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RECTOR'S MANAGEMENT REPORT TO COUNCIL

Monday 21 September 2020

Prof WJS de Villiers,
Rector and Vice-Chancellor

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INTRODUCTION

Welcome to the **third Council meeting** of 2020, which – like the previous two – is again conducted online due to the restrictions on gatherings so as to slow the spread of COVID-19.

We have entered the **final quarter** of a year that has made heavy demands on the entire University leadership (academics and support staff) not only to keep the ship afloat in stormy waters, but to purposefully stick to our set course through the turbulence of academic year 2020.

It reminds me of the words of the British mathematician and philosopher Alfred North Whitehead: “The art of progress is to preserve order amid change and to preserve change amid order.”

It is with humble pride that I can report that Team Stellenbosch University (SU) has excelled in weathering the storm. More importantly, however, we have remained steadfast in delivering on the institutional priorities and strategic objectives outlined in our *Strategic Framework 2019–2024*.

This was demonstrated at our recent Executive Planning Forum (EPF) on 13 and 14 August. (A hybrid meeting model was set up to accommodate both in-person and online participants.) We considered **18 operational priorities** for the year ahead that had been distilled from all our environmental plans, and specifically highlighted the following:

1. Institutional sustainability and continuity
2. Institutional transformation
3. Postgraduate output
4. Hybrid learning
5. Staff wellness
6. Programme renewal

The next cluster of priorities were grouped very close together, and included the following:

7. Institutional growth and moving forward (alignment of processes, infrastructure, procedures, models, etc.)
8. Partnerships and networks
9. Staff planning
10. Top-rated recruitment

Confronted with the challenges and realities of COVID-19, we have since March focused on two priorities to weather the storm: completing the current academic year, and ensuring our systemic sustainability. Our focus on these two priorities has stood us in good stead to manage our institution effectively throughout the uncertain lockdown period. The EPF has confirmed institutional sustainability and continuity as the prime drivers that will steer SU into the new academic year.

Moreover, we have trimmed our sails to our other salient priorities to deliver a thriving SU post-COVID-19. These priorities will inform how we use, apply and invest our human and financial resources to best exploit the new opportunities of synchronous and asynchronous teaching and learning (on-campus face-to-face, hybrid and blended). They will also serve as the basis for a review of our collaborations and partnerships to best serve our research agenda.

Looking back on the past few months, we have come through the hurdles and challenges of the coronavirus-plagued first semester relatively unscathed. In my view, our success can be ascribed to four factors:

Adaptation: SU has swiftly adjusted to emergency online learning, teaching and assessment, and changed our teaching approaches. We have introduced new processes and systems to continue our day-to-day activities remotely.

Innovation: With face-to-face options no longer possible, we have had to innovate. And so we have come up with new methods of exchanging knowledge and course content, new ways of assessing and examining students, new modes of interaction, and new approaches to our daily functions. Interestingly, liaising, communicating and interacting with our stakeholder groups through these innovative means has delivered results comparable to those pre-COVID-19.

Collaboration: COVID-19 has magnified the importance of collaboration – from both an internal and external perspective. The collaboration between our various Institutional Committee for Business Continuity (ICBC) workstreams serves as an excellent example. Other examples include the collaboration among the different segments of the University community (e.g. the more than 40 COVID-19-related research projects), with the larger Stellenbosch community, as well as across geographic boundaries (e.g. through the ARUA centres of excellence, ACU peace conference, World Economic Forum, Global University Leadership Forum, etc).

The can-do spirit of Team SU: COVID-19 and the national state of disaster have made heavy demands on our staff across the various sectors of the University. Despite the abnormal circumstances in which they have had to perform their duties, they have done so excellently. Of course, the abnormal conditions and uncertainties have also affected the wellness of our staff, which is why staff well-being remains at the top of our list of critical institutional priorities.

Now we have entered the bell lap of academic year 2020. As things currently stand under **level 2** of government's risk-adjusted strategy to curb the spread of the virus, we find ourselves between the proverbial two fires: On the one hand, we are slowly easing out of the grip of the COVID-19 pandemic, with clearly defined categories of students who have been allowed to return to campus. On the other hand, the pandemic is by no means over, which calls for even greater vigilance and circumspection in further opening up our institution.

Our deans, faculty managers and teaching staff have gone to great lengths to identify and prioritise categories of students and put forward a pragmatic plan to facilitate their return to campus, as well as the return of those staff required to provide teaching and mentoring to this cohort.

Above all, substantial effort went into **preparing our campus facilities** (including residences) for the **students' phased return**. We needed to ensure that our students and staff return to an institution that is safe and has all the health precautions and protocols in place. Those who were allowed back (staff and students) are required to do a daily self-check before leaving their place of residence in the morning. Higher Health has developed a mobile application – [HealthCheck](#) – for use as a daily health screening and monitoring tool.

We had to deep-clean our facilities. All environments have had to appoint a COVID-19 compliance officer from the ranks of existing managerial staff to prepare individual workplace plans in collaboration with the applicable line managers. These plans need to ensure compliance with all prescribed **safety and preventative measures**, and must be reviewed and updated regularly depending on the dynamics and needs of the environment.

With government having indicated that higher education institutions are now free to allow the second cohort of 33% of our students to return to campus under level 2, I need to sound a word of **caution**. We should take note that the first 33% who returned to campus under level 3 could be accommodated within the prescribed health protocols and guidelines due to limited numbers and relatively small groups for practical sessions. This is not the case when 66% of the student body are allowed back on campus. In most instances, the 50-persons limit cancels the 66% student return permission, for the following reasons:

- For large class groups such as first-years, who are prioritised under level 2, a 66% student return implies multiple repeat lectures to students in the same module. This will have significant wellness implications for academics, who are already overworked, trying to manage the academic challenges brought about by COVID-19.

- In terms of lecture halls, physical distancing of at least 1,5 m implies that two open seats are needed along each row, and that only every second row can be occupied. This means that only a sixth of lecture hall capacities can be utilised at a time. Therefore, should we want to lecture to 50 students at a time, this requires venues with at least 300 seats. Halls and auditoriums of this size are in short supply, and the week roster does not have enough scheduling slots to teach all the modules.

As a result, until the COVID-19 infection risk reduces to such an extent that the 50-persons limit can be lifted, only those modules with low enrolments can be taught face-to-face.

The bottom line is that SU will **continue** our academic offering for all students via emergency remote teaching, learning and assessment (**ERTLA**), notwithstanding the return of a portion of our students and staff to campus. Naturally, we are keen to return to face-to-face tuition as soon as we possibly can, but there is no point or wisdom in rushing the process, only to be faced with higher levels of infections, which will force us back into another lockdown.

On a positive note, I am glad to report that we have completed our mid-year **examinations** and emergency online assessments without any major challenges (**see 4.1**). In the interest of fairness, and to mitigate against the negative impact of technical difficulties on student assessment, special arrangements have also been made to provide for additional assessment opportunities in January 2021.

The intention is to give students the benefit of accessing the learning materials and online lectures of semester 1 when circumstances permit, in order to master the relevant modules before the commencement of the 2021 academic year. Also bear in mind that students will not be refused readmission in 2021 based on their academic performance of 2020.

From a **sectoral perspective**, we should also not lose sight of the broader positive factors that have emerged from the COVID-19 pandemic:

- Scientific partnerships and cooperation have expanded, not only across regional and disciplinary boundaries, but also between academic/research institutions and commerce and industry. This development holds great promise of new avenues for research funding, scholarships and opportunities for knowledge exchange and internships.
- New innovations in learning, teaching and assessment have surfaced. These have enriched the scope of online/digital learning as well as the concepts of hybrid, flexible and blended learning and their concomitant pedagogies. In the case of SU specifically, we should be gearing ourselves for an optimised hybrid-learning offering going forward.

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

This report covers the period **23 May to 6 August 2020**, unless stated otherwise. My fellow members of management and I welcome this opportunity to engage with our colleagues in Council.

THEME 1: A THRIVING STELLENBOSCH UNIVERSITY

In our [Vision 2040 and Strategic Framework 2019–2024](#) (click on the link for the complete document), we state the following in relation to this core strategic theme: “To make SU **a thriving organisation**, we envisage a **vibrant, prosperous and systemically sustainable** university (with ‘thriving’ defined as ‘being successful or making steady progress; prospering; flourishing’).

SU recognises the major challenges associated with developing into a thriving university. We acknowledge that we need to be both responsive and proactive in shaping the future of the

University. We are committed to systemic sustainability, which includes people, place (social), prosperity (economic) and the environment and compels responsible corporate governance.”

1.1 Institutional Committee for Business Continuity (ICBC)

The Institutional Committee for Business Continuity (ICBC), led by Chief Operating Officer **Prof Stan du Plessis**, is overseeing and synthesising input from its substructures, which comprise seven workstreams and a Medical Advisory Committee. Summary reports of their activities in the reporting period (**23 May–6 Aug 2020**) follow below.

Workstream 1: Student services (WSS)

Chair: Dr Ronel Retief

Students returning to campus

On 8 June, the Minister of Higher Education, Science and Technology gave higher education institutions permission to allow up to 33% of their students back onto campus under level 3 of the national state of disaster.

In the last week of June, we invited a first cohort of students to return for face-to-face academic activities. Based on prioritisation by our faculties, this invitation was in most instances extended to:

- students who still needed to do compulsory academic work on campus to be able to graduate this academic year;
- students who had to complete practical work in campus laboratories, or prescribed clinical work, as well as those who required access to specialised software or research materials available on campus only;
- students who had to comply with requirements set by professional bodies; and
- postgraduate students who required access to laboratories or technical equipment.

Students in University accommodation were informed that they had to arrive seven days before the commencement of their face-to-face academic activities so as to complete a compulsory quarantine period. (**See 2.1** for more about the phased return of students to residences.)

All students were requested to complete an online form to confirm their acceptance of the offer to return to campus. They were also expected to sign a code of conduct and were reminded that campus life as they had known it – with lots of social interaction – would not be the same for the time being.

A travel permit was subsequently e-mailed to every qualifying student. Faculties were requested to communicate any additional faculty-specific information directly to their students.

Scenario planning

The [previous management report](#) contained details about the three working groups established to consider risk scenarios relating to newcomers in 2021. In this reporting period, another two scenarios were added for consideration, namely:

- the impact of the lockdown on this year’s Grade 11s, and the possible implications for the 2022 first-year intake (prompted by a DHET enquiry sent to higher education registrars); and
- the possibility that large gatherings might still be prohibited towards the end of 2020, and the impact this would have on our December graduation ceremonies.

Application trends

Since the opening of applications for undergraduate studies in March this year, the WSS closely monitored application trends for the 2021 first-year intake to determine whether the pandemic would have a negative impact on our numbers. We were relieved to note a year-on-year increase in the figures, as reported by the Admissions Office (**see 2.4**).

Workstream 2: Learning and teaching (WLT)

Chair: Prof Arnold Schoonwinkel

Issues dealt with:

- Providing training to lecturers via webinars in preparation for the second semester. More than 400 lecturers participated in the most recent webinar series, with many attending more than one session (**also see 4.1**).
- Equipping support staff and tutors for online learning
- Creating online learning resources for students, including answers to frequently asked questions (FAQs)
- Exploring the feasibility of investing in online proctoring software for possible piloting in selected tests during the second semester
- Arranging a once-off opportunity for staff to return to their on-campus offices to collect books, material and equipment required to continue working from home
- Arranging for residence students' study material to be collected and couriered to them. Approximately 100 students made use of this offer
- Distributing 1 728 laptops on loan to students. This offer has now been concluded
- Offering students free mobile phone data for May, June, July, August and September
- Prioritising final-year students for sit-down invigilated examinations in November and December 2020 to remain compliant with physical distancing regulations
- Identifying [modules that would be fully online for the remainder of 2020](#), which means that these students do not have to return to campus for the rest of the year
- Successfully completing the June–July A2 and A3 exams. Given the large number of exams conducted online, relatively few problems were experienced with SUNLearn. As a back-up, every faculty set up an emergency e-mail address from A3 onwards for students to submit their assessment outputs should SUNLearn fail
- Deciding on categories of students who would receive access to A4 exams in January 2021, and on institutional guidelines for student support to prepare for these exams

Workstream 3: Staff (WS)

Chair: Prof Nico Koopman

In terms of **staff performance**, the key outputs of this workstream were guidelines on performance management, as well as a revised disciplinary code, including an appeal procedure.

In the area of **staff benefits**, those who could not amend their pension arrangements electronically were assisted. Leave arrangements during this period also received attention.

With regard to **support to staff and environments**, important outputs were a set of meeting guidelines while working remotely, and a dedicated [health and well-being resources and services webpage](#).

Our Campus Health Service helped align and implement these offerings.

Key outputs in terms of staff logistical matters:

- Guidelines for the return of staff
- Domestic travel for business purposes
- Return-to-work protocols and procedures (in collaboration with the Workstream 5)

Workstream 4: Communications, social impact and external relations (WCSIER)

Chair: Prof Hester Klopper

This workstream focused on guiding **communication** regarding the COVID-19 pandemic with various stakeholders. A grid document was put in place to coordinate the scheduling of e-mails to staff and students in order to avoid information overload.

A protocol for utilising SU's communication channels and a communication protocol for the ICBC were also drafted, as was a protocol for communicating staff/student deaths, plus a bereavement notice. The latter two outputs were informed by the 2020 bereavement protocol for staff, and guidelines for memorial and funeral support for SU students.

A narrative document detailing SU's support to students was widely shared with stakeholders. A similar document on SU's support for social impact activities was also developed.

A statement on international travel, particularly for staff wanting to attend international conferences, was drafted and approved by the ICBC.

Workstream 5: Campus operations (WCO)

Chair: Ms Nicolette van den Eijkel

This workstream was key in preparing our campuses for the **return of students and staff**. Its chair was also appointed SU's official COVID-19 compliance manager.

Environments were issued with an [electronic toolkit](#) to help them compile detailed return-to-workplace (RTW) plans. This document is continuously updated as government amends its regulations and directives. Moreover, readiness plans for residences were drafted by SUNCOM, Facilities Management and Student Communities.

The Campus Health Service assisted with the development of a comprehensive return-to-work process, complying with the guidelines of the departments of Health and Labour, and ensuring the health and safety of returning staff and students.

A few buildings on our campuses were temporarily closed for deep-cleaning due to COVID-positive cases. Our protocols for these incidents are working well. In addition, there have been a number of positive cases in residences on Tygerberg campus, but our protocols for student self-isolation also seem to be effective.

Workstream 6: Finance and legal (WFL)

Chair: Mr Manie Lombard

An important recommendation emanating from this workstream in the reporting period was for **research budget shortfalls** not to be funded from indirect cost recovery rate (ICRR) waivers/reductions. Instead, it was recommended that these shortfalls be funded from the contingency reserve in terms of an approved process managed by the divisions of Research Development and Finance.

Workstream 7: Research (WR)

Chair: Prof Eugene Cloete

The ICBC approved the reopening of the Central Analytical Facility (CAF) in order to render services to our research community, and to students who need to complete their studies.

The Division of Research Development (DRD) is keeping our research community up to date with research-related processes and opportunities via regular circulars. In addition, a research publication outputs audit was completed and submitted to DHET by the end of June.

The research contracts risk survey was completed and the contingency fund will assist researchers with lost income, according to ICBC guidelines.

The ICBC approved a request for postdoctoral fellows to be counted as staff, and not to be included in the 33% of students allowed to return to campus. A survey among postdocs also indicated that they might have to request extensions to their fellowships, as they would probably not be able to finish their research projects as scheduled.

Internal deadlines have been realigned with those of the National Research Foundation (NRF), and our research community was informed accordingly. The DRD continues to consult with the NRF to clarify and address challenges relating to NRF awards.

Ethics review committees:

- A position statement regarding the resumption of clinical trials was issued, and was posted on the Health Research Ethics Committee (HREC) website and communicated to researchers.
- Academic staff responded positively to our call to assist ethics committees in their work. Sixteen new volunteers are to serve on the Social, Behavioural and Education Research Ethics Committee (REC:SBE), and seven on the HREC.

Medical Advisory Committee (MAC)

Chair: Prof Eugene Cloete

To minimise the spread of coronavirus disease, the MAC recommended that students returning to campus should quarantine for seven days, that staff able to work from home should continue to do so, and that travelling for work should not resume as yet.

1.2 COVID-19-related communication

During the reporting period, the work of the Corporate Communication and Marketing Division (CCMD) (**see 1.9** for information on changes to its name and composition) continued to be dominated by various forms of communication relating to the COVID-19 pandemic. The objective has been to support the Institutional Committee for Business Continuity (ICBC) by keeping the campus community informed of the impact of the pandemic and the various risk assessment levels on the University's functioning. Several CCMD staff members also serve on the ICBC workstream for communication, social impact and external relations (WCSIER).

In addition to the communication on behalf of the ICBC, the Division also supported the WCSIER with the development of various communication protocols and guidelines.

Webpage: Our dedicated [COVID-19 webpage](#) is being adapted as the situation and related communication needs change. The following statistics show that the webpage serves its purpose:

- The [English version](#) of our COVID-19 webpage received 37 541 visitors from 23 May to 6 August. Of those, 22 768 were regular SU website users.
- The [Afrikaans version](#) received 3 344 visitors over the same period, of whom 1 953 were regular users.

During the reporting period, **more than 50 COVID-19 mass mailers** were distributed – mainly to students and staff, but also to other stakeholders such as parents. Links to the mailers were posted on the COVID-19 page, as well as under the snippet section on the SU website.

Videos continue to be an important medium of communication, which we use across our social media channels. An example from the reporting period is an [update to alumni](#) on SU's response to COVID-19, and how they can support their alma mater.

We have also been using our **new podcast channel**, talks@ Stellenbosch University, to address COVID-19. Dr Morné Mostert's tips for decision-makers to think strategically about the future after the

pandemic has had the highest listenership to date ([click here to listen](#)). The channel, launched on 20 May, is growing at a rapid pace, with 40 episodes having been posted so far, and listeners from 39 other countries besides South Africa tuning in. The podcasts are now available on all major podcast services, including [Anchor](#), [Spotify](#), [Breaker](#), [Radio Public](#), [Pocket Casts](#), [Google Podcasts](#) and [Apple Podcasts](#). [Click here](#) to listen to my podcast, in which I look back on my first term, as well as ahead at what the future may hold for SU. For Prof Nico Koopman's podcast about how his responsibility centre is helping to promote transformation and diversity at SU and beyond, [click here](#). And for a podcast by Prof Stan du Plessis about business continuity during the coronavirus crisis, [click here](#).

1.3 Campus health in the time of COVID-19

During the reporting period, the Campus Health Service (CHS) was involved in planning for the phased return of students and staff to help the institution complete the academic year.

To ensure the safety of frontline medical personnel, CHS clinics were staffed by essential teams on a rotational basis. Their services were mainly utilised by staff for follow-up visits and prescriptions for non-communicable diseases such as hypertension, diabetes and asthma.

The **CHS COVID-19 clinical service** is restricted to screening (mostly telephonic) and referral for testing at official testing sites. The 24-hour telephone service also offers the opportunity to advise off-campus staff and students on the need to seek medical care or hospitalisation.

Our medical doctors, clinical nursing practitioners and physiotherapists did telehealth consultations within the Health Professions Council of South Africa guidelines. Since the phased return of students and staff, CHS medical personnel have also helped manage **positive cases**.

Stellenbosch Municipality was also assisted with a 24-hour COVID-19 telephonic screening service and advice to employees and line managers who delivered essential services. Information materials were provided, as was extensive advice on how to train staff in the appropriate use of personal protective equipment (PPE).

