



UNIVERSITEIT
iYUNIVESITHI
STELLENBOSCH
UNIVERSITY

100
1918 · 2018

forward together · saam vorentoe · masiye pbambili

Report by the Vice-Rector (Learning & Teaching) Verslag van die Viserektor (Leer & Onderrig)

Senate / Senaat

27 November 2020



The legacies of the L&T Team at SU during my tenure

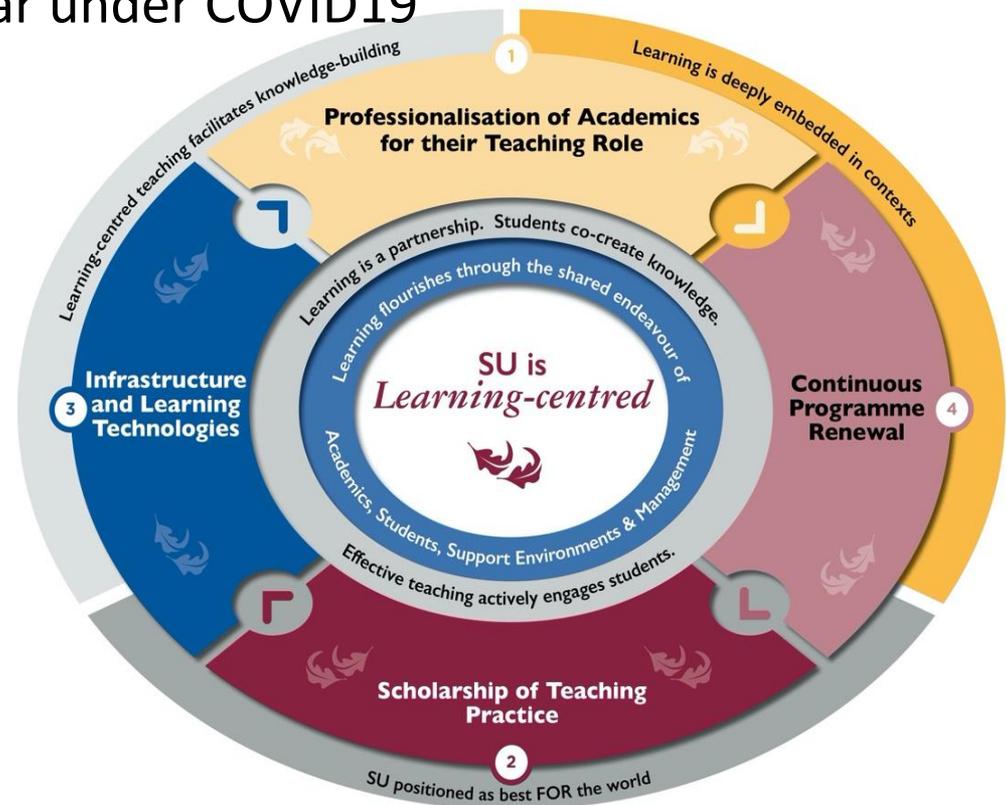
1. The ICT in L&T SU Council project – technology enhanced pedagogy
2. Surviving Fees Must Fall protests
3. A multilingual language policy for inclusivity
4. Roll-out of hybrid learning business plan
5. Completing 2020 academic year under COVID19

Kept the eye on the ball

Remained *Learning-centred*

L&T Policy

4 key foci →



Future SU vision

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

Future SU mission

Stellenbosch University is a research-intensive and learning-centred 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.

L&T @ SU during COVID19: Successes

1. L&T Workstream involving Vice-deans(L&T) & Students, feed into ICBC for decisions
2. Agile adjustment to ERTLA during April break extended by 2 weeks
3. Pay-off of 5 year SU Council investment in ICT for L&T
4. Extensive webinars (well attended!) & websites to train academics, tutors and students for ERTLA
5. Cross-functional support group for technology & other support; chaired by SD:LTE
6. Close cooperation between faculty and support staff: the SU CAN-DO attitude
7. Regular communications to students and staff about ERTLA measures
8. Lecturers going the *extra extra* mile for students!



Challenge

1. Students have difficulties adjusting to ERTLA & operating own home technologies & software
2. Physical distancing regulation of >1.5m implies only the most essential practical work and classes could occur face-to-face
3. ICT Connectivity & Load shedding



Mitigation

1. Web sites with advice & IT help line; additional assessment opportunities; students invited back to campuses
2. Prioritised crucial clinical work, practical work & required outcomes; allowed more students back as COVID alert levels went down
3. Shipped Laptops; Data bundles & working asynchronously as much as possible

1. We are *not* all in the same boat, even though we are in the same ocean. COVID19 again sensitised us about how much students' circumstances for successful learning differ!
2. Students expect face-to-face learning with lecturers and peers. *Hybrid* is the future: settled knowledge online & higher learning in class
3. Good online teaching *takes much effort* and is not the same as ERTL (which was tough enough!)
4. SU and lecturers learnt much about *learning material design and pedagogy of online learning* – we can get the best of both worlds
5. *Online “Checking-in”* by lecturers was a great encouragement to students – continue this in the new normal
6. Many of SU's *support systems* (beyond academic) for students *had go online* – a useful and more accessible first resource for help.
7. Competencies developed in use of *virtual interactive forums for cooperative learning*
8. Students come to SU not only for (online) learning – they missed the *wholistic educational experience*, including personal development through social interaction

