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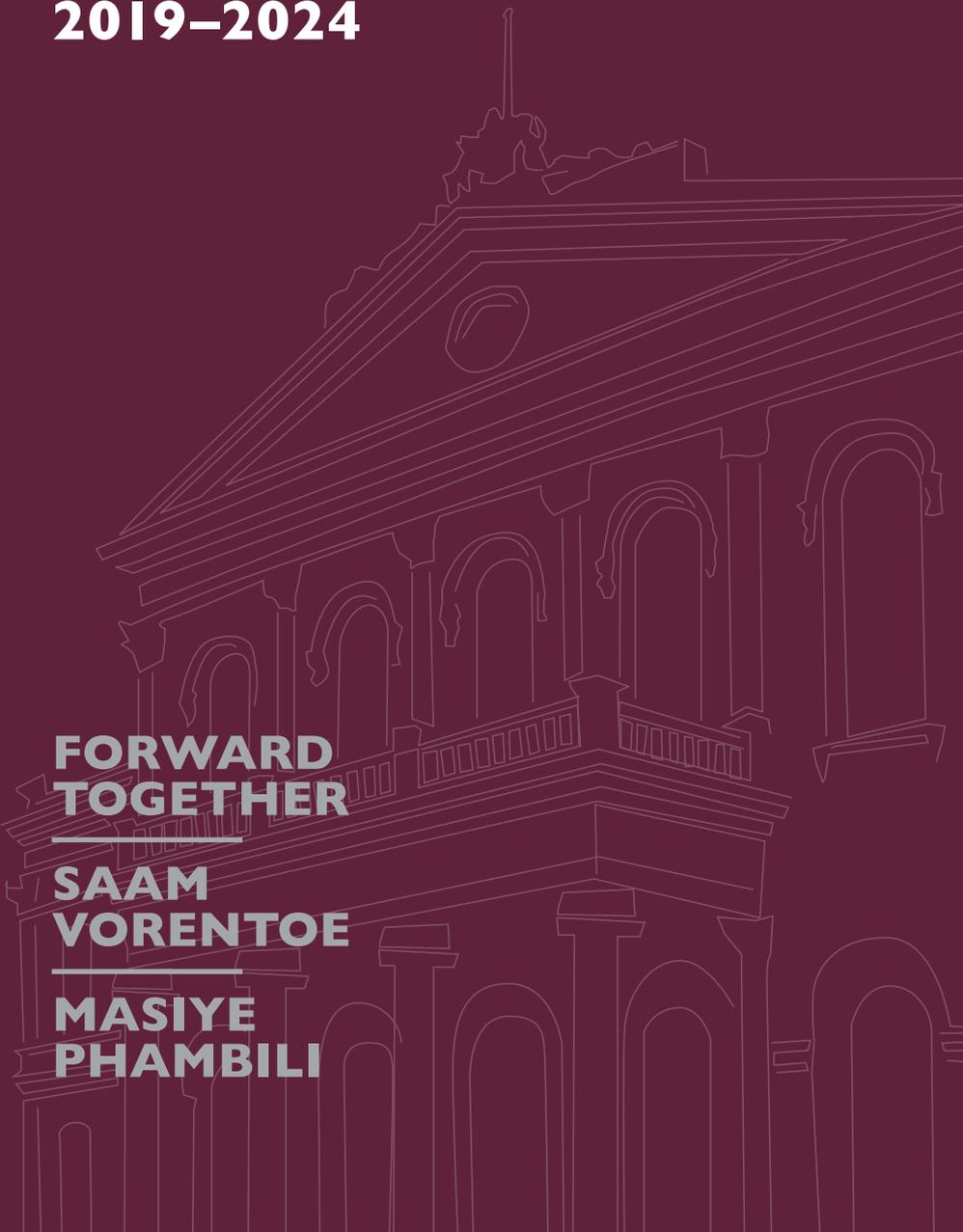
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# **VISION 2040 AND STRATEGIC FRAMEWORK 2019–2024**

**FORWARD  
TOGETHER**

**SAAM  
VORENTOE**

**MASIYE  
PHAMBILI**





## A CONTEXTUAL LETTER: The continuation of Vision 2040 and the Strategic Framework

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**Vision 2040 and Strategic Framework 2019-2024** articulate the positioning of Stellenbosch University (SU) as a leading research-intensive South African university in Africa, with a global reach. This strategic framework builds on the excellent foundations established through the *Strategic Framework for the Turn of the Century and Beyond (2000)*, *Vision 2030*, and the *Institutional Intent and Strategy (IIS) 2013-2018*.

Our vision and strategic framework also represent the top tier of our three-tier approach to strategy planning, with the second tier comprising our Strategy Plan, which transitioned in 2025 from its initial phase (2019–2024) to its second phase (2026–2030). In turn, the third tier ensures operational alignment through annual strategic priorities, specific actions and measurable outcomes, as detailed in the Strategy Implementation Plan (SIP).

In 2025, SU affirmed its commitment to strategic continuity by retaining our vision and framework for the subsequent strategic phase. Our vision, mission, values, attributes, enablers and core strategic themes therefore remain unchanged. That means that the original (or source) document, **Vision 2040 and Strategic Framework 2019-2024**, remain unaltered, save for the addition of this contextual letter, which explains modifications that will appear in all subsequent strategy-related documents. The information contained therein is preserved as a historical benchmark.

The following modifications will be implemented in all future strategy-related documents:

1. The temporal designation (2019–2024) has been removed from the vision and framework. This emphasises continuity and foundational strength, whilst recognising progression to a new implementation phase. In future strategy-related documents, we will therefore refer to **Vision 2040 and Strategic Framework**.
2. The six core strategic themes have been repositioned to reflect current institutional priorities.
3. The thematic statements for each of the six core strategic themes have been refined to articulate new institutional goals, whilst maintaining explicit alignment with Vision 2040.

These adjustments ensure that SU's strategic direction remains both historically grounded and dynamically responsive to the evolving higher education landscape.

**Prof Deresh Ramjugernath**

15 December 2025

## OUR VISION 2040

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Stellenbosch University will be Africa's leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society.

## OUR MISSION

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Stellenbosch University is a research-intensive university where we attract outstanding students, employ talented staff and provide a world-class environment; a place connected to the world, while enriching and transforming local, continental and global communities.

## OUR CORE STRATEGIC THEMES 2019–2024

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**A TRANSFORMATIVE  
STUDENT EXPERIENCE**



**NETWORKED AND COLLABORATIVE  
TEACHING AND LEARNING**



**RESEARCH FOR IMPACT**



**PURPOSEFUL PARTNERSHIPS  
AND INCLUSIVE NETWORKS**



**EMPLOYER OF CHOICE**



**A THRIVING  
STELLENBOSCH UNIVERSITY**

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## FOREWORD

### BY THE RECTOR AND VICE-CHANCELLOR, PROF WIM DE VILLIERS



Universities and their inhabitants are both sources of wonder. Universities are institutions for the ages. Their reputations and cultures are built over centuries and represent much more than the sum of all the individuals that had passed through their doors and halls. Yet, each generation makes an important contribution.

Universities differ from one another in many respects. They differ in terms of the communities they serve, their emphasis on different issues at various points in time, and the challenges and opportunities they face over time. This constant evolution requires circumspect responses from the range of individuals involved in a university at any given moment. The histories of universities are much like epic journeys with many legends and stories. As Stellenbosch University (SU) is entering its second century, it has also built a distinct reputation and culture, with many legends and stories. Individual students, academics and professional administrative support staff (PASS) at all universities are transient, coming and going over time, but the institution itself remains.

As the current Rector and Vice-Chancellor, I am proud to lead SU in its Centenary year. I am also very proud of the capable and committed staff and students the University is fortunate enough to have. Together, as responsible stewards, we want to add to the SU legacy for the benefit of future generations.

We want to position SU as the leading research-intensive university on the African continent and a consequential university in the world. To this end, we work to consolidate the strengths, mitigate or even eliminate the weaknesses, explore and exploit the opportunities, and weather the threats, ideally turning them into opportunities. How do we know that we are succeeding? One, although by no means the foremost, indicator of success is the rankings assigned by international higher education ratings agencies. Other measures of success are the satisfaction of those who make use of what we offer (students, parents, employers, partners, etc.) and the professional judgement of external peers. However, these indicators should also be augmented with the high standards we set for ourselves so that we can hold one another accountable in the interest of our University.

Once a generation has set its priorities, it also needs a chart or map to steer by against the backdrop of the current context and in anticipation of the future. For the past five years, the *SU Institutional Intent and Strategy 2013–2018* and its accompanying *Vision 2030* have guided SU's journey. This valuable "road map" expires in 2018. Therefore, this new *Vision 2040* and *Strategic Framework 2019–2024* has been crafted under the competent leadership of the Deputy Vice-Chancellor: Strategy and Internationalisation, Prof Hester Klopper.

*Vision 2040* and *Strategic Framework 2019–2024* is our contribution for the benefit of future SU generations. It contains six core strategic themes, namely a transformative student experience, networked and collaborative teaching and learning, research for impact, purposeful partnerships and inclusive networks, employer of choice, and a thriving SU. We believe these will guide us towards being a university with an impeccable institutional reputation – being systemically sustainable and transformed – with a focused offering, a collaborative learning and teaching model, research of significance, and an all-encompassing impact, including a strong impact on society.

*Vision 2040* and *Strategic Framework 2019–2024* was developed taking into account South Africa's National Development Plan, the African Union's Agenda 2063 and the United Nations' Sustainable Development Goals. It bears testimony to SU's commitment to being a university that is relevant to its context and is of service to our country and continent – an inclusive, world-class university in and for Africa.

Let us move forward together, using this as our road map.

**Prof Wim (WJS) de Villiers**



## **MESSAGE FROM THE DEPUTY VICE-CHANCELLOR: STRATEGY AND INTERNATIONALISATION, PROF HESTER C. KLOPPER**



We are pleased to present the Stellenbosch University (SU) *Vision 2040 and Strategic Framework 2019–2024* in the University's Centenary year. While this strategic framework will be our guide for the next six years, it is important to understand that it forms part of a trajectory and builds on previous strategic documents. Leading and coordinating the development of *Vision 2040 and Strategic Framework 2019–2024* has been a challenging yet rewarding experience. It was crucial to approach the process in a manner that would provide the opportunity for extended engagement outside the senior management group who provided continuous input on the various drafts, as well as beyond Council and Senate's approval and acceptance of the vision and strategy. For this reason, we decided on a three-phased approach, namely strategy development (July 2016 to May 2018), strategy uptake (July 2018 to June 2019) and strategy alignment (July 2018 to June 2020). The latter two phases offer the prospect of engagement across the various responsibility centres, faculties and divisions, working collectively to implement the inspiring core strategic themes and goals to set SU apart in the years to come.

The vision and strategy are unapologetically bold, with the aspiration of being Africa's leading research-intensive university that enjoys global recognition. The strategy will stretch us and will require significant investment, but we are confident that it maximises our strengths, while allowing us space to grow. In the words of Malcolm X: "The future belongs to those who prepare for it today."

*Forward together. Masiye phambili. Saam vorentoe.*

**Prof Hester C. Klopper**



# THE STRATEGIC APPROACH



# I. INTRODUCTION

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*Vision 2040 and Strategic Framework 2019–2024* articulates the positioning of Stellenbosch University (SU) as a leading research-intensive South African university in Africa, with a global reach. The strategic framework builds on the excellent work that followed from the *Strategic Framework for the turn of the Century and Beyond (2000)*, *Vision 2030* and the *Institutional Intent and Strategy (IIS) 2013–2018*. At the same time, it has given us the opportunity to reflect on the way forward and our response to the challenges in higher education in South Africa and beyond.

The aim of this strategic framework is to guide SU's future positioning, direct SU's strategy and illustrate where and how the University is positioned. The core strategic themes for 2019 to 2024 provide a framework for further planning. The detailed planning forms part of the annual Institutional Plan (IP) and serves to integrate and effectively coordinate SU's institutional strategy, priorities and goals. The respective environmental plans of responsibility centres, faculties and professional administrative support services (PASS) will be aligned with this strategic framework and the IP. Clearly, we are embarking on an era of working on cross-cutting themes, thus resulting in a matrix management model. This document is the outcome of phase I of the strategic process, which was conducted from July 2016 to June 2018. It is important to note that this strategic framework is a guiding document that presents the future positioning of the University in light of input received from the various annual planning processes. The detailed contents, including objectives, implementation plans, timeframes and identified champions, will be developed during the strategy uptake process.

## 2. THE PROCESS OF DEVELOPING VISION 2040 AND STRATEGIC FRAMEWORK 2019–2024

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The *Institutional Intent and Strategy (IIS) 2013–2018* outlined the positioning of the University for the 21<sup>st</sup> century. That positioning was anchored in three strategic priorities, namely broadening access, sustaining excellence and enhancing societal impact, as well as four strategic focus areas, being student success, diversity, the knowledge base, and systemic sustainability. *Vision 2030* featured inclusivity, innovation, future focus and transformation as its main characteristics. The realisation of *Vision 2030* was supported by three strategic priorities, namely broadening access, maintaining excellence, and increasing SU's impact on society. For the 2016–2021 Institutional Plan (IP), internationalisation and enhancing systemic transformation were added, and for the 2017–2022 IP, enhancing systemic sustainability and executing the Campus Renewal Project. Together, these seven institutional strategies have been the guiding framework for the 2018–2023 IP and are embedded in the SU business model.

SU embarked on the process of crafting *Vision 2040* in July 2016, when a task team was established to review the vision and strategy. Planning was initiated and the first opportunity for input was provided at the Institutional Planning Forum (IPF) in February 2017. The two themes of the IPF were “SU within the context of higher education” and “On the way to the new vision and strategy”. The discussion of *Vision 2040* centred on the institution's strategic choices and aspirations, how to make those aspirations a reality, and what needs to change for the aspirations to be realised. A survey conducted amongst the IPF participants during January 2017 in preparation of the February 2017 IPF, included the following key questions:

- If we look 25 years into the future, what will SU be known for in 2040?
- What will take us there?
- What should change to get us to the SU of 2040?
- Are our current values the values that will take us to the SU of 2040?
- What is your understanding, within a university context, of systemic sustainability?
- The higher education landscape is changing for various reasons. What do you envisage the landscape to look like in 20 years?
- Where do you envisage SU being positioned/functioning within this landscape?



At the IPF, five task groups were established to work on certain focus areas that would define the way forward, namely:

- values;
- research themes;
- size and shape;
- bursaries and loans; and
- performance indicators.

The Executive Planning Forum (EPF) in July 2017 consolidated the core elements of SU's *Vision 2040 and Strategic Framework 2019–2024*. The core themes that had emerged from the IPF questionnaire were extensively discussed. Seven important themes were identified, namely excellence, teaching innovation, research, social impact, internationalisation, student-focused and innovation. The task groups also reported back on their work. The outcome of the EPF was clarity on the University's positioning for the future (*Vision 2040*), an understanding of the identified core themes, and support for the notion "if we change nothing, nothing will change".

The proposed core strategic themes were presented and refined at the Rectorate meeting of 23 January 2018. The refined core strategic themes and draft goals were subjected to a further round of refinement at the annual IPF on 13 and 14 February 2018. The goals per core strategic theme were identified and formulated, and some objectives and performance indicators were suggested for each core strategic theme and goal. A visual summary of the process followed in developing the new vision and strategic framework (2019–2024) is presented in the following flow diagram.



