



# REPORT OF THE VICE-RECTOR:

SOCIAL IMPACT, TRANSFORMATION AND PERSONNEL

---

PROF NICO KOOPMAN  
J U N E 2 0 2 0



UNIVERSITEIT  
iYUNIVESITHI  
STELLENBOSCH  
UNIVERSITY

100  
1918 · 2018

# TABLE OF CONTENTS

<b>Introduction</b>	<b>2</b>	3.10 Health partnerships	20
<b>1. Theme 1: A thriving Stellenbosch University</b>	<b>3</b>	3.11 Extended Education Practitioner Training Programme	20
1.1 Institutional Transformation Committee	4	3.12 Collaboration in the fight against hunger	21
1.2 Transformation website and communication	4	3.13 Food security intervention for West Coast schools	21
1.3 Transformation Office	4	<b>4. Theme 4: Networked and collaborative teaching and learning</b>	<b>22</b>
1.4 Investigation into research article	5	4.1 Learning and teaching by CHS	23
1.5 New symbols for moving forward together at SU	5	4.2 Race and racism workshops	23
1.6 Social Impact funding	5	4.3 Training community leaders	23
1.7 Toyota SU Woordfees	6	<b>5. Theme 5: Research for impact</b>	<b>24</b>
1.8 SU Museum	7	5.1 Collaborative study on water management	25
1.9 Keeping SU healthy	8	5.2 Transformative research	25
<b>2. Theme 2: A transformative student experience</b>	<b>11</b>	<b>6. Theme 6: Employer of choice</b>	<b>26</b>
2.1 Institutional Transformation Committee	12	6.1 External review of Human Resources	27
2.2 Transformation initiatives	12	6.2 SU survey on well-being, culture and climate at work, 2019	27
2.3 Training and placement hub for volunteerism	12	6.3 Task Team for Recognising and Incentivising Staff	28
2.4 Social Impact Community Morning	13	6.4 Employment equity	28
2.5 "HealthyUS" short course	13	6.5 Transformation competencies for staff members	28
2.6 Joint working groups to combat gender-based violence	13	6.6 Leadership and management development	28
<b>3. Theme 3: Purposeful partnerships and inclusive networks</b>	<b>15</b>	6.7 Transformation Office	29
3.1 Stakeholder engagement around national days and strategic themes	16	6.8 Campus Health Services	29
3.2 Cape Higher Education Consortium	16	6.9 Plan for staff health and well-being	29
3.3 Social Impact Partnerships during COVID-19	16	6.10 Daycare facilities	30
3.4 Social Impact Symposium	17	6.11 Health promotion	30
3.5 SU facilitates creation of Lückhoff Living Museum 50 years after forced removal	18	6.12 Pedometer challenge	30
3.6 Transformation partnerships	18	6.13 Senior appointments	30
3.7 Transformation Indaba	18	6.14 Progress with diversity	31
3.8 SU Museum	19	6.15 nGAP at SU	33
3.9 SU and Fort Hare make history through art collaboration	20	6.16 Chancellor's Awards for 2019	33
		<b>Conclusion</b>	<b>34</b>

# DEAR CHAIRPERSON

It is a privilege and pleasure to report to Senate and Council about the work of the Responsibility Centre for Social Impact, Transformation and Personnel for the period June 2019 to May 2020. This report is submitted in the context of COVID-19. It is a time in which we experience unimaginable challenges. It 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 in which we hunger for rhythm and routine, patterns and meaning-giving frameworks. It is a time in which we seek social cohesion and social communion, social compassion and social care amid 'social distancing'. It is a time in which we are challenged to practise business continuity that does not imply business as usual. This is also a time that asks so very much from us in our personal and professional lives. It is a time when already-existing concerns in individual life, institutional life and societal life – locally and globally – are revealed more clearly and more intensively. It is indeed a time of the intensification of existing concerns. In this time we highly appreciate and honour the heroic efforts of our staff, students, Senate and Council members, and all partners of the University, to take us forward.

## Introduction

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

1. The Division for Social Impact
2. The Transformation Office
3. The Stellenbosch University Museum
4. Woordfees, WOW (Words Open Worlds / Woorde Open Wêreld) and the University Choir
5. Human Resources
6. Campus Health Services.

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

The SITP RC makes a distinctive contribution to Stellenbosch University (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 mandate; 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 (HR), the Transformation Office, the Division for Social Impact, Campus Health Services (CHS), the SU Museum as well as the SU Woordfees (including WOW and the University Choir).

This report is structured in terms of SU's six core strategic themes of the Strategic Framework 2019–2023. 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
6. Employer of choice.

The contribution of the RC regarding the materialisation of these core strategic themes of the University are discussed in the sections that follow.



# THEME 1: A THRIVING STELLENBOSCH UNIVERSITY

---

## **The institutional goals for this theme are to:**

- Cultivate an SU characterised by inclusivity, deep and intentional transformation, and diversity.
- Create opportunities for the advancement of multilingualism in academic, administrative, professional and social contexts, whilst recognising the intellectual wealth inherent in linguistic diversity.
- Change the size, shape and mix of our student population and of our academic programmes to mirror the strategic direction of our vision.
- Create a financially sustainable organisation.
- Raise the standard of the University's facilities and infrastructure to that of a world-class research-intensive university, while embracing visual redress.
- Bring about profound and sustainable change and regeneration in all facets and functions of SU to be agile, adaptive and responsive.
- Aspire to be a leading, research-intensive university ranked amongst the top world universities by 2024.
- Create an entrepreneurial culture that advances innovation institutionally.

# THEME 1:

## A THRIVING STELLENBOSCH UNIVERSITY



### I.1 Institutional Transformation Committee

The Institutional Transformation Committee (ITC) is functioning very well and has met several times during the reporting period. The ITC gathered for a special meeting on 12 September 2019 to discuss the memorandum of students against gender-based violence (GBV), the Anti-GBV Movement SU, and again for their scheduled meeting on 27 September 2019. They also met with the Rectorate three times between August and November 2019. Regular meetings with the Rectorate will continue to take place, during which pertinent matters will be discussed and detailed reporting will be shared.

On 3 February, some ITC members, namely Prof Nico Koopman, Dr Leslie van Rooi, Dr Claire Kelly, Prof Bradley Slade, Prof Ronelle Carolissen, Ms Ilhaam Groenewald and Mr Jaco Brink, met with Prof Arnold Schoonwinkel, Dr Choice Makhetha and members of her team (Mr Pieter Kloppers, Dr Munita Dunn-Coetzee and Dr Tonia Overmeyer) to discuss residence culture concerns, Equality Unit procedures and the Senate-mandated course on anti-racism and citizenship.

A **revised terms of reference** for the ITC received the Rectorate's stamp of approval on 17 September 2019. Pertinent points are highlighted below.

The ITC advances Vision 2040 and Strategic Framework 2019–2024, SU's Transformation Plan as well as the implementation of the transformation imperatives articulated in the environment plans of faculties and RCs.

The ITC assists the transformation committees of the various faculties and RCs in utilising the Transformation Plan as a tool to envision, guide, coordinate and advance transformation processes at the University. It also monitors and reports (internally) on progress towards transformation targets. Moreover, the ITC serves as a consultative body to the Rectorate, the Transformation portfolio, the Institutional Forum, the Appointments Committee of Senate, faculties, RCs and other environments.

The Committee comprises representatives from each of the faculties and RCs, the Students' Representative Council, the Student Institutional Transformation Committee (SITC) as well as the Institutional Forum. Ex-officio members of the ITC are:

- the Vice-Rector: SITP (as chairperson);
- the senior director of Social Impact and Transformation;
- the head of the Transformation Office;
- the director of Employment Equity Office; and
- the director/head of the Equality Unit.

Any vacancies on the Committee are filled by the respective environments. Other members of the Rectorate, deans and other senior managers as well as other representative bodies may be invited to attend ITC meetings as needed. The inclusive composition of the ITC ensures that transformation is established as embedded transformation at the University.

### I.2 Transformation website and communication

The website of SU's Transformation Office went live in 2019 ([www.sun.ac.za/english/transformation](http://www.sun.ac.za/english/transformation)). Forming part of the overarching SU homepage, the website is a vital source of information and resources on transformation. It contains links to key documents, such as SU's Transformation Plan, as well as important campus contacts such as the Equality Unit. Other structures and topics covered include the ITC, visual redress and the annual Transformation Indaba.

The Transformation Office developed a basic guide to transformation communication at SU. The guide will help colleagues navigate communication networks at the University to ensure that the institution's transformation work is disseminated more widely on different media platforms.

### I.3 Transformation Office

The Transformation Office is creating opportunities for staff and students to engage on transformation matters relating to the COVID-19 pandemic. This is being done in the following ways: sharing analyses of social inequalities such as gender and class, as they play out in relation to COVID-19, and hosting an online discussion on 9 April 2020 titled "Engaging on our already difficult everyday social issues during a pandemic: How do we go on talking?"

# Engaging on our already difficult everyday social issues during a pandemic.

How do we go on talking?

APR  
9

Transformation Thursday check-in

Public · Hosted by Stellenbosch University Transformation Office

✓ Going ▾

⋮

The Transformation Office also commissioned a series of articles to reflect on the experiences of the COVID-19 lockdown, which were published between 22 April and 2 May 2020. They cover a variety of experiences, ranging from a student in residence to a mother with small children.

## 1.4 Investigation into research article

Following the controversy surrounding the publication of an [article on race and cognition](#) by SU researchers in May 2019, the University undertook to keep internal and external stakeholders informed of the institutional process in dealing with the matter.

For this reason, an [update](#) was posted on SU's website in September, in which the University announced that two Senate committees, the Research Committee and the Research Ethics Committee, had recommended that the institution formally adopt the **Global Code of Conduct for Research in Resource-poor Settings** ([www.globalcodeofconduct.org](http://www.globalcodeofconduct.org)) at the Senate meeting of 22 November 2019.

The Research Committee also recommended that a process be created for all **social impact projects** to be subject to an ethics review. The theme of ethics guidelines for social impact was subsequently discussed at the annual Social Impact Symposium on 6 September 2019, which also elicited valuable input from civil society stakeholders. A task team has since been requested to develop a formal set of ethics guidelines for social impact initiatives.

Meanwhile, the **investigation** into various aspects of the published article was expected to conclude by the end of September 2019, but due to unforeseen delays, the formal investigation committee requested an extension until the end of November 2019. As it was important from a reputational point of view, SU issued a [statement](#) announcing the delay, which appeared in [news@Stellenboschuni](mailto:news@ Stellenboschuni) on 11 October 2019 and was also released to the external media.

## 1.5 New symbols for moving forward together at SU

On 26 August 2019, our Division for Social Impact launched new symbols for moving forward together at SU. The public launch took the form of a **walkabout**, visiting sites such as:

- *The Circle*, an art installation on the lawn next to the Rooiplein, depicting 11 women;
- nearby benches displaying engraved welcoming phrases in 15 South African languages, including Braille, South African Sign Language and San;
- the Library panels displaying messages from our centenary commemoration;
- the map of Die Vlakte at the entrance to the Arts and Social Sciences building; and
- the renamed Adam Small Theatre Complex.

Guests who joined the walkabout included members of the greater Stellenbosch community, such as Die Vlakte Forum. Also present were two of the individuals depicted in *The Circle*, SU's Prof Thuli Madonsela and South African actress Quanita Adams.



