



# Report of the Deputy Vice-Chancellor: Learning and Teaching Verslag deur die Viserektor: Leer en Onderrig

Deresh Ramjugernath

Aanbieding aan die Raad  
Presentation to Council

2 December 2021

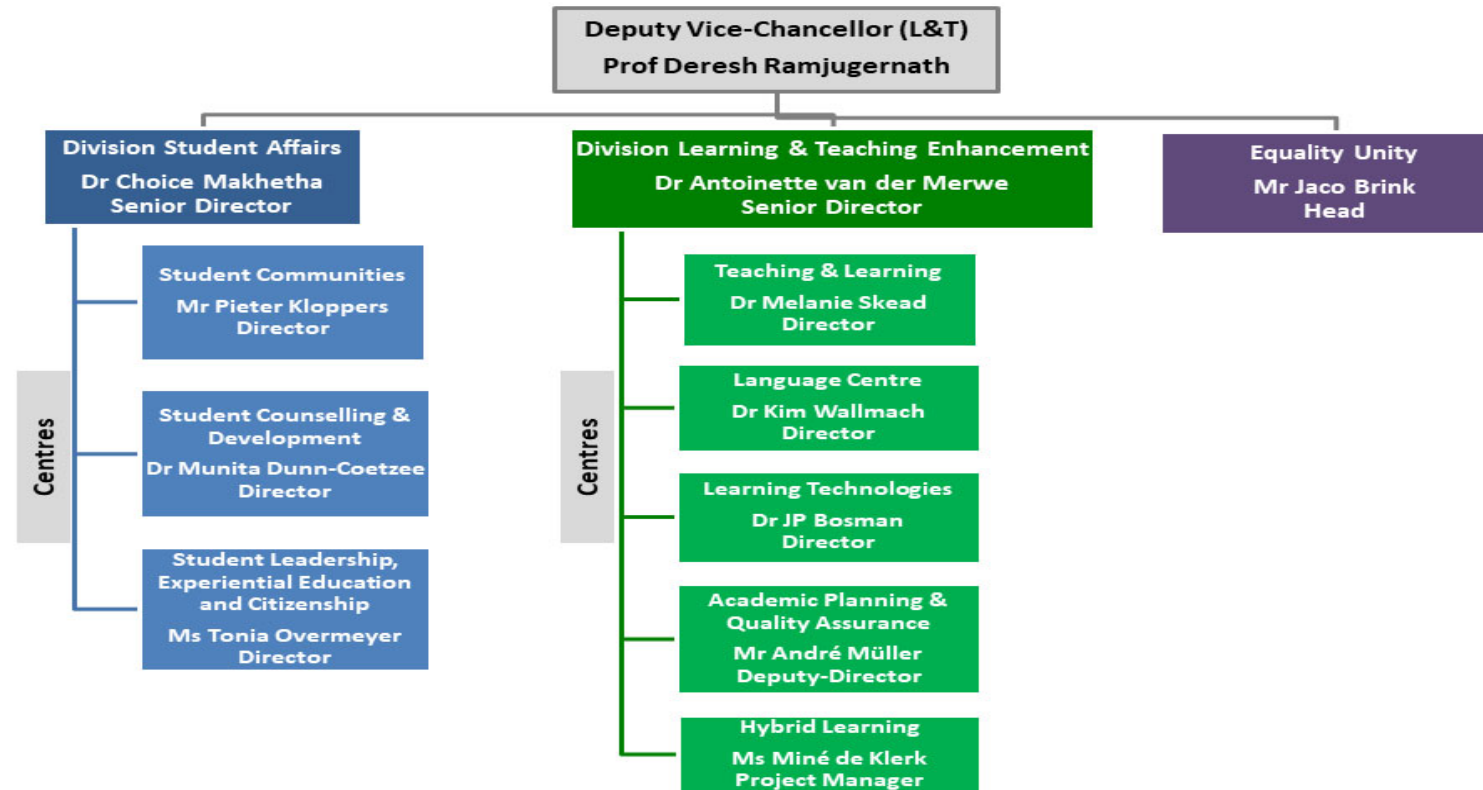
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## **Bedankings Acknowledgements**

