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REPORT OF THE DEPUTY VICE-CHANCELLOR:

Learning and Teaching



Professor Deresh Ramjugernath November 2021



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I. Introduction

It is my privilege and honour to present my first annual report to Senate and Council about the initiatives and activities within the Learning and Teaching Responsibility Centre. I officially started my term as Deputy Vice-Chancellor: Learning and Teaching at Stellenbosch University on I January 2021. This report will cover the period from my start in office to date.

It was a challenging, but also interesting, period joining an academic institution at the start of the year in the midst of a pandemic. It was also the period of the conclusion of the 2020 academic year and intense planning for the commencement of the 2021 academic year. Added to the mix was that the revision process of the Language Policy had just been initiated by my predecessor in October 2020, with the earnest work on this process to begin in January 2021; it made for a demanding and exciting first 100 days in office. We were able to successfully conclude the 2020 academic year, from a learning and teaching perspective, and have a return to campus by students for the 2021 academic year. In the process we transitioned in our learning and teaching from Emergency Remote Teaching, Learning and Assessment (ERTLA) to Augmented Remote Teaching, Learning and Assessment (ARTLA). What could potentially have been an extremely difficult transition phase was well managed, with minimal to no disruptions to the system.

The Learning and Teaching Responsibility Centre (RC) was restructured just before I took office. The first section of the report will present

the current organogram for the RC, as well as provide the demographics and an indication of how we are faring from an employment equity perspective. Before presenting the initiatives and activities within the RC according to the six institutional strategic themes, viz. i) A thriving Stellenbosch University; ii) A transformative student experience; iii) Purposeful partnerships and inclusive networks; iv) Networked and collaborative teaching and learning; v) Research for impact; and vi) Employer of choice, the strategic priorities within the RC are presented, together with new key initiatives. I have also provided a status report with regard to institutional policies and rules that are owned by or curated within the RC.

Stellenbosch University has a reputation as an institution that is extremely strong with regard learning and teaching, with one of the lowest dropout rates and highest student success rates amongst the 26 universities in the country. Reading through the report, you will hopefully get an appreciation of why this is the case, as well as our efforts to ensure that we do not simply maintain our status in this regard, but improve thereon.

2. Organogram of the Learning and Teaching Responsibility Centre

The current organogram for the RC is as shown below in Figure 1. The RC consists of two divisions, viz. Student Affairs, and Learning and Teaching Enhancement, each of which is headed up by a Senior Director, Dr Choice Makhetha and Dr Antoinette van der Merwe, respectively.

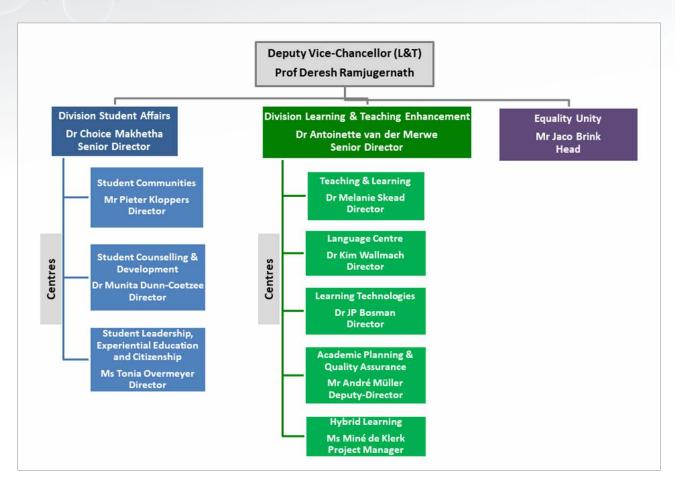


Figure 1: Organogram of the DVC (L&T) RC – June 2021

In June 2021, the Equality Unit, which used to report to the Centre for Student Counselling and Development, was realigned to report directly to the office of the Deputy Vice-Chancellor: Learning and Teaching. This decision was taken to ensure an elevation in the status of the Equality Unit institutionally, as well as to have a higher priority from a Rectorate

perspective for the work of the office and the important institutional matters it deals with, e.g. gender-based violence, harassment and discrimination, and HIV/AIDS. The Equality Unit is led by Mr Jaco Brink. The elevation and realignment of the Equality Unit has been well received by the University community.

3. Demographic and Employment Equity Within the RC

The current demographics within the RC are presented in the form of distributions according to age, grade/job level, gender and race. There is a focus within the RC on transformation, one component of which is related to demographics and employment equity.



Figure 2: Up-to-date staff statistics for primary positions for September 2021

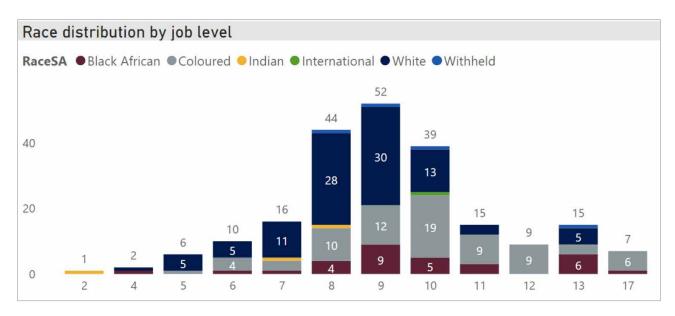


Figure 3: Race distribution per job level

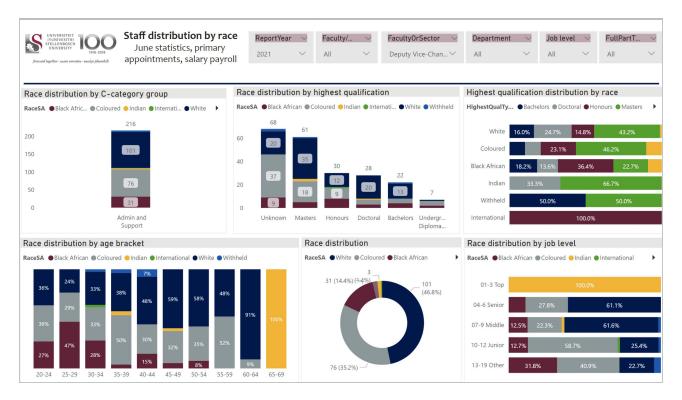


Figure 4: Staff distribution by race group

4. Strategic Priorities Within the RC

The strategic priorities within the RC, which are aligned with the institutional strategic themes, are as listed below:

- · Inclusivity and creating a welcoming environment for students
- · Transformative and empowering student experience
- · Social justice and human rights
- Promotion of quality L&T in continuously renewed academic programmes
- · Professionalisation of teaching role and reward and recognition
- · Advancement of a scholarly learning-centred approach to teaching

Through the Division for Student Affairs, the University is striving to create a welcoming and supportive environment for each student to succeed, while consciously removing barriers. This entails:

- Ensuring access to quality living and learning for differently abled students so that they can experience a full student life;
- Strengthening support systems for commuting students;
- Having a safe and empowering environment for the LGBTQIA+ community to live openly and freely so that they can experience a rich student life that embraces diversity; and
- Having safe, supportive, comfortable and vibrant spaces for new/first-entry and continuing students in their diversity.

We want to foster a transformative, vibrant student life and experience and promote a culture of learning through exploration, innovation and invention among students. This includes:

- · A refined student governance and leadership systems and support in this regard;
- Ensuring high-quality co-curriculum offerings and assessments of effectiveness, including experiential education methodology;
- Creating platforms for students to express themselves, including also influencing decisionmaking within the University; and
- Enabling access to personal development programmes and a vibrant, inclusive, high-quality student life.

As part of the transformation agenda of the Student Affairs Division is the placing of human dignity at the centre of everything, and correcting the injustices of the past through a conscious focus on social justice, equality, freedom and ethical behaviour. There thus is a focus on:

- Having a Critical Citizenship Development Course (co-curriculum) and training in anti-racism, anti-sexism, democracy and critical citizenship for all students.
- Inclusion of more students in the work of the Student Affairs Division and ensuring diversity in a broad sense, including demography as well as a variety of views/ideas;
- Having a values-driven environment that builds trust by being true to the values of the University and maintaining the highest integrity;
- Empowering colleagues to facilitate difficult, crucial conversations as they transform the environments; and
- Addressing serious socio-political, economic, health and wellness challenges that have a negative effect on the lives of students and, in so doing, opening greater access to services.

The overarching priorities for the Division for Learning and Teaching Enhancement can best be described through a matrix approach in terms of activities and initiatives, as summarised in the table below. The details with regard to ERTLA, ARTLA, Hybrid Learning, the University Capacity Development Grant, and policy formulation are provided in the report.



Table 1:A matrix approach in terms of activities and initiatives

5. Additional Foci Over the Period

In addition to the priorities that are listed in Section 4 above, and following my situational analysis of the RC and incorporating my vision for learning and teaching coming into the post at Stellenbosch University, I have focused the RC team on the following expansion and enhancement initiatives:

Re-imaging assessments

This is focused on the development of guidelines and best practices for online assessment, peer assessment and self-assessment. The transition to ERTLA, and following that ARTLA, has revealed that we need to enhance our capabilities and proficiencies in this area, especially if we going to expand our plans with regard to hybrid learning.

Fast-track the Hybrid Learning Implementation Plan

There is an opportunity to differentiate the learning and teaching offerings at Stellenbosch University through the Hybrid Learning project. The significant investment made by the institution in the Extended Learning Spaces (ELS) project is a further reason and leverage to spur on the HL project.

Embedding entrepreneurship in the formal curriculum and co-curriculum

As part of the enhancement of the graduate attributes of our students at Stellenbosch University, and to mitigate the challenges of employability, there is an opportunity to differentiate our graduates in terms of their mindset and skillset through making them entrepreneurial. This can be undertaken through offerings in both the formal and co-curriculum. The advocacy for this embedding of entrepreneurship is progressing well.

Co-curriculum programme expanded to include all SU students

The co-curriculum has been an extremely useful vehicle for the development and enhancement of graduate attributes, especially amongst our student leadership, as well as for limited students for whom this has been piloted through programmes like the Shared Humanities. The focus going forward will be on expansion of the co-curriculum offerings to also address issues such as design thinking, entrepreneurship and the development of the so-called "soft" skills. The ultimate aim would be for the graduate attribute enhancement of all students through the co-curriculum to be the significant differentiator of Stellenbosch University graduates from other graduates in the country.

6. Policies

The RC is the owner or custodian of numerous institutional policies. One of the tasks of the RC therefore is to ensure that there is appropriate oversight of the implementation of policies within the domain of learning and teaching, as well as continuous reflection on the policies, including revising and updating them to ensure the most effective delivery in terms of the institutional vision and mission.

During the course of 2021, the following policies were in the process of being revised or reviewed:

Language Policy

The current Language Policy (2016), implemented in 2017, lapses five years after the date of its implementation and is therefore being reviewed during 2021. At the end of 2020, the Deputy Vice-Chancellor (Learning and Teaching) initiated a review process, taking note of the fact that the Language Policy (2016) passed Constitutional Court muster in 2019. A task team comprising representatives from all the faculties was appointed and met in December 2020 and again in February 2021. The task team considered a range of institutional sources, including the Language reports to Senate by the DeputyVice-Chancellor (Learning and Teaching), the Language Planning and Management Committee reports since 2017, findings from student and staff satisfaction and language proficiency surveys, demographic information on staff and student language profiles, Language Day reports, Language Committee reports and extracts from Council meeting minutes as they pertain to language-related agenda points, as well as the Constitutional Court Judgement of 2019. A timeline for the review, based on the University Calendar for 2021, was accepted by the task team and, according to the timeline, a first draft of the proposed revised Language Policy was to be consulted on within the broader SU community, considered by the Rectorate, and released for public consultation by March 2021. A reworked second draft was released for public consultation in July 2021, with a final version to be tabled for discussion and recommendation by the relevant institutional committees and submitted to Council for possible approval — with the concurrence of Senate and after consultation with the Institutional Forum — by December 2021.

SU Assessment Policy

The SU Senate and Council approved a revised Assessment Policy for SU. The policy aims to provide (i) a flexible framework that delivers robust assessments across all academic programmes and modules, and (ii) a system that effectively promotes students' learning and evaluates their achievements for certification. SU recognises that assessment is an integral part of learning and teaching. Therefore, the Assessment Policy links with SU's Teaching and Learning Policy, which is aimed at "quality teaching and learning that embraces the rich potential of an increasingly diverse student body and the need for graduates who can contribute to a complex society". Council welcomed the fact that the revised Assessment Policy would apply to all assessment activities across the University, whether face-to-face or online, supervised or unsupervised, written or

oral. The policy was first approved in 2004 and last revised in 2012. This latest version will take effect on I January 2022. All of SU's faculties, as well as all other relevant institutional structures – including the Institutional Forum and Senate – were consulted and provided input as part of the revision. The Centre for Teaching and Learning (CTL) is currently coordinating a process of exploring how to encourage engagement with the revised SU Assessment Policy across all campus learning and teaching communities.

Unfair Discrimination and Harassment and HIV/Aids policies

The review and amalgamation of the Unfair Discrimination and Harassment and HIV/Aids policies are under way, with a strong focus on integrating gender-based violence (GBV). A task team of internal stakeholders has been set up and is reviewing the policies. The institutional GBV strategy, which will include practical measures to address gender-based violence, sexual harassment and sexual abuse, is also under review.