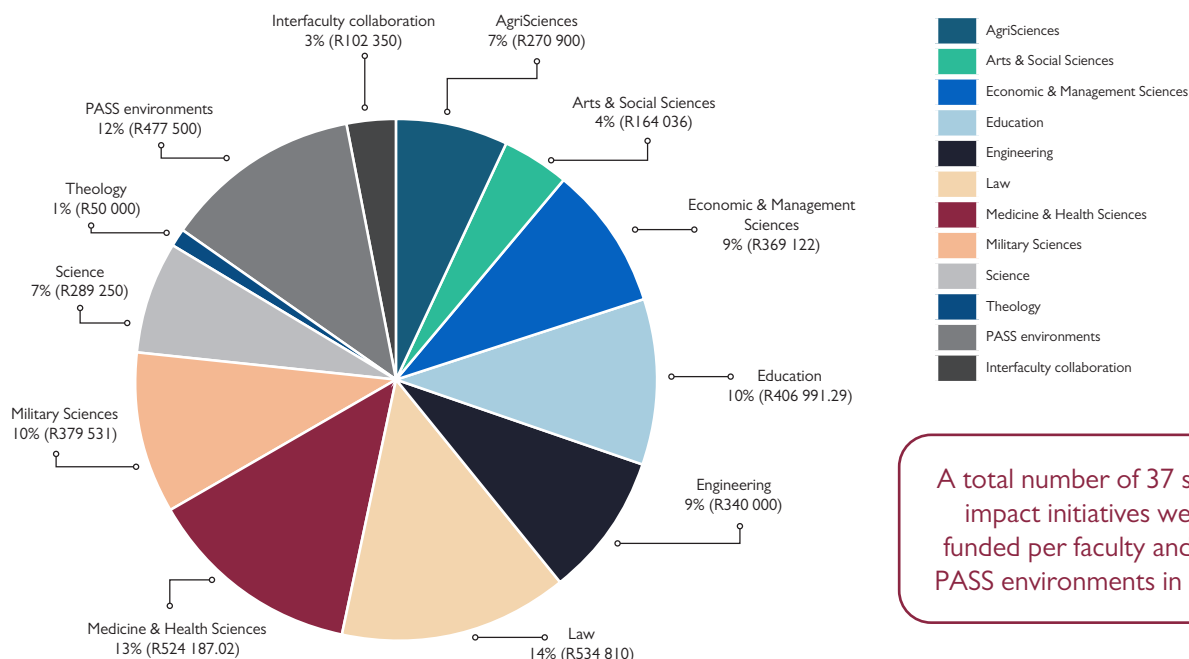
*The Circle, a new art installation next to the Rooiplein, depicts 11 South African women together in a public space that is synonymous with vibrant interaction and everyday conversation.*

*The Circle* was curated by Ms Stephané Conradie from SU's Department of Visual Arts and cast by Mr Jacques Buys from Stellenbosch Art Foundry. In an earlier interview, Conradie said the work aimed to **renew the culture of symbols in public spaces** by inviting everyone to become part of the conversation. My message at the walkabout was that SU would like to unite the **University community** with symbols conducive to moving forward together.

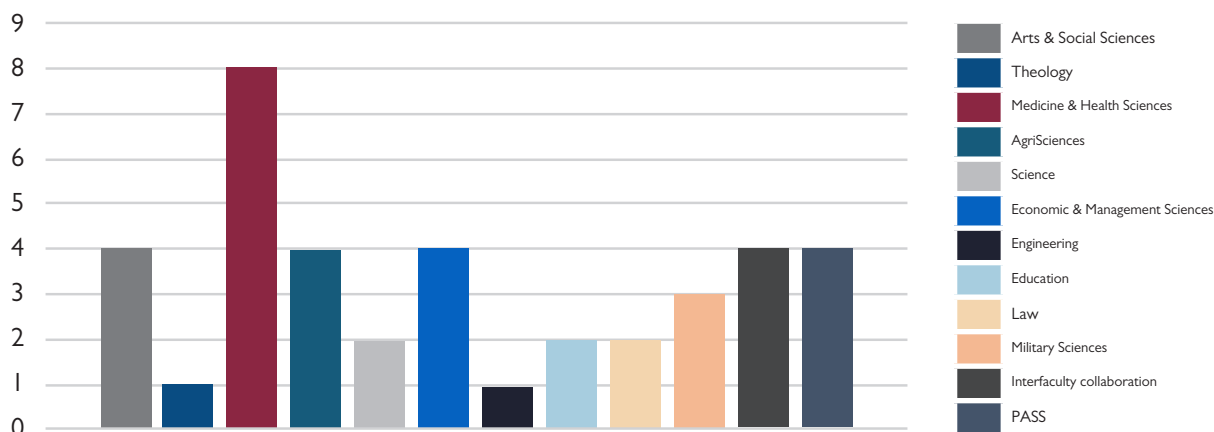
## 1.6 Social Impact funding

An amount of R3,9 million in funding was made available to faculties and Professional Administrative and Support Service (PASS) environments in 2019. Funds were disbursed in the following ways:

# FUNDS APPROVED FOR 1ST AND 2ND ROUND



A total number of 37 social impact initiatives were funded per faculty and the PASS environments in 2019



## 1.7 Toyota SU Woordfees

The 21<sup>st</sup> SU Woordfees with the theme “Aanhou beweeg en geraas maak” (Keep on keeping on) took place in Stellenbosch from 6 to 15 March 2020. A record number of applications were received for participation in the 2020 SU Woordfees, with a significant increase in applications from the rest of Africa and Europe. The overall number of tickets sold increased by 10,99%.

This year’s festival hosted around 3 000 artists with productions in 75 venues in and around Stellenbosch. This included 96 book talks, 84 discourse conversations on current affairs, 24 festival debuts on the theatre programme, 62 contemporary music concerts, 29 classical music performances, 15 stand-up comedy shows and a film festival with 12 feature films, 8 documentaries and 20 free short films, amounting to more than 1 000 shows at the 2020 Toyota SU Woordfees. More than 600 people from Stellenbosch were employed during the festival as part-time workers.

### Highlights of the 2020 festival feature were as follows:

- The inclusion of dance as performing arts discipline
- The use of the Van der Stel sportsgrounds for larger open-air concerts, including Karen Zoid and the Cape Town Philharmonic Orchestra, Emo Adams with *Maak my famous*-finalists and Sho Madjozi
- A Fringe tent, focusing on experimental work of younger artists with general attendance of more than 70%
- A shuttle service of 36 vehicles courtesy of Toyota, easing parking and traffic challenges
- The first face of a new website, with mobi functions to be included in 2021.



Langtafel (Foto: Henk Oets)

Due to the lockdown restrictions, the annual Woordtrofee Awards ceremony was streamed as a live event on Facebook and followed by more than 4 100 viewers. The honours for best production went to *Die poet, wie's hy?*, compiled from the works of Adam Small, presented in the Adam Small Auditorium.

Numerous projects will be rolled out to stimulate the creation of new work during the pandemic, starting with Writing Laboratories in May 2020. The 22<sup>nd</sup> Toyota SU Woordfees will take place from 5 to 14 March 2021

The period May to August 2019 was a busy and eventful time for **WOW**, an education empowerment project of the SU Woordfees. A special awards function honouring volunteers and ambassadors working for and with WOW took place on 20 June. Moreover, 20 learners from the Karoo district, 5 from Tulbagh, 15 from the metro south and 30 from Stellenbosch itself attended a week-long winter school hosted in Stellenbosch. Since 2003, WOW has touched more than a million lives at school level and helped many learners go on to **study at university**.

The annual Sanlam WOW **Spelling Festival** saw more than 700 schools participating across all 9 provinces. This initiative is supported by the education departments of the Western, Northern and Eastern Cape. Learners in the Western Cape compete in Afrikaans Grades 1–10, English First Additional Language Grades 5–9 and isiXhosa Grades 6–9. The isiXhosa category saw a record number of 49 schools participating. The national final took place in Stellenbosch on 19 October 2019. The contest provides young learners with early exposure to SU and the opportunities associated with tertiary studies.

The WOW project took writers to 147 schools in the Western, Eastern and Northern Cape in February and March 2020. In so doing, the project interacted with 18 002 learners and 304 educators. The schools targeted are primarily in quintiles 1 to 3. Writers gave a presentation to matriculants and information about study opportunities and academic support was shared. More than 3 000 Grade 12 learners and prospective students attended the WOW day during the Woordfees and received information on applications, bursaries and courses. Although all WOW activities are suspended until further notice, support to Grade 12 learners will continue online.

A short **national tour** by the **SU Choir**, which now falls under the SU Woordfees umbrella, took place in September 2019, with concerts in Potchefstroom, Sasolburg, Pretoria and Soweto. The SU Choir still holds the number 1 position in the Interkultur ranking for amateur choirs. The choir managed three sold-out performances in March 2020, before restrictions put a hold on further scheduled concerts and an international tour planned for July. The choir is active on online platforms and will release recordings on social media throughout the winter.

## 1.8 SU Museum

Wednesday Art Walkabouts at the SU Museum is an initiative to showcase the University's **art collection**, which is the product of more than 100 years of collecting. Every first Wednesday of the month, the Museum displays works from SU's permanent art collection to members of the public, free of charge. During



the reporting period, two of these walkabouts were conducted, covering the works of artists such as Irma Stern and Solomon Caesar Malan.

In another initiative, Prof Matilda Burden, a cultural historian at the Museum, arranges monthly walkabouts through the centenary exhibition **100 artefacts for 100 years**. Members of the University community are encouraged to attend these lunchtime sessions.

The SU Museum, in cooperation with the Simon Nkoli Collective and the Equality Unit, showcased an exhibition on the life of the late **Simon Nkoli**, a celebrated South African anti-apartheid, gay rights and AIDS activist. In 2017, SU named the building housing the Equality Unit after him. In addition, the Museum held a public education programme on the exhibition to tie in with World AIDS Day on 1 December 2019. The Simon Nkoli exhibition coincided with an exhibition by **Banele Khoza**, winner of the Absa L'Atelier 2017 Gerard Sekoto prize.

## 1.9 Keeping SU healthy

A strategic objective for CHS is to ensure that SU staff and students are informed and educated on health and well-being topics, and are offered activities to help build a healthy campus community.

Staff members attached to CHS actively participated in the activities of various **institutional task teams** on topics such as substance abuse, food security and mental health. In addition, CHS provided **emergency medical support** at four institutional events to help the University meet new statutory requirements for large events with more than 1 000 spectators.

One of the prevention strategies followed by CHS is to disseminate health and well-being information to staff and students through social media platforms. To maximise impact, themes follow the **World Health Organization (WHO) calendar**. The links below illustrate content distributed during the reporting period:

- **Iron-deficiency anaemia: signs, symptoms and information** (30 August 2019)
- **Kidney awareness – give your kidneys a second thought** (9 September 2019)
- **A pain in the back – facts about back pain and how to manage it** (12 September 2019)
- **Osteoporosis: how do we keep our bones healthy?** (20 October 2019)
- **World Stroke Day** (29 October 2019).

A flagship project on the WHO calendar is **Heart Awareness Week**, a global initiative that led up to World Heart Day on 29 September 2019.

To ensure broad institutional participation, Dr Jo-Anne Kirby, CHS sports physician and project coordinator, liaised with various environments, including Maties Sport, HR, the Vehicle Pool as well as Biokinetics and Kinderkinetics at the Department of Sport Science in the Faculty of Medicine and Health Sciences. Numerous messages were posted on Twitter using the hashtag #MyHeartYourHeart.

Heart disease has many risk factors that are preventable or correctable with exercise. Therefore, a major focus of the campaign was to encourage regular physical activity and promote heart “BESST practice” – blood pressure check, exercise, stop smoking, reduce salt and tell others (see below left).



Promotional material for Heart Awareness Week



SU staff at the 4-km Wellness Fun Run

Activities for staff and students included a 4-km Wellness Fun Run (see picture above), daily lunchtime classes at Tygerberg Gymnasium and a medical screening on the Rooiplein. The campaign was covered in media such as *Die Burger* and *Bolander Lifestyle*.

Mental health-related issues among staff and students remain a concern. Various interventions have therefore been implemented to address these and other needs of the institutional community.

To distribute health information, established **social media** platforms are used. In the reporting period, the number of followers of these posts on Twitter increased by 7% and by 8,4% on Facebook. **Information distributed** during the reporting period pertained to diabetes and retina risk (including a link to a mobile app to determine the risk of retina disease); mental health;

breast cancer; a healthy lifestyle; and the International Day of Persons with Disabilities, World Cancer Day, International Epilepsy Day and Pregnancy Day.

