



# REPORT OF THE DEPUTY VICE-CHANCELLOR:

**SOCIAL IMPACT, TRANSFORMATION  
AND PERSONNEL**

**PROF NICO KOOPMAN**  
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# DEAR CHAIRPERSON

**I**t is a privilege and pleasure to report to Senate and Council about the work of the Responsibility Centre for Social Impact, Transformation and Personnel for the period June 2020 – May 2021. This report reflects work undertaken in the first and second year of the COVID-19 pandemic. It has been a time of rapid change, great uncertainty and unpredictability, and decision making under challenging circumstances. It has also been a time of reflection and introspection, identifying what is really important, looking at new ways of thinking about work and new ways of doing work, and embracing the use of technology beyond our expectations and comfort zones. We have harnessed the power of collaboration, of thinking together across disciplines and environments to come up with innovative ideas and ways of doing and being. We have worked hard to achieve the two institutional aims within the context of COVID-19 – completing the academic year successfully and ensuring the systemic sustainability of the institution. All of this took place within the context of being mindful and supportive of the health and wellbeing of our students and staff. We have continued to seek social cohesion and social communion, social compassion and social care amidst ‘social distancing’. As we have experienced the metaphorical COVID sprint stretch into a marathon and morph into the longest ultramarathon of our existence, we are taking our work into the ‘next normal’. More than ever, we value our people, our community of staff, students, Senate and Council members, and all partners of the University as we move forward into the future.

## Introduction

The Responsibility Centre (RC) for Social Impact, Transformation and Personnel (SITP) consists of the following divisions:

1. The Division of Social Impact (DSI)
2. The Transformation Office
3. The University Museum
4. Woordfees, WOW (Words Open Worlds or Woorde Open Wêreld) and the University Choir
5. The Division of Human Resources (DHR)
6. Campus Health Service (CHS)

The **value proposition of the RC** can be phrased as follows:

The SITP RC makes a distinctive contribution to Stellenbosch University (SU) by advancing the central institutional quest to impact transformatively on society through its human resources of staff, students, alumni, stakeholders, role-players and institutional partnerships, who all secure excellent, transformative and impact-making academic programmes of learning and teaching, research and innovation in local and global contexts. The SITP RC makes a distinctive and necessary value-adding contribution to the core activities of the University.

The SITP RC adds value to SU’s programme of action by supporting the academic mandate, rendering professional, accessible, relevant and expert services, and adopting a tailor-made service delivery approach to suit the unique circumstances of those whom the RC collaborates with and serves. This is done through the various interdependent divisions of the RC, namely the DHR, Transformation Office, DSI, CHS, University Museum and Woordfees (including the WOW Programme and the University Choir).

This report is structured in terms of the six core strategic themes of the Strategic Framework 2019 – 2024 of SU:

1. A thriving SU.
2. A transformative student experience.
3. Purposeful partnerships and inclusive networks.
4. Networked and collaborative teaching and learning.
5. Research for impact.
6. Employer of choice.

The contribution of the RC regarding the materialisation of the core strategic themes of the University is consistently outlined. The report also highlights that progress was made in addressing the following priorities: the completion of the academic year; the systemic sustainability of the University; staff health and wellbeing; SU functioning as an anchor institution in society; the acceleration of transformation; and the completion of the external review process of the Division of Human Resources.





Strategic Planning Session of the RC (December 2020)



The background of the page features a large, stylized graphic. On the left, a white, curved shape partially obscures a photograph of the Stellenbosch University building, a grand white structure with many windows. On the right, a maroon, curved shape partially obscures a photograph of a diverse group of people, including students and staff, standing in a circle on a paved area. The overall design uses a color palette of white, maroon, and grey, with curved lines and overlapping images.

## THEME 1: *A THRIVING STELLENBOSCH UNIVERSITY*

The institutional goals for this theme are to:

- Cultivate an SU characterised by inclusivity, deep and intentional transformation, and diversity.
- Create opportunities for the advancement of multilingualism in academic, administrative, professional and social contexts, whilst recognising the intellectual wealth inherent in linguistic diversity.
- Change the size, shape and mix of our student population and of our academic programmes to mirror the strategic direction of our vision.
- Create a financially sustainable organisation.
- Raise the standard of the University's facilities and infrastructure to that of a world-class research-intensive university, while embracing visual redress.
- Bring about profound and sustainable change and regeneration in all facets and functions of SU to be agile, adaptive and responsive.
- Aspire to be a leading, research-intensive university ranked amongst the top world universities by 2024.
- Create an entrepreneurial culture that advances innovation institutionally.

## 1.1 Health and wellbeing during the time of COVID-19

At the start of the second semester in 2020, CHS assisted the SU Institutional Committee for Business Continuity through the Workstream for Campus Operations to develop a comprehensive return-to-work protocol. This protocol complies with the guidelines of the Departments of Health and Labour and supports the health and safety of returning staff and students. CHS also actively contributes to the Workstream for Staff (HR

and Staff Health and Wellbeing) to align and implement health and wellbeing services during this challenging time and to support the institutional goals of completing the academic year and ensuring the sustainability of the University.

The CHS COVID-19 clinical service was strictly based on screening (mostly telephonic) and referral for testing to official testing sites. The 24-hour telephone service also provided the opportunity to give advice to staff and students not on campus regarding the need for medical care or hospitalisation. Medical

# RETURN TO WORK PROTOCOLS AND PROCEDURES

## IN PREPARATION OF RETURNING TO CAMPUS

All staff is required to read and where necessary, complete the following documents before returning to campus.

### EMPLOYEES



**Induction presentation**



**Worker risk assessment**

### LINE-MANAGERS



**Memo:** Chairperson of the Workstream for Campus Operations and COVID-19 Compliance Manager



**Toolkit:** Institutional Committee for Business Continuity



**Workplace Plan**



**Walk-through risk assessment**



**Management of visitor access to department**

### DAILY SCREENINGS

Staff is required to complete daily screenings before travelling to campus. The results of the daily screenings must be made available to your line-manager and be available at any time.

Please note: If you are unwell, do not come to campus. Inform your line-manager immediately.

The screening tools can be accessed via:

WhatsApp: 0600 11 0000

Dialling: \*134\*832\*2#

Online

**Employee Screening Questionnaire**

### PRECAUTIONS ON CAMPUS

Staff is urged to take the following precautions against all pathogens:

**Get a flu vaccination** | **Understand the risk of illness** | Assist with **contact tracing** (if required) | Participate in COVID-19 workplace awareness and support activities (including access to **psychological support**)



### WEARING OF MASK

Wearing of a cloth mask is mandatory and where required, additional appropriate personal protective equipment must also be worn.

doctors, clinical nurse practitioners and physiotherapists did health teleconsultations within the Health Professions Council of South Africa guidelines – a total of 534 consultations for the reporting period. Once students had returned to campus, CHS medical personnel assisted with the management of positive cases in the residences and among returning staff.

To ensure the safety of frontline medical personnel, essential teams were based at the CHS clinics on a rotational basis. These services were mainly utilised by staff for follow-up visits and prescriptions for noncommunicable diseases such as hypertension, diabetes and asthma.

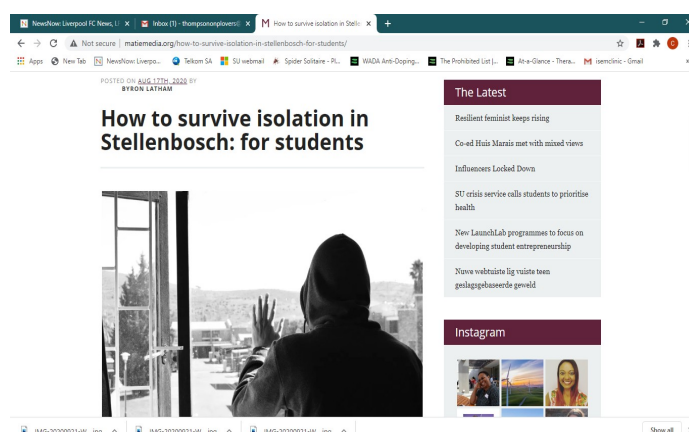
CHS doctors continually attended webinars and broadcasts on various clinical matters, updated protocols and best practices for managing the COVID-19 pandemic during its various stages. Doctors spent 26% of the time that would normally be allocated for clinical consultations on participating in COVID-19-related educational activities such as webinars and broadcasts on clinical matters and updates, specifically for general practitioners to manage clinical services during the pandemic.

CHS continued to play an essential role in the process for staff returning to work on campus and students returning to campus for academic activities. Besides assistance in the Health Risk Assessments of infrastructure, clinical personnel assisted in the risk determination for returning staff with comorbidities and their readiness for work (especially since the changes to phases 2 and 1 of lockdown whereby more free movement was allowed). Clinical personnel continuously participated in updating and communicating on various platforms about preventative actions to limit the spread of the virus.

The second wave of the COVID-19 pandemic and a new strain of the virus became a reality in the Western Cape in early December 2020. To remain abreast of developments, staff from CHS attended nine webinars specifically focused on the trends associated with this second wave. The severe complications associated with the second wave led to the decision for CHS staff to be available on the 24-hour call-in line throughout the period when SU officially closed for the festive break. CHS staff actively participated and assisted various workstreams with adjusted planning due to the second wave as well as planning for the return of students in 2021. CHS supported activities that aimed to ensure the successful completion of the 2020 academic year and specifically supported the health and safety of staff and students to sustain SU's business activities.

The Department of Labour conducted a COVID-19-compliance inspection of CHS and complimented CHS on the protocols in place and the leadership role in assisting the rest of SU in COVID-19 prevention. Furthermore, the Occupational Health team was complimented for its statutory record keeping as requested by the Department of Labour.

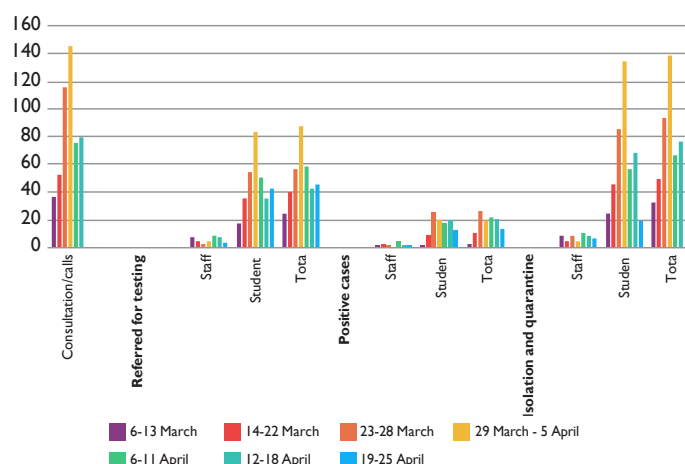
During the first five months of 2021, campus COVID-19 trends have followed the national and regional trends. Infection rates



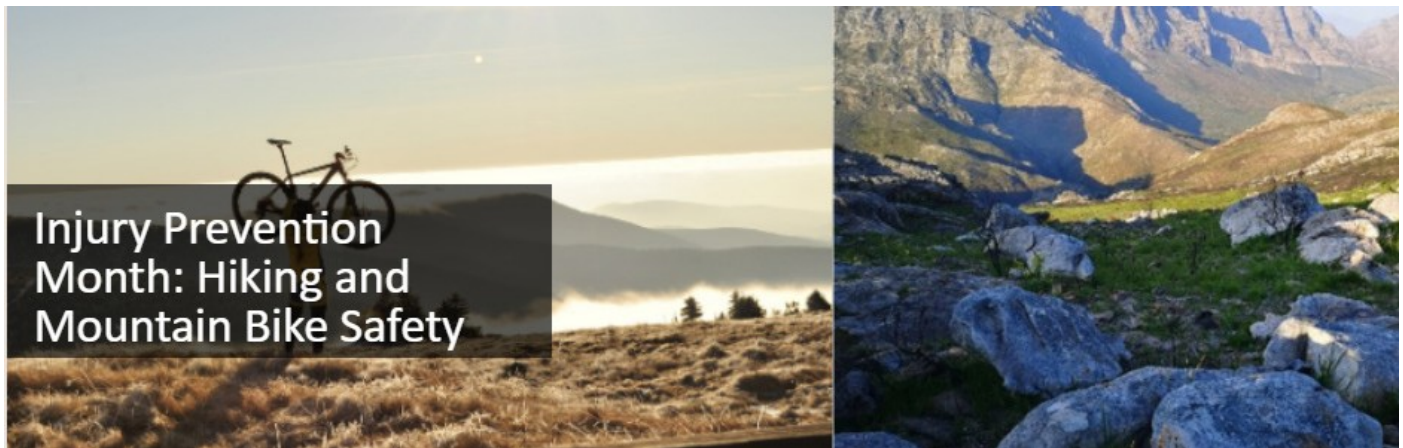
among staff remain low. Although there was an initial consistent increase at the start of the academic year, it plateaued and even resulted in a slight decrease of the number of positive cases. There were isolated hot spots (Metanoia, Huis Visser and the postgraduate journalism class); however, there were no indications of significant 'cluster outbreaks' or substantial 'hot spots'. The COVID-19 protocols in residences have proved to be effective. Furthermore, the relationship and collaboration with Stellenbosch Hospital contributed to accurate numbers for weekly reporting to SU Management. The daily report from the hospital included testing and contact details of those students and staff who had been tested at all testing centres of Stellenbosch and assisted in early and effective contact tracing by CHS staff.

