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

to / aan
SU Council / US Raad

2 December 2019
<table>
<thead>
<tr>
<th>CORE STRATEGIC THEMES</th>
<th>KERN STRATEGIESE TEMAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A THRIVING STELLENBOSCH UNIVERSITY</td>
<td>’N FLORENGEDE UNIVERSITEIT STELLENBOSCH</td>
</tr>
<tr>
<td>2. A TRANSFORMATIVE STUDENT EXPERIENCE</td>
<td>’N TRANSFORMERENDE STUDENTE-ERVARING</td>
</tr>
<tr>
<td>3. PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS</td>
<td>DOELGERIGTE VENNOOTSKAPPE EN INKLUSIEWE NETWERKE</td>
</tr>
<tr>
<td>4. NETWORKED AND COLLABORATIVE TEACHING AND LEARNING</td>
<td>GENETWERKTE EN SAMEWERKENDE ONDERRIG EN LEER</td>
</tr>
<tr>
<td>5. RESEARCH FOR IMPACT</td>
<td>NAVORSING VIR IMPAK</td>
</tr>
<tr>
<td>6. EMPLOYER OF CHOICE</td>
<td>VOORKEURWERKGEWER</td>
</tr>
</tbody>
</table>
I. A thriving Stellenbosch University
Energy and talents of students contribute to a Thriving SU

• January 2019: Official welcoming of most of the 5 043 new first-years and their parents at the Danie Craven stadium
• Dream Walk - accompanied by the Rectorate, Deans and the Stellenbosch Mayor
• Orientation week to integrate them into faculties, residences and PSO’s
Size and shape of faculties

- June 2019 student count = **31 681** (84 down from 2018)
- UG = 63.5%; PG = 32.9%; approximately 2/3 and 1/3
- Broad Natural Sciences = 44.6%; Management Sciences = 29.3%; Humanities = 26.1%

![UG & PG student enrolments per faculty (June 2019)](chart.png)

- Undergraduate
- Postgraduate
- Special students
Research ⇔ Teaching & Income

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

**SU 2019 Main Budget Income Streams**
(in million Rands)

- **Undergraduate student fees:** Rm841,129; 30%
- **Teaching input subsidy:** Rm1122,366; 40%
- **Research output subsidy:** Rm448,191; 16%
- **Teaching output subsidy:** Rm200,196; 7%
- **Postgraduate student fees:** Rm209,596; 7%
SU T&L Policy

SU is Learning-centred

Learning flourishes through the shared endeavour of Academics, Students, Support Environments & Management

Effective teaching actively engages students.

Infrastructure and Learning Technologies
- Enabling physical & virtual learning environments
- Learning Technologies increase the reach and richness of the academic offering
- Access to multi-functional spaces and technologies enhances teaching and learning

Scholarship of Teaching Practice
- Shared responsibility for holistic student success
- Integrated systems for evaluating student progress
- Scholarship links practice & theory
- Scholarly university teachers engage in Scholarship of Teaching & Learning
- Academics note diverse student learning needs and offer guidance on SU’s integrated support systems

SU positioned as best FOR the world

Continuous Programme Renewal
- Contextualised teaching practices are embedded in aligned academic programmes
- Students develop holistically when curriculum and co-curriculum integrate
- Programme planning for students’ diverse academic needs
- Contextual alignment with SU graduate attributes
- Role players are recognised and rewarded

Learning is a partnership. Students co-create knowledge.

Learning is deeply embedded in contexts

Professionalisation of Academics for their Teaching Role
- Pathways and spaces for academics’ learning in their teaching roles
- Good teaching is recognized through multiple processes
- Academics create learning environments for active learning
- Academics’ interconnected roles: Teaching + Research + Social Impact
- Student feedback: A primary source for improved teaching, used in conjunction with other sources

SU Teaching and Learning flourish through 4 interdependent dimensions
Centre for Academic Planning and Quality Assurance
Quality Assurance and Enhancement Policy (2019)

Continuum of quality assurance and enhancement mechanisms and activities

Quality control

Institutional audits; national reviews

Programme approval, accreditation and registration

National review of the doctoral qualification is currently underway

For 2020:
32 new
For 2021:
14 so far

Quality assurance

Re-accreditation of professional programmes

BEng programmes by ECSA (-2023):
• Civil
• Electrical and Electronic,
• Industrial,
• Mechanical,
• Mechatronic
• Process

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

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

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

Quality enhancement

Follow-up reports tabled by QC

Eight (8) departments
Food Science, Horticultural Science, Information Science, Logistics, Mathematical Sciences, Modern Foreign Languages, Physiological Sciences, Visual Arts.

