



Stellenbosch

UNIVERSITY
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UNIVERSITEIT

forward together
sonke siya phambili
saam vorentoe

ANNUAL REPORT

of the Deputy Vice-Chancellor:
Social Impact, Transformation and Personnel

Prof Nico Koopman

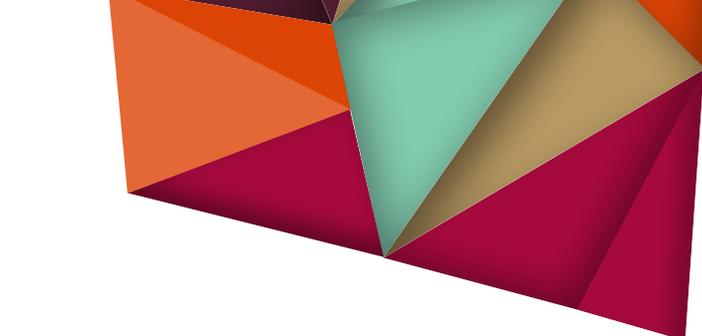
June 2022



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DEAR CHAIRPERSON

I am privileged and pleased to report to Senate and Council about the work of the Social Impact, Transformation and Personnel responsibility centre (SITP RC) over the period June 2021 to May 2022.

Transformation was a central theme at our 2022 Institutional Planning Forum (IPF). Indeed, one of the highest-ranking priorities of Stellenbosch University (SU) is to advance its transformation and diversity mandate. This report highlights the multidimensional work and approach to transformation undertaken by the SITP RC. It provides an understanding of where we are as an institution, how we see ourselves going forward, and the milestones we are working towards.

The University recognises that transformation is multifaceted. Therefore, in order for it to be embedded, systemic and effective, it needs to be addressed in a multifaceted manner. Our transformation work is informed by, among others, the eight transformation indicators articulated by Times Higher Education (THE) and reflected in our current Transformation Plan. These are as follows:

- a) **Transforming the institution** (core strategic theme 1: A thriving Stellenbosch University): Digitising the workplace; creating a digital campus; sector financing/massification; institutional financing; growing the estate; sustainability and environmental impact
- b) **Transforming talent** (core strategic theme 6: Employer of choice): Faculty recruitment and career development; equality, diversity and inclusion; workplace well-being and mental health; protecting

- academic freedom; combining research and teaching
- c) **Transforming internationalisation** (core strategic theme 3: Purposeful partnerships and inclusive networks): International student mobility; transnational education; global partnerships and alliances; global knowledge circulation and collaboration; accreditation
- d) **Transforming teaching and learning** (core strategic theme 4: Networked and collaborative teaching and learning): Interdisciplinarity; digital education and remote learning; assessment; lifelong learning; alternative training providers; microcredentials
- e) **Transforming the student experience** (core strategic theme 2: A transformative student experience): Student recruitment and access; student wellbeing and mental health; student assessment; graduate skills and employability; understanding student success
- f) **Transforming impact** (core strategic theme 1: A thriving Stellenbosch University): Measuring and demonstrating impact; higher education and civic engagement; higher education and the sustainable development goals; university reputation; directing innovation; the political impact of research
- g) **Transforming research** (core strategic theme 5: Research for impact): Responsible research metrics; the impact and value of rankings; research funding; the value of fundamental research; industry collaboration; national excellence programmes
- h) **Transforming leadership** (core strategic theme 6: Employer of choice): Acknowledging heritage; planning for the future; the leader as a diplomat; ensuring knowledge security; crisis management; fundraising and philanthropy; leadership pathways; promoting and protecting diversity in leadership; assessing leadership performance

The brief sketch above shows that SU does not have a reductionist view of transformation. On the contrary, transformation is comprehensive and affects every aspect of our university life and functioning. The SITP RC has a special responsibility to help advance, accelerate and deepen transformation in all SU environments.

INTRODUCTION

In terms of the value proposition of the SITP RC, we make a distinctive contribution to SU by advancing the central institutional quest to have a transformative impact on society through the University's human resources of staff, students, alumni, stakeholders, role-players and institutional partnerships, who all ensure excellent, transformative and impactful academic programmes of learning and teaching, research and innovation in local and global contexts.

The SITP RC also adds value to SU's programme of action by supporting the academic project, rendering professional, accessible, relevant and expert services, and adopting an approach of tailor-made service delivery to suit the unique circumstances of those the RC collaborates with and serves. This is done through our interdependent divisions, namely:

- a) the Division of Social Impact;
- b) the Transformation Office;
- c) the University Museum;
- d) Woordfees, WOW (Words Open Worlds) and the University Choir;
- e) the Division of Human Resources (HR); and
- f) the Campus Health Service.

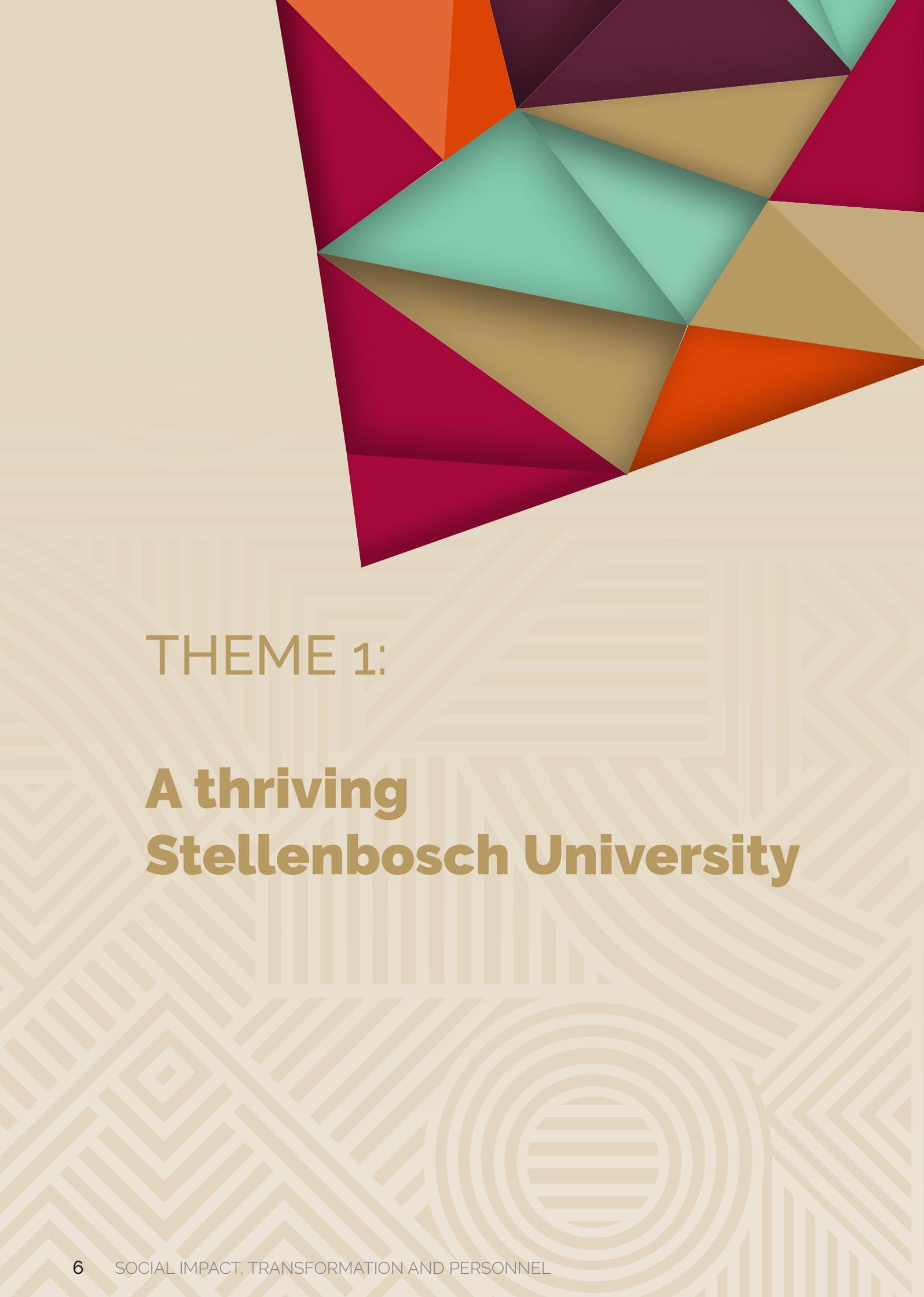
Our four priorities, as listed in our Strategy Implementation Plan for the current reporting period, are:

- a) staff health and wellbeing;
- b) qualitative and quantitative transformation;
- c) SU as anchor institution in society; and
- d) towards an HR Division of strategic partnerships and operational excellence.

This report is structured around the six core strategic themes of SU's Strategic Framework 2019–2024, namely:

- a) a thriving Stellenbosch University;
- b) a transformative student experience;
- c) purposeful partnerships and inclusive networks;
- d) networked and collaborative teaching and learning;
- e) research for impact; and
- f) employer of choice.

This report consistently outlines our contribution to achieving SU's core strategic themes, while also highlighting the cross-cutting theme of transformation.



THEME 1:

**A thriving
Stellenbosch University**

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.

1.1 Health and wellbeing during Covid-19

Managing the pandemic

Since the start of the pandemic, the Campus Health Service (CHS) has played a leading role in providing medical support to the institutional response to Covid-19.

Our campus Covid-19 trends followed the national and regional trends. Infection rates among staff and students remained low, and there were no indications of significant 'cluster outbreaks' or 'hotspots'. Most CHS clinical responses were to SU students living in residence and private accommodation. No Covid deaths were reported directly to CHS.

Throughout the pandemic, collaboration with Stellenbosch Hospital, Stellenbosch Municipality and the Western Cape Department of Health continued so as to manage the virus appropriately and reduce the burden on health infrastructure. This ensured a collaborative

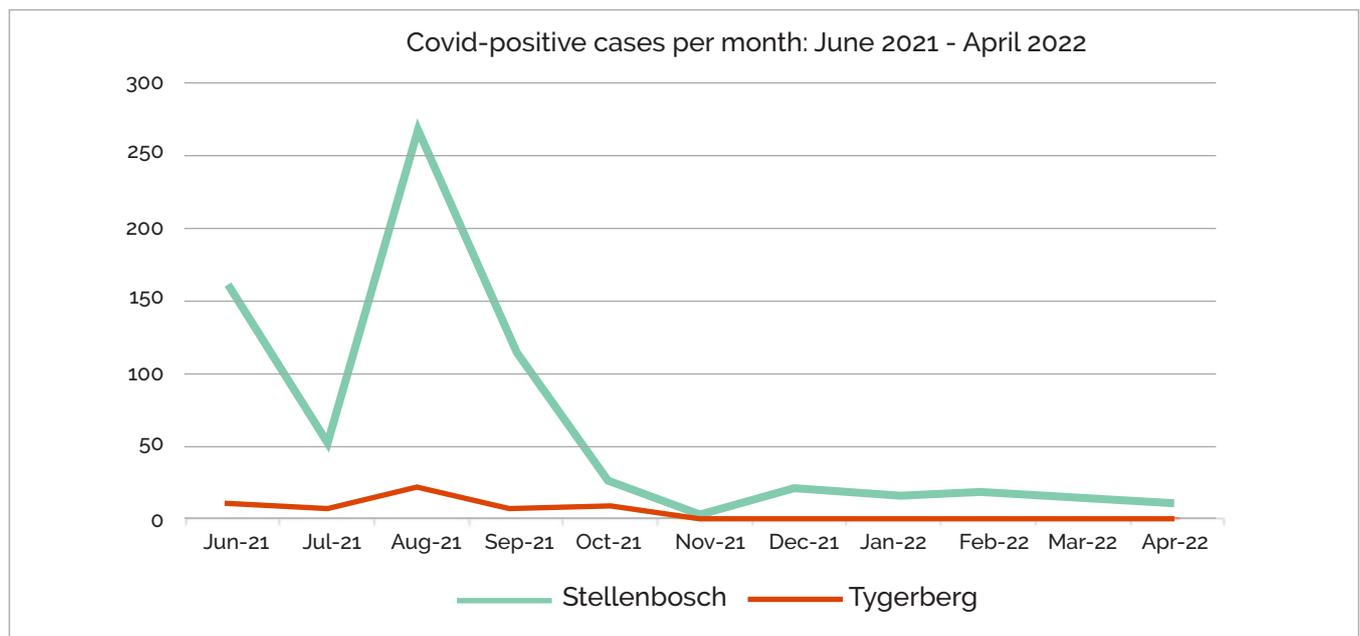


Figure 1: Covid-19 case management by the Campus Health Service, June 2021–April 2022

community approach in the fight against the coronavirus, including assisting with screening and contact tracing.

Daily reports are received from Stellenbosch Hospital, which are relayed to Rectorate members as well as uploaded to the University website every week. For weekly data reports from CHS and local health authorities to the Institutional Committee for Business Continuity (ICBC), click [here](#).

SU Covid-19 vaccination sites

The University launched its own vaccination site at the Lentelus clubhouse on 10 August 2021 as a secondary site to Stellenbosch Hospital. CHS was part of the team effort with Stellenbosch Hospital, Stellenbosch Municipality and the Western Cape Department of Health to establish the site. Other members of the SU project team included staff from Facilities Management, Information Technology, Corporate Communication and Marketing, and HR.

The site was accessible to staff, students and members from the broader Stellenbosch community, and was fully funded by SU. The staff complement of 15 had the capacity to vaccinate between 300 and 400 people per day. They worked side by side with local Department of Health staff to ensure that the vaccination process ran smoothly.

In the reporting period, various companies in and around Stellenbosch, sporting groups and schools (matric learners) made block bookings for vaccinations. The site also assisted a large number of community members, including individuals below the age of 18.

In response to student complaints that Lentelus was too far from the main campus, three pop-up vaccination sites were also activated from 8 November until the close of academic activities on 7 December 2021. These were centrally located, in the Schumann building, the Engineering main building and the Adam Small theatre complex. In addition, the vaccination team launched a larger pop-up site on the second floor of the Jan Mouton Learning Centre from 31 January to 11 February 2022. This site provided convenient access to vaccination for students returning for the 2022 academic year.

