



UNIVERSITEIT  
iYUNIVESITHI  
STELLENBOSCH  
UNIVERSITY

100  
1918 · 2018

*forward together · saam vorentoe · masiye phambili*

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

to / aan

SU Council / US Raad

2 Desember 2019

## CORE STRATEGIC THEMES

## KERN STRATEGIESE TEMAS

1. A THRIVING  
STELLENBOSCH  
UNIVERSITY



'N FLORERENDE  
UNIVERSITEIT  
STELLENBOSCH

2. A TRANSFORMATIVE  
STUDENT EXPERIENCE



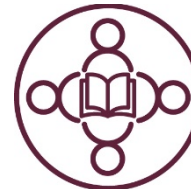
'N TRANSFORMERENDE  
STUDENTE-ERVARING

3. PURPOSEFUL PARTNERSHIPS  
AND INCLUSIVE  
NETWORKS



DOELGERIGTE  
VENNOOTSKAPPE EN  
INKLUSIEWE NETWERKE

4. NETWORKED AND  
COLLABORATIVE  
TEACHING AND LEARNING



GENETWERKTE EN  
SAMEWERKENDE  
ONDERRIG EN LEER

5. RESEARCH FOR IMPACT



NAVORSING VIR IMPAK

6. EMPLOYER OF CHOICE



VOORKEURWERKGEWER

# I. A thriving Stellenbosch University



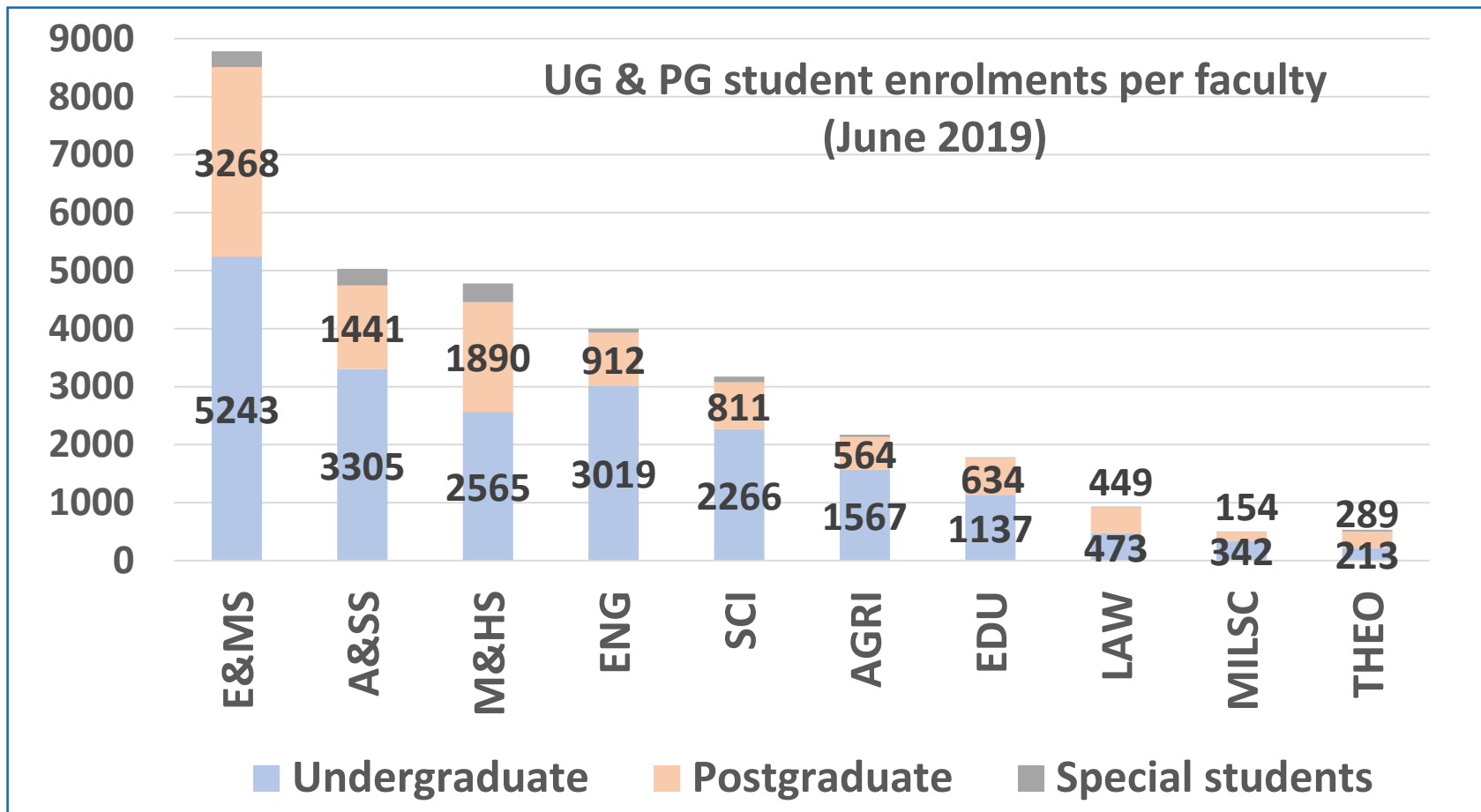
# Energy and talents of students contribute to a Thriving SU

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



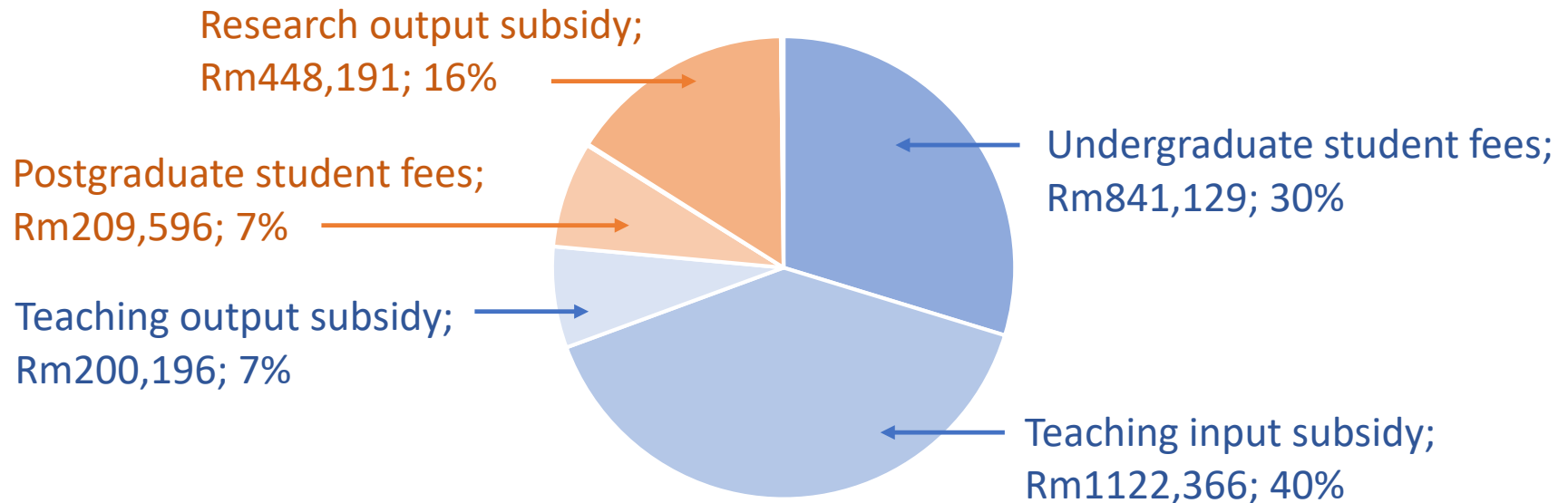
## Size and shape of faculties

- June 2019 student count = **31 681** (84 down from 2018)
- UG = 63,5% ; PG = 32,9%; approximately 2/3 and 1/3
- **Broad Natural Sciences = 44,6%** ; **Management Sciences = 29,3%** ; **Humanities = 26,1%**

