

UNIVERSITEIT IYUNIVESITHI STELLENBOSCH UNIVERSITY
100 1918-2018
forward together · saam vorentoe · masiye pbambili

Management Report to Council

Responsibility Centre for Social Impact, Transformation and Personnel

18 June 2019

Framework

1. Staff and Student Health and Wellbeing
2. Agile and Strategic Human Resources Division
3. Deepening of Embedded Social Impact
4. Quantitative Transformation
5. Qualitative Transformation
6. Conclusion

Staff (and Student) Health and Wellbeing

- Comprehensive health (physical, psychological, mental, social, spiritual strength for life);
- Comprehensive wellbeing (physical, psychological, mental, socio-economic, teleological wellbeing and wellness);
- Employee Value Proposition (affiliation; recognition; actualization of potential; flourishing; Not “Publish or Perish,” but “Publish and Flourish”);
- Plan for health and wellbeing;
- Structures for health and wellbeing;
- SU Values of ECARE action guides for Health and Wellbeing;
- SU Strategic Theme of Employer of Choice to be materialized;
- Embedded health and wellbeing: integrated in all environments and guided and empowered by specific structures and initiatives;
- Both institutional and individual mandate;
- Day Care Arrangements as crucial expression of Staff Health and Wellbeing

Towards an Agile and Strategic Human Resources Division

- External review of HR
- Processes;
- Procedures;
- Policies;
- Protocols;
- Plans;
- Practices;
- Personnel (suitable complement, overload, underload, incorrect load);
- My 360: plea for a 21st century HR of agility (“ratsheid”)

Deepening embedded Social Impact

- **Embedded** SI has two dimensions:
- SI = **integrated** into all academic and co-curricular functions;
- **+ specific structures and specific initiatives** in conjunction with generic, ongoing SI;
- Institutional and environment symposia, workshops etc.;
- Renewing and formalising of partnerships, e.g. Department of Defence and Municipalities – local town and gown is growing; gown and major employees to be strengthened;
- Institutional and environment structures for SI, e.g. Social Impact Strategic Plan; Senate Committee for SI; environment committees; Social Impact Knowledge Platform; Central SI themes in alignment with central Research themes;
- Student volunteerism (NSFAS gives stimulus);
- Staff volunteerism (PASS and Academic)

Transformative impact through art



WOORDFEES

Transformative impact through international partnerships



Signing of the Memorandum of Cooperation with Michigan State University

Quantitative Transformation

- **People** - diversity of:
- Staff;
- Students;
- Governance structures;
- Committees;
- Institutional Partners;
- Business partners;
- **Programmes** (Learning and Teaching; Research and Innovation; Social Impact; Strategy and Internationalisation; PASS activities)

Quantitative Transformation cont.



- **Places (Public Semiotics; sense-making; meaning-creation):**
- Visual Redress;
- **Transformation and EE Structures and Appointment's Panels** – institutional and environments;
- **Reporting Transformation** Internally;
- **Embedded Transformation** – integrated in **all** university activities and environments, plus guidance, empowerment from **specific** transformation structures and initiatives

Restitution through visual redress



Bill of Rights as displayed at Faculty of Medicine and Health Sciences

Restitution through visual redress



Remembering "Die Vlakte"

Qualitative Transformation



- Transform the SU Institutional Culture, i.e. subconscious mental pictures and accompanying structures and practices:
- Transform mostly subconscious **mental pictures**, presuppositions, prejudices, logics, rationalities of reality and other people – pictures of racial, gender and other forms of superiority and inferiority;
- Transform **structures, policies, practices** that are developed based upon these subconscious mental pictures;
- On conscious level we can be against discrimination, but on subconscious level we might function with discriminatory mental pictures;
- "We are experts in diverse and apart. We have still so much to learn about **diverse and together**" ("**Porcupine Transformation**");
- Building **transformation competencies** of staff, students, partners

Qualitative Transformation cont.



- Transform Institutional Culture, i.e. our language: and logic
- *How the way we talk can change the way we work: Seven languages for transformation* (Robert Kegan and Lisa Laskow Lahey):
- From the Language of Complaint to the Language of Commitment;
- From the Language of Blame to the Language of Personal Responsibility;
- From the Language of New Year's Resolutions to the Language of Competing Commitments (and immune systems that inhibit the fulfillment of resolutions to change);
- From the Language of Big Assumptions that hold us and that cannot be questioned to the Language of Assumptions we hold and that are open to scrutiny;
- From the Language of Prizes and Praising to the Language of Ongoing Regard;
- From the Language of Rules and Policies to the Language of Public Agreement;
- From the Language of Constructive Criticism to the Language of Deconstructive Criticism (neither tear up nor build up the other; as if you have the truth, but disentangle your own position critically)

Transforming institutional culture through discourse



Discussing academic freedom and academic integrity

Qualitative Transformation cont.



- Minister Blade Mzimande very supportively challenged SU at Portfolio Committee for HET in 2015:
- Build **radical** transformation (Go to “radix”, roots of challenges, work for deep transformation);
- **Accelerate** transformation

Conclusion



- Appreciation:
- Colleagues in RC;
- Colleagues in other RC's;
- Internal and External Partners;
- EE Rector (EE=Example; Empower) and Rectorate
- Council:
 - Verantwoordelikheid;
 - Voorreg;
 - Vreugde;
 - Council counsels and empowers – Raad gee raad en bemagtig