
Transformation at Stellenbosch University

Report prepared for the Department of Higher Education and Training

2018

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Introduction

Transformation at Stellenbosch University: Report prepared for the Department of Higher Education and Training, 2018 is the first overarching report on transformation submitted by Stellenbosch University (SU). It follows the compilation and adoption of a set of institutional transformation indicators for all SU environments. (See [Addendum A](#) for a full list of the transformation indicators.) The document DHET Transformation Indicators and SU's Transformation Plan was submitted to the Department of Higher Education and Training (DHET) in 2017 and has the effect that, henceforth, SU will report biannually on its achievements regarding transformation indicators.

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; and
- all SU deans and senior managers.

Key findings of this report were shared at the annual SU Transformation Indaba (see [section 2.1.5](#)).

It is foreseen that the sections of this report may be used to support other institution-related transformation-focused reporting. As such, it should be seen as an overarching institutional report that connects transformation work and reporting at SU on all levels.

In the next round of reporting, SU's transformation indicators will be refined and edited by the various environments. The University's Transformation Plan and its current Vision and Strategy document will be used as guiding texts in this process.

This report will allow SU the opportunity to take stock and to re-orient itself with regard to its deliberate focus on transformation. It will also give the broader University community insight into how and at what pace the institution is transforming.

The report has been compiled from input provided by all SU professional administrative support service (PASS) environments. Information from the faculties was received via the Institutional Transformation Committee and the faculties' respective environmental plans.¹ It is foreseen that input from faculties will become a more central part of this report.

1.1. Structure and focus of the report

This report is guided by the pillars of the Transformation Plan as well as SU's transformation indicators for 2017, as submitted to and approved by the DHET. See [Addendum A](#) for these two documents.

In the sections to follow, each indicator is set out along with the progress and focus linked to it. Where development has been limited, remedial suggestions are made for further consideration by the Institutional Transformation Committee and the various environments. The Transformation Portfolio², and in particular the SU Transformation Office, will 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 the specific indicators and (iii) a more institutional approach to reaching the intended goals and outcomes.

¹ Being a committee of the SU Rectorate, the Institutional Transformation Committee reports to the Rectorate biannually. Therefore, the Institutional Transformation Committee report should be read alongside this report.

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 Transformation Office stakeholders.

The objectives of the Transformation Plan are:

- 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;
- to create a reporting, monitoring and evaluation framework aligned to the Institutional Intent and Strategy 2013–2018 with a view to tracking transformation actions and progress; and
- to initiate and guide the development of transformation plans within the various SU environments.

The pillars of the SU Transformation Plan are people, places and programmes:

People: This pillar focuses on renewing SU’s institutional culture, advancing employment equity, diversifying SU’s campuses and promoting SU as an employer of choice.

Places: This pillar focuses on visual redress, a welcoming culture at SU, the embeddedness of SU as an African university and the expansion of strategic partnerships (both internal and external to SU).

Programmes: This pillar focuses on curriculum renewal, decolonisation of the curriculum and a transformative student experience – also as concerns the co-curriculum.

These pillars are discussed further in [section 2](#), along with SU’s transformation indicators.

1.2. Transformation indicators compared to the pillars of the Transformation Plan

In this section, the progress regarding the various transformation indicators is discussed with a focus on people, places and programmes. This section should be read as a general introduction to the report.

1.2.1. Towards a diverse and transformation-oriented staff component

SU’s body of staff constitutes a principal transformative instrument. Therefore, in gauging transformation at the institution, shifts in staff diversity are closely monitored. To ensure optimal diversity in all appointments and promotions, and to accelerate the representation of employees from underrepresented groups across SU, multi-year workforce plans are continually fine-tuned and expanded.

A significant development in the reporting year was the appointment of the Director: Employment Equity and the full integration of employment equity in human resources policies and procedures. Another development was the inclusion of intentional staff diversification as a priority in the core strategy of becoming an employer of choice. Furthermore, to give effect to this strategy, the Employment Equity Office embarked on a project to re-orient the various SU environments regarding the significance of staff diversity targets and goals. It is anticipated that all environments will cement their commitment to employment equity targets and objectives by signing agreements to diversify their staff profile.

The Code for Management Practices regarding the Advancement of Employment Equity, and Diversity and Reasonable Accommodation for People with Disabilities are currently under review and will be submitted to the SU Council for approval at the end of 2018/beginning of 2019.

SU has also approved and implemented a comprehensive Employment Equity Plan. The Employment Equity Committee is fully functional and assists in monitoring and evaluating progress in achieving diversity goals and targets. A strategic partnership has been established with a recruitment company and is yielding positive results in the identification and placement of suitably qualified persons from the designated groups.

Since the beginning of March 2018, the Director: Employment Equity, the Chief Director: Human Resources and the Vice-Rector: Social Impact, Transformation and Personnel conducted visits and engagements concerning environmental employment equity targets, goals and interventions. The discussions focused on developing such targets and commitments (taking into consideration budgetary constraints and other barriers to employment equity) and on various ways to advance the achievement of targets that are contextual, aspirational and realistic.

1.2.2. Employment Equity Plan

African, coloured and Indian (ACI) staff constituted 25% of the total academic establishment at SU, which is a 1% increase from 24% in 2017. White academic staff decreased concomitantly from 76% to 75% over the same period. Regarding employment equity levels among SU executive and non-academic staff, the percentage of ACI staff increased from 58% in 2017 to 59% in 2018, while white representation decreased concomitantly from 42% to 41%. Thus, while the staff diversity profile does seem to be moving in the right direction, it is transforming at a rather slow pace.

1.2.3. New Generation of Academics Programme

SU currently holds 17 New Generation of Academics Programme (nGAP) positions, 12 of which were awarded in the initiative's first three phases. Phase four was announced in March 2018, when SU was awarded five positions prioritised for science, technology, engineering and mathematics (STEM) environments. They were assigned to the following departments: Agronomy, Civil Engineering, Computer Science, Genetics (Plant Breeding) and Medical Virology.

1.2.4. Equality

Equality-related matters at SU are coordinated and supported by the SU Equality Unit. This unit is situated in the Division of Student Affairs. Seeing that it supports both students and staff, the Equality Unit and its policies are co-curated by and aligned to the Vice-Rector: Learning and Teaching as well as the Vice-Rector: Social Impact, Transformation and Personnel. Through the latter, the Equality Unit has a direct link with the Human Resources Division at SU.

The Equality Unit coordinates equality-related matters and is responsible for:

- ensuring that the Employment Equity Policy is communicated effectively throughout the University;
- ensuring awareness of this policy through continuing education and training;
- ensuring that the induction programme for staff and students includes education on fundamental constitutional rights and associated SU policies, particularly the prohibition of all forms of unfair discrimination, harassment and victimisation;
- ensuring that the staff in all faculties and support-services divisions are made aware of what the policy entails;
- ensuring that student leaders (including mentors and members of house committees and the Students' Representative Council [SRC]) receive annual training about the policy;
- ensuring that the marketing material and contact details of the Equality Unit are easily accessible;
- formalising service level agreements with the Human Resources Division and the Transformation Office to synergise training, educational initiatives and awareness campaigns;
- conducting, in collaboration with the Transformation Office, regular surveys on the institutional climate at SU with regard to the Employment Equity Policy;
- arranging meetings with all role players (the Human Resources Division, Transformation Office, etc.) four times a year to enhance collaboration and discussion, and to share best practices;
- monitoring the implementation of the policy and providing regular feedback to the Director: Centre for Student Counselling and Development, the Manager: Staff Wellness at the Human Resources Division and the Director: Transformation Office;
- receiving and assessing complaints from students and staff, and ensuring, facilitating and managing the effective functioning of the complaints process;

- submitting reports once a semester to the Senior Director: Student Affairs, as well as the Vice-Rector: Learning and Teaching and the Vice-Rector: Social Impact, Transformation and Personnel on the implementation of this policy as regards case management, statistics and cooperation with role players; and
- submitting an annual report to the Rectorate containing an overview of case management, statistics and collaboration with role players.

1.2.5. Programmes

The focus on programmes is discussed further in the section of this report that considers the transformation indicators (see [section 2](#)). The current section refers specifically to the work of the Decolonisation Task Team and the ongoing processes of curriculum renewal.

1.2.6. Decolonisation Task Team

The Decolonisation Task Team at SU completed its work in July 2017. See [SU Decolonisation Task Team Final Report, with annexures](#). The following tentative recommendations were made:

- **Restitution and SU's accountability**

It is recommended that SU acknowledges its past and creates spaces for reconciliation and restitution. It is further recommended that this should be done in a spirit of restoration to avoid alienation.

- **Revisiting transformation**

It is recommended that the University includes decolonisation as a core aspect of its transformation strategy and that all transformational work needs to embrace the principles of decolonisation. Furthermore, it is recommended that systemic institutional transformation and its related themes – place, programmes and people – cannot assume that decolonisation will be an integral part of the process. Decolonisation and the process of decolonising need to be expressly written into all future operations and practices relating to institutional transformation.

- **The role of Management**

It is recommended that Management should not dictate the forms of engagement on an issue such as decolonising of the curriculum, but that such engagement should happen within spaces that are sympathetic to the needs of marginalised groups. Furthermore, it is recommended that Management should be aware that decolonising the curriculum is an ongoing conversation. Therefore, staff, students and all stakeholders need to be engaged actively and continuously in this conversation. It is also recommended that this task team report not be seen as a means to an end, but as the start of a journey towards decoloniality (or decolonisation).

- **Understanding decolonisation terminology**

It is recommended that the SU leadership explore how they can start and continue conversations within their own spaces on the topic of decolonisation so that they can better understand the terminology of debates on decolonisation that are part of current conversations at the University. It is further recommended that the leadership of SU join the spaces where these conversations are happening currently.

- **Resources and support for staff members**

It is recommended that resources and support be provided for staff members who engage in decolonising initiatives in teaching, learning and curriculum renewal. It is further recommended that opportunities be created to bridge the gap between the formal teaching space and the co-curricular space where students spend much of their time.

- **Spaces for engagement**

It is recommended that both physical and discursive spaces, as well as the mind space of those teaching the curriculum, be decolonised. It is further recommended that the classroom space and curriculum be expanded by open discussion on what social justice may mean in relation to decolonisation.

- **Kinds of engagement**

It is recommended that management encourage individual faculties, support staff and students to continue conversations and other initiatives regarding decolonisation of the curriculum. It is also recommended that management provides the necessary resources and support to the student body and staff, in the form of third-party mediators, to facilitate such engagement processes among themselves and with management.

1.2.7. Curriculum renewal

At SU, decolonisation is already part of curriculum renewal processes. In this regard, 10 programmes (one per faculty) have been identified as programmes to be decolonised. These include:

- Conservation Ecology (Faculty of AgriSciences)
- BA Language and Culture (Faculty of Arts and Social Sciences)
- BCom Mathematical Sciences (Faculty of Economic and Management Sciences)
- MPhil in Higher Education (Faculty of Education)
- Aspects of the BEng programmes (Faculty of Engineering)
- LLB (Faculty of Law)
- MB,ChB (Faculty of Medicine and Health Sciences)
- BMil Technology (Faculty of Military Science)
- BSc Earth Sciences (Faculty of Science)
- BDiv (Faculty of Theology)

Progress with this process is reported at the Teaching and Learning Forum for the vice-deans for the Learning and Teaching portfolio at the faculties, or Learning and Teaching representatives from faculties which do not have vice-deans for that portfolio. The various faculty transformation committees also support this continuous process.

1.2.8. Places

In this section, the focus is on the institutional culture, as well as on ongoing visual redress processes at SU. The latter will also be discussed in more detail under the indicator in [section 2.3](#).

1.2.9. Institutional culture

As defined in the [SU Transformation Plan](#) (2017), institutional culture refers to the subtle and subconscious pictures, expectations, perceptions, perspectives, prejudices, attitudes and intellectual frameworks with which people live and which determine the visions, values, ideals, communal identity and collective character of an institution. As such, influencing, enhancing and renewing the institutional culture require a multifaceted focus that is to be addressed and measured in numerous ways.

1.2.10. Visual redress

Visual redress at SU refers to an attempt to right the wrongs of previous and current powers by removing hurtful symbols (e.g. of apartheid), social injustice and misrecognition, and 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 (Prof Elmarie Costandius, Department of Visual Arts, SU, 2017).

To enhance the process of visual redress, SU has established a temporary visual redress committee, chaired by the VR: SITP. This committee currently guides the implementation of many visual redress initiatives on campus. A budget has been provided to fund a total of 10 visual redress initiatives currently underway at SU. The Senior Director: Social Impact and Transformation guides the visual redress process.

The draft Visual Redress Policy is currently in the process of being approved by relevant SU structures. The policy will guide the naming and re-naming processes, as well as all visual redress processes at SU. It will guide the development of appropriate procedures for the mentioned processes and calls for the establishment of a permanent visual redress committee that will guide, enhance and oversee visual redress processes at SU. Under this policy a permanent visual redress committee will be established.

In future reports, full progress regarding visual redress processes (including the naming and renaming of buildings) on all SU campuses will be shared.