CHS staff members continued to be responsive to the various progression stages of the pandemic. More recently, CHS staff received training to assist in the broader rollout of the national vaccination process. All CHS staff received early vaccination as part of the Western Cape and national rollout for healthcare workers. CHS continues to collaborate with Stellenbosch Hospital in assisting with screening and contact tracing (to reduce the burden on hospital staff and to speed up contact tracing within the campus community).

Stellenbosch University COVID-19 statistics







## 1.2 Staff Health and Wellbeing Plan

Staff health and wellbeing is an institutional priority. The Staff Health and Wellbeing Plan aims to support one of SU's key objectives as employer of choice to "enhance the wellbeing of our people by creating and promoting an enabling, inclusive, equitable, healthy and safe working and learning environment that encourages our diverse staff to maximise their productivity, and where they feel valued and contribute to SU's excellence".

SU's Staff Health and Wellbeing Plan was approved by the Rectorate on 9 February 2021. Extensive consultations with key stakeholders, all ten faculties and all seven RCs were held. A common thread that emerged from the feedback was the need for peer-to-peer support and proper training and guidance for line managers in terms of health and wellbeing.

The implementation of the plan commenced with the inaugural meeting of the Institutional Committee for Health and Wellbeing on 11 March 2021.

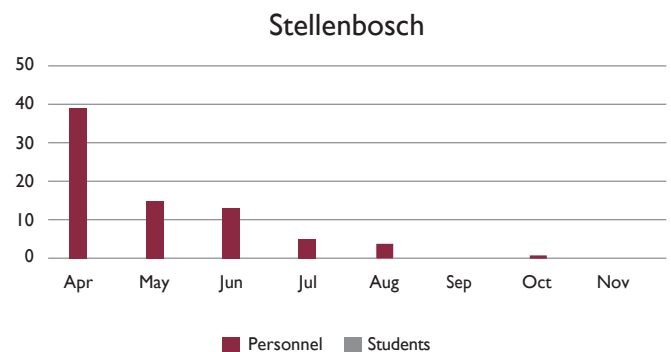
## 1.3 The prevention of disease and injury

The clinical team at CHS has a strong preventative focus and embarks on various communication strategies for disease and injury prevention. Content is developed by CHS staff and students from the Faculty of Medicine and Health Sciences as part of their academic programme. Communications included the following:

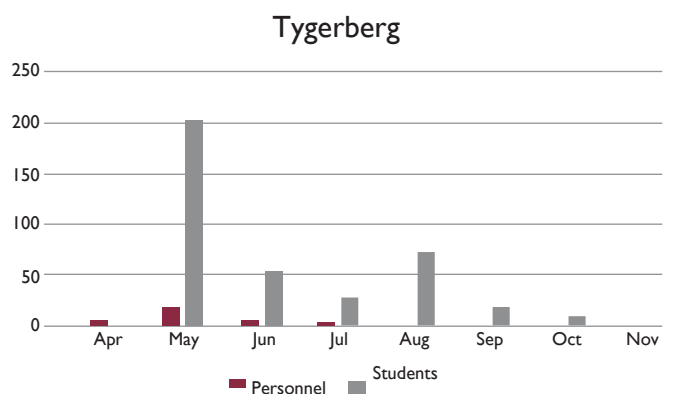
Injury Prevention Month: **Hiking and Mountain Bike Safety**, Antibiotic Awareness Week, Stroke Week and Sun Smart Awareness Month

## 1.4 Campus Health Service Flu Vaccination Campaign

Our Flu Vaccination Campaign for 2020 saw an increase of 156% on Stellenbosch campus due to preparations for the COVID-19 pandemic. Those vaccinated were all staff as students were mostly off campus during this period. There was a 50% increase of vaccinations on the Tygerberg campus.



Flu vaccine totals – Stellenbosch campus  
(April to November 2020)



Flu vaccine totals – Tygerberg campus  
(April to November 2020)

CHS commenced the seasonal Flu Vaccination Campaign for 2021 amongst staff and students with the quadruple strains vaccines.

## 1.5 Mandela Day 2020

During the virtual Mandela Day, Matie Community Service (MGD) invited students and staff to pause and reflect on current coping mechanisms during this time of unprecedented uncertainty. Staff and students were invited to voluntarily invest in the University community by sharing advice, expertise and experiences. The purpose was to advance the wellbeing of both staff and students during the pandemic, with all its accompanying challenges and concerns.

MGD facilitated the engagement for staff and students with art, poetry, music, comedy, webinars and various conversations to assist each other during this crisis. This allowed the University to connect as a community and work towards the vision of a well-balanced workforce that is able to function optimally in an enabling, caring and supportive work environment.

## 1.6 Reimagining the Stellenbosch University Woordfees

Uncertainty surrounding the duration and impact of the COVID-19 pandemic forced Woordfees staff to consider alternative operational models. Five possible models were considered for the hosting of the 2021 Toyota SU Woordfees: (i) The festival model stays more or less the same, with certain improvements and refinements; (ii) the festival is planned for audiences of less than 50 or a 100 people per show; (iii) the festival is hosted online; (iv) the festival programme consists of a combination of online content and shows and events for audiences of less than 50 or a 100 people; and (v) the festival dates change.

In the process of exploring feasible options, the Woordfees staff remained committed to hosting an outstanding festival without jeopardising the safety of artists, festival goers or the greater community.

Ultimately, a decision was taken to present the Toyota SU Woordfees from 17 to 24 September 2021. In the absence of the traditional March festival, Woordfees presented two events in the first semester to reinvigorate the performing arts community. The Take-a-STAND Dialogues featured a diversity of voices from the dance and theatre sector on various challenges and social issues in the performing arts. The event was presented by the SU Woordfees and STAND (Sustaining Theatre and Dance) Foundation over the weekend of 19-21 February 2021 in Stellenbosch. Each session was ticketed and accommodated up to 50 people. All COVID-19 protocols were observed, and all sessions were livestreamed.

*Image credit: Jeremeo Le Cordeur*





The Toyota SU Woordfees Artists' Week was held from 6-11 April 2021. The project aimed to encourage reflection and reinvigoration and stimulate creativity in the bigger artist community. Facilitators chosen from South Africa's most distinguished established creative performers led a group of 67 artists from across the spectra

of age, race, discipline and experience. Facilitators included Prof Andrew Buckland, Sylvaine Strike, Alfred Hinkel, Gregory Maqoma, Dr Gcina Mhlophe, Jolyn Phillips, Mmatumisang Motsisi and Jefferson Tshabalala.



Image credit: Nardus Engelbrecht

In addition to attending workshops, participants were tasked with developing a short (5-15-minute) work for performance at Flicker & Flash, a pop-up event on 10 April 2021 that took place in uncommon spaces, such as vacant shops across the town. Sixteen productions took place from 18:00 to 21:00 at 15- and 30-minute intervals. The shows covered a wide variety of genres including theatre, dance, fashion design, improvisation, performance art, cabaret, hip hop, folk, rock, opera and visual art. In addition to the pop-up performances, a poetry and music event was presented on 9 April 2021. All performances were free, and all COVID-19 protocols were observed. This initiative was made possible by Toyota, kykNET and NATi as well as Visit Stellenbosch.

## 1.7 Stellenbosch University Choir

The choir received an invitation to compete in Britain's got Talent 2021, but due to the pandemic, this will not be possible. The choir has however received an invitation to compete in Britain's got Talent in 2022.

The SU Choir's *Die Donker* video was uploaded on 21 May 2020 and has had over 397 000 views. A second video was uploaded on Youth Day 2020 showing video footage of choristers' personal world during lockdown and has been watched almost 48 000 times.

During the reporting period, the following performances took place and were made available on YouTube: **Joshua!**, **De Profundis**, **Salve Regina**, **Angel**, **I Lived** and **The Rainmaker**.

The 2021 choir consists of more than 50% new choristers and commenced with practices on 8 March 2021, exactly a year after the last performance in 2020. Generous support from the SU Contingency Fund made it possible to order special singing masks for the SU Choir from the USA. Although it is still uncertain when the choir will be able to perform, students will be protected while wearing the masks without jeopardising the sound quality. The conductor of the SU Choir, Mr André van der Merwe, received the Chancellor's Award in December 2020 in recognition of his excellent work with the choir over a period of 16 years.



## 1.8 Transformation at Stellenbosch University

The Transformation Office was engaged in a range of **online panel discussions** during the reporting period that addressed topics such as the following:

7. “How is COVID-19 affecting South Africans economically and what are the psychosocial effects of ‘working’ from home? Insights on the formal and informal markets and effects on households.” Panellists included Dr Kholekile Malindi and Dr Dineo Seabe from SU’s Economics Department and Mr Bantu Louw from SU International.
8. “Challenges to accessing higher education for students during COVID 19: A conversation in commemoration of the legacy of 16 June 1976 on the Student Experience in South Africa.” Panellists from SU, the University of Cape Town (UCT) and the University of KwaZulu-Natal (UKZN) participated. The guest speaker was Dr Mlamuli Hlatshwayo, and the student contributors were Zizo Vokwana, Motsoari Nthunya, Jeff Ngobeni and Busisiwe Nxumalo.
9. Dialogue on #BlackLivesMatter featuring SU’s Deputy Vice-Chancellor Prof Nico Koopman, Prof Nadine Bowers-du Toit from the Faculty of Theology at SU, Jeff Ngobeni from the SU Student Representative Council (SRC), Dr Kim Wale from Studies in Historical Trauma and Transformation, and Katlego Letlonkane from the Employment Equity and the Promotion of Diversity Office in HR.

As part of the **Year of Disability at SU**, the Transformation Office published a reflection by student Ilze Aaron – **“My passion is teaching deaf children”**.

The Transformation Office and the Employment Equity and Promotion of Diversity Office of HR created marketing materials for the Siyakhula (“We Grow”) Series. Events were advertised on the SU websites, on social media and on a dedicated **webpage**. The Transformation Office Programme Coordinator, Ms Babalwa Gusha, was the first session leader in the new Siyakhula webinar series for SU staff – Introspection: Our SU Institutional Culture through its History, its Present and its Future.

**The Annual Transformation Indaba** was held virtually on Thursday 22 October 2020. The theme for the Indaba was “Getting our home in order”, with the focus on reflecting on the past year and the lessons learnt. Discussions were focussed around ‘transformation hotspots’ and were guided by the following questions:

- How do we ensure more participative and transparent processes at our University? The case of rebranding.
- Wilcocks is no more. What have we learnt and where to from here for visual redress?
- What has our institutional COVID-19 response taught us? How do you measure our institutional COVID-19 response?
- The formal process following ‘the article’ is over. Have we resolved this as a University community, and where to from here?
- The Anti-Gender-Based Violence Working Groups have submitted their final report. What have we learnt, and what happens now?
- We have a new Transformation KPA for all line managers. Now what?
- Siyakhula is back. Do we have enough capacity to deliver our vision for transformation?

SU submitted its third Annual Transformation Report to the Department of Higher Education and Training in February 2021. This report gave an overarching overview of transformation at SU based on a set of indicators and highlighted a number of key indicators. The report has also been shared with the SU Rectorate, members of the General Management Meeting as well as via the Institutional Transformation Committee (ITC) to the transformation committees in the various environments. The key findings of the report were discussed at the 2020 Transformation Indaba.

The Transformation Office continues to facilitate information sessions that are aimed at sharing important information relevant to transformation functions. These include briefings on reports, policies and plans that have a bearing on transformation-related work. The following topics have been covered: Equality Unit services, the Code for Employment Equity and Diversity, the SU Wellbeing and Culture Survey and the Rape Culture Survey.

**Reading group sessions** have been activated with the purpose of deepening and sharpening staff’s and students’ understanding of pertinent issues. These sessions were led by academics and members of the Transformation Learning Network. A group session held on 29 April 2021, “White ignorance, white shame and other pitfalls in critical philosophy of race”, was led by Dr Phila Msimang of the Department of Philosophy.

There have been engagements with **Faculty Transformation Committees** in most faculties. These include the Faculty of Economic and Management Sciences, Faculty of Medicine and Health Sciences, Faculty of Arts and Social Sciences, Faculty of Engineering, Faculty of Law and Faculty of Theology. Written feedback from the Faculty Transformation Committees is due at the end of the first semester.

There is a parallel process in place for the development of **Responsibility Centre Transformation Committees (RCTCs)**. Two meetings were held with RC ITC representatives with the aim of facilitating the development of RCTCs and a suitable Terms of Reference for such committees.

