
Transformation at Stellenbosch University

Report prepared for the Department of Higher Education and Training

2019



forward together · saam vorentoe · masiye phambili

Table of contents

Table of contents.....	1
List of tables.....	2
List of figures.....	3
List of acronyms	4
1. Introduction.....	5
1.1. Structure and focus of the report	5
1.2. More about the SU Transformation Plan	6
2. Department of Higher Education and Training transformation indicators for Stellenbosch University..	7
2.1. Monitoring and accountability.....	7
2.2. Governance	8
2.3. Institutional culture.....	12
2.4. Language	23
2.5. Staff development and equity	26
2.6. Curriculum renewal.....	35
2.7. Student support.....	36
2.8. Disabilities	37
2.9. Complaints.....	39
2.10. Collaboration	42
2.11. Broadening community engagement networks and forums	43
2.12. Scholarly outputs on transformation.....	43
References	45
Addenda	46
Addendum A: DHET Transformation Indicators and Plan.....	46
Addendum B: Transformation Office Stakeholders.....	56
Addendum C: List of the current transformation research initiatives at SU	57

List of tables

Table 1: Composition of incoming Students' Representative Council9

Table 2: Composition of Council 2013–2019.....9

Table 3: Composition of Convocation (November 2019).....9

Table 4: Composition of Institutional Forum (November 2019).....9

Table 5: Themes of Siyakhula Staff Training programme.....14

Table 6: Complaints (November 2019)41

List of figures

Figure 1: Language Centre courses and services 24

Figure 2: Staff by race 29

Figure 3: Staff by gender 29

Figure 4: Senior positions by race 30

Figure 5: Staff by gender and race 30

Figure 6: Enrolment by gender and race 33

Figure 7: Student housing profile 35

List of acronyms

Acronym	Definition
CPA	Consumer Protection Act
CPUT	Cape Peninsula University of Technology
CUT	Central University of Technology
DHET	Department of Higher Education and Training
DOL	Department of Labour
EDP	Extended Degree Programme
EE	Employment equity
EEP	Employment equity plan
EqU	Equality Unit
GBV	Gender-based violence
ITC	Institutional Transformation Committee
KPA	Key performance area
MoU	Memorandum of understanding
Naming Committee	Committee for the Naming of Buildings, Venues and other Facilities/Premises
NDP	National Development Plan
NFs	Newcomer first years
NMU	Nelson Mandela University
PASS	Professional administrative support services
SASL	South African Sign Language
SDGs	Sustainable Development Goals
SICS	Social Impact Committee of the Senate
SIKP	Social Impact Knowledge Platform
SITC	Student institutional Transformation Committee
SRC	Students' Representative Council
SU	Stellenbosch University
TSC	Tygerberg Student Council
UCT	University of Cape Town
USAF	Universities South Africa
UWC	University of Western Cape

1. Introduction

Transformation at Stellenbosch University: Report prepared for the Department of Higher Education and Training, 2019 is the second overarching report on transformation submitted by Stellenbosch University (SU). It follows the compilation and adoption of a set of institutional transformation indicators for all SU environments. (See [Addendum A](#) for a full list of the transformation indicators.)

The documented transformation indicators and SU's current Transformation Plan was submitted to the Department of Higher Education and Training (DHET) in 2017. Henceforth, SU will report annually on transformation according to the list of transformation indicators. This report will be shared with the following internal and external stakeholders:

- the DHET;
- the SU Rectorate;
- the SU Institutional Forum;
- the SU Institutional Transformation Committee¹ as well as environment-specific transformation committees; and
- all SU deans and senior managers with the request to share the report in their respective environments.

Key findings of this report were shared at the annual SU Transformation Indaba (see [section 2.1.5](#)).

Sections of this report may be used to support other institution-related, transformation-focused reporting. As such, it is an overarching institutional report that connects transformation work and reporting at SU on all levels.

This report allows SU the opportunity to take stock and re-orient itself regarding its deliberate focus on transformation. It also gives the broader University community insight into how and at what pace the institution is transforming.

The report has been compiled with input from all SU professional administrative support services (PASS). Annual faculty plans provided information from the faculties.

1.1. Structure and focus of the report

This report is guided by the pillars of the SU Transformation Plan and SU's transformation indicators for 2017 as submitted to and approved by the DHET. See [Addendum A](#) for these two documents.

Section 2 of this document reports on the progress and focus of each indicator. Where development has been limited, remedial suggestions are made for further consideration by the Institutional Transformation Committee and the applicable environment(s). The Transformation Portfolio² and, in particular, the SU Transformation Office will guide and enhance the evaluation of the indicators, specifically where remedial

¹ Being a committee of the SU Rectorate, the Institutional Transformation Committee reports to the Rectorate biannually. Therefore, the Institutional Transformation Committee report should be read alongside this report.

² The Transformation Portfolio includes the Vice-Rector: Social Impact, Transformation and Personnel, and the Senior Director: Social Impact and Transformation. See Addendum B for the organogram of Transformation Office stakeholders.

action is needed. The latter may include (i) joint decisions on adjusted timelines, (ii) adjustments of the specific indicators and (iii) a more institutional approach to reaching the intended goals and outcomes.

1.2. More about the SU Transformation Plan

The objectives of the Transformation Plan are:

- to coordinate, facilitate and advance transformation as an embedded, systemic, inclusive and integrated process and practice at SU;
- to create synergy in the institutional understanding of a working definition of transformation at SU;
- to offer a historical and national context for transformation work in higher education and its alignment with national aspirations;
- to establish guidelines, principles and parameters for University-wide transformation actions;
- to create a reporting, monitoring and evaluation framework aligned to [Vision 2040 and Strategic Framework 2019–2024](#) to track transformation actions and progress; and
- to initiate and guide the development of transformation plans in the various SU environments.

The pillars of the SU Transformation Plan are people, places and programmes:

People: this pillar focuses on renewing SU's institutional culture, advancing employment equity, diversifying SU's campuses and promoting SU as an employer of choice.

Places: this pillar focuses on visual redress, a welcoming culture at SU, the embeddedness of SU as an African university and the expansion of strategic partnerships (both internal and external to SU).

Programmes: this pillar focuses on curriculum renewal, decolonisation of the curriculum and a transformative student experience which includes the co-curriculum.

These pillars are discussed in more detail in [Section 2](#) as it pertains to each transformation indicator.

2. Department of Higher Education and Training transformation indicators for Stellenbosch University

2.1. Monitoring and accountability

The following sections discuss the monitoring and evaluation of the various transformation indicators for SU. Given the model of embedded transformation, reporting on the indicators was done by various SU environments.

2.1.1. Establishment of the Institutional Transformation Committee

The SU Institutional Transformation Committee (ITC) was established in 2017. Representatives of all faculties (mostly the chairpersons of the various faculty transformation committees) and representatives of the various responsibility centres serve on the central committee. The Vice-Rector: Social Impact, Transformation and Personnel serves as chairperson of the ITC, and the Head: Transformation Office serves as its registrar. The ITC is mandated by the Rector's Management Team and reports at least once a year to the Rectorate. The ITC participates in the drafting, implementation and regular revision of the University's Transformation Plan. The committee ensures that the Transformation Plan is an accessible and illuminating instrument that envisions, guides, directs, coordinates, advances, facilitates and empowers transformation processes at the University, and that it facilitates the development of assessment criteria for progress. The Committee meets at least four times a year.

The ITC finalised its terms of reference in 2019.

The Student Institutional Transformation Committee (SITC) is in the process of being constituted. The SITC will comprise of representatives from student structures both positional (student governance structures, including student communities, and societies) including the SRC Academic Councillor, and non-positional (by application). The SITC must have a member of the Tygerberg Student Council (TSC) who represents the students on Tygerberg campus. This student is to be identified by the TSC and can be positional or non-positional. The SITC will be a sub-committee of the ITC and will meet four times a year just before ITC meetings.

2.1.2. Establishment of transformation committees at all faculties

All faculties except AgriScience, Military Science and Education have functional transformation committees. Representatives of the three faculties mentioned also serve on the Institutional Transformation Committee. As such, these faculties already focus on transformation. However, the aim remains to establish fully functional committees in these faculties.

2.1.3. Ensuring effective functioning of faculty transformation committees

The Transformation Office is embarking on a university-wide process to develop terms of reference for faculty transformation committees in 2020.

The development of faculty-specific transformation plans, visions and/or Charters will follow after the terms of reference for all faculty transformation committees have been finalised. The Faculty of Medicine and Health Sciences already launched a Transformation Charter in 2019.

Transformation has been included in the employment equity planning and reporting processes, which feed into annual faculty plans.

2.1.4. Compilation of the annual Institutional Transformation Report

In line with DHET practices and requirements, this document is SU's annual transformation report³ submitted to the DHET. The report is also shared for discussion with SU management structures (see [Section 1](#)), and it is thus a public document. The report is also discussed at the annual SU Transformation Indaba.

2.1.5. Hosting the annual Transformation Indaba

SU hosted its third Transformation Indaba in 2019.⁴ The indaba, hosted by the University's Transformation Office, has become an annual reflective gathering to discuss and evaluate transformation at SU. It was attended by more than 100 staff members and student representatives from various SU environments.

The indaba enabled participants to pause and discuss critical transformation-related issues. It is foreseen that it will become an annual opportunity for reflection and engagement. The event is serving as a barometer for transformative engagement at SU. It is therefore imperative that the indaba is adequately evaluated, structured and attended to deepen the conversation of embedded transformation at SU.

2.2. Governance

2.2.1. Monitoring, reporting and analysis of longitudinal diversity trends of the Students' Representative Council, house committees, student societies, Institutional Forum, Senate, Council and Convocation

The **Students' Representative Council (SRC)** represents the interests of students on the University Council, other University bodies, and national and international student bodies. Table 1 below outlines the current composition of the incoming SRC (2019–2020). (Note that some portfolios must still be filled.)

³ The Senior Director: Social Impact and Transformation takes responsibility for compiling the report from all information provided.

⁴ The first Indaba was held in 2017.

Table 1: Composition of incoming Students' Representative Council

Indian		Coloured		Black African		White		Total		
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Members
0	0	3	0	2	2	4	4	9	6	15

Table 2 shows the race and gender profile of the **Stellenbosch University Council** over the period 2013 to 2019.

Table 2: Composition of Council 2013–2019

	2019	2018	2017	2016	2015	2014	2013
Indian male	0	0	0	0	1	1	0
Indian female	1	0	0	0	0	0	0
Coloured male	7	7	5	5	5	4	4
Coloured female	1	1	1	0	0	0	1
Black African male	0	1	2	0	0	0	0
Black African female	3	2	2	2	2	1	0
White male	14	15	14	20	20	20	20
White female	4	4	4	2	1	2	1
Total male	21	23	21	25	26	25	24
Total female	9	7	7	4	3	3	2
Total members	30	30	28	29	29	28	26

The **Convocation** of Stellenbosch University is a statutory body consisting of all SU graduates, including current postgraduate students who completed their undergraduate studies at SU; all full-time and retired academic staff of the University, and all diplomates. According to law, all South African universities have a Convocation that ensures the input of alumni into matters regarding the University; it also provides a statutory connection to its former students. The Convocation is represented on the University Council. Table 3 shows the composition of the Executive Committee of the Convocation as at November 2019.

Table 3: Composition of Convocation (November 2019)

Indian		Coloured		Black African		White		Total		
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Members
0	0	2	0	0	0	1	2	3	2	5

The **Institutional Forum**, chaired by a female staff member, advises the Council on matters affecting the University. Table 4 shows its composition as at November 2019.

Table 4: Composition of Institutional Forum (November 2019)

Indian		Coloured		Black African		White		Total		
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Members
0	1	7	0	4	1	10	8	21	10	31

2.2.2. Mandating all governance structures to develop a strategy for enhancing transformation

Mandating of all governance structures to develop a strategy to enhance transformation will be discussed in detail with the Registrar's Division and the Division of Student Affairs. The Transformation Office, in conjunction with the Registrar's Division and the Division of Student Affairs, will jointly support the development of a strategy that enhances transformation and supports transformative practices in all structures. It is foreseen that the new SU Statute (see [2.2.4](#)) will positively influence these processes.

2.2.3. Pilot indication and training practices of governance structures to empower new participants

The training practices of governance structures are to be reviewed by the Transformation Office, the Registrar's Division and the Division for Student Affairs.

2.2.4. Reviewing the University's Statute

In 2016, the SU Council requested a thorough revision of the SU Statute to make it a relevant and suitable governing document for a university of the 21st century. Such a re-write would also provide SU with the opportunity to consider its governance structures, and roles and responsibilities afresh in a structured and holistic manner.

The new Statute was approved by the Minister of Higher Education, Science and Technology on 10 July 2019 and published in the Government Gazette of 16 August 2019. The Statute provides the foundational structures and processes in which the values, ideals and principles that drive the University are being conducted and pursued. It binds together the various sectors of the University and sets the tone for all decision-making and academic and administrative activity. The Statute describes the composition, powers and functioning of the various bodies established by the Statute as well as the election or appointment and the powers of the office bearers created by it. In short, the Statute provides the institutional framework in which the effective governance and administration of the University are conducted.

The new Statute contains a preamble that provides certain fundamental principles upon which the Statute is based. The preamble, among other things, states that the University:

- is driven by the values underlying the Constitution, in particular, those relating to human dignity, equality and freedom;
- promotes unity in diversity by inculcating tolerance of and respect for different perspectives and belief systems, ensuring a suitable environment for learning, innovation, research and societal engagement;
- aims to benefit society through excellence in innovative learning and teaching as well as in pioneering research; and
- is committed to the development of a comprehensive range of academic, professional, vocational and general programmes addressing societal needs.

The various governing structures and office-bearers must function following these principles. The Statute determines the scope of decision-making powers and ensures that powers and duties are performed lawfully and effectively, following the democratic spirit and intent of the Statute. The Statute commits the University to open, transparent, responsible and accountable governance and administration, ensured by various checks and balances.

