# Transformation at Stellenbosch University

**Report prepared for the Department of Higher Education and Training**

**2021**

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## List of acronyms

| Acronym | Definition |
|---|---|
| DHET | Department of Higher Education and Training |
| DSAf | Division of Student Affairs |
| EE | Employment equity |
| EEP | Employment Equity Plan |
| EqU | Equality Unit |
| GBV | Gender-based violence |
| ITC | Institutional Transformation Committee |
| MoU | Memorandum of Understanding |
| Naming Committee | Committee for the Naming of Buildings, Venues and other Facilities/Premises |
| NF | Newcomer first-year |
| NMT | Nonmotorised transport |
| NSFAS | National Student Financial Aid Scheme |
| PASS | Professional and administrative support services |
| RC | Responsibility Centre |
| SAS | Stellenbosch Academy of Sport |
| SASL | South African Sign Language |
| SITC | Student Institutional Transformation Committee |
| SRC | Students' Representative Council |
| SU | Stellenbosch University |
| USB | University of Stellenbosch Business School |

# 1. Introduction

The report on transformation at Stellenbosch University (SU) is intended for the Department of Higher Education and Training (DHET). The 2021 report is the fourth annual overarching report on transformation submitted by SU. It is the result of the compilation and adoption of a set of institutional transformation indicators for all SU environments as formalised, approved and submitted to the DHET in 2017. (See Addendum A for a full list of the transformation indicators.) This report allows SU the opportunity to assess and reorient itself regarding its deliberate focus on transformation. It also gives the broader University community insight into the progress of transformation and the pace thereof.

SU is committed to a well thought out response to the challenges in higher education in South Africa and beyond hence its aspiration of being the Africa's leading research-intensive university that enjoys global recognition. The SU Vision 2040 and Strategic Framework 2019–2024 guides the university's future positioning with the core strategic themes providing a framework for planning. The transformation report was compiled with input from all SU professional and administrative support services (PASS) informed by the core strategic themes as reflected in the environmental plans.

This report will be shared with the internal and external stakeholders including the following:
- The DHET.
- SU Council
- The SU Rectorate.
- The SU Institutional Forum.
- The SU Institutional Transformation Committee (ITC)[1] and environment-specific transformation committees.
- All SU deans and senior managers, with the request that they share the report in their environments.

The list is not exhaustive and environmental heads are at liberty to share the report with their teams.

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

## 1.1. Structure and focus of the report

The report is based on SU's transformation indicators and the three pillars of SU's Transformation Plan for 2017 as submitted to and approved by the DHET. (See Addendum A for these two documents.)

Section 2 of the report discusses the focus and progress of each indicator. In instances where development has been limited, remedial suggestions are made for further consideration by the ITC and the applicable environment. The Transformation Portfolio[2] and the SU Transformation Office guide and enhance the evaluation of the indicators, specifically where remedial action is needed. The latter may

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[1] Being a committee of the SU Rectorate, the ITC reports to the Rectorate biannually. The ITC report should therefore be read alongside this report.

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

include (i) joint decisions on adjusted timelines, (ii) adjustments of specific indicators and (iii) a more institutional approach to reaching intended goals and outcomes.

## 1.2. More about the Stellenbosch University Transformation Plan

The objectives of the Transformation Plan are:

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

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

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

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

Programmes: This pillar focuses on curriculum renewal, the decolonisation of the curriculum and a transformative student experience that includes the cocurriculum.

These pillars are discussed in more detail below as they pertain to each transformation indicator.

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

## 2.1. Monitoring and accountability

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

### 2.1.1. Establishment of the Institutional Transformation Committee

The SU ITC was established in 2017 with faculty representatives (mostly the chairpersons of the faculty transformation committees) and Responsibility Centre (RC) representatives serving on the central committee. The Vice-Rector: Social Impact, Transformation and Personnel serves as chairperson of the ITC, and the head of the Transformation Office serves as its registrar. The ITC is mandated by the Rector's Management Team and reports at least once a year to the Rectorate. It participates in the drafting, implementation and regular revision of the University's Transformation Plan and ensures that the

Transformation Plan is an accessible and illuminating instrument that envisions, guides, directs, coordinates, advances, facilitates and empowers transformation processes at the University and that the Transformation Plan facilitates the development of assessment criteria for progress. The ITC meets at least four times a year.

The ITC decided to review its terms of reference and consider its restructuring and reconfiguration. This is work in progress and should be finalised in 2022.
The Student Institutional Transformation Committee (SITC) was constituted in 2019 and fully activated in 2020 as a subcommittee of the ITC. It comprises representatives from student structures both positional (student governance structures such as student communities and societies) and nonpositional (by application) and is representative of students from all SU campuses. The SITC meets four times a year prior to the ITC meetings.

### 2.1.2. Establishment of transformation committees at all faculties

All faculties besides Education and AgriSciences have transformation committees. The head of the Transformation Office is engaging with the deans of these faculties on the establishment of faculty transformation committees. Although all RCs have representatives on the ITC, only one has an RC transformation committee (Chief Operations Officer), and the Division for Student Affairs (DSAf) (a division within the RC Teaching and Learning) has its own divisional transformation committee (but which does not represent the whole RC). Plans are underway to engage with the heads of these RCs on the establishment of RC transformation committees. The aim remains to ensure that all faculties and RCs have fully functional transformation committees.

### 2.1.3. Ensuring the effective functioning of all faculty transformation committees

Guidelines for the establishment, role and functioning of faculty transformation committees have been developed. These guidelines were developed through extensive consultation with key stakeholders including the ITC, the deans and the faculty transformation committees themselves. A similar guiding document was intended for RCs. However, the RC ITC representatives felt that RCs required a less generic approach; hence, this will be revisited when the heads of the RCs are engaged in the establishment of the RC transformation committees.

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

### 2.1.4. Compilation of the annual Institutional Transformation Report

In line with DHET practices and requirements, this document is SU's annual transformation report[3] submitted to the DHET. The report is shared for discussion with SU management structures (see Section 1) for further conversation, consultation and information and is thus a public document.

### 2.1.5. Hosting the annual Stellenbosch University Transformation Indaba

The SU Transformation Indaba is an annual reflective gathering for the University community to discuss and evaluate transformation at SU. SU hosted its fifth Transformation Indaba in October

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[3] The Senior Director: Social Impact and Transformation is responsible for finalising the annual institutional report.

2021[4]. It was a hybrid event with 27 in-person delegates and 68 joining online. The Student Transformation Indaba was held on 7 September 2021. In addition to this, the DSAf held its own departmental and student Transformation Summit on 15 April 2021, a practice that is being encouraged in all environments.

The purpose of the 2021 Transformation Indaba was to consider proposals towards strengthening the transformation structures at SU and to determine effective ways of reporting on transformation; hence, the participants reflected on the configuration of the structures and considered the best possible ways of reconfiguring and restructuring the structures.

## 2.2. Governance

### 2.2.1 Monitoring, reporting and analysis of longitudinal diversity trends of the Students' Representative Council, Institutional Forum, Council and Convocation

The Students' Representative Council (SRC) represents the interests of students on the University Council, other University bodies and national and international student bodies. The table 1 below outlines the demographic trends of the SRC composition.

*Table 1: Composition of SRC 2015-2021*

| SRC term of office | Total | Gender | | Race | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Male | Female | Black | Coloured | Indian | White | Foreign |
| **2021/2022** | 25 | 13 | 12 | 7 | 6 | 0 | 9 | 2 |
| **2020/2021** | 23 | 10 | 13 | 10 | 4 | 0 | 6 | 3 |
| **2019/2020** | 22 | 10 | 12 | 10 | 4 | 0 | 6 | 2 |
| **2018/2019** | 20 | 12 | 8 | 5 | 3 | 0 | 11 | 1 |
| **2017/2018** | 30 | 10 | 5 | 4 | 2 | 2 | 7 | 0 |
| **2016/2017** | 30 | 8 | 7 | 8 | 3 | 1 | 3 | 0 |
| **2015/2016** | 28 | 9 | 6 | 5 | 1 | 0 | 7 | 0 |

Table 2 below shows the race and gender profile of the SU Council over the period 2014–2021:

*Table 2: Composition of Council 2014–2021*

| | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 | 2014 |
|---|---|---|---|---|---|---|---|---|
| **Indian male** | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| **Indian female** | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| **Coloured male** | 5 | 5 | 7 | 7 | 5 | 5 | 5 | 4 |
| **Coloured female** | 1 | 2 | 1 | 1 | 1 | 0 | 0 | 0 |
| **Black male** | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 |
| **Black female** | 7 | 4 | 3 | 2 | 2 | 2 | 2 | 1 |
| **White male** | 10 | 9 | 14 | 15 | 14 | 20 | 20 | 20 |
| **White female** | 2 | 2 | 4 | 4 | 4 | 2 | 1 | 2 |
| **Total male** | 15 | 15 | 21 | 23 | 21 | 25 | 26 | 25 |
| **Total female** | 10 | 9 | 9 | 7 | 7 | 4 | 3 | 3 |
| **Total members** | 25 | 24 | 30 | 30 | 28 | 29 | 29 | 28 |

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[4] The first Transformation Indaba was held in 2017.

Table 3 below shows the race and gender profile of Senate over the period 2016–2021:

*Table 3: Race and Gender Profile of Senate 2016–2021*

|  | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|
| **Indian male** | 11 | 10 | 9 | 10 | 11 | 11 |
| **Indian female** | 3 | 3 | 3 | 3 | 3 | 3 |
| **Coloured male** | 11 | 16 | 16 | 21 | 20 | 22 |
| **Coloured female** | 6 | 9 | 10 | 15 | 17 | 17 |
| **Black male** | 12 | 11 | 10 | 17 | 20 | 21 |
| **Black female** | 4 | 7 | 8 | 6 | 10 | 9 |
| **White male** | 207 | 205 | 195 | 193 | 190 | 197 |
| **White female** | 67 | 72 | 73 | 88 | 92 | 91 |
| **Female, race unknown** | 1 | 1 | 1 |  |  |  |
| **Male, race unknown** | 6 | 4 | 2 |  |  |  |
| **Gender & race unknown** | 18 | 11 | 10 |  |  |  |
| **Total male** | 247 | 246 | 232 | 241 | 241 | 251 |
| **Total female** | 81 | 92 | 95 | 112 | 122 | 120 |
| **Total members** | 346 | 349 | 337 | 353 | 363 | 371 |

The Convocation of SU is a statutory body consisting of all SU graduates, including current postgraduate students who completed their undergraduate studies at SU, all full-time and retired academic staff of the University and all diplomates. All South African universities have convocations to ensure the input of their alumni into matters regarding their alma maters, in this way also providing a statutory connection to their former students. The SU Convocation is represented on the University Council. Table 4 below shows the composition of the Executive Committee of the Convocation as of November 2021:

*Table 4: Composition of the Executive Committee of the Convocation (November 2021)*

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

The Institutional Forum advises Council on matters affecting the University. Table 5 below shows its composition as of November 2021:

*Table 5: Composition of the Institutional Forum (November 2021)*

| Indian | | Coloured | | Black | | White | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Members |
| 0 | 0 | 5 | 3 | 2 | 2 | 6 | 3 | 13 | 8 | 21 |

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

A new SU Statute was published in 2019, and SU is in the process of drafting institutional rules that will align with the Statute. Some of these rules are explicitly aimed at increased participation and engagement towards democracy and transformation. Progress has been made with the drafting of Institutional Rules – mainly those pertaining to the election of Convocation members on statutory bodies. There is, however, still a long way to go with this project.

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

The Registrar's Division has increasingly become involved in the training of student leadership in collaboration with the DSAf. Capacity building has been provided for the staff rendering secretariat services to institutional governance structures across the institution. This is in response to the university's commitment to multilingualism.

### 2.2.4. The University's Statute

As indicated in the previous report, the SU Statute was reviewed and approved in 2019. Various institutional rules linked to the new SU Statute are currently in development.

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

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

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

### 2.2.5. Expansion and support of affinity organisations and staff stakeholder forums

The Transformation Office works in partnership with a few affinity organisations and stakeholder forums through its Imbizo 365 programme. The objectives of the programme are to

- develop multicultural competencies, social flexibility and sensitivities in student leadership to advance democratic ideals;
- promote social innovation and design thinking to find creative and innovative solutions to complex leadership challenges; and
- advance transformational leadership and intergroup conflict resolutions to promote

social cohesion and community building.

In 2021, the Transformation Office partnered with the Disability Unit to cohost an annual Casual Day. Other standing partnerships include a Youth Day lecture in collaboration with the Faculty of Theology and a Human Rights lecture in collaboration with the Faculty of Law.

### 2.2.6. Development of mechanisms to revise meeting procedures

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

The Transformation Office has embarked on a project to develop and refine indicators for transformation at the University, one of the mechanisms that will form part of the overarching project. This is a three-phase project that started in 2021 with the articulation of the current transformation indicators as deliverables and responsibility areas. A reference group has been established for strategic alignment and theoretical alignment. This process will be concluded in 2022 for piloting in 2023.

### 2.2.7. Development of an annual institutional engagement strategy with a focus on transformation

The Transformation Office hosts the annual SU Transformation Indaba, the fifth of which was held on 21 October 2021. The SU Transformation Indaba is usually preceded by the Student Transformation Indaba, which was held on 7 September 2021.
The Transformation Faculty Programme Manager attends most faculty and environment transformation meetings to advise on institutional strategy and support the committees in their work.

The ITC started the process of elevating its position as advisory committee to the Rectorate to a committee intentionally structured into the senior decision-making architecture of the University and included at the very earliest stages of decision making on transformation-related matters.

## 2.3. Institutional culture

### 2.3.1 Developing a visual redress policy

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

To enhance the process of visual redress, SU has established a Visual Redress Committee, chaired by the Vice-Rector: Social Impact, Transformation and Personnel. This committee currently guides the implementation of many visual redress initiatives on campus. A budget has been provided to fund visual redress projects at SU from 2020 to 2022[5]. The Senior Director: Social Impact and Transformation takes responsibility for guiding and implementing the visual redress process and linked budgets.

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[5] Due to the impact of the COVID-19 pandemic, the funding period has been extended to 2023.

In 2021, SU approved its Visual Redress Policy, the first of its kind in the higher education sector. The approval of the policy followed an extensive internal and public consultation process.

The policy integrates and guides naming and renaming processes and all visual redress processes at SU. It further guides the development of appropriate procedures for these processes.

In the meantime, the implementation of visual redress continues. Prominent visual redress-related outcomes in 2021 were
- a publication on visual redress at SU titled Evoking Transformation. Visual Redress at Stellenbosch University (2021); and
- the name change of the prominent RW Wilcocks Building to the Krotoa Building. See here for more information.

### 2.3.2.   Integrating visual redress with naming policies and procedures

The Committee for the Naming of Buildings, Venues and other Facilities/Premises (Naming Committee) is currently responsible for the implementation of the Policy for the Naming of Buildings, Venues and other Facilities/Premises. It has revised its procedures to facilitate shorter turnaround times for the processing of naming and renaming requests to allow for more agile processes. The Naming Committee supports the visual redress agenda of SU through its activities. Members of the Naming Committee participate in the Committee for Visual Redress and are taking mutual responsibility for the new Visual Redress Policy that will replace the Policy for the Naming of Buildings, Venues and other Facilities/Premises when it takes effect in January 2022.

The new Visual Redress Policy proposes the integration of the naming and visual redress processes whilst the two committees (the Naming Committee and the Visual Redress Committee) are still fulfilling their tasks separately.
The renaming of the RW Wilcocks Building to the Krotoa Building received prominence in 2021. When the building's renaming process was launched in 2019, various stakeholders were interviewed and community organisations were notified. In July 2020, a call for proposals was distributed among staff, students and members of the community.

From the 17 proposals received, a short list of the 5 most suitable names was presented to the Rectorate, after which relevant stakeholder groups were approached to determine whether there would be any opposition to using the name Krotoa. Relevant leaders and representatives of the First Nations structures linked to the area in/around Stellenbosch expressed keen support for the use of the name on campus, and on 16 August 2021 it was approved by the Executive Committee of Council.

The name Krotoa, although linked to a historical figure, has a symbolic value and as such represents more than simply a person. The name is linked not only to a woman but also to an entire underrepresented group of people indigenous to Southern Africa and the area now known as the Western Cape.

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

The rewriting of the full SU Calendar in plain language has been several years in the making. Rewriting was necessary to meet the requirements of the Consumer Protection Act to produce a user-friendly publication that positively contributes to the SU brand and is less alienating for staff and students. All 10 faculty yearbooks have gone through this extensive process of reformatting and

rewriting. Since the standardisation of the layout of the yearbooks, the SU Calendar has systematically been rewritten in plain language as per Section 22 of the Consumer Protection Act.

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

See Section 2.3.12 for more about the social engagement calendar.

### 2.3.5. Completing regular institutional student and staff climate surveys

Culture and climate surveys for both staff and students are a regular occurrence at SU. Surveys in relation to staff are administered every second year (2017, 2019, 2021) – see the Staff Culture and Climate Survey in 2017.

