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Report of the Task Team on the Inquiry into Unacceptable Welcoming Practices

October 2014

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1 Explanation of abbreviations

AAC	-	Academic Affairs Council
CDC	-	Central Disciplinary Committee
CSC	-	Centre for Student Structures and Communities
CSCD	-	Centre for Student Counselling and Development
DHET	-	Department of Higher Education and Training
FMWG	-	Familiarisation and Monitoring Working Group
FYA	-	First-year Academy
HK	-	House Committee (Afr. <i>Huiskomitee</i>)
IIS	-	Institutional Intent and Strategy 2013–2018
LGBTIS	-	Lesbian, Gay, Bisexual, Transsexual, Intersexual and Straight
LLL	-	Listen, Live & Learn
MAC	-	Monitoring Advisory Committee
Prim	-	Head student of university residence (“primarius” or “primaria”)
PSO	-	Private student organisation
RH	-	Resident head
SAHRC	-	South African Human Rights Commission
SRC	-	Students’ Representative Council
STA	-	Student Affairs
SU	-	Stellenbosch University
VH	-	Visiting head
VR(L&T)	-	Vice-Rector (Learning and Teaching)

2 Executive summary

South Africa is now a constitutional state, therefore, all aspects of our society must stand the test of constitutional scrutiny. Those practices in conflict with the values and principles embedded in our Constitution must be weeded out (Wessels, 2001: 2).

In light of various factors, such as events at several universities in the country, persistent practices at our own institution and the increasingly diverse nature of our own student population in particular, which comes with the concomitant potential of certain practices offending more easily and to a greater extent than before, it was decided to devote specific attention to unacceptable welcoming practices. The brief was to focus on that which is unacceptable and on how the entire approach can be changed, as punishment and rules as such have failed to make a real difference. Any such change should be in line with the country's constitutional democracy and Bill of Rights, and should cultivate a hospitable, friendly and dignified ethos (or campus culture) that is both value driven and welcoming.

The Task Team based its activities on certain premises, the key elements of which may be summarised as follows: student success and development (including the development of graduate attributes); a value-driven instead of a hierarchical approach to power; an inclusive, hospitable, friendly and dignified ethos; reaching all role-players, and preventing that any first-year students would want to leave the University because they were not treated in a hospitable, friendly and dignified manner. The latter determines, in turn, what would constitute positive and constructive welcoming practices regarding newcomer first-years. Such practices should help newcomers to adjust to and integrate with the University; they should be entirely free of any hierarchical power approaches or practices that violate the human dignity of students, and they should promote their academic success.

Over against that, the nature and effect of unacceptable practices also had to be examined properly. Such practices, examples of which are listed in Addendum B to this report, may be described as **any attitude, action, rule or practice that typifies a hierarchical power system and does not promote a value-driven system**. These practices must be abolished altogether, for various reasons: (a) They are inconsistent with our constitutional order. It is up to us to equip students to live and work in a truly constitutional democratic dispensation, where the Constitution (as a set of values) reigns supreme and where the rights and human dignity of all are protected. (b) In addition, it is the express wish of the Department of Higher Education and Training (DHET) for these practices to be rooted out. In this regard, given our University's historical context, we believe it is particularly important that we take great care to welcome our diverse student population properly and help them to adjust, integrate and study successfully. (c) The modern knowledge economy and job market require graduates who are thought leaders and who know how to operate in a value-driven work environment. (d) In its IIS, the University also expressly opted for a value-driven system, and (e) acknowledged the potentially divisive effects of a single unacceptable incident.

Some of these practices certainly are persistent. Even after many successful amendments to programmes and practices, some of these evils resurface. Factors that may cause this persistent recurrence of certain practices include the following: (a) Students experience the University itself as a hierarchical power institution, where everyone needs to know their place and should act accordingly (and, by implication, will be reprimanded if they do not). (b) Students' friends, parents and other family members, alumni and even staff romanticise the experiences and practices to which they were subjected (often under the guise of tradition), which causes some of the unacceptable practices and so-called traditions to be revived. (c) In many schools, these practices (initiation) still are the order of the day, and are transferred to the university environment. (d) Students are in a phase of their lives that is characterised by the need to belong, which makes them extremely susceptible to peer pressure. They are also very competitive and competition-minded – features that often contribute to the persistence or even recurrence of certain practices on campus. (e) An excessive sense of responsibility for newcomer first-years' well-being also makes senior students feel *obligated* to “control” the newcomers to such an extent that some aspects of seniors' behaviour turn into unacceptable practices (i.e. practices that are inconsistent with a hospitable, friendly and dignified campus culture). (f) An extremely important contributing or extenuating factor in the persistence of these practices is alcohol abuse and intoxicated senior students who interfere with first-years. (g) Finally, uncertainty among seniors and student leaders about what exactly

constitutes an unacceptable practice creates an obstacle, particularly where an overly tradition-oriented and single-identity house attitude (the “res above all” attitude) prevails. (The term “house” in this report includes residences, PSO wards, LLL houses, HK houses, clusters and other residential communities.)

In the context of establishing a proper, constructive and value-driven welcoming culture, it is important to know which role-players are involved and how these respective groups may be trained, informed and convinced of the importance of such a welcoming. Regarding monitoring and feedback, too, it is of the utmost importance for these mechanisms to be effective and to serve the University’s interests.

Some of the most pertinent conclusions reached by the Task Team are the following: (a) Welcoming, along with abolishing unacceptable welcoming practices, is a complex matter that should be approached systemic-holistically – based on the SA Constitution. (b) A considerable challenge will be to move away from a hierarchical power system or approach, which is extremely persistent, and to replace it in its entirety with a value-driven system that focuses on inclusivity (a hospitable, friendly and dignified campus culture that is welcoming, celebrates diversity, and is regarded as an asset). (c) More comprehensive and improved training, communication and effective transfer of information – particularly ensuring that all role-players, senior students and other stakeholders are reached – represent major challenges. (d) Acting while under the influence of alcohol is a significant problem in the context of welcoming practices. Intoxicated senior students do tend to commit more easily and more often actions and follow practices that directly oppose hospitality, friendliness and dignity. (e) The questionnaire that afforded first-years the opportunity to provide anonymous input on unacceptable practices elicited a significant number of positive contributions, too. Nevertheless, some extremely disturbing practices emerged, and a few houses could be identified where such practices are still too prevalent. (f) Effective monitoring is essential, therefore certain changes to the current FMWG are recommended. (g) The devotion to unacceptable practices can be traced back also to feeder schools.

Some key recommendations by the Task Team: (a) It is important that the entire University buy into the value-driven approach to the welcoming of newcomers based on our constitutional democracy, and for such approach to be systemic-holistically established. (b) Measures to significantly improve and enhance our training of leaders, communication with all role-players and transfer of information have been proposed, such as more effective use of all media, including social media, web pages and videos. (c) The Task Team recommends that the role of punishment be maintained, but that the educational and rehabilitative attitude of Student Discipline and the CDC not be underestimated. (d) Serious reflection needs to be devoted to measures and mechanisms that will end the negative effect of alcohol abuse on the welcoming of newcomers. (e) The proposal that a test be developed which students must take to be considered for readmission to a residence is important, and the aim is to inform all students of the underlying philosophy and importance of a value-driven system, to test their understanding of such a system, and to ensure that everyone would be fully acquainted with the University’s views in this regard. This test would also form part of the co-curriculum, which makes an important contribution to the development of graduate attributes. (f) A standing committee resorting under Student Discipline needs to be established to deal immediately (urgently) with matters during the Welcoming Programme. (g) The welcoming rules must be published prominently in the Calendar (Part I). (h) Establishing a research group to enable ongoing research on this topic should be considered seriously.

We must change the way we think about the welcoming of newcomers fundamentally, keeping closely in alignment with that which currently informs our young democracy, namely the values contained in our Constitution. Given the diversity of the South African population, our apartheid past and our pursuit to be inclusive, innovative and future-focused, Stellenbosch University understandably emphasises those values and accompanying practices that are based on hospitality, friendliness and dignity. We wish to have no part in any approach or practice that is inconsistent with this ethos, and will therefore do everything in our power to build on a value-driven approach to power as opposed to a hierarchical approach.

In this way, Stellenbosch University will increasingly have a student community where everyone is welcome, where everyone enjoys equal rights and equal treatment, and where diversity is celebrated as a great asset by all.

3 Members of the Task Team

- 3.1 Karll Abels (prim)
- 3.2 Mr Noel Bekkers (ResEd Coordinator)
- 3.3 Dr Ludolph Botha (Senior Director: STA) (convenor)
- 3.4 Mr Joshua Chigome (SRC)
- 3.5 Dr Munita Dunn-Coetzee (Deputy Director: CSC)
- 3.6 Mr Stephan Haynes (prim)
- 3.7 Mr Pieter Kloppers (Director: CSC)
- 3.8 Dr Llewellyn MacMaster (Project Leader: Centre for Inclusivity)
- 3.9 Prof Xolile Simon (Resident Head)
- 3.10 Mr Hein Swanepoel (Director: Commercial Services and Visiting Head)
- 3.11 Ms Sasha-Leigh Williams (prim)

4 Contextualisation

Despite good progress as regards the nature, scope and content of the University's official Welcoming Programme over the past ten years, unacceptable practices still seem to occur in the welcoming, adjustment and integration of newcomer first-years. Given our diverse student population and the democratic dispensation in South Africa, both of which differ significantly from 20 years ago (after 1994), the time has come to reflect critically on how we welcome newcomer students. The following excerpt from the memorandum from the VR(L&T) to the potential members of the Task Team captures the context quite well:

In the Institutional Intent and Strategy 2013-2018, being a relevant 21st-century university has been identified as one of the key elements of Stellenbosch University's vision. We have come a long way to achieve this, such as with our rapidly changing student profile. Unfortunately, however, some practices at our University still make newcomer students feel unwelcome and force them to conform to obsolete and exclusive cultures.

In addition, recently we have seen a number of incidents, some of which developed a racial connotation, at various universities in the country. Therefore, being a university that is becoming increasingly diverse as regards the profile of our first-year intake, it is not only important but imperative for us to ensure that we welcome newcomer first-years optimally. This will require proper reflection on what is being done, what the literature has to say, where the danger of unacceptable practices still exists and – probably the most difficult question of all – how we can change the entire culture and ethos of the University so that eventually such practices will be seen as completely unacceptable by all.

5 Terms of reference

In his memorandum, the VR(L&T) stated the terms of reference for the Task Team as follows (our translation):

The time has come to reflect critically on our practices in our residences and PSO houses during the welcoming period (as well as generally, thereafter). Based on our experience with the 2014 welcoming period, there is a definite need to provide even stronger leadership and value-driven guidelines to our staff (resident and visiting heads), student leaders and student body as regards this important matter. Together with student leaders and SU staff who have been tasked with establishing healthy student communities, we want to identify what we are doing wrong and how this can be changed in future. The scope of the Task Team's brief entails the following:

- 1 *How can we root out all unacceptable hierarchical power practices once and for all (also looking beyond the duration of the Welcoming Programme)? This must cover at least the following matters which, I believe, still hamper progress in certain environments:*
 - 1.1 *For a particular period, newcomers (with the emphasis on newcomer first-years) are not yet fully integrated into a specific group; only after that period and the performance of particular activities (which often are unacceptable practices) the newcomer is said to belong.*
 - 1.2 *Newcomers are not treated with the dignity required by the institutional objectives of the University, which are in line with the country's Constitution and Bill of Rights. (A complete lack of respect is shown for individuals simply because they are newcomers.)*
 - 1.3 *Freedom of movement is restricted and newcomers are not treated in a hospitable, friendly and dignified manner.*
 - 1.4 *Ridiculous instructions and prescripts are issued to newcomers (e.g. on clothing and having to serve seniors).*
 - 1.5 *Intoxication among senior students often exposes newcomers to even more severe unacceptable behaviour and practices.*
 - 1.6 *Excessively long house meetings are held, where newcomers are subjected to various humiliating situations.*
 - 1.7 *It is virtually impossible to study in the residences (therefore, proposals are needed for how residences can be managed better as places conducive to study).*
 - 1.8 *The unintended consequence of campus competitions and activities is to increase demands on newcomers' time significantly.*
 - 1.9 *The Task Team may identify any other matters as unwelcoming.*
- 2 *What further measures can be taken to ensure that all residences (and PSO houses) treat their newcomer first-years (and any other newcomers) in a friendly, hospitable and dignified manner at all times? This would include the following:*
 - 2.1 *A complete overhaul of so-called traditions, practices and customs that in any way constitute negative conduct towards other residents and that are based on an unacceptable power hierarchy.*
 - 2.2 *The creation and establishment of practices and customs that promote friendliness, hospitality and dignity, and an institutional culture of innovation and optimum development.*
 - 2.3 *The further development of a value-driven, constructive and inspiring management approach that all residents are encouraged to respect and that will serve as the universal yardstick.*
 - 2.4 *The development of a self-correcting system that immediately identifies and corrects inappropriate behaviour.*

- 2.5 *An awareness initiative to ensure that the entire University be informed of and buy into this conscious move away from hierarchical power and unacceptable practices to which newcomers are subjected.*
- 2.6 *The Task Team may identify any further objectives in this regard.*

6 Methodology

Based on the terms of reference contained in the memorandum of the VR(L&T) dated 11 April 2014, the Task Team was split into two and the work was categorised according to three themes. The two groups were assigned one theme each, and handled the third theme jointly. The Task Team – with both groups present – met weekly from the end of April 2014, as far as possible, while the subgroups also met separately in between to focus on their specific themes. At the joint meetings both working groups reported on their progress, which ensured that everyone stayed informed.

The three themes were:

Theme 1 (Group 1)

A Research on the topic of *unacceptable welcoming practices*, which could include the following:

1. Previous inquiries at our University (e.g. Dr Frederik Van Zyl Slabbert led an inquiry in the early 2000s, which culminated in a report)
2. Inquiries at other universities (one was being conducted at NWU)
3. Our own University's rules in this regard
4. Good examples of rules at other universities
5. Any lessons in this regard that we could learn from other universities both locally and abroad
6. What our country's Constitution and Bill of Rights have to say in this regard
7. Any other noteworthy publications, correspondence or official statements by the authorities on this theme, and record was to be kept of all sources consulted
8. The opinions of our current student population at large (possibly by way of sample studies or focus interviews)

B Planning of an implementation strategy as well as an awareness initiative to facilitate information and buy-in

Theme 2 (Group 2)

A All mechanisms (including planning, management, execution, monitoring, evaluation and control) at the University that deal with the welcoming of newcomers (not only during the welcoming period, but at least for the duration of the first semester):

1. The role of student leaders
2. The role of staff
3. What exactly is meant by “a value-driven management approach”
4. The role and function of the Familiarisation and Monitoring Working Group (FMWG)
5. The role of training to prepare all student leadership structures, such as HKs and mentors, for welcoming newcomers and integrating them optimally
6. The role of the Student Disciplinary Committee (SDC)

B The most comprehensive schedule possible of all unacceptable practices, including SDC findings over the past 10 to 15 years

Theme 3 (groups 1 and 2)

A Well-founded reasons and motivations why unacceptable practices do not belong at our University (possibly including motivations for acceptable and revered traditional practices)

B Proposals and recommendations in report format regarding the following:

1. How to create a campus culture that could give rise to more acceptable and constructive practices (and what should be changed in our existing culture)
2. How to develop a self-correcting system that is value driven
3. All other recommendations and proposals arising from the groups' work on the other two themes
4. The compilation (drafting) of the final report

The members of the Task Team were divided as follows:

Group 1: Munita Dunn-Coetzee (convenor); Joshua Chigome, Stephan Haynes, Xolile Simon and Llewellyn MacMaster. Group 1 was responsible for themes 1 and 3.

Group 2: Pieter Kloppers (convenor); Karll Abels, Sasha-Leigh Williams, Noel Bekkers and Hein Swanepoel. Group 2 was responsible for themes 2 and 3.

7 Premises

The following premises served as guiding principles for the Task Team's activities:

- 7.1 The activities and recommendations of the Task Team had to tie in with the University's Institutional Intent and Strategy, as well as with Vision 2030.
- 7.2 The Task Team focused on the promotion of student success, focusing on the entry or reception, adjustment and integration of newcomer first-years, which have a significant impact on students' ultimate academic performance and success.
- 7.3 A systemic-holistic approach to student development had to be pursued throughout, with the optimisation of all students' potential as the ultimate goal. Therefore, even the role, involvement and development potential of senior students, particularly student leaders, bear witness to the way in which newcomers are received and integrated on our campuses.
- 7.4 Both national and international best practices needed to be examined and employed.
- 7.5 The activities and recommendations of the Task Team had to be based on a research approach as far as possible.

- 7.6 Regarding the way in which newcomers are received and integrated, the value and impact of the co-curricular experience (out-of-class experience) should be emphasised alongside the curricular experience (class experience) in order to ultimately deliver academically successful and well-rounded students.
- 7.7 The selected approach needs to encourage and build cooperation between support services and faculties (as well as partners within this context).
- 7.8 The physical and psychological safety and security of newcomer first-years, but also of all our other students, within a friendly and welcoming culture is non-negotiable. Therefore, the culture applies in all instances where a student is regarded as a newcomer, including e.g. the first time he or she is included in a sports team.
- 7.9 The ethos and campus culture need to be inclusive (friendly, hospitable and dignified) as well as aligned with the recognition of the human rights entrenched in the country's Constitution and Bill of Rights, 1996 (see Wessels, 2001).
- 7.10 Even though the Task Team's point of departure was student development and success, the task focused on identifying or determining all unacceptable practices that we need to abolish; assuming, at the same time, that such practices would be replaced by better, constructive, positively shaping, value-driven and appropriate practices.
- 7.11 Another important consideration was our preferred graduate attributes. The way in which we receive and integrate newcomers on our campuses establishes the foundation for their well-roundedness as graduates (the extent to which they will display all the preferred graduate attributes as part of their make-up). However, the way in which we involve senior students in the welcoming of newcomers has just as much formative value so that they, too, will leave the University as well-rounded graduates.
- 7.12 As regards human and other resources the implications of the Task Team's recommendations must be provided for sufficiently. The Task Team, however, should attempted to come up with proposals that are as realistic and feasible as possible.
- 7.13 Ultimately, the entire University (including all staff and students) must as completely as possible take ownership of the Task Team's recommendations and proposals. This is essential for such a systemic-holistic approach to be adopted across the institution as an integral part of the University's approach to and views on what is meant by "optimum welcoming, adjustment and integration of newcomer first-years", and how the institution could engage and make a positive contribution.
- 7.14 Parents and alumni are key role-players, therefore a positive, constructive approach to the welcoming, integration and adjustment of newcomer first-years must include them.
- 7.15 An important premise is that even one newcomer first-year who leaves a house (which, in this report, includes residences, PSO wards, LLL houses, HK houses, clusters and

other residential communities) or, even worse, terminates his or her studies at the University because of unacceptable practices is one too many – whether such a student was being alienated or marginalised, made to feel unwelcome, offended, treated in an undignified manner, physically or psychologically harmed, or any combination of the above, or whether this could have been prevented by a hospitable, friendly and dignified attitude. Any such case is a major loss not only for the University, but also for the student concerned, his or her immediate family, the community and our country.

- 7.16 Finally, it is vital that all actions at our University in respect of a positive, constructive approach to the welcoming, integration and adjustment of newcomer first-years be aligned with the views of the Department of Higher Education and Training (DHET). At the same time, given the University's past (culture-historical context), we need to be sensitive to the fact that certain actions (practices) may be easily misinterpreted as hidden agendas to continue the apartheid and hierarchical approaches to power of old South Africa, as well as minority dominance.

8 What constitutes a proper welcoming?

Some of the key elements of a proper welcoming can be gleaned from a 2008 SAHRC report (Wessels, 2001:8), which states:

The importance of recognizing dignity as a founding value of the new Constitution cannot be over emphasized. Recognizing a right to dignity is an acknowledgment of the intrinsic worth of human beings: human beings are entitled to be treated as worthy of respect and concern. The rights therefore are the foundation of many other rights.