Revision of Student Feedback Policy and Rules of Procedure

The CTL has embarked on the revision of their Student Feedback policy and the Rules of Procedure document. The task team has agreed to develop a Student Feedback Guideline document instead of the current policy and Rules of Procedure. This guideline document will be aligned with current, overarching SU policies, which include the Teaching and Learning Policy, the Assessment Policy and the Quality Enhancement Policy. The guideline document will seek to clarify and strengthen a more holistic approach for how to gather feedback, which involves different practices drawing on multiple data sources and methodologies.

Stellenbosch University Student Constitution Review 2021: Stellenbosch and Tygerberg campuses

The SRC and TSR reviewed their Student Constitutions in 2021. The SRC Constitution was last reviewed in 2019 and, according to the 2019 Student Constitution, it is mandatory for the SRC to have a referendum after three years in which the Student Constitution is reviewed. Any new changes on the Student Constitution must be consistent with the SU Statute. Although the Tygerberg Student Constitution should be reviewed at least every five (5) years, it was last done in 2013 and, as a result, multiple procedures were still constituted regardless of them being outside of the current scope of common practice.

Other policy revisions

Following an exercise by the CTL in May 2021 of creating an inventory of policies related to learning and teaching at SU, it became clear that a range of policies are due for revision. A proposal was tabled at the Committee for Learning and Teaching (CLT) to initiate a process of policy revisions. The proposal was accepted and it was stated that the curators of the different policies do a needs analysis to decide whether to address the policy review through engagement with additional stakeholders; propose later review of the policy than the review date indicated; or initiate the review process and suggest task team members for the review of the policy.

The CLT flagged the following issues for consideration by the curators of the different policies –

- the streamlining of policies (as a general guideline) is important;
- the institution needs fewer policies; more policies should be re-worked as guidelines; and
- we need policies that really make a difference and are meaningful.

The different policy curators have taken these recommendations to heart and the process of policy revisions is well under way.

7. Strategic Themes

This section of the report provides details on activities and initiatives in the two divisions within the RC, as well as the Equality Unit, which address the six strategic themes of Stellenbosch University as per the Strategic Plan (2019-2024).

7.1 A thriving Stellenbosch University

7.1.1 Learning and Teaching Enhancement

Scholarship of Educational Leadership (SoEL) short course

The 2021 cohort has successfully completed four hybrid contact sessions on pedagogical leadership, curriculum leadership, educational leadership for change, and learning and teaching research as educational leadership. The cohort

included: Dr Marianne McKay, Dr Carina America, Dr Karin Cattell-Holden, Dr Manfred Spocter, Dr Lee-Ann Jacobs-Nzuzi Khuabi, Prof Dion Forster, Prof Pieter von Wielligh, Prof Gareth Arnott and Dr Vusi Malaza. They participated in the annual Scholarship of Teaching and Learning (SoTL) conference from 8 to 10 November and will complete the final summative assessment by 6 December 2021.

The invitation to nominate participants for SoEL 2022 went out to faculties on 15 September.



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)

Professional Educational Development of Academics (PREDAC) short course

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. The first session (22 June) focused

on engaging students in active learning, while the second session (17 September) focused on the context of teaching and learning at Stellenbosch University. As part of the contact session, participants had to engage collaboratively with various policies and other documents related to learning and teaching at SU.

PREDAC total	Agric	Arts	Education	EMS	Engineering	FMHS	Law	Military	Science	Theology	CTL
82	13	5	2	10	5	21	5	10	8	2	I

Table 2: PREDAC participation per faculty





Left: Mrs Claudia Swart-Jansen van Vuuren (CTL advisor) demonstrates folding an origami box Right: Participants follow on the big screen and online participants follow via MS Teams



Prof Ramjugernath (online) welcomed the PREDAC participants attending the contact session at Devonvale (in person/online)



PREDAC participants did presentations on T&L policies during the contact session

Assessment short course

An assessment short course for lecturers was developed and approved in 2020 and piloted in early 2021. It is contextualised in the COVID-19 scenario. Faculties were invited to each nominate two participants to participate in the pilot offering. Sixteen participants from eight faculties registered for the official short course. Participants discussed the different purposes of assessment and the alignment between outcomes, learning activities and assessment, as well as the principles and criteria for effective assessment. A SUNOnline module enabled participants to engage in a reflective process and to design learningcentred assessment strategies that will support a transformative student experience. Participants considered the affordances and challenges of a range of assessment methods, as well as online assessment. This is critical in the Augmented ERTLA context. A formal evaluation of the course is in progress to guide the revision and adaptation of the course for implementation in 2022.

Teaching Excellence Awards 2021

As from 2021, academics are invited to apply for an individual award or a teaching team award. Team awards are considered for significant innovation and collaboration in course or curriculum design, teaching, assessment and

facilitating student learning. The call for 2021 Teaching Excellence Awards was circulated in May 2021 and applications were due on 22 October 2021. These awards, in compliance with the SU Teaching and Learning policy, recognise and reward teaching excellence as it finds expression in the context of different faculties. Faculty selection processes for applications for the Teaching Excellence Awards 2022 are currently under way.

First-year Achievement Awards (FYAA)

The 13th annual First-year Achievement Awards for the 2020 academic year was held on 9 September and presented as a virtual event via MS Teams for the second year in a row. 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. The guest speaker of the evening, Professor Emerita Julia Blitz of the FMHS, presented a pensive and provocative address in which she encouraged the institution to embrace a learning-centred approach that enables all students to co-create knowledge and that empowers them to be locally as well as globally engaged.





Professor Emerita Julia Blitz

SU Teaching Fellowships 2021

Four Teaching Fellowships for the period 2021 to 2023 were awarded in November 2020. These went to Dr Taryn Bernard (Extended Degree Programme, Faculty of Arts and Social Sciences), Prof Debby Blaine (Department of Mechanical and Mechatronic Engineering, Faculty of Engineering), Dr Gretha Steenkamp (School of Accountancy, Faculty of Economic and Management Sciences), and Prof Susan van Schalkwyk (Director: Centre for Health Professions Education, Faculty of Medicine and Health Sciences). These Fellows, who are excellent teachers and scholars of teaching and learning, had the opportunity to spend time focusing on a research project in learning and teaching in their field of interest. The call for applications for the 2022 SU Teaching Fellowships have already gone out and the due date for applications was I November 2021.

TAU (Teaching Advancement at University) Fellowships

The TAU Fellowship Programme is a nationwide intervention that aims at advancing teaching quality and the professionalisation of teaching and learning in the public higher education sphere. It involves the professional development of a cohort of mid- to senior-level academic staff from different disciplines at all South African public universities by means of a combined residential and distance learning approach. Three SU lecturers were selected for the 2021/2022 TAU Programme: Prof Faadiel Essop (Department of Physiological Sciences, Faculty of Science), Prof Ashraf Kagee (Department of Psychology, Faculty of Arts and Social Sciences) and Dr Marianne McKay (Department of Viticulture and Oenology, Faculty of AgriSciences). The fourth national Teaching Advancement at Universities (TAU) fellowship programme, which was launched on 14 October 2021, will take place from July 2022 to July 2023.

Upcoming CHE institutional audit

The Council on Higher Education (CHE) is entering its third cycle of quality assurance in 2021. Institutional audits will be conducted during this cycle. All higher education institutions must reflect on their internal quality management systems and show adherence to sixteen (16) standards, as grouped together by the CHE into four (4) focus areas. These are described in the Framework for Institutional Audits 2021 (pp. 23-26), as follows —

- I. Governance, strategic planning, management and leadership support the core academic functions (standards I to 4).
- 2. The design and implementation of the institutional quality management system supports the core academic functions (standards 5 to 8).
- 3. The coherence and integration of the institutional quality management system supports the core academic functions (standards 9 to 12).
- 4. Curriculum development, learning and teaching support the likelihood of student success (standards 13 to 16).

During this reporting period, the institutional audit self-evaluation committee was constituted (with representation from every faculty and responsibility centre, and the SRC). The self-evaluation committee is following a reflective and generative methodology to draft, consult and approve an institutional audit self-evaluation report for submission to the CHE by the end of the first semester of 2022. The CHE's peer review site visit will follow in the second semester of 2022.

University Capacity Development Grant (UCDG)

SU submitted its annual UCDG report to the DHET with an indication of a 90% expenditure of allocated budget in 2020. Overall, SU has maintained expenditure in excess of 90% of allocation for the period 2018 to 2020. The 2020 projects (Mobilex, Teaching Fellowships, HOD training, Scholarship of Educational Leadership, Postgraduate Pipeline, Early Career Academic Development, Student Tracking, Peer-to-peer facilitation training and Programme Renewal) are continuing in 2021.

A new cycle of University Capacity Development started in 2021. SU's University Capacity Development Plan consists of seven projects that are all investments in people, systems or processes that contribute to student success. These projects include the further development of a mobile multilingual application (Mobilex) to promote student learning and multilingualism, development opportunities for postgraduate students, training for peer facilitators (tutors), development of a comprehensive tracking system, development and mentoring opportunities for early career academics, leadership development for staff (especially HoDs), teaching fellowships to advance teaching at SU, and programme renewal opportunities. The total budget for these projects in 2021 is R13 350 577.

7.1.2 Student Affairs

7.1.2.1 Centre for Student Communities

A successful Welcoming Programme

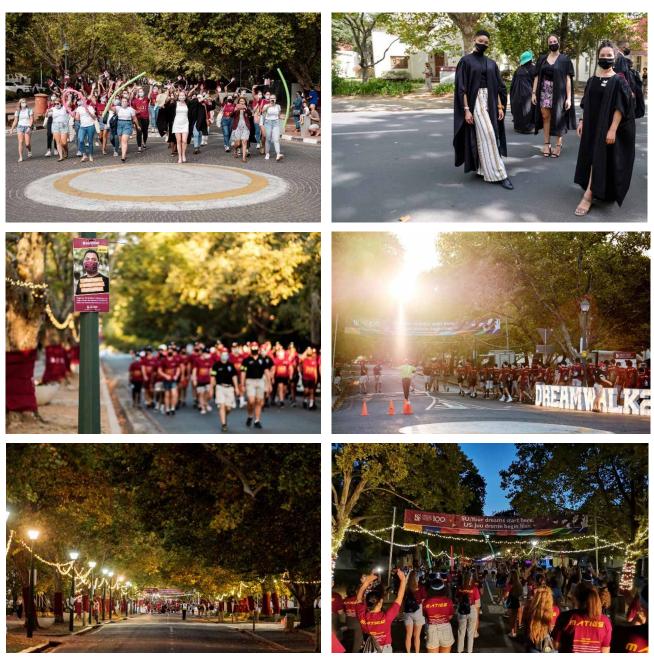
The 2021 newcomers were welcomed under COVID Alert Level 1. Highlights of the welcoming experience included –

 the flag planting, where newcomers and their parents could plant a flag to "announce

- their presence at the university and their intention to be successful";
- the Dream Walk as a special moment of awe for newcomers (especially the moment they walked underneath the banner in Victoria Street, which symbolises the moment that their academic career at SU started);
- the erection of about 30 tents to allow newcomers in the PSO environments to gather within COVID protocols; and
- the virtual Vensters and the virtual faculty welcome.







Pictures of the 2021 Dream Walk



Dream Walk tree (filling up with dream cards)



The flags planted as part of the welcoming ceremony

COVID-19 protocols working successfully

During Welcoming

The necessary COVID-19 protocols were followed throughout a very successful welcoming period. There were no superspreader events and, where there were positive cases, residence heads and the student leadership worked closely with Campus Health and staff from Housing Services to prevent further spreading within the student communities. Currently, COVID-19 cases in residences remain stable and the necessary protocols are being followed.

COVID-19 in residences

Residences accommodated nearly 100% of their capacity during the 2021 academic year and, save for a few rooms used for isolation purposes, all the rooms were filled.

First semester

Stellenbosch University residences had several students that were COVID positive in June and July. Several students were in isolation due to being in close contact with individuals who tested positive, and two residences, Metanoia and Irene, had cluster outbreaks. All these cases were managed in close collaboration with Campus Health in terms of existing protocols and the functioning of residences continued as normal. Students and staff worked closely together to ensure that services to students in isolation were maintained.

Second semester

The second semester started at the height of the third wave in the Western Cape. The Stellenbosch residences had a spike in cases from the first week of the second semester. The situation was closely managed between the Centre for Student Communities (CSC), the residence heads, the residences services staff and Campus Health. Many students spent some time in self-isolation and the situation was brought under control.

Language issues during Welcoming

The Minerva student community was in the news regarding the prohibition on Afrikaans during the welcoming period. The complaints were dealt with as foreseen in paragraph 8.4.3 of the Language Policy and were satisfactorily resolved by the Minerva student community on 9 March 2021. There were also similar complaints at three other student communities. At two of the communities, Irene and Capri, no direct evidence was provided and the issue was considered to have been resolved satisfactorily. At the fourth student community, Huis Francie van Zijl on the Tygerberg campus, complaints of language and other issues from 2019 came to the fore. As the students from 2019 who were involved no longer reside in Huis Francie, a different approached was followed, in which the use of language in Huis Francie received special attention in 2021.

The Human Rights Commission is still busy with their investigation to determine if there was a prohibition on Afrikaans during Welcoming 2021, although an audit by Deloitte, initiated by the University, concluded that this was not the case.

The first semester examinations in residences

Preparations for the June examinations in student communities and in residences were disrupted by the abrupt shift from in person examinations to online examinations due to an abrupt move to COVID-19 adjusted alert level 4. University-wide, around 25% of students remained in residences for the recess and the online examinations. Students in residences received various forms of support from their student community. This included peer-to-peer mentors for all newcomers, academic support between students, physical support in the writing of exams, e.g. borrowing of computers and other equipment to assist with writing exams, wellness support amongst students, utilising of all available spaces to study, and the opportunity to stay in residences for the recess period. Students with disabilities could apply for test and exam concessions during May 2021

in preparation for the June exams. This process went fairly smoothly and individual emergency exam measures could be put in place as there was much flexibility from the Exams Office as well.

