



STELLENBOSCH UNIVERSITY TRANSFORMATION PLAN (TP)

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This document is forthcoming from the Institutional Transformation Committee. It had been amended and approved by the Rector's Management Team and Senate after campus wide consultation.

The English version of the Transformation Plan is the source document.

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1. Introduction and background

This Transformation Plan (TP) aims to advance the implementation and operationalisation of the Vision 2040 and Strategic Framework 2019-2024 (VSF) of Stellenbosch University (SU). The VSF identifies “modernisation, social justice and the need for the fundamental transformation of the higher education system (including institutions themselves)” (Vision 2040 and Strategic Framework 2019-202, p. 16) as a defining characteristic of the current context of higher education globally and in South Africa. The TP aligns with this transformation imperative of VSF, which stipulates strategic management indicators and key performance areas with regard to transformation, as well as with the transformation parameters of the plans of faculties and the professional academic support services environments.

The TP is guided by the values of SU:

- Equity: Restitution with regard to our past legacy and fairness in our aspirations
- Excellence: Academic freedom to pursue knowledge that adheres to the highest standards of integrity, renewal and relevance
- Compassion: Recognition of, and care for the well-being of all our students and staff
- Accountability: Accepting the highest level of responsibility for our actions
- Respect: Civility in our mutual and public discourse, due regard for the freedom, equality and dignity for all, and respect for the environment. (Vision 2040 and Strategic Framework 2019-202, p. 16).

The TP draws upon various external documents, which include:

- the 1996 Constitution of the Republic of South Africa, with its Bill of Rights;
- the White Paper on Education and Training (1995);
- the subsequent Programme for the Transformation of Higher Education: Education White Paper 3 (1997);
- the Higher Education Act of 1997;
- the Soudien Report of 2008 (Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions);
- the draft Transformation Barometer, which is currently being developed under the auspices of the Department of Higher Education and Training;
- the 2015 Durban Statement on Transformation in Higher Education (DHET 2nd Higher Education Summit Oct 2015); and

- the HSRC Report on Transformation in Higher Education 2017

The TP is developed in a context of accelerated and deepening transformation. The higher education sector in South Africa including SU, have experienced a period of unprecedented turmoil and change over the past few years. This period of instability, accompanied by the significant growth that SU has experienced over the past decade, has given rise to new challenges and opportunities. 'Institutional instability (especially with the student unrest in 2015 and 2016) affecting the academic programme at many institutions, the slow pace of transformation, racism, access to higher education, the need for a decolonised curriculum, public financial constraints and social cohesion in higher education' are identified as key challenges (Vision 2040 and Strategic Framework 2019-202, p. 10). With its responsive and future-oriented focus, as outlined in the VSF, SU is well positioned to maximise its impact and to fulfil its commitment to create inclusive and diverse experiences for its students and staff members in order to unleash their full potential. The TP serves as one of the vehicles for achieving this goal.

Through its TP, SU commits itself to co-creating 'Africa's leading research-intensive university' where its students and staff work, live, listen and learn, deliberating on the relevance of our knowledge and producing new knowledge to move our society from an exclusive past to a socially just, sustainable, thriving, democratic future.

2. Objectives of the TP

The objectives of the TP are to:

- 2.1 coordinate, facilitate and advance transformation as an embedded, systemic, inclusive and integrated process and practice at SU;
- 2.2 create synergy in our institutional understanding of a working definition of transformation for SU;
- 2.3 offer a historic and national context for transformation in higher education and its alignment with national aspirations;
- 2.4 establish guidelines, principles and parameters for university-wide transformation actions;
- 2.5 establish a reporting, monitoring and evaluation framework aligned with the VSF to track transformation actions and progress; and
- 2.6 initiate and guide the development of TP's in the various university environments.

