Job libraries for the Transformation Key Performance Area (KPA) and Objectives

Preamble
- This Job library document has been developed to assist and guide staff and line managers in deciding which of the Stellenbosch University objectives are relevant to a staff member's Work ~~Agreement~~ Plan (terminology change);
- This is a product of inclusive work by several role-players;
- This is a living document and may be adapted as input is received from environments and individuals to help further develop the libraries. Indicators can be added or omitted depending on what is relevant to the staff member's role;
- Should you find that a specific indicator is not reflected, please give feedback via (SUN-e-HR) or contact Dr Jean Farmer jeanlee@sun.ac.za at CASIT;
- The document contains the six (6) Stellenbosch University Transformation Objectives (column 3) and examples of indicators (column 4) for the nine (9) job level clusters (column 1) in the institution;
- The Resource Guide gives a step-by-step process on how and where on the Oracle system, staff would be able to select transformation objectives and write up their indicators;
- The term *Black as used in this document, refers to BCIA (Black African, coloured, Indian and Asian)

Job clusters: A grouping of jobs that share similar Key Performance Areas, skills, tasks, functions and responsibilities. The primary functions of the job cluster are the knowledge, skills and functions staff members must demonstrate in their roles.

The following job clusters are identified and relevant objectives and indicators can be found on these pages:

The three pillars of transformation at SU as set out in the Transformation_Policy_2025: People Place Programmes. These are interrelated to the ECARE values of equity, compassion, accountability, respect, and excellence. These pillars and values reflect on how the objectives influence the staff members role and activities.

Transformation objectives (six) serve to demonstrate or illustrate the measurable indicators to effectively align their job to the institutional transformation agenda.

1. Student diversity
2. Staff diversity
3. Transformation competencies
4. Universal access
5. Academic transformation
6. Broad-based Black Economic Empowerment (BBBEE)

Indicators: It is important to clearly, yet concisely, define the measurable outcomes for the objectives decided on by the staff member and their line manager.

Job Cluster	Foci of transformation at SU *Place *People *Programme	SU Transformation Objectives	Indicators (these are examples and should not be copied and pasted)
Executive (top and senior level) Examples: Rector, Deputy Vice Chancellor, Registrar, Chief Operating Officer, Dean, Chief Director, Senior Director, Director Leadership roles responsible for the overall strategic, academic, human	*Audits on universal design and social inclusion / Process to monitor and evaluate extent to which recommendations made by the report taken up by environment *Audit of facilities management programme re for universal design and social inclusion / Process to monitor and evaluate the extent	Transformation KPAs	The Transformation goals for the Executive job cluster are to ensure that the institutional transformation goals are aligned with both the evolving Higher Education Transformation agenda and transformation initiatives that originate in the broader university community. Executive job level staff manage the institutional transformation project, as well as monitor and advise on the university's transformation priorities and initiatives.
		Student diversity	• Ensure an institution that engages holistic transformation • Maintain and enhance an institution of academic excellence • Generate external funding to strengthen and enhance diversity in the ranks of staff and students. • Ensure student access and success through policies, plans, monitoring and evaluating,

resource, financial and operational management of the institution. Focused on the advancement of the university's mission, vision and goals. The primary function is strategy development and implementation. Positions are concerned with the leadership and management of the university at the senior and top management level. This includes accountability for the university financial health,	to which recommendations made by audit report taken up *Visual redress projects that: Contextualise historical symbols; Elevate and make visible a. the narratives of the historically silenced and currently marginalised b. as well as privilege and power afforded by colonialism and apartheid; Challenge dominant narratives; Aligns symbols and building names with VSF / A process and tool to		information distribution, mentoring and providing support, and engagement by all Example: Contributing to and accelerating the diversity of the student body in faculty allocation and residence placements • Advance an institution that offers a transformative student experience through academic excellence and equal inclusion Example: by promoting the development of a welcoming and supportive living and learning environment for students
		Staff diversity	• Manage and accelerate the diversity of staff Example: through developing and implementing the university's Employment Equity Plan and Report • Ensure equity in the career advancement of staff through promotion and reward • Ensure an institution that engages holistic transformation, maintains excellence and staff satisfaction through policies, plans, monitoring and evaluating, information distribution, mentoring and providing support, and engagement by all

people strategy, academic standing, transformation and social justice interventions.	measure and evaluate the quality of visual redress projects above mentioned vis a vis their stated outcomes. *Staff and student culture survey every four years / Review of the current climate survey to ensure that it accurately records and measures diversity and inclusion, according to current international best practice / Implementation of diversity and inclusion index,		• Generate external funding to strengthen and enhance diversity in the ranks of staff and students. • Encourage an institution that is an employer of choice and equal inclusion • Participate in staff conversations and engaging in needs assessments Example: Staff Wellbeing programmes
		Transformation competencies	• Steer the university's transformation journey through the Institutional Transformation Committee Example: implementing the transformation policy and plan across environments • Engage and participate in transformation training sessions with staff and students • Participate in conversations with student bodies and staff transformation committees to advance understanding of needs and expectations • Execute plans to renew institutional culture(s) through advising and supporting initiatives • Prioritise health, well-being and social awareness of staff and students through practices and programmes