The vaccination team supported the Department of Health during phase 2 of the Sisonke trial



Vaccination site registration desk



Site coordinator Dr Jo-Anne Kirby from CHS



Deputy Vice-Chancellor Prof Nico Koopman and CHS senior director Dr Pierre Viviers during a visit to the vaccination site on 11 August 2021



Vaccinators preparing the vaccines

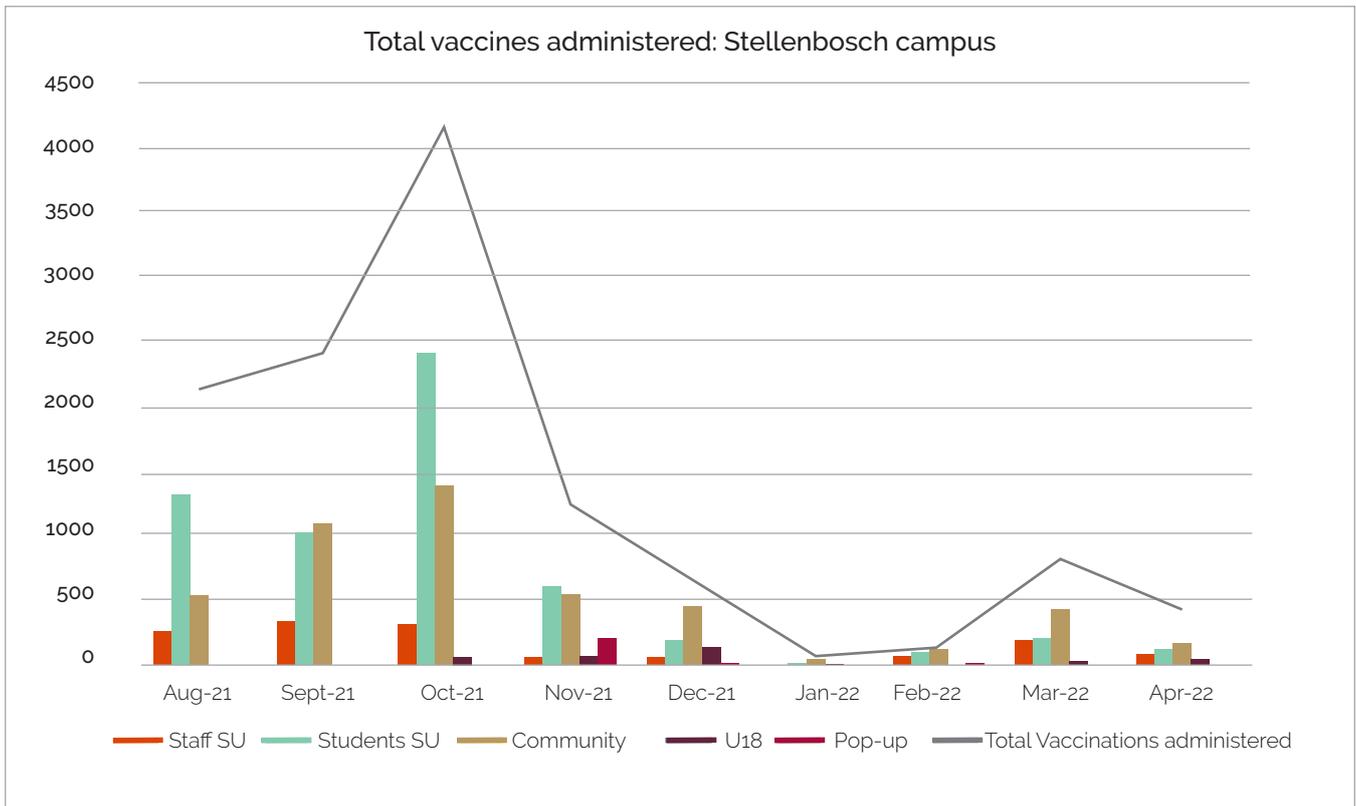


Figure 2: Lentelus and pop-up vaccination site statistics, August 2021–April 2022

and vaccinated 35 health workers between the Lentelus and pop-up sites. All SU vaccination sites also assisted with booster shots of both the Pfizer and Johnson & Johnson vaccines.

A total of 10 865 vaccines were administered. Of these, 49% were administered to students, 37% to community members, 9% to staff, 3% to eligible children, and 2% at our pop-up sites.

After an analysis of site costs against a rapidly declining vaccine uptake, the Lentelus vaccination site closed on 31 April. Vaccination rates among students fluctuated during examination and recess periods. In particular, test weeks and exams seem to have deterred individuals from being vaccinated, as many were wary of experiencing potential side effects.

Vaccine hesitancy among students and staff continues to be one of the main reasons for the low vaccine coverage. To address this, CHS hosted two successful webinars featuring Prof Wolfgang Preiser and Dr Jantjie Taljaard from the Faculty of Medicine and Health Sciences on 7 and 9 September 2021 respectively.

On the whole, we took various steps to facilitate easy access to vaccination for the University and its surrounding communities.

Covid-19 antigen testing

Higher Health funding allowed all CHS clinical staff to complete Covid-19 antigen testing training provided by the National Health Laboratory Service. Thanks to this collaboration, symptomatic patients can now be tested on site at CHS.

1.2 MaRooN health passport

The MaRooN (Maties Risk of Non-Communicable Disease) health passport is a health and wellbeing monitoring tool introduced by the Institute of Sport and Exercise Medicine (ISEM) and CHS. Staff and students can access the tool as part of SU's health and wellbeing activities. The system flags high-risk outcomes, which are referred to CHS and followed up immediately. To date, most flags have been related to mental health.

1.3 Transformation Policy review

The Transformation Policy Task Team developed a discussion document based on the conversations and considerations during the strategy alignment workshop. Principles and themes for the envisaged policy were identified. The technical writing group subsequently finalised the working draft, which was tabled to

Stellenbosch University's understanding of transformation

Transformation at SU is an intentional and structured process of profound change of the University's places, people and programmes. The aim with transformation is to adhere to the principles enshrined in the South African Constitution – dignity, the healing of wounds, social justice, freedom and equality – at and through SU. Our values of equity, compassion, accountability, respect and excellence further guide our institutional behaviour.

It is *systemic/embedded* transformation with an institutional mandate guided and supported by specific structures and functionalities.

Transformation is both qualitative and quantitative.

Qualitative transformation involves renewing institutional culture by addressing:

- explicit and conscious, but mostly subtle and subconscious, discriminatory perceptions, presuppositions and prejudices in terms of categories such as colour, socioeconomic status, gender, sexual orientation, abledness, etc.;
- powerfully enforced structures, policies and processes that reflect, cement and normalise these prejudices; and
- beliefs, convictions, worldviews and ideologies that are used to legitimise these prejudices and structures.

the Transformation Policy Task Team for their comments, input and adoption. The task team's input was taken into account in the development of the first draft, which was circulated to the broader university community in May 2022.

1.4 Peer review of the Transformation Office

The Transformation Office is undergoing peer review with a view to establishing its efficiency in carrying out its mandate as determined by SU, and compliance with the provisions of the 2019 Policy for Quality Assurance and Enhancement at Stellenbosch University. The process will allow the Transformation Office to strengthen its processes in the interest of accelerating and deepening transformation.

A site visit was conducted by an external panel of experts in higher education transformation from 4 to 6 April 2022. Panellists included Prof Colin Chasi (University of the Free State), Ms Vinay Rajah (Durban University of Technology) and Ms Noluxolo Nhlapo (Lancaster University), who interviewed various stakeholders. At the time of writing, they were still to submit the review report. The outcomes and recommendations of the review will be communicated to Senate and Council in the next reporting cycle.

1.5 Developing a monitoring and evaluation (M&E) framework for transformation at SU

The current SU Transformation Plan indicators have been articulated in line with the national transformation barometer developed by Universities South Africa (USAf) as well as the University of Cape Town's 2019 Benchmarking Framework. The timeline for the process to develop an M&E framework for transformation at SU has been aligned with the review of the Transformation Policy so that the former can be informed by the refined indicators emerging from the latter.

A reference group for the development of the M&E framework was established, and met for the first time on 29 October 2021 to discuss their terms of reference. The group, who will meet once a term, comprises Dr Zethu Mkhize (head of the Transformation Office), Prof Ingrid

Woolard (dean of the Faculty of Economic and Management Sciences), Prof Tania Ajam (professor in the Faculty of Economic and Management Sciences), Mr Jaco Brink (head of the Equality Unit), Mr Sello Molapo (director of Employment Equity), Mx Zander Niemand (Students' Representative Council member for Transformation), Mr Yeki Mosomotane (Centre for Student Communities), Mx Gabriel Khan (Inclusivity Capacity-Building stream leader, University of Cape Town) and Mr Rudy Oosterwyk (development sector and transformation consultant). The group developed the document titled "Terms of reference of Stellenbosch University Transformation M&E Task Team".

The task team had their second meeting on 9 March 2022 to consider the complete benchmarked indicator matrix. It was decided that the next step would be to identify priority areas for transformation at SU (which would be the role of the Transformation Policy Review Task Team), based on which the relevant indicators at various levels would be articulated in a user-friendly manner. Key performance areas (KPA's) will form part of this broader framework. Indicators will be aligned with the national barometer and will inform annual targets.

1.6 Faculty transformation committees/support for faculty transformation

Consultative meetings regarding the draft terms of reference for faculty transformation committees were held with the committees of the faculties of Economic and Management Sciences, Medicine and Health Sciences, Arts and Social Sciences, Engineering and Law. Other faculties address transformation matters on existing forums. Engagements were also held with the Deans Forum. Feedback received from these sessions informed the compilation of a second draft.

The guiding framework for the establishment and functioning of faculty transformation committees at SU was finally accepted at the Institutional Transformation Committee meeting held on 25 March 2022. Content for a six-module online training course on diversity and transformation for the committees is currently being developed.

1.7 Responsibility centre transformation committees

Going forward, the guiding framework for the establishment and functioning of faculty transformation committees will serve as a point of departure for establishing transformation committees in the different responsibility centres as well.

1.8 The Imbizo 365 calendar of engagement

For 2022, the Imbizo 365 calendar of engagement, which is based on SU's *Vision 2040 and Strategic Framework 2019-2024*, has been redesigned and developed in accordance with the University's new branding requirements and corporate identity.

The calendar is organised according to nine core themes that are centred around South Africa's public holidays. The word *imbizo*, a Nguni term for 'gathering', is used in our country's communities and governance sector as a model of communication to solve pertinent social issues through honest, critical conversations and engagement. Ultimately, this is the rationale behind the implementation of the Imbizo 365 calendar of engagement at SU, which successfully recognises the need for all staff and students across disciplines to come together throughout the year to engage on important social issues that affect South Africa and its people.

In 2021, for instance, the Faculty of Theology collaborated with the Transformation Office to host a lecture themed "Active citizenship: Rights and responsibility?" to celebrate Youth Day (16 June). A panel of three experts shared their views on questions such as: How are young people engaged as active citizens? What are their rights and responsibilities as South African citizens? What role does education play in this regard?

Activities for Women's Month (August), in turn, included the distribution of articles resulting from the Writing for Change programme.

In commemorating Human Rights Day (21 March) this year, the Transformation Office partnered with the Faculty of Law to host the 16th annual Human Rights Day lecture on 24 March. The lecture titled "Transformative social change and the role of the judge in post-apartheid South Africa" was delivered by Justice Dunstan Mlambo, Judge President of the Gauteng division of the high court. An article on this event is available [here](#).

To mark Freedom Day 2022 (27 April), the Transformation Office and the Department of Political Science co-hosted

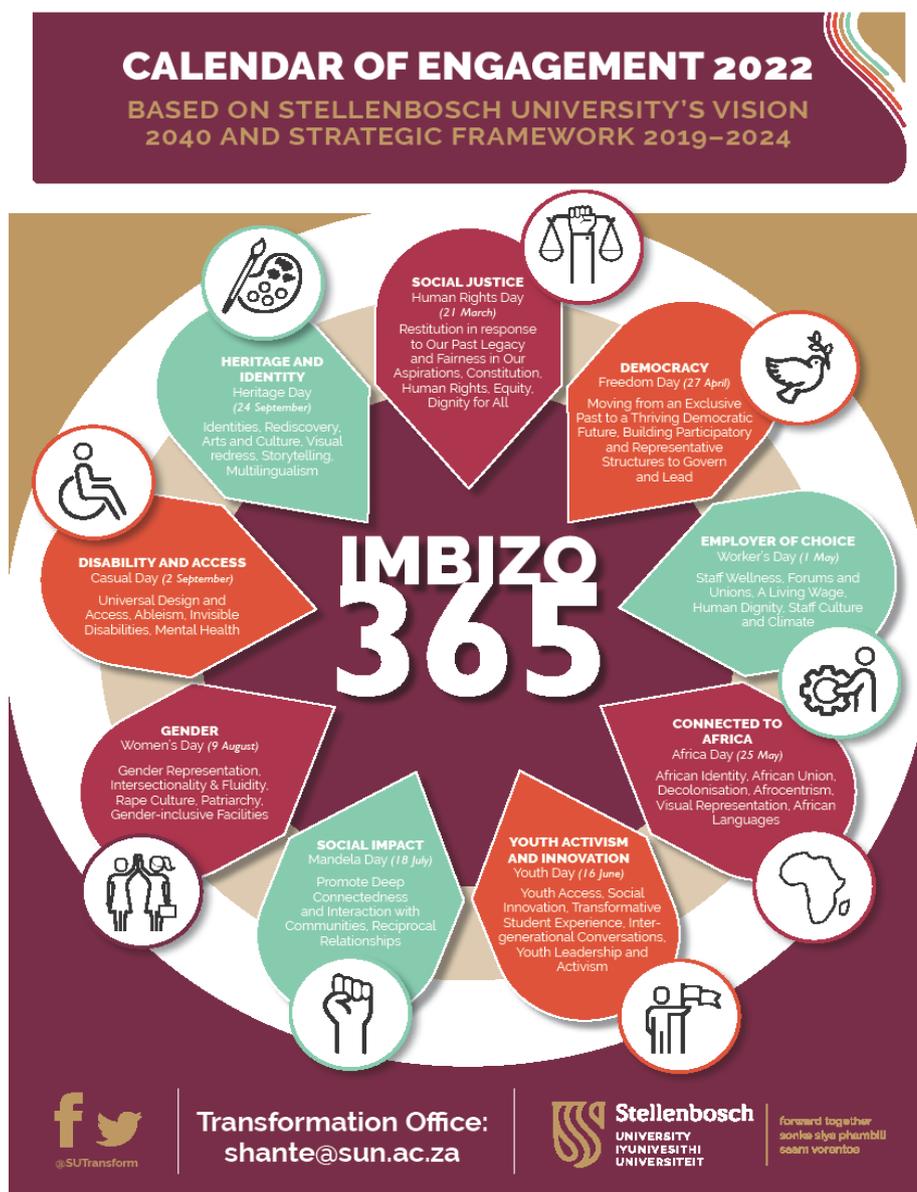


Figure 3: The 2022 Imbizo 365 calendar of engagement

the lecture "Building a participatory democratic culture in South Africa: The rise of the volatile voter or disaffected citizen?" by Dr Collette Schulz-Herzenberg, senior Political Science lecturer. This topic is particularly significant in light of the 2024 general elections, and the need to view the concept of voting from the perspective of citizens, especially those who have become disillusioned.

