



**Stellenbosch**  
UNIVERSITY  
IYUNIVESITHI  
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# TRANSFORMATION AT STELLENBOSCH UNIVERSTIY



**Report prepared for the Department of Higher Education and  
Training 2024**

forward together  
sonke siya phambili  
saam vorentoe

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## List of acronyms

| <b>Acronym</b> | <b>Definition</b>  |
|----------------|--|
| ACI            | African, Coloured and Indian   |
| BCIA           | Black, Coloured, Indian and Asian  |
| CCMD           | Corporate Communication and Marketing Division                               |
| CIRCoRe        | Committee for the Institutional Response to the Commission's Recommendations |
| CSC            | Centre for Student Communities   |
| CSCD           | Centre for Student Counselling and Development                               |
| CSLL           | Centre for Student Life and Learning   |
| DHET           | Department of Higher Education and Training                                  |
| DLTE           | Division for Learning and Teaching Enhancement                               |
| DSAf           | Division for Student Affairs   |
| EEP            | Employment Equity Plan   |
| GBV            | Gender-based violence  |
| HC             | House Committee  |
| ITC            | Institutional Transformation Committee                                       |
| MASC           | Military Academy Student Council   |
| PASS           | Professional and administrative support services                             |
| RC             | Responsibility Centre  |
| ResEd          | Residential Education  |
| SRC            | Students' Representative Council   |
| SU             | Stellenbosch University  |
| SUFM           | Stellenbosch University Facilities Management                                |
| VRC            | Visual Redress Committee   |

## 1. Introduction

The report on transformation at Stellenbosch University (SU) is intended for the Department of Higher Education and Training (DHET). The 2024 report is the seventh annual overarching report on transformation submitted by SU. It gives the broader University community insight into the progress of transformation and the pace thereof. The report further allows SU the opportunity to assess and reorient itself regarding its deliberate focus on transformation.

Transformation is a game changer in pursuing SU's Vision 2040; stakeholders across the institution are increasingly taking ownership of transformation. Pursuant to the implementation of the 2017 Transformation Plan, the Rectorate decided that SU should work towards the drafting of a Transformation Policy. The decision to develop a Transformation Policy, which should be accompanied by a revised Transformation Plan, elevates transformation to being a Council priority.

The report on transformation at SU was compiled with input from all SU professional and administrative support services (PASS) staff. It 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)<sup>1</sup> and environment-specific transformation committees.
- All SU deans and senior managers, with the request that they share the report in their environments.
- SU students.

### 1.1. Structure and focus of the report

The report is based on SU's transformation indicators and the three pillars of SU's Transformation Plan for 2017 as submitted to and approved by the DHET.

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

### 1.2. More about the Stellenbosch University Transformation Policy

The Transformation Plan (2017) with its focus on people, places, and programmes guided the institution and its people into another chapter of SU's transformation journey. Following the implementation of the Transformation Plan over a five-year period, the Rectorate decided that SU should work towards the drafting of a Transformation Policy. The Transformation Policy, which was approved by Council in December 2024, will inform, govern, and enhance the implementation of comprehensive and embedded transformation linked to the core functions, vision, and strategy of SU.

The aims of the policy are as follows:

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

<sup>2</sup> 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.)

- To serve as the basis upon which the revised SU Transformation Plan is developed, implemented, monitored, and evaluated.
- To integrate the logic and ethics of transformation with the University's core academic mandate, inclusive of the processes and programmes, and ensure shared ownership of transformation at SU.
- To promote the realisation of the institution's vision, mission, strategy, and central values.
- To underpin and inform the development of other governance documents of the University.

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

### **2.1. Monitoring and accountability**

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

#### **2.1.1. The Institutional Transformation Committee**

The ITC is a management committee of the Rectorate that acts in an advisory capacity to the Rectorate on institutional matters pertaining to transformation. Its strategic priorities included, among others, the following:

- To review and reimagine the Transformation Indaba event to achieve more purposeful and greater community-wide engagements.
- To ensure a consultative review of the Transformation Policy.

In relation to the review and the reimagining of the Transformation Indaba, a recommendation was made to the Rectorate for the Indaba to take place over two days with the first day focusing on scientific paper presentation and the second day focusing on reflective sessions. The request was acceded to with the dates for the 2025 event having been approved.

The ITC played a pivotal role in ensuring a consultative review of the Transformation Policy; hence, the policy was approved by Council in December 2024.

#### **2.1.2. Transformation committees in faculties and support environments**

SU is showing commitment to the promised transformative processes through its transformation committees in faculties and responsibility centres (RCs). Transformation committees continue to be a vital part of the transformation infrastructure of the University. They are the key structures for advancing transformation as an embedded, systemic, inclusive, and integrated process and practice at SU. There are 14 transformation committees that are fully functional as per the institutional directive (eight in faculties and six in RCs). One faculty has a structure that is not necessarily a transformation committee, and discussions are underway for the structure to encapsulate transformation in its mandate.

The reconfiguration of the ITC in line with the Terms of Reference that were approved in 2023 created a vacuum for the transformation chairpersons to engage and share good practice. This necessitated the establishment of a Transformation Chairs' Forum that serves as a community of practice for the transformation committee chairs. Transformation committees have initiated festivals, indabas, and monthly sessions to address issues arising from staff and student responses. Most of the committees receive responses from staff and students via anonymous feedback systems using surveys and shifting

from suggestion boxes. All transformation committees in environments that engage with students have been reminded that they should include students in the committees and have committed to doing so. Student representatives who serve on the committees feed information from student cohorts to the committees and are included in decisions and solutions to challenges at SU.

The RC for Operations and Finance, in particular, has made significant progress in transformation despite leadership changes. The new leadership aimed to build on what had already been achieved and introduced additional initiatives that would add impetus to transformation in the RC and SU as a whole. The RC's transformation committee held its first workshop for its chief directors that dealt with the understanding of, among others, "Relational Capacity" and "Compassion" in the SU environment and at a leadership level. This was followed up with a Diversity and Inclusion workshop for all grades of staff where the theme was framed as "Bridging Differences through Storytelling and Sharing Lived Experiences". The objective was to unpack and alter the (mis)understanding and uninformed perspectives around transformation at SU by approaching transformation in a qualitative and engaging manner. The workshop was designed to help attendees uncover new perspectives, build authentic connections, and become more aware of their impact on others. In the interactive sessions held, a safe space was created to move past barriers of fear and mistrust by stepping into change together, with a focus on curiosity, courage, and understanding. Through guided exercises and open dialogue, attendees gained tools to navigate diverse perspectives and to leverage our institutional diversity so as to better connect with colleagues and students. The positive feedback has confirmed the need for more of these types of workshops to be held at SU. In changing the perspectives on transformation through the medium of visual arts, the RC's transformation committee hosted staff at the Neelsie cinema on campus where the epic movie *Goodbye Bafana* was screened. This was a means of demonstrating the power of engagement and education via the true story of one man's transformation through his relationship with Nelson Mandela on Robben Island.

### **2.1.3. Hosting the annual Stellenbosch University Transformation Indaba**

The SU Transformation Indaba is an annual reflective gathering for the University community to discuss and evaluate transformation at SU. SU hosted its eighth Transformation Indaba on 25 October 2023 under the theme "Accountability Matters". The keynote address was presented by Prof Saleem Badat, research professor at the University of the Free State. In his presentation, he explored the relationship between accountability and transformation, particularly within the context of SU.

He explained the importance of transformation in institutions of higher learning, placing emphasis on how law and policy were necessary for achieving social justice at SU. He argued that it was not enough for an institution to claim to have a policy in place because once the policy is in place, the actual work often stops.

Prof Badat questioned whether the institution could transform without decolonising, decentring Europe-centric value systems. He emphasised that accountability was meant to start meaningful conversations at SU. He challenged

- the audience to ask themselves to whom does SU account, how SU is accountable, and whether there are any sanctions in case the institution has not made any progress in transformation;
- the governance structures, for example the Council, Senate, Institutional Forum, and Convocation, to hold the institution accountable; and
- the students to think about how they were going to contribute in the journey towards transformation.

The highlight of the 2024 Transformation Indaba was the student panel that reflected on what accountability meant in their roles as student leaders. The leaders stated that they were accountable to the Student Parliament for all the decisions that they made on behalf of the students.



**Figure 1: Student panel at the Transformation Indaba**

#### **2.1.4. The Institutional Response to the Commission’s Recommendations**

The institutional Committee for the Institutional Response to the Commission’s Recommendations (CIRCoRe) that was established in order to respond to the Khampepe Report made significant strides through its five workstreams.

- **Workstream 1: Student communities/life**

The workstream focused on students’ experiences of race and intersectionalities with the aim of ensuring opportunities/platforms for all students to flourish. The workstream consulted and provided input on matters relating to students’ experiences in residences. It completed a literature review on students’ experience of race that was shared with students in workshops to generate participatory recommendations. Focusing on research on commuter students’ experience, the workstream analysed data collected on commuter students’ accommodation, transport, and nutrition experiences and how these impacted their socio-academic engagements.

The above activities will inform the development of recommendations in the form of strategies and activities that focus on inclusion and democracy and the development of democratic citizenship (see Khampepe Report recommendations 511, 515, 517, 518, 522 and 529–532 that speak to the importance of training for members of staff, student leaders, and all other students, higher levels of collaboration and partnership among the University’s transformation structures and policies, and a review of the welcoming and mentorship programmes).

- **Workstream 2: Core curriculum offering**

In respond to the Khampepe Report that recommended that the University should “consider implementing a compulsory module for all first-year students to facilitate their learning and critical engagement on matters relating to equality, transformation and justice”, Workstream 2 commissioned a research report on key concepts that had shaped similar programmes both nationally and internationally, including different models used in such programmes. The workstream further unpacked the different dimensions of ‘transformative learning’ and ‘transformative competencies’. The workstream hosted seminars to illustrate concrete examples and inform recommendations.

- **Workstream 3: Institutional culture**

The focus of Workstream 3 was to assist its members (and, ultimately, the broader SU community) to better understand institutional culture and how it is experienced at SU along with developing recommendations to ensure that the University’s culture is aligned with the values identified in Vision

2040. While most of the groundwork was done by the workstream, it is worth noting that for the workstream to achieve its aims, recommendations were made that are yet to be implemented at institutional level. The recommendations made will contribute to changes in SU’s institutional culture. These will be covered in detail during the next cycle of reporting.

▪ **Workstream 4: Race, human categorisation and science**

In deliberating on and problematising race, human categorisation, and science, this workstream has hosted various stakeholder engagements. A national conference entitled “Controversies in the use of race and other human categorisations in the South African higher education sector” was held on 12 and 13 June 2024 at the Stellenbosch Institute for Advanced Study. This event has given rise to wide post conference networks. The workstream developed research tools (i.e. infographic on group descriptors) to aid researchers in their reasoning related to human categorisation. It designed additional questions on ethics application forms to be used by the Research Ethics Committee. This will inform best practices and basic standards for deliberation about race and ethnicity at SU and will serve as a catalyst for developing a more thoughtful and up-to-date research culture around using group descriptors such as race and ethnicity.

▪ **Workstream 5: Simplifying and aligning University structures, policies and regulations with transformation**

The workstream made inputs with reference to the integrated policy on Unfair Discrimination, Harassment and Sexual and Gender-Based Violence. It further made recommendations associated with the operational and procedural aspects of case management and regarding the positioning of what currently is the Equality Unit as entry point for discrimination-related complaints. The recommendations were accepted by the Rectorate for possible structural arrangements.

It is worth mentioning that the work of CIRCoRe and the recommendations made by the various workstreams are currently being consolidated by a task team that was appointed to oversee the close-up. Recommendations will be channelled to the various RCs and/or officers for continuity beyond the life of CIRCoRe.

**2.2. Governance**

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

The mandate of the Students’ Representative Council (SRC) is set out in clause 27 of the SU Statute (2019). The SRC (a) elects persons to serve in the Council in terms of clause 6 (g), the Senate in terms of clause 16 (1)(k), the Institutional Forum in terms of clause 29 (2)(c)(i), and any other University structure or forum where representation of the SRC is required in terms of the rules; (b) represents the student community in national and international student bodies; (c) exercises the powers and performs the duties and functions conferred on it by the Student Constitution; and (d) oversees compliance with the Student Constitution. Table 1 below outlines the composition of the SRC since 2015.

**Table 1: Composition of SRC 2015–2024**

| SRC term of office | Total | Gender |        |           | Race  |          |        |       |         |
|--------------------|-------|--------|--------|-----------|-------|----------|--------|-------|---------|
|                    |       | Male   | Female | Nonbinary | Black | Coloured | Indian | White | Foreign |
| <b>2024/2025</b>   | 16    | 7      | 9      | 0         | 10    | 3        | 1      | 2     | 0       |
| <b>2023/2024</b>   | 25    | 11     | 13     | 1         | 14    | 4        | 0      | 6     | 1       |
| <b>2022/2023</b>   | 24    | 11     | 13     |           | 10    | 3        | 2      | 8     | 1       |
| <b>2021/2022</b>   | 25    | 13     | 12     |           | 7     | 6        | 0      | 9     | 2       |
| <b>2020/2021</b>   | 23    | 10     | 13     |           | 10    | 4        | 0      | 6     | 3       |

|                  |    |    |    |  |    |   |   |    |   |
|------------------|----|----|----|--|----|---|---|----|---|
| <b>2019/2020</b> | 22 | 10 | 12 |  | 10 | 4 | 0 | 6  | 2 |
| <b>2018/2019</b> | 20 | 12 | 8  |  | 5  | 3 | 0 | 11 | 1 |
| <b>2017/2018</b> | 30 | 10 | 5  |  | 4  | 2 | 2 | 7  | 0 |
| <b>2016/2017</b> | 30 | 8  | 7  |  | 8  | 3 | 1 | 3  | 0 |
| <b>2015/2016</b> | 28 | 9  | 6  |  | 5  | 1 | 0 | 7  | 0 |

Table 2 below shows the race and gender profile of the SU Council over the period 2015–2023.

**Table 2: Race and gender profile of Council 2015–2024**

|                        | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|------------------------|------|------|------|------|------|------|------|------|------|------|
| <b>Indian male</b>     | 1    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 1    |
| <b>Indian female</b>   | 0    | 0    | 0    | 0    | 1    | 1    | 0    | 0    | 0    | 0    |
| <b>Coloured male</b>   | 5    | 5    | 5    | 7    | 7    | 5    | 5    | 5    | 3    | 2    |
| <b>Coloured female</b> | 0    | 0    | 1    | 1    | 1    | 2    | 1    | 3    | 3    | 4    |
| <b>Black male</b>      | 0    | 0    | 2    | 1    | 0    | 1    | 0    | 0    | 0    | 1    |
| <b>Black female</b>    | 2    | 2    | 2    | 2    | 3    | 4    | 7    | 5    | 6    | 5    |
| <b>White male</b>      | 20   | 20   | 14   | 15   | 14   | 9    | 10   | 8    | 6    | 7    |
| <b>White female</b>    | 1    | 2    | 4    | 4    | 4    | 2    | 2    | 4    | 6    | 5    |
| <b>Total male</b>      | 26   | 25   | 21   | 23   | 21   | 15   | 15   | 13   | 9    | 11   |
| <b>Total female</b>    | 3    | 4    | 7    | 7    | 9    | 9    | 10   | 12   | 15   | 14   |
| <b>Total members</b>   | 29   | 29   | 28   | 30   | 30   | 24   | 25   | 25   | 24   | 25   |

The Institutional Forum (a) advises Council on i) the implementation of the Act and the national policy on higher education; (ii) race and gender equity policies; (iii) the selection of candidates for senior management positions; (iv) codes of conduct, mediation, and dispute resolution procedures; (v) the fostering of an institutional culture that promotes tolerance and respect for human rights and creates an appropriate environment for learning, teaching, and research; and (vi) any other matter determined by Council; and (b) performs any other function determined by Council.

