

REPORT OF THE VICE-RECTOR (TEACHING)

THE HOPE PROJECT AND ACADEMIC SUSTAINABILITY

The University's HOPE Project – excellent scholarly and scientific practice to build hope for and from Africa – is linked directly to its students. The staff in the teaching and learning situation accordingly strive to make it possible for as many students as possible – particularly those from historically disadvantaged environments – to realise the Rector's statements on hope. One of the aims of teaching, after all, is to contribute to the provision of developed and well-rounded citizens; citizens who, thanks to their critical disposition and professional skills, can address and solve social issues; citizens who, in short, help to realise the Millennium Development Goals (MDG).

A university is marketed best by its satisfied and sought-after students. As a result, SU's academic success depends largely on the successes with and by its students. A further consequence is that the portfolio of the Vice-Rector (Teaching) offers one of the cornerstones of the University's academic sustainability and its continued existence. Indeed, the primary aim of this portfolio is to promote the wellness of our students – academically, emotionally, socially and financially.

HIGHLIGHTS

Many of the activities within the teaching and learning portfolio are of a lasting nature; such activities are continued every year in support of academia, directly and/or indirectly. In the final analysis, the separate divisions within the portfolio all work together towards the University's academic sustainability.

Among the highlights for the teaching and learning portfolio in the year under review are the following:

- operationalisation of the Client Service Centre in the Division for Academic Administration (DAA);
- establishment of an electronic bursary application system;
- concentration on curriculum design in the public interest;
- stimulation of courageous conversations among the students;
- intensified attempts to diversify the University's student profile; and
- strengthening of multilingualism at SU.

ACADEMIC SUSTAINABILITY SUPPORTED BY ENROLMENT PLANNING AND MANAGEMENT

The Division for Institutional Research and Planning (IRP) is concerned with the academic sustainability of the University. It carries out its task by:

- doing the institutional research that is an essential prerequisite to enrolment planning and management;
- determining strategies for and providing advice on enrolment planning and management, knowing full well that this will also affect the achievement or otherwise of diversity objectives;
- determining and gauging events and trends in higher education (nationally and internationally); and
- liaising with the Department of Higher Education and Training (DHET).

Stellenbosch University's current and projected student numbers were discussed in various meetings with the DHET. The IRP provides the statistics on which, on the one hand, the University bases its enrolment objectives and, on the other hand, evaluates the (non)achievement of these objectives. The same statistics are used when diversity objectives are stated, and when the (lack of) progress in this regard is assessed. In both these respects the IRP therefore fulfilled a basic role in the year under review. At the same time, it is evident that enrolment planning and management at SU is an important instrument in the University's pursuit of its 2015 targets both for student numbers and for sustainability.

In addition, the IRP is responsible for academic quality assurance and academic programme approval at SU. During the year under review, seven new programmes were developed and submitted to the Quality Committee of the Council on Higher Education for accreditation. Five of these programmes were accredited:

- BCommHons in Quantitative Management;
- MPhil in Urban and Regional Science;
- Postgraduate Diploma in Leadership Development;
- PhD in Emergency Medicine; and
- PhD in Health Science Education.

The IRP took the initiative in the process of ensuring that the University's existing academic programmes meet the new requirements of the Higher Education Qualifications Framework. Advice and support were provided to all the faculties in this crucial process.



Language matters

The University has since 1930 been home to the *Woordeboek van die Afrikaanse Taal* (Dictionary of the Afrikaans Language or WAT for short). Here, on the WAT's behalf, Editor in Chief Dr Willem Botha accepts a donation from Prof Magda Fourie-Malherbe, Vice-Rector (Teaching). In the University's view, the donation is an investment in the future both of the WAT and of Afrikaans as a vibrant and growing language.

As a contribution to the Soccer World Cup 2010, the Unit for isiXhosa at the Language Centre brought out a colourful booklet of trilingual soccer terminology.



NUMBER OF STUDENTS IN DIFFERENT FIELDS OF STUDY AND AT DIFFERENT LEVELS, 2010

LEVELS PER FACULTY	NUMBER OF STUDENTS	LEVELS PER FACULTY	NUMBER OF STUDENTS
AGRISCIENCES	1 495	HEALTH SCIENCES	3 949
Undergraduate students	1 093	Undergraduate students	1 776
Postgraduate students	366	Postgraduate students	1 858
Special students	36	Special students	315
ARTS AND SOCIAL SCIENCES	5 165	LAW	828
Undergraduate students	3 298	Undergraduate students	434
Postgraduate students	1 462	Postgraduate students	388
Special students	405	Special students	6
ECONOMIC AND MANAGEMENT SCIENCES	7 917	MILITARY SCIENCE	451
Undergraduate students	4 607	Undergraduate students	395
Postgraduate students	3 126	Postgraduate students	54
Special students	184	Special students	2
EDUCATION	1 927	SCIENCE	2 697
Undergraduate students	796	Undergraduate students	1 877
Postgraduate students	1 107	Postgraduate students	733
Special students	24	Special students	87
ENGINEERING	2 788	THEOLOGY	477
Undergraduate students	2 123	Undergraduate students	125
Postgraduate students	608	Postgraduate students	341
Special students	57	Special students	11
TOTAL		27 694	