Leadership training and elections

Student elections took place during the third term and ended with the annual conversations (jaargesprekke) in October. These conversations consist of about 65 three-hour conversations, one with each student community. It is the culmination of all the student training and guides how the different aspects are integrated into the vision and planning of the specific student community for 2022. The COVID pandemic disrupted life in student communities, and many of the student leaders for 2022, elected in August 2021, will not have any experience of student life in non-COVID conditions. Student life in residences cannot be compared to the pre-COVID experience, as it was hampered by the restrictions to combat the pandemic. It will take a few years before our student leaders in student communities will have the necessary experience to run student life to an extent comparable to student life before March 2020.

7.1.2.2 Centre for Student Counselling and Development

Disability Unit (DU) transformative programmes

Students with disability make up about 1,85% of SU's student population (see disclosed disabilities in the table below), but it is predicted that SU has more than this number (607 students), as students sometimes have reservations about disclosing their disability.

The DU has ongoing initiatives to raise disability awareness on campus and to transform the thinking of students and staff about disability. As part of engaging with the campus-wide transformative experiences of our students and staff, we constantly endeavour to present disability-inclusion activities for students and staff and are pleased to be continuing with the following two programmes:

Universal Access Peer-to-Peer facilitation

The DU is developing a peer-to-peer facilitation programme with universal access in mind that will be implemented in 2022. This is aimed at students sharing and supporting each other in relation to universal access matters, as defined

Disability Description (Enrolled Students 2021)	
Blind	13
Cerebral Palsy	1
Chronic Health Condition	42
Deaf	21
Diagnosed Mental Health Condition	121
Diagnosed Reading Disorder	30
Diagnosed Writing Disorder	П
Mobility Or Orthopedic Condition	41
Neurological Disability	53
Other Disability Or Condition	34
Other Hearing Disability	142
Other Visual Disability	85
Speech Disorder	13
Total	607/32 797 (1.85%)

Table 3: Disability data on 10 May 2021

by the Disability Access Policy of SU (2018). This is in addition to the accredited Lead with Disability curriculum programme already run by the DU.

Disability Indaba

The SRC 2020/2021 Special Needs portfolio, in partnership with the DU, spearheaded the Disability Indaba this year. The Indaba attracted about 120 online participants. The following issues were covered: students' perspectives of support at SU; AfriNEAD's report on their disability research in Africa initiatives; contextualised student support at SU, presented by the Disability Unit; a national students-withdisabilities panel discussed matters pertinent to their lives as students on our campuses: the Stellenbosch Work Centre did an insert and also highlighted Casual Day; INCLUDE a global network for inclusive education - did an insert on inclusive education and universal design for learning; and the manager of the SRC Special Needs portfolio did a disabilitysensitisation session. It is our hope to have an annual Disability Indaba.

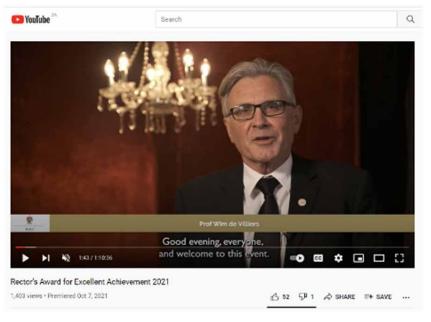
Siyakhula: Parenting for Change

This year there was an additional section to the Siyakhula series for staff, which focused on effective parenting and discussed how to speak to your children about matters related to disability, emotions and gender. The DU participated in the disability segment and held a panel discussion consisting of a teenager with a disability, a parent of a teenager with a disability, a staff member with a disability, an occupational therapist and a sibling of a person with a disability.

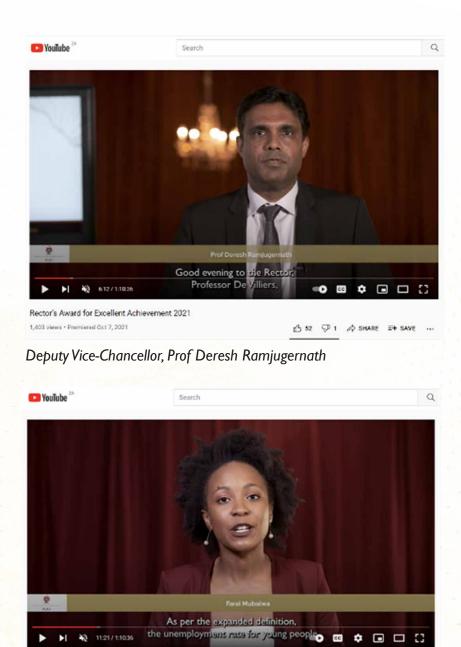
7.1.2.3 Centre for Student Leadership, Experiential Education and Citizenship

Rector's Award for Excellent Achievement 2021

The presentation of the Rector's Awards for Excellent Achievement 2021 took place on 7 October. The theme of the event was Excellence through adversity, moving forward together. Through the ongoing uncertainty and challenges, our students have consistently maintained a high level of excellence. In many instances, this level of excellence occurred beyond the norm, despite continued and unprecedented adversity. A total of applications and nominations were received in all categories: 61 for Academics, 54 for Leadership, 24 for Social Impact, eight for Culture, eight for Sport, and 27 for Service Provision. A total of 82 awards were conferred across the various fields of recognition. The conferring of the awards included the SRC Award for Exceptional Alumna, to Ms Farai Mubaiwa, who was also the guest speaker at the event.



Rector and Vice-Chancellor, Prof Wim de Villiers



Guest speaker, Ms Farai Mubaiwa

Rector's Award for Excellent Achievement 2021

1.403 views • Premiered Oct 7, 2021

Introduction to the SRC 2021/2022

The names and positions of the newly elected SRC 2021/2022 can be seen in the table below.

SRC Member	Elected position	Assigned portfolio(s)	
Viwe Kobokana	Chairperson		
Philip Visage	Vice-Chairperson	Policy Officer	
Alysa-Abby Kekana	Secretary General	Student Financial Access	
Ilan Meintjes	Treasurer		
George van Dyk	AAC Chair – Exec		
Vhudi Ravhutsi	TSR Chair – Exec		
Almé Engelbrecht		Communications Officer	Institutional Project Liaison
Chris Briel		Student Wellness	
Precious Nhamo		Social Impact	Innovation
Takadiwa Chipfumbu		SU International	
Zander Niemand		Transformation	
Toni Solomon	Prim Committee Chairperson		
Christo van der Bank	Prim Committee Vice-Chairperson		
Eugene Nel	Senior Prim Committee Chairperson		
Neo Mokone	Societies Council Chairperson		
Pule Lebaka	MASC Student Captain		

7.1.3 Equality Unit

The Equality Unit (EqU) officially moved from the Centre for Student Counselling and Development in the Division for Student Affairs to the office of the Deputy Vice-Chancellor: Learning and Teaching from I June 2021. The Unit increased its staff component when the positions of Gender Non-Violence Coordinator, and the newly created Case Investigations Support Officer, were filled.

Collective expertise to combat GBV

The EqU has formed part of a "community of practice" forum of university gender equality professionals and practitioners to unpack challenges, ideas and successes experienced at various universities throughout South Africa. The forum was initiated by the University of the Witwatersrand and is aimed at learning about and exploring ways to address gender-based violence on campuses throughout the country.

7.2 A transformative student experience

7.2.1 Learning and Teaching Enhancement

Online onboarding programme for provisionally accepted and registered students

Due to the influence of the COVID-19 pandemic on Grade 12 learners in the 2020 academic year, Stellenbosch University decided to take a proactive approach and offer all provisionally accepted first-year students for 2021 an online onboarding programme. The onboarding programme was conceptualised and designed on SUNLearn between December 2020 and January 2021. Representatives from faculties and various centres were involved in this process.

The Language Centre participated actively in the conceptualisation and design of the Online Onboarding Programme: the Centre's Reading Lab contributed material focusing on necessary (life) skills that contribute to student success, including time management, study

skills, academic reading and the development of English grammar proficiency. The programme has been available to all provisionally accepted students since I February 2021 and consists of a generic module for all students, as well as faculty-specific modules. After registration, access was restricted to registered students. The main purpose of the programme is to normalise the transition from school to university by providing students with a 'safe space' where they can engage with specific tools and resources in their own time, ask any questions they might have, connect with mentors, listen to the experiences of other students, and understand the support available once they arrive on campus. Within the first three days, nearly I 000 students accessed the module and engaged with the content. A dedicated e-mail address (onboardingsu@sun. ac.za) was created for enquiries.

The second iteration of the online onboarding programme for provisionally accepted students is currently being developed using the feedback received from students who completed the first iteration. The programme will be available to provisionally accepted first-year students for 2022 from 15 December 2021 to 15 January 2022. The design of the SUNLearn module will be adapted to allow for easier navigation. To date, 2 848 students have accessed the programme. Discussions regarding the longevity and sustainability of this project are currently under way.



Generic module of the Onboarding Programme for First-year Students

Student Feedback Online student feedback

By the end of the second semester of 2020, 4899 students in 366 modules had completed student feedback online. Students expressed

gratitude for the way in which the University adapted to the new online teaching environment and for clear and organised lectures. They found online videos useful for their learning, but indicated an overarching preference for face-to-face learning.

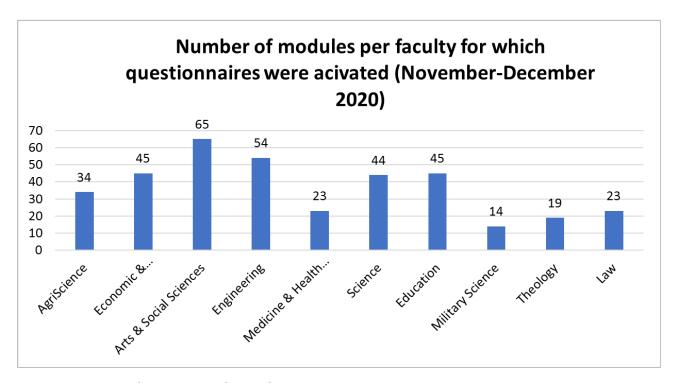


Figure 5: Number of modules per faculty for which questionnaires were activated.

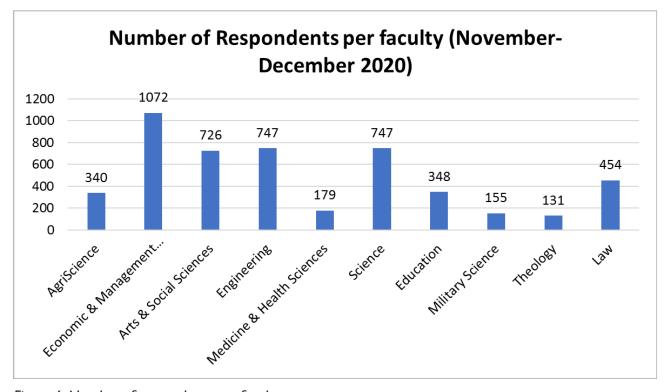


Figure 6: Number of respondents per faculty

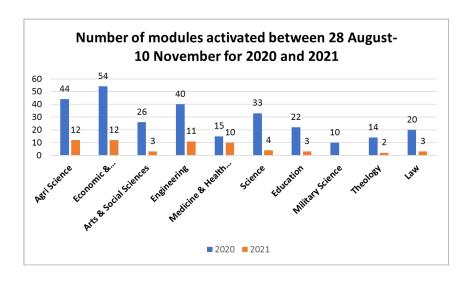


Figure 7: Number of modules activated between 28 August and 10 November.

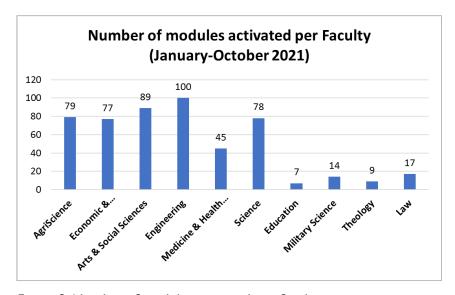


Figure 8: Number of modules activated per faculty.

Looking at the statistics (Figure 7) for the period 28 August until 10 November, it is evident that there was a slow start to the second peak time of the year, as there was a significant decline in response rates. A key factor in the decline of responses is that students might experience questionnaire fatigue. Most feedback questionnaires are administered at the end of a module, rather than through the course of the module, for the enhancement of teaching, learning and assessment.

Tutor Project Training course for peer facilitation

The tutor training module, created in 2020

to support tutors during ERTLA, has been reviewed and adapted to an official 2021 Academic Leadership co-curriculum offering, entitled 'Peer-to-Peer Facilitation of Learning: Training'. Faculties can request tutor access to this module throughout the year, as it is a self-paced and self-directed programme and students gain recognition (on their cocurriculum transcripts) by completing the compulsory sessions and assessments. For the reported period, 179 students from eight faculties and 24 departments registered for the training, and 120 students successfully completed the course, which will be recognised as a co-curricular offering on their transcript at the end of the year.



Figure 9: Structure of peer facilitation training course.

The Language Centre pivots to ARTLA in 2021

Almost 3 000 students across six faculties participated in augmented remote teaching and learning in 2021 as the Language Centre's academic and professional literacies team implemented a blend of online and contact teaching.