Department of Higher Education and Training transformation indicators for Stellenbosch University

2.1. Monitoring and accountability

In the following sections, the monitoring and evaluation of the various transformation indicators for SU will be discussed. Given the model of embedded transformation, reporting on the indicators was done by the various SU environments.³

2.1.1. Establishment of the Institutional Transformation Committee

The Institutional Transformation Committee was established at SU in 2017. Representatives of all faculties (mostly the chairpersons of the various faculty transformation committees), as well as representatives of the various responsibility centres serve on the central committee. The Vice-Rector: Social Impact, Transformation and Personnel serves as chairperson of the Institutional Transformation Committee, and the Head: Transformation Office serves as its registrar. The Institutional Transformation Committee is mandated by the Rector's Management Team and reports at least once a year to the Rectorate. The Institutional Transformation Committee participates in the drafting, implementation and regular revision of the University's Transformation Plan. This committee further ensures that the Transformation Plan is an accessible and illuminating instrument that envisions, guides, directs, coordinates, advances, facilitates, and empowers transformation processes at the University, and that the Transformation Plan facilitates the development of assessment criteria for progress. The Institutional Transformation Committee meets at least four times a year.

The Institutional Transformation Committee fulfilled a strong leadership and advisory role in the period 2017–2018 and advocated the development of faculty-based transformation committees. The Committee further prioritised student input and, subsequently, the Student Institutional Transformation Committee was constituted to ensure broader student representation. This student body will function in close collaboration with the overarching Institutional Transformation Committee. In this way, it can be said, the Committee is expanding its role as the primary institutional committee for the implementation of transformation at SU.

2.1.2. Establishment of transformation committees at all faculties

SU currently has functional faculty transformation committees at the following faculties: Law, Arts and Social Sciences, Sciences, Medicine and Health Sciences, AgriSciences, Economic and Management Sciences, Sciences and Theology. The planning of fully functional committees is in progress at the Education, Military Sciences and Engineering faculties⁴.

³ The Senior Director: Social Impact and Transformation edits the report.

⁴ Representatives of the three faculties mentioned also serve on the Institutional Transformation Committee. As such, these faculties already focus on transformation; thence the aim of establishing fully functional committees in these faculties.

2.1.3. Ensuring effective functioning of faculty transformation committees

As mentioned in 2.1.2., most SU faculties have functioning transformation committees. Also, the Transformation Office recently appointed a Manager: Faculty Transformation, who commenced duties in October 2018 and will support faculty transformation committees and specifically assist in the development of faculty-based reporting templates, the sharing of good practices and identifying key priorities for each year. This appointment will go a long way to support and guide the work of the various transformation faculty committees.

2.1.4. Compilation of the annual Institutional Transformation Report

In line with DHET practices and requirements, SU will complete biannual transformation reports to be considered by the DHET. These reports will be shared for discussion with SU management structures (Rectorate, deans and all other senior managers) and will thus be a public document. The reports will also be discussed at the annual SU Transformation Indaba.

2.1.5. Hosting the annual Transformation Indaba

SU hosted its second Transformation Indaba in 2018.⁵ The indaba was hosted by the University's Transformation Office and has become an annual reflective gathering to discuss and evaluate transformation at SU. It was attended in 2017 and 2018 by more than 100 staff members and student representatives of various SU environments.

The indaba enabled SU to pause and discuss critical transformation-related issues. It is foreseen that it will become an annual opportunity for reflection and engagement. The event is taking the form of a barometer for transformative engagement at SU. It is therefore imperative that the indaba be adequately evaluated, structured and attended so as to deepen the conversation of embedded transformation at SU.

2.2. Governance

2.2.1. Monitoring, reporting and analysis of longitudinal diversity trends of the Students' Representative Council, house committees, student societies, Institutional Forum, Senate, Council and Convocation

Participation rate: SRC elections

The following table indicates the voting rate during SRC elections over the past two years.

SRC term of office	Total number of students eligible to vote in elections	Number of students who voted
2017/2018	316 394	4 119
2016/2017	31 639	3 025
2015/2016	30 854	N/A

With regard to voter participation in the SRC elections, the following needs to be considered:

- In 2016 elections were contested in court, which led to a postponement.
- The Division of Student Affairs sat with the 2016 SRC to discuss a way forward and it was decided in consultation with students that the 2016 SRC should remain in office on a voluntary basis.
- The elections were held successfully and the turnout of voters was 3 025 for the SRC's 2017 term of office.

⁵ The first institutional indaba was held in 2017.

- Elections held for the previous SRC (in office for 2017/2018) had a voter turnout of 4 119.

The following table shows the demographic composition of the SRC for the period 2016–2018.

SRC term of office	Total	Gender		Race				
		Male	Female	African	Coloured	Indian	White	Foreign
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

The following three tables provide selected demographical information of the SU governance structures, namely the Council, Institutional Forum, and Senate.

SU Council: Racial and gender profile (2013–2018)						
	2018	2017	2016	2015	2014	2013
Indian male	0	0	0	1	1	0
Coloured male	7	5	5	5	4	4
Coloured female	1	1	0	0	0	1
Black male	1	2	0	0	0	0
Black female	2	2	2	2	1	0
White male	15	14	20	20	20	20
White female	4	4	2	1	2	1
Total male	23	21	25	26	25	24
Total female	7	7	4	3	3	2
MEMBER TOTAL	30	28	29	29	28	26

Institutional Forum

Race and gender profile (2013–2018)

	2013	2014	2015	2016	2017	2018
Indian male						
Indian female					1	1
Coloured male	3	3	3	2	3	3
Coloured female				1	1	1
Black male			1	2	4	4
Black female						
White male	4	6	7	8	12	12
White female	3	4	3	6	7	8
Female, race unknown	5	5	5	6	5	
Male, race unknown	8	10	9	5	4	
Gender, race unknown	3	2	4	2	1	
Total male						19
Total female						10
TOTAL MEMBERS	26	30	32	32	38	29

Senate						
Racial and gender profile (2013–2018)						
	2013	2014	2015	2016	2017	2018
Indian male	8	9	9	11	10	9
Indian female	1	1	3	3	3	3
Coloured male	10	11	11	11	16	16
Coloured female	6	5	5	6	9	10
African male	7	11	13	12	11	10
African female	0	1	1	4	7	8
White male	174	190	195	207	205	195
White female	41	52	58	67	72	73
Female, race unknown	0	0	1	1	1	1
Male, race unknown	3	7	6	6	4	2
Gender, race unknown	25	21	18	18	11	10
Total male	202	228	234	247	246	232
Total female	48	59	68	81	92	95
MEMBER TOTAL	275	308	320	346	349	337

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

Mandating of all governance structures to develop a strategy to enhance transformation will be discussed in detail with the Registrar's Division and the Division of Student Affairs. The Transformation Office will, in conjunction with the mentioned divisions, support the development of a strategy that will enhance transformation and support transformative practices in all the structures. It is foreseen that the new SU Statute will positively influence the process.⁶

2.2.3. Pilot indication and training practices of governance structures to empower new participants

The training practices of governance structures are to be reviewed by the Transformation Office, the Registrar's Division and the Division for Student Affairs. The Transformation Office will support the accompanying processes.

⁶ See section 2.2.4.

2.2.4. Reviewing the University's Statute

The SU Statute had its origin in the middle of the previous century and has since undergone various amendments. In 2016 the SU Council requested a thorough revision of the Statute to make it a relevant and suitable governing document for a university of the 21st century. Such a re-write would also provide SU with the opportunity to consider its governance structures, and roles and responsibilities afresh in a structured and holistic manner.

The Statute provides the foundational structures and processes within which the values, ideals and principles that drive the University are being conducted and pursued. It binds together the various sectors of the University and sets the tone for all decision-making and academic and administrative activity. The Statute describes the composition, powers, and functioning of the various bodies established by the Statute, and the election or appointment, and the powers, of the office bearers created by the Statute. In short, the Statute provides the institutional framework within which the effective governance and administration of the University are conducted.

The new draft Statute contains a preamble that provides certain fundamental principles upon which the Statute is based. The preamble, among other things, states that the University:

- is driven by the values underlying the Constitution, in particular relating to human dignity, equality and freedom;
- promotes unity in diversity by inculcating tolerance of and respect for different perspectives and belief systems, ensuring a suitable environment for learning, innovation, research and societal engagement;
- aims to benefit society through excellence in innovative learning and teaching, and pioneering research; and
- is committed to the development of a comprehensive range of academic, professional, vocational and general programmes addressing societal needs.

The various governing structures and office-bearers must function following these principles. The Statute determines the scope of decision-making powers and ensures that powers and duties are performed lawfully and effectively, following the democratic spirit and intent of the Statute. The Statute commits the University to open, transparent, responsible and accountable governance and administration, and contains various checks and balances to ensure this.

2.2.5. Establishing staff stakeholder forums (women, gender, etc.)

Gender Advancement Forum

The first meeting of institutional stakeholders with regard to gender matters was held in May 2018. Members agreed that this forum should be an open forum to staff and students who share an interest in gender matters and that the forum would be named the Gender Advancement Forum. It was further decided that this forum would be inclusive of gender nonconformity, as well as women's issues for both students and staff.

As a starting point, it was decided that the forum would share key reports, policies and clarify the roles and responsibilities of stakeholders to enhance coordination and sharing of resources. It was also debated whether this forum should be an official advisory structure or merely an institutional forum to better coordinate initiatives. Current participants represent the Staff Women's Forum, the Gender Non-violence Officer at the Equality Unit, Student Affairs, Students, Employment Equity Committee, Staff Wellness Division, and Transformation Office, as well as academic and research experts on gender, and the Transformation Office. The latter will coordinate quarterly meetings in collaboration with the Equality Unit.

2.2.6. Developing mechanisms to revise meeting procedures

The development of mechanisms to revise meeting procedures is not currently in place. Mechanisms to revise meeting procedures will go a long way to enhance the renewal of the institutional culture and this

should be prioritised. This initiative should be a collaborative effort between the Transformation Office and various other SU environments. In this regard, mechanisms need to be developed and established. The role of senior managers will be crucial in supporting this essential progress.

2.2.7. Tools to report on voting trends to monitor the level of participation in Council and the Students' Representative Council

The tools to report on voting trends to monitor the level of participation in Council and the SRC are not currently in place. Although voting statistics and trends are available, SU should work towards a standard monitoring process for the structures concerned. Consideration should be given to extending this tool to monitor other structures for student and staff participation.

2.2.8. Developing an annual institutional engagement strategy with a focus on transformation (University Calendar: Corporate Communication Division)

As a responsible corporate and institutional citizen, SU links South Africa's national holidays with internal and external communication initiatives, for example in 2018 the following themes were selected: Human Rights Day (social justice); Freedom Day (democracy); Africa Day (connected to Africa) and Youth Day (youth activism and innovation). The aim is to deepen and widen conversations on campus and, in so doing, to influence institutional culture positively. As part of the initiative, the Corporate Communication Division identifies suitable SU experts for placement on expert lists for media interviews and to write opinion editorials for submission to various print and digital publications.

Further to this, the TO takes responsibility for coordinating the social engagement calendar (see [section 2.3.12.](#)).

2. 3. Institutional culture

2.3.1. Developing a visual redress policy⁷

Further to the already mentioned focus on visual redress, it should be said that the Facilities Management Division appointed a project manager to implement projects linked to visual redress at SU. The responsibilities will apply to both visually representative materials and objects and doing an audit of building names. The latter will involve the checking of names and, if need be, changing or contextualising them. Facilities Management has made a budget available to run these projects.

As an example of current projects, wayfinding signage on the central Stellenbosch campus has been upgraded to English, Afrikaans and isiXhosa. The next round of work has commenced, namely to update signage at buildings on the main campus. Various art projects and the installing of boards to contextualise names, signs and objects are also currently underway.

2.3.2. Integrating visual redress with naming policies and procedures

Naming Committee

The Committee for the Naming of Buildings, Venues and other Facilities/Premises (in short the Naming Committee) is currently responsible for the implementation of the Policy for the Naming of Buildings, Venues and other Facilities/Premises, but has revised its procedures to facilitate shorter turnaround times for the processing of naming and renaming requests. The Naming Committee is fully aware of the visual redress agenda of SU and is committed to supporting this agenda through its activities. Members of the Naming Committee also participate in the Committee for Visual Redress and are taking co-responsibility for a new Visual Redress Policy that will eventually replace the Policy for the Naming of Buildings, Venues and other Facilities/Premises.

⁷ Also see the introductory point on visual redress under [section 1.10.](#)

The to-be-drafted visual redress policy will propose that the naming processes and procedures are combined into one policy which focuses on visual representation.

2.3.3. Conducting an annual audit of *Calendar* and communication strategies

2.3.3.1. Accessibility of the Calendar and other documents

The rewriting of the full SU *Calendar* in plain language, to meet the requirements of the Consumer Protection Act (CPA) and to produce a user-friendly publication that will positively contribute to the SU brand and be less alienating for staff and students has been in process over several years. Since the standardisation of the layout of all faculty yearbooks, the SU *Calendar* has been systematically rewritten in plain language as per section 22 of the CPA. To date, nine of the 10 faculty yearbooks have gone through this extensive process of reformatting and rewriting. The SU *Calendar* of the Faculty of Economic and Management Sciences is the last faculty yearbook to be rewritten in plain language in accordance with the CPA and is currently in progress.

In addition to this initiative, a document audit was launched in 2017 to assess the quality of all correspondence sent from the Student Information System, as well as all email correspondence sent to students. One of the aims of the document audit is to improve on the accessibility of communication sent to students, by ensuring the quality of the content, a consistent and coherent structure, appropriate and correct wording, and proper layout of the information in order to elicit an appropriate response from students.

2.3.4. Developing and implementing cross-disciplinary social inclusion programmes at faculties

See section 2.3.12 on the Social Engagement Calendar.

2.3.5. Completing regular institutional student and staff climate surveys

SU completed the [Staff Culture and Climate Survey](#) in 2017. This survey was a first in recent years and was thus widely anticipated and discussed within all SU environments. This survey, however, was only applicable to staff at SU. The last overarching and relevant survey and report relating to culture and climate among SU students, namely [Welcoming Culture of SU](#) was completed in 2013.

