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Transformation at Stellenbosch University

Report prepared for the Department of Higher Education and Training

2022

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List of acronyms

Acronym	Definition
ASSAF	Academy of Science of South Africa
BCIA	Black African, coloured, Indian and Asian
CCMD	Corporate Communications and Marketing Division
CSC	Centre for Student Communities
DHET	Department of Higher Education and Training
DSAf	Division for Student Affairs
FFP	Future Professors Programme
GBV	Gender-based violence
ITC	Institutional Transformation Committee
Naming Committee	Committee for the Naming of Buildings, Venues and other Facilities/Premises
PASS	Professional and administrative support services
RC	Responsibility Centre
SASL	South African Sign Language
SITC	Student Institutional Transformation Committee
SRC	Students' Representative Council
STIAS	Stellenbosch Institute for Advanced Studies
SU	Stellenbosch University
USB	University of Stellenbosch Business School

1. Introduction

The report on transformation at Stellenbosch University (SU) is intended for the Department of Higher Education and Training (DHET). The 2022 report is the fifth annual overarching report on transformation submitted by SU. It is the result of the compilation and adoption of a set of institutional transformation indicators for all SU environments as formalised, approved and submitted to the DHET in 2017. (See Addendum A for a full list of the transformation indicators.) This report allows SU the opportunity to assess and reorient itself regarding its deliberate focus on transformation. It also gives the broader University community insight into the progress of transformation and the pace thereof.

Transformation is a game changer in pursuing the SU's vision, as such, stakeholders across the institution are increasingly taking ownership of transformation.

In May 2022, two incidents (student on student) of alleged racism took place at SU. The incidents caused a major upset amongst the members of the University community, particularly black members. There was also a public uproar in the broader South African society about the status of transformation at SU.

In the light of the two events, the Rector and Vice-Chancellor appointed the Commission of Inquiry into Allegations of Racism at SU. The commission was mandated to investigate incidents of racism and harassment related to racism, report on its findings and make recommendations to the Rector to assist SU in improving its culture of diversity, equity and inclusion with reference to racism in order to safeguard and promote the dignity and self-worth of all students and staff.

The commission, led by respected retired Judge Sisi Khampepe, formally commenced its work on 13 June 2022. The process took four months, and the report was published in October 2022. In response to the recommendations, the Rectorate initiated a process to establish a committee that would coordinate the implementation of the recommendations. This is a work in progress, and more details will be provided during the next cycle of reporting.

The report on transformation at SU was compiled with input from all SU professional and administrative support services (PASS). Annual faculty plans provided information from the faculties.

This report will be shared with the following internal and external stakeholders:

- The DHET.
- The SU Rectorate.
- The SU Institutional Forum.
- The SU Institutional Transformation Committee (ITC)¹ and environment-specific transformation committees.
- All SU deans and senior managers, with the request that they share the report in their environments.
- SU students

1.1. Structure and focus of the report

The report is based on SU's transformation indicators and the three pillars of SU's Transformation Plan for 2017 as submitted to and approved by the DHET. (See [Addendum A](#) of this report.)

¹ Being a committee of the SU Rectorate, the ITC reports to the Rectorate biannually. The ITC report should therefore be read alongside this report.

Section 2 of the report discusses the focus and progress of each indicator. In instances where development has been limited, remedial suggestions are made for further consideration by the ITC and the applicable environment. The Transformation Portfolio² and the SU Transformation Office guide and enhance the evaluation of the indicators, specifically where remedial action is needed. The latter may include (i) joint decisions on adjusted timelines; (ii) adjustments of specific indicators; and (iii) a more institutional approach to reaching intended goals and outcomes.

1.2. More about the Stellenbosch University Transformation Plan

The SU Transformation Plan that was developed in 2017 outlines the following objectives:

- to coordinate, facilitate and advance transformation as an embedded, systemic, inclusive, and integrated process and practice at SU;
- to create synergy in the institutional understanding of a working definition of transformation at SU;
- to offer a historical and national context for transformation work in higher education and its alignment with national aspirations;
- to establish guidelines, principles and parameters for University-wide transformation actions; and
- to create a reporting, monitoring and evaluation framework aligned to [Vision 2040 and Strategic Framework 2019–2024](#) to track transformation actions and progress.

The Transformation Plan (2017) with its focus on people, places and programmes was the first approved policy document on transformation at the University, guiding the institution and its people into another chapter of SU's transformation journey.

Following the implementation of the Transformation Plan over a five-year period, the Rectorate decided that SU should work towards the drafting of a Transformation Policy. The decision to develop a Transformation Policy, which should be accompanied by a Transformation Plan, elevates transformation to being a Council priority, confirming that stakeholders across the institution are increasingly taking ownership of transformation at SU. The policy and the plan are under review and should be approved during the first term of 2023.

The Transformation Policy Task Team in collaboration with the Transformation Monitoring and Evaluation Reference Group held a series of workshops to distil the indicators for transformation at SU. The process has led to the foregrounding of five key deliverables as transformation priorities over the next five years.

2. Department of Higher Education and Training transformation indicators for Stellenbosch University

2.1. Monitoring and accountability

The sections below discuss the monitoring and evaluation of the transformation indicators for SU. Given the model of embedded transformation, reporting on the indicators was done by various SU environments.

² The Transformation Portfolio includes the Vice-Rector: Social Impact, Transformation and Personnel, and the Senior Director: Social Impact and Transformation. (See Addendum B for the organogram of the Transformation Office stakeholders.)

2.1.1. Establishment of the Institutional Transformation Committee

The SU ITC is a management committee of the Rectorate that acts in an advisory capacity to the Rectorate on institutional matters pertaining to transformation. It also advises on the integration of processes. The ITC was reconfigured in 2022 to ensure its seniority and representativeness. Governance structures, academic staff and PASS are represented in the ITC.

The Student Institutional Transformation Committee (SITC) is a subcommittee of the ITC. It comprises representatives from student structures and is representative of students from all SU campuses. The SITC meets four times a year prior to the ITC meetings.

2.1.2. Establishment of transformation committees

Transformation committees are a vital part of the transformation infrastructure of the University and are key structures for advancing transformation as an embedded, systemic, inclusive and integrated process and practice at SU.

The Transformation Office provides support to the transformation committees in faculties and in the support environments. Guidelines for the establishment, role and functioning of transformation committees have been developed through extensive consultation with key stakeholders, including the ITC, the deans and the transformation committees themselves. Establishing transformation committees is a work in progress. Eight out of ten faculties and two out of six responsibility centres (RCs) have transformation committees.

2.1.3. Ensuring the effective functioning of transformation committees

The Transformation Office developed a comprehensive three-step Institutional Culture Change Programme in collaboration with the Equality Unit, the Employment Equity and Staff Wellness for and the Centre for Teaching and Learning. This intervention came in response to the staff members' need to integrate transformation into their work. The three-step programme is premised on assessment of the situation and co-creation of processes for engagement with the environment concerned; hence, the programme of action will vary from environment to environment.

2.1.4. Compilation of the annual Institutional Transformation Report

In line with DHET practices and requirements, this document is SU's annual transformation report³ submitted to the DHET. The report is shared for discussion with SU management structures (see Section 1) for further conversation, consultation and information and is thus a public document.

2.1.5. Hosting the annual Stellenbosch University Transformation Indaba

The SU Transformation Indaba is an annual reflective gathering for the University community to discuss and evaluate transformation at SU. SU hosted its sixth Transformation Indaba on 21 October 2022⁴ under the theme "Restitution beyond rhetoric". It is worth noting that the 2022 Transformation Indaba was hosted at the time that SU was expecting the Khampepe Commission's report on racism at SU.

Prof Nico Koopman, the Deputy Vice-Chancellor: Social Impact, Transformation and Personnel, in his welcoming remarks reflected on the previous transformation indabas hosted in 2019 and 2020, and what

³ The Senior Director: Social Impact and Transformation is responsible for finalising the annual institutional report.

⁴ The first Transformation Indaba was held in 2017.

the core themes and outcomes of those indabas were. In his reflection, he noted where SU currently stood and what contribution the institution had made towards transformation. Focussing on the theme for 2022, “Restitution beyond rhetoric”, Prof Koopman laid out the current expectations and highlighted what it meant for SU to go “beyond rhetoric”. He noted that while significant progress had been made, it was not adequate and that transformation at SU needed to be accelerated with much-needed in-depth change. He reaffirmed the need for the University to commit to restitution, redress and development.

The keynote address was presented by Prof Chris Brink, Emeritus Vice-Chancellor, Stellenbosch and Newcastle Universities. The title of his presentation was “Reflections on transformation at Stellenbosch University”. His preliminary remarks were that an outsider asking about transformation at SU was not really interested in the institution’s committees, policies or strategies but was rather inquiring about the results. In framing his presentation, Prof Brink referred to his writings, in which he explores the role of the university in society. He provided a comparative analysis of the diversity targets set by SU in 2012 and where the institution currently found itself. It was reflected that SU had not met its 2012 diversity targets (statistically) in students, staff and Senate, which poses the question, “Why has progress been so slow?”.

In his closing remarks, Prof Brink stressed that transformation was not just about numbers but was rather a quest for change of consciousness. He suggested ways (cited from his book) through which transformation could be conducted as a mind game. Firstly, one should try to change the consciousness; once the consciousness is changing, behaviour starts to change. When behaviour starts to change, one should exploit the opportunities that arise to change the numbers. He further suggested key action points to be considered by SU for the future.

Prof Wim de Villiers, the Rector and Vice Chancellor, graced the event with his eminent presence and made a presentation on why SU needed the Judge Khampepe process. In his opening remarks, he reflected on how different things were at SU in 2022 versus 2015, when the process to accelerate transformation began. He noted that change and transformation were ubiquitous, imperfect and incomplete. He emphasised the role of SU as a critical social institution whose responsibility is to educate, train and produce new knowledge. He acknowledged the existence of opportunities for equity and social justice and the existence of transformation on many different intersecting levels, not just based on race and gender. He acknowledged the slow pace at which transformation is happening at SU and how the public’s trust in universities is decreasing as they are seen as elite, irrelevant and untransformed. He highlighted the significance of everyone coming on board as agents of transformation. He emphasised the importance of the Khampepe Commission as part of the process of improving justice in the SU community.

The Students’ Representative Council (SRC) chairperson, Masilo Silokazi opened the session on student perspectives. She highlighted the desire of black students at SU for belonging. Then Neo Kodisang, a visual communications student, showed a video in which students were asked to share their lived experiences and feelings about ‘belonging’ at SU. The general sentiment, as highlighted by Neo, was that black students felt out of place and that while some felt positive, there were many students who did not. Neo stated that the difference in student experiences between white students and students of colour was evident and that ignorance was used as an excuse to protect perpetrators of acts of discrimination.

Presenting on the staff perspective on the Judge Khampepe process, Prof Ronelle Carolissen reflected on the rationale behind establishing the Khampepe Commission and her own experiences at SU. She spoke about what staff members expected from the report and their reflections on its possible implications and opportunities for SU. She said that staff sentiments showed indifference and scepticism. She shared that staff felt alienated, unsupported and tired. They therefore were not invested in the outcomes of the report and wanted to just do their work. She put forward recommendations to be considered towards combating institutional racism at SU.

Transformation Indaba 2022 article:

<http://www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=9611>

2.1.6. Hosting of Universities South Africa Transformation Managers Forum

The Transformation Office hosted a three-day workshop at Devon Valley from 25 to 27 October 2022. This workshop was in collaboration with the Transformation Managers' Forum, a community of practice for transformation practitioners in higher education that operates under the auspices of Universities South Africa. The purpose of the workshop was to consider the theoretical, normative and practical dimensions related to the implementation of transformation at South African universities. The workshop took the format of five sessions that were led by university transformation experts, followed by in-depth discussion. The workshop was attended by academics and transformation office managers from most of the 26 public universities in South Africa who took responsibility for institutional transformation and change at the various institutions. Deliberations focused on generating constitutionally informed concepts, norms, ideas, policies and practices to galvanise and deepen transformational outcomes on university campuses. The lack of social cohesion in higher education was interrogated by the workshop attendees.

2.1.7. Hosting of the Race and Transformation in Higher Education conference

The Transformation Office hosted a conference on Race and Transformation in Higher Education from 15 to 17 November at the Stellenbosch Institute for Advanced Studies (STIAS) on the Stellenbosch campus. The context for this conference was SU's complex and variegated experiences of grappling with the imperative to transform the University in conformity with human rights, equity and redress. Deliberations centred on higher education transformation in regional, national and global contexts. The conference asked particular questions about the extent to which SU had broken away from its apartheid past. Co-hosted by SU, the University of Bath and Nelson Mandela University, the conference discussed how race intersected with notions of class, gender, sexuality, language and other markers of difference to provide the basis for universities' institutional culture and operations.

Attended by 150 persons from various universities both regionally and internationally as well as participants from civil society, the conference occurred in the wake of the release of the Khampepe Report that highlighted, amongst others, the lived experiences particularly of students and staff of colour at SU. In this light, understanding how institutional dynamics impeded universities from establishing a transformed institutional culture was central to the conversation at the conference.

The conference consisted of plenary sessions in the mornings that covered various dimensions of the conference theme, including the role of race in higher education transformation, race research in university functioning and race within the ambit of institutional culture(s). In the afternoons, several parallel sessions were staged in various sites in the broader Stellenbosch area, including sites on campus. These sessions primarily concentrated on SU's knowledge, teaching and learning, social impact and engagement relationships with its local publics in alignment with the University's focus on restitution and development. These community-based engagements focused on developmental challenges such as health, sustainability, educational development, slavery and indigeneity, University residences and visual redress initiatives at the SU campuses. The overall purpose of these sessions was to generate robust discussion about racialised exclusion and lack of development in communities and what role SU could play in transformation in and through these communities. The sessions offered perspectives on how to use the knowledge and infrastructure of the University in processes of restitution and development in local communities.

2.2. Governance

2.2.1. Monitoring, reporting and analysis of longitudinal diversity trends of the Students' Representative Council, Institutional Forum, Council and Convocation

The Student Representative Council (SRC) represents the interests of students on the University Council, other University bodies and national and international student bodies. Table 1 below outlines the composition of the SRC since 2015.

Table 1: Composition of SRC 2015–2022

SRC term of office	Total	Gender		Race				
		Male	Female	Black	Coloured	Indian	White	Foreign
2022/2023	24	11	13	10	3	2	8	1
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
2016/2017	30	8	7	8	3	1	3	0
2015/2016	28	9	6	5	1	0	7	0

Table 2 below shows the race and gender profile of the SU Council over the period 2015–2022:

Table 2: Race and gender profile of Council 2015–2022

	2015	2016	2017	2018	2019	2020	2021	2022
Indian male	1	0	0	0	0	0	0	0
Indian female	0	0	0	0	1	1	0	0
Coloured male	5	5	5	7	7	5	5	5
Coloured female	0	0	1	1	1	2	1	3
Black male	0	0	2	1	0	1	0	0
Black female	2	2	2	2	3	4	7	5
White male	20	20	14	15	14	9	10	8
White female	1	2	4	4	4	2	2	4
Total male	26	25	21	23	21	15	15	13
Total female	3	4	7	7	9	9	10	12
Total members	29	29	28	30	30	24	25	25

The Institutional Forum advises Council on matters affecting the University. Table 3 below shows the race and gender profile of the Institutional Forum over the period 2015–2022.

Table 3: Race and gender profile of the Institutional Forum 2015–2022

	2015	2016	2017	2018	2019	2020	2021	2022
Indian male	0	0	0	0	0	0	0	0
Indian female	0	0	1	1	1	1	0	1
Coloured male	3	2	3	3	7	7	5	3
Coloured female	0	1	1	1	0	0	3	4
Black male	1	2	4	4	4	4	2	3
Black female	0	0	0	0	1	1	2	2
White male	7	8	12	12	10	10	6	5
White female	3	6	7	8	8	8	3	5
Female, race unknown	5	6	5					
Male, race unknown	9	5	4					
Gender, race unknown	4	2	1					
Total male				19	21	21	13	11
Total female				10	10	10	8	12
Total members	32	32	38	29	31	31	21	23

Senate is accountable to Council for the academic and research functions of SU and performs such other functions as may be delegated or assigned to it by Council. Table 4 below shows the race and gender profile of Senate over the period 2016–2022.

Table 4: Race and gender profile of Senate 2016–2022

	2016	2017	2018	2019	2020	2021	2022
Indian male	11	10	9	10	11	11	10
Indian female	3	3	3	3	3	3	6
Coloured male	11	16	16	21	20	22	22
Coloured female	6	9	10	15	17	17	19
Black male	12	11	10	17	20	21	22
Black female	4	7	8	6	10	9	9
White male	207	205	195	193	190	197	200
White female	67	72	73	88	92	91	89
Female, race unknown	1	1	1				1
Male, race unknown	6	4	2				
Gender & race unknown	18	11	10				
Total male	247	246	232	241	241	251	255
Total female	81	92	95	112	122	120	124
Total members	346	349	337	353	363	371	378

The Convocation of SU is a statutory body consisting of all SU graduates, including current postgraduate students who completed their undergraduate studies at SU, all full-time and retired academic staff of the University and all diplomats. The role of Convocation is to ensure the input of the alumni into matters regarding their alma maters, in this way also providing a statutory connection to their former students.

2.2.2. Mandating of all governance structures to develop a strategy for enhancing transformation

SU has developed institutional rules that are aligned with the Statute that was published in 2019. Some of these rules are explicitly aimed at increased participation and engagement towards democracy and transformation.

2.3. Institutional culture

2.3.1. Developing a visual redress policy

Visual redress at SU refers to 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 by remedying the harm that has been caused by these visual symbols by compensation through installing new visual symbols that have African centrality as an outcome. See [here](#) for more on visual redress at SU.

To enhance the process of visual redress, SU has established a Visual Redress Committee, chaired by the Vice-Rector: Social Impact, Transformation and Personnel. This committee currently guides the implementation of many visual redress initiatives on campus. A budget has been provided to fund visual redress projects at SU from 2020 to 2024. The Senior Director: Social Impact and Transformation takes responsibility for guiding and implementing the visual redress process and linked budgets.

