

INTOUCH

Stellenbosch
International
Networks and
Mobility Update

Edition 2
March 2014



UNIVERSITEIT
STELLENBOSCH
UNIVERSITY



Internationalising the doctorate: Meet Chet Fransch, one of our first joint PhD candidates

New partners:
Bath & São Paulo

SIAN 2013:
How we celebrated
20 years

Periperi U:
Crossing African boundaries
for resilient futures

Take-off:
Brazil's new
internationalisation drive

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PREFACE

The publication of the second edition of *INTouch* coincides with the consolidation of the African Doctoral Academy (ADA) and the postgraduate skills development programme within the Postgraduate & International Office (PGIO). The delivery of high quality postgraduate education with adequate levels of support is an integral part of SU's endeavour for research excellence and social relevance. This re-positioning aims at enhancing the impact of institutional support to postgraduate education, at promoting postgraduate studies nationally, regionally and on the continent and at expanding SU's Africa footprint as envisioned by SU's *Institutional Intent and Strategy 2013-2018*.

The provision of postgraduate education is primarily situated within the academic environments and subject to the processes in that particular faculty. In addition to and in support of generic postgraduate skills development offered in many academic environments and numerous support services the PGIO postgraduate skills development programme focuses on master's students within the postgraduate student pipeline. It consists of the *on.track* planner (online project management tool for postgraduate students), online *keep.track* progress tracking tool (support for the supervision process – in development), regular postgraduate skills development workshops and mechanisms to create a postgraduate

community (e.g. *The Postgraduate Times Newsletter* and other social media feeds). Read the feature *Internationalising the Doctorate* for the international dimension of postgraduate education, especially the section *Joint degrees: Deepening Collaboration*.

This edition also focuses on two new partner institutions, the University of Bath and the University of São Paulo, opening new entry points for expanding SU's international academic networks which will also primarily be of benefit to strengthening the international dimension of postgraduate education. Relevant to this is also the focus on *Brazil's internationalisation boost*.

INTouch aims to bring you in touch with SU's international activities. Take note of the overview of the 2013 activities listed in *News update*, especially the events of the Confucius Institute as integrated part of PGIO's annual programme.

SU's vision as stated in the *Institutional Intent and Strategy 2013-2018* is to be inclusive, innovative and future-focused. I trust that *INTouch* illustrates how the PGIO contributes to achieving this vision through our support for and integration of international mobility and postgraduate student success.

Robert Kotzé
March 2014



NEW SHOOTS

The previous edition of *INTouch* featured Stellenbosch University's (SU) first partners – our “Deep Roots”. Now we introduce our two latest partners, our “New Shoots”. SU has entered into agreements with two renowned universities and although they seem far apart – one in the UK and one in Brazil – the connection between the University of Bath and the University of São Paulo (USP) was instrumental in setting up these partnerships.

The University of Bath initiated a new, ambitious internationalisation programme in 2012 with the appointment of a new Pro-Vice Chancellor for Internationalisation, Prof. Colin Grant. From the outset Bath's approach was to develop a network of partners that would facilitate multilateral relationships. With Bath's relationship with USP already well-established, SU gained a valuable opportunity to expand its existing connections with USP – notably in the fields of bioenergy, engineering and political science – to the level of an institutional partnership with student and staff exchange support.

THE UNIVERSITY OF BATH

By Prof Colin Grant, Pro-Vice Chancellor (Internationalisation), University of Bath

The University of Bath is proud to be a new partner with Stellenbosch University. We have already enjoyed joint alumni events in Stellenbosch and San Francisco, and held our inaugural International Research Partnership Conference in the city of Bath in March 2013. Mobility is firmly under way and we look forward to promoting the flows of staff and students in both directions.

Stellenbosch is a uniquely valuable partner given its quality, our existing links and also its mission to build capacity elsewhere in Africa through the PANGeA network and others to support next-generation academics in Africa. This partnership gives us further opportunities to back this important agenda in Anglophone, Francophone and also Lusophone Africa.

The University of Bath has some established collaborations with Stellenbosch. Set above the UNESCO World Heritage city of Bath, we are a compact campus university with a rapidly growing reputation.

Within the UK we rank in the top 10 of all the major league tables, from being third in the *Sunday Times* University Guide 2012/13 to being top of the National Student Satisfaction Survey 2013.

Like Stellenbosch, we also have an excellent research reputation - 60 per cent of the work submitted for the 2008 Research Assessment Exercise was judged to be “world-leading” or internationally excellent.

Our close knit community has a strongly international make-up. Thirty per cent of our students come from outside the UK, arriving from more than 100 countries across the globe.

We have a wide range of single and joint honours and postgraduate courses in science, engineering, languages, social sciences and management. Our degrees offer applied learning focused on the real world, helped by work placements and opportunities to study abroad. Indeed, 60 per cent of students undertake a work placement as part of their course due to our strong relationships with business and industry.

Our world-class research is central to our identity at Bath. Our academic community uses state-of-the-art facilities to carry out leading research in science, engineering, management, social sciences and humanities.

Currently, we're in the middle of a £100 million campus investment programme which will further enhance our ability to deliver world-class research facilities and an outstanding student experience. This will improve what's on offer on campus, which currently includes our outstanding sports training village.

Along with our varied mix of student union clubs and societies, and of course a beautiful city full of historical and cultural delights, we look forward to sharing all this with Stellenbosch and to sharing this partnership with our other preferred partners at the University of São Paulo, Ohio State University, Yonsei University and Zhejiang University. Building a network means promoting and enabling mobility for faculty and students. For us, the future is networked.

www.bath.ac.uk

UNIVERSITY OF SÃO PAULO

By Prof Suely Vilela, Director of International Nucleus São Paulo

University of São Paulo (USP) is an almost 80 year-old state university, located in the State of São Paulo, Brazil. It is the best university in Latin America, involving high quality education in undergraduate and graduate level, and research in all areas of knowledge besides community services. There are 42 institutes and schools, six specialised institutes, four hospitals and institutes and four museums distributed in eleven campuses, all over São Paulo State. It comprises more than 92 000 students, including undergraduate, master's and doctoral students and special enrolment students; around 5 900 professors and more than 15 800 administrative and support staff.

Considering the high level of Stellenbosch University and USP, the partnership between the two institutions will benefit both. Strengthening the areas of mutual interest research and providing an international science and education atmosphere, trigger our efforts to make the agreements succeed.

See *GEOGRAPHICAL FOCUS* on page 18 for more on higher education in Brazil

www5.usp.br/en/

USP offers the International Students Grant to partner universities, a new funding programme to support exchange students. The grant provides a return flight ticket, a scholarship to the value of 1 200 Brazilian reais per month, plus a settling-in fee of R\$1 200, tenable for up to six months (and up to 18 months for joint degree doctoral students). For more information contact Huba Boshoff at the PGIO, huba@sun.ac.za.

USP Capital Campus aerial view with the Clock Square

THE PGIO BRINGS

WITH SOME HELP FROM KAREN ZOID

This is probably one of the last places one might expect to read of an *a cappella* rendition of Justin Timberlake's "SexyBack", but there's an academic and networking story behind it.

In 2013 the Postgraduate & International Office (PGIO) celebrated 20 years of building international academic networks and advancing international mobility for staff and students. The 20-year landmark was celebrated at the office's annual SIAN (Stellenbosch International Academic Networks) meeting from 5-10 March 2013, which brought together some of Stellenbosch University's academic institutional partners from around the world in a week-long networking conference.

The programme was once again devoted to the annual exchange of innovative ideas, best practice in academic networking and the celebration of long-standing as well as new partnerships. It had one key difference: a 20 years gala celebration where South African home-grown talent, Karen Zoid, beguiled PGIO staff, international partners and guests from our academic and administrative departments.

Celebrating international networks and mobility: a 20-year milestone

The SIAN Meeting opened on 5 March with an official welcome of international partners representing more than 13 countries by Prof Eugene Cloete, Vice-Rector: Research and Innovation and Robert Kotzé, Senior Director of the PGIO. Delegates were welcomed and dined in true African style at AmaZink Live, in Kayamandi: with traditional South African cuisine, live music from the restaurant's very own band, AmaZink Live, and the opportunity for international visitors to beat on rhythmic Djembe drums.

The week-long conference proceedings started on 6 March and cast light on topics which included an overview of Stellenbosch University's Africa networks, presented by Dr Christoff Pauw, Manager: International Academic Networks at the PGIO, followed by Prof Ayako Ido from Nagoya University in Japan who discussed the important interaction between universities and industry, using Nagoya University's interactions as case study.

An accompanying cohort of visiting students from Tokyo University also attended and engaged with PGIO staff and delegates at the event.

One of Stellenbosch University's first international academic partners, Eberhard Karls Universität Tübingen in Germany, represented by Dr Wolfgang Mekle, brought insight into the Tübingen-South Africa Programme: a month-long culture and language exchange where South African students visit Germany. Initiatives like this provide valuable development opportunities for South African students, as was echoed by four students who participated in the 2013 Programme and who shared their experiences at the SIAN Meeting. A student discussion panel, led by Huba Boshoff, PGIO Coordinator: Exchanges, shared the impact of other student exchange programmes.

Stellenbosch University students and staff were also able to benefit directly from the SIAN Meeting and celebrations, by attending the public events of the week on 7 March: the International Mobility Fair and the International Food Evening. The former was an expo in the Neelsie Student Centre where partner universities exhibited their academic offering and shared with students what makes them an attractive study abroad academic institution. Students gained first-hand information from, amongst others, Aberdeen University in Scotland, the University of Botswana, and the universities of Leipzig in Germany, Leuven in Belgium and Ljubljana in Slovenia.

‘SEXY BACK’...

At the International Food Evening, attendees were treated to cuisines from around the world, prepared and presented by Stellenbosch University’s international and local students. Some 30 guest countries were represented in food: from India and their offering of *kheer* (rice pudding) and France with their bagels and croissants, to Iran’s traditional lemon-zest chicken and Zimbabwe’s samp and Mopani worms.

Trips to the wine farm Haute Cabrière in Franschhoek, and the Ukwanda Rural Clinical School in Worcester, were on the itinerary on 8 March after which the day was concluded with an official farewell dinner at Olivello wine farm, outside Stellenbosch.

Under the covers with Karen Zoid

Although the SIAN Meeting concluded with a trip to Cape Town’s V&A Waterfront, Cape Point and Boulder’s Beach on Saturday 9 March, the highlight of the week’s proceedings was undoubtedly the gala celebration on Wednesday 6 March, where Karen Zoid entertained the PGIO and their guests at an exclusive concert, “Under the covers with Karen Zoid”.

Zoid’s exuberant cover versions of songs by Miriam Makeba, Joy’s “Paradise Road”, Lady Gaga’s “Bad Romance” and yes, a well-rendered a cappella version of Justin Timberlake’s “SexyBack” resonated with the dynamic and diverse nature of the work done at the PGIO. The evening’s concert was to celebrate the successes of the 20-year milestone in the history of PGIO. In his speech at the event, Robert Kotzé, acknowledged and lauded University colleagues for their support throughout two decades, from 1993 when the vision of an Office for International Relations (OIR) was enacted, until today with a transformed Postgraduate & International Office (PGIO).

“With the collective input of administrative and academic environments and dedicated OIR/IO/PGIO colleagues over the years, Stellenbosch University bears the fruit of more than 3 000 international students annually. The PGIO celebrates this in recognition of institutional support in deepening our international roots and promoting growth as well as the commitment to branch out SU’s existing networks and strengthen flourishing international relationships.” Robert Kotzé.

www.sun.ac.za/cisu/

INTERNATIONALISING THE DOCTORATE

Over the past decade many reports and studies have argued that the global challenges to social development and environmental sustainability have become too complex for individual researchers to conceive and address. Collaboration has become a key feature of research, often drawing together researchers from developing and developed regions and from a range of disciplines. This process is blurring together the traditionally separated functions of research management and international education: where good research increasingly requires collaboration, internationalisation has always implied partnership. Understanding international research collaboration at the institutional and individual levels is the new frontier for academia, and the doctorate has become the nexus where innovation in research partnership competency is developed and tested.

Stellenbosch University is active in a range of experiments to internationalise the doctorate. Many of them share three basic tenets, or aspects thereof:¹

- augmenting the traditional supervisor-student apprenticeship model – where the traditional *academic research skills* relevant for a particular discipline are taught and exercised – by introducing a second supervisor, often from another but related discipline, sometimes from another institution, and in some cases in a joint or double degree arrangement;
- introducing or strengthening at departmental or faculty level a cohort approach where doctoral students form a “community of practice” and learn in stages the *professional competencies* relevant to their fields of study from each other and from senior researchers through informal exchange or formal workshops and courses; and
- establishing at faculty or central level a graduate school where *institutional management* of the doctorate takes place and where further cross-cutting professional and career skills are taught in workshops and sessions (such as academic writing and avoiding plagiarism, teaching skills, communication and multicultural awareness, transdisciplinary research methodologies and research collaboration).