Table 3 below shows the race and gender profile of the Institutional Forum over the period 2015–2024.

**Table 3: Race and gender profile of Institutional Forum 2015–2024**

|                             | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|-----------------------------|------|------|------|------|------|------|------|------|------|------|
| <b>Indian male</b>          | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 1    |
| <b>Indian female</b>        | 0    | 0    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    |
| <b>Coloured male</b>        | 3    | 2    | 3    | 3    | 7    | 7    | 5    | 3    | 4    | 2    |
| <b>Coloured female</b>      | 0    | 1    | 1    | 1    | 0    | 0    | 3    | 4    | 2    | 4    |
| <b>Black male</b>           | 1    | 2    | 4    | 4    | 4    | 4    | 2    | 3    | 5    | 3    |
| <b>Black female</b>         | 0    | 0    | 0    | 0    | 1    | 1    | 2    | 2    | 2    | 4    |
| <b>White male</b>           | 7    | 8    | 12   | 12   | 10   | 10   | 6    | 5    | 3    | 1    |
| <b>White female</b>         | 3    | 6    | 7    | 8    | 8    | 8    | 3    | 5    | 6    | 5    |
| <b>Female, race unknown</b> | 5    | 6    | 5    |      |      |      |      |      |      |      |
| <b>Male, race unknown</b>   | 9    | 5    | 4    |      |      |      |      |      |      |      |
| <b>Gender, race unknown</b> | 4    | 2    | 1    |      |      |      |      |      |      |      |
| <b>Total male</b>           |      |      |      | 19   | 21   | 21   | 13   | 11   | 12   | 7    |
| <b>Total female</b>         |      |      |      | 10   | 10   | 10   | 8    | 12   | 11   | 14   |
| <b>Total members</b>        | 32   | 32   | 38   | 29   | 31   | 31   | 21   | 23   | 23   | 21   |

The Senate’s mandate is set out in clause 19 of the SU Statute (2019). (1) The Senate is responsible, and accountable to the Council, for the academic and research functions of the University. (2) The Senate regulates learning, teaching, research, and academic support functions at the University and makes recommendations to the Council in respect of policies concerning academic matters. (3) The Senate exercises the powers and performs the duties and functions conferred on it by or in terms of the Act, this Statute and the rules, including any powers, duties, and functions delegated to it by the Council, and in particular (a) must advise the Council on the admissions policy of the University in accordance with section 37(1) and (3) of the Act; (b) must approve any admissions-related functions specified in section 37(4) of the Act that the Council wishes to perform; (c) must concur with the language policy of the University in accordance with section 27(2) of the Act; (d) must determine, with the approval of the Council, the conditions for the obtaining of qualifications, decide which persons have satisfied the conditions, and submit the names to the Council; (e) must make rules for examinations, and control and supervise examinations; (f) must make rules for academic programmes, after consultation with the applicable faculty boards, and may make recommendations to the Council on the establishment, disestablishment, or reconfiguration of academic structures, including faculties and departments, and of other entities and structures that are closely connected with the academic and research functions of the University; (g) must approve the composition of faculty boards in accordance with clause 23(2); (h) must make recommendations to the Council on the appointment of the deans of the faculties; (i) may appoint committees consisting of Senate members, or Senate members and other persons with relevant knowledge and experience, to assist the Senate in the performance of its functions; (j) must appoint any committees required by the rules or the policies of the University; and (k) subject to clause 63 of this Statute, may delegate any of its powers or functions to a committee, structure, or employee of the University, but the Senate remains responsible and accountable for the exercise of the power and the performance of the function so delegated. Table 4 below shows the race and gender profile of the Senate over the period 2016–2024.

**Table 4: Race and gender profile of Senate 2016–2024**

|                                | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|--------------------------------|------|------|------|------|------|------|------|------|------|
| <b>Indian male</b>             | 11   | 10   | 9    | 10   | 11   | 11   | 10   | 10   | 9    |
| <b>Indian female</b>           | 3    | 3    | 3    | 3    | 3    | 3    | 6    | 5    | 5    |
| <b>Coloured male</b>           | 11   | 16   | 16   | 21   | 20   | 22   | 22   | 20   | 21   |
| <b>Coloured female</b>         | 6    | 9    | 10   | 15   | 17   | 17   | 19   | 20   | 24   |
| <b>Black male</b>              | 12   | 11   | 10   | 17   | 20   | 21   | 22   | 26   | 26   |
| <b>Black female</b>            | 4    | 7    | 8    | 6    | 10   | 9    | 9    | 11   | 12   |
| <b>White male</b>              | 207  | 205  | 195  | 193  | 190  | 197  | 200  | 193  | 191  |
| <b>White female</b>            | 67   | 72   | 73   | 88   | 92   | 91   | 89   | 101  | 105  |
| <b>Male foreigner</b>          |      |      |      |      |      |      |      | 1    | 5    |
| <b>Female foreigner</b>        |      |      |      |      |      |      |      |      | 1    |
| <b>Female, race unknown</b>    | 1    | 1    | 1    |      |      |      | 1    | 2    |      |
| <b>Male, race unknown</b>      | 6    | 4    | 2    |      |      |      |      | 2    |      |
| <b>Gender and race unknown</b> | 18   | 11   | 10   |      |      |      |      |      |      |
| <b>Total male</b>              | 247  | 246  | 232  | 241  | 241  | 251  | 255  | 252  | 252  |
| <b>Total female</b>            | 81   | 92   | 95   | 112  | 122  | 120  | 124  | 139  | 147  |
| <b>Total members</b>           | 346  | 349  | 337  | 353  | 363  | 371  | 378  | 391  | 399  |

The mandate of the Convocation is to promote the welfare of the University by maintaining a mutually beneficial relationship between the University and the members of the Convocation, and the Convocation may advise Council, and the Senate when applicable, in this respect.

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

SU has developed governance documents that are aligned with the SU Statute that was approved and published by the then Minister of Higher Education in 2019. Some of these governance documents are explicitly aimed at increased participation and engagement towards democracy and transformation.

## **2.3. Institutional culture**

### **2.3.1. Review of the Transformation Policy**

The Transformation Policy, which emanates from the existing Transformation Plan and institutional transformation processes, was approved by Council in December 2024. The policy confirms that stakeholders across the institution are increasingly taking ownership of transformation at SU. The policy introduces a further phase on SU's transformation path by reaffirming the University's commitment to accelerating and deepening transformation based on the tenets of the Constitution of the Republic of South Africa, 1996 (the Constitution).

The review process, which started in 2022, culminated in the development of a second iteration after the Transformation Policy Task Team's consideration of inputs from the various structures and scholars within SU. The consultation process was thorough to ensure broad participation of all the structures and stakeholders. Input from the stakeholders was integrated and consolidated into a third draft, and the approval round was activated. The third iteration was presented to the ITC meeting on 14 March for further input and recommendation for the activation of the approval route. Additional input was received from the CIRCoRe Workstream 2 with specific reference to the definition of the concept 'institutional culture'. The input was integrated, and the draft document was finalised for the activation of the approval route.

The draft Transformation Policy was presented to the University's governance structures, namely the Institutional Forum, Social Business Ethics Committee, and Senate, and was approved by Council on 2 December 2024. The approved policy can be accessed on the SU portal [Transformation Policy](#).

### **2.3.2. Development of the Draft Transformation Plan**

The drafting of the plan commenced in 2024 with the development of a template and populating it with the SU transformation themes and subthemes, strategic priorities and objectives, performance indicators, baseline, annual targets, and responsible officers.

The process coincided with the University's development of the Performance Advancement Framework. A task team constituted by the Transformation Portfolio and the Human Resources Division was established to ensure the integration of the Performance Advancement Framework in the development of the Transformation Plan. Central to the implementation of this principle was the process of job clustering and the transformation key area for each job cluster. Job clustering was critical for the operationalisation of transformation for each job collection. These job clusters would typically be the SU leadership positions (which include the deans, academic heads of departments, PASS directors, etc.).

Principles agreed to in relation to the transformation key performance area was that

- it had to be connected to the Performance Advancement Framework (the plan is a transformation strategy and it uses the framework as a mechanism);
- it had to have a 20–25 weighting (minimum for all staff) as approved by Council;
- it had to be informed by a bucket of services/focus areas (job families would have to be clustered); and
- an appropriate conceptual model would have to be adopted.

The Human Resources Division assisted with the compilation of draft definitions for job clusters. The division further split the University positions into the job clusters based on primary position function. This activity culminated in 263 position titles assembled into the following job clusters:

- Admin Support
- Executive
- Managers
- Operational Support
- Research Academic
- Scientific Technical Support
- Specialist Support
- Standard Academic
- Technical Support
- Other

The development of the plan is an ongoing consultative process, and a complete update will be provided in the next round of reporting.

### **2.3.3. Visual redress policy**

SU has a Visual Redress Policy, which is the first of its kind in the higher education sector. See [here](#) for the SU Visual Redress Policy. The policy makes provision for the naming and renaming processes and all visual redress processes at SU. It further guides the development of appropriate procedures for these processes. The Terms of Reference of both the SU Committee for the Naming of Buildings, Venues and other Facilities/Premises (Naming Committee) and the Visual Redress Committee (VRC) have been adjusted to align with this policy.

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

The VRC has been established to enhance the process of visual redress. The role of the VRC, chaired by the Vice-Rector: Social Impact, Transformation and Personnel, is to guide the implementation of visual redress initiatives on campus.

### **2.3.4. Visual redress projects**

The boards contextualising names and symbols that were rolled out have been concluded. These included the following:

- Heemstede Annex
- Book Mural
- Think Bench
- Die Klip
- Krotoa Boards
- Betwe Sebute (Dagbreek)
- Covid Memorial Bridge

The process followed in contextualisation has been institutionalised. The first step is the baseline text of 300 words that is followed by active engagements with the environment where the boards will be mounted. It is critical for the environment concerned to select three photos that will be used for visual redress. The text is then sent for editing and translation in line with the SU Language Policy to have contextual text translated into Afrikaans and isiXhosa. The next step is graphic design and the second

engagement of the environment concerned for input and consensus. The last step is finalisation and installation.

On 26 March 2024, the VRC hosted a Memorial Walk in honour of Prof Elmarie Costandius for her significant contribution in visual arts and ,most remarkably, her role in the SU visual redress project. This was a guided tour from the Faculty of Arts and Social Science, via the Rooiplein to the Visual Arts. Participants included the Department of Visual Arts and members of the VRC, the Naming Committee, and the Social Impact Committee of the Senate. A Visual Redress in Africa Conference publication.

### 2.3.4.1. The Law Faculty visual redress project

As part of the ongoing visual redress project of the Law Faculty, art and ‘story boards’ were installed in Room 1031, Old Main Building, to contemplate court cases concerning the meaning of fairness and social justice in contractual and labour disputes in South Africa.

The visual changes in and around the Old Main Building are in line with the Law Faculty’s commitment to a critical inquiry into historical injustices and their continuing legacy, and the capacity of law-based processes (such as visual redress) to challenge and transform social, economic, and political practices that result in inequality, degradation, and oppression.

The story boards installed in Room 1031 were intended to contextualise part of South Africa’s legal history and to invite reflection and discussion as we continue to strive for social justice for all in our country. The reimagination of this room (and other venues in the Old Main Building) was initially conceptualised in 2018. Discussions and planning involved students and staff of the Law Faculty and continued in the years following, but project implementation was interrupted by the COVID-19 pandemic. Execution of the project only commenced in 2024. The physical preparation for the refurbishment of Room 1031 started in August 2024. This stage of the visual redress project is expected to be completed by the end of February 2025.

The Law Faculty is excited about the transformation of Room 1031 (and thereafter rooms 2034 and 1017) into learning spaces that challenge us to remember past injustices, reflect on the law’s transformative possibilities and limits, and reimagine the form and function of shared spaces.



**Figure 2: Story boards in the Old Main Building**

#### 2.3.4.2. Lückhoff Living Museum

The work of the Lückhoff Living Museum in locating visual redress as restitution is a powerful repositioning of the conceptual shape and manifesting scope of restitution as a meaningful embodiment of visible and living change, inclusion, equity, and access. Within the historical exclusion of the Lückhoff alumni and the broader conception of the 'excluded Vlake' through racialised discrimination as part of the broader disenfranchisement of South Africans of colour under apartheid, there needs to be a living visibility of the redress of these historical and latent injustices. There is broad consensus that the museum, as an act of memorialisation, must take up a living, engaging, and dynamic space in fostering a critical pedagogy of collective engagement in sustaining the living embodiment of visual redress as restitution. Two workstreams comprising SU staff and community leaders and associated foci have been established:

- **Workstream 1: Restitution as memorialisation:** This workstream focuses on projects that promote the memorialisation of the Vlake, recording oral histories and creating an open, inclusive, and engaging space for participation.
- **Workstream 2: Critical Pedagogy:** This workstream focuses on the creation of a 'space' for critical pedagogy with the view of advancing meaningful inclusion and access to SU. The work recognises that the latent impact of apartheid continues to create barriers to entry to higher education for people of colour.

#### 2.3.4.3. Institutional democratic citizenship

A Walter Parry Memorial Lecture was hosted in collaboration with the Lückhoff alumni and the Department of Physics as part of the Lückhoff Living Museum visual redress restitution initiative. Walter Parry (1913–1966), a physicist and mathematics teacher, is the first person in the history of Lückhoff High School in Stellenbosch to have his remarkable life story and legacy re-entered into the history of the school, town, and University. The inaugural lecture was held at lecture hall Alpha in the Department of Physics on 22 May: the day of Parry's birth 111 years ago in District Six.

The establishment of the Walter Parry Memorial Lecture is part of a larger effort to help correct historical omissions and distortions of the contributions and experiences of those connected to the Vlake and especially the old Lückhoff school. The Vlake community and staff and learners from Lückhoff were forced to leave the area and move to designated areas under the Group Areas Act of 1950.

The Rector and Vice-Chancellor (Prof Wim de Villiers) in his statement of support affirmed the historical significance of the memorial lecture within SU's commitment to restitution. He stated how Walter Parry, a brilliant mathematics teacher and pillar of the Stellenbosch community, faced tremendous adversity during apartheid and dreamed of becoming a scientist, but the doors to a life in academia were not open to him. He reiterated how Parry's legacy is an inspiration to bridge the past with practical applications in science today. He reaffirmed that through this lecture, and in responsibility towards present and future generations, the University honours Parry's contributions and recognises their enduring relevance. The lecture drew a very large community attendance in an academic space.



*Figure 3: Walter Parry Memorial Lecture attendees*

### **2.3.5. Integrating visual redress with naming policies and procedures**

The Naming Committee is responsible for facilitating the naming/renaming of buildings, venues, and other facilities/premises and/or considering proposals for recommendation to the Rectorate. The Naming Committee derives its mandate from the Visual Redress Policy. 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. Selected members of the Naming Committee also participate in the Committee for Visual Redress and vice versa.

**2.3.6. Completing regular institutional staff climate surveys** The University strives to be an employer of choice and a leading university by continuously improving the working environment of all its staff, including academics and PASS staff. SU conducts well-being, culture, and climate surveys every two years. Through these surveys, SU provides all staff with an opportunity to reflect on and express their views on a range of important matters affecting them as staff members.

The surveys have found several factors that contribute to a happy work environment. Participants generally feel that their contributions really make a difference, find their work purposeful and meaningful, experience friendly coworkers, and are happy to be part of a successful team. It is also encouraging that staff have indicated that they enjoy their work and are also happy in their work. There is a general feeling that staff are proud to work at the University and are positive about its future.