The report of the task team that took stock of the University's Welcoming Programme in November 2009 clearly set forth the objectives for a welcoming programme at Stellenbosch University (SU), which objectives still apply (our translation):

The literature points to the following as important objectives of a Welcoming Programme: facilitating the transition of new students from school (or any other environment) to university; preparing prospective students for the academic demands of the institution, for which students will have to accept personal responsibility; integrating the student with the intellectual, cultural and social climate of the institution, as well as supporting parents, guardians and even life partners, children and, obviously, the new students themselves (Dean, 2006).

In respect of the Welcoming Programme, the literature supports an intentional and holistic approach with regard to student learning and development. The Welcoming Programme has to display the following characteristics: (a) intention, (b) coherence, (c) a well-founded theoretical base of knowledge, learning and human development, (d) alignment with the levels of development and demographic profile of the student population, and (e) being responsive to the needs of individuals, special groups (such as students with special learning needs, including disabilities, minorities, minority cultures, etc.) and communities. The programme should be regarded as a process that covers appropriate transitional measures, issues and needs. The process must also provide for both pre-enrolment and post-enrolment interventions. (Dean, 2006)

Not included in the definition of “welcoming” above is a clear explanation of the specific *ethos of the system within which authority is exercised and management is applied at the University*, which will (must) be used as a platform for all actions during the welcoming. This is important, as the ethos used to welcome newcomers to a house of the University forms the foundation for the practices that the newcomer will experience. If the ethos is pervaded by a hierarchical power approach, the practices experienced by newcomers will almost always be unacceptable, with levels of unacceptability varying from “that’s not what we want to be” to serious transgressions. On the other hand, in a value-driven approach the supreme authority is a set of values that inform the way in which everyone behaves. According to such an approach, only practices that tie in with the values will be automatically acceptable.

In this regard, the SAHRC report (Wessels, 2001:18) has the following to say about institutions where unacceptable practices are the order of the day: “The development of a culture of human rights and the infusion of the values that underpin the Constitution such as equality and dignity appear to be lacking from the institutional culture of many (of) those institutions that are the subject of the SAHRC investigation.”

Also see sections 13, 16 and 17 of this report as regards a welcoming programme and practices that are constructive and positive and do not violate any student’s dignity.

9 What constitutes an unacceptable welcoming practice?

Usually, a system that can at best be described as a hierarchical power system is adopted without much thought as default ethos. Where such an ethos serves as the foundation for the welcoming of newcomers, students who participate in the welcoming programme believe that they are doing the University and newcomers a favour by introducing newcomers to the way of this new world. Objections are usually tolerated only in instances where the way in which a newcomer is introduced to or included in the ethos “has gone too far”.

In its more extreme form, a hierarchy of power as a state order would be a monarchy (where the king’s wishes and word reign supreme) or a sovereign parliament (South Africa pre-1994; where the voting majority’s wishes and word reign supreme). The word and wishes of the king or the sovereign parliament need comply with no standard. In legal terms, this is known as legal positivism. Another example of such a system is that of a benevolent dictator. It is also the default ethos of the military environment. In the business world, it takes the form of a model derived from the work of Frederick Winslow Taylor in his 1911 publication *The Principles of Scientific Management*. A hierarchy of power in business is characterised specifically by references to a “boss” or “big boss”, who runs a business by issuing instructions. A hierarchy of power was the preferred model for the mass production era of the past century.

A value-driven form of governance is that of a constitutional democracy (South Africa since 1994), where the values of the constitution carry more weight than the wishes or word of the head of state or

even parliament. In the business world, this is epitomised by companies such as Wikipedia and Google, and also constitutes the underlying principles of institutions such as the internet. It is the preferred model for the era of an economy of knowledge, innovation and thought leadership. It is also the preferred model for higher-education institutions. In the context of Stellenbosch University's Vision 2030, it translates into the following (IIS, 2013-2018; our translation):

It is wise to move away from a situation where planning and decision-making occur exclusively at management level. Everyone who works at SU should feel that, since they are co-owners of the University, they are also co-responsible for the institution's success.

A hierarchical power model works well only if everyone in the organisation knows their place and acts accordingly. Unacceptable welcoming practices are aimed at “teaching” newcomers where they fit into the hierarchy by way of one or more random displays of power. A hierarchy of power is friendly only as long as you act as befits your ranking in the hierarchy. If not, the system has no choice but to either force you into your place or declare you unsuitable for inclusion into the community.

Seeing that Stellenbosch University has opted clearly for a system characterised by a value-driven ethos as the way to exercise authority and implement management at the University, it seems appropriate to describe unacceptable welcoming practices as **any attitude, action, rule or practice that typifies a hierarchical power system and does not promote a value-driven system**. In the context of the welcoming of newcomers, the aim is to establish a welcoming campus free from any hierarchy of power.

It is particularly important that unacceptable practices fundamentally violate students' human dignity, as is evident from the following quotation: “An institutional culture, therefore, which actively endorses or, at the very least, does nothing to eradicate initiation practices which undermine the self-esteem of individuals and/or which subjects individuals to humiliating and violent acts undermines the constitutional guarantee to dignity in the Bill of Rights” (Wessels, 2001:8). Wessels (2006:66) then goes on to say: “Human dignity must take a truly South African form. *Ubuntu* (kinship and compassion – “I am because of others”) must be applied practically. To be fully human, you need to acknowledge others' human dignity ... Human dignity is neither acquired nor assigned. It is within you” (our translation).

See Addendum B for an adapted set of rules for houses and the University at large as regards the welcoming of newcomers, as well as examples of unacceptable practices.

10 Why does the University want to abolish unacceptable welcoming practices?

In light of the aforementioned definition of unacceptable practices, the obvious answer is that a hierarchical power system inevitably leads to the type of practices that are regarded as unacceptable according to the definition above as well as the definitions of “initiation” or “hazing”. Put differently, the root of this evil or the origin of “initiation practices” is a hierarchical power ethos within which authority is exercised and management is implemented. In his book *Why your boss is programmed to be a dictator*, author Chetan Dhruve (2007) convincingly argues that such an ethos has an unavoidable systemic effect, which makes the concomitant practices equally inevitable. It functions as a so-called “emergent property” of the system – an inescapable consequence of the system, the properties of which are different from the properties of its constituent parts (<http://changethis.com/manifesto/19.BossDictator/pdf/19.BossDictator.pdf>)

Hazing is any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate.

<http://www.stophazing.org/hazing-view/>

HAZING is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

<http://hazingprevention.org/home/hazing/facts-what-hazing-looks-like/>

This means that, if the hierarchy of power – being the ethos within which authority is exercised and management is implemented – is left unchanged, it will be impossible to abolish unacceptable welcoming practices. Therefore, it is impossible to have a hierarchical power system and somehow *manage* the incidents or practices to seem acceptable.

However, there are many other reasons why a value-driven ethos would be the preferred system or approach for exercising, managing and implementing authority at the University in general and in student communities in particular:

10.1 To adapt to South Africa's current constitutional dispensation

In the pre-1994 dispensation, South Africa had a sovereign parliament that literally had the power to sign unto law anything adopted as legislation by the voting majority in parliament. Their power was not subject to any filter, such as a Bill of Rights. That political system made it possible for citizens to be categorised into a citizen ranking – those who had more rights and those who had fewer – based on a presumed racial classification.

This system has been replaced with a constitutional democracy, which is based on the supremacy of the Constitution. Therefore, government's powers and authority cannot override the Constitution – a fact evidenced by the series of court rulings since 1994 in which the Constitutional Court confirmed this and indeed restricted government's authority.

Therefore, the value-driven system or approach applied or pursued in the student communities is aligned with our constitutional democracy. This not only presents a vital opportunity for students to get acquainted with the functioning of a constitutional democracy, but also makes certain demands on the ethos as regards the exercise of authority and the implementation of management at the University, and how we conduct ourselves in student communities. Consequently, a hierarchy of power in any form is experienced as being in opposition to the ethos and rights entrenched in the Constitution.

10.2 To give effect to the role of higher education in making South Africa succeed

The challenges, objectives and contributions of the higher-education sector to make South Africa succeed and, thereby, promote peace are contained in Higher Education White Paper 3 (http://www.che.ac.za/sites/default/files/publications/White_Paper3.pdf). In brief, the White Paper acknowledges that the citizens of our country are divided in many ways, and that higher education in particular has a role to play in bridging those divides. These include the gap between rural and urban, male and female, rich and poor, and between the various racial groups. The divides have in some cases been caused and in others been exacerbated by a political hierarchy of power, which in turn gave rise to a hierarchy of power in interpersonal relations between those on opposite sides of the divide. Therefore, when a newcomer is introduced into a hierarchical power environment, it (1) obstructs the higher-education pursuit of bridging divides, and (2) is reminiscent of the old political order, which elicits resentment and makes reconciliation almost impossible. At a press conference, the Minister of Higher Education described this as follows (our translation):

Practices that exclude certain groups cannot be allowed to continue at South Africa's tertiary institutions – they are discriminatory and detrimental to the academic performance and integration of students.

The Minister was also reported as having said the following (our translation):

In his budget address last month, Nzimande expressed concern over the continuing “authoritarian and semi-militaristic” initiation practices at some universities. He said these practices bordered on racism and were aimed at excluding a large number of students, and making them feel marginalised. (Also see the article on the Minister of Higher Education and Training's draft social inclusion policy: http://152.111.1.87/argief/berigte/dieburger/2014/08/22/2/polblade_30_0_405608284.html.)

It stands to reason, then, that the continuation of a hierarchical power system and the practices it inevitably generates not only hampers but in fact obstructs the task of higher education to the extent that the state's authority is challenged. This has many unfortunate consequences, one of which is that the so-called previously advantaged and historically Afrikaans-speaking universities that insist on continuing along this road in effect hamper the inclusion of all (particularly white) Afrikaans-speaking people in a unified nation. The inescapable consequence (“emergent property”) of the system pursued

at such universities is that hierarchical power actions are seen as social exclusion on the grounds of race, gender or economic status. This is so, irrespective of any other intentions that the participants in a hierarchical power student community may have.

Bridging the divides is possible only within a welcoming culture such as the one envisaged by SU: where there is no room for a patriarchal (based on gender), racist (based on race) or any other type of power system.

10.3 To keep pace with the latest management practices for a knowledge economy

Students and society may rightfully expect a university to expose students to and apply the latest knowledge, innovation and scientific research through its curriculum and co-curriculum. After all, it is the core business of universities to serve society with new, improved and more innovative knowledge.

A hierarchy of power as a management institution did yield certain positive results during the production economies many decades ago. As mentioned earlier, this was driven mainly by Frederick Winslow Taylor's 1911 publication *The Principles of Scientific Management*. Discussions of this book in the early years of the previous century already pointed to the potential danger posed by the specialisation of labour into production units and the silofication this caused, namely the "dehumanisation" of labour.

Indeed, this kind of dehumanisation reached such alarming proportions that a massive worldwide survey conducted by Gallup found that only 13% of employees were truly engaged in their work, citing as the single greatest reason for this state of affairs the quality of the leaders produced by hierarchical power management. (See "The Single Greatest Reason The World's Workforce is Disengaged" <http://markccrowley.com/the-single-greatest-reason-the-worlds-workforce-is-disengaged/#sthash.Or2rUCKz.dpbs>.)

A hierarchical power system in the workplace, particularly at higher-education institutions, significantly impedes innovation and is completely inappropriate for a knowledge economy. (Also see the research on management that culminated in the publication *Unboss* – ridding the company of the hierarchical power boss – at www.unboss.com, as well as other commentators on management, such as former Mckinseys managing partner Marvin Bower at <http://email.mckinsey.com/18f31fdedlayfousubztlcvyaaaaabzc7ixodaorjoqyaaaaa>.)

A value-driven system is undoubtedly the preferred option for the future and for the knowledge economy. Along with various other motivations, this constitutes reason enough to move away from the school of thought typified by expressions such as "the way we have been doing things for the past 35 years". The approach or system we choose should enable us to produce students who, having been shaped in our student communities, are sought after in society and the world for their value-driven leadership skills. These should be students who would not only feel at home in companies such as Google, Wikipedia and others who have taken this course, but who also would be able to establish such companies themselves.

10.4 To give effect to the University's own choice

In its Vision 2030, the University clearly opted for a value-driven system instead of a hierarchical power system (see point 9 in this regard).

10.5 In light of the divisive effects of a single unacceptable incident

Even though the overwhelming majority of newcomer first-years are welcomed in acceptable ways, the destructive consequences of isolated unacceptable incidents are so intense that they tarnish even acceptable welcoming practices. Moreover, an isolated incident is never associated with a single house, unfortunately, but with the entire University – especially in media reports. This makes even students who have been welcomed in acceptable ways doubt whether the University indeed has a welcoming culture and whether they truly are as welcome as they initially thought or experienced.

In support of the reasons cited above, the following is particularly significant:

The practice of initiation seeks to undermine the intrinsic worth of human beings by treating some as inferior to others. Initiation practices undermine the values that underpin our Constitution. Initiation therefore impedes the development of a true democratic culture that entitles an individual to be treated as worthy of respect and concern. Initiation practices should accordingly be abolished and prohibited at all educational institutions. On the other hand effective orientation processes should be encouraged to ensure that students from all backgrounds are quickly integrated into learning and social activities (Wessels, 2001: 23).

11 Why do unacceptable practices persist?

11.1 There is no comprehensive definition of “unacceptable practices”. Up until now, “unacceptable practices” have been referred to without any clear yardstick of unacceptability. (This deficiency has now been rectified by defining an “unacceptable welcoming practice” under point 9 above as **any attitude, action, rule or practice that typifies a hierarchical power system and does not promote a value-driven system.**)

11.2 Students often experience university as a hierarchical power institution, for various reasons:

11.2.1 The stories about workplace and social institutions to which students are exposed before they come to university to a large degree still reflect institutions with typical power hierarchies, thus the university (including the student communities such as residences, PSOs and clusters) is assumed to be such an institution, without any further thought or enquiry.

11.2.2 University is regarded as a logical extension of, and thus similar to, secondary school education. School practices are continued because such a progression – first primary school, then secondary school and, finally, university – is expected and assumed. This progression is deemed a natural continuation of everything they have seen occurring since they started school. In addition, it is probably instinctively assumed that, as the

university is larger than the secondary school, school practices need to be applied even more intensely.

- 11.2.3 This intuitive understanding is strengthened when students encounter practices and rules in the academic field, the administrative arm or the out-of-class experience that indeed reflect a power hierarchy. In the out-of-class context, these would take the form of, for example, exceptions (taboos) applied to newcomers only, such as postponing their full voting rights and prohibiting them from using certain areas such as stairs and lifts. (The understanding of society as a constitutional democracy, where the Constitution reigns supreme, is not explained in the stories told.)
 - 11.2.4 Where male numbers on a campus decline to such an extent that they feel marginalised, this easily leads to group behaviour that strengthens unacceptable practices.
- 11.3 Another important contributing factor is the development phase in which students find themselves (ages 18 to 22):
- 11.3.1 In this phase, much stronger emphasis is placed on inclusion into the group, and students are more inclined to take part in unacceptable practices to feel part of a group than when this development phase has passed.
 - 11.3.2 While developing sound judgement, people typically experience a phase in which they would argue: “The seniors have been here for a long time, so they would know what is correct or allowed” (as seen when first-years steal items because they have been encouraged to do so, without applying their own concept of right and wrong, which probably would have stopped them from taking part).
 - 11.3.3 Older students, in turn, enter a development phase in which they realise that they have to take responsibility for their own future. They experience the feeling of “no longer being taken care of” as a loss, without understanding what has been lost. That experience is then identified as “deprivation” – often articulated as “the University takes everything away from us” – with students resisting any change simply because they do not realise that their experiences and emotions are due to a normal development phase.
 - 11.3.4 In conjunction with the above, many seniors believe that unacceptable practices are “the right thing to do”. They are convinced that they are in fact doing the University and newcomers a favour by *teaching* newcomers the way of this new world and inducting them into a power hierarchy. To them, this approach is justified and successful because “it’s always been done this way”. This is closely linked to the romanticised stories regarding initiation practices in society (stories told by alumni and family as well as in books and films). Often, this is accompanied by the (incorrect) conclusion that people have excelled in life precisely because of the experiences to which they were subjected. The possibility that achievers have excelled *in spite of* the experiences, or that they could have achieved even more, is never considered.

- 11.3.5 Students in this phase of life attach particular value to two factors: (a) inclusion in the group, and (b) competition. Consequently, many activities on campus are structured as competitions. All these activities, irrespective of their nature or context, need to be considered more carefully to avoid presenting them as competitions during this period, as it could lead to a “res above all” ethos, within which practices tend to take on a coercive nature more easily (such as the Molasse Sêr, which newcomers experience as an extension of the welcoming activities, as participants are mainly first-years).
- 11.4 The allure of alumni’s and fellow students’ stories about their experiences at school and in sports teams lies in the fact that these stories end with the knowledge or promise that one would eventually be admitted to, or included in, the new community. Therefore, it offers a reward, namely the sense of belonging that accompanies inclusion. (Also see 11.3.1 above.)
- 11.5 Sometimes, incidents of unacceptable practices are linked to seniors returning from town in an intoxicated state and then acting unpredictably. This unpredictability has two outcomes:
- 11.5.1 Students under the influence of alcohol behave rashly where no-one can see them. A general phenomenon of this kind is kicking or banging against doors and walls, thereby instilling fear in others.
- 11.5.2 When senior students are intoxicated and move in a group, their behaviour is particularly unpredictable for first-years, who consequently feel insecure and unsafe. In some instances, this also causes the phenomenon of mob violence, which is experienced not only by newcomers in houses, but often also by minority groups on the streets.
- 11.6 As a result of all the stories about initiation, senior students and HKs sometimes genuinely do not grasp what constitutes an unacceptable practice and fail to assess particular actions properly, such as showering first-years during section inductions in ladies’ residences:
- 11.6.1 They do not grasp why the University does not want to be a hierarchical power institution.
- 11.6.2 The existing list of unacceptable practices contained in house rules or other documents is never expanded or updated.
- 11.6.3 Their development phases exacerbate matters, as set out above.
- 11.7 Sometimes there is limited understanding of the actual story of the house, as well as a false impression of what seniors and alumni expect of newcomers. Language commonly used in this regard is: “This has been the practice for the past 35 years (the entire existence of the student community) and has made the house what it is today (read: *what has made the house this great or unique*).” The truth is that most of these practices are much more recent and were not necessarily supported by earlier generations in the same student community.
- 11.8 Moreover, prior understanding or exposure results in an eagerness among first-years to comply. Reasons for this include: (a) newcomers expect it to happen; (b) peer pressure (also from fellow

newcomers); (c) it is established practice; (d) seniors know what is right; (e) fear of being victimised or excluded if they refuse to take part; and (f) newcomers do not want to be known as the year group who has caused the house traditions to be changed.

- 11.9 The fact that practices are labelled as “tradition” and understood as “part of our identity” poses a significant challenge. The view that our identity is vested in our values is thus topped or trumped by the twisted concept that our identity is vested in our practices (our actions).
- 11.10 Students in leadership positions often believe that they are expected to:
- a) accept responsibility for newcomers, which causes them to want to think and organise on newcomers’ behalf; and
 - b) *control* the actions of newcomers and others in the house as the only way of managing and maintaining discipline.

Both these ideas are the products of a hierarchical power system.

