



UNIVERSITEIT
STELLENBOSCH
UNIVERSITY

Presentation to Portfolio Committee on Higher Education & Training

1 September 2015



Structure of presentation



(1) MANAGEMENT

- **Introduction**

#Luister video

Prof Wim de Villiers, Rector and Vice-Chancellor

- **Transformation at SU**

Prof Nico Koopman, Vice-Rector: Social Impact, Transformation & Personnel

- **Implementation of Language Policy and Plan**

Prof Arnold Schoonwinkel, Vice-Rector: Learning and Teaching

- **Conclusion**

Prof Wim de Villiers



Structure of presentation



(2) STAKEHOLDERS

- **Council**
Prof PW van der Walt, Vice-Chair
- **Institutional Forum**
Mr Le Roux Burrows, Chair
- **SRC**
Outgoing Chair: Mr Stefan Laing
Incoming Chair: Mr Axolile Qina



Fast Facts



Established in 1918

Research-intensive university

10 Faculties



Fast Facts: 5 campuses



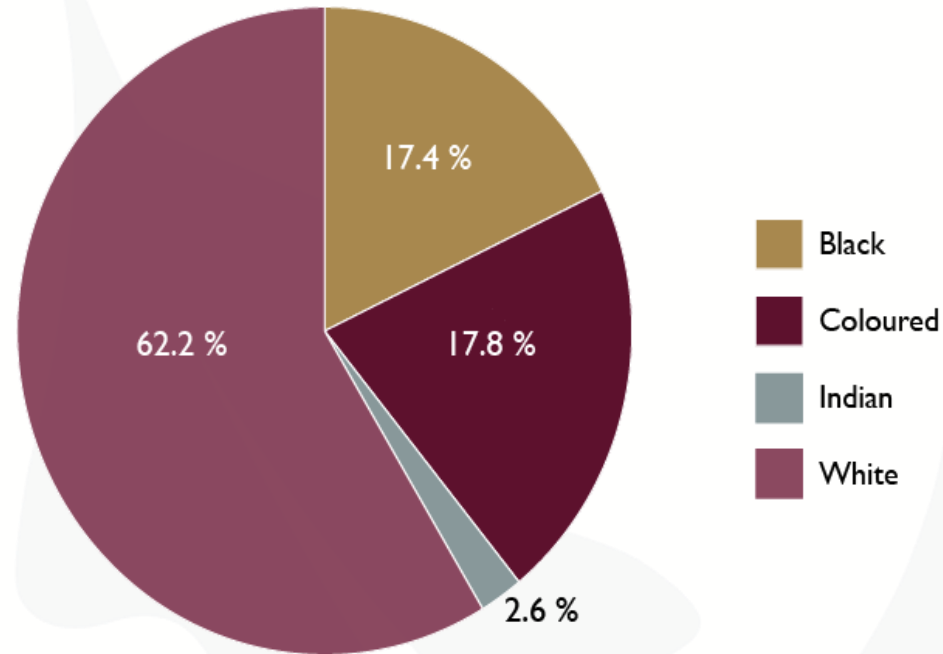
Student head count: 30 150



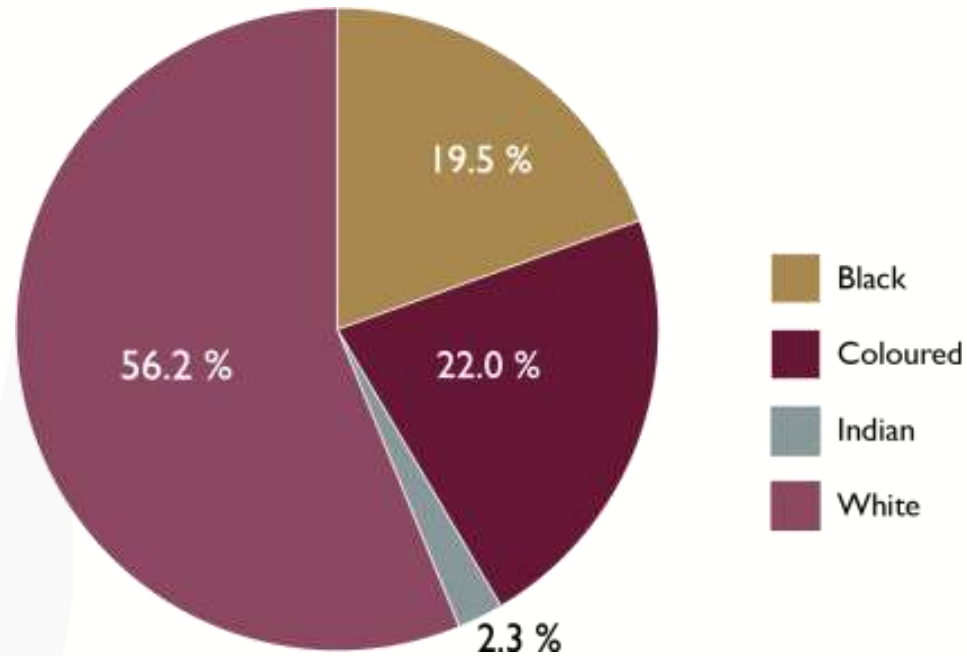
Student body



Actual 2015



Projected 2019

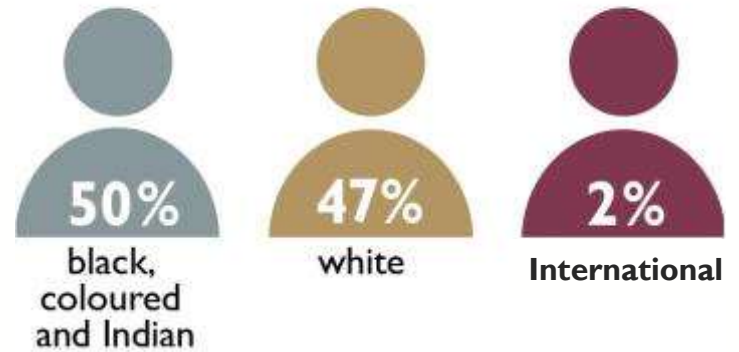
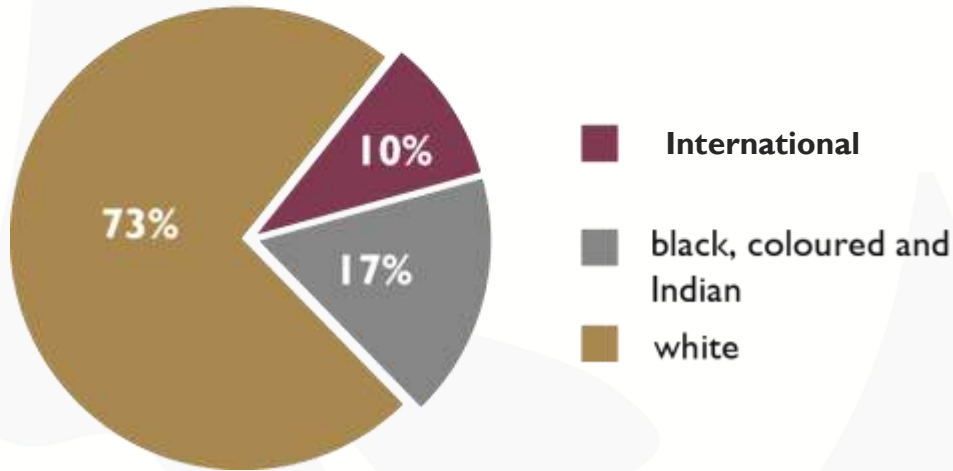


Staff



1 404
Academic
staff

2 931
Professional
and support
staff



Transformation journey