The Transformation Office in partnership with the Employment Equity Directorate launched ***Siyakhula Live, a weekly radio show*** on Wednesdays at 18:00 on MatieFM, covering transformation-related content. The first show aired on Wednesday, 2 September 2020. This partnership seeks to foster and develop a culture of diversity at SU. The weekly engagement on ***#SiyakhulaLive*** on MFM 92.6 allows the Transformation Office to have conversations that inform and transform our Maties communities. The themes presented cover, amongst others, heritage, national symbols, history, sport, music, discrimination, critical citizenship, human rights and human freedoms.

The ***Siyakhula Series Training Programme*** for 2021 was activated on 7 May 2021. The topic was “Reflecting on our SU institutional culture and its journey to transform: A lens into who we are, where we come from, and where we would like to be”. The aim of the workshop was to provide and develop a space for introspection and reflection on the historical context that shaped staff members’ experience of SU. The purpose of the workshop was to deepen the staff members’ understanding of SU’s institutional culture. It is hoped that through these engagements, staff members would be able to identify aspects of the institutional culture that continue to hinder transformation.

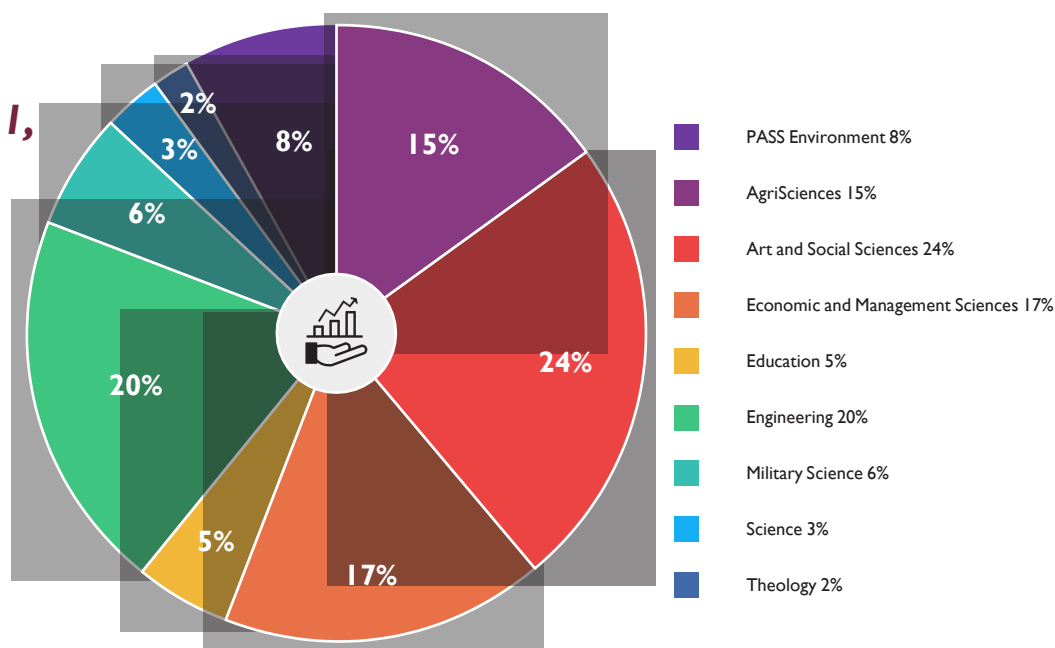
## 1.9 Social Impact

Social impact initiatives continue to be registered on the Social Impact Knowledge Platform. SU stakeholders in collaboration with partners continue to play an active social impact role through research, learning and teaching, volunteerism, special programmes and the building and servicing of partnerships in society.

The **Social Impact Funding Committee** made R2 030 640,69 available for 19 initiatives in 9 faculties and one Professional, Administrative, Support and Service (PASS) environment. The committee was once again impressed by the depth of the work of the various faculty committees for social impact and the growth in understanding of embeddedness of engaged research and engaged learning and teaching. With the impact of COVID-19, initiative owners had to adjust their focus and strategy to implement their initiatives. The committee continues to support initiatives through seed funding based on the set criteria and to encourage cofunding from SU environments and external partners as this goes a long way in strengthening impact and sustaining initiatives.

### SOCIAL IMPACT FUNDING COMMITTEE 2021, 1ST ROUND

**Funds approved per Faculty / PASS Environment**





## THEME 2: *A TRANSFORMATIVE STUDENT EXPERIENCE*

The institutional goals for this theme are to:

- Provide a unique, personalised student experience that serves as a catalyst for transformational change amidst opportunities for engagement and development through a first-class academic offering, which prepares graduates to lead and excel in a diverse world.
- Develop our students' graduate attributes so that they can be 21st-century citizens and achieve their full potential
- Strengthen strategic enrolment management to enhance access and inclusivity
- Enhance our student success rate through educational innovation.
- Deliver comprehensive, premium-quality support services to our student community.
- Enhance and expand engagement opportunities for our substantial alumni community.
- Create relevant opportunities for work-integrated learning towards a successful career and positive societal impact.



## 2.1 Social Impact goes virtual

The work of MGD continued through the online Activating Engaged Citizenship training course. A cohort of 32 Social Impact student leaders registered for two modules of the short course (Accessing and Analysing Information, and Curiosity and Imagination) offering. The Training Manager, Ms Chrischar Rock, acted as the e-tutor for this cohort and collated data for the database and research outputs.

The student leaders engaged diligently with the material but found managing the workload and all their learning online difficult given the challenges during COVID-19. The challenges that they have experienced provided valuable feedback for this launch phase and were used to improve on the layout and implementation of the course going forward.

Upon reflection and through exercising agility and adaptability, the course creators redesigned the experiential component to take the form of a virtual volunteerism opportunity of community organisations' COVID-19 response plans, thereby allowing participants to continue meeting the course objectives and still engage in invaluable learning opportunities during a historically challenging time. A large group of student leaders transitioned from the face-to-face to the virtual volunteerism space with much success. MGD will continue to include this new online opportunity as part of the online course post COVID-19.

The **Advancing Engaged Citizenship Online short course** was launched on Monday, 5 October 2020. The short course is available on the SUNOnline platform. Approximately 45 students signed up with a cohort consisting of 20 E'bosch students (comprising community members from the surrounding Stellenbosch areas) and the remaining number comprised of SU students and nonprofit organisation partners.

On 11 March 2021, the DSI hosted a virtual global student **Social Impact colloquium**. This endeavour provided staff and students with an opportunity to learn about the role that a university plays in enabling student-driven social impact volunteering opportunities. The overarching theme was "Engaging with social impact across the globe: The role of the university in enabling student-driven social impact". This event replaced the usual in-person Social Impact Community Morning.

A diverse range of local and global student social impact initiatives was highlighted in this global colloquium on student civic engagement. The panel included the 2020 MacJannet prize winners: In first place, the Service-Learning Programme of Ngee Ann Polytechnic (Singapore) and in second place, the paNhari Program of the University of Zimbabwe. Other panellists included colleagues from Rhodes University, the University of the Western Cape (UWC) and SU.

The engagement focused on shared praxis and experiences of engaged citizenship that had reciprocal benefit for students and communities. There was also a focus on graduate attributes and intentional social impact beyond the COVID-19 pandemic.

## 2.2 Transformation Office

The Transformation Office codesigned (in collaboration with the Faculty of Medicine and Health Sciences) and presented an online module for the Doctors as Agents of Change Programme. The module was on intercultural communication.

The first **Student Transformation Indaba** was held virtually on Thursday 15 October 2020. The theme of the Indaba was "A case for embedding the student ITC at SU". The following topics were covered:

- The role of critical engagement in higher education (why do we bother?).
- Walk-ins.
- Embedding empathy in our communities, especially for persons with special needs in residences.
- Mental health.
- Transformation lessons during COVID-19.

## 2.3 Critical Engagement Forum Capacity Programme

Critical engagement forums are the main vehicle towards creating a transformative student experience. The Critical Engagement Forum Capacity Programme (CEFCP) is a streamlined approach to critical engagement in communities, residences and other student groupings at SU. The programme connects critical engagement in student communities to transformation and inclusion conversations. It seeks to sustain yearlong inclusivity and diversity engagements at SU. It equips Critical Engagement and Transformation House Committee members with facilitation skills to hold conversations and to develop collective sense making on sometimes uncomfortable yet important subjects that are inevitable in transforming student spaces.

## 2.4 The Imbizo 365 institutional calendar

The **calendar** has been designed and electronically published with a visible link to SU's Strategic Engagement Framework. This was done in collaboration with Corporate Communications and Marketing.

For 2021 thus far, three celebrations were covered, namely Human Rights Day, Freedom Day and Workers' Day. The theme for the Human Rights Day was "Restitution in response to our past legacy and fairness in our future aspiration".

In celebrating Freedom Day, 15 students from the Critical Engagement Forum undertook a tour to the Drakenstein Correctional Centre (formerly Victor Verster Prison) on 27 April

2021. This was a collaborative initiative between the Division for Student Affairs and the Transformation Office. The activity plan for the day included a tour and a reflective conversation on the theme “Moving from an exclusive past to a thriving democratic future. Building participatory and representative structures to govern and lead”.

The focus for the Workers’ Day celebration was on staff wellbeing, staff forums, human dignity, a living wage and staff culture.

## 2.5 Siyakhula ResEd Sessions

The online **Siyakhula ResEd Sessions** took place from 8 to 10 March 2021. Three workshops were conducted on the following themes:

- “Universal access and disability”: The objective was to create awareness about visible and invisible disability and to help students not to use offensive language. Stellenbosch University has over 600 students with disabilities.
- “Gender, sexuality and anti-gender-based violence”: The objective was to create awareness about the bystander effect and to help students understand patriarchy and misogyny.
- “Socio-cultural awareness”: The objective was to create a platform where students could share perspectives on their cultural and political context and develop the language to communicate what they needed from one another as South Africans. This will empower new students to develop key communication skills for improved relationships, more effective conflict resolution skills with house and roommates, and skills to create spaces for learning from one another.

## 2.6 ResEd Programme

This programme is a collaboration between the SRC Transformation representative Viwe Kobokana, the SU Transformation Office and the Division of Student Affairs Multi-Culturalism portfolio. The CEFCP that focuses, amongst others, on student leaders is an attempt to change the negative reputation that critical engagement has gained in student communities.

The SRC in collaboration with the Transformation Office held a consultative session with the student population on the **language policy review**. Students shared about their lived experiences in academic spaces and social spaces.

## 2.7 Writing for Change

The Writing for Change initiative aligns with one of the major objectives articulated in SU’s Vision 2040. The aim of the programme is to foster a culture of informed and nuanced critical engagement and debate using the medium of writing and publishing of student opinions about issues of transformation and social justice on campus, regionally, nationally and globally. The aim is that this programme will integrate and transform students into an academic community that celebrates critical thinking and promotes debate.

The **Transformation Office has partnered with the Writing Lab** for a pilot project. Interested students have been invited to participate. The aim is to equip them with writing skills and the ability to express their perspective on issues around transformation and social justice. This includes themes such as gender, identity, race, democracy, the economy, disability and access. This initiative aims to let all student voices be heard in debates and engagements on current affairs.

## 2.8 Integrated Health and Leadership Course

The integrated Health and Leadership course presented in collaboration with the Frederik van Zyl Slabbert Leadership Institute was held virtually for the first time in 2020 due to the COVID-19 pandemic. Clinical personnel from CHS and the Centre for Student Counselling and Development participated in a course for students that aimed to develop an understanding of the healthcare system as a reflection of the broader political and socio-economic historical developments nationally and globally. For the first time, students from the Faculty of Medicine and Health Sciences participated in lecturing as well. During the course, concepts such as health, healthcare and personal wellbeing were discussed and analysed against current unprecedented trends nationally and globally. The course was presented in the form of presentations on key themes, guided group discussions and a component of critical reflection.

The Exercise is Medicine module was also linked with the Heart Awareness Campaign. A new addition to the course covered by CHS physiotherapists was the emergency protocols, teaching students how to manage choking and seizures, amongst others, as well as fire safety.

## 2.9 WOW (Words Open Worlds)

The pandemic made it impossible for the Sanlam WOW Spelling Festival to continue in 2020 in the existing format. Investigations into alternative ways of hosting at least a component of the Spelling Festival online were explored. A virtual Spelling Festival took place in October 2020. A special poster project with a word list and spelling rules was distributed to 100 schools.

The **WOW project** found alternative ways to support students and schools during 2020. Sixty-four schools made use of WOW Google classrooms providing extra classes and additional support to Grade 11 and 12 learners. Academic support in 13 subjects with the assistance of 14 facilitators was made available. One hundred and ninety-four learners registered to take part in the WOW Google Classroom project. Ninety-four learners were able to actively tune in and participate and were assisted with data. Forty-nine prospective students who were registered for the WOW Google Classroom project registered as first-year Matie students. The percentage of registered students who participated in the WOW Google Classroom project was 52,7.

This initiative proved relevant within the context of COVID-19 as an alternative resource for support for learners from WOW schools to gain access to experienced presenters. The virtual academic support was a challenge for some learners because of a lack of appropriate devices, poor access to data and unreliable internet connections.

WOW also hosted an online Winter School in 2020 to assist Grade 12 learners in their preparation for the final matric exams.



