

## **COMMITTEE FOR THE INSTITUTIONAL RESPONSE TO THE COMMISSION'S RECOMMENDATIONS (CIRCoRe)**

### **Terms of Reference**

#### **1. PURPOSE OF THE TERMS OF REFERENCE**

This Terms of Reference (ToR) sets out a guideline for the role and functioning of the Committee for the Institutional Response to the Commission's Recommendations (CIRCoRe) responsible for Stellenbosch University's processing and response to the Khampepe Commission Report.

The CIRCoRe's remit is to lead, implement, oversee and monitor Stellenbosch University's response to the Khampepe Commission Report's recommendations. CIRCoRe is responsible for the overall goals and objectives, direction-setting, guidance, and the integrated coherence and monitoring of the process. CIRCoRE leads, coordinates and manages the institutional response process for the two-year duration of the committee's work.

A CIRCoRe Coordinating Office keeps the various dimensions of the process together, while the CIRCoRe governance committee, headed by the Rector, with the Deputy-Vice Chancellor for Social Impact, Transformation and Personnel as secundus, serve as the governance instrument that oversees the CIRCoRE Khampepe Institutional Response process. The CIRCoRe process will report back to CIRCoRe committee governance meetings once per term (i.e., at least four times per year).

The CIRCoRE processes will develop urgent short-term proposals for immediate implementation by its five workstreams. These workstreams (abbreviated) are:

1. Student life/communities
2. Curriculum
3. Institutional culture
4. Race, human categorisation and science
5. Strategic organisational alignment

The workstreams will also generate medium and longer-term implementational recommendations. The recommendations of the response process will be fed directly to the Rectorate for consideration and implementation.

#### **2. CIRCoRe's SUPPORT, INTEGRATION AND AUGMENTATION FUNCTION**

The following dimensions guide, support, augment and integrate CIRCoRe work to achieve its overall objectives:

- Facilitate coherence, integration and linkages across all CIRCoRe's operations and workstreams;
- Coordinate and record all dialogue, consultation and buy-in processes with the campus community and external stakeholders and partners;
- Gather the available information and data, on and off campus, necessary for CIRCoRe and workstream processes;

- Launch targeted research projects (with the requisite institutional and ethics permissions) to support CIRCoRe and workstreams deliberations, decision-making and proposal-generation processes;
- Coordinate the proposed Transformation Charter development processes;
- Facilitate the development of short, medium and long-term recommendations to the Rectorate via advisory interaction with the workstream processes. Such advice will involve identifying gaps, omissions and blockages in workstream deliberations and ensuring joined-up coherence among proposals;
- Evaluate and monitor all CIRCoRe processes to identify progress, achievements, blockages, and shortcomings, which will guide course correction and adaptation towards achievement goals;
- Develop and coordinate communications to disseminate, popularise and gain buy-in for CIRCoRe-generated ideas, perspectives and proposals to the campus community, external stakeholders and partners and the outside world. CIRCoRe's communications are based on maximising multilingualism, translanguaging strategies and multimedia platforms to reach a broad audience; and
- Initiate and coordinate scholarly conversation via inviting scholarly opinion and comment about CIRCoRe's foci and organising webinars, symposia, workshops and conferences to promote debate. In this regard, a critical dimension is inviting relevant academics and other experts to enrich and inform CIRCoRe's work.

### **3. THE CIRCoRe OFFICE'S TASKS AND FUNCTIONS**

#### **Conceptualise and lead the CIRCoRe process:**

- Lead and coordinate all CIRCoRe process;
- Responsible for coordinating and developing CIRCoRe processes and substantive directions; and
- Accountable for the processes and outcomes of the CIRCoRe processes.

#### **Oversee office, budget, and stakeholder reporting:**

- Set up and coordinate office infrastructure;
- Manage office staff – the PA, the RDT specialist, the external consultant, and other consultants; and
- Oversee finances, payments and budget reporting.

#### **Manage CIRCoRe operational processes:**

- Coordinate workstreams – heads, secretaries and members;
- Develop and coordinate CIRCoRe content generation;
- Coordinate and develop research, information and data for the workstream processes;
- Develop and coordinate CIRCoRe's communication content and infrastructure; and
- Reporting to stakeholder governance structures, including Council, Senate, and the Institutional Forum.