Seven (7) PASS divisions
Human Resources, Information Governance, Learning and Teaching Enhancement, Museum, Registrar, Student Access, Student Affairs.

Programme review and renewal

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

Themes
Academic literacies, Critical citizenship, Decolonizing the curriculum, Financial sustainability, Hybrid learning, Thresholds...
2. Transformative student experience
Student diversity and application trends

- SU Student diversity June 2018:
  - UG: in 2012 26.8% => 38.7% in 2019
  - PG: in 2012 50.2% => 53.7% in 2019
- Complete applications trends:
  - Black African: Fastest growing (43% increase from 2017 to 2020)

**COMPLETE APPLICATION POOL BY RACE**

<table>
<thead>
<tr>
<th>Race</th>
<th>2017-intake</th>
<th>2018-intake</th>
<th>2019-intake</th>
<th>2020-intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLACK AFRICAN (+43%)</td>
<td>4337</td>
<td>5204</td>
<td>5320</td>
<td>6215</td>
</tr>
<tr>
<td>COLOURED (-1%)</td>
<td>3282</td>
<td>3156</td>
<td>3310</td>
<td>3264</td>
</tr>
<tr>
<td>INDIAN OR ASIAN (+19%)</td>
<td>1070</td>
<td>1205</td>
<td>1216</td>
<td>1269</td>
</tr>
<tr>
<td>WHITE OR WITHHELD (-13%)</td>
<td>8551</td>
<td>8295</td>
<td>7641</td>
<td>7424</td>
</tr>
</tbody>
</table>
Why first year students chose SU

**REASONS FOR ENROLMENT 2019**

- **ACAD REPUTATION**: 87%
- **SU SOCIAL ACTIVITIES**: 35%
- **SU SAFE**: 34%
- **TRAIN AS PROFESSIONAL**: 31%
- **STUDY NEAR HOME**: 23%
- **SU SUPPORT**: 22%
- **RELATIVES CHOICE**: 18%
- **AWAY FROM HOME**: 17%
- **SU FRIENDS**: 14%
- **SU CULTURE**: 13%
- **SU SCHOLARSHIP**: 12%
- **RES PLACEMENT**: 11%
- **PARENTS ALUMNI**: 10%
7700 students in SU housing

<table>
<thead>
<tr>
<th>Racial profile of students in university housing 2019</th>
<th>0,0%</th>
<th>20,0%</th>
<th>40,0%</th>
<th>60,0%</th>
<th>80,0%</th>
<th>100,0%</th>
<th>120,0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL PROFILE</td>
<td>49,2%</td>
<td>23,2%</td>
<td>24,0%</td>
<td>3,6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STELLENBOSCH SENIOR</td>
<td>16,1%</td>
<td>39,8%</td>
<td>41,2%</td>
<td>2,9%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>STELLENBOSCH UNDERGRADUATE FEMALE RES</td>
<td>52,5%</td>
<td>24,2%</td>
<td>19,4%</td>
<td>3,9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STELLENBOSCH UNDERGRADUATE MALE RES</td>
<td>62,3%</td>
<td>18,2%</td>
<td>16,4%</td>
<td>3,1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLL HOUSES</td>
<td>9,9%</td>
<td>28,1%</td>
<td>57,3%</td>
<td>4,7%</td>
<td></td>
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</tr>
<tr>
<td>STUDENT LEADERSHIP HOUSES (PSO)</td>
<td>75,0%</td>
<td>15,6%</td>
<td>9,4%</td>
<td>0,0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TYGERBERG SENIOR</td>
<td>30,9%</td>
<td>26,2%</td>
<td>37,6%</td>
<td>5,4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TYGERBERG JUNIOR</td>
<td>38,8%</td>
<td>20,8%</td>
<td>37,3%</td>
<td>3,2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATIES SPORT (HUIS NEETHLING)</td>
<td>56,3%</td>
<td>22,3%</td>
<td>19,4%</td>
<td>1,9%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Eliminating Discrimination and Violence

- SU is committed to eradicating all unfair discrimination and any form of harassment and violence on our campuses
- The Equality Unit (EqU) is aligning with the Institutional Transformation Committee and the Transformation Office to investigate complaints
- The Rectorate and the anti-Gender Based Violence Movement has agreed on joint student and staff working groups for:
  1. Values and Principles
  2. Safety and Security
  3. Training and Awareness
  4. Residences and Structures
  5. Procedures and Processes
  6. Mental Health, and Alcohol and Substance Abuse
SU Co-curriculum