WOW Training

## 2.10 Stellenbosch University Museum

The first online Ubuntu Dialogue Seminar was held on 29 September 2020. An SU PhD candidate and lecturer, Ms Rhoda Malgas, presented on “Ubuntu as expressed in the nature of fynbos?” and a PhD candidate, Ms Unifier Dyer of the University of Wisconsin-Madison, presented on “Ubuntu and women’s experiences as epistemology”.

The second Ubuntu Dialogues Webinar was hosted on 14 October 2020 by the Museum Director at the University of Fort Hare (UFH), Dr Luvuyo Mthimkhulu Dondolo, who presented on “Reflections on Ubuntu philosophy and the historical geography of Pan-Africanism in South Africa” and a lecturer at the University of Virginia, USA, Prof John Edwin Mason, who discussed the book of Gordon Parks, *A Harlem Family* and the limits of empathy.

The Andrew W. Mellon Ubuntu Dialogues Programme Call for Proposals Academic Seminar Exchange Programme and Call for Applications Graduate Fellowships were published on 12 August 2020. The 10 selected fellows for the graduate fellowships were Annelize Palmer, Anri Magerman, Kaylon Weppelman, Loandrie Potgieter, Lesego Mabapa, Lwandiso Botozo, Masixole Ndamandama, Nombasa Mbatyoti, Sabelo Jeza and Precious Mahlobo.

The Andrew W. Mellon Ubuntu Dialogues Programme **web portal** is available to the public.

**ubuntu dialogues**

A partnership project between Michigan State University and Stellenbosch University Funded by the Andrew W. Mellon Foundation

**FREE WEBINAR**

[Register Here](#)

**Ubuntu and Women's Experiences as Epistemology**

**Bio**  
Unifier Dyer is a PhD student in the Department of African Cultural Studies at the University of Wisconsin-Madison.

**Abstract**  
Her research interest is in Indigenous Knowledge Systems in contemporary literature and creative writing on race by women. She co-edited her book *African Literature in the University of the Witwatersrand, South Africa* focuses on Apartheid literature and silence as a weapon of self-differentiation.

**Abstract**  
Unifier's paper repositions the conversation around women's everyday experiences and explores how a focus on self-care can challenge positivist, universalist or dominant epistemologies. Drawing on women's embodied knowledge and African and Diasporic feminist thinking it highlights the meeting point between Ubuntu as a moral philosophy that is appropriated for neoliberal reconciliation and contested gender politics.

**Unifier Dyer**  
PhD Candidate  
University of Wisconsin-Madison

**Ubuntu as Expressed in the Nature of Fynbos?**

**Bio**  
Rhoda Malgas is a Lecturer and PhD Candidate in the Department of Conservation Ecology and Entomology at Stellenbosch University. Her teaching and research centre on social-ecological systems – a conceptual coupling of the natural-human nexus that allows description, analysis and design of natural resource use for conservation-oriented outcomes. Rhoda serves on several boards and Trusts dedicated to conservation action and development.

**Abstract**  
Rhoda's paper explores the idea that nature can be observed and studied as an expression of Ubuntu. It describes the partnership between the Fynbos Biome of South Africa (which is home to 9 500 species of plants, 70% of which occurs nowhere else in the world), and the human condition and societal realities in the country. In particular, it draws on the ecology of *Agave* (a succulent plant of the endemic species group known in global markets as "soo-soo") to cultivate the metaphor of Ubuntu.

The paper does so without replicating the Social Convention of the indigenous nature imposing ecological parameters on society. It raises important questions about the promise that Ubuntu and other concepts that derive from the notion of indigenous culture, for conserving and preserving biophysical and biocultural heritage in South Africa.

**Rhoda Malgas**  
PhD Candidate and Lecturer  
Stellenbosch University

September 29th, 2020, 9:00 - 11:00 AM (EST), 3:00 - 5:00 PM GMT +2)

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African Studies Center  
MICHIGAN STATE UNIVERSITY



100  
YEARS  
OF  
STELLENBOSCH  
UNIVERSITY





## THEME 3: *PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS*

The institutional goals for this theme are to:

- Develop a framework of principles to ensure local relevance, regional impact and a global reach to enable transactional partnerships and promote transformative partnerships.
- Promote a deep connectedness and interaction with business, industry and government to leverage our strengths, which will include work-integrated learning, continuing professional development, collaborative research, consulting, licensing, spin-out companies and commercial ventures.
- Embrace the communities we serve to bring about social, cultural, environmental and economic development and change.
- Enhance and expand engagement opportunities for, and foster our relationship with, our substantial alumni community.
- Build effective collaborations through partnerships, alliances and networks with other universities, institutions and organisations, where such collaboration contributes to excellence in teaching and learning, outstanding research and social engagement and impact.
- Foster distributed, networked and reciprocal partnerships that are nurtured by both institutional structuring and personal relations.
- Establish appropriate partnerships with institutions in all societal sectors, including the spheres of civil society, public discourse, public opinion-formation and public policy-making.

### 3.1 'Healthy' Partnerships

**D**uring the reporting period and as a result of the COVID-19 pandemic, CHS assisted Stellenbosch Municipality with a 24-hour telephonic screening service and advice to employees and line managers who delivered essential services. Information materials were provided, and extensive advice on the training of staff using appropriate personal protective equipment was given.

CHS finalised a service-level agreement with the Western Cape Department of Health to supply HIV rapid tests, condoms (male and female), sexually transmitted infection treatments and other female contraception to ensure a free women's health programme to staff and students visiting the Stellenbosch- and Tygerberg-based clinics.



CHS has teamed up with external partners, the Stellenbosch Academy of Sport (SAS), Stellenbosch Municipality, internal stakeholders and Facilities Management to provide a medical advice **page** for the general Stellenbosch community. The aim is to create safe spaces for people to exercise by walking. Information is provided to encourage people to exercise.

The Institute of Orthopaedics and Rheumatology, launched an in-house physiotherapy service in collaboration with the SAS, on 8 March 2021. This will allow CHS physiotherapists to start early rehabilitation of staff and students after surgery.

### 3.2 Stellenbosch Academy of Sport

CHS and the Institute of Sport and Exercise Medicine (ISEM) joined forces in a project to provide sports medicine services to the Stellenbosch Football Club, playing in the Premier Soccer League and hosted at the SAS. This meant that sports physicians at CHS could prepare in advance to manage the safe return of athletes to competitive sport. Furthermore, CHS will also provide an emergency medicine support service at all Premier Soccer League matches played at the Danie Craven Stadium.

A further component of the SAS collaboration is the establishment of a hospital physiotherapy practice together with SAS physiotherapists and assisting consultants of the Institute of Orthopaedics and Rheumatology in managing in-hospital patients. Furthermore, this collaboration creates a unique platform for clinical research and teaching in the future. The first phase that includes the development of protocols, processes and training has been completed.



A total of 35 clients (staff: 17 females, 4 males; students: 12 males, 2 females) took the opportunity to try to stop smoking at the Tygerberg campus during the period 23 November 2018 – 6 September 2020. The treatment course to stop smoking was 12 weeks long. The results show that three of the female staff members have stopped smoking. Not all the users gave feedback.

A service-level agreement with the Western Cape Department of Health allows for the expansion of existing services of the CHS Reproductive Health Programme to now allow for rapid sexually transmitted infection testing at CHS clinics at Stellenbosch and Tygerberg. This coincides with the Condom Awareness Campaign launched during February 2021.



### 3.3 Stellenbosch University Museum partnerships and responses to the COVID-19 challenges

As a result of the annual collaboration between CHS and the Heart and Stroke Foundation South Africa (HSFSA) during Heart Month in September, two automated external defibrillators (AEDs) have been donated to CHS. This user-friendly, lifesaving equipment was placed in the libraries on the Stellenbosch and Tygerberg campuses. Prof Pamela Naidoo, CEO of the HSFSA and Matie alumnus, paid a visit to her alma mater to hand over the AEDs. Besides the impact of the Heart Awareness Week, this valuable equipment will also contribute to the health and wellbeing of staff and students. According to Dr Jo-Anne Kirby from CHS, an AED can be used by an untrained person to restart the heart of a person in cardiac arrest (usually from a heart attack) while waiting for an ambulance to arrive.

Due to the outbreak of COVID-19, the SU Museum could not function normally. In mid-June 2020, lockdown regulations were relaxed and in July, some staff members returned to campus and focussed their efforts on behind-the-scenes work until the SU Museum was able to open its doors physically to the public in March 2021.

The Museum is currently hosting an extended *From the Vault* exhibition consisting of collections from SU and the UFH. Due to COVID-19, it became risky to take the exhibition down and return the collection to the UFH. The Museum has negotiated with the UFH to have the exhibition kept at the Museum longer than originally agreed.



## Maggie Laubser art collection

In September 2020, the SU Museum in collaboration with the SU Library digitised the biggest ever online database of the **Maggie Laubser collection**. Researchers anywhere in the world will henceforth be able to access this rich art collection on the SUNDigital Collections platform. The Maggie Laubser collection can be accessed online [here](#).

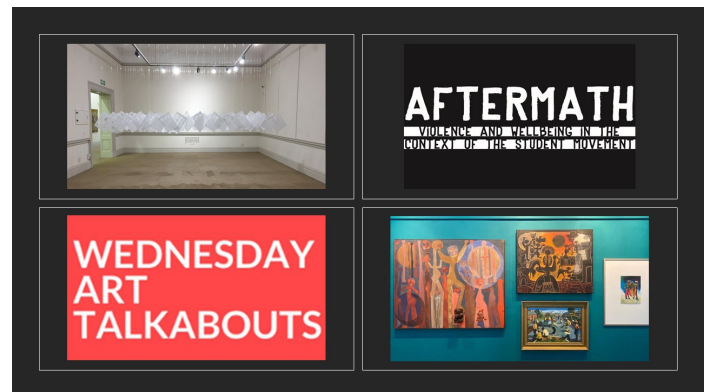


## Wednesday Art Talk-about go online

Due to the COVID-19 pandemic, the SU Museum has adapted its monthly Art Walkabouts on the first Wednesday of every month to a series of monthly webinars on topics relating to museum exhibitions and art in general.

The first Wednesday Art Talk-about was hosted on 31 March 2021 as a conversation between Dr Ernst van der Wal (Head of the Visual Arts Department, SU) and S'nothile Gumede (MA in Visual Arts, SU) about the exhibition *Acquisition List* curated by Ms Gumede. This exhibition is based on Ms Gumede's master's thesis in visual arts and is currently on display at the Museum.

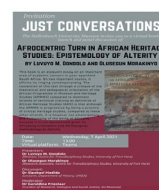
The second Wednesday Art Talk-about was hosted on 14 April 2021 as a conversation between Prof Thierry Leuscher (Research Director at the Human Sciences Research Council and Associate Professor at the University of the Free State) and Asandiswa Bomvana (student research participant, UWC) about the exhibition *Aftermath: Violence and Wellbeing in the Context of the Student Movement*, curated by Carl Collison. The conversation was moderated by Dr Geraldine Frieslaar, Curator of Research, Dialogue and Social Justice at the SU Museum, with Mr Ulrich Wolff, Curator of Visual Arts, making official opening remarks.



## Just Conversations

Just Conversations is a new series of webinars hosted by the SU Museum. The Just Conversations series will focus on key issues such as spatial justice, worker struggles, intergenerational struggles, land, identity and indigeneity, the restitution of African knowledge and artefacts, silences in African history and the role of archives. These are some of the topics that will be discussed throughout the year by community members, academics and practitioners.

The first Just Conversation was hosted on 7 April 2021 and consisted of a panel discussion between Dr Luvuyo Dondolo, Director: Centre for Transdisciplinary Studies at the UFH, Dr Olusegun Morakinyo, Research Associate in the Centre for Transdisciplinary Studies at the UFH and Dr Sipokazi Madida, Lecturer in the Department of History at the University of South Africa. The topic of discussion was a book authored by Dondolo and Morakinyo entitled *Afrocentric Turn in African Heritage Studies*.



JUST CONVERSATIONS



The **African Drumming Tuesdays** have been reintroduced and offer students, staff and community members an opportunity to learn the skill of playing an African drum. Drumming is also good for team building and contributes to positive wellbeing. The drumming sessions are free but limited to 10 people at a time. COVID-19 health and safety protocols are strictly adhered to, and the drumming takes place in the courtyard of the Museum. The first African Drumming Tuesday was hosted on 13 April 2021 and was well attended.