#### **Manage CIRCoRe's dialogue and consultation processes:**

- With on-campus stakeholders.
- With off-campus stakeholders.
- Network with the national higher education governance structures and university transformation sector, such as the DHET, CHE, HSRC, ASSAf, USAf, TMF, and the transformation offices of universities.
- International networking with university partners in South Africa, Africa and beyond.
- Liaise with campus organisational support structures:
  - Core CIRCoRe group.
  - Workstream heads, Institutional Transformation Committee, etc.

**CIRCoRe presentations and report writing:**

- Write CIRCoRe reports for the various stakeholder reporting processes.
- Do CIRCoRe presentations at internal and external workshops, seminars, symposia and conferences.

**4. AMENDMENT OR MODIFICATION OF THE TOR**

This Terms of Reference may be amended, varied, or modified at any time on advice from CIRCoRe stakeholders and workstream members.

## **WORKSTREAM 1: STUDENT LIFE/COMMUNITIES**

### **Terms of Reference**

#### **Purpose of the Terms of Reference**

This Terms of Reference (ToR) sets out a guideline for the "Student life/communities" (SLC) workstream of their role and purpose within the broader "Committee for the Institutional Response to Commission's Recommendations" (CIRCoRe) responsible for the processing of the Khampepe Report's analysis, findings and recommendations.

This workstream (SLC) will focus on the question of diverse student experiences and particularly marginalised student experiences at SU, and how to systematically ensure student flourishing for *all* students. The Khampepe Report highlighted the role of race in student experience. This cannot be separated from intersectional experiences of gender, class, disability, and other intersections with race. This workstream will seek to identify barriers and opportunities, to enhance a flourishing student experience for all.

#### **1. Role/purpose of the workstream**

The University should become a key site for developing an evaluation/critique of student experiences of race and their intersectionalities (e.g., gender), with the aim of ensuring opportunities/platforms for all students to flourish.

- The workstream will provide insight into how student experiences are marred by racism and its intersectionalities.
- It will help SU re-imagine how it may conceptualise and operationalise its work with students in a democratic society in transition to allow students to leave SU as citizens who value and implement an ethos of democracy.
- The workstream will facilitate scholarly insight and awareness of challenges and opportunities that students face in the University, including in its research, teaching, and community engagement.
- This workstream will feed into the relevant university student structures to align all its engagements into policy, both at university and national levels.

#### **2. Decision-making**

The workstream will work on the principles of democratic voting processes, consensus in recommending to the CIRCoRe Coordinator and committee.

#### **3. Role of the head of the SLC workstream**

- To chair the SLC workstream meetings.
- To ensure that the minutes of the workstream and relevant documents are shared with the workstream members.
- To liaise with the coordinator of the CIRCoRe process.
- To liaise with the heads of the other workstreams,
- To liaise with researchers aiding the process.
- To delegate responsibilities and or tasks to the secretary and the members of the workstream.
- To report on the work of the workstream to relevant stakeholders.

#### **4. Role of the secretary of the SLC workstream**

- To create a platform where the relevant documents will be shared.
- To prepare agendas, in consultation with the SLC head and the CIRCoRe secretary, and all supporting documentation i.e., research documents, previous SLC minutes, etc.
- Preparing meeting notes, venues, and information.
- Minute-taking at all SLC meetings.
- Arrange for the SLC meetings and engagements.