The Language Centre also focused on the implementation of its new Academic Literacies

and Professional Communication offerings in the first semester of 2021 in order to deepen intercultural understanding amongst students and extend support beyond the first year of the academic programme. At any graduation ceremony of the University, all the engineering, science and law graduates (and from 2023 also a number of EMS graduates) will have completed modules presented by the Language Centre.

Online language support services, such as writing consultations and postgraduate writing

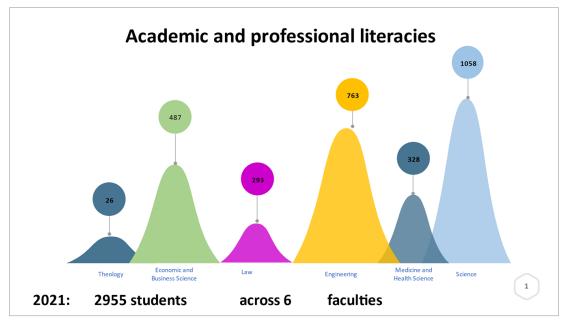


Figure 10: 2021 Student enrolments for academic and professional literacies courses offered by the Language Centre.

workshops, have become more important in 2021 under ARTLA, as students had to engage in more writing activities than previously in the face-to-face environment. The Language Centre's Writing Lab experienced an increase in consultation numbers in 2021 (2 884 for the year, including projections for October to December) in comparison to 2020 (2 218 consultations for the year). There have also been more postgraduate writing workshops than planned, as it seems that students (particularly distance students and students on campuses other than Stellenbosch) and staff find it easier to attend workshops online. In 2020, there were 60 workshops and I 330 participants, while in 2021 there were 68 workshops and I 671 participants.

Launch and implementation of ReadTheory in 2021

The Language Centre's Reading Lab has provided valuable training in reading development that has been embedded in academic literacy modules for some time, but 2021 has seen a transition to a new online reading comprehension development approach, ReadTheory, which is proving very successful. ReadTheory has replaced Lab-on-line as a more feasible long-term solution to provide academic reading development opportunities to as many students as possible. The faculties of Engineering, Science, AgriSciences and Law, as well as departments in EMS and Arts and Social Sciences, will continue to embed ReadTheory in existing Academic Literacies and Professional Communication modules. The implementation of ReadTheory has been an enormous success and the preliminary results indicate that the programme was beneficial to students' reading comprehension development, as well as to their critical thinking skills. Students are positive about ReadTheory and have suggested that the programme should be made available to all first-year students.

Support for internationalisation through language

As it pivoted to ARTLA, the Language Centre's English portfolio provided substantial support for internationalisation in collaboration with SU International. A total of 278 French business students enrolled for English for Academic Purposes (EAP) modules in the first semester of 2021, both online and face--to-face. Of these students, 261 were located in South Africa. At the same time, 42 French undergraduate business students registered for both EAP: Reading & Writing and EAP: Speaking & Language. In 2021, the Language Centre's English portfolio assisted 20 Nelson Mandela Fidel Castro medical students with English for Academic Purposes. These students studied medicine in Cuba and are reintegrating into South Africa and Stellenbosch University's medical campus. The Intensive **English** programme also assisted international students from Libya, Angola and Saudi Arabia.

Advancing individual and institutional multilingualism in 2021

After pivoting to the translation of audio podcasts in 2020, the Interpreting Service produced 747 recordings to assist lecturers in providing ERTLA and promote multilingualism in class. In 2021, the Service continued its podcast translation service and also introduced real-time online interpreting via MS Teams in Afrikaans, English, isiXhosa and SASL. Approximately 150 interpreting hours per week have been provided since mid-March and, by mid-September, the Interpreting Service had interpreted 822 lectures for the 2021 academic year. Between February and mid-March, 136 podcast translations were produced. Up to and including 30 October, 404 podcasts had been translated by the Interpreting Service for 2021.



Students enjoying Survival Afrikaans in person

The Language Centre's Language Learning Hub (LLH) is making great strides in supporting individual multilingualism in social and co-curricular spaces with their courses in Survival Afrikaans and isiXhosa. There has been a very positive response from students throughout the year, and the courses have been well attended. There seems to be an increasing interest in and need to develop multilingual competencies as part of social interaction and inclusivity on campus. The LLH offered the short course isiXhosa 123 for external clients for the first time between May and June. The LLH also had the opportunity to reach out to colleagues at the Cape Peninsula University of Technology (CPUT) with a 10-hour crash course in Afrikaans, which was presented online.

The Language Centre was also able to convey some positive messages on the value of multilingualism in their interactions with members of Erica residence. One of the most fruitful possibilities for collaboration within the Learning and Teaching RC is to facilitate language learning and intercultural communication in social and co-curricular spaces.

TEFL (Teaching English as a Foreign Language)

The final part-time TEFL course for 2021 ran from 6 September until 26 November, with seven trainee teachers. The course is a hybrid course offered online, with the teaching practical delivered in person.

Extended Degree Programme (EDP)

The EDP Steering Committee embarked on updating the institutional EDP guidelines in the fourth term to align with the new national draft EDP policy framework. The new document will be framed as a strategy document, with an implementation plan to follow.

2021 HELTASA National Extended Curriculum / Degree Programme (ECP/ EDP) colloquium

The four universities in the Western Cape (Stellenbosch University, University of Cape Town, University of the Western Cape and the Cape Peninsula University of Technology) jointly hosted the 2021 HELTASA National Extended Curriculum / Degree Programme (ECP/EDP) colloquium from 17 to 19 August 2021.

SUNTrack / SUNSuccess

SUNTrack, a UCDG-funded project focused on tracking the psycho-social and academic success factors of students, has completed the blueprinting phase. The aim of this project is to –

- Provide undergraduate (phase I) and postgraduate (phase 2) students feedback on their performance and suggest support where required;
- 2. Provide academic staff and management a comprehensive picture of a student's progress and receive and raise alerts based on students' results; and
- Provide professional academic support staff with a comprehensive picture of a student's progress and support history.

The project has changed its name from SUNTrack to SUNSuccess and, in the future, will be managed as a module of SUNStudent.

Centre for Learning Technologies Multimedia Studio

The studio at the Centre for Learning Technologies (CLT) recently added new services to adapt to the new requirements that form a vital part of the learning and teaching offering. The studio offers diverse services and has expanded to include fully online conferences, for which we record, broadcast and stream lectures to students and professionals not only in South Africa, but also abroad. The equipment



DSAf Transformation 2021 Speakers: Dr Zethu Mkhize and Professor Deresh Ramjugernath

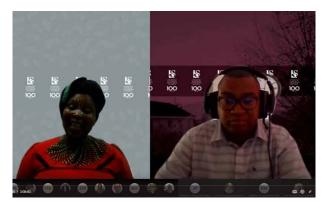
used is the latest and most reliable equipment that aligns with the needs of clients. The studio, in Admin A, is equipped with everything we need to produce excellent quality recordings and HD broadcasts.

7.2.2 Student Affairs

Second DSAfTransformation Summit hosted on 15 April 2021

As part of its efforts to cultivate a transformative Stellenbosch University (SU), the Division for Student Affairs hosted its annual summit via MS Teams on 15 April 2021. The summit was a follow up from the conversations that took place at the inaugural transformation summit on 11 April 2020 and highlighted the various transformation issues faced daily by DSAf staff and students on the various SU campuses. Student leaders from the SRC and Anti-GBV movement and non-positional leaders had an opportunity to reflect on what transformation meant for them and how the Division can work to create transformative experiences in the student life environment, whilst also raising issues relating to challenges such as the financial exclusion of students, the scourge of genderbased violence and the need for students to be heard continuously in key transformation decisions affecting them at the University.

The summit discussed the draft Student Affairs transformation charter and how this document should reflect and embed how we conduct our transformational work as a Division.



DSAf Transformation Summit live MS Teams event: Programme director, Mrs Thobeka Msi; Chair of the DSAf Transformation Summit, Mr Yeki Mosomothane

7.2.2.1 Centre for Student Counselling and Development

Mental health at SU

Sadly, we had two student suicides during the last few months of 2020. As a preventative strategy for suicides, we had two suicide-prevention awareness campaigns before the end of the first semester exams in 2021. The last term of 2021 saw the CSCD reaching record high numbers of individual psychotherapy sessions, with a total of 820 sessions in one month.

The following concerning trends are affecting students' mental health –

- There is an increase in the number of clients reporting experiences related to loneliness and isolation, despite many of them living in SU residences. This is especially prevalent amongst first- and second-year students. Students link this to the no-visitor policy in residences.
- The CSCD is also experiencing a steady increase in the number of students requesting academic support. A significant number of these students are experiencing challenges with ARTLA. Students report that the online learning component of ARTLA remains a challenge and that they would prefer more opportunities for live interaction and less reading and videostreaming activities. It also seems as if many students are expecting to attend contact classes seeing that they are back on campus.
- Students who requested academic support also report high levels of anxiety and low motivation — for many it is related to their academic challenges in 2020 and the possible effect it might have on the HEMIS requirements for residence placement and registration in 2022. Students are also frustrated with red tape (related to COVID-19) for library use and other areas where they can sit and study. Tremendous anxiety is experienced even among firstyear students.

All the above have an effect on the increase in the demand for therapy, the crises, and the suicide attempts.

The Unit for Academic Counselling and Development (UACD) and the Unit for Psychotherapeutic and Support Services (UPSS) in the CSCD experienced a significant increase in the number of cases, as well as in the severity of cases, in the weeks immediately before the commencement of the first semester examinations. In June, 414 academic support sessions and I 191 psychotherapeutic support sessions were conducted, compared to an average of 297 academic support sessions and 972 psychotherapeutic support sessions in March, April and May. There was a marked increase in students who reported with severe anxiety. Students' anxiety was fuelled by uncertainty about the format of the June exams (online or sit-down). They also did not know what would happen if they missed the A2 and/or A3 exam opportunities, should they be in isolation or contract COVID-19 during that time, as the option of an A4 opportunity was communicated by the Institutional Committee for Business Continuity (ICBC) only at a later stage.

Food security

During 2021 a total number of 539 students were assisted with food. These students received assistance from the Move4Food Fund, the Centre for Student Counselling and Development, the Postgraduate Office and the International Office. Within this number, 51 students were from the Tygerberg campus and 488 students from the Stellenbosch campus. During the 2021 A4 assessments, 73 students have been assisted thus far.

Stellenbosch University Virtual Fair

The Unit for Graduand Career Services (UGCS) at the CSCD is responsible for hosting the annual General, Accounting and Engineering career fairs. This is an important opportunity for students to network with employers about various bursary, internship and permanent career opportunities. Due to the COVID-19 pandemic, no on-campus career fairs could be hosted and most universities have opted for virtual career fairs to facilitate this networking opportunity between students and potential employers. The UGCS, along with other university career services centres, participated in the South African Graduate Employers Association Virtual Career Fair on 22 and 23 July 2021. The unit also hosted a Stellenbosch University branded Virtual Career Fair on 24 August 2021.

7.2.2.2 Centre for Student Leadership, Experiential Education and Citizenship

CSLEEC celebrates five years of existence and excellence

The Centre for Student Leadership and Structures (CSLS) was launched on I September 2016 as a Centre within the Division for Student Affairs. Since its launch, the Centre has expanded its offerings with an extensive experiential education and leadership development focus. This currently consists of the

- experiential learning as pedagogy for social justice through Shared Humanity: Lessons in Critical Thinking; academic transcript recognition for approved co-curricular activities; training in the principles of designing for transformative experiential learning; and the experiential learning prospectus. Collaborative partnerships, research, monitoring and evaluation assure alignment with SUVision 2040.
- Frederik van Zyl Slabbert Institute for Student Leadership (FVZS), which

empowers youth leaders to challenge their roles as active citizens within the broader global context through the lens of democracy, human rights and social justice in honour of a great South African thought leader, Dr Frederik van Zyl Slabbert.

- Online Programming team, which advises the Co-Curriculum and Student Governance teams on the basis of its experiential learning and leadership development programmes, as well as short courses offered by the FVZS Institute enhancing, enabling and extending access through online platforms, and facilitating transformative student experiences across the institution, the continent, and the world.
- promotes ethical student governance principles in the face of governance challenges in the twenty-first century in South Africa, Africa and around the globe. Guided by the SU Co-Curriculum Competency Framework and Graduate Attributes, student leaders are provided with leadership development opportunities empowering them to formulate solutions to some of the complexities and challenges with which student leaders are confronted today.

In 2020, the CSLS underwent a name change to the Centre for Student Leadership, Experiential Education and Citizenship (CSLEEC).

CSLEEC had many highlights to celebrate -

I. Hosting Africa's first International Experiential Education Conference (SUEEC) in 2020, resulting in the formation of the Experiential Learning Community of Practice in Africa; Embedding experiential learning theory; Formulating the SU competency framework and key terminology, such as experiential educator, student experiential educator within the SU Co-curriculum space; Formalising 40+ co-curriculum programmes across divisions and faculties to receive academic transcript recognition and be embedded in the SUNLearn LMS.

- 2. Hosting, in collaboration with SUI, the launch of the Inaugural African Student Leaders Network (IASLN) in 2021 and expanding opportunities for the SRC and TSR to travel to other African countries and institutions (Ghana, Nigeria) to learn about leadership and culture.
- 3. Hosting the annual student leaders summit for aspiring leaders (LSAL) and its expansion to other higher education institutions in South Africa and, through international collaborations, expanding our critical engagement opportunities globally.
- 4. Coordinating continental leadership programmes such as the African Leadership Development programme, and expanding wrap-around support to e.g. ISFAP students through tailored programmes such as the Universal Skills Programme and the ISFAP Graduate Programme.
- 5. The growing number of students gaining specific competencies through experiential

education in support of their graduate attributes and receiving recognition on the academic transcript through their co-curriculum involvement and short course completion as part of the Centre's formal offerings. This helps ensure that they are becoming better students, professionals and citizens, i.e. well-rounded individuals, dynamic professionals, critical thinkers and engaged citizens.