CHS also posts **educational web content** linked to the WHO's health calendar. The following articles were authored by CHS staff in the reporting period: [World Antibiotic Awareness Week](#), [World AIDS Day](#), [World Disability Day](#), [Coronavirus: What we know currently](#), [World Cancer Day](#), [Eye-health: Glaucoma and what we should know](#), [Salt intake and your kidneys: how are they linked?](#), [Banged your head? World Head Injury Awareness Day](#), [I'm a healthcare worker – what's your superpower?](#) and [World TB Day](#).

## Health and well-being during COVID-19

CHS monitored the global outbreak of COVID-19 early in February and played an advisory role for academic departments, residence environments and Maties Sport, prior to the SU Medical Contingency Committee being formed. During this early period, six staff members were referred for testing at private laboratories and twenty-nine were tested by CHS staff.



**Stellenbosch University Campus Health Services**  
Published by Susan Crumpton (1) · March 5 · G

The first case of the COVID-19 virus has reached South Africa. There is no need to panic. All Stellenbosch University staff and students can call Campus Health Service with any queries. If you are feeling unwell, please stay where you are and contact us for further advice.

**COVID-19 VIRUS**  
**CALL CAMPUS HEALTH WITH QUERIES**

DURING OFFICE HOURS:  
STELLENBOSCH: 0218083496 / 3494  
TYGERBERG/BELLVILLE:  
0219389590  
AFTER HOURS: 076 431 0305

**Performance for Your Post**

**587** People Reached

**15** Likes, Comments & Shares (j)

10 Likes	10 On Post	0 On Shares
0 Comments	0 On Post	0 On Shares
5 Shares	5 On Post	0 On Shares

**48** Post Clicks

6 Photo Views	0 Link Clicks (j)	42 Other Clicks (j)
---------------	-------------------	---------------------

**NEGATIVE FEEDBACK**

0 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

Reported stats may be delayed from what appears on posts

Constant communication is maintained between CHS and the Corporate Communication Division (CCD) in order to provide up-to-date and comprehensive content to be shared on the official SU COVID-19 page. The CHS website and social media pages have been sharing this content along with content provided by the National Institute of Communicable Disease (NICD) and the WHO.

After the lockdown was announced by President Cyril Ramaphosa, the focus has shifted to the following:

- Initial participation in the Institutional Committee for Business Continuity activities
- Active role playing in two work streams, mainly the Medical Contingency Committee and the work stream for Staff: HR and Health and Well-being
- Continued consultations with divisions of Procurement and Student Affairs regarding the current students in residences as well as the reintroduction of students back to campus, such as the senior medical students at the Faculty of Medicine and Health Sciences
- Attendance of various webinars arranged by the NICD, Higher Health SA, Mediclinic and various other groups, informing the latest protocols on prevention of the spread of the virus, management of people with symptoms, ensuring healthy and safe workplaces and the reintroduction of the workforce and students back to workspaces and campuses
- CHS personnel engaging closely with planning at Stellenbosch Hospital and arrangements for Stellenbosch town
- Continued close communication with Mediclinic in order to support protocols and processes put into place for these hospitals.

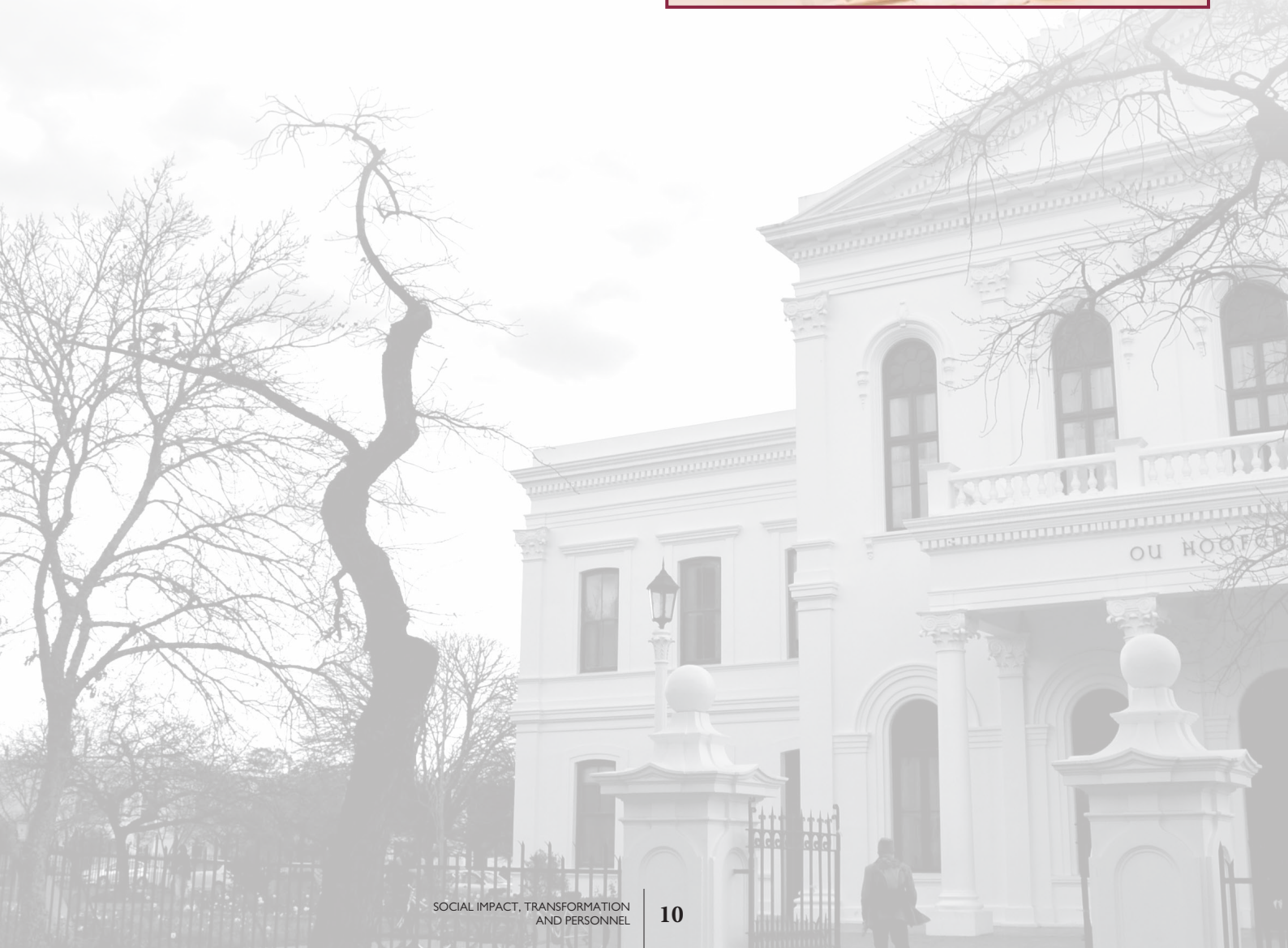
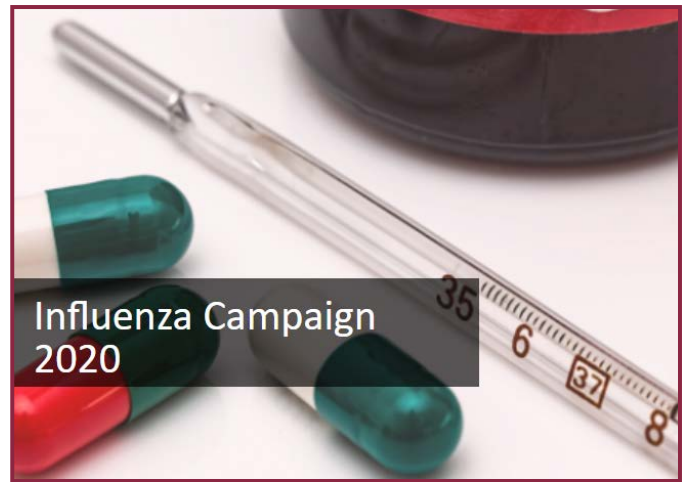
During the Level 5 restrictions, the contingency plan put into place by CHS resulted in a continuation of services on both the Stellenbosch and the Tygerberg campuses, aligned with national healthcare protocols. Therefore, the clinics remained physically open for essential medical services for staff and students. CHS also functioned as a screening facility (not a testing facility) to protect our limited numbers of healthcare providers and ensure that the clinic does not face closure due to the testing of positive cases. CHS also made a 24-hour number available, staffed by a medical doctor, to provide health-related information to staff and students who reside in South Africa during the lockdown period. CHS served as a hub for the distribution of COVID-19-related information and protocols as well as services available to staff and students.

All institutional health and well-being services and resources were combined in a jump page linked to informational sites to support staff in this extraordinary and challenging time. These include the latest COVID-19 health prevention and management protocols, Employee Assistance Programmes (EAPs) and coaching initiatives and services.

### General health and well-being activities

Respiratory infections remain prominent on campus. Early 2020 has already seen **110 cases** of influenza (approximately 100 more than seen in 2019 for the same time period), mostly during February. A further **35 cases** were consulted in March 2020. Pathology services in the area ascribe most of the cases to influenza A (H1N1 strain). A concerted flu vaccination effort to reduce the effects of seasonal influenza was launched. During the period of lockdown, 120 senior medical students who returned for clinical teaching and 37 farm workers on the SU farms were vaccinated. An internal vaccination programme for Facilities Management is in process.

World Hypertension Day is on 17 May and did not realise as planned with visits to environments and faculties to create awareness due to the COVID-19 pandemic. However, an online awareness campaign focused on hypertension took place.





# THEME 2:

## A TRANSFORMATIVE STUDENT EXPERIENCE

---

**The institutional goals for this theme are to:**

- Provide a unique, personalised student experience that serves as a catalyst for transformational change amidst opportunities for engagement and development through a first-class academic offering, which prepares graduates to lead and excel in a diverse world.
- Develop our students' graduate attributes so that they can be 21st-century citizens and achieve their full potential.
- Strengthen strategic enrolment management to enhance access and inclusivity.
- Enhance our student success rate through educational innovation.
- Deliver comprehensive, premium-quality support services to our student community.
- Enhance and expand engagement opportunities for our substantial alumni community.
- Create relevant opportunities for work-integrated learning towards a successful career and positive societal impact.

# THEME 2:

## A TRANSFORMATIVE STUDENT EXPERIENCE

### 2.1 Institutional Transformation Committee

SU's SITC has been constituted. Members of the SITC attended the overarching ITC annual strategic planning workshop on 7 February 2020. The ITC, which consists of representatives from all SU environments, is an indispensable mechanism to spur integrated, inclusive and purposeful responses to transformation matters across campus.

### 2.2 Transformation initiatives

The Transformation Office hosted a series of **workshops** titled "Understanding racism" with Industrial Engineering students in the second semester in 2019. A Student Transformation **Indaba** was held in the Faculty of Engineering on 1 August 2019. The event provided a platform for class representatives to discuss key transformation challenges facing students in the Faculty and to propose solutions. The discussion was summarised in a report and submitted to the Faculty management.

The Transformation Office asked four students to share their experiences of Cape Town Pride. Their stories were published in an article titled "[Cape Town Pride: Maties Write](#)" (4 March 2020).

The "Writing for Change" initiative will now be launched in the second semester. The "Writing for Change" is a series of 12 workshops over 12 weeks to train a group of 15 students who are interested in acquiring writing skills for opinion pieces, editorials and investigative reporting, specifically in the area of transformation. A call for applications went out on 9 March via social media.



### 2.3 Training and placement hub for volunteerism

A new Matie Community Service (MGD) initiative to develop a volunteerism training and placement hub for students has been shortlisted for the international MacJannet Prize (in 2019 and 2020), a global contest recognising exceptional student community engagement and service.

The **Social Impact Hub** will expand the current volunteering opportunities for both students and staff and will have direct links with a number of partners in and around Stellenbosch. It will provide 1 500 students from all ten of SU's faculties with relevant opportunities for work-related learning and a positive social impact. The initiative aims to enhance our students' graduate attributes, particularly by equipping them as engaged citizens and well-rounded individuals.