## **5. Membership of SLC**

- Prof Ronelle Carolissen (Professor – Department of Psychology)
- Ms Delecia Davids (secretary) (Lecturer – Curriculum Studies, Faculty of Education)
- Dr Ronel Retief (Registrar)
- Dr Wilhelm Verwoerd (Senior Researcher – Centre for Study of Afterlife and Reparation)
- Prof Juliana Claassens (Professor – Old and New Testament, Faculty of Theology)
- Dr Choice Makhetha (Senior Director: Student Affairs)
- Mr Pieter Kloppers (Director – Centre for Student Communities)
- Mr Charl Davids (Director – Centre for Student Counselling and Development)
- Mr John Ruiters (Lecturer – Curriculum Studies, Faculty of Education & DSAf)
- Mr Yeki Mosomothane (Multicultural Educator and Coordinator – DSAf Transformation Chair)
- Dr Marcia Lyner-Cleophas (Head: Office for Students with Disabilities – Centre for Student Counselling and Development)
- Mr Bantubonke Louw (Programme Manager: Semester Mobility – Centre for Global Engagement, International Office & DSAf)
- Dr Jerome Joorst (Lecturer – Education Policy Studies, Faculty of Education)
- Mr Enos Lekala (LLL-coordinator and Resident Head: Senior Living Experience – Centre for Student Communities, DSAf)
- Mrs Joy Petersen (Coordinator: Tracking and Mentoring – Centre for Student Communities, DSAf)
- Dr Elzahn Rinquest (Lecturer – Education Policy Studies, Faculty of Education)
- Prof Brian Watermeyer (Clinical Psychologist – Centre for Disability and Rehabilitation Studies, Department of Global Health)
- Dr Heidi October (Deputy Director: Centre for Student Leadership and Structure – SCLEEC)
- Ms Nosipiwo Matiwane (Student Representative) (Programme Coordinator: Centre for Student Leadership, Experiential Education and Citizenship)
- Dr Munya Saruchera (Senior Lecturer: Africa Centre for HIV/ Aids Management)
- Mr Daniel Terblanche (BA-Law – SRC Manager for Special Needs 2022/2023)
- Dr Nyambura Mwangiru (Head: Tygerberg International – FMHS International Office)
- Ms Renee Hector-Kannemeyer (Deputy Director: Matie Community Services – Division for Social Impact)
- Ms Botshelo Mokoena (LLB II (UG) – Law)
- Ms Jaylynn Cupido (BA (Humanities – Faculty of Arts and Social Sciences)

## **6. Co-option of membership**

The workstream can co-opt members to the workstream according to the need identified. Another area of co-opting individual and or stakeholders is through the processes that the workstream will undertake in terms of its consultations, presentations, symposiums, etc.

## **7. Term of the workstream**

The process for the SLC workstream will run for two years based on a short, medium, and long-term implementation approach. The commencement of the workstream is from 13 May 2023 to April 2025.

## **8 Amendment/modification/variation**

This Terms of Reference may be amended, varied, or modified in writing after consultation and agreement by the SLC members.

## **WORKSTREAM 2: COMPULSORY CURRICULUM OFFERING EMBEDDED IN PROCESSES OF CURRICULUM, TEACHING AND LEARNING RENEWAL**

### **Terms of Reference**

#### **1. Purpose of the Terms of Reference**

This Terms of Reference (ToR) sets out a guideline for the CO workstream regarding their role and purpose within the broader Committee for the Institutional Response to the Commission's Recommendations (CIRCoRe) that is responsible for the processing of the Khampepe Report's Analysis, Findings, Recommendations.

The CO workstream has deliberated on its brief and agreed to change it. This workstream will focus on the issue of how the undergraduate curriculum and co-curriculum environment help students to engage critically with received ideas about individuals, society and knowledge in order for them to actively contribute to the development of a democratic institutional culture and a just society as graduates. The Khampepe Report highlighted the need to purposefully intervene in the formal space of teaching and learning to ensure that no form of bigotry is practised or tolerated at the university and for SU graduates to reflect this in their personal lives.

This workstream will seek to interrogate the role of SU's curriculum and co-curriculum environment in providing a transformative experience to undergraduate students.<sup>1</sup>

#### **2. Role/purpose of the workstream**

We believe the SU should be a site for academic renewal, developing a critique of the taught curriculum as well as the co-curricular space and the ways in which the taught and hidden curriculum might be reproducing or leaving unchallenged racism, gender stereotypes, and knowledge in the service of power. In view of this, the workstream sees its purposes as:

- To provide insight into existing curricular/co-curricular/educational experiences focused on developing critical engagement with the self and society.
- To access and consider curriculum examples viz the "transformative student experience" from other local, national and international educational contexts.
- To seek consensus as to the best approaches to respond to the Khampepe Report recommendation regarding a compulsory core curriculum offering.
- To support SU in unpacking the different dimensions of the "transformative student experience" and how this can contribute to the process of academic renewal.
- To facilitate scholarly insight and awareness on the role of curriculum in the development of citizenship, democracy and social justice.
- To consider the different types of academic staff training that might be necessary to provide lecturers with the resources to develop and teach/facilitate such curricula.