- 11.11 Student leaders in a student community also get stuck in a type of “group-think”, unaware of the existence of such a phenomenon and of the mechanisms to guard against it. This leads to the type of conduct that does not allow any idea to be challenged or questioned.
- 11.12 Training or documents regarding our Welcoming Programme often contain too few practical examples of acceptable and unacceptable practices that may serve a yardstick for behaviour. Even where an effort is made to apply values in practice, along with the other factors mentioned here, the end result does not reflect the values accurately. At the same time, an attitude of “the end justifies the means” seems to be generally accepted. (For example, senior students with such an attitude easily convince themselves that, by being treated unfriendly, newcomers will *learn* to be “friendly” later on.)
- 11.13 Practices that may not comply with the set standard for welcoming are dealt with as “internal affairs” and not made public. Even though this often is well intended, such instances should rather be disclosed. If not, it could create the impression of a power hierarchy in which matters are managed internally (secretly) so as not to project a bad image to the outside world. When this creates the impression of a power hierarchy, it automatically triggers all the other consequences of a power hierarchy.
- 11.14 The system of proper, positive welcoming has taken root in some houses, where the HKs treat newcomers well. But the seniors’ actions in the period following the first two weeks still constitute unacceptable practices. (This is sometimes referred to as the outsourcing of these practices to seniors.)
- 11.15 A further contributing factor is that the opportunity for newcomers to become fully fledged members of the group is postponed until the end of the general welcoming period. (The mountain climb in one residence, for example, occurs only after the first three weeks of the first term.)
- 11.16 The newcomers are not entirely familiar with their rights, and the welcoming process does not allow for their rights to be explained to them either.

12 Parties involved in welcoming, and how they may be affected

As a university is a large institution that could easily fall into the trap of silofication, and where certain environments could see practices that are not endorsed by the entire institution, it would be wise to organise welcoming in a way that would prevent compartmentalisation. Since the houses of the University (particularly certain residences) have established strong identities over the years, their “own”, often unacceptable welcoming practices may easily emerge (and indeed have emerged in the past), especially in the context of residences.

Therefore, a systemic-holistic approach to the value-driven welcoming of newcomers is the appropriate choice, although it does make high demands as regards training, intensity of conversations, the sustainability of good practices, responsibility, and obtaining the buy-in of all parties (both staff and students). A further challenge is that new student leaders are elected every year, and that a newly elected leadership may not understand, support or wish to adhere to the institutional approach. This, then, makes the annual training of all student leaders quite a challenge – even training first-years, being the next year’s second-years (the 2DO programme).

See Addendum D for a full representation of all parties involved.

13 What is being done, and which gaps need to be filled?

See the following tables for a summary of what is already being done, as well as the gaps identified by the Task Team.

13.1 Current actions

	TRAINING	MONITORING	SUPPORT
First-years	As set out in the welcoming booklet	<ul style="list-style-type: none"> Monitors are merely announced and telephone numbers provided. A single phone number is staffed and serves as a reporting line. 	HK Mentors ResEd coordinator Cluster structures RH/VH
Seniors – second-years	<ul style="list-style-type: none"> 2DO (To Development/Ontwikkel) programme Fourth-term ad hoc conversations in some houses Use of senior forum by some houses 	Welcoming period until classes start: <ul style="list-style-type: none"> Monitors – two weeks RH/VH/cluster HKs Questionnaires Parents From commencement of classes (first semester): <ul style="list-style-type: none"> RH/VH/clusters HKs Questionnaires Parents 	HK ResEd coordinator Cluster structures RH/VH
Seniors – third-years and older	<ul style="list-style-type: none"> Fourth-term ad hoc conversations by some houses Use of senior forum by some houses 	Welcoming period until classes start: <ul style="list-style-type: none"> Monitors – two weeks RH/VH/cluster HKs Questionnaires Parents From commencement of classes (first semester): <ul style="list-style-type: none"> RH/VH/clusters HKs Questionnaires Parents 	HK ResEd coordinator Cluster structures RH/VH
HKs	Training <ul style="list-style-type: none"> The training as regards our Welcoming Programme occurs within one week after the election of the new HK, and runs from mid-August to the end of November, when the welcoming programme is submitted. It includes a training day over the weekend of week 5 in the third term. Various conversations take place with some key HK members in the week 	Welcoming period until classes start: <ul style="list-style-type: none"> Monitors and MAC RH/VH/clusters Mentor feedback Questionnaires Parents Ombudsman Newcomers' feedback Other staff members From commencement of classes (first semester): <ul style="list-style-type: none"> RH/VH/clusters Questionnaires Parents 	Training <ul style="list-style-type: none"> RH/VH/clusters Student leaders of the cluster ResEd coordinator CSC office Video recordings of welcoming training

	<p>before the training. (See Addendum E.)</p> <ul style="list-style-type: none"> • This is followed by conversations in the house and cluster to share best practices. • The discussion on the welcoming objectives presents an opportunity for the HKs to determine what will form part of their welcoming programme. • The discussion on the monitors' report is another crucial action. • Two conversations are conducted before the welcoming programme is agreed upon. • The annual conversations serve as an important opportunity for dialogue to consolidate the house. <p>(See Addendum E.)</p>	<ul style="list-style-type: none"> • Newcomers' feedback • Other staff members • Ombudsman 	
Mentors	<p>Welcoming training</p> <ul style="list-style-type: none"> • This deals with aspects of mentorship (particularly also the wellness conversations) as well as the administrative assistance provided in the welcoming period to prepare newcomers for the commencement of classes. 	<p>Welcoming period until classes start:</p> <ul style="list-style-type: none"> • Monitors • RH/VH/clusters • Mentor feedback • Questionnaires • Parents <p>From commencement of classes (first semester):</p> <ul style="list-style-type: none"> • RH/VH/clusters • HKs • Questionnaires • Parents • Newcomers' feedback • Other staff members 	<p>The training</p> <ul style="list-style-type: none"> • RH/VH/clusters • ResEd coordinator • Mentor coordinator
Alumni	None	None	None
Parents	<ul style="list-style-type: none"> • Welcoming booklet 		<p>Management Ombudsman</p>
Resident and visiting heads	<ul style="list-style-type: none"> • Forums • Case studies 		<p>ResEd coordinator Fellow heads as part of the team Cluster colleagues CSC office</p>
Monitors	<ul style="list-style-type: none"> • Rules • Training, two to three times 		<p>MAC Fellow members as part of the team</p>

			CSC office
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	DISCIPLINE	OBJECTIVES	Knowledge of what is (UN)ACCEPTABLE
First-years		First-years' awareness is raised through document: What to expect of welcoming	Poor knowledge
Seniors – second-years	Maintained by HKs; RH and VH CDC in some instances	The house rules Conversations beforehand	Uncertain, probably very little
Seniors – third-years and older	Maintained by HK; RH and VH CDC in some instances	The house rules Conversations beforehand	Uncertain, probably very little
HKs	Maintained by fellow HKs; RH and VH CDC in some instances	RH/VH Welcoming template The house rules Conversations beforehand Training	
Mentors		RH/VH Welcoming template The house rules Conversations beforehand Training	
Alumni	None	None	None
Parents	None	None	None
Resident and visiting heads	CSC and other staff processes		
Monitors	N/A	Well communicated	Sound knowledge

13.2 Gaps to be filled to allow for a proper welcoming free of unacceptable practices

	TRAINING	MONITORING	SUPPORT
First-years	A mentor conversation that clearly explains what SU seeks to achieve with the welcoming, what constitutes a power hierarchy, and what value-driven management entails (conversation chart developed as aid) A video clearly explaining the “why” behind the welcoming process	Questionnaires: <ul style="list-style-type: none"> • A questionnaire administered during welcoming week. The HK is present to encourage frankness. • A follow-up questionnaire two weeks following the commencement of classes (houses) • Another questionnaire in the first term, and a follow-up questionnaire at the end of the first term 	

		<p>Introduction of reporting points:</p> <ul style="list-style-type: none"> • More prominent introduction of the Ombudsman, and contact details announced more properly • A single phone number serving as a reporting line 	
Seniors – second-years	<p>Conversations in the fourth term:</p> <ul style="list-style-type: none"> • Training conversation on the “why, what and how” as well as SU’s objectives with welcoming, and what is acceptable and unacceptable • Hand-out on what constitutes acceptable and unacceptable practices • A brief yet compulsory electronic test to be taken upon application for readmission, which students need to pass in order to complete their applications for readmission. The test may be taken various times, but application for readmission cannot be made if the test questions have not been answered correctly. (Aimed at testing knowledge of welcoming culture) • A video clearly explaining the “why” behind the welcoming process 	<p>Questionnaires:</p> <ul style="list-style-type: none"> • Questionnaires for all house environments over the period • Two questionnaires administered during the period 	
Seniors – third-years and older	<p>Conversations in the fourth term:</p> <ul style="list-style-type: none"> • Training conversation on the “why, what and how” as well as SU’s objectives with welcoming, and what is acceptable and unacceptable • Hand-out on what constitutes acceptable and unacceptable practices • A brief yet compulsory 	<p>Questionnaires:</p> <ul style="list-style-type: none"> • Questionnaires for all house environments over the period • Two questionnaires administered during the period 	

	<p>electronic test to be taken upon application for readmission, which students need to pass in order to complete their applications for readmission. The test may be taken various times, but application for readmission cannot be made if the test questions have not been answered correctly. (Aimed at testing knowledge of welcoming culture)</p> <ul style="list-style-type: none"> • A video clearly explaining the “why” behind the welcoming process 		
HKs	<ul style="list-style-type: none"> • The training programme is adapted every year. 	<ul style="list-style-type: none"> • Cluster as an additional responsibility centre 	The convenor serves as welcoming trainer for the cluster.
Mentors	<p>Welcoming training</p> <ul style="list-style-type: none"> • Specific training on the reasons for welcoming, what constitutes unacceptable practices, and preparing for a conversation with first-years to explain the concept of value-driven welcoming • A video clearly explaining the “why” behind the welcoming process 		
Alumni	<ul style="list-style-type: none"> • A video clearly explaining the “why” behind the welcoming process 		
Parents	<ul style="list-style-type: none"> • A video clearly explaining the “why” behind the welcoming process 		
Resident and visiting heads	<ul style="list-style-type: none"> • A training file containing all the documents and explanations • A method to determine upon their appointment already how heads regard a hierarchical power system 		Rescue team per cluster, who will be able to immediately intervene in matters requiring intervention
Monitors	<ul style="list-style-type: none"> • A video clearly explaining the “why” behind the welcoming process 		

	DISCIPLINE	OBJECTIVES	Knowledge of what is (UN)ACCEPTABLE
First-years		<p>A video clearly explaining the “why” behind the welcoming process</p> <p>Mentor conversation to explain welcoming and its objectives</p>	
Seniors – second-years		<p>Clearly explain objectives to this group in conversations during the fourth term</p> <p>A video clearly explaining the “why” behind the welcoming process</p> <p>Discuss and make available welcoming template to the entire house and prospective students</p> <p>Preparation for readmission test</p>	Provide a list of welcoming practices that are against the rules and those practices that simply do not fit in
Seniors – third-years and older		<p>Clearly explain objectives to this group in conversations during the fourth term</p> <p>A video clearly explaining the “why” behind the welcoming process</p> <p>Discuss and make available welcoming template to the entire house and prospective students</p> <p>Preparations for readmission test</p>	Provide a list of welcoming practices that are against the rules and those practices that simply do not fit in
HKs		<p>A video clearly explaining the “why” behind the welcoming process</p> <p>Discuss and make available welcoming template to the entire house and prospective students</p> <p>Preparation for readmission test</p>	
Mentors		A video clearly explaining the	

		<p>“why” behind the welcoming process</p> <p>Discuss and make available welcoming template to the entire house and prospective students</p> <p>Preparation for readmission test</p>	
Alumni		<p>A video clearly explaining the “why” behind the welcoming process</p> <p>Make available welcoming template</p> <p>Make the report a public document</p>	
Parents		<p>A video clearly explaining the “why” behind the welcoming process</p> <p>Make available welcoming template</p> <p>Make the report a public document</p>	
Resident and visiting heads		Continue pursuing training objectives	
Monitors			Sound knowledge

14 Where does monitoring come in, and how do we employ it?

14.1 Background

Monitors (independent persons who objectively assess the entire welcoming programme) are vital and have played a significant role in the improvement of our welcoming processes over the past couple of years. The monitors’ role is similar to that of the section 9 institutions in terms of the South African Constitution.

The role of monitors causes continuous tension, which is to be expected due to the nature of their work. However, the current monitor system clearly works according to an outdated and inappropriate set of regulations, which need to be replaced. The Task Team recommends that the monitor system be dealt with as a quality assurance process within the responsibility centre of the VR(L&T).

The initial monitor model as well as the Familiarisation and Monitoring Working Group (FMWG) came about as a result of distrust between two groups. The suspicion arose that a group at the University (read: resident heads/visiting heads and HKs, seniors and former residents) were conducting clandestine and undesirable welcoming practices that were inconsistent with what the rest of the

University (Council, management and others) sought to achieve with welcoming. As a result, a large structure (FMWG) was established with equal representation of the two groups, and with monitors reporting to the FMWG, who had to approve the welcoming programmes of all houses.

This distrust has since fallen away and it is assumed that the Student Affairs (STA) line function itself is quite capable of negotiating the welcoming programmes and managing the quality thereof in line with the University's expectations. The monitors will still have a role to play assisting this line function and improving quality. However, they will retain the function of watchdog, giving credibility to management's statements on the processes followed in houses.

The regulations in their current form urgently need to be upgraded to reflect current practices and needs. Therefore, the following is proposed:

- a) That the monitor group, with a watchdog and quality assurance function, be placed under the authority of the VR(L&T).
- b) That the implementation of our Welcoming Programme remain the responsibility of the CSC in the STA Division.
- c) That monitors play a role in both (a) and (b) above. Also see the proposal below as regards guidelines for a new monitor system.

14.2 Guidelines for a new monitor system

It is proposed that the Familiarisation and Monitoring Working Group, generally known as the FMWG, be replaced with a committee that would fulfil a quality assurance and monitoring function and that could be known as the Monitoring Advisory Committee (MAC).

Purpose of MAC

MAC receives submissions from the monitors on their observations during the welcoming period, listens to the interventions implemented by the CSC, offers advice on how incidents during the welcoming period should be handled, and reports on such advice to the VR(L&T).

Composition

MAC consists of eight members, including three student members, to be appointed by the VR(L&T).

a) Members

- i. Chairperson from responsibility centre of the VR(L&T)
- ii. Person with knowledge of the law
- iii. Person from Senate
- iv. Person from the Communication and Liaison Division
- v. Person from the Centre for Career Advice, Admissions and Residence Placement
- vi. Student representation
 - Two SRC nominees
 - Student member who does not serve on a representative body

b) Ex officio attendees

- i. Director: CSC (or his/her delegate)
- ii. Prim Committee chairperson (or his/her delegate)

The Director: CSC and the Prim Committee chairperson attend meetings and report on how a particular matter was dealt with. The ex officio attendees do not take part in deciding on the appropriate advice.

c) Monitors

- i. Monitors are nominated by the clusters. Each cluster nominates two monitors. The monitors serve in another cluster than the one in which they are based.
- ii. The head monitor is appointed by the CSC following an application process, and is additional to the monitors nominated by the clusters.
- iii. The MAC secretariat is managed by the CSC.

d) Method of work

- i. The monitors monitor the execution of the agreed welcoming programmes of the houses and even faculties.
- ii. The monitors continuously report their observations to the CSC. In the process, the CSC manages the welcoming and responds to the observations.
- iii. The observations are also reported to the MAC.
- iv. At the MAC, the CSC reports on how the observations were handled. MAC provides advice after having considered the CSC's reports.
- v. The MAC reports to the VR(L&T) on the observations and the advice rendered to the CSC.

15 What role does Student Discipline/the Central Disciplinary Committee (CDC) play?

Any misconduct by students referred to the CDC by Student Discipline is assessed to determine whether it should be followed up and/or investigated. Misconduct during welcoming is treated differently from, for example, academic incidents (such as dishonesty during tests and examinations). During welcoming, Student Discipline and the CSC enter into talks. Once an incident is reported to Student Discipline, the following occurs:

- 1) The complaint must be addressed in writing (by e-mail) to the Manager: Student Discipline.
- 2) The CDC investigates the complaints to determine whether prosecution is required.
- 3) If grounds for prosecution exist, statements will be taken.
- 4) The alleged perpetrator will be contacted and informed of the complaint against him/her.
- 5) In many instances, the student will then make a statement and/or request to contact a legal representative.

Students are not obligated to make statements, and their statements are indeed sometimes withdrawn at a later stage. If the Manager: Student Discipline has sufficient information, (s)he must decide on a further course of action. If there is enough evidence, the matter may be taken to the CDC. The CDC is an overarching committee consisting of a chairperson (currently Prof Gerhard Kemp from the Law Faculty) and four additional members (two University staff members and two students). The committee's composition depends on the complaint to be investigated. The Manager: Student Discipline does all the preparations and sees to it that the committee is convened. Nowadays, many students make use of legal representatives. The aim of the CDC is to establish whether a student is guilty or not guilty. If a student is found guilty, the CDC must determine an appropriate sanction for the particular transgression.

In addition, the CDC plays a rehabilitating role as far as possible, i.e. attempts are often made to incorporate an educational element into the sanction. Students have the right to appeal to the Appeals Committee. This committee consists of the Dean of Law (or his/her delegate) as the chairperson, plus another two persons from the Law Faculty (a lecturer and a postgraduate student).

Student misconduct during welcoming is a bit more difficult to investigate. The Manager: Student Discipline and the Director: CSC enter into regular talks in this regard. These conversations form part of the CDC's inquiry. The primary purpose of the CDC is to rehabilitate and educate students.

According to the Task Team, the time lapse between the lodging of a complaint and the inquiry is much too long. The standard practice is to expel a student from the house pending the investigation against him/her. (This step is essential for two reasons, namely to prevent the person from continuing with unacceptable practices in the particular house, and for the investigation to be conducted without the person's potential interference, and even victimisation of newcomers.)

In terms of the long time lapse between reporting and the inquiry, the Task Team proposes that a standing committee be appointed by the CDC with a view to the welcoming period, which can then be tasked with immediately investigating any malpractices.

16 Examples of constructive practices

Welcoming practices that are acceptable or preferred may be categorised as follows: (a) activities that occur up until the day before classes start, and are traditionally known as the Welcoming Programme, and (b) activities (of a more academic nature) that occur during the first term and the first semester, which were referred to as the integration programme in the 2009 report on the Welcoming Programme (Botha, 2009) and have also been known as the post-welcoming programme. (This distinction is made in order to eliminate any potential misunderstandings where houses continue with non-academic activities during the term.)

16.1 Activities that are specifically conducted during the Welcoming Programme and are aimed at welcoming newcomers and facilitating their optimum adjustment. Below are some examples of such activities that are appropriate for a welcoming (value-driven) culture:

- a) Reflective sessions: During lunch hour every second day, the leaders gather all the first-years of the house in groups. In each of the groups, an HK member discusses with the first-years those things that they have truly enjoyed up until that stage, things they would want to see changed, as well as general questions and answers (such as how to stay involved, the best shops in town, things to see and experience, etc.).
- b) “Cross the Line, Claim to Fame” (ResEd activities): This activity is particularly productive, as students realise that they are not the only ones facing certain challenges and problems. It brings together all students from all backgrounds and cultures through a single experience. “Cross the Line” empowers students to take ownership of who they are. No-one is forced to participate. This enables more sensible activities to encourage first-years to think beyond mere socialising, and to empower themselves to establish their own identity as South African citizens.
- c) Cycling in and around Stellenbosch: This introduces students to the beauty of campus and surrounds, and helps them get acquainted with the area. A residence may for example decide to take their first-years out on bicycles to explore and get to know town.
- d) “Vensters” as a cultural event where students get to know each other better
- e) Socials with mixed houses (in terms of gender) as well as unisex houses. This is important for students to meet persons from all genders and backgrounds.
- f) Cluster-day lecturer interaction: This event normally makes quite an impression on first-years, although it needs to be well organised. This interaction gives the newcomers insight into their degree programmes and offers them the opportunity to meet fellow cluster members enrolled for the same degree programme.
- g) Interaction with senior students, such as a braai, where students meet on an equal footing and eat together.
- h) A “sokkie” social is arranged for the first-years, and Maties Dance Society is approached to teach the first-years how to “sokkie”.
- i) Events where the first-years join the seniors in their section for coffee at a particular coffee shop in town

16.2 Activities that form part of the integration programme and that occur after the Welcoming Programme, typically in the course of the first and second term:

- a) The First-year Committee’s application process, election and camp take place in the first term.
- b) Mentor sessions are an important mechanism to continuously interact with first-years.
- c) Stay-in weekends may be a good bonding exercise, provided that these are not forced down, that the activities conducted during the weekend are positive and constructive, and that the emphasis is on getting to know each other.
- d) First-year study opportunities: These are excellent activities, provided that they are not forced down and are intended to emphasise the importance of academics. In some houses, certain evenings are set aside for specific disciplines, where, for example, all first-years studying Engineering study together in the dining hall. They are then joined by senior Engineering students, with the intention that these seniors will be available to assist if the newcomers should get stuck with certain aspects of their studies.

