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# **Management Report of the Vice- Rector: Social Impact, Transformation and Personnel to Council**

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Dear Chairperson and Members of Council,

It is a privilege and pleasure to report to Council about the work of the Responsibility Centre for Social Impact, Transformation and Personnel since May 2018.

## Introduction

The Responsibility Centre for Social Impact, Transformation and Personnel (SITP) consists of the following divisions:

1. The Division of Social Impact (DSI)
2. The Transformation Office
3. The University Museum
4. Woordfees, WOW (Woorde Open Wêrelde) and the University Choir
5. Human Resources
6. Campus Health Services

The **Value proposition of the RC** can be phrased as follows:

The SITP Responsibility Centre makes a distinctive contribution to SU by advancing the central institutional quest to impact transformatively on society through its human resources of staff, students, alumni, stakeholders, role-players and institutional partnerships, who all secure excellent, transformative and impact-making academic programmes of learning and teaching, research and innovation in local and global contexts. As such it makes a distinctive and necessary value adding contribution to the core activities of the University.

SITP adds value to SU's programme of action by supporting the academic project, rendering professional, accessible, relevant and expert services, and adopting a tailor-made service delivery approach to suit the unique circumstances of those the RC collaborates with and serves. This is done through the various interdependent divisions of Human Resources (DHR), the Transformation Office (TO), the Division of Social Impact (DSI), Campus Health Services (CHS), the University Museum, as well as the SU Woordfees (including the Woorde Open Wêrelde Programme and the University Choir).

This report is structured in terms of the 6 Core Strategic Themes of the Strategic Framework 2019 – 2023 of Stellenbosch University. These are:

1. A Thriving Stellenbosch University;
2. A transformative student experience;
3. Purposeful partnerships and inclusive networks;
4. Networked and collaborative teaching and learning;
5. Research for impact, and;
6. Employer of Choice.

This report does not repeat the reporting about details and activities that form part of the quarterly reports of the Rector, but specifically focuses on the contribution of the Responsibility Centre regarding the materialisation of the core strategic themes of the University.

### Core Strategy 1: A Thriving Stellenbosch University

To be a thriving university entails that SU is a space of social, physical, economic and ecological wellbeing.

1. The RC of SITP made an indispensable contribution to **social wellbeing**, i.e. to the wellbeing of the **people**, both students and staff, of the University.

1.1 The DHR and CHS together with other partners on campus accelerated the journey toward a **Strategy for Staff (and Student) Health and Wellbeing** at SU. An institutional **colloquium** for staff health and wellbeing took place on 28 February 2019. Besides inputs from SU colleagues, inputs from the national higher education sector, the University of Cape Town and the corporate sector were also made. An extensive **report with recommendations** had been compiled and is in the process of discussion and consideration. An **Institutional Committee for Staff Health and Wellbeing** is in the process of being constituted. The immediate mandate of this committee would be to guide the finalisation of a Strategy for Staff Health and Wellbeing. The task team that is working on this mandate will consider the possibility to align staff and student health and wellbeing more closely. They will investigate the most effective **structures for staff and student health and wellbeing**, in which CHS, DHR, Student Counselling Services and university experts in the fields of staff and student health and wellbeing will play a stronger role. The Strategy will also provide **practicable theoretical frameworks** for understanding and advancing comprehensive staff and student health and wellbeing. The aim is that staff and student health and wellbeing be established as **systemic, embedded staff and student health and wellbeing**. “Embedded” implies that **all university environments take responsibility** for the mandate of staff health and wellbeing, and that **specifically mandated structures and functionaries** guide, inform and empower all environments to optimally fulfil the mandate of staff and student health and wellbeing.