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<sup>1</sup> In this context we understand curriculum in its broadest sense, incorporating not only programme content but also teaching, learning and assessment approaches, the systemic environment, and the use of language and discourse to enable epistemic access and the holistic development of our students. Curricular experiences encompass activities both inside and outside of the classroom, and are embodied by cognitive (knowledge), ontological (being/self) and praxis (doing/action) development of our students in their transformative journey through higher education. [Luckett & Shay, 2020; Luckett, 2016; Barnett, 2001].

Curriculum embraces the three domains of knowledge, action and self. The challenge in developing curricula is not just to ensure that these three domains are adequately represented in the curriculum, but that the moments of these three domains are, in due measure, integrated. See Ronald Barnett (2000) Supercomplexity and the Curriculum, *Studies in Higher Education*, 25:3, 255-265, DOI: 10.1080/713696156

- To take its deliberations to the faculties, centres, and divisions in order to engage with academics, support staff, and students.
- To develop intellectual insight and facilitate public debate at SU into the philosophical, theoretical and implementational bases of curricula to facilitate the “transformative student experience”.

### **3. Decision-making**

The workstream will work on the principles of democratic voting processes, consensus in recommending to the primary CIRCoRe Coordinator and committee.

### **4. Role of the head of the workstream**

- To chair the CO workstream meetings.
- To ensure that the minutes of the workstream and relevant documents are shared with the workstream members.
- To liaise with the coordinator of the CIRCoRe process.
- To liaise with the heads of the other workstreams.
- To liaise with researchers aiding the process.
- To delegate responsibilities and or tasks to the Secretary and the members of the workstream.
- To report on the work of the workstream to relevant stakeholders.

### **5. Role of the secretary of the CO workstream**

- To create a platform where the relevant documents will be shared.
- To prepare agendas, in consultation with the head of the CO workstream and the CIRCoRe secretary, and all supporting documentation i.e., research documents, previous minutes, etc.
- Preparing meeting notes, venues, and information.
- Minute-taking at all meetings.
- Arrange for the meetings and engagements.
- Manage CO workstream communications?

### **6. Membership of CO workstream**

- Prof Aslam Fataar (Workstream Head)
- Ms Carol Goss (workstream secretary) (CIRCoRe Personal Assistant to Prof Aslam Fataar and CIRCoRe Office Manager)
- Ms Ruth Andrews (Manager: Co-curriculum – Centre for Student Leadership, Experiential Education and Citizenship)
- Prof Deborah Blaine (Associate Professor: Mechanical and Mechatronic Engineering)
- Prof Elmarie Costandius (Associate Professor: Visual Arts)
- Prof Nox Makunga (Professor: Botany and Zoology)
- Prof Fankie Monama (Senior Lecturer: Military History)
- Mr André Muller (Director: Academic Planning and Quality Assurance)
- Prof Vasti Roodt (Associate Professor: Philosophy)
- Prof Bradley Slade (Associate Professor: Public Law)
- Dr Sonja Strydom (Deputy Director: Academic Development and Research – Centre for Learning Technologies)
- Ms Emma Bowers Swart (Student Representative) (BEd – Foundation Phase Teach – Faculty of Education)
- Dr Antoinette van der Merwe (Senior Director: Learning and Teaching Enhancement)
- Prof Karin Wolff (Associate Professor: Engineering)
- Ms Jean Lee Farmer (Programme Manager – Transformation Office)
- Prof Nhlanhla Mpofo (Chair of the Department of Curriculum Studies)
- Dr Precious Simba (Lecturer – Department Education Policy Studies)

## **7. Co-option of membership**

The workstream can co-opt members to the workstream according to the need identified. Names of potentially co-opted people will be submitted to the workstream for endorsement.

## **8. Term of the workstream**

The process for the CO workstream will run for two years based on a short, medium, and long-term implementation approach. The commencement of the workstream is from 13 May 2023 to April 2025.