Overall, several factors have been listed that contribute to an unhappy work environment. These include poor remuneration rates and a lack of recognition for achievements. Staff have also indicated that a lack of promotion opportunities impacts on their wellbeing, and concerns have been raised about equal treatment, promotion opportunities for women, and bullying. Staff have indicated that they feel burned out from their work, are quite lonely at work, experience high levels of anxiety, and seldom or never feel appreciated. While the results indicate that staff have a positive attitude to transformation, concerns have been raised about various transformation and inclusion issues at the University.

### **2.3.7. Developing and implementing institutional training and engagement programmes on transformation competencies for students and staff**

#### **2.3.7.1. Siyakhula Diversity Capacity Development**

The Siyakhula Diversity Capacity Development Programme aims to equip staff to become a more connected and enabling higher education community. The programme opens spaces for engagement, conversation, and exchange of human experiences. Staff members have an opportunity to learn more about themselves and others through engaging with colleagues on the aspects at the core of our humanity. The programme facilitators are carefully selected on their ability to lead, guide, and teach with empathy and respect. While the conversations and learning may at times be challenging and difficult, participants are trained, through their participation in the programme, to sit with the difficult conversations and channel them as resources for change.

Siyakhula is centred on the experiences of the participants and what they bring into the space. It works at the level of the human, connecting all participants to that common and critical starting point. By listening more intently to each other and the stories we hold, we make space for many more stories to be told. This culture of listening is a critical necessity in an institution such as SU that for too long silenced too many stories and ways of being.

Siyakhula as a programme aims to foster greater cultural integration and socio-cultural awareness in order to build heightened self-awareness in staff that will contribute to strengthening the quality of human relations and interactions at SU. We believe that developing self- and socio-cultural awareness

promotes the capacity to engage with diversity and perform more effectively in a multicultural and diverse university.

**Table 5: Themes of Siyakhula workshop series and staff participation**

| <b>Date</b>       | <b>About the workshop</b>  | <b>Attendance</b> |
|-------------------|--|-------------------|
| 20 May 2024       | Strengthening relational capacities to work across differences (in person)<br><br>Facilitators: Ayanda Nyoka and Dr Wilhelm Verwoerd | 27                |
| 20 June 2024      | Decoloniality dialogues: Thinking and doing decoloniality (in person)<br><br>Facilitator: Prof Ronelle Carolissen                    | 10                |
| 25 July 2024      | Addressing occupational barriers (online)<br><br>Facilitator: Dorita van Themaat   | 52                |
| 22 August 2024    | Exploring society's relationship with structural violence and the way forward (in person)<br><br>Facilitator: Dr Jill Ryan           | 12                |
| 19 September 2024 | Disability inclusion: A journey from student to staff to business (in person)<br><br>Facilitator: SU Disability Unit                 | 10                |

Siyakhula Live is a weekly evening show that is broadcast on campus radio station MFM 92.6 (Maties Radio) between 18:00 and 19:00. The show is aimed at engaging the Maties community in more critical conversations and reflections on diversity and transformation. Conversations that were held in 2024 included the following:

#### February conversations

Under the theme "Welcome Maties 2024", Siyakhula Live on MFM 92.6 spread a message of welcome to new and returning students. The conversations held were as follows:

- Conversation with students in the SOAR Programme to share their experience of the first few days of varsity life and how they planned to make their varsity journey a transformative student experience.
- Conversation with Charl Davids, psychologist and Director of Student Counselling and Development, on the transition from high school to varsity and how students are to prepare for success at varsity.
- Conversation with the SRC on its planning for the year.
- Conversation with Teaching and Learning on lessons from the previous year and what the academic year has in store.

#### March conversations

- The transformative archive of rugby in South Africa, the story of rugby, and the African pioneers of the game with authors Drs Philani Nongogo and Hendrik Snyders.
- Understanding the biology of diseases such as cancer, diabetes, and HIV/AIDS with researcher Dr Bernice Monchusi.

- The right to adequate housing and access to land, in conversation with human rights attorney and advocate Dr Jonty Cogger.
- Conversations on the safety and wellbeing of children in society.

#### April conversations

- Social Justice Café at Russel Botman Hub, unpacking Sustainable Development Goal 2: Zero Hunger, zoning in on student hunger and the social justice context.
- Employee wellbeing ambassadors launch.
- Health and Wellbeing Symposium: Talking diversity and inclusion and the role of value-centred working.

#### May conversations

- The spokesperson of the Independent Electoral Commission of the Western Cape, Mr Michael Hendricks, discussed the preparations ahead of the 2024 national and provincial elections on 29 May.
- The Director for Student Counselling and Development, Charl Davids, led a conversation on his team's pursuit of the four-day work week. The focus was on the implementation and the outcomes thereof.

#### June conversations

- Reflecting with the youth on the 2024 national and provincial elections, the focus was on the youth voice in the elections and the impact of the elections on the futures of young South Africans. The conversation was led by Mduduzi Nonyane, a News 24 journalist.
- A conversation on children participating in theatre was held with the cofounder of Kids Theatre – a company based in Stellenbosch that seeks to nurture the talents of young stars passionate about the arts, especially those from marginalised communities. Kids Theatre provides opportunities for these children by offering extracurricular art activities after school. These sessions provide access to a wealth of artistic experiences and opportunities that serve as art therapy, helping the young ones to express themselves creatively.
- In celebrating the gift of youth, conversations were held with a young person who has made a mark on the art landscape of the country. Kgomotso 'MoMo' Matsunyane (an actor, playwright, and director) told her story of becoming a 2023 Standard Bank Young Artist.
- A conversation was held with Tessa Doods, director at the Rivonia Circle political think tank and democracy-building nongovernmental organisation. She discussed some of the elements of the newly formed Government of National Unity.

#### August conversations

- Leading the conversation on policing (South African Police Service) and the South African public was Thompho Tshivhase, criminology lecturer and head of department at the University of Fort Hare. He shared his insights and research findings on the safety and security of the country and the relationship between the police and the public, highlighting the challenges thereof.
- Siyakhula Live was in conversation with Dr Jill Ryan (the gender nonviolence coordinator at the Equality Unit at SU) on building an anti-gender-based violence (GBV) Stellenbosch. This was informed by the prevalence of GBV and harm and sexual harassment in higher education in South Africa and the increasing visibility of protest action despite the policy developments.
- A reflection on intimate partner violence as a global social issue that disproportionately affects more women than men. Siyakhula Live was in conversation with Stephina Kgomotso Mbele, a researcher in population studies, whose research findings identified predictors of intimate partner violence among ever-partnered women in South Africa. According to Stephina's findings, a woman's age, marital status, education, employment status, and earning status are some of the factors associated with the prevalence of intimate partner violence.

## September conversations

- Heritage conversations were held with the legendary South African playwright and director Mike van Graan and actress Kim Blanche' Adonis, reflecting on their theatre production *My Fellow South Africans*, which is a satirical representation of the current state of the South African political landscape. *My Fellow South Africans* has been touring South Africa.
- Heritage conversations reflecting on the role that cultural song, dance, and performance play in our journeys to our individual and collective selves. We were joined in the studio by Gratia Illibagiza, research fellow at the Centre for the Study of the Afterlife of Violence and the Reparative Quest (SU). Gratia is a Rwandan traditional dance practitioner and an educational facilitator. She reflected on her work and how it addresses questions of identity and belonging, and growth and healing.
- Conversation with someone using her gift and talent for telling stories. Karabo Legoabe is a production designer, arts manager, producer, and currently the operations manager and producer of University of Johannesburg Arts & Culture. She joined us on the show to reflect on her journey as a young professional South African theatre stage designer.
- In concluding the heritage conversations, Siyakhula Live honoured the memoirs of South Africans. In conversation with Siyakhula Live was Prof Jonathan Jansen, a distinguished professor in the Faculty of Education at SU. He reflected on his recently published book titled *Breaking Bread*, reflecting on his childhood days and his purposeful pursuit to teach. *Breaking Bread* is a tale of finding mutual recognition with others.

### 2.3.7.2. Expansion and support of affinity organisations and staff stakeholder forums

The Transformation Office works in partnership with affinity organisations and stakeholder forums through its Imbizo 365 programme, which is an institutional calendar of engagement. The objectives of the programme are to

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

The 2024 Imbizo 365 Calendar of Engagement was designed in consultation with the University's Corporate Communication and Marketing Division (CCMD) to ensure that the calendar was in alignment with the University's new institutional branding requirements. It was translated into Afrikaans and isiXhosa as per the University's Language Policy. Digital versions of the calendar in English, Afrikaans, and isiXhosa were shared with the following environments:

- The CCMD for inclusion in the staff newsletter and social media platforms.
- Faculty transformation committees for inclusion on faculty/environment notice boards.
- House Committee (HC) members for critical engagement for inclusion on student residential notice boards.
- The transformation communication officer for social media platforms and the Transformation Office website.
- Staff members of the transformation and social impact office.

The institutional commemorative engagements for the Imbizo 365 Calendar of Engagement included Human Rights Day, Freedom Day, Workers' Day, Youth Day, Mandela Day, Women's Day, and Heritage Day. The institutional engagements were planned and coordinated in collaboration with the institutional partners.

**Human Right’s Day:** The 18th Annual Human Rights Day Lecture took place on 19 March in the Old Main Building and was hosted in collaboration with the Faculty of Law. The guest speaker was Justice Jody Kollapen, a human rights lawyer, who is the acting justice of the Constitutional Court of South Africa. Justice Kollapen is also the chairperson of the South African Law Reform Commission.

The title of the lecture was “Realising Socio-Economic Rights in an Unequal Society”. This was a fitting topic that addressed fundamental human rights in the most unequal country in the world, where poverty and inequality have in fact worsened since 1994. Justice Kollapen emphasised that the future of South Africa’s democratic society largely depended on overcoming poverty and inequality, as highlighted in the quote below:

Today, no one can explain the longevity of apartheid. In time, future generations will ask... how could a society with a history such as ours, armed with the Constitution that we have and acutely aware of the dire consequences inequality and poverty hold for our future, have allowed poverty and inequality to endure for so long?



**Figure 4: Justice Jody Kollapen delivering the 18<sup>th</sup> Annual Human Rights Day Lecture**

**Freedom Day:** To commemorate Freedom Day under the theme of “Democracy”, the Social Impact and Transformation Office hosted a book review on 25 April at the SU Museum. The book in question is titled *66 Women Who Build a Better Future for South Africa 66 years later*, edited by Prof Rozena Maart (Faculty of Humanities, University of KwaZulu-Natal) and Joan Madibeng (former Miss South Africa, 2003). The launch of the book was appropriate for the engagements as it relates to two of the Imbizo 365 Calendar themes, namely Freedom Day and Women’s Day.

The book features the life stories and lessons of 66 South African women to mark 66 years since the South African 1956 Women’s March to protest the introduction of the apartheid pass laws for black women in 1952 in the quest for freedom and equality. Among those documented are staff, students, mothers, activists, academics, architects, bakers, chartered accountants, and even philanthropists who were recognised for their contributions to making South Africa and their communities great. The Programme Manager: Faculty Support, Dr Jean Lee Farmer, features in the book as well. The editors and

some of the women featured in the book were in attendance. They reflected on their lived experiences as women in South Africa and on the lessons learned in relation to achieving freedom.

**Workers' Day:** In commemoration of Workers' Day, the Social Impact and Transformation Office hosted a competition in line with the core strategic theme of "Employer of Choice". Staff members were asked to comment about "Stellenbosch University as an Employer of Choice". The winning prize was a R500 Takealot voucher.

**Youth Day:** The Annual Youth Day Lecture was hosted in partnership with the Faculty of Theology on 17 May 2024 at the Attie van Wyk Auditorium. The selected theme for this year's lecture was "National Elections 2024 – Are You Ready?", which served as voter information and education for many students who were preparing to vote for the first time ahead of the national elections that took place on 29 May.

Overall, 75 responses were received from staff. Many shared their lived experiences and ongoing frustrations with the University as their employer but not necessarily an employer of choice. Responses were captured in an Excel spreadsheet that can be obtained from the Social Impact and Transformation Office.

A review panel consisting of four staff members selected the two winners for this competition based on their responses: Dr Anthea Jacobs, Senior Advisor: Centre for Teaching and Learning, and Mr Rubeshan Nayager, Unit Manager: Business Management, Faculty of Medicine and Health Sciences.

The lecture was a success with good attendance and maximum participation from both students and staff members. The guest speaker was Ms Carli van Wyk, an SU alumna who works in local government.



*Figure 5: Keynote speaker Ms Carli van Wyk and the student panel*

**Mandela Day:** To commemorate Mandela Day, the Division for Social Impact in partnership with the Transformation Office hosted a walking dialogue on 23 July 2024 to reflect on Mandela's journey toward social justice. The aim of the walking dialogue was to create a platform for collective reflection and

action-orientated commemoration through critical engagement and sense making. The walking dialogue took place on a designated path around the University campus, focusing on institutional landmarks that symbolise the significance of Mandela’s long walk to freedom in pursuit of his ideals for equality and social justice. Activities for the day included stops at the library and museum, culminating in a discussion led by Prof Slade about the Constitution.

Embracing the theme “It Is In Your Hands” , the focus was on how individuals can harness their strengths and collectively work together as a nation to create a climate-friendly environment as well as address food insecurity. The Tygerberg Campus observed Mandela Day on July 24, with initiatives that included blanket drives, support for new mothers at Tygerberg Hospital, and a knitting circle aimed at creating blankets for local children’s shelters.

**Women’s Day:** In commemoration of Women’s Day, the Transformation Office in partnership with the SRC and SU Museum hosted an Imbizo event on 29 August. The aim of the engagement was to recognise and acknowledge the fluidity of womanhood by reflecting on the lived experiences of transgender women in higher education. Mx Liberty Matthyse, Executive Director of Gender DynamiX, delivered a keynote address to 60 staff members and students that were in attendance. She presented on her lived experience as a transgender woman in higher education.



*Figure 6: Keynote speaker Mx Liberty Matthyse, Executive Director of Gender DynamiX*

**Heritage Day:** A heritage celebration of isiXhosa culture was held on 27 September in partnership with the Department of African Languages, the Department of Music, the Faculty of Theology, and the SU Museum. The purpose of the event was to share the isiXhosa heritage and promote a cultural dialogue. In attendance were representatives of the Afrikaner Traditional Clan and the AmaXhosa Royal Family Council who are external partners of the University. This is a reflection of SU’s commitment in becoming engaged with its publics.

**e’Bosch Heritage Project Annual Social Impact Lecture:** Prof Johan Fourie delivered a lecture on the history of Stellenbosch in number. The first part of his presentation was on the genealogy of the Faurites who later became Fouries. He explained his data collection methodology and indicated that while records could assist, Khois could not be registered until 1806; hence, there are no records for earlier dates. He mentioned that the history of slavery in Stellenbosch dates back to 1834.

### 2.3.7.3. Critical Engagement Forum

The Critical Engagement Forum is a collaborative effort of Social Impact and Transformation and the multicultural education portfolio of the Centre for Student Communities (CSC). The purpose of the Critical Engagement Forum is to provide support to activities and initiatives related to transformation, multicultural education, and building of intercultural competence among students at SU.

The welcoming and orientation training for the Critical Engagement HCs took place from 20 to 29 January at the Stellenbosch and Tygerberg campuses (see Figure 7 below). Topics covered during this training period include the following (see addendum attached):

- 20 January: Facilitative Leadership.
- 21 January: What’s Your Story?
- 22 January: Let’s Talk (formerly ResEd programme): Say My Name and Sharing a Room.
- 23 January: Let’s Talk (formerly ResEd programme): Drinking Culture and Campus Life and the Bystander Effect.
- 24 January: Let’s Talk (formerly ResEd programme): Subconscious Bias and Disability Awareness.
- 29 January: Reflection session.