2.2.5. Expand and support affinity organisations and staff stakeholder forums

The Transformation Office works in partnership with a number of affinity organisations and stakeholder forums through its [Imbizo 365 programme](#). In 2020, the Transformation Office will partner with the Disability Unit and Afrinead, a disability research evidence project that has been initiated in SU's Medicine and Health Sciences Faculty to committing all Imbizo 365 engagements to engaging questions of disability. The Transformation Office and Disability Unit co-host Casual Day annually. Other standing partnerships include a Youth Day lecture in partnership with the Faculty of Theology.

The Student ITC is another mechanism for advancing the work of affinity groups. The committee is comprised of students in positional and non-positional leadership, including the SRC and Prim Committee. It also includes representatives from QueerUS, the SU chapter of United Nations South Africa, DisMaties and the AntiGBV Movement.

2.2.6. Developing mechanisms to revise meeting procedures

The development of mechanisms to revise meeting procedures is not currently in place. Mechanisms to revise meeting procedures will go a long way to enhance the renewal of the institutional culture, and thus it must be prioritised. This initiative should be a collaborative effort between the Transformation Office and various other SU environments to develop and establish the necessary mechanisms. The support of senior managers will be crucial in this endeavour as they will be able to guide processes in various environments.

The Transformation Office is embarking on a project to develop and refine indicators for transformation at the university, one of the mechanisms which will form part of this overarching project.

2.2.7. Tools to report on voting trends to monitor the level of participation in Council and the Students' Representative Council

The tools to report on voting trends to monitor the level of participation in Council and the SRC are not currently in place. Although voting statistics and trends are available, SU should work towards a standard monitoring process for the structures concerned. Consideration should be given to extending this tool to monitor other structures for student and staff participation.

2.2.8. Developing an annual institutional engagement strategy with a focus on transformation

The Transformation Office hosts the annual Transformation Indaba. In 2019, it was held on 17 October. The final report will be available in January 2020.

The Transformation Office conducts workshops and facilitates environment-specific indaba to support environments in conceptualising and advancing their transformation projects. In 2019, the Office hosted a student transformation indaba in the Engineering Faculty and workshops with transformation committees in Student Affairs, Economic and Management Sciences, and Social Science and Arts.

The [Imbizo 365 calendar](#) is a series of university-wide engagements aligned with the national calendar. All these engagements are aimed at creating dialogue around and engagement with issues relating to

transformation. These engagements are available to the entire university community. In 2019 we hosted the following:

- Exhibition: *23 Years later Human Dignity: A pop-up exhibition*
- Panel discussion: *Freedom of expression panel discussion* – Pierre de Vos, Nuraan Davids, Carli van Wyk and Fanelesibonge ‘Fanele’ Ndebele
- Lecture/discussion: The importance of service staff voices in the narrative of our universities – Shepi Mati
- Lecture: Born frees and democracy: Freedom and responsibility – Lovelyn Ndawenyi
- Poetry event: *Womxns Poetry Evening* – Mawande Ndywamba, Sinazo Peter, Genevieve Zongolo, Hlengiwe Mbanjwa, Skhumbuzo Mazibuko and open mic participants
- Film and discussion: *The People vs Patriarchy* (film) with discussion facilitated by Babalwa Gusha
- Panel discussion: *What do we do with the music of alleged and convicted sexual offenders?* – Amanda Gouws, Ncebakazi Mnukwana, Skhumbuzo Mazibuko, Barbara Nussbaum and Primrose Mrwebi
- Lunch event: *Shine with people with disabilities*

As a responsible corporate and institutional citizen, SU links South Africa’s national holidays with internal and external communication initiatives. This effort is coordinated by the Transformation Office and supported by various SU environments.

2.3. Institutional culture

2.3.1. Developing a visual redress policy

Visual redress at SU refers to an attempt to right the wrongs of previous and current powers by removing hurtful symbols (e.g. of apartheid), social injustice and misrecognition, and remedying the harm that has been caused by these visual symbols by compensation through installing new visual symbols that have African centrality as an outcome.

To enhance the process of visual redress, SU has established an ad hoc visual redress committee, chaired by the Vice Rector: Social Impact, Transformation and Personnel. This committee currently guides the implementation of many visual redress initiatives on campus. A budget has been provided to fund ten visual redress initiatives currently underway at SU. The Senior Director: Social Impact and Transformation guides the visual redress process.

SU is currently working towards the approval of a visual redress policy. The policy will guide naming and re-naming processes as well as all visual redress processes at SU. It will guide the development of appropriate procedures for the mentioned processes. Under this policy, a permanent visual redress committee will be established to guide, enhance and oversee visual redress processes at SU.

In 2019, the draft policy was shared with internal and external stakeholders, and input was received. The amended policy will go through internal approval processes in 2020.

As part of current processes, the following initiatives were developed and implemented by the ad hoc visual redress policy:

- *The Circle*, a bronze art installation next to the Rooiplein, depicting eight women figures that symbolise the future of South Africa and leadership in the past, present and future

- The sandblasted benches on the central Stellenbosch campus welcoming students, staff and members of the community in 15 languages
- A map of Die Vlakte, an area from where the Apartheid government removed families as part of the forced removals in 1964, has been affixed to the front door of the Arts and Social Sciences building in Victoria Road, Stellenbosch
- Special messages in Afrikaans, English and isiXhosa are on the walls of the University's library to acknowledge SU's role in the injustices of South Africa's past
- Various maps of the broader Stellenbosch on the walls of the SU library
- Contextualising boards at the Adam Small Theatre Complex, Pieter Okkers House, the Rooiplein and the Faculty of Theology
- Visual redress workshops that took place at the Faculties of Law, Theology, and Medicine and Health Sciences

2.3.2. Integrating visual redress with naming policies and procedures

The Committee for the Naming of Buildings, Venues and other Facilities/Premises (Naming Committee) is currently responsible for the implementation of the Policy for the Naming of Buildings, Venues and other Facilities/Premises. It has revised its procedures to facilitate shorter turnaround times for the processing of naming and renaming requests to allow for more agile processes. The Naming Committee supports the visual redress agenda of SU through its activities. Members of the Naming Committee participate in the Committee for Visual Redress and are taking co-responsibility for a new Visual Redress Policy that will eventually replace the Policy for the Naming of Buildings, Venues and other Facilities/Premises.

2.3.3. Conducting an annual audit of the Calendar and communication strategies

The rewriting of the full SU Calendar in plain language has been in progress over several years. Rewriting is required to meet the requirements of the Consumer Protection Act (CPA) to produce a user-friendly publication that will positively contribute to the SU brand and be less alienating for staff and students. Since the standardisation of the layout of all faculty yearbooks, the SU Calendar has been systematically rewritten in plain language as per section 22 of the CPA. To date, nine of the ten faculty yearbooks have gone through this extensive process of reformatting and rewriting. The SU Calendar for the Faculty of Economic and Management Sciences, the last faculty yearbook to be rewritten in plain language in accordance with the CPA, is currently in progress.

2.3.4. Developing and implementing cross-disciplinary social inclusion programmes at faculties

See 2.3.12 for more about the social engagement calendar.

2.3.5. Completing regular institutional student and staff climate surveys

SU completed its [Staff Culture and Climate Survey](#) in 2017. This survey was a first in recent years and was thus widely anticipated and discussed. The survey was only applicable to staff at SU. The last overarching and relevant survey and report relating to culture and climate among SU students, namely [Welcoming Culture of SU](#), was completed in 2013.

Culture and climate surveys for both staff and students should become a regular occurrence at SU. Their findings should be discussed and, where recommendations indicate institutional challenges, they should be structurally addressed in all SU environments.

Culture and climate surveys should be embedded in the new SU Strategy and should find particular expression in the values of the University. In this regard, SU launched a new Culture and Climate survey in Nov 2019. The results of the survey will be collated and shared early in 2020.

2.3.6. Developing and implementing institutional training and engagement programmes on transformation competencies for students and staff

The Siyakhula Transformation Competencies Development Programme aims to equip students and staff to become a more connected and enabling higher education community. The Transformation Office in partnership with the Equality Unit, the Disability Unit, Human Resources and Student Affairs offered a range of skills development workshops to support professional and academic staff and students in leading and advancing transformation strategies. The programme, a series of workshops, focuses on three clusters of competencies, namely sociocultural awareness, leadership and intergroup engagement, and social innovation and design thinking.

The Siyakhula Staff Training Programme offers training to staff across a series of transformation competencies. The programme consists of three-day and/or two-hour sessions which address issues ranging from modern racism and rape culture to universal design. It is available to all staff at SU.

The themes of the Siyakhula Staff Training programme are outlined in the table below.

Table 5: Themes of Siyakhula Staff Training programme

Workshop theme	Executive summary	Specific learning outcomes
1. Decolonisation and thinking skills	This workshop is a discussion between staff sharing different perspectives on questions about colonisation and decolonisation, including its relevance to higher education and the specific division of the participants. It explores the process and practical examples of decolonisation and how it relates to the university’s purpose and role.	1. Clarify basic definitions and concepts related to decolonisation 2. Perspective-taking: be able to recognise the opportunities, challenges and fears associated with decolonisation and the implications for students and staff. 3. Identify practical examples of practices and methodologies where decolonisation can contribute to the University’s vision and goals. 4. Model discussion methods that validate diverse staff experiences, opposing perspectives and encourage staff to use these experiences as resources.
2. Modern racism and internalised oppression	This workshop is an interactive discussion exploring definitions, new and old forms of racism, the current context and climate, and how to respond to systemic racism in education.	1. Clarify basic definitions and concepts related to racism and internalised oppression. 2. Be able to recognise the difference between individual, interpersonal and

Workshop theme	Executive summary	Specific learning outcomes
		<p>institutional levels of racism and the different responses required.</p> <p>3. Model and explore methodologies to check with staff and peers, and to give and receive feedback that strengthens connectedness.</p> <p>4. Be able to formulate an appropriate strategy in response to a workplace racism case study that includes how to report, communicate and learn from these incidents.</p>
3. Ableism / disability	<p>This workshop uses sensitising material developed by people living with disabilities to emphasise social habits that are not person-centred. The workshop questions assumptions about “being normal”, the importance of person-centred language and strategies to prioritise inclusion in universities.</p>	<p>1. Be able to identify habits and behaviours that focus on the disability and not on the person.</p> <p>2. Clarify the difference and range of visible and invisible disabilities.</p> <p>3. Model and explore strategies that prioritise inclusion and participation of staff and students with disabilities at Stellenbosch University.</p>
4. Workplace sexual harassment	<p>This workshop allows staff to discuss and review scenarios (video enactments and case studies) and to determine what constitutes sexual harassment and how to respond, report, support and sensitise employees.</p>	<p>1. Clarify basic definitions and concepts related to sexism and sexual harassment.</p> <p>2. Recognise sexual harassment behaviours discussed in video clips and case studies.</p> <p>3. Model and explore methodologies to check with staff and peers, and to give and receive feedback that strengthens connectedness.</p> <p>4. Be able to formulate an appropriate strategy in response to workplace sexual harassment that includes how to report, communicate and learn from incidents.</p>
5. Gender fluidity	<p>This workshop uses a documentary on transgender children to start a conversation about gender identities and participants’ perspectives. It is followed by discussions on gender identity, sexual orientation and the continuum of expressions and how it impacts the workplace, education and higher education.</p>	<p>1. Clarify basic definitions and concepts related to gender fluidity and gender non-conforming identities.</p> <p>2. Model and explore methodologies to check with staff and peers, and to give and receive feedback that strengthens connectedness.</p> <p>3. Be able to formulate an appropriate strategy in response to workplace</p>

Workshop theme	Executive summary	Specific learning outcomes
		discrimination or exclusion that includes how to report, communicate and learn from specific scenarios.
6. Institutional culture	This discussion allows staff to explore the definition of institutional culture, describe or type the SU institutional culture as they perceive it and articulate the desired culture for a thriving SU. Feedback, data and recommendations from the staff culture and climate survey are shared and discussed.	<ol style="list-style-type: none"> 1. Be able to define institutional culture and the part it plays in workplace practices and interaction. 2. Perspectives taking: be able to acknowledge and understand helpful and unhelpful aspects of institutional culture as experienced by different staff members. 3. Identify strategies and practices that will contribute to a more flexible and adaptive institutional culture. 4. Model a culture of appreciation for diverse perspectives and cultures.
7. Stereotype threat and unconscious bias	This workshop explores implicit bias by using the UCLA video of bias in law. Participants are encouraged to clarify concepts and identify the potential for implicit bias in their own work environment. The workshop reviews recommendations and strategies to address stereotype threat and implicit bias.	<ol style="list-style-type: none"> 1. Clarify basic definitions and concepts related to unconscious bias and stereotype threat. 2. Recognise and name examples of unconscious bias and stereotype threat in higher education and the workplace. 3. Be able to identify appropriate responses and strategies that could address unconscious bias.
8. Visual redress	This workshop focuses on the purpose, scope and forms of visual redress and visual representation in South Africa. Staff participate in case-study-based discussions on renaming statues, art and design. Participants generate potential ideas and designs to consider for small projects.	<ol style="list-style-type: none"> 1. Be able to define visual redress and its role in realising SU's values and vision. 2. Discern between appropriate and inappropriate consultation and communication strategies when engaging with redress. 3. Be able to identify small visual redress interventions or projects that would positively impact staff and student's experience of campus culture in specific environments.
9. Religious and cultural inclusion	This workshop uses pre-formulated case study incidents and asks staff to respond and share perspectives on what they think is the right response. Facilitators share basic information on key practices, food	<ol style="list-style-type: none"> 1. Recognise and understand religious practices and context that would require time off work or special accommodation. 2. Identify universal principles and strategies that communicate respect and

Workshop theme	Executive summary	Specific learning outcomes
	requirements and expressions of respect to acknowledge various spiritual and religious beliefs.	ways of dealing with conflict of interest or ignorance. 3. Connect participants to resources that can assist to inform and sensitise students and staff communities.

The above sessions have been attended by **594 SU employees** since the start of the programme in February 2019. Senior managers have taken the lead in attending and participating in sessions and this is projected to have a positive effect in future on environments both in terms of attendance and impact.

