



**Stellenbosch**

UNIVERSITY  
IYUNIVESITHI  
UNIVERSITEIT

Stellenbosch University

# Institutional Audit Self-Evaluation Report

2018-2021

24 June 2022

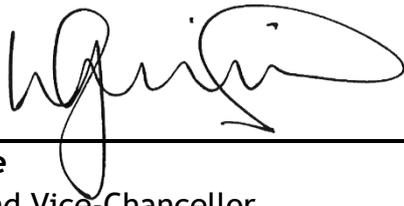
## Declaration

**Name of institution:** Stellenbosch University

**Campuses/Sites of Delivery:** Stellenbosch, Tygerberg, Bellville, Saldanha

### Endorsement

I, Professor Wim de Villiers, confirm that this self-evaluation report has been prepared with appropriate participation by all constituencies and that the report has been endorsed by the executive authority of the institution.



---

**Signature**  
Rector and Vice-Chancellor

24 June 2022

---

**Date**

## Foreword by the Rector and Vice-Chancellor

In the previous Stellenbosch University (SU) institutional audit self-evaluation report (2005), Prof Chris Brink, the Rector and Vice-Chancellor at the time, concluded his foreword with these words:

*“If we can direct the work ethic, the determination, and the capacity for delivery that characterises Stellenbosch towards benefiting all South Africans, then we will truly serve as a national asset, and help South Africa transcend its past.”*



In many ways, Stellenbosch University (SU) in 2022 has made progress in realising the hopes expressed in his statement.

We're no longer striving to be a national asset for all South Africans; we are serving as one. And as such the task continues. To transform as a University community and ensure that the core functions of learning and teaching, research and community engagement are leading edge and responsive to local, national and continental challenges, is a journey to undertake, never a destination to reach.

Since adopting our *Vision 2040 and Strategic Framework 2019-2024* in 2018, the University has been forthright in implementing its key objectives, namely, to be excellent, inclusive and innovative, to advance knowledge in service of society in the context of “... the positioning of Stellenbosch University as a leading research-intensive South African university in Africa, with a global reach”.

Underpinning the University's mission is its values and enablers, one of the elements being to “... share our knowledge offering through networked and collaborative teaching and learning.” In our *Vision 2040 and Strategic Framework 2019-2024*, we grouped our institutional goals under six core strategic themes, with the following quote relating to the kind of transformative and quality learning experience we wish to bring to all our students:

At SU, we value our students and are committed to delivering a transformative student experience to each one of them. With this intention, we want to ensure that SU is accessible to qualifying students from all backgrounds, including to students who face barriers to participation in university education. We regard it as a journey - from our first contact with prospective students until they graduate and embrace the role of alumni. A transformative student experience is predicated on the provision of opportunities for growth to all undergraduate and postgraduate students, including guidance, support and services from SU to enable their success.

Our commitment to quality assurance and the management of quality across the University's core functions and operations remains firm. Quality assurance is a necessary but not sufficient condition for success, as we need all our stakeholders (staff, students, governance structures, partners and communities) to collaborate together to see that those who graduate from our University are empowered to be professionally and personally successful in their lives.

Participating in the Council on Higher Education (CHE)'s institutional audit has offered the University the chance to reflect on its progress in the last four years - and identify good practices and areas for improvement in the four focus areas and sixteen standards as prescribed by the CHE.

I am pleased to present this self-evaluation report and the accompanying Portfolio of Evidence to the Council on Higher Education and the peer review panel for its consideration and validation of our quality judgements.

In conclusion, I am reminded of what I wrote in the foreword in our *Vision 2040 and Strategic Framework 2019-2024*:

We believe these [the institutional audit outcomes] will guide us towards being a university with an impeccable institutional reputation - being systemically sustainable and transformed - with a focused offering, a collaborative learning and teaching model, research of significance, and an all-encompassing impact, including a strong impact on society.

Our interactions with the peer review panel will aid us on our journey from excellence to significance.



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

## Contents

Declaration.....	2
Foreword by the Rector and Vice-Chancellor .....	3
List of acronyms.....	6
List of tables.....	9
List of figures.....	10
List of links.....	12
1. Introduction.....	15
2. Institutional profile .....	29
3. Preparation of the Self-Evaluation Report.....	62
4. Reflection on the four focus areas and sixteen standards.....	67
Focus area 1 .....	68
(a) Standard 1 .....	72
(b) Standard 2 .....	81
(c) Standard 3 .....	92
(d) Standard 4 .....	105
Focus area 2 .....	124
(a) Standard 5 .....	128
(b) Standard 6 .....	145
(c) Standard 7 .....	161
(d) Standard 8 .....	165
Focus area 3 .....	168
(a) Standard 9 .....	172
(b) Standard 10.....	179
(c) Standard 11 .....	190
(d) Standard 12.....	196
Focus area 4 .....	204
(a) Standard 13.....	206
(b) Standard 14.....	213
(c) Standard 15 .....	221
(d) Standard 16.....	231
5. Conclusion.....	237

## List of acronyms

<b>AAC</b>	Academic Affairs Council
<b>APC</b>	Academic Planning Committee
<b>APQ</b>	Centre for Academic Planning and Quality Assurance
<b>ARTLA</b>	Augmented Remote Teaching, Learning and Assessment
<b>BASC</b>	Bachelor of Arts Student Committee (Faculty of Arts and Social Sciences)
<b>BLC</b>	Blended Learning Coordinator
<b>BRICS</b>	Brazil, Russia, India, China, and South Africa
<b>CHE</b>	Council on Higher Education
<b>CHEC</b>	Cape Higher Education Consortium
<b>CIS</b>	Centre, institute, school
<b>Covid-19</b>	Coronavirus disease of 2019
<b>CSCD</b>	Centre for Student Counselling and Development
<b>DeLTA</b>	Designing Learning, Teaching and Assessment (framework)
<b>DHET</b>	Department of Higher Education and Training
<b>DOD</b>	Department of Defence
<b>DSAf</b>	Division for Student Affairs
<b>DST</b>	Department of Science and Technology
<b>DVC (L&amp;T)</b>	Deputy Vice-Chancellor: Learning and Teaching
<b>EBSK</b>	Student Committee of the Faculty of Economic and Management Sciences
<b>EC(S)</b>	Executive Committee of Senate
<b>ECSA</b>	Engineering Council of South Africa
<b>EMS</b>	Faculty of Economic and Management Sciences
<b>ERTLA</b>	Emergency Remote Teaching, Learning and Assessment
<b>FASS</b>	Faculty of Arts and Social Sciences
<b>FMHS</b>	Faculty of Medicine and Health Sciences
<b>FTE</b>	Full-time equivalent
<b>FTE-SLE</b>	Full-time equivalent - Senior lecturer equivalent
<b>4IR</b>	Fourth Industrial Revolution
<b>GBV</b>	Gender-based violence
<b>GEM</b>	Graduate School of Economic and Management Sciences
<b>HEQC</b>	Higher Education Quality Committee
<b>HEI</b>	Higher Education Institution
<b>HEMIS</b>	Higher Education Management Information System
<b>HOD</b>	Head of Department
<b>HPCSA</b>	Health Professions Council of South Africa
<b>HR</b>	Human Resources
<b>ICBC</b>	Institutional Committee for Business Continuity
<b>ICT</b>	Information and communications technology
<b>IF</b>	Institutional Forum

<b>IIS</b>	Institutional Intent and Strategy (2013-2018)
<b>IPF</b>	Institutional Planning Forum
<b>IT</b>	Information technology
<b>KPA</b>	Key performance area
<b>KPI</b>	Key performance indicator
<b>LIS</b>	Library and Information Services
<b>L&amp;T</b>	Learning and Teaching
<b>LMS</b>	Learning Management System
<b>LTE</b>	Division for Learning and Teaching Enhancement
<b>NDP</b>	National Development Plan
<b>NF</b>	Newcomer first-year students (used in some graphs)
<b>NQF</b>	National Qualifications Framework
<b>NRF</b>	National Research Foundation
<b>NSFAS</b>	National Student Financial Aid Scheme
<b>PAC</b>	Programme Advisory Committee
<b>PASS</b>	Professional academic and administrative support service
<b>PG</b>	Postgraduate
<b>PREDAC</b>	Professional Educational Development of Academics in their teaching role (short course)
<b>PoE</b>	Portfolio of Evidence
<b>POPIA</b>	Protection of Personal Information Act
<b>PQM</b>	Programme and Qualification Mix
<b>PSO</b>	Private Student Organisation
<b>QA</b>	Quality Assurance
<b>QC</b>	Quality Committee
<b>QEP</b>	Quality Enhancement Project
<b>RC</b>	Responsibility Centre
<b>SAAIR</b>	Southern African Association for Institutional Research
<b>SACNASP</b>	South African Council for Natural Scientific Professions
<b>SADC</b>	Southern African Development Community
<b>SAICA</b>	South African Institute of Chartered Accountants
<b>SANC</b>	South African Nursing Council
<b>SANDF</b>	South African National Defence Force
<b>SAQA</b>	South African Qualifications Authority
<b>SARChI</b>	South African Research Chairs Initiative
<b>SDGs</b>	Sustainable Development Goals
<b>SE</b>	Self-evaluation
<b>SEC</b>	Self-evaluation committee
<b>SER</b>	Self-evaluation report
<b>SI</b>	Social impact
<b>SIGLA</b>	Security Institute for Governance and Leadership in Africa
<b>SIP</b>	Strategy Implementation Plan
<b>SoA</b>	School of Accountancy
<b>SoEL</b>	Scholarship of Educational Leadership

<b>SoTL</b>	Scholarship of Teaching and Learning
<b>SRC</b>	Student Representative Council
<b>SU</b>	Stellenbosch University
<b>THE</b>	Times Higher Education
<b>UCDG</b>	University Capacity Development Grant
<b>UCDP</b>	University Capacity Development Project
<b>UG</b>	Undergraduate
<b>USB</b>	Stellenbosch Business School
<b>WIL</b>	Work-integrated learning

## List of tables

<b>Table 1:</b>	Progress toward strategic management indicator targets for the theme <i>A thriving Stellenbosch University</i> , as reported in the <i>Annual Integrated Report 2020</i> .....	23
<b>Table 2:</b>	Departments/schools and institutes/centres per faculty, and student-staff ratios for 2014 and 2020.....	34
<b>Table 3:</b>	National Student Financial Aid Scheme (NSFAS) funding from 2018 to 2020.....	45
<b>Table 4:</b>	Employment equity profile of academic staff at SU, 2021.....	50
<b>Table 5:</b>	Senior positions by race, job levels 1 to 6, June 2021 .....	50
<b>Table 6:</b>	Senior positions by gender, job levels 1 to 6, June 2021 .....	51
<b>Table 7:</b>	Undergraduate success rates for 2019, as published by the DHET in its <i>Statistics on Post-School Education and Training in South Africa: 2019 (2021)</i> .....	54
<b>Table 8:</b>	Strategic management indicators used for the theme <i>Research for impact</i> .....	57
<b>Table 9:</b>	Our institutional values and how they underpin the University’s research culture.....	58
<b>Table 10:</b>	Timeline of the meetings and consultations to prepare this self-evaluation report (SER) .....	62
<b>Table 11:</b>	Composition of Council in terms of race and gender for the four years during the review period (2018-2021) and the four years preceding (2014-2017) .....	68
<b>Table 12:</b>	Dimensions of Stellenbosch University’s business model.....	79
<b>Table 13:</b>	Faculty of Engineering: Key strategic indicators .....	100
<b>Table 14:</b>	Faculty of Education’s 2021 goals and actions .....	103
<b>Table 15:</b>	Learning and Teaching Enhancement seminars, 2015 to 2022 .....	180
<b>Table 16:</b>	Auxin topics, 2018 to 2022 .....	181
<b>Table 17:</b>	Focus area 1: Quality judgements, good practices and improvement areas .....	239
<b>Table 18:</b>	Focus area 2: quality judgements, good practices and improvement areas .....	241
<b>Table 19:</b>	Focus area 3: quality judgements, good practices and improvement areas .....	242
<b>Table 20:</b>	Focus area 4: quality judgements, good practices and improvement areas .....	243

## List of figures

<b>Figure 1:</b>	Size and shape of Stellenbosch University in terms of its student enrolments (headcount) and academic staff in 2021. ....	15
<b>Figure 2:</b>	SU’s core strategic themes and the progress by 2020, as expressed in percentages in the <i>Annual Integrated Report 2020</i> towards achieving the targets set in the <i>Institutional Plan 2020-2025</i> . It should be noted that the theme <i>Networked and collaborative teaching and learning</i> is measured with qualitative indicators only. ....	22
<b>Figure 3:</b>	SU’s organogram 2022.....	27
<b>Figure 4:</b>	NRF ratings of SU researchers in 2020, showing the percentage of SU researchers in each category, compared to the total in South Africa, from SU’s <i>Review 2020</i> report. ....	30
<b>Figure 5:</b>	SU’s “five” campuses, including the Ukwanda rural clinical school (“Worcester campus”) .....	31
<b>Figure 6:</b>	Student enrolments by campus, June 2021 .....	32
<b>Figure 7:</b>	Enrolments by under- and postgraduate levels.....	32
<b>Figure 8:</b>	Undergraduate and postgraduate distribution of students according to nationality .....	33
<b>Figure 9:</b>	SU currently has 318 university partnerships with higher education institutions across 22 countries in Africa, and 64 countries in total. ....	33
<b>Figure 10:</b>	Undergraduate and postgraduate headcount distribution by faculty, June 2021.....	34
<b>Figure 11:</b>	Distribution of students across three broad disciplinary groups .....	38
<b>Figure 12:</b>	Postgraduate enrolments by qualification type by faculty, June 2021 snapshot.....	38
<b>Figure 13:</b>	Newcomer first-year students (headcount) by race, 2018 to 2021 .....	39
<b>Figure 14:</b>	Distribution by race from 2013 to 2021 for all students enrolled at the University. Further breakdowns per faculty/study level are available on our Power BI website .....	39
<b>Figure 15:</b>	Race distribution of students: newcomer first-year (NF), undergraduate, postgraduate, occasional and total, in 2021 .....	40
<b>Figure 16:</b>	Race distribution by under- and postgraduate level, 2018 to 2021.....	40
<b>Figure 17:</b>	Home language distribution, June 2021: Newcomer First-year (NF), Undergraduate, Postgraduate, Occasional students, and Total.....	41
<b>Figure 18:</b>	Home language distribution for all students, 2018-2021 .....	41
<b>Figure 19:</b>	Trends in undergraduate home language vs. preferred language of instruction, 2018 to 2021 .....	42
<b>Figure 20:</b>	Gender distribution by under- and postgraduate level, June 2021 .....	43
<b>Figure 21:</b>	Gender distribution of all students, 2018 - 2021 .....	43
<b>Figure 22:</b>	Newcomer first-year enrolments by school quintile (South African schools), June 2021 .....	44

<b>Figure 23:</b>	Although SU is a residential university, less than 25% of students stay in residences.....	45
<b>Figure 24:</b>	Enrolment by accommodation type, June 2021 for Newcomer First-year (NF) students, Undergraduate, Postgraduate and the Total percentage of students .....	45
<b>Figure 25:</b>	Distribution of newcomer first-year students in residences by race, and gender .....	47
<b>Figure 26:</b>	Stellenbosch University’s interactive campus map allows users to locate and find information on campus buildings, transportation, current construction projects, and other campus features related to the Stellenbosch, Bellville Park and Tygerberg campuses, and the Ukwanda rural clinical school in Worcester.....	47
<b>Figure 27:</b>	Staff headcount by faculty and staff category, June 2021 .....	49
<b>Figure 28:</b>	Staff job levels 1 to 6 distribution by race and staff category, 2018 and 2021 .....	50
<b>Figure 29:</b>	Staff job levels 1 to 6 distribution by gender and staff category, 2018 and 2021.....	51
<b>Figure 30:</b>	Staff distribution by race and staff category, 2018 and 2021 .....	51
<b>Figure 31:</b>	Staff distribution by gender and staff category, 2018 and 2021 .....	52
<b>Figure 32:</b>	The student success rate, and undergraduate success rate, 2018 to 2021 .....	53
<b>Figure 33:</b>	Percentage credits passed by faculty, 2018-2021 .....	53
<b>Figure 34:</b>	Example of a high-level Power BI report for all three-year undergraduate bachelor’s programmes .....	55
<b>Figure 35:</b>	Throughput rate of a three-year undergraduate bachelor’s programme .....	55
<b>Figure 36:</b>	Throughput rate of a four-year undergraduate professional bachelor’s programme.....	56
<b>Figure 37:</b>	Throughput rate of a three-year undergraduate bachelor’s programme by race .....	56
<b>Figure 38:</b>	Research success infographic .....	59
<b>Figure 39:</b>	Examples from the brochure on SU’s <i>Research facts and figures (2021)</i> .....	59
<b>Figure 40:</b>	The seven social impact themes and the number of initiatives under each theme .....	60
<b>Figure 41:</b>	Two examples of business intelligence reports available on the Social Impact website.....	60
<b>Figure 42:</b>	SU’s brand evolution from 2000 to the centenary logo in 2018 and the current visual identity.....	69
<b>Figure 43:</b>	Relationship between components of the <i>Strategic Framework</i> .....	93
<b>Figure 44:</b>	Organogram of the Faculty of Economic and Management Sciences .....	110
<b>Figure 45:</b>	Faculty of Economic and Management Sciences’ committee organogram.....	111
<b>Figure 46:</b>	Structures supporting the promotion of responsible research at Stellenbosch University .....	141
<b>Figure 47:</b>	Student success rates are indirectly based on the total number of modules passed by students each year relative to the number of module enrolments.....	226

## List of links

- Link(s) 1:** The CHE’s *Framework- and Manual for Institutional Audits 2021* prescribes the four focus areas, sixteen standards, and related guidelines to be considered for this institutional audit self-evaluation report, and the *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019) describes the principles and provisions of SU’s quality assurance system. .... 15
- Link(s) 2:** SU’s *Vision 2040 and Strategic Framework 2019-2024 and Institutional Plan 2020-2025* describe our six core strategic themes and associated goals and objectives. The progress we have made each year, is captured in our *Annual Integrated Reports*. .... 17
- Link(s) 3:** Two of the University’s previous strategy documents, the *Institutional Intent and Strategy 2013-2018*, and *A Strategic Framework for the turn of the Century and beyond* (2000) ..... 18
- Link(s) 4:** SU’s institutional audit *Self-evaluation Report* (2005), the *Audit Report on Stellenbosch University* (2007) by the CHE’s Higher Education Quality Committee and SU’s *Quality Development Plan* (2007) ..... 19
- Link(s) 5:** SU’s QEP Institutional Submission: Phase 1 (2014), the CHE’s Institutional feedback report (2016) and SU’s Institutional Submission: Phase 2 (2017) ..... 19
- Link(s) 6:** The *Review Panel Report* for the national review of doctoral qualifications 2020-2021, and the Faculty of Law’s *Improvement Plan* (2017) based on the CHE’s national review of the *Bachelor of Laws* (LLB)..... 21
- Link(s) 7:** SU’s *Transformation Plan* (2017, updated in 2019), *Transformation at Stellenbosch University* (2018) and SU’s *Employment Equity Plan 2020-2025*, as submitted to the DHET, and SU’s most recently reviewed *Language Policy* (2021) and accompanying infographic. .... 25
- Link(s) 8:** The *Rules* describing the classification of type 1, 2 and 3 centre, institute and school (CIS) entities and an extract from the *Rules*, summarising some of the differences between the three types ..... 28
- Link(s) 9:** SU’s historical timeline ..... 29
- Link(s) 10:** The *Residence Placement Policy* (2013), a *Residence application and placements booklet for first-years 2022* and an *Example of an exported interactive business intelligence report* that shows the level of detail that can be obtained with the selection of different filters (e.g., trends regarding the demographic profile of students placed in residences). .... 46
- Link(s) 11:** The University’s *Employment Equity Policy* (2016), *Employment Equity Plan 2020-2025* and *Code for Employment Equity and Diversity* (2019) ..... 49
- Link(s) 12:** Example of a high-level Power BI report for all postgraduate programme qualification types ..... 56
- Link(s) 13:** Since 1996, SU has published an annual research report, available on the Division for Research Development’s website. The latest *Research at Stellenbosch University Publication*, which is a special Covid-19 edition focusing on the research output of 2020, and *Research Chairs | Centres*

	<i>of Excellence (2021)</i> , as well as a brochure on <i>SU's Research facts and figures (2021)</i> , is available online. ....	58
<b>Link(s) 14:</b>	The <i>Social Impact Strategic Plan 2017-2022 (2016)</i> , <i>Social Impact at Stellenbosch University 2018, 2019 and 2020</i> annual reports, and the <i>Matie Community Service</i> annual reports for 2019 and 2020.....	61
<b>Link(s) 15:</b>	The <i>Mandates</i> of the steering group and the self-evaluation committee, the <i>Memorandum to the Rectorate</i> establishing the project management team, and the <i>Briefing document</i> to the self-evaluation committee .....	62
<b>Link(s) 16:</b>	The <i>Self-evaluation report template (2021)</i> with a simplified set of key questions for each standard which was completed by faculties and some responsibility centres, and the <i>Consultation with the Student Representative Council and Academic Affairs Council</i> PowerPoint presentation used during the consultation session on 6 April 2022.....	64
<b>Link(s) 17:</b>	Executive summaries of each focus area in this self-evaluation report.....	67
<b>Link(s) 18:</b>	The <i>Governance structure of SU (2022)</i> as defined by the <i>Statute of Stellenbosch University (2019)</i> .....	70
<b>Link(s) 19:</b>	<i>SU's Vision 2040 and Strategic Framework 2019-2024</i> , <i>Institutional Intent and Strategy 2013-2018</i> , and <i>A Strategic Framework for the turn of the Century and beyond (2000)</i> .....	72
<b>Link(s) 20:</b>	Values and attributes of SU .....	75
<b>Link(s) 21:</b>	SU Annual Integrated Report 2020 and Review 2020 .....	78
<b>Link(s) 22:</b>	<i>SU's Research 2020</i> publication focuses on the comprehensive research response related to the corona virus and the Covid-19 pandemic.....	82
<b>Link(s) 23:</b>	Faculty of Medicine and Health Sciences <i>Annual Publication 2020</i> .....	89
<b>Link(s) 24:</b>	<i>Policy for Quality Assurance and Enhancement at Stellenbosch University (2019)</i> , <i>Themes and Criteria: Evaluation of departments and programmes</i> , and the <i>Baldrige Approach: Framework for the self-evaluation of support services</i> .....	93
<b>Link(s) 25:</b>	The <i>Governance structure of SU (2022)</i> as defined by the <i>Statute of Stellenbosch University (2019)</i> .....	106
<b>Link(s) 26:</b>	The <i>Points of Departure and Framework</i> documents for the third and fourth quality assurance cycles, the <i>Themes and criteria</i> document for the evaluation of departments and programmes, the <i>Baldrige approach: Framework for the self-evaluation of support services</i> , and the <i>Policy for Quality Assurance and Enhancement at Stellenbosch University (2019)</i> .....	129
<b>Link(s) 27:</b>	<i>Stellenbosch University Co-curriculum Experiential Education Prospectus (2019)</i> , the Centre for Student leadership, experiential learning and citizenship's website, the SUEEC 2020 online conference programme and resources, and the <i>SU Student Constitution</i> .....	135
<b>Link(s) 28:</b>	The article <i>Adaptation of Student Support Services Considering Covid-19: Adjustments, Impact, and Future Implications (2021)</i> published in the <i>Journal of Student Affairs in Africa</i> , and <i>Online learning during lockdown helps us find ways to teach differently abled students (2020)</i> , published online in the <i>Daily Maverick</i> .....	136
<b>Link(s) 29:</b>	The recently reviewed <i>SU Assessment Policy (2021)</i> , the soon-to-be-reviewed <i>Policy in Support of Academic Integrity (2016)</i> and <i>Regulation for internal and external moderation and the processing of results</i>	

	(2014), the currently-under-review <i>Student Feedback Policy</i> (2008), and the new <i>Regulations for peer-to-peer learning support</i> (2020). ....	137
<b>Link(s) 30:</b>	The Division for Research Development’s website and <i>Services Booklet</i> provide information on the support services offered by the Division. The Division publishes a <i>Research at Stellenbosch</i> report each year, showcasing the progress SU is making in its five strategic research areas. ....	139
<b>Link(s) 31:</b>	The <i>Social Impact Strategic Plan 2017-2022</i> (2016), a legislative opinion tabled at the Social Impact Committee of the Senate (2020) regarding the processing of personal information, photographs and videos, the SU <i>Data privacy regulation</i> (2019), and Universities South Africa (USAf)’s <i>EU GDPR Guidelines for South African Universities</i> .....	142
<b>Link(s) 32:</b>	<i>Themes and criteria for departmental evaluations, Baldrige approach: Framework for the self-evaluation of support services</i> .....	173
<b>Link(s) 33:</b>	<i>Performance Management Policy and Strategy</i> (2016) .....	173

# 1. Introduction

## 1.1 Forward together

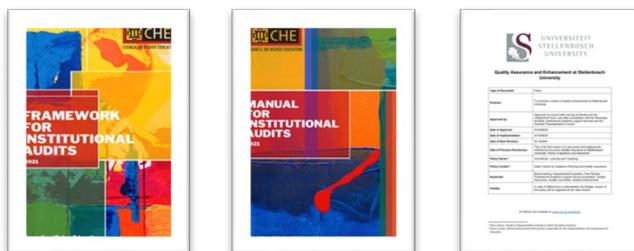
Stellenbosch University (SU) is a residential, research-intensive university, situated in the Western Cape. It received public university status over a century ago (in 1918), making it, along with two other universities, among the oldest in South Africa.

Today, SU's campuses are home to ten faculties, more than 30,000 students and 3,000 staff members (headcount), offering a range of qualifications from bachelor's to PhD.



Figure 1: Size and shape of Stellenbosch University in terms of its student enrolments (headcount) and academic staff in 2021.

As mandated by the Council on Higher Education (CHE) and informed by its *Policy for Quality Assurance and Enhancement at Stellenbosch University*, this self-evaluation report is the result of a collective sense-making activity undertaken by an institutional audit self-evaluation committee, constituted for this purpose.



Link(s) 1: The CHE's *Framework- and Manual for Institutional Audits 2021* prescribes the four focus areas, sixteen standards, and related guidelines to be considered for this institutional audit self-evaluation report, and the *Policy for Quality Assurance and Enhancement at Stellenbosch University (2019)* describes the principles and provisions of SU's quality assurance system.

The focus of this institutional audit is understood to be establishing SU's capacity to ensure and enhance student success through its management and quality assurance systems, where "student success" is defined in the CHE's *Framework for Institutional Audits 2021* as follows:

...for the individual student, the attainment of graduate attributes that are personally, professionally, and socially valuable; and for the institution, students' academic

persistence; academic results that focus on equity of success in terms of race, gender, and disability, as well as a focus on minimum time to completion, and students progressing successfully to postgraduate studies, or into employment or economic activity.

Drafting this report has allowed the University to reflect on insights gained and lessons learnt since its previous institutional audit, followed by the *HEQSF* alignment and the *Quality Enhancement Project* (QEP), as well as the most recent national reviews conducted by the CHE. It has also provided the opportunity to consider the institutional risk areas and their mitigation; celebrate the outstanding efforts by staff and students, and particularly acknowledge and embed the good practices developed during the Covid-19 pandemic while documenting its comprehensive response(s) to the pandemic.

Feedback from the review panel and recommendations for improvement will be considered and incorporated into the next planning cycle for 2025 and beyond; it is expected to contribute to the strengthening of the University's institutional systems. Therefore, while reflecting on past events, this report also looks toward the future and allows the University community and stakeholders to move *forward together*.

## 1.2 Collective sense-making and reflection

This self-evaluation report is presented as a narrative of the institutional context and conditions under which the University enacts its *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019). As framed by the *Policy*, a collective sense-making approach was followed as part of a reflective and generative methodology in preparing this self-evaluation report.

In the *Policy*, we describe our theoretical framing as follows:

Stellenbosch University follows a **developmental approach** regarding quality assurance and sees itself as a **learning organisation** as defined in its institutional document, *Vision 2040 and Strategic Framework 2019-2024*, in terms of the core strategic theme, "Networked and collaborative teaching and learning" (SU, 2018a:20-21).

To this end, this policy subscribes to the conceptualisation by Marshall (2016:221) of quality assurance as a process of "**collective sense-making and reflection**" which makes provision for the complex and dynamic nature of institutions of higher learning in contemporary society. Marshall (2016:218-220), in the discussion document *An Integrated Approach to Quality Assurance in Higher Education* (CHE, 2017a), describes this conception of quality in terms of seven properties defined by Weick (1995:7) as inherently: "social in nature, grounded in identity construction, retrospective, enactive of sensible environments, ongoing, focused on and by extracted cues, and driven by plausibility rather than accuracy".

In this regard, sense-making is influenced by the nature of the changes being experienced, the roles of different role players and stakeholders, and the wider economic, social and political landscape within which the institution is situated.

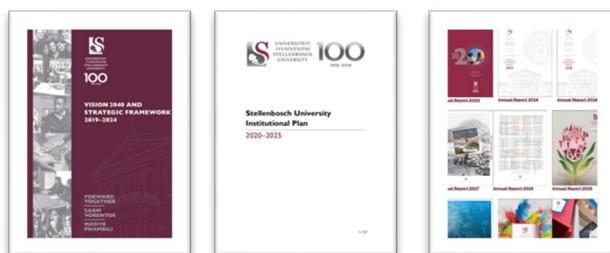
Since quality is a complex and often contested concept that is socially constructed, the exact definitions of and sensible measurements for “quality” and “levels of excellence” may differ, given the nature and maturity of the entity or process under review, and the availability of management information, performance indicators, benchmarked standards, good practices, previous evaluation reports and other evidentiary documents.

While the University does not claim to have mastered the art of “collective sense-making and reflection”, this report is a collaborative product of such an attempt. The approach has allowed the University to describe and critically consider its institutional goals; reflect on how it endeavours to achieve them in terms of the plans, procedures, and resources which have been put in place; assess their management and implementation; and consider how to monitor, evaluate, and improve its output and impact - even in times of disruption.

### 1.3 Scope of SU’s self-evaluation

The period selected for this self-evaluation covers a four years from **2018 to 2021**, with some information from **2014** included providing additional context, as well as unaudited **2022** institutional data that were already available.

This period marks the adoption of SU’s *Vision 2040 and Strategic Framework 2019-2024* at the end of 2018. This report, therefore, also serves as a mid-term review of the progress made on the University’s six core strategic themes and its associated goals, as described in the *Institutional Plan 2020-2025* and reported upon in the University’s *Annual Integrated Reports*. It is intended that this self-evaluation report will demonstrate to the CHE review panel how the University works towards achieving these themes; which plans, procedures and resources underpin each, and how progress is measured, success evaluated, and information employed to drive improvements in the respective faculties, responsibility centres, and student communities.



**Link(s) 2:** SU’s *Vision 2040 and Strategic Framework 2019-2024* and *Institutional Plan 2020-2025* describe our six core strategic themes and associated goals and objectives. The progress we have made each year, is captured in our *Annual Integrated Reports*.

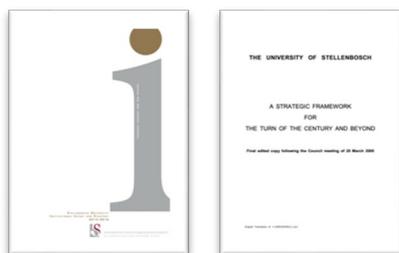
During the selected period under review, the University not only made progress on its core strategic themes but also responded to the Covid-19 pandemic, initially with the *emergency* remote teaching, learning and assessment (ERTLA) approach and from 2021 onwards with *augmented* remote teaching, learning and assessment (ARTLA).

## 1.4 Limitations of this self-evaluation report

The sections of this self-evaluation report are closely aligned (and therefore limited) to the *Manual for Institutional Audits 2021*'s focus areas, standards and guidelines and follow the same narrative structure throughout.

It should be noted that the high-level institutional insights, while representative of faculty, responsibility centre and student leadership input, do not necessarily hold for *all* academic departments, professional academic and administrative support services or student leadership structures, as great variety and levels of quality maturity exists within the University ecosystem. It is with this in mind that the institutional reflections in this report should be read. The findings and claims made are not definitive judgements per se but merely serve as an entry point into further conversations with internal stakeholders, and the CHE peer review panel. As such, the University welcomes the opportunity to further engage in the positioning, functioning, and resourcing of its management of quality and its internal quality assurance systems.

At Stellenbosch University, quality assurance is understood as a devolved continuum of activities from day-to-day operational and control mechanisms to multi-year strategic enhancement initiatives. Within the various University environments and range of functional contexts (governance, management, academic, research, administrative etc.), the University continuously adapts and strives to improve its learning and teaching, research, and social impact (community engagement), as well as the governance, leadership and managerial activities that support it. Capturing *all* of the institutional good practices, as well as the various (and sometimes dissenting) voices and anecdotal experiences, which may disprove some of our quality claims, is not always possible within the limitations of this type of self-evaluation report and the timeframes set for the audit.



Link(s) 3: Two of the University's previous strategy documents, the *Institutional Intent and Strategy 2013-2018*, and *A Strategic Framework for the turn of the Century and beyond* (2000)

A further limitation for noting is that the reflections in this self-evaluation report are, for the most part, informed against the *Vision 2040 and Strategic Framework 2019-2024*.

The *Vision and Strategic Framework* were adopted in 2018 and they succeeded the *Institutional Intent and Strategy 2013-2018* and the *Vision 2030* statement which were

directly aligned to the *National Development Plan* and the *Millennium Development Goals*, replaced in 2015 by the United Nations' *Sustainable Development Goals*.

The continuity of key touch points with and differences to all other preceding strategy documents (such as the *Overarching Strategic Plan* and *Hope Project*, or *Vision 2012*) fall outside the scope of this review. To show continuity with and refinement of its institutional conceptualisation and thinking, some references are made to SU's seminal planning document, *A Strategic Framework for the turn of the century and beyond* (2000), drafted more than two decades ago.

## 1.5 Previous audits, projects, and reviews

This self-evaluation report does not take SU's *previous institutional audit*, conducted seventeen years ago, as its main point of departure. SU's *Quality Development Plan*, drafted and implemented by the University from 2007 onwards, adequately responded to the CHE's nine commendations and 21 recommendations, as foregrounded in the *Audit Report on Stellenbosch University* (2007).



Link(s) 4: SU's institutional audit *Self-evaluation Report* (2005), the *Audit Report on Stellenbosch University* (2007) by the CHE's Higher Education Quality Committee and SU's *Quality Development Plan* (2007)

In the period since 2007, SU reviewed its entire *programme-qualification mix (PQM)* and aligned it successfully to the *Higher Education Qualifications Framework (HEQF)*, which was promulgated in October 2007, reviewed in 2010 and then re-released as the *Higher Education Qualifications Sub-Framework (HEQSF)* in 2013.



Link(s) 5: SU's QEP Institutional Submission: Phase 1 (2014), the CHE's Institutional feedback report (2016) and SU's Institutional Submission: Phase 2 (2017)

In 2014 and 2017, two institutional submissions to the CHE on the *Quality Enhancement Project (QEP)*, were completed. The QEP focused on the sector-wide *Enhancement of*

*student success* and was undertaken in two phases during the *#Feesmustfall student-led protest movement*. These reports also fall outside of the review period.

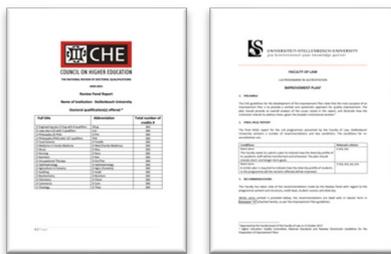
The CHE provided only one *Institutional feedback report* (2016) on the first phase of its *Quality Enhancement Project* (QEP). Unlike the CHE's *Audit Report* (2007), the *Institutional feedback report* (2016) on the QEP did not offer a list of commendations and recommendations. Nonetheless, some of the QEP peer review panel's findings that still hold true today, include the following, that:

- Stellenbosch University achieves a good balance between having institutional policies which faculties are expected to implement while allowing quite a lot of individual faculty autonomy.
- In terms of institutional culture, the panel was impressed by the consultative approach that senior management uses to address problems, not only through formal structures but also through setting up task teams, including student members, when needed. Moreover, the panel was impressed by the institution's openness to external evaluation and the constant benchmarking of facilities and approaches.
- The overall management style is described as value[s]-driven management, which is used throughout the management and student structures. This creates an inclusive, responsible, non-hierarchical structure which appears to be functioning well within the University. In addition, the tone from management is one of continuous reflection and adaptation, and the effect of this on the faculty and student bodies appears to be positive.
- The University is quite deliberate in its actions and efforts to align its processes to achieve its strategic aims. This manifests in comprehensive actions, commencing at the top with ring-fenced funding from the University Council to promote the successful integration of information and communication technologies (ICT) in learning and teaching. In addition, the institution has intentionally aligned and repositioned Teaching and Learning within its vision and has increased its emphasis on achieving its graduate attributes.
- There is a comprehensive project focused on academic renewal, lecturer and student support, business systems renewal, upgrading of the network and Wi-Fi, as well as a new state-of-the-art Learning and Teaching Centre.
- The process by which the central Committee for Learning and Teaching collects evidence on various initiatives affords the University the opportunity to identify enabling and challenging factors and allows for evidence-based decision making, such as adjustments to the professional development induction course (PREDAC) content and duration. The annual Scholarship of Teaching and Learning (SOTL) conference and various teaching grants have spurred the professionalisation of teaching among academic staff.
- The approach the University has taken towards the QEP, as well as more broadly relating to the approach to teaching and learning, appears self-reflective, open and critically

considered. This is evidenced, for example, by the identification of the challenges in the report of dealing with the changing student culture (given the former Afrikaans nature of the University and its historic relatively small size), managing the balance between co-curricular and academic activities, breaking down silos in divisional and academic areas, measuring the impact of student support, finding sustainable funding models for student support, and placing more focus on student success after the first year.

- Resource allocation is done in a well-considered and highly participative way, with student success the focus.

More recently, this self-evaluation report draws from insights in some national reviews conducted by the CHE, all of them successful for the University, including the most recent ones on the *doctoral qualification* in 2020 and the *Bachelor of Laws (LLB) programmes* in 2016.



Link(s) 6: The Review Panel Report for the national review of doctoral qualifications 2020-2021, and the Faculty of Law's Improvement Plan (2017) based on the CHE's national review of the Bachelor of Laws (LLB)

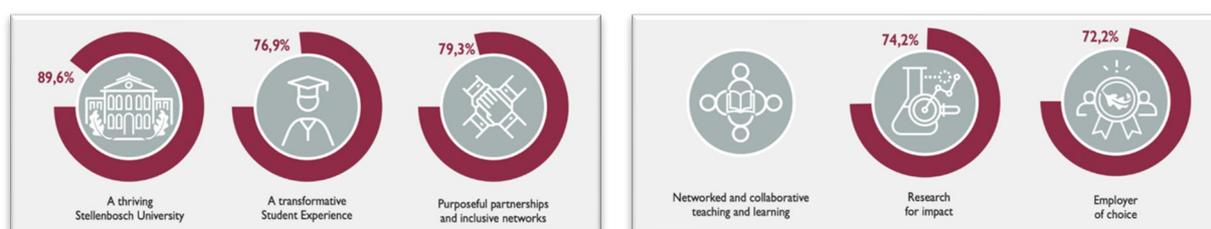
In addition to these CHE reviews, SU regularly interacts with statutory and non-statutory professional bodies, such as the Association of Chartered Certified Accountants (ACCA), Actuarial Society of South Africa (ASSA), Chartered Institute of Management Accountants (CIMA), Colleges of Medicine of South Africa (CMSA), Engineering Council of South Africa (ECSA), Health Professions Council of South Africa (HPCSA), South African Council for Educators (SACE), South African Council for Planners (SACPLAN), South African Council for Natural Scientific Professions (SACNASP), South African Institute of Chartered Accountants (SAICA), and the South African Nursing Council (SANC), which continue to recognise SU's qualifications for professional registration purposes.

The *Stellenbosch Business School* (USB) is accredited by three international bodies: the European Foundation for Management Development Quality Improvement System (EQUIS), the Association of MBAs (AMBA), and the Accreditation Association to Advance Collegiate Schools of Business (AACSB).

## 1.6 The management of “quality”

According to the definition provided by the CHE in its *Manual for Institutional Audits 2021*, “**quality** is understood to encompass fitness of purpose, fitness for purpose, value for money and transformation”.

In this self-evaluation report, as part of its *institutional profile* and *Focus area 1*, this SER discusses the **fitness of purpose** by reflecting on the *vision* and *mission* of Stellenbosch University, and the *Strategy Implementation Plans of faculties* and *-responsibility centres*. By doing this, it is shown that SU has an appropriately articulated purpose and that its business model, core strategic themes and related implementation plans are **fit-for-purpose**, since it can demonstrate progress on its measurable objectives.



**Figure 2:** SU’s core strategic themes and the progress by 2020, as expressed in percentages in the *Annual Integrated Report 2020* towards achieving the targets set in the *Institutional Plan 2020-2025*. It should be noted that the theme *Networked and collaborative teaching and learning* is measured with qualitative indicators only.

In terms of **value-for-money**, the core strategic theme, *A thriving Stellenbosch University* relates to SU’s financial sustainability, with the objectives of adjusting and aligning the University’s funding in a broad sense, and maintaining and enhancing world-class facilities. Through careful stewardship of resources and funds, the University offers high-quality education and research to its students, community, funders, benefactors and partners, as well as to the country as a whole. A detailed discussion of the *business model* lies beyond the scope of this self-evaluation report, but it can be viewed in the financial sections of the University’s *Annual Integrated Reports*.

Specific to this reporting period was the swift, agile and coordinated response with which we addressed the challenges of the Covid-19 pandemic.

- On 15 March 2020, a national state of disaster was declared, and lockdown regulations were introduced that restricted in-person on-campus activities. This had a significant impact on the University in increased expenditure (e.g., on laptops, data, and e-tutor support) and loss of income (e.g., residence fees). Immediate measures were taken to mitigate these challenges, and an overarching *Institutional Committee for Business Continuity* (ICBC) was established, led by the chief operating officer.
- Further information on the activities of the Institutional Committee for Business Continuity is uploaded to our *Portfolio of Evidence*.

The table below is an indication of how the progress on the theme *A thriving Stellenbosch University* is measured, using predefined strategic management indicators.

**Table 1:** Progress toward strategic management indicator targets for the theme *A thriving Stellenbosch University*, as reported in the *Annual Integrated Report 2020*

STELLENBOSCH UNIVERSITY STRATEGIC MANAGEMENT INDICATORS								
Strategy	Indicator	2016	2017	2018	2019	2020	2024 Target	Realisation %
A thriving Stellenbosch University	<b>Objective: Adjust and align University funding in a broad sense.</b>							
	Third- and fifth-stream income share of recurring income (%)	40,4	39,0	37,8	36,8	32,6	49,6%	65,7%
	Fourth-stream income share of recurring income (%)	7,3	4,9	5,6	4,5	6,4	7,0%	91,4%
	Staff costs as share of total expenses (%)	47,0	46,6	53,0	52,9	55,5	50,0%	100%
	Student fees as share of total income (student, accommodation and other income) (%)	6,7	8,0	12,1	9,9	13,9	17,0%	81,8%
	Unearmarked, unrestricted reserves as share of total income (%)	8,6	9,7	6,6	6,8	9,3	10,0%	93,0%
	Long-term investments as share of available funds (%)	64,4	66,6	65,5	66,1	65,5	65,0%	100%
	Real investment return on net long-term investments (%)	-3,6	7,2	-5,1	4,7	3,8	6,0%	63,3%
	Cost of Development and Alumni Division per rand raised	R0,06	R0,11	R0,11	R0,14	R0,10	<R0,19	52,6%
	<b>Objective: Maintain and enhance world class facilities.</b>							
Maintenance and acquisition of facilities/buildings as share of total income (%)	7,58	8,05	12,01	16,62	15,45	10,40%	100%	
Maintenance and acquisition as share of equipment to total income (%)	1,73	1,27	1,56	2,11	1,79	1,4%	100%	

In terms of **transformation**, it should be evident from this report that it is and remains a high-level priority at Stellenbosch University, as it has been for the past twenty-odd years. In the seminal planning document *A Strategic Framework for the Turn of the Century and Beyond*, published in 2000, the University acknowledged its collective contribution to the injustices of the past and articulated a commitment to purposeful redress, achieving equity, and broadening the demographic profile of staff and students.

In 2018, SU’s centenary year, the University also published a restitution statement that reads as follows:

Stellenbosch University (SU) acknowledges its inextricable connection with generations past, present and future. In the 2018 Centenary Year, SU celebrates its many successes and achievements. SU simultaneously acknowledges its contributions towards the injustices of the past. For this we have deep regret. We apologise unreservedly to the communities and individuals who were excluded from the historical privileges that SU enjoyed and we honour the critical Matie voices of the time who would not be silenced. In responsibility towards the present and future generations, SU commits itself unconditionally to the ideal of and inclusive world-class university in and for Africa.

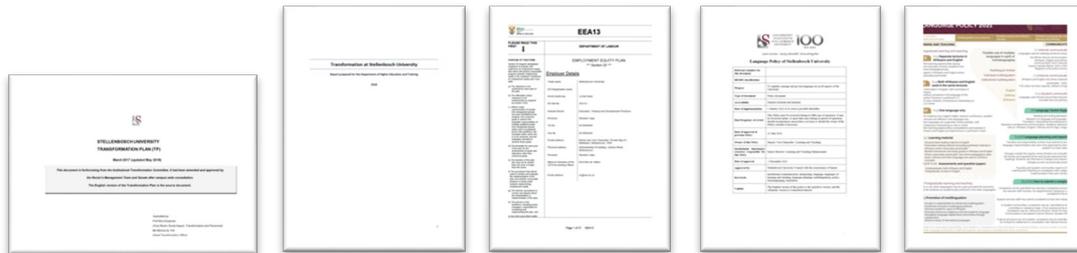
In its goal to deliver on some of the salient requirements of the *Vision 2040 and Strategic Framework 2019-2024*, the University has committed itself (with actions) to a more nuanced approach to the transformation of the institution by being relentless in its quest for social justice and human restitution, but to simultaneously embark on a multi-faceted approach to the future-focused transformative nature of the University.

This comprehensive systemic transformation aligns the University's six core strategic themes with national transformation *barometers*, and with international themes and checklists for transformation. Eight such themes linked to the University's six core strategic themes are as follows:

- **Transforming the institution**, linked with the core strategic theme 1: *A thriving Stellenbosch University*: Digitising the workplace; creating a digital campus; sector financing/massification; institutional financing; growing the estate; sustainability and environmental impact.
- **Transforming talent**, linked with theme 6: *Employer of choice*: Faculty recruitment and career development; equality, diversity, and inclusion; workplace well-being and mental health; protecting academic freedom; combining research with teaching.
- **Transforming internationalisation**, linked with theme 3: *Purposeful partnerships and inclusive networks*: International student mobility; transnational education; global partnerships and alliances; global knowledge circulation and collaboration; accreditation.
- **Transforming teaching and learning**, linked with theme 4: *Networked and collaborative teaching and learning*: Interdisciplinarity; digital education and remote learning; assessment; lifelong learning; alternative training providers and micro-credentials.
- **Transforming the student experience**, linked with theme 2: *A transformative student experience*: Student recruitment and access; student well-being and mental health; student assessment; graduate skills and employability; understanding and supporting student success.
- **Transforming impact**, linked with theme 1: *A thriving Stellenbosch University*: Measuring and demonstrating impact; higher education and civic engagement; higher education and the sustainable development goals; university reputation; directing innovation; the political impact of research.
- **Transforming research**, linked with the theme 5: *Research for impact*: Responsible research metrics; the impact and value of rankings; research funding; the value of fundamental research; industry collaboration; national excellence programmes.
- **Transforming leadership**, linked with theme 6: *Employer of choice*: Acknowledging heritage; futures planning; the leader as a diplomat; ensuring knowledge security; crisis

management; fundraising and philanthropy; leadership pathways; promoting and protecting diversity in leadership; and assessing leadership performance.

In terms of the demographic indicators and targets set for staff and students, the “intentional and structured process of profound change of the University’s places, people and programmes” is articulated in the University’s *Transformation Plan* (2017).



Link(s) 7: SU’s *Transformation Plan* (2017, updated in 2019), *Transformation at Stellenbosch University* (2018) and SU’s *Employment Equity Plan 2020-2025*, as submitted to the DHET, and SU’s most recently reviewed *Language Policy* (2021) and accompanying infographic.

The *Plan* was reviewed and updated in 2019 to align it with SU’s *Vision 2040 and Strategic Framework 2019-2024* and lists the key performance areas, themes and subthemes, and indicators related to the processes and institutional practices that drive change.

Additional documents that shed light on our transformation efforts include the reports on *transformation* and *employment equity* to the Department of Higher Education and Training (DHET) and our recently reviewed *Language Policy* (2021).

## 1.7 Racism and gender-based violence incidents

The University community experienced a difficult and traumatic third week in May 2022. Staff, students and stakeholders were offended and outraged by the perpetration of racist incidents and an occurrence of an alleged rape on campus. There was immediate and widespread condemnation of the racist incident at a male student residence and by an unrelated allegation of rape in the ensuing days thereafter. University leadership made it immediately clear that such behaviours cannot and will not be tolerated and both students were suspended. In both cases, immediate action was initiated in terms of supporting the victims, commencing investigations, and ensuring that disciplinary processes were followed and expedited.

On 17 May 2022 the Vice-Chancellor in his communication to the University community reminded all that “[h]uman dignity is non-negotiable and must be respected, upheld and restored when affected.”

On 19 May 2022, the Vice-Chancellor was determined and unambiguous in his message to the University community:

I am saddened and outraged by the reported incidents of racism and violation of individual rights on the Stellenbosch University (SU) campus. I am truly sorry for the pain caused, and I want to, again, assure the SU community of the University's commitment to ensure that this type of behaviour will not be tolerated on our campus at all. It remains our main priority to provide an inclusive environment for all our students and to maintain a safe student community where social cohesion is promoted to provide quality tertiary education for all.

I agree that racism and victimisation must be eradicated in every part of our society and also in every corner of our SU community. The university leadership believes firmly that there is no place for bigotry, discrimination, prejudice, violence, victimisation, damage of property, gender-based violence and certainly no place for racism on our beloved campus. This campus belongs to all who study and work here. Inclusivity and a welcoming spirit is, and must continue to be, the Stellenbosch way.

We all need to protect the dignity and rights of everyone who is part of our SU community, regardless of race, gender, ethnicity, background or societal standing.

Together we need to protect the reputation and standing of our institution as a world-class centre of academic excellence where we welcome the best of the best from all communities in South Africa and further afield.

The University deeply values respect, compassion, equity, accountability and excellence in all interactions and conduct. I can assure the SU community that the investigation into the cases of alleged racism enjoys top priority at the highest level of the university leadership.

In the same communication, the Vice-Chancellor and management of the University were resolute in its condemnation of all forms of crime and any infringement on human rights including gender-based violence in the strongest possible terms.

Expressed in the words of the Vice-Chancellor, "...I agree with our community - all discrimination must fall. Racism, violation of rights, GBV and all forms of bigotry must fall" (19 May Rector's statement at #RacismMustFall March).

It is evident that the way in which the University and its community deals with such abhorrent events, will no longer be business as usual.

As part of this commitment the Rectorate will set up an external independent commission of enquiry into the incidence of racism and harassment at the University, headed by a respected judge. As part of this enquiry, we envisage a review of the culture of student communities at the University in its entirety. In addition, we are creating a reporting hotline that students and staff can use to report acts of discrimination or violation of rights and get help as a matter of urgency at a time of distress (19 May 2022).

In view of these events and their impact that on the mental health and emotional state of its staff and students, the Rectorate, in consultation with the leadership of faculties and student leadership, made an unprecedented decision to postpone the first semester examination period by one week. Student and faculty leadership were of one

voice in their request for this postponement. The Rectorate formed the view that this examination postponement gave students the best possible opportunity to achieve success during their exams and related assessments.

Transparent communication was released via [media statements](#), [campus communiqués](#) and [video updates](#) by the Rector as well as the Deputy Vice-Chancellor: Learning and Teaching available [here](#). Further decisions and actions taken will be provided to the CHE peer review panel, as necessary, during the site visit.

## 1.8 Organisational structure

Stellenbosch University has ten *faculties* to which academic departments report, and six *responsibility centres* comprising the bulk of the University’s professional academic and administrative support service (PASS) staff. Every responsibility centre is overseen by a member of the Rectorate and comprises divisions and centres that provide centralised support to the entire University.

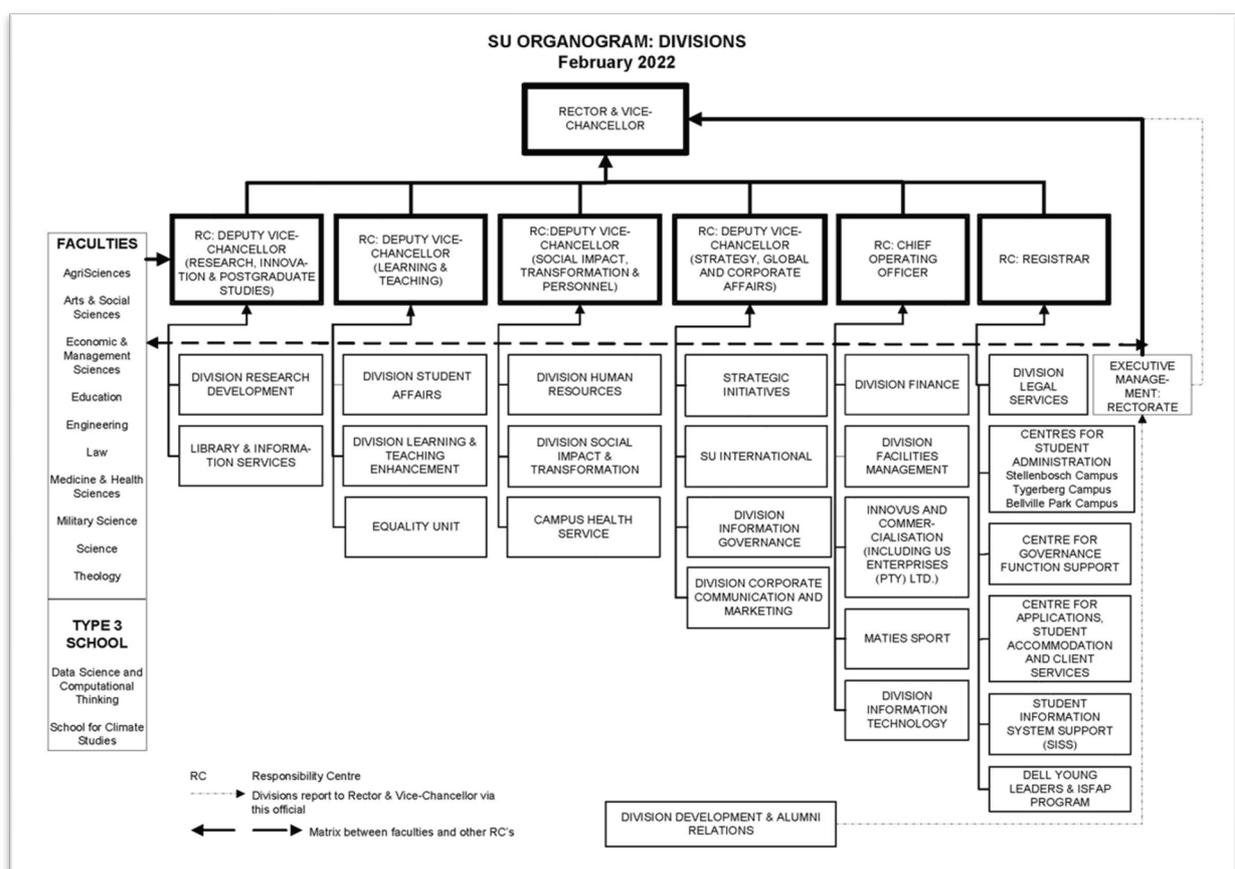


Figure 3: SU’s organogram 2022

The six responsibility centres are, as indicated in SU’s organogram above:

- Learning and Teaching
- Research, Innovation and Postgraduate Studies

- Social Impact, Transformation and Personnel
- Strategy, Global and Corporate Affairs
- Chief Operating Officer
- Registrar

In addition to these overarching structures, the University also has academic entities such as bureaux, centres, institutes, and schools that are defined, classified, and approved by Senate according to the *Rules on academic entities within and alongside departments (or equivalent faculty-based structures) and faculties* (2018).

According to these *Rules on academic entities within and alongside departments (or equivalent faculty-based structures) and faculties* (2018), Type 1 academic entities typically report to a department; Type 2 entities report to a faculty, and Type 3 entities operate at the faculty level, usually in an inter- or transdisciplinary space, alongside faculties.

During the review period, Senate approved the first two Type 3 academic entities, namely the *School for Data Science and Computational Thinking* which was established in 2019 and the *School for Climate Studies* founded in 2021.



Academic entity	Type 1	Type 2	Type 3
<b>Operational framework</b>	Reports to and is located within one SU department (or equivalent faculty-based structure)	Reports to and is located within a faculty, similar to an academic department (or equivalent faculty-based structure)	Reports at an institutional level and stands alongside the faculties, but does not confer its own degrees; brings additional value and does not compete with faculties
<b>Purpose</b>	Strengthening scholarly outputs of a department (or equivalent faculty-based structure)	Strengthening scholarly outputs of a faculty via interdisciplinary collaboration	Strengthening collaborative interdisciplinary and transdisciplinary research and student education and training across faculty boundaries, <i>inter alia</i> facilitated via external grant income
<b>Line management</b>	Departmental chair (or equivalent position)	Faculty dean	Vice-Rector (via an interfaculty steering committee)
<b>Offer undergraduate degree programmes</b>	No	No	No, but may contribute modules to undergraduate degrees conferred via one of the partner faculties
<b>Offer postgraduate degree programmes</b>	No	Yes (degrees conferred via host faculty)	No, but may contribute to postgraduate degrees conferred via one of the partner faculties

**Link(s) 8:** The *Rules* describing the classification of type 1, 2 and 3 centre, institute and school (CIS) entities and an extract from the *Rules*, summarising some of the differences between the three types

## 2. Institutional profile

### 2.1 History and context

Over the past century, Stellenbosch University (SU) has grown into a South African higher education institution with the vision of being one of the continent’s leading research-intensive universities, to be globally recognised as an excellent, inclusive, and innovative university, as well as a place where knowledge and its practical application is advanced in service of society.

The University’s history is well documented<sup>1</sup> and a *decade-at-a-glance timeline* of its first 100-odd years is available on our website.



Link(s) 9: SU's historical timeline

In transitioning officially from “Victoria College” (with roots dating back to 1866) to “Stellenbosch University” on 2 April 1918, this single-campus university started with four faculties: Agriculture, Arts, Education and Science. “Maties”, as the students and staff were soon to become known, comprised 503 students and 40 lecturing staff (headcount).

Today, SU is regarded as one of South Africa’s leading tertiary institutions, based on, amongst other things, its research output, rated scientists, high student success rates and international reputation.

Some external validation in this regard to briefly support its claims is as follows:

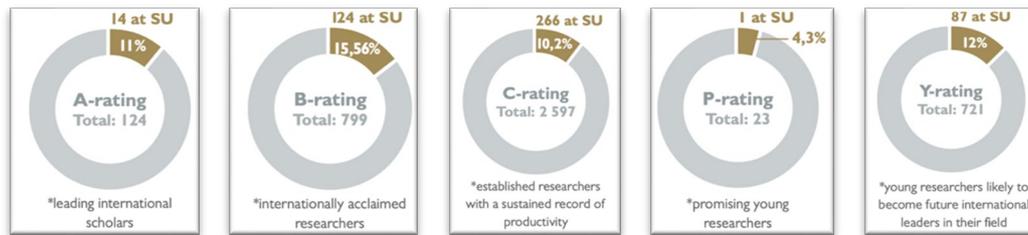
- **Research output:** In 2018, the University produced 10% of all publication units submitted by South African universities<sup>2</sup>, with the second-highest per-capita research publications output per full-time academic staff member, i.e., 1,64 publication units,

<sup>1</sup> SU commemorated its centenary with the publication of a hardcover book which gives a historic overview of the University, entitled *Stellenbosch University 100: 1918-2018*

<sup>2</sup> According to the DHET’s *Report on the evaluation of the 2018 universities’ research output* (2020)

against a sector average of 0,97. In 2019, this improved to 1,72 per capita research publication units, against a sector average of 1,06<sup>3</sup>.

- **Rated scientists:** The National Research Foundation (NRF) ratings show that in 2020 we had 492 rated researchers, which is a significant number, measured against the total sum of each category (A-, B-, C-, P- and Y-rated researchers).



**Figure 4:** NRF ratings of SU researchers in 2020, showing the percentage of SU researchers in each category, compared to the total in South Africa, from SU's *Review 2020* report.

- **High student success rates:** According to the throughput tables published by the Department of Higher Education and Training (DHET), SU is the top performer in the country in terms of “student success”. The undergraduate module success rate was 86,4% in 2018, and 87,2% for both 2019 and 2020.
- **International reputation:** According to the 2022 *Times Higher Education World University Rankings*, SU is ranked as one of the top 300 universities in the world, and among the top twenty (20) in BRICS countries.

## 2.2 Campuses and faculties

A hundred years on, Stellenbosch University has grown to four campuses, each with a vibrant and cosmopolitan community of students and staff.

Every campus is resourced with a comprehensive information communications technology infrastructure, fit-for-purpose laboratory and library facilities<sup>4</sup>, as well as high-functioning administrative, student development and support services<sup>5</sup>.

The University’s main campus is situated in Stellenbosch (>25,000 student headcount), with eight of the ten faculties located in the town of Stellenbosch. They are the faculties of *AgriSciences, Arts and Social Sciences, Economic and Management Sciences, Education, Engineering, Law, Science* and *Theology*.

<sup>3</sup> According to the DHET’s *Report on the evaluation of the 2019 universities’ research output* (2021)

<sup>4</sup> The Library and Information Services consists of one central library, the Stellenbosch University Library, and five branch libraries, namely, the Bellville Park Campus Library, the Medicine and Health Sciences Library, the Engineering and Forestry Library, the Music Library, and the Theology Library. In addition to these, the Saldanha campus and Ukwanda rural clinical school have locally maintained libraries (with an inter-loan system) and access to all the shared e-resources.

<sup>5</sup> These, however, have come under strain during the Covid-19 pandemic, as campuses were not designed with social distancing in mind. Wireless internet coverage, although widely available, is not yet ubiquitous, and the ICT infrastructure, for example, does not provide enough power points for multiple devices in lecture venues and elsewhere on campus.

SU's three satellite campuses are in Tygerberg, Bellville Park, and Saldanha.

Apart from the Department of Sport Science which is situated in Stellenbosch, the *Faculty of Medicine and Health Sciences* is located at the Tygerberg campus (>4,000 student headcount), the *Faculty of Military Science* (in its entirety) is housed at the Military Academy in Saldanha Bay (>500 student headcount), and the School for Public Leadership and the *Stellenbosch Business School* (USB), which falls under the Faculty of Economic and Management Sciences, are located at the Bellville Park campus (<1,500 student headcount).