3. Core definition of transformation

3.1 In this TP transformation is defined as an intentional and structured process of profound change of the University's places, people and programmes, with the following three major aims:

- 3.1.1 To advance and realise the **vision** laid out in the VSF, namely:

- An impeccable reputation as a proud African knowledge hub that serves the continent through research, innovation and education
- A transformed and integrated academic community that celebrates critical thinking, promotes debate and is committed to democracy, human rights and social justice with an outward, international and future focus
- Having an all-encompassing impact on the social, financial and environmental well-being of the town, region, country and continent, with a global reach
- A systemically sustainable institution in economic, social and environmental terms, as a national asset that serves the diverse needs of our communities

3.1.2 To promote the realisation of the 6 overarching strategic priorities stated in the VSF, namely:

- A Thriving Stellenbosch University
- A Transformative Student Experience
- Purposeful Partnerships and Inclusive Networks
- Networked and Collaborative Teaching and Learning
- Research for Impact
- Employer of Choice

3.1.3 To contribute – through its people, programmes and all its activities – to the change and renewal of society, so that society reflects the central values of the Bill of Rights of the Constitution of the Republic of South Africa, namely: human dignity; the healing of the wounds of the nation; social justice; freedom; and equality.

3.2 Transformation at SU is viewed as **systemic transformation**. This implies that all dimensions of university life are involved in the transformation and renewal process. Systemic transformation also implies that all dimensions of university life contribute to the transformation of society. Transformation is therefore described as transformation of the University and transformation through the University.

3.3 Transformation at SU will be directed and assessed in both quantitative and qualitative ways. Although these two dimensions of transformation are distinguishable from one another, they are also interdependent and interwoven.

3.3.1 **Quantitative transformation** refers to those dimensions of transformation that can be clearly measured. Quantitative indicators in this TP are referred to as performance targets and include indicators that, for instance, describe the statistical diversity of the staff corps and student body, student success rates, the number of publications dealing with transformation themes, and the number of courses that build

transformation competencies among students and staff.

3.3.2 **Qualitative transformation** refers to those dimensions of transformation that have to do with presuppositions, prejudices, attitudes, behaviours and intellectual frameworks that determine institutional processes and practices. These subconscious beliefs and attitudes often advance discrimination in terms of race, socio-economic standing, gender, sexual orientation, levels of disability, age, nationality and so forth and form part of the institutional culture. The profound change and renewal of institutional culture is at the heart of qualitative transformation. Qualitative indicators in this TP are captured as intentional transformation processes and practices.

3.4 **Institutional culture** refers to the subtle and subconscious pictures, expectations, perceptions, perspectives, prejudices, attitudes and intellectual frameworks with which people live and which determine the visions, values, ideals, communal identity and collective character of an institution.

3.5 SU, by referring to racial classification in the Admissions Policy (2017) and in this TP, does not, in any manner, condone or seek to perpetuate the effects of racial classification. In referring to race, the University recognises that past racial discrimination in South Africa (through legislative means) translates into continuing disadvantage in the present. It therefore does not attempt to determine the racial classification of students and staff but instead relies on a system of self-classification. For these purposes, all applicants are invited to indicate the racial group with which they most closely relate. Options include those adopted by the apartheid regime, namely “Black African”, “White”, “Coloured” and “Indian” but include “Asian”, “I’d prefer not to say”. These options serve as the basis for demographic reporting.

4. Themes for organising transformation objectives and outcomes

In this TP, the strategic transformation objectives and outcomes are categorised into three broad themes:

- Place
- Programmes
- People

The theme of “**place**” refers to social inclusion and changes in both the physical spaces and the foundational institutional culture that facilitate a sense of belonging among students and staff. The theme includes visual redress, welcoming culture interventions and the design and organisation of spaces that enable access to students and staff living with a range of disabilities. The focus on “place” also includes the way in which the visual identity and

celebrations of SU are expressed as an institution rooted in Africa.

“**Programmes**” refers to core University programmes as well as specific transformation competencies, support and communication programmes that engage teaching, learning, innovation, research, communication and training tools to enable systemic transformation.

The theme of “**people**” includes all strategies that ensure that student, staff numbers reflect the diversity of the broader South African and African society, and that stakeholders can participate with ease in the governance structures of SU. This theme also includes strategic and institutional partnerships and stakeholders represented in alumni, service delivery and external communities.