Erken en bedank alle kollegas vir hul bydrae tot die strewe na leer en onderrig by die Universiteit Stellenbosch

Acknowledge and thank all colleagues for contributing to the learning and teaching endeavour at Stellenbosch University

# Organogram



## Equality Unit Eenheid vir Gelykwaardigheid

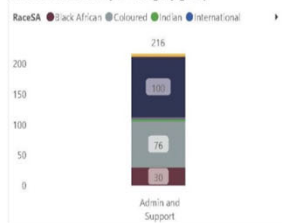
- Implements Stellenbosch University's (SU) policies on unfair discrimination and harassment and HIV/Aids.
  - Deal with social injustice, unfair discrimination, sexual harassment, gender-based violence (GBV), victimisation and abuse.
  - Provides staff and students with services, training, and interventions to combat gender violence and HIV/Aids (prevention, testing and counselling).
- 
- Implementeer die Universiteit Stellenbosch (US) se beleide oor Onbillike Diskriminasie en Teistering, en MIV/Vigs.
  - Hanteer sosiale onreg, onbillike diskriminasie, seksuele teistering, geslagsgebaseerde geweld (GGG), viktimisasie en mishandeling.
  - Verskaf aan personeel en studente dienste, opleiding en intervensies om geslagsgebaseerde geweld en MIV/Vigs te bekamp (voorkoming, toetsing en berading).

# Demographics and Employment Equity Demografie en Diensbillikheid

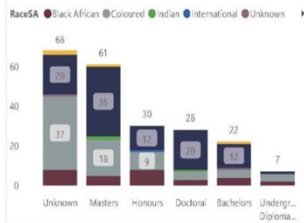
Staff distribution by race  
June statistics, primary  
appointments, salary payroll

Report Year: 2021  
Faculty/PASS: Central  
Faculty/OrSector: Deputy Vice-Chan...  
Department: All  
Job level: All  
FullPartTime: All

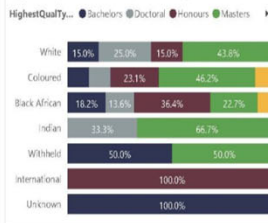
Race distribution by C-category group



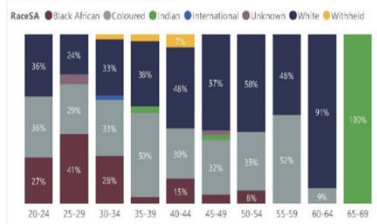
Race distribution by highest qualification



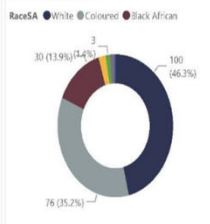
Highest qualification distribution by race



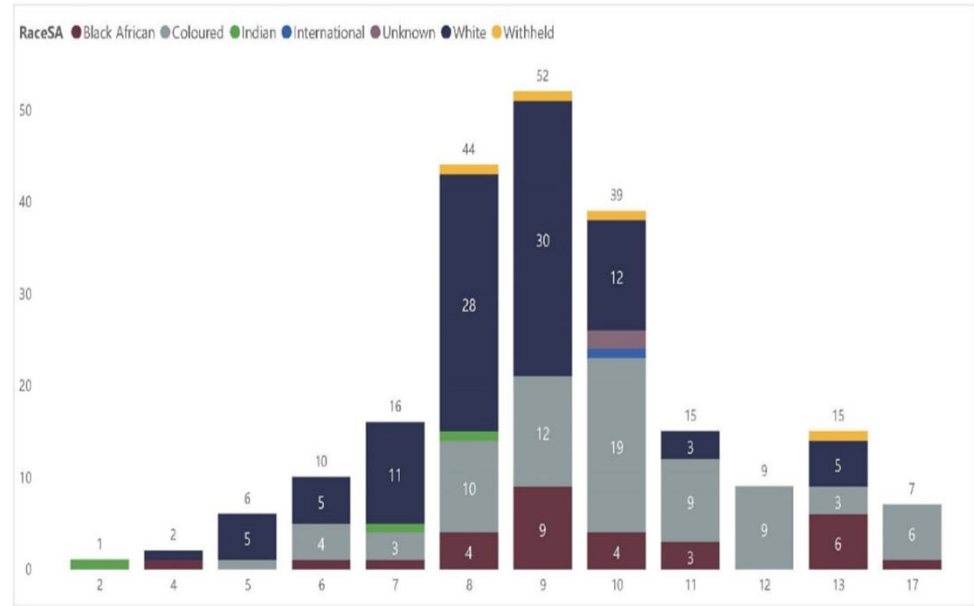
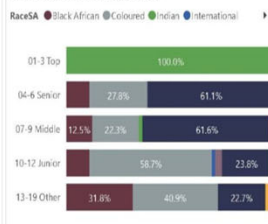
Race distribution by age bracket



