

Table of contents

	Page
1. Introduction	2
2. The Stellenbosch University Approach to Teaching and Learning.	3
3. Annual teaching and learning events at Stellenbosch University	4
4. On-going support for teaching and learning at Stellenbosch University	6
4.1. Faculty-specific support for teaching and learning	6
4.2. General support for the teaching function	8
4.3. Opportunities to share experiences and practice	9
4.4. Support for research on teaching	10
5. Qualifications related to teaching and learning at Stellenbosch University	10
6. Documents Describing Teaching and Learning at Stellenbosch University in more detail	12
7. Institutional structures of relevance to teaching and learning	14
8. Other sources of support for the three roles of the academic	17
9. General information (Calendar, Telephones, Facilities Management, Timetables and Venue bookings)	18
10. Glossary of abbreviations and acronyms	19
11. Online Resources for lecturers	20



This icon indicates information about training / workshops offered at SU.



This icon indicates opportunities for networking with other academics.

Please take note:

Please visit the websites as indicated for the latest information.

Electronic version of this booklet available at:

<http://www0.sun.ac.za/ctl/category/teaching-and-learning-resources/>

Comments or questions?



claudias2@sun.ac.za

1. Introduction

The role of academics at Stellenbosch University comprises of three core elements: teaching, research and community interaction.

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

Vision2030 is defined as follows:

The University, as a 21st -century institution, plays a leading role in the creation of an advanced society;

- *inclusivity focuses on the talents and contributions of individuals;*
- *innovation deals with the need specifically to address the challenges of a more sustainable future creatively;*
- *the energy of students and academics is directed at creating the future imaginatively from courageous efforts to tackle current problems and issues actively;*
- *theory and practice are interwoven in the education process (discovery);*

the Stellenbosch experience entails a better insight into world issues, an innovative unlocking of creative abilities to solve problems, and an encouragement of meaningful action to serve society through knowledge (thought leaders).

This all "happens in a context of transforming SU to be future fit and globally competitive."

Source: Vision 2030 of Stellenbosch University

(Stellenbosch University Institutional Intent and Strategy 2013-2018:7; **available on the PREDAC SunLearn module: 'Important documents pertaining to Teaching and Learning at SU'**)

This booklet will focus on one of the above roles, namely teaching. Teaching is an exciting and fulfilling dimension of the life of an academic. Helping to prepare a generation of keen minds to meet the demands our society faces, offers lecturers many and varied challenges.

The purpose of this booklet is to share with you the University's approach to teaching and learning. It will guide you to sources of information, advice and support for your role as lecturer, and will also help you negotiate the local policy maze. The booklet focuses on university-wide initiatives only, therefore please consult the CTL advisor in your faculty and your faculty for information about faculty-based projects.

2. The Stellenbosch University Approach to Teaching and Learning

The University's Strategic Framework for the Turn of the Century and Beyond (2000:12) describes its teaching vision as "[a] university characterised by quality teaching, by the constant renewal of teaching and learning programmes, and by the creation of effective opportunities for learning / study."

It would not be possible to achieve these objectives without quality teaching. The University acknowledges the central role of its teaching staff in the realisation of Vision 2030 and therefore places a high premium on the promotion, acknowledgement and reward of good teaching practice.

Strategy for Teaching and Learning 2017-2021

The approach to teaching at Stellenbosch University is captured in its Strategy for Teaching and Learning 2017-2021. This strategy is based on the initial 2002 teaching and learning strategy, which described the University's vision with regard to teaching as:

A university characterised by quality teaching, by the constant renewal of teaching and learning programmes, and by the creation of effective opportunities for learning/study.

This strategy is informed by the vision SU has for the graduate it wishes to produce. It envisages SU students' learning experience to be shaped by the formal and informal curriculum as well as by co-curricular activities.

The key elements of the strategy [are]

- the graduate attributes that the University aspires for its students to acquire;
- the total learning experience that should lead students to develop these attributes;
- and the five strategic priorities highlighted for 2017 – 2021, that should enhance the learning experience, so that these graduate attributes will actually be realised.

The concept of 'graduate attributes' with which this strategy aligns is one that describes these attributes as: the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents of social good in an unknown future. (Bowden et al. 2000, cited in Barrie, 2006:217)

As a creator of sustainable hope in Africa, SU aspires to create the kinds of conditions that will enable each student to acquire an enquiring mind, [become] an engaged citizen, a dynamic professional and a well-rounded individual.

For the University to support graduates to become enquiring, engaged, dynamic and well-rounded, the teaching and learning arrangements of the University, as well as the arrangements governing all aspects of the student experience, need to be aligned to such a vision.