### References

Kathy Lockett (2016) Curriculum contestation in a post-colonial context: a view from the South, *Teaching in Higher Education*, 21:4, 415-428, DOI: [10.1080/13562517.2016.1155547](https://doi.org/10.1080/13562517.2016.1155547)

Kathy Lockett & Suellen Shay (2020) Reframing the curriculum: a transformative approach, *Critical Studies in Education*, 61:1, 50-65, DOI: [10.1080/17508487.2017.1356341](https://doi.org/10.1080/17508487.2017.1356341)

Ronald Barnett, Gareth Parry & Kelly Coate (2001) Conceptualising Curriculum Change, *Teaching in Higher Education*, 6:4, 435-449, DOI: [10.1080/13562510120078009](https://doi.org/10.1080/13562510120078009)



## **WORKSTREAM 3: INSTITUTIONAL CULTURE**

### **Terms of Reference**

#### **Introduction**

These terms of reference of the Workstream on Institutional Culture emerge from the two-year committee-led process to develop and implement Stellenbosch University's (SU's) institutional response to the report of *The Commission of Inquiry into Allegations of Racism at Stellenbosch University* led by Justice Sisi Khampepe. Following the final Khampepe Report, as is commonly known, which was released on 25 October 2022, Stellenbosch University (SU), established the Committee for the Institutional Response to the Commission's Recommendations (CIRCoRe) to oversee the process.

The institutional response process is coordinated from the University's centre by the Vice-Chancellor and Rectorate, guided by SU's Mission and Vision 2040 document and its overall transformation objectives. The CIRCoRe is headed and chaired by the Rector and, in his absence, the Deputy Vice-Chancellor: Social Impact, Transformation and Personnel. The CIRCoRe's remit is to lead, implement, oversee and monitor Stellenbosch University's response to the Khampepe Commission Report's recommendations. The CIRCoRe is responsible for the overall goals and objectives, direction-setting, guidance, and the integrated coherence and monitoring of the process. The CIRCoRe will regularly report to the Rectorate, Senate, the Institutional Forum, Council and other relevant structures. It will make recommendations to the Rectorate and other appropriate decision-making and implementation structures and committees. Decisions would be channelled to permanent structures such as the Transformation Office, Equality Unit. The CIRCoRe has set up five workstreams, with a coordinator leading each workstream. Each workstream is tasked with processing the Khampepe Report's findings and recommendations for its specific remit and focus.

#### **Scope**

The principal focus of the work of the IC workstream is to study, deliberate on and recommend how to align the University's institutional culture with a democratic human rights ethos.

The broader CIRCoRe terms of reference notes that race is part of the institutional life of SU, impacting its 'modes of being', traditions, and everyday operations. SU functioned as a race-based system at personal, cultural, and structural levels. It reproduced its institutional culture amid the ordering of relationships and processes inside the University and the invention and dissemination of traditions and practical 'ways of doing' in its sports and recreational environments, classrooms, and residences. As such, the IC workstream will endeavour to offer the institution ways of understanding the racialised and racist institutional culture of SU and how to shift and change this culture over time. Racism, the idea of race, and practices of racialisation intersect with other categories of discrimination, exclusion, and inclusion. Class, ethnicity, geography, gender, language, sexualities, disability, accent, and nationality are some of the categories to which the work of the IC workstream will need to attend.

#### **Key questions**

The following are the four questions around which the work of the stream revolves.

1. What is the institutional culture, especially as it relates to intersectional inclusions and exclusions, at SU, and how is it experienced?
2. How and under what conditions is institutional culture produced, reproduced, and resisted at SU?
3. What might a collective, institutional culture path or paths look like? In other words, what are the leverage points for systemic change?
4. What indicators would need to be put in place to monitor institutional culture and social change?

### **Key deliverables**

1. The workstream will study, deliberate upon, develop and recommend the adoption of a Transformation Charter for the University. The workstream may, following its processes, recommend the adoption of a different mechanism to effect institutional culture transformation.
2. The workstream is tasked with thinking about, studying and recommending a compulsory training of staff to build intersectional transformation competencies.
3. The workstream will consider offering concrete short, medium, and long-term implementation strategies and practices to align the University's environments with a culture of human rights, inclusion, and non-discrimination.

### **Resources, roles and responsibilities**

A member of the workstream will take responsibility of each of the key deliverables. The responsible member will report on the progress, milestones, risks and issues at different points of the life of the workstream.