COMPOSITION AND SIZE OF STUDENT CORPS BY GENDER, 2010

GENDER	NUMBER OF STUDENTS
Female	14 191
Male	13 503
TOTAL	27 694

COMPOSITION AND SIZE OF STUDENT CORPS BY RACE, 2010

RACE	NUMBER OF STUDENTS
Black	4 035
Coloured	4 524
Indian	554
White	18 581
TOTAL	27 694

QUALIFICATIONS AWARDED BY TYPE, 2010

TYPE OF QUALIFICATION	NUMBER AWARDED
Undergraduate diplomas and certificates	108
Bachelor's degrees	3 268
Postgraduate diplomas and certificates	1 369
Postgraduate bachelor's degrees	86
Honours degrees	1 274
Master's degrees	1 120
Doctoral degrees	174
TOTAL	7 399

COMPOSITION AND SIZE OF STUDENT CORPS BY HOME LANGUAGE, 2010

HOME LANGUAGE	NUMBER OF STUDENTS
Afrikaans	13 996
English	10 220
Afrikaans/English	988
Xhosa	607
Other official SA languages	919
Other languages	964
TOTAL	27 694

REPORT OF THE VICE-RECTOR (TEACHING) (CONTINUED)

COMPOSITION AND SIZE OF STUDENT CORPS BY GEOGRAPHIC ORIGIN, 2010

GEOGRAPHIC ORIGIN	NUMBER OF STUDENTS	PERCENTAGE
South-Africa	25 165	90,9%
Western Cape	17 715	64,0%
Northern Cape	700	2,5%
Eastern Cape	1 604	5,8%
Free State	427	1,5%
KwaZulu-Natal	1 236	4,5%
Mpumalanga	462	1,7%
Limpopo	367	1,3%
Gauteng	2 465	8,9%
North West	189	0,7%
Other countries	2 529	9,1%
Botswana	117	0,4%
Lesotho	53	0,2%
Namibia	826	3,0%
Swaziland	43	0,2%
Zimbabwe	140	0,5%
Elsewhere	1 350	4,9%
TOTAL	27 694	100,0%

ADMINISTRATIVE SUPPORT MORE EFFECTIVE

One of the aims of the Client Service Centre in the Division for Academic Administration (DAA) is to increase administrative effectiveness and thereby further improve service delivery to the University's clients. The Centre has been in operation since 4 January 2010; within the first month it handled more than 15 000 calls/enquiries. Telephonic, fax and e-mail enquiries are answered by the agents in the Centre. As is evident from the feedback, the Centre is already making a big contribution to the University's service and its image. A new electronic system by which to apply for bursaries and loans has also been developed and implemented. The increase in staff in the Bursaries and Loans Division has also meant better service delivery and image building – both factors that are beneficial for student success and institutional sustainability. The administrative support given to students by DAA staff enhances student success and institutional sustainability.

SAS SUPPORTS STUDENT SUCCESS AND WELLNESS

The Division for Student and Academic Support (SAS) was established on 1 January 2010. Besides the Tracking Unit it comprises six centres: the Centre for Teaching and Learning (CTL); the Centre for Student Communities (CSC); the Centre for Student Affairs (CSA); the Centre for Student Counselling and Development (CSCD); the Centre for Prospective Students (CPS); and the Language Centre (LC).

The former Divisions for Student Affairs and Academic Support have been integrated into a single environment in the new division so that all those involved can work together more closely in more natural ways. This means, in turn, that the services provided to the University community, and particularly to the students, are integrated and coordinated more firmly.

At the end of the first year of SAS, a survey was done of the clients' experiences of its services. The feedback indicates

that the good cooperation within the SAS management team gives rise to consolidated reflection and planning and thus to focused service provision. The students, for example, are of the opinion that accessibility is better, support is stronger and the referrals to other service points are more effective; also that the SAS adds value to their student experience.

For the Centre for Teaching and Learning, 2010 was spent particularly on preparing for the revision of the Teaching and Learning Policy. To this end, three University-wide discussions were initiated: on academic literacy, on information technology and teaching and learning, and on teaching and learning at SU in relation to hope in the academic context.

From these initiatives a working group on information technology and teaching and learning was established, as well as a Consultative Forum for Academic Literacy. A colloquium was held on curriculum design in the public interest, and several presentations illustrated how this issue can be handled successfully. The outcomes of this colloquium are being fed directly into the proposed adjustments to the Teaching and Learning Policy in order to maintain and strengthen SU's academic sustainability.