The following is required to achieve this:

Critical and scholarly lecturers who

- Engage in various forms of scholarship
- Are reflective and open to new ideas

Engaging curriculum design which

- Brings the outside world into the classroom
- Is current and self-renewing

Dynamic delivery which

- Is innovative and flexible
- Uses a wide variety of media functionally

Enriched campus experience which

- Encourages learning from diverse perspectives
- Provides and encourages a variety of learning contexts.

In order to realise [this] vision, five strategic priorities have been identified:

Professionalisation of the scholarly teaching role

Realisation of graduate attributes at Stellenbosch University

An ICT-enhanced learning model

Enhancing the academic and social integration of a diverse student body

Programme renewal

3. Annual teaching and learning events at Stellenbosch University

PRONTAK/PREDAC Programme



The Professional Educational Development for Academics programme is a semester-long programme, which will run from June to November, and combines centralised and faculty-based activities structured in different phases. The purpose of this programme is to help new lecturers form an understanding of the expectations and demands of higher education, specifically at university. It interprets trends and policies regarding university education in a way that is academically rigorous and appropriate for the SU context. During the year, lecturers will benefit from interactive and experiential learning with colleagues from their own and other disciplines.

Contact: Claudia Swart (claudias2@sun.ac.za)



Scholarship of Teaching and Learning (SoTL) Conference



Framed as a “celebration of teaching”, this internal conference on teaching and learning takes place at the commencement of the October examination period. This conference, with invited guest speakers, provides academics with a unique opportunity to share the results of their innovation and research on teaching. Contributions at this event cover a wide range of teaching topics related to the scholarship of teaching and learning, teaching innovation and classroom research. Some academics go on to share their work at the annual HELTASA conference. (The Higher Education Learning and Teaching Association

of Southern Africa (HELTASA) is a professional association for educators and other significant role-players in the tertiary sector. Visit their website: <http://heltasa.org.za/>)

Contact: Claudia Swart (claudias2@sun.ac.za)

Website: <http://www0.sun.ac.za/sotl/>

Pre-conference workshops

The pre-conference workshops is a range of workshops offered the day before the SoTL Conference (please see above). The workshops cover a wide spectrum of current concerns and interests related to teaching and learning and are presented for SU academics only. Lecturers are encouraged to co-facilitate workshops on topics of their choice.

Contact: Claudia Swart (claudias2@@sun.ac.za)

Faculty-based events



Teaching days are offered in faculties.

Contact: CTL advisor in faculty:



Faculty	Advisor	E-mail
AgriSciences	Charmaine van der Merwe	Cvandermerwe@sun.ac.za
Arts and Social Sciences	Karin Cattell	kcattell@sun.ac.za
Economic and Management Sciences	Gert Young	gyoung@sun.ac.za
Education	Anthea Jacobs	jacobsa@sun.ac.za
Engineering	Karin Wolff	wolff.ke@gmail.com
Law	Claudia Swart	claudias2@sun.ac.za
Medicine and Health Sciences	Jean Farmer	jeanlee@sun.ac.za
Military Science	Nicoline Herman	nherman@sun.ac.za
Science	Hanelie Adendorff	hja@sun.ac.za
Theology	Melanie Peterson	mpeter@sun.ac.za

CHEC short courses



The Cape Higher Education Consortium presents a number of short courses on topics related to teaching and learning. These short courses are co-presented by the four public higher education institutions in the Western Cape. Each short course comprises contact sessions as well as online engagement, generally scheduled over a four-week period.



Contact: Gert Young (gyoung@sun.ac.za)

4. On-going support for teaching and learning at Stellenbosch University

The Centre for Teaching and Learning (CTL)



Our **vision** is to be a knowledge partner that advances teaching and learning culture at Stellenbosch University in a way that promotes a just society in South Africa.

Our **mission** is to create professional learning opportunities for academic staff in faculties and to be thought leaders in the areas of responsive, innovative and scholarly teaching and learning.

Strategic priorities:

- Create professional learning opportunities for academic staff in faculties;
- Provide opportunities for academics to become more reflective and research-oriented about their teaching;
- Affirm the value and enhance the stature of teaching;
- Contribute to the realisation of the SU graduate attributes in the curriculum;
- Develop a critical mass of teaching and learning expertise in each faculty;
- Build the academic development capacity of CTL staff.

Professional development of academic staff underpins all our work and we offer the following opportunities / support:

- Professional Educational Development for Academics (PREDAC) (see pages 4 and 10)
- Scholarship of Teaching and Learning Conference (SoTL) (see page 4)
- Graduate Attributes Project (GAP) (institutional curriculum renewal project)
- Student feedback system (see pages 8 and 13)
- Fund for Innovation and Research in Learning and Teaching (FIRLT) (see page 10)
- SU Teaching Fellowships (see page 10)
- Auxins (see page 9)
- CHEC regional short courses (see page 5)
- Post Graduate Diploma (Higher Education: Teaching and Learning) (see page 11)
- Institutional policy development and interpretation in relation to teaching and learning (see page 12)
- Research projects (see page 10)
- Capacity-building programme for generalist academic development staff.