• High-quality academic offerings + comprehensive co-curricular development => Student Success

• The SU Co-curricular Prospectus => wealth of experiential education opportunities, e.g.:
  • Activating Engaged Citizenship
  • BeWell programme (mentorship support)
  • Engineers without Borders
  • FASS EDP Mentor
  • Shared Humanity
  • SRc Executive Leadership programme

• Rigorous process to accredit a co-curricular programme (22 in 2019)

• Students have to demonstrate competencies

• 1084 Students receiving transcript recognition for Co-curricular activities in 2019

I have come to the profound realisation that race as we know is not a biological truth, but a social construct. I feel more connected to humanity than ever before. A ‘pure race’ does not exist.

Student feedback: Shared Humanity Module, Aug 2019
Language Policy Implementation: UG offering per language mode

- Number of **Dual medium module credits** generally decreased to about 60%
- Number of **Parallel medium module credits** remained approx. the same at about 20%
- Increase in **Single-medium modules** was significantly higher (now almost 20%) due to:
  - Greater use in Economic and Management Sciences, Education, Arts and Social Sciences.
  - Larger number of appointed academics being proficient to teach in English only.
2017 & 2019 Language Surveys

Objectives:

• Address any issues that students might have with the implementation of the Language Policy;
• Provide feedback to the faculties for their faculty reports to Senate at the end of the semester about the implementation of the Language Policy in their respective faculties;
• Receive staff feedback from faculties and PASS about the implementation of the Language Policy.

Responses:

• Only 1268 student responses received (compared to 4793 responses in semester 1, 2017 and 2521 responses in semester 2, 2017) – WHY?
• Undergraduate response rate
  • 2019: 4.37%
  • 2017 (second semester): 13%
  • 2017 (first semester): 24%
• 897 undergraduates (74%) and 319 (26%) postgraduate students.
• Only the undergraduate student responses were used to compare with responses received in 2017.
Student language of preference for learning

Lectures
- 2017_sem1: 61% Afrikaans, 24% English, 15% Both
- 2017_sem2: 63% Afrikaans, 26% English, 11% Both
- 2019: 66% Afrikaans, 19% English, 16% Both

Tutorials
- 2017_sem1: 61% Afrikaans, 25% English, 14% Both
- 2017_sem2: 61% Afrikaans, 28% English, 12% Both
- 2019: 63% Afrikaans, 20% English, 17% Both

Learning material
- 2017_sem1: 65% Afrikaans, 21% English, 14% Both
- 2017_sem2: 68% Afrikaans, 22% English, 10% Both
- 2019: 71% Afrikaans, 15% English, 14% Both

Afrikaans  English  Both Afrikaans and English
Yes answers upon: “Are lectures available in language of preference?”

- Afrikaans home language:
  - 2017: 71% (n=1303)
  - 2019: 81% (n=467)

- English home language:
  - 2017: 97% (n=949)
  - 2019: 98% (n=314)

- Other home language:
  - 2017: 95% (n=523)
  - 2019: 95% (n=115)
**Staff Survey**: How familiar are you with the contents of the SU Language Policy, in your working environment?

- **Response rate**: 594/4336 = **13.7%**

**All Staff**
- Not at all: 13.1%
- To some extent: 39.4%
- To a large extent: 47.5%

**C1 Staff**
- Not at all: 9.9%
- To some extent: 36.6%
- To a large extent: 53.4%

Discussions on **practicalities of SU Language Policy** needed with Faculty Boards and RC Heads early in 2020.
3. Purposeful partnerships and inclusive networks
Recruiting a diverse student body:
Faculties + DSAc + Registrar + MatieSport ...
Telematic Schools Project: 2010-2019:
SU + WCED + Schools

- 2019: 1 228 schools in partnership with WCED; more than 300 000 learners reached
- Interactive afternoon satellite broadcasts and internet streaming
  - Additional lessons on difficult concepts in nine key subjects.
  - Using the best available teachers.
- Underperforming schools with low pass rates
  - Telematic schools improvement 2010-2018 = 11.83%
  - All WCED schools improvement 2010-2018 = 4.74%
- Unique integrated technology platform
### Main funding sources for undergraduate bursaries and loans - 2019