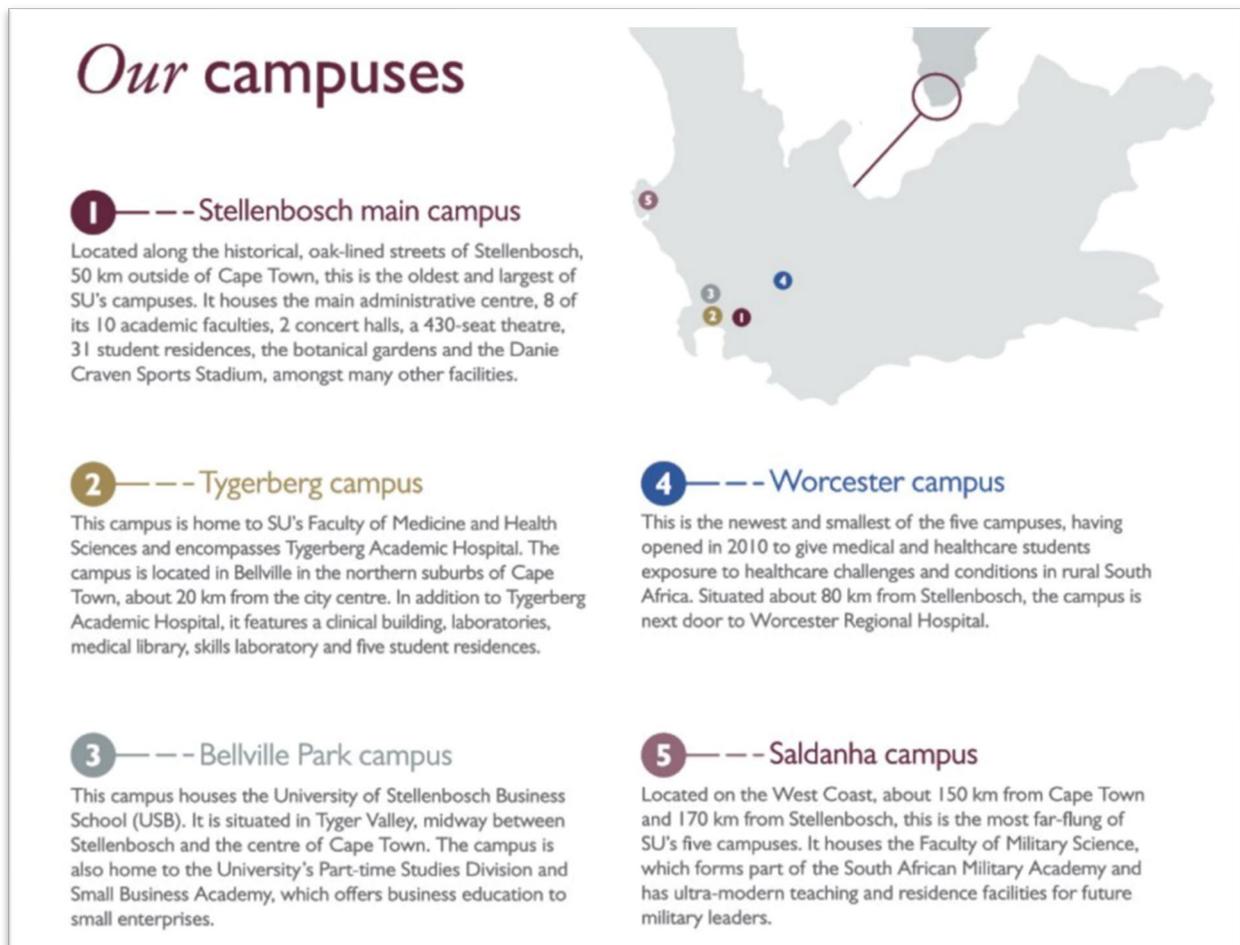


Figure 5: SU's "five" campuses, including the Ukwanda rural clinical school ("Worcester campus")

In and around Stellenbosch, SU offers work-integrated learning opportunities at a variety of small sites, including the Lynedoch Ecovillage, and two experimental farms, Welgevallen (adjacent to the Coetzenburg Stadium) and Mariendahl (14 km outside of Stellenbosch). Under a co-operation agreement with the Western Cape Provincial Government, SU also offers the *Bachelor of Agriculture* programme at Elsenburg Agricultural Training Institute (13 km outside of Stellenbosch). One of SU's furthestmost work-integrated learning sites, the *Ukwanda rural clinical school*, in Worcester, is often colloquially (and mistakenly) referred to as SU's "fifth campus", as can be seen in Figure 5.

The distribution of students according to the enrolments by campus is illustrated in Figure 6 below, with the *Bachelor of Agriculture* students at *Elsenburg Agricultural Training Institute* also included:

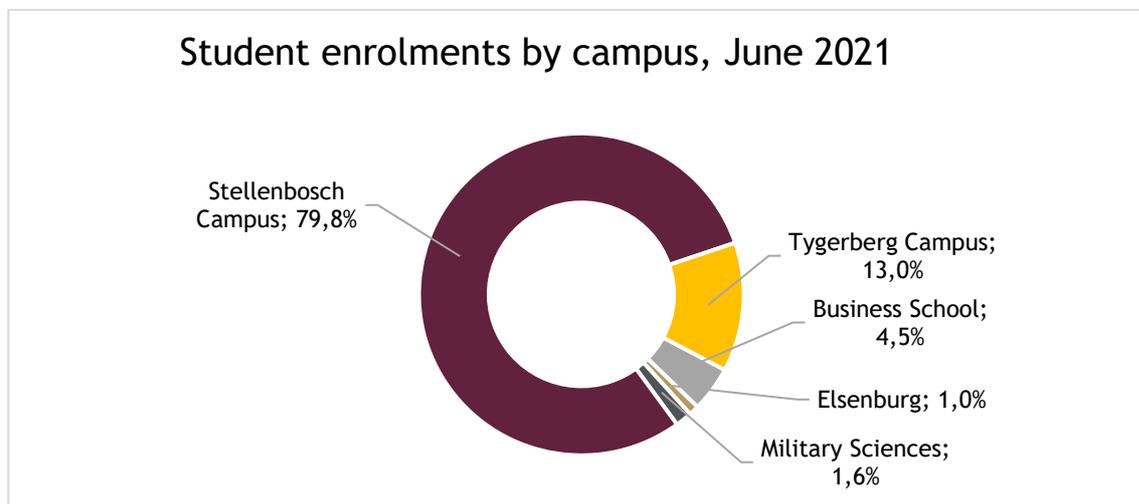


Figure 6: Student enrolments by campus, June 2021

### 2.3 Size and shape, and international profile

In June 2021, SU had an enrolment of 20,870 undergraduate (64.7%) and 10,577 postgraduate (32.8%) students, and 808 occasional (2.5%) students (headcount). This includes 3,143 international students from more than 100 countries. There was also an enrolment of 348 postdoctoral research fellows in the same academic year.

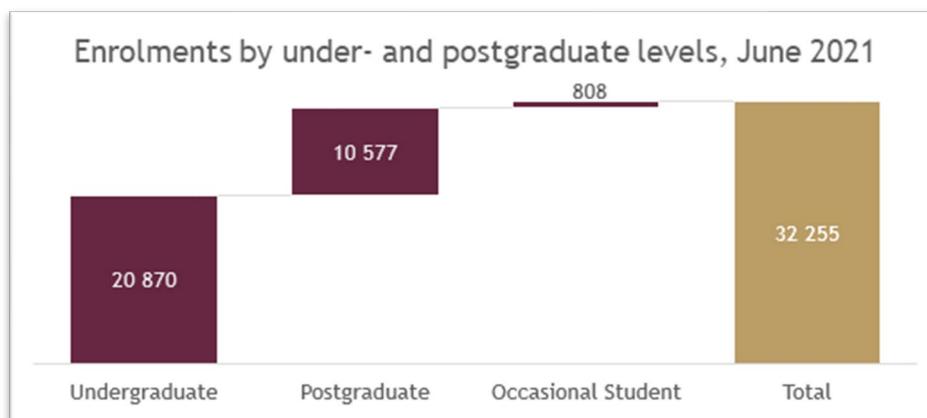


Figure 7: Enrolments by under- and postgraduate levels

While Stellenbosch University mostly enrolls South African students, the majority of whom are from the Western Cape, there are a notable number of students from Zimbabwe (and increasingly so), Namibia, and other South African Development Community (SADC) countries. These student enrolments highlight its distinctly regional international profile. This is especially true at the postgraduate level.

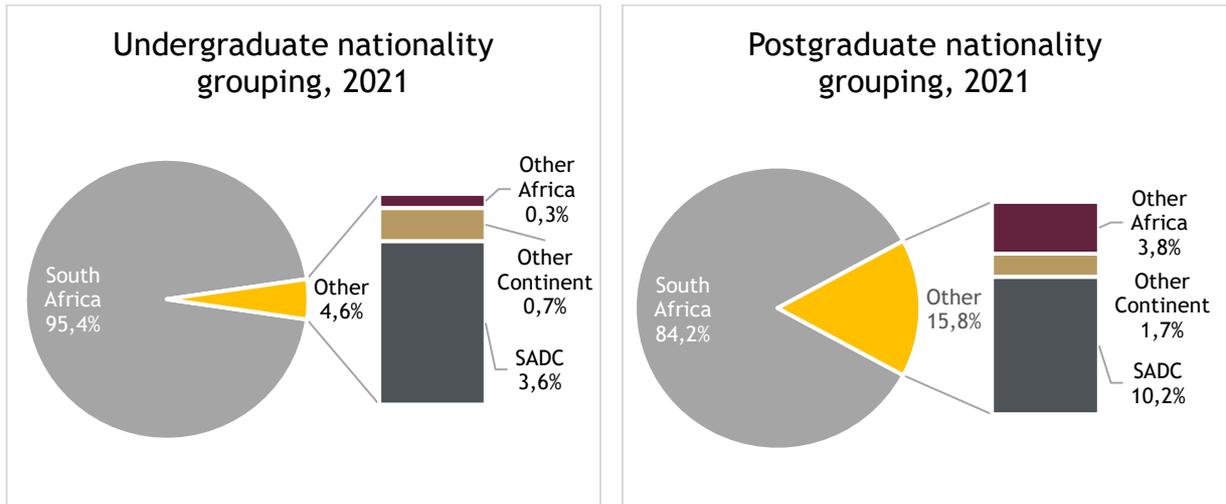


Figure 8: Undergraduate and postgraduate distribution of students according to nationality

In addition to enrolments into the formal programmes, SU increasingly hosts a significant number of occasional students via collaborative agreements in exchange modules and study-abroad semesters. Approximately 30% of current PhD enrolments are from beyond South Africa's borders.

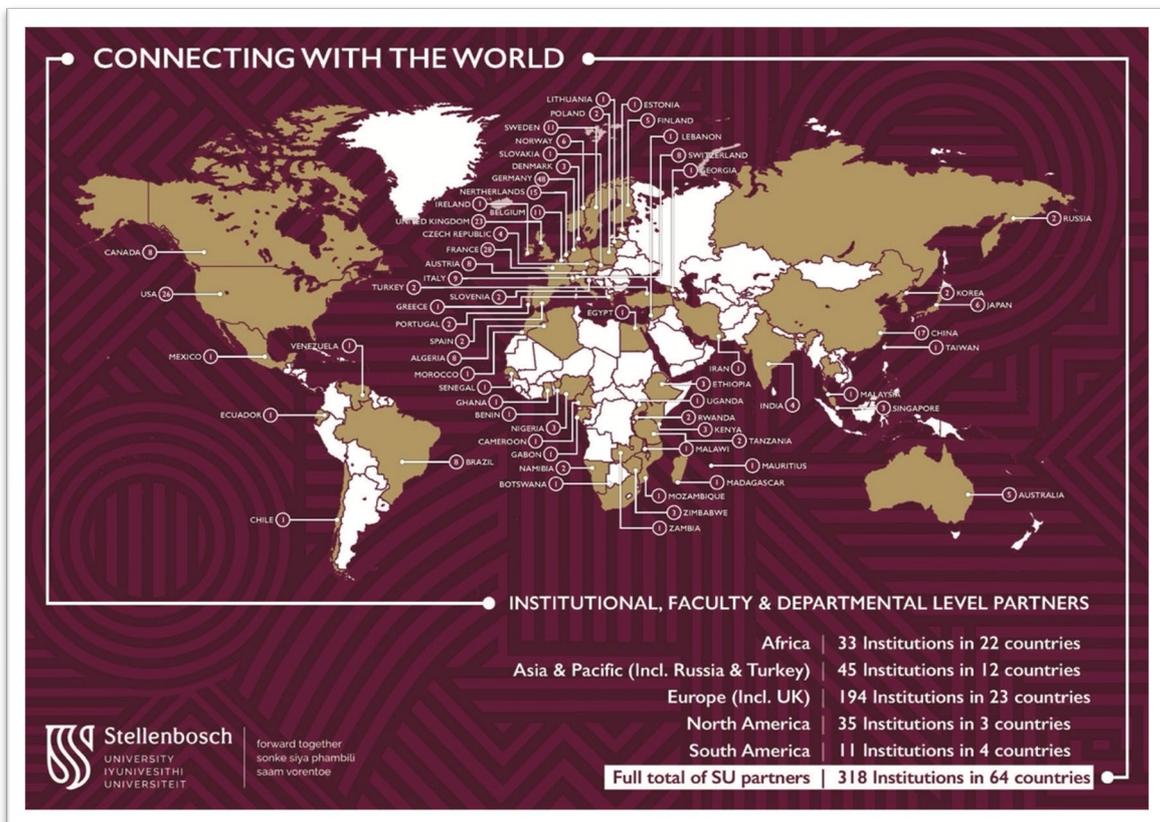


Figure 9: SU currently has 318 university partnerships with higher education institutions across 22 countries in Africa, and 64 countries in total.

## 2.4 Faculties: size and shape, and lecturer-student ratios

Each of the ten faculties at Stellenbosch University has a unique character in terms of the size and shape, structure and number of undergraduate and postgraduate enrolments.

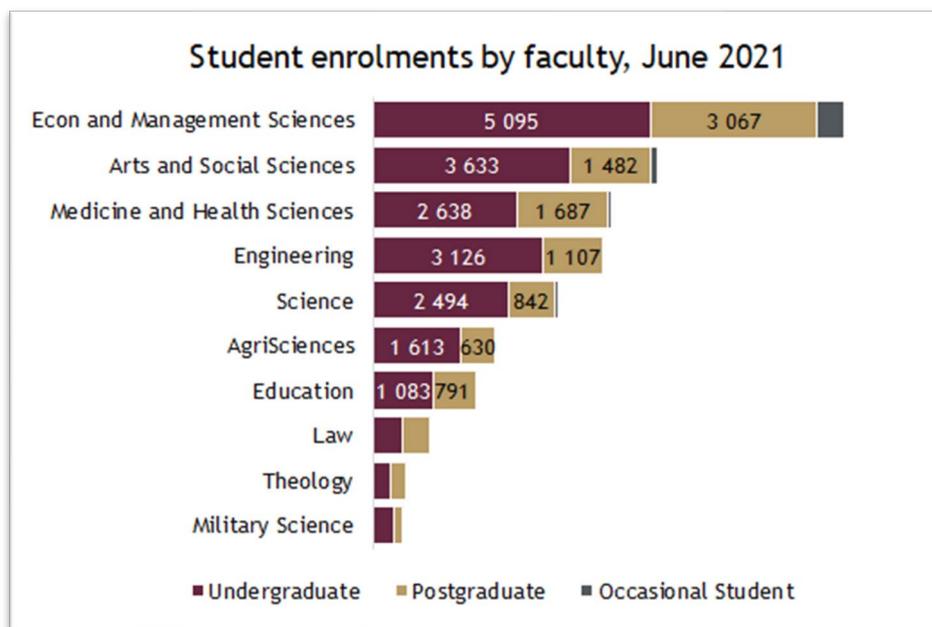


Figure 10: Undergraduate and postgraduate headcount distribution by faculty, June 2021

In terms of schools, departments and related academic entities, such as institutes and centres, the distribution across faculties is as follows:

Table 2: Departments/schools and institutes/centres per faculty, and student-staff ratios for 2014 and 2020

Faculty of AgriSciences	
Eleven (11) departments	Five (5) institutes/centres
<ul style="list-style-type: none"> <li>– Agricultural Economics</li> <li>– Agronomy</li> <li>– Animal Science</li> <li>– Conservation Ecology and Entomology</li> <li>– Food Science</li> <li>– Forest and Wood Science</li> <li>– Genetics</li> <li>– Horticultural Science</li> <li>– Plant Pathology</li> <li>– Soil Science</li> <li>– Viticulture and Oenology</li> </ul>	<ul style="list-style-type: none"> <li>– Institute for Plant Biotechnology</li> <li>– South African Grape and Wine Research Institute</li> <li>– SARCHI Postharvest Technology</li> <li>– Centre for Food Safety</li> <li>– African Wildlife Economy Institute Southern Africa Food Lab</li> </ul>
Ratio FTE students per FTE SLE c1 staff <sup>6</sup> : 17,25 (2014) versus 22,70 (2020)	

<sup>6</sup> Also included in these tables are the full-time equivalent (FTE) students (weighted by study level) per FTE senior lecturer equivalent (SLE) academic (C1) staff member. See the *FTE students (weighted) per FTE-C1 staff spreadsheet* for definitions.

Faculty of Arts and Social Sciences	
Eighteen (18) departments	Fifteen (15) institutes/centres
<ul style="list-style-type: none"> <li>- African Languages</li> <li>- Afrikaans and Dutch</li> <li>- Ancient Studies</li> <li>- Drama</li> <li>- English</li> <li>- General Linguistics</li> <li>- Geography and Environmental Studies</li> <li>- History</li> <li>- Information Science</li> <li>- Journalism</li> <li>- Modern Foreign Languages</li> <li>- Music</li> <li>- Philosophy</li> <li>- Political Science</li> <li>- Psychology</li> <li>- Social Work</li> <li>- Sociology and Social Anthropology</li> <li>- Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>- Africa Open Institute</li> <li>- Centre for Applied Ethics</li> <li>- Centre for Bible Interpretation and Translation in Africa</li> <li>- Centre for Chinese Studies</li> <li>- Centre for Community Psychology Services</li> <li>- Centre for Geographical Analysis</li> <li>- Centre for International and Comparative Politics</li> <li>- Centre for Knowledge Dynamics and Decision-making</li> <li>- Centre for Research on Evaluation, Science and Technology (CREST)</li> <li>- Centre for Regional and Urban Innovation and Statistical Exploration (CRUISE)</li> <li>- Centre for Science and Technology Mass Communication</li> <li>- DSI-NRF Centre of Excellence in Scientometrics and Science, Technology and Innovation Policy</li> <li>- HUMARGA (Computer Users' Centre)</li> <li>- Graduate School</li> <li>- Research Alliance for Disaster and Risk Reduction (RADAR)</li> </ul>
Ratio FTE students per FTE SLE c1 staff: 25,01 (2014) versus 26,52 (2020)	

Faculty of Economic and Management Sciences	
Eight (8) departments and Schools	Twelve (12) institutes/centres
<ul style="list-style-type: none"> <li>- School of Accountancy</li> <li>- Business Management</li> <li>- Economics</li> <li>- Industrial Psychology</li> <li>- Logistics</li> <li>- School of Public Leadership</li> <li>- Statistics and Actuarial Science</li> <li>- Stellenbosch Business School</li> </ul>	<ul style="list-style-type: none"> <li>- Africa Centre for HIV/AIDS Management</li> <li>- Bureau for Economic Research</li> <li>- Centre for Sustainability Transitions</li> <li>- Centre for Statistical Consultation</li> <li>- Centre for Competition Law and Economics</li> <li>- Centre for Corporate Governance</li> <li>- Anti-Corruption Centre for Education and Research of Stellenbosch University (ACCERUS)</li> <li>- Centre for Local Governance</li> <li>- Centre for Responsible Leadership Studies</li> <li>- Institute for Futures Research</li> <li>- Africa Centre for Dispute Settlement</li> <li>- Africa Centre for Development Finance</li> </ul>
Ratio FTE students per FTE SLE c1 staff: 31,67 (2014) versus 36,83 (2020)	

Faculty of Education	
Three (3) departments	Two (2) institutes/centres
<ul style="list-style-type: none"> <li>- Curriculum Studies</li> <li>- Education Policy Studies</li> <li>- Educational Psychology</li> </ul>	<ul style="list-style-type: none"> <li>- Centre for Higher and Adult Education (CHAE)</li> <li>- Stellenbosch University Centre for Pedagogy (SUNCEP)</li> </ul>
Ratio FTE students per FTE SLE c1 staff: 38,77 (2014) versus 38,36 (2020)	

Faculty of Engineering	
Five (5) departments	Two (2) institutes/centres
<ul style="list-style-type: none"> <li>- Civil Engineering</li> <li>- Electrical and Electronic Engineering</li> <li>- Industrial Engineering</li> <li>- Mechanical and Mechatronic Engineering</li> <li>- Process (Chemical) Engineering</li> </ul>	<ul style="list-style-type: none"> <li>- Institute for Biomedical Engineering</li> <li>- Centre for Renewable and Sustainable Energy Studies</li> </ul>
Ratio FTE students per FTE SLE c1 staff: 28,35 (2014) versus 26,79 (2020)	

Faculty of Law	
Three (3) departments	One (1) institute/centre
<ul style="list-style-type: none"> <li>- Mercantile Law</li> <li>- Private Law</li> <li>- Public Law</li> </ul>	<ul style="list-style-type: none"> <li>- Law Clinic</li> </ul>
Ratio FTE students per FTE SLE c1 staff: 26,90 (2014) versus 37,03 (2020)	

Faculty of Medicine and Health Sciences	
Fourteen (14) departments	Nineteen (19) institutes/centres
<ul style="list-style-type: none"> <li>- Anaesthesiology and Critical Care</li> <li>- Biomedical Sciences</li> <li>- Family and Emergency Medicine</li> <li>- Global Health</li> <li>- Health and Rehabilitation Sciences</li> <li>- Medical Imaging and Clinical Oncology</li> <li>- Medicine</li> <li>- Nursing and Midwifery</li> <li>- Obstetrics and Gynaecology</li> <li>- Paediatrics and Child Health</li> <li>- Pathology</li> <li>- Psychiatry</li> <li>- Sport Science</li> <li>- Surgical Sciences</li> </ul>	<ul style="list-style-type: none"> <li>- Centre for Health Professions Education (CHPE)</li> <li>- Centre for Cardio-metabolic Research in Africa (CARMA)</li> <li>- SA MRC Centre for Tuberculosis Research</li> <li>- DST/NRF Centre of Excellence for Biomedical TB Research</li> <li>- African Cancer Institute</li> <li>- Centre for Disability and Rehabilitation Studies</li> <li>- Centre for Global Surgery</li> <li>- Centre for Evidence-based Health Care (CEBHC)</li> <li>- Institute for Life Course Health Research (ILCHR)</li> <li>- Ukwanda Centre for Rural Health (Ukwanda)</li> <li>- Centre for Medical Ethics and Law</li> <li>- SUNHEART</li> <li>- Desmond Tutu TB Centre</li> <li>- Centre for Research in Neurodegenerative Disease (CRND)</li> <li>- Family Clinical Research Unit (FAMCRU)</li> <li>- Africa Unit/Institute for Clinical Neuroscience</li> <li>- SU/UCT MRC Unit on Risk and Resilience (Mental Disorders)</li> <li>- Institute of Sport and Exercise Medicine (ISEM)</li> </ul>
Ratio FTE students per FTE SLE c1 staff: 19,66 (2014) versus 25,78 (2020)	

Faculty of Military Science	
Five (5) schools and nineteen (19) departments	Two (2) institutes/centres
<ul style="list-style-type: none"> <li>- Geospatial Studies and Information Systems (Computer and Information Systems, Educational Technology, Military Geography)</li> <li>- Human Resource Development (Languages and Culture, Psychology, Mercantile and Public Law, and Academic Development)</li> <li>- Organisation and Resource Management (Accounting and Auditing, Economics, Management,</li> </ul>	<ul style="list-style-type: none"> <li>- Centre for Military Studies (CEMIS)</li> <li>- Security Institute for Governance and Leadership in Africa (SIGLA)</li> </ul>

<ul style="list-style-type: none"> <li>Development Management)</li> <li>– Science and Technology (Aeronautical Science, Mathematics, Military Technology, Nautical Science, Physics)</li> <li>– Security and Africa Studies (Military Strategy, Political Science, Military History)</li> </ul>	
Ratio FTE students per FTE SLE c1 staff: N/A	

Faculty of Science	
Eight (8) departments	Seven (7) institutes/centres and facilities
<ul style="list-style-type: none"> <li>– Biochemistry</li> <li>– Botany and Zoology</li> <li>– Chemistry and Polymer Science</li> <li>– Earth Sciences</li> <li>– Mathematical Sciences (Applied Mathematics, Computer Science, Mathematics)</li> <li>– Microbiology</li> <li>– Physics</li> <li>– Physiological Sciences</li> </ul>	<ul style="list-style-type: none"> <li>– Centre for Bioinformatics and Computational Biology</li> <li>– DSI-NRF Centre of Excellence for Invasion Biology (CIB)</li> <li>– Laser Research Institute</li> <li>– South African Centre for Epidemiological Modelling and Analysis (SACEMA)</li> <li>– Stellenbosch University Water Institute</li> <li>– Animal Facility</li> <li>– NARGA (Computer Users' Centre)</li> </ul>
	Two (2) associated institutes
	<ul style="list-style-type: none"> <li>– Founding partner of the African Institute for Mathematical Sciences (AIMS)</li> <li>– National Institute for Theoretical and Computational Sciences (NITheCS)</li> </ul>
Ratio FTE students per FTE SLE c1 staff: 18,56 (2014) versus 20,59 (2020)	

Faculty of Theology	
Three (3) discipline groups	Five (5) institutes/centres
<ul style="list-style-type: none"> <li>– Old and New Testament</li> <li>– Practical Theology and Missiology</li> <li>– Systematic Theology and Ecclesiology</li> </ul>	<ul style="list-style-type: none"> <li>– Beyers Naudé Centre for Public Theology</li> <li>– Beyers Naudé Archive</li> <li>– Ekklesia</li> <li>– Administrative support to the Network for African Congregational Theology (NetACT)</li> <li>– Unit for Religion and Development Research (URDR)</li> </ul>
Ratio FTE students per FTE SLE c1 staff: 24,48 (2014) versus 25,48 (2020)	

## 2.5 Fields of study and qualification types

The three biggest faculties in terms of student numbers are the faculties of *Economic and Management Sciences* (27,1%), *Arts and Social Sciences* (16,1%) and *Medicine and Health Sciences* (14,8%).

When categorised into the three broad disciplinary groups, as can be seen in the figure below, the distribution of students is as follows: **Management Sciences** 44% (Economic and Management Sciences, and Military Science), **Humanities** 29% (Arts and Social Sciences, Education, Law and Theology), and **Natural (and Applied) Sciences** 27% (Medicine and Health Sciences, Engineering, Science, and AgriSciences).



Figure 11: Distribution of students across three broad disciplinary groups

As a research-intensive university, SU offers a range of postgraduate qualification types. The *Bachelor Honours* degree is more prevalent in faculties offering general formative three-year bachelor degrees.

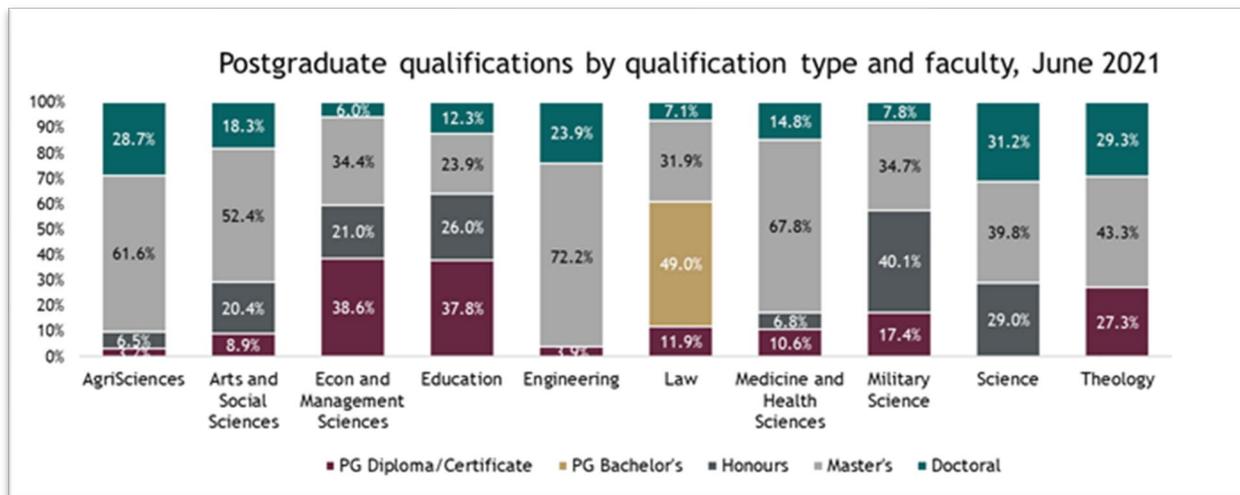


Figure 12: Postgraduate enrolments by qualification type by faculty, June 2021 snapshot

## 2.6 Race: student demographics

The University ensures a diverse student body by actively recruiting first-year and postgraduate students from “underrepresented groups”, which in our context refers to students who are black African, coloured, Indian, or Asian.

Disaggregated, the newcomer first-year headcount for the period from 2018 to 2021 was as follows:

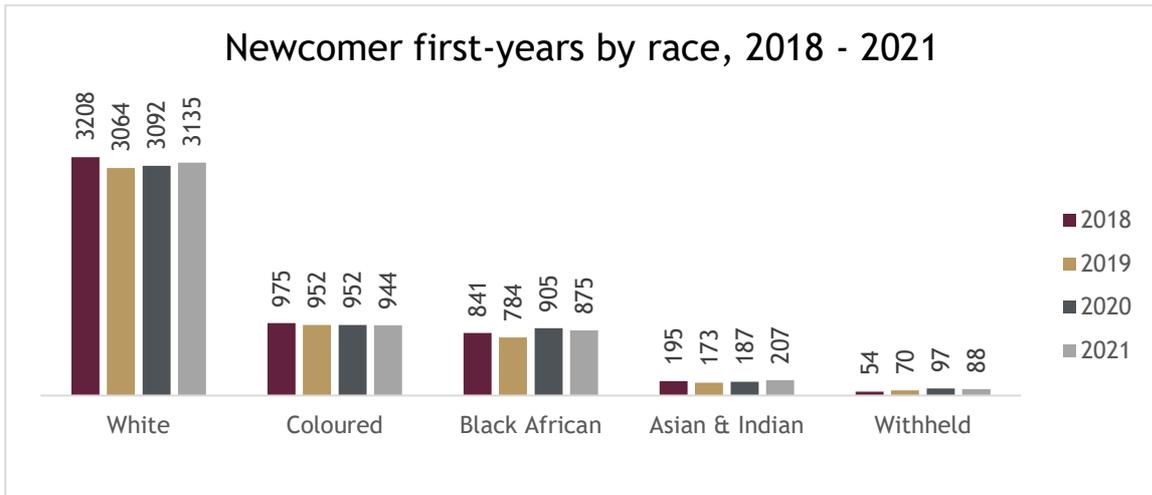


Figure 13: Newcomer first-year students (headcount) by race, 2018 to 2021

Viewed over a longer period, the diversification trend at SU shows a steady increase in black African student enrolments, with a consistent intake of coloured, Asian and Indian students, and a steady decline in the enrolment of white students.

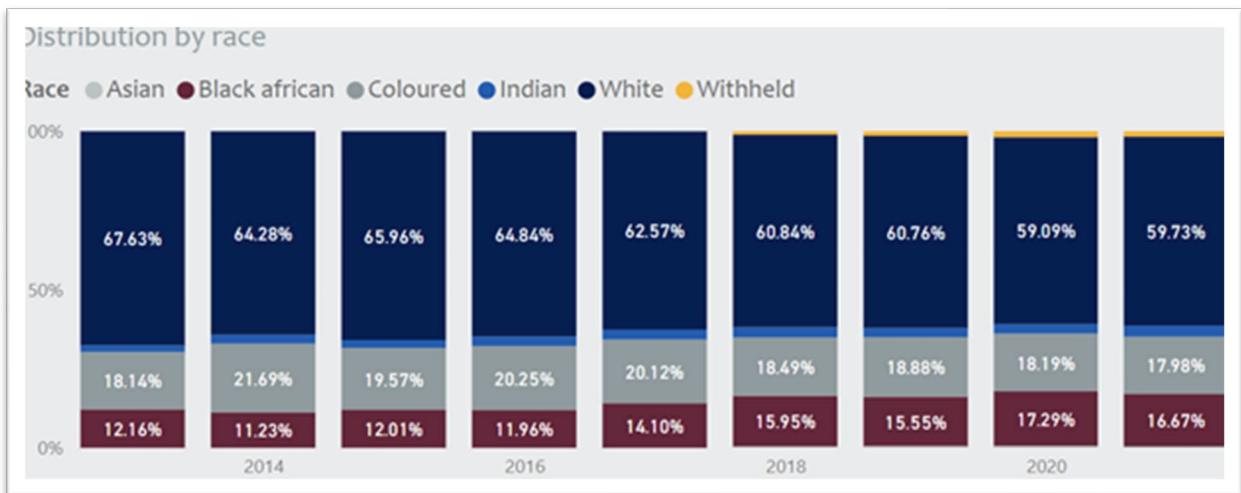


Figure 14: Distribution by race from 2013 to 2021 for all students enrolled at the University. Further breakdowns per faculty/study level are available on our Power BI website

The diversity at the postgraduate level is more evenly distributed, with 32.6% of student enrolments at Stellenbosch University (in June 2021) who are were black African, 15.2% coloured, 3.9% Asian and Indian (grouped because of their relatively small number) and 47.1% white.

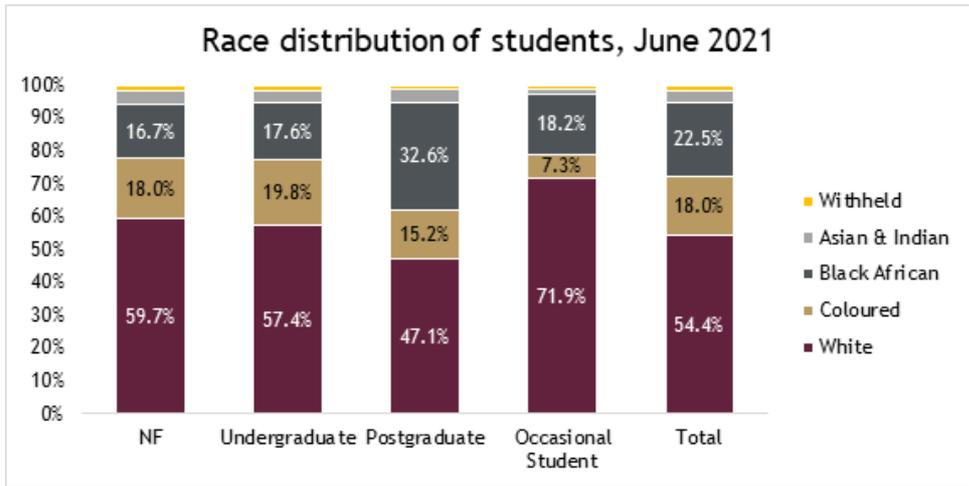


Figure 15: Race distribution of students: newcomer first-year (NF), undergraduate, postgraduate, occasional and total, in 2021

This is in contrast with the smaller percentage of 17.6% of undergraduate student enrolments who were black African, 19.8% coloured, 3.8% Indian and Asian, and 57.4% white. In terms of student headcount, the race distribution by under- and postgraduate level, from 2018 to 2021 is as follows:

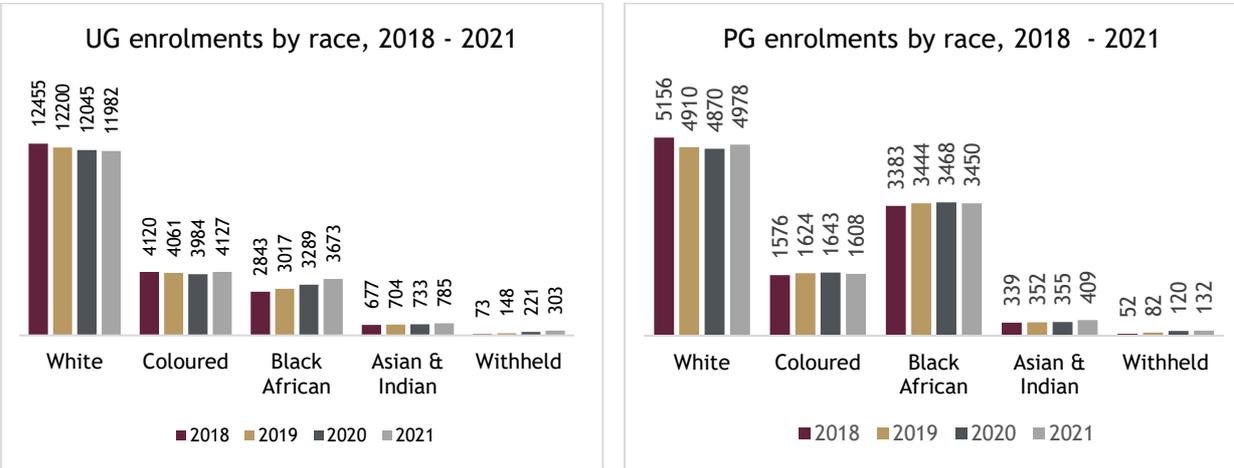


Figure 16: Race distribution by under- and postgraduate level, 2018 to 2021

These figures should be interpreted against the race distribution of the Western Cape Province, which according to the 2011 Census data was as follows: black African 32.8%, coloured 48.8%, Indian and Asian 1.0%, white 15.7%, and other 1.6%.

The race distribution for South Africa in 2011 was as follows: black African 79.2%, coloured 8.9% Indian and Asian 2.5%, white 8.9%.

## 2.7 Language: student demographics

Approximately 34.5% of students self-identify as Afrikaans home language speakers and 47.9% as English.

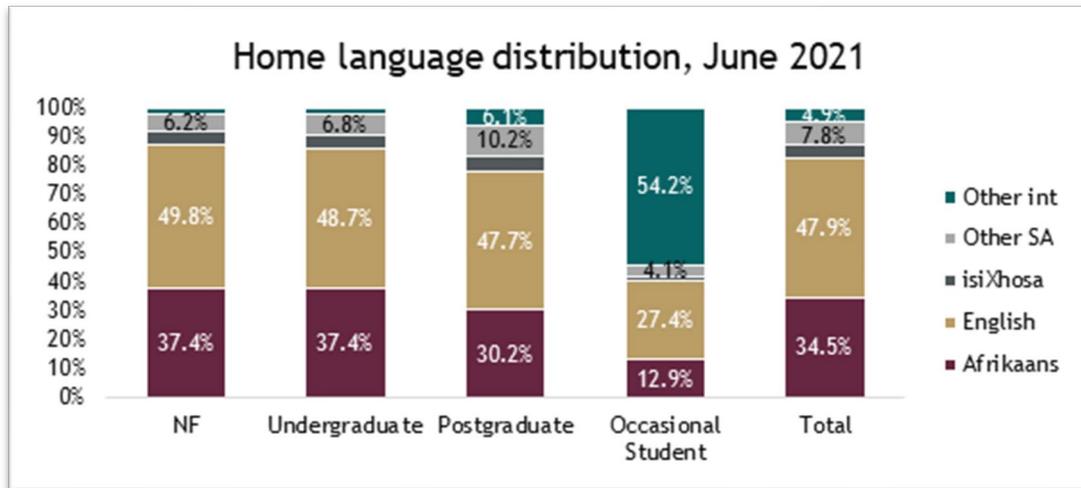


Figure 17: Home language distribution, June 2021: Newcomer First-year (NF), Undergraduate, Postgraduate, Occasional students, and Total

Disaggregated for the entire institution per home language, shows a 10% decrease in Afrikaans home language enrolments during this review period, a 47% increase in isiXhosa and a 38% increase in other South African languages.

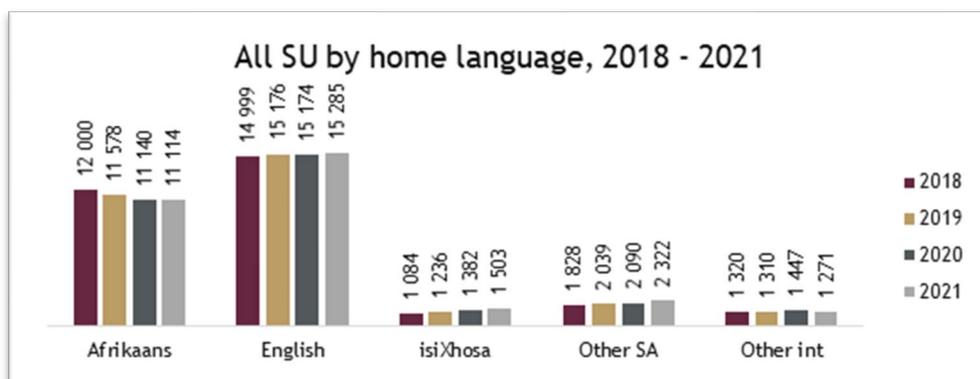


Figure 18: Home language distribution for all students, 2018-2021

During the review period set for this self-evaluation report, the downward trend has continued regarding Afrikaans home language students who choose to receive tuition in Afrikaans.

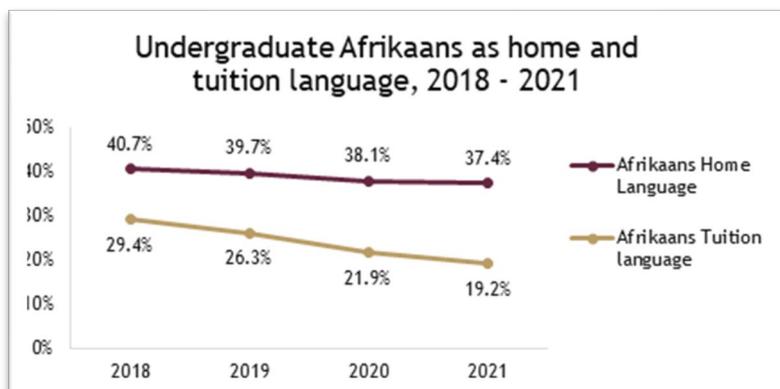


Figure 19: Trends in undergraduate home language vs. preferred language of instruction, 2018 to 2021

Language remains a contentious issue at Stellenbosch University and garners both public and political interest every five years when the *Language Policy* (2021) is reviewed. The essence of the *Policy* can be summarised as follows:

Stellenbosch University (SU) is committed to engagement with knowledge in a diverse society. The *Language Policy* aims to give effect to section 29(2) of the South African Constitution and to the *Language Policy Framework for Public Higher Education Institutions* (2020) in relation to language usage in the University's academic, administrative, professional and social contexts. The *Policy* aims to increase equitable access to SU for all students and staff, promote multilingualism and the appreciation thereof, and facilitate pedagogically sound learning and teaching. Without losing sight of the fact that SU also serves continental and global communities, we commit ourselves to multilingualism by using the three official languages of the Western Cape, namely Afrikaans, English and isiXhosa.

More information on the University's engagement with individual and institutional multilingualism is available on the University's [language website](#).

## 2.8 Gender: student demographics

SU's gender distribution comprises approximately 55.4% female, 44.5% male and 0.1% non-binary. This percentage distribution remains consistent across all study levels.

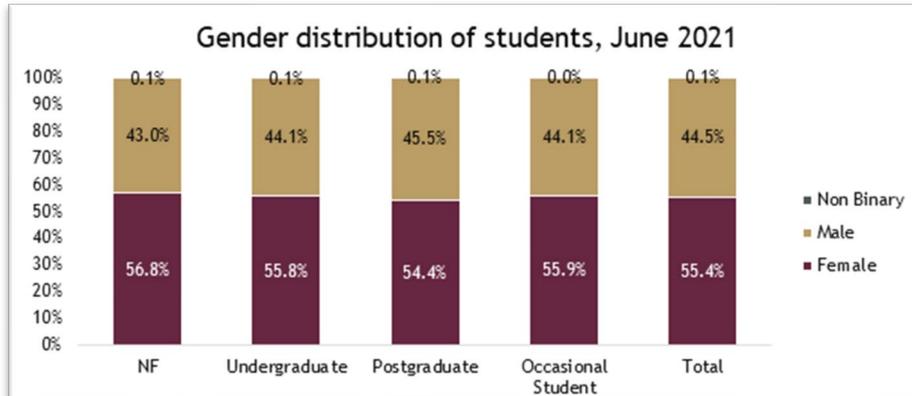


Figure 20: Gender distribution by under- and postgraduate level, June 2021

For this institutional profile, further gender breakdown per faculty is not included but is available on request.

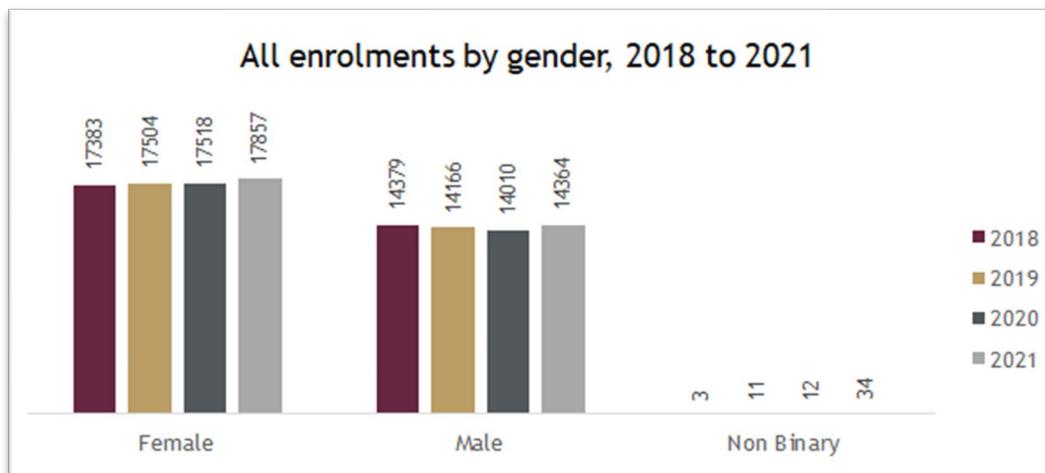


Figure 21: Gender distribution of all students, 2018 - 2021

## 2.9 Quintile school background

The following pie chart shows the South African newcomer first-year enrolments by school quintile<sup>7</sup>.

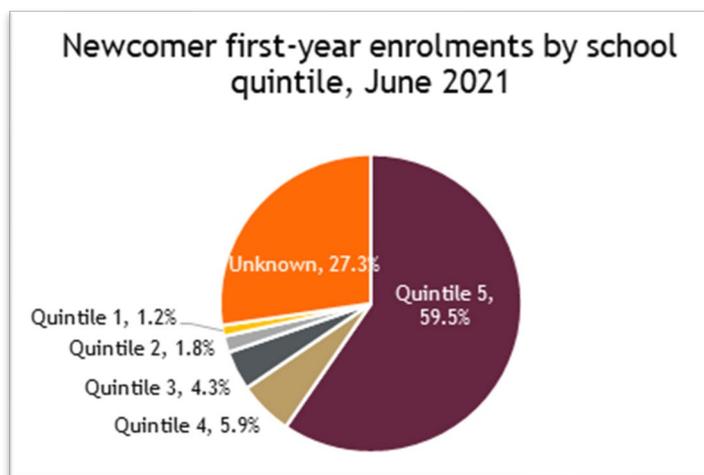


Figure 22: Newcomer first-year enrolments by school quintile (South African schools), June 2021

Most students enrol from the more affluent public-school demographic. The “unknown” category in the pie chart represents private schools or new schools that have not yet been classified.

While few students presently enrol from the lower school quintiles, the University offers a *SciMathUS programme* to learners who have already passed Grade 12 (with an average of at least 60% but who do not qualify for higher education). This offers those school-leavers with a second opportunity to improve their national senior certificate results in specific subjects to enable them to apply for university programmes.

Also worth noting by the review panel is the *Telematic Schools Project* offered in collaboration with the Western Cape Education Department, since 2009. The project is aimed at helping learners from disadvantaged communities to access fifteen school subjects and additional support in explaining difficult concepts.

An analysis of the recruitment funding, bursary support, loans and financial support offered to students falls outside the scope of this report, as does an analysis of the number of students who have benefited from the National Student Financial Aid Scheme (NSFAS) from the Department of Higher Education and Training, however, there has been an increase in numbers over the past three years.

<sup>7</sup> All South African public schools are categorised according to a quintile system, which can be read as a scale from quintile 1 schools which are the poorest, to quintile 5, representing the most affluent/well resourced.

**Table 3:** National Student Financial Aid Scheme (NSFAS) funding from 2018 to 2020

National Student Financial Aid Scheme (NSFAS) Funding, 2018-2020			
	2018	2019	2020
Number of funded students (NSFAS and/or DHET)	2,395	2,737	3,926
Total estimated amount	R223.8 m	R272.4 m	R434.4 m

## 2.10 Student accommodation

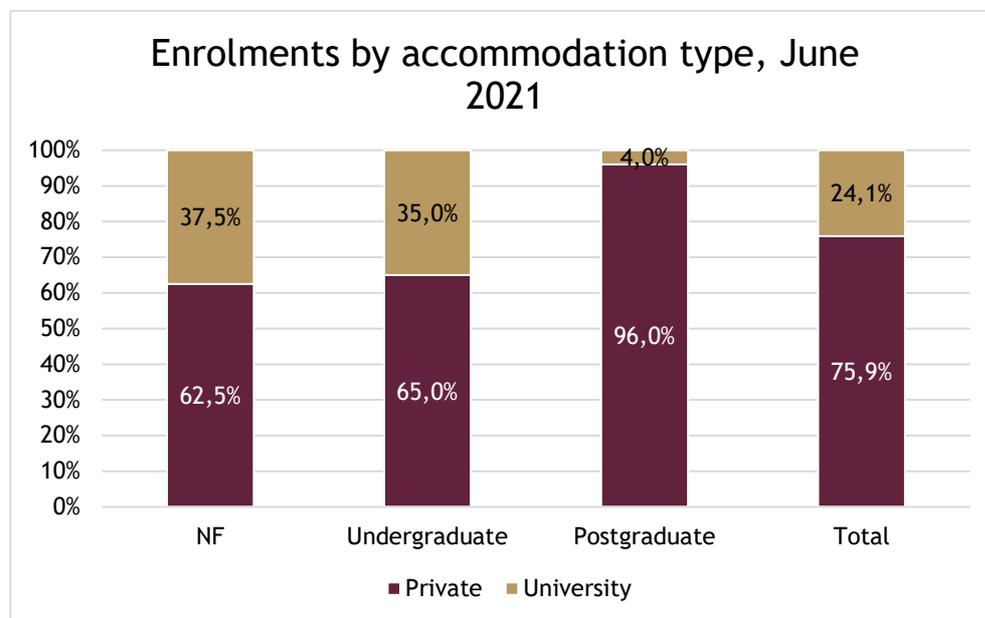
While recognised as a residential university with an active campus life, the demand for affordable student accommodation far exceeds supply.



**Figure 23:** Although SU is a residential university, less than 25% of students stay in residences.

In promoting a shared transformative student experience, students who stay in university residences or private accommodation, as well as commuter students, are grouped into “residential education” clusters at SU, with the intent of providing each community with its physical hub, i.e. a dedicated physical space where residence and day students can study, meet and socialise together.

To mitigate the demand for university accommodation, the placement of newcomer first-year students in residences is prioritised, with 35% of all undergraduate students receiving residence placements.



**Figure 24:** Enrolment by accommodation type, June 2021 for Newcomer First-year (NF) students, Undergraduate, Postgraduate and the Total percentage of students

The principles of the *Residence Placement Policy*<sup>8</sup> (2013), currently under review, are articulated in the *Policy* as follows:

*Enhancing excellence through diversity* is a guiding policy principle and both these dimensions are consistently taken into account along with all the other provisions. Diversity is regarded as an extremely important factor in developing excellence among students. Opportunities to learn from people who are different from you are greater than they would be in a homogenous group. Furthermore, coping with diversity offers an excellent preparation for dealing with South African and international realities. That is why the University wants to create opportunities that are rich in diversity within its student communities. This also acknowledges the fact that students are diverse in many respects (not only as far as ethnicity is concerned) and that diversity needs to be reflected in the composition of student communities.

Another important principle that also serves as an objective is that the most vulnerable students and those who would benefit most from being accommodated in residences should preferably be allocated a place in a residence in order to enhance their chances of success.

All indications are that the principles have been implemented, with student communities that have become more diverse, while maintaining a high academic standard and serving the most vulnerable students (according to e.g., socio-economic factors, first-generation student status, and students supported by the National Student Financial Aid Scheme) - factors that can be interrogated via Power BI reports. An *example* has been uploaded to the Portfolio of Evidence.



**Link(s) 10:** The *Residence Placement Policy* (2013), a *Residence application and placements booklet for first-years 2022* and an *Example of an exported interactive business intelligence report* that shows the level of detail that can be obtained with the selection of different filters (e.g., trends regarding the demographic profile of students placed in residences).

In 2022, 2,544 newcomer first-year students received placement in university residences. The distribution by race and gender is indicated below.

<sup>8</sup> The full name of the 2013 policy is: *Policy on Placement in Residences, and in Listening, Learning and Living Houses, as well as Allocation to PSO Wards and Clusters*

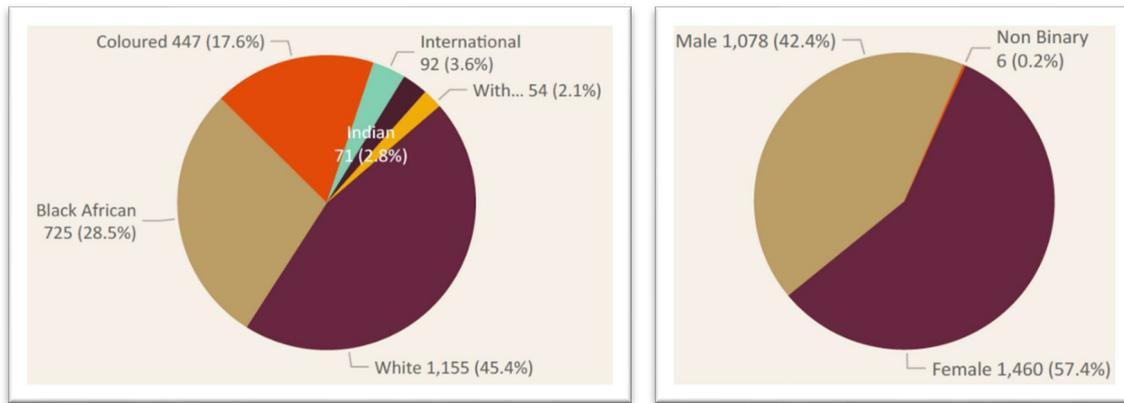


Figure 25: Distribution of newcomer first-year students in residences by race, and gender

## 2.11 Infrastructure capacity

Stellenbosch University owns approximately 576 hectares of land, 490 buildings and a built environment of 820,810 m<sup>2</sup>. The portfolio includes modern buildings but it also has several buildings that are over 100 years old.



Figure 26: Stellenbosch University’s interactive campus map allows users to locate and find information on campus buildings, transportation, current construction projects, and other campus features related to the Stellenbosch, Bellville Park and Tygerberg campuses, and the Ukwanda rural clinical school in Worcester.

Excluding the Saldanha campus, which is owned and managed by the Department of Defence, the University manages four sites of delivery:

- Stellenbosch campus: 478 ha,
- Bellville Park campus: 70 ha,
- Tygerberg campus: 24 ha, and
- Worcester Ukwanda rural clinical school “campus”: 4 ha.

This is a significantly large responsibility and task to ensure high-quality infrastructure which is fit-for-purpose. It is managed collaboratively through by the *Division for Facilities Management* who takes into account the changing needs of the academic project and University priorities. The business model of the Division for Facilities Management comprises the use of in-house staff and contracted service providers. Unlike many other universities, SU does not insource services but rather follows a “sustainable sourcing” methodology where service providers are selected on stringent criteria that focus on staff wellbeing and not solely on financial criteria.

The work of Facilities Management is informed by the *Campus Renewal Project* which is an initiative approved by Council in 2014. The purpose of the *Project* is to raise the

standard of the University's physical facilities to those of a world-class tertiary learning- and- teaching, and research institution which is responsive to its communities and society.

The strategic goals of the *Project* include:

- Addressing backlog maintenance, in terms of safety needs, ensuring compliance with statutory requirements, and preventing service disruption and reputational risk.
- Fast-tracking infrastructural renewal, in terms of upgrades and refurbishments, and the consistent application of future-orientated design principles and guidelines, e.g., relating to sustainability; optimal building utilisation; generic, flexible and adaptable designs; access to the latest technology; adaptability to new teaching methods; design principles for safe spaces; accessibility, security and universal design, and optimisation of life-cycle costs.
- Provision of functional future-focused infrastructure, specifically aimed at the *Vision 2040* requirements, where feasible and within the available budget.

The *Campus Renewal Project* follows the go-in-once principle, where the scoping model for each project makes provision for the building(s) to be fitted with all the appropriate technology, technical specifications and building services to comply with regulatory standards. Project scoping is described in terms of a project plan and a project charter, in line with the sustainable business model of a faculty or support service environment.

In 2017, the *Campus Renewal Project* funding of R253 million per year was extended by Council to 2027, based on the University's *Integrated Spatial Development Framework 2020-2035*.

The construction of new buildings and the repurposing of existing buildings supports the learning-centred approach followed by the University, by creating spaces where students can learn through group work and have ubiquitous access to the University's electronic network.

## 2.12 Staff headcount and employment equity profile

In June 2021, Stellenbosch University had a total headcount of 4,540 staff: 1,377 academic (30.3%) and 3,163 administrative, support and technical staff (69.7%).

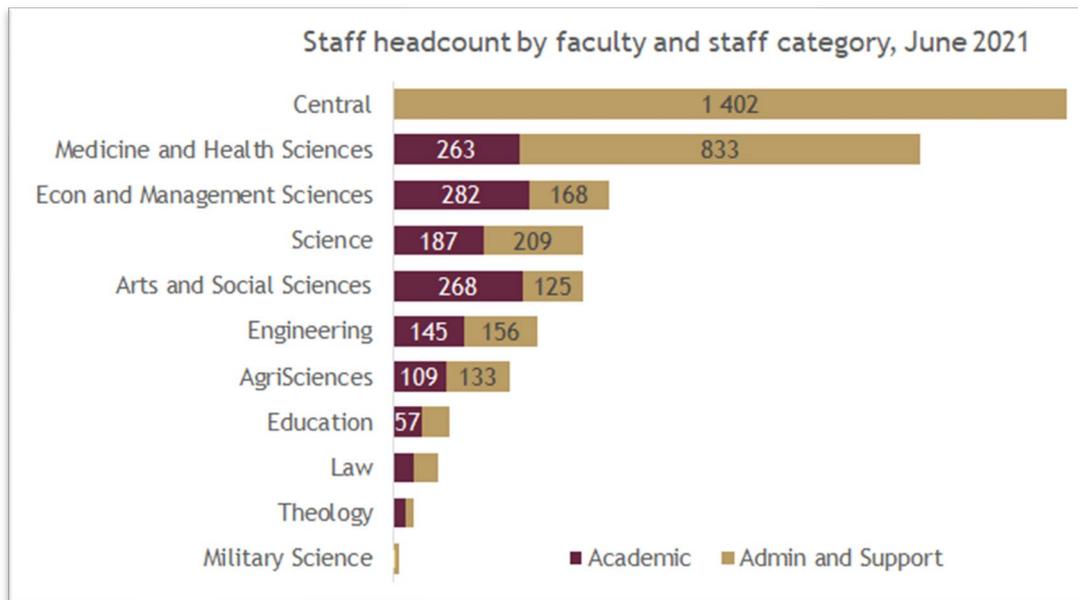


Figure 27: Staff headcount by faculty and staff category, June 2021

The objective of the *Employment Equity Policy* (2016) is to promote equal opportunity and fair treatment regarding employment at Stellenbosch University by eliminating unfair discrimination and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups. This is done to ensure that people are equitably represented at all occupational levels in the workforce. The *Policy* also focuses on utilising and managing diversity.

Employment targets are stipulated in the University’s *Employment Equity Plan 2020-2025* and form part of the core strategic theme *Employer of Choice*. In addressing employment equity, the *Code for Employment Equity and Diversity* (2019) was approved by the Rectorate in this review period.



Link(s) 11: The University’s *Employment Equity Policy* (2016), *Employment Equity Plan 2020-2025* and *Code for Employment Equity and Diversity* (2019)

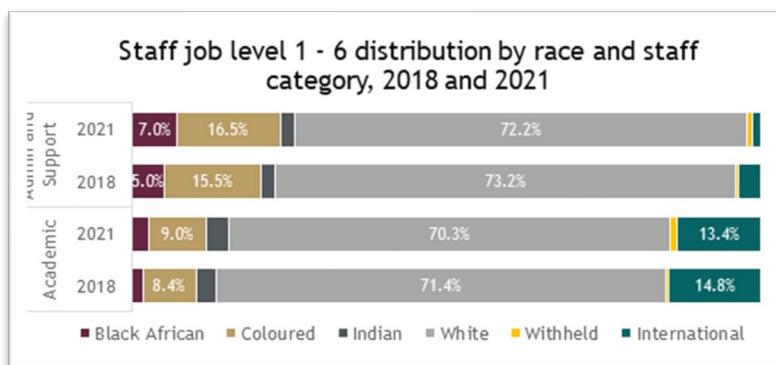
A key provision of the *Code* is that a weighted key performance area (KPA) of between 20% and 25% be defined for each member of staff who exercises delegated powers. This means that their performance regarding transformation and the promotion of employment equity will be measured as part of their annual performance appraisal.

The employment equity profile of academic staff, according to the June 2021 figures, is as follows, with similar breakdowns for the professional academic and administrative support service staff available in the *Annual Integrated Reports*.

