# SELF-EVALUATION REPORT
## FOR THE DIVISION OF STUDENT AFFAIRS (2016–2020)

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*March 2021*

*Inspiring excellence. Transforming lives.*

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## SECTION 1

## INTRODUCTION

### 1.1    General Background

The Division of Student Affairs (hereafter referred to as DSA or Student Affairs) aims to base the University of the Free State's (UFS) institutional culture on values, humanising behaviours, human rights and socially just principles, while advocating for prosocial student behaviour, student engagement and an inclusive institutional culture. The DSA also aims to develop effective student governance and leadership excellence.

In this regard, the DSA developed a five-year strategic plan in 2016 to direct the overarching objectives for all of its departments and units, aligned with the vision, mission and values of the UFS. These departments and units include the specialised support departments of Student Counselling and Development (SCD), the Centre for Universal Access and Disability Support (CUADS), and the Social Support Office. The following units also fall under DSA: Arts, Culture and Dialogue Office; Career Services; Student Leadership Development; Student Media; Student Communities; Housing and Residence Affairs (HRA); Food Environment; Kovsie ACT and Student Governance.

Preceding the five-year strategic plan, in 2015, an external review of DSA was conducted (the improvement and monitoring plan's external review of Student Affairs). In 2016, a similar review was conducted on RAG Community Service and Community Engagement. Both of these external reviews resulted in recommendations being made to the DSA to aid it in developing its strategic plan. These recommendations, and the subsequent actions that took place to address them, are laid out below.

It is important to note that the DSA continues to align its actions according to these recommendations, as well as its strategic plan and the Institutional Transformation Plan of the UFS. Going forward, an opportunity exists to introduce a score-card system that is linked to the DSA's next strategic plan and the recommendations that emerge from the external review that will follow this internal review report. A score card such as this could be used to measure actions against any recommendations, as such a system does not currently exist.

## External Review on Student Affairs (2015)

(Note that the recommendations are numbered as they appear in the original external review document for ease of reference.)

### Recommendation 6.1

*It is recommended that a strategic plan is developed and executed, taking into account the need for synergy with the institutional plan, the resources needed, the responsibilities to be assigned and the timelines which need to apply. Such a plan should go a long way in addressing the disconnectedness and disjuncture, the absence of synergy, the lack of focus, the uncritical proliferation of programmes, the uncertainty about concepts like colleges, appropriate designations for services and responsibilities, etc.*

*Action:*

Since November 2016, the DSA has held regular strategy sessions to develop its five-year strategic plan (versions 1–5 in **Appendix A**). The Division also set up KSA teams, each with their own coordinator and specific set of responsibilities. These cross-functional teams work across all units of Student Affairs, on all three campuses.

In response to the recommendation, KSA 3 focused on student communities and governance structures to clarify the notion of colleges. This concept of colleges was rolled out on all three campuses, intentionally including commuter students.

### Recommendation 6.2

*The Panel specifically recommends that various important aspects concerning the multi-campus reality need to be factored into the plan, inter alia relating to structures, roles, functions, resources, level of autonomy, collaboration, student agency, etc.*

*Action:*

As mentioned above, KSA teams enhanced the multi-campus model significantly by being cross-functional throughout all three campuses. This can be seen in KSA 4 events, in particular, through initiatives such as inter-campus social gatherings, the Student Affairs Awards Ceremony and DSA year-end functions.

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The DSA's updated structure emerged from the strategy plan to ensure that it would be reflective of the services and programmes that are being provided by the Division on all three campuses.

Institutional Student Governance and an Institutional SRC (ISRC) were formed, with the ISRC constitution enabling the SRC to exist across all three campuses. Student Life and Student Governance – which speak to autonomy, collaboration, student agency and participation – were also established on all campuses, while Student Affairs was established at South Campus, with a new position created for the person heading Student Governance and Support Services. At faculty level, there is participation through faculty councils, and the DSA appointed two staff members to manage the establishment of these councils.

Student Governance in residences is coordinated by one person per campus (Pulane Malefane on the Bloemfontein Campus, and Freddy Motsoeneng on South Campus). Each campus has a residence coordinator for governance, aligning Student Governance structures in residences. There is now less disjuncture between the SRC, residence councils, student governance and Res Life. Currently, these structures are planning, integrating and aligning online elections on the three campuses.

CUADS established offices on South Campus and on QwaQwa Campus. These offices are not exactly the same as the CUADS office on the Bloemfontein Campus, but they serve to coordinate CUADS functions on those campuses to provide relevant services to students.

An SCD office was established on the QwaQwa Campus a few years ago and its core services are the same as those of the Bloemfontein Campus, although student needs differ. South Campus previously had a visiting psychologist once a week from the Bloemfontein Campus, but as of December 2019, the campus has employed a full-time psychologist. As part of the multi-campus model, SCD offers debriefing and developmental sessions to the SRC on all campuses.

The lack of resources for employing office managers on the QwaQwa Campus and South Campus poses a challenge for scheduling appointments and answering calls and has created a necessity for SCD and CUADS to collaborate as a team on those campuses, further enhancing the multi-campus model approach, ensuring that all relevant players from all campuses contribute to all projects.

Under Student Leadership Development, the FutureLEAD Challenge was established in 2019. In 2020, it was expanded to all three campuses through its online development programme. The numbers of students enrolled in the programme has thus increased significantly.

Res Life has conducted student residence training across all campuses. Annually, it hosts the residence head colloquium, which will soon be extended regionally. Res Life is also in the process of developing standardised programmes and systems for all three campuses.

In 2020, Career Services made its work-readiness programme available to all campuses on the Blackboard online facility, granting access to all 40,000 registered students. It also created a career-development framework in collaboration with SCD and the Centre for Teaching and Learning (CTL), and is currently developing a framework indicating who is responsible for which career activity in order to make it more focused. This will be implemented across all campuses.

Social Support developed a pregnancy policy and social support protocols for all campuses, and provides funeral assistance for all students to ensure they have a humanising experience when receiving bereavement support, no matter where they are enrolled as UFS students.

The institutional Food Environment Strategy was launched to address malnutrition and hunger amongst students and includes food parcels, food tunnels and the No Student Hungry Campaign. These initiatives have been rolled out across all three UFS campuses.

### Recommendation 6.3

*Similarly, the Panel wishes to point out the crucial importance of due attention to day and commuting students and recommends that they should not be regarded as an appendage to the campus residence system and culture or folded into the residence system as an add-on. This cohort should be given proper recognition through thorough planning and effective implementation.*

### Action:

DSA introduced the college system and the notion of commuter colleges, providing a solution to day residences that were not able to accommodate all off-campus students. A college is a cluster of four or five on-campus residences with one day residence. Up until 2019, this was predominantly made up of residential colleges but in 2020 a commuter college was introduced on the Bloemfontein campus. A plan for the QwaQwa Campus has been developed and approved as there is currently no off-campus structure. It is hoped that the South Campus facility for off-campus students will have a structure to facilitate it in 2021.

To support this structure, DSA introduced an institutional Peer Mentor Programme online, on Blackboard, to incorporate commuter students and provide them with socio-emotional support in the virtual space while allowing them to be part of small socially cohesive pockets of first-year students.

Commuter students are now playing a bigger role on campus and are participating in Student Governance structures, as well as becoming part of associations and organisations. This includes the Faculty Student Governance structures that were established to include commuter students more intentionally. In the past, arts and culture was centred around residences, but there has been a huge increase in the participation of off-campus students since introducing such programmes online through Blackboard.

### Recommendation 6.4

*The Panel recommends the establishment of an optimal structure, with special attention to the type of leadership required at the head of Student Affairs (SA). In pursuance of this, the University Executive needs to be sensitive concerning the challenges and the Vice-Rector responsible for SA should be given full support for what may prove to be major interventions.*

### Recommendation 6.5

*In particular, it is recommended that proper well-grounded justification should be given for the trimming down of SA as has happened in recent times, noting that some of the areas of responsibility taken out are contrary to international and national good practice.*

### Recommendation 6.6

*It is furthermore recommended that reporting lines and responsibilities should be unambiguous and that a Delegation of Authority framework should be developed and kept up to date.*

### Recommendation 6.7

*The Panel notes the emphasis on the United Nations definition of SA and recommends the consideration of the relevance of other important references to SA at UFS.*

*Action:*

When recommendations 6.4 - 6.7 were made, the thinking was to amalgamate the Director and Dean positions as there was ambiguity about the role of the Dean. However, with the current executive structure, these ambiguities were resolved with the following positions: Vice-Rector (with the portfolios of Institutional Change, Student Affairs and Engaged Scholarship falling under the Vice-Rector) and Dean, with three Directors for each campus (or assistant director, as is the case on South Campus), as well as a Point Leader for Student Governance and Support Services appointed on each campus.

Housing and Residence Affairs (HRA) and Student Sport lie outside the DSA and are still reporting to a different Vice-Rector. Despite this, HOD meetings provide a platform for executive decisions to be made and for Student Affairs to have a harmonised and consistent approach to such matters.

It was recently decided that an independent team will be established to explore the efficiency of the above-mentioned structures.

For an in-depth overview of the structure of DSA, refer to Section 3 of this report, page 24.

### Recommendation 6.8

*It is recommended that SA staff should be capacitated and appropriately trained and assisted with professional development, using the existing opportunities in South Africa. In order to address the formal learning needs, the development of Post-graduate Diplomas and a Master's degree programme in SA through the School of Higher Education Studies should be seriously considered.*

*Action:*

The KSA 1 team has focused on a continuous professional development (CPD) plan for staff on all three campuses. It created the Blackboard online system for staff support and training in this regard, and uploads LinkedIn training modules and profiles on all units and departments on this platform. It has also created a playlist for Student Affairs staff training, accessible online at all times to everyone.

In 2020, the KSA 1 team developed orientation videos for newcomer staff in DSA, for all campuses, offices and departments. After watching the video, new personnel are given an online test to complete.

The Dean and Director of Student Affairs attempted to introduce a Postgraduate Diploma or Master's degree in Student Affairs at UFS, in partnership with the Faculty of Education, but there proved to be insurmountable challenges in this regard. The conversation is ongoing, but it is felt that the better approach would be to continue with the professional-development programme currently being offered, and to introduce short learning programmes.

One staff member of the DSA is pursuing a Master's degree in Student Affairs through the University of Wisconsin, and it is hoped that she will be able to use the knowledge gained to help implement an official professional qualification in Student Affairs at UFS.

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### Recommendation 6.9

*The Panel recommends that attention should be given to an appropriate change-behaviour and attitude model which will best serve the purposes and objectives of the reconfiguration and repositioning of SA.*

### Action:

The DSA has adopted a data-driven approach to push the behaviour-change model, using data collection and research.

With regard to such change behaviour, KSA 1 (dealing with professionalisation) organises an annual awards ceremony which recognises and rewards DSA staff on progress and innovation. The categories were reviewed in 2018 to include awards such as Excellence, People Assisting Others, etc.

Other KSAs that serve to change behaviour are KSA 2 (through its graduate attributes programme and colloquium), KSA 3 (by embracing student communities on campus and in colleges across all three campuses) and KSA 4 (which ensures collaboration and networking between divisions and campuses to support the multi-campus model).

The philosophical underpinnings of DSA – the humanising pedagogy and the pedagogy of discomfort – relate directly to the Ethics Charter, which was launched under the ambit of KSA 4, in line with the Student Affairs values that advocate for a deliberate value-driven approach to change behaviour.

In addition, KSA 5 works to enhance awareness, advocacy and alignment with the ITP and social justice and social cohesion issues. The Tipping Points conversation events that this KSA organises relate directly to institutional transformation, social justice and critical diversity, stimulating critical thinking around topical issues. In 2018, a series of Tipping Points was directly focused on values, and resulted in the development of the above-mentioned Ethics Charter (**Appendix B**).

Also related to behaviour change, the Arts, Culture and Dialogues Office introduced a dialogues series for students, covering topics related to social justice, such as discrimination, equality, diversity and institutional culture, and trained student dialogue facilitators to host these discussions. In 2020, an inter-institutional dialogue series was introduced for staff and in 2021, this will be developed to include both staff and students from UFS, the Central University of Technology (CUT) and Motheo TVET College.

### Recommendation 6.10

*It is recommended that appropriate indicators and tools for the measurement of success be developed.*

### Action:

During annual strategic planning sessions, objectives are outlined for the year, and are measured accordingly. Through monthly reports drawn up by heads of department (HODs), semester and annual reports are created, showing progress and indicating challenges. These reports are always mapped against the strategic objectives of the DSA.

A number of services, policies, programmes, procedures and projects have been introduced to respond to these strategic objectives – all aimed at supporting students – and annual reports highlight these initiatives.

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The Alignment Canvas is a new system developed by the DSA – in the Research and Co-Curricular Office – to align programmes and activities with specific graduate attributes, developmental outcomes and assessment criteria. Every aspect is attached to a budget and annual reports are submitted to the Research and Co-Curricular Office in this regard.

It is important, however, to note the challenge in quantifying the work of the DSA due to the qualitative nature of the Division's work in dealing with the human aspect of the student experience.

### Recommendation 6.11

*The Panel recommends that stronger relationships and collaboration possibilities should be deliberately pursued with the Centre for Teaching and Learning (CTL), the Registrar, Deans of Faculties, Foundation Programmes, etc.*

*Action:*

Various actions have been implemented in line with this recommendation, and include the following:

- Monthly meetings held between the DSA and CTL have resulted in collaborative projects between the two divisions. These include the career-development framework and the institutional orientation programme.

- The Dean of Student Affairs participates in the UFS Dean's Forum, while other governance structures ensure that the Student Governance Office meets with faculty councils, thus strengthening student engagement and participation within faculties.

- The Career Services Office works closely with faculties to arrange career weeks and career fairs. Since 2020, the office has been part of the academic advisory board, advocating for conversations around employability. The office also sits on the third-stream income committee due to having to generate its own income.

- Other collaborative projects between DSA and faculties include the eco-vehicle sustainable resources project with the Faculty of Natural and Agricultural Sciences, particularly the Department of Engineering Sciences, and the Food Environment Strategy, in partnership with the Faculty of Natural and Agricultural Sciences' Departments of Dietetics and Consumer Sciences and the Unit of Sustainable Agriculture.

- SCD and CUADS serve on the Teaching and Learning Management Committee, which meets once a month.

- For Gateway Orientation, DSA works with CTL and the Registrar's Office on this institutional first-year orientation programme.

- DSA is represented on the UFS Reputation Management Forum, a collaborative institutional forum that mitigates reputational risk.

- Student Media collaborates with CTL and faculties to create podcasts for KovsieCast. These include podcasts for the School of Medicine and Psychology, where students taking part in community projects are able to report back via such podcast programmes. In addition, academically focused podcasts are aimed at supporting students in their studies.

- For student leadership training, DSA has partnered with the Department of Engaged Scholarship to develop relevant programmes.

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- In each residence committee, the academic portfolio collaborates with CTL to foster an academic environment in residences.

- To enhance entrepreneurship on campus, there is strong collaboration between DSA, Kovsie Innovation and the Business School.

- DSA has also collaborated with the Unit for Social Justice and Reconciliation on initiatives centred around advocacy and awareness of social justice, gender equality, anti-discrimination issues, etc.

### Recommendation 6.12

*It is recommended that communication emanating from and relating to SA should be improved, taking into account the updating of tools, including the migration to electronic media.*

### Action:

There has been strategic communication disseminated around the image of Student Affairs, with this image being more present and visible around campus and at various appropriate events. This has included an improvement of Student Affairs branding, and the use of different communication channels and marketing tools to promote the activities of the Division, including SMS notifications going out to students about DSA programmes and projects.

There has been an effort to use more electronic media to communicate and, although the DSA website is not yet where it needs to be in terms of user-friendliness, it is a work in progress that will assist in better positioning Student Affairs online.

DSA does, however, have a strong presence on the virtual platform Blackboard, and various DSA offices and departments maintain popular independent social media platforms. In addition, the SRC election webpage has proven to be valuable, providing students with updates on elections, along with candidate lists, meeting schedules and access to the SRC constitution.

The annual Student Affairs Week Survey gives DSA an indication of the communication platforms students prefer and determines how aware students are of the DSA and its programmes and services. These survey reports from 2017-2020 are included in **Appendix C**, with separate reports for each campus, where appropriate.

### Recommendation 6.13

*The Panel recommends careful scrutiny of curriculum matters of concern raised by students.*

### Action:

Curriculum matters are related to faculties, and these were resolved accordingly.

### Recommendation 6.14

*It is recommended that a SA audit concerning compliance, statutory and otherwise, be undertaken.*

*Action:*

There was a full audit conducted directly after the new Dean was appointed in 2016. From that report, financial protocols were developed, a Student Affairs financial committee was established, and a zero-based budget was adopted for Student Affairs. These actions resulted in the development of a system that ensures a streamlined process of approvals in all units.

### Recommendation 6.15

*The Panel recommends that appropriate feedback be given to students who participated in the interviews and their structures and/or their constituencies and that their role in dealing with the implications of the Report should be recognised and honoured.*

*Action:*

This was handled by the acting Dean before the new Dean was appointed.

### Recommendation 6.16

*It is recommended that extensive self-evaluation reports, such as the one concerning SA, be accompanied by a coherent Executive Summary.*

*Action:*

Not applicable.

## External Review on RAG Community Service and Community Engagement (2016)

(Note that the recommendations are numbered as they appear in the original external review document so as to avoid confusion.)

### Recommendation 4

*The Student Affairs Division should ensure that RAG complies fully with the requirements of the NPO Act, No. 71 of 1997, the document from the Department of Social Development on Guidelines and Good Practice for South African NPOs, and the Independent Code that was developed by South African NPOs for South African NPOs.*

*Action:*

The DSA closed the NPO status of RAG in 2017 and incorporated this department entirely within the operational and financial management systems of the UFS.

### Recommendation 5

*The Student Affairs Division should conduct courageous conversations among students, staff and community partners about the relevance of RAG in the current situation in higher education in SA, and at the UFS in particular. As custodians of these activities in RAG CS and the NPO, there should be a fundamental reimagining of the organisation's purpose and its link to the desired graduate attributes of the ideal UFS student. This could be the opportune moment to facilitate a process through which all the relevant stakeholders reimagine and rethink the viability of RAG and a way forward.*

*Action:*

The recommendations made by the external review panel led to an internal process of consultation and conversations during the first semester of 2017. These conversations, facilitated by the then Vice-Rector: Academic (Prof. Lis Lange), involved representatives from various stakeholder groups, namely SRC representatives, student leaders involved in the RAG portfolio, student leaders from residences, heads of residences, Community Engagement and Service Learning personnel, staff from the Centre for Teaching and Learning (CTL), and management members from Student Affairs. Conversations were held on 17 May, 23 May and 7 June 2017 which resulted in a subsequent planning session, facilitated by the Dean: Student Affairs, on 20 July 2017.

This process led to the following changes:

- Closing of RAG as an NPO and the incorporation of this department into the financial and management structures of the UFS.

- Rebranding RAG to become KoviseACT (Active Civic Teaching).

- Aligning programmes and activities with graduate attributes and developmental outcomes.

- The establishment of three key projects, namely:

    **A. Eco-vehicle project for sustainable resources**

    In this project, student teams build electric vehicles and solar charging stations to participate in a race event once per annum. Project funding was sourced from merSETA. For this project, the DSA collaborates with the Department of Engineering Sciences (Faculty of Natural and Agricultural Sciences).

    **B. Food gardens**

    Student teams plant vegetable gardens in food tunnels. The produce is distributed to food banks to address hunger and malnutrition amongst students at the UFS. The DSA collaborates with the Unit for Sustainable Agriculture, the Department of Dietetics and the Department of Consumer Sciences (Faculty of Natural and Agricultural Sciences) in this regard, and corporate sponsors help fund this project. The food garden project also forms part of the UFS Food Environment Strategy.

    **C. Community Celebration**

    The aim of the Community Celebration event is to create an open, annual celebration for the broader Mangaung community, to foster a good reciprocal relationship with the UFS. This Community Celebration includes the eco-vehicles procession and an evening music concert, which is an important way of generating money for the financial sustainability of the Kovsie ACT programmes, and generating resources for the UFS's Right to Learn Campaign.

*Recommendation 6*

*Structured co-curricular programmes need to be constructed on the basis of the desired graduate attributes of UFS students that will also intensify the offering for the students, such as logging volunteer hours, offering an accredited volunteer short course, designing of registered projects with communities and developing of a co-curricular transcript.*

*Action:*

The above-mentioned programmes, in actions taken for recommendation 5 (in particular, the eco-vehicles project and food gardens), are constructively aligned with the development of graduate attributes (as per the UFS Graduate Attributes Framework) as specific assessment criteria, and this is something that the DSA Research and Co-Curricular Office oversees. Although all participation in KoviseACT takes place on a volunteer basis, the DSA initiated a volunteer programme under the leadership of Career Services.

*Recommendation 7*

*Re-evaluate the current RAG finance breakdown – though it is not illegal, it is problematic. If an NPO contributes only one-fifth of its raised funds and resources to the community, there are some ethical questions to be asked, especially if its main purpose is to raise funds for the community.*

*Action:*

The NPO status of RAG was closed and this portfolio was incorporated into the financial and management structures of the UFS.

*Recommendation 8*

*Reconsider RAG CS as the vehicle to use for internal student fundraising. The university environment has changed, with more students who do not have the necessary resources. The current questions that the University is facing are important: Is RAG CS the right vehicle to use for internal student fundraising?*

*Action:*

The food garden project – as part of the UFS Food Environment Strategy – is aimed at alleviating hunger and malnutrition amongst UFS students. Additionally, the aim of the Community Celebration music event is to raise funds for the UFS Right to Learn Campaign that provides financial assistance to supplement tuition fees for students in need.

## 1.2    Unit Information

The Division of Student Affairs is made up of a dynamic team of 77 individuals working across all three campuses. Of these, 80.7% are permanent staff, 15.7% are on fixed contracts and 3.6% are research assistants. The 77 staff members are divided as follows across campuses: 60% on Bloemfontein Campus, 28.8% on QwaQwa Campus and 11.3% on South Campus.

Women account for 72.3% of the staff component, with 27.7% being men. The race demographic is 65.4% African, 21% White, 11.1% Coloured, 1.2% Indian and 1.2% other.

The employment level is made up as follows: 1.2% senior management, 14.5% middle management, 41% general management, 20.5% professional staff and 22.9% administrative staff. They hold the following levels of highest qualifications: 19.3% have a National Senior Certificate, 27.7% have a Bachelor's degree, 20.5% have an Honours degree, 28.9% have a Master's degree and 3.6% have a PhD. A gap currently exists in the data gathered by DSA in terms of specific qualifications (only the level of education has been gathered). It is suggested that, in future, information on

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the specific qualification should be gathered so that this data can be even more informative, and qualifications can be clearly understood.

For a comprehensive list of affiliations and statutory/professional bodies to which these members of staff belong, see Section 6 of this document, page 39. **Appendix D** lists the entire DSA staff compliment with the above-mentioned statistics.

# SECTION 2

## STRATEGIC INTENT

### 2.1.    Strategic Direction and Objectives

In line with the University of the Free State Strategic Plan 2018-2022, the DSA has made strides in ensuring that its activities and programmes are geared toward achieving the seven strategic goals of the university. These advancements made by Student Affairs are extrapolated below, under each goal's key performance areas (KPAs).

### Goal 1: Improve student success and well-being

*KPA 1.1: Increase student success throughput rates, and reduce the achievement gap*

The DSA strives toward the humanising pedagogy. This fosters a positive culture that further creates conditions at the UFS that are conducive to student learning, development and success. This includes initiatives that fall under the Food Environment Strategy, SCD, Social Support Unit, etc.

CUADS, which provides academic support for students with disabilities, has undertaken various interventions that aim to close the achievement gap, specifically in terms of universal access and disability. The aim is to increase student success and provide communication access, accessible study material and student academic support through collaboration with the Centre for Teaching and Learning (CTL) and the A-Step Programme, and through a disability support programme that assesses individual student support cases with the relevant departments to motivate for reasonable accommodation with lectures and study material.

The academic culture in residence communities has become more supportive of students, while, in colleges, annual academic award ceremonies allow academic performance to be recognised.

Residences have developed more stringent criteria related to academic performance for the placement of students, and these placement and replacement policies foster a stronger academic culture. The result is that it has become difficult to move senior students out of residences because they are passing so well, and the policy allows them to stay in the system. This academic culture and atmosphere is enhanced by a residence committee portfolio for academic affairs. At South Campus, where students stay for one or two years, there may need to be a different tool to measure success.

The DSA ran a pilot project with the School for Accountancy (collaborating with SCD and Student Life) in which it introduced cognitive education with Thuthuka – a support programme of the National Research Foundation. Involving first-year students, its goal was to determine whether specific learning environments could be created in one residence, and whether such environments could enhance the cognitive development and academic performance of students. The results of this and other similar projects related to learning development and success are being collated into a book that is due to be published in 2022.

### KPA 1.2: Develop graduate attributes in curricular and co-curricular interventions

DSA formed part of the Graduate Attribute Skills Development Forum (GASDEF) and assisted in the creation of a graduate attributes framework for the UFS.

The Division also developed the Alignment Canvas – a system to align programmes and activities in DSA with specific graduate attributes and assessment criteria. The goal is to feed into an e-portfolio that students can access to make themselves more employable, as well as a co-curricular transcript. A robust reporting system for accountability was established in this regard.

### KPA 1.3: Improve student safety and health issues

Various initiatives have been introduced to improve student safety and health issues, as explained below:

DSA played a leading role in establishing a sexual assault response team at the UFS and created a Social Support Unit, with a Social Support Office and Social Support Protocol. The Division also pushed for the establishment of an off-campus safety officer. This resulted in the introduction of safety champions who work closely with Protection Services, Police Services and the DSA to improve student safety off campus. This is an ongoing endeavour, and discussions continue.

The creation of a number of policies was also led by DSA, including the Anti-discrimination Policy (**Appendix E**), Sexual Harassment and Sexual Assault Policy, Gender-based Violence and Femicide Policy (currently under development), Prevention of Substance Abuse Policy (currently under development), Student Mental Health Policy (**Appendix F**), and

Student Pregnancy Policy **(Appendix G)**. The Division also developed the following new policies: Policy on Universal Access and Disability Support for Students with Disabilities (**Appendix H**), Advocacy, Awareness and Analysis Strategy (**Appendix I**), Integrated Sport Strategy for Non-traditional Sport, Disability Sport and Off-campus Students (**Appendix J**), and Sexual Assault Response Team Protocol, and Social Support Protocol (**Appendix K**). The Romantic Relationships Between Students and Staff Policy is currently in draft phase. For a more comprehensive list of policies developed, see Goal 5, KPA 5.1, page 18.

DSA sits on the Emergency and Crisis-preparedness Committee and plays a leading role in the Institutional Coordinating Committee (ICC), funded by Higher Health, which focuses on issues such as HIV/AIDS, gender equality, disability, mental health, drug and alcohol abuse, etc. In response to the COVID-19 pandemic in 2020, DSA served institutionally on the COVID-19 task team. It developed a COVID-19 protocol for residences, ensured compliance and adjustment of the environment to uphold COVID-19 protocols in programmes, activities and processes, and developed a protocol for the Steve Biko Building.

The Food Environment Strategy (**Appendix L**), approved by Rectorate in 2019, was created and led by DSA, and includes food parcels, food tunnels and the No Student Hungry campaign, all aimed at eliminating malnutrition on UFS campuses.

DSA's newly introduced institutional Peer Mentor Programme provides socio-emotional support to first-year students and, as of 2021, will be a fully blended programme for all first-year students.

The Student Well-being Forum on South Campus – a collaborative forum dealing directly with student well-being – consists of Student Governance, the Food Environment Office, Gender Office, Protection Services Office, SCD, Access Department and South Campus Nurse (Health Office).

To further improve student safety and health issues, SCD has taken its after-hours services to scale, introducing a valuable crisis-management system that is available to all registered UFS students. In September 2020, it launched a toll-free UFS helpline, managed and operated by the South African Depression and Anxiety Group (SADAG) and also employed the services of Careways for students referred by SCD for emergency counselling sessions or critical-incident stress group debriefing.

SCD was critical in the design, development, implementation and evaluation of structured, evidence-based and research-based mental health projects. These are group-based primary- or secondary-prevention interventions, ranging from four to 10 weeks. They include the Self-esteem Programme, Rational Emotive Behaviour Therapy (REBT) Programme, The Kindness Project (based on the science of compassion), Career Development Project, Powerclub (a female trauma support group), GROW (a resiliency-based intervention) and Mindful Student (a mindfulness-based pilot project).

In addition, SCD developed a Student Toolkit (**Appendix M**), On the Red Couch booklet (guidelines for staff to support students in need, as available in **Appendix N**) and Mind Matters – a semesterly mental health publication distributed to students and the broader UFS community. #WellbeingWarriors was another programme SCD introduced to build resilience during a time of uncertainty in 2020, with mental-health self-help literature emailed to students on a weekly basis and also placed on Blackboard and UFS social media channels to encourage students to take care of their mental health. See **Appendix O** for an overview of the programme's contents.

## GOAL 2: Renew and transform the curriculum

### KPA 2.1: Develop curricula that are locally relevant and globally competitive

DSA has used three theoretical frameworks to steer its actions in the past five years: the pedagogy of discomfort, the humanising pedagogy and intersectionality.

### KPA 2.2: Revise the structure of the curricula in terms of pathways and graduate employability

DSA developed the Alignment Canvas and was involved in developing the graduate attributes success framework for the university.

In its efforts to improve graduate employability, Career Services sits on the advisory board of faculties (industry professionals who advise faculties on their curricula). In this way, it creates links between industry insiders and the university to get these professionals onto campus to interact with students. The unit has also partnered with DIRAP (Directorate for Institutional Research and Academic Planning) to conduct an annual graduate exit survey that indicates whether students have jobs at the time of graduation, and aids in employability though organising career fairs and company presentations at UFS. It also collaborates with external bodies that deal with the employability of students. This includes Universum, a national and international survey that was completed by 200 students in 2020, and the South African Graduate Employers Association, which also provides access to its surveys.

In addition, The Diamond League, in collaboration with the Centre for Teaching and Learning, identifies the top 500 well-rounded students (balancing academic achievement, involvement on campus and work experience) and provides them with additional contacts in the industry so that they receive exposure to job opportunities, coaching and mentoring.

### KPA 2.3: Transform the pedagogic relationship between students and lecturers

DSA established faculty councils aimed at fostering better relationships between lecturers and students, and set up the class-representative structure in these faculties.

The Arts, Culture and Dialogue Office also worked to enhance these relationships by organising critical, reflective dialogues that facilitated conversations dealing with current issues around the 'new normal' in higher education due to Covid-19, including academia. These were both institutional and regional conversations.

There has also been a deliberate effort from CUADS to create open communication channels between students and lecturers so that there is more understanding around the disability-support programme and to engage academic personnel and capacitate them to relate better to students with disabilities.

## GOAL 3: Increase UFS contribution to local, regional and global knowledge

### KPA 3.1: Focus resource allocation for research and innovation on UFS areas of strength and distinctiveness

Student Affairs and Student Development have been positioned as distinct focus areas of research at DSA. In this regard, the Division has produced a number of research outputs in the field and has made efforts to build the research capacity in Student Affairs. Its research-support programme includes annual writing retreats for Student Affairs personnel, as

well as one-on-one coaching. The office's collection of books, accrued over time, has become a valuable theoretical resource that all personnel are able to access.

DSA has, at the same time, fostered a strong relationship with the Postgraduate School, and the weekly Friday afternoon sessions they hosted together created a writing environment in which staff members pursuing academic writing could participate.

In the annual Research Colloquium, started in 2018, DSA staff showcased their projects and programmes developed throughout the year, along with the research that emanated from those. The 2020 colloquium took place online, and the hope is that it will involve other institutions and researchers in future, and will thus grow in size and reach.

### KPA 3.2: Transform the profile and increase the diversity of UFS researchers

Not applicable.

### KPA 3.3: Increase research impact and uptake, including a special focus on the African continent

DSA appointed a postdoctoral fellow from Nigeria, and a member of Student Affairs serves on the editorial board of the *Journal of Student Affairs in Africa*.

In addition, the following nine research outputs have been produced by DSA in the past five years:

1. Wahl, W.P. 2016. 'Towards establishing residential colleges at the University of the Free State'. In: Burt, T and Evans, M. (eds). T*he Collegiate Way: studies in collegiate models of university life and education*. Rotterdam, Netherlands: Sense Educational Publishers. 33-44.

2. Githaiga, J.N., Gobodo-Madikizela, P. & Wahl, W.P. 2018. They dug up wounds: University of the Free State students' experiences of transformation and integration in campus residences, *Race Ethnicity and Education*, 21(6): 773-790.

3. Mockie, A., Muller, M., Kruger, F. & Dick, L. 2018. Transformative Pedagogy as Academic Performance: #ShimlaPark as a Plane of Immanence, Cultural Studies Critical Methodologies, 19(2): 84-90.

4. Wahl, W.P. & Pelser, R. (eds). 2020. *Leadership for Change: Developing transformational student leaders through global learning spaces*. Cape Town, South Africa: AOSIS.

5. Mockie, A. & Müller, M. 2020. 'Portraits of social justice: The role of the arts in raising critical consciousness in higher education'. In: Crul, M., Dick, L., Ghorashi, H. & Valenzuela Jr, A. (eds) *On Higher Education Transformation. Scholarly Engagement and Decolonisation: Views from South Africa, The Netherlands and the United States*. Stellenbosch, South Africa: African Sun Media.

6. Janeke, B. Online work readiness programme: ready, set, go!, *Journal of Student Affairs in Africa*. (to be published in April 2021).

7. Holtzhausen, S.M., & Wahl, W.P. n.d. Mapping African Student Affairs Research During the Past Interlude (2008-2019) through Bronfenbrenner's Lens. *Journal of Student Affairs in Africa*. (accepted, but not published to date).

8. Maseko, N.P. & Stützner, S. 2020. Finding Common Ground towards Progressive Transformation in Student Residence Spaces: Residence Committee Members as Bricoleuric Brokers, *Journal of Student Affairs in Africa*, 8(1): 79-91.

9. Nwosu, K.C., Wahl, W.P., Cassim, H., Okwuduba, E.N. & Nnaemeka, G.U. 2020. Teaching Children with Special Needs in Nigerian Regular Classes: Impact of Gender, Marital Status, Experience, and Speciality, *International Journal of Learning, Teaching and Educational Research*, 19(12): 86-105.

Full details relating to these publications can be found in **Appendix P**.

## GOAL 4: Support development and social justice through engaged scholarship

### KPA 4.1: Increase the number of academic staff who are involved in engaged scholarship

Not applicable.

### KPA 4.2: Increase opportunities for students to engage in community-based education

At DSA, community-based education takes place in a co-curricular fashion, through Kovsie ACT, which encourages the student community to participate in national drives such as Casual Day, as well as its many other initiatives that include a music festival, community vegetable gardens (in collaboration with the Faculty of Nature and Agricultural Sciences) that provide food to hungry students and impoverished communities, the Big Give Project, and the Ubuntu Street Store that donates clothes to people in need.

The Social Support Unit provides sponsorship to students who undertake research in community-based projects and, in its drive to enhance student engagement in communities, DSA participated in the South African Study of Student Engagement (SASSE) and Classroom Survey of Student Engagement (CSSE).

## GOAL 5: Increase the efficiency and effectiveness of governance and support systems

### KPA 5.1: Revise and update all UFS policies to reflect the University transformative drive

DSA conducted a policy audit in 2020 to determine all the policies that have been developed thus far.

### *The following policies and protocols have been adopted:*

1. ISRC Constitution
2. Ethics Charter
3. Anti-discrimination Policy
4. Sexual Harassment and Sexual Assault Policy
5. Sexual Assault Response Team Protocol
6. Social Support Protocol
7. Advocacy, Awareness and Analysis Strategy
8. Extra-time Regulation and Procedures Regulation A25

9. Integrated Sport Strategy on High-Performance Sport, Non-mainstream Sport, Disability Sport, and the expansion to include off-campus students

10. DSA Standard Operating Procedures

11. Student Mental Health Policy

12. SCD memorandum of understanding with UNIBS (adapted every January)

### *The following policies were updated and aligned:*

1. DSA Humanising Strategy 2018-2021

### *The following policies, procedures and protocols are currently in draft phase:*

1. UFS Policy on Universal Access and Disability Support Policy for Students with Disabilities

2. CUADS Procedure for the Production of Accessible Study Material

3. CUADS Procedure for the Provision of Accessible Transport

4. CUADS Procedure for Alternative Assessments

5. CUADS Reasonable Accommodation Procedure

6. CUADS Disability Support Procedure

7. CUADS Communication Access Procedure

8. Student Crisis Response Protocol (under review)

9. Gender-based Violence and Femicide Policy

10. Romantic Relationships between Students and Staff Policy

### *The following policies and procedures are still under development:*

1. Student Entrepreneurship Policy

2. Associations Manual

3. Residence Manual (final stages)

### *The following procedures, rules and protocols still require development:*

1. Universal access and design considerations – infrastructure development (part of the ITP process)

2. CUADS Guidelines for a Proactive Approach for Lecturers (part of the ITP process)

3. CUADS Guidelines for Teaching Material (part of the ITP process)

4. CUADS Manual for the Editing of Study Material into Accessible Formats

### *In addition to the above policies for DSA's own units, the Division has provided input on the following policies at UFS:*

1. Placement Policy

2. Integrated Sport Strategy for Non-traditional Sport, Disability Sport and Off-campus Students (this lies within the ambit of KovsieSport to implement, but DSA developed it as part of the ITP student experience and universal access workstreams)

3. Pregnancy Policy

4. Code of Conduct for the ISRC and its sub-councils

**In 2021, a review process will be undertaken on some of these policies.**

*KPA 5.2: Increase student participation in University governance structures*

***Statutory bodies:***

With the help of Student Affairs, UFS established a Student Support Services Committee to encourage more student participation in advising the council of the university on Student Affairs matters. The remit for the Student Support Services Committee is included as **Appendix Q**.

DSA also agitated for an increased number of seats in statutory bodies, and has therefore secured more seats in Senate, over and above the SRC President and Secretary. It has increased its participation at institutional governance level and currently holds 17 seats in Senate. These are made up of the following representatives: the SRC Presidents from each campus (3), faculty chairpersons on the Bloemfontein Campus (7), faculty chairpersons on the QwaQwa Campus (4) and faculty chairpersons on South Campus (3).

***Decision-making bodies:***

Students have become more involved in faculty boards and sit on appeals committees on the faculty and institutional level.

*KPA 5.3: Optimise the student lifecycle from recruitment to graduation*

In order to ensure a seamless student experience, an institutional orientation programme was established in collaboration with CTL and the Registrar's Office.

*KPA 5.4: Improve the integration of data and electronic systems to support both tactical and strategic decision making*

DSA formed part of the Siyaphumelela initiative at UFS – a national and institutional drive to use data-driven praxis to enhance student development and learning. A number of projects and processes fall under this initiative, including the first-year experience. More projects are currently under development.

## GOAL 6: Achieve financial sustainability

*KPA 6.1: Increase non-government derived sources of income*

In its endeavour to raise funds for its activities, DSA successfully applied for project funding from merSETA for the eco-vehicle sustainable-resources project, as well as from the Michael and Susan Dell Foundation, which funded the Diamond League e-mentor project and SADAG UFS Student Care Line dedicated to mental health. DSA also received substantial donations from Tiger Brands and Gift of the Givers for its Food Environment Programme and projects, and the Division has awarded bursaries to individual students through foundations such as Allan Gray, Orbis and Moshal Foundation.

In addition, over the past five years, CUADS received funding from the Carl and Emily Fuchs Foundation to purchase assistive devices for use by students with disabilities; from the Road Accident Fund to purchase specialised equipment for the production of Braille material and accessible study and assessment methods; and from First Rand Foundation for bursaries towards students with disabilities.

DSA on the QwaQwa Campus was also successful in a recent application for R3 million from the Coca-Cola Foundation, and will use this donation to assist students with funding and Student Life activities.

*KPA 6.2: Optimise the cost drivers in academic programmes and support services departments*

DSA formed its own financial committee, introduced a zero-based budget for Student Affairs and established standard operating procedures for the approval of expenditure and spending by creating strict financial policies and protocols with regard to such expenditure. More details can be found in Section 8 of this report, page 45.

*KPA 6.3: Correct the UFS tuition fee baseline*

Not applicable.

### GOAL 7: Advance an institutional culture that demonstrates the values of the UFS

*KPA 7.1: Operationalise a UFS Institutional Multi-stakeholder Group (IMG) responsible for the identification of interventions in relation to the UFS's institutional culture*

DSA is represented on the Institutional Multi-stakeholder Group (IMG) and is involved in Project Care, the institutional culture-change project of the UFS. The Division is also integrally involved in the institutional culture study led by the Directorate for Institutional Research and Academic Planning (DIRAP), and developed and launched a Student Affairs Ethics Charter (**Appendix B**).

In line with the UFS institutional culture, DSA was responsible for the naming and renaming of residences, incorporating student and institutional feedback. This includes the name change of NJ van der Merwe residence to Lehakoe (submitted to council at the end of 2020), as well as JBM Hertzog residence changing to Beyers Naude.

Although progress has been made to convey and integrate a holistic support structure from Student Affairs, challenges still remain in the broader environment that cause the separation of functional areas. Departments are still fragmented, and DSA and CUADS, or DSA and SCD are often seen as separate, for example. However, DSA continues to shift such perceptions by messaging its holistic and integrated system of student support.

## 2.2    Responsiveness to the Integrated Transformation Plan

Regarding the Integrated Transformation Plan (ITP), the Division of Student Affairs is directly responsible for the student experience workstream and the universal access workstream. These reports are integrated into the ITP Self-evaluation Report 2018-2020 (**Appendix R** – refer to pages 10-12 for student experience, and pages 20-22 for universal access). DSA is also involved in the housing and accommodation workstream and is represented on the following additional workstreams: student accommodation and residence culture; names, symbols and spaces; and financial framework.

DSA's KSA 5 embeds the ITP while also being informed by it. It focuses on ITP-related aspects, ensuring that the ITP drives the DSA strategy. Due to the multi-campus model being an ITP project, DSA's KSA 4 also aligns itself with the ITP agenda.

There is no representation from DSA on the following workstreams, but it is recommended that the Division be represented on them in future (with inclusion from all three campuses so that these workstreams become more reflective of the multi-campus model): Teaching and Learning; Research, Internationalisation and Innovation; Engaged Scholarship; and Staff Experience and Composition.

It is also recommended that systems be improved to ensure continued student participation during any change of leadership. This could possibly be achieved through the establishment of an ITP student forum.

## _DSA and its relation to the Transformation Plans of the UFS_

### _Teaching and Learning_

No representation from DSA, but it is recommended that there should be, particularly in the area of universal access.

### _Research, Internationalisation and Innovation_

No representation from DSA, but it is recommended that the Research and Co-curricular Office participates in this workstream in future. Student Life, particularly in the space of entrepreneurship and innovation – especially from South Campus and QwaQwa Campus – has the potential to create networks in this workstream.

### _Engaged Scholarship_

Although CUADS and Kovsie ACT serve on the community engagement management forum, there is no formal representation from DSA on the engaged scholarship workstream. It is recommended that a more formal relationship be established between DSA and this workstream.

### _Student Experience_

DSA is personally responsible for the student experience workstream. All key deliverables were achieved in this workstream, with important milestones demonstrating this success (**Appendix R** – refer to pages 10-12).

### _Student Accommodation and Residence Culture_

Through its representation on this workstream, DSA has accomplished the following:
There has been a great shift in the academic culture in residences, and an increase in students achieving higher levels of academic success through support and mentorship. This includes support of first-year students in their transition to higher education, through RAs, mentors and peer mentors. Such endeavours have led to an enhancement in first-year student performance.

With the introduction of faculty-based residences, such as the inaugural year that has been completed in Health Sciences on the Bloemfontein Campus, there has been a comparatively high pass rate due to the support and mentorship received. Reciprocity has been established between Res Life and faculties due to residence heads who are in academic spaces initiating programmes that can be introduced across both areas – representing academics in Student Affairs and representing Student Affairs in academics.

Res Life also contributes to the academic culture in residences through initiatives such as the Academic Prestige Evening for colleges, as well as the academic portfolio of residence committees being aligned with the Centre for Teaching and Learning.

There has been a focus on the professional development and training of residence heads and a continuous drive by the Assistant Director of Res Life to develop a CPD programme with residence heads for such development. This aims

to move programmes to Blackboard, where training is facilitated to professionalise the role of residence heads in the environment. In this regard, DSA also hosted and participated in the South African Student Housing Training Institute for three years (2017-2019), instigating further professional development of residence heads.

### Staff Experience and Composition

No representation from DSA, but it is recommended that there should be representation from CUADS in future (including QwaQwa Campus).

### Names, Symbols and Spaces

Regarding this workstream, CUADS promotes universal access to make the UFS more diverse though initiatives such as installing artworks on campus and considering students with disabilities.

### Universal Access

DSA is personally responsible for the universal access workstream (**Appendix R** – refer to pages 20-22).

### Financial Framework (size and shape)

The Dean of Student Affairs is involved in the financial framework workstream, but it is recommended that this participation be extended to include South Campus and QwaQwa Campus in future.

### Governance and Policy

DSA is well represented on the governance and policy workstream and has made a significant contribution to shape the consultation framework, i.e. the process from consultation to approval. All new policies for the UFS will follow this framework in future. The universal access workstream intersects with this workstream in that it reviews all current policies and procedures to ensure they are inclusive and socially just.

### Governance: Systems and Administration

DSA is not represented on the systems and administration workstream but it is recommended that it have representation in future, as many administrative queries go to DSA when systems fail. It is recommended that the first-year orientation team, especially, form part of this workstream, pre-empting the involvement of DSA in first-year orientation.

### Multi-campus Model

DSA sits on the multi-campus model workstream, with DSA leadership from all three campuses represented.

### General Recommendation:

It is recommended that student participation is reviewed across all ITP workstreams on an annual basis so that the SRC, faculty councils and all sub-structures are adequately represented.

# SECTION 3

# MANAGEMENT AND ORGANISATIONAL STRUCTURE

## 3.1    Organogram

The five versions of the DSA Strategic Plan (**Appendix A**), as well as the current organogram (**Appendix S**) indicate the evolution of the DSA management and organisational structure since 2016.

The following developments are worth noting:

1.    DSA established a core management team. This team consists of the Dean, Director: Student Life and Communities (Bloemfontein Campus), Director: SCD, Director: Student Affairs QwaQwa Campus, Assistant Director: CUADS, the Head of Student Affairs on South Campus, and the Head of Student Governance. This core team provides overarching leadership to the DSA.

2.    The portfolio of Student Governance expanded significantly. A Manager: Student Governance was appointed, as well as coordinators for student associations and faculty councils. This means that the DSA established a firm structure to direct Student Governance in line with the SRC Constitution (something that was created anew) and the UFS Strategic Plan.

3. A Social Support Office was created within the office of the Dean in order to respond rapidly and effectively to the needs of students.

4. SCD expanded its number of psychologists to provide greater support to the mental health of students.

5. CUADS expanded to South Campus and QwaQwa Campus to provide support to students with disabilities on both those campuses, in addition to Bloemfontein Campus.

6. A Student Affairs portfolio was established on South Campus – something that never existed before. This crucial step enabled the DSA to lead Student Governance and other Student Affairs functional areas more effectively on that campus.

7. DSA established a Research and Co-Curricular Office to foster data-driven praxis and advance the scholarship of student development. This office has greatly assisted in aligning co-curricular programmes and activities with the intentional development of graduate attributes.

8. DSA established a Food Environment Office to address hunger and malnutrition amongst students.

In addition, although not indicated on the organogram, DSA established five cross-functional teams, each focusing on a different key strategic area. What has come to be known as the KSA teams has had a significant impact on advancing the strategy of DSA in an integrated way.

## 3.2    System of accountability

On a macro level, DSA establishes accountability through its annual strategic plans. This involves revisiting the previous strategic plan and adjusting it according to performance outcomes and changes in the environment.

DSA maintains further systems of accountability in the following ways:

- Every department, unit or centre is responsible for holding its own meetings, with a monthly head of department (HOD) meeting scheduled for all HODs.

- HODs submit monthly reports to the office of the Dean, and these are collated into semester reports as well as annual reports. This ensures that DSA's strategic objectives are tracked annually, and that each department and unit is accountable to the Division, as well as to one another.

- KSA leaders meet monthly to discuss KSA matters. These staff members also participate in an annual strategic planning session, and compile semester and annual reports. These are mapped against the relevant strategic objectives that are reviewed annually.

- During the Coronavirus lockdown, when there was restrictive access to campuses, and limited face-to-face interaction, communication channels remained open between departments and their staff through WhatsApp groups, email updates and other internal communication, when required, to maintain systems of accountability.

- A system of accountability is also maintained by managing the risks of DSA in line with the objectives of the UFS risk-management strategy. This includes updating the risk-management register on behalf of Student Affairs.

It is recommended that a more quantifiable tool to measure accountability be created for DSA in the future.

## 3.3    Motivation of staff

DSA's KSAs are directly linked to staff motivation, and the KSA teams are an integral source of such motivation in the Division. Their events include the following:

The KSA 4 team, which deals with collaboration and the multi-campus model, arranges annual staff social-cohesion events. These are sometimes coupled with the annual strategy planning session.

KSA 5 is responsible for Tipping Points events for staff that relate directly to staff motivation.

KSA 7, which deals with the professionalisation of Student Affairs, ensures that professional development opportunities are available to staff. An annual awards ceremony, falling under this KSA, recognises areas of excellence within DSA and acknowledges the important work of staff members.

In addition to the development opportunities provided within DSA, some personnel members take on additional responsibilities in the learning environment, producing heightened motivation within the Division. The responsibilities placed on second-layer leadership have enhanced individual opportunities for growth, motivation and improved morale, where staff assume voluntary roles and responsibilities for which they are not paid, but from which they can learn and develop.

## 3.4    Succession planning

DSA introduced an HOD structure as well as second-layer leadership and, since 2017, has deliberately incorporated this second-layer leadership in its strategic planning, decision-making and execution of such plans. This has resulted in a more integrated and holistic approach to leadership and succession planning in the Division. It allows HODs and second-layer leaders to stand in for colleagues when necessary. For example, HODs are able to stand in for the Dean when he is not available, and second-layer leaders are able to stand in for HODs when they are unavailable.

This cross-functional approach exposes staff members to other areas of experience and provides opportunities for them to branch out beyond the parameters of their official employment roles. It thus allows units to identify potential within their teams. This is also applicable to KSA teams and ITP workstreams.

It is recommended that KSA task-team coordinators (leaders) become part of a formal strategy of leadership development going forward.

# SECTION 4

## SUPPORT PROVISION AND PERFORMANCE

The Functional Areas Report (**Appendix T**) maps the existing programmes and services in DSA against the international framework for recognised Student Affairs functional areas. The number in each cell (columns B to L) indicates how relevant a specific functional area is to the daily operations of that respective department or office. Column N indicates the total number of DSA departments and offices that consider a specific functional area to be relevant. The higher the number in that column, the more relevant that function is to DSA as a whole.

Further relating to support provision and performance, a Student Affairs Week Survey is conducted annually (**Appendix C**). This survey indicates how aware students are of the current services and programmes provided by DSA, and how relevant they believe these to be, respectively.

It is recommended that a case-management system be introduced in future to track which students have been supported by DSA, and in what ways.

The below offers a detailed outline of support provision and performance by various DSA structures, with a more comprehensive description of top achievements following in Section 5 of this report, page 32.

## 4.1    Specialised Services

### CUADS

DSA has developed new policies and adapted old ones to support students (refer to KPA 5.1 in Section 2 of this document, page 18). These include policies by CUADS, and strategies such as the Sport Strategy, and the Advocacy, Awareness and Analysis Strategy. CUADS also developed a tip sheet for lecturers, for the reasonable accommodation needs of students with disabilities, as well as a Universal Access Checklist for physical events and online interactions (**Appendix U**).

### SCD

At SCD, various programmes and interventions have been introduced to support students, expanding the unit's primary interventions and initiatives through the design, development, implementation and evaluation of structures and research-based mental-health projects across campuses. These include the self-esteem programme, Grow, Power Club, career development project, kindness project, and so forth, structured over four to 10 weeks.

In addition to telepsychology (telephonic/virtual therapy sessions), #WellbeingWarriors was created as a response to the COVID-19 pandemic in 2020 (**Appendix O**), while Careways, a SADAG line and after-hours support have been established to further ensure the mental well-being and support of students. The Student Toolkit was developed by SCD to provide valuable resources to students around mental health (**Appendix M**), and Mind Matters – a publication centred around student mental health – has been introduced to promote mental well-being and provide information digitally.

To meet the mental health needs of the students on South Campus, a psychologist was employed on that campus.

### Social Support Unit

By establishing a Social Support Office in 2018, DSA has become responsive to student needs in a more integrated manner. It continuously scans the environment to identify student needs that require attention, ensuring a proactive and responsive approach by the Division.

### Housing and Residence Affairs

This functional area does not form part of DSA, nor does it report to the Vice-Rector responsible for Student Affairs. Housing and Residence Affairs reports within the line function of the Vice-Rector: Operations. It is recommended that this misalignment be addressed in future, as it results in a number of operational and managerial challenges.

### Food Environment Strategy

The Food Environment is an institutional strategy approved by Rectorate in 2019 (**Appendix L**) that consists of various initiatives, including food tunnels, the No Student Hungry campaign and the food-parcel project. With various distribution points across campuses, these initiatives result in the food banks that are present in residences, and support the needs of students who require food, addressing malnutrition and hunger with an integrated institutional approach.

Although the Social Support Unit works independently, it too supports such needs, working in parallel with the Food Environment Strategy to provide Meal of the Day vouchers to students who have a more immediate need for food, in a

humanising manner. The Student Support Office is assessing these students' needs over a period of time to determine how they can receive food more sustainably in future.

## 4.2    Student Communities

### *Residence Community*

The residence heads colloquium has proven to be a great support for residence leadership, while the Excellence Awards and College Prestige Awards recognise and celebrate leadership in this area. In 2020, 40 students leaders participated in the annual Residence Leadership Summit which continues to grow year after year.

The residence committee elections were held successfully online in 2020 due to South Africa's national lockdown and the closure of campuses.

### *Private Residences*

The accreditation of private residences falls under the jurisdiction of Housing and Residence Affairs. The DSA therefore does not have any direct influence on this accreditation. This structural misalignment creates significant managerial and operational challenges and should be reviewed.

Despite this, the DSA has launched a focused initiative that includes commuter students more intently in co-curricular programmes and projects, and is in the process of establishing three commuter colleges (one per campus).

### *Institutional Student Governance Office*

#### *Associations and Organisations*

Student Associations and Organisations within the Student Governance Office exist as the 'engine' of student activism at UFS. They are the basis upon which platforms of expression are created, as well as where student leaders are honed to become global citizens. The Bloemfontein Campus had 126 structures registered for the 2019/2020 term, with the QwaQwa Campus having 43.

These registered structures are categorised as such: Associations Student Council (constituted by structures whose interests are in activities which promote student life), Organisations Student Council (constituted by structures whose interests are in engaging on matters relating to Student Governance), Civic and Social Responsibility Student Council (constituted by structures involved in community engagement and community outreach work), Arts and Culture Student Council (constituted by structures whose interests are in promoting arts and culture in its holistic sense), International Student Council (constituted by structures that represent the interests of international students), as well as the Universal Access Council (sitting within the SRC portfolio for Universal Access and Social Justice, this council is constituted by students with disabilities, and represents the interests of different disability categories).

South Campus is still developing its structures but currently has two registered – both religiously affiliated: The Student Christian Organisation (SCO) and Global Reconciliation Church (GRC).

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

UFS
STUDENT AFFAIRS
STUDENTESAKE
DITABA TSA BAITHUTI

*Faculty Student Councils*

Faculty Student Councils (FSCs) were established in 2019 as student representation for faculties across all three campuses. On the Bloemfontein Campus, the faculties represented are the Economic and Management Sciences, Education, Health Sciences, Humanities, Law, Theology and Natural and Agricultural Sciences. On QwaQwa Campus, the faculties represented are the Economic and Management Sciences, Education, Humanities and Natural and Agricultural Sciences. South Campus is represented by the Economic and Management Sciences, Humanities and Natural and Agricultural Sciences.

The establishment of FSCs is in line with Section 16 of the Institutional Student Representative Council (ISRC) Constitution, and each structure has a Chairperson, Deputy-Chairperson, Secretary, Treasurer and Media and Liaison Officer. The roles and responsibilities of the councils are to attend to general academic-related matters (student representation at Senate, faculty board meetings and academic appeals committees), develop and implement projects that drive the academic initiative, and liaise with and provide support to elected class representatives.

## Peer-Mentor Programme

DSA has introduced an institutional Peer Mentor Programme to provide socio-emotional support to first-time entry students. This will be activated on all three campuses from 2021 onwards.

## 4.3 Co-curricular Programme

### Career Services

*Student Services*

To support students in their job search, Career Services created the Diamond League – a programme for employability – in collaboration with CTL. It identifies the top 500 students to receive support, coaching and mentoring. They are given the opportunity to develop relationships with industry insiders, and get to participate in work-readiness programmes. The Diamond League also assists students with drawing up their CVs and creating LinkedIn profiles to make them more attractive to prospective employers.

The Career Services work-readiness programme is made available to all UFS students, and was moved online to Blackboard in 2020. It includes workshops on CV-writing, interview skills, and the future of work, with engaging activities that show students' progress. Career Services also launched public-speaking workshops online to address student needs, and started a 'career closet', where staff and students donate clothing for students who do not own professional garments for job interviews.

*Company Relations*

Company Relations initiated the formalisation of the Allan Gray Orbis Foundation partnership with the UFS in a memorandum of understanding, and initiated a partnership with Institutional Advancement and the Alumni Office to host a successful Corporate Conversations Series in 2019 with the Rector and Vice-Chancellor. This allowed the university to engage with donors, corporate partners and graduate employers, keeping them informed of current affairs and new strategies at UFS. It strengthened existing relationships while developing potential partnerships for the funding of new projects, and enhanced employment opportunities for UFS graduates.

Various career fairs were held in 2019, with 51 companies participating and nearly 3,000 students attending. In that year, a first-of-its-kind Entrepreneurship Festival was arranged by Career Services in which 20 exhibitors participated, providing student entrepreneurs with a platform to showcase their products and services.

Further benefiting company relations, the Career Services Office makes venues available to companies wanting to present their businesses to students or conduct interviews with them.

See **Appendix V** for Career Services' Annual Reports from 2016-2020.

### *Student Leadership Development*

The Student Leadership Office has taken its leadership-development programmes to scale by launching them all online. Leadership development was enhanced on the Bloemfontein Campus through the inaugural student governance leadership series. This was established to ensure succession leadership and invited previous leaders to address students. This attracted and aided in the development of prospective leaders.

In addition, the FutureLEAD Challenge (FLC) migrated online in 2019 to accommodate more students, as not many were attending the physical events due to transport issues in the evenings. Similarly, the Activator first-year conference, which could originally only accommodate 60 students at its off-campus site, changed its venue to an on-campus location in 2019 and is now able to welcome more students. This change of venue made the conference more affordable and it now hosts nearly three times the number of students annually.

More detailed information can be found in Section 5 of this report.

### *Student Media*

On the QwaQwa Campus, a new student newspaper (New Era) was launched, along with an internet-based radio station (Q-Lit). The campus also introduced a podcast channel (Kovsie Cast). These initiatives allow QwaQwa students the opportunity to gain valuable experience in the media industry. For more details, see Section 5 of this report.

### *Arts, Culture and Dialogue Office*

The QwaQwa Campus launched a student and staff dialogue series called The Critical and Contemporary Conversational Series, focused on social issues such as disability, gender-based violence and other pertinent issues. For further initiatives, see Section 5 of this report.

## 4.5    Student Governance Structures

On South Campus, a department of Student Affairs was established, and the first Student Governance structure was introduced, while faculty councils were established on all campuses to bring representative Student Governance structures into the academic sphere of the university.

## SECTION 5

## OPERATIONAL AND QUALITY SYSTEMS AND PROCESSES

DSA responds meaningfully to the needs and expectations of UFS students and the institution through various initiatives. These are highlighted below, with the top achievements of each DSA unit or department from the past five years listed. This is followed by the successes achieved by each KSA. Bodies of evidence for these are included as appendices, where possible.

### 5.1    Departments and Units

#### *Arts, Culture and Dialogue Office*

The Student Life Art and Dialogue Festival has created a platform for student-staff engagement on critical issues pertaining to the student and staff lived experience, using visual, literary and performing arts and dialogue.

In addition, its Institutional Dialogue Series aims to find solutions for what might well become a new norm in future curriculum delivery after COVID-19, while its Dialogue Facilitator Training Programme encourages the UFS community to use its power and privilege to ensure humanising lived experiences for those who are less privileged (socially,

economically, politically, religiously, sexually, culturally and with regard to disability, class, gender, origin and language, etc.)

## *Career Services*

Career Services has built an online work-readiness programme, has hosted successful career fairs in three faculties and one general career fair (reaching the top 10 for Career Services and Career Fairs in South Africa, as chosen by SAGEA members), and has arranged institutional/industry conversations with various companies and industry members in collaboration with the Rector's office, Marketing and Branding, and Institutional Advancement.

Through its focus on entrepreneurship with an entrepreneurship festival, the office offered mentoring and coaching sessions to students, in collaboration with the Department for Research Development, and continues to work with Kovsie Innovation and Entrepreneurship Development in Higher Education as part of the entrepreneurship value chain.

The Career Closet project, CV Lab and Career Weeks in five faculties have further addressed student needs.

## *Centre for Universal Access and Disability Support (CUADS)*

By changing its name from Unit for Students with Disabilities to Centre for Universal Access and Disability Support, CUADS has been able to advocate for universal access, to include all students, including students with disabilities.

It opened offices on South Campus and QwaQwa Campus, appointing CUADS coordinators for each office. Accessibility was increased by purchasing specialised equipment for both these campuses, and Smart-Drives, exam reader pens and tactile pathways were purchased for the Bloemfontein Campus.

The centre developed a Policy on Universal Access and Disability Support for students with disabilities (**Appendix H**), which will assist in changing institutional culture to be more welcoming and embracing of students with disabilities. It also developed departmental procedures to guide activities, such as the Reasonable Accommodation Procedure, and Alternative Assessment Procedure, and developed an Advocacy, Awareness and Analysis Strategy (**Appendix I**) and Integrated Sport Strategy for non-traditional sport, disability sport and for off-campus students (**Appendix J**).