1.2 The development of improved day care arrangements for SU staff had been prioritised in the reporting period. A workshop on this theme with various role-players, including representatives of the Women’s Forum, took place in December 2018. In a follow-up meeting in February a detailed report had been compiled with various models for the provisioning of day care facilities was submitted to the Rectorate. After advice of the Finance Committee of the Rectorate decided as follows:

a) Arrangements on Stellenbosch Campus - Babin Model

The standard chosen by SU to work with in Stellenbosch, is the Babin Model, but that SU would consider (after a needs analysis) an investment from the strategic fund or other capital sources in the upgrading of the facilities, with no expectation of repayment of the investment.

b) Tygerberg Campus

- There is no such facility, a need was determined and SU would consider an investment from the strategic fund or other capital resources to create a facility for the capacity, with no expectation of repayment of the investment.
- Tenderers can be requested to indicate how the diversity of the needs of the different income groups will be addressed in their services.

c) Direct Subsidy Model

The direct subsidy model has not been approved because SU uses a full cost to company remuneration model

1.3 **Specific initiatives of CHS and DHR** advanced staff and student health and wellbeing. All opportunities to identify early underlying mental health issues amongst students and staff are used. Self-administering questionnaires (GAD 7 for anxiety / PHQ-9 for depression / Audit for alcohol use) were distributed during the HIV campaign hosted by the Equality Unit. A return rate of 42% was documented and revealed that 50% of those returned needed further attention, and were contacted by the Campus Health Services (CHS) team.

A new **manager for Staff Wellness**, Ms Shibu Mamabolo, was appointed for the Office for Staff Wellbeing. The Office renders improved services to staff, such as continuous emotional and advisory support through the new Employee Assistance Programme (EAP), in addition to organisational development and staff enhancement. The office kicked off with workshops to raise awareness of the EAP and staff wellness, and followed up with workshops on supervisory training, interpersonal skills and managing conflict in the workplace.

The first **Staff Culture and Climate Survey** conducted in 2017, identified priorities, including addressing the distinctive needs of women, younger staff members and staff from Black, Coloured, Indian and Asian (BCIA) communities. In collaboration with the Division for Information Governance, Human Resources (HR) has already drafted and tested a questionnaire for the second staff culture and climate survey in late 2019.

Placing the emphasis on staff and student health, the Campus Health Services (CHS), in collaboration with Maties Sport and Maties Gymnasium, promoted staff and student health with a weeklong campaign focussing on a healthy diet, exercise and vaccination. This was followed by a campaign to stimulate awareness of tuberculosis and HIV/Aids on the Stellenbosch and Tygerberg campuses that saw 300 staff and students tested for the first time. Through agreements with the Western Cape Department of Health, CHS can now offer an HIV pre-exposure programme (PrEP) for staff and students at no cost. In addition, 550 Tygerberg students received education regarding the hazard of tuberculosis in their clinical environment and were fitted with protective masks.

With a view to detecting health risks early, ongoing health risk assessments and medical surveillance by CHS's occupational health team resulted in the implementation of an ergonomics programme and a noise hygiene programme at certain units.

In an ongoing campaign to support staff and students with mental health and, in particular, to prevent suicide, CHS joined forces with the Centre for Student Counselling and Development and Department of Drama students. A self-screening programme for staff and students were assisted in the identification of subtle underlying mental health risk factors and disease. The implementation of a new database after ethical and institutional approval to track the health and wellbeing of staff and students over time will provide a valuable tool to improve staff and student health and wellness.

The "Pedometer challenge" which is a walking challenge from the staff of Free State University to the staff of Stellenbosch University to monitor who covers the most steps during a 12-week period, was launched in April this year. The aim of the project is to improve physical activity levels and to promote team building amongst staff.

CHS Physiotherapists supported Maties High Performance athletes participating in the Varsity Sport (athletics and hockey) and USSA athletics tournaments. Furthermore, Dr Craig Thompson, Tanya Green and Emma Carstens provided team medical and physiotherapy support to the Maties First Team and Young Guns in their successful Varsity Cup campaigns.

1.4 **Woordfees and WOW** also advanced, in addition to learning and teaching, research and innovation, transformative social impact, specifically the wellbeing of SU's people, consisting of staff, students, alumni and a diversity of partners and allies. The 20<sup>th</sup> SU Woordfees with the theme Jonk (Young) took place in Stellenbosch from 1-10 March 2019.

Approximately 3 500 artists presented 483 different productions in 64 venues. This included 90 book talks, 80 discourse conversations on current affairs, 22 festival debuts on the theatre programme, 52 contemporary music concerts, 28 classical music performances, 12 stand-up comedy shows and a film festival with 10 feature films, 10 documentaries and 20 free short films, amounting to more than a 1 000 shows at the SU Woordfees this year. More than 600 people from Stellenbosch were employed during the festival as part-time workers.