	including international benchmarking. Transformation Committee in faculty or RC/Division *Expand recruitment / Analysis of exit and formative interviews / Retention strategies / Inclusion of demonstrable transformation competency and track records of staff / Alignment of institutional EE targets with national targets / *Assess institutional/facult		- Ensure and evaluate the implementation of programmes with pre-determined outcomes in line with needs and expectations - Eliminate existing exclusionary practices that alienate specific groups - Participate in courses e.g. Critical Diversity Literacy - Participate in continuous training and development with a focus on understanding transformation in the broader HE-sector as well as value driven management. - Ensure graduate attributes are implemented to enhance transformation competencies of students to enhance the student experience. - Engage in cultural programmes, casual and formal engagements - Engage in visual redress activities, including contextualising historical symbols - Develop, coordinate, implement and monitor a comprehensive and integrated SU transformation plan in a consultative fashion Example: Monitoring & evaluating the institutional plan
		Universal access	Ensure adherence to the Accessibility Guidelines of the institution

	y level decolonial programme planning "Renew curriculum including both content renewal and teaching and learning methodologies that explicitly respond to colonialism, systemic racism or other examples of structural inequality and violence".		• Audit university infrastructure to comply with universal access and universal design principles. • Enhance institutional priorities for space management that enhance student success and academic excellence. • Ensure the culture of universal access and visual redress is prioritised across the institution • Strategically advance the inclusion of students with disabilities at the curriculum level (Deans, HODS, senior academics)
		Academic transformation	• Adhere to critical transformation scholarship on the university and its context, with a focus on epistemological (knowledge making) diversity in Research • Prioritise student success through ensuring engagement about best practices and needs assessments towards student success • Generate extensive research initiatives and themes that relate to SU's institutional transformation needs • Ensure and enhance engagement in research on the African continent and globally.

			• Ensure inclusion of student bodies in decision-making on academic matters in line with the transformation agenda of the university. • Advancing of policies and plans for learning spaces refurbishment and installations initiatives • Enhance engagement around the graduate attributes • Advance critical transformation scholarship about the university and its context(s), with a focus on epistemological (knowledge making and sharing) diversity • Generate funding for nationally and internationally recognised research on race, gender, disability, transformation, diversity inclusion and social justice and research that positively impacts society in general. • Create more recognition and reward for nationally and internationally recognised research on race, gender, disability, transformation, diversity inclusion and social justice integration of stakeholders into decision making • and governance structures. This can include various internal and external stakeholders. •

		BBBEE	- Align SU's strategy with the BBBEE strategy - Enable the achievement of SU' s BEE objectives - Strengthen the representation of Black stakeholders on Council, Executive, Senior, Middle and Junior Management as well as Black employees with disabilities. This is to be done in relation to set EE targets - Enable Skills Development Expenditure on any programme specified in the Learning Programme Matrix for black people as a percentage of the Leviable Amount - Enable Learnerships, Apprenticeships and Internships for black people - Enable preferential procurement, supplier development and enterprise development - Enable socio-economic development also through engaging with and supporting enterprise development in communities local to the SU campuses - Secure and expand partnerships with black owned vendors, artisans and other suppliers (procurement) - Recruitment processes to ensure employment of diverse workforce

			• Participate in training and development in order to gain advanced skills • Promote and inclusive institutional culture • Implementing socio-economic development programmes • Drive institutional governance and compliance boosting employment wellbeing and retention
Academic Examples: Professor, Associate Professor, Senior Lecturer, Lecturer, Junior Lecturer Responsible for research and innovation, teaching and learning, and social responsiveness.	Assess and enhance programme and or departmental level decolonial programme planning "Renew curriculum including both content renewal and teaching and learning methodologies that explicitly respond to	**Student diversity**	• Engage and enhance a research agenda and plan to enhance and encourage critical, sustainable, and transformative topics which attracts a diverse cohort of students. For example: Food security, urban behaviours, engineering for Africa, geo-politics. • Engage in sustainable, transformative research and teaching • Attract post-graduate students • Focus on research that can positively impact society • Focus on engaged research and knowledge exchange • Train and develop support study leaders to better support students

Typically involves teaching students, conducting research, publishing academic papers, and contributing to the advancement of knowledge within a particular field. The primary functions are research and innovation, teaching and learning, leadership, management and administration, and social responsiveness, where the former two are core	colonialism, systemic racism or other examples of structural inequality and violence" *Assess programme level decolonial programme planning "Renew curriculum including both content renewal and teaching and learning methodologies that explicitly respond to colonialism, systemic racism or other examples of structural inequality and violence" Strategic		• Develop programmes that support study leaders to better understand the world of students and their various social contexts • Focus on student centred support • Make student success a priority through engagement, knowing the challenges and follow up • Ensure academic and technical staff are properly trained to engage, teach and assess students in equitable ways • Renew materials, programmes and curricula are renewed • Prioritise student success through engagement • Ensure proper training of academic, tutoring, and technical staff to engage, teach, assess students in equitable ways • Ensure renewal of academic and transformation materials, programmes and curricula • Ensure diversity of post-graduate student supervision
		Staff diversity	• Advance employment equity • Contribute and accelerate staff diversity