CUADS has enhanced advocacy and awareness through its CUADS video, CUADS formal, Gateway, various dialogues, Open Day and Student Affairs Week. Student Affairs Week was a new initiative introduced by DSA in 2016 to enhance student engagement and co-creation. This platform allows the Division to be more in touch with the student community and be more responsive to changing needs.

In addition, CUADS increased its capacity to produce accessible study material by employing a permanent editor and two contract editors. Its partnership with Library Services and Van Schaik has made it easier to provide students with electronic textbooks, and Dolphin converters were purchased to speed up this conversion process.

CUADS also established a partnership with the Unit for Reconciliation and Social Justice.

## *Food Environment Office*

The establishment of this office was integral to implement and oversee the objectives of the Food Environment Strategy (**Appendix L**).

The office was successful in signing a memorandum of understanding with Tiger Brands to support its food-parcel project, receiving nearly R80,000 worth of food every month from the company, to support 500 students monthly.

To address affordable food and promote healthy meals, a vegetable-production-and-training programme was implemented, with collaboration between the Centre for Sustainable Agriculture, Rural Development and Extension (CENSARDE), Kovsie ACT and the Food Environment Office.

The office also receives funding from Gift of the Givers to support 200 food parcels at the QwaQwa campus. On the Bloemfontein Campus, it established a store at the Student Centre to distribute food parcels. In response to student needs, the office altered the No Student Hungry programme to assist more students with a subsidised meal of the day, now reaching a larger student community.

### *Gateway Orientation*

The following accomplishments were made in the five-year period: a five-year comparative-analysis report was published for Gateway Orientation (**Appendix W** includes the comparative and individual annual reports), peer mentorship was merged with Gateway mentorship, a partnership was formed with Destiny Careers Magazine for the launch of its first issue (January 2020), and partnerships were established with ABSA, Standard Bank, FNB and Capitec for Gateway Orientation 2020.

### *Kovsie ACT*

Kovsie ACT established the following initiatives to respond to the needs of students and the institution: eco-vehicle project, UFS Food Environment community garden, musical festival/community celebration, and a volunteer programme.

### *Student Counselling and Development (SCD)*

SCD increased its service visibility, awareness and brand recognition, with the 'Red Couch' emblem employed as a marketing tool.

At SCD QwaQwa, there was a strategic transformation and alignment of services, providing students with improved support and service-delivery options, thus increasing the number of students utilising these services.

Crisis and emergency intervention procedures were established for SCD, and include walk-in emergency sessions, crisis intervention strategies and a limited after-hours emergency service (**Appendix X**).

SCD also developed the UFS Student Mental Health Policy (**Appendix F**) to respond to developing mental health challenges on campus and across the higher education sector. It launched 'Surviving or Thriving: The UFS Student Toolkit' (**Appendix M**) and the #WellbeingWarriors campaign that fosters students' wellbeing and academic success by assisting them in building resilience during times of uncertainty (**Appendix O**).

SCD has introduced developmental programmes for students, as well as telepsychology, mental health webinars and other online resources that expand its services. It now also has a dedicated South African Depression and Anxiety Group (SADAG) UFS student toll-free mental health careline.

## Social Support Unit

The Social Support Protocol (**Appendix K**) was established to create a framework within which social support is provided to students, so that they can thrive and maintain high levels of academic performance.

The unit's Meal of the Day programme was launched to aid students experiencing immediate hunger, and bridges the gap between food parcels and the No Student Hungry programmes offered by the Food Environment Office. It also established a well-being programme to promote personal hygiene within the student community, and supports students in emergencies when personal hygiene items are lost due to theft or fire, etc.

The unit drew up a Pregnancy Policy (**Appendix G**) to create conditions that are conducive for academic success and well-being during pregnancy and to ensure that pregnant students are not excluded from academic programmes, residences and other university activities. It also established a protocol on severe student crisis, deaths and funeral support, to support families and students in bereavement, emotionally, financially and logistically (**Appendix Y**).

## Student Leadership Development

Student Leadership Development launched the FutureLEAD Leadership Academy across all three campuses in 2018, to standardise leadership development and training across the entire UFS student community. In 2019, it established the FutureLEAD Challenge (FLC) online leadership-development programme, running over six months and containing four modules on prominent leadership themes (**Appendix Z**).

In 2020, Student Leadership Development programmes migrated to virtual platforms, e.g. Pre-Election Student Governance Training by means of pre-recorded PowerPoint presentations with voice-over on Blackboard Collaborate, as well as virtual interactive sessions for the RC Induction Training on Blackboard Collaborate.

The department also launched the 'What Should Students Know' series of talks, where experts address students on topical issues in student life.

## Residence Life

In the past few years, there has been an effort to align residence programmes across all three campuses, including election processes, training and recognition of excellence. Although structures are different, Residence Life was able to align most of the activities successfully, including the residence heads colloquium. Excellence awards assessments and the College Prestige Awards were introduced to celebrate residence leadership. The annual Residence Leadership Summit (a joint project between Residence Life and SRC Residences, for outgoing primes and some of their committee members) has continued to grow. In 2020, 40 student leaders participated.

Residence Life has also developed and grown a survey/questionnaire bank from which annual questionnaires are sent to students and staff for reports to be developed. These include the Residence Community Survey, Residence Leadership Survey, 1st Years Welcoming and 1st Years Parents. New surveys include the Residence Committee Candidate Evaluation (**Appendix AA**) and Residence Heads Online Elections Experience Evaluation (**Appendix AB**). In 2020, all residence committee elections were held online, and manuals were developed to guide the process (**Appendix AC**).

In addition, in 2017, the Residence Manual guiding the management of residences was reviewed for the QwaQwa and Bloemfontein Campuses (**Appendix AD**).

## _Research and Co-curricular Office_

Using the Alignment Canvas, the Research and Co-Curricular Office mapped 71 Student Affairs programmes to identify, record and refine graduate attributes. The office also developed, refined and launched a number of major annual surveys for various offices such as Gateway, Kovsie ACT, Student Affairs Week (**Appendix C**) and Student Leadership Development, allowing a data-driven practice and informed decision-making.

In addition, it has already obtained ethical clearance for four out of the 12 co-curricular programmes seeking to obtain ethical clearance in 2021. This allows for ethical data gathering and future publications.

The Research and Co-Curricular Office established a relationship with the University of Alabama in Birmingham (UAB) through the Global Learning Initiative. Inter-institutional collaboration and learning is made possible through this partnership that also grants UFS students valuable exposure to international (US) students.

The office created a Writing Support Programme in order to assist staff who are engaged in academic writing. This has inspired confidence and developed the academic-writing ability of DSA staff.

## _Peer Mentor Programme_

The Student Life Peer Mentor Programme was successfully funded in 2020, following an extensive proposal process. The programme was piloted on both the Bloemfontein and QwaQwa Campuses, with 60 e-mentors in Bloemfontein and 17 e-mentors in QwaQwa, and proved to be a great success.

## _Student Media_

Student Media has expanded to the QwaQwa Campus, where a Student Media Centre was built, housing the newly established Q-Lit (an online radio station that commenced broadcast in October 2019) and New Era, QwaQwa's own student newspaper. This allows students of the QwaQwa Campus to gain media experience.

KovsieTV started as a SRC project but was moved to Student Media in 2017. It gives students the opportunity to gain experience in video production.

KovsieFM has been nominated for three Liberty Radio Awards since 2018, and won its first award in 2019.

## _Health and Wellness (QwaQwa Clinic)_

Through a memorandum of agreement established with the Department of Health in 2019, the QwaQwa Campus Clinic has been prescribing and issuing treatment to HIV-positive students and, with the help of the Clinton Health Company, the clinic is also offering PrEP (pre-exposure prophylaxis) to students.

The clinic offers free health services to students and, since 2020, has offered COVID-19 screening and testing services, endorsed by the Department of Health. This is one of only a few higher-education sites in South Africa doing such testing.

## 5.2 KSA Teams

### *KSA 1 top achievements*

The KSA 1 team designed the Student Affairs Awards criteria, forms and processes, and conducts an annual review of the awards process while also training staff with regard to applications (**Appendix AE**). It also established the Blackboard staff page for internal sharing of KSA activities, surveys, recordings, and so forth, including the development of DSA staff orientation videos on the platform.

This KSA created LinkedIn training, as well as a playlist of relevant training for DSA staff's continuous professional development, and launched the Writing for Publishing Initiative (**Appendix AF**). It also presented Student Affairs Week 2019, but due to student protests on campus, some of the activities were not supported and students were influenced to boycott the event.

### *KSA 2 top achievements*

The KSA 2 team established the annual Research Colloquium in 2017, offering an opportunity for staff to showcase the research emanating from their programmes. It also hosted numerous Alignment Canvas training opportunities (across three campuses), allowing programmes to be streamlined with broader institutional goals relating to co-curricular development.

KSA 2 developed an annual writing retreat as an opportunity for staff to focus on academic article writing under the guidance of an expert consultant. In 2020, this was adapted to the Writing Support Programme, which fell under the jurisdiction of the Research and Co-curricular Office.

### *KSA 3 top achievements*

KSA 3 developed strategies to increase participation of commuter students on the Bloemfontein and QwaQwa Campuses, and developed a DSA brochure that provides information for students and other stakeholders to better understand the different services offered by the Division (**Appendix AG**).

This KSA team was responsible for organising the Institutional Student Governance Summit, with two sessions held in 2020, and also arranged the Student Affairs Leadership Awards (SALA).

The KSA 3 report for 2019 is available as **Appendix AH**.

### *KSA 4 top achievements*

The KSA 4 team (together with KSA 5) launched the Student Affairs Ethics Charter for humanising lived experiences (**Appendix B**). It was also responsible for organising a get-together for Student Affairs staff from all three campuses in 2019, combined with a Tipping Points event. In 2020, due to the national lockdown, it hosted a virtual teambuilding event. That year also marked the first virtual Student Affairs Week for UFS, also arranged by KSA 4. **Appendix AI** includes the various brochures created for every unit and department for this purpose.

KSA 4's 2018 and 2019 reports are included in **Appendix AJ**.

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## *KSA 5 top achievements*
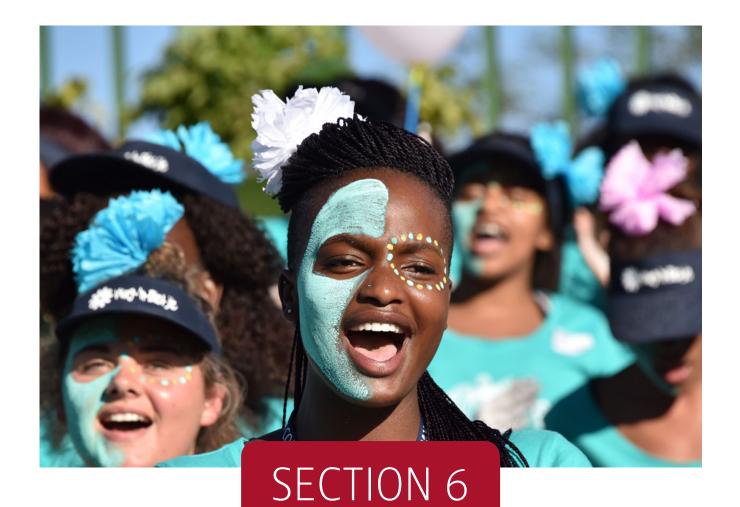
KSA 5 organised various Tipping Points events around topics such as DSA values, universal access, gender, building resilience and adapting to change, traditional healing versus psychology, and the pedagogy of discomfort. It also arranged dialogues and critical conversations on all three campuses, with themes ranging from disability and anti-discrimination to #everythingmustfall, mental health and gender-based violence. These included residence dialogues in collaboration with the Arts, Culture and Dialogue Office.

KSA 5 established a social support task team, developing relevant procedures. A referral system for this has been planned but is dependent on ICT for assistance. The team also ensured that a Social Support Office and Food Environment Office were established in DSA.

The team collaborated with KSA 4 to develop the Student Affairs Ethics Charter (**Appendix B**), and was responsible for developing the Anti-discrimination Policy (**Appendix E**), as well as a Universal Access Checklist for events (**Appendix U**).

# SECTION 6

## RELATIONSHIPS AND EXTERNAL ENGAGEMENT

DSA maintains various partnerships, memberships and relationships with external bodies and organisations in order to better serve its community of students, as well as the wider community within which it operates. Such memberships ensure the reputable professionalism of the Division. These affiliations are listed below.

### 6.1    National and international professional/statutory bodies/councils

**The following professional accreditation exists within DSA:**

1.  SCD personnel are registered with the Health Professions Council of South Africa (HPCSA) and South African Association for Counselling and Development in Higher Education (SAACDHE)
    –   Regional Chairperson position held (2016 to present)
    –   Research, Training and Development Coordinator position held (2019 to present)
    –   Administrative Coordinator position held (2016 and 2017)
    –   Public and Regional Liaison Officer position held (2016 and 2017)

2.  Student Affairs nurses are registered with the South African Nursing Council.

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3. Student Affairs social workers are registered with the South African Council for Social Services Professions (SACSSP).

4. CUADS is registered with the Higher and Further Education Disability Services Association (HEDSA). The association works with other Higher Education Institutions to ensure equal opportunities for students with disabilities and standardise the services of disability units.
   – Chairperson position held

5. CUADS sign language interpreters are voluntary members of the South African Translators' Institute (SATI), and Head of CUADS is an accredited South African Sign Language Interpreter (SASLI) of SATI. The institute works toward recognising SASL interpreting as a profession in its own right, similar to spoken languages.

**Other professional affiliations in DSA:**

1. Association of College and University Housing Officers – International Southern African Chapter (ACUHO – I SAC). The Southern African Chapter was responsible for organising the Roelf Visser Student Housing Training Institute.
   – Secretary General and Conference Convener positions held

2. International Association of Cognitive Education and Psychology (IACEP)

3. International Association for Contextualised Behavioural Sciences (IACBS), and South African chapter

4. Legal Practice Council of the Free State

5. National Association of Student Development Practitioners (NASDEV)
   – Secretary position held

6. National Career Development Association (NCDA)

7. South African Association of Senior Student Affairs Professionals (SAASSAP)
   – Secretary General position held

8. South African Association of Campus Health Services (SAACHS)

9. South African Board for People Practices

10. South African Council for Educators (SACE)

11. South African Graduate Employer Association (SAGEA)

12. South African Sociology Association

**Appendix D** highlights the DSA personnel who belong to these bodies and councils.

## 6.2 Community-involvement projects

DSA units are involved in and committed to the following community projects:

Kovsie ACT's community celebration is an annual festival and music event with popular performers which the public is invited to attend. The public is also invited to attend the annual eco-vehicle race and parade – a green project where students decorate and race eco vehicles.

In addition to such social events, Kovsie ACT also has collection drives to assist people in need. Its Casual Day and Tekkie Tax Day have students selling stickers and the public donating money for student and staff organisations that support various community projects. The Big Give food day, as well as the money-collections day are additional initiatives to procure donations for food packages that are given to students by the food bank. When there is a surplus of food or

no students to feed (such as during the coronavirus lockdown), the Food Environment Programme and community gardens (vegetable tunnels planted by students) supply the extra produce to Towers of Hope and Rock Foundation.

The Ubuntu Street Store is an annual outreach project arranged by Kovsie ACT that takes place in an impoverished area of Bloemfontein. During that one day, a soup kitchen is available to community members in need, and they are able to collect donated items of clothing.

The schools programme, which ran until the end of 2019, in association with Community Engagement and Service Learning, was a programme in which all student residences participated. Every college 'adopted' a school at which UFS students arranged projects. The programme is currently being reconfigured to accommodate the new college initiative, in collaboration with Kovsie ACT's eco-vehicle project.

Annually, during the Free State Arts Festival, a community arts project is run by the Arts, Culture and Dialogue Office and the Rock Foundation, in partnership with KykNet. This project consists of motivational and reading workshops run in the community. These community members are then invited to the festival to watch shows and be introduced to the concept of visual and performing arts and literature. Students and members from local communities are also trained in acting, leading up to the festival, ensuring a transfer of knowledge during the process.

An annual musical theatre production is produced by the Arts, Culture and Dialogue Office and is open to the local community and UFS students to audition for acting roles. The three months of preparation include lessons on acting style, as well as life-skills training through acting methods. Up until 2020, this was done in collaboration with PACOFS, but as of 2021, it will be conducted in partnership with the local government in the Kroonstad region.

During Student Volunteering Week on the QwaQwa Campus, from Monday to Friday, students assist in the dining hall and help various service workers on campus, e.g. cooking, cleaning and food preparation. On the weekend, students visit orphanages and children's and senior-citizens' homes around QwaQwa. Clothing drives are also held on campus, providing the opportunity for students to donate clothes to orphanages.

On Casual Day, the QwaQwa Campus hosts people from the Bopanang Stimulation Centre to create awareness on campus around disabilities. On the same day, CUADS on the Bloemfontein Campus raises funds to support people with disabilities and to contribute to the national agenda in this regard. CUADS also has a community outreach project that offers employment opportunities to residents of the Jean Webber Home (through the Association of Persons with Disabilities). These people are employed to assist in editing study material in order to make it more accessible to students with disabilities.

The Social Worker's Office on the QwaQwa Campus forms part of the Local Drug Action Committee that raises awareness in communities and schools around the dangers of substance abuse.

The annual Relay for Life event held on the QwaQwa Campus supports CANSA, while a CANSA Shavathon takes place on the Bloemfontein Campus, along with a South African National Blood Services drive to encourage blood donations from students.

## 6.3    Internship programmes

The following internship positions are filled within DSA:

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In 2018, there were seven general interns working at DSA. They came through the SETA system and worked in the Division for a period of 12 months.

Career Services had three interns for 11 months between 2019-2020, through ETVP SETA. In 2017, it had four interns for a 12-month internship, sponsored by Shinyawani Group of Companies.

Annually, SCD has four intern counselling psychologists from the Unit for Professional Training and Service in the Behavioural Sciences (UNIBS). They practise on a rotational basis, coming in once a week for a year. The unit also has one intern school psychologist (a foreign student from KUL in Belgium).

The QwaQwa Campus has initiated work-integrated learning through the clinic, under the supervision of the social worker and professional nurse. Additionally, two interns in the Student Affairs QwaQwa office provide administrative support during an 18-month internship.

# SECTION 7

## RESEARCH, INTERNATIONALISATION AND INNOVATION

DSA created a Research and Co-curricular Office in 2018, through which various research endeavours have been initiated. The eight research projects and publications carried out by DSA staff are listed in **Appendix P**, with links to these publications where possible. Also see KPA 3.3 in Section 2 of this document, on page 17, for the title of each of these research undertakings. The focus areas of these research outputs include themes of transformation and social justice (aligned with the ITP of the UFS), as well as leadership (aligned with departmental and institutional outcomes) and online programmes related to flexibility and adapting to the environment.

There has been consistent engagement with various research-related bodies at the UFS via the IRF (Institutional Research Forum), which routinely deals with the ethical treatment of data, and guidance has been provided with regard to ethical clearance applications and ethical data collections through DSA's partnership with UFS RIMS (Research Information Management System). The process to obtain ethical clearance for all Student Affairs co-curricular programmes is underway, and ethical clearance has already been obtained for the mediated learning programme, FutureLEAD Challenge, Career Services' online work-readiness programme: ready, set, go!, and the eco-vehicle project. There is currently a concerted drive to obtain ethical approval for eight other co-curricular projects.

In order to maintain an environment that is conducive to research and writing at DSA, the Research and Co-curricular Office hosts a number of interventions in collaboration with other offices. These include the following:

1. The Writing Space – an opportunity for staff members to engage with scholarly writing on Friday afternoons in a quiet and comfortable space.

2. Writing Support Programme – a guided programme where 10 participants take part in frequent academic writing workshops and one-on-one sessions with a seasoned academic writer.

3. The annual Student Affairs Research Colloquium – an opportunity for staff to showcase the research emanating from their various projects and programmes. The Research Colloquium instils a culture of research and data-driven practice. From 2021 onwards, Student Affairs will publish the peer-reviewed conference proceedings of the Research Colloquium. An agreement has been reached with SUN Media in this regard.

4. The Writing Retreat – an annual event where staff members are invited to join a seasoned academic writer for an intensive week-long writing workshop.

5. The Writing for Publishing Initiative – a collaborative project that involves a number of interventions that empower and encourage staff members to engage in academic writing. This involves opportunities for informal writing (a planned Student Affairs newspaper), the Writers Hall of Fame, motivational talks, etc.

6. A monthly programme outlining the workshops that will be presented by the Postgraduate School is shared with staff. These workshops entail both theoretical (quantitative and qualitative research methodology, ethical considerations, proposal-writing basics) and practical sessions such as Microsoft Office workshops and data-analysis workshops.

# SECTION 8

## RESOURCES

### 8.1.    Human Resources

A staff profile of DSA was compiled through a questionnaire distributed by the Research and Co-curricular Office, and the data collected can be seen in **Appendix D**.

DSA has extended its functional areas and services to all three UFS campuses and appointed staff to support this, thus expanding its staff component. Temporary staff were employed where necessary when permanent posts did not exist – for the Peer Mentor Programme, in the Research and Co-curricular Office and in the Student Governance Office.

DSA still remains under-resourced in the following areas, with reasons cited, according to the UFS strategic objectives. Although many needs could be listed in relation to staff resources, only the needs that are directly aligned to achieving the strategic objectives of the UFS are listed as priorities, as follows:

1.    **Psychologists at SCD**
      Mental Health support amongst the student population is crucial. However, the current ratio of psychologists to students indicates that SCD is severely under-resourced and is in dire need of expanding the number of psychologists on all three campuses.

2. **Research and Co-curricular Office**

   DSA established a Research and Co-curricular Office to foster data-driven praxis and ensure the intentional development of graduate attributes. However, to date, this office has been managed by an assistant researcher only, i.e. a kind of student assistant on a postgraduate level. The importance of this strategic area demands more staff capacity.

3. **Students in transition**

   Students are extremely vulnerable in periods of transition, especially when entering and exiting higher education. DSA – in collaboration with various other departments and divisions at the UFS – has intently focused to provide optimal support to students during these times. However, more capacity is needed to firmly establish support for first-year students (especially in relation to peer mentoring) and students leaving the university (i.e. in Career Services).

4. **Student Governance**

   The destabilising effect of student politics and protests has a direct impact on the academic objectives of the UFS. Although much capacity has been added to the Student Governance portfolio, it is recommended that strategic appointments are made in specific areas to mitigate this institutional risk even more.

5. **South Campus Student Affairs**

   DSA established a Student Affairs portfolio at South Campus and, although this step leapfrogged the support offered to students on South Campus significantly, more capacity is needed in this regard.

Following the recommendations of this internal and external review process, it is recommended that DSA establishes new strategic objectives and a subsequent restructuring.

## _Staff morale_

Staff morale rests on various KSA endeavours. For example, KSA 1 deals with the professionalisation and professional development of staff, and includes staff recognition through an annual awards ceremony. KSA 4 arranges annual social-cohesion events, and KSA 5 organises Tipping Points events, all directly impacting staff morale.

Such morale is also heightened by providing staff with more opportunities for growth. Second-layer leadership has been deliberately included in strategic discussions and the execution of any resulting strategic plans. These leaders are also involved in an acting capacity, where HODs stand in for the Dean and second-layer leaders stand in for HODs. Similarly, cross-functional or intersectional teams enable work experience beyond the ambit of job profiles. This manifests in the form of involvement in KSA teams and ITP workstreams.

## _Staff development_

For staff-development initiatives undertaken in DSA, refer to KSA 1 and KSA 2's top achievements in Section 5 of this document, page 37. It is worth noting that in 2020, KSA 1 explored professional qualifications and courses for Student Affairs professionals and created an orientation page so that all staff are able to access training that aligns with the UFS strategy. It also allows them to know what every KSA, division and department does.

Discussions were held with UFS Human Resources about the further training of DSA staff. These discussions led to a learning playlist being created by DSA on LinkedIn that addresses all the Student Affairs values. These playlists include free courses for staff to enrol in. It has not been used as much as anticipated, but staff members are continuously

encouraged to take advantage of this platform. There have also been initiatives by the Research and Co-curricular Office to develop the academic writing and research capacity of DSA staff.

It is suggested that DSA establishes a stronger relationship with UFS Human Resources in terms of skills development to capacitate staff, with training designed specifically for Student Affairs. This can be explored through Higher Education Leadership Management (HELM) in order to professionally develop the senior leaders in Student Affairs. The Phahamisa Academy can also be approached to develop short learning programmes for Student Affairs staff in order to formalise the professional development of Student Affairs in the interim, in the absence of a postgraduate diploma or Master's degree in Student Affairs.

DSA would also benefit from further cementing its relationship with the UFS Postgraduate School. Currently, DSA distributes the workshops presented by the Postgraduate School to its staff, and, although it received writing support from the Postgraduate School, this was not sufficiently supportive, resulting in DSA employing the services of external consultants.

### *General*

It is further recommended that DSA looks into how it can best utilise its human resources to create more impact online, in a blended learning space, and that it uses 2021 to consider any repositioning and additional staffing needs that may be required in the future in order to remain agile.

## 8.2. Physical resources

It is evident that DSA lacks sufficient physical space. Where all Student Affairs services are located in one area, the structure of space is not conducive to the student experience, especially considering the limited free time available to students to access these spaces when needed. An attempt was made to rectify this by streamlining some offices, but it is suggested that Student Affairs should have one centralised building for all of its functions in future.

Similarly, the association offices on the Bloemfontein Campus, including the SRC, are not sufficiently responsive to student needs due to their location. It is suggested that UFS look to Stellenbosch University and the University of Johannesburg for good examples of physical environments that are more conducive to the student experience, where the SRC and Student Affairs are better linked to maximise their resources.

The SRC building on South Campus has been a welcome addition. Although there is a commuter lounge at West College on South Campus, more hubs are required for colleges across all three campuses, for an enhanced student experience. These commuter lounges should accommodate commuter students who reside off-campus, with lockers and storage units, washing, showering, dining and study areas.

The QwaQwa Campus requires a Student Life Centre to create more innovative, technologically driven spaces in which students can engage. This includes creating a Health and Wellness Centre to serve QwaQwa students. In this regard, it is recommended that the location of SCD and mental health services on the QwaQwa Campus be reviewed, as the current location is not conducive to effective counselling. Its public-facing position limits privacy and confidentiality, perpetuating a stigma related to mental health challenges. A safer space is needed to encourage students to utilise these services. CUADS on the QwaQwa Campus also requires a space that is more conducive to private assessments and consultations with students.

## 8.3    Financial Resources

DSA was in an unfortunate financial position when the current Dean was appointed. An audit was conducted on Student Affairs and Student Governance in response to the recommendations made by the external review panel and this audit is what assisted DSA to reposition itself financially. The following interventions were therefore actioned in response to the audit.

1.    A Student Affairs financial committee was created under the chairmanship of the Dean. This committee makes strategic decisions on annual budget allocations and oversees the management of the Division's finances. The Fincom executive committee operationalises and executes these decisions.

2.    DSA adopted a zero-budget approach that allowed it to reallocate unused funds for strategic purposes.

3.    A budget component was attached to the annual DSA strategy plan. After the strategic goals and objectives were identified, a budget was attached to these in the later years of the strategic plan.

4.    DSA also attached a budget to the Alignment Canvas of the curricular programmes. In the same way that the Division aligns programmes with graduate attributes and assessment criteria, so too does it facilitate the allocation of budgets toward co-curricular programmes.

5.    Resources were allocated to KSAs to enable a more cross-functional approach to budget expenditure for Student Affairs.

A concern exists that budgets may be cut in the post-COVID environment. This will need to be carefully managed so that strategic objectives can be met and DSA can still provide the services and developmental impact it wishes to foster. Seeing as the budget allocation of 2021 will be determined by the expenditure of 2020 – a year in which spending was minimal due to the COVID-19 lockdown – a true reflection of financial needs will not be indicated, and this should be carefully considered.

# Appendix A

# STUDENT AFFAIRS

*Strategic plan for the period 2017–2022*

*Inspiring excellence. Transforming lives.*
*Inspireer uitnemendheid. Verander lewens.*

UNIVERSITY OF THE
**FREE STATE**
UNIVERSITEIT VAN DIE
**VRYSTAAT**
YUNIVESITHI YA
**FREISTATA**

UFS·UV
STUDENT AFFAIRS
STUDENTESAKE
DITABA TSA BAITHUTI

## FOREWORD BY THE DEAN OF STUDENT AFFAIRS

The Student Affairs Humanising Strategy 2022 (HS 2022) echoes the spirit of the University of the Free State (UFS) Strategy 2015-2020, which identifies three key pillars upon which it rests: the Academic Project, the Human Project and Support Services. HS 2022 will assist Student Affairs in reimagining its role, aims and objectives, and the intersectionality framework has been chosen to articulate and address the reality that the Academic Project and the Human Project cannot be separated. We believe that with HS 2022 as our foundation, the holistic development of students will be enhanced and their lived experiences humanised.

**The Student Affairs Division will contribute or add value to the UFS through:**
- Co-curricular programmes and activities (Academic Project). These programmes and activities will be presented through the College of Student Affairs.
- The two pedagogies (i.e. the humanising pedagogy and the pedagogy of discomfort). These pedagogies, in our view, will advance the aspirations of the Human Project.
- The intersectionality framework. This framework recognises the intersectionality of lived experiences. Our students do not live single lives; therefore, we cannot use single strategies to address multiple issues. The intersectionality framework allows us to address the multiple identities embodied by our students.

This strategic plan articulates the commitment of all Student Affairs departments, captures the vision of the team, and aligns itself with the larger strategy of the University of the Free State (UFS) for the next five years. The spirit of commitment and enthusiasm evident in the team, the positive energy characterising our interactions, the emphasis on appreciative inquiry and the abovementioned two pedagogies permeate the four key areas that will become the cornerstone and focal point of the Strategic Plan, namely:
- Professionalisation
- High-impact practices
- Student communities and structures
- Intersectionality, partnerships and collaboration

The departments will pursue their particular mandates in order to translate them into service deliverables within the context of their specific work areas, taking account of the aforementioned four key areas. This plan is the direct result of the discussions conducted at the Strategic Planning Workshop held from 24 to 26 October 2016, and it seeks to facilitate the implementation of the four key areas. Student Affairs will continue to receive inputs from our three campuses to make our strategy of humanising the student lived experience a reality.

**Mr Pura Mgolombane**
DEAN OF STUDENT AFFAIRS

Date: ……………………..

# CONTENTS

## 1. VISION AND MISSION OF STUDENT AFFAIRS

### 1.1 VISION

Student Affairs will strive to create opportunities for and enhance and facilitate students' skills of critical thinking and modes of being in a way that is consistent with human rights and the principles of social justice.

### 1.2 MISSION

Student Affairs will develop and implement co-curricular programmes and activities and services that provide truly humanising daily lived experiences, which are essential for student academic success, prosocial behaviour, student engagement and an inclusive institutional culture.

## 2. VALUES OF STUDENT AFFAIRS

The DSA values will build on the five core institutional values, namely:

- Setting high standards to achieve superior academic performance.
- Embracing humanity by promoting a culture of tolerance and mutual respect.
- Pursuing competitiveness through embracing institutional distinctiveness.
- Providing a university experience that nurtures emergent leaders.
- Synergising academic excellence with the quest for effective public service and giving back to the community.

The value proposition of Student Affairs is to create a socially just student-life experience that is conducive to student academic success, student engagement and critical thinking. Accordingly, the DSA's thoughts, intentions, actions and reflections will be based on the following values:

### 2.1 HUMANITY

The DSA places the highest value on the humanity of its students and staff. This means that we treat all students and staff with dignity and respect, irrespective of their sexual orientation, (dis)ability, gender, race, class, language, ethnicity, place of origin, religion and spirituality, and irrespective of other multiple identities that our students and staff may embody.

## 2.2 ETHICS

The DSA regards it as critically important that students and staff be guided by ethical principles. That means that their daily lived experiences should focus on one fundamental question: How can I live an ethically good life? Thus, a student or staff member should always strive to do what is ethically good for himself/herself, other people, the UFS and society in general.

## 2.3 CRITICAL DIVERSITY LITERACY

The DSA's programmes and activities will foreground the concept of critical diversity literacy (CDL). This way of thinking seeks to identify, deconstruct and disrupt power structures in order to create possibilities for social justice. In this regard, the DSA will study how power and privilege produces and reproduces itself, because we believe that relevant knowledge and deep understanding facilitate the ability of all students and staff members to play a truly meaningful role in the transformation of the UFS and make its institutional culture genuinely inclusive. So, the vital source/origin of the DSA's modes of being and ways of perceiving is located in the notion of CDL.

## 2.4 SOCIAL JUSTICE

The DSA undertakes to facilitate just student lived experiences. All students and staff members will be guided by the intersectionality framework towards a deeper understanding of the value of critical diversity. Critical diversity transcends observable differences in order to investigate how power, privilege, dominance and oppression operate to unfairly advantage certain groups of people whilst unfairly disadvantaging other groups.

## 2.5 INTEGRITY

The DSA believes that integrity is a value of the highest importance. Although we accept that rules, regulations, policies and procedures are necessary to enforce minimum standards of human behaviour, we also believe that all these efforts will come to nothing without personal integrity. Therefore, integrity is the value we wish to inculcate among our students and staff. It is only through this fundamental value that a socially just society will be possible. This conviction is based on the knowledge that a person of integrity is, among other things, honest, truthful, trustworthy, reliable and virtuous – all personal traits without which a just society could not exist.

## 3. REFLECTING ON PROGRESS

Although note is taken of the work already done by Student Affairs towards formalising its operations and planning, the adoption of the HS 2022 represents a new strategy. This strategy will concentrate the operations and efforts of Student Affairs to enable it to achieve its stated goals. The progress made in this regard will be reported on a quarterly and annual basis.



## 4. STUDENT AFFAIRS PROFILE

### 4.1 ORGANOGRAM

**Dean: Student Affairs**

**OFFICE OF THE DEAN: STUDENT AFFAIRS**
- Senior Officer: Administration
- Finances and Social Justice

**PROFESSIONAL ASSISTANT & STUDENT GOVERNANCE**

**SPECIALISED SUPPORT**
- Counselling and Development
- Centre for Universal Access and Disability Support
- Social worker

**Director: Student Affairs Qwaqwa Campus**
(see organogram on next page)

**Director: Student Affairs Bloemfontein Campus**

**Student Affairs Office South Campus**

**Administrative assistance**

**STUDENT LIFE PROGRAMMES**
- Gateway first–year student orientation
- Leadership Development
- Arts & Culture
- RAG Community Service
- Career Office
- No Student Hungry
- Student Media
- Gender Equity
- Dialogues Programme
- Peer Mentor Programme

**STUDENT COMMUNITIES**
- College Coordinators x 5
- Student Associations
- Faculty Organisations
- Private Student Communes Desk

## Student Affairs Qwaqwa



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                    │  Dean: Student      │
                    │     Affairs         │
                    └──────────┬──────────┘
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**Dean: Student Affairs**

**OFFICE OF THE DEAN: STUDENT AFFAIRS**
– Senior Officer: Administration
– Finances and Social Justice

**PROFESSIONAL ASSISTANT & STUDENT GOVERNANCE**

**SPECIALISED SUPPORT**
– Counselling and Development
– Centre for Universal Access and Disability Support
– Social worker

**Director: Student Affairs Qwaqwa Campus**
(see organogram on next page)

**Office Assistant / Office Manager (proposed)**

**HEALTH & WELLNESS**
– Social Worker
– Professional Nurse
– HIV and Aids
– SPORT
– CAREER GUIDANCE
– RESIDENCE LIFE

**STUDENT GOVERNANCE & DEVELOPMENT**

## 4.2 OFFICE OF THE DEAN OF STUDENT AFFAIRS

The Office of the Dean of Student Affairs provides strategic direction and leadership to Student Affairs divisions. These divisions are: Student Communities; Student Counselling and Development; the Centre for Universal Access and Disability Support; and Student Wellness and Student Social Support.

This office acts as a conduit between the student leadership and students in general on the one hand, and management and other university stakeholders on the other hand. In this role, the DSA provides high-level advice to all stakeholders and acts as an advocate for student interests in the context of the academic and human project as well as the support services. The DSA provides general assistance, facilitates financial and social support for students, and mediates student academic issues. The DSA serves as a point of contact for students who encounter and/or experience discrimination and/or any form of social injustice. The DSA is also responsible for reviewing and developing student-related policies and contributing to the creation/amendment of all other university policies that have a direct impact on students. The DSA is a last resort when conflict arises within the student affairs environment. The DSA makes representations to and participates in different management and governance structures, such as the Council, Senate, Institutional Forum, University Management Committee and the Dean's Forum, among others.

The senior officer in the Office of the Dean is responsible for the effective management and administration of this office.

## 4.3 STUDENT GOVERNANCE

The Office of the Dean facilitates student governance activities, such as elections, training and strategic planning. These activities promote the active participation of the student leadership in institutional governance. This is done to ensure that the objectives of section 35 of the Higher Education Act 101 of 1997 as amended are achieved.

### This office focuses on the following:

- Ensuring that the institutional SRC through its composition represents the SRC members on all three campuses.
- Development of a structured training programme.
- Development of a registration system and process to ensure the effective functioning of student associations. The registration process will evolve into a continuous capacity building programme.
- Development of functional governance structures, involving:
  - class representatives, school representatives and faculty representatives;
  - first-year committees, residence subcommittees and residence committees;
  - association executives and an associations council;
  - SRC executive councils, SRC portfolios, and SRC executive committee, and an institutional SRC;
  - SRC Student Parliament.

The Office of the Dean is responsible for the proper functioning of student governance. Therefore, special attention should be paid to the following:

- effective policies and systems;
- free and fair elections;
- development and implementation of standard operating procedures for structures.



## 4.4  SPECIALISED SUPPORT

### 4.4.1  Student Counselling and Development (SCD)

The vision of SCD is to promote, enable and optimise students' self-actualisation and sense of community. Our mission is to acknowledge and foster the holistic development of UFS students. We aim to support students in the resolution of challenges that impede the fulfilment of their potential by creating an environment conducive to the development and achievement of individual, academic and career goals. The SCD Department continues to provide both academic and psychological support to current and prospective students.

**To achieve the abovementioned objectives, SCD provides the following:**

**Operations and services:**

- Individual and group therapy.
- Career counselling for prospective and registered students.
- Psychological crisis response and After Hours On Call service.
- The presentation of developmental workshops, such as Stress & Time Management, Emotional Intelligence and Self-esteem. The workshops offered to students are reviewed annually and improvements or adjustments made. New workshops are developed regularly to address specific needs.
- The six-week Rational Emotive Behaviour Therapy Programme (REBT) is offered to students seeking counselling. The REBT Programme is a practical, action-oriented approach to assisting individuals in overcoming and coping with adversity, achieving goals and enhancing personal growth by addressing attitudes, unhealthy emotions and maladaptive behaviours.

**Collaborations with other departments:**

- SCD collaborates with Health and Wellness to presents regular student wellness workshops to promote student wellness and expand its reach to more students.
- SCD collaborates with Housing and Residence Affairs (HRA) on workshop presentations to residence students. Every psychologist is assigned to a college to render support when required.
- SCD is involved in selection courses for Architecture and Social Work Departments via psychometric assessments.
- SCD administers psychometric evaluations to provide recommendations for the admission of prospective students who do not meet the prescribed admission requirements of the university.  This is done on a referral basis (from the UFS Admissions Office).
- SCD collaborates with Unit for Professional Training and Behavioural Sciences (UNIBS) on the training and rotation of intern psychologists.
- SCD collaborates with the Centre for Universal Access and Disability Support (CUADS) on assessments, evaluations and recommendations relating to extra time dispensations.
- SCD collaborates with the Theology Developmental Programme to ensure that selected students are suited to this field of studies and that they are provided with the skills needed for specific careers.

**Other projects:**

- Gateway Programme for first-year students, which provides information on our services.
- Increased collaboration and programme alignment with the SCD Office at the Qwaqwa Campus.
- The development of a Student Toolkit which will be made available in both hard copy and electronic copy format. This toolkit will provide students with basic therapeutic tools and strategies for self-help application.
- Mental Health Day to create awareness of the mental health challenges that some students face.

### 4.4.2  Centre for Universal Access and Disability Support (CUADS)

The CUADS wants the University of the Free State to become a higher education institution recognised for its efforts towards human reconciliation by creating and providing opportunities for students with disabilities. The ultimate aim is to create a welcoming institutional culture on all three UFS campuses that embraces students with disabilities and helps them to achieve academically.

The activities of the CUADS are rendered, facilitated and coordinated through the implementation of the following programmes and collaborative partnerships:

- Disability Support Programme, which provides both a specialist and coordinated holistic approach towards student support. The programme also makes available information for data collection and reporting purposes. The aim of the programme is to create enabling environments to empower students with disabilities to participate on an equal footing.
- Accessible Transport Programme, which provides accessible transport to students with disabilities between the Bloemfontein and South Campuses.
- Liaison, Awareness and Advocacy Programme for the development of awareness and advocacy for persons with disabilities across all three campuses. Partnerships here are the Centre for Teaching and Learning, Student Life and Communities.
- Staff with Disabilities Programme in partnership with Human Resources to provide optimal support to staff members with disabilities.
- Staff Development and Training Programme in partnership with Human Resources to develop an institutional, knowledge-based culture of mindfulness regarding the diverse student population of the UFS.
- Accessibility Programme in partnership with University Grounds & Estates to ensure access to all building and facilities for all users, in accordance with the principles of universal access and universal design.
- Accessible Study Material Production Programme in partnership with academic departments and lecturers for the provision of academic support through the coordination and production of accessible learning material and lectures.
- Communication Access Programme in partnership with Interpreter Services for the provision of academic support through the facilitation and coordination of communication access.
- Alternative Assessment Programme in partnership with the Exam Division and Student Development and Counselling for facilitating and coordinating alternative assessments options.
- Student Academic Support Programme to move away from all academic support services to persons with disabilities predominantly the responsibility of the CUADS in collaboration with the Centre for Teaching and Learning.

## The CUADS provides a support service to the following categories of students with disabilities:

- Specific learning difficulties (e.g. dyslexia, ADD/ADHD, hyperactivity).
- Mobility impaired (e.g. wheelchair users, amputees, cerebral palsy, muscle dystrophy, spina bifida, and multiple sclerosis).
- Visually impaired (e.g. blind, partially sighted). Students receive all their study material and textbooks according to the format of their choices, which includes braille, audio (material is read on a digital recorder), enlarged material and E-text.
- Hearing impaired (deaf, hard of hearing and deafened).
  - Debilitating psychological and other chronic conditions (e.g. schizophrenia, epilepsy, panic disorder).
    - Temporary impairments (e.g. a broken hand).

Currently, the CUADS has 217 students on its database. The enrolment of blind and deaf students has doubled for 2017.

### Special arrangements made for students include:

- Amanuensis for some students during tests/exams.
- Application for extra time during tests/exams according to a student's specific impairment. (This is done via a formal process of testing and interviewing by a panel from Student Counselling and Development.)
- Upon request, tutors are arranged for students in cooperation with the NATP (existing tutor programme) on campus.

The Centre assists students in gaining access to study courses, buildings on campus, (including lecture venues), learning material, residences, sporting activities, South African Sign Language interpreter services (for deaf, hard-of-hearing and deafened students), computer facilities (the CUADS computer lab houses the latest assistive technology and software, which include alternative furniture and adapted hardware for physically impaired and blind students), and specialised exam and test venues for alternative test and exam procedures.

## 4.5 STUDENT LIFE COLLEGES AND COMMUNITIES

The concept student communities assumes that the notion communities provides a context that is most conducive to the learning, development and success of students. This means that Student Life Colleges provide the communal structure for Student Life Programme delivery. Thus, the mere existence of student communities will not necessarily result in student development, but the functioning of each respective community has to be based on a developmental purpose. This means that specific developmental outcomes must be developed in order to enhance the employability of graduates. Furthermore, what is important to optimally develop students is the seamless integration between the social context and the academic context of the student experience, i.e. the in-class and out-of-class experience.

The fostering of communities at the UFS has two distinct foci, namely, nurturing a sense of belonging among all individuals (through Student Life Colleges), and facilitating active student engagement (in Student Life Programmes). This is done through different groups, nested into one another, starting from the smallest group consecutively to the largest entity. These groups are as follows:

- Small groups of ±50 students (e.g. corridors in residences; small associations; interest groups);
- Middle-sized groups of ±150-250 students (e.g. residence communities; larger associations);
- Large groups of >1000 students (Student Life Colleges; Bloemfontein Campus x 5; Qwaqwa Campus x 3; South Campus x 1); and
- Macro groups (the Kovsie community).

It is important to note that all members of the university community (not only students) could function as active members of these communities. It is important to keep in mind that student communities can function as either an extension of the intellectual estate of the institution, or as a disconnected entity that has little developmental impact.

The building of powerful partnerships is therefore considered an important strategic goal. In this regard, the following partners have been identified:

- Faculties and academic centres.
- Centre for Teaching and Learning.
- All Student Affairs departments and divisions (e.g. the Centre for Universal Access and Disability Support; Student Counselling and Development; No Student Hungry Programme; etc.).
- Health and Wellness Centre.
- Housing and Residence Affairs.
- Protection Services.
- Institute for Reconciliation and Social Justice.
- UFS Law Clinic.
- Human Rights Centre.
- Student governance structures.
- Parents and alumni.

## 4.6  STUDENT AFFAIRS: QWAQWA CAMPUS

The Director: Student Affairs, Qwaqwa Campus, manages the Student Affairs Department for Student Life, Student Governance and Development, Career Guidance, Student Counselling and Development, Health and Wellness, Orientation and Learning Communities, Volunteers, Rag Community Services, Sports, Arts and Culture. The responsibilities, amongst other things, are general administration, training and development of student leaders, project management, strategy, risk management, budgeting and control, research and marketing, policy development and review, and community engagement. The key responsibilities are weighted differently, and strategy and risk management are considered to be very important.

## The office provides strategic support to all Qwaqwa Student Affairs departments:

- The office responds to a full range of student issues and works with SDOs and the student population to ensure that their views are listened and responded to at an appropriate level within the institution.
- It approves student developmental projects.
- It serve as a link between the Office of the Dean of Students, the Campus Vice-Principal and student leadership in general
- It supports and facilitates the planning and coordination of the Gateway Orientation Programme for first-time entering first-year students.
- It ensures the coordination and management of SRC programmes and activities, and approves sourced technical expertise.

## Student Counselling and Development:

Student Counselling and Development (SCD) focuses on helping students overcome daily life and academic challenges. In addition, we implement preventative mental health projects and initiatives and assist students in developing their full potential. The aim is to provide them with the necessary skills, knowledge, support, and competencies to be successful in their personal lives and occupations.

- Advocacy programmes aimed at the broader student population with regard to mental health projects.
- One-on-one interviews with referred students to provide support, if needed.
- Partnerships with various departments to support healthy living.

## Career Office

The everyday responsibilities of the Career Development Officer include consultations on CV writing skills and mock interviews. Students can make an appointment with the Career Development Office to set up a mock interview. It is the responsibility of the officer to do research on the potential employer and make the interview as realistic as possible. We also assist with motivational letters for bursary applications and the accompanying CVs.

## Services and programmes

- Equip students for the world of work through various interventions.
- Assist students with CV and cover letter writing.
- Equip students with negotiations and networking techniques.
- Help students with interview skills.
- Support students with their career development path.

## The Clinic

The Campus Clinic Service offers a comprehensive outpatient health service. Dedicated medical practitioners and professional nurses assist students with health issues and life choices while they (the students) are pursuing their academic goals. Students are encouraged to seek assistance and guidance as early as possible.

- Prescribe and administer medication to students.
- Emphasise the importance of good nutrition for good health.
- Liaise with the broader community with regard to all health-related matters.
- Provide sexual and reproductive education to students.
- Infection control.

## HIV/AIDS

The HID/AIDS units promote healthy living among students living with the virus. They do this through various campaigns, e.g. HTC campaigns, condom issuing, STI awareness campaigns and the provision of information on HIV/AIDS.

- Liaise with various stakeholders internally, and creating awareness about HIV/AIDS externally.
- Advocacy programmes focused on voluntary testing, abstinence and usage of condoms.
- Provide support to students living with the virus.

## Social work

The office provides support to vulnerable students and is responsible for assessing students referred to the office for means testing and gathering information about students' socioeconomic conditions. Based on assessment findings, the office makes recommendations on funding allocations and academic inclusions in cases where students failed to meet requirements as a direct result of distress caused by various factors. It also fights drug abuse and related problems.

## Services rendered:

- The office provides support to hungry students.
- It makes assessments and recommendations for bursary allocations and academic inclusion for needy students.
- It refers vulnerable students for counselling and clinic assistance.
- It collaborates with external stakeholders to enhance service provision to students

## Student Life

Based on the premise that university residences are home away from home, we strive to create a happy, productive and secure environment for students.

Students are encouraged to participate in various activities to bring vibrancy, social cohesion and a sense of belonging to their lives.

## Programmes:

- Mandela Day community outreach project to create responsible citizens.
- Residence leagues and annual social sports day.
- Talk and dialogue shows to promote involvement of student population.
- Learning projects to provide support to first-year students.
- Green campaigns to minimise the carbon footprint.
- First-aid training to provide life skills to student leaders.

## Sport

Generally speaking, sport brings people together and promotes social cohesion. University sport contributes to the national sports agenda and as such plays a very important role in nation building. The Qwaqwa Campus offers a range of sporting codes: football, netball, volleyball, cricket, basketball and chess.

## Programmes to promote sport:

- Intervarsity and intraleagues.
- League fixtures to sustain student participation
- Coaching clinics to enhance the quality of sport.
- Recreational sport to promote inclusivity and participation.
- Sports awards to recognise excellence.

DSA Strategy Framework 2017-2020

This strategy seeks to reimagine the role, aims and objectives of Student Affairs at the University of the Free State (UFS). The UFS Strategic Plan 2015-2020 foreword remarks that … the academic project, the human project and the support services foundation, as the axes for the UFS's development and institutional definition, constitute the strong basis shaping and supporting the new strategy for the period 2015-2020.

So, the Student Affairs Humanising Strategy 2022 (hereafter HS 2022) builds on the spirit and letter of the UFS Strategy 2015-2020. The UFS Strategy 2015-2020 identifies three key pillars upon which it rests. These three pillars are: the Academic Project, the Human Project and Support Services. HS 2022 recognises that though in theory it is possible to separate these three pillars, in praxis, however, it is not only difficult but also not desirable. It is for this reason that HS 2022 seeks to reimagine the role, aims and objectives of Student Affairs at the UFS. The intersectionality framework has been chosen to articulate and address the complexities created by perceiving these projects as separate, both in theory and praxis. In reality, there is no way to separate the academic project and the human project. The danger of not understanding this fact is that Student Affairs, for example, could be required to contribute to the academic project (as it should), without doing the same for the human project. This would reinforce one project at the cost of the other. As a result, students' lived experiences will be inconsistent. HS 2022 argues that academics should be involved in the human project and service excellence, over and above the academic project. Only then, in our view, will the holistic development of students be possible and students' lived experiences bear fruit.

Student Affairs' contribution the UFS will, firstly, be through the co-curricular programmes and activities (Academic Project). These programmes and activities will be presented through the College of Student Affairs. Secondly, it will add value through the two pedagogies (i.e. humanising pedagogy and the pedagogy of discomfort). These pedagogies will advance the aspirations of the Human Project. Lastly, it will contribute through the intersectionality framework. The intersectionality framework recognises the intersectionality of lived experiences. Because people do not live single lives, we cannot use single strategies to address multiple issues. This rings true for students. For example, you may encounter a black student who is classified as female, but is actually transgender; who may also have a disability or multiple disabilities; who is poor and yet excels academically. In this example, the intersectionality framework allows us to address the multiple identities the student embodies. For us to succeed, our systems, structures and processes should be positioned optimally. The Student Services Council (SSC), for example, could be one structure, which operates within an intersectional framework. The SSC will accordingly be better positioned to monitor, evaluate and strengthen the intersectionality of the academic project and human project over and above the support services. The DSA will review and assess the existing structures for their compatibility with the intersectionality framework.

# 6. STUDENT AFFAIRS KEY STRATEGIC AREAS

The SOAR model was used to do an environmental analysis (refer to Appendix 8.2). "Like the Appreciative Inquiry (AI) 4-D model, the planning start with an inquiry, using unconditional positive questions to discover the organisation's core values, vision, strengths, and potential opportunities. The inquiry is a time of reflection into the strengths of the past and how these have been constructed with an eye towards creating the change we may desire (i.e step 1 and 2). Next, the participants enter the imagination phase, in which time is spent dreaming and co-constructing the preferred future. At this transformation point, values are affirmed and long-term objectives and strategic alternatives and recommendations are presented in this phase. The next phase is a time of innovation to begin the strategic design of objectives, tactical and functional plans, integrated programmes, structures, and systems to best achieve the desired future. To ensure that measurable results are achieved, the AI approach and SOAR framework recognize that [we] must be inspired through authentic recognition and rewards systems. In short, the processes of assessment, planning, implementation, and control is replaced with the concepts of 'inquire', 'imagine', innovate', and 'inspire' " (Stavros, Cooperrider & Kelly, 2003).

The environmental analysis assisted Student Affairs in identifying its key strategic areas as follows:

## 6.1 KSA #1: Professionalisation

We deeply care about the professionalisation of Student Affairs. In this we aspire to prioritise research in order to ensure that our praxis remains data-driven. We passionately want to develop Student Affairs staff in such a way that they remain relevant to the developmental needs of students and exhibit a competitive edge within the higher education sector.

We recognise that the continuous professional development of staff in key competency areas presents itself as a definite opportunity to professionalise Student Affairs at the UFS even further. The opportunity to build a strong partnership with Human Resources and to establish a system of recognition for the professional achievements of staff is therefore important. The reimagining of roles and responsibilities in order to create a more effective structure is also seen as an important prospect to pursue.

In all of this, we wish to build on our current strengths and successes. Past experiences with the Odyssey and Tipping points programmes have created a firm foundation for the professionalisation of Student Affairs at the UFS. Furthermore, the existing culture of ownership and accountability and our willingness to be proactive are considered huge assets in the current environment.

The way in which the current Student Affairs research desk functions also helps to strengthen the professionalisation of Student Affairs at the UFS.

### Goal statements:

1. Enhance research outputs.
2. Increase the visibility of Student Affairs as a profession.
3. Reorganise Student Affairs to optimally utilise staff members.
4. Foster the continuous professional development of staff.

## 6.2 KSA #2: High-Impact Practices

We deeply care about the employability of our graduates, and we are therefore passionate about developing graduate attributes through co-curricular programmes and high-impact practices. In this regard, the various student communities are seen as sites that provide access to the co-curriculum. Because we want our students to develop as global leaders in their fields, it is vital that co-curricular programmes and activities become internationally recognised. This makes the seamless integration of the in-class and out-of-class experiences of students an important aspiration; something which points towards the academic reconfiguration of Student Life Colleges.

A distinct opportunity therefore exists to create an academic development committee for Student Affairs. Furthermore, the reconfiguration of existing programmes and activities in order to purposefully align it with specific developmental outcomes is therefore considered an import strategic opportunity. Additionally, the fostering of internal and external partnerships, as well as the professional development of personnel in this regard, is also an important strategic prospect to pursue.

There are a number of strengths related to current programmes and activities that can help to effectively develop graduate attributes through co-curricular programmes and high-impact practices. The current systems encourage active student participation. Although over-involvement can become counterproductive, active engagement currently forms a strong basis to work from. Also, the current way in which programmes and activities are assessed and evaluated forms a good foundation for future research. In this regard, an opportunity exists to relate data more effectively to the theory of student development, and to produce applicable research outputs. The involvement of students in annual planning and feedback conversations on co-curricular programmes creates a culture in which students become actively engaged in co-curricular programmes and subsequently receive proper recognition; something that is important to create student buy-in. The development of leadership is considered a particular strength of current co-curricular programmes.

### Goal statements:

1. Establish outcome-based co-curricular programmes.
2. Enhance access and participation.
3. Enhance quality through monitoring and evaluation.
4. Establish a system that is responsive to the environment.

## 6.3 KSA #3: Student Communities and Structures (enabling environment, conducive communities)

We deeply care about creating inclusive student communities that embrace students in their diversity, and we provide opportunities for all to access developmental co-curricular programmes and activities. The wellness of all students, whether on-campus or off-campus, is important to us, and through active involvement in student communities, all students will have the opportunity to develop individually and collectively.

We acknowledge that these aspirations cannot be achieved in isolation, and we therefore aim to closely collaborate with strategic partners, internally and externally. Furthermore, we see the development of personnel and student competencies as an opportunity to establish the kind of environment we aspire to. We also recognise the growth of commuter student engagement in student communities as a particular opportunity to pursue. Social media and other forms of communication could also be used to achieve our goals.

In all of this, we wish to build on our current strengths and successes. The diversity of our student communities and the sense of belonging that has been created (through the consecutive nesting of smaller systems into larger systems) are seen as particular strengths. The establishing of a conversational culture (and the way in which it has helped to address stereotypical thinking) has laid a firm foundation for future discussions and the continuous transformation of student communities. The value-driven approach provides strength and direction to students and the way in which residences share resources with one another builds strong student communities. Also, the encouragement of student engagement in programmes and activities enhances individual and collective development. The current peer mentor programme, with its mediated learning approach, is also considered a tremendous asset to student communities.

### Goal statements:

1. Increase participation of non-participating students.
2. Expand and increase student communities, utilising the existing Student Life Colleges at all three campuses.
3. Establish and strengthen student structures.
4. Establish a responsive environment.
5. Advocate an inclusive institutional culture.

### 6.4  KSA #4: Intersectionality, Partnerships and Collaboration (3 campuses, internal and external)

We deeply care about creating intersections between different programmes, departments, groups and campuses. We recognise that growth and development happens at the place of discomfort and therefore aspire to create a disequilibrium through interconnections.

In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider community as a distinct opportunity to establish this ethos in the whole environment.

The currently intersectional framework, the pedagogy of discomfort and the humanising pedagogy form a firm foundation for creating this kind of environment.

### Goal statements:

1. Create intersections between programmes, departments and campuses.
2. Foster powerful partnerships within the university and beyond.

### 6.5  KSA#5: Transformation: Social Justice–Social Cohesion–Critical Diversity

We deeply care about and commit ourselves to creating a campus climate that is socially just. We recognise that this can be achieved through our understanding of the value of diversity and through our collective efforts to interrupt and eradicate all forms of unearned power and privilege, internalised oppression, internalised domination and discrimination. Through the pursuit of these two constitutive elements (social justice and critical diversity), we aspire towards creating a socially cohesive student body, student life and UFS community. The ideal is that the last-mentioned community should use its power and privileged positionalities to ensure humanising lived experiences for those who are different from them (i.e. socially, economically, politically, religiously, disability-wise, sexual orientation, class, place of origin, culture, language, etc.).

### Identified opportunities

We will work with various institutional governance structures of the university (SRC, Institutional Forum, Senate and Council), university management, faculties and departments. This we intend to do through the Integrated Transformation Plan (ITP).

In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider community as a distinct opportunity to establish the ethos as set out in this document in the whole environment.

The currently intersectional framework, the pedagogy of discomfort and the humanising pedagogy form a firm foundation for transformation. The ITP will facilitate the creation of socially just humanising lived experiences for members of the university

community. It is important that these members should be critical about their positionalities of power and privilege and that they intentionally work towards ensuring social justice and social cohesion.

### Goal statements:

1. Create co-curricular programmes that critically address themes such as social justice, critical diversity, transformation, citizenship, human rights, democracy, intersectionality, pedagogy of discomfort, humanising pedagogy and social cohesion.
2. Foster powerful partnerships with faculties, departments, the higher education sector, the DHET and international institutions.

### 7. IMPLEMENTATION

During implementation of the HS 2017-2022, we will evaluate and monitor our delivery in key strategic areas. We will also determine whether our programmes are aligned to the needs of the students we serve (Appendix 8.1) while sharply focusing on human capital. The intention is to provide a working environment conducive to job satisfaction, skills development and the implementation of the HS2017-2022 (also refer to Appendix 7.2 for skills identified). The Department will continue to integrate the activities and operations of various programmes in order to improve service levels and maximise limited resources. Student Affairs will also use its partnerships as a means to implement its strategies wherever they can make a positive difference.

