



# INTOUCH

Stellenbosch  
University  
International  
Partnerships  
and Global  
Engagement

Edition 4  
May 2017



UNIVERSITEIT  
STELLENBOSCH  
UNIVERSITY



**rooted in africa,  
global in reach**



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To celebrate our reorganising, we launched a design competition for a cover inspired by our slogan. The winner's design was placed on the cover and the runner-up on the back page.

### About the cover artist:

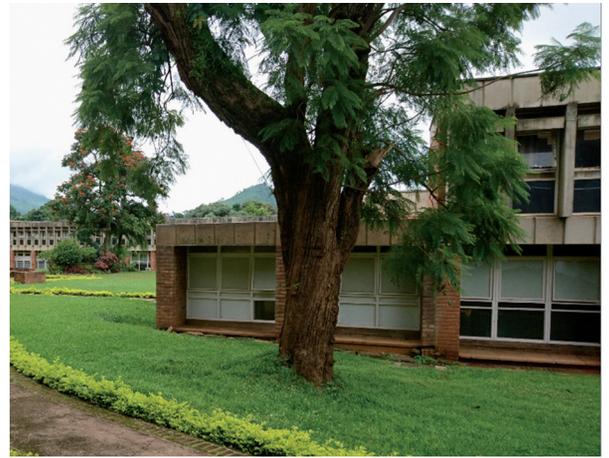
**Name:** Mia Robinson

**From:** Cape Town, South Africa

**Currently studying:** First year BA International Studies

**Behind my design:** The vision that I had while designing this cover, was Africa intricately connecting with the international world – hence the theme is 'Rooted in Africa, global in reach'. I wanted to design something that very basically, but very powerfully, shows how Africa can be the root of a stealthily growing 'tree', which represents global opportunities, wealth and connections. By using a tree as my dominant motif, I wanted to show that no matter how abundant or healthy a 'tree' – representing global success and connectivity – is, it cannot grow or survive without its roots – Africa.

Photography: Tichafa Chidzonga, Stefan Els, Hennie Rudman  
Thanks to our partners, colleagues and students who kindly supplied images.



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# PREFACE

Office for International Relations ... International Office ... Postgraduate and International Office ... Stellenbosch University International ... Our journey over 24 years with a promising and exciting road ahead...

**A**ctivities related to the international office at Stellenbosch University (SU) have always been characterised by a high level of service delivery, a steady growth in the numbers of international students and a consistent expansion of SU's international academic networks, with a specific focusing on growing linkages on the African continent. Against this backdrop, outbound student mobility is growing, although on a small scale, and internationalisation@home activities are evolving to engage larger groups of the broader student community to develop a favourable outlook towards international students on campus.

In 2014, the external evaluation panel (part of SU quality assurance process) commended this dedicated service delivery platform. This aspect of SU's international related activities will be the basis of the journey of SU International, building on

- the enthusiasm and diligence of the staff complement, including the student interns;

- continued efficient relationships with internal and external stakeholders;
- on rendering complementary, essential services and the willingness to create mechanisms to meet the needs of stakeholders; and
- an innovative and entrepreneurial approach resulting in the majority of services funded by self-generated income.

Our journey will be further amplified due to internationalisation becoming one of SU's strategic priorities within institutional strategic planning activities and the appointment of a DVC with internationalisation as a portfolio. The first step will be the development of an institutional strategic plan for internationalisation to be included in the new Institutional Plan for 2018. This will be accompanied by interventions to enhance SU's African footprint, to establish international alumni hubs, to expand SU's international networks, to build SU's international profile and to work towards systemic sustainability in terms of income-generating activities.

Our challenge will be to successfully navigate through the institutional landscape, to obtain the buy-in of the broader university community, to fundraise for sustainability and, at the end, to add an international and intercultural dimension to each individual's experience in their association with SU.

In collaboration with the Tygerberg International Office, International Affairs at the Business School and the Postgraduate Office, SU International will be leading this journey through

- the Centre for Collaboration in Africa, focusing on enhancing SU's African footprint
- the Africa Centre for Scholarship, building capacity through the African Doctoral Academy
- the Centre for Partnerships and Internationalisation, growing SU's international reach
- the Global Engagement Centre, using internationalisation to transform students through immersive learning
- the Confucius Institute, teaching Chinese language and culture in the broader community
- the SU International Services Centre, sustaining the support value chain

Read further on the next pages and get in touch with the SU International centres.

We invite you to join us on our journey! "Watch this space in 2018!", when we will celebrate 25 years of supported internationalisation activities at SU while the extended SU community will celebrate 100 years of Stellenbosch University!

*Robert Kotzé  
May 2017*



# INTRODUCING SU INTERNATIONAL

Starting our new journey, SU International aims to contribute to the institutional objectives of Stellenbosch University (SU) and particularly with regard to positioning the institution as a new African University. This includes supporting all the faculties where internationalisation related activities are primarily seated, and integrating and aligning campus international support structures to ensure consistent comprehensive internationalisation across SU.

The purpose of SU International is:

- 1) To lead the development and implementation of the strategic plan for the internationalisation of SU and her core activities: research, learning and teaching and social impact;
- 2) To develop sustainable significant bilateral and multilateral alliances, partnerships and collaboration in support of the academic project;
- 3) To integrate a global engagement dimension into the student experience at SU, especially to institute and enrich the notion of internationalisation-at-home;
- 4) To maintain and enhance the existing dedicated support services platform to execute and promote SU's international activities on campus, in the local community, within the region, Africa and beyond; and
- 5) To facilitate the development of scholarship in Africa.

In the next pages we would like to introduce you to our new centres and the staff members who work there. We have also asked them to share a bit about their roots and what inspires them.

## Office of the Senior Director

The Senior Director is in charge of the overall leadership and management of Stellenbosch University International and strategically implements policies and plans. The Office of the Senior Director is further responsible for communication and liaison and takes care of all visiting delegations.



**Robert Kotzé –  
Senior Director:  
SU International  
and Co-Director:  
Confucius Institute at  
Stellenbosch University**

*My roots: I am a Euro-African  
I am inspired when someone  
grabs opportunities, grows  
and makes a difference to  
others around him/her.*



**Mandy Adamson –  
Personal Assistant to the  
Senior Director**

*My roots: Born and bred in  
South Africa of Irish descent.*

*What inspires: My kids and their  
innocence, uniqueness and zest  
for life, which helps me clear  
my sometimes hazy view of  
the world. People's generosity  
and kindness. Travels I've been  
blessed to experience so far  
and all the other places I'd love  
to visit. People. Creativity. The  
blank canvas of a new morning  
and so much more!*



**Amanda Tongha – Communications and Liaison**

*My roots: I am an African and citizen of the world. A descendent  
of people who persevered despite the hand they have been dealt  
in life.*

*I am inspired by gutsy and daring people, trailblazers,  
mavericks, people who beat the odds and excel, people who  
make something out of nothing like the poor mother who  
feeds a family of five selling fruit and sweets on sidewalks  
or the guy who generates power for his community from  
scrap materials. The infinity of life and good music makes  
life bearable.*



**Intern – Tichafa Chidzonga**

**ROOTED IN AFRICA,  
GLOBAL IN REACH**

## INTRODUCING SU INTERNATIONAL

### Centre for Collaboration in Africa (CCA)

It is the mandate of the newly established Centre for Collaboration in Africa (CCA) to develop and nurture relationships between Stellenbosch University and its partner institutions in Africa. This is done through bilateral agreements, research networks in various thematic areas and staff and student mobility programmes across the continent through the Intra-ACP programme. In 2017, we look forward to further develop our relationships with African partner, programmes and networks, and also to launch the 8th call of the Africa Collaboration Grant (ACG). Since its inception in 2010, the ACG funded over 80 projects across all faculties at the Stellenbosch University to the value of more than R3 300 000, offering co-funding support for SU academics to undertake workshops, conferences, institutional visits or the hosting of academic partners from one or more African bilateral partner institutions. This aims to develop stronger research and staff exchange partnerships. We thus encourage the SU staff to make use of this opportunity and our African partners to support the SU colleagues in their endeavours for mutual benefit.

2017 will also see various workshop/conference/research/scholarship grants and mobility opportunities through thematic networks such as the AU/NEPAD Southern African Network of Water Centres of Excellence (Water sector), PANGeA (Arts, Humanities and Social

Sciences) and PeriPeri U/RADAR (Disaster and Risk Reduction), and the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) providing opportunities for students and staff across the African continent – many things to look forward to!



**Nico Elema – Manager**

**My roots:** I am born in South Africa and a son of Africa.

*I am inspired by the underdog beating the odds against them.*



**Joanna Fatch – Project manager: NEPAD SANWATCE**

**My roots:** A mix of many – I am Arabic descent from my paternal grandfather. My grandmother was from Dona Ana in Mozambique, while my maternal side are of the Ngoni tribe. All in all, I am Malawian.