4.1. Faculty-specific support for teaching and learning

CTL advisors in faculties

As part of the restructuring of the responsibility centre of the Vice Rector (Learning and Teaching) in 2013, the CTL was partially decentralised in order to provide SU lecturers with more effective support. CTL advisors were seconded to faculties while continuing their involvement in the university-wide teaching events offered by the Centre:

Faculty	Advisor	E-mail
AgriSciences	Charmaine van der Merwe	cvandermerwe@sun.ac.za
Arts and Social Sciences	Karin Cattell	kcattell@sun.ac.za
Economic and Management Sciences	Gert Young	gyoung@sun.ac.za
Education	Anthea Jacobs	jacobsa@sun.ac.za
Engineering	Karin Wolff	wolff.ke@gmail.com
Law	Claudia Swart	claudias2@sun.ac.za
Medicine and Health Sciences	Jean Farmer	jeanlee@sun.ac.za
Military Science	Nicoline Herman	nherman@sun.ac.za
Science	Hanelie Adendorff	hja@sun.ac.za
Theology	Melanie Peterson	mpeter@sun.ac.za

Centre for Learning Technologies

The eLearning and Webstudies team, are part of the Centre for Learning Technologies (CLT). Enquiries related to learning technologies can be addressed to:

JP Bosman (Director): jpbosman@sun.ac.za

Sonja Strydom: sonjas@sun.ac.za

The CTL advisors in faculties offer lecturers the following tailor-made support systems:

Class visits

Lecturers may request a class visit from the CTL advisor in their faculty or from ctl@sun.ac.za. They may do so repeatedly to maximise the value of this growth opportunity. The class visit is followed by a discussion and written report. The report is regarded as confidential by CTL and is submitted to the lecturer only. However, the lecturer may choose to use the report for his/her own purposes.

Contact: CTL faculty advisor or sol@sun.ac.za

Consultations

The CTL advisors in faculties are happy to consult with academics on teaching and learning related issues, ranging from a situation encountered in the classroom to redesigning a module or even an entire programme. Consultations about teaching-related research projects are also welcomed.

Contact: CTL faculty advisor or sol@sun.ac.za

Tutor/tutor coordinator training

The CTL provides support for the design and facilitation of tutor programmes at the request of departments and/or tutor coordinators. Tutor training is handled by the tutor coordinators in the faculties.

Contact: CTL faculty advisor or sol@sun.ac.za

4.2. General support for the teaching function

General support for teaching and learning

Student Feedback

The student feedback system is an institutional initiative aimed at supporting and promoting teaching. It provides confidential reports on student perceptions about modules, lecturers and programmes. In so doing, it helps lecturers reflect on and improve their own teaching and generates information to help module teams and departments with decisions about their teaching approaches. Lecturers are encouraged to complete the lecturer feedback form which documents the lecturer's experience and the nature of the learning opportunities. In this way, student feedback data can be interpreted in a more holistic way. Student feedback can now also be collected electronically. Lecturers can view reports on the Sun-e-HR webpage under 'Reports'. Visit <http://www0.sun.ac.za/hr/> and log in.

Contact: Melanie Petersen (mpeter@sun.ac.za) or Veronica Beukes (vfbeukes@sun.ac.za)

Tutor/tutor coordinator training

Please see the information under Faculty Specific Support.

Blended Learning

With the adoption of the ICT Strategy (2013) and the Teaching and Learning Strategy (2013), Stellenbosch University has committed itself to the value placed on a technology-rich learning environment that could enhance the learning experience for all students.

As a result, faculties are encouraged to consider approaches where technology could be integrated seamlessly into teaching, learning, and assessment practices. From a pedagogical perspective it does, however, remain imperative that technology supports pedagogy and does not drive curriculum design, and therefore a blended learning approach is recommended.

Often viewed as contentious within the literature, many different definitions of blended learning exist. The Centre for Learning Technologies finds the views of Krause (2007) valuable in attempting to explain the notion of blended learning:

Blended learning is realised in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction. (Krause, 2007 as cited in Bath & Bourke, 2010)

In order not to be limited by one particular definition, Sharpe, Benfield, Roberts & Francis (2006:18) offer the following dimensions associated with blended learning:

- Chronology: synchronous and asynchronous interventions
- Delivery: different modes (face-to-face and distance education)
- Direction: instructor-directed vs. learner-directed
- Focus: acknowledgement of different aims

- Locus: practice-based vs. classroom-based learning
- Pedagogy: different pedagogical approaches
- Roles: multi-disciplinary or professional groupings
- Technology: mixtures of (web-based) technologies

What remains clear is that blended learning is not only identifying the right blend of technologies or increasing student access to learning opportunities, but rather requires a critical engagement in the reassessment and redesign of the alignment between teaching and learning. It is therefore not the process of delivering existing disciplinary content in a new format but rather to aim to create a 'transformative environment' by which creative, critical and complex learning skills could be developed (Garrison & Kanuka, 2004:99).