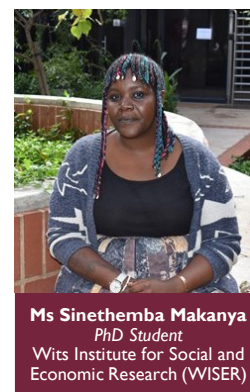
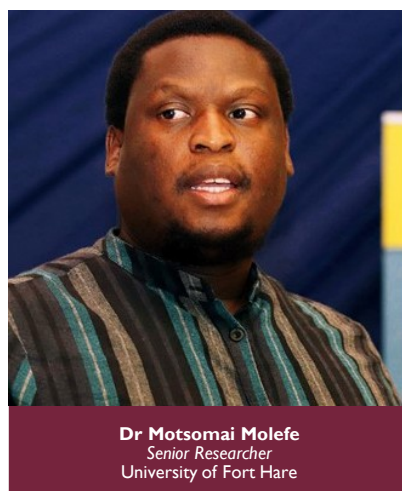
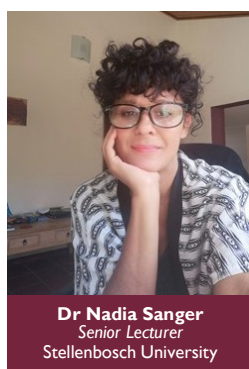
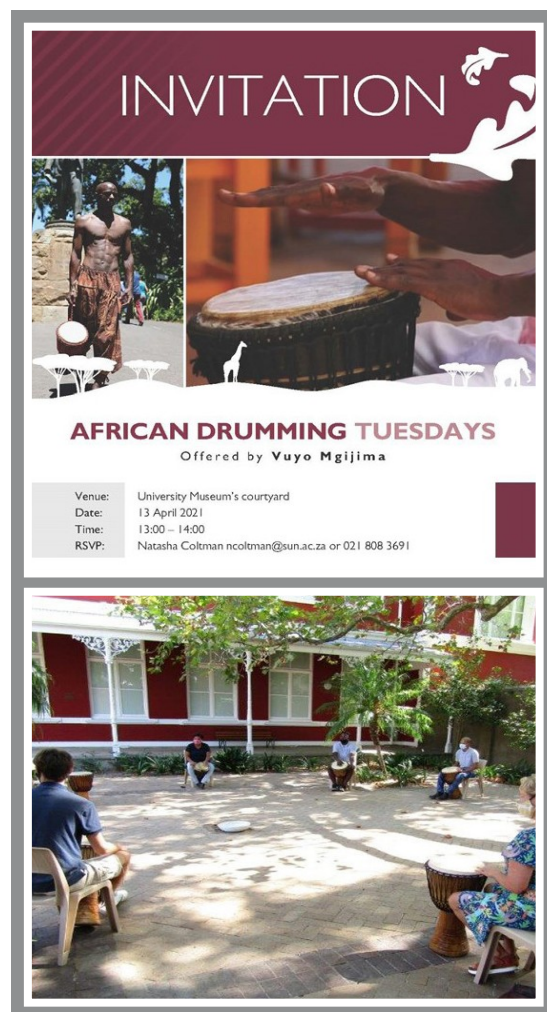
## Ubuntu Dialogues Programme

COVID-19 has made it impossible for seminar speakers of the Ubuntu Dialogues to travel between SU and Michigan State University. The seminars and the international graduate fellowship and collaboration of the two universities moved online.

The **AndrewW. Mellon Foundation-funded Ubuntu Dialogues** Programme announced the outcome of the selection process for the Ubuntu Dialogues Academic Seminar Exchange Fellowship for 2021. Five fellows were selected after a rigorous interview process:

- Dr Nadia Sanger, Senior Lecturer at Department of English Studies at SU.
- Dr Motsamai Molefe, Senior Researcher at the UFH.
- Dr Allison Geduld, Senior Lecturer at the Faculty of Law, North-West University.
- Ms Sinethemba Makanya, PhD student at Wits Institute for Social and Economic Research.
- Mx Ashwin Thyssen, PhD student at Systematic Theology and Ecclesiology at the Faculty of Theology, SU.

The Ubuntu Dialogues is an exchange programme between SU and Michigan State University. The programme seminars take the form of transnational dialogue and intellectual engagement focusing on the meaning of Ubuntu, Pan-Africanism, and knowledge and institutional decolonisation, both as concepts and practice within and outside Africa. The first webinar for 2021 was hosted on 30 March 2021 followed by the second webinar on 13 April 2021.





### 3.4 Social Impact partnerships

The DSI hosted its annual **Social Impact Symposium** online on 3 September 2020. The key objective was to explore the effect of COVID-19 on social impact locally and globally. The event was attended by staff, students and external partners. The symposium also explored how shared and collective learning spaces could be created for staff and students to explore social impact initiatives during COVID-19 and beyond. In addition, the symposium delved into the challenges faced by practitioners and communities during the COVID-19 pandemic, explored opportunities created by the pandemic for social impact initiatives locally and globally, and shared the lessons and insights gained by staff and students through their experiences.

The following presentations were shared at the symposium:

- “The African collaborations and contributions to social impact during the COVID-19 pandemic”, by Dr Nico Elema.
- “Working in COVID-19: Rehabilitation clinicians’ personal and professional reflections”, by Prof Lana van Niekerk.
- “The challenges of change: Training partner college students in winemaking online”, by Dr Marianne Mackay.
- “Surfing the wave of the COVID-19 pandemic in the context of health and wellbeing in a campus community”, by Dr Pierre Viviers.

The DSI published the **Social Impact @ SU (SI@SU)** 2019 publication, an inspiring collection of success stories of community and university collaboration (see the **English** and **Afrikaans** versions). These faculty-based initiatives highlight the SU themes linked to the Sustainable Development Goals.

Mawethu Nyakatya in the DSI is cochair of the Cape Higher Education Consortium (CHEC)-Western Cape Government (WCG) joint task team whose efforts focus on strengthening the partnership between the WCG and the four member universities of the CHEC, namely the Cape Peninsula University of Technology (CPUT), SU, UCT and UWC. This task team focuses on the development of frameworks and approaches that support research-based collaborative innovation.

Since the pandemic forced residents, organisations and governments to improvise in the face of rapidly changing environments, the WCG recognised the importance of building collaborative innovative developments in order to implement its Recovery Plan in a difficult socio-economic environment, characterised by reduced budgets. In February 2021, a specific call was made to invite proposals that explored how universities in the province could cooperate with the WCG and industry to support regional innovation in one particular focus area of the Provincial Recovery Plan. The purpose is to establish or build on a robust, sustainable, coordinated and high-impact innovation network or system consisting of participants from higher education, the WCG and the private sector.

The University of Central Florida (UCF) in Orlando, USA, has recently awarded the SU DSI through the person of Mr Mawethu Nyakatya a **visiting scholarship of Community Engagement**.

The scholarship involves a series of online UCF Community Engagement lectures with 10 other scholars from around the world. The aim of the lectures is peer-to-peer learning to promote development on the UCF Downtown Orlando campus. As part of the series, Mr Nyakatya presented an online public lecture on University-Community Engagement on 11 May 2021.

### 3.5 Stellenbosch University Woordfees partnerships

Woordfees is a founding partner of the newly established Tribuo Artist Relief Fund. The fund aims to provide financial support to performing artists and other relevant creative industry workers who currently do not have any or limited income due to the COVID-19 lockdown.

### 3.6 WOW (Words Open Worlds)

In conjunction with the Western Cape Education Department, WOW will host online reading circles and book clubs. The traditional mini arts festivals at schools are replaced with footage of learners delivering a monologue or a poem.

New projects for 2021 include the Western Cape Education Department partner in Atlantis and presenting the Year Beyond project in seven schools, recording Grade 12 prescribed literature by voice artists and establishing virtual reading circles at 18 high schools.

### 3.7 Transformation Office partnerships

#### External partnerships and networks

The Transformation Office is a coordinating partner of the newly launched **UCT-CPUT-SU Inclusive Practice Speaker Series**. The purpose of the seminar series is to encourage meaningful dialogue on transformation praxis among universities, civil society, business and government. The third seminar entitled “Beyond task teams, investigations and transformation committees: Confronting racism in higher education?” was held virtually on Monday 31 August 2020. Speakers were Professor Thabo Msibi (UKZN), Associate Professor Nomusa Makhubu (UCT) and Professor Desiree Lewis (UWC). The discussion was moderated by Dr Asanda Benya (UCT).





Dr Sianne Alves (Director of the Office of Inclusivity and Change, UCT), Dr Nonkosi Tyolwana (Director of Transformation, CPUT) and Dr Claire Kelly

The Transformation Office is a coordinating partner of the new **Transformation Managers Forum (TMF) Colloquium**, which consists of a series of seminars taking place every Friday from 10:00 to 13:00. The intention of the seminar series is to

bring together transformation practitioners, functionaries and academics. The colloquium is themed around the categories of the Transformation Barometer, an important benchmarking document for transformation practice in South African higher education. The first seminar, with a focus on institutional culture, was held on Friday, 2 October 2020 and was facilitated by Mr George Mvalo (Chairperson of the TMF) with a presentation by Prof Rozena Maart (UKZN). Topics of sessions included the following:

- Governance – Administrator reports
- Governance – Typologies of corruption
- Decolonisation – Visual redress
- Decolonisation – The academic project
- Student life and success
- Equity, redress, inclusivity – Disability inclusivity
- Equity, redress, inclusivity – Employment equity and diversification of academic profile
- Equity, redress, inclusivity – Gender transformation (including LGBTI)
- Gender-based violence
- The Transformation Barometer as tool

The Transformation Office is also coordinating partner in the development of an **Online Resource for Higher Education Transformation (ORHET)**. This marks an important partnership between SU and the Chair for Critical Studies in Higher Education and Training (CrisHet). Funded by CrisHet, a postdoctoral student has been hired to work on the project.

As part of **SU's Year of Disability**, the Transformation Office has published a series of articles by persons with disabilities at SU. These include **"What's my superpower? I have conversion disorder. Not 'convulsion', CONVERSION. The hidden disability"**, **"My passion is teaching deaf children"** and **"To be a warrior is all about riding through storms"**.

### 3.8 Visual redress

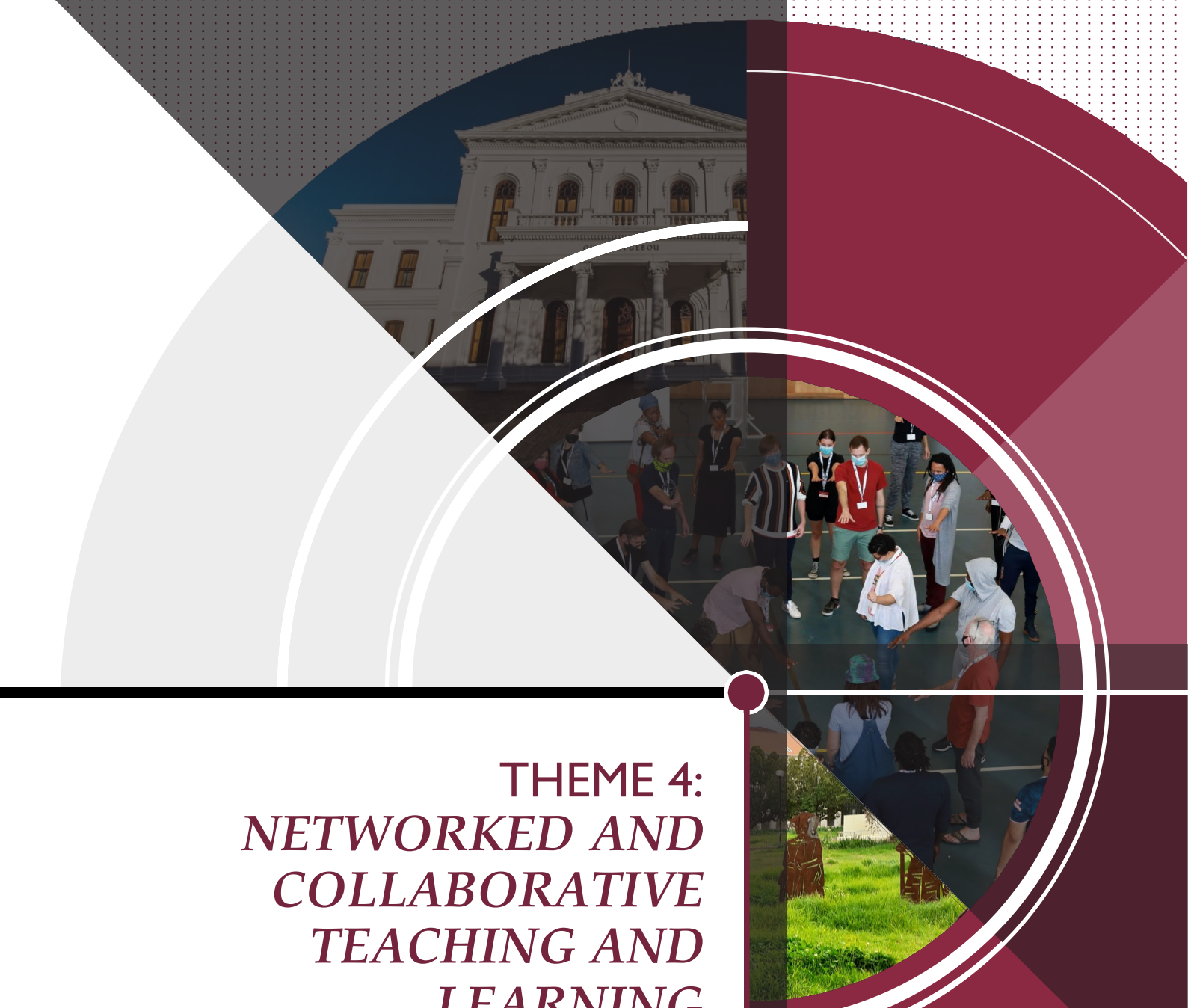
An artwork in celebration of the Constitution of South Africa was erected at SU's Ou Hoofgebou (Old Main Building) in Ryneveld Street, Stellenbosch. The installation comprises three separate metal plates depicting the preamble to the Constitution in three languages (Afrikaans, English and Xhosa).