Race distribution

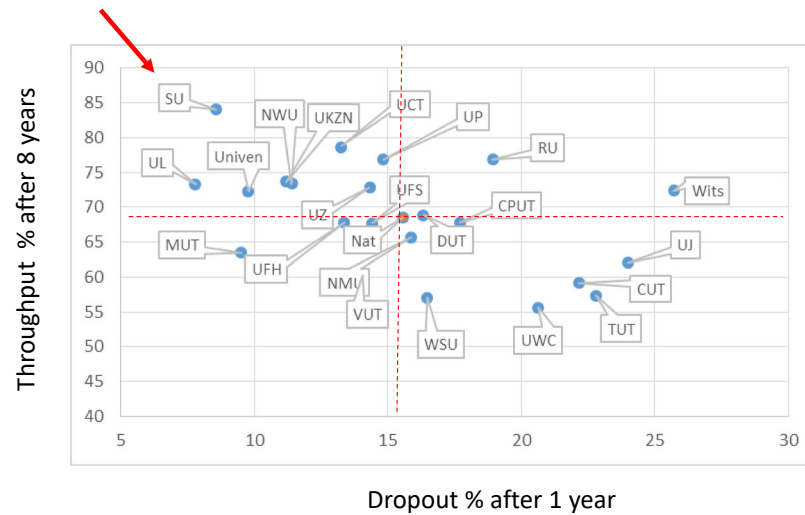


Race distribution by job level



# Student Success Studentesukses

PERFORMANCE IS DIVERSE IN A DIVERSE SYSTEM....



First year dropout rate and throughput rate after 8 years for the 2009 cohort in 3 & 4 year programmes\* for all universities except UNISA (35.1% dropout; 25.8% throughput)

\*N Diploma; B Tech; u/g diploma or certificate; general academic first B degree; professional first B degree

## Leer en Onderrig @ US Learning and Teaching @ SU

- The values instilled in our students and staff, and their entire campus experience while at the University, must not just assist them in effectively functioning and identifying with the institution, but also in the way they engage with society at large and how they contribute to social cohesion and nation building.
- Students must have a truly transformative experience at the University, developing them into citizens that make meaningful and positive contributions to the world.
- The learning and teaching portfolio speaks not just to the formal academic curriculum, but to the associated informal curriculum, and the entire student campus experience.

Effective, well-functioning, and innovative learning and teaching responsibility centre is a key contributor to the strategic themes.



A TRANSFORMATIVE  
STUDENT EXPERIENCE



PURPOSEFUL PARTNERSHIPS  
AND INCLUSIVE NETWORKS



NETWORKED AND  
COLLABORATIVE TEACHING  
AND LEARNING



EMPLOYER OF CHOICE



RESEARCH FOR IMPACT



A THRIVING  
STELLENBOSCH UNIVERSITY

## Priorities and Alignment Prioriteite en belyning

- Inclusivity and creating a welcoming environment for students
  - Transformative and empowering student experience
  - Social justice and human rights
  - Promotion of quality learning and teaching in continuously renewed academic programmes
  - Professionalisation of teaching role and reward and recognition
  - Advancement of a scholarly learning-centred approach to teaching
- Inklusiwiteit en die skep van 'n verwelkomende omgewing vir studente
  - 'n Transformerende en bemagtigende studente-ervaring
  - Sosiale geregtigheid en menseregte
  - Die bevordering van gehalteonderrig en -leer in voortdurend vernude akademiese programme
  - Professionaliteit in die onderrigrol, en beloning en erkenning
  - Die bevordering van 'n vakkundige leergerigte benadering tot onderrig