**Figure 1: Process followed in developing *Vision 2040 and Strategic Framework 2019–2024***

2016	2017	2018
<p><b>JULY</b></p> <ul style="list-style-type: none"> <li>Executive Planning Forum. A task group chaired by the Deputy Vice Chancellor: Strategy and Internationalisation is tasked to initiate process for the review of the vision and strategy.</li> </ul> <hr/> <p><b>NOVEMBER</b></p> <ul style="list-style-type: none"> <li>The Rectorate approves an action plan and timeline.</li> </ul>	<p><b>JANUARY</b></p> <ul style="list-style-type: none"> <li>Preparation for Institutional Planning Forum (IPF) <ul style="list-style-type: none"> <li>Provides input regarding the SU of the future and elements for success <ul style="list-style-type: none"> <li>An online questionnaire containing seven questions was sent to all participants prior to the forum. <ol style="list-style-type: none"> <li>If we look 25 years into the future, what will SU be known for in 2040?</li> <li>What will take us there?</li> <li>What should change to get us to the SU of 2040?</li> <li>Are our current values the values that will take us to the SU of 2040?</li> <li>What is your understanding, within a university context, of systemic sustainability?</li> <li>The higher education landscape is changing for various reasons. What do you envisage the landscape to look like in 20 years?</li> <li>Where do you envisage SU being positioned / functioning within this landscape?</li> </ol> </li> </ul> </li> <li>There was a 60% participation rate, which included executive management, deans, vice-deans, and chief and senior directors.</li> </ul> </li> </ul> <hr/> <p><b>FEBRUARY</b></p> <ul style="list-style-type: none"> <li>Institutional Planning Forum: Discussion of results for January 2017 survey <ul style="list-style-type: none"> <li>Five task groups created to provide input regarding specific aspects of the strategy: <ul style="list-style-type: none"> <li>Values</li> <li>The future shape and size of SU</li> <li>Research Themes</li> <li>Bursaries and Loans</li> <li>Strategic Performance Indicators</li> </ul> </li> </ul> </li> </ul> <hr/> <p><b>JULY</b></p> <ul style="list-style-type: none"> <li>Executive Planning Forum (Executive Management and Deans) <ul style="list-style-type: none"> <li>Discussion on the nature, role and positioning of SU based on the thematic analysis of the data obtained from the February 2017 questionnaire and input received by the February 2017 IPF.</li> <li>Discussion of the proposed vision, within the context of the feedback from the task groups.</li> </ul> </li> </ul> <hr/> <p><b>SEPTEMBER</b></p> <ul style="list-style-type: none"> <li>Faculty Management and Professional Administrative Support Services environments provide input via their line management on the proposed values, as well as vision and mission elements.</li> <li>The SU Council provides input on the proposed values, as well as vision and mission elements.</li> </ul> <hr/> <p><b>OCTOBER</b></p> <ul style="list-style-type: none"> <li>Students provide input on the proposed values through an online questionnaire</li> <li>After extensive consultation, the Task Group for Research Themes submits its final report and recommendations.</li> </ul> <hr/> <p><b>NOVEMBER</b></p> <ul style="list-style-type: none"> <li>Staff provides input on the proposed values through an online questionnaire.</li> </ul>	<p><b>JANUARY</b></p> <ul style="list-style-type: none"> <li>The Rectorate finalises and approves the vision and mission elements, as well as the values and discusses proposed core strategic themes for the Strategic Framework.</li> </ul> <hr/> <p><b>FEBRUARY</b></p> <ul style="list-style-type: none"> <li>The IPF provides input on the proposed core strategies and identifies institutional goals for each of the strategies.</li> </ul> <hr/> <p><b>MARCH</b></p> <ul style="list-style-type: none"> <li>The proposed core strategic themes and institutional goals are presented to the SU Council.</li> </ul> <hr/> <p><b>MAY</b></p> <ul style="list-style-type: none"> <li>The following SU structures recommend that the SU Council accepts the proposed new vision and strategic framework: <ul style="list-style-type: none"> <li>Social and Business Ethics Committee of Council</li> <li>Institutional Forum</li> <li>Executive Committee of Senate</li> <li>Executive Committee of Council</li> <li>Senate</li> </ul> </li> </ul> <hr/> <p><b>18 JUNE</b></p> <ul style="list-style-type: none"> <li>The SU Council approves <i>Vision 2040 and Strategic Framework 2019–2024</i>.</li> </ul>

*“Nothing we do can change the past, but everything we do changes the future.”*

– Ashleigh Brilliant



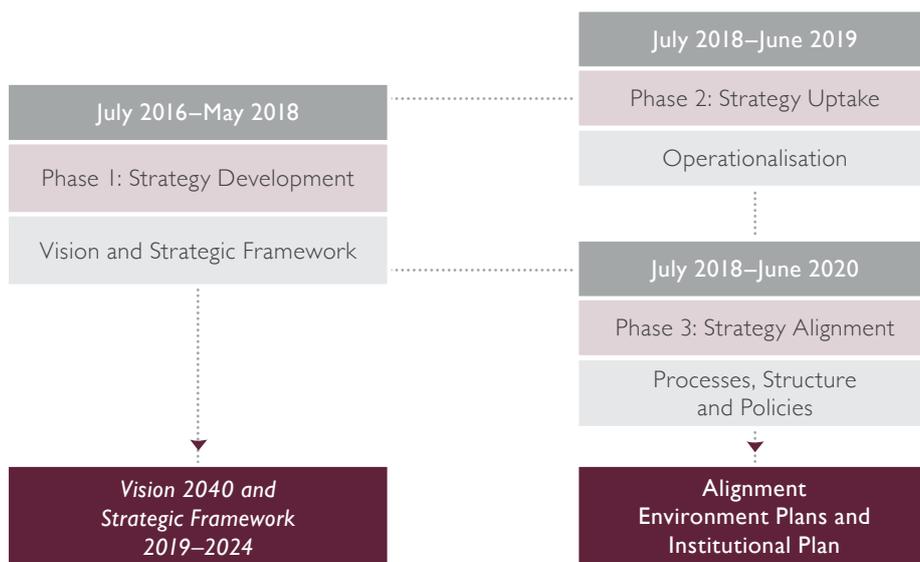
### 3. APPROACH TO THE STRATEGIC PROCESS

The overarching strategic process consists of three phases. During phase 1, *strategy development* (July 2016 to May 2018), the new vision was compiled, along with the strategic framework that defines the core strategic themes as well as the institutional goals for each strategic theme. This phase also entailed a revision of the University's values.

Phase 2 followed the SU Council's approval of *Vision 2040 and Strategic Framework 2019–2024* on 18 June 2018. During phase 2, *strategy uptake* (July 2018 to June 2019), the core strategic themes and goals will be operationalised by defining context-specific objectives – in essence, a period of sense-making. At this time, we will also finalise operational definitions of key concepts, e.g. 'world-class', 'transformative experience', etc., and adopt relevant theoretical frameworks which will create a basis for shared understanding at SU. This implies interaction with faculties and professional administrative support environments to align the strategic framework and environmental plans.

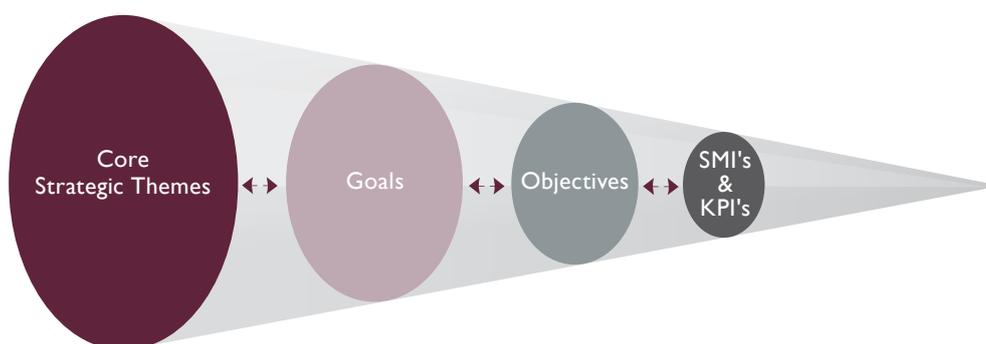
Phase 3, *strategy alignment* (July 2018 to June 2020), overlaps with phase 2. The intent with phase 3 is to close the gap between the planning and formulation of the strategy and the execution of the strategy by aligning and/or streamlining structures, processes and policies. It also implies closing the feedback loop through continuous monitoring and evaluation based on the key performance indicators (KPIs) (which, at SU, are referred to as 'strategic management indicators [SMIs]'). This entails a new approach of integrated planning and execution to ensure an agile, adaptable and responsive organisation. Figure 2 contains a visual representation of the phases and their respective outcomes.

**Figure 2: The Stellenbosch University strategic approach: the phases and respective outcomes**



Our core strategic themes define the broad areas that form the basis of the strategic framework (2019–2024), with institutional goals, objectives and key performance indicators (or SMIs) linked to each theme. The relationship between the components of the strategic framework is demonstrated in figure 3.

**Figure 3: Relationship between components of the strategic framework**



## 4. CONGRUENCY AND ALIGNMENT OF STRATEGIES

No vision or strategy is developed in isolation. Instead, it builds on history and connects the past to the future. Table 1 provides a summary of the congruency and alignment of our core strategic themes for 2019–2024 and *Vision 2040* with the strategies for 2018–2023 and *Vision 2030*.

**Table 1: Congruency and alignment of strategies**

Elements of Vision 2030	Strategies in Institutional Plan 2018–2023	Vision 2040 mission elements	Vision 2040 aspirations	Core strategic themes (2019–2024)
Increase access to new knowledge markets  Increase diversity profile (students)	Broadening access	Influence and change the world around us, while being responsive and embracing change ourselves	An impeccable reputation  Transformed and integrated academic community	A transformative student experience
Maintain student success rate	Maintaining momentum on excellence	Collaborative learning and teaching	An impeccable reputation	Networked and collaborative teaching and learning
Positioning as the leading research institution in Africa	Maintaining momentum on excellence	Interdisciplinary research	An impeccable reputation	Research for impact
	Expand internationalisation	Connected to the global world	An impeccable reputation  All-encompassing impact	Purposeful partnerships and inclusive networks
	Advance systemic transformation	Value-driven	Transformed and integrated academic community	Employer of choice
Committed, visionary leadership Increase diversity profile (staff)	Enhance systemic sustainability  Enhance social impact  Advance systemic transformation	Innovative institution	Systemically sustainable institution  All-encompassing impact	A thriving SU
	Execute Campus Renewal Project	Systemically sustainable institution		



# CONTEXT



## 5. CONTEXT

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Understanding the ecosystem in which we operate, and therefore also the context of our university, is important in shaping our vision and strategy. The context is also important to ensure that the opportunities we have identified are feasible.

A recent publication of the Council on Higher Education (CHE, 2016) describes the higher education challenges in South Africa from a local and global perspective. The document (CHE, 2016) identifies three international trends, namely:

- massification and globalisation;
- knowledge; and
- information and communications technology (ICT).

A publication by Ernst & Young in 2012, in turn, noted that “the higher education sector is undergoing a fundamental transformation in terms of its role in society, mode of operation, and economic structure and value”, and identified five key trends based on the Australian university model. These five trends are:

- democratisation of knowledge and access;
- contestability of markets and funding;
- digital technologies;
- global mobility; and
- integration with industry.

In the South African context, modernisation, social justice and the need for the fundamental transformation of the higher education system (including institutions themselves) as well as the global context and internationalisation have been identified as themes and issues (CHE, 2016).

In addition, higher education challenges in South Africa include institutional instability (especially with the student unrest in 2015 and 2016) affecting the academic programme at many institutions, the slow pace of transformation, racism, access to higher education, the need for a decolonised curriculum, public financial constraints and social cohesion in higher education.

De Villiers (2017) cites the following eleven trends that will influence higher education in the near future.

### 5.1 Complexity and contingency

In a changeable, contestable and, therefore, negotiable world, university managements have to employ flexible and responsive planning frameworks (Lange, 2010). Our complex era requires agility, adaptability and responsiveness. Universities should be involved in “pattern detection” and “scenario building” (Kinghorn, 2011). The characteristics of an organisation should be attuned to the knowledge economy of the 21<sup>st</sup> century, including complexity awareness, creativity, agility and continuous learning (Kinghorn, 2011).

To accommodate the complexities, we will need responsible leadership in higher education – locally, regionally and globally (Klopper, 2018). Responsible leadership in the 21<sup>st</sup> century entails five important aspects, namely (i) being able to make informed ethical judgments about existing norms and rules, (ii) displaying moral courage and aspiring to positive change, (iii) engaging in long-term thinking and perspective taking, (iv) communicating effectively with stakeholders, and (v) participating in collective problem-solving (Vogtlin, 2017).

### 5.2 Knowledge economy and collaborative knowledge production

Knowledge has become “the key strategic resource necessary for prosperity” (Duderstadt, 2000). Universities have a crucial role to play in the knowledge economy. Specialised, disciplinary knowledge has limited capacity to explain and solve complex problems. Complex times call for collaboration across different sets of boundaries: between and across disciplines, across institutional and national borders, and between universities and other sites of knowledge generation. Collaboration around knowledge projects and the co-production of



knowledge is viable and sensible. Bokor (2012) has also noted that “the massive increase in the availability of ‘knowledge’ online and the mass expansion of access to university markets mean a fundamental change in the role of universities as originators and keepers of knowledge”.

### **5.3 Collaborative learning**

The focus should be on *how* students learn instead of on what they learn (Tapscott & Williams, 2010). The current, dominant model of pedagogy (lecturer-centred lectures) has become obsolete. New technology enables us to embrace collaborative learning models. It facilitates a change in the relationship between students and lecturers in the learning process.

Collaborative learning provides the basis for the university to be a learning organisation – an organisation characterised by a shared vision, team learning, systems thinking, mental models and personal mastery (Senge, 2006; 2014)

### **5.4 Innovation**

We need methods of investigation that move away from reporting what has been seen, to creating what has never been seen (Kinghorn, 2011). Creativity and innovation can create unusual products and processes to solve the complex problems of our time. The habit and ability of pattern detection and scenario-building is important to inculcate.

### **5.5 Pressure on public funds for higher education**

Ongoing fiscal restraints applied by national governments as well as shrinking corporate and donor contributions have become a trend in 21<sup>st</sup>-century higher education (Altbach, 1999). It has serious negative implications for universities, students, academics and academic programmes. This could result in student fee hikes, long-term decisions to cut programmes and academic posts, and the narrowing of institutional offerings. Higher education is increasingly privatised, although this does nothing to address the current pressure to broaden access to higher education. We need an ‘entrepreneurial university’ to find creative and novel funding solutions. In this regard, Bokor (2012) has proposed that universities should build relationships with industry to support the funding and application of research that would emphasise the role of universities as drivers of innovation and growth.

### **5.6 Massification**

Universities played an important part in providing the human resources for industrial expansion after World War II, and continues to provide human and other knowledge resources in the present era. However, South Africa still has an elite higher education system with a participation rate of less than 20%. The ‘massification’ trend has affected many aspects of higher education – from institutional structures and the size and shape of the institution, to the curriculum and pedagogy, modes of delivery, research, demands on academics, and relationships with external communities (CHE, 2016).

### **5.7 Diversity**

Worldwide, 21<sup>st</sup>-century universities increasingly have to cater for greater diversity and new majorities (Lange, 2010). This includes diversity in terms of gender, class and ethnicity, as well as age and abilities. The traditional view of university students being middle and upper-class recent school leavers is being challenged. Older persons, females, members of the working class and previously disadvantaged individuals have a growing presence in student bodies globally. In recruiting students, therefore, universities have to look in places other than the traditional ones alone.

### **5.8 Network society**

Formal and informal networks are a feature of the 21<sup>st</sup> century (Lange, 2010). In a time of resource scarcity and complexity, relationships are prime. Organisations have to team up with others who share their goals and objectives so as to pool resources. Because of increasing complexity and globalisation, organisations have no choice but to collaborate within networks to address different aspects of the challenges they experience.



## 5.9 Internationalisation

An “international market place, not only for conventional products, but also for knowledge professionals, research and education services” has emerged (Duderstadt, 2000). Individual institutions form part of a worldwide higher education system. Student and staff exchanges, global ‘big science’ collaborations, international joint ventures, research teams and partnerships are integral parts of this worldwide higher education environment. Against this backdrop, higher education will be increasingly internationalised going forward. The corporatisation of the university will continue, external grounds of validation (e.g. league tables and rankings) will continue to wield power, and the pressure towards uniformity will persist. According to Bokor (2012), global mobility will grow for students, academics and university brands, and will create global partnerships and broader access to students and academics. Thus, it will be important to establish strategic and valued partnerships that can result in multilateral agreements and networks of common purpose (Klopper, 2018).

## 5.10 Sustainability

Sustainability theorists emphasise three aspects: economic, ecological and social. ‘Economic’ includes financial restraints, the entrepreneurial university and innovative funding models. ‘Ecological’ pertains to ecological elements, both in curriculum and operations, while ‘social’ refers to inclusion, student and staff wellness, corporate citizenship and social cohesion.

Furthermore, it is important to note that Africa will experience the sharpest population growth globally this century. By 2030, Asia will still dominate in terms of the number of people in the age bracket 15–35, with sub-Saharan Africa in second place. Yet by 2100, most of the world’s young people will be from our continent (United Nations, 2015). Strong population growth is anticipated in Southern and Eastern Africa in the next 15 years (Du Plessis, 2017).

The reputation of the South African higher education system relies on the postgraduate system (Cloete, 2017). South Africa should therefore maintain and strengthen the new-knowledge-producing subsector of higher education.

## 5.11 Fourth Industrial Revolution (4IR) and technology

For many years, universities worldwide have been arguing that the digital revolution will substantially challenge the way universities function (Tapscott & Williams, 2010). It has been said that “a new generation of students requires a different model of higher education” (Tapscott & Williams, 2010). Weiss (2002) indicated that classrooms would be transformed from spaces of delivery to spaces of active inquiry, authorship and ownership. Johnson, et al. in the *NMC Horizon Report* (2013) lists the key trends of the use and application of technology in higher education as follows:

- People expect to be able to work, learn and study whenever and wherever they want to.
- Technologies are increasingly cloud-based, and notions of IT support are decentralised.
- The world of work is increasingly collaborative and is driving changes in the way student learning and projects are structured.
- The abundance of resources/relationships via the internet are increasingly challenging educators to revisit their roles.
- Education paradigms are shifting to include online learning, hybrid learning and collaborative models such as blended learning.

In summary, SU is committed to a journey of becoming a transformed, inclusive institution and fit-for-purpose university. The University should meet the needs of Africa’s growing population. To serve these students, learning should occur not only through the residential model, but also on digital platforms. SU’s focus will be on the competencies and skills we need to impart to students to equip them for the future. SU will produce knowledge of Africa, in Africa and for Africa, while ensuring that our work has a global reach.



# VISION 2040



## 6. VISION 2040

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*“Vision is the art of seeing the invisible.”*

*– Jonathan Swift*

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In response to all the challenges and opportunities, our vision guides us in our endeavour to achieve our future aims.

### 6.1 Vision 2040

Our vision defines what we want to become by 2040. It is an aspirational description of what we would like to achieve in the long term. Our vision is that, by 2040:

Stellenbosch University will be Africa’s leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society.

#### SU’s aspirations for the realisation of *Vision 2040*

- An **impeccable reputation** as a proud African knowledge hub that serves the continent through research, innovation and education
- A **transformed and integrated** academic community that celebrates critical thinking, promotes debate and is committed to democracy, human rights and social justice with an outward, international and future focus
- Having an **all-encompassing impact**<sup>1</sup> on the social, financial and environmental well-being of the town, region, country and continent, with a global reach
- A **systemically sustainable** institution in economic, social and environmental terms, as a national asset that serves the diverse needs of our communities

<sup>\*1</sup> All-encompassing impact implies taking a holistic view of social, environmental, fiscal and economic dimensions (the big picture). It is about looking beyond inputs and outputs to also consider outcomes and their impact – i.e. understanding our entire footprint.