- e) Opportunities for critical conversation in cluster context: These are aimed at ongoing intellectual stimulation and challenging students to think beyond only Stellenbosch problems but also contemplate matters and challenges of a more global nature.
 - f) Roommate scenario discussions: Following the Welcoming Programme, sessions are conducted where first-years discuss roommate issues in general. These sessions are hosted according to specific room scenarios/themes and offer first-years the opportunity to discuss issues in general, without putting anyone on the spot.
 - g) Regular ladies' teas and braai events are hosted to help the residents of a house get to know each other better.
 - h) House forums to which first-years are specifically invited for their positive and constructive contributions
 - i) Pairing each first-year with a senior (older sibling who is available for support)
 - j) Regular co-curricular workshops on various themes, to which all members of a house are invited
 - k) Academic mentors in cluster context – lecturers are invited
- 16.3 Activities that tend to take place at the end of the year and relate to the election of new student leaders, first-years who will be the following year's second-years and will thus become seniors, and other ongoing activities such as house meetings, elections to sports teams, etc.:
- a) Examples include a derby day with another house, as well as various team-building sessions and events hosted along with other houses.
 - b) Applications for Second-year Committee: This is where first-years receive the opportunity to spot leadership traits in each other and to decide who will best represent them.
 - c) Mentor election: First-years are often in the best position to know who will make the best mentors for the following year. They are often so inspired that they make themselves available for election.
 - d) First-year feedback session: Certain houses have a first-year feedback session at the end of the year, where they receive valuable inputs on how their newcomers have experienced their reception, integration and adjustment in the house.

In the latter regard, the following is of particular significance:

What institutions fail to perceive is that what is required is a paradigm shift away from authoritarian traditions to a value-based approach to institutional governance that is reflected in the institution's regulations which regulate the day-to-day functioning of the institution. Thus, this will not only entail embarking on different educational programmes but also revising existing rules and practices in line with the values of the Constitution (Wessels, 2001:18).

17 Conclusions and recommendations

17.1 The Task Team has come to the following **conclusions**:

17.1.1 Unacceptable welcoming practices are a complex matter, as they relate to various social, cultural, sociopolitical (e.g. a hierarchical power system as opposed to a value-

driven system), anthropological and historical factors, amongst others. In sociology, a large body of research has been done on institutional and group behaviour with regard to newcomers (rites of passage), initiation rituals, coming-of-age rituals, etc., which behaviours may also play an important role in the process of welcoming at a university. Unfortunately, however, the negative aspects are often very quickly turned into customs, traditions, rules and, therefore, practices. (Janse van Rensburg, 1990; Wessels, 2001; Cimino, 2011)

- 17.1.2 As a hierarchical power system was the norm in the world of work for many years, most people regard it as the acceptable and correct (even only) approach for each individual to know and earn his/her place, and to act accordingly.
- 17.1.3 In a hierarchical power approach, many activities are often portrayed as wholesome (good for you), right (i.e. not inconsistent with acceptable human behaviour) and beneficial to the group, although such activities still undermine a value-driven approach and result in behaviour that goes against the values of friendliness, hospitality and human dignity.
- 17.1.4 With a value-driven approach, the challenge is to pursue democratic and equal treatment, and to truly use the shared values of the group to inform behaviour, attitudes and actions.
- 17.1.5 A friendly hierarchical power approach (friendly dictatorship) may easily be confused with a value-driven approach, although the behaviour it generates (and has the potential to generate) remains unacceptable.
- 17.1.6 The way in which these matters are communicated and the nature and quality of the training that our leaders receive are of paramount importance. If the message is not crystal clear, leaders will not grasp the difference between a hierarchical power system and a value-driven approach, and this distinction will also not be effectively conveyed to senior students.
- 17.1.7 Training and other material (such as house rules) must contain clear examples of unacceptable activities and conduct (although it must be made clear that they are examples only and do not constitute an exhaustive list). Many misunderstandings arise because leaders and senior students do not know what exactly constitutes an unacceptable practice, and often do not know how to apply value-driven principles in practice. We also do not have the luxury of allowing the same mistakes to occur year after year and gradually move towards establishing a value-driven system in terms of all practices.
- 17.1.8 Unacceptable practices are particularly persistent and are often continued because alumni, parents and other family members portray them as traditions that are valued and have stood the test of time (which, it is erroneously argued, is why they are all good and fine). Moreover, students bring some of these practices along from certain schools,

where they still continue unabated. This situation is exacerbated by new students entering each year and students who have gained some experience in value-driven management leaving campus.

- 17.1.9 Over the past ten to 12 years, considerable progress has been made with the implementation of a constructive and effective Welcoming Programme, and many of the old, unacceptable practices have been eliminated. However, some of these practices do resurface from time to time as a result of the factors described under point 17.1.8 above, which is why continued precautions need to be taken in respect of training and proper information (communication).
- 17.1.10 The way in which the Welcoming Programme is structured and organised, as well as other activities that relate to the welcoming, integration and adjustment of newcomers, is critically important for the attitudes displayed and the activities planned.
- 17.1.11 The nature and content of leadership development, training and guidance is equally crucial for the attitudes displayed and the activities planned.
- 17.1.12 The University is required to prepare and equip its students in line with the current focus on a knowledge economy, thought leadership and a value-driven approach at the cutting edge of best practices in the modern world of work, as opposed to a hierarchical power approach.
- 17.1.13 Sometimes, the explanation is proffered that first-years agreed to participate in an activity (it was voluntary). In a hierarchical power context, however, activities are *voluntary-compulsory*, as the pressure from those “in charge” as well as from the group (fellow newcomers) makes it virtually impossible for the individual not to take part.
- 17.1.14 Often, the second-years, being the previous year’s newcomers, are set on giving the newcomers the same “treatment” that they received – and usually, they seek to make it even more unpleasant than what they themselves experienced. This behaviour can be attributed to a type of “misplaced vengeance”, and some of the students who commit these deeds display an inclination to bullying behaviour (normally towards those who are weaker or less powerful).
- 17.1.15 The notions of *democracy* and *majority* are often misinterpreted (misunderstood) – sometimes on purpose. The leaders in a democracy are elected to their positions by a majority of votes, but even then, the Constitution remains the supreme law (values) of the country, to which the elected leaders remain subordinate. Often, students misunderstand or misuse the notion of *majority*, arguing that the decisions of the majority (read: senior students) can be forced down on the minorities (read: newcomers). A *majority* is not equivalent to a *democracy*. A democracy means being subordinate to fundamental values.

- 17.1.16 Excessive use of alcohol very easily leads to utterly unacceptable behaviour and actions towards newcomers by intoxicated senior students (often termed “welcoming”). This is clearly a pattern that repeats itself every year and that requires a mechanism to keep intoxicated senior students completely separate from newcomers.
- 17.1.17 Another difficult concept for students (especially in old, tradition-filled houses) is to distinguish between multiple identities and not to want to exalt one identity to the predominant identity for all. Instead of making newcomers feel at home with a variety of identities, such as a Matie, cluster, student, Engineering or AgriSciences identity, and a Heemstede or Majuba identity, the house identity is exalted to the most important identity there is, which again results in unacceptable welcoming behaviour. For instance, male newcomers are often discouraged to socialise with students from other men’s residences, who are portrayed as the competition. This excessive competitiveness (which also relates to students’ stages of development) is in itself problematic, as it is so overemphasised during welcoming that newcomers will do anything that senior students request, simply because they want to be “the best” or “the only one” who managed to do it “for the house”.
- 17.1.18 Although the questionnaire that was used to determine newcomer first-years’ experiences in terms of unacceptable practices elicited some positive comments (despite the focus on **unacceptable practices**), it also revealed extremely disturbing incidents, which confirmed that many practices remain that do not comply with our pursuit of a value-driven culture. In particular, the questionnaire points to unsettling practices in five categories, namely (i) intimidation and problematic behaviour; (ii) alcohol abuse; (iii) traditions/socials; (iv) denying students contact with their parents, and (v) language (mostly the exclusive use of Afrikaans). The questionnaire also clearly showed which houses still conduct unacceptable practices.
- 17.1.19 The way in which welcoming is currently monitored is of the utmost importance, and the existing FMWG process is clearly obsolete and no longer has the desired effect of helping to create an hospitable, friendly and dignified Welcoming Programme. We undoubtedly need a modified approach with the focus on quality assurance and cooperation, which will not be regarded as “policing” – although the monitoring still needs to identify where best practices are not implemented.
- 17.1.20 Clearly, the Constitution and the Bill of Rights need to occupy a central position throughout, and an action that infringes upon a student’s rights in any way cannot be regarded as an acceptable practice.

17.2 The Task Team **recommends:**

- 17.2.1 That the entire Welcoming Programme be assessed on an ongoing basis in light of this report, and be adapted as needed, especially to shift the focus to a positive, constructive and value-driven approach.

- 17.2.2 That a value-driven approach be promoted in a planned and structured fashion for it to become the culture and ethos of the entire University in a systemic-holistic way, making for the hospitable, friendly and dignified welcoming of all students, and particularly newcomer first-years.
- 17.2.3 That the training of student leaders and relevant staff to ensure that value-driven welcoming would become a sustainable part of our University's culture and ethos be regarded as vitally important. Therefore, training, guidance, monitoring and, eventually, maintenance (continuity) should occur annually, as leaders change annually, and the optimum scheduling thereof needs to be regularly reassessed. In addition, the training, information and other communication material must provide for webpages, social media and other channels such as videos (that also need to be budgeted for), which will not only be able to reach students, but also other role-players, including parents, alumni, staff and feeder schools of the University.
- 17.2.4 That, in terms of training, two approaches be followed to ensure optimum transfer, namely material in plain (student-friendly), accessible and understandable language, including pamphlets, posters and flash cards, as well as technology-based material (including webpages, social media, videos, etc.). At the same time, however, a more intellectual approach is required to inform the entire University, senior students and especially also staff of the preferred approach.
- 17.2.5 That the sanctions imposed for unacceptable practices not be kept secret but rather be brought to students' attention more broadly in order to eliminate any misunderstanding about the consequences of such behaviour, especially also because Student Discipline and even the CDC's approach is aimed at eliciting an apology, rectifying and reconciling.
- 17.2.6 That mechanisms be developed to prevent senior students under the influence of alcohol from in any way harassing newcomer first-years with unacceptable behaviour – especially during the Welcoming Programme, but also in the course of the year.
- 17.2.7 That, as part of the training and preparations for the Welcoming Programme, the multiple identities of students be pointed out and even celebrated, and that one identity not be exalted at the expense of another to a level where it results in unacceptable behaviour.
- 17.2.8 That the FMWG be replaced with the MAC, as explained under point 14.
- 17.2.9 That the assessment (test) for readmission to a house, as a co-curricular input, be developed as soon as possible in order to test students' knowledge of the underlying philosophy of a value-driven and welcoming culture, thereby contributing to the positive development of graduate attributes in our students.

- 17.2.10 That the Task Team’s report not only be submitted to the University management, but also to Council and the Department of Higher Education and Training.
- 17.2.11 That, in terms of the long time lapse between the lodging and investigation of a complaint, a standing committee be appointed by the CDC with a view to the welcoming period in order to immediately investigate any malpractices.
- 17.2.12 That the welcoming rules (as contained in Addendum B) be included in the University Calendar.
- 17.2.13 That the establishment of research groups with a focus on out-of-class student experiences, such as the impact of alcohol, community development, a welcoming culture, the experience of inclusivity, etc., be seriously considered.
- 17.2.14 That sports organising in conjunction with the CSC be used during and directly after the Welcoming Programme to promote the development of a healthy identity. In this regard, the systemic impact of a first-year tournament for houses immediately following the welcoming period may be of considerable value.

18 Final remarks

Much has been said in the past about how these unacceptable practices at universities and other educational institutions should be eradicated through rules and punishment. However, the Task Team is convinced that such an approach on its own has not yielded the desired results. We should fundamentally change the way we think about the welcoming of newcomers, and this altered way of thinking should be closely linked to that which currently informs our young democracy, namely the values contained in our Constitution.

Given South Africa’s diverse population, our apartheid past and our pursuit to be inclusive, innovative and future-focused, it is understandable that Stellenbosch University would prefer striving for those values and concomitant practices that are based on hospitality, friendliness and human dignity. Therefore, we do not wish to have any part in any approach or practice that is inconsistent with this ethos, and will do everything in our power to build a value-driven approach, as opposed to a hierarchical power system.

One of the reasons why initiation ceremonies seem like an anachronism at a university, is the conclusion ... that effecting transitions by means of ritual was most characteristic of closed rather than open societies (Janse van Rensburg, 1990).

In this way, Stellenbosch University, being an example of an *open* community, will demonstrate that it is a place where everyone is welcome, enjoys equal rights and has their human dignity protected, and where diversity is regarded as an asset that is celebrated by all.

19 ADDENDA

ADDENDUM A: VERWYSINGS

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ADDENDUM B: RECOMMENDED NEW RULES FOR WELCOMING, AND SAMPLE LIST OF UNACCEPTABLE PRACTICES

Note: The numbering in this addendum is as it would appear in the Calendar, and the introduction corresponds with the first section of point 9 in the report.

9 Welcoming of newcomers and general group activities of all students (including sports teams, societies, cultural groups, etc.), including in houses

9.1 Introduction

Usually, a system that can at best be described as a hierarchical power system is adopted as default ethos, without giving it much thought. Where such an ethos serves as the foundation for the welcoming of newcomers, students who participate in the welcoming believe that they are doing the University and newcomers a favour by introducing newcomers to the real “way of the world”. Objections are usually only tolerated in instances where the way in which the newcomer is introduced to or included in the ethos “has gone too far”.

In its more extreme form, a hierarchy of power as a state order would be a monarchy where the king’s wishes and words reign supreme, or a sovereign parliament (South Africa pre-1994) in which the voting majority’s wishes and words reign supreme. There is no standard with which the words or wishes of the king or the sovereign parliament need to comply. In legal terms, this is known as legal positivism. Another example of such a system is that of a benevolent dictator. It is also the default ethos of the military environment. In the business world, it takes the form of a model arising from the work of Frederick Winslow Taylor in his 1911 publication *The Principles of Scientific Management*. A hierarchy of power in business is especially characterised by references to a “boss” or “big boss”, who runs a business by issuing instructions. A hierarchy of power was the preferred model for the mass production era of the past century.

A value-driven form of governance is that of a constitutional democracy (South Africa since 1994), where the values of the Constitution carry more weight than the wishes or words of the head of state or even parliament. In the business world, this is epitomised by companies such as Wikipedia and Google, and also constitutes the underlying principles that have allowed an institution such as the internet. It is the preferred model for the era of an economy of knowledge, innovation and thought leadership. It is also the preferred model for higher-education institutions. In the context of Stellenbosch University’s Vision 2030, it translates into the following (IIS, 2013-2018; our translation):

It is wise to move away from a situation where planning and decision-making occur exclusively at the level of management. Everyone who works at SU should feel that, since they are co-owners of the University, they are also co-responsible for the institution’s success.

A hierarchical power model only works well if everyone in the organisation knows their place and acts accordingly. Unacceptable welcoming practices are aimed at “teaching” newcomers where they fit into the hierarchy by way of one or more random displays of power. A hierarchy of power is friendly only as long as you act in accordance with your ranking in the hierarchy. If not, the system has no choice but to either force you into your place or declare you unsuitable for the community.

As Stellenbosch University clearly opted for a system characterised by a value-driven ethos as the way in which authority is exercised and management is applied at the University, it seems appropriate to describe unacceptable welcoming practices as **any attitude, action, rule or practice that typifies a hierarchical power system and does not promote a value-driven system**. In the context of the welcoming of newcomers, the aim is to try and establish a welcoming campus free from any hierarchy of power.

9.2 General

9.2.1 All provisions in this section should be interpreted in light of the University's:

- pursuit to establish value-driven student communities;
- pursuit to do away with any action that organises a student community as a power hierarchy (whether temporary, momentary or for a longer period);
- Vision 2030;
- intention and pursuit to be welcoming and inclusive; and,
- expectation that students' basic rights should be respected and not infringed upon.

9.2.2 All students or groups of students are subject to the specific rules that apply to the welcoming of newcomers. The same principles and rules equally apply to the welcoming, integration or orientation of any other student by fellow students at the University. (Also see 9.2.5 for the scope of this provision.)

9.2.3 No student may voluntarily, whether in writing, verbally or through his/her actions or in any other way, cede any right that applies in terms of these rules or that may be granted in terms of the Bill of Rights, as contained in the Constitution of South Africa (1996).

9.2.4 No student who partakes in organising, executing or undertaking any activity in which any other student or groups of students are involved, and which is inconsistent with the rules of the University in terms of welcoming, shall be able to rely on the participating parties' voluntary agreement to take part in the activity/activities at their own risk.

9.2.5 Any attitude, action, rule or practice that affects newcomers and is inconsistent with a value-driven system (and, therefore, shows signs of a hierarchical power system) is an unacceptable welcoming practice and is prohibited. This means that practices known as "initiation" or "induction" (or "doop", as it is called in Afrikaans) of newcomer and other students, or any other related activity, are strictly prohibited at the University. The prohibition applies to the treatment of newcomers in a residence, PSO ward, house or cluster, or even a section of a residence, PSO ward, house or cluster, as well as similar activities or practices during the celebration of birthdays, the election of House Committee members, engagements or in recognition or celebration of any achievement, event or milestone.

