



*forward together · saam vorentoe · masiye pbambili*

## Annual Management Report

Prof Nico Koopman

Vice-Rector: Social Impact, Transformation and Personnel

22 June 2020

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## Structure of Presentation



Introduction – A Time of Vulnerability

Divisions within the Responsibility Centre (RC)

Value Proposition of RC

Staff Health and Wellbeing

Quantitative and Qualitative Transformation

SU as “Anchor Institution” in a vulnerable society

Conclusion – Forward together amidst vulnerability

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## A Time of Vulnerability



- This is a time of turbulence, tension and tragedy.
- It is a time of anxiety, fear and fright.
- It is a time of uncertainty, unpredictability and disorientation.
- It is a time that we hunger for rhythm and routine, patterns and meaning-giving frameworks.
- It is a time where we seek social cohesion and social communion, social compassion and social care amidst “social distancing”.
- It is a time of business continuity that is not business as usual.
- This is a time that asks so very much from us in personal and professional life.
- It is a time where already existing concerns in individual life, institutional life and in societal life - locally and globally - are revealed more clearly and more intensively. It is indeed a time of the intensification of existing concerns.
- CS Lewis addressing staff and students of Oxford University during World War 2: Guard against exaggeration of abnormality of crisis; against exaggeration of reality that not all tasks can be completed and all aims achieved; against exaggeration of reality of finitude and death in light of higher visibility thereof. (Steer ship between rocks of under-estimating crisis and of exaggerating crisis.)
- Religious and social Reformer, Martin Luther: Even if I knew the world would end tomorrow, today I will plant trees.

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## Divisions in Responsibility Centre



### RC Management Team



Prof Nico Koopman



Mr Victor Mthobi



Dr Pierre Viviers



Dr Leslie van Rooi



Ms Tania Arrison



Ms Joanne Williams

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## Divisions in Responsibility Centre



### Human Resources Division



Mr Victor Mthobi



Mr Ebrahiem Abrahams



Mr Japie Kotze



Mr Sello Molapo



Ms Carmen Paynter



Mr Jan Knight



Ms Lieze-Carli Roux



Mr Wessel Nolte



Mr Johan Loubser



Ms Shibu Mamabolo



Ms Venessa Williams

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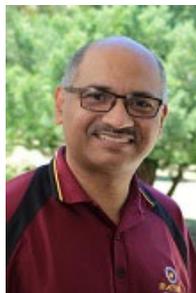
## Divisions in Responsibility Centre



### Campus Health Service (CHS)



Dr Pierre Viviers



Dr Craig Thompson



Ms Valdene Southon

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## Divisions in Responsibility Centre



### Social Impact and Transformation



Ms Saartjie Botha



Dr Leslie van Rooi



Ms Ernestine Meyer-Adams



Mr Bongani Mjijima



Dr Claire Kelly



Ms Michelle Jooste

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## Value Proposition of RC



- Advancing the central institutional quest to **impact transformatively on society** through its **people** (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
- **Supporting the academic mandate**, rendering professional, accessible, relevant and expert services through the various interdependent divisions of Human Resources, the Transformation Office, the Social Impact Division, Campus Health Services, the University Museum as well as the SU Wordfees (including the Woorde Open Wêreld Programme and the SU Choir)

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## Staff Health and Wellbeing (SHW)



- Red Light Priority
- Imperative in Vision 2040 and Strategic Framework 2019-2024
- Task Team and Advisory Committee
- Draft Staff Health and Wellbeing Plan adopted by Rectorate
- Second staff survey
- Day Care Imperative of SU (Institutional commitment to invest; Not now in context of strengthening of contingency funds from various sources like strategic and reserve funds; Aim is to achieve sustainable day care services through models for sustainability)
- HR External Review

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## Staff Health and Wellbeing - Services