The following interventions have been and will continue to be undertaken to address social awareness of staff interaction:

- creating awareness of ethical behaviour by inviting professionals in the field of social and business ethics to address staff on these topics.
- creating awareness of cultural differences to accommodate members of various groups with diverse customs and needs by inviting guest speakers on relevant topics and exposing staff to different cultural experiences.
- arranging opportunities for courageous conversations among staff.
- participating in existing projects at SU (e.g. Mandela Day, Casual Day, Siyakhula Programme) to improve social awareness and enhance insights into the diverse demography of our students, thereby improving the student experience at SU.

2.3.7. Developing an institutional transformation glossary of terms

The [institutional transformation glossary of terms](#) will be updated in 2020.

The Transformation Office contributes transformation expertise to courses and programming coordinated by Student Affairs, for example, the workshops that are part of the Welcoming Programme for first-year students and the workshops of SU Leads, the annual student leadership conference.

The Transformation Office is leading the development of a co-curricular course called Critical Diversity Literacy. Critical diversity literacy (Steyn, 2015, p. 381) is an analytic ability or a “literacy”, which is “an informed analytical orientation that enables a person to read prevailing social relations as one would a text, recognising the ways in which possibilities are being opened up or closed down for those differently positioned within the unfolding dynamics of specific social contexts’. This will enable environments to better and perhaps also more fully engage with critical diversity literature in order to better equip students and staff with diversity and transformation related matters.

In 2020, the Transformation Office will also offer students a six-week certificated course on Writing for Transformation in collaboration with the Department of English.

2.3.8. Developing and expanding transformational co-curricular programmes

The development and expansion of transformational co-curricular programmes are actively driven by the Transformation Office as well as the Division for Student Affairs. For further information, see the sections on the Welcoming Programme (2.3.14.) and the Siyakhula Programme (2.3.6).

2.3.9. Advancing and benchmarking performance management mechanisms linked to transformation competencies of students and staff

The advancement of performance management mechanisms linked to transformation competencies for students and staff still needs more attention. It is foreseen that the Transformation Office in collaboration with the Faculty Transformation Committees, the Division Human Resources (in collaboration with the faculty committees for employment equity) and the Division for Student Affairs will spearhead this initiative. An institutional task team should be considered to look into this matter and to advise on institutional outcomes should SU directly link transformational management processes across all SU environments.

2.3.10. Advancing transparent communication strategies and practices

The Corporate Communication Division runs communication campaigns on social media and sends content to the campus community. The communication is always written in a way that is inclusive of all stakeholders internally and externally. Whenever the Division uses photographs or makes videos, it ensures that the imagery is representative. The division adds subtitles to its videos to make them accessible to people with disabilities. It also makes use of gender-inclusive language in communication.

Notable examples from the past year include the #WomenofSU campaign during August 2019, which featured women from all walks of life at SU. The Corporate Communication Division also ran a comprehensive disability awareness campaign on social media in September 2019.

Communication campaigns link directly with the Imbizo 365 calendar and are thus done in collaboration with the Transformation Office as coordinator of Imbizo 365.

2.3.11. Developing an interactive institutional transformation website

The Transformation Office has developed a communication strategy and plan for 2020, which includes mini monthly campaigns around the Imbizo 365 themes, and the commissioning of staff and student opinion pieces on transformation-related matters. For more information, see the [Transformation Office website](#).

2.3.12. Designing and coordinating an annual campus engagement programme for transformation

The Transformation Office fulfils a central coordinating role in offering professional and inter-institutional support to make Vision 2040 a reality. The Office focuses on diagnostic and reflective mechanisms to identify progress, gaps and new imperatives for SU. It facilitates education and key transformation competencies and skills for staff and students. In addition, it aligns institutional governance and leadership practices with transformational goals and keeps SU connected to the transformation agenda in South Africa and on the continent.

Imbizo 365 uses the creative arts and activities such as film discussions, debates and excursions, and a week-long visit to a partnering African university to help participants reflect on eight calendar themes. These themes are human rights and social justice, democracy, Afrocentrism and consciousness, youth leadership and innovation, social impact and engaged citizenship, gender issues, disability, and heritage and identity. The objectives of the Imbizo 365 Programme are to: develop multicultural

competencies, social flexibility and sensitivities in student leaders to advance democratic ideals; promote thinking related to social innovation and design to find creative and innovative solutions to complex leadership challenges; and advance transformational leadership and intergroup conflict resolutions to promote social cohesion and community building. See more detail on the [Transformation Office website](#).

2.3.13. Advancing sport as a tool to diversify the student profile and to impact positively on society

Maties Sport has a robust transformation plan that not only strives to align with but also to achieve objectives set out in the policies of SU and South Africa. Its transformation plan reflects its firm commitment to implementing and promoting the principles of transformation set out in South Africa's Transformation Charter and that of national sports federations. These bodies require sufficient change and flexibility to support the unequal allocation or reallocation of resources and entitlements to overcome previous inequalities and discrimination.

Maties Sport has a profound belief in the power of sport to build people, communities and nations. The transformation of SA's sporting culture means transforming the system that underpins it to sustain change. Maties Sport's approach is to build a sports management system that supports all aspects of transformation at the University.

Statistically, the results of change are already impressive, especially in the high-visibility, high-performance sporting codes. In 2014, the demographic representation of black African high-performance athletes at SU was less than 10%. In 2018, the figure for the demographic representation of black African high-performance athletes was about 32%. The 2019 demographic representation of black African student-athletes in the high-performance programme was 39%.

Furthermore, the participation of female student athletes has also significantly improved over the past three-year period:

In 2017: 78% male (n=192) and 22% female (n=54)

In 2018: 72% male (n=246) and 28% female (n=94)

In 2019: 66% male (n=228) and 34% female (n=117)

Maties Sport is revisiting its plan to start also focusing on qualitative aspects such as B-BBEE, education and training through our newly-established, one-of-its-kind Centre for Sport Leadership as well as sport development through our School Sport Development project.

Black African employees hold 67% of the permanent staff positions on the Maties Sport 2018 payroll and 33% of positions for contracted coaches. The Maties Sport high-performance sports bursary allocation for 2018 for 231 students was split 50/50 between black African and white students. The data for 2019 maintains the 50/50 split, with 60% of the allocated sport bursary budget awarded to black African student-athletes.

Lastly, more research is needed to evaluate the transformation efforts of Maties Sport at SU. Specific attention will be given to parasport and diversity in other high-performance sporting codes. Thus, research will be prioritised in the next report.

2.3.14. Fostering a welcoming culture in student communities

The Centre for Student Communities has various initiatives to enhance a welcoming culture at SU. Some of these initiatives involve systemic initiatives, and other strategies include initiatives to influence behaviour.

The most important systemic initiative is the establishment of the cluster as organising principle of students' social and academic life. It is aimed mostly at students in their first four years of university study. All students are assigned to a student community, and a sense of belonging is fostered through this assignment. Nearly 95% of students that enter the University as first years take part in the welcoming at the University as a member of a student community.

An essential part of the cluster system is the assignment of students to the different student communities. It takes place according to the Residence and Cluster Placement Policy, which ensures that the student communities are diverse. Students are welcomed in the different student communities, and about 550 mentors support the estimated 5 500 newcomer students to make a successful transition to the University.

Creating a welcoming culture in student communities centres around values-driven leadership, where the planned programme is measured, and activities are executed and evaluated according to the values of the specific student community and the University. This process includes targeted training of the leadership in the student communities, structured conversations, detailed planning, and monitoring and evaluation of the execution of especially the welcoming period.

The training programme for newly elected leaders is quite extensive. Planning involves welcoming programmes for each community which are integrated with the University's overall welcoming. Execution is monitored for form and substance by monitors appointed from the ranks of senior students, and the overall success and compliance with welcoming practices are assessed through a survey at the end of the first term. The survey results show that first-year students have a high appreciation for the role that student leaders, mentors and senior students play in their welcoming on campus.

The mentor programme is embedded in the student communities. A mentor is assigned to students in the different student communities. This programme is quite successful, and the students report a very high appreciation for the role of the mentors. The impact of the mentor system on students is well documented through an online reporting system. Feedback is used for continuous improvement of the system.

2.3.15. Expanding the Welcoming Monitors' Programme, including feedback

The monitoring of the Welcoming Programme was introduced about 19 years ago. It was necessary to monitor the practices of student communities to discourage unacceptable practices linked to initiation. The monitors move around on campus during the welcoming period. They have access to all residences

and report on what they observe. It is an instrument to shift student culture, ensure some quality control and remove the mistrust that the public and those not involved in a specific student community might have of what transpires in such communities.

The monitors are mostly senior students at the University. Their monitoring activities have been instrumental in the improvement of the welcoming culture. This measure equates to having peer evaluators to influence conversations with students and thus shift the student culture.

At SU, the Centre for Student Communities strives to implement values-driven management. The values-driven approach does not favour a hierarchical power dispensation on campus but strives for values-driven communities where students feel included, respected and welcomed. The Centre for Student Communities aims to impart respect, dignity and responsibility to newcomer students and house committees (elected student leaders in various student communities) which will gradually build a framework for a responsible system by providing the newcomers with a safe channel of communication directly to the University or to accountable structures; by being active participants in the evolution of the welcoming period; and by providing a system for independent accountability for the responsible structures throughout the welcoming process.

The Welcoming Monitors' Programme aims to enable an environment that is enjoyable, responsible and welcoming to newcomers while ensuring accountability between all parties involved and providing a safe, objective framework to assess and continually improve the welcoming period. The programme works actively against any formal and informal structures, systems, attitudes, rules or actions through which one group exercises power or unfairness over another.

The objectives of the Welcoming Monitors' Programme are:

- to provide an objective measure of the efficiency of the welcoming period for each cluster and faculty
- to ensure accountability of the house committee and senior members of the house with regard to their conduct during the welcoming period
- to assess the welcoming period holistically, looking at all aspects of the transition to university life, both non-academic and academic
- to continually improve the process of welcoming via a system of feedback (report) and communication with the relevant parties
- to facilitate change where it is necessary, following the guidelines of SU to ensure the best possible experience for the newcomers
- to report objectively any violations of human rights and to ensure that the necessary steps are taken in response to these situations
- to liaise and provide a safe channel of communication for the newcomers by representing their concerns, needs and goals to appropriate citizens and bodies which have vested interests in the community
- to respect residence traditions and history, but also to help house committees to consider the goals and outcomes of all welcoming activities critically by benchmarking them against the standards set by the University to create a dynamic orientation process that promotes individual growth and development

2.3.16. Strengthening and expanding the ResEd Programme during the welcoming period and thereafter

When newcomers arrive at the University, they find themselves in unfamiliar surroundings where they experience new living and working environments, as well as a new culture where unaccustomed ideas are already present. Some of these ideas may influence their behaviour and others may form the basis of ongoing, serious conversations. Some ideas may overlap with their own.

Students are exposed to ideas in a series of short workshops at SU to help them to participate in ongoing conversations. This series of participatory workshops is named the ResEd Programme. ResEd is short for “residential education”, but the programme is available to all students regardless of whether they live in residences or not.

2.3.17. Strengthening and expanding post-welcoming surveys

As indicated in previous sections, SU through the Centre for Student Communities runs a number of surveys during and after the Welcoming Programme. These include a survey on students’ experience of the Welcoming Programme, a survey on the experience of private student organisation (day) students and their link with ResEd clusters, and a survey that helps SU to interpret the academic preparedness of students after the welcoming period.

2.3.18. Developing proper practice guideline documents for inclusive institutional events, with a focus on catering, entertainment and disability friendliness

Until the turn of the century, SU’s graduation ceremonies and the welcoming event for first-year (newcomer) students had a strong Christian, specifically Dutch Reformed, character. These events were conducted primarily in Afrikaans, with some English. They were traditionally opened with a scripture reading and prayer by a staff member from the Faculty of Theology. Mostly Western classical music was performed by musicians from the Faculty of Arts and Social Sciences.

In a spirit of respect for diverse languages, cultures and religions, and in support of the University’s strategic objective to promote inclusivity and a welcoming culture, the following changes have been introduced:

- Scripture reading and prayer have been replaced with this paragraph that is adapted for each event: “Ladies and gentlemen, at the beginning of this graduation ceremony, we as academic community, parents, spouses, family and friends are deeply grateful for the privilege to be here today to celebrate our graduands’ success. To this end, I invite you all to remain seated while we observe a devotional moment, granting each other the space to express our gratitude according to our various secular and religious perspectives.”
- The Conservatoire of Music’s African Music Ensemble has been added to the pre-programme to expand on the variety of music performed and to add a South African flavour.
- As none of the current members of the Rectorate that may confer degrees can speak isiXhosa fluently, and to avoid the mechanical memorising of a few words of welcome, mother-tongue isiXhosa-speaking academics kindly assist in welcoming guests at each graduation ceremony.
- Sign language interpreters are organised for events, on request. We do not use large screens at these events, which would assist with the visibility of sign language interpreters. Therefore, if

guests with hearing disabilities require assistance, we organise interpreters to be seated with them in the venue.

- Special arrangements are made for guests in wheelchairs to ensure that they can be seated with their families. In cases where frailty or illness affects the time that a guest can attend a long graduation ceremony, we make special arrangements for their late arrival and/or early departure.
- Graduates who cannot climb the steps to the stage area owing to a disability or injury remain on the ground level, and the degree is then conferred below the stage.

For more than 15 years, all invitations to University events request guests to indicate special dietary requirements. In addition to providing vegetarian and non-alcoholic options, provision is made for guests who require food to be strictly halal. If required, halal meals are brought in from the certified kitchen in one of the SU residences. In instances where a Muslim professor requests that no alcohol be served at his inaugural lecture, only non-alcoholic drinks are served.

Diversity in terms of stakeholders and guests at events still poses a challenge. As protocol and post levels dictate the guest lists for most institutional events, and because most senior positions at the University have not yet been diversified, it is difficult to ensure a diverse group of guests at official events. For similar historical reasons, the executive committee of the Convocation and the annual general meeting of the Convocation are dominated by a particular race and language group. As staff and student diversity increases, so will it increase in the composition of alumni and Convocation meetings, and in guest lists for institutional events.