A lecture in commemoration of Worker's Day (1 May) focused on the issue of work in the South African context, with specific reference to the high unemployment figures released by Statistics SA earlier this year. The event was co-hosted by the Transformation Office and the Department of Sociology and Social Anthropology.

In addition to marking important national days, the calendar also plays a critical part in shaping and informing other programmes at the Transformation Office, particularly the Critical Engagement Forum, the Writing for Change programme and the Student Institutional Transformation Committee.

1.9 *Siyakhula Live* show

The Transformation Office continued to collaborate with the Employment Equity Unit to foster a culture of diversity at SU and in the broader Maties community through the MFM radio show *Siyakhula Live*, which features weekly conversations on diversity and transformation. Highlights in the reporting period included the following:

- "Mother tongue education and its criticality to early development": This conversation served to celebrate and reflect on Africa Day. It was led by Nombuyiselo Zondi, a PhD candidate in the Faculty of Education (Education Policy Studies), who outlined some of the causes of poor literacy outcomes in basic education (Foundation Phase).
- "Educating and transforming perspectives on disability": Luigia Nicholas, special-needs officer of SU's Students' Representative Council and a disability rights activist, provided listeners with greater insight into her portfolio and work.
- "#WomenInScience": Aimed at motivating young women to strive for a future in science, this conversation was led by Malira Masoabi, a PhD researcher in Genetics

(Plant Biotechnology), who spoke about the opportunities available for women in science.

- "Being a young black classical musician": Kabelo Monnathebe reflected on his journey as a musician. Having graduated from the prestigious Royal Academy of Music (London), he urged young listeners to pursue classical music and seize the opportunities available.
- To celebrate Women's Month, the show featured conversations on the lives of Dulcie September, Portia Modise, Princess Magogo and Mirriam Tlali (see below).



- For World Aids Day (1 December), the show highlighted the growing inequalities that exacerbate the HIV/Aids epidemic and hamper access to essential HIV services.
- A conversation with psychiatrist Dr Eugene Allers, psychologist Allan Sweidan, and Melissa Jood from the South African National Council on Alcoholism and Drug Dependence addressed the link between trauma, depression and drug use in South Africa, particularly among youth.
- In conversation with Buyisile Mncina, a counselling psychologist, the show explored access to mental health as a human right. Aimee Johnson, an MA research student in Psychology, also shared some of her research findings on perceptions of mental health, mental illness and mental health-related stigma.

The Transformation Office also launched a human rights campaign in remembrance of those who lost their lives in the Sharpeville massacre. Each week, different messages of acknowledgement were shared, naming those who died and honouring their humanity. Posters were put up across campus, and GIFs were posted on social media. A video montage featuring past and

present activists was put together and posted on all social media platforms.

1.10 Siyakhula workshop series

This transformation competency workshop series equips students and staff to become a more connected and enabling higher education community. The workshops allow staff and students to build their diversity knowledge by learning from one another, exploring attitudes and sharing skills to improve the quality of their communication and interaction. The focus is on three competency clusters, namely sociocultural awareness, leadership and intergroup engagement, and social innovation and design thinking.

Highlights of the past year include the following:

- "Reflecting on religious and cultural inclusion": The workshop invited participants to gain a deeper understanding of the promise and pitfalls of the complex interplay between religion and culture in South African history and the current SU context. The facilitators drew on their own experiences in the racialised context of South Africa and particularly also SU to highlight two key themes: the toxic potential of religion and culture to contribute to exclusion and dehumanisation, and the creative, humanising promise of religion and culture to contribute to genuine inclusivity with social justice.
- "Playing on purpose": This wellbeing workshop empowered SU employees with knowledge of the psychosocial health benefits of engaging in play as an adult, also as a way of coping with stress.
- "Critical reflections on disability and access": This session was facilitated by the head of the Disability Unit to raise awareness

among staff of the support services available to students, and to empower staff to be sensitive and responsive to the needs of persons with disabilities.

- "Parenting for change": This workshop series empowered parents to help their children understand and navigate diverse and challenging social spaces. Aspects covered included racism and gender, consent, bodily autonomy, making sense of disability, and the importance of emotional literacy for children.
- A gender series to mark Women's Month included a conversation on "People vs patriarchy" to encourage critical reflection on societal values and norms, and how these influence and reinforce stereotypes and support structures that produce inequalities.
- Understanding gender-based violence (GBV) and the effect of gendered expectations was central to many Siyakhula workshops. The theme "Gender at work" informed a number of conversations on the diverse groups and identities represented in the workforce, and how societal and cultural factors influence staff's experience of the workplace. The aim was to identify practical ways to improve gender sensitivity in the workplace.
- A workshop series on decolonial dialogues reflected on participants' working or teaching practices. Central questions included: How do we contribute to equity and social justice through how we teach, supervise, mentor, write and research? How can our work increase access and inclusion? Whose voices are missing or ignored in our work?
- An interactive discussion focused on useful responses to conflict, including the use of mediation, as well as the issue of workplace bullying. The aim of the workshop was to enable staff to reflect on the institutional culture of handling conflict, and to determine how best they could participate and support mediation in the workplace.

Transformation LEARNING NETWORK
siyakhujá

The Transformation Learning Network is a series of online engagement opportunities for SU staff that hold some form of transformation portfolio. This includes members of the Transformation Office, Equality Unit, Disability Unit, Employment Equity Directorate, as well as members of the Institutional Transformation Committee and Faculty/Environment Transformation Committees and EE Reps. These sessions provide transformation agents with important information for fulfilling their roles and opportunities for learning and growth in this area of study and practice.

INFO SESSIONS

17 August
SU's Vision for Transformation., Prof Nico Koopman

24 August
Vision for the SU Transformation Office, Dr Zethu Mkhize

31 August
Update on Visual Redress at SU., Dr Leslie van Rooi and Prof Elmarie Costandius

14 September
SU FTC Terms of Reference Guidelines

28 September
Developing an M&E Framework for Transformation at SU

12 October
Developing Training for FTCs

READING GROUPS

29 July - Ronelle Carrollisen
26 August - Eldridge Moses
30 September - TBC
28 October - TBC

Transformation LEARNING NETWORK
siyakhujá

INFO SESSIONS

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14 September
SU FTC Terms of Reference Guidelines, Claire Kelly

21 September
Update on Visual Redress at SU, Dr Leslie van Rooi and Prof Elmarie Costandius

28 September
Using SunMentor for Transformation, Margaret Orr and Claire Kelly

12 October
Developing Training for FTCs, Claire Kelly and Katlego Letlonkane

19 October
Emerging Good Practice at SU: DSAF, Yeki Mosmothane

26 October
Emerging Good Practice at SU: EMS, Munya Saruchera and Tania Ajam

READING GROUPS

7 October - Renee Hector-Kannemeyer
28 October - Nadia Sanger

For more information contact: clairekelly@sun.ac.za

Figure 4: Content covered by the Transformation Learning Network

1.11 Transformation Learning Network

The Transformation Learning Network is a new series of online engagement opportunities for SU staff involved in transformation-related work. Figure 4 above provides more detail on the content covered.

Additional sessions hosted by the Transformation Learning Network in the reporting year included:

- "A phenomenology of whiteness" and "This is a white space";
- a discussion of Dr Lwando Scott's chapter "Paradoxes of racism: Whiteness in Gay Pages magazine", which appeared in the new publication *Routledge Handbook of Whiteness Studies*;
- a discussion of Prof Zsa-Zsa Boggenpoel's opening chapter of her new edited volume *Law, justice and transformation: Looking back to move forward*; and
- a discussion of Prof Christi van der Westhuizen's new co-edited volume *Routledge Handbook of Whiteness Studies*.

1.12 Transformation Managers Forum seminar series

The Transformation Office hosted the third instalment of the joint *Transformation Managers Forum (TMF)/International Journal of Critical Diversity Studies (IJCDs)* seminar series themed "Developing a critical praxis of transformation in South African higher education". All presentations were well received and the first issue of the IJCDs featuring the seminar papers was published in early 2022. Dr Claire Kelly, Transformation Office programme manager, is guest editor of the journal.

1.13 Stellenbosch University values workshop

A workshop on SU's values was hosted to enable participants to position themselves within the University's value framework and make sense of value-based leadership. The workshop explored how creating a human-centred working experience based on human values can foster inclusive workplaces that thrive.

1.14 Stellenbosch University Transformation Indaba 2021

The SU Transformation Indaba on 21 October focused on:

- proposals for a more effective Institutional Transformation Committee;
- viable ways of establishing and sustaining the Student Institutional Transformation Committee; and
- the role of faculties and responsibility centres in advancing transformation.

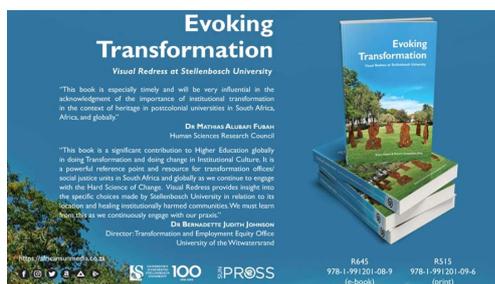
Recommendations on the restructuring of the Institutional Transformation Committee were subsequently forwarded to the Rectorate for consideration, and went on to inform the reconfigured committee.

1.15 Visual Redress Policy

Council approved SU's Visual Redress Policy on 27 September 2021. The policy aims to assist us in our transformation agenda. The policy will guide visual changes on our campuses, specifically through new art installations, the removal or contextualisation of historically sensitive art and other symbols, campus signage, and the naming and renaming of buildings, venues and other facilities and premises.

1.16 *Evoking Transformation* book (eds Aslam Fataar and Elmarie Costandius)

The book *Evoking Transformation: Visual redress at Stellenbosch University* (see image below) was launched on 27 July 2021. It brings together the experience of key role-players and participants in visual redress at SU. The book also reflects on visual redress to date and shares the ethos of engagement and meaningful change linked to the visual redress project. Click [here](#) for a video of the book launch.



1.17 Matie Community Service incorporation into the Division of Social Impact

A process has been activated to fully integrate the activities, core functions and focus areas of Matie Community Service (MGD) as a strategic portfolio in the Division of Social Impact. This decision was crucial for the following programme focus areas to continue:

- a) SU's critical role in the surrounding communities in terms of advancing engaged citizenship for our students and community partners via the Advancing Engaged Citizenship short course and the practical output of activities in Stellenbosch neighbourhoods
- b) Valuable lessons of community engagement praxis, which, in turn, guide social impact-driven community/SU partnerships
- c) Training, placement and reciprocal partnerships with surrounding communities, being contributors to both national and global dialogue about the link between community engagement and transformation
- d) An opportunity to connect the portfolio of engaged citizenship (MGD) with engaged research, the Social Impact Knowledge Platform, Corporate Communication and Marketing, and partnerships and collaboration with the broader SITP RC
- e) Strategic alignment of all arms of the Division of Social Impact

1.18 Old Lückhoff School building

The renovation of the Old Lückhoff School building started in September 2021. The first phase of the restoration is focused on addressing the damp internal walls of the building. Holding 100 years of history, the walls have been treated and freshly painted not only to ensure the sustainability of the physical structure, but also to restore the University's relationship with the surrounding communities.

1.19 *Social Impact@SU* publication

The annual publication *Social Impact@SU* was published in English, Afrikaans and, for the first time, in isiXhosa as well.

1.20 The Social Impact Knowledge Platform

The Social Impact Knowledge Platform continues to position SU as an engaged university that advances knowledge in service of society and is socially responsive to societal challenges. It serves as a central reference point and facilitates embedded social impact. Being a repository of initiatives, the platform provides a portfolio of evidence of SU's social impact work. Through the platform, we can identify opportunities for collaboration and encourage the co-creation of knowledge.

Calls for the registration of social impact initiatives continue and a presentation on the work

of the platform was delivered at the General Managers' Meeting in the second semester of 2021.

In the meantime, however, an opportunity has emerged to develop a new electronic platform that will be of greater institutional value and significance. The current platform will remain active up until October 2023 and is currently being reviewed. The review will ultimately lead to the development of a new, improved solution for the future. Regular updates regarding progress will be shared with faculties and environments. Significant efforts were made to register and re-register social impact initiatives.

The figure below reflects initiatives registered on the Social Impact Knowledge Platform for 2021.

