

REPORT OF THE VICE-RECTOR (TEACHING)

IN THE TEACHING AND LEARNING ENVIRONMENT A STRONG AWARENESS HAS DEVELOPED OVER THE PAST FEW YEARS OF THE ROLE THAT FACTORS BOTH INSIDE AND OUTSIDE OF THE CLASSROOM PLAY IN STUDENT SUCCESS. STUDENT LEARNING IS A COMPLEX, MULTIDIMENSIONAL ACTIVITY THAT TAKES PLACE THROUGHOUT AND ACROSS THE UNIVERSITY EXPERIENCE. IN THE PURSUIT OF THE 2015 OBJECTIVES OF ACCESSIBILITY, DIVERSITY AND STUDENT SUCCESS, THERE THUS WAS A STRONG FOCUS ON COOPERATION BETWEEN FACULTIES AND DIFFERENT ACADEMIC SUPPORT SERVICES TO REALISE THESE OBJECTIVES.

RECRUITMENT TO BUILD DIVERSITY

In 2009, the Centre for Prospective Students (CPS) undertook a variety of projects and outreach actions aimed specifically at expanding the diversity profile of the University. The Recruitment Bursary Project was one of the recruitment actions, in terms of which bursaries were offered to about 420 academically promising black prospective students on the basis of institutional and academic criteria. Through outreaches to schools in the Western Cape, Southern Cape, Northern Cape and Eastern Cape, an attempt was also made in the past year to recruit academically promising black students. These outreaches included talks by advisors and information sessions at schools and parents' evenings, as well as career and subject-choice guidance. Other diversity projects undertaken by the CPS were aimed at bringing black students to the campus and thereby introducing them to the University. The CPS also initiated a recruitment forum in order to ensure good cooperation and interaction between faculties and departments that tackle their own actions in this regard.

One of the objectives of the CPS in 2009 was to contribute to preparing prospective students to be academically successful. In this regard, the counselling service that is offered by a team of professional psychologists on the campus and in schools attempted to support prospective students to make informed subject choice and career decisions. Individual sessions with advisors on the campus also aimed to prepare prospective students better for the challenges of tertiary study at the University. The Mathematics and Science Week and Open Day, as well as regular newsletters and updated information on the University's website for prospective students, kept students informed about what the University offers them. Furthermore, the CPS was also responsible for coordinating and arranging information evenings in collaboration with the First-year Academy in order to empower prospective students and their parents with the necessary information about the University. These opportunities also allowed the students to come into contact with representatives of different departments and faculties.

ACCESS WITH SUCCESS

The new National Senior Certificate (NSC) was written countrywide by Grade 12 learners for the second time in 2009. The fact that the University makes use of a combination of NSC results and access tests (ATs) to provide a measure that is unique to the University to determine which students may be admitted has made a definite contribution to the more effective selection and placement of students. The combination of access test marks and school performance in a 40:60 ratio, with the AT average counting 40% and the Grade 12 school average counting 60%, is used as the basic requirement for admission

to the University. The AT results were furthermore also used in certain faculties to either select students or to place them in support programmes.

EFFECTIVE AND USER-FRIENDLY REGISTRATION

The Division for Academic Administration, which is spread across three campuses (*Stellenbosch, Bellville Park and Tygerberg*), endeavours to support the University in its primary tasks of teaching, research and service provision by establishing and implementing effective administrative procedures and providing a friendly, efficient and faultless service.

Over the past year the Division has undergone a variety of processes to ensure that an optimal service is provided in the context of the sustainable positioning with which the University is busy on the way to 2015.

In the first place, an outside company was used to look at the flow patterns of all the activities in the Academic Administration to ensure that an optimal service is provided for academic staff, prospective students, current students and the public. On the above basis and bearing the point of departure for the 2015 vision statement in mind, the Division underwent an intensive process of self-evaluation. This was followed by a visit from an external evaluation panel that investigated all the Division's activities and the self-evaluation report with a view to possible further improvement in service delivery. The Division has already begun to implement the recommendations flowing from the above-mentioned processes and will continue with this in 2010.

