Transformation at Stellenbosch University

Report prepared for the Department of Higher Education and Training

2020

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List of acronyms

Acronym	Definition
CPA	Consumer Protection Act
CPUT	Cape Peninsula University of Technology
DHET	Department of Higher Education and Training
DOL	Department of Labour
DSAf	Division of Student Affairs
EE	Employment equity
EEP	Employment equity plan
EMS	Economic and Management Sciences
EqU	Equality Unit
GBV	Gender-based violence
ITC	Institutional Transformation Committee
KPA	Key performance area
MoU	Memorandum of understanding
Naming Committee	Committee for the Naming of Buildings, Venues and other Facilities/Premises
NDP	National Development Plan
NFs	Newcomer first years
NMU	Nelson Mandela University
NSFAS	National Student Financial Aid Scheme
PASS	Professional administrative support services
SASL	South African Sign Language
SDGs	Sustainable Development Goals
SICS	Social Impact Committee of the Senate
SIKP	Social Impact Knowledge Platform
SITC	Student Institutional Transformation Committee
SLSJ	Students for Law and Social Justice
SRC	Students' Representative Council
SU	Stellenbosch University
TSC	Tygerberg Student Council
UCT	University of Cape Town
USB	University of Stellenbosch Business School

1. Introduction

Transformation at Stellenbosch University: Report prepared for the Department of Higher Education and Training 2020 is the third overarching report on transformation submitted by Stellenbosch University (SU). It is the result of the compilation and adoption of a set of institutional transformation indicators for all SU environments as formalised and approved in 2017. (See Addendum A for a full list of the transformation indicators.)

The documented transformation indicators and SU's then Transformation Plan were submitted to the Department of Higher Education and Training (DHET) in 2017. SU has subsequently reported annually on transformation according to the list of transformation indicators. It is worth noting that the Transformation Plan was revised in 2019.

This report will be shared with the following internal and external stakeholders:
- The DHET
- The SU Rectorate
- The SU Institutional Forum
- The SU Institutional Transformation Committee (ITC) [1]and environment-specific transformation committees
- All SU deans and senior managers, with the request that they share the report in their environments

Key findings of this report have already been shared at the annual SU Transformation Indaba (see Section 2.1.5).

Sections of this report may be used to support other institution-related, transformation-focused reporting. This is therefore an overarching institutional report that connects transformation work and reporting at SU on all levels.

This report allows SU the opportunity to take stock of and reorient itself regarding its deliberate focus on transformation. It also gives the broader University community insight into how and the pace at which the institution is transforming.

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

1.1. Structure and focus of the report

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

Section 2 of the report discusses the focus and progress of each indicator. Where development has been limited, remedial suggestions are made for further consideration by the ITC and the applicable environment. The Transformation Portfolio [2] and in particular, the SU Transformation Office guide and enhance the evaluation of the indicators, specifically where remedial action is needed. The latter may

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

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

include (i) joint decisions on adjusted timelines, (ii) adjustments of specific indicators and (iii) a more institutional approach to reaching intended goals and outcomes.

1.2.   More about the SU Transformation Plan

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 Vision 2040 and Strategic Framework 2019-2024 to track transformation actions and progress; and
- to initiate and guide the development of transformation plans in the various SU environments.

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

People: This pillar focuses on renewing SU's institutional culture, advancing employment equity (EE), 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, the decolonisation of the curriculum and a transformative student experience that includes the co-curriculum.

These pillars are discussed in more detail below as they pertain to each transformation indicator.

2.   DHET transformation indicators for SU

2.1.   Monitoring and accountability

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

2.1.1.   Establishment of the ITC

The SU ITC was established in 2017. Representatives of all the faculties (mostly the chairpersons of the faculty transformation committees) and of all the responsibility centres serve on the central committee. The Vice-Rector: Social Impact, Transformation and Personnel serves as chairperson of the ITC and the Head: Transformation Office serves as its registrar. The ITC is mandated by the Rectorate and reports at least once a year to the Rectorate. It participates in the drafting, implementation and regular revision of the University's Transformation Plan and 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 ITC meets at least four times a year.

The Student Institutional Transformation Committee (SITC) was constituted in 2019 and fully activated in 2020. It comprises representatives from student structures both positional (student governance structures such as student communities and societies), including the Academic Councillor of the Students' Representative Council (SRC), and non-positional (by application). The SITC must include a member of the Tygerberg Student Council (TSC) to represent students on Tygerberg Campus. This student representative is identified by the TSC and may be positional or non-positional. The SITC is a subcommittee of the ITC and meets four times a year prior to the ITC meetings.

2.1.2. Establishment of transformation committees at all faculties

All faculties have transformation committees, although some are not fully functional. Some responsibility centres do not have transformation committees but do have representatives on the ITC. The aim remains to ensure that all faculties and responsibility centres have fully functional transformation committees.

2.1.3. Ensuring the effective functioning of all faculty transformation committees

The Transformation Office embarked on a University-wide process to develop terms of reference for the faculty transformation committees in 2020. The development of faculty-specific plans, visions and /or charters will follow after the terms of reference for all the faculty transformation committees have been finalised. The Faculty of Medicine and Health Sciences launched its Transformation Charter in 2019.

In 2020, workshops were held with the Faculty of Economic and Management Sciences (EMS), the Faculty of Arts and Social Sciences and the Division of Student Affairs (DSAf) to initiate this process. It was, however, cut short by COVID-19 restrictions. In the meantime, transformation committees in the Faculty of Health and Medical Sciences, the Faculty of EMS, the DSAf, the Faculty of Law and the Faculty of Theology have developed or are developing their own terms of reference. This process will be consolidated in 2021.

Transformation has been included in the EE planning and reporting processes, which feed into the annual faculty plans.

2.1.4. Compilation of the annual Institutional Transformation Report

In line with DHET practices and requirements, this document is SU's annual transformation report[3] submitted to the DHET. The report is shared for discussion with SU management structures (see Section 1) for further conversation, consultations and information. As such thus a public document. It is also discussed at the annual SU Transformation Indaba.

2.1.5. Hosting the annual SU Transformation Indaba

SU hosted its fourth Transformation Indaba in October 2020[4]. The indaba, hosted by the University's Transformation Office, has become an annual reflective gathering to discuss and evaluate

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[3] The Senior Director: Social Impact and Transformation is responsible for compiling the report from all information provided.
[4] The first indaba was held in 2017.

transformation at SU. It was attended by more than 100 staff members and student representatives from SU's environments. The SITC held its inaugural Student Transformation Indaba on 22 October 2020. In addition to this, the DSAf held its own departmental and student Transformation Summit on 20 March 2020, a practice that is being encouraged in all environments.

The indaba enabled participants to pause and discuss critical transformation-related issues, the event serving as a barometer for transformative engagement at SU. It is therefore imperative that the indaba is adequately structured, attended and evaluated 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 SRC, house committees, student societies, Institutional Forum, Senate, Council and Convocation

The **SRC** represents the interests of students on the University Council, other University bodies and national and international student bodies.

Table 1 below outlines the current composition of the incoming SRC (2020-2021):

Table 1: Composition of incoming SRC

Indian		Coloured		Black African		White		Total		
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Members
0	0	1	3	5	7	4	3	10	13	23

Table 2 below shows the race and gender profile of the SU Council over the period 2013 to 2020:

Table 2: Composition of Council 2013–2020

	2020	2019	2018	2017	2016	2015	2014	2013
Indian male	0	0	0	0	0	1	1	0
Indian female	1	1	0	0	0	0	0	0
Coloured male	5	7	7	5	5	5	4	4
Coloured female	2	1	1	1	0	0	0	1
Black African male	1	0	1	2	0	0	0	0
Black African female	4	3	2	2	2	2	1	0
White male	9	14	15	14	20	20	20	20
White female	2	4	4	4	2	1	2	1
Total male	15	21	23	21	25	26	25	24
Total female	9	9	7	7	4	3	3	2
Total members	24	30	30	28	29	29	28	26

The Convocation of SU is a statutory body consisting of all SU graduates, including current postgraduate students who completed their undergraduate studies at SU, all full-time and retired academic staff of the University and all diplomates. All South African universities have convocations to ensure the input of their alumni into matters regarding their alma maters, in this way also providing a statutory connection to its former students. The SU Convocation is represented on the University Council. Table 3 below shows the composition of the Executive Committee of the Convocation as at November 2020:

Table 3: Composition of Convocation (November 2020)

Indian		Coloured		Black African		White		Total		
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Members
0	0	1	1	0	0	2	1	3	2	5

The **Institutional Forum** advises Council on matters affecting the University. Table 4 below shows its composition as at November 2020:

Table 4: Composition of Institutional Forum (November 2020)

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

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

A new SU Statute was published in 2019 and SU is in the process of drafting institutional rules that will align with the Statute. Some of these rules are explicitly aimed at increased participation and engagement towards democracy and transformation.

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

The Registrar's Division has increasingly become involved in the leadership and governance training initiatives of the DSAf and has been building the capacity of staff rendering secretariate services to institutional governance structures across the institution.

2.2.4. Review of the University's Statute

As indicated in the previous report, the SU Statute was reviewed and approved in 2019. Various institutional rules linked to the new SU Statute are currently in development.

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

- is driven by the values underlying the South African Constitution, in particular those 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 in pioneering research; and
- is committed to the development of a comprehensive range of academic, professional, vocational and general programmes addressing societal needs.

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, ensured by various checks and balances.

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

The Transformation Office works in partnership with a number of affinity organisations and stakeholder forums through its Imbizo 365 programme. In 2020, the Transformation Office partnered with the Disability Unit and Afrinead, a disability research evidence project initiated in SU's Medicine and Health Sciences Faculty, to ensure that all Imbizo 365 programmes engage questions of disability. Other standing partnerships include a Youth Day lecture in collaboration with the Faculty of Theology.

The Student ITC is another mechanism for advancing the work of affinity groups. The committee comprises students in positional and non-positional leadership, including the SRC and Prim Committee. It includes representatives from QueerUS, the SU chapter of United Nations South Africa, DisMaties and the AntiGBV Movement.

2.2.6.   Development of 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 enhancing the renewal of institutional culture and must thus be prioritised. This initiative should be a collaborative effort between the Transformation Office and other SU environments to develop and establish the necessary mechanisms. The support of senior managers will be crucial in this endeavour, as they will be able to guide the processes in their environments.

The Transformation Office has embarked on a project to develop and refine indicators for transformation at the University, one of the mechanisms that will form part of the overarching project. The first draft of the transformation key performance indicators has been developed and is in the first round of consultation. The process of developing an institutional monitoring and evaluation framework will ensue in 2021.

2.2.7.   Tools to report on voting trends: Online House Committee Elections

The COVID-19 pandemic obliged the Centre for Student Communities to manage various activities online. A central voting platform for student leadership elections in communities, for example, was established to improve response to the need for voting that is safe, legitimate and accessible. This system enabled staff to review statistics across communities on voting trends and the profile of candidates on a longitudinal basis and to ensure more transparent and standardised voting practices in student communities. The 2020 platform served as a pilot project aimed at generating annual trend reports for each leadership cycle.

2.2.8.   Development of an annual institutional engagement strategy with a focus on transformation

The Transformation Office hosts the annual SU Transformation Indaba, which, this year, was held on 29 October 2020. The inaugural Student Transformation Indaba was held a week earlier, on 22 October 2020. The final reports will be available in January 2021.

The Transformation Faculty Programme Manager attends most Faculty and Environment Transformation meetings to advise on institutional strategy and support the committees in their work.

The ITC has started the process of elevating its position as advisory committee to the Rectorate to a committee intentionally structured into the senior decision-making architecture of the University and included at the very earliest stages of decision-making on transformation-related matters.

The [Imbizo 365 Calendar](#) is a series of University-wide engagements aligned with the national calendar. All the engagements are aimed at creating dialogue around and engagement with issues relating to transformation and are available to the entire University community.

In 2020, the Transformation Office hosted the following engagements:
- Introspection of SU institutional culture,
- Student Indaba: A case for embedding the Student ITC at SU,
- A conversation on Allyship: Choosing to emphathise in action to walk the talk,
- *How is COVID-19 affecting South Africans economically and what are the psychosocial effects of 'working' from home? Insights on the formal and informal markets and effects on households.* Panellists included Dr Kholekile Malindi and Dr Dineo Seabe from SU's Department of Economics and Mr Bantu Louw from SU International,
- *Challenges to accessing higher education for students during COVID 19: A conversation in commemoration of the legacy of 16 June 1976 on the student experience in South Africa.* Panellists included academics from SU, the University of Cape Town (UCT) and the University of KwaZulu-Natal. The guest speaker was Dr Mlamuli Hlatshwayo and the student contributors were Zizo Vokwana, Motsoari Nthunya, Jeff Ngobeni and Busisiwe Nxumalo,
- Social constructionism: We are products of our environments and socialisation (institutionalised norms),
- Poetry in Khayamandi.

Introduction to critical engagement and collective thinking around activities to populate the Imbizo 365 programme for 2021 is an effort coordinated by the Transformation Office and supported by various SU environments.

2.2.9   Transformation in the DSAf

The Transformation Forum is a broad body of staff and student leaders within the DSAf tasked with ensuring that the transformation plan of the University finds life and meaning across all the centres that make up the DSAf at SU.