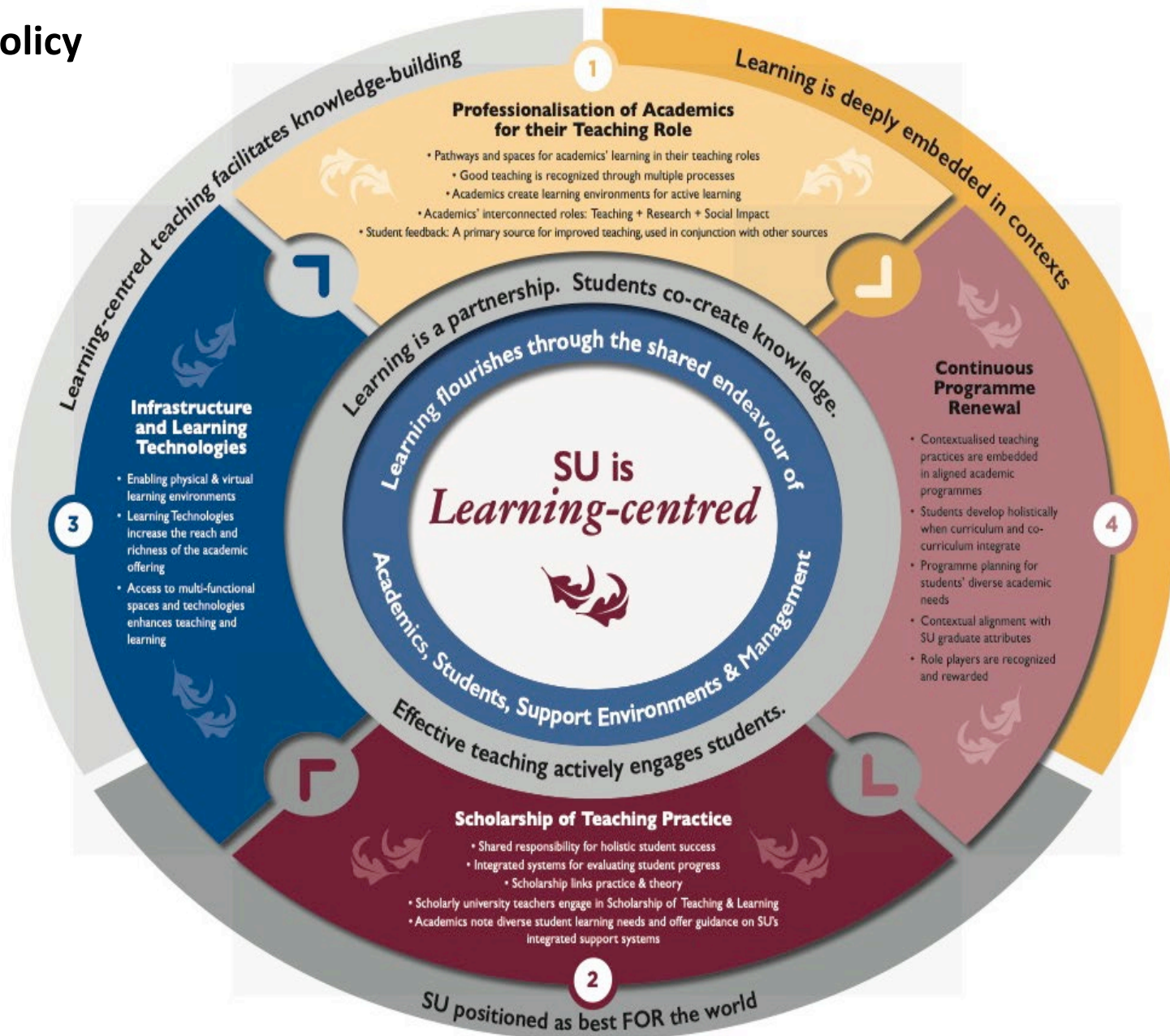


- **VISION 2040:** SU will be Africa's leading research-intensive university  
...where we advance knowledge in service of society
- Quality teaching is the essential foundation for research students
- More than 75% of SU's main budget is derived from teaching functions

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







SU Teaching and Learning flourish through *4 interdependent* dimensions

# Centre for Academic Planning and Quality Assurance

## Quality Assurance and Enhancement Policy (2019)

Continuum of quality assurance and **enhancement** mechanisms and activities



### Quality control

**Institutional audits; national reviews**

National review of the doctoral qualification is currently underway

**Programme approval, accreditation and registration**

For 2020: 32 new  
For 2021: 14 so far

### Quality assurance

**Re-accreditation of professional programmes**

BEng programmes by ECSA (-2023):

- Civil
- Electrical and Electronic,
- Industrial,
- Mechanical,
- Mechatronic
- Process

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

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

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

### Quality enhancement

**Follow-up reports tabled by QC**

**Eight (8) departments**

Food Science, Horticultural Science, Information Science, Logistics, Mathematical Sciences, Modern Foreign Languages, Physiological Sciences, Visual Arts.

**Seven (7) PASS divisions**

Human Resources, Information Governance, Learning and Teaching Enhancement, Museum, Registrar, Student Access, Student Affairs.

**Programme review and renewal**

**Activities**

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

**Themes**

Academic literacies, Critical citizenship, Decolonizing the curriculum, Financial sustainability, Hybrid learning, Thresholds...

