

Academic Consortium Board Evaluation Report

CIEE Study Center at the University of Stellenbosch, South Africa Fall Semester 2008

INTRODUCTION

The Academic Consortium Board (ACB) of CIEE is pleased to present the following report on the interim evaluation of the CIEE Study Center Program at Stellenbosch University. The report of the site visit was received by members of the ACB. After review, the ACB accepted the report, and presents it to the Academic Consortium.

The ACB conducts interim evaluations in the cases where a program is new and has yet to enroll sufficient numbers of students, for programs where significant issues arose from a full evaluation and the ACB wants to take another look fairly soon after the evaluation, and for programs that may not require a full evaluation as regularly as others. The interim evaluations are handled by an ACB member or, depending on circumstance, by staff and administrators from Academic Consortium institutions. The evaluations are conducted by a single person, or sometimes by a team of two people, and use a report template focusing on issues specific to the program. The entire "Plan for Program Evaluation" is available at <http://www.ciee.org>.

The ACB wishes to make clear at the outset that we greatly value the cooperation of Stellenbosch University. This report is a review of CIEE's program and not a review or evaluation of Stellenbosch University as an institution. The review focuses on the program offered by the CIEE Study Center and on the courses offered by CIEE as part of the International Study Program at Stellenbosch University. In addition, the visitor has examined CIEE's relations with the host institution and its analysis has been presented to CIEE staff.

EXECUTIVE SUMMARY

The mission of the CIEE program at Stellenbosch University is to provide students with a range of academic and intellectual experiences that enable them to witness and take part in the complex process of transformation in South Africa. From the campus community to the greater society beyond Stellenbosch, students become participants in, rather than mere observers of, this dynamic and evolving environment. Through this process students gain a comprehensive understanding of the evolving story that is South Africa.

The CIEE program is meeting its mission with the main drawback being that only a select group of students have benefited from these outcomes since the inception of the program in 2006. The CIEE Cape Town Arts & Sciences Program at the University of Cape Town is the main attraction in South Africa, given its strong reputation as a good program at a world-recognized university in an exciting city, thus overshadowing Stellenbosch. However, Stellenbosch offers many of the same opportunities since it is very close to the city of Cape Town and the natural beauty of the region that lures visiting students to these shores. While there is no clearly articulated single reason for this program to appeal to a limited number of CIEE students, it is also commonly believed that their advisors and professors in the U.S.

continue to associate Stellenbosch with its history as being one of the core Afrikaans institutions that symbolized white minority rule and economic power in South Africa and, consequently, discourage their students from coming. However, what the students and visitors see when they get here is an institution that is taking very seriously its mission to diversify its student body, its staff, its students and its curriculum. Given the manageable size of the community and the institution, and the relatively secure environment, CIEE students can easily become active participants in campus life and not only witness the ongoing transformation but take an active part in it as they interact with individuals from all over South Africa, from other nations within Africa and from other countries all over the world that represent the entire racial spectrum. CIEE students are perceived on campus as U.S. citizens before they are perceived as white, black or of mixed race, which is an interesting experience for them.

Academically, Stellenbosch offers quite a few courses taught in English, since the institution keeps expanding its curriculum to appeal to English-speaking South Africans as well as English-speaking international students, including other Africans--who now make up more than 10% of the student body. English, in that sense, is the 'lingua-franca' on campus since not all visiting students learn Afrikaans or isiXhosa, the two local South African languages that are spoken the most. Students and staff on campus move quite effortlessly between various languages, sometimes during the same conversation. CIEE students feel stimulated here, linguistically, intellectually and culturally.

As we all recognize, international educators continually stress the importance of getting our students into host universities where they can live alongside local students, take classes with them and fit into the environment with program support and value-added activities. Clearly, all of this is available at Stellenbosch, because of the efforts made by the resident director, Bradley Rink, as well as the dedicated staff of the International Office, who recognize that bringing international students to Stellenbosch is a way of raising global awareness to their own students with views from the outside on integration, diversity, immigration, economics and democracy. The CIEE program ensures that students think about what they are witnessing, through goal setting, reflection exercises, field trips, excursions and cultural activities.

Even if Stellenbosch at one time served exclusively to educate a different sector of South African society, today it is in the process of becoming a 21st century institution with growing opportunities for those who were once closed out of their classes. CIEE members can use this special program as a teaching opportunity for their students who can bring the outside world to Stellenbosch, thus reminding all of us of the original reason for education abroad—to create a two-way educational process that leaves an impact both on the visiting student and on the host institution and culture.

There was no greater lesson during the week of this evaluation of the advances made in South African society as the longstanding president of the nation, Thabo Mbeki, was forced to resign, followed by the voluntary resignation of the majority of his cabinet. South Africans watched all of this with restraint—some critical, some laudatory but all in consonance with what we would expect from a democratic society. That is, the political process followed the rules of the constitution and the parties who had put those rules in place. Of course, there is curiosity about how all this turmoil will play out in the coming months but the ordinary nature by which all of this took place—in the news, in daily discussions, among the political commentators and pundits—reminds us that the pathway that brought Nelson Mandela and Thabo Mbeki into the presidency over a decade ago will continue to go forward, not

backward. Therefore, CIEE members should stop focusing on the past and support South Africa's and Stellenbosch's efforts to shape the future of the nation, allowing CIEE students to be an integral part of that process.

METHODOLOGY

The evaluator was Kathleen Sideli, Associate Vice President for Overseas Study, Indiana University and chair of CIEE's Academic Consortium Board.