## 6.2 Mission

Our mission supports what we strive to achieve and how we intend to do it. It defines us as a university, why we exist and our reason for being. To achieve our vision, the mission is as follows:

Stellenbosch University is a research-intensive university where we attract outstanding students, employ talented staff and provide a world-class environment; a place connected to the world, while enriching and transforming local, continental and global communities.

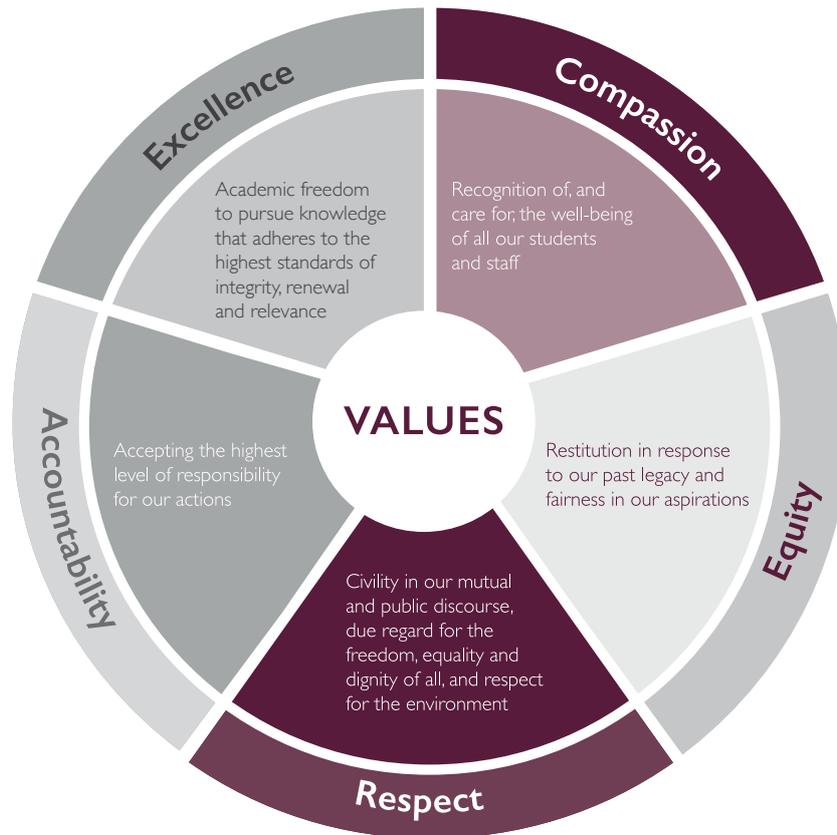
To achieve our mission, we:

- strengthen **interdisciplinary and multidisciplinary research** to advance, deepen, transfer and implement knowledge;
- are **innovative** and share our innovations with the world;
- nurture close **relationships** with our stakeholders through engagement, collaboration and mutually beneficial partnerships;
- share our knowledge offering through **networked and collaborative teaching and learning;**
- build an academic community of **shared values;** and
- **influence and change** the world around us, while being responsive and embracing change ourselves.



### 6.3 Values

Our values relate to the beliefs and attitudes that guide our behaviour ('our action guides'). All of the values are equally important, are interconnected and will inform SU's ethics code.



### 6.4 Attributes

Our attributes define the qualities and characteristics of the University. The following eight attributes embody what we stand for:



## 6.5 Enablers

Enablers are the elements that make everything possible. They describe the capabilities, forces and resources that contribute to SU's success. Achieving our vision and mission and implementing *Strategic Framework 2019–2024* will not be possible without the enablers of:

- people (staff and students);
- purpose;
- technology;
- infrastructure;
- sound finance;
- good governance; and
- good communication.



# STRATEGIC FRAMEWORK 2019–2024



## 7. STRATEGIC FRAMEWORK 2019–2024

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*Strategic Framework 2019–2024* articulates our vision, mission and strategic choices, and provides a broad framework within which the University positions itself as a leading research-intensive university. It accentuates the critical review of our approach to research, teaching and learning, social impact as well as our processes throughout the University to attain the goals articulated in the framework. The purpose of the document is, firstly, to provide a framework within which further planning and implementation will be essential. The framework states neither detailed objectives nor mechanisms for operationalisation. Secondly, through a process of participation, we can unpack how each core strategic theme will be operationalised across the various functions and entities of the University. This will be followed by the development of the contents into detailed initiatives and programmes. Thirdly, the framework affords responsibility centres, faculties and professional administrative support environments the opportunity to contextualise the document in their respective environments, generate context-specific objectives and develop the contents into detailed initiatives and programmes that are reflected in the annual environment plans. This approach allows for an annual review and revision of the objectives, while providing the flexibility to adapt to changing national and global trends, policy imperatives and market needs.

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*“If you change nothing,  
nothing will change.”*

– Tony Robbins

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### CORE STRATEGIC THEMES

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**A TRANSFORMATIVE  
STUDENT EXPERIENCE**



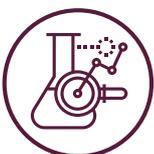
**PURPOSEFUL PARTNERSHIPS  
AND INCLUSIVE NETWORKS**



**NETWORKED AND  
COLLABORATIVE TEACHING  
AND LEARNING**



**EMPLOYER OF CHOICE**



**RESEARCH FOR IMPACT**



**A THRIVING  
STELLENBOSCH UNIVERSITY**



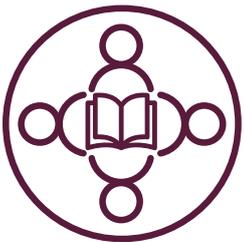


## **7.1 CORE STRATEGIC THEME 1: A TRANSFORMATIVE STUDENT EXPERIENCE**

At SU, we value our students and are committed to delivering a transformative student experience to each one of them. 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. A transformative student experience is predicated on the provision of opportunities for growth to all undergraduate and postgraduate students, including guidance, support and services from SU to enable their success.

### **Institutional goals to achieve a transformative student experience**

- 7.1.1 Provide a unique, personalised student experience that serves as a catalyst for transformational change amidst opportunities for engagement and development through a first-class academic offering, which prepares graduates to lead and excel in a diverse world.
- 7.1.2 Develop our students' graduate attributes so that they can be 21<sup>st</sup>-century citizens and achieve their full potential.
- 7.1.3 Strengthen strategic enrolment management to enhance access and inclusivity.
- 7.1.4 Enhance our student success rate through educational innovation.
- 7.1.5 Deliver comprehensive, premium-quality support services to our student community.
- 7.1.6 Enhance and expand engagement opportunities for our substantial alumni community.
- 7.1.7 Create relevant opportunities for work-integrated learning towards a successful career and positive societal impact.



## **7.2 CORE STRATEGIC THEME 2: NETWORKED AND COLLABORATIVE TEACHING AND LEARNING**

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.

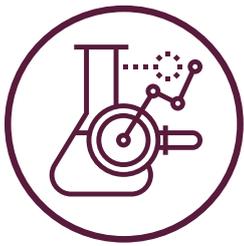
In addition, the University has a holistic understanding of teaching and learning, which includes both individual and social benefits. SU's teaching practices are deeply embedded in, shaped by and responsive to the contexts in which they take place.

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.



## **Institutional goals for networked and collaborative teaching and learning**

- 7.2.1 Focus on a learning-centred approach to teaching, whilst promoting a holistic understanding of teaching and learning.
- 7.2.2 Foster interdisciplinary and interprofessional teaching and learning by empowering students to participate in a learning community where staff and students work together to learn, solve problems, research and innovate.
- 7.2.3 Create an institution of continuous learning that is skilled at co-creating and sharing knowledge and insights.
- 7.2.4 Promote the professionalisation of academics in their teaching role, and the scholarship of teaching and learning.
- 7.2.5 Develop a digital strategy to provide the basis for digital fluency and the meaningful integration of learning technologies towards a networked University that engages and inspires students, staff and alumni.
- 7.2.6 Expand on SU's knowledge offering to serve new student markets.
- 7.2.7 Promote the continuous renewal of the University's academic programmes by means of a systemic process with clearly assigned roles and responsibilities for the various role-players.



### **7.3 CORE STRATEGIC THEME 3: RESEARCH FOR IMPACT**

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.

#### **Institutional goals for research for impact**

- 7.3.1 Develop a research agenda derived from SU's values, societal needs and the sustainability imperative.
- 7.3.2 Conduct research of significance based on selected, focused strategic research areas.
- 7.3.3 Inform the future research agenda and strategically involve our stakeholders.
- 7.3.4 Conduct collaborative and interdisciplinary research that addresses the grand challenges of society.
- 7.3.5 Create an embedded culture of innovation and entrepreneurship in our research.





## **7.4 CORE STRATEGIC THEME 4: PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS**

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.

### **Institutional goals for purposeful partnerships and inclusive networks**

- 7.4.1 Develop a framework of principles to ensure local relevance, regional impact and a global reach to enable transactional partnerships and promote transformative partnerships.
- 7.4.2 Promote a deep connectedness and interaction with business, industry and government to leverage our strengths, which will include work-integrated learning, continuing professional development, collaborative research, consulting, licensing, spin-out companies and commercial ventures.
- 7.4.3 Embrace the communities we serve to bring about social, cultural, environmental and economic development and change.
- 7.4.4 Enhance and expand engagement opportunities for, and foster our relationship with, our substantial alumni community.
- 7.4.5 Build effective collaborations through partnerships, alliances and networks with other universities, institutions and organisations, where such collaboration contributes to excellence in teaching and learning, outstanding research and social engagement and impact.
- 7.4.6 Foster distributed, networked and reciprocal partnerships that are nurtured by both institutional structuring and personal relations.
- 7.4.7 Establish appropriate partnerships with institutions in all societal sectors, including the spheres of civil society, public discourse, public opinion-formation and public policy-making.



## 7.5 CORE STRATEGIC THEME 5: EMPLOYER OF CHOICE

In support of SU's vision, mission, values and aspirations, it is imperative to support the health and well-being 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 and appropriate participation, and embodies the characteristics of an inclusive campus culture.

### **Institutional goals for employer of choice**

- 7.5.1 Develop a comprehensive people strategy for SU that embraces diversity and equity, leverages unique talents and strengths, promotes life-long learning and celebrates achievements.
- 7.5.2 Enhance the well-being of our people by creating and promoting an enabling, inclusive, equitable, healthy and safe working and learning environment that encourages our diverse staff to maximise their productivity, and where they feel valued and contribute to SU's excellence.
- 7.5.3 Improve human resource processes through the application of technology and digitalisation.
- 7.5.4 Develop and execute a game-changing talent acquisition and talent management plan, which includes equitable remuneration, the management and rewarding of performance, the identification of competencies and the development of talent and leadership throughout the career cycle of each SU employee.
- 7.5.5 Support the development of SU as a learning organisation that is responsive to both individual and organisational needs.



## 7.6 CORE STRATEGIC THEME 6: A THRIVING STELLENBOSCH UNIVERSITY

To make SU a thriving<sup>2</sup> organisation, we envisage a vibrant, prosperous and systemically sustainable university. 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.

### **Institutional goals for a thriving Stellenbosch University**

- 7.6.1 Cultivate an SU characterised by inclusivity, deep and intentional transformation, and diversity.
- 7.6.2 Create opportunities for the advancement of multilingualism in academic, administrative, professional and social contexts, whilst recognising the intellectual wealth inherent in linguistic diversity.
- 7.6.3 Change the size, shape and mix of our student population and of our academic programmes to mirror the strategic direction of our vision.
- 7.6.4 Create a financially sustainable organisation.

\* <sup>2</sup> Thriving is defined as "being successful or making steady progress; prospering; flourishing".



- 7.6.5 Raise the standard of the University's facilities and infrastructure to that of a world-class research-intensive university, while embracing visual redress.
- 7.6.6 Bring about profound and sustainable change and regeneration in all facets and functions of SU to be agile, adaptive and responsive.
- 7.6.7 Aspire to be a leading, research-intensive university ranked amongst the top world universities by 2024.
- 7.6.8 Create an entrepreneurial culture that advances innovation institutionally.



# STRATEGIC MANAGEMENT INDICATORS



## 8. STRATEGIC MANAGEMENT INDICATORS

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### 8.1 Principles for developing strategic management indicators

SU uses the term 'strategic management indicator (SMI)' for a key performance indicator (KPI) that measures performance against the University's core strategic themes and goals. The indicator should be defined in such a way that it can appropriately measure progress towards achieving the set goal. The goal, in turn, should be defined in such a way that suitable variables for measurement can be identified. The existing body of literature on this subject has long established that KPIs should be 'SMART', i.e. should display the characteristics of being **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-bound. Lately, another two characteristics have been added to this list, extending the acronym to 'SMARTER'. Although the added 'E' and 'R' may be assigned several suggested meanings, **E**xplainable and **R**elative best fit SU's purpose.

To support the management of the University and improve the usefulness of SU's performance measures, the SMIs should ideally also have certain additional characteristics. These are (i) the availability of historical data for SMI variables, (ii) the ability to 'break down' an SMI for application in other organisational units of the University, such as faculties and departments, or in other, related entities, such as academic programmes and modules, and (iii) the 'manageability' of SMI variables. With regard to characteristic (i) above, historical data should be available for SMIs to measure trends over time. This is especially useful when the University defines a new set of SMIs, as it allows historical trends to be visualised, based on which desirable future outcomes, and thus SMI values, can be determined. Characteristic (ii) requires that an SMI that applies at the highest strategic and organisational level should ideally also be definable at lower levels, while those at lower levels should be capable of being 'rolled up' or 'aggregated' to higher levels. A simple example is the number of full-time equivalent students (FTEs) enrolled and associated with a particular programme. If the number of FTEs enrolled in the programme increases, this also increases total FTE enrolment at the University. Similarly, the SMI can be 'rolled down' from the strategic level to reflect a similar measure at a lower level, i.e. if the University wants to increase its total FTE enrolment, FTE enrolment in certain programmes will have to increase. Characteristic (iii), in turn, refers to the effect of management decisions on SMI variables. Ideally, SMI variables should be a direct reflection of management decisions, rendering the strategic goal 'manageable'. Returning to the above example of FTE enrolments, for instance, if a management decision is taken to increase enrolments, the FTE variable should directly increase for a rise in enrolments and decrease for a decline in enrolments.

*Vision 2040 and Strategic Framework 2019–2024* includes six new core strategic themes and accompanying goals. During phase 2 of the strategic process, specific objectives will be developed for each of the goals. Once completed, a representative group will finalise a new set of SMIs and KPIs to measure progress towards achieving the strategies, goals and objectives.

As is evident from the process highlighted above, this is work in progress. Yet, in the section below, we present some initial views concerning the measurement of SU's proposed core strategic themes and goals. Currently, SU has 16 SMIs that have been in effect since they were approved by Council in December 2014. These SMIs are included in the University's Institutional Plan, along with appropriate definitions and goals. They also form part of SU's Annual Performance Plan and Mid-Year Performance Report submitted to the Department of Higher Education and Training as required by the revised Regulations for Reporting by Public Higher Education Institutions in terms of sections 41 and 69 of the Higher Education Act 101 of 1997.

A few high-level measures are proposed below to shed some light on the potential and eventual measurement of each of the six newly defined core strategic themes. Note that some of the measures apply to more than one core strategic theme and have therefore been repeated.



## 8.2 High-level measures for six core strategic themes

### 8.2.1 A transformative student experience

The following SMLs fit in well with this theme:

- SU alumni survey (How well did SU prepare you for your professional role/the job market?)
- Student participation rate in the co-curriculum
- Distribution of international students enrolled full-time, part-time and on exchange visits, by country of origin
- SU student participation rate in international activities and exchanges
- Number of students actively participating in SU's BeWell mentor wellness project (and other, similar initiatives aimed at addressing wellness in terms of the physical, emotional, intellectual, occupational, social and spiritual dimensions)
- Composition of total student body in terms of socio-economic score distribution
- Composition of total student body (percentage of coloured, black African, Indian, Asian and white students)
- Undergraduate first-year retention rate
- Student success rate (module, undergraduate and postgraduate; HEMIS-based)
- Throughput rates:
  - Percentage of students who complete their qualifications within the prescribed time plus two years
  - Graduate completion rate of master's degrees in minimum time plus one year
  - Graduate completion rate of doctorates in minimum time plus one year
- Number of degrees awarded, by level
- FTE students, weighted with study level, per FTE-CI staff member
- Achievement of graduate attributes
- Survey on students' experience of SU's student services

### 8.2.2 Networked and collaborative teaching and learning

No existing SMLs link up with this core strategic theme. The following indicators may be considered as potential measures:

- Elements of the co-curriculum
- Number of module credits of students enrolled for Mode 2 programmes as a percentage of all enrolled module credits
- Number of enrolments for staff development courses as a percentage of the permanent and fixed-term staff member headcount
- Number of short-course enrolments
- Average percentage of academic programmes renewed in past five years
- Ratio of accredited research publications on scholarship of teaching and learning to all SU research publications



- Ratio of academic modules with a networking or collaborative learning experience to all modules taught
- Ratio of academic modules that provide online material or a digitalised learning experience to all modules taught
- Number of staff participating in networking events (professional bodies, conferences, communities of practice) at a national/international level

### 8.2.3 Research for impact

The following existing SMIs are a good match for this core strategic theme:

- Percentage of permanent CI staff with a doctorate
- Weighted research outputs per FTE-CI staff member
- Number of actionable disclosures of inventions per year
- Third-stream income as a percentage of SU's total income
- Percentage of staff remuneration not afforded from the main budget
- Percentage of funded proposals with principal investigators from multiple departments/schools/faculties
- Number of collaborative or interdisciplinary research publications
- Number of publications produced in collaboration with strategic or preferred international partner universities
- Percentage of master's and doctoral degrees awarded that entailed industry involvement
- Percentage of research contracts that entailed industry involvement
- Number of research chairs
- Number of postdoctoral fellowships
- Number of citations of papers produced in collaboration with strategic or preferred international partner universities
- Median of H-index for professors and associate professors
- Impact of research on societal challenges in the domains of politics, industry, the natural environment, civil society, public discourse and the forming of public opinion

### 8.2.4 Purposeful partnerships and inclusive networks

The following SMIs fit in well with this core strategic theme:

- Points for partnerships in Africa per FTE-CI staff member (expressed as a percentage) and points for other regions of choice
- Percentage of staff remuneration not afforded from the main budget
- Appropriate indicators or a combination of indicators for measuring social impact, such as the number of training opportunities offered per year and their participation rates, as well as participation in University-supported social impact activities, including Woordfees and SU Choir performances, to name only two
- Number of non-research contracts (specify type of contracts)
- Percentage of international students enrolled at SU
- Percentage of joint degrees awarded
- Percentage of master's and doctoral degrees awarded that entailed industry involvement



- Percentage of research contracts that entailed industry involvement
- Number of students participating in Study Abroad (all categories)
- Percentage/number of partnerships in the domains of government, industry and civil society
- Number/percentage of CI and C2 staff participating in (professional) staff exchanges/benchmarking visits/professional bodies/communities of practice within predetermined parameters (e.g. only specific preferred institutions/within existing partnerships, etc.)