**Table 4:** Employment equity profile of academic staff at SU, 2021

Faculty / Division	BCIA	White	Withheld	Total	Foreign Nationals			Grand Total	Staff with disabilities	Percentages				
					BCIA	Other	Total			BCIA	White	Withheld	Foreign Nationals	Staff with disabilities
AgriSciences	19	75	1	95	5	9	14	109	1	20%	79%	1.1%	12.8%	0.9%
Arts and Social Sciences	73	173	4	250	8	10	18	268	6	29%	69%	1.6%	6.7%	2.2%
Economic and Management Sciences	57	208	2	267	10	5	15	282	1	21%	78%	0.7%	5.3%	0.4%
Education	25	28	1	54	3		3	57		46%	52%	1.9%	5.3%	0.0%
Engineering	21	110	2	133	9	3	12	145	2	16%	83%	1.5%	8.3%	1.4%
Law	13	25		38	1	2	3	41	1	34%	66%	0.0%	7.3%	2.4%
Medicine And Health Sciences	85	154	2	241	13	9	22	263	2	35%	64%	0.8%	8.4%	0.8%
Military Science	0	1		1	0		0	1		0%	100%	0.0%	0.0%	0.0%
Science	41	105	3	149	12	26	38	187		28%	70%	2.0%	20.3%	0.0%
Theology	9	13		22	2		2	24		41%	59%	0.0%	8.3%	0.0%
<b>Total</b>	<b>343</b>	<b>892</b>	<b>15</b>	<b>1250</b>	<b>63</b>	<b>64</b>	<b>127</b>	<b>1377</b>	<b>13</b>	<b>27%</b>	<b>71%</b>	<b>1.2%</b>	<b>9.2%</b>	<b>0.9%</b>

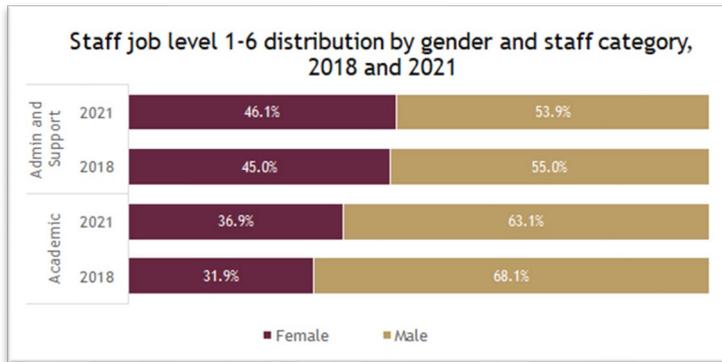
In terms of the senior leadership positions within the University, the race and gender distributions between 2018 and 2021 are indicated below:



**Figure 28:** Staff job levels 1 to 6 distribution by race and staff category, 2018 and 2021

Senior positions by race Job levels 1-6								
Distribution by job level and race: June 2021								
Position: June 2021	Grade	African	Coloured	Indian	White	Withheld	Foreigner	Total
Rector and Vice-Chancellor	1				1			1
Vice-Rector and Chief Operating Officer	2		1	1	3			5
Academic Deans, Chief Directors and Registrar	3	3	3		10			16
Senior Directors and Full Professors	4	1	3		12	1		17
Directors and Full Professors	5	10	28	13	238	3	46	338
Associate Professors	6	14	44	7	222	3	18	308
<b>Total</b>		<b>28</b>	<b>79</b>	<b>21</b>	<b>486</b>	<b>7</b>	<b>64</b>	<b>685</b>

**Table 5:** Senior positions by race, job levels 1 to 6, June 2021



**Figure 29:** Staff job levels 1 to 6 distribution by gender and staff category, 2018 and 2021

**Senior positions by gender  
Job levels 1-6**

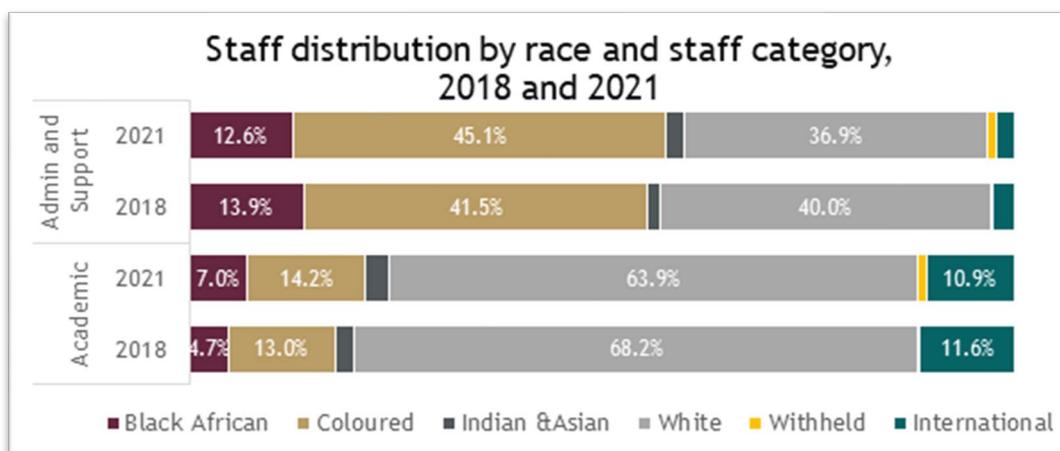
*Distribution by job level and race: June 2021*

Position	Grade	Female	Male	Total
Rector and Vice-Chancellor	1		1	1
Vice-Rector and Chief Operating Officer	2	1	4	5
Academic Deans, chief directors and registrar	3	7	9	16
Senior directors and full professors	4	7	10	17
Directors and full professors	5	116	222	338
Associate Professors	6	143	165	308
<b>Total</b>	<b>Total</b>	<b>274</b>	<b>411</b>	<b>685</b>

**Table 6:** Senior positions by gender, job levels 1 to 6, June 2021

The main race and gender distribution trends from 2018 to 2021 are as follows:

- For academic staff, there has been an increase in the percentage of black African academics from 4.7% to 7%, coloured academics, from 13% to 14.2%, and a decrease in white academic staff from 68.2% to 63.9%.
- For professional academic and administrative support staff (PASS), there has been a slight decrease in the percentage of black African staff, from 13.9% to 12.6%, but an increase in the percentage of coloured staff from 41.5% to 45.1%, and a decrease in the percentage of white staff from 40% to 36.9%.
- For academic staff, the gender distribution in 2021 has changed to 51.3% female, 48.6% male and 0.1% non-binary.
- The gender distribution for support staff in 2021 is 63.5% female and 36.5% male.



**Figure 30:** Staff distribution by race and staff category, 2018 and 2021

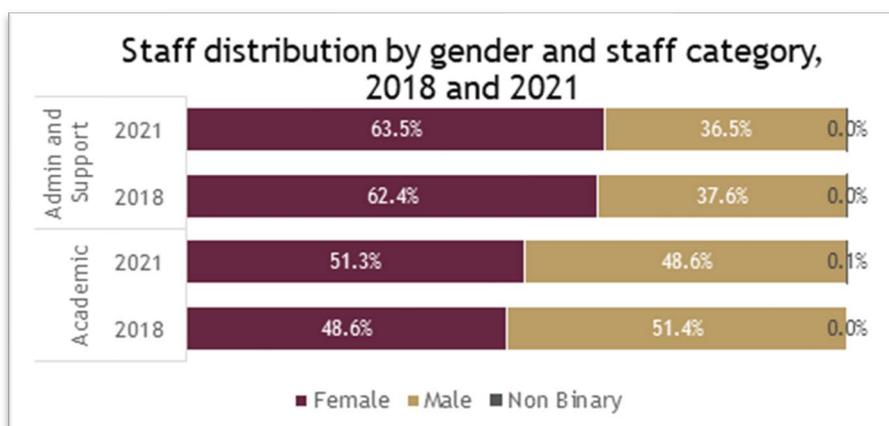


Figure 31: Staff distribution by gender and staff category, 2018 and 2021

## 2.13 Student success (throughput and completion rates)

The Department of Higher Education and Training requires institutions to report on **student success** as the percentage of full-time equivalent (FTE)<sup>9</sup> degree credits passed. The following Higher Education Management Information System (HEMIS) definitions apply:

- The **student success rate** refers to the total number of modules passed by students in a given year relative to the module enrolments. It is calculated by dividing the total number of full-time equivalent (FTE) degree credits (modules completed) by FTE enrolments (modules enrolled).
- The **undergraduate success rate** is similar to the overall student success rates, but only taking into calculation the students enrolled in undergraduate courses (modules).
- The **throughput rate** for an undergraduate bachelor's programme calculates the number of newcomer first-year undergraduate students of a specific cohort of a specific year who have graduated either within the minimum time or up to two years beyond the minimum time, to the number of students in the baseline (original) enrolments of that cohort. The obtained degree could differ from the baseline degree, but both had to be an undergraduate bachelor's degree.

According to these definitions, the student success rates for SU students during the review period are as follows:

<sup>9</sup> FTE student enrolments are calculated by assigning to each module a fraction representing the weighting it has in the curriculum of a qualification, and by multiplying the headcount enrolment of that module by this fraction.

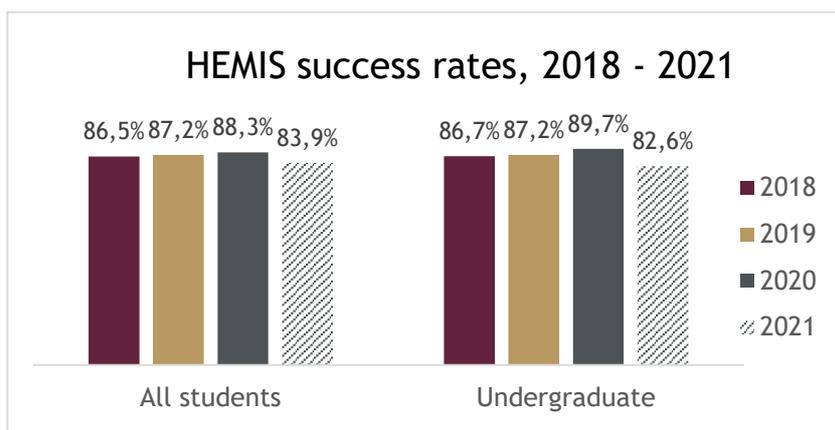


Figure 32: The student success rate, and undergraduate success rate, 2018 to 2021<sup>10</sup>

Although it is too soon to make a definitive judgement about 2021’s results, it is acknowledged that the Covid-19 pandemic has had a significant negative impact on student success rates.

In addition to the HEMIS-defined student success rate, SU also uses a weighted pass rate, which relates to the percentage of enrolled credits passed. Almost all faculties showed an increase in pass rate from 2019 to 2020, followed by a statistically significant drop in 2021.

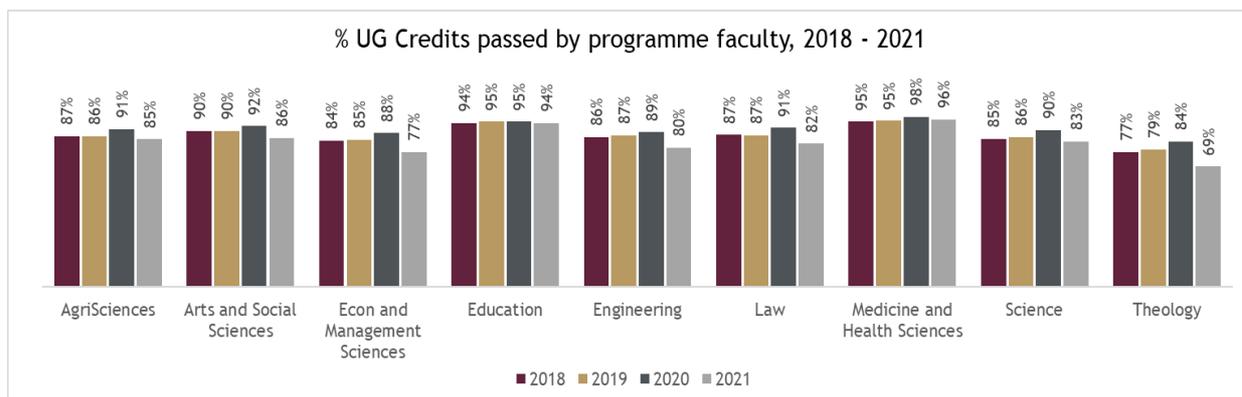


Figure 33: Percentage credits passed by faculty, 2018-2021

According to the audited 2019 HEMIS data, released in March 2021 by the Department of Higher Education and Training, Stellenbosch University had the highest undergraduate success rate of all the public universities in South Africa. However, it must be noted that ensuring equity of success is an area for improvement, albeit for the entire sector.

<sup>10</sup> The 2021 numbers are based on the 2<sup>nd</sup> submission success rates only and are still subject to change.

**Table 7:** Undergraduate success rates for 2019, as published by the DHET in its *Statistics on Post-School Education and Training in South Africa: 2019* (2021)

**Table 10.7: Undergraduate success rates of students in public HEIs by attendance mode, population group and institution, 2019**

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/Asian	White	Average	African	Coloured	Indian/Asian	White	Average
1. Cape Peninsula University of Technology	76.5	86.2	88.3	92.6	<b>80.2</b>	56.0	76.7	87.9	78.6	<b>63.3</b>
2. University of Cape Town	79.1	85.1	88.2	93.9	<b>84.9</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
3. Central University of Technology, Free State	75.2	80.5	78.7	84.8	<b>75.6</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
4. Durban University of Technology	87.0	87.7	88.1	88.0	<b>87.1</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
5. University of Fort Hare	84.1	86.4	96.3	92.9	<b>84.2</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
6. University of the Free State	78.7	78.3	87.7	90.7	<b>80.3</b>	88.4	85.0	87.3	89.8	<b>88.3</b>
7. University of Johannesburg	85.2	86.7	89.7	91.7	<b>85.7</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
8. University of KwaZulu-Natal	83.6	87.0	88.7	88.5	<b>84.5</b>	99.2	100.0	100.0	100.0	<b>99.2</b>
9. University of Limpopo	84.1	68.0	100.0	98.0	<b>84.1</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
10. Mangosuthu University of Technology	79.5	82.9	90.0	92.7	<b>79.6</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
11. University of Mpumalanga	81.6	76.9	88.2	81.2	<b>81.6</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
12. Nelson Mandela University	76.8	81.2	84.9	88.7	<b>79.1</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
13. North West University	83.1	81.9	86.1	89.1	<b>85.1</b>	72.4	80.1	92.8	89.8	<b>75.8</b>
14. University of Pretoria	79.3	82.1	84.5	88.8	<b>83.7</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
15. Rhodes University	82.8	84.9	87.0	89.6	<b>84.1</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
16. Sefako Makgatho Health Science University	86.5	85.3	95.6	92.5	<b>86.8</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
17. Sol Plaatje University, Northern Cape	82.0	86.9	68.7	86.2	<b>83.2</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
18. University of South Africa	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>	67.6	72.0	76.1	79.3	<b>69.4</b>
19. University of Stellenbosch	78.1	83.8	86.3	90.3	<b>87.2</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
20. Tshwane University of Technology	76.4	72.8	76.6	84.9	<b>76.5</b>	86.4	83.4	92.4	93.2	<b>86.4</b>
21. University of Venda	81.5	96.8	87.5	72.8	<b>81.5</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
22. Vaal University of Technology	74.2	80.2	85.8	75.1	<b>74.3</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
23. Walter Sisulu University	80.4	78.4	92.4	83.0	<b>80.4</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
24. University of Western Cape	79.2	84.0	88.0	92.8	<b>82.3</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
25. University of Witwatersrand	79.1	84.9	86.9	91.0	<b>82.2</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
26. University of Zululand	82.8	94.9	86.5	94.0	<b>82.9</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
<b>Average percentage</b>	<b>80.5</b>	<b>84.0</b>	<b>87.5</b>	<b>89.8</b>	<b>82.0</b>	<b>68.0</b>	<b>72.8</b>	<b>76.6</b>	<b>80.0</b>	<b>69.9</b>

**Source:** 2019 HEMIS database, data extracted in November 2020.

Note 1: Undergraduate courses are those coded as lower prediplomate/undergraduate, intermediate prediplomate/undergraduate and higher undergraduate.

Note 2: Success rates are determined as follows: a calculation is made of full-time equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success rates are then determined as: FTE passes divided by FTE enrolments. The success rates shown are, therefore, weighted averages for contact and distance courses for each population group.

Turning our attention towards throughput rates: Since SU has a high number of undergraduate and postgraduate programmes, this report cannot provide extensive detail in this regard. What follows, is a high-level analysis of the throughput rates for two qualification types only, the three- and four-year undergraduate bachelor’s degree programmes.

- In the charts below, **CohortProgYearsExceed** refers to the number of years needed to graduate, relative to the baseline programme duration. A value of 0 indicates that a student graduated in minimum time and a value of 2 that a student graduated in minimum+2 years.

- Detailed throughput rates per programme are available on request and can be compiled with Power BI reports, based on the filters a user selects. Below is an example of such a nuanced report available via Power BI.

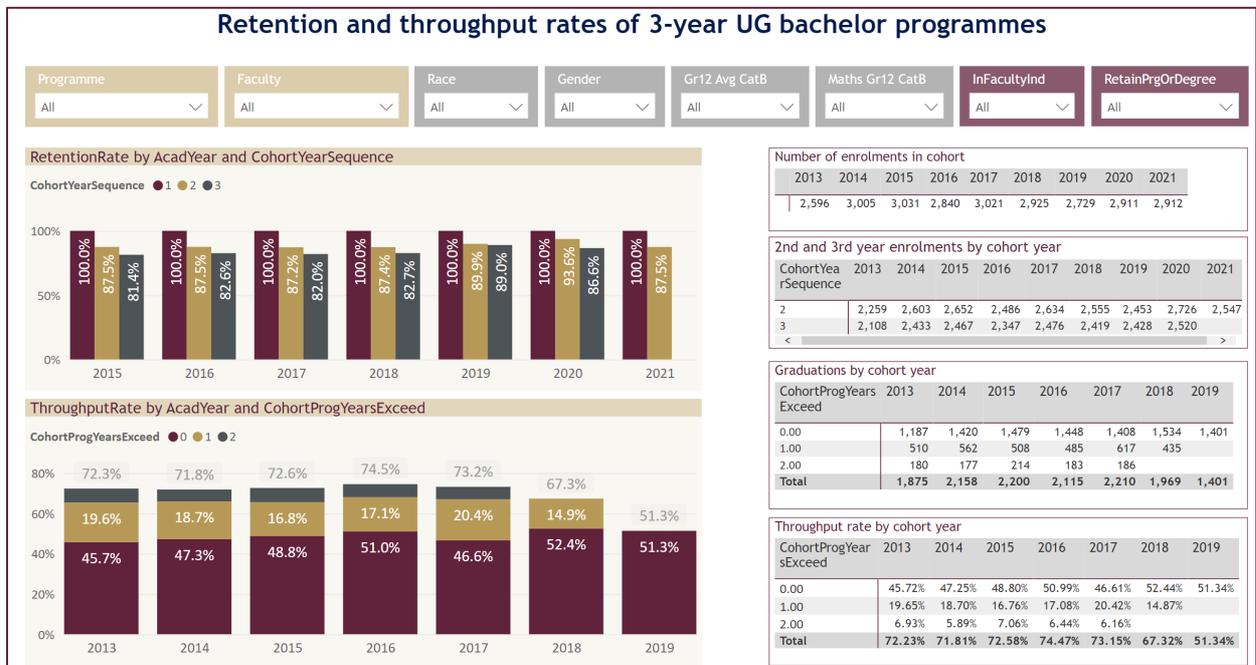


Figure 34: Example of a high-level Power BI report for all three-year undergraduate bachelor’s programmes

Below is the throughput rate of a three-year undergraduate bachelor’s programme at SU. Cohorts of 2017 and earlier could have graduated by 2021 in a minimum+2 years, while the 2019 cohort could only have graduated in minimum time.

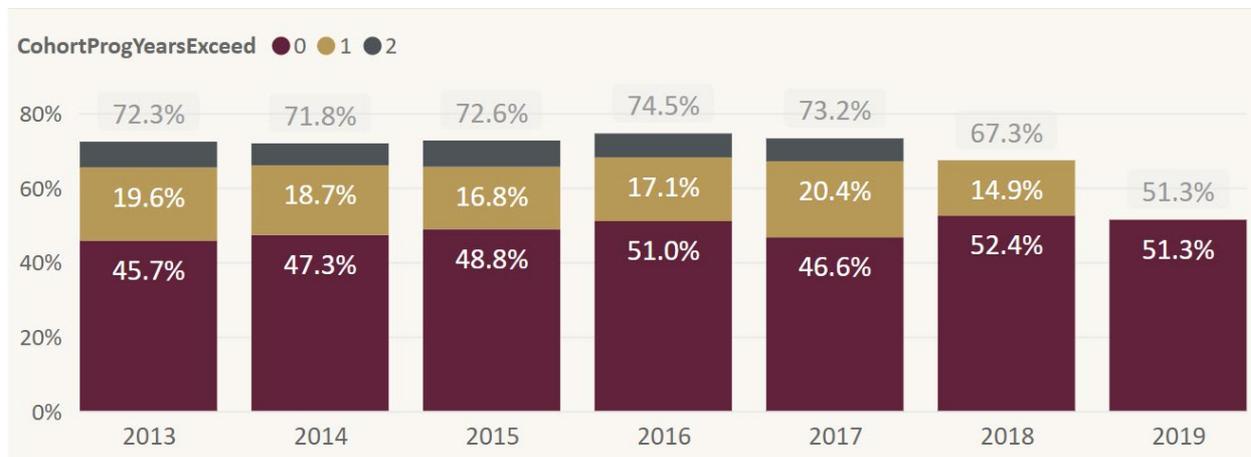


Figure 35: Throughput rate of a three-year undergraduate bachelor’s programme

The number of enrolments in each student cohort ranges from 2,596 in 2013 to 2,912 in 2021.

A slightly higher throughput rate can be seen in the four-year undergraduate professional bachelor's programme at SU, with a smaller number of enrolments, ranging from 1,256 in 2012 to 1,715 in 2021.

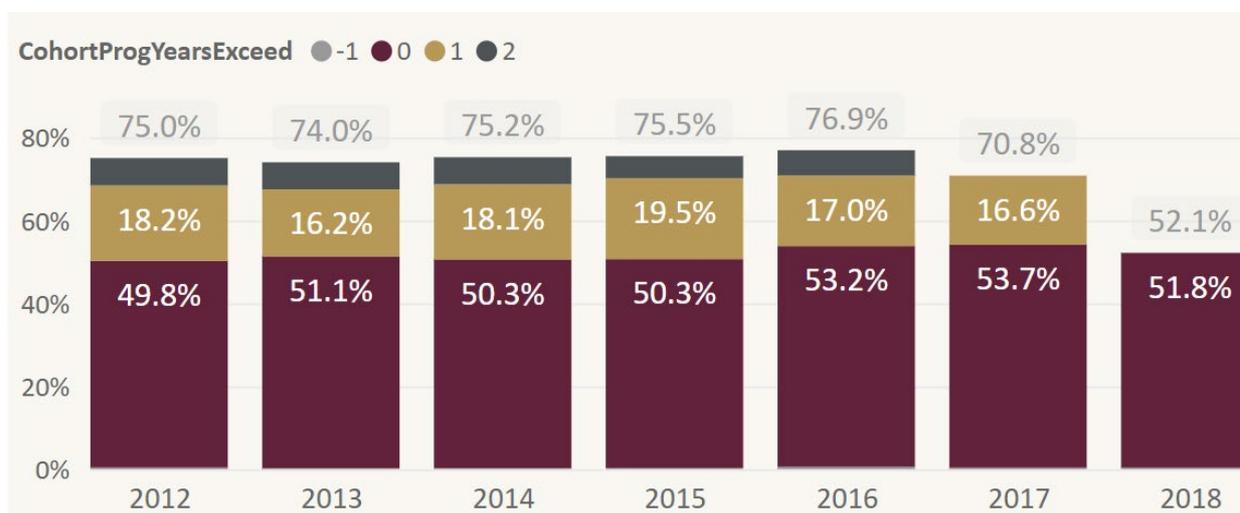


Figure 36: Throughput rate of a four-year undergraduate professional bachelor's programme

When analysing the throughput rate by race, based on an aggregate of cohorts from 2013 to 2017 for a three-year undergraduate bachelor's programme, the same equity of success concern mentioned earlier is evident.

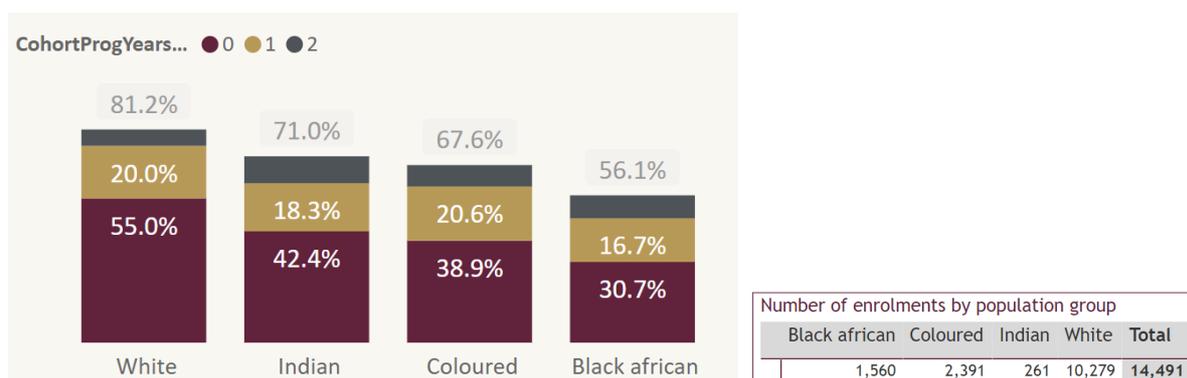


Figure 37: Throughput rate of a three-year undergraduate bachelor's programme by race

Student success Power BI reports are available on request. One such standardised report providing an overview of the postgraduate programmes, has been uploaded to the Portfolio of Evidence.



Link(s) 12: Example of a high-level Power BI report for all postgraduate programme qualification types

## 2.14 Research performance and impact

*Research for impact* is one of SU's six core strategic themes and the following goals and objectives are tracked and measured by faculties and the University:

- Research that addresses the grand challenges of society
- A culture of innovation and entrepreneurship in our research
- Giving SU a competitive advantage through research
- Supporting research staff and investing in capacity development
- Increased funding for research
- Generating third-stream income and partners through contract research
- Increasing research impact
- Establishing continuous ICT and equipment for the research renewal programme

Indicators associated with the above, are reported in the *Annual Integrated Reports*, the most recent one published in 2021 is quoted below:

**Table 8:** Strategic management indicators used for the theme *Research for impact*

STELLENBOSCH UNIVERSITY STRATEGIC MANAGEMENT INDICATORS								
Strategy	Indicator	2016	2017	2018	2019	2020	2024 Target	Realisation %
Research for impact	<b>Objective: Support research staff and invest in capacity development.</b>							
	Share of academic staff members with a doctorate (%)	60,3	60,2	61,8	61,1	60,3	75,0%	80,4%
	Postdoctoral research fellows as a share of academic staff members (%)	25,6	29,0	26,9	25,9	27,2	40,0%	64,8%
	<b>Objective: Increase research impact.</b>							
	Average number of DHET accredited publication units per full-time equivalent teaching and research staff member	1,39	1,52	1,51	1,61	*		
	Average number of master's graduates per full-time equivalent teaching and research staff member	1,14	1,29	1,20	1,15	1,02		
Average number of doctoral graduates per full-time equivalent teaching and research staff member	0,22	0,24	0,24	0,28	0,23			

Although individual academics have a great deal of academic freedom in pursuing niche areas of disciplinary research, SU has identified five strategic research areas which are currently driving the research agenda of the institution. They are:

- The natural environment
- Health and human security
- Systems and technologies for the future
- Human creativity and social innovation
- Social justice and development

These strategic research areas allow the University to cluster, support and grow its existing research initiatives, with a strong focus on strengthening inter- and transdisciplinary collaboration, societal impact, and sustainability. Under each of the

broad research areas, SU now focuses on the establishment of new “high rises” which will continue to transform its research portfolio.

The full spectrum of knowledge creation which contributes to these five themes - from basic to applied research - receives support at Stellenbosch University. Although a strong emphasis is placed on the translation of research outcomes for the benefit of society, full cognisance is also taken of the critical need for support for the underlying fundamental and theoretical research areas.

At an institutional level, the Deputy Vice-Chancellor: Research, Innovation and Postgraduate Studies oversees the responsibility centre that includes the divisions for *Research Development*, *Library and Information Services* and the *Postgraduate Office*.

The Division for *Research Development* is tasked with the advancement, facilitation and support of research at the University and, as such, publishes annual *Research at Stellenbosch University* reports, as well as a report on the *Research Chairs and Centres of Excellence*, and a brochure on SU’s *Research facts and figures*.



Link(s) 13: Since 1996, SU has published an annual research report, available on the Division for Research Development’s website. The latest *Research at Stellenbosch University Publication*, which is a special Covid-19 edition focusing on the research output of 2020, and *Research Chairs | Centres of Excellence* (2021), as well as a brochure on SU’s *Research facts and figures* (2021), is available online.

Within each faculty and academic department, there are initiatives and measurements with which to encourage an active research culture, and these are supported by the University's institutional values.

**Table 9:** Our institutional values and how they underpin the University’s research culture

Excellence	Pursuing high standards of research outputs and impact, and postgraduate qualifications
Accountability	Adhering to research ethics procedures that meet international standards; quality assuring research contracts and implementing all relevant research-related policy and management documents
Respect	Promoting professional behaviour in all relationships
Equity	Promotion of women in science Early career academic development programme
Compassion	Significant mentorship programme Staff support with understanding and empathy Postgraduate bursary support to financially needy students

A high-level summary of “research success” information, from the *Research at Stellenbosch 2020* report, is captured in the following infographic:

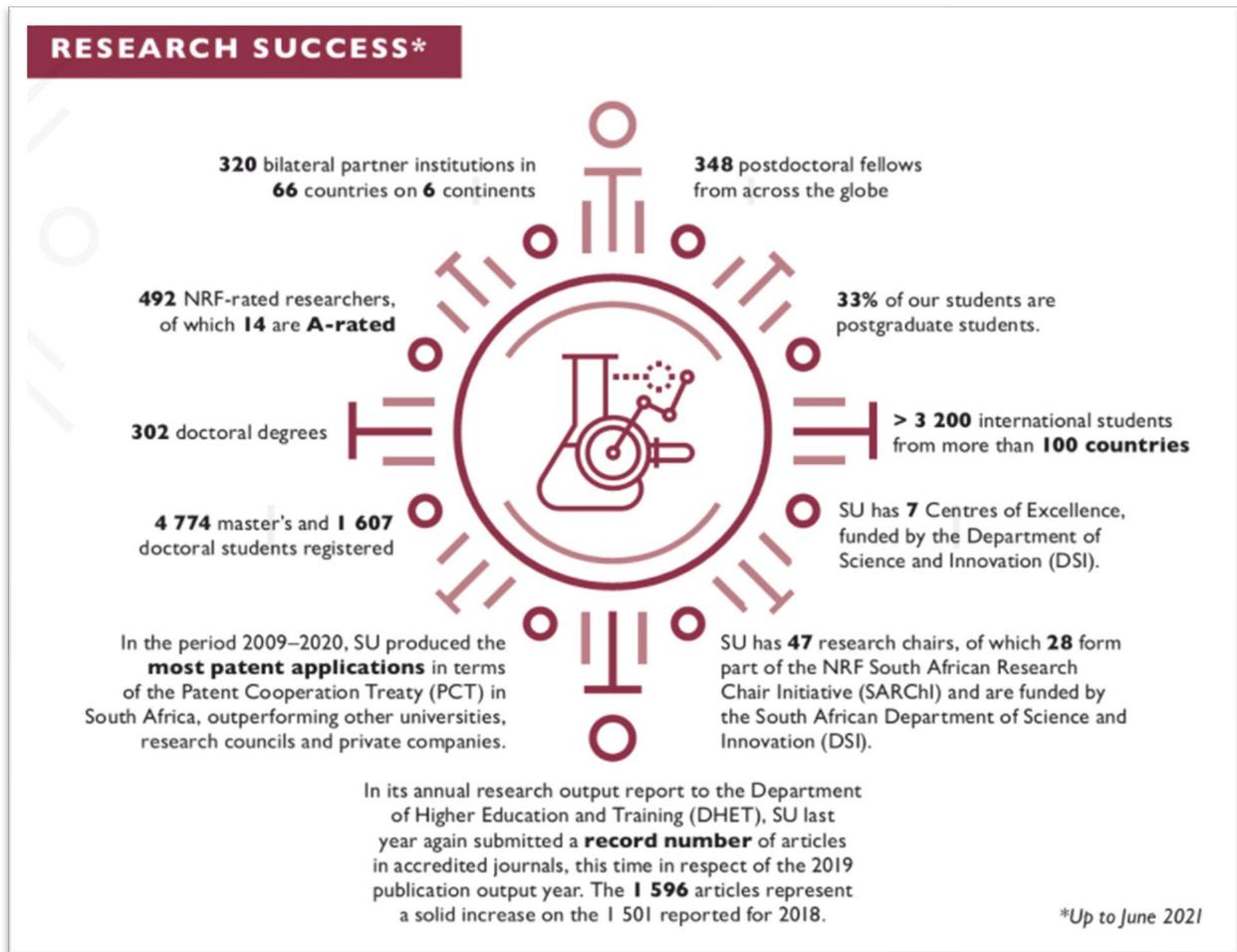


Figure 38: Research success infographic

As a public university, SU adheres to the Department of Higher Education and Training (DHET)'s *Research Outputs Policy* (2015) and its comparative performance can be benchmarked according to the publication output units, as published in the DHET's annual reports, the most recent being the *Report on the Evaluation of the 2020 universities research output* (2022).



Figure 39: Examples from the brochure on SU's *Research facts and figures* (2021)

## 2.15 Social impact projects and reach

Stellenbosch University frames its social impact activities in terms of *seven impact areas* which articulate the United Nations *Sustainable Development Goals*, the *National Development Plan 2030* and the *Western Cape Provincial Strategic Plan 2019-2024*.

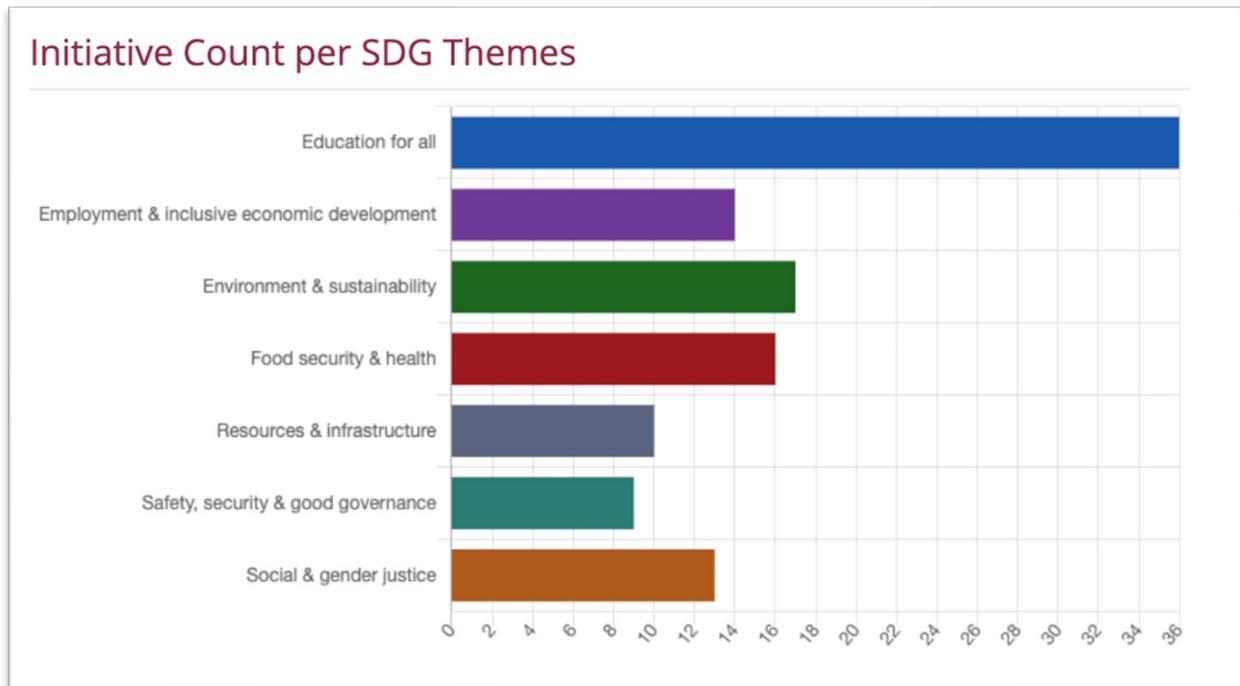


Figure 40: The seven social impact themes and the number of initiatives under each theme

One hundred and eighty-seven (187) initiatives are currently registered and monitored centrally by the Division for Social Impact, with Microsoft Power BI reports, and are available on request.



Figure 41: Two examples of business intelligence reports available on the Social Impact website

The Division for Social Impact’s *Social Impact Strategic Plan 2017-2022* (2016) describes the University’s transition from “community interaction” to “social impact”; the theoretical and conceptual framework that underpins its thinking, as well as the terms of reference for implementing social impact activities at Stellenbosch University.

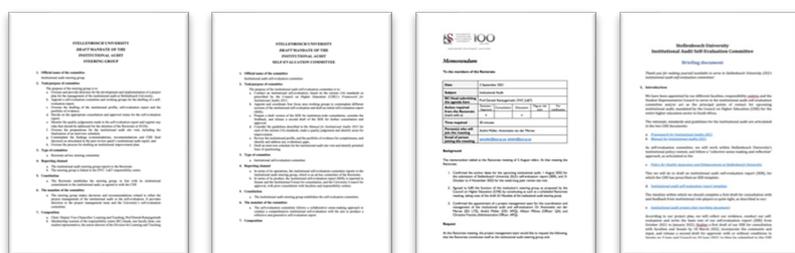


**Link(s) 14:** The *Social Impact Strategic Plan 2017-2022* (2016), *Social Impact at Stellenbosch University 2018, 2019 and 2020* annual reports, and the *Matie Community Service* annual reports for 2019 and 2020

## 3. Preparation of the Self-Evaluation Report

### 3.1 Ad hoc institutional audit committees

After the Council on Higher Education (CHE) initiated SU’s institutional audit on 20 July 2021, the University established a project management team, constituted a steering group and asked for faculty, responsibility centre and student representatives to be appointed to an institutional audit self-evaluation committee. In total, the self-evaluation committee consisted of 22 members.



Link(s) 15: The *Mandates*<sup>11</sup> of the steering group and the self-evaluation committee, the *Memorandum to the Rectorate* establishing the project management team, and the *Briefing document* to the self-evaluation committee

### 3.2 Meetings

The project management team met every week, with the steering group and self-evaluation committee meetings scheduled in line with the University almanac. Indicated below is a summary of these, as well as the consultation and approval dates.

Table 10: Timeline of the meetings and consultations to prepare this self-evaluation report (SER)

Timeline 2021	Meetings and consultations to approve this SER
14 June 2021	Rectorate meeting to discuss the <i>Framework for Institutional Audits 2021</i> , consider an appropriate scope for the audit, approve the <i>Draft Institutional Audit Meeting Agenda</i> and take note of the <i>Manual for Institutional Audits 2021</i>
21 July 2021	CHE meeting with Rectorate to initiate SU’s institutional audit
05 August 2021	Rectorate meeting to confirm anchor dates (SER submission: 1 August 2022 and Site visit: 31 October-4 November 2022) for the institutional audit and approve the composition of the project management team and the steering group
7 September 2021	Steering group meeting to note the CHE’s request for an earlier SER submission date: 30 June 2022, approve the <i>Draft SU Mandate for the Institutional Audit Steering Group</i> , confirm the process for the appointment of a self-evaluation committee, note its draft mandate, note the <i>APQ initial sense-making</i> document and approve the project plan
01 October 2021	1 <sup>st</sup> Self-evaluation committee meeting to discuss the brief, CHE documents, the draft project plan, and approve the <i>Draft SU Mandate of the institutional audit self-evaluation committee</i>

<sup>11</sup> Mandates provide the terms of reference for a constituted committee, group or team.

26 October 2021	Steering group discussed the draft budget and recommended that the project management team apply to the contingency fund, and noted the draft communication plan
29 October 2021	2 <sup>nd</sup> Self-evaluation committee meeting to consider SER sense-making document, institutional profile, strategic management indicators and faculty scorecards, feedback from constituency groups and contributions to the Portfolio of Evidence
30 November 2021	3 <sup>rd</sup> Self-evaluation committee meeting to consider SER simplified template for faculties to complete, provide feedback on progress, contemplate institutional surveys, and discuss challenges and enablers regarding collective sense-making approaches followed
25 January 2022	4 <sup>th</sup> Self-evaluation committee meeting to discuss the progress towards a SER rough draft, consultation routes and submission of completed SER simplified templates
22 February 2022	5 <sup>th</sup> Self-evaluation committee meeting to consider and contribute to the SER rough draft, and to take note of the consultation timeline
23 February 2022	SER rough draft to Steering group
28 February 2022	Steering group meeting noted the proposed timeline for consultation with students and stakeholders, and read and commented on the SER rough draft, to be released as draft 1
01 March 2022	SER draft 1 to the Institutional Forum, Senate and Council and released via bulletin to all staff and students, with MS Form to complete
09 March 2022	Institutional Forum to discuss SER draft 1
18 March 2022	Senate to discuss SER draft 1
23 March 2022	6 <sup>th</sup> Self-evaluation committee (meeting to discuss <i>Toward SER draft 2</i> )
06 April 2022	SRC to discuss SER draft 1, in consultation with Academic Affairs Council and other bodies
11 April 2022	Council to discuss SER draft 1
13 April 2022	7 <sup>th</sup> Self-evaluation committee meeting to finalise <i>Toward SER draft 2</i> and the Portfolio of Evidence as SER draft 2
20 April 2022	<b>SER draft 2 and PoE finalised and submitted to Steering group</b>
25 April 2022	Steering group meeting to discuss SER draft 2 and Portfolio of Evidence (PoE) to be released for final consultation and approval to IF, Senate, SRC and Council
26 April 2022	SER draft 2 and PoE to the Institutional Forum, Senate and Council and released via bulletin to all staff and students
10 May 2022	Institutional Forum to recommend SER draft 2 and PoE for approval: with or without amendments
03 June 2022	Senate to recommend SER draft 2 and PoE for approval: with or without amendments
20 June 2022	<b>Council to approve SER draft 2 and PoE: with or without amendments</b>
24 June 2022	8 <sup>th</sup> Self-evaluation committee meeting to consider amendments and finalise the SER and PoE for submission to the CHE
30 June 2022	CHE to receive self-evaluation report (SER) and Portfolio of Evidence (PoE)

### 3.3 Preparation of the first draft

At the end of 2021 and the beginning of 2022, the self-evaluation committee met online to prepare the first draft of the self-evaluation report.

The committee reflected on and debated the sixteen standards and guidelines, identified information to collect from faculties and support services (responsibility centres), and then shared in the co-creation of an initial sense-making document. As part of the sense-making process, *a simplified set of key questions* for each standard was identified for faculties and responsibility centres to consider and complete, and their responses were then drawn into a rough draft of the self-evaluation report, which was then edited and released on 1 March 2022 as the first draft for consultation.



**Link(s) 16:** The *Self-evaluation report template* (2021) with a simplified set of key questions for each standard which was completed by faculties and some responsibility centres, and the *Consultation with the Student Representative Council and Academic Affairs Council* PowerPoint presentation used during the consultation session on 6 April 2022

### 3.4 Consultation and reference groups

From 1 March to 11 April 2022, the first draft of the self-evaluation report was released for consultation. In addition to the ad hoc committees above, the following institutional committees were involved as reference groups to consider the first draft of the report and propose changes to the second draft:

- Quality Committee,
- Executive Committee of Senate,
- Faculty Boards,
- Student Representative Council,
- Academic Affairs Council,
- Institutional Forum,
- Senate, and the
- Council.

### 3.5 Preparation of a second draft

As a document with multiple authors, some rigorous editing was required to ensure that the self-evaluation report captured the high-level insights while keeping the responses to each standard succinct.

While universities are complex institutions, attempts were made to use simple text, avoid acronyms, and include visual representations of data to provide a concise overview of the University. Where possible, the many different responses were analysed and synthesised while retaining the valuable verbatim examples from each faculty to not lose the nuance and richness of the contributions. In this regard, the recommended length of 100 pages for such a self-evaluation report was exceeded in favour of ensuring that this report provided a lucid, coherent and fair representation of the University where various constituencies would recognise their contributions and “voices”.

### 3.6 Portfolio of Evidence

This self-evaluation report should be read together with the *Portfolio of Evidence (PoE)*; however, care has been taken to include quotes from selected documents to minimise the amount of cross-referencing required.

- Internal document links (to different sections within this report), external document links (to the SharePoint drive where the Portfolio of Evidence is located) and links to internal and external websites, are all embedded within the text or inserted as pictures with hyperlinks.
- All documents and website links are *indexed* according to the order in which they appear in this report.

### 3.7 Challenges and enablers

It should be noted that the self-evaluation for this quality audit took place in a most challenging period, namely, in the context of Covid-19 and related political, social, and economic instability, and within a very tight timeframe, given the consultative approach the University elected to follow.

The use of a document-sharing platform such as MS Teams, which has now been widely adopted by Stellenbosch University, enabled collaboration on shared documents with greater ease. However, the absence of in-person meetings and sessions made the collective sense-making a difficult process to engage in.

The following enablers helped to facilitate the process:

- The institutional information and most of the evidentiary documentation were - and are - readily available and are easy to access.
- There was a willingness by self-evaluation committee members to act as the principal points of contact for their entire faculty, responsibility centre, or student constituency, and to collect and edit contributions to the standards, even from November 2021 to February 2022.
- An ethos and practice of collaboration have to a great extent already been established between management, academics, professional academic and administrative support service staff, and students. We deem this to be a positive aspect of our institutional culture, and perhaps an indicator of a shared quality enhancement mindset that is taking shape.

### 3.8 Institutional information

SU has a highly functional system for institutional information and it makes use of a variety of business intelligence tools. This includes an *information dashboard* which can be accessed by staff to interrogate:

- financial planning and full-time equivalent (FTE) student information,
- student-staff ratios,
- strategic management indicators,
- staff data per faculty and department,
- qualifications awarded,
- student enrolment and demographic data,
- infographics,
- rankings, and
- standardised reports.

Faculty managers and other trained users can access these tools to compile their reports with reliable and detailed data, as and when needed.

### 3.9 Approval

The second draft of this self-evaluation report was tabled at the Institutional Forum on 10 May 2022, Senate on 3 June 2022 and at Council on 20 June 2022 for approval.

## 4. Reflection on the four focus areas and sixteen standards

Under each focus area, a short executive summary is provided, highlighting good practices and areas for improvement identified in the subsequent standards.

<b>Focus area 1</b> Governance, strategic planning, management, and leadership support the core academic functions	<b>Focus area 2</b> The design and implementation of the institutional quality management system support the core academic functions	<b>Focus area 3</b> The coherence and integration of the institutional quality management system support the core academic functions	<b>Focus area 4</b> Curriculum development, learning and teaching support the likelihood of student success
---	---	---	--

Link(s) 17: Executive summaries of each focus area in this self-evaluation report

The standards are discussed in detail to address all the guidelines associated with them, followed by a quality judgement on each, according to the prescribed scale, i.e., either classifying it as “not functional”, “needs substantial improvement”, “functional” or “mature”.

A tabularised summary of judgements per focus area is in the *Conclusion*.

## Focus area 1

The four standards in Focus Area 1 concentrate on the role that an institution's *governance, strategic planning* (as contained in its *vision, mission, and strategic goals*), *management and academic leadership* play in its quality management to enhance the likelihood of student success and to improve the quality of learning, teaching and research engagement, as well as accommodating the results of constructive, integrated community engagement.

In this focus area, reference is made to institutional governance, strategic planning, management, and academic leadership and how each of them impacts positively on student success and the core academic functions of the University, i.e., learning and teaching, research, and social impact (community engagement).

In terms of governance, a revised statute was gazetted in 2019. The *Statute of Stellenbosch University* sets out the composition and functioning of SU's five statutory bodies, namely, the Council, Senate, Student Representative Council, Convocation, and the Institutional Forum. In this regard, the composition of the Council was reduced from 30 members to a maximum of 25 in 2019, depending on the number of people (up to five) appointed by the Minister of Higher Education, Science and Technology. The changing composition of the Council in terms of race and gender is indicated in the table below.

**Table 11:** Composition of Council in terms of race and gender for the four years during the review period (2018-2021) and the four years preceding (2014-2017)

Race and Gender	2021	2020	2019	2018	2017	2016	2015	2014
Indian male	0	0	0	0	0	0	1	1
Indian female	0	1	1	0	0	0	0	0
Coloured male	5	5	7	7	5	5	5	4
Coloured female	1	2	1	1	1	0	0	0
Black African male	0	1	0	1	2	0	0	0
Black African female	7	4	3	2	2	2	2	1
White male	10	9	14	15	14	20	20	20
White female	2	2	4	4	4	2	1	2
TOTAL male	15	15	21	23	21	25	26	25
TOTAL female	10	9	9	7	7	4	3	3
% male	60%	62,5%	70%	76,6%	75%	86,2%	89,7%	89,3%
% white	48%	45,8%	60%	63,3%	64,3%	75,9%	72,4%	78,6%
TOTAL members	25	24	30	30	28	29	29	28

Some key decisions made by the Council since 2014, preceding our review period yet impacting on it, include the following outcomes:

- Invested in *SU's Campus Renewal Project* in 2014,
- Invested in *SU's Strategy for the use of ICT in Learning and Teaching* in 2014,
- Elevated transformation to the top-management level in 2015,
- Approved the reviewed *Language Policy* in 2016,
- Approved the *Employment Equity Policy* in 2016,
- Approved the *Policy on Unfair discrimination and Harassment* in 2016,
- Approved the *Transformation Plan* in 2017,
- Approved the reviewed *Admissions Policy* in 2017.

In terms of the review period of this self-evaluation report, the Council approved the:

- Revised *Teaching and Learning Policy* in 2018,
- New *Vision 2040 and Strategic Framework 2019-2024* in 2018,
- Revised *Disability Access Policy* in 2018,
- Revised *Statute of Stellenbosch University* in 2018, published in the Government Gazette in 2019,
- Revised *Rules on academic entities within and alongside departments (or equivalent faculty-based structures) and faculties* in 2018,
- New *SU Internationalisation Strategy* in 2019,
- New *Policy for Quality Assurance and Enhancement at Stellenbosch University* in 2019,
- Revised *Student Disciplinary Code* in 2020,
- New *Employment Equity Plan* in 2020,
- Revised *Language Policy* in 2021,
- New *Visual Redress Policy* in 2021,
- New *uniform brand architecture* in 2021 to replace the SU centenary logo,
- Revised *Assessment Policy* in 2022.



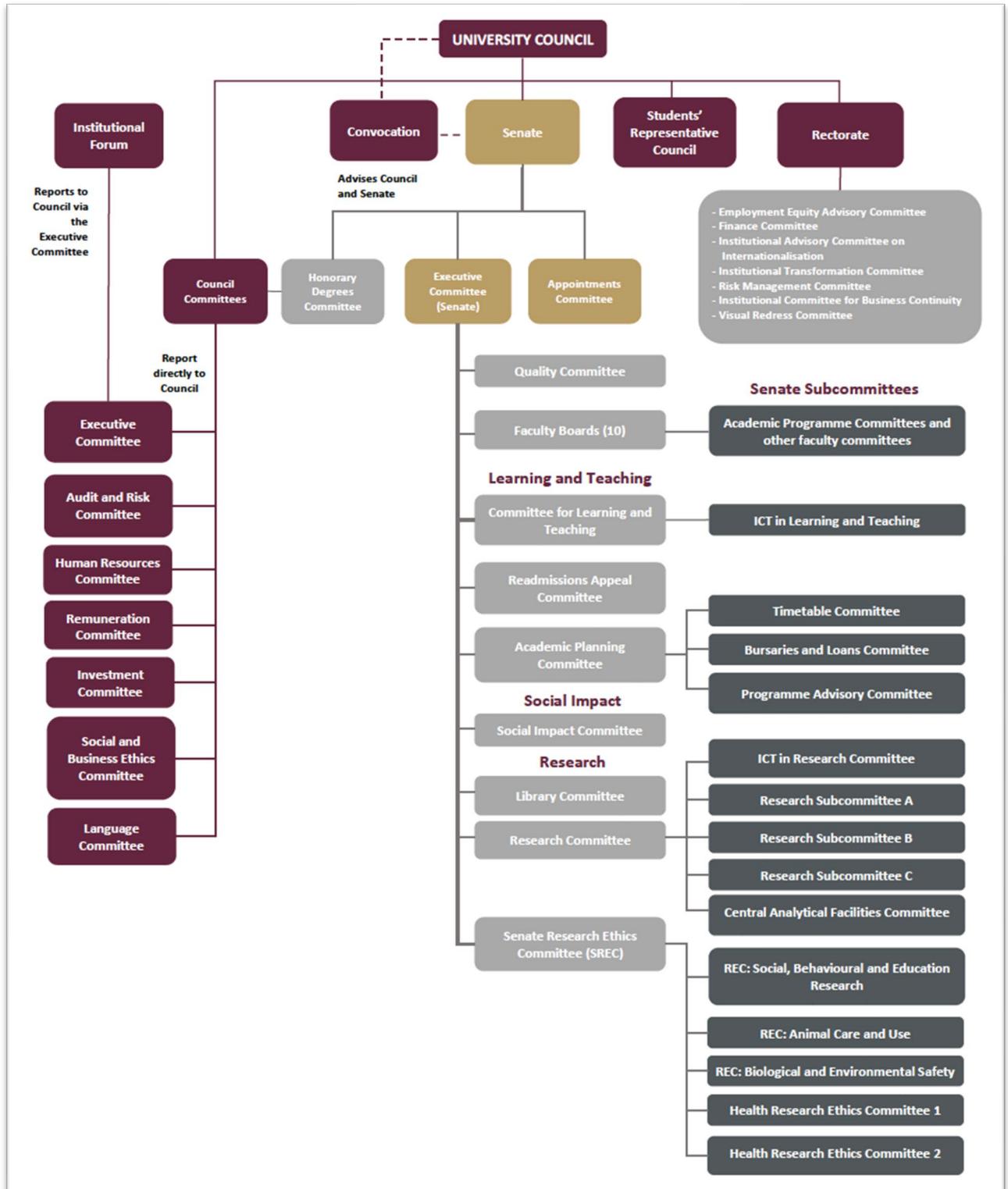
Figure 42: SU's brand evolution from 2000 to the centenary logo in 2018 and the current visual identity

In 2019, SU elected a new *chancellor*, Justice Edwin Cameron, and in 2021 a new chair of *Council* was appointed, Mr Ainsley Moos.

The membership of the Rectorate remained unchanged since 2018, except for the retirements of Prof Arnold Schoonwinkel, who was succeeded by Prof Deresh Ramjugernath in the position of *Deputy Vice-Chancellor (Learning and Teaching)* in

2021, and Dr Jerome Slamat who was succeeded by Mr Mohamed Shaikh in the position of Executive Manager: Rectorate, in 2020.

The governance and committee structures at SU are represented visually as follows:



Link(s) 18: The Governance structure of SU (2022) as defined by the Statute of Stellenbosch University (2019)

The University's vision and mission are deemed to be fit-for-purpose, and the business model supports the financial viability and overall sustainability of the institution. Drawing from multiple streams of income, SU aims to keep student fees comparatively low, offering bursary support and an engaging campus culture to undergraduate and postgraduate students alike. Although fitness for purpose was tested during Covid-19, the University was successful in pivoting online and maintaining high student success and throughput rates, without compromising academic integrity. In terms of SU's fitness of purpose, differentiation as a research-intensive university was judged to be well-considered, and faculties can demonstrate that their academic activities address the most important national and international imperatives.

The University's capacity for and success with transformation remains a key challenge and an improvement area for the institution. Transformation is seen as an intentional and structured process of profound change in the University's places, people and programmes, and although some qualitative strides have been made, the quantitative targets must still be met in terms of staff and student demographics.

### Good practice and improvement area

Undergraduate student representation in statutory bodies and institutional committees is deemed to be effective, but postgraduate representation requires a review and needs to be strengthened.

Self-evaluation committee members consulted within their faculties to reflect on and respond to the following questions related to each of the standards:

#### Standard 1

Explain in one to three paragraphs how your faculty/responsibility centre has updated and aligned its mission, vision, and strategy documents (e.g., environmental plan or *Strategy Implementation Plan*) from 2018 onwards.

#### Standard 2

Identify any initiatives, good practice examples or projects since 2018 that relate directly to local, regional, national, continental, and international imperatives.

#### Standard 3

Explain what your faculty's main goals are and how you use different managerial and quality assurance (QA) mechanisms (e.g., strategic goal scorecards) to track and manage progress made with your plans, goals, and objectives. What information for improvement are you using to make data-informed decisions? What are your current pressure points and improvement actions?

#### Standard 4

Explain your academic committee and leadership structures and reflect on how effective the reporting and accountability measures are.

## (a) Standard 1

The institution has a clearly stated vision and mission, and strategic goals which have been approved by appropriate governance structures, subject to comprehensive stakeholder engagement.

- The vision, mission and goals inform a shared understanding between the institution and its stakeholders, based on demonstrable and comprehensive engagement with appropriate categories of stakeholders.
- The vision, mission and goals have been approved by the institution's highest decision-making authority and are regularly reviewed.
- The vision, mission and goals are translated into an appropriate and aligned business model and value proposition, with due consideration for the academic- and quality risks to the institution.
- It is acknowledged that institutions are differentiated in terms of their mission and niche areas; this standard therefore provides for the contextual setting for the institutional differentiation within the other focus areas and standards.

### Quality Judgement

In terms of standard 1, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

### 1.1 Reflection on guidelines

Stellenbosch University is guided by its *Vision 2040 and Strategic Framework 2019-2024*, and the document is freely available and published on the SU website. The vision, mission, values, attributes, enablers, restitution statement and core strategic themes are clearly and concisely articulated and communicated in a variety of formats. Extensive institutional consultation accompanied the development and approval of these documents, and we judge them to be conceptually strong and well-motivated.



Link(s) 19: SU's *Vision 2040 and Strategic Framework 2019-2024*, *Institutional Intent and Strategy 2013-2018*, and *A Strategic Framework for the turn of the Century and beyond* (2000)

At an institutional level, the responsibility centre (RC) for *Strategy, Global and Corporate Affairs* oversees the development, implementation, and monitoring of the institutional strategy. As part of the annual planning cycle, the responsibility centre organises the *Institutional Planning Forum (IPF)* and facilitates the development of annual *Strategy Implementation Plans (SIPs)*, as well as the *Institutional Plan (2020-2025)*. (Initially, the *SIPs* were called “environment” or “business” plans, but during this review period, the naming was changed to “strategy implementation plans”.)

Faculties and responsibility centres, typically schedule their planning sessions soon after the Institutional Planning Forum and reflect on and update their faculty- or responsibility centre-specific *SIPs* on an annual basis. The format of these *SIPs* has been condensed to a user-friendly set of guidelines, which enable environments to interrogate their unique rolling action plans in alignment with the six core strategic themes of the University.

Departmental and support service (PASS) action plans are likewise structured according to the same six core strategic themes. Departmental chairs and PASS directors identify constraints and enablers within their environments and interpret and translate the six core strategic themes into contextually relevant key performance areas (KPAs) and - indicators (KPIs) at the level of individual staff members’ work agreements.

From the faculty and responsibility centre feedback received, there is consensus that the six core strategic themes provide a useful framework within which to ensure alignment of different planning actions. The themes allow departments and PASS divisions the freedom to formulate their differentiated vision and mission statements, without having to change faculty and responsibility centre priorities every year. It also allows for situational or contextual factors (e.g., findings of departmental self-evaluations and peer review processes) to be considered when *SIPs* are updated.

The *Vision 2040 and Strategic Framework 2019-2024* was adopted by Council on 18 June 2018, and since then the core strategic themes feature prominently in the *Management Reports* to Senate and Council, as well as in other documentation and official communications released by the University, including the *Annual Integrated Report*.

What follows, are some extracts from the current and preceding strategy documents to show the continuity between the two and consider how the University has adapted. This demonstrates the intentional growth and responsive nature of the University.

### 1.1.1 Vision

SU’s vision is an aspirational description of what the institution seeks to achieve in the long term. The current vision is that by 2040:

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

In SU's *Institutional Intent and Strategy 2013-2018*, the University used 2030 as its time horizon and positioned the University "for the 21<sup>st</sup> century" as follows:

Stellenbosch University is **inclusive, innovative, and future focused**: a place of discovery and excellence where both staff and students are thought leaders in advancing knowledge in service of all stakeholders

Comparing the two vision statements, the essence would appear to have remained the same, and yet, the terms: "future focused", "a place of discovery and excellence" and "thought leaders" are condensed to "leading research-intensive university, globally recognised as excellent". Also note the use of the first person, plural, "we", instead of "both staff and students".

### 1.1.2 Mission

SU's mission supports what we strive to achieve and how we intend to do it. It defines us as a university, why we exist and our reason for being.

To achieve our *Vision 2040*, the mission is as follows:

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

In SU's *Institutional Intent and Strategy 2013-2018*, a more expansive mission was formulated as follows:

Stellenbosch University achieves its vision through sustained transformation and on its journey of discovery through academia in the service of the stakeholders to:

- Create an academic community in which social justice and equal opportunities will lead to systemic sustainability

- Investigate and innovatively implement appropriate and sustainable approaches to the development of Africa
- Align our research with a wide-ranging spectrum of challenges facing the world, Africa, our country and the local community
- Maintain student-centred and future-oriented learning and teaching that establish a passion for lifelong learning
- Invest in the innovative scholarship and creative ability of all its people
- Leverage the inherent power of diversity
- Establish and extend synergistic networks in which the University is a dynamic partner.

Many of the elements listed in the 2013-2018 mission above have since been captured in a more detailed and systematic manner in the 2019-2024 institutional goals and objectives. E.g., the core strategic theme *A thriving Stellenbosch University* has the following institutional goals which speak to many of the previous elements in the mission above:

- creating a financially sustainable organisation,
- cultivating an inclusive, transformative and diverse university,
- raising the standard of university facilities,
- ensuring environmental sustainability,
- regenerating our functions of SU, and
- creating an institution-wide entrepreneurial culture.

### 1.1.3 Values

The University’s values - excellence, compassion, accountability, respect, and equity - are the core beliefs and attitudes that guide behaviour. All these values are equally important, interconnected and supported by SU’s code of ethics.

In SU’s *Institutional Intent and Strategy 2013-2018*, our values were similar, but articulated slightly differently as: “excellence, shared accountability, empathy, innovation, and leadership in service of others”.



Link(s) 20: Values and attributes of SU

### 1.1.4 Strategic Framework

This self-evaluation report must be read in conjunction with the *Vision 2040 and Strategic Framework 2019-2024*, as it provides the framework within which the University positions itself as a leading research-intensive university.

It is an important document to consider when contemplating the fitness of and fitness-for-purpose of the University's mission, management structures, and the system for quality assurance and enhancement at SU, as it describes the University's six core strategic themes and institutional objectives in greater detail than in this report.

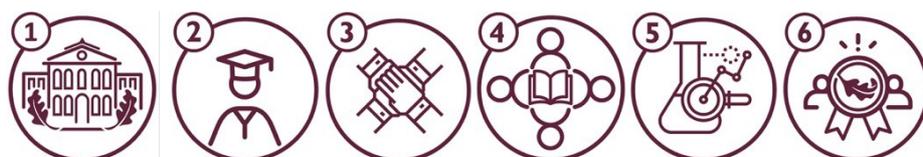
The document itself further explains the process followed in developing the vision, mission, and strategic framework, including the context in which it was conceptualised, as well as the strategic management indicators, developed to measure performance. It also shows how the *Vision 2040 and Strategic Framework 2019-2024* are aligned with the *Institutional Intent and Strategy 2013-2018* which preceded it.