All three levels provide an opportunity for an international component:

- involving a co-supervisor from another country with a period of doctoral exchange at the co-supervisor’s institution, ultimately in a joint degree arrangement;

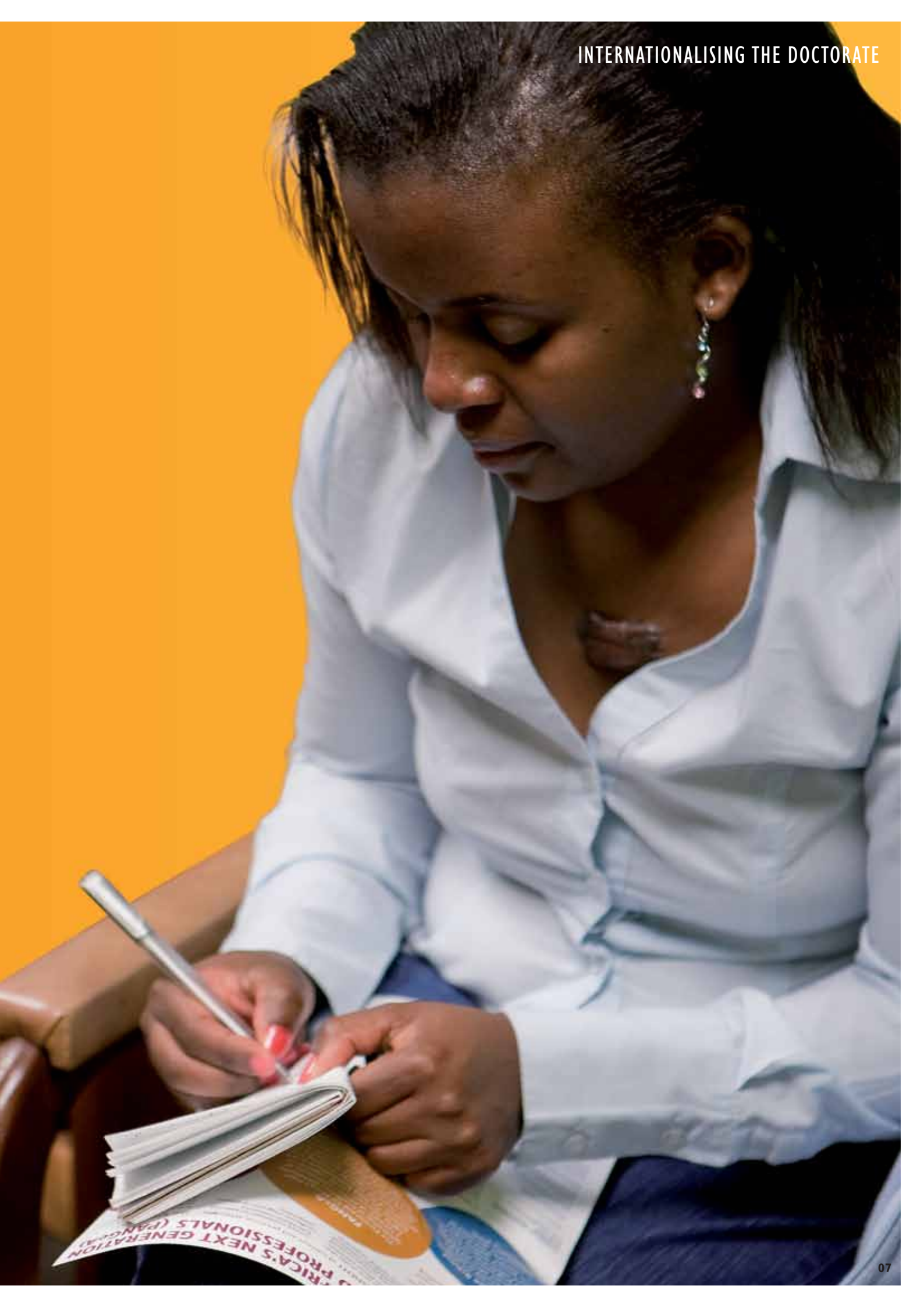
- fully integrating and learning from international students in the cohort of doctoral students, which provides an element of “internationalisation at home” for local students; and
- establishing partnership agreements between graduate schools at other universities in a particular region or worldwide, often in the form of a network of graduate schools with joint learning modules and mobility arrangements for doctoral students.

In the feature section of this edition of *INTouch* we present a number of initiatives and projects that address aspects of these three tenets. In the first article some of the complexities of internationalisation on the one hand and doctoral education in South African on the other hand are discussed. The PGIO is active in these debates in a joint international project with the European University Association that aims to develop strategies and tools to support the internationalisation of doctoral education.

The second article features Stellenbosch University’s experiences with developing joint and double doctoral degrees with partner universities. A number of student perspectives by doctoral candidates in joint degree programmes are also presented. The third article explores aspects of the cohort and graduate school models in international doctoral education with reference to a number of programmes in which Stellenbosch University is involved.

These articles include contributions by Dorothy Stevens, Shamin Gaffoor, Chernelle Lambert, Christopher Müller and Christoff Pauw

¹ Adopted from: Nerad, M (2011). It takes a global village to develop the next generation of PhDs and postdoctoral fellows. *Acta Academica*, Supplement (2): 198–216.



A FRAMEWORK FOR THE INTERNATIONALISATION OF DOCTORAL EDUCATION

Stellenbosch University (SU) is the African partner in an Erasmus Mundus project coordinated by the European University Association (EUA) called FRINDOC. The Framework for the Internationalisation of Doctoral Education project has as its focus the internationalisation of doctoral education. Its basic premise is that “successful internationalisation of doctoral education strengthens research, teaching and international outreach of universities” (FRINDOC, 2012)². Given this, the aim of the project is to help institutions develop improved strategies for the internationalisation of doctoral education and implement these.

In order to better understand what is meant by the internationalisation of doctoral education and why it is important, we must first define internationalisation. It is understood as “a process that integrates the international, intercultural and global dimensions into the key functions of a university as well as into its mode of operation” (Egron-Polak, 2012)³.

Following this definition, we are conscious that the process of internationalisation is constantly at stake in an institution’s core functions of teaching and research. The universal nature of doing research, making an original contribution, collaborating with fellow knowledge workers, being at the frontiers of one’s discipline and crossing virtual and physical boundaries means that as a doctoral student, one is inevitably engaged in an international context. The expectations attached to a doctoral qualification in South Africa are high and further confirm the implicit international nature of doctoral education.

The demand for increased delivery of these advanced knowledge workers is also universal. Increasing emphasis on the importance of doctoral training to deliver the next generation of academics, investment in doctoral programmes and projects and prioritisation of early career researchers feature in national research policies across the world including those of South Africa (CODOC, 2012)⁴. The internationalisation of doctoral education is thus seen as interwoven in the realisation of what Brandenburg and Federkeil (2007)⁵ call the internationality of institutions, a means to enhance capacity through the fostering of early phase researchers and the strengthening of an institution’s academic core (Cloete et al, 2011)⁶.

A seminal report that examined PhD training in South Africa by the Academy of Science for South Africa (ASSAf, 2010)⁷ delivered crucial insights into the challenges that South Africa faces in its doctoral education. In its findings and recommendations, the ASSAf report points to the need to look beyond our borders for solutions to increasing the number of doctoral graduates given the systemic challenges in South Africa. These systemic challenges are potentially more acute elsewhere in Africa and the conclusion is obvious: enrolling and producing more doctoral graduates will require new ways of thinking.



In seeking solutions beyond our borders, one can look to how other countries have increased doctoral enrolment and graduation and how doctoral education is delivered so that one may potentially learn valuable lessons. O'Carroll et al (2012)⁸ highlight research excellence, an attractive institutional environment and established international networks as key factors that attract PhD candidates to an institution. Examining the competitiveness of the PhD in Europe, O'Carroll et al (2012) specifically regard collaborative research and degree programmes as a means of strengthening doctoral training. Nerad (2010)⁹ has identified an emerging set of converging practices and characteristics of doctoral education. These include the implementation of competitive funding models, allocation of more than one supervisor to doctoral candidates – often with an advisory committee, the introduction of at least an oral examination for PhDs, competitive admission with more formal processes, establishment of graduate schools to guide and monitor doctoral education, and increased professional skills development as part of doctoral training (Nerad, 2010). Considering these institutional pull-factors, convergences and commonalities, we can ask how Stellenbosch University is doing.

Stellenbosch University's point of departure in respect of the internationalisation of doctoral education is that it has set itself the target of being a leading research-intensive institution on the African continent. Through activities that focus on the development and management of research partnerships with industry and government; the building and maintenance of international academic networks; and facilitating access to resources to support research and postgraduate training the institution is continuously expanding its international scope. The possibility to engage in collaborative degree programmes through joint and double degrees with partner institutions abroad at master's and doctoral level is a further strong expression of internationalisation at SU. The adoption of a cohort-model in its doctoral education by the Faculty of Arts and Social Sciences is an innovative alternative to the traditional apprenticeship model of doctoral training. The establishment of a graduate school to both guide and monitor doctoral training

is an example of a converging practice as is the establishment of a doctoral academy focused on the advancement of scholarship amongst doctoral candidates (see article on page 12 in this section for more on these initiatives).

The expansion of the brief and activities of the International Office at Stellenbosch University to incorporate postgraduate support activities is also in line with the converging practices in that there is a trend toward establishing supportive environments for postgraduate education like the Postgraduate & International Office but also, to increasingly incorporate skills development into the postgraduate experience.

The manner in which our engagement and performance in most of these areas has shaped our institutional profile resulted in SU being invited to partner in the FRINDOC project. It is anticipated that the project will deliver two primary outputs:

- a statement of good practice which would systematically outline the different options concerning the internationalisation of doctoral education including the necessary resources for its implementation, illustrative examples of good practice and recommendations for institutions and policy makers; and
- an online tool which universities anywhere in the world could use to evaluate themselves within a particular context and aid the design and implementation of their internationalisation strategies related to doctoral education.

The FRINDOC project is now in a phase where Stellenbosch University will invite five African institutions to join it in piloting the online tool along with institutions from Asia and Europe; they are Kenyatta University, University of Yaoundé I, University of Ibadan, University of Mauritius and Makerere University.

² <http://www.eua.be/eua-projects/current-projects/FRINDOC.aspx>

³ Egron-Polak E (2012). *Internationalization of Higher Education: A Few Global Trends and Regional Perspectives*. In CT Ennew and D Greenaway (eds). *The globalization of higher education*, pages 57-69. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

⁴ European University Association (EUA) (2012). *CODOC – Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe*. Brussels: EUA.

⁵ Brandenburg U and Federkeil G (2007). *How to measure internationality and internationalisation of higher education institutions: Indicators and key figures*. Working paper No. 92. CHE Centrum für Hochschulentwicklung gGmbH.

⁶ Cloete N, Bailey T and Maassen P (2011). *Universities and Economic Development in Africa: Pact, academic core and coordination*. Centre for Higher Education Transformation (CHET).

⁷ Academy of Science of South Africa (ASSAf) (2010). *The PhD study: An evidence-based study on how to meet the demands for high-level skills in an emerging economy*. Pretoria: ASSAf.

⁸ O'Carroll C, Purser L, Wislocka M, Lucey S and McGuinness N (2012). *The PhD in Europe: Developing a System of Doctoral Training That Will Increase the Internationalisation of Universities*. In Curaj A, Scott P, Vlăsceanu L and Wilson L (eds). *European Higher Education at the Crossroads: Between the Bologna Process and National Reforms*. Dordrecht: Springer.

⁹ Nerad, M (2010). *Globalization and the Internationalization of Graduate Education: A Macro and Micro View*. Canadian Journal of Higher Education (40) 1, pages 1-12.

JOINT DEGREES: DEEPENING COLLABORATION

Within the South African higher education landscape, Stellenbosch University (SU) is a pioneer in implementing double and joint degree programmes at the postgraduate level. This article provides an overview of SU's experience in establishing these programmes and the subsequent endorsement of policy in this regard. It also documents the experience of three SU students pursuing international joint degrees, and examines the value that this contemporary approach to graduate education has held for them.

There is much deliberation about what constitutes a joint degree, and no single definition exists to describe this emergent development in the international higher-education environment. Joint degrees mostly involve collaboration between two or more institutions based on a study programme developed and administered together. Joint degrees are characterised by students enrolled at more than one institution in different countries who are studying towards a single qualification that is offered jointly by multiple institutions. Upon completion of the programme and

depending on the regulations of the respective institutions and countries involved, students are awarded a qualification with either one or more degree certificates referencing the collaborative nature of the qualification. Joint degrees therefore mark the highest form of collaboration between institutions. This type of collaboration also brings with it many benefits including a broader international footprint for universities; strengthened and widened academic research collaboration; greater diversity and further internationalisation of the campus.

Within the South African context, there is no national policy for joint and double degrees and although the national legal framework for this type of qualification does not exist, it is not prohibited to offer such programmes, granted that the stipulations of the Higher Education Act are met. This also implies that joint certification is not allowed upon awarding the qualification, and as such, students receive two or more degree certificates from the partner institutions, each making reference to the other and to the shared nature of the programme.

Joint degrees at Stellenbosch University

Stellenbosch University was one of the first universities in South Africa to offer joint degrees and develop a joint degree policy. SU's engagement in joint degrees came about in response to a funding requirement by an industry partner to set up a joint degree with an international university. A subsequent policy for joint doctoral degrees was devised and approved by the University senate in 2008. This gave rise to the first joint degree between SU and the University of St Andrews, Scotland in 2010. In 2009, the policy was reviewed to include doctoral and master's degrees and received senate approval in June 2010. SU's current policy on joint and double degrees was approved by the senate in November 2012 and ratified by the SU council in December 2012.