### 8.2.5 Employer of choice

The following SMIs might work well to measure this core strategic theme:

- Percentage of academic staff and PASS staff with doctorates (PhDs)
- Composition of permanent (including fixed-term) staff (percentage of coloured, black African, Indian, Asian and white members)
- Composition of permanent (including fixed-term) staff, such as percentage of female staff
- FTE students, weighted with study level, per FTE-CI staff member
- Number of enrolments for staff development courses, i.e. leadership development, transformation competencies, awareness of rape culture, etc., as percentage of the permanent and fixed-term staff member head count
- Percentage of permanent (including fixed-term) staff hailing from other countries
- Number of academic staff members inducted into national or international academies
- Feedback on level of comprehensive staff well-being as measured in, amongst others, regular staff climate and culture surveys

### 8.2.6 A thriving Stellenbosch University

The following SMIs fit in well with this core strategic theme:

- Weighted research outputs per FTE-CI staff member
- FTE students, weighted with study level, per FTE-CI staff member
- Percentage of staff remuneration not afforded from the main budget
- Third-stream income as a percentage of SU's total income
- Fourth-stream income as a percentage of SU's total income
- Fifth-stream income as a percentage of SU's total income:
  - Annual giving campaigns
  - Annual donors
  - Endowment
- Suitable indicators of environmental sustainability, such as water and electricity usage, and ratio of spending on facilities maintenance
- Suitable indicators of good governance practices (that contribute to the sustainability of the institution more broadly, e.g. with regard to risk mitigation, sound decision-making, legal compliance, etc.)
- Position on selected international rankings
- Innovation and entrepreneurship activities:
  - Spin-out companies
  - Commercialisation agreements



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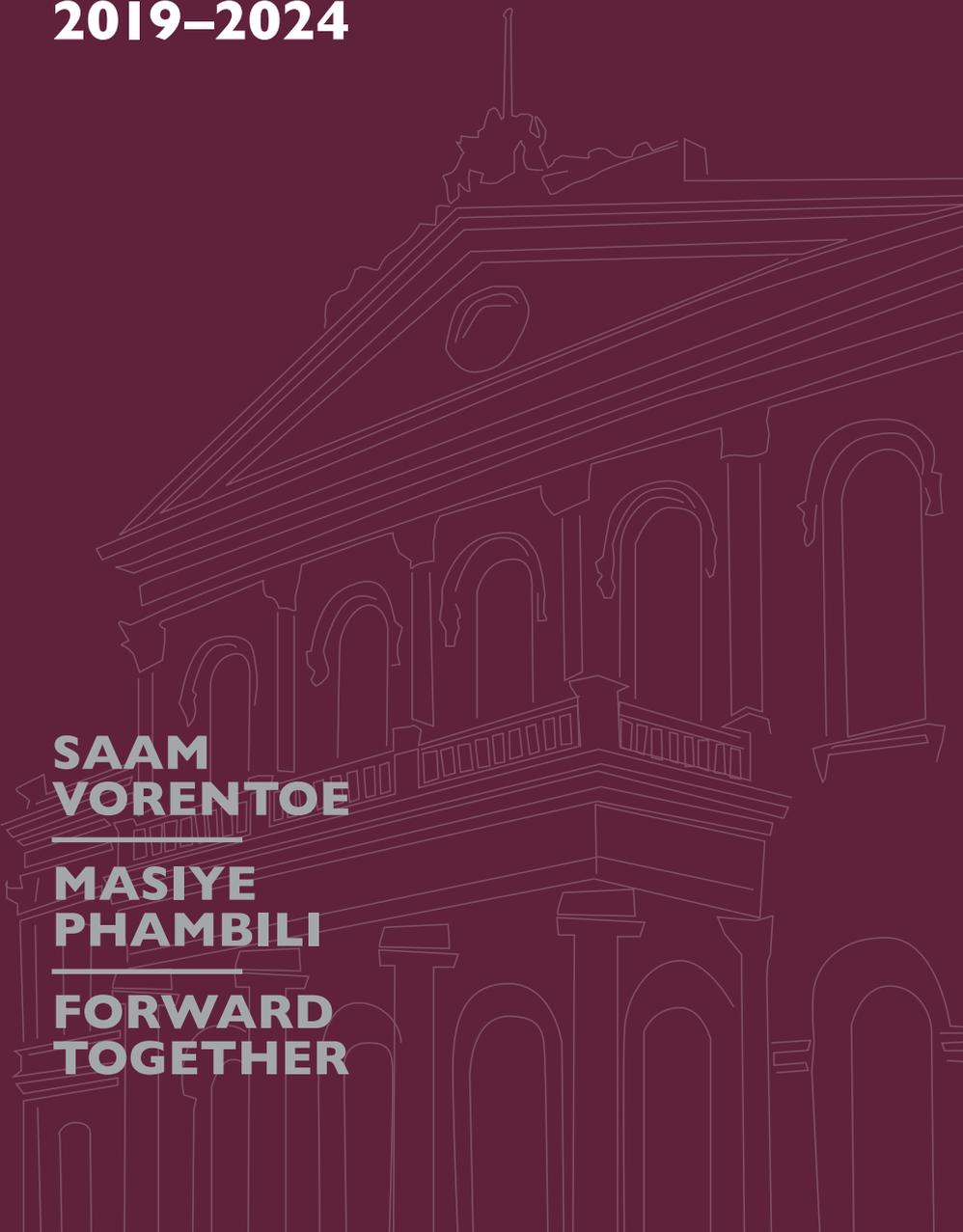
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# **VISIE 2040 EN STRATEGIESE RAAMWERK 2019–2024**

**SAAM  
VORENTOE**

**MASIYE  
PHAMBILI**

**FORWARD  
TOGETHER**





## 'N KONTEKSTUELE BRIEF: Die voortsetting van Visie 2040 en die Strategiese Raamwerk

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**Visie 2040 en die Strategiese Raamwerk 2019-2024** gee uiting aan die posisionering van die Universiteit Stellenbosch (US) as 'n toonaangewende, navorsingsintensiewe Suid-Afrikaanse universiteit in Afrika, met 'n globale reikwydte. Die strategiese raamwerk bou voort op die uitstekende grondslag wat gelê is deur die *Strategiese Raamwerk vir die Eeuwisseling en Daarna (2000)*, *Visie 2030*, en die *Institusionele Voorneme en Strategie (IVS) 2013-2018*.

Ons visie en strategiese raamwerk vorm ook die topvlak van ons drievlakkige benadering tot strategiebeplanning, met die tweede vlak wat bestaan uit ons Strategieplan wat in 2025 van die aanvanklike fase (2019-2024) na die tweede fase (2026-2030) oorgegaan het. Die derde vlak verseker operasionele belyning deur middel van jaarlikse strategiese prioriteite, spesifieke aksies en meetbare uitkomste, soos uiteengesit in die Strategie-implementeringsplan (SIP).

Die US het in 2025 sy verbintenis tot strategiese kontinuïteit bevestig met die behoud van ons visie en raamwerk vir die daaropvolgende strategiese fase. Ons visie, missie, waardes, kenmerke, instaatstellers en kern strategiese temas bly dus onveranderd. Die oorspronklike dokument (of brondokument), **Visie 2040 en Strategiese Raamwerk 2019-2024**, word dus nie gewysig nie, behalwe vir die toevoeging van hierdie kontekstuele brief wat 'n uiteensetting gee van veranderinge wat in alle daaropvolgende strategieverwante dokumente sal verskyn. Die inligting wat hierin vervat is, word as 'n historiese norm behou.

Die volgende veranderinge sal in alle toekomstige strategieverwante dokumente geïmplementeer word:

1. Die tydperk (2019-2024) is uit die visie en raamwerk verwyder. Dit beklemtoon kontinuïteit en fundamentele sterkte, en ondersteun vordering na 'n nuwe fase van implementering. Ons sal dus in toekomstige strategieverwante dokumente na **Visie 2040 en Strategiese Raamwerk** verwys.
2. Die ses kern strategiese temas is herposisioneer om huidige institusionele prioriteite te weerspieël.
3. Die temastellings vir elk van die ses kern strategiese temas is verfyn om uitvoering te gee aan nuwe institusionele doelwitte en terselfdertyd 'n duidelike verband met Visie 2040 te handhaaf.

Hierdie aanpassings verseker dat die US se strategiese rigting histories veranker word en dinamies op die veranderende landskap van hoër onderwys reageer.

**Prof Deresh Ramjugernath**

15 Desember 2025

## ONS VISIE 2040

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Die Universiteit Stellenbosch sal Afrika se voorste navorsingsintensiewe universiteit wees wat wêreldwyd as uitnemend, inklusief en innoverend erken word en waar ons kennis tot diens van die samelewing bevorder.

## ONS MISSIE

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Die Universiteit Stellenbosch is 'n navorsingsintensiewe universiteit wat uitmuntende studente lok, talentvolle personeel aanstel en 'n wêreldklasomgewing bied; 'n plek wat met die wêreld verbind is en gemeenskappe plaaslik, op die vasteland en in die res van die wêreld verryk en transformeer.

## ONS KERN STRATEGIESE TEMAS 2019–2024

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**'N TRANSFORMERENDE  
STUDENTE-ERVARING**



**GENETWERKTE EN SAMEWERKENDE  
ONDERRIG EN LEER**



**NAVORSING VIR IMPAK**



**DOELGERIGTE VENNOOTSKAPPE  
EN INKLUSIEWE NETWERKE**



**VOORKEURWERKGEWER**



**'N FLORERENDE  
UNIVERSITEIT STELLENBOSCH**

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# VOORWOORD

## DEUR DIE REKTOR EN VISEKANSELIER, PROF WIM DE VILLIERS

Universiteite sowel as hulle mense is 'n bron van verwondering. Universiteite is instellings vir die eeue. Hulle reputasies en kulture word oor tye heen opgebou en is veel meer as die som van die individue wat hulle drumpels betree en hulle gange bewandel het. Tog lewer elke generasie 'n belangrike bydrae.

Universiteite verskil in baie opsigte van mekaar. Hulle dien verskillende gemeenskappe, beklemtoon verskillende kwessies op verskillende tye, en kom mettertied voor verskillende uitdagings en geleenthede te staan. Hierdie voortdurende evolusie verg omsigtige reaksies van die verskeidenheid individue wat op 'n bepaalde tydstip by 'n universiteit betrokke is. Die geskiedenis van 'n universiteit is daarom baie soos 'n epiese reis met 'n klomp legendes en verhale. Ook die Universiteit Stellenbosch (US), wat nou sy tweede eeu betree, het 'n kenmerkende reputasie en kultuur opgebou, met baie legendes en verhale. Individuele studente, akademiese en professionele administratiewe steundienste- (PASD-) personeel by alle universiteite kom en gaan, maar die instelling bly staan.

As die huidige Rektor en Visekanselier, is ek trots om die US in die Eeufeesjaar te lei. Ek is ook baie trots op die bekwame en toegewyde personeel en studente wat die Universiteit bevoorreg genoeg is om te hê. As verantwoordelike rentmeesters, wil ons gesamentlik die US se nalatenskap tot voordeel van toekomstige generasies uitbou.

Ons wil die US as die voorste navorsingsintensiewe universiteit op die Afrika-vasteland sowel as 'n universiteit van belang in die wêreld posisioneer. Vir dié doel is ons besig om die sterkpunte te konsolideer, die swakpunte te temper en selfs uit te skakel, die geleenthede te verken en te ontgin, en die bedreigings te trotseer en verkieslik in geleenthede te omskep. Hoe weet ons of ons sukses behaal? Een aanwyser van sukses, ofskoon geensins die belangrikste nie, is ons plek op die ranglyste van internasionale hoëronderwysgraderingsagentskappe. Ander maatstawwe van sukses is die tevredenheid van diegene wat van ons aanbod gebruik maak (studente, ouers, werkgewers, vennote, ensovoorts) en die professionele mening van eweknieë van buite. Hierdie aanwysers word egter ook ondersteun deur ons eie hoë standaarde van verantwoordbaarheid teenoor mekaar, in die Universiteit se belang.

Sodra 'n generasie sy prioriteite vasgestel het, benodig hy ook 'n rigtingwyser of kaart om die koers teen die agtergrond van huidige omstandighede en in afwagting van die toekoms te bepaal. Die *US Institusionele Voorneme en Strategie 2013–2018* en die meegaande *Visie 2030* het die US se reis die afgelope vyf jaar gerig. Hierdie waardevolle “roetekaart” verstryk in 2018. Derhalwe is hierdie nuwe *Visie 2040 en Strategiese Raamwerk 2019–2024* onder die bekwame leiding van die Viserektor: Strategie en Internasionalisering, prof Hester Klopper, opgestel.

*Visie 2040 en Strategiese Raamwerk 2019–2024* is ons bydrae tot voordeel van US-generasies wat nog kom. Dit bevat ses kern strategiese temas, naamlik 'n transformerende studente-ervaring, genetwerkte en samewerkende onderrig en leer, navorsing vir impak, doelgerigte vennootskappe en inklusiewe netwerke, voorkeurwerkgewer, en 'n florerende US. Ons glo dít sal ons lei om 'n universiteit met 'n onberispelike institusionele reputasie te wees – sistemies volhoubaar en getransformeer – met 'n toegespitste aanbod, 'n samewerkende leer- en onderrigmodel, betekenisvolle navorsing en 'n allesomvattende impak, met inbegrip van 'n sterk impak op die samelewing.

*Visie 2040 en Strategiese Raamwerk 2019–2024* is teen die agtergrond van Suid-Afrika se Nasionale Ontwikkelingsplan, die Afrika-unie se Agenda 2063 en die Verenigde Nasies se Volhoubare Ontwikkelingsdoelwitte opgestel. Dit getuig van die US se verbintenis om relevant te wees vir sy konteks, en ons land en vasteland te dien – 'n inklusiewe, wêreldklasuniversiteit in en vir Afrika.

Kom ons beweeg saam vorentoe met hierdie dokument as ons roetekaart.

**Prof Wim (WJS) de Villiers**



## **BOODSKAP VAN DIE VISEREKTOR: STRATEGIE EN INTERNASIONALISERING, PROF HESTER C. KLOPPER**



Dit is vir my aangenaam om die Universiteit Stellenbosch (US) se *Visie 2040* en *Strategiese Raamwerk 2019–2024* gedurende die Universiteit se Eeufeesjaar voor te lê. Hoewel hierdie strategiese raamwerk vir die volgende ses jaar ons rigsgnoer sal wees, is dit belangrik om te verstaan dat dit deel uitmaak van 'n trajek en voortbou op vorige strategiese dokumente. Dit was 'n uitdagende dog lonende ervaring om die ontwikkeling van *Visie 2040* en *Strategiese Raamwerk 2019–2024* te lei en te koördineer. Ons moes die proses so benader dat dit geleentheid sou bied vir uitgebreide deelname buite die senior bestuursgroep wat deurgaans op die verskeie weergawes kommentaar gelewer het, sowel as voortgesette deelname nadat die Raad en Senaat die visie en strategie goedgekeur en aanvaar het. Daarom het ons op 'n benadering met drie fases besluit, naamlik strategie ontwikkeling (Julie 2016 tot Mei 2018), strategie integrasie (Julie 2018 tot Junie 2019) en strategie belyning (Julie 2018 tot Junie 2020). Laasgenoemde twee fases bied die vooruitsig van deelname oor alle verantwoordelikheidsentrums, fakulteite en afdelings heen om as 'n groep saam te werk om die inspirerende kern strategiese temas en doelwitte te implementeer wat die US in die toekoms van ander sal onderskei.

Die visie en strategie is onboetvaardig dapper, met die aspirasie om Afrika se voorste navorsingsintensiewe universiteit te wees wat wêreldwyd erkenning geniet. Die strategie sal hoë eise aan ons stel en aansienlike investering verg, maar ons is vol vertroue dat dit ons sterkpunte optimaal benut en ons terselfdertyd ruimte bied om te groei. Soos Malcolm X gesê het: “Die toekoms behoort aan diegene wat vandag daarvoor voorberei.”