requirements. At least 50% of time is spent on teaching and learning and research activities. In the research component, the position-holder creates and develops the intellectual infrastructure of subjects and disciplines through the invention or generation of ideas, images, performances and artifacts where these manifestly embody new or	recruitment/ Analysis and addressing of workplace access barriers / barriers to employment equity/ Analysis of culture and climate surveys and implementation of climate survey recommendations / Embody inclusive leadership, value based working relations and leadership participation in diversity and inclusion initiatives/ Career development - progression strategies/		Example: through developing and implementing the university's Employment Equity Plan and transformation agenda • Ensure equity in the career advancement of staff through encouraging promotion and reward • Ensure engagement about holistic transformation, maintaining excellence and staff satisfaction by adhering to policies, plans, monitoring and evaluating, information distribution • Mentor and provide support, and engagement for staff • Advance the strategic objective of the institution as an employer of choice and equal inclusion • Participate in staff conversations and engage with staff • Manage needs assessments Example: Staff Wellbeing programmes
		Transformation competencies	• Bring social awareness into programmes • Advance the graduate attributes to enhance own and student competencies. • Consider expanding service learning/work integrated learning opportunities.

substantially developed insights by building on existing knowledge to produce new or substantially improved materials, devices, products, policies or processes. The research work results in the production of peer-reviewed outputs in his/her field such as research papers, reports and conference papers. Responsible for the funding of the	Allocating Funding for EE and Diversity/ Analysis of exit and formative interviews / Retention strategies / Inclusion of demonstrable transformation competency and track records of staff /Implementation of Institutional - environment EE Plan and Policy and Code for EE and Diversity/ Alignment of institutional EE targets with national targets. *Visual redress		• Communicate effectively with students and staff around issues of social and cultural awareness • Align with prescribed focus of professional bodies. • Where exclusionary practices exist, this must be remedied. • Engage in transformation related training and development programmes – also with a focus on the SU values • Participate in training sessions for transformation competencies Example Transformation Learning Network and Critical Diversity Course. • Ensure graduate attributes are implemented to enhance transformation competencies of students to enhance the student experience. • Engage in cultural programmes, casual and formal engagements • Engage in visual redress activities, including contextualising historical symbols
		Universal access	• Ensure adherence to the Accessibility Guidelines of the institution • Support institutional priorities for space management that enhance student access, success and academic excellence.

research through external contracts, fundraising or application through funding bodies	projects that: Contextualise historical symbols; Elevate and make visible a. the narratives of the historically silenced and currently marginalised b. as well as privilege and power afforded by colonialism and apartheid; Challenge dominant narratives; Aligns symbols and building names with VSF / A process and tool to measure and evaluate the quality of visual		• Encourage accessible learning environments i.e. ensuring that physical classrooms and surrounds are physically accessible • Raise awareness of inaccessibility issues with relevant parties • Contribute to a culture of universal access in the faculty/ department through identification and elimination of exclusionary practices • Ensure the culture of universal access and visual redress is prioritised in the faculty • Strategically advance the inclusion of students with disabilities at the curriculum level
		Academic transformation	• Adhere to critical transformation scholarship on the university and its context, with a focus on epistemological (knowledge making) diversity Research • Generate, create and recognise more nationally and internationally recognised research on race, gender, disability, transformation, diversity inclusion and social justice • Generate more research themes that relate to SU's institutional transformation needs

| | redress projects above mentioned vis a vis their stated outcomes. Focus on teaching and learning that can address societal needs. | | Focus on research, teaching and learning that can positively impact society Strategically encourage equal inclusion of all students at the curriculum level Advance learning spaces refurbishment and installations to accommodate student engagement Renewal of curriculum to include transformation related themes Highlight the social impact imperatives of academic transformation within the faculty/ department Follow a research agenda and plan that enhances and encourages critical, sustainable, and transformative topics that can positively impact society. E.g. Food security, urban behaviours, engineering for Africa, geo-politics. Engage in sustainable, transformative research. Attract post-graduate studies from diverse backgrounds Mentor, guide and support postgraduate students Transformation of the curriculum through the integration of staff development, review of the curriculum and pedagogies. |

			- Develop and implement integrated programme for student success. Develop end to end support for academics to transform teaching and learning. - Enhance the possibilities of expanding service-learning/ work integrated learning opportunities - Transformation of the curriculum through the review of the curriculum and pedagogies to accommodate diversity of students. - Develop and implement integrated programme for student success (that includes student support) - Award bursaries and funding to strengthen the academic project and enhance diversity students - Create a transformative student experience for student success. - Align programmes to the graduate attributes of SU.

		BBBEE	• Ensure Skills Development Expenditure on any programme specified in the Learning Programme Matrix for black people as a percentage of the Leviable Amount • Ensure Learnerships, Apprenticeships and Internships for Black people • Ensure preferential procurement, supplier development and enterprise development where applicable • Promote socio-economic development • Ensure the implementation and alignment of faculty/ departmental plans with its BBBEE strategy • Ensure the achievement of SU' s BEE Objectives • Promote and inclusive institutional culture through exposure of students to BBBEE businesses • Implementing socio-economic development programmes
Research Academic Examples: Professor,	Assess and enhance programme and or	**Student diversity**	• Follow and enhance a research agenda and plan to enhance and encourage critical, sustainable, and transformative topics which attracts a diverse