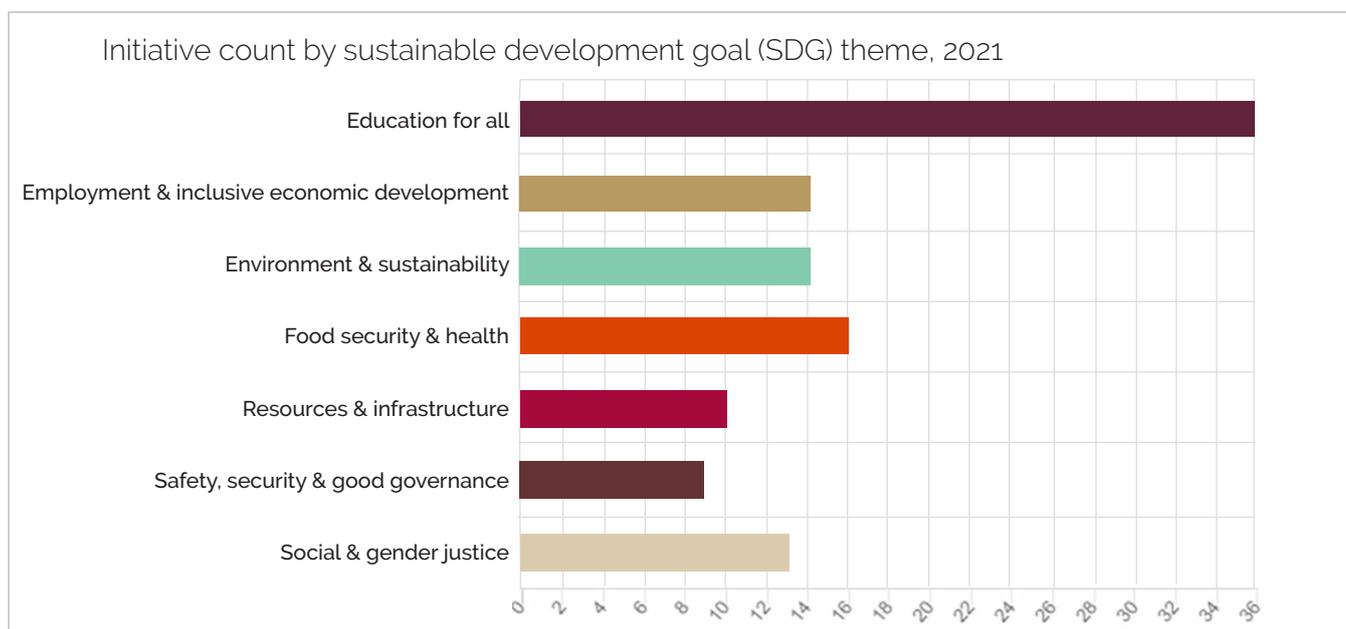
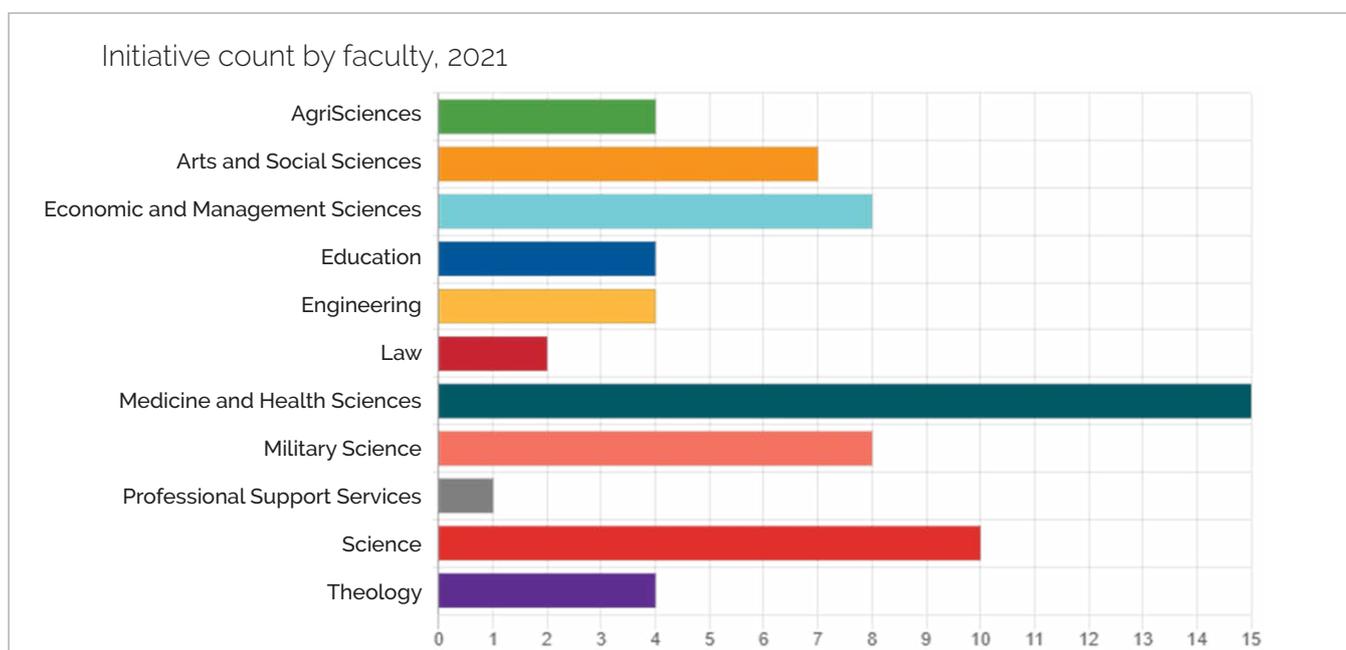


Figure 5: Registered social impact initiatives by faculty and sustainable development theme, 2021

Progress on the transformation journey

Below are some of the measures taken to advance embedded and systemic transformation at SU:

Functionaries: Deputy Vice-Chancellor of Social Impact, Transformation and Personnel; senior director of Transformation; Transformation Office head and staff; Equality Unit head and staff; Disability Unit head and staff; Employment Equity and Diversity head and staff

Structures: Transformation Office; Equality Unit; Disability Unit; Institutional Committee for Transformation (staff & students); environment committees for transformation

Policies and plans: Transformation Plan (2017); Employment Equity Policy & Plan (2020); Code for Employment Equity and Diversity (2019); SU Language Policy (2016, 2021); Policy on Unfair Discrimination and Harassment (2016); Student Disciplinary Code (2016, 2021); SU Admissions Policy (2017); Disability Access Policy (2018); Visual Redress Policy (2021)

Performance measurement and indicators: A transformation key performance area (KPA) constitutes 20–25% of total KPAs for all employees. The University is also refining its transformation indicators and incorporating these into its envisaged new performance management system.

Appointments Committee of Senate's role in advancing employment equity (draft mandate)

Rector's Strategic Personnel Fund

Various other policies and plans, including Staff Health and Wellbeing Plan, Social Impact Strategic Plan

Three staff surveys (2017; 2019; 2021)

Building transformation competencies

Visual redress advances transformation

Guided by its Visual Redress Policy, SU has embarked on various visual redress initiatives, the renaming of buildings and a range of restitutive community initiatives over the past five years.

Our university has also launched a new institutional logo and brand identity as part of its transformation process.

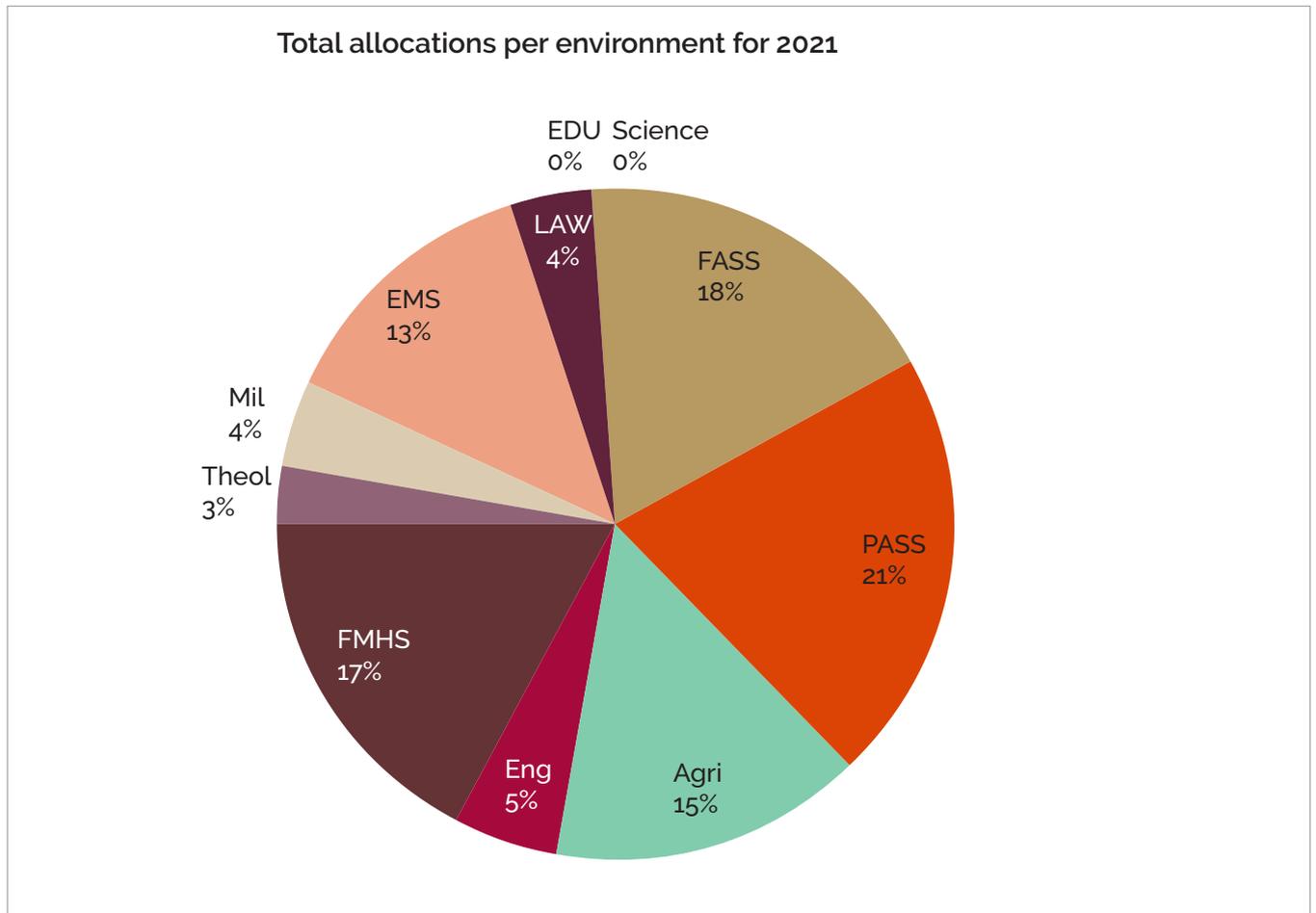
Visual redress at SU is an attempt to right the wrongs of previous and current powers by removing hurtful symbols (such as those of apartheid), social injustice and misrecognition, and remedying the harm these have caused by installing new, Africa-centred visual symbols.

Relevant leaders and representatives of the First Nations structures linked to Stellenbosch and surrounds expressed keen support for the use of the name 'Krotoa' on campus. Although linked to a historical figure, the name also has symbolic value and, as such, represents more than simply a person. The name is not only associated with the Khoer woman who served as interlocutor between her people and the Dutch East India Company in the 17th century, but with an entire underrepresented group of people indigenous to Southern Africa and the area now known as the Western Cape.



1.21 Social Impact Funding

Approximately R4 million was made available to support social impact initiatives during 2021. A total of 38 applications received funding across eight faculties and five PASS initiatives received funding.



Key:

EDU	Faculty of Education
SCIENCE	Faculty of Science
FASS	Faculty of Arts and Social Sciences
PASS	Professional Academic and Administrative Support Services
Agri	Faculty of AgriSciences
Eng	Faculty of Engineering
FMHS	Faculty of Medicine and Health Sciences
Theology	Faculty of Theology
Mil	Faculty of Military Science
EMS	Faculty of Economic and Management Sciences
LAW	Faculty of Law

1.22 Toyota SU Woordfees

The 22nd Toyota SU Woordfees was South Africa's first arts festival to take place on a pop-up TV channel. Woordfees TV was broadcast nationwide as well as in Namibia on DStv channel 150 from 1 to 10 October 2021. In Namibia, the festival was also available on GOtv channel 15. More than 300 artists and 200 technicians were involved in the production of content for this channel. A total of 71 new programmes were developed for Woordfees TV, and more than 60 established productions were licensed to broadcast over ten days, 24 hours a day. SU featured in several of the programmes: A series of ten short lectures, "Beste Professor/ Professor Presenting", were specifically filmed for the channel, old festival favourites such as Science Café and Filosofiekafee made their TV debut, while the SU Choir were filmed in their first performance since the lockdown.

The first Toyota SU Woordfees Long Table event since March 2020 took place on 14 March 2022. An in-person festival will be hosted from 10 to 15 October this year, while Woordfees TV will again be broadcast from 1 to 14 July. DStv subscribers with a Premium, Compact Plus, Compact or Family package will have access to the pop-up channel.

In addition, 23 stories were chosen for publication in the latest SU Woordfees short-story anthology, which has been published annually since 2016. The winning author will be announced during the in-person festival and will receive R30 000 in prize money sponsored by Du Toitskloof Wines. All other authors whose work forms part of the anthology will receive R5 000 each.

The commissioned Woordfees work *Ferine & Ferase* won best production for 2021 at the Fiësta awards and had a sold-out season as *Firefly* at the Baxter theatre from 26 March to 16 April 2022.

Finally, the SU Woordfees was one of three South African festivals chosen to participate in the Edinburgh Festival Foundation's African Development Initiative from 11-14 April 2022 in Johannesburg. The aim of the initiative is to facilitate and develop an international festival cycle and create opportunities for African work to be performed in the United Kingdom and Europe.

1.23 SU Choir

Covid-19 continued to disrupt the SU Choir's activities. Voice groups rehearsed separately to adhere to safety protocols, and the choir took to social platforms to continue their work. The video of their rendition of "Jerusalem" has achieved more than 590 000 likes on YouTube since October 2021. More than 320 hopefuls applied to join the choir in 2022.

With the easing of restrictions, the choir had a sold-out performance at the Hugo Lambrechts Music Centre on 20 March 2022, and then performed in gala concerts on 7, 8 and 15 May. Two lunch-hour concerts were also held in Kruiskerk on 5 and 12 May respectively. The World Choir Games planned for July 2022 in South Korea has unfortunately been cancelled due to Covid.

1.24 Words Open Worlds (WOW)

Due to Covid restrictions, the annual Sanlam WOW spelling bee was presented online from 12 to 20 October 2021. Entries for the 2022 event have opened, and more than 1 000 schools from all nine provinces are expected to participate. The spelling bee is presented in Afrikaans, English and isiXhosa.

In partnership with SU's departments of Drama and Music, WOW continued its arts development and recruitment initiative in the Southern Cape, specifically targeting the communities of Oudtshoorn and George. The WOW team also continues to work with the Western Cape Department of Cultural and Sport Affairs on the Year Beyond project in Atlantis. Altogether 42 youth participate in this bridging project, which focuses on professional and personal development.

