



**ST100**  
1918-2018

## 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


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- 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

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- 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