The Visual Redress Policy, which was approved in 2021, is the first of its kind in the higher education sector. The policy integrates and guides naming and renaming processes and all visual redress processes at SU. It further guides the development of appropriate procedures for these processes. The terms of reference of both the SU Committee for the Naming of Buildings, Venues and other Facilities/Premises (Naming Committee) and the Visual Redress Committee have been adjusted to align to this policy.

2.3.2. Visual redress projects

In the meantime, the implementation of visual redress continues. Prominent visual redress-related outcomes in 2021 and 2022 were as follows:

- A publication on visual redress at SU titled [Evoking Transformation. Visual Redress at Stellenbosch University \(2021\)](#).
- The name change of the prominent RW Wilcocks Building to the Krotoa Building. See [here](#) for more information.
- Public engagement process regarding the contextualisation of the Krotoa Building.
- Public engagement regarding the historic Vlake Garden (linked to forced removals on/around campus in the 1960s) in collaboration with the Stellenbosch Vlake Forum.
- The book mural that shares the titles and front pages of campus-nominated books on a wall between the student residences.
- The Hardekraaltjie restitution process in collaboration with community members of Ravensmead and the SU Faculty of Medicine and Health Sciences.

The art installation of the Preamble of the Constitution in front of the Old Main Building aims for democratic values, social justice and fundamental human rights and contextualises a colonial building in a contemporary South African perspective, one that speaks of transformation away from our colonial past towards a new future. This installation is one of many that forms part of the Visual Redress Project of SU. The project is focused on changing the University landscape to right the wrongs of previous powers by removing hurtful symbols, social injustice and misrecognition and by remedying the harm that has been caused by these visual symbols by compensation through new visual symbols that have African centrality as an outcome. This is an ongoing project.



Figure 1: The Old Main Building art installation

2.3.3. Integrating visual redress with naming policies and procedures

The Naming Committee is responsible for the implementation of the Policy for the Naming of Buildings, Venues and other Facilities/Premises. It has revised its procedures to facilitate shorter turnaround times for the processing of naming and renaming requests to allow for more agile processes. The Naming Committee supports the visual redress agenda of SU through its activities. Members of the Naming Committee participate in the Committee for Visual Redress and are taking mutual responsibility for the new Visual Redress Policy that will replace the Policy for the Naming of Buildings, Venues and other Facilities/Premises when it takes effect in January 2022.

2.3.4. Conducting an annual audit of the Stellenbosch University Calendar and communication strategies

The rewriting of the full SU Calendar in plain language was necessary to meet the requirements of the Consumer Protection Act to produce a user-friendly publication that positively contributed to the SU brand and was less alienating for staff and students. All 10 faculty yearbooks have gone through this extensive process of reformatting and rewriting. Since the standardisation of the layout of the yearbooks, the SU Calendar has systematically been rewritten in plain language as per Section 22 of the Consumer Protection Act.

2.3.5. Completing regular institutional student and staff climate surveys

The University strives to be an employer of choice and a leading university by continuously improving the working environment of all its staff, including academics and PASS staff. Through the SU Well-being, Culture and Climate at Work Survey, SU provides all staff with an opportunity to reflect on and express their views on a range of important matters affecting them as staff members.

The third SU Well-being, Culture and Climate at Work Survey was conducted later in the year 2021; hence, the findings are included in the 2022 reporting cycle. The survey was available in all three official languages of the Western Cape, namely Afrikaans, English and isiXhosa.

The survey consisted of the following seven sections:

1. The PERMAH at Work Profiler (a validated wellbeing at work measure, where P = Positive emotions, E = Engagement, R = Relationships, M = Meaning, A = Accomplishment and H = Health).
2. Evidence-based contributing factors to a happy and/or unhappy working environment, plus a new section on burnout.
3. Culture and climate at SU (the core of the survey, the majority of the questions stayed the same in 2021).
4. Awareness of employee wellness initiatives at SU (new in 2021).
5. Open-ended questions – COVID-19 and Working from Home (WFH) (new in 2021).
6. More open-ended questions on general issues in which participants could give their opinion about the culture and climate at work.
7. Biographical information.

A total of 4 750 staff members received invitations to participate via email. A total of 1 091 completed submissions were received in comparison to 1 095 in 2019 and compared to the 720 staff members who participated in the culture and climate survey that was conducted in 2017. The participation rate in 2021 was 23%, in 2019 it was 25.89% and in 2017 it was 20%.

Six of the ten standout positive findings and five of the ten main findings with regard to areas that need improvement are from the PERMAH wellbeing, happiness at work and burnout sections of the survey. This may be an indication that an intervention (or interventions) that optimise(s) these areas will be a wise investment. The findings of the survey can be summarised as follows:

1. Overall, in comparison with 2019, 2021 participants experienced more positive emotions and better relationships at work, found more meaning and felt a higher sense of accomplishment in their work; they also rated their health more positively. There is a general feeling that staff are proud to work at the University, are positive about its future and are well aware of Vision 2040. It is also encouraging that staff indicated that they enjoyed their work.
2. Three out of five staff members were (quite) happy at work (59.6%).
3. Three out of four staff members were quite often absorbed in their work (74.4%).
4. Four out of five staff members found their work purposeful and meaningful (80.6%).
5. Almost three out of four staff members quite often achieved the important work goals that they set for themselves (73.5%).
6. Wellbeing levels were higher for 2021 participants than for the group that participated in 2019.
7. The majority of culture and climate ratings improved from 2019 to 2021, indicating a more positive climate at work (surprisingly no items declined, and a few remained at basically the same level).
8. Almost two out of three staff members felt supported in addressing COVID-19 challenges (64.6%).
9. Approximately seven out of ten staff members expressed support for a longitudinal survey on wellbeing, culture and climate at work in the future (70.3%).

The five major challenges for the institution are, in no order of importance, the following:

1. Well-being development of staff.
2. The transformation of the institution.

3. Recognition and appreciation for all staff.
4. Promotion opportunities for staff.
5. Equal treatment of staff (especially women and black, coloured, Indian and Asian [BCIA] staff) and also addressing the issue of bullying in the workplace.

The next SU Well-being, Culture and Climate at Work Survey will take place in 2023. With the next survey, reliable comparisons can be made regarding progress with the previous surveys.

2.3.6. Developing and implementing institutional training and engagement programmes on transformation competencies for students and staff

2.3.6.1. Siyakhula Transformation Competencies Development

The Siyakhula Transformation Competencies Development Programme aims to equip students and staff to become a more connected and enabling higher education community. The programme, a series of workshops, focuses on three clusters of competencies, namely sociocultural awareness, leadership and intergroup engagement, and social innovation and design thinking. Reflective and participatory conversations were held in line with the 2022 calendar of engagements. The themes of the Siyakhula Staff Training Programme are outlined in Table 5 below:

Table 5: Themes of Siyakhula Staff Training Programme

Date	Session topic	Learning outcome (s)
27 May 2022	Reflective session on “Transformation, institutional culture and visual redress” was co-facilitated by Profs Elmarie Constandius and Aslam Fataar.	<ul style="list-style-type: none"> • To provide and develop a space for introspection and reflection on the historical context that shapes the students’ and staff members’ experience of SU and consider deeply SU’s unique role in South African history. • To apprise the SU community on visual redress as processes involving changes in the University’s visual culture that promote restitution, inclusivity and institutional cohesion. • To provide meaning of new visual symbols and icons representing the zeitgeist of democratic change on the University’s campuses. • To emphasise a shift from a discourse of racial exclusion towards a discourse that signifies the University’s symbolic commitment to redress, restitution and inclusion.
24 June 2022	Reflective session on “Religious and cultural inclusion” was co-facilitated by Dr Wilhelm Verwoerd and Ayanda Nyoka.	<ul style="list-style-type: none"> • To invite participants into a deeper understanding of the intersectional roots of the SU culture, including race, religion, patriarchy and ethnicity.

		<ul style="list-style-type: none"> • To highlight the destructive dynamics of the SU culture, drawing on our own embodied perspectives. • To explore how the SU culture can be transformed, with an emphasis on courageous relational encounters involving everyone at the University.
29 July 2022	Reflective session on “Parenting for change” was facilitated by Qaqamba Mdaka.	<ul style="list-style-type: none"> • To raise awareness on the importance of honest discussions about consent matters, body autonomy and physical boundaries. • To provide strategies for effective conversations with children in relation to issues of body autonomy and physical boundaries. • To empower participants towards parenting their children in a diversified environment.
26 August 2022	Reflective session on “Gender and gender-based violence” (GBV) was facilitated by Dr Jill Ryan.	<ul style="list-style-type: none"> • To create awareness on GBV and the various perspectives on how trauma and gendered expectations play a role. • To engage staff on the various perspectives on how trauma and gendered expectations play a role. • To explore intimate partner violence, the role of trauma, accountability and how gendered expectations can affect one’s understanding of GBV.
22 September 2022	Conversation on “Disability in the home, study and workspace: A focus on neurodiversity and support” was co-facilitated by Dr Marcia Lyner-Cleophas, Head of the Disability Unit, and Mrs Karen Huyssen from the Neurodiversity Centre.	<ul style="list-style-type: none"> • To raise awareness on disability and inclusion in the workplace.
28 September 2022	Work series conversation on “Mental health at work” was co-hosted by Siyakhula, Employee Wellness and Equality Unit. Tracy Feinstein, a senior counsellor at the South African Depression and Anxiety Group was an invited guest presenter.	<ul style="list-style-type: none"> • To create a space for reflecting and shaping personal journeys to mental health wellness. • To share lesson learnt with the aim of developing strengths towards optimal mental well-being.

Siyakhula Live is a weekly evening show that is broadcast on MFM 92.6 (Maties Radio) between 18:00 and 19:00. The show is aimed at engaging the Maties community in more critical conversations and reflections on diversity and transformation. Conversations that were held in 2022 included the following:

March 2022

- In conversation with Dr Chantell Witten, a nutritionist and researcher at the University of the Free State. The focus was on food as a human right, and aspects of the conversation included food security in South Africa. This was informed by the United Nations' proclamation of the Decade of Action on Nutrition (2016–2025) and committing member states to ten years of sustained and coherent action to improve food security and nutrition.
- In conversation with Dr Eugene Allers (a psychiatrist), Allan Sweidan (a psychologist) and Mellisa Jood from the South African National Council on Alcoholism and Drug Dependence. The conversation was about the link between trauma, depression and drug use in South Africa, particularly among the South African youth.
- In conversation with Buyisile Mncina, a counselling psychologist, on access to mental health as a human right. Aimee Johnson, an MA research psychology student at SU, shared some of her research findings on perceptions of mental health, mental illness and mental health-related stigma.
- In conversation with Saaniya Yacoob, a final-year LLB student, and Gideon Basson, a lecturer and researcher at the Faculty of Law. They shared some reflections on the themes of the lecture on Transformative Social Change and the Role of the Judge on Post-apartheid South Africa.
- In conversation with Gogo Tsoana Nhlapo, the CEO of the Sharpeville Foundation. He shared the work of the Sharpeville Foundation and reflected on the legacy of the Sharpeville Massacre and how it shaped South Africa today. Included in the conversation was a #StellenboschRoundUp, which is a way of checking in with community-based organisations within Stellenbosch. The focus was on the Stellenbosch Night Shelter that opened its doors on 17 October 1991 to provide temporary overnight accommodation.

April 2022

- The conversations were centred on Freedom Month. Dialogues focused on the individual guests' views of the meaning of freedom.

May 2022

- In conversation with Qaqamba Mdaka, the case coordinator: Anti-discrimination and harassment from the Equality Unit at SU. The focus was on the recently launched Online Reporting tool for unfair discrimination and harassment, including sexual assault, GBV and victimisation. The conversation was prompted by the Employment Equity Act: Code of Good Practice on the Prevention and Elimination of Harassment in the Workplace, which was put into effect from March 2022. The code sets out guidelines to employers and employees on the prevention and elimination of all forms of harassment as a form of unfair discrimination in the workplace. It is intended to address the prevention, elimination and management of violence and harassment that pervade the world of work.

In line with the University's strategic objectives to be the employer of choice, a conversation on #DiversityDialogue was held with Sello Molapo, the Director of Employment Equity and Promotion of Diversity.

- Siyakhula Live held an open dialogue during which students reflected on the Huis Marais incident. Reflections gathered from the students indicated that the week had been troubling and draining.
- The theme of the Africa Day celebration for 2022 was "Nutrition". The aim of the Africa Union is to strengthen the agro-food systems, health and social protection systems to accelerate human, social and economic capital development on the African continent. The conversation was held with Boebie Solomons, the coach of Stellenbosch Football Club.

May 2022

- The theme for the day was “Young women in sport”. Siyakhula Live was in conversation with Zanele Mdodana, the first black head coach of Maties Netball, and Jabulile Baloyi, the first black head coach of Maties Women’s football. They shared their journey in professional sport and how their passion for sport became a successful career.
- In conversation with Dr Thabang Sefalafala, a sociologist, who talked on the proposed basic income grant and youth unemployment. Central to the conversation was the state’s constitutional mandate to respect, protect, promote and fulfil South Africans’ rights to dignity, equality and freedom through ensuring the progressive realisation of the socio-economic rights of all people of South Africa.

June 2022

- Chats on #YouthUnemployment: The purpose of the conversation was to reflect on the high unemployment rate among young people in South Africa and to consider alternatives for sustainable livelihoods.
- In conversation with Dr Zethu Mkhize, the head of the Transformation Office, on SU’s Draft Transformation Policy that was circulated for comments. She provided the rationale for the development of the policy that will govern SU’s actions in pursuing its vision of a transformed and future-focused African institution. The policy introduces another phase on SU’s transformation path by reaffirming the University’s commitment to accelerating and deepening transformation based on the tenets of the Constitution of the Republic of South Africa.
- An open dialogue about the massacre at Enyobeni Tavern in the Eastern Cape during which 21 minors lost their lives.

July 2022

- In conversation with curator and founder of the Mashumi Arts Project, a community-oriented organisation that aims to promote and inspire developing artists. The goal of the organisation is to seek and give opportunities to upcoming artists. The focus was on social impact and deepening connectedness to communities.
- In conversation with Anna Kruger, the director of iThemba Craft Art Gallery, a social enterprise in Stellenbosch, and Eliz-Marie Schoonbee, a curator at the Rupert Museum. This was a continuation of the conversation on social impact and deepening connectedness to communities.
- An open dialogue on #MandelaDay @ Stellenbosch.

August 2022

The focus in August was on five incredible women in celebrating Women’s Month. The conversation was centred on Women’s Month. Each week, we were in dialogue about the incredible women who had shaped history and perspective in the arts, theatre and storytelling, sports and history.

Siyakhula Live

🎤 **MFM 92.6** 🎤

5 Weeks, 5 Women this Women's month

Dates:
Every Wed.
03 Aug - 31 Aug

Time:
18:00 - 19:00



Zola Budd
Former Olympic
Runner



**Nontobeko Ntombela
& Portia Malatjie**
Curators



Thinasonke Mbuli
Assistant Coach
Banyana Banyana



Dr Athambile Masola
Writer and Lecturer at
University of Pretoria



Katlego Letlonkane
Host



Dumisani Chauke
Assistant Coach
SPAR Proteas

Each week our host centres the conversation on a prolific woman who has and continues to shape communities and shape perspectives. Through their work in politics; culture and heritage; literature and sport, each woman has pioneered a way for a liberated and authentic future.



Stellenbosch
UNIVERSITY
IYUNIVESITHI
UNIVERSITEIT

forward together
sonke siya phambili
saam vorentoe

Figure 2: Incredible women celebrated

September 2022

Conversations held in September included the following:

- A dialogue on Disability and Access was held with the Stellenbosch Work Centre for Adults Living with Disabilities.
- An SU Community Round-up was held in celebrating Maties. This was in conversation with Mbali Kibido, a social work student at SU who is a South African wheelchair basketball and tennis player.

Dr Marcia Lyner-Cleophas, educational psychologist and head of the SU Disability Unit led a conversation about the work that they do and also deepening commitments to creating inclusive spaces to learn, teach and work.

- A dialogue on Jazz as Heritage was held with Phumelele Mzimela, a Johannesburg-based vocalist, composer and educator, on the musical heritage of South African jazz legend Dorothy Masuku.
- The September Heritage Month was closed off by reflecting on Jazz as Heritage in conversation with scholar in music Dr Kgomotso Moshugi and jazz historian Dr Lindelwa Dalamba.

October 2022

- 5–26 October: In conversation with various linguists on the National Language Policy and multilingualism.

The highlight of this reporting cycle is that MFM 92.6#Siyakhula Live has been shortlisted for a South African Radio Award. Details on this milestone will be provided during the next reporting.

2.3.6.2. Expansion and support of affinity organisations and staff stakeholder forums

The Transformation Office works in partnership with affinity organisations and stakeholder forums through its [Imbizo 365 programme](#). The objectives of the programme are to

- develop multicultural competencies, social flexibility and sensitivities in student leadership to advance democratic ideals;
- promote social innovation and design thinking to find creative and innovative solutions to complex leadership challenges; and
- advance transformational leadership and intergroup conflict resolutions to promote social cohesion and community building.

In 2022, the Transformation Office partnered with faculties, support environments and student societies in hosting dialogues and conversations in line with the themes reflected in the SU Calendar of engagement.

2.3.6.3. Critical Engagement Forum

The Critical Engagement Forum is a collaborative effort of the SU Transformation office, and the multicultural education portfolio of the Centre for Student Communities (CSC). The purpose of the Critical Engagement Forum is to provide support to activities and initiatives related to transformation, multicultural education and building of intercultural competence among students at SU. This is done by providing direct support to student leaders who take on the responsibility of critical engagement in their student communities. The forum also afforded student leaders the opportunity to be part of learning excursions to sites and areas of historical significance such as the slave lodge in Cape Town and former President Nelson Mandela's prison house at Groot Drakenstein Prison, among others. These excursions were undertaken with the intention of creating immersive learning activities that gave life to specific topics on the institutional Imbizo 365 Calendar or the Res-Ed workshops.