On 5 March 2020, the DSAf, in collaboration with the Students for Law and Social Justice (SLSJ) Society, hosted the first SU Gender Indaba. The indaba aimed to create a space in which students and staff could discuss and find solutions to gender issues on campus. This was especially fitting not only because 8 March marked International Women's Day but also because South Africa has one of the highest rates of gender-based violence (GBV) in the world. The indaba was themed "Starting a journey of understanding" and had an interactive format. The DSAf and SLSJ found it imperative to host this event, as South Africa grapples with deep gender issues and this served as an educational space to prepare young people for further integration into wider society. The University is well positioned to bring change in such matters.

In conjunction with the Department of Justice and Correctional Services, the DSAf also hosted a GBV dialogue on 6 March 2020. The dialogue brought together staff within the DSAf, students from the Anti-GBV movement and invited guest speakers to discuss issues related to GBV and possible solutions for higher education institutions, including the role that the Department of Justice and Correctional Services plays in assisting society.

A DSAf transformation summit was held on 12 March 2020, bringing together staff and students within the DSAf to discuss and engage on what a transformed DSAf looks like and how a transformative student experience finds meaning and expression in the student community. The outcome of the summit was an initiative launched under the auspices of the Transformation Forum to develop a student affairs transformation charter. The charter is envisioned to outline how the DSAf will carry out its work intentionally and purposefully guided by the principles of change and transformation. A subcommittee constituted by staff and students within the DSAf is in the process of drafting the charter.

2.3.   Institutional Culture

2.3.1   Developing a visual redress policy

Visual redress at SU refers to an attempt to right the wrongs of previous and current powers by removing hurtful symbols (such as those of apartheid), social injustice and misrecognition and by remedying the harm that has been caused by these visual symbols by compensation through installing new visual symbols that have African centrality as an outcome.

To enhance the process of visual redress, SU has established a visual redress committee, chaired by the Vice-Rector: Social Impact, Transformation and Personnel. This committee currently guides the implementation of many visual redress initiatives on campus. A budget has been provided to fund visual redress projects at SU over the next three years (from 2020 to 2022). The Senior Director: Social Impact and Transformation guides the visual redress process and linked budgets.

SU is currently working towards the approval of a visual redress policy. The policy will integrate and guide naming and renaming processes and all visual redress processes at SU. It will further guide the development of appropriate procedures for these processes.

In 2019, the draft policy was shared with internal and external stakeholders and input was received. In 2020, further consultation (including a full public consultation process) and subsequent amendments took place and more changes were made to the draft policy. The amended policy will go through internal processes in 2021 and will, if possible, be approved and fully implemented in 2021.

As part of current processes, the following initiatives have been developed and implemented through the visual redress policy:

- The Circle, a bronze art installation next to the Rooiplein depicting eight female figures that symbolise the future of South Africa and leadership in the past, present and future (Figure 1).
- The cast benches on central Stellenbosch Campus welcoming students, staff and members of the community in 15 languages (Figure 2).
- A map of Die Vlakte, an area from where the apartheid government removed families as part of forced removals in 1964, affixed to the front door of the Arts and Social Sciences building in Victoria Road (Figure 3).
- Special messages in Afrikaans, English and isiXhosa on the walls of the SU library to acknowledge SU's role in the injustices of South Africa's past.
- Various maps of broader Stellenbosch on the walls of the SU library (Figure 4).
- Contextualising boards at the Adam Small Theatre Complex, the Pieter Okkers House, the Rooiplein and the Faculty of Theology (Figure 5).
- Visual redress workshops at the Faculties of Law, Theology, and Natural Sciences (Figure 6).
- Signage on campus including welcoming boards at faculty buildings and the SU restitution statement (2019) (Figure 7).

Figure 1: The Circle

Figure 2: One of the cast benches with a welcoming message in one of the 15 languages

Figure 3: Map of Die Vlakte
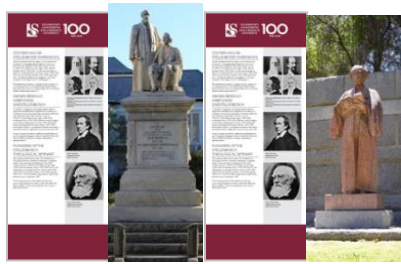
Figure 4: Maps of broader Stellenbosch

Figure 5: Contextualising boards

Figure 6: Activities at a visual redress workshop

Figure 7: New Signage on campus

Tygerberg Campus formally concluded the process of visual redress through the renaming of Huis Kerkenberg to Enkanyini. The name was formally adopted and approved by Council in February 2020.

2.3.2.   Integrating visual redress with naming policies and procedures

The Committee for the Naming of Buildings, Venues and other Facilities/Premises (Naming Committee) is currently responsible for the implementation of the Policy for the Naming of Buildings, Venues and other Facilities/Premises. It has revised its procedures to facilitate shorter turnaround times for the processing of naming and renaming requests to allow for more agile processes. The Naming Committee supports the visual redress agenda of SU through its activities. Members of the Naming Committee participate in the Committee for Visual Redress and are taking co-responsibility for the new Visual

Redress Policy that will eventually replace the Policy for the Naming of Buildings, Venues and other Facilities/Premises.

The draft Visual Redress Policy proposes the integration of the naming and visual redress processes but, at this stage, the two committees (the Naming Committee and the Visual Redress Committee) are still fulfilling their tasks separately.

The renaming of the RW Wilcocks Building received prominence in 2020 through a participatory nomination process that allowed staff, students and community structures to put names forward for consideration by the Naming Committee, which was also expanded to be more inclusive and representative of various stakeholder groupings.

2.3.3. Conducting an annual audit of the SU Calendar and SU communication strategies

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

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

See Section 2.3.12 for more about 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. 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. The survey was therefore a first in recent years and was widely anticipated and discussed. It was applicable only to SU staff.

Culture and climate surveys for both staff and students should be 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.

SU therefore conducted a new Culture and Climate Survey in November 2019. The results of the survey were collated and shared early in 2020. A summary of the findings is as follows:
- There is a significant difference in the overall wellbeing scores of various age groups. Participants above 60 and below 30 are more "PERMAH well" in comparison with staff members between 50 and 60, between 40 and 50 and between 30 and 40.
- Men are significantly healthier than women according to their H scores on the PERMAH profiler.
- The top three evidence-based contributing factors to a happy working environment present within the SU workplace are (i) feeling that your contribution makes a difference, (ii) feeling that your work is worthwhile and (iii) friendly co-workers and/or a good atmosphere.

- The top three evidence-based contributing factors to an unhappy working environment present within the SU workplace are (i) wages that are too low, (ii) insufficient communication on the part of management and (iii) little or no recognition for achievements.
- The two lowest-rated culture and climate items are (i) individual benefit from opportunities at the University and (ii) promotion opportunities available to all employees.
- The average combined ratings of items related to bullying at SU are below the average rating of all culture and climate items.
- There is a significant difference between the ratings of senior post levels and lower post levels with reference to the item "People in senior positions get away with workplace bullying at SU". Staff in senior post levels are not convinced that the statement is true, while staff at lower levels do agree to a larger extent.
- The average combined ratings of items related to sexual harassment are well above the average rating of all culture and climate items. This relatively positive view indicates that the problem is not pervasive (although there certainly are people who are victims) and that overall participants feel that policies and support are in place.
- The item "I am aware of Vision 2040 and of the Strategic Framework 2019–2024 of the University" scored positive and well above average.
- The low ratings for "I believe there is a glass ceiling for women at SU" and "Women are promoted at the same pace as men" seem to indicate that women are not treated equally.
- The low ratings for "Black staff are well integrated into the institutional culture at SU" and "Black staff feel isolated at SU" send a strong message about institutional culture.
- One item from the survey related to innovation is "The use of creativity in solving problems /addressing challenges is encouraged". It has a relatively average to low rating.
- The survey was not designed specifically to measure the extent to which staff members view SU as an employer of choice. It is important, however, to determine the view of staff on this matter. It can be argued that the following eight items can all be used as building blocks to calculate a combined rating for the concept of "employer of choice". Their individual ratings on a 1 to 4 scale are as follows:
    i. I am proud to be an employee of SU (3.2)
    ii. The promise of value including benefits and opportunities that the University offers its employees is competitive (2.38)
    iii. I feel positive about my future at SU (2.6)
    iv. I am positive that SU has a bright future as an academic institution (3.17)
    v. There is a career development path for all employees (2.11)
    vi. I am concerned about my future at the University (2.3)
    vii. I feel intimidated to raise issues around promotion (2.19)
    viii. My work is important (3.48)

- The top four major challenges for the institution are, in no particular order:
    i. The wellbeing development of staff
    ii. The transformation of the institution
    iii. Recognition, appreciation and the provision of promotion opportunities
    iv. The equal treatment of staff (including women and black staff)

- The three language versions of the survey are available from the following links:
  English: https://fw4l.novisurvey.net/ns/n/suwellatwordenglish.aspx
  Xhosa: https://fw4l.novisurvey.net/ns/n/suwellatworkxhosa.aspx
  Afrikaans: https://fw4l.novisurvey.net/ns/n/suwellatworkafrikaans.aspx

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 (EqU), the Disability Unit, Human Resources 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, a series of workshops, focuses on three clusters of competencies, namely sociocultural awareness, leadership and intergroup engagement, and social innovation and design thinking.

The Siyakhula Staff Training Programme offers training to staff across a series of transformation competencies. The programme consists of three-day and/or two-hour sessions that address issues ranging from modern racism and rape culture to universal design. It is available to all staff at SU. The themes of the Siyakhula Staff Training Programme are outlined in Table 5 below:

Table 5: Themes of Siyakhula Staff Training Programme

Date	Session topic	Learning outcome	Attendance
3 July 2020	Reflecting and introspecting on our SU institutional culture	• Introspecting our SU institutional culture through its history, its present and its future	**24**
10 July 2020	Reflecting and introspecting on our SU institutional culture	• Introspecting our SU institutional culture through its history, its present and its future	**14**
17 July 2020	Accessible teaching, learning and assessments (SU Disability Unit)	• An overview of disability at SU: - Ensuring accessible teaching, learning and assessments. - Ableism and universal access, universal design and universal design for learning. - Staff and student experiences unloaded. - Lessons learnt towards greater access for all.	**16**
24 July 2020	Accessible teaching, learning and assessments (SU Disability Unit)	• An overview of disability at SU - Ensuring accessible teaching, learning and assessments. - Ableism and universal access, universal design and universal design for learning. - Staff and student experiences unloaded. - Lessons learnt towards greater access for all.	**8**
31 July 2020	Reflecting on religious and cultural inclusion (SU Historical Trauma and Transformation Studies)	• The toxic potential of religion and culture to contribute to exclusion and dehumanisation. • The creative, humanising promise of religion and culture to contribute to genuine inclusivity with social justice	**27**

7 August 2020	Reflecting on religious and cultural inclusion (SU Historical Trauma and Transformation Studies)	• The toxic potential of religion and culture to contribute to exclusion and dehumanisation. • The creative, humanising promise of religion and culture to contribute to genuine inclusivity with social justice	**14**
14 August 2020	Reflecting on gender and violence and the violence of gender (HR, Transformation Office, SRC)	• Patterns of violent behaviour against women in society. • Factors and cultural perceptions that contribute to dominating and violent expressions in society. • How we challenge gender stereotypes and GBV. • How SU students feel about the gender sensitivity and awareness of staff.	**17**
21 August 2020	Reflecting on gender and violence and the violence of gender (HR, Transformation Office, SRC)	• Patterns of violent behaviour against women in society. • Factors and cultural perceptions that contribute to dominating and violent expressions in society. • How we challenge gender stereotypes and GBV. • How SU students feel about the gender sensitivity and awareness of staff.	**10**
28 August 2020	Women at work, reflecting on the stories of women at work (HR: Diversity and Wellness)	• What it means to be a woman in the workplace. • Sexual harassment and the threat on women in the workplace. • The need for women in leadership	**22**
4 September 2020	Decoloniality dialogues (SU Historical Trauma and Transformation Consultant)	• Stereotypes, biases and racial prejudice. • Referencing, diversity, equity and pedagogies of care.	**16**
11 September 2020	Decoloniality dialogues (SU Historical Trauma and Transformation Consultant)	• Stereotypes, biases and racial prejudice. • Referencing, diversity, equity and pedagogies of care	**17**
18 September 2020	Decoloniality dialogues (SU Historical Trauma and Transformation Consultant)	• Stereotypes, biases and racial prejudice. • Referencing, diversity, equity and pedagogies of care	**14**
25 September 2020	Decoloniality dialogues (SU Historical Trauma and Transformation Consultant)	• Stereotypes, biases and racial prejudice. • Referencing, diversity, equity and pedagogies of care	**8**
2 October 2020	Mediation and conflict resolution	• Empathy as a response to conflict.	**31**

	(HR)	• Managing conflict in our working relationships. • Identifying more helpful and appropriate behaviours during conflict	
9 October 2020	Transformational leadership (Transformation Office)	• Becoming the leaders, we wish to see	**36**
16 October 2020	Mediation and conflict resolution (HR)	• Empathy as a response to conflict. • Managing conflict in our working relationships. • Identifying more helpful and appropriate behaviours during conflict	**30**
23 October 2020	Transformational leadership	• Becoming the leaders, we wish to see	**14**
30 October 2020	Value-based decision making and ubuntu	• Lessons of ubuntu. • Empathy as a lived practice. • *Motho ke motho ka batho*, I am because you are	**44**

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

- 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 at SU (such as Mandela Day, Casual Day and the Siyakhula Programme) to improve social awareness and enhance insights into the diverse demography of our students, thereby improving the student experience at SU.