The key tenets of the current vision can be traced back to Stellenbosch University's *Strategic Framework for the turn of the Century and Beyond* (2000), as well as the University's subsequent *Vision 2012, Overarching Strategic Plan and Hope Project*, and the *Institutional Intent and Strategy 2013-2018*.

### 1.1.5 Core strategic themes and institutional goals

As already noted above, the *Vision 2040 and Strategic Framework 2019-2024* articulates six core strategic themes which are also used for the annual integrated reporting and are found in faculty and responsibility centre *Strategy Implementation Plans*. The themes are unpacked in clearly articulated goals, with progress measured in terms of strategic management indicators, developed for this purpose.

The core strategic themes are as follows:



1. A thriving Stellenbosch University
2. A transformative student experience
3. Purposeful partnerships and inclusive networks
4. Networked and collaborative teaching and learning
5. Research for impact
6. Employer of choice

### 1.1.6 Strategic management indicators

Five of the six core strategic themes are supported by 46 strategic management indicators (SMIs) which are measured at the faculty and responsibility centre level, and at departmental (and in some cases, programme and module) levels, as well as at divisional levels, where applicable (see *Information Dashboard* accessible to SU Staff).

The purpose of the SMIs is to measure and monitor performance and progress made with the implementation of the core strategic themes and objectives. Faculties access them through *visual scorecards* (see the Portfolio of Evidence for examples), and different formats which form part of the Rectorate's regular Management Reports to Senate and Council.

The progress made in the development and implementation of SMIs as a management tool is a significant improvement since the institutional audit in 2005 and was a recommendation that was addressed in the University's *Quality Development Plan* (2007).

#### Good practice and improvement area

The development of SMIs at SU is an example of good practice as SU is taking a sectoral lead in this regard. However, there is also institutional recognition that it remains an area for improvement. The medium- to long-term plan for the SMIs is to move to a dashboard format of key indicators which will provide the University's progress regarding all its strategic objectives in real-time.

Currently, useful indicators are yet to be determined for measuring progress on the core strategic theme, *Networked and collaborative teaching and learning*.

### 1.1.7 Stakeholder engagement

The University's *Vision 2040 and Strategic Framework 2019-2024* informs the official communication of the Council and the Rectorate. It is routinely referenced by all internal role-players when interacting with external stakeholders.

SU maintains a variety of interactions and proactive engagement with prospective and current students, parents, alumni, employers, industry stakeholders, professional bodies, university partners, donors, research foundations and funding bodies. Referencing SU's strategy documents ensures consistent messaging to stakeholders, through a variety of formal and informal communication strategies.

Concerning internal stakeholders, all new policies (as well as existing policy and management documents, when reviewed), take the University's current vision and key strategy documents as points of departure.

Engagement with students in terms of leadership training, annual conversations within residential education clusters and co-curricular experiential learning are informed by the *Vision 2040 and Strategic Framework 2019-2024* as well as other relevant institutional policy and management documents. The cycle of planning, management and reporting by student leaders typically coincides with the Student Representative Council (SRC)'s term of office, which runs from September to August from the one year to the next. Newly elected student leaders attend training sessions and are encouraged to practise values-driven leadership and show alignment with and contribute to the institutional goals and planning processes of the University.

Monitoring and reporting of activities at the faculty and responsibility centre level happen in each of the two terms in a semester and are recorded in the four Management Reports tabled at Senate and Council meetings.

In developing new academic programmes, the rationale draws on the core strategic themes, as well as the institution's envisioned graduate attributes, as formulated in the *Strategy for Teaching and Learning Strategy (2017-2021)*. This is also true for new co-curricular experiential learning opportunities.

### 1.1.8 Integrated reporting

To serve the needs of stakeholders, the University publishes two annual reports, the *Annual Integrated Report* and an *Annual Review*.



Link(s) 21: SU Annual Integrated Report 2020 and Review 2020

The *Annual Integrated Report* meets the requirements of the Department of Higher Education and Training (DHET)'s *Regulations for Reporting by Public Higher Education Institutions* and is guided by the principles of the *King IV Report on Corporate Governance for South Africa 2016 (King IV)*.

A separate stakeholder report, the *Annual Review*, is a targeted publication aimed at public dissemination.

The purpose of the annual integrated reporting is to provide an integrated picture of the strategic and operational activities of the University in support of the attainment of its strategic objectives. It covers the planning and application of the financial and

human resources required and explains how the systemic sustainability (including environmental sustainability) of the institution is safeguarded.

The latest publications, as well as the *annual reports archived since 1997*, are available on the University’s website.

### 1.1.9 Business model, value proposition, academic and quality risks

The different dimensions of SU’s business model (see Table 12 below) are of fundamental importance for integrated planning, as well as for specific planning and execution of activities.

Table 12: Dimensions of Stellenbosch University’s business model

DIMENSIONS OF SU BUSINESS MODEL			
<b>WHAT WE OFFER</b>			
<b>Value Proposition</b>	1. Wide range of quality and affordable academic programmes 2. High academic success rate and career success of graduates	3. Impactful research of international stature 4. Successful technology transfer and business incubation 5. Empowering co-curricular programme and outstanding facilities for sport & societies	6. Multilingual university 7. Beautiful, safe and technologically enabled campus in a historic university town
<b>Clients</b>	1. Students (present, past & prospective, residential & hybrid learning, full-time & part-time)	2. Parents and sponsors of students 3. Government 4. Industry	5. Donors 6. Research foundations (local and international) 7. Investors (including venture capital)
<b>Lead channels</b>	<i>Learning and Teaching</i> 1. On campus face-to-face 2. Hybrid 3. Virtual	<i>Research</i> 1. Publications (papers & books) 2. Seminars 3. Laboratory research	<i>Social Impact</i> 4. Learning and teaching 5. Contract research 6. Technology transfer 1. Learning, teaching and research with social impact 2. Joint projects with communities
<b>Relationships with clients</b>	1. Committed academics prepare students for life-long learning	2. Professional support services offer a well-run, integrated service from application to graduation 3. Research projects are managed cost-effectively	4. Partnerships with industry, public sector and civil society to disseminate knowledge and build research agenda 5. Active relationships with informed and loyal alumni
<b>HOW OUR PRODUCTS ARE OFFERED</b>		<b>FINANCE</b>	
<b>Key resources and capabilities</b>	<b>Key Activities</b>	<b>Income Streams</b>	<b>Available funds, assets &amp; liabilities</b>
1. Staff (Academic and PASS) 2. Intellectual capital in academic programmes, research output and intellectual property 3. Facilities 4. ICT system 5. Library 6. Efficient administrative systems 7. SU Brand 9. Strong partnerships	1. Effective delivery of academic programmes 2. Research that meets high scientific standards 3. Effective engagement with external stakeholders 4. Effective and pro-active corporate communications 5. Good corporate governance	1. First stream (government subsidy for teaching and learning and research) 2. Second stream (student fees for academic programmes, accommodation and services) 3. Third stream (research grants and contracts) 4. Fourth stream (philanthropic donations) 5. Fifth stream (investment income, commercialisation, technology transfer, short courses)	<i>Available funds</i> 1. Unrestricted and unearmarked 2. Unrestricted and earmarked 3. Restricted funds 4. Other funds  <i>Asset categories and % of total assets</i> 1. Property, books and equipment 2. Investments 3. Trade and other receivables and contract assets 4. Cash and cash equivalents 5. Other assets
<b>Key Partnerships</b>		<b>Cost structure</b>	
1. Staff 2. SU Council 3. Alumni 4. Donors 5. Industry 6. Government (national and local)		1. Remuneration (55,5%) 2. Operational, equipment and other (44,5%)	<i>Liability categories as % of total liabilities</i> 1. Interest bearing borrowings 2. Staff benefits 3. Trade and other payables and contract liability

The dimensions of the business model revolve around the following:

- The elements on which the University’s value propositions are built for its various clients.
- The needs of the different “clients” are taken as a point of departure.
- The business model indicates how SU builds a **relationship** in response to client needs, and along which channels “products” are delivered.
- SU’s business model also indicates how the University’s products are delivered in terms of **key resources and capabilities, key activities, and key partnerships.**

- Finally, the business model indicates the **financial shadow** of the abovementioned activities in terms of income streams, the cost structure, and available funds, assets, and liabilities.

The budget process is rigorous and students and faculties are consulted. The most recent budget as approved by Council in October 2021 is included in the *Portfolio of Evidence*.

The economic impact of Stellenbosch University on the local municipal area is estimated to be in the region of R5,644 million, according to a *recent study* by SU's Bureau for Economic Research (BER), published in 2018.

The *Reports by the Audit and Risk Committee* of the Council are also included in the Portfolio as evidence to demonstrate that the committee reports twice a year to the Council.

## (b) Standard 2

The stated vision, mission and strategic goals align with national priorities and context (e.g., transformation, creating a skilled labour force, developing scarce skills areas and a critical citizenry, and contributing to the fulfilment of national goals as informed by the NDP and related national planning), as well as sectoral, regional, continental, and global imperatives (e.g., Africa Vision 2063 or the Sustainable Development Goals).

- The institution has clearly formulated its alignment to local, regional, national, continental, and international imperatives in its vision, mission and goals so that these are fully appropriate to the South African context
- The most recent and relevant policy documents, guidelines and appropriate data and resources were used to formulate the institution's alignment with these imperatives.
- Regular reviews bring these defining documents under scrutiny, and changes are made as the need arises and as circumstances change.

### Quality Judgement

In terms of standard 2, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

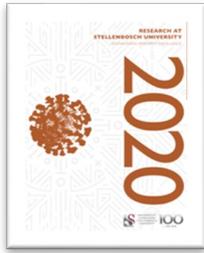
### 2.1 Reflection on guidelines

SU's *Vision 2040 and Strategic Framework 2019-2024* has drawn on relevant national and international strategic documents, including the National Development Plan 2030, Africa Vision 2063, and the UN's Sustainable Development Goals 2030.

As a research-intensive university, SU has an appropriate *programme-qualification mix (PQM)* which provides for both professional and formative undergraduate degrees and a suitably specialised mix of disciplinary and inter/transdisciplinary programmes at the postgraduate level.

Institutional expertise and research capacity allow for immediate and significant contributions to some of the most protracted challenges of our time, whether medical (tuberculosis, Covid-19, HIV and Aids), sociological or ecological. In addition, the University hosts *38 research chairs*, of which 24 form part of the South African Research

Chairs Initiative (SARChI), funded by the Department of Science and Technology (DST), through the National Research Foundation (NRF).



Link(s) 22: SU's *Research 2020* publication focuses on the comprehensive research response related to the corona virus and the Covid-19 pandemic.

Given the available scarce skills developed at SU, e.g., in agriculture, sustainability studies, water management and data science, different modes of delivery and the offering of a wider range of undergraduate qualification types (such as *Diplomas*) in a limited number of disciplinary areas are being explored. To regulate these developments, SU regularly reviews its policy and management documents, e.g., the presentation of short courses and the establishment of disciplinary and interdisciplinary schools, institutes, and centres, as well as through initiatives giving form and shape to the University's *Internationalisation Strategy*. This ensures that the institution has a sufficiently flexible, yet integrated framework within which to manage competing demands and respond to needs.

To contribute towards SU's aspiration to be an internationally recognised research-intensive institution, rooted in Africa with a global reach, *SU International* promotes and enables internationalisation at SU as an augmented comprehensive process involving both faculties and PASS environments. Defining internationalisation as comprehensive implies that it is an institutional imperative influencing all facets of the University. This comprehensive institutional imperative can be captured by using eight dimensions while recognising that these dimensions may be interrelated and that aspects within one dimension (may) relate to another or others (multi-layered). These eight dimensions are used as a guiding framework for the internationalisation strategy:

- The *governance and organisational dimension* considers the institutional commitment and the related governance structures for internationalisation. It also looks at the human resources dedicated to international activities and the financial and facilities support provided for these activities.
- The *research dimension* refers to aspects such as international collaborative research programmes; international research funding; research centres operating with international partners; the presence of international researchers (as visitors and as full-time staff) and international postdoctoral fellows. It also includes the development and enrichment of scholarship in Africa (e.g., *African Doctoral Academy* schools, *Emerging Scholars Initiatives* with partner institutions in Africa).

- The *academic programmes dimension* includes joint degree programmes with partners in other countries, programmes and courses with an international component and the participation of students in international studies. The dimension can also reflect on activities such as virtual mobility and curriculum renewal. The latter can contribute to the profile and attractiveness of the institution as a study destination for international students.
- The *engagement dimension* refers to purposeful thematic, bi-lateral and multi-lateral partners or consortia in various geographical areas. These include partners in Africa, as well as beyond Africa (e.g., ARUA African Research Universities Alliance, GAUC Global Alliance of Universities on Climate, VIU Venice International University, AUDA-NEPAD Centre of Excellence in Science, Technology and Innovation, International Town and Gown network). Also important is stakeholder engagement with international education organisations and with government, industry and business on an international, national and local level. Engagement includes building and maintaining relationships.
- The *student dimension* considers the flow of students and includes reference to the international students at the institution (degree and non-degree, all levels of study and all subject fields) and the mobility of students to include an international study experience in programmes. This also includes global education interventions for a transformative student experience (e.g., Compulsory semester abroad for *BCom (International Business)* students, Global citizenship course, Global Student Learning Outcomes framework for all internationalisation-at-home initiatives). The student dimension therefore also contributes to the on-campus student experience the University aims to create for domestic and international students and is linked to the graduate attributes championed by the University.
- The *staff and postdoctoral fellows dimension* reflects the international profile of all staff and postdoctoral fellows (e.g., the number of international staff members, the international experience and exposure of local staff), as well as international visiting staff for academic purposes. This includes staff mobility programmes for capacity development (Africa Collaboration Grant, PASS mobility programme with Lund University, Full participation in EU Erasmus+ programmes). It also refers to support staff and interventions to build their competencies and understanding in this regard.
- The *reputation dimension* refers to the institution's communication strategy internationally, how international alumni are kept connected and includes international marketing, branding and recruitment strategies.
- The *innovation dimension* refers to the institution's commitment to encouraging innovation, entrepreneurship and technology transfer activities internationally.

The recent establishment of two Type 3 schools that operate alongside faculties is a good example of SU's responsiveness to global, continental and regional requirements, even at a structural level. The two schools are the *School for Data Science and Computational Thinking* and the *School for Climate Studies*.

As part of continuing the development of rounded and critical citizens, the *Strategy for Teaching and Learning 2017-2021* is currently under review. The *Strategy* articulates the University's four graduate attributes, i.e., graduates who have an **enquiring mind**, are **engaged citizens**, **dynamic professionals**, and **well-balanced individuals**. These graduate attributes have enabled the *Centre for Student Leadership, Experiential Education and Citizenship* (CSLEEC), situated in the Division for Student Affairs, to develop and recognise a range of co-curricular learning experiences with which students can develop competencies beyond the formal curriculum (see *CSLEEC contribution* in the Portfolio of Evidence).

Further examples from the *Responsibility Centre for Social Impact, Transformation and Personnel* to demonstrate the alignment with local, regional, national, continental, and international imperatives are as follows:

- The *Ubuntu Dialogues* is a joint international partnership between the Stellenbosch University Museum and the African Studies Centre at Michigan State University, in the United States of America. This Andrew W Mellon Foundation-funded partnership is geared toward (a) transforming the function and practice of the museum as an institution, both within Africa and around the world; (b) establishing new and strengthening existing connections and cooperation between universities, museums and communities, and (c) developing a replicable framework for universities and museums across national and other divides to collaborate in producing dynamic sites for the co-creation and dissemination of knowledge and practice. The project includes three main components: virtual student dialogues, a seminar speaker exchange programme, and a student internship programme.
- A Transformation Learning Network has been established as a community of practice for university staff and students who provide leadership on transformation within the institution.
- The *Stellenbosch University Choir* is one of the most successful nexus points between the University, the Stellenbosch community, South Africa, and the world. The international success of the choir and its deep-seated commitment to music, is arguably a successful vehicle for human communication as it continues to bring joy to the communities of Stellenbosch, South Africa and beyond. The framework of operation for this unit remains that of offering performances throughout the year.

## 2.2 Faculty examples

For this section of the self-evaluation report, faculties identified initiatives, good practice examples and/or projects since 2018 that relate directly to local, regional, national, continental, and international imperatives. Provided below are examples of some responses.

### 2.2.1 Faculty of AgriSciences

Both the undergraduate and postgraduate academic programmes offered by the Faculty of AgriSciences address many of the environmental sustainability and food security issues that our country and continent face. Some good practice examples include the following:

- Plant Health Platform: Consolidating internal capacity and expertise with external needs and priorities, in support of food security, economic growth, rural development and job creation.
- Agri Data and Innovation Hub: Establishment of a dedicated platform directed at the promotion of data analytics and innovation associated with the introduction of 4IR and smart farming technologies in support of sustainability and profitability of local and regional agriculture and related economic development.
- *Centre for Food Safety*: Establishment of a national centre of excellence in food safety to promote the productions and distribution of safe food products linked to food security, consumer welfare and mitigation of business risks.
- Programme on Regenerative Agriculture: A multidisciplinary research programme with internal and external collaborators directed at the promotion of sustainable agriculture and resource conservation.

### 2.2.2 Faculty of Arts and Social Sciences

The Faculty of Arts and Social Sciences' *Graduate School*, which has been running since 2010, is an example of good practice. It is linked to an African collaborative PANGEA network, consisting of nine universities on the continent, and has produced 114 PhD graduates in Africa, with an average completion rate of less than three years. This network also produces collaborative research projects. In addition, as an excellent example, the PANGEA-Ed initiative empowers mid-career scholars with skills related to academic management and leadership through the hybrid-learning short course for doctoral supervision (funded by the German Academic Exchange Service, DAAD) and is offered by the Centre for Research on Evaluation, Science and Technology (*CREST*).

Aligned to national priorities, the Faculty of Arts and Social Sciences hosts three *research chairs* in Gender Politics; Land, Environment and Sustainable Development, and Science Communication.

### 2.2.3 Faculty of Education

The Faculty of Education has a focus on the training of high-quality teachers, which speaks to the education and training (NDP #7) and quality education (SDG #4) themes of the National Development Plan (NDP) and Global Sustainable Development Goals (SDGs). The Faculty delivers quality academic programmes, which equip educational

practitioners for the sector and aims to contribute to all the key societal and ecological challenges and eradicate the challenges of our South African past. Some good practices we would like to highlight, include the:

- New training opportunities we have introduced at *SciMathUS* since 2018. SciMathUS offers learners who have already passed Grade 12 (with an average of at least 60%) but who do not qualify for higher education admission, a second opportunity to improve their National Senior Certificate results in specific subjects to enable them to re-apply for enrolment in disciplines such as medicine, natural sciences, engineering, and business and accounting. Over the years SU has produced a multitude of graduates from the SciMathUS “bridging course”;
- Variety of *Advanced Diploma in Education* programmes offered by our SU Centre for Pedagogy (*SUNCEP*) for working practitioners, and
- Hybrid mode of the offering of our *Bachelor of Education Honours (BEdHons)* programmes. This has been a well-contemplated innovation in response to the needs of our postgraduate students.

#### 2.2.4 Faculty of Economic and Management Sciences

The Faculty of Economic and Management Sciences strives to engage in socially responsive research. Some examples include:

- The *Bureau for Economic Research* (BER) has worked with the National Planning Commission to develop meaningful indicators with which to measure South Africa’s progress in a concise and meaningful manner;
- Over the last two years, the researchers at the *GENS Trilateral Chair in Mainstreaming Gender for Energy Security in Poor Urban Environments* under the leadership of Prof. Josephine Musango have been building research capacity and producing knowledge across Africa concerning gender-informed innovation and commercialisation opportunities in alternative energy technology and services, and
- Prof Nicolene Wesson has compiled the first comprehensive share repurchase data study in South Africa, which enabled her to test global theories on share repurchases in the South African environment. The influence of her work can be seen in more transparency in annual report disclosure. She worked with the Financial Services Board (FSB, now the Financial Sector Conduct Authority, FSCA) and the Johannesburg Stock Exchange (JSE) to review the current JSE listing requirements for disclosure of share repurchasing activities in annual reports.

At a postgraduate level, the following entities are examples of good practice:

- The *Graduate School of Economic and Management Sciences* (GEM) provides PhD support programmes aimed at addressing various national priorities as outlined in the National Development Plan (NDP). First, the Graduate School's full-time PhD programme is aligned with the vision of establishing South Africa as a regional hub for higher education which attracts a considerable proportion of international talent: approximately two-thirds of the 78 PhD candidates who have been enrolled in the programme are from outside South Africa. Second, the PhD support programmes offered to South African academics address the objective of increasing the proportion of academic staff with PhDs at South African higher education institutions as expressed in the NDP. Descriptions of the full-time and staff support programmes are provided in the Graduate School's 2021 report.
- The *Africa Centre for HIV/AIDS Management* focuses on education, research, and community outreach related to HIV and AIDS management in the world of work.
- The *Stellenbosch Business School* (USB) focuses on the needs of organisations and the world-of-work, seeking opportunities to benefit both parties. Relationships with business partners may include direct student support, teaching contributions, research funding and access and support to governance, but also a degree of access to curriculum formation, research agenda-setting and particularly to the USB intellectual product. Through *USB Executive Development* (USB-Ed), a significant contribution is made to increase management skills and capacity across business organisations.

Further to these examples, the Faculty of Economic and Management Sciences' academic offerings relate to local, regional, national, continental, and international imperatives.

- The *Centre for Sustainability Transitions* (CST) brings together complexity thinking, sustainability science, and transdisciplinary research methodology which aligns closely with the Sustainable Development Goals;
- The *Diploma in Public Accountability* is aimed at developing the skills and competencies of employees in public service organisations, specifically municipal workers. This *Diploma* aligns with the national imperative of developing a state capable of serving its people as per the NDP, and
- The new *Bachelor of Data Science* programme aims to develop graduates who are equipped for the Fourth Industrial Revolution. Work across nearly all domains is becoming more data-driven, and this continued transformation of work requires a substantial cadre of talented graduates with highly developed data science skills and knowledge. A qualification in *Data Science* is highly desirable and should lead to many job opportunities.

### 2.2.5 Faculty of Engineering

The main value proposition of the faculty is the advancement of knowledge in service of society by providing professional engineering resources and world-class research outputs to contribute towards the development of the South African economy and improvement of the quality of life of all our citizens. The major contribution is reflected in the many engineering graduates delivered each year. The faculty constantly reviews the curriculum and research focus to ensure that it aligns with local, regional, national, continental, and international imperatives. The most recent undergraduate focal area introduced is *Data Engineering*, which is well-aligned with the Digital and Fourth Industrial Revolutions.

### 2.2.6 Faculty of Law

The review, reconceptualisation and renewal of the *Bachelor of Laws (LLB)* curriculum is a good practice example of purposeful alignment with national and international imperatives; not merely training legal practitioners but equipping students to become jurists with expert knowledge of the law.

At the postgraduate level, the faculty introduced new master's programmes, including the *LLM (Public Procurement)*, which has responded to the scarce skill needs in the sector.

Apart from its academic offering, the Faculty of Law actively participates in national policy review processes, including, e.g., the revision of Section 25 of the *Constitution*, i.e., the property clause. In this instance, the staff members from the departments of Private Law and Public Law and the NRF Research Chair in Property Law, participated in the review process of the property clause in the period 2018 to 2021 until the culmination of the process when the *Constitution Eighteenth (18<sup>th</sup>) Amendment Bill* was put to a vote on 8 December 2021. Faculty involvement included making written and oral submissions to Parliament since the commencement of the process. Other initiatives included a public seminar hosted by the Research Chair in Property Law dealing with the publication of the *Final Land Panel Report on Expropriation with Nil Compensation* on 25 September 2019 and a workshop on 15 January 2020 that dealt with the *Draft Constitution Eighteenth (18<sup>th</sup>) Amendment Bill* specifically. Various commentaries were further submitted in 2020 and 2021 as part of a broader team of experts, including members of North-West University, Wits, University of Cape Town, and the Human Rights Centre of the University of the Free State.

Additional examples include:

- Annual Social Justice Conferences,
- Short Course offered on Labour Resolution Practice (which attracts 170 participants each year), and
- POPIA amendment act.

### 2.2.7 Faculty of Medicine and Health Sciences

The Faculty of Medicine and Health Sciences, through its learning and teaching, research and social impact, contributes significantly to the achievement of the *Promoting Health* (NDP #8) and *Good Health and Well-being* (SDG #3) goals.

Recent good practice examples include:

- The improvement of educational infrastructure, with the *refurbishment of the Faculty's 3,000 m<sup>2</sup> library* [video] in May 2018, the launch of a new *state-of-the-art multimedia studio* which opened in October 2020 and a new *ultramodern simulation and clinical skills unit* launched in May 2021.
- The construction of SU's R1,3 billion *Biomedical Research Institute* (BMRI): When completed, the BMRI will form a fully integrated research complex, dedicated to understanding the genetic and biomolecular basis of disease in Africa.
- Work related to the treatment of TB, HIV and noncommunicable diseases, as well as research related to Covid-19, as described in the Faculty's *2020 annual publication*.



Link(s) 23: Faculty of Medicine and Health Sciences *Annual Publication 2020*

### 2.2.8 Faculty of Military Science

The Faculty of Military Science introduced several changes in terms of its learning and teaching and social impact activities. Some examples include:

- Developing a clear career and progression pathway from matriculation to a *Master of Military Science* programme for the South African National Defence Force (SANDF) officials who are attending their senior courses at other SANDF Colleges.
- Expanding the Faculty's international profile, by signing memoranda of understanding with the United States Military Academy (in April 2022) and the Royal Military Colleges in Canada; introducing student and staff exchange opportunities with the French Military Academy, Saint-Cyr; participating in the Saudi Arabia Military Education programme development and participating in the Erasmus+ exchange programmes with General Tadeusz Kosciuszko Military University Land Forces, in Poland.

- Implementing clauses from the Memorandum of Agreement with the Department of Defence (dated 5 October 2017) to actively improve the facilities, equipment, and general maintenance and upkeep at the Saldanha Campus.
- Expanding on the Faculty's student-driven MASIZA social impact projects and the *Trans Enduro Exercise* in which students have participated for more than 30 years. Nine teams, including land, running, log, signal, media, cycling and sea teams, travel from the Eastern Cape to Saldanha in ten days, staying over in towns along the way. While the cycling team covers a certain distance on bicycles (100 km), the sea team travels along the coast with two rubber dinghies, and the land team drives with vehicles from town to town, undertaking fundraising events, while the log team prepares for the following team's arrival. There is also a running team that covers 10 km each day. At certain points the teams change. Also, it is a tradition that the mayor of each town writes a short letter of goodwill to the mayor of the next town. The letter is handed to the exercise commander who delivers it to the mayor of the next town. Each morning sees a short opening ceremony organised in conjunction with the various mayoral committees of municipalities along the way.
- The Security Institute for Governance and Leadership in Africa (SIGLA) took part in the Military Ombud stakeholder perception survey that took place between 2020 and 2021. The *Military Ombud Act, No. 4 of 2012* mandates the Office of the South African Military Ombud to investigate complaints lodged in writing from current and former members of the South African National Defence Force (SANDF) regarding their conditions of service, as well as members of the public regarding the official conduct of a member of the SANDF. *The report* presents the findings of a stakeholder perception survey conducted in five provinces to assess perceptions of the Military Ombud amongst relevant stakeholders.

### 2.2.9 Faculty of Science

- Given the growing importance of data analysis and the demand for data analysts, including in the biological sciences, the Faculty of Science, introduced new and innovative programmes during this review period, namely, participation in the design and development of the interdisciplinary newly-accredited undergraduate programme, the *Bachelor of Data Science* which offers several different focus areas/streams.
- Established the *Centre for Bioinformatics and Computational Biology* and subsequently introduced the *Bachelor of Science Honours, Master of Science* and *PhD* programmes in *Bioinformatics*. This required a minor redesign of undergraduate programmes to offer an interdisciplinary stream in the *Bachelor of Science* degree and which allows articulation into postgraduate programmes.

- Redesigned the Computer Science stream in the *BSc (Mathematical Sciences)* programme into a fully accredited *Bachelor of Science in Computer Science*.
- Introduced a structured *Master of Science in Machine Learning and Artificial Intelligence*, in collaboration with leading industry experts, to serve the need for such a qualification and to also offer some of these modules for the learn-and-earn market as short course offerings.
- Collaborated with the establishment of the *School for Data Science and Computational Thinking* and the *School for Climate Studies* to strategically position SU as a leader in these fields.

### 2.2.10 Faculty of Theology

During this review period, the Faculty embarked on the renewal of the *Bachelor of Theology* programme. Curriculum conversations with students opened-up discussions on the visual redress of faculty spaces and have led to three further programme renewal activities, the formalisation of an extended curriculum programme (ECP) for the *Bachelor of Theology*, also offering it in a hybrid modality and contemplating our *Postgraduate Diploma* programmes within the Faculty.

Local and international student exchange and research collaborations foster increased interest in international students taking modules and full courses at our Faculty. NetAct is a key partner centre in fostering relationship and partnership with other African universities. International partnerships with Oxford Centre for Religion and Public Life (OCRPL) and the Association for Christian Theological Education in Africa (ACTEA) and others have been strengthened. International interest in teaching and learning collaborations in our master's programme offerings is increasing.

## (c) Standard 3

There is demonstrable strategic alignment between the institution's quality management system for core academic activities across all sites and modes of provision and its vision, mission, and strategic goals, as well as its governance and management processes.

- The vision, mission and goals translate into a strategic plan with measurable objectives, clear timeframes and resources allocated towards the achievement of the goals set.
- The strategic plan articulates the relationship between the institution's goals and its quality management system.
- The strategic plan is unpacked as planning documents and instruments, such as operational- and annual performance plans or scorecards that are negotiated with the staff responsible; such plans are realistic and implementable, with adequate performance and monitoring criteria included, as well as consequence management of these plans.
- The strategic plan, as well as the operational and annual performance plans, is subject to regular review.
- The institution is governed in a manner that is consistent with the vision, mission, goals, and strategic plan, as well as its core academic mandate as described in Standard 1.
- The highest decision-making authority in the institution regularly holds the executive management of the institution to account for its implementation of the strategic plan.
- The highest decision-making authority focuses on providing strategic direction and its responsibility for fiduciary oversight but does not become involved in the operation of the institution to the detriment of quality.
- The responsibilities at executive management level for the realisation of the institution's mission, vision and goals, and the implementation of the strategic, operational, and annual performance plans are appropriately allocated, implemented, and monitored for effectiveness.
- Executive management regularly reviews the nature and extent of institutional responsiveness, with special reference to ethical leadership and resource allocation, and to quality management to enhance the quality of student experience and the likelihood of student success.

### Quality Judgement

In terms of standard 3, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

### 3.1 Reflection on the guidelines

The six core strategic themes of the *Vision 2040 and Strategic Framework 2019-2024* are derived from and aligned to the learning and teaching, research, and community

engagement (social impact) roles a university fulfils. In addition, it speaks to an engaging institutional culture, both for students and staff.

Faculties and Responsibility Centres (RCs) interpret themes within their own contexts and align their *Strategy Implementation Plans* accordingly. These plans are integrated at faculty and responsibility centre levels and are translated into manageable goals and measurable objectives, with human and financial resources allocated towards its achievement.

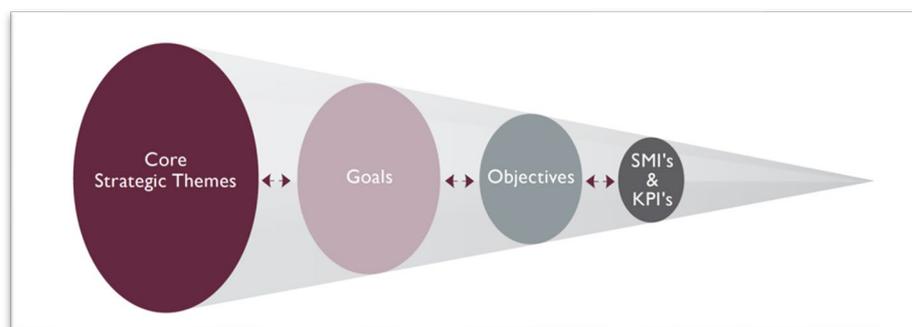


Figure 43: Relationship between components of the *Strategic Framework*

As is the case with the CHE criteria related to quality assurance, the quality assurance system at SU focuses mainly on the learning and teaching- and curriculum-related aspects located within departments and academic programmes. But in addition, there also is a focus on departments' organisational structure, and their research and social impact activities.



Link(s) 24: *Policy for Quality Assurance and Enhancement at Stellenbosch University (2019), Themes and Criteria: Evaluation of departments and programmes, and the Baldrige Approach: Framework for the self-evaluation of support services*

### Good practice and improvement area

Since the approval of the *Policy for Quality Assurance and Enhancement at Stellenbosch University (2019)*, the Centre for APQ has workshopped its current themes and criteria for departmental and PASS evaluations and is in the process of producing a *good practice guide with themes and criteria for self-evaluations*.

This document will be introduced as part of a series of online resources for departments, support service (PASS) environments and programme teams in conducting productive self-evaluations and peer reviews in the future.

This remains an improvement area for the Centre for Academic Planning and Quality Assurance, to provide optimal, distributed just-in-time support, given the limited personnel resources in a small centre.

When conducting a self-evaluation, departments and professional academic and administrative support service (PASS) environments are required to contextualise their functioning within the changing strategy and policy landscape of the University, and of the faculty or responsibility centre within which they are located. Similarly, these contextual factors are also contemplated when designing a new academic programme or when undertaking a programme review and renewal project.

The University Council and Rectorate both function well. There is good governance, management and fiduciary oversight with transparent financial planning and reporting. The revised *Statute of Stellenbosch University* (2019) has reduced the number of people serving in Council and has ensured a clear delineation of responsibilities regarding the statutory bodies of the University.

#### **Good practice and improvement area**

Since the establishment of an Institutional Secretariat within the Registrar's Division (which was a recommendation that emanated from a self-evaluation and peer review process), the good practice of drafting and updating *mandates* for all statutory committee structures, has been implemented successfully.

This ensures clear roles and responsibilities for all statutory committees. An improvement action remains to encourage all operational committees to do the same.

### **3.2 Faculty examples**

Under this standard, faculties were asked to list their main goals and how different managerial and quality assurance mechanisms (e.g., strategic goal scorecards) are used to track and manage the progress made with their plans, goals, and objectives. They were asked to look at information for improvement they use to make data-informed decisions and indicate current pressure points and improvement actions. A brief synopsis of their responses is provided below that demonstrates the alignment of the faculties' objectives with the overarching SU six core strategic themes and how the faculties' goals and targets are set and monitored using the University's data sources and strategic management indicators.

### 3.2.1 Faculty of AgriSciences

The Faculty uses different quality assurance mechanisms for the management of learning and teaching, research and innovation, social impact, administration, and infrastructure.

#### Learning and Teaching

- **Enrolment targets:** Faculty targets are set, monitored and reported on in conjunction with the *Division for Information Governance*, which provides real-time information on performance in a dashboard format to Faculty management.
- **Student success:** Student success at the level of individual performance, module success rates and graduation rate are monitored by the faculty through the office of the *Co-ordinator: Academic and Student Affairs*. Information on student, module and graduation success is provided by the *Division for Information Governance* and incorporated into various institutional reports.
- **Curriculum development:** The ongoing process is governed by the faculty's Academic Planning Committee, reporting to various institutional forums, and drawing support from, e.g., the *Centre for Academic Planning and Quality Assurance (APQ)* and the *Centre for Teaching and Learning (CTL)*.
- **Co-curricular initiatives:** Specific initiatives include the *Leadership Entrepreneurial Application Programme (LEAP)* and well as various initiatives on entrepreneurship and innovation in collaboration with the *Launchlab* and *Innovus*.

#### Research and Innovation

- **Enrolment targets:** Faculty targets are set, monitored and reported by Faculty management in conjunction with the *Division for Information Governance*, which provides real-time information on performance in a dashboard format. The decline of postgraduate bursary support from the National Research Foundation (NRF), amongst others, has become a major point of concern in securing a steady uptake of postgraduate students, to the extent that alternative strategies had to be devised at various institutional levels to respond to the lack of bursaries.
- **Academic success and throughput rates:** Real-time information is provided by the *Division for Information Governance* and acted upon by Faculty management. Good progress has been made with improving throughput rates while maintaining high levels of academic success, i.e., graduation.
- **Research funding:** Is being reported and monitored in conjunction with the *Division for Research Development (DRD)* on an ongoing basis. The decline of funding through conventional channels in support of higher education

objectives is an area of concern to the faculty and specific strategies are being developed to grow existing and alternative streams for research funding.

- **Research and Innovation outputs:** These are recorded and monitored by the faculty, in collaboration with the *Division for Research Development (DRD)*, the *Division for Information Governance* and *Innovus* to which faculty management responds on an ongoing basis. The current research output of the faculty is above the institutional average.
- **SU efficiency Index:** Both Learning and Teaching, and Research and Innovation inputs and outputs are measured by the *Division for Information Governance* and are expressed as an efficiency index at both faculty and departmental level.

### Social Impact

- All social impact initiatives are registered on a *Social Impact* institutional database, capturing target groups, timelines and expected outcomes.
- The Faculty's *Social Impact Committee* oversees additional internally funded social impact initiatives and reports on the nature, progress, and impact of these initiatives to the Faculty Board and Senate.

### Administration

- **Budget/Resource allocation:** Detailed information on budget planning and financial management is available on various institutional platforms through the *Finance Division* and the *Division for Information Governance*. Financial management information is monitored and responded to by Faculty Management on an ongoing basis.
- **Faculty Staff Plan:** There is an annual submission and approval of the faculty staff plan with a three-year forecast, capturing current detail of staff, together with promotions, retirements, and new positions.
- **Staff transformation targets:** Targets are set and monitored under the University's *Transformation Plan* in conjunction with the *Human Resources Division*.

### Infrastructure

- Upgrading and adaptation of the learning and teaching infrastructure.
- Renewal Plans for experimental farms: Welgevallen and Mariendahl.
- Proposal on the development of an Agri Precinct at Welgevallen Experimental Farm.

### 3.2.2 Faculty of Arts and Social Science

The Faculty of Arts and Social Science's *faculty renewal action plan* specifies all the key actions that have been tracked since 2018. As far as departments are concerned, our annual action plan meetings are used to measure progress, and Power-BI data is used to, e.g., track research outputs and teaching.

Pressure points and interventions are identified every year, e.g., we have 30 to 40 *Master of Arts* students enrolled annually, but the throughput is judged not to be good enough. Interventions include improved monitoring, feedback, offering more colloquia and seminars in the department, students and supervisors working towards mid-year feedback sessions, and introducing signed memorandums of agreement (MoA) or understanding (MoU) between students and supervisors. The postgraduate pipeline and the enrolment planning and management are pressure points in the faculty, with constraints identified at the departmental level.

In terms of the regular quality assurance (QA) cycle, ordinarily, departments are good at sticking to the timelines, and it is an extremely useful exercise, with panels that typically point out bold suggestions, actions, or proposed interventions for improvement, which are then incorporated into their action plans, with a two-year feedback report submitted to the Quality Committee. Some QA processes take longer to complete, but every single year, there are alignment conversations and action plans which emanate from the QA conversations.

Undergraduate programme renewal is constantly on the agenda. During this evaluation period, we have done away with *Social Dynamics* and *Socio-Informatics* which were found to be unsustainable. The pressure point of managing 1,100 undergraduate students, mostly enrolled in broad, formative *Bachelor of Arts* programmes, remains a challenge. With a multitude of module combinations offered to students, we need to identify potential overlaps, collapse programme options, where applicable, and manage both low and high enrolment numbers (e.g., in *Psychology*).

A pressure point for the entire University these past two years during the Covid-19 pandemic has been the issue of staff wellness. The constant mode switching between ERTLA (Emergency Remote Teaching, Learning and Assessment) and ARTLA (Augmented Remote Teaching, Learning and Assessment) arrangements has tested staff resilience. How long can this pressure can be sustained remains an open question.

In terms of financial management, we have worked on a budget benchmarking model with which to interrogate the "optimal" number of staff needed to deliver on our undergraduate teaching, postgraduate supervision, social impact obligations, and research output. Benchmarks are being established within a variety of environments (e.g., the benchmark for a Department of Social Work seems to be seven, yet we only operate with five staff members). These benchmarks will be different within the *social sciences*, *arts*, and *language* departments.

### 3.2.3 Faculty of Economic and Management Sciences

The Economic and Management Sciences (EMS) faculty engages in strategic planning at both the faculty and departmental (or school/centre) level.

#### Faculty level

Each year the dean, vice-deans, faculty director and human resource (HR) practitioner meet individually with each of the twelve heads of departments (HODs) and directors for three hours to discuss the medium-term plan for each specific environment. At that meeting, the director of faculty management presents the detailed metrics for the specific environment (department/school/centre) regarding enrolments (by module, race, and gender), staff diversity and financial sustainability. These detailed discussions culminate in an agreed-upon budget and staff plan for the following year. The detail from these twelve (12) “environmental” discussions then feed into the faculty’s strategic planning, which is largely undertaken by the dean, vice-deans, and faculty director.

The faculty has a *strategic indicator scorecard* that articulates, in a summarised format, the faculty’s priorities, description of goals reached and future challenges. This scorecard is structured according to the University’s six core strategic themes and in this way, the faculty aligns decision making with institutional goals and objectives. The scorecard is updated on an annual basis and guides the managerial decision making to track and manage progress. All the data is collated in the *Division for Information Governance* platform. For most of these indicators, the tracking is done up to the departmental level and continuously used in decision making.

The pressure points and improvement actions are listed in the *EMS Strategic focus and targets*. In summary, the following require attention at a strategic level:

- The faculty has challenges to grow its external income streams. To remain a thriving faculty, it will have to align its focus to the new market trends, be responsive to the needs of students and prospective employers and explore externally funded opportunities.
- The faculty must improve on the diversity and transformation of its student intake. In 2020, the black African, coloured, Indian, and Asian first-time entering students in the undergraduate programmes was standing at 27,1% which is only 69.3% of the 2026 target.
- A further challenge for the faculty is to grow our number of postdoctoral research fellows. This untapped strategy is mainly constrained by funding opportunities and collaborations with industry which remain challenging to establish in the business sector.
- Transformation of staff: Of the total staff profile a third of staff are from the black African, coloured, Indian, and Asian (BCIA) population groups (G1). However, the figure for permanently employed academic staff stands at only 18.4% (G2), and for staff on post-level 6 and higher is at only 9,3% (G3).

### Departmental level (example from the School of Accountancy)

Within the School of Accountancy (SoA), the management of the quality control of programmes offered at both undergraduate and postgraduate levels is the responsibility of the Director of the SoA, in cooperation with the joint programme leaders.

The accredited programmes offered by the SoA are largely dependent on the *Competency Framework* of the South African Institute for Chartered Accountants (SAICA) and are designed to meet at least the requirements of this framework (see *self-evaluation report prepared for SAICA*). In addition to complying with the requirements of the *Competency Framework*, the programmes are designed to produce a well-balanced trainee accountant and future CA(SA), by also including other topical and relevant matters.

Each divisional head in the SoA is co-responsible, with the joint programme leaders, to consider and evaluate the various modules of the programmes offered and their content. They meet regularly to discuss topical issues that might have an impact on the development of the respective modules of the programmes offered. Care is taken to cover the requirements of SAICA's Competency Framework, as well as to include other relevant and topical matters.

Programmes are continuously monitored and reviewed, which gives rise to proposals for additions, modifications, redesign, and improvement of programmes from time to time. These are discussed by the faculty Programme Committee and subsequently recommended to and approved by Senate via further committee structures. Both the Director and the Deputy Director: Learning and Teaching of the SoA are members of the Faculty's Programme Committee.

Quality oversight over teaching methods and learning material in the SoA is in the form of regular feedback from class representatives on these aspects and formal student feedback.

#### 3.2.4 Faculty of Education

The faculty aligns itself with the University's six core strategic themes. To be a sustainable faculty is one of our main goals, with quite a few initiatives that try to address the following, the:

- Optimisation of our institutional effectiveness;
- Succession planning, especially in terms of high-performing researchers nearing retirement;
- Mentoring of junior lecturers;
- Transformation of our staff;
- Improvement of postgraduate throughput, recognising the fact that they are mostly working professionals, and

- Increasing the bursaries available to students, seeing that NSFAS has withdrawn its funding for the *Postgraduate Certificate of Education (PGCE)* in 2021.

### 3.2.5 Faculty of Engineering

The faculty's three main strategic objectives are as follows:

- Maintain and enhance our ECSA accredited undergraduate programmes focused on a cost-effective, high-quality programme offering with a renewed emphasis on solving complex engineering problems and exposing all *BEng* students to data sciences; (aligned to SU Core Strategic Themes 1, 2 and 4).
- Grow our postgraduate programmes, especially the number of doctoral candidates and postdoctoral fellows, while maintaining the current high throughput rate and simultaneously growing the faculty's Scopus footprint; (aligned to SU Core Strategic Themes 1, 2, 3, 4, and 5.)
- Improve the interaction with and support by the industry for the faculty and its various research and training programmes including the development of key international partnerships with partner universities and funding agencies to ensure the relevance and sustainability of our research programmes and increase the third, fourth and fifth income streams of the faculty (aligned to SU Core Strategic Themes 1, 3, 5 and 6.)

We track and manage our progress on these objectives, with a set of key strategic indicators that measure the faculty's performance in the main areas that support the main goals of the faculty. Many of these indicators are similar to the University's Strategic Management Indicators.

**Table 13:** Faculty of Engineering: Key strategic indicators

Principal Indicators	Target	Secondary Indicators	Target
P1: Third, Fourth and Fifth Stream Income to Total Recurring Income (all five streams) of the Faculty	>45%	S1: Ratio of First and Second Stream Income directly allocated to the Faculty in the annual Main Budget	>55%
P2: Throughput Rate: % of UG Students who graduate in n+2 years	>76%	S2: Average number of years to complete a research master's degree	<2.2 Years
P3: Ratio of BCIA students of total student body	>50%	S3: Average number of years to complete a doctoral degree	<3.5 Years
P4: Ratio of permanent academic staff with doctorates	>75%	S4: Ratio of international students, UG and PG combined	>15%
P5: Number of weighted research outputs per permanent and fixed term (more than two years) FTE-SLE (Quantity)	>5.0	S5: Number of articles in high-quality journals per permanent and fixed term (more than two years) FTE-SLE (Quality)	>1.5
P6: Ratio of BCIA all staff [at all job levels]	>55%	S6: Ratio of female permanent and fixed term (more than two years) academic staff	>30%

There are multiple data sets available to help ensure that the faculty makes data-driven decisions. These include financial, staff and student numbers, and demographics, utilisation of facilities, graduations, and research outputs.

The main challenge the faculty faces is to recruit a sufficient number of new first-year students, especially from the designated groups due to the challenges in the South African primary and secondary education systems.

### 3.2.6 Faculty of Law

The Faculty of Law uses the data on the Power-BI system as supplied by the *Division for Information Governance*. This includes information on enrolment planning and diversity. In addition, ad hoc polls and surveys are also used, e.g., recently we processed feedback from 500-odd alumni as part of our curriculum renewal project. This is a good practice of eliciting alumni feedback and can be emulated by other departments and faculties.

The main goals of the faculty relate to our learning and teaching, research, social impact, and internationalisation initiatives, and are articulated in the Faculty's *Strategic Implementation Plan*. The Faculty uses the University's work agreement and performance appraisal system to ensure that the staff's key performance areas (KPAs) and -indicators (KPIs) relate directly to those of the departments and faculty. Current pressure points include:

- Managing Covid-19 related disruptions and changes to accommodate ERTLA and ARTLA;
- Managing the research outputs of the faculty;
- Ensuring sustained transformation, and
- Introducing the new *LLB* curriculum, while phasing-out the old one, along with enrolment planning.

### 3.2.7 Faculty of Medicine and Health Sciences

Strategic planning in the faculty occurs annually. The dean's management team meets with the Executive Heads of all fourteen (14) departments as well as the Director: Centre for Health Professions Education and certain other key role players such as the Deputy Registrar for this planning event. The faculty has six key strategic focus areas and uses strategic management indicators (SMI's) to measure performance against set targets at faculty level. These indicators include:

- Percentage of academic staff with a doctorate,
- Student success and throughput rates,
- Composition of the student body,
- Income composition, and
- Weighted research outputs per academic.

At the departmental level, each department develops its targets to ensure alignment with the faculty and institutional targets, with its performance then monitored using SMIs.

### 3.2.8 Faculty of Military Science

In terms of the *Public Service Regulation (PSR)*, 2016, the Minister of Defence and Military Veterans determines a system for performance management of all employees in the government's Department of Defence (DOD).

The *Performance Management and Development System (PMDS)* is based on measuring and evaluating the tasks inherent to an official's post (Key Responsibility Areas). Applicable to the faculty, we have the following Key Responsibility Areas:

- Conducting research,
- Facilitating teaching and learning,
- Participating in social impact activities,
- Pursuing personal development, and
- Performing managerial functions.

The system for Performance Management and Development (PMDS) manages performance in a consultative, supportive, and fair manner to enhance efficiency and effectiveness, linked to the achievement of results. The primary orientation of the process is developmental but allows for effective employer response to consistent inadequate performance as well as for recognising outstanding performance.

This system was identified as the best possible system for DOD requirements, based on the guidelines and prescripts received from the Minister of Defence and Military Veterans in 2010. Another opportunity for growth and change arrived through the DOD, namely, to improve on the application of the PMDS for the 2018/2019 assessment cycle.

Every year, each staff member compiles a workplan, there are three quarterly interviews regarding progress to see whether interventions are required, and during the fourth quarter an assessment is done. An example of the *PMDS Excel Spreadsheet* is included in the Portfolio of Evidence.

### 3.2.9 Faculty of Science

A current **pressure point** is the availability of the most recent data to monitor progress and make decisions. The faculty cannot accurately base its decisions on data that is two years old (i.e., audited HEMIS data), but must base its decisions on the most recent provisional data, even on the proviso that it is unaudited.

That said, we do make use of the following information for decision-making purposes:

- **Student data**, including the enrolments on programme and module level, gender, race, nationality, language, school marks, student success regarding

modules and graduation. Most of this information is provided by the Division for Institutional Governance and constantly informs all decisions the faculty must take.

- **Staff data**, including the equity and diversity profile, qualifications and the post levels of staff (academic and professional and support staff (PASS)). Most of this data is sourced from the SUN-e-HR system as well as provided by the Division for Institutional Governance.
- **Research output data**, including publication output, postgraduate student supervision and graduation, research funding and grants received. This information is available on different sites, but most of it is also provided by the *Division of Institutional Governance*, or the *Division for Research Development*. The quality of our research outputs is important to the faculty. Therefore, the emphasis is not only on quantity. Guidelines are provided to examiners for evaluating the quality of students' theses, and researchers are encouraged to publish in journals in the top quintiles of their disciplines. Some of the factors used for promotion and appointment are citations of publications and co-authorship with national and international collaborators. These criteria are not currently included in the **SU Strategic Management Indicators**.
- **Efficiency ratio**, which is a tool developed by the Division for Institutional Governance to compare and include all the data mentioned above to score an efficiency ratio for the faculty and different departments and to monitor progress. This also informs the *Strategic Management Indicators* for the faculty.

### 3.2.10 Faculty of Theology

As articulated in the faculty's *Environment Plan* for 2021, the faculty's goals and associated actions can be summarised as follows:

**Table 14:** Faculty of Education's 2021 goals and actions

Goal	Actions
Cultivate a SU characterised by inclusivity, deep and intentional transformation, and diversity	The Transformation Committee has finalised its Terms of Reference and drives the faculty's transformation agenda.
Create opportunities for the advancement of multilingualism in academic, administrative, professional and social contexts whilst recognising the intellectual wealth inherent in linguistic diversity	According to the faculty's <i>Language Implementation Plan</i> most first- and second-year modules are offered in Parallel Medium. Other modules are presented in double medium. Tutorials are presented in Afrikaans, English and sometimes isiXhosa.
Create a financially sustainable organisation	The faculty's budget is currently sustainable with checks and balances in place to ensure that this remains the case.
Raise the standard of the University's facilities and infrastructure to those of a world-class research-intensive university, while embracing visual redress	Existing spaces will be repurposed in 2022 to create postgraduate research facilities. This is part of a master plan to redesign student

	spaces into communal areas and establish a Research Commons.
Strengthen strategic enrolment management to enhance access and inclusivity	The faculty engages in proactive recruitment particularly via church partners; enrolment management finds a balance between targets and aspects such as inclusivity.
Enhance our student success rate through educational innovation	A learning coordinator was appointed in 2020 to provide with a view to providing academic support to undergraduate students. Students in the extended degree and hybrid programmes attend academic workshops over weekends. Academic mentorship is provided on different platforms, e.g., church, hybrid programme, etc.
Build effective collaborations through partnerships, alliances and networks with other universities, institutions and organisations, where such collaboration contributes to excellence in teaching and learning, outstanding research and social engagement and impact	Two churches recently signed new partnership agreements with the SU (now a total of six church partners). The faculty's most recent MOUs are with Gothenburg and NLA - this is besides many existing MOUs with institutions in Africa and elsewhere.
Foster interdisciplinary and inter-professional teaching and learning by empowering students to participate in a learning community where staff and students work together to learn, solve problems, research and innovate	A good example is the recent Nagel Project sponsored research spearheaded by Prof Nadine Bowers Du Toit which focussed on inequality in Stellenbosch - the outcomes included a short course.
Promote the professionalisation of academics in their teaching role, and the scholarship of teaching and learning	Academic staff regularly attend workshops and conferences equipping them with good teaching and learning practices. The faculty has also produced several research projects focusing on teaching and learning.
Expand on SU's knowledge offering to serve new student markets, including the faculty's short courses strategy	Four short courses were rolled out in 2021, one of which focuses on preparing students for the <i>Bachelor of Theology</i> (hybrid offering); The first cohort of <i>Bachelor of Theology</i> (hybrid offering) students started in 2019, and the second cohort in 2021. This programme is aimed at students without the time or money for full-time studies and addresses a great need in local faith communities.
Promote the continuous renewal of the University's academic programmes using a systemic process with clearly assigned roles and responsibilities of the various role-players	The <i>Bachelor of Theology</i> programme was renewed in 2020 following a long process of consultation with all stakeholders, including students and church partners. The <i>Bachelor of Theology</i> (hybrid offering) is currently in the process of ongoing development. The <i>Postgraduate Diploma in Theology</i> is currently being redesigned in hybrid mode for implementation in 2023.

## (d) Standard 4

There is a clear understanding of and demonstrable adherence to the different roles and responsibilities of the governance structures, management, and academic leadership.

- A clear institutional or corporate governance structure indicates the regulatory hierarchy and processes, which identifies institutional powers, and the lines- and delegation of authority for carrying out institutional operations.
- The roles, responsibilities, and membership composition of the governance structures, institutional and/or corporate management and academic leadership are clearly and distinctively defined.
- Criteria for the recruitment and selection of staff are clear and include the knowledge, skills and experience required for effective working of the governance structures, management, and academic leadership.
- Members are empowered and enabled to effectively play their roles, take responsibility, and make decisions with integrity.
- The governance structures, management, and academic leadership each have effective reporting and accounting mechanisms for their roles and responsibilities and performance in general.
- Meeting expectations, proceedings and protocols of the different structures are clearly established.

### Quality Judgement

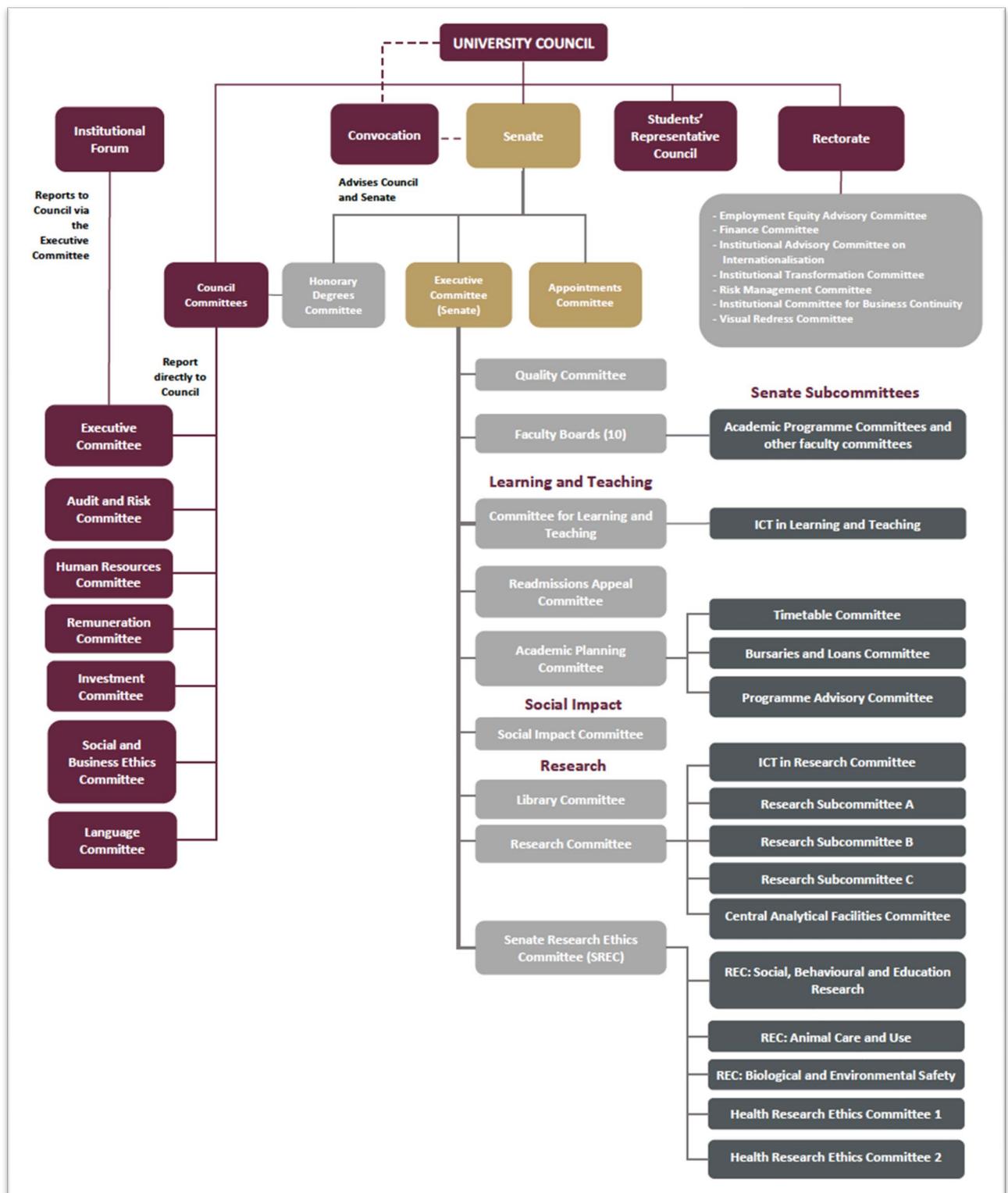
In terms of standard 4, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

#### 4.1 Reflection on the guidelines

SU has a highly functioning and mature governance, management, and committee structure, with academic leadership roles and responsibilities which are distributed throughout faculties and departments, PASS divisions and centres. Statutory structures are governed by the *Statute of Stellenbosch University (2019)*, with standing and ad hoc institutional and faculty committees with clear mandates which explain the constitution, task, purpose, reporting lines and powers for each committee.

The roles of the Council and Senate, Institutional Forum and Student Representative Council are generally well understood. This is also the case for the committees of the Senate and the Executive Committee of Senate, EC(S), e.g., the *Academic Planning Committee (APC)*, the *Committee for Teaching and Learning* and the *Quality Committee*, and advisory committees such as the *Programme Advisory Committee* which reports to the APC.



Link(s) 25: The Governance structure of SU (2022) as defined by the *Statute of Stellenbosch University* (2019)

The *Rules for Delegation of Powers and Responsibilities* clearly outline the principles and guidelines for the delegation of powers and responsibilities and provide the standard delegation documents with relevant Addenda. The *2019 Delegation framework* is included in the Portfolio of Evidence.

Roles and responsibilities are also delineated at the individual staff member level. Human resource protocols require that all advertisements adhere to a set format, with job requirements articulated at the correct Peromnes job-grade level and including the duties/responsibilities and equity considerations listed in the advertisement. Once appointed, work agreements are drafted according to key performance areas, with measurable indicators that are discussed and signed off as part of individual annual performance appraisal conversations. Work agreements are accompanied by personal improvement plans, as outlined in the *Policies and Procedures* of the Division for Human Resources.

The *SU Student Constitution* (2021) stipulates the roles of student governance and leadership structures and the procedures for the election and ex officio appointments to the Student Representative Council (SRC). Each residence, private student organisation and registered student society has a constitution which is updated in accordance with its own rules.

## 4.2 Faculty feedback

All faculties are subject to the general University decision-making hierarchy that governs academic and strategic planning. The University is committed to decentralised management as a strategic priority. In keeping with the policy of decentralisation, faculties enjoy autonomy in the running of their day-to-day business, the implementation of academic programmes approved by the Senate, and the allocation of discretionary funds. Within departments and schools, there is room for departmental leadership structures to effectively serve their environments.

Faculties have some contextual differences (e.g., in what they name their portfolios and committees), but in general, they all have highly functioning management structures, with well-defined portfolios in the dean's office, with two or three vice-dean portfolios, depending on the size of the faculty. There are committees which oversee undergraduate teaching and learning, as well as postgraduate education and research.

After the #FeesMustFall protests in 2015, many faculties decided to introduce a Transformation Committee. This created the opportunity to talk about visual redress and other pertinent transformation issues, including the “decolonisation of the curriculum”, language usage, practices of inclusion/exclusion, etc.

The feedback from faculties is included below.

### 4.2.1 Faculty of AgriSciences

The management structure of the faculty allows for broad participation by and contributions from all faculty members on a wide range of operational, administrative, academic, and strategic matters of concern. It ensures effective

reporting at different management levels and holds individuals and the structures accountable to deliver on their mandates.

- The **Faculty/dean's office** with a clearly defined portfolio and reporting structure, with regular (biweekly) meetings.
- The **Executive Management Committee** is made up of the dean; vice-dean: L&T; vice-dean: Research, Innovation and Postgraduate Studies (RIPS) and the Faculty manager. There are biweekly meetings with reporting to the Departmental Heads Forum and Faculty Board.
- The **Departmental Heads Forum** is made up of the Faculty Executive Committee, comprising the ten heads of departments and the four directors of incorporated Institutes. Meetings are held every six weeks.
- The **Faculty Committee** provides for oversight regarding postgraduate registration, examination and graduation, as well as dealing with exemptions about undergraduate programmes.
- The **Academic Planning Committee** is responsible for external and internal consultation and oversight regarding programme structuring, curriculum development as well as dealing with academic requisites and requirements.
- The **Social Impact Committee** coordinates and facilitates the various dedicated social impact initiatives as well as linking Research and Innovation (R&I) outputs to community impact through a facilitated uptake process.
- The **Faculty Board** makes provision for reporting by each of the management portfolios, i.e., the dean, vice-deans and faculty manager, the Faculty Committee as well as the Academic Planning Committee.
- The **Annual Strategic Planning Session** is held with participation of the management structures as above together with managers of strategic initiatives/projects.