The Faculty of Law initiated this project in 2017 as part of SU's visual redress process that aims to add art and symbols to the University campuses, giving effect to the institution's vision of an inclusive institution.





Ou Hoofgebou installatio : Phr ogr: her Stefa Els



## THEME 4: *NETWORKED AND COLLABORATIVE TEACHING AND LEARNING*

The institutional goals for this theme are to:

- Focus on a learning-centred approach to teaching, whilst promoting a holistic understanding of teaching and learning.
- Foster interdisciplinary and interprofessional teaching and learning by empowering students to participate in a learning community where staff and students work together to learn, solve problems, research and innovate.
- Create an institution of continuous learning that is skilled at co-creating and sharing knowledge and insights.
- Promote the professionalisation of academics in their teaching role, and the scholarship of teaching and learning.
- Develop a digital strategy to provide the basis for digital fluency and the meaningful integration of learning technologies towards a networked University that engages and inspires students, staff and alumni.
- Expand on SU's knowledge offering to serve new student markets.
- Promote the continuous renewal of the University's academic programmes by means of a systemic process with clearly assigned roles and responsibilities for the various role-players.



## 4.1 Campus Health Service

**T**he year 2020 saw a lack of clinical opportunities for final-year physiotherapy students due to the impact of COVID-19 on the hospital training platforms. A rotational block over 10 weeks to maximise clinical exposure was introduced. Students and CHS physiotherapists completed a workshop (with a comprehensive COVID-19 induction) that included face-to-face training and consultation with patients.

Sport medical doctors at CHS participated in the assessment of postgraduate students of the Faculty of Medicine and Health Sciences in Sport and Exercise Medicine during clinical examinations as well as the writing of their theses in order to complete the degree MSc (Sport and Exercise Medicine). CHS physiotherapists will also be directly involved in the assessment of final-year physiotherapy students.

CHS presents Continual Professional Development (CPD) accredited talks every Friday. The forced move from contact to online presentations has allowed for the participation of additional delegates from a wide range of occupations and industries, including SU students, SU staff and external health professionals. CPD events included presentations by CHS physiotherapist Greshne Davids on “Ergonomics – workstation setup for optimal health”, Dr Elma de Vries on “Managing a transgender patient” and CHS Senior Director Dr Pierre Viviers on “Ethical obligations in gender and domestic violence”. These tied in with the health and wellbeing focus of CHS.

## 4.2 Stellenbosch University Museum

In September 2020, Het Jan Marais Nationale Fonds (the Jan Marais National Fund) approved funding of R50 000 for the Access to Visual Arts Programme. This programme is focussed on artistically empowering pupils from disadvantaged backgrounds.

## 4.3 Social Impact

As a cofounding partner, SU has been actively involved in the planning and preparing of the upcoming **virtual 8th International Symposium on Service Learning** scheduled for June 2021. SU cooperates with the University of Nicosia in Greece and the University of Indianapolis in the USA in planning this event that includes partners from around the globe. The theme of the symposium is “Critical service-learning across the globe: Transforming teaching into social action”.



Stellenbosch University Museum



## THEME 5: *RESEARCH FOR IMPACT*

The institutional goals for this theme are to:

- Develop a research agenda derived from SU's values, societal needs and the sustainability imperative.
- Conduct research of significance based on selected, focused strategic research areas.
- Inform the future research agenda and strategically involve our stakeholders.
- Conduct collaborative and interdisciplinary research that addresses the grand challenges of society.
- Create an embedded culture of innovation and entrepreneurship in our research.

## 5.1 Campus Health Service

The CHS and ISEM collaboration includes research in the field of football medicine, with ISEM being an International Federation of Association Football (FIFA) Medical Centre of Excellence (one of only two in Africa). CHS is assisting ISEM in a FIFA research project looking into the effect of COVID-19 on footballers. Together with partners from Iran, Poland, Mexico and Thailand, the research will assess preparticipation screening for musculoskeletal conditions in footballers as well as the system-specific requirements in terms of mental health in footballers during the pandemic.

Within this reporting period, two articles from CHS were published. Dr Jo-Anne Kirby wrote an editorial entitled “COVID-19 pandemic... what about the obesity and inactivity ‘pandemics’?” in the *South African Journal of Clinical Nutrition*.

South African Journal of Clinical Nutrition 2020; 33(2):27-30

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GUEST EDITORIAL

### COVID-19 pandemic... what about the obesity and inactivity “pandemics”?

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Dr Viviers and colleagues from the South African Sports Medicine Association published a position statement entitled “Implications of COVID-19 for resumption of sport in South Africa: A South African Sports Medicine Association (SASMA) position statement” in the *South African Journal of Sports Medicine*.

Both publications can be found on the CHS website: <http://www.sun.ac.za/english/CampusHealth/research-development/recent-publications>

CHS in collaboration with ISEM and the University of Calgary (Canada) is part of an international, multicentre study on concussion. The study is funded by the International Olympic Committee (IOC) and is made possible through the close relationship of CHS with ISEM, which is an accredited IOC Research Centre. One of CHS’s physiotherapists is conducting her master’s research on concussion and is collecting data on it. The study focusses on risk factors that delay return to play after a sports concussion. This is an area of expertise that the

physiotherapists manage in their practice; therefore, it is very beneficial to broaden their knowledge base and skill set. Forty Varsity Cup players were screened in Phase I of the project and will be followed up during the playing season. According to the University of Calgary, the recommendations are that all medical personnel involved in the study complete the Massive Open Online Course (MOOC) on concussion. All three CHS physiotherapists registered on 27 September 2020 for a self-paced MOOC online course that needs to be completed in a seven-week period.

CHS achieved its goal of four peer-reviewed publications in accredited journals. The COVID-19 pandemic guided three publications with impact, and the multicentre publication of Ramagole et al. was awarded as the most read in the *South African Journal of Sports Medicine*.

- Ramagole D, Janse van Rensburg DC, Pillay L, Viviers P, Zondi P and Patricios J. Implications of COVID-19 for resumption of sport in South Africa: A South African Sports Medicine Association (SASMA) position statement – Part 2. *S Afr J Sports Med*. 2020;32(1):1-5. <https://doi.org/10.17159/2078-516X/2020/v32i1a8986>
- Kirby JH and Duffett RG. COVID-19 pandemic ... what about the obesity and inactivity “pandemics”? *South African Journal of Clinical Nutrition*. 2020;33(2):27-30.
- Ramagole D, Janse van Rensburg DC, Pillay L, Viviers P, Zondi P and Patricios J. Implications of COVID-19 for resumption of sport in South Africa: A South African Sports Medicine Association (SASMA) position statement- Part 1. *S Afr J Sports Med*. 2020;32(1):1-6. <https://doi.org/10.17159/2078-516X/2020/v32i1a8454>

A Wellness@Work study (N17/04/033) focussing on the health and wellbeing of Campus Security Officers commenced following the outcomes of a pilot study. The focus of the study is to minimise cardiovascular risk.

## 5.2 Social Impact

A consultative meeting took place on 5 March 2021 to discuss the development of an Engaged Research Framework for the National Research Foundation in South Africa. The intention is to address issues of common understanding for engaged research and the challenges and opportunities for engaged research in the South African context. Case studies will be explored and shared, and available literature that relates to engaged research will be highlighted.

Research funding to the value of R500 000 was awarded jointly to the WCG, UWC and SU to establish a framework for a **Regional Innovation System** linked to the economic and social challenges of the Western Cape. This Regional Innovation System represents the first practical space for collaboration among these institutions to drive innovation in various sectors.





## THEME 6: *EMPLOYER OF CHOICE*

The institutional goals for this theme are to:

- Develop a comprehensive people strategy for SU that embraces diversity and equity, leverages unique talents and strengths, promotes life-long learning and celebrates achievements.
- Enhance the well-being of our people by creating and promoting an enabling, inclusive, equitable, healthy and safe working and learning environment that encourages our diverse staff to maximise their productivity, and where they feel valued and contribute to SU's excellence.
- Improve human resource processes through the application of technology and digitalisation.
- Develop and execute a game-changing talent acquisition and talent management plan, which includes equitable remuneration, the management and rewarding of performance, the identification of competencies and the development of talent and leadership throughout the career cycle of each SU employee.
- Support the development of SU as a learning organisation that is responsive to both individual and organisational needs.

## 6.1 Human Resources review

**K**orn Ferry Consultants presented the final in-depth report on the DHR review at the Rectorate meeting of 11 November 2020. The report was adopted by the Rectorate. The recommendations for the DHR structure to be functioning on a 'Functional Excellence' level will be implemented in three phases from 2022 till 2024. The DHR is currently finalising its budget submission to be considered during the budget process to effect the recommendations for revising the structure, function and mandate of the DHR.

positive attitude to transformation, concerns were raised around various transformation and inclusion matters at the University.

The recommendations of the Steering Committee of the SU Wellbeing, Culture and Climate at Work Survey were approved and adopted at the Rectorate meeting of Tuesday, 8 September 2020. A communique was sent to all staff on Friday, 18 September 2020.

With the survey report completed and adopted, the Rectorate and other institutional stakeholders have reliable data to utilise as a baseline for developing and measuring interventions and intensifying work currently underway in the different responsibility centres and faculties. The recommendations are as follows:

- A focus on the wellbeing of staff through the implementation of various initiatives, amongst others the final adoption and implementation of the Staff Health and Wellbeing Plan and the provision of sufficient resources to this end.
- Strengthening existing initiatives and structures for transformation on institutional and environment levels.
- Finalising the report and implementing the recommendations of the Task Team for the Upward Mobility of PASS Staff, ensuring the affordability of academic promotions by environments and ensuring equity with regard to the promotion of women.
- Recommendations for recognition and appreciation of all staff to be completed by the Task Team for Incentivising and to be appropriately implemented.
- Strengthening of structures and initiatives such as the Equality Unit that focus, amongst others, on inclusive equality and the overcoming of bullying in the workplace.
- In addition to the institutional measures, all University environments in cooperation with Human Resources and Information Governance to attend resolutely to the specific challenges in their environments that the survey has revealed.

SU has made progress on the following recommendations during 2021:

- SU has delivered on the recommendation for a Staff Health and Wellbeing Plan. This was approved on 9 February 2021, and implementation has commenced. The first meeting of the newly constituted Institutional Committee for Staff Health and Wellbeing was held on 11 March 2021.
- With regard to strengthening existing initiatives and structures for transformation on institutional and environment levels, the Transformation Office facilitated a strategic planning session of the ITC on 5 February 2021 and has strengthened Faculty Transformation Committees.
- The Incentivising of Staff report was adopted by the Rectorate on 11 November 2020. As a follow-up, a smaller task team will now look at bonuses, specifically with a view to presenting a final proposal to the Rectorate in August 2021.

## 6.2 Stellenbosch University survey on wellbeing, culture and climate at work 2019/2020

The purpose of the SU Wellbeing, Culture and Climate at Work Survey was to determine quantitatively the wellbeing and 'happiness-at-work' levels of staff and to obtain the opinion of staff about the culture and climate within the working environment.

A total of 1 095 completed submissions were received. This is an increase of 52.1% compared to the 720 staff members who participated in the University's first culture and climate survey conducted in 2017.

Information sessions hosted by the Division of Information Governance and Human Resources continued during the reporting period within RCs and faculties. The aim was to share the results pertaining to those specific RCs and faculties.

A report on the results as well as planned actions undertaken by SU was made available in August 2020. This was communicated to the campus community via various appropriate channels. The survey, which was discussed with the leadership of all University environments, found that there was a general feeling that staff were proud to work at the University, were positive about its future and were well aware of Vision 2040. It is also encouraging to note that staff indicated that they enjoyed their work and felt that it was meaningful and that their contribution to SU made a difference. With regard to wellbeing, the survey found that staff members above the age of 60 and younger than 30 were significantly happier than their colleagues in other age groups.

Several factors were listed as contributing to an unhappy work environment. This included poor remuneration rates, lack of recognition for achievements and a lack of communication from management. Staff also indicated that a lack of promotion opportunities impacted on their wellbeing, and concerns were raised around equal treatment, promotion opportunities for women and bullying. While the results indicated that staff had a

As outlined in Vision 2040, our goal is to enhance the wellbeing of all staff by creating and promoting an enabling, inclusive, equitable, healthy and safe working and learning environment that encourages each of us to actualise all our potentialities and where we all feel valued and contribute to SU's excellence. To measure our progress in terms of meeting this goal, we have committed to repeat the SU Wellbeing, Culture and Climate at Work Survey in 2022. Regular feedback will also be given on progress with regard to implementing these recommendations.