Siyakhula has recently gone live and now broadcasts every Wednesday evening on MFM 92.6 (Maties Radio) between 18:00 and 19:00. The show (SiyakhulaLive!) invites and ignites conversations aimed at engaging the Maties community in more critical conversations and reflections on diversity and transformation to embody a leading, relevant 21st-century University.

2.3.7. Developing an institutional transformation glossary of terms

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

The transformation Office contributes transformation expertise to courses and programming coordinated by the DSAf, for example, the workshops that are part of the Welcoming Programme for first-year students and the workshops of SU Leads, the annual student leadership conference.

The Transformation Office is leading the development of a co-curricular course called Critical Diversity Literacy. Critical diversity literacy (Steyn, 2015) is an analytical ability or a "literacy", which is "an informed analytical orientation that enables a person to read prevailing social relations as one would a text, recognising the ways in which possibilities are being opened up or closed down for those differently positioned within the unfolding dynamics of specific social contexts". This will enable environments to

engage better and perhaps also more fully with critical diversity literature in order to equip students and staff more fully with diversity and transformation-related matters.

The Transformation Office intended offering students a six-week certificated course on Writing for Transformation, in collaboration with the Department of English. The programme was developed but not offered in 2020 due to COVID-19 restrictions but will be offered in 2021.

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 and the DSAf. For further information, see the sections on the Welcoming Programme (2.3.14) and the Siyakhula Programme (2.3.6).

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

The advancement of performance management mechanisms linked to transformation competencies for students and staff still needs more attention. The Transformation Office (in collaboration with the faculty transformation committees), the Division of Human Resources (in collaboration with the faculty committees for EE) and the DSAf are projected to spearhead this initiative. An institutional task team should be considered to 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

The Division for Corporate Communication & Marketing runs communication campaigns on social media and sends content to the campus community. 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 subtitles to its videos to make them accessible to people with disabilities. It also makes use of gender-inclusive language in its communication.

Notable examples from the previous years include the #WomenofSU campaign, which featured women from all walks of life at SU, and a comprehensive disability awareness campaign on social media.

Communication campaigns link directly with the Imbizo 365 Calendar and are thus undertaken in collaboration with the Transformation Office as coordinator of Imbizo 365.

2.3.11. Developing an interactive institutional transformation website

The Transformation Office has developed a communication strategy and plan, which includes mini monthly campaigns around the Imbizo 365 themes and the commissioning of staff and student opinion pieces on transformation-related matters. For more information, see the Transformation Office website.

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

The Transformation Office fulfils a central coordinating role in offering professional and inter-institutional support to make Vision 2040 a reality. The Office focuses on diagnostic and reflective mechanisms to identify progress, gaps and new imperatives for SU. It facilitates education and key transformation competencies and skills for staff and students. In addition, it aligns institutional

governance and leadership practices with transformational goals and keeps SU connected to the transformation agenda in South Africa and on the continent.

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

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

Maties Sport has a robust transformation plan that strives not only to align with but also to achieve objectives set out in the policies of SU and of South Africa. Its transformation plan reflects its firm commitment to implementing and promoting the principles of transformation set out in the transformation charter both of South Africa and of national sports federations. Such bodies require sufficient change and flexibility to support the 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. Maties Sport's approach is to build a sports management system that supports all aspects of transformation at the University.

The staff profiles for 2020 are testament to Maties Sport's commitment to diversity and inclusion. Representation is as follows:
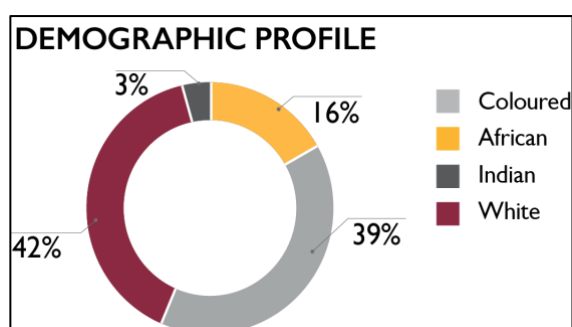

Figure 8: Demographic profile of Maties Sport
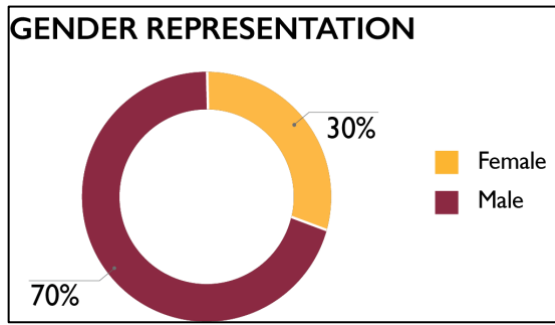
GENDER REPRESENTATION

Figure 9: Gender representation Of Maties Sport

Maties Sport is cognisant of the low female representation. This is influenced by the high number of male coaches, a direct reflection of the South African coaching system. SU is, however, committed, as per the Employment Equity Plan (EEP), to increasing employment opportunities for female coaches and for medical and sport science staff. Two internship programmes have been implemented, for example, and both are currently occupied by women.

SU's student athletes were hit hard by the COVID-19 lockdown in 2020, both in having to adjust to online learning and in having to face uncertainty in their chosen sport. Staff and coaches stepped up to provide all-encompassing support, including psychological support, through webinars and online coaching. Embracing communication technology, the Maties team has grown stronger in spirit by turning adversity into opportunity.

SU's commitment towards a transformative student experience is supported by an ever-evolving high-performance sports programme, by competitive sports-code programmes and by a one-of-a-kind Recreation & Active Lifestyle Unit, reaching participation of more than 9 000 in 2020. Embarking on virtual events attracted good support and, most importantly, a successful #Train4Fees campaign that generated R1.8 million, supporting 45 students who required financial assistance.

SU is committed to holistic success and the first-semester results far outweighed the institution's expectations. The overall achievement for all high-performance sports codes was 90%+.
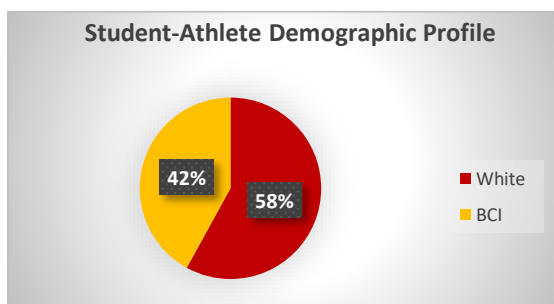

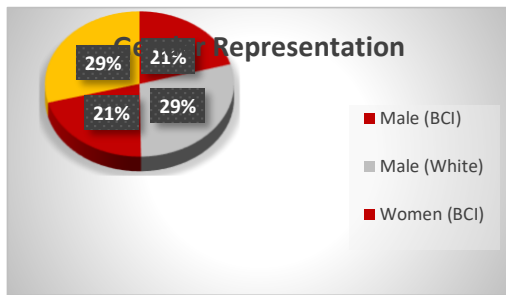*Figure 10: Demographic profile of student athletes*

Figure 11: Gender representation of student athletes

SU's commitment to and investment in transformation are evident in Maties Sport's programmes and outcomes achieved to date, which also demonstrate the importance attached to transformation as a business imperative not just for the University but also for Maties Sport.

2.3.14. 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 involve systemic initiatives and others involve initiatives to influence behaviour.

The most important systemic initiative is the establishment of the cluster as organising principle of social and academic life. An essential part of the cluster system is the assignment of students as newcomers to student communities. This takes place in accordance with the Residence and Cluster Placement Policy, which ensures that the student communities are diverse. There are about 550 mentors who support the estimated 5 500 newcomer students every year to make a successful transition to the University. One of the important aims of the cluster system is to foster a sense of belonging. Nearly 95% of students who enter the University as first years, for example, take part in the welcoming at the University as a member of a student community. The initiative is aimed mostly at students in their first four years of university study.

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

The training programme for newly elected leaders is quite extensive. Execution is monitored for form and substance by monitors appointed from the ranks of senior students and the overall success of 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 mentor programme is embedded in the student communities, each of which has a mentor assigned to it. This is a successful programme and students report a high appreciation for the role of the mentors. The impact of the mentor system on students is well documented through an online reporting system. Feedback is used for continuous improvement of the system.

In January 2020, the Centre for Student Communities launched the Stellenbosch University First Generation Programme. The programme has a development focus for first-generation students and has the acronym SOAR, which stands for strength, opportunity, agency and resilience. The aim of the programme is to make the students aware of their inherent strengths and how to use these effectively

to build confidence and create opportunities for themselves, utilise their agency and remain resilient. There were 62 students participating across faculties. The initial plan was to have contact sessions for six days. This changed to two days of contact sessions, with the other four days spread over a one day per term basis. Contact was maintained via newsletter and with continued personal development training.

Students were asked to reflect on their experience of SU as a first generation and how the programme helped to unlock their sense of agency and resilience. The students held positive sentiments on what 2021 holds for them in terms of academics and their leadership journey. Most of the participating students have taken up leadership positions either as mentors in their communities or tutors in their faculties and one of the students is an intern working at *Die Matie*.

The Centre for Student Communities is in the process of compiling a yearbook to illustrate and reflect the students' achievements.

2.3.15. Expanding the Welcoming Monitors' Programme, including feedback

The monitoring of the Welcoming Programme was introduced about 19 years ago, since it had become necessary to monitor the welcoming practices of student communities to discourage unacceptable practices linked to initiation. Monitoring the Welcoming Programme involves monitors moving around freely on campus and in residences during the welcoming period and reporting their observations. Monitors are mostly senior students at the University, which measure equates to having peer evaluators. The aim of the programme is to shift student culture where necessary, to ensure quality control and to dispel any mistrust that the public and those not involved in a specific student community might have of what transpires in such communities; the monitoring activities have indeed been instrumental in the improvement of the welcoming culture.

At SU, the Centre for Student Communities strives to implement values-driven management. This values-driven approach does not favour hierarchical power dispensation on campus but instead 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 newcomer students and to house committees (elected student leaders in student communities), gradually building a framework for a responsible system by providing newcomers with a safe channel of communication directly to the University or to accountable structures, by everyone being an active participant 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 among all parties involved and providing a safe, objective framework to assess and continue to 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 of the house committee and senior members of each 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 continue to improve the process of welcoming via a system of feedback (reporting) and communication with the relevant parties,
- to facilitate change where it is necessary, following the guidelines of SU to ensure the best possible experience for newcomers,
- to report objectively any violations of human rights and to ensure that the necessary steps are taken in response to such situations,
- to liaise with and provide a safe channel of communication for newcomers by representing their concerns, needs and goals to appropriate citizens and bodies with vested interests in the community; and
- to respect residence traditions and history but also to help house committees to consider the goals and outcomes of all welcoming activities critically by benchmarking them against standards set by the University, in this way creating a dynamic orientation process that promotes individual growth and development.

2.3.16. Creating an inclusive welcoming experience for newcomers

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

To help newcomer students to participate in such ongoing conversation, they are exposed to these ideas in a series of short participatory workshops known as the ResEd Programme, short for "residential education", even though the programme is available to all students regardless of whether they live in residences or not.

The continued exposure of students to themes relevant to the higher education context and to the country enables the creation and promotion of a residential and student culture that values cultural aptitude among new students by enabling skills and knowledge transfer in conducive spaces for conversation to take place. In 2020, the ResEd Programme continued to provide newcomer students with the space and opportunity, through experiential learning, to be exposed to the experiences of other newcomers.

2.3.17. 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 private student organisation (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.

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

Until the turn of the century, SU's graduation ceremonies and the welcoming event for first-year newcomer students had a strong Christian, specifically Dutch Reformed, character. The events were

conducted primarily in Afrikaans, with some English, and 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 today's 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 the following paragraph, which can be adapted to 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 preprogramme to expand the variety of music performed and to add a South African flavour.
- As none of the current members of the Rectorate who may confer degrees speaks isiXhosa fluently and to avoid the mechanical memorisation 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. Large screens, which would assist with the visibility of sign language interpreters, are not used at these events and any guests with hearing disabilities requiring assistance therefore have SU interpreters seated with them in the venues.
- 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 guests can attend a long graduation ceremony, special arrangements are made 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 ground level and their degrees are conferred below the stage.

For more than 15 years, all invitations to University events have requested guests to indicate special dietary requirements. In addition to providing vegetarian and non-alcoholic options, provision is also made for guests who require food to be strictly halal, in which case halal meals are brought in from the certified kitchen of one of the SU residences. In instances where a Muslim professor requests no alcohol to 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. Because protocol and post levels guide the guest lists for most institutional events and because 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 and the annual general meeting of the Convocation are dominated by a particular race and language group. As staff and student diversity increases, however, so will it increase in the composition of alumni and Convocation meetings and in guest lists for institutional events.

2.3.19. 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 the new guidelines for leave of absence for students, which will include accommodation for religious observances. This is expected to be concluded in 2021.