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## Additional Foci Bykomende Fokuspunte

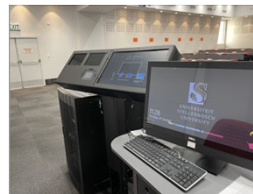
- Assessment - development of guidelines and practices for online assessment, peer-assessment, and self-assessment – needed for Hybrid Learning and enhancing group study.
- Fast-track the Hybrid Learning Implementation Plan – utilization of the ELS project as a catalyst.
- Embedding of entrepreneurship into the formal curriculum or co-curriculum.
- Co-curriculum programme expanded to include all SU students.

### Extended Learning Spaces project

- Standardised audio-visual and network equipment in 223 most used venues (183 schedulable)
  - Enables faster roll-out
  - Replicable for other venues and environments
  - Facilitates easier support, maintenance and future streamlining
- Integrated solution to extend the physical learning space to include students anywhere/any place
- Online live experience and quality = in-class experience
  - Images and video of document camera, experiment, lecturer
  - Integration of in-class systems with Microsoft Teams environment (full exposure to Microsoft Teams in 2020)



- 67 + 19 venues successfully installed
- Funding approved for 36 additional venues approved



- Assessering – ontwikkeling van riglyne en praktyke vir aanlynassessering, portuurassessering en selfassessering – nodig vir hibridiese leer en die verbetering van groepstudie.
- Bespoedig die Hibridiese Leerimplementeringsplan – benutting van die uitgebreide leerruimteprojek as 'n katalisator
- Verweef entrepreneurskap in die formele kurrikulum en ko-kurrikulum.
- Brei ko-kurrikulêre programme uit om alle US-studente in te sluit.


## Beleidsstukke Policies

- Taalbeleid
- Assesseringsbeleid
- Beleide oor Onbillike Diskriminasie en Teistering, en MIV/Vigs
- Hersiening van die Beleid oor Studenteterugvoer en Prosedurele Reëls
- Oorsig van die US Studentegronwet 2021
- Geestesgesondheidsplan
- Language Policy
- Assessment Policy
- Unfair Discrimination and Harassment and HIV/Aids policies
- Revision of the Student Feedback Policy and Rules of Procedure
- Stellenbosch University Student Constitution review 2021
- Mental Health Plan

# Welcoming Verwelkoming



# Onboarding Programme Aanboordnemingsprogram




Welcome to Stellenbosch University's  
**Onboarding Programme for First-year Students**

Due to the influence of the COVID-19 pandemic on the 2020 academic year of Grade 12 learners, Stellenbosch University (SU) has decided to take a proactive approach and offer you – all provisionally accepted first-year students of 2021 – an online onboarding programme. In this module you will find many opportunities to grow and be better prepared for your first year at SU.

**Before we start, please note:**

- Having access to this module does not mean that you have been accepted as a student at SU. Keep an eye on your emails for updates about the status of your application.
- As a provisionally accepted student you might not be able to access all sections available under the faculty-specific information. You will be granted access to these sections once you have become a registered student at SU.
- The Afrikaans version of this programme is currently being developed.
- Only registered students of SU will have access to this module after February 2021.
- You will receive additional communication about the welcoming programme.

**Click on the next section - "Getting started" - to see an overview of this module and decide where you would like to start!**

And keep your eyes open: Throughout this module there are embedded pop-up word definitions. To see whether a word has such a function, hover over it - if it indicates this icon  you can click on the word to read its definition. Alternatively, go to the **How do I ...?** section for further information.