The reciprocal nature of volunteer work benefits both students and communities. Through community involvement, students get the opportunity to apply the academic curriculum to real-life situations, while the community stands to benefit from the services the students render.

The training and placement hub was set up in response to the **NSFAS bursary requirement** of 80 hours' civic engagement. In the meantime, **regular placements** as part of curricular requirements continue.

The training and placement hub offers an accredited training course, "Activating Engaged Citizenship", made up of blended online learning, including face-to-face interaction. This co-curriculum experiential learning opportunity will contribute to an environment where student learning is enriched and research relevance is enhanced. The course will be launched through a pilot phase initially (for all student leaders) and then rolled out externally to all interested parties, including other universities and non-governmental organisations.

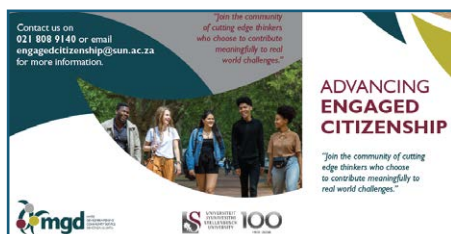
Student volunteers are committed to making an impact in the lives of young people. Volunteer opportunities create a learning opportunity for students to develop graduate attributes that will equip them for their careers and society at large. MGD has facilitated the placements of 79 first-year Social Work students at Pebbles, Prochorus Youth Centre, Vlotenburg Primary School and Stellenbosch Safehouse for the 2020 academic year.

#### Challenges:

- All face-to-face community activities have been put on hold due to the COVID-19 pandemic.
- COVID-19 has impacted key deliverables for the pilot phase of the short course, such as the experiential component of the training course, as our face-to-face training and preparation of NGOs could not be delivered.
- MGD was able to adjust timelines and reformat for the "Activating Engaged Citizenship" delivery in order to still meet anticipated outcomes and gather data to inform further enhancement of the course after the pilot phase.

#### Opportunity:

- The Division for Social Impact has developed a discussion document on the role of the University in response to COVID-19 and beyond, which was presented at the Institutional Committee for Business Continuity sub-committee. This discussion document will also inform funding criteria for faculty and PASS environment initiatives that specifically address needs identified by COVID-19. The document will therefore serve at the Social Impact Funding Committee meeting during May 2020.



## 2.4 Social Impact Community Morning

MGD offered our new students the opportunity to take part in the annual Social Impact Community Morning on 30 January 2020. Students met various **community partners** involved in social impact initiatives in and around Stellenbosch and the Tygerberg area.

The Social Impact Community Morning ties in with the University's vision of advancing knowledge in service of society, the mission of enriching and transforming local communities and the strategic theme of building purposeful partnerships and inclusive networks.

Ayrton Jackson, Social Impact House Committee member at Goldfields, said: "This is one of the many ways in which Stellenbosch University opens its doors to the community. We want the first-year students to know that Stellenbosch is **not only a university**; it is **also a town and a community**."



Goldfields residence hosted learners from a local school for games, face painting and lunch packs.

## 2.5 "HealthyUS" short course

The "HealthyUS" short course was developed as a collaboration between staff at CHS and the Centre for Student Counselling and Development (CSCD), and was presented through the Frederick Van Zyl Slabbert Institute for Student Leadership Development. This course is underpinned by a strong focus on **mental and physical health**. Students engage extensively with professionals in order to gain insights and develop skills relevant to their contexts.

## 2.6 Joint working groups to combat gender-based violence

Talks between students and management about GBV since September 2019 have seen joint working groups being set up to combat this scourge (also read the [memorandum](#) of the Anti-GBV Movement SU and management's [response](#)).

The aim of the working groups is to develop a systemic response to combat GBV by addressing the issues

raised in the memorandum and in SU's subsequent response. Each of the six working groups is overseen by a Rectorate member(s). Group members comprise representatives from the University structures most relevant to the topics under discussion as well as from the student community.

The working groups report to the Rectorate through the senior director of Student Affairs. The groups met again in February 2020 and aim to have a **first draft report**

ready at the beginning of **April 2020**, which will be submitted to the Rectorate. From there, further work will be determined and communicated broadly to the SU community.

To broaden access to the working groups, students and staff have been invited to submit written inputs to the respective chairpersons.

Joint working group	Chair	Rectorate member(s)
<b>Values and principles</b>	Ms Monica du Toit	Prof Eugene Cloete & Dr Ronel Retief
<b>Safety and security</b>	Dr Viljoen van der Walt	Prof Stan du Plessis
<b>Training and awareness</b>	Ms Tonia Overmeyer	Prof Nico Koopman
<b>Residences and structures</b>	Ms Ruth Andrews	Prof Arnold Schoonwinkel
<b>Procedures and processes</b>	Ms Felicia van Rooi	Dr Ronel Retief
<b>Mental health, alcohol and substances abuse</b>	Dr Munita Dunn-Coetzee	Prof Wim de Villiers & Hester Klopper





# **THEME 3:**

## **PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS**

---

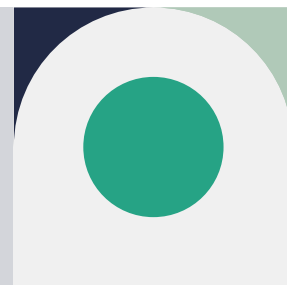
### **The institutional goals for this theme are to:**

- Develop a framework of principles to ensure local relevance, regional impact and a global reach to enable transactional partnerships and promote transformative partnerships.
- Promote a deep connectedness and interaction with business, industry and government to leverage our strengths, which will include work-integrated learning, continuing professional development, collaborative research, consulting, licensing, spin-out companies and commercial ventures.
- Embrace the communities we serve to bring about social, cultural, environmental and economic development and change.
- Enhance and expand engagement opportunities for, and foster our relationship with, our substantial alumni community.
- Build effective collaborations through partnerships, alliances and networks with other universities, institutions and organisations, where such collaboration contributes to excellence in teaching and learning, outstanding research and social engagement and impact.
- Foster distributed, networked and reciprocal partnerships that are nurtured by both institutional structuring and personal relations.
- Establish appropriate partnerships with institutions in all societal sectors, including the spheres of civil society, public discourse, public opinion-formation and public policy-making.



# THEME 3:

## PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS



### 3.1 Stakeholder engagement around national days and strategic themes

The Rectorate has again approved an annual framework for stakeholder engagement at SU. Building on the foundation in place since 2017, the framework takes the form of a calendar that links different parts of the academic year with national days and, importantly, with themes from our strategy and policy documents.

Faculties, divisions and all other environments at the University have been encouraged to use this one-page framework to plan their engagement and cooperation with our **key stakeholders**. In this way, our activities and events will be coordinated to achieve greater synergy and impact.

The Transformation Office annually produces an expression of this framework called *Imbizo 365*. This is intended to enable environments to intentionally engage in transformation-related activities and align these with the national calendar and the University's strategic framework.

For Youth Day in June 2019, the Transformation Office collaborated with the Faculty of Theology to host a lecture by SU alumna Ms Lovelyn Nwadeyi on "Born-frees and democracy – freedom and responsibility". The theme for June was the SU core strategic theme of a "transformative student experience".

As part of the *Imbizo 365* programme, the Transformation Office also:

- hosted a Womxn's Month poetry event on 14 August 2019;
- joined the Disability Unit in hosting a Casual Day celebration in line with this year's theme, "Twenty-five years of shining with people living with disability", on 6 September 2019;
- partnered with the Division for Social Impact, WOW and E'bosch to host a Heritage Day event themed "Genetics, ancestry and heritage – a South African view" on 17 September 2019;
- hosted a panel discussion on "What do we do with the music of alleged and convicted sexual offenders?" on 19 September 2019; and

- collaborated with Student Affairs to host a screening of the film *People vs Patriarchy* and a discussion afterwards on 25 September 2019.

The Transformation Office has also been instrumental in providing access to important events for SU students during the anti-GBV protests. It funded transport to Uyinene Mrwetyana's memorial at the University of Cape Town on 4 September 2019, the anti-GBV march to Parliament on 5 September 2019 as well as the student leadership dialogue on GBV in higher education hosted at the Cape Peninsula University of Technology on 8 October 2019.

In celebration of Freedom Day 2020, the Transformation Office collated and published a series of short video reflections of South Africans reflecting on the questions "What does freedom mean to you?" and "What are your thoughts on freedom during this time of lockdown?"

### 3.2 Cape Higher Education Consortium

SU is a member of the Cape Higher Education Consortium (CHEC), which is chaired by Prof Nico Koopman. CHEC has partnerships with the City of Cape Town and the Western Cape government. These are managed through steering committees comprising representatives from various government departments and from each of the four universities in the Western Cape. In the reporting period, our Division for Social Impact facilitated the **funding of two SU research projects** within the ambit of the CHEC collaborative framework – one each in the faculties of AgriSciences and Medicine and Health Sciences.

### 3.3 Social Impact partnerships during COVID-19

In the face of the global COVID-19 pandemic, the Division for Social Impact decided to collaborate with existing stakeholders and partners to support local and provincial initiatives. Some of the stakeholders include Stellenbosch Municipality, the Stellenbosch Civil Advocacy Network, Visit Stellenbosch and the Western Cape departments of Health and Public Works and Transport.

Activities addressed the following areas of need:

– **Food**

SU co-established a platform to support food security in Stellenbosch, namely Stellenbosch Unite, a collaborative Aid Action movement that seeks to provide social support to vulnerable communities during the time of the COVID-19 pandemic. This platform feeds a number of households on a daily basis and will continue to do so for the foreseeable future.

– **Homelessness**

Initially, the Stellenbosch homeless were housed in a tented camp in Klapmuts. As a result of lobbying by local structures, it was decided to move them to the Van der Stel Hall. SU made 60 mattresses and 50 blankets available to support the municipality.

– **Disaster management**

SU directly links with the local disaster management office and forms part of the daily Joint Operation Committee of the local municipality through the Senior Director: Social Impact and Transformation. Disaster management-related matters are discussed at a daily meeting of the Joint Operation Committee, where the municipal directorates as well as, among others, representatives from the departments of Health and Social Development are represented.

– **Support to co-projects**

Through Stellenbosch Unite, SU has agreed to support various initiatives linked to social and economic support, including funding possibilities aligned to SU's standing partnerships.

– **MFM**

MFM has agreed to make its radio platform available to share daily messages from the district office of the Department of Health. MFM broadcasts messages on COVID-19, including health tips, general statistics, the role of the Department of Health as well as the ongoing screening that takes place in Stellenbosch. The platform has also been offered to the district offices of the Western Cape Education Department as well as to Stellenbosch Municipality.

– **Support to provincial departments**

SU has made self-isolation and quarantine facilities available to the Department of Public Works and Transport in case of COVID-19-related emergencies.

– **COVID-19 guidelines for social impact**

The Division for Social Impact has also developed guidelines to address matters such as where social impact initiatives can and cannot currently continue and social impact funding (and COVID-19-specific funding). These guidelines were approved at an extraordinary meeting of the Social Impact Committee on 8 April 2020.

The Division for Social Impact represents SU in the Stellenbosch Civil Society Advocacy Network in discussing how the network can assist communities with COVID-19 relief efforts. It was decided to focus on food security efforts. The network is part of Stellenbosch Unite. The network coordinated fundraising, donations and the provision of food parcels to organisations for further distribution to families in need.

The Division for Social Impact also coordinated information sharing of SU initiatives related to COVID-19 with government partners such as the City of Cape Town and the Western Cape government (through CHEC) as well as rural municipalities such as Garden Route District Municipality, Oudtshoorn Municipality and Brede Valley Municipality.

The Division for Social Impact, the SU Water Institute, Stellenbosch Municipality and Imbila Strategic Services met to discuss how the project "Water and Sanitation in Enkanini" can assist the community in COVID-19 response efforts. Some of the project funds were redirected to assist with COVID-19 information sharing using the project's community-based field workers in Enkanini. The project joined StelCOVID Action to fundraise, produce and distribute COVID-19 information brochures and provide sanitary kits.