- SHW measures during COVID-19:
- Compassion; Default of Trust; Diversity of needs; Flexibility; Contextuality
- Health and Wellbeing website with resources and services:  
<http://www.sun.ac.za/english/staffnet/Pages/Health-and-Wellbeing.aspx>
- Electronic SHW services; Webinars; Coaching and Mentoring; Referral services
- Health services
- Other crucial SHW services: Dr Jo-Anne Kirby, Primary Health Care and Sports Medicine; Sr Anneke van Heerden, Occupational Health Nurse Practitioner; Dr Haidee Williams, Occupational Health Physician; Mrs Greshne Davids, Divisional Head: Physiotherapy

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## Quantitative Transformation – Diversification of Students and Staff



- Progress with diversification of students, staff and institutional bodies
- Student figures in terms of gender 2020: Female 56%; Male 44%
- Student figures in terms of "race" 2020: BCIA 50%; White 47%
- Academic staff in terms of gender 2019: Female 51%; Male 49%
- Professional Administrative and Support Staff (PASS) in terms of gender 2019: Female 63%; Male 37%
- All staff in terms of gender: Female 59%; Male 41%
- Academic staff in terms of "race" 2019: BCIA 25%; White 74%
- PASS in terms of "race" 2019: BCIA 60%; White 40% (All staff: BCIA 59%; White 40%)
- Challenge with regard to diversification of senior academic staff and senior PASS

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## Quantitative Transformation – Diversification of Institutional Bodies



Institutional Forum	
	Race and Gender
African	6
Female	2
Male	4
Coloured	8
Female	1
Male	7
White	13
Female	5
Male	8
<b>Grand Total</b>	<b>27</b>

Senate	
	Race and Gender
African	32
Female	9
Male	23
Coloured	37
Female	18
Male	19
Indian	11
Female	4
Male	7
White	264
Female	87
Male	177
<b>Grand Total</b>	<b>344</b>

Council	
	Race and Gender
African	4
Female	3
Male	1
Coloured	7
Female	1
Male	6
Indian	1
Female	1
Male	0
White	13
Female	3
Male	10
<b>Grand Total</b>	<b>25</b>

### SRC

Indian Male	Indian Female	Coloured Male	Coloured Female	Black Male	Black Female	White Male	White Female	Total Male	Total Female	Total Members
0	0	3	0	2	2	4	4	9	6	15

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## Quantitative Transformation – Structures and Policies



- Increasing effectivity and efficiency of **structures, procedures and processes for embedded and systemic transformation:**
- **Indispensable transformation vehicles and alliances** in **all** Faculties and RC's
- **Specific transformation structures** that must explicitly guide, inform, inspire, advance, monitor and report on transformation:
- Transformation Office
- Institutional Transformation Committee (ITC); Transformation Committees and structures in environments; Student Institutional Transformation Committee
- New Terms of Reference for ITC
- Regular meetings of ITC and Rectorate and environments

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## Quantitative Transformation – Structures and Policies



- Employment Equity Advisory Committee (EEAC)
- Draft Terms of Reference for EE Representatives in environments
- New Code for Employment Equity and Diversity
- Transformation as 20-25% Key Performance Area (KPA) of every staff member
- Office for Employment Equity
- New Plan for Employment Equity for 2021 – 2025 (Department of Labour)
- Committee for Visual Redress
- Wordfees and Words Open Worlds (WOW and University Choir)
- Equality Unit; Disability Unit
- University Museum

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## University (Museums) for Transformation



Profs Sakhela Buhlungu and Wim de Villiers

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## Qualitative Transformation – Institutional Culture



- Transformation of **institutional culture**:
- Transformation of discriminatory, **conscious and mostly subconscious** presuppositions, preconceptions, **prejudices** with regard to the so-called other;
- Transformation of structures, policies, practices that embody and perpetuate these prejudices;
- Transformation of basic beliefs, meaning-giving frameworks that legitimate these prejudices and structures

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## Qualitative Transformation – Building of Transformation Competencies



- **Building of transformation competencies:**
- Journey from “Diverse and Apart” to “Diverse and Together” – journey of lifelong learning
- **In partnership:** Transformation Office; Frederick van Zyl Slabbert Institute; Student Affairs; Equality Unit; Disability Unit; Faculties; PASS RC’s; internal and external experts and partners
- **In various modes:**
- Curricular and co-curricular
- Workshops; seminars; colloquiums; symposia; conferences
- Rector’s Institutional Calendar
- Visual Redress and Renewal
- **From “I can’t breathe” to “All of us breathe freely”**

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## Visual Redress



‘The Circle’, a new art installation next to the Rooiplein, depicts 11 SA women together in a public space that is synonymous with vibrant interaction and everyday conversation.