2.3.19. Developing inclusive religious calendars and institutional practices

The Transformation Office has recently compiled an interfaith document that highlights religious observances and commemorations that could affect academic activities, classes, tests and exams. This work will be expanded to enhance and renew institutional practices. The Registrar has called together a task team to work on this matter, and the work of the task team will be concluded in 2020.

2.4. Language

Stellenbosch University is now positioned as a world-class, multilingual South African university – one of few in this category – which is sorely needed in a country with 11 official languages. It is therefore of cardinal importance that the University ensures that language is not a barrier to access but a tool for success, especially in diverse educational settings. The promotion of multilingualism without exclusion is, therefore, a key distinguishing characteristic for which SU strives.

The SU Language Centre's main strategic thrust is the advancement of multilingualism, in line with the multilingual thrust of the University's Language Policy (2016). Multilingualism encompasses **language support**, in terms of both **language learning and development** (as is the case for Afrikaans, English and isiXhosa language learning in various programmes), and **academic literacies and professional communication**; in other words, customised interventions in faculties to enable students to bridge the gap between secondary and tertiary education as well as the services provided by the Writing Lab and the Reading Lab. Language support also includes **language services** such as translation, editing and document design and interpreting services.

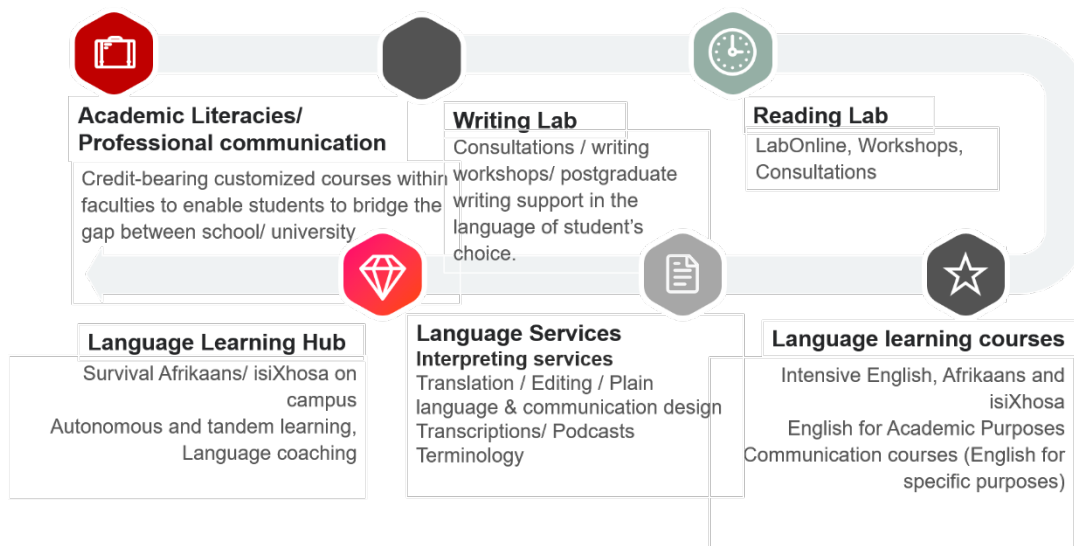


Figure 1: Language Centre courses and services

Some exciting multilingual initiatives in 2019 include a pilot project in isiXhosa educational interpreting which was launched in the Extended Degree Programme (EDP) of the Faculty of Arts and Social Sciences. The new multilingual module, Gender, Culture and Religious Diversity, is one of four interdisciplinary modules offered in the EDP support subject, Introduction to the Humanities, which is coordinated by Dr Anita Jonker. To make provision for the linguistic and cultural diversity of the EDP students, two multilingual tutors were appointed in the module: Busiswa Sobahle, an isiXhosa mother-tongue speaker, and Earl Basson, a mother-tongue speaker of Kaaps, a neglected variety of Afrikaans, spoken by quite a number of students in the programme. The multilingual team working behind the scenes ensured that not only were classes interpreted as needed, but the lecturers' slides, notes and examinations were also translated.

The Language Centre also provides a boost for deaf education at Stellenbosch University. The appointment of two South African Sign Language (SASL) interpreters to interpret for Deaf students enrolled in the Bachelor of Education Foundation Phase programme in the Faculty of Education is an important milestone. There is a significant need to train Deaf persons who wish to become teachers of Deaf children in South Africa, given that SASL has recently been introduced by the Department of Basic Education as a language of learning and teaching in schools for the Deaf, and the fact that there are very few Deaf teachers in the country. With SASL poised to become the twelfth official language in South Africa, this type of initiative is sorely needed. The interpreting provided to the Deaf students includes all forms of educational interpreting (classes, tests, exams, tutorials, meetings with lecturers, etc.) as well as all forms of extra-curricular interpreting (residence meetings, social events, workshops, doctor's appointments, etc.).

- With our increasingly diverse student body at Stellenbosch University and in a world where communication across cultures is a given, intercultural competence and the ability to communicate effectively across cultures are indispensable skills for all students. In 2019, the credits for the second-semester elective module Business Communication 142 was increased from 8 to 12. A decision was made to utilise the additional 40 notional hours to incorporate an intercultural communication and competence component.
- The Language Centre has been running this component for the first time in the second semester of 2019 with a class group of 150 students consisting of 29 smaller groups. Because

the lecturers wanted the students to experience intercultural diversity as practically as possible, they combined the Afrikaans and English groups of the module for the one intercultural communication lecture per week. This combination fits in well with the Faculty of Economic and Management Science's Language Plan which provides for opportunities for students from the two language groups to integrate. Students were challenged to form groups of six students for class discussions and a group assignment consisting of as much diversity as possible in terms of language, age, gender, race, etc.

- Although the course is seen as a basic introductory course, it still aims to establish a solid theoretical foundation regarding intercultural communication. In addition, the students were also given the opportunity to analyse various intercultural situations and were made aware of barriers to effective intercultural communication such as stereotyping and prejudice. The experience up to this point is that the students are very engaged with this topic and enthusiastic in class. The individual assignments also show that students are engaging with the content and the "spirit" of being able to communicate effectively across cultures.

2.4.1. Implementing a multilingual programme aligned to the University's Language Policy

Updating the language implementation plans of faculties and environments

The Language Policy offers various options for using the languages of teaching in lectures, namely: (a) using Afrikaans and English in separate class groups where it is reasonably practicable and pedagogically sound; (b) using Afrikaans and English in a single class group, where all information in each lecture is conveyed in at least English, accompanied by summaries or emphasis on content in Afrikaans; and (c) using only one language where the assigned lecturer is proficient in teaching only in Afrikaans or English. In addition to the lectures, students are supported in Afrikaans and English during a combination of appropriate, facilitated learning opportunities (e.g. consultations in office hours, or routinely scheduled tutorials and practical sessions). Furthermore, simultaneous interpreting as well as information and communication technology (e.g. podcasts and vodcasts) are employed to support students' understanding of module content by way of more than one language.

Towards the end of 2019, faculties and responsibility centres compiled their context-specific language implementation plans within the parameters of the Language Policy. Language implementation in and beyond the classroom is afforded with additional institutional funding and various support mechanisms offered by the Language Centre. These language implementation plans were presented to the Senate for approval in November 2019.

2.4.2. Monitoring the language-related experiences of students

Two student surveys were conducted in March and September 2017 to obtain feedback from students about their language-related experiences both in and out of class. This survey was repeated in 2019, and a staff survey was also included.

Students also have the opportunity to give feedback about language-related experiences in teaching and learning via the student feedback forms available for all modules. Students and academic staff who are negatively affected by the implementation of the Language Policy may lodge complaints via the prescribed faculty's appeals/complaints procedure or, in the absence of such a procedure and order of preference, with the relevant staff member, the relevant departmental chairperson or head, or the dean. If the complaints are not satisfactorily resolved at the faculty level and the complaints are related to academic contexts, students may refer such complaints to the Academic Planning

Committee via the Student Academic Affairs Council. If not resolved at the Academic Planning Committee, the latter will refer the matter to the Senate with a recommendation.

In the case of implementation by support services, complaints are lodged with the relevant hierarchy of line managers or, in the case of the broader University, with the Rector's Management Team via the SRC executive. In the case of implementation in student living environments, complaints are lodged with the house committee or the relevant residential head. If the complaints are not satisfactorily resolved at university residence or private student ward level, students may refer the complaints to the Senior Director: Student Affairs.

In cases where the use of the mentioned structures is not suitable, complaints may be submitted to the SU Ombud for settlement in consultation with the relevant structures.

2.5. Staff development and equity

2.5.1. Advancing staff recruitment practices that support diversity targets

Gender-focused recruitment, mentoring and retention of academic and PASS staff

The University is committed to eradicating any unfair treatment of staff members based on, among others, gender, race and post level. Against this background, proactive steps are being introduced on the level of policy as well as in terms of operational practices to ensure proper adherence to this fundamental principle. In this ongoing process, both the Human Resources Committee of Council in terms of its mandate as well as the Women's Forum played and continued to play key roles to highlight and prioritise acute challenges in this regard.

The University's commitment to eradicate unfair treatment of staff members also manifested in the constituting of a task team to focus on career advancement challenges faced by women staff at the University. The task team highlighted a range of challenges. The following challenges received and continue to receive appropriate management attention:

- Instances where women staff were remunerated at lower levels than their male colleagues – the relatively few such discrepancies were identified and rectified.
- Non-uniformities in promotion and appointment criteria in academic environments – faculty-specific criteria were submitted to and approved by the Appointments Committee of Senate.
- Challenges in the promotion of staff in PASS environments – where promotions are indicated as a result of formal job evaluation, coupled with consistently good performance levels of the incumbent, such indicated promotions are attended to and funded by the relevant University environments.
- Difference between leave provision for academic staff and staff from PASS environments (granting of research opportunities) – in the event where line management of PASS environments submit justified requests to enable support services staff to, for example, obtain advanced academic qualifications, aligned with the PASS function's needs, these are approved. Such requests are considered taking into account that the organisation's activities may not be compromised by, e.g. the absence of staff from PASS environments.
- Staff diversity at all levels – the "grow our own timber" principle is included as a key element of the University's integrated talent management plans. These plans are submitted as an integral component of the multi-year HR plans.

- Training and development opportunities for senior management – a new development programme for deans was implemented as from 2017. The University remains one of the major supporters of the sectorial HERS programme. SETA funding is as far as possible leveraged to expand the footprint of training and development to all levels of SU staff.
- Each year Stellenbosch University receives an invitation for female colleagues to attend the HERS-SA ACADEMY. The Academy is an interactive professional development opportunity for women employed in higher education. It is aimed at those women currently employed or possessing the potential to be employed at the senior management level. Senior female employees (grade 8–3) were invited to apply to join the academy as follows:
 - 2017 – nine (9) candidates were recommended to attend the Academy. The profile of the candidates was three academic staff and six support staff members (two white, three coloured, two Indian and two black African).
 - 2018 – eight (8) candidates were recommended to attend the Academy in 2018. The profile of the candidates was four academic staff and four support staff members (two white, four coloured and two black African).
 - 2019 – ten candidates were recommended to attend the Academy in September 2019. The profile of the candidates were four academic staff and six support staff members (three coloured, five black African, one Indian and one white).
- Accountable to enhance diversity – it is catered for on an institutional level as one of the key performance areas for all managers and incorporated into University environments’ formally approved multi-year workforce plans.

2.5.2. Code for Management Practices for Employment Equity

The University has put in place a comprehensive employment equity plan (EEP), which was approved by the Department of Labour (DOL) in June 2018. In the EEP, the University has identified a number of barriers and equity measures necessary to address the barriers to employment of employees from designated groups.

The Code for Management Practices for Employment Equity, approved by the Rectorate on 17 September 2019, is one of the critical tools for addressing the barriers identified in the EEP. The Code has been revised to strengthen the process of eliminating barriers to diversity. The Code is not intended to be a comprehensive human resources manual but serves as an instrument to identify aspects of human resources that are key to employment equity (EE) and can advance EE objectives.

Training workshops are being conducted with all university environments to ensure smooth transition and implementation. Some of the objectives of the Code are to:

- Eliminate unfair discrimination and advance EE
- Complement various SU policies and procedures related to EE
- Assist SU environments with the practical aspects of advancing EE and reasonable accommodation of people with disabilities
- Establish norms and standards for reasonable accommodation measures, assistive technologies and devices for the benefit of people with disabilities

Some of the highlights of the Code include the explicit formulation of the advertisements to advance diversity. One of the following formulations may be used:

- The University is committed to employment equity (EE), and appointments will be made in line with the EE plan for the specific environment as well as SU’s institutional EE Plan.

- The University is committed to employment equity (EE). In accordance with SU's institutional EE Plan and that of the specific environment, only South African citizens from the designated groups will be considered for appointment.

The University considers transformation, including EE, to be integral to the key performance areas (KPAs) of environment heads and staff exercising delegated powers. The weight of the transformation KPA is now between 20% and 25%. KPAs will be included in every SU employee's work agreement, and specific transformation performance indicators will form part of work agreements with environment heads and staff exercising delegated powers.

Through the EEP, shifts in staff diversity are closely monitored to ensure optimal diversity in all appointments and promotions. After the approval of the institutional EEP by the DOL in 2018, the Employment Equity portfolio was institutionally integrated. The DOL and the University's Employment Equity Committee continually monitor progress regarding the implementation of the EEP.

2.5.3. Mentoring services for staff

Mentoring services are provided, and the training of both mentors and mentees is available. Mentorship is also a formal stipulation of the nGap programme, and the University complies fully with this stipulation.

