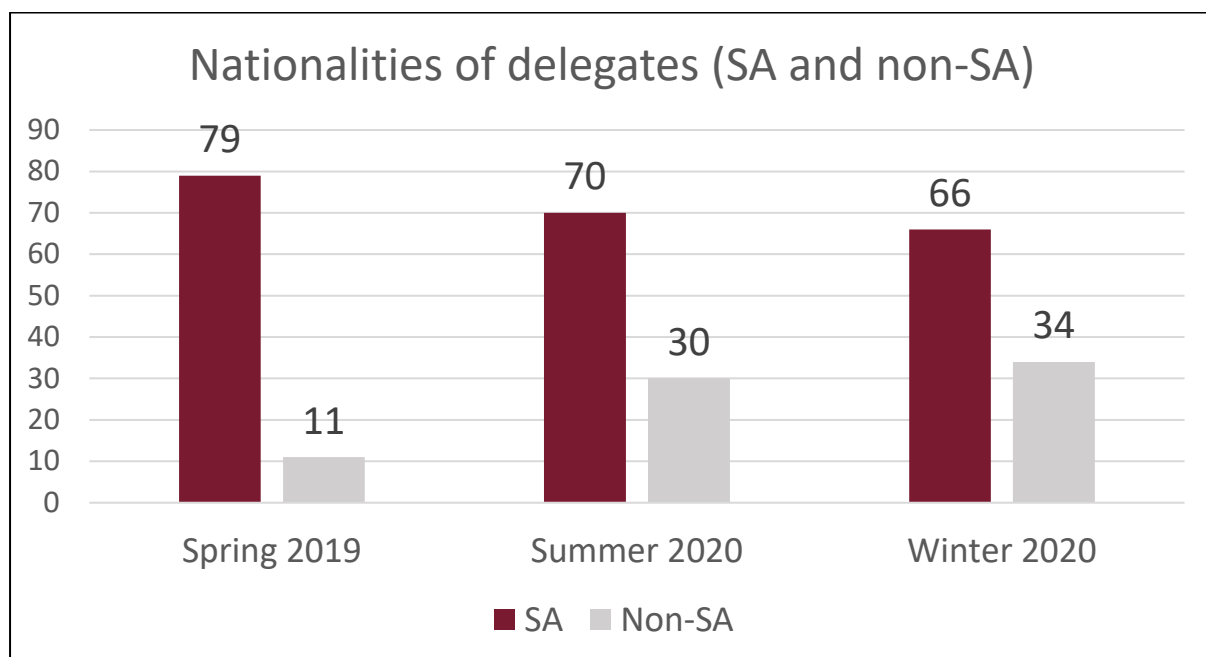
The first African Doctoral Academy (ADA) Spring School, in addition to the annual Summer and Winter Schools, was held from 14 to 16 October 2019 and attended by 19 delegates. The School focused on designing and collecting data using interviews, observations and questionnaires. It was aimed at students who are in the early phases of their postgraduate studies.

At the annual ADA Summer School from 6 to 17 January 2020, 21 workshops were presented by facilitators from Boston College, USA, Cape Town Music Academy, SABC, Creighton University, Omaha, USA, KU Leuven, Belgium, St Gallen University, Switzerland, SU, Trinity College Dublin, Ireland and University of Nebraska, Lincoln, USA. The workshops were attended by 370 participants. One third of the participants came from outside of South Africa from 15 other countries on the

African continent. A special addition in 2020 was the delegation of 10 staff members from Malawi University of Science and Technology enabled by a new collaboration with the SU Faculty of AgriSciences.

Due to the impact of the COVID-19 pandemic, the ADA Winter School offered five courses online with facilitators from SU, Universities of Michigan, Nebraska (USA) and Trinity College, Dublin, Ireland on 6 and 13 to 24 July 2020, made possible by the support of the Centre for Teaching and Learning and the Centre for Learning Technologies and Innovus. With the support of the Centre for Collaboration in Africa, the ACS furthered its partnerships with SU's bilateral partners in Africa and members of ARUA. Fifteen delegates from institutions in the Emerging Scholar's programme (Universities of Lagos and Rwanda) were awarded scholarships to participate in the Winter School, which has been over-subscribed with over 200 applications.

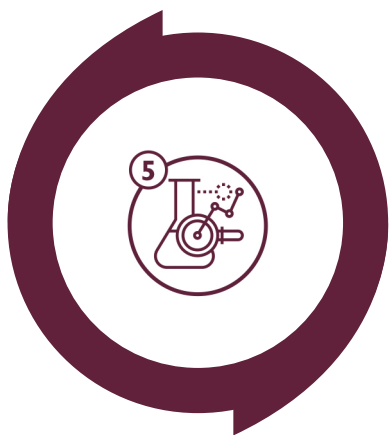
The ACS also supported the School for Data Science and Computational Thinking with ADA staff to support the logistics for the Data Science Winter School, which took place with two online courses from 20 to 24 July 2020.



**GRAPH I:** ADA Schools delegate data.

### Collaborative Online International Learning

In support of networked and collaborative teaching and learning, two SU staff members participated in the Collaborative Online International Learning (COIL) project of Ohio University. The project included preparatory online learning sessions for academics, participation in a global engagement programme at Ohio University, and attendance of the Virtual Online Learning conference from 19 to 27 October 2019. Participating SU academics will incorporate COIL into their 2020 learning programmes in the Faculty of Education and in the School of Accountancy.



## Core Strategic Theme 5

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Research for Impact

In the field of research, Stellenbosch University (SU) strives to make an increased impact on a scientific, economic, social, scholarly and cultural level. The RC: Strategy and Internationalisation plays a role in supporting the research goals through its nurturing of research partnerships and participation in research networks, such as the African Research Universities Alliance (ARUA), the Southern African Network of Water Centres of Excellence (SANWATCE), and the hosting of the PeriPeri-U secretariat. Most recently, the Division for Information Governance developed an interactive PowerBI™ visualisation of research data that the Division for Research Development (DRD) collects annually. The RC's work in research supports SU's goal of facilitating collaborative and interdisciplinary research that addresses the grand challenges of society.

### **ARUA Centre of Excellence in Energy**

While the campus activities of the African Research Universities Alliance (ARUA) Centre of Excellence in Energy, hosted by SU, have temporarily been halted by the COVID-19 pandemic, the Centre has managed to utilise various tools available to maintain its research momentum. Communication with funders and collaborators has continued, and the Centre is continually looking for new opportunities to link with other African institutions. SU has instituted broad measures to ensure continuity of those operations that can be continued off-campus, and the Centre is contributing to this effort by ensuring that its postgraduate students' activities and timelines are affected minimally. The Centre is currently developing its new website, which will be launched in the second semester.