Associate Professor, Senior Researcher, Researcher, Junior Researcher Primarily involved in research and innovation. Include elements of teaching and learning but the main responsibilities comprise research outputs, postgraduate supervision, and identifying funding opportunities. The primary functions are research and innovation,	departmental level decolonial programme planning "Renew curriculum including both content renewal and teaching and learning methodologies that explicitly respond to colonialism, systemic racism or other examples of structural inequality and violence" Assess programme level decolonial programme planning "Renew curriculum including both content renewal		cohort of students. For example: Food security, urban behaviours, engineering for Africa, geo-politics. • Engage in sustainable, transformative research • Attract post-graduate students • Focus on research that can positively impact society • Focus on engaged research and knowledge exchange • Train and develop support study leaders to better support students • Develop programmes that support study leaders to better understand the world of students and their various social contexts • Focus on student centred support • Make student success a priority through engagement, knowing the challenges and follow up • Ensure academic and technical staff are properly trained to engage, teach and assess students in equitable ways • Renew materials, programmes and curricula are renewed

leadership, management and administration, and social responsiveness. The position will generally include some teaching but ancillary to research and limited in proportion to the research component of the position. In the research component, the position-holder creates and develops the intellectual infrastructure of subjects and disciplines through the	and teaching and learning methodologies that explicitly respond to colonialism, systemic racism or other examples of structural inequality and violence" Strategic recruitment/ Analysis and addressing of workplace access barriers / barriers to employment equity/ Analysis of culture and climate surveys and implementation of climate survey recommendations / Embody inclusive leadership, value	**Staff diversity**	• Advance employment equity • Contribute and accelerate staff diversity Example: through the development and implementation of the university's employment equity plan and transformation agenda • Ensure equity in the career advancement of staff through encouraging promotion and reward • Ensure engagement about holistic transformation, maintaining excellence and staff satisfaction by adhering to policies, plans, monitoring and evaluating, information distribution • Mentor and provide support and encouragement for staff • Advance the strategic objective of the institution as an employer of choice and equal inclusion • Manage needs assessments Example: staff wellbeing programmes
		Transformation competencies	• Eliminate exclusionary practices • Engage in continuous transformation related training and development • Ensure adherence to the Language Centre's language policy use

invention or generation of ideas, images, performances and artefacts where these manifestly embody new or substantially developed insights by building on existing knowledge to produce new or substantially improved materials, devices, products, policies or processes. The research work results in the production of peer-reviewed outputs in his/her	based working relations and leadership participation in diversity and inclusion initiatives/ Career development - progression strategies/ Allocating Funding for EE and Diversity/ Analysis of exit and formative interviews / Retention strategies / Inclusion of demonstrable transformation competency and track records of staff /Implementation		Example: information leaflets should be available in 3 languages (English, Afrikaans, isiXhosa) • Advance social impact through being critical in choosing student engagement with practice and industry for experiential learning • Incorporate social awareness into programmes to enhance own and student competencies • Incorporate graduate attributes into programmes to enhance own and student competencies • Support students to understand the various social contexts that will impact them and those that they support/work with • Debrief with students regarding experiences in clinical settings • Guide students to manage relations with community members, partners and fellow students • Participate in courses e.g. Critical Diversity Literacy • Involve students in decision-making and processes • Involve external role-players e.g. members of local communities in engaging topics and/or engaging with students • Engage in cultural programmes, casual and formal engagements

field such as research papers, reports and conference papers. Responsible for the funding of the research through external contracts, fundraising or application through funding bodies.	of Institutional - environment EE Plan and Policy and Code for EE and Diversity/ Alignment of institutional EE targets with national targets. *Visual redress projects that: Contextualise historical symbols; Elevate and make visible a. the narratives of the historically silenced and currently marginalised b. as well as privilege and power afforded by colonialism and apartheid;		• Engage in visual redress activities, including contextualising historical symbols
		Universal access	• Support institutional priorities for space management that enhance student success and academic excellence with universal access • Encourage accessible learning environments, i.e. ensuring that physical classrooms and surrounds are physically accessible and that where problems arise, these are brought to the attention of the relevant parties • Strategic encouragement at the curriculum level (Deans, HODS, senior academics) of the inclusion of students with disabilities. • Open to engage with students with specific teaching, learning and assessment needs • In managing staff in the dept/faculty, management qualification/s should be in place as soon as a special needs appointment is made. • Manage diversity in a qualitative way is, with reference to staff with disabilities or specific needs • Participate in programmes such as Lead with Disability for staff

	Challenge dominant narratives; Aligns symbols and building names with VSF / A process and tool to measure and evaluate the quality of visual redress projects above mentioned vis a vis their stated outcomes.		• Invite the Disability Unit to do bespoke/tailored disability support sessions, applicable to students and staff • Liase with students regarding physical access matters • Approach maintenance/facilities staff for any issues highlighted that impacts classroom learning and teaching. • Raise awareness in clinical settings such a clinics/hospitals, around access, particularly when working with vulnerable populations. • Consider universal access in environments. Example: Comfortable seating areas, ramps access, inclusion of D/deaf patients using technologies • Consider students specific needs in liaison with student and environments / clinical settings to ensure universal access for students and patients. • Engage in advocacy work can be done too to encourage disability inclusion. • Ensure the culture of universal access and visual redress is prioritised in teaching •

		Academic transformation	• Engage in critical transformation scholarship on the university and its context, with a focus on epistemological (knowledge making) diversity • Generate more nationally and internationally recognised research on transformation, diversity inclusion, social justice, race, gender, disability, etc • Advance learning spaces refurbishment and installations to accommodate student engagement • Generate more research themes that relate to SU's institutional transformation needs • Create more recognition and reward for nationally and internationally recognised research on race, gender, disability, transformation, diversity inclusion and social justice • Renew curriculum including both content renewal and teaching and learning methodologies that explicitly respond to colonialism, systemic racism or other examples of structural inequality and violence. • Engage with professional bodies such as the HPCSA might have to be involved with programmes adaptions as the extent to which FMHS programmes can be adapted may be limited.