In support of institutional EE and diversity imperatives, SU envisages a gender advocacy project with the following three focus areas:

- Developing a recruitment and succession plan for women in academia towards leadership positions
- Developing conscious career strategies for women in non-academic/support services positions
- Positioning SU women's wellness in the workplace as a strategic priority to enhance performance and excellence

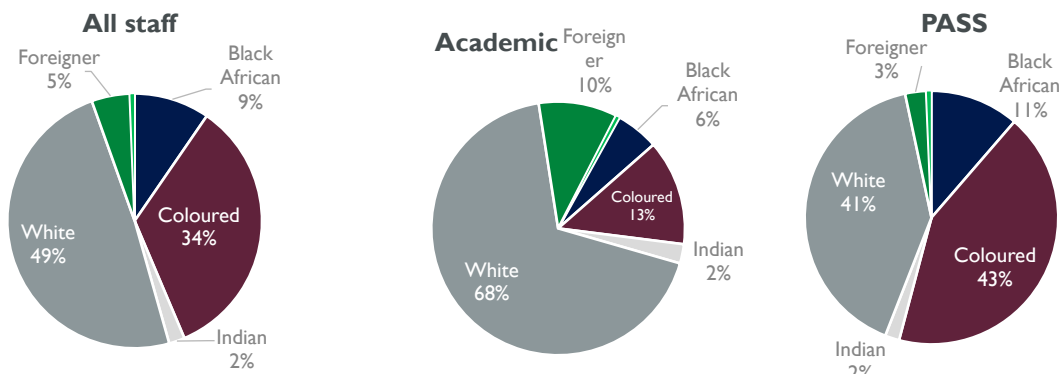
Each of these focus areas will give rise to separate, detailed programmes with different objectives and different target groups. They are all designed from the perspective that the support and empowerment of women at all levels will be an investment from which the University will gain tremendously, not only in terms of its diversity mission but also in terms of excellence of scholarship.

2.5.4. Monitoring progress in faculties and PASS environments that support diversity targets

The faculty and PASS environments' EE plans allow for direct monitoring. The demographic profile of SU was compiled taking into consideration both permanent and fixed-term employees.

The following figures illustrate the current staff profile of SU.

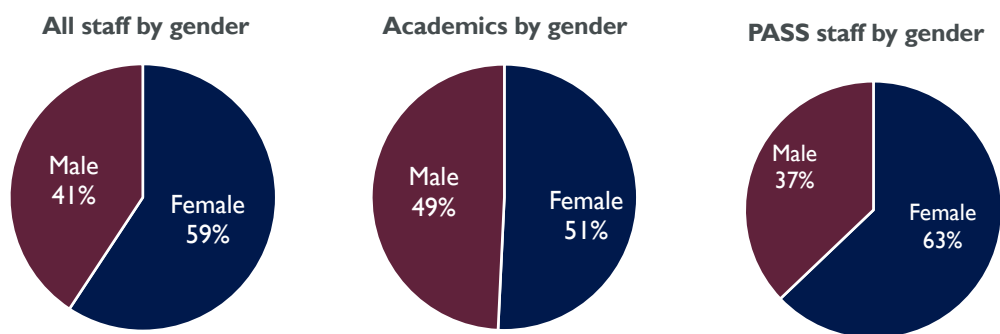
STAFF CATEGORY BY RACE



- Includes all staff on Salary Payroll, October 2019
- PASS: Professional, administrative and support services

Figure 2: Staff by race

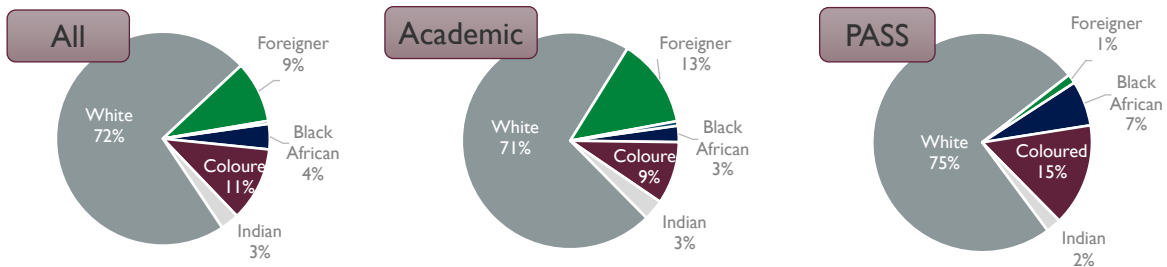
STAFF BY GENDER



- Includes all staff on Salary Payroll, October 2019
- PASS: Professional, administrative and support services

Figure 3: Staff by gender

SENIOR POSITIONS BY RACE



Position	Grade	Black African	Coloured	Indian	White	Foreigner	Total
Rector and Vice-Chancellor	1				1		1
Vice-Rector and Chief Operating Officer	2		1		4		5
Academic Deans, chief directors and registrar	3	3	3		10		16
Senior directors and distinguished professors	4	2	6	2	35	5	51
Directors and full professors	5	8	25	11	225	38	307
Associate Professors	6	13	41	6	215	20	297
Total		26	76	19	490	63	677

Figure 4: Senior positions by race

STAFF BY GENDER AND RACE

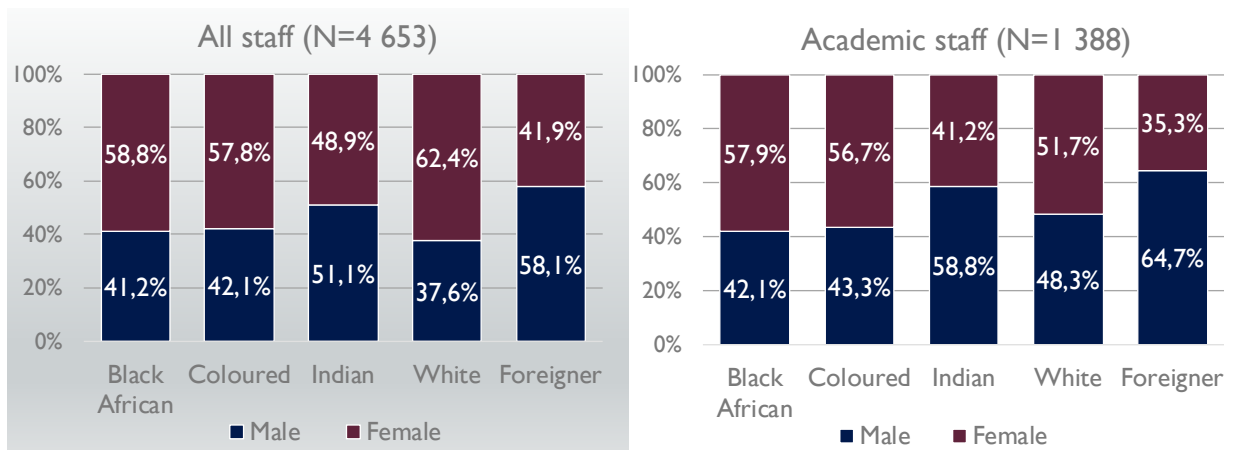


Figure 5: Staff by gender and race

2.5.5. Engaging more broadly with the Employment Equity Report and specific guidelines

The SU management, including the governance structures of the University, continually engages with the EE reports compiled by the faculties and PASS environments. The EE plans of all the environments

show that specific recruitment, retention and developmental guidelines have been developed and are in place. The Human Resources Division monitors them through the Office of the Director: Employment Equity as well as through the Employment Equity Committee.

2.5.6. Engaging annually with faculties and PASS environments regarding equity and inclusion

The Vice-Rector: Social Impact, Transformation and Personnel, Chief Director: Human Resources and Director: Employment Equity perform site visits to all environments (faculties and PASS) annually. The purpose of the site visits is to re-orient the environments regarding the diversity imperatives of SU.

The EE discussions focused on the need to articulate initiatives to accelerate diversity, remove barriers to diversity, and set targets that are aspirational, realistic and contextual at job level 9 and above in the environmental EE plans. Environments were requested to revise their EE plans and submit them to the Director: Employment Equity. Inputs to the environmental plans will continuously be used to compile the revised EE targets that are resubmitted to the Department of Labour. A final report will be compiled and submitted to Council as soon as all the environmental EE plans have been analysed. The annual report to the Department of Labour was submitted online in January 2019.

2.5.7. Identifying employment equity barriers during site visits

The common denominator in most conversations with the various environments was the requirement for central institutional financial assistance to bridge the gap where candidates have been identified for succession appointments. Some of the barriers identified included:

- Rectors' strategic fund – although the fund was helpful, it created an additional burden to the environment budget after three years given the fact that appointments originally funded through the mentioned fund had to be funded from the central budget after the three-year period.
- Remuneration – the inability of environments to match the salary expectations of candidates from designated groups hindered the achievement of diversity goals. The lack of manoeuvring space as a result of budget limitations and limited scope for growth in some faculties owing to financial constraints were further obstacles.
- Competition with the private sector and other universities for scarce skills is an obstacle.
- Succession planning and retention of staff from designated groups are difficult.
- The current institutional culture and languages seem to be unattractive to selected groups from outside the region.

Although SU has increased diversity in its staff profile, the process is relatively slow, specifically in the academic environments. Barriers identified will be dealt with in the coming years to support the environments in increasing staff diversity. Funding will remain one of the more significant challenges. Funding, together with a slowly changing institutional culture, hinders a steady improvement in the staff diversity profile of SU. It will have to be further investigated by appropriate SU environments and stakeholders.

2.5.8. Student recruitment

Recruit and admit a diverse student body according to the revised admission policy

As a public higher education institution, SU contributes to the achievement of national objectives for higher education, including increasing the participation rate in higher education in South Africa. Decisions on admission to SU are aligned with the principles of academic excellence through diversity and inclusivity, as stated in the revised admissions policy.

SU aims to achieve the demographic representation targets regarding race which are set annually in agreement with the DHET. Council annually approves targets for SU based on the size (total number of students) and shape (fields of study and diversity profile) of its student body.

Based on these targets and institutional capacity, faculties annually determine the number of new study places available for each faculty and, in some cases, for specific programmes. These available places are filled in the following order and are based on: i) academic performance, irrespective of race and socioeconomic status; ii) race; and iii) socioeconomic status.

Enrolment management at SU is aligned with the setting of targets. Student recruitment activities, therefore, focus primarily on attracting top-achieving students from diverse backgrounds to SU. In collaboration with faculties, specific schools are annually targeted for diversity recruitment purposes.

Market research (through questionnaires and surveys) focusing on enrolment trends is undertaken annually, in particular, to determine reasons for enrolment or not by provisionally-admitted black African, coloured, Indian and Asian first-year applicants. The results inform institutional strategy and practices.

The figures below illustrate enrolments according to gender and race from 2009–2018.

ENROLMENTS BY GENDER AND RACE POSTGRADUATE STUDENTS

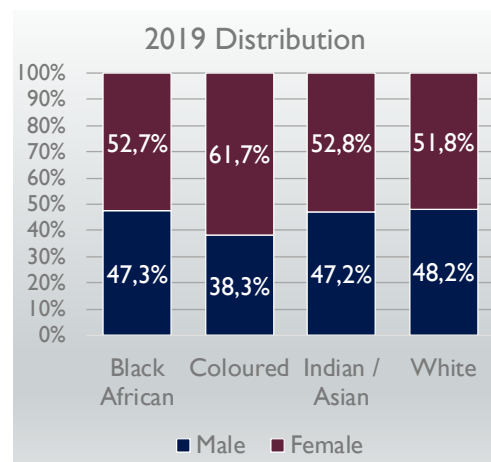
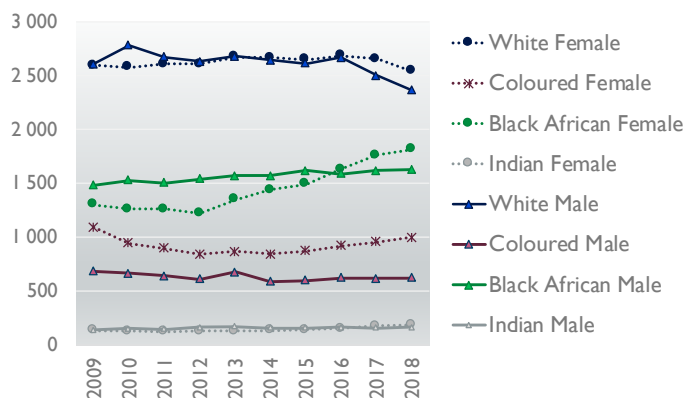


Figure 6: Enrolment by gender and race

2.5.9. Funding

Implement a revised bursaries and loans model

The SU bursaries and loans model for undergraduate students: i) supports financial neediness; ii) increases student diversity; and iii) rewards academic excellence. With the implementation of the new DHET funding model of fully subsidised support for needy students, SU's revised funding model focuses primarily on financially needy students from households in the 'missing middle' income bracket. At SU, financial support to needy students also covers the cost of an extra study year (n+1) to enable academically deserving students to complete their studies successfully. The DHET-NSFAS model does not include this additional year. Bursary offers are also made to top-achieving black African, coloured, Indian and Asian first-year students to promote diversity at SU.

Ten key enrolments trends for 2019

- 1. Overall enrolment trends:** although the number of **complete applications** by newcomer first years (NFs) decreased by 2.8% from 2018 to 2019, the number of **provisionally admitted** NFs increased by 4.7%. The **number of enrolments** decreased by 2.9%, resulting in a 3.4 percentage point drop in the enrolment rate from 47.8% in 2018 to 44.5% in 2019.
- 2. Prediction of enrolment:** using classification trees (CART and Boosted trees), it is determined that population group, programme choice (1st/2nd or 3d) and home language were the most important factors in predicting whether a student would enrol or not.
- 3. Population group trends:** the number of **white** applications decreased by 13% over the period 2017 to 2019. After a 21% growth in **black African** applications from 2017 to 2018, their number remained virtually unchanged from 2018 to 2019.
- 4. Home language:** the enrolment rate of NFs with Afrikaans as their home language ($\pm 60\%$) is significantly higher than that of NFs with a home language other than Afrikaans (28% – 42%).
 - Admitted Afrikaans-speaking NFs formed 30% of the admissions in 2018 and 2019, but due to their higher enrolment rate, they formed 40% of the enrolments.
 - The number of provisional admissions of NFs with an official South African **home language other than Afrikaans or English** increased significantly from 2017 to 2019 (+36%). However, their enrolments remained virtually unchanged from 2018 to 2019.
- 5. Home province trends:** the **enrolment rates** of NFs from within the Western Cape (60%) are almost twice as high as those from outside the Western Cape (32%).
- 6. Programme choice:** the enrolment rates of NFs admitted to their first-choice programmes are nearly double the enrolment rates of NFs admitted to their second or third-choice programmes.
- 7. Application mark:**
 - NFs with an application mark **of less than 70%** showed the strongest growth in admissions and enrolments from 2018 to 2019, with a growth of 27% and 4.6% respectively. The complete enrolment rate, however, decreased with more than 8 percentage points from 2018 to 2019.

