

SU Transformation Strategic Priorities and Indicators: A Framework For Guiding 'Transformation KPA' Development 2020

The Stellenbosch University Transformation Plan defines transformation as an intentional and structured process of profound change of the University's places, people and programmes, with the following three major aims:

- To advance and realise the **vision** laid out in the Vision 2040 and Strategic Framework 2019-2024 (VSF);
- To promote the realisation of the 6 overarching strategic priorities stated in the VSF;
- To contribute – through its people, programmes and all its activities – to the change and renewal of society, so that society reflects the central values of the Bill of Rights of the Constitution of the Republic of South Africa, namely: human dignity; the healing of the wounds of the nation; social justice; freedom; and equality.

Transformation at SU is viewed as **systemic transformation**. This implies that all dimensions of university life are involved in the transformation and renewal process. Transformation at SU is directed and assessed in both **quantitative** and **qualitative** ways. Although these two dimensions of transformation are distinguishable from one another, they are also interdependent and interwoven.

SU's transformation objectives and outcomes are categorised into three broad themes:

- Place
- Programmes
- People

The following table articulates SU's strategic priorities for transformation in relation to these themes. It provides **tangible actions (environment indicators)** related to advancing these priorities in different environments. All actions/indicators can be taken up in different ways and those most suitable for the environment in question. In most cases the range of possibilities for take-up is large.

SU considers transformation to be integral to the key performance areas (KPAs) of environment heads and staff exercising delegated powers. KPAs are included in every SU employee's work agreement, and specific transformation performance indicators must form part of work agreements with environment heads and staff exercising delegated powers. The weight of the transformation KPA must be between 20% and 25%. The managers of environment heads and staff exercising delegated powers must evaluate their performance regarding transformation and EE annually.

For the purposes of the developing Work Agreements that include the new 'Transformation KPA', staff and line managers are invited to select one or more of these indicators to action in their environment. **Please note that only indicated actions/indicators that advance the Transformation Plan, will contribute to the 'Transformation KPA'.** **Environments are however welcome to adapt indicators, aligned to the Transformation Plan, to serve the purpose of transformation in specific environments.**

Please also note that this document will be reviewed updated annually.

Please contact Dr Claire Kelly (clairekelly@sun.ac.za) to assist and advise.

TRANSFORMATION THEMES AND SUBTHEMES	STRATEGIC PRIORITY AND OBJECTIVE	ENVIRONMENT INDICATORS
PLACE		
Social inclusion programmes	Prioritise and expand social inclusion programmes that enable a welcoming institutional culture, greater access, facilities that validate diverse identities and needs, and a visual redress strategy that is aligned with the strategic framework of SU.	<ul style="list-style-type: none"> Develop and/or participate in an environment visual redress, renewal and renaming strategy (in line with the draft <u>Institutional Visual Redress Policy</u> and the <u>Naming Policy</u>. Conduct and/or participate in visual redress process/s. Conduct, respond to, and/or participate in facility audits on universal design and social inclusion, including gender-neutral bathrooms and accessible building designs. Conduct, respond to, and/or participate in signage audits to inform a coherent signage approach that adheres to universal design principles. Conduct, respond to, and/or participate in facility audit of the calendar and communication documents to identify existing unconscious bias and micro-aggressions and to determine the accessibility of information. Initiate and/or participate in cross-disciplinary social inclusion programmes through colloquiums, faculty-based think tanks, research initiatives and student campaigns.
PROGRAMMES		
Transformation competencies and skills	Identify and build key transformation and change management competencies amongst students and staff.	<ul style="list-style-type: none"> Attend and/or initiate institutional training, engagement and leadership development that prioritise transformation competencies e.g. attend Siyakhula Training and send staff on Siyakhula Training
Transformative learning and teaching programmes	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.	<ul style="list-style-type: none"> Initiate and/or participate in faculty-based curriculum renewal activities that include both content renewal and teaching and learning methodologies to align with societal transformation needs in the contexts of our continent, decolonisation pedagogies and global relevance. Host and/or participate in teaching and learning colloquiums, conferences and regional think tanks on curriculum renewal to align with societal transformation needs in the contexts of our continent, decolonisation pedagogies and global relevance.

Transformative research and innovation programmes	<p>Prioritise and deepen research outputs and themes that address the transformation needs of local, regional, continental and global communities.</p>	<ul style="list-style-type: none"> • Produce research outputs that: <ul style="list-style-type: none"> - Cover themes that relate to VSF and institutional transformation needs. - Develop international and local research on race, gender, disability and social justice and inclusion. - Advance and facilitate interaction and partnerships that advance societal needs and reciprocally impact knowledge creation (See Transformative Social Impact programmes’) - Focus on the development and implementation of the National Development Plan and the achievement of the United Nations Sustainable Development Goals (SDGs). • Create funding opportunities for research for the above. • Create and/or participate in student research opportunities for the above. • Create and/or participate in research clusters/groups that focus on the above. • Assess and respond to the role of procedural systems in research outputs and identify perceived barriers especially for black, women and disabled researchers in your environment.
Transformative social impact programmes	<p>Prioritise Social Impact programmes that facilitate interaction and partnerships that advance societal needs and reciprocally impact knowledge creation.</p>	<ul style="list-style-type: none"> • Develop and/or participate in social impact programming in alignment with the institutional <u>Social Impact Strategic Plan</u>) that facilitates interaction and partnerships that advance societal needs and reciprocally impact knowledge creation. These may be closely linked to initiatives under ‘Transformative research and innovation programmes’. • Identify and implement service delivery practices that prioritise social impact and BBEE (Broad-Based Black Economic Empowerment) principles.