CORE STRATEGIC THEMES

KERN STRATEGIESE TEMAS

1. A THRIVING
STELLENBOSCH
UNIVERSITY



'N FLORERENDE
UNIVERSITEIT
STELLENBOSCH

2. A TRANSFORMATIVE
STUDENT EXPERIENCE



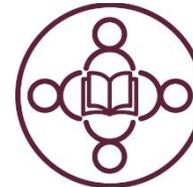
'N TRANSFORMERENDE
STUDENTE-ERVARING

3. PURPOSEFUL PARTNERSHIPS
AND INCLUSIVE
NETWORKS



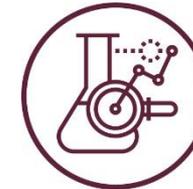
DOELGERIGTE
VENNOOTSKAPPE EN
INKLUSIEWE NETWERKE

4. NETWORKED AND
COLLABORATIVE
TEACHING AND LEARNING



GENETWERKTE EN
SAMEWERKENDE
ONDERRIG EN LEER

5. RESEARCH FOR IMPACT



NAVORSING VIR IMPAK

6. EMPLOYER OF CHOICE



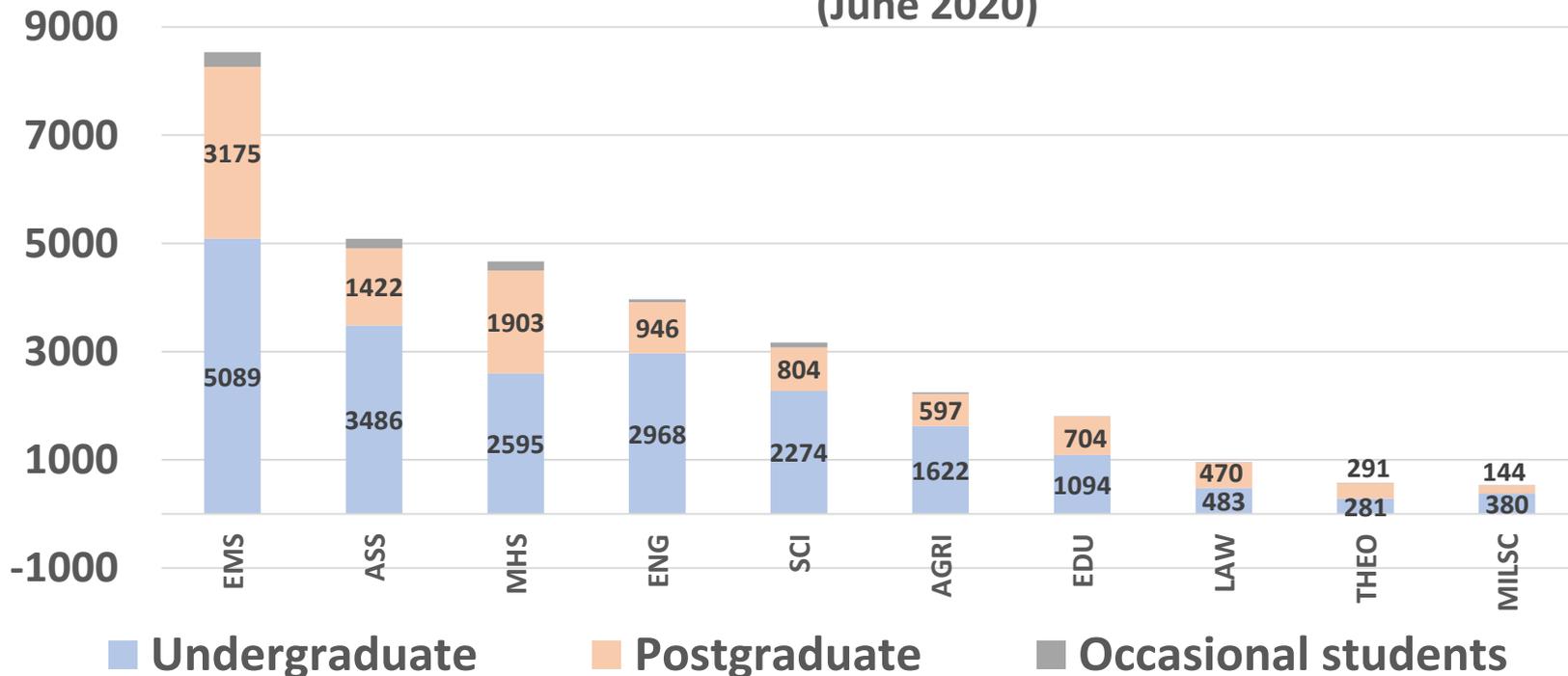
VOORKEURWERKGEWER

I. A thriving Stellenbosch University

Size and shape of faculties

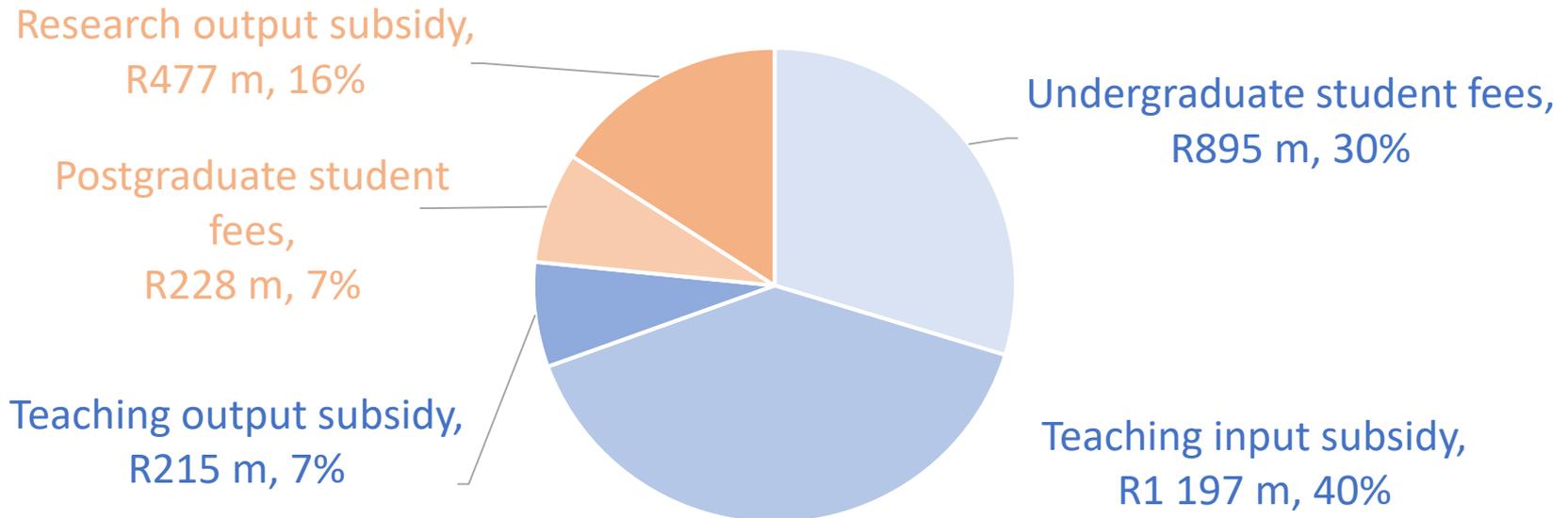
- June 2020 student count = **31 540** (144 down from 2019)
- UG = 64,3% ; PG = 33,2%; approximately 2/3 and 1/3
- **Broad Natural Sciences = 44,5%** ; **Management Sciences = 28,7%** ; **Humanities = 26,7%**