*I am inspired by the belief that I can make a difference and contribute to a greater good.*



**Norma Derby – Coordinator: Intra ACP/ Africa Mobility**

**My roots:** I was raised in Elsies River, a suburb of Cape Town.

*I am inspired by graduation stories, how adversity was the motivation to strive for success.*



**Yolanda Johnson – Finance and Administration**

**My roots:** I was born and raised in Belgravia Estate in Athlone, Cape Town. Coming from such a close-knit community instilled in me a sense of community, which I strive for.

*I am inspired by a sense of community. To fit into a well-functioning team where each individual, no matter how big or small, can inspire others to greatness.*



Interns: **Kanyisile Tukani (Kanyi)** and **Anelisiwe Hatto (Siwe)**

## Africa Centre for Scholarship (ACS)

Although organisationally part of SU International, the Africa Centre for Scholarship (ACS) works on an institutional level more directly with the RC of the DVC: SI&I in support of achieving institutional strategic objectives with regard to positioning SU as new Africa University. The purpose of ACS includes developing and implementing a trajectory for scholarship development in Africa, building on, but not limited to, existing SU on-campus initiatives. The ACS leads the process to develop and implement the concept of a physical presence of SU elsewhere in Africa and coordinates research within SU International on internationalisation and global engagement. The ACS houses the African Doctoral Academy (ADA) through which it also participates in the South African System Analysis Centre (SASAC) with University of the Western Cape, University of Witwatersrand and the University of Limpopo. In essence it is the ADA's vision is to support, strengthen and advance doctoral training and scholarship on the continent across disciplines through an integrated holistic approach to contribute to global, regional, national and institutional objectives and priorities. It serves to coordinate and strengthen excellence in doctoral education at SU and across the African continent. The ADA's biannual Doctoral Schools have been running since 2009 and take place for two weeks during January and June/July. The initiative aims to offer high impact research and methodology training as well as options in academic preparedness and career development. The Doctoral

Schools are open to current and prospective doctoral candidates, their supervisors and researchers in general. Each week offers a number of workshops taking place concurrently and offers focused training opportunity by experts in their fields. With delegates and presenters hailing from South Africa, Africa and beyond, these Pan-African Doctoral Schools are an opportunity to engage with fellow delegates and lecturers, exchanging ideas and knowledge during the formal classes, additional extra-curricular classes and the social events.

From 2016, the ADA has also offered a number of workshops at Joint Doctoral Schools at the University of Makerere in Uganda and the University of Malawi, as well as further involvement at the University of Ghana at their Doctoral School through a programme funded by the Carnegie Corporation of New York. Delegates have the opportunity to attend classes presented by experts from all over the world, ranging from the key concepts in research methodology, SPSS and ATLAS.ti use, survey and interview methodology and preparing for the PhD as well as writing and publishing articles from the PhD. Additionally, delegates also have the opportunity to attend workshops on academic and career development, including such training fields as teaching and learning in higher education, Doctoral Supervision and project management for researchers. In 2017, the ADA is looking forward to exploring new opportunities for the development of more Joint Doctoral Schools with partners in Africa.



**Corina du Toit – African Doctoral Academy Programme Manager and SASAC Deputy Director for Stellenbosch University**

I am a daughter of the Mother City and came back to Cape Town after studies and work abroad. I like to think I'm a citizen of the world. My roots are South African, peppered with some Dutch, French, Welsh, German, a little Portuguese and who knows what else!

*I really enjoy the work that we do at the African Doctoral Academy around fostering development and seeing people achieve success in their studies and personal goals.*



**Carla Kroon – ADA Programme Administrator**

*My roots:* I was raised in Melkbosstrand here in the Western Cape. I am now a Stellenbosch resident in heart and soul!

*I am inspired by go-getters, optimists and doers.*



Intern – **Amalsha Galhenage**

## INTRODUCING SU INTERNATIONAL

### Centre for Partnerships and Internationalisation (CPI)

As the name suggests, the Centre for Partnerships and Internationalisation (CPI) has two broad thematic areas: partnerships, with a particular focus on development and support, and internationalisation that manifests in strategy and policy support to SU International and the rest of the institution. There is a close link between the two areas and neither exists in isolation of the other. Each of the areas also implies a strong connection with other SU International centres that underlines the principles of internal coherence and support. Furthermore, CPI has an inward and outward perspective in terms of the engagement with internal stakeholders (SU International and broader SU community) as well as externally towards partners and prospective partners. When highlighting some key activities and focus areas of CPI, the most important aspects to mention are: partnership development, liaison and support, both internal (SU and SU International) and external; multilateral networks and consortia (outside Africa); the international mobility of staff and information management.

Stellenbosch University has a broad network of formal international partnerships across the globe with a large number of partnerships in 39 countries (outside of Africa). New geographical areas of engagement include an intentional shift into more collaboration in global South in particular within the context of BRICS (Brazil, Russia, India and China) countries. Other areas of interest include Central Europe, Southeast Asia and the greater Latin America area where we have limited institutional connections. Our role includes the management of partnership and oversight of the implementation

of partnership activities in close collaboration with internal and external stakeholders. We want to promote partnerships with institutions around that world that are built on strong mutual values such as ethical engagement, equality and equity. The latter is not based on financial means but also in terms of status within the cooperation and sustainability. 2017 holds a number of major challenges and wonderful opportunities for CPI: a major evaluation of all partnerships will provide a platform for the development of strategic partnership activities, a refinement and expansion of the current information management tools and support in the development of the first formalized internationalisation strategy for the institution.

#### **Lidia du Plessis – Coordinator: Staff mobility programmes and partnership projects**

My roots are African, South African. I'm a Capetonian – born and bred. Although I lived abroad for some years, I always knew that I will return. My roots are deeply embedded in the African soil. It's part of my being and I am proud of it!

*People inspire me; their stories, their struggles, their journeys. To travel inspires me. I love to experience new cultures and learn more about a country and its people, its history. To explore a town or city for the first time and feeling its heartbeat and rhythm is one of the most enriching experiences.*



#### **Huba Boshoff – Manager**

*My roots: I am a small town farm girl...big city dreams*

*I am inspired by travel; the sounds, the smells, the people, beautiful fabric and colours.*



#### **Alecia Erasmus – Coordinator: Information management and Erasmus+**

*I am rooted in the Karoo, the shrubs and the squeak of a windpomp, the smell of the rain on the dusty ground and the full moon over the veld.*

*I am inspired by words and stories, by the hope of a new world and the change ordinary people can bring about as global citizens*



#### **Kirwan Adams - Support officer: Multilateral collaboration and information management**

*My roots: Born and bred in Stellenbosch*

*"I am inspired by learning new things, overcoming challenges and appreciating the fact that one cannot know everything in this vast world."*

## Global Engagement Centre (GEC)

The Global Engagement Centre (GEC) aims to actively promote and strengthen student exchange programmes with partner institutions as well as other student mobility programmes. The latter includes the sourcing and promotion of international winter and summer schools for SU students, hosting students on the Erasmus+ and Intra-ACP programmes and to develop and support other mobility programmes and opportunities. GEC is responsible for the annual GEC Summer School which is open to both international students as well as SU students. GEC coordinates national mobility programmes like the SA- Tübingen programme. GEC accommodates students from non-partner institutions as Freemover and Affiliate Students by promoting Stellenbosch University as a study abroad destination. In this approach we strengthen international research mobility and provide more opportunities for more diverse student mobility options.

Another GEC focus is to development and offer short academic programmes for international universities which can be tailor-made on demand. This aids them in their broader aim to internationalise the curriculum of the larger SU community. This is established by the collaborative development of full degree programmes, with academic departments which includes a mandatory semester abroad, international internship initiatives and positioning Africa as a study focus for incoming students. We also collaborate with other SU departments in offering co-curricular courses, special academic semester courses that are not in the regular course offering and developing our own academic courses such as the Learning for

Sustainable Community Engagement course. In addition to this academic course, we have a very successful and well-established community engagement programme and interaction open to all students. GEC provides and manages the logistical support system within our own portfolio but also serves the broader SU International environment. In 2017, we are looking forward to growing our numbers for outgoing student exchanges and making a worthwhile contribution to the continuous narrative around internationalisation of the curriculum.