CSLEEC hosted a virtual 5th-year celebration on **Monday 25 October 2021**, showcasing the collaboration with students as experiential educators.

Co-curricular activities for recognition on the academic transcript

The Co-curriculum Recognition Committee (CRC) met on 26 August and 23 September 2021 and approved the following co-curricular activities for recognition on the academic transcript:

CO-CURRICULUM RECOGNITION COMMITTEE AUGUST-SEPTEMBER 2021 APPROVALS RECOGNISED ON THE ACADEMIC TRANSCRIPT					
Division/Faculties Represented	SUNLearn Code	Recognition Category	Activity/Module/ Unit Name	Name of Experiential Educator (EE)/ Student Experiential Educator (SEE)	
DSAf-CSLEEC: Co- curriculum Office	CC00021	Academic Leadership	Shared Humanity	Ms Ruth Andrews (EE) Mr Fanelesibonge Ndebele (EE)	
DSAf-CSLEEC: Co- curriculum Office	CC00037	Student Leadership	Designing for Transformative Experiential Learning	Ms Ruth Andrews Ms Kate Roodt Mr Ramone Comalie	
DSAf-CSLEEC: Student Governance	CC00038	Student Leadership	Tygerberg Postgraduate Student Leadership Initiative	Ms Mbali Mkonza Ms Dannielle Moore Ms Gabriela Carolus	
Faculty of Arts & Social Sciences	CC00039	Intercultural Engagement	Global Classroom Democracy Innovation	Mr Matthew Wingfield	
DSAf-CSCD	CC00040	Health & Wellbeing	Student Mental Health & Wellbeing	Ms Keesha James Ms Unopachido Mubaiwa	

Table 5: CRC approvals recognised on the academic transcript

FVZS is 10 years old

The Frederik van Zyl Slabbert Institute for Student Leadership Development (FVZSI), at the Centre for Student Leadership, Experiential Education and Citizenship (CSLEEC), offers a range of short courses and opportunities for critical engagement. The short courses are recognised on the academic transcript and have an integrated critical engagement component, which expands exposure for SU students to engage with alumni, members of the public and other international students. Apart from the formal programme offering, the FVZSI also offers a range of customised programmes for international higher education partners (in collaboration with Stellenbosch University International), as well as customised programmes for other higher education partners in the Western Cape.

The FVZSI honours the legacy of a great South African leader, the late Dr Frederik van Zyl Slabbert. Dr Van Zyl Slabbert was known for his commitment to leading through integrity, collaborative engagement and accountability, and actively fostered critical engagement amongst diverse communities. The FVZSI continues to enable these, and other essential characteristics of leadership, in support of the SU Vision of a university that graduates young people who are active and engaged citizens and who are able to contribute to the prosperity of our global society.

The FVZSI is currently in the 10th year of its existence, being established in March 2011. It has streamlined its offering to ensure more substantial strategic alignment with the SU Vision and the CSLEEC vision to offer an integrated experiential education approach in collaboration with the other CSLEEC portfolios, namely the Co-Curriculum Office, the Online Programming Portfolio and the Student Governance Portfolio. This ensures that, through the FVZSI offering, the CSLEEC is contributing to the expansion of the leadership pipeline at Stellenbosch University.

Thousands of young leaders have benefited from the FVZSI leadership programming

over the past 10 years of its existence. These offerings evolved through the following key strategic changes:

- A deliberate focus on a three-phase programme renewal process that commenced in 2018, focusing on –
- Quality assurance of all short course content co-developed with faculty members/content experts to ensure a methodological approach to leadership studies.
- 2. Reviewing assessments to be stronger aligned with the development of the SU graduate attributes.
- Removing duplication of offerings within the co-curriculum environment and creating more content relevant to the societal context.
- Standardisation of all short courses in terms of structure and delivery (modes of facilitation) to ensure co-creation and engagement with course participants.
- Guiding content experts with the packaging of the course content for online learning, in line with learning objectives and outcomes.
- A stronger alignment with its critical engagement portfolio incorporated in all short courses as compulsory modules. The critical engagement portfolio has intentionally moved from mere "critical engagements" to "constructive engagements" to encourage students to reflect on their role as active citizens.
- The expansion of access by forging partnerships with 12 higher education partners, which includes TVET colleges.
- New collaborations with international partnerships e.g. Doha Debates. The expansion in external and international partners enabled us to offer a broader range of critical engagement opportunities to our students, along with global exposure to participate with students across the globe.

- Expanding collaborations with internal partners, e.g. SUI, Alumni Office, faculties, Social Impact & Transformation, and across the broader Student Affairs.
- Staying current by reviewing student leadership trends in higher education, followed by the development of new courses, e.g. the "Health & Leadership" short course that address mental wellness within the student leadership environment.
- Online offerings that now allow for more engagement with higher education partners.
- A steady growth in course enrolments and sponsorships. This was particularly highlighted in 2021, when all short courses were offered online.
- A successful social media engagement strategy was implemented, which resulted in more enrolments and active social media participation.

 An analysis of the leadership pipeline at SU, followed by a renewed focus on "aspiring leaders". A three-phase online pilot programme was launched in 2020, which will form the baseline to measure the effect on formal leadership structures.

The FVZSI offered a virtual 10-year celebration, combined with the prestigious annual FVZS Honorary Lecture on Monday, 29 March 2021. An exciting programme honoured the late Dr Frederik van Zyl Slabbert's work and, at the same time, celebrated student success. During the celebration, the FVZSI reflected on the growth and development of the Institute over the years, the influence of its offerings on student leaders, engaged with participants via the FVZS Honorary Lecture, which demonstrated the relevance of the late Dr Van Zyl Slabbert's work prior to South Africa's democracy and, finally, celebrated the contributions of students and their talents through the spoken word.









FVZS Honorary Lecture participants: Ebrahim Fakir (Director of Programmes at the Auwal Socio-Economic Research Institute (ASRI) in Johannesburg), Judge Rudolf Mellinghof (former Justice of the Federal Constitutional Court and President of the Supreme Finance Court of Germany) and honorary lecture guest speaker, Judge Dennis Davis (former High Court judge). The programme was directed by Heidi October (Deputy-Director: CSLEEC, Head: FVZS) and Spurgeon-Haddon Wilson (FVZS Programme Manager) and moderated by Kristan Sharpley (FVZS Programme Coordinator)

RegisterAll Campaign					
Financial support	Number of students assisted	Value of registration fees			
Undergraduate students	18	R171 540.00			
Postgraduate students	14	R 76 983.33			
Total RegisterAll Campaign	32	R248 523.33			

Table 6: RegisterAll campaign

SRC and student volunteer support for registration

SRC RegisterAll campaign

The SRC successfully ran its RegisterAll campaign, assisting 32 students (undergraduate and postgraduate) with registration fees. The table above illustrates the financial breakdown of the RegisterAll campaign.

The SRC further provided the following support –

- Representing students on the Student Debt Working Group.
- Supporting the #Action4Inclusion campaign to raise funds for settling student debt.
- Supporting 40 students for a leadership short course offered by the Frederik van Zyl Slabbert Institute.
- Working with other stakeholders to secure temporary accommodation, residence placement, financial support or registration guidance for students.
- Creating the Financial Assistance Committee to assist students who requested financial assistance from the SRC.

- Respectfully and professionally consulting with SU management during the student protests to find a viable solution for the financial issues raised by student protesters.
- Partnering with Client Services to provide effective first-line support for enquiries outside the Admin A Building during the registration period.

Shared Humanity Module

As we are cognisant of our responsibility to prepare students for citizen-leadership inVUCA times (volatility, uncertainty, complexity and ambiguity), the Centre for Student Leadership, Experiential Education and Citizenship has designed a bespoke module to prepare students to contribute towards realising social justice in our time. Offered to all students in their second year and beyond, the Shared Humanity Module comprises seven sessions of criticality that are led by world-renowned subject matter experts as set out in the table below.

As an inter-disciplinary module, the intellectual rigour of the learning and teaching is carried by a diverse pool of thought leaders and NRF-rated academics from four SA universities,

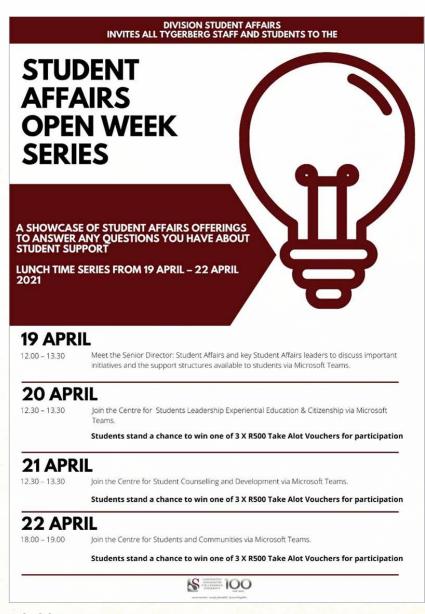
SHARED HUMANITY: HUMAN CONNECTEDNESS IN A COMPLEX WORLD 7 SESSIONS IN CRITICALITY

SESSIONS	LIVE	DISCIPLINE	LECTURERS	CRITICAL QUESTION
Session I	10 April	Context	Dr Jess Auerbach (NWU)	Context in the real world
Session 2	20 April	History	Prof Jonathan Jansen (SU)	What is the present past and how should we deal with it?
Session 3	18 May	Science & Technology	Dr Mpho Tshivhase (UP)	What are the human questions in artificial intelligence?
Session 4	08 June	Health & History	Prof Howard Phillips (UCT)	What do past pandemics tell us about present and future pandemics?
Session 5	14 Aug	Law	Prof Thuli Madonsela (SU)	Can the law deliver on social justice?
Session 6	31 Aug	Emersion Experience	Prof Elmarie Costandius (SU)	The politics of space and place
Session 7	14 Sept	Citizen Leadership	Prof Jonathan Jansen (SU)	Ubuntu – I am because you are

who contributed to the conceptualisation and module content of social justice, democracy and citizen leadership. Core to the module is behavioural change towards modelling citizen leadership. The module is currently in its second year and is being done by 118 students representing all 10 faculties.

7.2.2.3 Tygerberg DSAf Open Week

The purpose of the open week series was to create awareness of DSAf Tygerberg student support and leadership development offerings. The target audience included all students and non-DSAf staff on the Tygerberg campus with a view to ensuring equitable access to support offerings, whilst simultaneously creating a welcoming environment for all students. Four online events were held via MS Teams from 19 to 22 April.



DSAf Open Week programme

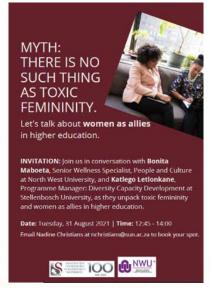
7.2.3 Equality Unit

The Equality Unit embarked on several campaigns and online events aimed at students and staff and geared specifically towards raising awareness of and encouraging conversation on several topics. The following campaign and events took place –

- I. Equality Unit and HR staff wellness collaboration
- Webinar on shredding the myths surrounding toxic masculinity that addressed positive

- masculinity and intergenerational trauma affecting the wellbeing of men and its impact on GBV.
- Women as allies in higher education unpacked toxic femininity and women as allies in the higher learning space.
- Workplace boundaries and the miscommunication and misinterpretation of messaging across cultures, age and genders delved into communication across ages and cultures and the misinterpretation of language and subtext, mental health, subtle messaging, unconscious use of flirtatious language, and how emojis are misinterpreted.







2. Cyberbullying campaign

The aim of the online campaign, which was geared at SU students, was to highlight cyberbullying, responsibility and accountability when posting and sharing information online. Awareness was raised on social media platforms. The campaign

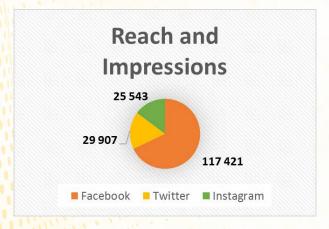
included a webinar with social media law expert, Emma Sadleir, three Instagram live discussions that centred on cyberbullying and sexual harassment, cyberbullying and queerphobia, and cyberbullying and reporting. Other topics that were highlighted were race, gender, hair, and disabilities.











The number of people the campaign reached.

3. Gender series during Women's Month

The following three webinars were presented by the Unit –

- Patriarchy vs. People
- Exploring how music influences our perceptions of gender
- GBV

4. Post Office to Parliament (P2P) campaign

The Unit partnered with the Uyinene Mrwetyana Foundation to raise awareness of the Foundation's P2P campaign.

5. STI and Condom Week

In partnership with Higher Health and Sonke Gender Justice, the Unit hosted its annual STI and Condom Week at Tygerberg campus from 15 to 18 March 2021. More than 160 Tygerberg students were screened for BP, sugar glucose, syphilis, HIV and TB. Free condoms, lube, pregnancy kits and information pamphlets were distributed to students.



HIV Testing and Wellness Campaign

The Unit welcomed back international students attending SUI's Global Education Programme (GEP) to its semester course, Understanding HIV in South Africa: A Health and Social Justice Perspective. This course focuses on HIV, gender and LGBTQIA+ within a social justice context and aims: to nurture and develop the necessary knowledge, skills and attitudes in students as leaders and future professionals; to question, analyse and debate; to change mindsets when

thinking and dealing with GBV, sexual health and sexual diversity; and to unlearn misconceptions and become aware of the impact of stigma and discrimination.