The policy on joint and double degrees outlines the nature of such degrees and what differentiates it from the traditional degree (awarded by only one institution); namely that the study programme is jointly defined and shared by the partnering higher-education institutions. To satisfy the requirements of the SA Higher Education Act, two or more degree certificates are issued upon graduation, one by each partnering institution. Each certificate states that a single qualification is conferred in conjunction with another institution(s) and that

together the certificates represent one deed. For a joint degree to be awarded at SU, certain conditions must be met:

- it is only possible for master's and doctoral studies;
- the partnering institution(s) must be located abroad and not in South Africa;
- an institutional level Memorandum of Understanding is required of which the terms are subject to prerequisites specified in the policy document;
- requirements for the selection of partners, as stipulated in the policy document must be satisfied;
- agreements for conferring joint or double degrees are subject to an approval process via SU's Academic Planning Committee, and
- conditions for the minimum period of registration at partnering universities as well as factors affecting national subsidies must be taken into account

With SU's policy on joint degrees in place, different academic environments have pursued collaborations embracing joint degrees and as a result, the University now has thirteen agreements for joint PhDs with four more awaiting approval and three agreements for double master's degrees. Moreover, Stellenbosch also boasts thirteen candidates enrolled for joint PhDs. Two joint PhD candidates

have already graduated and another two candidates are due to graduate in December 2013. In the ensuing section three SU international joint degree candidates share their experiences.

SU's joint and double degree agreements as of December 2013:

- University of St Andrews, Scotland
- Ecole Nationale Supérieure des Mines de Saint-Etienne, France
- Ghent University, Belgium
- Vrije Universiteit Brussel, Belgium
- Friedrich Schiller University of Jena, Germany
- University of Leipzig, Germany
- Vrije Universiteit Amsterdam, the Netherlands
- ALGANT Consortium: Université Bordeaux I, France; Chennai Mathematical Institute, India; Universiteit Leiden, The Netherlands; Università degli Studi di Milano, Italy; Concordia University/CRM/ISM, Canada; Università degli Studi di Padova, Italy; Université Paris Sud II, France; Stellenbosch University/AIMS, South Africa
- Georg-August-Universität Göttingen, Germany
- Karolinska Institutet, Sweden
- Makerere University, Uganda
- Universiteit Antwerpen, Belgium
- KU Leuven, Belgium
- Université Jean Monnet, France
- Université de Rouen
- Université Bordeaux Segalen

Pending joint and double degree agreements:

- Federal University of Ouro Preto, Brazil
- Radboud University Nijmegen

Value of joint qualifications – the student perspective



Alexander Heidt is the first student to graduate jointly from SU and the Friedrich Schiller University

in Jena, Germany. Heidt received his joint PhD degree in physics in the field of nonlinear optics and laser physics. The focus of his research was on the design and application of novel microstructured optical fibres for the generation of intense white light with ultrashort laser pulses. In Heidt's case, there was no existing joint degree programme and he initiated the idea of pursuing his degree jointly at the two institutions.

For Heidt, the fact that his degree was awarded by two institutions is a reflection of the collaborative nature of his work and suited him well. As with any programme there are many advantages but also shortcomings. Heidt notes that this model might not suit every individual PhD candidate and issues pertaining to finances and differing university administrations pose its own set of challenges. In terms of his personal experience, he says: "The effect of the joint degree on my research career is extremely positive – I would happily do it again. The distinction of a joint degree should not be underestimated – it makes one stand out in the crowd of increasingly streamlined academics and demonstrates the ability to think and work outside the box. For me it was invaluable to have access to the expertise of two supervisors, different skill sets and infrastructure at two institutions and two points of views on the same research area. I believe that thanks to this experience I am a more complete and independent researcher than I would've been in the traditional model."

Furthermore, remarking on the overall advantages of international joint degree programmes, Heidt explains: "Modern research is highly collaborative and reaches across the borders of disciplines, institutions, and countries. Joint degrees are therefore a natural consequence of this development and, in my opinion, bring huge benefits to all parties. Joint PhD

students easily transfer knowledge between institutes and therefore act as catalyst for novelty. In particular for the African continent with its in cutting-edge research, this ultimately benefits the entire society."



John C. Davis, who graduated with a PhD in computational chemistry in December 2013, focuses on the use of

computational tools to study nuclear magnetic resonance in transition metal complexes. His degree was jointly awarded by Stellenbosch University and University of St Andrews in Scotland. Of his experience in fulfilling his joint degree, Davis believes that the different approaches of his supervisors deepen his research appeal.

"Having an experimentalist as supervisor and a theoretician as co-supervisor made my research appeal to a wide audience. I have access to the high-resolution nuclear magnetic resonance spectrometer from Stellenbosch as well as the high-performance supercomputer at St Andrews. In essence, everything you need to conduct high quality research experimentally and build a theoretical basis for it computationally."

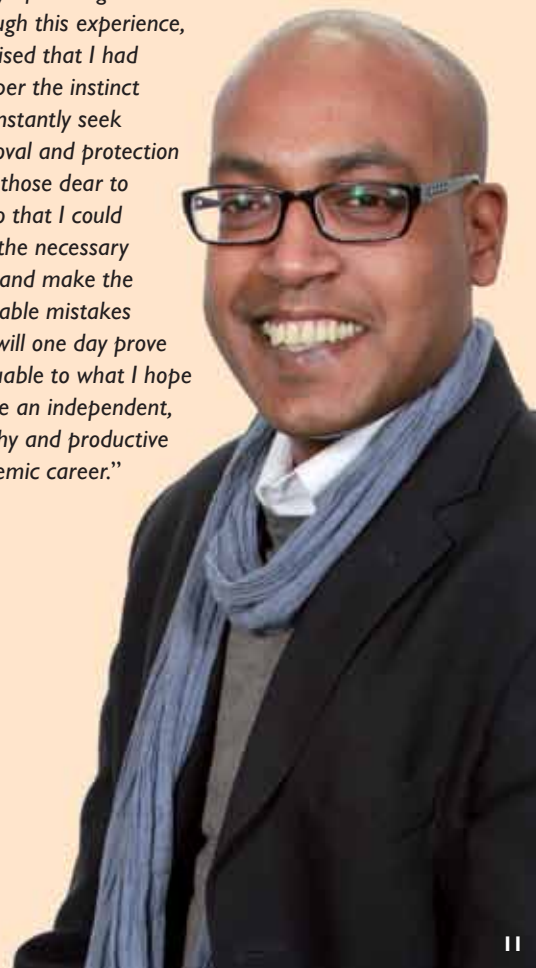
Davis stresses the value of a joint qualification and remarks: "Having St Andrews on your PhD certificate certainly adds to what Stellenbosch has to offer. In addition to a second supervisor and set of resources, I had two brilliant teams of research support staff. This network can be expanded at an exponential rate. On a traditional PhD, this would've been much harder." He also maintains that the participating institutions benefit significantly through joint programmes: "...when quality research is produced, both institutions receive thorough recognition".

Chet Fransch has been registered for his PhD degree in history at the Vrije Universiteit (VU) in Amsterdam, the Netherlands since 2010. He jointly registered at Stellenbosch University for the same degree in July 2012 and is conducting research on a history of rapists in the Cape from 1910. Fransch who had completed four previous

degrees at SU, pursued his PhD degree at the VU under the auspices of the Desmond Tutu-NRF-VU scholarship programme and will graduate with his joint doctoral degree in late 2014. For him the joint degree process has been largely positive despite highlighting some early problems concerning the guidelines for joint registration, conflicting assessment processes at the two institutions and the high living cost in the Netherlands. Fransch emphasises the need to gain full support from the academic departments concerned, so as to circumvent any administrative hurdles that may undermine a candidate's study process. He credits both his supervisors and the academic departments hosting him for contributing to his positive experience: "While both supervisors have taken a vastly different approach, they have both nurtured my own voice and I believe that this has allowed me the opportunity to grapple with key concepts and formulate my own opinions on the research topic."

Reflecting on how pursuing a joint degree has been personally beneficial, Fransch states: "The joint degree allowed me to 'leave the nest' while still having the luxury of coming back home.

Through this experience, I realised that I had to taper the instinct to constantly seek approval and protection from those dear to me so that I could take the necessary risks and make the inevitable mistakes that will one day prove invaluable to what I hope will be an independent, healthy and productive academic career."



DOCTORAL SKILLS TRAINING AND COHORT-BASED SOLUTIONS

Stellenbosch University is involved in a number of doctoral support programmes that seek to increase the number of doctoral graduates in the country and continent. Many of these programmes take on an international dimension, involving aspects of cohort studies and graduate school services.

The demand for doctorates in the African continent goes beyond just renewing the ageing professoriate or seeking expansion for national development agendas. It is an integral part of a country's development and the continent's growth. During November 2013, the South African National Research Foundation and the Carnegie Corporation of New York convened a two day workshop on the need to expand doctoral education in sub-Saharan Africa. Dr Dlamini Zuma, Chairperson of the African Union Commission reiterated that "...no country grows on the basis of primary education only ... and higher education and PhD production are critical for the development trajectory of Africa"¹⁰.

While more students enrol in doctoral programmes, the rate of completion remains an obstacle due to challenges such as the lack of supervisory capacity and skills support, and limited financial resources. Attrition among doctoral students can be attributed to numerous reasons of both personal and organisational natures. At an organisational level, the relationship between a student and his/her supervisor, department and faculty becomes a vital factor in the rate of completion. The lack of supervisory capacity has been of concern in many institutions as academic supervisors may not have the time, sufficient skills in that particular field or available financial resources for research costs. The relationship that doctoral students have with their supervisors is critical and requires consistent engagement, support and the co-creation of knowledge.

Two projects at Stellenbosch University seek to address some of these challenges. In 2010, the Postgraduate & International Office established a postgraduate skills development programme (www.sun.ac.za/international/pgskills) that aims to assist students in submitting a high-quality thesis on schedule. It provides a centralised platform where students find information about all training programmes and short courses available to them at Stellenbosch University. Here students can see by date or by theme which short courses are on offer by various units in the University, for example by the SU Language Centre and Writing laboratory, the Library, or the Division for Research

Development. In addition, the following topics were identified and are now offered by the skills programme on a regular basis: avoiding plagiarism, embarking on a research degree; Microsoft Word for large documents; public speaking skills; creating a successful thesis or dissertation.

The skills programme also shares information on support services, opportunities and resources inside and outside SU. One of these resources is the online on.track planner tool developed by the PGIO as an interactive research guide to postgraduate students allowing their supervisors to view their progress.

A second programme with dedicated doctoral support is the **African Doctoral Academy** (ADA – www.sun.ac.za/ada), established in 2010 as part of the University's overarching HOPE Project. It is a professional capacity development entity to strengthen and advance doctoral education, training and scholarship on the African continent. The ADA offers training courses for prospective and current doctoral students in theory, methodology and scholarship. It also offers certificated courses to academic staff on supervision, the management of postgraduate studies and research management. Through its offering, the ADA aims to become the pre-eminent site for advanced research skills training and development on the African continent.

At present the **training courses offered by the African Doctoral Academy** are focused on a biannual summer/winter school in research methods offered during January and July each year. Primarily aimed at current or prospective doctoral students studying at Stellenbosch or elsewhere, the two-week school currently offers the following courses, many of them presented by global experts on the topics:

- Methodological preparation for your PhD
- Research designs in the social sciences
- Introduction to SPSS
- Introduction to and advanced qualitative data analysis with ATLAS.ti
- Case study research
- Survey methods and sampling
- Basic statistics and data analysis using SPSS

- Grounded theory
- Interviewing techniques and analyses
- Certificate course for doctoral supervisors

In addition the **ADA host seminars and dialogues** with established and experienced scholars on topics related to: (i) critical reasoning in scholarship; (ii) academic publishing; (iii) integrity in research; (iv) developing an academic and scientific career; (v) the postdoctoral fellowship and its challenges.

Based on the successful experience of these activities the ADA programme is currently being expanded to offer the following:

- Develop **sandwich and regional PhD programmes** in collaboration with African institutions.
 - Doctoral candidates will spend a total of 12 months at SU – the first six months at the start of the PhD programme, and the second six months at the end.
 - The first six months will be spent developing high quality research proposals, after which the candidate will register at SU for the degree, but will have a co-supervisor in the African partner institution.
 - Doctoral candidates and supervisors will also benefit from the ADA capacity development initiatives for PhD candidates and supervisors respectively.
 - Candidates spend the intermediate period at their home institution/country conducting their research and/or fieldwork in the context of their home institutions and/or countries and establishing relationships within their home institutions.
- Provide **tailored PhD proposal development seminars** in collaboration with strategic partners.
- Establish a **structured mentorship programme** with partners for selected doctoral candidates enrolled at SU or partner institutions with mentors who are established scientists within their specific discipline.
- Introduce a **two-month summer/winter school** for doctoral candidates from sub-Saharan Africa (who are in the advanced stages of their doctoral studies) working in the agricultural and life sciences.
 - The two-month school will work on a joint supervision model where candidates are partnered with two supervisors and will work on a specific research project.
 - Projects will be specifically designed and selected to be aligned with the strategic priorities identified by SU, whilst at the same time remaining broadly related to the PhD candidates area of research.
 - Projects will focus on establishing research networks, developing and improving the

supervisory capacity of the supervisory pair and developing the transferable skills needed in knowledge workers for the doctoral candidates.