CHS doctors continue to tune in for webinars and broadcasts on clinical matters, updated protocols and best practices in managing the COVID-19 pandemic through its various stages.

1.4 Library reopens its doors

During the months of lockdown, SU's library services and resources continued to be available online. However, access to the Library's physical resources, services and spaces remained an important need. So, in the latter half of July, the **SU Library in Stellenbosch and three branch libraries** reopened their doors to clients, albeit by appointment. Additional services will be rolled out incrementally while electronic services continue online.

1.5 Campus renewal

Capital works on our campuses came to an abrupt halt when the COVID-19 lockdown was imposed on 27 March, but resumed once restrictions were subsequently eased. However, progress has been slower than expected.

For updates on the following projects, please **see the separate report of Prof Stan du Plessis**:

- Helshoogte residence
- Huis ten Bosch residence
- Dagbreek residence
- Mechanical and Mechatronic Engineering building
- JH Neethling building
- Ertjieskloof Dam

Biomedical Research Institute (BMRI)

The internal finishing of the new building from levels 1 to 3 is progressing well. The final test for the liquid nitrogen installation of the Hamilton BIOS, an automated system for storing sensitive biological samples at -80 °C, was completed on 2 June. This system will serve as back-up protection should both normal and emergency power supplies fail. Internal snagging at the biorepository area is nearing completion for it to be handed over to our Faculty of Medicine and Health Sciences. The target completion date for the BMRI project is March 2021, depending on COVID-19 circumstances.



Zone 1 north elevation of the BMRI on our Tygerberg campus.

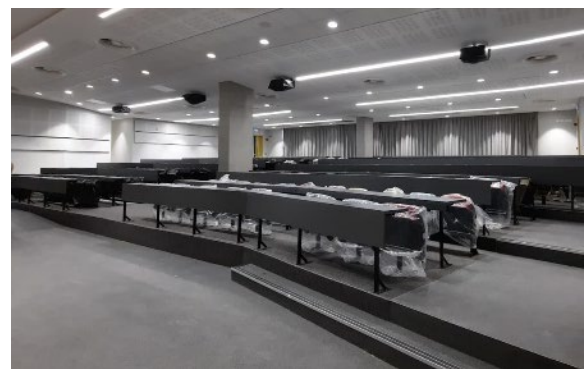
Jan Mouton Learning Centre

The Jan Mouton Learning Centre project remains 95% complete. Having gone into business rescue, the main contractor, Group Five, had submitted a revised completion target date of 28 August shortly before COVID-19 and the subsequent lockdown struck.

Work has since resumed and our agents and managers are conducting regular inspections to monitor progress. However, Group Five still does not have the necessary skilled resources on-site to see the project through to completion. Alternative options are being investigated.



North-western corner view.



One of the lecture halls.

Artwork at Old Main Building to celebrate Constitution

An artwork in celebration of the Constitution of South Africa is being erected at SU's iconic Old Main Building ("Ou Hoofgebou"), which houses our Faculty of Law, in Ryneveld Street, Stellenbosch.

The installation comprises three separate metal plates depicting the preamble to the Constitution in three languages (Afrikaans, English and Xhosa). These are being erected in front of the building.

The project was initiated in 2017 as part of the University's drive to create a more **inclusive** institution. The Constitution of the Republic of South Africa, 1996, lays the foundation for a **democratic and open society**, and the principle of transformative constitutionalism is central to contemporary legal education.



The installation was conceptualised after a comprehensive consultation process involving, among others, the SU Visual Redress Committee, Law Faculty staff and students, SU management as well as external stakeholders.

Renowned landscape artist **Strijdom van der Merwe** was selected to design the project. Text from each plate will be projected onto the ground as the sun shines through the plates at certain angles and at certain times of the day.

This art installation will contextualise the Old Main Building as part of our town-and-gown heritage in Stellenbosch by juxtaposing a contemporary artwork, which represents the spirit of our time, with the classical architecture of the building.

The Old Main Building is of immense historical significance. Instead of erecting a traditional monument to celebrate Stellenbosch's 200th anniversary in 1879, the town – especially its women – raised money for the building, which was then donated to Stellenbosch College (which later became Victoria College and, in 1918, the University of Stellenbosch). The building was inaugurated in November 1886 and has housed our Faculty of Law since its inception in 1921.

The installation is expected to be completed by the end of September.

1.6 Campus security

Even before the COVID-19 lockdown, **reported crime incidents** at SU were at an **all-time low**, in line with the downward trend we have been experiencing since 2016. The lockdown curfew certainly helped security services maintain this momentum.

Campus Security continued security patrols by vehicle, motorcycle and on foot throughout levels 5, 4, 3 and 2 of the lockdown. Incidents were few and far between, with zero-incident periods extending over multiple days.

Since the introduction of level 3, a few incidents have been reported of building sites being targeted by criminals. As the campus gradually returns to full operation, the **crime threat will again increase**. Members of the campus community have been cautioned to stay vigilant and enhance their own safety precautions in the months ahead.

See the separate report of Prof Stan du Plessis for more on campus security.

1.7 Renaming of the Wilcocks building

The renaming of the RW Wilcocks building has been on the cards for some time. On 27 July, a decisive step forward has been taken with the issuing of a broad call for proposals for a new name. This followed Rectorate approval of specific institutional [guidelines](#) for the renaming of the Wilcocks building, which, in turn, was preceded by a consultation process with stakeholders from the environments currently occupying the building.

According to the current procedure for the naming and renaming of buildings and venues, a specific environment occupying a building should facilitate the renaming process. However, this particular building houses various divisions and academic departments. In addition, it became clear over time that the renaming of this building would require a deep and inclusive **consultation process**, going beyond the confines of its walls.

Therefore, SU staff and students as well as members of community structures represented on our Institutional Forum have been invited to propose a new name for the building, which is currently named after Prof RW Wilcocks, a former SU Rector.

The University acknowledges that visual symbols evoke different emotions in different people, especially in a diverse and historically divided country such as South Africa. It is hoped that the long-anticipated renaming process of this prominent building, which stands at one of the entrances to Stellenbosch campus, will allow for broad participation and will **reflect the journey of our institution** as well as the surrounding community.

Nominations closed on 26 August. The Committee for the Naming of Buildings, Venues and Other Facilities/Premises will meet in the course of September to consider the proposals.

A recommendation will first be made to the Rectorate, and then to the Executive Committee of Council, who will make the **final decision** on the new name.

1.8 SU brand project

As Council members are aware, we have been working on renewing the University's brand since 2017. This project consists of various elements.

The Rectorate has already approved a new **brand positioning strategy** and **brand narrative**, which will most probably also see us retain our current institutional slogan, "saam vorentoe. forward together. masiy e phambili".

The refreshed **visual identity** we are working on will provide the University with a new institutional logo, which should be grounded in our Vision 2040 and be aligned with our proposed visual redress policy. There has been a firm decision to migrate to a unified visual identity, bringing an end to the over 170 logos being used across various SU environments at present. Based on existing brand equity, we will retain maroon as our primary institutional colour, with gold as a secondary colour.

At its previous meeting (22 June), Council decided that it should approve the refreshed visual identity. Senate too adopted a motion ([click here](#)) about this matter when it last met (21 August). The **branding engagement plan** has since been **expanded** to provide ample opportunity for stakeholder input. The process has been designed to include interactive sessions with major institutional target groups and partners, as well as an opportunity for electronic responses. All statutory bodies will form part of the engagement phase. The aim is to table the refreshed visual identity at the first Council meeting of 2021.

Prof Hester Klopper will provide more details when she updates Council on activities in her responsibility centre at this meeting.

1.9 Realignment of Rectorate structure

Since Council's adoption of SU's *Vision 2040 and Strategic Framework 2019–2024*, much attention has been given to achieve alignment with policies, regulations, environmental plans, other SU documents and SU structures. The functioning of our top management structure, the Rectorate, forms part of this picture.

Over the past few months, executive management had extensive discussions and consulted with external experts on a revised structure for the Rectorate. The goal was to enhance efficiencies,

streamline workflows through better operational alignment, shorten and enhance communication loops, deliver an enhanced value chain to its key stakeholders, and improve cost efficiencies.

As a result, the Rectorate has decided to realign certain functions in its structures. This entails shifting around a few units in the line functions of the Vice-Rector: Learning and Teaching (VR: LT), the Deputy Vice-Chancellor: Strategy and Internationalisation (DVC: SI), the Registrar's Division (RD) as well as the portfolio of the **Chief Operating Officer** (COO). Changes in reporting lines will lead to an improved fit of functions.

Registrar's Division

It is commonplace and internationally accepted that the RD is the custodian of student information, records of application, admissions, residence placement, academic transcripts and all qualifications awarded by the institution. To enhance the efficiency of the Registrar's role, the Rectorate has decided to shift the following functions from the portfolio of the VR: LT to the RD:

- Admissions and Residence Placement
- Contact & Client Services

In addition to these functions, which form part of the process of student administration, the following unit will also move to the RD:

- The ISFAP Office

In practice, this will see the RD operating as an independent responsibility centre (RC) going forward.

Learning and Teaching

Given the impact of digitalisation on learning and teaching, and the priority and increased importance of online and hybrid modalities in the University's future academic offerings, the focus of the RC: LT should be primarily on learning and teaching enhancement, as well as student affairs in a broad sense. Therefore, the Rectorate has decided that the RC's mission will be better served by implementing the following shifts:

- Moving Bursaries and Loans to Finance in the RC of the COO
- Moving Student Recruitment and Career Counselling to the renamed Corporate Communication and Marketing Division (CCMD) in the RC of the DVC: SI
- Moving Admissions and Residence Placement to the RD
- Moving Contact & Client Services to the RD

Strategy and Internationalisation

The lessons learnt during the alignment of operational aspects for the 2018 Centenary project (which subsequently led to the incorporation of the then Corporate Communication Division [CCD] into SI from April 2019) strengthened the Rectorate's resolve to put together what belongs together in order to improve efficiency and service delivery.

The incorporation of recruitment functions into the communication and marketing portfolio gives the University the benefit of optimal alignment of its various interactions with key stakeholders. The shifts in this regard are as follows:

- Moving Student Recruitment and Career Counselling from the reporting line of the VR: LT to the renamed CCMD in SI
- Consolidating student recruitment for all levels of study (under and postgraduate, as well as international) in SI

The shift of Student Recruitment and Career Counselling to CCMD is seen as an essential step in elevating and aligning the marketing, communications and recruitment activities of the University.

Appointment of a senior director for CCMD

The resignation of the previous senior director of the then CCD coincided with the Rectorate's overall review processes to realign operational functions so as to enhance workflows and optimise efficiencies.

In considering the ideal operational structure best suited to serve the interests of the current and future student body, it was clear that we needed to bolster our communication and marketing functions with student recruitment and direct marketing capabilities attuned to the communication needs of the digital generation. These capabilities had already been developed and implemented to good effect under the leadership of **Ms Christelle Feyt** as senior director of Student Access. Moreover, the success of the University's recruitment programmes over the past few years proved that the essential skills and capabilities required by the position of the senior director of CCMD were already available in-house.

Therefore, meeting all the requirements set out by Human Resources for direct recruitment, Ms Feyt was subjected to a thorough evaluation and interview process by an appointment panel (including an external communications and marketing expert), who eventually endorsed her appointment as Senior Director: Corporate Communication and Marketing.

1.10 SU code of conduct

In *Vision 2040 and Strategic Framework 2019–2024*, SU commits itself to the values of excellence, compassion, accountability, respect and equity. Since we wish these specific values to guide our actions, we will use them as a basis from which to create a code of conduct for SU. The code will describe specific **behaviour and practices** that are required, acceptable and either restricted or prohibited at the organisation. Two principles will inform this work: Firstly, the code of conduct will be written from a values-driven instead of a rules-driven perspective. Secondly, stakeholders will be actively included in the process to ensure co-ownership.

For more details, please see **Prof Hester Klopper's report**.

1.11 Fundraising

The domestic and global **economic downturn** resulting from the COVID-19 pandemic, arriving on the heels of South Africa's downgrade to junk status, is bound to have a direct and negative impact on our fundraising environment. As many analysts point out, we anticipate that we will continue to feel the ramifications over the short and longer term. Travel opportunities remain curtailed, and broad-based eventing seems unlikely for the rest of 2020.

While we moved into the second semester with some trepidation as to what the future holds, we did so from a position of strength: We have identified the areas that are in need of an overhaul; we are implementing these upgrades, and have developed **new ways of working** that will help us as we go forward.

Donations received by our Development and Alumni Relations (DAR) Division for the period **January to June 2020** are **51% higher** compared to the corresponding period in 2019.

In February 2020, **Dr Johann Rupert** donated R65 million, of which R60 million was directed towards the relocation of the Business School to Stellenbosch, and R5 million towards the Russel Botman Bursary Fund. In addition, **bursary funding** goals were exceeded by 7%, and we have already received donations from 580 bursary donors to date this year. Our **BBBEE donor numbers** (donations for broad-based black economic empowerment) are exceeding 2020 targets by 13%, and our **foundation and trust** donations are up by 10% over last year.

We have been quick to maximise the opportunities that COVID-19 presented to find **new individual and institutional donors**, including some with no prior association with SU. This will have long-term spinoffs, as finding new donors – particularly those with no prior ties with or

knowledge of SU – is ordinarily both time-consuming and less successful than building relationships with those who already have an interest in the University.

The years invested in courting a few foundations are now starting to yield dividends. Three new scholarship relationships were established with international foundations this past semester, namely with the **Michael and Susan Dell Foundation (MSDF)**, (Google) **DeepMind** and the **Wurwand Foundation** (Dermalogica).

DAR's **proposal developers** and fundraising communications staff were very busy in the second quarter responding to fundraising needs in light of the COVID-19 pandemic. The proposal team completed 31 pieces of proposal-related work, which represented a 63% increase over the first quarter. Highlights included proposals for the digitalisation of the Tygerberg Hospital ICU, a digital access application for students support, and a proposal for teaching and learning support during the nationwide lockdown – all of which were successful.

Thanks to the **Michael and Susan Dell Foundation (MSDF)**, an ambitious digitalisation project is being launched that will not only improve the care of seriously ill COVID-19 patients, but will also reduce the risk of infection to hospital staff at Cape Town's Tygerberg Hospital. The **digitalisation** of the hospital's COVID-19 intensive care unit will do away with paper-based patient records that have to be manually captured at patients' bedside, and replace it with a new, digital system that relies on cameras and tablet computers to monitor patients' vitals.

The **MSDF** also provided a grant for tailored academic and psychosocial **support for students** who are vulnerable and at risk of not graduating or moving on to their next year of study. This will bolster academic support to ensure that every student stay on course, despite the challenges they may experience. This grant has been complemented by a substantial donation from the **Oppenheimer Memorial Trust** in support of SU's ERTLA initiatives. The grant provides design capacity for online learning materials, enables the development of online assessment protocols, and ensures a well-coordinated tutor and mentorship programme. In addition, the **Harry Crossley Foundation** has confirmed a COVID-19 special grant to make available a significantly expanded tutoring offering to students.

Bursaries remain a key focus area for proposal development (23%), and the majority of documents developed (23%) target national corporates.

DeepMind, a London-based world leader in artificial intelligence research and its real-world application, has announced that its first postgraduate scholarships in Africa will be awarded to students at Stellenbosch University. The company forms part of Google. These scholarships will be awarded to **postgraduate students** in the fields of applied mathematics, statistics, electrical and electronic engineering, and computer science. The recipients, who will be selected by the University, will commence their courses in 2021.

International donations (R39 million to date) have not met the target of R50 million. We anticipate making up the difference in the second semester, as several large pledges expected in June will be receipted later.

Unfortunately, but not unexpectedly, **South African corporate donations** are down by 2% compared to last year. Targets are being realistically adjusted in light of the COVID-19 impact on the economy. These are tough times.

You will recall that we identified five key areas that required financial support from our donor community during this pandemic. A [webpage](#) to highlight **COVID-19 support opportunities** was created. This includes information on the various ways that our stakeholders can make a difference to the lives of our students, staff and the broader SU community. The page also provides an opportunity for staff giving to demonstrate our solidarity, compassion and care. These efforts are supported by a targeted social media drive.

One thing that has been made abundantly clear over the past quarter is that **online fundraising** is here to stay. The lockdown has shown us just how much engagement can be done online. This may well have been evident prior to COVID-19, but donors and potential donors have now become more receptive to online appeals. Remote engagement with donors, potential partners and alumni across the world has shown us that there will be a firm place for online engagement in our activities in future, even once we are able to resume full travel and face-to-face engagements. It complements physical engagement in many ways and will allow us to accomplish more with less – a positive by-product of the pandemic.

1.12 Strategic Fund

On 10 June, the Strategic Fund Committee concluded the final allocations for the 14 projects in category A (strategic initiatives) that were selected in April to advance to round 2. **Eleven** of these projects were eventually **approved for funding**. Allocations include bridging finance for a number of new academic programmes for a limited period to support teaching and learning at the University, leverage funds for a critical update of the nuclear magnetic resonance (NMR) spectroscopy facilities in aid of the University's research, and supporting the development of an SU "techpreneurship" centre, a joint project between the School for Data Science and Computational Thinking and the LaunchLab. This means that all funds available to the Strategic Fund for 2020 have now been allocated. The focus will now shift to implementation of active projects, with the first progress reports to be submitted in September 2020.

See **Prof Klopper's report** for an overview of Strategic Fund activities the past year.

1.13 SU development projects and spinout companies

Despite the COVID-19 lockdown since March, Innovus has set up **four new spinout companies** and **raised investment funds** totalling nearly R12 million for SU projects and start-ups.

The new companies established in conjunction with researchers are BIOCODE, Phagoflux, Susento and Biotikum. All four received funding from either the University Technology Fund (UTF) or other investors. The Innovus team is also working with researchers on a fifth spinout company, Immobazyme, as well as a merger between Bridgiot and one of its clients.

In terms of funding, four SU projects received R2,4 million from the Technology Innovation Agency (TIA) seed fund. The UTF seed fund, in turn, has invested R3 million in two companies, with a due diligence assessment being conducted on a third. Four SU projects have also successfully obtained UTF pre-seed funding to the amount of R1,5 million from Innovus. And another investor has laid out R5 million on one of our recently established start-ups.

In addition, Innovus negotiated and concluded six agreements for **technology licences** and one for an instant-access licence with industry partners during the lockdown.

A new **mobile unit** to replace the **Matie Shop** in Stellenbosch has been manufactured. The unit will be used at different events (such as graduation ceremonies and Varsity Cup matches) once the COVID-19 pandemic is over and activities on campus have returned to normal. The lockdown period was also used to prepare an online shop via the **Takealot** platform to sell and distribute SU-branded merchandise ([click here](#)).

Finally, the **LaunchLab** has embarked on closer collaboration with Innovus to extend their service offering to our faculties. The aim is to develop an entrepreneurial spirit and support commercialisation of technology and innovation.

1.14 Systems renewal

One of the University's key strategic initiatives is to replace SU's ageing financial system and student information system with their new-generation substitutes SUNFin and SUNStudent. The new systems are fundamental components of our drive towards increased digitalisation. They will also

contribute to enhanced systemic sustainability for the University and improved service delivery to our stakeholders.

The impact of the coronavirus pandemic has added to the complexity of our large, multifaceted systems renewal initiative. On the one hand, the nationwide lockdown has accelerated the expansion of a learning-and-teaching ecosystem with improved online capabilities at SU.

On the other, remote working on various digital platforms has been disruptive. Some members of the two teams have also had to shift their focus to SU's business continuity efforts, leaving them with less time to work on SUNFin and SUNStudent. Nonetheless, the overall initiative continues. Please read on for more detail, and also consult the **separate report of Prof Stan du Plessis** for a longer-term overview.