## 8.1. Operational Plan Template

### KSA#1: Professionalisation of Student Affairs

| GOAL | OBJECTIVES | MEASURING INSTRUMENT | QUARTERLY REPORTING | | | |
|------|-----------|----------------------|----------------------|----------------|------------|----------|
| | | | JAN–MARCH | APRIL–JUNE | JULY–SEPT | OCT–DEC |
| 1. Enhance research outputs | Quantifiable research output | - Published articles by each division<br>- Presentatioån at conference | | | | |
| | Establish a database of research conducted | - Meetings held<br>- Database established<br>- Report, including findings and proposals for research to be conducted. | | | | |
| 2. Increase the visibility of Student Affairs as a profession | - Establish Student Affairs project team<br>- Student Affairs branding | - Project team established<br>- Streamlined Student Affairs and divisions<br>- Student Affairs Week<br>- Open Day<br>- Website | | | | |
| | Centralised facilities | Space identified | | | | |
| 3. Reorganise Student Affairs towards optimal staff utilisation | Skills identification | Database of skills established, including learning activities. | | | | |
| | Allocate skills where needed | - Discussions with Human Resources regarding budget and spaces. | | | | |
| 4. Foster the continuous professional development of staff | Revive Odyssey and Tipping points for staff to interact in safe space | 4 tipping points annually | | | | |
| | Communicate skills needed within Student Affairs | - Develop needed competencies through the professional development of personnel<br>- Human Resources informed of skills needed<br>- Establish skills database for Student Affairs | | | | |
| | Recognise staff and students | Establish a system of recognition<br>1 annual prestige event | | | | |
| | Alignment with CAS standards | Revision of CAS standards and alignment by Student Affairs divisions | | | | |

| GOAL | OBJECTIVES | MEASURING INSTRUMENT | QUARTERLY REPORTING | | | |
|------|-----------|---------------------|------------|------------|-----------|---------|
| | | | JAN–MARCH | APRIL–JUNE | JULY–SEPT | OCT–DEC |
| 1. Establish outcome-based co-curricular programmes | Set co-curriculum with clearly defined outcomes and partnerships in place for student development. | - Database of learning activities<br>- Develop content continuously | | | | |
| | Constructively align all co-curricular programmes and activities in student communities with developmental outcomes (i.e. graduate attributes) and assessment criteria. | Co-curricular programmes and activities aligned with developmental outcomes and assessment criteria. | | | | |
| | Align co-curricular programmes and activities with international standards for high-impact practices. | Co-curricular programmes and activities aligned with international standards for high- impact practices. | | | | |
| | Establish powerful partnerships, internally and externally. | Partnerships established | | | | |
| | Engage student leaders annually in a cycle of conversations to ensure that programme planning, monitoring and reporting are purposeful and aligned with co-curricular goals. | Student leaders engaged | | | | |
| 2. Enhance access and participation | Enhance access to co-curricular programmes, with specific focus on off-campus students. Capture student participation in co-curriculum programme to provide E-portfolio for student upon graduation. | Identify off-campus sites for programme delivery on a continuous basis Report on statistics of programme attendance for on- and off-campus students. | | | | |

| GOAL | OBJECTIVES | MEASURING INSTRUMENT | QUARTERLY REPORTING | | | |
|---|---|---|---|---|---|---|
| | | | JAN–MARCH | APRIL–JUNE | JULY–SEPT | OCT–DEC |
| 3. Enhance quality by monitoring and evaluation | Develop a standard framework for developing, monitoring and evaluating of programmes and activities in collaboration with relevant stakeholders. | - Monitoring and evaluation reporting<br>- Research and literature reporting<br>- Developed templates for reporting | | | | |
| | | Annual report on implementation of standardised framework. | | | | |
| 4. Establish a system responsive to the environment | Establish a responsive system based on code of ethics and value-driven culture. | - Developed standardised format for use as an early warning system to identify academic risks<br>- Staff trained in skills needed to respond to environment (de-escalation, mediation, difficult dialogues) | | | | |

## KSA#3: Student Communities and Structures

| GOAL | OBJECTIVES | MEASURING INSTRUMENT | QUARTERLY REPORTING | | | |
|---|---|---|---|---|---|---|
| | | | JAN–MARCH | APRIL–JUNE | JULY–SEPT | OCT–DEC |
| 1. Increase participation of non-participating students | Identify existing student communities not associated with SA or college models. | List of student communities & contact details | | | | |
| | Have first contact session & negotiations to open conversations and ultimately establish memorandum of understanding | Signed MOU<br>Number of students represented | | | | |
| | Create terms of negotiation document | Terms of negotiation document compiled | | | | |
| | Identify place within college structure | Signed MOU & number of students represented | | | | |
| 2. Expand and increase student communities and establish and strengthen student structures | Identify existing OTHER student communities not associated with S/A or college models | List of student communities | | | | |

| GOAL | OBJECTIVES | MEASURING INSTRUMENT | QUARTERLY REPORTING | | | |
|---|---|---|---|---|---|---|
| | | | JAN–MARCH | APRIL–JUNE | JULY–SEPT | OCT–DEC |
| | S/A lists all existing community pockets, excluding resident communities (all associations, political, faculty, religious, etc.) | List established | | | | |
| | Activate and define possible engagement of S/A programmes with associations | Possible engagements identified | | | | |
| | S/A increased total no. of students part of an association. | Total no. of students represented | | | | |
| 3. Responsive environment | Revise Student Crisis Protocol to include de-escalation, mediation, difficult dialogues and academic risks, taking into account specific needs | - Revised Student Crisis Protocol and communicated to all stakeholders.<br>- Standardised format for identifying specific needs | | | | |
| 4. Advocate inclusive institutional culture | Promotion of social justice, human rights and humanising lived experience. | | | | | |

KSA#4: Intersectionality, partnerships and collaboration

| GOAL | OBJECTIVES | MEASURING INSTRUMENT | QUARTERLY REPORTING | | | |
|---|---|---|---|---|---|---|
| | | | JAN–MARCH | APRIL–JUNE | JULY–SEPT | OCT–DEC |
| 1. Create intersects between programmes, departments and campuses | Each division shares at least 3 collaborative ventures with others. | Reports<br>Evaluation<br>Performance plan | | | | |
| | Each campus has at least 2 collaboration programmes / ventures | Reports<br>Evaluation<br>Performance plan | | | | |
| 2. Foster powerful partnerships within the university and beyond | Each division has at least one collaboration with external stakeholders (local, national and international) | Memorandum of understanding<br>Feedback, paper trial<br>Evaluation of performance as evidence<br>Benchmarking report | | | | |

SOAR
Strengths – Opportunities – Aspirations – Results

## STRENGTHS

Diversity
No student hungry, food banks
Universal access, CUADS
Proactive
Academic criteria for elected positions
Research desk
Open door policy
Human project
Odyssey and Tipping points
Integrated excellence awards
SRC swearing in and handover ceremonies
Colleges
Student engagement
Rag procession goes into communities
Global leadership summit
TedEX
Adaptable and flexible
Dean's Office: One-stop shop
Ownership: Culture of accountability
Qwaqwa FY's Amazing Race
Campus orientation

**ASSETS, CAPABILITIES, ACCOMPLISHMENTS TO BUILD UPON**

Proximity and access: Enclosed campus
Knowledge and experience of staff
CUADS , SASL, ULFE (integrated)
Buildings and facilities
ICT support, online engagement
On- and off-campus accommodation
Positionality as Student Affairs
Collaborations and partnerships
Forum engaging off-campus landlords
Support from community
National and international partnership and collaborations
Vibrant student life
Living and learning spaces
Brand
3 campuses
Budget
Support from senior management
Expertise for academic output
Rich data

## ASPIRATIONS

Holistic development and holistic perspective
Psychological and emotional wellbeing
Safety and security
Developing life skills
Creating and channeling students towards opportunities
Enabling students/staff to obtain a competitive edge
Professionalising of student affairs
Research and staying relevant
Passionate about the success of students
Diversity and inclusivity
Building trust relationships in our environment
Creating a vibrant student life on our campus
Greening our campus
Early warning system
Student development: Mentoring, Access for all, Citizenship
Leadership development: value- and ethics-driven
Faculty
Collaboration
Social justice
Supporting students
CAS

## OPPORTUNITIES

Various forms of dialogues
Creating more opportunities for access (online, commuter students)
Fundraising and resources, funding strategies
Partnerships with faculties and other departments
Alumni
Training
Research
Staff development in different forms of delivery
Staff recognition
Partnership with HR
Recognition and reward of high-impact projects
Safety
Align S/A programmes with student governance structure
Reimagine responsibilities, functions and structure
Accreditation of programmes
Central Service Points
Universal access, clear referrals
Professionalisation of student affairs
Campus CATS
Organising off-campus students in communities
Facilitating difficult dialogues

**IDENTIFIED SKILLS NEEDED:**

Networking, monitoring and evaluation
Research design, method and writing
Facilitation of dialogues
Leadership skills
Conflict resolution
Listening and communication
Planning and organisation
Technology, fundraising
De-escalation and mediation
Critical thinking, reflective skills
Negotiation, including roles and responsibilities
Student development knowledge

## RESULTS

**GOALS**

1. Increase participation of current students not participating
2. Student communities as structures: Increase, expand
3. Outcome-based co-curriculum programmes
4. Visibility of Student Affairs: Branding, centralised facilities
5. Quantifiable research output
6. Professionalisation: Staff development, Certified, Critical skills
7. Monitoring and evaluation system: Annual review of programs, SOP template
8. Collaboration: Streamline within S/A
9. Restructuring: HR, Budget, Spaces
10. System responsive to environment: De-escalation, mediation, difficult dialogues, academic risk, code of ethics, value-driven culture
    Project teams
    Skills: Qualification audit
11. Advocate for an inclusive institutional culture based on social justice and human rights
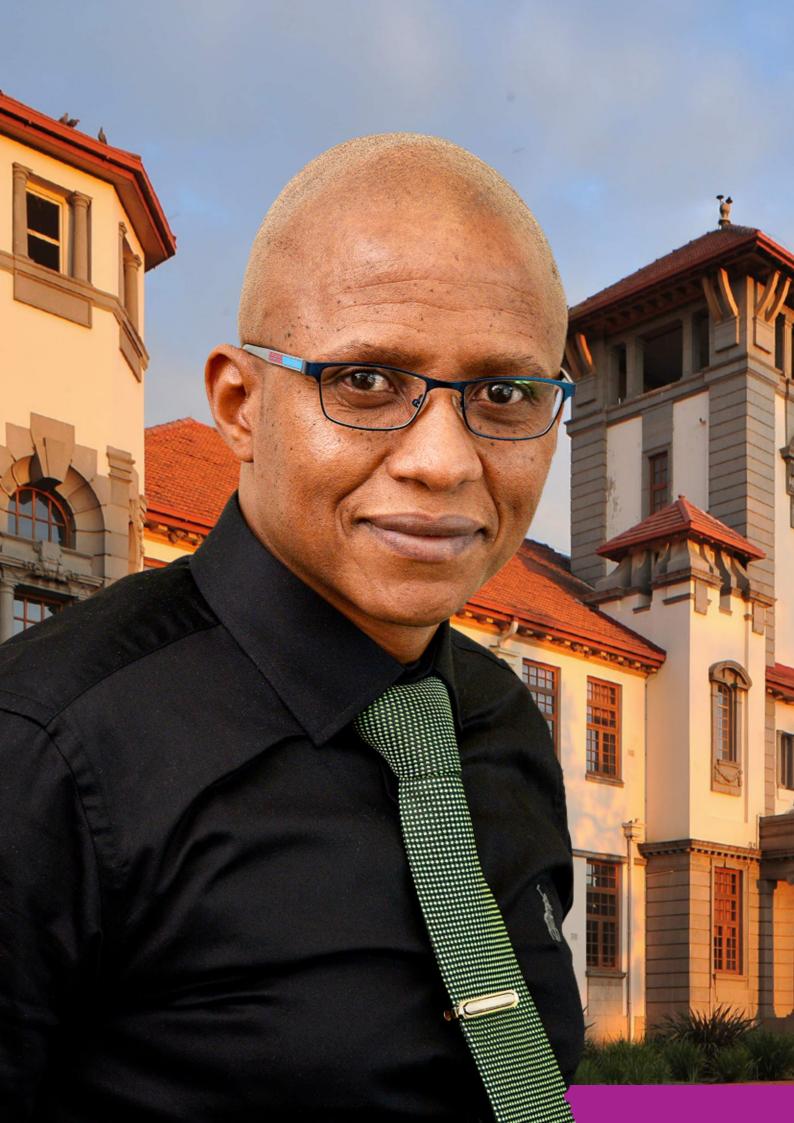
# STUDENT AFFAIRS

*Strategic plan 2017-2022*

**STUDENT AFFAIRS WEEK** EDITION · 31 JULY – 4 AUGUST

*Inspiring excellence. Transforming lives.*
*Inspireer uitnemendheid. Verander lewens.*

UNIVERSITY OF THE
**FREE STATE**
UNIVERSITEIT VAN DIE
**VRYSTAAT**
YUNIVESITHI YA
**FREISTATA**

UFS·UV
STUDENT AFFAIRS
STUDENTESAKE
DITABA TSA BAITHUTI

# FOREWORD BY THE DEAN OF STUDENT AFFAIRS

The Student Affairs Humanising Strategy 2022 (HS 2022) echoes the spirit of the University of the Free State (UFS) Strategy 2015-2020, which identifies three key pillars upon which it rests: the Academic Project, the Human Project and Support Services. HS 2022 will assist Student Affairs in reimagining its role, aims and objectives, and the intersectionality framework has been chosen to articulate and address the reality that the Academic Project and the Human Project cannot be separated. We believe that with HS 2022 as our foundation, the holistic development of students will be enhanced and their lived experiences humanised.

The Student Affairs Division will contribute or add value to the UFS through:
- Co-curricular programmes and activities (Academic Project). These programmes and activities will be presented through the College of Student Affairs.
- The two pedagogies (i.e. the humanising pedagogy and the pedagogy of discomfort). These pedagogies, in our view, will advance the aspirations of the Human Project.
- The intersectionality framework. This framework recognises the intersectionality of lived experiences. Our students do not live single lives; therefore, we cannot use single strategies to address multiple issues. The intersectionality framework allows us to address the multiple identities embodied by our students.

This strategic plan articulates the commitment of all Student Affairs departments, captures the vision of the team, and aligns itself with the larger strategy of the University of the Free State (UFS) for the next five years. The spirit of commitment and enthusiasm evident in the team, the positive energy characterising our interactions, the emphasis on appreciative inquiry and the abovementioned two pedagogies permeate the four key areas that will become the cornerstone and focal point of the Strategic Plan, namely:
- Professionalisation
- High-impact practices
- Student communities and structures
- Intersectionality, partnerships and collaboration

The departments will pursue their particular mandates in order to translate them into service deliverables within the context of their specific work areas, taking account of the aforementioned four key areas. This plan is the direct result of the discussions conducted at the Strategic Planning Workshop held from 24 to 26 October 2016, and it seeks to facilitate the implementation of the four key areas. Student Affairs will continue to receive inputs from our three campuses to make our strategy of humanising the student lived experience a reality.

Mr Pura Mgolombane
DEAN OF STUDENT AFFAIRS

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# 1. VISION AND MISSION OF STUDENT AFFAIRS

## 1.1 VISION

Student Affairs will strive to create opportunities for and enhance and facilitate students' skills of critical thinking and modes of being in a way that is consistent with human rights and the principles of social justice.

## 1.2 MISSION

Student Affairs will develop and implement co-curricular programmes and activities and services that provide truly humanising daily lived experiences, which are essential for student academic success, prosocial behaviour, student engagement and an inclusive institutional culture.

# 2. VALUES OF STUDENT AFFAIRS

The DSA values will build on the five core institutional values, namely:

- Setting high standards to achieve superior academic performance.
- Embracing humanity by promoting a culture of tolerance and mutual respect.
- Pursuing competitiveness through embracing institutional distinctiveness.
- Providing a university experience that nurtures emergent leaders.
- Synergising academic excellence with the quest for effective public service and giving back to the community.

The value proposition of Student Affairs is to create a socially just student-life experience that is conducive to student academic success, student engagement and critical thinking. Accordingly, the DSA's thoughts, intentions, actions and reflections will be based on the following values:

## 2.1 HUMANITY

The DSA places the highest value on the humanity of its students and staff. This means that we treat all students and staff with dignity and respect, irrespective of their sexual orientation, (dis)ability, gender, race, class, language, ethnicity, place of origin, religion and spirituality, and irrespective of other multiple identities that our students and staff may embody.

## 2.2 ETHICS

The DSA regards it as critically important that students and staff be guided by ethical principles. That means that their daily lived experiences should focus on one fundamental question: How can I live an ethically good life? Thus, a student or staff member should always strive to do what is ethically good for himself/herself, other people, the UFS and society in general.

## 2.3 CRITICAL DIVERSITY LITERACY

The DSA's programmes and activities will foreground the concept of critical diversity literacy (CDL). This way of thinking seeks to identify, deconstruct and disrupt power structures in order to create possibilities for social justice. In this regard, the DSA will study how power and privilege produces and reproduces itself, because we believe that relevant knowledge and deep understanding facilitate the ability of all students and staff members to play a truly meaningful role in the transformation of the UFS and make its institutional culture genuinely inclusive. So, the vital source/origin of the DSA's modes of being and ways of perceiving is located in the notion of CDL.

## 2.4 SOCIAL JUSTICE

The DSA undertakes to facilitate just student lived experiences. All students and staff members will be guided by the intersectionality framework towards a deeper understanding of the value of critical diversity. Critical diversity transcends observable differences in order to investigate how power, privilege, dominance and oppression operate to unfairly advantage certain groups of people whilst unfairly disadvantaging other groups.

## 2.5 INTEGRITY

The DSA believes that integrity is a value of the highest importance. Although we accept that rules, regulations, policies and procedures are necessary to enforce minimum standards of human behaviour, we also believe that all these efforts will come to nothing without personal integrity. Therefore, integrity is the value we wish to inculcate among our students and staff. It is only through this fundamental value that a socially just society will be possible. This conviction is based on the knowledge that a person of integrity is, among other things, honest, truthful, trustworthy, reliable and virtuous – all personal traits without which a just society could not exist.

## 3. REFLECTING ON PROGRESS

Although note is taken of the work already done by Student Affairs towards formalising its operations and planning, the adoption of the HS 2022 represents a new strategy. This strategy will concentrate the operations and efforts of Student Affairs to enable it to achieve its stated goals. The progress made in this regard will be reported on a quarterly and annual basis.

# 4. STUDENT AFFAIRS PROFILE

## 4.1 ORGANOGRAM

**Dean: Student Affairs**

**OFFICE OF THE DEAN: STUDENT AFFAIRS**
- Senior Officer: Administration
- Finances and Social Justice

**PROFESSIONAL ASSISTANT & STUDENT GOVERNANCE**

**SPECIALISED SUPPORT**
- Counselling and Development
- Centre for Universal Access and Disability Support
- Social worker

Director: Student Affairs
Qwaqwa Campus
(see organogram on next page)

Director: Student Affairs
Bloemfontein Campus

Student Affairs Office
South Campus

Administrative assistance

**STUDENT LIFE PROGRAMMES**
- Gateway first-year student orientation
- Leadership Development
- Arts & Culture
- Social and Civic responsibility
- Career Office
- Student Wellness
- Student Media
- Gender and Sexual Equity
- Dialogues Programme
- Peer Mentor Programme

**STUDENT COMMUNITIES**
- College Coordinators x 5
- Student Associations
- Faculty Organisations
- Private Student Communes Desk

# Student Affairs Qwaqwa

**Dean: Student Affairs**

**OFFICE OF THE DEAN: STUDENT AFFAIRS**
- Senior Officer: Administration
- Finances and Social Justice

**PROFESSIONAL ASSISTANT & STUDENT GOVERNANCE**

**SPECIALISED SUPPORT**
- Counselling and Development
- Centre for Universal Access and Disability Support
- Social worker

**Director: Student Affairs Qwaqwa Campus (see organogram on next page)**

**Office Assistant / Office Manager (proposed)**

**HEALTH & WELLNESS**
- Social Worker
- Professional Nurse
- HIV and Aids
- SPORT
- CAREER GUIDANCE
- RESIDENCE LIFE

**STUDENT GOVERNANCE & DEVELOPMENT**

## 4.2  OFFICE OF THE DEAN OF STUDENT AFFAIRS

The Office of the Dean of Student Affairs provides strategic direction and leadership to Student Affairs divisions. These divisions are: Student Communities; Student Counselling and Development; the Centre for Universal Access and Disability Support; and Student Wellness and Student Social Support.

This office acts as a conduit between the student leadership and students in general on the one hand, and management and other university stakeholders on the other hand. In this role, the DSA provides high-level advice to all stakeholders and acts as an advocate for student interests in the context of the academic and human project as well as the support services. The DSA provides general assistance, facilitates financial and social support for students, and mediates student academic issues. The DSA serves as a point of contact for students who encounter and/or experience discrimination and/or any form of social injustice. The DSA is also responsible for reviewing and developing student-related policies and contributing to the creation/amendment of all other university policies that have a direct impact on students. The DSA is a last resort when conflict arises within the student affairs environment. The DSA makes representations to and participates in different management and governance structures, such as the Council, Senate, Institutional Forum, University Management Committee and the Dean's Forum, among others.

The senior officer in the Office of the Dean is responsible for the effective management and administration of this office.

## 4.3  STUDENT GOVERNANCE

The Office of the Dean facilitates student governance activities, such as elections, training and strategic planning. These activities promote the active participation of the student leadership in institutional governance. This is done to ensure that the objectives of section 35 of the Higher Education Act 101 of 1997 as amended are achieved.

### This office focuses on the following:

- Ensuring that the institutional SRC through its composition represents the SRC members on all three campuses.
- Development of a structured training programme.
- Development of a registration system and process to ensure the effective functioning of student associations. The registration process will evolve into a continuous capacity building programme.
- Development of functional governance structures, involving:
  - class representatives, school representatives and faculty representatives;
  - first-year committees, residence subcommittees and residence committees;
  - association executives and an associations council;
  - SRC executive councils, SRC portfolios, and SRC executive committee, and an institutional SRC;
  - SRC Student Parliament.

The Office of the Dean is responsible for the proper functioning of student governance. Therefore, special attention should be paid to the following:

- effective policies and systems;
- free and fair elections;
- development and implementation of standard operating procedures for structures.

## 4.4  SPECIALISED SUPPORT

### 4.4.1  Student Counselling and Development (SCD)

The vision of SCD is to promote, enable and optimise students' self-actualisation and sense of community. Our mission is to acknowledge and foster the holistic development of UFS students. We aim to support students in the resolution of challenges that impede the fulfilment of their potential by creating an environment conducive to the development and achievement of individual, academic and career goals. The SCD Department continues to provide both academic and psychological support to current and prospective students.

**To achieve the abovementioned objectives, SCD provides the following:**

**Operations and services:**

- Individual and group therapy.
- Career counselling for prospective and registered students.
- Psychological crisis response and After Hours On Call service.
- The presentation of developmental workshops, such as Stress & Time Management, Emotional Intelligence and Self-esteem. The workshops offered to students are reviewed annually and improvements or adjustments made. New workshops are developed regularly to address specific needs.
- The six-week Rational Emotive Behaviour Therapy Programme (REBT) is offered to students seeking counselling. The REBT Programme is a practical, action-oriented approach to assisting individuals in overcoming and coping with adversity, achieving goals and enhancing personal growth by addressing attitudes, unhealthy emotions and maladaptive behaviours.

## Collaborations with other departments:

- SCD collaborates with Health and Wellness to presents regular student wellness workshops to promote student wellness and expand its reach to more students.
- SCD collaborates with Housing and Residence Affairs (HRA) on workshop presentations to residence students. Every psychologist is assigned to a college to render support when required.
- SCD is involved in selection courses for Architecture and Social Work Departments via psychometric assessments.
- SCD administers psychometric evaluations to provide recommendations for the admission of prospective students who do not meet the prescribed admission requirements of the university. This is done on a referral basis (from the UFS Admissions Office).
- SCD collaborates with Unit for Professional Training and Behavioural Sciences (UNIBS) on the training and rotation of intern psychologists.
- SCD collaborates with the Centre for Universal Access and Disability Support (CUADS) on assessments, evaluations and recommendations relating to extra time dispensations.
- SCD collaborates with the Theology Developmental Programme to ensure that selected students are suited to this field of studies and that they are provided with the skills needed for specific careers.

## Other projects:

- Gateway Programme for first-year students, which provides information on our services.
- Increased collaboration and programme alignment with the SCD Office at the Qwaqwa Campus.
- The development of a Student Toolkit which will be made available in both hard copy and electronic copy format. This toolkit will provide students with basic therapeutic tools and strategies for self-help application.
- Mental Health Day to create awareness of the mental health challenges that some students face.

### 4.4.2 Centre for Universal Access and Disability Support (CUADS)

The CUADS wants the University of the Free State to become a higher education institution recognised for its efforts towards human reconciliation by creating and providing opportunities for students with disabilities. The ultimate aim is to create a

welcoming institutional culture on all three UFS campuses that embraces students with disabilities and helps them to achieve academically.
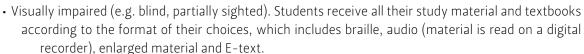
## The activities of the CUADS are rendered, facilitated and coordinated through the implementation of the following programmes and collaborative partnerships:

- Disability Support Programme, which provides both a specialist and coordinated holistic approach towards student support. The programme also makes available information for data collection and reporting purposes. The aim of the programme is to create enabling environments to empower students with disabilities to participate on an equal footing.
- Accessible Transport Programme, which provides accessible transport to students with disabilities between the Bloemfontein and South Campuses.
- Liaison, Awareness and Advocacy Programme for the development of awareness and advocacy for persons with disabilities across all three campuses. Partnerships here are the Centre for Teaching and Learning, Student Life and Communities.
- Staff with Disabilities Programme in partnership with Human Resources to provide optimal support to staff members with disabilities.
- Staff Development and Training Programme in partnership with Human Resources to develop an institutional, knowledge-based culture of mindfulness regarding the diverse student population of the UFS.
- Accessibility Programme in partnership with University Grounds & Estates to ensure access to all building and facilities for all users, in accordance with the principles of universal access and universal design.
- Accessible Study Material Production Programme in partnership with academic departments and lecturers for the provision of academic support through the coordination and production of accessible learning material and lectures.
- Communication Access Programme in partnership with Interpreter Services for the provision of academic support through the facilitation and coordination of communication access.
- Alternative Assessment Programme in partnership with the Exam Division and Student Development and Counselling for facilitating and coordinating alternative assessments options.
- Student Academic Support Programme to move away from all academic support services to persons with disabilities predominantly the responsibility of the CUADS in collaboration with the Centre for Teaching and Learning.

## The CUADS provides a support service to the following categories of students with disabilities:

- Specific learning difficulties (e.g. dyslexia, ADD/ADHD, hyperactivity).
- Mobility impaired (e.g. wheelchair users, amputees, cerebral palsy, muscle dystrophy, spina bifida, and multiple sclerosis).
- Visually impaired (e.g. blind, partially sighted). Students receive all their study material and textbooks according to the format of their choices, which includes braille, audio (material is read on a digital recorder), enlarged material and E-text.
- Hearing impaired (deaf, hard of hearing and deafened).
- Debilitating psychological and other chronic conditions (e.g. schizophrenia, epilepsy, panic disorder).
- Temporary impairments (e.g. a broken hand).

Currently, the CUADS has 217 students on its database. The enrolment of blind and deaf students has doubled for 2017.

## Special arrangements made for students include:

- Amanuensis for some students during tests/exams.
- Application for extra time during tests/exams according to a student's specific impairment. (This is done via a formal process of testing and interviewing by a panel from Student Counselling and Development.)
- Upon request, tutors are arranged for students in cooperation with the NATP (existing tutor programme) on campus.

The Centre assists students in gaining access to study courses, buildings on campus, (including lecture venues), learning material, residences, sporting activities, South African Sign Language interpreter services (for deaf, hard-of-hearing and deafened students), computer facilities (the CUADS computer lab houses the latest assistive technology and software, which include alternative furniture and adapted hardware for physically impaired and blind students), and specialised exam and test ven for alternative test and exam procedures.

## 4.5  STUDENT LIFE COLLEGES AND COMMUNITIES

The concept student communities assumes that the communities provides a context that is most to the learning, development and success of This means that Student Life Colleges provide the communal structure for Student Life Programme delivery.  Thus, the mere existence of student communities will not necessarily result in student development, but the functioning of each respective community has to be based on a developmental purpose. This means that specific developmental outcomes must be developed in order to enhance the employability of graduates.  Furthermore, what is important to optimally develop students is the seamless integration between the social context and the academic context of the student experience, i.e. the in-class and out-of-class experience.

The fostering of communities at the UFS has two distinct foci, namely, nurturing a sense of belonging among all individuals (through Student Life Colleges), and facilitating active student engagement (in Student Life Programmes).  This is done through different groups, nested into one another, starting from the smallest group consecutively to the largest entity.  These groups are as follows:

- Small groups of ±50 students (e.g. corridors in residences; small associations; interest groups);
- Middle-sized groups of ±150-250 students (e.g. residence communities; larger associations);
- Large groups of >1000 students (Student Life Colleges; Bloemfontein Campus x 5; Qwaqwa Campus x 3; South Campus x 1); and
- Macro groups (the Kovsie community).

It is important to note that all members of the university community (not only students) could function as active members of these communities.  It is important to keep in mind that student communities can function as either an extension of the intellectual estate of the institution, or as a disconnected entity that has little developmental impact.

The building of powerful partnerships is therefore considered an important strategic goal. In this regard, the following partners have been identified:

- Faculties and academic centres.
- Centre for Teaching and Learning.
- All Student Affairs departments and divisions (e.g. the Centre for Universal Access and Disability Support; Student Counselling and Development; No Student Hungry Programme; etc.).
- Health and Wellness Centre.
- Housing and Residence Affairs.
- Protection Services.
- Institute for Reconciliation and Social Justice.
- UFS Law Clinic.
- Human Rights Centre.
- Student governance structures.
- Parents and alumni.

## 4.6 STUDENT AFFAIRS: QWAQWA CAMPUS

The Director: Student Affairs, Qwaqwa Campus, manages the Student Affairs Department for Student Life, Student Governance and Development, Career Guidance, Student Counselling and Development, Health and Wellness, Orientation and Learning Communities, Volunteers, Rag Community Services, Sports, Arts and Culture. The responsibilities, amongst other things, are general administration, training and development of student leaders, project management, strategy, risk management, budgeting and control, research and marketing, policy development and review, and community engagement. The key responsibilities are weighted differently, and strategy and risk management are considered to be very important.

### The office provides strategic support to all Qwaqwa Student Affairs departments:

- The office responds to a full range of student issues and works with SDOs and the student population to ensure that their views are listened and responded to at an appropriate level within the institution.
- It approves student developmental projects.
- It serve as a link between the Office of the Dean of Students, the Campus Vice-Principal and student leadership in general
- It supports and facilitates the planning and coordination of the Gateway Orientation Programme for first-time entering first-year students.
- It ensures the coordination and management of SRC programmes and activities, and approves sourced technical expertise.

### Student Counselling and Development:

Student Counselling and Development (SCD) focuses on helping students overcome daily life and academic challenges. In addition, we implement preventative mental health projects and initiatives and assist students in developing their full potential. The aim is to provide them with the necessary skills, knowledge, support, and competencies to be successful in their personal lives and occupations.

- Advocacy programmes aimed at the broader student population with regard to mental health projects.
- One-on-one interviews with referred students to provide support, if needed.
- Partnerships with various departments to support healthy living.

### Career Office

The everyday responsibilities of the Career Development Officer include consultations on CV writing skills and mock interviews. Students can make an appointment with the Career Development Office to set up a mock interview. It is the responsibility of the officer to do research on the potential employer and make the interview as realistic as possible. We also assist with motivational letters for bursary applications and the accompanying CVs.

## Services and programmes

- Equip students for the world of work through various interventions.
- Assist students with CV and cover letter writing.
- Equip students with negotiations and networking techniques.
- Help students with interview skills.
- Support students with their career development path.

## The Clinic

The Campus Clinic Service offers a comprehensive outpatient health service. Dedicated medical practitioners and professional nurses assist students with health issues and life choices while they (the students) are pursuing their academic goals. Students are encouraged to seek assistance and guidance as early as possible.

- Prescribe and administer medication to students.
- Emphasise the importance of good nutrition for good health.
- Liaise with the broader community with regard to all health-related matters.
- Provide sexual and reproductive education to students.
- Infection control.

## HIV/AIDS

The HID/AIDS units promote healthy living among students living with the virus.  They do this through various campaigns, e.g. HTC campaigns, condom issuing, STI awareness campaigns and the provision of information on HIV/AIDS.

- Liaise with various stakeholders internally, and creating awareness about HIV/AIDS externally.
- Advocacy programmes focused on voluntary testing, abstinence and usage of condoms.
- Provide support to students living with the virus.

## Social work

The office provides support to vulnerable students and is responsible for assessing students referred to the office for means testing and gathering information about students' socioeconomic conditions.  Based on assessment findings, the office makes recommendations on funding allocations and academic inclusions in cases where students failed to meet requirements as a direct result of distress caused by various factors.  It also fights drug abuse and related problems.

## Services rendered:

- The office provides support to hungry students.
- It makes assessments and recommendations for bursary allocations and academic inclusion for needy students.
- It refers vulnerable students for counselling and clinic assistance.
- It collaborates with external stakeholders to enhance service provision to students

## Student Life

Based on the premise that university residences are home away from home, we strive to create a happy, productive and secure environment for students.

Students are encouraged to participate in various activities to bring vibrancy, social cohesion and a sense of belonging to their lives.

## Programmes:

- Mandela Day community outreach project to create responsible citizens.
- Residence leagues and annual social sports day.
- Talk and dialogue shows to promote involvement of student population.
- Learning projects to provide support to first-year students.
- Green campaigns to minimise the carbon footprint.
- First-aid training to provide life skills to student leaders.

## Sport

Generally speaking, sport brings people together and promotes social cohesion.   University sport contributes to the national sports agenda and as such plays a very important role in nation building.   The Qwaqwa Campus offers a range of sporting codes: football, netball, volleyball, cricket, basketball and chess.

## Programmes to promote sport:

- Intervarsity and intraleagues.
- League fixtures to sustain student participation
- Coaching clinics to enhance the quality of sport.
- Recreational sport to promote inclusivity and participation.
- Sports awards to recognise excellence.

# 5. CONTEXTUALISING THE STRATEGY



DSA Strategy Framework 2017-2022

This strategy seeks to reimagine the role, aims and objectives of Student Affairs at the University of the Free State (UFS). The UFS Strategic Plan 2015-2020 foreword remarks that … the academic project, the human project and the support services foundation, as the axes for the UFS's development and institutional definition, constitute the strong basis shaping and supporting the new strategy for the period 2015-2020.

So, the Student Affairs Humanising Strategy 2022 (hereafter HS 2022) builds on the spirit and letter of the UFS Strategy 2015-2020. The UFS Strategy 2015-2020 identifies three key pillars upon which it rests. These three pillars are: the Academic Project, the Human Project and Support Services. HS 2022 recognises that though in theory it is possible to separate these three pillars, in praxis, however, it is not only difficult but also not desirable. It is for this reason that HS 2022 seeks to reimagine the role, aims and objectives of Student Affairs at the UFS. The intersectionality framework has been chosen to articulate and address the complexities created by perceiving these projects as separate, both in theory and praxis. In reality, there is no way to separate the academic project and the human project. The danger of not understanding this fact is that Student Affairs, for example, could be required to contribute to the academic project (as it should), without doing the same for the human project. This would reinforce one project at the cost of the other. As a result, students' lived experiences will be inconsistent. HS 2022 argues that academics should be involved in the human project and service excellence, over and above the academic project. Only then, in our view, will the holistic development of students be possible and students' lived experiences bear fruit.

Student Affairs' contribution the UFS will, firstly, be through the co-curricular programmes and activities (Academic Project). These programmes and activities will be presented through the College of Student Affairs. Secondly, it will add value through the two pedagogies (i.e. humanising pedagogy and the pedagogy of discomfort). These pedagogies will advance the aspirations of the Human Project. Lastly, it will contribute through the intersectionality framework. The intersectionality framework recognises the intersectionality of lived experiences. Because people do not live single lives, we cannot use single strategies to address multiple issues. This rings true for students. For example, you may encounter a black student who is classified as female, but is actually transgender; who may also have a disability or multiple disabilities; who is poor and yet excels academically. In this example, the intersectionality framework allows us to address the multiple identities the student embodies. For us to succeed, our systems, structures and processes should be positioned optimally. The Student Services Council (SSC), for example, could be one structure, which operates within an intersectional framework. The SSC will accordingly be better positioned to monitor, evaluate and strengthen the intersectionality of the academic project and human project over and above the support services. The DSA will review and assess the existing structures for their compatibility with the intersectionality framework.

# 6. STUDENT AFFAIRS KEY STRATEGIC AREAS

The SOAR model was used to do an environmental analysis (refer to Appendix 8.2). "Like the Appreciative Inquiry (AI) 4-D model, the planning start with an inquiry, using unconditional positive questions to discover the organisation's core values, vision, strengths, and potential opportunities. The inquiry is a time of reflection into the strengths of the past and how these have been constructed with an eye towards creating the change we may desire (i.e step 1 and 2). Next, the participants enter the imagination phase, in which time is spent dreaming and co-constructing the preferred future. At this transformation point, values are affirmed and long-term objectives and strategic alternatives and recommendations are presented in this phase. The next phase is a time of innovation to begin the strategic design of objectives, tactical and functional plans, integrated programmes, structures, and systems to best achieve the desired future. To ensure that measurable results are achieved, the AI approach and SOAR framework recognize that [we] must be inspired through authentic recognition and rewards systems. In short, the processes of assessment, planning, implementation, and control is replaced with the concepts of 'inquire', 'imagine', innovate', and 'inspire' " (Stavros, Cooperrider & Kelly, 2003).

The environmental analysis assisted Student Affairs in identifying its key strategic areas as follows:

## 6.1 KSA #1: Professionalisation

We deeply care about the professionalisation of Student Affairs.  In this we aspire to prioritise research in order to ensure that our praxis remains data-driven.  We passionately want to develop Student Affairs staff in such a way that they remain relevant to the developmental needs of students and exhibit a competitive edge within the higher education sector.

We recognise that the continuous professional development of staff in key competency areas presents itself as      a definite opportunity to professionalise Student Affairs at the UFS even further.  The opportunity to build a strong partnership with Human Resources and to establish a system of recognition for the professional achievements of staff is therefore important.  The reimagining of roles and responsibilities in order to create a more effective structure is also seen as an important prospect to pursue.

In all of this, we wish to build on our current strengths and successes.  Past experiences with the Odyssey and Tipping points programmes have created a firm foundation for the professionalisation of Student Affairs at the UFS.  Furthermore, the existing culture of ownership and accountability and our willingness to be proactive are considered huge assets in the current environment.

The way in which the current Student Affairs research desk functions also helps to strengthen the professionalisation of Student Affairs at the UFS.

## Goal statements:

1. Enhance research outputs.
2. Increase the visibility of Student Affairs as a profession.
3. Reorganise Student Affairs to optimally utilise staff members.
4. Foster the continuous professional development of staff.

## 6.2  KSA #2: High-Impact Practices

We deeply care about the employability of our graduates, and we are therefore passionate about developing graduate attributes through co-curricular programmes and high-impact practices.  In this regard, the various student communities are seen as sites that provide access to the co-curriculum.  Because we want our students to develop as global leaders in their fields, it is vital that co-curricular programmes and activities become internationally recognised.  This makes the seamless integration of the in-class and out-of-class experiences of students an important aspiration; something which points towards the academic reconfiguration of Student Life Colleges.

A distinct opportunity therefore exists to create an academic development committee for Student Affairs.  Furthermore, the reconfiguration of existing programmes and activities in order to purposefully align it with specific developmental outcomes is therefore considered an import strategic opportunity.  Additionally, the fostering of internal and external partnerships, as well as the professional development of personnel in this regard, is also an important strategic prospect to pursue.

There are a number of strengths related to current programmes and activities that can help to effectively develop graduate attributes through co-curricular programmes and high-impact practices.  The current systems encourage active student participation.  Although over-involvement can become counterproductive, active engagement currently forms a strong basis to work from.  Also, the current way in which programmes and activities are assessed and evaluated forms a good foundation for future research.  In this regard, an opportunity exists to relate data more effectively to the theory of student development, and to produce applicable research outputs.  The involvement of students in annual planning and feedback conversations on co-curricular programmes creates a culture in which students become actively engaged in co-curricular programmes and subsequently receive proper recognition; something that is important to create student buy-in.  The development of leadership is considered a particular strength of current co-curricular programmes.

## Goal statements:

1. Establish outcome-based co-curricular programmes.
2. Enhance access and participation.
3. Enhance quality through monitoring and evaluation.
4. Establish a system that is responsive to the environment.

## 6.3  KSA #3: Student Communities and Structures (enabling environment, conducive communities)

We deeply care about creating inclusive student communities that embrace students in their diversity, and we provide opportunities for all to access developmental co-curricular programmes and activities.  The wellness of all students, whether on-campus or off-campus, is important to us, and through active involvement in student communities, all students will have the opportunity to develop individually and collectively.

We acknowledge that these aspirations cannot be achieved in isolation, and we therefore aim to closely collaborate with strategic partners, internally and externally.  Furthermore, we see the development of personnel and student competencies as an opportunity to establish the kind of environment we aspire to.  We also recognise the growth of commuter student engagement in student communities as a particular opportunity to pursue.  Social media and other forms of communication could also be used to achieve our goals.
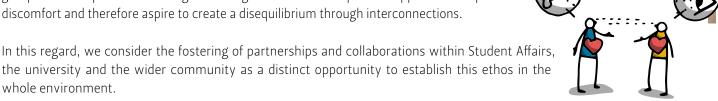
In all of this, we wish to build on our current strengths and successes. The diversity of our student communities and the sense of belonging that has been created (through the consecutive nesting of smaller systems into larger systems) are seen as particular strengths. The establishing of a conversational culture (and the way in which it has helped to address stereotypical thinking) has laid a firm foundation for future discussions and the continuous transformation of student communities. The value-driven approach provides strength and direction to students and the way in which residences share resources with one another builds strong student communities. Also, the encouragement of student engagement in programmes and activities enhances individual and collective development. The current peer mentor programme, with its mediated learning approach, is also considered a tremendous asset to student communities.

## Goal statements:

1. Increase participation of non-participating students.
2. Expand and increase student communities, utilising the existing Student Life Colleges at all three campuses.
3. Establish and strengthen student structures.
4. Establish a responsive environment.
5. Advocate an inclusive institutional culture.

## 6.4  KSA #4: Intersectionality, Partnerships and Collaboration (3 campuses, internal and external)

We deeply care about creating intersections between different programmes, departments, groups and campuses. We recognise that growth and development happens at the place of discomfort and therefore aspire to create a disequilibrium through interconnections.

In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider community as a distinct opportunity to establish this ethos in the whole environment.

The currently intersectional framework, the pedagogy of discomfort and the humanising pedagogy form a firm foundation for creating this kind of environment.

## Goal statements:

1. Create intersections between programmes, departments and campuses.
2. Foster powerful partnerships within the university and beyond.

## 6.5  KSA#5: Transformation: Social Justice–Social Cohesion–Critical Diversity

We deeply care about and commit ourselves to creating a campus climate that is socially just. We recognise that this can be achieved through our understanding of the value of diversity and through our collective efforts to interrupt and eradicate all forms of unearned power and privilege, internalised oppression, internalised domination and discrimination. Through the pursuit of these two constitutive elements (social justice and critical diversity), we aspire towards creating a socially cohesive student body, student life and UFS community. The ideal is that the last-mentioned community should use its power and privileged positionalities to ensure humanising lived experiences for those who are different from them (i.e. socially, economically, politically, religiously, disability-wise, sexual orientation, class, place of origin, culture, language, etc.).

## Identified opportunities

We will work with various institutional governance structures of the university (SRC, Institutional Forum, Senate and Council), university management, faculties and departments. This we intend to do through the Integrated Transformation Plan (ITP).

In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider

community as a distinct opportunity to establish the ethos as set out in this document in the whole environment.

The currently intersectional framework, the pedagogy of discomfort and the humanising pedagogy form a firm foundation for transformation. The ITP will facilitate the creation of socially just humanising lived experiences for members of the university community. It is important that these members should be critical about their positionalities of power and privilege and that they intentionally work towards ensuring social justice and social cohesion.

## Goal statements:

1. Create co-curricular programmes that critically address themes such as social justice, critical diversity, transformation, citizenship, human rights, democracy, intersectionality, pedagogy of discomfort, humanising pedagogy and social cohesion.
2. Foster powerful partnerships with faculties, departments, the higher education sector, the DHET and international institutions.

## 7. IMPLEMENTATION

During implementation of the HS 2017-2022, we will evaluate and monitor our delivery in key strategic areas. We will also determine whether our programmes are aligned to the needs of the students we serve (Appendix 8.1) while sharply focusing on human capital. The intention is to provide a working environment conducive to job satisfaction, skills development and the implementation of the HS2017-2022 (also refer to Appendix 7.2 for skills identified). The Department will continue to integrate the activities and operations of various programmes in order to improve service levels and maximise limited resources. Student Affairs will also use its partnerships as a means to implement its strategies wherever they can make a positive difference.

# 8. APPENDIXES

## 8.1. Operational Plan Template

### KSA#1: Professionalisation of Student Affairs

| GOAL | OBJECTIVES | MEASURING INSTRUMENT |
|------|-----------|----------------------|
| 1. Enhance research outputs | Quantifiable research output | - Published articles by each division<br>- Presentatioån at conference |
| | Establish a database of research conducted | - Meetings held<br>- Database established<br>- Report, including findings and proposals for research to be conducted. |
| 2. Increase the visibility of Student Affairs as a profession | - Establish Student Affairs project team<br>- Student Affairs branding | - Project team established<br>- Streamlined Student Affairs and divisions<br>- Student Affairs Week<br>- Open Day<br>- Website |
| | Centralised facilities | Space identified |
| 3. Reorganise Student Affairs towards optimal staff utilisation | Skills identification | Database of skills established, including learning activities. |
| | Allocate skills where needed | - Discussions with Human Resources regarding budget and spaces. |
| 4. Foster the continuous professional development of staff | Revive Odyssey and Tipping points for staff to interact in safe space | 4 tipping points annually |
| | Communicate skills needed within Student Affairs | - Develop needed competencies through the professional development of personnel<br>- Human Resources informed of skills needed<br>- Establish skills database for Student Affairs |
| | Recognise staff and students | Establish a system of recognition<br>1 annual prestige event |
| | Alignment with CAS standards | Revision of CAS standards and alignment by Student Affairs divisions |

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| GOAL | OBJECTIVES | MEASURING INSTRUMENT |
|---|---|---|
| 1. Establish outcome-based co-curricular programmes | Set co-curriculum with clearly defined outcomes and partnerships in place for student development. | - Database of learning activities<br>- Develop content continuously |
| | Constructively align all co-curricular programmes and activities in student communities with developmental outcomes (i.e. graduate attributes) and assessment criteria. | Co-curricular programmes and activities aligned with developmental outcomes and assessment criteria. |
| | Align co-curricular programmes and activities with international standards for high-impact practices. | Co-curricular programmes and activities aligned with international standards for high- impact practices. |
| | Establish powerful partnerships, internally and externally. | Partnerships established |
| | Engage student leaders annually in a cycle of conversations to ensure that programme planning, monitoring and reporting are purposeful and aligned with co-curricular goals. | Student leaders engaged |
| 2. Enhance access and participation | Enhance access to co-curricular programmes, with specific focus on off-campus students. Capture student participation in co-curriculum programme to provide E-portfolio for student upon graduation. | Identify off-campus sites for programme delivery on a continuous basis Report on statistics of programme attendance for on- and off-campus students. |

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| GOAL | OBJECTIVES | MEASURING INSTRUMENT |
|---|---|---|
| 3. Enhance quality by monitoring and evaluation | Develop a standard framework for developing, monitoring and evaluating of programmes and activities in collaboration with relevant stakeholders. | - Monitoring and evaluation reporting<br>- Research and literature reporting<br>- Developed templates for reporting |
| | | Annual report on implementation of standardised framework. |
| 4. Establish a system responsive to the environment | Establish a responsive system based on code of ethics and value-driven culture. | - Developed standardised format for use as an early warning system to identify academic risks<br>- Staff trained in skills needed to respond to environment (de-escalation, mediation, difficult dialogues) |

## KSA#3: Student Communities and Structures

| GOAL | OBJECTIVES | MEASURING INSTRUMENT |
|---|---|---|
| 1. Increase participation of non-participating students | Identify existing student communities not associated with SA or college models. | List of student communities & contact details |
| | Have first contact session & negotiations to open conversations and ultimately establish memorandum of understanding | Signed MOU<br>Number of students represented |
| | Create terms of negotiation document | Terms of negotiation document compiled |
| | Identify place within college structure | Signed MOU & number of students represented |
| 2. Expand and increase student communities and establish and strengthen student structures | Identify existing OTHER student communities not associated with S/A or college models | List of student communities |

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| GOAL | OBJECTIVES | MEASURING INSTRUMENT |
|---|---|---|
| | S/A lists all existing community pockets, excluding resident communities (all associations, political, faculty, religious, etc.) | List established |
| | Activate and define possible engagement of S/A programmes with associations | Possible engagements identified |
| | S/A increased total no. of students part of an association. | Total no. of students represented |
| 3. Responsive environment | Revise Student Crisis Protocol to include de-escalation, mediation, difficult dialogues and academic risks, taking into account specific needs | - Revised Student Crisis Protocol and communicated to all stakeholders.<br>- Standardised format for identifying specific needs |
| 4. Advocate inclusive institutional culture | Promotion of social justice, human rights and humanising lived experience. | |

## KSA#4: Intersectionality, partnerships and collaboration

| GOAL | OBJECTIVES | MEASURING INSTRUMENT |
|---|---|---|
| 1. Create intersects between programmes, departments and campuses | Each division shares at least 3 collaborative ventures with others. | Reports<br>Evaluation<br>Performance plan |
| | Each campus has at least 2 collaboration programmes / ventures | Reports<br>Evaluation<br>Performance plan |
| 2. Foster powerful partnerships within the university and beyond | Each division has at least one collaboration with external stakeholders (local, national and international) | Memorandum of understanding<br>Feedback, paper trial<br>Evaluation of performance as evidence<br>Benchmarking report |

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SOAR
Strengths – Opportunities – Aspirations – Results

| STRENGTHS | ASPIRATIONS |
|---|---|
| Diversity | Holistic development and holistic perspective |
| No student hungry, food banks | Psychological and emotional wellbeing |
| Universal access, CUADS | Safety and security |
| Proactive | Developing life skills |
| Academic criteria for elected positions | Creating and channeling students towards opportunities |
| Research desk | Enabling students/staff to obtain a competitive edge |
| Open door policy | Professionalising of student affairs |
| Human project | Research and staying relevant |
| Odyssey and Tipping points | Passionate about the success of students |
| Integrated excellence awards | Diversity and inclusivity |
| SRC swearing in and handover ceremonies | Building trust relationships in our environment |
| Colleges | Creating a vibrant student life on our campus |
| Student engagement | Greening our campus |
| Rag procession goes into communities | Early warning system |
| Global leadership summit | Student development: Mentoring, Access for all, Citizenship |
| TedEX | Leadership development: value- and ethics-driven |
| Adaptable and flexible | Faculty |
| Dean's Office: One-stop shop | Collaboration |
| Ownership: Culture of accountability | Social justice |
| Qwaqwa FY's Amazing Race | Supporting students |
| Campus orientation | CAS |

**STRENGTHS**

**ASSETS, CAPABILITIES, ACCOMPLISHMENTS TO BUILD UPON**

Proximity and access: Enclosed campus
Knowledge and experience of staff
CUADS , SASL, ULFE (integrated)
Buildings and facilities
ICT support, online engagement
On- and off-campus accommodation
Positionality as Student Affairs
Collaborations and partnerships
Forum engaging off-campus landlords
Support from community
National and international partnership and collaborations
Vibrant student life
Living and learning spaces
Brand
3 campuses
Budget
Support from senior management
Expertise for academic output
Rich data

| OPPORTUNITIES | RESULTS |
|---|---|
| Various forms of dialogues | **GOALS** |
| Creating more opportunities for access (online, commuter students) | 1. Increase participation of current students not participating |
| Fundraising and resources, funding strategies | 2. Student communities as structures: Increase, expand |
| Partnerships with faculties and other departments | 3. Outcome-based co-curriculum programmes |
| Alumni | 4. Visibility of Student Affairs: Branding, centralised facilities |
| Training | 5. Quantifiable research output |
| Research | 6. Professionalisation: Staff development, Certified, Critical skills |
| Staff development in different forms of delivery | 7. Monitoring and evaluation system: Annual review of programs, SOP template |
| Staff recognition | 8. Collaboration: Streamline within S/A |
| Partnership with HR | 9. Restructuring: HR, Budget, Spaces |
| Recognition and reward of high-impact projects | 10. System responsive to environment: De-escalation, mediation, difficult dialogues, academic risk, code of ethics, value-driven culture |
| Safety | Project teams |
| Align S/A programmes with student governance structure | Skills: Qualification audit |
| Reimagine responsibilities, functions and structure | 11. Advocate for an inclusive institutional culture based on social justice and human rights |
| Accreditation of programmes | |
| Central Service Points | |
| Universal access, clear referrals | |
| Professionalisation of student affairs | |
| Campus CATS | |
| Organising off-campus students in communities | |
| Facilitating difficult dialogues | |

**IDENTIFIED SKILLS NEEDED:**

Networking, monitoring and evaluation
Research design, method and writing
Facilitation of dialogues
Leadership skills
Conflict resolution
Listening and communication
Planning and organisation
Technology, fundraising
De-escalation and mediation
Critical thinking, reflective skills
Negotiation, including roles and responsibilities
Student development knowledge

# STUDENT AFFAIRS

## STRATEGIC PLAN **2018 – 2022**

### VERSION 3

*Inspiring excellence. Transforming lives.*
*Inspireer uitnemendheid. Verander lewens.*

UNIVERSITY OF THE
**FREE STATE**
UNIVERSITEIT VAN DIE
**VRYSTAAT**
YUNIVESITHI YA
**FREISTATA**

**UFS·UV**
**STUDENT AFFAIRS**
**STUDENTESAKE**
**DITABA TSA BAITHUTI**

# FOREWORD
## BY THE DEAN OF STUDENT AFFAIRS

The Student Affairs Humanising Strategy 2022 (HS 2022) echoes the spirit of the University of the Free State (UFS) Strategy 2018-2022, which identifies seven strategic goals (and objectives): *goal 1 - improve student success and wellbeing; goal 2 - renew and transform the curriculum; goal 3 - increase UFS contribution to local, regional and global knowledge; goal 4 - support development and social justice through engaged scholarship; goal 5 - increase the efficiency and effectiveness of governance and support systems; goal 6 - achieve financial sustainability; goal 7 - advance an institutional culture that demonstrates the values of the UFS.*

HS 2022 is committed to the UFS Integrated Transformation Plan (ITP). The ITP imagines a transformed university in South Africa as: *"…one which will strive for social justice in everything it does. It will be an institution where its diverse people feel a sense of common purpose and where the symbols and spaces, systems and daily practices all reflect commitment to openness and engagement. It will respond to the needs of the local community, while at the same time participating in global knowledge production. It will be an institution that engages actively with its colonial and apartheid legacies and recognises its common humanity and the universal nature*

*of intellectual endeavour. A transformed university will be a place for competing views, disagreements, and sometimes even discomfort"* (ITP: 2017, p. 2).

The collaboratively developed ITP Framework indicates that *"…transformation in South Africa means the dismantling of the legacy of apartheid and colonialism at political, social, economic, and intellectual levels in order to adopt new practices, modes of organisation, and values capable of delivering social justice"* (p. 2). So, in the end, 10 work streams, grouped into three broad areas, were chosen: **Core University Functions** - *Teaching and Learning, Research, Internationalisation and Innovation, and Engaged Scholarship;* **University Culture** - *Student Experience, Staff Experience and Composition, Names, Symbols, and Spaces, and Universal Access;* **Structural Issues** - *Financial Framework (Size & Shape), Governance, Systems, Policy, and Administration and The Multi-Campus Model.*

HS 2022 assists Student Affairs in reimagining its role, aims and objectives. The intersectionality framework has been chosen to articulate and address the reality that the Academic Project and the Human Project cannot be separated. We believe that HS 2022, which is built with the ITP as our foundation, will enhance the holistic development of students and humanise their lived experiences.

In addition, we realise that Student Affairs can only enhance the impact of implementing its mandate through existing (and new) collaborations and partnerships with other UFS departments and divisions.

The Student Affairs Division will contribute or add value to the UFS through:

- *Co-curricular programmes and activities (Academic Project). These programmes and activities will be presented through the College of Student Affairs.*
- *The two pedagogies (the humanising pedagogy and the pedagogy of discomfort) and universal access. These pedagogies, in our view, advance the aspirations of the Human Project.*
- *The intersectionality framework. This framework recognises the intersectionality of lived student and staff experiences. Our students do not live single lives; therefore, we cannot use single strategies to address multiple issues. The intersectionality framework allows us to address the multiple identities embodied by our students.*

This strategic plan articulates the commitment of all Student Affairs departments, captures the vision of the team, and aligns itself with the larger UFS strategy and the ITP for the next five years. The spirit of commitment and enthusiasm evident in the team, the positive energy characterising our interactions, the emphasis on appreciative inquiry, and the two abovementioned pedagogies

permeate the five key areas that together form the cornerstone and focal point of the Strategic Plan, namely:

- *Professionalisation*
- *High-impact practices*
- *Student communities and structures*
- *Intersectionality, partnerships and collaboration*
- *Integrated Transformation Plan - Institutional Change: Social Justice, Social Cohesion, Critical Diversity*

The departments will continue to pursue their particular mandates in order to translate them into service deliverables within the context of their specific work areas, taking account of the five aforementioned key areas. This plan is the direct result of the discussions conducted at the first Strategic Planning Workshop held from 24 to 26 October 2016 and the Strategic Plan Review Workshop held from 29 November to 1 December 2017 and it seeks to facilitate the implementation of the ideas related to the five key areas. Student Affairs will continue to receive inputs from our three campuses to make our strategy of humanising the student lived experience a reality.

Mr Pura Mgolombane
**DEAN OF STUDENT AFFAIRS**

# CONTENTS

# 1 | VISION & MISSION OF STUDENT AFFAIRS

## 1.1. VISION

To be a data-driven, evidence-based co-curricular environment.

## 1.2. MISSION

- To base the UFS institutional culture on values, humanising behaviour, human rights and social justice principles.
- To inculcate prosocial student behaviour, student engagement and an inclusive institutional culture.
- To provide support for student wellbeing.
- To develop effective student governance and leadership excellence.

# 2 | VALUES OF STUDENT AFFAIRS

The DSA values will be based on the five core institutional values, namely:

- Setting high standards to achieve superior academic performance.
- Embracing humanity by promoting a culture of tolerance and mutual respect.
- Pursuing competitiveness through embracing institutional distinctiveness.
- Providing a university experience that nurtures emergent leaders.
- Synergising academic excellence with the quest for effective public service and giving back to the community.

The value proposition of Student Affairs is to create a socially just student life experience that is conducive to student academic success, student engagement and critical thinking. Accordingly, the DSA's thoughts, intentions, actions and reflections will be based on the following values:

## 2.1. HUMANITY

The DSA places the highest value on the humanity of its students and staff. This means that we treat all students and staff with dignity and respect.

## 2.2. ETHICS

The DSA regards it as critically important that students and staff be guided by ethical principles. This means that their daily lived experiences should focus on one fundamental question: How can I live an ethically good life? Thus, a student or

staff member should always strive to do what is ethically good for himself/herself, other people, the UFS and society in general.

## 2.3 CRITICAL DIVERSITY LITERACY

The DSA's programmes and activities will emphasise the concept of critical diversity literacy (CDL). This way of thinking seeks to identify, deconstruct and disrupt power structures in order to create possibilities for social justice. In this regard, the DSA will study how power and privilege produces and reproduces itself, because we believe that relevant knowledge and deep understanding facilitate the ability of all students and staff members to play a truly meaningful role in the transformation of the UFS and make its institutional culture genuinely inclusive. So, the vital source/origin of the DSA's modes of being and ways of perceiving is located in the notion of CDL.

## 2.4. SOCIAL JUSTICE

The DSA undertakes to facilitate student lived experiences. All students and staff members will be guided by the intersectionality framework towards a deeper understanding of the value of critical diversity. Critical diversity transcends observable differences in order to investigate how power, privilege, dominance and oppression operate to unfairly favour/benefit certain groups of people whilst unfairly disadvantaging other groups.

## 2.5. INTEGRITY

The DSA believes that integrity is a value of the highest importance. Although we accept that rules, regulations, policies and procedures are necessary to enforce minimum standards of human behaviour, we also believe that all these efforts will come to nothing without personal integrity. Therefore, integrity is the value we wish to inculcate among our students and staff. It is only through this fundamental value that a socially just society will be possible. This conviction is based on the knowledge that a person of integrity is, among other things, honest, truthful, trustworthy, reliable and virtuous – all personal traits without which a just society could not exist.

# 3 | REFLECTING ON PROGRESS

Although note is taken of the work already done by Student Affairs towards formalising its operations and planning, the adoption of the HS 2022 represents a new strategy. This strategy will concentrate the operations and efforts of Student Affairs to enable it to achieve its stated goals. The progress made in this regard will be reported on a quarterly and annual basis.

The DSA believes that **integrity** is a **value of the highest importance**. Although we accept that rules, regulations, policies and procedures are necessary to enforce minimum standards of human behaviour, we also believe that all these efforts will come to nothing without **personal integrity.**

# 4 | STUDENT AFFAIRS PROFILE
**4.1. Organogram**

**Dean: Student Affairs**

**OFFICE OF THE DEAN: STUDENT AFFAIRS**
– Senior Officer: Administration
– Finances and Social Justice

**PROFESSIONAL ASSISTANT & STUDENT GOVERNANCE**
– Student Representative Council
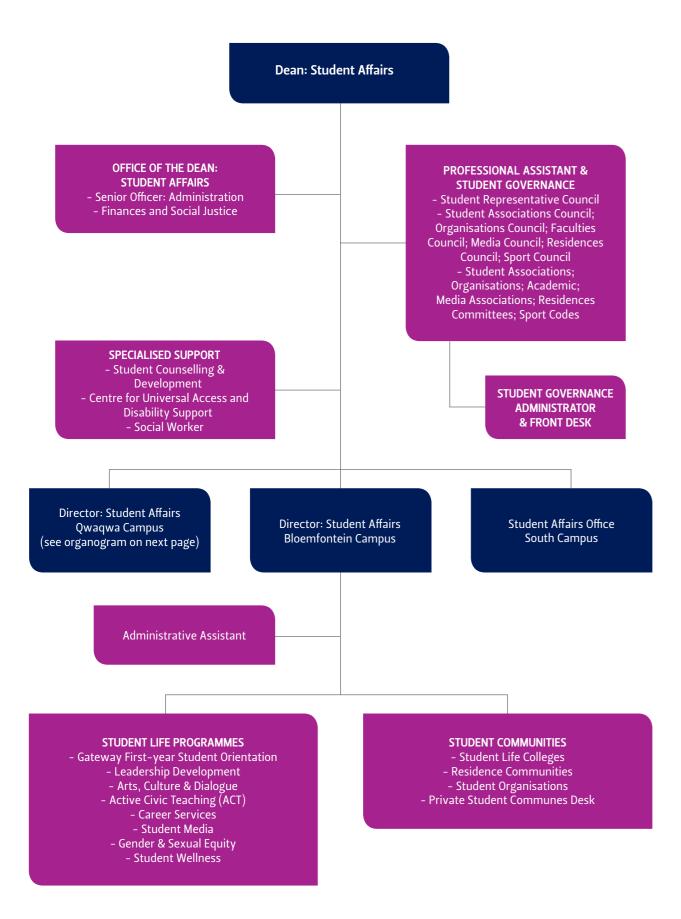– Student Associations Council; Organisations Council; Faculties Council; Media Council; Residences Council; Sport Council
– Student Associations; Organisations; Academic; Media Associations; Residences Committees; Sport Codes

**SPECIALISED SUPPORT**
– Student Counselling & Development
– Centre for Universal Access and Disability Support
– Social Worker

**STUDENT GOVERNANCE ADMINISTRATOR & FRONT DESK**

Director: Student Affairs Qwaqwa Campus (see organogram on next page)

Director: Student Affairs Bloemfontein Campus

Student Affairs Office South Campus

Administrative Assistant

**STUDENT LIFE PROGRAMMES**
– Gateway First-year Student Orientation
– Leadership Development
– Arts, Culture & Dialogue
– Active Civic Teaching (ACT)
– Career Services
– Student Media
– Gender & Sexual Equity
– Student Wellness

**STUDENT COMMUNITIES**
– Student Life Colleges
– Residence Communities
– Student Organisations
– Private Student Communes Desk

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**Dean: Student Affairs**

**OFFICE OF THE DEAN: STUDENT AFFAIRS**
– Senior Officer: Administration
– Finances and Social Justice

**PROFESSIONAL ASSISTANT & STUDENT GOVERNANCE**
– Student Representative Council
– Student Associations Council; Organisations Council; Faculties Council; Media Council; Residences Council; Sport Council
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**SPECIALISED SUPPORT**
– Student Counselling & Development
– Centre for Universal Access and Disability Support
– Social Worker

**STUDENT GOVERNANCE ADMINISTRATOR & FRONT DESK**

Director: Student Affairs Qwaqwa Campus

Office Assistant / Office Manager (proposed)

**HEALTH & WELLNESS**
– Social Worker
– Professional Nurse
– HIV and Aids
– Sport
– Career Guidance
– Residence Life
– Specialised Support

**STUDENT DEVELOPMENT**

The **Office of the Dean of Student Affairs** provides strategic direction and leadership to all Student Affairs divisions.