In March 2022, which marked Human Rights Month, the theme was "Social justice", with a special focus on restitution. This was in response to the legacy of the past, fairness in our aspirations and the principles of the South African Constitution, with specific reference to human rights, equity and dignity for all. Students visited the Slave Lodge, built in 1679, where the Dutch East India Company's enslaved people were confined. [Read article](#)



Figure 3: Critical Engagement Forum Members at the Slave Lodge

In April 2022, under the theme “Moving from an exclusive past to a thriving democratic future”, students visited Nelson Mandela’s house at the Drakenstein Correctional Centre, formerly known as Victor Verster Prison. [View images](#)

The visit was aimed at building participatory and representative structures to lead. Three students wrote reflective pieces about their visit to the Slave Lodge. The articles were published on the Transformation Office website and were shared via the student newsletter.

[South Africans can reclaim their history and own their narrative](#) – Michaela Chetty

[Some people will say they want to hear your story and will then proceed to tell you how to write it](#) – Leonah Marewangapo

[The truth is what the world needs in order to improve](#) – Alyce Kapisa

2.3.7. Developing an institutional transformation glossary of terms

The institutional transformation glossary of terms is available on the SU Transformation Office website at <http://www.sun.ac.za/english/transformation/Documents/Talking%20Transformation.pdf>.

2.3.8. Developing and expanding transformational cocurricular programmes

The development and expansion of transformational cocurricular programmes are actively driven by the Transformation Office and the Division for Student Affairs (DSAf). For further information, see the sections on the Welcoming Programme (2.3.14) and the Siyakhula Programme (2.3.6).

2.3.9. Advancing and benchmarking performance management mechanisms linked to transformation competencies of staff

A monitoring and evaluation development project that included the development of implementable indicators for the key performance area for transformation was initiated in 2021. The project started with the rearticulation of the transformation indicators as deliverables and responsibility areas. A reference group was established for strategic alignment and theoretical alignment. Three workshops were held in 2022 with the Transformation Policy Task Team and Transformation Monitoring and Evaluation Reference Group as participants. Outcome indicators were identified, and these were further distilled for transformation at SU. The process led to the identification of five main themes with related

indicators as transformation priorities over the next five years. They are racial equity in senior staff, racial equity in the student body, transformation competencies (including KPAs), universal access and academic transformation. The Transformation Office is facilitating a process of leading a process of discerning the detailed indicators in collaboration with the relevant role-players/stakeholders.

2.3.10. Advancing transparent communication strategies and practices

The Corporate Communication and Marketing Division (CCMD) follows a crafted and authentic content strategy that incorporates a variety of material aimed at reflecting diversity, innovation, excellence and progress in SU's transformation journey. This includes placement of material on our social media platforms (Facebook, LinkedIn, Twitter and Instagram), on our institutional website and in external media.

When developing content for our various platforms, communication is always crafted in a way that is inclusive of all stakeholders internally and externally. Examples include, but are not limited to, the use of gender-inclusive language, subtitles in videos to ensure accessibility for people with disabilities and the use of representative imagery across all our platforms.

Where required by the Language Policy, the CCMD produces and distributes content in Afrikaans, English and isiXhosa. This includes institutional campus-wide mailers and key institutional programmes/events, such as welcoming and graduation or awareness campaigns linked to topical issues.

The CCMD also annually supports the Transformation Office's Imbizo 365 Calendar and develops content that is related to the calendar themes. Notable examples include the annual #WomenofSU campaign, which features a diverse group of women from SU. Another campaign highlighting our transformation journey is #adayinthelife, which focuses on the diverse staff of the University in commemoration of Worker's Day.

During a challenging 2022, when issues related to transformation were highlighted on campus and in the media, not least through the appointment and resulting report of the Khampepe Commission, the CCMD intensified its efforts to reflect the positive strides made in the University's transformation journey while addressing the real issues highlighted in the report through its messaging and media activities.

2.3.11. Developing an interactive institutional transformation website

The Transformation Office has developed a communication strategy and plan to serve as a guideline and reference point that assist in achieving the Transformation Office's overall transformation advocacy and facilitation goals. The communication plan assists the Transformation Office in ensuring effective and ongoing communication with all its stakeholders. This in turn amplifies the work of the Transformation Office and SU with regard to transformation goals, policies, research and activities.

The function of the Transformation Office website and social media platforms is to (i) increase awareness about the Transformation Office and the work that it does, including all transformation programmes and collaborations of SU; (ii) provide access to the Transformation Office for all staff and students; (iii) increase public and stakeholder engagement and participation; (iv) provide support for faculty and institutional transformation programmes; (v) play a key role in the institution as a source of information for institutional research in transformation; and (vi) establish transparency and credibility around the University's transformation efforts.

For more information, see the [Transformation Office website](#).

2.3.12. Designing and coordinating an annual campus engagement programme for transformation

The Transformation Office fulfils a central coordinating role in offering professional and interinstitutional support to make Vision 2040 a reality.

Imbizo 365 uses the creative arts and activities such as film discussions, debates and excursions to help participants reflect on the Imbizo Calendar themes of human rights and social justice, democracy, Afrocentrism and consciousness, youth leadership and innovation, social impact and engaged citizenship, gender issues, disability, and heritage and identity. The three objectives of the Imbizo 365 programme are (i) to develop multicultural competencies, social flexibility and sensitivities in student leaders to advance democratic ideals; (ii) to promote thinking related to social innovation and design to find creative and innovative solutions to complex leadership challenges; and (iii) to advance transformational leadership and intergroup conflict resolutions to promote social cohesion and community building. For more information, see the [Transformation Office website](#).

2.3.13. Fostering a welcoming culture and transformation in student communities

The CSC has various initiatives to enhance a welcoming culture at SU. Some of these involve systemic initiatives, and others involve initiatives to influence behaviour.

The most important systemic initiative is the establishment of the cluster as organising principle of social and academic life. An essential part of the cluster system is the assignment of students as newcomers to student communities. This takes place in accordance with the Residence and Cluster Placement Policy, which ensures that the student communities are diverse and that activities and problem solving can operate in a network of communities that represents commuting students, residential members and all genders, and is demographically representative of the broader student cohort.

2.3.13.1. Cluster facilities/hubs to support a welcoming culture and cross-community integration

In March 2022, the building of the Victoria Hub commenced. Victoria is the third cluster community hub facility in addition to the AmaMaties and Wimbeldon hubs. The hub project included the upgrade and repurpose of residence spaces in addition to a new three-level building. The hub was designed to better integrate commuter student needs with campus life. The design team also prioritised disability inclusion, multifunctional working spaces, emergency accommodation, gender-inclusive restroom facilities, better access to existing residence dining halls and surrounding landscaping to connect facilities. A ‘hubbing group’ was initiated to engage with a diverse group of students on fostering a sense of belonging and recognition in the Victoria Hub and to make recommendations for projects and activities to guide the use of the hub in 2023.

2.3.13.2. Leadership framework for a welcoming culture and transformation

Creating a welcoming culture in student communities centres around values-driven leadership. Planned programmes are therefore reviewed according to the values of the specific student community and of the University. This process includes the targeted training of the leadership in the student communities, annual strategic conversations, and detailed planning, monitoring and evaluation of the execution of especially the welcoming period.

2.3.13.3. Mentor Programme

Mentors are a key resource embedded in the student communities to ensure that newcomers are connected to a supportive individual and group as they arrive. There are about 550 mentors who support the estimated 5 500 newcomer students every year to make a successful transition to the University. This is a successful programme, and students report a high appreciation for the role of the mentors. The impact of the mentor system on students is well documented through an online reporting system. Feedback is used for continuous improvement of the system. The 2022 mentor leadership group was a highly diverse student leadership cohort.

2.3.14. Welcoming Programme

2.3.14.1. Creating an inclusive welcoming experience for newcomers: ResEd Programme

When newcomers arrive at the University, they find themselves in unfamiliar surroundings where they experience new living and working environments and a new culture where certain ideas are present. To help newcomer students to participate in ongoing conversation, they are exposed to these ideas in a series of short participatory workshops known as the ResEd (short for 'residential education') Programme. The programme is available to all students regardless of whether they live in residences or not. This programme is a joint effort between the Office for Multicultural Education in the CSC and the Transformation Office.

The purpose of the 2022 Welcoming Week ResEd Programme was to give newcomers to SU an opportunity to critically engage with one another and their community's leadership on pertinent issues both on campus and in South Africa as a whole. The methodologies prioritised a nonthreatening environment where newcomers could learn and unlearn with their peers. For 2022, topics were divided into three themes: "Universal access and disability awareness", "Gender, sexuality and anti-gender-based violence" and "Socio-cultural awareness". Seventy-six ResEd workshops were presented during and after welcoming this year. "The bystander effect" (GBV, consent and bystander behaviour), "Disabled ignorance" (disability awareness and universal design) and "Say my name" (cultural and social meaning of names, pronunciation and storytelling) were most used from the available choices in programme.

In addition, the programme made available a self-guided workshop manual to the responsible student leaders in student communities, encouraging facilitators to continue with engagements beyond the Welcoming Programme. Leaders who organised the sessions found the manual useful and made valuable recommendations for the 2023 updated version.

2.3.14.2. SOAR Programme for first-generation students

The CSC continued to expand the SU First-Generation Programme in January 2022. The programme has a development focus for first-generation students and has the acronym SOAR, which stands for strength, opportunity, agency and resilience. The aim of the programme is to make the students aware of their inherent strengths and how to use these effectively to build confidence and create opportunities for themselves, how to utilise their agency and how to remain resilient.

2.3.14.3. Monitors Programme

Leaders are expected to plan and present the Welcoming Programme to cluster stakeholder staff and students, and execution in form and substance is monitored by appointed officials from the ranks of senior students.

The monitoring of the Welcoming Programme was introduced about 19 years ago since it had become necessary to monitor the welcoming practices of student communities to discourage unacceptable practices linked to initiation. Monitoring the Welcoming Programme involves monitors' moving around freely on campus and in residences during the welcoming period and reporting their observations.

Monitors are mostly senior students at the University, which equates to having peer evaluators. The aim of the monitoring is to shift the student culture where necessary, to ensure quality control and to dispel any mistrust that the public and those not involved in a specific student community might have regarding what transpires in such communities. The monitoring activities have indeed been instrumental in the improvement of the welcoming culture.

The objectives of the monitoring of the Welcoming Programme are

- to provide an objective measure of the efficiency of the welcoming period for each cluster and faculty;
- to ensure accountability of the House Committee and senior members of each house for their conduct during the welcoming period;
- to assess the welcoming period holistically, looking at all aspects of the transition to university life, both nonacademic and academic;
- to continue to improve the process of welcoming via a system of feedback (reporting) and communication with the relevant parties;
- to facilitate change where it is necessary, following the guidelines of SU to ensure the best possible experience for newcomers;
- to report objectively any violations of human rights and to ensure that the necessary steps are taken in response to such situations;
- to liaise with and provide a safe channel of communication for newcomers by representing their concerns, needs and goals to appropriate citizens and bodies with vested interests in the community; and
- to respect residence traditions and history but also to help House Committees to consider the goals and outcomes of all welcoming activities critically by benchmarking them against standards set by the University, in this way creating a dynamic orientation process that promotes individual growth and development.

The 2022 report made the following observations and recommendations:

- The Monitoring Advisory Committee that facilitates cross-structure accountability needs wider representation from faculty and other university stakeholders.
- Newcomers should be better informed by the University about what unwelcoming practices are, and this should be done centrally in a message to newcomers.
- Monitors should be encouraged to study previous reports and identify longitudinal trends to be addressed in communities.
- There is a need to continue to pay attention to and identify practices that persist past the welcoming period.

The report stated, “It is certainly acknowledged that the campus culture is not what it was 10 years ago, but it cannot be denied that marginalisation and exclusion take place on an implicit basis and power hierarchical structures disguised as tradition and operational convenience are still rife in some community spaces.”

2.3.15. Transformation-related engagement programmes in student communities

2.3.15.1. Dialogue on gender-based violence

The DSAf hosted a two-day special screening of the play *Fluid Courage* (Vloeibare Moed). Four hundred students and staff attended the theatre production inspired by the events that took place after the gruesome death of Uyinene Mrwetyana. The production tackled topics around GBV as the lives of four first-year university friends, Sherwyn, Randall, Dillon and Dean, are in turmoil after one of them is the main suspect following a crime committed on the University campus. Students had the opportunity to engage with the actors on themes of masculinity, violence, gender norms and adaption to university life.

The initiative emphasised the educational impact and potential of theatre and arts to introduce nuanced and deeper level discussions about sensitive and relevant transformation themes.

The Senior Living Spaces community further initiated a book discussion on GBV with Shanon Fife on the book *Ougat* to explore the theme from a personal perspective in conversation with students. The Senior Living Spaces community further initiated visits and interaction with Sun of the Soil to learn from this nongovernmental organisation how transformation and an educational programme in the wine industry focused on opportunities for the children of farm workers in Stellenbosch.

2.3.15.2. In Conversation Dinner series

The In Conversation Dinner series, now in its second year, is a joint initiative launched by cluster convenors and the Multiculturalism portfolio in the CSC. The dinners allow a diverse group of students (positional and nonpositional) to share a meal each month in a different part of Stellenbosch with a conversation partner from surrounding communities. The aim is for the conversation partner to talk on a specific topic to give students a better understanding of the histories of Stellenbosch and its adjacent communities, and to encourage greater engagement between the parties.

The In Conversation Dinner series is a great conversation starter that is much needed in the student and other communities in Stellenbosch. It serves as a platform for students to engage frankly about the many historical narratives surrounding these communities. It also allows them to think about the challenging questions around the role of young people to write new narratives about a different future between Stellenbosch and its adjacent, often forgotten communities.

2.3.16. Review and task teams on staff appointments, residence rules, training and LGBTQIA+ support

The DSAf convened advisory structures and task teams to review and advise on structural aspects of transformation in student communities. The themes were as follows:

- Leadership training and development.
- Review the appointment system of residential heads.
- Review and update rules for student communities.
- Explore the state of resident life and culture.
- Advise on LGBTQIA+ support and integration in student communities.

The task team that reviewed matters related to LGBTQIA+ integration and support further hosted a students' LGBTQIA+ Indaba to deepen student and staff engagement and to highlight priorities and recommendations.

2.3.17. Strategic advisors in leadership teams

In 2022, the Strategic Advisor initiative was further expanded to enable leadership teams in student communities to appoint an additional peer leader with previous leadership experience from outside the community to enable the transformative growth of leadership teams. The newly elected leadership training gathered more than 400 student leaders in a six-hour engagement series. Part 1 of the training used photos and media posts as cues for leaders to make sense of key events in 2022. The photos covered campus life trends, social media challenges, antiracism demonstrations, mental health challenges, multilingualism and university practices. Part 2 introduced the theme "Leadership skills for uncertain times" and the fundamental state of leadership. Part 3 focussed on case studies related to student behaviours and the possible disciplinary and other resources available to students. Leaders were further grouped into targeted workshops on themes related to various portfolios, with themes such as sustainability, critical engagement, financial management and health and safety.

2.3.18. Implementing guidelines to ensure inclusive and environmentally friendly institutional events

- A programme director for the Welcoming and Graduation ceremony who was fluent in English, Afrikaans and isiXhosa was appointed. The welcoming script was written in all three official languages of the Western Cape to ensure that students and guests felt included and to promote multilingualism on campus.
- The welcoming script included a devotional moment of silence for all guests to express their gratitude in prayer according to various secular and religious perspectives.
- Graduation took place in the midst of the holy month of Ramadan, and Muslim graduates and students were informed that a prayer room had been arranged to ensure space for their obligatory prayers with water and ablution facilities close to the room.
- An all-inclusive prior ceremony was arranged with entertainment by the Stellenbosch African Music Ensemble, Conquering Spirits, under the direction of Ncebakazi Mnukwana, the Stellenbosch Jazz Quartet and the Stellenbosch University Brass & Percussion Ensemble with two vocalists Blaine Josephs and Sashon Davids leading the National Anthem.
- Interpreting services were available in English, Afrikaans and isiXhosa for the full duration of the events. South African Sign Language (SASL) interpreters also attended two graduation ceremonies to assist graduates with hearing disabilities and to ensure that these graduates were not left behind and could follow the entire ceremony and receive their degrees with honour.
- Special arrangements were made for guests in wheelchairs to ensure that they were seated with their families. In cases where frailty or illness affected the time that guests could attend a long graduation ceremony, special arrangements were made for their late arrival and/or early departure.
- Graduates who could not climb the steps to the stage area due to a disability or injury remained on ground level, and their degrees were conferred below the stage. Graduates who required assistance to climb chairs due to certain disabilities were also assisted by graduation staff or family members of their choice.
- Zero waste was promoted to ensure an environmentally friendly event. Guests and students were called upon during the welcoming speeches to remove all waste items. Plastic water bottles for the event were replaced with glass. Clearly marked bins were strategically placed in and around the venue.

2.3.19. Developing inclusive religious calendars and institutional practices

The Transformation Office compiled an interfaith document that highlighted religious observances and commemorations that could affect academic activities, classes, tests and exams. This work was expanded to enhance and renew institutional practices. Guidelines for leave of absence for students, which will include accommodation for religious observances, will be concluded in 2023.

2.3.20 The changing profile of the student population

In response to the national transformation imperatives, SU has made significant progress in diversifying the student population. The student profile has changed, exhibiting an upward trend of BCIA enrolments between 2015 and 2022. This is reflected in Table 6 and Table 7 below.