On the way to 2015, Administration Building A, in which most of the subdivisions of the Division are situated, will be converted into a client service centre in which first-level enquiries will be dealt with quickly, and more complex enquiries will be referred to a second-level speciality service. This client service centre will be set up in such a way that it serves as the 'front door to the University'.

In the first phase of this project, an electronic contact centre will be set up on the ground floor of Administration Building A, and both a centre manager and four agents (*staff members who serve in such a centre*) have already been appointed. The electronic contact centre, which will handle telephone, email and fax enquiries, can be regarded as the 'virtual front door' to the University. This centre will begin operation on 4 January 2010 and will initially mainly serve divisions in Administration Building A, as well as the switchboard. The aim is to systematically extend the centre, which can accommodate 16 agents, until the entire campus is served.

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TEACHING RENEWAL AND IMPROVEMENT

Good teaching in the lecture theatre begins with relevant programmes of a high quality. During 2009 the Division for Institutional Research and Planning launched a comprehensive programme-renewal process in order to bring all academic programmes in line with the new Higher Education Qualification Framework. This process will be continued in 2010, with a view to implementation in 2012.

In 2009, eleven new programmes were developed and submitted to the Higher Education Quality Committee for accreditation. Five programmes were accredited and the results of the other six programmes will be available in 2010. Eight programmes developed in 2008 were also accredited at the end of 2009.

NEWLY ACCREDITED ACADEMIC PROGRAMMES

PROGRAMME NAME	FACULTY
Postgraduate Diploma in Dispute Settlement	Faculty of Economic and Management Sciences
BAHons in Geography and Environmental Studies	Faculty of Arts and Social Sciences
BAHons in Mandarin	Faculty of Arts and Social Sciences
Diploma in Practical Music	Faculty of Arts and Social Sciences
Higher Certificate in Music	Faculty of Arts and Social Sciences
MPhil with an endorsement in Addiction Psychiatry	Faculty of Health Sciences
MPhil with an endorsement in Child and Adolescent Psychiatry	Faculty of Health Sciences
MPhil in Community Mental Health	Faculty of Health Sciences
MPhil with an endorsement in Clinical Neuropsychiatry	Faculty of Health Sciences
MPhil with an endorsement in Old Age Psychiatry	Faculty of Health Sciences
MPhil with an endorsement in Psychosomatic Medicine	Faculty of Health Sciences
MPhil in Management Coaching	Faculty of Economic and Management Sciences
MMed in Paediatric Surgery	Faculty of Health Sciences

The growth in the scholarship of teaching and learning, on which we reported in the 2008 Annual Report, continued in 2009. The annual Stellenbosch University Conference on the Scholarship of Teaching and Learning, which was attended by 140 people, was one of the highlights of the year. Forty-four papers were delivered and four posters were presented, and these included 17 presentations by recipients of the Fund for Innovation and Research in Teaching and Learning (FIRTL) award. The prize for the best presentation at the conference was awarded to Prof Eugene Cloete, Dean of the Faculty of Science. Two significant and highly charged panel discussions at the conference were on "Teaching in higher education as citizenship" and "Research on teaching: a niche area for Stellenbosch University?" A total of 31 applications were received by the Fund and R468 500 was paid out to academics. The pilot phase of the Teaching Fellowships Project has been completed and the formal proposal for a Teaching Fellowships Programme was accepted at the last Senate meeting of 2009.

Opportunities for the professional development of teaching staff were provided during the four-day annual PREDAC course, which was attended by 84 academics. A total of 1 023

attendances were reported for the 41 generic and faculty-specific workshops (of which some were presented on a number of occasions during the year) that were arranged by the Centre for Teaching and Learning (CTL). A new initiative was the three-day writing retreat, which was attended by 14 academics from the faculties and CTL. The focus of the retreat was writing up research on teaching and learning. It proved to be a great success and further writing retreats will be held in future. The foundation was laid for regional cooperation with regard to the professional development of academics, with plans that have already been made for a series of short courses that will be presented under the patronage of the Cape Higher Education Consortium in 2010. All four universities in the region will hereby collaborate with the eventual purpose of forming a joint platform for a Postgraduate Diploma in Higher Education. Stellenbosch University played a leading role in the accomplishing of this collaborative venture.