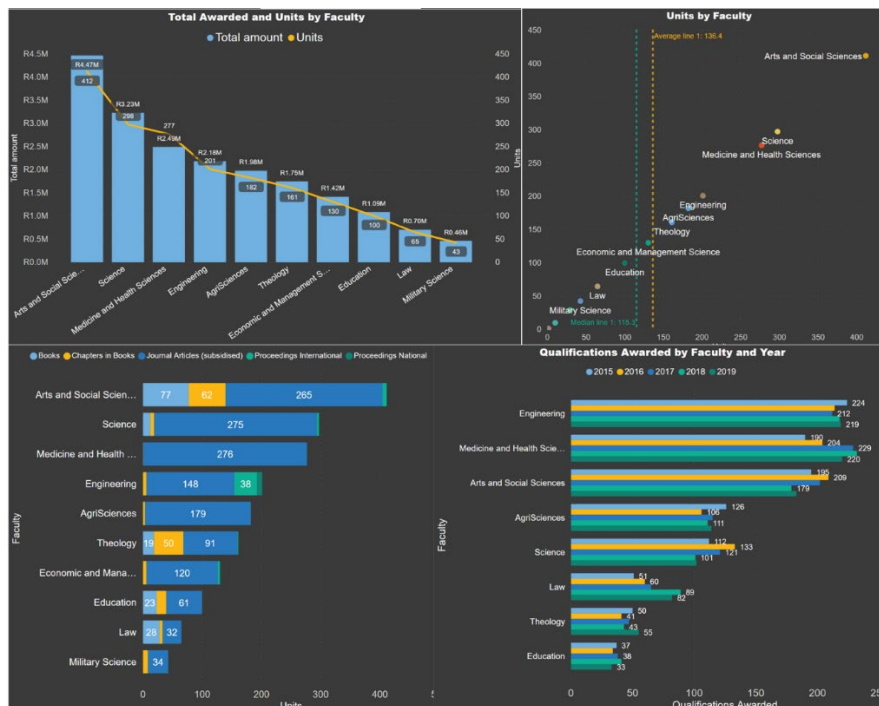
### **Southern African Network of Water Centres of Excellence**

As one of its activities, the AUDA-NEPAD Southern African Network of Water Centres of Excellence (SANWATCE) is responsible to maintain the SADC Water Science Research Agenda – a formal research agenda approved by the SADC ministers of Water in 2013. In supporting the SADC Water Science Research Agenda, 26 postgraduate students from 11 member institutions in the AUDA-NEPAD SANWATCE have been supported with research grants over the last four years. In addition, the network members participated in various research and capacity development activities in the Zambezi basin – a project funded by the European Commission. Primarily, activities focused on the hydrological modelling of the basin, climate change effects in the Zambezi Basin, and socio-economic aspects related to Integrated Water Resource Management. More recently, the secretariat hosted at SU facilitated a proposal by the Universities of Malawi and Western Cape to respond to the NRF COVID-19 Africa Rapid Grant Fund 2020 and submitted a proposal entitled *Exploring Socioeconomic Consequences of the COVID-19 Pandemic in Vulnerable Communities in Semi-arid Areas of Malawi*. The proposal investigates the impact of COVID-19 on access to water and livelihoods. The above studies and projects were translated in various academic articles in peer-reviewed journals.

### **Visualising Research Data**

The Division for Information Governance developed an interactive PowerBI™ visualisation of research data (pictured below) that the Division for Research and Development (DRD) collects annually. The prototype contains the data that DRD collects from departments and faculties and then repackages in PDF documents as reports to deans of faculties. Data for this report was obtained from the DRD and

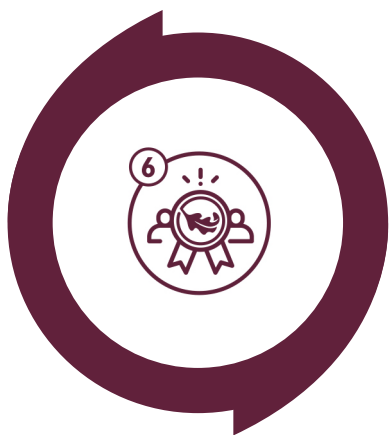
expanded with NRF-rated researcher data, doctoral and masters qualifications awarded from the SUN-i data warehouse and staff data obtained from Human Resources via the SUN-i data warehouse. Click [here](#) to get access to the visualizing.



**FIGURE 9:** Visualisation of SU research data.

## PeriPeri-U

The PeriPeri-U (Partners Enhancing Resilience for People Exposed to Risks) Secretariat, as hosted by Stellenbosch University, and its Southern African based partners (Ardhi University Tanzania, Antananarivo University Madagascar and Universidade Técnica de Moçambique) are currently working together on a project commissioned by SADC and the World Bank analysing current capacity in the disaster risk sector in the region in order to inform and guide policy on strengthening capacity building programmes and initiatives. In addition, the PeriPeri-U secretariat and partners in West Africa are undertaking research and capacity development activities focussing on enhancing resilience and disaster reduction in the Sahel region. The project is funded by the UNDP. The project will focus on (1) tracking and monitoring progress on SFDRR and AU Programme of Action implementation in the Sahel region through enhanced data collection, analysis and reporting systems; (2) collaborate with the UNDP to strengthen regional and multi-country regulatory, policy and budgetary frameworks; and (3) capacity building, enhanced innovations and knowledge transfer in the Sahel through Regional Dialogue and South-South exchange, summer school and master class training sessions. Finally, the PeriPeri-U network is undertaking a Forecasts for Anticipatory Humanitarian Action (FATHUM) project. The study is led by Reading University in the UK to strengthen forecasting and early warning systems in the Langeberg Municipality, South Africa, Teso Region, Uganda and Gaza Province, Mozambique. This multi-institutional, interdisciplinary project aims to improve forecast predictability, investigate complex disaster risk drivers, and implement Forecast-based Financing/Action mechanisms (FbF/A) that enable effective, appropriate and impactful action before a disaster. The above studies and projects were translated in various academic articles in peer-reviewed journals.