The Unit was successful in its funding application to longstanding partner, Higher Health, and received R500 000 in grant funding. The funding will inform the institutional approach in the following areas: HIV, STI, gender-based violence, LGBTQIA+, disabilities, substance abuse, mental health and COVID-19.

An online tool to report and monitor unfair discrimination and harassment is currently in development by an external service provider to better streamline the reporting of incidents lodged by SU staff and students.

7.3 Purposeful partnerships and inclusive networks

7.3.1 Learning and Teaching Enhancement

The Language Centre partners with the University of Bologna

The Language Centre benefited from a bilateral agreement with the University of Bologna in 2021. As part of their research activities, the Language Centre's Interpreting Service held an online workshop on 8 July with the Interpreting and Translation Department at the University of Bologna (UNIBO). One of the key objectives of the workshop was to evaluate the technology used for remote interpreting. Whilst UNIBO modelled its educational interpreting approach with the help of researchers and practitioners at SU as part of a bilateral partnership and international exchange, it has also designed its own platform for enhanced interaction during an online interpreted lecture. Educational interpreters at SU currently make use of MS Teams. Whilst a useful solution, it poses certain limitations owing to the fact that it does not have a built-in interface for interpreting. The broader discussion included issues such as interpreter aptitude, the need for specialisation in certain academic fields and the importance of relationship building between interpreters and lecturers. The importance of this event must be viewed against UNIBO's rich tradition in interpreting research, and the potential for research exchange in fields such as cognition and corpus-based studies in interpreting and translation.

Telematic Schools Project

The Telematic Schools Project is a joint initiative between the Western Cape Education Department (WCED) and Stellenbosch University. The collaboration started in 2009 with the aim to support education through technology. What started with 10 schools have grown to I 300 satellite schools, and all schools nationally having access via streaming to quality videos, workbooks and other online content on a zero-rated website. Beneficiaries can watch and access content either from their schools or in the comfort of their homes. The project supports learners and teachers by providing content in 17 subjects in both English and Afrikaans, as well as teacher professional development training in content and personal development areas. The Telematic Schools Project is continuing to grow from strength to strength. The project was a finalist in the Innovation Harnessing Technology category of the national CPSI Public Sector Innovation Awards and was awarded the first runner-up prize at the event, held on 26 February 2021. The innovations currently being developed are the Grade II revision programme, incorporating sign language into the revision programmes, training for the presenters and the development of isiXhosa lessons.

ADUN (African Digital Network)

The ADUN has kicked off its first work group under the leadership of the Centre for Learning Technologies (CLT). It is a series of 10 augmented webinars presented in 2021 under the broad theme of digital pedagogy for education environments in emergencies in collaboration with the African University Network for Higher Education in Emergencies

(AUN4HEiE – aun4heie.net). AUN4HEiE is a network of African universities focusing on offering diplomas to refugees on the continent with an emphasis on employability potential. This augmented webinar series focuses on digital pedagogies to support lecturers working with refugees in different contexts.

7.3.2 Equality Unit

The Equality Unit is spearheading the formulation of an institutional strategy on gender-based violence to effectively implement a University-wide action plan. The action plan seeks to include dedicated GBV forums or committees in all faculties, departments and centres.

7.4 Networked and collaborative teaching and learning

7.4.1 Learning and Teaching Enhancement

Podcasts and the quality control thereof

While it was not feasible to provide real-time spoken language interpreting for students on a broad scale in 2020, given bandwidth issues during the pandemic, the Language Centre's Interpreting Service assisted lecturers and students by producing audio translations of lecture material - whether PowerPoints, SUNLearn content or podcasts - into Afrikaans and English (and isiXhosa where there was a pedagogical need). Over I 250 podcast translations have been produced since lockdown started. These data-light recordings of lectures (podcasts) played a pivotal role in ERTLA, partly as a policy-management solution, but also as a valuable pedagogical resource for online learning. As SU implemented augmented remote teaching in 2021, with recorded lectures continuing to play a pivotal role as part of the student's differentiated learning experience, quality assurance became even more crucial, and the collaborative quality control of translated podcasts has been expanded to include more lecturers and subject fields.







ELS monitor tree

Extended learning spaces (ELS) training

All 67 extended learning space venues on the Stellenbosch and Tygerberg campuses that are part of phase IA of the project have been completed. There are an additional 19 venues that are not part of the formal ELS project, but which will have the same equipment according to the ELS standards, bringing the grand total to 86 venues completed.

Standardised audio-visual and network equipment is installed in these venues to enable an integrated solution to extend the physical learning space to include students anywhere/ any place. The interaction, images and video in the venue is streamed live via MS Teams and full interaction (voice and chat) is also available via MS Teams. The ultimate goal is that the online live student experience and quality is similar to the in-class student experience and it facilitates the optimal usage of our existing learning spaces by extending their reach in an online environment. These sessions can also be recorded for students to review in SUNLearn after the lecture. The whole system is automated, intuitive and user-friendly and support and training are provided to lecturers. The fact that the solution is standardised also facilitates easier support and maintenance and is replicable in other venues and environments.

Functional orientation and training have been provided to 77 identified faculty staff members, including lecturers, administrative personnel and computer user area (CUA) staff. Due to the scope of this project, a train-the-trainer model is employed whereby the identified faculty staff train their faculty colleagues in the

use of the system. In this way, the project aims to make sure that users learn from fellow users and are thus practically well-prepared for the change in systems. Support documentation has been created and a user guideline, along with a shortened standard operating procedure document, has been circulated within faculties. Support lectern documents have also been provided to the respective CUAs to add to the applicable lecture venues. The Centre for Learning Technologies (CLT) website (www. sun.ac.za/clt) has a dedicated ELS page on which users can access the support documentation and be directed to the ELS service desk to book a training session. This page is currently being linked to the Lecturer Support for Teaching Online SUNLearn page to allow for easier navigation from SUNLearn to the CLT website and the ELS service desk.

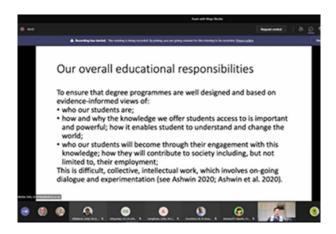
Auxins

The following Auxin sessions were presented this year –

- 23 March Prof Robbie Pott (Department of Process Engineering) argued for balancing the academic's research and teaching roles, drawing on his experience as winner of the SU Teaching Excellence Award in 2020 and on the SU Teaching and Learning Policy.
- I3April-Dr NompiloTshuma (Department of Curriculum Studies & the Centre for Higher and Adult Education) discussed postgraduate supervision, reflecting on data she collected of the postgraduate student experience during lockdown.
- 25 May Dr Marenet Jordaan of the Department of Journalism shared experiences from developing a knowledge

- skills module for first-year students.
- 20 July Dr Margaret Blackie of the Department of Chemistry and Polymer Science and current SU Teaching Fellow shared insights from a longitudinal interinstitutional study on how Chemistry students develop conceptions of knowledge.
- 24 August Dr Marianne Unger of the Division of Physiotherapy explored the 4C-ID model for curriculum design. This presentation argued against compartmentalisation and fragmentation of curricula and competencies into smaller parts without considering the interactions between the parts.
- 5 October Dr Marianne McKay of Agrisciences presented on ubuntu currere as a transformative and decolonising approach to curricula.

More information and the recordings of these sessions are available on the Centre for Teaching and Learning (CTL) website: http://www.sun.ac.za/english/learning-teaching/ctl/Pages/Auxin-Resources.aspx.



Dr Margaret Blackie's Auxin presentation on 20 July 2021

And running on....



- Lecturers have a moral responsibility (Vorster and Quinn, 2017) to respect difference, to be concerned with wider issues
- We need to understand the structural, cultural and agential mechanisms that account for resistance to change and reluctance of academics to transform their practices. We should counteract the Replacement View of Change and the Sunk Cost fallacy (Buller, 2015)
- In HE "everything is relational" (Vorster and Quinn, 2017)
 Planking at 1 (2010).
- Blackie et al (2010): we need to "consciously and deliberately attend to" the relational aspects of staff development, and asks us to take "the time, energy and resources necessary to treat each academic as a whole person, with individual needs, fears, strengths and weaknesses".
- "Growth, change and evolution" are an inherent part of life and that "truly transformative academic staff development requires a willingness from all of us to change ourselves, and to allow others to grow and change" (lbid).
- How to do this? Start with the self.

Dr McKay's presentation

MSDF, Oppenheimer and Harry Crossleyfunded ARTLA

The Michael & Susan Dell Foundation (MSDF) and the Oppenheimer Memorial Trust (OMT) granted the University a no-cost extension to spend the remaining funding we received in 2020 until 30 June 2021. This allowed faculties to continue funding additional tutorial activities and build on the successful activities of 2020, which include –

- An online reporting system to ensure easy monthly monitoring of performance against targets and regular communication with all partners.
- Additional tutoring to a total count of 22 534 students, albeit that individual students might have benefited from tutor support in more than one module.
- Almost I 000 students making use of the academic support counselling sessions and more than 4 000 individual and group sessions recorded by the CSCD.
- The development of an e-wellness e-book, Entering the world of digital wellbeing, to raise awareness about the importance of critically considering our day-to-day activities associated with engaging on online platforms and to introduce the associated notion of digital wellbeing.
- Additional support by the Language Centre included the development of Writing Lab videos, postgraduate writing skills videos, academic skills webinars for undergraduates, the development and audio translations of podcasts and transcriptions, real-time interpreting for deaf students and the development of an online English preassessment placement test.

This project was coordinated from the Division for Learning and Teaching Enhancement (DLTE) in collaboration with the Vice-Dean of Learning and Teaching in each faculty – except for Military Science – as well as the managers of the Centre for Teaching and Learning (CTL), the Centre for Learning Technologies (CLT), the Language Centre and the Centre for Student Counselling and Development (CSCD). In addition to its own monitoring and evaluation initiatives,

the LTE has also engaged the services of an external company to do an external evaluation of the project.

Intercultural Communication for Engineers completes its first semester

Intercultural Communication replaced Professional Communication, a module that has been compulsory for all first-year engineering students for the past 15 years, in the first Semester of 2021. It aims to prepare students for a diverse study and work environment by introducing them to effective intercultural communication. The module, presented and facilitated by Language Centre staff, highlights the commitment of the Faculty to facilitate a diverse environment that will deliver critical and active graduates who are able to take their place in a multicultural civil society.

Twenty years' support for writers to be heard where it counts

This June, the SU Language Centre's Writing Lab celebrated its 20th birthday. The Writing Lab has come a long way since its humble beginnings 20 years ago, in a consulting room borrowed from the University's Department of Social Work. It was first conceptualised as a welcoming and safe space for students and academics to discuss writing issues. Writing Lab staff are supported by about 35 postgraduate students from various faculties who are trained to be writing consultants. A number of these consultants go on to become academics themselves and continue to develop writers. The Writing Lab started by working with 20 writers, but now works with writers from all faculties on all Stellenbosch campuses, conducting approximately 3 000 consultations each year. Since the onset of the pandemic, the Writing Lab has moved online, and their services continue to be in high demand. By the end of June, I 649 consultations had been conducted online, and I 211 participants had attended virtual postgraduate writing workshops.



Writing Centre staff and consultants (photos taken pre-pandemic)

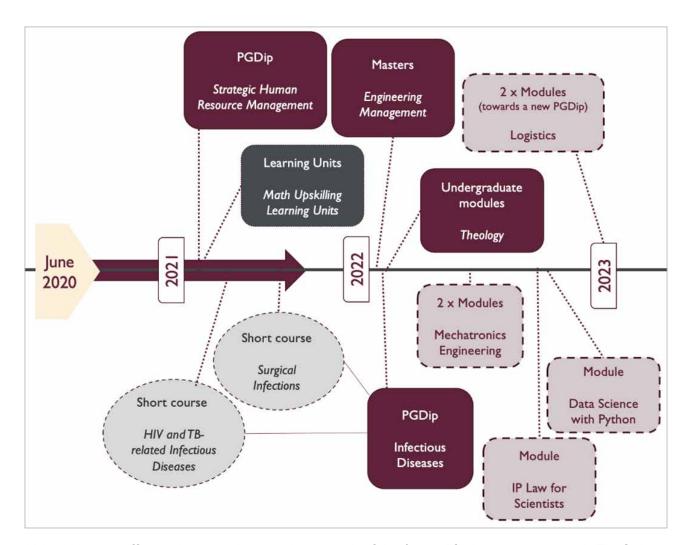
Postgraduate Diploma in Higher Education (T&L)

Three staff members from the Division for Learning and Teaching Enhancement facilitated the elective module on Academic Leadership. The first two sessions for the module took place on 4 and 5 August and focussed on contextual and conceptual issues in HE (T&L) in South Africa. Prof Chris Winberg from CPUT was the invited guest lecturer and gave input on HE in South Africa, as well as on the University as Organisation. The course will not be offered in 2022 since the year has been earmarked for a curriculum renewal process. The purpose of the

re-curriculation is to extend the programme to participants beyond the Western Cape region. A new cohort will start in 2023. SU is currently chairing the regional PGDip (HE) (T&L) committee.

Hybrid Learning

Since June 2020, three calls have been made to faculties to nominate new hybrid learning (HL) offerings for development. The first and second calls resulted in various programmes, modules and learning units, currently in development for implementation in 2022 and 2023.