#### **Role of the head of the workstream**

- To chair the IC workstream meetings.
- To liaise with the coordinator of the CIRCoRe process, the heads of the other workstreams, and researchers and other staff supporting the IC workstream.
- To delegate responsibilities and or tasks to the secretary and the members of the workstream.
- To report on the work of the workstream to relevant stakeholders.

#### **Role of the secretary of the workstream**

- Minute-taking.
- Arrange for the meetings and engagements.
- Preparing meeting notes, venues, and information.
- Ensure that the minutes of the workstream and relevant documents are shared with the workstream members.
- To create a platform where the relevant documents will be shared.
- To prepare agendas, in consultation with the head of the workstream and the CIRCoRe secretary, and all supporting documentation i.e., research documents, previous minutes, etc.

#### **Frequency of meetings**

The workstream will meet at least once a month. Additional meetings, including meetings of smaller work groups of the workstream, can meet as and when required. The meetings can be in person, online or a hybrid of these.

#### **Membership of workstream**

- Prof Kopano Ratele (head) (Professor: Psychology)
- Dr Jennifer Feldman (secretary) (Senior Lecturer – Education Policy Studies)
- Mr Dylan Schmidt (student representative) (BA (International Studies) – Faculty of Arts and Social Sciences)
- Prof Dennis Francis (Professor: Sociology and Social Anthropology)
- Dr Therese Fish (Vice-Dean: Clinical Services and Social Impact)
- Prof Prathieka Naidoo (Professor: Chemical Engineering)
- Mr Wade Davidse (Senior Buyer – Purchasing and Provision Services)
- Prof Sam Tshehla (Dean: Military Science)
- Prof Ashraf Kagee (Professor: Psychology)
- Prof Louise du Toit (Professor: Philosophy)
- Prof Pumla Gobodo-Madikizela (Chair of Research for Social Change and Transformation)
- Mr Sello Molapo (Director: Employment Equity)

- Prof Tania Ajam (Associate Professor: School of Public Leadership)
- Prof Sandy Liebenberg (Distinguished Professor: Public Law)
- Prof Kathy Myburgh (Distinguished Professor: Physiological Sciences)
- Mr Mbulu Madiba (Dean: Education)
- Ms Khaironisa Foflonker (Manager: Student Affairs – Tygerberg campus)
- Prof Hester Klopper (Deputy Vice-Chancellor: Strategy, Global and Corporate Affairs)
- Mrs Thobeka Msi (Virtual Career Development Coordinator – Centre for Student Counselling and Development)
- Dr Anell Daries (Postgraduate Program Convenor: Centre for the Study of the Afterlife and Reparative – postdoc, AVREQ)
- Dr Veeran Naicker (Post Doctorate Fellow in Arts – Faculty of Arts and Social Sciences – AVREQ)
- Dr Carina Venter (Senior Lecturer: Music – Faculty of Arts and Social Sciences)
- Dr Shaun Peters (Senior Lecturer: Institute for Plant Biotechnology)
- Mr Spurgeon-Hadden Wilson (Programme Manager: Centre for Student Leadership, Experiential Education and Citizenship)
- Dr Anthea Jacobs (Advisor – Centre for Teaching and Learning)

#### Additional members

1. Mr Mohammed Shaikh (Executive Manager: Rectorate)
2. Prof Brian Ganson (Professor: Stellenbosch Business School)
3. Prof Andre Keet (Chair of Critical Studies in Higher Education Transformation)

#### **Co-option of membership**

The workstream can co-opt members to the workstream according to the need identified. Another area of co-opting individual and or stakeholders is through the processes that the workstream will undertake in terms of its consultations, presentations, symposiums, and so forth.

## **WORKSTREAM 4: RACE, HUMAN CATEGORISATION AND SCIENCE**

### **Terms of Reference**

#### **Purpose of the Terms of Reference**

This Terms of Reference (ToR) sets out a guideline for the "Race, Human Categorisation and Science" (RHCS) of their role and purpose within the broader "Committee in Response to Commission Recommendations" (CIRCoRe) responsible for the processing of the Khampepe Report's Analysis, Findings, Recommendations.

This workstream (RHCS) will focus on the question of race and human categorisation at SU. The Khampepe Report highlighted the role of race in the University's historical development. This workstream will seek to problematise SU's role in promoting race science and using race as a primary ordering category of scholarly practices.