The evaluator reviewed the history and evaluation of the program produced by CIEE, studied the course catalog, and reviewed course syllabi for all program courses; read end-of-session reports; reviewed statistical information on the participants (numbers, gender, and ethnicity statistics, sending institutions, etc.). She reviewed staff and instructor curriculum vitae, reviewed the pre-departure orientation handbook, the on-site orientation schedule, the student evaluation summaries and all the evaluations covering the Stellenbosch University. She contacted 24 sending institutions from the Academic Consortium to learn of their concerns. Finally, she reviewed the CIEE strategic analysis of the program.

In preparation for the site visit, she wrote a memo which was distributed on site by the Resident Director to the teaching faculty of the program inviting the instructors to give comments either in writing or orally during the visit. A similar memo went to all students.

During the two-day site visit, the evaluator met with administrators in the International Program office, attended two classes, met with two other faculty members, visited a service learning site, took a tour of the campus—including a visit of both residence buildings where CIEE students are housed--, talked to all the CIEE students and met extensively with Bradley Rink, CIEE Resident Director, about various aspects of the program.

The evaluator drafted and wrote this report, including her recommendations as part of this report.

ENROLLMENT STATISTICS

Current enrollment:	4
Average enrollment:	8
Highest Recent Enrollment:	15
Lowest Recent Enrollment:	2

EVALUATION

In accordance with the Program Evaluation Plan for ACB Program Review, the evaluation report is divided into thirteen sections below, corresponding with the terms of reference specified in the plan.

I. Quality of the Academic Activities

Stellenbosch has a long institutional history, dating back to the mid 19th century, although it became an independent university in 1918. Today there are 23,439 students enrolled there, with 2/3 of them at the undergraduate level. There are 2,800 international students from 92 countries enrolled at Stellenbosch, of which at least half are full degree candidates. U.S. students make up just a fraction of the international student body, just a few hundred,

although the University has begun to arrange special short-term courses for U.S. university (from 2 ½ weeks to 2-3 months) some of which include local students among the learners.

When the CIEE program began two years ago, it was with the conscious recognition that the academic environment at Stellenbosch would provide a unique perspective for U.S. students to witness the process of transformation in South Africa. Consequently, CIEE students at Stellenbosch University are required to take a core course from among University offerings on the topic of transformation. The required core course allows them to learn the historical and political context of the changes taking place here as the institution continues to better reflect the diversity of South African society. In 1990 only 5% of the student body was non-white while in 2007, that number had increased to 30%. Similarly, over the same time span, the home language of the students has gone from 80% Afrikaans to only 57%, with 35% native English speakers on campus today. Given the multilingual nature of the student body, CIEE students are encouraged to take a language course, either Afrikaans or isiXhosa, along with other international students. While the local population readily speaks English, being able to show a minimal appreciation of these African languages helps CIEE students integrate more readily into the campus environment. It should be noted that many “Coloured” people (a non-derogatory South African term used to describe South Africans from a mixed racial background) in South Africa speak Afrikaans as their first language.

Most courses at Stellenbosch are still taught in Afrikaans but the number of courses offered in English continues to grow, as the diversity of the student body increases. As part of their program, in addition to the core course and the recommended language course, CIEE students take three other direct enrollment courses at Stellenbosch from a variety of sources.

IPSU Courses (International Programs, Stellenbosch University)

These are special courses in English, called IPSU courses, designed primarily for international students, offered through the International Office, representing a range of disciplines. In this current year such course titles include:

- Re-enacting Truth and Reconciliation
- South Africa and the Literary Imagination
- Overview of S. African History
- South African Photography
- An Introduction to African Politics: States, Regimes and Recent Political Trends
- Negotiating Transition
- Transitional Justice
- Truth Commission
- Politics and Cultural Change in Contemporary South Africa
- Service Learning in Community Development

A BA degree at Stellenbosch is a three-year program. There are fourth year courses for Honours students which may be accessible to CIEE students if they have the academic background for such courses. 4th year honours courses taught in English this year included:

- Corporate Venturing
- Consumer Behavior
- Human Resource Management
- International Business
- Managing Innovation and Exploiting Breakthrough Ideas
- Marketing Communication

Direct Enrollment Courses

CIEE students have found the direct enrollment courses somewhat more challenging and intellectually rigorous than the IPSU courses, although the latter can be quite rewarding and demanding. Much depends on the professor of the course.

a. English Only (E courses)

There are a set of courses offered in English by various departments for the entire population of students, not just targeted at international students. These are available through various faculties, including the Faculty of Arts and Social Sciences (Drama, English, General Linguistics, Geology, Geography and Environmental Studies, History, Information Science, Modern Foreign Languages, Music, Sociology); Faculty of Agrisciences, Faculty of Science and Faculty of Economic and Management Sciences. However, the majority of the English-only courses are taught within Arts and Social Sciences.

b. Afrikaans Only (A courses)

These courses are not recommended to CIEE students unless they are fluent in Afrikaans.

c. Dual Language courses (A/E courses)

These courses are taught in both languages, separately (i.e. a section in English and a section in Afrikaans.)

d. Both Languages (T courses); T = 'taal', meaning 'language option'

These courses are taught half in English and half in Afrikaans, at least by design. However, students often find that the faculty member decides to favor one language over the other, depending on the native language of the majority of the students although some faculty have taught the entire course in English just because of the presence of one U.S. student in the class.

A. Teaching

Language

As part of the visit, the evaluator visited the Afrikaans class which had 13 international students seated informally in a lounge-type classroom. The professor was energetic and dynamic, getting the students to cluster on the floor around a colorful poster where she had outlined the syntactical rules for Afrikaans in a graphically fun manner (with an acronym-named grammatical 'mascot'—an octopus named STOMPI). She then had the students continuously practice the syntax by giving each of them a sentence fragment on a card and then had them stand in sequence so that the sentence components made sense. It was a very effective way to make the point regarding the rather rigid nature of Afrikaans (which requires that the verb always come second in a sentence, no matter what else changes in the word order). The students were very engaged and attentive and represented a number of different cultural backgrounds.