Culture and climate surveys for both staff and students should become a regular occurrence at SU. Their findings should be discussed and where recommendations indicate institutional challenges, these should be structurally addressed in all SU environments.

Culture and climate surveys should be embedded in the new SU Strategy and should find particular expression in the values of the University.

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

The Siyakhula Transformation Competencies Development Programme aims to equip students and staff to become a more connected and enabling higher education community. The Transformation Office, in partnership with the Equality Unit, the Disability Unit, HR and Student Affairs, offered a range of skills development workshops to support professional and academic staff and students in leading and advancing transformation strategies. The programme or workshop series focuses on three clusters of competencies namely sociocultural awareness; leadership and intergroup engagement; and social innovation and design thinking.

Each cluster consists of a number of structured interactive discussions designed to address key transformation challenges in higher education. In 2018 the Siyakhula Programme for staff and students formed an integral part of the student and staff development programmes. This year, an estimated 300 staff members participated in transformation competencies training on modern racism, decolonisation, rape culture, a flexible institutional culture, and universal design for disabilities. These workshops are presented in collaboration with the Transformation Committees of various University divisions and

departments. A staff feedback survey and an external reflection and observation process evaluated the competencies taught during the course, giving recommendations for future development.

Specific feedback from the Registrar's Division indicated that social awareness of staff who interact with students on a regular basis is one area that needs improvement. This need was identified during a recent external evaluation of this Division, which serves as an interface with many staff, students, parents and other stakeholders. The improvement can be made by "enhancing personnel insights about the diverse demography of their clientele and extending expertise in basic counselling skills" (SU Registrar, Dr Ronel Retief).

The following interventions have been, and will continue to be, undertaken to address social awareness of staff interaction by:

- creating awareness of ethical behaviour by inviting professionals in the field of social and business ethics to address staff on these topics.
- creating awareness of cultural differences to accommodate members of various groups with diverse customs and needs by inviting guest speakers on relevant topics and exposing staff to different cultural experiences.
- arranging opportunities for courageous conversations among staff.
- participating in existing projects by SU (e.g. Mandela Day, Casual Day, Siyakhula: Embracing a New Normal) to improve social awareness and enhance insights into the diverse demography of our students, thereby improving the student experience at SU.

2.3.7. Developing an institutional transformation glossary of terms

The Transformation Office has developed a transformation glossary of terms that guides staff and student training processes in collaboration with SU academics and students. This glossary is used in staff and student training sessions. It is foreseen that this glossary will be continually updated so as to help staff and students navigate and support an ever-changing campus context. The Transformation Office will guide this process, while the Institutional Transformation Committee will act as custodian of the glossary.

2.3.8. Developing and expanding transformational co-curricular programmes

The development and expansion of transformational co-curricular programmes are actively driven by the Transformation Office as well as the Division for Student Affairs. For further information see the sections on the Welcoming Programme ([2.3.15.](#)), Siyakhula Programme ([2.3.6.](#)) and Frederik Van Zyl Slabbert (FVZS) Institute for Student Leadership Development ([2.6.3.1.](#)).

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

The advancement of performance management mechanisms linked to transformation competencies for students and staff still needs more attention. It is foreseen that the Transformation Office (in collaboration with the Faculty Transformation Committees, the Division Human Resources (in collaboration with the faculty committees for employment equity) and the Division for Student Affairs will spearhead this. An institutional task team should be considered to further look into this matter and to advise on institutional outcomes should SU directly link transformational management processes across all SU environments.

2.3.10. Advancing transparent communication strategies and practices

2.3.10.1. Communication campaigns

The Corporate Communication Division runs communication campaigns on social media, and sends content to the campus community. The communication is always written in a way that is inclusive of all stakeholders (internally and externally). Whenever the Division uses photographs or makes videos, it

ensures that the imagery is representative. The division adds sub-titles to its videos to make the videos accessible to people with disabilities. It also makes use of gender-inclusive language in communication.

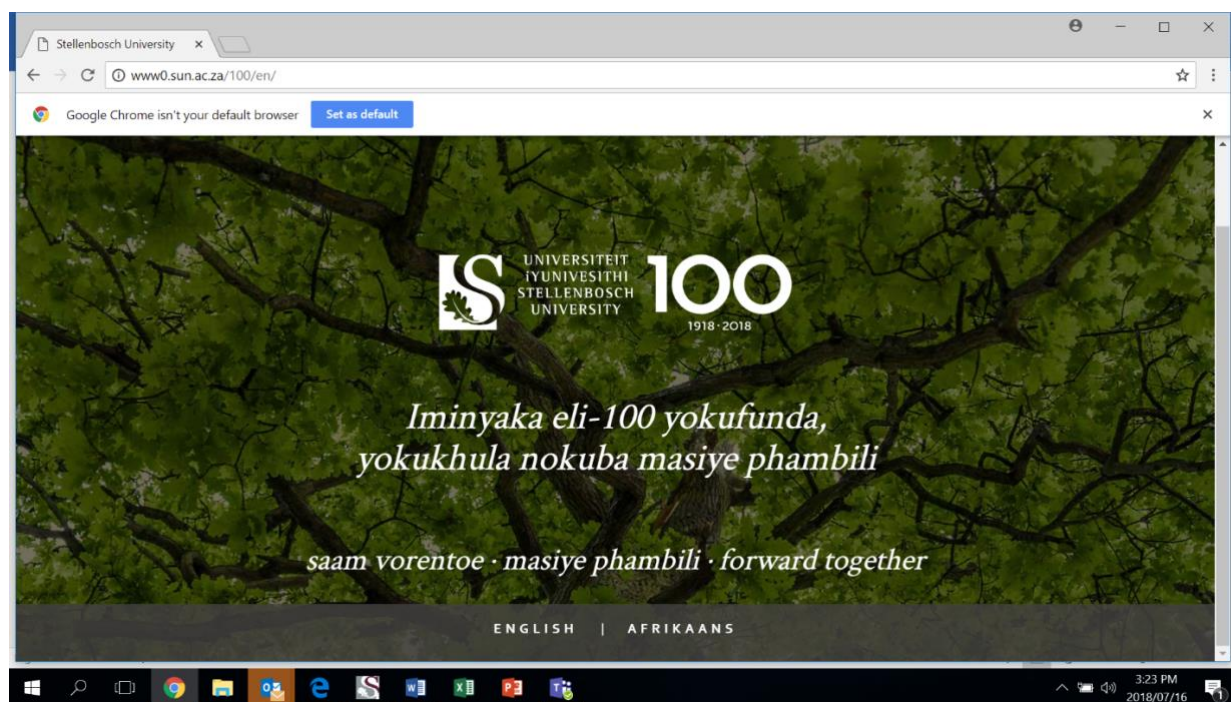
Notable examples from the past year include the #WomenofSU campaign, during August 2017, which featured women from all walks of life at SU. The Corporate Communication Division also ran a comprehensive disability awareness campaign on social media in September 2017.

2.3.10.2. Communication channels

Digital newsletters are the primary mode of communication to staff members, but it was found that this excluded the lowest post levels as these staff members seldom have access to a computer or email. In the communication to staff, line managers are requested to make the information available to the staff members on these levels. In the interest of inclusivity and making sure that all voices are heard, the Corporate Communication Division requested that special arrangements be made for staff members who did not have email access but wanted to participate in the first-ever [Staff Culture and Climate survey](#) (2013). In 2018 the Division completed an internal communication audit to determine the challenges, gaps and bottlenecks to improving student and staff engagement. The findings of the audit will be shared with the campus community in the second semester, along with the recommendations to improve the communication.

2.3.11. Celebrating Stellenbosch University Centenary 1918–2018

With SU's divisive history, it was important for SU to demonstrate that progress is being made with transformation and inclusivity measures. For that reason, the Corporate Communication Division developed centenary branding which included isiXhosa, as is illustrated on the landing page of the Centenary website.



In addition, all Centenary-related communication included the University's restitution statement:

SU acknowledges its inextricable connection with generations past, present and future. In the 2018 Centenary Year, SU celebrates its many successes and achievements. SU simultaneously acknowledges its contribution towards the injustices of the past. For this, SU has deep regret. SU apologises unreservedly to the communities and individuals who were excluded from the historical privileges that SU enjoyed and SU honours the critical Matie voices of the time who would not be silenced. Accepting

responsibility towards the present and future generations, SU commits itself unconditionally to the idea of an inclusive world-class university in and for Africa (SU Restitution Statement, 2018).

On 3 March 2018, SU held a Centenary walk, where participants started in a reflective mood at the Old Lückhoff School in Banhoek Road, Stellenbosch. The Old Lückhoff School was intentionally chosen as the starting point to recognise the residents who had been forcibly removed from the neighbourhood, Die Vlake, during the Apartheid period. Mainly people of colour fell victim to the Group Areas Act in the 1960s and 1970s when they were forcibly removed from this residential area of Stellenbosch that partially overlaps with the University campus. Although the government of the day was responsible for the forced removal, SU did not object at the time, and later benefited when some of the dispossessed land was transferred to the University.

An announcement about the next round of bursaries for descendants of those affected by forced removals from Die Vlake half a century ago was made on 1 March 2018. The six recipients make up the third set of beneficiaries since Prof Wim de Villiers announced the establishment of the fund during his inaugural address as Rector in 2015, as a form of restitution by SU. To date, more than R1 million in bursaries have been allocated. Every year, a community committee helps to verify applicants' association with Die Vlake, while a committee of three community members and three SU staff members apply the allocation criteria.

2.3.12. Developing an interactive institutional transformation website

An interactive institutional transformation website has not been launched yet. With the recent appointment of a communication officer in the Transformation Office, this task has now been prioritised. The website will allow for an institutional electronic platform which can highlight and support transformation-related matters. The website will take the shape of an institutional platform that will allow strategic transformation documents and relevant information to be shared, information actions in all SU environments to be highlighted, and where relevant articles can be shared with a link to social media platforms.

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

Imbizo365 is the brand for a year-long campus engagement series that offers a synergised model of engagement for the campus community. The Imbizo365 calendar coordinates monthly activities in line with South African democracy-focused days and public holidays. It provides opportunities and platforms for faculties, student communities and leadership structures to connect with South African and African democracy-building discourses.

The Imbizo365 calendar activities use methodologies such as creative arts, film discussions, debates, excursions and visits to partnering universities to reflect on eight calendar themes. These themes include 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 objectives of the Imbizo365 programme are:

- to model social inclusion competencies, social flexibility and sensitivities to advance democratic ideals;
- to promote social innovation and design to find creative and innovative engagement opportunities; and
- to promote social cohesion, social impact and community-building.

The 2018 Imbizo calendar highlights for 2018 included:

- exploring the role of art and struggle songs in the fight for freedom in South Africa;
- film screenings on Winnie Madikizela Mandela and the Dragon's Lair;
- a youth conversation road trip to Qunu in the Eastern Cape;
- a public reflection on the role of women leadership during Women's Month; and

- community- and social cohesion-building activities like Casual Day and indigenous games and dancing as part of Heritage Month.

2.3.14. Advancing sport as a tool to diversify the student profile and to impact positively on society

Maties Sport has a robust transformation plan that not only strives to align with, but also attempts to achieve objectives set out in the policies of SU and South Africa. Its transformation plan also reflects on its firm commitment to implementing and promoting the principles of transformation, as set out in South Africa's Transformation Charter and that of national sports federations. These bodies require sufficient change and flexibility to support the unequal allocation or reallocation of resources and entitlements to overcome previous inequalities and discrimination.

Maties Sport has a profound belief in the power of sport to build people, communities and nations. The transformation of SA's sporting culture means transforming the system that underpins it to sustain change. For Maties Sport, the approach is to build a sport management system that supports all aspects of transformation at the University.

Statistically, the results of change are already impressive, especially in the high-visibility, high-performance sporting codes. In 2014 the demographic representation of black high-performance athletes at SU was less than 10%. In 2018, the figure for demographic representation of black high-performance athletes was about 32%. Furthermore, black employees on the Maties Sport payroll hold 65% of the permanent staff positions and 44% of positions for contracted coaches. Maties Sport high-performance sports bursary allocation for 2018, to 231 students, was split 50/50 between black and white students.

Lastly, more research is needed to evaluate the transformation efforts of Maties Sport at SU. Specific attention will be given to parasport and diversity in other high-performance sporting codes. Thus, research will be prioritised in the next report.

2.3.15. Fostering a welcoming culture in student communities

The Centre for Student Communities has various initiatives to enhance a welcoming culture at SU. Some of these initiatives involve systemic initiatives and other strategies include initiatives to influence behaviour.

The most important systemic initiative is the establishment of the cluster as organising principle of students' social and academic life. It is aimed mostly at students in their first four years of university study. All students are assigned to a student community and a sense of belonging is fostered through this assignment. Nearly 95% of students that enter the University as first years take part in the welcoming at the University as a member of a student community.

An essential part of the cluster system is the assignment of students to the different student communities. This takes place according to the Residence and Cluster Placement Policy, which ensures that the student communities are diverse. Students are welcomed in the different student communities and about 550 mentors support the estimated 5 500 newcomer students to make a successful transition to the University.

Creating a welcoming culture in student communities' centres around values-driven leadership, where the planned programme is measured, and activities are executed and evaluated according to the values of the student community and the University. This process includes targeted training of the leadership in the student communities, structured conversations, detailed planning, and monitoring and evaluation of the execution of especially the welcoming period.