**To non-racial, multilingual,
national asset**



**From historically white,
formerly Afrikaans ...**



Transformation journey



“The University acknowledges its contribution to the injustices of the past and commits itself to appropriate redress and development initiatives.”

– *‘Strategic Framework’, 2000*



Transformation journey



“SU is inclusive, innovative, and future focused:
a place of discovery and excellence
where both staff and students
are thought leaders in advancing knowledge
in the service of all stakeholders.”

– *‘Institutional Intent and Strategy’, 2013*

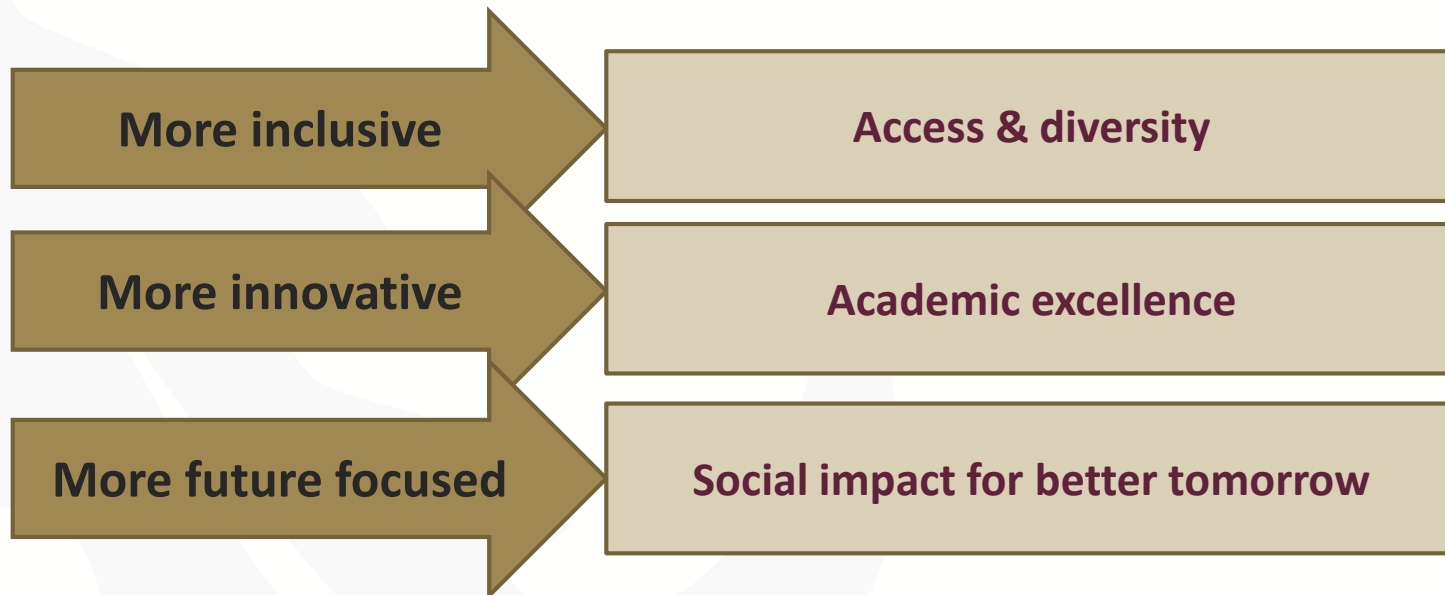


Transformation journey



Strategic Intent

Strategic Goals



SU identity – vision of ourselves



trademarks world-class **SUSTAINABLE** rural reach
INCLUSIVE multilingual new knowledge markets
societal impact
postgraduate 60% sound ethics graduate attributes
african footprint corporate citizen **INNOVATIVE**
TRANSFORMATIVE modern spaces
high performance sport
international role player research focus
valued partner diverse community entrepreneurship
FUTURE FOCUSED welcoming campus
EXCELLENT
21st century institution thought leaders
visual identity innovation technology transfer