#### **Role/purpose of the workstream**

We believe the University should be committed to anti-racism and become a key site for developing a critique of the use of certain views of race and other human categories in science, research, and related institutional practices and processes.

- The workstream will provide insight into how race seeped into the University's teaching and learning, research, and social impact operations.
- It will help SU re-imagine how it continues to re-orientate and re-structure its work within a democratic society in transition. Consideration would be given to instituting campus-wide mechanisms dedicated to transforming research and science, which would develop the scholarship and scholarly infrastructure to promote, coordinate and deepen processes related to a transformed understanding of science and research.
- The workstream will facilitate scholarly insight and awareness of the role of human categorisation in the scientific processes of the University, including its research, teaching, and societal work. Such a task will add value to debates and policies about the use of human categories in science and research in the higher education sector more generally.
- Training staff and students on science, race and human categorisation will be given consideration.
- This workstream will feed into the relevant university research committees, processes, and structures to align all its science and knowledge activity to the requirements of the country's Constitution.

#### **Decision-making**

The workstream will work on the principles of democratic voting processes, consensus in recommending to the CIRCoRe Coordinator and committee.

#### **Role of the head of the RHCS workstream**

- To chair the RHCS workstream meetings.
- To ensure that the minutes of the workstream and relevant documents are shared with the workstream members.
- To liaise with the coordinator of the CIRCoRe process.
- To liaise with the heads of the other workstreams.
- To liaise with researchers aiding the process.
- To delegate responsibilities and or tasks to the secretary and the members of the workstream.
- To report on the work of the workstream to relevant stakeholders.

### **Role of the secretary of the RHCS workstream**

- To create a platform where the relevant documents will be shared.
- To prepare agendas, in consultation with the RHCS head and the CIRCoRe secretary, and all supporting documentation i.e., research documents, previous RHCS minutes, etc.
- Preparing meeting notes, venues, and information.
- Minute-taking at all RHCS meetings.
- Arrange for the RHCS meetings and engagements.

### **Membership of RHCS**

- Mr Phila Msimang (head) (Lecturer: Philosophy)
- Mr Thulani Hlatwayo (secretary) (Coordinator: Student Governance – Division for Student Affairs)
- Prof Soraya Bardien (Professor: Molecular Biology and Human Genetics – Faculty of Medicine and Health Science)
- Prof Kanshukan Rajaratnam (Director: School for Data Science and Computational Thinking)
- Dr Therina Theron (Senior Director: Research and Innovation)
- Prof Amanda Gouws (Distinguished Professor: Political Science)
- Prof Sibusiso Moyo (Deputy Vice-Chancellor: Research, Innovation and Postgraduate Studies)
- Prof Selwyn Mapolie (Professor: Chemistry and Polymer Science)
- Prof Louise Warnich (Dean: Science)
- Dr Nicola Barsdorf (Director: Research Integrity and Ethics)
- Prof Jonathan Jansen (Distinguished Professor: Education and Policy Studies)
- Prof Linus Opara (Distinguished Professor: Horticultural Science)
- Prof Nadine Bowers-du Toit (Professor: Practical Theology and Missiology)
- Prof Stan du Plessis (Chief Operating Officer)
- Prof Zsa Zsa Boggenpoel (Professor: Private Law)
- Mr Banzi Bottoman (LLB II (UG): Law – SRC 2022/2023)
- Katlego Letlonkane (Programme Manager: Capacity Development in Employment Equity and the Promotion of Diversity Division in Human Resources)
- Mr Firnley Blouws (Community member who serves on the Health and Research Committee)
- Mr William Horne (Pieke House Committee Member)
- Dr Tanya De Villiers Botha (Senior Lecturer: Department of Philosophy)

### **Co-option of membership**

The workstream can co-opt members to the workstream according to the need identified. Another area of co-opting individual and or stakeholders is through the processes that the workstream will undertake in terms of its consultations, presentations, symposiums, etc.

### **Term of the working stream**

The process for the RHCS workstream will run for two years based on a short, medium, and long-term implementation approach.

### **Amendment/modification/variation**

This Terms of Reference may be amended, varied, or modified in writing after consultation and agreement by the RHCS members.