Undergraduate & postgraduate student enrolments per faculty
(June 2020)



- **VISION 2040:** SU will be Africa's leading research-intensive university
...where we advance knowledge in service of society
- Quality teaching is the essential foundation for research students
- More than 75% of SU's main budget is derived from teaching functions

2020 SU income budget (Rmillion)



Centre for Academic Planning and Quality Assurance

Quality Assurance and Enhancement Policy (2019)



Continuum of quality assurance and **enhancement** mechanisms and activities



Quality control

Institutional audits; national reviews

National review of the doctoral qualification is currently underway

Programme approval, accreditation and registration

For 2020: 32 new
For 2021: 14 so far

Quality assurance

Re-accreditation of professional programmes

BEng programmes by ECSA (-2023):

- Civil
- Electrical and Electronic,
- Industrial,
- Mechanical,
- Mechatronic
- Process

Eleven (11) peer reviews tabled by Quality Committee, QC

1 faculty, 6 departments, 3 schools and 1 PASS division

Theology, History, Philosophy, Agronomy, Agricultural Economics, Plant Pathology, Geospatial Studies and Information Systems, Public Leadership, Science and Technology, Maties Sport.

Quality enhancement

Follow-up reports tabled by QC

Eight (8) departments

Food Science, Horticultural Science, Information Science, Logistics, Mathematical Sciences, Modern Foreign Languages, Physiological Sciences, Visual Arts.

Seven (7) PASS divisions

Human Resources, Information Governance, Learning and Teaching Enhancement, Museum, Registrar, Student Access, Student Affairs.

Programme review and renewal

Activities

Teams established, desktop analyses, workshops, mapping, stakeholder input...

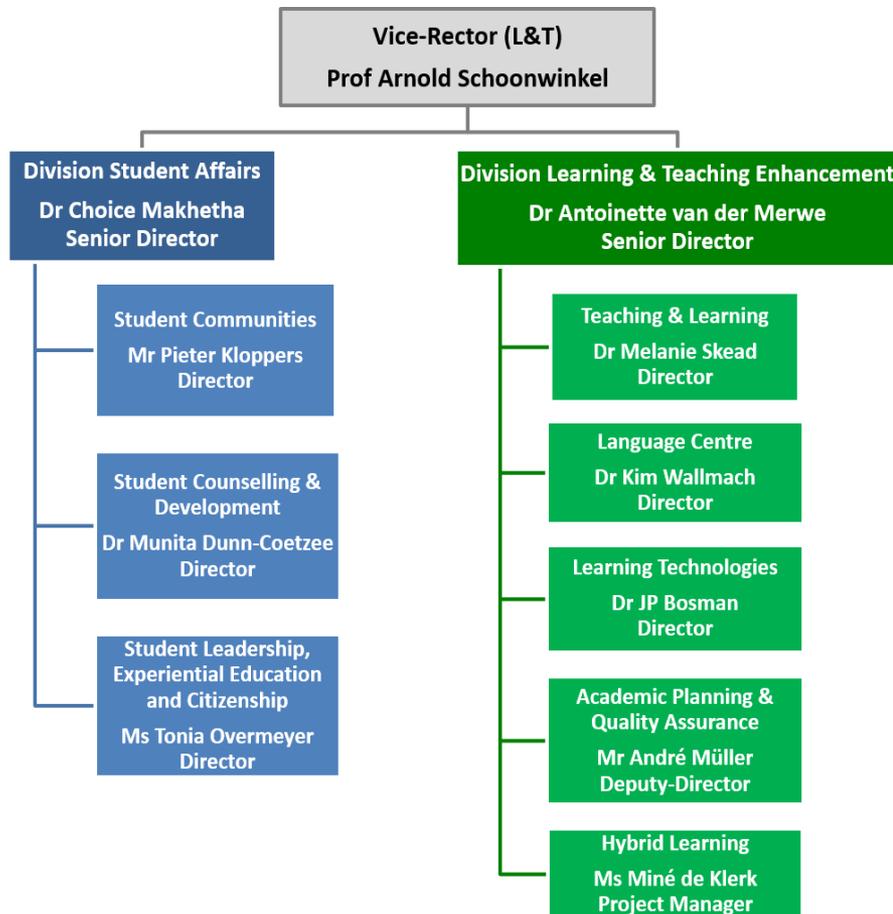
Themes

Academic literacies, Critical citizenship, Decolonizing the curriculum, Financial sustainability, Hybrid learning, Thresholds...

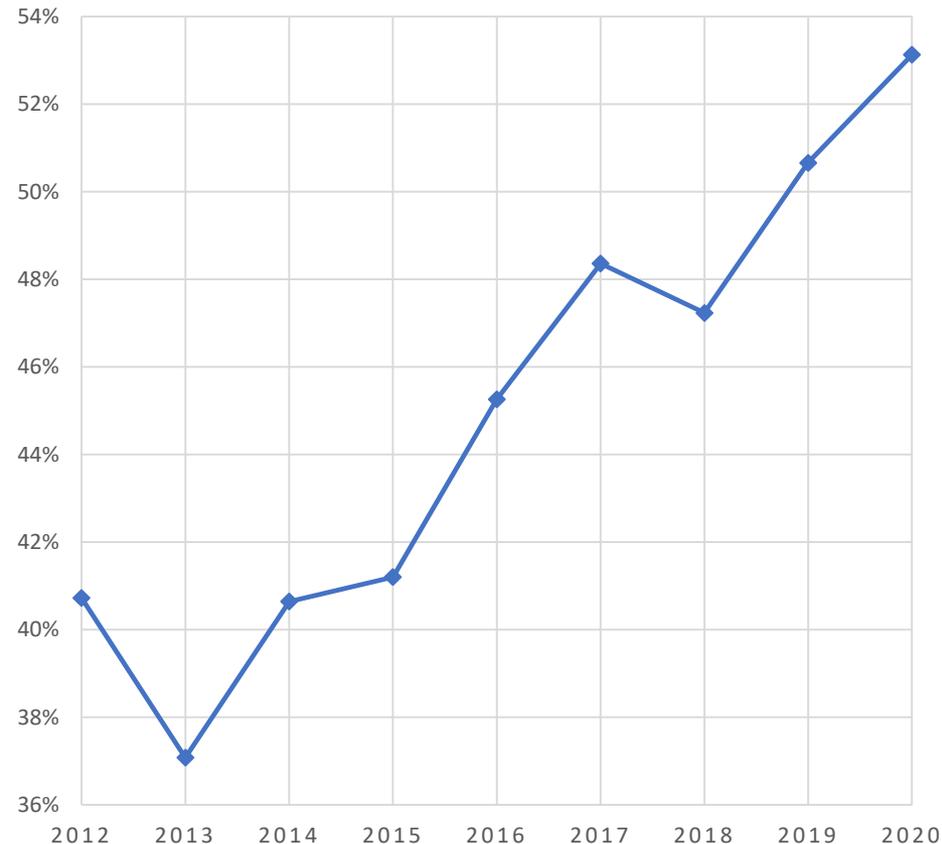
95 Departments / Programmes externally evaluated from 2012 -2020; With Quality Committee assurance