<table>
<thead>
<tr>
<th>Year</th>
<th>SU main budget</th>
<th>Bequests &amp; donations</th>
<th>External funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>R91.5m</td>
<td>R7.8m</td>
<td>R616 749m</td>
<td>R716 049m</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>SU main budget</th>
<th>Bequests &amp; donations</th>
<th>External funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13%</td>
<td>1%</td>
<td>86%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Undergraduate bursaries and loans granted to White and CBIA students in 2019

<table>
<thead>
<tr>
<th>Race</th>
<th>Total enrolments</th>
<th>Number of bursary students</th>
<th>% of bursary students by race</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>12 468</td>
<td>2 953</td>
<td>24%</td>
<td>R187 477m</td>
</tr>
<tr>
<td>CBIA</td>
<td>7 959</td>
<td>5 529</td>
<td>69%</td>
<td>R528 572m</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20 427</td>
<td>8 482</td>
<td>42% of total</td>
<td>R716 049m</td>
</tr>
</tbody>
</table>
Institutional funds, donations and external funds for undergraduate bursaries

Financial Aid: SU + NSFAS + ISAP

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of funded students (NSFAS and/or DHET)</th>
<th>Total estimated amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>855</td>
<td>R51,9 m</td>
</tr>
<tr>
<td>2018</td>
<td>2 395</td>
<td>R223,8 m</td>
</tr>
<tr>
<td>2019</td>
<td>2 737</td>
<td>R272,4 m</td>
</tr>
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</table>
4. Networked and collaborative Teaching and Learning
ICT in L&T SU Council Project;
Springboard for Hybrid learning

ICT in L&T SU Council Project - R358,1 million total

Council funds; R218; 61%
Donation; R90; 25%
Strategic fund; R50; 14%

(Values in million Rands)
Expenditure per Subproject

ICT in L&T Council project (R358,1 million)

Jan Mouton LC total project value: R255 699 294
Council: R31 000 000

<table>
<thead>
<tr>
<th>Subproject</th>
<th>R50 million unspent</th>
<th>Council unspent</th>
<th>Spent &amp; Committed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer support</td>
<td>R2 405 819</td>
<td>R1 065 097</td>
<td>R9 429 084</td>
</tr>
<tr>
<td>Student support</td>
<td>R745 990</td>
<td>R1 371 840</td>
<td>R1 882 170</td>
</tr>
<tr>
<td>Learning technology systems</td>
<td>R3 170 459</td>
<td>R9 656 791</td>
<td>R4 172 750</td>
</tr>
<tr>
<td>WiFi and networks</td>
<td>R24 281 984</td>
<td>R47 795 730</td>
<td>R58 122 286</td>
</tr>
<tr>
<td>Systems renewal</td>
<td>R13 614 323</td>
<td>R0</td>
<td>R59 385 677</td>
</tr>
<tr>
<td>Jan Mouton LC</td>
<td>R5 781 425</td>
<td>R0</td>
<td>R115 218 575</td>
</tr>
</tbody>
</table>

Council unspent R1 065 097 R1 371 840 R9 656 791 R47 795 730 R0
Spent & Committed R9 429 084 R1 882 170 R4 172 750 R58 122 286 R59 385 677 R115 218 575
ICT Council Project Highlights

1. Lecturer Support
   • Blended learning co-ordinators (BLCs) in all faculties
   • Experience in online learning-design

2. Student support
   • Technical support in lecture halls and after-hours
   • Partial funding for student tracking project (+UCDG)

3. Learning Technologies
   • Learning Management System refined
   • Established video-streaming and capture system

4. Renewal of business systems
   • SUNStudent and SUNFin now in line function

5. Network and WiFi
   • 100% of the fibre optic routes completed.
   • 232 of the classrooms have WiFi

6. Jan Mouton Learning Centre

Planned contractual completion: 27 July 2020
Hybrid Learning: Opportunities and Examples

- **Academic offering:** Short courses and taught postgraduate diplomas, honours-Bachelor and master’s degrees
- **Selecting opportunities:** Where
  - (a) SU has **unique strengths** AND
  - (b) there is a **large unmet demand** in the student market
- **Target markets:** Learn-and-earn students, International students

- **Examples** of programmes under development:
  - PGDip: Strategic Human Resource Management (EMS)
  - PGDip: Structures in Fire (Engineering)
  - PGDip: Forestry and Wood Sciences (Agriculture)
  - BSc-Hons: Bio-Informatics and Computational Biology (Science)
  - BEd-Hons: Curriculum Studies (Education)
  - MPhil: Cancer Science Research (Medicine and Health Sciences)
Postgraduate Diploma in Strategic Human Resource Management
(Department of Industrial Psychology, Faculty of Economic and Management Sciences)

- **Duration of programme:** 1 Year, Hybrid Mode delivery, with self-paced online learning
- **Target market:** Working individuals. (Managers, not necessarily with a formal education in the HR field, i.e. a new knowledge market)
- **Implementation:** Pilot a number of modules as short programmes (2020), followed by the full programme (2021/2022).