THEMES	INDICATOR		
PLACE	Process	Practices	Performance indicators/Targets
PROGRAMMES	Process	Practices	Performance indicators/Targets
PEOPLE	Process	Practices	Performance indicators/Targets

4.1 Place: Social inclusion that facilitates belonging and that is rooted in Africa

- 4.1.1 Prioritise and expand social inclusion interventions that enable a welcoming institutional culture, greater access, facilities that validate diverse identities and needs and a visual redress strategy that is aligned with a new African university.
- 4.1.2 Advance a welcoming and enabling culture for staff, stakeholders and external partners.
- 4.1.3 Continuously renew the student welcoming programme of SU to facilitate a welcoming culture of inclusivity and co-ownership in the first and the subsequent years of study.
- 4.1.4 Renew the public semiotics, i.e. the public meaning and symbolism of the physical infrastructure of SU (buildings, signage, statues, pictures etc) in a resolute, intentional, coordinated way.
- 4.1.5 Realign and implement turn-around strategies to achieve the transformation directives of SU and the South African Constitution.
- 4.1.6 Advance gender justice and renew universal access amenities, such as bathrooms.

4.1.7 Alter buildings to ensure universal access to and justice for people with disabilities.

4.2 Transformation programmes

The transformation programmes of SU include expanding and developing existing core institutional programmes, as well as developing and mainstreaming new programmes aligned to the VSF. This includes learning and teaching, research and innovation, and social impact programmes, programmes aimed at building transformation competencies in students and staff, support programmes aimed at student and staff success, communication and engagement programmes, and social inclusion programmes.

4.2.1 Transformation competencies programmes

These programmes aim to advance institutional training, engagement and leadership development that prioritise key transformation and change management competencies in students and staff and include

4.2.1.1 the advancement, development and strengthening of the transformation competencies of staff through relevant courses for staff members; and

4.2.1.2 the advancement, development and strengthening of the transformation competencies of students through a coordinated core academic and co-curricular programme informally referred to as the central “Maties 101” graduate attributes, leadership and transformation course.

4.2.2 Transformative learning and teaching programmes

These curricular and co-curricular programmes aim to prioritise, evaluate, assess, expand and develop curriculum renewal and teaching methodologies to ensure the relevance of teaching and learning programmes for societal transformation needs in the contexts of Africanisation, decolonisation, disability, “information age” and global competitiveness.

4.2.3 Transformative research and innovation programmes

These programmes aim to

4.2.3.1 prioritise and deepen research outputs and themes that address the transformation needs of local and broader African societies;

4.2.3.2 strengthen existing and develop new initiatives and strategies to enlarge and diversify the pool of expertise and researchers; and

4.2.3.3 develop assessment criteria to direct, incentivise and measure synergy between research themes and research outputs and the transformation themes of the VSF and the Constitution.

4.2.4 Transformative social impact programmes

These programmes aim to

- 4.2.4.1 assist with the assessment and guidance of learning and teaching programmes and research and innovation programmes in order to advance the transformative impact of these programmes on society; and
- 4.2.4.2 facilitate reciprocal interaction and partnerships between university divisions and societal institutions, thereby advancing the impact of societal needs, experiences and knowledge on the programmes of SU and simultaneously enriching the transformative impact of the University on society.

4.2.5 Transformation support programmes aimed at student and staff success

A major imperative of so-called qualitative transformation is to address the renewal of the institutional culture of SU to ensure that it is free of all forms of overt and, especially, covert discrimination, including (but not limited to) racism, classism, sexism, patriarchy, misogyny, homophobia, heteronormativity, ableism and ageism.

The transformation of the institutional culture entails progress in overcoming prejudices being monitored in creative ways, including climate and culture surveys and narrative discourses.

The creation of a culture of open dialogue in safe spaces is essential for the creation of an institutional culture of dignity, healing, justice, freedom and equality.