Local languages, such as Afrikaans and isiXhosa are commonly spoken by many students as well as the local community--black, coloured, and white. Although CIEE currently recommends that each program student take one of the two languages offered, it seems appropriate to require one of these since students will encounter either one on a daily basis in the university as well as in the city. The majority of students already take one of the two language courses so requiring it will only institutionalize a common practice. Having the requirement sends an important message about the nature of the multi-lingual environment at Stellenbosch. The students who opt to do the Service Learning program at Stellenbosch

are already required to take a language. 3 out of the 4 CIEE students are taking a language course; 14 out of the 15 students last spring took one of the two language courses.

RECOMMENDATION

1. Require either Afrikaans or isiXhosa as part of the CIEE program at Stellenbosch rather than leaving it optional.

Required Core Course

As mentioned above, CIEE students are required to take one Stellenbosch course involving the transformation and transition that South Africa has experienced.

The evaluator visited a class for international students on *An Introduction to African Politics* which involved a review of the different cultural and political approaches which the British, the French and the Portuguese used in colonizing South Africa, which impacted the local society and the way each has evolved today. The 16 students, also from many different cultural backgrounds, were attentive and took notes from the lecture and the overhead transparencies which included charts and a map. They were preparing to write a lengthy essay on the topic so they listened carefully. The visiting tutor, substituting for the professor who was out of town, tried to get the students to ask for clarifications but there weren't any questions.

The evaluator could not attend another transformation/transition course, entitled *Overview of South African History*, since it had already met earlier in the week so she met instead with the professor to discuss his experience with the international students. His philosophy is to provoke the students in his course, using creative methods to get them discussing critical racial and societal issues impacting both South Africa and other nations that have struggled with integration. He starts the course using a couple of modern TV advertisements as a way to jumpstart the conversation about how racial issues have evolved. The course is organized as a lecture course that meets once a week for two hours with the whole group of 30 and then divides up once a week for one-hour tutorials which he leads for groups of 7-8. A few weeks into the course he distributes a CD with an outline of his lectures, historical sources, background history and political cartoons. He requires a 10-page paper with a lengthy bibliography with a short list of required readings. He also gives students multiple-choice exams and occasional essay quizzes. He has the group select a 'student representative' for the group in case they want to take up any issues with him. He is clearly very engaged with the class and makes it his personal goal to get the students to seriously consider the parallels in South Africa with slavery and segregation in the U.S. It is precisely the type of course that allows program students to appreciate issues of transformation in South Africa.

Optional Service Learning Community Engagement Certificate Track

In the last three years, Stellenbosch has created a Community Engagement track which is a certificate program designed around a service learning experience in the local community. The program has evolved over time and currently requires a full semester of courses including a 9-credit block of credit which combines a theoretical course on the topic of Community Development, 60 hours of community service in a placement predetermined by the needs of the local community, and a reflection component which culminates in a lengthy paper and portfolio project. In addition to this carefully constructed 9-credit block which is organized and taught by two faculty members, students are required to take either Afrikaans or isiXhosa and also one elective from a short list of South African Studies courses. At the

completion of the program students earn a Certificate in Community Engagement along with 15 credits.

Although CIEE attempted to allow the evaluator to visit the Community Engagement course, the instructor was not amenable to the arrangement. However, the evaluator accompanied the CIEE student enrolled in the Service Learning track this semester to his placement site in the township of Kayamandi. There he works with another international student, from the University of Hong Kong, at the IKHAYA Trust which was launched a few years ago by international businessmen who wished to support the local community. Although the CIEE student had not had previous volunteer or service learning experience, his degree program--which involves a major in International Studies and a minor in International Development--requires an international internship or service learning experience. At Kayamandi, a suburb of 30,000, his task is to help local agency advocates teach a micro-MBA workshop to local small business owners. He also assists individuals learn how to best apply computer skills to their business needs. The attendees have never had any formal business training so what he and the others teach them is helpful in getting them to understand basic business concepts that can make them grow their business. The businesses include a hair salon, a local tour company, a jewelry maker, a shop owner, homestay arrangers, etc. It came as a shock to the evaluator that it is common practice in this area for local entrepreneurs to arrange visits to the townships for local tourists who want to 'see' abject poverty when they visit South Africa.

The student explained that the class involves a text as well as 3-4 articles a week on community development, some general and some focused on South Africa. Each Friday the students come together and discuss how that theory has applied to their service activities that week, sharing challenges and problems. This particular Friday the discussion centered on communication barriers as well as the disconnect between technical language and regular language. The student travels to the site with transportation provided by the International Office. About 30 students are taking the course this semester.

It is very clear that Stellenbosch is quite proud of this well-organized Service Learning track that came together around the same time that CIEE was developing its own Service Learning program at the University of Cape Town. Clearly, the concept of joining intellectual content with volunteer service projects is gaining in recognition as an important pedagogical activity for faculty and students.

B. Assessment

Students are expected to attend class, read bibliography (with required readings in addition to recommended ones), submit a lengthy essay/paper with footnotes, take tests and participate in class. Grading is done on a scale that has 80% and above in the A range with a 60% as a D. Students have a difficult time adjusting to the different grading scale although it seems that the average grades in IPSU classes tend to be somewhat higher than those given in regular Stellenbosch courses. CIEE students have done well, despite their concern about their grades.