The previous Culture and Climate Survey that was conducted in 2019 revealed findings that have been summarised as follows:

- There is a significant difference in the overall wellbeing scores of various age groups. Participants above 60 and below 30 are more 'PERMAH well' in comparison with staff members between 50 and 60, between 40 and 50 and between 30 and 40.
- Men are significantly healthier than women according to their H scores on the PERMAH profiler.
- The top three evidence-based contributing factors to a happy working environment present within the SU workplace are (i) feeling that your contribution makes a difference, (ii) feeling that your work is worthwhile and (iii) friendly coworkers and/or a good atmosphere.
- The top three evidence-based contributing factors to an unhappy working environment present within the SU workplace are (i) wages that are too low, (ii) insufficient communication on the part of management and (iii) little or no recognition for achievements.
- The two lowest rated culture and climate items are (i) individual benefit from opportunities at the University and (ii) promotion opportunities available to all employees.
- The average combined ratings of items related to bullying at SU are below the average rating of all culture and climate items.
- There is a significant difference between the ratings of senior post levels and lower post levels with reference to the item "People in senior positions get away with workplace bullying at SU". Staff in senior post levels are not convinced that the statement is true, while staff at lower levels do agree to a larger extent.
- The average combined ratings of items related to sexual harassment are well above the average rating of all culture and climate items. This relatively positive view indicates that the problem is not pervasive (although there certainly are victims) and that overall participants feel that policies and support are in place.
- The item "I am aware of Vision 2040 and of the Strategic Framework 2019–2024 of the University" scored positive and well above average.
- The low ratings for "I believe there is a glass ceiling for women at SU" and "Women are promoted at the same pace as men" seem to indicate that women are not treated equally.
- The low ratings for "Black staff are well integrated into the institutional culture at SU" and "Black staff feel isolated at SU" send a strong message about institutional culture.
- One item from the survey related to innovation is "The use of creativity in solving problems/addressing challenges is encouraged". It has a relatively average to low rating.
- The survey was not designed specifically to measure the extent to which staff members view SU as an employer of choice. It is important, however, to determine the view of staff on this

matter. It can be argued that the following eight items can all be used as building blocks to calculate a combined rating for the concept of "employer of choice". Their individual ratings on a scale of 1 to 4 are as follows:

    i. I am proud to be an employee of SU (3.2).
    ii. The promise of value including benefits and opportunities that the University offers its employees is competitive (2.38).
    iii. I feel positive about my future at SU (2.6).
    iv. I am positive that SU has a bright future as an academic institution (3.17).
    v. There is a career development path for all employees (2.11).
    vi. I am concerned about my future at the University (2.3).
    vii. I feel intimidated to raise issues around promotion (2.19).
    viii. My work is important (3.48).

- The top four major challenges for the institution are, in no order, the following:
      i. The wellbeing development of staff.
      ii. The transformation of the institution.
      iii. Recognition, appreciation and the provision of promotion opportunities.
      iv. The equal treatment of staff (including women and black staff).

- The three language versions of the survey are available from the following links:
  English: https://fw4l.novisurvey.net/ns/n/suwellatwordenglish.aspx
  Xhosa: https://fw4l.novisurvey.net/ns/n/suwellatworkxhosa.aspx
  Afrikaans: https://fw4l.novisurvey.net/ns/n/suwellatworkafrikaans.aspx

The next iteration of the SU Well-being, Culture and Climate Survey took place later in the year 2021; hence, the findings will be included in the next reporting cycle.

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

The Siyakhula Transformation Competencies Development Programme aims to equip students and staff to become a more connected and enabling higher education community. The Transformation Office, in partnership with the Equality Unit (EqU), the Disability Unit, Human Resources and the DSAf, offered a range of skills development workshops to support professional and academic staff and students in leading and advancing transformation strategies. The programme, a series of workshops, focuses on three clusters of competencies, namely sociocultural awareness, leadership and intergroup engagement, and social innovation and design thinking. The themes of the Siyakhula Staff Training Programme are outlined in Table 6 below:

*Table 6: Themes of Siyakhula Staff Training Programme*

| Date | Session topic | Learning outcome (s) |
|---|---|---|
| 7 and 14 May 2021 | Reflecting on our SU institutional culture and its journey to transform | • To provide and develop a space for introspection and reflection on the historical context that shapes the students' and staff members' experience of SU and consider deeply the SU's unique role in South African history. |

| | | |
|---|---|---|
| | | • To get everyone at SU on the same page about what we mean when we speak about SU's institutional culture. |
| 21 and 28 May 2021 | Reflecting on religious and cultural inclusion | • To invite participants into a deeper understanding of the promise and the pitfalls of the complex interplay between religion and culture in our South African history and the current SU context. |
| 4 and 11 June 2021 | Playing on Purpose, a wellness workshop about the psychosocial health benefits of engaging in play as an adult | • To assist staff to maintain a state of wellness. |
| 18 June 2021 | Critical reflections on disability and access with the Disability Unit | • To create awareness on disability. |
| 2 July 2021 | Parenting for change series – Helping children understand and navigate racism | • To empower participants towards parenting their children in a diversified environment. |
| 9 July 2021 | Parenting for change series – Understanding and navigating gender with children | • To empower participants towards parenting their children in a diversified environment. |
| 16 July 2021 | Parenting for change series – Understanding consent and bodily autonomy | • To empower participants towards parenting their children in a diversified environment. |
| 23 July 2021 | Parenting for change series – Making sense of disability with your child | • To empower participants towards parenting their children in a diversified environment. |
| 30 July 2021 | Parenting for change series – The importance of emotional literacy for children | • To empower participants towards parenting their children in a diversified environment. |
| 6 August 2021 | Siyakhula gender series (People and patriarchy) | • To encourage critical reflection on our existing beliefs, our attitudes and our understanding of gender, identity, power and privilege and the impact of these in the workplace. |
| 13 August 2021 | Siyakhula gender series (Music and gender norms)<br><br>Music and its influence on our perceptions of gender | • To explore music and the portrayal of gendered norms.<br>• To discuss the portrayal of gendered norms and how lyrics influence our own perceptions. |
| 20 August 2021 | Siyakhula gender series (Gender-based violence [GBV]) | • To understand what GBV is and discuss various perspectives on how trauma and gendered expectations play a role. |
| 27 August 2021 | Siyakhula gender series (Gender at work) | • To understand the influence of societal and cultural factors on our experience with different gender identities in the workplace.<br>• To explore biases and practical ways to not only reflect on but also implement gender sensitivity in the workplace, to |

| | | achieve accountability and to shift from gender sensitive to gender responsive. |
|---|---|---|
| 3 Sep 2021 | (Un)learning: Decolonial Dialogues series<br><br>Introduction to critical reflective practice through the S-situation T-task A-action R-results analysis method | • To interrupt our thinking and our assumptions about teaching, learning and pedagogy. The central purpose of education is to address inequality and oppression by identifying and working to transform relationships of power. |
| 10 Sept 2021 | (Un)learning: Decolonial Dialogues series<br><br>Reflection on working or teaching philosophy and coming up with a philosophy of working or teaching in groups | • To interrupt the thinking of the SU staff and their assumptions about teaching, learning and pedagogy. The central purpose of education is to address inequality and oppression by identifying and working to transform relationships of power. |
| 17 Sept 2021 | (Un)learning: Decolonial Dialogues series<br><br>Facilitating a session reflecting on the working or teaching practices of participants as a praxis | • To interrupt the thinking of the SU staff and their assumptions about teaching, learning and pedagogy. The central purpose of education is to address inequality and oppression by identifying and working to transform relationships of power. |
| 23 Sept 2021 | (Un)learning: Decolonial Dialogues series<br><br>Reflection on the working and teaching practice/praxis through a S-strength W-weakness O-opportunities T-threats analysis | • To interrupt the thinking of the SU staff and their assumptions about teaching, learning and pedagogy. The central purpose of education is to address inequality and oppression by identifying and working to transform relationships of power. |
| 8 October 2021 | Mediation and conflict resolution and workplace bullying | • To provide a platform for staff to reflect on the SU culture of handling conflict by discussing and reviewing case study scenarios and typologies as part of an interactive discussion on helpful responses to conflict, including the use of mediation. |
| 15 Oct 2021 | Reflecting on our SU values | • To assist participants to locate themselves within the SU values framework and make meaning of value-based leadership.<br>• To explore how creating a human-centred working experience based on human values fosters inclusive workplaces that thrive. |

SiyakhulaLive is a weekly evening show that is broadcast on MFM 92.6 (Maties Radio) between 18:00 and 19:00. The show invites and ignites conversations aimed at engaging the Maties community in more

critical conversations and reflections on diversity and transformation to embody a leading, relevant 21<sup>st</sup>-century University. Conversations that were held in 2021 include the following:

**March 2021**

- The Right to Internet Access and the Right to Connect: COVID-19 necessitated the need to connect and have internet access to live, work, go to school and socialise. On the show, various educators shared their perspective on how internet access and the lack thereof had impacted learning and teaching.
- The Right to Citizenship: The Transformation Office has chosen to campaign on the right to citizenship in 2021. In conversations on MFM, we reflected with the Maties community on the question "What does citizenship mean to me?".
- The Right to Human Dignity: The show reflected on Ubuntu and its meaning and how it enabled us to live a life of dignity in community with others. The manager of the SU Ubuntu dialogues programme shared how the programme was fostering intercommunity dialogue on Ubuntu and human dignity.
- Human Rights on Trial: The show zoned in on the journey of South African Olympic champion Caster Semenya as she fights for the equality and dignity of women in sport. The presenter was in dialogue with SU researcher in gender politics Dr Azille Coetzee.

**April 2021**

- The exhibition at the SU Museum called Aftermath: Violence and Wellbeing in the Context of the Student Movement: The exhibition reflected on the voices of students expressing what stays with them after student protests for free education, especially during #FeesMustFall.

- Transforming Higher Education: Reflecting on the national and global movement of Transforming Higher Education, a conversation was held with Dr Crispen Chinguno, a lecturer in sociology from the Sol Plaatjie University who is also part of the Future Professors Programme, an initiative of the DHET meant to accelerate the career path of black South African professors.

**May 2021**

- Transforming Higher Education and Reflecting on the Voices of Black South African Academics: We were joined by guest Prof Edith Paswana (Thabo Mbeki African Institute at the University of South Africa) and Dr Crispen Chinguno (Sol Plaatje University) who reflected on the higher education ministerial report on the attraction, retention and progression of black South African academics as well as the Future Professors Programme.

- Women at Work: This reflected on the work of women and how this is the work that makes all work possible. We were joined by guest Dr Refiloe Lepere, academic and feminist scholar, and Keitumetse Fatimata Moutloatse, feminist social worker and founder and chairperson of Black Womxn Caucus. We learnt about its mission to advocate, mobilise and educate for a society free of violence against women and children.

- Staff Health and Wellbeing Plan: We were joined by Ms Shibu Mamabolo, SU head of Employee Wellness, to discuss the recently approved Staff Health and Wellbeing Plan.

- Mother Tongue Education: In celebration of Africa Day on 25 May, the discussion focused on mother tongue education and its criticality to early development. The discussion was led by Nombuyiselo Zondi, a PhD candidate in the Education Faculty (Education and Policy Studies) at SU. She is currently investigating factors leading to poor literacy outcome in basic education (Foundation Phase).

**June 2021**

The focus of the June engagements was a series of Youthful Conversations with Transformative Youths in our community. Young people were invited to share their experiences in making an impact in their communities:

- Luigia Nicholas, SU SRC special needs officer and disability rights activist, shared on the impactful work she is doing in educating and transforming perspectives on disability.
- Malira Masoabi, a PhD researcher in genetics-plant biotechnology, shared on how a future in science is one every child can strive for (#WomenInScience).
- Jamil F Khan is a Cape Town-born, Johannesburg-based critical diversity studies PhD candidate, researcher, author, columnist and poet. His research focuses on the politics of creolisation and coloured identities in South Africa while exploring the interrelationships of power in race, ethnicity, gender (identity) and sexuality. He wrote the book *Khamr: The Makings of a Waterslams*.
- Kabelo Monnathebe, a renowned Soweto-born violinist and a Royal Academy of Music (London, United Kingdom) graduate, shared his journey as a young black classical musician and his hopes to inspire young black youths to take up classical music.
- Awethu Fatyela, a transformation communications officer at SU shared her keen interest in women's rights advocacy and reflected on her active participation in student-led resistance during the #FeesMustFall protests in 2015–2016.

**July 2021**

COVID-19 restrictions were returned to #LEVEL4 by the president of South Africa, and a dialogue was opened to the listeners and the staff and students of SU to share the impact of Level 4 restrictions on their work and studies.

Prof Deresh Ramjugernath, SU Deputy Vice-Chancellor: Learning and Teaching, discussed the challenges brought by COVID-19 for learning and teaching and how SU responded with agility to ensure that the academic programme was not compromised. He further elaborated on the opportunities that SU was exploring for the future.

A conversation was held with Xola Njengele, the SRC chairperson, on the impact of COVID-19 restrictions on learning and teaching with specific reference to students.

A conversation was held with Michelle Munro, the HIV/AIDS portfolio manager at the EqU. The focus of the conversation was on HIV/AIDS and how the SU community is managing the wellbeing of students and staff.

**August 2021**

In celebration of August as Women's Month, Siyakhulalive had conversations on prolific women who have shaped and continue to shape communities' perspectives. The August series was branded 'Four Weeks Four Incredible Women', and the four women who were under the spotlight were Dulcie September, Portia Modise, Princess Magogo and Mirriam Tlali.

Dulcie September was a fierce and ambitious anti-apartheid activist in South Africa. Her work with various resistance groups throughout her life, particularly the African National Congress, was incredibly influential in the fight against apartheid.

Portia Modise, a South African women's footballer, was named Player of the Championship at the 2006 Women's African Football Championship. She represented the South Africa women's national football team at the 2012 London Olympics. She became the first African player to score 100 international goals.

Princess Magogo, a strong South African woman, was born at the turn of the century during the South African War after her father, King Dinuzulu, had returned from exile on the Island of St Helena. She was born into a long struggle for freedom, not just for her family but also for her nation.

Mirriam Tlali was a scholar, novelist and story writer. She was denied education at the university of her choice due to racial prejudices. Her incredible power of storytelling in unveiling the truth propelled her internationally recognised work. She was the first black woman in South Africa to publish an English-language novel titled *Between Two Worlds.*

**September 2021**
- Conversation with Jaco Brink, head of the EqU, on HIV/AIDS awareness, prevention, support and management on campus.
- Conversation with Dr Mellisa, Lentelus vaccination site co-ordinator, on the SU Vaccination Awareness Campaign.
- Conversation with Billy Monama, African guitarist, on his style and work in archiving and teaching South African music.
- Reflecting on the story of Dulcie September with the film director of #Murder in Paris: The Life and Assassination of Dulcie September, Mr Enver Samuel.
- Conversation with Lindelwa Pepu, an academic, on the role of museums in preserving South African history.

**October 2021**
- Conversations on sport as a catalyst for transformation and social change: in conversation with Stellenbosch Football Club and training4changeS.
- Conversation on the importance of keeping active for our physical and mental wellbeing with Prof Heinrich Grobbelaar, Department of Sport Science, SU.
- In conversation with Ms Viwe Kobokana, the newly elected SRC chairperson.

**November 2021**
- Conversation with Zander Niemand, SRC transformation councillor, on the work, activities and initiatives of the SRC regarding transformation.
- Conversation with Dr Zethu Mkhize, head of the Transformation Office at SU, to discuss the recently held SU Transformation Indaba and its goals and objectives.
- Looking ahead to the upcoming 16 Days of Activism for no Violence against Women and Children campaign, in conversation with FAMSA (Families South Africa) on how community psychosocial support strengthens families and women and men who are struggling with or are victims of abuse.
- In conversation with feminist activist Zandile Mqwathi on the work of the Department of Social Development in the 16 Days of Activism for no Violence against Women and Children campaign.

**December 2021**
- Conversation with the EqU gender nonviolence coordinator to share what campaigns the EqU is running in combatting GBV on our campuses and in society.
- Conversation with the founder and Chief Executive Officer of EyeRUS, a mobile app that assists in keeping members of society safe.

### 2.3.7. Developing an institutional transformation glossary of terms

The institutional transformation glossary of terms is available on the SU Transformation Office website at http://www.sun.ac.za/english/transformation/Documents/Talking%20Transformation.pdf.

### 2.3.8. Developing and expanding transformational cocurricular programmes

The development and expansion of transformational cocurricular programmes are actively driven by the Transformation Office and the DSAf. For further information, see the sections on the Welcoming Programme (2.3.14) and the Siyakhula Programme (2.3.6).

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

A monitoring and evaluation development project has been initiated that includes the development of implementable indicators for the key performance area for transformation. This will be part of a broad framework and indicators to assess the extent to which the SU Transformation Plan is being implemented and how this plan squares with national guidelines and best practice.

This process is currently in the research and benchmarking phase where current SU indicators for transformation have been articulated against national guidelines (i.e., the Transformation Barometer) and examples of good practice. The timeline for the monitoring and evaluation development process has been aligned with the review of the SU Transformation Plan so that the development of the monitoring and evaluation framework is informed by the refined indicators emerging from the Transformation Plan review process.

### 2.3.10. Advancing transparent communication strategies and practices

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

Notable examples from the previous years include the #WomenofSU campaign, which featured women from all walks of life at SU, and a comprehensive disability awareness campaign on social media.

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

### 2.3.11. Developing an interactive institutional transformation website

The Transformation Office has developed a communication strategy and plan to serve as a guideline and reference point that will assist in achieving the Transformation Office's overall transformation advocacy and facilitation goals. The communication plan will assist the Transformation Office in ensuring effective and ongoing communication with all its stakeholders. This will in turn amplify the work of the Transformation Office and SU with regard to transformation goals, policies, research and activities.

The Transformation Office website and social media platforms function to increase awareness about the Transformation Office and the work it does, including all transformation programmes and collaborations of SU, provide access to the Transformation Office for all staff and students, increase public and stakeholder engagement and participation, provide support for faculty and institutional transformation programmes, play a key role in the institution as a source of information for institutional research in transformation and establish transparency and credibility around the University's transformation efforts.

For more information, see the Transformation Office website.

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

The Transformation Office fulfils a central coordinating role in offering professional and interinstitutional support to make Vision 2040 a reality.