2.4   Language

SU is now positioned as a world-class, multilingual South African university – one of few in this category – which is sorely needed in a country with 11 official languages. It is therefore of cardinal importance that the University ensures that language is not a barrier to access but a tool for success, especially in diverse educational settings. The promotion of multilingualism without exclusion is therefore a key distinguishing characteristic for which SU strives.

The SU Language Centre's main strategic thrust is the advancement of multilingualism, which is in line with the multilingual thrust of the University's Language Policy (2016). Multilingualism encompasses language support in terms of both language learning and development (as is the case for Afrikaans, English and isiXhosa language learning in various programmes) and academic literacies and professional communication. In other words, the customised interventions used in faculties and the services provided by the Writing Lab and the Reading Lab enable students to bridge the gap between secondary and tertiary education. Language support includes language services such as translation, editing, document design and interpreting services.
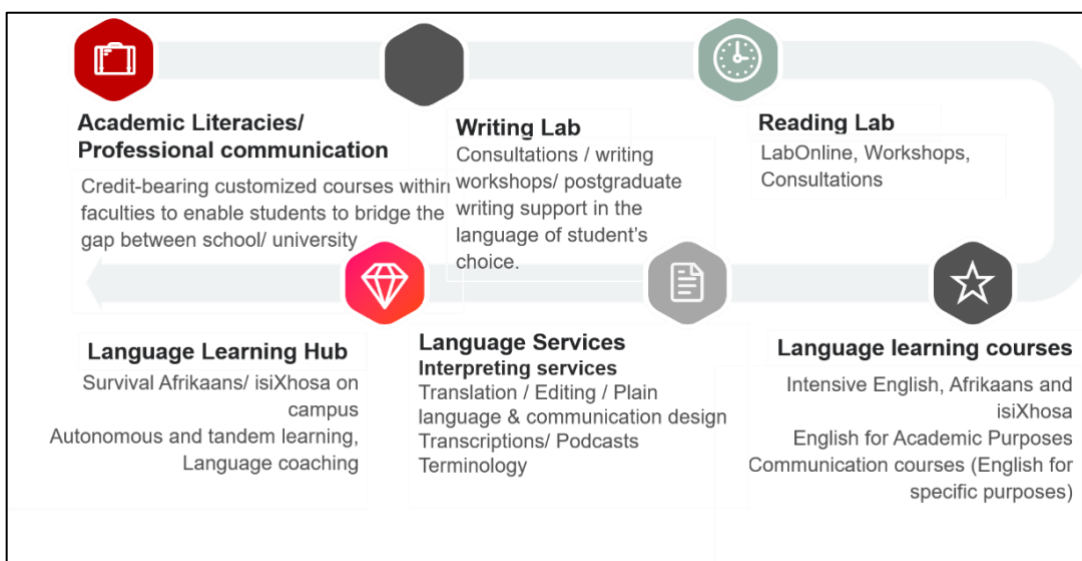

Academic Literacies/Professional communication
Credit-bearing customized courses within faculties to enable students to bridge the gap between school/ university

Writing Lab
Consultations / writing workshops/ postgraduate writing support in the language of student's choice.

Reading Lab
LabOnline, Workshops, Consultations

Language Learning Hub
Survival Afrikaans/ isiXhosa on campus
Autonomous and tandem learning, Language coaching

Language Services
Interpreting services
Translation / Editing / Plain language & communication design
Transcriptions/ Podcasts
Terminology

Language learning courses
Intensive English, Afrikaans and isiXhosa
English for Academic Purposes
Communication courses (English for specific purposes)

Figure 12: Language Centre courses and services

As the University becomes accustomed to the 'new normal' of the COVID-19 pandemic, the importance of language and clear communication in crisis situations cannot be overstated. In stressful times, it becomes even more vital to relay messages clearly and professionally, to provide reassurance, to create a sense of order and to avoid miscommunication. This applies to the language used in learning and teaching contexts as much as it does to other types of interaction. As stated previously, it is of cardinal importance that the University ensures that language is not a barrier to access but a tool for success, especially in diverse educational settings and particularly during a time of emergency remote teaching.

The Language Centre worked hard in 2020 to adapt its courses and services to provide assistance to lecturers moving their teaching online and to students who need ongoing virtual language support.

While it is not feasible to provide real-time interpreting for students given bandwidth issues, the Language Centre has been assisting lecturers and students by translating lecture material – whether PowerPoints, SUNLearn content or podcasts – into Afrikaans and English (and isiXhosa where there is a pedagogical need).

The Language Centre has also continued to provide a boost for deaf education at SU. The appointment of two South African Sign Language (SASL) interpreters to interpret for Deaf students enrolled in the Bachelor of Education Foundation Phase programme in the Faculty of Education is an important milestone. There is a significant need to train Deaf persons who wish to become teachers of Deaf children in South Africa, given that SASL has been introduced by the Department of Basic Education as a language of learning and teaching in schools for the Deaf and given the fact that there are very few Deaf teachers in the country. With SASL poised to become the 12th official language in South Africa, this type of initiative is sorely needed. The interpreting provided to the Deaf students includes all forms of educational interpreting (for classes, tests, exams, tutorials, meetings with lecturers etc) and all forms of extra-curricular interpreting (for residence meetings, social events, workshops, doctor's appointments etc). During 2020, this interpreting continued to be offered remotely for Deaf students in the Faculty of Education who are accessing lectures online. Recordings and live interpreting had to be provided (where there was Internet access) and midyear exams had to be interpreted remotely. The Language Centre and the SU Disability Unit also co-hosted a virtual seminar from 7 to 9 September to discuss issues in SASL educational interpreting across various tertiary institutions with the theme *Triangulation of the code of conduct for SA Sign Language interpreters in higher education*.

The Writing Lab's writing consultations and workshops were also conducted online via Skype and Teams. The Reading Lab collaborated with the Writing Lab and presented two online synchronous sessions in the *How to write a literature review* workshop. In addition, despite data and Internet connectivity challenges, most students in all participating faculties successfully completed Lab-on-line, an online reading support programme.

The isiXhosa lecturers at the Language Centre undertook to discuss the misinterpretation of terms used for COVID-19 by speakers of isiXhosa and to carry out the relevant terminology development. Terms used to discuss the issue of GBV and cultural or traditional practices of the amaXhosa under COVID-19 lockdown were also discussed and will be communicated via the Language Centre's multilingual online terminology portal once finalised.

Feedback from students, lecturers and other staff members about the online language support by the Language Centre has been very positive.

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

Updating the language implementation plans of faculties and environments

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

Towards the end of 2020, faculties and responsibility centres compiled their context-specific language implementation plans within the parameters of SU's Language Policy. Language implementation in and beyond the classroom is afforded with additional institutional funding and various support mechanisms offered by the Language Centre. These language implementation plans were presented to Senate for approval in November 2020.

2.4.2. Monitoring the language-related experiences of students

Two student surveys were conducted in March and September 2017 to obtain feedback from students about their language-related experiences both in and out of class. This survey was repeated in 2019, with a staff survey included. Focus group interviews with students were planned for 2020 but could not take place because of COVID-19.

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 and academic staff who are negatively affected by the implementation of the Language Policy may lodge complaints via the prescribed faculty's appeals or complaints procedure or, in the absence of such a procedure and, in order of preference, with the relevant staff member, the relevant departmental chairperson or head or the dean. If the complaints are not satisfactorily resolved at faculty level and the complaints are related to academic contexts, students may refer such complaints to the Academic Planning Committee via the Student Academic Affairs Council. If not resolved at the Academic Planning Committee, it refers the matter to 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 these structures is not suitable, complaints may be submitted to the SU Ombud for settlement in consultation with the relevant structures.

2.4.3. South African Sign Language Interpreters' Code of Ethics Seminar

Since September is International Deaf Awareness Month, it was apt for the SU Disability Unit and the SU Language Centre to collaborate to host the 2020 SA Sign Language Interpreters' Code of Ethics Seminar from 7 to 9 September. The seminar theme, *Triangulation of the code of conduct for SA Sign Language interpreters in higher education*, drew perspectives from Deaf students and lecturers and SASL interpreters and highlighted the importance of a code of ethics for interpreters working in higher education. The decision by the sector to have the seminar hosted by SU gave prominence to the fact that SU had declared 2020 as the institution's Year of Disability.

The 2020 SASL Interpreters' Code of Ethics Seminar provided a platform for Deaf students and lecturers and SASL interpreters who share a space in higher education environments to speak their minds, voice their needs and together build bridges that will ensure successful studies for students and growth for SASL interpreters as collaborators. Owing to the COVID-19 pandemic, the seminar was hosted online over three consecutive days. The move to online extended the seminar's reach, allowing discussions of the myriad of challenges faced by students who use SASL interpreting in university settings, by educational interpreters, by disability units and by Deaf lecturers. Plenary presenters included Natasha Parkins-Maliko, a PhD candidate and lecturer in SASL interpreting at Wits University, who highlighted the importance of being reflective language practitioners. Two Deaf university students, Imran Bodalaji and Qobo Ningiza, shared their experiences as students and users of SASL interpreters in classroom and meeting contexts. Susan Njeyiyana, SASL lecturer in the SU Department of Linguistics, who is deaf and uses SASL as a primary mode of communication, shared her experiences of the hearing world. SASL interpreter Marsanne Neethling shared her experiences as an interpreter at the SU Language Centre.

Besides encouraging interpreters to develop their interpreting skills by enrolling for a higher qualification in interpreting, the seminar once again emphasised the need for SASL interpreters to do research to expand their terminology in academic disciplines in the field of higher education.

2.5   Staff development and equality

2.5.1.   Advancing staff recruitment practices that support diversity targets

Gender-focused recruitment, mentoring and retention of academic and PASS staff

The University is committed to eradicating any unfair treatment of staff members based on, among others, gender, race and post level. Against this background, proactive steps are being introduced on the level of policy and in terms of operational practices to ensure proper adherence to this fundamental principle. In this ongoing process, both the Human Resources Committee of Council in terms of its mandate and the Women's Forum played and continued to play key roles to highlight and prioritise acute challenges in this regard.

The University's commitment to eradicate unfair treatment of staff members also manifested in the constituting of a task team to focus on career advancement challenges faced by female staff at the University. The task team highlighted a range of challenges. The following challenges received and continue to receive appropriate management attention:

- Instances where female staff were remunerated at lower levels than their male colleagues: The relatively few such discrepancies were identified and rectified.
- Non-uniformities in promotion and appointment criteria in academic environments: Faculty-specific criteria were submitted to and approved by the Appointments Committee of Senate.
- Challenges in the promotion of staff in PASS environments: Where promotions are indicated as a result of formal job evaluation coupled with consistently good performance levels of the incumbent, such indicated promotions are attended to and funded by the relevant University environments.
- Differences in leave provision for academic staff and staff from PASS environments (the granting of research opportunities): In the event where the line management of PASS environments submit justified requests to enable support services staff to obtain advanced academic qualifications aligned with the PASS function's needs, for example, these are approved. Such requests are considered if the organisation's activities are not compromised by the absence of staff from that PASS environment.
- Staff diversity at all levels: The "grow our own timber" principle is included as a key element of the University's integrated talent management plans. These plans are submitted as an integral component of the multiyear Human Resources plans.
- Training and development opportunities for senior management: A new development programme for deans was implemented from 2017. The University remains one of the major supporters of the sectorial HERS programme. SETA funding is leveraged as far as possible to expand the footprint of training and development to all levels of SU staff.
- Each year, SU receives an invitation for female colleagues to attend the HERS-SA ACADEMY. The Academy is an interactive professional development opportunity for women employed in higher education. It is aimed at those women currently employed or possessing the potential to be employed at senior management level. Senior female employees (Grade 8–3) have been invited to apply to join the Academy as follows:
  - 2017: Nine candidates were recommended to attend the Academy. The profile of the candidates was three academic staff and six support staff members (two black African, three coloured, two Indian and two white).
  - 2018: Eight candidates were recommended to attend the Academy. The profile of the candidates was four academic staff and four support staff members (two black African, four coloured and two white).
  - 2019: Ten candidates were recommended to attend the Academy. The profile of the candidates was four academic staff and six support staff members (five black African, three coloured, one Indian and one white).
- Accountability to enhance diversity: This is catered for on an institutional level as one of the key performance areas for all managers and is incorporated into University environments' formally approved multi-year workforce plans.

2.5.2. Code for Management Practices for Employment Equity

The University has put in place a comprehensive EEP approved by the Department of Labour (DOL) in June 2018. In the EEP, the University identified a number of barriers and the equity measures necessary to address these barriers to the employment of employees from designated groups.

One of the critical tools for addressing the barriers identified in the EEP is the Code for Management Practices for Employment Equity, approved by the Rectorate on 17 September 2019. The Code has since been revised to strengthen the process of eliminating barriers to diversity. It is not intended to be a comprehensive human resources manual but to serve as an instrument to identify aspects of human resources that are key to EE and that can advance EE objectives. Training workshops are being conducted with all University environments to ensure smooth transition and implementation. Some of the objectives of the Code are to:

- eliminate unfair discrimination and advance EE;
- complement various SU policies and procedures related to EE;
- assist SU environments with the practical aspects of advancing EE and with reasonable accommodation of people with disabilities; and
- establish norms and standards for reasonable accommodation measures and assistive technologies and devices for the benefit of people with disabilities.