C. Appropriateness of Academic Offerings

One of the greatest challenges of this program is not being able to guarantee a certain set of courses taught in English for any given semester. The University itself struggles with pulling this information together even though its International Programs office is committed to doing so. Therefore, CIEE students need to come with certain flexibility in their academic requirements. Although a few courses are listed in the CIEE catalogue and on the Web, just

to give students an idea as to the types of courses available, the growing list of courses that CIEE students have completed here could encourage future participants to apply. CIEE should consider providing a list of previously taken courses, at least on the Web site, along with a disclaimer that the list is descriptive only and that there is no guarantee that the courses will be taught every semester. The courses could also be characterized according to the designations outlined above (IPSU course or a mainstreamed course).

RECOMMENDATION

2. Provide a compendium of previous courses taken by CIEE students on the Web site with a disclaimer that they may not be offered every semester.

When the program was originally conceived, it was considered important for there to be a special core course for all program students on transformation issues in South Africa. Unfortunately, the course was not successful so the ACB agreed to allow students to choose from a selection of courses on transformation offered by the University. Although this has worked reasonably well in the last couple of semesters, students do not have the opportunity to fully synthesize what they've learned in a shared way. Bradley Rink, the Resident Director, does an exceptional job in mentoring the students, guiding their experiences as best he can during program excursions and field trips. Bradley recently finished his dissertation at the University of Cape Town on a topic in human geography, relative to current issues in South Africa. It seems as if the program is missing a unique opportunity by not having Bradley organize, if not teach, a core course to the students so that they could have a common curriculum from which to base their individual academic and cultural experiences.

RECOMMENDATION

3. Consider having Bradley Rink design and/or teach a core course for the program on the subject of transformation, cultural identity and the human and cultural landscape. He should explore doing so as one of the IPSU offerings so that other Stellenbosch students could also take the course, enriching the discussions about transformation.

II. Quality and Appropriateness of Services

A. Pre-departure services

In recent semesters, students have found they received accurate and timely information from CIEE regarding the program. However, they wish they could have understood better the real differences between the housing options. While the promotional materials are relatively clear in their presentation of the two locations, students don't really understand the pros and cons of each residence until they arrive. The Web description does not make it seem as if international students are the predominant population in the suite/apartment option. This should be corrected. Likewise it doesn't really underscore that most of the students in the residence hall option are almost exclusively South African students.

Students on-site also lamented that they wished they had known ahead of time what regular student life was like. They were pleasantly surprised when they got here to find out that it was almost everything was in walking distance, given the college-town atmosphere of Stellenbosch. And they enjoyed the fact that it was easy to engage in activities with other students, including a range of sporting activities (even if through their residency options), the vibrant life of the large student union where they relax with others while watching TV, eating and accessing a wide range of shops, the club scene in the evenings, the café life near campus, the plentiful outdoor activities (hiking, camping, etc.) as well as the modestly-priced

weekend excursions provided by the International Student Organization (ISOS). Perhaps a description on the Web to this effect, either through student testimonials or just more details would give students a better idea of how they will spend their days at Stellenbosch. They're just a 70-minute train ride away from Cape Town but found that they only go into the city about once a month since they really prefer the more manageable, the more easily accessible and more secure environment of Stellenbosch.

RECOMMENDATIONS

4. Change the promotional material to clarify the differences in the two housing options. Perhaps have student statements on the Web that speak to the advantages of each type.
5. Enhance the Web site to include detailed information about the range of student life activities that exist through the University, on and off campus.

B. Orientation

The on-site one-week orientation is very thorough and highly appreciated by the students. The resident director gives them a brief 'getting started' pamphlet for the first day with a quick overview so that they understand the immediate activities of the first few days of their experience. The orientation handbook he has prepared is a 20-page comprehensive document that covers a wide expanse of information including logistical issues as well as important cultural issues. Given his longstanding experience with South African society, his academic training in human geography and his years of experience working with U.S. students abroad, he is well-positioned to prepare them for their unique experience at Stellenbosch.

In addition to covering standard topics (i.e. finances, communications, transportation, policies, etc.) The CIEE orientation manual also includes detailed sections on critical health issues, including HIV-AIDS, a serious concern in this part of the world (although the official policies of the recent government will change given the resignation of President Mbeki and his minister of health). The handbook also covers ethnic, gender and sexual identity issues as well as extensive information about life in the region, giving students enough details about how to get involved both on campus and in the local community, be it through sports, religion or volunteering.

The CIEE orientation is offered in tandem with the orientation that Stellenbosch University organizes during the same week. They offer survival language lessons (in isiXhosa and Afrikaans) as well as presentations on diversity/integration, HIV/AIDS, safety and security, academics, South African identities, culture shock, campus/library tour, computer facilities, etc. CIEE students have social events organized just for them (including various meals across the week and an excursion to the Cape Peninsula) while also being able to participate in a tour of Cape Town offered through Stellenbosch. Students feel this in-depth orientation fully prepares them for their stay.

C. Academic Advising

Shortly after students arrive, the director sets up one-hour appointments with each to discuss both their academic plans as well as their adaptation issues. By that first week, the director usually has the list of IPSU and courses that will be taught in English. He encourages them to attend a variety of classes during the first week of courses to see whether they match their catalog descriptions and whether the time they are being offered will remain as originally announced. It is not uncommon at Stellenbosch for a course to be rescheduled, based on the preference of the class. Students need the professor's permission to take the course which depends on whether the student has the prerequisites.

Students are supposed to have submitted brief descriptions of their previous course work at the time of application to CIEE, in preparation for this enrollment process, but often neglect to do so. CIEE should insist that every applicant submit these as part of their Stellenbosch application, even if they're switching over from the UCT program. Although full degree students are registered through their home department, the resident director is able to register the CIEE students electronically, once he has the faculty member's permission to do so.