The training programme of newly elected leaders is quite extensive. The planning involves welcoming programmes for each community which are integrated with the University's overall welcoming. The execution is monitored for form and substance by monitors appointed from the ranks of senior students, and the overall success and compliance with welcoming practices are assessed through a survey at the end of the first term. The survey results show that first-year students have a high appreciation for the

role that student leaders, mentors and senior students play in their welcoming on campus. The influence of the cluster system was recently researched in a master's study.

The mentor programme is embedded in the student communities. A mentor is assigned to students in the different student communities. This programme is quite successful and the students report a very high appreciation for the role of the mentors. The impact of the mentor system on students is well documented through an online reporting system. The feedback is used for the continuous improvement of the system.

2.3.16. Expanding the Welcoming Monitors' Programme, including feedback

The monitoring of the Welcoming Programme was introduced about 18 years ago. It was necessary to monitor the practices of student communities to discourage unacceptable practices linked to initiation. The monitors move around on campus during the welcoming period. They have access to all residences and they report on what they observe. This is an instrument to shift student culture, to ensure some quality control and to remove the mistrust that the public and those not involved in a specific student community might have of what transpires in such communities.

The monitors are mostly senior students at the University. Their monitoring activities have been instrumental in the improvement of the welcoming culture. This measure equates to having peer evaluators to influence conversations with students and thus shift the student culture.

At SU, the Centre for Student Communities strives to implement values-driven management. The values-driven approach does not favour a hierarchical power dispensation on the campus, but strives for values-driven communities where students feel included, respected and welcomed. The Centre for Student Communities aims to impart respect, dignity and responsibility to the newcomers and HCs which will gradually build a framework for a responsible system by providing the newcomers with a safe channel of communication directly to the University or to accountable structures; by being active participants in the evolution of the welcoming period; and by providing a system for independent accountability for the responsible structures throughout the welcoming process.

The Welcoming Monitors' Programme aims to enable an environment that is enjoyable, responsible and welcoming to newcomers, while ensuring accountability between all involved parties and providing a safe, objective framework to assess and continually improve the welcoming period. The programme works actively against any (formal and informal) structures, systems, attitudes, rules, or actions through which one group exercises power or unfairness over another.

The objectives of the Welcoming Monitors' Programme are:

- to provide an objective measure of the efficiency of the welcoming period for each cluster and faculty;
- to ensure accountability to the HC and senior members of the house with regard to their conduct during the welcoming period;
- to assess the welcoming period holistically, looking at all aspects of the transition to university life, both non-academic and academic;
- to continually improve the process of welcoming via a system of feedback (report) 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 the newcomers;
- to report objectively any violations of human rights and to ensure that the necessary steps are taken in response to these situations;
- to liaise and provide a safe channel of communication for the newcomers by representing their concerns, needs and goals to appropriate citizens and bodies which have vested interests in the community; and
- to respect residence traditions and history, but also to help house committees to consider critically the goals and outcomes of all welcoming activities by benchmarking them against the

standards set by the University to create a dynamic orientation process that promotes individual growth and development.

2.3.17. Strengthening and expanding the ResEd Programme during the welcoming period and thereafter

When newcomers arrive at the University, they find themselves in unfamiliar surroundings where they experience new living and working environments, as well as a new culture where unaccustomed ideas are already present. Some of these ideas may influence their behaviour and others may form the basis of ongoing, serious conversations. Some ideas may overlap with their own.

Students are exposed to ideas in a series of short workshops at SU to help them to participate in ongoing conversations. This series of participatory workshops is named the ResEd Programme. ResEd is short for residential education. The programme is available to all students regardless of whether they live in residences or not.

2.3.18. Strengthening and expanding post-welcoming surveys

As indicated in previous sections, SU, through the Centre for Student Communities runs a number of surveys during and after the Welcoming Programme. These include a survey on students' experience of the Welcoming Programme, a survey on the experience of PSO/day students and their link with ResEd clusters, and a survey that helps SU to interpret the academic preparedness of students after the welcoming period.

2.3.19. Developing proper practice guideline documents for inclusive institutional events, with a focus on catering, entertainment and disability friendliness

Institutional events:

Until the turn of the century, SU's graduation ceremonies and the welcoming event for first-year (newcomer) students had a strong Christian (Dutch Reformed) character, and were conducted primarily in Afrikaans, with some English. These events were traditionally opened with a scripture reading and prayer by a staff member from the Faculty of Theology. Mostly Western classical music was performed by musicians from the Faculty of Arts and Social Sciences.

In a spirit of respect for diverse languages, cultures and religions, and in support of the University's strategic objective to promote inclusivity and a welcoming culture, the following changes have been introduced:

- Scripture reading and prayer have been replaced with this paragraph that is adapted for each event: "Ladies and gentlemen, at the beginning of this graduation ceremony, we as academic community, parents, spouses, family and friends are deeply grateful for the privilege to be here today to celebrate our graduands' success. To this end, I invite you all to remain seated while we observe a devotional moment, granting each other the space to express our gratitude according to our various secular and religious perspectives."
- The Conservatoire of Music's African Music Ensemble has been added to the pre-programme to expand on the variety of music performed and to add a South African flavour.
- As none of the current members of the Rectorate that may confer degrees can speak isiXhosa fluently, and to avoid the mechanical memorising of a few words of welcome, mother-tongue isiXhosa-speaking academics kindly assist in welcoming guests at each graduation ceremony.
- Sign language interpreters are organised for events, on request. We do not use large screens at these events, which would assist with the visibility of sign language interpreters. Therefore if guests with hearing disabilities require assistance, we organise interpreters to be seated with them in the venue.
- Special arrangements are made for guests in wheelchairs to ensure that they can be seated with their families. In cases where frailty or illness affects the time that a guest can attend a

long graduation ceremony, we make special arrangements for their late arrival and/or early departure.

- Graduates who cannot climb the steps to the stage area owing to a disability or injury remain on the ground level, and the degree is then conferred below the stage.

For more than 15 years, all invitations to University events request guests to indicate special dietary requirements. In addition to providing vegetarian and non-alcoholic options, provision is made for guests who require food to be strictly halal. If required, halal meals are brought in from the certified kitchen in one of the SU residences. In instances where a Muslim professor requests that no alcohol, be served at his inaugural lecture, only non-alcoholic drinks are served.

Diversity in terms of stakeholders and guests at events still poses a challenge. As protocol and post levels dictate the guest lists for most institutional and most senior positions at the University have not yet been diversified, it is difficult to ensure a diverse group of guests at official events. For similar historical reasons, the executive committee of the Convocation and the annual general meeting of the Convocation are dominated by a particular race and language group. As staff and student diversity increases, so will it increase in the composition of alumni and Convocation meetings, and in guest lists for institutional events.

2.3.20. Developing inclusive religious calendars and institutional practices

The Transformation Office has recently compiled an interfaith document that highlights religious observances and commemorations that could affect academic activities, classes, tests and exams. This work will be expanded to enhance and renew institutional practices. The Registrar has called together a task team to work on this matter.⁸

2.4. Language

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

Stellenbosch University is now positioned as a world-class, multilingual South African university – one of the 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. The promotion of multilingualism without exclusion is, therefore, a key distinguishing characteristic that SU strives for.

The SU Language Centre's main strategic thrust is the advancement of multilingualism, in line with the multilingual thrust of the University's Language Policy (2016). In 2018, 2 830 students across seven faculties were assisted with academic literacy and professional communication courses, and 381 enrolments were recorded for language acquisition-related modules. To date, the English for Academic Purposes (EAP) Programme has been presented mainly to international students who have a pre-academic level of general English, but have been accepted by a faculty to study towards a degree. In 2018, the programme was offered to 34 local students enrolled for the Extended Degree Programme (EDP) for the first time. The Comms Lab showed great promise in its second year of existence, with a total of 84 enrolments, and the acquisition of internal clients such as the Bureau for Economic Research, the Centre for Renewable and Sustainable Energy Studies, the Office of the Deputy Vice-Chancellor: Strategy and Internationalisation, the Law Clinic, and the Content Hub for Corporate Communication. External clients included Mediclinic Corporate, the Rupert Foundation, Transnet Port Terminals (Cape Town) and the Western Cape Government.

In 2018, the Writing Lab provided 3 014 consultations between January and mid-October, with a projected total of 4 175 consultations for the year; and 1 007 postgraduate students were

⁸ SU environments represented in this task team include the Transformation Office, Student Affairs, Human Resources, Corporate Communications, etc.

accommodated in 62 writing workshops and short courses till mid-October 2018. Writing workshops were offered for the first time to students of the Africa Centre for HIV and AIDS Management (ACHAM) and the Africa Centre for Scholarship (ACS) in 2018. True to the Writing Lab's approach, the students were met 'where they're at' – literally. During July and August, writing workshops were offered on site in Johannesburg, Durban, Bloemfontein, Maseru, Windhoek and Gaborone for the Africa Centre for HIV and AIDS Management (ACHAM), and at Makerere University in Kampala, Uganda, and Strathmore University in Nairobi, Kenya, for the ACS. The ACS workshops are based on collaboration between SU and other African universities.

The Reading Lab, established in 2014, provided evidence that it was a sustainable project after the initial three-year strategic funding period ended in 2016. A total of 3 324 consultations and workshops were provided for students across six faculties in 2017, and it is estimated that this trend will continue. A highlight has been a pilot project with students from the Ikusasa Student Financial Aid Programme (ISFAP) bursary programme.

Apart from the focus on institutional multilingualism which has traditionally been part of its mandate, the Language Centre has placed additional emphasis on individual and community multilingualism in the period under review, thus reflecting an understanding of the importance of using language as a way of broadening access to ensure success, with an emphasis on social impact. A specific priority is to improve the attitudes of staff and students regarding the value of individual multilingualism.

Seventy-five invited students, lecturers and representatives from professional academic support services (PASS) environments attended the 2018 Language Day, with the theme *Multilingualism @ SU: Creating an Enabling Environment*, to discuss the value of multilingualism and how SU can create an enabling environment for it to flourish. The students and staff represented all 10 faculties and a variety of PASS environments. The event focused on conversations around multilingualism in teaching and learning spaces and multilingualism in social spaces. It was characterised by open and frank conversations with creative solutions and good-practice examples around the two main topics shared by the participants. The emphasis was placed on what every individual can do to create an enabling environment for multilingualism to flourish at SU. Another priority under discussion was to improve students' access to academic terminology in various languages.

In 2018, the Language Centre began collaborating with the faculties as an institutional partner in the Mobilex Project, providing assistance with the consolidation and translation of academic terminology in English, Afrikaans and isiXhosa, with the aim of developing an app (mobile phone or tablet computer software application) for student use.

2.4.2. Updating the language implementation plans of faculties and environments

The Language Policy offers various options for using the languages of teaching in lectures, namely: (a) using Afrikaans and English in separate class groups where this is reasonably practicable and pedagogically sound; (b) 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 (c) 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 (e.g. consultations in office hours, or routinely scheduled tutorials and practical sessions). Furthermore, simultaneous interpreting as well as information and communication technology (e.g. podcasts and vodcasts) are employed to support students' understanding of module content by way of more than one language.

Towards the end of 2018, faculties and responsibility centres compiled their context-specific language implementation plans within the parameters of the 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 presented to the Senate for approval in November 2018.

2.4.3. Monitoring the language-related experiences of students

Two surveys were conducted in March and September 2017 to obtain feedback from students about their language-related experiences both in and out of class. These surveys will be repeated in 2019. Students also have the opportunity to give feedback about language-related experiences in teaching and learning via the student feedback forms available for all modules. Students who are negatively affected by the implementation of the Language Policy may lodge complaints via the prescribed faculty's appeals/complaints procedure or, in the absence of such a procedure and 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, and if not resolved at the Academic Planning Committee, the latter will refer the matter to the Senate, with a recommendation. In the case of implementation 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 the mentioned structures is not suitable, complaints may be submitted to the SU Ombud for settlement in consultation with the relevant structures.

2.5. Staff development and equity

2.5.1. Advancing staff recruitment practices that support diversity targets

Over the last couple of years, SU has developed a specific code of conduct that allows for the recruitment of African, coloured and Indian staff members. See the statistics linked with this section.

2.5.2. Monitoring progress in faculties and PASS environments that support diversity targets

The faculty and PASS environments' employment equity plans allow for direct monitoring. The demographic profile of SU was compiled taking into consideration both permanent and fixed-term employees.

Senior positions (academic):

At the end of September 2018, African, coloured and Indian staff constituted 13,9% of senior positions (levels 4–6) as opposed to 17% (2017). White staff constituted 72% as opposed to 78% (2017) and foreigners constituted 14,1% as opposed to 5% (2017).

It is important to realise that foreign nationals with South African identities were miscategorised as either African or white employees. The Human Resources Division has corrected the misclassification of foreign nationals in line with the requirements of the Department of Home Affairs. This correction increased the number of foreign nationals and decreased the percentages of African and white employees.

The following table illustrates the profile of SU in terms of race and gender for the period 2015–2018.