The welcoming and orientation period for 2024 ran from 30 January until 10 February. During this period, the Let’s Talk workshop sessions were coordinated and monitored across all the residence spaces by the Division for Student Affairs (DSAf) in partnership with the Transformation Office.



**Figure 7: Welcoming and orientation training with Critical Engagement HCs**

The first experiential learning opportunity for the Critical Engagement Forum took place on 19 April at the Slave Lodge in Cape Town. The excursion encapsulated two themes of the Imbizo 365 Calendar, namely “Social Justice” in relation to Human Rights Day and “Democracy” in relation to Freedom Day. Student leaders were asked to indicate their availability by Thursday, 4 March via the following link, <https://forms.office.com/r/PsdBhZUkAJ>, so that logistical arrangements for the excursion could be finalised well in advance.

#### 2.3.7.4. Writing for Change Programme

The Writing for Change Programme aims to foster a culture of informed and nuanced critical engagement and debate by using the medium of writing and publishing of student opinions around issues of transformation and social justice on campus from a regional, national, and global perspective.

The 2024 Writing for Change Programme was updated and finalised in consultation with the Language Centre. Additional ‘conversational’ sessions focusing on transformation-related issues such as gender, race, and class were added to the programme. Fourteen students were involved in the programme.

Students were assigned the task of writing blog posts about an issue of interest and reflect on what is generally known about the issue. They were further expected to create persuasive arguments about the issue for an audience of their choice. It was significant for the participants to further state who their audience was and justify. These tasks helped the participants to understand the importance of knowing one’s audience when writing a blog.

On 6 September, the 2024 Writing for Change cohort had its annual experiential learning engagement that was held at the Slave Lodge and the District 6 Museum in Cape Town. The activity plan for the day included guided tours of both historical monuments and facilitated conversations on the influence of past injustices on writing. This would include the content, the style of writing, and the audience. The outing was a fruitful learning experience for the students. It provided them with a deeper understanding of the extent of the trauma suffered by people of colour as a result of colonialism and slavery.



*Figure 8: Writing for Change students at the Slave Lodge*

#### 2.3.7.5. Engaged Citizenship

Birthered out of a history of spearheading student volunteerism at SU, the Engaged Citizenship portfolio recognises the need to reshape incentives within the University in a way that seeks to

- (i) respond to real-life challenges and encourage active citizenship;

- (ii) provide work experience, particularly within the context of graduates trying to gain experience in their scholarly fields; and
- (iii) provide the opportunity for students to share cutting-edge academic knowledge with organisations.

In resonance with the SU graduate attribute of an engaged citizen, intentional learning opportunities are provided for students through community projects that focus on real needs. Students receive training in sustainable community development and through their work in communities to learn functional skills that will contribute to their development as citizens, which can positively impact society. Learning opportunities are offered through an Engaged Citizenship Programme that comprises three components, namely the Advancing Engaged Citizenship short course, Activating Engaged Citizenship, and Volunteerism Practice. Through the Engaged Citizenship Hub and Training and Placement Centre, students are afforded opportunities to deepen their understanding of social issues and become agents of positive change. In total, 174 students enrolled for this course and 142 completed it.

Transformative Social Work is offered as part of the Social Work Integrated Learning Programme. Students were afforded an opportunity for work-integrated learning with various organisations located in the surrounding communities. These placements provided students with practical social work experience and were well received by community partners, who expressed interest in future collaborations.

### **2.3.7.6. Transformation Learning Network**

The Transformation Learning Network focusses on the needs of University staff members who hold official transformation-related portfolios. This includes members of the Transformation Office, Equality Unit, Disability Unit, and Employment Equity Directorate, as well as members of the ITC and faculty/environment transformation committees and equity employment representatives. Sessions that were held with the aim of sharing information relevant to transformation functions included the following:

- 28 March 2024: Mx Ashwin Thyssen, a junior lecturer in the Faculty of Theology, presented “For Looking Back, Moving ‘Forward Together’: Teaching for Transformation”.
- 25 April 2024: Dr Jean Farmer and Ms Shanté Neff, colleagues in the Social Impact and Transformation Office, presented “The Local and Global Voices of Black Academics”.
- 30 May 2024: The Manager: Faculty Support hosted a session during which participants were invited to offer input to develop vocabulary, definitions, and ideas for a transformation glossary for SU. This is a work in progress.
- 27 June 2024: “Between Sameness and Difference: Navigating Disability Identity and Inclusion” by Dr Michelle Botha, Faculty of Medicine and Health Sciences. Participants engaged around the issue of being included in learning and teaching through experience.
- 25 July 2024: “Social Impact at SU – Staff Input for Security for Our Students”. Ms Michelle Pietersen engaged the audience on how the Division for Social Impact transforms student experiences at SU through the engaged citizenship offering.
- 29 August 2024: “Pushing Binaries: Exploring (Trans)womxnhood in Higher Education”. Our guest speaker was Liberty Matthyse, Executive Director of Gender DynamiX. Gender DynamiX is the first registered Africa-based public benefit organisation that solely focuses on advancing the rights of transgender and gender-diverse communities. The session was a joint engagement with the Women’s Day celebrations.
- 26 September 2024: “Disrupting the Silence: From Marginalisation to Recognition of Coloured Heritage and Identity” was presented online via MS Teams by Ms Leza Soldaat, a PhD candidate in sociology at SU and programme quality practitioner at Boston City Campus. Her presentation was on the history of racial and spatial segregation and the impact of spatial dynamics on how the coloured community experiences its heritage.

### **2.3.8. Developing and expanding transformational cocurricular programmes**

SU distinguishes itself by emphasising reciprocity and the mutual benefits of community partnerships for students and community groups. Through an experiential offering called “Impact Beyond Campus”, students are taken through an experiential learning journey to effectively engage with communities and together with community partners mutually benefit from the partnership. The programme fosters a culture of active citizenship and social responsibility among students, aligning with the University’s Vision 2040 to develop “graduates who are engaged, responsible, and innovative”. This initiative addresses local and national needs for skilled and committed volunteers while also contributing to international efforts to achieve the United Nations’ Sustainable Development Goals.

The Impact Beyond Campus Programme was approved by the SU Co-curriculum Recognition Committee for experiential learning recognition on the academic transcript.

### **2.3.9. Advancing transparent communication strategies and practices**

The CCMD follows a crafted content strategy that incorporates a variety of content aimed at reflecting diversity, innovation, excellence, and progress in SU’s journey without appearing contrived. This includes placement of content on our social media platforms (Facebook, LinkedIn, X, Instagram, and TikTok), on our institutional website, on our internal platforms (digital newsletters, notices, mailers, and invitations), and in external media.

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

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

### **2.3.10. Integrated communication campaigns**

The CCMD annually supports the Transformation Office’s Imbizo 365 Calendar and develops content related to the calendar themes. Notable examples include the conceptualisation and execution of annual multichannel integrated communication campaigns.

In January and February 2024, the CCMD participated in the annual institutional Welcoming Programme. Through our social media platforms, we created a welcoming and inclusive environment by sharing various campus and student support information in English, Afrikaans, and isiXhosa. The CCMD’s Institutional Events Unit, in collaboration with the SU Language Centre, also ensured that the newcomers and their parents/guardians were welcomed in all three languages during the Welcoming Ceremony. Interpretation services were available in all three languages at the Welcoming Ceremony.

In May 2024, the CCMD highlighted the SU transformation journey through the #adayinthelife campaign. The campaign focused on the diverse staff of the University in commemoration of Workers’ Day and was aligned with one of our six strategic themes, namely “Employer of Choice”, which underscores the University’s dedication to creating a workplace that not only attracts top talent but also nurtures their growth and celebrates their unique contributions. SU believes that an inclusive and diverse community of scholars, staff, and students is not just a goal but an imperative in the 21st century.

In August 2024, the CCMD launched two institutional multichannel communication campaigns. These included the annual [#WomenofSU](#) campaign, which highlights the strides made at SU and celebrates and recognises the remarkable women who do phenomenal work in their respective fields. The CCMD also

collaborated with the Equality Unit and implemented the [Together Against Gender-Based Violence campaign](#), which aimed to create awareness of GBV among students and staff.

In 2024, the Women's Month campaign, which ran under the hashtag #WomenofSU, focused on the extraordinary staff and students on our campus who champion women's rights and gender equality. The campaign included a dedicated #WomenofSU website, social media posts, videos, photography, billboards, and feature articles. The #WomenofSU campaign proved to be a resounding success, with positive outcomes across our social media platforms. We received excellent feedback, a testament to the campaign's impact on our University community. The enthusiastic social media response also underscored the campaign's reach, with a multitude of positive engagements demonstrating its widespread appeal.

The multichannel GBV campaign went live on 1 August 2024 and ran until the end of the academic year. The campaign focused on providing crucial information about GBV with the SU community and raising awareness of the role the Equality Unit. The campaign consisted of social media elements, articles, pole posters on main student walking routes, and digital posters on campus.

Other content highlighted transformative research, and teaching and learning excellence at SU. For example, this included reporting on initiatives such as the [SUNRISE](#) (Stellenbosch University Research and Innovation Strategic Excellence) programme and the work of staff enrolled in programmes such as the [Future Professor Programme](#).

### **2.3.11. Communication support**

The CCMD also provides communication advice and support to University departments, faculties, and divisions with regard to transformation-related items. An example includes the communication advice and support provided to CIRCoRe. In response to the CIRCoRe mandate, the CCMD provided support in relation to communication campaigns and distribution of campus notices, updates, and invites to various CIRCoRe-related training workshops, discussions, and dialogues.

#### **2.3.11.1. Institutional events**

Throughout 2024, the CCMD's Institutional Events Unit, in collaboration with the SU Language Centre, ensured that guests were welcomed in English, Afrikaans, and isiXhosa at internal institutional events, such as staff assemblies and staff wellness events, as well as other key institutional events such as Graduation.

Institutional event advertisements, invitations, and save-the-date notices were produced in English and Afrikaans. Where practicable, invitations and advertisements were made available in isiXhosa.

Efforts were made to enhance inclusiveness and openness in the selection of entertainment and artists for institutional events. This included incorporating praise singers who performed in all three official languages as well as ensuring a diverse range of musical performances.

#### **2.3.11.2. Branding**

In the implementation of SU's brand identity, the CCMD aimed to enable the University community to align with the underlying ethos of the Language Policy, which is to advance multilingualism and promote a multilingual mindset. This included the following:

- A brand architecture system was designed and developed to enable University entities, such as faculties, departments, and PASS entities, to position their entity names in Afrikaans, English, and isiXhosa in relation to the primary SU brand identity.

- Stationery templates, such as institutional letterheads and memoranda, were made available or designed and developed to accommodate all three languages.
- Directional and wayfinding concept signage templates were designed and developed to accommodate all three languages.

Branding items for communication campaigns, posters, banners, and other institutional branding items were produced in Afrikaans, English, and isiXhosa, where practicable. All visual communication elements, marketing material, and institutional events brand collateral were designed in all three official languages.

### **2.3.12. Renewal of Stellenbosch University Academic Attire**

In its commitment to transformation and redress, SU embarked on a comprehensive rebranding project to support our University's vision of being Africa's leading research-intensive university, globally recognised as excellent, inclusive, and innovative, where we advance knowledge in service of society. As part of the phased rebrand implementation, the CCMD together with the Registrar's Division undertook the renewal of SU's academic attire.

The new academic attire functions as an extension of the University's visual identity, highlighting vibrant colours, unique patterns, and high-quality materials that reflect SU's research focus areas and commitment to excellence, as well as the African continent and its diverse cultures. The new academic attire was rolled out at the December 2024 Graduation. For more information about the pattern development process please, click [here](#).

### **2.3.13. Audience Development Project**

The marketing team within the CCMD, in collaboration with the Centre for Student Life and Learning (CSLL), coordinated the Audience Development Project. This strategic initiative aimed at enhancing the student experience by promoting cultural diversity and encouraging meaningful engagement through exposure to the performing arts. The project actively contributed to SU's broader mission of inclusivity, transformation, and student engagement.

A total of 402 students, many of whom had never attended formal performances before, were able to attend 57 theatre, music, dance, and visual art productions across 10 genres at the 2024 Woordfees Festival. They were accompanied by 30 hosts, all staff members of the CCMD and the CSLL.

The overwhelmingly positive feedback underscores the project's importance in shaping well-rounded, culturally aware graduates who are prepared to contribute meaningfully to South African society. Some comments from participants included the following:

- "I really underestimated the value of theatre and its ability to bring people together."
- "The ADP is indeed a unique offering and must become part and parcel of the University's mandate to foster the 'transformative student experience' as contained in Vision 2040."

### **2.3.14. The changing profile of the student population**

In response to the national transformation imperatives, SU has made significant progress in diversifying the student population. SU uses BCIA (Black, Coloured, Indian and Asian) representation following a Rectorate decision. The student profile has changed, exhibiting an upward trend in BCIA enrolments between 2015 and 2023. This is reflected in Table 6 and Table 7 below.

**Table 6: Undergraduate student profile 2015–2024**

| Undergraduate students | 2015          | 2016          | 2017          | 2018          | 2019          | 2020          | 2021          | 2022          | 2023          | 2024          |
|------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Black                  | 1 914         | 2 067         | 2 239         | 2 449         | 2 540         | 2 794         | 3 138         | 3 607         | 4 057         | 4 720         |
| Coloured               | 3 646         | 3 836         | 3 989         | 4 058         | 4 002         | 3 932         | 4 077         | 4 041         | 4 070         | 3 973         |
| Indian/Asian           | 451           | 527           | 585           | 636           | 653           | 676           | 720           | 729           | 769           | 830           |
| White                  | 12 250        | 12 353        | 12 181        | 12 088        | 11 871        | 11 743        | 11 702        | 11 574        | 11 625        | 12 089        |
| Foreign national       | 781           | 799           | 846           | 869           | 924           | 918           | 960           | 931           | 915           | 973           |
| Undisclosed            | -             | -             | 4             | 68            | 140           | 209           | 273           | 376           | 486           | 909           |
| <b>Total</b>           | <b>19 042</b> | <b>19 582</b> | <b>19 844</b> | <b>20 168</b> | <b>20 130</b> | <b>20 272</b> | <b>20 870</b> | <b>21 258</b> | <b>21 922</b> | <b>23 494</b> |

**Table 7: Postgraduate student profile 2015–2024**

| Postgraduate students | 2015          | 2016          | 2017          | 2018          | 2019          | 2020          | 2021          | 2022          | 2023          | 2024          |
|-----------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Black                 | 1 588         | 1 619         | 1 757         | 1 965         | 2 048         | 2 155         | 2 130         | 2 156         | 2 466         | 2 777         |
| Coloured              | 1 335         | 1 378         | 1 452         | 1 487         | 1 543         | 1 576         | 1 546         | 1 574         | 1 499         | 1 420         |
| Indian/Asian          | 245           | 264           | 274           | 278           | 288           | 302           | 358           | 389           | 419           | 386           |
| White                 | 4 997         | 4 937         | 5 029         | 4 819         | 4 622         | 4 605         | 4 773         | 4 492         | 4 185         | 4 028         |
| Foreign national      | 1 886         | 1 956         | 1 925         | 1 922         | 1 850         | 1 737         | 1 666         | 1 658         | 1 702         | 1 698         |
| Undisclosed           | -             | -             | 3             | 35            | 61            | 81            | 104           | 112           | 142           | 339           |
| <b>Total</b>          | <b>10 051</b> | <b>10 154</b> | <b>10 440</b> | <b>10 506</b> | <b>10 412</b> | <b>10 456</b> | <b>10 577</b> | <b>10 381</b> | <b>10 413</b> | <b>10 648</b> |

## 2.4. Language

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

### 2.4.1. Advancing multilingualism and language support institutionally

It is of cardinal importance that the University ensures that language is not a barrier to access but is rather a tool for success, especially in diverse educational settings. The Language Centre has worked hard to adapt its courses and services to aid lecturers who are teaching in person or online and to assist students who need ongoing language support, both virtually and in person.