## Taal by US Language at SU



- There was no SU management instruction to prohibit the use of Afrikaans
- Training programmes will be developed to explain exactly what the University means by multilingualism, and how it should be embodied and practised. This will include sensitivity training with regard to exclusionary language and behaviour.
- There will be more training with regard to the implementation of the Language Policy in student communities – not only during the welcoming period, but also in the course of the first and consecutive years.
- The information about the Language Policy in SU's institutional welcoming booklet will be expanded to provide a better explanation of the process for complaints.
- Biannual language implementation reporting will be instituted in student communities from the second semester of 2021. These reports will follow the same reporting process as that currently undertaken in respect of faculty reports.



30 September 2021



28-29 September 2021

Language Implementation reports for 2021 for the RCs and Faculties accepted by Rectorate EC(S).

Language Implementation plans for 2022 recommended by EC(S) to Senate.

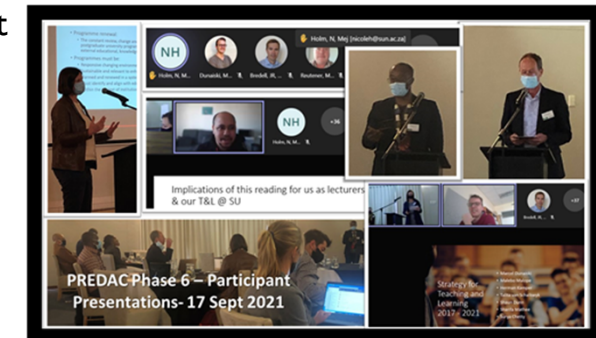
# Staff Development Personeelontwikkeling

## Scholarship of Educational Leadership (SoEL) short course



From front to back, L to R: Drs Marianne McKay, Carina America, Karin Cattell-Holden, Manfred Spocter, Lee-Ann Jacobs-Nzuzi Khuabi, Nicoline Herman (facilitator), Profs Dion Forster, Pieter von Wielligh, Gareth Arnott, Drs Vusi Malaza, JP Bosman (facilitator).

The 2021 PREDAC short course had 82 participants from all 10 faculties. Participants engaged in online asynchronous learning, with two ARTLA contact sessions on 22 June and 17 September.



## Professional Educational Development of Academics (PREDAC)

# SRC 2021/2022



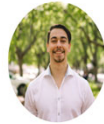
**Viwe Kobokana**  
SRC Chair



**Philip Visage**  
SRC Vice-Chair



**Alysa-Abby Kekana**  
Secretary-General  
& Financial Access



**Ilan Meintjies**  
Treasurer



**Zander Niemand**  
Transformation  
Officer



**Takadiwa Chipfumbo**  
SU International



**Chris Briel**  
Student Wellness



**Precious Nhamo**  
Social-Impact  
& Innovation



**Eugene Nell**  
Senior Prim Committee  
Chair & Postgraduates



**Toni Solomon**  
Prim Committee  
Chair



**Christo van der Bank**  
Prim Committee  
Vice-chair



**George van Dyk**  
Academic Affairs  
Council Chair



**Tamara Wicomb**  
Society Council  
Chair



**Pule Lebaka**  
MASC Chair



**Gerrard Damans**  
KUKO Chair



**Vhudi Ravhutsi**  
TSR Chair



**Anna Pansegrouw**  
Special Needs  
Manager



**Wandile Sebothoma**  
Branding Manager



**Josiah Aiyer**  
Marketing Manager



**Alex Vink**  
WAQE Manager



**Fadeelah Williams**  
Leadership  
Development Manager



**Tessa Brooke**  
Sustainability Manager



**Thimna Sotyato**  
Safety and Security  
Manager



**Tonyaradzwa Chiza**  
Sports Manager

# Recognition and Reward Erkenning en Beloning

## *Teaching Excellence Awards 2021 Distinguished Teacher Category*



Prof. Ashraf Kagee, Department of Psychology, Faculty of Arts and Social Sciences



Prof. Nicola Plastow, Division of Occupational Therapy, Department of Health and Rehabilitation Sciences, Faculty of Medicine and Health Sciences