## Core Strategic Theme 6

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Employer of Choice

**By being an employer of choice, Stellenbosch University (SU) aims to create an enabling environment for staff that is inclusive and where their health and wellbeing is prioritised. The RC: Strategy and Internationalisation supports this vision by providing development and learning opportunities through the work of the Division for Information Governance and SU International. Various staff mobility programmes are provided through bilateral exchange agreements, the BRICS Mobility Grant, the Erasmus+ training and teaching networks, International Collaboration Mobility Grant, and SU's Staff Development Programme. As a means of improving human resource processes through the application of technology and digitalisation, important work has been done around the SU Wellbeing, Culture and Climate at Work Survey, which was conducted in 2019. It provided the RC with an opportunity to collaborate with other divisions, such as the Human Resources Division.**

### **SU Wellbeing, Culture and Climate Survey Results**

The Stellenbosch University Wellbeing, Culture and Climate at Work Survey was conducted at the end of 2019. The purpose of the survey was to determine quantitatively the wellbeing and “happiness-at-work” levels of staff, and to get the opinion of staff about the culture and climate within the working environment. Open questions allowed the collection of qualitative data about the culture and climate at work. A total of 1 095 completed submissions were received, an increase of 52.1% compared to the 720 staff members who participated in the previous culture and climate survey that was conducted in 2017.

A summary of the major and most interesting findings was presented to the Rectorate in early February 2020 and a progress report with some preliminary findings was communicated at the February Institutional Planning Forum. Staff within the Division for Information Governance responsible for tracking services assisted with the questionnaire and the analysis of the results. They are currently working with the Human Resources Division on hosting information sessions with each Responsibility Centre and Faculty to share the results pertaining to that specific centre and faculty.

In the discussions of the results with Faculties and Responsibility Centres, staff are invited to make recommendations on what measures the institution and environments should take to address concerns flowing from the survey. Due to COVID-19 pandemic and the national lockdown, these sessions were held virtually. After the conclusion of the consultation sessions with Faculties and Responsibility Centres, the project team will report back again to the Rectorate and make recommendations on how to address various matters flowing from the survey.

### **International Mobility Support for Staff**

SU International offers international mobility opportunities to staff and academics through biannual calls. For 2020, the following awards and nominations were made. Due to COVID-19, staff will have the opportunity to make use of the opportunity once international travel becomes possible.

**Bilateral exchange programme:** SU maintains a funded bilateral staff exchange programme with a small number of international institutions. Both commit institutional funding through a travel bursary (home institutions) and housing stipend (host institution). The following staff members participated in the exchanged programme:

Name	SU Department	SU Faculty	Country	Host Institution
Dr Hylton Hollander	Economics	EMS	Germany	Universität Göttingen; Leipzig University
Dr Alexander Andrason	Ancient Studies	FASS	Germany	Humboldt University
Prof Bernd Fischer	Computer Science	Science	Germany	Humboldt University
Dr Marnus Havenga	Systematic Theology & Ecclesiology	Theology	Belgium	KU Leuven
Dr Maricel Krügel	Food Science	AgriScience	Belgium	KU Leuven
Prof Marena Manley	Food Science	AgriScience	Belgium	KU Leuven
Ms Wilma Riekert	Systematic Theology & Ecclesiology	Support Staff	Belgium	KU Leuven
Mr Jerral Toi	Information Governance	Support Staff	Belgium	KU Leuven
Dr Cornelle Young	Nursing and Midwifery	FMHS	Belgium	KU Leuven
Ms Susan Bekker-van Zyl	Language Centre	Support Staff	Belgium	KU Leuven
Prof Dennis Francis	Sociology and Social Anthropology	FASS	Germany and Finland	Universities of Hamburg and Helsinki
Dr Hayley Clements	School of Public Leadership	EMS	Finland	University of Helsinki
Prof Louis Jonker	Old & New Testament	Theology	Germany	University of Leipzig
Dr Nadia Sanger	English	FASS	Germany	University of Hamburg

**TABLE 14:** Staff participation in bilateral exchange programmes.

**BRICS Mobility Grant:** To encourage South-South mobility (outside of Africa), SU International offers grants for mobility to and collaboration with counterparts in Russia, Brazil, India and China. The following staff members received the grant:

Name	SU Department	SU Faculty	Country	Host Institution
Prof Sara Grobbelaar	Industrial Engineering	Engineering	Brazil	Unisinos
Dr Firoz Khan	School of Public Leadership	FEMS	India	Observer Research Foundation

Prof Annemaré Kotzé	Ancient Studies,	FASS	Brazil	Campus Universitário Darcy Ribeiro
Prof Wessel Visser	History	FASS	Russia	Saint-Petersburg State University

**TABLE 15:** BRICS mobility grant staff exchange.

**Erasmus+ training and teaching networks:** SU is a member of various EU funded Erasmus+ staff mobility networks. In the case of institutionally based networks, SU International nominates participants to the respective coordinators. The following staff members participated:

Name	SU Department	SU Faculty	Country	Host Institution
Dr Corrie Ham	Forest and Wood Science	AgriScience	Germany	University Göttingen
Mr Evert Jordaan	Strategic Studies	Military Science	Poland	Military University of Land Forces
Prof Ronnie Donaldson	Geography and Environmental Studies	FASS	Hungary	University of Pécs
Ms Christelle Cronje	Marketing, USB	Support staff	Austria	WU Vienna
Mrs Samantha Diedericks	Academic Support, USB	Support staff	Germany	Frankfurt School of Business
Mr Angelo Jeptha	SU international	Support staff	Portugal	Porto University
Ms Amanda Matthee	Marketing, USB	Support staff	Austria	WU Vienna
Ms Danielle Radloff	Career Leadership Division, USB	Support staff	UK	Kings College London
Mr Che John-Norman Bermosky	Legal Services	Support staff	Austria	Management Centre Innsbruck
Ms Genevieve Fillis	International Affairs, USB	Support staff	Germany	Frankfurt School of Business

**TABLE 16:** Erasmus+ staff mobility networks.

**International collaboration mobility grant:** To encourage staff mobility SU International offers a small number of mobility grants in collaboration with Division for Research Development, which administers NRF and institutional travel grants. The following staff members received the grant:

Name	SU Department	SU Faculty	Country	Host Institution
Mrs Shehaam Abdurahman	Research Development	Support Staff	UK	Cambridge University, Imperial College London
Dr Sonia Fidler- Woudberg	Mathematical Sciences	Science	The Netherlands	University of Groningen
Dr Pieter Grobler	Music	FASS	Canada	University of Western Ontario

Dr Heinz Jacobs	Civil Engineering	Engineering	New Zealand	University of Auckland
Dr Graeme Jacobs	Medical Virology	FMHS	USA	University of Missouri
Prof Maureen Robinson	Curriculum Studies	Education	UK	Bath SPA University
Prof Bradley Slade	Public Law	Law	USA	Cornell University
Mr Aslam Arnolds	Research Development	Support Staff	UK	University of Bath and Coventry University
Prof Nuraan Davids	Education Policy Studies	Education	USA	Stanford University
Prof Sian Hemmings	Psychiatry	FMHS	UK	University of Bristol
Dr Lieketseng Ned	Global Health	FMHS	Portugal	University of Coimbra
Dr Chioma Ohajunwa	Global Health	FMHS	Portugal	University of Coimbra
Dr Douglas Parry	Information Science	FASS	Germany	Weizenbaum Institute for the Networked Society