SUNFin

On 18 June, the Rectorate agreed to **extend** the SUNFin go-live date by six months – from January to **July 2021**. This was based on several factors presented by the SUNFin steering committee.

One factor was COVID-19. For instance, to deal with the arrangements for issuing students with laptops on loan, as well as to put student fee payment relief measures in place, 25 new software modules had to be urgently developed and 78 existing modules modified on the existing student finance system.

However, other factors also placed strain on the process. Coming to grips with the impact of the new Oracle Cloud Financials (OCF) system on the current SU legacy systems, and with what it will take to achieve the necessary integration, took longer than anticipated. Numerous data-related issues were experienced, which delayed the second OCF review.

Together, these challenges meant less available time for user acceptance testing and end user training, which would have placed the project at risk. With the extension of the launch date, this can now be corrected in a revised project plan.

In the meantime, iteration 2A reviews kicked off on 6 July. The primary focus is knowledge transfer from the implementation partner, Visions Consulting, to the team of subject matter experts in our Finance Division.

Furthermore, SUNFin's ICT Integration Delivery Sprint Team is maintaining its momentum by continuing to work on the integration landscape, populating the training tool, refining the testing approach and plan, and adapting the data migration strategy in light of the lessons learnt.

The process to integrate Planon, our facility management software, with OCF has also been initiated. As both are modern systems, it is possible to re-engineer some of the functionalities that could not be used in the standard Planon implementation.

A key objective during the re-planning of the SUNFin project will be to minimise any delays on the SUNStudent project. Integrated planning between these two large projects remains crucial.

Visit the [SUNFin page](#) on the SU website for more details.

SUNStudent

As previously reported, the blueprint documents for the SUNStudent phase 1 capabilities (applications/admissions, recruitment, textbook orders) had been approved in preparation for going live in the first quarter of 2021.

Project service provider **Serosoft** Solutions configured the Academia software for phase one to be available by mid-August so that a software pilot and training can be completed by mid-October 2020. Training will focus on the evaluation of test cases using the Toonimo training tool. Other

preparatory activities include master data uploads and building integration points between the systems under construction.

We can now also report that most of the **phase 2 capabilities** were approved and **signed off** by the end of June 2020, as planned. Phase 2 capabilities include students' programme progression, readmissions, scheduling of venues, the allocation of classes, societies and sports club management, curriculum management, National Senior Certificate uploads, student discipline, registration, co-curricular information, elections, mentoring and academic support.

However, sign-off for some capabilities has had to be **extended** due to the introduction of new processes at SU that were not discussed at the original blueprint workshops.

At the same time, the review and sign-off processes for phase 3 are under way. Phase 3 capabilities include postgraduate management, dining hall meal bookings, student fees, residence management, thesis management, financial aid, student assessment, capturing of marks, examination concessions, degree audits, graduation, official reporting, exam management, summer/winter schools, HEMIS, SUN-i and short courses.

Although everyone is putting in long hours, it remains a difficult balancing act to meet deadlines while also meeting the needs brought about by our new circumstances and SU's contingency plans.

The implementation project plan for phases 2, 3 and short courses covering the period from the fourth quarter of 2020 up until the first quarter of 2022 is also being worked on. Coordination with SUNFin is vital to adhere to both projects' go-live dates.

Visit the [SUNStudent page](#) on the SU website for more details.

1.15 Student tracking

A service provider has been appointed to develop **SUNTrack**, a student tracking and alert system. The tender was awarded to **Serosoft Solutions**, who is also the service provider for the **SUNStudent** project. A first steering committee meeting for the SUNTrack project took place in July. Blueprint workshops will be scheduled once our IT Division has approved the project plan.

1.16 Compliance with access-to-information and privacy legislation

The Protection of Personal Information Act (**POPIA**) took effect on **1 July**, with compliance required within a year. Our Division of Information Governance is now restructuring their implementation plan to meet the deadline of **30 June 2021**. Successful compliance will rely on proactive steps taken by all our students and staff. Information Governance will provide information and support in this regard. [Click here](#) to read more about our framework for the governance of personal information.

1.17 Annual integrated report

The Rectorate accepted the proposal by Corporate Communication to produce a **limited print run** of the 2019 annual integrated report (AIR). The required number of copies were **delivered to the DHET** by the end of June for compliance purposes.

The demand for printed copies of the comprehensive AIR has declined steadily over the past few years. A limited number of printed copies will be made available, and a [PDF version](#) has in the meantime been posted on the SU website.

The AIR is published in English only because it is produced specifically for the DHET. In future, however, an additional **annual review** – a more accessible version of the AIR – will be published annually in both English and Afrikaans.

1.18 SU in the news (23 May–26 August 2020)

SU had a good run in the media for the first few months of the year, having generated the highest number of **general news** clips of all South African universities. This is according to the dataset of

media monitoring agency PEAR. Although we did not come out tops in June and July, we managed to maintain our number of clips and still ended **in the top three**. This was also the case for the subset “Research and innovation”.

COVID-19 continued to dominate the news over the past few months. SU commentators provided expert comment to the media, thereby further establishing the University’s reputation as an innovative and socially responsible institution.

Over the reporting period, the University’s media releases received fairly good coverage, but releases not directly related to COVID-19 had to battle for exposure. Some of the **research articles** that did catch the media’s attention included the following:

- [New book is treasure trove of information on invasive species](#) ([SANBI](#), [M&G](#))
- [Study identifies teens’ coping strategies to protect mental health](#) ([Living and Loving](#))
- [COVID-19: Digitising ICU improves patient care while protecting healthcare staff](#) ([Times Live](#), [Engineering News](#))
- [SU’s BioCODE first recipient of UTF funding](#) ([Cape Times](#))
- [Transparency on pay could close the gap for women](#) ([SA Jewish Report](#), [City Press](#), [News24](#), [FA News](#), [Briefly](#), [Sowetan Live](#))
- [Cape fur seals can nurse their pups well into adulthood](#) ([Cape Times](#), [The Witness](#), [IOL](#))
- [SU renewable energy research to benefit from large British funding project](#) ([Engineering News & Mining Weekly](#))

The report [Counting the Cost: COVID-19 school closures in South Africa & its impact on children](#) by Prof Servaas van der Berg and Dr Nic Spaul, both from the Department of Economics, was particularly well received ([Daily Maverick](#), [Times Live](#), [Citizen](#), [Daily News](#), [SmileFM](#), [Cape Times](#), [Beeld](#), [SABC2](#), [702](#), [Cape Talk](#), [Newzroom Afrika](#)).

Institutional news and events that featured in the media included the following:

- [Uniquely South African art to help Matie students in need](#) ([RSG](#), [Yiba](#), [MatieMedia](#), [Cape Argus](#), [SABC](#), [Beeld](#), [Die Burger](#))
- [SU strengthens academic and psychosocial support for students](#) ([News24](#), [Yiba](#), [Bizcommunity](#), [Smile FM](#))
- [Preschooler raises funds for Maties #Train4Fees campaign](#) ([IOL](#), [Yiba](#), [Weekend Argus](#))

Alumnus and DA MP Dr Leon Schreiber’s [PAIA request](#) and eventual court application also resulted in plenty of media coverage, especially in the Afrikaans media (see [Die Burger 1](#), [2](#) and [3](#), [Politicsweb 1](#) and [2](#), [Eikestadnuus](#), [MatieMedia](#), [Sunday World](#), [IOL](#), [Radio 702](#), [DA](#), [Stellenbosch News](#), [Cape Argus](#)). The University indicated that it would not oppose the PAIA court application, while also responding to some of the [factual errors in a DA media release](#).

Alleged gender-based violence on Tygerberg campus was another source of negative publicity for SU ([Cape Argus](#), [Die Burger](#), [Cape Times](#), [EWN](#), [News24](#)).

The Media Office again received multiple **enquiries** on not only COVID-19 as such, but also business continuity and the process for students’ phased return to campus. Moreover, our Media Office furnished the press with **lists of experts** in connection with World Environment Day on 5 June, Youth Day on 16 June, and Women’s Day on 9 August.

Our academic staff continue to make SU research accessible to external audiences by writing **thought leadership** pieces for The Conversation. Over the reporting period, 20 of our contributors produced 18 articles, which collectively yielded nearly 347 000 reads. The Conversation also held

their first online training workshop for SU staff at the beginning of June. In addition, SU staff and students again produced a large number of **op-eds, features and columns** (see **ADDENDUM**).

See the separate **report of Prof Hester Klopper** for an overview of SU in the news the past year.

1.19 'Matieland' magazine

The [latest edition of *Matieland*](#), SU's corporate magazine, was published in August. It centres on one of our core strategic themes, "Research for impact", which ties in with our commitment in Vision 2040 to "advance knowledge in service of society". The magazine features articles on our research response to the COVID-19 pandemic, SU experts' opinion on the mind shifts that will be required to adapt to the new normal of COVID-19, a profile of new Chancellor Justice Edwin Cameron, and how SU is preparing its students for internationalisation through programmes such as the short course on global citizenship. [Click here](#) for the electronic repository and archive of this publication. If you would like to receive a printed copy of *Matieland*, [click here](#) to register.



THEME 2: A TRANSFORMATIVE STUDENT EXPERIENCE

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

2.1 Students' phased return to residences

(See **1.1** for information on the process for students' return to campus in general.)

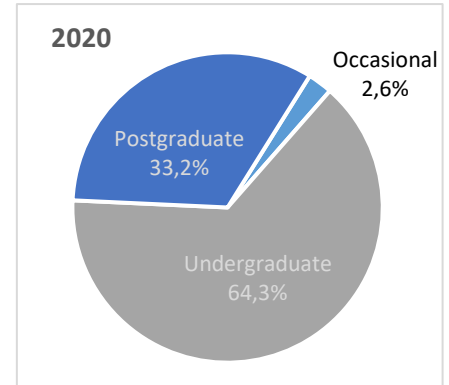
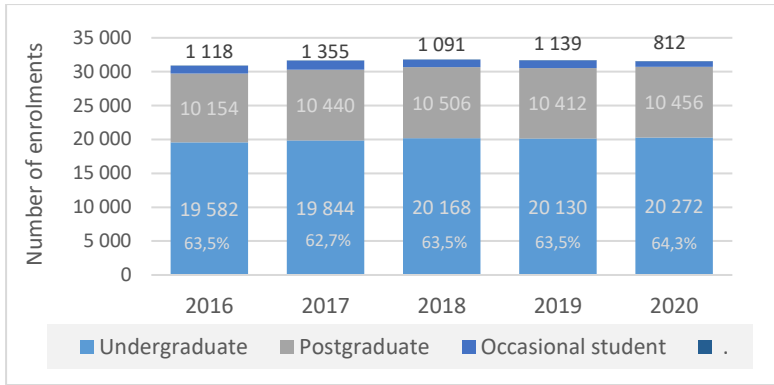
The 33% limit on students allowed to return to campus under level 3 of the national state of disaster also applies to residences to prevent the spread of COVID-19. Students could **motivate** for their return to campus and/or residence on the grounds of experiencing barriers to learning at home. **More than 1 000** students made use of this opportunity. Their motivations were evaluated based on the grounds they had given as well as the number of spots available in our residences. Most applicants who motivated for their return to residence could be assisted, except for students at Tygerberg, where the practicalities took longer to work out.

A factor that had to be considered was that around **700** of our students **remained** in University residences when the lockdown was first announced in March, particularly those in senior residences. The availability of rooms was another consideration. The University is now facilitating a process that allows students to come and vacate their residence rooms – within the regulations, of course – if they will not be returning to campus.

2.2 Enrolments for 2020

Below is an overview of **2020 enrolment statistics** based on the official numbers released by the Division of Information Governance (IG) in June. [Click here](#) to access the full report compiled by Ms Loumarie Kistner of IG's Centre for Business Intelligence. It makes for interesting reading.

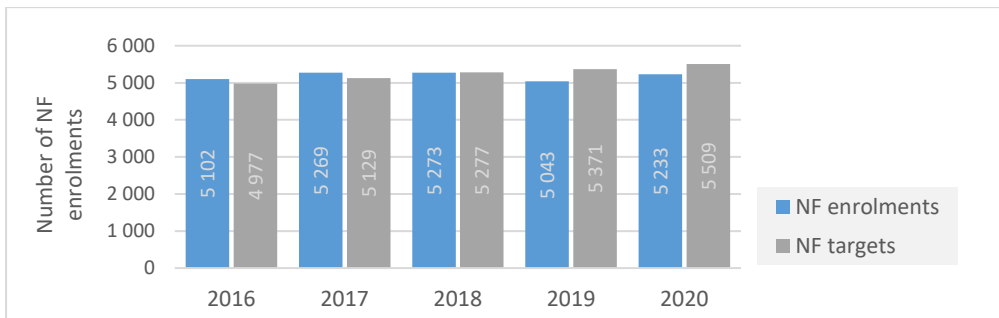
Total enrolments decreased by 0,4% from 31 681 in June 2019 to **31 540 in June 2020**. This was mainly due to a 28,7% decrease in the number of occasional students. Undergraduate enrolments increased by 0,7%, and postgraduate enrolments by 0,4%.



Number of undergraduate and postgraduate enrolments, 2016–2020, as well as 2020 distribution.

The decrease in overall enrolments was also influenced by a decline in the number of international enrolments: While South African enrolments increased by 0,8%, international enrolments decreased by 10,6%.

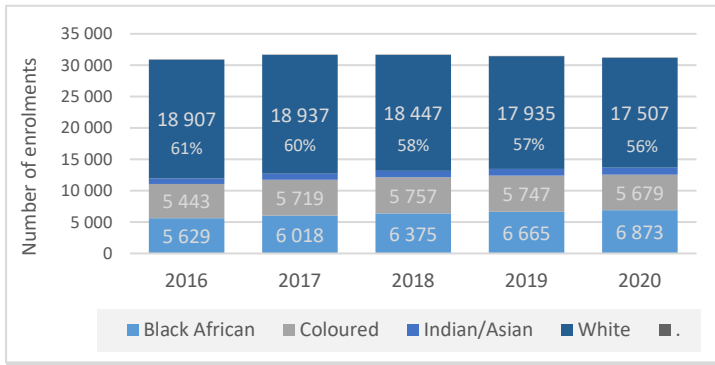
Newcomer first-year (NF) enrolments increased by 3,8% from 2019 to 2020, but were 5,0% below the June 2020 target.



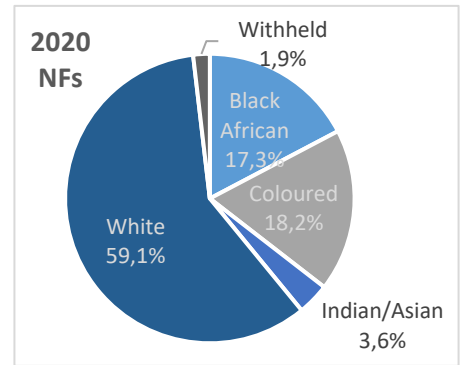
Newcomer first-year (NF) enrolments and targets, 2016–2020.

In terms of **total enrolments by population group**, the number of black African students increased by 3,1% and Indian and Asian students by 1,9% from 2019 to 2020. Over the same period, the number of white students decreased by 2,4%, and coloured students by 1,2%.

An analysis of **NF enrolments by population group** shows that although the number of coloured, black African, Indian and Asian NF enrolments increased by 7,1% from 1 909 in 2019 to 2 044 in 2020, enrolments for these groups in 2020 were still 9,8% below the June target. Students from these groups constituted 39,1% of total 2020 NF enrolments – two percentage points below the target of 41,1%. Black African NFs showed the highest growth rate (15,4%) from 2019 to 2020, over the 6,8% decline experienced in 2019. Indian and Asian NFs increased by 8,1%. Coloured and white NFs showed zero to marginal increases.

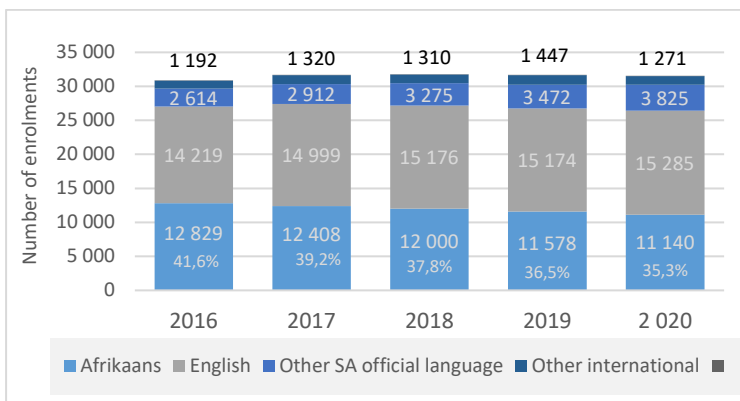


Number of enrolments by population group, 2016–2020.

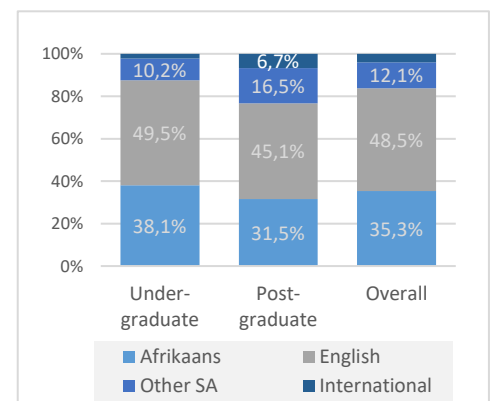


Distribution of NFs by population group.

Turning to **enrolments by home language group**, the number of students with Afrikaans as their home language decreased by 3,8% from 2019 to 2020, while those with English as their home language remained virtually unchanged. Students with an official South African language other than Afrikaans or English as their home language increased by 10,2%. Finally, the number of students speaking an international language at home decreased by 12,2%.



Number of enrolments by home language group, 2016–2020.



Home language distribution, 2020.

2.3 Student recruitment

During May and June, our student recruitment team proceeded with their **online recruitment drive**. They represented SU in online career summits, exhibitions and webinars, and presented nearly 100 information sessions for learners via social media platforms.

The team also commissioned promotional videos in collaboration with my office, Corporate Communication, faculties and the SRC. These were posted on social media and distributed to schools via e-mail, WhatsApp and SMS. [Click here](#) for my recruitment video, and [here](#) for the video of SRC chair Lewis Mboko.

A resource page for teachers and parents was added to the prospective student webpage on www.maties.com. It features information sets, a matric survival guide, yearbooks, and advice on the electronic application process.