### 3.4 Social Impact Symposium

The annual Social Impact Symposium hosted on 6 September 2019 was themed "Social impact through learning and teaching and research: Enhancing ethical partnerships". The purpose was twofold: (i) to reflect on progress with the implementation of social impact as an SU strategic priority, and (ii) to better understand how social impact initiatives are implemented through ethical and purposeful partnerships.

The proceedings included a discussion on the ethical principles of social impact. The panellists were:

- John Volmink, Umalusi;
- Vhonani Netshandama, South African Higher Education Community Engagement Forum;
- Otto van Noie, Stellenbosch Co-management Forum; and
- Caroline Peters, Cape Flats Women's Movement.

The event allowed all delegates to engage in open discussion on how institutions can engage with external communities more meaningfully so as to create shared value.



Participants in the 2019 Social Impact Symposium

The following initiatives that had received seed funding for 2019 also presented at the symposium:

- Using a fotonovela to battle tik abuse – Burt Davis, Economic and Management Sciences
- Science communication: Genadendal community – Rhoda Malgas, AgriSciences
- Kayamandi River Partnership – Leanne Seeliger, SU Water Institute.

### 3.5 SU facilitates creation of Lückhoff Living Museum 50 years after forced removal

In 1969, learners from the Lückhoff School in Banhoek Road, Stellenbosch, were forced to vacate their beloved school under the provisions of the Group Areas Act of 1950. They relocated to the new Lückhoff School in Idas Valley, some carrying their benches themselves as they left.

Two of those original school benches were returned to the school on 16 November 2019, 50 years after the forced removal. The handover took place at a special ceremony held by SU as an act of restorative justice and part of the process to develop the Lückhoff Living Museum.



Mr Whaleed February, a former Lückhoff School learner, on one of the benches returned to the school. Picture: STEFAN ELS

In 2007, the late Prof. Russel Botman led efforts to reach out to this community when the old Lückhoff School building was symbolically rededicated to its original owners.

This building will now serve as the **Lückhoff Living Museum**, a place where the SU and broader Stellenbosch community can visit to view pictures, films, exhibits and portraits, remember days gone by and have critical dialogues. Plans are afoot to create visual displays, put up maps of where people lived and where the churches, mosques, barber shops, bioscope and sports clubs were, and tell stories of the games the children played and the events that took place in the community.

### 3.6 Transformation partnerships

SU's Transformation Office is a co-ordinating partner with the University of Cape Town and the Cape Peninsula University of Technology in the *Inclusive Practice Speaker Series*. The purpose of the seminar series is to encourage meaningful dialogue on transformation praxis between universities, civil society, business and government. The second seminar was held virtually by the Transformation Office on 5 May 2020, with a seminar and workshop hosted by Ilze Olckers titled "Transformation praxis in higher education: Institutional cultures as living curricula".

The Transformation Office is also a co-ordinating partner in the development of the Online Resource for Higher Education Transformation. This marks an important partnership between SU and the Chair for Critical Studies in Higher Education and Training. A strategic funding proposal to fund aspects of the project has been successful.

Dr Claire Kelly is a member of the organising committee for the first Transformation Managers Forum Conference to be hosted later in 2020.

As part of SU's Year of Disability, the Transformation Office is publishing a series of monthly articles by persons with disabilities at SU, in collaboration with the Disability Unit. In this quarter, the following articles were published: "[I have cerebral palsy, but I don't let it define me](#)" (30 March 2020) and "[Disability as part of diversity is moving at Maties](#)" (25 February 2020).

### 3.7 Transformation Indaba

The Transformation Office hosted SU's third annual Transformation Indaba on 17 October 2019. The event responded to the question #StelliesWhereAreYou? posed on social media during the recent anti-GBV activities.

The day started with a keynote address by Prof Loretta Feris, the deputy vice-chancellor for transformation at the University of Cape Town. This was followed by inputs in the areas of human resources, student affairs, research, teaching and learning as well as transformation infrastructure. The afternoon session consisted of robust roundtable discussions on these themes.

### 3.8 SU Museum

In November 2019, Dr Mosa Phadi, Ubuntu Dialogues programme manager, and Ms Natasha Coltman, SU Museum administrator, undertook a programme planning visit to **Michigan State University (MSU)**. **Ubuntu Dialogues** is an international cultural exchange programme between the SU Museum and MSU funded by The Andrew W. Mellon Foundation. Dr Phadi also presented a paper at a seminar arranged by MSU's African Studies Center. This laid the groundwork for an SU cohort of 10 students to be hosted by MSU for a two-week internship in June 2020. SU, in turn, was to host 10 MSU student interns in May 2020.

The Ubuntu Dialogues programme hosted its first seminar at MSU. SU PhD candidate Mr Pfunzo Sidogi was the first graduate fellow to present a paper at MSU on 11 November 2019. His presentation, which was based on his doctoral dissertation, explored *ubuntu* aesthetics in visual depictions of 20th-century urban black life in South Africa. The reporting period also saw the hosting of two Ubuntu Dialogues student conversations, part of a series of four, in October 2019. These are online discussions between SU and MSU students conducted by means of a cutting-edge virtual screen.

As a partner of the **Nelson Mandela Museum**, the SU Museum also presented a short course to staff members of that facility.

In December 2019, Mr Bongani Mgijima, SU Museum director, took part in a China–South Africa workshop on intangible heritage, hosted by the **Deputy Vice-Chancellor: Strategy and Internationalisation at SU** in China. He presented a talk on the legislative framework for heritage conservation in South Africa. Also forming part of the invited delegation from SU were Ashley Walters and Stephané Conradie from the Department of Visual Arts and Ncebakazi Mnukwana from the Department of Music. Yunnan University and SU have a cooperation agreement.

The Museum hosted talks by Faghmeda Miller (the first Muslim woman in South Africa to have publicly disclosed her HIV status) and Vuyiseka Dubula-Majola (director of SU's Africa Centre for HIV/AIDS Management) as part of hosting the **Simon Nkoli exhibition**, which was opened by Justice Edwin Cameron in September 2019.

Moreover, the Museum was nominated for a **2020 Leading Culture Destinations award** in the "Soft Power Destination of the Year" category. Leading Culture Destinations is a culture travel network that connects arts-and-culture enthusiasts to the most exciting cultural destinations worldwide. The awards have been dubbed the 'Oscars for museums' and seek to highlight the most exceptional established and emerging cultural initiatives around the world. 'Soft power destinations' are those that not only offer visitors a good time, but also transform people's views in the process.

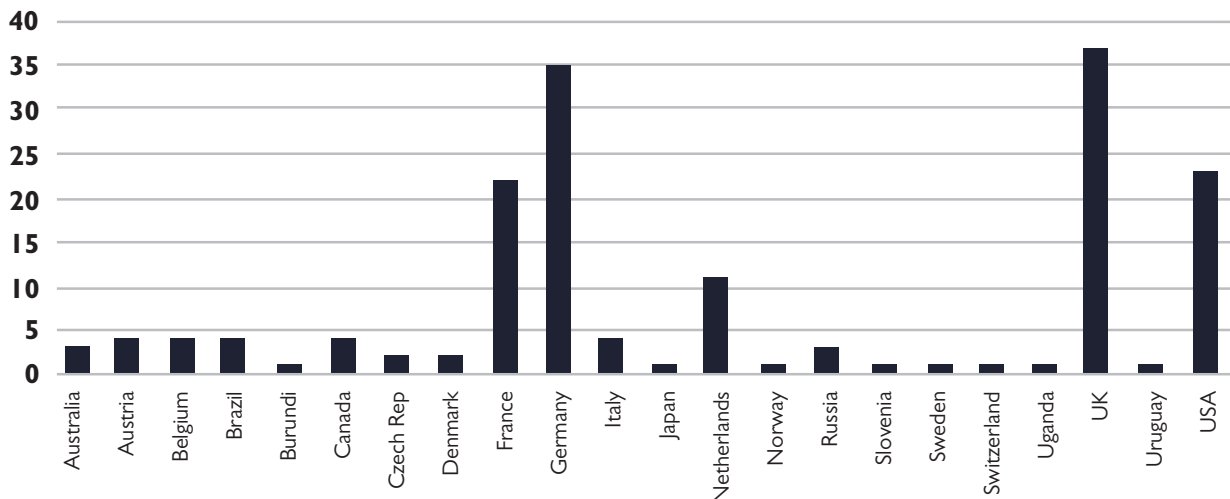
#### SU Museum responds to the COVID-19 challenge

For the SU Museum, the greatest casualty of COVID-19 was the Ubuntu Dialogues. This exchange programme allows students from the two institutions to get on-the-job training abroad. SU expected to receive 10 interns from MSU in May who were going to be placed as interns at the Robben Island Museum, Iziko Museums, Stellenbosch University Library, Lwandle Migrant Labour Museum and SU Museum. An SU cohort of 10 students was supposed to leave for MSU in June 2020. As a result of the COVID-19 pandemic, all these plans were cancelled so as not to put the lives of students at risk.

#### SU Museum partnerships

The Museum closed its doors to the members of the public on 16 March 2020, following the University's executive decision to curtail the presence of international visitors on campus as a result of the of COVID-19 outbreak. Since the beginning of 2020, SU Museum was visited by 166 international visitors. The graph below indicates the international visitors received by the Museum up until the period of its closure on 16 March.

SU Museum International Visitors 2020



Up until its closure, the Museum hosted the **From the Vault** exhibition in collaboration with the Stellenbosch Triennale and the University of Fort Hare. The SU Museum and the University of Fort Hare have also signed a framework memorandum of understanding, which enables the two institutes to cooperate in teaching and learning, research and community engagement. Any division or department within the University is welcome to make use of this memorandum in order to initiate collaborative projects with the University of Fort Hare.

### 3.9 SU and Fort Hare make history through art collaboration

SU and the University of Fort Hare have made history by collaborating on the *From the Vault* art exhibition, which showcases works from the two institutions' art collections built up over the past century. The **130 artworks**, spread over five rooms on three levels of the SU Museum, have never been seen together before.

The exhibition, curated by Mike Tigere Mavura and Gcotyelwa Mashiq, aims to transcend the past and map a new future for two universities that stood at opposing ends during South Africa's segregated past.

It forms part of the inaugural **Stellenbosch Triennale**, the brainchild of the Stellenbosch Outdoor Sculpture Trust, which aims to make Stellenbosch a primary destination of multidisciplinary art in Africa. Six Stellenbosch Triennale exhibitions were scheduled to take place until the end of April 2019.

Speaking at the launch of *From the Vault* on 20 February, Prof. Sakhela Buhlungu from Fort Hare explained that the exhibition had come about as a way for two of Africa's grand old universities to link their centenaries. Fort Hare turned 100 in 2016 and SU in 2018. "Art is doing what many feared to do in the past – bringing us together, putting us in dialogue with each other," he said.

The Rector highlighted existing links between SU and Fort Hare: joint research projects, staff working together and student groups visiting each other's campuses. He also called for even closer **collaboration** "to help us address the challenges we face in the new landscape we now inhabit, one that still bears the scars of the past, but also holds immense promise of a brighter future".



Prof. Sakhela Buhlungu  
and Wim de Villiers

### 3.10 Health partnerships

CHS sports physicians and physiotherapists provided clinical services at the sports medicine clinic presented by SU's Institute of Sport and Exercise Medicine (ISEM) at Tygerberg Hospital. This clinic is aimed at community-based athletes who qualify as state patients, giving them access to excellent sports medicine care.

Dr Craig Thompson assisted the Maties Rugby first team. Dr Thompson was also invited by the South African Rugby Union (SARU) to provide sports medicine services to 60 players attending an early player development camp in Paarl. This is a feather in the cap of our CHS personnel, acknowledging their expertise in the field of sport and exercise medicine, and has resulted from longstanding engagement with SARU on service provision at different levels of the game.

CHS physiotherapists also provided team and event support to four Matie teams that participated in Varsity Sport netball, USSA cross-country championships, Varsity Sport sevens rugby and USSA sevens rugby.