RECOMMENDATION

6. Insist that students submit brief descriptions of the courses they have taken in the U.S. which will serve as the background for the types of courses they will pursue at Stellenbosch.

D. Housing

Housing at Stellenbosch, while it may seem plentiful, is quite tight. There are 23 student residences, 12 for women and 9 for men and two of mixed gender, which includes Metanoia, one of the newer residences where CIEE is able to secure a few spaces each year. University residences at Stellenbosch are privately owned and operated and expect more of a social commitment and residence allegiance from its residents than U.S. students might anticipate. There are also four clusters of 'flats' available to university students which are organized more as apartments or suites. CIEE is able to secure spots at Concordia, one of these housing units.

These two options are quite distinct from each other. Metanoia, which houses hundreds of students, is organized like a traditional residence, with single rooms that open up onto long hallways. The cafeteria is located on the main floor and offers three meals a day at scheduled times. In order to qualify for meals each day, students must make an on-line reservation at least 24 hours before. CIEE gives students a meal allowance if they live in Metanoia which they can also spend at other locations on campus. The two students who are in Metanoia this semester have different eating habits; one almost never takes meals there, since the set meal times don't coordinate well with his own schedule while the other takes meals there on a regular basis. They like the proximity of Metanoia to other campus buildings and the sports facilities. Students who live there have easy and frequent access to South African students who are the majority of those who live there, many of whom come from throughout South Africa.

CIEE students also enjoy living in Concordia which is set up as multi-story apartments where the doors of each unit open to the out of doors, along a lengthy balcony-type access way that creates a large square around a common open patio/garden area where students can barbecue out in the open. The flats are comprised of an open living area with a small kitchenette at the end and two single rooms with a shared bath. Although some students may like to cook, this semester the students find that they eat primarily in the student union and in town, where food is quite affordable and plentiful. Concordia is increasingly an international student enclave so students who live there do not meet many South Africans. On the other hand, CIEE students have made friends with the other international students through living at Concordia.

E. Accommodation of Special Needs

Stellenbosch's location is quite flat, unlike Cape Town University which is on hilly terrain so is much more accessible to individuals with a range of disabilities. There are ramps on campus and the halls of residence have rooms for students with disabilities. There is a

dedicated office on campus for students with disabilities. Although the campus doesn't have signage in Braille, there are vision-impaired students on campus. Students who are hearing impaired use International Sign Language here.

Students of diverse religions are welcome here although they may have to seek out support in Cape Town if their religious affiliations are not available in Stellenbosch. Local places of worship include Dutch Reformed, Baptist, Methodist, Catholic, Anglican, Presbyterian/Congregational and Hebrew Congregation. The residence which houses primarily African students—Metanoia—serves cuisine that meets the restrictions of students of the Islamic tradition.

Gay, lesbian, bisexual and transgender students, have access to information through the resident director who includes gender and sexual identity issues as a regular part of orientation and is available on a regular basis for discussions on these topics. Stellenbosch University has a social organization entitled, Lesbigo Stellenbosch, although the campus is not considered very gay friendly. There are gay pride events every February in Cape Town. South Africa passed a law in 2006 which permits gay marriage.

III. Quality and Appropriateness of the Students Who Participate

From the student evaluations and interviews with the students on site during the fall of 2008, it is clear that the CIEE students who end up coming to Stellenbosch are well-prepared and appropriate. More importantly they also seem mature, open-minded, inquisitive and perceptive regarding the extraordinary complexities in South African society today. As they absorb the impact of the rich and conflictive history in the classrooms, in their housing options and through their many interactions with international students and local students, they appreciate the transformation of a nation that unfolds in front of their eyes.

If there is any problem with potential applicants, it is the fact that their home institutions often discourage or prevent them from coming based on the prejudices and assumptions of faculty and advisors back home who cannot believe that Stellenbosch is a different institution today than it was 20 years ago and even 10 years ago.

Since CIEE has a reputation for having an excellent program at the University of Cape Town, it isn't surprising that students from Academic Consortium institutions apply to UCT which has more name recognition than Stellenbosch even though the latter is close to the urban landscape and natural attractions that lure students to this region of South Africa. Consequently, the CIEE numbers have gone over 100 each semester at UCT as the total number of U.S. students has exploded up to 800 (with no ending in sight), thus watering down the 'direct enrollment' experience of CIEE students who choose UCT. UCT itself is grappling with the burgeoning number of U.S. students on campus since they're overrunning so many of the humanities and social science courses. CIEE needs to figure out how to better present Stellenbosch so the enrollments between the options in South Africa are more balanced.

A current concern, from the perspective of the Stellenbosch evaluation, is that until now the students closed out of the UCT program were given the option to come to Stellenbosch. Now that CIEE has moved to a more selective approach for UCT, it would be grossly unfair if the less qualified students were directed to Stellenbosch. At least in the past, the overflow from UCT was at least academically comparable to those who were admitted through rolling admissions, but were late in their application submission. Is there a way to ensure that most, if not all, applicants to UCT list Stellenbosch as a second choice, particularly those with a

background in African Studies who might prosper better in a close-knit campus community? Could CIEE create a lively and provocative Web comparison (a PP?) which would allow students to compare the institutions side-by-side so they, at the very least, better understand the differences between the institutions and the cities?

RECOMMENDATION

7. Consider creative methods of promoting Stellenbosch as a viable option for all CIEE applicants who wish to study in South Africa.