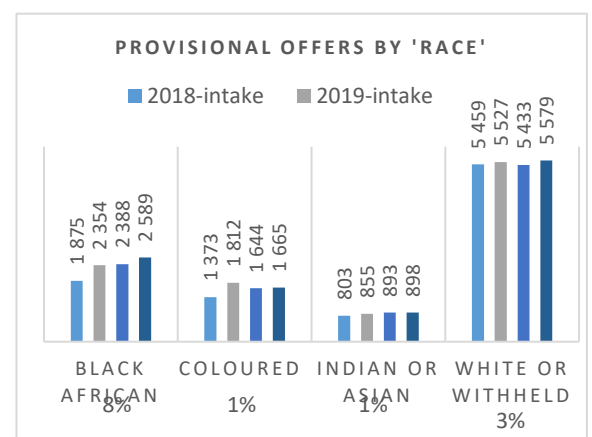
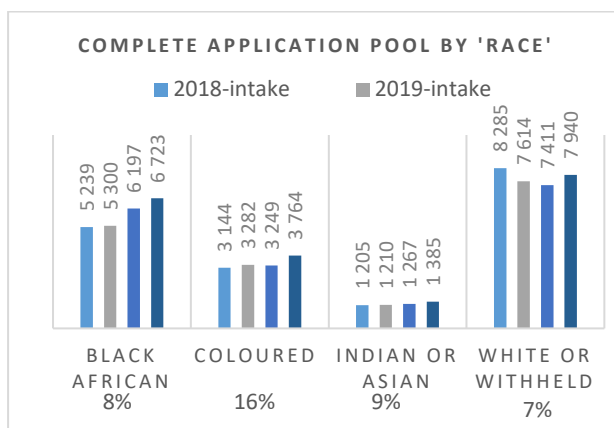
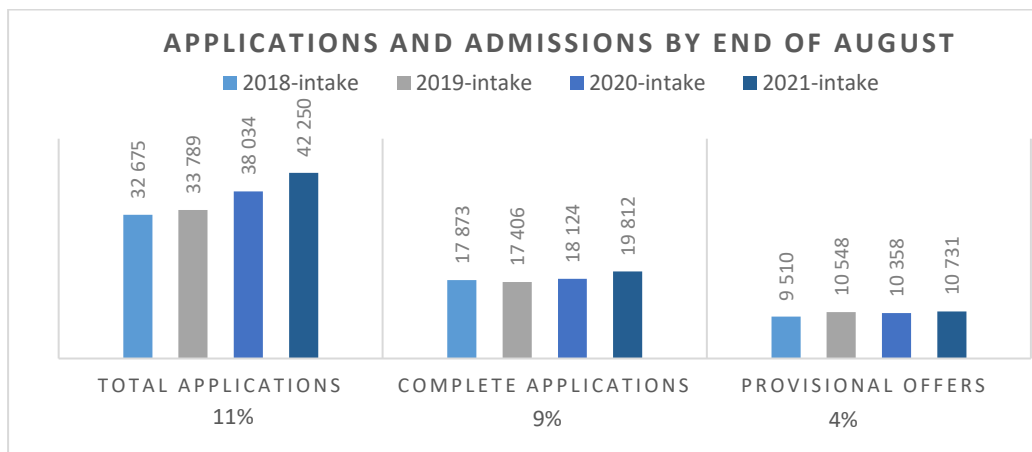
In addition, the recruitment team and career psychologists conducted more than 17 radio interviews, touching on aspects such as study opportunities at SU and career guidance. The team also participated in higher education promotion campaigns by Vodacom and Kfm 94.5.

And in an exciting new development, our recruitment team collaborated with Corporate Communication and Marketing to produce a series of podcasts titled *Not sure what to study?*, exploring various options for prospective students. These are distributed via our new podcast channel, [talks@Stellenboschuniversity](mailto:talks@ Stellenboschuniversity). [Click here](#) for an example.

2.4 Newcomer first-year (NF) applications and provisional offers for 2021

Undergraduate applications for SU’s 2021 intake closed on 30 June. Below are the figures by the end of August. **All figures are up** from last year. Highlights from a management report on application and admission trends for 2021 issued by the Admissions Office are as follows:

- Total NF applications increased by 11% compared to last year.
- Complete applications increased by 9%, and provisional offers by 4%.
- Complete applications received from black African NF candidates increased by 8%, and those from coloured candidates by 16%.
- Provisional offers made to black African NF applicants increased by 8%, and offers to coloured applicants by 1%.



2.5 Bursaries and loans

ETDP SETA funding

In the midst of the COVID-19 pandemic, Universities South Africa (USAf) concluded a student bursary agreement with the Education, Training and Development Practices (ETDP) Sectoral Education and Training Authority (SETA) to support undergraduate students in any field for 2020. SU was allocated **R7,5 million**, and the Centre for Undergraduate Bursaries and Loans (CUBL) has identified suitable candidates. The bursaries will cover beneficiaries' tuition fees for the current academic year.

NSFAS (National Student Financial Aid Scheme)

Implementation of the N+2 directive

The criterion applied by NSFAS in determining candidates' funding eligibility is the minimum time specified by a university for completion of a specific study programme (also known as "regulation time"), plus two additional years. This is known as the "N+2 rule".

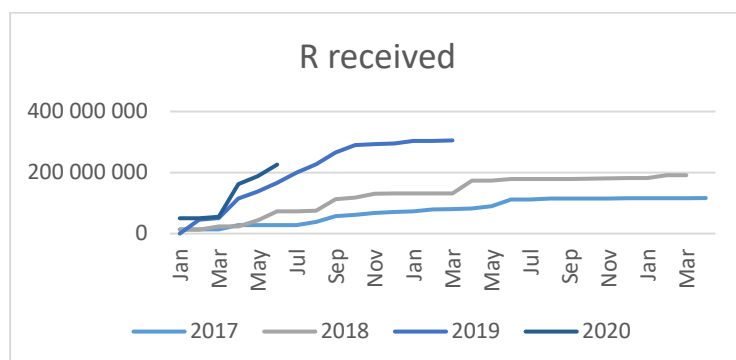
In the 2020 funding cycle, NSFAS implemented a comprehensively refined N+2 rule to ensure compliance with the 2020 DHET bursary rules and guidelines for the university sector. Several university students lost their NSFAS funding as a result. Many of them subsequently appealed the application of this rule, citing medical conditions and being in their final year of study as reasons for NSFAS to reconsider its funding decision.

A preliminary NSFAS investigation revealed that the rule potentially affected 29 000 students, whose higher education enrolment exceeded the N+2 timeframe. To ensure fairness, the Minister of Higher Education, Science and Technology later approved a **concession** in the application of the N+2 rule. Yet this concession will not be applied broadly to all N+2 unsuccessful students, but only to those NSFAS beneficiaries for whom an institutional appeal has been received.

The CUBL has reviewed our students' **appeals** in line with this directive and submitted a list of 51 students to NSFAS. We are awaiting the outcome.

Allowance payments to capped NSFAS students: Since 2018, all first-time entering students (so-called FTENs) receive the new full-cost NSFAS bursaries. However, senior students who enrolled prior to 2018 receive funding capped at an amount determined by NSFAS every year. For 2020, this amount is R93 400. When NSFAS processed the 2020 registration data received from institutions, several students affected by the capped regime had unpaid balances. Institutions have since been requested to pay full allowances due to this category of students, as unpaid balances may be claimed through the published historical debt process.

NSFAS (DHET bursary) cash flow: By May this year, SU students had received almost R60 million more from NSFAS than by the same time last year (R226 million in 2020 vs R166 million in 2019). In previous years, this amount was even lower, as illustrated below.



More timeous payment to funded students is partly thanks to improvements at NSFAS, but is also the result of CUBL's active management of our NSFAS funding portfolio, as well as continuous engagement with the scheme.

Updated summary of NSFAS funding: The following table provides a summary of NSFAS funding received from 2017 to 2020, as well as the number of students funded over this period. It also indicates estimated amounts still outstanding.

	2017	2018	2019	2020
Number of students funded*	1 672	2 716	3 242	4 029
Amount received	R117 m	R191 m	R305 m	R226 m
Estimated amount outstanding	R0,26 m	R4 m	R9 m	R217 m

** Some students eligible for NSFAS funding for 2018 and 2019 have not yet received their funding. The 2020 lists have not been finalised as yet, so the number of funded students may increase marginally.*

Ikusasa Student Financial Aid Programme (ISFAP)

The national lockdown and suspension of on-campus activities at all universities, including SU, posed various challenges in terms of providing online **wrap-around support** to ISFAP students. However, it also presented an opportunity to think differently and creatively about student support.

Initially, support was focused on practicalities and students' immediate needs. The first step was to determine where students found themselves, and whether they had internet access and working laptops. Other practical measures were to switch residence students' food allowances to cash payments and assist with loan devices.

Support continues to be provided on an individual basis as well as by means of group connect sessions. A particular focus is to check in with vulnerable students and ensure appropriate referrals. Collaboration between internal stakeholders has become more crucial than ever before to support students appropriately and across different levels.

2.6 Joint working groups against gender-based violence (GBV)

Following the nationwide protests against gender-based violence (GBV) and femicide in 2019, the Anti-GBV Movement SU held a protest on our Stellenbosch campus. This culminated in the handover of a memorandum to the Rectorate on 9 September 2019.

The institution officially replied a week later. In subsequent meetings between management and students, **six joint working groups** were set up to act systemically to combat GBV and address the issues raised in the memorandum as well as SU management's reply. Each of the six working groups is overseen by a member of the Rectorate and comprises representatives from University structures most relevant to the topics under discussion, as well as from the student body. The working groups report to the Rectorate, through the senior director of Student Affairs, **Dr Choice Makhetha**.

The work of the respective groups centres on (1) values and principles, (2) procedures and processes, (3) residences and structures, (4) mental health and alcohol and substance abuse, (5) training and awareness, and (6) safety and security. The groups were tasked to investigate the issues and requested to make specific and implementable **recommendations** linked to line functions.

The working groups set about **gathering information** by hosting meetings and discussion forums on the Stellenbosch and Tygerberg campuses, and distributing questionnaires. In addition, to broaden the process, residence and private students were invited to submit written inputs to the working group chairpersons through an online qualitative questionnaire.

A **draft report** has now been compiled, detailing the issues that have been raised at meetings, discussion forums and in written submissions, as well as the demands raised in the memorandum of the Anti-GBV Movement SU. The draft report was considered at the **Rectorate** meeting on 4 August,

where the Rectorate undertook to provide written feedback by 12 August. It is expected that a next draft of the report will then be resubmitted for the Rectorate's consideration.

I would like to join Dr Makhetha in expressing my **gratitude** to all the staff members and students who have been serving on the working groups. This is **not a fight any group can fight on its own** or separately from others. We are committed to collaborating with all our students to intensify the institutional efforts against GBV, and to address unacceptable behaviours and practices.

2.7 Alleged GBV incident on Tygerberg campus

We remain fully committed to the success and well-being of our staff and students, which is precisely why it is so disturbing when things go wrong – such as when GBV is perpetrated. This cannot be tolerated and we will not hesitate to take firm action.

The reported assault of a female student by a male student on our Tygerberg campus in the early hours of Saturday 4 July is receiving **urgent attention**. The male student was temporarily suspended on Sunday 5 July pending a disciplinary hearing. Processes outlined in our [Disciplinary Code for Students](#) are being closely followed.

The University has responded to the **Tygerberg Students' Representative Council's** memorandum with demands relating to the incident and the University's subsequent action. The **Commission on Gender Equality** has also enquired about the matter and requested that we inform them of the outcome of the disciplinary investigation and hearing.

We are determined to see **justice** served for the parties involved. As senior director of Student Affairs Dr Choice Makhetha stated in her communication with the University community ([here](#) and [here](#)), we continually reconsider the ways in which we respond to urgent matters. This matter too has taught us how we can **improve our processes** going forward.

2.8 Student counselling

Our Centre for Student Counselling and Development (CSCD) has seen a **rise in demand** for individual and group counselling and therapy sessions during the reporting period, with an increase in the severity of presenting concerns. Students have made good use of the online groups that CSCD created to help meet the demand. The Centre is currently hosting 12 groups per week for depression and anxiety disorders, and one for grief and bereavement support. Groups for substance abuse, eating disorders and LGBTIQ+ concerns will commence soon.

2.9 Co-curriculum recognition

Since its inception in 2017, our Co-Curriculum Office has made great strides in assisting experiential educators with module design and developing processes to apply for formal recognition, which is a requirement for co-curricular activities to be included in students' **academic transcript**.

SU now has **22 experiential learning opportunities** available to students, recognised by the Co-Curriculum Recognition Committee (CRC) through the [Regulation for Co-Curriculum Recognition](#).

The recognition process now also includes a **renewal** phase. This creates an opportunity for experiential educators to improve the quality of their offerings. Recognition is granted for two-year cycles, following which educators need to reapply. At its meeting in June, the CRC considered five experiential education modules for renewal. This was the CRC's first online meeting for the year.

2.10 Virtual career fairs

Due to COVID-19, our Unit for Graduated Career Services (UGCS) had to cancel this year's edition of the career fairs they organise on our campuses every year. However, this did not stop them from exploring new ways of creating network opportunities between students and graduate employers. UGCS signed up with the South African Graduate Employers Association for our students to

participate in its [VirtualGradExpo](#) on 21 and 29 July as well as 13 August. Once students registered, they could have live online chats with graduate employers on career fair days.

2.11 SU in national student survey

Some **82% of SU students are satisfied with their institution**, compared to an average of 75% of students nationally. This is one of the findings of the latest South African Student Survey conducted annually by Universum, a global employer branding organisation that conducts research into students' career expectations and preferences across more than 60 markets, including South Africa. A total of 3 308 SU students completed the survey earlier this year, out of 54 162 students nationwide.

Despite similarities in some career expectations, the survey also revealed noticeable differences between SU students and their peers at other universities across South Africa. Nearly half of SU students indicated that they would like to work for an **international** company or organisation, whereas only 31% of students nationwide seemed interested in following that route. In addition, more SU students confirmed that they had interaction with alumni.

The survey also pointed to the University's **ranking** as the most important factor determining students' decision to apply to SU, followed by the influence of family members, and of students or alumni of the University. SU respondents named "attractive location", "a good reference for a future career" and "high quality of programmes" as the top attributes associated with the University.

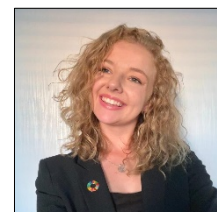
There is room for improvement, however, as 41% of our students surveyed were unaware that SU offered career services. The Unit for Graduated Career Services in our Centre for Student Counselling and Development plans to address this by providing more tailor-made career services to newcomers, and by encouraging SU students to start their career journey much sooner.

2.12 SRC for 2020/21 elected

The election of our Students' Representative Council (SRC) for the 2020/21 term was concluded in the first week of September with the announcement of the newly elected chair and vice-chair.



Xola Njengele, a postgraduate student in the Faculty of Economic and Management Sciences, was elected as chair by the members of the incoming SRC ([click here](#) for all the names). Njengele also served on the outgoing SRC as chair of the Academic Affairs Council. **Kira Alberts**, a final-year BA International Studies student, was elected vice-chair.



Due to the COVID-19 threat, the 2020/21 SRC election was conducted entirely **online** for the first time. This year, a total of 3 543 students voted in the election of their campus leaders, representing the second-highest **voter turnout** in the past five years (4 100 votes were cast in the 2018 election). The election also had the highest number of candidates in recent years, with 20 students in the running. Some 348 students tuned in for the online caucuses, where candidates shared their mission statements and engaged in robust dialogue.

The new campus leaders start their term on 21 September, when the **fourth term** at SU commences.

THEME 3: PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS

This core strategic theme is discussed as follows in [Vision 2040 and Strategic Framework 2019–2024](#): "As part of our mission, we at SU have declared our willingness to influence and change the world around us through collaboration, as well as to be responsive and embrace change ourselves. Central to the mission is the notion that what happens in the world shapes our research, teaching and learning as well as our engagement, and that what happens at our university matters to the world. As a university, we are committed to South Africa and Africa. At the same time, we are intensely

aware of our role in and relation to the international arena. In order to inspire and be inspired, SU will **engage and collaborate** with **stakeholders**, the **communities** we serve, **industry, government** and our **university partners** at a **local, regional, continental** and **global** level. Our collaboration and engagement approach is congruent with our values, with specific reference to respect, compassion and equity.”

3.1 International partnership development

On 30 June 2020, a virtual delegation visit took place between SU and **Groningen University** in the Netherlands to further develop a strategic joint PhD initiative, and to discuss measures to build on these two institutions’ existing collaboration in the field of Medicine and Health Sciences. Funding mechanisms will be developed jointly, with a concerted effort to identify candidates based on existing research collaboration. SU International and the Division of Research Development participated in an online networking conference with **Hamburg University** in Germany on 13, 20 and 27 May. Several online meetings were also held with senior representatives of **Northwestern University** in the United States to develop virtual student exchange programmes and initiate research collaboration in the fields of global health and data science.

3.2 Africa Day

On 25 May, SU again participated in the annual Africa Day celebrations, albeit online this year. Africa Day commemorates the establishment of the Organisation of African Unity (today the African Union) on 25 May 1963. It is celebrated in various countries on the African continent and around the world. The day kicked off with a [message](#) to the SU Africa Platform community from Prof Hester Klopper, Deputy Vice-Chancellor: Strategy and Internationalisation, highlighting some of SU’s collaborations with other African partners in response to the COVID-19 pandemic. **See her report** for more details.

3.3 Mandela Day

Matie Community Service (or “MGD”) arranged **three online events** to mark Mandela Day, which is commemorated annually on 18 July, the late President Nelson Mandela’s birthday. The first event, hosted on 17 July, took the form of a 67-minute discussion on “Staff wellness during COVID-19 and beyond”. This was followed by events for students on 29 and 31 July. Staff and students were offered the opportunity to pause and reflect on coping mechanisms during this time of unprecedented uncertainty. Participants were also invited to share their experiences and advice with one another.

3.4 ACU-SU online conference on “Art in peace and reconciliation”

SU co-hosted the international conference “Art in peace and reconciliation: A transnational perspective” in collaboration with the [Association of Commonwealth Universities \(ACU\)](#) from 9 to 12 June. The event would have initially taken place on SU’s Stellenbosch campus, but was moved to cyberspace due to COVID-19. The conference was the inaugural event of the new [Commonwealth Peace and Reconciliation Network](#), which I have the honour of **chairing**. The network aims to connect and support those interested in peace and reconciliation, facilitate collaboration and share approaches to truth-telling and reconciliation in society in general and at universities specifically. **Prof Pumla Gobodo-Madikizela**, incumbent of the SU-based SARChI chair in violent histories and transgenerational trauma, was the driving force behind the conference. Her presentation examined “reparative humanism” and the important role it plays in how people relate to, and show empathy with, one another’s trauma. **See Prof Klopper’s report** for more details.

3.5 SU Wordfees, WOW and SU Choir

Wordfees: The uncertainty around the duration and aftermath of the COVID-19 pandemic has forced us to start considering **various scenarios** for the 2021 Toyota SU Wordfees. These include:

- retaining the current festival model with certain improvements and refinements;
- planning the festival for audiences of fewer than 50 or 100 people per show;
- hosting the festival online;
- going hybrid, i.e. a combination of face-to-face audiences and online presentation; and
- changing the festival dates.

We hope to have more clarity soon. Woordfees remains committed to hosting an outstanding festival without jeopardising the safety of artists, festival goers or the community.

Meanwhile, Woordfees has become a founding partner of the **Tribuo artist relief fund**. The fund aims to provide financial support to performing artists and other, relevant workers in the creative industry who currently have no or limited income due to the COVID-19 lockdown.

WOW (Words Open Worlds): It seems unlikely that the Sanlam WOW **spelling festival** will continue in its current format this year. Investigations into alternative ways of hosting at least a component of the spelling festival online are under way. A special poster project with a word list and spelling rules will be distributed to 100 schools. In the meantime, WOW will host an **online winter school** to help Grade 12s prepare for the final matric exams. In conjunction with the Western Cape Education Department, WOW will also be hosting **online reading circles and book clubs**. The traditional mini arts festivals at schools will be replaced with footage of learners delivering monologues or poems.

SU Choir: Due to the global COVID-19 pandemic and the subsequent restrictions on international travel and large events, the **Llangollen International Musical Eisteddfod** in Wales had to cancel its 2020 gathering. Yet they took the competition online, featuring the best of the best performances of the past 25 years, including the SU Choir's performance at the 2018 edition of the contest. Viewers could vote for their favourite choir performance, and, **once again, the SU Choir came out tops** in the mixed choir category. **Click on the screenshot** for the performance that secured them the win.