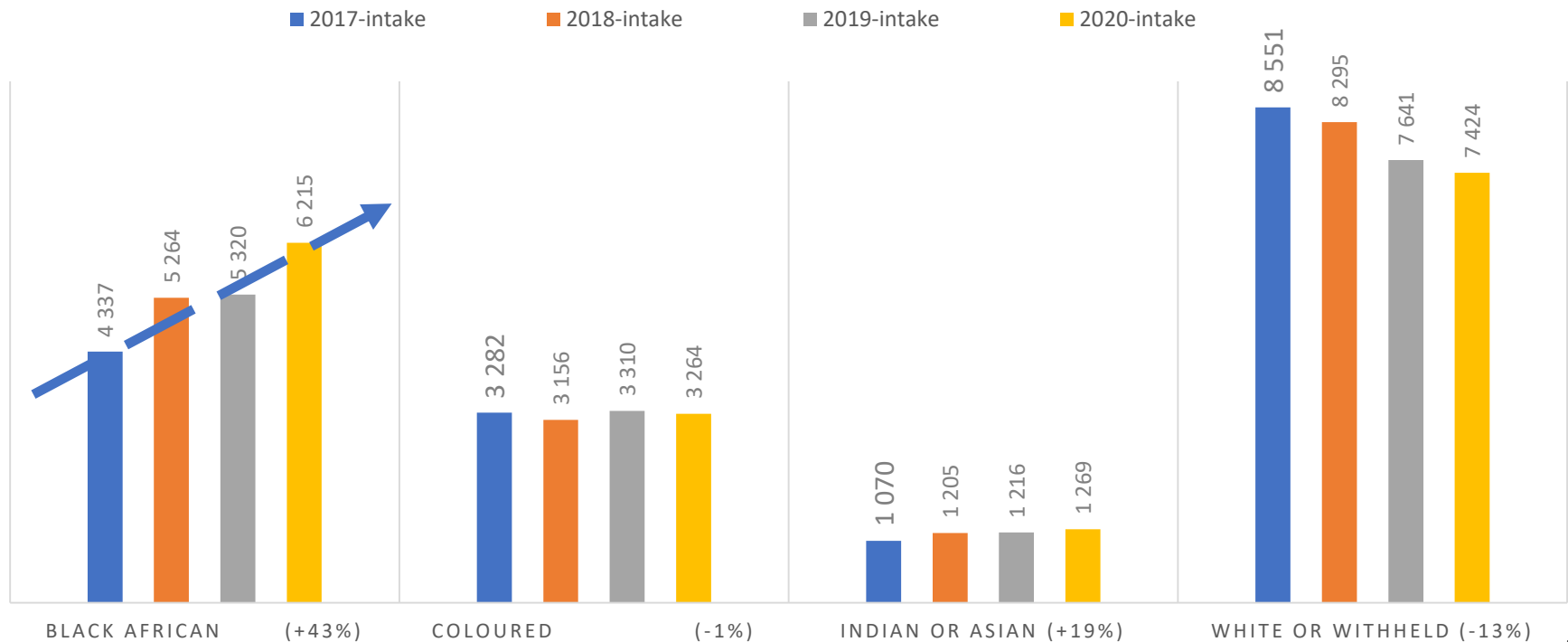


## 2. Transformative student experience

# Student diversity and application trends

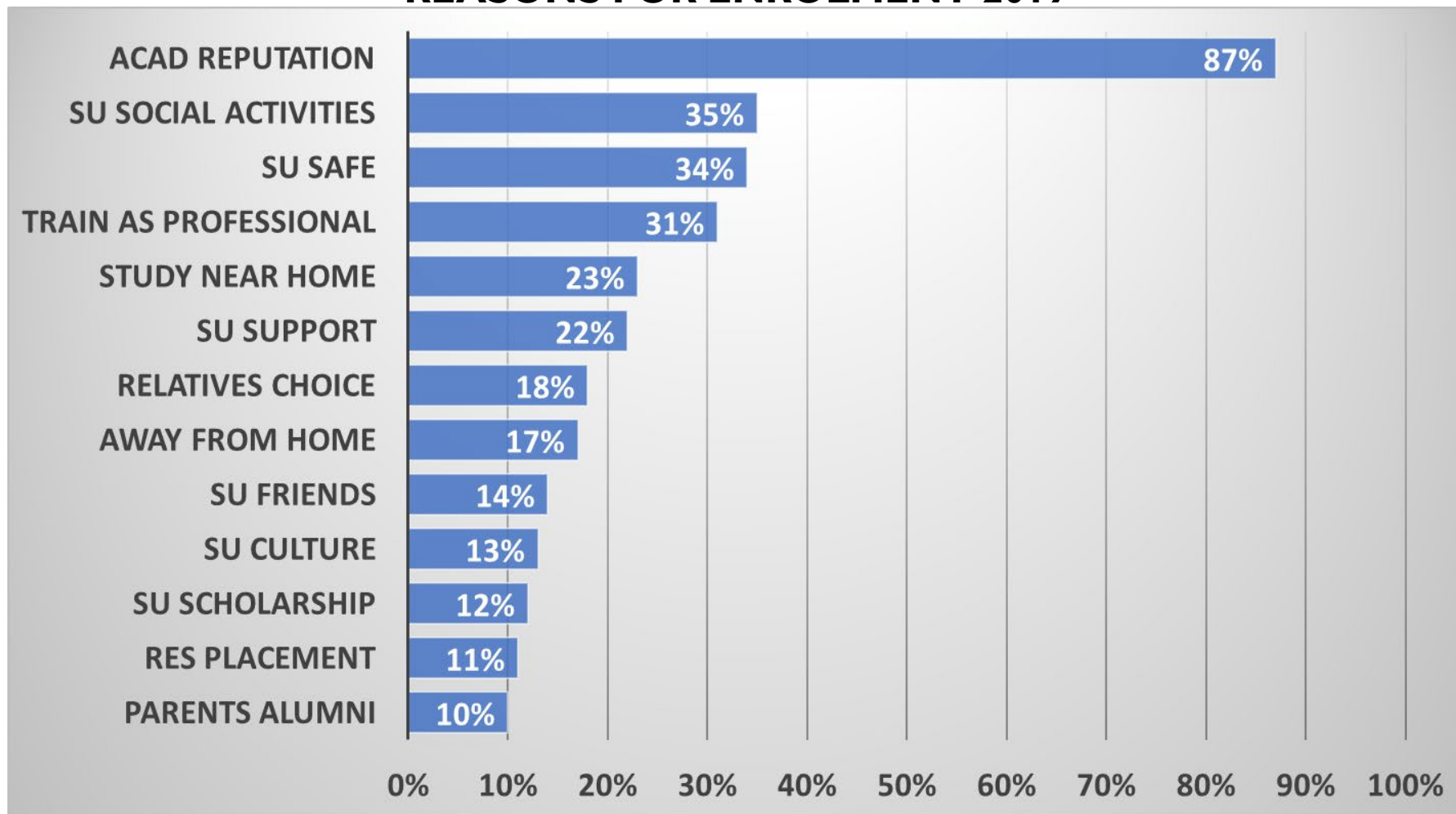
- SU Student diversity June 2018:
  - UG: in 2012 **26,8%** => **38,7%** in 2019
  - PG: in 2012 **50,2%** => **53,7%** in 2019
- Complete applications trends:
  - Black African: Fastest growing (43% increase from 2017 to 2020)

## COMPLETE APPLICATION POOL BY RACE



# Why first year students chose SU

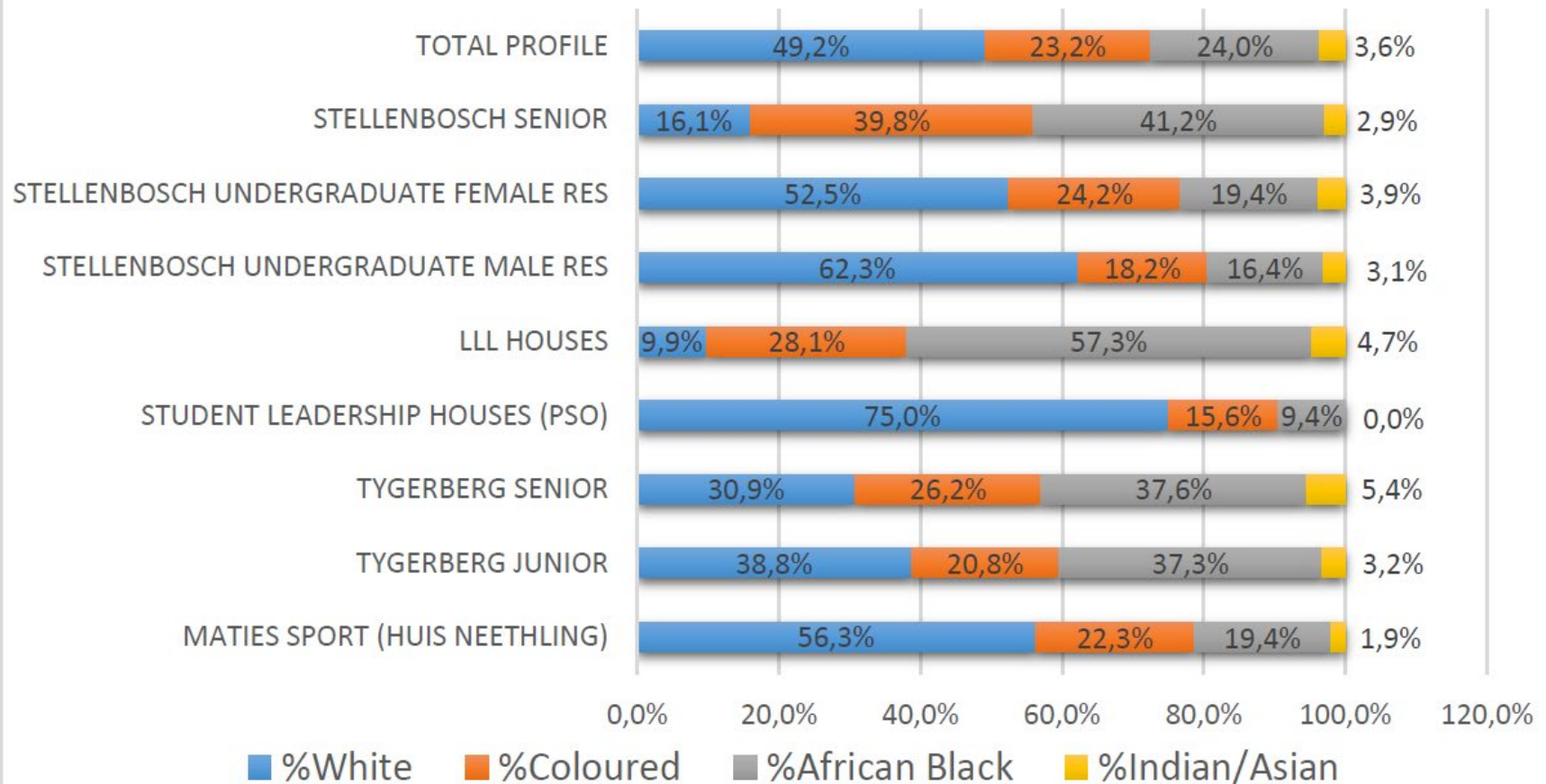
## REASONS FOR ENROLMENT 2019





## 7700 students in SU housing

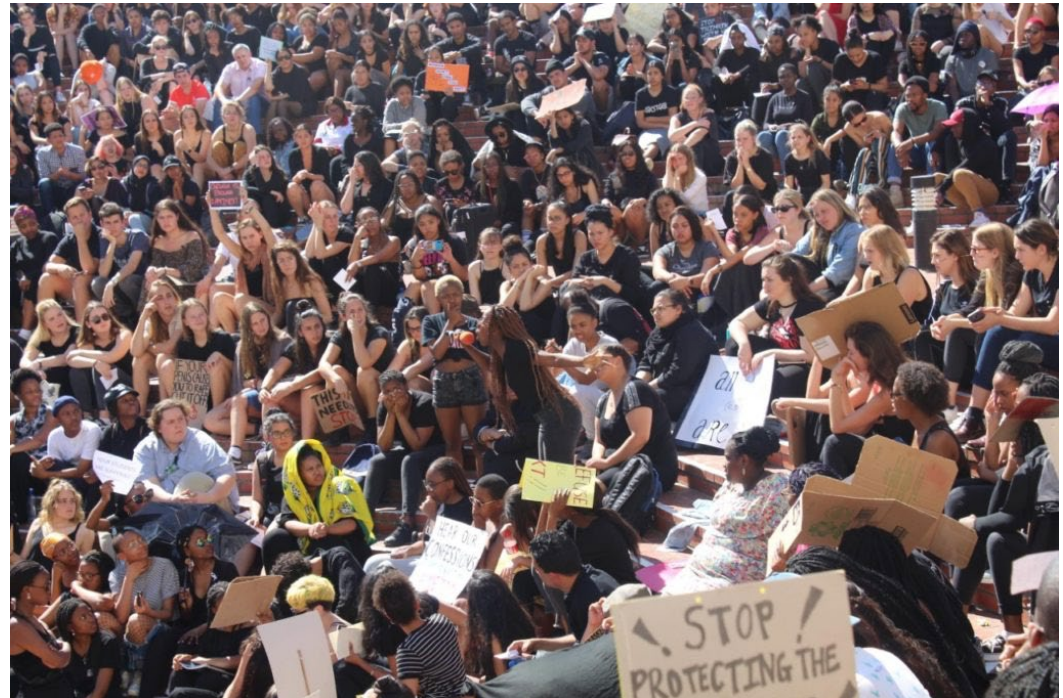
### Racial profile of students in university housing 2019



# Eliminating Discrimination and Violence

- SU is committed to eradicating all unfair discrimination and any form of harassment and violence on our campuses
- The Equality Unit (EqU) is aligning with the Institutional Transformation Committee and the Transformation Office to investigate complaints
- The Rectorate and the [anti-Gender Based Violence Movement](#) has agreed on joint student and staff working groups for:

1. Values and Principles
2. Safety and Security
3. Training and Awareness
4. Residences and Structures
5. Procedures and Processes
6. Mental Health, and Alcohol and Substance Abuse



# SU Co-curriculum

- High-quality academic offerings + comprehensive co-curricular development => **Student Success**
- The SU Co-curricular Prospectus => wealth of experiential education opportunities, e.g.:
  - Activating Engaged Citizenship
  - BeWell programme (mentorship support)
  - Engineers without Borders
  - FASS EDP Mentor
  - Shared Humanity
  - SRc Executive Leadership programme
- **Rigorous process to accredit** a co-curricular programme (22 in 2019)
- Students have to **demonstrate competencies**
- **1084** Students receiving transcript recognition for Co-curricular activities in 2019

## SHARED HUMANITY LESSONS IN CRITICAL THINKING



Paul & Elder, 2006

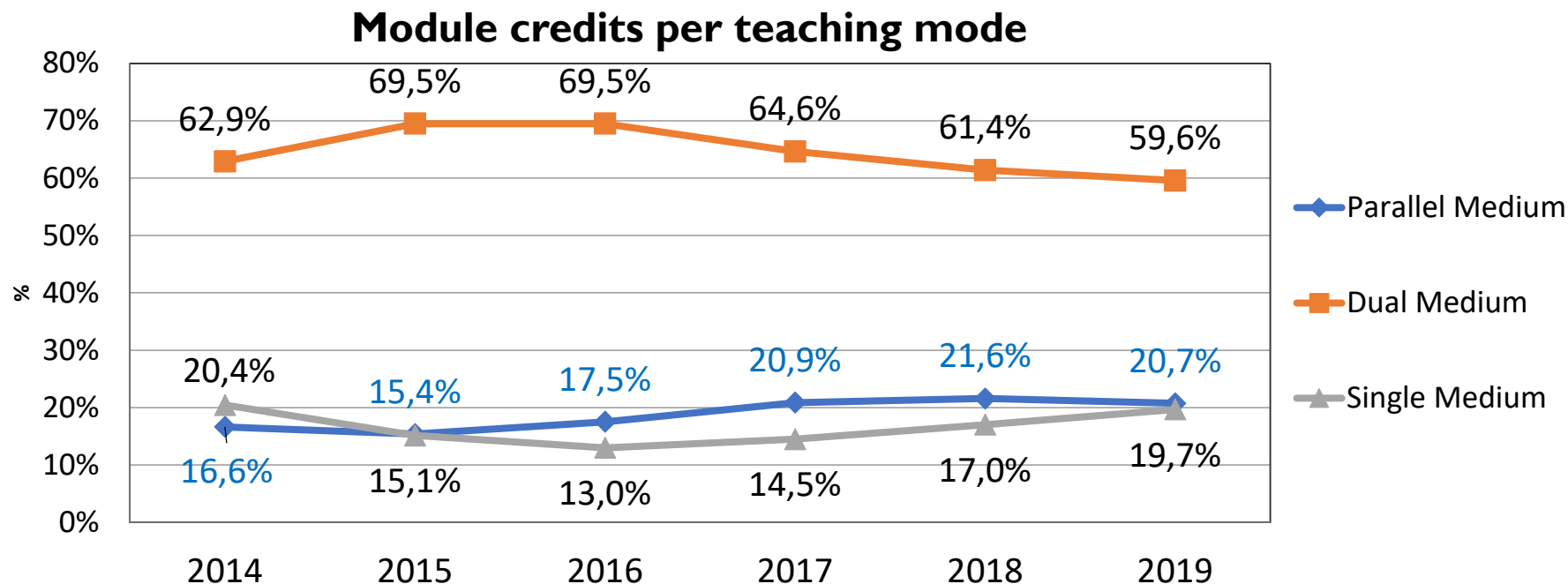
Stellenbosch University, August - October 2019

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

Student feedback: Shared Humanity Module,  
Aug 2019



# Language Policy Implementation: UG offering per language mode



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

## 2017 & 2019 Language Surveys

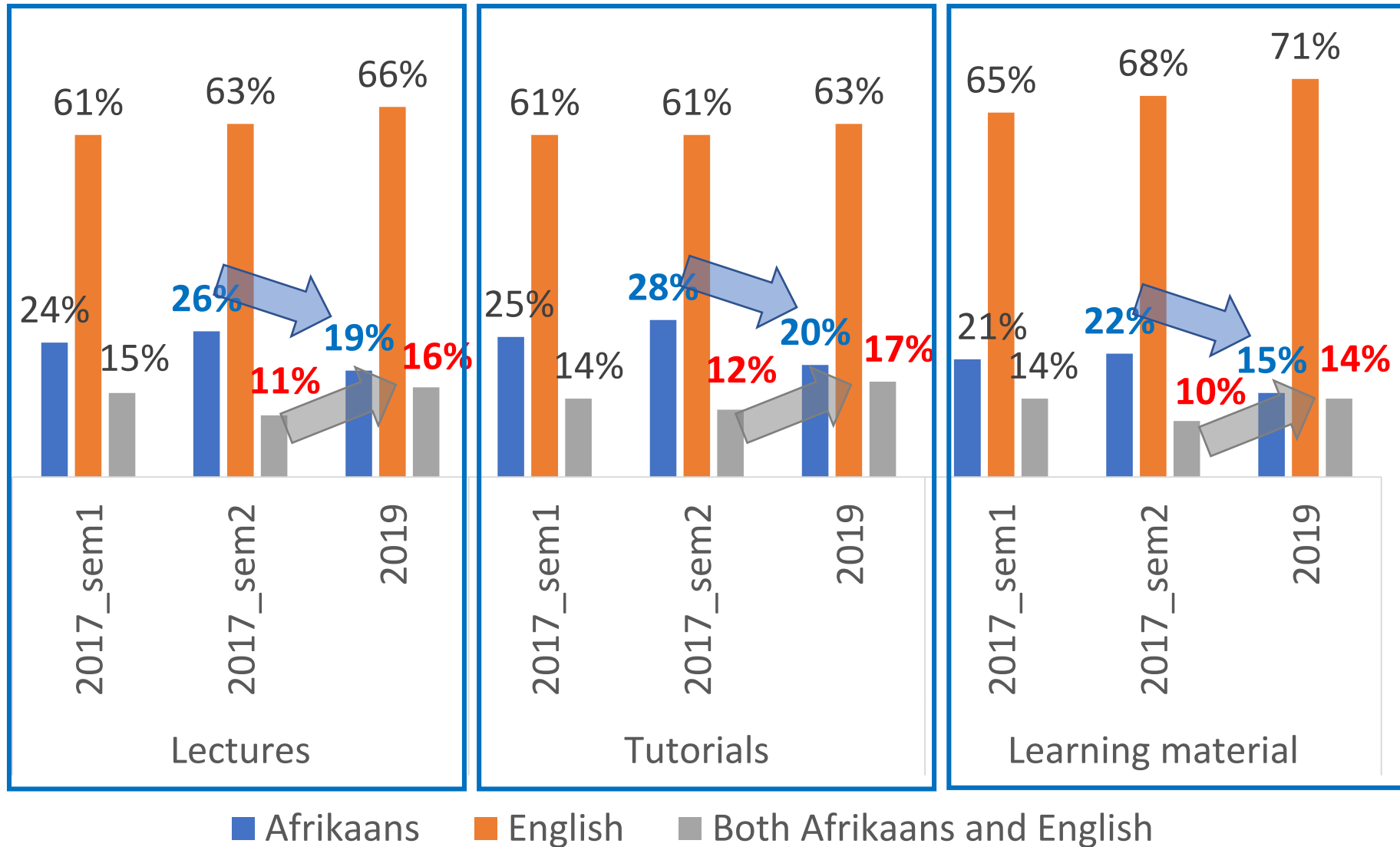
### Objectives:

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

### Responses:

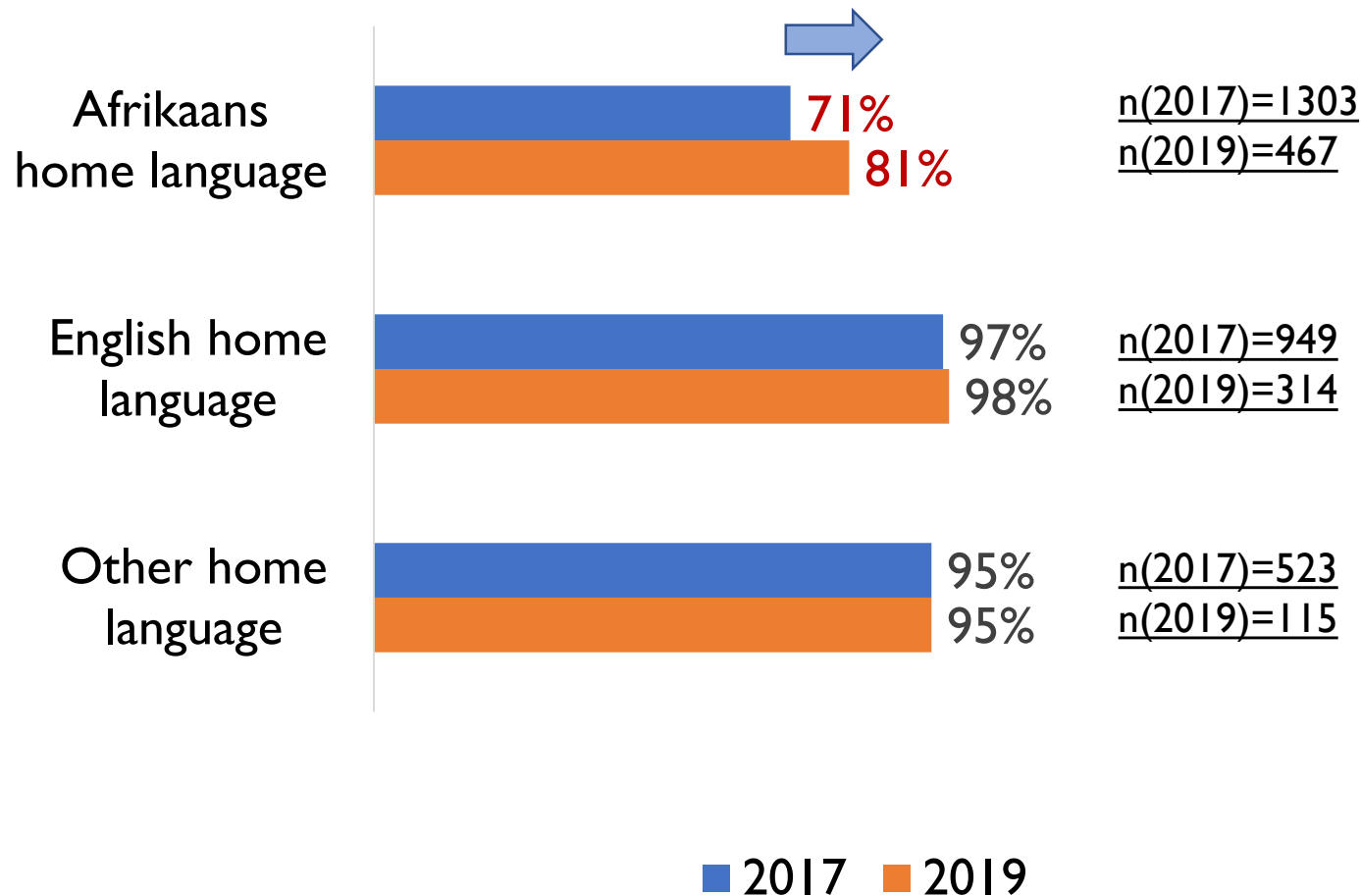
- Only **1268** student responses received (compared to 4 793 responses in semester 1, 2017 and 2521 responses in semester 2, 2017) – **WHY?**
- Undergraduate response rate
  - **2019: 4,37%**
  - **2017 (second semester): 13%**
  - **2017 (first semester): 24%**
- **897** undergraduates (74%) and **319** (26%) postgraduate students.
- Only the undergraduate student responses were used to compare with responses received in 2017.

## Student language of preference for learning



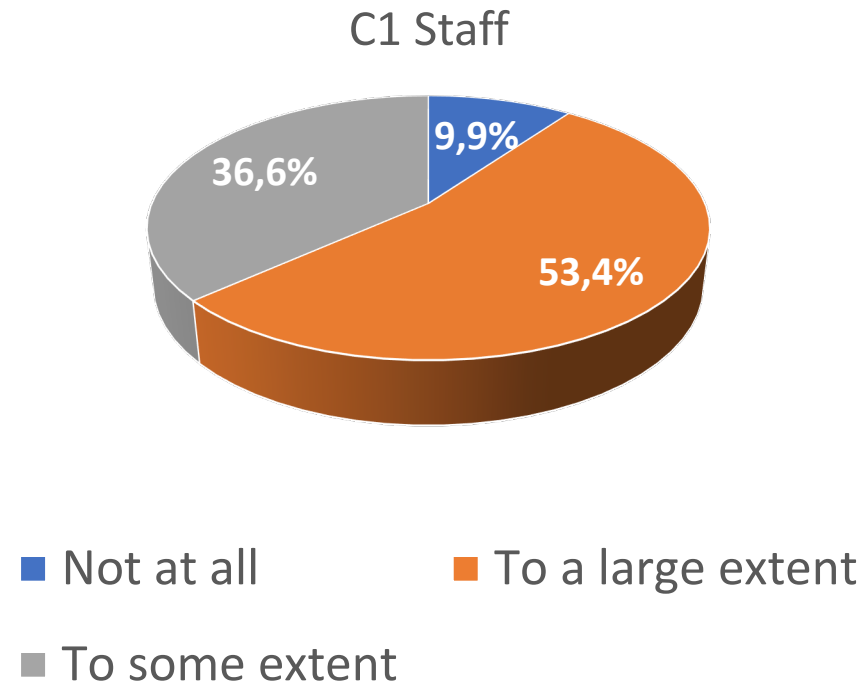
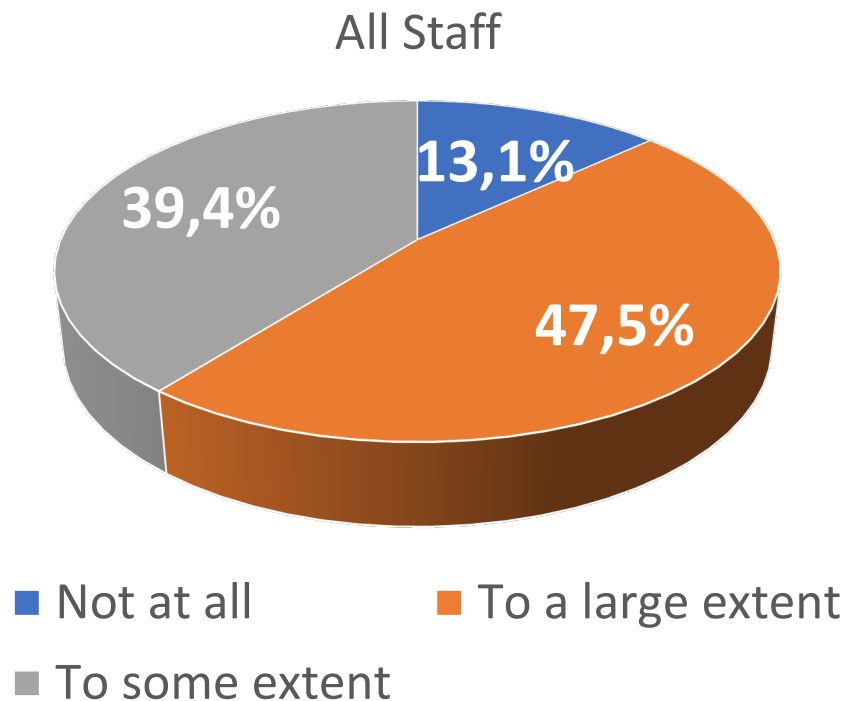


Yes answers upon:  
“Are lectures available in language of preference?”



## Staff Survey: How familiar are you with the contents of the SU Language Policy, in your working environment?

- Response rate:  $594/4336 = 13.7\%$



Discussions on **practicalities of SU Language Policy** needed with Faculty Boards and RC Heads early in 2020