Have come a long way...yet not far enough



'Die Vlakte'

HOPE@Maties



Khayamandi Oral History Research Project
African Doctoral Academy



Transformation legacy



Prof H Russel Botman
(18 Oktober 1953 - 28 Junie 2014)



#LUISTER



- Video is gut-wrenching & raises **important issues**
- **Indefensible:** racism, discrimination, human rights violations exclusion & marginalisation are wrong
- **Open discussion:** critical thinking, meaningful dialogue, mutual respect, willingness to change
- **Nuances:** Elsenburg; Off-campus incidents; Perceptions
- **Language:** multilingualism



#LUISTER



- **Unity:** risk of polarisation – ‘US’ versus ‘THEM’
- **Integration:** ethos of clusters, and Listen, Live & Learn community



#LUISTER



**We are listening, we are talking,
we will continue doing so**





Thank you
Dankie
Enkosi

Next up:

Transformation at SU
Prof Nico Koopman, Vice-Rector:
Social Impact, Transformation & Personnel





Transformation at SU

An incomplete & imperfect, but steadfast journey



A JOURNEY of transformation



- Strategic Framework 2000 & Institutional Intent and Strategy 2013
- From contribution to apartheid *wrongs* to **restitution**
- From *diverse* and *apart* to **diverse** and **together**
- From *exclusion* to **inclusion**
- From *sole ownership* to **joint ownership**
- From *diverse* but *not excellent* to **no excellence without diversity**
- From *Afrikaans* university to **multilingual** university (English, Afrikaans, develop isiXhosa)
- From a past of *division, discrimination and alienation* to a future of **togetherness**



INCOMPLETE journey of transformation



- Ambivalence (progress and regress; good stories and sad stories)
- Fallibility (so much to learn; always risk committing wrongs; risk omit doing the good)
- It always takes too long
- Tragedy and pain
- Powers of de-humanisation and evil sometimes seem to prevail



STEADFAST journey of transformation



- South Africa belongs to all who live in it
- Stellenbosch belongs to all of us
- For too long we dream a different country
- For too long we dream different universities
- Revive three classic vision-fulfilling practices:

Conscientise

Mobilise

Organise



A journey of **TRANSFORMATION** (1)



Transformation THROUGH SU & Transformation OF SU

TRANSFORMATION THROUGH SU:

Towards a South Africa of human dignity:

- healing reconciliation;
- embracing justice;
- freedom from oppression and discrimination (overt and covert forms of racism; classism; sexism; homophobia; xenophobia; Afro-pessimism; ageism; handicappism; ecocide etc); and
- freedom for sharing and participating in the goods of society



A journey of TRANSFORMATION (2)



A journey of TRANSFORMATION (3)



TRANSFORMATION OF SU:

- Systemic transformation (including all facets of university life)
- Research and innovation (diversifying the knowledge pool; postgraduate; postdocs; relevant research projects)
- Teaching and learning (increasing student success rate; access and exit with success; residences; clusters and hubs for day students; tutors; mentors; multilingualism; curriculum renewal)
- Social impact (transformative social impact)



A journey of **TRANSFORMATION** (4)



- Co-curricular activities (residences; Listen Learn and Live houses; dialogue forums etc.)
- Academic support professional services
- Diversification of staff (R70 million dedicated to diversity primarily senior academic staff)
- Diversification of student body (more than R500 million for scholarships, half of it to diversify student body)