		BBBEE	• Ensure preferential procurement, supplier development and enterprise development • Promote socio-economic development • Ensure the achievement of SU' s BEE Objectives to the extent that it applies. • Ensure the implementation and alignment of faculty/ departmental plans with its BBBEE strategy • Promote and implement inclusive institutional culture and development programmes through exposure of students to BBBEE businesses
Clinical Teaching Examples: Clinical Facilitator/ Trainer, Clinical Supervisor Responsible for providing clinical teaching, training,	Participation in EE and Diversity, inclusion initiatives. Embody inclusive leadership on the clinical platform, value based working relations / Apply	**Student diversity**	• Follow and enhance a research agenda and plan that encourages critical, sustainable, and transformative topics which will attract diverse cohort of students. E.g. Food security, urban behaviours, engineering for Africa, geo-politics • Engage in sustainable, transformative research • Attract post-graduate students • Focus on research that can positively impact society

and developing the knowledge and skills of others. Provide practical training and experience to students and trainees and only occurs in the Faculty of Medicine and Health Sciences (FMHS). The primary functions are research and innovation, teaching and learning, leadership, management and administration, and social responsiveness,	institutional and environment EE Plans and Code for EE and Diversity. Focus on relation with societal partners, stakeholders and communities with a focus on bringing about positive change as part of a learning experience.		• Focus on engaged research and knowledge exchange • Engage in training and development that can support study leaders to better support students • Develop training and development programmes that support study leaders to better understand the world of students, the various societal contexts, etc • Focus on student centred support • Make student success a priority through engagement, knowing the challenges and following up • Ensure academic and technical staff are properly trained to engage, teach, assess students fairly • Ensure that materials, programmes and curricula are renewed
		Staff diversity	• Advance employment equity • Generate more nationally and internationally recognised research on race, gender, disability, transformation, diversity inclusion and social justice • Generate more research themes that relate to SU's institutional transformation needs

the latter including clinical service responsibilities. At least 50% (depending on clinical rank) of time is spent on clinical service. In the research component, the position-holder creates and develops the intellectual infrastructure of subjects and disciplines through the invention or generation of ideas, images, performances and			- Create more recognition and reward for nationally and internationally recognised research on race, gender, disability, transformation, diversity inclusion and social justice - Advance employment equity - Contribute towards advancing the diversity of staff Example: through developing and implementing the university's Employment Equity Plan - Ensure equity in the career advancement of staff through encouraging promotion and reward - Ensure engagement about holistic transformation, maintaining excellence and staff satisfaction through adhering to policies, plans, monitoring and evaluating, information distribution, mentoring and providing support, and engagement - Advance the strategic objective of the institution as an employer of choice and equal inclusion - Participate in staff conversations and engaging in needs assessments Example: Staff Wellbeing programmes

artifacts where these manifestly embody new or substantially developed insights by building on existing knowledge to produce new or substantially improved materials, devices, products, policies or processes. The research work results in the production of peer-reviewed outputs in his/her field such as research papers, reports and conference		**Transformation competencies**	• Understand and portray how your role impacts on the student and staff experience of SU and take initiative and or partake in relative engagements • Understand how your role impacts on external partners, stakeholders and clients who visit SU • Ensure that graduate attributes are implemented to enhance transformation competencies of students to enhance the student experience. • Participate in courses e.g. Critical Diversity Literacy • Engage in cultural programmes, casual and formal engagements • Engage in visual redress activities, including contextualising historical symbols
		Academic transformation	• Adhere to critical transformation scholarship on the university and its context, with a focus on epistemological (knowledge making) diversity research • Demonstrate use of technology and infrastructure provided to enhance student success – with regard to universal access and academic performance • Development and delivery of professional development for academics that supports pedagogic and curricular transformation.

| papers. S/he is responsible for the funding of the research through external contracts, fundraising or application through funding bodies | | | | • Advance learning spaces refurbishment and installations to accommodate student engagement
• Engage in ongoing transformation related training and development
• Integrate data analytics and advising to reduce the achievement gap among students
• Engage in the transformation of the curriculum through programme renewal
• Promote a transformative student experience through support for student success
• Ensure alignment of programmatic offering to the graduate attributes of SU
• Understand and guide the transformative student experience both in the academic and PASS environments.
• Support, mentor and enhance the development of reportees
• Create a welcoming environment through management style, nature of engagements, support and encouragement of open engagement. |
| | | | **Universal access** | • Listen and engage with staff and students with disabilities where needed and where further support is requested. |

			• Treat staff and students respectfully during such engagements. • Consider physical access matters in liaison with the student must be considered and maintenance/facilities staff approached for any spatial issues highlighted • Engage students and the Disability Unit where programmes of study might need to be adapted, adjusted, alternatives sought for modules due to a student's disability • Practise reasonable accommodation as per disability policy guidelines. • In the management of staff in the dept/faculty, management qualification/s should be in place as soon as a special needs appointment is made. • Manage diversity in a qualitative way, with reference to staff with disabilities or specific needs • Participate in programmes such as Lead with Disability for staff. • Invite the Disability Unit to do bespoke/tailored disability support sessions, applicable to students and staff • Ensure the culture of universal access and visual redress is prioritised in teaching