### 3. Purposeful partnerships and inclusive networks



# **Recruiting a diverse student body:** **Faculties + DSAc + Registrar + MatieSport ...**

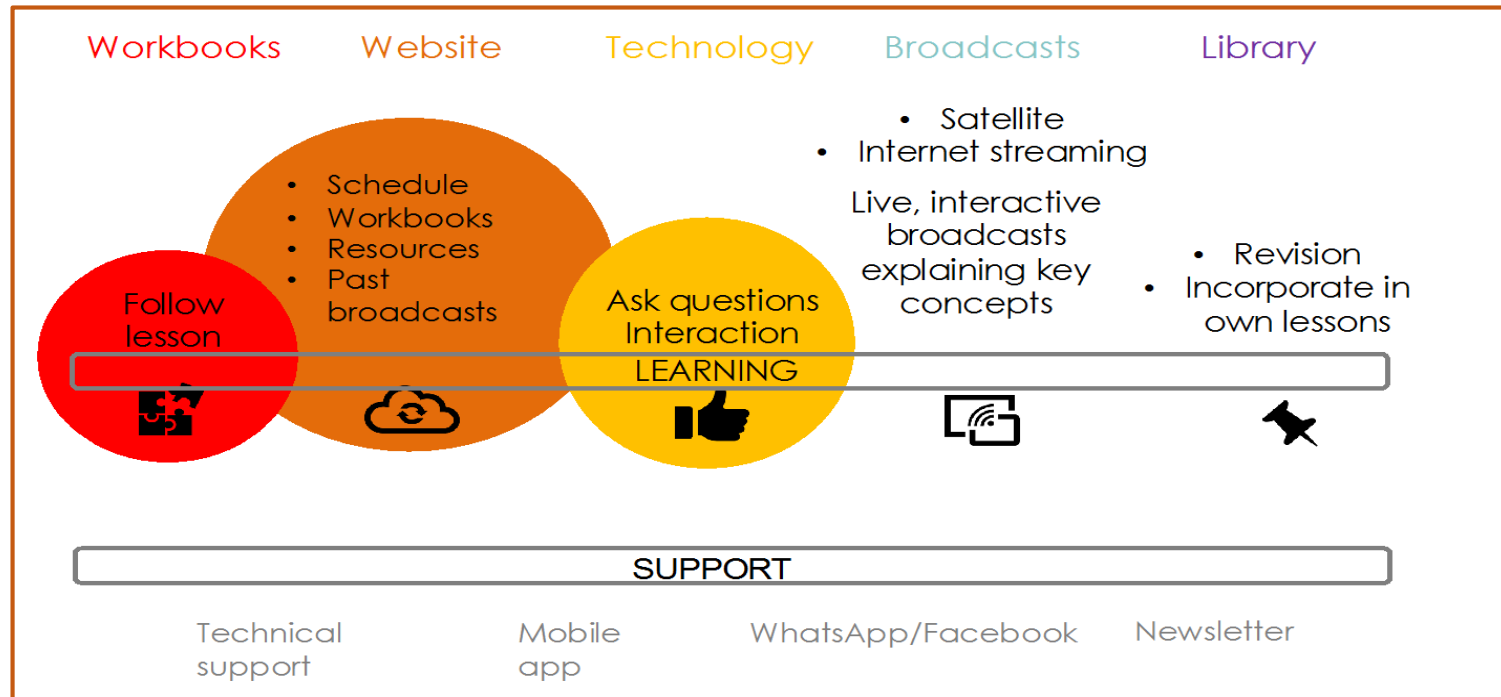


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OPEN DAY 2019

# Telematic Schools Project: 2010-2019: SU + WCED + Schools

- 2019: **1 228 schools** in partnership with WCED ; more than **300 000 learners** reached
- **Interactive afternoon satellite broadcasts** and **internet streaming**
  - Additional lessons on **difficult concepts** in **nine key subjects**.
  - Using the **best available teachers**.
- **Underperforming** schools with low pass rates
  - Telematic schools improvement 2010-2018 = **11,83%**
  - All WCED schools improvement 2010-2018 = **4,74%**
- Unique **integrated technology platform**



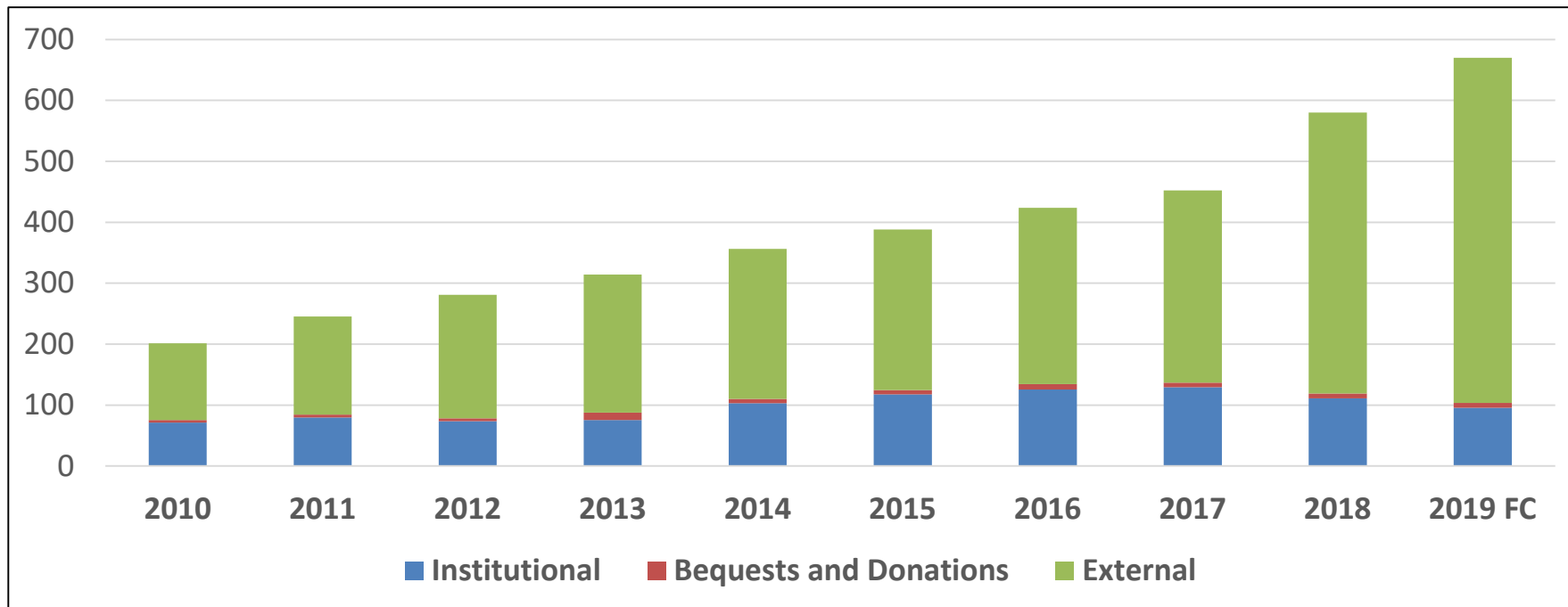
## Main funding sources for undergraduate bursaries and loans - 2019

Year	SU main budget	Bequests & donations	External funds	Total
2019	R91.5m	R7.8m	<b>R616 749m</b>	R716 049m
	13%	1%	<b>86%</b>	100%

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

Race	Total enrolments	Number of bursary students	% of bursary students by race	Amount
White	12 468	2 953	24%	R187 477m
CBIA	7 959	5 529	<b>69%</b>	<b>R528 572m</b>
TOTAL	20 427	8 482	42% of total	R716 049m

## Institutional funds, donations and external funds for undergraduate bursaries



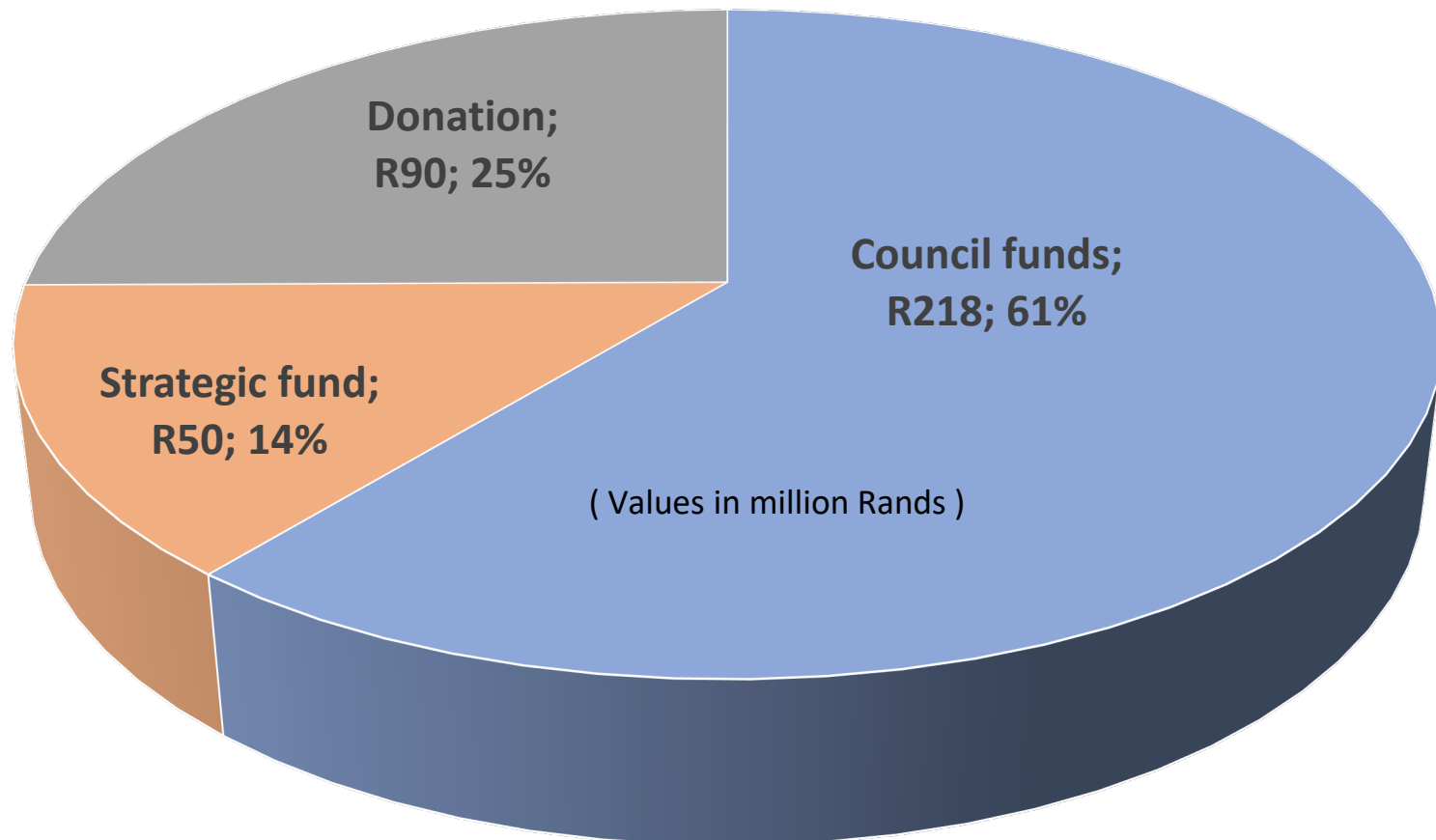
Year	Number of funded students (NSFAS and/or DHET)	Total estimated amount
2017	855	R51,9 m
2018	2 395	R223,8 m
2019	2 737	R272,4 m