- b. The admissions and enrolments of NFs with an **application mark of 80% and more** decreased by approximately 3% each from 2018 to 2019. Their enrolment rate for the complete cohort remained stable at 50%.

8. Socio-economic status:

- a. The enrolment rates of the medium to high socio-economically disadvantaged groups were significantly lower than among the no and low socio-economically disadvantaged groups.
- b. The total number of NSFAS bursaries/loans increased from approximately 300 in 2017 to 635 in 2018 and approximately 950 in 2019 – a three-fold increase from 2017 to 2019.

9. SU strengths:

- a. The most important reason for enrolling at SU in 2019 was the **academic reputation** of SU, selected by 87% of respondents. It was the most important reason across all population groups.
- b. The second most important reason was SU's **reputation for social activities**, by 35% of respondents. It was the second most important reason for the white population group, but not in the top five among the other population groups.
- c. The third most important reason was that SU is perceived as **stable and safe**, selected by 34% of respondents. It was among the top four most important reasons across the subgroups.

10. Barriers for access to SU: two major groupings were identified as barriers for access, namely:

- a. Insufficient financial support, no affordable accommodation near the campus and transport issues
- b. Not fitting in SU culture, and Afrikaans

2.5.10. Residence placement

Placement of students according to a revised residence placement policy

Students are placed in all SU residences in such a way that it contributes positively to the formation of diverse student communities. The primary provision for placement is to acknowledge academic performance as a criterion, but also to allocate vulnerable students to enhance their chances of success. Diversity factors include race, language, first-generation status, nationality and financial need. Annual targets for diversity are set for these factors.

The placement policy is currently under revision to align it with the new set of strategic imperatives of the University.

2.5.11. Transformation in student housing

The June 2019 statistics in the figure below includes housing on Stellenbosch and Tygerberg campuses, undergraduate and senior residences as well as student houses. It excludes private accredited housing. Of all students at SU, 25% are in University housing, which is equal to 37% of undergraduate students.

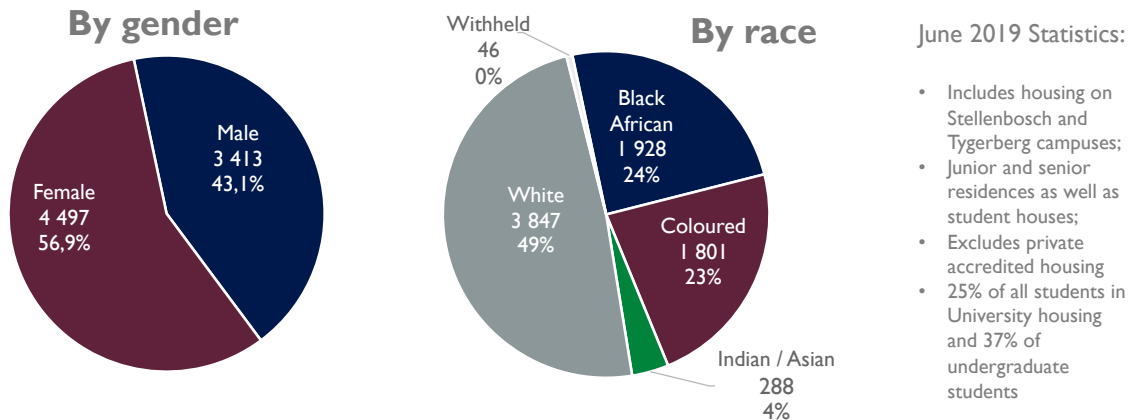


Figure 7: Student housing profile

2.6. Curriculum renewal

2.6.1. Expanding teaching and learning colloquia on curriculum renewal

Faculties have regular sessions on curriculum renewal via their teaching and learning hubs. The identification of programme renewal has strengthened this focus on curriculum renewal as one of the key strategic priorities of the Vice-Rector: Learning and Teaching. Regular forums held every quarter between the Vice-Rector: Learning and Teaching, the vice-deans: Learning and Teaching, and staff from the Division for Learning and Teaching Enhancement have resulted in the compilation of faculty-specific plans for programme renewal, which are now funded by the University Capacity Development Grant.

The Centre for Teaching and Learning has run a successful programme of monthly lunchtime seminars, referred to as Auxins (from the Greek word *auxano*, which means 'to grow'). These seminars create opportunities for academics to examine and deepen their knowledge in the area of teaching and learning at SU. The seminars play a key role in linking educational theory with teaching practice.

2.6.2. Implementing critical pedagogy and academic transformation leadership awards

The Critical Pedagogy and Academic Transformation Leadership awards have not been implemented. It could be done as a joint initiative between the Transformation Office and the Division for Teaching and Learning Enhancement.

2.6.3. Promoting the Academic Citizen in Africa Programme (co-curricular activities)

The Academic Citizen in Africa programme has not been implemented in the planned format. The SU Co-curricular Office (housed in the Centre for Student Leadership and Structures at Student Affairs) has, however, implemented an extensive range of co-curricular programmes and acknowledgements.

This model is currently being revisited after a request from Senate that the Vice Rector: Teaching & Learning should consider the implementation of a generic offering to enhance the transformative learning experience of students at SU.

The consideration and possible implementation of such a model and module will be further considered in 2020.

2.7. Student support

2.7.1. Developing and implementing non-discriminatory standards and practices for examinations

The development and implementation of non-discriminatory standards and practices for examinations are not yet in place. The Transformation Office will guide processes in this regard with the Registrar's Division and other relevant environments.

2.7.2. Providing cost-effective student support to improve success rates

See section 2.3.14 on the mentor programme as part of the welcoming of first-year students.

2.7.3. Using surveys to gather student and staff feedback on support programmes

See section 2.3.14 and 2.3.16 on the welcoming programme, the mentor programme and ResEd.

2.7.4. Aligning the Institutional Intent and Strategy to transformation goals (student disciplinary code, staff wellness strategy, financial support, academic support and mentoring)

In 2018, SU approved a new Strategic Framework and core goals based on [Vision 2040](#). The Transformation Plan itself will be aligned to the new SU Vision over the next 12 months.

As part of this process, numerous working groups are currently developing indicators for each of the strategic themes:

- A transformative student experience
- Networked and collaborative teaching and learning
- Research for impact
- Purposeful partnerships and inclusive networks
- SU, the employer of choice
- A thriving SU

It is foreseen that the Transformation Plan will align directly and indirectly with the mentioned institutional goals and formulated indicators.

The new vision and mission are currently in the second roll-out phase.

2.8. Disabilities

2.8.1. Completing and reviewing the Universal Access Policy to support students and staff members with disabilities

Council adopted the SU Universal Access Policy on 1 April 2018. This policy allows for the implementation, coordination and monitoring of universal access for students and staff members with disabilities at all SU campuses. The Divisions of Facilities Management and Student Affairs will implement this policy jointly. Given the nature and intended outcomes of the policy, it is jointly curated by the Vice-Rector: Learning and Teaching and the Vice-Rector: Social Impact, Transformation and Personnel. For more on the policy, see [here](#).

2.8.2. Integrating universal access and social inclusion

During 2019, Facilities Management and Student Affairs successfully implemented new projects to create transforming environments that value and accommodate diversity and foster an inclusive and transformative built environment. Universal access, a core design principle to which all planners and consultants need to adhere, is an integral part of all new capital and refurbishment projects at SU.

2019 Projects

- Minors works with regards to ramps and accessibility at various facilities and pedestrian/circulation routes
- Collaboration with the local authority to ensure universal access on all circulation routes located on property of the local authority that falls in University precincts

New gender-inclusive and universal accessible bathrooms:

- Biomedical Research Institute at Tygerberg campus
- Jan Mouton Learning Centre at Stellenbosch campus
- JC Smuts building at Stellenbosch campus
- Engineering building at Stellenbosch campus
- Stellenbosch University Library
- Die Stal multi-functional facility
- Stellenbosch University Museum
- Northern Campus – Decanting Building

In construction/planning for 2020

- Fully accessible non-motorised transport route on the primary east to west circulation route on Stellenbosch Campus
- New universal accessible Institute for Sport and Exercise Medicine
- In collaboration with the disability office, the further roll-out of minor works with regards to ramps and accessibility on all campuses
- Prioritising requests related to universal access with funding models and execution plans to enhance implementation
- New lift in the Law Faculty

2.8.3. Enhancing building models and practices

Facilities requirements relating to universal access which are brought to the attention of the Facilities Management Division take a long time to be put in place. This issue is an ongoing challenge campus-wide that must be addressed steadily over time.

Getting access to the one accessible campus shuttle for students with disabilities remains a challenge. In the future, this service must be enhanced and expanded.

Access to accessible venues has at times been a challenge during 2019. When gatherings are planned, it must be consciously borne in mind that disabled visitors, staff and students may attend such gatherings. The necessary planning must take place given that not all SU spaces are fully accessible to people with disabilities. As such, SU environments need to be sensitised. It is also necessary that all SU environments be aware of the principles and outcomes of the Universal Access Policy.

The development of a set of evidence-based design principles is in progress to guide built environment professionals and staff in achieving the best possible outcomes during the design and planning phases of all capital projects.

2.8.4. Expanding and strengthening the work of the Disability Unit

The orientation and welcoming sessions of the Centre for Student Counselling and Development with first-year students (newcomers) and parents went well. They were expanded to include a section on safety and security as well as on funding.

As part of the Universal Access Policy (see section 2.8.1), the new Disability Access Policy came into operation on 1 April 2018. The policy applies to all environments on campus. For more on the policy, see [here](#).

The Centre for Student Counselling and Development continues the ongoing inclusion of two deaf students in the Faculty of Education where Sign Language is used as a mode of communication. Reasonable accommodation has had to be applied in many instances during the past year and a half, with reference to classroom, test and exam processes.

A number of disability awareness work sessions took place in 2019. The work sessions included the usual three-day workshop, Siyakhula: Embracing the New Normal for Staff workshop, as well as tailor-made environmental engagements and the new staff disability sensitisation sessions which started in June. Tailor-made engagements took place with Stellenbosch International, the Library and Information Service, and the Social Work Department (in liaison with the Unit for Psychotherapeutic and Support Services), as well as the shuttle service, with some of the SU security staff attending.

The Disability Unit also initiated its tailor-made series of four lunch-hour sessions which attracted especially PASS staff on campus. This series will continue in 2019. The ongoing Sign Language classes remain popular. They raise awareness around Deaf culture and teaches students and staff basic signs.

2.8.5. Auditing and focusing on signage, and auditing for universal design

Auditing and focusing on signage, and auditing for universal design form part of the visual redress process and the full implementation of the Universal Access Policy. Much still needs to be done to realise a universally inclusive campus as it applies to signage. However, with the adopted policy in place, activities will be guided and coordinated.

2.8.6. Performing of universal access audits at faculties

As part of the implementation of the Policy for Universal Access, a general facilities audit will be conducted. This audit will be linked with the implementation of the campus renewal plan and will thus be a systematic process.

2.9. Complaints

2.9.1. Strengthening and advancing the work of the Equality Unit

Students and staff in many environments are experiencing systemic forms of latent/hidden/subtle unfair discrimination and various forms of harassment, often without the will to come forward. It is evident that it is very challenging for staff and students who have been unfairly discriminated against, harassed or victimised by people, policies or practices to trust university structures. Therefore, the Equality Unit (EqU) needs to continue building trust in the unit's staff, processes, partners and systems through compassion, accountability and fairness.

Six staff members were trained and appointed to become advisory panel members to make recommendations to the Head: EqU on matters referred for preliminary investigation by an advisory panel/panel of enquiry linked to anti-GBV protests that took place on campus.

Towards the end of this year, the unfair discrimination portfolio stretched its limits to explore alternative interventions after the countrywide outcry and increase of gender-based violence (GBV) following the death of Uyinene Mrwetyana. Very serious allegations came to the attention of SU and the EqU through various stakeholders in the University, while more appeared on social media. In light of this, the EqU convened its first-ever Extraordinary Sexual Harassment Advisory Panel. The panel conducted preliminary investigations, not on individual matters as a case, but to provide SU management with broad recommendations to address recent GBV matters and ultimately aim for the elimination of sexual misconduct and sexual harassment on our campuses.

A number of GBV talks were conducted across various SU environments, including faculties and residence spaces. The Rape Culture Monitoring Committee continued with coordinating GBV responses.

As part of the Simon Nkoli exhibition, Black African Queer Visibility: Finding Simon, the EqU in collaboration with the Stellenbosch University Museum hosted two talks as part of the Museum's education programme. Educator, author and transgender activist, Landa Mabenge, spoke on understanding transgender in 2019 with specific emphasis placed on why it is important for universities to understand gender diversity. The second talk centred on HIV and religion. Faghmeda Miller, the first Muslim women in South Africa to disclose her HIV status, took the audience through her inner struggles of having to disclose her status to her community. Both these gatherings and topics thread into the work and activism of Simon Nkoli.

Sexual and reproductive health services, including HIV testing, was delivered through walk-in testing services at Huis Simon Nkoli House. First Things First mass testing campaigns also took place over five days on Stellenbosch main campus and three days on Tygerberg campus. Condoms were distributed from 79 sites.

Some overarching challenges are to prevent and to remove inequalities and discrimination from our higher education system and to strengthen human rights and social justice on our campuses. The following challenges are specific to our environment:

- a. Establishing a higher level of institutional authority among role players and building trust among clients on matters related to the reporting of unfair discrimination and forms of harassment. It specifically related to the unit's function to make recommendations in matters that go through our processes.
- b. Many clients have a limited understanding of procedural fairness. Accusations cannot just be made and alleged perpetrators found guilty without written complaints that lead to investigations based on certain procedures. It often linked with assumptions clients have about the unit and its functions.
- c. The EqU should be empowered to be more proactive in dealing with unfair discrimination, sexual harassment, sexual assault and rape. Through assessments of complaints, sexual violence is dealt with one perpetrator at a time, but rape culture needs to be addressed more comprehensively throughout the University system.
- d. Continually creating a new mindset among our staff and students toward a restorative justice approach.
- e. The absence of a social media policy with clear procedures for its use and breach among staff and students.
- f. Managing a level of uncertainty from internal stakeholders about our processes and powers.
- g. Limitations of the policy on relational matters between clients and some structural boundary-related concerns between staff/students and complainants became evident.