Hybrid learning offerings being implemented as a result of the 1st and 2nd nomination rounds. The 3rd round closed on 25 October 2021. The next funding call will be announced in the first semester of 2022

Student and staff feedback about their hybrid teaching and learning experiences has been overwhelmingly positive. The first HL programme implemented as a result of the HL Business Plan and associated funding support is the Strategic Human Resources Postgraduate programme. Students enrolled in the first (2021) cohort are predominantly working professionals from across Southern Africa, with high expectations of a programme that promised the opportunity to learn from a blend of seasoned academics and industry practitioners. Their mid-programme feedback showed that they were more than satisfied with the 'world-class learning experience' that resulted from close collaboration between the Industrial Psychology Department and the EMS Faculty.

The 227 students that completed SU's first hybrid learning units series (the Mathematics Upskilling Learning Units) reported a similarly positive learning experience, with lecturers reporting that the hybrid modality is allowing undergraduate students to improve their

understanding of foundational mathematical concepts that form essential components of various modules in the natural and economic sciences.

The hybrid learning team is further preparing for the implementation of new programmes and modules in the coming year. For example, the second nomination call has resulted in the funding of a new, structured Master's in Engineering Management programme. Since June, the programme's academic lead, Prof Calie Pistorius, industry practitioners and academic staff from the Department of Industrial Engineering have been collaborating with the growing HL learning design team to prepare the programme for implementation in 2022. The programme is expected to attract international students, especially working professionals, due its flexible schedule for both full- and part-time students. The degree may be of particular interest to students seeking a trans/interdisciplinary offering with a strong focus on emerging technologies.

"The course exceeded even my wildest expectations. I was stretched and challenged but grew in my knowledge, competency and passion for our field. This course is world class and has transformed my approach and enabled me to apply myself to my craft in a practical manner."

"It has been an enriching experience, where I gained far more than I had expected. The dedicated and exceptional group of lecturers and academic support staff possess an outstanding passion in their work and a considerable amount of experience. What an incredible journey. I am humbled, honoured and feel so fortunate to be taught by South Africa's cream of the crop; these are seasoned experts who know what they are teaching and imparting to students. The level of thoroughness is astounding; it is a very well planned out and executed course."

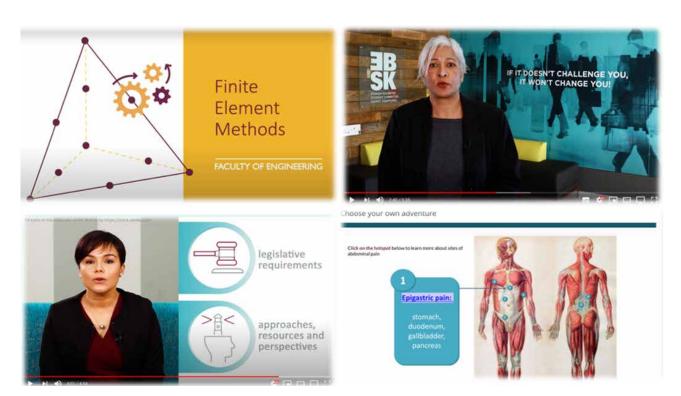
Student feedback from the pilot programme (postgraduate diploma in HR Management), implemented as part of SU's Hybrid Learning Strategy.



Stellenbosch University Faculty of Engineering is proud to announce the launch of an exciting new hybrid online Masters Degree in Engineering Management, specifically designed to equip early to mid-career engineers and scientists with the skills they require to manage engineering, technology, innovation, strategy, projects, people and places.

The degree is positioned to prepare leaders who will proactively shape a better future.

The website for a new hybrid Master's programme, to be implemented in 2022



Screenshots of some of the courses in development, May to August 2021 (Faculties of Engineering, EMS and MHS)

In preparation for the third call for nominations (announced in July 2021), a Hybrid learning: Strategic course portfolio workshop was presented on 14 July 2021 for faculty deans, vice-deans of L&T, faculty managers and other stakeholders. During the workshop, the HL project manager and digital marketing specialist shared approaches with faculties to a) refine their current HL initiatives, and b) identify new opportunities by considering various sources to gain market insights and identify emerging trends in relevant fields.

Faculties were further introduced to an interactive 'HL strategy toolkit' to inform their short- and long-term strategic planning for their growing HL offering, in alignment with their faculty mission and vision. This has resulted in an ongoing series of faculty-based HL strategic planning sessions, in collaboration with the HL team, to help faculties plan their funding proposals for the 25 October submission deadline of the third funding call. The fourth and fifth calls will be announced in 2022.

As per the HL Business Plan, the HL strategy also involves identifying an international online

learning partner for SU to widen its reach to an international student market. After a rigorous, year-long RFI (request for information) and eventual tender process, the tender committee (representing a diversity of SU environments, including academic leadership) identified a successful partner. At the time of publishing this report, SU may not yet publicise the partnership as the relevant legal agreement is still being formalised. The tender committee can report, however, that this world-renowned online education provider will offer SU access to a wide-reaching platform with massive reputational value, supplemented with access to valuable market intelligence about emerging higher education markets.

Continuous programme review and renewal

Several programme review and renewal projects are under way in faculties, of which the majority are funded by the University Capacity Development Grant (UCDG). These projects fall into three categories, namely (i) faculty-wide renewal projects; (ii) full programmes leading to a qualification; and (iii) module(s) within qualifications.



The <u>hybrid learning (HL) web page</u> offers more information on the activities of the HL team and forthcoming HL offerings

In addition, a research project is also under way to conduct a critical reflection on the institution-wide programme renewal projects as funded by UCDG during the first cycle of funding (2018 to 2020). Ethical clearance and institutional permission were obtained in November/December 2020. This research project will include both the first and second UCDG funding cycles, and each project consists of two phases of which the first phase has been completed (online survey to obtain baseline qualitative and quantitative data). The second phase, consisting of focus group interviews with faculties, is almost complete.

Other programme review and renewal projects, not funded by the UCDG, are also under way, often emanating from changes made to requirements by statutory professional bodies, e.g., the Postgraduate Diplomas in Nursing, BSc (Dietetics) and HonsBSc (Biokinetics).

Creative calendar changes

The pivot to emergency remote teaching, learning and assessment (ERTLA), and the revised approach in 2021 to augmented remote teaching, learning and assessment (ARTLA), have created the need for critical and creative reflection on the mode of our academic offering and the ways in which we conduct assessments.

The Programme Advisory Committee (PAC) was quick to adapt and processed proposed Calendar changes throughout the year. These included: amending assessment plans to incorporate flexible assessment, amending and clearly communicating selection criteria, and shifting to hybrid learning approaches.

The following changes to existing programmes are worth mentioning:

Faculty	Programme(s)	Calendar changes considered
Law	LLB (4-year undergraduate) LLB (2-year postgraduate) LLB (3-year postgraduate) BAccLLB BA (Law) BCom (Law)	In response to the National Qualification Standard for the Bachelor of Laws (LLB), SU received conditional reaccreditation of the LLB qualification (affecting all of the programmes mentioned). The faculty initiated a programme review and renewal process from 2018 to address "advances, transformative legal education, decolonization of the curriculum and epistemological and pedagogical diversity" across all the programmes leading to the qualification. In consultation with the Faculties of Arts and Social Sciences and Economic and Management Sciences, the Faculty of Law finalised its work on revising the curricula for all the programmes. These proposed changes served at Senate and a phased implementation approach, starting with the first year of all the programmes, will commence in 2022.

Economic and Management Sciences	PGDip (Business Management and Administration) PGDip (Development Finance) PGDip (Futures Studies) PGDip (Project Management)	The USB initiated a redesign of four of its Postgraduate Diplomas to restructure the existing programmes, aimed at increasing operational efficiency, reducing transactional cost, sharing resources and increasing flexibility. These amendments served for institutional approval with the aim of implementing these changes in 2022.	
	PGDip (Sustainable Development)	This programme, offered by the School of Public Leadership, has been revised to formalise a hybrid mode of delivery for the programme. The programme has, in various forms, been in existence for nearly twenty years, and the shift towards a hybrid offering (consisting of a mix of online and in person synchronous sessions, as well as fully online asynchronous activities) is motivated by the need to reach a broader knowledge market, especially on the continent.	
Engineering	Master of Engineering Management	The structured Master of Engineering Management has been dormant for several years and has not been offered by the Faculty since the HEQSF realignment in 2012. However, the programme has now been revised for a hybrid learning mode of delivery to widen access and enable more working graduates with an engineering background to enrol for the programme.	
Education	BEd (Foundation Phase Teaching) BEd (Intermediate Phase Teaching)	The Faculty has revised the language offering within these programmes to allow students to differentiate between teaching Home Language and First Additional Language in any of the three languages (Afrikaans, English and isiXhosa). These changes align with the Minimum Requirements for Teacher Education Qualifications (MRTEQ), whereby all students can now be certified to be proficient to teach two languages (of which one must be on Home Language Level) and are proficient on conversational level in at least one other language. The language offerings for Afrikaans, English and isiXhosa across the four years of both these programmes have therefore been revised and served for institutional approval. The amended curricula will be implemented from 2022.	

In addition, several initiatives were taken by faculties to start designing new academic programmes to address current articulation gaps, address societal/sector needs for capacity-building in identified sectors and/

or create opportunities to widen access to higher education or further studies.

The following requests for new programmes served in 2021:

Faculty	New programme submissions considered by the PAC in 2021	
	Postgraduate Diploma in Mathematics Education	
Education	Postgraduate Diploma in Science Education	
	Advanced Certificate in After School Enrichment	
Medicine and	Master of Science in Neuroscience	
Health Sciences	Master of Philosophy in Paediatric Rheumatology	

Although external approval, accreditation and registration processes have been slow this year, several exciting and innovative new programmes were approved by the Department of Higher Education and Training (DHET), accredited

by the Council on Higher Education (CHE) and registered by SAQA. The following new programmes can be introduced in 2022 and arrangements for implementation are already under way:

Faculty	Newly accredited programmes to be introduced in 2022
Military Science	Postgraduate Diploma in Military Legal Studies
Medicine and Health Sciences	Postgraduate Diploma in Infectious Diseases
Science	Bachelor of Science in Computer Science
Science	Master of Science in Machine Learning and Artificial Intelligence

Quality assurance and enhancement

Despite the challenging times, faculties and responsibility centres have continued with in person, online and "hybrid" self-evaluations throughout the year, in many cases managing it over a longer period than usual – and adapting on-campus site visit arrangements according

to the changing lockdown levels and travel regulations.

The Quality Committee (QC) continued its work with one hybrid and two online meetings during the year, in which the Committee processed nine follow-up reports, three peer reviews and one set of new self-evaluation criteria, as follows:

TWO-YEAR FOLLOW-UP REPORTS	Date of Quality Committee	
Faculty of Engineering External Professional Evaluation of BEng Programmes		
Division for Student Affairs (resubmission)	26 March 2021	
Department of History		
Department of Agronomy		
Department of Agronomy (resubmission)		
Division for Student Affairs	16 July 2021	
Faculty of Theology		
Maties Sport		
Department of Statistics and Actuarial Science	13 September 2021	
School of Geospatial Studies		
SELF-EVALUATIONS AND PEER REVIEWS		
Campus Health Service		
Department of Conservation Ecology and Entomology	13 September 2021	
Department of Earth Sciences		
SELF-EVALUATION CRITERIA		
Transformation Office	13 September 2021	

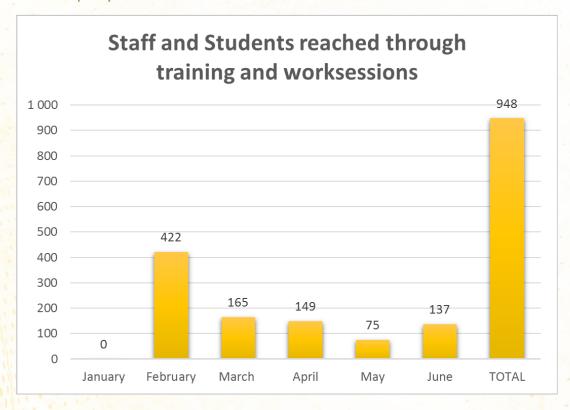
7.4.2 Student Affairs

7.4.2.1 Centre for Student Leadership Experiential Education and Citizenship (CSLEEC)

The Competency Design and Assessment Workshop Series

The Co-curriculum Office of the Centre for Student Leadership Experiential Education and Citizenship offered a Competency Design and Assessment Workshop Series to all lecturers, experiential educators, staff and students. The workshop series offered in-depth learning covering competency design, implementation and assessment techniques towards preparing graduates to thrive in a VUCA world.

7.4.3 Equality Unit



7.5 Research for impact

7.5.1 Learning and Teaching Enhancement

Learning and Teaching Enhancement Virtual Seminars 2021

The following LTE Virtual Seminars were presented this year –

 25 March – Dr Margaret Blackie – 'Can and should assessment nurture an orientation to society and social justice?'



Dr Margaret Blackie

Can and should assessment nurture an orientation to society and social justice?

Jan McArthur (Lancaster University), Margaret Blackie (SU), Nicole Pitterson (Virgina Tech), Kayleigh Rosewell (Lancaster University)









Title page of the first Teaching and Learning Enhancement seminar of 2021

 13 May – Prof Christa van der Walt – 'The problem with time-limited, sit-down tests: Assessing language'



Prof Christa van der Walt

9 September – Prof Deresh Ramjugernath

 'Forward together in Learning and

 Teaching at Stellenbosch University: Where to next?'