The second annual teaching report was submitted to the final Senate and Council meetings of the year in 2009. The aim of this initiative is to promote accountability, reflection and targeted planning with regard to teaching and

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learning. The report contains information about student success, faculty highlights and support measures.

Deliberations on what it means for Stellenbosch University to contribute to the public good and how we are doing so were the focus of a well-attended seminar held in August, "Is SU educating public good professionals?".

This was followed up in October by a seminar entitled "Sen's capability approach: what implications for professional education at transforming universities?", which provided further food for thought on the type of graduates produced by Stellenbosch University and how we can contribute to the public good. Both seminars were presented as part of collaboration between the CTL and Community Interaction.

ACADEMIC PROGRESS IN DIFFERENT FIELDS OF STUDY AND AT DIFFERENT LEVELS

LEVELS PER FACULTY	NUMBER OF STUDENTS	LEVELS PER FACULTY	NUMBER OF STUDENTS
AGRISCIENCES	1 383	HEALTH SCIENCES	3 799
Undergraduate students	1 029	Undergraduate students	1 730
Postgraduate students	331	Postgraduate students	1 715
Special students	23	Special students	354
ARTS AND SOCIAL SCIENCES	4 999	LAW	783
Undergraduate students	3 282	Undergraduate students	412
Postgraduate students	1 296	Postgraduate students	361
Special students	421	Special students	10
ECONOMIC AND MANAGEMENT SCIENCES	7 523	MILITARY SCIENCE	489
Undergraduate students	4 526	Undergraduate students	406
Postgraduate students	2 831	Postgraduate students	63
Special students	166	Special students	20
EDUCATION	1 816	SCIENCE	2 529
Undergraduate students	667	Undergraduate students	1 748
Postgraduate students	1 133	Postgraduate students	685
Special students	16	Special students	96
ENGINEERING	2 499	THEOLOGY	423
Undergraduate students	1 943	Undergraduate students	126
Postgraduate students	529	Postgraduate students	289
Special students	27	Special students	8
TOTAL		TOTAL	26 243

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QUALIFICATIONS AWARDED IN 2009
ACCORDING TO TYPE

TYPE OF QUALIFICATION	NUMBER AWARDED
Undergraduate diplomas / certificates	91
Bachelor's degrees	3 156
Postgraduate diplomas / certificates	1 274
Postgraduate bachelor's degrees	76
Honours degrees	1 158
Master's degrees	1 059
Doctoral degrees	139
TOTAL	6 953

COMPOSITION AND SIZE OF STUDENT CORPUS
ACCORDING TO RACE (2009)

RACE	NUMBER OF STUDENTS
Black	3 655
Coloured	4 330
Indian	505
White	17 753
TOTAL	26 243

COMPOSITION AND SIZE OF STUDENT CORPUS
ACCORDING TO GEOGRAPHIC ORIGIN (2009)

GEOGRAPHIC ORIGIN	NUMBER OF STUDENTS	PERCENTAGE
SOUTH AFRICA	23 970	91,1%
Western Cape	16 868	64,3%
Northern Cape	735	2,8%
Eastern Cape	1 549	5,9%
Free State	406	1,5%
KwaZulu-Natal	1 163	4,4%
Mpumalanga	445	1,7%
Limpopo	344	1,3%
Gauteng	2 172	8,3%
North West	228	0,9%
OTHER COUNTRIES	2 333	8,9%
Botswana	108	0,4%
Lesotho	54	0,2%
Namibia	810	3,1%
Swaziland	40	0,2%
Zimbabwe	106	0,4%
Elsewhere	1 215	4,6%
TOTAL	26 243	100,0%