Imbizo 365 uses the creative arts and activities such as film discussions, debates and excursions to help participants reflect on the Imbizo Calendar themes of human rights and social justice, democracy, Afrocentrism and consciousness, youth leadership and innovation, social impact and engaged citizenship, gender issues, disability, and heritage and identity. The three objectives of the Imbizo 365 programme are i) to develop multicultural competencies, social flexibility and sensitivities in student leaders to advance democratic ideals, ii) to promote thinking related to social innovation and design to find creative and innovative solutions to complex leadership challenges and iii) to advance transformational leadership and intergroup conflict resolutions to promote social cohesion and community building. For more information, see the [Transformation Office website](#).

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

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

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

### 2.3.13.1. Transformative student experience

Maties Sport adapted a new approach by implementing a three-year rolling sport bursary budget parallel to the recruitment strategies that incentivise the recruitment, development and retention of BCIA (black, coloured, Indian and Asian) student-athletes. This was another key strategic step to ensure long-term growth towards increasing Maties Sport's student-athlete representation in our high-performance squads.

The high-performance squad intake of student-athletes for 2021 across the eight different high-performance codes indicate that over the past five years, the strategy has yielded very good results and we continue to adapt on an annual basis to make sure that we reach the strategic goals set out by Maties Sport in terms of maximising the representation of BCIA student-athletes across all codes.

The student-athlete profiles for 2021 are a testament to Maties Sport's commitment to diversity and inclusion. Representation is as follows:
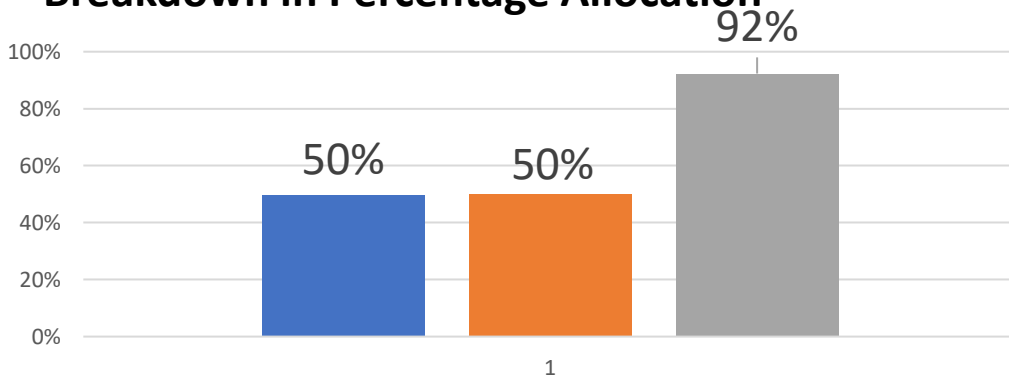
**2021 Total Sport Bursary Allocation Breakdown in Numbers**
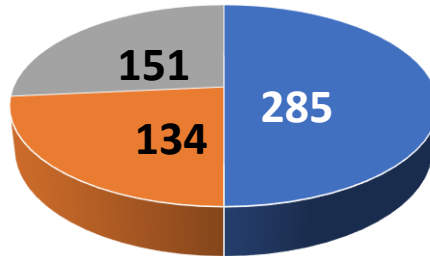
- Total Bursaries: 285
- Total BCI: 134
- Total White: 151
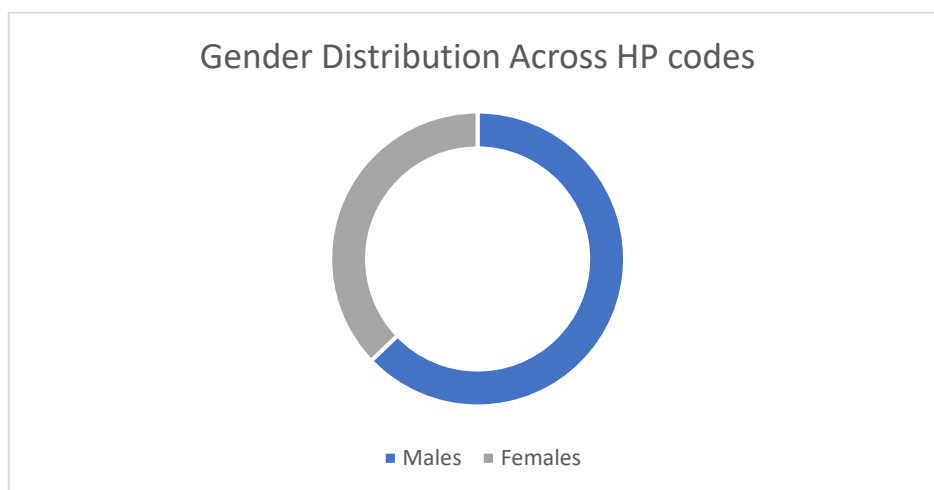
*Figure 1: Demographic profile of Maties Sport*



**2021 Total Sport Bursary Allocation Breakdown in Percentage Allocation**

- BCI Allocation: 50%
- White Allocation: 50%
- Total allocated: 92%

*Figure 2: Distribution of sport bursary allocation*

*Figure 3: Gender distribution across high-performance codes*

**2.3.13.2. Purposeful partnerships and inclusive networks**

SU and the Stellenbosch Academy of Sport (SAS) signed a Memorandum of Understanding (MoU) on 11 October 2021 that will see the two entities collaborate till 2029. The MoU, which was signed in Stellenbosch, endeavours to foster a better relationship between SU and the SAS to develop quality footballers for Stellenbosch and the greater Winelands community while forging a holistic pathway for the players, support staff and administrators. The partnership will see Stellenbosch Football Club use the University's Lentelus Football Complex for the purposes of training for three seasons (2022/2023) and the Danie Craven Stadium for Premier Soccer League matches for nine seasons (2028/2029), all effective from the commencement of the 2021/2022 season.

**2.3.13.3. Research for impact**

Maties Sport's Centre for Sport Leadership welcomed its first postdoctoral research fellow, Dr Nana Adom-Aboagye, into the Maties Sport family in June 2021. Dr Adom-Aboagye, who received her PhD in Sport Management from the University of Johannesburg earlier this year, will be conducting research under the broad theme of Sport for Development, with a focus on sport for persons with disabilities. Her appointment marks a significant step forward for the Centre for Sport Leadership in terms of increasing the centre's capacity and will serve to further expand the academic footprint of sport at SU.

**2.3.13.4. Networked and collaborative teaching and learning**

Maties Sport's Centre for Sport Leadership continues to grow and in September 2021 welcomed a second postdoctoral fellow into its ranks. In this regard, a shared appointment was made with the School for Data Science and Computational Thinking under the theme of Data Science in Sport. Dr Josu Gomez-Ezeiza was the successful candidate, and the centre is looking forward to his contributions in producing impactful research that will enhance aspects such as data-driven coaching and decision making in sport.

**2.3.13.5. Employer of choice**

The Maties Sport annual training and development plan has worked well in partnership with the SU Human Resources Division and supports our human resources strategy. Maties Sport prides itself on staff growth and our commitment to training and development remains a priority to facilitate enhancement of our staff and coaches' knowledge in acquiring new skills. We have covered a broad range of topics across disciplines in sport and remain eager in eclipsing our Staff Development Strategy every year.
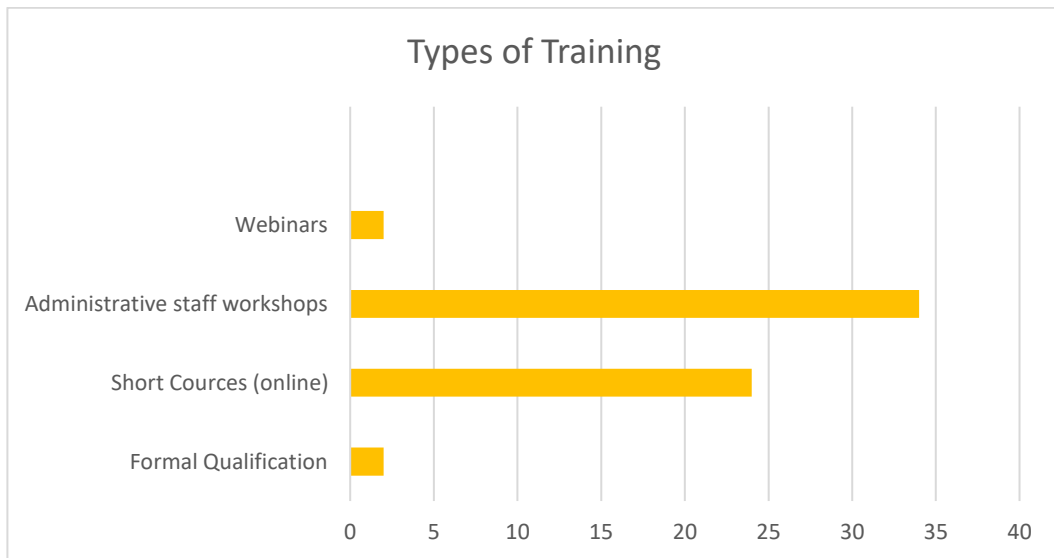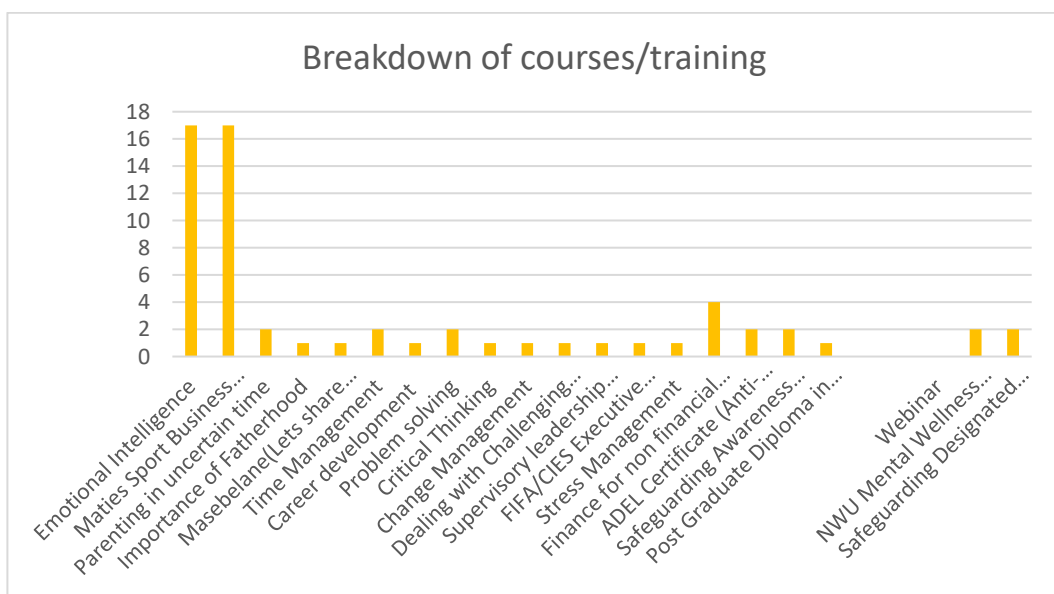


*Figure 4: Types of training*



*Figure 5: Breakdown of courses/training*

The following workforce profile demonstrates the Maties Sport's commitment to a transformed and diverse environment:

| DEMOGRAPHICS | TOTAL |
|:---:|:---:|
| Black | 22 |
| Coloured | 55 |
| Indian | 1 |
| White | 32 |
| **Total** | **110** |

*Figure 6: Workforce profile*

## 2.3.14. Fostering a welcoming culture in student communities

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

The most important systemic initiative is the establishment of the cluster as organising principle of social and academic life. An essential part of the cluster system is the assignment of students as newcomers to student communities. This takes place in accordance with the Residence and Cluster Placement Policy, which ensures that the student communities are diverse.

There are about 550 mentors who support the estimated 5 500 newcomer students every year to make a successful transition to the University. The Mentor Programme is embedded in the student communities, each of which has a mentor assigned to it. This is a successful programme and students report a high appreciation for the role of the mentors. The impact of the mentor system on students is well documented through an online reporting system. Feedback is used for continuous improvement of the system. The 2021 mentor leadership group was a highly diverse student leadership cohort. Seventy-six percent of the appointed students or 456/632mentors received cocurricular recognition on their transcripts for their participation and training development in the programme.

One of the important aims of the cluster system is to foster a sense of belonging. Nearly 95% of students who enter the University as first years, for example, take part in the welcoming at the University as a member of a student community. The initiative is aimed mostly at students in their first four years of university study.

Creating a welcoming culture in student communities centres around values-driven leadership. Planned programmes are therefore measured, and activities are executed and evaluated according to the values of the specific student community and of the University. This process includes the targeted training of the leadership in the student communities, structured conversations, detailed planning, and monitoring and evaluation of the execution of especially the welcoming period. In 2021, the Strategic Advisor initiative was expanded to enable leadership teams in student communities to appoint an

additional external peer leader with previous leadership experience from outside the community to enable the transformative growth of leadership teams.

The training programme for newly elected leaders is quite extensive. Leaders are expected to plan and present the Welcoming Programme to cluster stakeholder staff and students, and execution is monitored for form and substance by monitors appointed from the ranks of senior students. The overall success of and compliance with welcoming practices are assessed through a survey at the end of the first term. The 2021 survey results confirmed again that first-year students have a high appreciation for the role that student leaders, mentors and senior students play in their welcoming on campus.

The Centre for Student Communities launched the SU First-Generation Programme in January 2020. The programme has a development focus for first-generation students and has the acronym SOAR, which stands for strength, opportunity, agency and resilience. The aim of the programme is to make the students aware of their inherent strengths and how to use these effectively to build confidence and create opportunities for themselves, utilise their agency and remain resilient. Despite the COVID-19 challenges, the uptake of SOAR participants increased from 62 to 76 students in 2021. The programme hosted 30 students from the Thutuka Bursary Fund, and collaboration across stakeholders worked well since the matric results came out late. The 2022 strategy will strengthen the collaboration with Thutuka and will be taking on SchiMathUs graduates as well as the Recruitment Bursary recipients. At the end of 2020, the SOAR students garnered 132 subject distinctions. One student from the 2020 cohort discontinued their studies.

### 2.3.15. Expanding the monitoring of the Welcoming Programme, including feedback

The monitoring of the Welcoming Programme was introduced about 19 years ago, since it had become necessary to monitor the welcoming practices of student communities to discourage unacceptable practices linked to initiation. Monitoring the Welcoming Programme involves monitors' moving around freely on campus and in residences during the welcoming period and reporting their observations. Monitors are mostly senior students at the University, which measure equates to having peer evaluators. The aim of the monitoring is to shift the student culture where necessary, to ensure quality control and to dispel any mistrust that the public and those not involved in a specific student community might have of what transpires in such communities; the monitoring activities have indeed been instrumental in the improvement of the welcoming culture.

The objectives of the monitoring of the Welcoming Programme are:

- to provide an objective measure of the efficiency of the welcoming period for each cluster and faculty;
- to ensure accountability of the House Committee and senior members of each house for their conduct during the welcoming period;
- to assess the welcoming period holistically, looking at all aspects of the transition to university life, both non-academic and academic;
- to continue to improve the process of welcoming via a system of feedback (reporting) and communication with the relevant parties;
- to facilitate change where it is necessary, following the guidelines of SU to ensure the best possible experience for newcomers;
- to report objectively any violations of human rights and to ensure that the necessary steps are taken in response to such situations;

- to liaise with and provide a safe channel of communication for newcomers by representing their concerns, needs and goals to appropriate citizens and bodies with vested interests in the community; and
- to respect residence traditions and history but also to help House Committees to consider the goals and outcomes of all welcoming activities critically by benchmarking them against standards set by the University, in this way creating a dynamic orientation process that promotes individual growth and development.

In addition to the focus on the welcoming, the 2021 Monitors Report further highlighted strengths and recommendations for expanding multilingual practices and creating COVID-19-safe ways to engage. The availability of monitors reports over time has enabled communities and the University to explore longitudinal trends and shifts in community cultures instead of having a narrow focus on single incidents. The 2021 Monitoring Advisory Committee identified the use of longitudinal data as an important sense-making tool to appreciate complex transformational shifts and priorities.

### 2.3.16. Creating an inclusive welcoming experience for newcomers

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

To help newcomer students to participate in such ongoing conversation, they are exposed to these ideas in a series of short participatory workshops known as the ResEd Programme, short for 'residential education', even though the programme is available to all students regardless of whether they live in residences or not.

The purpose of the 2021 Welcoming Week ResEd Programme was to give newcomers to SU an opportunity to critically engage with one another and their community's leadership on pertinent issues both on campus and in South Africa as a whole. The methodologies prioritised a nonthreatening environment where newcomers could learn and unlearn with their peers. For 2021, topics were divided into three themes: Universal Access and Disability Awareness, Gender, Sexuality and Anti-Gender-based Violence, and Socio-Cultural Awareness. In addition, the programme made the Siyakhula workshop manual available to the responsible student leaders in student communities, encouraging facilitators to continue with engagements beyond the Welcoming Programme.

### 2.3.17. Strengthening and expanding post-welcoming surveys

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

Data from the 2021 post-welcoming survey indicated high levels of satisfaction and a perceived increase in students' confidence because of the Welcoming Programme. The following quote from the 2021 Welcoming questionnaire captured how the dream walk event embodied a transformative moment for students when they had an opportunity to write down their dreams and display these in a tree as part of a welcoming ceremony:

"An overwhelming joy! As a non-traditional student(older), I waited for a very long time for an opportunity like this. As a young child, growing up with a single mom, in a township, I did not know if people like me would ever have the opportunity to study in one of the best universities in South Africa, and Africa, but I hoped, I believed and I dared to dream. It was a dream which I held on to, a dream which I prayed for and a dream I finally got to realise. Because of this opportunity, many other young kids from my township will have the courage to dream, to believe. No number of words can describe what that means to me."