**TABLE 17:** *International collaboration mobility grant.*

### Staff development programme: SU

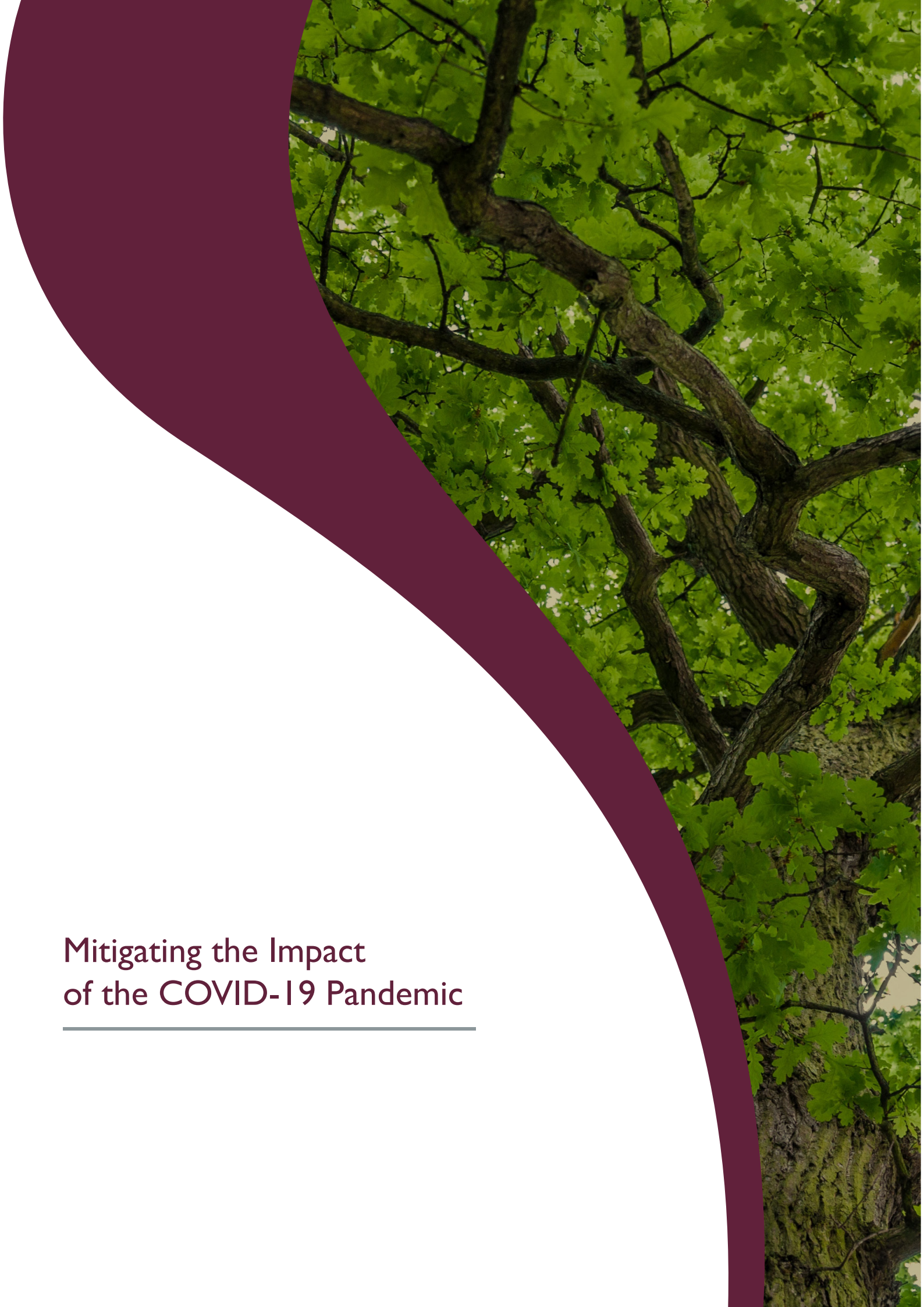
International partnered with SU Human Resources to plan and deliver a professional and support staff (PASS) development programme. More than 30 applications were received as part of the nomination process for support staff to join a capacity building programme and exchange visit to Lund University, Sweden from 4 to 11 of October 2019. Ten staff members participated in the programme, which included workshops on internationalisation at SU, intercultural competence and an overview of the Lund-Stellenbosch partnership.



In Lund they spent time with their respective counterparts. Lund University is a valued SU partner university. The partnership is a good example of comprehensive internationalisation in action, with student exchange, research collaboration and staff mobility supported by both partners. Lund indicated that the programme also brought internationalisation conversations in units who normally do not engage with international visitors, encouraging their colleagues to think fresh about their role at Lund University.

Name	Division	Position
Veronica Beukes	Centre for Teaching and Learning	Senior Administrative Officer
Stefan Els	Corporate Communication Division	Multimedia Producer
Ilse Griffiths	Finance Division: Financial Planning and Budgeting	Accountant
Shawn Hendriks	E&E Engineering	Departmental Manager
Chanel Klink	Human Resource Division	HR Practitioner
Noni Kulati	SUNCEP/ Faculty of Education	Admin Officer BI
Felicia McDonald	Division for Research Development	Snr Admin Off
Joswayne Newman	SunCom	Head: Print & Copy
Luzaan Stellenberg	Facilities Management	Service Desk Supervisor
Judy Williams	SU Bellville Park Campus Library	Faculty Librarian

**TABLE 18:** *Staff development programme.*



## Mitigating the Impact of the COVID-19 Pandemic

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The impact of the global COVID-19 pandemic has been significant on the operations of Stellenbosch University. To assist in absorbing the impact of the crisis and navigating the institution in order to allow it to perform its core functions, an overarching Institutional Committee for Business Continuity (ICBC) was established under the leadership of SU's Chief Operating Officer, Prof Stan du Plessis. During the protracted period of a national lockdown, which was declared by the Government in March 2020, all the divisions within the RC: Strategy and Internationalisation have not only had adapted to a "new normal" but has played a pivotal role in ensuring business continuity at SU.