*Saam vorentoe. Masiye phambili. Forward together.*

**Prof Hester C. Klopper**



# DIE STRATEGIESE BENADERING



# I. INLEIDING

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*Visie 2040 en Strategiese Raamwerk 2019–2024* verwoord die posisionering van die Universiteit Stellenbosch as 'n toonaangewende navorsingsintensiewe Suid-Afrikaanse universiteit in Afrika, met 'n globale reikwydte. Die strategiese raamwerk bou voort op die uitstekende werk wat uit die Strategiese Raamwerk vir die Eeuwisseling en Daarna (2000), *Visie 2030* en die *Institusionele Voorneme en Strategie (IVS) 2013–2018* voortgespruit het. Terselfdertyd het dit ons die geleentheid gebied om oor die pad vorentoe en ons reaksie op die uitdagings in die hoër onderwys binne sowel as buite Suid-Afrika te besin.

Die oogmerk van hierdie strategiese raamwerk is om die US se toekomstige posisionering te rig, die US se strategie te bepaal, en te toon waar en hoe die Universiteit geïmplementeerd is. Die kernstrategiese temas vir 2019 tot 2024 bied 'n raamwerk vir verdere beplanning. Die uitvoerige beplanning maak deel uit van die jaarlikse Institusionele Plan (IP), wat die US se institusionele strategie, prioriteite en doelwitte integreer en doeltreffend koördineer. Die onderskeie omgewingsplanne van verantwoordelikhedsentrums, fakulteite en professionele administratiewe steundienste (PASD) sal met hierdie strategiese raamwerk en die IP belynd word. Ons betree duidelik 'n era waar dwarsliggende temas ons werk sal rig, wat 'n matriksbestuursmodel vereis. Hierdie dokument is die produk van fase I van die strategiese proses, wat vanaf Julie 2016 tot Junie 2018 onderneem is. Dit is belangrik om daarop te let dat hierdie strategiese raamwerk 'n riglyndokument is wat die toekomstige posisionering van die Universiteit op grond van die kommentaar uit die verskeie jaarbeplanningsprosesse beskryf. Die uitvoerige besonderhede, wat mikpunte, implementeringsplanne, tydraamwerke en aangewese projekte insluit, sal gedurende die proses van strategie-intergrasie uitgewerk word.

## 2. DIE PROSES OM VISIE 2040 EN STRATEGIESE RAAMWERK 2019–2024 TE ONTWIKKEL

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Die *Institusionele Voorneme en Strategie (IVS) 2013–2018* het die posisionering van die Universiteit vir die 21ste eeu uiteengesit. Daardie posisionering was veranker in drie strategiese prioriteite, naamlik die verbreding van toegang, die handhawing van uitnemendheid en die versterking van sosiale impak, sowel as vier strategiese fokusgebiede, synde studentesukses, diversiteit, die kundigheidsbasis, en sistemiese volhoubaarheid. Die hoofkenmerke van *Visie 2030* was inklusiwiteit, innovasie, toekomsgerigtheid en transformasie. Die verwesenliking van *Visie 2030* is deur drie strategiese prioriteite ondersteun, naamlik die verbreding van toegang, die behoud van uitnemendheid, en die bevordering van die US se impak op die samelewing. Internasionalisering en die versterking van sistemiese transformasie is by die Institusionele Plan (IP) 2016–2021 bygevoeg, en die versterking van sistemiese volhoubaarheid en die uitvoering van die Kampusvernuwingsprojek by die IP 2017–2022. Hierdie sewe institusionele strategieë het gesamentlik as rigtinggewende raamwerk vir die IP 2018–2023 gediens, en is in die US se sakemodel vasgelê.

Die US het in Julie 2016 met die proses vir die ontwikkeling van *Visie 2040* begin toe 'n taakgroep saamgestel is om die visie en strategie te hersien. Beplanning is aangevoer en 'n eerste geleentheid vir kommentaar is in Februarie 2017 by die Institusionele Beplanningsforum (IBF) gebied. Die twee temas van die IBF was “Die US in hoëronderwysverband” en “Op pad na die nuwe visie en strategie”. Die bespreking van *Visie 2040* was toegespits op die instelling se strategiese keuses en strewes, hoe om daardie strewes 'n werklikheid te maak, en wat verander moet word om die strewes te verwesenlik. 'n Opname onder die IBF-deelnemers in Januarie 2017, ter voorbereiding van die Februarie 2017 IBF, het die volgende kernvrae ingesluit:

- As ons 25 jaar die toekoms in kyk, waarvoor sal die US in 2040 bekend wees?
- Wat sal ons tot daar neem?
- Wat behoort te verander om ons tot by die US van 2040 te neem?
- Is ons huidige waardes die waardes wat ons tot by die US van 2040 sal neem?
- Hoe verstaan jy sistemiese volhoubaarheid in universiteitsverband?



- Die hoërondewyslandskap is om verskeie redes aan die verander. Hoe verwag jy sal die landskap oor 20 jaar daar uitsien?
- Waar in hierdie landskap verwag jy sal die US geïntegreer wees/funksioneer?

Vyf taakgroepe is by die IBF saamgestel om te besin oor sekere fokusgebiede wat die pad vorentoe sal bepaal, naamlik:

- waardes;
- navorsingstemas;
- grootte en vorm;
- beurse en lenings; en
- prestasieaanwysers.

Die Uitvoerende Beplanningsforum (UBF) in Julie 2017 het die kernelemente van die US se *Visie 2040* en *Strategiese Raamwerk 2019–2024* gekonsolideer. Die kerntemas wat uit die IBF-vraelys afgelei is, is breedvoerig bespreek. Sewe belangrike temas is geïdentifiseer, naamlik uitnemendheid, onderriginnovasie, navorsing, sosiale impak, internasionalisering, studentegerigtheid en innovasie. Die taakgroepe het ook oor hulle werk terugvoering gebied. Die uitkoms van die UBF was duidelikheid oor die Universiteit se posisionering vir die toekoms (*Visie 2040*), 'n begrip van die aangewese kerntemas, en steun vir die gedagte van “as ons niks verander nie, sál niks verander nie”.

Die voorgestelde kern strategiese temas is by die Rektoraatvergadering van 23 Januarie 2018 voorgelê en verder verbeter. Die verbeterde kern strategiese temas en konsepdoelstellings is by die jaarlikse IBF op 13 en 14 Februarie 2018 aan 'n verdere rondte verbetering onderwerp. Die doelstellings per kern strategiese tema is geïdentifiseer en geformuleer, en 'n paar doelwitte en prestasieaanwysers is vir elke kern strategiese tema en doelstelling voorgestel. Die volgende vloeiagram bied 'n visuele samevatting van die proses wat gevolg is met die ontwikkeling van die nuwe visie en strategiese raamwerk (2019–2024).



**Figuur 1: Proses vir die ontwikkeling van Visie 2040 en Strategiese Raamwerk 2019–2024**

2016	2017	2018
<p><b>JULIE</b></p> <ul style="list-style-type: none"> <li>• Uitvoerende Beplanningsforum. 'n Taakgroep onder voorsitterskap van die Viserektor: Strategie en Internasionalisering is die taak opgelê om die proses vir die hersiening van die visie en strategie te inisieer.</li> </ul> <hr/> <p><b>NOVEMBER</b></p> <ul style="list-style-type: none"> <li>• Die Rektooraat keur 'n aksieplan en tydslyn goed.</li> </ul>	<p><b>JANUARIE</b></p> <ul style="list-style-type: none"> <li>• Voorbereiding vir die Institusionele Beplanningsforum (IPF) <ul style="list-style-type: none"> <li>o Gee insette t.o.v. die US van die toekoms en elemente vir sukses <ul style="list-style-type: none"> <li>- 'n Aanlynvraelys, waarin sewe vrae gestel is, is voor die forum aan al die deelnemers uitgestuur. <ol style="list-style-type: none"> <li>1. As ons 25 jaar die toekoms in kyk, waarvoor sal die US in 2040 bekend wees?</li> <li>2. Wat gaan ons daarheen neem?</li> <li>3. Wat moet ons verander om ons by die US van 2040 te kry?</li> <li>4. Is ons huidige waardes die waardes wat ons na die US van 2040 gaan neem?</li> <li>5. Wat verstaan jy, binne 'n universiteitskonteks, onder sistemiese volhoubaarheid?</li> <li>6. Die hoëronderwyslandskap is, weens verskeie redes, besig om te verander. Hoe verwag jy gaan die landskap oor 20 jaar daarna uitsien?</li> <li>7. Waar verwag jy gaan die US binne hierdie landskap geposisioneer wees / funksioneer?</li> </ol> </li> <li>- Daar was 'n 60% deelnamekoers wat die uitvoerende bestuur, dekane, visedekane, hoof- en senior direkteure ingesluit het.</li> </ul> </li> </ul> </li> </ul> <hr/> <p><b>FEBRUARIE</b></p> <ul style="list-style-type: none"> <li>• Bespreking van die resultate van die Januarie 2017-opname <ul style="list-style-type: none"> <li>o Vyf taakgroepe geskep wat moet insette lewer t.o.v. spesifieke aspekte binne die strategie. <ul style="list-style-type: none"> <li>- Waardes</li> <li>- Vorm en grootte van die US</li> <li>- Navorsingstemas</li> <li>- Beurse en Lenings</li> <li>- Strategiese Prestasie-indikatore</li> </ul> </li> </ul> </li> </ul> <hr/> <p><b>JULIE</b></p> <ul style="list-style-type: none"> <li>• Uitvoerende Beplanningsforum (Uitvoerende bestuur en dekane) <ul style="list-style-type: none"> <li>o Bespreking van die aard, rol en posisionering van die US, gebaseer op die tematiese analise van die data wat verkry is uit die Februarie 2017 vraelys en insette verkry by die Februarie 2017 IBF.</li> <li>o Bespreking van die voorgestelde visie, binne die konteks van die terugvoering van die taakgroepe.</li> </ul> </li> </ul> <hr/> <p><b>SEPTEMBER</b></p> <ul style="list-style-type: none"> <li>• Fakulteitsbestuur en Professionele Administratiewe Steundienste-omgewings lewer insette, via hul lynbestuur, op die voorgestelde waardes, asook visie- en missie-elemente.</li> <li>• Die US Raad lewer insette op die voorgestelde waardes, asook visie- en missie-elemente.</li> </ul> <hr/> <p><b>OKTOBER</b></p> <ul style="list-style-type: none"> <li>• Studente lewer insette op die voorgestelde waardes d.m.v. 'n aanlyn-vraelys.</li> <li>• Die Taakgroep vir Navorsingstemas lewer, ná uitgebreide konsultasie, hul finale verslag en aanbevelings.</li> </ul> <hr/> <p><b>NOVEMBER</b></p> <ul style="list-style-type: none"> <li>• Personeel lewer insette op die voorgestelde waardes d.m.v. 'n aanlyn-vraelys.</li> </ul>	<p><b>JANUARIE</b></p> <ul style="list-style-type: none"> <li>• Die Rektooraat finaliseer die visie- en missie-elemente, asook die waardes en bespreek voorgestelde kernstrategiese temas vir die Strategiese Raamwerk.</li> </ul> <hr/> <p><b>FEBRUARIE</b></p> <ul style="list-style-type: none"> <li>• Die IBF lewer insette op die voorgestelde kernstrategiese temas, en identifiseer institusionele doelstellings vir elk van die strategieë.</li> </ul> <hr/> <p><b>MAART</b></p> <ul style="list-style-type: none"> <li>• Die voorgestelde kernstrategiese temas en institusionele doelstellings word aan die US Raad voorgelê.</li> </ul> <hr/> <p><b>MEI</b></p> <ul style="list-style-type: none"> <li>• Die volgende US-strukture het aanbeveel dat die US Raad die voorgestelde nuwe visie en strategiese raamwerk aanvaar: <ul style="list-style-type: none"> <li>o Sosiale en Besigheidsetiek Komitee van die Raad</li> <li>o Institusionele Forum</li> <li>o Uitvoerende Komitee van die Senaat</li> <li>o Uitvoerende Komitee van die Raad</li> <li>o Senaat</li> </ul> </li> </ul> <hr/> <p><b>18 JUNIE</b></p> <ul style="list-style-type: none"> <li>• Die US Raad keur <i>Visie 2040</i> en die <i>Strategiese Raamwerk 2019–2024</i> goed.</li> </ul>

**“Niks wat ons doen, kan die verlede verander nie, maar alles wat ons doen, verander die toekoms.”**

– Ashleigh Brilliant



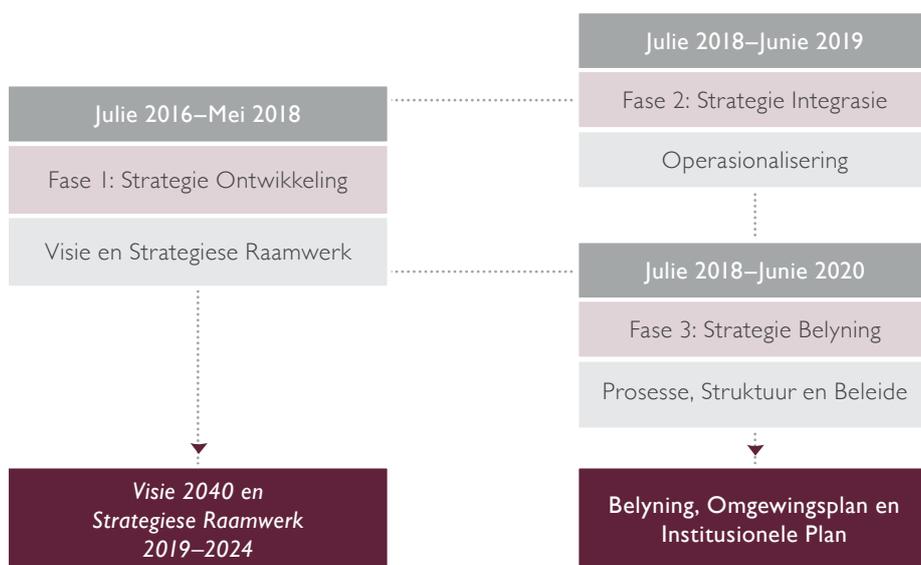
### 3. BENADERING TOT STRATEGIESE PROSES

Die oorkoepelende strategiese proses bestaan uit drie fases. In fase 1, *strategie ontwikkeling* (Julie 2016 tot Mei 2018), is die nuwe visie saamgestel, tesame met die strategiese raamwerk wat die kern strategiese temas bepaal sowel as die institusionele doelstellings vir elke strategiese tema. Hierdie fase het ook 'n hersiening van die Universiteit se waardes behels.

Fase 2 het gevolg nadat die US Raad *Visie 2040 en Strategiese Raamwerk 2019–2024* op 18 Junie 2018 goedgekeur het. In fase 2, *strategie integrasie* (Julie 2018 tot Junie 2019), word die kern strategiese temas en doelstellings in werking gestel deur kontekstspesifieke doelwitte te bepaal – in wese word die temas en doelstellings dus uitgepluis en vertolk. In dié stadium sal ons ook bedryfsoms krywings van kernkonsepte soos “wêreldklas”, “transformerende ervaring”, ensovoorts, asook die aanvaarding van relevante teoretiese raamwerke afhandel, wat 'n grondslag vir gemeenskaplike begrip aan die US sal skep. Dít impliseer skakeling met alle fakulteite en professionele administratiewe steundienstomgewings om die strategiese raamwerk en omgewingsplanne te bely.

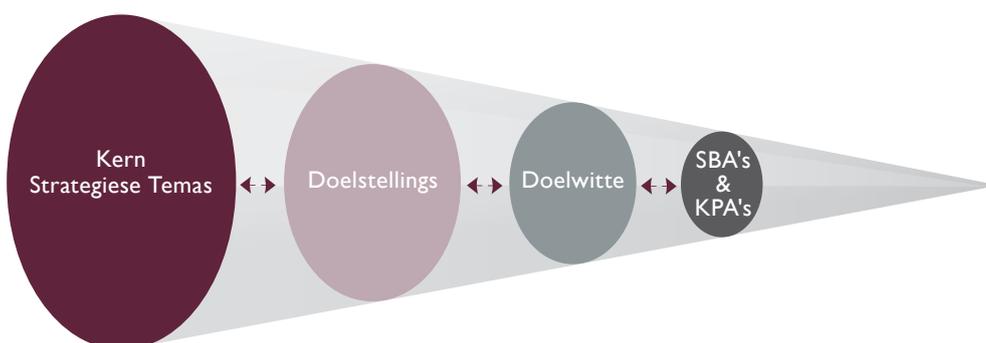
Fase 3, *strategie belyning* (Julie 2018 tot Junie 2020), oorvleuel met fase 2. Die bedoeling met fase 3 is om die gaping tussen strategiebeplanning en -formulering en strategieuitvoering te oorbrug deur strukture, prosesse en beleide te bely en/of te stroomlyn. Dit impliseer ook die skep van 'n onafgebroke terugvoersiklus deur middel van deurlopende monitering en evaluering aan die hand van kernprestasiaanwysers (KPA's) (wat by die US as 'strategiese bestuursaanwysers [SBA's]' bekend is). In die geheel gaan dit hier om 'n nuwe benadering van geïntegreerde beplanning en uitvoering om 'n soepel, aanpasbare en responsiewe organisasie te verseker. Figuur 2 bied 'n visuele voorstelling van die fases en hulle onderskeie uitkomst.