Some of the few firsts at the 2019 festival were as follows:

- A Wordfees App as one stop information and planning platform. In 2020 festival visitors will also be able to buy tickets via the App
- A Fringe – presented on a small scale, with significant potential for growth
- Club Loyale, as Wordfees loyalty club with benefits for festival fanatics
- The inclusion of ballet as performing arts discipline
- The world première of Samson, by internationally acclaimed Brett Bailey.

The final reconciliation of ticket sales is still in the process of completion. However, we are able to state the following based on statistical analysis thus far: the overall number of tickets sold increased by 10% and the financial increase in Rand value is more than 17%. The difference between the two figures is due to the price variation on tickets - better seats were premium priced, as well as the inclusion of international rock star Albert Hammond with ticket prices ranging from R450 – R700 for two sold out performances at Spier. In total more than 92,000 tickets were sold.

As soon as the final reconciliation for Wordfees 2019 is completed, attention will be given to the finalisation of a sustainability plan for the Wordfees. The registration of a non-profit organisation to assist with fundraising will be completed within the next 3 months. The current reporting structure of the festival will not be affected by the forming of the non-profit company.

The Toyota SU Wordfees will take place from 6-15 March 2020. Toyota agreed to a three-year sponsorship as co-name sponsor. Not only will the Toyota investment bring much needed financial relief; it also serves as a vote of confidence to other sponsors to support the festival and the arts in general.

1.5 **The WOW project** took writers and authors to 145 schools in the Western-, Eastern- and Northern Cape in January and February this year. In so doing, the project interacted with 17,231 learners and 298 educators. The schools targeted are primarily in the 1-3 quintile. Writers gave a presentation to matriculants and information about opportunities for study and academic support were distributed. By the end of June, this project will have reached at least 50 schools with focused recruitment initiatives. Sanlam, the name sponsor of the Sanlam WOW Spelling Festival have renewed their commitment for the next three years. The spelling competition which was formerly focused on Afrikaans learners in Grades 1-10 has since 2016 been multilingual and each year incorporates an increasing number of Grades in English and isiXhosa. It now reaches more than 1000 schools in all 9 provinces in South Africa. An MOU with the Western Cape Education Department (WCED) has been reached that will produce greater and more active collaboration between WOW and the WCED, especially in assisting and targeting schools not participating yet, and rolling out a fully multilingual competition from grade 1-10. We hope that formal partnerships with all other provincial departments will develop over the course of time.

1.6 The RC for SITP also supported the quest for **economic and ecological wellbeing as part of a thriving SU**. All the divisions explored access possibilities to external funding, amongst others Wordfees and WOW. The DSI also seeks partnerships that strengthens financial sustainability. DSI works closely with INNOVUS and the SU Finance Division in order to strengthen the building of entrepreneurship in various institutions of civil society and so-called Black business initiatives.

1.7 Besides Staff and Student Wellbeing, more **agility** in all university policies, processes, procedures and practices are aspired to. The unanimous adoption of the new Procedures for the Appointment and Re-appointment of Senior PASS employees is one highlight of progress with agility. The imminent

extensive, external review of DHR will, amongst others, make recommendations regarding more agile HR processes, processes and practices.

Regulations regarding the Decentralisation of Academic Appointments and Promotions to the various Faculties had been fully implemented. Appropriate implementation measures had been developed. The role of the Appointment Committee of Senate (ACS) had been redefined. Fewer meetings of the ACS take place, and these meetings focus on strategic and not only operational matters, e.g. the development of typical profiles for Stellenbosch academics; the development of institutional and contextual criteria for appointment and promotion to various staff levels, which reflect institutional expectations as well as contextual expectations and realities in different environments; the advancement of talent recruitment, talent development and talent retention; the acceleration of the diversification of the staff corps of the University.

The Transformation portfolio has also embarked on a journey to advance **the agility and effectivity of transformation structures**. In December a workshop with all SU environments was held to discuss the role of the Transformation Office. Dr Andre Keet was facilitator of that workshop. In February this year a one-day strategic session of the Institutional Transformation Committee (ITC) discussed the role of the ITC. A new **terms of reference for the ITC** had been drafted. A special meeting of the Rectorate and representatives of the ITC on the 7<sup>th</sup> of May also discussed matters that could be taken up in the revised terms of reference, amongst others the involvement of the ITC in various crucial matters that impact upon the transformation imperative and goals of the University. **A more prominent role for the Transformation Plan of SU in all university matters** forms part of this discussion.