		B-BBEE	• Recruitment processes to ensure employment of diverse workforce • Promote skills development relevant within communities where students practice • Participate in training and development • Gain advanced skills through training and contribute to a more skilled workforce e.g., physiotherapy students on the community platforms • Promote and inclusive institutional culture • Implement socio-economic development programmes
Managers Examples: Specified Manager positions Responsible for managing operations within the institution.	Assess environment level decolonial programme planning. Address systemic racism or other examples of structural	**Student diversity**	• Raise awareness amongst reporting staff regarding access policies (e.g. Admissions and Residence Placement policies) • Participate in social impact and transformation activities and events that highlight student issues. • Understand the world of students as to enhance awareness of the transformative student experience.

		Staff diversity	• Adhere to and raise awareness to critical transformation initiatives towards creating a welcoming culture and inclusion within the university context for all staff • Advance employment equity • Create recognition and reward amongst staff for nationally and internationally recognised transformation agenda regarding race, gender, disability, transformation, diversity inclusion and social justice
Often involve leading teams, problem solving, and managing resources to achieve strategic goals. Adaptability/ flexibility, Administration, Analytical thinking/problem solving, Asset management , Building interpersonal relationships, Building partnerships, Change management, Client service and support, Clinical practice, Communication,	inequality and violence. Strategic recruitment/ Analysis and addressing of workplace access barriers / barriers to employment equity/ Analysis of culture and climate surveys and implementation of climate survey recommendations / Embody inclusive leadership, value based working relations and leadership participation in diversity and inclusion initiatives/ Career	Transformation competencies	• Ensure adherence amongst staff of specific Transformation objectives of the institution • Demonstrate the impact of the role on the staff experience at SU • Demonstrate impact of engagements on external partners, stakeholders and clients who visit SU. • Participate in conversations with staff transformation committees to advance understanding of needs and expectations • Execute plans to renew institutional culture(s) through advising and supporting initiatives amongst staff • Ensure and evaluate the implementation of programmes with pre-determined outcomes in

			line with needs and expectations of transformation
The primary function is the academic leadership and management of an academic department or research unit. Positions are concerned with the academic leadership of a department, its scholarship, its teaching and its standards, to develop its staff, and to grow it into a well-functioning academic unit. Responsibility includes the tactical	development - progression strategies/ Allocating Funding for EE and Diversity/ Analysis of exit and formative interviews / Retention strategies / Inclusion of demonstrable transformation competency and track records of staff /Implementation of Institutional - environment EE Plan and Policy and Code for EE and Diversity/ Alignment of		- Eliminate existing exclusionary practices that alienate specific groups - Participate in courses e.g. Critical Diversity Literacy - Participate in continuous training and development with a focus on understanding transformation in the broader HE-sector as well as value driven management. - Engage in cultural programmes, casual and formal engagements - Engage in visual redress activities, including contextualising historical symbols
		Universal access	- Ensure adherence to the Accessibility Guidelines of the institution - Practically enable Universal access – contractors; - Offer examples of improvement of infrastructure for people living with disabilities - Offer example of respecting differences - In managing staff in the dept/faculty, management qualification/s should be in place as soon as a special needs appointment is made.

implementation of strategic decisions within a function. Staff members in these roles spend most of their time managing at least two staff levels. They are directly involved in policy development and have discretion over the deployment of resources including people, finance and technology.	institutional EE targets with national targets. *Visual redress projects that: Contextualise historical symbols; Elevate and make visible a. the narratives of the historically silenced and currently marginalised b. as well as privilege and power afforded by colonialism and apartheid; Challenge dominant narratives; Align symbols and building names with VSF / A process and tool to measure and		• Managing diversity in a qualitative way is crucial, with reference to staff with disabilities or specific needs. • Participation in programmes such as Lead with Disability for staff. • Inviting the Disability Unit to do bespoke/tailored disability support sessions, applicable to students and staff. • Ensure the culture of universal access and visual redress is prioritised in the environment •
		Academic transformation	• Advance learning spaces refurbishment and installations to accommodate student engagement • Encourage staff to further studies to enhance their role at the institution
		B-BBEE	• Remedy exclusionary practices that might exist • Good practice guidelines for meaningful stakeholder and partner participation • Create process and tools to monitor and evaluate the best practices, protocols and processes, • Review of current protocols and process

	evaluate the quality of visual redress projects above mentioned vis a vis their stated outcomes.		• Demonstrate the extent to which vendors are sourced to include black owned business and/or suppliers. • Demonstrate a welcoming environment for internal and external partners • Promoting skills development • Participate in training and development • Gain advanced skills through training and contribute to a more skilled workforce • Facilitating financial management for compliance • Promote and inclusive institutional culture • Implementing socio-economic development programmes • Facilitate institutional governance and compliance • Boosting employment wellbeing and retention
Administrative Support Examples: Assistant, Administrator, Administrative Officer, Bursary Officer, Coordinator, Data	Source and engage stakeholders/ partners to complete tasks and targets set by environment manager for universal access, visual redress, etc.	**Staff diversity**	• Create a welcoming environment • Be inclusive in staff engagements
		Student diversity	• Create a welcoming environment • Enhance the transformative student experience for student success • Align of programmes to the graduate attributes of SU. • Analyse learning and teaching spaces in terms of enabling student engagement

