
SRC Matie Identity 2015/2016

Presents:

A Conceptual Inception of Identity Empowerment Forum

For: Students and staff (all living spaces)

Intent: Restructuring the context and framework of the Listen, Live and Learn environment and deconstructing the inherent exclusionary and invalidating cultures within student living spaces that inhibit the culture of inclusive knowledge and engagement.

I. Themes and Objectives:

- Inclusivity and enhanced university attributes
- Enhanced social impact and cohesion
- Identity empowerment and cultivation
- Intersectionality and social justice
- Knowledge enhancement as espoused by SU institutional documents
- Student leadership development and university attributes (finding contextual appropriateness, relevance, and pragmatic resolution)

II. Fora Foci:

- The student cohort and social justice within the Stellenbosch context.
- Discussing and facilitation on intersectionality, identity essentialism, pragmatically transforming the existing constructs and exclusionary culture(s).
- Accountability forum to assess any infringements or invalidation of minorities or identities.
- Creating a flexible space for events and ideas that can culture identity participation within the residence culture.
- Responsible for encompassing consciousness on identity.
- Ensuring that the integrity of student identity is not forgone institutionally, cluster and integrated levels, and within student living communities, inter alia.

III. Pragmatic Dynamics:

- Providing a platform for critical and pragmatic discussions on identity: the social constructs, enigmatic realities (intersectionality), and essentialism.
- Strengthening or establishing internal and external accountability structures which invalidate identity essentialism.
- Conducting assessments, questionnaires, reviews, inter alia, and provide feedback on a quarterly basis to the SRC, RMT, the residences and PSO's and any other forums.
- Concretize values and vision of inclusion, university attributes, intersectionality purport and societal impact.
- Identifying and eliminating barriers of student leadership development.
- Participation is flexible and fluid is not limited to the residents within that specific residence or seniority, positional and non-positional leadership.

IV. *The Curricula Link:*

- LGBTQIA+ identities, disabled persons, racial minorities, multiculturalism, gender awareness and empowerment, religious minorities, power and influence, intersectional feminism, enacted pragmatic solutions, fragility, privilege, identifying and constructively responding to systems of oppression in both covert and overt manifestations, social justice and social reconciliation, South African, African and Global contexts, inter alia.

V. *Resolve:*

- Critical and pragmatic engagement, (open access and)
- Universal access, sensitivity training, inclusion, innovation, democratic interests, social impact, pragmatic leadership styles.
- Dynamic and enhanced fundamental leadership styles.
- Transformation in student leadership structures and communities
- Imbuing a dynamic social quotient and innovative culture.
- Attaining essential university attributes and maintaining a pragmatic resolution and aspiring towards a future ready mind that understands the barriers of identity whether intertwined within systematic oppression or social construct to realise pedagogical relevance towards social justice and interdisciplinary details.

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- *SRC Appointed Member | Matie Identity 2015/2016.*



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