Some of the highlights of the Code include the explicit formulation of advertisements related to appointments with a view to advancing diversity. One of the following two formulations may be used:

- The University is committed to employment equity and appointments will be made in line with the Employment Equity Plan for the specific environment and with SU's institutional Employment Equity Plan.
- The University is committed to employment equity. In accordance with SU's institutional Employment Equity Plan and with the Employment Equity Plan of the specific environment, only South African citizens from the designated groups will be considered for appointment.

The University considers transformation, including EE, to be integral to the key performance areas (KPAs) of environment heads and staff exercising delegated powers. The weight of the transformation KPA is now between 20% and 25%. KPAs will be included in every SU employee's work agreement and specific transformation performance indicators will form part of work agreements with environment heads and staff exercising delegated powers.

Through the EEP, shifts in staff diversity are closely monitored to ensure optimal diversity in all appointments and promotions. After the approval of the institutional EEP by the DOL in 2018, the EE portfolio was institutionally integrated. The DOL and the University's Employment Equity Committee continually monitor progress regarding the implementation of the EEP.

2.5.3. Mentoring services for staff

Mentoring services are provided and training for both mentors and mentees is available. Mentorship is also a formal stipulation of the nGap programme, the University complying fully with this stipulation.
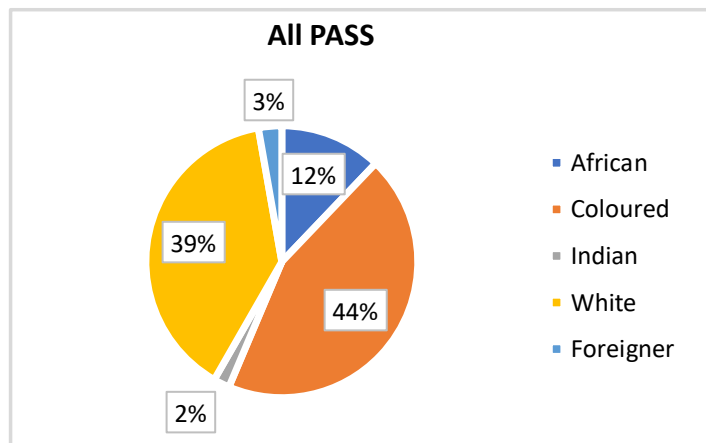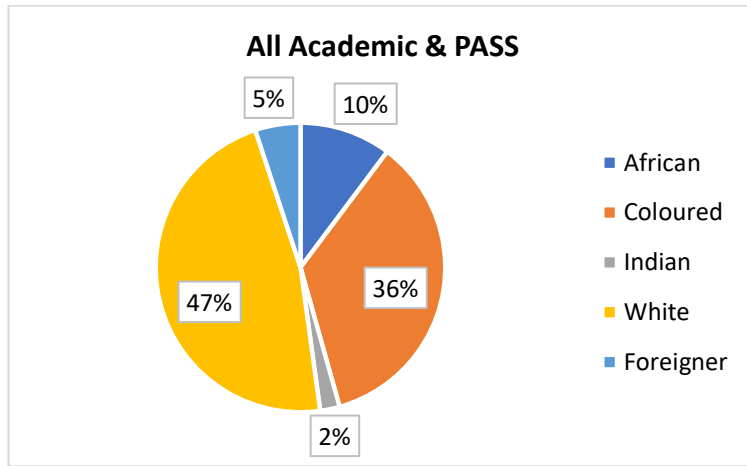
In support of institutional EE and diversity imperatives, SU envisages a gender advocacy project with the following three focus areas:
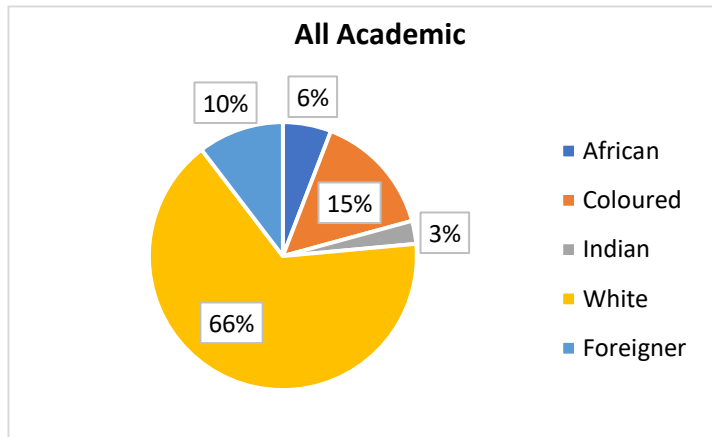
- Developing a recruitment and succession plan for women in academia with a view to their holding and attaining leadership positions.
- Developing conscious career strategies for women in non-academic or support service positions.
- Positioning SU women's wellness in the workplace as a strategic priority to enhance performance and excellence.

Each of these focus areas will give rise to separate, detailed programmes with different objectives and different target groups. They are all designed from the perspective that the support and empowerment of women at all levels will be an investment from which the University will gain tremendously, not only in terms of its diversity mission but also in terms of excellence of scholarship.

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

Faculty and PASS environment EE plans allow for direct monitoring. The demographic profile of SU was compiled taking into consideration both permanent and fixed-term employees. The following figures illustrate the current staff profile of SU:

All Academic & PASS

Group	%
African	10%
Coloured	36%
Indian	2%
White	47%
Foreigner	5%

All PASS

Group	%
African	12%
Coloured	44%
Indian	2%
White	39%
Foreigner	3%

All Academic

- African 6%
- Coloured 15%
- Indian 3%
- White 66%
- Foreigner 10%

Includes all staff on salary payroll, October 2020
PASS: Professional, administrative and support services

Figure 13: Staff by race

All Staff by Gender

Male 40%
Female 60%

■ Male   ■ Female

Academic by Gender

Male 47%
Female 53%

■ Female   ■ Male

PASS by Gender

Male
37%

Female
63%

■ Female ■ Male
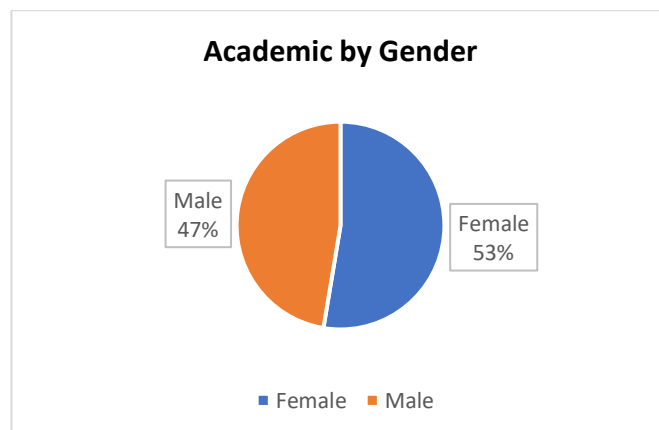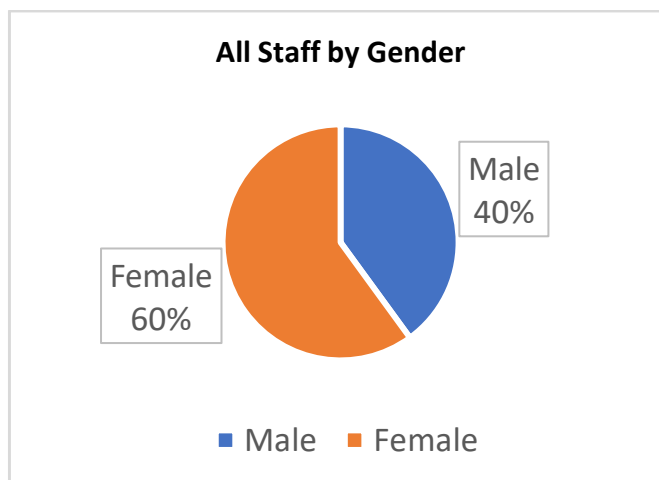
Figure 14: Staff by gender

Senior Mgt 1-6

4%

10%

12%

4%

70%

■ African
■ Coloured
■ Indian
■ White
■ Foreigner

Academic 1-6

Foreigner
14%

African
2%

Coloured
10%

Indian
4%

White
70%

■ African ■ Coloured ■ Indian ■ White ■ Foreigner

PASS 1-6

Position	Grade	Black African	Coloured	Indian	White	Foreigner	Total
Rector and Vice-Chancellor	1	0	0	0	1	0	1
Vice-Rector and Chief Operating Officer	2	0	1	0	4	0	5
Academic Deans, Chief Directors and Registrar	3	3	3	0	10	0	16
Senior Directors and Distinguished Professors	4	1	6	3	30	5	45
Directors and Full Professors	5	10	29	12	216	43	310
Associate Professors	6	11	43	9	219	22	304
Total		25	82	24	480	70	681

Figure 15: Senior positions by race
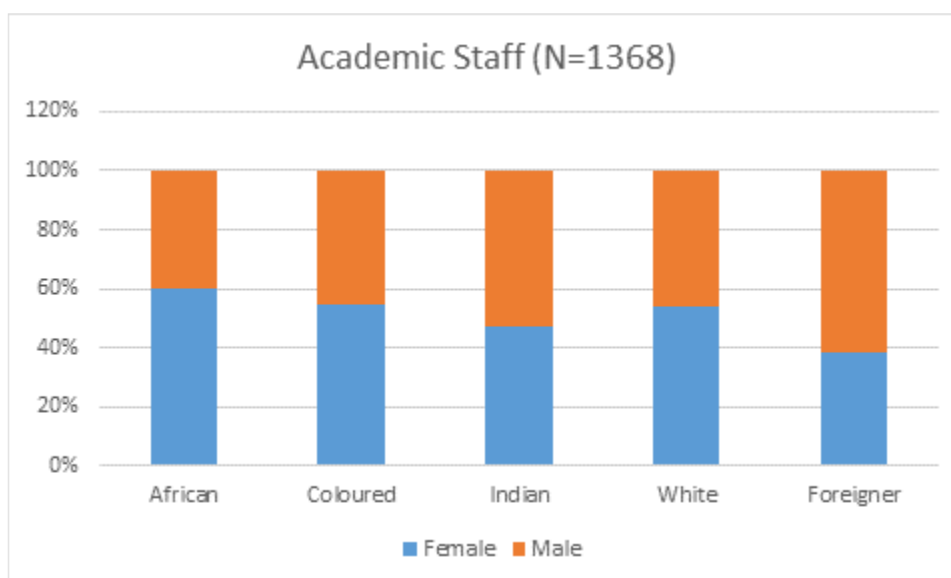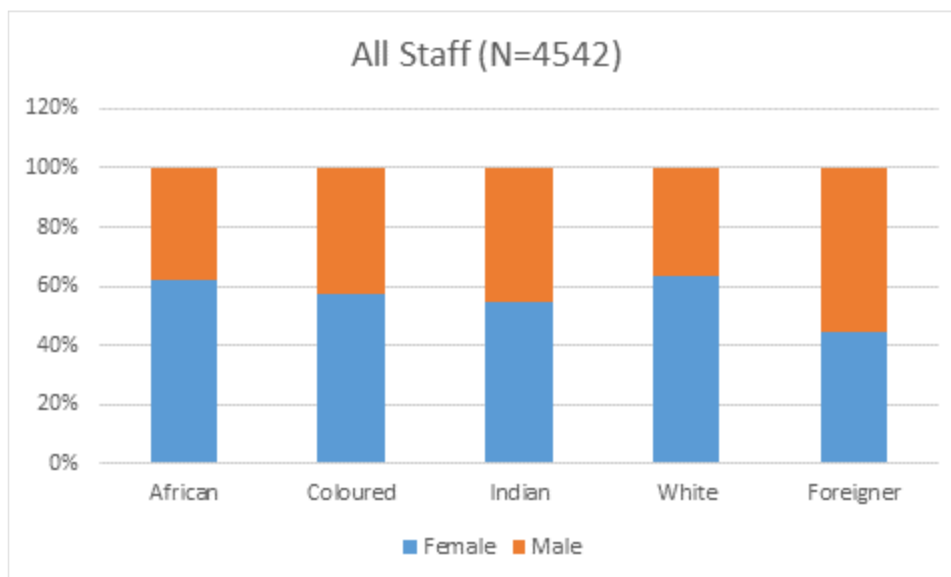
All Staff (N=4542)

Academic Staff (N=1368)

- Includes all staff on salary payroll, October 2020
- PASS: Professional, administrative and support services