In the year under review, the First-year Academy again provided service to students in the pursuit of a successful university career. Successful parent evenings, in collaboration with the Centre for Prospective Students, were held in Gauteng and Stellenbosch. At present, research is being undertaken in the First-year Academy to determine the influence of living in a residence, living in private lodgings in Stellenbosch and living in private lodgings outside Stellenbosch on students' performance and wellness.

The Centre for Student Communities strives to integrate the learning and living worlds of the students, within and outside the classroom, so that they supplement each other constructively. The activities of the CSC are aimed specifically at the promotion of student success – both academic success and the shaping of well-rounded students who become successful citizens of the country.

A further important item in the work done by the CSC is the participation by students in community interaction. All the residences and PSO wards took part in a number of projects over the past year. The construction of sports fields in Kayamandi in collaboration with Kuyasa, for example, is regarded as one of the most successful projects of this nature in South Africa.

In an effort to foster a lifestyle that makes for a sustainable environment, this specific responsibility is entrusted to one of the house committee members in each residence and PSO ward. These portfolios, now two years old, do indeed contribute to the promotion of environmental sustainability, including the organisation of appropriate activities. The recycling projects across the campus bear witness to the progress that has already been made. In this regard, the women's residence Lydia won their previous resident warden, Ms Lydia Willems, a number of nationwide sustainability prizes.

The Living and Learning Houses project, in which senior students from diverse backgrounds, genders and fields of



study live together in thematic groupings, has provided strong support for the discussion of the MDGs on campus.

During the year under review, the Centre for Student Affairs made considerable preparations for the establishment of the Frederik van Zyl Slabbert Institute for Student Leadership Development. The Institute will be opened officially in 2011.

The Centre for Prospective Students (CPS) focuses primarily on the recruitment of black, coloured and Indian students. Linking to the HOPE Project, the CPS continuously makes an effort to ensure that the recruitment process is more effective, despite problems affecting the feeder schools and despite the decrease in the number of potentially available Afrikaans-speaking students.

In this way, the CPS is attempting to make a significant contribution to increasing the percentage of undergraduate black, coloured and Indian students from the current 24% to 34% by 2015. In 2010, the CPS undertook a number of focused projects and outreach actions aimed specifically at broadening the University's diversity profile. The Recruitment Bursary Project is carried out in cooperation with the Bursaries and Loans Division. Bursaries are offered to prospective black students who have been identified as academically promising on the basis of institutional and academic criteria.

Over the past year, SU reached out to targeted schools in the Western, Southern, Northern and Eastern Cape through specific outreaches. During these outreaches, the advisors presented talks and information sessions at schools and during parent evenings; career and subject-choice counselling were also offered at identified schools. In other special diversity projects, the CPS brought black students to the campus to introduce them to the University. For the benefit of the faculties and departments that undertake their own actions in this regard, the CPS this year initiated a recruitment forum. The aim is to ensure good cooperation with and interaction among these colleagues. The Mathematics and Science Week and Open Day, both arranged by the CPS, as well as the regular newsletters and regularly updated information on the University's web site for prospective students, keep large numbers of learners informed about what the University can offer them.

PROMOTION OF MULTILINGUALISM AS AN ASSET

An Integrated Language Planning Model for Stellenbosch University, a HOPE Project initiative, was launched formally in 2010. A number of initiatives tying in with this model were undertaken by the Language Centre.

Regarding the promotion of multilingualism as an asset: the Language Centre has extended the existing language support in various faculties and added language support in the Faculty of Economic and Management Sciences.

The Language Centre furthermore performed significant service towards the implementation of the above-mentioned planning model, for example:

- 2 500 students in registered language modules in various faculties;
- enormous growth in the support for postgraduate students:

- 44 workshops, with about 1 200 students;
- an increasing number of clients requesting translation, editing and interpreting services;
- 500 international students in different language courses;
- growth in short courses in professional communication, Afrikaans and English;
- growth in short courses in Xhosa for staff and students; and
- further growth in the terminology development project of the Unit for isiXhosa, including the publication of an extensive list of terms for the economic and management sciences and the publication of a list of soccer terms as part of the University's contribution to the Soccer World Cup 2010.

A rather special feature is the integrated e-learning programme in Afrikaans that was completed at the end of 2010 and will be launched nationally in 2011. Through this initiative, as well as various ongoing initiatives, the Language Centre continues to make a substantial contribution to the Promotion Plan for Afrikaans.

In addition, a great deal of preparatory work was done in 2010 for a number of research projects, with themes such as parallel-medium instruction, dual-medium instruction and interpreting. The appointment of Prof Vic Webb, a well-known researcher on language planning, as a research fellow in the Language Centre further strengthens the University's Research Programme on Language Development and Language Empowerment.

As part of its contribution to the advancement of multilingualism at the national level, the Language Centre organised a national symposium to stimulate the discourse on this matter. One of the outcomes of this symposium was the establishment of a National Action Group on Multilingualism in Higher Education.