Visit the following website to obtain articles and case studies of lecturers who successfully implemented blended learning in their classrooms:
<http://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/learning-technologies/knowledge/resources>

The basic learning technologies that are supported at SU are:

SUNlearn: Learning Management System (Moodle)

Telematic services: Satellite broadcasts with mobile and web-based interaction.

Podcasting: Camtasia Relay

Streaming and web-based collaboration: Google Hangouts (in progress)

Contact the Centre for Learning Technologies:

SUNlearn: learn@sun.ac.za | +27-21-808-3938 | <http://learn.sun.ac.za>

Podcasting: Thys Murray | +27-21-808-9194 | thysm@sun.ac.za

Blended learning & Telematic Services:

JP Bosman: jpbosman@sun.ac.za

Sonja Strydom: sonjas@sun.ac.za

Lianne Keiller: lkeiller@sun.ac.za

Training: <http://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/learning-technologies/for-faculties-lecturers/training-workshops>



4.3. Opportunities to share experiences and practice

Besides the annual SoTL conference, academics at Stellenbosch University are offered three unique opportunities where they can share and reflect on their teaching experiences and initiatives:



Auxin Project

The Auxin Project aims to create growth opportunities for lecturers through sharing innovative teaching and assessment practices. These growth opportunities kick off with “Padkos” sessions which are held in the lunch hour, during the semester, on the last Tuesday of the month.

Contact: Anthea Jacobs (jacobsa@sun.ac.za)

Website: <http://www0.sun.ac.za/ctl/support-for-lecturers/auxin/>



PREDAC Mini-conference

At the annual PREDAC mini-conference, participants of that year are invited to share their teaching experiences of the year at a closed mini-conference.

Contact: Claudia Swart (claudias2@sun.ac.za)

4.4. Support for research on teaching

Support for research on teaching

Fund for Innovation and Research in Learning and Teaching (FINLO/FIRLT)

This exciting fund, which has been operating since May 2005, promotes a culture of innovation and reflection by encouraging a research-based approach towards teaching and learning. Academics interested in improving their teaching or in conducting research on teaching in their disciplines, may apply for support of up to R50 000. FIRLT awards grants twice a year, in May and November, to lecturers, departments or programmes.

Contact: Jean Farmer (jeanlee@sun.ac.za)

Teaching fellowships

The SU teaching fellowship scheme is intended to convey prestige and provide support for selected academics to focus on teaching and the scholarship of teaching for a stipulated period of time. The programme is an excellent opportunity to consolidate and extend expertise with regard to teaching and learning at faculty or departmental level.

Contact: Nicoline Herman (nherman@@sun.ac.za)

Writing retreats

CTL usually hosts one or more annual writing retreats where FINLO/FIRLT grant-holders and/or other academics engaged in classroom research can work on papers and articles resulting from their projects.

Contact: [Jean Farmer](mailto:jeanlee@sun.ac.za) (jeanlee@sun.ac.za)



Workshops related to research on teaching

Workshops on topics such as proposal writing, abstract writing, getting your educational research published, and getting started with educational research are presented before the annual SoTL conference and in faculties on request.

Contact: CTL faculty advisor or sol@sun.ac.za



5. Qualifications related to teaching and learning at Stellenbosch University

Please e-mail the contact person for the latest information:

MPhil in Higher Education

The primary aim is to equip participants with the knowledge, skills and disposition to function optimally, as professionals, in their respective institutions. The secondary aim will be to equip the participants with research skills in order to better themselves through advanced studies and research for a career in Higher Education.

Contact: Prof Liezel Frick (blf@sun.ac.za)

MPhil in Education and Training for Lifelong Learning

The primary aim is to empower and build the capacity of trainers and learning facilitators involved in lifelong learning (basic education and training, community education, continuing professional education) through dynamic and relevant learning. In addition we contribute to providing in the need for effectively trained trainers for adult education and lifelong learning. The programme enables participants to specialise in either continuing professional education, community education or adult basic education and training. Secondly, trainers and learning facilitators are empowered with research skills enabling them to develop a sound research base for lifelong learning and to encourage postgraduate study and research in the field of lifelong learning

Contact: Prof Liezel Frick (blf@sun.ac.za)

MPhil in Health Sciences Education

The programme was developed by an interdisciplinary team, from the Faculties of Medicine and Health Sciences and Education as well as the Centre for Teaching and Learning, with the focus on an interdisciplinary community based approach applicable to African circumstances. Apart from one week contact time per year, the programme will be mainly technologically mediated. Students will be assessed by means of assignments executed in the students' own working environment, making the theory and practice relevant and useful to their own circumstances.