Internal cooperation with Campus Health Services, Maties Gym, Desmond Tutu TB Centre, FamCru/KidCru, Centre for Student Communities, Centre for Student Governance, Human Resources (Employment Equity and Labour Relations) and the Office for Student Discipline continue to improve, develop and mature.

The EqU continued its successful partnerships with Anova Health, Be Part Yolunto Centre, Community Keepers, Landa Mabenga Consultancy, Positive Muslims, CPUT HIV Unit, UWC HIV Unit and UCT Office for Inclusivity and Change. Further partnerships include Higher Health, Western Cape Provincial Parliament, and Parliament of the Republic of South Africa, the Higher Education and Training: Health, Wellness and Development Centre (formerly known as HEAIDS), Department of Health and the AIDS Coordinating Committee for Tertiary Institutions in the Western Cape.

2.9.2. Statistics regarding complaints

Table 6: Complaints (2016–2019)

Type of complaints	2016	2017	2018	2019
Sexual harassment	17	6	19	22
Harassment	13	13	4	12
Discrimination	3	16	13	4
Victimisation	13	5	3	4
Sexism	2	3	1	1
Transphobia	1	1	0	2
Assault	2	6	1	1

2.9.3. Advancing security practices aligned with human rights and dignity

With the experience gained via the engagement with student-led movements like #OpenStellenbosch, #FeesMustFall and #EndInsourcing, several SU departments took hands to develop an institutional protocol for protests. This protocol serves as the guiding principles for the management of protest. The protocol was approved by SU on 15 November 2017. SU and especially the departments involved with managing protest on our campuses follow and apply this protocol throughout.

2.9.4. Advancing and supporting the work of the University's Ombud

The Office of the Ombud operates independently from SU's structures and reports to the chair of Council. The Ombud has access to the Rectorate to raise issues that have been noted on campus. For the most part, this access takes the form of scheduled meeting twice a month with the Rector.

When the new Ombud took up her position, she indicated that the office that had been used to house the Ombud was unsuitable for the task. A new office, which is centrally located and easily accessible to students and staff yet an arm's length from the university administration and academic buildings, was identified for her use, and a multi-year lease was signed with the owner of the building. Since then, several upgrades have been effected to the building to make it suitable for the function of the Ombud.

To date, the administrative officer in the Rector's Office rendered administrative support to the Ombud, but the Ombud now has her own personal assistant.

The Ombud has a separate cost centre and is provided for annually in terms of operational, equipment and remuneration budgets.

The rules for the Ombud were revised in 2017, in collaboration with the incumbent and other relevant parties in the University. According to the new rules, the term of office of the Ombud was extended from two to three years.

2.9.5. Procuring viable sourcing (not currently a formal indicator)

After the 2015 labour unrest on campus, SU decided that both the interests of the affected employees of external service providers as well as the interests of SU would be best served via a system and

process of viable sourcing instead of a continued approach of blanket insourcing or outsourcing. Viable sourcing conducted transparently considers the input of various stakeholders and decides on the optimal sustainable solution for the provision of essential non-core services to SU. Upon expiry of non-core service contracts (such as cleaning, catering, gardening/landscaping and security) or when a need for a service is identified, SU follows the process of viable sourcing to assist in the decision-making process to appoint either a preferred external service provider or to insource a particular service.

The viable sourcing process should satisfy the following principles:

- Human dignity: in the case of external service providers, such service providers must have a good record of ensuring the human dignity of all their employees. The same applies in the case where such services are provided directly by SU – human dignity of all employees is non-negotiable.
- Sustainability of the University: the sustainability of the University's core business, its academic project, should not be compromised by unsound sourcing decisions.
- Financial feasibility: decisions on viable sourcing should be financially feasible and sustainable.
- Mutual best benefit: decisions on viable sourcing should be to the mutual benefit of the affected employees, the University and business owners.
- Irrespective of the specific mode of viable sourcing, the working conditions of all employees should be governed by a code of conduct to which all service providers (including the University) should comply.
- Governance: all decisions and actions pertaining to viable sourcing should fulfil the principles of good governance as per recommendations from King IV.
- Transparency and confidentiality: viable sourcing should be conducted openly and transparently, without breaching the legal confidentiality requirements of service providers.
- Input from stakeholders: the process of viable sourcing should provide for the input of stakeholders in an appropriate manner.

The process of viable sourcing undoubtedly has key benefits for SU and the broader Stellenbosch community over time. However, owing to the dynamic nature of the process, it cannot be captured by a financial analysis at this point. The intention with a policy such as viable sourcing is to improve the underlying relations in the sector to which it is applied. The latter, assuming success, will, in turn, change the underlying relations in the economy that can then be captured in future analyses using the methodology employed here. In other words, the fact that there is little impact that may be captured in the current snapshot from this socially desirable policy does not in any way reflect poorly on the policy, as impacts will hopefully accrue in future. It does reflect the potential of SU to be an essential agent of change in the region.

2.10. Collaboration

2.10.1. Advancing and supporting cross-disciplinary higher education transformation networks to strengthen transformation work

The Transformation Office ensures the representation of SU at the Transformation Managers Forum meetings, regularly participates in regional gatherings and colloquia (Strengthening Transformation in Higher Education Transformation Roundtable Discussion, 30 April 2019, CPUT; CPUT Gender Symposium, 26-27 August 2019, CPUT) and has active working relationships with UCT and CPUT's transformation functions. It also participates in the activities of the Chair for Critical Studies Higher Education Transformation at Nelson Mandela University (for example Emancipatory Imaginations,

Advancing Critical University Studies Winter School, 15-20 August 2019, NMU) and USAF platforms of engagement (for example, Reinventing South Africa's Universities of the Future, 2-4 October 2019, USAF). SU's Transformation Office is a partner in a project with NMU and CUT to develop an Online Resource for Higher Education Transformation.

2.11. Broadening community engagement networks and forums

2.11.1. Transformative social impact and research: advancing and monitoring the Social Impact Strategic Plan

The Social Impact Strategic Plan is monitored by the Social Impact Committee of the Senate (SICS). The committee meets once per term, and it evaluates and monitors the implementation of the Social Impact Strategic Plan. From the plan, a number of standing committees have come into being. These include, among others, the Memorandum of Understanding (MoU) Management Committee that coordinates and evaluates the existing and new MoUs between SU and various municipalities.

Linked to the work of the SICS, all SU faculties have a social impact committee. They further support the implementation and monitoring of the Social Impact Strategic Plan.

The guidelines for social impact initiatives are directly linked to the funding guidelines for social impact initiatives at SU and are, among others, shared through the [Social Impact Knowledge Platform \(SIKP\)](#).

2.11.2. Identifying service delivery practices that prioritise social impact

The prioritisation of social impact at SU is dictated through [SIKP](#). As such, it is vital that the implementation of the Social Impact Strategic Plan is prioritised and monitored. See the previous section in this regard.

2.11.3. Making a percentage of research funding available for transformation studies

Research funding for transformation and all other themes are linked to research development. Currently, the portfolio of transformation (including the Transformation Office) does not have a separate stream of funding for transformation. Such a stream might be necessary for transformation at SU to become embedded in scholarly work. It might strengthen institutional work as well as inter-institutional collaboration.

2.12. Scholarly outputs on transformation

2.12.1. Introducing annual research colloquia on transformation and social impact

Annual institutional research colloquia currently exist for social impact but not for transformation. As such, colloquia on transformation-linked, research-focused areas (including social-justice-related themes) must be prioritised. For a full list of the current transformation research initiatives at SU, see [Addendum C](#).

2.12.2. Transforming research awards and recognition

Transformation of research awards and recognition is not yet in place. The Transformation Office will enter into conversation with the Division for Research Development to discuss possibilities in this regard.

2.12.3. Creating an institutional database of opportunities for funded research related to transformation

The database of opportunities for funded research currently forms part of the standard practices and guidelines of the Research Development Division at SU. The Transformation Office is not directly involved with this activity.

With the creation of an institutional website for transformation, these opportunities can be shared with internal as well as external stakeholders in direct collaboration with the Research Development Division.

2.12.4. Establishing research entities that focus on the National Development Plan and Sustainable Development Goals

Research entities that focus on the National Development Plan (NDP) and the Sustainable Development Goals (SDGs) form part of social impact research outputs at SU. For an overview of the current research initiatives linked to the NDP and the SDGs, see the [SIKP](#).

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Addenda

Addendum A: DHET Transformation Indicators and Plan

Objectives	Current status/baseline	Annual target
	E.g. what is the current status with respect to the specific objective, accomplishments made to date, challenges experienced in light of the actions taken to achieve the objective and proposed mechanisms to address the challenges.	I.e. what the University intends to achieve by the end of 2018 (short-term goals).
Monitoring and accountability		
Ensure that the University has effective transformation oversight and accountability mechanisms in place.	<p>Strengthen the institutional capacity of the VR: Social Impact and Transformation to oversee transformation with assistance from the Senior Director: Social Impact and Transformation, the Transformation Office and the Employment Equity Manager.</p> <p>Establish and coordinate an active Institutional Transformation Committee and support the development of faculty- and environment-based transformation committees.</p>	<p>Establish a representative and active Institutional Transformation Committee that meets four times a year.</p> <p>Transformation committees in 50% of Faculties.</p> <p>TP faculty and support environment-specific versions in place in 50% of environments.</p> <p>Annual TP report.</p>

Governance	People	
<p>Improve the effectiveness of governance structures in their roles (Council, Institutional Forum, Senate and Students' Representative Council).</p>	<p>Diversify key institutional governance structures.</p> <p>Enable greater participation through intentional processes and practices to ensure that institutional diversity coincides with greater agency in the people of the University. This includes the assessment of decision-making processes and decision-making structures to adhere to the directives and values of the IIS.</p> <p>Undertake a process of monitoring and analysing longitudinal diversity trends within institutional governance structures.</p>	<p>Monitor, report, analyse and communicate longitudinal diversity trends within institutional governance structures through infographics and other reporting tools with specific reference to the following:</p> <ul style="list-style-type: none"> • The Students' Representative Council • House committees and societies • The Institutional Forum • Senate and its subcommittees • Council and its subcommittees • The Convocation. <p>Advance, expand and support enabling platforms for affinity organisations and staff stakeholder forums, e.g. the Women's Forum, the Maties Staff Forum, and LBGTOI, religious and cultural societies, the disability sector, staff and worker unions and partners.</p> <p>Develop mechanisms to review meeting practices and procedures with regard to inclusion and creating a democratic experience.</p> <p>Develop standardised tools to report on election and voting trends to monitor the levels of participation in Council and in Students' Representative Council voting activities.</p>

Institutional cultures	Places	
<p>Ensure that the University environment is less alienating for staff and students.</p>	<p>Prioritise and expand social inclusion programmes that enable a welcoming institutional culture, greater access, facilities that validate diverse identities and needs, and a visual redress strategy that is aligned with a new African university.</p>	<p>Initiate a visual redress, renewal and renaming strategy that contextualises historical symbols, reintroduces silenced historical narratives and aligns symbols and building names with the IIS.</p> <p>Explore methodologies to conduct audits of the calendar and communication documents to identify existing unconscious bias and micro-aggressions and to determine the accessibility of information.</p> <p>Support cross-disciplinary social inclusion programmes through colloquiums, faculty-based think tanks and student campaigns (ongoing).</p> <p>Institutionalise regular student and staff climate and culture surveys to review lived experiences and challenges with regard to inclusion.</p>

<p>Develop and implement programmes and activities aimed at promoting diversity.</p>	<p>Identify and build key transformation and change management competencies for students and staff.</p> <p>Develop and expand communication and engagement programmes that institutionalise critical dialogues, facilitate transparency and model social inclusion, the IIS values and a culture of listening.</p> <p>Develop visual and written communication content and channels that are informative, communicate progress, articulate challenges and invite input and participation from students and staff.</p>	<p>Advance institutional training, engagement and leadership development that prioritise key transformation competencies among students and staff.</p> <p>Develop an institutional transformation glossary of terms, concepts and reading lists.</p> <p>Evaluate, track, develop and expand transformation leadership co-curricular courses and workshops for students in collaboration with Student Affairs</p> <p>Advance a performance management mechanism that recognises transformation competencies as a compulsory and priority skill for students and staff.</p> <p>Advance communication practices that are transparent and aimed at providing students and staff with relevant knowledge about institutional structures, data and participation procedures.</p> <p>Develop an interactive and institutional transformation website and increase student and staff opinion pieces and articles on transformation issues and debates.</p>
<p>Ensure the diversification of sporting activities to accommodate a wide range of student groups.</p>	<p>Position sport as an enabling environment that facilitates access and opportunities for young people from diverse backgrounds and with diverse abilities.</p>	<p>Advance sport as a tool to help diversify the University's student profile as well as a vehicle through which the University is able to increase its involvement in Stellenbosch communities.</p> <p>Strengthen and sustain the Maties Parasport Club that offers athletics, cycling, swimming, and wheel chair rugby and goal ball for people with disabilities.</p>

<p>Ensure that orientation programmes promote inclusivity, diversity and a human rights culture.</p>		<p>Review and strengthen best practice guidelines for a welcoming culture in student communities (see report and document attached).</p> <p>Strengthen and expand the welcoming monitors programme and communication of the feedback within student leadership structures.</p> <p>Strengthen and expand the residential education programme during the welcoming period.</p> <p>Strengthen and expand post-welcoming survey of the experiences of newcomer students during welcoming.</p>
<p>Language</p>	<p>Programmes</p>	
<p>Ensure the implementation of a language policy that promotes access and success of all students.</p>		<p>Implement a multilingual programme offering as outlined in the Language Policy (see a detailed outline of the Language Plan attached).</p>
<p>Ensure the implementation of a language policy that promotes multilingualism.</p>		<p>Implement a multilingual programme offering as outlined in the Language Policy (see a detailed outline of the Language Plan attached).</p>