COMPOSITION AND SIZE OF STUDENT CORPUS
ACCORDING TO GENDER (2009)

GENDER	NUMBER OF STUDENTS
Female	13 520
Male	12 723
TOTAL	26 243

COMPOSITION AND SIZE OF STUDENT CORPUS
ACCORDING TO HOME LANGUAGE (2009)

HOME LANGUAGE	NUMBER OF STUDENTS
Afrikaans	13 961
English	9 702
Afrikaans / English	723
Xhosa	458
Other official SA languages	673
Other languages	726
TOTAL	26 243

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FIRST-YEAR ACADEMY WORKING FOR STUDENT SUCCESS

Thirty first-year students of 2008 who were in their second year of study in the year under review were invited by the Rector to the First-year Academy Prestige Evening. A number of excellent teaching staff, who were chosen by first-year achievers on the campus, were also invited to the event. Each student indicated in writing before the time which lecturer had made the greatest contribution to his or her success as a student. The First-year Academy was consolidated further in 2009, with an increase in participants and an increased number of faculty teaching and learning coordination points (TLCs). By the end of 2009, most of the faculties had responded positively to a proposal for the appointment of a faculty student support officer. This initiative should contribute to the targeted and holistic support offered to first-year students. The increasing interest in tutorial programmes was evident from the greater number of applications for tutor training received by the CTL. A total of 300 tutors across seven faculties received training in 2009.

A further key activity of the First-year Academy in 2009 was an investigation carried out on aspects of class attendance in the first year. A campus-wide research project was undertaken that explored the relationship between attendance and academic success, as well as reasons given by students for attending or not attending lectures. A report on the findings of the investigation was submitted at the October meeting of the First-year Academy Committee and will be discussed in the first TLC meetings of 2010. Student perceptions of their first-year experience were also included in the First-year Academy blog that was introduced in 2009. This joint initiative by the First-year Academy and the Students' Representative Council is growing in popularity and will be continued in the new year. An exciting milestone was reached on 1 December 2009 when the book, *Focus on first-year success: Perspectives emerging from South Africa and beyond*, was released. The book, which was edited by Drs Brenda Liebowitz, Antoinette van der Merwe and Susan van Schalkwyk, was launched along with another book, *Higher education in South Africa: A scholarly look behind the scenes*, edited by Prof Eli Bitzer of the Faculty of Education.

INTEGRATED PLANNING AND DEVELOPMENT OF MULTILINGUAL TEACHING MODEL

An important development in 2009 was the decision to manage language at the University as a project in the Overarching Strategic Plan. This project, titled An Integrated Language Planning Model for Stellenbosch University, has the following aims:

“... to strengthen and extend an existing, multilingual language planning model that, through its unique nature and meaningful integration with the core business of Stellenbosch University, serves to make the institution significantly different and significantly better. The primary focus of the project will be to expand language development and support in the faculties with the aid of a strong expertise base, in a partnership in which the Language Centre and other, related role players will play a strong brokerage role.”

The spadework done in this regard in 2009 makes it possible

for the University to give responsible expression to our vision of allowing more students an opportunity to study in their language of preference. (See also “Multilingual teaching model”, page 9.)

The Language Centre also delivered significant services during 2009 to the benefit of the University and in extension of the above-mentioned integrated model. A few figures in this regard provide a good indication:

- 2 210 students in registered language modules in different faculties.
- 600 students in short courses.
- 450 international students in different language courses.
- 3 600 writing consultations for students.

Concerning the promotion of Afrikaans, about R12,7 million was spent on the activities of the Language Centre and on the translation of class notes.

In 2009 the Language Centre also presented an extremely successful language conference with the theme, *Language policy, planning and support in higher education – challenges of multilingualism*. The University's approach to language was scrutinised closely during this very successful conference and was tested and discussed with some of the best international experts – an exercise that confirmed that the University is busy with pioneering work that was largely viewed favourably by these linguists.