### 6.3 Support to staff during COVID-19 and beyond

The Wellness Office provided and will continue to provide the following sessions as support to staff:

1. Debriefing sessions for frontliners, departments and faculties.
2. Basic mental health first aid for line managers.
3. How to initiate critical conversations (line managers and general staff).
4. Conflict management (line managers).
5. How to build effective relationships in the workplace (line managers).
6. Substance misuse in the workplace (line managers).
7. Employee Assistance Programme awareness and psychosocial support (trauma debriefings and counselling sessions).

### 6.4 Employee Assistance Programme

SU extended the reach of the Staff Wellness Office at the end of 2020 through a partnership with an external service provider, Life Employee Health Solutions (Life EHS – Careways Group). This resource aims to assist staff and their families with a variety of personal and professional concerns within an environment of **complete confidentiality**. The service is available 24 hours per day and seven days a week every day of the year. Face-to-face and/or virtual counselling covers matters such as personal difficulties; family and relationship concerns; alcohol or drug abuse; gambling or other addictions; stress and life changes; violence and trauma; the impact of acute and chronic illness; grief and work-related concerns; debt counselling; personal budgets; managing debt and retirement; health information; general health and wellbeing guidance, including dietary information; and professional telephonic legal support and assistance with drafting of basic legal documents, such as wills and testaments, power of attorney, residential leases and general sales agreements.

With the implementation of the new Employee Assistance Plan, the Wellness Office conducted four general Employee Wellness

information/marketing sessions and one information session for line managers. The Wellness Office collaborated with Campus Health Service, the Faculty of Medicine and Health Sciences (Dietetics) and Maties Sport to conduct two education and awareness campaigns on exercise, ergonomics and the importance of nutrition to avoid fatigue.

### 6.5 Campus Health Service

CHS is registered as a Prime Network Provider with Discovery Vitality. Therefore, clinical staff at CHS are entitled to perform important health screening and preventative health evaluations on all Discovery Vitality members. These evaluations allow members to earn Vitality points.

CHS in collaboration with HR implemented baseline medical screenings to comply with statutory guidelines.

A Health and Wellbeing webinar for staff that covered topics such as nutrition, physical activity and posture-related conditions, such as incorrect sitting, was presented by the SU Biokinetic Centre and CHS physiotherapists.

CHS's health and wellbeing services include topics aligned with the World Health Organization health calendar. CHS was active over the past couple of months not only with COVID-related health matters but also with other health-related conditions to create awareness and to educate staff on campus.

### 6.6 Day care

The imperative to provide appropriate day care services on the Stellenbosch and Tygerberg campuses received consistent attention. Additional options, including possible lower cost options for the Tygerberg campus, were explored.

Support was rendered during the COVID-19 period to the Babin Day Care Centre on the Stellenbosch campus. A cooperation and support agreement was signed in February 2021 between SU and the Seed Trust that operates Babin Pre-School and Day Care. This agreement strengthens SU's long-standing partnership with Babin in the following ways: SU acknowledges Babin/Seed Trust as a day care provider to SU; SU staff members and senior students receive preference for the placement of their children at Babin Day Care; and SU acknowledges and encourages the ongoing interaction between the Seed Trust and various SU environments, including learning and teaching and research for impact environments.



## 6.7 Code for Employment Equity and Diversity

A revised Code for Employment Equity and Diversity has been approved after campus-wide consultation. The Code is fully implemented and applied in recruitment and selection processes.

The national target for the employment of people with disabilities is 3%. SU currently employs 33 staff members with disabilities which is just below 1% of the national target.

## 6.8 Transformation Office and Employment Equity Office

The Transformation Office in partnership with the Employment Equity Office launched the **Siyakhula Online Seminar Series**, with sessions held every Friday from 10:30 to 13:30. The sessions cover topics such as religious and cultural inclusion, gender training, women at work, decolonisation, mediation and conflict resolution, transformational leadership, and values-based decision making.

Over 300 people attended Siyakhula workshops during the reporting period.

## 6.9 Senior appointments

### Appointments

Prof Deresh Ramjugernath was appointed as the new Deputy Vice-Chancellor: Learning and Teaching with effect from 1 January 2021.

Ms Christelle Feyt was appointed as Senior Director: Corporate Communication and Marketing with effect from 1 August 2020.

Dr Zethu Mkhize was appointed as Director of the Transformation Office with effect from 1 November 2020 and will play a key role in facilitating and strengthening the implementation of SU's Transformation Plan.

### Reappointments

Prof Nico Koopman was reappointed as Deputy Vice-Chancellor: Social Impact, Transformation and Personnel from 1 July 2021 to 30 June 2026. Prof Hester Klopper was reappointed as Deputy Vice-Chancellor: Strategy and Internationalisation from 1 August 2021 to 31 July 2026.

### Extension of term of appointment

Prof Jimmy Volmink's term as Dean: Faculty of Medicine and Health Sciences was extended until 31 December 2021.

## 6.10 New Generations of Academics Programme

SU was successful in receiving another five positions for the New Generations of Academics Programme (nGAP). This brings the total number of positions at SU to 32. The Faculty of Engineering's Departments of Mechanical and Mechatronic Engineering and Civil Engineering were awarded two positions, whilst the other three positions were awarded to the Division of Molecular Biology and Human Genetics, and the Department of Biomedical Sciences at the Faculty of Medicine and Health Sciences.

## 6.11 PROGRESS WITH DIVERSITY

### 6.11.1 Institutional bodies

#### SRC Composition: 2015-2020

Some statistics are shared below to show the progress with regard to institutional diversity at the University.

SRC term of office	Total	Gender		Race				
		Male	Female	African	Coloured	Indian	White	Foreign
2019/2020	22	10	12	10	4	0	6	2
2018/2019	20	12	8	5	3	0	11	1
2017/2018	15	10	5	4	2	2	7	0
2016/2017	15	8	7	8	3	1	3	0
2015/2016	15	9	6					

### ***Council Composition: 2015-2020***

YEAR	WHITE		COLOURED		AFRICAN		INDIAN		TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
<b>2020</b>	8	2	5	2	1	4	0	1	23
<b>2019</b>	14	4	7	1	0	3	0	1	30
<b>2018</b>	13	3	8	1	1	4	0	0	30
<b>2017</b>	15	4	6	2	1	2	0	0	30
<b>2016</b>	14	2	7	0	1	2	0	0	26
<b>2015</b>	19	1	5	0	0	2	1	0	28

### ***Institutional Forum: 2015-2020***

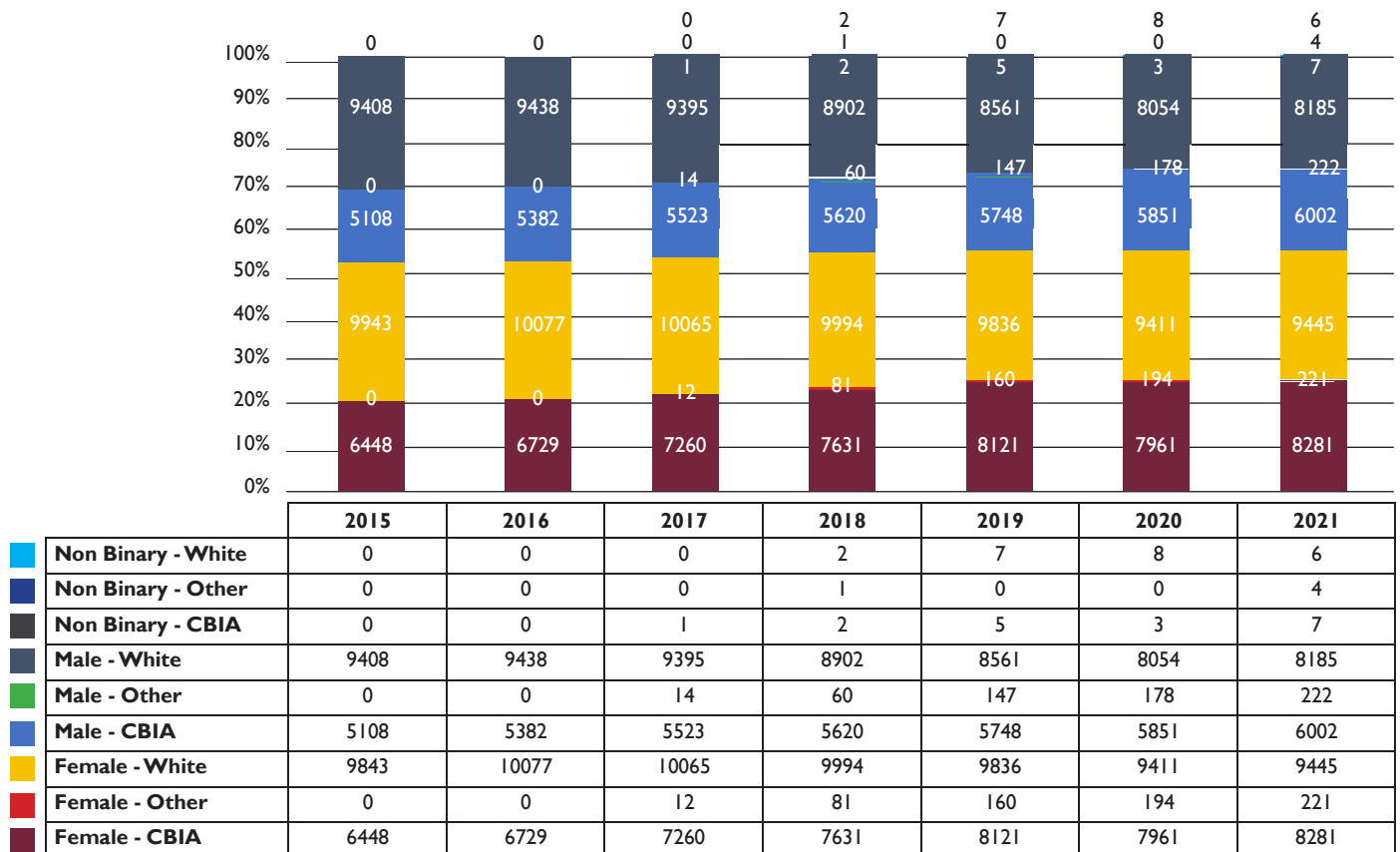
	2015	2016	2017	2018	2019	2020
<b>Indian female</b>			2	1	1	
<b>Coloured male</b>	6	3	4	3	7	5
<b>Coloured female</b>	1	1	4	1		1
<b>Black male</b>	2	4	5	4	4	4
<b>Black female</b>		2			1	2
<b>White male</b>	14	10	15	12	11	5
<b>White female</b>	6	12	8	8	8	6
<b>Female, race unknown</b>	2					
<b>Male, race unknown</b>	1					
<b>Total male</b>	23	17	24	19	22	14
<b>Total female</b>	9	15	14	10	10	9
<b>TOTAL MEMBERS</b>	32	32	38	29	32	23

## Senate: 2015-2020

	2015	2016	2017	2018	2019	2020
Indian male	9	11	10	9	10	11
Indian female	3	3	3	3	3	3
Coloured male	11	11	16	16	21	20
Coloured female	5	6	9	10	15	17
African male	13	12	11	10	17	20
African female	1	4	7	8	6	10
White male	195	207	205	195	193	190
White female	58	67	72	73	88	92
Female, race unknown	1	1	1	1		
Male, race unknown	6	6	4	2		
Gender and race unknown	18	18	11	10		
Total male	234	247	246	232	241	241
Total female	68	81	92	95	112	122
<b>TOTAL MEMBERS</b>	<b>320</b>	<b>346</b>	<b>349</b>	<b>337</b>	<b>353</b>	<b>363</b>