#### 4.2.2 Faculty of Arts and Social Science

The standing committees of the faculty are as follows:

- Higher Degree and Research Committee,
- Academic Appointments and Promotions Committee,
- Learning and Teaching Committee,
- Marketing Committee,
- Social Impact Committee,
- Transformation Committee,
- Academic Offering Committee,

- Faculty Committee (two vice-deans, deans, chair of other committees, faculty administrator, academic representative), with the *Bachelor of Arts Student Committee* (BASC) representatives.

Previously, the faculty had three vice-deans who represented the three clusters (arts, languages, and social sciences) in the faculty, but it was eliminated within the last couple of years. We now have two vice-deans who focus on research, and learning and teaching for the entire faculty. This structure is proving to be more effective as previously, the vice-deans were very involved in their cluster-related issues, including human resource (HR) issues. However, all HR issues are now devolved to the level of the heads of departments, and addressed with the dean, if/as needed.

The faculty committees aim to be clear and transparent with the members of the faculty on all issues, especially finances. HR issues are handled with the necessary confidentiality, but the process is made clear to all those involved.

Currently, the faculty's Transformation Committee is finalising its mandate. It has had some very productive meetings since its inception. Other faculty committees are very broad-based and have existed for a long time and they, therefore, do not currently have explicit and updated mandates. The faculty's Social Impact (SI) Committee has been preparing a protocol for the recognition of SI initiatives. The faculty's **Higher Degrees and Research Committee** has approved postgraduate guidelines which are posted online. The Marketing and Recruitment Committee, Teaching and Learning Committee, and Academic Offering Committee are somewhat technical committees, approving, e.g., issues of joined registration and interrogating new programme submissions and changes to existing modules.

#### **Improvement area**

The faculty's structures cannot always provide considered feedback on or input into institutional policy development. This is an area for improvement which could be addressed by critically reviewing the different committee mandates and formally documenting this function as part of its terms of reference.

### **4.2.3 Faculty of Economic and Management Sciences**

Faculty management is structured to provide for optimal reporting and accountability and therefore "mirrors" the institutional structure to some extent. Departmental chairs and directors play a key role in the management of their respective environments with reporting lines to the dean. In the departments, fit-for-purpose managerial structures exist with reporting lines to each chairperson. For the centres, institutes and bureaus, formal advisory boards exist that help to align and adapt to the newest market needs. See Figure 44 below for the organisational and management structure.

# Organizational and Management structure

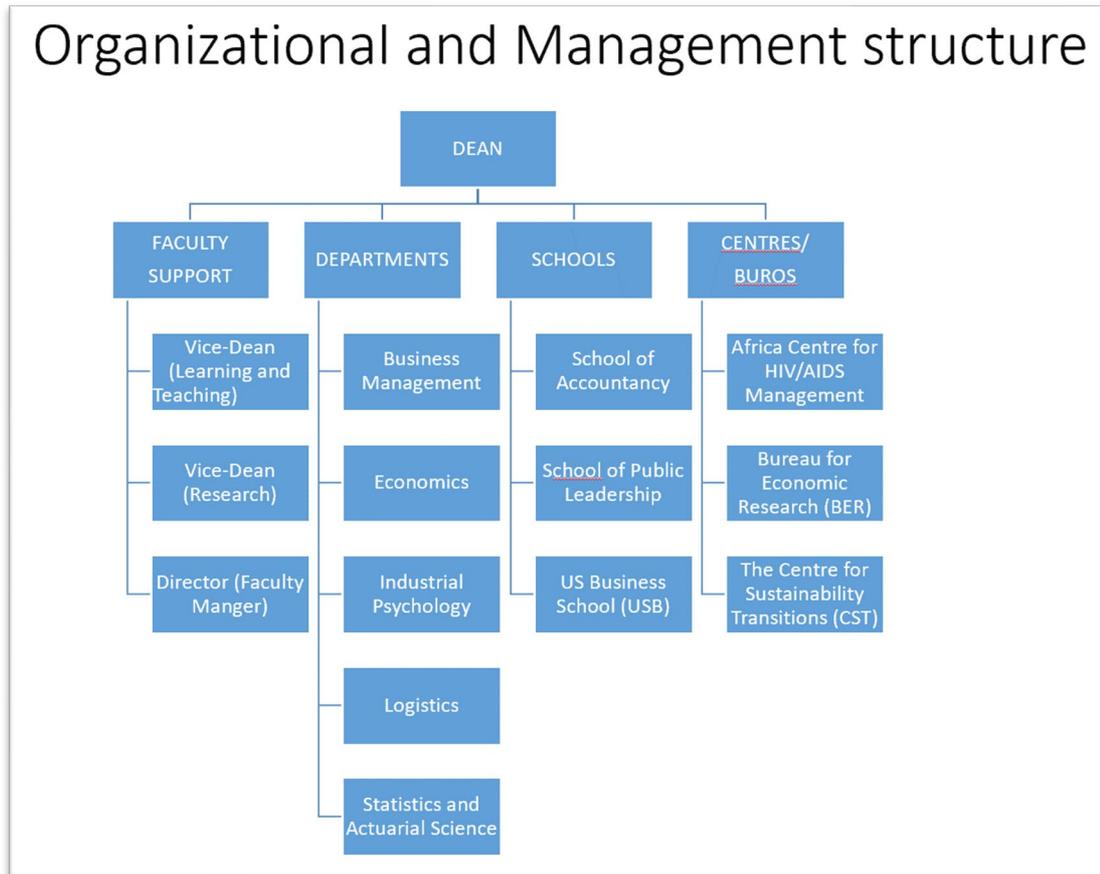


Figure 44: Organogram of the Faculty of Economic and Management Sciences

Faculty support at the dean’s level has changed considerably over the last five years. The most significant aspects to note are:

- Vice-dean (Social Impact and Transformation): Various lessons have been learned in defining this supporting role. After the five-year term of the first vice-dean for SI&T, the transformation committee set up a task team to reflect on the way forward. This document is included as the *Report from the Task Team on Vice-Dean for Transformation* and the response from the dean is included as *Dean’s Response to the TT report VD Transformation*. In summary, the committee reached the view that responsibility for transformation must come from the top, i.e., the dean must be accountable for transformation and s/he must drive a clear and focused strategy. Programmatic support should be provided to ensure that the strategy is implemented. To this end, the faculty has created a full-time role for a transformation manager. This position was advertised in 2021 and is planned to be filled in 2022.
- Financial and Operating Manager: This position was filled to support the entire faculty more effectively regarding its financial and operational needs. This position has been successfully filled.
- New division and reporting line: A new centre which was part of the School of Public Leadership has been structured to ensure a more optimal

interdisciplinary role in the faculty. It is now named the *Centre for Sustainability and Transitions (CST)*.

The overall management structure of the faculty is deemed to be effective and draws heavily on the roles of the chairs/directors to manage the respective environments to be accountable for the day-to-day management of each of the faculty environments. The importance of the role of the chairs is acknowledged by the University in that training is offered to them. The vice-deans and faculty manager report directly to the dean.

The position of the vice-dean (teaching and learning) has evolved since the appointment of the first vice-dean (teaching) in 2011. At that time the position was filled as a secondment to the dean's office for 30% of the person's time. However, this has increased incrementally over the years. The portfolio grew into a full-time fixed-term position with the growth of the Learning and Teaching portfolio and the expansion of the responsibilities of the vice-dean (teaching and learning). Much of the added responsibilities addressed quality assurance monitoring and enhancement (see *VD (T&L) job description*). The vice-dean is supported by members of the Learning and Teaching hub, namely the *Programme Renewal Coordinator* and a representative of the Centre of Teaching and Learning (20%).

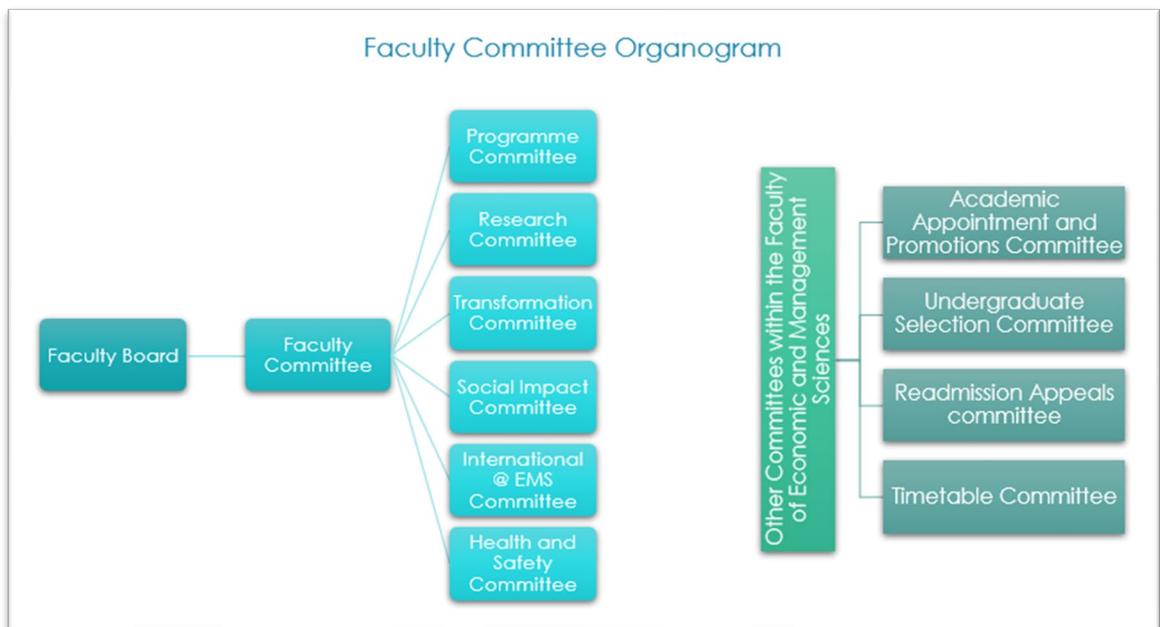


Figure 45: Faculty of Economic and Management Sciences' committee organogram

The **Programme Committee** within the faculty provides the structure to address teaching and learning matters and is chaired by the vice-dean for learning and teaching. This committee was formed in 2010 to mirror the institutional Programme Advisory Committee. The committee meets five times per year and is an advisory committee that reports to the dean via the faculty committee. The committee includes fixed members who are programme leaders and/or chairs of departments and represents all the programmes and/or environments within the faculty. These members are appointed by the Faculty Board. The committee is responsible for the advancement of the teaching and learning initiatives of the faculty and focuses especially on the academic programme matters (for example, new programme development, programme renewal, quality assurance, assessment, and calendar changes). The roles and responsibilities of the programme leaders focus mainly on programme leadership functions and quality assurance matters (see *Roles and responsibilities of Programme leaders*).

The Faculty **Research Committee** serves as an advisory body to advise the dean on research-related matters via the vice-dean for research and the Faculty Committee. The committee reports to the dean via the vice-dean for research. The committee meets four times annually and is responsible for research-related reporting, policy development and the development of strategic initiatives to support the continued progress of the faculty's research agenda as set out in the *Committee's Terms of Reference*.

The Faculty **Social Impact Committee** attends to all matters related to the faculty's strategic social impact goals. The Committee recommends all such policies and plans to the dean for support and approval. In particular, the Committee is required to provide advisory and oversight roles on social impact programmes and workshops. The Committee consists of a single entity with a mandate to work in cooperation with different representatives and entities of the faculty, including all academic and administrative staff, students, other faculties and University entities, relevant higher education institutions, and related institutions which overlap with its activities. A minimum of four scheduled meetings per year are held. A member of the Committee is appointed for a three-year term and is eligible to serve an additional term. The Committee consults broadly with stakeholders in performing its functions including the relevant decision makers in the various faculty environments.

The Faculty **Transformation Committee** attends to matters related to the faculty's strategic transformation goals. The Committee recommends all such policies and plans to the dean for support and approval. In particular, the Committee is required to review, propose and monitor targets in each of the transformation dimensions, and propose relevant corrective measures to be addressed by the dean and faculty leadership. The Faculty Transformation Committee consists of a single entity with a mandate to work in cooperation with different representatives and faculty entities, including all academic and administrative staff, students, other faculties and University entities, relevant higher education institutions, and related institutions which interface with its activities. A minimum of four scheduled meetings per annum are held. A member of the Committee is appointed for a three-year term and is eligible to serve an additional term as per its terms of reference.

The Faculty established an **Internationalisation Committee** in 2021. The Committee consists of representatives from all environments. Previously the internationalisation activities of the faculty were taking place in an ad hoc and informal manner. The committee aims to ensure that international partnerships are conducted with fewer partner institutions but in a deeper and more meaningful ways. The committee enables regular broad consultation with environments in a structured manner to work towards implementing a coherent faculty internationalisation strategy.

The **Health and Safety Committee** of the faculty is directly aligned with the heads of divisions as given in the organisational structure. Thus, the Faculty Committee takes ultimate responsibility for the Health and Safety issues of the faculty, and every six months has a specific agenda point to address issues. During the last two years, Covid-19 protocols and related health issues also were part of this committee's responsibilities. Below this committee is a structure of Health and Safety Committees per building, which reports to the Faculty Committee.

Overall, the committees work well and address the needs of the faculty in support of the University's strategy.

#### **Improvement area**

Not all the committees within the faculty have formal mandates and this is an area for improvement. The departments/schools/centres in the faculty each have a specific management structure best suited and fit-for-purpose for the size and type of environment.

#### **Reflection**

The Committees have developed together with the needs and goals of the faculty. In the future, the faculty might explore renaming the Programme Committee to the Teaching and Learning Committee as well as developing sub-committees such as the Programme Renewal Committee and the Hybrid Learning Steering Committee.

#### **4.2.4 Faculty of Education**

The faculty has a dean, two vice-deans (for learning and teaching, and research and postgraduate supervision), a faculty manager, a faculty administrator, three heads of departments (Curriculum Studies and Centre for Higher and Adult Education, Educational Psychology, and Education Policy Studies), as well as the director of SUNCEP.

The Management Committee consists of the dean, vice-deans, and the faculty management) and the Executive Committee includes all the HOD chairs, vice deans and dean).

The standing committees of the faculty are the Research Committee, Teaching and Learning Committee, and Social Impact Committee. There are also programme committees for the *BEd (Intermediate phase)*, *BEd (Foundation Phase)* and *PGCE*, as well as *BEdHons* programmes, and a master's and doctorate committee, which all report to the standing committee of T&L, chaired by the vice-dean (L&T).

The faculty has an active student class representative system. The faculty's student representative council chair serves in the University's Academic Affairs Council, and the chair and vice-chair sit on our Faculty Board.

The committees work effectively to address the needs of the faculty and to ensure the production of quality graduates and research outcomes. Constant attention must be given to ensuring that all committees are effective and efficient to maintain and enhance the quality of the faculty.

#### **Improvement area**

The faculty has recently developed the *terms of reference* for a Transformation Committee. A Communication and Marketing Committee is to be soon established. We are considering the introduction of a 4IR committee, and there is currently a working group on internationalisation, guided by the PASS division, Stellenbosch University Internationalisation (SUI).

#### **4.2.5 Faculty of Engineering**

The Faculty is managed by the dean, supported by two vice-deans, one focusing on research and industry liaison, and the other on learning, teaching and quality assurance. Each department is managed by a chair supported by a departmental management committee. The dean, vice-deans and all five departmental chairs form the Faculty's Management Committee. The Management Committee also includes the Faculty Director and two additional members to broaden the diversity of the Committee.

In addition to the Management Committee the following committees support and advise the Management Committee:

- Faculty Board,
- Faculty Committee,
- Programme Committee,
- Research Committee,
- Risk Committee,

- Transformation Committee,
- Marketing Advisory Committee, and
- Faculty of Engineering Advisory Board.

Academic matters within the faculty are governed as follows:

A faculty Programme Committee considers matters related to academic governance (such as proposed changes or additions to the existing academic programme, assessment rules, rules for moderation and internal- and external examination, language implementation, etc.) and makes recommendations to the Faculty Committee. Where applicable, the input from the institutional Programme Advisory Committee is solicited and duly considered; while matters tabled, or to be tabled, at the Senate Committee for Learning and Teaching are shared or discussed.

The Faculty Committee considers recommendations from the faculty Programme Committee, as well as from Departments (research topics and supervisors for postgraduate students, postgraduate examination results, appointment of external- and internal moderators and examiners, etc.) and presents its decisions to the Faculty Board for approval. From there the usual and relevant institutional approval process follows via the Academic Planning Committee, and by the Faculty Board to Senate. Student representatives are included in the faculty Programme Committee as well as on the Faculty Board.

Departmental Management Committees consider departmental matters and quality assurance documents that are to be submitted for consideration by the Faculty Committee.

The Faculty of Engineering Programme Committee is chaired by the vice-dean: T&L and consists of

- The dean and both vice-deans;
- Departmental programme coordinators, typically one undergraduate and one postgraduate coordinator per department. Some departments have more than one postgraduate coordinator;
- A representative from the Faculty of Science, since numerous Faculty of Science service modules are included in the Engineering programmes;
- Two student representatives, from the duly elected Engineering Student Council.

The Faculty Committee of Engineering is chaired by the dean and consists of:

- The dean and both vice-deans,
- Faculty Director,
- Departmental Chairs, and
- The Faculty Administrator.

### Reflection on effectiveness

Academic governance in the faculty effectively ensures reporting and accountability. Its effectiveness is enhanced by the inclusion of departmental programme coordinators both in Departmental Management Committees (DMCs) and in the faculty Programme Committee. Departmental chairs (of the DMCs, and Departmental meetings) are assisted by programme coordinators and represent their departments on the Faculty Committee. Various faculty documents detail the faculty rules and procedures that aid clear communication and effective governance.

**At the departmental level:** Module coordinators (lecturers) draft module frameworks to a standard template. All module frameworks are signed off by the relevant departmental programme coordinator to ensure adherence to the various academic requirements (including credit types and load, content, and assessment including graduate attribute requirements). Departmental marks meetings are conducted at the end of each term (often as part of the departmental meeting), where assessment statistics for all modules are collected and meaningfully discussed to identify any problems that may need to be addressed.

**Student voice:** The Engineering Student Council directly engages with faculty management. Student representatives are included in academic committees. Class representatives are elected per year group per department and mid-semester meetings take place between them and the departmental chairs (or the Dean in the case of first years) to allow timely intervention if problems arise. Student feedback is solicited for each module presented in the faculty, although the response rates have dropped markedly since the feedback system moved to an online mode.

### 4.2.6 Faculty of Law

#### Improvement area

The Faculty of Law identified an area for improvement in terms of updating its committee mandates.

The faculty uses its departmental structures. As the *Bachelor of Laws (LLB)* programme is shared by all the departments, though, the Programme Committee looks at all undergraduate and postgraduate taught programmes, while the Research Committee oversees the *doctoral (PhD)* programmes. The Faculty of Law is relatively small; therefore, there is more fluid and regular communication within the deanery, but the faculty also makes use of the Faculty Board, and the Transformation Committee.

In addition, there is a Library Committee, Events Committee, as well as ad hoc committees, and most of these contain student representatives from the student

society, called the “JV” (“Juridiese Vereniging”). Within the faculty, two people attend specifically to social impact projects.

The faculty committee system works well and produces quality outcomes in positioning the faculty for the future.

#### 4.2.7 Faculty of Medicine and Health Sciences

The faculty (FMHS) functions according to a very efficient and robust, well-established structure of programme committees as set out below:

- Undergraduate programme committees (UPCs) for each of the six (6) undergraduate programmes at the FMHS, who report to the Committee for Undergraduate Teaching (CUT); and
- A series of postgraduate programme committees (PPCs), which are linked to either a department or a division to help manage specific programmes, and that report to the Committee for Postgraduate Research (CPR) in the case of 100% research programmes (e.g., *Master of Science* full-thesis programmes and *PhDs*) or to the Committee for Postgraduate Teaching (CPT) in the case of structured postgraduate programmes.

The CUT, CPR and CPT are chaired by the relevant vice-dean and report, in turn, first to the Faculty Committee and then, in the last instance, to the Faculty Board. Depending on the nature of the recommendations resulting from this process, and the power of disposal (to have the mandate to act on an issue) granted, some recommendations may need to be ratified by the Faculty Board and implemented as final decisions, while others must be submitted first to the Senate for approval. The UPCs are headed by programme leaders, while the PPCs are headed by either programme leaders or academic staff from the department or division concerned. Together with the committee members, they must quality assure their activities. Furthermore, they should follow certain guidelines regarding their reporting duties and the format of these reports. The PCs consist of competent persons who represent all the relevant and required areas of expertise.

In addition, we have oversight from statutory bodies for our undergraduate programmes (HPCSA and SANC) and some of our postgraduate programmes (HPCSA and CSMA) in terms of the national requirements for these professional qualifications.

##### **Improvement area**

We currently have no organogram for these structures nor documented mandates, but we have noted the need to create such documents as an area for improvement.

#### 4.2.8 Faculty of Military Science

There are several academic committees within the faculty, established to facilitate the effective functioning of the faculty. The list below reflects the committees as set out in the Standard Working Procedures (SWP) of the faculty (compiled in 2011) as well as their current operations.

- **Programme Committee:** The committee is chaired by the dean, who appoints the vice-dean Teaching, Learning and Research, the programme co-ordinators of the five academic programmes as well as other co-opted personnel as may be needed from time to time, such as the TE Co-ordinator and the Faculty Projects Co-ordinator.
- **Cost Centre Management Committee:** As determined in the memorandum of agreement between Stellenbosch University and the DoD, the DoD remains responsible for the operational budget of the faculty.
- **Social Impact Committee:** This Committee comprises of a chair (who is currently the vice-dean for Social Impact and Personnel), representatives of the five schools and a student representative. This committee aims to promote social impact initiatives of staff; facilitate social impact funding applications to the Social Impact Committee of the Senate; support social impact initiatives of students; liaise with external community partners to facilitate support for community social impacts initiatives and projects where appropriate.
- **Research Committee:** It comprises a few members of the faculty with a keen research interest. The functions of the Research Committee are to promote research in the faculty; formulate the Faculty Research Plan; promote the faculty research focus areas; consider applications for postgraduate studies and recommend appropriate supervisors; evaluate research proposals - supervisors should ensure that postgraduate students do not forward their research proposals to other institutions before the subject experts and school chairs have reviewed such proposals, with the committee only playing an advisory role; promote the MA on relevant international research platforms, and promote the interests and accreditation of *Scientia Militaria*.
- **Staff Development and Service Conditions Committee:** The functions of this committee are to supervise service conditions of faculty members and advise appropriate structures on related matters; disseminate information on developmental opportunities and facilitate their utilisation; and advise the faculty about appropriate staff development policies.
- **Teaching and Learning Committee:** This committee is chaired by the vice-dean for teaching, learning and research. The functions of this committee are to serve as a communication link between the faculty and the SU Learning and Teaching Committee for the dissemination of mutual inputs and feedback; develop a strategy for learning and teaching in the faculty under the

institutional plan of SU; advise the dean on the implementation of the institutional and faculty-specific strategies for teaching and learning.

- **Teaching and Learning Technology Sub-Committee:** At least one representative from each school must serve on this committee. The functions of this committee are to provide management information concerning technological support required in the faculty; advise faculty management on the acquisition of technology to support learning and teaching in the faculty; support the faculty in learning and teaching technology training. The functions of this committee have been taken over by the Edu-Tech Department, who in collaboration with the Blended Learning Centre of SU ensure facilitate training and implementation of teaching and blended learning technologies within the faculty.
- **Library Sub-Committee:** The functions of this committee are to advise the librarian in charge regarding the needs and requirements of faculty and students, and how best to assist the faculty and students to access resources.
- **Roster Sub-Committee:** The functions of this committee are to prepare residential and Telematic Education (TE) contact session class rosters as well as test, examination, and re-evaluation timetables for residential and TE students following the prescripts contained in the faculty calendar and in the best interests of all stakeholders.
- **Faculty Ethics Screening Committee (FESC):** The Committee is chaired by the Faculty representative serving on the University Research Ethics Committee (REC).

The faculty is managed by the dean through a system of interactive structures and appointments all reporting in the final instance to the Faculty Board on academic matters and the Faculty Executive Committee on operational matters.

- **Dean:** The dean is the appointed head of the faculty and is appointed following prescribed SU procedures.
- **Vice-deans:** The faculty currently provides for two vice-deans, namely, the vice-dean Teaching, Learning and Research with the responsibility areas of teaching and learning (serving as the chair of the Faculty Teaching and Learning Committee), as well as research; and the vice-dean Social Impact and Personnel with the responsibility areas of social impact, human resource-related matters, including staff wellness, transformation and internationalisation.
- **Faculty manager:** The Faculty manager is responsible for all non-academic matters which include the management of business services for financial management, procurement, student administration, information technology, facilities, international engagement, and projects.

- **Executive Committee:** The day-to-day management of the faculty is conducted by the Executive Committee of the Faculty. This Committee consists of the dean, the vice-deans, chairs of schools, the Director of the Centre for Military Studies (CEMIS), the Telematic Education (TE) Co-ordinator, the faculty officer (who functions as the secretary), as well as the representative of the Military Academy Student Council (MASC). The Director of Faculty Management serves on the Executive Committee as its support staff.
- **Schools:** The faculty is organised into five schools as multidisciplinary centres of excellence in a military contextualised focus area. They are the: School for Defence Organisation and Resource Management, School for Geospatial Studies and Information Systems, School for Human Resource Development, School for Science and Technology, and the School for Security and Africa Studies.

#### Improvement area

The Faculty of Military Science has experienced an unprecedented attrition rate of experienced and senior academics within the faculty. This has been due to a few factors mainly precipitated by the non-implementation of a competitive remuneration dispensation by the DoD. This has resulted in junior members being required to step into management roles without extensive managerial and leadership experience. This has resulted in challenges with the management of various aspects within the faculty.

Consequently, the dean has created an ad hoc task group to design and implement a restructuring of faculty management and ensure accountability at all levels of faculty for matters about the faculty. The task team held extensive consultations with all members of faculty within the schools and have drafted an interim report. Members have been tasked to ensure that the strategic goals of faculty, specifically regarding the restructuring, are in line with the University's strategic goals. Once the strategy is finalised, the task team will integrate the strategy with the proposed restructuring and commence with implementation. The restructuring will further necessitate a re-organisation of the existing academic committees to align with the proposed new structure.

#### 4.2.9 Faculty of Science

The faculty has a **management committee** that consists of the dean, two vice-deans, the Director of Faculty Management, the eight heads of department, the three division heads of Mathematical Sciences and the HR practitioner. This faculty management committee meets every six weeks.

- The dean meets with every head of department (HOD) independently every six weeks to discuss department-related issues.

- The faculty executive meets every fortnight, comprising the dean, two vice-deans and the Director of Faculty Management, followed by fortnightly meetings between the Dean and each vice-dean independently.
- The dean holds quarterly meetings with the directors of the Type 2 centres (which report directly to the faculty).

(See *Summary of committee structures* and members in the Portfolio of Evidence.)

In terms of learning and teaching, the faculty has an **academic committee** that oversees the academic offering of the faculty. This committee makes the major decisions on enrolment planning, programme directions and other teaching-related issues.

This committee also oversees the Language Implementation Plan of the faculty and feedback on language offering or deviations for the biannual Language Report. It also oversees the moderation reports and follow-up actions if needed for all modules offered.

Additionally, the faculty has the following sub-committees:

- **Programme committee:** The vice-dean T&L is the Chair of this committee, which includes the programme leaders of all UG programmes, the coordinator for Academic and Student Affairs, the Director of Faculty Management, and the faculty administrator (on invitation). This committee meets at least four times per year to discuss changes or amendments to the academic programme offerings (including the need for new programmes), new or module changes, assessment policy and structures.
- The faculty has an active **Science Teaching Forum** where all lecturers can meet with the programme leaders to discuss and share teaching and learning-related issues, new developments, curriculum design etc. These discussions and innovative ideas feed into programme and module design across all the faculty's academic offerings.

In terms of research and postgraduate training, the **Faculty Committee** is a sub-committee of the Faculty Board and approves postgraduate-related matters, academic offerings, and other institution-related decisions. The dean chairs this committee, which includes the vice-dean of Research and Postgraduate Students, senior representatives from departments (elected by the Faculty Board) in Biological Sciences, Physical Sciences and Mathematical Sciences and the faculty administrator. The members serve for three years and they are not all elected at the same time. This ensures that institutional memory is retained and that rules and regulations are followed conscientiously.

The Faculty Committee approves all PhD and MSc nominations, including candidates, supervisors and co-supervisors and examiners and external assessors. Examiner, supervisor, and final examination panel reports of PhD students are also evaluated at this committee. Examination reports for MSc candidates are screened by the dean and

evaluated by a departmental examination panel. Other matters that are considered by the committee are guidelines and applications for the upgrade of master's to PhD candidates. The vice-dean of Research and Postgraduate Students chairs the Animals Research Facilities and oversight committee and oversees:

- Postgraduate examination procedures and guidelines that result in regular review of processes to be clear, sound, and fair;
- Progress of postgraduate students and throughput;
- Offers workshops for postgraduate students, addressing generic skills and graduate attributes;
- Postgraduate bursaries management and allocation, and
- Innovation committee: Oversees the implementation of innovation and entrepreneurship-enhancing actions in the faculty, including the curricula. It is chaired by a senior academic. The dean, vice-dean for research and postgraduate students, and several academic staff members, a representative from Innovus and the Director of the SU Launch Lab serve on the committee.

The **Faculty Board** is the official institutional structure that must approve postgraduate results, academic offerings, and other institution-related decisions. The members consist of every academic appointed in the faculty, four representatives of PASS staff, three representatives from the Natural Science Student Committee and on approval (non-voting) members from other departments or faculties associated with the Faculty of Science.

The Faculty of Science **Social Impact Committee** is chaired by an appointed social impact coordinator. Members represent all the departments of the faculty and other important SI role players. The committee meets bi-annually and aligns the faculty's social impact activities. The Chair is elected by the Faculty Board and represents the Faculty on the Institutional SI Committee.

The *Faculty of Science Transformation Committee* (FoSTAC) is chaired by an appointed academic staff member, elected by the Faculty Board Representatives, and is constituted by an academic and PASS staff member from each department, as well as other key role players. They meet at least twice per year. The role of this structure is to inform and assist the faculty on transformation issues.

The faculty functions well and the committees and structures contribute to the smooth and effectively functioning of the learning, teaching, research and social impact activities of the faculty.

#### 4.2.10 Faculty of Theology

The basic structures in the faculty are the dean's Office (including support staff), and three discipline groups: Old and New Testament, Practical Theology and Missiology, and Systematic Theology and Ecclesiology.

The core committees are the Committee for Research and Publications, the Programme Committee (teaching and learning), the Social Impact Committee, and the Transformation Committee. These committees report to the Faculty Committee which consists of the dean, the faculty manager, the faculty administrator, and the chairs of the three discipline groups and four core committees. The Faculty Committee reports to the Faculty Board, which consists of the members of the Faculty Committee plus all academic staff, two representatives from other faculties, two student representatives, and one support staff representative. The Faculty Board reports to the Senate Executive Committee.

While the faculty committees work well overall, it has been found that there is duplication between the Faculty Committee and the Faculty Board and the faculty is in the process of addressing this. The “flat structure” of the faculty was also discussed at the strategic session in November 2021; this will be further addressed at its next strategic workshop in 2022.

## Focus area 2

The four standards in Focus Area 2 concentrate on how the *design and implementation of an integrated quality management system* in the institution enhances the likelihood of student success and improves the quality of learning, teaching and research engagement, as well as accommodating the results of constructive, integrated community engagement within the context of the institution's mission.

The University has a well-established albeit distributed culture of continuous quality enhancement.

This is evidenced by good practices and institutional support for all the activities relating to the core academic functions of the University, i.e., pursuing excellence in learning and teaching, research and social impact (community engagement), and also in terms of the professional academic and administrative support service functions that contribute to the organisational management and institutional effectiveness of the University.

What started out as an ad hoc compliance-driven activity in 1993, has matured into a formalised system for quality assurance, informed by the principles and provisions, as articulated in the *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019).

Quoting from the *Policy*:

The **quality management system** provides for the regular evaluation of academic departments and professional academic support services according to a **fixed cycle** for quality assurance and enhancement. The system also provides for the **periodic review and renewal** of faculties, organizational structures, and academic programmes and qualifications, taking into account the scheduling of national reviews, and evaluations conducted by professional bodies.

Besides the formal quality management system, a range of **continuous** activities for the control, assurance and enhancement of quality are **standard practice** at Stellenbosch University. These activities include, but are not limited to, the appointment procedures for academic staff; regulations for internal and external moderation and the processing of results; ethical clearance for research proposals, and the approval processes for new academic programmes and changes to the existing academic offering.

Departmental evaluations are now informed by *core statistical reports* and data-rich self-reflections are increasingly forming part of the review documentation, with self-evaluation and peer-review processes which feed into creative planning and quality enhancement initiatives.

In addition to the evaluation of departments, the *quality assurance schedule* includes the evaluation of professional academic and administrative support service (PASS) divisions and centres. These include the divisions for Research Development, Learning and Teaching Enhancement, and Social Impact and Transformation, as well as all the other support functions at the University.

### Good practice

The scheduling of support service evaluations is deemed to be a good practice, present only at some South African higher education institutions.

An analysis of the Quality Committee reports since 2018 shows that departments and PASS environments indeed implement and report back on the improvement actions identified by peer review panels. The system is therefore working. Some recurring recommendations include the following, that departments/PASS environments:

- Address staff and student diversity,
- Articulate their strategic intent more clearly,
- Attend to staff capacity issues in the context of increasing workload and expanding mandates,
- Promote the professional development of and support to junior staff members,
- Conduct succession planning,
- Improve stakeholder engagement,
- Attend to ageing infrastructure,
- Explore and widen the sources of funding/income,
- Review the curriculum of specific programmes and/or modules, and
- Improve internal communication.

### Improvement areas

Many requests for the postponement of quality assurance processes were processed during 2020 and 2021 and as such Covid-19 has exposed the time and capacity constraints associated with self-evaluation processes.

From faculty input under this focus area, the need to reconsider how student feedback is obtained and used was raised.

- Since the introduction of electronic feedback forms, some faculties have seen a much lower student feedback response rate than with the hard copy forms.
- A possible solution could be to integrate the student feedback forms into the SUNLearn platform.
- Also, the use of focus group interviews to gather more qualitative data, which is not currently a widespread practice, could be encouraged as an area for improvement.

### Improvement area

Another possible improvement area could be to strengthen the student- and other stakeholder voices in self-evaluation reports (e.g., by conducting focus group interviews with alumni and industry partners and/or employers).

- Even though students enjoy representation in departmental and some PASS self-evaluation committees, most of their opinions are only obtained during the site visit interviews, after the self-evaluation has been concluded.
- More guidance for self-evaluation committees and student leaders is needed, to elicit critical, constructive conversations.

That said, Stellenbosch University has an effective class representative system, with the Academic Affairs Council and their faculty-level student representative structures having played a crucial role during the Covid-19 pandemic in collaboration with departmental chairs and vice-deans: learning and teaching.

### Improvement areas

The improvements identified by students under this focus area include the need for wellness efforts to be strengthened, for lecturing time to be optimised so that true learning happens during class times, and for there to be fewer high stakes tests and assignments scheduled all at the same times during the semesters' test periods.

As part of the evidence collected for this focus area, members of the self-evaluation committee consulted with their faculties to reflect on and respond to the following questions for each of the respective standards:

#### Standard 5

- 5.1 In terms of learning and teaching: How does your faculty engage in enrolment planning, evaluate the student experience, and ensure academic integrity in terms of assessments, internal and external moderation, and examination practices?
- 5.2 In terms of research: How does your faculty develop, support and reward researchers at various levels in terms of their career path, and how does your faculty evaluate the impact (qualitatively and quantitatively) of the research output?

5.3 In terms of social impact: What programmes are currently active, and how do we ensure ethical, safe and sustainable interactions with the communities we engage with?

**Standard 6**

6 How do you manage staff wellness within your faculty, and ensure that the financial and infrastructural resources (including specialist laboratories) are well managed?

**Standard 7**

7 Explain what the main data sources are and which inform decision-making at faculty and departmental level. E.g., is there a systematic process for evaluating and improving the throughput rate of gate-keeping modules?

**Standard 8**

8 What information for improvement and decision-making at faculty and departmental level is currently lacking or hard to come by?

## (a) Standard 5

A quality assurance system is in place, comprising at a minimum of: (i) governance arrangements, (ii) policies, (iii) processes, procedures, and plans, (iv) instructional products, (v) measurement of impact, and (vi) data management and utilisation, as they give effect to the delivery of the HEI's core functions.

- One or more policies, duly approved by the appropriate governance structures, establish, and regulate the system for quality assurance and for the support, development, enhancement and monitoring of the core functions of the institution, i.e., learning and teaching, research, and community engagement as these would have been differentiated by the evaluation for Standard 1.
- Plans and processes in the institution, duly approved by the appropriate governance structures, support, implement, monitor, and enhance the quality assurance system.
- Clear lines of authority and accountability determine how the quality management system is implemented in the institution.
- All participants in the quality management system of the core academic functions are demonstrably held to account for the way in which they execute, support, improve, enhance, and monitor quality
- The institution's engagement with the QEP process and its focus areas, where and when relevant, form part of the institutional self-reflection.

### Quality Judgement

In terms of standard 5, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

#### 5.1 Reflection on guidelines

Stellenbosch University has a formalised quality assurance system in place, which is governed by a Council-approved *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019) and supported by the *Centre for Academic Planning and Quality Assurance*.

The core functions of the University are informed by appropriate learning and teaching, research, and social impact policies, and are supported by professional academic and administrative support service functions. Committee structures, plans, procedures and processes are in place, with measurement indicators that are used for decision-making.

### 5.1.1 Quality Assurance

- The use of self-reflection and improvement plans following previous external quality assurance activities (where relevant) such as CHE audits, the QEP process and HEQC decisions regarding accreditation and national reviews
- Internal quality assurance plans, processes, reports, reviews, self-reflection, and improvement plans

Currently, the University is in its fifth six-year cycle of quality assurance, where all departments and support services undergo self-evaluations and peer reviews, followed by a two-year follow-up report. Since the 1990s, this process has become fully embedded within the institution.



Link(s) 26: The *Points of Departure and Framework* documents for the *third* and *fourth* quality assurance cycles, the *Themes and criteria* document for the evaluation of departments and programmes, the *Baldrige approach: Framework for the self-evaluation of support services*, and the *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019)

What follows, is a brief overview of how the quality assurance system has matured over time:

- In the 1990s, the programme approval and evaluation system was initially administered by the Registrar’s Office, with a fixed-year cycle introduced for departmental evaluations in 1993.
- At the end of the second cycle, in 2004, the support function related to programme accreditation and departmental evaluations was repositioned in a central Office for Academic Planning and Quality Assurance (APQA), which was established as a separate entity that reported to the Vice-Rector (Teaching) in preparation for the first round of institutional audits, in 2005. The Office was headed up by a director and two staff members for academic planning and quality assurance respectively, a student assistant, and an administrative officer/secretary.
- Between 2005 and 2007, the Office for APQA coordinated SU’s institutional audit self-evaluation, site visit, progress report and the resulting *Quality Development Plan*. The Office also formalised the University’s six-year quality assurance cycle for all departments and support services, and obtained Senate approval for the *Points of departure and Framework* (2007) for the third quality assurance cycle and beyond.
- By 2008, the Office for APQA merged with the Centre for Strategic Information to become a newly established Division for Institutional Research and Planning, with a

staff complement of nine people in total, headed-up by the Director of APQA, who was promoted to Senior Director of the new division. Soon after the merger, the *Office* was renamed the *Centre* for Academic Planning and Quality Assurance (APQ).

- During this period, the positioning within the Division for Institutional Research and Planning allowed for improved access to institutional information to be compiled into core statistical reports for each departmental evaluation, based on the University’s key drivers at that point in time (including research output, student success, module throughput, and diversity/transformation of students and staff).
- Close collaboration with the Higher Education Management Information System (HEMIS) Office (which was renamed the Centre for Institutional Information) allowed the Centre for APQ to effectively coordinate a programme review and HEQF alignment process for the University.
- Despite being newly established, the Division for Institutional Research and Planning conducted its *first self-evaluation and peer review* in 2009 and submitted its two-year follow-up report in 2012. The peer review panel commended the coordination function related to academic planning, programme approval and quality assurance, and noted that the division is “... highly respected for the expertise and service of its staff who perform the programme approval and quality assurance functions (programme review, departmental and division reviews)”, with “stakeholders [who] remark on the responsiveness ... and willingness to effect improvements”. The panel warned, though, that “... the information by the committees for whom they are working could conceivably crash under its own weight” and recommended that the University “reconsiders its approach to programme approval and quality assurance” by introducing a “system of early indicators ... to identify whether or not a programme or entity needs a detailed review; those falling within the bounds of the criteria would receive a light touch while those exceeding the criteria would be investigated so as to understand good practice”.
- Entering the fourth quality assurance cycle from 2011 to 2016, the Centre for APQ introduced additional supporting documents, including the *Themes and criteria: Evaluation of departments and programmes* for departmental evaluations, and the *Baldrige approach: Framework for the self-evaluation of support services*. Although a new approach was proposed which would allow for differentiated reviews to be undertaken, the Executive Committee of the Senate preferred to remain with the existing practice of all entities undergoing a full scope review.
- In 2013/2014, the Vice-Rector for Learning and Teaching’s line function (responsibility centre) went through an extensive restructuring process which led to a larger staff complement for the Division for Institutional Research and Planning. Amongst other changes, the Centre for Student Information Systems Support merged with the division, and the development of integrated business intelligence tools became an important focus of the division. Responsibilities related to information governance were also added to the overall mandate, and a new senior director took over the leadership and management of the division.

- From 2014 to 2017, the Centre for Academic Planning and Quality Assurance coordinated the institutional submissions for the two phases of the CHE’s Quality Enhancement Project, as referred to earlier in the *introduction* of this report.
- Due to the restructuring process and the temporary vacancy of the senior director position, the *second self-evaluation and peer review* of the Division for Institutional Research and Planning was postponed to 2017. A peer review panel commended the Division on its “hardworking and passionate staff”, as well as on the “volume of work and output” which was “impressive”, albeit that “the capacity of the staff is certainly extended”. The panel noted that the Centre for Academic Planning and Quality Assurance was negatively affected by the restructuring and “recommended that the Division continues its discussion about the organisational location, management arrangement and reporting lines of the different centres” and that, “[g]iven the huge load currently carried by only 3 staff members, the capacity of the Centre currently does not allow for this, irrespective of where it is located”.
- Soon after the site visit, but not as a direct result of it, the Division for Institutional Research and Planning was restructured and moved to a new reporting line, changing its name to the *Division for Information Governance*. The Centre for APQ, though, remained in the Deputy Vice-Chancellor: Learning and Teaching’s responsibility centre and was repositioned to report to the *Division for Learning and Teaching Enhancement*, with its capacity strengthened from three staff members to four, and then to six staff members shortly thereafter. The current positioning of the Centre within the Division for Learning and Teaching Enhancement is deemed to be a good fit.
- Whereas the quality assurance portfolio was initially managed by one administrative staff member only, since 2017 the post-level has been adjusted to an *Advisor: Quality Assurance*, and an additional position of *Officer: Quality Assurance* was created in 2019 to support the increased number of entities *scheduled* for evaluation. In addition, a new position for *Advisor: Programme Review and Renewal* was also created, as well as a part-time *Administrative Officer* position. The other two positions in the Centre are the *Advisor: Academic Planning*, and the *Deputy Director: APQ*.
- During this review period from 2018 to 2021, the University replaced its *Points of Departure and Framework for Quality Assurance (2011-2016 cycle)* with a new *Policy for Quality Assurance and Enhancement at Stellenbosch University (2019)*. This elevated the position of the quality assurance practices from a Senate-approved management document to a Council-approved policy. The *Mandate of the Quality Committee* was also updated.
- The current priorities for the Centre for APQ, apart from managing the operational aspects related to the academic planning and quality assurance portfolios, are to (i) Workshop a *new integrated guideline document* for self-evaluations within the division and more broadly within the institution, (ii) Collaborate with the Registrar’s Division to test and implement the curriculum component of a new *SUNStudent system* for student information, (iii) Manage an institutional research project into programme review and renewal at SU, and (iv) Manage the institutional audit and the transition to the implementation of the CHE’s *Quality Assurance Framework* from 2024 onwards.

As evidence in support of the good functioning of the quality assurance system, the Quality Committee *agendas* and *reports* since 2018 can be found in the Portfolio of Evidence.

### Good practice

The consultative approach used when drafting, reviewing, and approving policy or management documents at the University is deemed to be a good practice. It allows faculties and other role-players to contribute to policy formulation.

The conceptual clarity of the *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019) is deemed to be apposite and fit-for-purpose.

### Improvement area

An improvement area currently underway is the development of a *new integrated guideline document*, with themes and criteria, evaluative questions, good practices and evaluative tools, resources and approaches to be used by self-evaluation committees in the near future. Within a maturing quality culture, the guiding questions and types of nuanced evidence required for a thoughtful, collective sense-making effort to take place, require the use of a whole range of tools, methodologies and sharing of good practice across the University.

These *draft guidelines* are scheduled to be workshopped with role-players for final approval and adoption in 2022, with the idea to create online videos and tools to provide just-in-time support for all self-evaluation committees and their sub-committees.

## 5.1.2 Learning and teaching

- Enrolment planning, recruitment and (re-)admission of students, including credit accumulation and transfer (CAT);
- Design and development of curricula and learning materials
- Delivery of all aspects of learning, teaching, and assessment, including learning material, Work-Integrated Learning (WIL) and curricular community engagement, as well as the mode of provision (e.g., contact, blended, fully online, distance, etc.);
- Integrated academic support, such as academic orientation, tutoring and advising;
- Student support and related psycho-social services for the holistic well-being, safety and security of students (including, for example, mentoring and counselling, opportunities for social-, cultural- and sporting engagement, where relevant
- Appropriately conceived student governance structures that function
- Mechanisms for student appeals and complaints at various levels of the institution
- Mechanisms for evaluating student satisfaction and the student experience
- Student assessment, including internal moderation and external examination
- Procedures for appointing internal and external examiners;
- Certification of qualifications
- Offering of short courses and part-qualifications

SU's enrolment planning targets are finalised in consultation with faculties and agreed with the Department of Higher Education and Training in terms of its enrolment planning cycle.

- Faculties typically discuss and enter into an annual (rolling five-year) agreement on the enrolment targets for both undergraduate and postgraduate student enrolments, in conversation with the Division for Information Governance.
- The Division for Information Governance compiles *annual enrolment reports*, but faculties also manage their enrolments with data which they monitor using the *SUN-i Business Intelligence system* to generate interactive Power BI reports.
- Generally, SU meets its enrolment targets and compares well against peer universities in South Africa.
- In the CHE's *Institutional feedback report* (2017) based on the first phase of the Quality Enhancement Project, the panel found that “the importance of enrolment planning has been comprehensively addressed in a cohesive manner throughout the institution”. Also: “The use of data to predict success is further extended to determine which selection criteria are predictors of graduation success, thus informing the selection and admission process. This is followed with a monitoring system for module and student success rates, allowing gateway courses, and students in need of assistance to be identified, and specific interventions to be introduced.”

The University has a dedicated Centre for Prospective Students, situated in the Division for Corporate Communication and Marketing, situated in the responsibility centre of the Deputy Vice-Chancellor: Internationalisation, Global and Corporate Affairs.

- Faculties, departments, and programme teams make use of specific practices aimed at the recruitment of students, including open days, career advisory services, etc., as can be seen on the *recruitment website*.
- The SU *Regulation for the Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT)* provides the regulatory framework for RPL and CAT at the University and, in addition, faculties have developed their procedures and programme-specific (re-)admission requirements.

The design and development of curricula and learning materials are the responsibility of individual academic staff, with different levels of academic oversight provided by module coordinators, programme leaders, departmental chairs and programme committees, as outlined in the *Guidelines for Programme Committee Chairs and Programme Leaders* (2018).

Institutional approval for the introduction of new academic programmes or changes to existing modules rests with Senate.

- Institutionally, support is provided through the Academic Planning Committee and the Committee for Learning and Teaching, which are two standing committees of Senate.

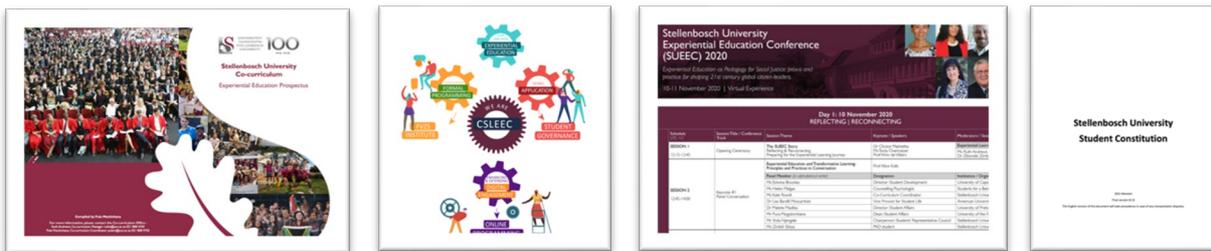
- Detailed feedback on proposed calendar changes and new programme submissions is provided by and discussed at the meetings of the Programme Advisory Committee (PAC), which is a sub-committee of the Academic Planning Committee. The functioning of the Programme Advisory Committee is explained under *Standard 13*.
- Of note, is that the Programme Advisory Committee analysed, reviewed and critically discussed the applications of 44 new academic programmes during the four years from 2018 to 2021. This is a sizeable number of programmes, with more than 50% of the applications submitted by the Faculty of Medicine and Health Sciences. This is due to new sub-specialities, e.g., an *MPhil (Paediatric Cardiology)* which are being introduced regularly, as well as in alignment with changes prescribed by professional bodies, such as the South African Nursing Council (SANC)'s requirements for all the *Postgraduate Diplomas in Nursing*.
- Centrally, in addition to the Centre for Academic Planning and Quality Assurance, the Division for Learning and Teaching Enhancement provides support using the Centre for Teaching and Learning advisors, and blended and hybrid-learning support from the Centre for Learning Technologies. The Language Centre provides a range of simultaneous interpreting, and translation services.

As a residential university, SU is a contact institution, but it also makes ample use of blended learning technologies to enhance the learning experience of students. In addition to the formal curriculum, there is a well-developed and quality-assured co-curriculum, including, e.g., tutor and mentorship training for senior students.

- One of the four focus areas of the first phase of the CHE's *Quality Enhancement Project* was: *Enhancing student support and development*. Since many of the good practices that were reported on are still in place today, they will not be repeated in this self-evaluation report in any detail. Those good practices include the listening-living-and-learning communities and residential education "cluster" approach, the holistic support to students in terms of the six dimensions of wellness (i.e., physical, social, emotional, intellectual, spiritual and occupational), the developmentally-focused Be-Well project, involving more than 500 mentors, and the co-curricular offerings by the Frederick Van Zyl Slabbert Institute for Student Leadership Development.
- During the period under review for this self-evaluation report the *Centre for student leadership, experiential education and citizenship* was established in the *Division for Student Affairs*. The Centre coordinates and recognises a range of co-curricular experiential learning opportunities, ranging from academic, student and personal leadership, to social impact, intercultural engagement, and sport and wellbeing.
- In 2020, the University hosted the *SU Experiential Education Conference 2020* with the focus on experiential education as pedagogy for social justice: praxis and practice for shaping 21<sup>st</sup>-century global citizen-leaders.
- During this review period, the *SU Student Constitution* (2021) was reviewed. The following student bodies are constituted by this *Constitution*, the: (i) Students' Representative Council, (ii) Evaluation Panel, (iii) Student Parliament, (iv) Student

Court, (v) Appeals Court, (vi) Academic Affairs Council, (vii) Prim Committee, (viii) Senior Prim Committee, (ix) Societies Council, (x) Military Academy Student Council, (xi) Tygerberg Student Council, and the (xii) Electoral Commission.

- The Academic Affairs Council is composed of two students from each faculty, who in turn are elected from a range of class representatives within a faculty. Taking into account the class representative system, the faculty student body, the Academic Affairs Council and the SRC, there is a multitude of mechanisms available for students to lodge complaints or appeal decisions; the same is true for the out-of-class experiences of students. All the options are communicated to students on a variety of platforms, including the *General Calendar Part 1* of the University.
- If all appeals processes fail, or if students, staff or any other stakeholder wishes to raise attention to an issue they feel has not been adequately resolved, it can be submitted anonymously to the *Office of the Ombud*.



Link(s) 27: Stellenbosch University Co-curriculum Experiential Education Prospectus (2019), the Centre for Student leadership, experiential learning and citizenship’s website, the SUEEC 2020 online conference programme and resources, and the SU Student Constitution

The *Centre for Student Counselling and Development* provides student-centred psychological development and support services to students. Specialists such as psychologists, a psychometrist, registered counsellors and social workers are carefully selected to meet the needs of the university community.

- As is discussed further in *standard 15*, the Covid-19 pandemic facilitated an imperative shift to online interactions regarding individual counselling, psychometric assessments and work sessions.
- The challenges, lessons learnt and resources developed (also relating to the Centre’s focus on supporting differently-abled students, and delivering career services, such as graduate recruitment and student-employer networking) were reflected on and published, both in academic contexts, such as in the *Journal of Student Affairs in Africa* (2021) and popular media.



Link(s) 28: The article *Adaptation of Student Support Services Considering Covid-19: Adjustments, Impact, and Future Implications* (2021) published in the *Journal of Student Affairs in Africa*, and *Online learning during lockdown helps us find ways to teach differently abled students* (2020), published online in the *Daily Maverick*

Academic support is integrated into the delivery model of modules, e.g., tutorial work, group projects, laboratory work, etc. The impact of academic support is contemplated as part of departmental and programme evaluations and is reviewed by professional bodies, where relevant.

Within this self-evaluation period since 2018, the University's *Assessment Policy* (2021) was reviewed and a strategic project has subsequently been approved for further research into and roll-out of its implementation. Also, the *Regulations for peer-to-peer learning support* (2020) were newly drafted and approved by the Committee for Learning and Teaching.

- The Committee for Learning and Teaching keeps a *register* of all learning and teaching-related policy and management documents and has contemplated the order in which review processes for existing documents are to be scheduled, to ensure improved alignment of different policy principles and provisions across documents.
- As such, the review of, e.g., the *Policy on Plagiarism in Support of Academic Integrity* (2016) and the *Regulation for internal and external moderation and the processing of results* (2014) was postponed to 2022, until after the approval of the *Assessment Policy* (2021), which should inform them. The *Student Feedback Policy* (2008) is currently under review. Even though these documents are all due for a review, the underpinning practices of moderation and student feedback are well-embedded in the workflow of academic processes. These include the roles our academics fulfil as external moderators and/or examiners for many other universities and private higher education institutions in South Africa and beyond.
- To some extent, the policy review process at SU remains an improvement area for the entire University as the number of *policy and management documents* increases and the inter-connectedness of different types of documents is difficult to navigate. This function, though, is well-located within the *Centre for Governance Function Support*, in the Registrar's Division, where the institutional secretariat to the Senate and Council (where all policies are approved) is located.



**Link(s) 29:** The recently reviewed SU *Assessment Policy* (2021), the soon-to-be-reviewed *Policy in Support of Academic Integrity* (2016) and *Regulation for internal and external moderation and the processing of results* (2014), the currently-under-review *Student Feedback Policy* (2008), and the new *Regulations for peer-to-peer learning support* (2020).

In terms of the measurement of the levels of student engagement, student satisfaction and student experience, SU uses a multipronged approach.

- For modules, standardised student feedback is used as well as the class representative system to gauge the levels of student satisfaction. Also, postgraduate students appointed as assistants or tutors often give constructive, insightful feedback. In addition, advisors from the Centre for Teaching and Learning, as well as interpreters from the Language Centre are often in positions where they can engage with lectures on a one-to-one basis and provide critical and constructive feedback.
- Programme reviews often make use of focus group interviews with, e.g., students, recently graduated alumni, and industry partners or employers.
- During departmental reviews, students are included as full members of the self-evaluation committees, and peer review panels interview different cohorts of students to verify the claims made in the departmental self-evaluation reports.
- For professional academic and administrative support service reviews, stakeholder satisfaction surveys are conducted when deemed necessary.
- At the institutional level, the Division for Information Governance conducts a range of surveys, as elaborated on in later standards of this report.

The Registrar’s Division oversees the certification of all qualifications and the *Policy in respect of the presentation of short courses at Stellenbosch University* (2014) is implemented by the *Short Course Division*. No part-qualifications are offered by SU.

### 5.1.3 Research

- The development and support of researchers at various levels in the academic career path, including the use of reward structures
- The inclusion of research ethics as part of the programme
- The evaluation and impact of the research output, using quantitative and qualitative performance measures
- Research supervision is *not* being covered in this round of audits due to the recent National Review (NR) of the doctoral qualification. Once the NR process has been completed, postgraduate supervision will be re-introduced into institutional audits

The core strategic theme, *Research for Impact* at SU implies optimising the scientific, economic, social, scholarly, and cultural impact of research. The University's focus is on interdisciplinary research that benefits society on a national, continental and global scale, without foregoing the value of basic and disciplinary research excellence, as it forms the basis for applied and translational research.

SU aspires to achieve this by pursuing excellence, remaining at the forefront of its chosen research focus areas, gaining stature based on its research outputs, and being enterprising, innovative, and self-renewing. This requires a careful balance between, on the one hand, continuity and consistency, and transformation and rejuvenation of SU's academic researcher cohort, on the other. At the same time, SU research strives to be socially relevant. Ultimately, the research efforts are not only aimed at academic success but also at making a significant impact in the world.

The development and support provided by the Division for Research Development for researchers at various levels in the academic career path include the following:

- The postgraduate office provides professional support services to all postgraduate students (including international students) during the postgraduate student lifecycle;
- In terms of international and early-career research grants, support in identifying and distributing calls for applications, assistance with grant proposal writing, and providing post-award support;
- Support for international research collaboration, identification of funds, grant proposal guidance and review, supporting documents and due diligence, and approval of applications;
- Postdoctoral fellowships, providing doctoral graduates with the opportunity to develop and strengthen their research and professional skills;
- Administration of the Thuthuka programme to develop research capacity by promoting the attainment of a doctoral qualification or a National Research Foundation (NRF) rating for early-career academics;

- Managing research contracts, including the review, negotiation and approval of legal terms related to research and research-related contracts, assistance with the completion of research tenders, financial assistance related to research projects and the drafting of project budgets, and information on full-cost, indirect costs, value-added tax (VAT) and other financial queries related to research contracts, and
- Annual research ethics and integrity information sessions, an annual Research Indaba, and ad hoc research ethics training/workshops for research ethics review committees.

SU has refocused its thinking and strategic planning on ways it can hone the strengths of the University to become a leading 21<sup>st</sup>-century institution by simultaneously addressing some of the pressing needs of our country, as well as delivering on the challenges brought by, inter alia, the expanding knowledge society and economy while accounting for the effects of globalisation.

With due cognisance of the challenges of relevance and significance, and in the light of the developmental needs of our region, SU has identified five strategic research areas to drive the research agenda for the next few years.



**Link(s) 30:** The Division for Research Development’s website and *Services Booklet* provide information on the support services offered by the Division. The Division publishes a *Research at Stellenbosch* report each year, showcasing the progress SU is making in its five strategic research areas.

The five research areas allow the University to strategically cluster, support and grow its existing research initiatives, with a strong focus on strengthening trans-disciplinary research collaboration, societal impact, and sustainability. Under each of the broad areas, there is now a focus on the establishment of new “high rises” which will continue to transform its research portfolio.

The full spectrum of knowledge creation which contributes to these five themes - from basic to applied research - receives strategic support at Stellenbosch University. Although a strong emphasis is placed on the translation of research outcomes for the benefit of society, full cognisance is also taken of the critical need for support in the underlying fundamental and theoretical research areas.

In terms of research ethics, Stellenbosch University is committed to applying the values of inclusivity, accountability, excellence, compassion, equity, participation, transparency, service, tolerance and mutual respect, dedication, scholarship, responsibility, and academic freedom across all its activities. This includes, by definition, all research conducted at the University.

At the different levels of complexity within programmes and co-curricular experiential learning activities offered to students, ethics is included as a prerequisite and as described by the *South African Qualifications Authority (SAQA) Level Descriptors for the South African National Qualifications Framework (NQF)*. NQF levels 5 to 10 are interpreted, contextualised and applied or integrated by programme leaders and module coordinators in a considered manner, appropriate to the disciplinary field of the programme or module, and relevant to the programme design.

At the exit-level of all bachelor's programmes, and in many professionally oriented programmes, students are expected to demonstrate their competency in ethics and professional practice. The level at which these competencies are mastered, increases in complexity at NQF levels 8 to 10, and in these instances, ethical considerations are explicitly taught as part of research methodology courses/modules or integrated as part of the supervision process at NQF levels 9 and 10. Ethical clearance is required for all research assignments, projects, theses and dissertations, especially at the master's and doctoral level.

Research ethics involves the application of fundamental ethical principles to all SU's research activities and, as such, SU first introduced guidelines on ethical aspects of scholarly and scientific research in 1996. A more comprehensive *Policy for Responsible Research Conduct at Stellenbosch University* was drafted in 2009, with a revised version approved in 2013 (and which is currently under review by the Senate Research Ethics Committee).

Quoting from the *Policy* (2013):

SU is of the view that good science assumes ethical accountability according to internationally acceptable norms and that the responsibility for this lies with every person conducting research under the auspices of SU...

#### **5. OBJECTIVES OF THE POLICY**

The objective of this policy is to provide a framework for the promotion of scientific integrity and ethically responsible research at the University, and, amongst others:

- 5.1** To formally endorse the *Singapore Statement of Research Integrity*
- 5.2** To establish principles and responsibilities for research involving humans, animals and risks to society and the broader physical environment.
- 5.3** To establish principles and responsibilities for research collaboration, mentorship, and authorship
- 5.4** To establish principles and responsibilities for data acquisition and management

5.5 To ensure compliance with this policy and other applicable research related norms, standards, and regulations

5.6 To address other research related issues such as financial management, management of conflict of interest, intellectual property, and the investigation of scientific misconduct, by referring to other relevant SU policy or procedural documents

This policy is published in support of the existing value system of Stellenbosch University as an ethically responsible institution.

Supporting the ethical clearance process of the University, SU has five Research Ethics Review Committees which function under the Senate Research Ethics Committee:

- Research Ethics Committee: Social, Behavioural and Education Research (REC: SBE)
- Health Research Ethics Committee 1 (HREC 1)
- Health Research Ethics Committee 2 (HREC 2)
- Research Ethics Committee: Animal Care and Use (REC: ACU)
- Research Ethics Committee: Biological and Environmental Safety (REC: BES).