These supportive strategies include:

- 4.2.5.1 Prioritising and expanding transformation support programmes that enable student and staff success by focusing on wellness; academic support; mentoring; psychological support; bereavement support; and preventing and reporting disciplinary breaches, sexual harassment and various forms of discrimination.
- 4.2.5.2 Strengthening and expanding initiatives to admit a diverse student body and to address the growing need for adequate socio-economic support and alternative funding models for students.
- 4.2.5.3 Ensuring justice and equity with regard to staff compensation and talent management as well as removing all inequality and discriminatory compensation and talent management practices, including those relating to women, gender non-conforming staff and people living with disabilities.

4.2.6 Transformative communication and engagement programmes

Communication and engagement programmes that institutionalise critical dialogue, facilitate transparency, and model social inclusion, the VSF values and a culture of listening will be developed and expanded. These communication and engagement include:

4.2.6.1 regular transformation campus-media articles, information and opinion pieces;

4.2.6.2 a transformation website; and

4.2.6.3 critical dialogue and engagement programmes aligned with important religious and cultural days, national and global transformation engagements and debates.

4.3 People and associated transformation processes, practices and performance targets

4.3.1 The people of the University include its staff, students, alumni, institutional partners, relevant stakeholders and role-players.

4.3.2 The transformation of the people of the University will entail:

4.3.2.1 Diversifying the staff corps by setting clear, appropriate, and challenging yet achievable targets, and implementing the directives of the Employment Equity Policy and Plan of SU.

4.3.2.2 Diversifying the student body by setting clear, appropriate, and challenging yet achievable targets.

4.3.2.3 Diversifying key institutional governance structures.

4.3.2.4 Enabling greater participation through intentional processes and practices to ensure that institutional diversity coincides with greater agency in the people of the University, since advancing institutional participation will enable student and staff experiences to inform institutional decisions and strategies. This includes the assessment of decision-making processes and decision-making structures to adhere to the directives and the values of the VSF.

4.3.2.5 Undertaking a process of monitoring and analysing longitudinal diversity trends within institutional governance structures, these including but not limited to the Students' Representative Council, house committees and private student organisations, the Institutional Forum, Senate, Council and the various subcommittees of Senate and Council, Convocation and other leadership structures. Ultimately the data should inform future strategies and interventions.

4.3.2.6 Developing institutional partnerships with alumni, stakeholders and role-players that adhere to the strategic priorities and values of the University.

4.3.2.7 Developing service delivery and sourcing procedures, practices and partnerships that adhere to the values and transformation priorities of

the University.

5. Transformation Policies

All policies, plans, procedures and protocols of SU should adhere to the transformation parameters of the VSF and the Constitution. Some policies advance the transformation priorities of SU more explicitly and it is important that the processes and practices identified in transformation programmes continuously inform policies. Some of the policies, plans and codes that have a key transformation function include the:

- Employment Equity Policy
- Employment Equity Plan
- Discrimination and Harassment Policy
- Language Policy
- Admissions Policy
- Residence Placement Policy
- Transformative Student Funding Model
- Social Impact Policy
- Social Impact Plan
- Teaching and Learning Policy
- Research Policy
- Human Resources Policies
- Procurement Policies and Procedures
- Code for Student Discipline
- Statute of the University
- Code of Conduct for Staff
- Code of Conduct for Members of Council
- Protocol for Dialogue on Campus
- Protocol for Constructive Protest
- Institutional HIV Policy
- Policy regarding Students with Special Learning Needs or Disabilities