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

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

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

- Scripture reading and prayer have been replaced with the following paragraph, which can be adapted to each event: "Ladies and gentlemen, at the beginning of this graduation ceremony, we as academic community, parents, spouses, family and friends are deeply grateful for the privilege to be here today to celebrate our graduands' success. To this end, I invite you all to remain seated while we observe a devotional moment, granting each other the space to express our gratitude according to our various secular and religious perspectives."
- The Conservatoire of Music's African Music Ensemble has been added to the preprogramme to expand the variety of music performed and to add a South African flavour.
- As none of the current members of the Rectorate who may confer degrees speaks isiXhosa fluently and to avoid the mechanical memorisation of a few words of welcome, mother-tongue isiXhosa-speaking academics kindly assist in welcoming guests at each graduation ceremony.
- South African Sign Language (SASL) interpreters are organised for events on request. Large screens, which would assist with the visibility of SASL interpreters, are not used at these events and any guests with hearing disabilities requiring assistance therefore have SU interpreters seated with them in the venues.
- Special arrangements are made for guests in wheelchairs to ensure that they can be seated with their families. In cases where frailty or illness affects the time that guests can attend a long graduation ceremony, special arrangements are made for their late arrival and/or early departure.
- Graduates who cannot climb the steps to the stage area owing to a disability or injury remain on ground level, and their degrees are conferred below the stage.

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

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

### 2.3.19. Developing inclusive religious calendars and institutional practices

The Transformation Office compiled an interfaith document that highlights religious observances and commemorations that could affect academic activities, classes, tests and exams. This work was expanded to enhance and renew institutional practices. Guidelines for leave of absence for students, which will include accommodation for religious observances, will be concluded in 2022.

## 2.4    Language

SU is positioned as a world-class, multilingual South African university – one of few in this category – which is sorely needed in a country with 11 official languages. It is therefore of cardinal importance that the University ensures that language is not a barrier to access but a tool for success, especially in diverse educational settings. This goal is realised through SU's language policy, the purpose of which is to regulate, manage and govern language use in all aspects of the institution. The three foundational principles of the Language Policy (2021) determine that SU regards multilingualism as a resource, that language should broaden access and enhance success, and that the policy and its implementation should facilitate pedagogically sound learning and teaching. The promotion of multilingualism without exclusion is therefore a key distinguishing characteristic for which SU strives.

The final draft of the University's new Language Policy (2021) was tabled at Council's final meeting of the year on 2 December 2021 after it had been approved and recommended to Council by the Institutional Forum (12 November) and Senate (26 November). The Language Policy Revision Task Team used the 2016 policy as point of departure in tackling the revision process, which happens every five years. The task team consisted of representatives of SU's 10 faculties, PASS environments and student representatives, with technical experts co-opted as necessary. The revision process included 24 task team meetings, two public participation phases and three rounds of comprehensive consultation with the Rectorate, faculty boards, Senate, the Institutional Forum and Council.

The SU Language Centre's main strategic thrust is the advancement of multilingualism, which is in line with the multilingual thrust of the University's new Language Policy (2021). Multilingualism encompasses language support in terms of both language learning and development (as is the case for Afrikaans, English and isiXhosa language learning in various programmes) and academic literacies and professional communication. In other words, the customised interventions used in faculties coupled with the services provided by the Writing Lab and the Reading Lab enable students to bridge the gap between secondary and tertiary education. Language support also includes language services such as translation, editing, document design and interpreting services. A summary of the Language Centre's courses and services can be found below:
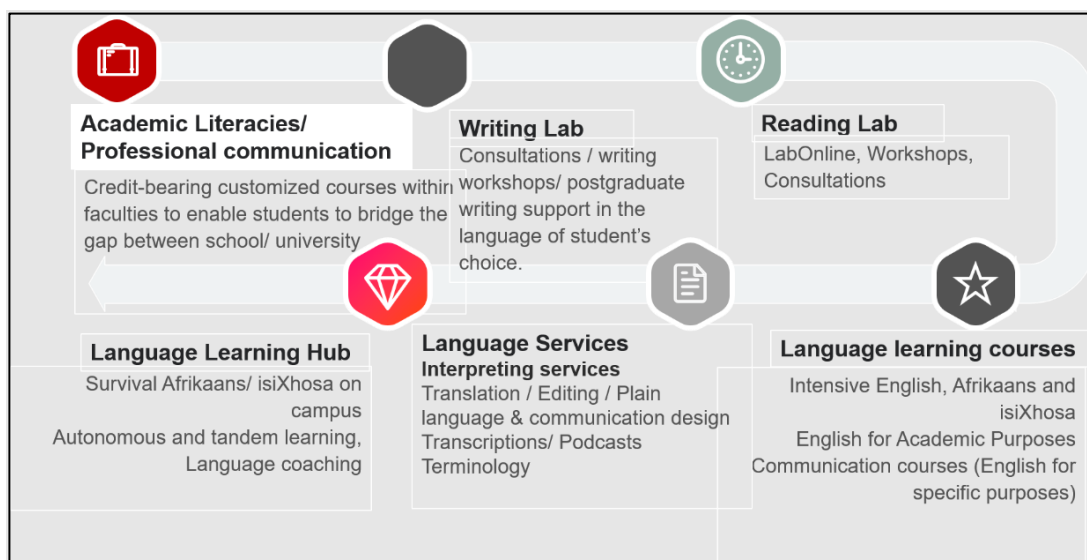
*Figure 7: Language Centre courses and services*

### 2.4.1. Advancing multilingualism and language support institutionally

As the University became accustomed to the 'new normal' of the COVID-19 pandemic, the importance of language and clear communication in crisis situations could not be overstated. In stressful times, it has become even more vital to relay messages clearly and professionally, to provide reassurance, to create a sense of order and to avoid miscommunication. This applies to the language used in learning and teaching contexts as much as it does to other types of interaction. As stated previously, it is of cardinal importance that the University ensures that language is not a barrier to access but a tool for success, especially in diverse educational settings and particularly during a time of emergency remote teaching.

The Language Centre has worked hard to adapt its courses and services to provide assistance to lecturers who are moving their teaching online and to students who need ongoing virtual language support. While it was not feasible to provide real-time interpreting for students given bandwidth issues in 2020, the Language Centre assisted lecturers and students by translating lecture material – whether PowerPoints, SUNLearn content or podcasts – into Afrikaans and English (and isiXhosa where there was a pedagogical need). In 2021, the Interpreting Service (which comprises 15 interpreters) expanded its services to include remote online interpreting as well as the translation of podcasts of lectures. A total of 897 lectures in 7 faculties were interpreted online, and 417 podcast translations of lectures from 6 faculties were created.

The Language Centre has also continued to provide a boost for deaf education at SU. The appointment of two SASL interpreters to interpret for deaf students enrolled in the Bachelor of Education Foundation Phase programme in the Faculty of Education is an important milestone. There is a significant need to train deaf persons who wish to become teachers of deaf children in South Africa, given that SASL has been introduced by the Department of Basic Education as a language of learning and teaching in schools for the deaf and given the fact that there are very few deaf teachers in the country. With SASL poised to become the 12th official language in South Africa, this type of initiative is sorely needed. The interpreting provided to deaf students includes all forms of educational interpreting (for classes, tests, exams, tutorials, meetings with lecturers etc) and all forms of extracurricular interpreting (for residence meetings, social events, workshops, doctor's appointments etc). During 2021, this interpreting continued to be offered remotely for deaf students in the Faculty of Education who were accessing lectures online. Recordings and live interpreting had to be provided (where there was internet access), and midyear exams had to be interpreted remotely.

The Language Centre's Writing Lab was first conceptualised as a welcoming and safe space for students and academics to discuss writing issues. Writing Lab staff are supported by about 35 postgraduate students from various faculties who are trained to be writing consultants. A number of these consultants go on to become academics themselves and continue to develop as writers. The Writing Lab's writing consultations and workshops pivoted online via Skype and Teams at the start of the pandemic, and the new format proved to be popular with staff and students alike. The Writing Lab experienced an increase in consultation numbers in 2021 (totalling 2 884 for the year including projections for October to December) in comparison to 2020 (2 218 consultations for the year). There were also more postgraduate writing workshops than planned as it seems that students (particularly distance students and students on campuses other than Stellenbosch campus) and staff found it easier to attend workshops online. In 2021, there were 68 workshops and 1 671 participants.

The Language Centre's Reading Lab has provided valuable training in reading development embedded in academic literacies modules for some time, but 2021 saw a transition to a new online reading comprehension development approach, ReadTheory, which is proving very successful. ReadTheory has replaced Lab-on-line as a more feasible long-term solution to provide academic reading development opportunities to as many students as possible. The faculties of Engineering, Natural Sciences, AgriSciences and Law as well as departments in Economic and Management Sciences and Arts and Social Sciences will continue to embed ReadTheory into existing Academic Literacies and Professional Communication modules. The implementation of ReadTheory has been an enormous success, and preliminary results indicate that the programme was beneficial to students' reading comprehension development as well as their critical thinking skills. Students are positive about ReadTheory and have suggested that the programme should be made available to all first-year students. Another new adventure for the Reading Lab this year has been the reading marathon, which may be run separately or in conjunction with writing marathons. The reading marathons are aimed at creating a 'reading for research purposes' community. The Reading Lab provides a safe and supportive environment for reading where postgraduate students work through reading/research material while a facilitator provides support during the reading process.

In the first semester of 2021, the Language Centre also focused on the implementation of new Academic Literacies and Professional Communication offerings to deepen intercultural understanding amongst students and extend support beyond the first year of the academic programme. The Language Centre's newest course, Intercultural Communication for Engineers 113, received very positive feedback from engineering students. Intercultural Communication replaces Professional Communication, a module that has been compulsory for all first-year engineering students for the past 15 years. It aims to prepare students for a diverse study and work environment by introducing them to effective intercultural communication. The module, presented and facilitated by Language Centre staff, highlights the commitment of the Faculty of Engineering to facilitating a diverse environment that will deliver critical and active graduates able to take their place in a multicultural civil society. Anchor themes in the module examine the dimensions of culture as an entry point into engaging people from different cultural perspectives and as lifelong tools that students can utilise. The general feedback on the module included a newfound awareness of cultures outside of the respondents' own, appreciation for the opportunity to improve their writing and reading abilities, and a fondness for group work, as evidenced by the constructive interaction in the face-to-face sessions and the excellent attendance figures for those sessions.

### 2.4.2. Advancing individual multilingualism at Stellenbosch University

The Afrikaans and isiXhosa portfolios of the Language Centre's Language Learning Hub continued to make great strides in supporting individual multilingualism in social and cocurricular spaces with their courses in Survival Afrikaans and isiXhosa. There was a very positive response from students throughout 2021, and the courses were well attended. Several staff members, in turn, also thoroughly enjoyed *Masabelane ngesiXhosa* in 2021 as they encountered the language for the first time. There seems to be an increasing interest in and need to develop multilingual competencies as part of social interaction and inclusivity on campus. These courses were offered in person, as COVID-19 levels allowed, and thus maximised learning for participants. However, there were also opportunities for course participants to spend time learning about isiXhosa culture, as students from the international Global Education Programme found out on Heritage Day in September. International students enrolled for isiXhosa spent the day learning about isiXhosa culture, marriage customs, traditional food and the background of amaXhosa who live in Kayamnandi.

The Language Learning Hub offered the short course isiXhosa 123 for external clients for the first time between May and June. Feedback from the participants indicated that the course exceeded their expectations. As one participant mentioned in his feedback, "I enjoyed that the classes were fun, relaxed, and interactive. The presenter was always very enthusiastic and encouraging, and everyone in the class was friendly and eager to learn. A highlight was the oral evaluation and realising how much I've learned in that I was able to have a basic conversation with a Xhosa person."

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

*Updating the language implementation plans of faculties and environments*

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

Towards the end of 2021, faculties and RCs compiled their context-specific language implementation plans within the parameters of SU's Language Policy. Language implementation in and beyond the classroom is afforded with additional institutional funding and various support mechanisms offered by the Language Centre. These language implementation plans were presented to Senate for approval in November 2021.

### 2.4.4. Monitoring the language-related experiences of students

Two student surveys were conducted in March and September 2017 to obtain feedback from students about their language-related experiences both in and out of class. This survey was repeated in 2019, with a staff survey included. Focus group interviews with students were planned for 2020 but could not take place because of COVID-19.

Students also can give feedback about language-related experiences in teaching and learning via the student feedback forms available for all modules. Students and academic staff who are negatively

affected by the implementation of the Language Policy may lodge complaints via the faculty's prescribed appeals or complaints procedure or, in the absence of such a procedure and in order of preference, with the relevant staff member, the relevant departmental chairperson or head, or the dean. If the complaints are not satisfactorily resolved at faculty level and the complaints are related to academic contexts, students may refer such complaints to the Academic Planning Committee via the Student Academic Affairs Council. If the complaint cannot be resolved by the Academic Planning Committee, it refers the matter to Senate with a recommendation.

In the case of implementation of the Language Policy by support services, complaints are lodged with the relevant hierarchy of line managers or, in the case of the broader University, with the Rector's Management Team via the SRC executive. In the case of implementation in student living environments, complaints are lodged with the House Committee or the relevant residential head. If the complaints are not satisfactorily resolved at University residence or private student ward level, students may refer the complaints to the Senior Director: Student Affairs. In cases where the use of these structures is not suitable, complaints may be submitted to the SU Ombud for settlement in consultation with the relevant structures.

### 2.4.5.    Language Colloquim 2021

On 30 September 2021, also International Translation Day, the Division for Learning and Teaching Enhancement hosted a very successful and energetic online Language Colloqium 2021. The event was about sharing ideas and best practices on how to implement multilingualism and not about the Language Policy itself. Academics, students and PASS staff had positive and inspired conversations about language and multilingualism at the University. The theme for the day was Language, Learning, Life! Implementing Multilingualism @SU in Academic and Social Spaces, and it was explored by means of two panel discussions with three subthemes each:

**Multilingualism in (augmented remote) learning, teaching and assessment**
   o   Assessment – Prof Christa van der Walt and Jarryd Luyt.
   o   Online engagement (peer learning, tutorials) – Prof Mbulungeni Madiba and Alyssa Kekana.
   o   Equitable access and student success – Christine Joubert and Ilze Aäron.

**Multilingualism in administrative, social and living spaces**
   o   Promoting an inclusive campus culture through multilingualism and encouraging engaged citizenship – Prof Thuli Madonsela and Xola Njengele.
   o   Implementing innovative language practices on campus and in residences and PSOs – Sanet de Jager and Mbalenhle Shandu.
   o   Multilingualism and operational internal communication – Nicolette van den Eijkel and Kristin Arends.

SU Rector and Vice-Chancellor Prof Wim de Villiers opened the online event by calling on participants to share innovative ways of embracing multilingualism with each other. Multilingualism, he said, is part of our DNA: "At Stellenbosch University, we […] strive towards a multilingual attitude. We believe that multilingualism is about more than simply being able to use various languages. It is about recognising the value of what is said whether the idea is expressed in Afrikaans, English, isiXhosa, or South African Sign Language. It speaks to our diversity as a nation and makes it possible to connect in ways we could not otherwise. Multilingualism is also a mindset."

The contributions were short and punchy, keeping the online attendees engaged, and the 11 breakaway sessions after each panel discussion provided opportunity for attendees to conduct lively, positive

discussions and to share their perspectives. Just over 120 staff members and students from all faculties and the PASS environment registered for the event, and right up to the end, at least 100 attendees were present in the meeting. The organisers aimed to model how language played out on a day-to-day basis on campus. Afrikaans and isiXhosa interpreting were available in separate channels for the plenary sessions, and in breakaways, participants could make use of translanguaging or other options. SASL interpreting was available in the plenary sessions.

Participants agreed that a new kind of intentionality was required to make multilingualism part of the fabric of all the various spaces at SU, from teaching and learning to living spaces. It was clear that all the aspects of multilingualism needed to be recognised – individual, institutional and societal multilingualism. All involved were willing to work together to realise this, to invoke multilingualism as an attitude, and there was strong support for the recommendation that multilingualism be made more visible as part of graduate attributes in the new SU Teaching and Learning Strategy.

## 2.5    Staff development and equality

### 2.5.1.    Advancing staff recruitment practices that support diversity targets

#### 2.5.1.1. Revised Employment Equity Plan
The Rectorate adopted a new Employment Equity Plan (EEP) for the next five years, from 1 October 2020 until 30 September 2025. The revised plan confirms that EE is not just a mere external compliance prescript but is rather a manifestation of our shared belief that staff diversity is one of the key prerequisites for the future success of the University.

The most significant amendment to the revised EEP is the intensified focus on the setting of simultaneously aspirational and realistic targets to accelerate the process of attracting staff from designated groups. The EE target for black, coloured and Indian staff, that is, academic and PASS together, is set at 55% by 2025 (modulation on gender should be done on the different post levels, specifically at senior levels for a 50/50 ratio). The EE targets for persons with disabilities is set at 2% across all job levels. The Rectorate emphasised the importance of aligning the various environments' EEPs to the institutional EEP to achieve the target by 2025.

#### 2.5.1.2. Role of employment equity representatives
The Employment Equity Office prioritised the strengthening of the role of EE representatives in the appointment processes. As from 1 September 2021, EE representatives are required to complete an independent report as a complementary report to the standard recommendation report for appointments. The Employment Equity Office conducted workshops during late May and October 2021 for line managers, human resources practitioners and EE representatives to ensure that all stakeholders understood their roles in the EE processes of the University. All environments are now required to ensure that EE representatives serve on appointment committees and panels.