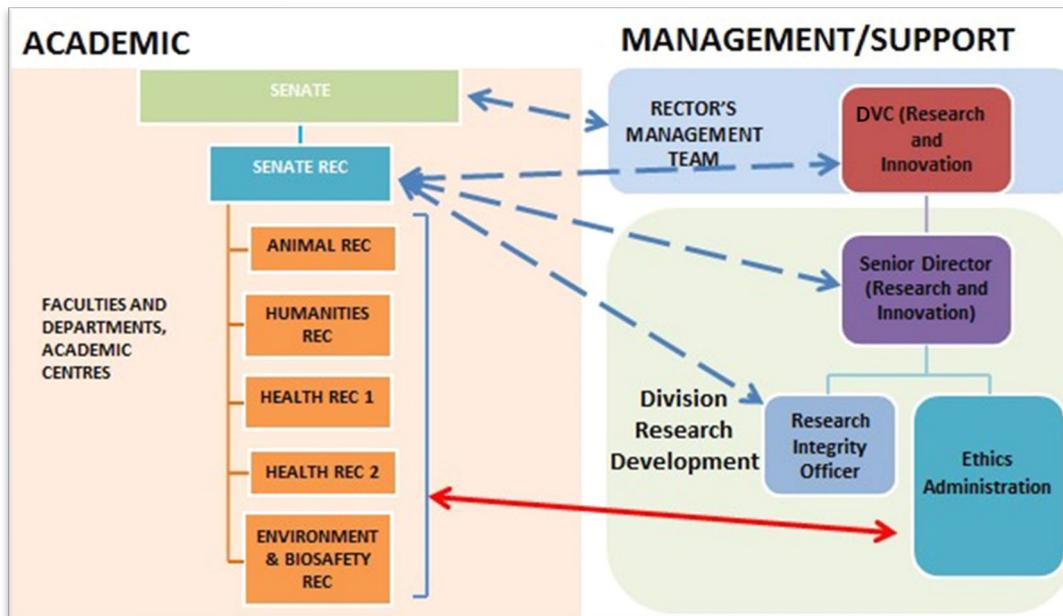


Figure 46: Structures supporting the promotion of responsible research at Stellenbosch University

Ethics clearance applications, reviews and approvals are all processed online via Infonetica software which “manage[s] the full life cycle of all ethics applications from research to reviewer”. The *Infonetica Ethics Review Manager* is available 24/7, and logs are kept of everything entered into the system.

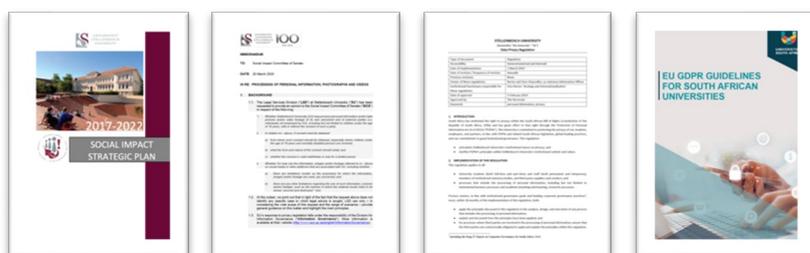
The respective committees review applications for ethics clearance, provide ethics approval and monitor research through the receipt of annual progress reports. The composition, training and functioning of these committees are in accordance with the requirements specified in the *DoH 2015 and SANS 10386:2008 guidelines* and set out in the terms of Reference and Standard Operating Procedures for each committee such

as the *Research Ethics Committee: Biosafety And Environmental Ethics Standard Operating Procedures*.

#### 5.1.4 Social Impact (Community engagement)

- Philosophy, scope, and purpose of the institution’s social engagement with the community
- Compliance with the legislative environment in working with vulnerable communities
- The ethics of the engagement and the protection of communities from exploitation by researchers
- The ethics of the engagement and the protection of communities from exploitation by researchers
- The impact and sustainability of the community engagement

Social Impact at Stellenbosch University is defined in the *Social Impact Strategic Plan 2017-2022* (2016).



Link(s) 31: The *Social Impact Strategic Plan 2017-2022* (2016), a legislative opinion tabled at the Social Impact Committee of the Senate (2020) regarding the processing of personal information, photographs and videos, the *SU Data privacy regulation* (2019), and Universities South Africa (USAf)’s *EU GDPR Guidelines for South African Universities*

This *Plan* marks a transition for the University, from “community interaction” (as opposed to “community service” or “-engagement”) to “social impact”, and provides a theoretical and conceptual framework for its use.

Quoting from the *Social Impact Strategic Plan 2017-2022* (2016):

The last decade was filled with debates in the South African Higher Education (SAHE) sector about conceptual clarity around university-community engagement, and what constitutes the “community” of a university. The problem of a lack of conceptual clarity around community engagement is not only a South African problem; it is experienced worldwide. At the root of everything is a lack of consensus about how the concept “community” is to be interpreted...

#### Definitions

...

**6.1 Social impact:** Social impact is the evaluable change incurred:

- a. through mutually beneficial associations, collaborations, and partnerships between the university (staff, students, and alumni), and external societal partners in government, industry, and the various institutions of civil society - in local and global contexts,
- b. on the basis of the university’s tacit knowledge, scholarly expertise and society’s wisdom and experience,

- ⋈ c. through innovative excellent practices that prioritise the active, responsible, and ⋈  
critical citizenship of students and staff.

The following structure(s) support the embeddedness of social impact at SU:

- The Division for Social Impact is staffed and structured to support the social impact-related work of faculties and PASS environments. As such the Division advises, supports, and guides the implementation of social impact in a variety of SU environments.
- The Division further operates as the “door” to SU for a variety of local communities located around the SU campuses. Further to this, the Division houses a non-governmental organisation (NGO), Matie Community Service. This NGO is currently responsible for enhancing, funding and brokering student volunteerism at SU (concerning communities located around the campuses).
- The Division has close working ties with that of the Division for Research Development in terms of “engaged research” and the Division for Learning and Teaching Enhancement regarding “engaged scholarship”.
- The Division forms part of a larger organisational structure, namely that of Social Impact and Transformation, headed by a Senior Director who oversees and strategically implements the work of Social Impact, Transformation, the SU Museum and the *SU Woordfees* at the level of senior management. Amongst others, this has as an outcome a growing link between the focus areas of social impact and transformation guided by the philosophy of transformation in and through the University. In this regard SU, like other South African universities, is actively working towards the development of a new area of scholarship activity, namely, Social Impact, Community Engagement and Transformation.
- The Senior Director reports to the Deputy Vice-Chancellor responsible for Social Impact, Transformation and Personnel.

Social Impact at SU is structurally embedded at SU in the following ways:

- All SU faculties have a social impact committee that reports to the Office of the dean and/or the Faculty Board.
- Some PASS environments (including *Maties Sport* and the *SU Woordfees*) have active social impact committees.
- The chairs of the faculty committees serve in the Social Impact Committee - a Senate committee that oversees SI on a governance level and advises the work of the committees and the SI structures. The Deputy Vice-Chancellor: Social Impact, Transformation and Personnel chairs this committee.
- Four community representatives, as nominated by the Senior Director: Social Impact and Transformation, serve as committee members in the Institutional Forum.

- The Rectorate and members of the executive of the Stellenbosch Municipality meets via joint committees at least once per term to oversee the joint projects between the University and the local municipality.
- The Lückhoff Forum exists as a combined University-community structure to enhance the relations between SU and the local Stellenbosch public.

The Division for Social Impact has a central fund that, partially or fully supports social impact initiatives by making seed funding available to the value of just over R4m per year. This supports an average of 25 initiatives in all SU faculties and a variety of PASS environments. Also see the Division for Social Impact’s annual reports, uploaded under the *institutional profile* section of this report.

## 5.2 Faculty examples

Faculties responded to the following questions (see the *Portfolio of Evidence* for their verbatim responses) related to:

- Learning and teaching: Faculties were asked to reflect on their engagement in enrolment planning, evaluate the student experience and ensure academic integrity in terms of assessments, internal and external moderation, and examination practices.
- Research: The development, support and reward of researchers at various levels in terms of their career path, and their evaluation of the impact (qualitatively and quantitatively) of the research output.
- Social impact: Faculties were asked to list their current programmes, and explain how ethical, safe, and sustainable interactions with the communities they engage with are ensured.

## (b) Standard 6

Human, infrastructural, knowledge management and financial resources support the delivery of the institution's core academic functions across all sites of provision, in alignment with the concomitant quality management system, in accordance with the institution's mission.

- The number, experience, and seniority of staff in the institution whose primary function is to execute, support and promote the quality management system in the institution, is appropriate to the nature, mission and size of the institution
- Financial resources, appropriate to the nature and size of the institution, are sufficient to allow for the planning, implementation, improvement and monitoring of the institution's quality management system
- Information and communication technology infrastructure, appropriate to the nature and size of the institution, facilitates the quality management
- Appropriate infrastructure such as specialist laboratories, including computer laboratories that are required for the programmes on offer are available and sufficient
- WIL is suitably organised and supervised, and all sites of learning are monitored
- Library services and resources, appropriate to the nature, size and mode of provision of the institution, actively support the core academic functions
- Adequate and appropriate ICT facilities for both students and staff are provided
- Adequate and appropriate academic environments are provided for on campus and in residences (where appropriate).
- Academic staff development for the professionalisation of teaching in various modalities (e.g. face-to-face, blended and online) is provided for staff; the function is adequately staffed, and is supported throughout the institution
- Mechanisms for evaluating and acting on staff wellness and satisfaction work well.

### Quality Judgement

In terms of standard 6, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

#### 6.1 Reflection on guidelines

At SU, many of the quality assurance (QA) functions are distributed to faculties (deans, vice-deans, departmental chairs, programme committee chairs, programme leaders and lecturers), responsibility centres (RC-, PASS division and centre heads, and individual staff members) and students (including student leadership structures), as described in the *Policy for Quality Assurance and Enhancement at Stellenbosch University (2019)*. Centralised support is provided by the *Centre for Academic Planning*

*and Quality Assurance (APQ)*, which reports to the *Division for Learning and Teaching Enhancement (LTE)* in the Deputy Vice-Chancellor: Learning and Teaching's responsibility centre.

Within the South African higher education sector there is no prescribed or standardised structure for quality assurance entities responsible for the centralised functions related to, e.g., academic development, academic planning, curriculum renewal, enrolment planning, higher education environmental scanning, institutional information, institutional research, policy development, quality assurance, quality enhancement and risk management. Quality assurance is primarily the responsibility of each University which must determine the final arrangements for the assurance of institutional quality. This approach, while supported, apposite and sensible, complicates any sector-based benchmarking activities. However, it is anticipated that a comparative analysis of institutional audit self-evaluation reports, as produced for this cycle of audits, will make it easier to make a recommendation on whether the Centre for APQ may require more capacity or whether specific distributed functions, currently managed by deans and vice-deans: learning and teaching in faculties, need to be strengthened.

What can be verified, though, is that the required educational levels and years of experience as stipulated in the job descriptions of the Centre for APQ's deputy director, three advisors, one officer and one part-time administrative officer are appropriate for the levels at which staff are appointed. Ample ad hoc positive feedback from self-evaluation committee chairs point to high levels of satisfaction with the support and advice provided by the Centre for APQ concerning academic planning and quality management processes and support.

The financial resources for conducting self-evaluations and peer review site visits (including at least one international panel member in most peer review panels) are located within faculties and responsibility centres. The Centre for APQ keeps a record of all QA-related expenditure, which it analyses after each QA cycle and reports to the institutional Quality Committee. The Centre for *APQ's budget*, while modest, is adequate and provides for staff's needs in terms of professional affiliations with the Southern African Association for Institutional Research (SAAIR), national (and on occasion, international) conference attendance and day-to-day operational costs.

In terms of the quality management system, the Centre for APQ uses SharePoint as a repository for all self-evaluation, peer review, follow-up, and Quality Committee reports. Departmental and professional academic and administrative support service (PASS) environments increasingly use MS Teams as a collaborative working space to draft self-evaluation reports and compile portfolios of evidence, and the Division for Information Governance and Centre for Business Intelligence oversees the data integrity of the SUN-i system which is used by the Centre for APQ to compile core statistical reports for departmental self-evaluation committees.

The current structure and resourcing of APQ are fit-for-purpose, given the Centre's mission to pursue a scholarly and collaborative approach. However, its staffing requirements may need to be increased to provide value-add services beyond compliance and meeting regulations. An increasingly mature quality culture, where self-evaluations are not aimed at demonstrating compliance or the meeting of minimum requirements, calls for increased higher-order thinking time and engagement with departments and divisions. And to be truly of meaningful assistance to departments and PASS environments, staff need to demonstrate some scholarly insight into the disciplinary differences and operational challenges of entities across the institution. By way of example, academic planning workshops no longer focus just on the completion of templates, but they engage with the very essence of contentious curriculum transformation issues. Answers to the question of APQ staffing will only become apparent, though, once the resource requirements for the implementation of the CHE's new *Quality Assurance Framework* (QAF) are clarified and implemented.

The *Library and Information Service (LIS)* consists of one central library, the Stellenbosch University Library, and five branch libraries, which are the Bellville Park Campus Library, the Medicine and Health Sciences Library, the Engineering and Forestry Library, the Music Library and the Theology Library.

Each of the libraries is equipped with computer workstations and printing, scanning, and copying facilities for students per the requirements of the academic curriculum that each library supports. Wireless reception is available in all libraries and the quality of reception is constantly reviewed and updated to meet the growing demands of students for continuously improved connectivity services. There are also large-format screens and charge ports for student devices. In addition, the two libraries are fitted with room-based video-conferencing systems should users need to participate in group video conferencing calls.

In recent years, the SU Library has implemented projects to optimise its innovation spaces, such as implementing a *Makerspace* for students to do experimental learning and to support researchers in their curriculum offering. Other self-help technologies include self-check-in/check-out systems and an electronic information kiosk which is in the process of being implemented.

Off-premises library services are made accessible to students through a comprehensive mobile-responsive library website which provides one-stop access to all the academic databases and journals to which SU subscribes. An online chat service is accessible through the website to enable students to consult the professional services of library staff, as well as additional services such as booking consultation sessions, reserving seats, and finding references and general information about the library's services. A central discovery system is directly accessible from the website to search the entire book collection and large sections of the electronic book and journal holdings.

The LIS provides innovative and world-class research, teaching and learning support services to the Stellenbosch University community in pursuit of academic excellence. Through its various services, the LIS supports and complements the core academic functions of the University, namely, research, and learning and teaching by taking advantage of the ICT advancements at its disposal. The core services offered by the LIS include information services, research support, teaching and learning support, document delivery and interlibrary loans, digital scholarship services, and collection development and management.

### **Learning and Training Services**

Learning and training services offered include the development of library collections, the delivery of personal and virtual information services, research support and digital and information skills training. The Library's extensive digital and information skills training programme consists of one-to-one (individual) and group training sessions. This is presented face-to-face and/or online by using virtual tools such as MS Teams, Camtasia for *videos and tutorials*, the LibGuides Software to create *library guides*, modules on SUNLearn and by making recordings of previous training sessions available. It consists of module-specific (assessed and non-assessed) training sessions and an extensive generic training programme. The module-specific training sessions are the result of collaboration between faculty librarians and departments and are requested by lecturers to enhance curriculum content and support assessment, e.g., tests, assignments, theses or publication writing. The generic training programme consists of a series of *#SmartStudent workshops* in webinar format for all students.

In addition to these efforts to support online and remote learning in close consultation with academic departments, the Centre for Learning Technologies and the Division for Information Technology, the LIS implemented the cloud-based *Leganto course reading lists* system at the end of 2020. The tool enables lecturers to build and manage their reading lists and enables their students to access these directly from within the University's Moodle learning management system. The *Learning Commons* provides an innovative and stimulating learning environment and is a vibrant extension of the classroom for all students.

### **Research Support and Services**

To contribute to the research output and postgraduate completion rates at the University, the Library provides the Research Commons, a state-of-the-art, technology-enabled space available for the exclusive use of master's and doctoral students, researchers and academics. The environment balances the need for quiet spaces with the need for collaborative spaces for the convenience of all researchers.

To ensure that researchers optimise the usage of the Library's resources, digital and information literacy training, which is marketed as *#SmartResearcher Workshops*, is

offered. The workshops are designed to address all the important facets of the *research process*.

The Library also provides research data services and the flagship is **SUNScholarData**, the institutional research data repository. The repository is used for the registration, archival storage, sharing and dissemination of research data produced or collected concerning research conducted under the auspices of the University.

Furthermore, through its research impact services, the Library provides author/publication citation reports at the faculty, departmental or university-level; generates H-indices for purposes of NRF ratings; and advises on how to create and link persistent digital author identifiers such as Open Research and Contributor ID (ORCID) to Stellenbosch University. Other research support services are provided by faculty librarians who target specific faculties and departments.

The library plays a leading role in digital scholarship and research support at the institution through various open access initiatives. It manages an institutional repository, **SUNScholar**, which hosts research outputs by University authors in the form of theses and dissertations as well as research articles, conference papers and book chapters. The repository was founded in 2008 and has grown significantly over the years and is well utilised. The Library has also been managing an open-journals hosting platform, **SUNJournals**, since 2011. The platform currently hosts 24 open access journals affiliated with the University. Both these platforms support, give access to and showcase Stellenbosch University research outputs.

### **Collections and provision of information resources**

The Library provides printed and electronic resources in support of learning, teaching and research. In the past two decades, the focus has shifted strongly to the provision of electronic resources (journals and books). In addition to that, the past two years have seen an additional, exceptionally strong shift towards the provision of even more electronic books. At present, the Library provides full-text access to 342,040 e-journals and has a collection of approximately 1,2 million printed volumes which includes books, bound journals and not-yet-digitised theses and dissertations from all disciplines. It also provides access to some 17,500 e-books.

The library also has a Digital Heritage repository, **SUNDigital Collections**, which makes unique library and other materials digitally accessible. The repository currently hosts 15,896 items in a variety of categories, including African history, SA political history and ethnobotany.

### **Information Communications Technology**

In terms of adequate and appropriate ICT facilities for both students and staff at all the different campuses/sites of delivery, it is important to note that the University is

in the middle of a digital transformation process, which was accelerated by the lockdown during the Covid-19 pandemic. These are considered adequate and appropriate changes as the University progresses through the transition and as students become digitally enabled. It is a highly fluid situation, and the Library can only measure its adequacy and appropriateness at given points in time. For this purpose, the start of the 2022 academic year in March was considered a point of reference by the *Division for Information Technology*.

*Adequate* is defined as addressing the ICT needs of the students and staff concerning learning and teaching. This is gauged through:

- Access to computers, software applications (the learning management system in particular), support including the campus network and Wi-Fi and internet access.
- Sufficient computers, software licenses, network bandwidth and access, mobile data.
- Sufficient, suitable and properly equipped venues to learn and teach on campus.
- Sufficient office space and computer equipment, licenses, and network in the lecturer's workspace.
- Sufficient network access and learning spaces in the residences.
- Computers, software, and network to be technologically sufficiently up to date to not inhibit or hinder the learning processes (typically no older than six years and well maintained and supported).

*Appropriate* is defined as suitable for the task of learning and teaching:

- Software that is suitable for the purpose (learning and teaching) and sufficiently up to date.
- The hardware is suitable for the purpose and well maintained.
- Lecture halls are suitably equipped for the task - particularly challenging because of the demands for online and in-class teaching, without sacrificing quality or interaction.
- Networks that are fast enough for their purpose (and with no serious congestion-related limitations).
- Suitable for handling the steaming demands for managing/attending live lectures online.
- Suitable for use by students even on slower internet connections, e.g., 3G mobile data.

The IT Division's reflection on *adequacy* is as follows:

- The on-campus ratio of students per university-provided computer in computer laboratories is approximately 5:1 which is sufficient except possibly during short peak times before exams. The figure compares well to that of other leading universities in the country.
- Audio-visual equipment in lecture venues is adequate for face-to-face learning and

teaching, but not yet adequate for hybrid (online and in-class simultaneously) learning and teaching. Approximately 115 lecture venues are fully equipped for hybrid learning and teaching.

- The support of computers and software for staff is just adequate; the changing demands of digitisation are putting stress on resources.
- Student support in computer labs is judged as adequate.
- Online student support is judged as inadequate (difficult to justify the expense with demand varying all the time).
- Software licenses and systems are of high standard and far above what is rated as adequate.
- SU provided computer hardware on campus is mostly up to standard. A few older personal computers are still in use, but generally these are second or standby devices.
- On-campus office space and equipment of lecturers are generally well above adequate.
- The fibre-and-wired network is generally of a high standard. The only issue is in some old buildings, as well as the availability of network points in lecture halls being newly equipped, due to installation costs and timelines.
- Wi-Fi networks are not always adequate, particularly in the situation where a lot of students require Wi-Fi access on campus to attend online lectures. Wi-Fi in some of the older academic buildings is also inadequate, but this is being addressed with upgrade projects.
- Student computers: Students can apply for loan laptops and the uptake has been good. There should be no reason for any student not to have a suitable laptop.
- Student internet access at home or place of residence is still problematic, because of the high cost of mobile data when students do not have access to the internet via fibre, ADSL (Asymmetric Digital Subscriber Line) or Wi-Fi. With the return of students to campus this should, however, not be an inhibiting factor. The University provided mobile data during most of the lockdown period.

The IT Division's rating on appropriateness is judged as follows:

- The personal computers, software and systems on campus are highly appropriate.
- Lecture hall equipment is appropriate in most instances, although the IT Division would like to have more lecture venues to be equipped with the latest audio-visual standard of the University for simultaneous in-class and online teaching and learning. The cost of this, though, is so high that it will take time to reach the target of equipping all high usage schedulable venues on campus.
- Software:
  - Moodle (SUNLearn) as learning management system (LMS): highly effective and appropriate but lacking in some regards.

- Microsoft Teams for online teaching: appropriate and highly effective for online teaching but has some shortcomings in control over multiple video feeds.
- Adobe Connect: appropriate for streaming live classes, but adoption is low.
- Turnitin for plagiarism detection: highly appropriate.
- Respondus Monitor for proctoring: not used extensively yet.
- Respondus Lockdown Browser for assessment security: highly appropriate.
- Cengage digital literacy software: highly appropriate and effective.
- Poodl language plugin for Moodle is appropriate; it is used in language courses.
- Matlab Mathematics modelling tool: highly appropriate and effective.
- Mathematics modelling tool: highly appropriate and effective.
- Statgraphics undergraduate statistics software: appropriate.
- Mahara portfolio plugin for Moodle: appropriate for building evidence of competencies.

All the important software applications that students use online work even on slower internet connections. The one possible exception is the proctoring application, Respondus Monitor. This will be investigated as part of the usability tests. The University provides students with guides on how to optimise their devices on slower connections.

The Stellenbosch, Tygerberg and Bellville Park campuses are all on equal levels of adequacy and appropriateness. The equipment and support of the Saldanha campus are the responsibility of the Department of Defence and outside of the University's control. It is not comparable to the other three campuses. Other sites, primarily the Faculty of Medicine and Health Sciences' satellite sites, are more difficult to assess. They should have equipment and software to the same standard as the other SU campuses, but connectivity and support is not at the same level. It is, however, still appropriate for the needs of those sites.

SU, therefore, has sufficient human, infrastructural, knowledge management, ICT, library, and financial resources to support the delivery of its core academic functions.

Institutional Quality Committee reports show that peer review panels often laud SU staff for working at full capacity - which, although always framed as a commendation, but could be deemed an institutional risk as well. There are institutional pressure points such as staff capacity and ageing infrastructure within the institution, but as noted in review reports, successful national reviews, professional accreditation visits and departmental reviews, as well as different kinds of comparative benchmarking and ranking mechanisms, SU is comparatively well resourced and fit-for-purpose, with no serious risks to quality that could undermine the academic project.

Health and safety protocols and specialised equipment are managed in their different settings, as required, and staff and students receive the prerequisite training for the

use of any potentially hazardous materials or dangerous equipment. The Division for Facilities Management oversees the *Campus Renewal Project* as well as all maintenance issues related to the physical infrastructure of the University at the different campuses.

### Good practice and improvement area

Facilities Management has a rigorous project management methodology which was developed and implemented in 2017. This gated methodology ensures that projects are delivered on time and within budget. The DHET has complimented SU on how our projects are executed and the pace at which we complete our construction projects.

The Campus Renewal Project is addressing the academic and support buildings backlog maintenance and upgrade. While a great deal has been spent on residences we do have concerns about the state of maintenance at some of them that will need to be addressed.

The rapid change to hybrid learning has created some challenges in providing electrical charging facilities for students. Students have multiple devices that need to be charged and the infrastructure is not yet able to provide this at scale. Wi-Fi constraints also affect the student experience.

The Campus Renewal Project has focused on the Faculty of Medicine and Health Sciences and the Faculty of Engineering and projects are completed or are well advanced. The new teaching and research facilities have already provided significant benefits to the University. The completion of the Jan Mouton Learning Centre in 2020 extended the capacity of the lecture theatre space and provides excellent facilities for collaboration and hybrid learning.

The *Division for Learning and Teaching Enhancement* works in collaboration with faculties to:

- Enhance the learning experience for students and academics,
- Provide professional learning opportunities of academics,
- Develop, establish and share innovative learning and teaching practice,
- Promote scholarship of teaching and learning and educational leadership,
- Promote individual as well as institutional multilingualism as well as academic literacy and language learning,
- Provide language services such as translation, editing and interpreting, and
- Promote the utilisation of learning technologies to enhance the reach and richness of learning activities for both residential and off-campus students.

It does so using its four centres, namely, the *Centre for Teaching and Learning*, the *Centre for Learning Technologies*, *Language Centre* and the *Centre for Academic Planning and Quality Assurance* as well as the *Hybrid Learning Project*. The centres and *Hybrid Learning Project* collaborate closely although the Centre for Academic Planning and Quality Assurance also supports academics with programme review and renewal and the Language Centre presents various workshops and short courses focused on multilingualism. The Centre for Teaching and Learning, the Centre for Learning Technologies and the Hybrid Learning Project have mandates that speak most directly to the professionalisation of teaching in various modalities.

The primary role of the *Centre for Teaching and Learning* is the professional learning of academics at SU regarding their teaching role. As can be seen on its website, it provides a wide variety of professional learning opportunities for learning and teaching, including short courses on, e.g., assessment, peer facilitation training, scholarship of educational leadership, Professional Educational Development of Academics (PREDAC), and workshops and seminars, and writing retreats. The advisors are also involved in research projects of which the most recent one is Assessment Matters, a strategically funded project. Each of the advisors is also assigned to a faculty where the nature of the service within the faculty T&L hubs is negotiated with the respective vice-dean (teaching and learning). The Centre also creates teaching and learning resources, manages teaching and learning awards and grants and often takes the leadership in the revision of policy and management documents. The Centre also administers the student survey feedback system.

The *Centre for Learning Technologies* develops, promotes and supports the use of learning technologies for learning and teaching at SU. Staff also collaborate closely with the faculties through offering support, consultations and professional learning opportunities (e.g., blended learning short courses, webinars) and online resources. Similar to the Centre for Teaching and Learning, the staff members also engage in research. The different modes of delivery at Stellenbosch University are explained on the Centre for Learning Technologies' [website](#).

The *Hybrid Learning Project* is a team of cross-cutting specialists whose purpose is to pilot a range of hybrid learning offerings and to respond to the global trend of providing combined online and face-to-face flexible and credit-bearing learning opportunities for a diverse range of students, from first-time students to mid or advanced career working professionals. The hybrid learning design team offers workshops to help academic leaders think strategically about their hybrid course portfolio and electronic resources to lecturers who are in the process of implementing hybrid learning offerings.

The *Centre for Teaching and Learning*, the *Centre for Learning Technologies* and the Hybrid Learning Project each has a very small staff complement but the partnerships forged with faculties, albeit at times challenging to balance with institutional priorities, are bearing fruit. The pivot to fully online learning during Covid-19 would

not have been possible without these existing relationships as well as the scholarship and experience gained during the past 20 years of academic staff development at SU.

Faculties also employ Blended Learning Coordinators (BLCs) who liaise closely with the *Centre for Learning Technologies* and the *Centre for Teaching and Learning*'s advisors in faculties to ensure the appropriate integration of learning technologies in the curriculum and learning activities. These BLCs played a vital role in the institutional pivot to ERTLA in March 2020. SU was fortunate to be able to build on 20 years of experience in using learning technologies in teaching and learning activities, but the shift to fully online necessitated significant changes and support initiatives for both lecturers and students as indicated under **Standard 13**.

In 2017 and 2019, a *Well-being, Culture and Climate at Work Survey* was undertaken to determine quantitatively the well-being and "happiness-at-work" levels of staff and to obtain the views of staff about the culture and climate within the University environment. A total of 1,095 completed submissions were received in 2019, which was an increase of 52.1% compared to the 720 staff members who participated in the University's first culture and climate survey conducted in 2017.

The survey found that there is a general feeling that staff are proud to work at the University and are positive about its future and are well aware of *Vision 2040*. It is also encouraging to note that staff indicated that they enjoy their work and feel it is meaningful, and that their contributions to SU make a difference.

Regarding well-being, the survey found staff members above the age of 60 and younger than 30 were significantly happier than their colleagues in other age groups. Several factors were listed as contributing to an unhappy work environment. This included low staff remuneration packages, lack of recognition for achievements, and a lack of communication from Management. Staff also indicated that a lack of promotion opportunities impacted their well-being and concerns were raised around equal treatment, promotion opportunities for women, and bullying. While the results indicated that staff had a positive approach to transformation, concerns were raised around inclusion at the University.

With the survey report completed and adopted, the Rectorate and other institutional stakeholders had reliable data to utilise as a baseline to develop, implement and measure interventions and solutions, and intensify interventions underway in the different responsibility centres and faculties.

The recommendations emanating from the survey report, include the following:

- A focus on the well-being of staff through the implementation of various initiatives;
- Strengthening of existing initiatives and structures for transformation at institutional and environmental levels;

- Finalising the work of the Task Team for the Upward Mobility of PASS Staff, and ensuring the affordability of academic promotions;
- Recommendations for recognition and appreciation of all staff must be explored by the Task Team for Incentivising, and
- Strengthening of structures and initiatives which focus on equality.

As outlined in *Vision 2040*, SU's goal is to enhance the well-being of all staff by creating and promoting an enabling, inclusive, equitable, healthy and safe working and learning environment that encourages each staff member to maximise their productivity, and where they all feel valued and can contribute to SU's excellence. In measuring progress in terms of meeting this goal, there was a commitment to repeat the *SU Well-being, Culture and Climate at Work Survey* in 2022.

## 6.2 Faculty examples

Faculties were asked to explain how they manage staff wellness and ensure that the financial and infrastructural resources (including specialist laboratories) are well managed. It is clear from the **feedback** that staff wellness, especially during the Covid-19 period, is a concern that is being addressed in a variety of ways at institutional and faculty levels. Infrastructural resources are well managed in collaboration with Facilities Management. A selection of faculty responses is provided below.

### 6.2.1 Faculty of Arts and Social Sciences

Starting with wellness, in the Faculty of Arts and Social Sciences (FASS) we have a vice-dean who is the wellness interface between the responsibility centre for Social Impact, Transformation and Personnel, and our faculty. There is a dedicated Wellness Room at the Department of Foreign Modern Languages to "chill out", with cushions and candles in place.

Reviewed two years ago the wellness survey run by Information Governance provided data and feedback to faculties, with data disaggregated to faculty level. Given FASS's renewal and financial stabilisation, our wellness level was quite low, with one of the major issues being promotions. As financial stability has been reached, promotions have since been made.

Wellness also relates to professional recognition based on merit for promotion - that there is a career trajectory for staff. 10-15% of staff are promoted annually, and in terms of wellness this is important.

People thrive in non-toxic environments without the constraints imposed by external issues over which they have no control, where the feeling of no agency leads to unwellness. In departmental action plans, constraints in terms of learning and teaching, research, social impact, and *transformation* are regularly identified. The locus of control in addressing these needs begins with individual staff members.

Departments need to be able to achieve their objectives, and incentives and (financial) rewards as aligned with faculty goals (e.g., research coffers).

Wellness is also about accountability for oneself and not the abdicating of responsibility. Within the DNA of the faculty, it is in our nature to be critical, and wellness is a “soft target” and is easily ridiculed and dismissed.

In terms of infrastructure, there is a good relationship with the Facilities Management team as the Arts environments are in constant need of continuous upgrades, e.g., at the Adam Small Theatre with lists of continuous maintenance which needs to be done. Wi-Fi within the Conservatorium, Visual Arts building; Visual Arts (e.g., with gas burners up to standard) are normal maintenance issues requiring attention.

A large infrastructural project run by Facilities Management is the FASS building in need of an upgrade. Previously called “densification”, but now called an optimisation project. (Enlargement of spaces, allowing for more conducive spaces for colleagues to interact with one another is scheduled for attention in 2025.)

#### **Improvement area**

We need to focus on the optimisation and redesign of our workspaces, introduce more light and fresh air, and allow social distancing between people. More frosted glass spaces, instead of the locked-off cubicle-feel of the building, would be an improvement. It is about ensuring an environment where all staff have sufficient workspace.

### **6.2.2 Faculty of Economic and Management Sciences**

In 2020, the Faculty surveyed staff wellbeing. The survey was designed by Industrial Psychology Professor Gina Gorgens of the Faculty of Economic and Management Sciences (EMS). Feedback was provided to the entire Faculty via a “town hall” meeting, which also presented an opportunity to discuss practical steps to enhance employee wellbeing. Another such survey will be undertaken in 2022. Environments are responsible for their wellness interventions, with a few additional interventions at the faculty level, e.g., lunch-time webinars on stress management.

### **6.2.3 Faculty of Engineering**

The Faculty is concerned about the wellness of its staff and has conducted several wellness surveys in the last five years. It has taken several steps to manage the wellness of staff including conducting wellness sessions. An “open door” management approach is maintained and staff are encouraged to report and engage on wellness-related concerns. Each department monitors the workload of staff and ensures an even distribution of responsibilities.

The Faculty instituted “Townhall Meetings” and departmental transformation committees to ensure that there are additional, less formal communication channels

where staff can raise their concerns. Two “safe persons” have been identified where staff and students can report their concerns without having their identities disclosed to the management structures.

Ensuring a productive workforce is supported by and includes the following: the *Faculty’s promotion criteria are clear; performance evaluation is aligned with promotion criteria*; sabbaticals are available; there are coffee machines/break-out rooms and excellent facilities; extensive administrative and technical support is provided; there are clear mandates and guidelines from management to staff in terms of teaching expectations, processes, moderation, assessments, etc., with meaningful and plentiful training opportunities for staff to upskill in the context of offering high level of autonomy in the execution of daily tasks.

The primary source of funding to ensure strong financial and infrastructural resources is through the annual budget allocation to the faculty. In especially a STEM type faculty, a further and important source of funding is through contract research and other research and donation funding that primarily funds the needs of the postgraduate programmes. Both types of funding are carefully managed on an ongoing basis and where there are significant changes in the number of resources available, timely interventions are designed and implemented to counter any negative impacts.

Equity in the allocation of the annual budget allocation between the respective departments is attained through a continuously refined budget allocation model developed over many years in the faculty. An important foundation pillar of this model is that it strongly correlates with how income is generated by the faculty through the DHET subsidy, student fees and research contracts by each department. Departments with growing student numbers and teaching and research outputs will receive a proportionately larger portion of the annual budget compared to departments with decreasing student numbers, and teaching and research outputs. By doing so, departments are required to carefully manage student numbers and outputs and are incentivised to increase student numbers as per the enrolment planning finalised each year and outputs annually. Within the annual budget allocation model, there are also further norms and minima to which departments must adhere to ensure sufficient resources are allocated to operational, equipment and human resources budgets on an annual basis.

A further annual activity to ensure human resources are effectively and efficiently deployed in the faculty is through Personnel Plans which not only drive the utilisation of the allocated human resource budget allocation to departments but also diversity and equity priorities within each department and the faculty. It is through these annually updated plans that departments ensure the necessary human resource capacity is available and managed according to the required needs of the department which will include the specialist laboratories and the necessary staff required to manage them efficiently and effectively.

Risk management is a continuous process monitored quite carefully and regularly (at least quarterly at the faculty level, monthly at departmental level and daily by the

Laboratory Managers) to ensure the necessary interventions are in place to support a safe working environment and to adhere to all legislation in this regard.

Furthermore, as all the Engineering undergraduate programmes are accredited by the Engineering Council of South Africa (ECSA), each of these is scrutinised on a five-year cycle by ECSA to maintain their accreditation. This scrutiny by an external stakeholder is comprehensive and not limited to only programme matters but also includes analysis relating to ensuring sustainability to deliver these programmes from a financial, infrastructural, and human resources perspective.

By engaging with the risk management process as well as identifying strategic and operational needs, the faculty communicates its future needs and concerns regarding its infrastructure requirements to University management. By doing so on an ongoing basis, plans were developed to support these needs and address any concerns considering a 30-year horizon. Through this planning exercise the Faculty of Engineering Refurbishment Project was initiated and will be completed in the next five years. It entails a comprehensive refurbishment of all infrastructure required by the faculty.

#### **6.2.4 Faculty of Law**

The Faculty conducted an ergonomic evaluation for any staff member who elected to participate, with new office chairs and footrests purchased. The leave register is checked pro-actively to monitor whether staff are taking leave (and to encourage staff to regularly take leave).

Open agenda discussions are held by the dean but Covid-19 has placed additional stress on colleagues. Other practices include:

- Coffee with the dean, at least once in an annual 1:1 with every staff member.
- The transformation Committee also has regular sessions

While there is a challenge to meet Heritage Council requirements and interacting with them (e.g., simply getting approval for the painting of the building), maintenance is completed with building restoration covered by the University's maintenance budget.

#### **6.2.5 Faculty of Medicine and Health Sciences**

The academic staff of the FMHS is comprised of those who are primarily employed by the University and those academic staff employed by the partner employers: the Western Cape Health Department, the National Health Laboratory Services and the SA Medical Research Council.

The wellness of staff is supported by both the University and the partners. Various support mechanisms employed for ensuring wellness include:

- Campus health services,
- A wellness coordinator through the HR system,

- Support for academic staff in terms of capacity development - both in teaching and learning and research,
- Staff mentoring, and
- The role of the Equality Unit in protecting staff.

In the joint spaces with the partners, employers emphasise ensuring that staff access their relevant wellness systems as well as that of the University as required - this is particularly important in the joint spaces where team support is given.

Additional measures for mental health support were initiated during the global pandemic to support staff in clinical settings. This includes support offered by a psychologist who is available 24 hours a day.

## (c) Standard 7

Credible and reliable data (for example, on throughput and completion rates) are systematically captured, employed, and analysed as an integral part of the institutional quality management system to inform consistent and sustainable decision making.

- An electronic, protected and legally compliant data-management and retrieval system in the institution has the capacity to provide accurate, complete and on-time information to support the quality management of the core functions
- A variety of different types and sources of data are used by the institution, e.g., quantitative and qualitative data, input and output data, data required by legislative agencies (such as on HEMIS and HEQCIS) and specifically-sourced data (such as through student and staff surveys)
- The institution develops the capacity to interpret the data and to act on the results
- An evidence- and data-led approach is used to improve teaching, student success, the student experience, differential success rates, etc.

### Quality Judgement

In terms of standard 7, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

#### 7.1 Reflection on guidelines

Of notable strength for the University is the *SUN-i Business Intelligence System* which is a joint data warehouse initiative by the divisions for Information Governance and Information Technology. The objective is to provide management information to support decision-making at the middle and strategic management levels. Information is integrated from different environments to create a holistic perspective for the end-user.

Starting in 2015, SU implemented and refined a self-help business intelligence system (SUN-i) in a gradual and modular fashion to aid faculties, professional and support service divisions in data-driven decision-making based on a single version of the truth.

This system integrates information from different (transactional) source systems to provide a holistic view, including time-stamped historical data and trends, and also can drill into detail as and when required.

SUN-i comprises the following information areas: Accommodation and Accommodation Applications, Programme Applications, Bursary and Loans, Programme/Student Enrolments (including historical snapshots, enrolment targets and socio-economic indicators), Module Enrolments (including marks), Graduations, Throughput Rates (cohort-based), Retention Rates, Student FTEs and Subsidy Units, Student Fees, Postgraduate Supervision, Staff, and Staff FTEs. This data can be accessed directly from Excel using standard, customisable and updateable templates, as well as from interactive Power BI dashboards.

In addition to the information areas covered by SUN-i, the following additional areas are catered for by interactive Power BI dashboards: Faculty Research Data, Rankings, Scorecard for Strategic Framework, as well as an elaborate Efficiency Model. This Efficiency Model gives faculties insights into the learning and teaching, as well as research outputs generated by their respective departments given the resources (staff) at their disposal. The results are calculated in such a way that it is comparable between different faculties/departments fairly and neutrally. It is used by faculties to inform budget allocations, as well as staff planning.

Another important data source that informs decision making is official (internal) reports which are published annually in portable document format (PDF) and/or interactive Power BI dashboards. These include: National Senior Certificate Grade 12 Results, Student Enrolments (Undergraduate), Student Enrolments (Postgraduate), Enrolment Rates, Graduations and Graduate Destinations (see sample *Power BI reports* in the Portfolio of Evidence).

Users can access SUN-i via dynamic MS Excel reports and interactive Power-BI reports. Standard Excel templates are available and users, such as faculty managers, can customise their MS Excel reports to suit their faculty needs. Only registered SUN-i users can access the reports.

The information available includes programme applications, student enrolments and qualifications, module enrolments and examination results, student retention and throughput rates, bursary applications and awards, staff reports and the Department of Higher Education and Training (DHET)'s Higher Education Management Information System (HEMIS) reports.

The SUN-i information is mostly quantitative, but in terms of information related to the tracking of student development, qualitative information is integrated into the reporting system.

As mentioned under **Standard 15**, an integrated Tracking and Development solution for SU (managed by the Centre for Business Intelligence from 2018 to 2020 and taken over by the DVC for Learning and Teaching from 2021) is funded by the University Capacity Development Grant (UCDG). This project has been renamed “SUNSuccess” and is developed as a module of SUNStudent (SU’s new Student Information System) scheduled to go live with SUNStudent in 2023. The overarching aim of the solution to be implemented by this project is to track the psycho-social and academic success factors of undergraduate and postgraduate students to (a) provide undergraduate and postgraduate student feedback about their performance and suggest support where required, (b) provide academic staff and management a comprehensive picture of a student’s progress and receive and raise alerts based on a student’s results and (c) provide professional academic support staff with a comprehensive picture of a student’s progress. See the *SUNSuccess Project Charter* for more details on the project.

In addition, qualitative information is regularly gathered by the Division for Information Governance using the following instruments, the:

- Stellenbosch University Baseline Survey for Incoming First-Year students,
- Newcomer Welcoming Questionnaire,
- Private Student Organisation (PSO) Satisfaction Survey,
- *Graduate Destination Surveys*,
- *SU Well-being, Culture and Climate at Work Survey*.

The above does not preclude surveys on request, which are offered as a service by the Division for Information Governance, nor the *electronic student feedback system* which is administered by the Centre for Teaching and Learning.

The *SUN-i Business Intelligence System* is a highly valued and well-used system. It supports University planning and resourcing functions. It is also a great source of data for the education and research functions of the University in terms of planning, implementation, reviewing and improving the core mandates of the institution. Its accessibility and user-friendliness for those who have access to it make it a ubiquitous and invaluable tool for the effective and efficient functioning of the University. Consequently, while there are always areas for improvement and innovation, this standard is evaluated as “mature”.

## 7.2 Faculty examples

Positive feedback from faculties is *uploaded to the Portfolio of Evidence* and confirms that the data provided by the Division for Information Governance is actively used, along with other sources of data or information, such as that supplied by the Division for Finance and the Division for Research Development.

One example drawn from all the faculty responses, the Faculty of Economic and Management Sciences, discusses its decision-making processes using Information Governance data and Power BI software as noted in the following section.

### **7.2.1 Faculty of Economic and Management Sciences**

To evaluate the throughput and pass rates of all undergraduate modules and programmes, the faculty uses Information Governance data and the Power BI data software. The data source provides affordances to track year-on-year data and determine gate-keeping modules within programmes. This data informs the annual discussions of the vice-dean: Learning and Teaching with departmental chairs/directors to determine possible drivers of results and to devise improvement plans. Departmental chairs and lecturing teams critically engage with student success rates to determine improvement strategies to investigate possible determinants, positive and negative, of module pass rates.

For many years, the faculty's module mentor programme served as additional student support to improve at-risk of failing student performance and overall student performance. In recent years, however, the module mentor programme has shifted from a faculty programme to support at the departmental level such as the offering of hot seats, tutors and question-and-answer sessions.

Individual lecturers also make use of SUNLearn data in terms of learner and learning analytics to track student progress.

Faculties and departments are also members of national and international organisations and networks, and in some cases have strong industry links, with formally established advisory forums. These formal and informal connections assist faculties to do environmental scanning, identifying trends and interpreting data in a contextualised manner.

## (d) Standard 8

Systems and processes monitor the institution's capacity for quality management, based on the evidence gathered.

- Decision-makers at all institutional levels have ready, but appropriate and protected, access to sufficient, reliable and current electronic evidence (data, information and institutional knowledge) that allows them to make informed decisions on the quality management of the core academic functions of the institution
- Regular, substantive and documented engagements among staff, and among staff and students, on all aspects of quality management (implementation, support, enhancement and monitoring) take place at all institutional levels
- The systems and processes for quality management during times of disruption are continuously and effectively monitored.

### Quality Judgement

In terms of standard 8, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

#### 8.1 Reflection on guidelines

The responses to this standard must be read in conjunction with the other standards above as they overlap and provide the justification for the judgement.

Stellenbosch University's data and information management systems support strategy and policy development at all institutional levels. Through extensive data analysis, focused business intelligence and innovative scientific modelling, the Division for Information Governance supports decision-making in the core academic functions, scenario planning and future projections relating to key aspects of the institution's systemic sustainability drives, in line with the University's vision and mission.

As mentioned under [Standard 7](#), the following accurate and reliable, audited, and current information is available on the University's *Information Dashboard*, with access restricted to SU staff:

- Planning and financial information (including breakdown per faculty),
- Full-time equivalent (FTE) student information,
- FTE ratios by study level per staff member,

- Strategic Management Indicators,
- Staff information,
- Qualifications awarded,
- Student enrolment and demographic data,
- Infographics,
- Information on ranking scores and indicators,
- Regular reports.

Stellenbosch University protects the privacy of its students, employees, and partners, in line with the *Protection of Personal Information Act 4 of 2013 (POPIA)* as well as related South African legislation, global leading practices, and its commitment to institutional good governance. To help achieve this goal, SU has established a *Data Privacy Regulation* to articulate the institutional stance on privacy and clarify POPIA's principles concerning SU's institutional context and values.

As already noted elsewhere, staff and students regularly participate in the well-established quality assurance cycle for self-evaluations of departments and professional academic and administrative support service (PASS) environments, followed by a peer review, improvement plan and two-year follow-up report to the Quality Committee. The Quality Committee monitors and records the commendations, recommendations and follow-up actions emanating from these engagements and reports them to the Executive Committee of the Senate as per the *Stellenbosch University Mandate of the Quality Committee*.

In preparation for a faculty or departmental self-evaluation, self-evaluation committees receive a *Core Statistics report* (refer to *examples* uploaded in the Portfolio of Evidence) from the Centre for APQ which provides information specific to a faculty or department's strategic management indicators, total number of module enrolments, FTE-student enrolments, FTE-staff, FTE students per FTE teaching/research staff members, publication units per FTE-SLE per department and faculty, post-level utilisation as it relates to teaching/research staff with permanent appointments, undergraduate module results according to module, race and gender, number of postgraduate qualifications awarded according to the major field of specialisation, graduation rates for postgraduate programmes, and study history of all enrolled postgraduate students in the year of evaluation. Additional data or information can also be requested from the Division for Information Governance.

While the *Policy for Quality Assurance and Enhancement at Stellenbosch University* does not have policy provisions explicitly written for times of disruption, it is informed by principles that require entities to demonstrate accountability and transparency, and expects them to measure themselves against the highest standards of integrity, renewal, and relevance. SU follows a holistic and systemic approach, supported by an enabling culture that considers the well-being of staff and students. Therefore, the provisions of the *Policy* allow for continuity *and* adaptability, whereby (if necessary and with good reason), a department or PASS environment could request a

postponement from the Quality Committee if supported by their dean or responsibility centre head.

During the Covid-19 pandemic, the arrangements for such postponements were successfully and expeditiously formalised with individualised *memoranda* between the DVC (L&T) and all deans and responsibility centre heads.

### Improvement area

Since the possibility for disruption seems to have become a new norm within universities, future policy review teams could consider including provisions that would pre-emptively address these, where possible.

## 8.2 Faculty examples

Faculties responded in terms of information for improvement and decision making at faculty and departmental level that is currently lacking or hard to access. *Feedback from all the faculties is uploaded to the Portfolio of Evidence* and examples include:

- Programme-wide student feedback;
- Alumni and graduate tracking data, specifically employability data which provides information on employed graduates, including where they are employed and in what types of positions/job levels;
- Cohort analysis based on starting the programme as well as the probability of success (graduation). Student success on the programme level is only available after several years and it is therefore difficult to address problems immediately;
- Holistic view of student's progress / success;
- National rankings (per faculty);
- Postdoctoral information;
- Economic/Socio-economic and qualitative impact of research outputs, and
- Data for the measurement of social impact as well as instruments, tools, approaches and models that can be utilised to measure social impact.

## Focus area 3

The four standards in Focus Area 3 concentrate on the *coherence and integration* of the various components comprising the institutional quality management system and on how *these work in concert* to support the likelihood of student success and improve the quality of learning, teaching and research engagement, as well as accommodating the results of constructive integrated community engagement in accordance with the institution's mission.

The coherence and integration of quality assurance happen at different levels within the institution:

- At the institutional level, the Quality Committee (QC) oversees all quality assurance processes, and reports findings and recommendations to the Executive Committee of Senate (EC(S)) (see *QC reports*).
- The EC(S) registers and shares good practices and acts on the recommendations of the QC.
- Institutionally, different communities of practice are supported, with Covid-19 having been a catalyst for organisational learning and the sharing of challenges and good practices at the vice-deans' level.
- At the faculty and responsibility centre (RC) level, the deans and RC heads budget for the self-evaluation and peer review of all the entities reporting to or forming part of their line function.
- At the departmental, divisional level and academic programme level, staff identify and manage the key actions for improvement as agreed on with the dean or RC head and reported by the QC to the EC(S), and report back to the QC on the improvements made two years after a peer review site visit (see *QC Agendas* and *QC reports*).
- At the module coordinator, individual lecturer or student level, module frameworks, supervision agreements, tutor arrangements and calendar stipulations clarify the learning outcomes, assessment criteria and work-integrated learning expectations set (e.g., in terms of credit weighting and NQF levels). These are monitored through internal and external moderation practices.
- The University's human resource protocols prescribe that work agreements are signed annually, performance appraisals held, and personal development plans implemented.
- Student leadership structures have clear mandates and accountability measures, as stipulated in the *SU Student Constitution* (2021) and related documents.

- Student communities (residences and private student organisations) have “*annual conversations*” within a residential education cluster context, to ensure that good practices are shared, and that student planning arrangements are aligned with the University’s *Vision 2040 and Strategic Framework 2019-2024*.
- Research, learning and teaching, and social impact (community engagement) activities are managed in departments, with oversight and support provided within the faculty and by the divisions for Research Development, Learning and Teaching Enhancement, and Social Impact.
- The quality assurance cycle is supported by the Centre for Academic Planning and Quality Assurance. Three advisors and one quality assurance (QA) officer regularly interact with academics on programme-related and QA matters and share examples of good practice in one-to-one conversations with role-players.
- The *APQ website* is updated with guidelines, policy and management documents and online tools and instruments, as they are developed by the APQ team.

Quality is managed in a distributed manner across the entire university and key responsibilities are assigned to those appointed to managerial positions, such as deans, vice-deans and responsibility centre (RC) heads; departmental chairs; programme leaders, and heads of PASS environments and other organisational entities at the University.

These responsibilities are listed in the *Policy for Quality Assurance and Enhancement at Stellenbosch University (2019)*. The extract below illustrates the level of detail in which these are articulated:

- 9.2.3 Deans and responsibility centre heads are to promote a culture of continuous quality enhancement by implementing this policy and its supporting documents. Their responsibilities are the following:
- a) Budget for time and resources within a particular quality assurance cycle for the self-evaluation and peer review to be completed for all entities reporting to or forming part of the faculty or the responsibility centre’s line function.
  - b) Ensure that self-evaluation committees are constituted appropriately and adhere to the principles stipulated in this policy.
  - c) Set an appropriate standard for self-evaluation reports by reading, commenting on and approving reports received, or by referring them back for further editing or more rigorous self-reflection.
  - d) Formally invite the peer review panel to a site visit; appoint a suitable chair; send them the self-evaluation report and meet with the panel during their site visit to the campus.
  - e) Attend the verbal feedback session of the peer review panel and get confirmation on a target date for the submission of their written report.
  - f) Accept the report from the chair of the peer review panel or request changes, if necessary, and send the report to the head of the environment for them to prepare a response to it.
  - g) Identify the key commendations, recommendations, and actions for improvement for the Quality Committee’s agenda in consultation with the departmental chair, programme leader or head of the professional academic support service or organisational structure concerned, in terms of the self-evaluation committee’s response to the peer review report.

- h) Oversee the implementation of actions for improvement as reported by the Quality Committee to the Executive Committee of Senate, and approve the environment's follow-up report, before it is tabled at the Quality Committee (two years later).
- i) Mitigate any tensions that may arise for the evaluation processes conducted within the faculty or line management function.
- j) Share good practice, when identified, with the broader University community.

The *Policy for Quality Assurance and Enhancement at Stellenbosch University (2019)* also describes the responsibilities of self-evaluation committees, peer review panels and the institutional Quality Committee.

The Quality Committee (QC) has representatives from the responsibility centres for learning and teaching; research, innovation and postgraduate studies, and social impact, transformation and personnel, as well as two representatives from the Science, Engineering, Technology (SET) and Humanities faculties, and a student representative. The QC report serves at the Executive Committee of the Senate, which is representative of all the faculties and responsibility centres.

Faculties and departments have several formal and informal ways in which they share good practices. Institutionally, there are some incentives to recognise, reward and celebrate the achievements of students and staff.

In faculty and departmental self-evaluations, the “selves” that are evaluated include students who are acknowledged as equal participants in the reviews. In contrary instances, in some responsibility centres and professional academic and administrative support service evaluations, students are regarded as clients, partners or stakeholders, depending on the particular entity under review.

Under this focus area, faculties were requested to respond to the following questions related to the four respective standards:

**Standard 9**

9. Explain how planning, management and QA processes are used in a coherent way within the faculty and at the departmental level. What are the pressure points or tensions that need to be managed?

**Standard 10**

10. Explain how good practices (in terms of learning and teaching, research, and social impact) are shared within the faculty and across the institution.

**Standard 11**

11. How is the annual planning of the academic workload undertaken?

**Standard 12**

12. How does the faculty engage in annual budgeting discussions and allocate funds towards specific quality assurance or enhancement actions?

## Improvement area

The main challenge identified under this focus area is the perennial difficulty to conduct critical self-evaluations given time and capacity constraints that staff and students consistently confront. In this regard, an estimate of the workload, time and skills required should be calculated and consideration given to different possible interventions with which to better support self-evaluation committees.

From an analysis of the feedback, it is evident that the University has a highly functioning quality assurance system, but that it can be improved by:

- Strengthening the support to self-evaluation committees.
- Identifying the skillsets needed to conduct collective sense-making reflections.
- Planning and budgeting more strategically for upcoming self-evaluations to ensure that there are clear workload expectations and an agreed-upon scope and depth of the self-evaluation report to be drafted.
- Working collaboratively towards a shared understanding of and terminology for programme review, redesign, and renewal activities.
- Identifying the indicators of a “culture of quality enhancement” and contemplating how to prompt and steer - or nudge - departments and PASS environments in that direction.

## (a) Standard 9

An evidence-based coherent, reasonable, functional, and meaningfully structured relationship exists between all components of the institutional quality management system.

- An approved system monitors and evaluates the quality of the core functions of learning and teaching, research, and community engagement in the institution. Such a system supports the implementation of the core functions as well as any additional support offered, as well as the introduction of any new developments and enhancements to a particular function.
- The performance of staff engaged in core academic functions - and as primary support of the core academic functions - is managed in accordance with an approved performance-management system that holds such staff to account for the management of quality in their functional areas
- An integrated and meaningfully structured relationship exists between quality assurance measures in respect of the academic core functions of the institution, the support for such measures, the continued development and enhancement of such measures, and the monitoring of the measures
- Evidence supports the notion that the quality management system in and across the core academic areas are integrated and not contradictory.

### Quality Judgement

In terms of standard 9, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

#### 9.1 Reflection on the guidelines

The quality assurance system at SU is well-established and highly functional with all academic departments and support services which conduct self-evaluations and peer reviews according to a six-year cycle (including the preparation of a two-year follow-up report). The *Themes and criteria for departmental self-evaluations* are primarily based on the CHE's *Criteria for Programme Accreditation* (2004) while support services typically adapt the *Malcolm Baldrige approach* for their self-evaluations and peer reviews while drawing on professional criteria, where applicable.

Adequate flexibility is allowed for faculties and responsibility centres to broaden or narrow the scope of a quality assurance process to, e.g., focus on an entire faculty as a unit of evaluation, or to focus on a centre, institute, or school as a separate entity. There is also provision for a thematic review to be conducted or to identify a curriculum review and renewal project, as needed.

Departmental self-evaluations are informed by *core statistical reports* which are integrated into self-reflections and analyses, while support services (called “PASS environments”) usually conduct stakeholder satisfaction surveys and consider the information-for-improvement they would like to interrogate.



Link(s) 32: *Themes and criteria for departmental evaluations, Baldrige approach: Framework for the self-evaluation of support services*

At the managerial level, human resource work agreements and performance appraisal systems at SU are well established (see *Human Resources website for Policies and Procedures*), where individual staff key performance areas (KPAs) are aligned to the KPAs of the department, faculty, division and/or responsibility centre’s KPAs, as relevant, and which in turn are aligned to the institutional academic core functions and the core strategic themes of the *Vision 2040 and Strategic Framework 2019-2024*.



Link(s) 33: *Performance Management Policy and Strategy (2016)*

In terms of the core academic functions of a university, i.e., learning and teaching, research, and community engagement, they are explained in the *Themes and criteria for departmental evaluations* and have been further enhanced with guiding evaluative questions, tools, evidence, and good practices in the new *Guidelines* document which also focus on particular entities’ organisational structures. In addition to these, the PASS environments which provide support to faculties in terms of learning and teaching, research, and community engagement, are also scheduled to conduct their self-evaluations and undergo peer reviews.

## 9.2 Faculty examples

All faculties successfully follow the prescribed quality assurance procedures and practices on institutional, faculty and departmental levels. They also reflect on the effectiveness of these practices and possible challenges.

A selection below highlights the processes within faculties as well as some of the improvement areas identified by some faculties. The improvement areas include lack of capacity and expert knowledge within some faculties, time constraints, the tension between external and internal quality assurance mechanisms (e.g., external professional bodies), the quality assurance of interfaculty programmes and the internal strategic alignment within faculties.

### 9.2.1 Faculty of AgriSciences

The faculty follows a scheduled cycle of programme review and renewal which is linked to the external evaluation/peer review cycle of departments as part of institutional QA processes. The faculty's academic planning committee reports to and is guided by the institutional Academic Planning Committee (and Programme Advisory Committee).

### 9.2.2 Faculty of Arts and Social Sciences

The QA processes of the faculty follow the institutional six-year QA schedule. The department appoints a self-evaluation committee, usually with the head of the department (HOD) as the chair. It conducts an internal (intensive) self-evaluation and submits the report to the dean. The dean scrutinises the report concerning all relevant aspects of quality assurance and where applicable make recommendations for amendments and/or improvements. On approval of the dean's recommendations the report is sent to the external peer review members - a selection of knowledgeable and esteemed experts in the field or discipline (including international members). The initial quality review report is normally discussed with the dean for clarification and further enhancement. The final report, with its expected commendations and recommendations, is submitted to the department, school or institute for further consideration and implementation of improvement plans where required.

However, QA also means training and being on top of assessments and using the latest learning technologies that are at one's disposal. For example, some academic staff completed the PREDAC course on how to lecture 30 years ago. Continuous training is needed to sharpen teaching and learning skills. The Teaching and Learning Hub in the faculty is quite active in terms of promoting and supporting professional development.

Also, in smaller departments, there might be some capacity challenges, in which case administrative support is supplied by the dean's office.

### 9.2.3 Faculty of Economic and Management Sciences

#### Improvement area

A lack of knowledge and understanding of QA processes by staff results in significant pressure when engaging in formal QA processes such as conducting a self-evaluation exercise. As deep reflection requires a very specific competence, it is often not well developed because of the irregularity of QA processes (in terms of the long period between reviews). Those engaged in the process, therefore, often invest a significant amount of time. This could be addressed by creating a QA committee which supports academics during the QA process. Furthermore, the impact on the workload of the person taking the lead in the QA process must be considered. Bringing in skilled capacity or buying out teaching time could be included as part of the QA budget.

Over the years, considerable work has been done to align the QA processes of environments which are subject to external QA processes with that of the University. As many of these processes are conducted by external bodies, they are potentially labour intensive and costly. (This is especially true of the Stellenbosch Business School, USB).

#### Improvement area

Tensions potentially arise between the South African Institute of Chartered Accountants' (SAICA) expectations and learning and teaching practices at the School of Accounting (SoA). Professional bodies such as SAICA have a significant impact on accounting departments which offer programmes they accredit and whose graduates they register. Because of the unique nature of accounting education due to the influence of professional bodies (e.g., their influence on curriculum content versus institutional academic freedom and freedom of curricular choice), managing the relationship between the professional body, the SoA, the Faculty and the University is potentially and oftentimes very challenging.

SU's traditional discipline-based, departmental structure could be seen as a tension point in determining the quality assurance processes for inter-faculty programmes. As the *Bachelor of Data Science* is a new programme, the faculty will pay attention to how this will impact in terms of QA. We expect some challenges in terms of differences between faculties, assessment policies and student experiences. These will be monitored and managed.

### 9.2.4 Faculty of Education

When it comes to departmental quality reviews, improvement plans are implemented, but the last review in the faculty was in 2012 because of a special request for

postponement due to the Faculty Renewal Plan which was due to come into effect in 2018 but was postponed to 2020.

Most of the 2012 recommendations were included in the renewal plan. In 2021, it was found that having all the departmental reports available at the same time was useful in feeding into a faculty report.

The time-lapse between 2012 and 2022 in conducting reviews was a result of the previous dean departing in 2014 and thereafter only temporary deans held the post for several years each until 2019. This does not reflect good practice.

#### **Improvement area**

Ensuring continuity of and stability of dean posts in the faculty requires greater attention in future planning. This includes attention to succession planning.

Sufficient preparation time is needed for departmental chairs to conduct self-evaluations to counter the phenomenon that self-evaluation is regarded as a daunting task.

### **9.2.5 Faculty of Engineering**

The faculty has a well-developed system of quality assurance for all aspects of the academic process, including undergraduate and postgraduate degree programmes, as well as staff performance. Undergraduate and postgraduate programmes have an extensive system of class feedback via student representatives and designated staff, and departmental and faculty programme committees where various aspects of each module (including the marks of each module) are evaluated each semester. The Faculty Management Committee and Faculty Board discuss problems and any new introductions are rigorously evaluated for quality. Staff have a yearly evaluation, and they work within a system of line management. Planning is structured through the above committees in a well-established process, offering all staff the opportunity to make their input through wide consultation. This contributes to ensuring quality at each level, creating structures for roll-out and execution, etc. As all these systems are very well-established and functioning, few pressure points exist.

### **9.2.6 Faculty of Law**

External departmental reviews at appropriate intervals are the norm to ensure quality assurance. The *HEQC LLB Report* (which effectively served as an external Faculty of Law LLB programme quality assurance exercise) evaluated the LLB programmes of all South African Law Faculties from 2016 to 2017 shifted the focus of the Faculty of Law to embark on a programme renewal exercise to not only address matters addressed in the CHE report but also as an ideal opportunity to think about what kind of graduates it will produce for the future. The faculty introduced the renewed LLB

programme in 2022 following extensive consultations within the faculty as well as with the institutional quality assurance team.