Dr. Carla Pretorius, Department of Chemistry and Polymer Science, Faculty of Science

## *Developing Teacher Category*



Dr. Amanda Lourens, Department of Afrikaans & Dutch, Faculty of Arts and Social Sciences



Mrs. Lize Marie Sahd, School of Accountancy, Faculty of Economic and Management Sciences



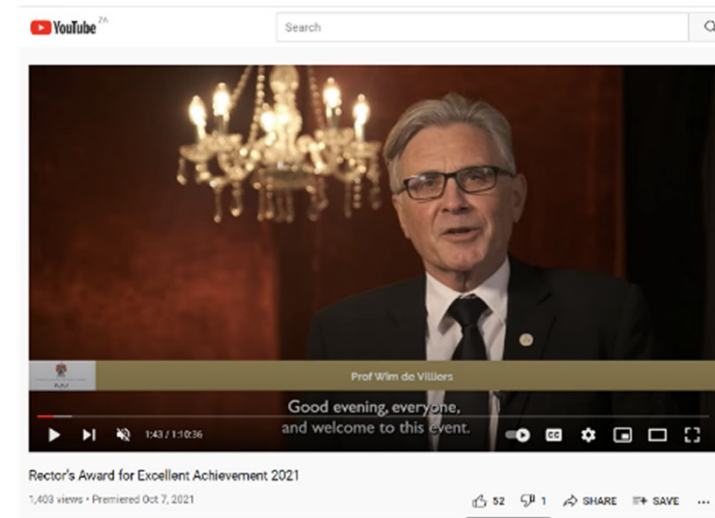
Dr. Eugene van Rensburg, Department of Process Engineering, Faculty of Engineering