Figure 16: Staff by gender and race
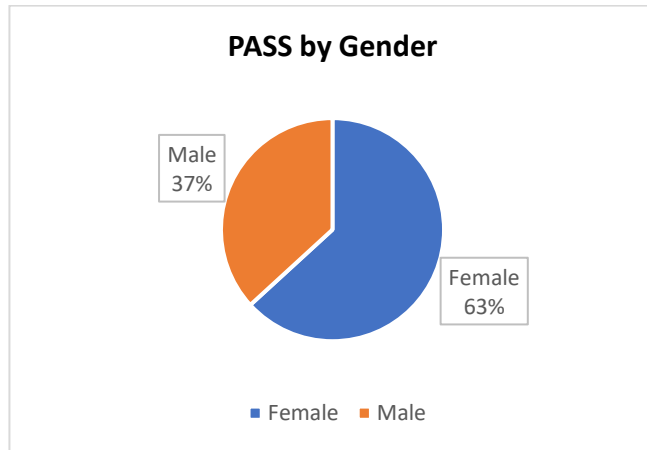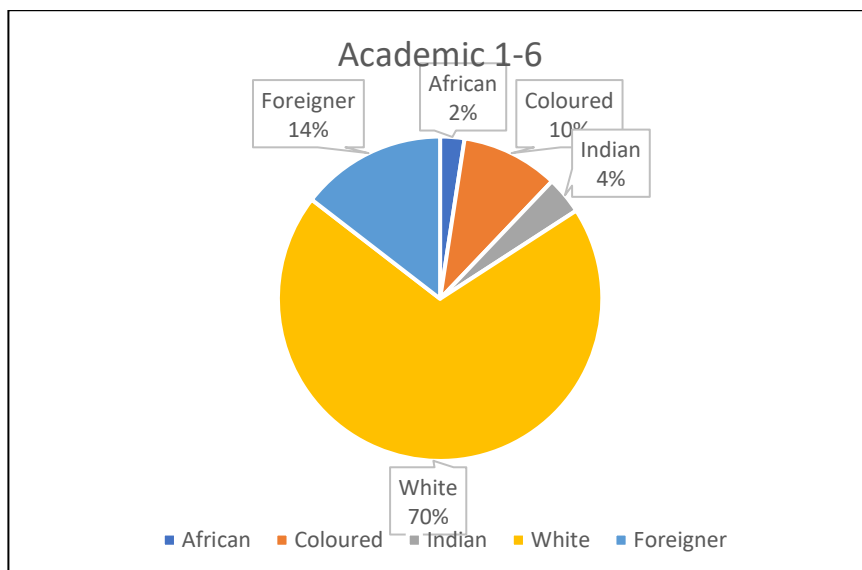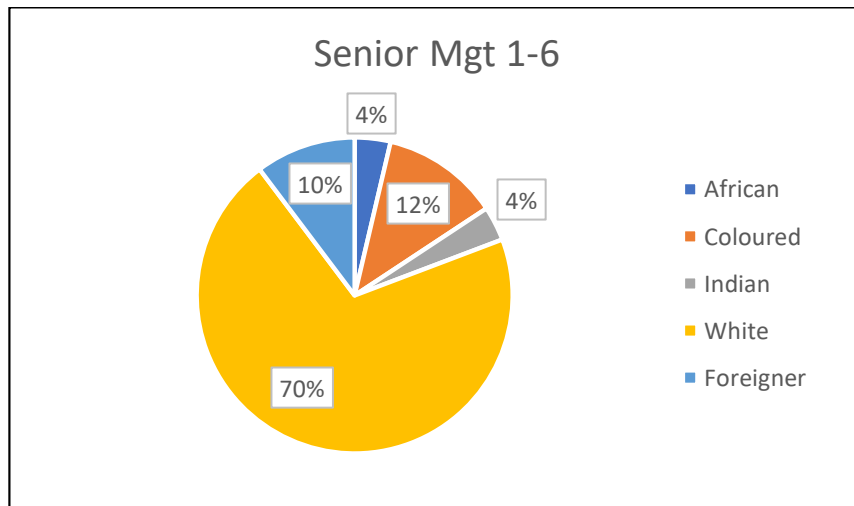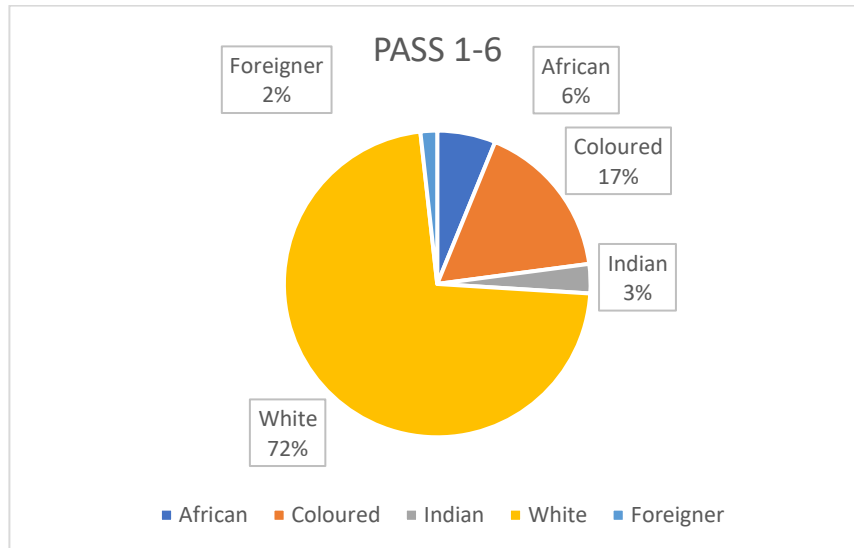
2.5.5. Engaging more broadly with the Employment Equity Report and specific guidelines

SU management, including the governance structures of the University, continually engages with the EE reports compiled by the faculties and PASS environments. The EE plans of all the environments show that specific recruitment, retention and developmental guidelines have been developed and are in place. The Human Resources Division monitors them through the Office of the Director: Employment Equity and through the Employment Equity Committee.

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

The Vice-Rector: Social Impact, Transformation and Personnel, the Chief Director: Human Resources and the Director: Employment Equity undertake annual site visits to all environments (both faculties

and PASS). The purpose of these site visits is to reorient environments regarding the diversity imperatives of SU.

In 2020, EE discussions focused on the need to articulate initiatives to accelerate diversity, remove barriers to diversity and set targets that are aspirational, realistic and contextual at job level 9 and above in environmental EE plans. Environments were requested to revise their EE plans and to submit them to the Director: Employment Equity. Inputs into environmental plans will be used continuously to compile revised EE targets resubmitted to the DOL. A final report will be compiled and submitted to Council as soon as all environmental EE plans have been analysed. The annual report was submitted to the DOL at the end of 2020.

2.5.7. Identifying EE barriers during site visits

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

- Rectors' strategic fund: Although the fund was helpful, it placed an additional burden on the environment budget after three years given the fact that appointments originally funded through the fund had to be funded from the central budget after the three-year period.
- Remuneration: The inability of environments to match the 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.
- Succession planning and the retention of staff from designated groups.
- Current institutional culture and languages: These seem to be unattractive to selected groups from outside the region.

Although SU has increased diversity in its staff profile, the process is relatively slow, specifically in academic environments. Barriers identified will be dealt with in the coming years to support environments in increasing staff diversity. Funding will remain one of the more significant challenges. This, together with a slowly changing institutional culture, hinders a steady improvement in the staff diversity profile of SU. This will have to be further investigated by appropriate SU environments and stakeholders.

2.5.8. Transformation Plan for student enrolment

Recruitment and admission of 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 increasing 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 set annually in agreement with the DHET. Council annually approves targets for SU based on the size (total number of students) and shape (fields of study and diversity profile) of its student body.

Based on these targets and institutional capacity, faculties annually determine the number of new study places available for each faculty and, in some cases, for specific programmes. These available

places are filled in the following order and are based on i) academic performance, irrespective of race or socioeconomic status, ii) race and iii) socioeconomic status.

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

The following figures illustrate enrolments according to gender and race from 2009 to 2020:
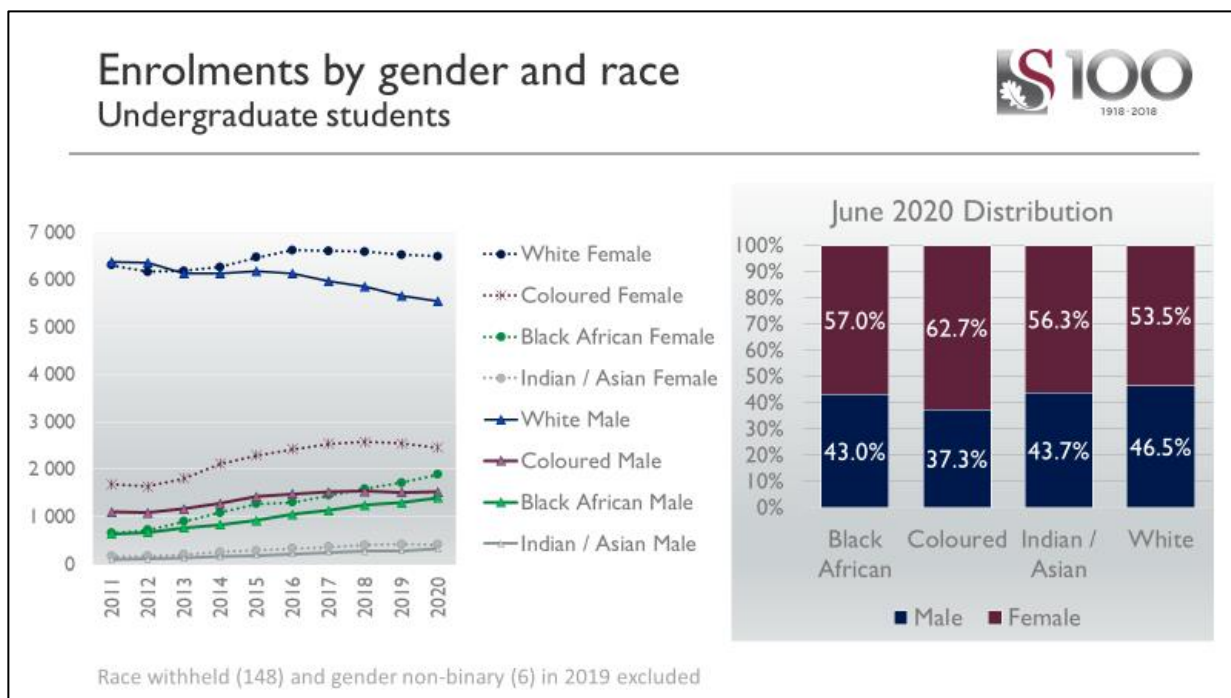
Figure 17: Enrolment by gender and race

Key enrolment trends for first-time entering students

1. Overall enrolment trends: The number of complete applications by newcomer first years (NFs) received for the 2020 intake increased by 3.8% from 2019 to 2020. In accordance with this rate, the number of provisionally admitted NFs increased by 3.2%. The number of enrolments in 2020 increased by 2.5%. The overall enrolment rate was 44.2%, only slightly less than in the previous year.

2. Population group trends: The number of white complete applications decreased by 3.0% over the period 2019 to 2020. There was a 16.9% growth in Black African complete applications. Black African NFs also had the highest enrolment growth rate (10.3%). The enrolment rates by population group were comparable to 2019 enrolment rates: 53% for white NFs, 51% for coloured NFs, 29% for Black African NFs and 19% for Indian and Asian NFs.

3. Home language: The enrolment rate of NFs with Afrikaans as their home language (± 59%) was significantly higher than that of NFs with a home language other than Afrikaans (28% to 42%). Admitted Afrikaans-speaking NFs formed 29% of admissions in 2020 but, due to their higher enrolment rate, formed 38% of enrolments.

4. Home province trends: The enrolment rates of NFs from within the Western Cape (60%) are almost twice as high as those from outside the Western Cape (31%).

5. Application mark: NFs with an application mark of less than 70% showed the strongest growth in admissions and enrolments from 2019 to 2020, whereas admissions and enrolments of NFs with an application mark of 80% and above decreased.

6. Socio-economic status: Enrolment rates of high socio-economically disadvantaged groups were significantly lower than no and low socio-economically disadvantaged groups. A strong correlation between enrolment trends according to socio-economic status and population group is present. Approximately 37% of admitted Black African NFs were in the high socio-economically disadvantaged groups, as were 24% of coloured NFs and 4% of Indian or Asian NFs. Almost no white NFs were in this group.

2.5.9. Student accommodation

Placement of students according to the 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 performance as a criterion but also to allocate vulnerable students to enhance their chances of success. Diversity factors include race, language, first-generation status, nationality and financial need. Annual targets for diversity are set for these factors.

The placement policy is currently under revision to align it with the new set of strategic imperatives of the University.

The June 2020 statistics in the figure below include housing on Stellenbosch and Tygerberg Campuses, undergraduate and senior residences, and student houses. They exclude private accredited housing. Of all students at SU, 24% are in University housing, which is equal to 35% of undergraduate students.