## Core Strategy 2: A transformative student experience

2.1 The Transformation Office and University Museum play central roles in advancing a transformative student experience. This is done in partnership with various university environments, especially the Division of Student Affairs and various faculties.

2.2 A Student ITC had been established and functions as subcommittee of the ITC. Students are also represented in the ITC.

Representatives of the Transformation Portfolio serve in and cooperate with various structures in the **RC for Learning and Teaching** related to curriculum and co-curricular activities.

The Transformation Office, in collaboration with the Centre for Student Communities (Student Affairs), co-ordinated the annual Siyakhula (We grow) transformation competencies workshops for first year students during welcoming in January 2019. All student environments were provided with nine two-hour workshops under three headings (Socio-cultural awareness, Leadership and intergroup skills and Social innovation and design mind-set) to choose from. Each environment chose three workshops to participate in.

The intention of the workshops is as follows:

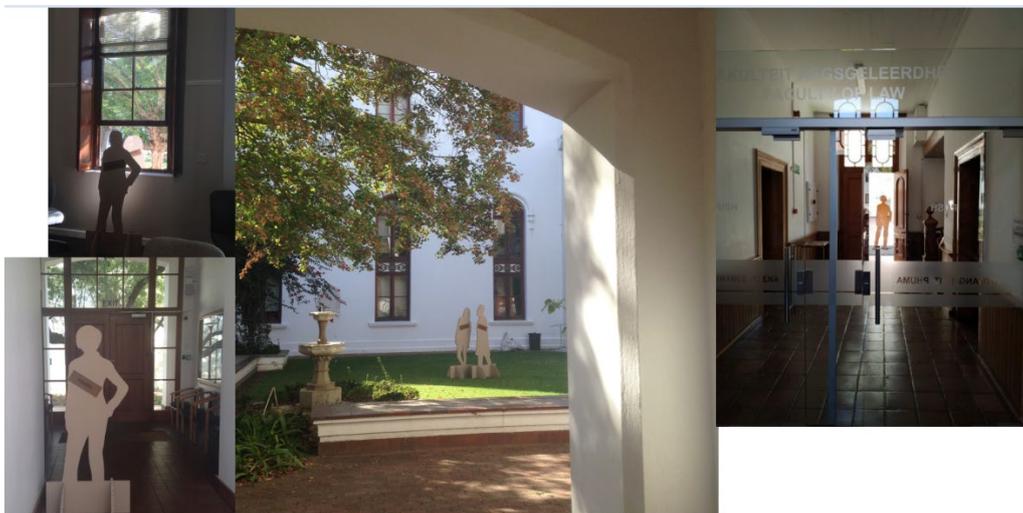
- Create platforms and methodologies for transformation related conversations
- Engage newcomers as partners and encourage communities to cooperate
- Encourage continuous conversations post-welcoming period

All feedback will be analysed and considered during the planning for 2020.

Siyakhula Workshops are consistently provided throughout the year for various staff and student bodies on campus.

The Transformation Office played a central role in advancing the Visual Redress process at SU, namely:

- The new art work on the rooftop depicting 11 women
- The benches welcoming students, staff and members of the community in 15 languages
- The Vlakte map on the front doors of the FASS
- The centenary message on the library walls
- The contextualizing boards at Adam Small, Pieter Okkers House, the rooftop and Theology
- The visual redress draft policy will now follow a formal approval process
- Visual redress workshops have taken place in the following faculties:
  - Law
  - Theology
  - Medicine and Health Sciences





### 2.3 The **SU Museum** also offers programmes that facilitate transformative student experiences.

The SU Museum has earned itself the reputation of being a safe space for transformative dialogue and inclusive citizenship. During the University's Centenary year the Museum became the focal point for dialogue, presentations, meetings and two very special art exhibitions. The 100 artefacts exhibition shared the story of SU over 100 years. The societal changes and innovative discoveries provided an exciting view into the past of the University. *Forward? Forward! Forward...* shared through art and reflective pieces the future possibilities of higher education, taking the visitor on a journey towards the second century of SU's existence.