### Leading an ICBC Workstream

The first meeting of the ICBC Workstream for Communications, Social Impact and External Relations (WCSIER) was held on 8 April with Prof Hester Klopper, Deputy Vice-Chancellor: Strategy and Internationalisation, as the Chair. The Workstream brought together members from a wide range of divisions, i.e. Research Development, Development and Alumni Relations, Corporate Communication, Social Impact, Human Resources, Student Affairs, Student Recruitment, SU International, the SRC and Tygerberg Campus. From its establishment the work of the WCSIER has been focused on creating structure, protocols and frameworks for communication to a range of stakeholders during the COVID-19 pandemic, especially to foster SU's community impact and external relations. Weekly feedback was given by the Workstream's members in the focus areas of community coordination and impact, international relations, and stakeholder communication.

Nine key documents have been developed and approved by the ICBC:

- The **Framework for Consolidated Response** contains information regarding SU's work and responses related to COVID-19 in the fields of research impact, teaching and learning initiatives (online learning, student support), social impact, and human resources;
- The **Guiding Principles for External Requests** guides SU's response to philanthropic and other requests for donations and/or fundraising;
- The **Protocol for Communication during COVID-19** sets principles for the approval and distribution of content for communication to stakeholders;
- The **Institutional Guideline for Communication and Alignment** gives guidelines to coordinate institutional communication from various divisions within the University;
- With the **Communication Grid** document, the scheduling of communication from the University and the Rectorate to staff and students has been improved to ensure regular contact yet avoid communication fatigue;
- The **Protocol for Communicating staff/student deaths** and **Bereavement Notice** were informed by two documents, i.e. Guidelines for Memorial and Funeral Support for SU Students 2020 and the Bereavement Protocol for Staff;
- A narrative document showing **SU's support to students**, including, among others, online learning initiatives, laptops, support in residences, support to international students and fundraising for the #Move4Food campaign was shared widely to stakeholders;
- A narrative document to show **SU's support to Social Impact** was shared with the General Manager's Meeting, Council and Senate and their sub committees, on the SU and COVID-19 websites (and other institutional links), and community partners;
- A short statement on international travel, particularly for staff wanting to attend international conferences, was also developed and approved by the ICBC.

The work of the WCSIER continues in monitoring the pandemic and assessing the communication needs of the ICBC in upholding both internal and external stakeholder relations during the ongoing national lockdown.

### **Communication during COVID-19 Pandemic**

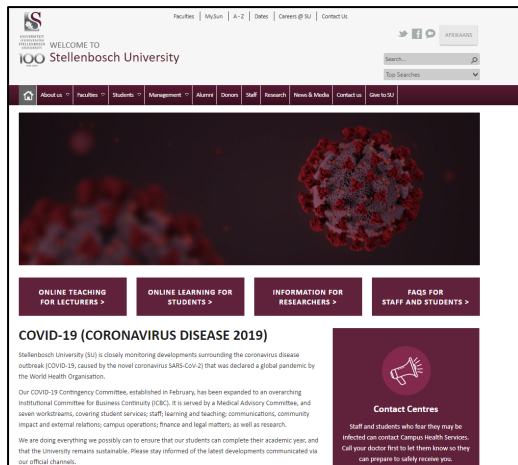
Due to the worldwide COVID-19 pandemic, the run-up to the national lockdown announced by President Cyril Ramaphosa on 26 March 2020, and the lockdown period on various national risk assessment levels, the period in review has been unprecedented in terms of threats to a thriving Stellenbosch University. While still proceeding with the objectives of the 2020 Environment Plan, the Corporate Communication Division's focus shifted to the crucial role of primary communication service provider in support of business continuity amidst the pandemic.

The strategy behind the COVID-19-related communication was to create a hub for all related content as the single source of reliable information for various SU stakeholders, which then also becomes a repository for all related communiqués. The COVID-19 website was created to function as this hub, with links to the website inserted in various other forms of communication. Two prominent links were inserted on the SU website homepage: one to the COVID-19 website, and the other to the Government's COVID-19 website in support of national initiatives.

**Website:** The [SU COVID-19 website](#) (see below) went live on 14 March 2020 (just under a week before the national lockdown was announced), functions well and has been well received. As the situation and related communication needs have been developing, the website has been adapted to meet requirements. The statistics are insightful: The English webpage received 108 140 visitors during its first month. Of those, 39 845 of those who accessed the website were first-time visitors to the SU website. The Afrikaans webpage received 11 391 visitors during the first month, and of those, 4 115 were new visitors to the SU website.

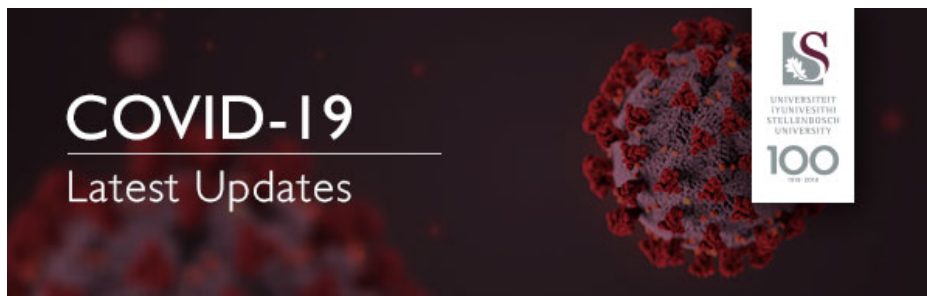
The information on the COVID-19 website consists of the following:

- Campus updates
- A database of all communiqués
- Resources for online learning and teaching for students and staff
- Resources and information for researchers
- Protocols
- Mental Health Resources
- Campus Health Resources
- A link to South Africa's official COVID-19 website
- Important local and national contact numbers
- Various links to important local and international COVID-19-related information



**Mass mailers:** Due the nature of the COVID-19 pandemic, regular communication is required to ensure that SU stakeholders are kept up to date on important information, decisions and developments with regards to the business continuity of the institution. A specific banner (see below) was designed for all COVID-19-related mailers.

Weekly mailers are sent to staff and students to keep them updated on SU's response to COVID-19, including health protocols, online learning, and returning to campus. These communiqués have been well received – the opening rates range between 62.4 % and 75%, which is well above the standard industry opening rates. In some instances, the mailers were followed by SMS messages referring staff and students to important information in the mailers and on the COVID-19 website. The weekly Wednesday digital newsletter, *info@StellenboschUni*, was discontinued temporarily as the demand for notices and events had declined due to lockdown. The weekly Friday digital newsletter, *news@StellenboschUni*, continues as a channel for consolidating the latest COVID-19-related news.



**External communication:** In addition to the internal communication relating to the COVID-19 pandemic, SU's Media Office collaborated with various staff members to continue profiling the research excellence of SU's academics relating to the medical and non-medical aspects of the pandemic. A number of staff members at especially the Faculty of Medicine and Health Sciences and SACEMA was overextended by the sheer volume of media enquiries, which is a positive sign of the trust the media places in our researchers. Credit must also go to staff of the Marketing and Communications Division at the faculty for facilitating the bulk of enquiries of a medical nature. Because the pandemic influences all spheres of life, the SU Media Office has compiled an exhaustive list of non-medical experts (in the strict sense of the word), which was made available to the media and used extensively by newsrooms. In addition, media releases addressing different aspects of the pandemic was distributed and was complemented by various opinion-editorials placed by media outlets, as well as interviews on radio and television.