## 4. Networked and collaborative Teaching and Learning



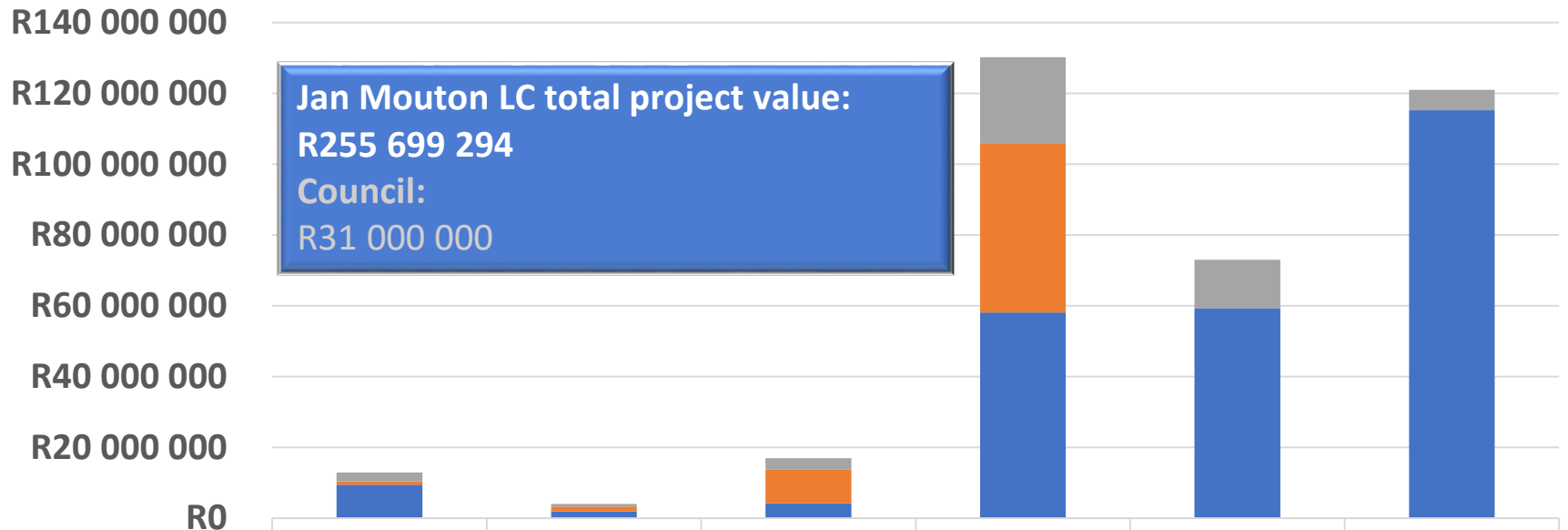
# ICT in L&T SU Council Project; Springboard for Hybrid learning

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



# Expenditure per Subproject

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



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

■ Spent & Committed    ■ Council unspent    ■ R50 million unspent

# ICT Council Project Highlights



## 1. Lecturer Support

- Blended learning co-ordinators (BLCs) in all faculties
- Experience in online learning-design

## 2. Student support

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

## 3. Learning Technologies

- Learning Management System refined
- Established video-streaming and capture system

## 4. Renewal of business systems

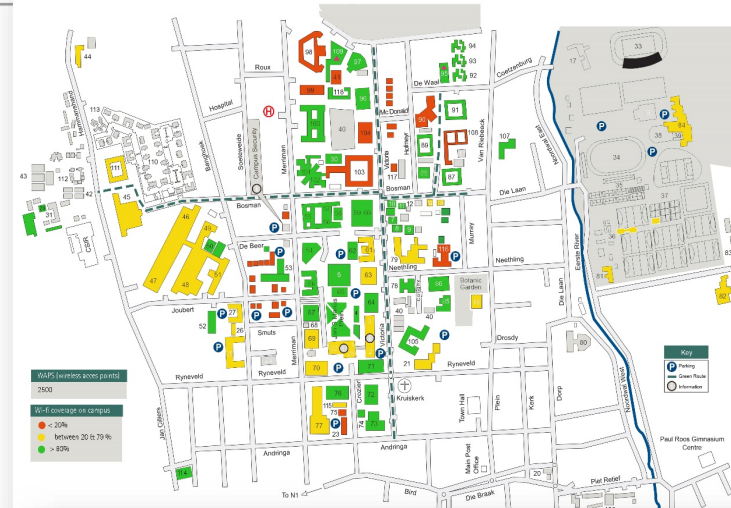
- SUNStudent and SUNFin now in line function

## 5. Network and WiFi

- 100% of the fibre optic routes completed.
- 232 of the classrooms have WiFi

## 6. Jan Mouton Learning Centre

STELLENBOSCH CAMPUS MAP



Planned contractual completion: 27 July 2020

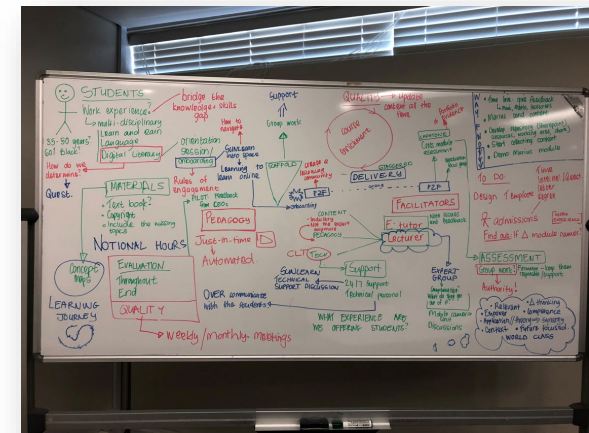
# Hybrid Learning: Opportunities and Examples

- **Academic offering:** Short courses and taught postgraduate diplomas, honours-Bachelor and master's degrees
- **Selecting opportunities:** Where
  - (a) SU has **unique strengths** AND
  - (b) there is a **large unmet demand** in the student market
- **Target markets:** Learn-and-earn students, International students
- **Examples** of programmes under development:
  - PGDip: Strategic Human Resource Management (**EMS**)
  - PGDip: Structures in Fire (**Engineering**)
  - PGDip: Forestry and Wood Sciences (**Agriculture**)
  - BSc-Hons: Bio-Informatics and Computational Biology (**Science**)
  - BEd-Hons: Curriculum Studies (**Education**)
  - MPhil: Cancer Science Research (**Medicine and Health Sciences**)

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

Hybrid Learning Design for SHR PGDip:

1. Designing for hybrid delivery from the start



Brainstorm sessions between programme leader, lecturers, programme renewal coordinator and hybrid learning advisor.

2. Inviting industry input



Advisory committee of practicing HR professionals, providing critical input on intended content and mode of delivery, (STIAS, May 2019)

3. Designing with the learner in mind



Post-graduate Diploma in Strategic Human Resource Management  
**Student Profile**

Design principles:

- Content should have immediate **relevance** to student and an impact on their job.
- Their **experience forms the basis of their learning**. They should be able to share and reflect on their experiences.
- Learning should enable them to **solve problems** or create authentic outputs.
- Assignments can be **applicable to the work environment**. (Work-integrated learning).
- They will mostly study **after-hours** and do this along with many other responsibilities. Send automated reminders to keep them on track.
- Consider booking webinars after-hours or in late afternoon.
- Students from different industry sectors mean they **require foundational knowledge AND context-specific case studies**. Creating sector-specific smaller online groups is a possibility.

Student profile includes learners' expected time available for study, preferred learning style, and professional needs.