**Figuur 2: Die strategiese benadering aan die Universiteit Stellenbosch: die fases en onderskeie uitkomst**



Ons kern strategiese temas bepaal die algemene gebiede waarop die strategiese raamwerk (2019–2024) berus, en elke tema het spesifieke doelstellings, doelwitte en kernprestasiaanwysers (of SBA's). Die verwantskap tussen die komponente van die strategiese raamwerk word in figuur 3 aangedui.

**Figuur 3: Verwantskap tussen komponente van die strategiese raamwerk**



## 4. OOREENSTEMMING EN BELYNING TUSSEN STRATEGIEË

Geen visie of strategie word in afsondering ontwikkel nie. Elke visie en strategie bou immers voort op die geskiedenis en verbind die verlede met die toekoms. Tabel 1 bied 'n opsomming van die ooreenstemming en belyning tussen ons kern strategiese temas vir 2019–2024 en *Visie 2040* en die strategieë vir 2018–2023 en *Visie 2030*.

**Tabel 1: Ooreenstemming en belyning tussen strategieë**

<b>Elemente van Visie 2030</b>	<b>Strategieë in Institusionele Plan 2018–2023</b>	<b>Missie-elemente van Visie 2040</b>	<b>Strewes van Visie 2040</b>	<b>Kern strategiese temas (2019–2024)</b>
Bevorder toegang tot nuwe kennismarkte Verhoog diversiteitsprofiel (studente)	Verbreed toegang	Beïnvloed en verander die wêreld om ons, terwyl ons self verandering aanvaar en daarop reageer	'n Onberispelike reputasie  'n Getransformeerde en geïntegreerde akademiese gemeenskap	'n Transformerende studente-ervaring
Behou studente-sukseskoers	Behou momentum van uitnemendheid	Samewerkende leer en onderrig	'n Onberispelike reputasie	Genetwerkte en samewerkende onderrig en leer
Posisioneer as die voorste navorsingsinstelling in Afrika	Behou momentum van uitnemendheid	Interdisiplinêre navorsing	'n Onberispelike reputasie	Navorsing vir impak
	Brei internasionalisering uit	Verbind met die globale wêreld	'n Onberispelike reputasie  Alles-omvattende impak	Doelgerigte vennootskappe en inklusiewe netwerke
	Bevorder sistemiese transformasie	Waarde-gedrewe	Getransformeerde en geïntegreerde akademiese gemeenskap	Voorkeurwerkgewer
Toegewyde, visionêre leierskap  Verhoog diversiteitsprofiel (personeel)	Versterk sistemiese volhoubaarheid  Versterk sosiale impak  Bevorder sistemiese transformasie	Innoverende instelling	Sistemies volhoubare instelling  Alles-omvattende impak	'n Florenderende US
	Voer Kampus-vernuwingsprojek uit	Sistemies volhoubare instelling		



# KONTEKS



## 5. KONTEKS

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'n Begrip van die ekosisteem waarin ons funksioneer, en dus die konteks van ons universiteit, is belangrik om ons visie en strategie te bepaal. Die konteks is ook belangrik om toe te sien dat die geleentede wat ons uitgewys het haalbaar is.

'n Onlangse publikasie van die Raad op Hoër Onderwys (RHO, 2016) beskryf die hoërondewysuitdagings in Suid-Afrika uit 'n plaaslike en internasionale oogpunt. Die dokument (RHO, 2016) identifiseer drie internasionale tendense, naamlik:

- massifikasie en globalisasie;
- kennis; en
- inligtings- en kommunikasietegnologie (IKT).

Op sy beurt merk 'n publikasie deur Ernst & Young in 2012 op dat “die hoërondewyssektor 'n fundamentele transformasie ondergaan wat sy rol in die samelewing, bedryfsmetodes en ekonomiese struktuur en waarde betref”. Op grond van die Australiese universiteitsmodel identifiseer die publikasie dan die vyf kerntendense van:

- die demokratisering van kennis en toegang;
- die twyfelagtigheid van markte en finansiering;
- digitale tegnologieë;
- globale mobiliteit; en
- integrasie by die bedryf.

In Suid-Afrikaanse verband is modernisering, sosiale geregtigheid en die behoefte aan die fundamentele transformasie van die hoërondewysstelsel (wat instellings self insluit) sowel as die wêreldkonteks en internasionalisering as temas en kwessies geïdentifiseer (RHO, 2016).

Verdere hoërondewysuitdagings in Suid-Afrika is institusionele onstabieleit (veral met die studentepotes in 2015 en 2016) wat die akademiese program by etlike instellings raak, die stadige tempo van transformasie, rassisme, toegang tot die hoër onderwys, die behoefte aan 'n gedekoloniseerde kurrikulum, openbare finansiële beperkinge en sosiale kohesie in die hoër onderwys.

De Villiers (2017) verwys na die volgende elf tendense wat die hoër onderwys in die nabye toekoms sal beïnvloed.

### 5.1 Kompleksiteit en gebeurlikheid

In 'n veranderlike, onsekere en dus onderhandelbare wêreld moet universiteitsbesture buigsame en responsiewe beplanningsraamwerke gebruik (Lange, 2010). Ons komplekse era vereis soepelheid, aanpasbaarheid en responsiwiteit. Universiteite behoort aan “patroonvasstelling” en “scenariobou” deel te neem (Kingham, 2011). Die eienskappe van 'n organisasie behoort gepas te wees vir die kennisekonomie van die 21ste eeu, wat 'n bewustheid van kompleksiteit, sowel as kreatiwiteit, soepelheid en voortdurende leer insluit (Kingham, 2011).

Om vir hierdie kompleksiteite voorsiening te maak, het ons verantwoordelike hoërondewysleiers nodig – op plaaslike, streeks- én wêreldvlak (Klopper, 2018). Verantwoordelike leierskap in die 21ste eeu behels vyf belangrike aspekte, naamlik (i) die vermoë om ingeligte etiese menings oor bestaande norme en reëls te vorm, (ii) om moed te openbaar en na positiewe verandering te streef, (iii) langtermyndenke en 'n toekomspektief, (iv) doeltreffende kommunikasie met belanghebbendes, en (v) deelname aan gesamentlike probleemoplossing (Vogtlin, 2017).



## 5.2 Kennisekonomie en samewerkende kennisproduksie

Kennis is deesdae “die vernaamste strategiese hulpbron wat vir voorspoed vereis word” (Duderstadt, 2000). Universiteite het ’n uiters belangrike rol in die kennisekonomie. Gespesialiseerde, dissiplinêre kennis kan komplekse probleme net in ’n beperkte mate verklaar en oplos. Komplekse tye verg samewerking oor verskillende tipes grense heen: tussen en oor dissiplines, oor institusionele en nasionale grense, en tussen universiteite en ander terreine van kennisproduksie. Samewerking aan kennisprojekte en die medeproduksie van kennis is haalbaar en die verstandige ding om te doen. Bokor (2012) merk ook op dat “die massiewe toename in die beskikbaarheid van ‘kennis’ aanlyn en die massauitbreiding van toegang tot universiteitsmarkte ’n fundamentele verandering in die rol van universiteite as die skeppers en bewaarders van kennis meebring”.

## 5.3 Samewerkende leer

Die klem behoort te val op hoe studente leer eerder as op wat hulle leer (Tapscott & Williams, 2010). Die huidige, heersende model van pedagogie (dosentgerigte lesings) is uitgedien. Met nuwe tegnologie kan ons samewerkende leermodelle omarm, wat die verhouding tussen studente en dosente in die leerproses verander.

Samewerkende leer bied die grondslag vir die universiteit om ’n leerorganisasie te wees – ’n organisasie wat gekenmerk word deur ’n gemeenskaplike visie, spanleer, stelselsdenke, konseptuele modelle en persoonlike bemeestering (Senge, 2006; 2014).

## 5.4 Innovasie

Ons het ondersoekmetodes nodig wat nie bloot verslag doen oor wat gesien is nie, maar wat skep wat nog nóóit gesien is nie (Kingham, 2011). Kreatiwiteit en innovasie kan ongewone produkte en prosesse skep om hedendaagse komplekse probleme op te los. Dit is belangrik om die gewoonte en vermoë van patroonvasstelling en scenariobou in te skerp.

## 5.5 Druk op openbare finansiering vir die hoër onderwys

Voortgesette fiskale beperkings deur nasionale regerings en kwynende korporatiewe en skenkerbydraes het ’n tendens in die 21ste-eeuse hoër onderwys geword (Altbach, 1999). Dit hou ernstige negatiewe implikasies vir universiteite, studente, akademici en akademiese programme in. Moontlike gevolge sluit in ’n styging in studiegeld, langtermynbesluite om programme en akademiese poste te besnoei, en ’n beperkte akademiese aanbod. Die hoër onderwys word toenemend geprivatiseer, hoewel dít geensins in die huidige vraag na breër toegang tot die hoër onderwys help voorsien nie. Ons het ’n ‘entrepreneursuniversiteit’ nodig om met kreatiewe en vernuwende finansieringsoplossings vorendag te kom. Bokor (2012) stel voor dat universiteite verhoudings met die bedryf bou om die finansiering en toepassing van navorsing te ondersteun wat universiteite se rol as agente vir innovasie en groei sal beklemtoon.

## 5.6 Massifikasie

Universiteite het ná die Tweede Wêreldoorlog ’n belangrike rol vervul om die menslike hulpbronne vir industriële uitbreiding te verskaf, en voorsien tot vandag toe menslike en ander kennishulpbronne. Tog het Suid-Afrika steeds ’n elite-hoëronderwysstelsel met ’n deelnamekoers van minder as 20%. Die ‘massifikasietendens’ beïnvloed vele aspekte van die hoër onderwys – van institusionele strukture en die grootte en vorm van die instelling, tot die kurrikulum en pedagogie, leweringmetodes, navorsing, eise aan akademici, en verhoudings met eksterne gemeenskappe (RHO, 2016).

## 5.7 Diversiteit

In die 21ste eeu moet universiteite wêreldwyd toenemend vir groter diversiteit en nuwe meerderhede voorsiening maak (Lange, 2010). Dit sluit diversiteit met betrekking tot gender, klas en etnisiteit, sowel as ouderdom en vermoëns in. Die tradisionele beskouing van universiteitstudente as onlangse skoolverlaters uit die middel- en hoër klas word bevraagteken. Ouer persone, vroue, lede van die werkersklas en voorheen benadeelde individue het ’n al hoe sterker teenwoordigheid in studentekorpse wêreldwyd. Wanneer hulle studente werf, moet universiteite dus ook op ander plekke as gewoonlik gaan soek.



## 5.8 Netwerksamelewing

Formele en informele netwerke is 'n kenmerk van die 21ste eeu (Lange, 2010). In 'n tyd van hulpbronskaarste en kompleksiteit is verhoudings van die allergrootste belang. Organisasies moet saamspan met ander wat hulle doelwitte en oogmerke deel. Vanweë toenemende kompleksiteit en globalisasie kan organisasies nie anders as om in netwerke saam te werk om verskillende aspekte van hulle uitdagings die hoof te bied nie.

## 5.9 Internasionalisering

Ons het deesdae te doen met 'n "internasionale markplek, nie slegs vir konvensionele produkte nie, maar ook vir kennisberoepslui, navorsings- en onderwysdienste" (Duderstadt, 2000). Individuele instellings maak deel uit van 'n wêreldwye hoëronderwysstelsel. Studente- en personeeluitruilprogramme, wêreldwye samewerking op die gebied van 'groot wetenskap', internasionale gesamentlike ondernemings, navorsingspanne en vennootskappe is 'n integrale deel van hierdie wêreldwye hoëronderwysomgewing. In die lig hiervan is die verdere internasionalisering van die hoër onderwys 'n gegewe. Die universiteit sal verder gekorporatiseer word, eksterne vorme van validering (soos ranglyste en graderings) sal aanhou invloed uitoefen, en die druk vir eenvormigheid sal voortduur. Volgens Bokor (2012) sal studente, akademici en universiteitshandelsmerke wêreldwyd al hoe meer mobiel word, wat internasionale vennootskappe en breër toegang vir studente en akademici sal skep. Daarom sal dit belangrik wees om strategiese en gewaardeerde vennootskappe te vestig wat tot multilaterale ooreenkomste en netwerke met 'n gemeenskaplike doel kan lei (Klopper, 2018).

## 5.10 Volhoubaarheid

Volhoubaarheidsteoretici beklemtoon drie aspekte: ekonomies, ekologies en sosiaal. 'Ekonomies' sluit finansiële beperkings, die entrepreneursuniversiteit en vernuwende finansieringsmodelle in. 'Ekologies' hou verband met ekologiese elemente in die kurrikulum sowel as die bedryf van die universiteit, terwyl 'sosiaal' na insluiting, studente- en personeelwelwees, korporatiewe burgerskap en sosiale kohesie verwys.

Daarbenewens is dit belangrik om daarop te let dat Afrika dié eeu die skerpste bevolkingsgroeï ter wêreld sal beleef. Asië sal teen 2030 steeds oorheers wat die getal mense in die ouderdomsgroep 15–35 betref, met Afrika suid van die Sahara in die tweede plek. Tog sal die meerderheid van die wêreld se jong mense teen 2100 van ons vasteland kom (Verenigde Nasies, 2015). Sterk bevolkingsgroeï word oor die volgende 15 jaar in Suider- en Oos-Afrika verwag (Du Plessis, 2017).

Die reputasie van die Suid-Afrikaanse hoëronderwysstelsel steun op die nagraadse stelsel (Cloete, 2017). Daarom behoort Suid-Afrika die hoëronderwyssubsektor wat nuwe kennis produseer, te handhaaf en te versterk.

## 5.11 Vierde Industriële Revolusie (4IR) en tegnologie

Universiteite wêreldwyd voer reeds jare lank aan dat die digitale revolusie 'n aansienlike uitdaging sal inhou vir hoe universiteite funksioneer (Tapscott & Williams, 2010). Hulle hou vol "'n nuwe generasie studente vereis 'n ander hoëronderwysmodel'" (Tapscott & Williams, 2010). Weiss (2002) argumenteer dat klaskamers getransformeer sal word van ruimtes vir aanbieding tot ruimtes vir aktiewe ondersoek, outeurskap en eienaarskap. Volgens Johnson et al., in *NMC Horizon Report*, (2013) is die vernaamste tendense van tegnologiegebruik en -toepassing in die hoër onderwys soos volg:

- Mense verwag dat hulle op enige tyd en enige plek sal kan werk, leer en studeer.
- Tegnologieë is toenemend wolkgebaseer, en die konsep van IT-steun is gedentraliseer.
- Die arbeidswêreld is al hoe meer samewerkend, wat veranderinge teweegbring in hoe studenteleer en -projekte gestruktureer word.
- Die oorvloed hulpbronne/verhoudings via die internet dwing opvoeders toenemend om hulle rolle te heroorweeg.
- Onderwysparadigmas is aan die verskuif om aanlyn leer, hibridiese leer en samewerkende modelle soos gemengde leer in te sluit.

Ter samevatting is die US daartoe verbind om 'n getransformeerde, inklusiewe instelling en 'n doelgeskikte



universiteit te word. Die Universiteit moet in die behoeftes van Afrika se toenemende bevolking voorsien. Om hierdie studente te bedien, behoort leer nie net deur die residensiële model te geskied nie, maar ook op digitale platforms. Vir die US sal die klem val op die bevoegdhede en vaardighede wat ons aan studente moet oordra om hulle vir die toekoms toe te rus. Die US sal kennis van Afrika, in Afrika en vir Afrika produseer, en terselfdertyd toesien dat ons werk 'n globale reikwydte het.



# VISIE 2040



## 6. VISIE 2040

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“Visie is die kuns om die onsigbare te sien” –

*Jonathan Swift*

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In reaksie op al die uitdagings en geleenthede lei ons visie ons in ons werk om die toekomsdeale te bereik.

### 6.1 Visie 2040

Ons visie definieer wat ons teen 2040 wil wees. Dit is 'n vooruitskouend beskrywing van wat ons op lang termyn wil bereik. Ons visie teen 2040 is soos volg:

Die Universiteit Stellenbosch sal Afrika se voorste navorsingsintensiewe universiteit wees wat wêreldwyd as uitnemend, inklusief en innoverend erken word en waar ons kennis tot diens van die samelewing bevorder.

#### Die US se strewes vir die verwesenliking van Visie 2040

- 'n **Onberispelike reputasie** as 'n trotse Afrika-kennissentrum wat die vasteland deur middel van navorsing, innovasie en onderwys dien
- 'n **Getransformeerde en geïntegreerde** akademiese gemeenskap wat kritiese denke vier, gesprek bevorder en tot demokrasie, menseregte en sosiale geregtigheid verbind is, met 'n uitwaartse, internasionale en toekomsgerigte fokus
- 'n **Allesomvattende impak**<sup>1</sup> op die sosiale, finansiële en omgewingswelstand van die dorp, streek, land en vasteland, met 'n globale reikwydte
- 'n **Sistemies volhoubare** instelling in ekonomiese, sosiale en omgewingsverband, as 'n nasionale bate wat in die uiteenlopende behoeftes van ons gemeenskappe voorsien

\*1 'n Allesomvattende impak impliseer 'n holistiese benadering tot sosiale, omgewings-, fiskale en ekonomiese dimensies (die groot prentjie). Dit gaan daarvoor om verder as insette en uitsette te kyk en ook uitkomst en die impak dáárvan te oorweeg – d.w.s. om ons hele voetspoor te verstaan.