Woordfees and WOW collaborated with the Western Cape Education Department to host a workshop for 70 educators in the performing arts over the weekends of 28 January (Stellenbosch) and 4 February 2022 (Cape Town) respectively. Moreover, a school media course has been developed and filmed in association with SU's Division of Strategic Initiatives, Department of Journalism, Corporate Communication and Marketing, and Telematic Services. More than 40 schools will participate in the course. Other projects that have switched to hybrid format are the debating festival, author visits to schools, as well as reading circles.

1.25 SU Museum

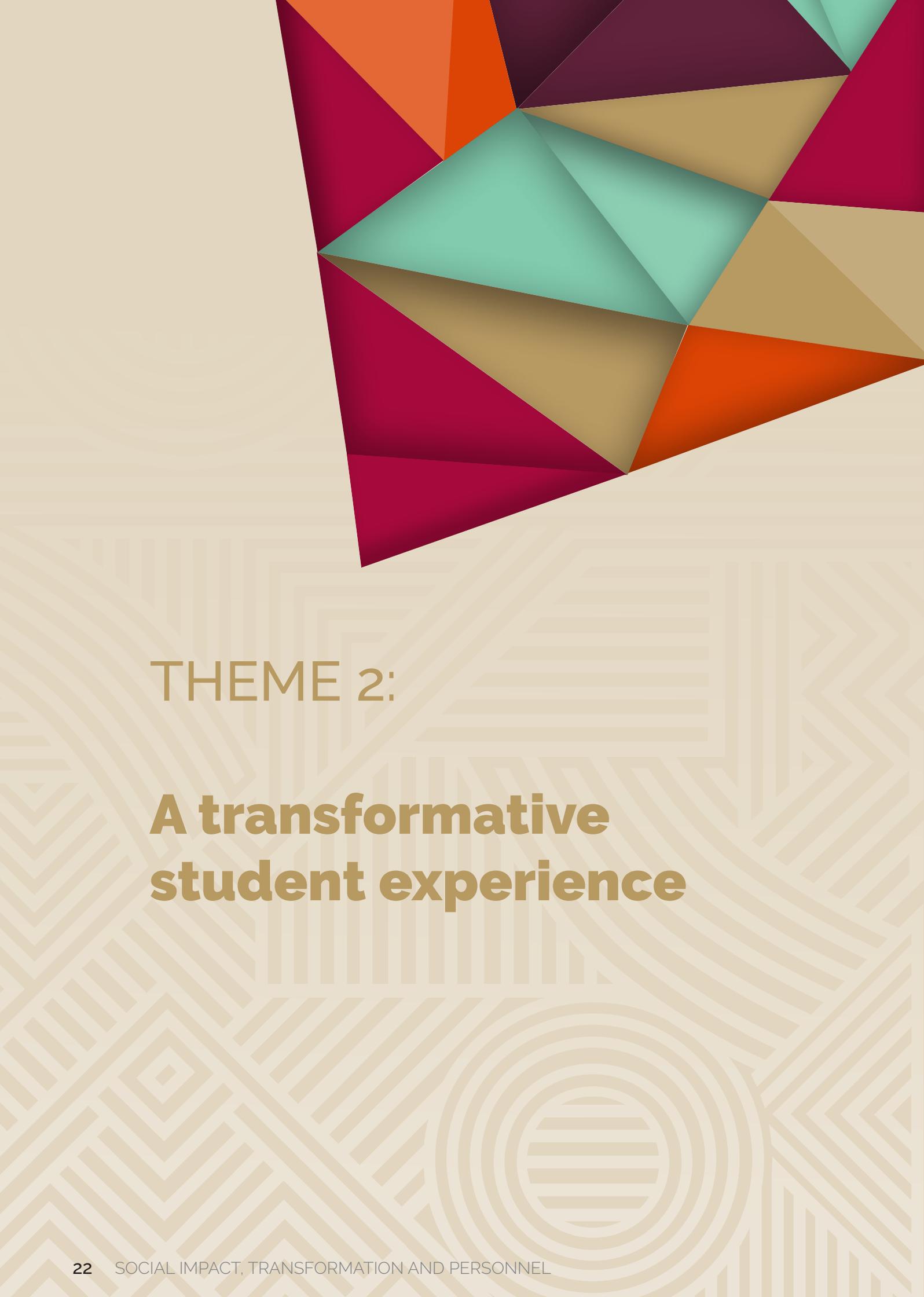
In 2021, the SU Museum hosted two major exhibitions, namely the University of Fort Hare collection and the Samuel Makoanyane exhibit. These were visited by prominent figures in the visual art world, such as Gavin Younge, Marilyn Martin, Steven Sack and Michael Godby. Although developed separately, the exhibitions seemed to complement each other, as they covered similar themes.

The Fort Hare collection was returned to Alice, Eastern Cape, in December 2021. The biggest legacy of this project has been the signing of an institution-wide cooperation agreement between SU and Fort Hare, facilitated by the SU Museum. The Makoanyane exhibit, in turn, was an experiential exhibition that had been developed by students from SU's Department of Visual Arts. It included an original Makoanyane clay figure, *Woman Playing the Moropa Drum*, and artworks made in conversation with this piece by our own art students.

As part of its vibrant public programming, the SU Museum also continues to host educational programmes aimed at cultivating a critical public as well as democratic citizenship. On 1 December, the Museum hosted Francois Lion-Cachet, curator of the Constitutional Court art collection, who educated members of the public about this important national collection.

Also, following emeritus archbishop Dr Desmond Tutu's passing in December, the SABC rebroadcast a [news insert](#) about a 2016 SU Museum exhibition celebrating the spiritual leader and his wife's contribution to social justice. In the past, the Museum worked very closely with the Desmond & Leah Tutu Legacy Foundation as part of the Ubuntu project to connect museums and communities.

The SU Museum is currently hosting the Ruth Carneson exhibition, which explores the therapeutic possibilities of art in the context of historical trauma.



THEME 2:

**A transformative
student experience**

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.

2.1 Writing for Change

The Writing for Change partnership with SU's Writing Lab fosters a culture of informed, nuanced and critical engagement and debate, using the medium of writing and publishing of student opinion on issues of transformation and social justice on campus, regionally, nationally and globally. At the same time, it equips undergraduate students with the necessary writing skills to become part of a pool of young public commentators.

The initial seven students who participated in the project completed the 12-week training offered by the Writing Lab. The students wrote blogs on heritage, which were posted on the Transformation Office's webpage. The students gave positive reviews of the course, and their work has since been published on the University's website.

A call for participation – in all three official languages of the Western Cape – was issued for a second cohort of interested students. Twenty students were selected and the training commenced on 14 March 2022. For the sake of convenience, the programme was again presented online. An in-person 'meet and greet' networking session was held on 16 March to allow students the opportunity to meet their classmates and connect face to face.

An application to have the Writing for Change programme officially registered by the Co-Curriculum Office was initiated in May 2022. This will allow students to receive recognition on their transcripts for their participation and completion of the programme. A short course titled "Designing for transformative experiential learning" has been drafted for approval.

2.2 Siyakhula ResEd programme

This series of interactive workshops introduce newcomers to critical conversations centred around three core themes of the Imbizo 365 calendar of engagement, namely access/disability awareness; gender, sexuality and anti-GBV, as well as sociocultural awareness. The workshops were presented during the welcoming period by House Committee members responsible for the Critical Engagement portfolio in their respective residences and Private Student Organisations. The facilitators were all properly trained for the task by the Transformation Office and the Division of Student Affairs two weeks prior to the start of the welcoming period (pictured below).

The ResEd programme formed an integral part of SU's welcoming programme, introducing newcomer first-years to critical transformation-related topics and conversations they might encounter at SU and in broader society.





2.3 Critical Engagement Forum

Like the Writing for Change programme, a need has been identified to have the Critical Engagement Forum (CEF) too accredited as a formal co-curricular offering to afford students transcript recognition for the work and engagements they participate in throughout the year. This process has been initiated with the Co-Curriculum Office.

The experiential learning activities of the CEF are aligned with the Imbizo 365 calendar of engagement. For Human Rights Day, the CEF visited the Slave Lodge in Cape Town. A full learning programme was developed in consultation with the social justice educator at this social history museum. The programme covered topics relating to slavery, colonialism, apartheid and understanding human rights in the context of an unjust past. Students were challenged to measure the 'human rights temperature' of their respective student communities by assessing the extent to which everyone's human rights are openly embraced and exercised in their residences and Private Student Organisations. Many student leaders later replicated this activity for their own critical engagement sessions on social justice. Journal reflections illustrate that this experiential learning opportunity was a transformative student experience for SU student leaders.

The programme for Freedom Day included a visit to the Drakenstein correctional centre (formerly Victor Verster prison) in Paarl. This facility, where the late president Nelson Mandela served the last part of his prison sentence, was a meaningful place for students to engage with the concept of freedom in post-apartheid South Africa.

2.4 Student Institutional Transformation Committee

The Student Institutional Transformation Committee (SITC) was established to ensure broader student representation in terms of transformation issues at SU. At the 2021 Transformation Indaba, a decision was made to reconstitute the SITC, which now includes student leader representatives from all ten faculties, as well as a representative from each of the following structures:

- The Students' Representative Council (Transformation portfolio)

Transformational co-curricular programmes

The Transformation Office and the Division of Student Affairs actively drive the development and expansion of transformational co-curricular programmes through initiatives such as the welcoming and Siyakhula programmes. The focus is on creating an inclusive, welcoming and supportive environment for students.

- The Tygerberg Students' Representative Council (Transformation portfolio)
- The Military Academy Student Council (Transformation portfolio)
- The Societies Council
- The Prims Committee
- The Senior Prims Committee
- The Tygerberg Postgraduate Student Council
- The interest groups for the LGBTQI+ community, GBV and gender, as well as environmental awareness

The first meeting of the reconstituted SITC took place on 7 April 2022.

A need has also been expressed to have the roles and responsibilities of the SITC formally recognised so that these will appear on students' academic transcripts upon completion of their leadership term. This process is under way with the Co-Curriculum Office.

2.5 Matie Community Service virtual volunteering course

Matie Community Service in the Division of Social Impact launched a virtual volunteering course in partnership with ForGood, a national virtual

volunteerism portal connecting individuals with causes and campaigns across South Africa. The ForGood community currently consists of over 54 000 registered volunteers who have contributed through more than 35 000 social impact connections. Once they have completed 50 hours of volunteering, students receive a certificate of recognition from SU.

2.6 Engaged citizenship

Another Matie Community Service (MGD) offering enabling students to actively volunteer in causes and campaigns across South Africa – the four-month online short course Advancing Engaged Citizenship (AEC) – drew to a close in September 2021. The course, which attracted 151 enrolments, including SU students, added national work experience to participants' skills sets, and equipped them for the workplace. Participants included 105 Social Work students, who completed the course as part of their curricular offering.

MGD reviewed the AEC course along with a team with representatives from the Transformation Office, the Division of Social Impact as well as the Division of Student Structures and Communities. Changes and recommendations were incorporated into the new course, which kicked off in April 2022. The course is also registered as a co-curricular offering on the SUNLearn platform, which means students who have completed it will receive recognition on their academic transcripts. A new intake of 208 first-years has since started with the first of the seven modules of the course.

An additional short course, Volunteerism Practice, to support second-year Social Work students with an opportunity to gain practice-based volunteering experience, was also presented in September 2021. Sixty second-years completed it. For the 2022 course, Social Work students are placed at Pebbles, a long-standing non-governmental partner, as MGD is resuming face-to-face community engagement following two years of operating online.

Other courses offered this term include the Activating Engaged Citizenship experiential training course with 40 House Committee members responsible for the Social Impact portfolio, while MGD also initiated citizenship training for 12 leaders from the e'Bosch Heritage Project in April 2022 as part of its work in the Stellenbosch community.

2.7 Social Impact Training and Placement Centre

The Training and Placement Centre is a hub for all student-driven social impact initiatives. It provides support to student volunteer initiatives, ensuring that they are sustainable and adhere to best-practice principles. The programme trains leaders of social impact initiatives to render excellent support in communities. The formal training not only ensures the quality of interventions, but also provides a productive learning environment for student leaders and volunteers. Student groups from SU are encouraged to partner with existing community projects so as to increase the capacity and reach of these interventions.

2.8 Mandela Day 2021

Mandela Day 2021 was an online event. MGD produced a 30-minute [video](#) to showcase the initiatives of students and staff to mark the day. Themed "SU students seeing themselves more clearly in service of others", the video featured participants' reflections on service to the community.

2.9 Annual Social Impact Community Morning

MGD collaborated with the divisions of Social Impact as well as Student Structures and Communities to host the annual Social Impact Community Morning on 10 February 2022. More than 5 000 new Maties took part. The hybrid engagement included face-to-face engagements in SU residences, as well as virtual talks, presentations and a residence social impact competition facilitated by virtual volunteerism platform ForGood.

The event aimed to raise awareness among students of SU's commitment to social impact as an institutional strategic priority, of critical real-life sustainability challenges, and of the power of a network in driving social impact initiatives. Guest speaker Vere Shaba, the founder of Greendesign Africa, urged participants to take a closer look at driving meaningful social impact through social entrepreneurship. Other items on the programme included presentations by the Launchlab and by SU International's SDG Hub.

The morning concluded with all SU newcomer first-years being offered the opportunity to engage in practical community activities of their choice on either Stellenbosch or Tygerberg campus. Activities included face-to-face visits to animal welfare shelters, sharing beaded bracelets with a school, the making of ecobricks, and the planting of spekboom in containers made from recycled material, which were later donated to schools.

2.10 Campus Health Service talks

CHS's Dr Lynne Julie presented a talk on sexual health at Minerva women's residence on 8 June 2021. Our physiotherapists also continued to assist with health education and promotion via the Frederik Van Zyl Slabbert Institute for Student Leadership Development and webinars co-hosted with SU's Biokinetics Centre. Topics covered included the value of exercise, fire and safety evacuation procedures, and emergency choking and seizure protocols.