Table 6: Undergraduate student profile 2015–2022

Undergraduate Students	2015	2016	2017	2018	2019	2020	2021	2022
Black	1 914	2 067	2 239	2 449	2 540	2 794	3 138	3 607
Coloured	3 646	3 836	3 989	4 058	4 002	3 932	4 077	4 041
Indian	451	527	585	636	653	676	720	729
White	12 250	12 353	12 181	12 088	11 871	11 743	11 702	11 574
Foreign national	781	799	846	869	924	918	960	931
Undisclosed	-	-	4	68	140	209	273	376
Total	19 042	19 582	19 844	20 168	20 130	20 272	20 870	21 258

Table 7 : Postgraduate student profile 2015-2022

Postgraduate Students	2015	2016	2017	2018	2019	2020	2021	2022
Black	1 588	1 619	1 757	1 965	2 048	2 155	2 130	2 156
Coloured	1 335	1 378	1 452	1 487	1 543	1 576	1 546	1 574
Indian	245	264	274	278	288	302	358	389
White	4 997	4 937	5 029	4 819	4 622	4 605	4 773	4 492
Foreign national	1 886	1 956	1 925	1 922	1 850	1 737	1 666	1 658
Undisclosed	-	-	3	35	61	81	104	112
Total	10 051	10 154	10 440	10 506	10 412	10 456	10 577	10 381

2.4. Language

SU is positioned as a world-class, multilingual South African university, one of few in this category, which is sorely needed in a country with 11 official languages. It is therefore of cardinal importance that the University ensures that language is not a barrier to access but a tool for success, especially in diverse educational settings. This goal is realised through SU's Language Policy, the purpose of which is to regulate, manage and govern language use in all aspects of the institution. SU regards multilingualism as a resource and believes that language should broaden access and enhance success, and that the Language Policy and its implementation should facilitate pedagogically sound learning and teaching. The promotion of multilingualism without exclusion is therefore a key distinguishing characteristic toward which SU strives. The year 2022 was the first year of implementation of the new Language Policy.

2.4.1. Advancing multilingualism and language support institutionally

As the University began to transition out of the COVID-19 pandemic in early 2022, language support provided institutionally also had to change. This applied to the language used in learning and teaching contexts as much as it did to other types of interaction. As stated previously, it is of cardinal importance that the University ensures that language is not a barrier to access but a tool for success, especially in diverse educational settings.

The Language Centre has worked hard to adapt its courses and services to provide assistance to lecturers who are teaching in person or online and to students who need ongoing language support both virtually and in person. In 2022, the Interpreting Service (which comprises 15 interpreters, including two SASL interpreters and one isiXhosa interpreter) interpreted a total of 1 780 lectures in seven faculties online. There were fewer podcast translations of lectures than in 2021, when the bulk of the lectures were

translated. There was also a return to more in-person conference interpreting in 2022, including online conference interpreting at SoTL (Scholarship of Teaching and Learning), interpreting at graduations, and so forth.

The interpreting services provided to deaf students and staff include all forms of educational interpreting (for classes, tests, exams, tutorials, meetings with lecturers etc.) and all forms of extracurricular interpreting (for residence meetings, social events, workshops, doctor's appointments etc.). During 2022, the Language Centre's interpreters placed more emphasis on interpreting for SU staff and the community and on advocating for the D/deaf community as no Deaf students were enrolled. The Language Centre provided a boost for the Deaf community at SU by hosting a workshop on the promotion of SASL in September 2022. The aim of the workshop was to consider the role of SASL and Deaf culture at SU. The workshop brought staff members together from a number of departments and achieved greater awareness regarding SASL and Deafness, the establishment of a Deafhood on campus, developing and promoting SASL as language and promoting access for the Deaf community by means of interpreting.

The Language Service continued to provide translation and editing services for academics in 2022, including the translation and editing of class notes, informed consent forms and thesis abstracts, and the transcription of research interventions. On an institutional level, the Language Service provided language support for the following:

- SU rebranding and signage.
- Translation and editing of communication briefs, documents, emails and so forth.
- Documents for student communication.
- Corporate Communication Division Style Guide.

2.4.2. Advancing individual multilingualism at Stellenbosch University

The Afrikaans and isiXhosa portfolios of the Language Centre's Language Learning Hub continued to make great strides in supporting individual multilingualism in social and cocurricular spaces with their courses in Survival Afrikaans and isiXhosa. There was a very positive response from students throughout 2022, and the courses were well attended. Several staff members, in turn, also thoroughly enjoyed *Masabelane ngesiXhosa* in 2022 as they encountered the language for the first time. There seemed to be an increasing interest in and need to develop multilingual competencies as part of social interaction and inclusivity on campus. There were also opportunities for course participants to spend time learning about isiXhosa culture, as students from the international Global Education Programme found out. International students enrolled for isiXhosa spent the day learning about isiXhosa culture, marriage customs, traditional food and the background of amaXhosa who live in Kayamandi.

The Language Learning Hub offered the short course isiXhosa 123 for external clients for the first time between May and June. The aim of this course is to offer members of the public the opportunity to acquire basic and functional isiXhosa for use in specific social contexts. Feedback from the participants indicated that the course exceeded their expectations. As one participant mentioned in his feedback, "I would have loved it to be a bit longer. I really thank you from the bottom of my heart for the work you are doing to help heal our nation from its segregated past and giving us a once-in-a-lifetime opportunity to be able to communicate better with each other."



The year 2022 also saw the first offering of a beginner course in SASL, in which the Language Centre collaborated with the Department of General Linguistics.

2.4.3. Implementing a multilingual programme aligned to the University's Language Policy

Updating the language implementation plans of faculties and environments

The SU Language Policy offers various options for using the languages of teaching in lectures, namely using Afrikaans and English in separate class groups where it is reasonably practicable and pedagogically sound; using Afrikaans and English in a single class group where all information in each lecture is conveyed in at least English, accompanied by summaries or emphasis on content in Afrikaans; and using only one language where the assigned lecturer is proficient in teaching only in Afrikaans or English. In addition to the lectures, students are supported in Afrikaans and English during a combination of appropriate, facilitated learning opportunities (such as consultations during office hours or routinely scheduled tutorials and practical sessions). Furthermore, simultaneous interpreting and information and communication technology (such as podcasts and vodcasts) are employed to support students' understanding of module content by way of more than one language.

Towards the end of 2022, faculties and RCs compiled their context-specific language implementation plans within the parameters of SU's Language Policy. Language implementation in and beyond the classroom is afforded with additional institutional funding and various support mechanisms offered by the Language Centre. These language implementation plans were approved by Senate in November 2022.

2.4.4. Monitoring the language-related experiences of students

Regular student surveys are conducted to obtain feedback from students about their language-related experiences both in and out of class. The report on a student and staff survey in 2022 is available [here](#). Students and academic staff who are negatively affected by the implementation of the Language Policy may lodge complaints via the faculty's prescribed appeals or complaints procedure or, in the absence of such a procedure and in order of preference, with the relevant staff member, the relevant departmental chairperson or head, or the dean. If the complaints are not satisfactorily resolved at faculty level and the complaints are related to academic contexts, students may refer such complaints to the Academic Planning Committee via the Student Academic Affairs Council. If the complaint cannot be resolved by the Academic Planning Committee, it refers the matter to Senate with a recommendation.

In the case of implementation of the Language Policy by support services, complaints are lodged with the relevant hierarchy of line managers or, in the case of the broader University, with the Rector's Management Team via the SRC executive. In the case of implementation in student living environments, complaints are lodged with the House Committee or the relevant residential head. If the complaints are not satisfactorily resolved at University residence or private student ward level, students may refer the complaints to the Senior Director: Student Affairs. In cases where the use of these structures is not suitable, complaints may be submitted to the SU Ombud for settlement in consultation with the relevant structures.



2.4.5. A multilingual mindset

“Multilingualism is about more than an individual’s willingness to learn and use multiple languages. The focus of the Language Policy is also on promoting inclusivity and an appreciation of the value of diversity. Multilingualism, therefore, is also an attitude” (SU Language Policy, 2022).

Multilingualism equips students to tap into a broader and more diverse knowledge base; to engage with society in a way that speaks to the heart, not just the mind; to be dynamic professionals, able to better demonstrate problem-solving, listening and interpersonal skills; and to be well-rounded individuals who can make informed decisions that take more than just their own thinking into consideration.

The Language Centre made great strides in 2022 to increase staff members’ and students’ awareness regarding the benefits of multilingualism.

2.5. Staff development and equality

2.5.1. Advancing staff recruitment practices that support diversity targets

2.5.1.1. Revised Employment Equity Plan

In response to the transformation imperatives as espoused in the South African Constitution, the University adopted an employment equity policy framework to redress the disparities of the past, to achieve equity in the workplace and to comply with the requirements of the Employment Equity Act. The University has an approved Employment Equity Policy (2016), an Employment Equity Plan (2020–2025) and the Code for Employment Equity and Diversity (2017).

Since the establishment of the Employment Equity Office in 2018, attempts have been made by Human Resources to revisit and amend employment equity-related policies and human resources procedures and guidelines. These measures have contributed to the increase of employment equity figures amongst the total PASS employees (61.1% BCIA on all levels and 64.7% female on all levels).

An increase in diversification is also seen on PASS levels 1–6 (current BCIA on levels 1– 6 is 29.37%; women on levels 1–3 is 50% and on levels 4–6 is 41%). Although the total percentage for the total PASS employees is favourable, challenges remain on senior PASS levels.

The percentage of academic staff (BCIA) on all levels have increased since 2015 from just under 18% to currently approximately 25%. It is, therefore, noted with concern that the diversification of staff on all academic levels is low, especially on the levels of associate professor and full professor.

It needs to be noted that the percentage for staff with disabilities (differently abled) is currently at 1%. As a result of a campaign to encourage employees to disclose disabilities conducted by the Employment Equity Office in October 2022, the number of employees who declared disabilities rose from 32 to 47 employees. The statutory requirement is 2%.

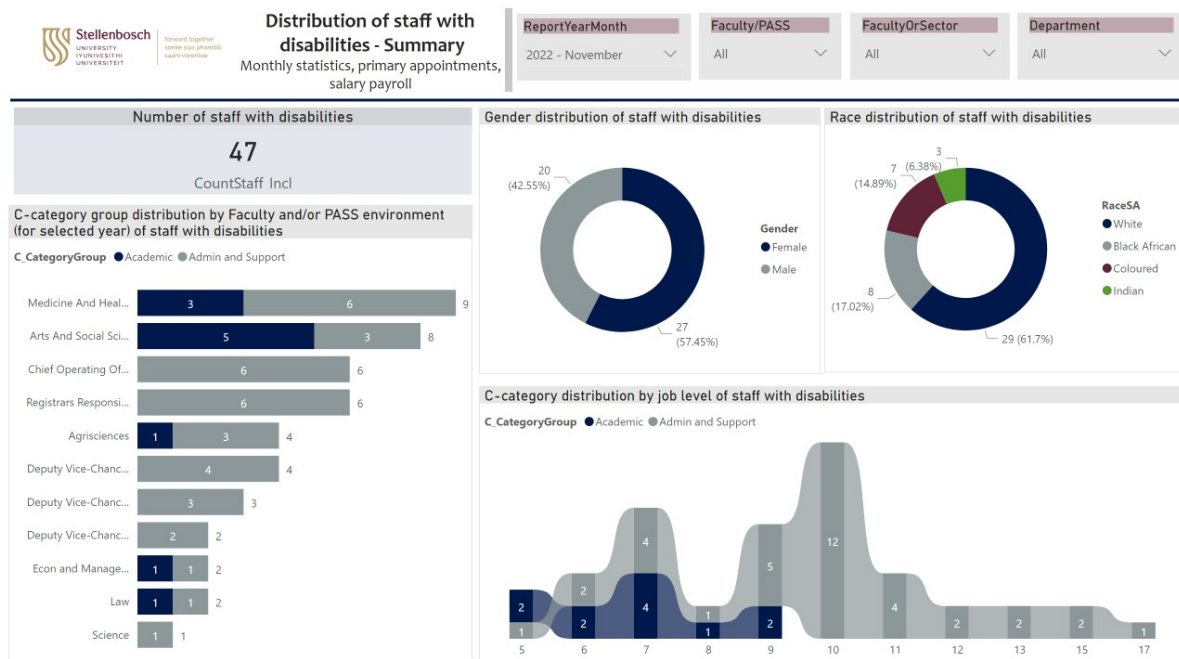


Figure 4: Distribution of staff with disabilities

2.5.1.2. Employment equity implementation strategy

Employment equity is one of the University's strategic priorities and is integral to the strategic actions that include, among other things, diversifying the staff complement. To address the slow pace of transformation of the staff corps, an intentional and impactful response was necessary. The Rectorate intends issuing a statement of intent that commits its support to Human Resources to implement the employment equity measures and interventions identified in the report presented by the Employment Equity Office to it on 22 November 2022. The steps outlined below are by no means an exhaustive list but reflect the holistic approach that will be required to address the slow pace of transforming our staff profile.

- All RCs are required to prepare and present employment equity plans (aggregated to division, department and centre) to the Director: Employment Equity in 2023. The employment equity plans must indicate employment equity targets to be achieved by the end of the year, informed by anticipated retirements, vacancies and any opportunities identified in the staff plans.
- In addition, the environment employment equity plans must indicate what succession planning is in place and what measures are proposed to ensure a diverse workforce at all occupational levels. Targets must be set for both permanent and fixed-term positions. The Code for Employment Equity and Diversity must be always applied in relation to fixed-term appointments.
- Targets must be signed off after engagement with the Director: Employment Equity and the Chief Director: Human Resources.
- All environments must demonstrate a clear and deliberate intent to recruit candidates who will enhance the environment's demographic profiles.
- All recommendations for appointments will be reviewed in line with the diversity profile of the environment and in line with the Code for Employment Equity and Diversity.
- All RCs will be required to present progress reports on the achievement of employment equity targets in October of each year. The progress reports will be used as a monitoring and evaluation

tool that would enable the Director Employment Equity to report to relevant University structures regarding progress.

- Heads of RCs are required to sign performance agreements regarding employment equity targets with the relevant line managers responsible for staff planning in their environments. These agreements must be cascaded down to deans and department heads in faculties and heads of divisions and departments in PASS environments.
- All RCs are required to indicate intentional succession planning, skills development strategies and 'grow our own timber' initiatives in the environmental employment equity plans.

The Director: Employment Equity will arrange meetings with RCs in 2023 to operationalise this statement of intent.

2.5.1.3. Direct recruitment, succession planning and career development

There are opportunities to advance employment equity through recruitment methods, the way we map out our staff plans and in how we develop staff. Human Resources will drive equity through strategic direct recruitment by assisting environments to identifying areas to be targeted for succession planning, skills development and strategic direct recruitment of designated groups.

Using the analytics capacity within the institution, we intend to identify opportunities for filling vacancies over the medium term. We propose that each environment undergo such an analysis to create a heat map that shows the employment equity performance of the environment and also the medium-term opportunities to advance diversity.

A medium-term picture allows us to make better decisions, including how we use strategic recruiters and other recruitment tools. In respect of the latter, we are currently in discussion with LinkedIn on how to make better use of its products, especially its databases. Identifying and finding prospective candidates much earlier will give us a better chance of attracting them.

The need to improve succession planning is another factor. This needs to feature in staff planning more prominently. It will assist in identifying BCIA candidates, reduce the need for mostly white employees to work beyond age 65 and has the further advantage of addressing the filling of key posts.

In addition to being a key driver of achieving the aim of being an employer of choice, the nurturing of talent gives us the means to promote BCIA candidates. It also allows us to recruit BCIA candidates with potential and appropriately advance their career progression. In this regard, the establishment of a Talent Management directorate within Human Resources has been prioritised.

2.5.1.4. Future Professor's Programme

The Future Professors Programme (FPP) (Phase 01), hosted at SU, is a national, collaborative programme aimed at developing qualities of academic excellence and leadership among a select pool of academic staff and so contributing to the transformation of the future South African professoriate. This is in service of all 26 South African public universities. The benefit of such a national programme – in partnership with existing initiatives – is the acceleration and systematic development of a next-generation South African professoriate with strong cross-disciplinary, interuniversity peer networks inside and outside the programme. In early November 2022, the programme, in partnership with the Academy of Science of South Africa (ASSAf), STIAS and the FPP (Phase 02) at the University of Johannesburg, hosted the 2021 Nobel Prize Laureate for Literature, Professor Abdulrazak Gurnah. During this event, they also participated in a mini conference presenting their work to, among others, the Executive Officer of the ASSAf, Professor Himla Soodyall.

Prof Soodyall reported as follows in a letter to Dr Blade Nzimande on the status quo of the Phase 01 fellows and programme: "The quality of the presentations was of the highest quality and of an international standard ... I feel privileged to have had this engagement with the fellows and will use my

position as Executive Officer at ASSAf to enhance their visibility and to include them in ASSAf-related activities ... being witness to how the FPP is building and creating opportunities for talented young people in the country is a real feel-good moment, and I wanted to share this with you.”

In May 2022, the FPP Phase 01 selected a third cohort of 26 fellows. This shortlist was recommended by the FPP Advisory Board for approval by the Minister of Higher Education, Science and Technology. We are currently awaiting the announcement by the minister. As was true for previous cohorts, based on selection criteria of quality, excellence and representivity, the FPP (Phase 01) represents a transformed future South African professoriate with disciplinary representation especially strong in chemistry, biochemistry and chemical engineering. Physics and the health sciences are also strongly represented. The humanities and social sciences, while yielding very strong candidates, are less well represented, sounding a cautionary note as to where more work needs to be done in strengthening the future professoriate.

The demographic distribution of the current fellows on the programme is 47% black female, 43% black male, 7% white female and 3% white male. The average fellow entering the programme is black, female and aged 34–36 years old and holds the position of senior lecturer at her institution. She is most likely to have a Y2 National Research Foundation rating, indicating recognition of her disciplinary standing by a representative sampling of her peers.

The SU fellows received individual targets commensurate to their discipline and life stage and taking into account the particular challenges faced during the COVID-19 pandemic. As the pandemic restrictions lifted, the fellows were able to set in place strategic plans to engage also in international engagement opportunities. Dr Rehana Malgas-Enus, senior lecturer in chemistry at SU and most recently the recipient of an SU Teaching Award, sadly died shortly after taking up a prestigious Eleanor Trefftz Fellowship at TU Dresden.

Professor Lungiswa Nkonki was promoted to associate professor in 2022, and Dr Uhuru Phalafala received a prestigious Y1 rating for her scholarship from the National Research Foundation. Dr Tongai Maponga was promoted to senior scientist after, among others, publishing ground-breaking research on the COVID-19 epidemic in *Clinical Infectious Diseases* and *Lancet* (see e.g. <https://pubmed.ncbi.nlm.nih.gov/35793242/>).