Contact: Prof Susan van Schalkwyk (scvs@sun.ac.za)

PGDip in Higher Education in Teaching and Learning

The Postgraduate Diploma in Higher Education in Teaching and Learning [PGDip (HE) (T&L)] is offered jointly by Stellenbosch University, the University of the Western Cape and the Cape Peninsula University of Technology. The programme aims to enhance the quality of teaching and learning in South African universities and promote a scholarly and professional approach to development in the field of university teaching.

The diploma is offered part-time over two years. It comprises three core modules – Teaching and Learning in Higher Education, Assessment in Higher Education, and Research for Enhancing Teaching and Learning – and one elective. The elective is chosen from a range of options that address specialised issues in teaching and learning in higher education, such as ICTs for Teaching and Learning, Academic Leadership and Management, and Postgraduate Supervision.

The programme is taught through a combination of contact sessions and online activities and support.

Contact: Gert Young (gyoung@sun.ac.za)

6. Documents Describing Teaching and Learning at Stellenbosch University in more detail

The Teaching and Learning Report

This report is intended to answer the following question on an annual basis: To what extent does the University realise its mission for teaching and learning in terms of the student and lecturer profile and the institutional environment?

Available at: <http://www0.sun.ac.za/ctl/policies-guidelines-reports/>

Policies and related documents

The University has a range of additional policies and guidelines that aim to guide and facilitate quality teaching and learning and the alignment of teaching activities with our Vision and Mission. The list below offers a broad description of the most prominent policy and guideline documents with respect to teaching and learning at Stellenbosch University.

The Teaching and Learning Strategy

This document sets out a Strategy for Teaching and Learning for Stellenbosch University with a view to operationalising the vision of the University as it has been set out in other policy documents. Specifically, it is intended to give direction in achieving the aims set for this University to remain one of the leading Universities in South Africa – also in the domain of teaching and learning.

Available at: <http://www0.sun.ac.za/ctl/policies-guidelines-reports/>

Policy regarding Learning Materials

This policy champions the use of teaching and learning materials in such a way that quality learning is promoted. It stipulates which measures should be in place to support lecturers in the achievement of the ideals embodied in the policy as well as how national regulatory requirements are to be met.

Available at: <http://www0.sun.ac.za/ctl/policies-guidelines-reports/>

Assessment Policy

The purpose of this policy is to provide a framework within which assessment practices at the University can be demonstrated to be valid, reliable and justifiable. The policy strives to align our practices with a learning-centred, outcomes-based approach and provides a set of clear criteria for effective assessment.

Available at: <http://www0.sun.ac.za/ctl/policies-guidelines-reports/>

Early Assessment Protocol

The Protocol offers an introduction to the purpose of Early Assessment, an explanation of the process and guidance for Early Assessment practice.

Available at: <http://www0.sun.ac.za/ctl/policies-guidelines-reports/>

SU policy on Academic Integrity: The prevention and handling of plagiarism

The aim of this policy is to ensure that plagiarism is dealt with in a responsible and fair manner. It encourages the use of anti-plagiarism software, such as Turnitin, to create learning opportunities where students can develop good writing and referencing skills. The approach makes provision for a developmental dimension and allows departments to deal with some cases of suspected plagiarism at departmental level.

Available at: <http://www0.sun.ac.za/ctl/policies-guidelines-reports/>

Regulation for internal and external moderation and the processing of results

This document describes the procedures in respect of the moderation of assessment at the University.

Available at:

http://sun025.sun.ac.za/portal/page/portal/Administrative_Divisions/INB/Home/Documentation/Documentation_SU_policy

Language Policy and Language Plan

The Language Policy seeks to contribute to the realisation of the ideal of a favourable learning and teaching environment for the benefit of the students. The Language Plan sets out the possible language options for use in teaching and learning modules. It is important to note that the language option to which each module adheres, is stipulated in the academic yearbook.

Available at: <http://www.sun.ac.za/english/Pages/Language.aspx>

Policy on Student Feedback

This policy details the University's approach to and the purposes of Student Feedback as well as the different processes and procedures with respect to the collection and use of the data.

Available at: <http://www0.sun.ac.za/ctl/policies-guidelines-reports/>

Strategy for the use of ICT in learning and teaching at Stellenbosch University

This strategy details the University's approach and commitment to the use of ICTs to transform education from the traditional methodologies and approaches to a more contemporary, open, responsive and flexible learning system. It offers different models for the use of ICTs as well as examples of current use.

Available on the PREDAC SunLearn module under: 'Important documents pertaining to Teaching and Learning at SU'.