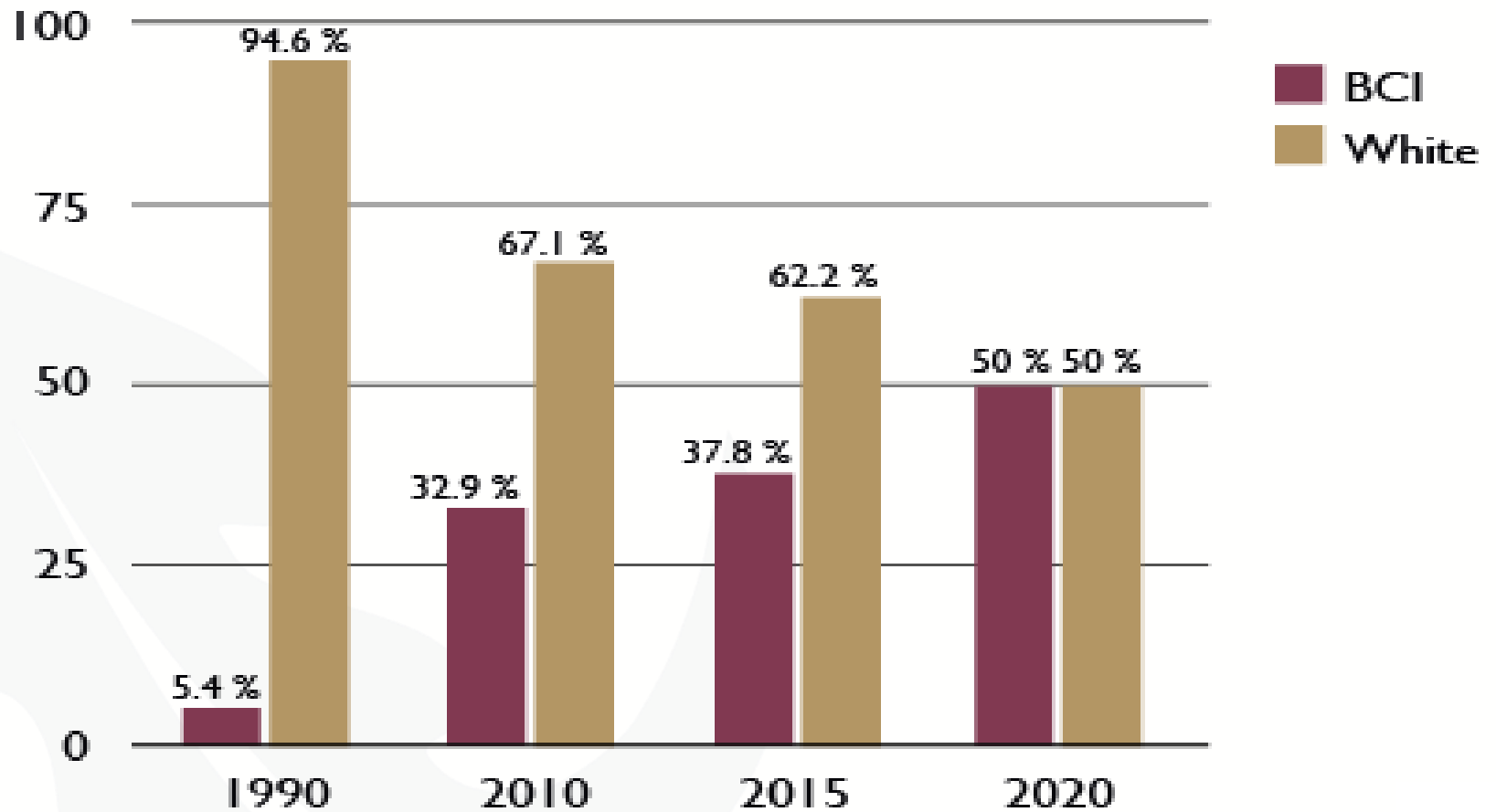
A journey of **TRANSFORMATION** (5)



- Transformation competence of staff
- Transformation competence of students
- The Arts, Culture and Sport
- Institutional Culture



Overall student profile 1990 - 2020



Structures for the journey



- Vice-Rector for Transformation
- Fully-staffed Office for Transformation (coordinate transformation processes; stimulate; guide; consult; advise; monitor)
- Research-based Journey: two full professors for Transformation, Reconciliation and Justice
- Representative Institutional Transformation Committee
- Institutional Forum
- Draft Transformation Barometer of DHET
- Partners on journey towards transformed SA and transformed SU (alumni; town; government; business; civil society)





Thank you
Dankie
Enkosi

Next up:

Implementation of Language Policy and Plan
Prof Arnold Schoonwinkel, Vice-Rector:
Learning and Teaching





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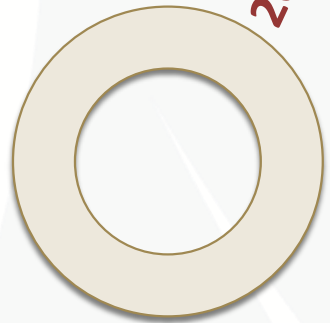
Implementation of Language Policy & Plan