COORDINATED SUPPORT ENRICHES THE UNIVERSITY EXPERIENCE OF STUDENTS

The activities of the Student Wellness Forum gained momentum in 2009. The focus of the Forum was on the six dimensions of wellness, namely physical, spiritual, social, emotional, career and intellectual. The aim of the Forum was to join a variety of role players from different divisions of the University to:

- introduce, integrate and interpret relevant information on students and student life;
- identify trends and system changes;
- find and test solutions;
- initiate research designs;
- prepare reports on student wellness; and
- ensure that the above-mentioned will lead to achievable ‘solutions’.

The Forum meets every quarter under the chairpersonship of the Dean of Students. Representatives include the following: The Division of the Dean of Students, Academic Administration (*Division of the Registrar*), Bursaries and Loans, Student Fees, Protection Services (*USB*), Campus Health Service, International Office, Communication and Liaison, Centre for Prospective Students, Sport Bureau, Student Counselling and Development (*CSCD*), *CSCD* Crisis Service, Student Accommodation, Student Discipline, Students' Representative Council, Student Security Council, a student from the living-learning houses and a representative of the faith communities.

In 2009 a task team investigated the needs of *PSO (Private Students'*

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Organisation) students and how their experience of the University can be made comparable to that of students in residences. A number of recommendations flowed from the task team report, some of which have already been implemented and which will contribute to better services and a richer University experience for PSO students. The aim of this is to eventually significantly improve the academic success rate of this important (*and numbers-wise the largest*) group of students. The work in residences with regard to mentors, the formation of clusters (*PSO wards and residences that are grouped together*) and the development of co-curricular activities links directly to this and progressed far in 2009, creating a base for future initiatives.

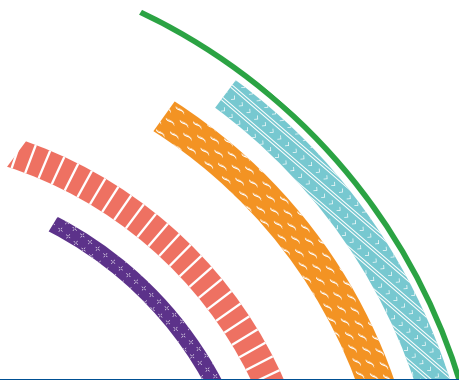
The Centre for Student Counselling and Development (CSCD) is responsible for the mentor training of the residence and PSO mentors. This extremely important responsibility was extended in 2009 with the creation of rules and a guide for mentors, which place this work on a firmer foundation and offer many senior students (*approximately 450 per year*) an opportunity to provide our first-year students with an extremely valuable service in this way.

The Unit for Multiculturalism and Diversity plays an important role in

the promotion of diversity and multiculturalism, on the one hand to ensure that the needs of minority groups are addressed and their interests are promoted, and on the other hand to help the broader student population to embrace and celebrate diversity and multiculturalism so that the campus can truly become a home for all. Specific programmes included the following: the Women in Leadership Programme, MAD (*Maties Against Discrimination*), in collaboration with the Students' Representative Council, Multicultural Week and township tours (*in cooperation with the International Office*).

A leadership development task team was established. Among its activities were a survey of the sources for leadership development and a reconsideration and reformulation of objectives in this regard.

Under leadership development, attention was also paid to the promotion of Courageous Conversations – an initiative of the Rector. A number of conversations were organised and safe spaces were created for students to talk about contentious and often sensitive, yet important, issues. Our conviction is that the University is a conversation that does not only take place in the class, but rather includes the total reality of being a student.



SCIENCE EXPO GROWS FROM STRENGTH TO STRENGTH

The regional competition of the Eskom Expo for Young Scientists was presented for the tenth time by the Faculty of Science and the Institute for Mathematics and Science Teaching at SU (IMSTUS), offering learners in grades 7 to 9 an opportunity to display their scientific innovations. Blowing out the candles on the Expo birthday cake with a number of learners are Prof Magda Fourie, the Vice-Rector (Teaching) (*fourth from the right*), and the director of IMSTUS, Dr Kosie Smit (*far right*).