Not only linking the University with its surrounding communities, the SU Museum has also become an indispensable link between SU and international partners. Following the Museum director Mr Mgjima's appointment as a research associate at Michigan State University Museum, the Mellon Foundation awarded the SU Museum funding to expand its work on the continent and further with

the Michigan State University Museum as the key partner. This is one demonstration of the gradual internationalisation of the University's social impact.

### Core Strategy 3: Purposeful partnerships and inclusive networks

The RC is maintaining the University's current relationship capital and expanding it. In this regard, we are honouring our institutional memoranda of understanding (MOU's) with six municipalities and district municipalities, as well as our relationship with the Cape Higher Education Consortium through two of its standing committees. At the same time, we will soon strengthen our growing relationship with the Breede Valley Municipality through a formal MOU, brokered by the DSI.

Celebrating the social impact work done by SU's scholars, researchers and students, the annual Social Impact Symposium has grown in stature and has become an anchor symposium enhanced by similar initiatives in some faculties. These symposia strengthens networks and collaboration amongst internal partners, and with external partners.

An agreement was entered into between SU and Michigan State University to foster international cooperation in education, research and social impact wherein both parties agreed to encourage the following activities, in particular to promote international academic cooperation:

- (a) Development of collaborative exhibitions and collections;
- (b) Exchange of professional staff, students and research scholars;
- (c) Joint social impact projects between the two institutions;
- (d) Professional development and technical exchange; and
- (e) Grant writing and fundraising for joint projects

In December 2018 the RC co-hosted a very successful international Town and Gown conference with the RC for Internationalisation. Partnerships and collaboration was established with universities in South Africa and abroad that also function in town and gown contexts like SU.

One of the highlights in the building of partnerships was the signing of a new agreement with the Department of Defence (DOD). The DOD considered other universities as well, but decided that SU would be its only university partner. This partnership enhances the transformative social impact of the University. A contribution is made toward comprehensive peacebuilding and human security in Africa.

### Core Strategy 4: Networked and collaborative teaching and learning

The RC contributed in various ways to networked and collaborative teaching and learning. Staff of DSI advance and strengthen the offering of **service-learning modules** in faculties.

**Staff and student orientation sessions** were hosted – the former to familiarise new staff with social impact support structures and champions across the University, and the latter to introduce newcomer students to SU's social impact activities and thriving culture of student volunteerism.

Student volunteers receive training through a well-supported course presented by Maties Community Service, equipping them with the skills to run community-based projects. The Co-curricular Office (Student Affairs) formally acknowledged this course and its activities, which means that successful participation in the course will be recognised on students' academic transcripts.

CHS providing medical support at the Klapmuts 7s schools rugby 7's tournament on the 12<sup>th</sup> of May 2019: CHS provided free medical outreach services to cover the rugby competition, hosted by Klapmuts Primary School. Doctors and postgraduate students in sports and exercise medicine from

the Institute for Sport and Exercise Medicine (ISEM), registered nurses, first aiders and physiotherapy students formed part of the medical support team. This is a real local community project and one of **CHS volunteer projects** that creates lots of excitement, fun and team building opportunities amongst the support team. It also gives valuable teaching and learning opportunities for students in the field of sport and exercise medicine.

## Core Strategy 5: Research for impact

The RC for SITP advances the strategic quest to do research for impact. This is achieved in two major ways.

Firstly, collaboration with the Division of Research Development ensures that there is maximal alignment between the SU central research themes and foci and the **SU Social Impact central themes** and foci: as outlined in the Social Impact Strategic Plan: *Education for all; Employment and inclusive economic development; Environment and sustainability; Food security and health; Resources and infrastructure; Safety, security and good governance; Social and gender justice.*

**The Social Impact Knowledge Platform**, our social initiative data bank, has already registered more than 130 initiatives. The Platform coordinates social impact initiatives, prevents duplication, improves cooperation between internal partners and with external partners, and ensures that the Plan's core themes are given expression. (Visit: <http://www.sun.ac.za/si/af-za/Pages/default.aspx> for more information.)