Staff excellence through diversity

- Professional support staff in the L&T Divisions in specialised centres
- As our student population diversifies our L&T staff also has to diversity to serve them well



L&T RC STAFF BCI%

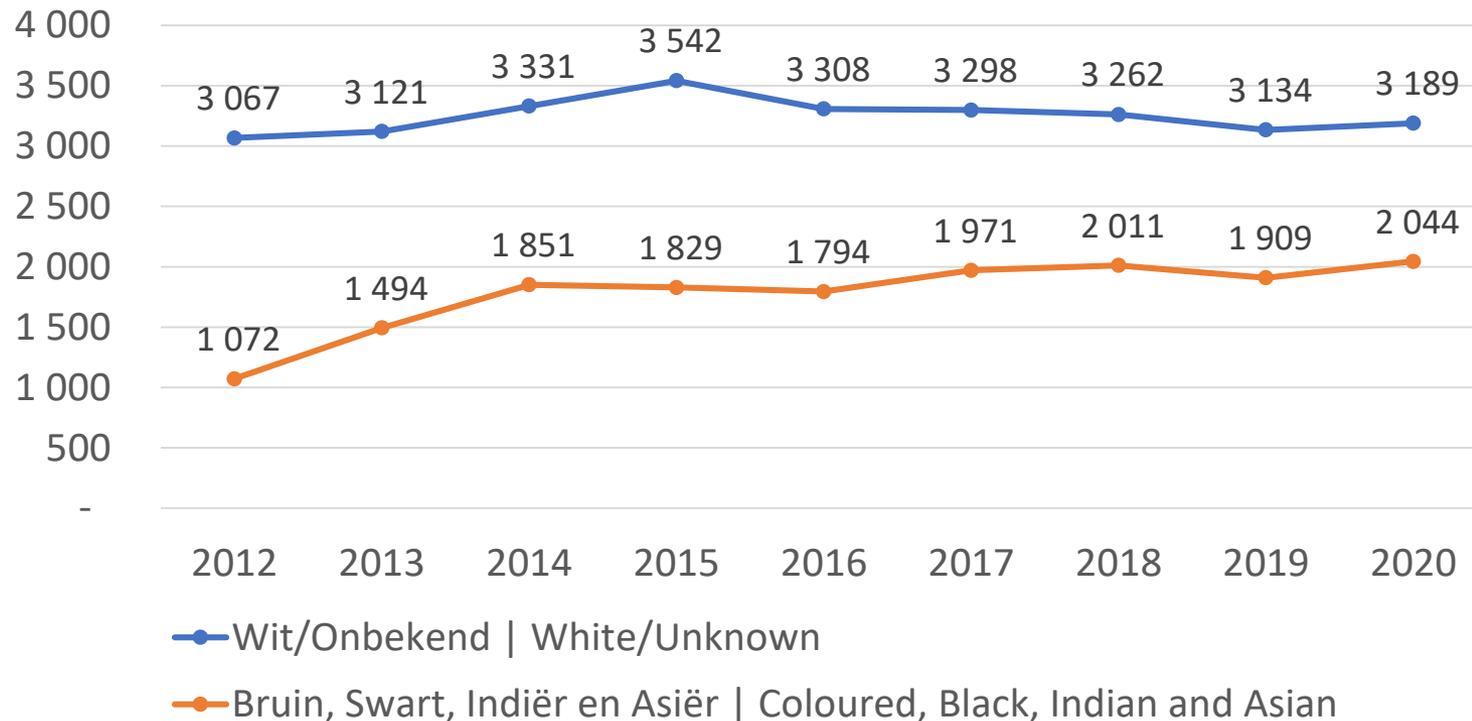


2. Transformative student experience

Student diversity and application trends

- Ensure a rich and relevant learning experience @SU by having a diverse student community
- SU Student diversity June 2020 (African black, coloured, Indian and Asian):
 - UG: in 2012 26,8% => 39,5% in 2020
 - PG: in 2012 45,4% => 52,3% in 2020