**Ben Nel – Manager**

*My roots: Son of Africa*

*What does not inspire me?  
I hate all forms of ugliness.  
I am inspired by kindness,  
compassion and family.*



**Bantu Donovan Louw –  
Incoming Exchanges and  
Outgoing Summer Schools**

*I hail from Amakhosa  
(Omthonyama).  
NdingumKwayi, Ngconde, Togu,  
Ubulawi, Ngcond'oneentshaba.*

*What inspires: **Seeing  
people happy.***



**Sarah van der Westhuizen  
– Student Exchanges and  
Mobility Programmes**

*My roots: The immanent world.*

*I am inspired by **compassion,  
empathy, creativity,  
authenticity, team work,  
collaboration and love.***



**Georgina Humphreys –  
Logistics and  
IPSU Support**

*My roots: I am born and bred  
in Stellenbosch, am citizen of  
South Africa and person of  
colour in Africa.*

*What inspires: **The challenges  
I face no matter how much  
they weigh, because they  
bring unique moments  
of communication and  
transformation.***



**Werner de Wit –  
Shortprogrammes,  
Incoming Summer/  
Winter schools  
and Integration**

*My roots lie within my family.  
Family first. Relationships.*

*I am inspired by **helping and  
seeing students reach  
and develop to their  
full potential.***

## INTRODUCING SU INTERNATIONAL



### Tanya Fouché - Freemovers and Affiliates Students

*My roots:* I am from the Garden Route, a popular destination for international students travelling in South Africa. Here you will find elephants, a forest, a lagoon and Leisure Island. I grew up in Stellenbosch and have also grown roots in Taiwan and Australia along the way.

*I am inspired by learning, nature, rhythm, art, movement and music and life in general. What a privilege and time to be alive! I am further inspired by people, spaces, and conversations which contributes to reaching outcomes and serves as enabler of driving and rethinking processes. This is the pinnacle of the administrative environment I operate in at the Global Engagement Centre. Oh, and I like it when a plan comes together!*

### Interns



Hanna Kotzé



### Grant Demas – Academic Programmes Coordinator, Community Engagement Lecturer

*My roots:* I was born and raised and schooled in Kimberley. I am the great-grandson of John and Sarah Demas, the grandson of Henry and Ella Demas and the son of Clive and Colleen Demas. I am rooted in the following; strong evangelical Christian values and the centrality of Christ in all things, strong family ties, loyalty and a commitment to passing on the traditions that have been handed down. I have a passion for education and the ongoing refinement of my own character. I love animals, nature and the soil, classical and choral music, rugby, cricket and swimming, reading and learning, good food (family recipes). Also enabling empowerment and taking care of the vulnerable and needy.

*People inspire me, especially when they exhibit the following qualities; getting on with 'things' against all odds, humility and treating others with respect and dignity, good work ethic, loyalty, faithfulness and sincerity, generosity of spirit and wholesome or Godliness.*



Thanduxolo Mountain



Ethan-Luke Ryklief



Wilanda Kruger



Mia Engelbrecht



Romario Abrahams

## SU International Services Centre (SUI-SC)

The Stellenbosch University International Services Centre (SUI-SC) is responsible for the reception and client service to all visitors and students to the SU International and delivers various services. These services range from support for prospective international undergraduate students, including evaluation of foreign school qualifications, admissions and pre-arrival support and EFL (English Foreign Language) training in collaboration with the SU Language Centre. It also includes services for full degree international student finances, housing for international students and visiting academics



### Carmien Snyman – Manager

*My roots:* Local and lekker! I always had a sense of belonging in my small town where basic things in life are still celebrated big time. Like a Christmas lunch with too much food. I cannot imagine Easter without curry fish and hot cross buns; burning the midnight oil playing outside while the elders are playing dominoes and having good old-fashioned fun. Yet, I always knew that even a small town little girl like myself forms part of a bigger universe out there somewhere.

*I am inspired by life. I'm always amazed by what life offers, even when I don't expect it. This pushes me to always do my best.*

and delegations. We also provide an advisory service to incoming students and staff relating to immigration and health cover. SUI-SC support student life and success by providing multiple platforms for an integrated student experience. At the start of every semester SUI-SC hosts a five-day orientation programme for between 300 - 400 non-degree seeking students to ensure that they settle into their new environment with relative ease. Our Matie Buddy programme warrants a warm reception for each student and provides capacity in aiding acclimatization. As part of the adjustment and integration programme, SUI-SC facilitates activities for both international and local students through the International Student Organisation Stellenbosch (ISOS). We also host an International Food Evening every semester that aims to promote internationalisation@home. Furthermore, SUI-SC is responsible for effective budgeting at SU International, managing cost points, guaranteeing that we adhere to auditing processes and assuring financial stability and security. In 2017 we strive for continued quality service delivery, ensuring a warm reception, an ergonomically friendly environment and equipping staff with the best possible facilities and equipment to perform their tasks to the best of their ability so that we can pride ourselves on our legendary South African hospitality.



### Nicolene Rhoda-Carstens – Reception

*What inspires:* **To open my eyes in the morning and hear birds chirping outside my window makes me realise how blessed I am.**

I am rooted in Africa and still want to travel the world.



### Grant Leukes - Housing: International students and visiting academics

My roots are from the Karoo; lamb chops and summer rains, huisbrood (home-made bread) and plaasbotter (farm butter), beautiful sunsets and friendly loving people.

*I am inspired dealing and working with passionate people.*



### Carmelita Talmarkes – International Undergraduate Enrolments & EFL

*I get inspiration from making a difference in someone's life. In my job, I make a difference in students' lives from the onset, giving them hope and encouraging them on how to become a student.*

My roots are planted on the African soil though I am a fourth-generation Portuguese.

## INTRODUCING SU INTERNATIONAL



**Deon Petersen – Senior Office Assistant**

My roots are Stellenbosch, braaivleis, cold beer and family.

*Friendly people inspire me.*



**Linda Uys – Immigration and Health**

My roots: Solid underground roots, sprouting.

*I am inspired by people.*



**Angelo Jephtha – International Student Life and Success**

My roots: I was raised in two major South African cities namely Cape Town and Johannesburg. These two cities, played a significant role in my development. My roots are thus eclectic. I am from here and there.

*I am inspired by nature, good music and positive people.*



**Meneshia Koopman – Office Assistant**

My hometown, my community, my roots.

*My kids inspire me.*



**Sue-Vicky Brandt – Full-degree International Student Finances**

My roots: I'm born and bred in Stellenbosch. My parents and grandparents grew up here. My maternal grandfather John Benn grew up in the Oudtshoorn district. We are distant family of the famous John Benn. If you have watched *Fiela se Kind* or read the book you will know who this famous sea captain was.

*I am inspired by making a difference every day, either for someone else or in my own life. Like Oprah use to say, when you know better you do better.*



Interns – **Malira Masoabi and Graelde Meyer**

## Confucius Institute at Stellenbosch University (CISU)

Based in SU International, the Confucius Institute at Stellenbosch University (CISU) was established at the end of 2007 as part of the agreement between Stellenbosch University and Xiamen University (Xiamen, China). Since then we have grown and developed and currently we have 1675 registered students at 14 teaching sites. We offer courses on different levels, including basic, intermediate and advanced. We also focus on different purposes such as conversational, the HSK Chinese proficiency test, business and one-on-one. With the guarantee of a stable number of collaborating schools and learners, CISU focuses on improving professional capability of teachers and research on the teaching environment, subjects and materials and cultural activities. In addition to teaching Mandarin, we also develop cultural activities for the purpose of engaging with local communities and enabling cultures to learn from each other. We launched Taiqi and Baudanjin teaching and performance and arrange celebrations for the Chinese Lantern Festival and Mid-autumn Festival. We have had art troupe performances from

China and have hosted a Chinese singing competition (Voice of Stellenbosch), the Chinese Film Festival and the Chinese Corner.

Our most successful establishment has been the International Health Care and Traditional Chinese Medicine Seminar. We have hosted the seminar for the past two years and have included training sessions for local physicians. They were trained by experts on traditional Chinese medicine through lectures, practical lessons and complimentary treatments. The Chinese experts also provided clinical practice for students from UWC majoring in traditional Chinese Medicine and popularized knowledge of Chinese health preservation within local communities. This annual seminar has become an institution and benefits local communities. CISU is eager to integrate with local community by offering services. In 2017 we hope to continue with our teaching and research activities and promoting the engagement with Chinese language and culture.



**Jennifer Jian – Director: Confucius Institute at Stellenbosch University**

In my point of view, roots is personal motivation. When we keep the motivation to work hard, we can reach our goals. No root, no fruit.

*I am inspired by the work I am doing, it's what I dreamed 12 years ago. Strong motivation and hard work brought me here. I am eating the fruits now. A good relationship with colleagues at SU International and the Confucius Institute further inspires. Lastly, I am outgoing and optimistic. I believe that today is much better than yesterday, and tomorrow will be brilliant.*



**Shirley Zhang – Assistant to the Director and Lecturer**

My roots are the space and the universe. South Africa – can I say that I am a Chinese-South African? I have lived in South Africa for more than eight years and I love it here. How many eight years do you have in all your life? Not a lot.