9.2.5.1 Although not closed/exhaustive, the following list contains examples of transgressions (as envisaged in paragraph 9.2.5) that are regarded as *inconceivable* conduct, practices, attitudes or actions in a value-driven community or team, and are thus strictly prohibited:

- a) Any form of physical assault
- b) Any form of physical contact or discomfort, such as sweating sessions, wearing jackets or ties, or being forced to walk backwards
- c) Pulling pillowcases, bags or something similar over students' heads

- d) Any form of mud bath or something similar
- e) Giving or administering alcohol, food or any other substance, including water
- f) Applying any substance to students' bodies
- g) Any form of mental/emotional harm or humiliation, such as wearing absurd clothing, intimidation, abusive remarks or shouting at newcomers
- h) Deliberately depriving newcomers of food
- i) Depriving students of any privileges to which they would normally be entitled, such as using items or facilities such as telephones, cellphones, make-up, laundry machines or time to bathe or shower
- j) Forbidding newcomers to speak, or creating an expectation that newcomers may or should not speak, in certain contexts
- k) Denying newcomers contact with their parents during welcoming
- l) Forced participation in activities, including group activities
- m) Any form of personal service to senior students, whether individually or as a group
- n) Issuing instructions and prescripts to newcomers (such as regarding clothing and having to serve seniors)
- o) Taking any oath of secrecy or giving rise to any understanding in respect of secrecy with regard to welcoming, no matter how indirect this may be. This specifically applies to welcoming or any type of initiation in a more intimate context than the house, such as a team, section floor or any other, similar subdivision.
- p) Providing newcomers with information to memorise, and embarrassing, ridiculing, insulting or humiliating them when they are "tested" on it (in whatever form)
- q) Giving newcomers tasks to perform in front of others (normally senior students) and then ridiculing and/or humiliating them during their attempts
- r) Expecting or encouraging newcomers to steal private property for whatever purpose, and particularly as a so-called expression of loyalty towards or as a "customary action"/tradition of the house or a part thereof, or even where such a possibility exists and newcomers are not actively discouraging from stealing something
- s) Expecting newcomers to stay in the residence over a weekend without expecting the same from other students (seniors)
- t) Senior students under the influence, or apparently or presumably under the influence, of alcohol "looking up" newcomers for conversations or issuing any instructions to newcomers in this state
- u) Calling newcomers by strange names or humiliating nicknames
- v) Disturbing students' sleep between 23:00 and 06:00
- w) Embarking on any trip or excursion with newcomers at day or night without it being for an official University event
- x) The Prim and/or his/her deputy being absent from campus during the welcoming period without the express permission of the relevant resident or visiting head

9.2.5.2 Although not closed/exhaustive, the following list contains examples of transgressions (as envisaged in paragraph 9.2.5) that are regarded as *unacceptable* conduct, practices, attitudes or actions in a value-driven student community, and are thus strictly prohibited:

- a) Any conduct, action, attitude or practice where a newcomer is not regarded as a fully fledged member of that student community (or subsection thereof) from the

moment when the newcomer reports to the student community. Examples include the following:

- i) Expecting newcomers to first climb a mountain on their own before they are regarded as part of the group
 - ii) Barring newcomers from walking over a particular piece of lawn or using certain staircases, elevators, corridors, entrances or walkways or something similar for a period of time, and then lifting such ban at a later stage
 - iii) Failure by senior students who are aware of a practice or expectation mentioned in (a) above to immediately rectify it, or report it for rectification
 - iv) Expecting newcomers to wear the same clothing (house shirt or something similar) for a period of time after classes have already commenced
 - v) Denying newcomers the same right to vote as other house members at a house meeting
 - vi) Referring to newcomers as a group and as individuals not by the newcomer's name or the collective name of the house, but by a name that outsiders may interpret as an abusive or humiliating name, such as "blougat", "saad", "jar", etc.
- b) Any conduct, action, attitude or practice that restricts newcomers' freedom of movement as individuals or as part of a group. Examples include the following:
- i) Leading newcomers to believe that they are not allowed to visit certain parts of town
 - ii) Leading newcomers to believe that, for a period of time, they are not allowed to visit certain places such as clubs or other meeting places, the Neelsie, the Library or the Study Centre, or to remain there for long
- c) Conducting a house meeting in such a way so as to hamper newcomers' integration with the University or exploit their lack of knowledge of the environment. Examples include the following:
- i) Having excessively long house meetings (lasting more than 120 min)
 - ii) Taking decisions (also in jest) that impose certain duties on newcomers, such as guarding the house at night, where some newcomers may be under the impression that the decisions were meant seriously (particularly considering that not all students are proficient in all languages used at the house meetings)
 - iii) Having mostly newcomers sit on the floor or objects other than chairs, while other students may sit on chairs
 - iv) Making personal remarks about newcomers without decisive intervention by the person presiding over the meeting
 - v) Seniors tabling false motions aimed at humiliating, misleading, making fun of, ridiculing or make a laughing stock of newcomers
- d) Using forms of address such as "lady", "juffrou", "meneer" or something similar during the welcoming period where these could be easily replaced by calling the student (senior or newcomer) by his/her name or where there is no expectation that this form of address will be used in that student community for the rest of the year

- e) Where use as well as enjoyment of certain amenities is restricted in respect of newcomers, but not with regard to other house members. Examples include the following:
 - i) Reserving certain bathrooms or sections thereof for seniors only. This includes reserving certain showers or baths for seniors.
 - ii) Instructing newcomers not to use hot water, or discouraging or structurally discouraging it (by removing the heads of hot-water taps)
 - iii) Failure by senior students who are or should be aware of (e) above to rectify it, or report it for immediate rectification
 - f) Compulsory study times for newcomers
 - g) Misleading newcomers about matters directly affecting them for the entertainment of seniors, or for what outsiders could interpret as the entertainment of seniors. An example is where newcomers are told that the names of those who need to transfer to another house will be announced shortly in order to increase or test newcomers' loyalty.
 - h) Having newcomers walk in rows of two from one destination to another, or lining up ("standing squad") wherever they need to report upon their arrival or prior to leaving for their next destination
- 9.2.5.3 Although not closed/exhaustive, the following list contains examples of conduct, practices, attitudes or actions that are regarded as *undesirable* in a value-driven student community or team. (Repeated undesirable conduct, practices, attitudes or actions, or combinations thereof, constitute a transgression as envisaged in paragraph 9.2.5):
- a) Making newcomers wear name tags on campus without expecting seniors from the house to do the same
 - b) Campus competitions making demands on particularly newcomers' time, thereby consuming a considerable share of their time (at the expense of their academic work)
 - c) Senior students (including HK members) striking a stern attitude under the guise of professionalism, which outsiders may interpret as an unfriendly and unwelcoming attitude towards newcomers
 - d) Wearing HK jackets and/or high-heeled shoes in order to create the impression of a hierarchy of power
 - e) Screaming to make themselves heard in a large group
 - f) HK members growing beards for the welcoming period, even though they do not normally wear beards

9.3 The welcoming of newcomer students in the context of the house

- 9.3.1 Welcoming of newcomers is the responsibility of the ResEd coordinator of the cluster of which the residence or PSO ward forms part, the management structures of the cluster, the relevant resident or visiting head, and the House Committee of the particular house.
- 9.3.2 On a date in the year preceding the welcoming, as determined by the Centre for Student Structures and Communities (CSC) every year, the resident or visiting head, Prim and House Committee of each house will: (i) have prepared a full welcoming programme agreed upon with the ResEd coordinator and cluster management and signed by the resident/visiting head, Prim and at least half of the House Committee, and (ii) submit this to the CSC.

- 9.3.3 When drafting a welcoming programme, it is important to ensure that the programme would welcome newcomer students in a friendly, hospitable and dignified way and informs them of the following:
- a) The nature and essence of the Welcoming Programme
 - b) Cluster, residence, PSO and university life in general
 - c) Supporting infrastructure that promotes academic activities
 - d) Positive and constructive activities, traditions and customs of the environment consistent with a value-driven system
 - e) Opportunities for developing individualism and independent thought
 - f) The nature and essence of the values, ethos, mission and objectives of Stellenbosch University
- 9.3.4 For the sake of good order in a house, rules and customs must be clearly conveyed, emphasising the official purpose of welcoming, including the ethos and values of the particular house and the University in general.
- 9.3.5 Activities in the welcoming programme must be properly described so that an outsider who reads the programme will be able to form a fair idea of what is envisaged with a specific activity. It will be regarded as a transgression to describe an activity in a misleading way, or to conceal the true nature of an activity to such an extent that one can only conclude that the intention was to mislead.
- 9.3.6 In terms of houses in Stellenbosch, no such activities may normally be conducted outside the boundaries of the town. All requests to conduct activities outside town boundaries during welcoming week shall be considered on an ad hoc basis by the ResEd coordinator. Such requests as part of the welcoming programme must be accompanied by a full motivation and a specific indication of the measures taken to ensure students' safety.
- 9.3.7 In terms of houses on Tygerberg campus, such activities are normally confined to the boundaries of Tygerberg campus, except for those events that may also occur in Stellenbosch in accordance with the official Welcoming Programme. All requests from houses who wish to conduct activities outside the boundaries of Tygerberg campus during welcoming week shall be considered on an ad hoc basis by the ResEd coordinator. Such requests must be accompanied by a full motivation and a specific indication of the measures taken to ensure students' safety.
- 9.3.8 Welcoming programmes are compiled for the period starting on the day when newcomers arrive, until 17:00 on the day prior to the first day of class. No welcoming programmes or activities may be conducted or arranged after this period. In addition, the house management is responsible to make the necessary arrangements (both proactively and reactively) to prevent any unacceptable welcoming practices by senior students. Where these arrangements fail to prevent such behaviour, the house management remains responsible to rectify it along with the other relevant university structures.
- 9.3.9 Welcoming activities in houses may not clash with activities that are aimed at the academic (faculty programmes) or administrative (e.g. registration) integration and welcoming of newcomers and that appear on the University's Welcoming Programme, and may only be planned for the time slots provided for this purpose in the latter programme.

9.3.10 Transgressions of the provisions and prescripts in respect of the welcoming of newcomers must be immediately reported to the resident/visiting head, the ResEd coordinator and, thereafter, to the CSC for further action.

9.4 Integration initiatives and other group activities of students

9.4.1 Every house must clearly define the nature and extent of all traditions and customs within their environments, and submit this to their particular ResEd coordinator.

9.4.2 The document must contain full details of any activities that outsiders may interpret as an unacceptable practice as described above, and that relate to the integration, welcoming, orientation, recognition or acceptance of any member in the house.

9.4.3 No group activities as envisaged above may occur outside the Stellenbosch town area, or Tygerberg campus, without the written permission of the resident or visiting head.

9.4.7 Potential transgressions or deviations in this regard must be immediately reported to the resident/visiting head, the ResEd coordinator and, thereafter, the CSC.

9.5 Examples of transgressions

9.5.1 The following list contains examples of the practical application of the principles described in 9.2.5 above, for illustrative purposes. The list draws on the **experience on various university campuses**.

- a) Senior students contact newcomers any time of the day or night and order them about with various tasks to perform on the seniors' behalf.
- b) Seniors force newcomers to perform various tasks, such as to clean the room or apartment of seniors' friends.
- c) Newcomers are expected to wash a group's dishes/take turns to wash dishes according to a schedule containing only newcomers.
- d) Newcomers are expected to go shopping in town for seniors.
- e) Seniors expect newcomers to eat only certain foods for a week (e.g. peanut butter sandwiches).
- f) Seniors expect newcomers to stand in the dark and listen to the same music (song) over and over again.
- g) Seniors disturb newcomers' sleep by waking them every now and then, or by instructing them to do menial tasks every now and then, or by ordering them to do physical exercises in the middle of the night.
- h) Seniors blindfold newcomers, drop them off several kilometres off campus, and then instruct them to find their way back on their own.
- i) Newcomers are ordered to dress like prostitutes or the homeless and to walk around town looking like that.
- j) Seniors put pressure on newcomers to pretend that they are making out or to simulate sexual acts.
- k) Seniors expect newcomers to do exercises, sometimes to the point of complete exhaustion.
- l) Seniors order newcomers to bring swimming costumes and felt-tipped pens to an event, where they are led to believe that seniors will be circling (marking) their body fat with the pens.
- m) Seniors expect newcomers to live together in a house without being allowed to communicate with the seniors or each other, and to wear multiple layers of additional clothing to class.

- n) Seniors transport newcomers to another institution, where the students of the other campus force them to do exercises.
- o) Newcomers are stripped of their clothes, tied to trees or lampposts with adhesive tape, and then hosed down with a garden hose.
- p) Seniors spill water and beer on a tiled floor and then drag newcomers through the spillage on their knees, calling them human sponges.
- q) Seniors display openly aggressive and disapproving behaviour towards newcomers for no other reason but for being newcomers.
- r) Seniors do not return newcomers' greetings, make it clear that they do not speak with newcomers (or "jarred", as they prefer to call them) or use abusive language or forms of address for newcomers.
- s) The impression is created that certain areas in town and on campus may not be used by newcomers.

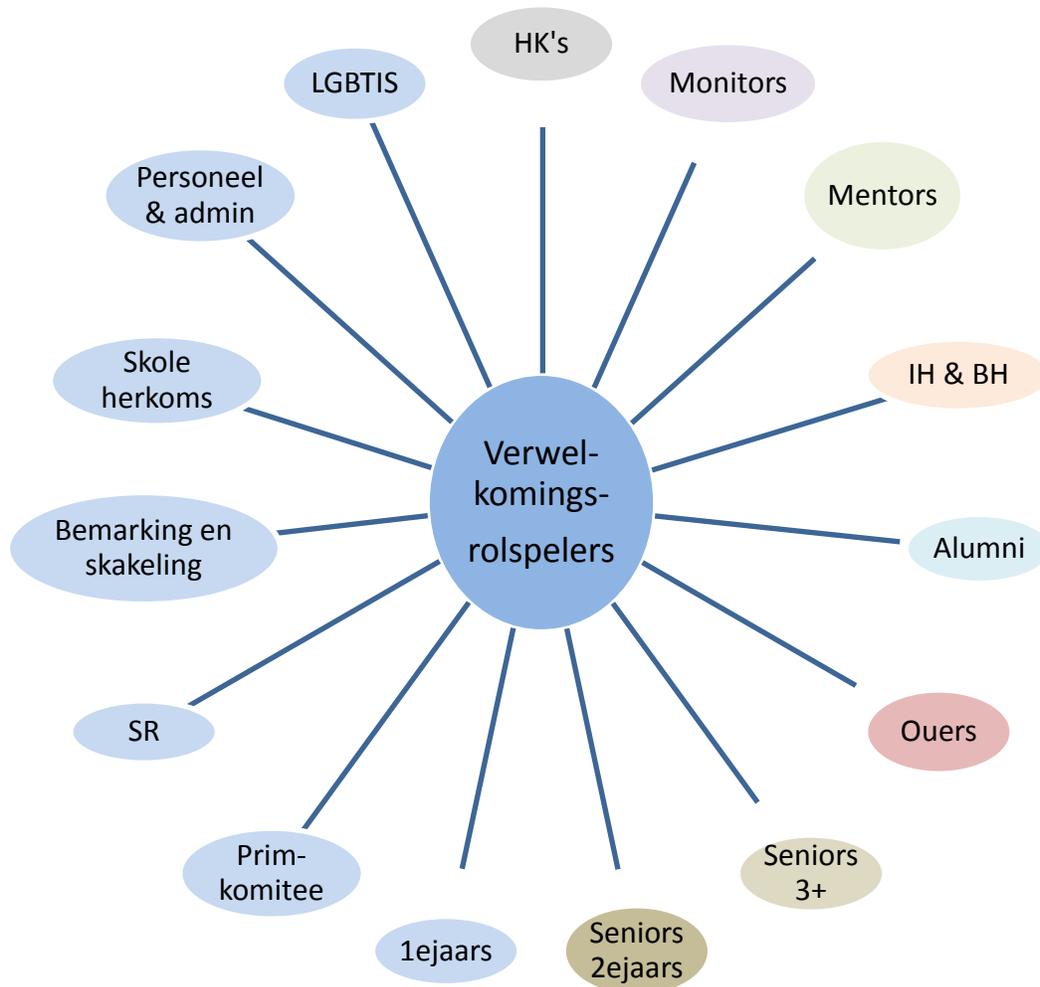
9.5.2 The following table contains examples of where the Central Disciplinary Committee (CDC) already considered action regarding behaviour during welcoming, and the punishments/sanctions imposed in each case:

Incident	Adjudicating forum	Sanction
1. First-years painted statue on Rooiplein red. First-years were led to believe that this was expected of them, having heard the same from previous years' seniors.	Summarily sanctioned	Community service hours imposed for each of the first-years concerned.
2. Prim neglected duty. First-years got involved in a street fight with another residence. Eendrag screamed "bekfluitjie", upon which Wilgenhof first-years started a fight. The various first-years even sent SMSs to inform Wilgenhof of their approach.	CDC	Dismissed as Prim. Sanction suspended on the condition of not being found guilty of a similar transgression in future. 100 hours' community service. Made public.
3. HK for Welcoming permitted practices that were neither part of the programme nor authorised. HK members knew that some seniors were not happy with the friendly welcoming of first-years. They also knew that a number of seniors gathered the first-years in the hall after everyone else had gone to bed and exposed them to abusive language so that they would know their place.	CDC	Expelled from residence. Sanction suspended on the condition of not being found guilty of a similar transgression in future. Made public.
4. Senior disturbed first-year's sleep.	Summary sanction	Student warned and incident placed on record.
5. HK used coarse language in front of first-years.	Summary sanction	Student warned and incident placed on record.
6. Prim neglected duty and permitted HK to deviate from welcoming	CDC	Dismissed as Prim. Expelled from residence. Expulsion suspended on the

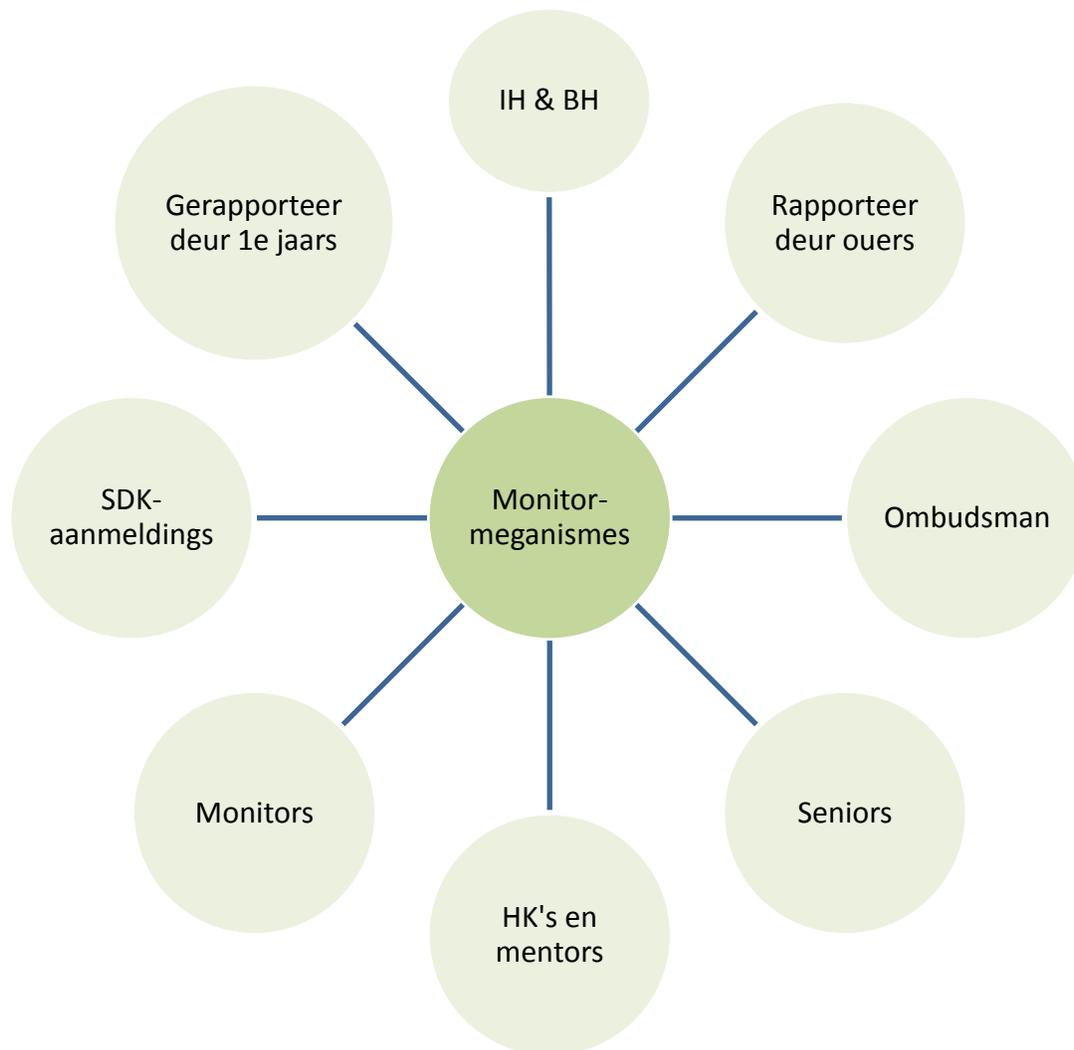
programme. After 23:00, first-years were lured out of the residence with a fire drill not indicated on the programme, and were then interrogated by seniors on information they had been instructed to learn beforehand.		condition of not being found guilty of a similar transgression in future. Made public.
7. HK for First-years neglected duty and allowed HK to deviate from welcoming programme.	CDC	Dismissed as HK member. Expelled from residence. Expulsion suspended on the condition of not being found guilty of a similar transgression in future. Made public.
8. Senior disturbed first-years' sleep.	Summary sanction	Community service summarily imposed.
9. First-years were given tasks by seniors.	Summary sanction	Community service imposed on seniors.
10. Deviation from welcoming programme by telling first-years about the "George" ghost incident.	Dept	Director: CSC and resident head undertook to discuss matter with HK and ensure that next welcoming programme would not allow for a recurrence.
11. HK member allowed first-years to be "introduced" in an unauthorised fashion. First-years in a section were told to get onto a table and introduce themselves.	CDC	Dismissed as HK member and expelled from residence. Expulsion suspended on the condition of not being found guilty of a similar transgression in future. 100 hours' community service, letter of apology to section.
12. Two HK members allowed first-years of a section in men's residence to be showered as part of their section initiation.	CDC	Evicted from residence. Sanction suspended on the condition of not being found guilty of a similar transgression in future. Dismissed as HK member. 150 hours' community service, suspended for 75 hours. Letters of apology.
13. Former HK member helped arrange for first-years of section of men's residence to be showered as part of section initiation.	CDC	Prohibited from attending any residence function up until the end of 2014. 100 hours' community service, suspended for 50 hours. Letters of apology.
14. Two men showered first-year from ladies' residence, and humiliated her.	CDC	Evicted from SU. Sanction suspended for the duration of their studies on condition of (i) no similar transgressions, (ii) letters of apology, and (iii) 120 hours' community service.