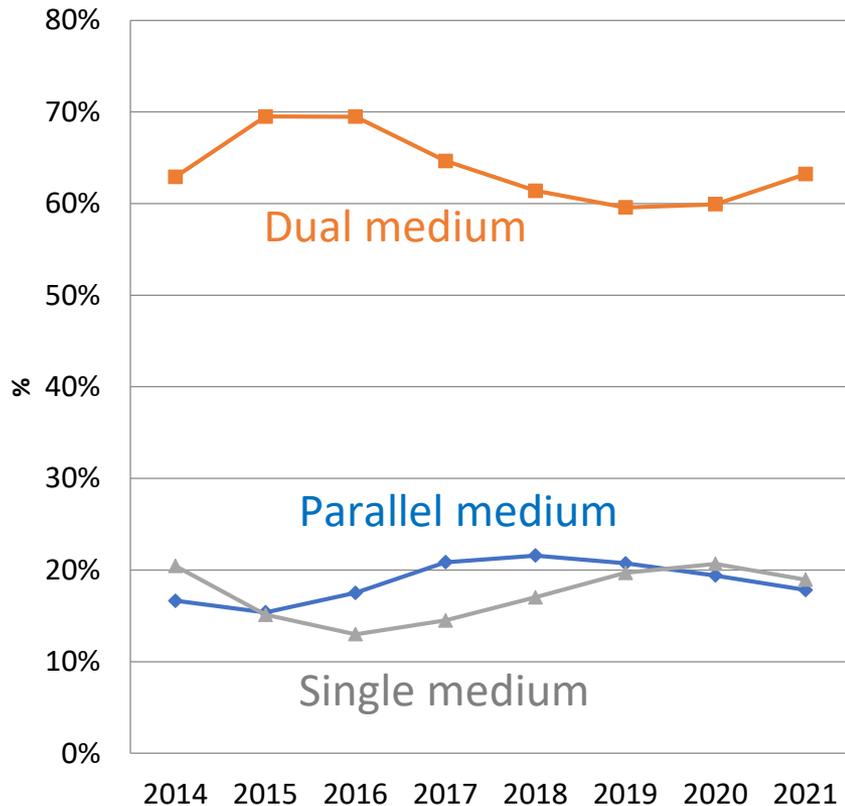
First-time entering students, by race



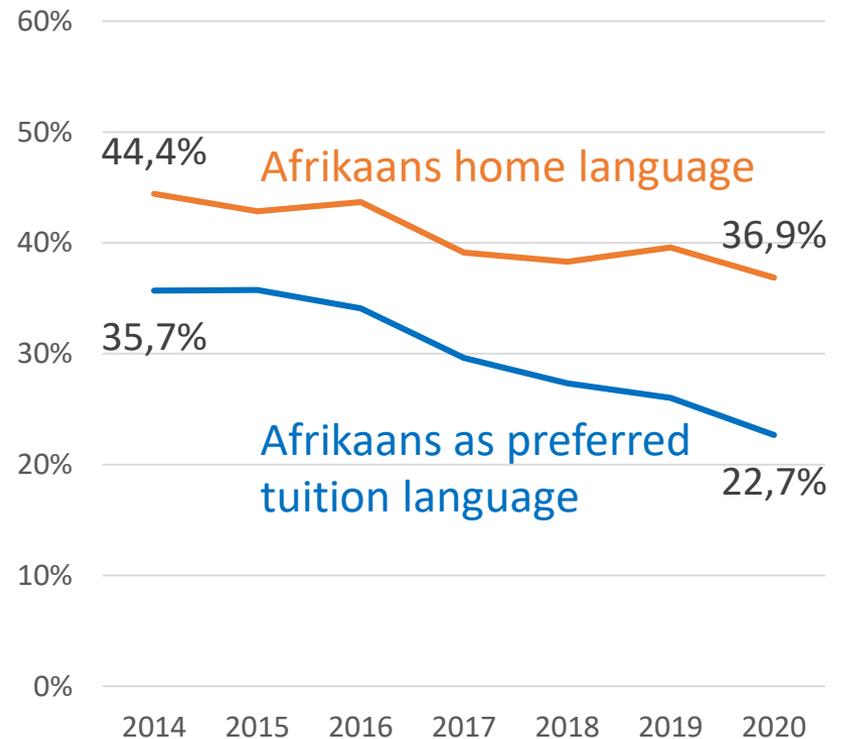
Access through a multilingual academic offering

- SU positioned as a multilingual university – one of a few in SA with 11 official languages

% module credits per language mode for Undergraduate language offering



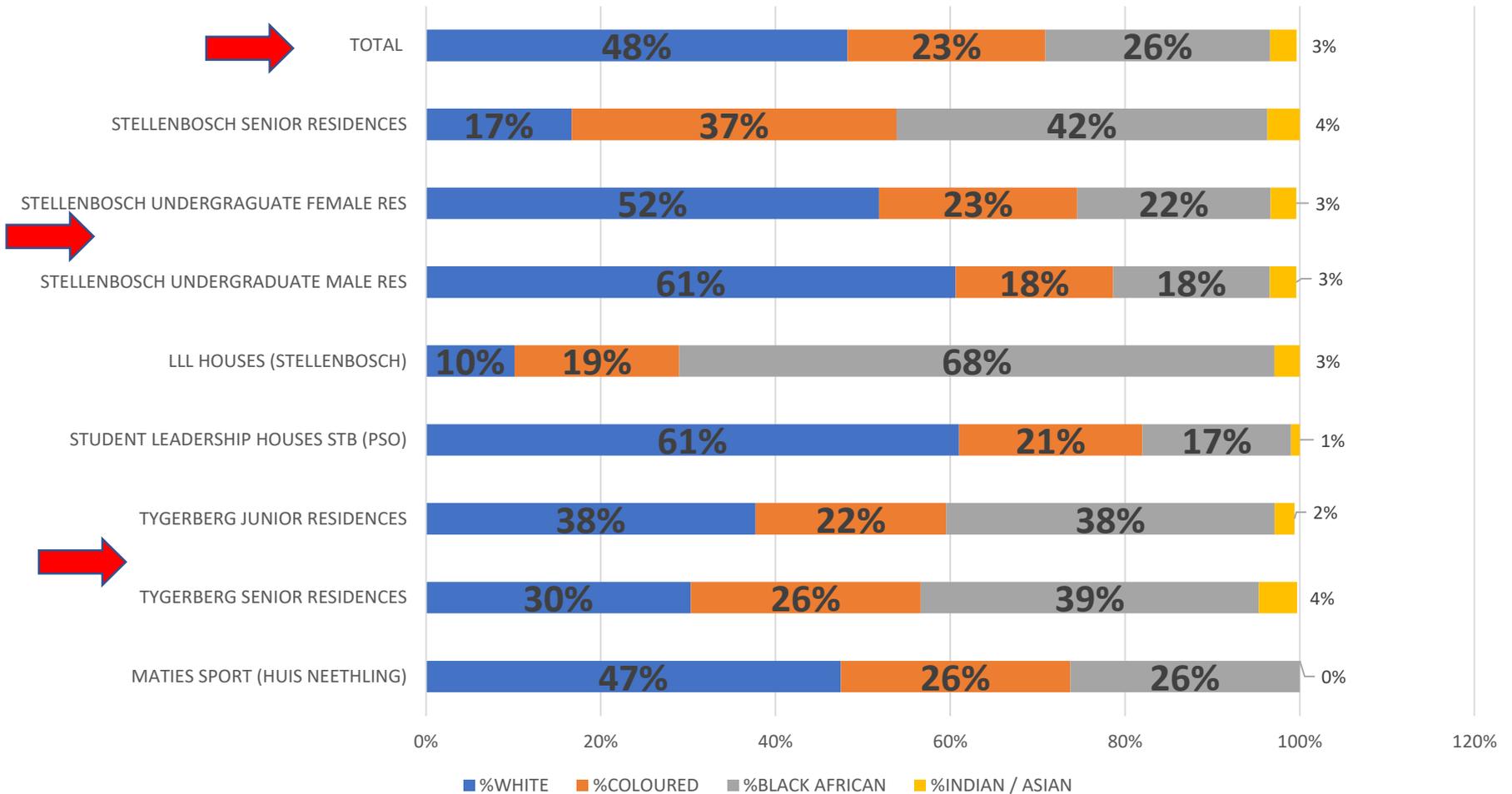
Home language versus preferred tuition language trends: First year students