- The objective of the two-month school will be for the supervisory pair and the PhD to produce a publishable article.
- Offer a week-long capacity building project for participants in the Southern African Young Scientist Summer Programme (SA-YSSP)¹¹.
 - This week-long seminar offered at the ADA will focus on networking, i.e. linking of multiple scientific domains, to connect social and natural sciences, creating and managing inter- and transdisciplinary research projects; institutional networks beyond the academic sphere, i.e. engagement with government and civil society in policy dialogues; and linkages across geographical boundaries (national, regional, North-South, and multilateral).
 - This programme will also include sessions on transferable skills, such as science communication.
 - The programme will also offer opportunities for supervisors and associated postdocs from South Africa and IIASA to participate in the capacity developing initiative thereby making a contribution to development of skills across the full spectrum of the academic career pipeline.

Both the Postgraduate Skills Development and ADA programmes are examples of graduate school type training and services. A critical challenge for the success of these programmes is financial support for doctoral students. The International Association of Universities (IAU) undertook an in depth study on the Changing Nature of Doctoral Studies in sub-Saharan Africa, published in 2010. It revealed that financial support for doctoral students and academic staff members is essential to success as it contributes to high quality doctoral education and fundamental research training. Lack of funding also inhibits efforts to increase postgraduate activities and has a direct consequence on the rate of completion.

Financial need also drains motivation, and combined with other personal challenges, may leave doctoral students feeling isolated and with little impetus to follow through until completion. Lack of self-esteem, self-efficacy, inability to work independently and poor time management has a negative impact on their overall commitment. Students often graduate from a cohort-based learning structure during their undergraduate or master's degrees where the support of fellow students is easily accessible. Upon entering doctoral studies they are not always prepared for independent doctoral research.

These challenges call for a need for an innovative, creative and sustainable method of providing an enriching, valued experience for doctoral students.

¹⁰ Teferra, D. (2013). "The African Quest for Nurturing Doctoral Education," in *Inside Higher Ed*. Available online: <http://www.insidehighered.com/blogs/world-view/african-quest-nurturing-doctoral-education>

¹¹ The SA-YSSP is an annual three-month education, academic training and research capacity-building programme jointly organised by the NRF, DST and International Institute for Applied Systems Analysis (IIASA) in Austria that is to be hosted by a South African higher education institution. The SA-YSSP provides the opportunity for young and emerging doctoral candidates to advance their research under the direct supervision of senior scientists from IIASA and South Africa. The NRF has agreed to fund the ADA to host a first week-long summer school for 30 African PhD candidates from the SADC during Feb 2014.

INTERNATIONALISING THE DOCTORATE

Some higher-education institutions (HEIs), including the University of Ghana, as reported in a special programme of the IAU on doctoral education in Africa, have moved to partially structured doctoral programmes in an attempt to alleviate the overall rate of attrition. This however is not always possible in all HEIs and across all disciplines.

Cohort-based learning might be one of the possible solutions and has been met with both criticism and acclaim. Cohort programmes allow for essential interaction with fellow students through weekly/monthly sessions, workshops and continued group support. It is within these group settings that key information and experiences are shared through camaraderie.

Stellenbosch University is the coordinating institution for a number of cohort structured programmes, among others TRECCAfrica (Transdisciplinary Training for Resource Efficiency and Climate Change Adaptation in Africa – www.treccafrica.com). TRECCAfrica, with support from the Intra-ACP Academic Mobility Scheme of the European Commission, enrolled its first PhD students in August 2012. The TRECCAfrica partner institutions are University of Dar es Salaam (Tanzania), University of Ghana, University of Nairobi (Kenya), University of Nigeria, Mekelle University (Ethiopia) and Stellenbosch University. SU currently hosts ten doctoral students who participate in regular group activities and training hosted by the University's TsamaHub, the School of Public Leadership and the Sustainability Institute. These activities, training initiatives and group experiences have fed directly into the consistent progress of their doctoral studies. Another six doctoral students are enrolled at other TRECCAfrica partner universities and all 16 students gather once a year for a Transdisciplinary Summer School, supported by the Open Society Foundations.

Studies illustrate that the rate of doctoral attrition is highest in the humanities field where research is often conducted in isolation. PANGeA (Partnership for Africa's Next Generation of Academics -www.pangeaonline.org) offers a cohort-based doctoral programme with its secretariat housed at Stellenbosch University's Graduate School of Arts and Social Sciences. PANGeA is a response to the high rates of doctoral attrition in humanities and social sciences. The Graduate School aims to strengthen and advance doctoral training and scholarship on the African continent by offering a partially-structured doctoral programme in the arts, humanities and social sciences. It provides a three year full-time residential scholarship for students from PANGeA partners, namely: University of Botswana, University of Dar es Salaam (Tanzania), University of Malawi, Makerere

The Transdisciplinary Summer School focuses on developing a thorough understanding of the transdisciplinary research methodology and knowledge production process. For more than two centuries the dominant model of scientific knowledge production across the world has been one which imagined the natural and social sciences as two fundamentally different theoretical "cultures", working on and producing knowledge(s) of two fundamentally different worlds or realities, the "natural" vs. the "social". However, today it has become impossible to approach and address the causes and effects of the human-induced planetary crises, such as global warming and climate change, in terms of this two-world theory. In the hope of finding sustainable solutions for these challenges facing us, radically new approaches to knowledge production are urgently needed. Transdisciplinarity has emerged as one such approach, with the express intention of co-producing and integrating knowledge across the (double) disciplinary and science vs. society divide.

The main themes that are covered in the Summer School are an understanding of:

- the differences and similarities between the multi-, inter- and transdisciplinary research approaches;
- the importance of transdisciplinarity as an appropriate research methodology for tackling complex, ill-defined societal problems;
- the different phases of the transdisciplinary research process, starting with joint problem framing and resulting in producing both practical/useful knowledge as well as new/innovative theoretical knowledge;
- the importance of transdisciplinarity as an integrative research methodology for integrating knowledge across both disciplinary and non-disciplinary boundaries;
- the core underlying logic, reasoning and principles of the different quantitative, qualitative and transformative research methodologies and methods; and
- the importance of giving 'equal value' to all knowledge systems when dealing with complex real-world problems and the implications hereof for developing an integrated indigenous transdisciplinary research methodology relevant for the African context.

University (Uganda), University of Nairobi (Kenya) and Stellenbosch University (South Africa).

The Graduate School has enrolled a total of 88 full-time PhD students, from 14 sub-Saharan African countries, since it was launched in 2010. It has maintained an average intake of 22 students per annum. Of the 88 students already enrolled, 43% are junior academics and staff members that were nominated by the PANGeA partner institutions to pursue their doctoral degrees full-time at Stellenbosch University. At the end of 2012, the first cohort of 19 graduates obtained their doctoral degrees, including eight from within PANGeA network.

Following this example, the Faculty of Economic and Management Sciences also initiated a Graduate School in 2013. This Graduate School (www.ekon.sun.ac.za/ebwresearch/Research/Graduate_School.html) is a unit in the Dean's office responsible for the faculty's full-time PhD programme. The goals of this Graduate School are (i) to provide a structured programme for full time doctoral education across all the departments of the faculty, (ii) to greatly increase the faculty's number of PhD graduates and (iii) to broaden access to the doctoral education in economic and management sciences. The faculty will award scholarships to enrol ten full-time PhD students in 2014, many of them drawn from partner universities in the PANGeA, TRECCAfrica and other networks.

All these initiatives serve to demonstrate how a number of the organisational and personal challenges that doctoral students face may be addressed via cohort-based doctoral study. They seek and provide funding for scholarships programmes, and they offer an enabling environment for support, exchange among doctoral students, and successful completion. Moreover, by linking African universities together in a collaborative doctoral programme the cohort also spans the continent, creating vibrant academic spaces within Africa and reversing the tendency to seek these spaces outside the continent. Through the added support of the PG Skills and the ADA programmes, doctoral students at Stellenbosch and its partner universities gain an international outlook in their research. In the long term, such programmes may go a far way towards reversing the brain drain from Africa.

The full-time PANGeA doctoral study programmes are partly structured over three years. The first year of study will be devoted to:

- completing an approved doctoral proposal in the first semester of study;
- training in generic and elective modules organised by the Graduate School (see list of modules below);
- induction into scholarly discourse in the field of study through involvement in an advanced seminar series or colloquium;
- preparing and starting field work, experimental work or archival work based on an approved research design and methodology for the study and ethical approval, where necessary, and
- completing at least one full chapter of the dissertation.

The second year should enable students to:

- continue to execute the study plan through further reading and/or writing up and to complete data collection;
- attend further seminars in the Graduate School research themes or to follow (additional) modules among those offered by the African Doctoral Academy, and
- where appropriate and feasible and subject to the availability of suitable supervision, students will be encouraged to spend some time from the second year onwards at PANGeA partner universities.

The third year should enable students to:

- complete their analysis and writing up;
- present preliminary results in advanced seminars, and
- submit their dissertation for examination.

“FORGING KNOWLEDGE FOUNDATIONS — FRAMING RESILIENT FUTURES”

Periperi U represents one of Stellenbosch University’s most dynamic academic partnerships, comprising ten universities across Anglophone, Francophone and Lusophone Africa. Together, the ten Universities join as Partners Enhancing Resilience for People Exposed to Risks, or Periperi U.

Established in 2006 with five original members, the consortium has grown to ten universities from “Algiers to Antananarivo”. From the outset the approach has been to work with local capacities in developing local competencies. The Periperi U secretariat is housed at the Research Alliance for Disaster and Risk Reduction (RADAR), a research centre within the Department of Geography at Stellenbosch University. USAID provides funding and support to Periperi U through its Office of Foreign Disaster Assistance (OFDA).

Periperi U now involves more than 70 academic professionals in a collective effort that:


- establishes new applied bachelors and master’s programmes to educate local disaster risk reduction professionals, which has so far produced more than 200 skilled graduates with a further 400 students on track;
- offers regular, accessible disaster risk-related short courses in local languages to government and civil society practitioners, with over 50 short courses developed and 1 500 practitioners trained;
- performs research on local disaster risks, increasing the knowledge base for disaster risk management planning, including over 100 published articles, theses and reports in French, English and Portuguese; and

- provides opportunities for consortium members to learn from their colleagues’ experiences through staff exchange visits.

The original concern and motivation for the establishment of Periperi U was a recognition that in Africa, disasters of all kinds and extent undermine development and well-being. Fires, floods and diseases often have severe knock-on effects which are avoidable if the skills, capacity and know-how exist locally. Periperi U partners are committed to building skilled capacity to reduce these and other local disaster risks. They also recognise that improved risk management is necessary for social and economic development.

In May 2013, the Periperi U consortium mobilised itself on the global stage to profile the role that African higher education institutions play in advancing disaster risk reduction. This took place at the 4th session of the UNISDR’s Global Platform for Disaster Risk Reduction (DRR), held in Geneva from 21-23 May 2013. Overall, approximately 3 500 participants from 171 countries attended the conference, which also considered the need for a post-Hyogo Framework for Action (HFA) and its possible priorities following 2015, when the HFA concludes.

Throughout the Global Platform there was a clear recognition of the role played by higher education institutions in building DRR capacity. This was emphasised in the Chair’s summary, which specifically stated that “Integrating disaster risk management into education at all levels including higher- education curricula should be a priority”. The Chair, Margareta Wahlström also emphasised



the role of academic institutions in capacity building and research, urging that this should be strengthened in the future.

The Global Platform specifically afforded the Periperi U partnership a real opportunity to profile the value of African academic networks, first during the Scientific and Technical Platform event, and then through a dedicated seminar focused on the strategic mobilisation of higher-education institutions to advance disaster risk reduction (Forging Knowledge Foundations – Framing Resilient Futures).

The Scientific and Technical Platform session offered an opportunity to take stock of the work and progress of various scientific and technical networks and platforms in the disaster risk reduction field. Altogether 19 networks offered brief presentations of their activities. Dr Ailsa Holloway of the Periperi U secretariat (RADAR/DiMP) introduced the Periperi U consortium and profiled the work of higher education institutions in building DRR capacity in Africa.

Periperi U partners:

- Bahir Dar University, Ethiopia
- University of Science and Technology Houari Boumediene, Algeria
- Ardhi University, Tanzania
- Stellenbosch University, South Africa
- Makerere University, Uganda
- University of Ghana, Ghana
- Universidade Técnica de Moçambique, Moçambique
- University of Antananarivo, Madagascar
- Moi University, Kenya
- Gaston Berger University, Senegal

BRAZIL'S INTERNATIONALISATION

Brazil is the largest country in South America and the world's fifth largest country both in terms of geographical and population size. As one of the world's fastest growing economies, Brazil is also the seventh largest economy in the world and like South Africa, a member of the BRICS ensemble. South Africa joined the BRIC(S) group in 2010, intensifying engagement with other nations of the grouping. As current chair of the BRICS group, South Africa hosted the fifth BRICS summit and a corresponding Academic Forum in Durban during March 2013. In concurring with the national agenda for engagement with the BRICS countries, Stellenbosch University has also undertaken to focus on our academic connections with institutions in these countries, and more specifically with Brazil.