## Core Strategy 6: Employer of Choice

6.1 The RCSITP, and specifically the DHR, leads the process of fulfilling the goal that SU be an Employer of Choice. Specific objectives is the advancement of Staff Health and wellbeing that had been discussed in point 1 of this report. Other objectives are the recruitment, development and retention of a diversified, competent staff corps that are indispensable for the achievement of the strategic goals of SU. The following senior appointments were made in the reporting period. Prof Anthony Leysens succeeded Prof Johan Hatting as Dean of Arts and Social Sciences and Prof Ingrid Woolard took up the position of Dean of Economic and Management Sciences with the appointment of Prof Stan du Plessis to the position of Chief Operating Officer. The position of Mr. Victor Mothobi as Chief Director: Human Resources was also confirmed. In addition, three staff members were promoted to senior positions – Mr Eben Mouton to Senior Director: Business Management at the Faculty of Medicine and Health Sciences; Mr Hein Swanepoel to Senior Director: SunCom; and Ms Anita Nel to Chief Director: Innovation and Business Development.

SU is in the process of filling a Dean: Education vacancy. The envisaged date of commencement of duties is 1 July 2019. Prof DJ Malan is currently Acting Dean. Dr B Schreiber will leave the service of the University on 31 July 2019. SU is in the process of recruiting a successor for the Senior Director: Student Affairs vacancy and short-listed candidates were interviewed on 15 May 2019.

6.2 In order to operationalise the strategic theme of employer of choice, the Employment Equity Office continued to engage all environments regarding environment employment equity plans, including the setting of targets that are aspirational, contextual, and achievable. Approximately 98% of environments submitted their EE plans and in most cases, employment equity targets were set at specific job levels. There is still a need to synchronize the vacancies, promotions and anticipated retirements with the environment plans on each job level. Further consultations are necessary to align the opportunities that had been identified (retirements, promotions and vacancies), before sign off on the environment plans and targets.

The Code for Management Practices for Employment Equity (EE) is a critical tool for strengthening the

processes of eliminating barriers to diversification identified in the institutional EE plan. The draft new code was presented to the Rectorate and consulted with all university environments. Meaningful contributions and comments were received from various environments and will be considered in the finalisation of the draft code and the approval thereof by the Rectorate.

Since January 2019, the EE Office was strengthened by the appointment of a senior staff member as a Diversity Capacity Development Manager and the relaunch of the Siyakhula Diversity Capacity Development Programme within human resources. Siyakhula means, “We grow”. The programme aims to equip staff to model, guide and support equity strategies, inclusion and staff wellbeing. This capacity development programme focus on three themes of competencies namely Socio-Cultural Awareness, Intergroup Engagement and Social Innovation and Design Thinking. Each theme consists of a number of workshops or structured discussions designed to address key EE, diversity and transformation challenges within the University. The content and facilitation methods are developed and updated in partnership with the Equality Unit, the Transformation Office and the Disability Unit.

Diversification of staff is advanced through, amongst others, the New Generation of Academics Programme (nGAP). Phase 5 of the New Generation of Academics Programme (nGAP) was announced in December 2018, and SU was successfully awarded 5 positions in the following SU departments: Botany and Zoology, Genetics, Industrial Psychology, Medical Microbiology and Mercantile Law. Recruitment processes will be initiated. SU now holds 22 nGAP positions in total.

A fresh institutional commitment had been made to make the Rector’s Strategic Personnel Fund more sustainable. This fund is one of the major contributing factors in the resolute progress that we are making with the diversification of especially the academic personnel corpse, as well as senior staff in the professional support services environments. The Rector’s Strategic Personnel Fund contributed significantly to the growth in Black, Coloured, Indian and Asian academic staff from 18 to 25% in the period 2014 to 2018.

## Conclusion

In looking back upon the past year it is clear that consistent and resolute quantitative and qualitative progress are made with the central elements of the mandate of the Responsibility Centre for Social Impact, Transformation and Personnel. It is also clear what the major challenges and priorities are.

Gratitude is expressed to the leadership and staff in the RC, as well as to all colleagues and partners within and outside the institution with whom the RC collaborates continuously. The support and guidance of the Rector, together with members of the Rectorate, are highly appreciated. It remains a privilege and joy to serve an institution that is, according to its Transformation Plan, committed to building through research and innovation, learning and teaching, transformative social impact, strategy and internationalisation, a society of dignity, healing, justice, freedom and equality for all!!!

In saamstappende verbondenheid,

**Nico Koopman**