3.6 Transformative online discussions

The [Transformation Office](#) engaged in the following online panel discussions in the reporting period:

- “How is COVID-19 affecting South Africans economically, and what are the psychosocial effects of working from home? Insights on the formal and informal markets, and effects on households”. Panellists included Dr Kholekile Malindi and Dr Dineo Seabe from SU’s Economics Department, and Mr Bantu Louw from SU International. The discussion was led by the programme coordinator of our Transformation Office, Ms Babalwa Gusha.
- “Challenges in accessing higher education for students during COVID-19: A conversation in commemoration of the legacy of 16 June 1976 for the student experience in South Africa”. Ms Gusha again served as facilitator, and the guest speaker was Dr Mlamuli Hlatshwayo of the University of KwaZulu-Natal. Other panellists – including students – were drawn from the University of Cape Town and SU.
- A dialogue on #BlackLivesMatter. This dialogue featured Prof Nico Koopman, Vice-Rector: Social Impact, Transformation and Personnel; Prof Nadine Bowers Du-Toit of our Faculty of Theology, Jeff Ngobeni of the SU SRC, Dr Kim Wale of Studies in Historical Trauma and

Transformation, and [Ms Katlego Letlonkane](#), who was recently appointed programme manager of capacity development in our Human Resources Division's [Office for Employment Equity and the Promotion of Diversity](#).

3.7 Alumni and donor engagement during the lockdown

During COVID-19, our Development and Alumni Relations (DAR) Division has been focusing on sharing information on our response to the pandemic and our approach to the many uncertainties we face with our alumni, donors and friends.

DAR's [Izandla Ziyahlambani](#) and [Phambili](#) donor newsletters have been accessed by over 800 individuals across various channels. These letters provide comprehensive updates on how our donors' loyal and generous support is making a difference.

DAR's **social media** channels have been key during this time. They continue to be utilised to tell the stories and showcase the contributions of alumni, donors and staff online. The trend across the various metrics for our social media channels remained upwards during the second quarter. All social media channels have shown strong growth.

SU's pivoting to cyberspace has provided DAR with an opportunity to develop this aspect of its outreach efforts in a targeted and collaborative way. The Division envisages following a hybrid model of engagement, i.e. a combination of in-person and online events, into 2021 and beyond.

In April, DAR hosted alumnus, adventurer and explorer **Mike Horn** from Switzerland as online guest. In May, the Alumni Relations team was "in conversation" with alumnus **Stephan du Toit**, head of athletic performance at Stade Français Paris. And in June, **Prof Stan du Plessis** spoke about the economic and higher education implications of COVID-19.

Then the team ratcheted things up. In July, they hosted a lunchtime online concert from London with renowned concert pianist and alumnus **Niel du Preez**, an online presentation by **Prof Renata Schoeman**, head of the MBA programme in Healthcare Leadership at USB, and a conversation with alumna **Lauren Stewart Tack**, the founder of online platform Invigorate. **Dr Nicol van Dyk** spoke from Dublin about injury prevention under the "new normal" of professional sports. The biggest online talk was by coach **Rassie Erasmus**, who led the Springboks to their third Rugby World Cup win in Tokyo last year. Over 1 500 alumni tuned in for this talk.



Moreover, DAR collaborated with other divisions in hosting online engagement events. On 11 June, a webinar was hosted along with the **Science Café** of the Faculty of Science and **SACEMA** (the South African Centre for Epidemiological Modelling and Analysis). **Prof Juliet Pulliam** gave the more than 120 participants – including alumni, donors, corporates and friends of SU – an interesting behind-the-scenes glimpse into the development of the early models used to understand the progression of the COVID-19 pandemic in South Africa.

DAR also hosted the online event "Building trust and democratising decision-making across the food system in a world in crisis" on 28 July. The session, a collaboration with the **Southern Africa Food Lab** in the Faculty of AgriSciences, was chaired by **Dr Tsakani Ngomane**, an SU Council member and the deputy director-general for climate change, air quality and sustainability development in the national Department of Environment, Forestry and Fisheries. The panellists were **Prof Thuli Madonsela**, incumbent of the chair in social justice in our Law Faculty, and **Mr Kevin O'Brien**, the group sustainability and risk executive at the SPAR Group Ltd. The 119 guests, of whom more than half were alumni, donors and friends of SU, represented industry partners, local and national government, foundations, NGOs, higher education institutions as well as consultancy firms.

DAR hosted its **Alumni Relations faculty forum** online on 25 June and will be engaging further with faculty representatives around SU's **2021 alumni engagement calendar**.

Donor stewardship: DAR made good progress in identifying and streamlining SU donor circles for individuals, and will be doing the same for corporate donor circles in the third quarter. The Division also plans to develop a related offering around stewardship of the various categories of SU donors.

3.8 Rector-Mayor Forum

The second Rector-Mayor Forum for the year took place on 20 August, this time online because of COVID-19. The meeting received reports about good collaboration between Stellenbosch Municipality and the University, not only in the normal areas of mutual concern, but also specifically in response to the threat posed by the coronavirus.

The municipality and SU were founding partners in [#StellenboschUnite](#), a collaborative aid action providing support to vulnerable community members during the pandemic. More than 33 000 food parcels were distributed and nearly 100 000 litres of soup provided to those who needed assistance. It was remarkable to see how the citizens of Stellenbosch came together to help the most vulnerable members of our community.

SU's Campus Health Service provided professional advice to the municipality and helped with COVID-19 screening. And Stellenbosch Network, with Innovus as a founding partner, plus our LaunchLab co-hosted a webinar with the Municipality on the impact of the pandemic and lockdown on local businesses.

THEME 4: NETWORKED AND COLLABORATIVE TEACHING AND LEARNING

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

"In addition, the University has a holistic understanding of teaching and learning, which includes both individual and social benefits. SU's teaching practices are deeply embedded in, shaped by and responsive to the contexts in which they take place. These approaches shape the University as a learning organisation, enabling the emergence of learning communities among students, staff and alumni in various configurations. Networked and collaborative learning creates an environment that encourages intellectual inquisitiveness, being an essential skill for sustained critical and creative thinking."

4.1 Support for e-learning in light of COVID-19

As reported last time, when it became clear earlier this year that face-to-face tuition would be suspended due to the COVID-19 lockdown, and SU decided to rapidly switch to emergency remote teaching, learning and assessment (ERTLA), the Division of Learning and Teaching Enhancement (DLTE) established a subcommittee to coordinate the necessary support.

This structure is known as the **Online Learning and Assessment Business Continuity Subcommittee**. It comprises representatives from the centres for Teaching and Learning (CTL), Learning Technologies (CLT), Academic Planning and Quality Assurance, the Language Centre, the IT Division, the Library and Information Service, SU International, as well as the faculty-based blended-learning coordinators (BLCs), a vice-dean and student representatives.

The committee meets (online) every week to discuss issues relating to technology platforms as well as support for lecturers, tutors and students. It played a key role in the **successful completion of the second term** at the University – including our **first-ever round of exclusively online assessments**. It also laid the foundation for the continuation of the academic project in the second semester, which started on 27 July, as most learning and teaching will remain online, even though we have invited up to 33% of our students back to campus.

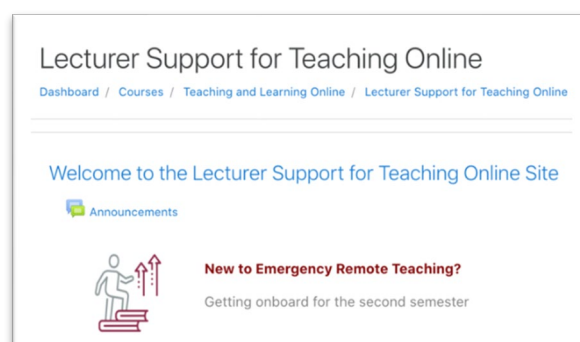
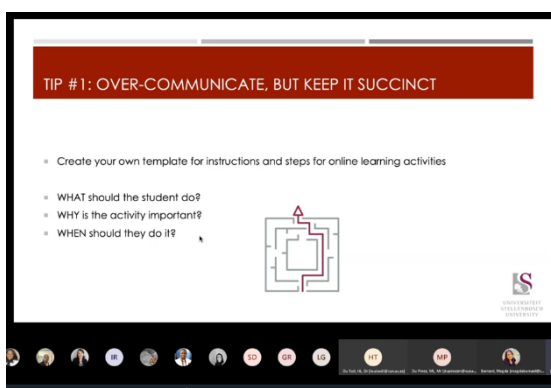
Important support initiatives for online learning in the reporting period are highlighted below.

Lecturer support

The CTL and CLT continued their combined offering of **webinars**, hosting 11 of these between 23 June and 10 July. Some of these utilised the flipped classroom format, and some offered academics the chance to share their experiences. The level of interest in the webinars remained high, with more than 1 000 participations by lecturers (**also see 1.1**).

Preparation for the second semester was informed by the results of a questionnaire sent to all staff who had attended first-semester webinars. Topics covered for the second semester included:

- designing learning, teaching and assessment for emergency remote teaching;
- preparing for online learning and assessment;
- take-home assessments and academic integrity;
- student engagement;
- quiz tools and online grading; and
- SUNLearn scenarios and data issues.



Screenshots of a webinar, “Preparing for online T&L”, and a support site for lecturers on SUNLearn.

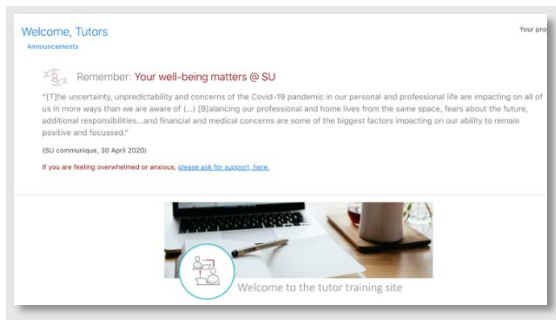
All webinars are recorded and made available on the [SUNLearn lecturer support site](#) (see screenshot above), where all SU staff have access to recordings, how-to guides and other resources to assist them with emergency remote teaching. The dedicated [COVID-19 page](#) on the SU website also features a support page, “[Online teaching for lecturers](#)”.

In addition, DLTE produced an **integrated reference and support document** aimed at helping lecturers navigate the current online landscape. Based on the Designing Learning, Teaching and Assessment (DeLTA) framework, the document suggests a way to approach lecturing in the current circumstances and beyond. Similarly, various sources offering **assessment advice** have been collated into a single guide. The document covers both technical and conceptual elements of unsupervised online assessment.

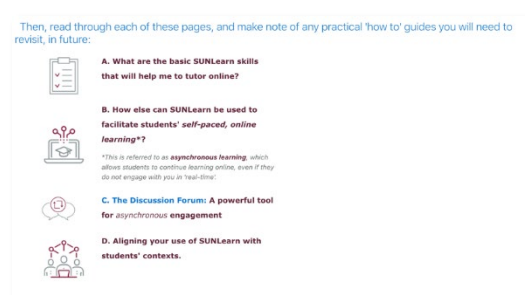
Tutors

To help tutors prepare for fully online facilitation and assessment tasks, the CTL and CLT advisors developed a **SUNLearn-based tutor training course**. It not only equips tutors with technical and

pedagogical skills, but also provides information on holistic and emotional support mechanisms available to them.



The tutor training site on SUNLearn.

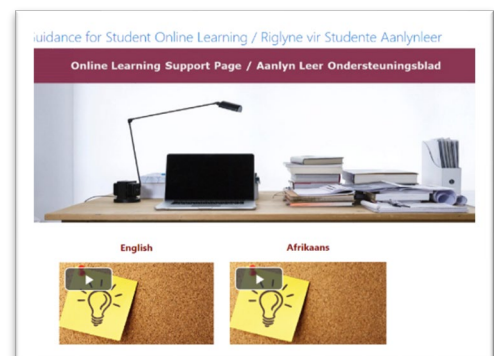


The course provides general foundational material, but includes a strong focus on **online facilitation**. It consists of online resources and self-paced, formative learning activities that should take no longer than a day to work through. Many departments have made the completion of this course compulsory for all tutors.

A toolbox of recorded webinars, technical how-to guidelines and other material is currently being compiled, and will also be made available to tutors. This follows a **survey** in June to establish tutors' roles and responsibilities during emergency remote teaching. Another aim was to gather tutors' direct feedback regarding their concerns and needs. In total, 452 tutors from eight faculties completed the survey. The findings are being written up in a user-friendly format and will be used to expand tutor training and psychosocial support, and alert faculties to particular challenges.

Online learning and teaching support for students

An institution-wide SharePoint [page](#) with downloadable documents on successful online learning for students has been available on the SU website since April. These documents have since been copied to a **SUNLearn student support page** to enable zero-rated access. The SUNLearn page has been set up as a metacourse (a type of umbrella course comprising various smaller courses) to accommodate high student loads. Blended-learning coordinators and the Academic Affairs Council have been requested to disseminate an infographic to inform students of the page and motivate them to self-enrol. The course resources will also be adapted based on feedback and as needed.



The SUNLearn metacourse addresses the following main themes, each on its own hyperlinked page:

- Planning for online learning
- Further tips for online learning
- Online assessment
- Technological considerations
- Support for online learning

Online exams

The IT Division, the CLT, the Timetable Office and blended-learning coordinators (BLCs) were among those who made an **extraordinary effort in a very short space of time** to ensure that the mid-year exams could proceed despite the lockdown. Their work enabled SU to rapidly switch from mostly paper-based to fully online assessments.

Preparations included the following:

- Establishing an extended CLT support team for students and lecturers to field the increased volume of support calls
- Extending support hours
- Training lecturers and support staff
- Preparing training and information documents on online exams
- Revising the exam schedule to stagger starting times by 15 minutes so as to spread the load
- Allowing 30 minutes' extra time for exam submissions to counter potential glitches
- Upgrading SUNLearn infrastructure to cope with the increased load
- Preparing an Outlook calendar of exam times for information, for coordinating support, and for predicting system load
- Arranging laptops and mobile data for students

We are also extremely **grateful to our lecturers**, who had to convert their courses and assessments to emergency remote teaching mode in record time. Many staff members **sacrificed the recess** after the first term to get ready for the switch to online teaching.

The exams ran relatively **smoothly**, with **some exceptions**. The SUNLearn system experienced very sharp load peaks on three occasions (on 16 and 20 May, and again on 15 June). These spikes were so sudden that it was impossible to detect them early enough for proactive action. The provisional findings were that the peaks had been caused by the suboptimal setting of SUNLearn assessments. These findings were subsequently used to improve the guidelines for online assessments.

On occasion, students had difficulty logging in to SUNLearn. The support teams and support documents provided temporary workarounds, but a permanent solution has since been developed.

In addition, some students struggled to submit their assessments. Unfortunately, while the 30 minutes' extra time was intended to compensate for such problems, some students abused this as writing time, and then struggled to submit their assessments at the last minute.

There are also indications of some fraud during online exams. These must be investigated further.

Several changes had to be made to the setting of exams on **SUNLearn**. Many lessons have been learnt about methods that do not work well. Guidelines had to be updated continuously as system administrators became aware of problematic practices.

Support staff worked under **extreme pressure**. At times, they had to endure abuse from students, and even from students' parents. The support infrastructure and teams were not always ready to cope with the volume of support calls. The team has since been expanded and priority exam service desk queues have been created.

On the whole, the University was **successful** in switching to ERTLA. Yet we are not resting on our laurels, but continue to work to improve processes and systems even further.

Language support for students and lecturers

The University is slowly but surely growing accustomed to the "new normal" brought about by the coronavirus pandemic. To help achieve this, our [Language Centre](#) has worked hard to adapt its courses and services in the period under review to [help lecturers](#) move their teaching online and assist [students](#) who need ongoing language support.

While it is generally not feasible to provide simultaneous interpreting during online lectures, the Language Centre has been assisting lecturers and students by **translating lecture material** – whether PowerPoints, SUNLearn content or podcasts – into Afrikaans and English (and isiXhosa where there is a pedagogical need).

To date, the Interpreting Service has made available more than 277 **audio translations of podcasts** for 25 modules across five faculties, enabling students to listen to study material in English, Afrikaans (and some in isiXhosa) in the safety of their homes. Lecturers were encouraged to submit their recordings well before the second semester to alleviate pressure during the term.

Sign language interpreting continued to be offered remotely for Deaf students in the Faculty of Education who are accessing lectures online. Pre-recorded and live interpreting had to be provided (depending on internet access) and mid-year exams were interpreted remotely.

In addition, the isiXhosa lecturers at the Language Centre are developing **COVID-19 terminology**. This will be posted on the Centre's multilingual online [terminology portal](#).

Academic Literacies

The free [writing consultations](#) of our Language Centre's Writing Lab are now being conducted online via Skype and MS Teams. In total, 451 online consultations took place from 1 April to 30 June. The consultation coordinator and office manager are managing bookings manually for now while the electronic booking system is being adapted and upgraded.

The Writing Lab's online [writing workshops](#) in May and June attracted 255 postgraduate participants from all ten our faculties. The [Reading Lab](#), in turn, collaborated with the Writing Lab in presenting two online synchronous sessions as part of the workshop "How to write a literature review". Despite data and internet connectivity challenges, most students successfully completed the courses. Student feedback was very positive, indicating a sense of connection in the respective groups.

The first **online Writing Retreat** for Language Centre staff members and Writing Lab consultants took place on 24 and 25 June. A virtual collaborative space was created, with researchers participating in writing activities and sharing their writing challenges and successes.

During this period, the Language Centre continued to focus on creating online content and transferring courses to the SUNOnline and SUNLearn platforms. Lecturers have shown resilience and creativity in dealing with their new teaching circumstances.

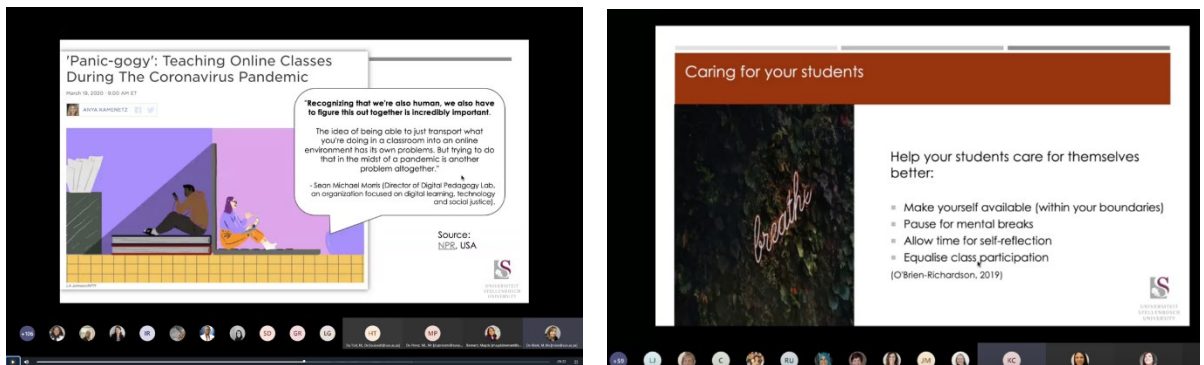
The **Intensive English** programme at the Language Centre has transitioned well from face-to-face to online teaching. And the **Afrikaans language and culture course** for international students was also successfully moved online.

From a management perspective, the portfolio showed the necessary agility in adapting styles to facilitate teacher and student well-being and maintain motivation.

After careful consideration of training needs during and after the lockdown, the Comms Lab has developed the curriculum for a new course entitled "**Effective communication in a digital world**".

Digital wellbeing

A further level of lecturer and student support is to raise awareness of **digital well-being** – especially during a time of obligatory online engagement. The centres for Learning Technologies and Student Counselling and Development collaborated on a self-paced learning guide in this regard.