## 4.2. OFFICE OF THE DEAN OF STUDENT AFFAIRS

The Office of the Dean of Student Affairs (DSA) provides strategic direction and leadership to all Student Affairs divisions. These divisions are positioned within the following four areas that focus on the **learning activities, support, development and success** of students: (1) student governance; (2) specialised support; (3) student communities and (4) co-curricular programmes. The diagram below illustrates the four overarching focus areas of Student Affairs:
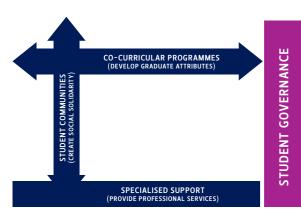


**Figure 1:** *Four focus areas of Student Affairs divisions*

The Office of the Dean: Student Affairs also acts as a conduit between the student leadership and students in general on the one hand, and

management and other university stakeholders on the other hand. In this role, the DSA provides high-level advice to all stakeholders and acts as an advocate for student interests in the context of the ITP. The DSA provides general assistance to students, facilitates financial and social support for students and mediates student academic and social issues. The DSA serves as a point of contact for students who encounter and/or experience discrimination and/or any form of social injustice. The DSA is also responsible for reviewing and developing student-related policies and contributing to the creation/amendment of all other university policies that have a direct impact on students. The DSA is a last resort when conflict arises within the student-affairs environment. The DSA makes representations to and participates in different management and governance structures, such as the Council, Senate, Institutional Forum, University Management Committee and the Dean's Forum,

among others.

The senior officer in the Office of the Dean is responsible for the effective management and administration of this office.

### 4.3. STUDENT GOVERNANCE

The Office of the Dean facilitates student governance activities, such as elections, training and strategic planning. These activities promote the active participation of the student leadership in institutional governance. This is done to ensure that the objectives of section 35 of the Higher Education Act 101 of 1997 as amended are achieved.

This office focuses on the following:
- Ensuring that the institutional SRC through its composition represents the SRC members on all three campuses.
- Development of a structured training programme.
- Development of a registration system and process to ensure the effective functioning of student associations. The registration process will evolve into a continuous capacity building programme.
- Development of functional governance structures, involving:
  class representatives, school representatives and faculty representatives;
  - first-year committees, residence subcommittees and residence committees;
  - association executives and an associations council;
  - SRC executive councils, SRC portfolios, SRC executive committee, institutional SRC; SRC Student Parliament.

The Office of the Dean is responsible for the proper functioning of

student governance. Therefore, special attention should be paid to the following:

- Effective policies and systems.
- Free and fair elections.
- Development and implementation of standard operating procedures for structures.
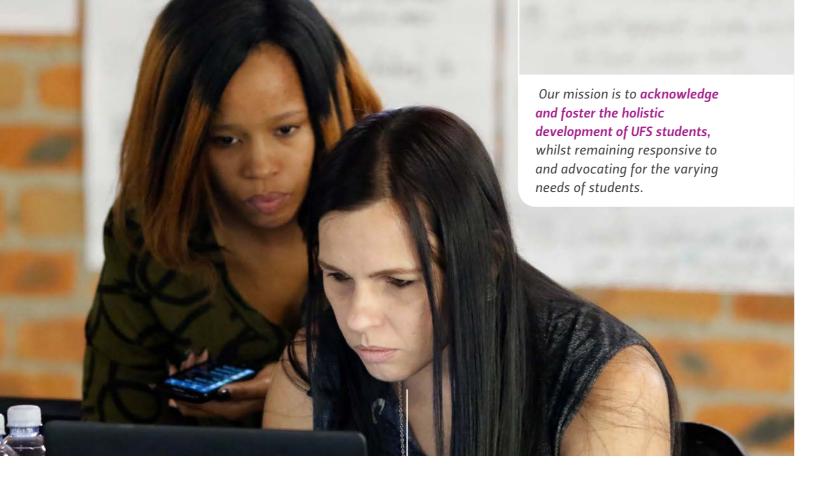
### 4.4. SPECIALISED SUPPORT

4.4.1. Student Counselling & Development (SCD)

Student Counselling & Development's vision is to promote, enable and optimise students' self-actualisation and sense of community. Our mission is to acknowledge and foster the holistic development of UFS students, whilst remaining responsive to and advocating for the varying needs of students. We ultimately aim to support students in the resolution of challenges that impede the fulfilment of their potential by creating an environment conducive to the development and achievement of individual, academic and career goals.

In order to achieve the abovementioned objectives, SCD provides the following services to registered UFS students:

- Individual and group therapy.
- Career counselling (also offered to prospective students at a fee).
- Psychological crisis response and an after-hours on-call service.
- The designing and presentation of developmental workshops on topics such as stress- and time-management, emotional intelligence (EQ) and self-esteem. The workshops are reviewed on an annual basis to make the necessary improvements and adjustments. New workshops are developed regularly (and on request) to address specific needs. We have recently introduced the concept of 'Workshop Packages' as a co-curricular activity.
- An eight-week Rational Emotive Behaviour Therapy Programme (REBT) is offered to students seeking counselling. The REBT Programme is a practical, action-oriented approach to assist individuals in overcoming

The Office of the Dean facilitates **student governance** activities, such as elections, training and strategic planning.

CUADS wants the University of the Free State to become a higher education institution recognised for its efforts towards human reconciliation by creating and providing opportunities for students with disabilities. This will be done through the promotion of the human rights of persons with disabilities, including the development of practices such as universal design and universal access. The ultimate aim is to create a welcoming institutional culture on all three UFS campuses that embraces students with disabilities and helps them to perform well academically. The application of the principles of universal design and universal access will be instrumental to move away from the traditional focus on the individual with a "problem". It will enable the UFS to create an environment in which students with disabilities can experience all aspects of student life in a way similar to the experiences of their non-disabled peers.

The activities of the CUADS are rendered, facilitated and coordinated through the implementation of the following programmes and collaborative partnerships:

- Disability Support Programme, which provides both a specialist and coordinated holistic approach towards student support. The programme also makes available information for data collection and reporting purposes. The aim of the programme is to create enabling environments to empower students with disabilities to participate on an equal footing.
- Accessible Transport Programme, which provides accessible transport to students with disabilities between the Bloemfontein and South Campuses.
- Liaison, Awareness and Advocacy Programme for the development of awareness and advocacy for persons with disabilities across all three campuses. Partners are the Centre for Teaching and Learning, and Student Life and Communities.
- Staff with Disabilities Programme in partnership with Human Resources to provide optimal support to staff members with disabilities.
  - Staff Development and Training Programme in partnership with Human Resources to develop an institutional, knowledge-based culture of mindfulness regarding the diverse student population of the UFS.
  - Accessibility Programme in partnership with University Grounds & Estates to ensure access to all buildings and facilities for all users, in accordance with the principles of universal access and universal design.
  - Accessible Study Material

and coping with adversity, achieving goals and enhancing personal growth by addressing attitudes, unhealthy thoughts and emotions, and maladaptive behaviours.
- An eight-week Self-Esteem Enhancement Programme. Positive self-esteem has been shown to lead to an increase in psychological wellbeing, happiness, academic achievements, adjustment and success.

SCD's collaborations with other departments:
- Student Wellness: the presentation of Emotional Intelligence (EQ) and Healthy Relationships workshops within the Student Wellness Programme.
- Housing and Residence Affairs (HRA): the presentation of developmental workshops at residences.
- Social Work Department: the administering and interpreting of psychometric assessments for selection purposes.
- Student Academic Services (SAS): the administering of psychometric evaluations with the purpose of providing recommendations related to the admission of prospective students who do not meet the prescribed admission requirements of the university. These evaluations flow from referrals by the

UFS Admissions Office.
- Unit for Professional Training and Service in the Behavioural Sciences (UNIBS): the training, rotation and supervision of intern counselling psychologists.
- Centre for Universal Access and Disability Support (CUADS): assessments, evaluations and recommendations relating to extra-time dispensations.
- Faculty of Theology: Theology Developmental Programme to ensure that selected students are provided with the necessary developmental skills.
- SCD Qwaqwa Campus: programme and service alignment.

Other projects:
- The development of a Student Toolkit, which will be made available in both hard copy and electronic format. This toolkit will provide students with basic therapeutic tools and strategies for self-help purposes.
- Mental Health Day to create awareness of mental health and the psychological challenges that many students face.

**4.4.2. Centre for Universal Access and Disability Support (CUADS)**

Production Programme in partnership with academic departments and lecturers for the provision of academic support through the coordination and production of accessible learning material and lectures.
- Communication Access Programme in partnership with Interpreter Services for the provision of academic support through the facilitation and coordination of communication access.
- Alternative Assessment Programme in partnership with the Exam Division and Student Development and Counselling for facilitating and coordinating alternative assessment options.
- Student Academic Support Programme in collaboration with the Centre for Teaching and Learning.

CUADS provides a support service to the following categories of students with disabilities:

- Specific learning difficulties (e.g. dyslexia, ADD/ADHD, hyperactivity).
- Mobility impaired (e.g. wheelchair users, amputees, cerebral palsy, muscle dystrophy, spina bifida, and multiple sclerosis).
- Visually impaired (e.g. blind, partially sighted). Students receive all their study material and textbooks in the format of their choice, which includes braille, audio (material is read on a digital recorder), enlarged material and Etext.
- Hearing impaired (Deaf, hard of hearing and deafened).
- Debilitating psychological and other chronic conditions (e.g. schizophrenia, epilepsy, panic disorder, anxiety).
- Temporary impairments (e.g. a broken hand).

Special arrangements made for students include:

- Amanuensis for some students during tests/ exams.
- Application for extra time during

tests/exams in accordance with a student's specific impairment. (This is done via a formal process of testing and interviewing by a panel from Student Counselling and Development.)
- Upon request, tutors are arranged for students in cooperation with the A_Step Programme on campus.

The Centre assists students in gaining access to: study courses; buildings on campus (including lecture venues); learning material; residences; sporting activities; South African Sign Language interpreter services and other communication access methods (for deaf, hard-of-hearing and deafened students); computer facilities (the CUADS computer lab houses the latest assistive technology and software, including alternative furniture and adapted hardware for physically impaired and blind students); and specialised exam and test venues for the implementation of alternative test and exam procedures.

## 4.5. STUDENT COMMUNITIES AND CO-CURRICULAR PROGRAMMES

The concept of student communities assumes that communities provide a context that is most conducive to the learning activities, development and success of students. In this regard, Student Life Colleges provide the communal structure for Student Life Programme delivery on a macro level. The mere existence of student communities will not necessarily result in student development, therefore the functioning of each

respective community has to be based on specific developmental purposes.This means that specific developmental outcomes must be developed in order to enhance the employability of graduates. Furthermore, it is important to optimally develop students through the seamless integration of the social context and the academic context of the student experience, i.e. the in-class and out-of- class experiences.

The fostering of communities at the UFS has two distinct foci, namely, nurturing a sense of belonging among all individuals (through Student Life Colleges) and facilitating active student engagement (in Student Life Programmes). This is done through different groups nested in one another, starting from the smallest group and moving consecutively to the largest entity. These groups are as follows:

- Small groups of ±50 students (e.g. corridors in residences; small associations; interest groups).
- Middle-sized groups of ±150-250 students (e.g. residence communities; larger associations).
- Large groups of >1000 students (Student Life Colleges; Bloemfontein Campus x 5; Qwaqwa Campus x 3; South Campus x 1).
  - Macro groups (the Kovsie community).
  - It is important to note that all members of the university community

(not only students) could function as active members of these communities. It is important to keep in mind that student communities can function as either an extension of the intellectual estate of the institution, or as a disconnected entity that has little developmental impact.

The building of powerful partnerships is therefore considered an important strategic goal. In this regard, the following partners have been identified:

- Faculties and academic centres.
- Centre for Teaching and Learning.
- All Student Affairs departments and divisions (e.g. the Centre for Universal Access and Disability Support; Student Counselling & Development; No Student Hungry Programme).
- Housing and Residence Affairs.
- Protection Services.
- Institute for Reconciliation and Social Justice.
- UFS Law Clinic.
- Human Rights Centre.
- Student governance structures.
- Parents and alumni.

## 4.6. STUDENT AFFAIRS: QWAQWA CAMPUS

The Director: Student Affairs, Qwaqwa Campus manages the Student Affairs Department for Student Life, Student Governance and



*The office provides strategic support to all Qwaqwa Student Affairs departments*

Development, Career Guidance, Student Counselling & Development, Orientation and Learning Communities, Volunteers, RAG Community Services, Sports, Arts and Culture. The responsibilities, amongst other things, are general administration, training and development of student leaders, project management, strategy, risk management, budgeting and control, research and marketing, policy development and review, and community engagement. The key responsibilities are weighted differently, and strategy and risk management are considered to be very important.

The office provides strategic support to all Qwaqwa Student Affairs departments:

- The office responds to a full range of student issues and works with SDOs and the student population to ensure that their views are heard and responded to at an appropriate level within the institution.
- It approves student developmental projects.
- It serve as a link between the Office of the Dean of Students, the Campus Vice Principal and student leadership in general.
- It supports and facilitates the planning and coordination of the Gateway Orientation Programme for first-time first-year students.
- It ensures the coordination and management of SRC programmes and activities, and approves sourced technical expertise.

## Student Counselling and Development

Student Counselling & Development (SCD) focuses on helping students overcome daily life and academic challenges. In addition, we implement preventative mental health projects and initiatives and assist students in developing their full potential. The aim is to provide them with the necessary skills, knowledge, support, and competencies to be successful in their personal lives and occupations. Activities include:

- Advocacy programmes aimed at the broader student population with regard to mental

health projects.
- One-on-one interviews with referred students to provide support, if needed.
- Partnerships with various departments to support healthy living.

## Career Office

The everyday responsibilities of the Career Development Officer include consultations on CV-writing skills and assisting with mock interviews. It is the responsibility of the officer to do research on the potential employer and make the mock interview as realistic as possible. We also assist with motivational letters for bursary applications.

Services and programmes:

- Equipping students for the world of work through various interventions.
- Assisting students with CV- and cover-letter writing.
- Equipping students with negotiation and networking techniques.
- Developing students' interview skills.
- Supporting students with their career development path.

## The Clinic

The Campus Clinic Service offers a comprehensive outpatient healthcare service. Dedicated medical practitioners and professional nurses assist students with health issues and life choices while they (the students) are pursuing their academic goals. Students are encouraged to seek assistance and guidance as early as possible. The clinic:

- Prescribes and administers medication to students.
- Emphasises the importance of good nutrition for good health.
- Liaises with the broader community with regard to all health-related matters
- Provides sexual and reproductive education to students.
- Provides infection control.

## HIV/AIDS

The HIV/AIDS units promote healthy living among students living with the virus. They do this through various campaigns, e.g. HTC campaigns, condom issuing, STI awareness campaigns and the provision of information on HIV/AIDS. Their tasks include:

- Liaising with various stakeholders internally, and creating awareness about HIV/AIDS externally.
- Advocacy programmes focused on voluntary testing, abstinence and use of condoms.
- Providing support to students living with the virus.

## Social Work

The office provides support to vulnerable students and is responsible for assessing students referred to the office for means testing and gathering information about students' socio-economic conditions. Based on assessment findings, the office makes recommendations on funding allocations and academic inclusions in cases where students failed to meet requirements as a direct result of distress caused by various factors. It also assists with drug abuse and related problems.

Services rendered:
- Provides support to hungry students.
- Makes assessments and recommendations on bursary allocations and the academic inclusion of needy students.
- Refers vulnerable students for counselling and clinic assistance.
- Collaborates with external stakeholders to enhance service provision to students.

## Student Life

Based on the premise that university residences are a home away from home, we strive to create a happy, productive and secure environment for students.

Students are encouraged to participate in various activities to bring vibrancy, social cohesion and a sense of belonging to their lives.

Programmes:
- Mandela Day Community Outreach Project to create responsible citizens.
- Residence leagues and annual social sports day.
- Talk and dialogue shows to promote involvement of the student population.
- Learning projects to provide support to first-year students.
- Green campaigns to minimise the carbon footprint.
- First-aid training to provide life skills to student leaders.

## Sport

Sport brings people together and promotes social cohesion. University sport contributes to the national sports agenda and as such plays a very important role in nation-building. The Qwaqwa Campus offers a range of sports: soccer, netball, volleyball, cricket, basketball and chess.

Programmes to promote sport:
- Intervarsity and intra-leagues.
- League fixtures to sustain student participation
- Coaching clinics to enhance the quality of sport.
- Recreational sport to promote inclusivity and participation.
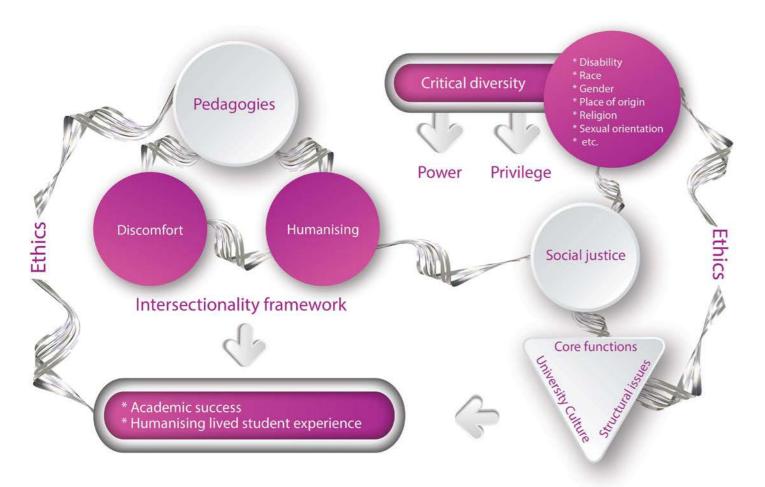- Sports awards to recognise excellence.

# CONTEXTUALISING THE STRATEGY

## Certain about uncertainty
## Comfortable with discomfort

**2018 | VERSION 3**

### DSA Strategy Framework **2018–2022**

Inspiring excellence. Transforming lives.
Inspireer uitnemendheid. Verander lewens.

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA

UFS·UV
STUDENT AFFAIRS
STUDENTESAKE
DITABA TSA BAITHUTI

## 5 | CONTEXTUALISING THE STRATEGY

This strategy seeks to reimagine the role, aims and objectives of Student Affairs at the University of the Free State (UFS). The Student Affairs Humanising Strategy 2022 (hereafter HS 2022) builds on the spirit of the UFS Strategy 2018-2022 and the ITP. The ITP identifies three key pillars upon which it rests. These are: the Core Functions, the University Culture and Structural Issues. HS 2022 recognises that although it is possible to separate these three pillars in theory, in practice, however, it is not only difficult but also not desirable. It is for this reason that HS 2022 has reimagined the role, aims and objectives of Student Affairs at the UFS. The intersectionality framework has been chosen to articulate and address the complexities identified by the ITP, both in theory and practice.

Student Affairs' contribution to the UFS will, firstly, be through the co-curricular programmes and activities (Core Functions). These will be presented through the Division of Student Affairs. Secondly, it will add value through the two pedagogies (i.e. humanising pedagogy and the pedagogy of discomfort). These pedagogies will advance the aspirations of the ITP with regard to the University Culture. Lastly, it will contribute through the intersectionality framework (Structural Issues). This framework recognises the intersectionality of lived experiences. Because people do not live single lives, we cannot use single strategies to address multiple issues. This rings true for students. For example, you may encounter a black student who is classified as female, but is actually transgender, who may also have a disability or multiple disabilities, who is poor and yet excels academically. In this example, the intersectionality framework allows us to address the multiple identities the student embodies. For us to succeed, our systems, structures and processes should be positioned optimally. The Student Services Committee (SSC), for example, will be one of the structures operating within an intersectional framework and will be better positioned to monitor, evaluate and strengthen the intersectionality of the university culture and the way this culture enhances or inhibits the core

function of the university. The DSA will review and assess the existing structures for their compatibility with the intersectionality framework.

## 6 | STUDENT AFFAIRS KEY STRATEGIC AREAS

The SOAR model was used as a blueprint for strategic engagement (refer to Appendix 8.2). "Like the Appreciative Inquiry (AI) 4-D model, the planning starts with an inquiry, using unconditional positive questions to discover the organisation's core values, vision, strengths and potential opportunities. The inquiry is a time of reflection into the strengths of the past and how these have been constructed with an eye towards creating the change we may desire (i.e step 1 and 2). Next, the participants enter the imagination phase, in which time is spent dreaming and co-constructing the preferred future. At this transformation point, values are affirmed and long-term objectives and strategic alternatives and recommendations are presented. The next phase is a time of innovation to begin the strategic design of objectives, tactical and functional plans, integrated programmes, structures and systems to best achieve the desired future. To ensure that measurable results are achieved, the AI approach and SOAR framework recognise that [we] must be inspired through authentic recognition and rewards systems. In short, the processes of assessment, planning, implementation and control are replaced with the concepts of 'inquire', 'imagine', innovate' and 'inspire' (Stavros, Cooperrider & Kelly, 2003).

This model of engagement has assisted Student Affairs in identifying its key strategic areas as follows:

## 6.1. KSA #1: Professionalisation

We deeply care about the professionalisation of Student Affairs and aspire to prioritise research in order to ensure that our praxis remains data-driven. We passionately want to develop Student Affairs staff in such a way that they remain relevant to the developmental needs of students and exhibit a competitive edge within the higher-education sector.

We recognise that the continuous professional development of staff in key competency areas presents itself as a definite opportunity to professionalise Student Affairs at the UFS even further. The opportunity to build a strong partnership with Human Resources and to establish a system of recognition for the professional achievements of staff is therefore important. The reimagining of roles and responsibilities in order to create a more effective structure is also seen as an important prospect to pursue.
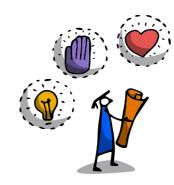
We wish to build on our current strengths and successes. Past experiences with the Odyssey and Tipping Points programmes have created a firm foundation for the professionalisation of Student Affairs. Furthermore, the existing culture of ownership and accountability and our willingness to be proactive are considered huge assets in the current environment. The way in which the Student Affairs research desk functions also helps to strengthen this professionalisation.

Goal statements:
1. Enhance research outputs with a distinct scholarly focus.
2. Increase the visibility of Student Affairs as a profession.

3. Reorganise Student Affairs to optimally utilise staff members.
4. Foster the continuous professional development of staff.
5. Promote effective corporate governance.
6. Actively link and contribute to Student Affairs organisations.

## 6.2. KSA #2: High-Impact Practices

We deeply care about the employability of our graduates, and we are therefore passionate about developing graduate attributes through co-curricular programmes and high-impact practices. In this regard, the various student communities are seen as sites that provide access to the co-curriculum. Because we want our students to develop as global leaders in their fields, it is vital that co-curricular programmes and activities become internationally recognised. This makes the seamless integration of the in-class and out-of-class experiences of students an important aspiration, something which points towards the academic reconfiguration of Student Life Colleges.

A distinct opportunity exists to create an academic-development committee for Student Affairs. The reconfiguration of existing programmes and activities in order to purposefully align them with specific developmental outcomes is therefore considered an important strategic opportunity. Additionally, the fostering of internal and external partnerships, and the professional development of personnel are also important strategic prospects to pursue.

Current programmes and activities have a number of strengths that can help to effectively develop graduate attributes through co-curricular

# Key Strategic Areas
## UFS Student Affairs

**Certain** about **uncertainty**
**Comfortable** with **discomfort**



NURTURING GRADUATE ATTRIBUTES

BUILDING EMBRACING COMMUNITIES

**KEY STRATEGIC AREAS**

Certain about uncertainty
Comfortable with discomfort

UFS·UV
STUDENT AFFAIRS
STUDENTESAKE
DITABA TSA BAITHUTI

CONSTRUCTING COLLABORATIVE INTERCONNECTIONS

CREATING A SOCIALLY JUST CULTURE

DEVELOPING PROFESSIONALS

programmes and highimpact practices. The current systems encourage active student participation. Although over-involvement can become counterproductive, active engagement currently forms a strong basis to work from. Also, the current way in which programmes and activities are assessed and evaluated forms a good foundation for future research. In this regard, an opportunity exists to relate data more effectively to the theory of student development, and to produce applicable research outputs. The involvement of students in annual planning and feedback conversations on co-curricular programmes creates a culture in which students become actively engaged in these programmes and consequently receive proper recognition for them, something that is important to create student buy-in. Leadership development is considered a particular strength in this regard.

Goal statements:
1. Establish internationally recognised outcome-based co-curricular and social justice programmes.
2. Enhance access and participation.
3. Enhance quality through monitoring and evaluation.
4. Establish a system that is responsive to the environment.
5. Establish innovation, entrepreneurship and intrapreneurship as distinct foci in all programmes and activities.

## 6.3. KSA #3: Student Communities and Structures (enabling environment, conducive communities)



We deeply care about creating inclusive student communities that embrace students in all their diversity, and we provide opportunities for all to access developmental co-curricular programmes and activities. The wellness of all students, whether on campus or off campus, is important to us and, through active involvement in student communities, all students will have the opportunity to develop individually and collectively.

We acknowledge that these aspirations cannot be achieved in isolation, and we therefore aim to collaborate closely with strategic partners, internally and externally. Furthermore, we see the development of personnel and student competencies as an opportunity to establish the kind of environment we aspire to. We also recognise the growth of commuter student engagement in student communities as a particular opportunity to pursue. Social media and other forms of communication can also be used to achieve our goals.

In all of this, we wish to build on our current strengths and successes. The diversity of our student communities and the sense of belonging that has been created (through the nesting of smaller systems in larger systems) are seen as particular strengths. The establishment of a conversational culture (and the way in which it has helped to address stereotypical thinking) has laid a firm foundation for future discussions and the continuous transformation of student communities. The value-driven approach provides strength and direction to students and the way in which residences share resources with one another builds strong student communities. Also, the encouragement of student engagement in programmes and activities enhances individual and collective development. The current peer mentor programme, with its mediated learning approach, is also a tremendous asset.

Goal statements:
1. Increase participation of non-participating students.
2. Expand and increase student communities, utilising the existing Student Life Colleges at all three campuses.
3. Establish and strengthen student structures.
4. Establish a responsive environment.
5. Advocate an inclusive institutional culture.
6. Develop an innovative model for student communities to enhance social solidarity among students.

## 6.4. KSA #4: Intersectionality, Partnerships and Collaboration (three campuses, internal and external)



We deeply care about creating intersections between different programmes, departments, groups and campuses. We recognise that growth and development happens at the place of discomfort and therefore aspire to create a disequilibrium through interconnections.
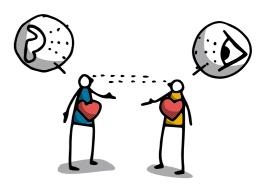
In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider community as a distinct opportunity to establish this ethos in the whole environment.

The current intersectional framework, the pedagogy of discomfort and the humanising pedagogy form a firm foundation for creating this kind of environment.

Goal statements:
1. Create intersections between programmes, faculties, departments and campuses.
2. Foster powerful partnerships within the university and beyond.
3. Establish structural alignment of Student Affairs on all three campuses.

## 6.5. KSA #5: Institutional Transformation Plan (ITP): Institutional Change, *Social Justice, Social Cohesion, Critical Diversity*



We deeply care about and commit ourselves to creating a campus climate that is socially just. We recognise that this can be achieved through our understanding of the value of diversity and through our collective efforts to interrupt and eradicate all forms of unearned power and privilege, internalised oppression, internalised domination and discrimination. Through the pursuit of social justice and critical diversity, we aspire towards creating a socially cohesive student body, student life and UFS community. The ideal is that the UFS community use its power and privileged positionalities to ensure humanising lived experiences for those who are less privileged (i.e. socially, economically, politically, religiously, disability-wise, sexually, culturally and with regards to disability, class, origin and language, etc.)

Identified opportunities

We will work with various institutional governance structures of the university (SRC, Institutional Forum, Senate and Council), university management, faculties and departments. This will be done through the Integrated Transformation Plan (ITP).

In this regard, we consider the fostering of partnerships and collaborations between Student Affairs, the university and the wider community as a distinct opportunity to establish the ethos, as set out in this document, in the whole environment.

The current intersectional framework, the pedagogy of discomfort and the humanising

pedagogy form a firm foundation for transformation. The ITP will facilitate the creation of socially just, humanising, lived experiences for members of the university community. It is important that these members be critical of their positionalities of power and privilege and that they intentionally work towards ensuring social justice and social cohesion.
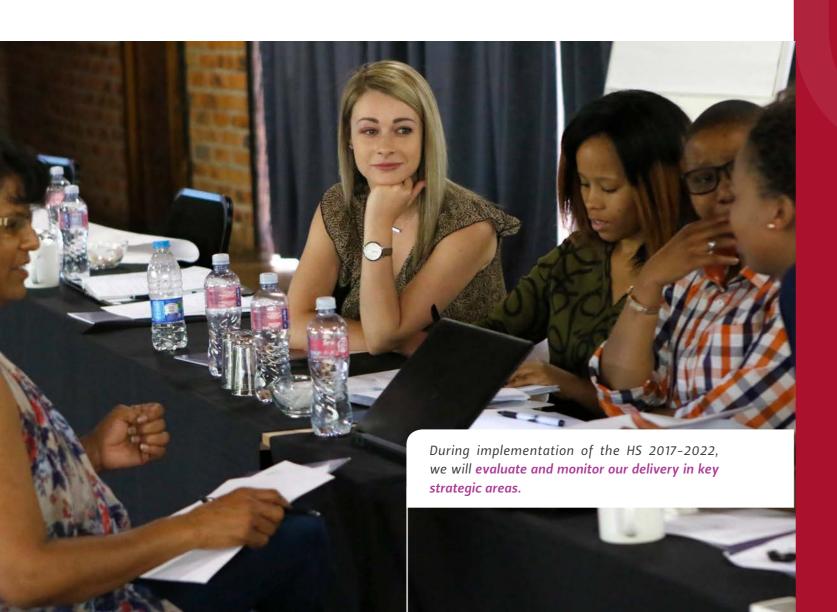
## Goal statements:

1. Create co-curricular programmes that critically address themes such as social justice, critical diversity, transformation, universal access, citizenship, human rights, democracy, intersectionality (disability, sexual orientation and gender), pedagogy of discomfort, humanising pedagogy and social cohesion.
2. Foster powerful partnerships with faculties, departments, the higher-education sector, the DHET and international institutions.
3. Create a campus climate that is socially just to uphold the human dignity of all.

# 7 | IMPLEMENTATION

During implementation of the HS 2017-2022, we will evaluate and monitor our delivery in key strategic areas. We will also determine whether our programmes are aligned with the needs of the students we serve (Appendix 8.1) while sharply focusing on human capital. The intention is to provide a working environment conducive to job satisfaction, skills development and the implementation of the HS2017-2022 (also refer to Appendix 8.2 for skills identified).

The Department will continue to integrate the activities and operations of various programmes in order to improve service levels and maximise limited resources. Student Affairs will also use its partnerships as a means to implement its strategies wherever they can make a positive difference.

*During implementation of the HS 2017-2022, we will **evaluate and monitor our delivery in key strategic areas.***

# 8 APPENDICES
## 8.1. Operational Plan 2018

| OBJECTIVES | | | | |
|---|---|---|---|---|
| **KSA#1:** Professionalisation of Student Affairs | **KSA#2:** High-Impact Practices | **KSA#3:** Student Communities and Structures | **KSA#4:** Intersectionality, Partnerships and Collaboration | **KSA#5:** Transformation: Institutional Change, Social Justice, Social Cohesion, Critical Diversity (ITP) |
| 1. Establish and formalise KSA teams including all the divisions and campuses | 1. Establish and formalise KSA teams including all the divisions and campuses | 1. Establish and formalise KSA teams including all the divisions and campuses | 1. Establish and formalise KSA teams including all the divisions and campuses | 1. Establish and formalise KSA teams including all the divisions and campuses |
| 2. Create and fund a Continuous Professional Development (CPD) programme for all Student Affairs staff focusing on the following themes: a. Universal access b. Gender c. Publications d. Humanising pedagogy e. Disability | 2. Reposition and rebrand Civic and Social Responsibilities activities | 2. Re-affirm value-driven residence communities on all three campuses | 2. Encourage collaboration to eliminate duplication for higher impact | 2. Create platforms for continuous critical dialogues once per term for inclusivity (gender, masculinity, disability and sexual orientation) |
| 3. Build a value-driven culture within Student Affairs | 3. Reimagine the Career Office | 3. Re-imagine the student shuttle service | 3. External partners' values must be aligned with UFS strategies and values | 3. Ensure equitable and socially just residence life |
| 4. Introduce critical dialogues for staff on a quarterly basis | 4. Increase visibility and impact of purposeful programmes in the broader environment | 4. Advocate for the expansion of WiFi access for off-campus students | 4. Ensure Collaboration between Student Wellness, Community Engagement, Service Learning, KovsieACT and Faculties (food security) | 4. Establish a social support team with members drawn from different Student Affairs departments |

| KSA #1 | KSA #2 | KSA #3 | KSA #4 | KSA #5 |
|---|---|---|---|---|
| 5. Implement and instill ethical corporate governance through: a. FINCOM b. IT replacement fund per division | 5. Establish co-curricular transcript through which individual students can receive formal recognition for co-curricular participation | 5. Create functions within Student Affairs dealing with off-campus students in order to: a. Align values of private communes with UFS b. Increase participation in co-curriculum c. Expand college structures (esp. fellows) | 5. Identify and invite key UFS stakeholders into the Student Affairs space for knowledge-sharing and insight | 5. Develop and update existing policies to be inclusive |
| 6. Report on professional bodies and associations involved with each division | 6. Develop programmes (expansion of current programme) related to food insecurity, student behavior modification and wellness | 6. Expand student wellness programmes together with relevant divisions for: a. Social support b. Food security c. Behavioural modification d. Wellness programme and campaigns | 6. Increase visibility and impact in a broader environment | 6. Develop diversity programmes with focus on intersection of gender and disability (HR training) |
| 7. Establish communities of practice in different focus areas where staff can share knowledge, experience and expertise, and maximize their unique strengths to improve quality of work and collaboration | 7. Contribute coherently to engaged scholarship (eco-vehicle, community garden, school project, community celebration and food insecurity) | 7. Enhance student governance model and engagement (e.g. the Heher report) | 7. Make Student Affairs policies accessible to the broader campus community | 7. Build a value-driven culture |
| 8. Brand the professionalisation of Student Affairs | 8. Utilise fellows and identify academic residence heads to build capacity for scholarly engagement | 8. Develop leadership programmes that speak to values and systems of UFS communities | 8. Improve, streamline and cluster functions, administrative systems and corporate governance practices within Student Affairs | 8. Articulate the role of Kovsie-ACT in Civic and Social Responsibility |

| KSA #1 | KSA #2 | KSA #3 | KSA #4 | KSA #5 |
|---|---|---|---|---|
| 9. Expand staff capacity | 9. Expand co-curricular programmes to off-campus private residences | 9. Utilize Lynda.com for student skills development (SRCs, RCs & RAs) | 9. Establish a Student Affairs ITP team | 9. Mainstream the humanising pedagogy and universal access |
| 10. Enhance excellence by means of data-driven practice e.g. membership of professional bodies | 10. Mainstream all programmes to all campuses | 10. Expand student community programmes to Student Life programmes | 10. Mainstream programmes on all three campuses | 10. Enhance Gender and Sexual Equity (GSE) focus and capacity (directorate) |
| 11. Undertake the Student Affairs policy audit, review, development, awareness, training and access | 11. Understand the impact of Higher Education Commission reports and policies (e.g. Heher report, Soudien report etc.) | 11. Intensify safety measures and awareness campaigns in a structured environment | 11. Intensify partnership with CTL | |
| 12. Develop staff competencies (Lynda.com) | | | 12. Prioritise the institutional alignment of student experience in the co-curricular and support environment (HRA, Sports, Gender etc.) on all three campuses | |
| 13. Train staff on funding-proposal writing (external funding sought US/EU) | | | 13. Advocate for SAS to recognise identity pronouns | |
| 14. Develop from staff according to the SOAR facilitation model | | | 14. Establish team to fundraise external funding in partnership with Institutional Advancement | |
| | | | 15. Develop service-level agreements with departments | |
| | | | 16. Establish a Student Affairs registration team to collaborate with the institutional registration team. | |

## 8.2. SOAR model of Student Affairs' strategic engagement
(see Section 6 on explanation of the SOAR model)

| S | STRENGTHS | A | ASPIRATIONS |
|---|---|
| Clear strategic plan and clear vision with goals of what we would like to achieve | Work on KSA teams and be more inclusive of all divisions |
| Strong interconnectedness and social solidarity amongst students | Foster a welcoming, inclusive environment, e.g. regarding gender, issues in residence, disability in RCs, affordability of some rooms (socio-economic aspect). Confronting issues of policy differences. Move towards universal access. Push the value-driven approach in residences. |
| Centre for Universal Access and Disability Support | Train Student Affairs staff on issues of disability. Negotiate with HR on training staff in the broader environment. Intersect the notions of gender and disability. Open dialogues and conversations. |
| Creation of a humanising experience for students. Student Affairs professionals are advocates for students and this creates a reciprocal effect where students respect staff (e.g. for providing food parcels). We are people who care. Insight into student needs. | Expand on ways to address food insecurity Continue engaging students with dignity and show continuous commitment to students Build a value-driven environment/ culture focused on human dignity, even in the face of opposition from students Introduce dialogues and open platforms to hold key discussions |
| Professionalisation of Student Affairs | Expand staff capacity and enhance excellence Encourage assessments, tracking, monitoring, evaluation and reporting of information (data-driven practice) Encourage presentation and publications Join professional organisations (POPA) Attend writing retreats |
| Strong, cohesive staff team in Student affairs Non-hierarchal, strong levels of collaboration, diversity of skills | Utilise the unique strengths of individuals (particularly in KSA teams) Match CPD with strengths Continue with the professionalisation of staff. Build a 'we' and 'us' in projects/ environments Foster collaboration/ partnerships/ teamwork Brand the professionalisation of Student Affairs and showcase it Focus on a teambuilding day for the whole of Student Affairs |
| Strong partnerships built with external stakeholders (within the University and beyond) | Invite stakeholders into our space (meetings, conversations) |
| Strong student governance model and engagement | Continue policy development - roadshow and raise awareness Connect engagement with Civic and Social Responsibility |
| Purposeful programmes | Continue working with all divisions Increase visibility and impact in broader environment Articulate Civic and Social Responsibility |
| Policies | Make sure that all areas are covered and do audits in all areas Build awareness and conduct training Enhance accessibility through website |

| O | OPPORTUNITIES | R | RESULTS |
|---|---|
| Student Affairs Strategic Plan to influence institutional culture | ITP positions Student Affairs in a relevant way |
| Saturation of the environment with humanising pedagogy and universal access for a deep understanding | Access to pedagogy for our programmes to speak to it Identification of scholar in pedagogy for operationalisation of it in our context Intellectual and practical capacity developed |
| Improvement of administrative systems through collaboration between Student Affairs Departments, to work together in functional areas and share expertise and best practice | Access internal capacity to build staff capacity |
| Development of online Student Affairs website / platform / application to provide access to important information and documents | |
| Elevation of Financial Committee | |
| Collaboration with Health, Gender Office, HIV Office and other departments. | Expansion of Student Wellness Programme to include campaigns focusing on risky behaviour significantly influencing student well-being. |

### IDENTIFIED SKILLS NEEDED:

Networking, monitoring and evaluation
Research design, method development and writing
Facilitation of dialogues
Leadership skills
Conflict resolution
Listening and communication
Planning and organisation
Technology, fundraising
De-escalation and mediation
Critical thinking, reflective skills
Negotiation, including roles and responsibilities
Student-development knowledge



*CSRC*



*Cycle Tour*

## 8.3. List of collaborations and partnerships

### WELLNESS AND SOCIAL SUPPORT

- HIV/Aids
- Health
- Student Counselling & Development (SCD)
- Gender
- Department of Psychology

### STUDENT LEADERSHIP DEVELOPMENT

- CTL
- IRSJ
- Student Counselling & Development (SCD)
- ACT
- SLD
- CUADS

### GLOBAL LEADERSHIP SUMMIT

- International Affairs
- Directorate of Institutional Research and Planning
- Department of Research Development
- Institute of Reconciliation and Social Justice
- All faculties
- Various universities in the United States, Europe and Asia

### STUDENT COMMUNITIES

- Student Life
- Residence Life
- CTL
- Fellows
- Housing & Residence Affairs
- University Estates
- CUADS
- Student Counselling & Development (SCD)
- Health Centre
- Wellness Centre
- All Student Life divisions

### SRC ELECTIONS

- SAS
- Finances
- Protection Service

- Physical resources
- ICT

### CIVIL AND SOCIAL RESPONSIBILITY

- Kovsie ACT
- Community Engagement
- Service Leadership
- HRA
- CTL
- CBM
- NAS
- FTC

### STAR OF THE STARS

- Kovsie Marketing

### CUADS

#### Disability Support Programme:

Student Affairs intersectionality:

- Student Life & communities
- Residence Life & Residence Committees
- Career Office
- Student Counselling & Development (SCD)
- Research Desk
- Student Governance
- Partnerships and collaboration
- Faculties & Academic Departments
- Housing and Residence Affairs
- No Student Hungry
- UFS Estates
- Centre for Teaching & Learning
- Bursaries & Loans Office
- Student Academic Services
- Library Services
- Kovsie Health
- Kovsie Sport
- Interpreter Services
- Institute for Reconciliation and Social Justice

#### Liaison, Advocacy and Awareness Programme:

Student Affairs intersectionality:

- Residence Life
- Student Affairs Open Day
- KoviseFM
- Gateway Programme
- Student Counselling & Development (SCD)
- Wellness

Partnerships and collaboration:

- Institute for Reconciliation and Social Justice
- SASL Department
- Communication and Brand Management

#### Staff with Disabilities Programme:

- Human Resources

#### Staff Development and Training Programme:

- Human Resources
- Centre for Teaching and Learning

#### Accessibility Programme:

- UFS Estates
- Institutional Advancement Office
- Institute for Reconciliation and Social Justice

#### Accessible Study Material Production Programme:

- Library Services
- Centre for Teaching & Learning
- Academic Departments

#### Communication Access Programme:

- SASL Department
- Interpreter Services

#### Alternative Assessment Programme:

- Student Counselling & Development (SCD) – Extra-Time Panel
- Exam Division

#### Student Academic Support Programme:

- Centre for Teaching and Learning

### STUDENT COUNSELLING AND DEVELOPMENT (SCD)

#### Wellness/Counselling

- Health
- Student Wellness
- HIV/Aids
- Protection Services
- Centre for Universal Access and Disability Support

#### Development

- Student Wellness
- Student Life & Communities
- Residence Life & Residence Committees
- Career Office
- Student Governance
- Housing & Residence Affairs
- Centre for Teaching and Learning
- Student Leadership
- Centre for Universal Access and Disability Support
- Faculties and Academic Departments

#### Specific Psychometric Assessments

- Department of Social Work
- Faculty of Education
- Faculty of Theology
- Faculty of Humanities
- Student Academic Services
- Centre for Universal Access and Disability Support
- Exam Division

#### Operations, Services & Awareness

- Unit for Professional Training & Behavioural Sciences (UNIBS)
- ICT
- Gateway Programme
- Communication & Brand Management
- Kovsie Media
- Research Desk

# STUDENT AFFAIRS
## STRATEGIC PLAN **2019 – 2022**

### VERSION 4

*Inspiring excellence. Transforming lives.*

UNIVERSITY OF THE
**FREE STATE**
UNIVERSITEIT VAN DIE
**VRYSTAAT**
YUNIVESITHI YA
**FREISTATA**

UFS·UV
STUDENT AFFAIRS

# FOREWORD
## BY THE DEAN OF
## STUDENT AFFAIRS

The Student Affairs Humanising Strategy 2022 (HS 2022) echoes the spirit of the University of the Free State (UFS) Strategy 2018-2022, which identifies seven strategic goals (and objectives): *goal 1 - improve student success and wellbeing*; *goal 2 - renew and transform the curriculum*; *goal 3 - increase UFS contribution to local, regional and global knowledge*; *goal 4 - support development and social justice through engaged scholarship*; *goal 5 - increase the efficiency and effectiveness of governance and support systems*; *goal 6 - achieve financial sustainability*; *goal 7 - advance an institutional culture that demonstrates the values of the UFS.*

HS 2022 is committed to the UFS Integrated Transformation Plan (ITP). The ITP imagines a transformed university in South Africa as: *"…one which will strive for social justice in everything it does. It will be an institution where its diverse people feel a sense of common purpose and where the symbols and spaces, systems and daily practices all reflect commitment to openness and engagement. It will respond to the needs of the local community, while at the same time participating in global knowledge production. It will be an institution that engages actively with its colonial and apartheid legacies and recognises its common humanity and the universal nature*

*of intellectual endeavour. A transformed university will be a place for competing views, disagreements, and sometimes even discomfort"* (ITP: 2017, p. 2).

The collaboratively developed ITP Framework indicates that *"…transformation in South Africa means the dismantling of the legacy of apartheid and colonialism at political, social, economic, and intellectual levels in order to adopt new practices, modes of organisation, and values capable of delivering social justice"* (p. 2). So, in the end, 10 work streams, grouped into three broad areas, were chosen: **Core University Functions** - *Teaching and Learning, Research, Internationalisation and Innovation, and Engaged Scholarship*; **University Culture** - *Student Experience, Staff Experience and Composition, Names, Symbols, and Spaces, and Universal Access*; **Structural Issues** - *Financial Framework (Size & Shape), Governance, Systems, Policy, and Administration and The Multi-Campus Model.*

HS 2022 assists Student Affairs in reimagining its role, aims and objectives. The intersectionality framework has been chosen to articulate and address the reality that the Academic Project and the Human Project cannot be separated. We believe that HS 2022, which is built with the ITP as our foundation, will enhance the holistic development of students and humanise their lived experiences.

In addition, we realise that Student Affairs can only enhance the impact of implementing its mandate through existing (and new) collaborations and partnerships with other UFS departments and divisions.

The Student Affairs Division will contribute or add value to the UFS through:

- *Co-curricular programmes and activities (Academic Project).* These programmes and activities will be presented through the College of Student Affairs.
- *The two pedagogies (the humanising pedagogy and the pedagogy of discomfort) and universal access.* These pedagogies, in our view, advance the aspirations of the Human Project.
- *The intersectionality framework.* This framework recognises the intersectionality of lived student and staff experiences. Our students do not live single lives; therefore, we cannot use single strategies to address multiple issues. The intersectionality framework allows us to address the multiple identities embodied by our students.

This strategic plan articulates the commitment of all Student Affairs departments, captures the vision of the team, and aligns itself with the larger UFS strategy and the ITP for the next five years. The spirit of commitment and enthusiasm evident in the team, the positive energy characterising our interactions, the emphasis on appreciative

inquiry, and the two abovementioned pedagogies permeate the five key areas that together form the cornerstone and focal point of the Strategic Plan, namely:

- *Professionalisation*
- *High-impact practices*
- *Student communities and structures*
- *Intersectionality, partnerships and collaboration*
- *Integrated Transformation Plan - Institutional Change: Social Justice, Social Cohesion, Critical Diversity*

The departments will continue to pursue their particular mandates in order to translate them into service deliverables within the context of their specific work areas, taking account of the five aforementioned key areas. This plan is the direct result of the discussions conducted at the first Strategic Planning Workshop held from 24 to 26 October 2016 and the Strategic Plan Review Workshop held from 29 November to 1 December 2017 and it seeks to facilitate the implementation of the ideas related to the five key areas. Student Affairs will continue to receive inputs from our three campuses to make our strategy of humanising the student lived experience a reality.

Mr Pura Mgolombane
**DEAN OF STUDENT AFFAIRS**

# CONTENTS

## 1 | VISION & MISSION OF STUDENT AFFAIRS

### 1.1. VISION

To be a data-driven, evidence-based co-curricular environment.

### 1.2. MISSION

- To base the University of the Free State's (UFS) institutional culture on values, humanising behaviour, human rights and socially just principles;
- To advocate prosocial student behaviour, student engagement and an inclusive institutional culture;
- To provide support for student well-being;
- To develop effective student governance and leadership excellence. leadership excellence.
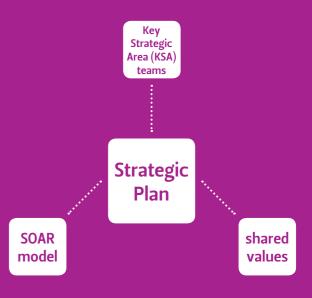
## 2 | THE ANCHORS OF THE STUDENT AFFAIRS STRATEGIC PLAN

The DSA values will be based on the five core institutional values, namely:

The Student Affairs strategic plan is anchored in three ways, namely: (1) shared values; (2) Key Strategic Area (KSA) teams; and (3) the SOAR model for strategic planning/renewal.

The purpose of these three anchors is to create creative tension so that the strategic plan remains relevant to changes in the current student population, is aligned with institutional imperatives and is implemented in ways that uphold high professional standards.

The diagram below illustrates how these aspects anchor the Student Affairs strategic plan in a dynamic way:

Key Strategic Area (KSA) teams

Strategic Plan

SOAR model

shared values

# 3 | VALUES OF STUDENT AFFAIRS

The purpose of the shared values of Student Affairs (as elaborately defined in the Values Charter for Humanising Lived Experiences) is to align the Student Affairs strategy to that of the Institutional Transformation Plan (ITP) of the University of the Free State (UFS). This document highlights an ethical praxis founded on a notion which emphasises reason in answering the question of how life should be lived according to one's actions, behaviours and choices. Thus, the value proposition of Student Affairs is to create a socially just student life experience that is conducive to student academic success, student engagement and critical thinking. Accordingly, Student Affairs' thoughts, intentions, actions and reflections will be based on the following values:

## HUMANITY
· Student Affairs emphasises treating all students and staff with dignity and respect.

## ETHICS
· It is critically important that students and staff be guided by ethical principles. Thus, all students and staff members are encouraged to strive to do what is ethically good for oneself, others, the institution and society in general.

## CRITICAL DIVERSITY LITERACY
· All Student Affairs programmes and activities emphasise a way of thinking that seeks to identify, deconstruct and disrupt power structures in order to create possibilities for social justice. In this regard, Student Affairs facilitates the ability of all students and staff members to play a meaningful role in the transformation of the UFS to create a culturally inclusive institution.
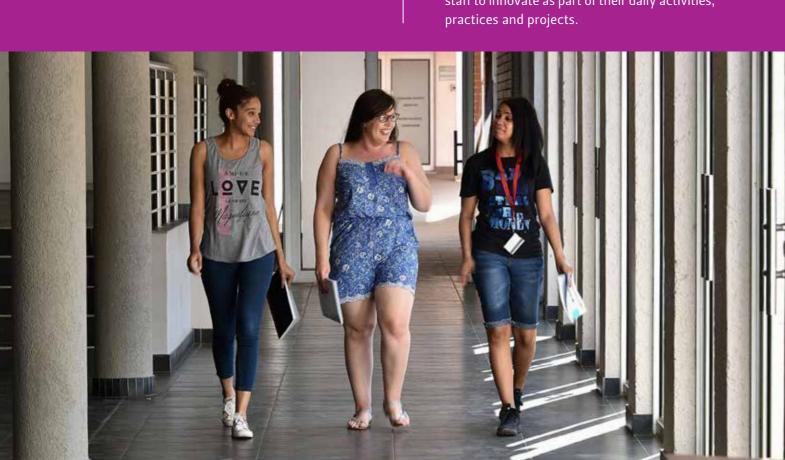
## SOCIAL JUSTICE
· All students and staff members are guided by an intersectionality framework that encourages a deeper understanding of the value of critical diversity. In this way, Student Affairs facilitates humanising lived student experiences.

## INTEGRITY
· Integrity is a value of the highest importance. It is only through this fundamental value that a socially just society will be possible. This principle emphasises the promotion of honesty, truthfulness, trustworthiness, reliability and virtuousness among students and staff members alike.

## INNOVATION
· The Department of Student Affairs (DSA) recognises innovation as a key ingredient to success and excellence in the 21st century. Accordingly, DSA encourages students and staff to innovate as part of their daily activities, practices and projects.

The DSA believes that **integrity** is a **value of the highest importance**. Although we accept that rules, regulations, policies and procedures are necessary to enforce minimum standards of human behaviour, we also believe that all these efforts will come to nothing without **personal integrity.**
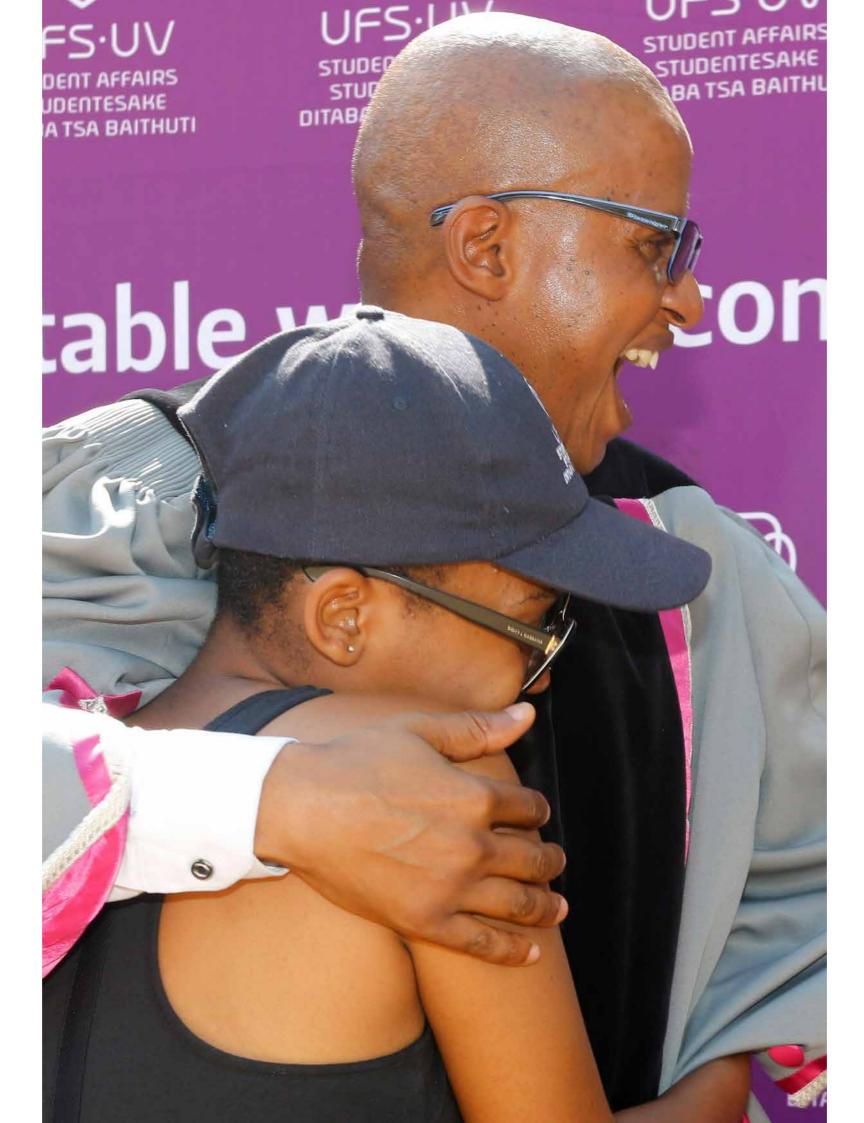
# 4 | REFLECTING ON PROGRESS

The Student Affairs Humanising Strategy 2022 (HS 2022) is based on the revised UFS Strategy of 2019-2022, which identifies the following strategic goals and objectives:

- Improve student success and well-being by humanising students and serving as advocates for this process;
- Renew and transform the curriculum;
- Increase the UFS's contribution to local, regional and global knowledge in conjunction with defined UFS goals;
- Support the development of social justice through engaged scholarship, thus promoting the development of 'self' in addition to encouraging engagement;
- Increase efficiency and effectiveness of governance and support systems, thus advocating for positive change;
- Achieve financial sustainability;
- Advance the institutional culture that demonstrates the values of the UFS by emphasising values that represent both the institution and its diverse student population.

The UFS ITP is formulated according to a framework which emphasises the dismantling of a legacy of colonialism at a political, social, economic and intellectual level. This allows for the adaptation of Student Affairs to new practices and models of organisation, while also instituting values capable of delivering social justice.

Thus, Student Affairs acknowledges three core areas of focus:

- The core university function of teaching and learning, research, internationalisation, innovation and engaged scholarship;
- A university culture comprised of student and staff experiences, composition (names, symbols and spaces) as well as universal access;
- Structural issues, specifically the financial framework, governance, systems, policies and administration.

# 5 | STUDENT AFFAIRS KEY STRATEGIC AREAS

The SOAR Model was used as a blueprint for strategic engagement. "Like the original [Appreciative Inquiry] (AI) 4-D model, the AI approach to strategic planning starts with an inquiry -- using unconditional positive questions to discovery the organization's core values, vision, strengths, and potential opportunities. The inquiry is a time of reflection into the strengths of the past and how these have been constructed with an eye towards creating the change we may desire (i.e. step 1 and 2). Next, the participants enter the imagination phase, in which time is spent dreaming and co-constructing the preferred future. At this transformation point, values are affirmed and long-term objectives and strategic alternatives and recommendations are presented in this phase. The next phase is a time of innovation to begin the strategic design of objectives, tactical and functional plans, integrated programmes, structures, and systems to best achieve the desired future. To ensure that measurable results are achieved, the AI approach and SOAR framework recognize that [we] must be inspired through authentic recognition and reward systems. In short, the process of assessment, planning, implementation, and control is replaced with the concepts of 'inquire', 'imagine', 'innovate', and 'inspire'" (Stavros, Cooperrider & Kelley, 2003).

The SOAR model has assisted Student Affairs in identifying its Key Strategic Areas (KSA) as follows:

## KSA 1 | PROFESSIONALISATION

We care deeply about the professionalisation of Student Affairs and aspire to prioritise research in order to ensure that our praxis remains data-driven. We passionately want to develop Student Affairs staff in such a way that they remain relevant to the developmental needs of students and exhibit a competitive edge within the higher-education sector.

We recognise that the continuous professional development of staff in key competency areas presents itself as a definite opportunity to professionalise Student Affairs at the UFS even further. The opportunity to build a strong partnership with Human Resources and to establish a system of recognition for the professional achievements of staff is therefore important. The reimagining of roles and responsibilities in order to create a more effective structure is also seen as an important prospect to pursue.

We wish to build on our current strengths and successes. Past experiences with the Odyssey and Tipping Points programmes have created a firm foundation for the professionalisation of Student Affairs. Furthermore, the existing culture of ownership and accountability and our willingness to be proactive are considered huge assets in the current environment. The way in which the Student Affairs research desk functions also helps to strengthen this professionalisation.

### GOAL STATEMENTS
- Enhance research outputs with a distinct scholarly focus;
- Increase the visibility of Student Affairs as a profession;
- Foster the continuous professional development of staff;
- Actively link and contribute to Student Affairs organisations and professional bodies;
- Design and implement a Student Affairs-specific orientation platform.

## KSA 2 | HIGH-IMPACT PRACTICES

We care deeply about the employability of our graduates, and are therefore passionate about developing graduate attributes through co-curricular programmes and high-impact practices. In this regard, the various student communities are seen as bodies that provide access to the co-curriculum. Because we want our students to develop as global leaders in their fields, it is vital that our co-curricular programmes and activities become internationally recognised. This makes the seamless integration of in-class and out-of-class student experiences an important aspiration, something which points towards the academic reconfiguration of Student Life Colleges.

A distinct opportunity exists to create an academic-development committee for Student Affairs. The reconfiguration of existing programmes and activities in order to purposefully align them with specific developmental outcomes is therefore considered an important strategic opportunity. Additionally, the fostering of internal and external partnerships, and the professional development of personnel are also important strategic prospects to pursue.

Current programmes and activities have a number of strengths that can help to effectively develop graduate attributes through co-curricular programmes and high-impact practices. The current systems encourage active student participation. Although over-involvement can become counterproductive, active engagement currently forms a strong basis to work from. Also, the current way in which programmes and activities are assessed and evaluated forms a good foundation for future research. In this regard, an opportunity exists to relate data more effectively to the theory of student development, and to produce applicable research outputs. The involvement of students in annual planning and feedback conversations on co-curricular programmes creates a culture in which students become actively engaged in these programmes

and, consequently, receive proper recognition for them, something that is integral to creating student buy-in. Leadership development is considered a particular strength in this regard.

### GOAL STATEMENTS
- Align identified programmes with graduate attributes and programme outcomes and dimensions;
- Make all programmes purposeful and ensure they are data-driven and evidence-based (include evaluations);
- Investigate co-curricular platforms;
- Employ an external expert to assist in the consultation of co-curricular record development;
- Investigate the accreditation process.