Hybrid Learning Design for SHR PGDip:

1. **Designing for hybrid delivery from the start**
   - Brainstorm sessions between programme leader, lecturers, programme renewal coordinator and hybrid learning advisor.

2. **Inviting industry input**
   - Advisory committee of practicing HR professionals, providing critical input on intended content and mode of delivery, (STIAS, May 2019)

3. **Designing with the learner in mind**
   - Advisory committee of practicing HR professionals, providing critical input on intended content and mode of delivery, (STIAS, May 2019)
   - Advisory committee of practicing HR professionals, providing critical input on intended content and mode of delivery, (STIAS, May 2019)

   - Student profile includes learners’ expected time available for study, preferred learning style, and professional needs.
Prerequisites for enrollment: Chem 124 final mark 40 or 45% and prac mark 60%

First intake: 100 qualified - 81 registered; 57 passed 1st exam; 23 can take 2nd exam

Method of delivery:
- 13 Online themes via SUNLearn
- Text & voice
- Quizzes
- Worked example videos
- Experimental demos
- Online assessments
- 4 Face-to-face tutorials

Chem 124 vs Chem 164 class marks

<table>
<thead>
<tr>
<th>Class mark (%)</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>50</td>
<td>16</td>
</tr>
<tr>
<td>55</td>
<td>27</td>
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<tr>
<td>60</td>
<td>21</td>
</tr>
<tr>
<td>65</td>
<td>21</td>
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<tr>
<td>70</td>
<td>18</td>
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<tr>
<td>75</td>
<td>7</td>
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<tr>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>85</td>
<td>0</td>
</tr>
<tr>
<td>90</td>
<td>1</td>
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</tbody>
</table>

Chem 124 vs Chem 164 class marks
5. Research for impact
Pre-Conference workshops

First steps in becoming Teaching Scholars
Developing your teaching portfolio

Gamification to enhance students’ engagement with learning

Processes and structures to support academic programme renewal

How to apply funding for innovation and research in L&T
Scholarship of Teaching and Learning Conference/
Akademieskap van Onderrig en Leer Konferensie

Dr Joy Mighty
(Carleton University, Canada)
Keynote speaker

Prof Geo Quinot
Law Faculty, SU
Keynote speaker

6. Employer of Choice
PREDAC (Professional Educational Development of Academics)

- First PREDAC in 1999 with 24 participants
- In 2019 PREDAC changed to an official Short Course
- Following a Hybrid model with
  - 8 months of blended learning using SUNLearn for online learning activities
  - 2 face-to-face contact sessions with all participants (interfaculty)
  - Regular contact in smaller groups in faculties
  - Ending in a poster presentation at SoTL conference

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>63</td>
</tr>
<tr>
<td>2016</td>
<td>50</td>
</tr>
<tr>
<td>2017</td>
<td>71</td>
</tr>
<tr>
<td>2018</td>
<td>61</td>
</tr>
<tr>
<td>2019</td>
<td>62</td>
</tr>
</tbody>
</table>
Format of the short course

- 120 notional hour SU short course, pegged at level 8 on the NQF
- Offered over a one-year period from February to November
- Hybrid learning mode with 4 face-to-face contact sessions and structured online learning

Four themes running concurrently throughout the course

1. Contextualising Educational Leadership
2. Researching Educational Leadership
3. Curriculum Leadership
4. Pedagogical Leadership
SU Teaching Excellence Awards: 5 December 2019

DR T BERNARD
PROF D FRANCIS
DR M MOUTON
DR G ARNOTT
DR K BAATJES
DR R POTT
DR K KRUGER
DR S MALAN
MS C MORRIS
LT COL A PRETORIUS
MR S VD MERWE
MR A VISSER
Thank you for supporting L&T @SU

Dankie vir u ondersteuning van L&O

Education is the most powerful weapon we can use to change the world

- Nelson R Mandela