An evolutionary process to manage complexity



*Evolution since
2010*



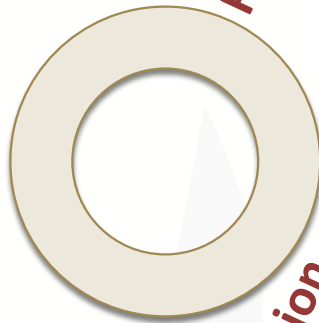
Renewal



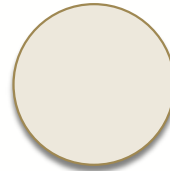
*Experi-
mentation*



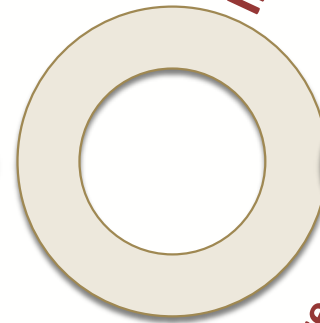
Revision in 2014



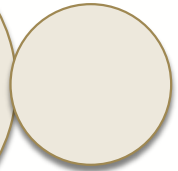
*Consultation
various
forums*



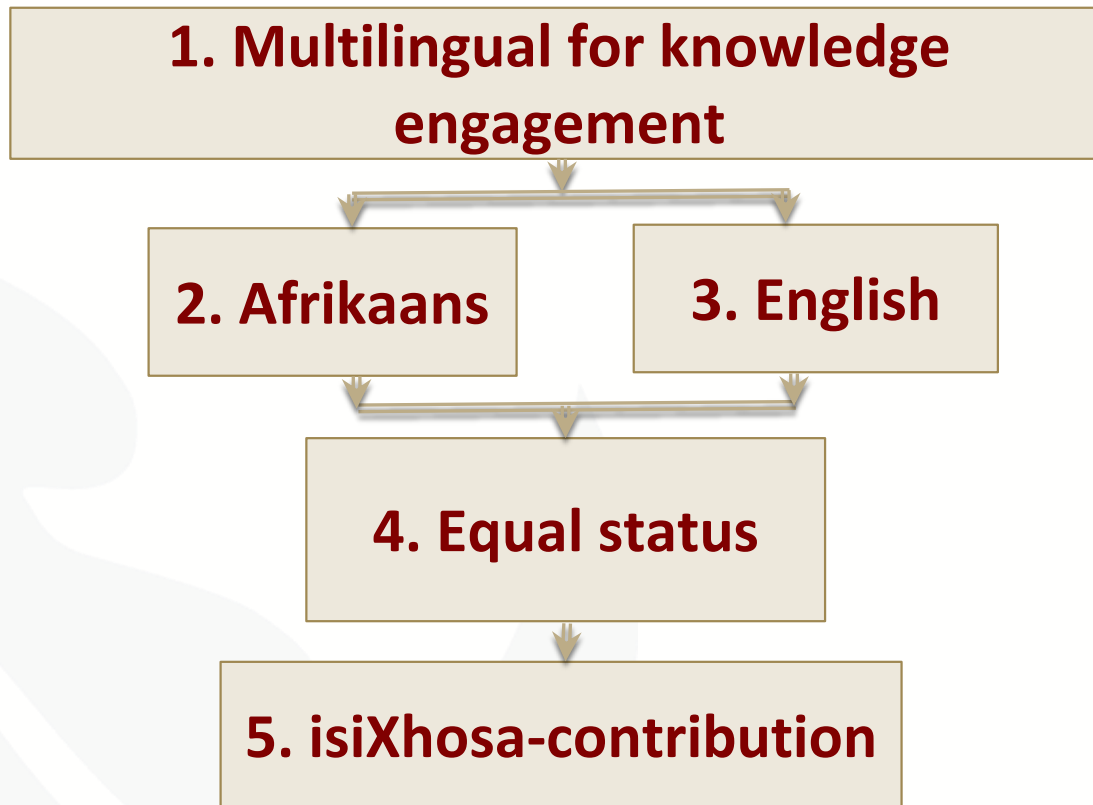
*Implementa-
tion*



*Manage-
ment*



Language approach



Coherence of Language Policy and Plan



A **Language Policy** that provides **guidelines for language planning @ SU**

A **Language plan** that puts **available mechanisms** in place without being prescriptive

Language implementation in Faculty **Language plans** within **context**



Rationale and Funding



- **Aligned with SA Constitution, National Development Plan and the Language Policy for Higher Education (LPHE)**
- **Strategic intent:**
 - Easier access to SU programs, especially for BCI students
 - As far as possible student studies in preferred language (Afr & Eng)
 - Multilingualism celebrates diversity
 - Individual multilingualism as a unique characteristic of a Matie
 - Appoint lecturers for their expertise irrespective of language
- **Parallel Medium Instruction and Lecture Interpretation**
 - Particularly applicable during initial study years
 - Lecturer can teach in his/her strongest academic language
 - Ideal Model: Afrikaans = 100% & English = 100%
- **Current cost of language implementation: R37m p.a.**
- **Estimated cost for full mixed model implementation for PMT and interpretation (lecturing staff only, excluding facilities) = R74m p.a.**



Aligned with Language Policy for Higher Education (2002)



- A **general acceptance of English and Afrikaans as established languages of instruction** and the need to **develop other languages** for this purpose (article 15).
- The **position of Afrikaans** as a language of scholarship and science and a national resource (article 15.5), while acknowledging:
 - the **challenges** of the use of Afrikaans,
 - but also the **solution** (at least in part): namely that a **range of strategies** be employed to cater for the needs of students from different language communities, including the Afrikaans language community (specifically article 15.4.4).
- The **advancement of other South African languages as academic languages** (article 16), through the work done by the Department of African Languages and the Language Centre (see 18.16).
- The **promotion of multilingual approaches** “for social, cultural, intellectual and economic development” (article 18).
- The SU language policy and plan echoes fully with the summary of the LPHE (article 21).



Language specifications & Implementation



A = Afrikaans

E = English

T = Dual medium

Lectures, with additional language support (texts and tutorials)

- **A&E = Parallel Medium Teaching (>250 students)**
- **A+i = Language of lecture is Afrikaans with interpreting to English (<250 students)**
- **E+i = Language of lecture is English with interpreting to Afrikaans (<250 students)**

NB: All specifications:

- **Answering of students' questions, required reading (if available), assessment, module frameworks and study guides in Afrikaans and English**

Afrikaans and English Credits (2015, 2016)



Language Specifications	# Module credits (2015)	# Module credits (2016)	% Module credits (2016)
A	1 760	1 371	5,5%
E	3 434	3 582	14,4%
T	13 548	12 481	50,3%
A&E	3 199	3 311	13,3%
A+i	2 575	2 192	8,8%
E+i	272	1 880	7,6%