2.11 SU Museum: Ubuntu Dialogues

As part of its contribution to a transformative student experience and internationalisation, the SU Museum and the Center for African Studies at Michigan State University hosted a series of online Ubuntu student conversations in November 2021. These form part of the broader transnational Ubuntu Dialogues project funded by the Andrew W Mellon Foundation. The conversations touched on topics such as how to talk and listen to one another in the spirit of ubuntu. The impact of the student conversations may not be immediate, but will be revealed in the long term. Already, a past SU participant in the student conversations, Dr Precious Simba, has graduated with a doctoral dissertation titled *A feminist critique of ubuntu: implications for citizenship education in Zimbabwe*. The student conversations have also been extended to include students from institutions such as Walter Sisulu University and the universities of Fort Hare and the West Indies. Click [here](#) for a list of South African participants, and [here](#) for more information on Ubuntu Dialogues.



THEME 3:

Purposeful partnerships and inclusive networks

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.

3.1 SU Museum: Visual redress

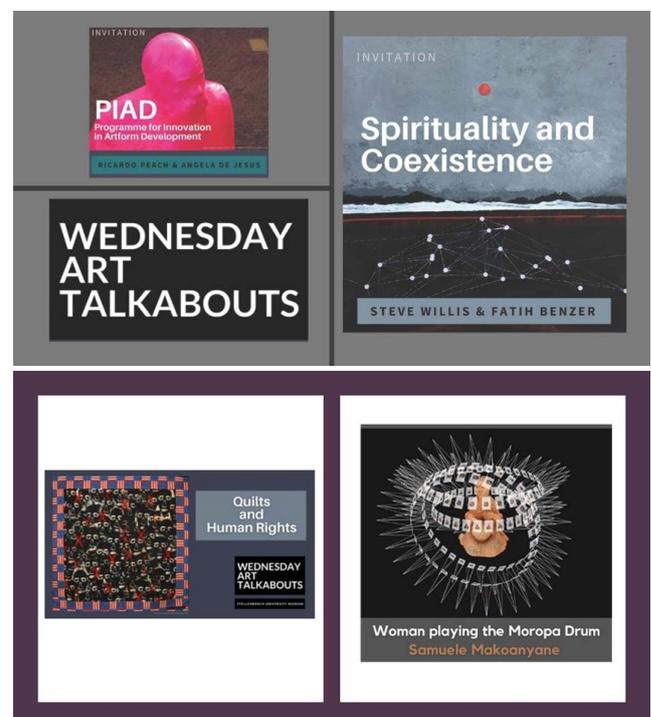
The SU Museum, in collaboration with SU's Research Chair for Historical Trauma and Transformation, hosted a public webinar themed "Disrupt Stellenbosch / Stellenbosch Disrupts: Visual redress as a response to historical pain and injustice" on 9 July 2021. A panel of practitioners and scholars reflected on the processes of redress in Stellenbosch in general, and at SU in particular.

3.2 Wednesday Art Talkabouts

The SU Museum's Wednesday Art Talkabouts – the Covid-induced substitute for Wednesday Art Walkabouts – continued throughout the reporting period.

The event of 30 June 2021 featured a conversation between Ricardo Peach and Angela de Jesus about the Programme for Innovation in Artform Development (PIAD). PIAD is an arts development programme that focuses on how technology, interdisciplinary research and experimental art can connect with and affect communities.

The talkabout hosted on 14 July comprised a conversation about spirituality and coexistence with Drs Steve Willis and Fatih Benzer. Both are associated with the Art and Design Department of the Missouri State University in the United States.



On 22 September, Prof Marsha McDowell, Dr Carolyn Mazloomi and Dorothy Burge – all three from the United States – shared their views about quilts and human rights. Prof McDowell

is a folklorist, curator, quilt studies scholar and director of The Quilt Index at Michigan State University. Dr Mazloomi is an award-winning artist, historian, author, curator and founder of the international Women of Color Quilters Network in West Chester, Ohio. Burge is a multimedia artist, community activist and university lecturer in Chicago.

The session on 13 October featured Steven Sack, Stephen Wessels, Pusetso Nyabela, Ledelle Moe and Charles Palm, who explored the delicate figurines made by a little-known sculptor born in 1909, Samuele Makoanyane. From his studio in Koalabata Village, Lesotho, he produced exquisite low-fired clay figures in the 1930s.

3.3 Just Conversations

The Museum's seminar series Just Conversations too continued to tackle critical social justice topics.

On 23 June 2021, Prof John Volmink and Mr Anthony Martin Andrews explored the theme "Along the fault lines of generational youth struggles: On the vulnerability of the South African youth in the labour market". Prof Volmink started his academic career at the University of the Western Cape and, in 1988, completed a PhD in Mathematics Education at Cornell University. Mr Andrews, in turn, is a former speaker of SU's Student Parliament and was selected in 2020 for McKinsey & Company's African Leaders on the Move programme.

A panel discussion on 23 September deliberated on the book Robben Island Rainbow Dreams.

The panellists were authors Dr Neo Lekgotla laga Ramoupi (a senior lecturer in the School of Education, University of the Witwatersrand), Dr Noel Solani (director at the Ditsong Museum of Cultural History), Prof André Odendaal (honorary professor of History and Heritage Studies and writer-in-residence, University of the Western Cape) and Mr Khwezi Mpumlwana (a world heritage specialist, National Heritage Council member, and founder of Zenalia Consulting). The book offers the first intimate, behind-the-scenes account of the making of democratic South Africa's first national heritage institution.

This was followed by a discussion on "Memorials beyond apartheid in universities in South Africa" on 7 October. Participants were Prof Leslie Witz (senior professor at the Department of History, University of the Western Cape), Prof Lize van Robbroeck (professor of Visual Studies at SU), Ms Pia Bombardella (lecturer in Social Anthropology, North-West University) and Prof Noor Nieftagodien (History lecturer and head of the History Workshop at the University of the Witwatersrand).

The first seminar for 2022 took place on 17 March, exploring the theme "Commemorating the past in the urban present: Living heritage and museums". Prof Marie Kruger (associate professor of Postcolonial and Gender Studies at the University of Iowa) and Dr Sipokazi Madida (senior lecturer at the University of South Africa) were the speakers. And on 7 April, Drs Sibongiseni Mkhize, Bongani Ndhlovu and Mxolisi Dlamuka – all well versed in history and heritage – delved into the theme "Auto/biography, history and memory in South Africa".

JUST CONVERSATIONS

Commemorating the past in the urban present: Living heritage and museums

Presenters

Prof Marie Kruger (University of Iowa)
Dr Sipokazi Madida (UNISA)

Date Thursday, 17 March 2022
Time 15:00 – 16:00 (SAST)
Webinar MS Teams



3.4 Ubuntu Dialogues Programme

The Ubuntu Dialogues hosted its first Virtual Practitioners seminar on 13 July 2021 themed "Rethinking sites of memory and dialogue: Promises of ubuntu, Pan-Africanism, and decolonization". This was followed by another three events for 2021.

On 31 August, Dr Motsamai Molefe (Ubuntu Dialogues seminar exchange fellow from Fort Hare) and Prof Nontobeko Moyo examined the theme "Ubuntu, human dignity and a decent society". On 14 September, Dr Nadia Sanger (fellow from SU) and Prof Amy Yeboah Quarkume tackled the topic "Being-with-Others: Reflections on white individualism and male violence as anti-ubuntu practice". And on 28 September, Mr Emmanuel Chima (fellow from Michigan State University) and Profs Paul Bukuluki and Thaddeus Metz deliberated on "Making the invisible visible: The connecting force of art at the Dzaleka refugee camp, Malawi".

Drs Precious Simba and Priscalia Khoza (SU), Dr Lekpoh Dwanyen (Michigan State University), Prof Mosi Ifatunji (University of Wisconsin-Madison) and Dr Marcella McCoy-Deh (Jefferson College) were selected as seminar exchange fellows for 2022, and the new year's webinar programme commenced on 22 March. Prof Ifatunji and author Panashe Chigumadzi explored the theme "Ethnoracism and labour market disparities between African Americans and black immigrants in the United States". Chigumadzi wrote *These Bones Will Rise Again* (2018), a historical memoir reflecting on the ousting of Robert Mugabe, which was shortlisted for the 2019 Alan Paton prize for non-fiction.

The webinar hosted on 5 April 2022 examined "Ubuntu in global mental health discourse and practice" as well as "Ubuntu: Decolonising the African American personal and professional

Transformation through social impact and partnerships

Through engagement-related teaching, learning, research and support services, SU interfaces and partners with external communities. The University pays special attention to the 'stakeholder voice' at various levels to inform its core functions, enhance its social impact and be an anchor institution in its surrounding communities.

identity". The speakers were Dr Dwanyen, Dr Marcella McCoy-Deh (director of the Philadelphia University Honours Institute and associate professor of American Studies at the College of Humanities and Sciences, Thomas Jefferson University) and Edem Adotey (senior research fellow at the Institute of African Studies, University of Ghana).

3.5 Social Impact Annual Symposium

The Division of Social Impact hosted its annual symposium online on 2 September 2021. The event, themed "Reviewing 'engaged' partnerships for social impact: Catalysing cross-sector partnerships for long-term social impact", attracted over 140 delegates. For an article on the symposium, click [here](#).

3.6 Talloires Network Leadership Conference

The triennial Talloires Network Leadership Conference took place in hybrid mode from 30 September to 3 October 2021. Tufts and Harvard universities were the hosts. More than 400 universities worldwide belong to the Talloires Network, which focuses on universities' social impact. Delegates comprised academic and administrative staff, students and community partners. Deputy Vice-Chancellor Prof Nico Koopman, Dr Leslie van Rooi, SU's senior director of Social Impact and Transformation, and third-year medical student Marc Nathanson each moderated an interactive session with academics and students at the event.

3.7 Annual heritage lecture

The Division of Social Impact and e'Bosch co-hosted the annual heritage lecture on 23 September 2021. The online lecture on the future heritage of business in South Africa was delivered by Dr Bonang Mohale, an academic and business executive.

3.8 Social justice walk

On 16 June 2021, various SU colleagues joined a group of 50 Stellenbosch citizens for the first social justice walk from the Rhenish Church in Stellenbosch (Die Braak) to Pniël (see images below). The walk was organised by tourism body Visit Stellenbosch in collaboration with numerous town partners. Click [here](#) for more on the outcomes and impact of the walk, which reflected on the history of the Old Lückhoff School, among others.

3.9 Memorandum of understanding with Swedish International Centre for Local Democracy

The Division of Social Impact facilitated the signing of a memorandum of understanding (MOU) between SU and the Swedish International Centre for Local Democracy (ICLD). ICLD is a non-profit organisation financed by the Swedish International Development Cooperation Agency (Sida), whose mission is to support democratic participation and change at the local level through university-municipal partnership programmes, international training programmes, and research.

The MOU is a two-year strategic agreement to expand research collaboration and programmes through:

- stipends for master's students to write their theses in the municipalities with whom ICLD collaborates, of which Stellenbosch Municipality is one;
- joint seminars and workshops; and
- involving researchers as external experts in programmes relating to municipal partnerships and international training.

As the ICLD prioritises local projects that promote democratic development, the MOU is aimed at creating and sharing knowledge about the challenges and opportunities faced when working with democracy at a local level.



3.10 Cape Higher Education Consortium

As a member of the Cape Higher Education Consortium (CHEC), SU is also party to CHEC's World of Work Working Group (W/W/WG). The working group aims to provide a framework for understanding the future world of work by sharing best practice for the Western Cape economy between government, business and higher education institutions. On 22 April 2022, the Division of Social Impact facilitated SU's contribution to a CHEC W/W/WG workshop on how universities are preparing their graduates for the future world of work, particularly in light of the ongoing technological revolution (4IR) and the Covid-19 pandemic.

3.11 Campus Health staff flying the flag for our university and country

We are proud of our Campus Health staff who continue to represent not only SU, but also our country on the global stage.

CHS senior director Dr Pierre Viviers was appointed head injury specialist on the medical team that accompanied the Springboks on the British and Irish Lions rugby tour in July and August 2021. He is pictured below alongside with alumnus Aneurin Robyn, previously a physiotherapist at CHS, Boland Rugby and WP Rugby, and now a Springbok team physiotherapist. Aneurin graduated with his doctorate from SU in April 2022.



In addition, CHS medical director Dr Craig Thompson and physiotherapist Tanya Green (pictured below) formed part of the medical team who accompanied Team SA to the 2020 Tokyo Olympics.



CHS staff also represent SU at various sporting events elsewhere on the continent and in the broader higher education sector:

- CHS physiotherapist Greshne Davids accompanied the Maties Cricket team to the University Sports South Africa (USSA) tournament in December 2021.
- The physiotherapists and sports physicians of CHS once again provided medical services to the Varsity Cup Rugby senior and Young Guns teams in the tournament that concluded in April 2022.
- Dr Jo-Anne Kirby (pictured below) was one of the doctors for Team SA (under the auspices of the South African Sports Confederation and Olympic Committee) at the AUSC V Regional Youth Games held in Maseru, Lesotho, in December 2021, where South Africa's athletes performed admirably.



- Dr Pierre Viviers was appointed as a World Rugby independent concussion consultant, serving on a panel of eight internationally renowned concussion experts who manage return-to-play for all international elite rugby union matches.
- Physiotherapist Tanya Green accompanied the SU teams who competed in the Federation of Africa University Sports (FASU) rugby and tennis tournaments in Kampala, Uganda, in early October 2021 (pictured below). CHS also provided support with pre-travel information, planning and vaccinations.



- Tanya Green and final-year Physiotherapy student Matthew Stoffels also accompanied the Maties men's and women's hockey teams to the USSA tournament hosted in Johannesburg from 22 to 28 September 2021 (pictured below).