Policy for the Assessment and Recognition of Prior Learning (ARPL)

This policy describes the University's position regarding the assessment and recognition of prior learning, including the relevant procedures and processes.

Available at: <http://www0.sun.ac.za/ctl/policies-guidelines-reports/>

Community Interaction Policy

This policy is aimed at structuring and strengthening the University's interaction with the community and managing all forms of interaction in a systematic and coordinated way. It encourages civic responsibility in students and provides guidance for the implementation of community programmes, how to link community action and scholarship, and how to integrate community interaction into the curriculum.

Available on the PREDAC SunLearn module under: 'Important documents pertaining to Teaching and Learning at SU'.

Duties and Responsibilities of Programme Coordinators and Programme Committee Chairpersons

This document describes the roles and responsibilities of programme coordinators and programme committee chairpersons within the Faculties.

Available at:

http://sun025.sun.ac.za/portal/page/portal/Administrative_Divisions/INB/Home/Documentation/Documentation_SU_policy

Guidelines for Extended Degree Programmes

This document, recently approved by Senate, defines the nature and goals of the Extended Degree Programmes (EDP). It highlights the parameters in which EDPs are to be designed and operated and suggests the responsibilities of the different stakeholders.

Available at: <http://www0.sun.ac.za/ctl/policies-guidelines-reports/>

Other documents / policies available on the PREDAC SunLearn module under: ‘Important documents pertaining to Teaching and Learning at SU’ include:

Guideline for Academic Literacy

Integration of the 3 roles of an academic

SU Strategic Framework

SU Welcoming Culture

SU Research Policy

SU Institutional Plan

Embedding of graduate attributes in the mainstream curriculum

7. Institutional structures of relevance to teaching and learning

Institutional committees

The Senate has two important sub-committees dealing with matters pertaining to teaching and learning: the Committee for Learning and Teaching (CLT) which handles general teaching and learning issues, and the Academic Planning Committee (APC) which deals with programme-specific matters. Faculties also have teaching and learning committees, which operate under a variety of names.

Teaching and Learning Structures

All teaching and learning functions at Stellenbosch University falls under the Vice-Rector Learning and Teaching, Prof Arnold Schoonwinkel. In the centre of responsibility of the Vice-Rector: Learning and Teaching efforts are continuously made to build on academic success and to provide the necessary support to academics and students. Overall, the emphasis in this environment is on learning and teaching management; education policy development; education quality assurance; student enrolment management; student affairs; support to student governance structures; and language management, especially the implementation of multilingualism. Various divisions within this centre of responsibility are working closely with ten faculties to help create a welcoming culture for all students and staff, to ensure all students achieve the same success rate, and to enrich the lecturing experience of lecturers. Technology is being used in an innovative way to increase the effectiveness of learning and teaching.

Of key importance to the support of academic's teaching function is the centres in the Division for Learning and Teaching Enhancement.

Website: <http://www.sun.ac.za/english/mangement/management-team/vice-rector-learning-and-teaching>

Division for Learning and Teaching Enhancement

This division, which is the home of the Centre for Teaching and Learning, Language Centre and the Centre for Learning Technologies, works in collaboration with faculties to produce and share context specific research based responses to various questions about teaching and learning. Collaboration with faculties includes conversations about:

- The enhancement of the teaching and learning experience for academics and students
- Professional learning of academics
- The development, establishment and sharing of innovative teaching and learning practice
- The promotion of individual as well as institutional multilingualism
- Academic literacy and language learning in a variety of approaches
- Language services such as translation, editing and interpreting
- The utilization of learning technologies to enhance the reach and richness of learning activities for both residential as well as off-campus students

Contact: Dr Antoinette van der Merwe, Senior Director (advdm@sun.ac.za)

Website: <http://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/Pages/default.aspx>

The Centre for Teaching and Learning (CTL) (see point 4)

The CTL aims to advance the teaching and learning culture at Stellenbosch University in a way that promotes a just society . It sees its role as that of being a knowledge partner to SU staff and aims to realise this vision by being thought leaders in the areas of responsive, innovative and scholarly teaching and by creating opportunities for professional learning for academic staff.

Contact: Dr Nicoline Herman, Acting Director (nherman@sun.ac.za)

Website: <http://www0.sun.ac.za/ctl/>

The Language Centre (LC)

The LC addresses the language and writing needs of students and staff members. The support offered by the Centre includes:

- advanced training in different aspects of document design;
- general language enquiries;
- language and academic literacy courses within the curriculum;
- courses in Afrikaans;
- and editing and translation services.



Contact: Dr K Wallmach, Director, kimwallmach@sun.ac.za

Website: <http://www0.sun.ac.za/languagecentre/>

Training: see website: Short Courses

The Centre for Learning Technologies (CLT) (also see 4.2)

The Centre for Learning Technologies promotes, develops and supports the use of learning technology platforms for learning and teaching at SU.