IV. Quality of Facilities

A. Office and Class space

The CIEE office, a very small space that can only accommodate one work station and an extra chair, is part of the suite of International Program offices on campus. The proximity to Stellenbosch staff, including the director and assistant director of International Programs, helps the program maintain a high profile. Only one other provider has an office on campus. Although there are discussions about a possible move for the various offices that work with international students, it is hard to envision any changes in the foreseeable future. The resident director's office only has partial privacy, since the walls don't reach all the way up to the high ceilings in the wider suite, but he can easily take students for a walk or for a cup of coffee in a more secure environment if they need to tackle a confidential topic.

The facilities are very well kept and are notable for the pristine white facades that are the trademark of Stellenbosch buildings. They are matched by the spacious and beautiful grounds throughout the tree-lined campus. The large ubiquitous azalea bushes were a reminder that spring had officially arrived. As occurs on most campuses, class space is at a premium at Stellenbosch so class scheduling presents challenges. The classrooms visited during the evaluation had modern furniture as well as up-to-date technology although smart classrooms do not appear to be the norm.

B. Library

The library is an impressive modern building built in the 1970s, constructed underneath the main red brick plaza in the center of campus. There students have access to large collections of print material as well as electronic journals and periodicals. The library is open from 8:00 a.m. to 10:00 p.m. Monday through Friday, closes at 4:30 p.m. on Saturday and is closed all day Sunday, which surprises U.S. students.

C. Computer and e-mail facilities

CIEE students automatically receive an ID through the Faculty of Arts and Social Sciences which gives them access to the computer and e-mail facilities at HUMARGA, the Arts building where the computer facilities are available 24/7 through a swipe card access system. Students are given a quote for megabytes and then are charged for additional increments. The system alerts them on a regular basis about how much they will be charged. They are cautious and purposely not uploading lots of photos and other large files. There are also commercial e-mail arrangements. Students can also bring their laptops, although they're encouraged to insure them if they do, which they can hook up to the university network for a modest charge. Printing on campus is also assessed a fee.

V. The Program's Plans for Improving its Teaching and Services

CIEE's program at Stellenbosch depends primarily on the teaching and services of the host institution. Stellenbosch is an excellent institution with strong teaching credentials and a

solid academic ranking among South African universities (vying with the University of Cape Town as the top two institutions in the country). Consequently, the relationship with the host university is essential to the success of the program.

There are currently no caps or limitations to the numbers of students CIEE can register for the program, although the current CIEE administrative structure would need to expand if the program grew beyond 25 students. Stellenbosch has signed agreements with other U.S. providers in recent years. Given the relatively low CIEE enrollment, which goes up and down sharply, it is interesting that other providers and institutions tend to have a steady stream of students coming to Stellenbosch. It may be that the CIEE programs in Cape Town overshadow the Stellenbosch option within the CIEE portfolio. However, as the number of CIEE students continues to increase each semester, there should be more word-of-mouth enthusiasm, between both students and advisors, at CIEE member institutions regarding the many positive opportunities available for students at Stellenbosch. Therefore, it is of particular interest to CIEE that Stellenbosch's collection of courses taught in English continues to expand.

VI. Relationship with the Host University

The evaluator enjoyed a lengthy business lunch at a local restaurant with Robert Kotzé, the longstanding director of international programs (over 20 years) and Samantha Walbrugh-Parsadh, the assistant director (almost 10 years). They are an excellent team and are very committed to continuing the internationalization plans of Stellenbosch. They juggle many exchanges around the world, although most are quite imbalanced (5/1) since more students elect to study at Stellenbosch than those who choose to study at the exchange institutions. The price of accommodations at partner institutions, coupled with personal expenses, make off-campus study prohibitively expensive for many Stellenbosch students. They are exploring ways to approach this imbalance.

The International Programs Office (IPSU) has expanded as a response to the growth in interest in Stellenbosch, particularly since the mid 1990's, when the political situation in South Africa changed, along with intentional policies to widen access to institutions like Stellenbosch. Consequently, their office has cooperated with various departments to contract for courses taught in English as well as circulate information about the courses that departments have decided to offer in English based on their faculty and or student preferences. IPSU arranges (through financial incentives to faculty) 10 graduate level courses, mostly in economics and management sciences, as well as 15-20 undergraduate courses each term. There are usually 250 international students a term who seek out these IPSU courses. Although these courses are also open to Stellenbosch degree-seeking students, only 1% of them choose to do so since the courses don't automatically satisfy any of their prescribed requirements.

The university is experimenting with 'parallel' courses (that is, offering the same course in two sections, one in English and one in Afrikaans). There is a real concern, however, that this arrangement would create just another segregated system. Engineering is experimenting with this, having offered their first-year courses on parallel tracks and now beginning with second-year courses. Some feel that the general tendency is for more faculty to prefer teaching in English, particularly the younger ones who want to appeal to a more international audience and who prefer to do research and publish in English, rather than, or in addition to, Afrikaans. Afrikaans is still used at the University of the Northwest, at the University of Johannesburg (only during the day; night classes are in English) and the

University of the Free State. Other formerly Afrikaans universities—the University of Pretoria and Nelson Mandela Metropolitan now do all their teaching in English.

IPSU finds CIEE to be an excellent partner and particularly values Bradley Rink. They were sorry that last year's summer program proved unsuccessful. They have regularly offered a summer program, mostly in partnership with another provider, which caused some wrinkles last summer when CIEE students accessed the summer program as well. A decision will have to be made about 2009. But it is clear that CIEE does not have the authority to create the program according to the needs and interests of CIEE Academic Consortium members.

A new rector started at Stellenbosch in January of 2007 but his administrative leadership team has only been fully assembled since April of 2008. While IPSU cannot anticipate upcoming changes it is reasonably sure that internationalization efforts will not only continue but will also expand. Students should look at past curricular offerings as a model for what they might expect when they arrive.