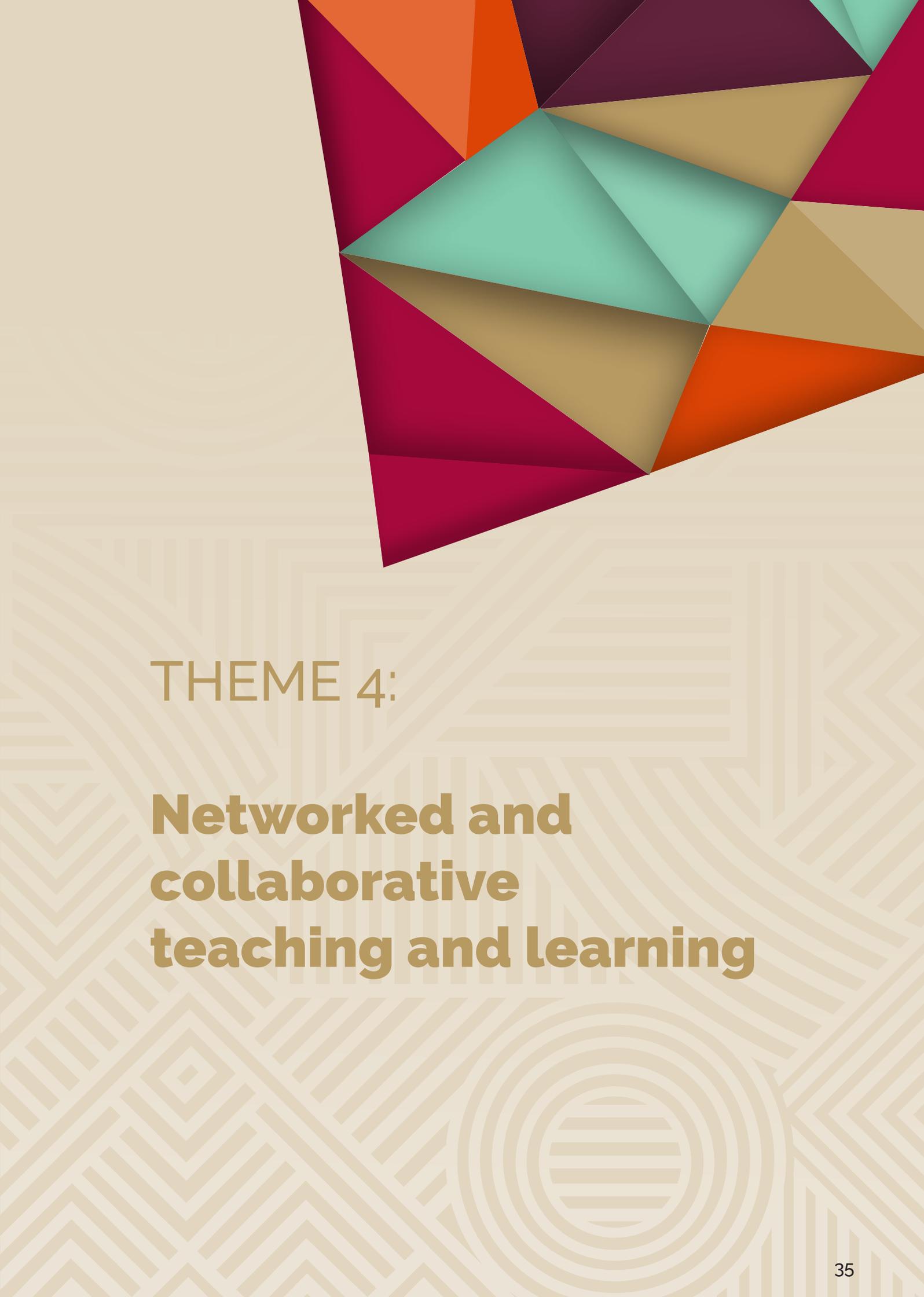


3.12 Symposium on deepening Stellenbosch University's engagement with its local community publics

Prof Aslam Fataar, supported by the Woordfees staff, hosted the above symposium, which underlined our transformation commitments with respect to our local community partners. Participants discussed the challenges and potential of providing equitable access to education to various students from diverse class, race, gender, sex, linguistic, cultural and geographic backgrounds. All agreed that an awareness and a discourse about language should be developed as part of a broader set of debates regarding the many aspects that determine student access and success at SU.

3.13 Hardekraaltjie cemetery community participation process

SU has deepened its community participation process regarding the site previously known as Hardekraaltjie cemetery on Tygerberg campus. This restitution initiative commenced with a [remembrance event](#), and also involves a research project. For more information, click [here](#) and [here](#).

The image features a light beige background with a subtle, repeating geometric pattern of interlocking lines. In the upper right corner, there is a large, abstract graphic composed of several overlapping triangles in shades of orange, red, teal, and gold. The text is centered in the lower half of the page.

THEME 4:

**Networked and
collaborative
teaching and learning**

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.

4.1 8th International Symposium on Service Learning

The Division of Social Impact facilitated SU's participation in the 8th International Symposium on Service Learning (ISSL) on 11 June 2021 alongside our partners, the universities of Nicosia and Indianapolis. The symposium was themed "Critical service-learning across the globe: Transforming teaching into social action".

Twelve SU representatives participated in the event and screened a video showcasing the service-learning efforts of our faculties and professional academic and administrative support services (PASS) environments. For the article on the symposium that appeared on SU's website and in the general media, click [here](#).

4.2 Toyota SU Woordfees

The Words Open Worlds ([WOW](#)) project presented a series of webinars for all educators involved in the teaching of literature in Afrikaans, English and isiXhosa from grades 4 to 7 in May and June 2021. The first webinar, "Literature is Lit", was presented by subject advisers of the Western Cape Education Department and inspired and equipped more than 1 500 educators.

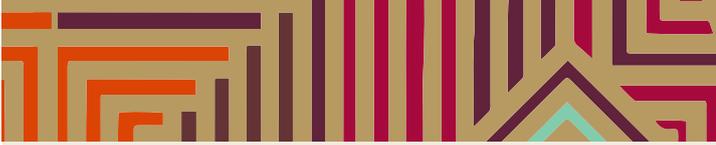
The Division of Social Impact supported the WOW 50-Schools project in conducting visits to four schools in Oudtshoorn and George. The visits formed part of a broader SU outreach to the Oudtshoorn municipal area and community. Prospective students with an average of 65% or higher were assisted with undergraduate programme choices, the electronic application process to study at SU, applications for financial support, as well as academic support in preparation for their National Senior Certificate exam.

4.3 Physiotherapy students

Between 28 March and 29 April 2022, CHS hosted third-year Physiotherapy students who rotated through the practice to learn how to consult with patients using the peer-assisted learning approach. The aim was to guide students in honing and developing their communication and clinical skills in an actual practice.

4.4 SU Museum: Access to Visual Arts

Access to Visual Arts is a flagship project that introduces disadvantaged learners to the SU Museum, its collections and the world of visual arts. In addition to touring the Museum's exhibitions, learners are also shown around the Stellenbosch campus. Two schools visited the Museum during the reporting period, namely Bruckner De Villiers Primary and Lindelani School of Safety.



Transformation support programmes

New Generation of Academics Programme (nGAP)

SU currently has 20 nGAP positions (for phases 1-7 of this national programme) across all faculties except Theology and Military Science. In terms of the diversity profile of these positions, nine are held by academics from the black African population group, and 11 by members of the coloured population. Of the 20 nGAP incumbents, 13 are female.

Postdoctoral programmes

African postdoctoral fellows grew from 25% in 2017 to 30% in 2021.

Future Professors Programme

SU is host to the Future Professors Programme (Phase 01), a national collaborative programme aimed at developing academic excellence and leadership among a select pool of academic staff, thereby helping to transform the future South African professoriate. In terms of demographics, 47% of all current fellows are black¹ females, 43% black males, 7% white females and 3% white males. The average fellow is black, female, aged 34 to 36, holds a senior lecturer position, and has a Y2 rating from the National Research Foundation, indicating recognition of her disciplinary standing by a representative sample of her peers.

¹ Black in this context refers to the designated groups



THEME 5:

Research for impact

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.

5.1 Participation in Cape Higher Education Consortium (CHEC), and managing research collaboration between CHEC partners, government and civil society

The Division of Social Impact managed the 2021 call for collaborative research between the City of Cape Town and the Cape Higher Education Consortium, to which SU belongs. The call focused on collaborative work between universities, the City and civil society to make communities more resilient in responding to, and recovering from, the global pandemic.

A total of R300 000 was allocated to the research programme for 2021, and the following two SU projects, both in the Centre for Sustainability Transitions in the Faculty of Economic and Sciences, were awarded funding:

- "Building resilience through arts-based transformative learning and youth empowerment in a changing climate", for which R100 000 was awarded to Dr Nadia Sitas
- "Understanding the value of social infrastructure for building community resilience to compound disasters: Implications for disaster planning and recovery in the

COVID-19 era", which saw R49 740 being awarded to Dr Joy Weddell

Social Impact has since also managed the 2022 call for this annual collaborative programme. This time, the focus was on finding solutions for boosting economic growth, productivity and employment in the Western Cape after the provincial government had identified weak economic performance, unemployment and resource pressures as key challenges to the Western Cape's economic policy. The call closed on 22 April 2022. At the time of writing, the CHEC joint task team was still deliberating on which projects would best help the provincial government identify priority sectors and requirements to unlock growth and job creation.

5.2 SU Museum

Dr Geraldine Frieslaar, the SU Museum's curator of Research, Dialogue and Social Justice, was awarded funding to the tune of R500 000 by the Working Groups for Academic Collaboration programme of the National Institute for the Humanities and Social Sciences to produce a book and a minimum of two peer-reviewed journal articles, as well as host two workshops.

5.3 Campus Health Service publications

CHS submitted its publication subsidy report for 2021. Doctors from CHS were involved in two position statements about the impact of Covid-19 on athletes and the return of sport spectators to stadiums respectively.

A CHS physician was also involved in two papers on concussion. The one paper was a five-year audit of concussion in male rugby players, while the other looked into the features of sports-related concussion in female rugby players (see excerpts below).

POSITION STATEMENT

Recommendations for athletes and COVID-19 vaccinations: A South African Sports Medicine Association (SASMA) position statement – Part 3

L Pillay,^{1,2,3,4}  MBChB, MSc; J Patricios,²  MBBCh, MMedSci; DC Janse van Rensburg,^{1,5}  MD, MMed, MSc, MBChB; R Sagers,^{2,9}  MBBCh, FCPaed, MMed; D Ramagole,¹  MBChB, MSc; P Viviers,^{6,7,8}  MBBCh, MMedSc; C Thompson,^{6,7,8} MBChB, MPhil; S Hendricks,^{10,11,12}  PhD

POSITION STATEMENT

Recommendations for the return of spectators to sport stadiums: A South African Sports Medicine Association (SASMA) position statement – Part 4

L Pillay,^{1,2,3,4}  MBChB, MSc; J Patricios,²  MBBCh, MMedSci; DC Janse van Rensburg,^{1,5}  MD, MMed, MSc, MBChB; R Sagers,^{2,9}  MBBCh, FCPaed, MMed; D Ramagole,¹  MBChB, MSc; P Viviers,^{6,7,8}  MBBCh, MMedSc; C Thompson,^{6,7,8} MBChB, MPhil; S Hendricks,^{10,11,12}  PhD

ORIGINAL RESEARCH

Presenting features of female collegiate sports-related concussion in South Africa: a descriptive analysis

R van Tonder,^{1,3}  MBA, MSc (SEM); L Kunorozva,^{1,3}  PhD; PL Viviers,^{1,2,3}  MSc (SEM), FACSM; EW Derman,^{1,3}  PhD, FACSM; JC Brown,^{1,3}  PhD, MPH

Sport Sciences for Health (2021) 17:1007–1015

<https://doi.org/10.1007/s11332-021-00768-1>

ORIGINAL ARTICLE



A five-year clinical audit of concussive injuries in South African collegiate male rugby players—a South African experience

Lovemore Kunorozva^{1,2}  · Riaan van Tonder^{1,2}  · Lindsay Starling^{1,2} · James C. Brown^{1,2}  · Pierre L. Viviers^{1,2,3}  · Elton W. Derman^{1,2}

Research that advances transformation

Transformation at SU is informed by, and informs, research, with various staff members publishing in this field. Therefore, we have invested in the expertise of Profs Aslam Fataar and Andre Keet to strengthen this research focus.

Some examples of transformation-related research are as follows:

- The Hardekraaltjie restitution project on our Tygerberg campus, where the Faculty of Medicine and Health Sciences is situated. The project focuses on restitutive interaction with the individuals and communities whose family members had been buried at the cemetery that was later closed down.
- The development pathways and educational ecologies co-created by SU and local communities, including the University's collaboration in setting up a school in the impending Stellenbosch Corridor development to afford learners from marginalised communities access to schooling. The school focuses on digital technology, robotics, sport, and arts and culture.
- The University's educational programme in collaboration with the Sustainability Institute in the Lynedoche area aimed at promoting planetary sustainability and critical planetary citizenship among students and staff



THEME 6:

Employer of choice

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.

6.1 2021 SU Wellbeing, Culture and Climate at Work survey

The results of the third SU Wellbeing, Culture and Climate at Work survey were shared with the Rectorate and the Institutional Committee for Staff Health and Wellbeing in March 2022. The results are now also being shared with leadership across the University. At the time of writing, the aim was to complete this process by the end of May. Thereafter, recommendations will be made to the Rectorate on institutional measures to be taken with respect to the survey findings. The results and recommendations will also be presented to the General Managers' Meeting in August 2022.

The survey recorded a very good response rate, with 1 091 staff members having completed it, which is almost the same as the year before. One of the high-level findings of the 2021 survey is that anxiety levels among staff are generally

high. The top three 'happy' and 'unhappy' factors have remained the same from the previous survey:

Happy factors:

- Feeling your contribution truly makes a difference
- Feeling your work is worthwhile
- Friendly co-workers/good atmosphere

Unhappy factors:

- Wages too low
- Little or no recognition for achievement
- Too few opportunities for high performers

6.2 Transformation key performance area

Progress is being made with developing indicators for the transformation key performance area (KPA). The HR Division is also engaging with the Transformation Office to align HR activities with the Transformation Plan. Among others, this collaboration has given rise to a guiding framework for the transformation KPA.

6.3 Incentivising Staff Task Team

In 2021, the Rectorate accepted a report on various modes of incentivising staff. An HR task team is continuing with work on a differentiated bonus system with a view to high performers at the University. This work takes into account the new framework for performance advancement that is currently being finalised, as outlined below.

6.4 Review of performance management system

With SU having identified a need to review its current performance management system for all staff, the HR Division embarked on a review process with consultants Korn Ferry. Work commenced in July 2021 with a task team comprising Mr Victor Mothobi (chair), Ms Joanne Williams (coordinator), Mr Jan Knight, Prof Nico Koopman, Dr Michael-John Freeborough, Prof Wikus van Niekerk, Ms Escois Benjamin, Prof

Employer of choice

The holistic health and wellbeing of SU students and staff is seen as a key aspect of transformation at the University. Work is under way in collaboration with the Institutional Committee for Staff Health and Wellbeing to take the institutional health and wellbeing imperative forward and monitor and evaluate progress.