Screenshots of webinars addressing digital well-being.

4.2 Developments in hybrid learning

Ms Miné de Klerk (MBA) started as **project manager** of hybrid learning (HL) in June. Drawing on her experience as advisor for online learning at the Centre for Learning Technologies (CLT), she will be responsible for achieving the goals and milestones of SU's HL project between 2020 and 2023.

Faculties had until May to submit their **proposals** for programmes or modules to be **funded** for HL development. The HL steering committee reviewed the proposals in June and approved funding for a number of initiatives that showed close alignment with the overarching goals of the HL project. These include expanding SU's reach to new knowledge markets, attracting international students, supporting student access, promoting interfaculty collaboration, and offering students a better chance of academic success.

Based on this first round of funding proposals, a number of **offerings** are **already being developed**:

- a postgraduate diploma in infectious diseases in the **Faculty of Medicine and Health Sciences**, to be offered in partnership with Doctors Without Borders (implementation: 2022);
- online modules of the Department of **Logistics**, which will accommodate professionals in the import/export transport market (implementation: 2021);
- modules of faculties such as **Engineering** and **Science**, which will provide students with further opportunities for self-paced online learning to improve their success rate in modules with historically low pass rates (implementation: 2021); and
- the development of learning material for a postgraduate diploma in strategic **human resource management** (funded by an earlier round of the SU Strategic Fund), which has been approved by the DHET (first student intake: 2021).

4.3 International student mobility during COVID-19

Outgoing: SU students' 2020 second-semester exchange programme and summer school participation had to be cancelled due to travel restrictions relating to COVID-19. Students are being assisted to defer their mobilities to 2021, where possible. Many of the face-to-face summer programmes were converted to online programmes, and some SU students continued with the online versions. Some SU students abroad are waiting to return to South Africa via repatriation flights, while others are staying on for an additional semester at host universities.

Incoming: The global education programme of SU International's Global Education Centre consists of various courses specifically developed for international students. These courses include SU's credit-bearing global service learning course. As with mainstream courses, SU International too had to transition to online teaching. This was done successfully, in line with the processes and guidelines put in place by SU.

Regarding the second semester of 2020, SU International informed partner universities and their students who applied to attend SU that they would not be able to start with face-to-face classes at the beginning of the third term. Students were given the opportunity either to defer their mobility to the first semester of 2021 or start classes online. A large number of students decided to defer their exchange to next year, with a small group continuing with online courses. Some students have cancelled their exchange altogether. A few students who joined the online courses expressed interest in coming to Stellenbosch for the fourth term, depending on COVID-19 regulations regarding international travel. To support the online international semester students, an online orientation and welcoming programme was offered in the week before classes started.

The annual winter school offered in June and July was cancelled. A new summer school has been developed to run over December 2020 and January 2021, in the hope that the pandemic will have stabilised enough by then to allow for this mobility opportunity. This forms part of SU's income-generating programmes, which makes it strategically important to SU International as well.

SU International's African Centre for Scholarship (ACS) has moved its programmes online for the rest of 2020. It also developed online courses to complement the summer and winter schools of SU's African Doctoral Academy (ADA) as well as the ADA's joint schools held on-site in other African countries. **See Prof Klopper's report** for more details.

4.4 Student volunteer training continues in cyberspace

The work of Matie Community Service (or, MGD, as it is commonly known) has continued in cyberspace. A cohort of 32 student leaders who had registered for two modules of the course **Advancing Engaged Citizenship** started on 30 April.

The creators of this course redesigned its experiential component to take the form of an **online** assessment of various community organisations' COVID-19 response plans. This allows participants to continue meeting the course objectives, while still engaging in invaluable learning opportunities, despite the current unusual circumstances.

4.5 Course reading system

The Library and Information Service secured a Strategic Fund allocation to purchase the **Leganto course reading list system**, which is to be integrated with **SUNLearn**. This will provide students and lecturers with online access to all course material in the comfort of a familiar online environment. Course reading lists are a logical, managed grouping of all types of resources that students need to read, watch or process to study successfully.

4.6 Connected Coaches webinar series

The Maties Sport Connected Coaches webinar series is the **first of its kind** for SU. It serves as a vehicle to share coaching expertise and enable others to get to know our coaches and High-Performance Unit (HPU) staff better.

Local schools, potential recruits for 2021 and 2022, sports clubs, provincial unions and national sporting bodies were invited to tune in. Themes covered include different coaching journeys and philosophies, the unique aspects of working with student athletes, as well as the Maties Sport high-performance programme.

Maties Sport intends hosting further webinars in future as they offer an innovative way to help coaches connect with one another and with the broader community.

THEME 5: RESEARCH FOR IMPACT

According to [Vision 2040 and Strategic Framework 2019–2024](#), **“Research for impact** at SU implies optimising the scientific, economic, social, scholarly and cultural impact of our research. Our focus is on interdisciplinary research that benefits society on a national, continental and global scale. At the

same time, we are committed to basic and disciplinary research excellence, as it forms the basis for applied and translational research.”

5.1 Research in a time of COVID-19

Our researchers, both established and emerging, continue to make a valuable contribution in addressing the challenges that our country faces due to COVID-19. [Click here](#) for a report on COVID-19-related research projects at SU and selected opinion pieces by our academics.

The Vice-Rector: Research, Innovation and Postgraduate Studies, Prof Eugene Cloete, earmarked part of his 2020 **discretionary funds** to stimulate urgent research and innovation in this area. The intention was that this would also serve as seed funding or co-funding for larger research projects unfolding in the months ahead. A call for research proposals was issued to all faculties, and 14 projects were eventually selected.

Researching the effect of COVID-19 on soccer players

The collaboration between our Campus Health Service (CHS) and the Institute of Sport and Exercise Medicine (ISEM) includes research in the field of soccer medicine, with ISEM being a FIFA Medical Centre of Excellence (**one of only two in Africa**). CHS is assisting ISEM in a FIFA research project on the effect of COVID-19 on footballers. Together with partners from Iran, Poland, Mexico and Thailand, the research will look into pre-participation screening for musculoskeletal conditions as well as system-specific mental health requirements for footballers during the pandemic. This project kicked off in July and will take 12 months.

5.2 Impact of COVID-19 on postdocs at SU

SU currently has 322 registered postdocs and consolidocs, with 55% local and 45% international fellows. The average fellowship is two years, but fellows may be registered for up to five years.

The lockdown since 27 March has had a significant impact on research at this level, but has also had other negative consequences. This is clear from a **survey** conducted by the Postdoctoral Research Support Office to assess the impact of COVID-19 on our postdocs’ productivity and well-being. Key findings were as follows:

- In terms of their research projects and deadlines, postdocs have been affected by unfinished experiments, the suspension of fieldwork, uncertainty regarding their return to campus, and lack of access to on-campus infrastructure.
- They are concerned about the availability of funding for the extensions that would be required to complete their research.
- Postdocs expressed a need for mental health support, and for access to resources such as the internet to be able to work from home.
- International postdocs are concerned about whether they would be able to return home once their contracts end (over the period September to December 2020), not knowing whether the country’s borders and Home Affairs offices will have reopened by then. This will have a knock-on effect on renewals and new postdoc applications.

In an effort to address these concerns, the following steps have been taken:

- Postdocs were given the option to sign an agreement that outlined activities to be performed during lockdown (March to June) to help them monitor their productivity during this challenging time.
- Postdocs are being reintegrated with the University according to the protocol followed for **staff members**. Deans, heads of department and hosts were requested to support them in resuming their work.
- A series of mental wellness webinars were arranged.

- The University is monitoring communication from Home Affairs to keep our postdocs informed of travel and visa arrangements.

5.3 Latest edition of ‘Research at Stellenbosch University’ now available



Climate change, energy, conservation, health and medicine, human rights, transformation, gender, disability, arts, education, big data, governance and technology. These are some of the interesting research topics featured in the latest edition of **Research at Stellenbosch University**. Produced annually by our Division of Research Development (DRD), this flagship publication has won numerous awards in the past. It offers the national and international research community and other interested parties a comprehensive yet accessible overview of innovative and interesting SU research.

This edition looks back on research in 2019. Its theme is “**Research for impact**”, which is one of the core strategic themes of our *Vision 2040 and Strategic Framework 2019–2024*. The publication reports on specific projects of individual researchers and research groups at the University, exploring particular focus areas. It also shows how SU research contributes to the United Nations’ sustainable development goals (SDGs). Due to the COVID-19 pandemic, this edition is currently available in electronic format only. [Click here](#) to access it.

5.4 Research grants

SU awarded a large grant for TB research

The National Institutes of Health (NIH) in the United States have awarded SU a grant of R128 million to investigate new tuberculosis diagnostic and predictive tests in a multi-national research study. The award is in addition to R65 million from the European and Developing Countries Clinical Trials Partnership (EDCTP) to also investigate new diagnostic tests.

Most deaths from TB are preventable, however, millions of patients are not diagnosed or treated due to inadequate tests that are either not sensitive enough or require sophisticated laboratory infrastructure.

The study will last five years and involve nearly 4 000 participants. Seven novel tests will be evaluated for diagnosing active TB, for treatment-response outcomes, and for predicting those at risk of progressing to active TB. There are also plans to look at the ability of the tests to differentiate between TB and COVID-19 infection.



It is the culmination of 15 years of work conducted by SU, the University of Cape Town and partners in Uganda and The Gambia, so it can be considered a home-grown solution for an African problem.

The principal investigator is **Prof Gerhard Walzl** (pictured left), Executive Head of the Department of Biomedical Sciences at SU’s Faculty of Medicine and Health Sciences (FMHS).

To test the performance of novel TB assays in cohorts that include adults, children, and people living with HIV and type-2 diabetes, the team have chosen clinical sites in Africa and Vietnam, and laboratories in the USA and Europe. ([Click here](#) for more information.)

NRF communities of practice

The Division of Human Nutrition recently received a R7 million grant from the National Research Foundation (NRF), which will run over two years and bring together a wide range of researchers working on food insecurity in South Africa. Divisional head **Prof Xikombiso Mbhenyane** (pictured right), who holds the Research Chair in Food Environments, Nutrition and Health, said the grant would enable the researchers to compare notes and identify gaps in research, and to collaborate on other issues relating to food insecurity.



UKRI GCRF partnership for capacity-building

Dr Neill Goosen of the Department of Process Engineering received a R12,9 million grant from the UKRI (UK Research and Innovation) GCRF (Global Challenges Research Fund) Partnership Programme for Capacity-Building to strengthen the ARUA Centre of Excellence in Energy located at SU. Partners in Ethiopia, Kenya, South Africa, Tanzania and Uganda will be collaborating in the project. Work was meant to start in April, but has been postponed to January 2021 and will run until December 2023.

UK MRC grant

Prof Mark Tomlinson of the Department of Psychology received an R11,4 million grant from the United Kingdom Medical Research Council (MRC) for his Project Hashtag (“**H**ea**l**th **a**ction in **s**chools for a **t**hriving **a**dolescent generation”). The project started in March and will run until June 2022.

Grant to strengthen healthcare for stroke patients



Prof Quinette Louw, head of the Department of Health and Rehabilitation Sciences in our Faculty of Medicine and Health Sciences (FMHS), has been awarded a R2,2 million research grant from the United Kingdom National Institute for Health Research to help achieve universal health coverage for stroke patients in South Africa. The funds will be used for research, partnership and capacity-building as well as stakeholder engagement, and the project will run over ten months.

FLAIR award

Dr Prinessa Chellan of our Department of Chemistry and Polymer Science has received a Future Leaders African Independent Research (FLAIR) fellowship from the Royal Society and the African Academy of Sciences. She will be awarded up to R6,9 million to fund her research and will also be afforded the opportunity to collaborate with academics at institutions in the UK and elsewhere. Competition for the grant is fierce: From the more than 500 applications received, only 25 beneficiaries are selected from across the continent.



Young postdoc awarded prestigious EU fellowship



Dr Upenyu Muza, a postdoctoral fellow in our Department of Chemistry and Polymer Science, has received a Marie Skłodowska-Curie Actions individual fellowship to conduct research at the Leibniz Institute for Polymer Research in Dresden, Germany.

Awarded by the European Commission, this global fellowship is one of Europe's most prestigious research grants for young and upcoming researchers from all over the world.

European Training Network (ETN)

Prof Bruce Talbot of our Department of Forest and Wood Science received an R8 million grant from the ETN Skill for Action programme for a project about forest ecosystems and climate change.

5.5 SU researchers shine in NSTF awards

Over the past few years, SU has featured prominently at the annual [National Science and Technology Forum \(NSTF\)](#) awards, also known as South Africa's "Science Oscars". The 2019/20 edition of this event was no different: The finalists included ten SU researchers. As a result of the COVID-19 pandemic, the winners were announced at a livestreamed gala event on 30 July. The following three SU researchers won awards:

- **Prof Christine Lochner** from the South African Medical Research Council Unit on Risk and Resilience in Mental Disorders in our Department of Psychiatry won the TW Kambule-NSTF researcher award.
- **Prof Richard Walls** from the Fire Engineering Research Unit (FireSUN) in our Department of Civil Engineering won the TW Kambule-NSTF emerging researcher award.
- **Prof Conrad Matthee** from the Department of Botany and Zoology won the NSTF-Lewis Foundation green economy award for the SharkSafe Barrier invention.

The NSTF awards recognise outstanding contributions to science, engineering and technology (SET) by individuals, teams and organisations in South Africa. The awards are a partnership between the NSTF and South32, a resources company established after the demerger of BHP Billiton. The other SU finalists were as follows:

- **Prof Leslie Swartz**, Department of Psychology, for a lifetime award
- **Dr Wynand Goosen**, Centre of Excellence for Biomedical TB Research, and **Dr Jacqueline Wormersley**, Department of Psychiatry, for the TW Kambule-NSTF emerging researcher award
- **Prof Wikus van Niekerk**, Centre for Renewable and Sustainable Energy Studies, and **Prof Thinus Booysen**, Department of Electrical and Electronic Engineering, for the NSTF-Lewis Foundation green economy award (Prof Booysen was also a finalist for the NSTF-Water Research Commission award.)
- **Prof Anton du Plessis**, Department of Physics, and the rest of the **SU Computed Tomography Scanner Facility team**, for the research data award
- **Dr Rehana Malgas-Enus**, Department of Chemistry and Polymer Science, for the communication award

5.6 SU among world's best for research excellence and innovation

A comprehensive report on SU's performance in global university rankings will feature separately at this Council meeting. However, allow me to share the news that SU has **maintained its position** on the latest [Times Higher Education \(THE\) World University Ranking](#), which was released on 2 September.

For 2021, the University has again been ranked in the category 251–300, occupying the third spot among universities in South Africa. This time around, we competed with 1 527 institutions from 93 countries.

SU improved its performance on the indicators “industry income” (knowledge transfer and the ability to attract funding), “research” (number of published papers, and reputation for research excellence) and “citations” (number of times a university's published work is cited by scholars).

In August, SU was also ranked among the top universities on the 2020 Academic Ranking of World Universities (ARWU), also known as the Shanghai Rankings ([click here](#) to read more).

While our focus is on academic and research excellence, we do take note of the importance of rankings in the overall perception of an institution's standing. Receiving international recognition is always gratifying.

THEME 6: EMPLOYER OF CHOICE

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

6.1 Code for Employment Equity and Diversity

SU's [Code for Management Practices for Employment Equity](#) has been renamed the **Code for Employment Equity and Diversity**. Due to the COVID-19 pandemic, the remaining few workshops about the content of this document are being conducted online. The code is fully active and applies to all recruitment and selection processes.

6.2 Human Resources review

On 18 June, Korn Ferry consultants presented the Rectorate with a progress report on their external review of our Human Resources (HR) Division. We welcomed the progress, and recommended that the final report spell out explicitly what the value proposition and most important gains would be should the model of “functional excellence” be implemented; and the report indicate how the renewal of the Division's processes (and not only of its structures) and the extension and reorganisation of its staff corps will advance the quest for functional excellence. The final report is due to serve at the Rectorate on 29 September.

6.3 Staff survey on well-being, culture and climate at work 2019/20

Feedback sessions about last year's staff survey on well-being, culture and climate at work continued during the reporting period. These were hosted by HR and the Division of Information Governance, who had conducted the research. Each responsibility centre and faculty received environment-specific feedback. An **overall report** on the survey results will be made available across the University in **September**. This will include an indication of how SU plans to respond to the findings.

6.4 SU hosts first online staff assembly

We had to move our second staff assembly for the year to cyberspace, resulting in our **first online** meeting of this kind on 5 August. The theme was “The impact of COVID-19 on SU – taking stock and looking ahead”. Rectorate colleagues and I briefed **over 700 staff members** on important developments since our previous meeting in February, specifically highlighting SU’s response to the coronavirus crisis. We also **thanked personnel for their ongoing commitment**, which had allowed SU to continue its important work as a research-intensive public university, and we fielded questions. [Click here](#) to read more, [here](#) for the PowerPoint presentation, and [here](#) for a video recording.

6.5 #WomenofSU campaign

South Africa commemorates Women’s Day on 9 August, and the entire month has become known as Women’s Month. Various environments at SU hosted activities to celebrate women. At an institutional level, our Corporate Communication and Marketing Division again ran a #WomenofSU campaign, which they initiated a few years ago.

The campaign – consisting of articles, podcasts and social media posts – was conducted on various platforms. Collectively, these items told the stories of the women of SU and the remarkable impact they make, both on our institution and society at large.

[Click here](#) to visit the dedicated webpage created especially for this purpose on the SU website.

Some images from the campaign appear below.



6.6 Daycare facilities

The task teams on our Stellenbosch and Tygerberg campuses dealing with the important matter of daycare facilities for the children of SU staff analysed the findings of a **survey** conducted among employees in May. The teams have subsequently decided to **explore the possibility of more affordable** daycare options with a view to preparing a next submission to the Rectorate.

CONCLUSION

From an academic and operational perspective, the months ahead will potentially be even more challenging than the months we have just been through. However, judging by the urgency and nimbleness we have displayed as a team in scaling the hurdles presented to us during semester 1 – to which this report also attests – I remain convinced that we have the necessary resilience and creativity to see this academic year through, unperturbed by its curveballs and possible extension into the new year.

A handwritten signature in black ink, appearing to read 'Wim de Villiers', with a large, sweeping flourish at the end.