*I am inspired by the kids from South Africa, the beautiful life and hope from the world.*



**Huina Ma – Lecturer: CISU Programmes**

Don't wait for anything, just do it. It makes me always try to do my best on everything.

*Yearning for a better life is what inspires me to do my best.*

## INTRODUCING SU INTERNATIONAL



**Susie HE – Lecturer:  
CISU Programmes**

*What are your roots?*

The basic principles of my life are: being upright, honest and accomplish my goals. I enjoy my work and find life meaningful and colourful reading, drawing, learning how to play a music instrument or gathering with friends.

**Hope, an optimistic outlook and being better every day are what inspires me. We live in such a wonderful world. No matter what we experience, we should strive to be better. Try to see the world from a different perspective, learn something new, explore another culture through books or the internet, listen to or experience something that moves us deeply.**



**Rebecca Wang – Lecturer:  
CISU Programmes**

I would like to explain my roots by quotations from three Chinese scholars in ancient times.

*To be a teacher:*

Teacher is the one who could propagate the doctrine impart professional knowledge and resolve doubts.

– by HanYu

*To be a person:*

The Master said, The accomplished scholar is not a utensil.

– by Confucius

*To do things:*

It is good to be like water. It nourishes without effort. It flows without contention into low places that people scorn.

– by Lao Tzu

**I feel inspired to lead students to a different culture through the bridge of language.**



**Alex Li – Lecturer: CISU Programmes**

*My roots:* At the age of eight, I used to love huddling up on the sofa beside my mom while she read me Chinese classics such as *The Analects of Confucius* and *Tao Te Ching*. As a child, I could not grasp the precise meaning of those contents, but the complexity and richness of ancient Chinese wisdom mesmerized me, and inspired my interests in understanding the value orientations and moral habits of Chinese people. Soon afterwards, when I took up both practice of calligraphy and the Chinese seven-string zither, those interests developed into a more experientially understanding of Chinese culture. I increasingly realized that they were much more than just skills and practices, but rather embodiments of Chinese culture preserved over thousands of years. As a result, the pursuit of deeper understanding and experiencing my own culture developed into an integral part of my life.

*Inspiration:* **During college, I was fortunate enough to attend the National Taiwan University on a student exchange program where I studied under the guidance of distinguished scholars such as Fu Pei-Jung and Pai Hsien-Yung. I was impressed by their thorough knowledge of both Chinese and western cultures as well as their dedication to the development of Chinese studies. These insights inspired me to embrace my own heritage in order to better utilize it in contributing to the research of Chinese culture whilst realizing the importance of other perspectives in order to attain a multifaceted understanding. That is why I devote myself into the career of Chinese studies and development and always keep myself open and curious to any other cultures.**



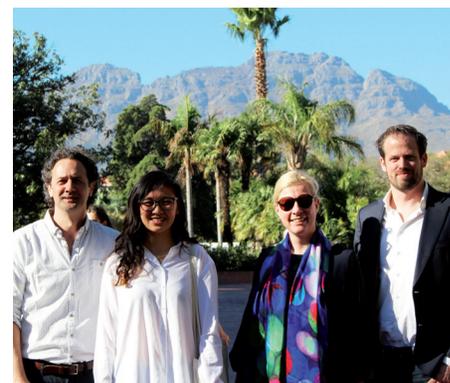
**Teddy Ren – Lecturer:  
CISU Programmes**

*My roots:* Northern China.

**My open-minded parents and my amazing professors are my inspiration.**

# SIAN 2017 A CELEBRATION OF PARTNERSHIPS

Each year, representatives from partner universities around the world gathers at SU for the Stellenbosch International Academic Networks (SIAN) meeting. This year, at the 15th SIAN meeting, partners from 15 countries, representing 23 institutions came together to discuss strategic approaches for the internationalisation of higher education. The meeting was hosted from 28 March to 2 April 2017. SIAN activities for the week included a Study Abroad Fair as well as an International Food Evening. Here are some images from the event.



# SA HIGHER EDUCATION

The higher education sector has developed into a sector that is a leading indicator in the wealth, development, and ambition of a nation (Altbach & Salmi, 2011; Knight, 2011). The massive expansion of higher education worldwide can be described as one of the biggest social transformations shaping the globe (Altbach, Reisberg & Rumbley, 2009). In recent times the role of higher education in contributing to social transformation and particularly in addressing the challenges of society has been shifted to the forefront.

In the last year, higher education around the globe have been challenged by major political shifts such as Brexit and the election of Donald Trump as president of the USA, humanitarian crisis such as the refugees and challenges to academic freedom due to political involvement in for example Syria. In South Africa, the sector has experienced major student protest largely attested

In two opinion pieces, we introduce some perspectives into the current debate in one South African higher

education institution in context of internationalisation. In the first piece, prof Aslam Fataar<sup>1</sup>, interrogates the decolonisation of higher education and argues for an “all inclusive” approach to education. In the second opinion piece, Grant Demas<sup>2</sup> looks at the student experience through the engagement with local community.

<sup>1</sup> Prof Fataar is the Vice-Dean: Research at the Faculty of Education at Stellenbosch University and a distinguished professor in Educational Policy

<sup>2</sup> Grant Demas is the Academic Programmes Coordinator, Community Engagement Lecturer and Global Engagement Facilitator at the Global Engagement Centre, SU International

## Calls for decolonising education are based on the urgency of an ‘all included’ orientation to the knowledge systems of the universe

*Aslam Fataar*

Calls for decolonising education that recently accompanied the student protests at South African universities are not new. They first emerged in the context of decolonising struggles against colonial rule during the 1950s and 1960s.

It is based on a negation of modern colonial education whose organising principle centred on shaping the colonised into colonial subjects, in the process stripping them of their humanity and full potential.

The knowledges of colonised groups, non-Europeans and indigenous folk were suppressed, or as the decolonial scholar, Boaventura Dos Souza Santos explains, their knowledges suffered a form of ‘epistemicide’, which signifies their evisceration from the knowledge canon.

The knowledge of the (colonial) university or school paid little to no attention to indigenous knowledges, the knowledges of the working poor, or the literacies of urban black female dwellers, for example. It favoured the western canon, founded on a separation

of the modern western knowledge from its non-western knowers, suggesting that modern knowledge would help instantiate modern subjects. Becoming a modern subject was the fulcrum of colonial education.

This view has been called into radical controversy by the students’ recent calls for decolonising education. They are demanding a type of cognitive justice based on an expansion and complete overhaul of the western knowledge canon. The call is also for knowledge pluralisation, which refers to incorporation of the complex ways of knowing of subaltern and all previously excluded groups.

I would argue that these calls represent a principled negation of a western-centric knowledge orientation. Instead, decolonising education is based on the inclusion of all knowledge forms bequeathed to humanity; including African, indigenous, Arab-Islamic, Chinese, Hindu, Indo-American, Asiatic, and western knowledge forms.

This 'all-inclusive' approach to knowledge is based on an inter-cultural understanding of multiple and heterodox forms of being human. All knowledge forms have to be brought into play in intercultural education that promotes a type of epistemic openness to the knowledges of all human beings. This approach would seek to undermine 'knowledge parochialism', which is the idea that one's own knowledge system is superior and thus sufficient for complex living.

I suggest that schools, colleges, and universities should cultivate respect for people and their cultural and knowledge systems. These institutions should make available to their students knowledges across the widest possible human spectrum. University curricula should work across the various knowledge and science systems to establish dialogical platforms about actual and potential futures.

Decolonising education eschews static knowledge orientations. It is founded on a type of complex knowledge dynamism in fidelity to disciplinary and trans-disciplinary foundations, and always alert to a type of problem-posing dynamism. In other words, knowledge constructions ought to be approached as dynamic, disciplined and patient constructions that advance sustainable livelihoods.

The call for decolonising education is nothing less than the full incorporation of humanity's knowledge systems into the curriculum and knowledge selection systems of universities and schools. The modalities of such incorporation, I believe, ought to be the subject of urgent conversation in policy circles, among curriculum workers, learning materials and textbook designers, and, crucially, among university lecturers and school teachers.

# South African Higher Education Institutions (SAHEIs) and Global Engagement (GE)

## Lessons learnt from SU International's knowledge partnerships

*Grant Demas*

South African Higher Education Institutions are fraught with challenges, since they were scripted into the role of being complicit in enacting apartheid's social arrangements. However, with the advent of a new political dispensation in 1994, SAHEI's were mandated to transform and to be proactive in engaging with local communities to address the injustices of the past. To this end, these institutions have formed a variety of collaborative learning partnerships with other stakeholders in their geographical locations. Consequently the gap between the academe and those outside of it, is narrowing. Furthermore, on an ongoing basis, scholars conduct research that is inclusive, whilst first-hand experiences enables a more careful aligning of theory and practice. A significant outcome hereof, is the ever-increasing appreciation for the tacit knowledge that exists outside the academe. Also, concepts like cognitive justice and knowledge partnerships have emerged from this new way of thinking and it has helped with guarding against potential dilemmas like the subjugation of tacit knowledge. Initiatives are therefore inclusive, collaborative and intentionally transformative. It is no longer a matter of doing things for each other. It is about doing things with each other. This enables empowerment and a shared shaping of ideas through immersive learning encounters.