Transformation support programmes aimed at student and staff success	<p>Prioritise and expand transformation support programmes that enable student and staff success by focusing on wellness, academic support, mentoring, psychological support, bereavement support, and preventing and reporting disciplinary breaches, sexual harassment and discrimination.</p>	<p>Staff</p> <ul style="list-style-type: none"> • Develop and/or implement mechanism to monitor human resource performance management for discriminatory practice. • Develop and/or implement non- discriminatory human resource performance management. • Develop and/or provide staff support practices and programming to reduce absenteeism and disciplinary cases and improve retention, productivity and general wellness. • Develop and/or implement annual feedback mechanisms (evaluations and other) to gather staff feedback on support programmes e.g. staff culture and climate survey and linked outcomes. <p>Students</p> <ul style="list-style-type: none"> • Develop, implement, and participate in mechanisms to monitor standards and practices for research, teaching, examinations for discriminatory practice. • Develop, implement, and participate in non- discriminatory standards and practices for research, teaching and examinations. • Develop, provide and participate in student support practices and programming to improve module and graduation success rates, in line with the SU Student Wellness and Academic Support and Mentoring strategies. • Develop, implement, and participate in annual feedback mechanisms (evaluations and other) to gather student feedback on support programmes. <p>All</p> <ul style="list-style-type: none"> • Create/participate in opportunities for engagement with the <u>Unfair Discrimination and Sexual Harassment Policy</u>. • Develop and implement a quarterly feedback mechanism that tracks the number and patterns of disciplinary, harassment and discrimination cases in the environment.
Transformation communication and engagement programmes	<p>Develop and expand communication and engagement programmes that institutionalise critical dialogues, facilitate transparency and model social inclusion, the VSF values and a culture of listening.</p>	<ul style="list-style-type: none"> • Develop and implement communication practices that are transparent and aimed at providing students and staff with relevant knowledge about institutional structures, data and participation procedures. • Develop and implement visual and written communication content that is informative, communicates progress, articulates challenges and invites input and participation from students and staff. • Develop and implement programming around the transformation <u>campus engagement programme and calendar (Imbizo 365)</u>.

PEOPLE		
Diversity of people	<p>Increase student and staff diversity with specific focus on the increase of the percentage of black, coloured and Indian students and staff. Create a shared institutional responsibility for reaching the targets.</p>	<ul style="list-style-type: none"> • Develop and implement initiatives that advance staff recruitment that support equity targets. • Develop and implement initiatives that advance student recruitment, funding, placement and support that are aligned with strategic equity targets. • Develop and implement annual monitoring, analysis and communication of progress with environments with regard to the following: <ul style="list-style-type: none"> - Student enrolments (under and postgraduate) - Student throughput rates - Student support - Staff diversity on all post levels • Develop and implement forums for wide engagement with the Employment Equity Report and recommendations, equity figures and substantive initiatives to advance inclusion.
Systemic transformation	<p>Increase the diversity of students and staff and of women and persons living with disabilities in institutional governance structures.</p> <p>e.g. Faculty Boards, Environment Based Student Organisations</p>	<ul style="list-style-type: none"> • Develop and implement environment guidelines on election, nomination practices and co-option options for student and staff governance structures and committees. • Develop and implement co-option strategies in case of inadequate diversity in governance structures and committees. • Develop and implement induction and training for governance structures and committees to empower new members to participate fully. • Develop and implement mechanisms to review meeting practices and procedures with regard to inclusion and creating a democratic experience.
Participation	<p>Enable greater institutional participation to channel student and staff experiences and insights fully into governance structures, including minority voices, e.g. the disability sector.</p>	<ul style="list-style-type: none"> • Create, support and participate in enabling platforms for affinity organisations and staff and student stakeholder forums, e.g. the Women's Forum, LGBTQI, religious and cultural societies, the disability sector, staff and worker unions and partners. • Develop, update and use an environment annual stakeholder list. • Develop, implement and participate in an annual environment stakeholder engagement and consultation strategy and institutionalise feedback mechanisms.
Strategic partnerships	<p>Develop institutional partnerships with alumni, external and internal community stakeholders, funders and higher education institutions to strengthen transformation in the higher education sector.</p>	<ul style="list-style-type: none"> • Create and participate in structures and opportunities to support cross-environment SU transformation networks that advise, support and share tools to strengthen transformation work. • Create and participate in structures and opportunities to support cross-university transformation networks that advise, support and share tools to strengthen transformation work. • Create and/or participate in engagement networks and forums to address transformation issues in the greater Stellenbosch and South Africa. See also 'Transformative social impact programmes'.

¹ Referring to racial classification in the Admissions and Employment Equity Policies and in this document, does not, in any manner, condone or seek to perpetuate the effects of racial classification. In referring to race, the University recognises that past racial discrimination in South Africa (through legislative means) translates into continuing disadvantage in the present.