Capturer, Departmental Officer, Facilitator, Financial Officer, Faculty Officer, General Officer, Intern, Personal Assistant, Secretary Responsible for providing administrative support and/or coordinating functional activities to ensure efficient Administration, Analytical thinking/problem solving, Building interpersonal relationships,	B-BBEE procurement and targets Evaluate suppliers Create a welcoming and engaging environment – also for external stakeholders.		• Integrate data analytics • Advise on ways to reduce the achievement gap among students
		Transformation competencies	• Due to often direct contact with internal and external stakeholders understand and portray how your role impacts reception at the university • Ensure relationship building amongst staff • Participate in courses e.g. Critical Diversity Literacy • Practice efficiency so that staff and students may experience supportive environment • Follow good practice guidelines into already existing protocols and processes • Report on deliverables, challenges and enablers towards an efficiently organised institution • Review of current protocols and process • Practice effective communication with other staff members. • Engage in cultural programmes, casual and formal engagements • Engage in visual redress activities, including contextualising historical symbols
		Universal access	• Ensure adherence to the Accessibility Guidelines of the institution

Client service and support, Administrative Support operations within the institution. May include financial aspects. The primary function is administrative, clerical or secretarial. Positions are generally well-defined however they may involve unforeseen occurrences/situations that require reliance on previous experience. Staff members in these roles are typically engaged in			• Ensure the culture of universal access and visual redress is prioritised in the environment • Take initiative to report on physical access challenges to buildings • Universal access be aware and report on barriers
		Academic transformation	• Advance learning spaces refurbishment and installations to accommodate student engagement
			•
		BBBEE	• Contribute to BBBEE in procurement • Sourcing service providers • Drawing up a rating scale for service providers • Demonstrate the extent to which a welcoming environment is created for internal and external stakeholders including students, staff and external parties. • Understand the SU values and demonstrate interpretation and implementation in the role. • Coordinating recruitment processes to ensure employment of diverse workforce • Promoting skills development • Participate in training and development

administrative and finance activities within faculties or PASS departments. They would decide on how best to carry out operations within a selected process.			- Gain advanced skills through training and contribute to a more skilled workforce - Assisting with supply development and procurement - Facilitating financial management for compliance - Promote and inclusive institutional culture - Support supply development - Facilitate compliance boosting employment wellbeing and retention
Operational Support Assistant, Craftsman, Driver, Electrician, Farm Labourer, Field Worker, Foreman, Handyman, Laboratory Assistant, Maintenance Officer, Operator, Patrol Officer,	Good practice guidelines for meaningful stakeholder participation, Process and tool to monitor and evaluate the extent to which these best practices are being adhered to by event organisers / Inclusion of good	**Student diversity**	- Enhance the transformative student experience for student success - Analyse learning and teaching spaces in terms of enabling student engagement - Integrate data analytics - Advise on ways to reduce the achievement gap among students
		Staff diversity	- Create a welcoming environment for all - Be inclusive in engagements
		Academic transformation	Transformation of the curriculum through the integration of staff development, review of the

Security Officer, Storeman Responsible for providing essential, skilled services to support the daily operations of the institution. Focused on the efficiency of the institution's facilities and services. The primary function is skilled activities in a craft or trade or general operations. Positions are generally well defined however	practice guidelines into already existing protocols and processes, review of current protocols and process Embody inclusive practice, value based working relations participation in diversity and inclusion initiatives/		curriculum and pedagogies. Develop and implement integrated programme for student success. Develop end to end support for academics to transform teaching and learning • Development and delivery of professional development for academics that supports pedagogic and curricular transformation • Transformation of the curriculum through programme renewal • Direct support to faculty in the development of teaching, learning and assessment based on social justice principles • Engage in research for current and best practice for transforming and decolonising curricular activities • Advance learning spaces refurbishment and installations to accommodate student engagement
		Universal access	• Ensure adherence to the Accessibility Guidelines of the institution • Remedy exclusionary practices, based on disability, where they exist

they may involve unforeseen occurrences/situations that require reliance on previous experience. Staff members in these roles typically spend their time ensuring the smooth running of facilities and services. They would decide on how best to carry out operations within a selected process.			• Delivery of professional development opportunities to academic staff to design curricula based on universal access principles • Ensure the culture of universal access and visual redress is prioritised in teaching
		Transformation competencies	• Due to often direct contact with internal and external stakeholders understand and portray how your role impacts reception at the university • Initiate relationship building • Participate in courses e.g. Critical Diversity Literacy • Practice efficiency so that staff and students may experience supportive environment • Follow good practice guidelines into already existing protocols and processes • Report on deliverables, challenges and enablers towards an efficiently organised institution • Review of current protocols and process • Practice effective communication with other staff members. • Engage in cultural programmes, casual and formal engagements • Engage in visual redress activities, including contextualising historical symbols