Providing agency for international students to engage and partner with and within local communities, is one of the most useful vehicles of transformation and internationalisation. As a young learner from a partnering primary school put it, "we don't have to travel, the world comes to us." All who participate in this "transformative internationalisation at home" enterprise consequently learn lessons of inestimable value. Furthermore, this enterprise enables collaborative learning about challenges and the co-crafting innovative responses to these. When the lessons learnt are documented, knowledge that otherwise exists outside of the academe is integrated into it. Research consequently becomes increasingly relevant and responsive to societal challenges whilst the research enterprise in itself becomes transformed and transformative, employing inclusive, collaborative methodologies like Community Based Participatory Action Research. Other valuable spin-offs of this approach to learning include; the awareness it creates of social injustice, critical and engaged citizenship and graduate attributes. In its quest for knowledge SAHEIs must learn from those outside the academe. "Tonight the earth will be hotter and its waters more acidic. This is not the work of uneducated people, instead, it may largely be attributed to the work of those with MScs, MBAs, and PhDs." – *Catherine Hoppers*

# UNIVERSITY OF MALAWI CHANCELLOR COLLEGE

**N**estled on the foothills of the Kuchawe plateau in the town of Zomba, 70 km north-east of Blantyre, the University of Malawi Chancellor College has a vibrant campus, housing departments of Fine and Performing Arts, Physics, Economics, Mathematics, Chemistry, Law and Public Administration, Home Economics and Geography and Earth Science. The current student numbers at the University of Malawi Chancellor College is 4 614 of which 1 956 are female and 2 658 are male. Students are housed at various residences on campus and in town. The campus is also home to a number of academics and administrative staff.

With an active Memorandum of Agreement with Stellenbosch University (SU), the University of Malawi offers staff and student exchange opportunities between the two universities. Active research collaboration is also ongoing and over the past number of years, various staff and students from the University of Malawi Chancellor College have graduated from Stellenbosch University with PhD qualifications from the PANGeA Graduate School at SU's Faculty of Arts and Social Sciences. They proudly proclaim their status as Matie alumni on campus. After receiving

their PhDs, some of these alumni are now department heads at the University of Malawi Chancellor College. Another notable alumna at the University of Malawi Chancellor College, is the principal (equivalent to the vice-chancellor), Prof Richard Tambulasi. He completed his Master of Public Administration at SU in 2005.

The University of Malawi Chancellor College is a network member of the AU/NEPAD Southern African Network of Water Centres of Excellence (SANWATCE) ([www.nepadwatercoe.org](http://www.nepadwatercoe.org)), along with ten other universities in the SADC region and five universities in West Africa. The AU/NEPAD SANWATCE Secretariat is hosted by the Stellenbosch University at the Centre for Collaboration in Africa (CCA) at SU International. This has resulted in various research and capacity development activities between the institutions over the past number of years.

[www.chanco.unima.mw](http://www.chanco.unima.mw)



# PARTNER INSTITUTIONS



# NANYANG TECHNOLOGICAL UNIVERSITY, SINGAPORE

Inaugurated on 1 July 1991, Nanyang Technological University (NTU) started out as a teaching university. Its predecessor institution, Nanyang Technological Institute (NTI), was set up in 1981 on the grounds of the former Nanyang University, founded in 1955, to educate practice-oriented engineers for the burgeoning Singapore economy. In 1991, NTI merged with the National Institute of Education to form Nanyang Technological University (NTU). The alumni rolls of the former Nanyang University were transferred to NTU in 1996. NTU became autonomous in 2006 and is one of the two largest public universities in Singapore today.

**T**he main campus is a 200-ha residential, garden campus located in the south-western part of Singapore, near the Jurong West Extension area. Young and research-intensive, NTU is ranked 13th globally, placed first amongst the world's best young universities and third amongst Asian universities. In addition, Engineering and Technology is ranked sixth on the QS World University ranking by faculty and Materials sciences is ranked 6th by subject ranking. The university has colleges of Engineering, Business, Science, Humanities, Arts, & Social Sciences, and an Interdisciplinary Graduate School. It also has a medical school, Lee Kong Chian School of Medicine, set up jointly with Imperial College London. NTU is also home to world-class autonomous entities such as the National Institute of Education, S Rajaratnam School of International Studies, Earth Observatory of Singapore, and Singapore Centre on Environmental Life Sciences Engineering. NTU provides a high-quality global education to about 33 000 undergraduate and postgraduate students. Hailing from 80 countries, the university's 4 300-strong faculty and research staff bring dynamic international perspectives and years of solid industry experience. NTU has made substantial contributions to Singapore's drive for research and innovation spearheaded by the National Research

Foundation (NRF), particularly in the high-investment areas of biomedical sciences, environmental and water technologies, and interactive and digital media. In February 2010, NTU was globally ranked eighth out of 1 084 institutions that had attracted the highest total citations to their papers published in Thomson Reuters-indexed engineering journals, with 5 912 papers cited a total of 28,516 times. Increasingly, NTU has been winning the lion's share of Singapore's competitive research funds. From April 2005 to March 2011, NTU won more than S\$1.3 billion (R11.7 billion) in competitive research funding. A key node in NTU's pursuit of research excellence is the endowed Institute of Advanced Studies, focused on promoting science and technology at the highest level. NTU's global reputation attracts faculty, students and partnerships from Asia, North America, Europe and beyond. Working with local and global organisations, NTU actively explores cross-disciplinary solutions





for the future. Among its academic partners are the Massachusetts Institute of Technology, Stanford University, Cornell University and Carnegie Mellon University in the US; Cambridge University and Technische Universität München in Europe; and Peking University and Waseda University in Asia. NTU works with many global industry and research leaders, and has developed joint laboratories with BMW, Rolls-Royce, Fraunhofer-Gesellschaft, Robert Bosch and Thales. Key international collaborations overlapping with that of ours here at are with Karolinska Institute (Sweden), ETH Zurich (Switzerland) and Technische Universität München (Germany). Other overlapping collaborations are with the University of Hong Kong (China) and Lund University (Sweden), which are part of NTU's Global Education and Mobility initiatives.

Stellenbosch joined the partnership complement of NTU in 2016 with the first students taking part in the Annual Winter programme (July 2016). The collaboration has since been strengthened with the signing of an institutional MoU that will serve as platform for student and staff mobility, joint programming and research collaboration.



References:

<http://www.ntu.edu.sg/AboutNTU/CorporateInfo/Pages/Intro.aspx>

<http://www.ntu.edu.sg/AboutNTU/CorporateInfo/Pages/OurHistory.aspx>

<http://www.ntu.edu.sg/oia/Documents/Brochure.pdf>



# DOING BUSINESS IN AFRICA

The University of Stellenbosch Business School (USB) has a proud tradition of producing organisational leaders since 1964. The hilltop campus of USB is situated in the ever-expanding Tyger Valley business district, which is about halfway between the Cape Town CBD and Stellenbosch, home of USB's mother institution, Stellenbosch University.

The campus is close to main access routes, the Cape Town International Airport, shopping malls, sports facilities, entertainment and first-class medical facilities. Also within easy reach are attractions such as the V&A Waterfront, Cape Point, Table Mountain (a World Heritage site and one of the new Seven Wonders of the World), Robben Island, Kirstenbosch Botanical Gardens and the neighbouring Boland area with its cultural heritage, scenic beauty and world-famous winelands. USB offers a wide range of internationally accredited management and leadership programmes. We are recognised as a top school in the international business school network and were the first school from an African university to receive all three international accreditations: AACSB, EQUIS and AMBA. It is especially our roots in Africa that give us a decisive edge. USB is your business knowledge partner in Africa. The School has become known for its African-focused expertise in areas such as development finance, ethics and corporate governance, personal leadership development, management coaching, futures research and emerging-country economics. There is a large international dimension at USB as demonstrated by its international accreditation, its international student body, visiting international faculty and exchange students, the compulsory MBA International Study Module at a foreign business school, its presence in many parts of the African continent, and partnerships with business schools on all continents. Your journey





at USB allows you to collaborate with people from a wide range of cultures and countries. Students and staff come from all over South Africa, the rest of Africa and the world. This diversity adds depth to the learning experience builds valuable networks that will last a lifetime.