Learning, Listening and Living together

7 656 students in SU housing

Racial profile in student housing 2020 (n=7 656)



Eliminating Discrimination and Violence

- **ZERO TOLERANCE OF GBV: SU is committed to eradicating all unfair discrimination and any form of harassment and violence on our campuses**
- The Rectorate received reports joint student and staff working groups:
 1. Values and Principles
 2. Safety and Security
 3. Training and Awareness
 4. Residences and Structures
 5. Procedures and Processes
 6. Mental Health, and Alcohol and Substance Abuse
- **Currently developing action plans**
- **2021: Every RC and student group will be involved in aGBV**



SU Co-curriculum

- High-quality academic offerings + comprehensive co-curricular development => **Student Success**
- The SU Co-curricular Prospectus => wealth of experiential education opportunities, e.g.:
 - SRc Executive Leadership programme
 - BeWell programme (mentorship support)
 - Activating engaged citizenship
 - House committee development programme
- Rigorous process to accredit a co-curricular programme (30 in 2020)
- Students have to demonstrate competencies
- **1 246** Students receiving transcript recognition for Co-curricular activities in 2020

Stellenbosch University Experiential Education Conference (SUEEC) 2020

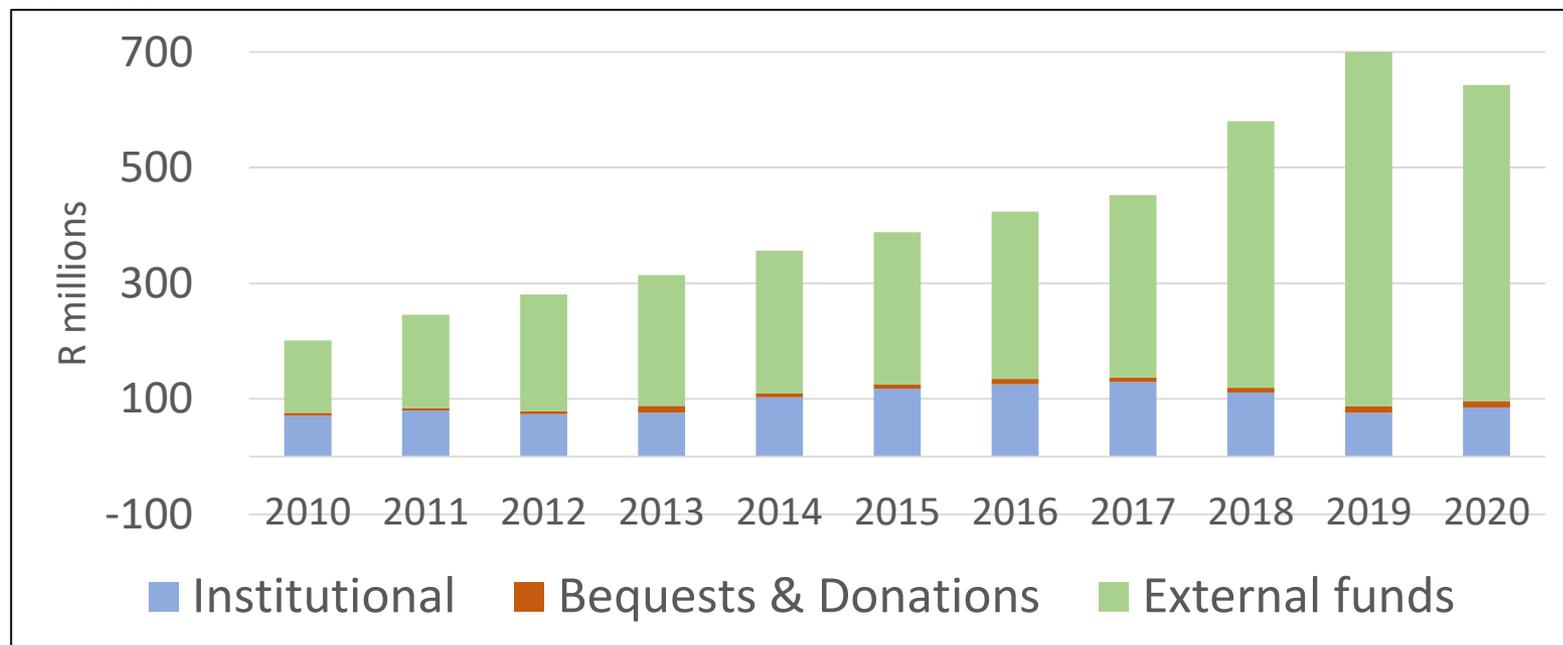
Experiential Education as Pedagogy for Social Justice: praxis and practice for shaping 21st century global citizen-leaders.