Table 8: Individual targets received by SU fellows

Name	Field	Position	Gender	Race	NRF rating
Dr Rehana Malgas-Enus: passed away in September 2022 while at TU Dresden	Chemistry	Senior lecturer	F	B	
Dr Tongai Maponga	Medical virology	2022: Promoted to senior scientist	M	B	
Dr Lungiswa Nkonki	Health economics	2022: Promoted to associate professor	F	B	
Dr Uhuru Phalafala	English	Lecturer	F	B	Y1 rating received
Dr Margreth Tadie	Chemical engineering	2021: Promoted from lecturer to senior lecturer	F	B	

2.5.1.5. Monitoring and evaluation mechanism for employment equity

Monitoring and evaluation mechanisms have been implemented to track progress regarding the achievement of targets by environments. The Employment Equity Office will submit two reports annually to the Rectorate, the Appointments Committee of Senate, the Employment Equity Advisory Committee and the ITC about progress with achieving targets in all university environments. Environments are required to submit revised employment equity plans to the Employment Equity Office.

Through the Employment Equity Plan, shifts in staff diversity are closely monitored to ensure optimal diversity in all appointments and promotions. The Department of Labour and the University's Employment Equity Committee continually monitor progress regarding the implementation of the Employment Equity Plan.

2.5.2. Code for Employment Equity and Diversity

The Code for Employment Equity and Diversity has been reviewed, and revisions have been made that will strengthen the measures needed to advance diversity. The code will be submitted to institutional governance structures for approval as a policy document. Some of the items that have been revised include the following:

- Revised employment equity statements on advertisements.
- Aligned definitions in the Code for Employment Equity with labour legislations, for example suitably qualified as opposed to appointable, and inherent requirements as opposed to essential requirements.
- Revised guidelines for profiles to be used to evaluate diversity. For example, for job levels 5–6, the diversity (race, gender, and disability) profile of the environment for that specific post level must be used; in the case of PASS environments, the diversity profile of the RC must be used; and in the case of faculties, the diversity profile of the whole faculty must be used.
- The Employment Equity Committee will be reconstituted to ensure appropriate diversity and representation.
- The employment equity representatives who serve on selection panels are to be more diverse.

2.5.3. Monitoring progress in faculties and professional and administrative support service environments that support diversity targets

The demographic profile of SU was compiled taking into consideration both permanent and fixed-term employees. The following figures illustrate the current staff profile of SU:

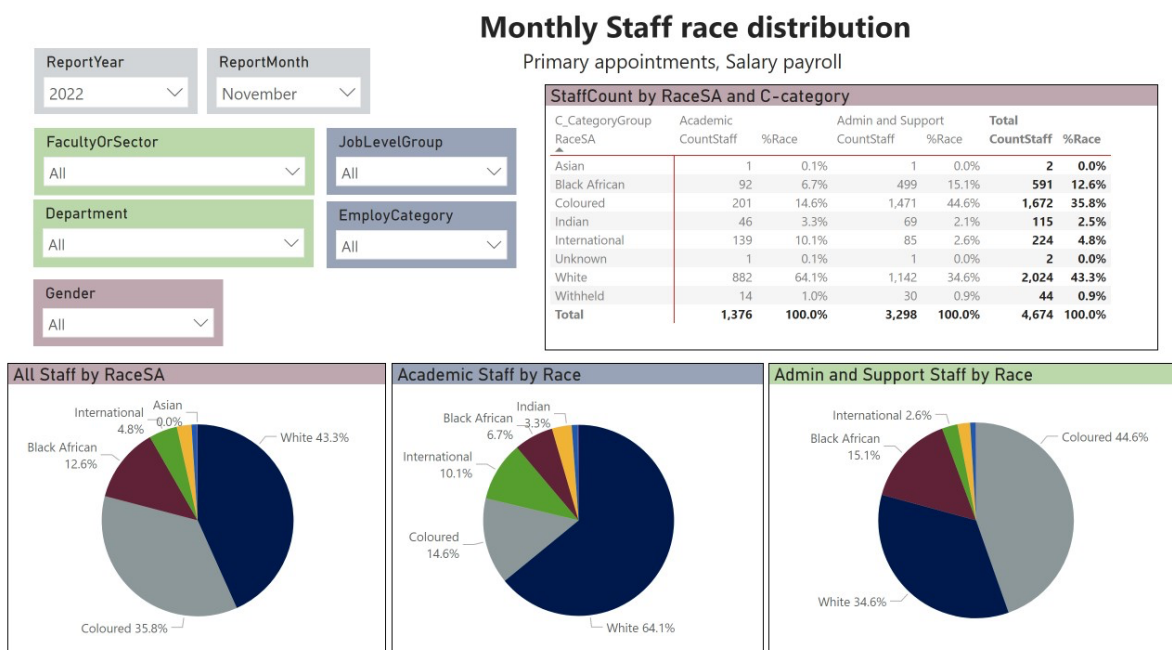


Figure 5: Academic and PASS staff by race

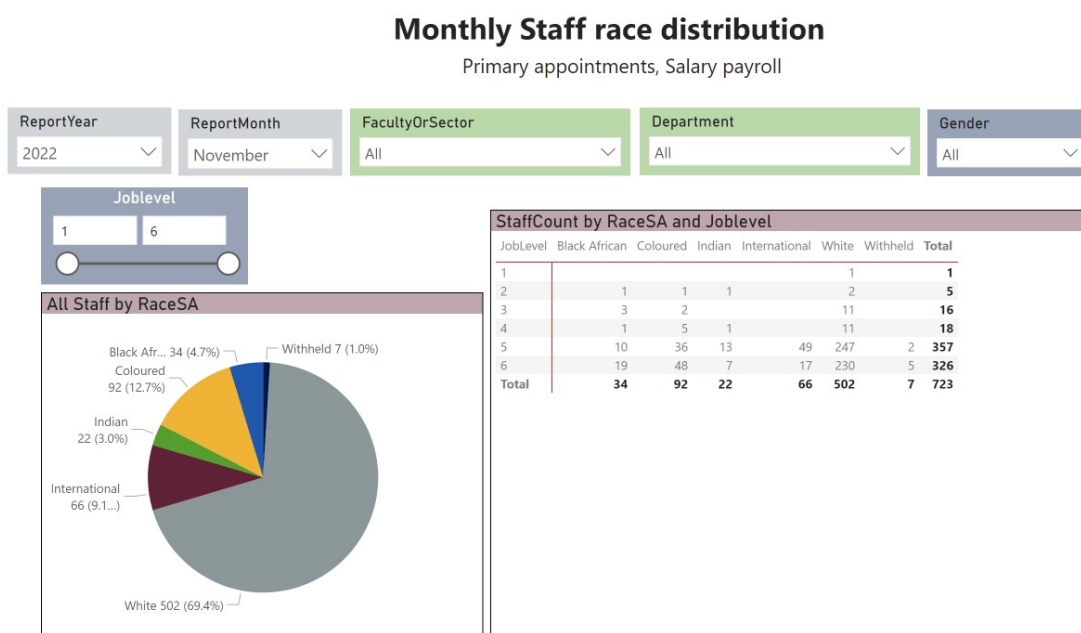


Figure 6: Senior positions by race and job level

Monthly Staff race distribution: Academic Staff

Primary appointments, Salary payroll

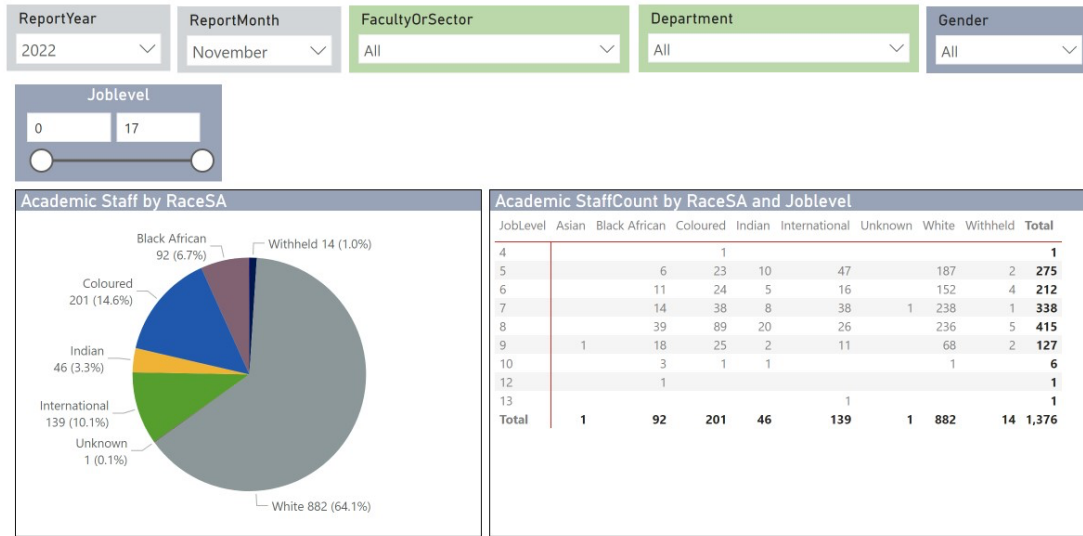


Figure 7: Academic staff by race and job level

Monthly Staff race distribution: Professional Administrative Support Staff

Primary appointments, Salary payroll

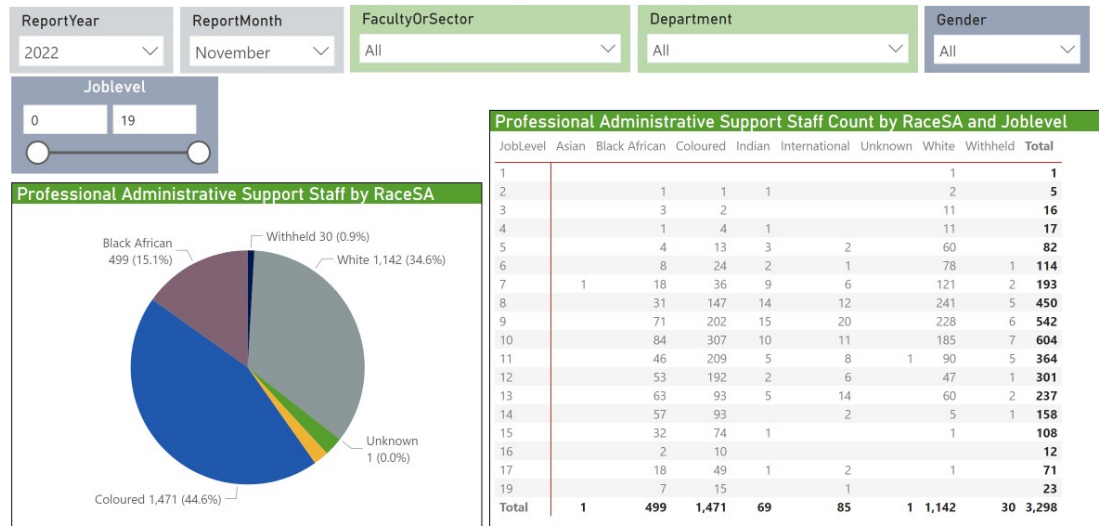


Figure 8: PASS staff by race and job level

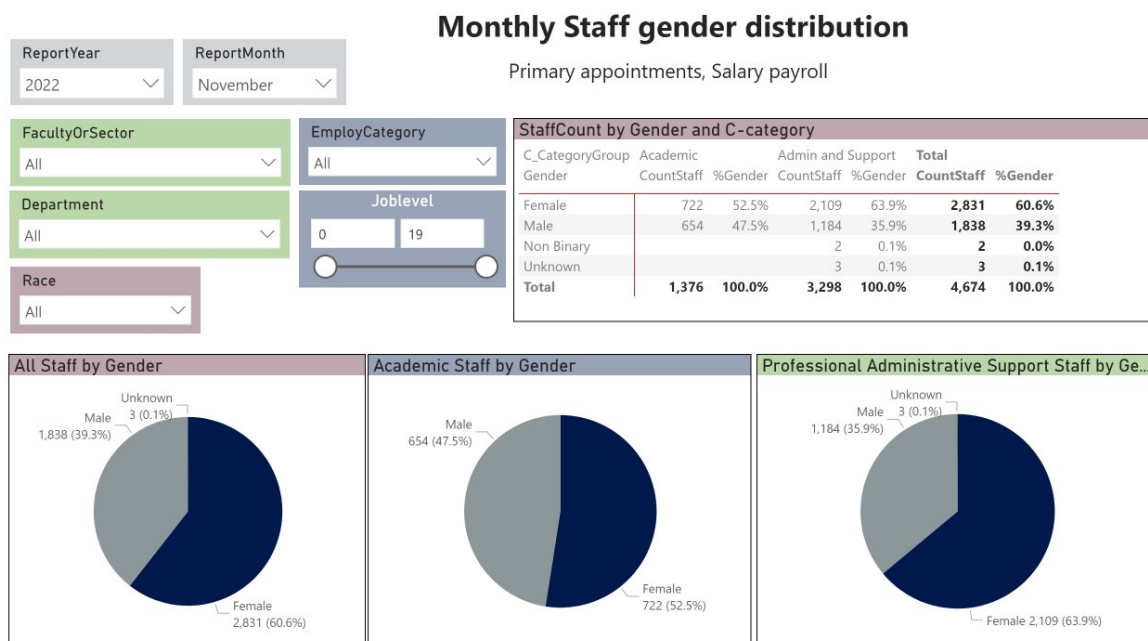


Figure 9: Staff by gender

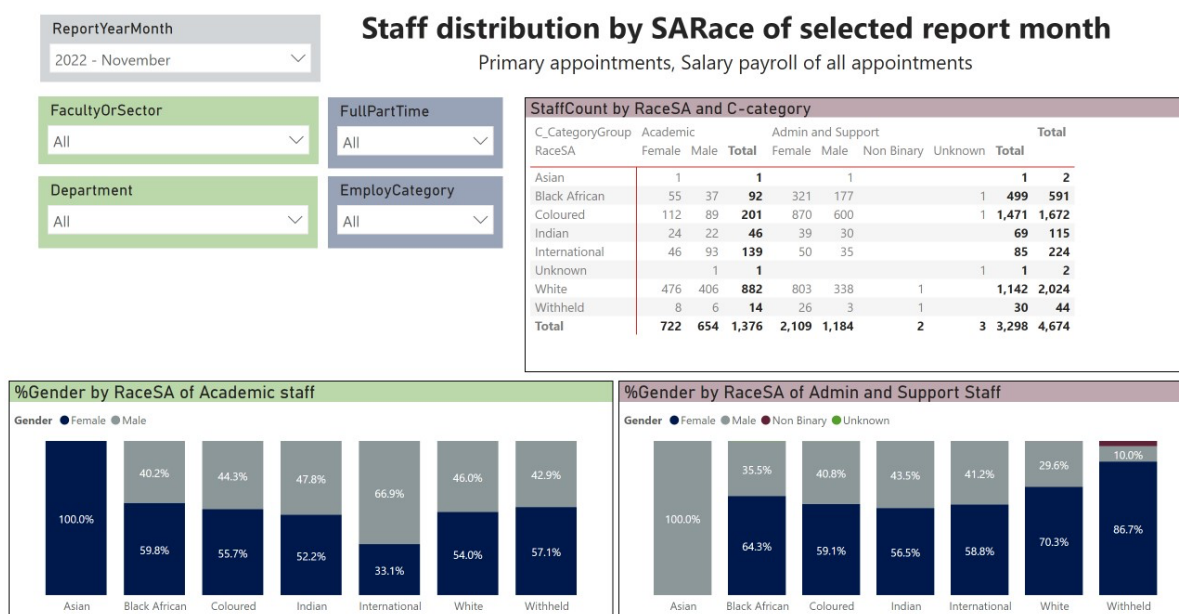


Figure 10: Staff by race and gender

2.5.4. Engaging annually with faculties and professional and administrative support service environments regarding equity and inclusion

The Vice-Rector: Social Impact, Transformation and Personnel, the Chief Director: Human Resources and the Director: Employment Equity undertake annual site visits to all environments (both faculties and PASS environments). The purpose of these site visits is to reorient environments regarding the diversity imperatives of SU.

In 2022, employment equity discussions focused on the need to articulate initiatives to accelerate diversity, remove barriers to diversity and set targets that are aspirational, realistic, and contextual at

Job Level 9 and above in environmental employment equity plans. Environments were requested to revise their employment equity plans and to submit them to the Director: Employment Equity. Inputs into environmental plans will be used continuously to compile revised employment equity targets resubmitted to the Department of Labour. A final report will be compiled and submitted to Council as soon as all environmental employment equity plans have been analysed.

Although SU has increased diversity in its staff profile, the process is relatively slow, specifically in academic environments. Barriers identified will be dealt with in the coming years to support environments in increasing staff diversity. There is strategic funding which alone is not sufficient to accelerate EE appointments as environments rely mainly on the mainstream budget. This, together with a slowly changing institutional culture, hinders a steady improvement in the staff diversity profile of SU. This will have to be further investigated by appropriate SU environments and stakeholders.

2.5.5. Transformation Plan for student enrolment

SU contributes to the achievement of national objectives for higher education, including increasing the participation rate in higher education in South Africa. Recruitment and admission of a diverse student body is done according to the revised admission policy. Decisions on admission to SU are aligned with the principles of academic excellence through diversity and inclusivity, as stated in the revised admissions policy.

SU aims to achieve the demographic representation targets regarding race set annually in agreement with the DHET. Council annually approves targets for SU based on the size (total number of students) and shape (fields of study and diversity profile) of its student body.

Based on these targets and institutional capacity, faculties annually determine the number of new study places available for each faculty and, in some cases, for specific programmes. These available places are filled in the following order and are based on (i) academic performance, irrespective of race or socioeconomic status, (ii) race and (iii) socioeconomic status.

Enrolment management at SU is aligned with the setting of targets. Student recruitment activities therefore focus primarily on attracting top-achieving students from diverse backgrounds to SU. In collaboration with faculties, specific schools are annually targeted for diversity recruitment purposes.