VII. Perceived Satisfaction of the Consortium Member Institutions

The evaluator contacted the two dozen institutions that had sent students on the program in the past five semesters. However, most had sent only one student so they did not have a lot of feedback from students. Carleton responded with enthusiastic comments from a returnee who thorough enjoyed courses, even if they weren't as rigorous as those at her home institution. She particularly enjoyed her language course at Stellenbosch. Georgetown has sent a number of students on the program and found that even though it started as an 'overflow' program for those who didn't apply in time to Cape Town, over time it has achieved its own following at Georgetown. This is true because students find that they can more easily meet students at the host university at Stellenbosch and become a part of the campus community. They also find it much safer than Cape Town. They are particularly appreciative of the excellent on-site support services they receive from CIEE here in Stellenbosch. While faculty may have been slow to changing their perceptions of the institution, students are listening more to former participants. While the service learning option seems solid, not all institutions will allow an entire semester devoted to service learning activities and courses.

VIII. Perceived Satisfaction of the Student Participants

Student participants expressed through written evaluations and in person how highly satisfied they have been with all aspects of the program. While many were not aware ahead of time of what awaited them at Stellenbosch, they came to appreciate the benefits of this environment—being close to Cape Town without the hassles of the big city, the attraction of living in a small city dominated by the university, an active campus life, ease of meeting local students in classes and through their residences, making friends with a small group of likeminded CIEE students, ready access to outdoor activities (hiking, camping, swimming, etc.) and being able to see the ongoing transformation of South African society in their courses as well as their social discussions.

As a result of being witness to the challenges of integration and a majority-rule culture, they more fully understand the tensions and the historical background that complicates the transformation. Given the major political turmoil that occurred during the week of the evaluation—the forced resignation of the president and the subsequent resignation of the majority of his minister-- there was palpable excitement all around as well as a sense of normalcy as the wheels of democracy turned. Of course, the U.S. has its own political excitement going on simultaneously, of which race also places a part, which has

encouraged active commentary about U.S. politics between the South Africans and the CIEE students.

Students were satisfied with their orientation activities and ongoing CIEE excursions and field trips such as going to Robben Island, Paarl and Franschhoek Valley Excursion, film festivals, excursion to Cape Point/Cape Peninsula, overnight to the Karoo region, including a visit to a game reserve.

Students also appreciate the opportunities to do the service learning track or to just volunteer. Most students have engaged in some community service project during their time at Stellenbosch, including working at the Cotlands Baby Sanctuary (for abused and abandoned children), Habitat for Humanity (building houses for the poor), Horizong Housing (care center for those with cognitive disabilities), Kayamandi Project (after-school program to help children with sports, tutoring and arts and crafts), Jessie Keet Creche (daycare center) Peace Parks Foundation (assisting with grant writing), Sustainability Institute (to explore ways to prevent the destruction of the eco-system) and Watergarden Project (allowing children to play as a means of enhancing their self-esteem).

Students who met with the evaluator were effusive in their satisfaction at having chosen Stellenbosch. A number of them had attended schools with diverse populations so they weren't overly concerned about the challenges they might face in South Africa.

IX. Safety and Security Issues

Students receive stringent guidelines, and frequent reminders, about safety and security issues. It becomes second nature here to be cautious with one's possessions, leaving all valuables under lock and key at all times, being wary when walking along the street and in public places.

The university operates with a series of strong security measures (keyed doors for all buildings). In fact, for the Concordia residence, an individual has to move very quickly through the security panel, which closes immediately in order to prevent a second person from pushing through at the same time. Nevertheless, students talked with great relief at being able to walk down the streets of Stellenbosch alone, even in the evenings, particularly along the 'green' routes which are patrolled on a regular basis, since this environment is much safer than Cape Town. None had been robbed or mugged.

They were all aware of the tragic death of a CIEE student from the UCT program a few weeks ago who had been on holiday up the coast with other students when he was pulled into the ocean by an unexpected rogue wave. They said the irony was that the drowning took place along a coastline that is well known as a safe environment. They did not seem frightened or put off by the event although they were greatly saddened by it. In fact, one of the students has already taken part in sky diving and shark diving.

X. The Program's Compliance with CIEE's Policies

This program is in full compliance with all CIEE policies.

XI. The Quality of Administration and Management of the Program

As has been expressed elsewhere in this report, much of the success of this unique program can be attributed to the exceptional leadership and personal skills of Bradley Rink. He is uniformly loved by the students, past and present. He can be found in his small campus office every day and is available by cell phone 24/7. The students confide in him

and consult him on a range of issues, from the academic to the personal. Students trust his judgment and welcome his input on a wide range of subjects. His deep knowledge about the culture and history of South Africa gives special weight to his recommendations and explanations. However, even when he's giving background about politics, geography, linguistics, history or music, it never comes across as pedantic. One can learn from him during the most offhanded conversations. Students never have the sense he is talking down to them. This is a special talent. He is highly respected by the faculty and administrators, which was obvious during the various conversations during the evaluation. The program should maximize his knowledge and skills in every way possible.

Given current program enrollment and the limitation on office space, the director only seeks out part-time assistance from a Stellenbosch student during peak moments (orientation, excursions, field trips, etc.).

RECOMMENDATION

8. Maximize Bradley Rink's unique set of knowledge and skills to enhance the program.

XII. Future Prospects and Plans

The design of the program is solid so any future plans rest with expansion issues as well as directions that Stellenbosch University might take to increase the numbers of its courses taught in English.

XIII. Relationship with previous evaluation

This is the first formal evaluation of the program which only began in 2006.