10-11 November 2020 | Virtual Experience



3. Purposeful partnerships and inclusive networks

Institutional funds, donations and external funds for undergraduate bursaries and loans

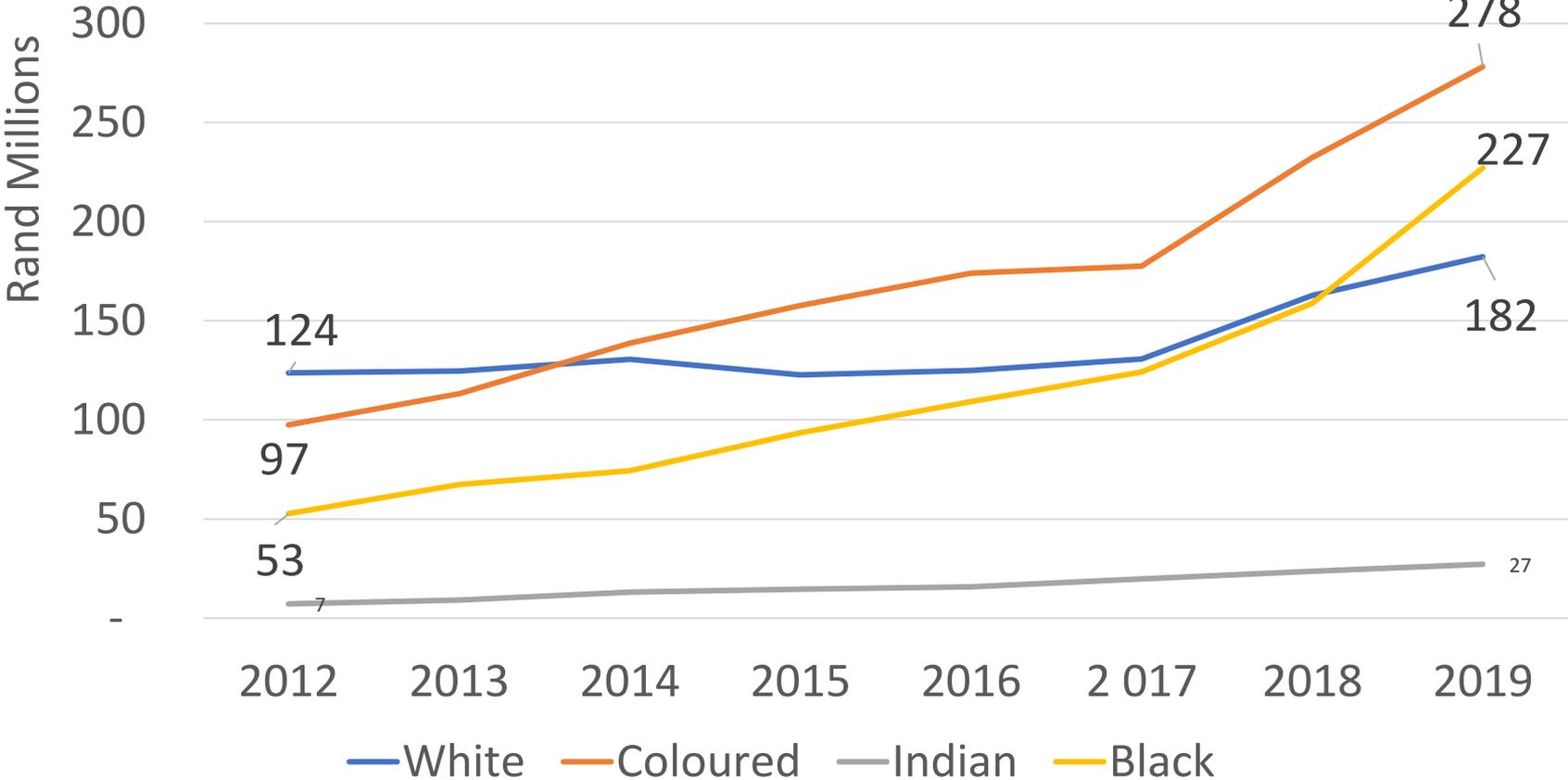


Year	Number of funded students (NSFAS and/or DHET)	Total estimated amount
2017	855	R51,9 m
2018	2 395	R223,8 m
2019	2 737	R272,4 m
2020	3 926	R434,4 m

Financial aid fosters socio-economic equity and student diversity



Breakdown of undergraduate bursaries by race



World Class Physical Infrastructure for L&T and Student Accommodation 2012 -2020

- Campus renewal project; co-investment from SU Council, DHET & donors
- Design partnership between SU Facilities management & L&T RC

Den Bosch L&T Training venue



amaMaties Hub



New Student Accommodation

Huis Russel Botman House



LLL Village



Capri & Equité House Committee accommodation



Wimbledon Hub



Residence expansion & renovation

Irene



Helshoogte



Huis Marais



Huis Visser



Student accommodation & facilities (cont.)

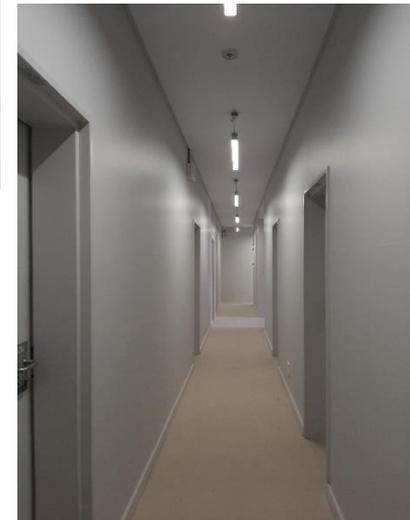
Nkosi Johnson (Tygerberg)



Goldfields kitchen



Huis Ten Bosch



Student Affairs and L&T Quality Assurance facilities

11 Bosman Street (Centre for Student Communities)



15A Bosman Street (Division Student Affairs)



14 Murray Street (Academic Planning and Quality assurance)



Social and learning spaces in faculty buildings

Arts & Social Sciences Faculty



Education Faculty

Jan Mouton Learning Centre

- In commission for 2021 academic year
- Large private donation & SU Council investment
- Centrally located on Stellenbosch campus
- Accessible for all main campus faculties



- 2 x 260 seat multipurpose lecture halls
- 2 x 135 workstation electronic classrooms
- 2 x 350 seat conference auditoriums

4. Networked and collaborative Teaching and Learning

A case for a Core Curriculum Course @ SU

- Students want more than a degree, they seek an **educational experience**



The world of work and society want well rounded graduates

Dynamic professionals with enquiring minds

Engaged citizens who live out social justice



- SU 4 Competency domains & Co-curricular Transcript

Personal skills

Applied knowledge

People skills

Work-based skills

The Big Themes playing out on our campuses

Can be fruitfully explored in the co-curriculum space:

- Social justice & shared humanity
- Socio-economic privilege & disadvantage
- Listen, Learn & Live in Cultural diversity
- Stereotype bias & modern racism
- Sexual harassment & gender-based violence
- Alcohol and substance abuse
- Stress, mental health & resilience
- Social media use & abuse