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

ADDENDUM: OP-EDs AND COLUMNS

Opinion editorials (15 May to 26 Aug 2020)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Marietjie Booyens	Master's student (Law)	Piesangbrood en die inperking: 'Kos is 'n liefdestaal'	Netwerk24 (15 May)
Prof Mark Tomlinson	Institute for Life Course Health Research	Behavioural science and its potential to guide our response to Covid-19	Daily Maverick (15 May)
Prof Taryn Young	Epidemiology and Biostatistics		
Prof Cas Wepener	Practical Theology and Missiology	'n Statiese pelgrimstog	Netwerk24 (16 May)
Prof Michael le Cordeur	Curriculum Studies	Om 'n kampioenkrisant te kweek	Netwerk24 (16 May)
Dr Michael Kahn	Centre for Research on Evaluation, Science and Technology	Coronavirus: Test the testing and if it fails, fix it — fast	Daily Maverick (17 May)
Dr Michael Gering	Strategy consultant		
Eduan Beukman	BAccLLB student	Wag, van wanneer af draf almal nou skielik?	Netwerk24 (18 May)
Heleen Pretorius	BAccLLB student	Hou perspektief: Jou naels en sigarette is nie prioriteit nie	Netwerk24 (18 May)
Marietjie Booyens	Master's student (Law)	Speel en skerts in Afrikaans met 'grendelgriep' en 'aankoudend'	Netwerk24 (19 May)
Dr Elsje Pieterse	Animal Sciences	Insects and sustainability	Cape Argus (19 May)
Dr Jeanette de Klerk-Luttig	Moral Leadership	Covid-19 en skole: Bly kalm en fokus op die beste belang van ons kinders	LitNet (19 May)
Leroy Jooste	Master's student (Afrikaans and Dutch)	'Gille, die moord en die dag wat 'n bergie tot my redding gekom het'	Netwerk24 (20 May)
Prof Michael le Cordeur	Curriculum Studies	We all need to get behind Angie Motshekga to ensure schools can reopen safely and efficiently	Daily Maverick (21 May)
Prof Keymanthri Moodley & Anita Kleinsmidt	Centre for Medical Ethics & Law	How South Africa's health system could take a hit from pandemic lawsuits	The Conversation (21 May)
Prof Ingrid Woolard	Dean: Faculty of Economic and Management Sciences	It's going to cost Sars to put an effective wealth tax in place	Business Live (21 May)
Justice Dennis Davis	Competition Appeal Court		
Prof Tania Ajam	School of Public Leadership		
Prof Michael Samways	Conservation Ecology and Entomology	Threads of life: We have an opportunity to restore vital ecosystems	Mail & Guardian (21 May)
Dr Sasha-Lee Afrika	PhD graduate (Mercantile Law)	Time to scrutinise state aid's distorting effect on fair competition	Business Live (21 May)
Prof Nico Cloete & Dr Francois van Schalkwyk	Centre of Excellence in Scientometrics and Science, Technology and Innovation Policy	Social science shows it can contribute to COVID-19 policy-making	University World News (21 May)
Prof Murray Leibbrandt	University of Cape Town		
Dr Chris Jones	Moral Leadership	Covid-19 is die perfekte postnormale storm	Netwerk24 (22 May)
Prof Juliet Pulliam	South African Centre for Epidemiological Modelling and	Behind the numbers: Modelling the spread of Covid-19 in South	News24 (22 May)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
Dr Sheetal Silal Dr Gesine Meyer-Rath Dr Harry Moultrie	Analysis (SACEMA) University of Cape Town Health Economics and Epidemiology Research Office National Institute of Communicable Diseases	Africa	
Prof Lizette Rabe	Journalism	Showing support for our frontline healthcare workers more crucial than ever	News24 (22 May)
Dr Tristen Taylor	Philosophy	In just two months we have veered towards tyranny	Sunday Times (24 May)
Dr Nico Elema	Centre for Collaboration in Africa	Africa Day: A continent united in its battle against Covid-19	News24 (25 May)
Prof Hester Klopper	Deputy Vice-Chancellor: Strategy and Internationalisation	Africa Day: Here's just some of the Covid-19 projects Maties is working on with Africa partners	IOL (25 May)
Prof Jonathan Jansen Prof Jerome Amir Singh Prof Adam Habib	Education Policy Studies University of KwaZulu-Natal University of the Witwatersrand	Freedom of speech and public interest, not allegiance, should underpin science advisement to government	News24 (26 May)
Prof Soraya Seedat	Psychiatry	Covid-19: May be prudent to over-estimate the mental health consequences of the virus	Health24 (26 May)
Frederik van Dyk	Master's student (Law)	Hey, BBC Future! England made the South African bed, but now refuses to sleep in it?	LitNet (26 May)
Ian Michler	Sustainability Institute	Neoliberalism and sustainable use are cut from the same paradigm	Daily Maverick (26 May)
Prof Anton van Niekerk	Philosophy	Vra die regte vrae om regte ding te doen	Netwerk24 (27 May)
Prof Michael Cherry	Botany and Zoology	Not all provincial Covid-19 data is collected equally	Business Live (27 May)
Prof Shaheen Mehtar Prof Shabir A. Madhi Prof Marc Mendelson	Health Systems and Public Health University of the Witwatersrand University of Cape Town	Disinfection tunnels for Covid-19 have negligible benefit and are potentially dangerous	Daily Maverick (28 May)
Craig Bailie	Political Science (Faculty of Military Science)	South Africa's military is not suited for the fight against COVID-19. Here's why	The Conversation (28 May)
Prof Steven Robins	Sociology and Social Anthropology	Now we are all Swedes	LitNet (28 May)
Dr Francois Cleophas	Sport Science	There's still a need for physical education in our schools	News24 (28 May)
Prof Bradley Slade	Public Law	Court may struggle to find strong enough link between ban on tobacco and its intended purpose	IOL (28 May)
Dr Uhuru Phalafala	Economics	Festac, the ANC and the arts	Mail & Guardian (28 May)
Prof Shaheen Mehtar Prof Shabir A. Madhi	Health Systems and Public Health University of the Witwatersrand	How to keep safe in supermarkets, schools and on public transport	GroundUp (29 May)

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Dr Nathan Geffen Prof Marc Mendelso	Centre for Science and Technology Mass Communication University of Cape Town		
Dr Callixte Kavuro	Public Law	South Africa excludes refugees and asylum seekers from Covid-19 aid	Mail & Guardian (29 May)
Arné Kruger	Postgraduate Diploma student (Theology)	'Ons sal mekaar eendag weer sien'	Netwerk24 (31 May)
Prof Thuli Madonsela	Social Justice	Will our edifice hold?	City Press (31 May)
Dr Carel Muller	Animal Sciences	Die opvolgesprek: Bestuur van melkkoeie in die winter	Veeplaas (1 Jun)
Prof André Roux Dr Gideon Botha	SU Business School Nedbank	COVID-19: Future trends and their impact on the world	Accountancy SA (1 Jun)
Prof Anton van Niekerk	Philosophy	Om die dood te hanteer	Netwerk24 (2 Jun)
Jané Janse van Rensburg	BA (Human Resources Management) student	'Moenie skrik vir die seer wat saam met die mooi kan kom nie'	Netwerk24 (2 Jun)
Prof Michael le Cordeur	Curriculum Studies	Skole begin nuwe semester op verkeerde voet	Netwerk24 (2 Jun)
Prof Amanda Gouws	Political Science	Why we should all know George Floyd's name	Daily Maverick (3 Jun)
Anika Berning	Business Management	Non-profits are helping SA survive – but many are at risk of shutting down	Fin24 (3 Jun)
Dr Zibonele Zimba Dr Yasmin Jessie Turton Dr Linda Harms-Smith Dr Nevashnee Perumal	Social Work University of Johannesburg Robert Gordon University Nelson Mandela University	The social work sector speaks out: A radical response is urgently needed	Daily Maverick (3 Jun)
Dr Elizabeth Sarfo	Psychology	The psychological effects of early marriage: what I learnt from some Ghanaian girls	The Conversation (3 Jun)
Prof Eugene Cloete Prof Kanshukan Rajaratnam	Vice-Rector: Research, Innovation and Postgraduate Studies School for Data Science and Computational Thinking	Data in die tyd van Covid-19: Kyk só na syfers	Netwerk24 (3 Jun)
Frederik van Dyk	Master's student (Law)	2015 teenoor 2020: 'n Vriendeliker ideologiekritiek?	LitNet (4 Jun)
Prof Nico Cloete	Centre of Excellence in Scientometrics and Science, Technology and Innovation Policy	Party political meddling threatens future of universities	University World News (4 Jun)
Prof Cas Wepener	Practical Theology and Missiology	'n Pandemie se oopgelate kring	Vrye Weekblad (5 Jun)
Florence de Vries	Marketing and Communications (Faculty of Medicine and Health Sciences)	Die verhale van mense wat soos ek lyk	Vrye Weekblad (5 Jun)
Prof Lizette Rabe	Journalism	To our students: #BuildBackBetter	News24 (6 Jun)
Dr Marguerite Bignon	Medical Physiology & Centre for Cardio-Metabolic Research in Africa	Why it's vital to look beyond the hype about repurposed malaria drugs	The Conversation (7 Jun)

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Molly Czachur	Botany and Zoology	Take action today and see how far it will ripple	Mail & Guardian (7 Jun)
Prof Mark Swilling	School of Public Leadership	Investing in renewables to replace ageing coal-fired power stations is a no-brainer	Daily Maverick (8 Jun)
Prof Sadulla Karjiker	Mercantile Law	Supporters of the Copyright Bill should avoid resorting to political expediency to achieve their aims	Daily Maverick (8 Jun)
Bernard Oosthuizen	BAccLLB student	Wat gebeur as jy bang is vir die mense wat jou moet veilig hou?	Netwerk24 (9 Jun)
Prof Eugene Cloete	Vice-Rector: Research, Innovation and Postgraduate Studies	Data in die tyd van Covid-19: Ouderdom maak saak	Netwerk24 (11 Jun)
Prof Kanshukan Rajaratnam	School for Data Science and Computational Thinking		
Richard Matzopoulos	South African Medical Research Council (SAMRC)	Could the debate over South Africa's temporary alcohol sales ban have a subtext you are missing?	News24 (11 Jun)
Charles Parry	Psychiatry & SAMRC		
Prof Nuraan Davids	Education Policy Studies	Consciousness of young people has been awakened	Cape Argus (11 Jun)
Rozanne Bester	BA (Language and Culture) student	'Netnou dink hulle ek is arm'	Netwerk24 (11 Jun)
Marietjie Booyens	Master's student (Law)	Gesoek: Advertensies wat die werklikheid uitbeeld	Netwerk24 (11 Jun)
Phila Msimang	Philosophy	Academic freedom argument is red herring for racist, unethical, weak research	News24 (13 Jun)
Hassan Essop	Economics	Natgrass research: We are black – and not offended	News24 (13 Jun)
Dr Wahbie Long	University of Cape Town		
Dr Njeri Mwangiru	Institute for Futures Research	Africa has a track record of endurance – it should not be beaten by Covid-19	News24 (13 Jun)
Tian Alberts	LLB student	On Youth Day, we need to leave (anti-)social media behind	News24 (16 Jun)
Prof Arnold Smit	SU Business School	When the world is grieving, how do we make sense of it?	News24 (16 Jun)
Connor Bam	BA (Humanities) student	Youth Day is just as much for the present as it is for the past	Mail & Guardian (17 Jun)
Karmen Wild	BA (Humanities) student	Doen ek genoeg en maak dit 'n verskil?	Netwerk24 (17 Jun)
Prof Eugene Cloete	Vice-Rector: Research, Innovation and Postgraduate Studies	Data in die tyd van Covid-19: Bestuur die onderliggende toestand	Netwerk24 (18 Jun)
Prof Kanshukan Rajaratnam	School for Data Science and Computational Thinking		
Dr Marcia Lyner-Cleophas	Disability Unit	Online learning during lockdown helps us find ways to teach differently abled students	Daily Maverick (18 Jun)
Prof Albert Grundlingh	History	Weermagtaktiek eggo oor rugbyveld	Vrye Weekblad (19 Jun)
Prof Keymanthri Moodley	Centre for Medical Ethics and Law	Natgrass's article should be retracted rather than debated	Mail & Guardian (19 Jun)
Minca Rossouw	BA (Language and Culture) student	Maak die lens skoon waardeur jy na ander kyk	Netwerk24 (19 Jun)
Marietjie Booyens	Master's student (Law)	'Ja, ek is vet. Dis nie nodig vir jou om dit vir my uit te wys nie'	Netwerk24 (19 Jun)
Dr Callixte Kavuro	Public Law	Existing in limbo	Weekend Argus (20 Jun)

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Prof Aslam Fataar	Education Policy Studies	A pedagogy of care: Teachers rise to the challenge of the 'new normal'	Daily Maverick (22 Jun)
Prof Angela Dramowski	Paediatrics and Child Health	Healthcare worker Covid-19 infections: hoping for the best but prepared for the worst	Health24 (22 Jun)
Prof Willem Boshoff	Centre for Competition Law and Economics	Wisdom of turning the competition watchdog into Covid-19 price police	Business Day (23 Jun)
Prof Lizette Rabe	Journalism	To our students: #South AfriCAN	News24 (24 Jun)
Frederik van Dyk	Master's student (Law)	Agbare ideologieskritiek teenoor veragtelike performativiteit	LitNet (24 Jun)
Dr Leslie van Rooi	Social Impact and Transformation	Proteste teen standbeelde: Wat het nou eintlik verander?	Vrye Weekblad (26 Jun)
Dr Leslie van Rooi	Social Impact and Transformation	Covid-19 could spell the end of the residential university	Daily Maverick (26 Jun)
Prof Shaheen Mehtar Prof Lucy Allais, Francois Venter, David Francis, Shabir Madhi, Alex van den Heever, Imraan Valodia & Martin Veller	Health Systems and Public Health University of the Witwatersrand	Distance, Dose, Dispersion: An experts' guide on Covid-19 risks in South Africa and how to manage them	Daily Maverick (26 Jun)
Prof Cas Wepener	Practical Theology and Missiology	Narre te midde van 'n pandemie	Netwerk24 (27 Jun)
Drs Duan Biggs & Alexander Brackowski Alta de Vos Hayley Clements	Griffith University Rhodes University Complex Systems in Transition	COVID-19, Africa's conservation and trophy hunting dilemma	The Conversation (28 Jun)
Deidre Samson	Institute for Futures Research	Pitting health against economy is a road to disaster	News24 (28 Jun)
Dr Elijah Doro	History	Political history of tobacco contextualises ban as developing world targeted	Business Day (29 Jun)
Dr Jantjie Xaba	Sociology and Social Anthropology	Why Afrikaner affirmative action was more effective than BEE	Mail & Guardian (29 Jun)
Prof Sandra Liebenberg	Public Law	Resuming the national school nutrition programme is a vital test for children's socio-economic rights	Daily Maverick (29 Jun)
Prof Bill Nasson	History	Watch where you walk – even the statues have feet of clay	LitNet (1 Jul)
Dr Callixte Kavuro	Public Law	Foreign nationals become 'undesirables' during lockdown	Daily Maverick (1 Jul)
Prof Eugene Cloete Prof Kanshukan Rajaratnam	Vice-Rector: Research, Innovation and Postgraduate Studies School for Data Science and Computational Thinking	Data in die tyd van Covid-19: Hou vas, die kruin is op pad	Netwerk24 (2 Jul)
Melinda Meiny	BSc (Human Life Sciences) student	'Wat maak dit saak wat my eggenoot se velkleur is?'	Netwerk24 (2 Jul)
Frederik van Dyk	Master's student (Law)	Van Vuuren se kruipverskoning ondermyn die rol van samehang in openbare morele diskoers	LitNet (2 Jul)
Prof Daniel Uys Schalk van der Merwe	Statistics and Actuarial Sciences Business analyst	Why is the Covid-19 mortality rate so high in the Western Cape?	Business Day (2 Jul)

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Sameera Mahomed, Prof Zsa-Zsa Boggenpoel, Drs Elsabé van der Sijde & Mpho Tlale	South African Research Chair in Property Law	The Strandfontein relocation camp highlights how the rights of the homeless are being violated	Daily Maverick (5 Jul)
Tian Alberts	LLB student	Blus die 'edele' vlam	Rapport (5 Jul)
Prof Thuli Madonsela	Social Justice	When laws are blatantly ignored	City Press (5 Jul)
Karel van der Vyver	LLB student	Wat probeer Zille nou eintlik doen?	Netwerk24 (6 Jul)
Prof Mark Tomlinson	Institute for Life Course Health Research	Covid-19: A terrifying glimpse of a future where overpopulation and climate crisis overwhelm Earth	Daily Maverick (6 Jul)
Prof Bob Mash Dr Zameer Brey Charlyn Goliath & Darrin Roman	Family Medicine and Primary Care Bill and Melinda Gates Foundation Western Cape Metropolitan Health Services	Cape Town's community health workers deliver during Covid-19 pandemic	Health24 (6 Jul)
Prof Wolfgang Preiser	Medical Virology	Covid-19: Unpacking the risk from waste	Daily Maverick (6 Jul)
Jane Simmonds & Dr Charles Parry Prof Melvyn Freeman	South African Medical Research Council Psychology	South Africans must be healthier for universal healthcare to succeed	The Conversation (7 Jul)
Dr Anthea van der Burg	PhD-based article (Public Law)	Right to life and fair trials for war criminals	News24 (7 Jul)
Prof Ian Couper & Jana Müller Prof Julia Blitz Prof Susan van Schalkwyk	Ukwanda Centre for Rural Health Vice-Dean: Learning and Teaching (Faculty of Medicine and Health Sciences) Centre for Health Professions Education	Students play an integral role in healthcare delivery: findings from South Africa	The Conversation (7 Jul)
Marietjie Booyens	Master's student (Law)	Die vrees vir 'n eksamenlokaal	Netwerk24 (8 Jul)
Prof Michael Cherry	Botany and Zoology	All we get from her UCT colleagues is a deafening silence	Business Day (8 Jul)
Prof Thinus Booyens Prof Mark Apperley	Electrical & Electronic Engineering University of Waikato	Electric vehicles could add to carbon emissions and loadshedding: but there's a solution	The Conversation (9 Jul)
Prof Jonathan Jansen	Educational Psychology	Ready to learn? The emotional impact of the Covid-19 pandemic and lockdown on South African children	IOL (9 Jul)
Prof Lizette Rabe	Journalism	Swart Dinsdag: Red die joernalistiek, nou!	Netwerk24 (10 Jul)
Dr Tristen Taylor	Philosophy	Police brutality is government policy	Mail & Guardian (10 Jul)
Dr Simon Elwen	Botany and Zoology	The importance of volunteer- funded research	Saturday Star (11 Jul)
Prof Cas Wepener	Practical Theology and Missiology	Die taal van jou lyf	Netwerk24 (11 Jul)
Dr Tyrone August	English	Dennis Brutus: South African literary giant who was reluctant to tell his life story	The Conversation (12 Jul)

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Marietjie Booyens	Master's student (Law)	"En peanut butter, Mevrou!"	Netwerk24 (13 Jul)
Jan Vorster & Prof Cheryl Walker	Sociology and Social Anthropology	Covid-19 grants are making a difference in this little Namaqualand town	Daily Maverick (13 Jul)
William Sezoe	BEd student	Afrikaans: Het Aspoestertjie se prins dalk opgedaag?	Netwerk24 (13 Jul)
Prof Pregala Pillay	Vice-Dean: Social Impact and Transformation (Faculty of Economic and Management Sciences)	Corruption hampers growth and development in Africa	News24 (13 Jul)
Dr Chris Jones	Moral Leadership		
Prof Thuli Madonsela	Social Justice	Media: The sunshine we need against corruption	News24 (14 Jul)
Prof Servaas van der Berg	Economics	COVID-19 school closures in South Africa and their impact on children	The Conversation (14 Jul)
Prof Steven Robins	Sociology & Social Anthropology	COVID-19: South Africa should build on HIV activism to foster behaviour change	The Conversation (14 Jul)
Melinda Meiny	BSc (Human Life Sciences) student	Covid: Oortree jy maar lekker saam?	Netwerk24 (14 Jul)
Dr Donald Katts	Practical Theology and Missiology	Dié tipe geduld noodsaaklik in Covid-19-tyd	Netwerk24 (15 Jul)
Prof Ronelle Burger	Economics	The matter of masks	Business Day (15 Jul)
Dr Nwabisa Makaluza, Bokang Mpetla & David Carel	Economics	Youth unemployment: Urgent shift needed	Business Day (15 Jul)
Prof Servaas van der Berg	Economics	The cupboard was bare	Business Day (15 Jul)
Dr Gabrielle Wills	Economics	Living on the edge	Business Day (15 Jul)
Dr Nic Spaull	Economics	Feeding a family	Business Day (15 Jul)
Prof Mark Tomlinson	Institute for Life Course Health Research		
Prof Eugene Cloete	Vice-Rector: Research, Innovation and Postgraduate Studies	Data in die tyd van Covid-19: Groepoetse dalk sleutel	Netwerk24 (16 Jul)
Prof Kanshukan Rajaratnam	School for Data Science and Computational Thinking		
Dr Nic Spaull & Prof Rulof Burger	Economics	Representivity in the Nids-Cram survey	Business Day (16 Jul)
Profs Andrew Kerr & Cally Ardington	University of Cape Town		
Prof Cas Wepener	Practical Theology and Missiology	Wat gebeur nou eintlik in die eerste vyf minute ná die dood?	Vrye Weekblad (17 Jul)
Dr Nic Spaull	Economics	Covid-19: Women are bearing more costs and receiving fewer benefits	Daily Maverick (17 Jul)
Profs Daniela Casale & Dorrit Posel	University of the Witwatersrand		
Dr Chris Jones	Moral Leadership	Mandela would be disturbed at statistics showing how some South African children live	Mail & Guardian (17 Jul)