6. Transformation Key Performance Areas and Indicators

TRANSFORMATION THEMES AND SUBTHEMES	STRATEGIC PRIORITY AND OBJECTIVE	INDICATORS RELATED TO PROCESSES	INDICATORS RELATED TO INSTITUTIONAL PRACTICES
<p>6.1.PLACE</p> <p>6.1.1 Social inclusion programmes</p>	<p>6.1.1.1 Prioritise and expand social inclusion programmes that enable a welcoming institutional culture, greater access, facilities that validate diverse identities and needs, and a visual redress strategy that is aligned with a new African university.</p>	<p>6.1.1.1.1 Expand and develop a visual redress, renewal and renaming strategy that contextualises historical symbols, reintroduces silenced historical narratives and aligns symbols and building names with the VSF.</p> <p>6.1.1.1.2 Expand facility audits on universal design and social inclusion, including gender-neutral bathrooms and accessible building designs.</p> <p>6.1.1.1.3 Conduct signage audits to inform a coherent signage approach that adheres to universal design principles.</p> <p>6.1.1.1.4 Explore methodologies to conduct audits of the calendar and communication documents to identify existing unconscious bias and micro-aggressions and to determine the accessibility of information.</p> <p>6.1.1.1.5 Support cross-disciplinary social inclusion programmes through colloquiums, faculty-based think tanks and student campaigns.</p> <p>6.1.1.1.6 Institutionalise regular student and staff climate and culture surveys to review lived experiences and challenges with regard to inclusion</p>	<p>Develop best practices for signage on campus and make recommendations regarding redress and renaming.</p> <p>Review and strengthen best practice guidelines for a welcoming culture in student communities.</p> <p>Develop good practice guideline documents for inclusive institutional events, including recommendations for catering, entertainment and disability friendliness.</p> <p>Develop inclusive religious and commemorative calendars and institutional practices to sensitise the Campus community.</p> <p>Develop an institutional event protocol with guidelines on inclusive catering, event procedures, intercultural sensitivity and diversity with regard to both panellists and participants.</p>

6.2.PROGRAMMES	6.2.1.1 Identify and build key transformation and change management competencies in	6.2.1.1.1 Advance institutional training, engagement and leadership development that prioritise key transformation	Advance performance management mechanism that recognises
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TRANSFORMATION THEMES AND SUBTHEMES	STRATEGIC PRIORITY AND OBJECTIVE	INDICATORS RELATED TO PROCESSES	INDICATORS RELATED TO INSTITUTIONAL PRACTICES
<p>6.2.1 Transformation competencies and skills</p>	<p>students and staff.</p>	<p>competencies.</p> <p>6.2.1.1.2 Monitor, evaluate and expand the transformation training programme for staff.</p> <p>6.2.1.1.3 Develop an institutional transformation glossary of terms, concepts and reading lists.</p> <p>6.2.1.1.4 Evaluate, track, develop and expand transformation leadership co-curricular courses and workshops for students in collaboration with the Frederick van Zyl Slabbert Leadership Institute.</p> <p>6.2.1.1.5 Develop a formalised, accredited baseline institutional transformation curriculum for students across faculties with transformation content, amongst others by way of specific modules, and develop well- rounded students to become engaged citizens in society.</p>	<p>transformation competencies as a compulsory and priority skill for students and staff.</p> <p>Integrate transformation competencies in existing student and staff leadership programmes.</p>
<p>6.2.2 Transformative learning and teaching programmes</p>	<p>6.2.2.1 Prioritise, expand and develop curriculum renewal and teaching methodologies to ensure the relevance of teaching and learning programmes to the societal transformation needs in the contexts of Africanisation, decolonisation and global relevance.</p>	<p>6.2.2.1.1 Track and report on faculty-based curriculum renewal activities that include both content renewal and teaching and learning methodologies to align with societal transformation needs.</p> <p>6.2.2.1.2 Continue and expand institutional teaching and learning colloquiums, conferences and regional think tanks on curriculum renewal and emerging models.</p>	<p>Implement critical pedagogy and academic transformation leadership awards.</p>
<p>6.2.3 Transformative research and innovation programmes</p>	<p>6.2.3.1 Prioritise and deepen research outputs and themes that address the transformation needs of local</p>	<p>6.2.3.1.1 Introduce annual info-graphs and intervention and recommendation reports on the demographic profile of the research cohort at SU.</p>	<p>Introduce annual research colloquiums that disseminate research outputs on societal impact and institutional</p>