**Social media:** It became evident quite early in the lockdown that our followers' online behaviours shifted dramatically as they were forced to change their daily habits. With students, staff and alumni staying home, they turned to social media to connect with friends, family and brands. COVID-19 messages, especially those related to academic matters have been received with great interest on the SU social media channels. The change in social behaviour and interest in messages from SU resulted in a 50% increase in reach, indicating that SU followers are using social media as a tool to stay informed.

Social media posts are also used to reinforce messaging via other channels and to direct stakeholders to more comprehensive information on the website. Topics that received widespread commentary on social media relating to COVID-19 and the lockdown included online learning, data, SUNLearn, fees refunds, and the cancellation of the March Graduation.

**MFM Community Radio Station:** As part of the SU institutional cooperation with the Stellenbosch Municipality and community forums via #StellenboschUnite, the MFM community radio station was made available at no charge as communication channel for the distribution of information to the broader Stellenbosch community.

**Institutional Events:** The Corporate Communication Division is currently developing protocol guidelines for advice and guidance on the planning of events at SU. These guidelines include, for example, a protocol for communication with the Chancellor and event planning checklists and timelines. The objective is to ensure that consistent brand experiences are created that build on SU's reputation and enhance brand equity, particularly in a world where virtual and hybrid events will be the new norm. Another objective is to ensure consistency in the standard and branding of institutional events.

When it became evident that large groups of people pose a significant risk for the transmission of COVID-19, Stellenbosch University – even before the lockdown announcement – decided to cancel the March/April 2020 graduation week and the Chancellor's installation scheduled for 8 April 2020. A virtual conferral of qualifications was held to celebrate the achievements of our graduates. The ceremony featured messages by the Registrar, Dr Ronel Retief, and Rector Prof Wim de Villiers. The new Chancellor, Justice Edwin Cameron, virtually conferred the degrees on graduates. The [video](#) has received 19 000 views to date.

The virtual ceremony was accompanied by a social media campaign, #SUgradstory, where we asked graduates to make videos and share their graduation stories with us. There had been an overwhelming response, with students getting quite creative. One of the videos submitted showed MSc graduate Chanté Brand role-playing her graduation with her family. [This video](#) had a reach of 117 000.

Also, inaugural lectures scheduled for earlier this year could not take place because of the COVID-19 lockdown. The Corporate Communication Division subsequently started researching live stream and pre-recorded event options for the hosting of the remainder of the inaugural lectures planned for 2020.

The Rector's Awards for Excellent Achievement in various categories are awarded at a very prestigious event that is held towards the end of each academic year. The awards acknowledge students who have excelled in their academic fields, sport, leadership and social impact. It is highly unlikely that such an event will be feasible in 2020, not only due to social distancing challenges and venue size, but it is doubtful whether all the recipients will be back in Stellenbosch to attend the event. Innovative solutions are being explored, including an online awards ceremony similar to the WoordTROfees presented by the Toyota US Woordfees on 7 April 2020.

### **Tactical support for COVID-19-related processes**

The Division for Information Governance (IG) provided tactical, analytical support for identifying students who qualify for laptop loans and assisted with the execution of the project. The division also assisted with tactical, analytical support for identifying students who should return to campus, to complete practical work, subject to the 33% maximum restriction. This entailed assisting with the development of comprehensive templates for use by faculties to provide the relevant inputs, as well as preparing detailed datasets to identify unique students per faculty including residence affiliations to promote integrated planning.

The Centre for Business Intelligence within IG provided analytical support regarding two COVID-19-related surveys conducted among students and staff respectively. The purpose of the surveys was to determine the readiness of students and staff for online learning or work activities while not on

campus. The results of the staff survey were made available to faculties and sectors within SU to enable the University management to identify the extent of additional support needed for working from home. The results were also used to determine the technology support that lecturers would need for their online teaching activities. The results of the student survey were made available to the different faculties to give them an overview of the access of their students to and ability to participate in online activities. The results were also used to identify students that do not have access to a computer or tablet for online studies. These students received an offer from the SU for a laptop on loan.

Furthermore, the Centre also provided support for the management of the data for the laptop loan project in coordination with IT Support Services and the Division for Teaching and Learning Enhancements. Requests for laptop loans from students (via e-mail, SMS requests or IT service requests), client services, lecturers and other staff members, were consolidated in a database, and used to allocate laptops to students in different rounds. The database was also used to keep track of the laptop deliveries as reported by the courier, and any other issues regarding the laptops (e.g. faulty laptops and replacements). To date, more than 1 700 laptops have been allocated to students.

## **Internationalisation during COVID-19**

Due to the impact of the Covid-19 pandemic, SU International developed strategies and plans to support different stakeholders, specifically international semester students at SU and SU students abroad. A strong focus was placed on communication, care and flexibility.

- **International semester students at SU**

Frequent and clear communication updates were provided via email, the SUI website and SUNLearn. Institutional communication served as reference point, with items that had a direct impact on international semester students. The communication sent to students were aligned with that sent to their home (partner) institutions.

Students from partner universities who applied to attend SU in the second semester were unable to start with face-to-face classes at the beginning of the third term, but students were given the opportunity to defer their mobility to the first semester of 2021, or to start classes online. A large group of students decided to defer their exchange to 2021, with a small group continuing with online courses, while others cancelled their exchange. Some students starting with online courses expressed interest in joining SU on campus for the fourth term, depending on international travel regulations. To support the online international semester students, an online orientation and welcoming programme was offered during the week before the start of classes.

The annual Winter School offered in June and July was cancelled, but a new Summer School running from December 2020 to January 2021 has been developed, should the pandemic allow this mobility opportunity. This programme is part of SU's income-generating programmes and therefore of strategic importance to SU International.

- **Outgoing International Student Mobility**

SU students abroad also received frequent and clear communication. In addition to updates, online group check-in sessions were scheduled. To support students, the Global Education Centre (GEC) at SU International liaised with various external stakeholders, including the DIRCO, DHET, IEASA, partner institutions, and private service providers. The general approach was to highlight the importance of the information provided by the host institution, the South African government and SU, while encouraging students to make informed decisions based on the information at hand.