Thanks to the partnership between SA Rugby and CHS, SU's Dr Jo-Anne Kirby has obtained **World Rugby accreditation** as an instructor for the Advanced Immediate Care in Rugby course. Dr Kirby joins only a handful of similarly qualified professionals in South Africa. This means she is qualified to train all side-line emergency care providers to the country's national and elite professional teams. In addition, it has presented the opportunity for other CHS staff to be trained at this level.

MGD assisted the Faculty of Medicine and Health Sciences with the **placement of nursing students** as part of their training. Sites selected include Stellenbosch Safe House Stellenbosch, Prochorus Community Development, Middelvlei Farm and Horizon House. This follows the Faculty's Department of Nursing and Midwifery's introduction of a new undergraduate training programme for nurses. The four-year programme is offered on the Tygerberg campus and its associated distributed clinical training platform. The context of clinical practice is diverse, ranging from public sector healthcare settings to the private healthcare sector as well as relevant learning experiences in schools, social service institutions, rehabilitation facilities and non-governmental and non-profit organisations.

### 3.11 Extended Education Practitioner Training Programme

**After-school programmes** offer learners a safe space to engage in smaller groups and broaden their horizons. The goal is to promote positive learner outcomes. Building the capacity of practitioners who offer these programmes is crucial to ensure that the programmes are effective and of a high quality.

SU's Division for Social Impact and the Western Cape Department of Cultural Affairs and Sport have partnered to offer the 12-month Extended Education Practitioner Training Programme. This short course focuses on building the skills and capacity of practitioners in Western Cape low-fee and no-fee schools who offer after-school programmes in sports and recreation, arts and culture, life skills and academics.

Flowing from this partnership, a joint after-school programme seminar was held at our Faculty of Education on 30 May 2019. Opportunities for joint research and collaboration were discussed. These include the possibility of developing the short course into a more formal tertiary qualification.

### 3.12 Collaboration in the fight against hunger

Students at the University of Cape Town launched a #LunchBoxChallenge aimed at combating food insecurity among South African school learners. Connect Maties, the student fundraising arm of SU's Division for Social Impact, accepted the challenge. They partnered with the African chapter of Rise Against Hunger, an international organisation that coordinates the distribution of food and other life-saving aid worldwide, to pack and donate meals.

SU staff joined students for an initial event on 11 May and another one on 23 July as part of Mandela Month. A total of **50 000 meals** were packed. Of these, 10 000 were donated to the #Move4Food campaign, which assists food-insecure SU students, and 40 000 were donated to 2nd Harvest, a non-profit organisation providing meals to the hungry and skills development to youth across South Africa.



*SU students and staff pack meals to make a difference in the fight against hunger.*

### 3.13 Food security intervention for West Coast schools

SU's Division for Social Impact coordinates partnership requests and participates in civil society networks as well as multi-stakeholder initiatives. As part of these efforts, the Division recently facilitated engagement between the Faculty of AgriSciences and Jala Peo, a multi-stakeholder project seeking to promote greater food security among learners in impoverished schools on the West Coast. This culminated in a one-day **aquaponics training session** at the Welgevallen experimental farm, attended by 22 teachers from West Coast primary schools. The workshop was presented by Mr Henk Stander from AgriSciences' Department of Animal Sciences. The Division for Social Impact is currently having discussions with other SU faculties and departments to become involved in this initiative.





# THEME 4:

## NETWORKED AND COLLABORATIVE TEACHING AND LEARNING

---

### **The institutional goals for this theme are to:**

- Focus on a learning-centred approach to teaching, whilst promoting a holistic understanding of teaching and learning.
- Foster interdisciplinary and interprofessional teaching and learning by empowering students to participate in a learning community where staff and students work together to learn, solve problems, research and innovate.
- Create an institution of continuous learning that is skilled at co-creating and sharing knowledge and insights.
- Promote the professionalisation of academics in their teaching role, and the scholarship of teaching and learning.
- Develop a digital strategy to provide the basis for digital fluency and the meaningful integration of learning technologies towards a networked University that engages and inspires students, staff and alumni.
- Expand on SU's knowledge offering to serve new student markets.
- Promote the continuous renewal of the University's academic programmes by means of a systemic process with clearly assigned roles and responsibilities for the various role-players.

## THEME 4: NETWORKED AND COLLABORATIVE TEACHING AND LEARNING



*Students during one of the sessions*



*Some of the presenters of the HealthyUS course*

### 4.1 Learning and teaching by CHS

Every year, CHS staff members teach the **Public Medicine module** at SU International's Summer School. Important and relevant topics such as exercise, sexual and reproductive health, domestic violence and mental health are covered.

Drs Pierre Viviers, Craig Thompson and Jo-Anne Kirby participated in various teaching and learning activities during the second academic contact week of the **ISEM master's degree** in Sport and Exercise Medicine. The students were also accommodated in suitable clinical programmes at CHS in order to broaden their practical experience. This collaborative teaching and learning platform is a unique feature of the degree.

Dr Viviers presented to **postgraduate fellows** in Sports Medicine at Vanderbilt University in Nashville and Spaulding Rehabilitation Hospital in Boston in the USA. The presentations were based on research conducted at SU's ISEM.

Every alternate Friday, CHS hosts a **Journal Club**, where tutorial lectures are presented as part of continued professional development for clinical staff. Attendance is open to all staff members and the topics are on the website event calendar for CHS.

HealthyUS is a health and leadership course offered by the Frederick Van Zyl Slabbert Institute for Student Leadership Development. It was developed by CHS's clinical personnel (medical doctors, physiotherapists and clinical nurses) and CSCD staff, who also presented the course in weekly sessions from 6 August to 1 October 2019.

The course centres on mental and physical health, encouraging student leaders to think critically about their role as agents of change in educating fellow students with regard to personal health and well-being. It also aims to empower participants with the skills to identify potential health-related risk factors in themselves and their peers.

### 4.2 Race and racism workshops

The Transformation Office hosted a series of workshops on understanding race and racism to **Industrial Engineering students** from 20 to 23 August 2019. Over 400 students were reached over the four days. Follow-up workshops were conducted from 15 to 17 October 2019. The report on the workshop series will serve as a basis for incorporating a similar series on critical diversity literacy in group work into the Department's first-year curriculum. The aim would be to improve intercultural relations and minimise prejudice in a group work setting.

### 4.3 Training community leaders

SU's Division for Social Impact again presented its annual community leader training as part of the **E'bosch initiative**. Participants were required to develop a proposal and budget for a development project in their respective communities, which they shared with fellow trainees. Modules covered included community development, community mapping, process planning and innovation, project management, South Africa's development framework and celebrating heritage. At a certificate ceremony in August 2019, the Stellenbosch mayor and the Rector acknowledged the participants for their commitment and dedication. Twenty-four community leaders from Kayamandi, Idas Valley, Cloetesville, Lynedoch and Lanquedoc received training certificates.





# THEME 5: RESEARCH FOR **IMPACT**

---

**The institutional goals for this theme are to:**

- Develop a research agenda derived from SU's values, societal needs and the sustainability imperative.
- Conduct research of significance based on selected, focused strategic research areas.
- Inform the future research agenda and strategically involve our stakeholders.
- Conduct collaborative and interdisciplinary research that addresses the grand challenges of society.
- Create an embedded culture of innovation and entrepreneurship in our research.

# THEME 5: RESEARCH FOR IMPACT

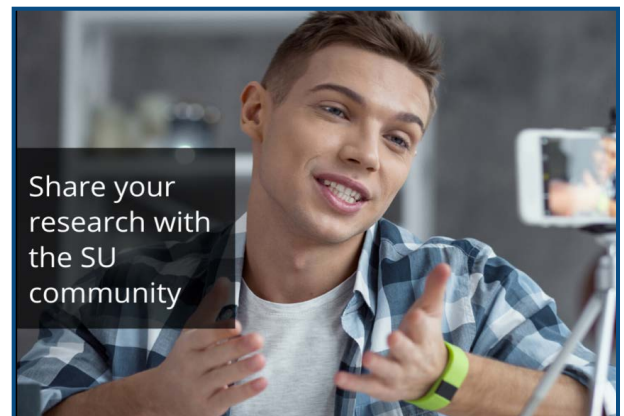
## 5.1 Collaborative study on water management

The SU Water Institute, Stellenbosch Municipality and Imbila Strategic Services, a community-based organisation, are conducting a collaborative study to improve water management in the Stellenbosch area. Mr Mawethu Nyakatya from SU's Division for Social Impact is the partnership manager and a co-researcher. A door-to-door survey was conducted by community-based fieldworkers, who had attended workshops on survey data collection at the SU Water Institute. Preliminary results were discussed at a research dissemination session in the community.

## 5.2 Transformative research

The Transformation Office launched an initiative to share student research on matters relating to social justice. A call for submissions went out on 14 April. The project requests students to share short video introductions to their research and a link to their final thesis. The project will be hosted on the Transformation Office website.

The Division for Social Impact participated in the CHEC–Western Cape Government Joint Task Team, which met online, to review a funding call for innovation projects. The call was adjusted to prioritise COVID-19-related projects and has since been distributed to researchers at SU and the other three universities in the Western Cape.





# THEME 6: EMPLOYER OF CHOICE

---

## **The institutional goals for this theme are to:**

- Develop a comprehensive people strategy for SU that embraces diversity and equity, leverages unique talents and strengths, promotes life-long learning and celebrates achievements.
- Enhance the well-being of our people by creating and promoting an enabling, inclusive, equitable, healthy and safe working and learning environment that encourages our diverse staff to maximise their productivity, and where they feel valued and contribute to SU's excellence.
- Improve human resource processes through the application of technology and digitalisation.
- Develop and execute a game-changing talent acquisition and talent management plan, which includes equitable remuneration, the management and rewarding of performance, the identification of competencies and the development of talent and leadership throughout the career cycle of each SU employee.
- Support the development of SU as a learning organisation that is responsive to both individual and organisational needs.

# THEME 6:

## EMPLOYER OF CHOICE

### 6.1 External review of Human Resources

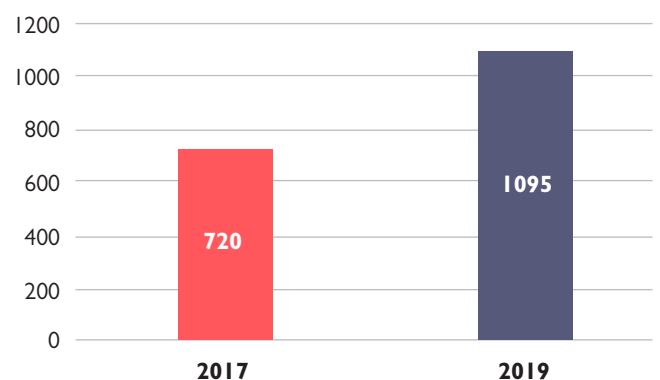
The HR external review commenced in August 2019, with the consulting firm Korn Ferry administrating the process. Interviews were conducted with a wide-ranging, inclusive and representative number of stakeholders within the institution. Based on information gathered during the interviews, Korn Ferry presented two business cases to the Rectorate in order to suggest a relevant operating model. A functional excellence business case for the HR division was approved. In line with the approved business case, an operating model, N-1 Structure (all the managers reporting directly to the Chief Director: HR), HR matrix and the full proposed HR division's structure, with input from the HR Management Committee, were finalised. Korn Ferry consultants presented the current and proposed full HR division structure as well as their recommended HR structure at the meeting of the Rectorate on 21 April 2020. The Rectorate took note of Korn Ferry's recommended HR structure and requested that the final phase of the process be completed, which will include more details regarding positions and related profiles and competencies.

### 6.2 SU survey on well-being, culture and climate at work, 2019

HR, supported by the Division of Information Governance, conducted the second biennial SU staff survey on well-being, culture and climate at work from 28 October to 15 November 2019. The purpose was to determine the well-being and 'happiness-at-work' levels of staff and obtain their opinion about the culture and climate in the working environment. The initiative forms part of SU's aspiration to be an employer of choice, which is one of the core themes of our Vision 2040 and Strategic Framework 2019–2024.