STUDENT HOUSING PROFILE

By gender
- Female 4 497 56,9%
- 3 4.. 43,1%

By race
- Withheld 46 0%
- White 3 847 49%
- 1 92. 24%
- Coloured 1 801 23%
- Indian / Asian 288 4%

June 2019 statistics:
- Includes housing on Stellenbosch and Tygerberg Campuses,
- junior and senior residences, and student houses.
- Excludes private accredited housing. 25% of all students and 37% of undergraduates are
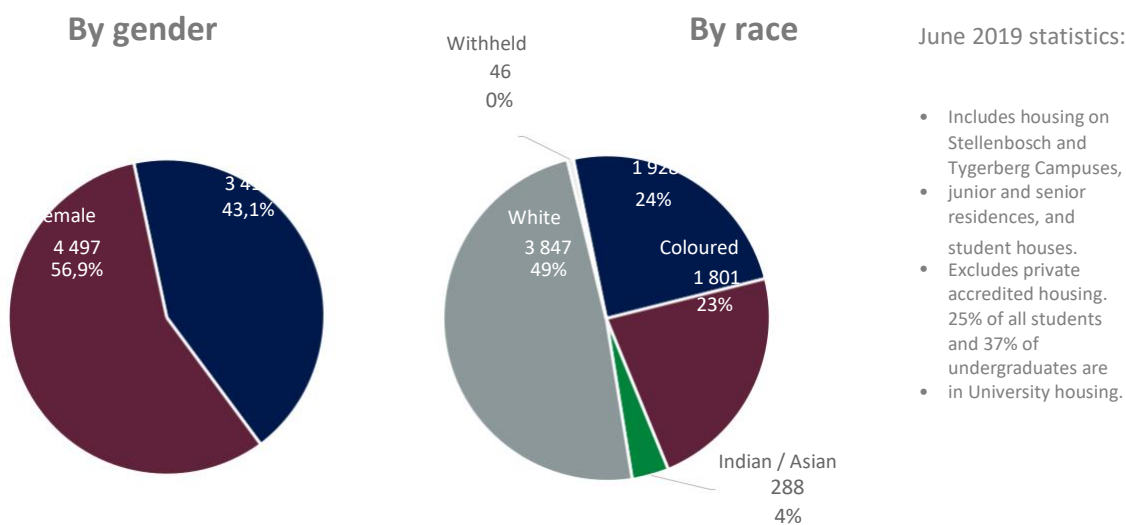- in University housing.

Figure 18: Student housing profile

Applications for accreditation of off-campus private accommodation are accredited against a set of

criteria. The accreditation process ensures that standards of living, especially for National Student Financial Aid Scheme (NSFAS) students, are guaranteed.

There are three accreditation categories:

- NSFAS accreditation (four beds or more, within 3 km from campus, within NSFAS fee caps and meeting additional NSFAS criteria)
- NSFAS single accommodation accreditation (three beds or fewer, within 3 km from campus, within NSFAS fee caps and meeting additional NSFAS criteria)
- SU accreditation (four beds or more and meeting SU accreditation criteria)

2.6. Curriculum renewal

2.6.1. Expanding teaching and learning colloquia on curriculum renewal

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

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

2.6.2. Implementing Critical Pedagogy and Academic Transformation Leadership Awards

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

2.6.3. Promoting the Academic Citizen in Africa Programme (co-curricular activities)

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

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

The consideration and possible implementation of such a model and module will be considered further in 2021.

2.7. Student support

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 with the Registrar's Division and other relevant environments.

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

See Section 2.3.14 on the mentor programme as part of the welcoming of first-year students.

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

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

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

In 2018, SU approved a new Strategic Framework and core goals based on Vision 2020. The Transformation Plan itself will 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 following strategic themes:
• A transformative student experience
• Networked and collaborative teaching and learning
• Research for impact
• Purposeful partnerships and inclusive networks
• SU, the employer of choice
• A thriving SU

It is foreseen that the Transformation Plan will align both directly and indirectly with the institutional goals and formulated indicators.

The new vision and mission are currently in the second roll-out phase.

2.8. Disabilities

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

Council adopted the 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 on all SU campuses. The Division of Facilities Management and the DSAf 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

Facilities Management and the DSAf have successfully implemented projects to create transforming environments that value and accommodate diversity and that foster an inclusive and transformative built environment. Universal access, a core design principle to which all planners and consultants need to adhere, is an integral part of all new capital and refurbishment projects at SU.

Projects

- Minor works with regard to ramps and accessibility at various facilities and pedestrian or circulation routes,
- Collaboration with the local authority to ensure universal access on all circulation routes located on property of the local authority that falls within University precincts.
- New gender-inclusive and universal-accessible bathrooms:

  - Biomedical Research Institute on Tygerberg Campus
  - Jan Mouton Learning Centre on Stellenbosch Campus
  - JC Smuts building on Stellenbosch Campus
  - Engineering building on Stellenbosch Campus
  - Stellenbosch University Library
  - Die Stal multi-functional facility
  - Stellenbosch University Museum
  - Faculty of Law/Ou Hoofgebou
  - Northern Campus – Decanting Building

In construction or being planned for 2021

- Fully accessible non-motorised transport route on the primary east to west circulation route on Stellenbosch Campus
- New universal accessible Institute for Sport and Exercise Medicine
- In collaboration with the Disability Office, the further roll-out of minor works with regard to ramps and accessibility on all campuses
- Prioritising requests related to universal access with funding models and execution plans to enhance implementation.

2.8.3. Enhancing building models and practices

Facility requirements relating to universal access 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.

Getting access to the one accessible campus shuttle for students with disabilities remains a challenge. This service must be enhanced and expanded.

Access to certain venues has, at times, been a challenge. When gatherings are planned, it must be consciously borne in mind that disabled visitors, staff and students may well attend such gatherings. The necessary planning must therefore 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.

The development of a set of evidence-based design principles is in progress to guide built environment professionals and staff in achieving the best possible outcomes during the design and planning phases of all capital projects.

2.8.4. Expanding and strengthening the work of the Disability Unit

The orientation and welcoming sessions of the Centre for Student Counselling and Development with first-year students (newcomers) and parents for 2020 went well. These were expanded to include sessions on safety and security and on funding.

As part of the Universal Access Policy (see Section 2.8.1), the new Disability Access Policy came into operation on 1 April 2018. 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.

SU declared 2020 the University's Year for Persons with Disabilities. This declaration flows from SU's commitment to inclusivity and equality for every person with academic merit to be able to take full part in the academic journey at the University. Plans for hosting a dialogue on the meaning of this declaration were thwarted by COVID-19 and the SU lockdown, thus limiting the engagements to a two-day seminar held from 14 to 15 September 2020. Critical emerging themes were (a) the positive contribution of SU towards the integration of staff and students with disabilities and (b) challenges that emerged during the inclusion of staff and students with disabilities. These themes will be addressed by engaging internal stakeholders on matters of inclusivity and diversity.

The ongoing Sign Language classes remain popular. They raise awareness around Deaf culture and teach students and staff basic signs.

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

Auditing and focusing on signage, and auditing for universal design form 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 as it applies to signage. With the adopted policy in place, however, activities will be guided and coordinated.

2.8.6. Performing of universal access audits at faculties

As part of the implementation of the Universal Access Policy, 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 EqU

Students and staff in many environments are experiencing systemic forms of latent/hidden/subtle unfair discrimination and various forms of harassment, often without the will to come forward. It is evident that it is very challenging for staff and students who have been unfairly discriminated against, harassed or victimised by people, policies or practices to trust University structures. The EqU therefore needs to continue building trust in the Unit's staff, processes, partners and systems through compassion, accountability and fairness.

The EqU has appointed Larona Matee as Anti-Harassment and Discrimination Case Officer. Kaylon Weppelman was appointed as Programme Coordinator: HIV and Sexualities, filling in for Greg Smith, who has been on extended medical leave. This capacity will assist the Unit to improve its implementation of the national Post-School Education and Training Policy framework and to provide

expanded services to its constituency.

The adaptability to rethink and redo the work of the EqU was key in 2020 due to the COVID-19 national lockdown and restrictions. Much of 2020 was therefore dedicated to developing online curricula. Michelle Munro developed and presented several online courses that focused on HIV, gender, COVID-19, LGBTQIA+, gender inequality, GBV etc. The Unit also ran an online social media awareness campaign highlighting the importance of using social media with responsibility and accountability. Realising the potential to work differently contributed positively to a greater life/work balance and a new model was embraced while accommodating the traditional way of working. These lessons will be considered in maintaining the efficient use of various resources in 2021, where COVID-19 might continue to be a significant threat.

There were several highlights for the EqU in 2020:

- Born from the anti-GBV protests in 2019 and a memorandum handed to SU management by the SU Anti-GBV Movement, joint Anti-GBV Working Groups were established. After months of consultation, a draft report providing measures to combat GBV at SU was provided to the Rectorate.
- The EqU received R150 000 in funding for COVID-related initiatives from Higher Health after submitting a proposal for the relocation of grant funding.
- Mediation remained a strong part of the EqU's work. The Unfair Discrimination Portfolio successfully held four mediation sessions online, while the SU Advisory Panel held its first virtual panel.
- Kaylon Weppelman, in partnership with the Unit for Psychotherapeutic and Supportive Services, developed and presented the "Crucial Conversation Series", focusing on gender, to the staff of the Centre for Student Counselling and Development. The first sessions spoke to various topics including GBV and the role that popular culture plays in society today.
- Jaco Greeff Brink contributed the chapter *LGBTI work in student affairs* to the *Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practice* academic publication.

The EqU also successfully held its annual First Thing First HIV Testing Campaign in partnership with Higher Health, Marie Stopes, @Heart, Kheth'Impilo and the SU society QueerUS. Over 660 students and staff were tested and provided with information on sexually transmitted infections, body mass index and other health services.

Through the EqU social media Visual Arts Project, the Unit created new and strengthened existing partnerships with Sonke Gender Justice, the Institute for Justice and Reconciliation, Rape Crisis, the Ahmed Kathrada Foundation, Womxn and Queer Empowerment, QueerUS and SPECTRUM. The partnerships centred on dialogue about social justice challenges.

A number of engagements was held that included discussions at the Gender Indaba facilitated by Thembelihle Bongwana. The Anti-GBV Engagement was also hosted in collaboration with the DSAf and the National Department of Justice.

In 2019, the EqU conducted an anonymous online GBV survey with 1 166 student participants. The purpose of the survey was to assist EqU and, broadly, SU to understand the magnitude and nature of sexual victimisation experienced by students. The results reflected an alarming rate of unwanted sexual

contact, which has necessitated the need to upscale interventions to combat GBV at SU. The survey clearly indicated that formulating trust and actions taken by the University are essential to rebuilding existing negative perceptions.

Challenges experienced in 2020 include the following:

- Allegations of harassment and unfair discrimination continue to be a worrying issue. This is exasperated by the increased number of allegations made publicly on social media. Related to this is the challenge of maintaining a high level of confidentiality among complainants and respondents, as many discuss their complaints with their peers.
- The lack of trust that the constituency of the EqU has in it remains similarly worrying. Staff and students continue to harbour assumptions about the role of the Unit, especially in instances where cases are escalated to other SU stakeholders.
- Another worrying trend is the influence of external factors on complainants, who seem to feel pressurised into calling for harsher resolutions based on what is being said to them by external parties and peers.

Internal cooperation with Campus Health Services, Maties Gym, the Desmond Tutu TB Centre, FamCru/KidCru, the Centre for Student Communities, the Centre for Student Governance, Human Resources (Employment Equity and Labour Relations) and the Office for Student Discipline continues to improve, develop and mature.

The EqU continued its successful partnerships with Anova Health, the Be Part Yolunto Centre, Community Keepers, Landa Mabenga Consultancy, Positive Muslims, the Cape Peninsula University of Technology (CPUT) HIV Unit, the University of the Western Cape HIV Unit and the UCT Office for Inclusivity and Change. Further partnerships include Higher Health, the Western Cape Provincial Parliament, the Parliament of the Republic of South Africa, the Higher Education and Training: Health, Wellness and Development Centre (formerly known as HEAIDS), the Department of Health and the AIDS Coordinating Committee for Tertiary Institutions in the Western Cape.

2.9.2. Statistics regarding complaints
Table 6: Complaints (2016–2020)

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

2.9.3. Advancing security practices aligned with human rights and dignity

With the experience gained via the engagement with student-led movements like #OpenStellenbosch, #FeesMustFall and #EndInsourcing, several SU departments took hands to develop an institutional protocol for protests. This protocol serves as the guiding principles for the management of protest. The

protocol was approved by SU on 15 November 2017. SU and especially the departments involved with managing protest on campus follow and apply this protocol throughout.

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

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

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

To date, the administrative officer in the Rector's Office rendered administrative support to the Ombud but the Ombud now has her own personal assistant.

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

The rules for the Ombud were revised in 2017, in collaboration with the incumbent and other relevant parties in the University. According to the new rules, the term of office of the Ombud was extended from two to three years.

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

After the 2015 labour unrest on campus, SU decided that both the interests of the affected employees of external service providers and the interests of SU would be best served via a system and process of viable sourcing instead of a continued approach of blanket insourcing or outsourcing. Viable sourcing conducted transparently considers the input of various stakeholders and 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 and landscaping, and security) or when a need for a service is identified, SU follows the process of viable sourcing to assist in the decision-making process either to appoint a preferred external service provider or to insource a particular service.

The viable sourcing process should satisfy the following principles:

- Human dignity: In the case of external service providers, such service providers should have a good record of ensuring the human dignity of all their employees. The same applies in the case where such services are provided directly by SU. The human dignity of all employees is non-negotiable.
- Sustainability of the University: The sustainability of the University's core business, its academic project, should not be compromised by unsound sourcing decisions.
- Financial feasibility: Decisions on viable sourcing should be financially feasible and sustainable.
- Mutual best benefit: Decisions on viable sourcing should be to the mutual benefit of the affected employees, the University and business owners.