Profile of academic staff in senior positions

Academic	African	Coloured	Indian	White	Foreign	ACI*
2015	1,0%	7,8%	3,0%	74,1%	14,1%	11,8%
4	0,0%	13,8%	0,0%	69,0%	17,2%	13,8%
5	0,5%	4,6%	4,1%	76,0%	14,7%	9,2%
6	2,0%	11,2%	2,0%	72,4%	12,5%	15,1%
2016	1,5%	7,3%	3,4%	72,4%	15,4%	12,2%
4	0,0%	9,8%	4,9%	68,3%	17,1%	14,6%
5	0,9%	4,7%	4,2%	73,4%	16,8%	9,8%
6	2,6%	10,3%	1,9%	72,3%	12,9%	14,8%
2017	1,4%	8,0%	3,3%	72,1%	15,2%	12,6%
4	0,0%	8,1%	5,4%	67,6%	18,9%	13,5%
5	0,9%	5,2%	4,2%	72,8%	16,9%	10,3%
6	2,3%	11,3%	1,7%	72,3%	12,4%	15,3%
2018	1,8%	8,9%	3,2%	72,0%	14,1%	13,9%
4	0,0%	11,1%	5,6%	63,9%	19,4%	16,7%
5	1,4%	5,0%	4,1%	73,0%	16,7%	10,4%
6	2,7%	13,2%	1,6%	72,5%	9,9%	17,6%

*African, coloured and Indian

PASS

At the end of September 2018, ACI staff constituted 22,5% of senior positions (levels 1–6), white staff 74,4%, and foreigners 3,1%.

Profile of PASS staff in senior positions

Support	African	Coloured	Indian	White	Foreign	ACI*
2015	2,6%	12,9%	2,6%	74,7%	7,2%	18,0%
1	0,0%	0,0%	0,0%	100,0%	0,0%	0,0%
2	0,0%	25,0%	0,0%	75,0%	0,0%	25,0%
3	6,3%	18,8%	0,0%	75,0%	0,0%	25,0%
4	0,0%	16,7%	0,0%	83,3%	0,0%	16,7%
5	1,4%	10,1%	2,9%	75,4%	10,1%	14,5%
6	3,3%	13,0%	3,3%	72,8%	7,6%	19,6%
2016	3,3%	14,8%	3,3%	72,4%	6,2%	21,4%
1	0,0%	0,0%	0,0%	100,0%	0,0%	0,0%
2	0,0%	20,0%	0,0%	80,0%	0,0%	20,0%
3	5,6%	16,7%	0,0%	77,8%	0,0%	22,2%
4	14,3%	14,3%	0,0%	71,4%	0,0%	28,6%
5	1,4%	12,7%	2,8%	73,2%	9,9%	16,9%
6	3,0%	15,8%	5,0%	70,3%	5,9%	23,8%
2017	4,4%	15,7%	1,7%	74,2%	3,9%	21,8%
1	0,0%	0,0%	0,0%	100,0%	0,0%	0,0%
2	0,0%	16,7%	0,0%	83,3%	0,0%	16,7%
3	6,7%	20,0%	0,0%	73,3%	0,0%	26,7%
4	11,1%	16,7%	0,0%	72,2%	0,0%	27,8%
5	2,5%	13,6%	2,5%	74,1%	7,4%	18,5%
6	4,6%	16,7%	1,9%	74,1%	2,8%	23,1%
2018	4,8%	15,4%	2,2%	74,4%	3,1%	22,5%
1	0,0%	0,0%	0,0%	100,0%	0,0%	0,0%
2	0,0%	20,0%	0,0%	80,0%	0,0%	20,0%
3	12,5%	18,8%	0,0%	68,8%	0,0%	31,3%
4	5,9%	17,6%	0,0%	76,5%	0,0%	23,5%
5	5,9%	11,8%	2,4%	74,1%	5,9%	20,0%
6	2,9%	17,5%	2,9%	74,8%	1,9%	23,3%

*African, coloured and Indian

Academic	African	Coloured	Indian	White	Foreign
2015	4	31	12	295	56
4		4		20	5
5	1	10	9	165	32
6	3	17	3	110	19
2016	6	30	14	297	63
4		4	2	28	7
5	2	10	9	157	36
6	4	16	3	112	20
2017	6	34	14	308	65
4		3	2	25	7
5	2	11	9	155	36
6	4	20	3	128	22
2018	8	39	14	317	62
4		4	2	23	7
5	3	11	9	162	37
6	5	24	3	132	18
Support	African	Coloured	Indian	White	Foreign
2015	5	25	5	145	14
1				1	
2		1		3	
3	1	3		12	
4		2		10	
5	1	7	2	52	7
6	3	12	3	67	7
2016	7	31	7	152	13
1				1	

2		1		4	
3	1	3		14	
4	2	2		10	
5	1	9	2	52	7
6	3	16	5	71	6
2017	10	36	4	170	9
1				1	
2		1		5	
3	1	3		11	
4	2	3		13	
5	2	11	2	60	6
6	5	18	2	80	3
2018	11	35	5	169	7
1				1	
2		1		4	
3	2	3		11	
4	1	3		13	
5	5	10	2	63	5
6	3	18	3	77	2

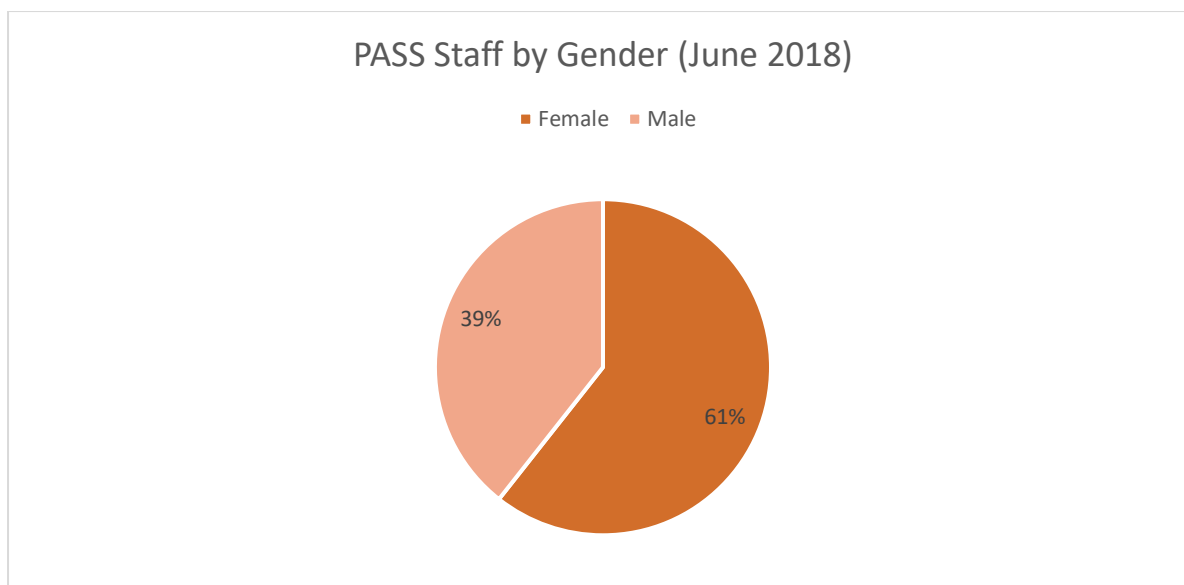
Academic	African	Coloured	Indian	White	Foreign	ACI*
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2017	1,4%	8,0%	3,3%	72,1%	15,2%	12,6%
4	0,0%	8,1%	5,4%	67,6%	18,9%	13,5%
5	0,9%	5,2%	4,2%	72,8%	16,9%	10,3%
6	2,3%	11,3%	1,7%	72,3%	12,4%	15,3%
2018	1,8%	8,9%	3,2%	72,0%	14,1%	13,9%
4	0,0%	11,1%	5,6%	63,9%	19,4%	16,7%
5	1,4%	5,0%	4,1%	73,0%	16,7%	10,4%
6	2,7%	13,2%	1,6%	72,5%	9,9%	17,6%

*African, coloured and Indian

Support	African	Coloured	Indian	White	Foreign	ACI*
2015	2,6%	12,9%	2,6%	74,7%	7,2%	18,0%
1	0,0%	0,0%	0,0%	100,0%	0,0%	0,0%
2	0,0%	25,0%	0,0%	75,0%	0,0%	25,0%
3	6,3%	18,8%	0,0%	75,0%	0,0%	25,0%
4	0,0%	16,7%	0,0%	83,3%	0,0%	16,7%
5	1,4%	10,1%	2,9%	75,4%	10,1%	14,5%
6	3,3%	13,0%	3,3%	72,8%	7,6%	19,6%
2016	3,3%	14,8%	3,3%	72,4%	6,2%	21,4%

1	0,0%	0,0%	0,0%	100,0%	0,0%	0,0%
2	0,0%	20,0%	0,0%	80,0%	0,0%	20,0%
3	5,6%	16,7%	0,0%	77,8%	0,0%	22,2%
4	14,3%	14,3%	0,0%	71,4%	0,0%	28,6%
5	1,4%	12,7%	2,8%	73,2%	9,9%	16,9%
6	3,0%	15,8%	5,0%	70,3%	5,9%	23,8%
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2	0,0%	16,7%	0,0%	83,3%	0,0%	16,7%
3	6,7%	20,0%	0,0%	73,3%	0,0%	26,7%
4	11,1%	16,7%	0,0%	72,2%	0,0%	27,8%
5	2,5%	13,6%	2,5%	74,1%	7,4%	18,5%
6	4,6%	16,7%	1,9%	74,1%	2,8%	23,1%
2018	4,8%	15,4%	2,2%	74,4%	3,1%	22,5%
1	0,0%	0,0%	0,0%	100,0%	0,0%	0,0%
2	0,0%	20,0%	0,0%	80,0%	0,0%	20,0%
3	12,5%	18,8%	0,0%	68,8%	0,0%	31,3%
4	5,9%	17,6%	0,0%	76,5%	0,0%	23,5%
5	5,9%	11,8%	2,4%	74,1%	5,9%	20,0%
6	2,9%	17,5%	2,9%	74,8%	1,9%	23,3%

*African, coloured and Indian



2.5.3. Engaging more broadly with the Employment Equity Report and specific guidelines

The SU management (including the governance structures of the University) continually engages with employment equity reports compiled by the faculties and PASS environments. As can be seen in the Employment Equity plans of all the environments, specific recruitment, retention and developmental guidelines have been developed and are in place. These are monitored by the Human Resources Division through the Office of the Director: Employment Equity.

2.5.4. Engaging annually with faculties and PASS environments regarding equity and inclusion

The Vice-Rector: Social Impact, Transformation and Personnel, Chief Director: Human Resources and Director: Employment Equity completed site visits to all environments (faculties and the professional administrative support service (PASS)) in September 2018. The purpose of the site visits was to re-orient the environments regarding the diversity imperatives of SU.

The employment equity discussions focused on the need to articulate in the environmental plans initiatives to accelerate diversity, remove barriers to diversity, and set targets that are aspirational, realistic and contextual at job level 9 and above. Environments were requested to revise their Employment Equity plans and submit them to the Director: Employment Equity by 30 September 2018. Inputs to the environmental plans will continuously be used to compile the revised Employment Equity targets that will be resubmitted to the Department of Labour. A final report will be compiled and submitted to Council as soon as all the environmental Employment Equity plans have been analysed. The annual report to the Department of Labour was submitted online in January 2019.

2.5.5. Identifying employment equity barriers during site visits

The common denominator in most conversations with the various environments was the requirement for central institutional financial assistance to bridge the gap where candidates have been identified for succession appointments. Some of the barriers identified included:

- Rectors' strategic fund – Although the fund was helpful, it created an additional burden to the environment budget after three years.
- Remuneration – The inability of environments to match salary expectations of candidates from designated groups hindered the achievement of diversity goals. The lack of manoeuvring space as a result of budget limitations and limited scope for growth in some faculties owing to financial constraints were further obstacles.

- Competition with the private sector and other universities for scarce skills is an obstacle.
- Succession planning and retention of staff from designated groups is difficult.
- The current institutional culture and languages seem to be unattractive to selected groups from outside the region.

2.5.6. Advancing student recruitment, funding and placement according to specific targets

Data showing the advancement of student recruitment, funding, and placement according to specific targets can be seen in sections mentioned in [section 2.5](#). It is clear that, although SU has increased diversity in its staff profile, this process is relatively slow (specifically in the academic environments). Barriers have been identified and will be dealt with in the coming years to support environments in increasing staff diversity. Funding will remain one of the more significant challenges. Funding, linked with a slowly changing institutional culture, hinders a steady improvement in the staff diversity profile of SU and this will have to be further investigated by appropriate SU environments and stakeholders.

2.5.7. Student recruitment

2.5.7.1. Recruit and admit a diverse student body according to the revised admission policy

As a public higher education institution, SU contributes to the achievement of national objectives for higher education, including the increase of the participation rate in higher education in South Africa. 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 which are set annually in agreement with the DHET. A higher target could be reached, taking into account the demographic make-up of the pool of candidates qualifying for study in a particular programme. 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 and 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.

Market research (through questionnaires and surveys) focusing on enrolment trends is undertaken annually, in particular to determine reasons for enrolment, or not, by provisionally admitted black African, coloured, Indian and Asian first-year applicants. The results inform institutional strategy and practices.

2.5.8. Funding

2.5.8.1. Implement a revised bursaries and loans model

The SU bursaries and loans model for undergraduate students i) supports financial neediness; ii) increases student diversity; and iii) rewards academic excellence. With the implementation of the new DHET funding model of fully subsidised support for needy students, SU's revised funding model focuses primarily on financially needy students from households within the 'missing middle' income bracket. At SU, financial support to needy students also covers the cost of an extra study year (n+1) to enable academically deserving students to complete their studies successfully. The DHET-NSFAS model will not include this additional year. Bursary offers are also made to top-achieving black African, coloured, Indian and Asian first-year students to promote diversity at SU.