TRANSFORMATION THEMES AND SUBTHEMES	STRATEGIC PRIORITY AND OBJECTIVE	INDICATORS RELATED TO PROCESSES	INDICATORS RELATED TO INSTITUTIONAL PRACTICES
	<p>and broader African societies.</p> <p>Develop an African footprint.</p> <p>Recognise study credits within the African context.</p>	<p>6.2.3.1.2 Monitor, expand and report on research outputs on the following:</p> <ul style="list-style-type: none"> • Themes that relate to VSF and institutional transformation needs. • Internationally recognised and local research on race, gender, disability and social justice and inclusion. • The percentage of research funding available for transformation studies. • The total number and value of grants. • The percentage and value of funding support and development initiatives. • The number of research clusters. • The number of scholarly outputs. <p>6.2.3.1.3 Establish research entities that focus on the development and implementation of the National Development Plan and the achievement of the United Nations Sustainable Development Goals.</p>	<p>transformation.</p> <p>Assess the role of procedural systems in research outputs and identify perceived barriers.</p> <p>Transform research awards and recognition.</p> <p>Create an institutional database of opportunities for funded research, scholarship and creative activities that address transformation and diversity issues.</p>
<p>6.2.4 Transformative Social impact programmes</p>	<p>6.2.4.1 Prioritise social impact programmes that facilitate interaction and partnerships that advance societal needs and reciprocally impact knowledge creation.</p>	<p>6.2.4.1.1 Advance and monitor the Social Impact Strategic plan.</p>	<p>Introduce best practice guidelines for social impact initiatives.</p> <p>Identify service delivery practices that prioritise social impact and BBBEE (Broad-Based Black Economic Empowerment) principles and optimal working conditions and labour practices, combat discrimination and adhere to a code of conduct.</p>

TRANSFORMATION THEMES AND SUBTHEMES	STRATEGIC PRIORITY AND OBJECTIVE	INDICATORS RELATED TO PROCESSES	INDICATORS RELATED TO INSTITUTIONAL PRACTICES
<p>6.2.5 Transformation support programmes aimed at student and staff success</p>	<p>6.2.5.1 Prioritise and expand transformation support programmes that enable student and staff success by focusing on wellness, academic support, mentoring, psychological support, bereavement support, and preventing and reporting disciplinary breaches, sexual harassment and discrimination.</p>	<p>6.2.5.1.1 Use annual feedback mechanisms (surveys) to gather student and staff feedback on support programmes.</p> <p>6.2.5.1.2 Implement the discrimination and sexual harassment policy and institutionalise quarterly feedback and analysis on the number and patterns of disciplinary, harassment and discrimination cases.</p> <p>6.2.5.1.3 Align VSF and transformation goals with the following implementation plans, interventions and strategies:</p> <ul style="list-style-type: none"> • The Student Disciplinary Code and student services • The Staff Wellness Strategy and Plan • The Student Wellness Strategy • The Financial Support Plan for Students • Academic support and mentoring <p>2.5.1.4 Implementing a multilingual programme offering as outlined in the Language Policy.</p> <p>2.5.1.5 Student recruitment and admissions: Recruit and admit a diverse student body with the potential to succeed and to maintain and promote academic excellence through diversity.</p> <p>2.5.1.6 Student financial support.</p> <p>2.5.1.7 Residence placement: Accommodate diverse student communities within the institutional residences, with an emphasis on the placement of most vulnerable students in order to enhance their chances of success.</p>	<p>Develop and implement non- discriminatory standards and practices for research, teaching, human resource performance management and examinations.</p> <p>Advance security and law enforcement practices and responses to protest and other forms of disturbance that adhere to human rights, dignity and safety.</p> <p>Provide cost-effective student support to improve module and graduation success rates.</p>