		BBBEE	• Contribute to BBBEE in procurement • Promoting skills development • Participate in training and development • Gain advanced skills through training and contribute to a more skilled workforce • Assisting with supply development and procurement • Promote and inclusive institutional culture • Support supply development
Specialist Support Responsible for providing specialist expertise and knowledge in academic, administrative, student, or Administration, Analytical thinking/ problem solving, Building	Assess environment level decolonial programme planning. Address systemic racism or other examples of structural inequality and violence.	**Staff diversity**	• Contribute to a welcoming culture • Be inclusive in engagements
		Student diversity	• Recognise and acknowledge students from diverse backgrounds and how staff being supported by the specific job may be trained • Example: T&L advisor in training newly appointed lecturers
		Transformation competencies	• Participate in training sessions for transformation competencies e.g Critical Diversity Literacy course • Advancing of policies and practices in learning space that reflect ECARE values (excellence, compassion, accountability, respect, and equity)

| partnerships, Client service and support, Communication, Coordination, Creativity, Data 8 operational functional areas within the institution. | Analysis and addressing of workplace access barriers / barriers to employment equity/ Analysis of culture and climate surveys and implementation of climate survey recommendations / Embody inclusive practice, value based working relations participation in diversity and inclusion initiatives/ Career development Good practice guidelines for | | • Discern and prioritise requests for access to technology towards success of students
• Initiative relationship building
• Provide support to students and staff thus enhancing student success.
• Follow good practice guidelines into already existing protocols and processes
• Report on deliverables, challenges and enablers towards an efficiently organised institution
• Review of current protocols and process
• Practice effective communication with other staff members
• Engage in cultural programmes, casual and formal engagements
• Engage in visual redress activities, including contextualising historical symbols
• Interpret and implement the SU values. |
| | | **Universal access** | • Ensure adherence to the Accessibility Guidelines of the institution
• Contribute to the culture of universal access
• Where exclusionary practices exist, this must be remedied Delivery of professional development |

	meaningful stakeholder participation, / Process and tool to monitor and evaluate the extent to which these best practices are being adhered to by environments Inclusion of good practice guidelines into already existing protocols and processes, review of current protocols and process		• opportunities to academic staff to design curricula based on universal access principles. • Take initiative to report on physical access challenges to buildings • Digital transformation and access for students from diverse backgrounds and students and staff with disabilities towards academic success • Ensure the culture of universal access and visual redress is prioritised in the environment • Support the design or design of spaces for universal access
		Academic transformation	• Advance learning spaces refurbishment and installations to accommodate student engagement • Support student and academics by providing inclusive information and resources • Ensure access to resources • Curate and contextualise resources with care. E.g identify discriminatory language to foster a more informed and equitable academic environment • Integrate digital and AI literacy into academic programmes

			• Assist in transforming traditional practices into technology-driven learning spaces • Foster innovation, inclusivity and critical engagement
		• BBBEE	• Contribute to BBBEE in procurement • Recruitment processes to ensure employment of diverse workforce • Promoting skills development • Participate in training and development • Gain advanced skills through training and contribute to a more skilled workforce • Assisting with supply development and procurement • Facilitating financial management for compliance • Promote and inclusive institutional culture • Support supply development • Implementing socio-economic development programmes • Facilitate governance and compliance boosting employment wellbeing and retention
Technical and Scientific Support Responsible for	Good practice guidelines for	**Student diversity**	• **Contribute to a welcoming culture** • **Assist everyone in an equal manner**
			• **Contribute to a welcoming culture**

		Staff diversity	• **Assist everyone in an equal manner**
providing technical, technological and scientific support within the institution. Typically involve maintaining the technical infrastructure to ensure support for academic, research and administrative functional areas. The primary function includes technical duties. An understanding of the theory and or systems behind position processes is required at this level before	meaningful stakeholder participation, / Process and tool to monitor and evaluate the extent to which these best practices are being adhered to by event organisers / Inclusion of good practice guidelines into already existing protocols and processes, review of current protocols and process Embody inclusive practice, value based working relations participation in diversity and	**Transformation competencies**	• Participate in training sessions for transformation competencies e.g Critical Diversity Literacy course • Advancing of policies and practices in learning space that reflect ECARE values (excellence, compassion, accountability, respect, and equity)
		Academic transformation	• Advance learning spaces refurbishment and installations to accommodate student engagement • Support student and academics by providing inclusive information and resources • Ensure access to resources • Curate and contextualise resources withe care. E.g identify discriminatory language to foster a more informed and equitable academic environment • Integrate digital and AI literacy into academic programmes • Assist in transforming traditional practices into technology-driven learning spaces • Foster innovation, inclusivity and critical engagement

positions can be performed successfully. Staff members in these roles offer specialized technical and scientific support to either a faculty or the university as a whole. They are highly skilled and typically ensure that staff and students have on-going access to technical infrastructure. They also educate users.	inclusion initiatives/	**Universal access**	- Ensure adherence to the Accessibility Guidelines of the institution - Contribute to the culture of universal access - Recognise, call to attention and make allocation non-existing universal access needs Example: students and staff who require hearing or visual aids - Ensure the culture of universal access and visual redress is prioritised in the environment
		BBBEE	- Contribute to BBBEE in procurement - Promoting skills development - Participate in training and development - Gain advanced skills through training and contribute to a more skilled workforce - Assisting with supply development and procurement - Facilitating financial management for compliance - Promote an inclusive institutional culture - Support supply development - Implementing socio-economic development programmes - Facilitate compliance boosting employment wellbeing and retention