2.5.9. Residence placement

2.5.9.1. Placement of students according to a revised residence placement policy

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

- **Ten key enrolment trends 2018**

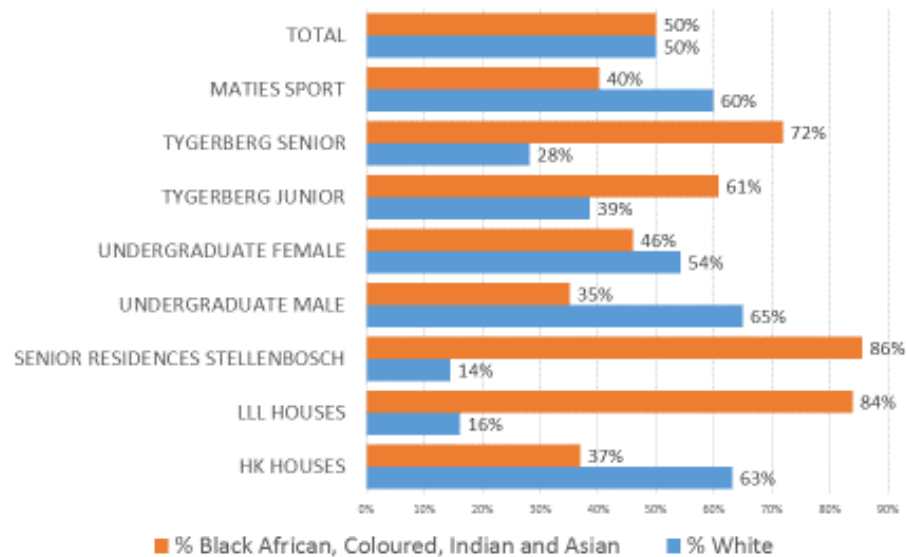
1. **Overall enrolment trends:** The number of provisionally admitted newcomer first-years (NFs) increased marginally (0,4%) from 2017 to 2018, while the number of enrolments decreased with more than one percentage point (1,4%), resulting in a 0,8-percentage point drop in enrolment rate from 46,1% to 45,3% from 2017 to 2018.
2. **Prediction of enrolment:** Population group, home province and the programme choice were the three most important factors in predicting whether a student would enrol or not.
3. **Population group trends:** The enrolment rates for black African (28%) and Indian/Asian NFs (22%) were significantly lower than for coloured (52%) and white NFs (54%).
4. **Home language trends:** The enrolment rate of NFs with Afrikaans as their home language (\pm 60%) is significantly higher than that of NFs with a home language other than Afrikaans.
5. **Home province trends:** The enrolment rates of NFs from inside the Western Cape (61%) are almost twice as high as those from outside the Western Cape (33%). Afrikaans (\pm 40%).
6. **Programme choice:** The enrolment rates of NFs admitted to their first-choice programme (56%) are nearly double the enrolment rates of NFs admitted to their second- (30%) or third-choice (26%) programmes.
7. **Application mark:** NFs with an application mark of 80% or more showed the most robust growth in admissions and enrolments over the period from 2016 to 2018, with an increase of 5% in enrolments from 2017 to 2018, and 22% from 2016 to 2018.
8. **Socioeconomic status:** The enrolment rates of the medium to high socioeconomically disadvantaged groups were significantly lower than among the no and low socioeconomically disadvantaged groups. Only 13% of enrolled first years are from medium to high socioeconomically disadvantaged groups.
9. **Stellenbosch strengths:** The academic reputation of SU was the top reason across all population groups for enrolling at SU. That SU is perceived as stable and safe was the second to third most important reason across all population groups.
10. **Barriers of access to Stellenbosch:** Two major groupings were identified as barriers to access, namely: (1) insufficient financial support, no affordable accommodation near the campus, and transport issues; (2) Afrikaans, negative reports in the media about SU, and not fitting into SU culture.

2.5.10. Transformation in student housing

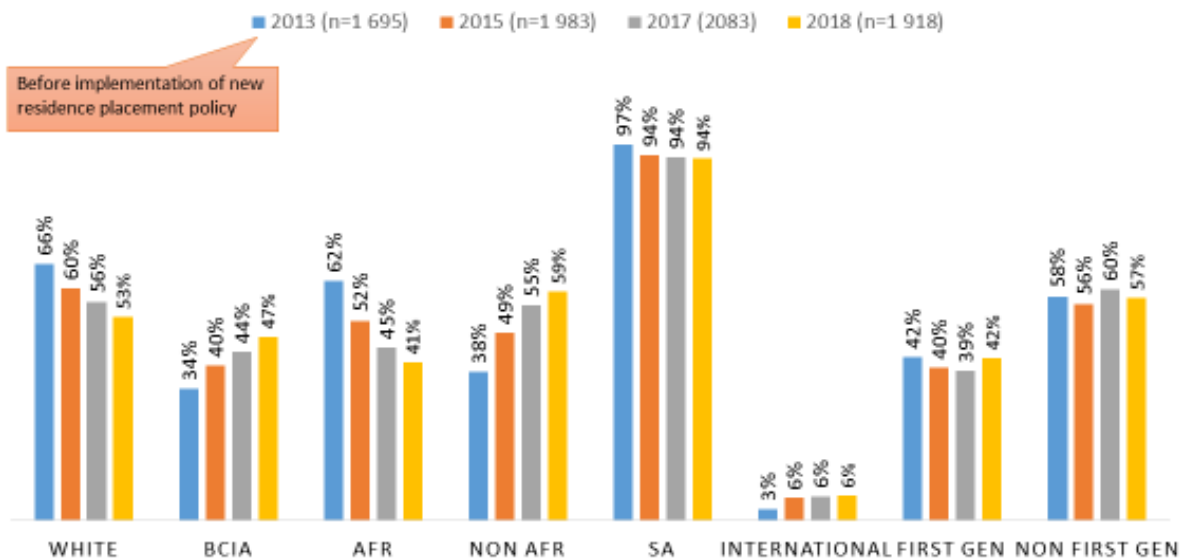
* LLL Houses – Listen, Live and Learn houses

* HK houses – House Committee houses

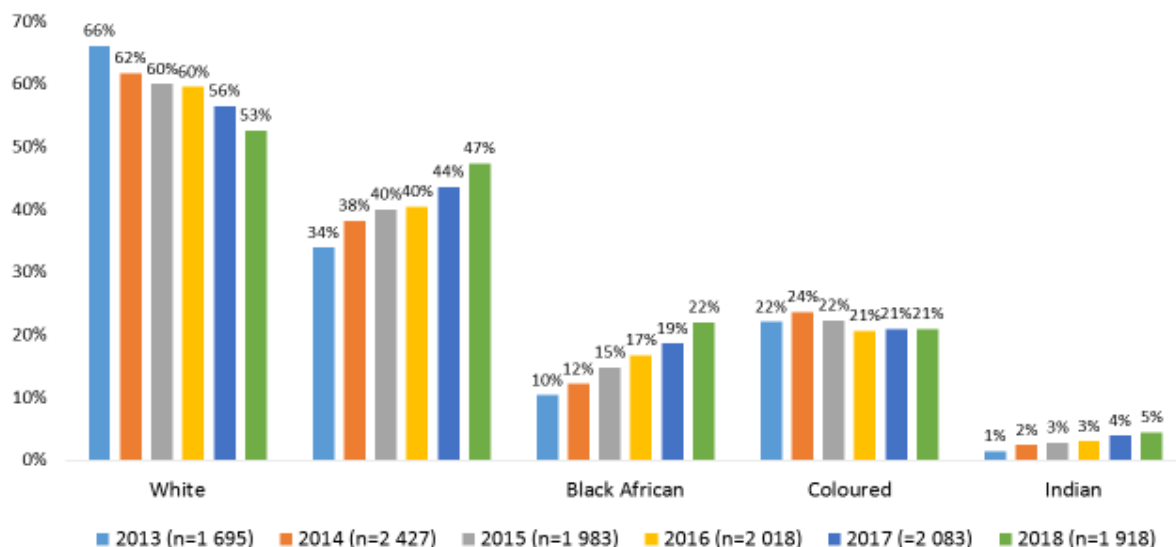
Overall racial profile of all students residing in SU student housing 2018



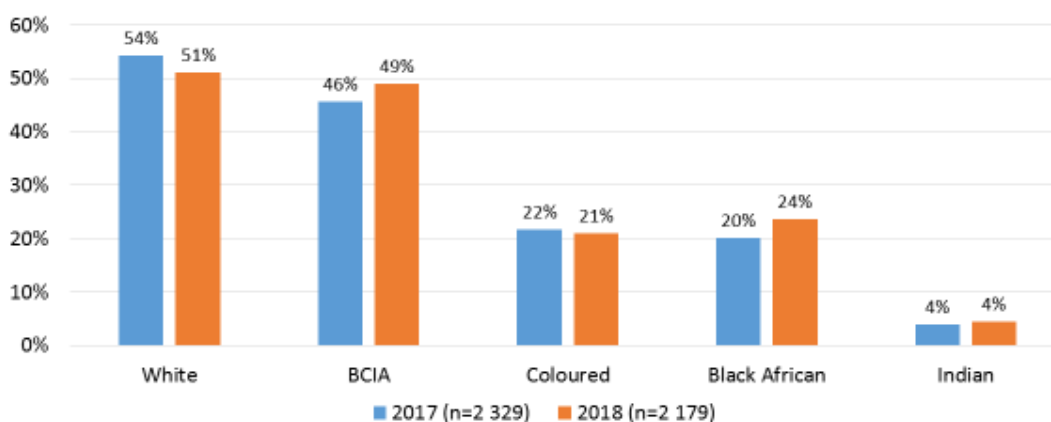
DIVERSITY PROFILE OF FIRTS YEARS IN RESIDENCES (STELLENBOSCH CAMPUS) 2013 TO 2018



POPULATION GROUP PROFILE OF FIRST YEARS IN UNDERGRADUATE RESIDENCES (STELLENBOSCH CAMPUS), 2013 TO 2018



POPULATION GROUP PROFILE OF FIRST YEARS IN UNDERGRADUATE RESIDENCES (STELLENBOSCH AND TYGERBERG CAMPUS), 2017 TO 2018



2.6. Curriculum renewal

Track faculty-based curriculum renewal activities. See [section 1.2.6.](#) on decolonisation and [section 1.2.7.](#) curriculum renewal in all SU faculties.

2.6.1. Expanding teaching and learning colloquia on curriculum renewal

Faculties have regular sessions via their teaching and learning hubs on curriculum renewal. This focus on curriculum renewal has been strengthened by the Vice-Rector’s identification of programme renewal as one of his key strategic priorities. Regular forums held every quarter between 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 in the area of teaching and learning at SU. The seminars play a key role in linking educational theory with teaching practice. There was great interest in Prof Lesley le Grange's Auxin lunchtime session held on 29 May 2018. More than 50 people attended his talk entitled, *Decolonisation of the University Curriculum: the What, Why and How*.

In 2018, the Division for Learning and Teaching Enhancement also organised three Teaching and Learning Seminars on the following topics:

- Rethinking academic leadership in a managerialist context: The importance of the collegium, the collective and an ethic of care (Prof Magda Fourie-Malherbe)
- MobiLex, multilingualism and integration in learning and teaching (Dr Michele van der Merwe and Dr Nina Müller van Velden)
- Decolonising the science curriculum: Can legitimisation code theory show a way forward? (Dr Hanelie Adendorff)

2.6.2. Implementing critical pedagogy and academic transformation leadership awards

The essential implementation of the Critical Pedagogy and Academic Transformation Leadership awards are not in place and could be done 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 Programme⁹ (co-curricular activities)

2.6.3.1. The Frederik Van Zyl Slabbert Institute's critical engagement portfolio

The Frederik Van Zyl Slabbert (FVZS) Institute's critical engagement portfolio consists of monthly discourses ranging from political, gender, youth leadership, socioeconomic, social justice, active citizenship, intersectional leadership, global citizenship, African leadership, African feminism and education issues. These discourses are open to members of the public and aligned to SU's vision to broaden access to higher education. It is also supporting intergenerational leadership conversations and creates platforms for youth leaders to engage on topics affecting their role as active citizens. With the upcoming national elections in mind, the FVZS will collaborate with the South African Parliament to host workshops about the election on SU campus.

2.6.3.2. Student Governance Office

The Student Governance Office at the Centre for Student Leadership and Structures (CSLS), through the [Intent and Strategy Document 2018–2023](#), prioritises ethical governance as a fundamental pillar in enhancing student engagement, transparency and social cohesion. An accountability, transparency and responsibilities framework is being drafted to shape the culture of student governance and to implement local and global best practices within the student environment. The framework focuses on some of the competencies as outlined by the World Economic Forum for the 21 century, and speaks to communication, critical thinking, transparency, diversity, and collaboration.

⁹ 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 Student Affairs) has however implemented an extensive range of co-curricular programmes and acknowledgments.

Furthermore, a course, which is in the process of being developed, will draw on a diversity of tools, support the framework mentioned in the paragraph above, and provide student leaders with the necessary skills to respond to the complex and dynamic challenges confronting South Africa, Africa and the world.

The Student Governance Office provides a leadership development programme to the SRC. The programme entrenches the values of constitutionalism within macro (national) and micro (SU) contexts, through the lens of global developments in higher education. In the South African higher education landscape, the Higher Education Act of 1997 is used as a guiding document to speak to the national imperatives, which include socioeconomic development and equity. The White Paper on Post School Education of 2013 is used to set the benchmark of what is expected of our student leaders to meet the modern demands of South Africa and to drive economic development.

Financial training, in particular budgeting, is provided for responsible financial governance. Decolonisation also finds relevance in the leadership development programme platforms as SU student leaders are exposed to the national decolonisation discourses and debates by experts in higher education, in collaboration with organisations such as the Robben-Nelson Mandela Archive Museum at the Waterfront in Cape Town. Such platforms provide SU students with an opportunity to discuss issues affecting higher education with their peers from other institutions in the Western Cape and to find solutions relating to the co-creation of knowledge to contribute to the decolonisation agenda.