The focus areas of the Centre include:

- Telematic Services, that support postgraduate off-campus programmes through interactive satellite broadcasts and web technology;
- Advisory services to faculties in the effective use of learning technologies in a blended teaching and learning approach;
- Training and user support services with regards to the technology platforms;
- Professional multimedia, video conferencing and mobile video recording services.

Through these focus areas and services the Centre seeks to promote the richness and reach of the learning experience of SU students as well as to assist the teaching staff and faculties in their pursuit of quality academic programs.

Contact: Dr JP Bosman, Director (jpbosman@sun.ac.za)

Website: <http://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/learning-technologies>

Other centres that offer services in the area of learning and teaching are:

(Information about the centres listed below is available on the SU Teaching and Learning website: <http://www.sun.ac.za/english/management/general-management/vice-rector-learning-and-teaching>)

- **Division Student Affairs**
 - ✓ Centre for Student Structures and Communities
 - ✓ Centre for Student Counselling and Development
- **Division for Prospective Students and Career Counseling**
 - ✓ Centre for Student Recruitment
 - ✓ Bursaries & Loans
 - ✓ Centre for Admissions & Residence Placement
 - ✓ Contact and Client Services
- **Division for Academic Administration**
 - ✓ Institutional Registrar's Functions
 - ✓ Deputy Registrar Stellenbosch
 - ✓ Deputy Registrar Tygerburg
 - ✓ Deputy Registrar Bellville Park
- **Division of Institutional Research & Planning**
 - ✓ Institutional Research
 - ✓ Academic Planning & Quality Assurance
 - ✓ Student Information Systems
 - ✓ Institutional Information

8. Other sources of support for the three roles of the academic

Division for Social Impact (formerly Community Interaction)

This Division promotes community interaction and service learning at Stellenbosch University. Community Interaction at Stellenbosch University initiates and manages partnerships with communities. It facilitates cooperation between communities and the University, and provides the means whereby both parties can actively discover knowledge and learn from each other. The division also offers a short course on community interaction and service learning.

Contact: Dr Antoinette Smith-Tolken, Senior Director (asmi@sun.ac.za)

Website: <http://www.sun.ac.za/english/ci/about/division-for-community-interaction>



Research Development Division

This Division supports and promotes research by providing advice and information about research funding as well as by hosting capacity building workshops.

Contact: Therina Theron, Senior Director (ttheron@sun.ac.za)

Website: <http://www0.sun.ac.za/research/>

Training: <http://www.sun.ac.za/english/ci/service-learning/what-is-a-service-learning-module>

Division for Institutional Research and Planning

This division combines the earlier Division for Academic Planning and Quality Assurance and the Division for Strategic Planning. Its functions include the coordination of academic planning and quality assurance at the institutional level, maintaining the Information Cafeteria and Information Management System (IMS), conducting institutional research, running the HEMIS office and acting as the University's office liaising with the Department of Education, Council on Higher Education, Cape Higher Education Consortium and other statutory bodies.

Contact: Prof Ian Cloete, Senior Director (ic@sun.ac.za)

Website: http://sun025.sun.ac.za/portal/page/portal/Administrative_Divisions/INB/Home

Stellenbosch University Library

The SU library boasts an up-to-date source of hard-copy and on-line resources. In addition, through subject librarians, it provides customized and dedicated support to help you access resources and integrate information literacy activities into your modules.

Faculty and branch librarians: <http://library.sun.ac.za/English/aboutus/contactus/Pages/fbs.aspx>

General Website: <http://library.sun.ac.za/english/Pages/default.aspx>

Training: <http://library.sun.ac.za/English/services/Pages/training.aspx>



Information Technology

Information Technology provides general computer support, with regard to hardware and software packages as well as training courses for certain software packages.

Website: <http://infoteg.sun.ac.za/>

Fault reporting: <http://infoteg.sun.ac.za/help/callog.htm>

General enquiries: <http://infoteg.sun.ac.za/help/servicedesk.htm>

Training: <http://infoteg.sun.ac.za/help/training.htm>



9. General information

Calendar (Yearbook)

In the Stellenbosch University calendars you will find information on the University's policies and rules, the student fees payable, and bursaries.

In the **General Calendar** information with regards to admission and registration, university examinations, policy matters and disciplinary codes (amongst others) can be found.

Faculty calendars contain detailed programme and faculty information including admission and readmission requirements, programme content, pass requirements, etc.

Available online: <http://www.sun.ac.za/english/faculty/Pages/Calendar.aspx>

Post Graduate and International Office

The purpose of the PGIO is to create a focused support service platform to promote postgraduate studies and the success of postgraduate students; and to support and promote the incoming and outgoing international academic mobility of staff and students.