A new employee assistance programme was launched with a service provider in 2020 to provide staff and their families with face-to-face and online personal and professional support services. This service, as well other SU-managed and facilitated services, provided staff with much-needed psychological support during the Covid pandemic over the past two years.

Quantitative transformation

- Diversification of staff
- Diversification of students
- Diversification of institutional bodies
- Diversification of names of buildings, etc.

Diversity trends 2017–2021

Academic staff

- Black African academic staff increased from 5% in 2017 to 7% in 2021
- Coloured academic staff increased from 12% in 2017 to 14% in 2021
- Indian and Asian academic staff increased from 2% in 2017 to 3% in 2021
- In total, academic staff from these groups increased from 20% in 2017 to 25% in 2021
- Female academic staff increased from 50% in 2017 to 51% in 2021

Diversity trends 2017–2021

Professional academic and administrative support services (PASS) staff

- Black African PASS staff declined from 18% in 2019 to 13% in 2021
- Coloured PASS staff increased from 39% in 2017 to 45% in 2021
- Indian and Asian PASS staff increased from 1% in 2017 to 2% in 2021
- In total, PASS staff from these groups increased from 59% in 2017 to 60% in 2021
- Female PASS staff increased from 63% in 2017 to 64% in 2021

Senior positions by race

Job grades 1–6

Distribution by job grade and race: June 2021

Position: June 2021	Grade	African	Coloured	Indian	White	Withheld	Foreigner	Total
Rector and Vice-Chancellor	1				1			1
Vice-Rector and Chief Operating Officer	2		1	1	3			5
Academic Deans, chief directors and registrar	3	3	3		10			16
Senior directors and full professors	4	1	3		12	1		17
Directors and full professors	5	10	28	13	238	3	46	338
Associate Professors	6	14	44	7	222	3	18	308
Total		28	79	21	486	7	64	685

Racial distribution

June 2017–June 2021

- Black African senior staff members increased from 2% in 2017 to 4% in 2021
- Coloured senior staff members increased from 10% in 2017 to 12% in 2021
- Indian and Asian senior staff members grew from 3% in 2017 to 3,1% in 2021
- In total, senior staff members from these groups increased from 15% in 2017 to 19% in 2021

Senior positions by gender

Job grades 1–6

Distribution by job grade and gender
June 2021

Position	Grade	Female	Male	Total
Rector and Vice-Chancellor		1	1	1
Vice-Rector and Chief Operating Officer	2	1	4	5
Academic Deans, chief directors and registrar	3	7	9	16
Senior directors and full professors	4	7	10	17
Directors and full professors	5	116	222	338
Associate Professors	6	143	165	308
Total		274	411	685

Gender distribution

June 2017–June 2021

Female senior staff members increased from 35% in 2017 to 40% in 2021

Johan du Preez and Prof Anthony Leysens. The incorporation of transformation KPAs into the performance management system forms part of the review.

Approximately 80 staff members across all post levels were consulted over a three-week period, with the task team overseeing and validating the process. The intended outcomes are to:

- a) rebrand SU's current performance management system and co-create a framework that is fit for purpose, aligned with the philosophy and principles of the University, and supportive of its strategy and values;
- b) identify the elements of the current performance management system that drive the desired outcomes, and explore the areas where the framework should be more aligned with SU's strategy and values; and
- c) co-create and successfully implement the new framework at the required pace, underpinned by methodologies and practices that proved successful in other contexts, to deliver the right outcomes for SU.

At the time of writing, the proposed new framework for performance advancement was scheduled to be presented to the Rectorate on 11 May 2022. The framework will then be shared with management at the General Managers' Meeting in August.

6.5 Career progression of staff in professional academic and administrative support services (PASS)

Once the performance management review has been completed, a task team will investigate the crucial matter of career progression for PASS staff in collaboration with the consulting firm Korn Ferry.

6.6 Daycare

SU continues to offer constructive support to, and engage with, Babin Pre-primary and Daycare on Stellenbosch campus. The SITP RC and the management team of the dean of the Faculty of Medicine and Health Sciences have also initiated a request for proposals (RFP) to

address daycare needs on Tygerberg campus. The RFP committee includes key stakeholders, including members of the Women's Forum. The outcomes of the RFP process will be communicated to the committee and the Rectorate shortly.

6.7 Bullying in the workplace

The deputy vice-chancellors for Learning and Teaching as well as Social Impact, Transformation and Personnel jointly released a communication to stress SU's approach of zero tolerance for workplace bullying in October 2021. Workplace bullying goes against our values of excellence, compassion, accountability, respect and equity, and our aim of being an employer of choice that provides a supportive, caring and inclusive workplace. The communication defined forms of workplace bullying, described its impact, and explained how bullying should be reported and where staff could obtain support.

6.8 Health and wellbeing

The Employee Wellbeing Programme (EWP) hosted awareness sessions on its service offering for general staff enrolled on the Oracle system, the team at SUNLOC (the logistics support component for SU's clinical training platform), the Centre for Sustainability Transitions, as well as during the onboarding of all new staff.

As part of its preventative approach to mitigating risks in the workplace, EWP also presented seminars/webinars on Covid-19 vaccine hesitancy, the impact of Covid-19, mental health in the workplace, and the importance of personal selfcare.

To commemorate Women's Month, a round-table was held with Ms Bonita Maboeta from North-West University to discuss ways in which women in higher education can be one another's allies. During a dialogue on workplace boundaries in collaboration with the Equality Unit, staff also explored miscommunication and misinterpretation of messaging (and the use of emojis) across cultures, ages and genders. In addition, during the 16 Days of Activism Against Gender-Based Violence, Employee Wellness partnered with MFM, FAMSA and the Equality Unit to launch campaigns on all our campuses to take a strong stance against violence against women and children.

SU's employee assistance provider Careways has highlighted certain trends for the reporting period. Mental health and wellbeing was the dominant theme, with stress, burnout and anxiety being the focus of most consultations. Based on this, Careways has recommended that the areas of stress management and work-life integration, mental health awareness and workplace relationships receive special attention.

6.9 Campus Health wellbeing webinars

CHS physiotherapists, the SU Biokinetics Centre and a nutritionist co-presented webinars on nutrition and physical sports in May 2021. Topics covered included the importance of exercise, injury prevention and management, problems relating to an incorrect sitting posture, and screen time vs physical activity.

6.10 Occupational health and safety



The Occupational Health team increased their workplace visits to conduct health risk assessments. Visits to Chemistry, Polymer Science and Anatomy (Tygerberg campus) have been completed to date.

To further boost safety at work, a main radioactive waste disposal project was completed on the Stellenbosch campus, and the radiation vault was screened for radiation. Running the disposal project across various departments resulted in substantial transport and licensing savings.

6.11 Appointments Committee of Senate

Work on decentralising academic appointments and promotions, establishing an oversight mechanism for academic promotions and finalising a mandate for the Appointments Committee of Senate (ACS) is in process. These measures will accelerate recruitment and promotion, allow for all academic appointments and promotions to be dealt with at faculty level, and advance our employment equity mandate with regard to academic staff. The ACS will play a strong guiding, monitoring and oversight role.

6.12 Senior PASS appointments

Prof Sibusiso Moyo will assume office as the new Deputy Vice-Chancellor: Research, Innovation and Postgraduate Studies on 1 September 2022, succeeding Prof Eugene Cloete, who concludes his second term on 31 July.

Prof Elmi Muller was appointed dean of the Faculty of Medicine and Health Sciences. She commenced duty on 1 January 2022, succeeding Prof Jimmy Volmink. For more about her appointment, click [here](#).

Council gave approval for the University to consider the reappointment of Prof Sam Tshehla as dean of the Faculty of Military Science. The reappointment was also supported by the South African National Defence Force. The reappointment process was subsequently concluded by the end of August 2021, well ahead of the expiry of Prof Tshehla's second term as dean on 31 December.

In addition, Profs Wikus van Niekerk, Danie Brink and Nicola Smit were reappointed as deans of the faculties of Engineering, AgriSciences and Law respectively – Van Niekerk for another five years, Brink for a further three and a half, and Smit for five. The process for the reappointment of the deans of the faculties of Arts and Social Sciences as well as Theology was also initiated at the Rectorate meeting of 12 April 2022.

Finally, Dr Denisha Jairam was appointed chief director of Information Technology with effect from 1 January 2022. She succeeds Mr Attie Juyun, who retired at the end of last year.

6.13 Recruitment of international employees

Employee Relations is finalising a workshop and manual aimed at advancing the recruitment of international employees. The workshop, which at the time of writing was scheduled to be hosted in May 2022, is intended for deans and other senior managers involved in decisions to appoint foreign nationals. It will set out the legal framework governing such appointments, and will also address the practicalities that often discourage foreign nationals from joining SU, such as work permit applications and post-commencement support. The manual, in turn, will be a user-friendly guide for managers when appointing foreign nationals.

Transformation of institutional bodies

Composition of the Students' Representative Council (SRC), 2017–2021

SRC term of office	Total	Gender		Race				
		Male	Female	Black	Coloured	Indian	White	Foreign
2021/2022	25	13	12	7	6	0	9	2
2020/2021	23	10	13	10	4	0	6	3
2019/2020	22	10	12	10	4	0	6	2
2018/2019	20	12	8	5	3	0	11	1
2017/2018	30	10	5	4	2	2	7	0

Composition of Council, 2017–2021

	2021	2020	2019	2018	2017
Indian male	0	0	0	0	0
Indian Female	0	1	1	0	0
Coloured male	5	5	7	7	5
Coloured female	1	2	1	1	1
Black male	0	1	0	1	2
Black female	7	4	3	2	2
White male	10	9	14	15	14
White female	2	2	4	4	4
Total male	15	15	21	23	21
Total female	10	9	9	7	7
TOTAL MEMBERS	25	24	30	30	28

Composition of Senate, 2017–2021

	2017	2018	2019	2020	2021
Indian male	10	9	10	11	11
Indian Female	3	3	3	3	3
Coloured male	16	16	21	20	22
Coloured female	9	10	15	17	17
Black male	11	10	17	20	21
Black female	7	8	6	10	9
White male	205	195	193	190	197
White female	72	73	88	92	91
Female, race unknown	1	1			
Male, race unknown	4	2			
Gender & race unknown	11	10			
Total male	246	232	241	241	251
Total female	92	95	112	122	120
TOTAL MEMBERS	349	337	353	363	371

Composition of the Institutional Forum, 2017–2021

	2017	2018	2019	2020	2021
Indian Female	2	1	1		
Coloured male	4	3	7	5	5
Coloured female	4	1		1	3
Black male	5	4	4	4	2
Black female			1	2	2
White male	15	12	11	5	6
White female	8	8	8	6	3
Female, race unknown					
Male, race unknown					
Total male	24	19	22	14	13
Total female	14	10	10	9	8
TOTAL MEMBERS	38	29	32	23	21

6.14 Chancellor's Awards

A Chancellor's Award is a prestige accolade to recognise staff whose careers attest to sustained excellence. The award is limited annually to 15 top achievers in the areas of research, innovation, learning and teaching, social impact and/or professional services. A staff member may receive the Chancellor's Award only once, and each recipient receives R100 000. The awards are bestowed during the December graduation ceremonies each year.

A selection committee comprising all deans (for nominations from academic departments) and responsibility centre heads (for nominations from support services environments) considers and evaluates nominations and makes a recommendation to the Rectorate.

In 2021, the Rectorate approved 15 nominations – ten from our academic environments, and five from the professional academic and administrative support services (PASS). The

recipients from SU's faculties were Mrs M van den Worm (Science; professional services category), Prof C Reddy (Education; social impact), Mr J van Rooyen (Economic and Management Sciences; professional services), Prof J Wium (Engineering; learning and teaching), Ms K Smith (Engineering; professional services), Prof IJ van den Waag (Military Science; research), Prof AP Malan (AgriSciences; research and innovation), Dr PJ Pieterse (AgriSciences; social impact), Dr T Fish (Medicine and Health Sciences; social impact) and Prof LK Engelbrecht (Arts and Social Sciences; research). In the PASS environments, awards went to Mrs I Scholtz (office of the Deputy Vice-Chancellor: Research, Innovation and Postgraduate Studies; professional services category), Mr S de Beer (responsibility centre of the Registrar; professional services), Mrs I Groenewald (office of the Chief Operating Officer; professional services), Mr J Engelbrecht (office of the Chief Operating Officer; professional services) and Prof I Cloete (office of the Deputy Vice-Chancellor: Strategy, Global and Corporate Affairs; professional services).



CONCLUSION



The SITP RC devotes its time and energy to supporting SU's people, societal partnerships and the transformation imperative. Once again, we are grateful for the commitment and resilience of our staff and students.

As SITP RC we are as committed as ever, with all other SU environments, to strive to take transformation forward as an embedded and systemic feature of our institution, and something to be practised by all.

A lot has been done over the past seven years to advance the University's transformation imperative. Transformation is a challenging and exciting journey. Progress is ambivalent at SU, as at many other academic and broader societal institutions, both locally and abroad. There are areas of clear headway, as well as areas of

insufficient advancement. SU's transformation journey is guided by at least two imperatives. Firstly, to accelerate transformation, we have developed and are currently updating various accountability mechanisms to assess and monitor progress, including employment equity targets. Secondly, to build radical transformation, going to the roots of our challenges, we are addressing overt and especially also covert discriminatory prejudices and paying attention to transforming our institutional culture. In this regard, participation in education and training programmes that build transformation competencies will carry much weight in the KPAs of all staff.

I thank the leadership and staff in the SITP RC, as well as all colleagues and partners both in and outside the University with whom we continue to collaborate. The institutional commitment to transformation is clearly growing as our various environments, both academic and professional support services, take joint ownership of this mandate. I also highly appreciate the support and guidance of the Rector, together with members of the Rectorate and the General Managers' Meeting.

Finally, a special word of thanks to Senate and Council for supporting the SITP RC's work.

It remains a joy to serve SU and society by pursuing our institutional mandates in general, and the mandates of social impact, transformation as well as staff and student health and wellbeing in particular.

In verbondenheid.

Nico Koopman



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ANNUAL REPORT

of the Deputy Vice-Chancellor:
Social Impact, Transformation and Personnel

Prof Nico Koopman

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