RECOMMENDATIONS

Recommendations made by the Campus Res Life and Culture Review 2021

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LGBTQI+ Community

Fanelesibonge Philasande Ndebele

01

Create a platform for discussion with the University community on critical topics to facilitate greater access and improve service – e.g., mental health;

02

Increase funding for mental health services within the University;

03

Portfolio on the House Committee, focusing on highlighting the experiences of LGBTQI+ students and promoting inclusivity. Inclusive activities need to be promoted within student communities to ensure that the LGBTQI+ students are not excluded and marginalised;

04

There is a need for committees and institutional groups within the University to advocate for the LGBTQI+ students and staff;

05

There is a need for a deep shift in, and transformation of culture in the residences and PSO communities to enable LGBTQI+ students to own their identity without fear of being ostracised and marginalised;

06

There needs to be an inquiry into the powers and influence of student leaders in residences, as well as the migration of students from the University residence spaces to other accommodation spaces. Why are students leaving the University residences?

07

There needs to be engagement with student leaders, residence heads, PSO coordinators, cluster coordinators and more to communicate and make a commitment to address issues experienced by the LGBTQI+ community;

08

Consider establishing a committee that will streamline the appointment of "strategic advisors" to handle the application and placement of student leaders in the different spaces within the student community;

09

We need to promote and encourage small steps towards sensitisation and the promotion of inclusion, for example addressing individuals using their pronouns;

10

LGBTQI+ people to be referred to as people and not as "bodies", because that erases their existence and their humanity, reducing them to just their physical manifestation; and

11

The SU LGBTQI+ community roundtable needs to be an annual event on the University calendar.

Note: Other recommendations not listed here will still be addressed

Commuting Students

Benita van Zyl

01

All clusters should have cluster hubs. The remaining hubs need to be prioritised in the infrastructure development plan;

02

Create more spaces on campuses for commuting students;

03

SU's transport and parking structure need to be developed in a way that facilitates easy access by commuting students to their communities. Shuttles and one-stop services need to be available and activated urgently;

04

Staffing capacity needs to be increased;

05

Regular communication with commuting students to understand their needs better and be responsive to these.

Disabilities

Dr Marcia Lyner-Cleophas

01

More staff with disabilities need to be appointed/hired;

02

Sign language training for staff is necessary;

03

Appointment of an administrative staff member to perform some of the administrative duties to reduce the heavy load on others;

04

Update disability documentation/manuals for all departments;

05

Time for individual and collaborative reflection should be scheduled deliberately (similar to the approach used for case studies), occasionally giving insight into what we are doing. This could strengthen links and help colleagues understand one another;

06

Encourage Facilities Management to include the Disability Unit during the planning phase of projects. Incorporate universal design for learning to the same extent that Facilities Management understands physical universal design;

07

Initiate a conversation about the position of the Disability Unit within the University;

08

SU marketing material to showcase different identities;

09

Space should be allocated in the front of class/lecture rooms for students with disabilities;

10

SUNLearn challenges for students with disabilities to be addressed.

First-Generation Students

Joy Petersen

01

The onboarding platform should be explored as the first opportunity to attract first-generation students (FGS);

02

The SOAR Programme needs to be reviewed after two years, with the possibility of extending the duration of the programme during the welcoming period;

03

Greater collaboration with the student recruitment processes of SU;

04

HEMIS requirements should be revised so that they do not apply at the end of September but rather at the end of the first year; and

05

A basic needs checklist is crucial for students' success.

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Welcoming Programme

Ayanda Ntuli

The task team started working and will provide a report in June 2022.

What is already clear is that there must be more coordination of all the Welcoming Programme activities:

01

Establishment of a small strategic committee led by the Senior Director: Student Affairs (inclusion of the Director of Corporate Communication and the Director of Marketing);

02

Briefing document with clear guidelines on information required for the Welcoming Booklet;

03

Intentional involvement of all three centres in planning the Welcoming Programme, as it is a Student Affairs responsibility to coordinate processes and bring people together; and

04

Clear communication of and a marketing strategy for the Welcoming Programme.

LLL Programme

Noël Bekker

01

Renovation of the houses used for the programme;

02

Renewal of the programme content: plan with the LLL team to establish strategy for the year ahead;

03

Refinement of selection process into the programme;

04

Human Resources and capacity development: adapt roles of interns to serve the initiative's goals and set clear expectations. Provide training and development opportunities;

05

Image and branding of the initiative: Develop a social media plan and provide training for the person responsible.

Student Governance and Elections

Anele Mdepa

There are several sets of recommendations for the different categories of elections within the student community. These will be addressed within CSLEEC and CSC accordingly. They will not necessarily be listed here, but noted:

01

Recommendations of the election conveners (SRC);

02

Recommendations of election conveners (TSR);

03

Recommendations for TPSC.

Critical recommendations for student communities are as follows:

01

Universal constitution for all student communities, with specific sections that relate to the specific residence or PSO;

02

Universal online election guidelines to ensure consistency across all residences and PSOs to promote democratic, free and fair elections; and

03

General training of all election conveners prior to taking the role of facilitating the elections.

Constitutions, Rules & Disciplinary Code

Jaco Greeff Brink and Qaqamba Mdaka

01

Review of Residence Rules, as they are outdated and no longer speak to the current SU context and challenges within communities; not aligned with the values of the University.

02

Rules to be integrated into one document;

03

Disciplinary process in residences needs to be outlined clearly for consistency and alignment with the SU Student Disciplinary Code;

04

Synergise and align residence constitutions across student communities through a standardised template with set chapters; align with the RSA Constitution, SU Statute, policies, reviewed residence rules, Vision 2040, strategic goals and values (directly stating the mandate of DSAf and CSC).

Leadership Training and Development

Dr Johan Groenewald

01

Establishment a DSAf Forum focusing on leadership training and development, with clear structure and clear terms of reference;

02

Development of a Leadership Training Calendar that aligns training and conference dates with the academic and leadership cycle across the various DSAf functions;

03

Advancement of a phased leadership training and development approach that reaches students before they are elected or appointed into leadership roles – allowing development of competencies over time;

04

These and other proposals to form part of a brief to the DSAf Forum on Leadership Training and Development for further work.

Res Heads Appointment and Training

Riana Engelbrecht

01

Criteria for and process of appointing residence heads to be reviewed;

02

Training programme for residence heads to be developed, as well as for those aspiring to become residence heads;

03

Term of office to be limited to two terms of four years each.

04

These and other proposals to form part of a brief to the DSAf Forum on Leadership Training and Development for further work.

DSAf Staff Wellbeing and Appreciation

Dr Elmien Sinclair

01

Create communal spaces where staff from all three centres can socialise and interact to allow for cross-centre collaboration;

02

Allow staff members to build wellness practices into their daily work; and

03

Flexible approach to work should be considered, with clear guidance to staff in this regard (hybrid work model).

Res Life and Culture

Ruth Andrews

The task team had to stop working to wait for the review of Residence Rules now underway (March to July 2022). All information gathered will be included in this process.

Safety and Security

Brandon Como

The report still outstanding. Recommendations to be included once received.