Challenges

- Students must achieve academic curriculum credits, *but co-curriculum participation is voluntary*
- Students from different faculties have limited networked & collaborative learning)

Proposal: A formal SU Core co-curriculum

- All undergraduate students during the first 3 years of degree
- One theme per quarter; 1 credit of work; hybrid mode: online L&T; Peer assessment
- Student peer groups from different faculties per study THEME; remix every quarter
- GOAL: Peer group learning & multiple perspectives:

Networked & Collaborative Learning

- Scaffolded themes for the study blocks
 - First year: Onboarding @SU & personal skills development
 - Second year: People, leadership skills & applied knowledge
 - Third year: Campus, societal issues and citizenship, work-based skills
 - GOAL: Assignments demonstrate selected competencies achieved:

A Transformative Student Experience



New academic programme for market needs



Noteworthy new SU programmes:

- BCom (International Business) [2014]
- Diploma in Sustainable Development[2015]
- MSc (Sport and Exercise Management)[2016]
- MEngSc (Biomedical Engineering)[2107]
- PG Dip (Strategic HR Management)[2018]
- Bachelor in Data Science[2019]
- MSc (Machine Learning and Artificial Intelligence) [2019]
- PG Dip (Infectious Diseases)[2020]

Total new and realigned programmes 2012 - 2012

		Certific.	Diploma	Bachelor	Honours	PG Dipl	Master	Doctor	Total
2012	New							2	2
	Realign								0
2013	New						13		13
	Realign								0
2014	New		2	2		4	11	1	20
	Realign		7		5	1	1		14
2015	New	2	1	1		4	9	1	16
	Realign			3					3
2016	New					1	3	4	8
	Realign					1			1
2017	New					3	7	1	11
	Realign				1				1
2018	New					3	13		16
	Realign		1				2		3
2019	New		1	2		1	1	1	6
	Realign					6			6
2020	New					3	1		4
	Realign								0
	TOTAL	2	12	8	6	27	61	10	124

Hybrid Learning: Opportunities and Examples

- **Academic offering:** Short courses and taught postgraduate diplomas, honours-Bachelor and master's degrees
- **Opportunities:** Take SU academic offerings to the students where they live and work
- **Target markets:** Learn-and-earn students, International students
- **Examples** of programmes under development for Hybrid Mode delivery:
 - Strategic Human Resource Management PGDip ([EMS](#))
 - Biology 124 and Bio-Informatics Honours ([Science](#))
 - Infectious Diseases PGDip ([Medicine and Health Sciences](#))
 - Cancer Science Research MPhil ([Medicine and Health Sciences](#))
 - Structures in Fire Module in Engineering PGDip ([Engineering](#))
 - Forestry and Wood Sciences PGDip ([Agriculture](#))

See [HYBRID LEARNING VIDEO](#)



Hybrid Learning programme development 2020

5. Research for impact



Scholarship of Teaching and Learning Conference

Akademieskap van Onderrig en Leer Konferensie



UNIVERSITEIT
YUNIVESITHI
STELLENBOSCH
UNIVERSITY

100
1918 - 2018

4 November 2020 - Fully online; more than 200 participants
CARe – Celebrate, Appreciate and Reflect on our COVID19 experiences in the e-environment

First steps in becoming Teaching Scholars



Innovation in T&L&A

Sharing good practices



Research into ERTLA

Scholarship of Educational Leadership Short Course

- **Research informed Teaching and Learning**
- SU's own short course to develop educational leadership
- Course leaders: Dr Nicolene Herman & Dr JP Bosman
- Only one contact session at the beginning of 2020 – rest all online
- 2 cohorts completed in 2018 & 2019

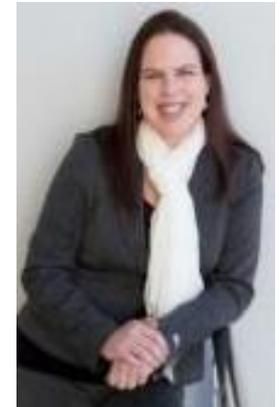
Current cohort (2020) academics and PASS staff :

1. Ms Gretha Steenkamp (EMS),
2. Dr Maricel Krugel (AgriSciences),
3. Dr Peter Nagel (Theology),
4. Prof Cara Schwartz (Engineering),
5. Dr Margaret Blackie (Science),
6. Prof Renee Blaauw (FMHS)
7. Lt Col Bontle Monnanyana (Military Science),
8. Dr Marie-Louise Botha (Education)
9. Dr Taryn Bernard (FASS)
10. Ms Heidi October (SLEEC)



SU Teaching Fellowships 2020 / 2021

- Initiated at SU in 2009; 14 awards since.
- Funded UCDG, fellowships provide opportunity to spend more consistent periods of time (one to three years), to focus on aspects of curriculum renewal, the exploration of teaching and learning, and the dissemination of good teaching and learning practice in departments and faculties.
- Recipients of SU Teaching Fellowships include Prof. Ingrid Rewitzky, Dr Elize Archer, Dr Margaret Blackie, Dr Berna Gerber, Dr Michael Schmeisser and Dr Marianne Unger.
- SU Teaching Fellows 2020 / 2021: Prof. Susan van Schalkwyk, Prof. Debby Blaine, Dr Taryn Bernard, Ms Gretha Steenkamp



6. Employer of Choice

SU Teaching Excellence Awards: 3 December 2020

Distinguished teacher



DR Margaret BLACKIE

Developing teachers



**PROF Alexander
ANDRASON**



**DR Marenet
JORDAAN**



**DR Tobi
LOUW**



**MR Juan
ONTONG**



**DR Ilse
ROOTMAN-LE
GRANGE**



**DR Martin
VENTER**



**DR Shantelle
WEBER**

South African Teaching Advancement at University (TAU) Fellowships Programme



A national DHET initiative to support the recognition and enhancement of teaching in SA:

- Extends the knowledge and experience of educational development amongst experienced senior academics who have been acknowledged for their teaching excellence.

Previous SU TAU Fellows include Profs. Geo Quinot, Elmarie Costandius and Ian Nell

- **TAU Fellows for 2021/2022:**

Prof. Faadiel Essop



Prof. Ashraf Kagee



Dr Marianne McKay



A time so say goodbye & best wishes

Thank you for exciting partnerships in L&T I enjoyed with of you at SU!



Dankie vir opwindende vennootskappe in L&O wat ek saam met julle aan US kon geniet!