<p>6.2.6 Transformation communication and engagement programmes</p>	<p>6.2.6.1 Develop and expand communication and engagement programmes that institutionalise critical dialogues, facilitate transparency and model social inclusion, the VSF values and a culture of listening.</p>	<p>6.2.6.1.1 Develop visual and written communication content and channels that are informative, communicate progress, articulate challenges and invite input and participation from students and staff.</p> <p>6.2.6.1.2 Design, expand and coordinate a transformation campus engagement programme and calendar in collaboration with various institutional partners, including national days and relevant national and international topics.</p>	<p>Advance communication practices that are transparent and aimed at providing students and staff with relevant knowledge about institutional structures, data and participation procedures.</p> <p>Develop survey and audit tools to standardise review</p>
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TRANSFORMATION THEMES AND SUBTHEMES	STRATEGIC PRIORITY AND OBJECTIVE	INDICATORS RELATED TO PROCESSES	INDICATORS RELATED TO INSTITUTIONAL PRACTICES
		<p>6.2.6.1.3 Develop an interactive and institutional transformation website and increase student and staff opinion pieces and articles on transformation issues and debates.</p> <p>6.2.6.1.4 Establish and coordinate an active institutional transformation committee and support the development of faculty and environment-based transformation committees.</p> <p>6.2.6.1.5 Advance a transformation and institutional culture of communication, engagement, visual branding and marketing strategy.</p>	<p>methodologies and identify practices that perpetuate exclusion and othering in university documentation, including the calendar and university websites.</p>
<p>6.3. PEOPLE</p> <p>6.3.1 Diversity of people</p>	<p>6.3.1.1 Increase student and staff diversity with specific focus on the increase of the percentage of black, coloured and Indian students and staff.</p> <p>6.3.1.1 Create a shared institutional responsibility for reaching the targets.</p>	<p>6.3.1.1.1 Introduce the annual monitoring, analysis and communication of progress in collaboration with stakeholder bodies and faculties with regard to the following:</p> <ul style="list-style-type: none"> • Student enrolments (under and postgraduate). • Staff diversity on all post levels. • Student throughput rates. • Residential and private student organisation placements. <p>6.3.1.1.2 Advance wide engagement with the Employment Equity Report and recommendations.</p> <p>6.3.1.1.3 Advance annual engagement with faculties, departments and units with regard to targets that include equity figures and substantive initiatives to advance inclusion.</p>	<p>Advance staff recruitment practices that support diversity targets.</p> <p>Advance student recruitment, funding, placement and support practices that are fully aligned with strategic targets.</p>
<p>6.3.2 Systemic transformation</p>	<p>6.3.2.1 Governance</p> <p>Increase the diversity of students and</p>	<p>6.3.2.1.1 Monitor, report, analyse and communicate longitudinal diversity trends within institutional governance structures through info-graphs and other reporting tools</p>	<p>Develop institutional recommendations and best practice guidelines on election</p>

TRANSFORMATION THEMES AND SUBTHEMES	STRATEGIC PRIORITY AND OBJECTIVE	INDICATORS RELATED TO PROCESSES	INDICATORS RELATED TO INSTITUTIONAL PRACTICES
	<p>staff and of women and persons living with disabilities in institutional governance structures.</p>	<p>with specific reference to the following:</p> <ul style="list-style-type: none"> • The Students' Representative Council. • House committees and societies. • The Institutional Forum. • The Senate and its subcommittees. • The Council and its subcommittees. • Convocation <p>6.3.2.1.2 Develop standardised tools to report on election and voting trends to monitor the levels of participation in Council and in Students' Representative Council voting activities.</p> <p>Mandate all governance structures to formulate an annual strategy to increase diversity as part of their core responsibilities.</p> <p>6.3.2.1.3 Review the transformative impact of the current Statute and its ability to facilitate Vision 2030.</p>	<p>and nomination practices and co- option options for student and staff governance structures.</p> <p>Outline co-option strategies in case of inadequate diversity in governance structures.</p> <p>Pilot induction and training practices for governance structures to empower new members to participate fully.</p> <p>Develop mechanisms to review meeting practices and procedures with regard to inclusion and creating a democratic experience.</p>
<p>6.3.3 Participation</p>	<p>6.3.3.1 Enable greater institutional participation to channel student and staff experiences and insights fully into governance structures, including minority voices, e.g. the disability sector.</p>	<p>6.3.3.1.1 Advance, expand and support enabling platforms for affinity organisations and staff stakeholder forums, e.g. the Women's Forum, the Maties Staff Forum, LBGTQI, religious and cultural societies, the disability sector, staff and worker unions and partners.</p> <p>6.3.3.1.2 Develop an annual institutional stakeholder engagement and consultation strategy and institutionalise feedback mechanisms.</p>	<p>Develop and update an institutional annual stakeholder list.</p>