The Language Centre's Interpreting Service plays a major role in ensuring that professional interpreting services are provided by creating a multilingual space where languages other than English are recognised, including South African Sign Language. The interpreting services provided to d/Deaf students and staff include all forms of educational interpreting (for classes, tests, exams, tutorials, meetings with lecturers, etc.) and all forms of extracurricular interpreting (for residence meetings, social events, workshops, doctor's appointments, etc.).

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

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

#### **2.4.2. Advancing individual multilingualism at Stellenbosch University**

The Afrikaans and isiXhosa portfolios of the Language Centre's Language Learning Hub continued to make great strides in supporting individual multilingualism in social and cocurricular spaces with its courses in Survival Afrikaans and isiXhosa. The purpose of these eight-week practical and fun-filled language acquisition courses is for students to become comfortable enough in the language that they acquire to take part in basic campus-related conversations and, as part of the larger University context, to gain an understanding of the cultural value of multilingualism. Campus-related scenarios are incorporated to encourage the use of authentic language.

#### **2.4.3. Monitoring the language-related experiences of students**

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

In the case of implementation of the Language Policy by support services, complaints are lodged with the relevant hierarchy of line managers or, in the case of the broader University, with the Rector's Management Team via the SRC Executive. In the case of implementation in student living environments, complaints are lodged with the relevant HC or residence 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.

#### **2.4.4. Implementing a multilingual programme aligned with the University's Language Policy**

"Multilingualism is about more than an individual's willingness to learn and use multiple languages. The focus of the Language Policy is also on promoting inclusivity and an appreciation of the value of diversity. Multilingualism, therefore, is also an attitude" (SU Language Policy, 2021).

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

## **2.5. Staff development and equality**

SU has adopted an Employment Equity Policy, an Employment Equity Plan (EEP), and a Code for Employment Equity and Diversity. These documents govern the University's actions in pursuing its vision of being a transformed and future-focused university in and for Africa.

### **2.5.1. Revision of the Institutional Employment Equity Plan**

In response to the proposed amendments to the Employment Equity Act, No. 55 of 1998, the University revised its EEP that is aligned with the proposed DHET sector employment equity targets.

The Rectorate approved the revised five-year EEP on 1 October 2024 pending the promulgation of the DHET sector employment equity targets. The EEP will become effective as soon as the DHET sector employment equity targets are promulgated.

The EEP is the University's implementation programme to achieve equitable representation and fair treatment of the designated groups (black people, women, and persons with disabilities) in the workplace across all occupational levels. It is a measurable action plan that provides focus and direction for achieving the desired staff profile, ensuring fair and equal treatment of all staff members and promoting diversity within the University.

The EEP is a strategic document that, in consultation with all the relevant stakeholders, will guide SU in its quest to create a non-racial, non-sexist, open, and democratic environment by redressing the imbalances of the past. It reflects the SU employment equity implementation programme. It represents the critical link between the current workforce profile and possible barriers in employment policies and procedures, and the implementation of remedial steps to ultimately result in employment equity in the workplace.

### **2.5.2. Employment Equity Committee**

The Employment Equity Committee continues to meet regularly and has contributed to the revision and development of the EEP and the Code for Employment Equity and Diversity by analysing SU's employment policies, practices, and procedures, and working environment. The committee also assists the Director of Employment Equity with monitoring and oversight.

To enhance the SU employment equity processes, it was recommended by various transformation structures, including CIRCoRe, that the composition of the current Employment Equity Committee be revisited. The committee has been reconstituted with the revised Terms of Reference that ensure alignment with the principles of representativity as required by the Employment Equity Act.

### **2.5.3. Strategic Recruitment and Career Progression**

During discussions regarding the Code for Employment Equity and Diversity, Human Resources noted that more work needed to be done to develop core policies and procedures for strategic recruitment, as well as for the career progression of PASS staff. Currently, employment equity is not integrated into the criteria for promotion or career advancement of PASS staff. The current approach is one of encouraging, and not mandating, the consideration of employment equity as part of the decision-making process for career progression. Human Resources will develop two sets of policies and procedures and make submissions to the Rectorate later in 2025.

### 2.5.4. Staff diversity profile

The University is committed to its vision of becoming a leading research-intensive African university, globally recognised as excellent, inclusive, and innovative, where students and staff are engaged in producing new knowledge to move society from an exclusive past to a socially just, sustainable, thriving, and democratic future.

With its responsive and future-oriented focus, the University is committed to creating inclusive and diverse experiences that will allow its students and staff to unleash their full potential. The focus in this cycle of reporting is on disabilities and race as the University has made significant progress in advancing these dimensions.

The annual campaign by the Director of Employment Equity, with support from the Disability Inclusion Advisory Committee, to encourage employees to disclose their disabilities is yielding positive results. This initiative formed part of the disability inclusion project, which is aimed at incorporating a focus on persons with disabilities towards the enhancement of employment equity outcomes and the promotion of diversity.

As a result, the number of employees with disclosed disabilities improved from 32 in 2020 to 69 at the end of December 2024. The national target for employees with disabilities is 2%, and SU is sitting at 1.4%. From a talent acquisition perspective, SU must be intentional about the appointment of persons with disabilities. All environments have been requested to consider targets for employees with disabilities in their staff plans.

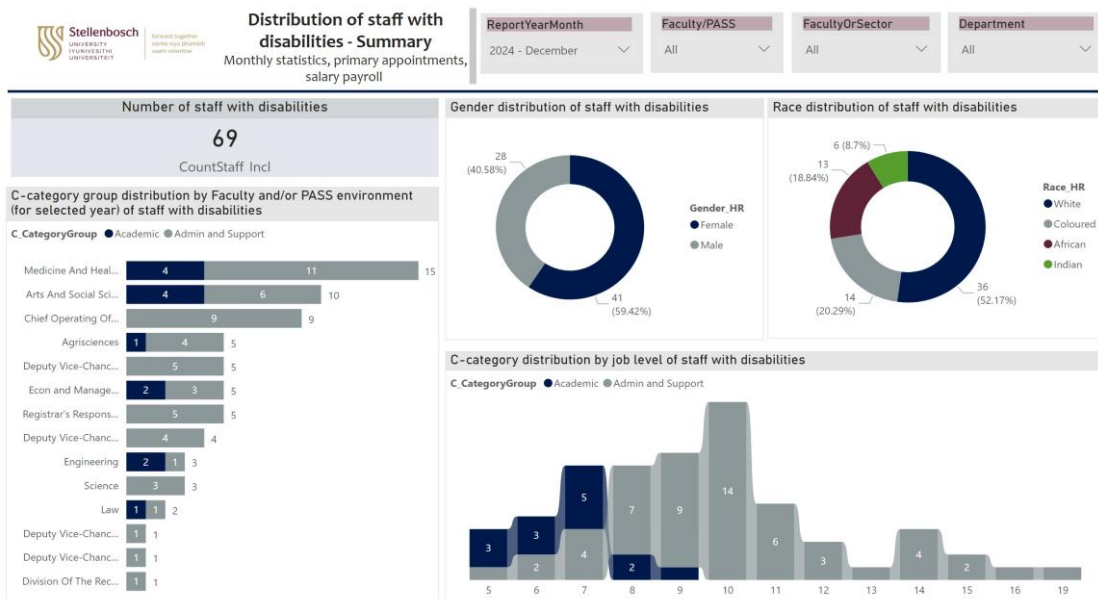
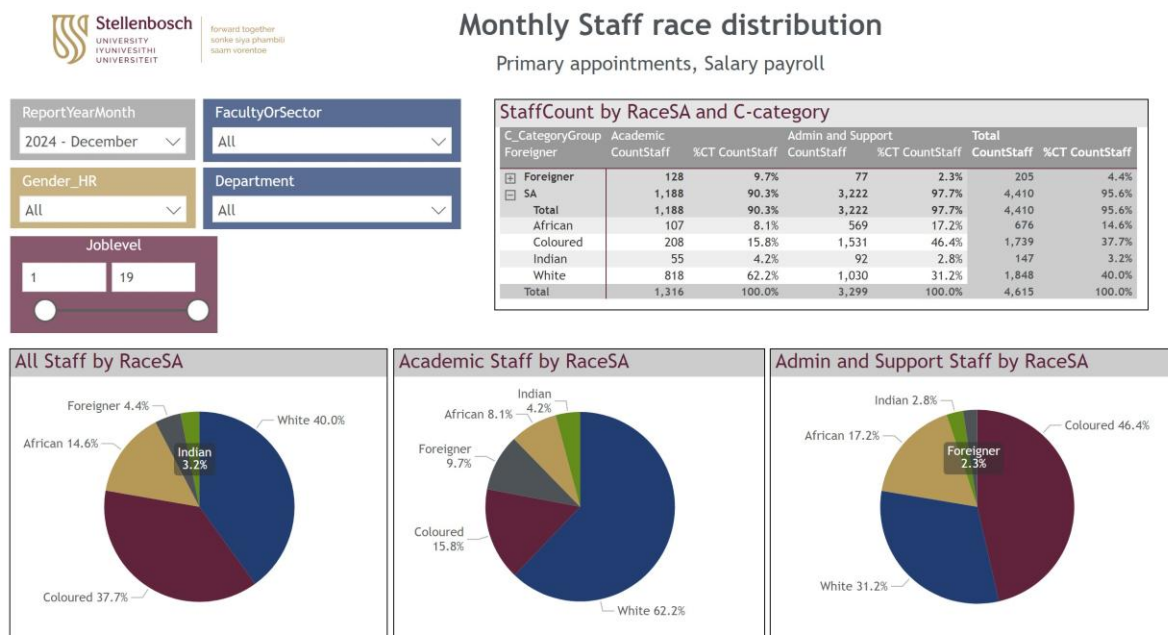


Figure 9: Distribution of staff with disabilities

The following figures illustrate the race distribution of all staff (both permanent and fixed term, in both academic and PASS environments):



**Figure 10: Staff distribution by race**

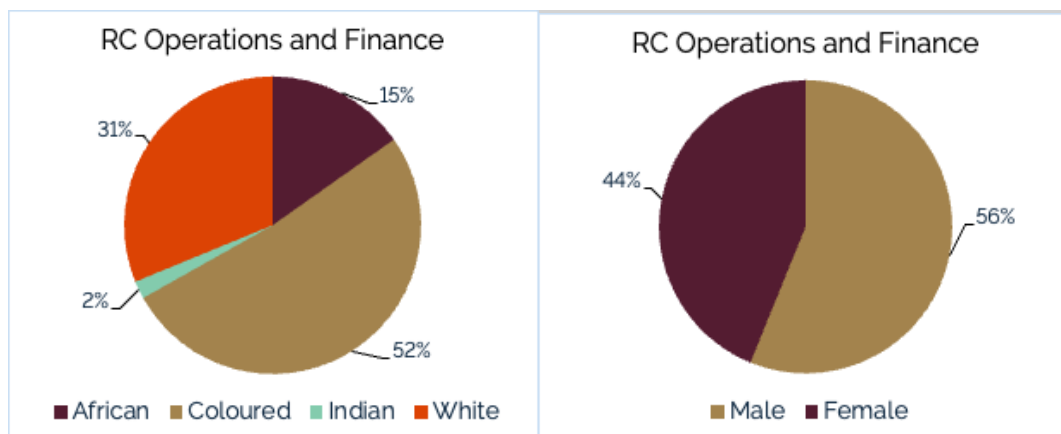
Approximately 55.5% of all staff (academic and PASS) are from African, Coloured and Indian (ACI) designated groups. The academic staff profile reflects an underrepresentation of the ACI designated groups, which constitute 28%. The majority of academic staff are white and international. In relation to PASS staff, 66% are from the ACI designated groups and 34% are white and international.

The Stellenbosch University Facilities Management (SUFM) team has focused on “growing their own timber” by developing career paths for staff from designated groups to be promoted. In 2024, over R1 million was spent on development and training in the division. Six promotions of staff on Level 7 and below were actioned in 2024.

SUFM initiated the “Becoming a Matie Parent” initiative with Student Recruitment. This initiative is to ensure that SUFM staff from designated groups, and other PASS environment parents, are made aware of how they can assist their children to become SU (Matie) students and thereby increase the number of SUFM staff who have children graduating at SU in future years. The initiative was launched in 2024, and SUFM hopes to expand on it in future years to include advice on and assistance with various aspects of learning, for example extra maths lessons.

The Innovus Unit, which is responsible for technology transfer and the management of SU’s intellectual property through patenting, licencing, and the formation of spin-out companies, is making impressive progress in transformation. The Innovus leadership did not only encourage staff from designated groups to attend conferences to network, learn, and develop but also encouraged them to speak and/or present at a variety of events to enhance their Curricula Vitae and to gain wider acknowledgement among their peers, including peers from other institutions. Leadership in Innovus provided directors from designated groups with specialised training, which allowed for subsequent company board exposure for the more senior staff on some of Innovus’ spinout companies. Innovus supported several staff members to develop professionally and to become mentees, and, following SU’s Human Resources protocols, preference was given to candidates from designated groups. As a result of such ongoing training and mentoring, Innovus was able to promote two senior staff members from designated groups in 2024.

The RC for Finance and Operations as a whole remains committed to increasing the diversity of its staff in line with SU’s strategic focus on diversity that aims to ensure that the University is relevant and accessible to the broader South African community. While some divisions have managed to make successful diversity appointments at senior levels, it still remains a serious challenge. In addition to the regular advertising processes followed for appointments, special recruitment processes are followed for all senior positions (post levels 8 to 3). The difficulty of attracting and retaining mid- to senior-level appointments from designated groups is, however, still evident as the University continues to compete with the private sector to attract top talent from designated groups. The RC remains committed to qualitative and quantitative measures that can advance its transformation outcomes. The RC’s demographic profile in terms of population group and gender is shown in the figures below:



**Figure 11: Finance and Operations staff composition according to race and gender**

The RC for Finance and Operations can attribute its success to its adoption of a well-defined EEP in 2018. There is considerable diversity in the RC’s staff complement. All five divisions implemented their respective EEPs. Full-time appointments made from 2018 to 2024 are 185 full-time appointments from 2018 of which 148 (80% ) were ACI appointments. Over the same period, 120 staff members were promoted, including 84 (70% ) ACI staff. While success in diversifying the staff in the RC has been significant, progress towards greater diversity, especially at senior level, remains slow. It is worth mentioning that the RC has a succession planning grid and uses training and development as an active strategy to advance staff transformation at all levels.

### 2.5.5. Student accommodation

SU places students in residence communities based on the principle of excellence strengthened through diversity and the building of social cohesion.