2017 got off to a roaring start at USB:

- Prof Piet Naude visited Catolica Lisbon School of Management in Portugal in January 2017. He met with the dean, faculty members and presented a lecture to Masters in Finance students.
- Prof Marlize Terblanche-Smit taught a week-long elective at Burgundy School of Business in Dijon, France, from 30 January – 3 February 2017.
- Prof Arnold Smit taught a week-long elective on the PhD programme at the University of Addis Ababa from 20 – 24 February 2017.
- USB hosted the following incoming international groups for academic programmes:
  - Technische Hochschule Ingolstadt (13 – 17 February 2017)
  - ESSEC Business School (20 – 24 February 2017)
  - Nyenrode Business Universiteit (27 February – 10 March 2017)
  - Fox Business School (9 March 2017)
- Dr Babita Mathur-Helm taught a week-long elective at Mannheim Business School in Germany from 6 – 13 March 2017. She will visit the Technische Hochschule Ingolstadt on Wednesday, 15 March 2017.

- Prof Marlize Terblanche-Smit is teaching a week-long elective at EM Strasbourg in France from 13 – 17 March 2017.

There is also still a lot to look forward to! Mr Emmanuel Oduro-Afriyie, PhD student in Development Finance at USB, will present a paper at the Centre for the Study of African Economies (CSAE) at the University of Oxford conference on “Economic Development in Africa”. The conference will also be attended by Prof Charles Adjasi, Head of the Development Finance Programme at USB. Ms Samantha Walbrugh-Parsadh, Head: USB International Affairs, will attend the 2017 APAIE Annual Conference from 20 – 24 March 2017. The University of Stellenbosch Business School (USB) / the University of Bath School of Management / European Foundation for Management Development (EFMD) joint conference will take place on 19 and 20 April 2017 at STIAS in Stellenbosch.

Through all of our activities we strive to realise our vision of being globally distinguished as the business knowledge partner in Africa. Our mission is to develop responsible leaders through well-grounded business education and research. In all activities we stay rooted in our values of integrity, inclusivity, innovation, engagement, excellence and sustainability.



# TOP AFRICAN RESEARCH-INTENSIVE UNIVERSITIES COMBINE FORCES FOR ADDRESSING SOCIETAL CHALLENGE

## AFRICAN RESEARCH UNIVERSITIES ALLIANCE LAUNCHED

Africa's development challenges are very well known and quite well-documented.<sup>1</sup> The over-arching problems of poverty and inequality can be associated with the absence of effective policies and institutional interventions for dealing with them in all countries. In the absence of such interventions, people respond in ways that may bring personal immediate satisfaction without regard for the long term common good. For instance, in the absence of economic transformation, migration becomes a way of life, the consequences of which are not always easy to determine. As poor farming households struggle to deal with the declining productivity of soil everywhere, they may adopt farming practices that lead to significant environmental issues and contribute to climate change. Again, as a result of globalisation, many African countries have become exposed to new technologies that could contribute significantly to production and productivity, but the full effect of these technologies has not been realised as a result of poorly prepared host environments, including poor education of large numbers of potential users.

<sup>1</sup> 2012. ARUA Concept Note

In the face of these challenges confronting African economies and societies, many universities have often been called upon to undertake research that could provide the policy answers as well as the necessary interventions. At the same time, they come under severe pressure to prepare the growing numbers of young people for job markets that are shrinking in size for many different reasons. They have responded to the calls for greater effectiveness in many different ways, including increasing the amount of research being done, even if this has generally not been adequate. The question is “what is the way forward?”

It is thus in response to these challenges that Africa University Research Alliance (ARUA) was established in 2015, with Stellenbosch University being an active member along with sixteen other African universities. Current member institutions are from Nigeria, Ghana, Tanzania, Kenya, South Africa, Rwanda, Senegal, Uganda and Ethiopia, with the Secretary-General and secretariat hosted at the University of Ghana.

The Concept Note of ARUA further unpacks these challenges as follows:

- The complex economic, social and development problems of the era cannot be addressed by institutions working in isolation;
- Africa and its regions need to boost their internal research capacity to address transnational public policy and developmental strategies;
- In the increasingly globalised knowledge economy, Africa’s success depends on competing in the innovation and technology stakes driven by research institutions and PhD graduates trained locally;
- The need to develop first rate higher education institutions for postgraduate training that will offer the best and brightest young minds the opportunities to fulfil their potential without being lost to the institutions of the global North; and
- The need to recognise that in all countries, but even more so in Africa, we do not have the human academic resources, nor the luxury of duplicated high-cost research facilities, nor the funds required to properly support more than a few dozen globally competitive research universities in the continent.

It is the mandate of ARUA that the core of strong research universities will form a hub which supports centres of excellence in many other universities on the continent through advocacy for research, joint research projects, post-graduate training, providing access to research facilities, and linkages to research universities globally. The primary focus of ARUA is on building indigenous research excellence as a vital precondition to the continent assuming appropriate levels of control over its future and asserting itself as a powerful global force. The success of ARUA will depend significantly on the commitment and

support of key stakeholders in government, the higher education and research arena, and development and funding agencies on the continent and globally.

An important driving factor in the ARUA initiative is that the Vice-Chancellors and relevant Deputy-Vice-Chancellors of the universities actively support the initiative and regularly participate in ARUA meetings to provide input on the development of the alliance. At Stellenbosch University, distinguished researchers have been nominated to participate in the development of collaborative research projects with the African peers, in Natural Science research fields which include climate change, food security, non-communicable diseases, materials development and nanotechnology, water conservation and energy. In the Humanities and Social Sciences, researchers will focus on topics which include mobility and migration, poverty and inequality, unemployment and skills development, notions of identity, good governance, post-conflict societies and finally urbanisation and habitable cities.

To further add impetus to the alliance, a launch conference took place from 3-4 April 2017 which was attended by 250 participants, including 160 university leaders, senior and junior researchers as well as 90 representatives from African governments, private sector, civil society and international research funders.

#### ARUA members:

- University of Lagos, Nigeria
- University of Ibadan, Nigeria
- Obafemi Awolowo University Ile-Ife, Nigeria
- University of Ghana, Ghana
- University of Dar es Salaam, Tanzania
- University of Nairobi, Kenya
- University of Cape Town, South Africa
- University of the Witwatersrand, South Africa
- University of Rwanda
- University Cheikh Anta Diop, Senegal
- Makerere University, Uganda
- University of Stellenbosch, South Africa
- University of Pretoria, South Africa
- Rhodes University, South Africa
- University of Kwa-Zulu Natal, South Africa
- Addis Ababa University, Ethiopia



Irene exploring Stellenbosch and Cape Town

# DARE TO INSPIRE

INSPIRE is an Erasmus Mundus Action 2 project (with financial support granted by the European Commission) that grants scholarships to South African students and researchers to undertake a full degree or an exchange in some of the best universities in Europe. The project also offers scholarships for European students and researchers who wish to go to South Africa for an exchange. Scholarships include a monthly allowance, travel, insurance and tuition fees (at the host university). Stellenbosch University is a proud consortium member of the INSPIRE programme and to celebrate its success, we have asked two European participants who was awarded scholarships for Stellenbosch to share their experiences with us.

## **Irene Lundqvist, staff exchange from Uppsala University, Sweden**

I have worked at Uppsala University in various capacities since 1977. I have been in my position at the Student Affairs and Academic Registry Division for the past 16 years and I decided that I could do with some new perspective. I heard about the INSPIRE programme from my colleagues and decided to apply for staff mobility to Stellenbosch University (SU). A few aspects influenced my decision. SU has a very good reputation at our university and came highly recommended by our international office. The institutional website provided a wealth of information and the highly professional nature of SU International convinced me that I could fit in well there. I have to admit that the climate also played a role! November was a good time to catch some sun, but still with manageable temperatures for someone from Sweden! I was lucky enough to be selected for a 30 day staff exchange to SU International with rotating placements at the different centres which I found very interesting. The staff members at SU International involved me in their tasks and I had some specific responsibilities for which I was grateful. At the ADA, for example, I was involved in the initial sifting and review of applications from postgraduate students

from African countries that were applying for spots in the Doctoral Schools that ran in January and May. I also had the chance to work and meet with colleagues who work in the administration of bursaries, international full degree student enrolment, freemover students and exchange students. I also met with colleagues working on community engagement, global engagement and co-curricular courses. I was, for example, introduced to the 13 South African and 13 Belgium students from KU Leuven who took part in the annual ThinkTank. I was invited to one of their Skype meetings and later also attended their final presentations. These presentations took the form of a debate and required audience participation by voting for the polls. The event took place at the Stellenbosch Institute for Advanced Study, housed at the Wallenberg Research Centre. Another interesting meeting that I had was with the official who issues certificates and transcripts at SU. This position relates most closely to my responsibilities at Uppsala. In short, I have to say that your process of issuing these documents is much better than our way of doing and also saves a lot of paper! Regulations between different countries are also noticeable as Sweden does not permit the use of digital signatures. Our students can also combine their studies at different universities with a final output from Uppsala University.