#### 2.5.1.3. Revised recommendation report for appointment
A revised recommendation report for appointments was introduced to assist environments to capture the information required to enable the monitoring and evaluation of appointments in line with the Code for Employment Equity and Diversity.

#### 2.5.1.4. Monitoring and evaluation mechanism for employment equity
Monitoring and evaluation mechanisms will be implemented to track progress regarding the achievement of targets by environments. The Employment Equity Office will submit two reports annually to the Rectorate, the Appointments Committee of Senate, the Employment Equity Advisory Committee

and the ITC about progress with achieving targets in all university environments. Environments are required to submit revised EE plans to the Employment Equity Office.

Through the EEP, shifts in staff diversity are closely monitored to ensure optimal diversity in all appointments and promotions. The Department of Labour and the University's Employment Equity Committee continually monitor progress regarding the implementation of the EEP.

### 2.5.1.5. New Generation of Academics Programme (nGAP) at SU: Phases 1 – 7

Stellenbosch University currently holds 20 nGAP positions, across all faculties with the exception of the Faculties of Theology and Military Sciences. For phases 1-7, SU successfully recruited and employed 20 nGAP scholars on Junior Lecturer, Lecturer and Senior Lecturer levels. Of the 13 female nGAP scholars, 2 hold a PhD and the remaining 11 embarked on further postgraduate studies on PhD level. Table 7 illustrates the diversity profile of the 20 nGAP positions.

*Table 7 : Diversity profile of nGAP positions*

| Gender | African | Coloured |
|--------|---------|----------|
| Female | 4 | 9 |
| Male | 5 | 2 |
| **Total** | **9** | **11** |

Since 2018, the HRD collaborated with the Division for Research Development on the nGAP mentoring programme. nGAP scholars have successfully enrolled for the mentor/mentee programme and the programme has been successful thus far.

### 2.5.1.4. Future Professor's Programme

The Future Professors Programme (Phase 01), hosted at Stellenbosch University, is a national, collaborative programme aimed at developing qualities of academic excellence and leadership among a select pool of academic staff and so contributing to the transformation of the future South African professoriate. The benefit of such a national programme – in partnership with existing initiatives – is the acceleration and systematic development of a next generation South African professoriate with strong cross disciplinary, inter-university peer networks in and outside the programme. The FPP's benchmark exercise produced by external expert review offered an evaluation of the programme, which in turn was weighed as follows by the FPP's Advisory Board: "This exercise is only one aspect of a range of interventions that the FPP makes and of necessity it cannot tell us everything about the programme, but the detailed guidance that flows from just this one intervention shows … the absolute necessity of a programme such as this for the health of the South African university system as a whole."

The panel evaluated the 60 candidates on the programme and indicated the selection of the cohorts as "well-balanced", while cautioning "time and patience" and "long term institutional commitment" to accomplish an outstanding future cadre of Black scholars.

Based on selection criteria of quality, excellence and representivity, the FPP (Phase 01) represents a transformed future South African professoriate with disciplinary representation especially strong in chemistry, biochemistry and chemical engineering. Physics and the health sciences are also strongly represented. The Humanities and Social Sciences, while yielding very strong candidates, are less well represented and sounds a cautionary note to where more work needs to be done in strengthening the future professoriate.

Demographic distribution of the current fellows is 47 % black females, 43 % black males, 7 % white females and 3% white males. The average fellow on the programme is black, female, aged 34-36 years old and holds the position of senior lecturer at her institution. She has a Y2 NRF rating, indicating recognition of her disciplinary standing by a representative sampling of her peers.

The SU fellows received individual targets commensurate to their particular discipline and life stage and taking into account the particular challenges faced by the COVID pandemic.

**Table 8 : Individual targets received by SU fellows**

| Name | Field | Position | Gender | Race | NRF Rating |
|---|---|---|---|---|---|
| Dr Rehana Malgas-Enus | Chemistry | Senior Lecturer | F | B | |
| Dr Tongai Maponga | Medical Virology | Lecturer | M | B | |
| Dr Lungiswa Nkonki | Health Economics | Senior Lecturer | F | B | Y2. 2021: Applied for rerating |
| Dr Uhuru Phalafala | English | Lecturer | F | B | 2021: prepared application for NRF rating |
| Dr Margreth Tadie | Chemical Engineering | 2021: Promoted from lecturer to senior lecturer. | F | B | |

### 2.5.2. Code for Employment Equity and Diversity

The Code for Employment Equity and Diversity remains one of the critical tools for addressing the barriers identified in the EEP. The code has been revised to strengthen the process of eliminating barriers to diversity and to provide more guidelines regarding disability inclusion. Some of the highlights of the code include the explicit formulation of advertisements. All adverts must contain a brief statement regarding the University's Employment Equity Policy. One of the following formulations may be used:

- The University is committed to EE. Appointments will be made in line with the EEP for the specific environment as well as SU's institutional EEP.
- The University is committed to EE. In accordance with SU's institutional EEP and that for the specific environment, only South African citizens from designated groups will be considered for appointment.
- The University is committed to EE. In accordance with SU's institutional EEP and the EEP for the specific environment, South African candidates from designated groups will receive preference over foreign nationals where EE targets are a factor. Where EE is not a factor, South African candidates will receive preference over foreign nationals.

### 2.5.3. Mentoring services for staff

Mentoring services are provided, and training for both mentors and mentees is available. Mentorship is also a formal stipulation of the nGAP (New Generation of Academics Programme), with the University complying fully with this stipulation.

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

- Developing a recruitment and succession plan for women in academia with a view to their holding and attaining leadership positions.
- Developing conscious career strategies for women in nonacademic or support service positions.
- Positioning SU women's wellness in the workplace as a strategic priority to enhance performance and excellence.

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

### 2.5.4. Monitoring progress in faculties and professional and administrative support service environments that support diversity targets

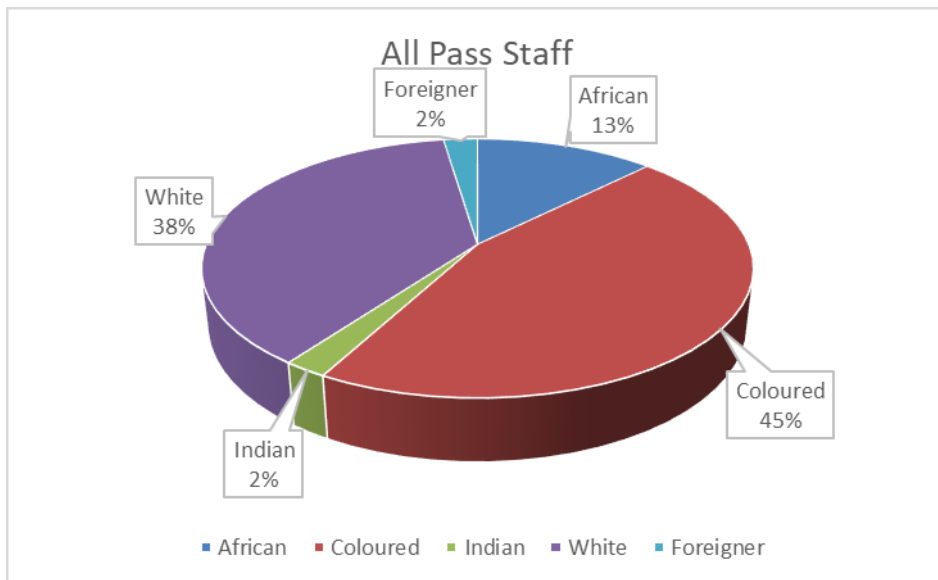Faculty and PASS environment EE plans allow for direct monitoring. The demographic profile of SU was compiled taking into consideration both permanent and fixed-term employees. The following figures illustrate the current staff profile of SU:
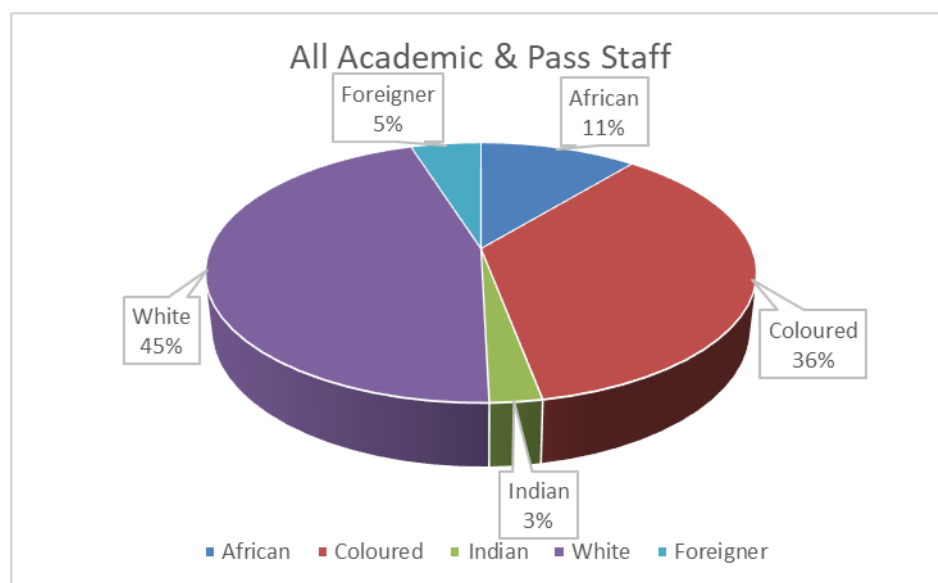


*Figure 8: Staff profile*
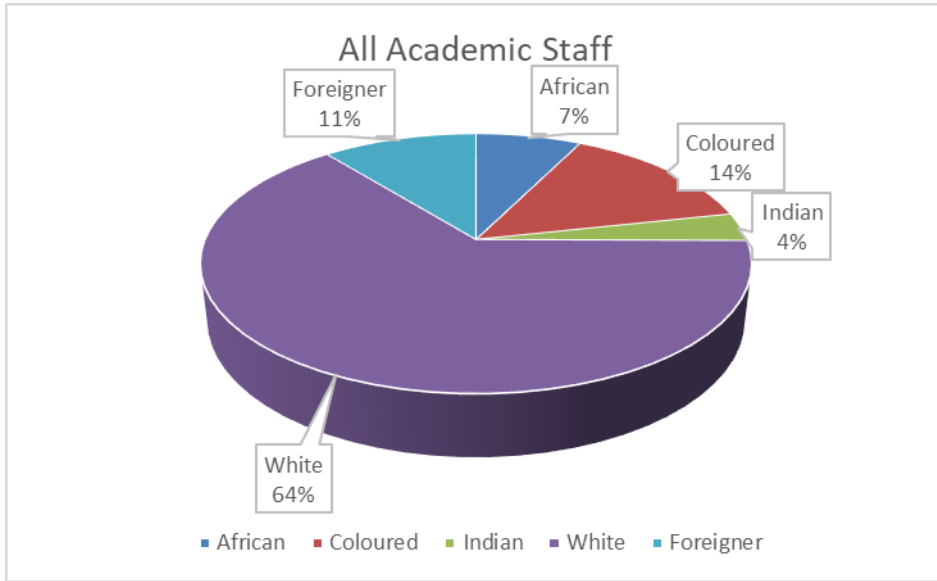
*Figure 9: Academic staff profile*



*Figure 10: PASS staff profile*
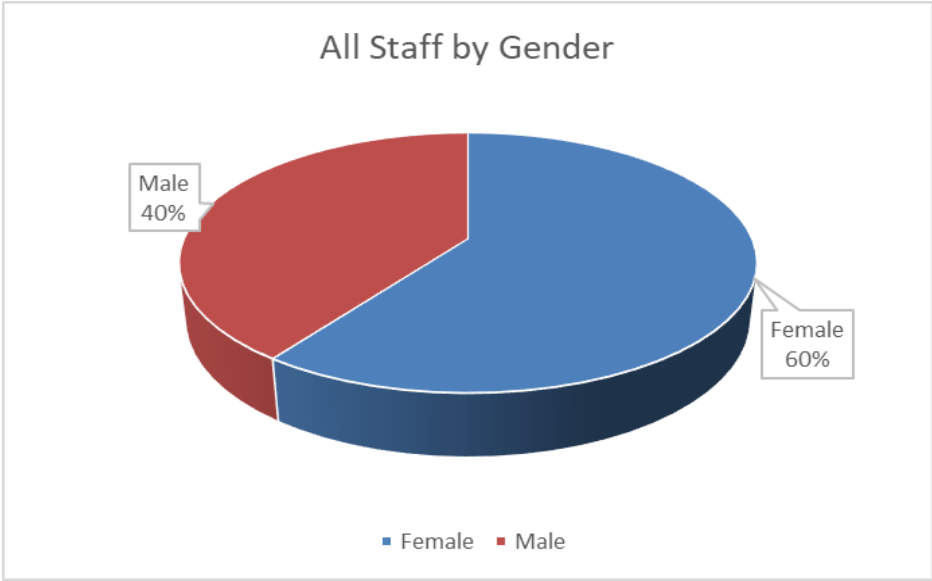
*Figure 11: Staff by gender*
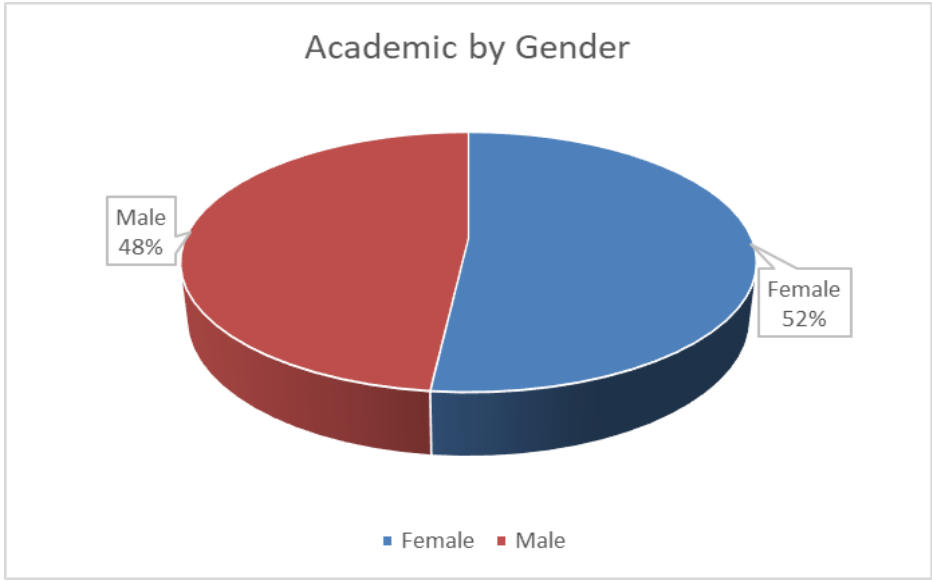


*Figure 12: Academic staff by gender*
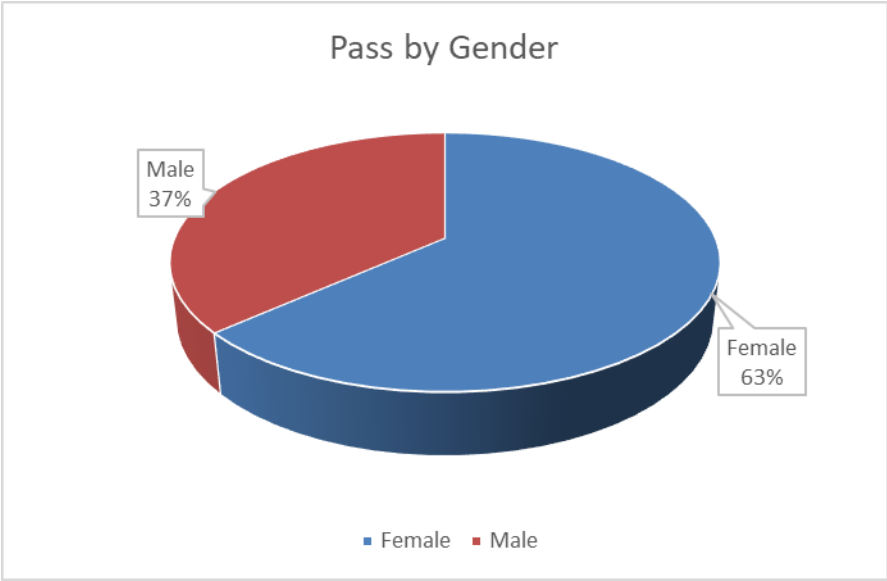
*Figure 13: PASS staff by gender*



*Figure 14: Senior positions by job level*

*Figure 15: Academic positions by job level*



*Figure 16: PASS staff by job level*

**All Senior Position by Gender (1-6)**

Female 40%

Male 60%

■ Female ■ Male

*Figure 17: Senior positions by gender*



**All Academic by Gender (1-6)**

Female 38%

Male 62%

■ Female ■ Male
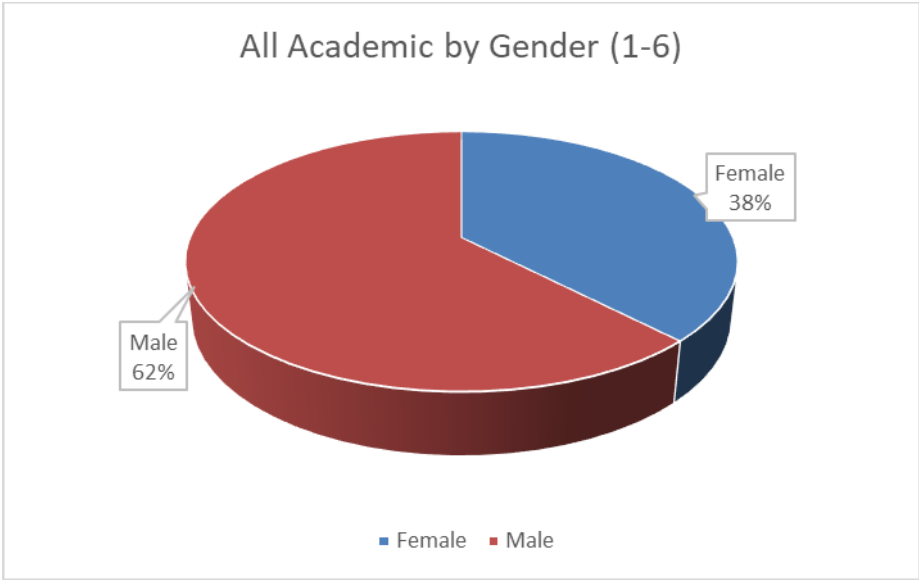
*Figure 18: Academic staff by gender*