Prof Deresh Ramjugernath



 21 October – Dr Sonja Strydom – 'A whole new world: Bridging the gap between critical digital pedagogies and the (new) automated virtual teaching and learning environment'



Dr Sonja Strydom

The recordings of these sessions are available at http://www.sun.ac.za/english/learning-teaching/ctl/t-l-resources/t-l-seminars

Finlo funding (Fund for Innovation and Research in Learning and Teaching)

The Fund for Innovation and Research into Learning and Teaching provides an opportunity for lecturers to innovate, evaluate effective practices and processes, and investigate learning and teaching problems, solutions and trends.



Y)our assessment matters

Teaching and Learning

VIRTUAL CONFERENCE

Akademieskap van Onderrig en Leer

VIRTUELE KONFERENSIE

Inloxaso engoLwazi lokuFunda nokuFundisa

INKOMFA EBANIWA NGOBUXHAKAXHAK

8 – 10 November / Novemba 202

It offers a mechanism for the dissemination of results designed to improve the quality of learning and teaching.

In the first semester of 2021, Finlo supported 15 new proposals to the value of R489 200,00. In the second semester of 2021, another 15 new Finlo proposals were granted, to the value of R680 500,00. The majority of the proposals were for projects in the faculties of Engineering and of Medical and Health Sciences. A focus on transformation, electronic learning, learning during the pandemic, and postgraduate learning emerged from the applications. Several abstracts from Finlo projects were accepted for presentation at the SU SoTL conference. The Finlo committee established a new collaborative network with SU International, and three projects with implications for globally networked learning were given additional support from SU International.

SOTL Conference fully online 2021

The fourteenth Stellenbosch University (SU) Virtual Scholarship of Teaching and Learning (SoTL) Conference, in its second virtual offering, took place from 8 to 10 November 2021. The theme of the 2021 conference was "(Y)our assessment matters".

The conference was coordinated by the Centre for Teaching and Learning, in collaboration with other centres in the Division for Learning and Teaching Enhancement. It offered a space for academics to reflect on and share innovative practices stemming from their unique teaching, learning and assessment (TLA) circumstances. Delegates were able to share their research findings and innovative ideas to make TLA at SU the best it can be.

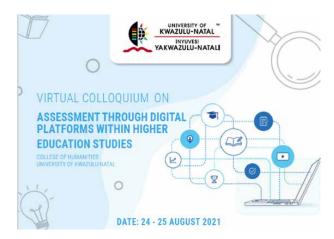
	Virtual Venue 1	Virtual Venue 2	Virtual Venue 3	Virtual Venue 4
09:00 - 11:00	Workshop 1: What drives your assessment? What are we thinking?/ how does (y)our assessment matter? Hanelie Adendorff, Charmaine van der Merwe and Anthea Jacobs (CTL)	Workshop 3: Developing your teaching portfolio: A quick-and-dirty Karin Cattell-Holden (CTL) and Guest Lecturers	Workshop 5: Enhancing Student Learning through Peer Facilitation Gert Young and Simbongile Ntwasa (CTL)	Workshop 7: Synchronous Teaching and Learning strategies for active student engagement: Navigating the digital learning space JP Bosman, Sonja Strydom, Magriet de Villiers and Elzette le Roux (CLT)
11:00 - 11:30	Tea & Coffee			
11:30 – 12:30	Workshop 1 (continued): What drives your assessment? What are we thinking?/ how does (y)our assessment matter? Hanelie Adendorff, Charmaine van der Merwe and Anthea Jacobs (CTL)	Workshop 3 (continued): Developing your teaching portfolio: A quick-and-dirty Karin Cattell-Holden (CTL) and Guest Lecturers	Workshop 5 (continued): Enhancing Student Learning through Peer Facilitation Gert Young and Simbongile Ntwasa (CTL)	Workshop 7 (continued): Synchronous Teaching and Learning strategies for active student engagement: Navigating the digital learning space JP Bosman, Sonja Strydom, Magriet de Villiers and Elzette le Roux (CLT)
12:30 - 13:30	Lunch			
13:30 - 15:30	Workshop 2: Making (y)our assessment matter – panel discussion, sharing of examples of new/ different approaches	Workshop 4: Essential building blocks for constructing a Hybrid Learning Module Miné de Klerk(CTL) Melissa van der Vyver (APQ)	Morkshows: Redesigning assessment templates from contact to online modes: what to ask and why	Closed Session: Reserved for current participants and alumni of the SU Scholarship of Educational Leadership (SoEL) short course Nicoline Herman (CTL) and

SU Scholarship of Teaching and Learning Virtual Pre-Conference Workshops, 8 November 2021

Talking Teaching and Learning

In alignment with its mission to be a thought leader on responsive, innovative and scholarly teaching and learning, the CTL published quarterly opinion pieces online (available here: http://www0.sun.ac.za/ctlresources/ctlblog/). The publications aim to contribute to transformative learning and were viewed more than 3 500 times in 2021.

Colloquium



Jacobs, A.H.M., Barends, Z. & Lebethe, L. 2021. Portfolios as a pedagogical choice for assessment as learning: Insights from a teacher education programme. Proceedings of the Virtual Colloquium on assessment using digital environments within undergraduate and postgraduate module offerings, hosted by the UKZN College of Humanities, 24 – 25 August 2021.

Conference papers

Dullaart, G., De Lange, S., Schmutz, S. & Kitshoff D. 2021. *Clinical and practical learning in lockdown*. Presented at the Southern African Association of Health Educationalists (SAAHE) virtual conference, 23 June 2021.

Jacobs, A.H.M. & Barends, Z. 2021. A community of practice to navigate uncertain times and spaces — An autoethnographic account. Abstract accepted for the proceedings of the Scholarship of Teaching and Learning Virtual Conference hosted by SU, 08 — 10 November 2021.

Krugel, M., Adendorff, H. & Van der Merwe, C. 2021. Helping students navigate the intricacies of group work. Abstract accepted for the proceedings of the Scholarship of Teaching and Learning Virtual Conference hosted by SU, 08 – 10 November 2021.

Journal papers

Herman, N., Jose, M., Katiya, M., Kemp, M., Le Roux, N., Swart-Jansen van Vuuren, C & Van der Merwe, C. 2021. 'Entering the world of academia is like starting a new life': A trio of reflections from health professionals joining academia as second career academics. International Journal for Academic Development, 26(1), 69-81, DOI:10.1080/1360144X.2020.1784742

7.5.2 Equality Unit

The Equality Unit participated in the GBV Bills Parliamentary Submission Roundtable hosted by Prof Thuli Madonsela. This roundtable hosted various sectors, including organisations that work on GBV issues, legal experts, academics and interested parties, who provided feedback on the Criminal and Related Matters Amendment Bill, the Domestic Violence Act Amendment Bill, and the Criminal Law (Sexual Offences and Related Matters) Amendment Act Amendment Bill.

7.6 Employer of choice

7.6.1 Learning and Teaching Enhancement

Constructive and inspiring conversations at Language Day 2021

An event connected very closely to language at the University is Language Day, which is held every second year. On 30 September, also International Translation Day, the Division for Learning and Teaching Enhancement hosted a very successful and energetic online Language Day 2021. The event was about sharing the opportunities and possibilities multilingualism gives us, and not about the Language Policy itself. Academics, students and professional academic support service (PASS) staff had positive and inspired conversations about language and

multilingualism at the University. The theme for the day was Language, learning, life! Implementing multilingualism @SU in academic and social spaces. The theme was explored by means of two panel discussions with three sub-themes each:

- Multilingualism in (augmented remote) learning, teaching and assessment
 - o Assessment
 - o Online engagement (peer learning, tutorials)
 - o Equitable access and student success
- Multilingualism in administrative, social and living spaces
 - o Promoting an inclusive campus culture through multilingualism, and encouraging engaged citizenship
 - o Implementing innovative language practices on campus and in residences and PSOs
 - o Multilingualism and operational internal communication

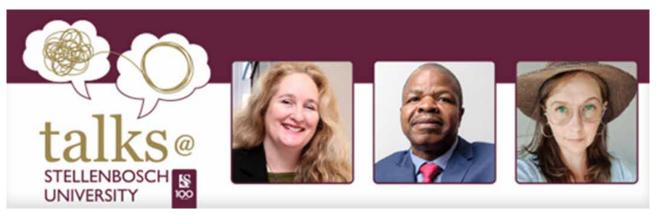
Just over 120 staff and students from all faculties and the PASS environment registered for the event. Afrikaans and isiXhosa interpreting was available on separate channels for the plenary sessions, and in breakaways participants could make use of translanguaging or other options. The organisers aimed to model how language played out on a day-to-day basis on campus. From the participation on the day, it was clear that those attending agreed that a new kind of intentionality was required to move forward in a multilingual way, and that they were willing to work together to realise that.

University-wide #multilingualmindset campaign

The Language Centre collaborated with the Corporate Communications and Marketing Division (CCMD) to create awareness of multilingualism before, during and after Language Day in order to widen the influence of the event. This resulted in a podcast series of three interviews on multilingualism with Dr Kim Wallmach (Director of the LC), Sanet de Jager (LC interpreter) and Prof Mbulungeni Madiba (Dean of the Faculty of Education), a series of four articles published in Afrikaans and English on the SU website and SU social media channels, exploring positive narratives about language and multilingualism, and an opinion piece published by News24.

The podcasts and articles are available here:

- The multilingual mindset (interview with Sanet de Jager) https://anchor. fm/stellenbosch-university/episodes/ The-multilingual-mindset-e l 7183o
- 2. The multilingual journey (interview with Dr Kim Wallmach) https://anchor. fm/stellenbosch-university/episodes/ The-multilingual-journey-e l 7pbgi
- 3. Multilingual education (interview with Prof Madiba Mbulungeni) https://anchor. fm/stellenbosch-university/episodes/Multilingual-education-el7pbid



Podcasts

News articles

- Multilingualism helps forge new connections (interview with Marcelyn Oostendorp of the Department of Linguistics on the Multilingualism module in their honours programme): https:// www.sun.ac.za/english/Lists/news/DispForm. aspx?ID=8608
- 'Survival' language courses foster individual multilingualism (interview with Helga Sykstus of the LC's Language Learning Hub, with a focus on Language Centre language courses, multilingualism): https:// www.sun.ac.za/english/Lists/news/DispForm. aspx?ID=8606
- 3. Learning a new language connects people from different cultures (interview with Dr Zandile Kondowe of the LC IsiXhosa portfolio on the isiXhosa course for staff, plus participants' feedback): https://www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=8595
- Real-time online interpreting makes for inclusive and engaging learning (interview with Juanli Theron, head of the of the LC Interpreting Service, and two lecturers who use online interpreting) https://www. sun.ac.za/english/Lists/news/DispForm. aspx?ID=8598

5. Opinion piece on News24 | Context, human connection and the issue with online translation apps (opinion piece by director of the LC, Dr Kim Wallmach, and Susan Lotz, an LC language practitioner, in celebration of International Translation Day) https://www.news24.com/news24/columnists/guestcolumn/opinion-context-human-connection-and-the-issue-with-online-translation-apps-20210930

Language Centre contributing to new SU Style Guide

The Language Centre has been approached by the Corporate Communications and Marketing Division (CCMD) to contribute to the SU Style Guide that is being prepared for the roll-out of the new SU brand. The Language Centre submitted the first draft of its guide, giving guidance on language matters and language usage at the University, in early October. This will now be reviewed by a panel of stakeholders from the University, after which a second draft will be prepared by the Language Centre. Topics dealt with include plain language, science communication, SU language use conventions, guidance on grammar, punctuation and capitalisation, and practical tips for MS Word.



8. Summary

The period under the COVID-19 pandemic has been an extremely difficult and challenging one to navigate for most institutions of higher learning. Aspects related to learning and teaching were critical in determining whether the institution had a successful completion of the 2020 academic year and subsequent commencement of the 2021 academic programme. In both regards, Stellenbosch University fared extremely well. 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.

Acknowledgements

I would like to acknowledge the tremendous work by the colleagues within the Learning and Teaching Responsibility Centre. They have gone well and beyond the call of duty in ensuring that the learning and teaching endeavour at Stellenbosch University has remained on track, in spite of the significant challenges placed on us by the COVID-19 pandemic.

I would like to thank my PA, Maretha Joyce, for her editing and layout of the report, as well as the various contributors to the document, as follows:

Antoinette van der Merwe, Miné de Klerk, Melanie Skead, Claudia Swart-Jansen van Vuuren, Nicoline Herman, Anthea Jacobs, Veronica Kleinsmith, Gerda Dullaart, Simbongile Ntwasa, Gert Young, Charmaine van der Merwe, Karin Cattell-Holden, Jean Farmer, Roshnique Daniels, Kim Wallmach, Susan Lotz, Rose Richards, Arné Binneman, Shannon Bishop-Swart, Marisca Coetzee, Christine Joubert, Alta van Rensburg, Helga Sykstus, Zandile Kondowe, André Müller, Allison Mllitwa, Marianne Bester, Maya Sutherland, Melissa van der Vyver, IP Bosman, Zainab Suliman, Magriet de Villiers, Morris Samuels, Jaco Greeff Brink, Nadine Christians, Choice Makhetha, Munita Dunn-Coetzee, Charl Davids, Marcia Lyner-Cleophas, Marquard Timmey, Elmien Sinclair, Pieter Kloppers, Gareth Cornelissen, Tonia Overmeyer, Heidi October, Ruth Andrews, Anele Mdepa, Khairoonisa Foflonker and Yeki Mosomothane

REPORT OF THE DEPUTY VICE-CHANCELLOR:

Learning and Teaching

Professor Deresh Ramjugernath November 2021