<p>15. Two men showered first-year from ladies' residence, and humiliated her.</p>	<p>CDC</p>	<p>Evicted from SU/residence respectively. Sanction suspended for duration of studies/residency on condition of (i) no similar transgressions, (ii) letters of apology, and (iii) 30 and 80 hours' community service respectively.</p>
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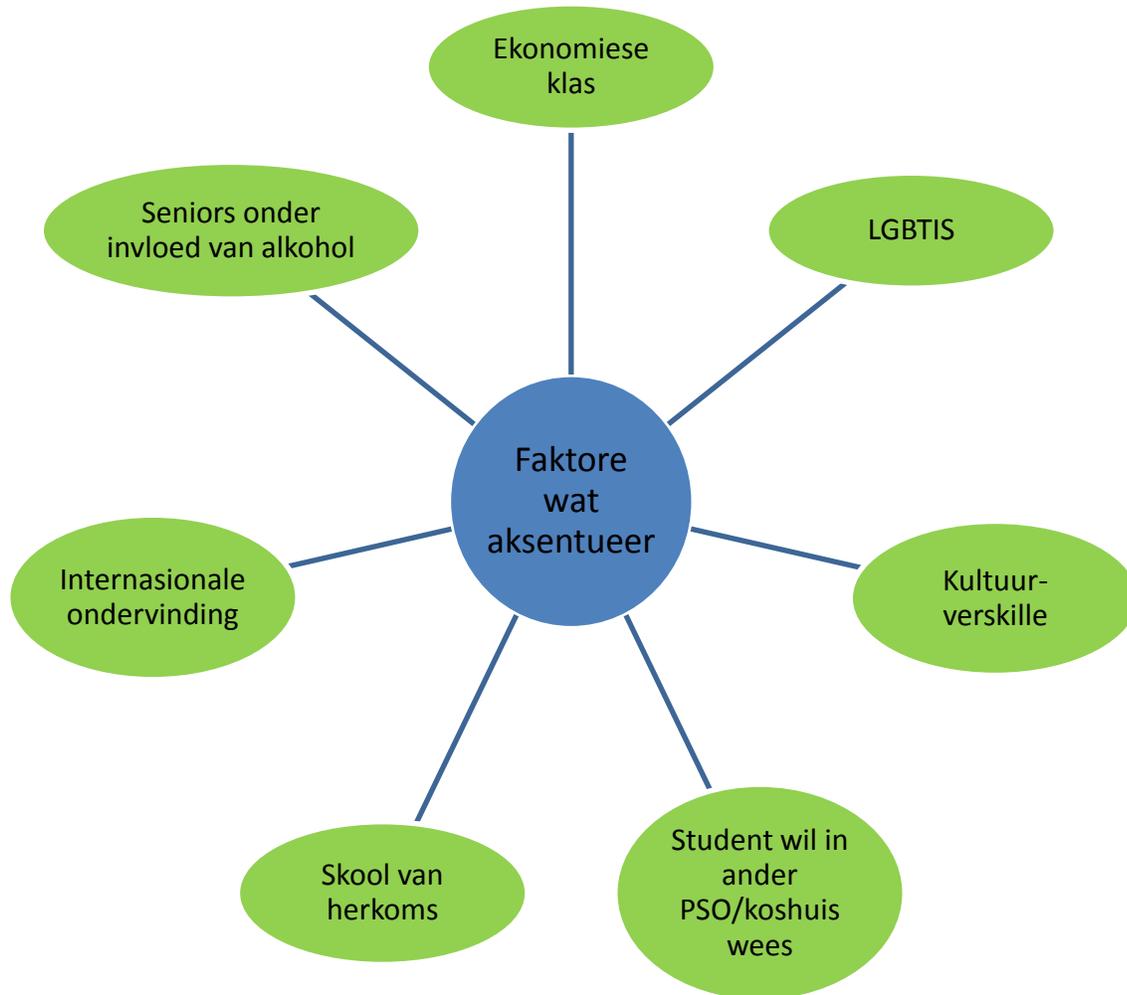
ADDENDUM D: Partye betrokke by verwelkoming en hoe hulle beïnvloed kan word



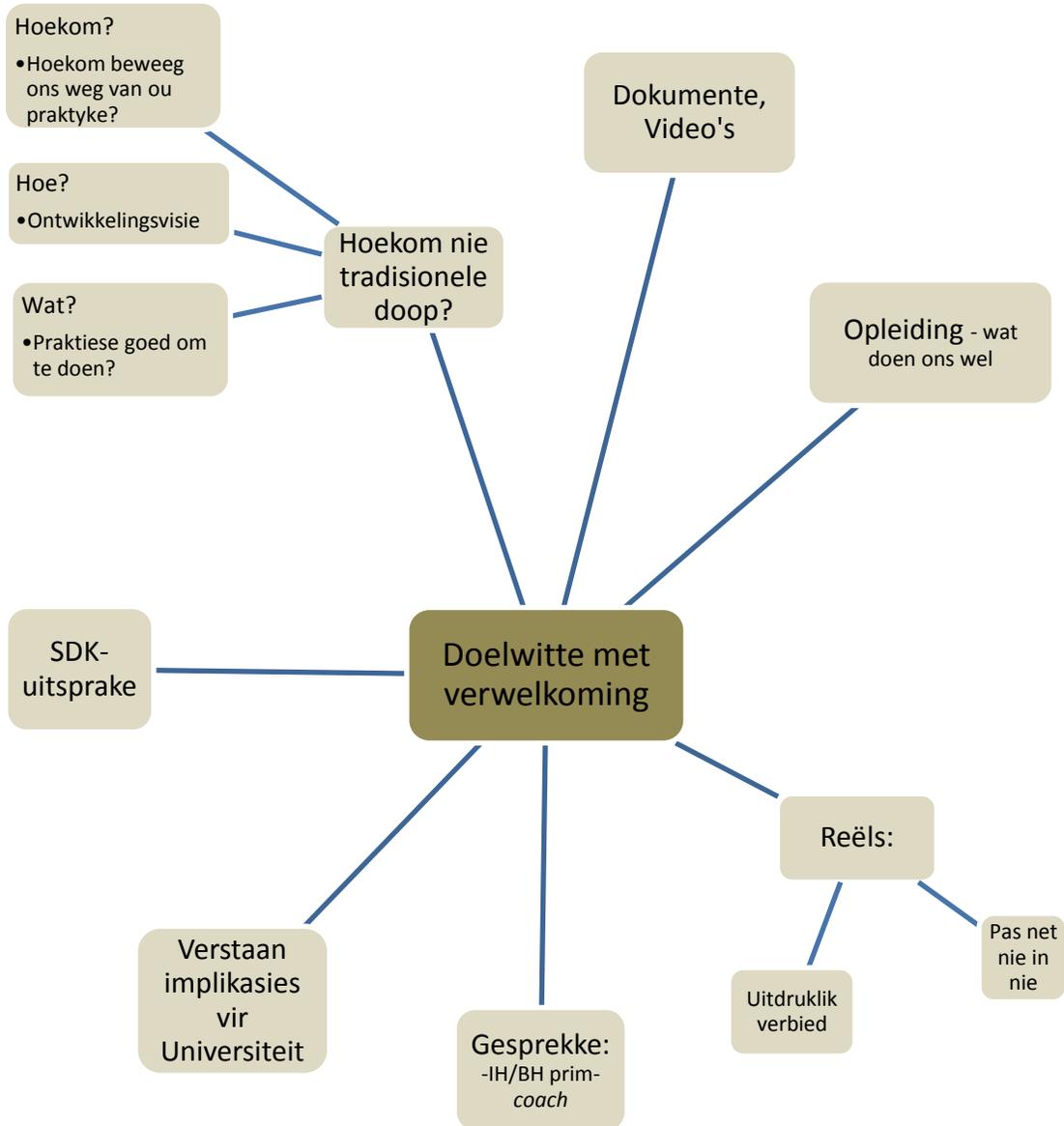
Meganismes om bewus te word van onaanvaarbare gedrag



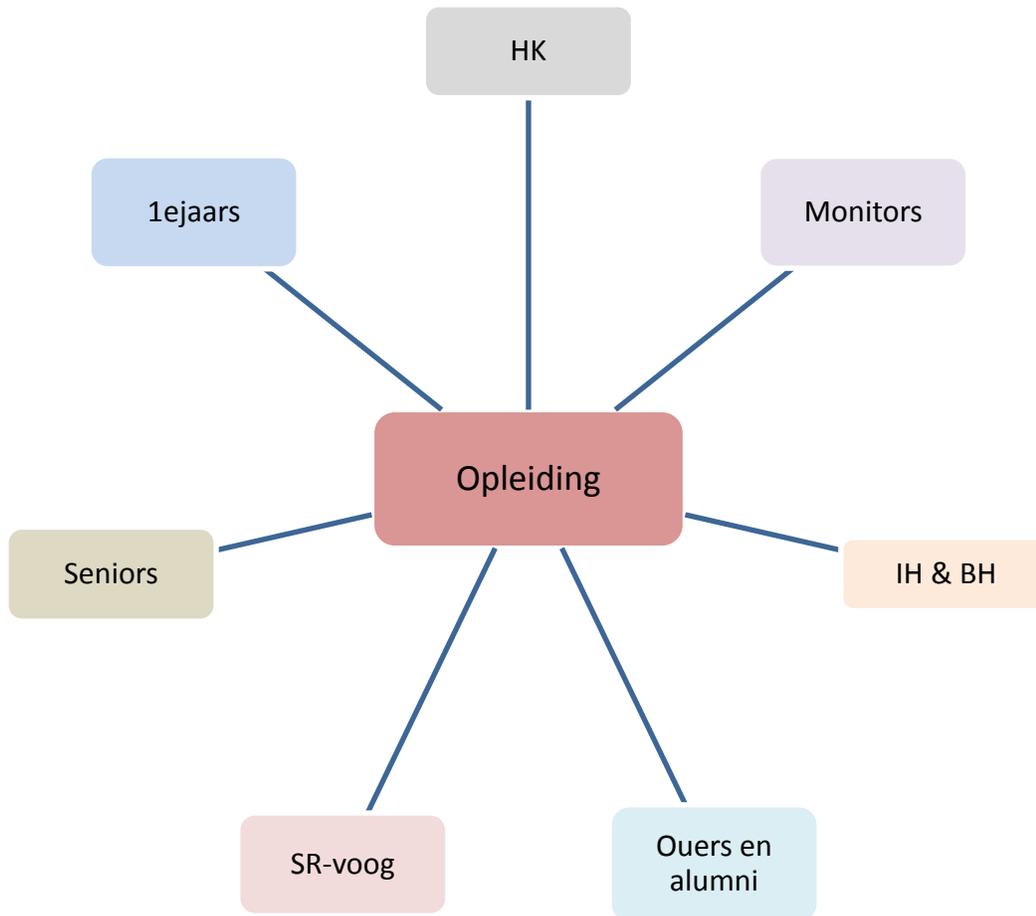
Faktore wat onwelkome gedrag vererger (aksentueer)



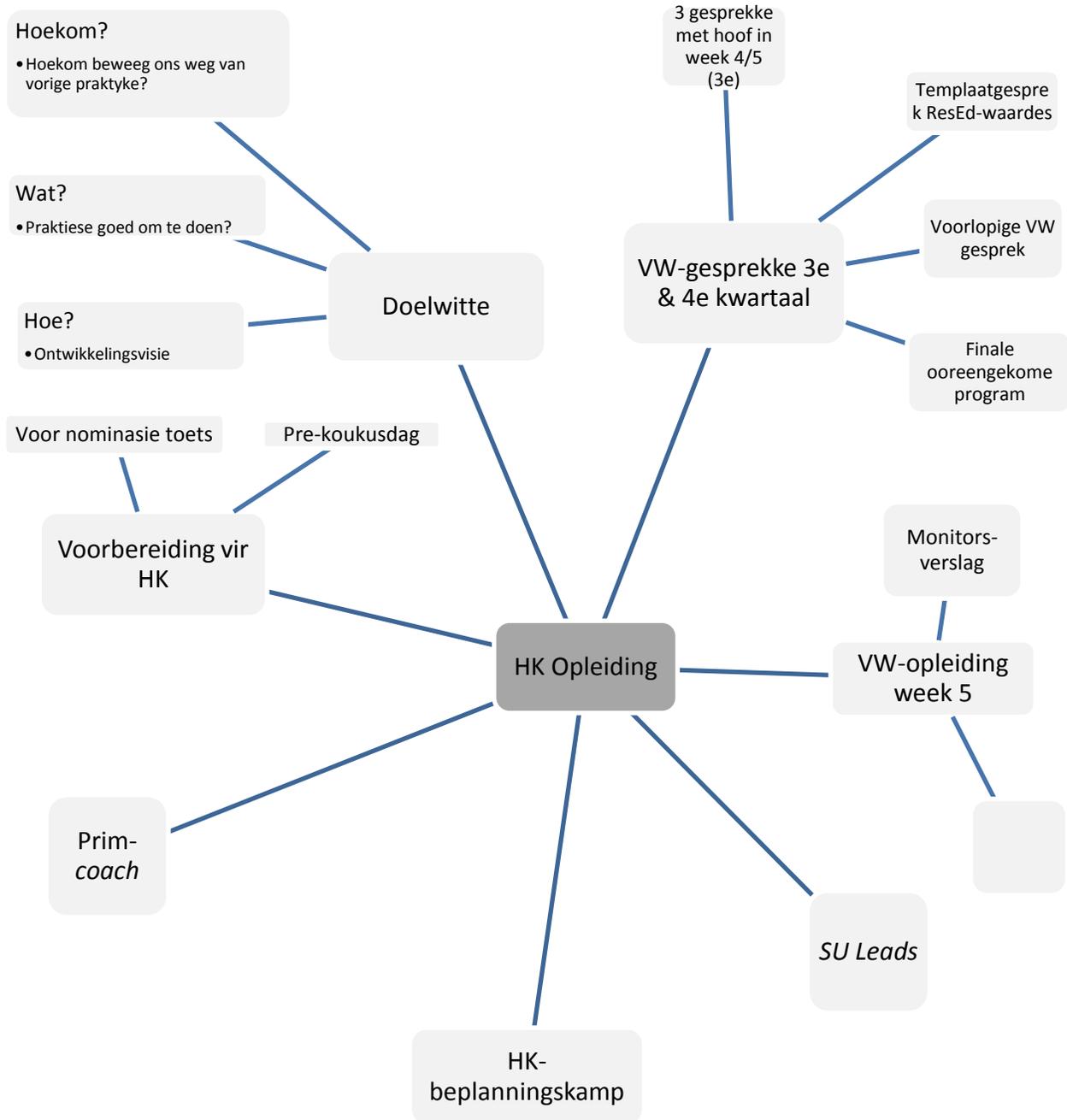
Opleiding insake doelwitte met verwelkoming