## KSA 3 | STUDENT COMMUNITIES AND GOVERNANCE STRUCTURES

We care deeply about creating inclusive student communities that embrace students in all their diversity, and we provide opportunities for all to access developmental co-curricular programmes and activities. The wellness of all students, whether on campus or off campus, is important to us and, through active involvement in student communities, all students will have the opportunity to develop individually and collectively.
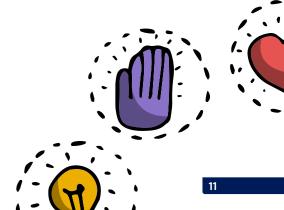
We acknowledge that these aspirations cannot be achieved in isolation, and we therefore aim to collaborate closely with strategic partners, internally and externally. Furthermore, we see the development of personnel and student competencies as an opportunity to establish the kind of environment we aspire to. We also recognise the growth of commuter-student

engagement in student communities as a particular opportunity to pursue. Social media and other forms of communication can also be used to achieve our goals.

In all of this, we wish to build on our current strengths and successes. The diversity of our student communities and the sense of belonging that has been created (through the nesting of smaller systems in larger systems) are seen as particular strengths. The establishment of a conversational culture (and the way in which it has helped to address stereotypical thinking) has laid a firm foundation for future discussions and the continuous transformation of student communities. The value-driven approach provides strength and direction to students, and the way in which residences share resources with one another builds strong student communities. Also, the encouragement of student engagement in programmes and activities enhances individual and collective development. The current peer mentor programme, with its mediated learning approach, is also a tremendous asset.

### GOAL STATEMENTS
- Increase participation, especially amongst the commuter populations, in student communities and governance structures;
- Embed student life colleges as umbrella structures for student communities on all three campuses to foster interconnectedness;
- Strengthen and align all student governance structures across all three campuses with the Institutional Student Representative Council (ISRC) Constitution;
- Facilitate the intentional engagement of governance structures for different student communities in Student Affairs programmes and activities (be the 'bridge'), i.e. advocate an inclusive institutional culture;
- Establish student communities that are sensitive and responsive to the lived experiences of students.

## KSA 4 | MULTI-CAMPUS MODEL (COLLABORATION)



We care deeply about creating intersections between different programmes, departments, groups and campuses. We recognise that growth and development happen at the place of discomfort and therefore aspire to create a disequilibrium through interconnections.
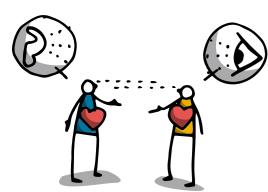
In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider community as a distinct opportunity to establish this ethos in the whole environment.

The current intersectional framework, the pedagogy of discomfort and the humanising pedagogy form a firm foundation for creating this kind of environment.

### GOAL STATEMENTS
- Increase the impact of programmes: ensure programmes are data-driven and evidence-based, diverse and inclusive;
- Foster and strengthen internal and external partnerships;
- Strengthen staff collegiality between and within all three campuses.

## KSA 5 | INSTITUTIONAL TRANSFORMATION PLAN (ITP):



Institutional Change, Social Justice, Social Cohesion and Critical Diversity

We care deeply about and commit ourselves to creating a campus climate that is socially just. We recognise that this can be achieved through our understanding of the value of diversity and through our collective efforts to interrupt and eradicate all forms of unearned power and privilege, internalised oppression, internalised domination and discrimination. Through the pursuit of social justice and critical diversity, we aspire towards creating a socially cohesive student body, student life and UFS community. The ideal is that the UFS community uses its power and privileged position to ensure humanising lived experiences for those who are less privileged (i.e. socially, economically, politically, religiously, sexually, culturally and with regards to disability, class, origin and language, etc.)

We will work with various institutional governance structures of the university (SRC, Institutional Forum, Senate and Council), university management, faculties and departments. This will be done through the Integrated Transformation Plan (ITP).

In this regard, we consider the fostering of partnerships and collaborations between Student Affairs, the university and the wider community as a distinct opportunity to establish the ethos, as set out in this document, in the whole environment.

The current intersectional framework, the pedagogy of discomfort and the humanising pedagogy form a firm foundation for transformation. The ITP will facilitate the creation of socially just, humanising, lived experiences for members of the university community. It is important that these members be critical of their positions of power and privilege and that they intentionally work towards ensuring social justice and social cohesion.

### GOAL STATEMENTS
- Launch themed and imagined advocacy and awareness programmes;
- Host critical contemporary conversations and dialogues;
- Host seminars and summits;
- Develop value-driven conversations in student residences;
- Develop value-driven conversations and dialogues for the broader UFS community;
- Host themed critical conversations for Student Affairs staff (Tipping Points), on all three campuses.

# 6 | IMPLEMENTATION

The objectives of each Key Strategic Area are implemented by cross-sectional teams, called KSA teams. Additionally, each division within Student Affairs has to report on the ways in which it has advanced these strategic objectives. During implementation of the HS 2022, we will evaluate and monitor our delivery in Key Strategic Areas. We will also determine whether our programmes are aligned with the needs of the students we serve while sharply focusing on human capital. The intention is to provide a working environment conducive to job satisfaction, skills development and the implementation of the HS 2022.

The Department of Student Affairs will continue to integrate the activities and operations of various programmes in order to improve service levels and maximise limited resources. Student Affairs will also use its partnerships as a means to implement its strategies wherever they can make a positive difference.

# 1. APPENDICES

## I. OPERATIONAL PLAN 2019

| | PROJECTS | | | | |
|---|---|---|---|---|---|
| KSA 1: Professionalisation | KSA 2: High-Impact Practices | KSA 3: Student Communities and Governance Structures | KSA 4: Multi-Campus Model | KSA 5: Institutional Transformation Plan (ITP): Institutional Change, Social Justice, Social Cohesion and Critical Diversity |
| Distribute the Lynda.com playlist for skill development; | Collaborate with KSA 1 with respect to the Student Affairs Research Colloquium (to take place in June); | Relaunch the institutional conceptual framework for student communities (inter-college games). This is a year-long project; | Organise the intra-varsity games (to take place in the 3rd quarter); | Themes for the imagined advocacy and awareness programmes on the various campuses include: a. Bloemfontein Campus: Gender and Disability; b. QwaQwa Campus: Patriarchy and Disability with sub-themes of Ethnicity, Religion, Gender and Mental Well-being; c. South Campus: Citizenship and Food Sovereignty with sub-themes of Human Rights and Immigration; |
| Review the Student Affairs Award report template and conduct workshops oriented toward the better understanding and completion of the template; | Pilot programmes (Learning | Design a process for the developing and piloting framework for student learning communities (year-long project). | Develop and implement staff workshops on partnerships and collaboration (to take place from February until October); | Organise critical contemporary conversations and dialogues within a framework of ongoing bi-weekly conversations on both the Bloemfontein and South Campus. Themes will be provided and submitted to student associations with submission deadlines, while additional dates will be set for student and staff dialogue sessions; |
| Collaborate with KSA 2 with respect to Student Affairs Week (to take place in May), as well as the Student Affairs Research Colloquium (to take place in June) in designing and distributing a publication booklet, while also encouraging staff attendance at a writing retreat; | Implement the Alignment Canvas with all Student Affairs activities and programmes; | | Design and implement a Staff Unity Programme (to take place in the 4th quarter). | Manage seminars and summits: a. Universal Access (to take place in the 1st quarter, Bloemfontein Campus); b. Mental Well-being (to take place in the 2nd quarter, QwaQwa Campus); c. Gender (to take place in the 3rd quarter, Bloemfontein Campus); d. Food Sovereignty (to take place in the 4th quarter, South Campus). |
| Make an enquiry into the SAP qualifications as offered by Wits; | Collaborate with KSA 1 in encouraging staff attendance and participation of the writing retreat, and encourage staff involvement in research development workshops offered by the Postgraduate School; | | | |

| | |
|---|---|
| Conduct Student Affairs KSA strategic sessions every quarter; | Develop and implement a co-curricular PeopleSoft and Blackboard platform. |
| Designate a task team for Student Affairs, and create division-specific branding and marketing plans; | |
| Compile short orientation videos for new staff; | |
| Implement Continued Professional Development (CPD) opportunities. | |



## I.  SOAR MODEL OF STUDENT AFFAIRS STRATEGIC ENGAGEMENT

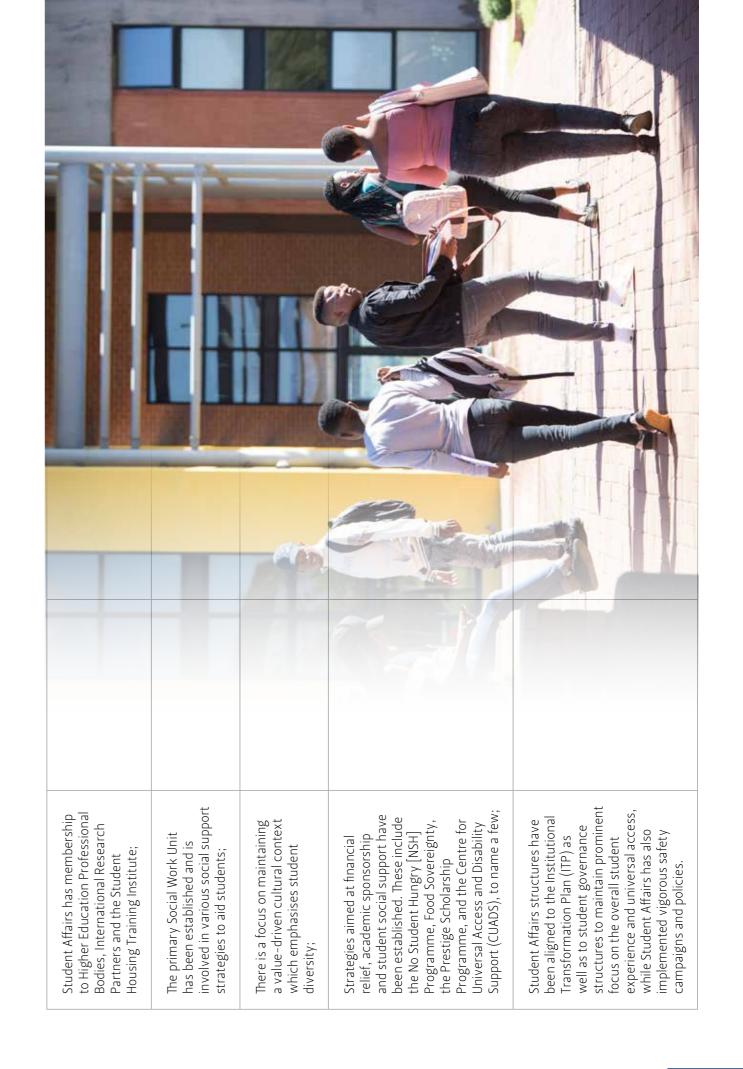| STRENGTHS | S | OPPORTUNITIES | O | ASPIRATIONS | A | RESULTS | R |
|---|---|---|---|
| Tipping points discussions allowed for the finalisation of the values document and the implementation thereof; | The acquisition of Institutional Transformation Plan (ITP) funding and the establishment of workstreams; | Student success and the successful development of graduate attributes; | It is imperative that KSA teams refine submissions so as to clearly define activities and projects; |
| The attendance and participation of all staff across all three campuses allowed for inter-campus networking and collaboration; | The development and implementation of the Food Sovereignty programme as an additional unit for student social support; | Student employability; | Student Affairs emphasises a collective understanding of KSA goals and responsibilities to ensure all KSA teams function in a coherent manner and encourage the accountability of all Student Affairs divisions; |
| The Student Affairs Awards actively recognise staff achievements and encourage staff to continuously perform well; | A strong thrust for policy development based on newly implemented institutional and governance-structured policies; | The social support of students in terms of student wellness and social responsiveness; | Financial sustainability is a key concern. Thus, Student Affairs divisions need to be cognisant of divisional budgets that should be used effectively and sustainably; |
| The Research Colloquium is a data-driven and evidence-based platform that encourages research-focused writing; | The development and implementation of Alignment Canvas Programmes across all three campuses; | Student Affairs' contribution toward research output (publications) through data-driven and evidence-based programmes, over and above ensuring effective programme impact on student development; | To ensure the professionalisation of Student Affairs, quarterly reports need to be provided to outline Student Affairs research outputs that are data-driven and evidence-based; |

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| The implementation of a tipping-points platform emphasises staff engagement and participation; | Establishing an increased focus on and promotion of Engaged Scholarship; | |
|---|---|---|
| | | Keeping student governance structures in mind, all reports will be publicised on online platforms for review. |
| The establishment of an interface platform allows for critical conversations and dialogues between staff and student governance; | The emphasis on programme development and implementation using a Multi-Campus Model to maintain student access and engagement on all three campuses; | The adequate establishment of a Multi-Campus Model that allows for the development and implementation of Student Affairs activities and programmes on all three campuses, as well as ensuring and maintaining effective staff and divisional collaboration and co-operation; |
| | | A drive toward preserving a culturally diverse and inclusive student population that includes commuter students and students with disabilities; |
| The development and implementation of the Alignment Canvas will actively align all Student Affairs divisional activities and programmes with graduate attributes; | Making use of declining student apathy to increase student engagement and participation in Student Affairs activities and programmes; | A strive toward ensuring staff wellness through mentorship programmes, in addition to furthering staff development; |
| The Student Affairs Week survey provided valuable input regarding students' experiences across all three campuses; | Increasing commuter students' participation; | The professionalisation of Student Affairs through the development and establishment of a co-curricular programme that fosters student recognition for participation; |
| Awareness of Student Affairs practices actively contributed to the formation of a more socially just student culture; | Appointing a research officer to facilitate Student Affairs' focus on data-driven and evidence-based research outputs; | Student governance and corresponding student engagement and involvement through the establishment of critical conversation and dialogue platforms; |
| The establishment of Residence Life teams and colleges was beneficial; | The alignment of residence committees with student governance; | Increased engagement and participation of the commuter student population so as to foster a sense of belonging; |

**Page 19**

| The execution and branding of Student Affairs events such as KBB, Intra-varsity and Open Day proved successful; | Developing day houses at the QwaQwa and South Campuses. | Advance policy consciousness; |
|---|---|---|
| Critical conversations and dialogues were had with student communities, pertaining to topics regarding student life departments; | | Align Student Affairs with the Institutional Transformation Plan (ITP), and actively contribute to the advancement thereof. |
| Successful online marketing of Media, Arts and Wellness, and Leadership for Social Justice was achieved within student communities; | | |
| The alignment of mentor programmes is a strength; | | |
| Training continues for leaders of off-campus community providers, while also establishing contact with off-campus residences; | | |
| In-house departmental partnerships have been established, as well as partnerships with external stakeholders; | | |
| A secretariat has been appointed to assist with Institutional Transformation Plan (ITP) involvement; | | |

- A Social Support Unit, with a focus on Food Sovereignty, has been established;

- Institutional implementation of policy audits has been achieved for the Mental Health Policy, Student Representative Council (SRC) Constitution, Anti-discrimination Policy, as well as the Sexual Harassment Policy;

- A Government Sponsored Enterprise (GSE) has been appointed;

- A Student Affairs value-driven document and culture has been developed, implemented and encouraged;

- Student Affairs prides itself on the mentoring and exposure of students and staff to various positive environments and activities, which contribute to leadership and career opportunities;

- Student Affairs governance structures are aligned with institutional structures, thus establishing collaborative leadership;

- Student Affairs has membership to Higher Education Professional Bodies, International Research Partners and the Student Housing Training Institute;

- The primary Social Work Unit has been established and is involved in various social support strategies to aid students;

- There is a focus on maintaining a value-driven cultural context which emphasises student diversity;

- Strategies aimed at financial relief, academic sponsorship and student social support have been established. These include the No Student Hungry [NSH] Programme, Food Sovereignty, the Prestige Scholarship Programme, and the Centre for Universal Access and Disability Support (CUADS), to name a few;

- Student Affairs structures have been aligned to the Institutional Transformation Plan (ITP) as well as to student governance structures to maintain prominent focus on the overall student experience and universal access, while Student Affairs has also implemented vigorous safety campaigns and policies.

# Student Affairs
## Bloemfontein

**Dean: Student Affairs**

**OFFICE OF THE DEAN: STUDENT AFFAIRS**
- Senior Officer: Administration
- Finances and Social Justice

**PROFESSIONAL ASSISTANT & STUDENT GOVERNANCE**
- Student Representative Council
- Student Associations Council; Organisations Council; Faculties Council; Media Council; Residences Council; Sport Council
- Student Associations; Organisations; Academic; Media Associations; Residences Committees; Sport Codes

**SPECIALISED SUPPORT**
- Student Counselling & Development
- Centre for Universal Access and Disability Support
- Social Worker

**STUDENT GOVERNANCE ADMINISTRATOR & FRONT DESK**

Director: Student Affairs Qwaqwa Campus (see organogram on next page)

Director: Student Affairs Bloemfontein Campus

Student Affairs Office South Campus

Administrative Assistant

**STUDENT LIFE PROGRAMMES**
- Gateway First-year Student Orientation
- Leadership Development
- Arts, Culture & Dialogue
- Active Civic Teaching (ACT)
- Career Services
- Student Media
- Gender & Sexual Equity
- Student Wellness

**STUDENT COMMUNITIES**
- Student Life Colleges
- Residence Communities
- Student Organisations
- Private Student Communes Desk

# Student Affairs
## Qwaqwa

**Dean: Student Affairs**

**OFFICE OF THE DEAN: STUDENT AFFAIRS**
- Senior Officer: Administration
- Finances and Social Justice

**PROFESSIONAL ASSISTANT & STUDENT GOVERNANCE**
- Student Representative Council
- Student Associations Council; Organisations Council; Faculties Council; Media Council; Residences Council; Sport Council
- Student Associations; Organisations; Academic; Media Associations; Residences Committees; Sport Codes

**SPECIALISED SUPPORT**
- Student Counselling & Development
- Centre for Universal Access and Disability Support
- Social Worker

**STUDENT GOVERNANCE ADMINISTRATOR & FRONT DESK**

Director: Student Affairs Qwaqwa Campus

Office Assistant / Office Manager (proposed)

**HEALTH & WELLNESS**
- Social Worker
- Professional Nurse
- HIV and Aids
- Sport
- Career Guidance
- Residence Life
- Specialised Support

**STUDENT DEVELOPMENT**

**1** We shall conduct our daily activities with due diligence

We shall respect the physical and intellectual property of UFS and its partners

**2**

We shall act with the utmost integrity when discharging our duties

**3**

We shall recognise the basic human dignity of others

**4**

**5** We shall be ambassadors for the values of the UFS

**STUDENT AFFAIRS ETHICS CHARTER
FOR STUDENT AFFAIRS PROFESSIONALS**

**UFS·UV**
STUDENT AFFAIRS
STUDENTESAKE
DITABA TSA BAITHUTI

# STUDENT AFFAIRS ETHICS CHARTER FOR STUDENT AFFAIRS PROFESSIONALS

## INTRODUCTION

The building of an ethically responsible society in South Africa, and beyond, is a goal that is actively pursued by organisations like the Ethics Institute of South Africa and Ethics Monitor. As well as making significant contributions towards establishing ethics in different spheres of society, they also aim to build ethical leaders for the future.

This focus on the development of future leaders, especially in a higher education context, is something that the Global Ethics organisation specifically prioritises. It states that "higher education is leadership education" and that a substantial part of preparing future leaders depends on developing value-driven leadership in higher education students (Global Ethics 2017). Thus, this Student Affairs Ethics Charter (SAET) aims to align the Division of Student Affairs (DSA) at the University of the Free State (UFS) with these goals and objectives. This alignment is important, not only to develop ethically grounded student leaders at the UFS, but also to promote ethical standards for Student Affairs as a profession.

In this regard, the SAET (as an initiative to actively promote ethical standards in Student Affairs) should be seen as part of other initiatives to advance the professionalisation of Student Affairs at the UFS and beyond, namely: establishing a professional development route for staff (especially on post-graduate level); fostering data-driven praxis and research; upholding the theoretical underpinnings of Student Affairs praxis; and employing full-time staff members in different functional areas of Student Affairs.

It is against the backdrop of these overarching goals and objectives that the institutional purpose of the SAET becomes important.

## 7 | ETHICAL STANDARDS

- We shall conduct our daily activities with due diligence
- TO ACHIEVE THIS, WE SHALL:
- Act in accordance with the laws, policies and procedures of the UFS and the Student Affairs Ethics Charter;
- Undertake our duties with due care, commitment and enthusiasm;
- Be responsive to the legitimate expectations of all our stakeholders;
- Adhere to the principles of good corporate governance;
- Honour our obligations and deliver timeously on our promises;
- Behave in a fair and honest manner; and
- Respect others at all times.
- We shall respect the physical and intellectual property of UFS and its partners
- IN THIS REGARD, WE SHALL:
- Preserve and protect the assets of UFS in whatever form or nature; and
- Condemn any form of illegal and/or unethical conduct with regards to the property of the University.
- We shall act with the utmost integrity when discharging our duties
- WE SHALL:
- Be truthful and honest in all our dealings with staff, students, service providers and members of the public;
- Be honest in accounting for the work done and in reporting;
- Create conditions that will discourage unethical behavior;
- Support, protect and encourage staff, students, service providers and members of the public; and
- Pre-emptively declare, seek clarity and/or avoid circumstances and conditions that my lead to a conflict of interests.
- CONFLICTS OF INTEREST MAY BE CAUSED BY:
- Activities outside the University but related to the University;
- Relationships between staff, students, service providers and members of the public; and
- Accepting gifts in any form or nature and giving gifts in any form or nature.
- We shall recognise the basic human dignity of others
- WE SHALL:
- Advocate for the basic human rights of others as entrenched in the South African Constitution (especially those that relate to differences, i.e. gender, race, disability, class, sexual orientation, place of origin, religion etc.);
- Follow due process, where necessary, and report any staff, student, service provider or member of the public who disregards and/or violates or attempts to violate the basic human rights of others;
- Make UFS a safe and healthy space for staff, students, service providers, and members of the public; and
- Treat fellow colleagues, students, service providers and members of the public with dignity.
- We shall be ambassadors for the values of the UFS
- WE SHALL:
- Demonstrate imaginative and ethical behaviour in our daily lives;
- Show good character in how we approach our work and in our interactions with each other;
- Have honest and critical conversations on how to live ethical lifestyles as set out in the Student Affairs Ethics Charter; and
- Embrace an ethical lifestyle.
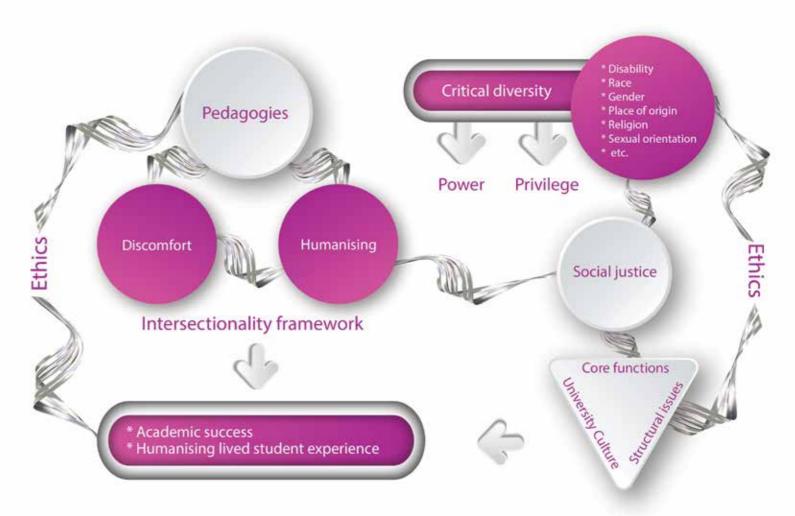
# Key Strategic Areas
## UFS Student Affairs

**Certain** about **uncertainty**
**Comfortable** with **discomfort**



# CONTEXTUALISING
## THE **STRATEGY**

**Certain** about **uncertainty**
**Comfortable** with **discomfort**

# STUDENT AFFAIRS
## KEY STRATEGIC AREA (KSA) STRATEGY
## 2020

### VERSION 5

*Inspiring excellence. Transforming lives.*

UNIVERSITY OF THE
**FREE STATE**
UNIVERSITEIT VAN DIE
**VRYSTAAT**
YUNIVESITHI YA
**FREISTATA**

UFS
STUDENT AFFAIRS
STUDENTESAKE
DITABA TSA BAITHUTI
OFFICE OF THE DEAN

# FOREWORD

## BY THE DEAN OF STUDENT AFFAIRS

The Student Affairs Humanising Strategy 2022 (HS 2022) echoes the spirit of the University of the Free State (UFS) Strategy 2018-2022, which identifies seven strategic goals (and objectives): *Goal 1 - **improve student success and well-being;** Goal 2 - **renew and transform the curriculum;** Goal 3 - **increase UFS contribution to local, regional and global knowledge;** Goal 4 - **support development and social justice through engaged scholarship;** Goal 5 - **increase the efficiency and effectiveness of governance and support systems;** Goal 6 - **achieve financial sustainability;** Goal 7 - **advance an institutional culture that demonstrates the values of the UFS.***

HS 2022 is committed to the UFS Integrated Transformation Plan (ITP). The ITP imagines a transformed university in South Africa as: *"...one which will strive for social justice in everything it does. It will be an institution where its diverse people feel a sense of common purpose and where the symbols and spaces, systems and daily practices all reflect commitment to openness and engagement. It will respond to the needs of the local community, while at the same time participating in global knowledge production. It will be an institution that engages actively with its colonial and apartheid legacies and recognises its common humanity and the universal nature of intellectual endeavour. A transformed university will be a place for competing views, disagreements, and sometimes even discomfort"* (ITP: 2017, p. 2).

The collaboratively developed ITP Framework indicates that *"...transformation in South Africa means the dismantling of the legacy of apartheid and colonialism at political, social, economic, and intellectual levels in order to adopt new practices, modes of organisation, and values capable of delivering social justice"* (p. 2). So, in the end, 10 workstreams, grouped into three broad areas, were chosen: **Core University Functions** *- Teaching and Learning, Research, Internationalisation and Innovation, and Engaged Scholarship;* **University Culture** *- Student Experience, Staff Experience and Composition, Names, Symbols and Spaces, and Universal Access;* **Structural Issues** *- Financial Framework (Size and Shape), Governance, Systems, Policy, and Administration and the Multi-Campus Model.*

HS 2022 assists Student Affairs in reimagining its role, aims and objectives. The intersectionality framework has been chosen to articulate and address the reality that the Academic Project and the Human Project cannot be separated. We believe that HS 2022, which is built with the ITP as our foundation, will enhance the holistic development of students and humanise their lived experiences.

In addition, we realise that Student Affairs can only enhance the impact of implementing its mandate through existing (and new) collaborations and partnerships with other UFS divisions.

The Division of Student Affairs (DSA) will contribute and add value to the UFS through:

- *Co-curricular programmes and activities (Academic Project).* These programmes and activities will be presented through the College of Student Affairs.
- *The two pedagogies (the humanising pedagogy and the pedagogy of discomfort) and universal access.* These pedagogies, in our view, advance the aspirations of the Human Project.
- *The intersectionality framework.* This framework recognises the intersectionality of lived student and staff experiences. Our students do not live one-dimensional lives; therefore, we cannot use single strategies to address multiple issues. The intersectionality framework allows us to address the multiple identities embodied by our students.

This strategic plan articulates the commitment of all Student Affairs divisions, captures the vision of the team, and aligns itself with the larger UFS strategy and the ITP for the next five years. The spirit of commitment and enthusiasm evident in the team, the positive energy characterising our interactions, the emphasis on appreciative inquiry, and the two abovementioned pedagogies permeate the five key areas that together form the cornerstone and focal point of thes strategic plan, namely:

- *Professionalisation*
- *High-impact practices*
- *Student communities and structures*
- *Intersectionality, partnerships and collaboration*
- *Integrated Transformation Plan - Institutional Change: Social Justice, Social Cohesion, Critical Diversity*

The division will continue to pursue its particular mandates in order to translate them into service deliverables within the context of their specific work areas, taking account of the five aforementioned key areas. This plan is the direct result of annual strategic discussions and it seeks to facilitate the implementation of the ideas related to the five key areas. Student Affairs will continue to receive inputs from our three campuses to make our strategy of humanising the lived student experience a reality.

Mr Pura Mgolombane
**DEAN OF STUDENT AFFAIRS**

Appointed later in the year.

# CONTENTS

# 1 | VISION AND MISSION OF STUDENT AFFAIRS

## 1.1. VISION

To be a data-driven, evidence-based co-curricular environment.

## 1.2. MISSION

- To base the University of the Free State's (UFS) institutional culture on values, humanising behaviour, human rights and socially just principles;
- To advocate prosocial student behaviour, student engagement and an inclusive institutional culture;
- To provide support for student well-being;
- To develop effective student governance and leadership excellence.

# 2 | BACKGROUND

The aim of the DSA Strategic Plan is to direct the overarching objectives for all departments and units in this division. All versions of the DSA Strategic Plan are aligned with the vision, mission and values of the UFS. Furthermore, the DSA Strategic Plan gives practical expression to the recommendations of the DSA 2015 Review Report. The Senior Management of the DSA also used the strategic plan to innovate and establish new concepts, programmes and services to reposition the UFS as a thought leader in the field of Student Affairs.

The DSA positioned its strategic plan within a five-year cycle. To this effect, the 2015 Review Report should be seen as being part of a pre-phase of the new cycle. Thus, the cycle started with the new strategic plan in 2016, especially as a response

to the recommendations of the report. The DSA subsequently updated and realigned the content of the strategic plan. These annual updates took place during strategic retreats, and were important to position the strategic plan as a living document that remains relevant to the university community.

The DSA Strategic Plan has four anchors, namely: (1) the SOAR and Logic models of strategic planning; (2) Key Strategic Areas (KSA) and related cross-functional teams; (3) shared values and ethics; and (4) theoretical and pedagogical frameworks.

**FIGURE 1:  Four anchors stabilising the DSA Strategic Plan**



```
┌─────────────┐        ┌─────────────┐
│  SOAR and   │        │Key Strategic│
│ LOGIC models│        │ Areas (KSA) │
└─────────────┘        └─────────────┘

        ┌─────────────────┐
        │    STRATEGIC     │
        │      PLAN        │
        └─────────────────┘

┌─────────────┐        ┌─────────────┐
│Shared values│        │ Pedagogical │
│ and ethics  │        │ frameworks  │
└─────────────┘        └─────────────┘
```

These four anchors serve as stabilising factors to ensure that the overall strategic direction of the DSA remains on track.

# 3 | FOUR ANCHORS OF THE DSA STRATEGIC PLAN

## 3.1    SOAR AND LOGIC MODELS OF STRATEGIC PLANNING

The SOAR Model was considered a blueprint for the annual strategic engagement, and it ultimately informed the DSA's Key Strategic Areas.

The SOAR model, is an acronym representing the following steps:

1.      Strengths (internal analysis):
        Core question: What can we build on?
2.      Opportunities (external analysis):
        Core question: What are our
        stakeholders asking for?
3.      Aspirations: Core question:
        What do we deeply care about?
4.      Results: Core question:
        How do we know we are succeeding?

These fours steps represent the four movements that guided the DSA's annual strategic planning. In its consideration of the SOAR Model of strategic planning, it was important for the DSA to uphold the principles of Appreciative Inquiry. The DSA wanted to ensure that its strategic focus was not derailed by a focus on challenges, pressing issues and shortcomings. To unlock innovation and new possibilities, the DSA decided to intentionally use an appreciative approach to its strategic planning.

*"Like the original [Appreciative Inquiry] (AI) 4-D model, the AI approach to strategic planning starts with an inquiry - using unconditional positive questions to discover the organization's core values, vision, strengths, and potential opportunities. The inquiry is a time of reflection into the strengths of the past and how these have been constructed with an eye towards creating the change we may desire. Next, the participants enter the imagination phase, in which time is spent dreaming and co-constructing the preferred future. At this transformation point, values are affirmed and long-term objectives and strategic alternatives and recommendations are presented. The next phase is a time of innovation to begin the strategic design of objectives, tactical and functional plans, integrated programmes, structures, and systems to best achieve the desired future. To ensure that measurable results are achieved, the AI approach and SOAR framework recognize that [we] must be inspired through authentic recognition and reward systems. In short, the process of assessment, planning, implementation, and control is replaced with the concepts of 'inquire', 'imagine', 'innovate', and 'inspire'."*

STAVROS, COOPERRIDER & KELLEY, 2003

In 2019, the DSA decided to incorporate the Logic Model to give more practical traction to the implementation of the DSA Strategic Plan. The Logic Model is a systematic and visual way to present and share the relationships among resources, activities, objectives, and the impact that is envisioned.

The Basic Logic Model components illustrate the connection between planned work and intended results; which the DSA considered in its annual strategic planning.

The incorporation of the Logic Framework in the DSA's strategic planning provided a clear road map.  Mapping the DSA Strategic Plan helped to visualise and understand how human and financial investments could contribute to achieving the intended goals as well as how the DSA could annually improve its programmes and services.

The implementation of these goals and improvements found expression in what has come to be known as the KSA method.
(see section 3.4)

## 3.2  VALUES OF STUDENT AFFAIRS

The purpose of the shared values of Student Affairs (as elaborately defined in the Values Charter for Humanising Lived Experiences) is to align the Student Affairs strategy to that of the Institutional Transformation Plan (ITP) of the University of the Free State (UFS). This document highlights an ethical praxis that emphasises reason in answering the question of how life should be lived in terms of one's actions, behaviours and choices. Thus, the value proposition of Student Affairs is to create a socially just student life experience that is conducive to academic success, engagement and critical thinking. Accordingly, the thoughts, intentions, actions and reflections of Student Affairs will be based on the following values:

### HUMANITY
· Student Affairs emphasises treating all students and staff with dignity and respect.

### ETHICS
· It is vital that students and staff be guided by ethical principles. Thus, all students and staff members are encouraged to strive to do what is ethically good for oneself, others, the institution and society in general.

### CRITICAL DIVERSITY LITERACY
· All Student Affairs programmes and activities emphasise a way of thinking that seeks to identify, deconstruct and disrupt power structures in order to create possibilities for social justice. In this regard, Student Affairs facilitates the ability of all students and staff members to play a meaningful role in the transformation of the UFS to create a culturally inclusive institution.

### SOCIAL JUSTICE
· All students and staff members are guided by an intersectionality framework that encourages a deeper understanding of the value of critical diversity. In this way, Student Affairs facilitates humanising lived student experiences.

### INTEGRITY
· Integrity is a value of the highest importance. It is only through this fundamental value that a socially just society will be possible. This principle emphasises the promotion of truthfulness, trustworthiness, reliability and virtuousness among students and staff members alike.

### INNOVATION
· The DSA recognises innovation as a key ingredient to success and excellence in the 21st century. Accordingly, the DSA encourages students and staff to innovate as part of their daily activities, practices and projects.



The DSA believes that **integrity** is a **value of the highest importance**. Although we accept that rules, regulations, policies and procedures are necessary to enforce minimum standards of human behaviour, we also believe that all these efforts will come to nothing without **personal integrity.**

## 3.3 PEDAGOGICAL UNDERPINNINGS

The functioning and implementation of the DSA Strategic Plan, in all its complexity, are underpinned by two distinct pedagogical/andragogical approaches, namely the humanising pedagogy and pedagogy of discomfort.

The humanising pedagogy underlines the importance that human learning, development and success are optimally achieved in an environment that upholds and fosters human dignity. This means that any learning experience or approach that is discriminatory, biased or dehumanising is seen as an influence that actively undermines students developmental processes. The humanising pedagogy therefore promotes the active deconstruction of all dehumanising powers and practices in students learning environment.

The premise of the pedagogy of discomfort is that growth and development take place at the point of discomfort. No learning happens in comfort, and there is no comfort in real learning. Thus, learning and developmental experiences have to be challenging enough to establish a moment of disequilibrium for students; i.e. a mismatch between their current way of thinking, doing and being and the challenging stimuli from the learning experience. It is believed that this 'crisis moment' is the impetus for learning and development. It is important that sufficient support and guidance are provided to students during the ebb and flow of the learning process. Thus, although the DSA upholds the pedagogy of discomfort as an important foundation of its programmes, it is always balanced by the support (underpinned by the humanising pedagogy) needed to create an environment that is optimally conducive to student learning and development and support.

## 3.4 STUDENT AFFAIRS KEY STRATEGIC AREAS

The method to identify Key Strategic Areas (KSA), and related cross-functional teams that could drive specific strategic objectives, is underpinned by the goal to establish an innovation hub within the DSA. In other words the different KSA teams – each created through Student Affairs staff from different divisions and units – became the backbone of innovating, planning and implementing various strategic objectives on an annual basis. The focus and goals of each of the Key Strategic Areas are as follows:

## KSA 1 | PROFESSIONALISATION

We care deeply about the professionalisation of Student Affairs and aspire to prioritise research in order to ensure that our praxis remains data-driven. We are passionate about developing Student Affairs staff in such a way that they remain relevant to the developmental needs of students and maintain a competitive edge within the higher-education sector.

We recognise that the continuous professional development of staff in key competency areas presents itself as a definite opportunity to professionalise Student Affairs at the UFS even further. Therefore the opportunity to build a strong partnership with Human Resources and establish a system of recognition for the professional achievements of staff is important. The reimagining of roles and responsibilities in order to create a more effective structure is also seen as an important prospect to pursue.
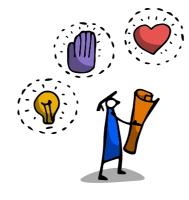
We wish to build on our current strengths and successes. Past experiences with the Odyssey and Tipping Points programmes have created a firm foundation for the professionalisation of Student Affairs. Furthermore, the existing culture of ownership and accountability along with our willingness to be proactive are considered huge assets in the current environment. The way in which the Student Affairs research desk functions also helps to strengthen this professionalisation.

### GOAL STATEMENTS
- Enhance research outputs with a distinct scholarly focus;
- Increase the visibility of Student Affairs as a profession;
- Foster the continuous professional develop-ment of staff;
- Actively link and contribute to Student Affairs organisations and professional bodies;
- Design and implement an orientation platform specific to Student Affairs.

## KSA 2 | HIGH-IMPACT PRACTICES

We care deeply about the employability of our graduates, and are therefore passionate about developing graduate attributes through co-curricular programmes and high-impact practices. In this regard, the various student communities are seen as bodies that provide access to the co-curriculum. Because we want our students to develop as global leaders in their fields, it is vital that our co-curricular programmes and activities become internationally recognised. This makes the seamless integration of in-class and out-of-class student experiences an important aspiration, which points towards the academic reconfiguration of Student Life Colleges.

A distinct opportunity exists to create an academic-development committee for Student Affairs. The reconfiguration of existing programmes and activities in order to purposefully align them with specific developmental outcomes is therefore considered an important strategic opportunity. Additionally, the fostering of internal and external partnerships and the professional development of personnel are important strategic prospects to pursue.

Current programmes and activities have a number of strengths that can help to effectively develop graduate attributes through co-curricular programmes and high-impact practices. The current systems encourage active student participation. Although over-involvement can become counterproductive, active engagement currently forms a strong basis to work from. Furthermore, the current way in which programmes and activities are assessed and evaluated forms a good foundation for future research. In this regard, an opportunity exists to relate data more effectively to the theory of student development, and to produce applicable research outputs. The involvement of students in annual planning and feedback conversations on co-curricular programmes creates a culture in which students become actively engaged in

these programmes and, consequently, receive proper recognition for them, which is integral to creating student buy-in. Leadership development is considered a particular strength in this regard.

### GOAL STATEMENTS
- Align identified programmes with graduate attributes and programme outcomes and dimensions;
- Make all programmes purposeful and ensure they are data-driven and evidence-based (include evaluations);
- Investigate co-curricular platforms;
- Employ an external expert to assist in co-curricular record development;
- Investigate the accreditation process.

## KSA 3 | STUDENT COMMUNITIES AND GOVERNANCE STRUCTURES

We care deeply about creating inclusive student communities that embrace students in all their diversity, and we provide opportunities for all to access developmental co-curricular programmes and activities. The wellness of all students, whether on-campus or off-campus, is important to us and, through active involvement in student communities, all students will have the opportunity to develop individually and collectively.
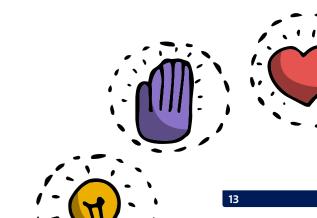
We acknowledge that these aspirations cannot be achieved in isolation, and we therefore aim to collaborate closely with strategic partners, internally and externally. Furthermore, we see the development of personnel and student competencies as an opportunity to establish the kind of environment we aspire to. We also recognise the growth of commuter-student engagement in student communities as a

particular opportunity to pursue. Social media and other forms of communication can also be used to achieve our goals.

In all of this, we wish to build on our current strengths and successes. The diversity of our student communities and the sense of belonging that has been created (through the nesting of smaller systems in larger systems) are seen as particular strengths. The establishment of a conversational culture (and the way in which it has helped to address stereotypical thinking) has laid a firm foundation for future discussions and the continuous transformation of student communities. The value-driven approach provides strength and direction to students, and the way in which residences share resources with one another builds strong student communities. Also, the encouragement of student engagement in programmes and activities enhances individual and collective development. The current peer mentor programme, with its mediated learning approach, is also a tremendous asset.

### GOAL STATEMENTS
- Increase participation, especially amongst the commuter populations and in student communities and governance structures;
- Embed Student Life Colleges as umbrella structures for student communities on all three campuses to foster interconnectedness;
- Strengthen and align all student governance structures across all three campuses with the Institutional Student Representative Council (ISRC) Constitution;
- Facilitate the intentional engagement of governance structures for different student communities in Student Affairs programmes and activities (be the 'bridge'), i.e. advocate an inclusive institutional culture;
- Establish student communities that are sensitive and responsive to the lived experiences of students.

## KSA 4 | MULTI-CAMPUS MODEL (COLLABORATION)

We care deeply about creating intersections between different programmes, divisions, groups and campuses. We recognise that growth and development happen at the place of discomfort and therefore aspire to create a disequilibrium through interconnections.
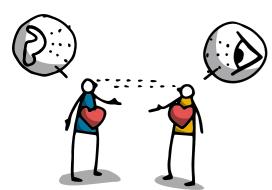
In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider community a distinct opportunity to establish this ethos in the whole environment.

The current intersectional framework, the pedagogy of discomfort and the humanising pedagogy form a firm foundation for creating this kind of environment.

### GOAL STATEMENTS

- Increase the impact of programmes: Ensure programmes are data-driven and evidence-based, diverse and inclusive;
- Foster and strengthen internal and external partnerships;
- Strengthen staff collegiality between and on all three campuses.

## KSA 5 | INSTITUTIONAL TRANSFORMATION PLAN (ITP):

**Institutional Change, Social Justice, Social Cohesion and Critical Diversity**

We care deeply about and commit ourselves to creating a campus climate that is socially just. We recognise that this can be achieved through our understanding of the value of diversity and through our collective efforts to interrupt and eradicate all forms of unearned power and privilege, internalised oppression, internalised domination and discrimination. Through the pursuit of social justice and critical diversity, we aspire towards creating a socially cohesive student body, student life and UFS community. The ideal is that the UFS community uses its power and privileged position to ensure humanising lived experiences for those who are less privileged (i.e. socially, economically, politically, religiously, sexually, culturally and with regard to disability, class, origin and language, etc.)

We will work with various institutional governance structures of the university (SRC, Institutional Forum, Senate and Council), university management, faculties and divisions. This will be done through the Integrated Transformation Plan (ITP).

In this regard, we consider the fostering of partnerships and collaborations between Student Affairs, the university and the wider community a distinct opportunity to establish the ethos, as set out in this document, in the whole environment.

The current intersectional framework, the pedagogy of discomfort and the humanising pedagogy form a firm foundation for transformation. The ITP will facilitate the creation of socially just, humanising lived experiences for members of the university community. It is important that these members be critical of their positions of power and privilege and that they intentionally work towards ensuring social justice and social cohesion.

### GOAL STATEMENTS

- Launch themed and imagined advocacy and awareness programmes;
- Host critical contemporary conversations and dialogues;
- Host seminars and summits;
- Develop value-driven conversations in student residences;
- Develop value-driven conversations and dialogues for the broader UFS community;
- Host themed critical conversations for Student Affairs staff (Tipping Points) on all three campuses.

# 4 | IMPLEMENTATION

The objectives of each Key Strategic Area are implemented by cross-sectional teams called KSA teams. Additionally, each division within Student Affairs has to report on the ways in which it has advanced these strategic objectives. During implementation of the HS 2022, we will evaluate and monitor our delivery in Key Strategic Areas. We will also determine whether our programmes are aligned with the needs of the students we serve while sharply focusing on human capital. The intention is to provide a working environment conducive to job satisfaction, skills development and the implementation of the HS 2022.

The Division of Student Affairs will continue to integrate the activities and operations of various programmes in order to improve service levels and maximise limited resources. Student Affairs will also use its partnerships as a means to implement its strategies wherever they can make a positive difference.

# 5 | ACTIVITIES, OUTCOMES, IMPACT, RESOURCES AND INDICATORS BASED ON KSA OUTPUTS

## KSA 1 | PROFESSIONALISATION

OUTPUT 1 | Ensure the professional development of staff using the LinkedIn Playlist, over and above the Student Affairs Blackboard support page, to disseminate staff-focused orientation videos of the UFS strategy, Student Affairs divisions, KSA team members, etc.

OUTPUT 2 | Promote research and scholarly writing by staff, with the aim to publish five or more research articles by the end of 2020.

OUTPUT 3 | Organise the Student Affairs Awards for staff, with the aim to rotate the ceremony across the three campuses annually from 2020.

| ACTIVITIES | OUTCOMES | RESOURCES |
|---|---|---|
| 1. Marketing campaign for staff regarding LinkedIn Playlist, over and above compiling orientation videos for Blackboard.<br>2. Conduct research regarding academic qualifications for staff-specific professional development.<br>3. Encourage article publications by way of division-earned incentives. | 1. Staff professional development and upskilling (increased competence and confidence).<br>2. Increased professionalism of DSA accompanied by improved institutional credibility and collaboration with academic faculties.<br>3. Possible third-stream income. | 1. Marketing; critical dialogues; incentives; Blackboard designer and/or coordinator; videographer.<br>2. Catering; accommodation; décor; incentives.<br>3. KSA logistical/ administration fees. |

## KSA 2 | HIGH-IMPACT PRACTICES

OUTPUT 1 | Organise the Student Affairs Research Colloquium (and Closing Dinner), with the aim to increase the number of academic papers and reflective practitioner and poster-presentation outputs.

OUTPUT 2 | Supersize the Alignment Canvas within Student Affairs through extensive training of staff across the three campuses, and support of these staff members, while developing an online platform to streamline the development and implementation of co-curricular programmes.

OUTPUT 3 | Organise the Student Affairs Writing Retreat, with the aim to increase the number of publishable research articles in the field of Student Affairs.

| ACTIVITIES | .OUTCOMES | RESOURCES |
|---|---|---|
| 1. Conduct pre- and post-event marketing while collaborating with KSA 4. Ensure logistical arrangements are met, conduct evaluations and provide feedback.<br>2. Update the alignment canvas with extensive training of KSA team members. Following this, KSA members will train different divisions across campuses to use the alignment canvas. Conduct frequent follow-ups and check-ins with respective divisions. Update and disseminate canvas-reporting templates to these divisions while investigating the development of an online platform. Conduct evaluations to determine impact of training and provide feedback reports.<br>3. Liaise with the research office to obtain umbrella ethical approval to conduct research across divisions and campuses. Conduct evaluations on the Writing Retreat with feedback reports. | 1. Increase research-related knowledge and skills, and professionally develop staff in the field of research; thus, contributing to the professionalisation of the DSA. The colloquium aims to change the culture and attitude towards research practices, while simultaneously providing recognition of staff and increasing the visibility of already-present research practices.<br>2. Contribute towards the development of the co-curricular record. In so doing, this will further the knowledge and application of teaching practices within the DSA. Through implementation, the alignment canvas will increase the quality of co-curricular projects and programmes while increasing student employability.<br>3. Articles published (in accredited journals) will increase institutional reputational benefits. In so doing, this will increase the motivation of staff to conduct research. | 1. Marketing; administrative logistics; venue; catering; décor; incentives.<br>2. Travel costs; graphic designer; online platform designer; materials; marketing; logistics.<br>3. Training practitioner; venue; catering; logistical administration. |

## KSA 3 | STUDENT COMMUNITIES AND GOVERNANCE STRUCTURES

OUTPUT 1 | Establish nine colleges across all three campuses (five on the Bloemfontein Campus, three on the Qwaqwa Campus and one on South Campus).

OUTPUT 2 | Form the Integrated Governance and Student Life Forum.

OUTPUT 3 | Reconfigure all colleges across the three campuses to include more commuter students (in so doing, increase collaboration with the Gateway Office, faculties and day residences).

OUTPUT 4 | Establish a Student Affairs Awards ceremony for students.

| ACTIVITIES | OUTCOMES | RESOURCES |
|---|---|---|
| 1. Initiate re-branding process for the nine colleges across the campuses. In so doing, establish college leadership (i.e. residence heads and RC). Allocate resources and investigate spaces for this process.<br>2. Draft forum terms of reference. Constitute the forum by incorporating monthly meetings and forum report structures.<br>3. Establish day-residence commuter hubs. Draft a strategy for these hubs (i.e. assignment of commuter students, residence heads, RC members). Align faculty orientation with these structures.<br>4. Benchmark nationally and internationally to standardise award criteria and categories. Implement recommendations. | 1. Enhance student participation across the board.<br>2. Create better opportunities for students (create culture, identity, sense of belonging).<br>3. Create better access to students. | 1. Rebranding for all nine colleges; marketing.<br>2. Language editing; report writing; marketing; materials.<br>3. Construction of commuter hubs; establishment of HR (residence heads and RC members); remuneration of and RC members); remuneration for HR services; marketing.<br>4. Travel costs (i.e. benchmarking); marketing; venue; décor; incentives. |

## KSA 4 | MULTI-CAMPUS MODEL (COLLABORATION)

OUTPUT 1 | Organise the Intra-varsity Games, with the aim to rotate the games across the three campuses annually from 2020.

OUTPUT 2 | Organise the Staff Get-together in collaboration with KSA 1 (this will combine the Student Affairs Awards, strategic planning and year-end functions).

OUTPUT 3 | Collaborate with all Student Affairs divisions across the three campuses in organising and promoting the visibility of Student Affairs during Student Affairs Week.

| ACTIVITIES | OUTCOMES | RESOURCES |
|---|---|---|
| 1. Collaborate with the annual UFS Multilingual Mokete (instead of the Kovsie Biggest Braai) on the Games. Establish multiple task teams for the event.<br>2. Incorporate the staff awards, social cohesion, team building and strategic planning into the Get-together event.<br>3. Conduct extensive marketing across campuses. Determine which activities should take place during the event, with collaboration between all DSAs across the campuses. | 1. Promote interconnectedness across campuses (staff and student cohesion to emphasise a campus community).<br>2. Enhance student participation in DSA activities and programmes across campuses.<br>3. Increase humanising practices of engagement through shared knowledge, build rapport (with staff, students and stakeholders) and increase the pedagogy of compassion. | 1. Catering; arts and culture events; marketing; logistical administration.<br>2. Catering; travel costs; accommodation.<br>3. Marketing; logistical administration; travel costs. |

## KSA 5 | INSTITUTIONAL TRANSFORMATION PLAN (ITP): Institutional Change, Social Justice, Social Cohesion and Critical Diversity

**OUTPUT 1 |** Organise the Gender-based Violence Conference across all three campuses.

**OUTPUT 2 |** Develop and implement the Advocacy Awareness Analysis (AAA) strategy across all three campuses.

**OUTPUT 3 |** Develop, implement and launch the On the Red Couch programme across all three campuses.

| ACTIVITIES | OUTCOMES | RESOURCES |
|---|---|---|
| 1. Plan and host the conference across the campuses. Provide a feedback report. <br> 2. Consult all three campuses on the strategy. Plan activities related to the implementation, evaluation and reporting of the strategy. <br> 3. Develop a manual. Develop and implement supplementary training workshops. Launch the manual on all three campuses. | 1. Promote awareness. <br> 2. Empower staff and students. <br> 3. Create and disseminate knowledge across campuses. | 1. Event facilitators; marketing; materials; incentives; travel costs. <br> 2. Marketing; logistical administration; travel costs. <br> 3. Consultant; designer; facilitators; marketing; travel costs. |
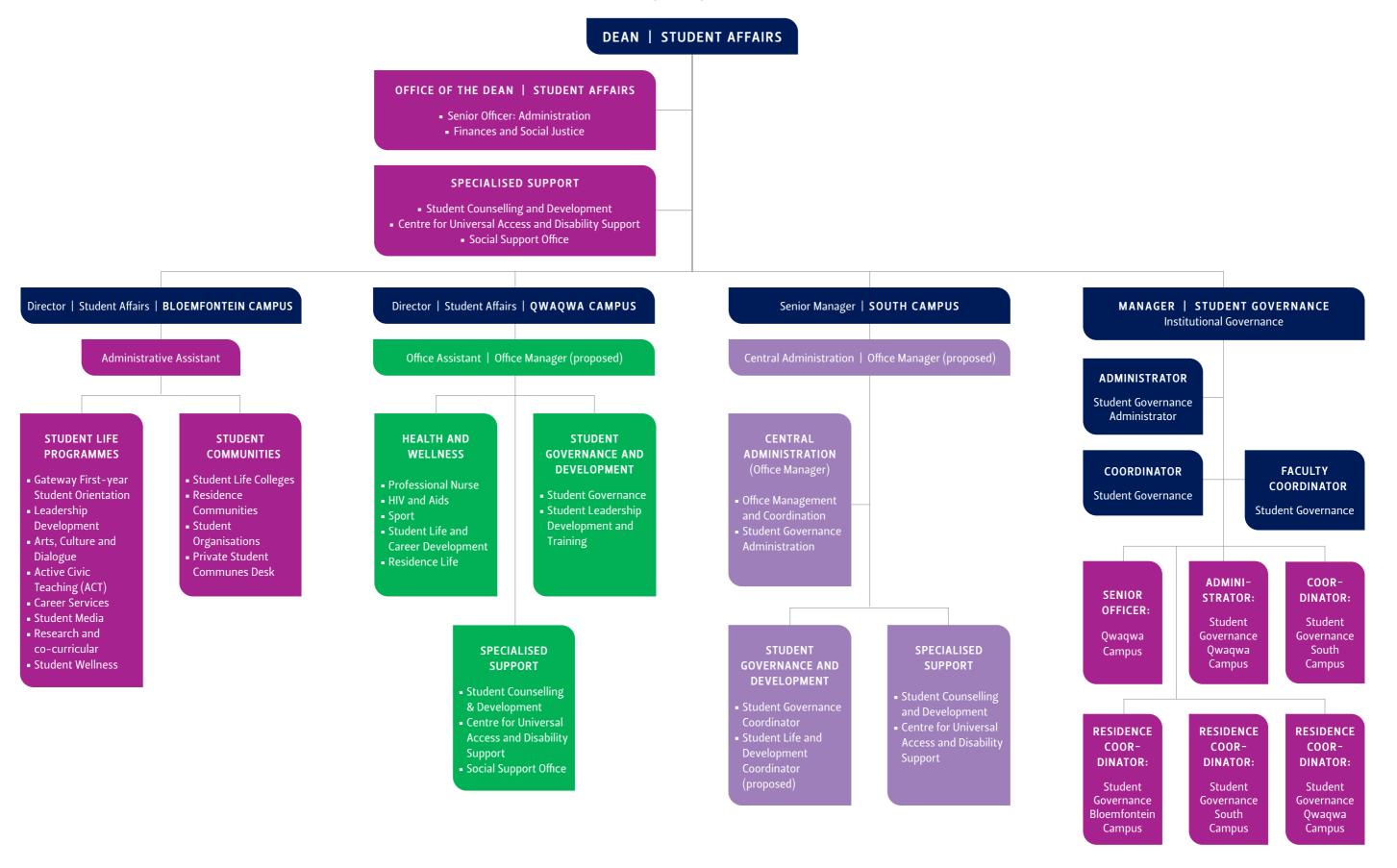
# STUDENT AFFAIRS

## BLOEMFONTEIN CAMPUS | QWAQWA CAMPUS | SOUTH CAMPUS

**DEAN | STUDENT AFFAIRS**

**OFFICE OF THE DEAN | STUDENT AFFAIRS**
- Senior Officer: Administration
- Finances and Social Justice

**SPECIALISED SUPPORT**
- Student Counselling and Development
- Centre for Universal Access and Disability Support
- Social Support Office

### Director | Student Affairs | BLOEMFONTEIN CAMPUS

Administrative Assistant

**STUDENT LIFE PROGRAMMES**
- Gateway First-year Student Orientation
- Leadership Development
- Arts, Culture and Dialogue
- Active Civic Teaching (ACT)
- Career Services
- Student Media
- Research and co-curricular
- Student Wellness

**STUDENT COMMUNITIES**
- Student Life Colleges
- Residence Communities
- Student Organisations
- Private Student Communes Desk

### Director | Student Affairs | QWAQWA CAMPUS

Office Assistant | Office Manager (proposed)

**HEALTH AND WELLNESS**
- Professional Nurse
- HIV and Aids
- Sport
- Student Life and Career Development
- Residence Life

**STUDENT GOVERNANCE AND DEVELOPMENT**
- Student Governance
- Student Leadership Development and Training

**SPECIALISED SUPPORT**
- Student Counselling & Development
- Centre for Universal Access and Disability Support
- Social Support Office

### Senior Manager | SOUTH CAMPUS

Central Administration | Office Manager (proposed)

**CENTRAL ADMINISTRATION**
(Office Manager)
- Office Management and Coordination
- Student Governance Administration

**STUDENT GOVERNANCE AND DEVELOPMENT**
- Student Governance Coordinator
- Student Life and Development Coordinator (proposed)

**SPECIALISED SUPPORT**
- Student Counselling and Development
- Centre for Universal Access and Disability Support

### MANAGER | STUDENT GOVERNANCE
Institutional Governance

**ADMINISTRATOR**
Student Governance Administrator

**COORDINATOR**
Student Governance

**FACULTY COORDINATOR**
Student Governance

**SENIOR OFFICER:**
Qwaqwa Campus

**ADMINI-STRATOR:**
Student Governance Qwaqwa Campus

**COOR-DINATOR:**
Student Governance South Campus

**RESIDENCE COOR-DINATOR:**
Student Governance Bloemfontein Campus

**RESIDENCE COOR-DINATOR:**
Student Governance South Campus

**RESIDENCE COOR-DINATOR:**
Student Governance Qwaqwa Campus

**1** ⊙ **We shall conduct our daily activities with due diligence**

**We shall respect the physical and intellectual property of the UFS and its partners** ⊙ **2**

**3** ⊙ We shall act with the utmost integrity when conducting our duties

**We shall recognise the basic human dignity of others** ⊙ **4**

**5** ⊙ **We shall be ambassadors for the values of the UFS**

**STUDENT AFFAIRS ETHICS CHARTER FOR STUDENT AFFAIRS PROFESSIONALS**

UFS
STUDENT AFFAIRS
STUDENTESAKE
DITABA TSA BAITHUTI

# STUDENT AFFAIRS ETHICS CHARTER FOR STUDENT AFFAIRS PROFESSIONALS

## INTRODUCTION

The building of an ethically responsible society in South Africa, and beyond, is a goal that is actively pursued by organisations like the Ethics Institute of South Africa and Ethics Monitor. Along with making significant contributions towards establishing ethics in different spheres of society, they aim to build ethical leaders for the future.

This focus on the development of future leaders, especially in a higher education context, is something that the Global Ethics organisation specifically prioritises. It states that "higher education is leadership education" and that a substantial part of preparing future leaders depends on developing value-driven leadership in higher education students (Global Ethics, 2017). Thus, this Student Affairs Ethics Charter (SAEC) aims to align the Division of Student Affairs (DSA) at the University of the Free State (UFS) with these goals and objectives. This alignment is important, not only to develop ethically grounded student leaders at the UFS, but also to promote ethical standards for Student Affairs as a profession.

In this regard, the SAEC (as an initiative to actively promote ethical standards in Student Affairs) should be seen as part of other initiatives to advance the professionalisation of Student Affairs at the UFS and beyond, namely establishing a professional development route for staff (especially on post-graduate level); fostering data-driven praxis and research; upholding the theoretical underpinnings of Student Affairs praxis; and employing full-time staff members in different functional areas of Student Affairs.

It is against the backdrop of these overarching goals and objectives that the institutional purpose of the SAEC becomes important.

# 6 | ETHICAL STANDARDS

- We shall conduct our daily activities with due diligence.

## TO ACHIEVE THIS, WE SHALL:

- Act in accordance with the laws, policies and procedures of the UFS and the Student Affairs Ethics Charter;
- Undertake our duties with due care, commitment and enthusiasm;
- Be responsive to the legitimate expectations of all our stakeholders;
- Adhere to the principles of good corporate governance;
- Honour our obligations and deliver timeously on our promises;
- Behave in a fair and honest manner;
- Respect others at all times; and
- Respect the physical and intellectual property of the UFS and its partners.

## IN THIS REGARD, WE SHALL:

- Preserve and protect the assets of the UFS in whatever form or nature; and
- Condemn any form of illegal and/or unethical conduct with regards to the property of the university.
- We shall act with the utmost integrity when conducting our duties.

## WE SHALL:

- Be truthful and honest in all our dealings with staff, students, service providers and members of the public;
- Be honest in accounting for the work done and in reporting;
- Create conditions that will discourage unethical behavior;
- Support, protect and encourage staff, students, service providers and members of the public; and
- Pre-emptively declare, seek clarity and/or avoid circumstances and conditions that may lead to a conflict of interests.

## CONFLICTS OF INTEREST MAY BE CAUSED BY:

- Activities outside the university but related to the university;
- Relationships between staff, students, service providers and members of the public; and
- Accepting gifts in any form or nature and giving gifts in any form or nature.
- We shall recognise the basic human dignity of others.

## WE SHALL:

- Advocate the basic human rights of others as entrenched in the South African Constitution (especially those that relate to differences, i.e. gender, race, disability, class, sexual orientation, place of origin, religion, etc.);
- Follow due process, where necessary, and report any staff, student, service provider or member of the public who disregards and/or violates or attempts to violate the basic human rights of others;
- Make the UFS a safe and healthy space for staff, students, service providers, and members of the public;
- Treat fellow colleagues, students, service providers and members of the public with dignity; and
- Be ambassadors for the values of the UFS.

## WE SHALL:

- Demonstrate imaginative and ethical behaviour in our daily lives;
- Show good character in how we approach our work and in our interactions with each other;
- Have honest and critical conversations on how to live ethical lifestyles as set out in the Student Affairs Ethics Charter; and
- Embrace an ethical lifestyle.