The Frederik Van Zyl Slabbert Institute short courses address the following topics:

- Global Citizenship
- African Leadership Development (online short course)
- Facilitative Leadership
- Women in Leadership

Students explore relevant case studies during each course. The case studies relate to current national imperatives addressing social justice, active citizenship, democracy, and accountability.

Monitoring and assessments are aligned with the learning outcomes of the short courses which speak to national imperatives. These assessments include, but are not limited to, presentations of examples to apply leadership theory to societal contexts, addressing the influence of colonialism in leadership theory, thought papers and reflections of lived experiences, constructive engagement in class, and online dialogue. The Frederik Van Zyl Slabbert Critical Engagement Portfolio further supports the programme.

Programmes are aligned to the South African Higher Education Act of 1997, White Paper on Post School Education, Constitution of the Republic of South Africa, National Development Plan 2030, SU Vision, SU Student Affairs Vision, SU Student Governance Vision and SU SRC Vision. The teaching and learning methodologies employed are embedded in experiential and action learning guided by the co-curricular framework of SU. Furthermore, instruments of global organisations such as the World Economic Forum are used in the programmes to make them locally relevant and globally appealing.

2.7. Student support

- Recruitment and admissions – academic excellence through diversity
- Residence placement – focus on the placement of the most vulnerable students

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

The development and implementation of non-discriminatory standards and practices for examinations are not yet in place. The Transformation Office will guide processes in this regard in relation with the Registrar's Division and other relevant environments.

2.7.2. Providing cost-effective student support to improve success rates

See [section 2.3.15](#) on the Mentor Programme as part of ResEd.

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

See [section 2.3.15](#) on the Welcoming Programme, the Mentor Programme and ResEd.

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

In 2018, SU approved a new Strategic Framework and core goals (based on [Vision 2040](#)). The Transformation Plan itself will, however, be aligned to the new SU Vision over the next 12 months.

As part of this process numerous working groups are currently developing indicators for each of the 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

It is foreseen that the Transformation Plan will align directly and indirectly with the mentioned 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

Council adopted the SU Universal Access Policy on 1 April 2018. This policy allows for the implementation, coordination and monitoring of universal access for students and staff members with disabilities at all SU campuses. The Divisions of Facilities Management and Student Affairs will implement this policy jointly. 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. For more on the policy, see [here](#).

2.8.2. Integrating universal access and social inclusion

Over the last five years, SU has spent R11, 3 million on 24 projects to improve universal access issues on SU campuses. The most recent project to be completed is a lift in the Ou Hoofgebou (Old Main Building), which houses the Faculty of Law.

As SU continues with upgrades and new building projects on all its campuses, it must be ensured that the institution meets the legislative and institutional standards of universal access and social inclusion compliance. For example, all new buildings will include gender-inclusive bathroom facilities. In existing buildings, gender-inclusive bathroom facilities are provided where practicable and feasible.

2.8.3. Enhancing building models and practices

Facilities requirements relating to universal access which are brought to the attention of the Facilities Management Division take a long time to be put in place. This issue is an ongoing challenge campus-wide that must be addressed steadily over time.

With regard to transport on campus, it should be mentioned that getting access to the one accessible campus shuttle for students with disabilities remains a challenge. In the future, this service must be enhanced and expanded.

Access to accessible venues has at times been a challenge during 2018. When gatherings are planned, it must be consciously borne in mind that disabled visitors, staff and students may attend such gatherings, and the necessary planning must take place given that not all SU spaces are fully accessible to people with disabilities. As such, SU environments need to be sensitised. It is also necessary that all SU environments be aware of the principles and outcomes of the Universal Access Policy.

2.8.4. Expanding and strengthening the work of the Disability Unit

2.8.4.1. Disability awareness

The orientation and welcoming sessions of the Centre for Student Counselling and Development with first-years (newcomers) and parents went well and was expanded to include a section on safety and security, as well as on funding.

As mentioned in [section 2.8.1.](#), Council adopted the SU Universal Access Policy, and on 1 April 2018 the new Disability Access Policy came into operation. The policy applies to all environments on campus. For more on the policy, see [here](#).

The Centre for Student Counselling and Development continues the ongoing inclusion of two deaf students in the Faculty of Education where Sign Language is used as a mode of communication. Reasonable accommodation has had to be applied in many instances during the past year and a half, with reference to classroom, test and exam processes.

A number of work sessions took place this semester. The work sessions included the usual three-day Siyakhula: Embracing the New Normal for Staff workshop, as well as tailor-made environmental engagements and the new staff disability sensitisation sessions which started in June. Tailor-made engagements took place with Stellenbosch International, the Library and Information Service, and the Social Work Department (in liaison with the Unit for Psychotherapeutic and Support Services), as well as the shuttle service, with some of the SU security staff attending.

The Disability Unit also initiated its tailor-made series of four lunch-hour sessions in 2018, which attracted especially PASS staff on campus. This series will continue in 2019. The ongoing Sign Language classes remain popular as this raises awareness around Deaf culture and teaches students and staff basic signs.

SU's Disability Unit turned 10 in 2017. To mark this milestone, Corporate Communication Division ran a campaign for the whole of September 2017, sharing stories of SU students and staff with disabilities. Facebook, Twitter and Instagram users were encouraged to join in the conversation by using the hashtag #NolimitSU. The campaign received a total of 74 622 impressions. An example of a campaign post that featured on SU's Instagram account is shown below:



Ten blind/visually impaired students will graduate in 2018, while two blind students are set to receive their certificates in Labour Dispute Resolution Practice in this year. One blind student graduated with two degrees at the end of 2018. Having already obtained her honours in Psychology in March 2018 she received her honours in Political Science in December 2018. The other degrees conferred included a PhD (Music), an MMus, an LLB (postgraduate), a BAHons (General Linguistics), a BScHons (Sport Science), a BEd, a BA (International Studies) and two BA (Humanities) degrees. The achievement of these qualifications sets a new record for SU’s Braille Office.

2.8.5. Auditing and focusing on signage, and auditing for universal design

Auditing and focusing on signage, and auditing for universal design as part of the visual redress process and the full implementation of the Universal Access Policy. Much still needs to be done to realise a universally inclusive campus – also when it comes to signage. However, with the adopted policy in place, activities will be guided and coordinated.

2.8.6. Performing of universal access audits at faculties

As part of the implementation of the Policy for Universal Access, a general facilities audit will be conducted. This audit will be linked with the implementation of the campus renewal plan and will thus be a systematic process.

2.9. Complaints

2.9.1. Strengthening and advancing the work of the Equality Unit

After the establishment of the Gender non-Violence (GnV) Portfolio, a number of students have engaged with this portfolio. Emails are usually the first form of contact, whereafter students make use of the Equality Unit’s ‘open door policy’, which encourages client walk-ins for advice and other services that the Unit offers. Students generally make contact with the GnV coordinator first about issues they face pertaining to sexual violence or gender-related matters. These cases are dealt with internally through the Equality Unit’s process or are escalated to the appropriate channels. The Equality Unit assists through listening to students and identifying their needs. These students are usually referred to either the case coordinator (or case officer in the absence of the coordinator), who further assesses the challenges presented and advises on the formal process that needs to be followed after lodging grievances or cases.

The Equality Unit managed 30 official complaints and unofficial reports related to unfair discrimination and harassment from staff and students. Mediation continues to be a valuable mechanism of alternative conflict resolution. This year four mediation sessions have been held, and they have all achieved some level of agreement between the parties in dispute or conflict. Sixteen staff members were trained in a workplace mediation course, which has been registered through funding received from the Sector Education and Training Authority (SETA). This will assist to broaden this effective alternative dispute resolution intervention. The Equality Unit also aims to replicate the mediation programme among select students and within the clusters.

In collaboration with the Transformation Office, the Gender non-Violence Portfolio facilitated a series of presentations to staff members from various divisions and faculties about unfair discrimination and sexual harassment reporting.

One of the overarching challenges that are not restricted to the SU environment alone is to remove inequalities and discrimination from the higher education system and to strengthen human rights and democracy on our campuses. However, the following challenges are specific to our environment:

- a. Establishing a higher level of institutional authority on matters related to equity and social justice among our role players, as some have shown evident hesitation in implementing the recommendations made by SU 'expert bodies';
- b. Managing a level of uncertainty from internal stakeholders about our processes;
- c. Creating a new mindset among Maties toward a more restorative justice approach which recognises the need for utilising an equity process to achieving greater equality at SU and in South Africa;
- d. Implementing the discrimination and sexual harassment policy and plan; and
- e. Institutionalising quarterly feedback on the number and patterns of disciplinary harassment and discrimination cases.

Statistics regarding complaints (June 2018)

Status of complaint	
Official	19
Unofficial	11
Case management	
Official cases completed	15
Official cases pending	4
Type of complaint	
Sexual harassment	10
Harassment	3
Discrimination	5
Victimisation	3

Racial discrimination	5
Sexism	1
Transphobia	0
Sexual assault	2
Rape/Attempted rape	2
Cyber bullying	0
Assault	1
Advice	7
Workplace relations	1
Other	2
Social media	
Social media-related complaints	0
Preferred resolution from the complainant	
Line function	0
Mediation	3
Other	23
HR	3
Advisory panel	4
psychological support: Centre for Student Counselling and Development	5
Campus Security	0
Legal services / Central Disciplinary Committee	2
South African Police Service	0
Transformation Office	0
Gender of complainant	
Male	3
Female	15

Unknown	12
Population group	
Black	8
Coloured	5
White	6
Indian	0
Unknown	11
SU status	
SU undergraduate student	16
SU postgraduate student	5
SU academic staff member	1
SU support staff member	3
Other	5
Mediation	
Stalemate agreement	0
Mutual agreement	3
No agreement	1

2.9.2. Advancing security practices aligned with human rights and dignity

The new student disciplinary code, which was adopted in 2017, supports transformation at SU in a variety of direct and indirect ways. These include:

- a. A shift from a judicial and adversarial approach to an administrative and inquisitorial approach in line with the new constitutional democratic dispensation;
- b. A focus on remedial actions and not merely on a punitive outcome;
- c. An inclusive nomination process of the members of the various disciplinary panels to reflect gender and racial diversity, among other things, to enhance confidence in the decision-making process and the integrity and transparency of the disciplinary process.
- d. The addressing of the disciplinary process on various levels in the University, including in residences where underlying transformation issues are highlighted through the reporting requirements of residential disciplinary matters with improved levels of transparency.

2.9.3. 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.

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 is centrally located and easily accessible to students and staff, yet an arm's length from the university 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 effected to the building to make it suitable for the function of the Ombud.

To date, administrative support has been rendered to the Ombud by the administrative officer in the Rector's Office. The HR Division advertised the post of PA to the Ombud and a permanent appointment is imminent.

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 within the University. Regarding the new rules, the term of office of the Ombud was extended from two to three years.

The Ombud has access to the Rectorate in order to raise issues that have been noted on campus. For the most part, this access takes the form of scheduled twice a month meeting with the Rector.

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

After the 2015 labour unrest on campus, SU decided that both the interests of the affected employees of external service providers as well as 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 continued outsourcing. Viable sourcing conducted in a transparent manner considers the input of various stakeholders, decides on the optimal sustainable solution for the provision of essential non-core services to SU. Upon expiry of non-core service contracts (such as cleaning, catering, gardening/landscaping and security) or when a need for a service is identified, the process of viable sourcing is followed by SU to assist in the decision-making process to appoint either 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 must 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 – 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.
- Irrespective of the specific mode of viable sourcing, the working conditions of all employees should be governed by a code of conduct to 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 King IV.
- Transparency and confidentiality: Viable sourcing should be conducted openly and transparently, without breaching the legal confidentiality requirements of service providers.
- 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 SU and the broader Stellenbosch community over time, but owing to the dynamic nature of the process, this 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 within the sector to which it is applied. The latter, assuming success, will, in turn, change the underlying relations within the economy that 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 future. It does 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

On 5 and 6 June 2017, the Co-Curriculum Office (Centre for Student Leadership and Structures at Student Affairs) hosted its first co-curriculum colloquium at STIAS, Stellenbosch. The Council for the Advancement of Standards (CAS) Colloquium was an international event, creating institutional awareness of developing standards for co-curricula. Key role-players, both internal and external, were invited to the CAS Colloquium. Themed *Developing Norms and Standards for SA Realities*, this groundbreaking event brought together 90 representatives from 16 South African higher education institutions over the two days. The president-elect of the Council for the Advancement of Standards in Higher Education, Dr Gavin Henning (New England College) and Dr Jen Wells (Kennesaw State University) workshopped core principles of developing assessments connected to articulate learning outcomes. Delegates were introduced to the CAS standards for higher education and were given guidance on how best to apply these in the South African higher education context. The SU CAS Colloquium provided a meaningful opportunity for networking and engagement with external partners in the South African higher education space.

The Manager: Co-curriculum and the Director: Centre for Student Leadership and Structures visited Nelson Mandela University (NMU) to benchmark the development of the co-curriculum recognition and accreditation process. Particular attention was given to NMU's co-curriculum transcript recognition processes.

A similar visit to the University of the Free State was conducted on 20 June 2017 to explore the possibility of using the UFS101 first-year experience (FYE) as a model for the Academic Citizenship in Africa Programme. Both visits were instrumental in initiating the initial phases of the co-curriculum projects at SU.