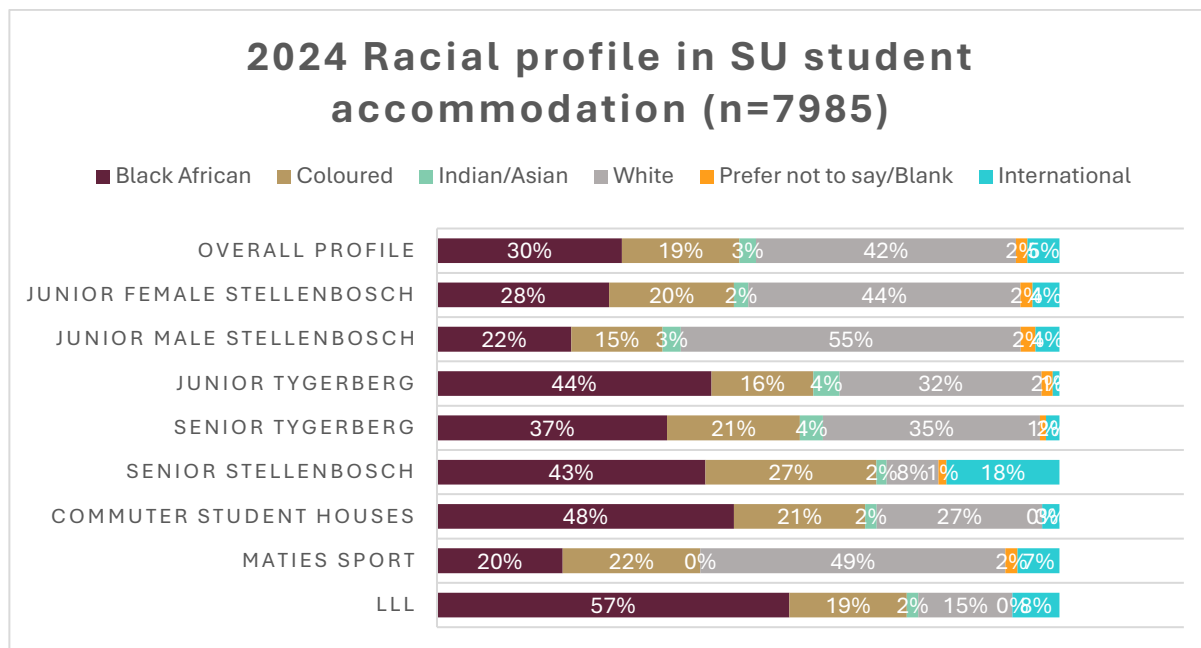
The Placement in Student Housing and Allocation to Commuter Student Communities Policy contributes to our strategic themes of cocreating a transformative student experience and a thriving University by establishing diverse and inclusive student communities where students can experience meaningful learning that contributes to their success and prepares them to thrive in a diverse South Africa.

The policy provides for the following criteria to create the broadest possible diversity in each residence community:

- a) Academic performance.
- b) Socio-economic status and/or bursary received based on financial need.
- c) Race (coloured, black African, Indian, Asian, or white).
- d) Nationality (South African citizen or international student).

These criteria are utilised throughout the placement process and guide the realisation of the approved targets, including residence placements from the waiting list when vacancies occur.

The racial representation in residences in 2024 was as follows:



**Figure 12: Racial profile in student housing**

## 2.6. Curriculum renewal

### 2.6.1. Expanding teaching and learning focus on curriculum renewal

Faculties have regular sessions on academic and curriculum renewal via their teaching and learning hubs. The identification of an institution-wide Programme Review and Renewal Project since 2018 as part of the DHET’s University Capacity Development Programme has strengthened this focus as a key strategic priority of the Deputy Vice-Chancellor: Learning and Teaching.

In 2024, the Programme Review and Renewal Project entered its third three-year funding cycle. The descriptive statistics presented in the table below suggest that there was a slight variance in the total number of projects completed annually during this three-year cycle, ranging from 60 to 68 across all 10 faculties. Furthermore, 48 full qualification/programme review redesign, renewal, and evaluation projects and 45 faculty-wide projects were undertaken. (However, note that these subtotals are misleading as some projects ran over multiple years.) There was a gradual increase in the number of modules reviewed in these three years from 25 in 2021 to 39 in 2023.

**Table 8: Statistics on the nature of programme review and renewal projects**

| Description of categories   | 2021      | 2022      | 2023      | Subtotals  |
|---|-----------|-----------|-----------|------------|
| Full qualification review, redesign, pedagogical renewal, and evaluation projects | 19        | 15        | 14        | 48         |
| Individual (high impact) module review and renewal projects                       | 25        | 35        | 39        | 99         |
| Faculty-wide projects related to programme and module review and renewal          | 16        | 14        | 15        | 45         |
| <b>Total</b>  | <b>60</b> | <b>64</b> | <b>68</b> | <b>192</b> |

Regular forums held every quarter with the Deputy Vice-Chancellor: Learning and Teaching, the Vice-Deans of Learning and Teaching, and staff from the DLTE have resulted in the compilation of faculty-specific plans.

A Student Success Programme linked to the national Siyaphumelela network was established. This programme is helping SU to look at programme and curriculum renewal and learning design from the point of view of student success.

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

## **2.7. Student support**

The CSC has implemented various initiatives to create 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 Placement in Student Housing and Allocation to Commuter Student Communities revised in 2023 and implemented from 1 January 2024, which ensures that the student communities are diverse and that activities and problem solving can operate in a network of communities that represents commuting students and residential members of all genders and is demographically representative of the broader student cohort.

### **2.7.1. Transformative work within the Division for Student Affairs**

Following the release of the final report of the Commission of Inquiry into Allegations of Racism at Stellenbosch University on 8 November 2022, the DSAf has prioritised the implementation of the report's key recommendations pertaining to its environment.

The implementation of the [Khampepe Report](#) recommendations is critical if SU is to address ongoing issues of exclusion and racism, realise its transformation goals, foster equity, and cultivate a social justice mindset among all student communities. In the report, Commission Chair Emeritus Justice Sisi Khampepe emphasises that while the "University has made impressive theoretical strides towards transformation," these advances do not "adequately translate into the lived experiences of students and staff" (Khampepe, 2022, p. 10).

The DSAf has embraced these recommendations, aligning them with the division's vision, mission, and strategic objectives, and with [Vision 2024 and the Strategic Framework 2019–2024](#) to make a tangible impact on the university experience for both students and staff. While there are specific recommendations that Justice Khampepe identified as critical to improving the DSAf's work ([see p. 174–180 of the Khampepe Report](#)), the evidence provided by staff within and outside the DSAf and students, as well as the findings listed on pages 158–167, has influenced and directed our work since November 2022. The recommendations are categorised according to structural improvements, educational interventions, student experience, the Language Policy, and incidental recommendations (p. 15).

Below are some of the concerns highlighted in the report that fall within the sphere of the DSAf's work:

- A toxic and exclusionary culture that "despite progress and reform" persists and continues to "favour Afrikaans preferences", adding to racial segregation.
- Concerns about the Welcoming Programme: Students are concerned that the annual Welcoming Programme for newcomers emphasises fun activities but fails to "recognise the

needs of vulnerable students from disadvantaged backgrounds” who come to university with “minimal support”.

- Inadequate training for student leaders: Participants criticised the training provided to student leaders, deeming it inadequate and inappropriate for helping students to “fulfil their leadership duties”.
- Lack of coordination and cohesion between the CSC and the Centre for Student Leadership, Experiential Education and Citizenship has led to unclear roles and responsibilities between the centres and overlaps in training, among others.

Following the establishment of the CSLL, it was important to continue supporting staff through the first stages of belonging to the same entity as a newly integrated leadership team who had to work together. It was therefore important to continue reflection sessions to listen to concerns and support the crucial work done by the team. The merger has been a success and has benefited students, has reduced confusion and duplication, and has streamlined and enhanced critical leadership programmes – for example, the Leadership Summit for Aspiring Leaders, the Newly Elected Leaders Celebration, and the Ubulumko Programme, all strategically designed to empower students as they start on different leadership journeys within the University.

The work carried out by the two centres of the DSAf – the CSLL and the Centre for Student Counselling and Development (CSCD) – in 2024 significantly enhanced the overall DSAf environment. These efforts played a crucial role in exposing students to a diverse range of knowledge, perspectives, and local and international experts, fostering varied thinking and innovative ideas among students. Research conducted in the CSCD has, for example, also informed the type of therapy and the number of individual therapy interventions offered to students before transitioning them to support groups within the centre. To improve accessibility to support services, the centre also collaborated with the DLTE in 2024 to develop an innovative student support app, the [Selfhelp.sun.ac.za](https://selfhelp.sun.ac.za) web application.

### **2.7.2. The Welcoming Programme: Providing support to vulnerable students**

The Welcoming Programme of the University, which focuses primarily on academics and residence and commuter student communities, assists newcomers in adapting to university life and enables student success.

The annual Welcoming Guide for Newcomers is a vital publication that serves as SU’s primary introduction to the broader university community for newcomers. It plays a key role in shaping students’ initial experiences as they transition into the university environment. Designed with its main audience (i.e. the undergraduate students ) in mind, the guide’s design, layout, visuals, and content style create an engaging and dynamic resource that appeals to the first-year student audience. The content of the guide was further refined in 2024 to continue bringing across key messages from the University that tie in with its own Vision 2040 and Strategic Framework 2019–2024.

Additionally, the feedback contained in the Khampepe Report’s findings and recommendations was taken into consideration, in particular students’ concern regarding a perceived focus on social activities at the expense of practical, real-life information that would help newcomers to navigate university life. Thus, information such as how to find and access student support services through the CSCD, the role of the different units within the CSLL and the offerings for students, as well as information on life as a residence or a commuter student, which is key in assisting newcomers to adapt to the university environment, was more prominently highlighted.

The guide responds to some of those needs by offering centralised access to important information that supports students in several ways, such as the following:

- Completing registration for their degree programme with ease.
- Understanding and being able to find where academic orientation programmes for each

faculty are offered, emphasising the importance of these programmes in facilitating a smoother transition to university life and ensuring future academic success.

- Introducing student support services, such as academic and psychotherapeutic counselling, Campus Health, the library, and Campus Security, among others.
- Highlighting leadership and self-development opportunities provided by the CSLL within the DSAf.

### **2.7.2.1. The Residential Education Programme**

Newcomers arriving at university find themselves in unfamiliar surroundings where they experience new living and working environments and a new culture where different individuals hold different views and where a specific student culture may already exist. To help newcomer students to participate in ongoing conversations on campus, they are exposed to various ideas in a series of short participatory workshops known as the Let's Talk Programme. The programme is available to all students regardless of whether they form part of commuter student communities or residence communities.

The Let's Talk Programme provides students with several workshop options: "Understanding Consent" (GBV, consent, and bystander behaviour), "Creating a Thinking Environment" (deeper thinking, creativity, and meaningful reflection), "Understanding Gender-Based Violence", "Under Our Skin" (honest dialogue about race, gender, social class, etc.), "Universal Access and Disability Awareness", as well as "Drinking Culture and Campus Life" (binge-drinking, health, safety, and wellbeing). The Let's Talk Programme was presented within student communities by student leaders trained to present workshops. A self-guided workshop manual was provided to student leaders for ongoing engagements, and feedback received informs the following year's version of the programme.

The programme also gives newcomers the opportunity to critically engage with one another and their community's leadership on pertinent issues both on campus and in South Africa as a whole. The methodologies used prioritise a nonthreatening environment where newcomers can learn and unlearn with their peers.

### **2.7.2.2. SOAR pre-Welcoming Programme sets first-generation students up for success**

Both residence-based and commuter students attend welcoming programmes hosted by their specific communities while first-generation students also attend an additional programme named SOAR.

With 40% of SU's first-year intake consisting of first-generation students, the SOAR Programme specifically focuses on the needs of first-generation students whose parents/guardians have not pursued higher education after Grade 12 and helps these students transition to university life. It also contributes to transformation at SU, increases diversity among students, and promotes inclusivity. The programme was established in 2020 and helps students to use their (S) strengths, leverage the (O) opportunities of higher education, activate their (A) agency, and enhance their (R) resilience when entering university. It takes place annually just before the newcomer Welcoming Programme kicks off in January/February.

In 2024, collaborations with other SU stakeholders, such as Thuthuka, SciMathUS, and TRAC, increased the cohort of first-generation students enrolling for the programme to 126 students. Students who have benefited from the SOAR programme often become involved in the programme afterwards by offering their time as mentors to new cohorts. In 2024, 52 students applied to be SOAR mentors. More than 60 SOAR participants graduated from SU between December 2023 and March 2024.

The SOAR programme consists of various social activities and discussions on relevant issues such as how to appreciate diversity on campus with regard to gender, race, languages, lived experiences, economic background, and social standing; how to unlock personal strengths and resilience; and how to practise holistic wellness such as empathy and self-compassion. Several workshops are conducted to also enhance student engagement, with enjoyable group activities such as Zumba, which helps to build social cohesion and bonds among students and provides students with an opportunity to create vision boards

to help them envision their future after obtaining a degree. Cultural events are also organised to facilitate mutual understanding and appreciation of each other's cultures.

### **2.7.2.3. Creating continuous social cohesion opportunities**

A range of activities takes place during Welcoming that ensures that students feel welcome and experience a sense of belonging when they arrive at SU's campuses. These include the Dream Walk and Dream Fair, and the Maties Societies and Sports Fair. One very visual way in which this sense of belonging is accomplished is through the annual Welcoming t-shirt for newcomers distributed to all first years. Over the last two years, all student governance structures have been involved in the process of designing the maroon Welcoming t-shirt. By including all voices, the CSLL ensures that the Maties t-shirt becomes a symbol of unity at SU and is claimed as a combined student creation.

Another way in which a cohesive institutional culture has been created is through the Rector's official Welcoming of newcomers at a ceremony held at the Danie Craven Stadium. Following this event, first years participate in an aerial group photo and create the numbers that make up the specific year by using their bodies to create the digits when viewed from above. This occasion is followed by the Dream Walk in which University management and the Senior Director: DSAf participate and that marks the start of the student's university journey and their life as young adult. The presence of the Senior Director among the students is another way in which the DSAf collapses unnecessary hierarchies between students and staff and ensures visibility of leaders. The Dream Walk takes place down SU's iconic Victoria Steet, where the trees are wrapped with maroon cloth on which first years can paste notes sharing their dreams for their time at SU and beyond.

### **2.7.2.4. Mentor Programme**

Mentors are a key resource embedded in the student communities to ensure that newcomers are connected to a supportive individual and group as they arrive. There are about 550 mentors who support the estimated 5 500 newcomer students every year to make a successful transition to university. Newcomers report a high appreciation for mentors as they are often a newcomer's first intimate interaction with a representative of the University and are an important initial resource for matters pertaining to academics, accommodation, and student development and psychotherapy services, among others. 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.

### **2.7.2.5. Creating an inclusive Welcoming and transformative student experience for newcomers and other students**

The focus was specifically on rebuilding and solidifying connections between SU's Stellenbosch campus and Military Academy newcomers and leaders.

Since the first DSAf Welcoming of Military Academy student leaders and newcomers to the Stellenbosch campus was held in 2023, a stronger connection has formed between the DSAf and the Military Academy, with more frequent in-person interactions too.

Historically, the distance of the Saldanha-based Military Academy from other SU campuses and limited interaction among students on different campuses created a disconnect with the institution. In addition, Academy students have never been officially welcomed when arriving on campus to attend the Rector's Welcoming event, nor have they been provided with a space to relax and from which to explore the campus.

Student leaders and newcomers therefore arrive in Stellenbosch just before the Rector's Welcoming starts and leave for Saldanha soon after it ends, missing out on the Dream Walk, which is organised by the CSLL and symbolises the start of a newcomer's life journey as a Matie student and young adult.

The annual DSAf Welcoming of the Military Academy Student Council (MASC) and newcomers was once again held in a temporary lounge area behind the DSAf offices in 2024. MASC leaders and newcomers now arrive three hours before the Rector’s Welcoming event and are welcomed by Dr Choice Makhetha, as well as the Directors and Deputy Directors of the CSLL and the CSCD, other DSAf staff, and the SRC. The students are served a light lunch in the lounge after which MASC leaders and newcomers complete a smaller version of the popular SU Dream Walk down the tree-lined Victoria Street.



**Figure 13: Military Academy Students Council leading newcomers following their Dream Walk**

The initiative is part of the DSAf’s commitment to strengthening the connection of military students to SU, ensuring that all students feel welcome and experience a sense of belonging and community, whether based at the Tygerberg, Stellenbosch, Saldanha, or Bellville campuses.