## 6.2 Missie

Ons missie ondersteun wat ons wil bereik en hoe ons beoog om dit te doen. Dit definieer ons as 'n universiteit, ons wesensdoel en ons bestaansrede. Om ons visie te verwesenlik, is ons missie soos volg:

Die Universiteit Stellenbosch is 'n navorsingsintensiewe universiteit wat uitmuntende studente lok, talentvolle personeel aanstel en 'n wêreldklasomgewing bied; 'n plek wat met die wêreld verbind is en gemeenskappe plaaslik, op die vasteland en in die res van die wêreld verryk en transformeer.

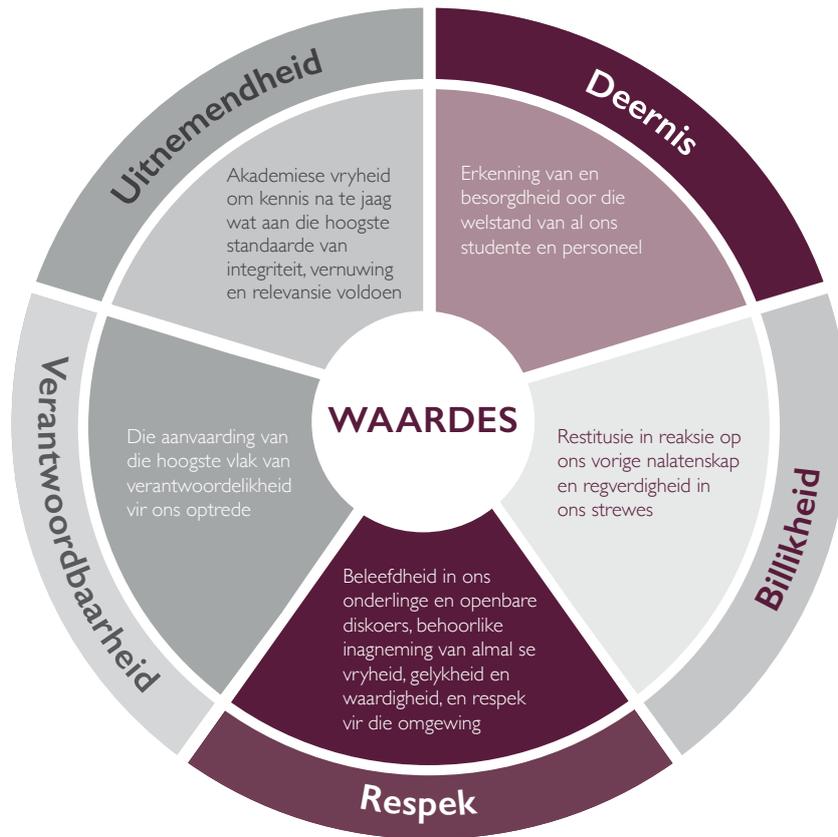
Om ons missie uit te voer:

- versterk ons **interdisiplinêre en multidisiplinêre navorsing** om kennis te bevorder, te verdiep, oor te dra en te implementeer;
- is ons **innoverend** en deel ons ons innovasie met die wêreld;
- koester ons hegte **verhoudings** met ons belanghebbendes deur skakeling, samewerking en wedersyds voordelige vennootskappe;
- deel ons ons kennisaanbod deur **genetwerkte en samewerkende onderrig en leer;**
- bou ons 'n akademiese gemeenskap van **gemeenskaplike waardes;** en
- **beïnvloed en verander** ons die wêreld om ons, terwyl ons self verandering omarm en daarop reageer.



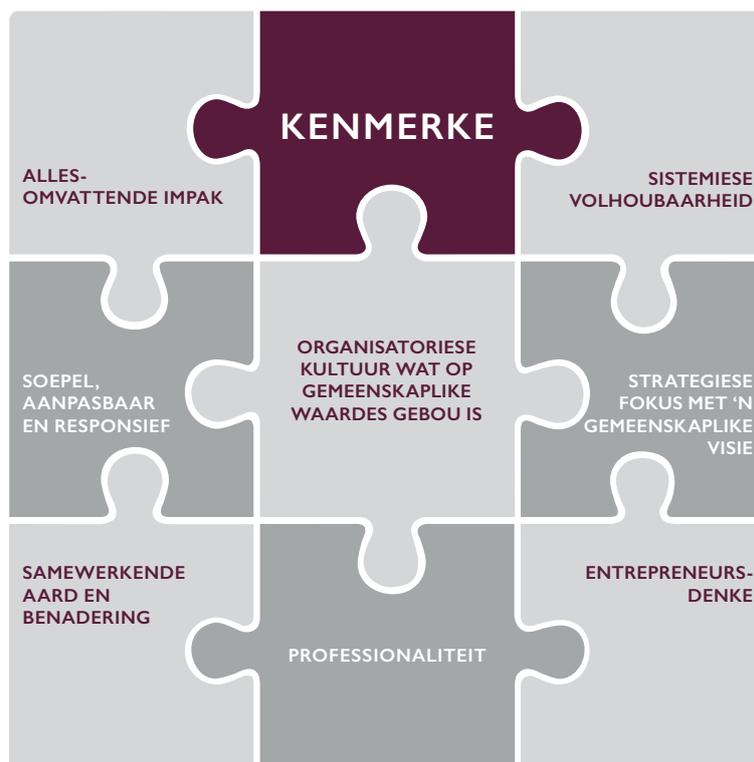
### 6.3 Waardes

Ons waardes hou verband met die oortuigings en houdings wat ons gedrag rig ('ons handelingsriglyne'). Die waardes is almal ewe belangrik, is onderling verbind, en dien as grondslag vir die US se etiekkode.



### 6.4 Kenmerke

Ons kenmerke definieer die eienskappe en karaktertrekke van die Universiteit. Die volgende agt kenmerke vergestalt waarvoor ons staan.



## 6.5 Instaatstellers

Instaatstellers is die elemente wat alles moontlik maak. Dit beskryf die vermoëns, kragte en hulpbronne wat tot die US se sukses bydra. Die verwesenliking van ons visie en missie en die implementering van Strategiese Raamwerk 2019–2024 sal onmoontlik wees sonder die instaatstellers van:

- mense (personeel en studente);
- doel;
- tegnologie;
- infrastruktuur;
- gesonde finansies;
- goeie oorsigbestuur; en
- goeie kommunikasie.



# STRATEGIESE RAAMWERK 2019–2024



## 7. STRATEGIESE RAAMWERK 2019–2024

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*Strategiese Raamwerk 2019–2024* verwoord ons visie, missie en strategiese keuses, en bied 'n breë raamwerk waarbinne die Universiteit hom as 'n toonaangewende navorsingsintensiewe universiteit posisioneer. Dit beklemtoon die kritiese hersiening van ons benadering tot navorsing, onderrig en leer, sosiale impak sowel as ons prosesse deur die hele Universiteit om die doelstellings in die raamwerk te bereik. Die doel van die dokument is eerstens om 'n raamwerk te bied waarbinne verdere beplanning en implementering noodsaaklik sal wees. Die raamwerk bevat nie uitvoerige beskrywings van doelwitte óf van meganismes vir inwerkingstelling nie. Tweedens kan ons deur 'n deelnameproses uiteensit hoe elke kern strategiese tema in die verskillende funksies en entiteite van die Universiteit in werking gestel sal word. Daarna sal die inhoud tot uitvoerige inisiatiewe en programme uitgebou word. Derdens bied die raamwerk verantwoordelikhedsentrums, fakulteite en professionele administratiewe steunomgewings die geleentheid om die dokument in hulle onderskeie omgewings te kontekstualiseer, kontekstspesifieke doelwitte te bepaal en die inhoud tot uitvoerige inisiatiewe en programme uit te bou wat in die omgewingsjaarplanne weerspieël word. Hierdie benadering maak voorsiening vir 'n jaarlikse beoordeling en hersiening van die doelwitte, sowel as die buigzaamheid om by veranderende nasionale en wêreldtendense, beleidsvereistes en markbehoefte aan te pas.

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**“As jy niks verander nie,  
sal niks verander nie”**

– Tony Robbins

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### KERN STRATEGIESE TEMAS

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**'N TRANSFORMERENDE  
STUDENTE-ERVARING**



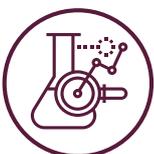
**DOELGERIGTE  
VENNOOTSAPPE EN  
INKLUSIEWE NETWERKE**



**GENETWERKTE EN  
SAMEWERKENDE ONDERRIG  
EN LEER**



**VOORKEURWERKGEWER**



**NAVORSING VIR IMPAK**



**'N FLORERENDE  
UNIVERSITEIT STELLENBOSCH**



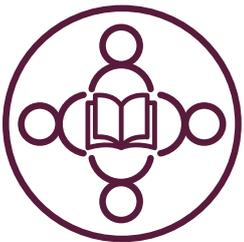


## 7.1 KERN STRATEGIESE TEMA 1: 'N TRANSFORMERENDE STUDENTE-ERVARING

By die US heg ons waarde aan ons studente en is ons daartoe verbind om elkeen van hulle 'n transformerende studente-ervaring te bied. Met hierdie voorneme wil ons toesien dat die US toeganklik is vir kwalifiserende studente uit alle agtergronde, met inbegrip van studente wat hindernisse vir deelname aan universiteitsonderwys ervaar. Ons beskou dit as 'n reis – van ons eerste kontak met voornemende studente totdat hulle afstudeer en die rol van alumni vervul. 'n Transformerende studente-ervaring berus op die voorsiening van groeigeleenthede aan alle voor- en nagraadse studente, wat insluit leiding, steun en dienste deur die US om studentesukses te verseker.

### Institusionele doelstellings om 'n transformerende studente-ervaring te skep

- 7.1.1 Voorsien 'n unieke, verpersoonlikte studente-ervaring wat dien as katalisator vir transformasiegerigte verandering te midde van geleenthede vir betrokkenheid en ontwikkeling deur 'n eersterangse akademiese aanbod, wat graduandi toerus om in 'n diverse wêreld die leiding te neem en uit te blink.
- 7.1.2 Ontwikkel ons studente se graduandi-kenmerke om 21ste-eeuse burgers te wees en hulle volle potensiaal te verwesenlik.
- 7.1.3 Versterk strategiese inskrywingsbestuur om toegang en inklusiwiteit te verbeter.
- 7.1.4 Verbeter ons studenteslaagsyfer deur opvoedkundige innovasie.
- 7.1.5 Lewer omvattende steundienste van 'n hoë gehalte aan ons studentegemeenskap.
- 7.1.6 Versterk en brei geleenthede vir deelname deur ons aansienlike alumnigemeenskap uit.
- 7.1.7 Skep gepaste geleenthede vir werksgeïntegreerde leer vir 'n suksesvolle loopbaan en 'n positiewe impak op die samelewing.



## 7.2 KERN STRATEGIESE TEMA 2: GENETWERKTE EN SAMEWERKENDE ONDERRIG EN LEER

Die US pak hiermee 'n reis van genetwerkte en samewerkende onderrig en leer aan deur leergemeenskappe te skep waar studente, personeel en alumni sinvolle leer kan ervaar. Die Universiteit bevorder 'n leergerigte benadering tot onderrig, met die klem op leer as 'n vennootskap, wat studente as medeskeppers van kennis en leeromgewings beskou. Binne 'n leergerigte benadering werk onderrigaktiwiteite kennisbou in die hand en word studente aktief by hulle eie leer betrek.

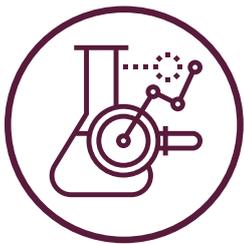
Die Universiteit het ook 'n holistiese begrip van onderrig en leer, wat individuele sowel as sosiale voordele insluit. Die US se onderrigpraktyke is diep veranker in, word gevorm deur en reageer op die omgewings waarin dit plaasvind.

Hierdie benaderings rig die Universiteit as 'n leerorganisasie, wat die ontwikkeling van leergemeenskappe onder studente, personeel en alumni in verskillende konfigurasies moontlik maak. Genetwerkte en samewerkende leer skep 'n omgewing wat intellektuele weetgierigheid aanmoedig, synde 'n noodsaaklike vaardigheid vir volgehoue kritiese en kreatiewe denke.



## **Institusionele doelstellings vir genetwerkte en samewerkende onderrig en leer**

- 7.2.1 Konsentreer op 'n leergerigte benadering tot onderrig, en bevorder terselfdertyd 'n holistiese begrip van onderrig en leer.
- 7.2.2 Bevorder interdisiplinêre en interprofessionele onderrig en leer deur studente in staat te stel om aan 'n leergemeenskap deel te neem waar personeel en studente saamwerk om te leer, probleme op te los, navorsing te doen en te innoveer.
- 7.2.3 Skep 'n instelling van voortdurende leer wat vaardig is in die medeskepping en uitruiling van kennis en insigte.
- 7.2.4 Bevorder die professionalisasie van akademici in hulle onderrigrol, en die akademieskap van onderrig en leer.
- 7.2.5 Ontwikkel 'n digitale strategie om as grondslag te dien vir digitale vaardigheid en die sinvolle integrasie van leertegnologieë in die strewende na 'n genetwerkte Universiteit wat studente, personeel en alumni betrek en inspireer.
- 7.2.6 Brei die US se kennisaanbod uit om in nuwe studentemarkte se behoeftes te voorsien.
- 7.2.7 Bevorder die voortdurende vernouing van die Universiteit se akademiese programme deur middel van 'n sistemiese proses waarin bepaalde rolle en verantwoordelikhede duidelik aan verskillende rolspelers toegeken word.

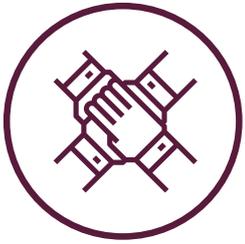


### **7.3 KERN STRATEGIESE TEMA 3: NAVORSING VIR IMPAK**

Navorsing vir impak by die US impliseer die optimalisering van die wetenskaplike, ekonomiese, sosiale, vakkundige en kulturele impak van ons navorsing. Die klem val op interdisiplinêre navorsing tot voordeel van die samelewing in nasionale, vastelands- en wêreldverband. Tog bly ons verbind tot basiese en dissiplinêre navorsingsuitnemendheid omdat dit as grondslag vir toegepaste en betekenisvolle navorsing dien.

#### **Institusionele doelstellings vir navorsing vir impak**

- 7.3.1 Ontwikkel 'n navorsingsagenda wat op die US se waardes, die samelewing se behoeftes en die noodsaak van volhoubaarheid berus.
- 7.3.2 Onderneem betekenisvolle navorsing op grond van uitgesoekte, toegespitste strategiese navorsingsgebiede.
- 7.3.3 Rig die toekomstige navorsingsagenda en betrek ons belanghebbendes op 'n strategiese wyse.
- 7.3.4 Onderneem samewerkende en interdisiplinêre navorsing wat die groot uitdagings van die samelewing die hoof bied.
- 7.3.5 Skep 'n verankerde kultuur van innovasie en entrepreneurskap in ons navorsing.



## 7.4 KERN STRATEGIESE TEMA 4: DOELGERIGTE VENNOOTSAPPE EN INKLUSIEWE NETWERKE

As deel van ons missie, het ons by die US ons bereid verklaar om die wêreld rondom ons deur samewerking te beïnvloed en te verander, en self ook verandering te omarm en daarop te reageer. Die kern van ons missie is dat wat in die wêreld gebeur ons navorsing, ons onderrig en leer sowel as ons skakeling rig, en dat wat by ons universiteit gebeur vir die wêreld van belang is. As 'n universiteit, is ons verbind tot Suid-Afrika en Afrika. Terselfdertyd is ons terdeë bewus van ons rol in en verbondenheid aan die internasionale arena. Om te inspireer én geïnspireer te word, sal die US skakel en saamwerk met belanghebbendes, die gemeenskappe wat ons bedien, die bedryf, die regering en ons universiteitsvennote in plaaslike, streeks-, vastelands- en wêreldverband. Ons benadering tot samewerking en skakeling strook met ons waardes, met spesifieke verwysing na respek, deernis en billikheid.

### **Institusionele doelstellings vir doelgerigte vennootskappe en inklusiewe netwerke**

- 7.4.1 Ontwikkel 'n raamwerk van beginsels om plaaslike relevansie, streeksimpak en 'n globale reikwydte te verseker ten einde transaksionele vennootskappe te fasiliteer en transformerende vennootskappe te bevorder.
- 7.4.2 Bevorder 'n sterk band en interaksie met die sakesektor, die bedryf en die regering om ons sterkpunte te benut, wat werksgêintegreerde leer, voortgesette professionele ontwikkeling, samewerkende navorsing, konsultasie, lisensiëring, afwentelmaatskappye en kommersiële ondernemings insluit.
- 7.4.3 Omarm die gemeenskappe wat ons bedien om sosiale, kulturele, omgewings- en ekonomiese ontwikkeling en verandering teweeg te bring.
- 7.4.4 Versterk en brei geleentheid vir deelname deur ons aansienlike alumniegemeenskap uit, en koester ons verhouding met hulle.
- 7.4.5 Bou doeltreffende samewerking deur middel van vennootskappe, alliansies en netwerke met ander universiteite, instellings en organisasies, waar sodanige samewerking tot uitnemendheid in onderrig en leer, uitmuntende navorsing en sosiale betrokkenheid en impak bydra.
- 7.4.6 Koester gebalanseerde, genetwerkte en wedersyds voordelige vennootskappe wat deur institusionele strukturering sowel as persoonlike verhoudings gehandhaaf word.
- 7.4.7 Smee gepaste vennootskappe met instellings in alle sektore van die samelewing, onder meer in die sfere van die burgerlike samelewing, openbare diskoers, openbare meningsvorming en openbare beleidsbepaling.