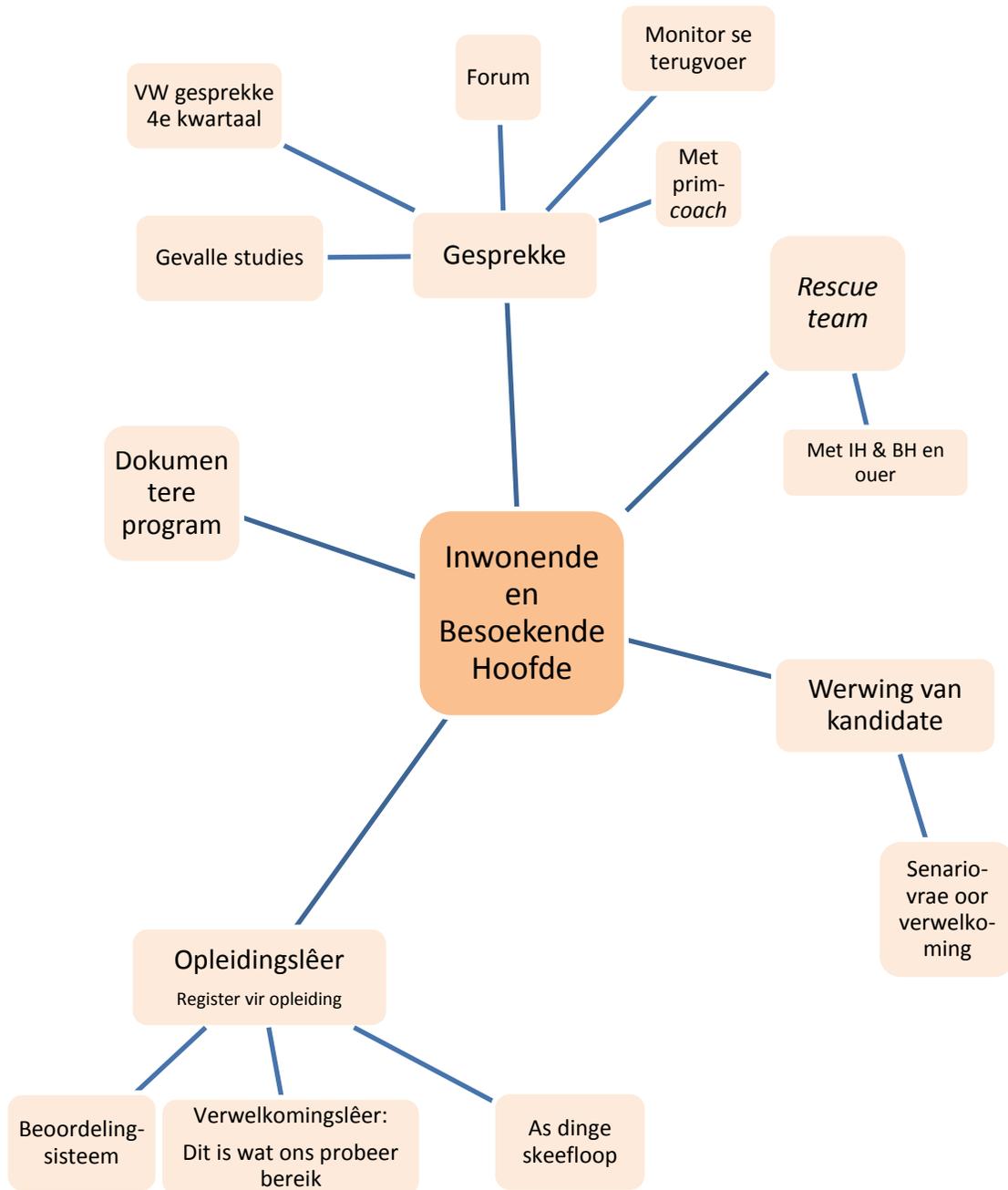
Opleiding



HK-opleiding



Inwonende en besoekende hoofde se opleiding

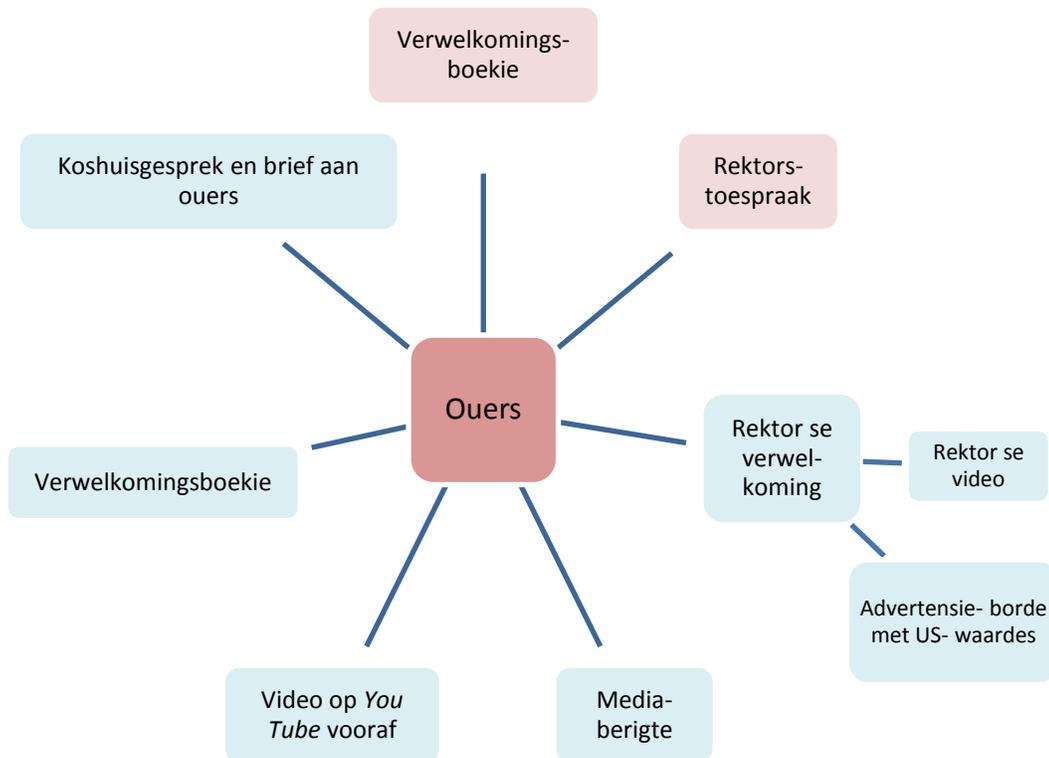


Nota: Inwonende en Besoekende hoofde hanteer spesiaal die stap na die Danie Craven Stadion.

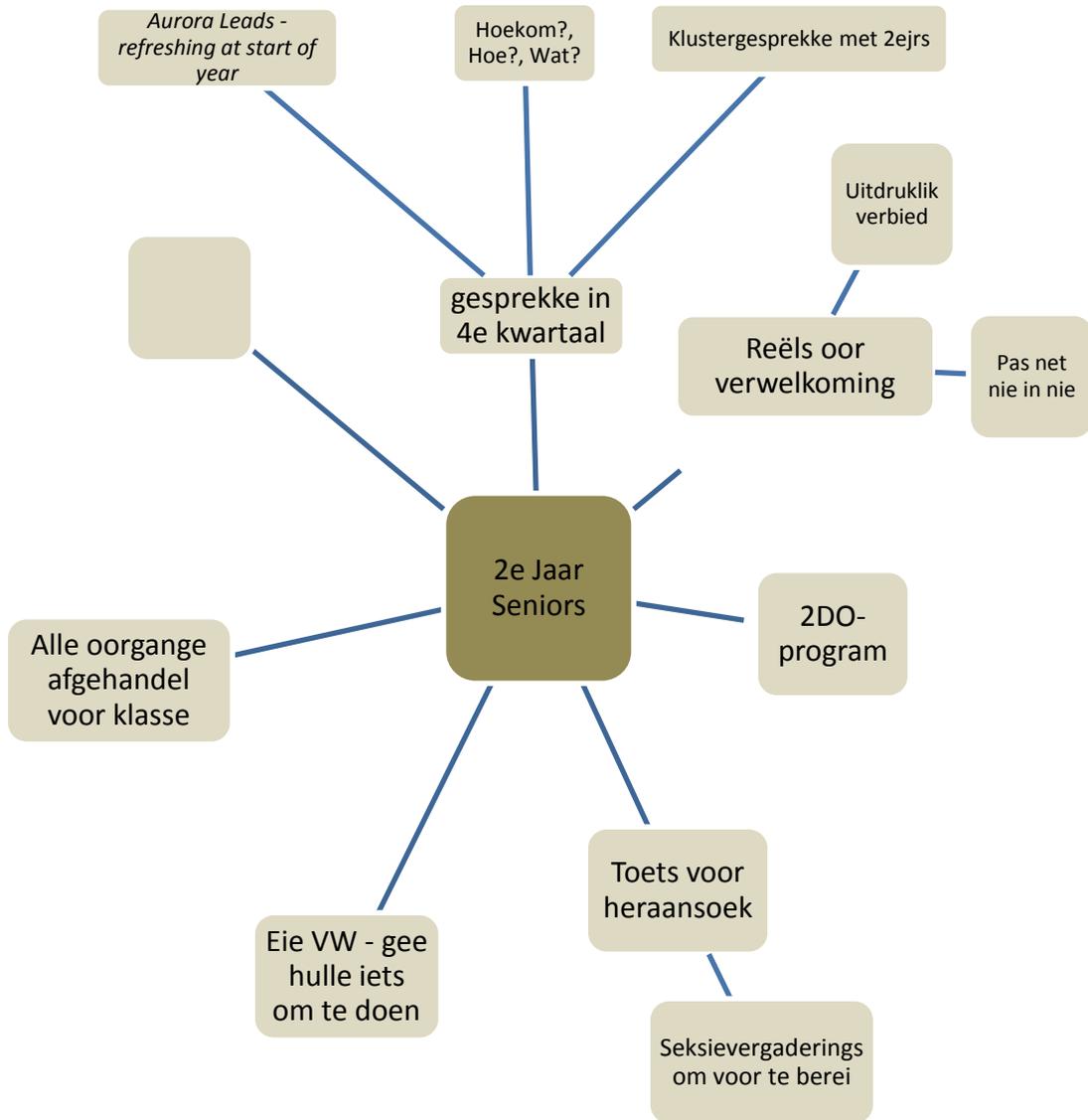
Alumni-opleiding



Ouer-opleiding

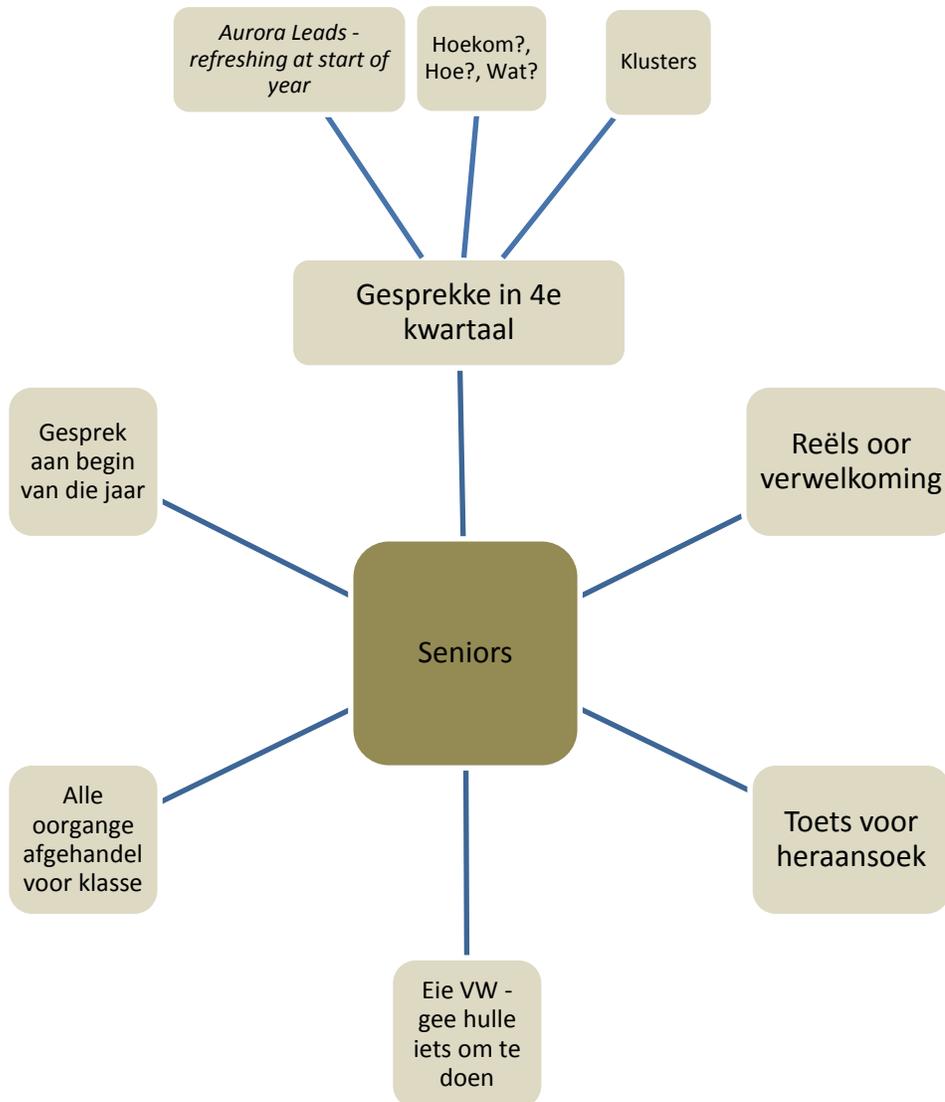


Opleiding vir 2e Jaar Seniors

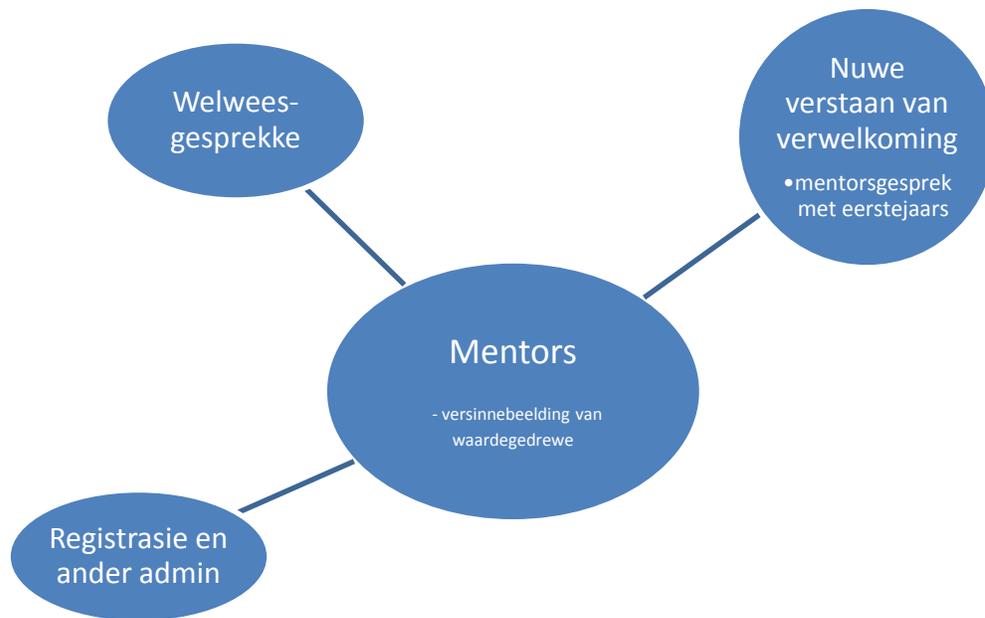


Nota: 'n Akademiese kalender wat die 2ejaars ook reeds vroeg in 'n asseseringsmodus plaas.

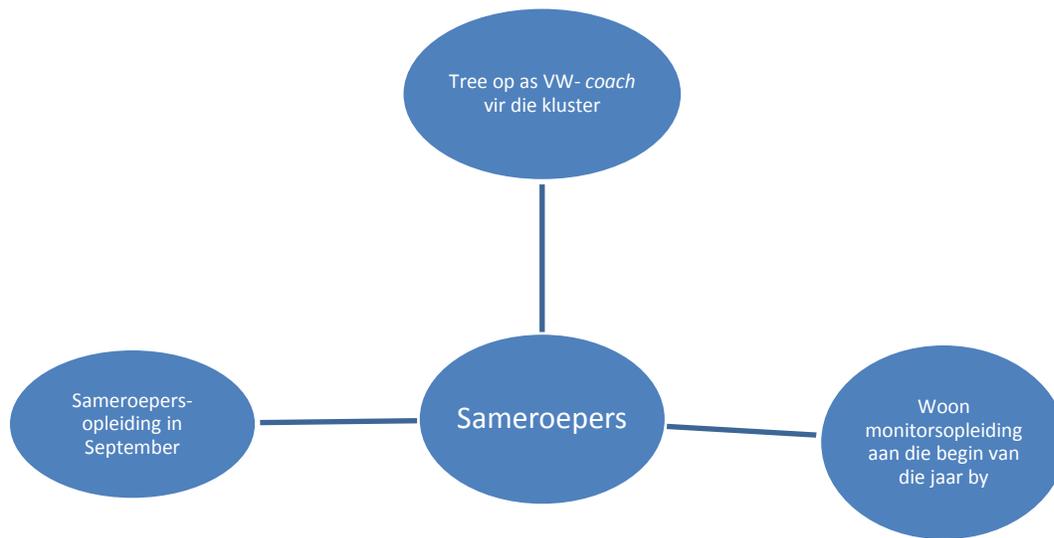
Opleiding vir seniors



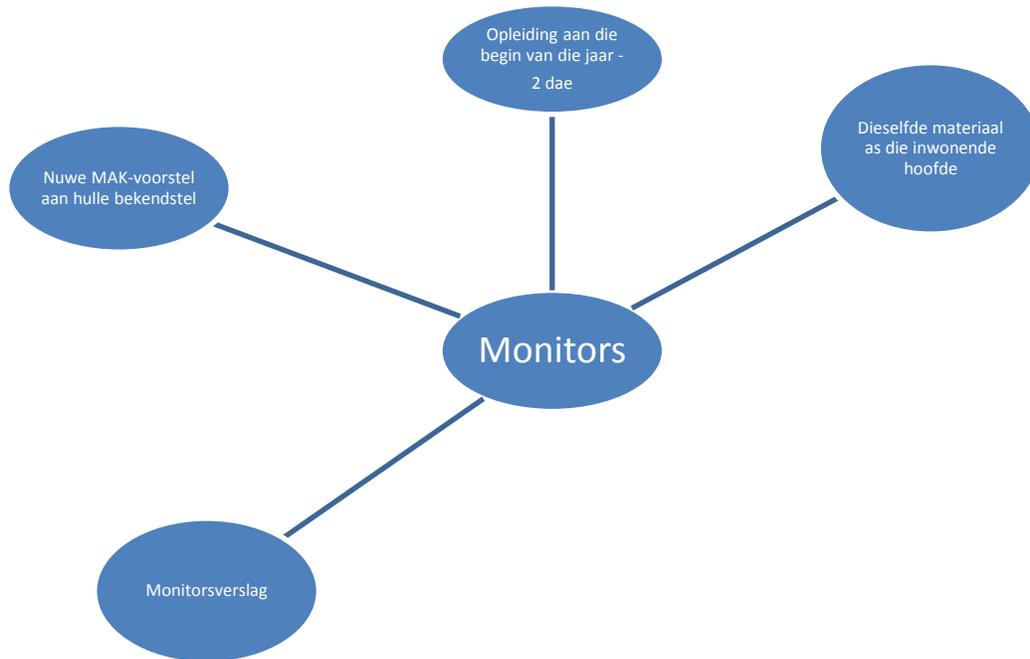
Mentorsopleiding



Sameroepers



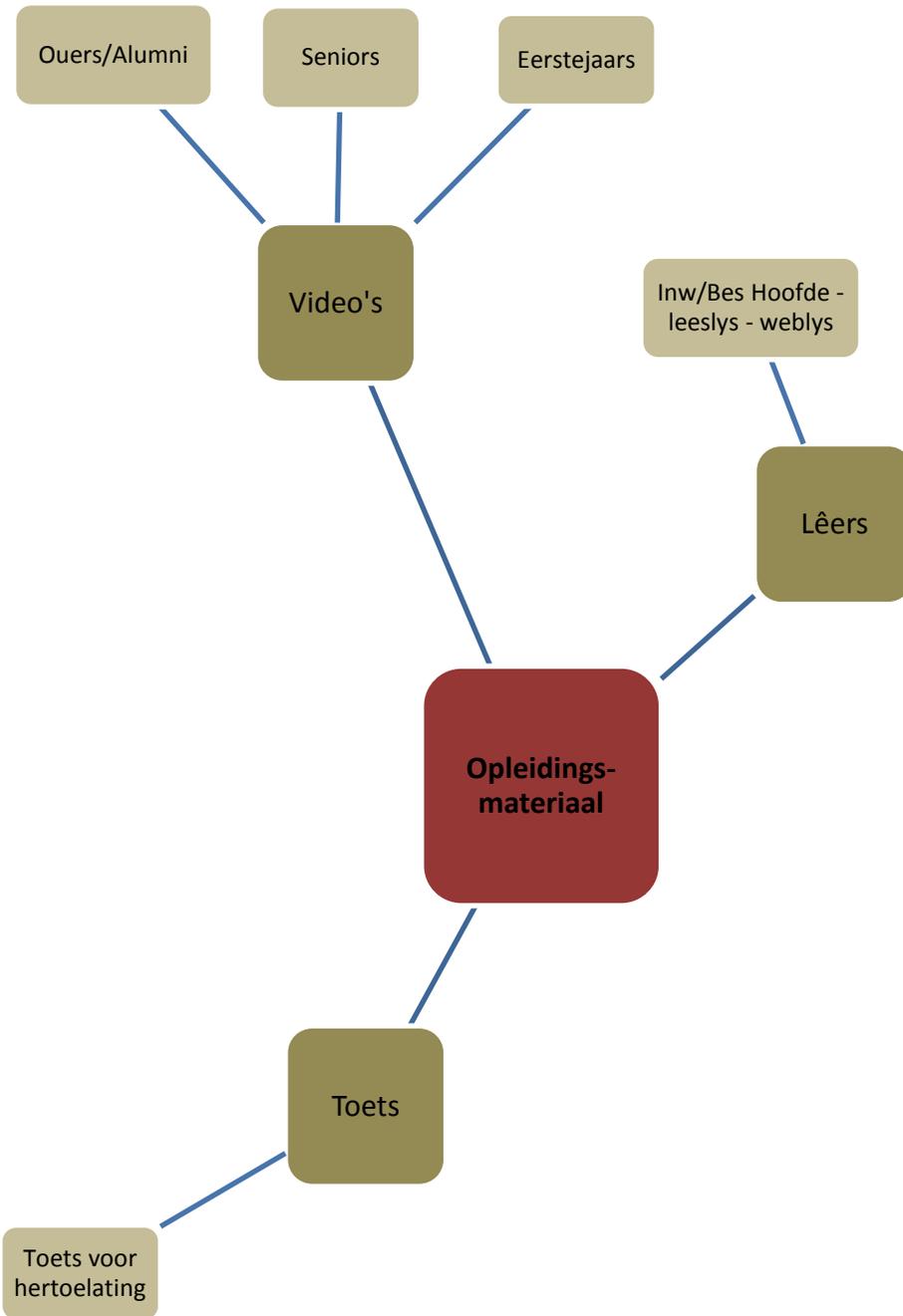
Monitors



SR-voog



Opleidingsmateriaal



ADDENDUM E: BESTAANDE MATERIAAL VIR IH EN BH, ASOOK STUDENTELEIERS OM 'N OPTIMALE VERWELKOMING TE VERSEKER

(A)

Vir aandag: Inwonende en Besoekende Hoofde

OORGEË VAN OUD-PRIM EN VERWELKOMINGSLEIER AAN NUWE PRIM EN VERWELKOMINGSLEIER:

week 4: 11- 17 Augustus 2014

Week 5: 18 - 24 Augustus 2014

Eerste stap 1: Praat in Week 4 met potensiële kandidate vir posisie as Verwelkomingsleier [VWL], sodat oorgeë in Week 5 kan plaasvind. *Onthou om die opsie ernstig te oorweeg om die hele HK of meer as een as verwelkomingsleiers te gebruik.*

Teken asb die gesprek aan.