### **2.7.3. The development of student hubs to foster social cohesion**

The University, through collaboration with various divisions and student leaders, aims to create spaces that promote student engagement and social cohesion. Student hubs serve as multipurpose facilities, embodying the clusters’ purpose of integrating living and learning spaces for both residential and commuter students. At present, there are three hubs on campus that foster social cohesion, a welcoming culture, and cross-community integration.

These hubs include deli service areas, multifunctional meeting spaces, study and training areas, group workspaces, emergency accommodation facilities, and student accommodation flats for commuter student leadership groups. Hubs allow for intuitive connection and integration of a specific cluster community, and foster engagement with internal and external stakeholders in a comanaged community space, among others. Hubs also function as collaborative venues for interactions with academics, campus stakeholders, community organisations, alumni, parents, and prospective students. They provide a space for commuter students to rest, study, create, access overnight accommodation, and engage with fellow students, contributing to improved social cohesion within the cluster.

One of the newer hubs on the Stellenbosch campus of SU is the Victoria Cluster Hub, which serves the communities of the Harmonie, Monica, and Wilgenhof residences, as well as the Silene and Oude Molen commuter student communities. Out of the eight clusters, AmaMaties, Wimbledon, and Victoria have hub facilities. The Victoria hub was completed and launched in April 2023 and incorporated lessons learned from the design of the AmaMaties and Wimbledon hubs. It therefore emphasises open-area interaction, includes a satellite hub within Harmonie Residence, and has an inviting, modern, and fit-for-purpose design.

It has been established that cluster hubs change student behaviour, interactions, and the value placed on second-level communities. They become physical centres for innovative programmes and the tangible integration of diverse commuter and residential students. The Victoria Hub, for instance, prioritises disability inclusion, multifunctional spaces, emergency accommodation, gender-inclusive facilities, and better access to dining halls.

The Victoria hub features a variety of seating options for comfort and endurance, including fatsaks for napping, a range of soft and hard couches, and moveable tables with chairs. Tables on castor wheels allow for flexible group and individual work arrangements. The Munch deli menu incorporates student input, includes culturally specific items, and offers a diverse food selection. The hub provides a boardroom for student meetings, and there is an open-plan area for workshops, art exhibitions, productions, and musical performances. The ground floor features recreational activities such as a pool table, foosball, and board games, fostering student bonding through fun.

#### **2.7.4. Encouraging multilingualism in the Division for Student Affairs environment**

Within the wider DSAf environment, the promotion and practice of multilingualism is critical because it ensures access to information for staff and students and contributes to staff and student academic and career success. Regular discussions about the use of language and multilingualism at the DSAf are held, and while meetings are held in English to be inclusive of all staff and students, staff and students are always encouraged at the outset of meetings to speak in the language that they are most comfortable in. All formal documents and communication from the DSAf are translated into English, Afrikaans, and/or isiXhosa.

Within the DSAf space, there is a universal acceptance by staff and students that the principle of inclusion dictates the medium of communication in meetings and gatherings. Practically, what this means is that formal meetings are predominantly in English with interpreting done by other students or staff when a peer wants to raise a point in Afrikaans or isiXhosa.

At Tygerberg campus, the language of communication is predominantly English but answers to queries are provided in the language that the question was posed in, as far as possible. Staff and students can give feedback with regard to the language implementation plan through to the Manager: DSAf at the Tygerberg campus.

The workshop series called “Building Communities through Multilingualism” aims to find ways together to manage language-related scenarios holistically, based on a multilingual mindset.

In 2024, two multilingualism training sessions were held with student leaders to prepare them for their terms. The first session was held on 24 January 2024 by the Language Centre, with 165 student leaders in attendance, while a second session was held on 9 September 2024 as part of the Ubulumko HC training with 213 students in attendance.

The first session, presented to student leaders who would have had basic multilingualism training in the previous year, prepared student leaders for Welcoming and beyond and focused on the practical application of a multilingual mindset by asking students to brainstorm their approach to language-related scenarios. Student leaders also had the opportunity to share their language-related ideas for Welcoming with peers.

The second session served as an introduction to SU's perspective on multilingualism for newly elected student leaders. Student leaders learned how to connect multilingualism with their house values and went on to practise writing a manifesto for multilingualism that encapsulated this values-driven approach to multilingualism.

### **2.7.5. The Division for Student Affairs Transformation Forum**

The DSAf Transformation Forum played a crucial, grounding role within the DSAf on transformation. The forum provided a platform and space to reflect and share critique on the DSAf's work, and in 2024, the emphasis shifted to the analysis, findings, and recommendations of the Khampepe Commission Report. Through the forum and other avenues focused on transformation, diversity, and inclusion, DSAf staff dedicated a great deal of time to transformative work, not only within the DSAf but also by becoming involved and contributing to the five workstreams of the committee responsible for the institutional transformation agenda.

Response to the Commission's Recommendations (CIRCoRe), Having more DSAf staff involved in the work of CIRCoRe is highly beneficial to the DSAf and ensures that information flows smoothly among different environments to allow alignment, responsiveness, and fast-tracked progress on many fronts. Students and staff play a crucial role through these critical transformation structures of the University.

Before delving into the transformative work of each centre, it is important to focus on the role of the DSAf Transformation Forum. The DSAf Transformation Forum comprises DSAf staff, student leaders, and a representative from the Transformation Office (this position is currently vacant). Operating within the framework of SU's values, the forum adheres to the DSAf Transformation Charter and the forum's Terms of Reference. Voluntary in nature, the forum's transformational approach is rooted in principles of social justice, human rights, and dignity for all. As a fully-fledged committee within the DSAf, it stands alongside other recognised committees in the division. The forum strives to advance the University's Vision 2040, the Strategic Framework 2019–2024, and the transformation plan and policy.

Positioned as part of the University's transformation apparatus, the forum operates as one of the PASS committees, working in tandem with the Transformation Office. The forum's role is integral to realising the institution's transformation objectives outlined in the relevant policy documents. Since its establishment in 2018, the DSAf Transformation Forum has actively collaborated with various University structures to pursue its objectives. Staff that serve on the forum and are involved in other University structures or environments focused on transformation include Dr Marcia Lyner-Cleophas, Head of the Disability Unit and member of the ITC, along with Dr Jill Ryan and Ms Qaqamba Mdaka from the Equality Unit.

The forum's annual Transformation Summit was held on 17 May 2024, bringing together staff in the DSAf, student leaders, and partners of the division to deliberate and reflect on the division's transformation imperatives and how a transformative experience can be created for *all*.

The theme for the summit was "From Struggle to Success? Supporting Student Affairs Staff through Our Evolving Journeys". The keynote address was delivered by Prof Melissa Steyn, Director of the Wits Centre for Diversity Studies at the University of the Witwatersrand. Entitled "Transforming University Residences as Sites Shifting from Battle to Hope", the address was a thought-provoking presentation on the need to tackle transformation work in a deliberate and consistent manner while holding on to hope.

Mr Mbanjo Sibande – Tygerberg SRC chairperson 2023/2024 – reflected on "How Staff are Supported during a Crisis within Student Affairs". Dr Simthembile Xeketwana, Residence Head: Huis Francie House and Lecturer: Curriculum Studies at the Faculty of Education, shared some "Reflections of a Resident Head on Transformation Struggles of Multiculturalism and Multilingualism". Mx Abongile Quthu provided a student's perspective on "Co-creating the DSAf's Vision and Work with Students".



*Figure 14: Staff and students engage in discussions around the theme of the conference*

Professor Ronelle Carolissen, clinical psychologist and professor in the Psychology Department and the CIRCoRe Workstream Lead: Student Life and Communities, wrapped up the summit by sharing her reflections and positioning and situating the contributions made throughout the summit within the context of the forum’s work and the DSAf’s transformational work.

#### **2.7.6. Training in social justice communications**

Social justice communications, while extensively researched and practised internationally, remains relatively underexplored and is seldom taught in South Africa. Nonetheless, several organisations, such as Sonke Gender Justice, the Institute for Justice and Reconciliation, the Social Justice Coalition, and the Bhekisisa Centre for Health Journalism, have effectively employed social justice communications to advance their missions. In 2024, the Communications Coordinator at the DSAf introduced student leaders across various governance structures to the concept of social justice communications, with the aim of providing students with the skills needed to raise awareness of and promote transformation, inclusivity, and diversity through how they communicate.

In a nutshell, social justice communications entails the intentional use of media, messaging, and storytelling to support social justice efforts and advocate for human rights, equality, and fairness, which is crucial for the higher education space in South Africa. It involves developing narratives that increase awareness of injustices, amplify the voices of marginalised communities, and encourage meaningful change. Social justice communications often focuses on topics such as racial and gender equality, LGBTQ+ rights, economic and environmental justice, and disability rights. Social justice communications teaches students to leverage various communication platforms – including public relations, social media, journalism, and advocacy initiatives – to educate, engage, and inspire students to take action toward a more inclusive and just world. Social justice communications also allows students to apply the graduate attributes that they gain while studying at SU within the university space and beyond in future, applying all five attributes – an engaged citizen, a dynamic professional, an enquiring mind, a caring individual, and a digital knower.

Using social justice communications does not only allow leaders to contribute to a “transformative student experience” for all students at SU but also further enhances and fosters critical thinking.

Some of the ways in which social justice communications has been incorporated into the DSAf's communications can be seen below:

## **2.8. Disabilities**

The Disability Unit offers a range of services to students with disabilities, from advice on appropriate academic support solutions to accessible tailored study materials. The Disability Unit also consults with prospective students with disabilities on the support available on campus in relation to their specific disabilities.

### **2.8.1. Reviewing the Disability Unit's Universal Access Policy to support students and staff members with disabilities**

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

### **2.8.2. Lead with Disability Programme**

The Disability Unit presents the Lead with Disability Programme, which is a transcript-recognised programme and is presented in a hybrid form. The aim of the programme is to raise awareness around diversity, inclusion, and disability. In 2024, the Disability Unit in collaboration with Human Resources initiated a Lead with Disability Programme focussed on staff. Students and staff, in separate sessions, enjoyed the interactive nature of the programme and engaging people with disabilities.

The Lead with Disability Programme consists of six weekly one-hour sessions, each addressing a key topic related to disability inclusion and awareness and is aimed at students and staff. It is a cocurricular-recognised programme and is presented in hybrid form. The aim of the programme is to raise awareness around diversity, inclusion, and disability. The programme topics for 2024 included "Engaging with Individuals with Disabilities", "Universal Access and Why It's Important", "Universal Design for Learning", and "Disclosure and How We Use It (POPIA): Legal Imperatives of Inclusion", among others. Attendees were also able to learn more about service dogs and how they improve access for individuals with disabilities, as well as listen to the experiences of students with disabilities on campus.

In 2024, approximately 60 students participated in the first semester, followed by 52 students in the second semester. The programme equips students with practical tools to foster inclusive environments for individuals with disabilities, contributing to a more accessible and supportive campus community.

### **2.8.3. Disability Awareness Campaign**

Other opportunities for promoting disability awareness among students and staff took place. These included a book launch of a student with a disability, the 2025 Casual Day social media campaign, as well as orientation and open days for students and parents.

### **2.8.4. Casual Day**

Dr Marcia Lyner-Cleophas, Head: Disability Unit, and Ms Luigia Nicholas, Coordinator: Marketing and Training at the Disability Unit, take responsibility for organising the annual September Casual Day activities, ensuring that students and staff can purchase Casual Day stickers from providers, plan and host Casual Day activities, and create awareness around each year's theme on the Stellenbosch and Tygerberg campuses. This national event is used by the Disability Unit in its continuous efforts to increase

disability awareness at SU, to keep the challenges that disabled individuals face top of mind for student leaders tasked with student-centred responsibilities, and to remind the SU community to approach disability as an inclusion issue.

On 3 September 2024, the Disability Unit hosted an online panel discussion aligned with the 2024 Casual Day theme “I See You”. With this theme, the National Council of and for Persons with Disabilities highlighted the many instances where individuals with disabilities are not seen, heard, or included in day-to-day planning regarding matters that also affect them and created awareness about often-forgotten, invisible disabilities such as mental health conditions, specific learning disabilities, and chronic medical issues, which also lead to exclusion.

The discussion was led by students with invisible disabilities and was facilitated by Christopher Chase. The session included University students and external participants, providing valuable insights. Dr Lyner-Cleophas highlighted key takeaways, including the need for ongoing staff training, flexibility in teaching practices, and regular check-ins with students to better support their needs.

Students were further included in events through two online competitions where they were required to submit a video sharing their thoughts on Casual Day and another competition where participants shared photos of themselves wearing a Casual Day sticker.

#### **2.8.5. Service Dogs**

Service dogs have broadened from just guide dogs, which were common on our campus for many years. Students and staff use emotional support dogs more and more. This has raised the awareness of the roles of service dogs on campus as well as the etiquette around how best to treat these working dogs.

#### **2.8.6. Increasing student profile**

Students increasingly choose SU as their university of choice. Each year we are challenged with more and more ways to be inclusive. We do rise to the occasion and see this as ways of growing our services as well as increasing participation to work towards a more inclusive world.

#### **2.8.7. Universal access**

SUFM is committed to creating inclusive and accessible environments for all. Universal access is a core principle in the design of our facilities, ensuring that every individual, regardless of age, ability, or disability can navigate and utilise our spaces with ease and dignity. By prioritising accessibility, we strive to promote social inclusion, equality, and human rights for all.

Interaction with the SU Disability Office and the local authority (Stellenbosch Municipality) is important. SUFM is part of regularly scheduled meetings with the Disability Office and Stellenbosch Municipality where areas are identified where disability access can be improved.

Other activities and projects that were completed in 2024 include the following:

- GG Cillie: Accessible quad with new ramp and outdoor furniture for student use.
- Minerva Residence: New bathroom for people with disabilities. New guest toilet for people with disabilities. One accessible shower per ablution area on all levels of the residence.
- North Campus Residence: New accessible room and bathroom in Block A and B of the residence.
- Kleinbosch, Language Centre: New accessible main entrance with ramp.



**Figure 15: GG Cillie accessible quad with new ramp**



**Figure 16: Kleinbosch, Language Centre accessible main entrance with ramp**



*Figure 17: Bathroom for persons with disabilities*

## **2.9. Complaints**

### **2.9.1. Stellenbosch University's sexual harassment policy**

The University has had a policy on unfair discrimination and harassment since 2016, which also addressed sexual harassment in all its forms. However, in 2020/2021, SU began the process of reviewing the policy to be compliant with the Policy Framework to Address Gender-Based Violence in the Post-School Education and Training System (2020). The policy review process included appointing a policy review task team (consisting of SU colleagues who have legal and social justice backgrounds), inviting public consultation on the policy, as well as faculty engagements and presentations to various institutional committees and forums for input. The policy is currently making its way through the institutional structures for formal approval.

The policy aligns with SU's broader transformation agenda, particularly in its efforts to combat unfair discrimination and GBV on campus. The Equality Unit plays a key role in the enforcement of this policy and provides support for victims of sexual harassment.

### **2.9.2. Reporting and tip-off service**

#### **2.9.2.1. Online Reporting Tool**

SU launched the Online Reporting Tool where staff and students can report incidents of unfair discrimination, harassment, GBV, sexual harassment, and any form of victimisation. The web-based platform allows for live notifications whereby once a complaint has been submitted, an Equality Unit case officer will be alerted and assigned the complaint. The reporting platform allows for anonymous reporting, and reported information is kept confidential.

#### **2.9.2.2. Twenty-four-hour tip-off service**

In 2023, an independently monitored, 24-hour tip-off service was launched. This service, which is monitored by Deloitte, allows staff and students to report incidents of racism. Reporting can also be done anonymously. Incidents can also be reported via e-mail to [SUunfair@tip-offs.com](mailto:SUunfair@tip-offs.com) or via a toll-free hotline on 0800 346 346. Once a report has been submitted, the report goes directly to the Deputy Vice-

Chancellor: Social Impact, Transformation and Personnel, the Deputy Vice-Chancellor: Teaching and Learning, and the Head of the Equality Unit, all of whom are responsible for the implementation of the policy for unfair discrimination, victimisation, and harassment (see <https://www.tip-offs.com/>).