*Figure 19: PASS staff by gender*

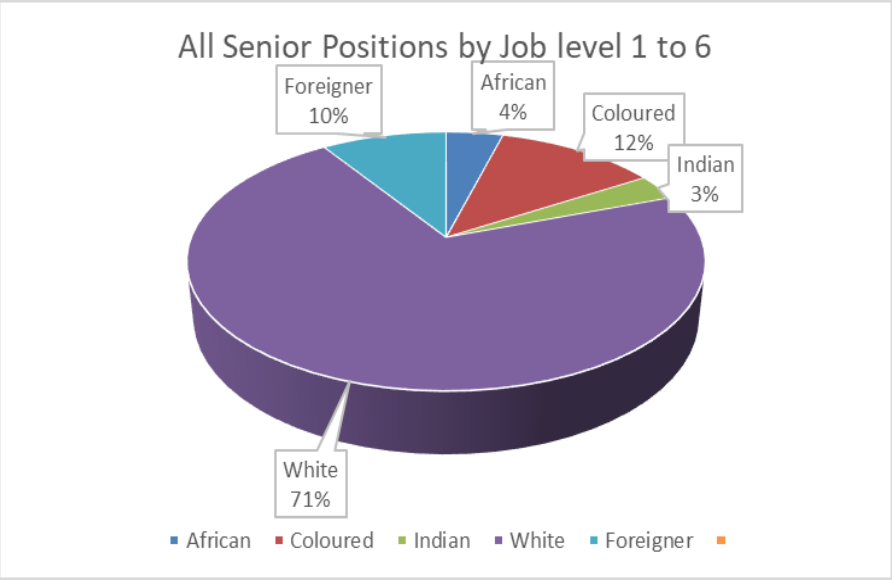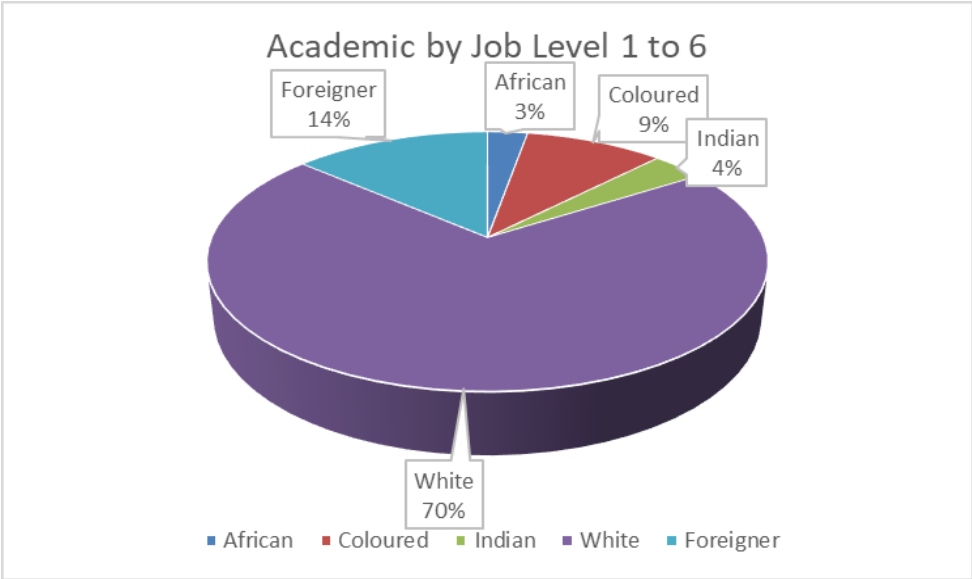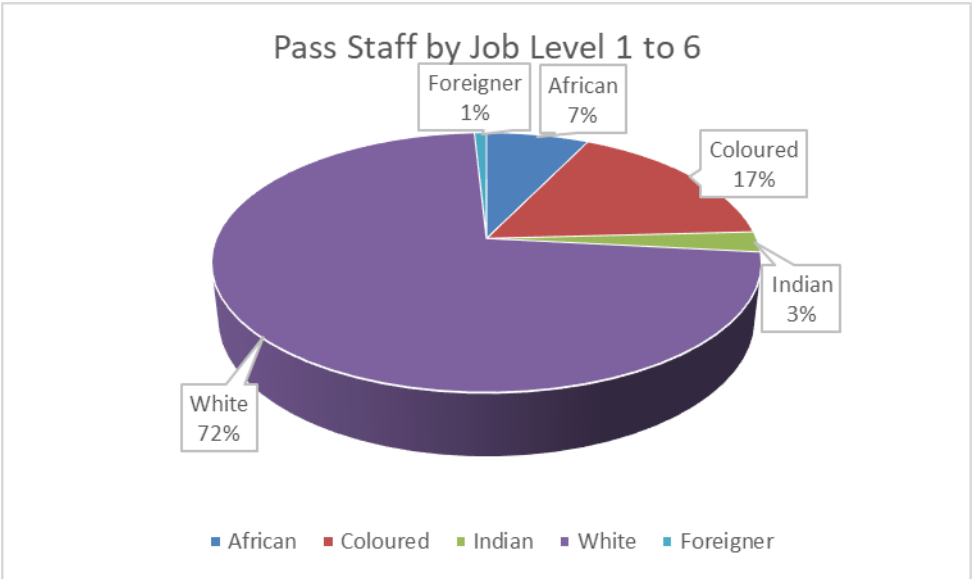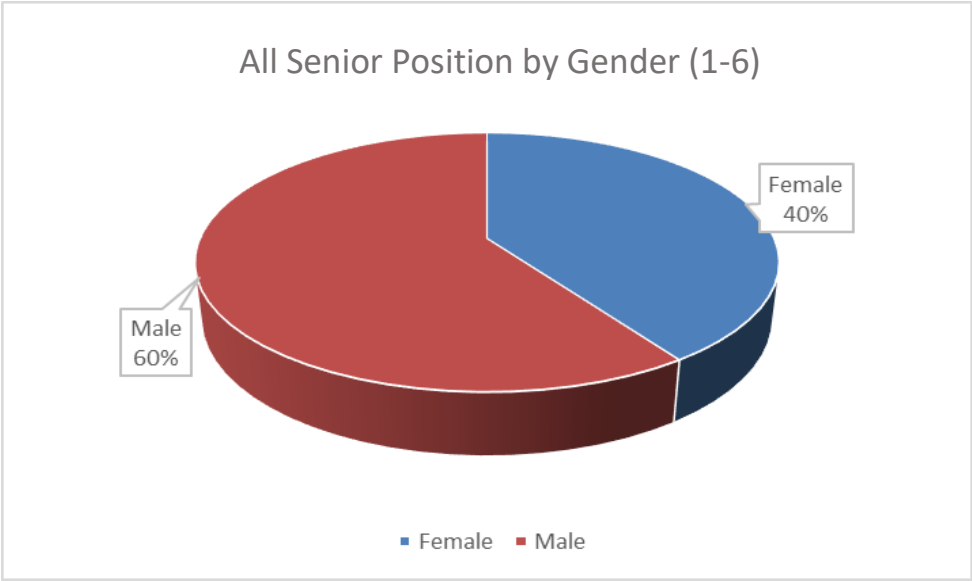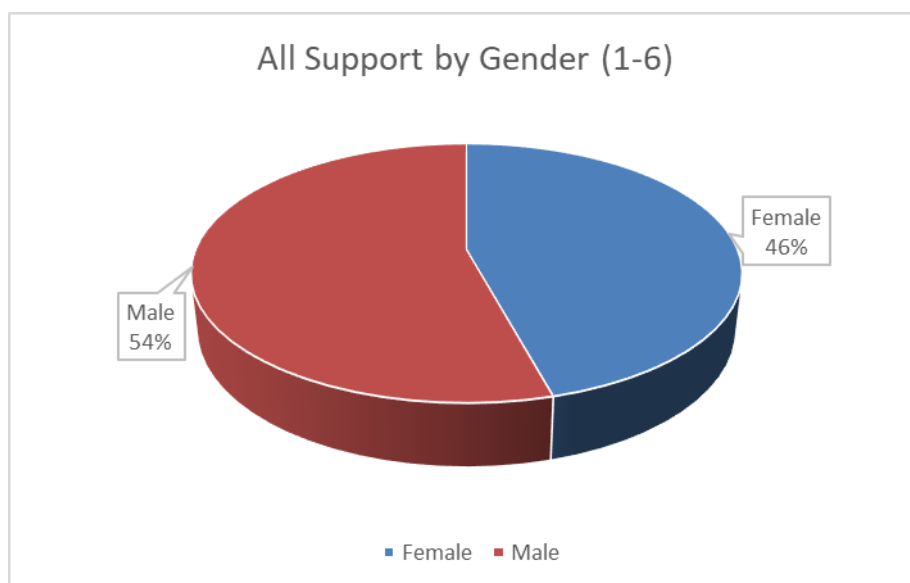| Position | Grade | Black African | Coloured | Indian | White | Foreigner | Total |
|---|---|---|---|---|---|---|---|
| Rector and Vice-Chancellor | 1 | | | | 1 | | 1 |
| Vice-Rector and Chief Operating Officer | 2 | | 1 | 1 | 3 | | 5 |
| Academic Deans, chief directors and registrar | 3 | 3 | 3 | | 10 | | 16 |
| Senior directors and distinguished professors | 4 | 1 | 4 | 1 | 12 | | 18 |
| Directors and full professors | 5 | 11 | 29 | 13 | 245 | 48 | 346 |
| Associate Professors | 6 | 15 | 48 | 8 | 233 | 18 | 322 |
| **Total** | | **30** | **85** | **23** | **504** | **66** | **708** |

*Figure 20: Senior positions by race*

### 2.5.5. Engaging annually with faculties and professional and administrative support service environments regarding equity and inclusion

The Vice-Rector: Social Impact, Transformation and Personnel, the Chief Director: Human Resources and the Director: Employment Equity undertake annual site visits to all environments (both faculties and PASS environments). The purpose of these site visits is to reorient environments regarding the diversity imperatives of SU.

In 2021, EE discussions focused on the need to articulate initiatives to accelerate diversity, remove barriers to diversity and set targets that are aspirational, realistic and contextual at Job Level 9 and above in environmental EE plans. Environments were requested to revise their EE plans and to submit them to the Director: Employment Equity. Inputs into environmental plans will be used continuously to compile revised EE targets resubmitted to the Department of Labour. A final report will be compiled and submitted to Council as soon as all environmental EE plans have been analysed.

Although SU has increased diversity in its staff profile, the process is relatively slow, specifically in academic environments. Barriers identified will be dealt with in the coming years to support environments in increasing staff diversity. Funding will remain one of the more significant challenges.

This, together with a slowly changing institutional culture, hinders a steady improvement in the staff diversity profile of SU. This will have to be further investigated by appropriate SU environments and stakeholders.

### 2.5.6. Transformation Plan for student enrolment

*Recruitment and admission of a diverse student body according to the revised admission policy*

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

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

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

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

The number of newcomer first-year (NF) enrolments by population group and their distribution at final registration – from 2017 to 2021 – is graphically depicted in Figure 21 and Figure 22 below.
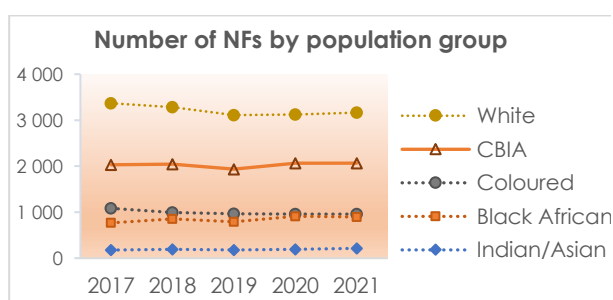


*Figure 21: Number of NF enrolments by population group, 2017–2021*
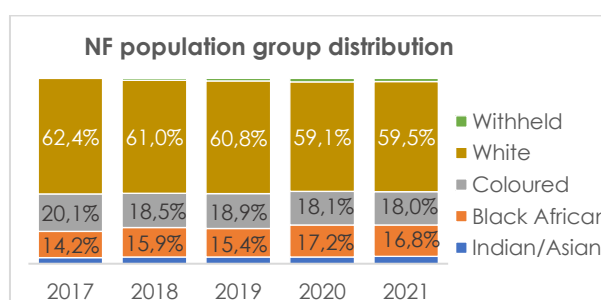


*Figure 22: NF distribution by population group, 2017–2021*

When 2021 NF enrolments are compared with 2020, the key trends are as follows:

- The black NF enrolments declined by 1.9% from 2020 to 2021, after a sharp increase from 2019 to 2020.
- The coloured NF enrolments remained unchanged.
- The Indian/Asian NF enrolments increased by 11.5% from 192 to 214.
- The white NF enrolments increased by 1.3%.

- The percentage coloured, black, Indian and Asian NF enrolments dropped marginally from 39.0% to 38.8%.

Figure 23 shows the number of NF enrolments by gender for 2017 to 2021. Figure 24 illustrates the NF distribution by gender.
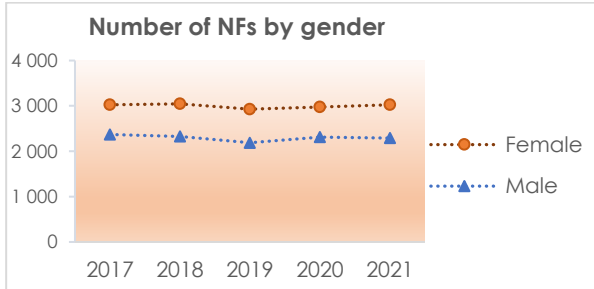


***Figure 23: Number of NF enrolments by gender, 2017–2021***
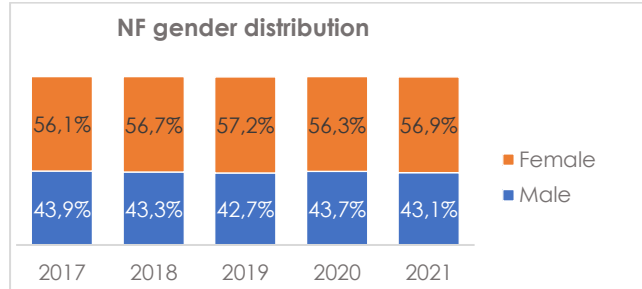


***Figure 24: NF distribution by gender, 2017–2021***

When 2021 enrolments are compared with 2020, the key trends are as follows:
- The number of female NF enrolments increased by 1.7%, but the male NF enrolments decreased by 0.8%. This trend, however, differed among population groups.
- As a result, the percentage female NF enrolments increased by 0.6 percentage points from 56.3% in 2020 to 56.9% in 2021.

The following figures illustrate enrolments according to gender and race from 2012 to 2021 for all undergraduate and postgraduate applicants:

*Figure 25: Enrolments by gender and race*

### 2.5.7. Student accommodation

*Placement of students according to the revised residence placement policy*

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

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

The June 2021 statistics in the figure below include housing on the Stellenbosch and Tygerberg campuses, undergraduate and senior residences, and student houses. They exclude private accredited housing. Of all students at SU, 24% are in university housing, which is equal to 35% of undergraduate students.

## Student housing profile

**Gender**

Non-binary 12 0.2%
Male 3 438 44.3%
Female 4 313 55.6%

**Race**

Withheld 87 1%
Black African 2 169 28%
Coloured 1 788 23%
White 3 451 45%
Indian / Asian 268 3%

June 2021 Statistics:
- Includes housing on Stellenbosch and Tygerberg campuses;
- Junior and senior residences as well as student houses;
- Excludes private accredited housing
- 24% of all students in University housing and 35% of undergraduate students

*Figure 26: Student housing profile*

Applications for accreditation of off-campus private accommodation are accredited against a set of criteria. The accreditation process ensures that standards of living, especially for National Student Financial Aid Scheme (NSFAS) students, are guaranteed.

There are three accreditation categories:

- NSFAS accreditation (four beds or more, within 3 km from campus, within NSFAS fee caps and meeting additional NSFAS criteria).
- NSFAS single accommodation accreditation (three beds or fewer, within 3 km from campus, within NSFAS fee caps and meeting additional NSFAS criteria).
- SU accreditation (four beds or more and meeting SU accreditation criteria).

## 2.6. Curriculum renewal

### 2.6.1. Expanding teaching and learning colloquia on curriculum renewal

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

The Centre for Teaching and Learning has run a successful programme of monthly lunchtime seminars, referred to as Auxins (from the Greek word *auxano*, which means 'to grow'). These seminars create

opportunities for academics to examine and deepen their knowledge in teaching and learning at SU. The seminars play a key role in linking educational theory with teaching practice.

### 2.6.2. Implementing Critical Pedagogy and Academic Transformation Leadership Awards

The Critical Pedagogy and Academic Transformation Leadership Awards have not yet been implemented. Implementation could be brought about as a joint initiative between the Transformation Office and the Division for Teaching and Learning Enhancement.