#### **Improvement area**

The capacity to conduct self-evaluations is a challenge. Programme leaders cannot always have the capacity to also provide intellectual leadership for such a self-evaluation.

The faculty tries to disaggregate or distribute the responsibilities somewhat, e.g., the standardisation of module frameworks (which are mostly there), and the institutionalisation of certain procedures, the internal plagiarism approach, etc.

### **9.2.7 Faculty of Medicine and Health Sciences**

In the Faculty of Medicine and Health Sciences, quality assurance is driven by statutory bodies such as the Health Professions Council of South Africa (HPCSA) and the South African Nursing Council (SANC) at the undergraduate level, and for many of our postgraduate programmes including our *Master of Medicine* programmes. External reviews are conducted regularly with timelines depending on the recommendation of the previous review panel in terms of accreditation (typically at least every five years). The recommendations from these reviews are addressed at the programme and departmental level, with reporting occurring at the faculty Committees for Undergraduate or Postgraduate Teaching.

Further support for planning, management and QA processes is provided by our student administration, including a dedicated assessment office which adds to overall quality.

Pressure points relate to the level of bureaucracy that is often associated with QA processes. Other concerns emerge when statutory council requirements are not aligned with institutional plans and practices.

### **9.2.8 Faculty of Military Science**

#### **Improvement area**

In terms of the Quality Assurance at the respective schools and centres, this is the responsibility of the vice-dean of Teaching and Learning to ensure that each school or centre adheres to the six-year cycle of QA Evaluation. Currently, a point that needs attention is the requirement for specialised training of our academic staff regarding QA processes, especially the chairpersons of the Schools and Directors of Centres.

### 9.2.9 Faculty of Science

The system is working well overall and ongoing attention is given to ensuring that the sharing of good QA practice continues across all sections of the faculty.

#### **Improvement area**

It remains a challenge to get every department to align all their priorities with the main strategic initiatives and actions of the faculty.

### 9.2.10 Faculty of Theology

The programme committee successfully serves as the main hub for quality assurance for teaching and learning at the faculty level. All programme renewal is commissioned, processed, approved and maintained through this committee. The research committee serves as the core QA hub for postgraduate research and research projects at the faculty ensuring ethically sound research endeavour. The social impact committee ensures that all staff, faculty and students adhere to a sound community engagement praxis that enhances teaching and learning at SU. All three of these hubs get ratified through our faculty committee and thereafter our faculty board. These structures have staff, faculty, stakeholder and student presence involved ensuring that all facets of our faculty and institutional culture are enhanced.

## (b) Standard 10

Evidence-based regular and dedicated governance and management oversight of the quality assurance system exists.

- Staff whose primary function it is to participate in the quality assurance system, as reflected in the policies, procedures, and practices of the institution, are regularly, e.g., at least once per semester, held to account by line managers for the manner in which they execute their quality-related functions
- Clear lines of authority exist and are implemented at all institutional levels, up to the level of executive management, to report on and be held accountable for, quality management
- Good practice is reported and celebrated at various levels of the institution
- Non-compliance with the quality assurance system is identified and dealt with appropriately at various levels of the institution
- The highest decision-making authority in the institution holds the executive management of the institution to account on at least an annual basis for all components of the quality management of the institution.

### Quality Judgement

In terms of standard 10, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

### 10.1 Reflection on guidelines

The primary support for quality assurance (including the development of new academic programmes and the review and renewal of existing modules and programmes) is the responsibility of the Centre for Academic Planning and Quality Assurance (APQ).

The staff in the Centre for APQ report to the Deputy Director of APQ, who reports to the Senior Director of the Division for Learning and Teaching Enhancement (LTE). APQ staff meet every second week as a Centre, and once per month with the Senior Director of LTE present. The *agendas and minutes for APQ meetings* since 2020 are saved on an MS Teams site. In addition to Centre meetings, APQ staff members have one-to-one meetings every alternate week with the Deputy Director: APQ, where any issue that needs to be escalated to the Senior Director: LTE or Deputy Vice-Chancellor (Learning and Teaching) is identified. In terms of committees, there are two secretariat functions located in the Centre for APQ. The Advisor: Academic Planning is the secretary of the *Programme Advisory Committee (PAC)* which reports to the Academic Planning Committee (APC) of the Senate; and the Officer: Quality Assurance is the secretary of the *Quality Committee (QC)*, which reports to the Executive Committee of Senate (see

**Standard 4** for the Governance structure). The scheduling of all institutional committee meetings is coordinated to ensure that the reporting happens systematically and feeds into the Senate meeting each term. The Deputy Vice-Chancellor (Learning and Teaching) chairs both committees.

QA processes are supported centrally by Academic Planning Committee but they “belong” to the local environments themselves, whether a faculty, department, responsibility centre (RC) or PASS division, and the oversight and management responsibilities of deans, departmental chairs, RC heads and PASS directors are clearly articulated in the *Policy for Quality Assurance and Enhancement at Stellenbosch University (2019)*.

All peer review, response and follow-up reports are tabled at the Quality Committee where good practices are identified, captured and shared, and typically documented in a recommendation report from the QC to the Senate Executive Committee.

Many other faculty-specific platforms are also used to share good practices, and institutionally there are quarterly *Learning and Teaching Enhancement Seminars*, monthly Auxin discussion groups, and an annual *Scholarship of Teaching and Learning (SoTL) Conference* that create spaces for good practices in learning and teaching to be shared. All these information-sharing practices continued during Covid-19.

All the *Learning and Teaching Enhancement Seminars* since 2015 have been recorded and are available on a website maintained by the Centre for Teaching and Learning.

The topics and speakers were as follows:

**Table 15:** Learning and Teaching Enhancement seminars, 2015 to 2022

Learning and Teaching Enhancement Seminar Topic	Presenter(s)	Date
“Thank you for making race not feel like walking on eggs”: teaching race at Stellenbosch	Prof R Pattman	26 August 2015
Survival of the fittest or continuous improvement: Reporting on preliminary faculties’ feedback about the programme renewal process at SU	Dr A van der Merwe	22 February 2016
Digital stories in a science-based plan propagation course. Is there place for it?	Dr M Schmeisser	15 June 2016
Towards responsible citizenship: The story of curriculum renewal of a Master of Divinity programme in South Africa	Prof I Nell	15 August 2016
“Flipping” Dermatology teaching: A need for change	Dr W Visser	7 November 2016
Teaching for change - Reflections on Stellenbosch University’s first MOOC	Prof Y Waghid, Dr A van der Merwe, Dr JP Bosman and Dr F Waghid	20 February 2017
The role of student feedback in mediating the professional learning of lecturers at a research-led university: The case of Stellenbosch University	Dr M Petersen	12 June 2017
Future-focused learning, constructivism and new technologies	Ms R Nathanson	21 August 2017
Research by three SU national Teaching Advancement at University (TAU) fellows: “Critical citizenship and social justice education: A staff-development action research project”, “Collaborative learning in law” and “Self-directed learning in health professions education: A scoping review”	Prof E Costandius, Prof G Quinot and Prof I Couper	8 November 2017
Rethinking academic leadership in a managerialist context: the importance of the collegium, the collective, and an ethic of care	Prof M Fourie-Malherbe	14 March 2018

MobilEx, multilingualism and integration in learning and teaching	Dr M van der Merwe and Dr Müller van Velden	13 June 2018
Decolonising the Science Curriculum: can Legitimation Code Theory show a way forward?	Dr H Adendorff	6 September 2018
Technology and Learning - standing on the shoulders of giants	Mr M Butler	8 November 2018
Examining e-Portfolios for postgraduate learning: A message from Medicine and Health Science	Ms M Volschenk	13 March 2019
Autonomy pathways to compare active teaching methods in undergraduate Physiology classes	Mr F Essop	9 May 2019
Validating the highest performance standard of a test of academic literacy for students from different home language backgrounds	Dr K Sebolai	5 September 2019
Quality enhancement, sense-making and reflecting on programme renewal	Ms M Bester, Mr A Müller and Dr A van der Merwe	24 October 2019
Shifting pedagogical practices and identities: Lessons learned from the virtual classroom	Prof J Botha, Ms M de Klerk and Dr N Tshuma	12 March 2020
Can excellence 'turn'? Rethinking teaching excellence awards for the public good	Dr K Cattell-Holden	6 August 2020
Academic agency and hope: <i>beyond Covid-19</i>	Dr M Skead	23 September 2020
Reflecting on two terms of Vice-Rector (Learning and Teaching)	Prof A Schoonwinkel	26 November 2020
Can and should assessment nurture an orientation to society and social justice?	Dr M Blackie	25 March 2021
The problem with time-limited, sit-down tests: Assessing language	Prof C van der Walt	13 May 2021
Forward together in Learning and Teaching at Stellenbosch University: Where to next?	Prof Ramjugernath	9 September 2021
A whole new world: Bridging the gap between critical digital pedagogies and the (new) automated virtual teaching and learning environment	Dr S Strydom	21 October 2021
Curriculum Renewal for Holistic Learning	Prof D Blaine	11 March 2022

*Auxin resources* from 2015 onwards are available on a website maintained by the Centre for Teaching and Learning and include topics such as:

**Table 16:** Auxin topics, 2018 to 2022

Auxin Topic	Presenter(s)	Date
Decolonising STEM in our Sandbox: Sharing experiences	Dr D Blaine, Ms M Mackay, Ms K Wirth and Ms R Malgas	27 February 2018
Services of the Centre for Student Counselling and Development	Ms M Parker	27 March 2018
Transformative learning theory under the spotlight: learning that changes the way we see the world	Prof S van Schalkwyk	24 April 2018
Decolonisation of the university curriculum: The what, why and how	Prof L le Grange	29 May 2018
Criminal Law 171 video project: Boldly going where no criminal law lecturer has gone before!	Dr M Nel	28 August 2018
Interdisciplinary curriculum design: A case study from a module on gender, culture and religious diversity as part of the EDP support subject <i>Introduction to the Humanities</i>	Dr Anita Jonker	25 September 2018
Building your research profile: The rewards and risks of engaging with public audiences about your research and availing yourself to engage on other topical aspects	Dr M Joubert and Mr M Viljoen	26 March 2019
"The fruits of the spirit mixed with street smarts". Reflections on the first five years of a peer mentoring programme for the first-year students on the extended degree programme within the Faculty of Arts and Social Sciences	Ms S Lombard	23 April 2019
The scariest module I ever had to lecture - A soft skill module in a hard skill environment - First reflections	Dr M Schmeisser	28 May 2019
Why Teach Ethics Online?	Ms A Kleinsmidt	23 July 2019
Insights from Orthogonality for Mathematical Proficiency	Prof I Rewitzky	27 August 2019
Critical self-reflection as a tool for transformative teaching and learning	Dr Taryn Bernard	25 February 2020
Privacy legislation and innovative teaching practices	Mr J Toi and Ms J Naidoo	24 March 2020
Designing your teaching online	Dr Maricel Krügel	28 April 2020

Implementing multilingualism in South African universities: dilemmas and innovations	Prof M Madiba	26 May 2020
Teaching and learning in the Theory-Practice Nexus	Prof K Baatjes	28 July 2020
Emergency migration to online teaching in the Covid-19 pandemic: Impact on the mental health and wellness of lecturers and other university staff	Ms S Maharahs and Dr C van der Merwe	25 August 2020
Higher education in community - collaborative higher education, an ethic and pedagogy of care and Ubuntu	Prof G Quinot	22 September 2020
Scholarship, scholarly teaching and SoTL: implications for the 'professoriate'	Prof S van Schalkwyk	23 February 2021
Balancing SoTL & disciplinary research	Prof R Pott	23 March 2022
Towards humanising online postgraduate supervision: Reflecting on student experiences in lockdown	Dr N Tshuma	13 April 2021
From accessing information to actually using it: The development of a Knowledge Skills module for first-years	Dr M Jordaan	25 May 2021
Students' Developing Conceptions of Knowledge: Insights from a longitudinal study in Chemistry	Dr M Blackie	20 July 2021
The whole is greater than the sum of its parts - exploration of the 4C-ID model for curriculum design	Dr M Unger	24 August 2021
Curriculum renewal	Dr M McKay	5 October 2021
A Gay Agenda: Troubling Compulsory Heterosexuality in a South African University Classroom	Prof D Francis	22 February 2022

The Quality Committee sets the standard for departments and PASS environments regarding the quality of their written responses to the findings of peer reviews, and the completeness of their two-year follow-up reports which discuss the progress made with their identified improvement actions. On occasion, if needed, the QC requests entities to resubmit their reports when any information is deemed to be insufficient or incomplete. (Of note, this has only happened twice within the reporting period.)

## 10.2 Faculty examples

Faculties were asked to explain how they share good practices in terms of learning and teaching, research, and social impact in their faculties and across the institution in general. A selection below highlights some of the good practices that are in place. Their complete feedback is uploaded to the *Portfolio of Evidence*.

### 10.2.1 Faculty of Arts and Social Sciences

The faculty has a teaching-and-learning hub where, under the leadership of the faculty's Centre for Teaching and Learning (CTL) advisor, members of staff who have achieved excellence in teaching share their "tricks of the trade" and reflect on scholarly practices.

### 10.2.2 Faculty of Economic and Management Sciences

The Faculty of Economic and Management Sciences (EMS) and its individual departments and schools provide various formal and informal platforms to showcase good practices in learning and teaching, research and social impact. The sharing of good learning and teaching practices includes the following:

- The faculty hosts annual Teaching@EMS days where T&L matters are discussed, and good practices are shared (*see sample invitations and agendas*).
- The faculty has developed a resource repository on SUNLearn which serves as a platform for good practices in the broad domain of teaching and learning.
- EMS lecturers share good practices with their colleagues throughout the University during the annual SoTL conference.
- Topics at the Stellenbosch Business School’s lunch-time workshops for teaching staff include discussions on how to create a teaching and learning philosophy and foster student engagement.
- Since the onset of Covid-19, the vice-dean: L&T has communicated with lecturers through T&L-related newsletters. They often contain good practices and were especially important during the height of ERTLA/ARTLA when lecturers had to adapt practices almost daily to the ever-changing pandemic circumstances (see Section 3.3. Teaching and learning matters June 2020).
- During the first meeting of new Professional Educational Development of Academics (PREDAC) participants, lecturers who were among the Top Lecturer Award winners of the previous year are invited to chat with new lecturers and respond to their questions.

Departments/schools also engage in context-specific sharing of good practices, e.g., the School of Accounting (SoA) organised several workshops and colloquia to upskill academic staff in preparation for the implementation of the CA2021 competency framework. Details of the colloquia offered during 2021 are as follows:

- 3 March 2021: Digital acumen (hosted by Information Systems colleagues) as well as citizenship (presentation by Judith Terblanche, UWC)
- 14 May 2021: Ethics (hosted by SoA staff who teach Business and Professional Ethics)
- 30 August & 30 September 2021: Integration between subjects and between subjects and support modules (hosted by colleagues who present support modules, such as Mercantile Law, Business Management, Statistics and Economics)
- 28 October 2021: Critical thinking (hosted by Lanelle Wilmot, WITS)
- 4 November 2021: Mini-SoTL conference where SoA colleagues discussed the work-in-progress for the implementation of the CA2021 competency framework, as well as related innovations.
- When new teaching and learning ideas and requirements are formally introduced in the faculty, department-specific opportunities are created to

share good practices in support of this, e.g., the new *Undergraduate Assessment Regulation*.

- The Faculty's Programme Committee sometimes offers a platform to other institutional committees (e.g., the Committee for Learning and Teaching) to share good practices.

The sharing of good research practices is mainly specific to the academic domain and takes place within departments. At the faculty level, the GEM/StEM programme offers PhD candidates opportunities to share good practices via the following mechanisms:

- At the beginning of their PhD studies, both the Graduate School of Economic and Management Sciences (GEM) and the Staff Graduate School of Economic and Management Sciences (StEM) students participate in a comprehensive orientation programme. Topics include effective literature search strategies; research data management; research evaluation; the University and Faculty's guidelines for doctoral studies; research design; research ethics and the ethical clearance process; research methodology and research project management. The orientation programme, therefore, provides the generic skills that candidates require at the beginning of their doctoral studies.
- PhD candidates also take part in a skills assessment process in their first semester of study to determine each person's skills needs. These needs are usually addressed by providing access to training opportunities that are available within academic departments or through on-campus training providers such as the African Doctoral Academy.
- An information session is also arranged annually for final-year PhD candidates to discuss the expectations and requirements of the PhD examination process.
- In addition to these formal sessions, there are several opportunities for candidates to meet and share ideas using interactive platforms, including a weekly seminar series where full-time GEM PhD candidates present their work and share ideas, as well as an annual colloquium for StEM staff members. Weekly Write Club sessions also provide an opportunity for candidates to write together and learn from each other.
- Finally, information sharing opportunities with our international partners have proven invaluable. Examples of sharing ideas and best practices across institutions include (a) an inter-institutional conference was arranged in 2020 for the commerce faculties of the University of Namibia and SU; and (b) a series of topical research-related discussions were arranged in 2021 with speakers from the Faculty of Management and Commerce of the University of Fort Hare, the SU Faculty of Economic and Management Sciences and the Faculty of Humanities and Social Sciences of the University of Bath.

### Good practice and improvement area

In short, the GEM and StEM programmes provide ample opportunity for candidates to share and learn best practices in addition to the opportunities provided by SU's Postgraduate Office and opportunities available within departments. It could be considered as a worthwhile improvement to increasingly open access to these opportunities to the faculty's broader PhD community in the future.

In terms of social impact, each EMS environment maps out its social impact activities that are inherently and inextricably interconnected based on a needs assessment, profile of clients and stakeholders, and relevant expertise. Collectively, these activities advance a shared vision of the social impact goals of the University, in general, and the faculty, in particular.

Many good practices emanate from working together, and with diverse stakeholders, as these involve the management of policies, programmes, plans, projects utilising participatory processes and local knowledge, and monitoring planned interventions continuously for accountability purposes. A crucial principal benefit leans on creating and generating new knowledge and using theoretical and practical underpinnings to inform our teaching and teaching practices.

### Good practice

A good practice that has been strengthened during Covid-19 is the regular forum meetings held by deans, vice-deans and the faculty manager. These SU fora meet frequently during the year and play an important role in coordinating and sharing information and practices across faculties.

## 10.2.3 Faculty of Engineering

The faculty has appointed an in-house Senior Advisor: Teaching and Learning, who strongly supports the development of academic staff as teachers, guides T&L research projects within the faculty and engages nationally and internationally in Engineering Education initiatives.

Biannual "Teaching Morning" workshops and the *Recommended Engineering Educational Practices (REEP)* website and SUNLearn module for Engineering staff are used to share good practices in the faculty. The REEP SUNLearn module contains a guideline document of best practices, as well as narrated case study posters, recordings of past Teaching Morning workshops, selected SoTL presentations, and links to institutional teaching and learning resources. An annual REEP workshop facilitates dedicated time for approximately 20 faculty teaching champions to plan T&L research projects and collaborate. Further Engineering examples are available [here](#).

### Good practice

In its promotion criteria, the faculty requires the submission of a teaching portfolio, the template which aligns with what is expected for institutional teaching awards. The portfolios are evaluated by a subcommittee of the faculty AAPC (Appointments and Promotions Committee) as part of the promotion application process. In addition to contributing to the promotion decisions, this allows the faculty to identify candidates worthy of consideration for institutional teaching awards and motivates staff to develop as teachers.

## 10.2.4 Faculty of Law

One good practice that has emerged from the Covid-19 pandemic is that at the institutional level the deans and vice-dean groups shared many challenges and good practices across the faculties, which ordinarily would not have ordinarily happened.

### Good practice

Blended Learning Coordinators (BLCs) also share good practices across faculties in terms of SUNLearn; similar support is received from the CTL advisor who also serves on the institutional Programme Advisory Committee (PAC).

Good practices are also shared within the student context by the Academic Affairs Council, on which the Juridical Society/Juridiese Vereniging (“JV/S”) chair serves *ex officio*.

## 10.2.5 Faculty of Medicine and Health Sciences

The Faculty of Medicine and Health Sciences (FMHS) has a *Centre for Health Professions Education (CHPE)* which is a fully-fledged academic centre offering postgraduate degrees (MPhil in Health Professions Education (HPE) and a PhD in HPE). In the past five years, fifteen members of staff have completed the MPhil programme, with three having completed their PhDs. Currently a further eight staff members are registered for the MPhil, with another three registered for doctoral studies. Apart from its academic remit, the CHPE also offers multiple opportunities for strengthening the professional learning of academics. These include short courses (Teaching in the Health Professions; Registrars as Teachers; Supervisors as Teachers), as well as several customised workshops covering a wide range of topics related to education, including educational scholarship. Faculty staff are typically invited to present and/or facilitate these events. Extensive support for teaching with technology is provided through monthly “30-minute Tuesdays” and “Tech Thursdays” sessions. Regular Teaching and Learning Forums are held (approximately four per year) during which FMHS staff showcase their work. There are also quarterly Journal Clubs; and regular webinars. All of these events focus on teaching and learning practices that are of specific

relevance to staff within the faculty and in the past five, years more than 1,500 attendances have been recorded.

### Good practice

The Annual Academic Day is a faculty-wide event to promote research. This day is always a 'class-free' day for students, and presentations and poster sessions run in parallel throughout the day and across the faculty providing a unique opportunity for both students and staff to share their research with colleagues and peers.

Social impact initiatives are captured on the institutional database and are shared within the governance structure of the Senate Social Impact Committee.

From a communications perspective, the faculty's Marketing and Communications Division produces a variety of content about successes in the learning and teaching, research and clinical services and social impact spheres, including articles and videos. This content is shared with a diverse audience such as FMHS and SU staff, students, alumni and members of the public via several platforms, including the news area on the FMHS *website*, the faculty social media channels (*Facebook*, *YouTube*, *Instagram* and *Twitter*), four quarterly digital newsletters and an annual faculty publication which is produced in both a printed and digital format. Examples of newsletters and publications can be viewed *here*.

The dean delivers a report at the quarterly Faculty Board meetings which highlights and recognises faculty achievements and developments, including academic appointments and promotions, new research funding, recognition by industry bodies such as medals, awards and scholarships, and new entities and partnerships.

## 10.2.6 Faculty of Military Science

### Good practice

The Senate Social Impact Committee hosts an annual seminar on various social impact matters. All faculties are invited to participate in the seminar which usually has project owners from various faculties and disciplines sharing their initiatives and good practices. This seminar is open to any member of the faculty who wishes to attend, and the vice-dean Social Impact and Personnel regularly participates in the seminar.

Programme administration in the faculty resorts under the Faculty Programme Committee which oversees the delivery of all academic content in line with the requirements of the University as stipulated in Calendar Part 1 and 13. This Committee is chaired by the vice-dean T&L and comprises all the faculty programme coordinators. The main responsibility of this Committee is to focus on programme development,

programme renewal, and quality assurance. This Committee reports to the Faculty Board and the institutional Programme Advisory Committee.

### 10.2.7 Faculty of Science

#### Good practice

The faculty has a Science Teaching and Learning HUB that coordinates two annual events where good practices are shared amongst colleagues and where new approaches and strategies are discussed. The HUB also facilitates workshops on request per module/department/environment which supports the development and constant revision of faculty teaching and learning. Presenters from other SU environments are sometimes invited to facilitate discussions or inform our teaching staff on new institutional developments which impact on learning and teaching.

Newly appointed staff members are nominated annually to attend the *PREDAC* (Professional Educational Development of Academics) course for new lecturers which is offered by the Centre for Teaching and Learning.

The T&L HUB facilitates a research group for teaching staff who are interested to pursue education research and we support lecturers to apply for the institutional FIRTTL (Fund for Innovation and Research into Learning and Teaching) grants and to apply for and prepare for presentations at the annual SU Scholarship of Teaching and Learning (SoTL) conference. All of these events offer opportunities for teaching staff to share ideas, experiences, and good practices. The research group is also currently involved in organising one leg of the *online LCT3.5 conference: Around the world, around the clock*.

Many of our staff have been awarded prizes for best presentations, best research papers and delegates choice, at the conference. Furthermore, we have annual participants in the *Scholarship of Educational Leadership (SoEL) short course* and annual applications (of which the majority are successful) for the institutional teaching excellence awards.

Good research practices are anchored in a healthy research culture that embraces excellence, ethics in research and publication of outputs in peer-reviewed academic journals. Annual workshops/webinars for staff and students further strengthen awareness of good research practices. Academic seminars within Departments and across the faculty serve as a benchmark for research excellence. The faculty's performance evaluation process promotes and rewards good research practices, while excellence, ethics and good research practices are emphasised on various platforms, such as at the Faculty Board and in departmental staff meetings.

#### Good practice

The faculty employs a full-time science writer to report on research outputs and social impact to internal and external audiences.

The faculty has a Social Impact (SI) Committee with representatives from every department as well as from some centres. This also includes a representative from the natural science student committee.

A senior academic is appointed as Chair of the SI committee and represents the faculty at the Institutional Social Impact Committee. The Faculty of Science committee meets twice a year to discuss and share practices. All environments are constantly reminded to register their SI projects on the central database as well as share their projects and experiences on a faculty MS Teams site.

The Social Impact projects which receive institutional funding must submit an official report on the project. Many individuals, departments or centres in the faculty are constantly involved in social impact projects of various types. Often times, the success of such an endeavour is notably associated with the energy and drive of an individual. Each of the respective environments must share its projects, experiences, and proposals to obtain greater cooperation in the activities, greater sustainability of these activities and ensure a greater reach.

### 10.2.8 Faculty of Theology

Academic staff participate in numerous successful colloquia, workshops, conferences etc. which focus on and share good practices. Other ways of information sharing include:

- Annual reports to the ecumenical board;
- Theology discussion group four times a year is an informal discussion for all staff members with topics varying from student support available on campus to recent research by academic staff;
- Bi-annual meetings of the deans from the four South African faculties of Theology;
- SU deans' forum where all the faculty deans meet to discuss matters of mutual concern;
- Bi-weekly newsletters which highlight significant events and achievements, and
- Newsworthy events are communicated to the University's Communication and Marketing Division.

## (c) Standard 11

Planning and processes exist for the reasonable and functional allocation of resources to all components of the institutional quality management system.

- Annual budgeting discussions at all institutional levels include explicit decisions about budget allocations for the design and implementation of quality assurance measures, for their support, their development and enhancement, and the monitoring of such measures.
- Budget allocations for the quality management system reflect the importance attached at all institutional levels to the provision of appropriate resources (within overall budgetary constraints) for quality management.
- Annual planning of the academic workload is undertaken.
- The allocation of the academic workload takes into consideration reasonable staff-student ratios as well as the time required for research and community engagement, where relevant.

### Quality Judgement

In terms of standard 11, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

#### 11.1 Reflection on guidelines

Quality assurance is, in most cases at the University, not seen as an “add-on” or a mere bureaucratic “tick-box” or compliancy-driven activity. On the contrary, the management of quality and assurance mechanisms are integrated into operational budgets, work agreements and quality enhancement activities, whether departmental self-evaluations, peer reviews or programme review and renewal projects. These occur in a well-planned and systematic manner, negotiated with departments and PASS environments to accommodate their time pressures and capacity issues.

In some cases, professional body accreditation/registration requirements can be onerous and costly, but SU has a very successful track record in this regard.

The costs related to peer review site visits are carried by the deans and RC heads who budget for the scheduled departmental or PASS self-evaluations and peer reviews according to the size and diversity of the review panel members to be invited. It is standard practice for review panels to include at least one international panel member and, while expensive, is a practice to which the University remains committed.

## Improvement area

As already noted under **Standard 9** in this self-evaluation report, an improvement area for consideration is the possibility for faculties and PASS environments to buy-in additional capacity when they are scheduled for a self-evaluation and peer review.

Especially in times of disruption, it can be difficult to find the required intellectual space within which to conduct a series of collective sense-making workshops and draft a self-evaluation report. But even under normal circumstances, work pressures can make it difficult for a departmental chair or senior director to anticipate how much time a self-evaluation will take, or how to manage such generative-reflexive processes cost-effectively, without outsourcing any of the self-evaluation parts that should be integral to it.

The buy-in of additional capacity could take many forms, but the idea would be to alleviate the self-evaluation committee chair of some administrative, teaching or research responsibilities so that he/she could attend to the coordination of a self-evaluation process.

## 11.2 Faculty examples

For this standard, faculties provided explanations on the annual planning of the staff workload distribution, uploaded to the *Portfolio of Evidence*.

The Information Governance Division has recently enhanced the value of postgraduate supervision information captured in transactional source systems by faculties/departments, by further enriching it with relevant student and staff information from SUN-i, and making said information (as part of the SUN-i Postgraduate Supervision model/component) available to deans, vice-deans, faculty managers, heads of departments, and other research-intensive administrative staff via Power BI dashboards and interactive Excel templates. This enables faculties/departments to have a detailed understanding of the calculation of teaching input- and research output subsidy units, especially concerning research master's and doctoral student enrolments and graduates within their own faculty/department or shared faculties/departments, as well as postgraduate supervision trends (on different levels of detail: faculty/department/staff member) over time.

As part of this model, postgraduate supervision loads are standardised in a way to create fair and transparent metrics that are comparable between departments and individual staff members. From the feedback received from faculties, such information is used as part of performance evaluations and workload planning/allocations.

As can be seen from the feedback, workload allocation is fairly and transparently managed and approved at the departmental level.

### 11.2.1 Faculty of AgriSciences

Academic workload is managed in a transparent manner at the departmental level, captured in the respective staff work agreements which are signed off by the faculty. The faculty monitors and manages the overall academic workload in terms of staff-student ratios, staff lecture loads, and staff supervisory loads of postgraduate students. Specialisation and scarce skills domains often make it difficult to obtain a fair and equitable distribution across all staff and departments.

### 11.2.2 Faculty of Arts and Sciences

Academic workload is managed at the departmental level. Departmental staff are best positioned to consider the fair division of workload before the following academic year. If there are capacity issues discretionary funding is used to support staff. In 2022, for instance, the faculty has 400 additional first-year students, which impacts on some departments.

### 11.2.3 Faculty of Economic and Management Sciences

The size of the faculty requires annual planning and workload allocation to take place within departmental structures under the leadership of departmental management teams. Very little monitoring is done at the faculty level. In some of the larger schools the workload planning is determined at a subject level. The plans make provision for department-specific scenarios (e.g., study leave, maternity leave and lecturer buy-out for specific projects) and aim to allocate work in a fair and transparent way.

#### **Example: Department of Industrial Psychology**

The annual academic workload in the Department of Industrial Psychology is based on a norm that was established over years (2016 to 2018), involving the allocation of a weighting formula allocated to each undergraduate and postgraduate module (see *Industrial Psychology's work allocation 2018*). The initial calculations were made using SPSS statistical software and were based on historical data (previous year outcomes per lecturer). Module weightings were further determined by hour units (on average) for module preparation, presentation, student enquiries, administration, marking, practical work and final evaluation. Gradually a norm was established: one that is still being applied and combined with an individual's annual workload discussions with the HOD based on principles of personal and career development (see *Workload preparation and career planning document*). The norm, which contributes to holistic career planning, is further supported by the basic principles of transparency and equal involvement in teaching, research, committee work, professional supervision, and social impact.

After the individual workload discussions, an *MS Excel document* is compiled and circulated in the department and ultimately discussed and approved at a staff meeting. The approved workload document is then contracted for each academic during the formal performance management contracting and evaluation discussion. This document contains every academic's main workload-related activity for a specific year. Honours and master's student allocation for research is directly linked to student intake for the relevant year (based on student intake targets and staff capacity ratio). Alignment to the department's strategic objectives further informs workload allocations. The strategic focus for the period 2020 to 2023 - developing the doctoral and post-doctoral programmes further in the department - also influences workload discussions. It remains challenging to differentiate between academic levels. An issue that is currently being discussed is to further balance the teaching and research load of staff members with a PhD, as well as to quantify the role and responsibilities of a programme leader and how that may influence workload allocations.

#### 11.2.4 Faculty of Education

Workload allocation happens at two levels: at the departmental level and the programme level.

##### Improvement area

We could still improve as faculty on how we structure ourselves in terms of the academic workload planning located within departments and programmes; perhaps doing away with departments and rather restructuring ourselves as an undergraduate and a postgraduate school. This is currently being discussed and has been discussed at our Faculty Planning Forum.

#### 11.2.5 Faculty of Engineering

Each department has a formal method to allocate the academic and other tasks to the staff. The staff members are consulted during this process and the final allocation is approved by the departmental management committees.

Most departments have an MS Excel spreadsheet to ensure a fair distribution of the workload. The spreadsheet will include information on the number of students in a module, the number of periods of contact in a week, and the type and number of assessments. Recognition is also given for the number of postgraduate and project students who need to be supervised.

#### 11.2.6 Faculty of Law

Heads of Department (HODs) do the work division according to overarching guidelines and a minimum requirement based on the number of lectures. The HODs have sufficient insight to balance it to ensure equity of workload. A collegial atmosphere

is a trademark of how HODs operate within the Faculty of Law. A holistic overview of all workload allocations is presented to the Faculty Committee.

### 11.2.7 Faculty of Medicine and Health Sciences

In the Faculty of Medicine and Health Sciences (FMHS), annual planning and workload allocation take place within departmental structures under the leadership of executive departmental heads. This is crucial as the FMHS is very dependent on the joint staff who are on conditions set by the partner employers (the National Health Laboratory Service (NHLS) and the Western Cape Government Department of Health and Wellness (WCGDHW)). The workload planning is delegated to the relevant programme committees. The plans make provision for department-specific scenarios (e.g., study leave, maternity leave and lecturer buy-out for specific projects) and aim to allocate work in a fairly and transparently.

The FMHS annually engages with the Western Cape Government Department of Health and Wellness (WCGDHW) concerning the clinical training placements of our students thereby ensuring that the necessary resources are put in place, i.e., staffing, accommodation, transport. The Bilateral Agreement between the FMHS and WCGDHW regulates the stakeholder relationship, including resource allocations, and expectations from both parties.

#### Good practice

The Faculty developed a software system (PlacementPlus) which assists in the faculty's departmental workload determination. This is a live system updated in real-time with the ability to determine workload per programme, per department or individual.

### 11.2.8 Faculty of Military Science

The faculty comprises of five Schools and eighteen academic departments which fall under the different Schools. The Heads of Departments are responsible for the work distribution within their department in consultation with the Chairperson of the School. The Chairperson of the School can task certain members of the departments to serve on different faculty committees or request them to do any other ad hoc task.

### 11.2.9 Faculty of Science

The distribution of the academic work is a consultative process performed in each department and is done annually at the end of the year to plan for the following year. The various disciplines do not all have the same academic workload norms regarding actual teaching hours, e.g., Mathematical Sciences staff have more formal teaching hours as compared to those in the Biological or Physical Sciences who have many more practical sessions included in their duties. However, each discipline has norms regarding teaching hours and student contact time; as well as distribution of duties

relating to module development, module coordination, assessment, moderation, etc. These norms also distinguish between the various staff appointment levels. During this planning process, consideration is also given to those staff members who are due for a sabbatical or research opportunity. (Examples of workload distribution in *Portfolio of Evidence*.)

### 11.2.10 Faculty of Theology

The discipline groups meet before every semester to plan. Modules are assigned to lecturers taking the enrolments per module with scheduled research leave and capacity of staff into consideration.

## (d) Standard 12

The quality assurance system achieves its purpose efficiently and effectively.

- The resources (human, financial and infrastructural) allocated to the quality management system annually are used for their intended purpose.
- A form of performance management at all institutional levels ensures that resources allocated to quality management are utilised in a manner that benefits the institution.
- Stakeholder engagements, including engagements with students, include reporting on and taking responsibility for the value that the resources allocated to quality management adds to the institution.

### Quality Judgement

In terms of standard 12, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

#### 12.1 Reflection on guidelines

Quality management at SU happens in a distributed manner, with many role-players that participate in the management of quality, assurance, and enhancement of its core academic functions.

As already noted in [Standard 5](#) above, at the central level, the University has a lean, efficient structure with an Advisor: Quality Assurance and an Officer: Quality Assurance who provide guidance, advice, and support to all ten faculties.

The budgeting for self-evaluation, peer review and programme review projects rests with faculties and responsibility centres themselves. The distributed budgets allow for review panels to be appointed and for site visits to be conducted, which include the appointment of at least one international panel member. Although postponements are sometimes requested, faculties and responsibility centres manage their budgets and ensure that adequate funding is available to also, in some cases, buy in additional capacity for self-evaluation committees, as needed.

To assist faculties with budgeting and to lessen their uncertainty regarding budget allocations (following two years after the actual academic outputs have been created), the Information Governance Division supplies faculties with an accurate and detailed teaching input unit report per department, three times a year based on the respective

Higher Education Management Information System (HEMIS) submissions, the first of which is in the year preceding the budget allocation. This goes a long way in calculating teaching input subsidy allocations and informs sound financial planning for the upcoming financial year.

After each departmental/PASS evaluation, the Centre for APQ requests a summary of all QA-related expenses, and at the end of each QA cycle, expenditure is analysed and reported to the Quality Committee.

A priority area that the Centre for APQ has identified for itself is to expand the University's guidelines, themes and criteria, good practices and tools and approaches for conducting self-evaluations. Good practice from another South African university that the Centre would like to emulate, is to develop and offer a structured set of workshops that systematically guide self-evaluation committees through the self-evaluation process.

The management of quality assurance and enhancement activities are articulated within individual staff's work agreements and form part of the normal performance appraisal and human resource management system at SU. A concern that SU has identified for itself is that the time constraints on departmental chairs and PASS directors make it difficult for those environments to conduct self-evaluations and the percentage of time allocated to vice-dean portfolios within faculties might also be inadequate. Currently, no workload estimate is available for how much time curriculum design, renewal, or departmental self-evaluations require.

As a research-intensive institution, the quality culture at SU is informed by a pursuit of scholarship, also in terms of the impact of the support provided by professional academic and administrative support service (PASS) environments. In this regard, the staff within the Centre for APQ pursue a scholarly approach and play an active part within the communities of practice to which it belongs nationally and regionally.

The annual integrated report includes information to all stakeholders on how funds at the University are spent and how high-level quality is maintained.

## **12.2 Faculty examples**

Faculties provide responses on their annual budgeting discussions and the process to identify and allocate funds for specific quality assurance or quality enhancement actions.

### **12.2.1 Faculty of AgriSciences**

SU has a comprehensive process of engagement and management of the annual budget cycle that is disclosed up front and makes provision for inputs, consultation and reflection from the side of the faculty. The financial model for the structuring of the

budget and subsequent allocations is also an open and transparent process. On receiving its main budget allocation, the faculty submits a detailed allocation in support of its key activities (L&T, R&I) and components (staff, infrastructure, maintenance, new initiatives, etc.) in consultation with internal structures (Executive Committee, departmental heads, Forum, Faculty Board) for approval by senior management.

### 12.2.2 Faculty of Arts and Social Science

The faculty continues to review and assess its model to find the ideal allocation of staff across departments and to simultaneously attend to the need for staff to be able to also pursue research activities.

If there are specific training needs or departmental strategic breakaways needed, the necessary budget is allocated to it. For example, the faculty allocates a peer-to-peer (“tutor”) support budget according to clear specifications (according to the new labour-stipulation arrangements by the University). Departments complete a tutor template, and this is considered by the dean and faculty manager who review the academic rationale for such requests. Approximately, R4m is spent per year on peer-to-peer teaching.

### 12.2.3 Faculty of Economic and Management Sciences

The faculty’s approach to budgeting (including discussions and decisions) considers the following (also see *Internal financial management guidelines for chairpersons and divisional heads*):

- Five-year enrolment plan discussion per programme and department;
- Five-year staff plan discussion taking into consideration vacancies, retirements, promotions, etc.;
- Strategic plan (also known as the faculty’s environment plan) is drafted with departmental inputs and initiatives;
- Hard budget planning: class fees, subsidies and other income streams are budgeted for, and a budget allocation is made (according to the SU budget model) to the faculty;
- Budget allocations are made to departments according to faculty-specific budget principles, and
- Lastly, another round of departmental discussions takes place to ensure that all challenges will be addressed for the following budget year.

The Faculty of Economic and Management Sciences’ (EMS) budget includes funds for quality assurance and enhancement actions. These funds are allocated to departments and schools to manage. There is also a whole range of QA and enhancement-related institutional projects which are institutionally funded. In addition, some institutional-level strategic funding is available for QA projects and can be accessed using an annual

strategic funding application process. The faculty supplements this funding when necessary and possible.

Programme renewal forms an integral part of quality assurance processes and enhancement actions. To ensure that staff can spend time on renewal activities, EMS applies for funding from, for example, the DHET-funded University Capacity Development Grant (UCDG) programme renewal project. This additional funding supports the funding allocated to departments for quality assurance specifically. An approximate R1,5 million of UCDG funding was allocated to the faculty during the first cycle (2018 to 2020), and good progress has been made with programme renewal.

So far, an allocation of R400,000 has been made for programme renewal projects within the second cycle of UCDG funding (2021 to 2023). Most of these funds were allocated toward buying out teaching time (including online learning assistants).

#### **Improvement area**

The faculty should consider formalising annual quality assurance and quality enhancement planning. This will inform the faculty's budget decisions.

### **12.2.4 Faculty of Education**

The budgeting process for the faculty follows the University process.

- Faculty budget discussions, with an estimate of what output would be.
- The dean participates in deans' discussions with Rectorate and senior management to discuss the faculty allocation.
- When the faculty receives its allocation, it looks at the remuneration budget and operational budget. Promotions and new appointments are taken into consideration. Senate needs to approve if the faculty wants to transfer operational funds to the remuneration budget line item.
- Specific needs of departments, main operations and vice-deans' portfolios according to their strategic plans are considered.
- Meeting with the faculty Executive Committee where the faculty then discusses the available funding and what needs to be prioritised.

This decision-making process is done with participative input. The remuneration budget is the biggest driver as asset management is managed centrally.

There are no operational financial issues in the faculty because the operational budget allows for, e.g., purchasing of laptops, etc. The remuneration budget, however, for e.g., the appointment of new staff, was constrained in the past, and promotions could not be implemented. This constraint has been addressed by the faculty's Renewal Plan strategies. The faculty is now in a more sustainable position. Succession planning has been identified as being vitally important. The Department of Education Policy

Studies has, e.g., two high research-output staff members who have a significant impact on the research output and funding income which comes from these outputs. To address succession planning, the faculty has appointed a professor as a mentor for ten to twelve young academics.

### 12.2.5 Faculty of Engineering

The faculty participates in the annual information sessions on the distribution of the University's Main Budget. It has limited control over, and therefore input into, the distribution of the University's first- and second-income streams.

There is a well-developed and trusted method used to distribute the allocation of faculty funds to its departments. This method is very similar to how the income is generated to ensure that the distribution is fair and that it rewards departmental fiscal behaviour.

Some additional activities are supported by a "top-slice" of the allocation of the budget to the faculty. This includes support to improve the quality of teaching as well funding to support student wellbeing. A senior academic is appointed to support the development of enhanced faculty teaching practices with two educational psychologists to support undergraduate students.

The following items are in the budget to ensure the quality assurance of faculty programmes:

- Vice-dean Teaching and Quality Assurance for 60% of her time,
- An administrative support person,
- Additional administrative support when preparing for the Engineering Council of South Africa (ECSA) accreditation visits,
- The cost of ECSA accreditation visits,
- External moderators for the undergraduate and postgraduate modules, and
- External examiners for postgraduate student degrees.

The annual budgeting discussions can be divided into a two-step process: (a) Initially, discussion with the management of the University regarding the proposed budget allocation to the faculty for the following year, and (b) Discussions at faculty Management Committee level with the departments after the budget allocation model has been completed.

The initial discussions with the management of the University are informed by the estimated DHET subsidy for the following year, estimated student fee income based on projections in student numbers for the following year and estimated indirect cost recovery rate (ICRR) income for the following year. These different estimates are five-year rolling plans and based on five-year student registration plans for the different programmes agreed upon centrally with executive management. The University also makes use of a budget allocation model to allocate budgets to the different support divisions within the University and the faculties.

Once the allocation to the faculty is confirmed by executive management, the allocation is then divided between the different departments through the faculty budget allocation model. Using an agreed-upon model upfront has the benefit that departments do not “jostle” for the best allocation and that the allocation is based on objective (numerical) criteria. Within the model, the dean’s division is also funded and within the dean’s division provision is made annually for specific quality assurance or enhancement actions.

In parallel with these two steps, personnel planning and five-year rolling Staff Plans are updated to record the needs of departments to ensure the sustainable delivery of all the programmes managed by the departments. This includes the filling of vacant positions, identifying new positions that may be required, the promotion of current staff and succession planning for staff who will retire within the next five years. Should the needs expressed in these plans exceed the allocation to the department, a further round of prioritisation of these needs is embarked upon to finalise the Staff Plan for the ensuing year.

The routine quality assurance processes (external examination of master’s and doctoral theses and dissertations) and external moderation of undergraduate modules are budgeted annually by both the dean’s division and the respective departments.

Furthermore, as all undergraduate engineering programmes are accredited by ECSA, each programme undergoes a rigorous five-yearly external accreditation process to ensure not only adherence to the ECSA minima regarding programme content but also the quality of assessments that measure the ECSA exit-level outcomes and the marking of these scripts.

### **12.2.6 Faculty of Law**

Departments indicate the funds they require, and they also identify strategic projects. There is a general call by the dean that coincides with the annual budgeting conversations. The general call for strategic projects is typically for more holistic projects, but it could also relate to specific quality assurance and enhancement actions. The main focus however is on the faculty’s environment/strategy implementation plan (and alignment should be demonstrated). All project (contract) and permanent appointments happen at the central level.

### **12.2.7 Faculty of Medicine and Health Sciences**

In the Faculty of Medicine and Health Sciences (FMHS), the process of budgetary determination and allocation is informed by a range of activities including: a five-year enrolment plan discussion per programme and department; a five-year staff plan discussion taking into consideration vacancies, retirements, promotions, etc.; and the strategic plan (also known as the faculty’s environment/strategy implementation plan) which is drafted with departmental inputs and initiatives.

Hard budget planning: class fees, subsidies and other income streams are budgeted for, and a budget allocation is made (according to the SU budget model) to the faculty.

Budget allocations are then made to departments according to faculty-specific budget principles and based on output, i.e., publications, input subsidy and output subsidy. The FMHS, therefore, follows an integrated budget approach whereby third- and fifth-income resources are factored into resource allocations. Lastly, a final round of departmental discussions takes place to ensure that all challenges will be addressed for the following budget year.

The FMHS budget makes provision for funds for quality assurance and enhancement actions. These funds are allocated and managed by the vice-dean: Learning and Teaching. There is also a whole range of quality assurance and enhancement-related institutional projects which are institutionally funded. In addition, some institutional-level strategic funding is available for quality assurance projects and can be accessed using an annual strategic funding application process. The faculty supplements this funding when necessary and possible.

Programme renewal forms an integral part of quality assurance processes and enhancement actions. To ensure that staff can spend time on renewal activities, FMHS applies for funding from, for example, the DHET-funded University Capacity Development Grant (UCDG) programme renewal project. This additional funding support enables allocations to departments for quality assurance specifically. Where the need arises, the FMHS makes additional funding available from faculty reserve funds for this purpose.

### 12.2.8 Faculty of Military Science

A significant challenge is that the Classification of Educational Subject Material (CESM)'s category 16 - Military Science is not funded by Department of Higher Education and Training (DHET). Therefore, Military Science does not receive any DHET input or output subsidy for any registered students, including postgraduate students. This reduces the faculty's potential income-generating capacities but also threatens the sustainability and quality of its master's and doctoral programmes.

### 12.2.9 Faculty of Science

The faculty has a *budget model* that is used to discuss the budget allocations and sustainability of departments. Data that informs the distribution is the Full-Time-Equivalent (FTE)-Senior-Lecturer-Equivalent (SLE) staff: FTE student ratio of the departments, the actual enrolment of students in modules or programmes, and the teaching and research outputs that have been achieved (that generate income).

The greatest cost is the staff budget and thus a stringent approach is followed through staff plans to assess the actual staff needs in the department, new positions, and promotions. Where deserved, new posts may be established (i.e., growth in student

numbers) but in many other cases positions may be reduced (i.e., not filled again if declining student numbers or academic offering demands this).

The dean and faculty director discuss annually the sustainability of the departmental offerings, their student enrolments, and staff plan with the head of the department. In their turn, the departments must also diligently ensure that they remain sustainable through all their endeavours, i.e., achieving maximum outputs achievable, employing the correct size and shape of staff required to achieve these outputs and to deliver on their offerings.

### **12.2.10 Faculty of Theology**

Discipline groups discuss their particular needs in terms of resources, feeding them into their environment plan, which gets taken up in the faculty's Strategic Implementation Plan. Funds are allocated to those needs if they are aligned with the faculty's goals and are sustainable.

## Focus area 4

The four standards in Focus Area 4 concentrate on how effectively the institutional quality management system enhances the likelihood of student success, improves learning and teaching and supports the scholarship of learning and teaching.

The University has extensive and rigorous programme and curriculum approval, design, review and renewal processes in place within faculties with excellent support from professional academic support services (PASS).

These processes as well as the continued reflection on and scholarship of teaching and learning as well as the scholarship of educational leadership enabled the SU to pivot to a fully online environment and complete the academic year successfully during Covid-19.

### Good practice and improvement area

Student, graduate, and employer feedback are solicited and considered with the aim to improve learning and teaching (and increase the likelihood of student success); however, the uptake and use of graduate destination study data can be improved.

Student success is viewed holistically not only as to whether students have earned a degree but to deliver graduates who reflect the SU graduate attributes (see paragraph 11.4 of the *Teaching and Learning Policy (2018)*). The SU graduate attributes are an enquiring mind, an engaged citizen, a dynamic professional, and a well-rounded individual (Strategy for Teaching and Learning 2017-2021).

From the ad hoc feedback received, e.g., during departmental evaluations, all indications are that SU students are highly sought after and employable. The University is still in the process of implementing a SUNSuccess functionality in its new student information system intended to keep track of students, monitor their success and risk indicators and build holistic graduate profiles, which students could use themselves to strengthen their graduate attributes.

Under this focus area, faculties were requested to respond to the following questions related to the four respective standards:

### **Standard 13**

- 13.1 Explain how your faculty identifies the need for a new academic programme(s) and what the process for the development, design, and approval entails. List all new academic programmes developed since 2018.
- 13.2 Explain how your faculty reviews and renews modules and programmes.
- 13.3 Explain the main actions undertaken by your faculty to adapt to the Covid-19 pandemic (Guideline 13.4).

### **Standard 14**

14. How are students' voices included and discussion on, e.g., transformation encouraged at departmental, faculty and institutional levels? List the main curriculum renewal activities undertaken since 2018 and how your faculty engages in the scholarship of educational leadership.

### **Standard 15**

15. Explain how student, graduate and employer feedback are gathered and used. What improvements would we identify for ourselves in this regard?

### **Standard 16**

16. List all the graduate destination surveys or similar studies conducted by the faculty. How do departments reflect on the employability and other economic activity of its recent graduates and act on these findings?

## (a) Standard 13

An effective institutional system for programme design, approval, delivery, management, and review is in place.

- Institutions have clear procedures for programme design and development, as well as for programme approval and review.
- The procedures for programme design and development, approval, delivery (including assessment) and programme review are implemented and monitored.
- Coherence between the intentions articulated during accreditation applications and the implemented programmes is evidenced in programme reviews.
- Decisions on curriculum, teaching and learning approaches, assessment and the role of technology during times of significant disruption are taken within the precepts of the institutional quality management system, for example, with reference to the CHE's *Quality Assurance Guidelines for Teaching and Learning and Assessment during the Covid-19 Pandemic (2020)* and *QA Guidelines during the Covid-19 Pandemic: An Abbreviated Resource (2020)*, and other CHE guidelines issued from time to time.

### Quality Judgement

In terms of standard 13, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

### 13.1 Reflection on guidelines

Stellenbosch University has a robust and effective institutional system in place for the design, support, and approval of new academic programmes, and the processing of changes to existing academic programmes (see *flowchart for new programme approval* in the Portfolio of Evidence). The SU programme approval structure is well established and requires programme committees to undertake several collaborative discussions to enable holistic curriculum design. This structure aims to ensure the high quality of teaching and learning at SU while enhancing the academic offering.

Senate is the academic approval body at Stellenbosch University, and it is supported by two standing sub-committees in this regard, the *Committee for Learning and Teaching (CLT)* and the *Academic Planning Committee (APC)*.

Programme committees in faculties are usually established when:

- a new programme idea originates (i.e., exploring a new knowledge market, registering a new field of specialisation), or
- professional bodies, revised national policies, or new national standards (e.g., South African Nursing Council, Minimum Requirements for Teacher Education Qualifications) require re-curriculation of existing programmes to create new programmes, or
- due to programme review and renewal, it was found that extensive changes to an existing programme require the submission of a new programme.

These programme committees are tasked to identify the programme's purpose, student profile, and design on macro, meso and micro levels. Support is available to the programme committee from the Division of Learning and Teaching Enhancement in academic planning, teaching and learning and learning technologies advisers. With an initial curriculum plan in place, support is provided by the faculty managers to consider the financial implications of curriculum decisions and human resources requirements.

SU utilises an *internal programme specification document (Form A)* based on the *CHE programme accreditation criteria* (amended as of January 2022) and *CHE Framework for Qualification Standards in Higher Education*, with additional information to support holistic curriculum design. For example, the inclusion of a thorough financial viability criterion (Criterion 10) requires financial planning and discussions with faculty managers to be considered during the curriculum design process, which will enable informed decision-making on enrolment planning, student fees and human resources implications for faculties. Due to the extended timeline for accreditation and registration of new programmes (at least two years), financial planning will also highlight any human resources, equipment and venue requirements that faculties should prepare (budget) for.

The CHE accreditation criteria do not have clear standards on the information included on the micro-level (individual modules). Although SU has used module specification documents (referred to within the institution as *Form B*) as part of all curriculum design requests, these documents have been amended in 2019 to allow for:

- clarity on constructive alignment,
- thorough consideration of the use of learning technologies as part of the teaching and learning and assessment strategies, especially in the design of programmes offered via a hybrid mode of delivery,
- alignment to core SU strategies and policies, i.e., the new assessment policy, and
- assessment, facilities, and resources planning and, where applicable, the requirements for workplace-based learning.

Following the initial curriculum design process, initial curriculum ideas serve at a faculty programme committee and faculty boards to ensure that discussions have

occurred with fellow disciplinary specialists and, where necessary, across faculties where possible curriculum overlap could occur.

All new programme submissions serve at the Programme Advisory Committee (PAC), a sub-committee of the Senate's Academic Planning Committee supported by the Centre for APQ. As per the *PAC's mandate*, the committee is “an advisory body that advises individual lecturers, programme proposers, programme committees of faculties, deans/vice-deans and other decision-makers in faculties regarding submissions for new programme and curriculum initiatives as well as institutional clarification of programme matters and Calendar amendments”.

All requests for new programmes must be reviewed by this committee (four opportunities are available throughout the year) and changes to existing programmes (depending on the faculty finalised at the end of March or early April). To ensure that all aspects of new programmes or changes to existing programmes are considered, the PAC comprises representatives of all the support divisions influenced by teaching and learning (Registrar's Division, HEMIS office, Timetables office, etc.), the programme committee leaders/vice-deans Teaching and Learning of all ten faculties, faculty managers and an additional senior academic from each of the faculties.

### Good practice

*Preliminary notes* are compiled on all requests to enable programme committees to discuss these comments and recommendations and provide informed feedback. Addressing more minor issues before the actual meeting (i.e., highlighting where answers can be improved, editorial aspects, etc.) allows for more in-depth discussions on curriculum matters to occur at the meeting (see *examples of PAC agendas, preparatory notes and reports to the APC*).

Senate then approves PAC recommendations via the Academic Planning Committee (APC) reports. No submissions for new programmes can be submitted for external PQM approval (DHET), accreditation (CHE) and registration (SAQA) without the approval of the Senate.

The procedures for programme design and development, delivery, and programme review-and-renewal are therefore implemented and monitored at the faculty and departmental level, with some programmes managed by inter- or trans-faculty programme teams. Whereas faculties contemplate the coherence of programme design within their frames of reference, the PAC creates the space for intra-institutional alignment and standardised approaches towards the interpretation of National Qualification Framework (NQF) levels, the level descriptors, credit-weighting, outcomes-formulation, and other curriculum design aspects (*see an analysis of the new programmes submitted (2018 to 2021)*).

## Good practice

An institution-wide programme renewal project to create capacity for programme renewal and research within faculties and to establish an institutional programme renewal practice that forms an integrated and integral part of quality assurance and enhancement at Stellenbosch University was also launched in 2018. SU obtained funding from the DHET University Capacity Development Grant (UCDG) during two funding periods (2018 to 2020 and 2021 to 2023) for this initiative. The project has an institution-wide as well as faculty-specific focus.

To enable programme renewal activities according to the faculty-specific roadmaps and institutional priorities, as well as to ensure greater participation by academics, the UCDG funding is used for capacity building in four areas which were identified through focus group interviews with faculties as potential challenges:

- Administrative support for programme renewal activities,
- Partial teaching relief of key academics who drive programme renewal activities,
- Breakaway sessions where programme renewal teams can spend collaborative, focused time away from their working environments, and
- Research projects about programme renewal activities.

The *2018-2020 UCDG report* as well as the *2021-2023 UCDG plan* provide more details about the planning for the next cycle as well as the previous cycle's output and outcomes achieved, successes, challenges as well as lessons learned.

SU's quality management system ensures the cyclical self-evaluation and peer review of academic departments which are the key units of analysis. Within departmental self-evaluations, postgraduate programmes and undergraduate modules are interrogated, and which could lead to the identification of a module or programme renewal process to be initiated. In addition, many undergraduate and postgraduate programmes leading to professional registrations, such as programmes in Accounting, Actuarial Science, Business Administration, Engineering, Industrial Psychology, Medicine and Health Sciences, Psychology, Social Work, and Urban and Regional Planning, show adherence to the criteria prescribed by their respective professional bodies and are subject to regular review, as prescribed by their respective professional bodies.

This is not the case with formative undergraduate programmes at SU. Programmes such as the *Bachelor of Arts*, *Bachelor of Commerce* and *Bachelor of Science* are managed within programme teams and changes mostly happen at the module level. Attention is given to the 50% rule (not to change programmes more than 50% whereafter they would be deemed to be new programmes requiring CHE accreditation) to ensure the integrity of the programme accreditation criteria. Programmes requiring significant changes, or new programmes needed, are identified, and submitted for accreditation approval through the institutional and CHE processes (see examples of faculty reports [here](#)).

The Covid-19 pandemic necessitated a range of teaching and learning, as well as business continuity, interventions. This required lecturers to actively engage in the revision of teaching and learning material to attain the specific module outcomes. Though it was very challenging, the focus shifted to achieving learning outcomes in a new manner and facilitating change and innovative teaching practices (e.g., strengthening the focus on threshold concepts; using streaming software to interact with students; and designing the learning management system (LMS) for student engagement and independent learning).

Assessment practices also had to change and refocus on assessment of higher order thinking more suitable for non-invigilated assessments. These changes are described in a *Framework document* that was compiled by the Vice-Rector (Learning and Teaching) in collaboration with the vice-deans (Learning and Teaching). This document was discussed and finalised at a Committee for Learning and Teaching meeting on 2 April 2020. Based on this Framework document, the Executive Committee of the Senate made several urgent decisions on 6 April 2020:

- Adjust the SU academic calendar for 2020 by starting the Second Quarter three weeks later and starting the Second Semester one week later than in the original academic calendar for 2020.
- All undergraduate teaching and assessments (including the 1st and 2nd exam opportunities) shall be online only for the remainder of Semester 1 of 2020, because we cannot assume that large group gatherings will be allowed. Postgraduate coursework teaching shall be online, and assessments may be online for the remainder of Semester 1.
- For modules where professional bodies require invigilated examinations or in-person moderation, faculties may only schedule these examinations after students have returned to campus, but before the start of the 2021 academic year, in consultation with the Registrar's Division. As a fall-back but not the scenario to plan for: the Registrar's division has a reviewed sit-down in-class exams calendar on campus for Semester 1 modules, should it be possible for all students to return to campus in time.
- Should a scenario unfold that on-campus L&T and assessments are not possible in Semester 2 of 2020, the EC(S) will make further decisions, which might include scheduling additional examinations early in 2021.
- Waive the prerequisites for all modules where Semester 1 modules are required for admission to Semester 2 modules, to allow students to continue in Semester 2.
- All SU students who were registered in 2020 will be automatically readmitted for the 2021 academic year notwithstanding insufficient academic performance in 2020.
- For those students who could not digitally connect to SU's Semester 1 online learning and assessments, plan for a rerun of Semester 1 modules in hybrid learning mode (mostly online learning of archived 1<sup>st</sup> Semester lectures and other material with limited contact sessions) in the second half of 2020 and an exam opportunity in January 2021 for Semester1/2020 modules.

- Faculties should determine the details of changes to assessments (modes, procedures, etc.), academic programme level outcomes, or other SU Faculty-specific Yearbook stipulations by 15 April 2020, and report to the EC(S) at its scheduled (online) meeting on 21 April 2020, via a special Academic Planning Committee (APC) meeting.
- All other decisions and regulations about changes to assessment practices and procedures (scheduling, weightings, etc.) that are not specified in the faculty-specific sections of the SU Yearbook are devolved to Faculties (deans, with their executive faculty committees).

A Business Continuity Stream for Teaching, Learning and Assessment was convened under the Senior Director: Learning, Teaching and Enhancement on 17 March 2020 to assist students and lecturers during ERTLA (Emergency remote teaching, learning and assessment) with representatives from the Centres for Learning and Teaching, Learning Technologies, the IT and Registrar's division (e.g., Exam's office and timetable and scheduling), International Office, vice-deans (Learning and Teaching) and the Student Representative Council. They met weekly to discuss the readiness of the Technology platform, support for students (online learning, laptops, and data bundles), support for lecturers (switching to Emergency Remote Teaching Learning and Assessment) and support for online assessment. This group coordinated all the support and training activities during ERTLA with many webinars and support documentation prepared for both lecturers and students. The *Guideline for Emergency Remote Teaching using the DeLTA (Designing Learning, Teaching and Assessment) Framework* provides an overview of the Covid-19 Learning and Teaching arrangements as well as the support provided to support lecturers and students. The *DeLTA (Designing Learning, teaching and Assessment)* process has been used since 2017 by the Centre for Teaching and Learning to support SU lecturers with their teaching function. The *Consolidated Assessment resource* created in July 2020 provides an overview of the most pertinent assessment issues and support during ERTLA. When lockdown restrictions were partially lifted and students could be invited back in 2021, the switch was made to *ARTLA (Augmented Remote Teaching, Learning and Assessment)* which is a combination of contact tuition for smaller groups of students with online elements. Support for academics for ARTLA was provided *here*.

Donor funding from the Michael and Susan Dell Foundation, Oppenheimer Charitable Trust and the Harry Crossley Foundation as well as UCDG funding was made available to faculties to assist them with the shift to ERTLA both in terms of the development of new learning material and assessment as well as engaging tutors/mentors to provide additional support to students.