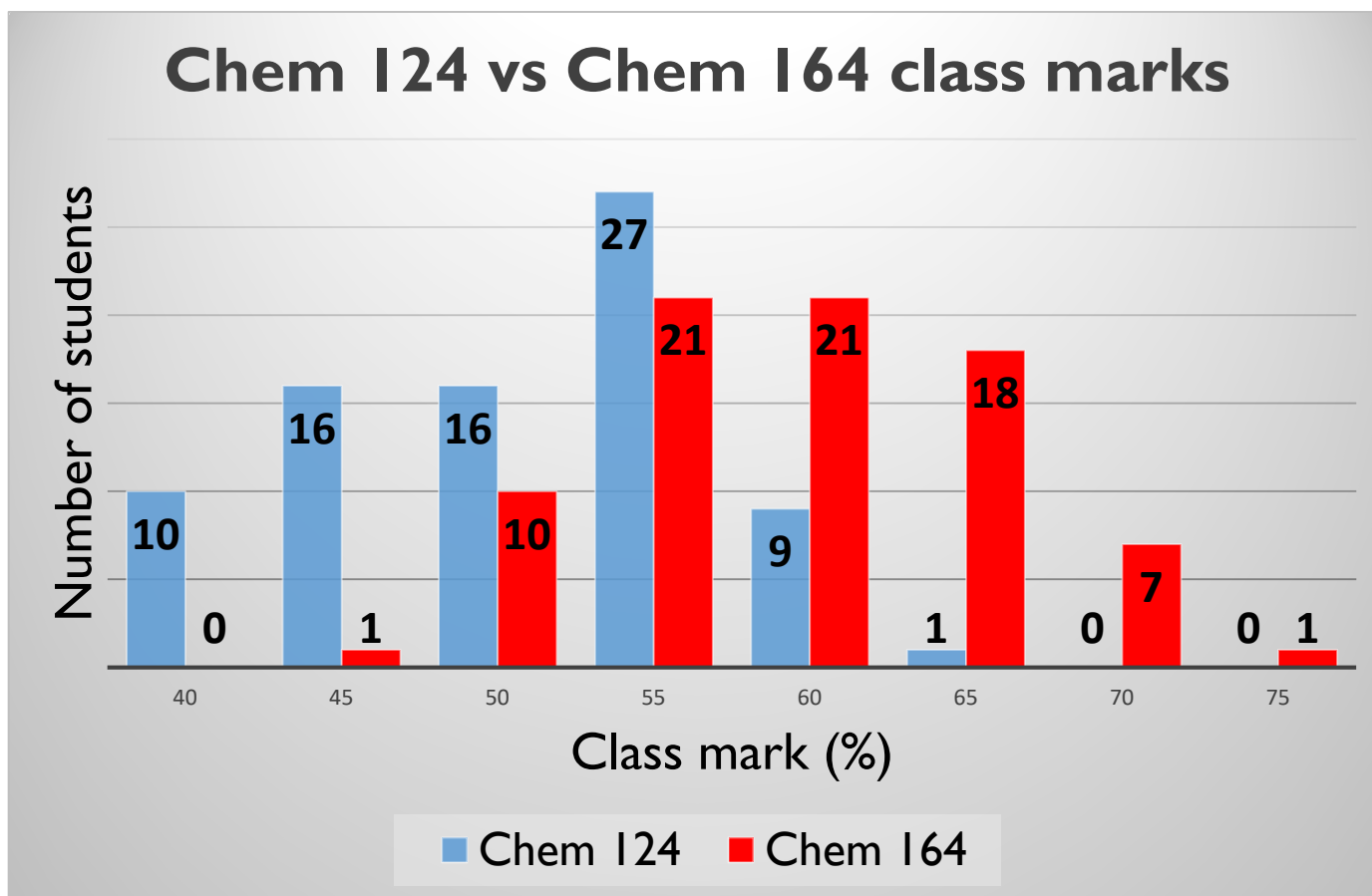
# Hybrid learning to compensate hurdle modules: Chem I24/I64

- ⚗ Prerequisites for enrollment: **Chem I24 final mark 40 or 45% and prac mark 60%**
- ⚗ First intake: 100 qualified - 81 registered ; **57 passed 1<sup>st</sup> exam; 23 can take 2<sup>nd</sup> exam**

Method of delivery:

⚗ **13 Online themes** via  
SUNLearn

- ⚗ Text & voice
- ⚗ Quizzes
- ⚗ Worked example videos
- ⚗ Experimental demos
- ⚗ Online assessments
- ⚗ **4 Face-to-face tutorials**



## 5. Research for impact



# Scholarship of Teaching and Learning Conference

## Akademieskap van Onderrig en Leer Konferensie

28-30 October 2019

Lord Charles Hotel, Somerset West



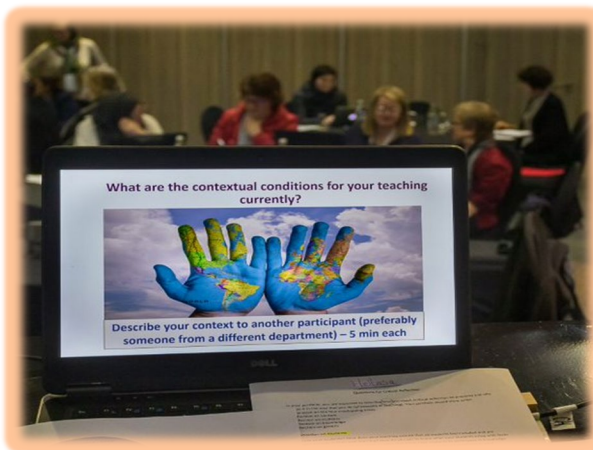
### Pre-Conference workshops

First steps in becoming Teaching Scholars  
Developing your teaching portfolio



Processes and structures to support academic programme renewal

Gamification to enhance students' engagement with learning



How to apply funding for innovation and research in L&T

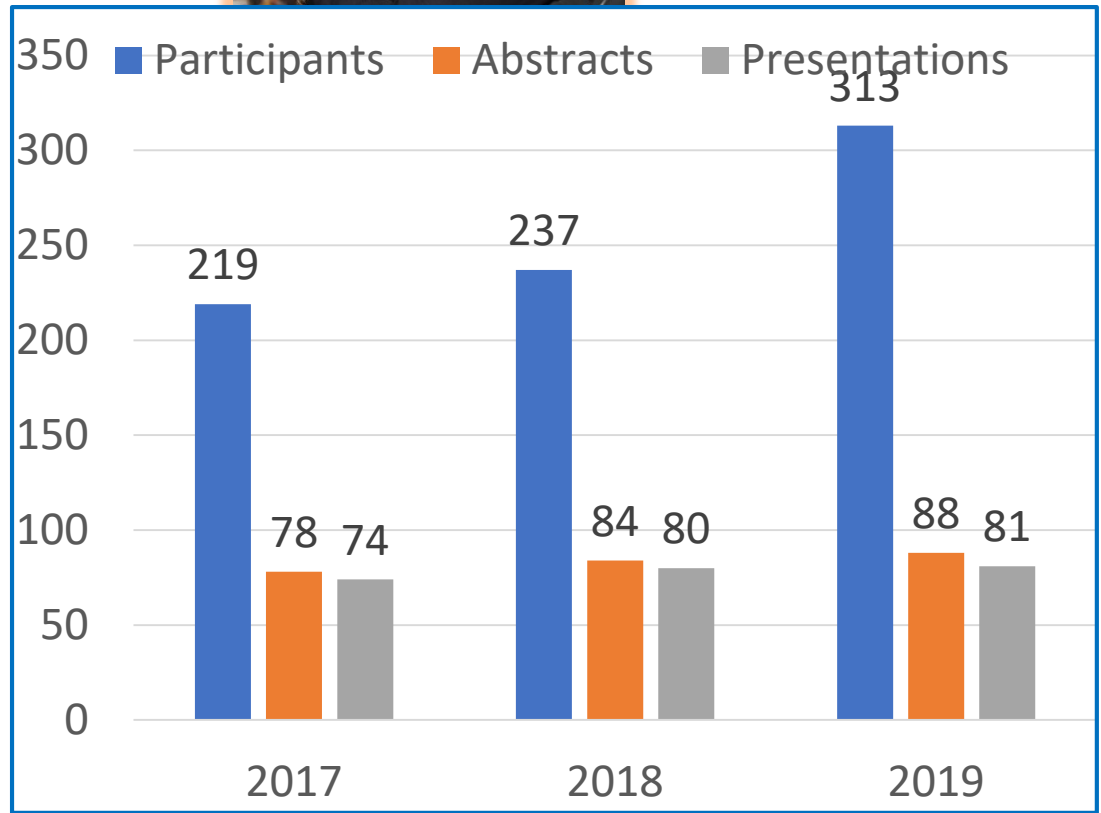
# Scholarship of Teaching and Learning Conference/ Akademieskap van Onderrig en Leer Konferensie



**Dr Joy Mighty**  
(Carleton University, Canada)  
Keynote speaker



**Prof Geo Quinot**  
Law Faculty, SU  
Keynote speaker





## 6. Employer of Choice

# PREDAC (Professional Educational Development of Academics)

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



Year	Number of Participants
2015	63
2016	50
2017	71
2018	61
2019	62

# Scholarship of Educational Leadership (2019)

## Format of the short course

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

## Four themes running concurrently throughout the course

1. Contextualising Educational Leadership
2. Researching Educational Leadership
3. Curriculum Leadership
4. Pedagogical Leadership





# SU Teaching Excellence Awards: 5 December 2019



**DR T BERNARD**



**PROF D FRANCIS**



**DR M MOUTON**



**DR G ARNOTT**



**DR K BAATJES**



**DR R POTT**



**DR K KRUGER**



**DR S MALAN**



**MS C MORRIS**



**LT COL A PRETORIUS**



**MR S VD MERWE**



**MR A VISSER**



***Thank you for supporting L&T @SU***  
***Dankie vir u ondersteuning van L&O***



***Education is the most powerful weapon we can use to change the world***  
***- Nelson R Mandela***