Tweede stap 2: 'n Gesprek vind in Week 5 plaas met bepaalde verkose HK-lede vir die posisie as VWL.

'n Gesprek met die volle verkose HK moet ook plaasvind, maar hou die gesprek met die Prim, O/Prim en VWL as 'n aparte gesprek wat eers gevoer word voordat die gesprek met die hele leierskorps herhaal word.

Die aard van die gesprekke wat gevoer moet word, word hieronder beskryf.

Gesprek 1

- Bespreek die kernverwagtinge van verwelkoming uit die eerstejaars se oogpunt, *(2014_By 1)* en die brief aan die ouers oor die verwagtinge wat hul moet koester *(2014_By 2)*.
- Bespreek die verwagtinge van die Universiteit oor verwelkoming met die studenteleiers. (Gebruik die waardegedrewe proses en die *Stanford report on Undergraduate Education* om die studente se horisonne oor universiteit-wees en die belangrike rol van verwelkoming daarin te verbreed. *(2014_By 3 en 2014_By 4)*)

Gesprek 2

- Bespreek vorige jaar se Monitorsverslag en ook terugvoerverslag. Die terugvoerverslag is die gedeelte wat hulself by die monitorterugvoer gesprek opgestel en weergegee het.) *(2014_By 5)*
- Indien VWL reeds aangewys is, bespreek Verwelkomingsprogram vir volgende jaar aan die hand van die nuwe templaar. Wys die studente op die keuses wat hul sal maak oor die belangrike oogmerke met verwelkoming. Onthou om die studente te wys

daarop dat 'n nuwe ritme vir volgende jaar geld en dat dit van die vorige jare verskil.
(2014_By 6)

- Bespreek die belangrike rol van die mentors in die eerste semester en verduidelik watter rol die welwees in akademiese sukses speel.
- Bespreek die VWP se waardes: Gasvryheid, Vriendelikheid en Waardigheid.

Gesprek 3

- Bepaal wie gaan die tweedejaars (2014 se eerstejaars) as verwelkomers oplei vir 2015 en die geleentheid tussen tweedejaars en 2014 eerstejaars organiseer? (Die deelnemers aan die FVZS se 2Do-program in die tweede semester word spesifiek hiervoor voorberei. Koppel jou inisiatief daarby aan. Navrae oor die program by Kluster-koördineerder.)
- [Die persoon hierbo genoem, neem deel aan gesprekke in Kwartaal 4 met seniors oor VWP en wat van hulle verwag word en help met die bestuur van die seniors in Verwelkomingstyd]
- Stel vas tydens die gesprek met VWL of die persoon se profiel in pas met die beleid van US is, maw of die persoon bereid is om net hom-/haarself te wees en nie 'n ander persona te wil aanneem nie. (Die persoon moet steeds gasvry en vriendelik optree en eerstejaars met waardigheid behandel, en kan nie voorgee dat hy of sy net hom-/haarself is nie, want hy/sy is van nature nie gasvry en vriendelik nie.)
- Identifiseer areas waar vernuwing nodig is. Definieer die rol as VWL volgens jou persepsie.
 - Verstaan die persoon sy rol as VWL?
 - Is persoon bereid om veranderinge te maak waar vernuwing nodig is? Is die persoon bang om standpunt in te neem, en swig hy/sy onder groepsdruk vs verpligting om *change agent* te wees?
 - Is die visie en doel met die VWK van Inwonende Hoof, Prim en VWL versoenbaar?

Gesprek 4

Gee terugvoer aan die ResEd-koördineerder en kluster-sameroeper oor die stand van sake na die verloop van die gesprekke.

Let wel

1. Daar word veranderinge aan die proses verwag na aanleiding van die Taakspan oor onaanvaarbare verwelkomingspraktyke se verslag wat ons in Oktober verwag. Dit sal beteken dat daar spesifieke geleenthede met die seniors in die 4e kwartaal gemaak word om breedvoerig oor die doelwitte met verwelkoming gesprek te voer.

(B)

Vir aandag: Inwonende en Besoekende Hoofde

OORGEE VAN OUD-PRIM EN VERWELKOMINGSLEIER AAN NUWE PRIM EN VERWELKOMINGSLEIER: Week 5: 16 -19 Augustus 2010

Opsie 1: Praat in Week 4 met potensiële kandidate vir posisie as Verwelkomingsleier [VWL], sodat oorgee in Week 5 kan plaasvind.

Opsie 2: 'n Gesprek vind in Week 5 plaas met bepaalde verkose HK-lede vir die posisie as VWL. Wanneer aangestel, vind oorgee plaas.

- Bespreek vorige jaar se Monitorsverslag en ook terugvoerverslag.
- Indien VWL reeds aangewys is, bespreek Verwelkomingsprogram.
- Bespreek inskakelingsprogram.
- Bespreek die VWP se waardes: Gasvryheid, Vriendelikheid en Waardigheid.
- Bepaal wie gaan HK vir Seniors wees. [Die persoon (a) praat in Kwart 4 met seniors oor VWP en wat van hulle verwag word en (b) bestuur die seniors in Verwelkomingstyd].
- Stel vas tydens die gesprek met VWL of die persoon se profiel in pas met beleid van US is, maw of die persoon bereid is om net hom-/haarself te wees en nie 'n ander persona te wil aanneem nie. (Die persoon moet steeds gasvry en vriendelik optree en eerstejaars met waardigheid behandel, en kan nie voorgee dat hy of sy net hom-/haarself is nie, want hy/sy is van nature nie gasvry en vriendelik nie.)
- Identifiseer areas waar vernuwing nodig is. Definieer die rol as VWL volgens jou persepsie.
 - Verstaan die persoon sy rol as VWL?
 - Is persoon bereid om veranderings te maak waar vernuwing nodig is? Is die persoon bang om standpunt in te neem, of swig hy/sy onder groepsdruk vs verpligting om *change agent* te wees?
 - Is die visie en doel met die VWK van Inwonende Hoof, Prim en VWL versoenbaar?

(C)

Aanhangsel B2

How of Welcoming:

[...Huis Maanskyn...] Verwelkomingsprogram

Die program is opgestel in samewerking met alle ondergetekendes en gee uitdrukking aan ons huis se WAARDES

Huis se waardes:

Respek (voorbeeld)

Individualiteit (voorbeeld)

Verantwoordelikheid (voorbeeld)

Eenheid (voorbeeld)

Uitnemendheid (voorbeeld)

Verwelkoming se waardes:

Gasvryheid

Vriendelikheid

Menswaardigheid

[...Huis Maanskyn...] - Algemene doelwitte met die program.

(Let wel: Dit wat hieronder aangedui word, is voorbeelde. Die huis moet kies watter hiervan hul as deel van hul verwelkoming wil insluit en wat anders hul wil byvoeg. Dit is 'n bewuste keuse van die kant van die huis en leierskap.)

Voorbeelde

Ondersteuning van die nuwe student

(...Huis Maanskyn...) wil verseker dat alle eerstejaarstudente

- *welkom en tuis voel by US (in die huis en kluster),*
- *sal verstaan hoe werk die kluster en die huis,*
- *die klusterdag bywoon en vriende maak met ander studente van die kluster wat by dieselfde fakulteit klasloop,*
- *'n mentor het (wat reeds op die eerste dag toegewys word),*
- *weet van steundienste op kampus,*
- *hul eie identiteit bevestig dmv 'n "story telling" geleentheid,*
- *gelei word om verantwoordelikheid vir eie keuses en besluite te neem (bv. deelname aan die verwelkomingsprogram, keuse van graadprogram, eie akademiese leer-reis, gesondheid en veiligheid, nakoming van US-reëls, ens.)*

Fasilitering van oorgang van skool na universiteit (sosiaal, akademies en institusioneel)

(...Huis Maanskyn...) wil verseker dat alle eerstejaarstudente

- *die doel en uitkomste van die verwelkomingsprogram verstaan*
- *verstaan wat 'n US-opvoeding is, maw die doel van hoër onderwys*
- *verstaan US se institusionele bestuursisteme en reëls en hoe sanksie vir nie-nakoming daarvan sal geskied*
- *bewus is van US-webtuistes en vertrouwd is met die gebruik daarvan ten einde toegang tot belangrike inligting te hê*

Voorbereiding vir akademiese eise wat US stel

Alle eerstejaarstudente moet dmv die VWP 'n goeie fondament hê vir suksesvolle akademiese studie en ontwikkeling en deel word van die Universiteit as gesprek.

(...Huis Maanskyn...) wil verseker dat fakulteitsbesoeke, registrasie en mentorsessies die nodige prioriteit geniet, en dat eerstejaars dus

- *die akademiese vereistes en verantwoordelikheid van student-wees by US verstaan*
- *weet watter hulpbronne beskikbaar is om akademiese uitdagings te ondersteun*
- *hul persoonlike akademiese doelwit(te) identifiseer en verstaan*
- *weet wat die ABR is en die betrokke verteenwoordiger ontmoet*
- *weet waar hul onderskeie fakulteite en biblioteek geleë is*
- *gereed is vir die eerste dag van klasse*

Integrasie in die intellektuele, kulturele en sosiale klimaat

(...Huis Maanskyn...) wil verseker dat alle eerstejaarstudente

- *verstaan wat 'n luister-leer-leefgemeenskap is*
- *die belangrikheid van die integrasie van akademie en sosiaal verstaan (binne- en buiteklas)*
- *“peers” ontmoet en sodoende sosiale bande vorm wat 'n positiewe universiteitsbelewenis en sukses ondersteun*
- *geleentheid kry om vriende te maak*
- *sien en ervaar wat die inhoud van die huis se waardegedrewe bestuur is en geleentheid kry om dit in kritiese gesprek met minstens 10 ander studente in die huis te bespreek*
- *verstaan wat “stereotype threat” is en hoe om dit te hanteer / bestuur*
- *weet watter verenigings op kampus is en die geleentheid kry om in te skakel*
- *weet watter geestelike / spirituele instansies op kampus / in die gemeenskap is en die geleentheid kry om in te skakel*
- *die geleentheid gebied word om betrokke te raak by gemeenskapsinteraksie*

- *die geleentheid gebied word om hul persoonlike waardes en oortuigings tov verhoudinge, diversiteit en integriteit uit te leef en te evalueer*

(D)

Beginsels wat in die verwelkomingsprogram ter sprake moet kom.

1. *Ontmoet 1 x inspirerende oud-student/ alumnus, bv. Willie Esterhuyse*
 - *Bespreek die persoon se prestasies*
 - *Gee geleentheid vir 'n gesprek met die oud-student*
2. *Ontmoet x2 inspirerende dosente in die week wat iets van hul ervaring en hul nuutste relevante navorsing met studente deel.*
3. *Geleentheid vir die community om hul beste talente aan ander te showcase:*
 - *Konsertaand*
 - *Vertel hul storie – soos Wilgenhof se “claim to fame”*
4. *'n Kritiese “chit-chat” muur of uur waar studente deurentyd hul vrae kan neerskryf en waar daar op gereageer kan word.*
5. *Ontmoet en luister na 'n steundienspersoon wat 'n kort rukkie vertel van die diens, maar meer tyd gee vir “so maak ek die meeste van my tyd op universiteit”*
6. *Maak gebruik van studente-rolspel om die belangrikste van die verwelkomingsprogram vir mekaar te vertel.*
7. *Ontmoet x2 studente-eiers wat uit die kluster kom en vertel wat is die rede hoekom hy/sy Stellenbosch gekies het – wat is dit wat die plek so “awesome” maak?*
8. *'n Gesprek oor:*
 - *Hoe haal ek die meeste uit my verwelkoming?*
 - *Hoekom is dit anders as 'n skool-verwelkoming?*
 - *Wat moet ek na die verwelkomingstyd kan afmerk as die dinge wat ek effens beter verstaan? (Kombineer met punt 6)*

(E)

Aanhangsel B3

Vir aandag: Die komitee wat die verwelkomingsprogram soos voorgelê gaan beoordeel.

Riglyne vir die beoordeling van die verwelkomingsprogram

1. Ons wil hê die program moet beter werk as die reëls mbt tot verwelkoming soos uitgestip in die huisreëls.
2. Die program moet nie te besig wees nie.
 - Nie meer as een eteskakeling per dag nie.
 - Meer slaap as 23:00 tot 06:00 wel tot 06:30
 - Program begin 07:00 nadat voldoende tyd toegelaat is vir opstaan en kans om voor te berei vir die dag – persoonlike tyd en tyd vir refleksie.
3. Program toon kongruensie tussen waardes en die oorkoepelende tema.
4. Dit is duidelik dat die verwelkomingsprogram die algemene oogmerke soos uiteengesit nakom en aanpas by die *Dokument oor die verwagtinge vir die verwelkomingsprogram*.
5. Die program toon in watter mate die HK inkoop en die seniors voorberei is om die waardes van gasvryheid, vriendelikheid en waardigheid gedurende verwelkoming uit te leef.
6. Die program toon aan en laat genoeg ruimte vir die voer van doelwitgesprekke.
7. Die program laat genoeg ruimte toe vir gesprekke vir besprekings en refleksie tussen eerstejaars en huisbestuur.
8. Program maak voorsiening dat die eerstejaars inisiatief neem in stede daarvan om aktiwiteite uit te voer wat die HK of seniors reeds beplan het.
9. Inspirerende buitestaanders is genooi.
10. Klem val op die bereiking van die eerstejaars se potensiaal en die suksesvolle begin van 'n leer-reis.
11. In watter mate dra die verwelkomingsprogram by tot die ontwikkeling van die Kluster se identiteit?
 - Klusterdag
 - Sosiale gebeurtenis.
 - Bywoon van fakulteitsbyeenkomste
12. PSO-wyke – hoe bevorder jou program die integrasie van PSO-studente?
 - Indeel van mentorgroepe op die eerste dag
 - Ouerinligtingsessie
 - Mentors ontmoet eerstejaars deur die week (Woensdag tot Vrydag en Maandag tot Donderdag)
13. Hoe verwerf die eerstejaars sosiale kennis oor Matie-wees, koshuis, kluster, ens?

(F)

Aanhangsel B4

Vir aandag: Inwonende Hoof en Besoekende Hoof

Van: Sentrum vir Studentestrukture en -gemeenskappe

Die verwagtinge t.o.v. die inwonende/besoekende hoof se EERSTE AAND/DAG MET EERSTEJAARS

(Woensdag)

Die dokument gee 'n riglyn mbt daardie aspekte wat die hoof met die nuwelingstudente hanteer. Die oogmerk is dat die bekendstelling van die HK's; die verduideliking van die rol van verwelkoming vir eerstejaars; die gees en die aard waarin dit geskied deur die hoofde aan eerstejaars oorgedra word. Hiermee verseker ons dat die verwelkoming en die bekendstelling van HK's en verwelkomingsleier die verantwoordelikheid van die hoof, handelend namens die Universiteit, is.

1. Die aktiwiteit vind reeds op die eerste dag of eerste aand plaas en word die volgende dag vir laatkommers herhaal.
2. Die hoof verduidelik sy of haar rol as fasiliteerder by die huis en die HK wat toegelaat word om die huis te bestuur, asook om sodoende 'n demokratiese gemeenskap te simuleer.
3. Verduidelik die rol van die verwelkomingstydperk aan die eerstejaars aan die hand van die dokument "Kern van die eerstejaars se verwelkomingservaring".
 - a. Maak 'n punt daarvan om te verduidelik hoe die Universiteit se verwagtinge oor die rol wat verwelkoming vir eerstejaars moet speel, verskil van die rol wat *ontgroening* vroeër in huise gespeel het.
 - b. Wees duidelik dat die verwagting van eerstejaars om 'n tradisionele ontgroening te ondergaan nie in pas is met die verstaan van die universiteitsbeleving wat die Universiteit aan haar studente wil bied nie.
 - c. Maak spesifiek duidelik watter gedrag vir die Universiteit aanvaarbaar is en watter gedrag nie, en hoe studente te werk moet gaan om gedrag wat nie aanvaarbaar is nie te hanteer.
 - d. Verduidelik die tema van die verwelkoming van die spesifieke jaar.
4. Behartig die voorstelling van die Prim, die Onder-Prim, HK en verwelkomingsleier. Wees duidelik oor wat die verwagte rol van die HK, die seniors en die nuweling-eerstejaars in die huis onderskeidelik is. Verwys spesifiek na die verskillende groepe se rol tydens die verwelkomings- en inskakelings tydperk en die rol in die tydperk na verwelkoming.
5. Behandel die aanbieding oor waardegedrewe bestuur en hoe dit verskil van 'n magshierargiese bestuurstyl.
6. Verduidelik die rol van die Ombudsman en monitors en maak hul kontakbesonderhede bekend.

7. Fasiliteer 'n *story-telling*-sessie in 'n meer ontspanne atmosfeer waar die studente in klein groepe kan deelneem. Die kleingroepe kan deur die mentors behartig word en aspekte insluit soos; Wie is jy? Van waar kom jy? // Familie; huisgeskiedenis met stories. Let wel, dit is nie 'n vervanging van die doelwitgesprekke nie.
8. Seniors en komitees wat in daardie stadium reeds in die huis is, kan op 'n later stadium aan die eerstejaars voorgestel word. Maak seker dat hul ook hul rol tydens verwelkoming goed verstaan (en voor die tyd, maw, aan die einde van die vorige jaar, behoorlik daarvoor ingelig is).

(G)

Aanhangsel B5

VERWELKOMING – Wat kan die ouers verwag?

[Sit afskrif van Algemene Oogmerke met Verwelkomingsprogram op Bulletinbord by ouerete]

1. Die huis wil eerstejaarstudente welkom laat voel by die US en 'n goeie fondament lê vir suksesvolle adademiese studie en studenteontwikkeling, en hul deel maak van die Universiteit as gesprek.
2. Die Verwelkomingsprogram [VWP] staan op twee bene:
 - a) Akademiese program:
 - fakulteitsbesoeke
 - mentorprogramme
 - b) JOOL/Sosiale program:
 - Skakelings
 - Vlotte
 - Vensters
 - Monitorskomponent
3. Werking van huis en algemene studentelewe aan US:
 - Veiligheid
 - Rekenaarfasiliteite

- Biblioteek
- Studentekaarte
- Seksie- en huisvergaderings
- Huisreëls /studentereglemente / dissiplinêre stelsels / die huis en US se waardes
- Klusterkonsep
- Komitees en sportgeleenthede
- Magshierargie, hoe dit beveg/teengestaan/teengewerk word en hoe die Universiteit 'n waardegedrewe benadering voorstaan.
-

Verwelkomingsprogram/VWP onaanvaarbare praktyke - Taakspan /Verslag/Finale Verslag - Onaanvaarbare verwelkomingspraktyke 2014(vi)