## **WORKSTREAM 5: SIMPLIFYING AND ALIGNING UNIVERSITY STRUCTURES, POLICIES AND REGULATIONS WITH TRANSFORMATION**

### **Terms of Reference**

#### **Purpose of the Terms of Reference**

The Terms of Reference (TOR) sets out a guideline for workstream's 5's areas of work within the broader Committee for the Institutional Response to the Commission's Recommendations (CIRCoRe) responsible for processing the analysis, findings and recommendations of the Khampepe Report.

It is noted that this TOR provide for a "living document" to be updated from time to time. Furthermore, the activities in the Plan of Action (POA) for this workstream will mirror the current and updated focus areas and also provide a tool for monitoring and evaluating the work planned and completed.

#### **Focus of work**

Three over-arching areas of work have been identified as below:

1. To critically discuss SU's current structures – beginning with those related to transformation and then extending the discussion to others with the following questions in mind:
  - What the roles/functions of these structures (considering their origins and history)?
  - How do these relate to each other – process flow, overlaps and distinctions?
  - How might these structures be simplified for greater effectiveness and efficiency?
2. To review current over-arching SU policies and regulations related to transformation and the ways in which these influence sub-policies with the following questions in mind:
  - Where has race "seeped in" to these policies and regulations and how does this affect student experience?
  - What recommendations might be made for the alignment of these policies and regulations with SU's vision of a university that ensures that all students are provided with a quality learning experience?
3. To incorporate feedback from the other four workstreams in the work outlined above.

#### **Decision-making**

The workstream will work on the principles of democratic voting processes, consensus in recommending to the CIRCoRe coordinator and committee.

#### **Membership of the workstream**

- Dr Leslie van Rooi (chair) (Senior Director: Social Impact and Transformation)
- Dr Sharman Wickham (secretary) (Research Development and Training Specialist – CIRCoRe)
- Prof Nico Koopman (Deputy Vice-Chancellor: Social Impact, Transformation and Personnel)
- Prof Mark Smith (Professor: University of Stellenbosch Business School)
- Prof Deresh Ramjugernath (Deputy Vice-Chancellor: Learning and Teaching)
- Prof Wikus van Niekerk (Dean: Engineering)
- Ms Penny van der Bank (Compliance Officer: Legal Services)
- Dr Zethu Mkhize (Director: Transformation Office)
- Prof Geo Quinot (Professor: Public Law)
- Ms Ellen Tise (Senior Director: Library and Information Services)
- Mr Manie Lombard (Chief Director: Finance)
- Ms Miriam Hoosain (Chief Director: Human Resources)
- Dr Barabra Pool (Senior Director: Strategic Initiatives and Information Governance)
- Mr Jaco Greeff Brink (Head: Equality Unit)

- Miss Phiwokuhle Qabaka (Student: BCom (Hons) – Faculty of Economic and Management Services)
- Prof Reggie Nel (Dean: Theology)
- Prof Nicola Smit (Dean: Law)
- Ms Christelle Feyt (Senior Director: Student Recruitment)
- Mr Winston Beukes (Manager: Research Ethics – Division for Research Development)
- Mr Irfaan Dalvie (Senior Director: Operations)
- Ms Karen Bruns (Senior Director: Development and Alumni Relations)

### **Co-option of membership**

The workstream can co-opt members of the workstream according to the need identified. In addition, external stakeholders may be co-opted for specific purposes to assist the workstream in completing its activities.

### **Frequency of meetings**

It is anticipated that the workstream will meet monthly for 90 minutes. Additional meetings, including meetings of smaller work groups, will be convened as required.

### **Role of the workstream chair**

- To set the agenda for the monthly meetings.
- To chair the workstream meetings.
- To liaise with the Coordinator of the CIRCoRe process, the chairs of the other workstreams and researchers and other staff supporting this work.
- To delegate responsibilities and / or tasks to the secretary and other members of the workstream.
- To report on the work of the workstream to relevant stakeholders.

### **Role of the workstream secretary**

- To assist in preparing the agendas for the monthly meetings.
- To take the minutes of the meetings.
- To share the minutes and other relevant documents for the meetings.
- To support the Chair and other members of the workstream.

### **Term of the workstream**

The workstream process will run for two years from 13 May 2023 to April 2025 based on a short medium and long-term implementation approach.

### **Amendment/modification/variation**

This TOR may be amended, modified or varied in writing after consultation and agreement by the workstream members.