When it comes to student life on campus, one of the things that struck me was the average age of the student body. SU students are much younger than Swedish students as they go straight from secondary to tertiary education. In contrast, Swedish student often go abroad for work or travel before starting with tertiary studies.



The Swedish state loan system also enables them to take some time off in between studies.

During my stay, three other major events took place: the launch of SU International, the annual SU Sports Day for staff and the SU International Year End function. I was invited to and partook in all these events with great happiness. Finally, I also did my own presentation about Uppsala University and my experiences at a regular session hosted by SU International – lunch included! During my spare time in Stellenbosch, I enjoyed going for walks swimming at the Coetzenburg outdoor swimming pool. It was lovely to use the university facilities there. I also joined in for a yoga class and had some massages. I was very interested to hear about the South African health insurance companies that would reward members for leading an active lifestyle. SU International assisted me with procuring housing on campus for my stay. With Stellenbosch not having a bus system, this was a relief, because I could walk everywhere. For the airport transport, the university shuttle was great! This is a service offered by SU International that provides a shuttle from the airport and back. The drivers are postgraduate students and they were always very polite, friendly and good drivers – this makes for an excellent service! I found SU to be a striking university with high standards and professional staff. I am happy to know that I could visit one of the best universities in Africa and I will never forget the month I spent there or the people I met. The colleagues at CPI (Huba, Alecia and Lidia) were very considerate and made me feel very much part of the team. The staff at the ADA generously shared their time with me during some weekends. Overall, Stellenbosch is one of the most charming cities I have ever visited and I was fortunate enough to visit some of the surrounding wine farms and learn much more about wine. I knew so little about South African when I arrived, but I have learned a great deal. I also took the opportunity to explore the city of Cape Town during one weekend, including a tour of the peninsula and a visit to the penguin colony at Boulders Beach. I give my very best recommendations to the INSPIRE programme! It was so rewarding in many ways and gave me perspectives and new cultural understanding for which I am very grateful! Thank you for all who made this possible!

### **Svenja Becker, Master's student exchange from Georg-August-Universität-Göttingen, Germany**

I have been very lucky to have been selected as one of the INSPIRE scholarship holders. Without this support, it would have been impossible for me to study at the beautiful Stellenbosch University (SU). My thanks go to the coordinators at SU International as well as the academic department for their help during my stay. Whenever I have problems, they do their best to help me and to find a solution. For this reason I never felt uncomfortable during my stay and even when I had a very hard time with the loss of a close family member, their support help me get through.

At SU my home department is Animal Sciences. In my courses we have a lot of practical lessons on farms which gave me a wonderful chance to gain experience on and about farming in South Africa. The farms here deal with vastly different problems and they work under completely different circumstances that farmers in Europe do. This experience has thus broadened my perspectives and changed so many of my perceptions. Being the only international student in my courses has been challenging, but it has also been a very rewarding experience, because you are forced to leave your comfort zone and adjust your behaviour in difficult situations. I have learned so much about myself and also to appreciate the small things in life much more. In the beginning it was difficult to become part of the group as most of the students in the department are Afrikaans-speaking, but they just needed a little while to get used to speaking more English and I started to pick up more and more of their language. Now I am happy to say that I have amazing South African friends who took me to their homes on farms or on camping trips or to their beach houses. Visiting someone's house and meeting their friends and family was an overwhelming experience for me. Here they don't greet you with a handshake, but with a hug as if you have known each other for a long time.

South Africa itself is an amazing country. I can barely find the right words for it. Whenever I had some free time between academic responsibilities and student life in Stellenbosch, I used the opportunity to travel in the countryside. The nature astounded me. I also had the chance to play host and tour guide when a group of 35 students from the university where I did my bachelor's degree came to visit. I also had visits from other family and friends, including my best friend. However, I am most looking forward to the visit of my father and stepmother. When coming to South Africa, it will be the first time that my father leaves Germany. If I had not been awarded this scholarship to come and study here, they would never have travelled here on their own, but now they also have the opportunity to visit me while I am here and to explore South Africa. I am so glad and thankful to be here. It is an honour to be an INSPIRE scholarship holder.

*Svenja enjoying the spring flowers with new friends*



# THE CONVERSATION TURNS TO STELLENBOSCH

For the past four years, Stellenbosch University (SU) has been part of an online course with its partner university, University of Stuttgart. The course is entitled: "In conversation with Globalisation". The course is in its ninth year and is done in partnership with St Xavier's College (Mumbai, India) and St Louis University (USA).

Other universities have joined on occasion, but our four institutions form the core of the consortium. The course is a blended learning experience that usually starts in November with an online component. This component centres on themes such as globalisation in relation to politics and economy and includes various categories of work such as written assignments, internet search tasks, forum entries and group chat sessions. The other component is an excursion week that culminates in group presentations. The course is concluded with a last online session on globalisation and literature. For the past 9 years the excursion week has always been held in Mumbai, India and organised by colleagues at St Xavier's College. However, in order to spice things up more and to ensure a sustainable programme, the decision was made to start a rotating scheme between partners for hosting the excursion week. SU thus had the privilege of hosting the excursion week in January 2017. The group consisted of 20 students and four lectures and had representatives from each of

the four core universities as well as one participant from Ulsan National University of Science and Technology in South Korea. This prepared the learning palate for a melting pot of knowledge. The topic for this year's excursion week was: "The menu of globalisation". The programme included lectures on themes such as food security and nutrition and intercultural communication, excursions to cultural, historical and natural attractions and group work that concluded with the final presentations.

Naturally food played an important role and where better to eat than South Africa? At Solms Delta near Franschoek, participants dined on the heritage menu which is a flavourful blend of the diverse and traditional Cape culinary traditions, strongly influenced by Malay cuisine. The menu included bread baked over an open fire, indigenous water flower soup, traditional chicken pie with a twist and Cape Malay koeksisters and rooibos cheesecake. The rest of the week served up a truly South African family restaurant experience with burger night at Spur and a traditional African feast with everything from Malawi Mbatata balls, Congolese spinach, Zambian bean pies, Soweto chakalaka and Moroccan zeilook. However, the biggest culinary highlight was the international food evening, where students from each participating country was assigned a course and had to prepare traditional meals. This resulted in a fine dining experience of maultaschen and potato salad for starters, vegetarian biryani, Thanksgiving casseroles and fried chicken for the main meal and malva pudding and custard for dessert.

It took a lot of work to burn off all that food, but we managed. With excursions to Robben Island, Table Mountain, Kirstenbosch Botanical Garden, Boulders Beach's penguin colony and Cape Point, the week was fast-paced and flew by. As for the academic side of the programme, students were randomly divided into four geographically mixed groups, with each group doing a 90 minute presentation on a theme with a specific focus of their choice, incorporating

*The group during a visit to Cape Point*





Above and top left: Students preparing food for International Food Evening

information from their own experiences, theoretical perspectives and information from the lecturers they attended. The topics they covered included:

- Exploring culture and identity (specific focus on languages and the decline of native languages in countries with colonial history)
- Innovating technology (specific focus on social media)
- Managing public health
- Sustaining the environment

In-between infamous windy conditions, lost luggage, a few bumps and bruises and sunburn, a global community was created, building bridges and crossing cultural boundaries, resulting in teary good byes and the promise of future meals to be shared. As Barbara Coloroso points out: "There is something profoundly satisfying about sharing a meal. Eating together, breaking bread together is one of the oldest and most fundamentally unifying of human experiences."

"In conversation with globalisation" has also inspired its alumni to expand their educational horizons, some to the participating universities or countries and some to other places in the world. Amongst other examples, a student from Stuttgart University has completed an exchange semester at SU and one student from St Xavier's College is currently enrolled for a postgraduate degree at SU. An alumnus from SU has taken up postgraduate studies in Germany and a student from St Xavier's College is completing a degree at London School of Economics. We believe this attests to the way in which structured short programmes, both curricular and co-curricular, can plant the seed and cultivate a desire to study, live and travel abroad for longer periods of time, resulting in life-changing experiences and enduring academic, career, intercultural, personal, and social benefits.



Inspired by the theme for this year's excursion week, one of the alumni from Germany, Sarah Goller, who is an avid baker and blogger, developed a special recipe incorporating ingredients and methods from South Africa, Germany, USA and India. It is a mouth-watering brownie dessert that she calls gooseberry-rooibos-ginger slices.