- Working conditions: Irrespective of the specific mode of viable sourcing, the working conditions of all employees should be governed by a code of conduct 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 the King IV Report on Corporate Governance for South Africa 2016.
- Transparency and confidentiality: Viable sourcing should be conducted openly and transparently without the legal confidentiality requirements of service providers being breached.
- Input from stakeholders: The process of viable sourcing should provide for the input of stakeholders in an appropriate manner.

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

2.10. Collaboration

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

The Transformation Office ensures SU's regular representation at Transformation Managers Forum meetings, regional gatherings and colloquia (such as the Strengthening Transformation in Higher Education Transformation Roundtable Discussion) and has active working relationships with UCT's and CPUT's transformation functions. It also participates in the activities of the Chair for Critical Studies in Higher Education Transformation at Nelson Mandela University (NMU) and of the Universities South Africa platforms of engagement. SU's Transformation Office is a partner in a project with NMU and the Central University of Technology to develop the Online Resource for Higher Education Transformation.

2.11. Broadening community engagement networks and forums

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

The Social Impact Strategic Plan is monitored by the Social Impact Committee (Senate) (SIC). The committee meets once per term and it evaluates and monitors the implementation of the Social Impact Strategic Plan. From the plan, a number of standing committees has come into being. The committees include the Memorandum of Understanding (MoU) Management Committee, which coordinates and evaluates existing and new MoUs between SU and various municipalities.

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

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

2.11.2. Identifying service delivery practices that prioritise social impact

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

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

Research funding for transformation and all other themes is linked to research development. Currently, the portfolio of transformation (including the Transformation Office) does not have a separate stream of funding for transformation. Such a stream might be necessary for transformation at SU to become embedded in scholarly work, since it might strengthen institutional work and 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 on transformation-linked, research-focused areas (including social-justice-related themes) should be prioritised. For a full list of the current transformation research initiatives at SU, see Addendum C.

2.12.2. Transforming research awards and recognition

The 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 discuss possibilities in this regard.

2.12.3. 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 and external stakeholders in direct collaboration with the Research Development Division.

2.12.4. 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) 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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Addenda

Addendum A: DHET Transformation Indicators and Plan

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

Governance	People	
Improve the effectiveness of governance structures – Council, the Institutional Forum, Senate and the SRC – in their roles.	Diversify key institutional governance structures.

Enable greater participation through intentional processes and practices to ensure that institutional diversity coincides with greater agency for the people of the University. This includes the assessment of decision-making processes and decision-making structures adhering to the directives and values of The SU Strategy.

Undertake a process of monitoring and analysing longitudinal diversity trends within institutional governance structures. | Monitor, report, analyse and communicate longitudinal diversity trends within institutional governance structures through infographics and other reporting tools with specific reference to the following:

• The SRC

• House committees and societies

• The Institutional Forum
• Senate and its subcommittees
• Council and its subcommittees

• The Convocation

Advance, expand and support enabling platforms for affinity organisations and staff stakeholder forums, e.g. the Women's Forum, the Maties Staff Forum, LBGTQI, religious and cultural societies, the disability sector, and staff and worker unions and partners.

Develop mechanisms to review meeting practices and procedures with regard to inclusion and creating a democratic experience.

Develop standardised tools to report on election and voting trends to monitor the levels of participation in Council and in SRC voting activities. |

Institutional cultures	Places	
Ensure that the University environment is less alienating for staff and students.	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.	Initiate a visual redress, renewal and renaming strategy that contextualises historical symbols, reintroduces silenced historical narratives and aligns symbols and building names within the SU Strategic Framework.
		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.
		Support cross-disciplinary social inclusion programmes through colloquia, faculty-based think tanks and student campaigns (ongoing).
		Institutionalise regular student and staff climate and culture surveys to review experiences and challenges with regard to inclusion.
Develop and implement programmes and activities aimed at promoting diversity.	Identify and build key transformation and change management competencies for students and staff. Develop and expand communication and engagement programmes that institutionalise critical dialogues, facilitate transparency and model social inclusion, the SU Strategic values and a culture of listening. Develop visual and written communication content and channels that are informative, communicate progress, articulate challenges and invite input and participation from students and staff.	Advance institutional training, engagement and leadership development that prioritise key transformation competencies among students and staff. Develop an institutional transformation glossary of terms, concepts and reading lists. Evaluate, track, develop and expand transformation leadership co-curricular courses and workshops for students in collaboration with the DSAf. Advance a performance management mechanism that recognises transformation competencies as a compulsory and priority skill for students and staff.

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

that promotes access to and the success of all students.		Language Policy.

Ensure the implementation of a language policy that promotes multilingualism.		Implement a multilingual programme offering as outlined in the Language Policy.

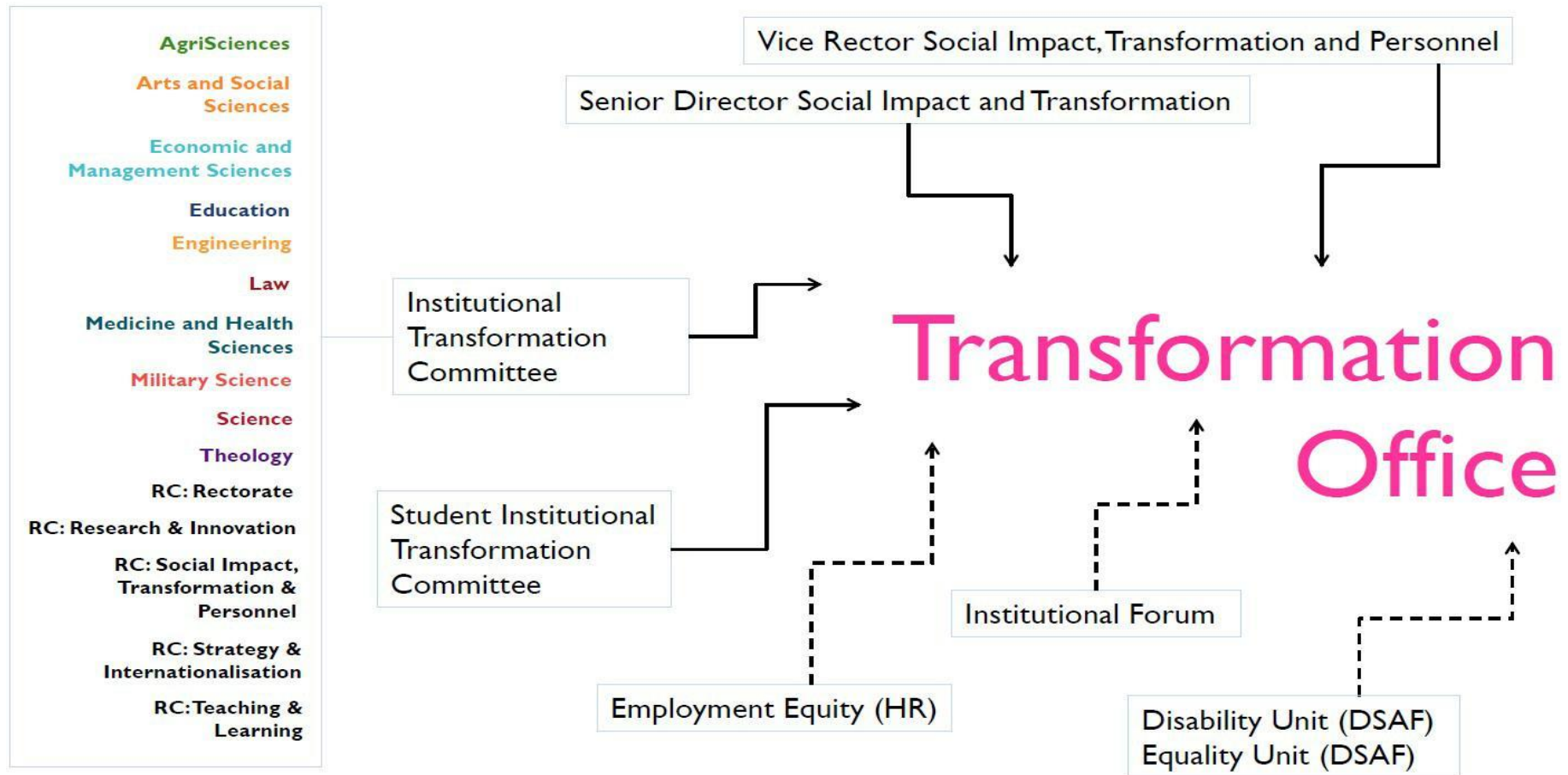| Staff development and equity	People	
Ensure the implementation of programmes and measures designed to accelerate focused recruitment, capacity development, greater representation and the retention of designated and underrepresented groups in the academic workforce, professoriate and University management.	Create a shared institutional responsibility for reaching targets.	Advance staff recruitment practices that support diversity targets. Increase student and staff diversity with a specific focus on increasing the percentage of black African, coloured and Indian students and staff. Introduce the annual monitoring, analysis and communication of progress in collaboration with stakeholder bodies and faculties with regard to the following: • Student enrolments (undergraduate and postgraduate) • Staff diversity on all post levels • Student throughput rates • Residential and private student organisation placements Advance annual engagement with faculties, departments and units with regard to targets that include equity figures and substantive initiatives to advance inclusion. Advance student recruitment, funding, placement and support practices that are fully aligned with strategic targets.

Curriculum reform	Programmes	
Review the curriculum to ensure that it is socially relevant and responsive to the development needs of the country.	Prioritise, expand and develop curriculum renewal and teaching methodologies to ensure the relevance of teaching and learning programmes to the societal transformation needs in the contexts of Africanisation, decolonisation and global relevance.	Track and report on faculty-based curriculum renewal activities that include both content renewal and teaching and learning methodologies to align with societal transformation needs. Continue and expand institutional teaching and learning colloquia, conferences and regional think tanks on curriculum renewal and emerging models.
Student support	**Programmes**	
Ensure the improvement of the quality throughput rates of students, particularly those from historically disadvantaged groups.	Prioritise and expand transformation support programmes that enable student and staff success by focusing on wellness, academic support, mentoring, psychological support, bereavement support, and the prevention and reporting of disciplinary breaches, sexual harassment and discrimination.	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. 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. Advance security and law enforcement practices and responses to protest and other forms of disturbance that adhere to human rights, dignity and safety standards.

Disabilities	Programmes	
Improve access to and the success of students and staff with disabilities.		Complete the review and approval of the Universal Access Policy (to replace the existing Disability Policy) with the following goals: • Define concepts regarded as essential to developing the University as a universally accessible institution of higher education. • Establish suitable systems, processes and practices to support all students and staff members who may experience functional limitations. • Guide the provision of inclusive and universally accessible teaching, learning and working environments. • Progressively adapt the physical design and structure of campus and faculty buildings. • Expand and strengthen the work of the Disability Unit. • Conduct signage audits to inform a coherent signage approach that adheres to universal design principles. • Expand facility audits on universal design and social inclusion, including gender-neutral bathrooms and accessible building designs.

Complaints	Programmes	
Ensure that the University has accessible, effective and efficient complaint handling mechanisms and procedures.		Strengthen and advance the work of the EqU with regard to reporting, case management, mediation, disciplinary recommendations and broad campus education. 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. Advance security and law enforcement practices and responses to protest and other forms of disturbance that adhere to human rights, dignity and safety standards.
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 advise, 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		Advance and monitor the Social Impact Policy and Strategic Plan. Introduce best practice guidelines for social impact initiatives. 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.

Transformative research and innovation programmes	Prioritise and deepen research outputs and themes that address the transformation needs of local and broader African societies. Develop an African footprint. Recognise study credits within the African context.	Monitor, expand on and report on research outputs on the following: • Themes that relate to the Strategic Framework and institutional transformation needs • Internationally recognised and local research on race, gender, disability and social justice and inclusion • The percentage of research funding available for Transformation Studies • The total number and value of grants • The percentage and value of funding support and development initiatives • The number of research clusters • The number of scholarly outputs

AgriSciences

Arts and Social Sciences

Economic and Management Sciences

Education

Engineering

Law

Medicine and Health Sciences

Military Science

Science

Theology

RC: Rectorate

RC: Research & Innovation

RC: Social Impact, Transformation & Personnel

RC: Strategy & Internationalisation

RC: Teaching & Learning

Vice Rector Social Impact, Transformation and Personnel

Senior Director Social Impact and Transformation

Institutional Transformation Committee

Student Institutional Transformation Committee

Transformation Office

Institutional Forum

Employment Equity (HR)

Disability Unit (DSAF) Equality Unit (DSAF)

Addendum C: List of current transformation research 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	Africa Centre for HIV/Aids Management	Policy vs. Practice The Application of HIV/AIDS Education in the School Curriculum: From the Perspective of Grade 12	HUM-approved, with stipulations

			Learners in Namibian Public and Private Schools in the Khomas Region	
21	Dr Melike Fourie	Vice-Rector (Research Innovation and Postgraduate Studies)	Predictors of negative intergroup outcomes in the South African context	Approved
22	Prof Mdutshekelwa Ndlovu	Centre for Pedagogy	Quality elements of After-School programmes (ASPs) in the Western Cape: A case study of two ASPs	Approved
23	Dr Mary Nel	Public Law	SOEL project	Approved
24	Ms Viwe Smith	Economics	Student Migration and Barriers to Attending ex-Model C Schools	HUM-approved, with stipulations
25	Prof Jonathan Jansen	Education Policy Studies	The "uptake" of 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