HIGHER EDUCATION CROSSING BORDERS

For some time, SU academics have been engaging in collaborative projects with counterparts at Brazilian institutions but, up until recently, there has not been an institutional commitment to working with Brazil. Since late 2012, SU has formally engaged with Brazilian universities and concluded cooperative agreements with three Brazilian institutions with one more cooperation agreement pending finalisation. Although our activities with Brazil are at the initial stages, the potential impact of these collaborations are significant.

Brazil has seen a substantial rise in spending on research and development, with the country now spending more than some countries in the developed world. This surge in spending is paired with a proportionate rise in scientific output, currently making Brazil the 13th largest producer of science worldwide, according to the *Times Higher Education Supplement*. Although there have been major developments in the area of international collaborative research, student mobility is yet to take off. The Brazilian higher education sector have amplified internationalisation efforts through programmes such as "Science without Borders" which was introduced by the Brazilian government with the ambitious goal of sending 101 000 students abroad before 2016. The programme is not only a mobility scheme but seeks to attract researchers from other countries to Brazilian institutions by offering early career and visiting lecturer fellowships. FAPESP, the research funding body for the state of São Paulo has also introduced what it calls a "brain gain" programme, with funding schemes to attract both senior and young researchers to the state of São Paulo. Despite these efforts, internationalisation remains a challenge for Brazilian higher education institutions posed by bureaucratic obstacles and language differences.

SU's partnership with the University of São Paulo (USP) was sealed in early May of 2013 during a visit by Prof Eugene Cloete, Vice-Rector: Research and Innovation to Brazil. Our connection to USP is through existing research collaboration and also via a global network of university partners facilitated by the University

of Bath. USP is the oldest university in Brazil and regarded as the country's foremost university. USP is ranked at 158th worldwide according to the 2012/2013 Times Higher Education World University Rankings, claiming its place as the top Latin American institution. SU's partnership agreement with USP provides for research collaboration, joint programmes, and staff and student exchanges between the two institutions. This will be aided by the University of São Paulo's offering of an online Portuguese language course. Students and staff going on exchange can enrol for this course six months prior to their departure for Brazil. This will allow for an immersion in Brazilian culture and an enhanced overall experience.

During the same visit to São Paulo, Prof Cloete also brokered a cooperation agreement between SU and FAPESP. The agreement signed in August 2013; supports a co-funded grant programme for research collaboration between SU and researchers at public institutions in the state of São Paulo. Among these is the University of Campinas, where SU researchers already have strong connections in different areas, including bioenergy. FAPESP annually contributes one third of its budget to a variety of scholarships and fellowships, another third to research grants, with the remainder of the budget allocated to applied research and innovation initiatives.

Additionally, SU concluded an agreement with the Federal University of Ouro Preto, located in the state of Minas Gerais. A graduate student exchange programme in geology is already up and running between SU and Ouro Preto and plans are underway to implement a joint PhD degree in geology. An agreement with the Pontifical University of Rio de Janeiro (PUC-Rio) is also pending finalisation. This agreement stems from existing linkages between staff in a number of faculties and is likely to include a connection to the BRICS Policy Centre in Rio de Janeiro which is associated with PUC-Rio; and where SU staff have been hosted as fellows in recent years.

INTERNATIONALISATION BOOST

JOINT RESEARCH PROGRAMMES

Besides the formal memoranda of cooperation that have been signed, a number of SU researchers are also collaborating on projects with Brazilian institutions. These projects include “The Brazil-South Africa Journalism Research Initiative” which seeks to develop closer research and publication cooperation between journalism researchers and journalism schools in South Africa and Brazil during a five-year time frame from 2009-2013. The Brazilian institutions involved in this project include the Federal University of Bahia, Federal University of Santa Catarina, Federal University of Sergipe, Methodist University of São Paulo and the Pontifical University of Rio Grande do Sul. SU also participates in a project funded by FAPESP and involving the University of São Paulo’s Institute for Electrical Engineering, called the “Global Sustainable Bioenergy project”. The project aims to provide critical direction toward the overall feasibility of sustainable bioenergy initiatives and will define policy and land use options that support a sustainable, bioenergy-intensive future.

Furthermore there is collaboration in the field of political science involving the Pontifical Catholic University of Rio de Janeiro and

the Centre for Public Policy Research at the University of São Paulo. The Faculty of Theology also cooperates with the Lutheran Theological Seminary in São Leopoldo with a focus on democracy, citizenship and interculturality. The Centre for Research in Science and Technology (CREST) at SU also collaborates with researchers at the Federal University of Rio de Janeiro on the national systems of innovation in the BRICS countries. This led to the publication by Routledge in 2013 of the book *Financing Innovation*, edited by Michael Kahn, Luiz Martins de Melo, and Marcelo G. Pessoa de Matos.

Over and above the mentioned projects, numerous other interactions occur between SU researchers and their counterparts in Brazil. With the signing of the agreements between Stellenbosch University and Brazilian institutions, and given the escalating Brazilian research output, copious funding and focus on internationalisation, the stage has been set for any array of collaborative activities between SU and Brazil.

STAFF OPPORTUNITIES

Bilateral staff exchange agreements

Full-time academic staff members at Stellenbosch University may apply for support to visit the following partner institutions for teaching or research purposes:

EUROPE:

KU Leuven, BELGIUM

www.kuleuven.be

Universiteit Ghent, BELGIUM

www.ugent.be

University of Helsinki, FINLAND

www.helsinki.fi

Universität Hamburg, GERMANY

www.uni-hamburg.de

Universität Tübingen, GERMANY

www.uni-tuebingen.de

Universität Leipzig, GERMANY

www.zv.uni-leipzig.de

AFRICA:

Makerere University, UGANDA

www.makerere.ac.ug

University of Dar es Salaam, TANZANIA

www.udsm.ac.tz

University of Botswana, BOTSWANA

www.ub.bw

University of Namibia, NAMIBIA

www.unam.na

Kwame Nkrumah University of Science and Technology, GHANA

www.knust.edu.gh

University of Zimbabwe, ZIMBABWE

www.uz.ac.zw

University of Nairobi, KENYA

www.uonbi.ac.ke

University of Ghana, GHANA

www.ug.edu.gh

Universit  Eduardo Mondlane, MOZAMBIQUE

www.uem.mz

Kenyatta University, KENYA

www.ku.ac.ke

Universit  d'Antananarivo, MADAGASCAR

www.univ-antananarivo.mg

Universit  de Yaound  I, CAMEROON

www.uyl.uninet.cm

The deadlines for exchanges during each subsequent semester is during March and September, respectively. For more information contact Lidia du Plessis lidia@sun.ac.za, tel. 021 808 2607

Erasmus Mundus and Intra-ACP networks:

Stellenbosch University participates in a number of EU funded mobility networks. They focus on student exchange but also provide support for staff exchange opportunities to European and African universities. Each network offers its own opportunities; visit the network websites to view current opportunities:

Erasmus Mundus Action 2 Partnerships (mobility between SA and Europe):

Eurosa: www.ua.ac.be/eurosa

EU-Saturn: www.eu-saturn.eu

Intra-ACP Academic Mobility Scheme (mobility among African universities):

TRECCAfrica I and II: www.treccafrica.com

AFIMEGQ: www.afimegq.org

SHARE: www.africasharecapacity.com

PAFROID: www.pafroid.mg

P4PHT: website to be published; see eacea.ec.europa.eu/intra_acp_mobility

SU African Collaboration Grant

The African Collaboration Grant of the PGIO, funded from the budget of the Vice-Rector: Research and Innovation provides seed funding for SU staff to establish or strengthen academic collaboration with one or more partners based at universities or research institutions elsewhere in Africa. Three categories are funded:

- Workshop/conference jointly organised with a partner/partners from another country in Africa
- Research visit to one or more other African countries
- Host research visitor(s) from one or more African countries

Applications are invited via an annual call and will be peer reviewed and awarded based on quality, potential impact on strengthening of SU's African Academic Networks, and a number of additional terms and conditions.

The annual call for applications opens during March with the deadline in April. For more information contact Shamin Gaffoor, sgaffoor@sun.ac.za, tel. 021 808 2750

Membership organisations

SU is member of a number of international university networks and consortia that offer grants for mobility, research collaboration and scientific events. The following programmes currently offer a range of opportunities:

AC2I

Special Project Fund (SPF) for academic activities with other AC2I members: www.ac2i.org/english/activities/special

AUF

Doctoral/researcher three month exchange to another AUF member

Support for regional scientific events

ICT capacity development programme proposals

www.auf.org/bureau-ocean-indien/appel-doffres-regional

AAU

Academic staff exchange programme for exchange with other

AAU member institutions www.aau.org/?q=ase/backgrnd

SANORD

Research groups support for research collaboration with other SANORD members (currently suspended, may reopen in future)

sanord.uwc.ac.za

ACU

ACU titular fellowships

www.acu.ac.uk/membership/titular-fellowships

ANSTI

Visiting (staff exchange) fellowships

ANSTI conference grants

ANSTI diaspora grants (to invite African diaspora scientists to conferences and workshops in Africa)

L'ORÉAL/UNESCO regional fellowships for women in science in sub-Saharan Africa

www.ansti.org > Fellowships

CODESRIA

Advanced research fellowship programme

www.codesria.org > Grants

OSSREA

Senior scholars research grant competition

Young scholars social science and gender issues research grant competitions

www.ossrea.net > Activities > Research Grant

DAAD

Search stays and bilateral exchanges in Germany for South African academics and researchers

ic.daad.de/johannesburg > Scholarships

FULBRIGHT

Fulbright programmes for visiting (non-US) scholars to the United States

www.cies.org/programs-visiting-non-us-scholars

International research funding opportunities

The cluster for international funding and capacity development at the Division for Research Development is responsible for the management of numerous international research funding programmes for academic staff and postdoctoral fellows, among others:

- International government bilateral programmes of the Department of Science and Technology and of the National Research Foundation (the involvement of postgraduate students in these programmes is an important criterion)
- The European Union's Framework Programme and Horizon 2020, including the Marie Curie Actions and many other EU funded projects
- Further international funding opportunities are available for: sabbatical research, international research visitors, project funding, postdoctoral fellowships, short-term lecturer replacement, research equipment training, etc.

The DRD also administers SU's subscription to Research-Africa, which offers researchers a comprehensive online search platform for research funding (www.researchprofessional.com) and a weekly news update on African science and research funding.

For more information on available funding opportunities contact Riana Coetsee, manager: international funding and capacity development: mjc@sun.ac.za, tel. 021 808 2580. For EU opportunities, contact Lizél Kleingbiel, lizelk@sun.ac.za; tel. 021 808 2105, and for staff and postdoc travel grants contact Izel Gordon-Rossouw at izel@sun.ac.za.

www0.sun.ac.za/research/funding/

STUDENT OPPORTUNITIES

Summer schools

SU offers two summer school programmes which is open to any student worldwide. SU students and students from partner universities qualify for a subsidised rate.

IPSU Summer School 2014

Date: 13 June – 18 July 2014

www0.sun.ac.za/summerschools

International Student Forum 2.0

Date: 22 August – 14 September 2014

www0.sun.ac.za/summerschools/international-forum

In addition, students registered at Stellenbosch University have access to summer school programmes at subsidised rates offered by the following partner universities:

- Graz International Summer School Seggau (Austria)
- Helsinki Summer School (Finland)
- Humboldt University Berlin (Germany)
- Chinese University of Hong Kong (Hong Kong)
- University of Hong Kong (Hong Kong)
- European Business School (Germany)
- University of Hohenheim (Germany)
- Grenoble INP (France)
- Lake Constance Summer School (Germany)

Application deadlines for SU students attending a summer school abroad:

- 7 March for June / July 2014
- 10 October for January 2015

For more information contact Jan Willem, janwillemvdw@sun.ac.za and tel. 021 808 2958

Student exchange programmes

SU offers a range of incoming and outgoing student exchange opportunities with our partner universities across all continents and for both undergraduate and postgraduate studies. Exchanges generally last for one semester. Each exchange agreement provides a tuition waiver and differing levels of support for cost of travel, accommodation and living expenses. The PGIO provides a competitive travel bursary to a limited number of SU exchange students.