2016 TOTAL % Afrikaans = 65,2%

2016 TOTAL % English = 66,8%

2020 TARGET % Afrikaans = 75%

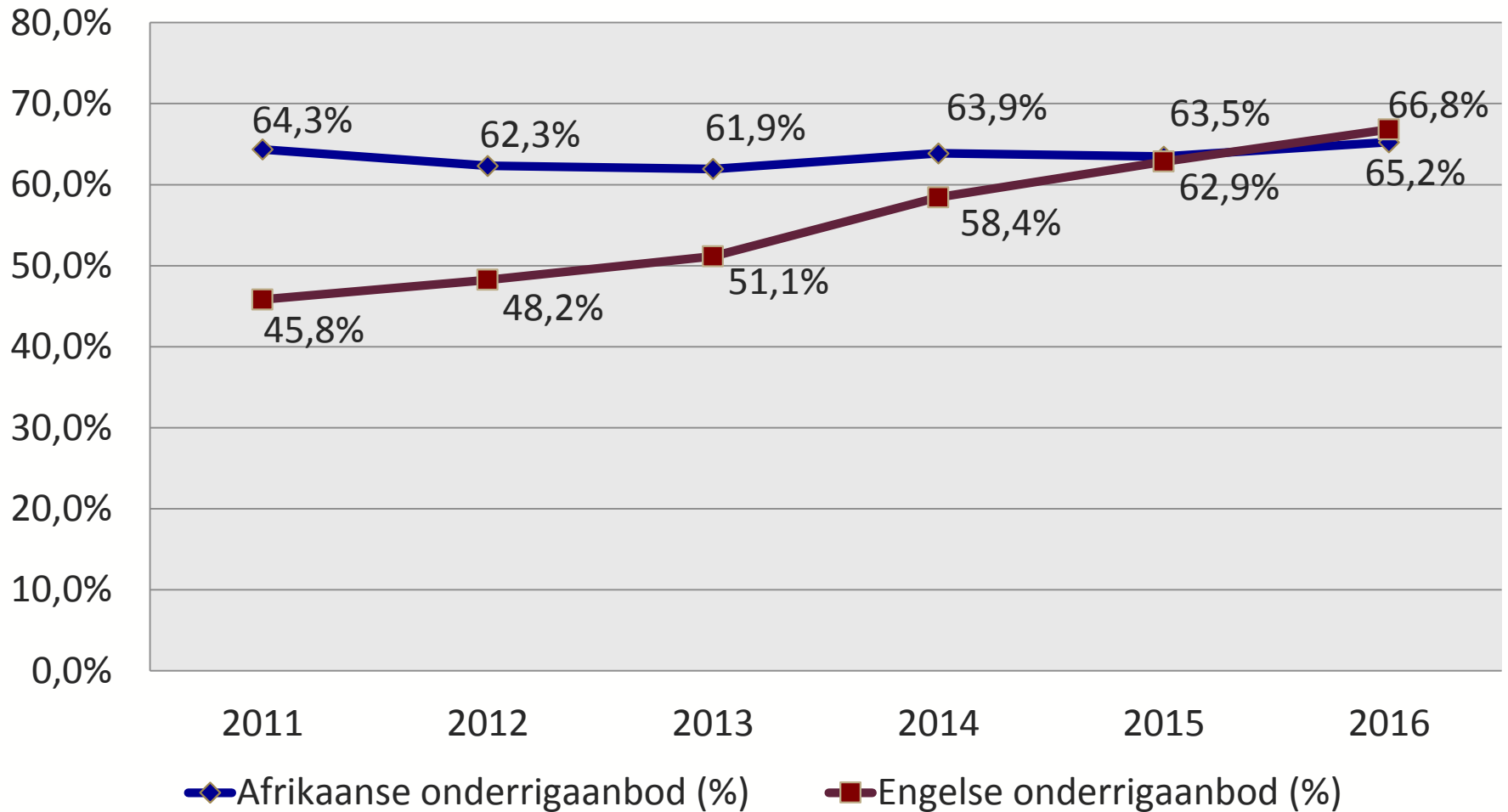
2020 TARGET % English = 75%



Afrikaans and English Language Offering: 2011-2016



Undergraduate Language Offering: SU (Mil Sci excluded)



Response to student requests and demands



Process



Documents received from:

- Open Stellenbosch (13 May 2015)
- Student Representative Council (14 May 2015)

Task team convened

- **4 June 2015:** First meeting
- **24 July 2015:** Process of investigation shared via Rector's email to all students and staff
- **13 August 2015:** Further update shared with students at round table discussion
- **17 September 2015:** Reply to students and staff
- **29 September 2015:** Task team report to be tabled at Council



Types of language issues identified



Policy / institutional level

Implementation of policy in learning and teaching

- Specific recommendations with regards to the different language options
- Monitoring of implementation
- Success rate of students affected by Afrikaans

Other Implementation issues

- Recruitment material
- Language in living spaces



POLICY: Change the Language Policy to demonstrate equal status of Afrikaans and English



Issue: The word “**safeguard**” in the policy is interpreted by some stakeholders as maintaining the privileged status of Afrikaans and as being exclusionary.

- The task team is considering how to rephrase the introduction of the Language Policy so that it is clear that the aim is **equitable access to quality learning and teaching opportunities through both Afrikaans and English**. The alternative wording will be presented to Senate and Council for consideration.



POLICY: No genuine commitment to development of isiXhosa



Issue: isiXhosa only a front for multilingualism

Basic communication skills

- Short courses for staff and students
- Short courses for external clients

Career specific communication

- Health Sciences and Education

Discipline specific terminology

- **Completed:** General academic and administrative terminology, Social Work, Sociology, Psychology, Law, Economic and Business Sciences
- In process: Theology, Engineering, Health Sciences, electronic terminology database

The task team proposes to expand beyond the following existing:

IMPLEMENTATION: All lectures offered in English



Issue: All classes must be available in English by 2016 and a preference for PMT instead of T-option and interpreting services

- For January 2016 the task team is considering short term mechanisms to **increase the PMT offering**
- **Longer term strategies** to increase the multilingual offering above to **75% Afrikaans** and **75% English**
- **Constraints** include lecturer availability, classrooms, timetable and module combinations.