A total of **1 095 responses** were received. This represents an **increase** of 52,1% compared to the 720 staff members who took part in the 2017 survey. The overall **participation rate** in 2019 was 25,89%.

Staff climate survey participation rates



A summary of the major/interesting findings was shared with the Rectorate, the Institutional Planning Forum and SU staff at a staff assembly in February 2020. These included concerns about staff health and well-being, recognition and appreciation (including promotions), the perceived slow pace of transformation and challenges experienced by female as well as black African, coloured, Indian and Asian (BCIA) staff. A need for childcare facilities was also repeated.

The results of the SU Well-being, Culture and Climate at Work Survey are being discussed at various forums on campus. Recommendations from these environments will be submitted to the Rectorate.

Information sessions have been taking place from 1 April 2020 within each RC and faculty to share the institutional results as well as the results pertaining to the respective RCs and faculties. Due to the COVID-19 virus, a series of videos, or showcases, is being prepared to guide staff members through the results. This also includes a PDF document with the slides that were used to produce the videos. Once the environment's management team and staff have studied the showcase and the documentation, staff from the Division of Information Governance are available to discuss it and to answer questions via Zoom.

### 6.3 Task Team for Recognising and Incentivising Staff

The Rectorate mandated the establishment of a task team at the end of 2019. The task team was requested to investigate and report on various modes of incentivising staff on different post levels and in different post categories for selfless and excellent performance. This report should inform the institutional discussions on staff remuneration, incentivisation and recognition against the background of the University's quest to be an employer of choice. The task team presented a progress report to the Rectorate on 21 April 2020 and received comments and feedback that will contribute to a final report.

### 6.4 Employment equity

The Transformation Office and Employment Equity Directorate have created a new environmental **transformation and employment equity planning template** to be included in all environmental plans. This is to ensure that environmental planning is more closely aligned with the University's transformation imperatives. A more aligned approach to employment equity will help SU become an employer of choice, especially for persons from designated groups.

To promote diversity in line with the University's strategic theme of being an employer of choice, the Rectorate approved a Code for Management Practices for Employment Equity on 17 September, for implementation with immediate effect.

The Code provides guidelines for management practices with a view to advancing **employment equity** and reasonable accommodation of **people with disabilities**. Prior to approval, it was extensively discussed with all University environments, whose inputs had been appropriately integrated into the document.

The Code is a critical tool for addressing the barriers identified in the institutional Employment Equity Plan. It stipulates that involvement in the transformation mandate of the University, which includes the building of **transformation competencies**, would constitute **20 to 25% of staff's key performance areas in future**.

The office of the Employment Equity director will conduct relevant training workshops with all environments to ensure a smooth transition and implementation.

### 6.5 Transformation competencies for staff members

A total of 458 staff members participated in 31 sessions of HR's **Siyakhula** ("We Grow") **diversity capacity development programme**. The Siyakhula Programme proposal has been revised to embody the values of diversity, equity and inclusion, and is being aligned with the strategic priorities of the University. Themes include modern racism, institutional culture, mediation, conflict resolution, empathy, the threat of stereotyping and sexual harassment. Staff from the departments of Civil Engineering, Economics and Sport Science, the Faculty of Law, Maties Sport and the Rectorate in particular recorded high participation numbers. The session content and facilitation have received positive reviews: All staff who completed the feedback survey indicated that they would recommend the programme to colleagues and 81% indicated that they subsequently discussed the content with colleagues or students outside the session.

In addition, 24 staff members completed the three-day Siyakhula "Embracing the New Normal" training in June 2019. Participants included academic and PASS staff members from various divisions and departments. Training content included decolonisation, modern racism, disability, sexism, sexual harassment and gender fluidity within the context of SU's aspiration of becoming a more inclusive and enabling institution. One participant commented: "It made me want to continue the discussion beyond the three days, and was an awakening of sorts. It made me want to learn more to make a positive contribution to change in my environment".

### 6.6 Leadership and management development

SU's HR Division continues to offer leadership and management development courses for line managers at various levels:

- Thirty-five line managers attended HR workshops on a range of topics, including financial management and HR management.
- Six line managers from the Faculty of AgriSciences attended a workshop on design thinking, which was facilitated by Prof Daniel Malan, the director of the Centre for Corporate Governance in Africa at the University of Stellenbosch Business School (USB).
- Twenty-one senior line managers participated in a conversation on systems thinking as an alternative approach to intellectual processing, which was led by Dr Morné Mostert, the director of USB's Institute for Futures Research.

During 2019, altogether **551 line managers** attended **35 HR workshops** on a range of management topics, such as financial management, HR management, design thinking, systems thinking, performance management, talent management, recruitment, project management and employment equity.

Managers also attended leadership programmes such as Universities South Africa's Higher Education Leadership and Management programme, the programmes of CHEC, the Programme for the Development of Leadership and Teams Skills and the offering of the Higher Education Resource Services.

## 6.7 Transformation Office

The Transformation Office is in the process of developing a terms of reference for environment/faculty Transformation Committees. This process has been postponed until lockdown restrictions are lifted, as it is not appropriate to conduct it online. Thus far, the Transformation Office has met with the deans of Arts and Social Sciences, Law, Theology, Science, Engineering, and Economic and Management Sciences and the senior director of Student Affairs. Workshops have been conducted with the Transformation Committees of the Department of Student Affairs and the faculties of Arts and Social Sciences and Economic and Management Sciences.

## 6.8 Campus Health Services

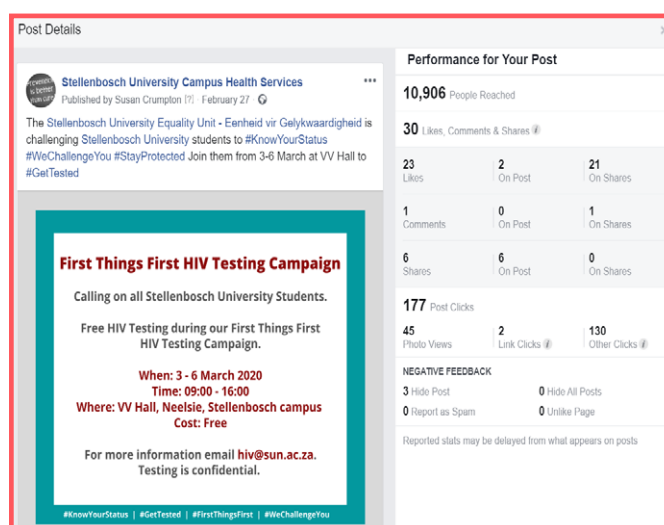
During routine visits to environments, the occupational health team identified higher-risk areas through a qualitative hazard scan of the environments. During this reporting period, two engineering departments (Mechanical and Mechatronic Engineering and Process Engineering) as well as the Department of Physiology based in the Faculty of Medicine and Health Sciences were assessed.

Main risks identified were as follows: exposure to hazardous noise; exposure to hazardous chemicals;

potential exposure to biological agents such as tuberculosis, HIV and hepatitis B; work with lab animals with its concomitant risk of developing allergies, zoonotic diseases and animal bites; and ergonomic hazards such as handling awkward loads and repetitive movements.

The outcomes of the Health Risk Assessments were used to inform the medical surveillance programme and provided recommendations and guidance to mitigate the risks and to ensure a healthy and safe workplace for staff.

CHS partnered with HR, Maties Sport, the CSCD and CCD to align and expand the health and well-being messaging going out to staff and students. The Facebook post with the highest reach and engagement was related to the CSCD's First Things First HIV Testing Campaign. Over 10 900 people were reached.



## 6.9 Plan for staff health and well-being

A **comprehensive plan for staff health and well-being**, which will support this important institutional priority, is being developed and will soon be discussed in all SU environments. A draft Plan for Staff Health and Well-being was approved by the Rectorate in May 2020 for discussion and consideration in all University environments.

Existing and ongoing staff well-being initiatives at SU include the following:

- EAPs – Continuous emotional and advisory support services are rendered to staff struggling with interpersonal conflict, divorce, substance abuse, medical disability, trauma and bereavement. The need for the EAP and psychological, psychiatric and occupational therapeutic services in the workplace is increasing.
- Staff Enhancement Programme (SEP) – In the reporting period, the following workshops were conducted as part of the SEP: introducing new staff to employee wellness (attended by 100 staff

members), supervisory training (12), building effective relationships in the workplace (16) and sensible money management (20).

- A coaching programme had been introduced for senior managers, including chairs of departments.
- During the lockdown extra health and well-being services have been made available electronically.

## 6.10 Daycare facilities

Committees on our Stellenbosch and Tygerberg campuses have submitted applications to the **Strategic Fund** regarding daycare facilities. A new facility on Tygerberg campus, and the upgrading of the existing Babin facility on Stellenbosch campus, are envisaged.

## 6.11 Health promotion

As part of ongoing efforts to improve the health and well-being of employees, professional staff from CHS published a number of **health-related articles** on the SU website on such topics as mental health, ergonomics in the workplace, a world free of tobacco, heart rhythm, men's health and high blood pressure. During May, Women's Health Month, the focus was on iron-deficiency anaemia, a condition affecting significant numbers of women. Besides providing routine testing for iron deficiency, CHS also distributed information widely. Although the distribution of self-administering mental health questionnaires (for anxiety and depression) has increased steadily, the uptake remains very low.

## 6.12 Pedometer challenge

SU successfully completed the Pedometer Challenge, an eight-week competition in which the University of the Free State invited SU, North-West University and the Central University of Technology to see which institution's staff members could log the most steps. CCD helped distribute the information, including the entry forms, for the Pedometer Challenge, and also conceptualised and produced a short video clip used to market the contest. SU came third, with **33 four-member teams** having clocked up a **combined distance of 51 814 km**.

## 6.13 Senior appointments

Dr Kelebogile Choice Makhetha took up her position as the new **Senior Director: Student Affairs** on 1 August 2019; Prof. Mbulungeni Madiba started as the new **Dean: Education** on 1 September 2019; Ms Ilhaam Groenewald was reappointed as **Chief Director: Sport** for a five-year term, effective 1

August 2019; and Ms Nicolette van den Eijkel has been reappointed as **Chief Director: Facilities Management** for another five-year term, effective 1 January 2020.

The SU Museum appointed **Dr Mosa Phadi** as programme manager of Ubuntu Dialogues. Dr Phadi holds a doctorate in Sociology from the University of Johannesburg. Her appointment is a joint one with SU's Chair in Historical Trauma and Transformation.

**Prof Kanshukan Rajaratnam** was appointed director of SU's **School for Data Science and Computational Thinking**, which was launched in July 2019. He holds a doctoral degree in Systems Engineering from the University of Virginia in the USA. Most recently, he was an associate professor of Finance and acting dean of the Faculty of Commerce at the University of Cape Town. Prof Rajaratnam has been rated by the National Research Foundation and is a member of the South African Young Academy of Science.

Social entrepreneur **Mr Joshua Romisher** was appointed chief executive of the Nedbank Stellenbosch University **LaunchLab** with effect from February 2020. He played a key role in building two pan-African solar companies that have brought clean, reliable energy to more than 2,5 million people across 10 countries and created over 1 000 full-time jobs. He spent the past six years launching businesses across 10 sub-Saharan African countries.

**Mr Mohamed Shaikh**, previously RC manager in the office of the Deputy Vice-Chancellor: Strategy and Internationalisation, took up the position of **executive manager of the Rectorate** on 1 February 2020. He replaced Dr Jerome Slamet, who retired from SU's employ. Former CCD publications editor **Dr Wayne Muller**, in turn, has been appointed **RC manager** in the office of the Deputy Vice-Chancellor: **Strategy and Internationalisation**, taking over from Mr Shaikh.

**Ms Susan van der Merwe** was appointed **acting senior director of the CCD** following the resignation of Dr Phumzile Mmope, who had said in a statement: "It is with excitement and anticipation that I look forward to seizing new opportunities in the next phase in my career." We have deep appreciation for Dr Mmope's contribution to enhancing CCD's strategic role in positioning SU as a leading higher education institution.