Deadlines for SU students:

- 30 March for exchanges in the second semester
- 30 August for exchanges in following academic year

To apply and for more information contact Huba Boshoff, huba@sun.ac.za and tel. 021 808 2606

Erasmus Mundus and Intra-ACP Networks:

Stellenbosch University participates in a number of EU funded mobility networks. They focus on student exchange and full-degree postgraduate scholarships to European and African universities. Each network offers its own opportunities; visit the network websites to view any opportunities:

Erasmus Mundus Action 2 Partnerships (mobility between SA and Europe):

Eurosa: www.ua.ac.be/eurosa

EU-Saturn: www.eu-saturn.eu

Intra-ACP Academic Mobility Scheme (mobility among African universities):

TRECCAfrica I & II: www.treccafrika.com

AFIMEGQ: www.afimegq.org

SHARE: www.africasharecapacity.com

PAFROID: www.pafroid.mg

P4PHT: website to be published; see eacea.ec.europa.eu/intra_acp_mobility

International Conference attendance

The Postgraduate and International Student Funding Office offers doctoral students a supplementary award to attend an international conference outside of South Africa to present a paper or poster. Contact the office on postgradfunding@sun.ac.za

Membership organisations

SU is member of a number of international university networks and consortia that offer student grants for mobility and research. The following programmes currently offer a range of opportunities:

AC21

AC21 International Graduate Summer School
Summer School opportunities at AC21 member universities
www.ac21.org

AAU

AAU Small Grants for Dissertations and Theses Programme
www.aau.org/?q=content/small-grants-dissertations-and-theses-programme

ANSTI

ANSTI/DAAD Post-Graduate Fellowships www.ansti.org/index.php/post-graduate-fellowships

CODESRIA

Small Grants Programme www.codesria.org/spip.php?article3&lang=en

International scholarship schemes

The PGIO administers and offers advice on a number of international scholarship schemes for SU students interested in furthering their studies abroad. Below are some of these scholarships. To receive announcements about upcoming opportunities, subscribe to the *Take Note* newsletter at www0.sun.ac.za/international/media/newsletters/take-note-1.html

Commonwealth scholarship

Open to citizens of Commonwealth countries for master's, distance learning, fellowships and PhD fulltime and split-site study at various universities in the United Kingdom. Depending on the type of scholarship, deadlines are normally in November each year for studies to commence in October of the following year. cscuk.dfid.gov.uk/apply/scholarships-developing-cw

SKILL Programme

SKILL – Stimulating Knowledge Innovation through Life-long Learning – offers funding for South African master's students to follow master's courses of up to three months at a Dutch university, for junior academic staff to obtain their master's degree at a Dutch university, for aspiring PhD candidates to participate in a course in South Africa to draft a research proposal and for PhD candidates whose research proposal has been approved by a South African university to make a study visit to the Netherlands. www.fsw.vu.nl/en/international-relations/savusa/skill-programme

SAWIP

The South African-Washington International Programme (SAWIP) engages young South African leaders in a six-month leadership and development programme that takes place in South Africa and Washington DC. Second-year and more senior students from three South African universities (universities of Western Cape, Cape Town and Stellenbosch) are eligible for this service-based leadership programme. www.sawip.org

Fulbright scholarships for studies in America

The Fulbright scholarship programme enables graduate students, young professionals and artists from abroad to conduct research and study in the United States, and brings foreign scholars, professionals, and artists to lecture and/or conduct postdoctoral research for up to a year at US colleges and universities. www.iie.org/fulbright

A*STAR

The Agency for Science, Technology and Research (A*STAR) is the lead agency for fostering world-class scientific research and talent for a vibrant knowledge-based and innovation-driven Singapore. Stellenbosch University participates in three A*STAR programmes, SINGA, SIPGA and ARAP, which provide internships of up to six months for undergraduate or master's students, and PhD scholarships of between two and four years at an A*STAR Research Institute in Singapore. www.a-star.edu.sg

Abe Bailey Travel bursary

The Abe Bailey travel bursary is awarded each year and covers the cost of all-expenses paid three-week educational tour of England and Scotland including return air fares to London. It includes the cost of carrying out the tour and all excursions according to the

approved programme. Applicants are candidates from various South African universities. For more information contact the Postgraduate Student Funding section at rk@sun.ac.za

Mandela Rhodes

The Mandela Rhodes scholarships aim to build leadership excellence in Africa. It provides tuition, accommodation, meals, books and travel allowance for honours and master's level studies, as well as a leadership development component in the form of supplementary workshops and mentorship. www.mandelarhodes.org

Rhodes Trust

The Rhodes Scholarships in southern Africa are awarded to outstanding all-round students under 25 years of age for study at the University of Oxford in the United Kingdom. Established in the will of Cecil Rhodes in 1902, the Rhodes Scholarship is the oldest and perhaps the most prestigious international graduate scholarship program in the world. The scholarship covers two years of study, including university, and college fees and a monthly stipend. www.rhodestrust.org.za

Global Citizenship

Through collaboration with the Frederik van Zyl Slabbert Institute for Leadership Development, the PGIO offers semester programmes to assist students in developing their global leadership skills. This course involves both academic and non-academic environments, the public sector, government and alumni and consists of three major components: themed contact sessions including guest speakers and trips, community work and language acquisition. For more information, contact Huba Boshoff at the PGIO huba@sun.ac.za.

NRF Scholarships

The National Research Foundation (NRF) promotes and supports research in all fields of knowledge. The NRF invests in high-level human capital development by providing several scholarships to master's and PhD students at several Higher Education Institutions. www.nrf.ac.za

DAAD Opportunities for students and staff

The German Academic Exchange Service (DAAD) is the largest funding organisation in the world that supports the international exchange of students and scholars. Through DAAD scholarships, postdoctoral researchers and postgraduate students can undertake academic exchanges and research programmes in Germany. www.daad.de

Harvard South Africa fellowship programme

Harvard University offers mid-career fellowships for South Africans from historically disadvantaged backgrounds. Supported by Harvard President Drew Gilpin Faust, these fellowships offer full tuition, living stipend, and travel costs for candidates to study in their professional area of expertise. africa.harvard.edu/south-africa-fellowship-program/

For other postgraduate scholarships refer to the grants register which is available in the lower reference section of the SU central library; see www.palgrave.com/products/title.aspx?pid=570731

NEWS UPDATE

PGIO staff members participate in a wide range of projects and programmes. This section lists some of these activities during 2013. We also feature two programmes that contribute significantly to incoming and outgoing student mobility at Stellenbosch University.

January

The year started early with a visit of Dr Wendy Cukier, Vice President: Research and Innovation, from Ryerson University, Toronto, Canada.

The PGIO hosted its biannual **Welcome and Orientation Programme** for new international students commencing their studies in the first semester of the academic year. The programme comprised a mix of sessions and social activities aimed at equipping students with the necessary information to ensure successful studies and integration into university life and immersion in Stellenbosch and South African culture at large. The programme which ran from 23-27 January also included a welcome dinner and a visit to Cape Town and its surrounds.



The **West Africa Agricultural Productivity Programme (WAAPP)** is a World Bank assisted programme for West African nations. The WAAPP-Nigeria project is coordinated by the Agricultural Research Council of Nigeria. The aim is to strengthen the National Agricultural Research System in Nigeria and contribute to the development, adoption, and dissemination of technology to boost agricultural productivity in Nigeria in areas aligned with the WAAPP regional priorities. During 2013, ten master's and doctoral students from Nigeria received full scholarships from WAAPP to enrol in programmes in the Faculty of AgriSciences at SU.

Pictured above are the recipients of WAAPP funding with Prof Linus Opara from the Department of Horticultural Science at SU and Sanchia van Staden, Coordinator: Postgraduate and International Enrolments at the PGIO.

February

On 11 and 12 February a delegation from TU Chemnitz, Germany, visited SU to engage in a research collaboration workshop. The delegation was led by Prof Arnold van Zyl, Rector.

Christoff Pauw, Manager: International Academic Networks at the PGIO visited the **University of Yaoundé I** (www.uyl.uninet.cm), Cameroon from 18-20 February. Stellenbosch University is a member of the AFIMEGQ Intra-ACP consortium (www.afimegq.org) and the aim of the visit was to clarify roles and plan for forthcoming mobilities within AFIMEGQ. It also served as an opportune moment to initiate a process of establishing a bilateral exchange agreement with UYI. The agreement is almost finalised and will position UYI as SU's first partner in Central Africa.

The Confucius Institute at Stellenbosch University in association with the Department of Modern Foreign Languages celebrated the Chinese New Year by hosting the **Chinese Lantern Festival** gala event on 25 February. The gala took place at the Academia Hall on campus and drew a crowd of 250 people. Guests were entertained with exotic snake dances to mark the Year of the Snake celebrations, a dinner, and a variety of traditional Chinese games which were followed by a prize-giving ceremony.

February ended with a visit by a delegation from Zhejiang Normal University to hold discussions about a joint programme in China Africa Business Studies.



Fun and games at the Chinese Lantern Festival

March

The **Stellenbosch International Academic Networks (SIAN) meeting** opened on 5 March with an official welcome of international partners representing more than 13 countries. Read more on this event, which also celebrated twenty years of internationalisation at SU, on page 4.

A two-day workshop on joint and double degrees was held in Stellenbosch from 11-12 March and included a variety of SU participants. The workshop was presented by the University of Leipzig, Germany; the University of Bologna, Italy; and Stellenbosch University. The purpose of the workshop was to introduce administrators and academics to concepts and challenges in offering international joint and double degree programmes. Participants from the PGIO included Robert Kotzé, Senior director: PGIO, Dorothy Stevens, Deputy director: PGIO, Sanchia van Staden, Postgraduate enrolments coordinator and Shamin Gaffoor, Information coordinator: international academic networks.

The PGIO's Christoff Pauw attended the **Bath International Research Partnerships Conference** which was held by the University of Bath from 11-13 March. The University of Bath hosted delegations from SU, University of São Paulo and Ohio State University during a two-day workshop to plan their research collaboration. Other representatives from SU included Prof Erich Rohwer (physics), Prof Klaus Koch (chemistry), Prof Mapundi Banda (mathematical sciences), Sean Surmon (Centre for Human Performance Sciences) and Prof Gideon Wolfaardt (Stellenbosch University Water Institute).

The **Asia Pacific Association of International Education (APAIE) Conference** is one of the most distinguished forums in the Asia-Pacific region for bringing together policy makers and education experts from around the world to enhance professional skills and learn about new developments in international education. Ben Nel and Huba Boshoff from the International Student Mobility Unit of the PGIO attended the APAIE conference that was held in Hong Kong from 12-15 March.

www.apaie.org

March also saw the visit of Dr Dan Papp, President of Kennesaw State University, USA.

April

Tanya Fouché, Study Abroad coordinator at SU attended **EPITA's International Week** in Paris, France from 15-18 April. The event was hosted by EPITA (Graduate School of Computer Science and Advanced Technologies) which is an engineering school focusing specifically on computer science and information communication technology. EPITA annually celebrates its international week with the aim of strengthening relations between EPITA and its partner institutions, to give EPITA students the



opportunity to meet the coordinators from partner universities, and to obtain more information on the institutions and their academic offerings. Every year during the first semester, SU hosts between eight and 30 students from EPITA who register for courses in the Department of Electrical and Electronic Engineering. <http://www.epita.fr/>

http://blogs.ionis-group.com/epita/2013/06/retour_sur_lepita_internationa.html

The PGIO's Christoff Pauw and Chernelle Lambert attended the **PANGeA (Partnership for Africa's Next Generation of Academics) board meeting** in Mombasa, Kenya from 15-16 April. The meeting was attended by 17 members from institutions comprising the PANGeA network. The board meeting highlighted the goals, values and outcomes of the network. Partner institutions reported back on their successes, opportunities and challenges, and were given the opportunity to discuss future prospects including possible funding sources. Prof Edward Kirumira of Makerere University was elected as the new incoming chair.

www.pangeaonline.org

Top: EPITA

Above: PANGeA,
Mombasa

EVENTS & ANNOUNCEMENTS

SU is a partner institution in the **MHMK Macromedia University for Media and Communication** study programme called 5-Continent-Universities (5CU). This programme sees MHMK students completing one compulsory semester of their undergraduate studies at SU or one of nine other partner universities (across five continents) and taking courses equivalent to the courses they would normally take at MHMK. More than 30 students per year from MHMK do their compulsory semester at SU during our second semester when they follow courses in economic and management sciences. Tanya Fouché, Study Abroad Coordinator at the PGIO attended the third 5CU consortium meeting in Hamburg, Germany from 22-23 April. The aim of the meeting was to strengthen the consortium, link partner universities, and subsequently create synergies between the universities represented at the meeting.

www.mhmk-international.org

On 25 April, SU hosted an art troupe from our partner university, Zhejiang Normal University. The **Zhejiang Art Troupe** who toured universities across Africa comprised students from their various faculties who entertained audiences with their performances of Chinese opera, sword-fighting, tai-chi, Chinese folk dances and music. The event was hosted at the University's Conservatory in the Fisser Hall.

The Faculty of Education's Centre for Higher and Adult Education hosted the fourth biennial conference on Research into Postgraduate Supervision conference titled: "**Candidates, supervisors and institutions: Pushing postgraduate boundaries**" from 24-26 April at Spier Wine Estate outside Stellenbosch. The conference set out to explore and challenge academic boundaries as they exist within the postgraduate environment. The main questions that were addressed related to how boundaries influence institutions, supervisors and candidates at the postgraduate level. It is accepted that the boundaries are often fluid and shifting and the challenge that this represents was also addressed. Ronel Steyn, the Postgraduate Skills Development Coordinator at the PGIO presented the **on.track planner** which is an interactive management tool developed by the PGIO to be used as a guide for postgraduate



students through the research process. Corina du Toit and Dorothy Stevens of the PGIO also attended the conference.

<http://academic.sun.ac.za/chae/conf/>

Above: The Zhejiang Art Troupe's performance at the Conservatory

Below left: MHMK

May

The Department of Horticultural Science, supported by the PGIO, hosted a group of 18 practitioners in the field of postharvest management. Two groups were hosted in 2013 from 6-24 May and from 19 August-6 September, respectively. The training programme called "**Australia Awards – Africa Fellowships in Postharvest Management of Maize, Rice and Legumes**" is funded by AUSAID and coordinated by the University of Sydney. Participants who hail from different African countries attend sessions in Ghana, South Africa and Australia.