2.5.6. Student accommodation

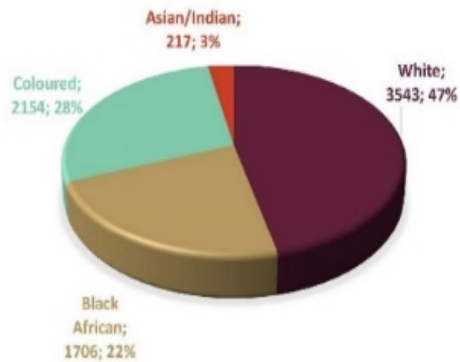
Students are placed in all SU residences in such a way that it contributes positively to the formation of diverse student communities in line with the provisions of the revised residence placement policy. The primary provision for placement is to acknowledge academic performance as a criterion but also to accommodate vulnerable students to enhance their chances of success. Diversity factors include race, language, first-generation status, nationality, and financial need. Annual targets for diversity are set for these factors. The placement policy is currently under revision to align it with the new set of strategic imperatives of the University.

The overall race profile in student communities remained unchanged from 2021 to 2022 except for a 3% increase from 56–59% of white male representation in male residences at Stellenbosch Campus. The leadership profile in male residences was 74% white, 12% black African, 11% coloured, 1% Indian and 2% preferred not to declare. The leadership profile in female Stellenbosch residences remained the same from 2021 to 2022. In female residences, 48% of residents were white, 22% black African, 28% coloured and 2% Indian. The leadership profile was 57% white, 24% black African, 15% coloured, 2% Indian and Asian and 2% preferred not to declare.

HC race distribution vs Student housing community demographics 2022

Student housing race distribution (2022)

*First time entry



HC race distribution in all student communities (2022)

*First time entry

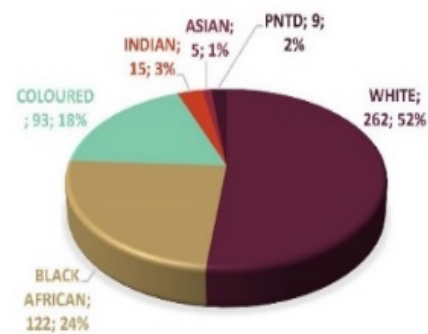
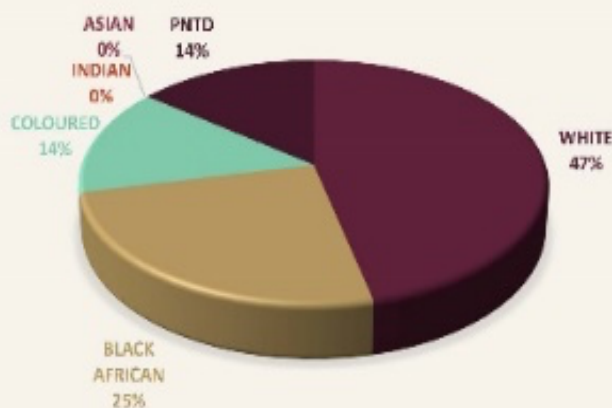


Figure 11: House Committee race distribution vs student housing demographics

PSO HC Race Distribution for Male PSO's

PSO MALE: 28



PSO HC Race Distribution for Female PSO's

PSO FEMALE: 36

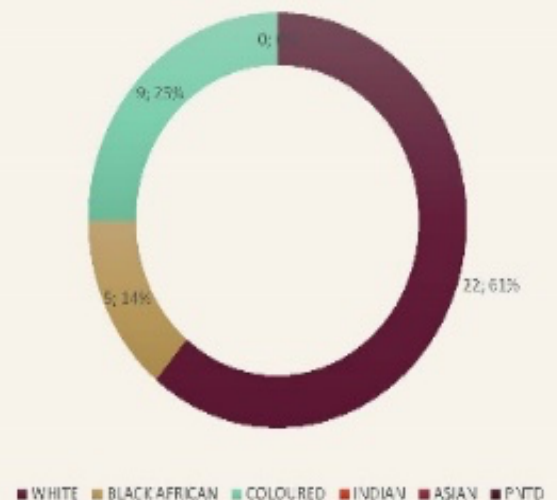


Figure 12: Private Student Organisation race and gender distribution

2.6. Curriculum renewal

2.6.1. Expanding teaching and learning colloquia on curriculum renewal

Faculties have regular sessions on curriculum renewal via their teaching and learning hubs. The identification of programme renewal has strengthened this focus on curriculum renewal as one of the key strategic priorities of the Vice-Rector: Learning and Teaching. Regular forums held every quarter with the Vice-Rector: Learning and Teaching, the Vice-Deans: Learning and Teaching and staff from the Division for Learning and Teaching Enhancement have resulted in the compilation of faculty-specific plans for programme renewal, which are now funded by the University Capacity Development Grant.

The Centre for Teaching and Learning has run a successful programme of monthly lunchtime seminars, referred to as 'Auxins' (from the Greek word *auxano*, which means 'to grow'). These seminars create opportunities for academics to examine and deepen their knowledge of teaching and learning at SU. The seminars play a key role in linking educational theory with teaching practice.

2.6.2. Implementing Critical Pedagogy and Academic Transformation Leadership Awards

The Critical Pedagogy and Academic Transformation Leadership Awards have not yet been implemented. Implementation could be brought about as a joint initiative between the Transformation Office and the Division for Teaching and Learning Enhancement.

2.6.3. Promoting the Academic Citizen in Africa Programme (cocurricular activities)

The Academic Citizen in Africa Programme has not been implemented in the planned format. The SU Co-curricular Office (housed in the Centre for Student Leadership and Structures at the DSAf) has, however, implemented an extensive range of cocurricular programmes and acknowledgements.

This model is currently being revisited after a request from Senate that the Vice Rector: Teaching and Learning should consider the implementation of a generic offering to enhance the transformative learning experience of students at SU.

2.7. Student support

2.7.1. Developing and implementing non-discriminatory standards and practices for examinations

SU respects the religious beliefs and cultures of all staff and students. The development and implementation of non-discriminatory standards and practices for examinations is a work in progress. A preamble has been inserted in the 2022 Almanac to ensure that the scheduling of assessments is done in a non-discriminatory manner.

2.7.2. Using surveys to gather student and staff feedback on support programmes

See Sections 2.3.14 and 2.3.16 on the Welcoming Programme, the Mentor Programme, and the ResEd Programme.

2.7.3. Aligning the Institutional Intent and Strategy with transformation goals (the student disciplinary code, the staff wellness strategy, financial support, academic support and mentoring)

SU approved a Strategic Framework and core goals based on Vision 2040. Numerous working groups are currently developing indicators for each of the following strategic themes:

- A transformative student experience.
- Networked and collaborative teaching and learning.
- Research for impact.
- Purposeful partnerships and inclusive networks.
- SU, the employer of choice.
- A thriving SU.

The Transformation Plan that is currently under review will align both directly and indirectly with the institutional goals and formulated indicators.

2.8. Disabilities

2.8.1. Completing and reviewing the Universal Access Policy to support students and staff members with disabilities

SU has a Universal Access Policy that allows for the implementation, coordination, and monitoring of universal access for students and staff members with disabilities on all SU campuses. Given the nature and intended outcomes of the policy, it is jointly curated by the Vice-Rector: Learning and Teaching and the Vice-Rector: Social Impact, Transformation and Personnel. The Division of Facilities Management and the DSAf implement this policy jointly. For more details on the policy provisions, see [here](#).

2.8.2. Lead with Disability Programme

More students took part in our co-curriculum recognised hybrid Lead with Disability Programme this year. In the first-semester five-week programme, 19 students participated, and in the second semester, we had 42 enrolments. The aim of the programme is to raise more awareness around diversity, inclusion, and disability sensitisation. Students really enjoyed the new interactive sessions on assistive technology and engaging with someone with a disability in which they could ask questions on the life experiences of students and staff with disabilities.

2.8.3. Peer-to-peer facilitation: Universal access

The Disability Unit started a peer-to-peer facilitation programme in 2022. The students have had international engagements already, with inter alia the Postgraduate and International Office and the international American nongovernmental organisation ProjectLets. This group is diverse, inclusive of students with disabilities and nonbinary students, from multiple racial, language and cultural backgrounds, and provides a safe space for students to be themselves.

2.8.4. Statistics on service delivery in the Resource Office (academic text conversion)

The Resource Office is part of the Disability Unit. Its primary function is to make texts accessible for people who struggle to read due to vision difficulties or conditions such as dyslexia or attention deficits. The graph below shows the number of students in undergraduate years (57) and postgraduate years (13) who received text conversion services for accessibility.

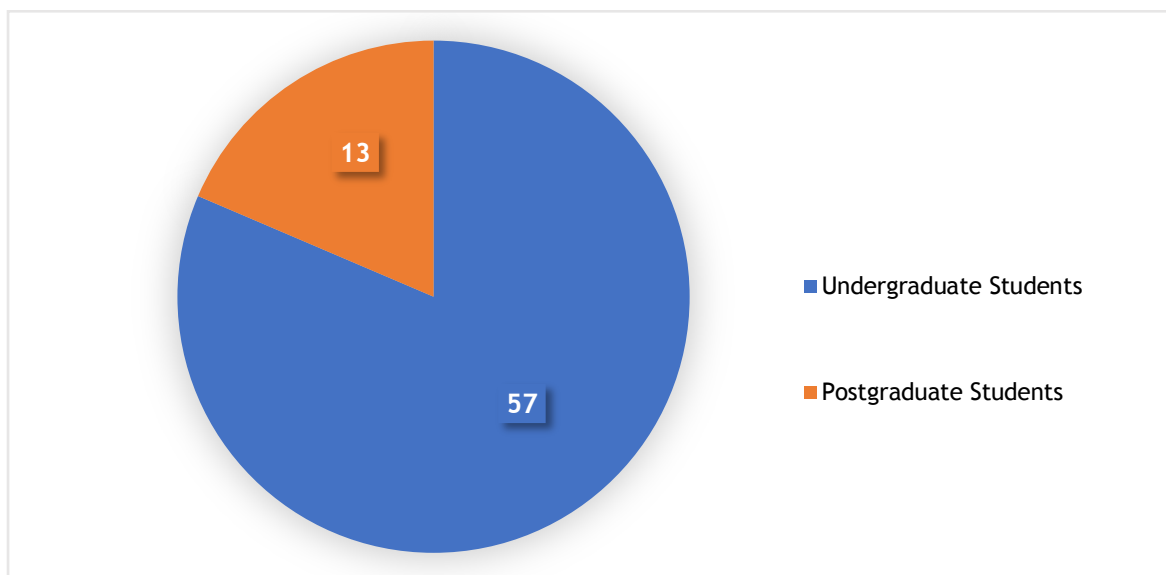


Figure 13: Text conversion support rendered to students with print disabilities

Blind students, partially sighted students and students with certain learning disabilities benefit most from the text conversion activities at the Resource Office. See the graph below showing blind students (9), partially sighted students (28) and students with learning disabilities (33).

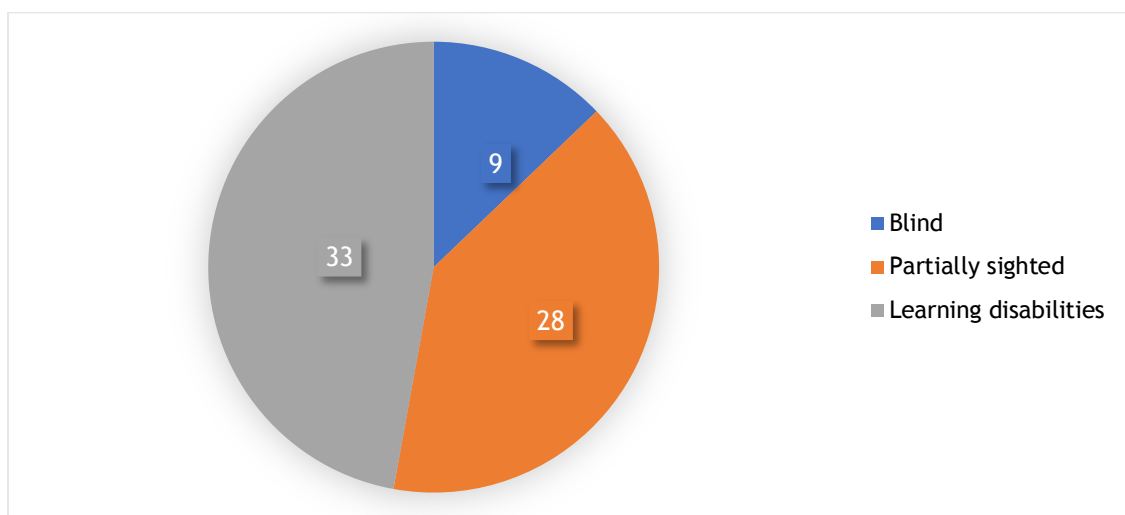


Figure 14: Students provided with text conversion support

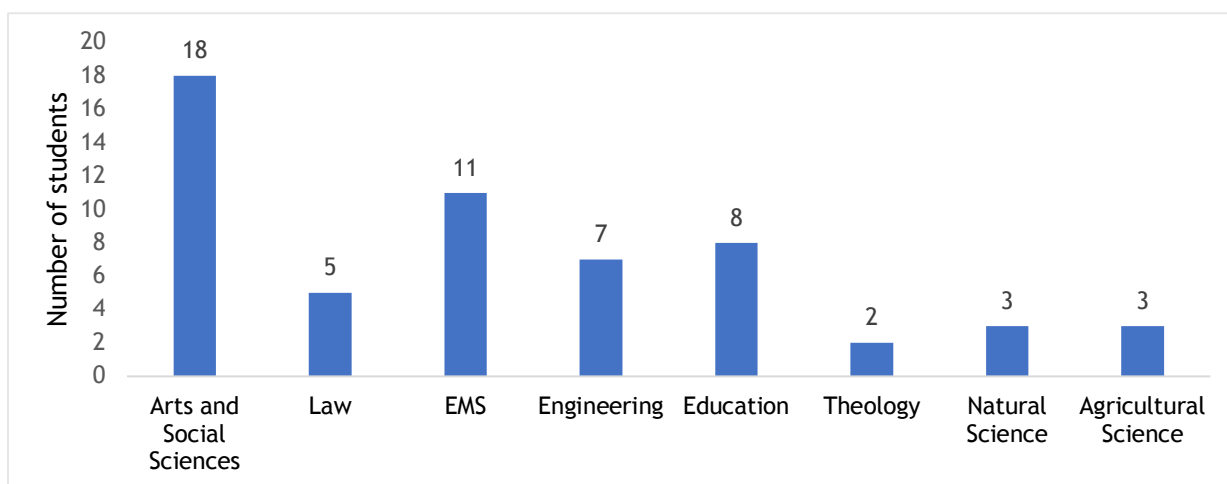


Figure 15: Undergraduate students with disabilities per faculty

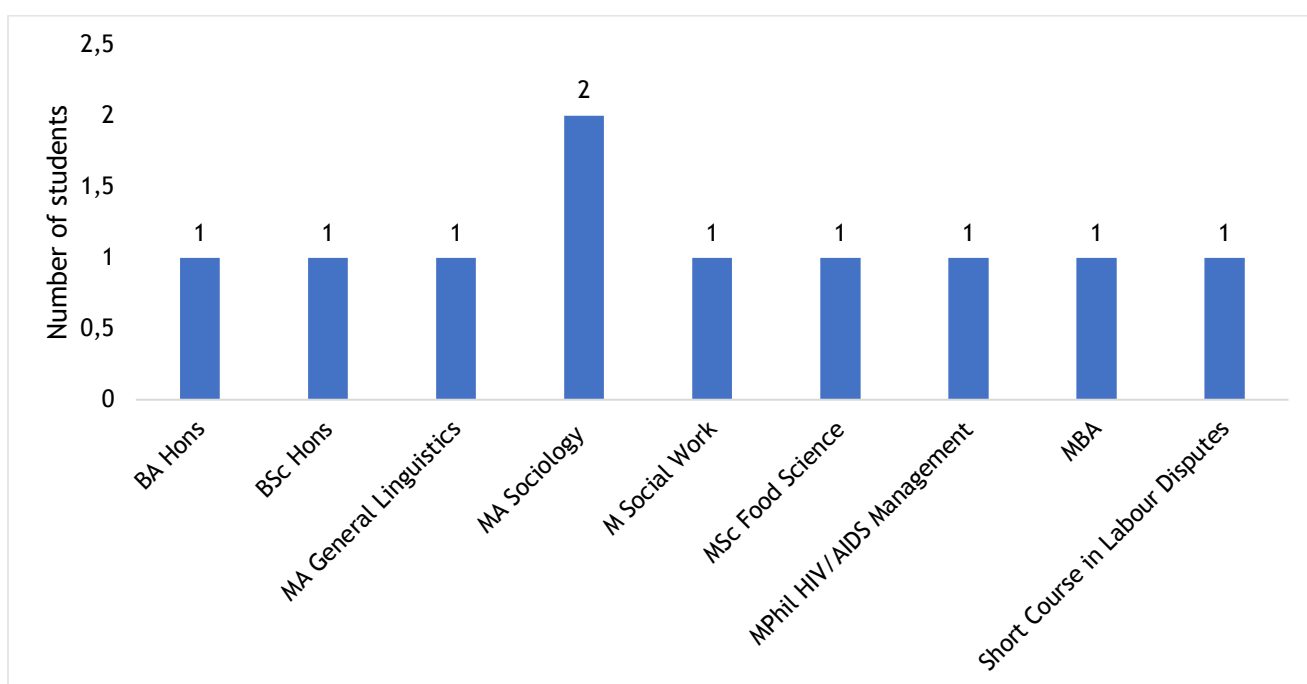


Figure 16: Postgraduate students living with disabilities

2.8.5. Profile of students in disability categories

The number of students who disclosed a disability when applying to SU (in all years of study) totalled 573 in 2022. As noted in the introduction, this figure is likely higher, given that some students would not disclose their disability when applying to SU even though we encourage this. In 2022 with an approximate 32 000 student population, this amounted to 1,79% of students in all years of study. The 2018–2022 figures below are given for comparative purposes and illustrate the various categories of disabilities.