## Recognition and Reward Erkenning en Beloning

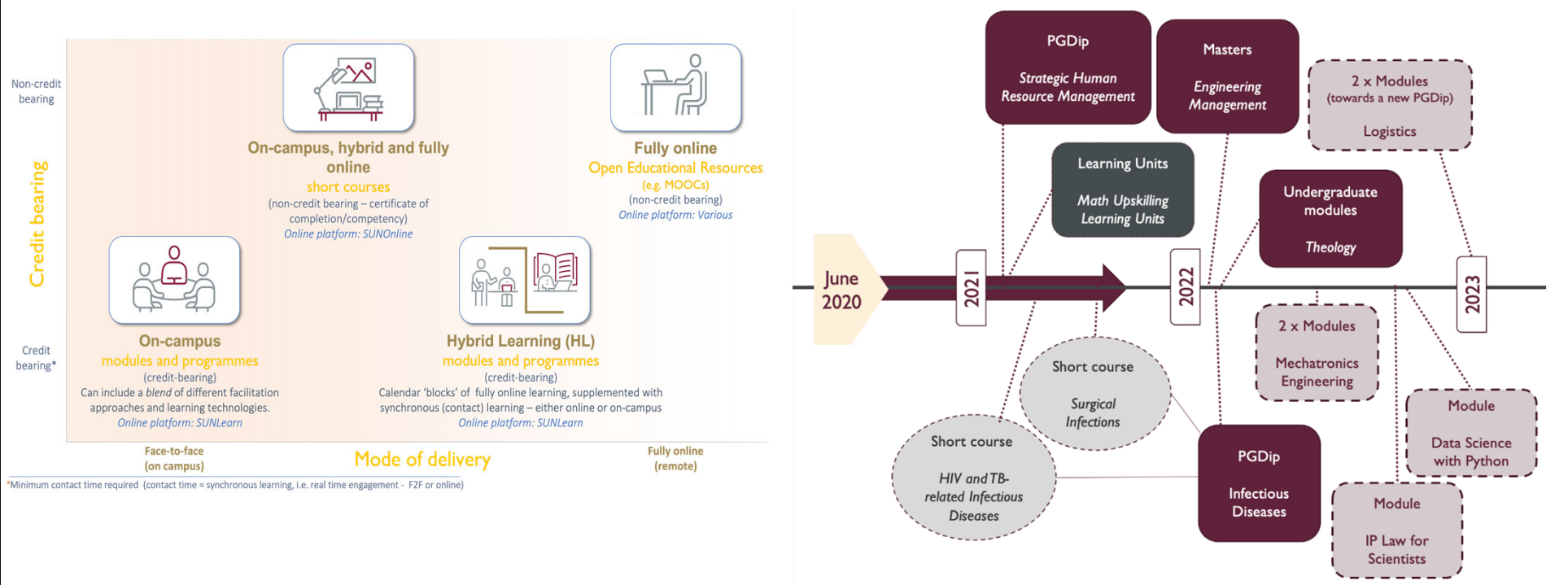


The First-year Achievement Awards aim to recognise top-performing first-year **students** within each faculty, **as well as the lecturers** who had a positive influence on the academic experience of these students as nominated by each of the top-performing first-year students.

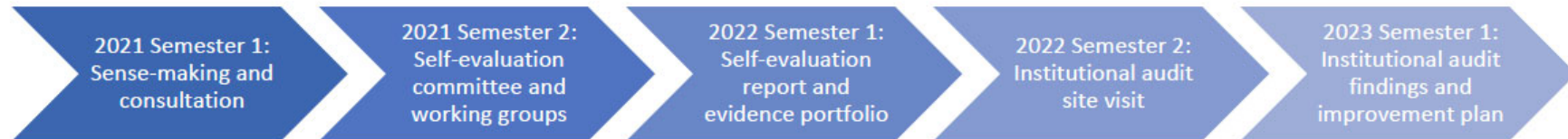


A total of 82 awards were conferred across the various fields of recognition at the Rector's Award for Excellent Achievement.

# Hybrid Learning Hibridiese Leer



# CHE Institutional Audit RHO Institusionele Oudit



## Conclusions Gevolgtrekkings

- The period under the COVID-19 pandemic has been an extremely difficult and challenging one to navigate for most institutions of higher learning.
- Successful completion of the 2020 academic year and subsequent commencement of the 2021 academic programme.
- This was due to the institution's investment, not just during the pandemic (e.g. Extended Learning Space, Laptop Loan Scheme, provision of data bundles), but for a decade prior, in learning and teaching technologies/enhancement and the institutional infrastructure, which made the transition from the traditional classroom to ERTLA to ARTLA fairly seamless and smooth.
- The Learning and Teaching Responsibility Centre is making a significant contribution – through its various activities and initiatives – to the fulfilment of the six strategic themes as detailed in our Strategic Plan (2019 to 2024). In addition, the RC will be enhancing and expanding on strategic priorities that will not just maintain us as one of the leading learning and teaching institutions on the continent, but also positively differentiate our graduates.
- Die tydperk onder die COVID-19-pandemie was vir die meeste instellings van hoër onderwys 'n uiters moeilike en uitdagende een om te navigeer.
- Suksesvolle voltooiing van die 2020 akademiese jaar en die daaropvolgende aanvang van die 2021 akademiese program.
- Dit was as gevolg van die instelling se belegging, nie net tydens die pandemie nie (bv. uitgebreide leerruimte, skootrekenaarleningskema, voorsiening van databondels), maar vir 'n dekade vantevore, in leer- en onderrigtegnologieë/verryking en die institusionele infrastruktuur, wat die oorskakeling van die tradisionele klaskamer na ERTLA na ARTLA bykans sonder voorval laat plaasvind het.
- Die Leer- en Onderrig-verantwoordelikeheidsentrum lewer 'n beduidende bydrae – deur sy verskeie aktiwiteite en inisiatiewe – tot die vervulling van die ses strategiese temas soos uiteengesit in ons Strategiese Plan (2019 tot 2024). Daarbenewens sal die VS strategiese prioriteite verbeter en uitbrei wat ons nie net as een van die voorste leer- en onderriginstellings op die vasteland sal handhaaf nie, maar ook ons gegradueerdes positief sal onderskei.



Thank you | Dankie | Enkosi