### 2.6.3. Promoting the Academic Citizen in Africa Programme (cocurricular activities)

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

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

## 2.7. Student support

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

SU respects the religious beliefs and cultures of all staff and students. The development and implementation of non-discriminatory standards and practices for examinations is work in progress. A preamble has been inserted in the 2022 Almanac to ensure that the scheduling of assessments is done in a non-discriminatory manner.

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

See Sections 2.3.14 and 2.3.16 on the Welcoming Programme, the Mentor Programme and the ResEd Programme.

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

In 2018, SU approved a new Strategic Framework and core goals based on Vision 2020. The Transformation Plan itself will be aligned to the new SU Vision over the next 12 months.

As part of this process, numerous working groups are currently developing indicators for each of the following strategic themes:
• A transformative student experience.
• Networked and collaborative teaching and learning.
• Research for impact.
• Purposeful partnerships and inclusive networks.
• SU, the employer of choice.
• A thriving SU.

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

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

## 2.8. Disabilities

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

SU has a Universal Access Policy that allows for the implementation, coordination and monitoring of universal access for students and staff members with disabilities on all SU campuses. Given the nature and intended outcomes of the policy, it is jointly curated by the Vice-Rector: Learning and Teaching and the Vice-Rector: Social Impact, Transformation and Personnel. The Division of Facilities Management and the DSAf implement this policy jointly. For more details on the policy provisions, see here.

### 2.8.2. Integrating universal access and social inclusion

Admin A, which is currently the primary student service facility on campus, is seen as the front door of SU when students and parents receive support from the various student service environments accommodated within the building.

Over the past years, there were many ad hoc extensions and building works in Admin A, which resulted in the building's consisting of different floor levels. The different floor levels make access to the building and student service departments within the building difficult, especially for people with disabilities. The different levels and fragmented historic additions to the building also have a negative impact on the configuration and compliance of spaces that serve students and parents.

A preliminary investigation has been conducted into the scope of a project that focuses on a friendlier and student-orientated environment, which includes the following:
- Make the building statutory and legally compliant.
- Create more effective security throughout the building.
- Improve access.
- Rationalise circulation.
- Work only in the public/shared areas of the building.
- Cause minimal disruption to service delivery.

It is proposed that funding for the project should be prioritised so that planning can start during 2022 and construction can begin in 2023 on condition that all statutory requirements are met.

### 2.8.3. Pedestrian-friendly, accessible and safe campus (nonmotorised transport)

The highest priority projects were identified on the Campus Master Plan. Cost estimates have been obtained for the individual projects.

- The walkway and nonmotorised transport (NMT) route between the Van der Sterr and Schuman buildings, including the Bosman Street pedestrian crossing, has been completed and is in use.

- The master planning for Van der Bijl Street, which forms an important pedestrian link between the northern and central campus, is in process. This pedestrian link is an important link considering the future planning of two new residences on the northern campus as well as other building mass and activities that are being increased on the northern campus.

- The first phase (Marais Street to Bosman Street) to upgrade the Victoria Street NMT route to an international standard is completed. The landscaping of the route is in progress.

- The master planning for the second phase (Bosman Street to Ryneveld Street) to upgrade the Victoria Street NMT route to an international standard equivalent to the first phase will be completed by the end of 2021. A complete topographical survey of all services in the area has been completed. During this project, all infrastructure services that have deteriorated over time will also be upgraded. This reduces disruption for users and is more cost-effective by preventing doing excavations again at a later stage. Construction of this final phase for the Victoria Street NMT route will start during the first quarter of 2022.



*Figure 27: The first completed phase*
*(Marais Street to Bosman Street) to upgrade the Victoria Street NMT route to an international standard.*

The following are in construction or being planned for 2021/2022:

- Fully accessible NMT route on the primary east-to-west circulation route on Stellenbosch campus.

- New universally accessible Institute for Sport and Exercise Medicine.

- In collaboration with the Disability Office, the further roll-out of minor works about ramps and accessibility on all campuses.

- Prioritising requests related to universal access with funding models and execution plans to enhance implementation.

- New lift in the Faculty of Law.

- Finalised concept planning for Admin A – one-stop service for students.

- Construction of the final phase for the Victoria Street NMT route – primary east/west link.

### 2.8.4. Expanding and strengthening the work of the Disability Unit

The Disability Unit held a hybrid welcoming session for first-years at the beginning of 2021. This was apart from individual virtual calls made with new students on request. The unit also had useful disability-related information, such as additional videos, on its website at www.sun.ac.za/cscd.

Students who noted a disability on application to SU amounted to 607 students, which is about 1.85% of the student population. See the breakdown of disabled students at SU in Table 6 below:

*Table 9: Disability description of enrolled students*

| | |
|---|---|
| Blindness | 13 |
| Cerebral paralysis | 1 |
| Chronic health impairment | 42 |
| Deafness | 21 |
| Diagnosed mental health disorder | 121 |
| Diagnosed reading disorder | 30 |
| Diagnosed writing disorder | 11 |
| Mobility or orthopaedic disability | 41 |
| Neurological disability | 53 |
| Other disability or condition | 34 |
| Other hearing disability | 142 |
| Other visual disability | 85 |
| Speech disorder | 13 |
| **TOTAL** | **607** |

### 2.8.4.1. Open Day 2021

A virtual Open Day for prospective students was organised using podcasts and videos that had been developed by two students and the head of the Disability Unit. Prospective students were provided with sufficient information to contact relevant staff members.

### 2.8.4.2. Casual Day 2021

The event was celebrated on 3 September 2021 under the theme Courage and Kindness. The theme was relevant to the challenging times of navigating life spaces amidst the COVID-19 pandemic with reference to poor people and persons living with disabilities. Micro-kindnesses surpassed micro-aggressions for many. Stickers were sold at R20 each and part of the proceeds from the SU sticker sales went towards the Stellenbosch Work Centre, which had indicated a need for curtains. The money that SU had budgeted for Casual Day initiatives went towards the purchase of the curtains, seeing that no gatherings were permitted to celebrate Casual Day as we usually do. The Stellenbosch Work Centre was very grateful for this act of kindness.

### 2.8.4.3. Disability Indaba

On 1 September 2021, the SRC in collaboration with the Disability Unit hosted a Disability Indaba, the first of its kind in this format at SU. Staff and students took part in the courageous conversations about disability and included persons with disabilities. It is envisaged that the Disability Indaba will become an annual event.

### 2.8.4.4. Residence life and campus review (universal access)

A review of campus climate with reference to universal access was commissioned by the Senior Director: DSAf. A broad approach was adopted whereby staff and students were engaged in utilising universal access as defined in the Disability Access Policy of 2018. The gaps identified included the continued lack of physical access in some areas on campus. This is compounded by the environments' not being fully aware of the meaning of inclusion and how students are being excluded in those spaces. Some students still feel excluded with reference to race, gender and disability. There is a need for more training for staff and students to address the gaps identified in this review.

### 2.8.5. Peer-to-peer facilitation

A peer-to-peer facilitation programme is being piloted with a view to supporting students with disabilities but also with a universal access objective. This means that students who would like to be part of a programme that looks at disability, culture, language, race, gender and other intersectionalities will be free to join such a peer-to-peer support group. This programme is entering its pilot phase at this stage and will take place midway through 2022, once the pilot is completed.

### 2.8.6. Sign Language for beginners

The Disability Unit had four SASL for beginners offerings for the year that were held online via MS Teams. Students from both the Stellenbosch and Tygerberg campuses attended the sessions.

### 2.8.7. Paralympians

A campaign was launched with the 2020/2021 Paralympics in Tokyo that highlighted the large numbers of people with disabilities throughout the world. This campaign is called #WeThe15. The main aim is to highlight the fact that an estimated 15% of people worldwide have a disability (estimated 1.2 billion people). The campaign will run for 10 years and is aimed at the inclusion of people with disabilities in sport, human rights, policy, communications, business, arts and entertainment.

Some students from the Maties Parasport Club participated in the 2020 Paralympic games in Tokyo. Dyan Buis (left) participated in the men's 100 m (T38 classification) and men's 400 m and came 5th. He also participated in the men's long jump and came 10th. Anika Pretorius (middle) participated in the women's 100 m sprint and came 5th. Kerwin Noemdo (right) broke the African record in the shot put (F46 classification), with a throwing distance of 15.65 m.



*Figure 28: Maties Parasport Club in Tokyo*

## 2.9. Complaints

### 2.9.1. Strengthening and advancing the work of the Equality Unit

Unfair Discrimination and Harassment policy and HIV/AIDS policy integration and review: The process to incorporate and review the policy on Unfair Discrimination and Harassment and the policy on HIV/AIDS was initiated in 2021 and is currently underway. A task team was established to integrate and strengthen the two policies, which will include GBV as a key focal point.

Constitutions and Disciplinary Code Task Team: The Constitutions and Disciplinary Code Task Team, which includes two EqU staff members, concluded its work and submitted its report to the Senior Director: Student Affairs. The terms of reference for the task team are to align the communities' constitutions and to develop a template to be used across communities while also aligning their constitutions. The task team fulfilled all the requirements ascribed to it.

Anti-GBV institutional strategy: The review of the institutional anti-GBV strategy got underway in 2021. The strategy will provide clear guidelines on the institution's approach; SU's implementation plan, which includes reporting, training, awareness and advocacy; and monitoring and evaluation. An Anti-GBV Monitoring Committee was established to replace the Rape Culture Committee. The mandate of the committee is to examine and execute ways to expand and strengthen the University's response to GBV.

Workplace boundaries: An online series on staff wellness was conducted with one session focusing on the miscommunication and misinterpretation of messaging across cultures, age and genders. During this session, boundaries in the workplace were unpacked with reference to communication across ages and culture, and the misinterpretation of language and subtext. The facilitators explained the effects of subtle messaging on one's mental health, the unconscious use of flirtatious language and how emojis can be misinterpreted.

Unconscious bias in the workplace: The EqU facilitated a session on unconscious bias and gender at work that formed part of Human Resources' EE training. The outcome of the session was to encourage staff to reflect on unconscious bias and their engagements with others, and to evaluate whether the workplace was inclusive. The session explored unconscious bias in the workplace and how unconscious bias influences how we engage with others. It also provided practical ways to disrupt unconscious patterns and introduced existing frameworks to assess holistic inclusive practices to attain gender equality.

Campaigns: The annual STI/Condom Week campaign took place at Tygerberg campus over four days. The campaign was carried out in partnership with Higher Health and Sonke Gender Justice. Students were screened for high blood pressure, high blood sugar, syphilis, HIV and tuberculosis. Free condoms, lube, pregnancy kits and information pamphlets were distributed to students.

The EqU, in partnership with the DSAf at Tygerberg campus, embarked on an ambitious campaign to highlight cyberbullying. The aim of the campaign was to create awareness and to highlight accountability and responsibility among student users of online platforms. The campaign included an online presentation on Cyberbullying and the Law by social media law expert Emma Sadlier. The campaign had a total online reach of 172 871.

The EqU partnered with the Uyinene Mrwetyana Foundation to raise awareness around the foundation's Post Office to Parliament (P2P) campaign. The campaign focussed on sexual abuse and GBV and through the initiative aimed to create a platform for individuals to write down and submit, either digitally or via a physical postcard, their detailed experiences of and reflections on GBV. The postcards formed part of a petition that the foundation submitted to Parliament's Portfolio Committee on Women, Youth and Persons with Disabilities and the Portfolio Committee on Justice and Correctional Services to ensure that a National Council on Gender-Based Violence and Femicide is established in line with the commitments outlined in the National Strategic Plan on GBV and Femicide.

Staff overview: The EqU appointed two new staff members in the 2021 financial year. Dr Jill Ryan filled the position of gender nonviolence coordinator, and Werner van Kerwel completed the staff complement in the newly created position of case investigations support officer. The unit bade farewell to Kaylon Weppelman, who had occupied the position of HIV and sexualities coordinator.

There were several highlights for the EqU in 2021:

- The HIV portfolio was awarded a R500 000 grant from Higher Health. The funding will inform the EqU's work in the following areas: HIV, sexually transmitted infections, GBV, LGBTQIA+, disabilities, substance abuse, mental health and COVID-19.
- Collaborating with internal and external partners has become increasingly important to the work of the EqU for better services to the community of SU. In 2021, the EqU solidified its partnership with Sonke Gender Justice, Higher Health and Gender Dynamix and strengthened internal partnerships with Human Resources, the Transformation Office and the DSAf, among many.
- The EqU was invited to partner in the launch of the Campus Rape Culture online exhibition and website. The website and exhibition were the brainchild of researchers at the Unit for Religion and Development Research who collaborated with five female SU research students. These students examined the campus rape culture through the lens of the woman student and used photography and voice notes to document and understand the experiences of women on campus.

### 2.9.2.  Statistics regarding complaints

*Table 10: Complaints (2016–2021)*

| Type of complaint | 2016 | 2017 | 2018 | 2019 | 2020 | Completed | 2021 | Completed |
|---|---|---|---|---|---|---|---|---|
| Sexual harassment | 17 | 6 | 19 | 21 | 7 | 5 | 9 | 8 |
| Harassment | 13 | 13 | 4 | 11 | 3 | 3 | 4 | 4 |
| Discrimination | 3 | 16 | 13 | 3 | 7 | 5 | 2 | 2 |
| Victimisation | 13 | 5 | 3 | 4 | 0 | 0 | 0 | 0 |
| Sexism | 2 | 3 | 1 | 1 | 0 | 0 | 0 | 0 |
| Transphobia | 1 | 1 | 0 | 2 | 1 | 1 | 0 | 0 |
| Assault | 2 | 6 | 1 | 1 | 2 | 2 | 2 | 2 |

- Completed means = the cases have reached an outcome or finality in terms of the university processes.
- Where the cases do not reflect as completed, the complainant had decided not to pursue the case further.

### 2.9.3.  Advancing security practices aligned with human rights and dignity

With the experience gained via the engagement with student-led movements such as #OpenStellenbosch, #FeesMustFall and #EndInsourcing, several SU departments took hands to develop an institutional protocol for protests. This protocol serves as the guiding principles for the management

of protest. The protocol was approved by SU on 15 November 2017. SU and especially the departments involved with managing protest on campus follow and apply this protocol throughout.

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

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

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

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

The rules for the Ombud were revised in 2017, in collaboration with the incumbent and other relevant parties in the University.

### 2.9.5. Procuring sustainable sourcing (not currently a formal indicator)

After the 2015 labour unrest on campus, SU decided that both the interests of the affected employees of external service providers and the interests of SU would be best served via a system and process of sustainable sourcing instead of a continued approach of blanket insourcing or outsourcing. Sustainable sourcing conducted transparently considers the input of various stakeholders and decides on the optimal sustainable solution for the provision of essential noncore services to SU. Upon expiry of noncore service contracts (such as cleaning, catering, gardening, landscaping and security) or when a need for a service is identified, SU follows the process of sustainable sourcing to assist in the decision-making process either to appoint a preferred external service provider or to insource a particular service.

The sustainable sourcing process should satisfy the following principles:

- Human dignity: In the case of external service providers, such service providers should have a good record of ensuring the human dignity of all their employees. The same applies in the case where such services are provided directly by SU. The human dignity of all employees is non-negotiable.
- Sustainability of the University: The sustainability of the University's core business, its academic project, should not be compromised by unsound sourcing decisions.
- Financial feasibility: Decisions on sustainable sourcing should be financially feasible.
- Mutual best benefit: Decisions on sustainable sourcing should be to the mutual benefit of the affected employees, the University and business owners.
- Working conditions: Irrespective of the specific mode of sustainable sourcing, the working conditions of all employees should be governed by a code of conduct to which all service providers (including the University) should comply.

- Governance: All decisions and actions pertaining to sustainable sourcing should fulfil the principles of good governance as per recommendations from the King IV Report on Corporate Governance for South Africa 2016.
- Transparency and confidentiality: Sustainable sourcing should be conducted openly and transparently without the legal confidentiality requirements of service providers being breached.
- Input from stakeholders: The process of sustainable sourcing should provide for the input of stakeholders in an appropriate manner.

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

## 2.10. Collaboration

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

The Transformation Office ensures SU's regular representation at Transformation Managers Forum meetings, regional gatherings and colloquia. SU's Transformation Office is a partner in a project with Nelson Mandela University and the Central University of Technology to develop the Online Resource for Higher Education Transformation.

The Transformation Managers Forum hosted a series of seminars towards Developing a Critical Praxis of Transformation in South African Higher Education. The Transformation Office hosted the third instalment of the seminar series under the theme Bringing a Feminist Intersectional Lens to Transformation in Higher Education. Papers presented were as follows:
- Jaco Brink presented a paper titled Practitioner's Perspectives on a National South African Higher Education Institution Policy Framework Mitigating Gender-based Violence at a South African University: Governance, Implementation Challenges and Opportunities.
- Brightness Mangolothi presented a paper titled Workplace Bullying and its Implications for Gender Transformation in the South African Higher Education Sector: An Intersectional Perspective.
- Prof Ronelle Carolissen and Prof Nadine Bowers du Toit presented a paper titled Transformation of Community-based Research in Higher Education: A Decolonial Feminist Revisiting of the ''Coloured Women'' Article.

The papers will be published in the special edition of the *International Journal of Critical Diversity Studies*, and Dr Claire Kelly is the guest editor.

## 2.11. Broadening community engagement networks and forums

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

The Social Impact Strategic Plan is monitored by the Social Impact Committee of Senate. The committee meets once per term, and it evaluates and monitors the implementation of the Social Impact Strategic Plan. From the plan, several standing committees have come into being. The committees include the MoU Management Committee, which coordinates and evaluates existing and new MoUs between SU and various municipalities.