Participation in second semester 2020 exchange programmes and the 2020 Summer School for SU students had to be cancelled due to travel restrictions. Students are being assisted to defer their mobility opportunity to the semester of 2021, if possible. Many of the face-to-face summer programmes were converted to online programmes and some SU students continued with the online versions. Currently some SU students abroad are waiting to return to South Africa via repatriation flights or staying on for an additional semester at the host university.

- **Engagement with Partner Universities**

In May, a communique from the office of the Deputy Vice-Chancellor: Strategy and Internationalisation, Prof Hester Kloppe, was sent to SU's international partner universities. The purpose was to communicate SU's contribution to and activities during the COVID-19 pandemic. It especially served to inform the heads (rectors, vice-chancellors and presidents) of partner universities about measures SU has taken to ensure the safety and support of international students. In addition to formal communication to partner universities, the Centre for Partnerships and Internationalisation Support (CP&IS) and GEC continuously addressed concerns and questions via emails and online calls.

- **Virtual Internationalisation**

Since the outbreak of the COVID-19 pandemic, various internationalisation efforts had had to continue online.

**Risk Reduction:** The Centre for Collaboration in Africa (CCA) has during this time been involved in co-hosting webinars with international partners engaged in dialogue related to Disaster Risk Reduction and Water Sciences in various countries. Over the medium to longer-term, the African Risk Methods School will be transformed into a fee-paying online offering.

**Webinar Participation:** The CP&IS, along with the Research Contracts Department, did a virtual presentation, "The Challenges to Internationalisation Administration and Research Cooperation", as part of the Hamburg Virtual Networking Meeting, and have also collaborated with the International Education Association of South Africa to host webinars for international staff across South Africa. The first webinar on support for semester students abroad, with a focus on student wellbeing, was presented by Ms Sarah van der Westhuizen of the GEC at the end of May.

**Virtual Conference:** The CP&IS supported the Association of Commonwealth Universities (ACU) Peace and Reconciliation Network, represented at SU by Prof Pumla Goboda-Madikizela, to co-host the joint SU-ACU virtual conference, "Art in Peace and Reconciliation: A Transnational Perspective", from 9 to 12 June 2020.

**African Doctoral Academy (ADA) Summer School:** Prior to the pandemic, the Africa Centre for Scholarship (ACS) had seven research development schools planned for 2020. It had had to cancel the ADA Autumn School in March and transformed the ADA Winter School and pilot a Virtual Research Learning opportunity with five different courses in July 2020. Thereafter, the ACS, in conjunction with the universities of Lagos, Rwanda and Strathmore, CCA and STIAS will convert the planned Joint Research Schools in the Emerging Scholar's Initiative into three virtual research learning schools in the second half of 2020.

**Online Support Structures:** The GEC focused on four areas in building online support structures: First, supporting current international students at SU and SU students abroad through the available university online platforms; second, the Global Education Programme's various courses that are specifically developed for international students; third, preparing for the online intake of incoming students in the second semester and the different scenarios thereof; and fourth, using the time to revisit SU International's processes and support offering to see what can be improved, specifically within the context of online teaching.

GEC has redesigned its welcoming and orientation programme for the second semester for incoming semester students moving it online. The holding structure, called I02 Study Abroad, for outgoing SU students have also been redesigned as an online short course. Although it will only be implemented in 2021, various parts of it will be tested through interaction with test groups in 2020. In addition to the latter activities, opportunities in terms of virtual exchanges are being explored, as well as the development of a support structure for international hybrid mobility.

## CONCLUSION

Over the reporting period (September 2019 to August 2020), the Responsibility Centre: Strategy and Internationalisation has intentionally focused at added value to the institutional efforts of realising Stellenbosch University's *Vision 2040* and the *Strategic Framework 2019–2024* through its continued work in the fields of strategy development, planning and implementation; information governance for analytics and business intelligence; integrated marketing and communication; as well as internationalisation. Throughout, the goals for each of the core strategic themes of the institution have guided us in setting priorities for the RC and to deliver on those priorities with impact. We have endeavoured to demonstrate our impact and commitment to work with colleagues across the university towards our shared vision. But while this report covers in a broad sense what *has* been done within the RC to serve the goals of the *Strategic Framework 2019–2024*, it in many ways lays a foundation on which to build our future work and again set new priorities for the year to come.

**Forward Together | Masiye phambili | Saam vorentoe – We will become stronger in the face of adversity!**

## ADDENDUM

**TABLE 6: Travel bursaries to SU students for international mobility**

FACULTY	EXCHANGE SEMESTER	SUMMER / SHORT PROGRAMMES	TOTAL
AgriSciences	R 119 000	R329 700	R448 700
Arts and Social Sciences	R 632 008	R626 900	R1 258 908
Economic and Management Sciences (Incl. R600 000 EMS own funding)	R 1 500 048	R550 200	R2 050 248
Education		R35 000	R35 000
Engineering	R 541 400	R408 400	R949 800
Law	R 375 080	R213 600	R588 680
Medicine and Health Sciences		R336 100	R336 100
Military Science	R 44 000	R0	R44 000
Science	R 126 500	R440 521	R567 021
Theology	R 48 300	R0	R48 300
<b>TOTAL</b>	<b>R 3 386 336</b>	<b>R2 940 421</b>	<b>R6 326 757</b>

\*Only reflecting 2019 mobility. Current profile for 2020 in next section.

**TABLE 7: Incoming Short programmes for international students**

Student home institution	Programme topic	Faculty/division	Students 2019
Virginia Tech, USA	Food Security in context of game farming and conservation	Agronomy, AgriSciences	17
January Term presented by SU International	Photography	Arts and Social Sciences	14
Linneaus University, Sweden	Sport Science	Sport Science	5
Northwestern University, USA	Global Health Care Technologies	Bio-Medical Engineering	18
Northwestern University, USA	Public Health and Development in South Africa	Arts and Social Sciences	14
Pardibuce University, Czech Republic	Language and Culture	Arts and Social Sciences	8
Vrije Universiteit Brussels, Belgium	Sport Science	Sport Science	11

Christopher Newport University, USA	Leadership for Social Justice	SUI & FVZS	16
University of Georgia, USA	Sociology and International Affairs	SU International	26
University of North Carolina at Charlotte, USA	Education	Education	7
Wisconsin Milwaukee, USA	Social Work	Arts and Social Sciences	8
Warwick University	Education	Education	6
Humboldt University	Education	Education	4
Think Tank Workshop Week, Belgium	Health & Wellbeing	Various	17
AC21 Graduate School	Invasive Biology	Agriculture	18
Incoming summer school, mid-June to mid-July	Various programmes	SU International	106
<b>TOTAL</b>			<b>295</b>

**TABLE 8: Outgoing student mobility by Faculty**

Faculty	Semester exchanges		Summer / Short programmes	
	2018	2019	2018	2019
AgriSciences	9	4	12	18
Economic and Management Sciences	40	31	41	29
Education			9	3
Engineering	13	31	33	24
Arts and Social Sciences	16	24	47	48
Law	14	16	10	12
Medicine and Health Sciences			13	19
Military Science	1	2		
Science	5	4	18	36
Theology	2	2	3	0
<b>TOTAL</b>	<b>100</b>	<b>114</b>	<b>186</b>	<b>188</b>

\*\*Please note that our outgoing programmes for the second semester has been cancelled, which will mean that a smaller number of students will go abroad in 2020. See next section.