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## SU as Anchor Institution in vulnerable societies



- Advancing Social Impact
- Social Impact Committee of Senate
- Environment Committees for Social Impact
- Embedded Social Impact – generic and specific
- An amount of R3.9 million in funding was made available to faculties and Professional Administrative and Support Service (PASS) environments in 2019.
- A total number of 37 social impact initiatives were funded per faculty and the PASS environments in 2019.

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## SU as Anchor Institution in vulnerable societies

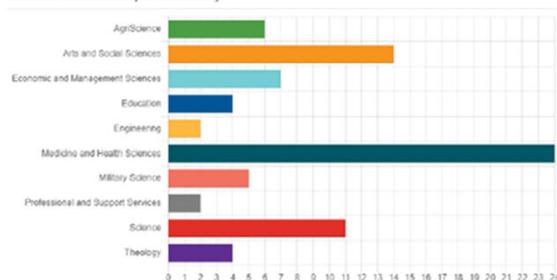


### Social Impact Knowledge Platform

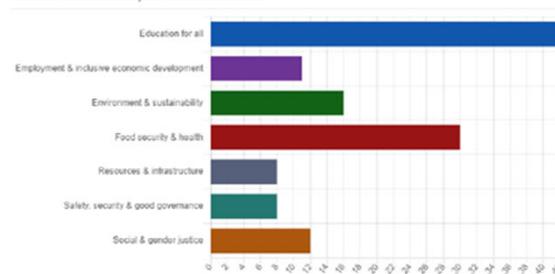
#### Social Impact Initiatives



#### Initiative Count per Faculty



#### Initiative Count per SDG Theme



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## SU as Anchor Institution in vulnerable societies



- In the face of the global COVID-19 pandemic, the Division for Social Impact (DSI) decided to strengthen collaboration with existing stakeholders and partners to support local and provincial platforms
- Some of the stakeholders include Stellenbosch Municipality, the Stellenbosch Civil Advocacy Network, Visit Stellenbosch and the Western Cape Departments of Health, Public Works and Transport
- The DSI and the Social Impact Committee of Senate have developed guidelines for the continuation of social impact initiatives, and for the funding of social impact initiatives in the context of Covid-19.

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## Conclusion – Forward Together Amidst Vulnerability



- Forward – só much more to be done, but we are making progress!!!
- We applaud the accepting of **joint responsibility and ownership** by the people of SU:
- For comprehensive staff health and wellbeing;
- For interdependent quantitative and qualitative transformation.
- For humanising and dignifying social impact.
- Gratitude: All people of University - Rector; Rectorate; Staff; Students; Partners; Council
- Rector: Compassionate justice/DEERNIS-volle geregtigheid; Performance excellence accompanied not by performance anxiety, but by performance joy!
- Council Chair, Vice-chair, members: "They are responsible for institutions that are charged not only with **preparing graduates** for productive roles in society but also with **questioning** that same society. This is as it should be, as the university's role is three-fold: **creator, curator, and critic**. In fulfillment of its mission of teaching, research, and service, the university serves as a **creator of new knowledge and understanding**. It is a **curator of what is known**, serving as a repository of the past. Finally, it is a **critic of the status quo**, emphasizing and supporting independent thought. A university education is, or should be, as much about **character and citizenship** as it is about **careers and commerce**." - Robert Scott, *How university boards work*, 2018.

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Forward **Together** Amidst Unimaginable Vulnerability