ACKNOWLEDGEMENTS

The evaluator benefited greatly from the care and concern for this process by CIEE's Resident Director, Bradley Rink, and of the host institution faculty and administrators who shows great interest in this quality control process. The students were particularly thoughtful and generous with their time, allowing me to visit their accommodations, a service placement project as well as spending a leisurely lunch with me, where they openly expressed their views. An interim evaluation is unique in that it does not benefit from the mix of views and experiences of a full ACB team. However, the staff and students were very engaged in the process of considering what elements of this program should be highlighted in the report and how CIEE can better promote this learning environment to its constituency so that more students can benefit from it.

SUMMARY OF RECOMMENDATIONS

1. Require either Afrikaans or isiXhosa as part of the CIEE program at Stellenbosch rather than leaving it optional.
2. Provide a compendium of previous courses taken by CIEE students on the Web site with a disclaimer that they may not be offered every semester.
3. Consider having Bradley Rink design and/or teach a core course for the program on the subject of transformation, cultural identity and the human and cultural landscape. He should explore doing so as one of the IPSU offerings so that other Stellenbosch students could also take the course, enriching the discussions about transformation.
4. Change the promotional material to clarify the differences in the two housing options. Perhaps have student statements on the Web that speak to the advantages of each type.
5. Enhance the Web site to include detailed information about the range of student life activities that exist through the University, on and off campus.
6. Insist that students submit brief descriptions of the courses they have taken in the U.S. which will serve as the background for the types of courses they will pursue at Stellenbosch.
7. Consider creative methods of promoting Stellenbosch as a viable option for all CIEE applicants who wish to study in South Africa.
8. Maximize Bradley Rink's unique set of knowledge and skills to enhance the program.



Dr. Kathleen Sideli
CIEE Academic Consortium Board

Visit Agenda
Interim Evaluation
CIEE Stellenbosch University Arts & Sciences

Saturday 20 September 2008

15:55 Bradley to collect you at Cape Town International Airport (DL128); transfer to Little Scotia Guest House

Evening Free

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Wednesday 24 September 2008

South African Public Holiday: Heritage Day
(No formal meetings scheduled)

16:00 Bradley to meet you at Little Scotia Guest House

PM Transfer to Stellenbosch, check-in at guest house

Bonne Esperance Guest Lodge
17 Van Riebeeck Street
Stellenbosch
Tel: +27-21-887-0225
Fax: +27-21-887-8328
Email: stay@bonneesperance.com

Evening Dinner with Bradley

Thursday 25 September 2008

08:30 Bradley will meet you at Bonne Esperance Guest Lodge; review schedule over coffee; walk to Stellenbosch University (5 minutes)

09:00 Observe *An Introduction to African Politics: States, Regimes and Recent Political Trends* – Prof. Willie Breytenbach (lecture given by Mr. Andre Coetzee, tutor) (Arts Building, Room 648)

- 10:00 Tour of campus facilities (centre of campus)
- Stellenbosch University International Office
 JS Gericke Library
 Neelsie Student Centre
 HUMARGA Computer User Area
- 11:30 Meeting with Prof. Hans Heese
 University Archivist and Lecturer for *Overview of South African History*
 (Stellenbosch University Archives, Wilcocks Building)
- 12:30 Lunch meeting with Mr. Robert Kotzé, Director, Stellenbosch University
 International Office and Mrs. Samantha Walbrugh-Parsadh, Assistant Director
 (Volkskombuis Restaurant)
- 14:00 Observe *Afrikaans for Beginners* course (until 1st break) – Ms. Vernita Beukes
 (Arts Building, Room 602)
- 15:00 Tour of campus facilities (student residences and outlying facilities)
- Metanoia Residence
 Concordia Residence
 Coetzenburg Sports Campus
- Evening Dinner with Bradley and/or Stellenbosch University staff

Friday 26 September 2008

- 09:00 Bradley will meet you at Bonne Esperance Guest Lodge; time to discuss any
 outstanding questions/issues; walk to International Office (5 minutes)
- 10:00 Meeting with Mrs. Samantha Walbrugh-Parsadh, Assistant Director, Stellenbosch
 University International Office
- 11:00 Observe *Service-Learning & Community Development* course (until 1st break) –
 Ms. Antoinette Smith-Tolken (NOT CONFIRMED BY LECTURER)
- 12:30 Meeting with Dr. Karen Smith, Lecturer in the Department of Political Science.
 Teaching specialties include International Relations, Politics and Foreign Policy
 of the United States, International Organisation, South Africa's Political History
 (NOT CONFIRMED)
- 13:15 Depart International Office for Service-Learning/Community Engagement site
 visit (iKhaya Trust) with Eric Flanagan (Georgetown) to provide tour of facility
 and outline of project
- 14:00 Lunch with Fall 2008 CIEE Stellenbosch group without RD (Greengate
 Restaurant)

Michael Ellement (Siena College)
Eric Flanagan (Georgetown University)
Caleb Landry (Fort Lewis College)
Bryn Mesko (Northeastern University)

15:30 Bradley to meet upon conclusion of meeting; return to International Office;
Wrap-up meeting with Bradley (and others as required)

Evening Dinner with Bradley or at your leisure if needed

Saturday 27 September 2008

07:30 Depart (at latest) Bonne Esperance Guest Lodge in Stellenbosch to Cape Town
International Airport for 10:30 departure (Domestic Departures).
Transport provided by Mr. Calvyn Heynes, Tel: 084-290-0460

Useful contact numbers:

Bradley Rink 082 713 8223 (from outside South Africa +27-82-713-8223)
Quinton Redcliffe 082 887 6342 (from outside South Africa +27-82-887-6342)