## 6.11.2 Student enrolments: 2015–2021

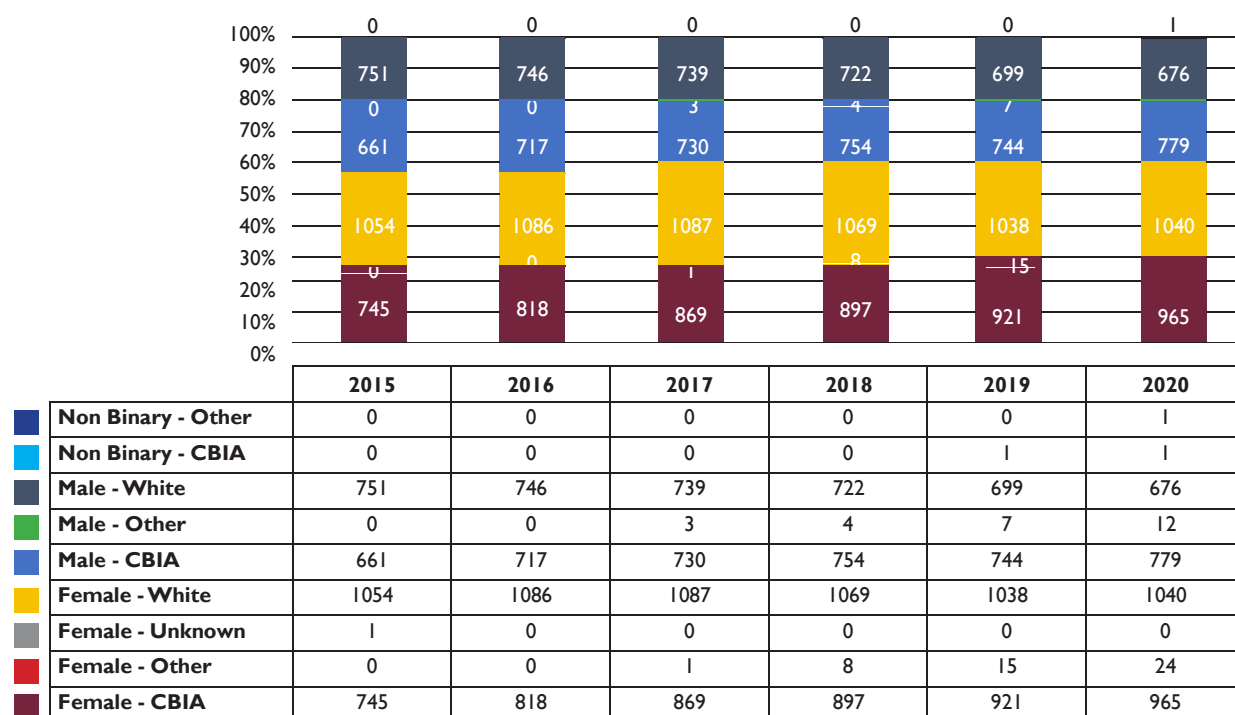
Student enrolments 2015-2021 according to race and gender





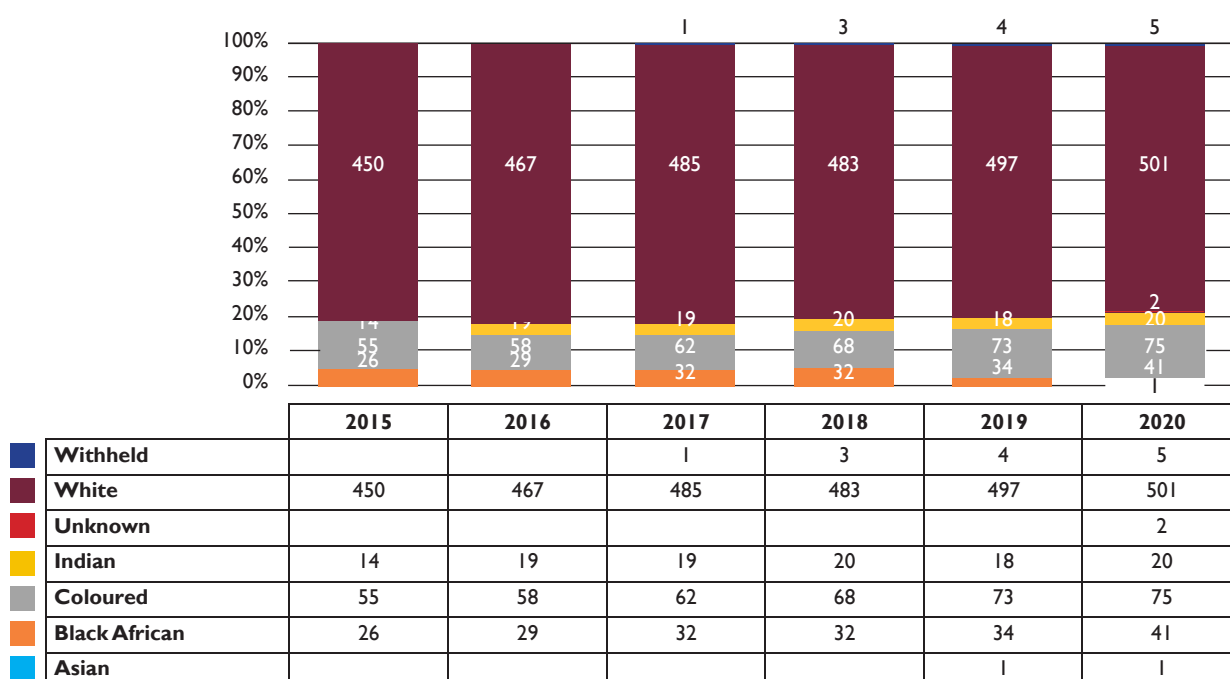
### 6.11.3 Staff appointments (PASS and academic)

**All staff appointments 2015-2020 according to gender and race group**  
(permanent and contract appointments with benefits)

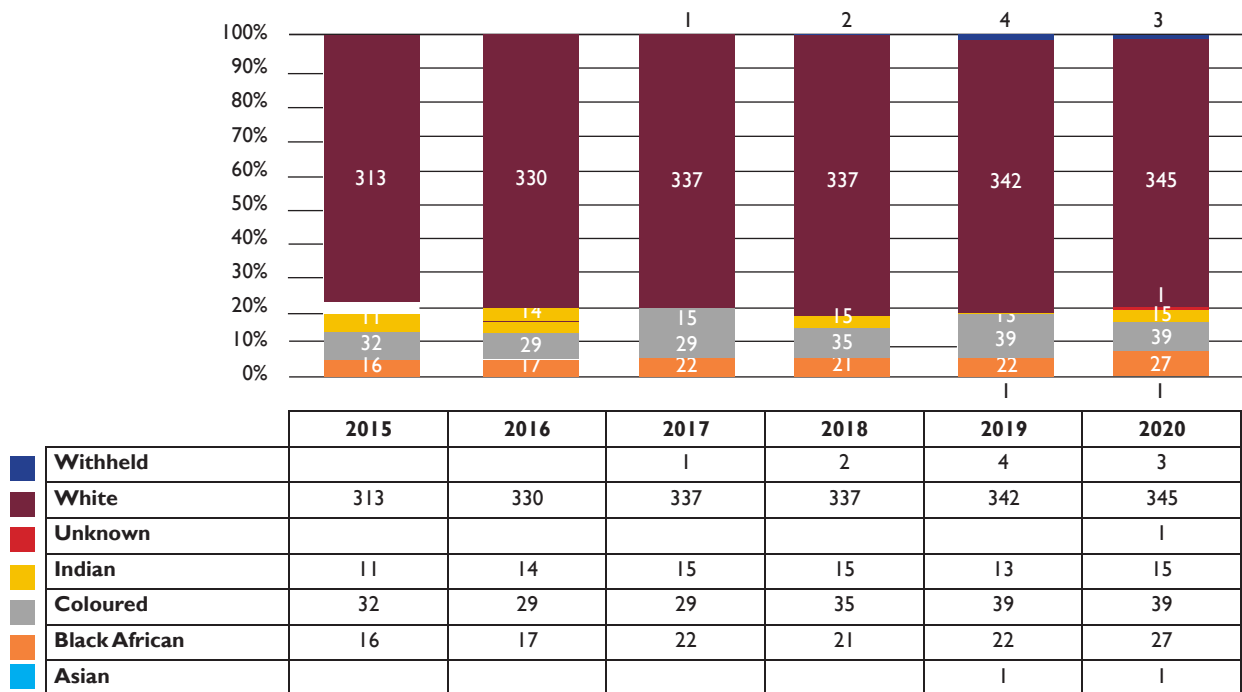


### 6.11.4 Senior appointments (PASS and academic)

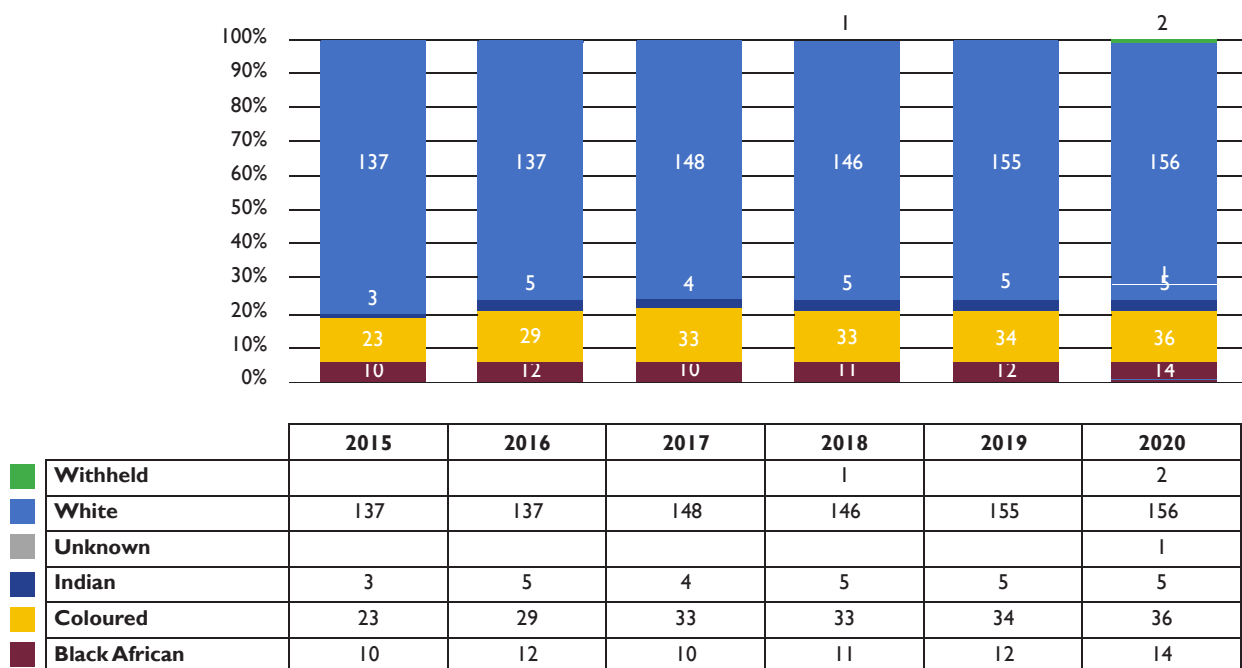
**All senior staff appointments (post level 1-6) for 2015-2020 according to race**  
(permanent and contract appointments with benefits)



### C1 senior staff appointments (post level 1-6) for 2015-2020 according to race (permanent and contract appointments with benefits)



### C2 senior staff appointments (post level 1-6) for 2015-2020 according to race (permanent and contract appointments with benefits)



## 6.12 Chancellor's Awards

The following staff members received Chancellor's Awards in 2020:

Recipient	SU environment	Award category
Ms L Bonthuys	Registrar's Division	Professional Services
Mr MJ Brooks	Faculty of Economic and Management Sciences	Professional Services
Prof N Davids	Faculty of Education	Research
Mr R Davidse	Faculty of Engineering	Professional Services
Ms A de Beer	Faculty of Engineering	Professional Services
Prof JF Görgens	Faculty of Engineering	Research
Ms C Kat	Chief Operating Officer	Professional Services
Prof M Kruger	Faculty of Medicine and Health Sciences	Innovation, Learning and Teaching, Research and Social Impact
Prof A Schoonwinkel	Division of the Rector	Learning and Teaching
Ms E Tise	Vice-Rector: Research, Innovation and Postgraduate Studies	Professional Services
Mr A van der Merwe	Vice-Rector: Social Impact, Transformation and Personnel	Professional Services
Prof GPAG van Zijl	Faculty of Engineering	Learning and Teaching
Prof J Volmink	Faculty of Medicine and Health Sciences	Professional Services
Prof JAC Weideman	Faculty of Science	Research

## 6.13 In Memoriam

We acknowledge students and staff who have passed on during the reporting period. The Visual Redress Committee is currently finalising proposals to appropriately honour staff and students who passed on due to COVID-19.



## Conclusion

In looking back upon a year that was unplanned in terms of the impact of COVID-19, I am filled with gratitude for the resilience of our staff and students in this time of challenge, uncertainty and loss.

The year reflects the rapid adoption of new thinking, new work processes and new technologies due to the COVID-19 pandemic. We have also seen our work reach a larger number of people because of the move to digital platforms.

The work on deepening and strengthening both quantitative and qualitative systemic transformation, and social impact has continued. We have made great strides in advancing staff health and wellbeing through the adoption of the Staff Health and Wellbeing Plan and the new Employee Assistance Programme. We have taken important steps towards moving our DHR to one of functional excellence and have made progress with the recommendations from the Staff Culture and Climate Survey of 2019.

We have embraced change and transformation on many levels this past year, and staff from the RC have contributed substantially to the workstreams reporting to the Institutional Committee for Business Continuity to ensure the successful completion of the academic year and the sustainability of the institution.

Gratitude is expressed to the leadership and staff in the RC as well as to all colleagues and partners within and outside the University with whom the RC collaborates continuously. The support and guidance of the Rector together with members of the Rectorate are highly appreciated. Gratitude to our students for whom we are here. In conclusion, gratitude to senate and Council for consistent guidance and support. It remains a privilege and joy to serve an institution that is, according to its Transformation Plan, committed to building through research and innovation, learning and teaching, transformative social impact, strategy and internationalisation a society of dignity, healing, justice, freedom and equality for all!!!

In saamstappende verbondenheid

**Nico Koopman**