# Key Strategic Areas
## UFS Student Affairs

**Certain** about **uncertainty**
**Comfortable** with **discomfort**

NURTURING **GRADUATE ATTRIBUTES**

BUILDING **EMBRACING COMMUNITIES**

### KEY STRATEGIC AREAS

**Certain** about **uncertainty**
**Comfortable** with **discomfort**

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CONSTRUCTING **COLLABORATIVE INTERCONNECTIONS**

CREATING **A SOCIALLY JUST CULTURE**

DEVELOPING **PROFESSIONALS**

# CONTEXTUALISING
## THE STRATEGY
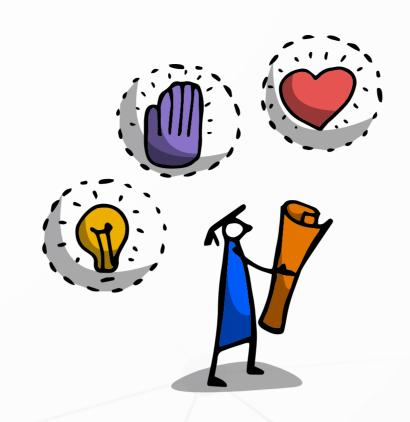
**Certain** about **uncertainty**
**Comfortable** with **discomfort**

DSA Strategy Framework **2018–2022**

Pedagogies

Critical diversity

* Disability
* Race
* Gender
* Place of origin
* Religion
* Sexual orientation
* etc.

Power    Privilege

Discomfort    Humanising

Social justice

Ethics

Ethics

Intersectionality framework

University Culture    Structural Issues

Core functions

* Academic success
* Humanising lived student experience

NURTURING GRADUATE ATTRIBUTES

BUILDING EMBRACING COMMUNITIES

KEY STRATEGIC
AREAS

—

Certain about uncertainty
Comfortable with discomfort

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CONSTRUCTING COLLABORATIVE
INTERCONNECTIONS

CREATING A SOCIALLY
JUST CULTURE
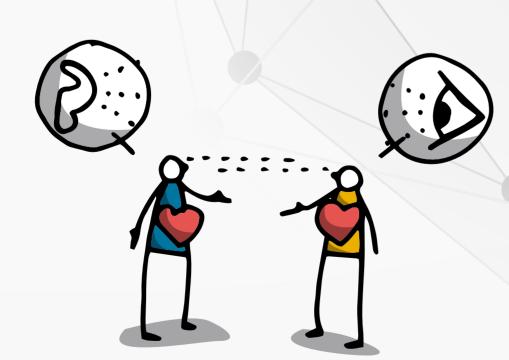
DEVELOPING PROFESSIONALS

# Appendix  B
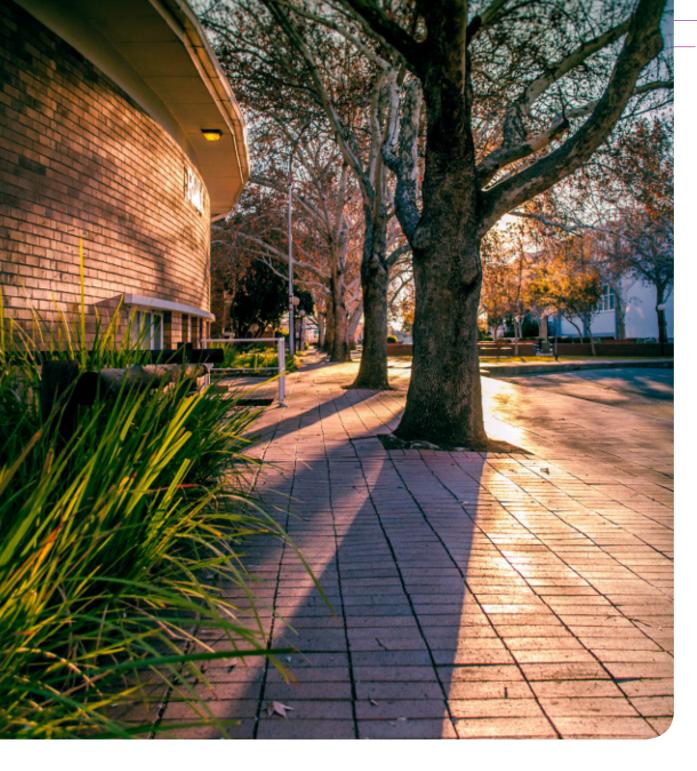
# STUDENT AFFAIRS ETHICS CHARTER FOR STUDENT AFFAIRS PROFESSIONALS

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# INDEX

# INTRODUCTION

The building of an ethically responsible society in South Africa, and beyond, is a goal that is acitively pursued by organisations like the Ethics Institute of South Africa and Ethics Monitor. As well as making significant contributions towards establishing ethics in different spheres of society, they also aim to build ethical leaders for the future.

This focus on the development of future leaders, especially in a higher education context, is something that the Global Ethics organisation specifically prioritises. It states that "higher education is leadership education" and that a substantial part of preparing future leaders depends on developing value-driven leadership in higher education students (Global Ethics 2017). Thus, this Student Affairs Ethics Charter (SAET) aims to align the Division of Student Affairs (DSA) at the University of the Free State (UFS) with these goals and objectives. This alignment is important, not only to develop ethically grounded student leaders at the UFS, but also to promote ethical standards for Student Affairs as a profession.

In this regard, the SAET (as an initiative to actively promote ethical standards in Student Affairs) should be seen as part of other initiatives to advance the professionalisation of Student Affairs at the UFS and beyond, namely: establishing a professional development route for staff (especially on post-graduate level); fostering data-driven praxis and research; upholding the theoretical underpinnings of Student Affairs praxis; and employing full-time staff members in different functional areas of Student Affairs.

It is against the backdrop of these overarching goals and objectives that the institutional purpose of the SAET becomes important.

# PURPOSE OF THE ETHICS CHARTER

The UFS Strategic Plan and the Integrated Transformation Plan (ITP) signal the University's commitment to widen the scope and radically accelerate transformation in the University. University culture is a complex set of ingrained behaviours, practices and norms governing the experience of those who study and work in the institution.

If the future we seek is that of excellence and diversity, the University will have an institutional culture that values and encourages differences, that is, different approaches, different perspectives and differences in disability, religion, race, gender, sexual orientation, place of origin, values and beliefs. The institutional culture will also be a culture of high performance, equality and a culture that respects human dignity and the human rights of others.

The ITP framework encourages the adoption of new practices, modes of organisation and values capable of delivering social justice.

This Charter therefore presents core principles that define the ethos of the UFS and serve as reference points for the entire University community by creating shared ethical principles.

During 2018, we, as the Division of Student Affairs, held a number of conversations, reflecting on our core principles. This was important, because we seek to lead in ways that go beyond the traditional expectations set for Student Affairs professionals. This initiative demonstrates our focus on innovation, exploring possibilities and finding creative solutions to current challenges facing higher-education students and universities today. With this document, we make a conscious commitment to lead through our core principles, to create a humanising Student Affairs culture and an institutional culture that will enable us to reach our strategic objectives (in the Division of Student Affairs and the UFS), uphold ethical practices and contribute meaningfully to our different communities and the natural environment. Thus, we strive to lead from a deep sense of purpose and commitment to life-affirming principles so that our service benefits all stakeholders in society. To this effect, we consider ourselves part of a community, society and the nation, and, therefore, aim to provide solutions to those challenges that face us as the Division of Student Affairs, the University community and society in general.

The Division of Student Affairs identified five principles as part of the Humanising Strategy 2017-2022, namely: humanity, ethics, critical-diversity literacy, social justice and integrity. Together with these six principles, the Division of Student Affairs identified five key strategic areas (KSA): professionalisation, high-impact practices, student communities, governance and structures, Multi-Campus Model (collaboration) and Institutional Transformation Plan (institutional change, social justice, social cohesion and critical diversity).

For each KSA an interdepartmental team has been established in order to ensure the effective and efficient implementation of the strategy. So, for each principle, each KSA team has made an undertaking on how it will live this principle.

# SCOPE OF THE ETHICS CHARTER

- In practice, the Student Affairs Ethics Charter will apply to Student Affairs staff, students and all its stakeholders.
- The custodian of the Student Affairs Ethics Charter will be the Dean of Student Affairs.
- The Student Affairs Ethics Charter defines ethical conduct by staff, students and stakeholders, promotes high ethical standards and establishes a framework for ethical lifestyles.
- Student Affairs professionals are expected to maintain human relations that are sincere and inclusive.
- The entire Student Affairs management team (with special emphasis on Heads of Departments, individually and collectively) is charged with applying the Student Affairs Ethics Charter to Student Affairs services and programmes and University activities. It is imperative that the principles contained in the Student Affairs Ethics Charter be shared with all Student Affairs staff likely to exercise significant power and influence over students and other staff members.

# AUTHORITY

- The Student Affairs Ethics Charter is a building block towards an ethical Student Affairs profession. It is also a further commitment by Student Affairs leadership and its staff to the highest ethical standards, the kind of standards that recognise that legal compliance satisfies only the most basic level of ethical conduct and therefore is not enough to ensure social integration, social justice and social cohesion.
- Ethics education, dialogue and awareness should be broadly introduced to the Student Affairs co-curricular content.
- The introduction of ethics education to Student Affairs will be an imaginative intervention and the dialogues on how to live ethically within the context of the UFS will generate a new culture with an ethical foundation.
- These interventions will provide knowledge, clarity, understanding, assurance and confidence to the Student Affairs community and its partners that the University is a safe space, that it embraces differences and has a culture of integrity.

# IMPLEMENTATION

- All new staff members should be inducted in an ethical lifestyle as outlined in the Student Affairs Ethics Charter, which should be accessible in electronic and/or printed format for easy access and reference.
- The principles of the Student Affairs Ethics Charter should be reflected in the daily activities of staff and in the manner with which they do business with one another and external partners.
- The Student Affairs professional culture will be represented by only the highest standard of ethical conduct that affirms human dignity and respects the human rights of others.

# ETHICAL INTENT

- In support of UFS's and the Division of Student Affairs' strategic thrusts, we commit ourselves individually and collectively to the highest standards of ethics, corporate governance and social justice ideals.
- We pledge to be humane in our interaction with members of the University community and its external partners.
- We promise to recognise the dignity inherent in human beings and to embrace differences.

# ETHICAL STANDARDS

**WE SHALL CONDUCT OUR DAILY ACTIVITIES WITH DUE DILIGENCE**
To achieve this, we shall:
- Act in accordance with the laws, policies and procedures of the UFS and the Student Affairs Ethics Charter;
- Undertake our duties with due care, commitment and enthusiasm;
- Be responsive to the legitimate expectations of all our stakeholders;
- Adhere to the principles of good corporate governance;
- Honour our obligations and deliver timeously on our promises;
- Behave in a fair and honest manner; and
- Respect others at all times.

**WE SHALL RESPECT THE PHYSICAL AND INTELLECTUAL PROPERTY OF UFS AND ITS PARTNERS**
In this regard, we shall:
- Preserve and protect the assets of UFS in whatever form or nature; and
- Condemn any form of illegal and/or unethical conduct with regards to the property of the University.

## WE SHALL ACT WITH THE UTMOST INTEGRITY WHEN DISCHARGING OUR DUTIES

We shall:

- Be truthful and honest in all our dealings with staff, students, service providers and members of the public;
- Be honest in accounting for the work done and in reporting;
- Create conditions that will discourage unethical behavior;
- Support, protect and encourage staff, students, service providers and members of the public; and
- Pre-emptively declare, seek clarity and/or avoid circumstances and conditions that my lead to a conflict of interests.

Conflicts of interest may be caused by:

- Activities outside the University but related to the University;
- Relationships between staff, students, service providers and members of the public; and
- Accepting gifts in any form or nature and giving gifts in any form or nature.

## WE SHALL RECOGNISE THE BASIC HUMAN DIGNITY OF OTHERS

We shall:

- Advocate for the basic human rights of others as entrenched in the South African Constitution (especially those that relate to differences, i.e. gender, race, disability, class, sexual orientation, place of origin, religion etc.);
- Follow due process, where necessary, and report any staff, student, service provider or member of the public who disregards and/or violates or attempts to violate the basic human rights of others;
- Make UFS a safe and healthy space for staff, students, service providers, and members of the public; and
- Treat fellow colleagues, students, service providers and members of the public with dignity.

## WE SHALL BE AMBASSADORS FOR THE VALUES OF THE UFS

We shall:

- Demonstrate imaginative and ethical behaviour in our daily lives;
- Show good character in how we approach our work and in our interactions with each other;
- Have honest and critical conversations on how to live ethical lifestyles as set out in the Student Affairs Ethics Charter; and
- Embrace an ethical lifestyle.

# ETHICS SUPPORT

- Staff will require support, guidance and clarity from time to time with respect to living in accordance with the prescripts of the Student Affairs Ethics Charter.
- This may occur when staff members are unsure about an ethical decision, its implications or actions they are required to carry out in a particular situation. This can also be applied in instances where staff suspect inappropriate and/or unethical behaviour.

## GUIDANCE, CONFIDENTIALITY AND ANONYMITY:

- In order to ensure the effectiveness of the Student Affairs Ethics Charter, sufficient guidance must be provided for staff and other stakeholders so as to help them understand and distinguish between ethical and unethical behaviour.
- Adequate information must also be provided with regards to the confidential and/or anonymous reporting process when behaviour inconsistent with the principles enshrined in the Student Affairs Ethics Charter is observed.
- Guidance can be sought from Heads of Departments, and/or the Dean of Student Affairs if the Student Affairs Ethics Charter provides insufficient clarity on ethical guidance.
- Reporting of suspected unethical or fraudulent behaviour can be directed to Heads of Departments, human resources, and/or the Dean of Student Affairs, and/or the Vice-Rector Institutional Change, Student Affairs and Community Engagement for confidentiality purposes and/or the KPMG Ethics Hotline number 0800 006 704 or email fraud@kpmg.co.za.
- All managers at different levels and anyone who is tasked to respond to cases of unethical conduct should deal with information and reports with the strictest confidentiality.

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# Appendix C

## Chantal Kader
### Updated SA week questionnaire
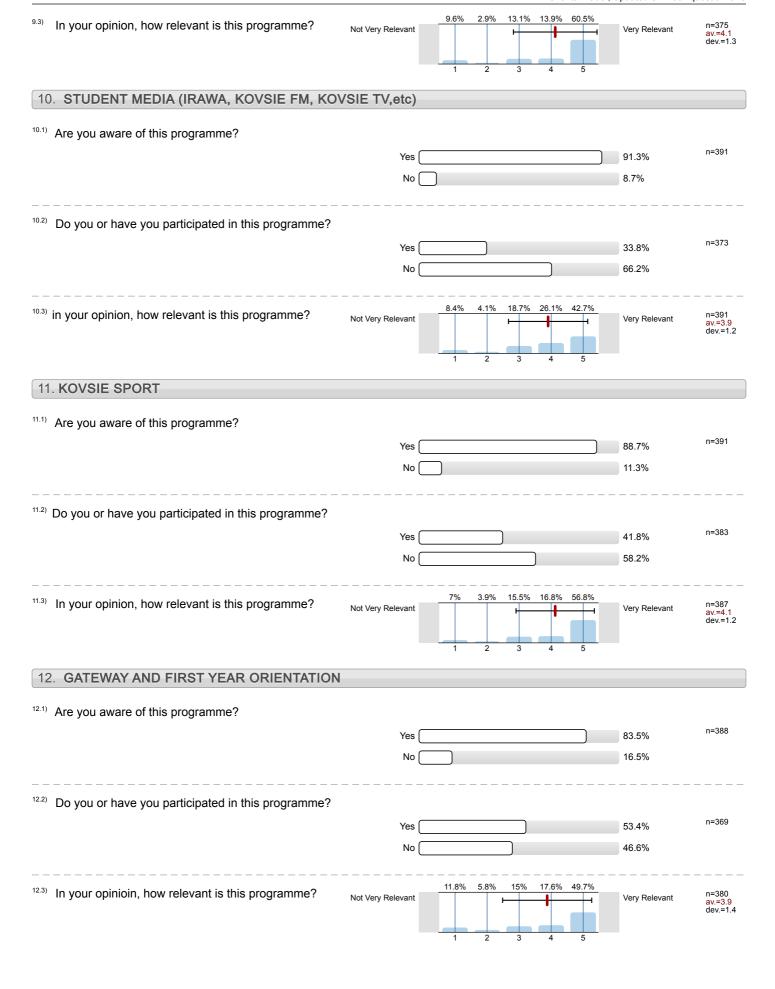
### A total of 432 respondents completed the questionnaire. Response rate = %

---

## Survey Results

## Legend

Relative Frequencies of answers   Std. Dev.   Mean

Question text

Left pole

| 25% | 0% | 50% | 0% | 25% |

Right pole

Scale   1   2   3   4   5

Histogram

n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

---

## 1. BIOGRAPHICAL INFORMATION

### 1.1) GENDER

| | | |
|---|---|---|
| Female | | 60.8% |
| Male | | 37.6% |
| Other | | 1.7% |

n=418

### 1.2) RACE

| | | |
|---|---|---|
| Black | | 81.7% |
| White | | 7.9% |
| Coloured | | 5.5% |
| Asian | | 1.2% |
| Indian | | 1.7% |
| Other | | 1.9% |

n=416

### 1.3) YEAR OF STUDY

| | | |
|---|---|---|
| First | | 22.9% |
| Second | | 39.5% |
| Third | | 21.5% |
| Fourth | | 6.3% |
| Fifth | | 4.1% |
| Post Graduate | | 5.6% |

n=410

### 1.4) ACCOMODATION

| | | |
|---|---|---|
| On Campus Accomodation | | 23.9% |
| Off Campus Accomodation | | 76.1% |

n=415

### 1.5) SELECT OFF CAMPUS ACCOMMODATION

| | | |
|---|---|---|
| Student House | | 27% |
| Student Commune (Unilofts, Campus Key, e.t.c.) | | 34.2% |
| Other | | 38.8% |

n=330

---

## 3. RESIDENCE COMMUNITIES (Includes Campus and day/city residences).

3.1) Are you aware of this programme?

| | | |
|---|---|---|
| Yes | | 64.1% |
| No | | 35.9% |

n=410

3.2) Do you or have you participated in this programme?

| | | |
|---|---|---|
| Yes | | 33.2% |
| No | | 66.8% |

n=395

3.3) In your opinion, how relevant is this programme?

Not very Relevant — 13% | 5.6% | 25.5% | 20.2% | 35.7% — Very Relevant

(1, 2, 3, 4, 5)

n=392
av.=3.6
dev.=1.4

## 4. LEADERSHIP DEVELOPMENT OFFICE

4.1) Are you aware of this programme?

| | | |
|---|---|---|
| Yes | | 52.1% |
| No | | 47.9% |

n=413

4.2) Do you or have you participated in this programme?

| | | |
|---|---|---|
| Yes | | 20.4% |
| No | | 79.6% |

n=388

4.3) In your opinion, how relevant is this programme?

Not Very Relevant — 11.8% | 9.7% | 27.7% | 17.3% | 33.5% — Very Relevant

(1, 2, 3, 4, 5)

n=382
av.=3.5
dev.=1.4

## 5. STUDENT WELLNESS

5.1) Are you aware of this programme?

| | | |
|---|---|---|
| Yes | | 77% |
| No | | 23% |

n=409

5.2) Do you or have you participated in this programme?

| | | |
|---|---|---|
| Yes | | 39.9% |
| No | | 60.1% |

n=388

5.3) In your opinion, how relevant is this programme?

Not Very Relevant — 8.7% | 4.6% | 17.4% | 17.9% | 51.4% — Very Relevant

(1, 2, 3, 4, 5)

n=391
av.=4
dev.=1.3

## 6. RAG AND COMMUNITY ENGAGEMENT OFFICE

6.1) Are you aware of this programme?

| | | |
|---|---|---|
| Yes | | 79.5% |
| No | | 20.5% |

n=400

6.2) Do you or have you participated in this programme?

| | | |
|---|---|---|
| Yes | | 45.2% |
| No | | 54.8% |

n=383

6.3) In your opinion, how relevant is this programme?

Not Very Relevant — 13.4% | 6.5% | 24.8% | 19.9% | 35.4% — Very Relevant

1 2 3 4 5

n=387
av.=3.6
dev.=1.4

## 7. CAREER DEVELOPMENT OFFICE

7.1) Are you aware of this programme?

| | | |
|---|---|---|
| Yes | | 77.1% |
| No | | 22.9% |

n=398

7.2) Do you or have you participated in this programme?

| | | |
|---|---|---|
| Yes | | 37.7% |
| No | | 62.3% |

n=371

7.3) In your opinion how relevant is this programme?

Not Very Relevant — 7.3% | 6% | 16.2% | 17% | 53.4% — Very Relevant

1 2 3 4 5

n=382
av.=4
dev.=1.3

## 8. ARTS AND CULTURE OFFICE

8.1) Are you aware of this programme?

| | | |
|---|---|---|
| Yes | | 53.3% |
| No | | 46.7% |

n=392

8.2) Do you or have you participated int his programme?

| | | |
|---|---|---|
| Yes | | 26.6% |
| No | | 73.4% |

n=372

8.3) In your opinion, how relevant is this programme?

Not Very Relevant — 13.2% | 9% | 26.3% | 19.5% | 32.1% — Very Relevant

1 2 3 4 5

n=365
av.=3.5
dev.=1.4

## 9. CENTER FOR UNIVERSAL ACCESS AND DISABILITY SUPPORT (CUADS)

9.1) Are you aware of this programme?

| | | |
|---|---|---|
| Yes | | 65.2% |
| No | | 34.8% |

n=397

9.2) Do you or have you participated in this programme?

| | | |
|---|---|---|
| Yes | | 16.2% |
| No | | 83.8% |

n=377

9.3) In your opinion, how relevant is this programme?

Not Very Relevant — 9.6% 2.9% 13.1% 13.9% 60.5% — 1 2 3 4 5 — Very Relevant

n=375
av.=4.1
dev.=1.3

## 10. STUDENT MEDIA (IRAWA, KOVSIE FM, KOVSIE TV,etc)

10.1) Are you aware of this programme?

Yes 91.3%
No 8.7%

n=391

10.2) Do you or have you participated in this programme?

Yes 33.8%
No 66.2%

n=373

10.3) in your opinion, how relevant is this programme?

Not Very Relevant — 8.4% 4.1% 18.7% 26.1% 42.7% — 1 2 3 4 5 — Very Relevant

n=391
av.=3.9
dev.=1.2

## 11. KOVSIE SPORT

11.1) Are you aware of this programme?

Yes 88.7%
No 11.3%

n=391

11.2) Do you or have you participated in this programme?

Yes 41.8%
No 58.2%

n=383

11.3) In your opinion, how relevant is this programme?

Not Very Relevant — 7% 3.9% 15.5% 16.8% 56.8% — 1 2 3 4 5 — Very Relevant

n=387
av.=4.1
dev.=1.2

## 12. GATEWAY AND FIRST YEAR ORIENTATION

12.1) Are you aware of this programme?

Yes 83.5%
No 16.5%

n=388

12.2) Do you or have you participated in this programme?

Yes 53.4%
No 46.6%

n=369

12.3) In your opinioin, how relevant is this programme?

Not Very Relevant — 11.8% 5.8% 15% 17.6% 49.7% — 1 2 3 4 5 — Very Relevant

n=380
av.=3.9
dev.=1.4

## 13. GENDER AND SEXUAL EQUITY OFFICE

13.1) Are you aware of this programme?

Yes 43.6%

No 56.4%

n=376

---

13.2) Do you or have you participated in this programme?

Yes 16.3%

No 83.7%

n=363

---

13.3) In your opinion, how relevant is this programme?

Not Very Relevant | 9.6% 7.4% 21.8% 16% 45.2% | Very Relevant

1 2 3 4 5

n=363
av.=3.8
dev.=1.3

## 14. COUNCELLING SERVICES

14.1) Are you aware of this programme?

Yes 82.2%

No 17.8%

n=381

---

14.2) Do you or have you participated in this programme?

Yes 34.8%

No 65.2%

n=371

---

14.3) In your opinion, how relevant is this programme?

Not Very Relevant | 5.6% 3.9% 13.1% 19.5% 57.9% | Very Relevant

1 2 3 4 5

n=359
av.=4.2
dev.=1.2

## 15. STUDENT GOVERNANCE (SRC, EC, etc.)

15.1) Are you aware of this programme?

yes 84.7%

No 15.3%

n=391

---

15.2) Do you or have you participated int his programme?

Yes 30.9%

No 69.1%

n=366

---

15.3) In your opinion, how relevant is this programme?

Not Very Relevant | 7.8% 6.8% 18.6% 19.5% 47.3% | Very Relevant

1 2 3 4 5

n=370
av.=3.9
dev.=1.3

## 16. STUDENT ASSOCIATTIONS AND ORGANSISATIONS (POLITICAL,RELIGIOUS, ACADEMIC, ect.)

16.1) Are you aware of this programme?

Yes 74.9%

No 25.1%

n=382

---

**16.2)** Do you or have you participated in this programme?

| | | |
|---|---|---|
| Yes | | 37.9% |
| No | | 62.1% |

n=372

**16.3)** In your opinion, how relevant is this programme?

Not Very Relevant — 6.6% · 8% · 23.9% · 17.9% · 43.7% — Very Relevant

1  2  3  4  5

n=364
av.=3.8
dev.=1.3

## 17. SECTION C

**17.1)** When receiving information regarding events and programmes, which communication platform works best for you?

| | | |
|---|---|---|
| SMS | | 43.6% |
| Social Media | | 18.9% |
| Email | | 37.5% |
| Blackboard | | 24.7% |
| Posters and Flyers | | 10.3% |

n=429

**17.2)** Would you be more likely to participate in co-curricular activities if formal recognition was offered?

| | | |
|---|---|---|
| Yes | | 86.9% |
| No | | 13.1% |

n=373

**17.3)** Would you be more likely to participate in co-curriculum programmes if they were offered online? (webinars/ blackboard, etc.)?

| | | |
|---|---|---|
| Yes | | 79.2% |
| No | | 20.8% |

n=379

**17.4)** Would you be more likely to participate in co-curriculum programmes if they were offered in your neighbourhood or close vacinity/

| | | |
|---|---|---|
| Yes | | 81.4% |
| No | | 18.6% |

n=370

**17.5)** How many hours a day on average do you spend on campus?

| | | |
|---|---|---|
| 1 - 4 | | 14% |
| 5 - 7 | | 48.3% |
| 8 - 12 | | 18.2% |
| 13 and more | | 19.5% |

n=379

**17.6)** Where do you spend most of your time between classes? (More than one option can be indicated)

| | | |
|---|---|---|
| I often do not have a space conducive for learning and relaxing. | | 6.3% |
| Library | | 25.2% |
| Computer Lab | | 31.5% |
| Thakaneng Bridge | | 17.2% |
| My Residence | | 23.1% |
| Where I find I place outside on campus. | | 12.1% |

n=429

# Profile

## 3. RESIDENCE COMMUNITIES (Includes Campus and day/city residences).

3.3) In your opinion, how relevant is this programme?

Not very Relevant — Very Relevant

n=392  av.=3.6  md=4.0  dev.=1.4

## 4. LEADERSHIP DEVELOPMENT OFFICE

4.3) In your opinion, how relevant is this programme?

Not Very Relevant — Very Relevant

n=382  av.=3.5  md=4.0  dev.=1.4

## 5. STUDENT WELLNESS

5.3) In your opinion, how relevant is this programme?

Not Very Relevant — Very Relevant

n=391  av.=4.0  md=5.0  dev.=1.3

## 6. RAG AND COMMUNITY ENGAGEMENT OFFICE

6.3) In your opinion, how relevant is this programme?

Not Very Relevant — Very Relevant

n=387  av.=3.6  md=4.0  dev.=1.4

## 7. CAREER DEVELOPMENT OFFICE

7.3) In your opinion how relevant is this programme?

Not Very Relevant — Very Relevant

n=382  av.=4.0  md=5.0  dev.=1.3

## 8. ARTS AND CULTURE OFFICE

8.3) In your opinion, how relevant is this programme?

Not Very Relevant — Very Relevant

n=365  av.=3.5  md=4.0  dev.=1.4

## 9. CENTER FOR UNIVERSAL ACCESS AND DISABILITY SUPPORT (CUADS)

9.3) In your opinion, how relevant is this programme?

Not Very Relevant — Very Relevant

n=375  av.=4.1  md=5.0  dev.=1.3

## 10. STUDENT MEDIA (IRAWA, KOVSIE FM, KOVSIE TV,etc)

10.3) in your opinion, how relevant is this programme?

Not Very Relevant — Very Relevant

n=391  av.=3.9  md=4.0  dev.=1.2

## 11. KOVSIE SPORT

11.3) In your opinion, how relevant is this programme?

Not Very Relevant |———|———|———|——■——| Very Relevant

n=387    av.=4.1    md=5.0    dev.=1.2
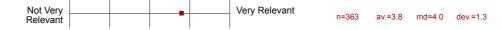
## 12. GATEWAY AND FIRST YEAR ORIENTATION

12.3) In your opinioin, how relevant is this programme?

Not Very Relevant |———|———|——■—|———| Very Relevant

n=380    av.=3.9    md=4.0    dev.=1.4

## 13. GENDER AND SEXUAL EQUITY OFFICE

13.3) In your opinion, how relevant is this programme?

Not Very Relevant |———|———|—■——|———| Very Relevant

n=363    av.=3.8    md=4.0    dev.=1.3

## 14. COUNCELLING SERVICES

14.3) In your opinion, how relevant is this programme?

Not Very Relevant |———|———|———■|———| Very Relevant

n=359    av.=4.2    md=5.0    dev.=1.2
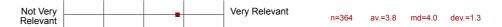
## 15. STUDENT GOVERNANCE (SRC, EC, etc.)

15.3) In your opinion, how relevant is this programme?

Not Very Relevant |———|———|—■——|———| Very Relevant

n=370    av.=3.9    md=4.0    dev.=1.3

## 16. STUDENT ASSOCIATTIONS AND ORGANSISATIONS (POLITICAL,RELIGIOUS, ACADEMIC, ect.)

16.3) In your opinion, how relevant is this programme?

Not Very Relevant |———|———|—■——|———| Very Relevant

n=364    av.=3.8    md=4.0    dev.=1.3

# Miss Codi Rogers

SA_Week_Survey_MainCampus ()
No. of responses = 437

## Survey Results

## 1. DEMOGRAPHIC INFORMATION

### 1.1) Gender

| | | |
|---|---|---|
| Male | 31.7% | n=435 |
| Female | 67.1% | |
| Gender Non-Conforming | 1.1% | |

### 1.2) Ethnicity

| | | |
|---|---|---|
| Black | 70.2% | n=430 |
| White | 21.2% | |
| Coloured | 5.1% | |
| Asian | 0% | |
| Indian | 1.4% | |
| Other | 2.1% | |

### 1.3) Year of study

| | | |
|---|---|---|
| First | 40.5% | n=432 |
| Second | 22% | |
| Third | 18.1% | |
| Fourth | 7.2% | |
| Fifth | 1.4% | |
| Postgraduate | 10.9% | |

### 1.4) Accommodation

| | | |
|---|---|---|
| On Campus | 20.2% | n=415 |
| Off Campus | 79.8% | |

### 1.5) Select off campus accommodation

| | | |
|---|---|---|
| Off Campus Residence | 17.6% | n=363 |
| Student House | 17.4% | |
| Student Commune (i.e. Unilofts, Campus Key) | 23.4% | |
| Single Townhouse/ Flatlet | 14.6% | |
| Parents/ Guardians Residence | 16.5% | |
| Other | 10.5% | |

### 1.7) Are you a student with a disability?

| | | |
|---|---|---|
| Yes | 2.8% | n=433 |
| No | 97.2% | |

## 2. RESIDENCE COMMUNITIES (Includes campus and day/ city residences)

2.1) Are you aware of the Residence Communities?

| | | |
|---|---|---|
| Yes | 64.2% | n=433 |
| No | 35.8% | |

2.2) Do you or have you participated in any Residence Communities?

| | | |
|---|---|---|
| Yes | 32.1% | n=427 |
| No | 67.9% | |

2.3) In your opinion, how relevant are the Residence Communities?

| | | |
|---|---|---|
| Not Relevant | 21% | n=420 |
| Somewhat Relevant | 38.8% | |
| Relevant | 26.9% | |
| Very Relevant | 13.3% | |

## 3. LEADERSHIP DEVELOPMENT OFFICE

3.1) Are you aware of this office?

| | | |
|---|---|---|
| Yes | 34.5% | n=423 |
| No | 65.5% | |

3.2) Do you or have you participated in any programmes offered by this office?

| | | |
|---|---|---|
| Yes | 15.9% | n=416 |
| No | 84.1% | |

3.3) In your opinion, how relevant is this office?

| | | |
|---|---|---|
| Not Relevant | 19.4% | n=402 |
| Somewhat Relevant | 32.6% | |
| Relevant | 31.3% | |
| Very Relevant | 16.7% | |

## 4. STUDENT WELLNESS

4.1) Are you aware of this programme?

| | | |
|---|---|---|
| Yes | 74.5% | n=423 |
| No | 25.5% | |

4.2) Do you or have you participated in this programme?

| | | |
|---|---|---|
| Yes | 31% | n=422 |
| No | 69% | |

4.3) In your opinion, how relevant is this programme?

| | | n=417 |
|---|---|---|
| Not Relevant | | 9.4% |
| Somewhat Relevant | | 23.3% |
| Relevant | | 30.7% |
| Very Relevant | | 36.7% |

## 5. OFFICE OF THE SOCIAL WORKER

5.1) Are you aware of this office?

| | | n=430 |
|---|---|---|
| Yes | | 47.9% |
| No | | 52.1% |

5.2) Do you or have you participated in any sessions with the Social Worker?

| | | n=425 |
|---|---|---|
| Yes | | 7.3% |
| No | | 92.7% |

5.3) In your opinion, how relevant is this office?

| | | n=417 |
|---|---|---|
| Not Relevant | | 9.8% |
| Somewhat Relevant | | 19.7% |
| Relevant | | 28.5% |
| Very Relevant | | 42% |

## 6. KOVSIE ACT (formerly RAG)

6.1) Are you aware of this office?

| | | n=427 |
|---|---|---|
| Yes | | 63% |
| No | | 37% |

6.2) Do you or have you participated in any programmes offered by this office?

| | | n=426 |
|---|---|---|
| Yes | | 32.9% |
| No | | 67.1% |

6.3) In your opinion, how relevant is this office?

| | | n=414 |
|---|---|---|
| Not Relevant | | 18.8% |
| Somewhat Relevant | | 34.3% |
| Relevant | | 28% |
| Very Relevant | | 18.8% |

## 7. CAREER SERVICES

7.1) Are you aware of this office?

| | | n=426 |
|---|---|---|
| Yes | | 63.6% |
| No | | 36.4% |

7.2) Do you or have you participated in any programmes offered by this office?

| | | | n=423 |
|---|---|---|---|
| Yes | | 29.8% | |
| No | | 70.2% | |

7.3) In your opinion, how relevant is this office?

| | | | n=415 |
|---|---|---|---|
| Not Relevant | | 6.5% | |
| Somewhat Relevant | | 15.7% | |
| Relevant | | 30.4% | |
| Very Relevant | | 47.5% | |

## 8. ARTS, CULTURE AND DIALOGUES OFFICE

8.1) Are you aware of this office?

| | | | n=427 |
|---|---|---|---|
| Yes | | 31.6% | |
| No | | 68.4% | |

8.2) Do you or have you participated in any programmes offered by this office?

| | | | n=421 |
|---|---|---|---|
| Yes | | 15% | |
| No | | 85% | |

8.3) In your opinion, how relevant is this office?

| | | | n=412 |
|---|---|---|---|
| Not Relevant | | 17.7% | |
| Somewhat Relevant | | 37.6% | |
| Relevant | | 25.7% | |
| Very Relevant | | 18.9% | |

## 9. CENTER FOR UNIVERSAL ACCESS AND DISABILITY SUPPORT (CUADS)

9.1) Are you aware of this office?

| | | | n=426 |
|---|---|---|---|
| Yes | | 47.2% | |
| No | | 52.8% | |

9.2) Do you or have you participated in any initiatives/ programmes offered by this office?

| | | | n=423 |
|---|---|---|---|
| Yes | | 8.5% | |
| No | | 47.3% | |
| Not Applicable | | 44.2% | |

9.3) In your opinion, how relevant is this office?

| | | | n=407 |
|---|---|---|---|
| Not Relevant | | 8.4% | |
| Somewhat Relevant | | 13.3% | |
| Relevant | | 26.3% | |
| Very Relevant | | 52.1% | |

## 10. STUDENT MEDIA (IRAWA, KOVSIE FM, KOVSIE TV etc.)

10.1)  Are you aware of this office?

| | | |
|---|---|---|
| Yes | | 81.9% |
| No | | 18.1% |

n=430

10.2)  Do you or have you participated in any programmes offered by this office?

| | | |
|---|---|---|
| Yes | | 18.3% |
| No | | 81.7% |

n=427

10.3)  In your opinion, how relevant is this office?

| | | |
|---|---|---|
| Not Relevant | | 7.3% |
| Somewhat Relevant | | 27% |
| Relevant | | 36% |
| Very Relevant | | 29.6% |

n=422

## 11. KOVSIE SPORT

11.1)  Are you aware of this office?

| | | |
|---|---|---|
| Yes | | 81.8% |
| No | | 18.2% |

n=429

11.2)  Do you or have you participated in any sports offered by this office?

| | | |
|---|---|---|
| Yes | | 27.9% |
| No | | 72.1% |

n=423

11.3)  In your opinion, how relevant is this office?

| | | |
|---|---|---|
| Not Relevant | | 5.7% |
| Somewhat Relevant | | 18.4% |
| Relevant | | 37.9% |
| Very Relevant | | 37.9% |

n=419

## 12. GATEWAY AND FIRST YEAR ORIENTATION

12.1)  Are you aware of this programme?

| | | |
|---|---|---|
| Yes | | 87.7% |
| No | | 12.3% |

n=430

12.2)  Do you or have you participated in this programme?

| | | |
|---|---|---|
| Yes | | 62.2% |
| No | | 37.8% |

n=429

**12.3)** In your opinion, how relevant is this programme?

| | | n=424 |
|---|---|---|
| Not Relevant | | 9.4% |
| Somewhat Relevant | | 18.2% |
| Relevant | | 25.2% |
| Very Relevant | | 47.2% |

## 13. GENDER AND SEXUAL EQUITY OFFICE

**13.1)** Are you aware of this office?

| | | n=429 |
|---|---|---|
| Yes | | 32.6% |
| No | | 67.4% |

**13.2)** Do you or have you participated in any programmes offered by this office?

| | | n=424 |
|---|---|---|
| Yes | | 8.7% |
| No | | 91.3% |

**13.3)** In your opinion, how relevant is this office?

| | | n=413 |
|---|---|---|
| Not Relevant | | 12.3% |
| Somewhat Relevant | | 22.5% |
| Relevant | | 24.5% |
| Very Relevant | | 40.7% |

## 14. STUDENT COUNSELLING AND DEVELOPMENT

**14.1)** Are you aware of this office?

| | | n=429 |
|---|---|---|
| Yes | | 76.9% |
| No | | 23.1% |

**14.2)** Do you or have you participated in any programmes offered by this office?

| | | n=426 |
|---|---|---|
| Yes | | 25.1% |
| No | | 74.9% |

**14.3)** In your opinion, how relevant is this office?

| | | n=415 |
|---|---|---|
| Not Relevant | | 3.9% |
| Somewhat Relevant | | 13.5% |
| Relevant | | 24.1% |
| Very Relevant | | 58.6% |

## 15. STUDENT GOVERNANCE

**15.1)** Are you aware of this programme?

| | | n=425 |
|---|---|---|
| Yes | | 43.3% |
| No | | 56.7% |

15.2) Do you or have you participated in this programme?

| | | |
|---|---|---|
| Yes | | 14% |
| No | | 86% |

n=421

15.3) In your opinion, how relevant is this programme?

| | | |
|---|---|---|
| Not Relevant | | 12.3% |
| Somewhat Relevant | | 30.1% |
| Relevant | | 30.1% |
| Very Relevant | | 27.4% |

n=405

## 16. STUDENT ASSOCIATIONS AND ORGANISATIONS (POLITICAL, RELIGIOUS, ACADEMIC etc.)

16.1) Are you aware of the associations on campus?

| | | |
|---|---|---|
| Yes | | 60.3% |
| No | | 39.7% |

n=426

16.2) Do you or have you participated in any associations?

| | | |
|---|---|---|
| Yes | | 31.2% |
| No | | 68.8% |

n=426

16.3) In your opinion, how relevant are the associations?

| | | |
|---|---|---|
| Not Relevant | | 8.2% |
| Somewhat Relevant | | 24.9% |
| Relevant | | 28.8% |
| Very Relevant | | 38.1% |

n=417

## 17. GENERAL

17.1) When receiving information regarding events and programmes, which communication platforms work best for you? (More than one option can be selected)

| | | |
|---|---|---|
| Whatsapp | | 37.8% |
| SMS | | 52.4% |
| Facebook | | 27.2% |
| Instagram | | 8.9% |
| Twitter | | 9.8% |
| UFS Website | | 31.8% |
| Email | | 71.6% |
| Posters/Flyers | | 19.9% |
| Blackboard | | 55.6% |
| Other | | 0.9% |

n=437

17.3) Would you be more likely to participate in co-curricular activities if formal recognition was given?

| | | |
|---|---|---|
| Yes | | 86.1% |
| No | | 13.9% |

n=432

17.4) Would you be more likely to participate in co-curricular programmes if they were offered online? (webinars, blackboard etc.)

n=427

| | |
|---|---|
| Yes | 80.8% |
| No | 19.2% |

17.5) Would you be more likely to participate in co-curricular programmes if they were offered in your neighborhood or close vicinity?

n=426

| | |
|---|---|
| Yes | 77.2% |
| No | 22.8% |

17.6) How many hours a day on average do you spend on campus?

n=428

| | |
|---|---|
| 1-3 | 8.2% |
| 4-6 | 34.1% |
| 7-9 | 29.7% |
| 10-12 | 9.8% |
| 13 or more | 18.2% |

17.7) Where do you spend most of your time between classes? (More than one option can be selected)

n=437

| | |
|---|---|
| I often do not find a space conducive for learning and relaxing | 11.9% |
| Library | 39.1% |
| Computer Labs | 35.5% |
| Thakaneng Bridge | 27.7% |
| My Residence | 32.7% |
| Wherever I find a place outside on campus | 30.4% |

17.8) I feel safe on campus during the day

n=430

| | |
|---|---|
| Strongly Agree | 75.8% |
| Somewhat Agree | 19.3% |
| Somewhat Disagree | 2.6% |
| Strongly Disagree | 2.3% |

17.9) I feel safe on campus in the evening (17h00-22h00)

n=427

| | |
|---|---|
| Strongly Agree | 33.3% |
| Somewhat Agree | 37.5% |
| Somewhat Disagree | 15.5% |
| Strongly Disagree | 13.8% |

17.10) I feel safe on campus at night (22h00-06h00)

n=425

| | |
|---|---|
| Strongly Agree | 24.5% |
| Somewhat Agree | 30.1% |
| Somewhat Disagree | 19.8% |
| Strongly Disagree | 25.6% |

**17.11)** I feel safe at my accommodation facility during the day

n=419

| | |
|---|---|
| Strongly Agree | 71.6% |
| Somewhat Agree | 22.2% |
| Somewhat Disagree | 3.6% |
| Strongly Disagree | 2.6% |

**17.12)** I feel safe at my accommodation facility in the evening (17h00-22h00)

n=423

| | |
|---|---|
| Strongly Agree | 56.5% |
| Somewhat Agree | 27.2% |
| Somewhat Disagree | 8% |
| Strongly Disagree | 8.3% |

**17.13)** I feel safe at my accommodation facility at night (22h00-06h00)

n=417

| | |
|---|---|
| Strongly Agree | 52.5% |
| Somewhat Agree | 25.2% |
| Somewhat Disagree | 9.8% |
| Strongly Disagree | 12.5% |

**17.14)** In the past 2 years, have you or a student you know personally been a victim of any crime(s) ON CAMPUS?

n=437

| | |
|---|---|
| No | 63.6% |
| Yes, I have been | 14.2% |
| Yes, someone I know personally | 26.3% |

**17.15)** If you have been a victim of crime ON CAMPUS in the past 2 years, please indicate which crime(s):

n=437

| | |
|---|---|
| Theft of personal property | 10.3% |
| Mugging or robbery | 3.7% |
| Physical violence or assault | 2.7% |
| Non-physical violence (including intimidation, verbal bullying or stalking) | 6.2% |
| Damage to personal property | 3.7% |
| Gender-based violence (including sexual assault, sexual harassment or rape) | 1.6% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | 6.2% |
| Other forms of crime | 0.9% |
| Not Applicable | 62% |

**17.16)** If a student you know personally has been a victim of crime ON CAMPUS in the last 2 years, please indicate which crime(s):

n=437

| | |
|---|---|
| Theft of personal property | 19.9% |
| Mugging or robbery | 11% |
| Physical violence or assault | 7.6% |
| Non-physical violence (including intimidation, verbal bullying or stalking) | 8.7% |
| Damage to personal property | 6.2% |
| Gender-based violence (including sexual assault, sexual harassment or rape) | 5.7% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | 10.1% |
| Other forms of crime | 1.8% |
| Not Applicable | 53.8% |

17.17) In the past 2 years, have you or a student you know personally been a victim of any crime(s) while travelling to/ from campus:

n=437

| | |
|---|---|
| No | 51% |
| Yes, I have been | 12.6% |
| Yes, someone I know | 34.1% |

17.18) If you have been a victim of crime while travelling to/ from campus in the past 2 years, please indicate which crime(s):

n=437

| | |
|---|---|
| Theft of personal property | 9.2% |
| Mugging or robbery | 10.8% |
| Physical violence or assault | 3.4% |
| Non-physical violence (including intimidation, verbal bullying, stalking) | 3% |
| Damage to personal property | 3% |
| Gender based violence (including sexual assault, sexual harassment or rape) | 1.8% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | 3.2% |
| Other forms of crime | 0.7% |
| Not Applicable | 61.8% |

17.19) If a student you know personally has been a victim of crime while travelling to/ from campus in the past 2 years, please indicate which crime(s):

n=437

| | |
|---|---|
| Theft of personal property | 18.1% |
| Mugging or robbery | 28.1% |
| Physical violence or assault | 9.8% |
| Non-physical violence (including intimidation, verbal bullying or stalking) | 5.5% |
| Damage to personal property | 3.9% |
| Gender based violence (including sexual assault, sexual harassment or rape) | 5.7% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | 4.6% |
| Other forms of crime | 1.8% |
| Not Applicable | 47.1% |

17.20) Are you aware of what actions you should take in the event that you become the victim of, or witness, a safety incident on campus?

n=418

| | |
|---|---|
| Yes, I know exactly what to do and who to report to | 26.8% |
| I have a vague idea of what to do and who to report to | 48.6% |
| No, I would not know what to do or who to report to | 24.6% |

17.21) Select the statement that you believe to be most accurate:

n=422

| | |
|---|---|
| The UFS is exceptional in its efforts of working towards creating a safe and secure campus | 35.8% |
| The UFS is average in its efforts of working towards creating a safe and secure campus | 51.9% |
| The UFS is failing in its efforts of working towards a safe and secure campus | 12.3% |

# Comments Report

--------------------------------------------------------------------------------

## 1. DEMOGRAPHIC INFORMATION

1.6) **If you reside off campus please specify which area you reside in.** (i.e Brandwag/ Universitas)

- Universitas

- .

- Alberton, Gauteng

- Arabella

- BRANDWAG

- Bains Lodge

- Bainsvlei (2 Counts)

- Bayswater

- Bayswater

- Bloemanda

- Bloemfontein

- Blumanda

- Botshabelo (4 Counts)

- Botshabelo

- Brandwag (43 Counts)

- Brandwag

- Branwag

- CBD

- Clarens

- Dan Pienaar

- Dan Pienaar

- Dan pienaar

- Down Town

- Farm outside of Bloemfontein

- Fauna (4 Counts)

- Fauna  (2 Counts)

- Fernette

- Fichardpark

- Fichardspark

- Fichardt Park

- Gardenia Park

- Generaal De Wet

- Groenewoud

- Heidedal

--------------------------------------------------------------------------------

- Helicon Heights
- Heuwelsig (3 Counts)
- Hillside
- Hillside view Bloemanda mangaung
- Ipopeng
- Kzn
- Langehovenpark
- Langenhoven Park (6 Counts)
- Langenhoven park (3 Counts)
- Langenhovenpark (11 Counts)
- Langenhovenpark
- Lincoln House at Groenewoud street
- Location (2 Counts)
- Loch Logan flats
- Lochlogan
- Mangaung Hillside view Bloemanda
- Middastad
- N.A
- N/A
- Orangesig
- Orangisig
- Oranjesig (2 Counts)
- Parkwag
- Parkwest
- Pentagon Park
- Pentagonpark
- Phahmeng
- Phase 6
- Philip Nel, Pretoria
- Phuthaditjhaba (2 Counts)
- Pietermaritzburg (KZN)
- Raceway Park
- RockLand
- Rockland location
- Rocklands (3 Counts)
- Rocklands
- Roodewal (2 Counts)
- Thaba Nchu
- UNIVERSITAS

- Universitas (83 Counts)

- Universitas  (22 Counts)

- Universitas Ridge

- Waverley (2 Counts)

- Westdene (3 Counts)

- Wilgehof (2 Counts)

- Willows (10 Counts)

- bainsvlei

- batho locatlon

- bochabela

- botshabelo

- brandwag (5 Counts)

- branwag

- freedom Square

- heuwelsig

- khotsong location

- lourier park

- n/o

- pellisier

- setsing

- still live at home

- universitas (32 Counts)

- universitors paul gruger avenue

- vistapark

- willows (7 Counts)

- willows

## 17. GENERAL

17.2) If other, please specify:

- I am frequently on facebook so that's where i get most of my information

- N/A (3 Counts)

- Post

- Residence weekly  house meetings

- SMS

- Via friends

- contacts

- none (2 Counts)

# Miss Codi Rogers
## SA_Week_Survey_QwaQwa (SA_Week_QwaQwa)
No. of responses = 91

---

Survey Results

## 1. DEMOGRAPHIC INFORMATION

**1.1) Gender**

| | | |
|---|---|---|
| Male | 41.8% | n=91 |
| Female | 58.2% | |
| Gender Non-Conforming | 0% | |

---

**1.2) Ethnicity**

| | | |
|---|---|---|
| Black | 97.8% | n=90 |
| White | 1.1% | |
| Coloured | 1.1% | |
| Asian | 0% | |
| Indian | 0% | |
| Other | 0% | |

---

**1.3) Year of study**

| | | |
|---|---|---|
| First | 51.1% | n=90 |
| Second | 12.2% | |
| Third | 15.6% | |
| Fourth | 12.2% | |
| Fifth | 2.2% | |
| Postgraduate | 6.7% | |

---

**1.4) Accommodation**

| | | |
|---|---|---|
| On Campus | 24.1% | n=87 |
| Off Campus | 75.9% | |

---

**1.5) Select off campus accommodation**

| | | |
|---|---|---|
| Off Campus Residence | 35.2% | n=71 |
| Student House | 1.4% | |
| Student Commune | 9.9% | |
| Single Townhouse/ Flatlet | 25.4% | |
| Parents/ Guardians Residence | 14.1% | |
| Other | 14.1% | |

---

**1.7) Are you a student with a disability?**

| | | |
|---|---|---|
| Yes | 1.1% | n=89 |
| No | 98.9% | |

---

## 2. RESIDENCE COMMUNITIES (Includes campus and day/ city residences)

2.1) Are you aware of the Residence Communities?

| | | n=90 |
|---|---|---|
| Yes | 42.2% | |
| No | 57.8% | |

2.2) Do you or have you participated in any Residence Communities?

| | | n=89 |
|---|---|---|
| Yes | 16.9% | |
| No | 83.1% | |

2.3) In your opinion, how relevant are the Residence Communities?

| | | n=86 |
|---|---|---|
| Not Relevant | 24.4% | |
| Somewhat Relevant | 43% | |
| Relevant | 22.1% | |
| Very Relevant | 10.5% | |

## 3. SOCIAL WORK SERVICES

3.1) Are you aware of this office?

| | | n=85 |
|---|---|---|
| Yes | 69.4% | |
| No | 30.6% | |

3.2) Do you or have you participated in any sessions with the Social Worker?

| | | n=83 |
|---|---|---|
| Yes | 13.3% | |
| No | 86.7% | |

3.3) In your opinion, how relevant is this office?

| | | n=85 |
|---|---|---|
| Not Relevant | 12.9% | |
| Somewhat Relevant | 22.4% | |
| Relevant | 25.9% | |
| Very Relevant | 38.8% | |

## 4. CAMPUS CLINIC

4.1) Are you aware of the campus clinic?

| | | n=90 |
|---|---|---|
| Yes | 95.6% | |
| No | 4.4% | |

4.2) Do you or have you made use of the campus clinic?

| | | n=90 |
|---|---|---|
| Yes | 56.7% | |
| No | 43.3% | |

4.3) In your opinion, how relevant is the campus clinic?

Not Relevant | 3.4% | n=89
Somewhat Relevant | 6.7%
Relevant | 23.6%
Very Relevant | 66.3%

## 5. STUDENT DEVELOPMENT OFFICE

5.1) Are you aware of this office?

Yes | 61.8% | n=89
No | 38.2%

5.2) Do you or have you participated in programmes offered by this office?

Yes | 23.6% | n=89
No | 76.4%

5.3) In your opinion, how relevant is this office?

Not Relevant | 11.5% | n=87
Somewhat Relevant | 23%
Relevant | 26.4%
Very Relevant | 39.1%

## 6. HIV/ AIDS UNIT

6.1) Are you aware of this office?

Yes | 40% | n=90
No | 60%

6.2) Do you or have you participated in this office?

Yes | 11.1% | n=90
No | 88.9%

6.3) In your opinion, how relevant is this office?

Not Relevant | 14% | n=86
Somewhat Relevant | 20.9%
Relevant | 26.7%
Very Relevant | 38.4%

## 7. CAREER SERVICES

7.1) Are you aware of this office?

Yes | 60% | n=90
No | 40%

**7.2)** Do you or have you participated in any programmes offered by this office?

| | | n=90 |
|---|---|---|
| Yes | 27.8% | |
| No | 72.2% | |

**7.3)** In your opinion, how relevant is this office?

| | | n=88 |
|---|---|---|
| Not Relevant | 12.5% | |
| Somewhat Relevant | 15.9% | |
| Relevant | 25% | |
| Very Relevant | 46.6% | |

## 8. STUDENT COUNSELLING AND DEVELOPMENT

**8.1)** Are you aware of this office?

| | | n=87 |
|---|---|---|
| Yes | 74.7% | |
| No | 25.3% | |

**8.2)** Do you or have you participated in any programmes offered by this office?

| | | n=86 |
|---|---|---|
| Yes | 30.2% | |
| No | 69.8% | |

**8.3)** In your opinion, how relevant is this office?

| | | n=86 |
|---|---|---|
| Not Relevant | 8.1% | |
| Somewhat Relevant | 12.8% | |
| Relevant | 33.7% | |
| Very Relevant | 45.3% | |

## 9. STUDENT GOVERNANCE

**9.1)** Are you aware of this programme?

| | | n=89 |
|---|---|---|
| Yes | 46.1% | |
| No | 53.9% | |

**9.2)** Do you or have you participated in this programme?

| | | n=91 |
|---|---|---|
| Yes | 15.4% | |
| No | 84.6% | |

**9.3)** In your opinion, how relevant is this programme?

| | | n=83 |
|---|---|---|
| Not Relevant | 18.1% | |
| Somewhat Relevant | 36.1% | |
| Relevant | 21.7% | |
| Very Relevant | 24.1% | |

## 10. STUDENT ASSOCIATIONS AND ORGANISATIONS (POLITICAL, RELIGIOUS, ACADEMIC etc.)

10.1) Are you aware of the associations on campus?

| | | n=91 |
|---|---|---|
| Yes | 74.7% | |
| No | 25.3% | |

10.2) Do you or have you participated in any associations?

| | | n=89 |
|---|---|---|
| Yes | 43.8% | |
| No | 56.2% | |

10.3) In your opinion, how relevant are the associations?

| | | n=89 |
|---|---|---|
| Not Relevant | 11.2% | |
| Somewhat Relevant | 15.7% | |
| Relevant | 32.6% | |
| Very Relevant | 40.4% | |

## 11. GENERAL

11.1) When receiving information regarding events and programmes, which communication platforms work best for you? (More than one option can be selected)

| | | n=91 |
|---|---|---|
| Whatsapp | 37.4% | |
| SMS | 59.3% | |
| Facebook | 35.2% | |
| Instagram | 2.2% | |
| Twitter | 9.9% | |
| UFS Website | 25.3% | |
| Email | 73.6% | |
| Posters/Flyers | 25.3% | |
| Blackboard | 62.6% | |
| Other | 1.1% | |

11.3) Would you be more likely to participate in co-curricular activities if formal recognition was given?

| | | n=90 |
|---|---|---|
| Yes | 85.6% | |
| No | 14.4% | |

11.4) Would you be more likely to participate in co-curricular programmes if they were offered online? (webinars, blackboard etc.)

| | | n=88 |
|---|---|---|
| Yes | 85.2% | |
| No | 14.8% | |

11.5) Would you be more likely to participate in co-curricular programmes if they were offered in your neighborhood or close vicinity?

| | | n=87 |
|---|---|---|
| Yes | 78.2% | |
| No | 21.8% | |

11.6) How many hours a day on average do you spend on campus?

| | | n=90 |
|---|---|---|
| 1-3 | | 4.4% |
| 4-6 | | 27.8% |
| 7-9 | | 34.4% |
| 10-12 | | 8.9% |
| 13 or more | | 24.4% |

---

11.7) Where do you spend most of your time between classes? (More than one option can be selected)

| | | n=91 |
|---|---|---|
| I often do not find a space conducive for learning and relaxing | | 19.8% |
| Library | | 42.9% |
| Computer Labs | | 60.4% |
| My Residence | | 26.4% |
| Wherever I find a place outside on campus | | 20.9% |
| Other | | 9.9% |

---

11.8) I feel safe on campus during the day

| | | n=89 |
|---|---|---|
| Strongly Agree | | 74.2% |
| Somewhat Agree | | 20.2% |
| Somewhat Disagree | | 1.1% |
| Strongly Disagree | | 4.5% |

---

11.9) I feel safe on campus in the evening (17h00-22h00)

| | | n=90 |
|---|---|---|
| Strongly Agree | | 41.1% |
| Somewhat Agree | | 31.1% |
| Somewhat Disagree | | 14.4% |
| Strongly Disagree | | 13.3% |

---

11.10) I feel safe on campus at night (22h00-06h00)

| | | n=89 |
|---|---|---|
| Strongly Agree | | 31.5% |
| Somewhat Agree | | 27% |
| Somewhat Disagree | | 13.5% |
| Strongly Disagree | | 28.1% |

---

11.11) I feel safe at my accommodation facility during the day

| | | n=89 |
|---|---|---|
| Strongly Agree | | 75.3% |
| Somewhat Agree | | 14.6% |
| Somewhat Disagree | | 2.2% |
| Strongly Disagree | | 7.9% |

---

11.12) I feel safe at my accommodation facility in the evening (17h00-22h00)

| | | n=89 |
|---|---|---|
| Strongly Agree | | 48.3% |
| Somewhat Agree | | 31.5% |
| Somewhat Disagree | | 6.7% |
| Strongly Disagree | | 13.5% |

---

11.13) I feel safe at my accommodation facility at night (22h00-06h00)

| | | n=88 |
|---|---|---|
| Strongly Agree | | 40.9% |
| Somewhat Agree | | 33% |
| Somewhat Disagree | | 9.1% |
| Strongly Disagree | | 17% |

11.14) In the past 2 years, have you or a student you know personally been a victim of any crime(s) ON CAMPUS?

| | | n=91 |
|---|---|---|
| No | | 72.5% |
| Yes, I have been | | 11% |
| Yes, someone I know personally | | 20.9% |

11.15) If you have been a victim of crime ON CAMPUS in the past 2 years, please indicate which crime(s):

| | | n=91 |
|---|---|---|
| Theft of personal property | | 3.3% |
| Mugging or robbery | | 1.1% |
| Physical violence or assault | | 1.1% |
| Non-physical violence (including intimidation, verbal bullying or stalking) | | 3.3% |
| Damage to personal property | | 3.3% |
| Gender based violence (including sexual assault, sexual harassment or rape) | | 4.4% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | | 7.7% |
| Other forms of crime | | 0% |
| Not Applicable | | 52.7% |

11.16) If a student you know personally has been a victim of crime ON CAMPUS in the past 2 years, please indicate which crime(s):

| | | n=91 |
|---|---|---|
| Theft of personal property | | 13.2% |
| Mugging or robbery | | 3.3% |
| Physical violence or assault | | 6.6% |
| Non-physical violence (including intimidation, verbal bullying, stalking) | | 5.5% |
| Damage to personal property | | 0% |
| Gender based violence (including sexual assault, sexual harassment or rape) | | 8.8% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | | 4.4% |
| Other forms of crime | | 0% |
| Not Applicable | | 48.4% |

11.17) In the past 2 years, have you or a student you know personally been a victim of any crime(s) while traveling to/ from campus?

| | | n=91 |
|---|---|---|
| No | | 57.1% |
| Yes, I have been | | 12.1% |
| Yes, someone I know | | 26.4% |

11.18) If you have been a victim of crime travelling to/ from campus in the past 2 years, please indicate which crime(s):

n=91

| Theft of personal property | 4.4% |
| Mugging or robbery | 12.1% |
| Physical violence or assault | 4.4% |
| Non-physical violence (including intimidation, verbal bullying, stalking) | 0% |
| Damage to personal property | 1.1% |
| Gender based violence (including sexual assault, sexual harassment or rape) | 1.1% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | 0% |
| Other forms of crime | 1.1% |
| Not Applicable | 54.9% |

11.19) If a student you know personally has been a victim of crime while travelling to/ from campus in the past 2 years, please indicate which crime(s):

n=91

| Theft of personal property | 9.9% |
| Mugging or robbery | 22% |
| Physical violence or assault | 9.9% |
| Non-physical violence (including intimidation, verbal bullying or stalking) | 2.2% |
| Damage to personal property | 2.2% |
| Gender based violence (including sexual assault, sexual harassment or rape) | 4.4% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | 1.1% |
| Other forms of crime | 2.2% |
| Not Applicable | 40.7% |

11.20) Are you aware of what actions you should take in the event that you become the victim of, or witness, a safety incident on campus?

n=85

| Yes, I know exactly what to do and who to report to | 38.8% |
| I have a vague idea of what to do and who to report to | 30.6% |
| No, I would not know what to do and who to report to | 30.6% |

11.21) Select the statement that you believe to be most accurate:

n=89

| The UFS is exceptional in its efforts of working towards creating a safe and secure campus | 44.9% |
| The UFS is average in its efforts of working towards creating a safe and secure campus | 42.7% |
| The UFS is failing in its efforts of working towards a safe and secure campus | 12.4% |

# Comments Report

------------------------------------------------------------

## 1. DEMOGRAPHIC INFORMATION

1.6)  **If you reside off campus please specify which area you reside in.**

- BOTJABELA

- BOTJHABELA

- BOTJHABELA VILLAGE

- BUTCHABELA

- Bloemanda

- Bluegumbosch

- Bluegumbosch

- Blugumbosch

- Bohlokong Bethlehem

- Botjhabela (2 Counts)

- Botjhabela village

- Botshabelo

- Buthaditshaba

- Chris Hanny park

- Clubview

- Elite

- Heidedal

- I reside in Harrismith Tshiame C

- I reside in Mangaung Village

- I'm a student registered with QwaQwa but currently working in Bloem. I live in a town house sharing.