Linked to the work of the Social Impact Committee of Senate, all SU faculties have social impact committees. This further supports the implementation and monitoring of the Social Impact Strategic Plan.

The guidelines for social impact initiatives are directly linked to the funding guidelines for social impact initiatives at SU and are shared through, among others, the Social Impact Knowledge Platform.

### 2.11.2. Identifying service delivery practices that prioritise social impact

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

### 2.11.3. Providing research funding available for transformation studies

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

It should however be noted that Prof Aslam Fataar, former distinguished professor in the SU Education Faculty, has been linked to the Office of the Senior Director: Social Impact and Transformation to support Transformation and Social Impact related research for a three year period (2021-2023). Prof Fataar's work is funded over a three year period from the SU Strategic Fund. His most recent projects include the following-
- The student experience in the context of higher education transformation
- A survey and qualitative analysis of the decolonisation of education at Western Cape Universities
- Indexing the GG Cille Building in the context of the Visual Redress at Stellenbosch University ( VRSU ) initiative

## 2.12. Scholarly outputs on transformation

### 2.12.1. Introducing annual research colloquia on transformation and social impact

Annual institutional research colloquia currently exist for social impact but not for transformation. As such, colloquia on transformation-linked, research-focused areas (including social justice-related

themes) should be prioritised. For a full list of the current transformation research initiatives at SU, see Addendum C.

### 2.12.2. Transforming research awards and recognition

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

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

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

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

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

Research entities that focus on the National Development Plan and the Sustainable Development Goals form part of social impact research outputs at SU. For an overview of the current research initiatives linked to the National Development Plan and the Sustainable Development Goals, see the Social Impact Knowledge Platform.

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**Addenda**

Addendum A: DHET Transformation Indicators and Plan

| Objectives | Current status/baseline | Annual target |
|---|---|---|
| | For example, what is the current status with respect to the specific objective, accomplishments to date and challenges experienced in light of the actions taken to achieve the objective and the proposed mechanisms to address the challenges? | In other words, what the University intends to achieve by the end of 2020 (short-term goals). |
| **Monitoring and accountability** | | |
| Ensure that the University has effective transformation oversight and accountability mechanisms in place. | Strengthen the institutional capacity of the Vice-Rector: Social Impact and Transformation to oversee transformation with assistance from the Senior Director: Social Impact and Transformation, the Transformation Office and the Employment Equity Manager. | Establish a representative and active Institutional Transformation Committee that meets four times a year. Establish transformation committees in 50% of faculties and support environments. |
| | Establish and coordinate an active Institutional Transformation Committee and support the development of faculty- and support environment-based transformation committees. | Annual transformation report. |

| Governance | People | |
|---|---|---|
| Improve the effectiveness of governance structures – Council, the Institutional Forum, Senate and the SRC – in their roles. | Diversify key institutional governance structures.<br><br>Enable greater participation through intentional processes and practices to ensure that institutional diversity coincides with greater agency for the people of the University. This includes the assessment of decision-making processes and decision-making structures adhering to the directives and values of the SU Strategy.<br><br>Undertake a process of monitoring and analysing longitudinal diversity trends within institutional governance structures. | Monitor, report, analyse and communicate longitudinal diversity trends within institutional governance structures through infographics and other reporting tools with specific reference to the following:<br><br>• The SRC<br><br>• House Committees and societies<br><br>• The Institutional Forum<br>• Senate and its subcommittees<br>• Council and its subcommittees<br><br>• The Convocation<br><br>Advance, expand and support enabling platforms for affinity organisations and staff stakeholder forums, e.g. the Women's Forum, the Maties Staff Forum, LGBTQIA+, religious and cultural societies, the disability sector, and staff and worker unions and partners.<br><br>Develop mechanisms to review meeting practices and procedures with regard to inclusion and creating a democratic experience.<br><br>Develop standardised tools to report on election and voting trends to monitor the levels of participation in Council and in SRC voting activities. |

| Institutional cultures | Places | |
|---|---|---|
| Ensure that the University environment is less alienating for staff and students. | 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. | Initiate a visual redress, renewal and renaming strategy that contextualises historical symbols, reintroduces silenced historical narratives and aligns symbols and building names within the SU Strategic Framework. |
| | | 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. |
| | | Support cross-disciplinary social inclusion programmes through colloquia, faculty-based think tanks and student campaigns (ongoing). |
| | | Institutionalise regular student and staff climate and culture surveys to review experiences and challenges with regard to inclusion. |
| Develop and implement programmes and activities aimed at promoting diversity. | Identify and build key transformation and change management competencies for students and staff.<br><br>Develop and expand communication and engagement programmes that institutionalise critical dialogues, facilitate transparency and model social inclusion, the SU strategic values and a culture of listening.<br><br>Develop visual and written communication content<br><br>and channels that are informative, communicate progress, articulate challenges and invite input and participation from students and staff. | Advance institutional training, engagement and leadership development that prioritise key transformation competencies among students and staff.<br><br>Develop an institutional transformation glossary of terms, concepts and reading lists.<br><br>Evaluate, track, develop and expand transformation leadership co curricular courses and workshops for students in collaboration with the DSAf.<br><br>Advance a performance management mechanism that recognises transformation competencies as a compulsory and priority skill for students and staff. |

| | | |
|---|---|---|
| | | Advance communication practices that are transparent and aimed at providing students and staff with relevant knowledge about institutional structures, data and participation procedures. Develop an interactive and institutional transformation website and increase student and staff opinion pieces and articles on transformation issues and debates. |
| Ensure the diversification of sporting activities to accommodate a wide range of student groups. | Position sport as an enabling environment that facilitates access and opportunities for young people from diverse backgrounds and with diverse abilities. | 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. Advance sport as a tool to help diversify the University's student profile and as a vehicle through which the University is able to increase its involvement in Stellenbosch communities. Strengthen and sustain the Maties Parasport Club, which offers athletics, cycling, swimming, and wheelchair rugby and goal ball for people with disabilities. |
| Ensure that orientation programmes promote inclusivity, diversity and a human rights culture. | | Strengthen and expand the Welcoming Programme and communication of feedback within student leadership structures. Strengthen and expand the residential education programme during the welcoming period. Strengthen and expand the post-welcoming survey of the experiences of welcoming students during welcoming. |
| **Language** | **Programmes** | |
| Ensure the implementation of a language policy that promotes access to and the success of all students. | | Implement a multilingual programme offering as outlined in the Language Policy. |

| Ensure the implementation of a language policy that promotes multilingualism. | | Implement a multilingual programme offering as outlined in the Language Policy. |
|---|---|---|

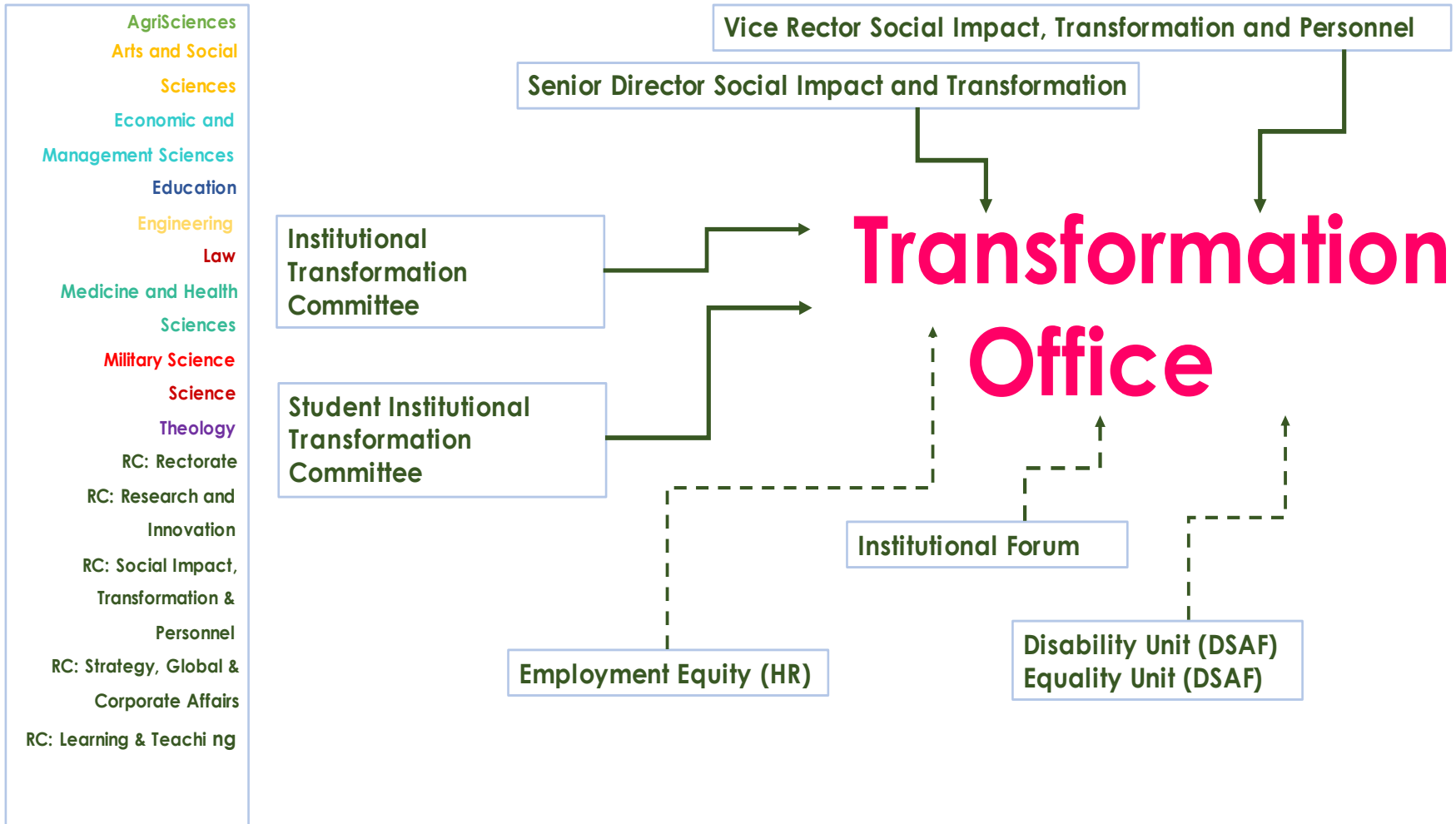| Staff development and equity | People | |
|---|---|---|
| Ensure the implementation of programmes and measures designed to accelerate focused recruitment, capacity development, greater<br><br><br><br><br>representation and the retention of designated and underrepresented groups in the academic workforce, professoriate and University management. | Create a shared institutional responsibility for<br><br>reaching targets. | Advance staff recruitment practices that support diversity targets.<br><br>Increase student and staff diversity with a specific focus on increasing the percentage of African, coloured and Indian students and staff.<br><br>Introduce the annual monitoring, analysis and communication of progress in collaboration with stakeholder bodies and faculties with regard to the following:<br>• Student enrolments (undergraduate and postgraduate)<br>• Staff diversity on all post levels<br>• Student throughput rates<br>• Residential and private student organisation placements<br><br>Advance annual engagement with faculties, departments and units with regard to targets that include equity figures and substantive initiatives to advance inclusion.<br><br>Advance student recruitment, funding, placement and support practices that are fully aligned with strategic targets. |

| Curriculum reform | Programmes | |
|---|---|---|
| Review the curriculum to ensure that it is socially relevant and responsive to the development needs of the country. | 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. | 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. Continue and expand institutional teaching and learning colloquia, conferences and regional think tanks on curriculum renewal and emerging models. |
| **Student support** | **Programmes** | |
| Ensure the improvement of the quality throughput rates of students, particularly those from historically disadvantaged groups. | Prioritise and expand transformation support programmes that enable student and staff success by focusing on wellness, academic support, mentoring, psychological support, bereavement support, and the prevention and reporting of disciplinary breaches, sexual harassment and discrimination. | 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. Residence placement: Accommodate diverse student communities within the institutional residences with an emphasis on the placement of the most vulnerable students in order to enhance their chances of success. Advance security and law enforcement practices and responses to protest and other forms of disturbance that adhere to human rights, dignity and safety standards. |

| Disabilities | Programmes | |
|---|---|---|
| Improve access to and the success of students and staff with disabilities. | | Complete the review and approval of the Universal Access Policy (to replace the existing Disability Policy) with the following goals:<br>• Define concepts regarded as essential to developing the University as a universally accessible institution of higher education.<br>• Establish suitable systems, processes and practices to support all students and staff members who may experience functional limitations.<br>• Guide the provision of inclusive and universally accessible teaching, learning and working environments.<br>• Progressively adapt the physical design and structure of campus and faculty buildings.<br>• Expand and strengthen the work of the Disability Unit.<br>• Conduct signage audits to inform a coherent signage approach that adheres to universal design principles.<br>• Expand facility audits on universal design and social inclusion, including gender-neutral bathrooms and accessible building designs. |

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

| Transformative research and innovation Programmes. | Prioritise and deepen research outputs and themes that address the transformation needs of local and broader African societies. | Monitor, expand on and report on research outputs on the following: |
|---|---|---|
| | Develop an African footprint. | • Themes that relate to the Strategic Framework and institutional transformation needs. |
| | | • Internationally recognised and local research on race, gender, disability, and social justice and inclusion. |
| | Recognise study credits within the African context. | • 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. |

Addendum B: Transformation Office stakeholders

AgriSciences
Arts and Social
Sciences
Economic and
Management Sciences
Education
Engineering
Law
Medicine and Health
Sciences
Military Science
Science
Theology
RC: Rectorate
RC: Research and
Innovation
RC: Social Impact,
Transformation &
Personnel
RC: Strategy, Global &
Corporate Affairs
RC: Learning & Teachi ng

Vice Rector Social Impact, Transformation and Personnel

Senior Director Social Impact and Transformation

Institutional Transformation Committee

Student Institutional Transformation Committee

# Transformation Office

Institutional Forum

Employment Equity (HR)

Disability Unit (DSAF)
Equality Unit (DSAF)

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

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

| 10 | Ms Jody Goodall | Social Work | Experiences of adolescents misusing substances: A social work perspective | Approved |
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| 11 | Mr Chima Onwunta | Sociology and Social Anthropology | Exploring language as an aspect of transformation in a Stellenbosch University residence | HUM-approved, with stipulations |
| 12 | Ms Erika Nell | Psychology | Extended family relationships and nonresidential black South African fathers' involvement with their adolescent Children | Approved |
| 13 | Ms Susara Slippers | Afrikaans and Dutch | Factors that influence editorial work in the Afrikaans and English versions of 3 Media24 printed magazines | Approved |
| 14 | Ms Leonore Bredekamp | Music | Godspell – unlikely adversary of apartheid's censorship and segregation laws | Approved |
| 15 | Ms Elaine Boulton | University of Stellenbosch Business School | Guidelines for implementing maternity coaching for professional women in organisations | USB-approved, with stipulations |
| 16 | Ms Zara Schroeder | Sociology and Social Anthropology | How do female Muslim students experience Stellenbosch University? | Approved |
| 17 | Ms Therezah Achieng | School of Public Leadership | Investigating land use change in the Eastern Cape as a regime shift | HUM-approved, with stipulations |
| 18 | Ms Jessica Cheesman | Educational Psychology | Parenting a child with ADHD: Exploring the experiences of single mothers with ADHD | Approved |
| 19 | Ms Netsayi Mwoyounazvo | Social Work | Perceptions of frontline social workers on their contributions to the global agenda for social work and social development | Approved |
| 20 | Ms Shireen Strauss | Africa Centre for HIV/Aids Management | Policy vs. practice: The application of HIV/AIDS education in the school curriculum: From the perspective of Grade 12 | HUM-approved, with stipulations |

| | | | learners in Namibian public and private schools in the Khomas Region | |
|---|---|---|---|---|
| 21 | Dr Melike Fourie | Vice-Rector (Research Innovation and Postgraduate Studies) | Predictors of negative intergroup outcomes in the South African context | Approved |
| 22 | Prof Mdutshekelwa Ndlovu | Centre for Pedagogy | Quality elements of After-School Programmes (ASPs) in the Western Cape: A case study of two ASPs | Approved |
| 23 | Dr Mary Nel | Public Law | SOEL project | Approved |
| 24 | Ms Viwe Smith | Economics | Student migration and barriers to attending ex-Model C schools | HUM-approved, with stipulations |
| 25 | Prof Jonathan Jansen | Education Policy Studies | The "uptake" of decolonisation in the curriculum of South African universities | Approved |
| 26 | Dr Sarah Skeen | Psychology | The benefits to children of sharing picture books in early child development centres | HUM-approved, with stipulations |
| 27 | Ms Esperance Siborurema | School of Public Leadership | The contribution of urban agriculture to sustainable development: Potential role of urban agriculture to improving food security and reducing poverty | Approved |
| 28 | Ms Annemie Wessels | Industrial Psychology | The development and empirical evaluation of a Competency Model of Trainer-Instructor Performance | Approved |
| 29 | Ms Charndr Kippie | Visual Arts | The effects of social media on the (re)vitalisation of feminism and coloured women's identity politics | Approved |
| 30 | Mr Richard Mcknight | Geography and Environmental Studies | The origin and composition of the Stellenbosch University student body | Approved |

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| 31 | Prof Aslam Fataar | Department of Education Policy Studies | The student experience in the context of higher education transformation | Approved |
| 32 | Prof Aslam Fataar | Department of Education Policy Studies | A survey and qualitative analysis of the decolonisation of Education at Western Cape Universities | Approved |
| 33 | Prof Faaiz Gierdien (with Prof Aslam Fataar) | Department of Curriculum Studies | Indexing the GG Cillie Building in the context of the *Visual Redress at Stellenbosch University (VRSU)* initiative | Approved |