The co-curriculum participation in the Quality Enhancement Project Workshop was hosted by the Council for Higher Education (CHE). This workshop took place from 9 to 10 October 2017 at the Birchwood Hotel in Boksburg, Gauteng. Themed *Developing Student Engagement in Quality Assurance and Enhancement*, the workshop was facilitated by Prof Eve Lewis from Student Partnership in Quality, Scotland, and Prof Dianne Grayson, Director: CHE Institutional Affairs. Prof Lewis outlined the importance of collaborating with students, and equipping them with prerequisite skills which facilitate a constructive contribution to the quality enhancement of teaching and learning in the domain of higher education.

2.10.2. Pursuing Qunu Leadership Conversation/ #SAyouth100

As part of the centenary celebrations of Stellenbosch University and Nelson Mandela, the Frederik Van Zyl Slabbert (FVZS) Institute for Student Leadership Development collaborated with the SU Transformation Office to form new partnerships with Walter Sisulu University (WSU). Nine SU students were selected to join the Qunu youth leadership conversation with WSU student leaders. The students shared their vision for South Africa while addressing the vast differences in student life at these campuses. This conversation marked a historical moment for SU as both campuses are committed to creating joint opportunities for students to co-create programmes supporting the transformation and student leadership goals of both campuses. The students made a documentary

which will be shared with the two campuses, and WSU students will join the second cohort of the Just Lead! leadership programme, which commenced in February 2019. The programme forms part of an ongoing #SAyouth100 discourse, beginning in July 2018 as part of the Mandela centenary celebrations.

In 2017, the Student Governance Office shared governance practices with student leaders and colleagues in Dar es Salaam in Tanzania and at Makerere University in Uganda. It has shared knowledge and good practices with universities in the Southern African Development Community, too, through site visits or sought information through online platforms.

In the first semester of 2018, the Student Governance Office hosted benchmarking exercises with the Botswana International University of Science and Technology, Free State University (QwaQwa Campus), and Namibia University of Science and Technology. Student Governance also shared information with the Free State University's Bloemfontein campus, Cape Peninsula University of Technology, Central University of Technology, and University of Pretoria. Kabuki University in Entebbe in Uganda has asked to collaborate with the Student Governance Office in relation to student societies. The SRC will be travelling to Ghana to learn about best practices in higher education and socioeconomic developments in that country, with an exclusive focus on good governance.

The FVZS Institute short courses are open to all students from other higher education institutions in South Africa. The FVZS Institute is actively recruiting 50% of its cohort from other higher education institutions and youth leaders from the non-governmental youth leadership sector to participate in the new online JustLead! short course. Recruitment also takes place by offering bursaries to non-SU participants in order to encourage further collaboration. The FVZS Institute has moreover identified specific non-traditional partners of SU (e.g. the Fort Hare and Walter Sisulu Universities) to share resources in the development of student leadership programmes. Furthermore, the annual conference for student leaders at the University, SU Leads, has the potential to become a national conference for all student leaders in South Africa. Engagements to collaborate in 2019 commenced in 2018 with envisioned support from the DHET. The FVZS Institute has strengthened its partnership with the African Institute for Mathematical Sciences (AIMS) by offering workshops to AIMS Master's and PhD students from various countries in Africa, focusing on leadership development and capacity building in higher education across Africa. The FVZS Institute is collaborating with the SU International Office on engagement opportunities in Africa.

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 the Senate (SICS). The committee meets once per term and evaluates and monitors the implementation of the Social Impact Strategic Plan. From the plan, a number of standing committees have come into being. These include, among others, the Memorandum of Understanding (MoU) Management Committee that coordinates and evaluates the existing and new MoUs between SU and various municipalities.

Linked to the work of the SICS, all SU faculties have a social impact committee. 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, among others, shared through the [Social Impact Knowledge Platform \(SIKP\)](#).

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 ([SIKP](#)). As such, it is vital that the implementation of the Social Impact Strategic Plan is prioritised and that it is monitored. See the previous point in this regard.

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

Research funding for transformation and all other themes are 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. It might strengthen institutional work as well as inter-institutional collaboration.

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 must be prioritised in relation to transformation-linked, research-focused areas (including social justice-related themes). For a full list of the current transformation research initiatives at SU, see [Addendum C](#).

2.12.2. Transforming research awards and recognition

Transformation of research awards and recognition is not yet in place. The Transformation Office will enter into conversation with the Division for Research Development to further discuss the possibilities in this regard.

2.13.3. 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 with this activity.

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

2.13.4. Establishing research entities that focus on the National Development Plan and Sustainable Development Goals

Research entities that focus on the National Development Plan (NDP) and the Sustainable Development Goals (SDGs) exist and form part of social impact research outputs at SU. For an overview of the current research initiatives linked to the NDP and the SDGs, see the [SIKP](#).

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1. Addenda

Addendum A: DHET Transformation Indicators and – Plan

Objectives	Current status/baseline	Annual target
	E.g. what is the current status with respect to the specific objective, accomplishments made to date, challenges experienced in light of the actions taken to achieve the objective and proposed mechanisms to address the challenges.	I.e. what the University intends to achieve by the end of 2018 (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 VR: 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 environment-based transformation committees.</p>	<p>Establish a representative and active Institutional Transformation Committee that meets four times a year.</p> <p>Transformation committees in 50% of Faculties.</p> <p>TP faculty and support environment-specific versions in place in 50% of environments.</p> <p>Annual TP report.</p>
Governance	People	
Improve the effectiveness of governance structures in their roles (Council, Institutional Forum, Senate and Students' Representative Council).	<p>Diversify key institutional governance structures.</p> <p>Enable greater participation through intentional processes and practices to ensure that institutional</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>diversity coincides with greater agency in the people of the University. This includes the assessment of decision-making processes and decision-making structures to adhere to the directives and values of the IIS.</p> <p>Undertake a process of monitoring and analysing longitudinal diversity trends within institutional governance structures.</p>	<ul style="list-style-type: none"> • The Students' Representative Council • 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, e.g. the Women's Forum, the Maties Staff Forum, and LBGTQI, religious and cultural societies, the disability sector, 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 Students' Representative Council 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 with a new African university.</p>	<p>Initiate a visual redress, renewal and renaming strategy that contextualises historical symbols, reintroduces silenced historical narratives and aligns symbols and building names with the IIS.</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 colloquiums, faculty-based think tanks and student campaigns (ongoing).</p> <p>Institutionalise regular student and staff climate and culture surveys to review lived 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 IIS 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 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> <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>Ensure the diversification of sporting activities to accommodate a wide range of student groups.</p>	<p>Position sport as an enabling environment that facilitates access and opportunities for young people from diverse backgrounds and with diverse abilities.</p>	<p>Advance sport as a tool to help diversify the University's student profile as well 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 that offers athletics, cycling, swimming, and wheel chair rugby and goal ball for people with disabilities.</p>
<p>Ensure that orientation programmes promote inclusivity, diversity and a human rights culture.</p>		<p>Review and strengthen best practice guidelines for a welcoming culture in student communities (see report and document attached).</p>

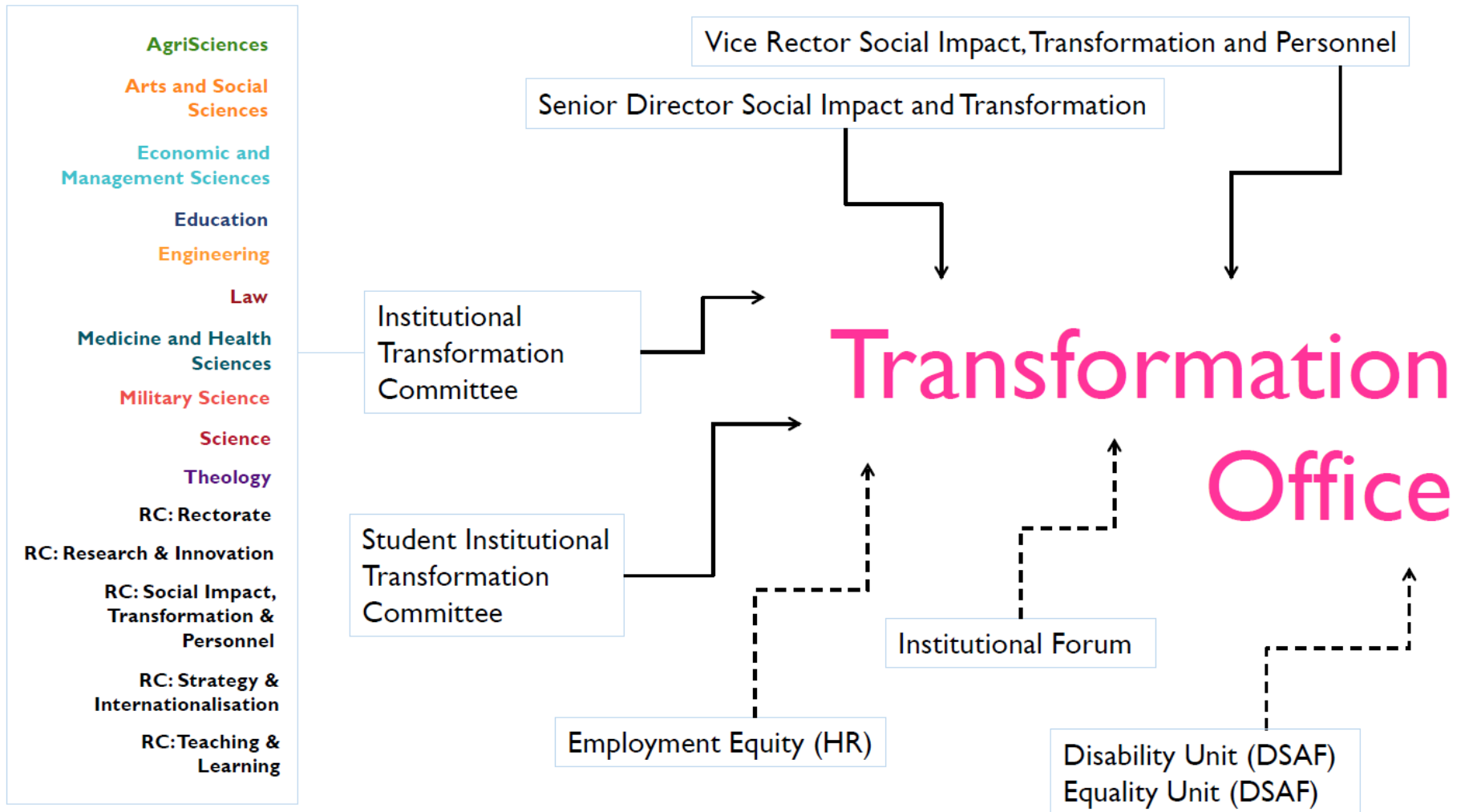
		<p>Strengthen and expand the welcoming monitors programme and communication of the feedback within student leadership structures.</p> <p>Strengthen and expand the residential education programme during the welcoming period.</p> <p>Strengthen and expand post-welcoming survey of the experiences of newcomer students during welcoming.</p>
Language	Programmes	
Ensure the implementation of a language policy that promotes access and success of all students.		Implement a multilingual programme offering as outlined in the Language Policy (see a detailed outline of the Language Plan attached).
Ensure the implementation of a language policy that promotes multilingualism.		Implement a multilingual programme offering as outlined in the Language Policy (see a detailed outline of the Language Plan attached).
Staff development and equity	People	
Ensure implementation of programmes and measures designed to accelerate focused recruitment, capacity development, greater representation and retention of designated and underrepresented groups in the academic workforce, professoriate and University management.	Create a shared institutional responsibility for reaching targets.	<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, 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 (under- and postgraduate) • Staff diversity on all post levels • Student throughput rates • Residential and private student organisation placements. <p>Advance broad engagement with the Employment Equity Report and recommendations.</p>

		<p>Advance annual engagement with faculties, departments and units with regard to targets that include equity figures and substantive initiatives to advance inclusion (see IP for outline of quantitative targets).</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.	<p>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.</p> <p>Continue and expand institutional teaching and learning colloquiums, conferences and regional think tanks on curriculum renewal and emerging models.</p>
Student support	Programmes	
Ensure the improvement of 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 preventing and reporting 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	
Improve access and success of students and staff with disabilities.		<p>Complete review and approval of the Universal Access Policy (to replace 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.

		<ul style="list-style-type: none"> • 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 the campus and faculty buildings. <p>Expand and strengthen the work of the Disability Unit.</p> <p>Conduct signage audits to inform a coherent signage approach that adheres to universal design principles.</p> <p>Expand facility audits on universal design and social inclusion, including gender-neutral bathrooms and accessible building designs.</p>
Complaints	Programmes	
Ensure that the University has accessible, effective and efficient complaints 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.	Advance and support cross-disciplinary higher education transformation networks that advice, support and share tools to strengthen transformation work.

		Broaden community engagement networks and forums such as the Rector-Mayor Forum to address transformation issues in greater Stellenbosch and South Africa.
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.</p> <p>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>
Transformative research and innovation programmes	<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 and report on research outputs on the following:</p> <ul style="list-style-type: none"> • Themes that relate to the IIS 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.

Addendum B: Transformation Office Stakeholders



Addendum C: list of the current Transformation Research focusses initiatives at SU

	Applicant	Applicant department	Project Title	Review Status
1	Ensign Claude Slingerland	Military Geography	A comparative analysis of pre and post democracy 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 (USB)	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 Apartheids censorship and segregation laws	Approved
15	Ms Elaine Boulton	University of Stellenbosch Business School (USB)	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	African Centre for Hiv Aids Management in the world of work	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 Mdutshekela 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 decolonization 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	Mx Esethu Monakali	Sociology and Social Anthropology	Transmasculine Subjectivity - Gender, Bodies, and Performativity	HUM Approved with stipulations