- Mangaung

- Mantsubise street phuthadittjhaba

- Mphatlalatsane

- Own house

- PHUTHADITJHABA (2 Counts)

- PHUTHADITJHABA-NTSHELE

- PHUTHATITSHABA

- Paballong Village

- Phuthadithjaba

- Phuthaditjaba

- Phuthaditjhaba (7 Counts)

- Phuthaditjhaba  (2 Counts)

- Phuthaditjhaba, Roma

- Phuthandijhaba

------------------------------------------------------------

- Phuthas

- Post-Grad Residence

- Qwaqwa Boiketlo

- Setsing

- Tosi

- Universitas rif

- beruit

- bluegumbosch

- bluegumbuch

- blugumbosch

- bochabelo

- butshabela

- clubview (2 Counts)

- debult

- grassland

- phutaditchaba

- phuthadijhaba

- phuthaditjhaba (3 Counts)

- qwaqwa

- student house

## 11. GENERAL

11.2) If other, please specify:

- I always hanging with my cellphone

- Students

- notice boards

# Miss Codi Rogers
## SA_Week_Survey_SouthCampus (SA_Week_South)
No. of responses = 85

## Survey Results

## 1. DEMOGRAPHIC INFORMATION

**1.1) Gender**

| | | n=85 |
|---|---|---|
| Male | 41.2% | |
| Female | 58.8% | |
| Gender Non-Conforming | 0% | |

**1.2) Ethnicity**

| | | n=83 |
|---|---|---|
| Black | 89.2% | |
| White | 3.6% | |
| Coloured | 4.8% | |
| Asian | 0% | |
| Indian | 1.2% | |
| Other | 1.2% | |

**1.3) Year of study**

| | | n=84 |
|---|---|---|
| First | 85.7% | |
| Second | 10.7% | |
| Third | 1.2% | |
| Fourth | 2.4% | |
| Fifth | 0% | |

**1.4) Accommodation**

| | | n=84 |
|---|---|---|
| On Campus | 26.2% | |
| Off Campus | 73.8% | |

**1.5) Select off campus accommodation**

| | | n=66 |
|---|---|---|
| Off Campus Residence | 24.2% | |
| Student House | 4.5% | |
| Student Commune | 28.8% | |
| Single Townhouse/ Flatlet | 6.1% | |
| Parents/ Guardians Residence | 27.3% | |
| Other | 9.1% | |

**1.7) Are you a student with a disability?**

| | | n=84 |
|---|---|---|
| Yes | 2.4% | |
| No | 97.6% | |

## 2. RESIDENCE COMMUNITY

2.1)  Are you aware of the Residence Community?

| | | |
|---|---|---|
| Yes | 42.4% | n=85 |
| No | 57.6% | |

2.2)  Do you or have you participated in the Residence Community?

| | | |
|---|---|---|
| Yes | 17.1% | n=82 |
| No | 82.9% | |

2.3)  In your opinion, how relevant is the Residence Community?

| | | |
|---|---|---|
| Not Relevant | 26.3% | n=76 |
| Slightly Relevant | 26.3% | |
| Quite Relevant | 28.9% | |
| Very Relevant | 18.4% | |

## 3. CAMPUS CLINIC

3.1)  Are you aware of the campus clinic?

| | | |
|---|---|---|
| Yes | 74.1% | n=85 |
| No | 25.9% | |

3.2)  Do you or have you made use of the campus clinic?

| | | |
|---|---|---|
| Yes | 24.1% | n=83 |
| No | 75.9% | |

3.3)  In your opinion, how relevant is the campus clinic?

| | | |
|---|---|---|
| Not Relevant | 9.5% | n=84 |
| Somewhat Relevant | 15.5% | |
| Relevant | 27.4% | |
| Very Relevant | 47.6% | |

## 4. STUDENT COUNSELLING AND DEVELOPMENT

4.1)  Are you aware of this office?

| | | |
|---|---|---|
| Yes | 61% | n=82 |
| No | 39% | |

4.2)  Do you or have you participated in any programmes offered by this office?

| | | |
|---|---|---|
| Yes | 8.6% | n=81 |
| No | 91.4% | |

4.3) In your opinion, how relevant is this office?

| | | |
|---|---|---|
| Not Relevant | | 10% |
| Somewhat Relevant | | 23.8% |
| Relevant | | 35% |
| Very Relevant | | 31.3% |

n=80

## 5. CUADS (CENTRE FOR UNIVERSAL ACCESS AND DISABILITY SUPPORT)

5.1) Are you aware of this office?

| | | |
|---|---|---|
| Yes | | 32.5% |
| No | | 67.5% |

n=83

5.2) Do you or have you participated in this office?

| | | |
|---|---|---|
| Yes | | 2.4% |
| No | | 56.1% |
| Not Applicable | | 41.5% |

n=82

5.3) In your opinion, how relevant is this programme?

| | | |
|---|---|---|
| Not Relevant | | 19% |
| Somewhat Relevant | | 19% |
| Relevant | | 19% |
| Very Relevant | | 43% |

n=79

## 6. GATEWAY AND FIRST YEAR ORIENTATION

6.1) Are you aware of this programme?

| | | |
|---|---|---|
| Yes | | 95.1% |
| No | | 4.9% |

n=82

6.2) Do you or have you participated in this programme?

| | | |
|---|---|---|
| Yes | | 76.5% |
| No | | 23.5% |

n=81

6.3) In your opinion, how relevant is this programme?

| | | |
|---|---|---|
| Not Relevant | | 6.2% |
| Somewhat Relevant | | 21% |
| Relevant | | 16% |
| Very Relevant | | 56.8% |

n=81

## 7. GENERAL

**7.1)** When receiving information regarding events and programmes, which communication platforms work best for you? (More than one option can be selected)

n=85

| | |
|---|---|
| Whatsapp | 31.8% |
| SMS | 56.5% |
| Facebook | 10.6% |
| Instagram | 4.7% |
| Twitter | 4.7% |
| UFS Website | 32.9% |
| Email | 63.5% |
| Posters/Flyers | 14.1% |
| Blackboard | 60% |
| Other | 0% |

**7.3)** Would you be more likely to participate in co-curricular activities if formal recognition was given?

n=83

| | |
|---|---|
| Yes | 88% |
| No | 12% |

**7.4)** Would you be more likely to participate in co-curricular programmes if they were offered online? (webinars, blackboard etc.)

n=82

| | |
|---|---|
| Yes | 87.8% |
| No | 12.2% |

**7.5)** Would you be more likely to participate in co-curricular programmes if they were offered in your neighborhood or close vicinity?

n=79

| | |
|---|---|
| Yes | 83.5% |
| No | 16.5% |

**7.6)** How many hours a day on average do you spend on campus?

n=83

| | |
|---|---|
| 1-3 | 2.4% |
| 4-6 | 25.3% |
| 7-9 | 43.4% |
| 10-12 | 12% |
| 13 or more | 16.9% |

**7.7)** Where do you spend most of your time between classes? (More than one option can be selected)

n=85

| | |
|---|---|
| I often do not find a space conducive for learning and relaxing | 8.2% |
| Library | 51.8% |
| Computer Labs | 41.2% |
| My Residence | 22.4% |
| Wherever I find a place outside on campus | 25.9% |
| Other | 5.9% |

**7.8)** I feel safe on campus during the day

n=83

| | |
|---|---|
| Strongly Agree | 83.1% |
| Somewhat Agree | 16.9% |
| Somewhat Disagree | 0% |
| Strongly Disagree | 0% |

7.9) I feel safe on campus in the evening (17h00-22h00)

| | |
|---|---|
| Strongly Agree | 38.6% |
| Somewhat Agree | 39.8% |
| Somewhat Disagree | 8.4% |
| Strongly Disagree | 13.3% |

n=83

7.10) I feel safe on campus at night (22h00-06h00)

| | |
|---|---|
| Strongly Agree | 33.8% |
| Somewhat Agree | 32.5% |
| Somewhat Disagree | 12.5% |
| Strongly Disagree | 21.3% |

n=80

7.11) I feel safe at my accommodation facility during the day

| | |
|---|---|
| Strongly Agree | 66.7% |
| Somewhat Agree | 25.9% |
| Somewhat Disagree | 1.2% |
| Strongly Disagree | 6.2% |

n=81

7.12) I feel safe at my accommodation facility in the evening (17h00-22h00)

| | |
|---|---|
| Strongly Agree | 60.8% |
| Somewhat Agree | 29.1% |
| Somewhat Disagree | 3.8% |
| Strongly Disagree | 6.3% |

n=79

7.13) I feel safe at my accommodation facility at night (22h00-06h00)

| | |
|---|---|
| Strongly Agree | 58.2% |
| Somewhat Agree | 24.1% |
| Somewhat Disagree | 10.1% |
| Strongly Disagree | 7.6% |

n=79

7.14) In the past 2 years, have you or a student you know personally been a victim of any crime(s) ON CAMPUS?

| | |
|---|---|
| No | 78.8% |
| Yes, I have been | 7.1% |
| Yes, someone I know personally | 11.8% |

n=85

7.15) If you have been a victim of crime ON CAMPUS in the past 2 years, please indicate which crime(s):

n=85

| | | |
|---|---|---|
| Theft of personal property | | 4.7% |
| Mugging or robbery | | 0% |
| Physical violence or assault | | 1.2% |
| Non-physical violence (including intimidation, verbal bullying, stalking) | | 3.5% |
| Damage to personal property | | 0% |
| Gender based violence (including sexual assault, sexual harassment or rape) | | 2.4% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | | 1.2% |
| Other forms of crime | | 0% |
| Not Applicable | | 64.7% |

7.16) If a student you know personally has been a victim of crime ON CAMPUS in the past 2 years, please indicate which crime(s):

n=85

| | | |
|---|---|---|
| Theft of personal property | | 8.2% |
| Mugging or robbery | | 0% |
| Physical violence or assault | | 1.2% |
| Non-physical violence (including intimidation, verbal bullying, stalking) | | 1.2% |
| Damage to personal property | | 0% |
| Gender based violence (including sexual assault, sexual harassment or rape) | | 3.5% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | | 3.5% |
| Other forms of crime | | 0% |
| Not Applicable | | 60% |

7.17) In the past 2 years, have you or a student you know personally been a victim of any crime(s) while travelling to/ from campus:

n=85

| | | |
|---|---|---|
| No | | 54.1% |
| Yes, I have been | | 14.1% |
| Yes, someone I know | | 23.5% |

7.18) If you have been a victim of crime while travelling to/ from campus in the past 2 years, please indicate which crime(s):

n=85

| | | |
|---|---|---|
| Theft of personal property | | 9.4% |
| Mugging or robbery | | 14.1% |
| Physical violence or assault | | 0% |
| Non-physical violence (including intimidation, verbal bullying, stalking) | | 2.4% |
| Damage to personal property | | 1.2% |
| Gender based violence (including sexual assault, sexual harassment or rape) | | 0% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | | 1.2% |
| Other forms of crime | | 1.2% |
| Not Applicable | | 54.1% |

7.19) If a student you know personally has been a victim of crime while travelling to/ from campus in the past 2 years, please indicate which crime(s):

n=85

| | |
|---|---|
| Theft of personal property | 10.6% |
| Mugging or robbery | 25.9% |
| Physical violence or assault | 5.9% |
| Non-physical violence (including intimidation, verbal bullying, stalking) | 2.4% |
| Damage to personal property | 1.2% |
| Gender based violence (including sexual assault, sexual harassment or rape) | 0% |
| Hate crime (including assault, harassment or any form of violence based on race, sexuality, nationality or religion) | 1.2% |
| Other forms of crime | 0% |
| Not Applicable | 47.1% |

7.20) Are you aware of what actions you should take in the event that you become the victim of, or witness, a safety incident on campus?

n=78

| | |
|---|---|
| Yes, I know exactly what to do and who to report to | 44.9% |
| I have a vague idea of what to do and who to report to | 32.1% |
| No, I would not know what to do or who to report to | 23.1% |

7.21) Select the statement which you believe to be most accurate:

n=82

| | |
|---|---|
| The UFS is exceptional in its efforts of working towards creating a safe and secure campus | 58.5% |
| The UFS is average in its efforts of working towards creating a safe and secure campus | 34.1% |
| The UFS is failing in its efforts of working towards creating a safe and secure campus | 7.3% |

# Comments Report

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## 1. DEMOGRAPHIC INFORMATION

1.6) **If you reside off campus please specify which area you reside in.**

- 261 PAUL KRUGER AVENUE

- 32512 moipolai street
  Rocklands
  Bloemfontein

- 79 Harvey Road

- BLOEMANDA

- BRANDWAG

- Batho Location

- Bayswater

- Bloemfontein Navil Hill

- Blomanda

- Botshabelo

- Braandwag

- Brandwag (3 Counts)

- Branwag

- Campus key

- CampusKey

- Down town

- Edenvale

- FAUNA

- Freedom Square

- Phahameng Location

- Phuthadithjaba

- Rocklands (2 Counts)

- Rocklands

- Seemeeupark

- Township rent

- Universitas (8 Counts)

- Universitas  (2 Counts)

- Universitas Campuskey

- Vista park

- Westdene

- Willows

- Willows, Garwood  Complex

- bloemfontein bloemanda

- brandwag bloemfotein

- general park street

- hillside view (2 Counts)

- home

- langenhoven park

- phahameng

- phelindaba

- rockland

- universitas (3 Counts)

- wesdene

## 7. GENERAL

7.2) If other, please specify:

- None

- campaign

## Miss Codi Rogers
### SAWS 2019 ()
### No. of responses = 670

Survey Results

## Legend

Relative Frequencies of answers   Std. Dev.   Mean

Question text

Left pole    25%    0%    50%    0%    25%    Right pole

n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

Scale    1    2    3    4    5    Histogram

## 1. DEMOGRAPHIC INFORMATION:

**1.1) Accommodation:**

| | | |
|---|---|---|
| On-Campus | 17.4% | n=660 |
| Off-Campus | 82.6% | |

**1.2) If off-campus accommodation, please select the most appropriate option:**

| | | |
|---|---|---|
| Accredited Student Accommodation (i.e. Campus Key, Unilofts) | 16% | n=570 |
| Parent's/ Guardian's/ Family's Residence | 13% | |
| Townhouse/ Flatlet | 16.5% | |
| Student House | 44.4% | |
| Other | 10.2% | |

**1.3) Are you a student with a disability?**

| | | |
|---|---|---|
| No | 97.6% | n=666 |
| Yes | 2.4% | |

**1.4) Ethnicity:**

| | | |
|---|---|---|
| Black African | 85% | n=666 |
| White | 7.4% | |
| Coloured | 5.3% | |
| Indian | 0.8% | |
| Asian | 0.5% | |
| Other | 1.2% | |

**1.5) Gender:**

| | | |
|---|---|---|
| Female | 59.1% | n=670 |
| Male | 39% | |
| Gender Non-Conforming | 1.9% | |
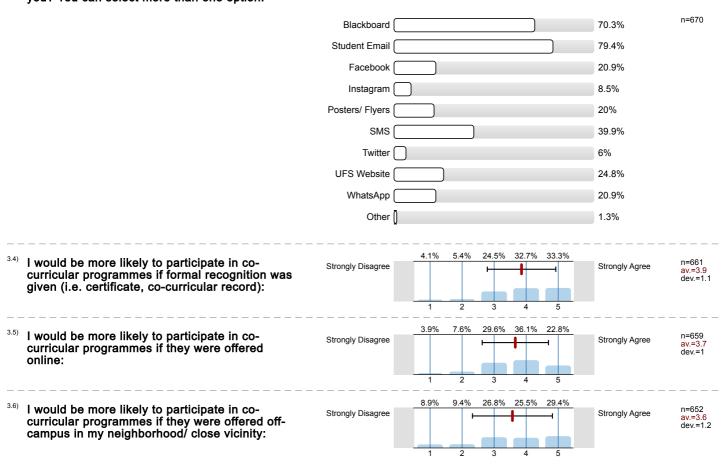
1.6) **Year of Study:**

| | | |
|---|---|---|
| First | | 32.5% |
| Second | | 34.6% |
| Third | | 17.7% |
| Fourth | | 8.7% |
| Postgraduate | | 6.6% |

n=668

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

2.1) **Are you aware of the following divisions on campus? Please select all relevant divisions.**

n=670

| | |
|---|---|
| Arts, Culture and Dialogues | 37.2% |
| Career Services | 73% |
| Centre for Universal Access and Disability Support (CUADS) | 34.5% |
| Food Security | 38.4% |
| Gateway Orientation | 67.3% |
| Gender and Sexual Equity Office | 26.7% |
| HIV/Aids Unit | 21.6% |
| KovsieACT (formerly RAG) | 49% |
| Kovsie Health | 79.9% |
| Kovsie Sport | 75.7% |
| Student Leadership and Development | 39.7% |
| Social Worker's Office | 30.7% |
| Student Associations and Organisations (Political, Religious, Academic) | 31.5% |
| Student Counselling and Development | 51.2% |
| Student Governance | 25.1% |
| Student Media (Irawa, KovsieFM, KovsieTV) | 64.3% |
| Student Wellness Programme | 62.7% |
| Residence Communities | 52.7% |

2.2) **Are you currently involved with/ have you previously participated in any of the following divisions? Please select all relevant divisions.**

n=670

| | |
|---|---|
| Arts, Culture and Dialogues | 9% |
| Career Services | 16.1% |
| Centre for Universal Access and Disability Support (CUADS) | 3.1% |
| Food Security | 7.5% |
| Gateway Orientation | 24.8% |
| Gender and Sexual Equity Office | 3.7% |
| HIV/Aids Unit | 4.9% |
| KovsieACT | 8.2% |
| Kovsie Health | 23.1% |
| Kovsie Sport | 18.4% |
| Student Leadership and Development | 10.4% |
| Student Associations and Organisations (Political, Religious, Academic) | 10% |
| Student Counselling and Development | 8.2% |
| Social Worker's Office | 3.7% |
| Student Governance | 4.9% |
| Student Media (Irawa, KovsieFM, KovsieTV) | 6.1% |

| | | |
|---|---|---|
| Student Wellness Programme | | 15.7% |
| Residence Communities | | 18.4% |

**2.3) Arts, Culture and Dialogues**

Not Relevant ——— Very Relevant

16.5% 24.8% 39.3% 19.4%

n=468
av.=2.6
dev.=1

**2.4) Career Services**

Not Relevant ——— Very Relevant

4.7% 7.1% 32.2% 56%

n=534
av.=3.4
dev.=0.8

**2.5) Centre for Universal Access and Disability Support (CUADS)**

Not Relevant ——— Very Relevant

11.7% 9.9% 25.8% 52.6%

n=445
av.=3.2
dev.=1

**2.6) Food Security**

Not Relevant ——— Very Relevant

7.7% 10.8% 27.8% 53.7%

n=454
av.=3.3
dev.=0.9

**2.7) Gateway Orientation**

Not Relevant ——— Very Relevant

9.8% 21.4% 33.4% 35.4%

n=509
av.=2.9
dev.=1

**2.8) Gender and Sexual Equity Office**

Not Relevant ——— Very Relevant

12.6% 15% 29.4% 43%

n=412
av.=3
dev.=1

**2.9) HIV/ Aids Unit**

Not Relevant ——— Very Relevant

11.5% 11.2% 31.1% 46.2%

n=418
av.=3.1
dev.=1

**2.10) KovsieACT (formerly RAG)**

Not Relevant ——— Very Relevant

16.7% 28% 30.9% 24.4%

n=450
av.=2.6
dev.=1

**2.11) Kovsie Health**

Not Relevant ——— Very Relevant

5% 5.8% 28.8% 60.4%

n=535
av.=3.4
dev.=0.8

**2.12) Kovsie Sport**

Not Relevant ——— Very Relevant

7.4% 12% 37.8% 42.8%

n=500
av.=3.2
dev.=0.9

**2.13) Student Leadership and Development**

Not Relevant ——— Very Relevant

8.1% 13% 37.2% 41.6%

n=430
av.=3.1
dev.=0.9

**2.14) Social Worker's Office**

Not Relevant ——— Very Relevant

9.3% 12.8% 31.4% 46.6%

n=421
av.=3.2
dev.=1

**2.15)** **Student Associations and Organisations**

Not Relevant — Very Relevant

9.7% | 15.2% | 38.2% | 37%

1 2 3 4

n=422
av.=3
dev.=1

**2.16)** **Student Counselling and Development (SCD)**

Not Relevant — Very Relevant

7.1% | 11% | 30.4% | 51.5%

1 2 3 4

n=437
av.=3.3
dev.=0.9

**2.17)** **Student Governance**

Not Relevant — Very Relevant

12.5% | 18.8% | 36.1% | 32.5%

1 2 3 4

n=415
av.=2.9
dev.=1

**2.18)** **Student Media**

Not Relevant — Very Relevant

9.2% | 22.8% | 37.2% | 30.8%

1 2 3 4

n=465
av.=2.9
dev.=0.9

**2.19)** **Student Wellness Programme**

Not Relevant — Very Relevant

5.7% | 11% | 36.9% | 46.4%

1 2 3 4

n=455
av.=3.2
dev.=0.9

**2.20)** **Residence Communities**

Not Relevant — Very Relevant

11.3% | 18.3% | 33.1% | 37.3%

1 2 3 4

n=459
av.=3
dev.=1

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

**3.1)** **When receiving information regarding events and programmes on campus, which communication platforms work best for you? You can select more than one option.**

n=670

| | |
|---|---|
| Blackboard | 70.3% |
| Student Email | 79.4% |
| Facebook | 20.9% |
| Instagram | 8.5% |
| Posters/ Flyers | 20% |
| SMS | 39.9% |
| Twitter | 6% |
| UFS Website | 24.8% |
| WhatsApp | 20.9% |
| Other | 1.3% |

**3.4)** **I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular record):**

Strongly Disagree — Strongly Agree

4.1% | 5.4% | 24.5% | 32.7% | 33.3%

1 2 3 4 5

n=661
av.=3.9
dev.=1.1

**3.5)** **I would be more likely to participate in co-curricular programmes if they were offered online:**

Strongly Disagree — Strongly Agree

3.9% | 7.6% | 29.6% | 36.1% | 22.8%

1 2 3 4 5

n=659
av.=3.7
dev.=1

**3.6)** **I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close vicinity:**

Strongly Disagree — Strongly Agree

8.9% | 9.4% | 26.8% | 25.5% | 29.4%

1 2 3 4 5

n=652
av.=3.6
dev.=1.2

## 4. CAMPUS SAFETY AND SECURITY

4.1) **On average, how many hours per day do you spend on campus?**

n=648

| | |
|---|---|
| 1-3 | 4.9% |
| 4-6 | 39.2% |
| 7-9 | 27.6% |
| 10-12 | 11.4% |
| 13 or more | 16.8% |

4.2) **Where do you spend most of your free time between classes on campus? Please select the most relevant options.**

n=670

| | |
|---|---|
| Library | 41.6% |
| Computer Labs | 51.8% |
| My Residence | 20.3% |
| Thakaneng Bridge | 27% |
| I often do not find a space conducive for learning and relaxing | 8.2% |
| Wherever I find a comfortable space on campus, outside in nature | 31.5% |

4.3) **I feel safe on campus during the day:**

Strongly Disagree / Strongly Agree

2.1% 1.1% 7.5% 33.3% 56%

n=666
av.=4.4
dev.=0.8

4.4) **I feel safe on campus in the evening (17h00-22h00):**

Strongly Disagree / Strongly Agree

6.9% 10.3% 24.7% 31.9% 26.2%

n=652
av.=3.6
dev.=1.2

4.5) **I feel safe on campus at night (22h00-06h00):**

Strongly Disagree / Strongly Agree

12.8% 15.3% 28.7% 22.2% 21.1%

n=649
av.=3.2
dev.=1.3

4.6) **I feel safe at my accommodation facility during the day:**

Strongly Disagree / Strongly Agree

4.4% 4.2% 15.3% 32.4% 43.7%

n=636
av.=4.1
dev.=1.1

4.7) **I feel safe at my accommodation facility in the evening (17h00-22h00):**

Strongly Disagree / Strongly Agree

7.7% 9.1% 17.1% 30.8% 35.4%

n=639
av.=3.8
dev.=1.2

4.8) **I feel safe at my accommodation facility at night (22h00-06h00):**

Strongly Disagree / Strongly Agree

12.1% 9.9% 20.7% 22.4% 34.9%

n=637
av.=3.6
dev.=1.4

4.9) **In the past two years, have you or a student you know personally been a victim of crime(s) on campus?**

n=670

| | |
|---|---|
| No | 65.4% |
| Yes | 19.6% |
| Yes, someone I know personally | 18.8% |

**4.10)** If <u>you</u> have been a victim of crime <u>on campus</u> in the past two years, please indicate which crime(s):

n=670

| | |
|---|---|
| Damage to personal property | 4.9% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 2.2% |
| Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) | 4.8% |
| Mugging or Robbery | 5.4% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 5.8% |
| Physical Violence or Assault | 2.5% |
| Theft of personal property | 9.3% |
| Others forms of crime | 1.6% |
| Not Applicable | 54.5% |

**4.11)** If a student you know personally has been a victim of crime <u>on campus</u> in the past two years, please indicate which crimes:

n=670

| | |
|---|---|
| Damage to personal property | 6.3% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 7.6% |
| Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) | 7.5% |
| Mugging or Robbery | 14.8% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 7% |
| Physical Violence or Assault | 5.5% |
| Theft of personal property | 14.6% |
| Other forms of crime | 2.7% |
| Not Applicable | 44.8% |

**4.12)** If <u>you</u> have been a victim of crime <u>while travelling to/from campus</u> in the past two years, please indicate which crime(s):

n=670

| | |
|---|---|
| Damage to personal property | 4% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 2.2% |
| Hate Crime (assault, harassment or any other form of violence based on race, sexuality, nationality, religion) | 3.1% |
| Mugging or Robbery | 14.6% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 6% |
| Physical Violence or Assault | 3.1% |
| Theft of personal property | 8.7% |
| Other forms of crime | 1.2% |
| Not Applicable | 50.7% |

**4.13)** If a student you know personally has been a victim of crime <u>while travelling to/ from campus</u> in the last two years, please indicate which crimes(s):

n=670

| | |
|---|---|
| Damage to personal property | 7.9% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 5.8% |
| Hate Crime (assault, harassment or any form of violence based on race, sexuality, nationality, religion) | 5.5% |
| Mugging or Robbery | 31.8% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 5.4% |
| Physical violence or assault | 8.1% |
| Theft of personal property | 16.9% |
| Other forms of crime | 2.7% |
| Not Applicable | 36.7% |

4.14) **Are you aware of the actions to take in the event that you become the victim of, or witness, a safety incident on campus?**

| | |
|---|---|
| No, I would not know what to do/ who to report it to | 27.4% |
| I have a vague idea of what to do/ who to report it to | 43.8% |
| Yes, I know exactly what to do/ who to report it to | 28.8% |

n=635

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

4.15) The UFS is _____ in its efforts of working towards creating a safe and secure campus environment

| | |
|---|---|
| Failing | 16% |
| Average | 55.6% |
| Exceptional | 28.4% |

n=655

# Profile

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

| | | | | |
|---|---|---|---|---|
| 2.3) Arts, Culture and Dialogues | Not Relevant — Very Relevant | n=468 | av.=2.6 | md=3.0 | dev.=1.0 |
| 2.4) Career Services | Not Relevant — Very Relevant | n=534 | av.=3.4 | md=4.0 | dev.=0.8 |
| 2.5) Centre for Universal Access and Disability Support (CUADS) | Not Relevant — Very Relevant | n=445 | av.=3.2 | md=4.0 | dev.=1.0 |
| 2.6) Food Security | Not Relevant — Very Relevant | n=454 | av.=3.3 | md=4.0 | dev.=0.9 |
| 2.7) Gateway Orientation | Not Relevant — Very Relevant | n=509 | av.=2.9 | md=3.0 | dev.=1.0 |
| 2.8) Gender and Sexual Equity Office | Not Relevant — Very Relevant | n=412 | av.=3.0 | md=3.0 | dev.=1.0 |
| 2.9) HIV/ Aids Unit | Not Relevant — Very Relevant | n=418 | av.=3.1 | md=3.0 | dev.=1.0 |
| 2.10) KovsieACT (formerly RAG) | Not Relevant — Very Relevant | n=450 | av.=2.6 | md=3.0 | dev.=1.0 |
| 2.11) Kovsie Health | Not Relevant — Very Relevant | n=535 | av.=3.4 | md=4.0 | dev.=0.8 |
| 2.12) Kovsie Sport | Not Relevant — Very Relevant | n=500 | av.=3.2 | md=3.0 | dev.=0.9 |
| 2.13) Student Leadership and Development | Not Relevant — Very Relevant | n=430 | av.=3.1 | md=3.0 | dev.=0.9 |
| 2.14) Social Worker's Office | Not Relevant — Very Relevant | n=421 | av.=3.2 | md=3.0 | dev.=1.0 |
| 2.15) Student Associations and Organisations | Not Relevant — Very Relevant | n=422 | av.=3.0 | md=3.0 | dev.=1.0 |
| 2.16) Student Counselling and Development (SCD) | Not Relevant — Very Relevant | n=437 | av.=3.3 | md=4.0 | dev.=0.9 |
| 2.17) Student Governance | Not Relevant — Very Relevant | n=415 | av.=2.9 | md=3.0 | dev.=1.0 |
| 2.18) Student Media | Not Relevant — Very Relevant | n=465 | av.=2.9 | md=3.0 | dev.=0.9 |
| 2.19) Student Wellness Programme | Not Relevant — Very Relevant | n=455 | av.=3.2 | md=3.0 | dev.=0.9 |
| 2.20) Residence Communities | Not Relevant — Very Relevant | n=459 | av.=3.0 | md=3.0 | dev.=1.0 |

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

| | | | | |
|---|---|---|---|---|
| 3.4) I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular | Strongly Disagree — Strongly Agree | n=661 | av.=3.9 | md=4.0 | dev.=1.1 |
| 3.5) I would be more likely to participate in co-curricular programmes if they were offered online: | Strongly Disagree — Strongly Agree | n=659 | av.=3.7 | md=4.0 | dev.=1.0 |
| 3.6) I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close | Strongly Disagree — Strongly Agree | n=652 | av.=3.6 | md=4.0 | dev.=1.2 |

## 4. CAMPUS SAFETY AND SECURITY

4.3) **I feel safe on campus during the day:**

Strongly Disagree — Strongly Agree

n=666    av.=4.4    md=5.0    dev.=0.8

4.4) **I feel safe on campus in the evening (17h00-22h00):**

Strongly Disagree — Strongly Agree

n=652    av.=3.6    md=4.0    dev.=1.2

4.5) **I feel safe on campus at night** (22h00-06h00):

Strongly Disagree — Strongly Agree

n=649    av.=3.2    md=3.0    dev.=1.3

4.6) **I feel safe at my accommodation facility during the day:**

Strongly Disagree — Strongly Agree

n=636    av.=4.1    md=4.0    dev.=1.1

4.7) **I feel safe at my accommodation facility in the evening** (17h00-22h00):

Strongly Disagree — Strongly Agree

n=639    av.=3.8    md=4.0    dev.=1.2

4.8) **I feel safe at my accommodation facility at night** (22h00-06h00):

Strongly Disagree — Strongly Agree

n=637    av.=3.6    md=4.0    dev.=1.4

# Comments Report

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

3.2) **If other, please specify**:

- BY STUDENT IN STEVE BIKO TANKED

- In class as well

- More than blackboard options

- N/A (6 Counts)

- None

- People (word of mouth)

- Personal email

- Personal email

- Promoters handing out flyers

- facebook

- gmail

- n/a

- no other

- no other

- none (4 Counts)

- personal email

- sms

- some people really do not have access to the internet and social media. SMS communications will work best as well

- word of mouth

3.3) **How do you typically become aware of co-curricular programmes and events on campus? (i.e. word of mouth, SMS, Facebook etc.)**

- through flyers and posters

- Answers of 3.1

- Black board

- Black bord (2 Counts)

- Blackboard (10 Counts)

- Blackboard  (2 Counts)

- Blackboard and Facebook.

- Blackboard and Notice boards

- Blackboard and email.

- Blackboard, Posters and Twitter

- Blackboard, SMS, posters and facebook.

- Blackboard,emails Facebook and sms

- By checking my emails, i prefer to receive any awareness via email.

- By communicating with other students

- By continously checking on the notifications on Blackboard

- By emails and blackboard

- By sms

- By sms and facebook

- E mail

- E-mail

- E-mail

- E-mails

- EMAIL (3 Counts)

- EMAILS

- Email (16 Counts)

- Email  (7 Counts)

- Email and Posters/flyers

- Email and blackboard

- Email and blackboard  (2 Counts)

- Email and posters

- Email and word of mouth

- Email or Facebook

- Email, Blackboard and Facebook

- Email, SMS

- Email, SMS and blackboard

- Email, residence WhatsApp Group, Posters, sometimes (rarely) SMS

- Email, sms

- Emails (2 Counts)

- Emails and BB

- Emails and word of mouth

- Emails as well as House Meetings

- FACEBOOK (2 Counts)

- Facebook (19 Counts)

- Facebook
  Word of Mouth

- Facebook  (5 Counts)

- Facebook and UFS website

- Facebook and email (2 Counts)

- Facebook and poster.

- Facebook and posters

- Facebook and the posters that are being advertised around campus

- Facebook and word of mouth (2 Counts)

- Facebook or Blackboard

- Facebook, sms, WOM

- Facebook, student email, blackboard

- Facebook, word of mouth

- Facebook.

- Flyers

- From posts, media services, SMSs and emails.

- Gateway Programme

- Generally via Student email, Facebook and word of mouth

- I WORK FOR THE HIV AND AIDS UNIT AND MOST OF MY COLLEAUGUES ALERT ME OF ANY ACTIVITIES ON CAMPUS.

- I am aware through word of mouth and at times the posters play a huge role

- I become aware by having notification on BB or black board email

- I become aware of co-curricular programmes  by word of mouth

- I become aware of it through Facebook

- I check my blackboard organization and my emails

- I don't

- I dont seem to become aware.

- I got an sms

- I prefer emAILS AND BLACKBORAD COZ WE CHECK THEM EVERYDAY

- I see around on campus if something is happening,  I also see on blackboard and via email

- I typically know of those broadcast via email, and then occasionally, to a lesser extent, via word of mouth and SOMETIMES posters.

- I usually hear from my peers and fellow students or I would just pass by and see a program on a poster

- I'm in a day res, they keep us up to date in what is happening on campus

- In most cases I am not aware. 95% of the time. Sometimes I would see Posters on Notice boards around campus.

- Instagram

- Its either I get informed via posters or word of mouth

- Most of the time through word of mouth, or I will see it on some of my WhatsApp contacts' statuses.

- Most of the times I receive emails (2 Counts)

- Mostly via email

- Mostly word of mouth and facebook

- Mouth

- My day-in residence is the one that always feed me in information in the group chat we have on WhatsApp

- My student e-mail and blackboard

- NORMALLY I SEE POSTS ON THE UFS TWITTER TIMELINE OR FROM POSTS AROUND THE CAMPUS

- None

- Normally by word of mouth

- On Facebook and via e-mails

- Our seniors and mentors of leadership at Residence Vergeet My Nie always inform us of any co-curricular programmes  and events on campus. Also, the UFS website and my emails are a huge source of information and notification.

- POSTERS AND WORD OF MOUTH

- Posters (4 Counts)

- Posters and broadcast messages and also viewing statuses

- Posters and flyers and word of mouth

- Posters and student emails.

- Posters and word of mouth

- Posters around campus, word of mouth

- Posters on the walls

- Posters or word of mouth

- Posters, Word of mouth

- Posters, blackboard, whatsapp

- Receiving SMs from Ufs (2 Counts)

- Residence announcements through the committee (day residences)

- SMS (16 Counts)

- SMS ,Student email, Black board

- SMS AND BLACKBOARD

- SMS AND WORD OF MOUTH

- SMS and Emails the University sends

- SMS and email

- SMS and student email

- SMS or Word of mouth.

- SMS, Blackboard and word of mouth.

- SMS, Facebook

- SMS, Facebook, Emails

- SMS, Student Email

- SMS, and Emails

- SMS, student email and word of mouth

- SMSs  will be proper for me

- STUDENT EMAIL

- STUDENT EMAIL AND BLACKBOARD ANNOUCEMENTS

- See posters and student email

- Sms (10 Counts)

- Sms and email.

- Sms, word of mouth, e-mails and blackboard

- Sms, word of mouth, whatsapp

- Social Media

- Social Media and hearing from people around campus and also in the classes.

- Social Media and word of mouth

- Social media

- Social media

- Social media and word of mouth

- Social network

- Socila media

- Sometimes through emails, but mostly never because the university does not give any fucks about off-camp students

- Student Email (3 Counts)

- Student Email, Blackboard, Word of mouth.

- Student Email.

- Student e-mail (2 Counts)

- Student e-mail

- Student email (3 Counts)

- Student email  (2 Counts)

- Student email and Blackboard

- Student email and sms

- Student email. Word of mouth. Facebook.

- Through  email and facebook posts

- Through Blackboard

- Through Resident Committee

- Through Whatsapp and Blackboard

- Through facebook

- Through flyers and friends mostly and twitter sometimes.

- Through my day residence

- Through posters on campus and through my email.

- Through posters, emails and SMS, emails

- Through sms and social media

- Through student email

- Through the Whatsapp group chat and word of mouth.

- Twitter

- UFS Website, Email and sms

- UFS email

- UFS website, Blackboard and posters

- UFS website, Facebook, email

- UFS website, blackbloard, facebook and email

- Ufs e-mail

- Ufs email

- Ufs emails

- Usually I become aware by electronic posters being posted on peoples WhatsApp.

- Via SMS,blackboard and facebook

- Via Student Email

- Via email or the university page

- Via social networks.

- WHATSAPP AND POSTERS

- WORD OF MOUTH (7 Counts)

- WORD OF MOUTH
  WHATSAPPP BROADCAST NOTIFICATIONS
  STUDENT EMAIL

- WORD OF MOUTH AND FACEBOOK

- WORD OF MOUTH, BLACKBOARD, STUDENT EMAIL,SOCIAL MEDIA(INSTAGRAM)

- Walk around campus
  emails
  instagram

- WhatsApp

- WhatsApp

- WhatsApp and facebook

- WhatsApp group chats and posters

- WhatsApp groups in res and when people advertise in res

- Whatsapp

- Whatsapp

- Whatsapp Statusess

- Whatsapp. Notice boards with flyers

- Word and blackboard

- Word of Mouth

- Word of Mouth, Posters, Visiting the UFS Website, Student email

- Word of Mouth.

- Word of mouth (29 Counts)

- Word of mouth

- Word of mouth
  Blackboard
  Student email
  Facebook
  SMS

- Word of mouth
  Facebook

- Word of mouth  (15 Counts)

- Word of mouth
  Emails
  Posters
  Twitter

- Word of mouth
  SMS
  Blackboard
  Posters
  Emails

- Word of mouth
  WhatsApp statuses

- Word of mouth & Posters

- Word of mouth ,twitter posters

- Word of mouth and Blackboard

- Word of mouth and Facebook

- Word of mouth and WhatsApp

- Word of mouth and Whatsapp

- Word of mouth and also viewing other students statuses on WhatsApp

- Word of mouth and emails

- Word of mouth and mostly by posters, flyers

- Word of mouth and social media platforms

- Word of mouth and student Email

- Word of mouth and student email

- Word of mouth and whatsapp and blackboard, also email

- Word of mouth or blackboard

- Word of mouth, SMS and student Email.

- Word of mouth, Twitter

- Word of mouth, Twitter and Facebook

- Word of mouth, blackboard and email.

- Word of mouth, email or sms

- Word of mouth, flyers, blackboard

- Word of mouth, posters, emails

- Word of mouth, social media e.g. Whatsapp and Facebook and Posters/flyers

- Word of mouth. (3 Counts)

- Word of mouth.. campus flyers

- blackboard (10 Counts)

- blackboard and emails

- blackboard and student emails

- blackboard and the universities website

- blackboard,instagram

- blackboard,student email,sms and facebook

- by SMS or Email

- by all students communication platforms. For example I usually receive communique about the co-curricular programmes on campus via student email

- by blackboard notifications and ufs email

- by checking my email and ask my felloe mates

- by email

- by facebook post

- by getting emails

- by logging in

- by mouth

- by my blackboard

- by sms and blackboard

- by some people they will inform us

- by word of mouth and facebook

- bygetting emails

- combrades
- e-mail
- e-mail and blackboard announcements
- email (9 Counts)
- email and Facebook
- email.
- emails (3 Counts)
- emails and sms
- emais
- fACEBOOK
- facebook (14 Counts)
- facebook
- facebook
- facebook and posts
- facebook and sms (2 Counts)
- facebook and whatsapp (2 Counts)
- facebook and word of mouth
- facebook, Instagram, twitter, wom
- facebook, email
- facebook,Instagram
- friends
- friends , social media or news papers
- from other student
- i become of co-curricular and events on campus word of mouth, Facebook and sms
- i dont , only found after the fact
- i dont really know it just comes from random platforms
- instagram and posters circulating on whatsapp
- internet
- it is posted on blackboard
- most of the time on facebook
- most word of mouth and also blackboard helps in thus regard
- mostly posters and ufs webside
- mostly word of mouth first then blackboard the last options is an SMS
- mostly word of mouth, although sometimes too late
- mouth (3 Counts)
- mouth and social media
- mouth to mouth
- moutjh
- on Facebook, E-mails ,Blackboard

- posters (3 Counts)

- posters and word of mouth

- posters, sms,Facebook and emails

- res group chats

- since I am always on social media, instagram and are mostly significant for me.

- sms (19 Counts)

- sms
  posters
  facebook
  other people

- sms and email

- sms and emails

- sms and facebook

- sms and student email

- sms faeboook

- sms,blackboard

- social media and posters

- some via my student email because I check it everyday. some events one learns about them through other word of mouth. and others via posters.

- student email (6 Counts)

- student email and facebook

- student email and notice boards on campus (2 Counts)

- student emails and flyers

- student mail

- the posters and whatApp

- the word of mouth

- they always send us emails

- they send me emails

- through WhatsApp group chats most of the times.

- through blackboard (2 Counts)

- through blackboard and through my student email

- through emails and social media

- through facebook

- through my student emails

- through social media

- through student email

- through student emails and posters on campus

- twitter

- ufs email

- via SMSs and email

- via e-mail

- via email and word of mouth

- via email, sms and facebook

- via posters

- via posters and UFS Website

- via sms and email

- via social media platforms

- via student email and friends

- we usually receive information from our student account emails, facebook page sites and from fellow students from campus.

- whatsapp (3 Counts)

- whatsapp and facebook

- when people talk about in on campus

- word mouth

- word of month and sms

- word of mouth (32 Counts)

- word of mouth
  Facebook
  SMS

- word of mouth
  Facebook
  student email

- word of mouth
  student email
  blackboard

- word of mouth  (3 Counts)

- word of mouth and e-mail

- word of mouth and email

- word of mouth and emails as well as blackboard announcements

- word of mouth and facebook

- word of mouth and facebook kovsie page

- word of mouth and pamphlets

- word of mouth and posters/flyers

- word of mouth and sms

- word of mouth and social media (2 Counts)

- word of mouth and student emails

- word of mouth and through social media

- word of mouth is mostly how i receive informaation if not by email. I would like to be emailed often

- word of mouth or facebook

- word of mouth, Facebook page, emails and blackboard

- word of mouth, SMS and flyer

- word of mouth, e-mail and flyers

- word of mouth, email and sms

- word of mouth, facebook

- word of mouth, facebook, through my department

- word of mouth, flyers abnd social media

- word of mouth, friends, facebook

- word of mouth, sms , facebook

- word of mouth, social media

- word of mouth, students groups on WhatsApp and through emails.

- word of mouth, ufs website and student assistants

- word of mouth.

- word of mouth.

- word of mouth... from other people and from the kovsie facebook page

- words of mouth or through social media

- yes

## 5. COMMENTS/ SUGGESTIONS:

5.1) **In your opinion, what are the most pressing/ important issues that Student Affairs should focus on?** (i.e. Graduate Employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional Health, Student Governance etc.)

- Graduate Employability
  Psychologucal and Emotional Health

- Graduate employability

- SAFETY AND SECURITY

- graduate employability, safety and security according to my opinion I think are critical and must be the focus areas

- *The safety and security for the off campus students.
  *Psychological and emotional health of students, students needs psychological and emotional help because of the depression caused by not performing academically.

- 1. Help students find jobs for security after graduation.
  2. More tables/benches outside and between buildings
  3. Better advertise co-curricular events/courses. Finance courses are especially important - everyone should know how to deal with finances.

- 1. safety and security on campus premises
  2. psychological and emotional health

- Ability to manage outside commitments and studying. Graduate employability.

- All of the above

- All of the above mentioned issues. There is not even one where a person can say atleast Psychological & Emptional Health.

- All of the examples

- Are the students coping in all aspects

- BEING ABLE TO ENCOURAGE STUDENTS TO BE TO COMPREHEND THE IMPORTANCE OF ACTUALLY GAINING EXPERIENCE IN THE DIFFERENTWORKFIELDS PROVIDED BY THE CAMPUS

- Career Guidance
  computer literacy to other student

- Career development

- Creating a student culture that is more diverse, inclusive and open. Secondly, creating an atmosphere where many more students are involved in campus progammes, activities, clubs and events.

- Creating opportunities for students in order to sustain themselves and be able to provide for their love once as well.
  Offer counselling to student who may suffer from depression which affects their academics.

- Definately graduate employability because that should be the core reason why we all are here

- Depression

- EMOTIONAL HEALTH

- Emotional Health (4 Counts)

- Emotional Health

- Emotional and physical health

- Emotional health (4 Counts)

- Emotional health
  Graduate Employability

- Emotional health  (5 Counts)

- Emotional health safety and security

- Emotional health, SAFETY AND SECURITY and mental wellbeing

- Emotional health, safety, and security

- Emphasis and focus should be placed in all facets, however more effort should be placed on ensuring that students are aware of these divisions and know how to or where to access their services.

- Employability

- Employability and safety

- Employability and student wellness, even student development. Above all academics.

- Employment and Security

- Especially Graduate employability and it's students safety and security

- Firstly, safety of off campus students as the most important part and then making awareness by having contact sessions with the people who are in charge of safety sessions

- Food security and Psychological and Emotional Health

- Food security and physical,psychological and emotional health

- Fundraising to ensure access and mental wellness of students as we are currently not in a good space.

- GRADUATE EMPLOYABILITY

- GRADUATE EMPLOYABILITY, PSYCHOLOGICAL AND EMOTIONAL HEALTH AND ALLOWING RELIGIOUS ACTIVITIES ON CAMPUS. WE WANT RELIGIOUS ACTIVITIES ON CAMPUS!!!

- GRADUATE EMPLOYMENT

- GRADUATION EMPLOYABILITY

- Gender based violence and gender/sexuality equality

- Gradate Employability, Psychological and Emotional Health.

- Graduadate employability

- Graduate Employability (6 Counts)

- Graduate Employability
  Financial Assistance
  Psychological and Emotional Health
  Safety for off campus students

- Graduate Employability

- Graduate Employability , Safety and Security

- Graduate Employability , safety, security

- Graduate Employability and Safety

- Graduate Employability and the Safety and Security especially of Off campus students

- Graduate Employability and transportation of unprivileged students to and from campus.

- Graduate Employability, First-Year Integration, Inclusivity, Psychological and Emotional Health

- Graduate Employability, Psychological and Emotionam Health

- Graduate Employability, Safety and Security and Physical, Psychological and Emotional Health.

- Graduate Employability, Safety and Security especially for off campus students because their lives matter too. (2 Counts)

- Graduate Employability, Transition from High Schools to Tertiary.

- Graduate Employability, because there are a alot of graduates and we need to stand out in order to get the job.

- Graduate Employability, more Part Time/Student Jobs, more Workshops, more activities to build up a CV or more information on what is offered.
  AN UP TO DATE WEBSITE!

- Graduate Employability.

- Graduate Employment, Safety and Security, in fact all of the above examples especially Emotional Health we are struggling out here.

- Graduate Empolyability, Safety and Security, as well as Psychological and Emotional Health

- Graduate employ-ability, inclusivity and psychological and emotional health

- Graduate employability (8 Counts)

- Graduate employability

- Graduate employability
  Emotional and psychological health

- Graduate employability
  Psychological and emotional health

- Graduate employability  (3 Counts)

- Graduate employability across all degrees offered by the university

- Graduate employability and  students health, especially emotional health

- Graduate employability and Safety and Security (2 Counts)

- Graduate employability and emotional health of students.

- Graduate employability and helping off campus students stay safe when coming and leaving campus

- Graduate employability and not all students have access to fuculties

- Graduate employability and psychological and emotional health.

- Graduate employability and safety

- Graduate employability and safety

- Graduate employability and safety and security

- Graduate employability and safety and security, inclusivity.

- Graduate employability and safety and security.

- Graduate employability and student governance.

- Graduate employability if whether what we are studying is relevant skills to what the country needs and if the we will be employable or what it will take for us to be distinct or worth hiring. Psychological and emotional health should be made fashionable because students are going through the most we need to see them on the campus open space and encourage students to come talk to them or create a dialogue that will allow students to partake in.

- Graduate employability is very important

- Graduate employability mostly and the concealed rape cases happening here!!

- Graduate employability, Health, Inclusivity, Safety and Security

- Graduate employability, Psychological and Emotional Health,

- Graduate employability, as many graduates remain unemployed after they graduate for many years. Safety and security, because students do not want to attend if they are not safe on campus.

- Graduate employability, awareness of safety and security constantly, student governance. Proper awareness and advertising of events and things that students can take part in. Posters, social media the works

- Graduate employability, emotional health

- Graduate employability, inclusivity, over all health and safety.

- Graduate employability, inclusivity, physical, psychological and emotional health.

- Graduate employability, physical, psychological and emotional health

- Graduate employability, safety and academically

- Graduate employability, safety and security

- Graduate employability, safety and security on campus and mental health.

- Graduate employability, safety and security, psychological and emotional health

- Graduate employability,safety and security

- Graduate employability- some graduate are still unemployed so Student Affairs should focus on skills that would help student for field of work

- Graduate employability... Most students don't even know how to draft a CV nevermind any work experience. This presents problems when entering the workforce.

- Graduate employable, inclusivity

- Graduate employablitity, psychological and emotional health. Career advising

- Graduate employment (2 Counts)

- Graduate, safety and security and psychological and emotional health

- Graduate, safety and security and psychology and emotional

- Graduate,safety and security and psychological and emotional

- HEALTH

- Health (2 Counts)

- Health and security

- Hunger on campus, isolation on campus, exclusion of off campus students from campus activities

- I THINK IN MY OWN OPINION THE STUDENT AFFAIRS SHOULD FOCUS MOSTLY ON SAFETY AND SECURITY

- I believe that safety and security be first priority on campus.

- I cannot choose what I do not understand

- I definitely think the one thing that Student Affairs should focus on is Graduate employability. As a law student on my third year, I feel like I have not been adequately trained in the past three years to practically be in a work environment. Theoretically I know how the work environment will be but there is no practical experience.
  another thing is the advertisement of activities that off-campus students can get involved in. There are some activity benefits that on-campus students get that off-campus don't have privilege to.

- I feel like in regards to the examples all of them are important, so being able to balance between them would be great. But from personal experiences mental health is one of the most challenging thing to face as a student. If there was to be more workshops about it, which is being advertised or market better, it would really help.

- I feel safety and security should always be a very high priority on campus and thus far my experience on campus with regards to safety has been only good. Inclusivity is also something that should always be worked on.

- I personally think that they should focus more on the psychological and mental health of the students, because that's mostly where the academics stagnation lies in most of the students who can't vent to anyone and can't even get help here on campus.

- I preferably think they should focus more on safety for off campus students because it is not safe to walk at night considering the fact of having late classes. In addition I think psychological assistance would help due to students going through so much pressure and trauma from both academic and personal experiences.

- I think the campus clinic should be open 24hours each day. It is sad to note that when students on campus fall sick at night colleagues will have to make arrangement to send the student outside. I don't think that it is enough to rely on only emergency services. In any case they can only send the student out of campus for medical care. The clinic should be open.

- I think the most pressing issues are psychological and emotional health, also with safety and security

- I think the student affairs should focus on psychological problem to student because like we have a lot going on. and again should focus on graduate employability because like after graduating we become unemployed

- I think they should focus on safety and security and also psychological and emotional health since many students deal with emotional health problems

- I think they should focus on safety and security of students on and off campus.

- IN THEIR STUDIES SO THAT THEY WILL BE ABLE TO GRADUATE

- INCLUSITIVITY

- INCLUSIVITY

- INCLUSIVITY
  PSYCHOLOGICAL AND EMOTIONAL HEALTH AND SUPPORT
  RESIDENCE LIFE

- IT SHOULD FOCUS MORE ON GRADUTE EMPLOYABILITY, INCLUSIVITY IN TERMS OF ALLOWING THOSE WHO LIVE OFF CAMPUS TO ALSO KNOW ABOUT THE PROGRAMMES TAKING PLACE IN THE VARSITY. THE CREATION OF STUDENT WORK ALSO ON CAMPUS, SO STUDENTS WHO DONT HAVE BURSARIES CAN ALSO BE ABLE TO GENERATE A BIT OF INCOME TO GET BY THE MONTH.

- In my opinion, Student affairs be more visible, students must be more aware of this program. There are too many programs out here, It should be top priority, I needed this program but I had no idea about its existence, not that I'm not curious or anything. Cultural shock makes it hard focusing on "programs" some of us have no idea about these programs until we really need them

- In terms of students on campus, their mental wellbeing should be considered and catered for as not everyone is equipped to deal with the stress of university

- Inclusivity (3 Counts)

- Inclusivity
  Psychological Health

- Inclusivity

- Inclusivity
  Physical health
  mental health

- Inclusivity
  Physical, Physiological and Emotional Health

- Inclusivity ,Psychological and Emotional Health

- Inclusivity and lower prices for gym membership because it's too expensive.

- Inclusivity because it lacks on informing lectures, tutors or facilitators about students with special in class. Giving out picture assignments while leastwe have blind  student in class who won't be able to full partake in the assignment.
  Safety and security for students who live off-campus they have the right to be safe even they leave the permisses of the university to go back home like on-campus.

- Inclusivity in residences for all students

- Inclusivity in sports. For example, there is a lot of discrimination in sports more especially in Cross-Country and Athletics.

- Inclusivity of Afrikaans students.

- Inclusivity, Psychological and emotional health.

- Inclusivity, racism on campus is a real problem for some of the students on campus. And as soon as it is white students who feel threatened, the university doesn't do anything to find out what's happening.

- Inclusivity, student governance, emotional health ,safety,etc

- Inclusivity,Graduate Employability and Safety and Security,

- It should focus on hiring more Psychologists of colour, because some of the ones that are available right now at Kovsie counselling are either ignorant or out of touch and seem to not relate to the daily struggles of a student of colour which are usually remnants of our backgrounds.

- It should focus on student health and psychological and emotional health.

- JOBS FOR THE POST GRADUATES

- Mental health

- Mental health

Food security

- Mental health issues and making sure people are prepared to leave university like starting their own businesses or looking for work

- More focus should be put on the security and safety of all students, including those who live on campus.

- Most important issue, is the safety of the students on campus and off campus. During winter, most of the students go to their places late and some they do not feel safe when they are walking alone. (2 Counts)

- NON

- NONE

- NSFAS allowances

- Nothing

- Off-campus safety and security

- PHYSICAL

- PHYSICAL SECURITY
  EMOTIONAL HEALTH

- PHYSICAL, Safety and security, student Governance and Emotional Health.

- PSCHOLOGICAL AND EMOTIONAL HEALTH

- Phychological and emotional health

- Physical health

- Physical psychological emotional health

- Physical, Psychological & Emotiomal Health
  Safety & Security

- Physical, emotional healthy and safety

- Physical, psychological and emotional health. We have a lot on our plates and need a good support and motivational system to keep going.

- Practical sessions, graduate employability, safety and security for off campus students.

- Psychological (2 Counts)

- Psychological and Emotional Health (3 Counts)

- Psychological and Emotional Health  (3 Counts)

- Psychological and Emotional Health ,Safety and Security

- Psychological and Emotional Health because student deal with stress and depression on a daily bases and cannot fully concentrate on there studies.

- Psychological and Emotional Health, Graduate Employability

- Psychological and Emotional Health, Incluvisity

- Psychological and Emotional Health, Safety and Security

- Psychological and Emotional health (2 Counts)

- Psychological and Emotional health

- Psychological and emotional

- Psychological and emotional Health of students because the University workload and pressure is unbearable, most student are under pressure academically and it contribute to mental health disturbances. Secondly, the safety of student from off campus students, we spend less time on campus and leave early each and everyday because leaving late on campus increases the risk of being a victim of crimes.

- Psychological and emotional health (4 Counts)

- Psychological and emotional health
  Graduate employability

- Psychological and emotional health  (3 Counts)

- Psychological and emotional health
  Graduate employability

- Psychological and emotional health & graduate employability

- Psychological and emotional health, Graduate employability

- Psychological and emotional health, graduate employability

- Psychological and emotional stability

- Psychological health

- Psychological health... eg students dealing with depression, anxiety, claustrophobia and having to sit and present in massive lecture halls that are compulsary to attend. I feel like attendance should not  be recorded but be the students responsibility if for example you having a very anxious day or cant get yourself out of bed with depressions for that day, while also ofcourse getting treatment.

- Psychological well-being

- Psychological, mental and emotional health
  Safety and security
  and Graduate employability

- Racial hate and violence.

- Racism (this goes both ways, toward white students as well)

- Residence students not having hot water and an off campus shuttle as well as student desk. Larger pool of accredited accommodation


- SAFETY AND GRADUATE EMPLOYABILITY

- SAFETY AND SECURITY

- SAFETY AND SECURITY, PHYSICAL AND EMIOTIONAL HEALTH

- SAFETY FOR OFF-CAMPUS STUDENTS AT NIGHT.
  MENTAL HEALTH FOR ALL STUDENTS

- SAFETY,PSYCHOLOGICAL,FINANCIAL, FINAL YEAR UNDERGRADUATE PREPARATION FOR POST-GRADUATE STUDIES AND EMPLOYABILITY.

- STUDENT SAFTEY AND OFF CAMPUS SHUTTLES

- Safe and security

- Safety (3 Counts)

- Safety
  Graduate employability

- Safety
  Inclusivity
  Employability


- Safety

- Safety adn Security

- Safety and Psychological health

- Safety and Security (5 Counts)

- Safety and Security
  Psychological and Emotional Health

- Safety and Security

- Safety and Security and Emotional health

- Safety and Security as well as Mental Health

- Safety and Security, Graduate Employability, Psychological and Emotional Health

- Safety and Security.

- Safety and equality on white students

- Safety and security (12 Counts)

- Safety and security
  Graduate employability

- Safety and security
  Psychological and Emotional Health

- Safety and security
  Psychological and emotional health
  Skills Development

- Safety and security
  inclusive environment for all students

- Safety and security  (8 Counts)

- Safety and security and Emotional Health

- Safety and security and Emotional Health.

- Safety and security and an environment where students are free from intimidation on campus

- Safety and security and emotional health

- Safety and security and employability

- Safety and security and graduate employability

- Safety and security for off campus and on campus residents.  Also, job creation for students

- Safety and security for off campus students

- Safety and security for off campus students

- Safety and security for students who live off campus

- Safety and security measures for the off-campus as much as they do with the on-campus students.

- Safety and security of off-campus students

- Safety and security of students

- Safety and security of students staying off-campus

- Safety and security of students who are staying off campus

- Safety and security to those leaving off cmapus

- Safety and security, Employability , Psychological and emotional health and graduate

- Safety and security, Graduate Employability etc

- Safety and security, Graduate employability, Physical, psychological and emotional health, career services

- Safety and security, Health and Graduate employability

- Safety and security, as that would automatically improve some students' emotional and physical well-being. Knowing you are safe or will be helped in the event that you are attacked or a victim of crime, will put students at ease, they will have at least one less thing to worry about every day.

- Safety and security, gender equality and student governance.

- Safety and security, psychological and emotional health particularly of student leaders

- Safety and security.

- Safety and security. I feel like off campus students are not getting the attention they should be getting.  Hence the high number of robberies

- Safety and security; psychological and emotional health

- Safety of Off Campus students

- Safety of Students, Inclusivity

- Safety of off-campus students..

- Safety of students at night and in the evenings

- Safety of the students

- Safety on campus, a shuttle service working at least until 03;00AM.

- Safety, Plurality of Student Associations.

- Safety, psychological and emotional health and support.

- Safety,employment  and educational opportunities

- Safety. Students are still walking to and fro campus to at and after midnight study because they need to pass but we don't even have a campus shuttle even till this day. The price off campus students must pay to pass is too costly shame. So risky to our very lives!

- Security and emotional health

- Security and safety of off campus students, ensuring readiness of graduates for the workplace environmnent

- Should focus on  not having irrelevant 'projects' that no one could care about, and that don't have any impact on anyone's lives whatsoever and then call it a success.

- Student Debates and Social Cohesion.