Aligned to the University-wide arrangements, faculties also made specific Covid-19 learning, teaching and assessment arrangements based on their contexts. *Examples* are included in the Portfolio of Evidence.

## 13.2 Faculty examples related to Standard 13

Faculties were asked to explain how they identify the need for a new academic programme(s) (Guideline 13.1), what the process for the development, design and approval entails (Guideline 13.2) and the main actions undertaken to adapt to the COVID-19 pandemic (Guideline 13.4). The *verbatim responses of the faculties* are included in the Portfolio of Evidence.

## (b) Standard 14

There is evidence-based engagement at various institutional levels, among staff, and among staff and students, with: curriculum transformation, curriculum reform and renewal; learning and teaching innovation; and the role of technology in the curriculum, in the world of work, in society in general.

- Formal consultative and decision-making structures in the institution, at institutional, faculty/school and departmental levels, allow for engagement by staff and students on the transformation and/or reform and renewal of curricula, on innovation in learning and teaching approaches, including the role, function and administration of assessment, and the role of ICTs in the attainment of graduate attributes.
- Formal structures include curriculum transformation, reform and renewal, as well as methodological innovation and the use of ICTs in teaching and learning as standard items on meeting agendas.
- The institutional culture is such that discussions on curriculum transformation/reform/renewal; teaching/ learning innovation and ICTs in learning and teaching occur regularly between staff, and between staff and students, and other stakeholders, such as professional bodies and the community
- Students recognise that the institution values their input into the curriculum and the learning discourse.
- The role of language in contributing to effective learning and teaching (for example in terms of academic literacy, epistemological access, multilingualism, and the development of all South African languages) is actively considered.
- Decisions taken at formal institutional structures on any or all of these issues are implemented, and their impact on the quality of teaching and learning is regularly reviewed.
- Curriculum renewal and transformation processes ensure that the overall curriculum remains aligned with the institution's mission, vision and goals and its particular context, and is responsive to changes in knowledge, in particular, local contexts and the expectations of relevant stakeholders.
- Processes ensure that curriculum structures are appropriate and flexible to enhance the opportunities for success for a diversity of student needs.
- Engaged scholarship and the scholarship around teaching and learning are integral to the delivery of the institution's curriculum, its approaches to learning and teaching, and improve educational provision.
- The research activities of the institution inform curriculum development, where relevant.

### Quality Judgement

In terms of standard 14, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

#### 14.1 Reflection on guidelines

Continuous curriculum renewal is supported and promoted at all levels within SU. For undergraduate modules and most postgraduate programmes, home departments

ensure regular interaction with students, consultation with internal and external stakeholders and regular updating of curricula. Regarding undergraduate programmes, the *Guidelines for Programme Committee Chairs and Programme Leaders* (2018) describe the roles and responsibilities of programme leaders. Good practices, innovative initiatives and research are shared at SU's annual *Scholarship of Teaching and Learning (SoTL) conference*. In this regard, the *Learning and Teaching Policy* (2018) describes the expectations of lecturers as reflective practitioners and scholarly teachers, with the scholarship of educational leadership driven at the level of programme committee chairs and vice-deans: learning and teaching in faculties.

Faculties have adopted different approaches toward transformation, and ways of responding to current debates, such as the call for a decolonised curriculum (see, e.g., the *Transformation Charter* of the Faculty of Medicine and Health Sciences). There are many potential entry points into discussions around programme review and renewal, and progress with faculty-specific projects is documented in the *University Capacity Development Grant (UCDG) project report (2018 to 2020)* and plan (2021 to 2023).

Some examples of programme renewal activities in the faculties include (*examples* are available in the Portfolio of Evidence):

- **Economic and Management Sciences:** At the School of Accountancy (SoA), a curriculum renewal process, which has been necessitated by SAICA's recently released CA2025 Competency Framework, is underway. Due to a SU Teaching Fellowship that was recently awarded to Mrs Gretha Steenkamp of the SoA, it was possible to buy out a significant portion of her time to allow her to manage the implementation of the SoA curriculum renewal project. Although the renewal initiatives include some technical content changes to the curriculum, the major change is constituted by a greatly increased focus on the development of specific graduate attributes, the so-called "professional values and attitudes and enabling competencies/acumens". This implies changes in pedagogy, including a greater focus on self-directed learning to acquire these attributes.
- **Engineering:** A new focus area (Data Engineering) is offered in the BEng in Electrical and Electronic Engineering since 2018. All undergraduate programme offerings in Engineering include at least 15 credits of Data Analytics content since 2021. A new module named Intercultural Communication 113 was introduced in the first year for all programmes from 2020. Postgraduate degree offerings in Biomedical Engineering were added in 2021. The MEng (Engineering Management) offered by the Department of Industrial Engineering was re-envisioned and renewed to be offered in hybrid mode from 2022. New postgraduate modules in Fire Engineering were included in the postgraduate offerings of Civil Engineering from 2021. In the Department of Electrical and Electronic Engineering new postgraduate modules in Power Systems are to be offered from 2022, based on input from a needs assessment within the SA electricity industry.
- **Law Faculty:** Following a comprehensive review of the LLB programmes at 17 universities in South Africa by the Council of Higher Education (CHE) in 2018, the Faculty

of Law embarked on a journey to renew its LLB programme following recommendations which were made by the CHE. This journey culminated in the roll-out of a renewed LLB curriculum in 2022.

- **Medicine and Health Sciences:** Three of the undergraduate programmes in the Faculty for Medicine and Health Sciences have been engaged in formal curriculum renewal processes since 2018. The review of the MBChB has intentionally sought to devise a curriculum which will ensure graduates are not only clinically competent but also critically conscious of the society which they will serve. The renewed curriculum will be launched in February 2022.
- **Science:** There have been many programme and curriculum renewal initiatives in the faculty including introducing technology in the form of tablets into the Extended Degree Programme (EDP) biology classroom in 2016 to promote active learning and student engagement and a project in 2021 on Virtual Reality: Embodied Learning for Extended Degree Programme STEM Students at Stellenbosch University. Other curriculum renewal initiatives focus on addressing the high attrition rate at the first-year level as well as enhancing scientific writing support as a UCDG funded project, From Access to Success? Tracking the progress of Extended Degree Programme Students (in STEM fields) at SU using grade data. This was a one-year project (2021) and entailed a retrospective analysis of the EDP students' study outcomes - those who enrolled between 2010 and 2016.
- **Theology:** The faculty renewed its *Bachelor of Theology* in 2018/2019 and the extended degree curriculum, PGDip, with its hybrid offering to be completed in 2022.

The *Centre for Teaching and Learning* assigns an advisor to each faculty to provide support for learning, teaching and assessment. The Quick Guide to Teaching and Learning at Stellenbosch University assists academics to orient themselves on teaching and learning at SU. For 2022, the University allocated strategic funding to an assessment project, *Assessment matters: Re-imagining assessment culture and practices for a transformative student experience*. The project consists of three components: Sense-making through research intending to critically engage with existing assessment practices, changemaking to facilitate a shift in assessment culture and practices and an investigation of modes of assessment in different spaces including the use of digital technologies. This project is closely aligned with the recent review of the *Assessment Policy (2021)*.

Faculties have employed Blended Learning Coordinators (BLCs) who liaise closely with the *Centre for Learning Technologies* and the *Centre for Teaching and Learning's* advisors in faculties to ensure the appropriate integration of learning technologies in the curriculum and learning activities. These BLCs played a vital role in the institutional pivot to ERTLA in March 2020. SU was fortunate to be able to build on 20 years of experience in using learning technologies in teaching and learning activities, but the shift to fully online necessitated significant changes and support initiatives for both lecturers and students, as indicated under **Standard 13**.

SU approved a Hybrid Learning Business Plan in November 2019 to enhance the reach and richness of the SU academic offering. The project started in June 2020 with the appointment of the HL Project manager. Hybrid learning (HL) is a mode of academic programme delivery that combines short periods of real-time engagement between lecturers, subject matter experts and students with sustained periods of self-paced, fully online learning by the students. The *Hybrid learning project website* provides more details about the project.

SU continues to invest in the streaming infrastructure in lecture venues to enable this type of hybrid offering as well as the Augmented Remote Teaching, Learning and Assessment (ARTLA) delivery model which had to be employed when the regulations allowed a return of students to campuses but with a 1.5m physical distancing rule which only allows for about a third of students to be physically present in class. By live streaming the lecture via MS Teams, the rest of the students interact remotely as if they are in class. This *extended learning spaces (ELS) project* started in 2021 and as of May 2022, 86 venues are equipped with state-of-the-art streaming and recording equipment. A further 37 venues are planned for 2022 but the installations had to be delayed to June because of the worldwide shortage of computer chips which caused a delay in the procurement of required hardware.

The University's institutional culture values the input of students, recently graduated students, employers, and industry stakeholders. The *Academic Affairs Council (AAC)* is a student representative structure with ex officio representation in the SRC and many institutional committees. They are elected by students as class and faculty representatives and often form part of curriculum review and renewal activities. These students also serve on committees in all faculties, and where the examples below attest to their participation and contributions:

- In the **Faculty of AgriSciences**, the student body is represented and consulted at all levels from module/class representatives, Agriculture Student Association (ASA), representation on various committee structures (Quality Committee, Academic Planning Committee, Transformation Committee) as well as the Faculty Board. The formal student (module) feedback also provides valuable insight and inputs in modules development, including curriculum/content, approach to assessment, and outcomes/attributes.
- In the **Faculty of Economic and Management Sciences**, student representatives (identified by the *EMS student committee, the EBSK*) participate in both the Faculty Transformation Committee and the Faculty Social Impact Committee. Students' voices are also heard via informal feedback, formal feedback (managed by CTL) and the class representative system. The class representative system has developed and changed over time to adapt to the changing student profile and needs of both students and staff. In addition, the EBSK acts as a liaison between faculty management and the student body and therefore serves as a consultative body. Its chair and two EBSK members represent the student body at the Faculty Board level. Before Covid-19, the Faculty initiated lunch-time sessions called "Talk to the dean" to encourage discourse between

staff and students. These sessions were hosted by the EBSK but were not well attended. There are also student committees which concentrate on academic matters and provide opportunities for engagement with peers and lecturers, namely the Industrial Psychology Society, International Business Society, and the BAcc Committee.

- In the **Faculty of Engineering**, the Engineering Student Council (ESC) is encouraged to directly engage with faculty management as needed. Student representatives from the ESC are included in Faculty Board, Programme Committee and Transformation Committee. Class representatives are elected per year group per Department and mid-semester meetings take place between them and the Departmental Chairs (or the deans in the case of first-years) to allow timely intervention if academic problems arise within modules. Student feedback is solicited for each module presented by the faculty, although participation has dropped markedly since the feedback system moved to an online mode institutionally. In the first semester of the first year, a weekly “Deans lecture” is well attended and creates the opportunity for first-year students to engage directly with the dean.
- Students are represented by the Chair of the Student Council who can raise issues at the Faculty Board in the **Faculty of Education**.
- In the **Faculty of Law**, the Transformation Committee has UG and PG student representatives, students also serve on the TL committee and Programme Committee and the Faculty has a dedicated position of “Student Coordinator” whose focus is on students. An example of the consultation with students includes the consultation with students regarding the *Preamble of the Constitution* artwork. The Transformation Committee was established in 2017, after the #FeesMustFall movement. It has four sessions per year and is open to both students and lecturers.
- In the **Faculty of Medicine and Health Sciences (FMHS)**, undergraduate and postgraduate students are represented in various Faculty Structures by both the *Tygerberg Student Representatives' Council (TSRC)* and the Tygerberg Academic Affairs Council (TAAC). The Tygerberg Postgraduates Student Council (TPSC) is also responsible for representing the unique needs of postgraduate students in our faculty. The TSRC is the highest student authority on the campus and represents student voices on structures such as the Division of Student Affairs (DSAF), the Faculty Board, ACTSA and SRC. The TAAC represents the academic interests of students on structures such as the different undergraduate programme committees, the Committee for Undergraduate Teaching, the Advisory Committee for Tygerberg Student Affairs (ACTSA), the Faculty Board and the AAC. Student feedback is gathered every month through the class representative structure of the TAAC and presented at the various levels within faculty management as well as student leadership structures. The TSRC also has an open-door policy allowing students to make queries and lodge complaints.
- It is standard practice in the **Faculty of Military Science** to include students in most Faculty committees. Amongst others, students are represented in committees such as the Social Impact Committee, Faculty Ethics Screening Committee, Telematic Education Forum, Faculty Executive Committee and Faculty Board. Constant feedback is always requested from students, there is a regular communication session convened

by the dean with students and ad hoc meetings with the Military Academy Students Council.

- Students serve in the programme, social impact and transformation committees as well as in several task teams within the **Faculty of Theology**. Student leaders host crucial (courageous) conversation sessions.
- In the **Faculty of Science**, the elected members of the *Science student committee (NSC)* are included as representatives of the Science students in the following faculty committees: three (3) members on the Faculty Board, two (2) members on the Transformation Committee (FosTAC), one (1) member in each of the Social Impact and Marketing committees.
- In the **Faculty of Arts and Social Sciences** two of the elected members of the BA Student Committee (BASC) serve on the faculty committee. The BASC consists of eight BA students and it encourages open communication between students and faculty.

The University *reviewed its Language Policy in 2021*, aligned with the *DHET's Language Policy Framework (2020)*. The language planning process is similar to the 2016 policy in that all faculties are required to review their language for learning and teaching and record the language arrangements in the faculty language implementation plan annually. This plan is then reported to Senate via the faculty board and Senate's Academic Planning Committee (APC). Senate has the power either to accept the faculty's language implementation plan or to refer it back to the faculty, with or without conditional changes. Once accepted, the language arrangements for learning and teaching a particular module are published in the relevant module frameworks (paragraph 7.4 of *Language Policy*).

The Language Centre provides extensive support to the University in terms of the promotion of Multilingualism. See the Language Centre *website* for an overview of all the support services they provide.

A scholarly approach to learning and teaching as well as advancing the scholarship of teaching and learning is encouraged, supported, and rewarded at SU. The *Teaching and Learning Policy (2018)*, recognises it as one of the four interlinked dimensions to ensure quality learning and teaching:

- the professionalisation of academics for their teaching role,
- the scholarship of their teaching practice conducive to a learning-centred approach,
- appropriate learning infrastructure and learning technologies, and
- continuous programme renewal.

(Also see *Infographic of the Teaching and Learning Policy (2018)*.)

SU supports the Scholarship of Teaching and Learning in the following ways:

- Support from the Centres within the *Division for Learning and Teaching Enhancement* (Centres for Teaching and Learning, Learning Technologies, Academic Planning and Quality Assurance, Language Centre, and the Hybrid Learning Project).
- The Faculty of Medicine and Health Sciences (FMHS) has an in-house *Centre for Health Professions Education* which not only provides support and guidance for teaching and learning in the faculty but also supports educational leadership and scholarship through its postgraduate programme offerings and its research endeavours (Annual Report 2020 in repository).
- *Scholarship of Educational Leadership short course* presented since 2017 with annual participants from all faculties as well as from PASS environments.
- *Fund for Innovation in Research and Innovation in Learning and Teaching (FIRLT)*,
- Annual inhouse *Scholarship of Teaching and Learning Conference* where faculty members showcase both research and innovation.
- *Teaching Fellowships*.
- *Teaching Excellence awards* based on the submission of a Portfolio of Evidence that should also include evidence of scholarly activities and scholarship.

## 14.2 Faculty examples

The *Faculties' verbatim responses* to the following guidelines are included in the Portfolio of Evidence: How are student voices included (Guideline 14.1) and discussions on, e.g., transformation encouraged and undertaken at departmental, faculty and institutional levels? (Guideline 14.3). List the main curriculum renewal activities undertaken since 2018 and how your faculty engages in the scholarship of educational leadership (Guidelines 14.7-14.9).

With the strong business intelligence system that SU has, faculties, schools and departments have the necessary access to information with which to track the quantitative indicators of success in terms of their modules, departments, and programmes, and identify potential areas for further institutional research or curriculum development, where relevant.

### Improvement area

At the departmental level, student participation is essentially takes place via the *student feedback system*, but since this has been changed from a paper-based to an online form, the participation from students has declined and the usefulness of the feedback is therefore questionable.

This issue has been taken up by the Committee for Learning and Teaching and will feed into the review of the student feedback system (*see Information and discussion document presented at Committee for Learning and Teaching in April 2022*).

## (c) Standard 15

The students' exposure to learning and teaching at the institution, across all sites and modes of provision, is experienced as positive and enabling of their success.

- Students are expected to provide feedback on the quality of the teaching and assessment in modules for which they are registered (including their engagement and interaction with support departments) and are given opportunities to do so.
- Graduates are required to provide feedback on the contribution made to their advancement and well-being by the programme for which they were registered.
- Student surveys are conducted regularly at the institution to determine the quality of the student experience.
- Key outcome indicators of student success, as defined by the institution in its vision, mission and goals, are regularly monitored at all levels of the institution.
- The results of student feedback and of student surveys are analysed, and the results are fed back to improve teaching and are also presented at appropriate decision-making structures for relevant action.
- Decisions on curriculum, approaches to teaching and learning, and the role of technology during times of disruption are taken with due consideration for the needs and context of the entire student body.
- Students have a sense of belonging that is actively fostered and supported in the institution by, for example, the non-academic support structures and the language and discourse in the institution.
- The mechanisms for managing student complaints and appeals deal efficiently with these concerns.
- All academic decisions taken during times of disruption are consulted with students, as far as is possible.
- Culture surveys (or active discussions in smaller institutions) are conducted among staff at the institution, which include items about student success and the student experience.
- Academic and support staff have individual experiences of the way in which their contribution to the core functions of the institution is validated; such experiences are enabled by institutional policies, processes and practices and by the culture of the institution.
- All support staff embody and promote a culture of service and continuous development.
- Staff development policies and strategies promote the professional competence of academic, professional and support staff, and give particular attention to the development needs of new personnel.
- Staff performance appraisals, promotion- and reward systems foster the improvement of quality in learning and teaching.

## Quality Judgement

In terms of standard 15, SU judges its meeting this quality standard as mature.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

### 15.1 Reflection on guidelines

Under the core strategic theme of *networked and collaborative learning and teaching*, SU has articulated an institutional goal to “[c]reate an institution of continuous learning that is skilled at co-creating and sharing knowledge and insights”.

The University focuses on learning-centred approaches to teaching and promotes holistic understandings of teaching, learning and assessment. *Student feedback* is conducted regularly and includes feedback on academic modules, as well as the student experience in general. All departmental peer reviews include interviews with students and graduates, and most professional academic and administrative support service (PASS) environments too (see *Quality Committee Agendas* for examples of self-evaluation, external panel and follow-up reports).

The *Teaching and Learning Policy* (2018) is applied to all campuses, and “... student feedback serves as the primary source of information about students’ experiences of teaching and learning”; however, the *Policy* prescribes that it “... should always be used in conjunction with ... a variety of perspectives and information sources (such as the Quality Assurance system; moderation; student feedback; programme committees; performance management) and evidence shall be used during the evaluation of teaching, drawing on criteria for quality teaching”.

The student feedback system at SU is governed by a *Policy with regard to student feedback on Modules, Lecturers and Programmes*. This document is currently under review and the intent is to change the policy to a management document which would prescribe the minimum requirements, but also give good practice examples to lecturers on how to judiciously use and adapt the electronic questionnaires for modules and lecturers, and in conjunction with a wider range of methodologies, e.g., focus group interviews with recently graduated students, and employers.

Currently, all student feedback on both the module and the lecturer is solicited via an online questionnaire students complete anonymously. The aggregated results are shared in a report with both the respective lecturers and their deans. It has been found that the electronic student response rate is low and, therefore, the new management document would also include recommendations to obtain feedback via other mechanisms such as focus group interviews. The results are also only shared after a module, so the changes can therefore only be implemented during the next iteration

of the module (and student group). It would be ideal to also have a mid-semester feedback during the semester to ensure that changes, if required, are implemented during the semester.

The Division for Student Affairs (DSAf) and the Division for Information Governance collaborate on a range of tracking and development services, surveys and questionnaires. The *Tracking and Development website* provides an overview of the system and the surveys and questionnaires available. These include:

### Systems

- An integrated Tracking and Development solution for SU (managed by the Centre for Business Intelligence from 2018 to 2020 and taken over by the DVC (Learning and Teaching) from 2021). This project continues to be funded by the University Capacity Development fund and has been renamed “SUNSuccess”. SUNSuccess is developed as a module of SUNStudent (SU’s new Student Information System) and will go live with SUNStudent in 2023.
- *The Be-Well Mentor Wellness Tracking System*
- *i-FlourishWell4Life: A Positive Education Initiative to Enhance Academic Success and Flourishing*

### Surveys and Questionnaires

- *SUBSIFY: Stellenbosch University Baseline Survey for Incoming First Years Newcomer Welcoming Questionnaire*
- *The PSO Satisfaction Survey*
- *The Graduate Destination Survey*
- *The SU Well-being, Culture and Climate at Work Survey*

The *SU Well-being, Culture and Climate at Work Survey (2019) report* contains the main findings, results and recommendations of the 2019 SU Well-being, Culture and Climate at Work Survey.

Two undergraduate student language surveys were conducted in 2017 and a student and staff survey were conducted in 2019. The *surveys* show prominent levels of student satisfaction with the implementation of the current *Language Policy (2016)*, including the percentage of lectures available in students’ language of preference. The staff survey shows similar levels of satisfaction. Interestingly, in the co-curriculum (out-of-class, residence, and campus activities), more students prefer bilingual approaches, i.e., Afrikaans and English, to be used, instead of a single language or multilingual approach.

SU also conducted a survey in March 2020 to determine students’ access to technology and devices during Covid-19. It became clear that many students did not have access to laptops and high-speed Internet. The University launched a loan laptop project where students could apply for a loan laptop to be couriered to them. These loan

laptops were added to the students' accounts but if returned at the end of the year, the students did not have to pay for the laptops. SU also provided data bundles to students during ERTLA considering the specific needs and context of the entire student body when technology was extensively used in learning and teaching during those times of disruption.

Lecturers were also advised to prepare “data light” podcasts and voice-over PowerPoint presentations instead of real-time live streaming of lecturers via streaming platforms such as MS Teams and Zoom. Not all SU students had equal access to data and the 30 GB data bundles (20 GB daytime and 10 GB night-time) were insufficient for them to take part in all streamed lectures if one considers that one hour of live streaming equals  $\pm 1$  GB of data.

Stellenbosch University manages unexpected and disruptive events by constituting an appropriate contingency committee, with participation by SU Senior Management, colleagues and student leaders from the divisions within the University affected by the disruption. The Covid-19 pandemic and the associated state of national disaster declared in South Africa presented a more complex disruption with far-reaching implications. Hence the Rectorate decided to convene an extended version of the usual contingency committee structure to ensure swift execution of decisions. An overarching Institutional Committee for Business Continuity (ICBC), the leadership of which was delegated to the Chief Operating Officer, Prof Stan du Plessis, was convened to oversee and synthesise input from 11 subcommittees, each focusing on key facets of the University's activities affected by the pandemic.

These are facilities and security, international matters, student housing, Registrar's matters, human resources, student affairs, communication, online learning and assessment, IT, medical matters, and research. While the subcommittees are mandated to make operational decisions in their area of concern, decisions which impact institutionally are to be reported to the Institutional Committee for Business Continuity where a final decision is taken. The ICBC also implements the University's Crisis Communication Plan in collaboration with the subcommittee on communications and the Division for Corporate Communications (for further details as to how Covid-19 disruptions were managed, see [Standard 13](#)).

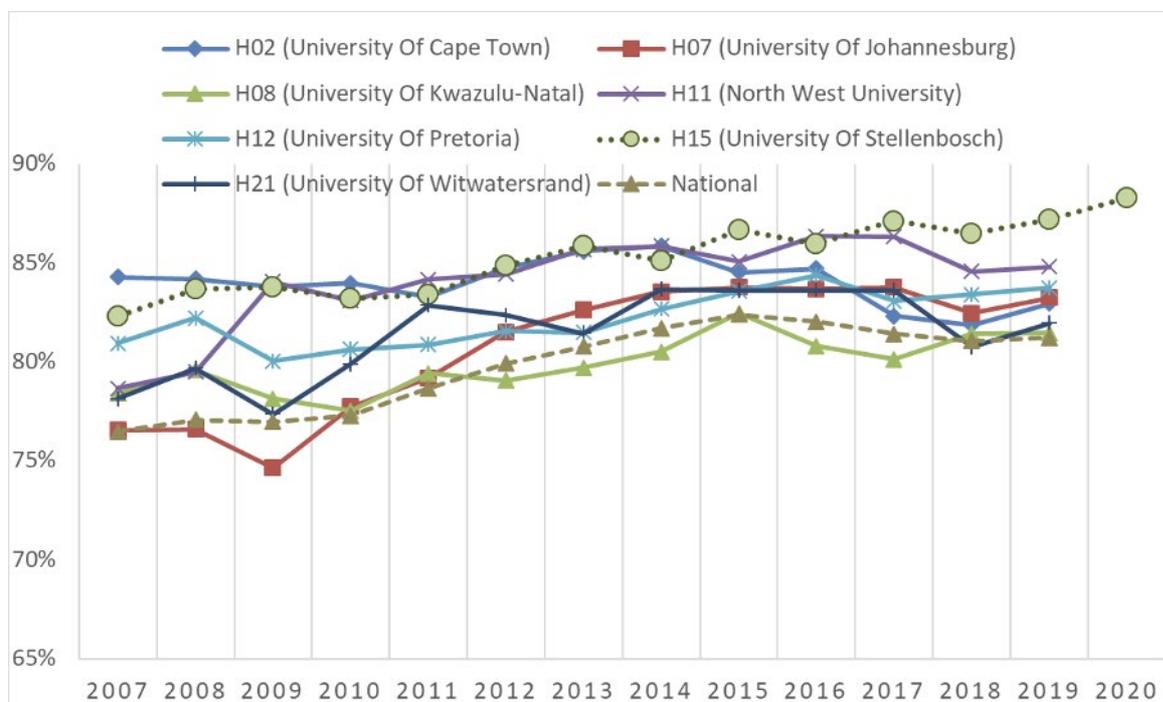
The *Centre for Student Counselling and Development* provides dynamic, student-centred psychological development and support services for students. Specialists such as psychologists, a psychometrist, registered counsellors and social workers have been carefully selected to meet the needs of the University community. The Centre also offers support to students with disabilities. Reading materials, tests and exams are made accessible to students who are print disabled, such as those with visual and reading impairments.

The Covid-19 pandemic facilitated an imperative shift to online functioning for the Centre for Student Counselling and Development (CSCD) and assisted with the creation of ample new opportunities. The following are examples:

- All the individual counselling, psychometric assessments and work sessions were moved to an online platform. Student academic tests were also done online which we had to make accessible.
- The providers of psychometric assessments in South Africa first had to transfer these assessments to online platforms before the CSCD could implement virtual assessments.
- The availability of devices and the cost of data were important factors to consider. Although SU tried to mitigate these challenges by distributing laptops to students in need of them, availing free monthly data packages and negotiating free access to SUNLearn, it was soon realised that offering online counselling presented many potential pitfalls.
- Several clients, especially those who resided in rural areas, found it difficult to identify physically safe spaces where they could attend private online counselling sessions. They often shared small spaces with friends and family. Keeping counselling sessions confidential was almost impossible in these cases.
- The quality of data connections made online real-time conversations challenging for some clients. It was important to determine upfront with each client which limitations could potentially impact the counselling process.
- When hosting work sessions online, interactive participation during a presentation could be a challenge. Having a co-facilitator who managed the written comments of participants during presentations would be recommended. Interactive participation was also encouraged when a work session was pre-recorded and uploaded on the learning management system for students to watch in their own time. They were invited to send questions afterwards and these were answered during an online panel discussion.
- Self-help resources on the CSCD website were expanded with a specific focus on challenges related to online studies.
- Deaf students using interpretation services preferred the Zoom platform as opposed to Teams, the preferred SU platform for classes. Pinning interpreters to the session worked better via Zoom.
- Many students with disabilities preferred the flexibility that working online, from their residences or home, offered them.
- The use of low-, medium- to high-tech options was also explored - see the *article* written by the head of the Disability Unit at the CSCD.
- Career services such as graduate recruitment, networking between employers and students, and career work sessions were also conducted online.

- These online services included virtual career fairs hosted on the Easy Virtual Fair platform and online work sessions via Teams.
- There was an increase in the usage of Mailshots to share employment opportunities with students.
- An increased number of students also registered on the career services management platform called *MatiesCareers*.
- The annual career services publication was also made available in an electronic format.

Despite the best efforts to prevent the exclusion of students from online counselling and work sessions, the University had to admit that it could not always be readily accessible to everyone. Since mid-2021, the CSCD follows a hybrid service delivery model where services can be accessed either virtually or in person. The latter is subjected to the South African Government’s Covid-19 regulations. Please see the *article Adaptation of Student Support Services Considering Covid19: Adjustments, Impact, and Future Implications* by the CSCD (more information about the CSCD available in the *Portfolio of Evidence*).



**Figure 47:** Student success rates are indirectly based on the total number of modules passed by students each year relative to the number of module enrolments.

DHET available data shows that SU’s student success figures, as compared within the sector, are amongst the highest of all public universities. These student success rates are indirectly based on the total number of modules passed by students each year relative to the number of module enrolments. It is calculated by dividing the total number of full-time equivalent (FTE) degree credits (modules passed/completed,

weighted by their respective credit values) by the total number of FTE enrolments (modules enrolled, weighted by their respective credit values).

As part of the institutional self-evaluation reports for the two phases of the *Quality Enhancement Project*, the University reflected on student success, both in terms of the number of graduates and the attainment of graduate attributes.

SU has *clear policies and guidelines on Performance Management and Job Evaluations*. One of the recommendations of the Task Team for the Promotion and Recognition of Teaching (2015) to consider the scholarship of teaching during the promotion evaluation process, has been implemented since the approval of the document. The Senate Appointments Committee (ASK(S)) now also considers an academic's teaching and learning in the appointment of associate professors and higher levels.

SU has a clear *Staff Development policy* and various professional development opportunities are presented by the *Human Resources Division* for staff members including an onboarding programme for new staff members.

The *Centre for Teaching and Learning* SU offers a variety of professional learning opportunities focused specifically on Teaching and Learning. This includes a short course for all newly appointed lecturers called *PREDAC* (Professional Educational Development of Academics). This programme has been in place since 1999 and is now also available as a short course that runs over a year. The *Centre for Learning Technologies* also presents a variety of training and resources focused on the integration of learning technologies in learning and teaching.

## 15.2 Faculty examples

In the faculties' *verbatim responses*, they explained how student, graduate and employer feedback are gathered and used, and they identified improvements in this regard. A selection of their answers are provided below.

### 15.2.1 Faculty of AgriSciences

The Faculty of AgriSciences makes use of various structures and opportunities for student feedback exist within the departments, faculty and University through regular surveys, assessments, workshops, forums, and committees. AgriSciences identifies an area for further development to create formal and ongoing systems for graduate and employer feedback. The faculty has initiated the *Agrijob-portal* as a career platform for jobs, bursaries and internships in Agriculture, AgriBusiness and AgriFood in Southern Africa. A formalised information platform on the uptake of graduates in the formal and informal jobs markets will provide valuable information on which the faculties could act concerning programme renewal and new programme development.

### 15.2.2 Faculty of Economic and Management Sciences

To improve the information flow in the Faculty of Economic and Management Sciences, the EMS student committee (EBSK) will re-conceptualise its committee structure from 2022. Some committee members will in future be elected by their peers in the same academic programme. These committee members will act as liaison between the student body and the departments to narrow the gap between the EBSK and the management team and will improve information flow. Student feedback via class representatives to the EBSK will immediately be channelled to the relevant departmental leadership.

Student feedback opportunities have proven valuable in cases where lecturers and chairs engage with students to elicit feedback, e.g., through the class representative system. Many lecturers provide feedback opportunities throughout the semester to ensure timely adjustments to the module. The recording of lectures during ERTLA is such an example. Recordings needed to be light on data, and students provided feedback on aspects like the optimal duration of a recording to remain engaged. Opportunities should be utilised to gather more student feedback per module and per programme.

Many faculties including EMS have very few formal feedback mechanisms for employers, especially about “broad” degree programmes, so this is an area for development. However, some environments make extensive use of advisory boards and feedback via accreditation bodies to inform curriculum renewal and student development at the school/departmental level (see feedback from the *University Stellenbosch Business School* and the *Department of Industrial Psychology*).

One example of where feedback occurred was during the pre-development phase of the Postgraduate Diploma in Strategic HR Management. An Industry Advisory Committee (IAB) was set up to ensure programme and module outcomes met the needs of industry and that the programme was relevant, current and at the cutting edge of presenting leading practices in HR strategy as well as aligned with business objectives. Overall, the IAB served as an external mechanism of quality assurance for the continuous improvement of the programme and to ensure that there were no obstacles to professional accreditation by the South African Board for Personnel Practice (SABPP). The information obtained from the industry engagement process was included in subsequent module developments. The first intake of the *PGDip* was in 2021. As part of the SABPP accreditation process, the Department will engage with the IAB again for purposes of continuous programme renewal.

### 15.2.3 Faculty of Education

The Education Faculty appointed one of its alumni as a staff member on a short-term contract to create a link with its past students to obtain feedback, e.g., by organising alumni seminars. The Faculty also has close links to the profession, and especially high schools in the Western Cape. Despite these close links, it identified the need for the creation of an active alumni network while using alumni and employer feedback to improve the curricula.

#### 15.2.4 Faculty of Engineering

The Engineering faculty also has class representative meetings with management and student meetings with the dean. It also has an *alumni survey*, ad hoc industry contacts and an industry open day. It maintains links with potential employers through advisory boards, industry contacts and the ECSA accreditation report.

#### 15.2.5 Faculty of Law

*Alumni surveys* were completed by the Student Coordinator in the Law faculty for the LLB review process; just under 500 alumni participated with a 12% response rate (through the Alumni Office) and which saw an employment rate of almost 90% from responses, with just under 60% employed in the legal field. Informal feedback is continuously collected from alumni, recent graduates, recruiters, large law firms, but not as much by way of response from smaller law firms. The Law Society of South Africa (LSSA) (now the Legal Practice Council (LPC)) saw its most recent statistical analysis of the industry released in 2019, which provides the necessary overview of the traditional legal graduate fields of employment. Approximately only 26,000 to 28,000 graduates are active within the legal profession in the country, but the country produces more than 6,500 law graduates annually, with about 3,000 graduates taking up articles of clerkship/pupillage each year. Improvement actions include conducting a survey of final-year students in the second semester about their after-graduation plans and introducing a graduation destination survey with industry every five years.

#### 15.2.6 Faculty of Medicine and Health Sciences

The Faculty of Medicine and Health Sciences has close ties with the province health services and National Health Laboratory Service (NHLS) through its governance structures and engagement. Occasion-specific research is done, for example, the engagement with health settings of our first cohort of rural clinical school students (see article in the *Portfolio of Evidence*).

#### 15.2.7 Faculty of Science

The Faculty of Science remains in contact with its alumni via the Alumni Office and by also sending out a quarterly Faculty of Science newsletter to keep them informed and to request feedback. We find that at the departmental level they are much more successful and use various ways to keep track of their postgraduate students and alumni through various forums and platforms. They maintain contact with their alumni and possible employers.

The faculty management meets twice annually with the *Faculty of Science Advisory Board*, consisting of prominent members from industry and councils and uses this forum to discuss and address the need for skills and knowledge to ensure the employability of our students.

It is very difficult to follow and establish the career paths of *BSc* undergraduate students. We are sometimes made aware of the path some of these students took and we will follow up and keep track of them and try to establish collaboration.

Specific feedback from departments in the Faculty of Science includes:

The *Department of Earth Sciences* keeps close contact with the various facets of the industry, mainly through collaborative projects, but also through its advisory boards and regular presentations and seminars or extraordinary appointments of industry geologists. The vast majority (>80%) of Earth Science graduates (Honours, MSc, PhD) finds employment in the minerals industry), both in SA and abroad. This includes large mining and exploration houses, but increasingly mid-size and junior exploration companies (SA, Africa, UK, Australia, Canada, etc.). Senior students (MSc and PhD) find employment mainly in geological consultancies (SA and overseas). Recent years have seen a marked increase in employment opportunities in the environmental and hydrological sector, mainly in consultancies. The remainder of graduate students find employment in the rapidly growing environmental management sector or, more traditionally, financial management around exploration and investment projects. There is only a small percentage of graduates who opt for academic careers or students who do not pursue a career in the broader field of Earth Sciences.

The *Computer Science division* has a LinkedIn group that graduates can join. They have continuous contact with industry and from industry feedback, career fairs, and through discussions with graduates they are kept informed, for example, that their graduates are highly sought after by industry,

The *Department of Chemistry and Polymer Science* has a *list of graduates* from Polymer Science on their website and a *less comprehensive list* of the Chemistry and Polymer Science on the Departmental website. They try and keep some record of at least the postgraduates and where they are working. They are less successful with the BSc graduates who are somewhat harder to track since the links with the department are less strong.

*Applied Mathematics* has many contacts in industry, often by way of its alumni. Industries range from engineering firms, banks, software companies, tech start-ups, the CSIR, and large global companies like Amazon and Google. They make a point of keeping in touch in order to ensure alignment with their programmes and the needs of industry. They often distribute job advertisements to our students and recommend companies to recent graduates. Many postgraduate students go on to further studies abroad, where the staff would assist in scholarship applications.

## (d) Standard 16

Institutions engage with and reflect on the employability of their graduates in a changing world.

- The institution regularly undertakes graduate destination surveys to provide data on: (a) the number of graduates that are employed, have been employed or are self-employed; (b) how soon after graduation they become employed or self-employed; (c) the nature and expected duration of their employment or self-employment (for example short-term contracts versus permanent employment), and (d) whether their employment or self-employment is directly related to their programme of study.
- The institution undertakes research and reflects on the employability and/or other economic activity of its graduates, and actively engages with and acts on the results of its findings.
- Consistent efforts are made to ensure that alumni remain active in the affairs of the institution.

### Quality Judgement

In terms of Standard 16, SU judges its meeting this quality standard as functional.

Not functional	Needs substantial improvement	Functional	Mature
----------------	-------------------------------	------------	--------

### 16.1 Reflection on guidelines

Two of the University's core strategic themes, *transformative student experience* and *networked and collaborative teaching and learning* are translated into institutional goals aimed at “[d]evelop[ing] students’ graduate attributes so they can be 21<sup>st</sup>-century citizens and achieve their full potential”.

This includes the objective to embed and integrate the graduate attributes (enquiring mind, dynamic professional, well-balanced individual and responsible citizen) in the formal curriculum, as well as in all the co-curricular experiential learning opportunities offered to students. Ways in which progress regarding this objective is measured is through graduate tracking surveys, employer, and employee/alumni feedback on readiness in the workplace, and by counting the number of students participating in co-curricular activities (measured for different student categories). During departmental self-evaluations and reviews, industry stakeholders are often invited to serve on a review panel and/or focus group interviews are conducted with employers or members who serve in advisory forums.

One of the goals of the *Unit for Graduated Career Services* (UGCS) is to develop career interventions that support students to secure employment as early as possible. Good information about, amongst others, our graduating students' activities after graduation, their employment and unemployment patterns and the process of finding a job after graduating dynamically support the Unit in tailoring its services. SU Graduate Destination surveys were initially discontinued in 2003. In 2017, a definite gap in the institution's knowledge about its graduates and their future plans was identified. The decision was therefore made in 2017 that Stellenbosch University (SU) would conduct this research annually for the SU context specifically. A new graduate destination questionnaire was consequently designed to track the activities of graduates. The survey is conducted during the December and April graduation ceremonies. The survey responses are analysed by the Centre for Business Intelligence and the findings disseminated to all the relevant role players on campus (see *2018-2021 Analysis reports*). The survey results enable more up to date reporting on current employment trends, and it empowers the UGCS to fine-tune its services to the needs of students. It also allows other role players, such as the *Alumni Relations Office*, to stay in contact with alumni.

Another institutional goal is to “[p]romote the continuous renewal of the University’s academic programmes by means of a systemic process with clearly assigned roles and responsibilities for the various role-players”. Some indicators and measures include the percentage of graduates employed within one year of graduation and the percentage of students enrolled for postgraduate studies directly after completion of their undergraduate programme. Also useful, are the participation rate and quality of responses to the employer satisfaction surveys, and the success rate of students in the explicit assessment of programme exit-level outcomes.

## 16.2 Faculty examples

Various faculty examples were provided under *Standard 15*, but in many faculties, graduate tracking surveys and interaction with alumni and employers remain areas for development and institutional support might be required. Further *faculty-specific examples* of graduate surveys and interaction with alumni and employers include:

### 16.2.1 Faculty of AgriSciences

As mentioned under *Standard 15*, the faculty has initiated the *Agrijob-portal* as a career platform for jobs, bursaries and internships in Agriculture, AgriBusiness and AgriFood in Southern Africa. Only a few formal graduate destination surveys or similar studies have been conducted by the faculty over the past few years. Departments mainly use informal surveys and informal stakeholder feedback to reflect on the employability and/or other economic activity of their recent graduates and to act on these findings.

## 16.2.2 Faculty of Arts and Social Science

Some departments do graduate tracking, but it is not formalised within the faculty yet. In departmental action plans, departments often claim that they maintain contact with alumni, but the data is not empirically available.

### Improvement area

The faculty will do a stocktake and investigate how and to what extent departments are tracking their recent graduates. This could be supported by the faculty's Marketing and Recruitment office. Creating and maintaining an active alumni network is part of our faculty's Strategy Implementation Plan (SIP). This is crucial for our programme renewal, to measure its quality and relevancy, including aspects in modules where students are exposed to the challenges of the world-of-work. We do not currently have the information to draw on whether modules prepare students for work or not.

### Good practice

Some departments have indicated that they add students to LinkedIn before they graduate, which enables them to keep track of students' career paths, and compile empirical and analytical reports; however, this is not currently the standard practice.

## 16.2.3 Faculty of Economic and Management Sciences

Graduate destination is formally tracked in the case of full-time GEM doctoral graduates. Departments mainly use informal networks, advisory boards and collaborative networks to gather alumni information and to reflect on the employability rates and activity of recent graduates.

The Stellenbosch Business School has always regarded strong, vibrant and mutually beneficial organisational relationships as integral to its strategy and all its activities, and facilitates connections with real-world practice through the following initiatives and channels:

- **The Business School's academic work (teaching and research):** Academic programmes are enhanced through direct input from senior practitioners in the design and delivery of curricula. Research projects by students (compulsory for all master's students) are related to actual organisational questions, and via growing contract research in the School's research centres and analysis of African case studies, the knowledge link with real-world practice is strengthened. Part-time faculty contribute knowledge and bring experience from the world of practice into the teaching space.
- **Executive education via USB-ED:** The growth in the turnover and the extended African reach of USB-ED's open and customised executive education

programmes bear testimony to the School's reputation in both the private and public sectors. In-company learning is enabled throughout the programme's duration and after actual learning interventions.

- **Advisory Boards:** The Business School's Advisory Board is one of the most important structures through which seasoned local and international practitioners engage with the School's strategic initiatives and overall governance. Similarly, eminent business persons serve as non-executive directors on the USB-ED Board and its International Advisory Council.
- **Public engagements, alumni events and career enhancements:** The Business School stays in regular contact with the world of work through the organisation of public speaker events at the Business School, corporate discussions and business events. Already in 2005, the School established a public and business engagement platform called the Leader's Angle, which has been extended from Cape Town to Johannesburg, Durban, Windhoek and Dubai. Careers Office and the Alumni and Stakeholder Relations Office are important agents through which relationships are established and nurtured.
- **Consultancy work ensures contact with practitioners:** Governed by the SU private work policy, a number of the School's academic staff members do regular consultancy work, while others keep in contact with practitioners in a variety of (semi-) professional bodies. This ensures the School's relevance and sharpens the ability of faculty to address modern workplace challenges in the teaching space.

USB Corporate partnerships and sponsorships create further avenues for alumni tracking and feedback. Graduate tracking and feedback remain one of the developmental areas for the School.

The University has established a task team to establish a graduation destination platform. This initiative will also play an important role to link prospective graduates with possible employers. This project will only be finished in 2023 at the earliest.

The School of Accountancy (SoA) does not conduct formal graduate destination surveys or similar studies but has several informal discussions with partners and staff of employers at various events (organised by either the firms or the SoA) regarding accounting education in general, new challenges facing the profession, and the quality of its graduates. This provides useful information regarding employability and strengths and weaknesses which then serves as input into the SoA's ongoing module and programme renewal initiatives.

### 16.2.5 Faculty of Education

The faculty identified as an area for improvement the need for a survey or focus group discussions to understand their graduate destination routes. However, it will need institutional support to keep track of graduate email addresses.

### 16.2.6 Faculty of Engineering

Feedback is obtained from alumni through various means, including the use of occasional surveys. Departments and the faculty have Industrial Advisory Boards. These are the main fora for reflecting on the employability of graduates. In the various specialist areas, staff are closely aligned to industry partners, from which direct feedback is obtained. Input from all these fora is discussed, with appropriate actions implemented through existing structures, or by creating new structures. In the past few years, this system has yielded far-reaching outcomes, including various new academic programmes, new enrolment strategies, new research areas, and changes to administrative systems (see examples of graduate surveys in *Portfolio of Evidence*). Anecdotally, and based on regular informal feedback from advisory boards, alumni, recent graduates, and the pool of prospective students who apply to SU, we have a good reputation. A current shortcoming, though, is that we do not have reliable information from small industries in terms of their uptake or overall levels of satisfaction.

### 16.2.6 Faculty of Law

The faculty has raised its profile on, e.g., social media platforms and the *LinkedIn* network which is quite active and garners interest. Deeper reflection on graduate employability happened as part of the curriculum renewal, within the co-curricular space, and through the assessment.

### 16.2.7 Faculty of Medicine and Health Science

While no formal graduation destination studies have been conducted, and this is acknowledged as a gap, information about our graduates is obtained via various informal channels. First, most of the students graduating from our six undergraduate programmes move into either internships or community service and the faculty, therefore, has information about this initial step post-graduation. In addition, given the nature of our training which requires that students spend time on the clinical platform (hospitals, clinics, rehabilitation centres, etc.), there is ongoing, direct contact with the health care sector where many of our graduates work. Finally, there have been small-scale graduate destination studies, i.e., graduates from the Ukwanda Rural Clinical School. More work in this area is, however, needed.

### 16.2.8 Faculty of Military Science

Graduate surveys are performed centrally within the Department of Defence (DoD). They are also used to inform the faculty of any improvements and renewals that are required. An example is the renewal of the *BMil (Technology)* programme mentioned under **Standard 13**. Similarly, the SA Navy recently undertook a survey and approached the faculty to start a conversation about aligning our undergraduate offerings for the SA Navy Combat Officers with the military course they do after leaving our Faculty (Combat Officer Qualification Part 1 and 2). Our graduates who complete the Criminal and Military Law modules receive recognition for prior learning when they do their SA

Army Advance Military Law course. This has been possible due to the results of several surveys that the DoD performs annually.

### **16.2.9 Faculty of Science**

The Faculty of Science does not use surveys to keep track of their graduates or their employability. We do try to keep in contact with our alumni via the Alumni Office but by also sending out a quarterly Faculty of Science newsletter to keep them informed and to request their feedback.

The departmental level is much more successful and uses various ways to keep track of postgraduate students and alumni through various forums and platforms such as LinkedIn and the departmental websites. Many departments also maintain close ties with industry and advisory boards as potential employers and the departments gain feedback on the academic programmes they offer.

Faculty management meets twice annually with the Faculty of Science Advisory Board, consisting of prominent members from industry and councils, and uses this forum to discuss and address the need of skills and knowledge to ensure employability for our students.

It is very difficult to follow and establish the career paths of BSc graduate students. They are sometimes made aware of the path some graduates had selected and with these successful graduates we follow up and keep track of their careers and try to establish some collaboration with them.

## 5. Conclusion

### 5.1 Forward together

Attention has been given in this self-evaluation report to strike a balance between a description and explanation of the various institutional systems, practices and arrangements for quality at the University over and against their evaluation.

The institutional, responsibility centre and faculty-specific descriptions, explanations and examples (also found in the Portfolio of Evidence) are intended to enable the institutional audit peer review panel to understand and consider the University's quality assurance arrangements.

Overall, the University has concluded that there are coherent and integrated quality assurance arrangements in place. Since the 1990s, when quality systems and their implementation were given greater formality and focus, and even during the period of the Higher Education Quality Committee's previous institutional audit in 2005, the University continues to find these arrangements to be one of its strengths. It has a firm resolve to build on these strengths and to continue to review and improve in areas where gaps and weaknesses are identified.

As has already been noted in this self-evaluation report, various role-players and stakeholders in the University, notably the governance structures, faculties, responsibility centres and student leadership structures have taken a critical look at its systems and quality assurance arrangements which are reflected in this report. As part of the narrative, various issues have been identified for attention. A selection of these issues, per focus area and per standard are listed below in four tables (per focus area) to provide a high-level overview of some of the good practices and areas for improvement.

The following remarks are for the noting of the CHE peer review panel:

- The University welcomes the engagement with the institutional audit peer review panel on the improvement areas and good practices listed below, as well as additional aspects yet to be identified as part of the panel's site visit.
- Some of the issues identified for improvement are relatively straightforward and will be attended to and monitored by the various line managers under whom these responsibilities fall. It will also be important, likewise, to ensure that good practices are enhanced and implemented throughout the University, where relevant.
- Progress may be made by the University on some of the issues by the time of the audit visit. Other areas for improvement are more complex and may require interventions which are monitored over longer periods of time.

- Where issues are identified for attention that need to be continuously addressed within the existing line management structures or where issues require specific interventions, actions following on this self-evaluation process will be integrated with the planning and management activities of the University if not already included in the institutional strategic and operational plans.

With this report, Stellenbosch University has not attempted to prove that it is a mature institution in terms of its quality arrangements, but rather that it is a self-reflective learning organisation where all University stakeholders actively and collaboratively work towards realising a shared vision through promoting and supporting a culture of continuous quality accountability and enhancement.

The journey for ensuring high quality in the core business of the University through its management of quality and continuous capacity development is one that will never end. It reveals the truth, as for any other university, that SU can never be self-satisfied in thinking it has “arrived”. Excellence requires collective, daily efforts and diligence in service of the public good benefitting students, staff, local community, society and the global community.

To this journey, we remain committed.



**Table 17: Focus area 1: Quality judgements, good practices and improvement areas**

Focus area 1			
<p>The four standards concentrate on the role that an institution's governance, strategic planning (as contained in its vision, mission, and strategic goals), management and academic leadership play in its quality management to enhance the likelihood of student success and to improve the quality of learning, teaching and research engagement, as well as accommodating the results of constructive, integrated community engagement.</p>			
Standard 1	Standard 2	Standard 3	Standard 4
<p>The institution has a clearly stated vision and mission, and strategic goals which have been approved by appropriate governance structures, subjective to comprehensive stakeholder engagement</p>	<p>The stated vision, mission and strategic goals align with national priorities and context as well as sectoral, regional, continental, and global imperatives (e.g., Africa Vision 2063 or the Sustainable Development Goals).</p>	<p>There is demonstrable strategic alignment between the institution's quality management system for core academic activities across all sites and modes of provision and its vision, mission, and strategic goals, as well as its governance and management processes</p>	<p>There is a clear understanding of and demonstrable adherence to the different roles and responsibilities of the governance structures, management, and academic leadership</p>
Mature	Mature	Mature	Mature
<ul style="list-style-type: none"> <li>+ Vision and mission is fit-for-purpose, responsive to national needs, and is cognisant of regional, continental and global challenges</li> <li>+ A consultative process was followed to replace the Institutional Intent and Strategy 2013-2018 with the Strategic Framework 2019-2024</li> <li>+ Core strategic themes are developed and measured with strategic management indicators</li> <li>+ Effective system for annual integrated reporting according to the core strategic themes</li> <li>+ Business model supports financial viability, resource allocation and sustainability</li> <li>+ Rigorous and consultative budgeting process</li> </ul>	<ul style="list-style-type: none"> <li>+ Well-considered differentiation as a research-intensive university</li> <li>+ Clear institutional and faculty alignment with national and international priorities</li> <li>+ Programme review and renewal activities, as well as research and social impact, are focused on producing graduates who contribute to the national and international priorities (grand challenges) and context</li> </ul>	<ul style="list-style-type: none"> <li>+ Faculty and responsibility centre Strategy Implementation Plans (SIPs) are aligned with the six core strategic themes</li> <li>+ SIPs are translated into goals and objectives with allocation of human and financial resources</li> <li>+ High quality and comprehensive data and performance dashboards to monitor the strategic management indicators</li> <li>+ Good practice guide with themes and criteria for self-evaluations</li> <li>+ Good governance, management and fiduciary oversight with transparent financial planning and reporting</li> </ul>	<ul style="list-style-type: none"> <li>+ Highly functioning and mature governance, management and committee structures at both the central and decentralised (faculty) levels</li> <li>+ Academic leadership roles and responsibilities clearly defined and aligned with governance and management</li> <li>+ Individual staff members' roles and responsibilities are clearly outlined in work agreements drafted according to key performance areas and measurable indicators with annual performance appraisal conversations</li> <li>+ Student governance leadership structures are clearly defined</li> <li>+ Student representation on all governance structures.</li> </ul>
<ul style="list-style-type: none"> <li>- Develop and implement qualitative and quantitative indicators for "networked and collaborative teaching and learning"</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity for and success with transformation remains a progressive challenge which is addressed through an intentional and structured process of profound change of the University's places, people and programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Dashboards with key indicators to provide real-time progress</li> <li>- Besides institutionalised policies, structures and systems there is a need for just-in-time support for QA processes across faculties and responsibility centres</li> <li>- The revision of mandates for all statutory committees to be completed</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty feedback on institutional policy development not optimal due to capacity constraints</li> <li>- All mandates of faculty committees need to be formalised / reviewed</li> <li>- Postgraduate representation on student committees requires strengthening</li> <li>- Delegation framework and Institutional Rules to be aligned with Statute</li> <li>- Further digitisation needed in the governance support function</li> </ul>



**Table 18: Focus area 2: quality judgements, good practices and improvement areas**

Focus area 2			
The four standards concentrate on how the design and implementation of an integrated quality management system in the institution enhances the likelihood of student success and improves the quality of learning, teaching and research engagement, as well as accommodating the results of constructive, integrated community engagement within the context of the institution's mission.			
Standard 5	Standard 6	Standard 7	Standard 8
<p>A quality assurance system is in place, comprising at a minimum of: (i) governance arrangements, (ii) policies, (iii) processes, procedures, and plans, (iv) instructional products, (v) measurement of impact, and (vi) data management and utilisation, as they give effect to the delivery of the HEI's core functions.</p>	<p>Human, infrastructural, knowledge management and financial resources support the delivery of the institution's core academic functions across all sites of provision, in alignment with the concomitant quality management system, in accordance with the institution's mission. Human, infrastructural, knowledge management and financial resources</p>	<p>Credible and reliable data (for example, on throughput and completion rates) are systematically captured, employed, and analysed as an integral part of the institutional quality management system so as to inform consistent and sustainable decision-making. .</p>	<p>Systems and processes monitor the institution's capacity for quality management, based on the evidence gathered. Capacity for quality management, based on evidence gathered</p>
Mature	Mature	Mature	Mature
<ul style="list-style-type: none"> <li>+ Well-established QA system for departments and support services</li> <li>+ Conceptually clear Policy</li> <li>+ Evidence of quality enhancement initiatives</li> <li>+ Effective programme approval system</li> <li>+ Effective enrolment planning and management</li> <li>+ Research development at different levels provided</li> <li>+ Research ethics well-embedded in programmes</li> <li>+ Social Impact philosophy</li> </ul>	<ul style="list-style-type: none"> <li>+ An effective and devolved quality assurance system</li> <li>+ Excellent Library and Information Service</li> <li>+ Adequate and appropriate ICT infrastructure and systems</li> <li>+ Campus renewal project is underway</li> <li>+ Extensive academic staff development for the professionalisation of teaching in various modalities</li> </ul>	<ul style="list-style-type: none"> <li>+ SUN-i Business Intelligence System, Power BI dashboards and official internal reports actively used institutionally and at faculty level</li> <li>+ Development of SUNSuccess</li> </ul>	<ul style="list-style-type: none"> <li>+ SU Information Dashboard</li> <li>+ Core Statistics reports used in the preparation for a faculty or departmental self-evaluation</li> </ul>
<ul style="list-style-type: none"> <li>- Some policy documents are due for review and alignment</li> <li>- High level of support needed to conduct self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity of the staffing of Academic Planning and Quality Assurance (APQ) to meet QA demands and further focus on quality enhancement</li> <li>- Hybrid learning puts pressure on electrical charging facilities for devices and Wi-Fi availability</li> <li>- Staff wellness concerns especially during and after Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>- The low electronic student survey feedback response rate is being addressed through a review of the policy and electronic student feedback system</li> <li>- Further development and implementation of SUNSuccess</li> </ul>	<ul style="list-style-type: none"> <li>- Review QA processes to anticipate disruptions and mitigate postponements</li> <li>- Faculties identified further information required, e.g., programme-wide student feedback, alumni and graduate tracking data, cohort analysis, national, holistic view of student's progress / success, national rankings (per faculty), postdoctoral information, economic / socio economic and qualitative impact of research outputs and social impact measurement.</li> </ul>

**Table 19: Focus area 3: quality judgements, good practices and improvement areas**

Focus area 3			
<p>The four standards concentrate on the coherence and integration of the various components comprising the institutional quality management system and on how these work in concert to support the likelihood of student success and improve the quality of learning, teaching and research engagement, as well as accommodating the results of constructive integrated community engagement in accordance with the institution's mission.</p>			
Standard 9	Standard 10	Standard 11	Standard 12
<p>An evidence-based coherent, reasonable, functional, and meaningfully structured relationship exists between all components of the institutional quality management system.</p>	<p>Evidence-based regular and dedicated governance and management oversight of the quality assurance system exists.</p>	<p>Planning and processes exist for the reasonable and functional allocation of resources to all components of the institutional quality management system.</p>	<p>The quality assurance system achieves its purpose efficiently and effectively.</p>
Mature	Mature	Mature	Mature
<ul style="list-style-type: none"> <li>+ Academic departments and support services conduct self-evaluations according to a six-year cycle (including a two-year follow-up report).</li> <li>+ Human resource work agreements and performance appraisal systems are well established and functioning</li> </ul>	<ul style="list-style-type: none"> <li>+ Clear lines of accountability for quality assurance in faculties and at the institutional level</li> <li>+ Many examples of active sharing of good teaching and learning practice at institutional and faculty levels (T&amp;L Hubs)</li> <li>+ Regular forum meetings held by deans, vice-deans and faculty managers</li> </ul>	<ul style="list-style-type: none"> <li>+ Quality assurance is a shared responsibility and integrated in budgets and work agreements</li> <li>+ Workload allocation is managed and approved at the academic departmental level in a fair and transparent manner</li> </ul>	<ul style="list-style-type: none"> <li>+ Devolved manner of the management of quality management and assurance with budgeting happening at faculty and responsibility centre level</li> <li>+ Scholarly approach to quality assurance is practiced</li> </ul>
<ul style="list-style-type: none"> <li>- Further guidance required for faculties and support services to conduct effective self-evaluations</li> <li>- Capacity and time constraints on staff to engage in a self-evaluation process which can be mitigated by more online self-help resources</li> <li>- Tensions between the requirements of professional bodies and SU quality assurance arrangements</li> <li>- Quality assurance of inter-faculty programmes to be monitored and managed</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility centres to also to identify, reflect on and share good practices</li> </ul>	<ul style="list-style-type: none"> <li>- Buy-in of additional capacity for faculties and PASS environments to assist with self-evaluation activities during their 6-yearly reviews</li> </ul>	<ul style="list-style-type: none"> <li>- Greater formalisation of annual quality assurance and enhancement planning in faculties</li> </ul>

**Table 20: Focus area 4: quality judgements, good practices and improvement areas**

<b>Focus area 4</b>			
The four standards in Focus Area 4 concentrate on how effectively the institutional quality management system enhances the likelihood of student success, improves learning and teaching and supports the scholarship of learning and teaching			
Standard 13	Standard 14	Standard 15	Standard 16
<p>An effective institutional system for programme design, approval, delivery, management, and review is in place.</p>	<p>There is evidence-based engagement at various institutional levels, among staff, and among staff and students, with: curriculum transformation, curriculum reform and renewal; learning and teaching innovation; and the role of technology in the curriculum, in the world of work, in society in general</p>	<p>The students' exposure to learning and teaching at the institution, across all sites and modes of provision, is experienced as positive and enabling of their success.</p>	<p>Institutions engage with and reflect on the employability of their graduates in a changing world.</p>
Mature	Mature	Mature	Functional
<ul style="list-style-type: none"> <li>+ Robust and effective institutional system for the design, support, and approval of new academic programmes underpinned by data analytics</li> <li>+ Preliminary notes are compiled by the secretariat to enable committees to discuss comments and provide feedback</li> <li>+ Institution-wide programme renewal project funded by the DHET University Capacity Development Grant</li> <li>+ Excellent and flexible teaching and learning processes, systems and frameworks put in place during Covid-19 to successfully complete the academic year (curriculum, teaching and learning approaches, assessment, role of technology)</li> </ul>	<ul style="list-style-type: none"> <li>+ Support and promotion for continuous curriculum and programme renewal within faculties and at the institutional level</li> <li>+ Investment in streaming infrastructure in lecture venues to enable hybrid offerings</li> <li>+ Good representation of students on faculty committees</li> <li>+ New Language Policy aligned to the DHET's Language Policy Framework (2020) with a focus on both individual and institutional multilingualism</li> <li>+ Scholarly approach to learning and teaching and promotion of the Scholarship of Teaching and Learning, and the Scholarship of Educational Leadership</li> </ul>	<ul style="list-style-type: none"> <li>+ Learning-centred approach with anonymous student feedback to strengthen it</li> <li>+ Various student surveys and questionnaires</li> <li>+ The Institutional Committee for Business Continuity (ICBC) with 11 subcommittees each focusing on key facets of SU's activities impacted by the pandemic</li> <li>+ Business Continuity Stream for Teaching, Learning and Assessment</li> <li>+ Online support by the Centre for Student Counselling and Development</li> <li>+ Clear policies and guidelines on performance management and job evaluations</li> <li>+ Clear Staff Development policy</li> <li>+ Varied professional learning opportunities for academic staff members</li> </ul>	<ul style="list-style-type: none"> <li>+ Career interventions that support students to secure employment as early as possible after graduation</li> <li>+ Well devolved practices, such as LinkedIn communities of practice within departments</li> </ul>
<ul style="list-style-type: none"> <li>- Quantity of calendar changes and new programme documentation difficult to administer</li> <li>- Uncertainty in terms of the implications and impact for SU's QA systems of the CHE's Quality Assurance Framework to be implemented from 2024</li> </ul>	<ul style="list-style-type: none"> <li>- Student participation at departmental level to be strengthened</li> <li>- The low response rate of the electronic student feedback to be addressed through a review of the policy and system</li> </ul>	<ul style="list-style-type: none"> <li>- The low response rate of the electronic student feedback to be addressed through a review of the policy and system</li> </ul>	<ul style="list-style-type: none"> <li>- Graduate tracking surveys and interaction with alumni and employers is an area for institutional formalisation and development</li> </ul>