Disability	2018	2019	2020	2021	2022
Blind	10	9	6	13	11
Cerebral palsy	0	2	0	1	2
Chronic health impairment	49	34	34	42	44
Deaf	23	23	18	21	14
Diagnosed mental health disorder	53	73	78	121	141
Diagnosed reading disorder	46	27	34	30	29
Diagnosed writing disorder	17	20	14	11	13
Mobility or orthopaedic disability	25	42	36	41	38
Neurological disability	16	23	28	53	58
Other disability or condition	36	28	47	34	37
Other hearing disability	47	72	87	142	113
Other visual disability	42	61	74	85	65
Speech disorder	4	9	8	13	8
Total	368	432	462	607	573

Figure 17: Students who disclosed a disability on application

In 2022, a grand total of 824 students received concessions, as indicated below. Additional concessions amounted to 157, 11 and 1. The primary concession was mainly extra writing time per hour, then additionally enlarged text size and having a scribe or reader could be further supports. Students receiving concessions represented 2,58% of the estimated 32 000 student population. Some students with disabilities need to have added support during tests and exams to assist them to optimise their academic potential.

The Disability Unit conducted a range of disability awareness sessions of various kinds during the year. The table below gives an idea of the kinds of work sessions held and the participants and numbers reached.

Table 9: Disability awareness sessions

Work session	Number of participants	Group
January	504	
Disability Inclusion for Mentors	504	Mentors and head mentors
February	143	
Disability Unit and interns	3	Centre for Student Counselling and Development educational psychologist interns
Orientation for students with disabilities	40	Parents, first-years and mentors
Disability inclusion for United Nations Association of South Africa (UNASA) and Nemesia students	100	UNASA committee and Nemesia residence
April	61	

Lead with Disability Programme	42	Mixed group (disabilities and non disabilities)
Autism group: Academic concessions	5	Only students on the autism spectrum and one lecturer
Lead with Disability Programme	14	Mixed group (disabilities and no disabilities)
May	14	
Lead with Disability Programme	14	Mixed group (disabilities and no disabilities)
July	192	
Lead with Disability	21	Mixed group
Industrial psychology lecture: Disability and Employment	171	Industrial psychology one student
August	210	
Lead with Disability	210	Mixed group
September	152	
Casual Day awareness raising	33	Mixed group: staff and students
Student leadership training	24	Mixed group – SRC and residences leadership
Siyakhula series: Disability in the home, study and workplace	67	Mainly SU staff
Midday Knowledge	28	Mainly SU staff
October	28	
Critical Engagement Forum training on disability inclusion	6	Critical engagement House Committee members
Brand implementers workshop: Accessibility	22	Brand implementers at SU and external parties

2.8.6. Casual Day 2022

Casual Day is South Africa's leading fundraising and awareness campaign for persons with disabilities by the National Council of and for Persons with Disabilities. The theme in 2022 was #ICelebrateSA. We conducted this event in collaboration with the Transformation Office. The event was focused on celebrating persons with disabilities in sports.

2.8.7. Universal access



Figure 18: The completed Jan Mouton Learning Centre. The landscape includes tactile paving towards the main entrance and links with the main East/West route



Figure 19: Gender-inclusive toilets in the Jan Mouton Learning Centre

The following activities and projects were completed in 2022-

- Prioritising requests related to universal access with funding models and execution plans to enhance implementation.

- Finalised concept planning for Admin A – one-stop service for students.
- Implementation plan and funding of the final phase for the Victoria Street Nonmotorised Transport Route Phase 2 – primary East/West link.
- SU Library upgrade completed and included gender-inclusive toilets.
- GG Cillie Building, upgrade of third level and ground-level toilet for wheelchair users.
- Engineering campus, total refurbishment of existing buildings includes universal access design principles.
- Wilgenhof Hostel has newly built wheelchair-accessible bathrooms and rooms on ground floor-level that were completed in 2022.
- Wilgenhof Hostel upgraded its restroom area for contract cleaning staff to assist with comfortable working conditions.

2.9. Complaints

2.9.1. Strengthening and advancing the work of the Equality Unit

2.9.1.1. Unfair Discrimination and Harassment policy and HIV/AIDS policy integration and review

The process to incorporate and review the policy on Unfair Discrimination and Harassment and the policy on HIV/AIDS was initiated in 2021. A task team was established to integrate and strengthen the two policies, which will include GBV as a key focal point. The review and integration of these policies were further halted to accommodate the findings of the independent Khampepe Commission of Inquiry into Allegations of Racism at SU. The commission carried out its investigation in 2022. The report into racism at SU was finalised and released in 2022 with the Equality Unit taking into consideration the recommendations made by the findings. The review and integration of the policies have commenced and are set for conclusion in 2023.

2.9.1.2. Online reporting platform

The Equality Unit launched an online reporting platform that can be used by both SU staff and students. The platform, a first of its kind for the University, provides an additional avenue for the reporting of unfair discrimination and harassment, and GBV incidents.

2.9.1.3. Anti-GBV Monitoring Committee

In 2022, the Equality Unit formally established the Anti-GBV Monitoring Committee that includes members of the Unit, the Transformation Office, Human Resources, the DSAf, Facilities Management, the Centre for Student Counselling and Development, the CSC, the SRC at Stellenbosch and Tygerberg campuses, and Student Discipline. The committee, established to replace the Rape Culture Committee, examines, and executes ways to expand and strengthen the University's response to GBV.

2.9.1.4. Highlighting unfair discrimination and harassment in the workplace

The Equality Unit continued its partnership and collaboration with the Human Resources department and the Transformation Office's Siyakhula programme by hosting the @Work Series. In 2022, several webinars were hosted that were aimed at staff and that highlighted workplace bullying, racism at work, mental health, human rights, and religious freedom, and reflected on men and GBV.

2.9.1.5. Training and development

The Equality Unit provided training and development to over 2 900 University staff and students. Training focussed on various topics that included GBV and bystander intervention; bias, social identities, and the work environment; safe sex training; analysing and understanding conflict and mediation; informed consent; and the general services provided by the Unit.

2.9.1.6. Campaigns

The Equality Unit raised awareness of various topics related to the work of the Unit. In 2022, the Unit focussed on HIV and STI myths and facts, bullying, microaggressions directed at LGBTQIA+ persons, allyship between women, defining covert and overt GBV, and the role of men in combatting GBV. After an absence due to the COVID-19 pandemic, the Unit hosted its First Things First Wellness initiative that provided free HIV and STI testing, and information on how to live a healthier lifestyle. The First Things First campaign was conducted in partnership with Higher Health and external services providers including Sonke Gender Justice, Gender Dynamix, Marie Stopes, @Heart and the Triangle Project.

2.9.1.7. Focus on the LGBTQIA+ community

In partnership with the DSaf at Tygerberg campus and the Faculty of Medicine and Health Sciences, the Equality Unit embarked on a campaign to highlight challenges faced by the LGBTQIA+ community on campus. The campaign consisted of an online and in-person panel discussion that featured three experts: Elliott Kotze, a psychologist and researcher, Nicole Joy Alexander, the director of Pride Shelter Trust, and Leon Coetzee, an SU student and chairperson of SPECTRUM!, the student-focussed LGBTQIA+ society based on Tygerberg campus. In addition, six LGBTQIA+ ambassadors from SU – Justice Edwin Cameron, Prof Elmi Muller, Jaco Greeff Brink, Dr Choice Makhetha, Alex Vink and Fenele Ndebele – were featured in a series of videos discussing their personal experiences with allyship and diversity.

2.9.1.8. Staff overview

The Equality Unit strengthened its staff component with the appointment of Constance Matlholwa, Programme Coordinator: HIV, Gender and Sexualities. The Unit has a staff component of nine members.

There were several highlights for the Equality Unit in 2022:

- The Equality Unit was involved in the coordination of the second Community of Practice Conference, which brought together like-minded university practitioners who exchanged challenges, ideas and information on how to combat GBV at universities in South Africa. The conference, which had a staff and student component, focussed on governance, forensics, strategic planning, case law, the LGBTQIA+ community, responses to GBV, accountability and masculinity.
- Several Equality Unit team members authored an academic article that was published in the *International Journal of Critical Diversity Studies*. Titled “Practitioner’s perspectives on a national South African higher education institution policy framework mitigating gender-based violence at a South African university: Governance, implementation challenges and opportunities”, the article provides an assessment and reflection of how the Department of Higher Education and Learning’s policy framework on GBV can be implemented at SU.
- Several team members participated in a three-day Workplace Investigations training course offered by the Oppenheimer Investigations Group. The training, held both online and at the Law Faculty of the University of Cape Town, focused on improving investigations, report writing and case analysis within the workplace.

2.9.2. Statistics regarding complaints

Table 10: Complaints 2016–2022

Type of complaint	2016	2017	2018	2019	2020	2021	2022
Sexual harassment	17	6	19	21	7	9	15
Harassment	13	13	4	11	3	4	16
Discrimination	3	16	13	3	7	2	2
Victimisation	13	5	3	4	0	0	0
Sexism	2	3	1	1	0	0	0
Transphobia	1	1	0	2	1	0	1
Assault	2	6	1	1	2	2	3

2.9.3. Advancing security practices aligned with human rights and dignity

With the experience gained via the engagement with student-led movements such as #OpenStellenbosch, #FeesMustFall and #EndInsourcing, several SU departments took hands to develop an institutional protocol for protests. This protocol serves as the guiding principles for the management of protest. The protocol was approved by SU on 15 November 2017. SU and especially the departments involved with managing protest on campus follow and apply this protocol throughout.

2.9.4. Advancing and supporting the work of the University's Ombud

The Office of the Ombud operates independently from SU's structures and reports to the chair of Council. The Ombud has access to the Rectorate to raise issues noted on campus. For the most part, this access takes the form of scheduled meetings with the Rector twice a month.

When the new Ombud took up her position, she indicated that the office that had been used to house the Ombud was unsuitable for the task. A new office, which was centrally located and easily accessible to students and staff yet close to the University's administration and academic buildings, was identified for her use and a multi-year lease was signed with the owner of the building. Since then, several upgrades have been made to the building to make it suitable for the function of the Ombud.

The Ombud has a separate cost centre and is provided for annually in terms of operational, equipment and remuneration budgets.

The rules for the Ombud were revised in 2017, in collaboration with the incumbent and other relevant parties in the University.

2.9.5. Procuring viable sourcing (not currently a formal indicator)

After the 2015 labour unrest on campus, SU decided that both the interests of the affected employees of external service providers and the interests of SU would be best served via a system and process of viable sourcing instead of a continued approach of blanket insourcing or outsourcing. Viable sourcing that is conducted transparently considers the input of various stakeholders and decides on the optimal sustainable solution for the provision of essential noncore services to SU. Upon expiry of noncore service contracts (such as cleaning, catering, gardening, landscaping and security) or when a need for a service is identified, SU follows the process of viable sourcing to assist in the decision-making process either to appoint a preferred external service provider or to insource a particular service.

The viable sourcing process should satisfy the following principles:

- Human dignity: In the case of external service providers, such service providers should have a good record of ensuring the human dignity of all their employees. The same applies in the case where such services are provided directly by SU. The human dignity of all employees is non-negotiable.
- Sustainability of the University: The sustainability of the University's core business, its academic project, should not be compromised by unsound sourcing decisions.
- Financial feasibility: Decisions on viable sourcing should be financially feasible and sustainable.
- Mutual best benefit: Decisions on viable sourcing should be to the mutual benefit of the affected employees, the University and business owners.
- Working conditions: Irrespective of the specific mode of viable sourcing, the working conditions of all employees should be governed by a code of conduct with which all service providers (including the University) should comply.
- Governance: All decisions and actions pertaining to viable sourcing should fulfil the principles of good governance as per recommendations from the King IV Report on Corporate Governance for South Africa 2016.
- Transparency and confidentiality: Viable sourcing should be conducted openly and transparently without the legal confidentiality requirements of service providers being breached.
- Input from stakeholders: The process of viable sourcing should provide for the input of stakeholders in an appropriate manner.

The process of viable sourcing undoubtedly has key benefits for both SU and the broader Stellenbosch community over time. However, owing to the dynamic nature of the process, it cannot be captured by a financial analysis at this point. The intention with a policy such as viable sourcing is to improve the underlying relations in the sector to which it is applied. This, assuming success, will, in turn, change the underlying relations in the economy, which can then be captured in future analyses using the methodology employed here. In other words, the fact that there is little impact that may be captured in the current snapshot from this socially desirable policy does not in any way reflect poorly on the policy as impacts will hopefully accrue in the future. It does, however, reflect the potential of SU to be an essential agent of change in the region.

2.10. Collaboration

2.10.1. Advancing and supporting cross-disciplinary higher education transformation networks to strengthen transformation work

The Transformation Office ensures SU's regular representation at Transformation Managers Forum meetings, regional gatherings, and colloquia. SU's Transformation Office is a partner in a project with Nelson Mandela University and the Central University of Technology to develop the Online Resource for Higher Education Transformation.

2.11. Broadening community engagement networks and forums

2.11.1. Transformative social impact and research: Advancing and monitoring the Social Impact Strategic Plan

The Social Impact Strategic Plan is monitored by the Social Impact Committee of Senate. The committee meets once per term, and it evaluates and monitors the implementation of the Social Impact Strategic Plan. From the plan, several standing committees have come into being. The committees include the

Memorandum of Understanding Management Committee, which coordinates and evaluates existing and new memorandums of understanding between SU and various municipalities.

Linked to the work of the Social Impact Committee of Senate, all SU faculties have social impact committees. This further supports the implementation and monitoring of the Social Impact Strategic Plan.

The guidelines for social impact initiatives are directly linked to the funding guidelines for social impact initiatives at SU and are shared through, among others, the [Social Impact Knowledge Platform](#).

2.11.2. Identifying service delivery practices that prioritise social impact

The prioritisation of social impact at SU is dictated through the [Social Impact Knowledge Platform](#). As such, it is vital that the implementation of the Social Impact Strategic Plan is prioritised and monitored. See the previous section in this regard.

2.11.3. Making a percentage of research funding available for transformation studies

Research funding for transformation and all other themes is linked to research development. Currently, the portfolio of transformation (including the Transformation Office) does not have a separate stream of funding for transformation. Such a stream might be necessary for transformation at SU to become embedded in scholarly work since it might strengthen institutional work and interinstitutional collaboration.

It should be noted that Prof Aslam Fataar, former distinguished professor in the SU Education Faculty, has been linked to the Office of the Senior Director: Social Impact and Transformation to support transformation- and social impact-related research for a three-year period (2021–2023). Prof Fataar's work is funded over a three-year period from the SU Strategic Fund. His most recent projects include the following:

- The student experience in the context of higher education transformation.
- A survey and qualitative analysis of the decolonisation of education at Western Cape universities.
- Indexing the GG Cillie Building in the context of the Visual Redress at SU initiative.

2.12. Scholarly outputs on transformation

2.12.1. Introducing annual research colloquia on transformation and social impact

Annual institutional research colloquia currently exist for social impact but not for transformation. As such, colloquia on transformation-linked, research-focused areas (including social justice-related themes) should be prioritised. For a full list of the current transformation research initiatives at SU, see Addendum C.

2.12.2. Creating an institutional database of opportunities for funded research related to transformation

The database of opportunities for funded research currently forms part of the standard practices and guidelines of the Research Development Division at SU. The Transformation Office is not directly involved in this activity.

With the creation of an institutional website for transformation, these opportunities can be shared with internal and external stakeholders in direct collaboration with the Research Development Division.

2.12.3 Establishing a visual redress praxis methodology across Stellenbosch University campus

This initiative has brought together visual redress practitioners at the University who collaborate on interactive approaches and methodologies as a key platform for ongoing work in changing the visual culture at the University. This methodology involves an interdisciplinary utilisation of various sets of knowledge and expertise on campus, community participation and research and publication to inform ongoing visual redress work and initiatives on campus.

2.12.4. Decolonising the curriculum at Stellenbosch University and in the Western Cape

Colleagues in the Faculty of Education are collaborating with academics at the Cape Peninsula University of Technology, University of the Western Cape, and University of Cape Town on a project to decolonise the curriculum in university programmes. This project is coordinated by the Cape Higher Education Consortium, and SU is a representative on this project. This project involves (i) developing a network of academic and research practitioners at SU and in the Western Cape region who do work on 'decolonising education'; (ii) the popularising of decolonised curriculum via workshops on the Western Cape campuses; and (iii) research and publication on themes related to decolonising the curriculum. The following book was published in 2021: Hlatswayo, M, Blackie, M, Adendorf, H., Fataar, A. and Maluleke, P. (eds.) 2022. *Decolonising knowledge and knowers: Struggles for university transformation in South Africa*. London: Routledge.

2.12.5. A Stellenbosch University academic collective project on the black student experience at Stellenbosch University

This is a book project that has involved 10 SU-based students and young academics. It has produced a book that focuses on the educational journeys of first-generation black students at SU. Twelve qualitatively researched chapters provide an in-depth understanding of various dimensions of these students' journeys. Each chapter analyses first-generation black students' experiences about a specific aspect of their University journey. The overall focus is on how they enter SU, live a social and educational life inside its classrooms, residences and recreational spaces, and go on to establish an educational pathway at the University that is meant to prepare them for life.