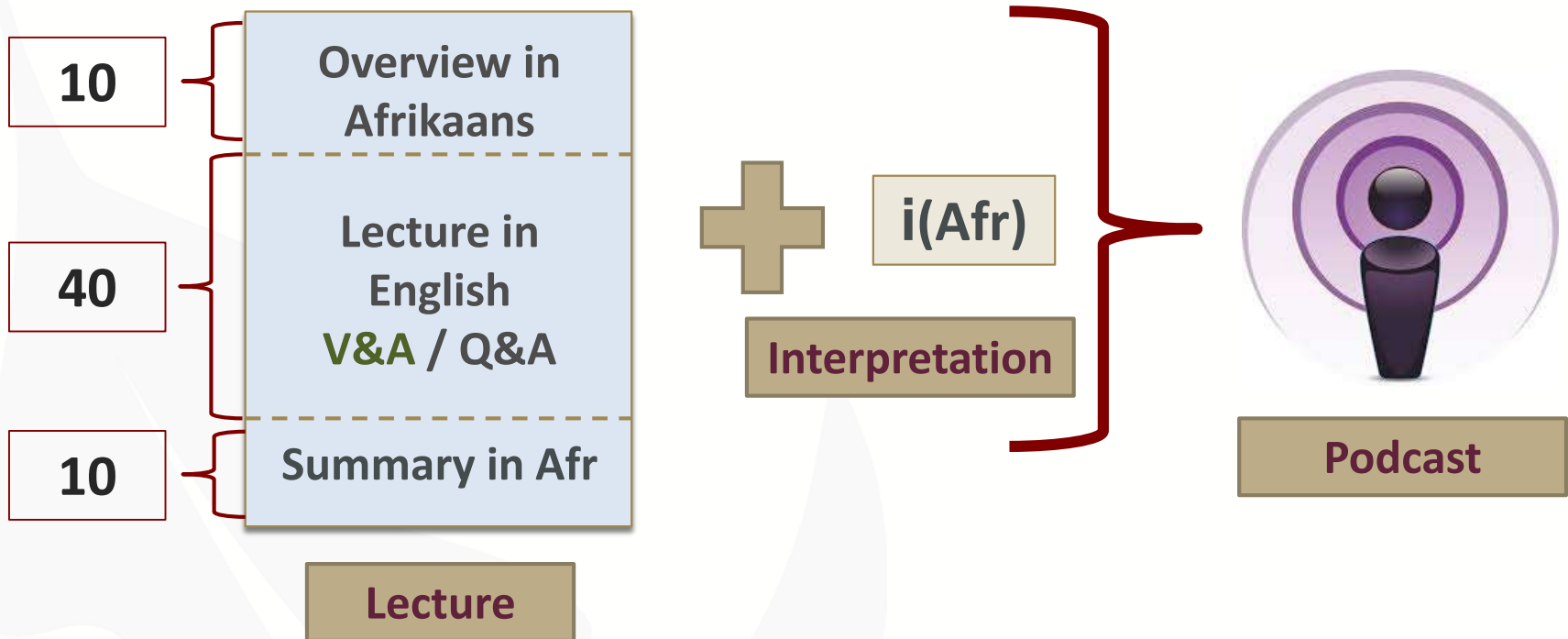
IMPLEMENTATION: Effective use of the T-option (dual-medium) where applicable



Issue: T-option implemented inconsistently and left to the discretion of the lecturer

- The task team recommends the compilation of a set of **guidelines** and **good practice examples** of T-option implementation to share amongst faculties.
- The aim is to **facilitate learning** completely during contact sessions using dual medium instruction (paradigm shift from knowledge transfer during lectures)

Dual Medium example



- Can be applied dualistically
- Repetition leads to Deep Learning

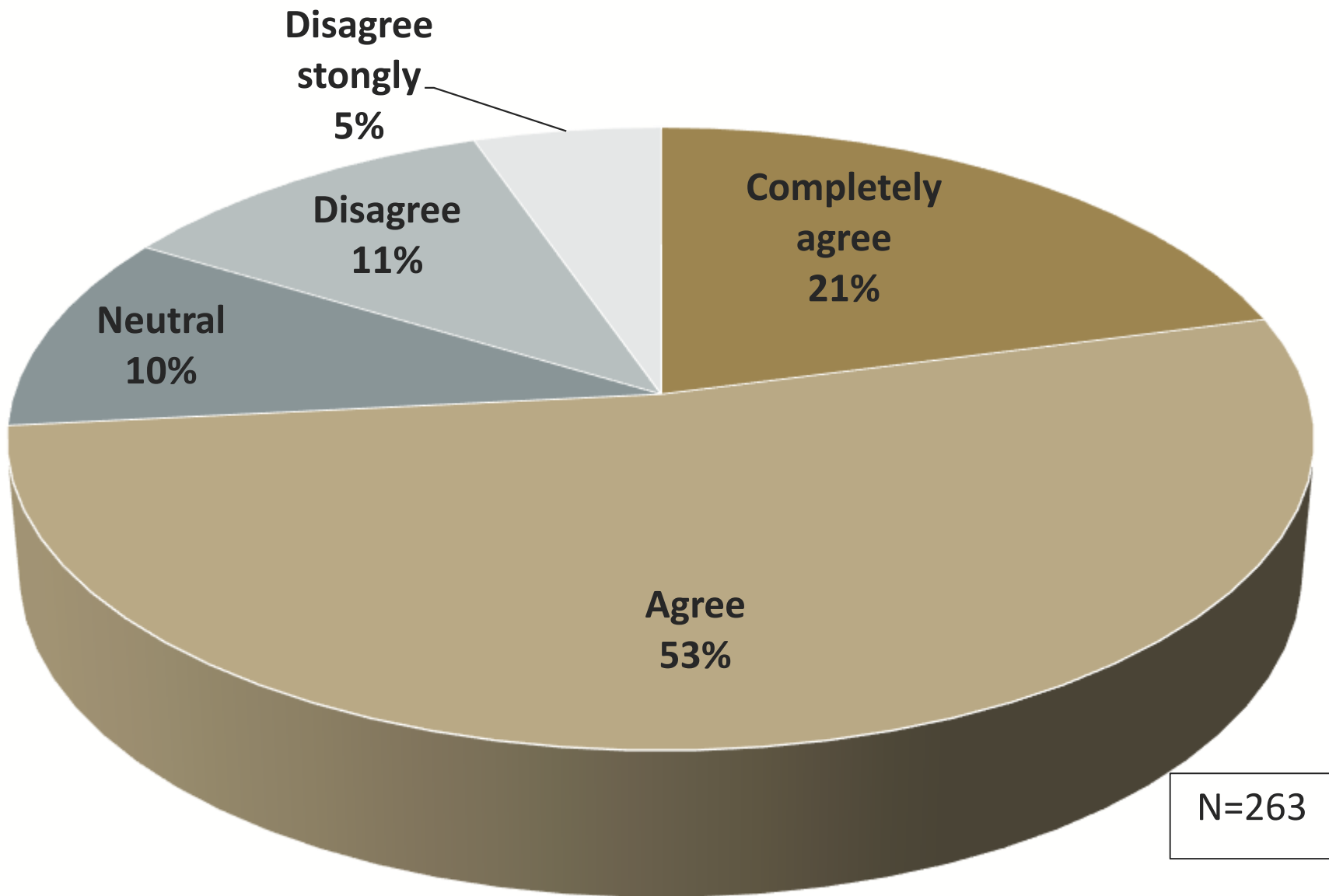
IMPLEMENTATION: Interpreting services should be made more e