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Prof Nico Koopman	Vice-Rector: Social Impact, Transformation and Personnel	Madiba emphasised importance of forgiveness for restitutive and healing justice	News24 (18 Jul)
Prof Lizette Rabe	Journalism	And now for the good news ...	News24 (18 Jul)
Wandile Sihlobo	Agricultural Business Chamber of South Africa	This is how rural areas can be developed through agriculture	Business Live (19 Jul)
Prof Johann Kirsten	Bureau for Economic Research		
William Sezoe	BEd student	Geweld teen vroue: 'Ek skaam my dood vir my geslag'	Netwerk24 (19 Jul)
Prof Tania Ajam	School of Public Leadership	Little tax room to manoeuvre as Covid-19 pandemic triggers bleaker contraction	Daily Maverick (19 Jul)
Dennis Davis	Competition Appeal Court		
Deborah Tickle	KPMG		
Prof Ingrid Woolard	Dean: Faculty of Economic and Management Sciences		
Claire Rankin	LLB student	City falling way short on inclusive housing	Cape Argus (20 Jul)
Dr Nic Spaull	Economics	National lockdowns and national school closures are not the answer	Business Day (21 Jul)
William Sezoe	BEd student	'Afrikaanse joernalistiek het jou nodig'	Netwerk24 (21 Jul)
Dr Nic Spaull	Economics	Six reasons why schools must be open if we are to fight Covid-19	Daily Maverick (22 Jul)
Prof Arnold Schoonwinkel	Vice-Rector: Learning and Teaching	Bedreiging of geleentheid?	Netwerk24 (22 Jul)
Dr Callixte Kavuro	Public Law	Politicians have a duty to make it clear that immigrants are allowed to live in SA	Daily Maverick (22 Jul)
Dr Renelle Terblanche	Sociology and Social Anthropology	SKA 'ekstra bron van spanning'	Landbouweekblad (23 Jul)
Prof Michael le Cordeur	Curriculum Studies	Skole: 'Minister gaan waarskynlik goue middeweg volg'	Netwerk24 (23 Jul)
Prof Thuli Madonsela	Social Justice	Govt forgets ubuntu in booze ban	Financial Mail (23 Jul)
Dr Martin Gustafsson	Economics	Figuring out what the WHO is really saying about schools and the pandemic	Daily Maverick (23 Jul)
Dr Chris Jones	Moral Leadership	Water? Watter water ...?	Netwerk24 (23 Jul)
Simthembile Xeketwana	Curriculum Studies	'Verwoerd must surely be over the moon about the latest school closures'	IOL (24 Jul)
Nompumelelo Mohohlwane	PhD student (Education Policy Studies)	Policy options to crack the mother tongue versus English riddle in South African schools	The Conversation (26 Jul)
Dr Gabrielle Wills & Prof Servaas van der Berg	Economics	South Africa faces mass hunger if efforts to offset impact of COVID-19 are eased	The Conversation (26 Jul)
Prof Leila Patel	University of Johannesburg		
Prof Mark Swilling & Tanya Brodie Rudolph	Complex Systems in Transition	A new deal for the ocean	Daily Maverick (27 Jul)

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Prof Mark Tomlinson	Institute for Life Course Health Research	Why are children and adolescents not at the centre of everything we do?	Daily Maverick (27 Jul)
Dr Tony Rebelo	South African National Biodiversity Institute	Fynbos, dwarf chameleons and butterflies: The nature of the lockdown	News24 (27 Jul)
Dr Alanna Rebelo	Conservation Ecology and Entomology		
William Sezoe	BEd student	Aan die meisie wat my hart gesteel het ...	Netwerk24 (27 Jul)
Profs Angela Dramowski & Adrie Bekker	Paediatrics and Child Health	Vital to protect newborns and their mothers during the Covid-19 pandemic	Daily Maverick (28 Jul)
Prof Nuraan Davids	Education Policy Studies	Closing schools puts our children at far greater risk than keeping them open	Daily Maverick (28 Jul)
Arné Kruger	Postgraduate Diploma student (Theology)	'Los nou daai foon, Ma!'	Netwerk24 (29 Jul)
Prof Eugene Cloete	Vice-Rector: Research, Innovation and Postgraduate Studies	Meer kritieke data nodig om pandemie te bestuur	Netwerk24 (30 Jul)
Prof Kanshukan Rajaratnam	School for Data Science and Computational Thinking		
Dr Judy-Ann Cilliers	Philosophy	Covid-19 is an opportunity to make our circles bigger	Mail & Guardian (31 Jul)
Prof Lizette Rabe	Journalism	Be Brave: A professor's letter to her students	News24 (1 Aug)
Dr Madelein Kleyn	Innovus	The virtual reality and hard data of successful university start-ups that may succeed ... or not!	Without Prejudice (1 Aug)
Prof Cas Wepener	Practical Theology and Missiology	Vrouemaand is tyd om te doen	Netwerk24 (1 Aug)
Dr Willem Botha	Woordeboek van die Afrikaanse Taal (WAT)	Uitvoering vorder al van tienjaarplan om 'WAT' te voltooi	Netwerk24 (1 Aug)
Dr Gustav Hendrich	History	Slag wat Brittanje sou red	Netwerk24 (1 Aug)
Melinda Meiny	BSc (Human Life Sciences) student	Terug op kampus: 'Wanneer sal ons weer kan drukkies uitdeel?'	Netwerk24 (3 Aug)
Kristien Nel van Zyl	PhD student (Microbiomics)	Covid-19 shows us yet again: Don't mess with Mother Nature	Daily Maverick (4 Aug)
Profs Wolfgang Preiser & Susan Engelbrecht	Medical Virology		
Prof Andrew Whitelaw	Medical Microbiology		
Dr Linda Zuze	Economics	Opportunities for girls to excel few and far between	News24 (4 Aug)
Dr Dzvinka Kachur	Complex Systems in Transition	Russian constitutional change entrenches Putin's rule, heralds a dystopian future	Daily Maverick (5 Aug)
Prof James Blignaut	School of Public Leadership	Investing in unsustainable farming is reckless and endangers our future	Daily Maverick (5 Aug)
William Sezoe	BEd student	'Ek het myself gesny. Dis hoe ek weer heel geword het'	Netwerk24 (5 Aug)
Luke Waltham	BA (Honours) student	Crime stats mark a bitter start to Women's Month	Mail & Guardian (5 Aug)
Nina Callaghan, Dr Dzvinka Kachur & Prof Mark Swilling	Complex Systems in Transition	China and Russia in Africa: Development allies or geopolitical opportunists?	Daily Maverick (5 Aug)

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Prof Juliana Claassens	Old & New Testament	Women of South Africa, we are unstoppable	News24 (5 Aug)
Dr Francois Cleophas	Sport Science	Covid-19 pandemic highlights challenges of online teaching and learning	Mail & Guardian (6 Aug)
Rozanne Bester	BA (Language and Culture) student	Plaasmoorde: 'Dit is tyd dat ons ons veiligheid in ons eie hande moet neem'	Netwerk24 (6 Aug)
Prof Cas Wepener	Practical Theology and Missiology	Vrouemaand: Hoop is die nuwe swart	Vrye Weekblad (7 Aug)
Prof Keymanthri Moodley	Medical Ethics & Law	How women in academia are feeling the brunt of COVID-19	The Conversation (7 Aug)
Prof Amanda Gouws	Political Science		
Prof Nox Makunga	Botany and Zoology	We need more women in STEM careers	Mail & Guardian (9 Aug)
Dr Chris Jones	Moral Leadership	Stuit nou orgie van rykdom	Rapport (9 Aug)
Dr Jess Auerbach	North-West University	Responses to COVID-19 require inputs from every angle of people's lives	The Conversation (9 Aug)
Prof Jonathan Jansen	Educational Psychology		
Prof Thuli Madonsela	Social Justice	Choosing SA: The baton is ours now	City Press (9 Aug)
Dr Mike Lamont	Business Management	Benchmark rates, including in SA. get reformed & renamed	Business Live (9 Aug)
Deborah Kapenda	Postgraduate student (Economics)		
Delecia Davids	Master's student (Education Policy Studies)	Women are proclaiming: 'We belong here!'	City Press (9 Aug)
William Sezoe	BEd student	Hoe lank moet vroue nog baklei vir alles?	Netwerk24 (9 Aug)
Dr Francois Cleophas	Sport Science	Die lewe van 'n spiertier-pionier	Rapport (9 Aug)
Prof Amanda Gouws	Political Science	Next time you wonder why women politicians are so disappointing, think how bad the men are	News24 (10 Aug)
Prof Nuraan Davids	Education Policy Studies	Gender doesn't matter in teaching	Daily Maverick (10 Aug)
Prof Aslam Fataar	Education Policy Studies	Government corruption needs stronger condemnation	Muslim Views (11 Aug)
Caitlin Troup	Master's-based article (International Studies)	Women's movements play crucial role in SA's democracy	Weekend Argus (11 Aug)
Prof Firoz Khan	School of Public Leadership	It's time we academics climbed out of our Western ivory towers and embraced new ways of thinking	Daily Maverick (13 Aug)
Rozanne Bester	BA (Language and Culture) student	Hoe gaan ouers bekostig om hul kinders in 2021 te laat studeer?	Netwerk24 (13 Aug)
Dr Marenet Jordaan	Journalism	Covid-19 in die lesingsaal: Wat word nou van joernalistiekstudente?	Vrye Weekblad (14 Aug)
Prof Michael le Cordeur	Curriculum Studies	Maak Kaaps deel van skole se leerplan	Netwerk24 (14 Aug)
Prof Johan Fourie	Economics	Lewe se gelukkigsgodin is slegs 'n tydelike vriendin	Rapport (16 Aug)
Thuli Madonsela	Social Justice	Law and the economy through a social justice lens	Business Live (16 Aug)

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Anika Berning	Business Management	Non-profits deliver vital aid in the Covid-19 pandemic and need our support	Daily Maverick (16 Aug)
Prof Albert Grundlingh	History	R.W. Wilcocks: Die man en die naam	Netwerk24 (17 Aug)
Dr Nathan Geffen	Centre for Science and Technology Mass Communication	How well has South Africa done at reducing Covid-19 deaths?	Daily Maverick (18 Aug)
Prof Alex Welte	SACEMA		
Dr Charles Parry	Psychiatry, and South African Medical Research Council (SAMRC)	Unbanning booze sales: Did we do it the right way?	News24 (18 Aug)
Dr Callixte Kavuro	Public Law	Denying asylum seekers humanitarian aid is inimical to international refugee protection	News24 (19 Aug)
Leroy Jooste	Master's student (Afrikaans and Dutch)	'Covid het ons almal verander'	Netwerk24 (19 Aug)
Dr Carel Muller	Animal Sciences	Toets eers persepsies voor jy bestuur aanpas	Landbouweekblad (20 Aug)
Frederik van Dyk	Master's student (Law)	US 'roekeloos' jeens Afrikaans	Netwerk24 (20 Aug)
Marietjie Booyens	Master's student (Law)	Is dosente opgewasse vir aanlyn klasgee?	Netwerk24 (20 Aug)
Prof Eugene Cloete	Vice-Rector: Research, Innovation and Postgraduate Studies	Data in die tyd van Covid-19: Sterftesyfer steeds hoog	Netwerk24 (20 Aug)
Prof Kanshukan Rajaratnam	School for Data Science and Computational Thinking		
Luke Waltham	BA (Honours) student	Damnatio memoriae: Ancient Rome's cancel culture	Thought Leader (20 Aug)
Frederik van Dyk	Master's student (Law)	Nóg Engelse taalhegemonie: Die georganiseerde regsberoep trap in 'n ou etiese sponsoring	LitNet (21 Aug)
Dr Harlan Cloete	School of Public Leadership	The tone is set at the top	Thought Leader (23 Aug)
Kylie Bolton	Master's-based article (Arts)	The age of the image is here	Thought Leader (24 Aug)
Anika Berning	Business Management	There's a growing need for social services – here's how SA can get the job done	Fin24 (24 Aug)
Mphumzi Mdekazi	PhD student (Political Science)	South Africa as a nation lacks common purpose	Cape Times (25 Aug)
Profs Tanya Doherty & Asha George	University of the Western Cape	We need to act now for the sake of our children	The Journalist (25 Aug)
Prof Mark Tomlinson	Institute for Life Course Health Research		
Prof Wim de Villiers	Rector and Vice-Chancellor	Quo vadis SA universities in a post-Covid-19 future?	Daily Maverick (26 Aug)
Prof Resia Pretorius	Physiological Sciences	Finding solutions for reducing the global burden of morbidity	Cape Times (26 Aug)
Lizette Rabe	Journalism	Beveg onsigbare vyand tydens Covid-19	Netwerk24 (26 Aug)

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Prof Johan Fourie	Economics	Die argument vir sport	Finweek (21 May)
		Pandemie gaan ongelykheid nie keer	Finweek (4 Jun)
		The investment we need to make capitalism work for all	Finweek (25 Jun)
		The paradoxes of pandemics	Finweek (16 Jul)
		The solutions we don't need	Finweek (30 Jul)
		Almal moet tel	Finweek (13 Aug)
Prof Amanda Gouws	Political Science	Wees bang, nie net vir die virus	Netwerk24 (19 May)
		Hoekom ons dié naam moet ken	Netwerk24 (2 Jun)
		Nie alle lewens dieselfde geag	Netwerk24 (30 Jun)
		Verset teen klas gee aanlyn nodig	Netwerk24 (14 Jul)
		Teenstrydighede van demokrasie	Netwerk24 (28 Jul)
		Vrouedag, maar als nog dieselfde	Netwerk24 (11 Aug)
		Beveg korrupsie van binne ANC	Netwerk24 (25 Aug)
Prof Jonathan Jansen	Educational Psychology	Back to school isn't about saving lives, it's a gamble on kids' health	Times Live (21 May)
		It's vital to defend voices like Prof Gray's	Times Live (28 May)
		Virus has exposed staggering political ineptitude – and kids pay the price	Times Live (4 Jun)
		Tomorrow is a long time	Times Live (7 Jun)
		Want to write about black people? Make sure of your facts	Times Live (11 Jun)
		Lessons for children of the pandemic from children of the protests	Times Live (18 Jun)
		Predictably, the poor will suffer the carnage of schools reopening	Times Live (25 Jun)
		Schools, want to tackle racism? Here's how	Times Live (2 Jul)
		Dear Angie, it's time to declare the school year over!	Times Live (9 Jul)
		Sadtu is right to stand up to Angie	Times Live (16 Jul)
		Let's face facts. It's not about merit. It's still about racial privilege	Times Live (23 Jul)
		Cyril has squandered the main thing he needs to fight Covid – our trust	Times Live (30 Jul)
		Online turns off connections crucial to learning, teaching	Times Live (6 Aug)
		As teachers flee or die, a new, even worse education crisis looms	Times Live (13 Aug)
		This is why you can't trust scientists who want schools to reopen	Times Live (20 Aug)
		Dr Donald Katts	Practical Theology and Missiology
Reg of verkeerd nie altyd maklik óf duidelik nie	Netwerk24 (17 Jun)		
Prof Nico Koopman	Vice-Rector: Social Impact, Transformation and Personnel	Polarisasie sal Covid-19-stryd net belemmer	Netwerk24 (3 Jun)
		Rassisme skuil dikwels in ons onderbewuste	Netwerk24 (10 Jun)
		Tyd vir eerbied vir lewe en vir lewensmiddele	Netwerk24 (1 Jul)
		Laat ons saam nuwe manier van leef verbeel	Netwerk24 (8 Jul)
		Ewige lewe se troos te midde van die dood	Netwerk24 (29 Jul)

AUTHOR	FROM (environment or division)	HEADLINE	PUBLICATION (click for article)
		Vennootskappe puik teenvoeter vir dié onregte	Netwerk24 (5 Aug)
		God se insluitende partydigheid bring heil vir ons almal	Netwerk24 (26 Aug)
Prof Michael le Cordeur	Curriculum Studies	'n Kultuur van eenheid is nodig as skole heropen	Netwerk24 (26 May)
		Tuisonderrig nie speletjies vir ouer, kind nie	Netwerk24 (9 Jun)
		Die jeug moet doen waarvoor hulle gebore is	Netwerk24 (23 Jun)
		Entrepreneurskap kan jeugwerkloosheid omkeer	Netwerk24 (7 Jul)
		Leer kinders op skool om drank reg te gebruik	Netwerk24 (21 Jul)
		SA se skooljaar kan steeds gered word, mits ...	Netwerk24 (4 Aug)
		Doeltreffende onderwys is veel meer as eksamens	Netwerk24 (18 Aug)
Prof Reggie Nel	Dean: Theology	Perfekte storm woed en SA kan rigting gee	Netwerk24 (10 Jun)
		Dalk moet ons eers anders leer kyk na mekaar	Netwerk24 (29 Jul)
Hugo Pienaar	Bureau for Economic Research	Lang Covid-stryd beteken ons moet slimmer boks	Vrye Weekblad (15 May)
		Slegs gedragsverandering kan die ergste verhoed	Vrye Weekblad (29 May)
		Staat moet fasiliteerder eerder as poppemeester wees	Vrye Weekblad (12 Jun)
		Spaar én bestee meer om die ekonomie reg te ruk	Vrye Weekblad (10 Jul)
		Gee die leisels oor, staan dan terug en kyk of varkies kan vlieg	Vrye Weekblad (24 Jul)
		Met 'n fokus op simptome gaan SA nie die pyp rook nie	Vrye Weekblad (7 Aug)
		Diversifikasie gee stukrag, in goeie en slegte tye	Vrye Weekblad (21 Aug)
Prof Anton van Niekerk	Philosophy	Veg om nuut te begin	Netwerk24 (26 May)
		Hou universiteite lewend	Netwerk24 (9 Jun)
		Word wakker, Suid-Afrika	Netwerk24 (23 Jun)
		Covid se tyd gaan verby	Netwerk24 (7 Jul)
		Behandel ons tog met respek	Netwerk24 (21 Jul)
		Voorbeeld van moraliteit	Netwerk24 (4 Aug)
		Veg vir hierdie vryhede	Netwerk24 (18 Aug)
Dr Leslie van Rooi	Senior Director: Social Impact and Transformation	Soms help 'n bietjie ongehoorsaamheid	Netwerk24 (21 May)
		Verstaan SA beter deur te kyk na wat in die wêreld aangaan	Netwerk24 (11 Jun)
		Skole een van regering se grootste Covid-toetse	Netwerk24 (2 Jul)
		Mandeladag vanjaar in vele opsigte anders gevier	Netwerk24 (24 Jul)
		Studente wil SA van môre ondanks probleme laat werk	Netwerk24 (13 Aug)

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