**TABLE 9: The following table lists the agreements concluded or renewed 1 July 2019 – 30 June 2020.**

Institution	Country	Level of Agreement	Type of Agreement
University of Turin	Italy	Chemistry and Polymer Science	Student mobility
University of Rwanda	Rwanda	Institutional	MOU
Federal University of Santa Catarina	Brazil	Institutional	MOU
University of St Andrews	Scotland	Institutional	MOU
University of Southampton	UK	Institutional	Student/Staff exchange
University of Pardubice	Czech Republic	Institutional	MOU
Mendel University	Czech Republic	Agrisciences	MOU
Midlands State University	Zimbabwe	History	MOU
University of Namibia (UNAM)	Namibia	Institutional	MOU; Student/Staff Exchange
University of Jean Monnet	France	Institutional	MOU
Bauhaus-Universität Weimar	Germany	Engineering	Student/Staff exchange
Institut Polytechnique de Bordeaux and Bordeaux INP	France	Institutional	MOU; Student/Staff Exchange
Western Sydney University	Australia	Institutional	MOU
North Carolina State University	USA	Institutional	MOU
Michigan State University	USA	Institutional	MOU
Rensselaer Polytechnic Institute	USA	Institutional	MOU

**TABLE 10: Currently the following requests are on the agenda of the WGPD:**

Name of Institution	Country	Task	Level of request
Beedie School of Business, Simon Fraser University	Canada	New Agreement	Economic and Management Sciences
Kyung Hee University	South Korea	New Agreement	Institutional
Sapienza University Rome	Italy	New Agreement	Mechanical and Mechatronic Engineering
St. Petersburg University	Russia	New Agreement	Institutional

University of North Carolina Wilmington	USA	New Agreement	Institutional
University of Otago	New Zealand	New Agreement	Arts and Social Sciences
HAS University of Applied Sciences	Netherlands	New Agreement	AgriSciences
Miller College of Business, Ball State University	USA	New Agreement	Economic and Management Sciences
Trier University of Applied Sciences	Germany	New Agreement	Visual Arts
University of Nottingham	UK	New Agreement	Law
FH Aachen University of Applied Sciences	Germany	New Agreement	Engineering
CUOA Business School	Italy	New Agreement	Economic and Management Sciences
Cairo University	Egypt	New Agreement	Science
University of Burundi	Burundi	New Agreement	Science
University of Montpellier	France	New Agreement	Institutional
Martin-Luther-Universität Halle-Wittenberg	Germany	New Agreement	Arts and Social Sciences
University of Reunion Island	France	New Agreement	Institutional
Breda University of Applied Sciences	The Netherlands	New Agreement	Logistics
Ural Federal University	Russia	New Agreement	Institutional
LUISS University	Italy	New Agreement	Military Science
Istanbul Commerce University	Turkey	New Agreement	Business Management
University of Adelaide	Australia	Renewal/Termination	Institutional
University of Geisenheim	Germany	Renewal/Termination	Viticulture and Oenology
KU Leuven	Belgium	Renewal/Termination	Arts and Social Sciences
KU Leuven	Belgium	Renewal/Termination	Law
University of Passau	Germany	Renewal/Termination	Institutional
Goethe University	Germany	Renewal/Termination	Institutional
University of British Columbia	Canada	Renewal/Termination	Forest and Wood Sciences
LUCA School of Arts	Belgium	Renewal/Termination	Visual Arts
University of Malawi	Malawi	Renewal/Termination	Institutional
University of Nairobi	Kenya	Renewal/Termination	Institutional

TU Delft	The Netherlands	Expansion	Science
Notre Dame University	USA	Expansion	Institutional
University of Bern	Switzerland	Expansion	Institutional
University of Groningen	The Netherlands	Expansion	Institutional

**TABLE 13: SU projects that are part of SASUF**

Project	Researcher	Department	Collaborators
Mobility needs of older adults in Sweden and South Africa: promoting health and equity- a collaboration project	Lana van Niekerk	Occupational Therapy	KI – Karolinska institutet, Sweden; Malmö University, Sweden; University of Witwatersrand, SA
Unpacking rural differentiation in South Africa as a policy challenge	Ronnie Donaldson	Geography and environmental studies	Malmö University, Sweden; Swedish University of Agricultural Sciences, Sweden; Central university of Technology, SA
Platform for studying and developing different frameworks/models for sharing threat intelligence	Bruce Watson	Information Science	Stockholm University, Sweden; KTH Royal Institute of Technology, Sweden; University of Western Cape, SA
Remote sensing and multispectral imaging for plants and food stuff to meet UNs SDGs	Paul Williams	Food Sciences	Swedish University of Agricultural Sciences, Sweden; Malmö University, Sweden; University of Western Cape
legitimacy dynamics, governance systems and resources requirements for rapidly urbanising societies in South Africa	Josephine K Musango	Economics	Uppsala University, Sweden; Swedish University of Agricultural Sciences, Sweden
Demand Driven Evolution of Traditional Insect Foods through the Configuration of Traditional Ecological Knowledge	Thuli Madonsela	Law	Swedish University of Agricultural Sciences, University of KwaZulu-Natal, SA; Stockholm University, Sweden
Development of an informatics platform and collaboration framework for Biobanks and Bioinformatics.	Carmen Swanepoel	Haematological pathology	Swedish University of Agricultural Sciences, Sweden; University of Western Cape, SA; Karolinska Institute, Sweden
Quantification of tick load in cattle using artificial intelligence	Kennedy Dzama	Animal Sciences	Swedish University of Agricultural Sciences, Sweden; University of Witwatersrand, SA; Uppsala University, Sweden

M-health intervention for distribution of health information to rural and economically disadvantaged communities	Linnea Stansert Katzen	Global Health	University West, Sweden; Walter Sisulu University, SA; Karolinska Institute, Sweden;
Outcomes of the South-African Family-centered Early Intervention program at Carel du Toit Centre for children with hearing impairment	Estelle Swart	Educational psychology	Örebro University, Sweden; Cape Peninsula University of Technology, SA; Uppsala University, Sweden