For more of her work, please see her blog: [sarahsbackblog.de](http://sarahsbackblog.de)



## Gooseberry-rooibos-ginger slices

### Ingredients:

150g sugar	1 sachet of baking powder
Ginger (thumbsized)	100ml milk
200g chocolate	2 tsp rooibos tea
200g butter	200g gooseberry
3 eggs	Whipped cream
250g flour	

1. Heat the milk. Add ginger (cut into small pieces) and rooibos tea.
2. Melt butter and 100g of chocolate over the water bath.
3. Mix sugar and eggs in a bowl.
4. Add the butter-chocolate mix and stir it.
5. Sieve the milk before adding to the bowl.
6. Add the flour and the baking powder.
7. Chop the chocolate and cut the gooseberries in halves.
8. Add them and stir well until you get a smooth dough.
9. Pour the dough into a buttered pan.
10. Bake for 25-30 minutes at 180°C.
11. Let it cool down and top it with whipped cream.

# IMPULSE REACTIONS FROM OUR PARTNERS ABOUT OUR NEW SLOGAN: ROOTED IN AFRICA, GLOBAL IN REACH

**Zhou Kai,  
Hunan University, China**

I have some words swarming in my mind that I have put down in a few lines. I hope these can express my feelings regarding the new slogan as well as the past decade of cooperation between our universities:

“  
***Born in the lovely town of Stellenbosch***  
***Raised with the gentlest breeze from two oceans***  
***You have the hardest backbone of academic competence on the African continent***  
***With Stellenbosch we connect***  
***With Stellenbosch we stand Strong and Firm***  
***We toast to the best partnership one university could have***  
”

**Violeta Osouchova,  
Masaryk University,  
Czech Republic**

This is a university proud of its roots and heritage and eager to use its ideas and experiences to influence and change the world. A university, which makes a unique connection between the rich local culture and a world standard of education and achievements.

**John Briggs,  
University of Glasgow,  
Scotland**

Stellenbosch University should be applauded for reaching out to international partners, not only further north in Africa but also globally beyond Africa. For universities to flourish, they increasingly have to be global in reach.

**Pär Svensson,  
Lund University, Sweden**

It captures the ambition and direction of SU I believe – working from Africa and extending to the world – working in the African context with a global mind-set. But also vice-versa – working globally anchored in the African context.

**An Huts,  
KU Leuven, Belgium**

“While geographically situated in the deepest tip of Africa, Stellenbosch University’s international radar reaches far out into the whole world. Highly appreciated for decades of intensive collaboration here at my Alma Mater. I even wouldn’t be surprised to find some maroon leaves in the streets of my university town Leuven.”



Image from KU Leuven

# SU ON NEW STRATEGIC PATH FOR INTERNATIONALISATION WITH DVC APPOINTMENT

In August 2016 prof Hester Klopper was appointed as the first deputy vice-chancellor for strategic initiatives and internationalisation. The appointment follows a deliberate shift to include 'internationalisation' as one of the five strategic priorities of the university.

Before her appointment at Stellenbosch, Klopper was the Chief Executive Officer of Fundisa (Forum for University Nursing Deans of SA) and, among others, served as President of the International Board of Directors of Sigma Theta Tau International from 2013 to 2015. She is an extraordinary professor at the Potchefstroom Campus of the North-West University and the University of the Western Cape, where she was Dean of the Faculty of Community and Health Sciences. She is Editor-in-chief of IJANS (International Journal of Africa Nursing Sciences). In September 2016 she received an honorary doctorate from Oxford Brooks University in the UK for her contribution to nursing education and research globally.

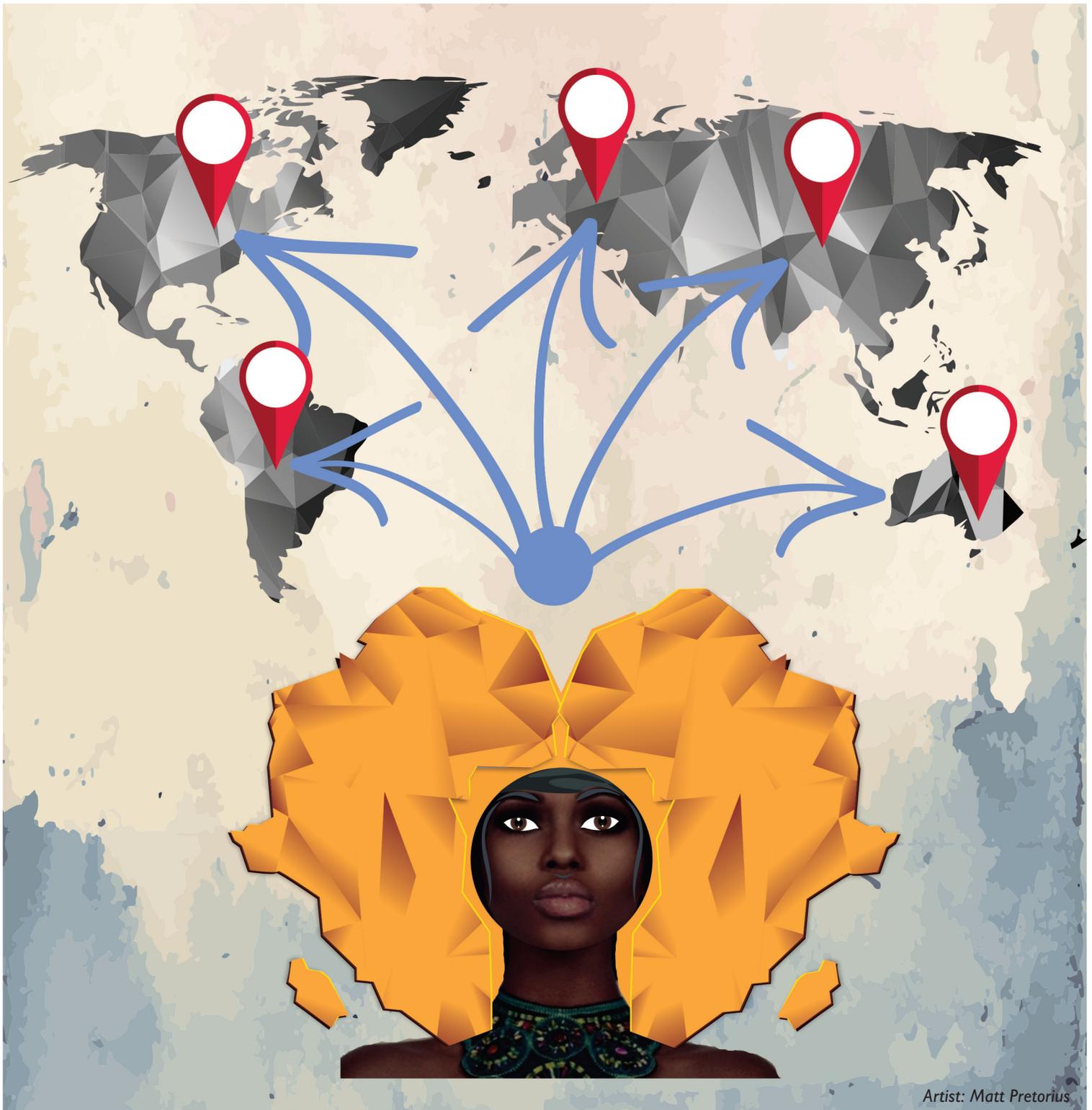
Klopper completed her undergraduate education at the Ann Latsky College of Nursing in Johannesburg; Sterkfontein Nursing College in Krugersdorp; and the University of South Africa (Unisa). She completed her Magister Curationis (MCur) in 1993 and her PhD in 1994 at the University of Johannesburg (formerly known as Rand Afrikaans University). In 2002, she was awarded her MBA at Luton University in the UK.

The drive for putting internationalisation at the forefront at Stellenbosch University is strongly supported by rector and vice-chancellor, prof Wim de Villiers. Shortly after the announcement of Klopper's appointment prof De Villiers commented on the appointment as follows: "Prof Klopper has achieved international success with regard to her involvement in and management of various organisations here and abroad. She has a dynamic record in higher education management and I am confident that she will manage and develop Strategic Initiatives and Internationalisation, a new portfolio, with success."

When asked about her appointment at Stellenbosch University, prof Klopper had this to say: It is an honour and privilege to be appointed to the position – all the more so at Stellenbosch University. I look forward to being part of the excellent management team and to contributing towards the implementation of the University's institutional intent and strategy with a particular emphasis on strategic initiatives and internationalisation. To accept a full-time position at the University after a number of years' involvement in the non-governmental environment, feels like coming home. It is truly a wonderful opportunity to make a difference in a critical time in our country and in higher education."

In the short span of time prof Klopper has been in the position, she has taken great strides to align strategy and structure for putting Stellenbosch University on an upward trajectory of being a foremost institution in South African and globally. The former Postgraduate and International Office was reorganised into Stellenbosch University International (read all about these changes on page 2 of this publication) and a Postgraduate Office. The first strategic framework for Internationalisation at Stellenbosch University will be published by the end of 2017 and prof Klopper has travelled and engaged with various partners and stakeholders to engage, share and confirm the institutions' commitment to internationalisation.





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