## 6.14 Progress with diversity

**Table 1: Composition of incoming Students' Representative Council**

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

**Table 2: Composition of Council 2013-2019**

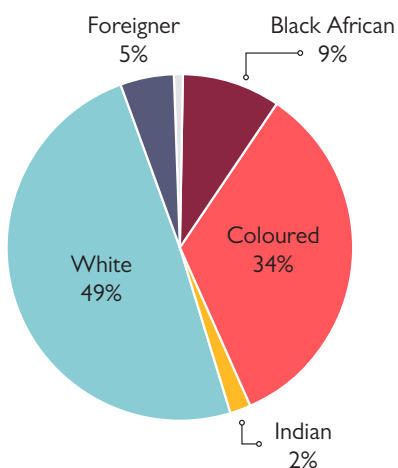
	2019	2018	2017	2016	2015	2014	2013
Indian male	0	0	0	0	1	1	0
Indian female	1	0	0	0	0	0	0
Coloured male	7	7	5	5	5	4	4
Coloured female	1	1	1	0	0	0	1
Black African male	0	1	2	0	0	0	0
Black African female	3	2	2	2	2	1	0
White male	14	15	14	20	20	20	20
White female	4	4	4	2	1	2	1
Total male	21	23	21	25	26	25	24
Total female	9	7	7	4	3	3	2
Total members	30	30	28	29	29	28	26

**Table 3: Composition of Institutional Forum (November 2019)**

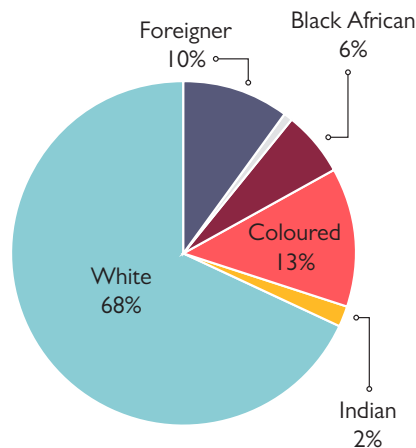
Indian		Coloured		Black African		White		Total		
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Members
0	1	7	0	4	1	10	8	21	10	31

## STAFF CATERGORY BY RACE

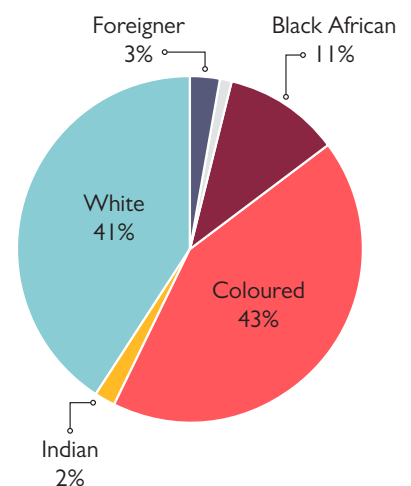
### All staff



### Academic



### PASS

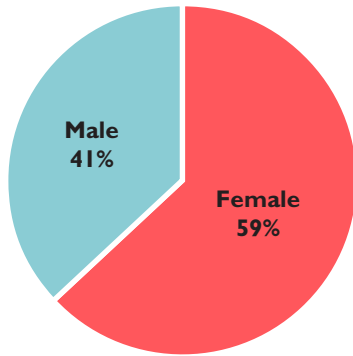


- Includes all staff on Salary Payroll, October 2019
- PASS: Professional, administrative and support services

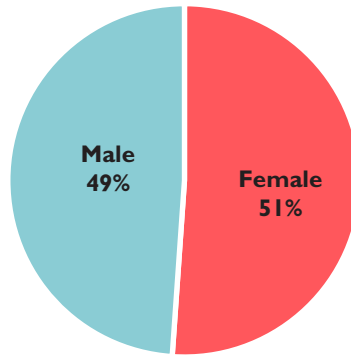


## STAFF BY GENDER

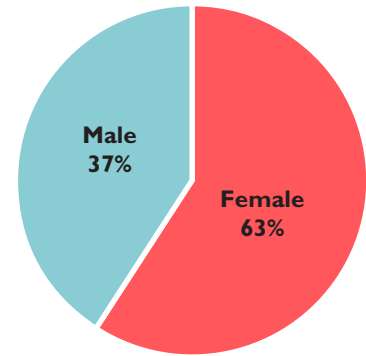
All staff by gender



Academics by gender



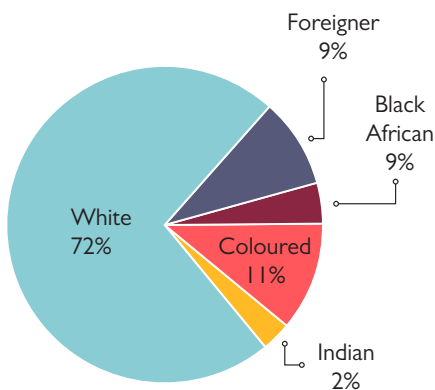
PASS staff by gender



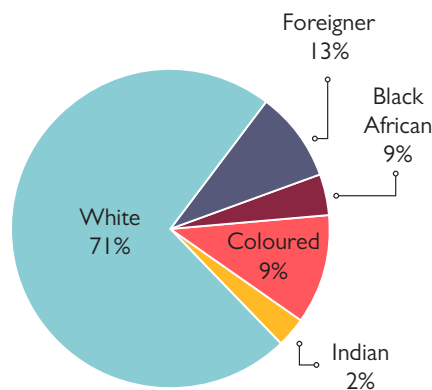
- Includes all staff on Salary Payroll, October 2019
- PASS: Professional, administrative and support services

## SENIOR POSITIONS BY RACE

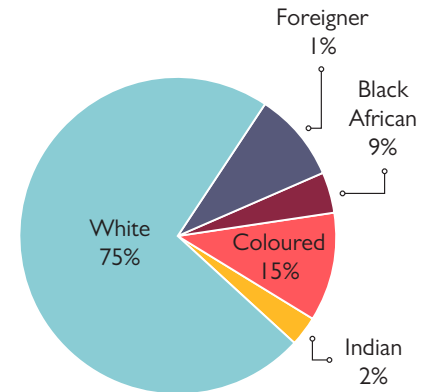
All



Academic



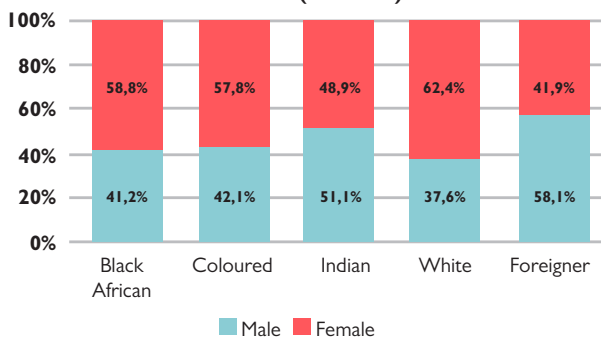
PASS



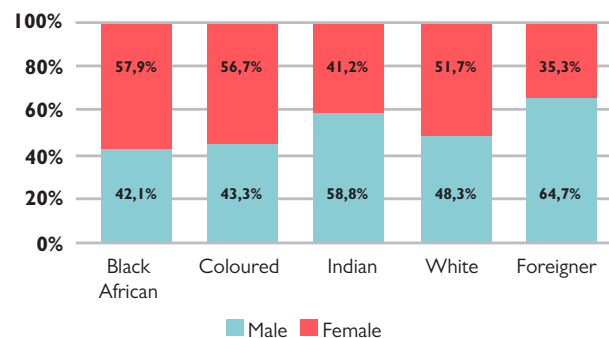
Position	Grade	Black African	Coloured	Indian	White	Foreigner	Total
Rector and Vice-Chancellor	1				1		1
Vice-Rector and Chief Operating Officer	2		1		4		5
Acedemic Deans, chief directors and registrar	3	3	3		10		16
Senior directors and distinguished professors	4	2	6	2	35	5	51
Directors and full professors	5	8	25	11	225	38	307
Associate professors	6	13	13	6	215	20	297
Total		26	76	19	490	63	677

## STAFF BY GENDER AND RACE

All staff (N= 4 653)



Academic staff (N= 1 388)



The Rector's Strategic Personnel Fund contributed significantly to the growth in BCIA academic staff from 18% to 25% in the period 2015 to 2019.

Our percentage share of BCIA executive and non-academic staff is now 59%, continuing a steady increase over the past few years.

## 6.15 nGAP at SU

SU was awarded five positions for the Department of Higher Education and Training's nGAP Phase 6. The positions were awarded in the following departments: Centre for Health Professions Education, Economics, Epidemiology and Biostatistics, Process Engineering and the USB. This brings the total number of nGAP positions at SU to 27.

## 6.16 Chancellor's Awards for 2019

A distinguishing feature of institutions with an ethos of excellence is that they offer various levels and forms of recognition for excellent performance. SU does this by means of, among others, our annual Chancellor's Awards for personnel. These prestige awards recognise staff whose careers attest to sustained excellence in research, innovation, learning and teaching, social impact and professional services. Congratulations to the recipients for 2019. They will be receiving their awards at our graduation ceremonies from 9 to 13 December.

Recipient	SU environment	Award category
Mrs Gretchen Arangies	Faculty of Economic and Management Sciences	Professional services
Prof Andries Burger	Faculty of Engineering	Research, teaching and learning, and social impact
Prof Usuf Chikte	Faculty of Medicine and Health Sciences	Teaching and learning
Mr Enzo Daguanno	Faculty of Engineering	Professional services
Prof Jacques du Plessis	Faculty of Law	Research
Mrs Maryke Hunter-Hüsselmann	RC for Research, Innovation and Postgraduate Studies	Research and professional services
Prof Daniel Makinde	Faculty of Military Science	Research
Prof Linus Opara	Faculty of AgriSciences	Research
Mr Pierre Rossouw	Registrar's Division	Professional services
Prof Gilliam Schoombee	Faculty of Economic and Management Sciences	Professional services
Dr Jerome Slammat	Division of the Rector	Professional services
Mrs Susan van der Merwe	RC for Strategy and Internationalisation	Research and professional services
Prof Marlene van Niekerk	Faculty of Arts and Social Sciences	Research

# CONCLUSION

In looking back upon the year of reporting, it is clear that significant progress had been made in achieving the major priorities in the University and RCs. Among these are:

- deepening and strengthening both quantitative and qualitative transformation and ensuring that transformation is a systemic, embedded function of the University;
- advancing staff health and well-being;
- embarking on a proper external review of HR services at the institution; and
- advancing and consolidating social impact as an embedded imperative of the University.

The SU Museum's goals of developing student's graduate attributes through exchange possibilities, creating relevant opportunities for work-integrated learning towards a successful career and positive societal impact and embracing the communities we serve have been well established, even though the COVID-19 pandemic has paused some of the work.

The SU Woordfees achieved significant success with its mentoring programme and top-up bursaries for first-generation students through WOW, creating opportunities through the festival for emerging student and young alumni artists and opinion leaders, enabling the SU Choir as an agent of change for members and broader, and creating an integrated student community.

HR focused on the HR review process and on monitoring the implementation of set employment equity targets.

The priorities of CHS were to develop and implement an integrated, holistic health and well-being offering; ensure a healthy working environment throughout the institution; and engage with internal and external stakeholders to improve patients' experience. Good progress has been made in this regard.

The Division for Social Impact focused on facilitating volunteering and civil engagement opportunities for stakeholders and the Transformation Office worked at strengthening internal and external transformation partnerships and alliances and at creating new platforms to address and communicate transformation issues.

Gratitude is expressed to the leadership and staff in the RC as well as to all colleagues and partners within and outside the University 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 a society of dignity, healing, justice, freedom and equality for all through research and innovation, learning and teaching, transformative social impact, strategy and internationalisation.

In saamstappende verbondenheid

---

PROF NICO KOOPMAN