Issue: Some students say it is inaudible, ineffective and highlights non-Afrikaans speakers as those who do not belong







- Improve procedures for **lecturer-interpreter interaction.**
- **Technical investigation** including: Alternative technology (earphones, microphones etc) as well as suitability of some classrooms for interpretation services.
- Completely **dual offer** of interpreting services
-



EMS & ENG students think interpreting is a workable option

Possible shifts on a continuum: Where do students learn?



-
- | | | |
|--------------------------|---|---|
| • Physical |  | • Online |
| • Large lecture |  | • Smaller tutorials |
| • Individual on your own |  | • Group context |
| • Formal in class to.... |  | • More informal in the living / co-curricular space |
| | | • Working environment |
| | | • Project based learning |
| | | • Learning in communities |
| | | • Learning in collaboration with students from other Universities |



IMPLEMENTATION: Monitoring the implementation of Language specifications



Issue: Language policy implementation in class is not properly monitored

- The task team is investigating how to make the **feedback and response systems more effective**, e.g.:
 - Discussion with Student Academic Affairs Council about **restructuring of class representative system**,
 - Investigate a **clicker system** / feedback via SUNLearn / polling system whereby students can give **immediate feedback** on implementation of language policy.
 - Include information about the feedback mechanisms (via lecturer, class representative) about language issues in all **module frameworks**.
 - **Rapid corrective actions by departmental chairs**

IMPLEMENTATION: Students fail as a result of language



Issue: Students fail as a result of Afrikaans teaching

- **Task team: Investigate improved methods to mitigate lack of academic literacy in both Afrikaans and English.** There are already a wide variety of **support programmes** in place in:
 - The faculties
 - The clusters (tutors, mentors)
 - The Language Centre and other support divisions

Variables affecting student success (Some examples)



Variable	Challenges	SU Approach
Socio-economic	<ul style="list-style-type: none">• 1st Generation students• Home situation• Lack of funds	<ul style="list-style-type: none">• Co-curricular programmes• Residence placement• Bursaries
School	<ul style="list-style-type: none">• Lack of preparation	<ul style="list-style-type: none">• Tutor and mentor programmes• Extended degree programmes
Language	<ul style="list-style-type: none">• Academic literacy in both Afrikaans and English• Writing and reading skills in both Afrikaans and English	<ul style="list-style-type: none">• Language courses in different faculties (3 800)• Writing lab (5 500)• Reading lab (3 800)




IMPLEMENTATION: Recruitment material should reflect the language reality at SU



Issue: Some students claim that the expectation created does not align with the language realities they face at SU

- The task team considers:
 - the **current recruitment message** and potential **misinterpretations**
 - the **core message on language implementation**
 - **Learning in language of preference:** How should it be communicated unambiguously to different target groups

IMPLEMENTATION: Afrikaans used in racially discriminating way & All meetings in Residences and orientation, faculty, dept and admin meetings in English



Issue: Students feel excluded due to general usage of Afrikaans on campus

- Investigate in different contexts mechanisms whereby people from different language backgrounds can still **effectively interact and accommodate** each other's language preferences
- The task team is considering mechanisms to ensure that **no students are excluded in these meetings and orientation sessions.**

The conversation continues



- Utilise the **value of multilingualism** as a **key to success** and **not a barrier to access**
- A **process** that needs to be managed continually in **partnership** with faculties, support services and students
- **Support by the Language Centre** and **Institutional funding**



Thank you
Dankie
Enkosi

Next up:
Conclusion
Prof Wim de Villiers,
Rector & Vice-Chancellor



Conclusion



Broad support for and commitment to transformation at SU

Invitation to Minister and Portfolio Committee

Welcome input in spirit of mutual responsibility & co-ownership

vc@sun.ac.za





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Dankie
Thank you
Enkosi