Werner de Wit, Coordinator for Student Life and Success in the PGIO, attended a colloquium on **Internationalisation and the Role of Student Organisations** at Rhodes University in Grahamstown from the 17-19 May. The colloquium drew participants from international offices, student representative councils and other student organisations. The objective of the colloquium was to increase the general understanding of internationalisation in higher education institutions. More importantly, to probe South Africa's position and programmes of action in creating an environment that is inclusive to all students from all parts of the world in South African institutions. Ideas on the integration of international students were shared, as well as general thoughts on the well-being and struggles of international students on South African campuses.

The 12th **Chinese Bridge Competition for College Students in South Africa** was held on 17 May 2013. Two students from Stellenbosch





University, Jani Smith and Gerjo Wiese were jointly awarded the first prize at the South African leg of this international competition which is annually sponsored by the HANBAN (Confucius Institute Headquarters). The competition tests the Chinese language proficiency and the level of knowledge on China and Chinese culture of university students in South Africa. The Chinese Bridge Competitions aim to promote the continued learning of the Chinese language and better understanding of the Chinese culture worldwide among non-Chinese speakers. Two students from SU who are currently studying Mandarin were both awarded first prize.

Chernelle Lambert, Coordinator: Africa Academic Networks at the PGIO attended the Periperi U (Partners Enhancing Resilience to People Exposed to Risks) Annual Consultative Meeting and UNISDR's **Global Platform for Disaster Risk Reduction (DRR) Conference** that was held in Geneva, Switzerland from 19-24 May. The Periperi U consortium convened their annual meeting in Switzerland concurrently with the 4th session of the UNISDR's Global Platform for Disaster Risk Reduction conference. Following the Global Platform, the Periperi U consortium convened a dedicated seminar for those interested in higher education. This event was hosted on 24 May 2013 by the Technical University of Mozambique in association with UNISDR and the Periperi U secretariat. The secretariat for the Periperi U consortium is based within the Department of Geography and Environmental Studies at Stellenbosch University.

www.riskreductionafrica.org

The Confucius Institute at Stellenbosch University presented a Chinese Cultural Experience for learners at the JJ Rhode Primary School in Stellenbosch and the Huguenot Primary School in Wellington on 27 May. The learners were entertained by performers from the **Chinese Language and Education Foundation of China**. Activities included Chinese paper cutting and painting, Chinese folk dancing as well as martial arts.

On 29 May, the Confucius Institute at Stellenbosch University (CISU) hosted **Prof Chen Xiaoguang, the Vice President of the China Federation of Literary and Art Circles** and former Vice-Minister

in the Chinese Ministry of Culture. He is also an honorary professor at our partner university, Xiamen University. Prof Chen Xiaoguang presented a lecture to SU audiences titled "The 100 years of Chinese Songs".

The visitors for the month of May also included Prof Levi Martin Myagura, Vice-Chancellor of the University of Zimbabwe and Prof Dr Mohd Azraai Kassim, Deputy Vice Chancellor (Research and Innovation) from the Universiti Teknologi Malaysia and his delegation.

June

The **4th UNICA-Santander Group-Compostela Workshop** was held at the University of Kent Brussels Campus in Belgium on 4 June. The three European university networks UNICA, Santander Group and Compostela co-hosted a workshop to discuss how European universities can more effectively engage and collaborate with universities in Africa. This was an opportunity for Christoff Pauw from the PGIO's International Academic Networks unit to share SU's experiences with African networking and to establish ties with the three networks.

<http://sgroup.be/event/sgroup-joint-workshop-academic-collaboration-between-europe-and-sub-saharan-universities>

In June and July, Robert Kotzé spent two months in Berlin from where he visited several European universities to strengthen existing linkages and to explore new partnerships. In Germany he visited the Humboldt Universität zu Berlin, TU Berlin, the universities of Potsdam and Leipzig, Bauhaus Universität Weimar, TU Chemnitz, the Brandenburgische TU Cottbus. In Austria he visited the University of Graz to negotiate the renewal of the student exchange agreement, while a first visit was made to the University of Bologna in Italy which resulted in a new staff and student exchange agreement that was signed recently. He also visited the Czech Republic and contact was made with the Charles University in Prague as well as with the Czech Technical University Prague where a new agreement based on the longstanding collaboration in civil engineering was concluded. During this visit

Above left: Chinese Bridge Competition

Above right: Periperi U



initials talks were also conducted in Hradec Kralove to establish collaboration in African studies between SU and the University of Hradec Kralove in the Czech Republic. The visit to the University of Ljubljana (UL) in Slovenia was also productive. It initiated a programme for SU students to participate in textile engineering and related courses offered by UL.

Robert also attended the Academic Cooperation Association's 20 Year Anniversary Conference: "Internationalisation and international mobility. Where do we stand, where are we heading?", in The Hague, 9-11 June 2013.

July

The Erasmus Mundus pre-departure event is a celebration of the success of South African students who have been selected to study in Europe on Erasmus Mundus Scholarships. The event which was held at the University of the Western Cape on 25 July, attracted about 150 delegates including Erasmus Mundus Grantees, representatives from European partner universities and South African and European government officials.

SU hosted the 2nd International Summer School entitled "**Integrative strategies for the application of biodiversity research in the management of natural resources**". The summer school was hosted under the auspices of the DAAD (German Academic Exchange Service) supported "Quality Network Biodiversity in Sub-Sahara Africa" project from 1-5 July in Stellenbosch, and participants comprised a mix of master's and PhD students, postdoctoral fellows and academics from Stellenbosch University, Humboldt Universität zu Berlin (Germany) and three African partner universities: University of Namibia, Moi University (Kenya) and Eduardo Mondlane University (Mozambique).

August

A group of PGIO staff members attended the **17th annual IEASA (International Education Association of South Africa) conference** that was hosted by the Central University of Technology, Bloemfontein from 20-24 August 2013. Huba Boshoff

and Olga Wyngaardt from the PGIO's International Student Mobility Unit also presented a paper on the Global Citizenship Programme presented at Stellenbosch University. Papers were also delivered by Dorothy Stevens, Grant Demas and Jan Willem van der Westhuizen.

The **PGIO's International Food Evening** presents the opportunity for international and local students to showcase their culture to the rest of campus. Groups of students from different countries prepare traditional dishes which they sell from their aptly decorated stalls. The evening is also complemented by music and cultural performances by some of the students. All proceeds of the event, which draws about 500 people, goes toward the Kayamandi Project, a long-running community project coordinated by the International Student Organisation Stellenbosch. In 2013, members from the PGIO's unit for International Academic Networks hosted a South African table selling traditional sweet treats and hot chocolate.

Late August saw a visit from the Université Omar Bongo, Libreville, Gabon, led by their Rector, Prof Marc-Louis Ropivia.

September

Christoff Pauw represented the PGIO at the 2013 EAIE (European Association of International Education) conference in Istanbul, Turkey from 10-14 September. The theme for the 2013 conference was "Weaving the future of global partnerships". Christoff coordinated a panel session on Intra-African Mobility Schemes and Partnerships, with presentations on various African university networks. The session included presentations by Prof Jacob Songsore (University of Ghana), Dr Sam Okello (Makerere University), Dr James Jowi (Moi University) and Christoff Pauw.

Above left: PGIO's International Food Evening

Below: TRECCAfrica



October

The TRECCAfrica (Transdisciplinary Training in Resource Efficiency and Climate Change in Africa, www.treccafrica.com) steering committee convened its annual meeting in Bagamoyo, Tanzania from 3-4 October, hosted by the University of Dar es Salaam. The meeting focused on institutional reflections on successes and challenges, the selection of cohort 2 scholarship grantees and growing the network beyond mobility. *More information under December, below.*

Stellenbosch University is a member of the EUROSA Erasmus Mundus consortium. The fourth round of the project, EUROSA+ consortium meeting took place in Antwerp, Belgium from 14-16 October. The PGIO's Huba Boshoff who coordinates all the Erasmus Mundus Action 2 projects at Stellenbosch University attended the meeting which focused on the strategic and logistical planning of the project.

In October we hosted a delegation from the VU University Amsterdam (Dr Rene Smith, Chair of the Board), KU Leuven (Prof Rik Torfs, Rector) and another large delegation from French Belgian universities – CIRI (Interuniversity Committee for International Relations) – consisting among others representatives from Université catholique de Louvain and the Université Libre de Bruxelles.

November

Huba Boshoff, exchange coordinator at the PGIO, accompanied an academic delegation from Stellenbosch University to **Zhejiang Normal University in Jinhua, China** from 11-15 November. The purpose of the visit was to discuss further developments of China-Africa International Business School (CAIBS) exchange programme which is aimed at strengthening the relationship between SU and universities in China and will lead to Stellenbosch students undertaking semester exchanges at CAIBS in future.

During November a group of 13 PhD students from Hunan University, Changsha, China visited SU to spend a month in different research groups. SU hosts included researchers from the Laser Institute, Institute for Plant Biotechnology, computer science, analytical chemistry and electrical engineering.

Christoff Pauw and Cori Ham (Department of Forest and Wood Science) attended a closing workshop of the **Higher Education Partnerships project of Goettingen University** in Germany from 18-22 November. This three-year DAAD-funded initiative brought together researchers and graduate students in a number of disciplines from the universities of Goettingen, Talca (Chile), Antioquia (Colombia), SU and Bogor Agricultural University (Indonesia). A continuation of the partnership in the form of a network for sustainable agriculture was discussed. Following the meeting Christoff visited

SU partners **University of Hamburg** and **Goethe University in Frankfurt** to discuss a range of collaborative initiatives and activities.

November also saw visits from Copperbelt University, Zambia (Prof Naison Ngoma, Vice Chancellor), Hunan University, Changsha, PRC (Prof He Yibin, Vice President) and Lund University (Prof Eva Wiberg, Deputy Vice Chancellor).

The Confucius Institute hosted a Forum on Higher Education in South Africa and China on 26 and 27 November. Presentations covered topics such as “Higher Education Transformation and HE System reforms in South Africa and China”, “Higher Education policy development in South Africa and China”, “Internationalisation of Universities in South Africa and China” and “Promoting University-Community Collaboration”. The Forum was attended by Professors Bie Dunrong (Xiamen University), Gong Fang (Nanjing University), Hu Jianhua (Nanjing Normal University), Hu Bicheng (Hunan University), Shi Jinghuan (Tsinghua University), Zhou Chuan (Soochow University) and Yan Wenfan (University of Massachusetts, Boston, USA).

December

SU was awarded a second Intra-ACP grant worth over 2,5m euro for the TRECCAfrica scholarship programme. The funding proposal was prepared by the PGIO and the School of Public Leadership, and will fund 100 African master's and doctoral students to study at one of the seven TRECCAfrica partner universities in Botswana, Ghana, Nigeria, Ethiopia, Kenya, Tanzania and South Africa. The **Intra-ACP project management training session** for all projects selected in 2013 was held at the University of Botswana in Gaborone (Botswana) on 2-4 December 2013. The purpose of the training session was to provide partners with the opportunity to meet one another and discuss the way forward for their respective selected projects. SU is involved in five Intra-ACP projects. During the training session in Botswana, SU representatives for TRECCAfrica (coordinated by SU) were the PGIO's Christoff Pauw and Chernelle Lambert and John van Breda of the School for Public Leadership. Dr Marion Carrier from the Department of Process Engineering was the representative for PAFROID (coordinated by the University of Antananarivo), and Prof Andrew Whitelaw from the Department of Medical Microbiology represented SU for the project coordinated by the University of Ghana: Partnering for Health Professional Training in African Universities. Other Intra-ACP projects in which SU is a partner are AFIMEGQ (coordinated by the University of Yaoundé I) and SHARE (Makerere University).

http://eacea.ec.europa.eu/intra_acp_mobility/

During December 2013 and January 2014 Werner de Wit, Coordinator for Student Life and Success in the PGIO, visited five partner universities in the USA. His purpose was to promote the IPSU Summer School and learn more about the respective universities. The following universities were visited:

- The University of Georgia
- Clemson University
- The University of North Carolina at Greensboro
- The University of North Carolina at Charlotte
- West Virginia University
- George Mason University

In addition to the above visits, Werner also arranged two IPSU summer school reunions. The two reunions were respectively held in Tampa, Florida and Washington DC.

FOCUS ON MOBILITY

Erasmus Mundus Action 2 programme

Stellenbosch University's participation in the prestigious Erasmus Mundus Action 2 scholarship programme, has resulted in 32 postgraduate students and staff receiving grants to pursue study and research programmes in Europe during the 2014/2015 academic year.

The three Erasmus Mundus programmes are: EUROSA (11 participants), ema2sa (15 participants) and EU Saturn (six participants). Since the programmes' inception in 2010, the number of participants among students and staff has steadily increased. This year's scholarship recipients include five SU staff members, 17 master's students and 10 PhD researchers.