Website: <http://www0.sun.ac.za/international/>

Training: <http://www0.sun.ac.za/international/current-students/postgraduate-students/postgraduate-skills/workshops-and-courses-pgskills.html>



Human Resources

The Human Resources Division focuses on professional and streamlined service delivery to benefit and support the strategic initiatives of Stellenbosch University, including the optimal support of the management of its human capital.

Website: <http://www0.sun.ac.za/hr/>

Training: <http://www0.sun.ac.za/hr/staff-development/skills-development/>

Leave: **Apply for leave on-line and obtain a report of leave available: sign in on the Sun-e-HR website (see address above), and go to SUN Employee Self Service)**



Telephones

The IT department handles any queries with regards to new telephones or telephone numbers.

Website: <http://infoteg.sun.ac.za/communicate/telephone.htm>

Facilities Management

The one-stop service helpdesk serves as a central reporting point for all requirements, faults and services relating to spatial planning, building projects, maintenance, site services, utility services, risk management and campus security, environmental sustainability and other support services

Website: <http://www0.sun.ac.za/fasiliteitsbestuur/contact-us.htm>

Academic Administration: Timetables and venue bookings

The department coordinates the drafting of class, test and examination timetables and is responsible for the drafting and publishing of the final timetables. The department also assumes responsibility for venue bookings for presentations and tutorials, venue bookings for *ad hoc* use by internal and external client groups, and also for the optimisation of venue utilisation during peak times.

Website: <http://admin.sun.ac.za/admin/AcadAdmin/new/schedules.htm>

10. Glossary of abbreviations and acronyms

Higher education is riddled with acronyms. Here are some used at Stellenbosch University and nationally that you are likely to come across:

Internal to SU

APC:	Academic Planning Committee
CLT:	Committee for Learning and Teaching
DHET:	Department of Higher Education and Training
CPS:	Centre for Prospective Students
CSCD:	Centre for Student Counselling and Development
CTL:	Centre for Teaching and Learning
EC(C):	Executive Committee of Council
EC(S):	Executive Committee of Senate
EDP:	Extended Degree Programme
FIRLT:	Fund for Innovation and Research in Learning and Teaching
FYA:	First-year Academy
FYAC:	First-year Academy Committee
IF:	Institutional Forum
IT:	Information Technology
PAC:	Programme Advisory Committee
RMT:	Rector's Management Team
SAS:	Student and Academic Support
TLC:	Teaching and Learning Coordination point
TM@SU:	Teaching Matters @ Stellenbosch University
VR(L&T):	Vice Rector (Learning and Teaching)

Used more widely

CHE:	Council on Higher Education
CHEC:	Cape Higher Education Consortium
DoE:	Department of Education
HEQC:	Higher Education Quality Committee
HEQF:	Higher Education Qualifications Framework
NQF:	National Qualifications Framework
RPL (ARPL):	Recognition of Prior Learning (Accreditation and Recognition of Prior Learning)
SAQA:	South African Qualifications Authority
SGB:	Standards Generating Body

11. Online resources for lecturers

The Centre for Teaching and Learning (CTL) website contains valuable information and we are currently designing a new website in conjunction with academics of Stellenbosch University.

Website: <http://www0.sun.ac.za/ctl/>

Lecturers might find the following useful:

Faculty specific resources

The papers in this collection have been selected because they illustrate interesting or novel aspects of teaching and assessment in various fields. While some papers are about teaching in a specific discipline, they have been included because we feel the approach used could be used in other fields as well. There are also examples of papers written by academics from Stellenbosch University about teaching and assessment in these fields.

<http://www0.sun.ac.za/ctl/teaching-learning-resources/faculty-specific/>

DeLTA cycle (work in progress)

The DeLTA (Design for Learning, Teaching and Assessment) cycle is an interactive electronic resource that aims to equip lecturers for and guide them through the process of designing opportunities for optimal student learning.

<http://www0.sun.ac.za/ctl/teaching-learning-resources/delta-cycle/>

Articles

Several articles focussing on Teaching and Learning in the classroom are available on the CTL website. Topics include aspects of student engagement, interactive large classes, discipline in the classroom, etc.

<http://www0.sun.ac.za/ctl/teaching-learning-resources/delta-cycle/>

International newsletters of interest:

Tomorrow's Professor

The eNewsletter seeks to foster a diverse, world-wide teaching and learning ecology among its over 58,000 subscribers at over 900 institutions and organizations in over 100 countries around the world.

<https://tomprof.stanford.edu/>

Faculty Focus

Faculty Focus consist of a free e-newsletter and dedicated website that publishes articles on effective teaching strategies for the classroom — both face-to-face and online.

<http://www.facultyfocus.com/>