### 2.9.3. Training and development

The Equality Unit continued to raise awareness and provide training to staff and students. It presented the Health and Social Justice module to international students through the summer school exchange programmes. It also presented a five-day summer school module on Equity and Leadership in the Global Classroom. The objective of the module is to develop leadership and thought skills on the importance and challenges of equity issues through a social justice approach to discrimination and transformation in the global classroom.

The Equality Unit has developed an awareness training programme on consent training called “UBULUMKO GBV” aimed at enabling students to best understand consent in sex-related matters. The unit trained newly elected Critical Engagement HCs on how to respond to GBV incidents in their communities.

### 2.9.4. Comprehensive response to mitigate gender-based violence

In February 2024, SU in partnership with the Ring for Peace Cape Trust and the National Prosecuting Authority launched the Stellenbosch GBV Centre, located in Idas Valley, Stellenbosch. The GBV Centre provides, among others, an emergency accommodation facility to provide safety and emergency short-term (72 hours) shelter services for victims/survivors. The initiative was born from private and public sector collaboration and is the only TCC that offers emergency accommodation.

An anti-GBV monitoring committee has been established as a committee of the Rectorate with the aim of examining and executing ways to expand and strengthen the University’s response to GBV. Stemming from the functions of the GBV monitoring committee, a campus-wide GBV audit was launched in 2024. The audit was conducted among all faculties with questions relating to policy and guidelines, initiatives, efforts, and support aimed at GBV, accountability, awareness, and prevention. The response rate to the audit was low; however, the process has also inspired reflection upon review on how the audit can be best reworked to allow for better engagement and clearer instruction in future.

### 2.9.5. Statistics regarding complaints

**Table 9: Complaints 2017–2024**

| Type of complaints    | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|-----------------------|------|------|------|------|------|------|------|------|
| Sexual harassment     | 6    | 19   | 21   | 7    | 6    | 15   | 8    | 11   |
| Harassment            | 13   | 4    | 11   | 3    | 4    | 16   | 13   | 27   |
| Discrimination        | 16   | 13   | 3    | 4    | 5    | 0    | 1    | 24   |
| Victimisation         | 5    | 3    | 4    | 0    | 0    | 0    | 1    | 0    |
| Racial discrimination | 6    | 8    | 4    | 3    | 2    | 2    | 3    | 1    |
| Sexism                | 3    | 1    | 1    | 0    | 0    | 0    | 0    | 0    |
| Transphobia           | 1    | 0    | 2    | 1    | 0    | 0    | 0    | 0    |
| Cyber bullying        | 1    | 2    | 0    | 5    | 0    | 4    | 0    | 1    |

|                    |   |    |   |   |    |   |    |    |
|--------------------|---|----|---|---|----|---|----|----|
| Sexual assault     | 6 | 1  | 1 | 3 | 3  | 3 | 11 | 17 |
| Advice             | 1 | 14 | 4 | 0 | 2  | 5 | 0  | 0  |
| Workplace bullying | 3 | 2  | 3 | 0 | 18 | 0 | 14 | 14 |
| Other              | 4 | 2  | 0 | 0 | 0  | 0 | 3  | 0  |
| No agreement       | 0 | 2  | 0 | 0 | 0  | 0 | 0  | 1  |

While the University has clearly defined protocols for lodging an official complaint, an alternative for an unofficial complaint is provided. An official complaint is a complaint that the complainant wishes the Equality Unit to investigate. In practice, the respondent is made aware of the complaint and is requested to respond and provide their version.

An unofficial complaint is a complaint whereby the complainant brings the matter to the attention of the Equality Unit and further registers their wish for the unit not to investigate. In some instances, the complainant may wish to remain anonymous. The Policy on Unfair Discrimination in Section 7.2.2 notes, “Anonymous complaints cannot be explored by the EU or investigated by an advisory panel, but a faculty or division may be informed of such complaints.”

**Table 10: Case management update**

| Statistics               | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|--------------------------|------|------|------|------|------|------|------|------|
| Official complaints      | 37   | 28   | 23   | 22   | 23   | 50   | 47   | 39   |
| Unofficial complaints    | 25   | 30   | 8    | 5    | 17   | 52   | 27   | 56   |
| Case management #        | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Official cases completed | 31   | 26   | 20   | 20   | 16   | 47   | 36   | 27   |
| Official cases pending   | 6    | 2    | 3    | 2    | 7    | 3    | 11   | 12   |

## 2.10. Collaboration

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

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

## 2.11. Broadening community engagement networks and forums

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

The Social Impact Strategic Plan for SU serves as a comprehensive roadmap to align the institution’s efforts with societal needs and to contribute meaningfully to the betterment of the community. This strategic plan is designed to harness the University’s resources, expertise, and influence in addressing

pressing social issues, fostering inclusivity, and promoting sustainable development. By outlining specific goals, initiatives, and measurable outcomes, the plan aims to create a positive and lasting impact on the surrounding community, promoting social justice, equity, and ethical leadership. It underscores the University's commitment to being a responsible and engaged member of society, emphasising the importance of education, research, and community partnerships in advancing the wellbeing of individuals and communities. Through this strategic plan, SU demonstrates its dedication to social impact and transformation.

The Social Impact Strategic Plan is monitored by the Social Impact Committee of the Senate. The committee meets once per term, and it evaluates and monitors the implementation of the Social Impact Strategic Plan. The plan ensures social impact and transformation through a multifaceted approach including the support of all SU faculties' social impact committees. This supports the implementation and monitoring of the Social Impact Strategic Plan.

### **2.11.2. Identifying service delivery practices that prioritise social impact**

As an engaged University that advances knowledge in service of society, the Social Impact Knowledge Platform continues to highlight the University's commitment to social responsiveness through the Division for Social Impact and the Transformation Office to societal challenges and directly contributes to the core strategic themes of SU's Vision 2040.

## **2.12. Scholarly outputs on transformation**

### **2.12.1. Creating an institutional database of opportunities for funded research related to transformation**

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

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

### **2.12.2. Establishing a visual redress praxis methodology across Stellenbosch University campus**

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

### **2.12.3. Research development and transformation**

Based on support from the Deputy Vice-Chancellor: Social Impact, Transformation and Personnel and the Transformation Office, we embarked in 2022 on a book-writing project on black students at SU.

The details of the book are as follows: Fataar, A. (ed). 2023. *The educational practices and pathways of black students at Stellenbosch University*. Stellenbosch: African Sun Media.

This book project involved workshops, meetings with chapter authors, mentoring and research, and writing guidance conversations. All the authors were either SU PhD students or staff members. One student was a recently graduated BEd student. The authors wrote many drafts, which were the basis for

further development. The book was submitted to African Sun Media for academic blind peer review in January 2023. Based on the comments from the reviewers, the chapter authors reworked and finalised their chapters. The editor worked with the chapter authors during this process to produce the final text for printing in August 2023, and the book was finally printed in November 2023. A three-hour book launch was held on 22 November 2023.

A. Fataar also coproduced the following edited book in collaboration with colleagues at SU and other South African universities: Hlatwayo, M., Blackie, M., Adendorf, H., Fataar, A., & Maluleke, P. (eds.) *Decolonising knowledge and knowers: Struggles for university transformation in South Africa*. London: Routledge.

The following articles/book chapters were also produced:

Fataar, A. 2023. Placing knowledge at the centre of the 'alternative public good' of African universities. In *Creating the new African university*. Springer.

Fataar, A., Keet, A., Motala, S., Nuttall, S., Lalu, P., Menon, K., & Stopworh, L. 2023. The university in techno-rational times: Critical universities studies, South Africa. *Education Philosophy and Theory*. DOI: 10.1080/00131857.2022.2142555

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## Addenda

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

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

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

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

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

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| <b>Language</b>  | <b>Programmes</b> |   |
| Ensure the implementation of a language policy that promotes access for all and the success of all students. |                   | Implement a multilingual programme offering as outlined in the Language Policy. |

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| <b>Staff development and equity</b>   | <b>People</b>  |  |
| 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. | <p>Advance staff recruitment practices that support diversity targets.</p> <p>Increase student and staff diversity with a specific focus on increasing the percentage of BCIA students and staff.</p> <p>Introduce the annual monitoring, analysis and communication of progress in collaboration with stakeholder bodies and faculties with regard to the following:</p> <ul style="list-style-type: none"> <li>• Student enrolments (undergraduate and postgraduate)</li> <li>• Staff diversity on all post levels</li> <li>• Student throughput rates</li> <li>• Residential and private student organisation placements</li> </ul> <p>Advance annual engagement with faculties, departments and units with regard to targets that include equity figures and substantive initiatives to advance inclusion.</p> <p>Advance student recruitment, funding, placement and support practices that are fully aligned with strategic targets.</p> |

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

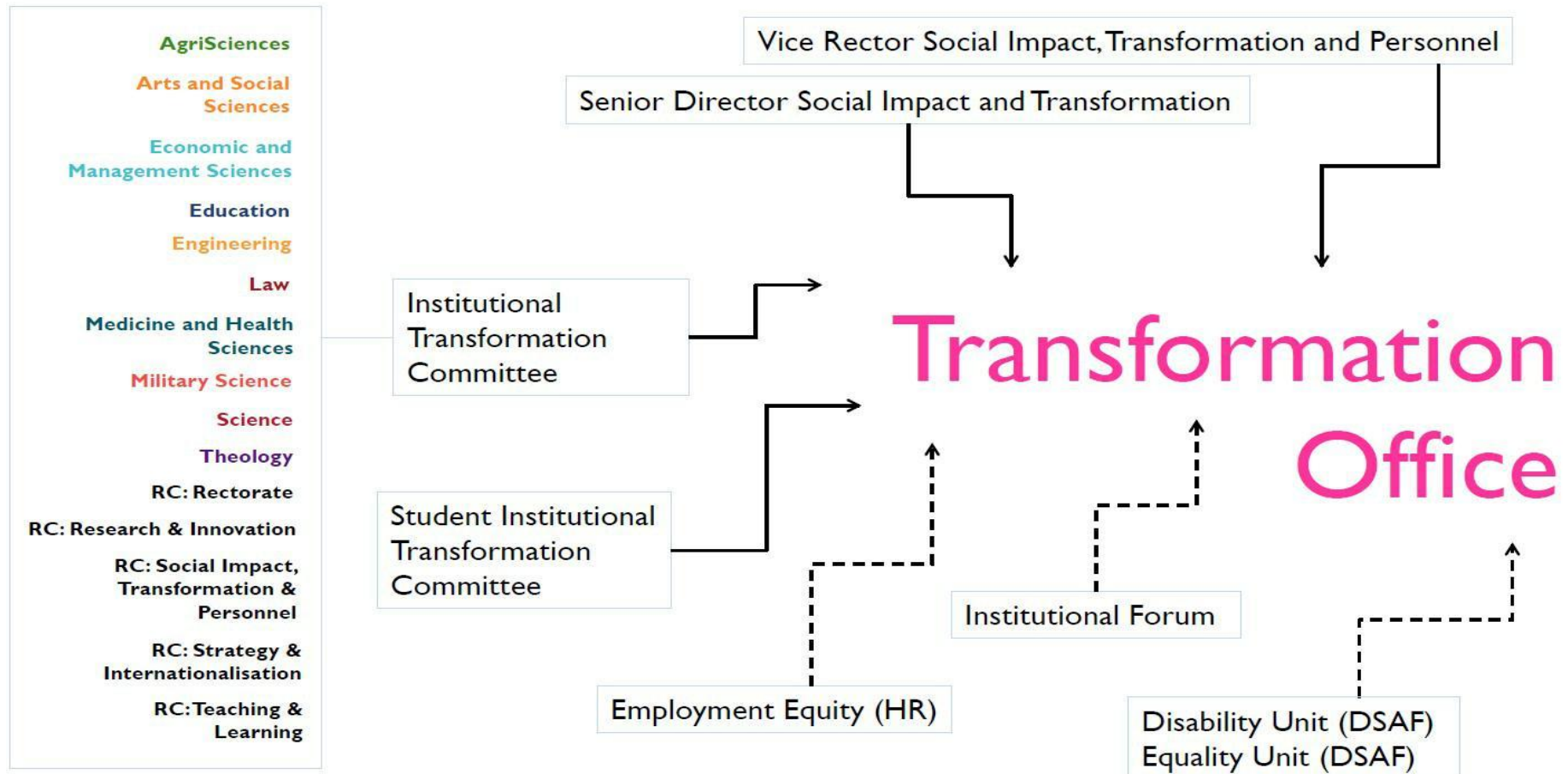
| Disabilities  | Programmes |  |
|---|------------|--|
| Improve access for and the success of students and staff with disabilities. |            | <p>Complete the review and approval of the Universal Access Policy (to replace the existing Disability Policy) with the following goals:</p> <ul style="list-style-type: none"> <li>• Define concepts regarded as essential to developing the University as a universally accessible institution of higher education.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Establish suitable systems, processes and practices to support all students and staff members who may experience functional limitations.</li> <li>• Guide the provision of inclusive and universally accessible teaching, learning and working environments.</li> <li>• Progressively adapt the physical design and structure of campus and faculty buildings.</li> <li>• Expand and strengthen the work of the Disability Unit.</li> <li>• Conduct signage audits to inform a coherent signage approach that adheres to universal design principles.</li> <li>• Expand facility audits on universal design and social inclusion, including gender-neutral bathrooms and accessible building designs.</li> </ul> |
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| <b>Complaints</b>   | <b>Programmes</b>  |  |
| <p>Ensure that the University has accessible, effective and efficient complaint-handling mechanisms and procedures.</p> |  | <p>Strengthen and advance the work of the Equality Unit with regard to reporting, case management, mediation, disciplinary recommendations and broad campus education.</p> <p>Implement the discrimination and sexual harassment policy and plan and institutionalise quarterly feedback on and analysis of the number and patterns of disciplinary, harassment and discrimination cases.</p> <p>Advance security and law enforcement practices and responses to protest and other forms of disturbance that adhere to human rights, dignity and safety standards.</p> |
| <b>Collaborations</b>   | <b>Programmes</b>  |  |
| <p>Increase collaborations and partnerships with other institutional types to share knowledge and</p>                   | <p>Develop institutional partnerships with alumni, external and internal community stakeholders,</p> | <p>Advance and support cross-disciplinary higher education transformation networks that advise, support and share tools to</p>   |

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| resources and to assist with capacity building and articulation.                             | funders and higher education institutions to strengthen transformation in the higher education sector.  | strengthen transformation work.<br><br>Broaden community engagement networks and forums, such as the Rector-Mayor Forum, to address transformation issues in the greater Stellenbosch and South Africa.  |
| <b>Any other pertinent information</b> (please attach supporting documents where applicable) |   |  |
| Transformative social impact programmes.   |   | Advance and monitor the Social Impact Policy and Strategic Plan.<br>Introduce best practice guidelines for social impact initiatives.<br><br>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.<br><br>Develop an African footprint.<br><br>Recognise study credits within the African context. | Monitor, expand on and report on research outputs on the following: <ul style="list-style-type: none"> <li>• Themes that relate to the Strategic Framework and institutional transformation needs.</li> <li>• Internationally recognised and local research on race, gender, disability, and social justice and inclusion.</li> <li>• The percentage of research funding available for transformation studies.</li> <li>• The total number and value of grants.</li> <li>• The percentage and value of funding support and development initiatives.</li> <li>• The number of research clusters.</li> <li>• The number of scholarly outputs.</li> </ul> |

Addendum B: Transformation Office stakeholders



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

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

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

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

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