The participants' exposure to European institutions promises to offer enriching experiences which will see them return to South Africa with newfound insights and knowledge. It will be especially beneficial to the PhD students as many already foresee a career in academics. Huba Boshoff, student exchange coordinator in the PGIO says: "We are happy that they will be exposed to a European institution early on and bring back that knowledge and dynamics to South Africa". Furthermore, the University has also benefited from the relationship with the Erasmus Mundus programmes as it has presented the opportunity to forge closer relationships with both European universities and other South African universities. According to Boshoff it is a great opportunity to work with other universities within the context of South Africa. "We've been part of an interesting mix of both universities and students", she said.

The Erasmus Mundus programme is currently undergoing some changes and will be known in future as Erasmus+.



Dr Nicola de Jager from the Department of Political Science has returned from a two-month teaching and research exchange opportunity in Germany after receiving a staff scholarship through the Erasmus Mundus Action 2 (EMA2) SAPIENT scholarship programme. Nicola taught a master's module on comparative southern

African politics and democratisation as part of the master's in international studies and development programme at the Institute of Political Sciences at the University of Duisburg-Essen, Germany.





What the Erasmus Mundus recipients have to say of their European experience:

“Now I can say that I feel like Antwerp is my second home! I love what I do, I love the people who I work with. I feel extremely blessed and grateful for this opportunity.”

– Natalie Kwolik, PhD candidate at the University of Antwerp on an Erasmus Mundus Scholarship that was awarded through the Eurosa project.

“The extensive knowledge of techniques I apply in my own work possessed by my colleagues and professor at the University of Leipzig allowed me to make excellent progress using state-of-the-art ideas to solve problems which may otherwise have been lost to me.”

– Nico-Ben de Villiers, master’s student in engineering on exchange at the University of Leipzig, Germany via the Eurosa project.

IPSU Summer School: Educationally Innovative and Academically Vibrant

In 2013, 72 undergraduate students attended the IPSU Summer School hosted by the PGIO in Stellenbosch. The students came from the United States of America, Italy, Singapore, Zimbabwe, Taiwan, China and South Africa. Some of the students came from partner institutions like Clemson University and the Chinese University of Hong Kong, while others applied independently or came via an independent service provider like the American Institute for Foreign Study. The PGIO is responsible for the overall logistical coordination of the summer school, while the academic offering is mostly provided by academic departments within Stellenbosch University.

This year’s theme was *Nation building and Development: Challenges for South Africa*. The current summer school consists of three academic streams falling within the above theme. Firstly, the *General 4-Week Programme* affords students the opportunity to choose three courses from eight electives. The additional two streams are *Learning for Sustainable Community Engagement* and *Doing Business in Southern Africa*. *Learning for Sustainable Community Engagement* is an academic community engagement course where students attend classes in community development, but also participate in community engagement activities in the community. This year, the students were placed under supervision at a NGO in Kayamandi where they worked for two weeks in various capacities.

The course, *Doing Business in Southern Africa* is a new addition to the IPSU Summer School, and is modelled on the general structure of the so-called *Doing Business in Europe* or the *Doing Business in Southeast Asia* summer schools, but with a strong focus on southern Africa and more specifically the SADC countries.

The course includes a solid focus on economic policy influencing business practices, but also focuses on business management and entrepreneurship. In addition a “leadership in business” component is also presented. The students also visited companies and start-up incubators in Cape Town and in the surrounding areas of Stellenbosch.

Next year our theme will be *20 Years On: The Challenges of a Young Democracy*. We are continuously looking into ways of growing our academic offering. This being said, all new additions and developments are undertaken to be innovative and academically consistent – with a focus delivering an improved educational experience every year. In 2014, we will be hosting our 14th IPSU Summer School, hoping to grow our number of participants internationally and locally.



A NETWORKED VISION ON 2030

Prof H. Russel Botman, Rector and Vice-Chancellor, Stellenbosch University

Universities the world over have gone into transformation mode to meet the challenges of our time. We have to do more with less. We have to serve more people, yet we receive less state funding to do so. We have to make an impact worldwide, yet remain relevant to needs on our own doorstep.

We have to empower students for an uncertain future, prepare them for careers that do not exist yet, send them out into a shrinking world where they will have to stretch themselves to the limit.

At Stellenbosch University (SU), these challenges have found expression in a new foundational policy document, our Institutional Intent and Strategy 2013-2018, which was adopted by council on 29 April 2013. It contains SU's Vision 2030, which is to become the higher-education institution in Africa producing thought leaders for the future. Through improving access, excellence and impact on society, SU is striving to become more inclusive, innovative and future-oriented.

Collaboration has played a crucial role in the history of knowledge because it enhances the quality of research and improves its effectiveness. That is why SU is developing sustainable and long-term academic networks that will contribute relevant knowledge for Africa's immense developmental potential in the decades to come.

SU follows a science-for-society approach under its HOPE Project – a reflection on Freire's notion of a "pedagogy of hope". The core functions of the University – learning and teaching, research, as well as community interaction – have been aligned with themes linked to global development goals.

The HOPE Project is now expanding beyond SU. On the rest of our continent, we will build on the successes of the Partnership for Africa's Next Generation of Academics (PANGeA) and the Graduate School at SU to help revitalise African scholarship. And further afield, a HOPE International Network has been established.

These initiatives will advance the notion that higher-education institutions should promote human development and tackle societal challenges through academic and research excellence, with a strong focus on developing global leaders.

Prof Botman serves as a vice-president of the Association of African Universities, and rotating president of the Academic Consortium for the 21st Century.



OUR PARTNER UNIVERSITIES WORLDWIDE

Stellenbosch University has active institutional agreements for cooperation and exchange with the following institutions. This list does not indicate partners with whom we have agreements on a faculty or departmental level. Agreements marked with an asterisk* were concluded during 2013.

AFRICA

Botswana

- University of Botswana

Cameroon

- University of Yaounde I*

Gabon

- l'Ecole Normale Superieure (ENS)
- University of Science and Technology Masuku

Ghana

- Kwame Nkrumah University of Science and Technology Kumasi
- University of Ghana

Kenya

- University of Nairobi
- Kenyatta University

Madagascar

- University of Antananarivo*

Mozambique

- Eduardo Mondlane University

Namibia

- University of Namibia

Tanzania

- University of Dar es Salaam

Uganda

- Makerere University

Zimbabwe

- University of Zimbabwe

EUROPE

Austria

- University of Natural Resources and Life Sciences (BOKU)*
- University of Graz

Belgium

- University of Antwerp
- University of Ghent
- Katholieke Universiteit Leuven
- Université Catholique de Louvain*

Czech Republic

- Czech Technical University Prague*

Finland

- Abo Akademie
- University of Helsinki

France

- Esme Sudria Engineering School
- IPB Ensierb Matmeca
- Université de Rouen
- Ecole Nationale Superieure des Mines de Saint-Etienne

Germany

- Universität Bamberg
- Bauhaus Universität Weimar
- Technische Universität Berlin
- Technische Universität Chemnitz
- European Business School
- Universität Hamburg
- Georg-August-Universität Göttingen
- Universität Hohenheim
- Humboldt Universität zu Berlin
- Albert-Ludwig-Universität Freiburg
- Universität Leipzig
- Technische Universität München
- Georg-Simon-Ohm Hochschule Nürnberg
- Fachhochschule Pforzheim
- Universität Stuttgart
- Eberhard Karls Universität Tübingen
- Johann Wolfgang Goethe Universität Frankfurt am Main*

The Netherlands

- University of Amsterdam
- Leiden Universiteit
- University College Maastricht
- Radboud Universiteit Nijmegen
- Utrecht Universiteit
- Vrije Universiteit Amsterdam

Norway

- University of Bergen
- University of Oslo
- Oslo and Akershus University College of Applied Sciences
- Telemark University College

Romania

- Babes-Bolyai University

Russia

- The People's Friendship University of Russia*

Slovenia

- University of Ljubljana*

Spain

- 4 Alianza Universidades (A-4U)

Sweden

- Göteborg University
- Karolinska Insitutet
- Linnaeus University
- Lund University*
- Uppsala University

Switzerland

- Universität Bern
- Universität Zurich
- University of Lausanne

United Kingdom

- University of Bath
- Coventry University
- University of St. Andrews

AMERICAS

Brazil

- Universidade Federal Ouro Preto*
- Universidade de São Paulo*

Canada

- Universite de Montreal

Chile

- Pontificia Universidad Catolica de Chile

Mexico

- Universidad de Las Americas (Puebla)

United States of America

- University of Arizona
- Kennesaw State University
- University of North Carolina at Charlotte
- University of North Carolina at Greensboro
- North Carolina State University
- University of Georgia*
- University of Wisconsin-Eau Claire

ASIA AND OCEANIA

Australia

- University of Adelaide
- University of Queensland
- Royal Melbourne Institute of Technology (RMIT)
- Queensland University of Technology

China

- Beijing Jiaotong
- Capital Normal University
- Chinese University of Hong Kong
- Xiamen University
- University of Hong Kong
- Hunan University *
- Renmin University of China
- Yunnan University
- Zhejiang Normal University

Japan

- Sophia University

Malaysia

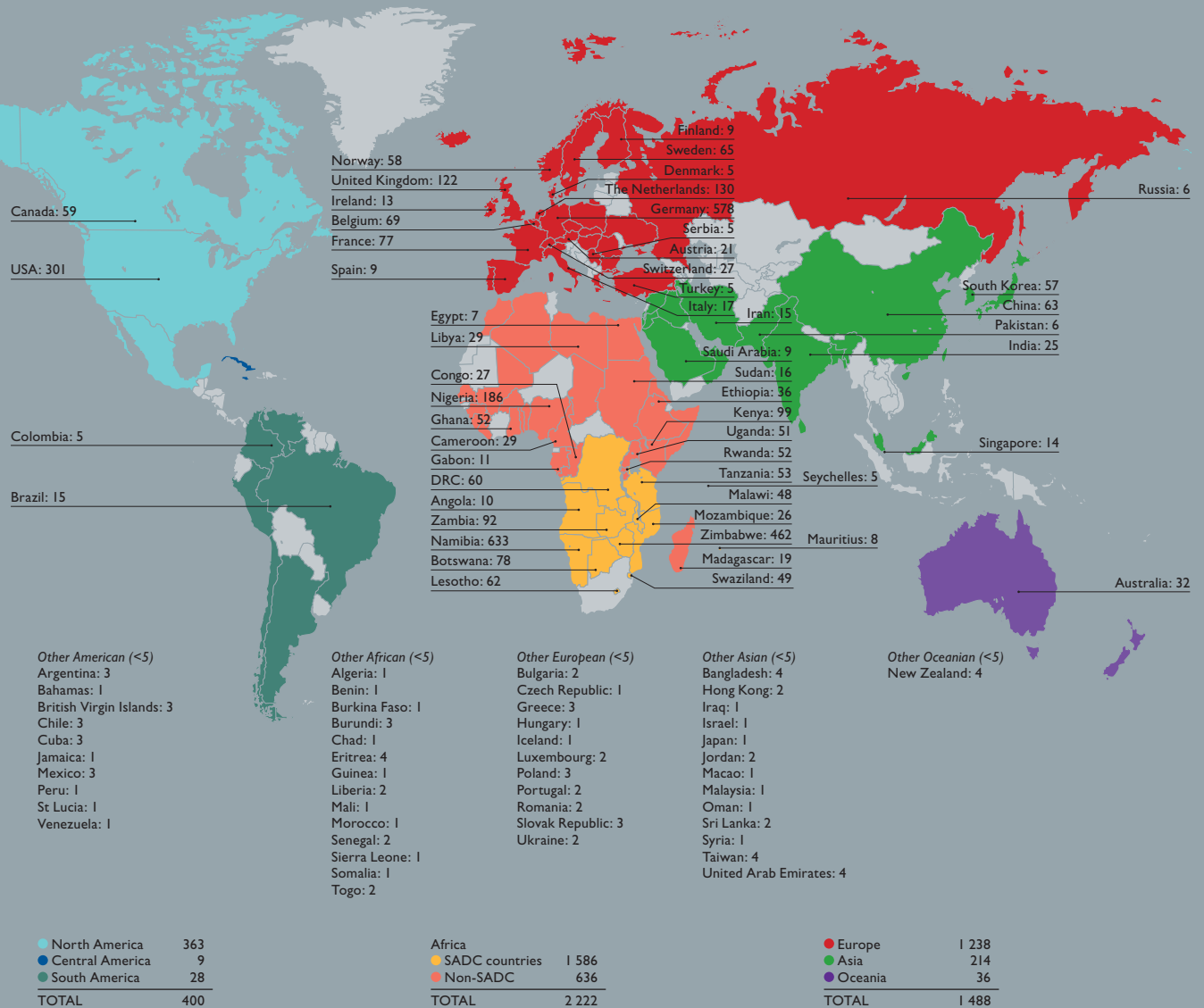
- Universiti Teknologi Malaysia*

Taiwan

- National Taiwan University

INTERNATIONAL STUDENT NUMBERS

In 2013 a total of 4 110 international students (non-SA citizens) enrolled for exchange and full-degree study at SU. Of these, 45% registered for full-degree postgraduate programmes and 18% for undergraduate programmes, while 37% studied on exchange or other short-term programmes. Students from other African countries represented 54% of all international students, the majority of them from SADC countries. Countries with the highest representation included Namibia, Germany, Zimbabwe, USA, Nigeria, and the Netherlands.



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