Staff development and equity	People	
<p>Ensure implementation of programmes and measures designed to accelerate focused recruitment, capacity development, greater representation and retention of designated and underrepresented groups in the academic workforce, professoriate and University management.</p>	<p>Create a shared institutional responsibility for reaching targets.</p>	<p>Advance staff recruitment practices that support diversity targets.</p> <p>Increase student and staff diversity with a specific focus on increasing the percentage of black African, coloured and Indian students and staff.</p> <p>Introduce the annual monitoring, analysis and communication of progress in collaboration with stakeholder bodies and faculties with regard to the following:</p> <ul style="list-style-type: none"> • Student enrolments (under- and postgraduate) • Staff diversity on all post levels • Student throughput rates • Residential and private student organisation placements. <p>Advance broad engagement with the Employment Equity Report and recommendations.</p> <p>Advance annual engagement with faculties, departments and units with regard to targets that include equity figures and substantive initiatives to advance inclusion (see IP for outline of quantitative targets).</p> <p>Advance student recruitment, funding, placement and support practices that are fully aligned with strategic targets.</p>

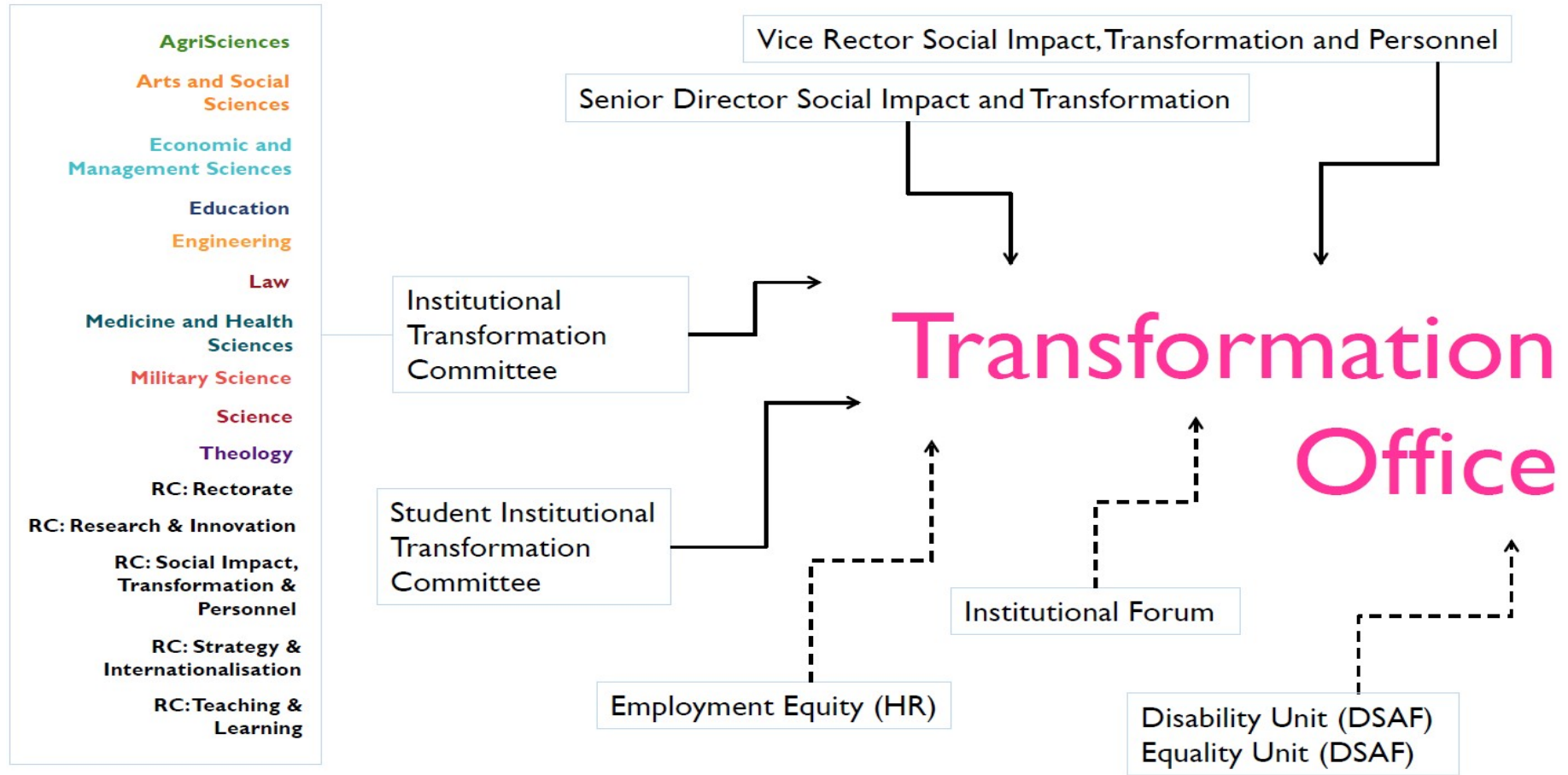
Curriculum reform	Programmes	
<p>Review the curriculum to ensure that it is socially relevant and responsive to the development needs of the country.</p>	<p>Prioritise, expand and develop curriculum renewal and teaching methodologies to ensure the relevance of teaching and learning programmes to the societal transformation needs in the contexts of Africanisation, decolonisation and global relevance.</p>	<p>Track and report on faculty-based curriculum renewal activities that include both content renewal and teaching and learning methodologies to align with societal transformation needs.</p> <p>Continue and expand institutional teaching and learning colloquiums, conferences and regional think tanks on curriculum renewal and emerging models.</p>
Student support	Programmes	
<p>Ensure the improvement of quality throughout rates of students, particularly those from historically disadvantaged groups.</p>	<p>Prioritise and expand transformation support programmes that enable student and staff success by focusing on wellness, academic support, mentoring, psychological support, bereavement support, and preventing and reporting disciplinary breaches, sexual harassment and discrimination.</p>	<p>Student recruitment and admissions: Recruit and admit a diverse student body with the potential to succeed and to maintain and promote academic excellence through diversity.</p> <p>Residence placement: Accommodate diverse student communities within the institutional residences, with an emphasis on the placement of the most vulnerable students in order to enhance their chances of success.</p> <p>Advance security and law enforcement practices and responses to protest and other forms of disturbance that adhere to human rights, dignity and safety standards.</p>

Disabilities	Programmes	
<p>Improve access and success of students and staff with disabilities.</p>		<p>Complete review and approval of the Universal Access Policy (to replace existing Disability Policy) with the following goals:</p> <ul style="list-style-type: none"> • Define concepts regarded as essential to developing the University as a universally accessible institution of higher education. • Establish suitable systems, processes and practices to support all students and staff members who may experience functional limitations. • Guide the provision of inclusive and universally accessible teaching, learning and working environments. • Progressively adapt the physical design and structure of the campus and faculty buildings. <p>Expand and strengthen the work of the Disability Unit.</p> <p>Conduct signage audits to inform a coherent signage approach that adheres to universal design principles.</p> <p>Expand facility audits on universal design and social inclusion, including gender-neutral bathrooms and accessible building designs.</p>

Complaints	Programmes	
<p>Ensure that the University has accessible, effective and efficient complaints handling mechanisms and procedures.</p>		<p>Strengthen and advance the work of the Equality Unit with regard to reporting, case management, mediation, disciplinary recommendations and broad campus education.</p> <p>Implement the discrimination and sexual harassment policy and plan and institutionalise quarterly feedback on and analysis of the number and patterns of disciplinary, harassment and discrimination cases.</p> <p>Advance security and law enforcement practices and responses to protest and other forms of disturbance that adhere to human rights, dignity and safety standards</p>
Collaborations	Programmes	
<p>Increase collaborations and partnerships with other institutional types to share knowledge and resources and to assist with capacity building and articulation.</p>	<p>Develop institutional partnerships with alumni, external and internal community stakeholders, funders and higher education institutions to strengthen transformation in the higher education sector.</p>	<p>Advance and support cross-disciplinary higher education transformation networks that advice, support and share tools to strengthen transformation work.</p> <p>Broaden community engagement networks and forums such as the Rector-Mayor Forum to address transformation issues in greater Stellenbosch and South Africa.</p>
Any other pertinent information (please attach supporting documents where applicable)		
<p>Transformative social impact programmes</p>		<p>Advance and monitor the Social Impact Policy and Strategic Plan. Introduce best practice guidelines for social impact initiatives.</p> <p>Identify service delivery practices that prioritise social impact and Broad-Based Black Economic Empowerment principles and optimal working conditions and labour practices, combat discrimination and adhere to a code of conduct.</p>

<p>Transformative research and innovation programmes</p>	<p>Prioritise and deepen research outputs and themes that address the transformation needs of local and broader African societies.</p> <p>Develop an African footprint.</p> <p>Recognise study credits within the African context.</p>	<p>Monitor, expand and report on research outputs on the following:</p> <ul style="list-style-type: none"> • Themes that relate to the IIS and institutional transformation needs • Internationally-recognised and local research on race, gender, disability and social justice and inclusion • The percentage of research funding available for transformation studies • The total number and value of grants • The percentage and value of funding support and development initiatives • The number of research clusters • The number of scholarly outputs.
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Addendum B: Transformation Office Stakeholders



Addendum C: List of the current transformation research initiatives at SU

	Applicant	Applicant department	Project title	Review status
1	Ensign Claude Slingerland	Military Geography	A comparative analysis of pre and post democracy military academy geography students period 1980 to 2017	HUM Approved with stipulations
2	Ms Zamokuhle Langa	Library and Information Service	A framework on how to establish a university-wide culture on sustainability with a focus on food waste reduction in university residences	HUM Approved with stipulations
3	Ms Beauty Kotela	Centre for Civil Engineering	A study of workplace racial diversity in the private sector	HUM Approved with stipulations
4	Dr Izanette Van Schalkwyk	Psychology	A wellness programme for mothers living in a high-risk community in the Western Cape to promote their personal and parental competencies	HUM Approved with stipulations
5	Dr Leanne Seeliger	University of Stellenbosch Water Institute	Amanzi yimpilo-water is health-water is gesondheid project restoring ethical water management in townships: a pilot project in Enkanini informal settlement	Approved
6	Ms Patricia Zweig	Research Alliance for Disaster and Risk Reduction	An analysis of changing water usage patterns in Stellenbosch student residences	HUM Approved with stipulations
7	Ms Olebogeng Thebyane	School of Public Leadership	Assessment of public participation strategies for long-term sustainability goals: The case of a water-saving project in the Ga-Rankuwa township community, located north of Pretoria.	Approved
8	Ms Khantse Radebe	University of Stellenbosch Business School (USB)	Board Outcomes, including Innovation and the Influence of Board Diversity	USB approved
9	Ms Yolandi Loizides	Education Policy Studies	Describe and interpret the lived experience of an Intermediate Phase history teacher	Approved

10	Ms Jody Goodall	Social Work	Experiences of adolescents misusing substances: A social work perspective	Approved
11	Mr Chima Onwunta	Sociology and Social Anthropology	Exploring Language as an aspect of Transformation in a Stellenbosch University residence	HUM Approved with stipulations
12	Ms Erika Nell	Psychology	Extended Family Relationships and Non-Residential Black South African Fathers Involvement with Their Adolescent Children	Approved
13	Ms Susara Slippers	Afrikaans and Dutch	Factors that influence editorial work in the Afrikaans and English versions of 3 Media24 printed magazines	Approved
14	Ms Leonore Bredekamp	Music	Godspell - unlikely adversary of Apartheids censorship and segregation laws	Approved
15	Ms Elaine Boulton	University of Stellenbosch Business School (USB)	Guidelines for implementing maternity coaching for professional women in organisations	USB Approved with stipulations
16	Ms Zara Schroeder	Sociology and Social Anthropology	How do female Muslim students experience Stellenbosch University?	Approved
17	Ms Therezah Achieng	School of Public Leadership	Investigating land use change in the Eastern Cape as a regime shift	HUM Approved with stipulations
18	Ms Jessica Cheesman	Educational Psychology	Parenting a child with ADHD: Exploring the experiences of single mothers with ADHD	Approved
19	Ms Netsayi Mwoyounazvo	Social Work	Perceptions of frontline social workers on their contributions to the global agenda for social work and social development	Approved
20	Ms Shireen STRAUSS	African Centre for Hiv Aids Management in the world of work	Policy vs. Practice The Application of HIV/AIDS Education in the School Curriculum: From the Perspective of Grade 12	HUM Approved with stipulations

			Learners in Namibian Public and Private Schools in the Khomas Region	
21	Dr Melike Fourie	Vice-Rector (Research Innovation and Postgraduate Studies)	Predictors of negative intergroup outcomes in the South African context	Approved
22	Prof Mdutshekelwa Ndlovu	Centre for Pedagogy	Quality elements of After-School programmes (ASPs) in the Western Cape: A case study of two ASPs	Approved
23	Dr Mary Nel	Public Law	SOEL project	Approved
24	Ms Viwe Smith	Economics	Student Migration and Barriers to Attending ex-Model C schools	HUM Approved with stipulations
25	Prof Jonathan Jansen	Education Policy Studies	The "uptake" of decolonization in the curriculum of South African universities	Approved
26	Dr Sarah Skeen	Psychology	The Benefits to Children of Sharing Picture Books in Early Child Development Centres	HUM Approved with stipulations
27	Ms Esperance Siborurema	School of Public Leadership	The Contribution of urban agriculture to sustainable development: Potential role of urban agriculture to improving food security and reducing poverty	Approved
28	Ms Annemie Wessels	Industrial Psychology	The development and empirical evaluation of a Competency Model of Trainer-Instructor Performance	Approved
29	Ms Charndr Kippie	Visual Arts	The Effects of Social Media on the (Re)vitalisation of Feminism and Coloured Women's Identity Politics	Approved
30	Mr Richard Mcknight	Geography and Environmental Studies	The origin and composition of the Stellenbosch University student body	Approved

31	Mx Esethu Monakali	Sociology and Social Anthropology	Transmasculine Subjectivity - Gender, Bodies, and Performativity	HUM Approved with stipulations
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