TRANSFORMATION THEMES AND SUBTHEMES	STRATEGIC PRIORITY AND OBJECTIVE	INDICATORS RELATED TO PROCESSES	INDICATORS RELATED TO INSTITUTIONAL PRACTICES
6.3.4 Strategic partnerships	6.3.4.1 Develop institutional partnerships with alumni, external and internal community stakeholders, funders and higher education institutions to strengthen transformation in the higher education sector.	6.3.4.1.1 Advance, and support cross-disciplinary higher education transformation networks that advise, support and share tools to strengthen transformation work. 6.3.4.1.2 Broaden community engagement networks and forums like the Rector-Mayor forum to address transformation issues in the greater Stellenbosch and South Africa.	

7. Institutional Structures for Transformation

To enhance systemic transformation at SU specific structures are established. These include:

7.1 A Vice-rector for Transformation

7.2 A Senior Director for Social Impact and Transformation

7.3 A Head for the Transformation Office

7.4 A Transformation Office

7.5 An Institutional Transformation Committee (ITC) that reports to the Rector's Management Team (RMT) – (see addendum for terms of reference of the ITC).

7.6 Transformation Committees in faculties and Professional Academic Support Services (PASS) Divisions

These structures function in close collaboration with various university structures.

8. Addenda

Addendum 1 - Terms of reference of the Institutional Transformation Committee.

Addendum 1 - Terms of reference of the Institutional Transformation Committee (ITC) of Stellenbosch University (The University/SU) *(currently under review)*

1. Constitution of ITC

1.1 The ITC is constituted as follows:

- one representative each of the faculties, responsibility centres, Women's Forum, Maties Staff Forum, other staff forums, and the Equality Unit
- two representatives of the Student Representative Council
- the vice-rector for Social Impact, Transformation and Personnel (VRSITP)
- the senior director for Social Impact and Transformation
- the head of the Transformation Office
- the manager for Employment Equity

1.2 The ITC has the right of co-option to ensure that all staff categories are represented in the ITC.

1.3 The ITC may also co-opt persons with specific knowledge and skills to serve in advisory capacity in the ITC.

1.4 The vice-rector for Social Impact, Transformation and Personnel serves as chairperson of the ITC and the Head of the Transformation Office as registrar

2. Reporting

2.1. The ITC is mandated by the Rector's Management Team (RMT) and reports at least twice per annum to the RMT.

2.2. Besides regular reporting the ITC may also submit special reports relating to specific issues of importance.

3. Functions of the ITC

3.1. The ITC advances the implementation of the transformation imperatives of the Vision 2040 and Strategic Framework 2019-2024 (VSF) and the business plans of faculties and responsibility centres, which are based on VSF.

3.2. The ITC participates in the drafting and regular revision of the Transformation Plan (TP) of the University.

- 3.3. The ITC ensures that the TP is an accessible and illuminating instrument that envisions, guides, directs, coordinates, advances, facilitates, and empowers transformation processes at the University, and that the TP facilitates the development of assessment criteria for the progress with transformation.
- 3.4. The ITC helps to develop Key Performance Areas and Strategic Management Indicators for transformation.
- 3.5. The ITC monitors and reports about progress with regard to the transformation targets of the University
- 3.6. The ITC proposes interventions with regard to progress with transformation imperatives.
- 3.7. The ITC plays an advisory role with regard to transformation matters for the RMT, the Transformation Office, the Senior Director for Social Impact and Transformation and the Vice-Rector for Social Impact, Transformation and Personnel.
- 3.8. The ITC meets at least four times per annum.
- 3.9. The ITC reports at least twice per annum to the RMT.