## 7.5 KERN STRATEGIESE TEMA 5: VOORKEURWERKGEWER

Ter ondersteuning van die US se visie, missie, waardes en strewes is dit noodsaaklik om die gesondheid en welstand van ons mense te ondersteun. In die US se strewes om die voorkeurwerkgewer te wees, beoog ons 'n instaatstellende omgewing wat die beginsels van medeskepping en gepaste deelname insluit en die kenmerke van 'n inklusiewe kampuskultuur vergestalt.

### Institusionele doelstellings vir voorkeurwerkgewer

- 7.5.1 Ontwikkel 'n omvattende mensestrategie vir die US wat diversiteit en billikheid aanspreek, unieke talente en sterkpunte benut, lewenslange leer bevorder en prestasies vier.
- 7.5.2 Versterk die welstand van ons mense deur 'n instaatstellende, inklusiewe, billike, gesonde en veilige werks- en leeromgewing te skep en te bevorder wat ons diverse personeel aanspoor om so produktief moontlik te wees, en waar hulle gewaardeer voel en tot die universiteit se uitnemendheid bydra.
- 7.5.3 Verbeter menslikehulpbronprosesse deur die toepassing van tegnologie en digitalisering.
- 7.5.4 Ontwikkel en implementeer 'n vernuwend plan vir talentwerwing en -bestuur, met inbegrip van markverwante vergoeding, die bestuur en beloning van prestasie, die bepaling van bevoegdhede, en die ontwikkeling van talent en leierskap deur die hele loopbaansiklus van elke US-werknemer.
- 7.5.5 Ondersteun die ontwikkeling van die US as 'n leerorganisasie wat op individuele sowel as organisatoriese behoeftes reageer.



## 7.6 KERN STRATEGIESE TEMA 6: 'N FLORENDENDE UNIVERSITEIT STELLENBOSCH

Om die US 'n florerende<sup>2</sup> organisasie te maak, beoog ons 'n lewenskragtige, voorspoedige en sistemies volhoubare universiteit. Die US erken die groot uitdagings verbonde daaraan om 'n florerende universiteit te word. Ons besef dat ons responsief sowel as proaktief moet wees om die toekoms van die Universiteit te rig. Ons is verbind tot sistemiese volhoubaarheid, wat mense, plek (sosiaal), welvaart (ekonomies) en die omgewing insluit en verantwoordelike korporatiewe oorsigbestuur noodsaaklik maak.

### Institusionele doelstellings vir 'n florerende Universiteit Stellenbosch

- 7.6.1 Kweek 'n US wat gekenmerk word deur inklusiwiteit, diep en doelbewuste transformasie, en diversiteit.
- 7.6.2 Skep geleenthede vir die bevordering van meertaligheid in akademiese, administratiewe, professionele en sosiale omgewings, en erken terselfdertyd die intellektuele rykdom wat in taaldiversiteit opgesluit lê.
- 7.6.3 Verander die grootte, vorm en samestelling van ons studentekorps en van ons akademiese programme om die strategiese rigting van ons visie te weerspieël.
- 7.6.4 Skep 'n finansiële volhoubare organisasie.

\*<sup>2</sup> Florerend word omskryf as "om sukses te behaal of bestendige vordering te maak; om voorspoedig te wees; om te gedy".



- 7.6.5 Verhoog die standaard van die Universiteit se fasiliteite en infrastruktuur na dié van 'n wêreldklasnavorsingsintensiewe universiteit, wat terselfdertyd visuele regstelling omarm.
- 7.6.6 Bewerkstellig diepgaande en volhoubare verandering en vernuwing in alle fasette en funksies van die US om soepel, aanpasbaar en responsief te wees.
- 7.6.7 Streef daarna om 'n toonaangewende, navorsingsintensiewe universiteit te wees, wat teen 2024 op ranglyste ingesluit word as 'n voorste wêreldklas universiteit.
- 7.6.8 Skep 'n entrepreneurskultuur wat innovasie institusioneel bevorder.



# STRATEGIESE BESTUURSAANWYSERS



## 8. STRATEGIESE BESTUURSAANWYSERS

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### 8.1 Beginsels vir die ontwikkeling van strategiese bestuursaanwysers

Die US gebruik die term 'strategiese bestuursaanwyser (SBA)' vir 'n kernprestasieaanwyser (KPA) wat prestasie aan die hand van die Universiteit se kern strategiese temas en doelwitte meet. Die aanwyser behoort so gedefinieer te word dat dit vordering in die strewende na 'n bepaalde doelwit op gepaste wyse sal kan meet. Die doelwit moet weer so gedefinieer word om gepaste veranderlikes vir meting te kan identifiseer. Die bestaande literatuur oor hierdie onderwerp het lank reeds bevestig dat kernprestasieaanwysers "SMART" moet wees, d.w.s. **s**pesifiek, **m**meetbaar, **b**ereikbaar ("attainable"), **r**elevant en **t**ydsgewoon. 'n Bykomende twee eienskappe is die afgelope tyd by die lys bygevoeg, wat die akroniem nou tot "SMARTER" uitbrei. Hoewel die bykomende 'E' en 'R' verskeie moontlike betekenisse kan hê, is verklaarbaar ("explainable") en **r**elatief die geskikste vir die US se doeleindes.

Om die bestuur van die Universiteit te ondersteun en die US se prestasiemaatstawwe selfs nuttiger te maak, is die ideaal dat die SBA's ook sekere bykomende eienskappe sal hê. Hierdie eienskappe is (i) die beskikbaarheid van historiese data vir SBA-veranderlikes, (ii) die vermoë om 'n SBA "af te breek" vir toepassing in ander organisatoriese eenhede van die Universiteit, soos fakulteite en departemente, of in ander, soortgelyke entiteite, soos akademiese programme en modules, en (iii) die 'bestuurbaarheid' van SBA-veranderlikes. Wat eienskap (i) hierbo betref, behoort historiese data vir SBA's beskikbaar te wees om tendense oor tyd te kan meet. Dít is veral nuttig wanneer die Universiteit 'n nuwe stel SBA's bepaal, want dit maak dit moontlik om historiese tendense te visualiseer en, op grond daarvan, gewenste uitkomst en dus ook SBA-waardes vir die toekoms te bepaal. Eienskap (ii) vereis dat 'n SBA wat op die hoogste strategiese en organisatoriese vlak geld verkieslik ook op laer vlakke gedefinieer moet kan word, terwyl dié op laer vlakke weer na hoër vlakke 'opgerol' of 'opgebou' moet kan word. 'n Eenvoudige voorbeeld is die getal voltyds-ekwivalente studente (VTE's) wat ingeskryf en met 'n bepaalde program verbind word. Indien die getal ingeskrewe VTE's in 'n program toeneem, verhoog die Universiteit se algehele VTE-inskrywings terselfdertyd. Eweneens kan die SBA "afgerol" word vanaf die strategiese vlak om 'n soortgelyke maatstaf op 'n laer vlak te weerspieël, d.w.s. indien die Universiteit sy algehele VTE-inskrywings wil verhoog, sal VTE-inskrywings in sekere programme moet styg. Eienskap (iii) verwys op sy beurt na die invloed van bestuursbesluite op SBA-veranderlikes. SBA-veranderlikes moet verkieslik 'n direkte weerspieëling van bestuursbesluite wees om die strategiese doelwit 'bestuurbaar' te maak. As 'n mens dus weer bogenoemde voorbeeld van VTE-inskrywings gebruik, beteken dít dat 'n bestuursbesluit om inskrywings te verhoog 'n direkte toename in die VTE-veranderlike tot gevolg behoort te hê indien inskrywings styg, en 'n afname indien inskrywings daal.

*Visie 2040 en Strategiese Raamwerk 2019–2024* sluit ses nuwe kern strategiese temas en gepaardgaande doelstellings in. Spesifieke doelwitte vir elke doelstelling sal gedurende fase 2 van die strategiese proses ontwikkel word. Daarna sal 'n verteenwoordigende groep 'n nuwe stel SBA's en KPA's bepaal om vordering in die strewende na die strategieë, doelstellings en doelwitte te meet.

Soos die prosesuiteensetting hierbo toon, is die werk nog nie afgehandel nie. Nogtans sluit ons hieronder 'n paar aanvanklike gedagtes oor die meting van die US se voorgestelde kern strategiese temas en doelstellings in. Die US het tans 16 SBA's wat van krag is sedert die Raad dit in Desember 2014 goedgekeur het. Hierdie SBA's maak deel uit van die Universiteit se Institusionele Plan, tesame met gepaste omskrywings en doelwitte. Dit is ook deel van die US se Jaarlikse Prestasieplan en Halfjaarlikse Prestasieverslag wat by die Departement van Hoër Onderwys en Opleiding ingedien word soos wat die hersiene Regulasies insake Verslagdoening deur Openbare Hoër Onderwysinstellings ingevolge artikels 41 en 69 van die Wet op Hoër Onderwys 101 van 1997 vereis.

'n Paar hoëvlakmaatstawwe word hieronder aan die hand gedoen om lig te werp op die moontlike en uiteindelijke meting van elk van die ses nuwe kern strategiese temas. Let daarop dat van die maatstawwe op meer as een kern strategiese tema van toepassing is en dus herhaal word.



## 8.2 Hoëvlakmaatstawwe vir ses kern strategiese temas

### 8.2.1 'n Transformerende studente-ervaring

Die volgende SBA's pas goed by hierdie tema:

- Opname onder US-alumni (Hoe goed het die US jou vir jou professionele rol/die arbeidsmark voorberei?)
- Studentedeelnamekoers aan die ko-kurrikulum
- Verspreiding van internasionale studente wat voltyds, deelyds en vir uitruilbesoeke ingeskryf is, volgens land van herkoms
- US-studentedeelnamekoers aan internasionale aktiwiteite en uitruilprogramme
- Getal studente wat aktief deelneem aan die US se BeWell-mentorwelweesprojek (en ander, soortgelyke inisiatiewe wat op die liggaamlike, emosionele, intellektuele, beroeps-, sosiale en geestelike dimensies van welwees afgestem is)
- Samestelling van algehele studentekorps aan die hand van die verspreiding van sosio-ekonomiese tellings
- Samestelling van algehele studentekorps (persentasie bruin, swart Afrikaan-, Indiër-, Asiër- en wit studente)
- Behoudsyfer vir voorgraadse eerstejaars
- Studentesukseskoers (module, voorgraads en nagraads; HEMIS-gebaseer)
- Deursetsyfers:
  - Persentasie studente wat hulle kwalifikasies binne die voorgeskrewe tydperk plus twee jaar voltooi
  - Nagraadse voltooiingskoers van magistergrade binne minimum tydperk plus een jaar
  - Nagraadse voltooiingskoers van doktorsgrade binne minimum tydperk plus een jaar
- Getal grade toegeken, volgens vlak
- VTE-studente, volgens studievlak geweeg, per VTE-CI-personeellid
- Verwesenliking van graduandi-kenmerke
- Opname oor studente se ervaring van US-studentedienste

### 8.2.2 Genetwerkte en samewerkende onderrig en leer

Geen bestaande SBA's kan aan hierdie kern strategiese tema gekoppel word nie. Die volgende aanwysers kan as moontlike maatstawwe oorweeg word:

- Elemente van die ko-kurrikulum
- Getal modulekrediete van studente wat vir Modus 2-programme ingeskryf is as 'n persentasie van alle ingeskrewe modulekrediete
- Getal inskrywings vir personeelontwikkelingskursusse as 'n persentasie van die permanente en vastetermynpersoneeltal
- Getal kortkursusinskrywings
- Gemiddelde persentasie akademiese programme wat in die afgelope vyf jaar vernuwe is
- Geakkrediteerde navorsingspublikasies oor akademieskap van onderrig en leer in verhouding tot alle US-navorsingspublikasies



- Akademiese modules met 'n netwerk- of samewerkende leerervaring in verhouding tot die algehele moduleaanbod
- Akademiese modules wat aanlyn materiaal of 'n gedigitaliseerde leerervaring bied in verhouding tot die algehele moduleaanbod
- Getal personeellede wat deelneem aan netwerkgeleenthede (beroepsliggame, konferensies, praktykgemeenskappe) op 'n nasionale/internasionale vlak

### 8.2.3 Navorsing vir impak

Die volgende bestaande SBA's strook met hierdie kern strategiese tema:

- Persentasie permanente CI-personeel met 'n doktorsgraad
- Geweegde navorsingsuitsette per VTE-CI-personeellid
- Getal prakties uitvoerbare uitvindings wat per jaar bekend gemaak word
- Derdestroominkomste as 'n persentasie van die US se algehele inkomste
- Persentasie personeelvergoeding wat nie uit die hoofbegroting gefinansier word nie
- Persentasie gefinansierde voorstelle met hoofnavorsers van verskillende departemente/skole/fakulteite
- Getal samewerkende of interdisiplinêre navorsingspublikasies
- Getal publikasies wat in samewerking met strategiese of voorkeur internasionale vennootuniversiteite uitgegee is
- Persentasie toegekende magister- en doktorsgrade wat bedryfsbetrokkenheid behels
- Persentasie navorsingskontrakte wat bedryfsbetrokkenheid behels
- Getal navorsingsleerstoele
- Getal nadoktorale genootskappe
- Getal sitate van referate wat in samewerking met strategiese of voorkeur internasionale vennootuniversiteite aangebied is
- Mediaan van H-indeks vir professore en medeprofessore
- Impak van navorsing op samelewingsuitdagings in die domeine van die politiek, die bedryf, die natuurlike omgewing, die burgerlike samelewing, openbare diskoers en openbare meningsvorming

### 8.2.4 Doelgerigte vennootskappe en inklusiewe netwerke

Die volgende SBA's pas goed by hierdie kern strategiese tema:

- Punte vir vennootskappe in Afrika per VTE-CI-personeellid (uitgedruk as 'n persentasie) en punte vir ander voorkeurstreke
- Persentasie personeelvergoeding wat nie uit die hoofbegroting gefinansier word nie
- Gepaste aanwysers of 'n kombinasie van aanwysers om sosiale impak te meet, soos die getal opleidingsgeleenthede wat per jaar aangebied word én hulle deelnamekoerse, sowel as deelname aan Universiteitsgesteunde aktiwiteite vir sosiale impak, onder meer Woordfees- en US Koor-uitvoerings, om slegs twee te noem
- Getal nie-navorsingskontrakte (spesifiseer tipe kontrakte)
- Persentasie internasionale studente wat by die US ingeskryf is
- Persentasie gesamentlike grade toegeken
- Persentasie toegekende magister- en doktorsgrade wat bedryfsbetrokkenheid behels



- Persentasie navorsingskontrakte wat bedryfsbetrokkenheid behels
- Getal studente wat aan Study Abroad deelneem (alle kategorieë)
- Persentasie/getal vennootskappe in die domeine van die regering, die bedryf en die burgerlike samelewing
- Getal/persentasie C1- en C2-personeel wat deelneem aan (professionele) personeeluitruilprogramme/evalueringsbesoeke/beroepsliggame/praktykgemeenskappe binne voorafbepaalde parameters (bv. slegs sekere voorkeurstellings/binne bestaande vennootskappe, ens.)

### 8.2.5 Voorkeurwerkgewer

Die volgende SBA's kan dalk goed te pas kom om hierdie kern strategiese tema te meet:

- Persentasie akademiese personeel en PASD-personeel met doktorsgrade (PhD's)
- Samestelling van permanente (ook vastetermyn-) personeel (persentasie bruin, swart Afrikaan-, Indiër-, Asiër- en wit lede)
- Samestelling van permanente (ook vastetermyn-) personeel, soos persentasie vrouepersoneel
- VTE-studente, volgens studievlak geweeg, per VTE-CI-personeellid
- Getal inskrywings vir personeelontwikkelingskursusse, d.w.s. leierskapsontwikkeling, transformasievaardighede, bewustheid van verkrachtingskultuur, ensovoorts, as 'n persentasie van die permanente en vastetermynpersoneeltal
- Persentasie permanente (ook vastetermyn-) personeel van ander lande
- Getal akademiese personeellede wat tot nasionale of internasionale akademies behoort
- Terugvoering oor algehele personeelwelwees, onder meer aan die hand van gereelde opnames oor personeelklimaat en -kultuur

### 8.2.6 'n Floerende Universiteit Stellenbosch

Die volgende SBA's pas goed by hierdie kern strategiese tema:

- Geweegde navorsingsuitsette per VTE-CI-personeellid
- VTE-studente, volgens studievlak geweeg, per VTE-CI-personeellid
- Persentasie personeelvergoeding wat nie uit die hoofbegroting gefinansier word nie
- Derdestroominkomste as 'n persentasie van die US se algehele inkomste
- Vierdestroominkomste as 'n persentasie van die US se algehele inkomste
- Vyfdestroominkomste as 'n persentasie van die US se algehele inkomste:
  - Jaarlikse skenkingsveldtogte
  - Jaarlikse skenkers
  - Skenkingsfondse ("endowments")
- Geskikte aanwysers van omgewingsvolhoubaarheid, soos water- en elektrisiteitsverbruik, en die bestedingsverhouding aan fasiliteitsinstandhouding
- Geskikte aanwysers van goeie oorsigbestuurspraktyke (wat tot die algemene volhoubaarheid van die instelling bydra, byvoorbeeld met betrekking tot risikotempering, goeie besluitneming, wetsvoldoening, ens.)
- US se plek op uitgesoekte internasionale ranglyste
- Innovasie- en entrepreneursaktiwiteite:
  - Afwentelmaatskappye
  - Kommersialiseringsooreenkomste



# BRONNELYS



## 9. BRONNELYS

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