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Addenda

Addendum A: Department of Higher Education and Training transformation indicators and plan

Objectives	Current status/baseline	Annual target
	For example, what is the current status with respect to the specific objective, accomplishments to date and challenges experienced in light of the actions taken to achieve the objective and the proposed mechanisms to address the challenges?	In other words, what the University intends to achieve by the end of 2020 (short-term goals).
Monitoring and accountability		
Ensure that the University has effective transformation oversight and accountability mechanisms in place.	<p>Strengthen the institutional capacity of the Vice-Rector: Social Impact and Transformation to oversee transformation with assistance from the Senior Director: Social Impact and Transformation, the Transformation Office and the Employment Equity Manager.</p> <p>Establish and coordinate an active Institutional Transformation Committee and support the development of faculty- and support environment-based transformation committees.</p>	<p>Establish a representative and active Institutional Transformation Committee that meets four times a year.</p> <p>Establish transformation committees in 50% of faculties and support environments.</p> <p>Prepare an annual transformation report.</p>

Governance	People	
<p>Improve the effectiveness of governance structures – Council, the Institutional Forum, Senate and the SRC – in their roles.</p>	<p>Diversify key institutional governance structures.</p> <p>Enable greater participation through intentional processes and practices to ensure that institutional diversity coincides with greater agency for the people of the University. This includes the assessment of decision-making processes and decision-making structures with regard to adhering to the directives and values of the SU Strategy.</p> <p>Undertake a process of monitoring and analysing longitudinal diversity trends within institutional governance structures.</p>	<p>Monitor, report, analyse and communicate longitudinal diversity trends within institutional governance structures through infographics and other reporting tools with specific reference to the following:</p> <ul style="list-style-type: none"> • The SRC • House Committees and societies • The Institutional Forum • Senate and its subcommittees • Council and its subcommittees • The Convocation <p>Advance, expand and support enabling platforms for affinity organisations and staff stakeholder forums, for example the Women’s Forum, the Maties Staff Forum, LGBTQIA+, religious and cultural societies, the disability sector, and staff and worker unions and partners.</p> <p>Develop mechanisms to review meeting practices and procedures with regard to inclusion and creating a democratic experience.</p> <p>Develop standardised tools to report on election and voting trends to monitor the levels of participation in Council and in SRC voting activities.</p>

Institutional cultures	Places	
<p>Ensure that the University environment is less alienating for staff and students.</p>	<p>Prioritise and expand social inclusion programmes that enable a welcoming institutional culture, greater access, facilities that validate diverse identities and needs, and a visual redress strategy that is aligned.</p>	<p>Initiate a visual redress, renewal and renaming strategy that contextualises historical symbols, reintroduces silenced historical narratives and aligns symbols and building names within the SU Strategic Framework.</p> <p>Explore methodologies to conduct audits of the Calendar and communication documents to identify existing unconscious bias and micro-aggressions and to determine the accessibility of information.</p> <p>Support cross-disciplinary social inclusion programmes through colloquia, faculty-based think tanks and student campaigns (ongoing).</p> <p>Institutionalise regular student and staff climate and culture surveys to review experiences and challenges with regard to inclusion.</p>
<p>Develop and implement programmes and activities aimed at promoting diversity.</p>	<p>Identify and build key transformation and change management competencies for students and staff.</p> <p>Develop and expand communication and engagement programmes that institutionalise critical dialogues, facilitate transparency and model social inclusion, the SU strategic values and a culture of listening.</p> <p>Develop visual and written communication content and channels that are informative, communicate progress, articulate challenges and invite input and participation from students and staff.</p>	<p>Advance institutional training, engagement and leadership development that prioritise key transformation competencies among students and staff.</p> <p>Develop an institutional transformation glossary of terms, concepts and reading lists.</p> <p>Evaluate, track, develop and expand transformation leadership co-curricular courses and workshops for students in collaboration with the Division for Student Affairs.</p> <p>Advance a performance management mechanism that recognises transformation competencies as a compulsory and priority skill for students and staff.</p>

		<p>Advance communication practices that are transparent and aimed at providing students and staff with relevant knowledge about institutional structures, data and participation procedures.</p> <p>Develop an interactive and institutional transformation website and increase student and staff opinion pieces and articles on transformation issues and debates.</p>
Ensure the diversification of sporting activities to accommodate a wide range of student groups.	Position sport as an enabling environment that facilitates access and opportunities for young people from diverse backgrounds and with diverse abilities.	<p>Design, expand and coordinate a transformation campus engagement programme and calendar in collaboration with various institutional partners, including national days and relevant national and international topics.</p> <p>Advance sport as a tool to help diversify the University's student profile and as a vehicle through which the University is able to increase its involvement in Stellenbosch communities.</p> <p>Strengthen and sustain the Maties Parasport Club, which offers athletics, cycling, swimming, and wheelchair rugby and goal ball for people with disabilities.</p>
Ensure that orientation programmes promote inclusivity, diversity and a human rights culture.		<p>Strengthen and expand the Welcoming Programme and communication of feedback within student leadership structures.</p> <p>Strengthen and expand the Residential Education Programme during the welcoming period.</p> <p>Strengthen and expand the post-welcoming survey of the experiences of welcoming students during welcoming.</p>
Language	Programmes	
Ensure the implementation of a language policy that promotes access to and the success of all students.		Implement a multilingual programme offering as outlined in the Language Policy.

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Ensure the implementation of a language policy that promotes multilingualism.		Implement a multilingual programme offering as outlined in the Language Policy.
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Staff development and equity	People	
<p>Ensure the implementation of programmes and measures designed to accelerate focused recruitment, capacity development, greater representation and the retention of designated and underrepresented groups in the academic workforce, professoriate and University management.</p>	<p>Create a shared institutional responsibility for reaching targets.</p>	<p>Advance staff recruitment practices that support diversity targets.</p> <p>Increase student and staff diversity with a specific focus on increasing the percentage of black African, coloured and Indian students and staff.</p> <p>Introduce the annual monitoring, analysis and communication of progress in collaboration with stakeholder bodies and faculties with regard to the following:</p> <ul style="list-style-type: none"> • Student enrolments (undergraduate and postgraduate) • Staff diversity on all post levels • Student throughput rates • Residential and private student organisation placements <p>Advance annual engagement with faculties, departments and units with regard to targets that include equity figures and substantive initiatives to advance inclusion.</p> <p>Advance student recruitment, funding, placement and support practices that are fully aligned with strategic targets.</p>

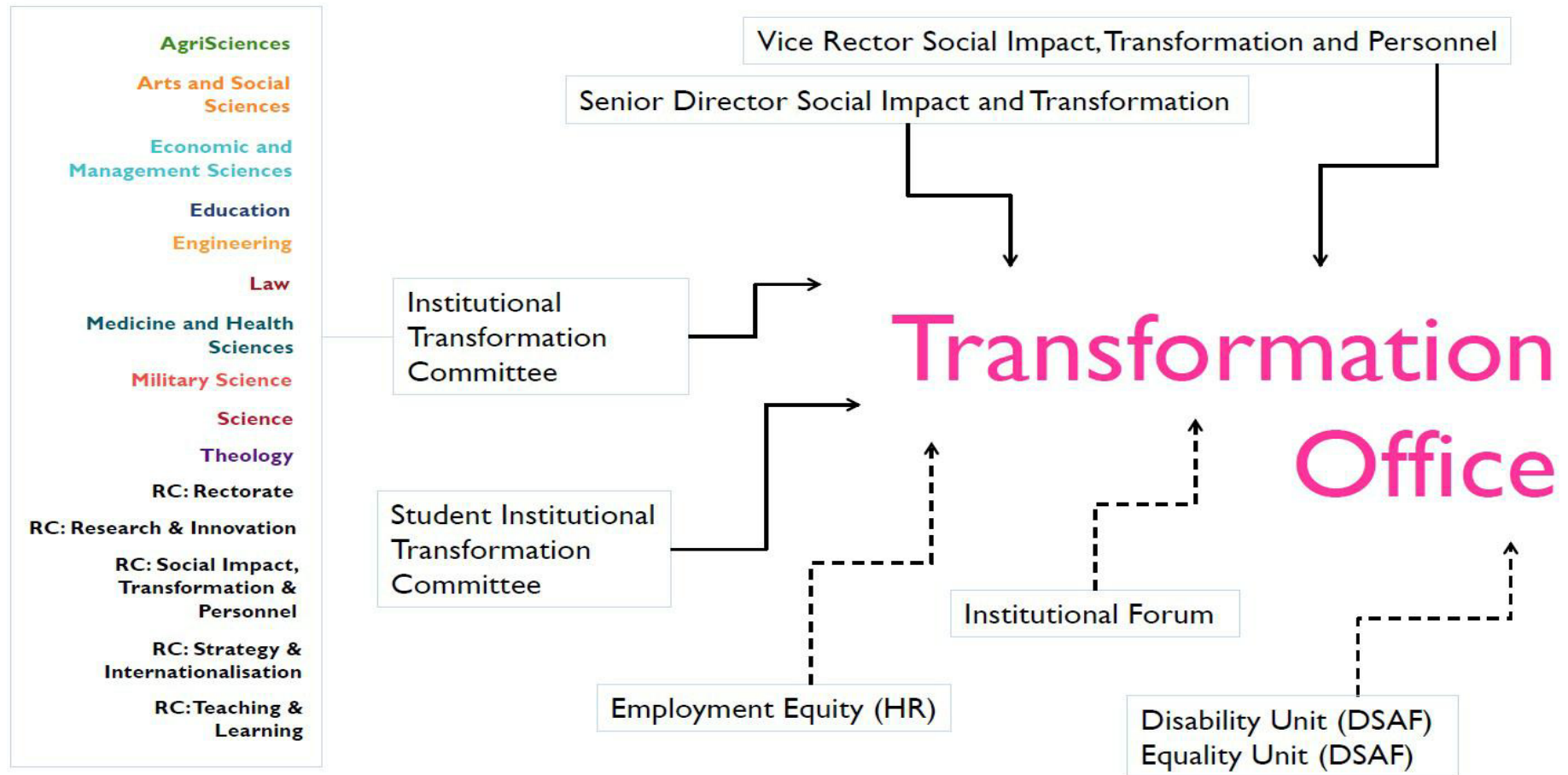
Curriculum reform	Programmes	
Review the curriculum to ensure that it is socially relevant and responsive to the development needs of the country.	Prioritise, expand and develop curriculum renewal and teaching methodologies to ensure the relevance of teaching and learning programmes to the societal transformation needs in the contexts of Africanisation, decolonisation and global relevance.	Track and report on faculty-based curriculum renewal activities that include both content renewal and teaching and learning methodologies to align with societal transformation needs. Continue and expand institutional teaching and learning colloquia, conferences and regional think tanks on curriculum renewal and emerging models.
Student support	Programmes	
Ensure the improvement of the quality throughput rates of students, particularly those from historically disadvantaged groups.	Prioritise and expand transformation support programmes that enable student and staff success by focusing on wellness, academic support, mentoring, psychological support, bereavement support, and the prevention and reporting of disciplinary breaches, sexual harassment and discrimination.	<p>Student recruitment and admissions: Recruit and admit a diverse student body with the potential to succeed and to maintain and promote academic excellence through diversity.</p> <p>Residence placement: Accommodate diverse student communities within the institutional residences with an emphasis on the placement of the most vulnerable students in order to enhance their chances of success.</p> <p>Advance security and law enforcement practices and responses to protest and other forms of disturbance that adhere to human rights, dignity and safety standards.</p>

Disabilities	Programmes	
<p>Improve access to and the success of students and staff with disabilities.</p>		<p>Complete the review and approval of the Universal Access Policy (to replace the existing Disability Policy) with the following goals:</p> <ul style="list-style-type: none"> • Define concepts regarded as essential to developing the University as a universally accessible institution of higher education. • Establish suitable systems, processes and practices to support all students and staff members who may experience functional limitations. • Guide the provision of inclusive and universally accessible teaching, learning and working environments. • Progressively adapt the physical design and structure of campus and faculty buildings. • Expand and strengthen the work of the Disability Unit. • Conduct signage audits to inform a coherent signage approach that adheres to universal design principles. • Expand facility audits on universal design and social inclusion, including gender-neutral bathrooms and accessible building designs.

Complaints	Programmes	
Ensure that the University has accessible, effective and efficient complaint-handling mechanisms and procedures.		<p>Strengthen and advance the work of the Equality Unit with regard to reporting, case management, mediation, disciplinary recommendations and broad campus education.</p> <p>Implement the discrimination and sexual harassment policy and plan and institutionalise quarterly feedback on and analysis of the number and patterns of disciplinary, harassment and discrimination cases.</p> <p>Advance security and law enforcement practices and responses to protest and other forms of disturbance that adhere to human rights, dignity and safety standards.</p>
Collaborations	Programmes	
Increase collaborations and partnerships with other institutional types to share knowledge and resources and to assist with capacity building and articulation.	Develop institutional partnerships with alumni, external and internal community stakeholders, funders and higher education institutions to strengthen transformation in the higher education sector.	<p>Advance and support cross-disciplinary higher education transformation networks that advise, support and share tools to strengthen transformation work.</p> <p>Broaden community engagement networks and forums, such as the Rector-Mayor Forum, to address transformation issues in the greater Stellenbosch and South Africa.</p>
Any other pertinent information (please attach supporting documents where applicable)		
Transformative social impact programmes.		<p>Advance and monitor the Social Impact Policy and Strategic Plan. Introduce best practice guidelines for social impact initiatives.</p> <p>Identify service delivery practices that prioritise social impact and broad-based black economic empowerment principles and optimal working conditions and labour practices, combat discrimination and adhere to a code of conduct.</p>

<p>Transformative research and innovation Programmes.</p>	<p>Prioritise and deepen research outputs and themes that address the transformation needs of local and broader African societies.</p> <p>Develop an African footprint.</p> <p>Recognise study credits within the African context.</p>	<p>Monitor, expand on and report on research outputs on the following:</p> <ul style="list-style-type: none"> • Themes that relate to the Strategic Framework and institutional transformation needs. • Internationally recognised and local research on race, gender, disability, and social justice and inclusion. • The percentage of research funding available for transformation studies. • The total number and value of grants. • The percentage and value of funding support and development initiatives. • The number of research clusters. • The number of scholarly outputs.
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Addendum B: Transformation Office stakeholders



Addendum C: List of current transformation research initiatives at Stellenbosch University

	Applicant	Applicant department	Project title	Review status
1	Ensign Claude Slingerland	Military Geography	A comparative analysis of pre- and postdemocracy Military Academy geography students period 1980 to 2017	HUM-approved, with stipulations
2	Ms Zamokuhle Langa	Library and Information Service	A framework on how to establish a university-wide culture on sustainability with a focus on food waste reduction in university residences	HUM-approved, with stipulations
3	Ms Beauty Kotela	Centre for Civil Engineering	A study of workplace racial diversity in the private sector	HUM-approved, with stipulations
4	Dr Izanette van Schalkwyk	Psychology	A wellness programme for mothers living in a high-risk community in the Western Cape to promote their personal and parental competencies	HUM-approved, with stipulations
5	Dr Leanne Seeliger	University of Stellenbosch Water Institute	Amanzi yimpilo-water is health-water is gesondheid project restoring ethical water management in townships: A pilot project in Enkanini informal settlement	Approved
6	Ms Patricia Zweig	Research Alliance for Disaster and Risk Reduction	An analysis of changing water usage patterns in Stellenbosch student residences	HUM-approved, with stipulations
7	Ms Olebogeng Thebyane	School of Public Leadership	Assessment of public participation strategies for long-term sustainability goals: The case of a water-saving project in the Ga-Rankuwa township community, located north of Pretoria	Approved
8	Ms Khantse Radebe	University of Stellenbosch Business School	Board outcomes, including innovation and the influence of board diversity	USB-approved
9	Ms Yolandi Loizides	Education Policy Studies	Describe and interpret the lived experience of an Intermediate Phase history teacher	Approved

10	Ms Jody Goodall	Social Work	Experiences of adolescents misusing substances: A social work perspective	Approved
11	Mr Chima Onwunta	Sociology and Social Anthropology	Exploring language as an aspect of transformation in a Stellenbosch University residence	HUM-approved, with stipulations
12	Ms Erika Nell	Psychology	Extended family relationships and non-residential black South African fathers' involvement with their adolescent children	Approved
13	Ms Susara Slippers	Afrikaans and Dutch	Factors that influence editorial work in the Afrikaans and English versions of 3 Media24 printed magazines	Approved
14	Ms Leonore Bredekamp	Music	Godspell – unlikely adversary of apartheid's censorship and segregation laws	Approved
15	Ms Elaine Boulton	University of Stellenbosch Business School	Guidelines for implementing maternity coaching for professional women in organisations	USB-approved, with stipulations
16	Ms Zara Schroeder	Sociology and Social Anthropology	How do female Muslim students experience Stellenbosch University?	Approved
17	Ms Therezah Achieng	School of Public Leadership	Investigating land use change in the Eastern Cape as a regime shift	HUM-approved, with stipulations
18	Ms Jessica Cheesman	Educational Psychology	Parenting a child with ADHD: Exploring the experiences of single mothers with ADHD	Approved
19	Ms Netsayi Mwoyounazvo	Social Work	Perceptions of frontline social workers on their contributions to the global agenda for social work and social development	Approved
20	Ms Shireen Strauss	Africa Centre for HIV/AIDS Management	Policy vs. practice: The application of HIV/AIDS education in the school curriculum: From the perspective of Grade 12	HUM-approved, with stipulations

			learners in Namibian public and private schools in the Khomas Region	
21	Dr Melike Fourie	Vice-Rector (Research Innovation and Postgraduate Studies)	Predictors of negative intergroup outcomes in the South African context	Approved
22	Prof Mdutshekelwa Ndlovu	Centre for Pedagogy	Quality elements of After-School Programmes (ASPs) in the Western Cape: A case study of two ASPs	Approved
23	Dr Mary Nel	Public Law	SOEL project	Approved
24	Ms Viwe Smith	Economics	Student migration and barriers to attending ex-Model C schools	HUM-approved, with stipulations
25	Prof Jonathan Jansen	Education Policy Studies	The “uptake” of decolonisation in the curriculum of South African universities	Approved
26	Dr Sarah Skeen	Psychology	The benefits to children of sharing picture books in early child development centres	HUM-approved, with stipulations
27	Ms Esperance Siborurema	School of Public Leadership	The contribution of urban agriculture to sustainable development: Potential role of urban agriculture to improving food security and reducing poverty	Approved
28	Ms Annemie Wessels	Industrial Psychology	The development and empirical evaluation of a Competency Model of Trainer-Instructor Performance	Approved
29	Ms Charndr Kippie	Visual Arts	The effects of social media on the (re)vitalisation of feminism and coloured women’s identity politics	Approved
30	Mr Richard Mcknight	Geography and Environmental Studies	The origin and composition of the Stellenbosch University student body	Approved

31	Prof Aslam Fataar	Department of Educational Policy Studies	The student experiences in the context of higher education transformation	Approved
32	Prof Aslam Fataar	Department of Educational Policy Studies	A survey and qualitative analysis of the decolonisation of education at Western Cape Universities	Approved
33	Prof Faizen Gierdien (with Prof Aslam Fataar)	Department of Curriculum Studies	Indexing the GG Cillie Building in the context of the <i>Visual Redress at Stellenbosch University (VRSU)</i> initiative	Approved