- Student Governance
  UFS staff
  Safety of Off campus students

- Student Governance  (2 Counts)

- Student Guidance, safety, health,

- Student Safety
  Emotional and psychological health
  Financial management
  Graduate employability

- Student communication
  Graduate employability,
  Cohesiveness,
  Study conducive environment at residences, Better staff or working methods at Kovsie Counseling for students

- Student governance (2 Counts)

- Student mental health, career advice and counselling

- Student must graduate
  Food Security
  Student safety both on campus and off campus

- Student safety

- Student safety should come first, and then the rest may follow.

- Student safety, accommodation for new students and food for those who cant afford to buy them.

- Student wellness as depression is a devil that want to keep student away from success.

- Students ability to cope with their school work, emotional health as well.

- Students safety off campus

- Taking steps to make sure that chances of graduates being employed are at a maximum

- That we should stop having classes at 7:00 because sometimes some of us struggle with transport and make it to canpus around 8 and we miss out on the work that was done ,,And also that we should've have class that gets out at 20:00 because alreasy there is no transport at that time for us taxi users and we climb taxi's double!

- The Admin office of Finance

- The appearance of the main campus.

- The information platform, the safety and security.

- The most pressing issues at this point is the safety of the student. Personally I walk for a distance that's about 90 minutes to and fro campus and most of the time I do not have the funds to take public transport.

- The safety of of-campus student

- The safety of students.
  wellbeing of the students.

- The students affairs should focus more on creating an inclusive environment and safety

- They should focus more on helping students to receive funding for their fees

- They should focus more on the students that graduate. After students graduate they should be able to enter the world of work with the necessary skills. In their defense students should be given the opportunity to develop these entrepreneurship skills by the university effectively if UFS provides a space for students where they could do this.

- They should make sure that every student is safely protected and can be able to them with their psychological issues.

- They should try to accommodate first years as they struggle with the work at the University, and encourage them to do better as it's hard for some of them.

- Training student to prepare them for the world of work
  Safety of off campus students
  Emotional support for all students

- Transportation of off-campus student to and from campus (Shuttles)

- Utilizing the Alumni students as mentors more often.

  Psychological and Emotional Health of students

  Promote and enhance the values of respect and discipline among students and staff


- Ways to avoid additional exams and the best ways to study and to remember everything you have studied.

- about safety they should have more shuttle for off campus students.

- all of the above

- all students in general

- both safety and graduate

- career guidance

- creating a space for sharing ideas and having conversations.

- creating many jobs for student and also to make them more visible

- definitely graduate employability. they should offer graduates internships and permanent jobs  and also the safety of students. and their mental health...

- emotional health (4 Counts)

- emotional health and safety and security

- emotional health and stress

- emotional health because I think most if not all the first year student are suffering emotionally

- emotional health of students

- emotional health,graduate employability

- employability and how to actively become a participant in most of the activities going on at campus

- employment

- employment for the students and good standard free access gym with all facilities there.

- everything

- find more attractive ways to get more student involve in the activities

- food security

- food security, building labs

- free shattles every hour for all students living off campus

- generate programs that will assist graduates in finding employment, it can either be in internships for experience or student programs throughout their years when studying here at UFS.

- graduate Employability ,psychological and emotional health and safety and security

- graduate employ-ability and students safety

- graduate employability (8 Counts)

- graduate employability
  psychological and emotional health especially for off campus students

- graduate employability

- graduate employability (please)

- graduate employability , inclusivity and psychological and emotional health

- graduate employability ,safety and security

- graduate employability and Psychological and emotional health

- graduate employability and food security

- graduate employability and funding for students

- graduate employability and psychology and emotional health

- graduate employability as well as safety and security

- graduate employability to offer  graduates work training before they graduate

- graduate employability, and exposing graduates to work opportunities
  student's mental health

- graduate employability, emotional health

- graduate employability, emotional health,financial health

- graduate employability, inclusivity, physical, psychological and emotional health, student governance

- graduate employability, safety and security inclusivity and physical and psychological and emotional health.

- graduate employability, safety and security, psychological and emotional health

- graduate employability,psychological and emotional health

- graduate employability,safety and security

- graduate employability- we have a crisis of students graduate who are still at home and some came back to persue other degrees because their first qualification didn't secure them a job and the university of free state should offer practicals on other course because most jobs require experience
  safety and security- the university only care about the safety of students mostly during the examination time more expecially for off campus students as they only hire private security to patrol for off campus students during exams but not throughout the year

- graduate employability.

- graduate employibility

- graduate employment

- graduate employment. because most of the students become unemployed immediately after their attainment of their certificates

- graduate, employability, safety and security

- help students with no finances
  graduate employablity

- helping students with job search while they are attending school like part time jobs as a way of making more money to support themselves.

- improved student governance, representation for all groups of students, engagement with post-grad students

- inclusitivity ,Safety and security and emotional health

- inclusivity (2 Counts)

- inclusivity
  psychological health

- inclusivity  (2 Counts)

- inclusivity and also graduate employability

- inclusivity and graduate employability

- inclusivity because it unites people coming from different backrounds

- inclusivity for off-campus students, viable solutions for things that are currently happening, a place to stay that is useful and affordable with the necessary student essentials

- inclusivity, physchological and emotional health  and grad employability

- inclusivity,emotional health, food for disadvantaged sttudents.

- it is important that every student focuses on his or her academics and participate in every events where he is needed

- mental health (referring specifically to the depressed students)
  food security
  safety and security

- mental health and graduate employability, encourage students to start their own businesses and educate them on how its done.

- mental wellness

- most importantly safety and security for on campus as well as off-campus students. Just because some students stay off-campus ,in a student house and not an accredited accommodation it should not result in negligence to those students. also Graduate employability to reduce unemployment rate.

- none (5 Counts)

- off campus safety
  shuttle survive for off campus
  intensive food insecurity program

- off campus student houses.

- offering students in need of transport the means for example shuttles

- personal it would be security of off campus student there are many students that stay far from campus and relative close living space is expensive and we hoping campus would bridge that gap for the safety of student and also assist student who suffer from violent act while walking to campus or walking back from campus the issue relating to late classes effects students also transportation and safety of our students on this campus.

- physical

- physical and emotional health (2 Counts)

- physical and emotional health of students

- physical and mental health

- physical, psychological and emotional health

- provide more safe

- psychological

- psychological and Emotional Health, Inclusivity , and physical

- psychological and emotional

- psychological and emotional health (13 Counts)

- psychological and emotional health
  safety and security (2 Counts)

- psychological and emotional health and also graduate employability

- psychological and emotional health and graduate employability

- psychological and emotional health and safety and security

- psychological and emotional health. they are the most important features that can cause a lot of negative effects

- psychological health

- psychological health, graduate employability,safety

- psychological, emotional health and Governance

- psychologist and emotional health

- racial inclusivity and safety.

- safe and security  (2 Counts)

- safety (2 Counts)

- safety and fareness

- safety and graduate employability

- safety and nsecurity

- safety and securituy

- safety and security (14 Counts)

- safety and security
  graduate employability

- safety and security & inclusivity.

- safety and security , psychological and emotional health

- safety and security and emotional health

- safety and security and funding

- safety and security for students who stay off campus

- safety and security of both on and off campus students.

- safety and security, NSFAS STUDENT

- safety and security, emotional health and graduate employment

- safety and security, graduate employability and psychological and emotional health

- safety and security, psychological and emotional health. accommodation for students living off- campus.

- safety and security, psychological and emotional heath, helping students who do not have anything to eat, a place to stay or enough clothes to wear. create more of an equal environment for both black and white students

- safety and security, student shuttle service(free)

- safety and securiy

- safety of off-campus students

- safety of students
  employability of graduates

- safety of students who prefer to study at night is important
  Psychological health of students is paramount as students are facing a lot of pressure

- safety of students, workers/stuff

- safety of students.. they should at least provide transport for students who have evening classes

- security and inclusivity

- sexual harassment among students and lecturers attend to a sexual harassment complaint in the lecture hall.

- should focus more on the issue of safety and emotional well being of students

- should focus on student safety and academics

- student Governance and the graduate employability

- student affairs should focus on graduate employability, inclusivity, psychological and emotional health and student governance.

- student affairs should mainly focus on the safety of all students regardless of where they stay, especially off-campus students.

- student affairs should mostly focus on psychology and emotional health because if one is emotionally unstable its very hard to study

- student affairs should put more focus on safety and security of students who live off campus.

- student gorvernance

- student governance (4 Counts)

- student governance

- student governance, graduate employability

- student governance, graduate employability, psyhchological and emotional health

- student governance,psychological

- student governance.. introduce first years to how to be future leaders

- student government  and incivity

- student health, the financial aid office and food security

- student psycoly and what affects them at home

- student safety
  accommodation assistance off campus, we really live under harsh circumstances
  sports such as soccer

- student safety especially off-campus students when travelling like providing a shuttle service for Williows, Brandwag and Universistas.
  The school should have practical sessions for different courses in terms of showing us how the work environment outside school.
  Have trips to media houses for students studying journalism and media studies.

- student safety, decolonisation of education content, mental issues of student and graduation plus employability

- student suppose to focus on safety and security

- student transport  for off campus students

- student wellbieng

- student wellness

- student's employ ability.

- students counselling, safety and security, career guidance and employability

- students graduatin, psychological and emotional health

- students graduating

- students health because its a huge problem.

- students wellbeing

- students who live off campus when they leave evening they need transport and they used to supply for transport and now they doesn't anymore.

- the Student Affairs should be more focused on student emotional and physical health as depression is taking over and employability of graduating students

- the allowance problem of all the students

- the drug and alcohol use on campus premises and the involvement of student perceptions and input in the promulgation of policy.

- the student affairs should focus more on safety and security and inclusivity

- the student affairs should focus more on safety and security for those student who stay of campus

- the university security should accompany off-campus students, if they were studying overnight at the library or studylogs.

- they must safety and security and also emotional health

- they safefy of offcampus students  (3 Counts)

- they should always be safe

- they should be more aware of human trafficking

- they should focus more on safety and security fir off campus students

- they should focus on safety of students who stay off campus and be able to provide transport

- they should focus on the most regularly used streets students use to go to and from campus in the early hours and late hours of the day security.

- they should focus on they are life if they have problems they should ask for help

- they should make sure that all student are safe

- they should make sure that every student on campus or off campus is feeling safe around campus and outside. They should also make sure that students have knowledge of health related issues that can be a barrier to their studies

- they should not only focus on protecting the on campus peep[s but also students from off campus.

- they should rather focus on first years students because they are more vulnerable and unaware of things that are happening on campus

- very individual needs to be commuted

- yd

5.2) **Please leave any other comments/ suggestions or recommendations:**

- Ensure that all students have all the information regarding mental wellness assistance on campus

- I don't have any comment for now

- No comments

- give us more support

- i appreciate everything going on,  there maintenance is good.

- ---

- .

- A UFS shuttle would be very useful for late classes, ensuring the safety of students living off campus and being able to use the study log until late,

- A system to protect off-campus students would be great. A WORKING shuttle service. Some students have late night practicals and have to walk home (2 Counts)

- Also I think there should be more job opportunities within the university for undergrad students

- An organized shuttle for off-campus students will be helpful.

- CAMPUS SHUTTLE.

- Campus must decisively protect students from any form of violence

- Campus shuttle will be of great assistance. They can move after every 3to 5hours

- Can the University get a bus that will drop off students that stay in areas such as Willows, Brandwag and Universitas.

- Communication/Notifications/Annooncements should be made to every student, via Email and WhatsApp(for a better reach) Compulsory to everyone

- Contact the pease keepers more often

- Continue with the best effort. Most importantly to stay in groups of other fellow student.

- Create a warm environment for all.

- Create more classes to help us deal with exam stress and how to manage our time.

- DONT HAVE

- Do the survey regularly.

- Enlarge the computer labs

- FREE UNLIMITED COUNSELLING SESSIONS FOR STUDENTS

- Feeling unsafe during protests have become a regular occurrence on the Kovsie campus, and the university does little to nothing to protect students in these events.

- Female student do not feel safe at campus at night

- Financial Assistance and Guidance

- Focus on race based issues as well as white students on campus are being discriminated against by the likes of the EFF student council and the university itself. Taking away our right to study in our mother language and forcing multiculturalism upon us.

- Free Shuttle Buses for off campus students from 17:00 in the evening. Most students because they cant always afford meter taxis, they opt to walk, this poses a serious threat to their safety as previous incidents have shown.

- Given that one would like to participate in either one of these activities provided on campus what are the procedures one needs to follow

- Governance

- Graduate employability

- How to adjust to a working environment, recruitment agencies, part-time work should be more advertise for students to be aware of, as this will help their employability and CV. Psychological and emotional workshop regarding how to manage your finances, be more equipped to work through difficult situations.

- I DONT KNOW A LOT OF PROGRAMMES THAT WERE MENTIONED. I ALSO DONT KNOW HOW TO BE A PART OF THEM. IT WOULD BE NICE TO HAVE THESE PROGRAMMES BE ADVERTISED ON BLACKBOARD SO THERE CAN BE MORE AWARENESS ON THEM.

- I I'm of the opinion that the University should keep on with their initiatives and awareness's.

- I am happy that I'm part of the Kovsie family, I'm enjoying my first varsity year

- I am very much impressed with the visionary leadership of the University and in particular Professor Francis Petersen's vision together with the Council, Senate and SRC. Kovsies is one of the best universities in the country and we ought to be proud of that. We must strongly guard our ethos and ensure that we are not moving back to the past from where we come. We must all move forward and leave a legacy which will be indelible. As the Kovsie Alumni Ambassador, I am proud to say that my heart belongs to Kovsies and I will represent this institution with pride.

- I do not have other recommendations

- I don't think I still have much to say but if they can improve on those issues I've raised I will be satisfied

- I feel like once communication is improved, everything will be alright here on our campus. From registrations until the end of the year

- I feel like the university should have standard security measures for every person who is a landlord or wants to become a landlord off campus. I don't know how they can regulate this but it would be good if the university intervenes in off campus accommodation

- I have no comments furthermore

- I have no further comments

- I have none

- I like this idea

- I love this program so mach.

- I personally feel that student affairs should look into placements . There is a vast need for more on-campus residences and also renovations of old residences.

- I plead the most student are advice to introduced to the 4th industrial revolution of computers because it highly affect many people during employment

- I suggest more mental health surveys or workshops. We as students should not be ashamed if we are suffering, because there is a lot of us.

- I suggest that all the student who live off campus should have transport because some have late classes and when they go back to their places they end up being victims of crime some are being raped

- I suggest that management or lectures should try to eliminate number of chapters we are writing exams with or extend time

- I suggest that the student affairs should focus on the needy students and try to help them with food or provide books for them.

- I suggest that, the University should make sure to reach out to every student through health and awareness campaigns and most especially from those to off campus.

- I think I would be helpful if students know there is security measures to keep them safe, like if there are guards, to know that they will be someone that will help you if you were a victim of a crime. Right now, we know there are only guards at the gates, and they let everybody onto campus, I do not know of any other security guards other than by the gates, and it would be really far to go if I, or a friend needs immediate help.

- I think more emphasis must be put on mental health. If you book an appointment with a psychologist, you will have to wait a month to get a booking. A lot can happen to a student that needs mental care in a month.

- I think our security should do more duties than their doing now for example, if I study till late let's say maybe 01:00 they don't escort us or at least leave us half way for our safety.

- I think that security guards should avail themselves and walk around the premises more often especially during the evenings

- I think the psychologists should at least try to adjust with the dates when we book the appointments, because they give dates that are too far, far enough to have committed something awful in that waiting period. when we feel depressed, we really would appreciate to be attended to right away.

- I think the student affairs should attend to all the aspects that, in any way affect the academic progress of the students such delays in paying students tuitions by the sponsors

- I think the university should let the lectures, tutors and facilitators know about the special needs student before hand...
  And we should have a shuttle for off-campus students...

- I want to be given awareness on each and every event taking place on campus

- I will like to join this team

- I will suggest that the university that championing the interest of off campus students as they do for on campus students in terms of safety

- I wish the gateway should take more than 1 week because it is very helpful especially to first year's.

- I would appreciate it if the SRC take student matters serious.

- I would be happy if off campus students can be considered in terms of security when travelling late

- I would like a job please.

- I would like to be more informed with all the activities that are happening on campus

- I would like to join the student affairs..how do I join?

- I would love to feel more safe in campus

- I would recommend that UFS should put more effort in ensuring safety of student and residences

- I would recommend that the student affairs committee to find a possible way to reach out to students that are struggling with academics and how to manage their time effectively.

- I would strongly recommend for the University to promote more of graduate employments for students graduating and to support more students staying off campus with psychological and emotional help. Thank you!

- I've been home for a year now because the education fuculty won't let me in cos of some other strange reasons

- I've been waiting for more information about transport for students who don't live under kpa

- Incentive should be given to student media, especially the newspaper. A lot of Labour is put in underresourced circumstances. This results in a high staff turnover rate. Channel managers as well Editor in Chief should be financially compensated for their Labour. It would also be great if we were given permission to our own domain for the website.

- Introduce computer programming to everyone

- It was nice

- It would be for the best if UFS provide some of the programmes for student living off campus

- It would be great if us off campus students would have shuttles to and from campus

- It would be much appreciated if the issue of off campus student safety can be looked into promptly.

- Its important for the University to ensure that students are protected inside the gate of the school

- KEEP IT UP :)

- Keep on the good work coming

- Keep the security tights as always

- Keep up the good work :)

- Late classes in winter are not good because most students stay off-campus and they are not safe immediately they leave the campus premises as it is already dark at that time when the classes end. It will be nice if they can be helped with transport to better the chances of their safety.

- Leanerships would be a great way for student with knowladge for work

- Make HRA more humane

- Make use of Blackboard more to relay information

- More focus should be paid to off campus who travel long distance to get to campus

- More funding for day-residences.

- More light or high masts on certain parts of the Building that are extremely dark at night. More security guards at night close to dangerous areas.

- More students need to be made aware of what is available to them on campus, not just res students.

- Most of the student are going through or some of them have been through a lot. Student are facing challenges about their academics so that's is they end up being involved in using substance abuses. They need professionals to council them in order to be good   (2 Counts)

- Most students only find out about these divisions in third year. Perhaps a map of all buildings on campus should be drawn up with their subsequent divisions and services available within.

- Must be fast in providing the services of students

- N/A (11 Counts)

- NA

- NO COMMENTS ,THANK YOU

- NO COMMETNTS

- NO Political party should not be allowed to have a conference on Campus or drive around on campus and intimidate students. NO political party clothing should be tolerated on campus. It is not wise to allow a political party to have a conference on campus, especially near our registration dates or exams. We are on campus to study in a safe environment. Keep people who wish to intimidate or spread hatred towards others OFF our campus.

- NON

- No

- No 7:00 am classes and no classes that gets out at 20:00pm because some of us climb double to get home and there are sometimes no taxis to take us home , sometimes when we get ,its not safe in downtown ,our safety please..and also with the 7am class even if we leave at 6:00 earliest  traffic is already heavy  especially at fair ways and we actually tend to arrive latest 7:20

- No Comment

- No comment

- No comment  (3 Counts)

- No comments.

- No recommendations

- Non-applicable (2 Counts)

- None (3 Counts)

- None so far.

- None.

- Not Applicable

- Not Applicable.

- Not all but sometimes also the way a student or students are addressed or spoken to by some stuff/ workers on campus. For e.g if a student comes with an issue or needs assistance with something, can a student please be assisted and not questioned unnecessary questions, be spoken in a manner that is not acceptable or given attitude. At the end of the day whatever help or enquires we have can we be assisted and not run or walk up and down campus all day but at the end a person has not got any help, but just down up

and downs.

- Nothing

- Nott applicable

- Off campus security would increase the level of security for off campus based students

- Off-campus students should also be taken into consideration in everything.

- One should not be forced to do anything that they are uncomfortable with, for example first year res activities.
  Put more lights along the various pathways/roads so that people feel safer when walking back to for example res at night after late classes.
  try to make the university feel safe for those who have to walk back alone to wherever.

- Please be more inclusive of the different career fields during career exhibitions, especially in the NAS Faculty.

- Please conduct such surveys often.

- Please do something about plantation of flowers and lawn to accomodate students who prefer studying on the grass and are inspired by nature to study. Keep it green and more welcoming and not dull and sombre

- Please ensure that there will still be green spaces on campus where we can relax between research and lectures. There is less and less grass to sit and read or chill. Why are trees chopped down on campus, we need shade.

- Please give room for organisations to be opened for the benefit of the students

- Please give us a feedback on the results of these surveys that we take and whether our views and opinions have been considered

- Please make opportunities for final year students such as workshops that will be beneficial and relevant for their career paths, and continue with the workshops that are already available for students and you can start early in grooming the students for the workplace

- Please open vacancies for undergraduates to work while studying on campus, we would really appreciate it.

- Please provide affordable transport to the off-campus to use because we have been victims of crime outside the campus

- Please put more effort in ensuring off campus students safety.

- Please try to give us our allowances early

- Promote more yoga

- Provide shuttles for off campus students

- Provide skills development to assist students to be better equipped for the working environment

  Encourage students to assist them with the stress of coping with issues each individual faces. e.g

  Provide self defense classes for students living on or off campus

- Residence living should be improved. Living conditions are heart breaking!

- Residence students should not be forced to participate in residence activities.

- SAFER OFF-CAMPUS ACCOMMODATIONS.
  STUDENT TRANSPORT

- STUDENT AFFAIRS IS DOING A GREAT IMPACT IN STUDENTS LIFE BUT WHO TAKE PART TO THEIR TASKS

- Security for student who are walking from campus to town cause on our way that's where the robbing ia happening

- Staff members of Student Affairs should be sent to training, because their services really are not up to standard especially the front desk

- Stop alienating afrikaans students due to petty politics.

- Student Affairs members should always and I mean always be at their offices in Steve Biko or if there is no other possible way that they could be there they should be able to find a competent temporary replacement whenever they aren't available. Students come to their offices and find closed doors. How can you be approached if you have a closed door? I would advise a open door policy regardless of the security issues it might raise. There is cameras and two protection service officers, so the possibility of any crimes that can be committed will be picked up immediately.

- Student Affairs must be more radical in it's approach of rendering services to students.

- Student Affairs should provide shuttles for off campus students

- Student Grievances must taken into account.

- Student affairs should also try to spread the word about safe sex practice to avoid pregnancy and other sexual transmitted disease.

- Student affairs should ensure that it reaches out to students with disabilities too, when organizing it's events

- Student affairs should try to help students who struggle a lot, ask them on how they are doing because some of them their parents don't work and they have nobody to rely on.

- Student development should extremely be prioritized or even become incorporated in ufs101 because we don't get jobs, not because there aren't but we are not equiped

- Student safety should also try to help student with accommodation issues. At least help them find suitable accommodation that they can afford apart from ON campus accommodation.

- Student wellness must be a priority to the the UFS and also student safety .

- Students must be protected every time

- Students must be safe

- Students must be safe

- Students must feel safe all the time

- Students need to be protected at all costs

- Students should have access to affordable tasers etc

- Students who live off campus shouldn't find it hard to participate in sport of other activities here on campus due to time and distance

- Survey covers all important issues.

- THAT THEY SHOULD BE MORE SAFETY ON CAMPUS

- Telephone duty that first years do must be removed.

- Thank you for the coffee

- Thank you for this.

- The UFS in my opinion doesn't consider all students, the MT Steyn statue for example many false claims were made about him and the UFS just submitted to the students who protested to its removal. The students I study with and even my lecturer have spoken about how it is ridiculous to remove his statue when he had a hand in some of the most influential buildings in the Free State it's sad to know that my culture and the culture of many other students are pushed to the sidelines to give in to other students.

- The board should consider not doing classes in the evening or have shuttle services for students who live off campus

- The communication between the faculties/lecturers and students needs to improve. Deadlines for applications were not communicated. It was also difficult to know where to go for help with regards to test and class clashes. The communication between the faculties for degrees like Bcom(Law) needs to improve.

- The faculties can maybe try to fo something once each semester for the students to get together. Like a dance or fun day. I think all the students would find it intrresting and fun!

- The information platform when coming to announce it the event is not strong. it would be great if it can be worked on

- The institution should really work in investing in younger psychologists, especially of colour because the ones that are currently serving the students have outdated methods and they don't relate to the current student issue to effectively help.

- The security should accompany students that leave campus after 5 especially those who stay in rough places

- The service in Kovsie health is very poor. I have a friend who was in pain. She went there on a Friday and they told her to come back and schedule an appointment on Monday. By Saturday she was worse nd we had to take her a doctor off campus. There should be a a schedule for emergencies!

- The student affairs needs to prioritize on the well-being of commuter students

- The student affairs should assist the SRC in getting funds for students to register and not act like they are management.

- The student affairs should focus on emotional health as Students from different background have different emotional backgrounds which the fail to deal with.

- The university must have students and lecture dialogues where students will engage with the lectures outside the classroom.

- The university neglects off-campus students so badly that we cannot participate in sports and organisations if we dont join a residence. Its unfair that we cannot even be part of Varsity cup. The university should also check out the off-campus accommodation in terms of how the condition of houses are and if there is cameras and alarms for the safety.

- The university of free state should keep student safe

- There must be assurance that one will find a job after graduating, this should be the university.The assessments given to a student must contribute to their growth and not lead to depression.

- There should be improvement in student safety on campus

- There should be more promotions on campus where students get the chance to win prizes and socialize in order to relieve academic stress just like other major universities around the country have, this will help reduce the number of students turning to gratifying behaviour such heavy alcohol abuse.

- There should be transportation for students that study at the library late at night and stay off-campus.

- They must be a way to make students feel motivated

- They must have contracts with the foreign bus companies to transport students from their off campus residence to school. because students are being killed and raped and threatened, they must keep safety first.

- They should pay allowances on time because the landlords are nagging about their money

- This is a good initiative which just needs more attention

- This is a great initiative, and I would like to be a part of the crew that deals with student affairs

- This university is putting pressure and restrictions on students and STILL it's ranking is dropping. Does anyone realise this? Does the university actually care avout what the students want? Or does it just want to have a load of offices that no one even knows about?

- Through out the years, the University has addressed, to the best of it's ability racial, sexual and academic challenges with diverse groups of students on/off campus.

- Transport should be provided to students who live off-campus....

- Try making sure that students live in a clean and safe private accommodation

- UFS cares for its students' health and safety.

- UFS is nice place to be

- UFS is one of the safest places I have been..I don't even feel scared or even feel fear of being a victim..I would like the university to increase the number of cameras around campus..

- UFS should focus on students whom struggles with v their financial

- UFS should help0 graduates get jobs

- UFS should not silence students' political views.

- UFS to be strict with  off campus accommodation,because we wash with cold water this winter at QUATTRO RESIDENCES

- Ufs if it could great a safe place for students

- Ufs should provide its students with a free consultation with a psychologist

- WE WANT RELIGIOUS ACTIVITIES ON CAMPUS!!!

- WHATEVER VYOU DO PLEASE INCLUDE THE OFFCAMPUS BECUASE WE FEEL LEFT OUT

- We need a shuttle

- We need a shuttle especially at night

- Well no.

- Well student association groups should stop playing politics and cause effective changes around campus

- When there are jobs around campus we don't hear, we hear students say they are working, we need to know where you advertise these jobs

- White students are being threatened and chased away on campus

- a off campus shuttle is needed to assist students that are studying until late

- academics are more important than other things

- also, there is not much done for international students to make them open to being in the University, to make it feel less inferior

- as a first year student at the ufs I have experienced a lot of challenges especially because I did not know the right communication channels. I was and am currently in need of funding. But either way this helped me to realize that I am not the only student experiencing this problem. Although it has challenging especially when it comes to dealing with stress when it comes to not having a transport fare and having to write and study for examinations. I did try to apply for NSFAS here at school but didn't get the assistance I

was seeking. I was hoping that your media platforms or outreach programmes could intervene in such situations.

- as student we suppose to feel safe on campus

- be more about the students.

- bring back student shuttles

- build more res on campus

- by the way UFS its not that bad as other students are saying

- continue with your good work

- education is more important than any other things

- encourage students to partake in the well ness dialogues by coming to them in a sense of activity or fun day....

- focus more on security for off campus students

- free transport

- give studies to study in other faculties because they are studying in faculties that they do not know they have never do in high school

- i have no comment thank you

- i suggest that the university must provide food parcels to students at least only on weekdays

- i would like to know more about the LGBTI community

- i would like to participate in sport and some other interesting things around campus,but i feel as if only certain people are only  allowed to join a  such things

- inclusive in all expects not just in sexual and gender matters , there are venues that are not body size friendly and dont have enough air circulation

- inclusivity

- increase the safety for student

- it helps students with food

- it would be really appreciated if the Student Affairs can make more appearance especially for off campus students

- keep doing the good job that you guys have doing e.g like this survey it is very important

- keep more in touch with students. inform off-campus students about events. provide clear information of where to find necessary help around campus

- keep on doing an exceptional work and reaching out to students.

- keep up the good work

- keeping people off of campus that create unsafe environments and that open up a space for bulling.
this includes protests and things that are not benefiting the university but only separating the people in it.
equality for ALL students and not intimidation that just makes us feel unsafe.

- look at the way some lectures conduct their lecturing because some of them is as if they do not care if we do understand or not

- make sure students living off campus are safe all times and find out how their landlord are treating them because others are being mistreated by landlords all in the name of being binded by the contract so moving out wont be an option

- make sure that student get extra materials

- may you please bring into light the alcohol drinking habits of students and how it is not conducive for them

- more on campus accommodation

  reducing of late classes

  support system to assist  people that suffered from crimes

- more students should be placed on campus

- my experience here has been nice as I haven't been a victim of crime on campus as I live on campus

- my suggestion is that it would be important if graduates are offered placement in different workplaces to reduce unemployment rate of

the graduates

- n/a (3 Counts)

- n\a

- need more computer lab

- no comment (8 Counts)

- no comments (2 Counts)

- non

- none (16 Counts)

- off-campus students should be included into campus life just like the on-campus students.

- peace

- please do not give students a lot of activities to participate in especially those who stay in residences because academics suffer. when it comes to replacement policy they do not consider the fact that students were participating they are kicked out... please make events or activities that will not take much of our time..please consider academics first # students must graduate

- please i request to provide transport for students for live off campus when they study late evenings.

- providing a free counselling service and clinic

- race issue Afrikaans students have more perks because things are written in their language they understand the work better

- safety and security

- safety for off campus students travelling to campus needs intervening from the university

- securities should be organized to look after off campus student in the evening

- should patrol at night or shuttles

- stay safe all the time ,don't hesitate to report crime

- stop excluding students financially or academically

- student affairs is the best for other student and it is helpful

- student affairs should try to focus more on how most of the students are handling themselves in and around campus, whether during the week or during the weekends.

- student voices should be paid attention to and they should not be taken for granted because the decisions passed down affect them

- student wellness has to continue  because its good to all students in campus

- tensions towards minority race ( white students ) are becoming more evident each day, there is a sense of guilt projected towards minority students for being a certain race, from fellow majority race students.

- thank you

- thank you UFS for this opportunity

- thank you for coffee (2 Counts)

- thank you for this opportunity, hope you will take these answers to consideration

- thanks for the food

- the UFS Student Affairs should take part in everything that happens on and off campus

- the campus managers and the lectures are more focused on the issue of academic which is wrong they must somehow focus on the ability of each and every student so that one can reach his potential

- the computer labs are crowded and there is not enough computers

- the government should focus more on students safety

- the institution should have community based programs that will empower and educated the community that is educationally disadvantaged.

- the prices of accredited student accommodation should not exceed the nsfas budget.

- the school is great

- the ufs should try to use its resources to making sure the start of each new semester is better than the last, the ufs has been around too long for it to still be this slow. ( timetables worked out manually, by lecturers and students, collection of learning material is not only time consuming but i personally never received all my guides in one go...ect).

- the university is working their best by making sure that all students are safe when they are at campus

- the university must make sure that everyone is treated equal

- the university of free state should provide students with more psychological and emotional program ,and help students to build their own empire by focusing more on practicals

- the university should have a soup kitchen for those students who can not afford to buy food during the day so lat least they can eat something during the day

- there should be more information available in study areas about the Student Affairs so that most student can know about it

- there should be patrolling cars off campus

- they are doing the great job

- they must find more ways in informing students about many events, like using social media such as WhatsApp will assist

- they must implement a full time shuttle service (3 Counts)

- they must supply students with breakfast those who cant afford

- they must work very fast on such things

- they should focus more on getting many student a place to stay inside campus because off camp is very dangerous and we face many vhallenges

- thfc

- think we also need to have a place where students who lives off campus can go to like to relax a place that have chairs with food so they can be able to also enjoy the campus life

- to best resolve the issue of safety for off campus students, the free student shuttle should be provided and the extension of WIFI coverage in off campus community

- try and reach as many students as possible about the activities that take place at the university because we are clueless about a whole lot of things that happens at the university especially when it comes to job opportunities please make it public and well known to everybody via sms's, email, telephonicall, and so forth

- try to make more computer labs or make us have access on other computer

- ufs is good

- ufs is the best university to transform your life

- ufs must take care of students wellness

- ufs should avail residence for students not living on campus.

- university must address the issue of safety and security

## Miss Codi Rogers
### SAWS 2019 ()
### No. of responses = 170

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Survey Results

## Legend

Question text

Relative Frequencies of answers    Std. Dev.    Mean

| Left pole | 25% | 0% | 50% | 0% | 25% | Right pole |

n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

Scale    1  2  3  4  5    Histogram

---

## 1. DEMOGRAPHIC INFORMATION:

**1.1) Accommodation:**

| | | |
|---|---|---|
| On-Campus | 32% | n=169 |
| Off-Campus | 68% | |

**1.2) If off-campus accommodation, please select the most appropriate option:**

| | | |
|---|---|---|
| Accredited Student Accommodation (i.e. Campus Key, Unilofts) | 10.3% | n=116 |
| Parent's/ Guardian's/ Family's Residence | 14.7% | |
| Townhouse/ Flatlet | 14.7% | |
| Student House | 19% | |
| Other | 41.4% | |

**1.3) Are you a student with a disability?**

| | | |
|---|---|---|
| No | 97% | n=168 |
| Yes | 3% | |

**1.4) Ethnicity:**

| | | |
|---|---|---|
| Black African | 96.4% | n=169 |
| White | 1.2% | |
| Coloured | 1.8% | |
| Indian | 0% | |
| Asian | 0% | |
| Other | 0.6% | |

**1.5) Gender:**

| | | |
|---|---|---|
| Female | 60.5% | n=167 |
| Male | 38.3% | |
| Gender Non-Conforming | 1.2% | |

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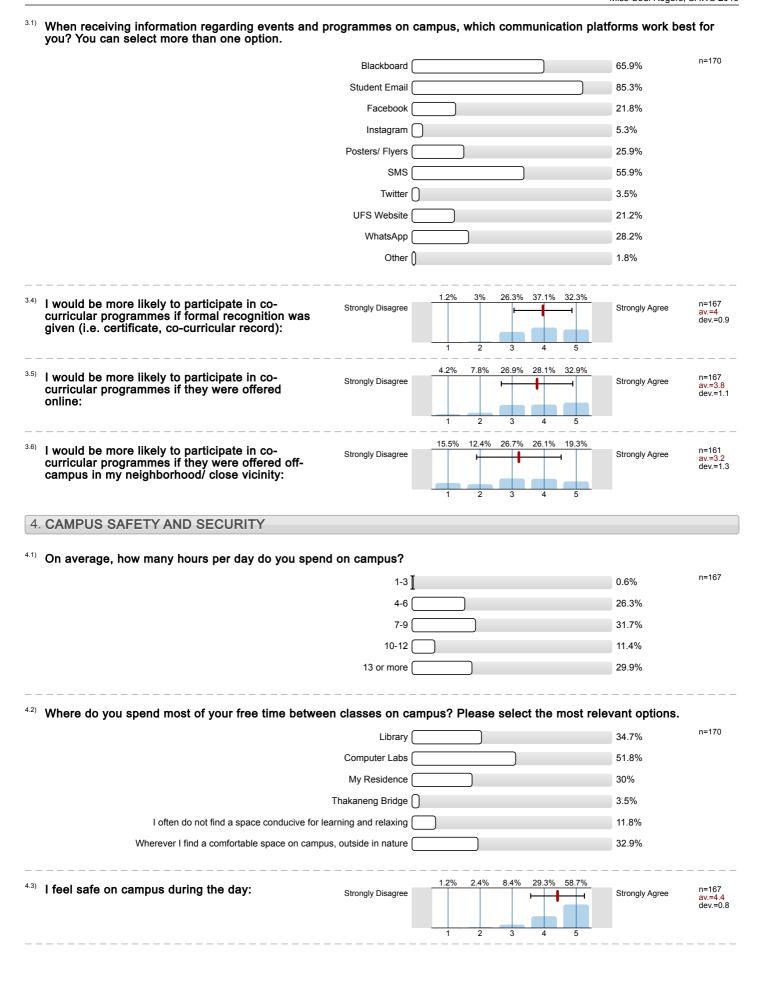
**1.6) Year of Study:**

| | | |
|---|---|---|
| First | | 46.7% |
| Second | | 24.3% |
| Third | | 16.6% |
| Fourth | | 10.1% |
| Postgraduate | | 2.4% |

n=169

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

**2.1) Are you aware of the following divisions on campus? Please select all relevant divisions.**

n=170

| | |
|---|---|
| Career Services | 52.9% |
| Centre for Universal Access and Disability Support (CUADS) | 27.6% |
| Gateway Orientation | 59.4% |
| HIV/Aids Unit | 29.4% |
| Campus Clinic | 92.9% |
| Kovsie Sport | 82.9% |
| Student  Development Office | 44.1% |
| Social Worker's Office | 44.1% |
| Student Associations and Organisations (Political, Religious, Academic) | 40.6% |
| Student Counselling and Development | 54.1% |
| Student Governance | 32.4% |
| Student Media | 62.4% |
| Residence Communities | 57.1% |

**2.2) Are you currently involved with/ have you previously participated in any of the following divisions? Please select all relevant divisions.**

n=170

| | |
|---|---|
| Career Services | 12.9% |
| Centre for Universal Access and Disability Support (CUADS) | 3.5% |
| Gateway Orientation | 25.3% |
| HIV/Aids Unit | 7.6% |
| Campus Clinic | 33.5% |
| Kovsie Sport | 27.6% |
| Student Development Office | 5.3% |
| Student Associations and Organisations (Political, Religious, Academic) | 15.9% |
| Student Counselling and Development | 11.2% |
| Social Worker's Office | 8.8% |
| Student Governance | 4.7% |
| Student Media | 12.4% |
| Residence Communities | 15.9% |

**2.3) Career Services**

Not Relevant — Very Relevant

13%   11.4%   35%   40.7%

1   2   3   4

n=123
av.=3
dev.=1

**2.4) Centre for Universal Access and Disability Support (CUADS)**

Not Relevant — Very Relevant

16.5%   16.5%   27.5%   39.4%

1   2   3   4

n=109
av.=2.9
dev.=1.1

**2.5) Gateway Orientation**

Not Relevant | Very Relevant

| | 12.3% | 15.4% | 32.3% | 40% |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |

n=130
av.=3
dev.=1

**2.6) HIV/ Aids Unit**

Not Relevant | Very Relevant

| | 9.8% | 8.9% | 33.9% | 47.3% |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |

n=112
av.=3.2
dev.=1

**2.7) Campus Clinic**

Not Relevant | Very Relevant

| | 2.9% | 10.8% | 26.6% | 59.7% |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |

n=139
av.=3.4
dev.=0.8

**2.8) Kovsie Sport**

Not Relevant | Very Relevant

| | 5.4% | 20.9% | 36.4% | 37.2% |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |

n=129
av.=3.1
dev.=0.9

**2.9) Student Development Office**

Not Relevant | Very Relevant

| | 7.3% | 15.5% | 44.5% | 32.7% |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |

n=110
av.=3
dev.=0.9

**2.10) Social Worker's Office**

Not Relevant | Very Relevant

| | 7.1% | 11.5% | 31.9% | 49.6% |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |

n=113
av.=3.2
dev.=0.9

**2.11) Student Associations and Organisations**

Not Relevant | Very Relevant

| | 9.7% | 18.6% | 38.9% | 32.7% |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |

n=113
av.=2.9
dev.=1

**2.12) Student Counselling and Development (SCD)**

Not Relevant | Very Relevant

| | 5.3% | 11.4% | 37.7% | 45.6% |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |

n=114
av.=3.2
dev.=0.9

**2.13) Student Governance**

Not Relevant | Very Relevant

| | 12.8% | 19.3% | 37.6% | 30.3% |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |

n=109
av.=2.9
dev.=1

**2.14) Student Media**

Not Relevant | Very Relevant

| | 9.2% | 18.3% | 38.3% | 34.2% |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |

n=120
av.=3
dev.=0.9

**2.15) Residence Communities**

Not Relevant | Very Relevant

| | 9.6% | 19.1% | 34.8% | 36.5% |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |

n=115
av.=3
dev.=1

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

3.1) **When receiving information regarding events and programmes on campus, which communication platforms work best for you? You can select more than one option.**

n=170

| | |
|---|---|
| Blackboard | 65.9% |
| Student Email | 85.3% |
| Facebook | 21.8% |
| Instagram | 5.3% |
| Posters/ Flyers | 25.9% |
| SMS | 55.9% |
| Twitter | 3.5% |
| UFS Website | 21.2% |
| WhatsApp | 28.2% |
| Other | 1.8% |

3.4) **I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular record):**

Strongly Disagree — 1.2% / 3% / 26.3% / 37.1% / 32.3% — Strongly Agree

n=167
av.=4
dev.=0.9

3.5) **I would be more likely to participate in co-curricular programmes if they were offered online:**

Strongly Disagree — 4.2% / 7.8% / 26.9% / 28.1% / 32.9% — Strongly Agree

n=167
av.=3.8
dev.=1.1

3.6) **I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close vicinity:**

Strongly Disagree — 15.5% / 12.4% / 26.7% / 26.1% / 19.3% — Strongly Agree

n=161
av.=3.2
dev.=1.3

## 4. CAMPUS SAFETY AND SECURITY

4.1) **On average, how many hours per day do you spend on campus?**

n=167

| | |
|---|---|
| 1-3 | 0.6% |
| 4-6 | 26.3% |
| 7-9 | 31.7% |
| 10-12 | 11.4% |
| 13 or more | 29.9% |

4.2) **Where do you spend most of your free time between classes on campus? Please select the most relevant options.**

n=170

| | |
|---|---|
| Library | 34.7% |
| Computer Labs | 51.8% |
| My Residence | 30% |
| Thakaneng Bridge | 3.5% |
| I often do not find a space conducive for learning and relaxing | 11.8% |
| Wherever I find a comfortable space on campus, outside in nature | 32.9% |

4.3) **I feel safe on campus during the day:**

Strongly Disagree — 1.2% / 2.4% / 8.4% / 29.3% / 58.7% — Strongly Agree

n=167
av.=4.4
dev.=0.8

**4.4)** **I feel safe on campus in the evening (17h00-22h00):**

Strongly Disagree — 3.6% | 8.5% | 24.2% | 27.9% | 35.8% — Strongly Agree

1  2  3  4  5

n=165
av.=3.8
dev.=1.1

**4.5)** **I feel safe on campus at night** (22h00-06h00):

Strongsly Disagree — 7.4% | 8.6% | 33.1% | 20.9% | 30.1% — Strongly Agree

1  2  3  4  5

n=163
av.=3.6
dev.=1.2

**4.6)** **I feel safe at my accommodation facility during the day:**

Strongly Disagree — 0.6% | 3.1% | 16% | 35.8% | 44.4% — Strongly Agree

1  2  3  4  5

n=162
av.=4.2
dev.=0.9

**4.7)** **I feel safe at my accommodation facility in the evening (17h00-22h00):**

Strongly Disagree — 3.8% | 6.3% | 20% | 39.4% | 30.6% — Strongly Agree

1  2  3  4  5

n=160
av.=3.9
dev.=1

**4.8)** **I feel safe at my accommodation facility at night (22h00-06h00):**

Strongly Disagree — 7.5% | 9.4% | 26.3% | 27.5% | 29.4% — Strongly Agree

1  2  3  4  5

n=160
av.=3.6
dev.=1.2

**4.9)** **In the past two years, have you or a student you know personally been a victim of crime(s) on campus?**

n=170

No — 70%
Yes — 19.4%
Yes, someone I know personally — 12.4%

**4.10)** **If you have been a victim of crime on campus in the past two years, please indicate which crime(s):**

n=170

Damage to personal property — 2.9%
Gender-Based Violence (sexual assault, sexual harassment, rape) — 2.4%
Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) — 4.1%
Mugging or Robbery — 4.7%
Non-Physical Violence (intimidation, verbal bullying, stalking) — 4.1%
Physical Violence or Assault — 2.4%
Theft of personal property — 9.4%
Others forms of crime — 1.2%
Not Applicable — 51.2%

**4.11)** **If a student you know personally has been a victim of crime on campus in the past two years, please indicate which crimes:**

n=170

Damage to personal property — 4.7%
Gender-Based Violence (sexual assault, sexual harassment, rape) — 7.1%
Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) — 8.2%
Mugging or Robbery — 7.6%
Non-Physical Violence (intimidation, verbal bullying, stalking) — 4.7%
Physical Violence or Assault — 5.9%
Theft of personal property — 12.9%
Other forms of crime — 1.2%
Not Applicable — 42.9%

**4.12) If you have been a victim of crime while travelling to/from campus in the past two years, please indicate which crime(s):**

n=170

| | |
|---|---|
| Damage to personal property | 1.8% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 1.2% |
| Hate Crime (assault, harassment or any other form of violence based on race, sexuality, nationality, religion) | 4.1% |
| Mugging or Robbery | 8.8% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 3.5% |
| Physical Violence or Assault | 1.2% |
| Theft of personal property | 3.5% |
| Other forms of crime | 0.6% |
| Not Applicable | 55.3% |

**4.13) If a student you know personally has been a victim of crime while travelling to/ from campus in the last two years, please indicate which crimes(s):**

n=170

| | |
|---|---|
| Damage to personal property | 4.1% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 7.1% |
| Hate Crime (assault, harassment or any form of violence based on race, sexuality, nationality, religion) | 5.9% |
| Mugging or Robbery | 17.1% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 4.7% |
| Physical violence or assault | 10.6% |
| Theft of personal property | 11.8% |
| Other forms of crime | 1.2% |
| Not Applicable | 41.2% |

**4.14) Are you aware of the actions to take in the event that you become the victim of, or witness, a safety incident on campus?**

n=157

| | |
|---|---|
| No, I would not know what to do/ who to report it to | 29.3% |
| I have a vague idea of what to do/ who to report it to | 43.3% |
| Yes, I know exactly what to do/ who to report it to | 27.4% |

**4.15) The UFS is _____ in its efforts of working towards creating a safe and secure campus environment**

n=167

| | |
|---|---|
| Failing | 7.8% |
| Average | 59.9% |
| Exceptional | 32.3% |

# Profile

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

| | | | | |
|---|---|---|---|---|
| 2.3) Career Services | Not Relevant — Very Relevant | n=123 | av.=3.0 | md=3.0 | dev.=1.0 |
| 2.4) Centre for Universal Access and Disability Support (CUADS) | Not Relevant — Very Relevant | n=109 | av.=2.9 | md=3.0 | dev.=1.1 |
| 2.5) Gateway Orientation | Not Relevant — Very Relevant | n=130 | av.=3.0 | md=3.0 | dev.=1.0 |
| 2.6) HIV/ Aids Unit | Not Relevant — Very Relevant | n=112 | av.=3.2 | md=3.0 | dev.=1.0 |
| 2.7) Campus Clinic | Not Relevant — Very Relevant | n=139 | av.=3.4 | md=4.0 | dev.=0.8 |
| 2.8) Kovsie Sport | Not Relevant — Very Relevant | n=129 | av.=3.1 | md=3.0 | dev.=0.9 |
| 2.9) Student Development Office | Not Relevant — Very Relevant | n=110 | av.=3.0 | md=3.0 | dev.=0.9 |
| 2.10) Social Worker's Office | Not Relevant — Very Relevant | n=113 | av.=3.2 | md=3.0 | dev.=0.9 |
| 2.11) Student Associations and Organisations | Not Relevant — Very Relevant | n=113 | av.=2.9 | md=3.0 | dev.=1.0 |
| 2.12) Student Counselling and Development (SCD) | Not Relevant — Very Relevant | n=114 | av.=3.2 | md=3.0 | dev.=0.9 |
| 2.13) Student Governance | Not Relevant — Very Relevant | n=109 | av.=2.9 | md=3.0 | dev.=1.0 |
| 2.14) Student Media | Not Relevant — Very Relevant | n=120 | av.=3.0 | md=3.0 | dev.=0.9 |
| 2.15) Residence Communities | Not Relevant — Very Relevant | n=115 | av.=3.0 | md=3.0 | dev.=1.0 |

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

| | | | | |
|---|---|---|---|---|
| 3.4) I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular | Strongly Disagree — Strongly Agree | n=167 | av.=4.0 | md=4.0 | dev.=0.9 |
| 3.5) I would be more likely to participate in co-curricular programmes if they were offered online: | Strongly Disagree — Strongly Agree | n=167 | av.=3.8 | md=4.0 | dev.=1.1 |
| 3.6) I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close | Strongly Disagree — Strongly Agree | n=161 | av.=3.2 | md=3.0 | dev.=1.3 |

## 4. CAMPUS SAFETY AND SECURITY

| | | | | |
|---|---|---|---|---|
| 4.3) I feel safe on campus during the day: | Strongly Disagree — Strongly Agree | n=167 | av.=4.4 | md=5.0 | dev.=0.8 |
| 4.4) I feel safe on campus in the evening (17h00-22h00): | Strongly Disagree — Strongly Agree | n=165 | av.=3.8 | md=4.0 | dev.=1.1 |
| 4.5) I feel safe on campus at night (22h00-06h00): | Strongly Disagree — Strongly Agree | n=163 | av.=3.6 | md=4.0 | dev.=1.2 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 4.6) | **I feel safe at my accommodation facility during the day:** | Strongly Disagree | | | | Strongly Agree | n=162 | av.=4.2 md=4.0 dev.=0.9 |
| 4.7) | **I feel safe at my accommodation facility in the evening** (17h00-22h00): | Strongly Disagree | | | | Strongly Agree | n=160 | av.=3.9 md=4.0 dev.=1.0 |
| 4.8) | **I feel safe at my accommodation facility at night** (22h00-06h00): | Strongly Disagree | | | | Strongly Agree | n=160 | av.=3.6 md=4.0 dev.=1.2 |

# Comments Report

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## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

3.2) **If other, please specify**:

- Kovsie App

- must be told in classes

- n0ne

- none

3.3) **How do you typically become aware of co-curricular programmes and events on campus? (i.e. word of mouth, SMS, Facebook etc.)**

- my student email and word of mouth

- student email

- Blackboard (4 Counts)

- Blackboard and School emails

- By EMAIL

- By email

- Campus email

- E-mail

- EMAIL ADDRESS

- Each week I make it a point that I check notice boards around the campus, in this I get a chance to see the flyers about upcoming events. And the most important our residents committee, make it a point that we are aware of any upcoming event around the campus. Which is word of mouth.

- Email (5 Counts)

- Email and social media

- Email and word of mouth

- Emails (4 Counts)

- Emails

- FACEBOOK

- Face book

- Facebook (6 Counts)

- Facebook

- Facebook
  Word of mouth

- Facebook  (2 Counts)

- Facebook and WhatsApp

- Facebook, emails and posters around campus

- Notice boards.

- Posters (3 Counts)

- Posters

- Posters around campus and students mail

- Posters on the notice board around the campus,emails.

- SMS (9 Counts)

- SMS
  BLACKBOARD

- SMS and Email

- SMS and Student Email

- SMS, Facebook and WhatsApp

- SMS, Word of mouth and student Email

- SMS,Blackboard and students emails

- STUDENT EMAIL

- Sms (2 Counts)

- Sms is the best reminder

- Social media platforms and posters around campus

- Student Email (4 Counts)

- Student Email

- Student e-mail

- Student e-mails and smses

- Student email (3 Counts)

- Student email

- Student email and posters

- Student mail

- Student mail and word of mouth

- The Leadership Development Office communnicates well. Student Media is very active and provides good information. Associations are a waste of time and politically motivated. Nobody has time for that.

- Thorugh the student emails or witnessing the event myself when passing the venue e.g AMPITHEATRE

- Through email, WhatsApp and word of mouth.

- Usually word of mouth

- VIA EMAILS

- Word of Mouth

- Word of moutg

- Word of mouth (5 Counts)

- Word of mouth  (6 Counts)

- Word of mouth and Facebook (2 Counts)

- Word of mouth and email.

- Word of mouth and my student email.

- Word of mouth and posters

- Word of mouth, Facebook, Posters/Flyers

- Word of mouth, WhatsApp as well as student email

- Word of mouth,sms

- blackboard

- email

- email and facebook

- email but some events we are not told about them so we end up not attending them

- email,whatsapp,sms,word of mouth

- emails (3 Counts)

- emails and facebook

- facebook (3 Counts)

- from my e-mails

- i become aware of events happening on campus through student email and posters

- most by sms

- mouth

- notice board makes its clear

- notification on blackboard e learn

- on my student email

- posters I hardly notice on email cause I hardly look at them I see them later on and miss on events

- sms (7 Counts)

- sms and email

- sms and emails

- sms and student mail

- student email (3 Counts)

- student email and Facebook are the most effective platforms that makes me to be aware of the co-curricular programmers and events.

- student email and SMS

- the media is the best way to be aware of events and also posters

- through flyers, and emails

- whatsapp and sms

- word

- word of mouth (5 Counts)

- word of mouth

- word of mouth and posters on campus

- word of mouth or facebook

- word of mouth or see them in progress at campus

- word of mouth, SMS, Facebook

- word of mouth, although, sometimes there are flyers about events, which I can't check the validity thereof

## 5. COMMENTS/ SUGGESTIONS:

5.1) **In your opinion, what are the most pressing/ important issues that Student Affairs should focus on?** (i.e. Graduate Employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional Health, Student Governance etc.)

- safety and security

- students greviances

- 1)Off-campus safety because most parts of Qwaqwa have no working street lights. Having private accommodation closer to the campus. 2) The Campus needs a shopping facility where students will be able to purchase necessities like toiletry and groceries, maybe a mini tuck shop with affordable prices, i believe will minimize the movements of students and crime offences like  being mugged and robbed in Setsing.

- ACADEMICS IN TERMS OF COURSES TO CHOOSE THERE ARE RULES THAT ARE MADE AWERE AFTER WE HAVE REGISTERED AND THAT TIME ITS TOO LATE TO CHANGE THE COURSE I PERSONALLY IM DEALING WITH AND ISSUE LIKE THAT ON EXTENDED PROGRAMME WE DONT KNOW WERE THE FUTURE LIES SHOULD ONE FAIL ONE OR TWO MODULES SND EXCELL IN OTHERS .

- Emotional Health

- Emotional and physical health

- Emotional health

- Emotional health

- Emotional health
Academic stress
Safety and security

- Emotional health of the students, most students are going through a lot in their lives and are afraid to talk about it

- Emotional health,phychological health

- Financial literacy

- Focus more on peer outreach programs

- Freedom of speech, Graduate Employability, Student Governance and SRC

- GRADUATE EMPLOYABILITY

- Graduate Employability

- Graduate Employability and Inclusivity

- Graduate Employability and Safety (2 Counts)

- Graduate Employability, Safety and Security

- Graduate Employability, Safety and Security, Inclusivity, Personal Development, Psychological and Emotional Health

- Graduate and employability, safety and security and Psychological and Emotional Health

- Graduate employability (3 Counts)

- Graduate employability  (3 Counts)

- Graduate employability
Physical, Psychological and Emotional Health

- Graduate employability along with safety and security

- Graduate employability and mental health issues like depression

- Graduate employability and psychology and emotional health

- Graduate employability and student governance

- Graduate employability and student government

- Graduate employability and the students needs.

- Graduate employability, Emotional health

- Graduate employability, Safety and Security of off-campus be a priority.

- Graduate employability, and guest lectures from established individuals, that consist of talks where world issues are discussed, for example, an Artifical Intelligence lecture, lectures about the 4th industrial revolution, lectures about things that broaden one's mind. WE NEED GOOD GUEST LECTURES

- Graduate employability, especially on Postgraduates as well as the students who do not have fundings or sponsors.

- Graduate employability, safety and security and inclusivity

- Graduate employment availability, Safety and security and include students in decisions making.

- Health in general

- How can you prioritise any of these? Don't all of them matter? Be more proactive and less reactive. You pay too much attention to the squeeky wheels and the rest must just fall in line.

- How to report issues that you cannot be open to them because you are afraid of someone who might hurt you.

- I cannot choose what I do not understand

- I think emotional health should be their first priority.

- I think the fact that there are semesters that just get too much strain on the human body and brain that the Student Affairs should focus on the psychological and emotional health of the students because as I speak right now there could be someone going through immense pain and no one could know.

- If students were to be attacked at night on campus, what will the campus securities do? I think there should be a way of helping security services to be equiped with proper defence at night.

- Inclusivity and safety and security

- It should focus more on safety and security. And health awareness.

- It should focus on giving or having a very open eye on first year students as this is their first exposure to varsity and freedom... Secondly,programme participations such as ;judges" during a certain event on campus should not only be concentrated on seniors...or those who have fame at the campus...rather every student should have the same opportunities.

- It should focus on how we should be safe as students so that we can perform better on our academics.

- Modules should be like bloem especially for Bachelor of Social Sciences as that degree cannot lead you to Do PGCE.

- None.

- PSYCHOLOGICAL AND EMOTIONAL HEALTH
  SAFETY AND SECURITY
  GRAGUATE EMPLOYABILITY
  STUDENT GOVERNANCE

- PSYCHOLOGICAL AND EMOTIONAL HEALTH.

- Physical, Psychological and Emotional Health

- Psychological & Emotional health

- Psychological & emotional  health of students.

- Psychological and Emotional Health (3 Counts)

- Psychological and Emotional Health and Safety and Security

- Psychological and Emotional health

- Psychological and Emotional health. Most students are suffering emotionally regarding academics.

- Psychological and Emotions Health

- Psychological and emotional health (2 Counts)

- Psychological and emotional health and student governance.

- Psychological and emotional health.

- SAFETY AND SECURITY

- Safety and Security

- Safety and Security, Inclusivity and Student well being mental and physical

- Safety and Security, Inclusivity, Psychological and Emotional Health

- Safety and security (5 Counts)

- Safety and security
  Inclusivity (2 Counts)

- Safety and security  (2 Counts)

- Safety and security and also Physical, psychological and emotional health

- Safety and security first, graduate employability, psychological wellbeing of students

- Safety and security in residence on campus.
  Communicating immediately to academic issues.

- Safety and security. Psychological and Emotional Health

- Some students wish to be tutors yet we never hear of The posts but people get employed

- Student Affairs should focus more on Graduate employability, inclusivity and emotional and psychological health.

- Student Affairs should focus on graduate employability,

- Student Governance  (2 Counts)

- Student Governance and more lecture rooms.

- Student employability

- Student governance (2 Counts)

- Student governance.

- Student life

- Students safety,Health nd Accommodation allowances

- THEY SHOULD ENSURE THAT ALL THE TIME STUDENT ARE HEALTHY AND DO FEEL SAFE. FROM INSIDE OUT.

- The Student Affairs  should mainly focus on Psychological and Emotional Health as majority of student strive to excel in their academics and if they struggle they become depressed and this leads to suicidal thoughts.. Am not implying that other issues are not essential but honestly speaking students go through a lot in silence.. Sometimes even our room-mates become barriers to our learning finding being placed with someone who is 4 years than you and want to control you..

- The psychological and emotional health of students

- The student affairs is kindly pressing all the relevant issues

- The student affairs should focus on making sure that on-campus students do not find themselves with nothing to eat for the whole weekend or any other day due to stoves not working in the kitchens and water being cut off any and every time whoever is responsible feels like it, all these events decreases our chances of getting distinctions or even passing for that matter.
  Secondly, the Student Affairs must seriously reconsider the choosing of Student Governance, most candidates in the Student Governance do not even know what is expected of them in their portfolios, or at least teach them what their portfolio is about. Also it is necessary for them to know that as a Student Governance, they should always be for the students whatever the situation at hand.

- The student affairs should mostly focus on Graduate Employability, safe security and mostly student governance

- To have different sports, i love dancing (ballroom), but UFS fails to have some dance classes. I am an athlete, i love doing long jump, but there is no equipment for it.

- Who enters university premises and the way to off-camp residence needs street lights because transport runs out early around our community Qwaqwa.

- career of learn and good equality of education

- empoyability including safety and security

- facilities

- graduate employability (5 Counts)

- graduate employability & pychological and emotional health

- grduae employability

- inclusitivity

- inclusivity, graduate employability

- mental health

- phychological and emotional health

- physical health

- psychological and emotional healh

- psychological and emotional health

- psychological and emotional health, it's often difficult to get an appointment with a counselor for 3 weeks to a month, they aren't readily accessible.
safety and security is an issue especially because the campus is not close to off-campus dwellings.

- psychological and emotional health.
graduate employability.

- safety and security (3 Counts)

- safety and security

  health

- safety and security
Student governance
Graduate employability

- safety and security, graduate employability and student governance

- safety and security, inclusivity , psychological and emotional health

- safety and security,psychological and Emotional Health

- safety and security. Promoting Psychological, Emotional health and Sports on campus.

- safety for the off campus students

- student academic life

- student governance (3 Counts)

- student rights

- student safety and health

- the most pressing issues that student affairs should focus on is psychological and emotional health

- the student affairs should focus more on safety and security, because off-campus students are being robbed, especially at night.

- they should focus on physical, psychological and emotional health.

### 5.2) Please leave any other comments/ suggestions or recommendations:

- I am satisfied so far with STUDENT AFFAIRS  activities.

- Qwaqwa campus was able to build a protection services building whereby we as students get over crowded in lecture halls. I dont think that was considerate of the university management

- #OFF-CAMPUS_STUDENTS_MATTERS_TOO

- Associations can pretty much do what they want and get away with it. Do you even hold them accountable to some sort of policy? Politics on campus is getting out of hand. We are here to study. I don't need that type of pressure in my face all the time, being pressurised into supporting a political party when I just want to get food at the Bridge. Can we please just focus on why the hell we are here? Give us quality education, a smoother registration process. Classes are overcrowded. We waited till Feb this year before we knew what was going on with Honours. How must one plan. Time to improve your standards UFS. Less fluff and more substance please!

- Emotional health

- Engage all students. Have sports that will cater for CUADS specifically

- Every students wants to progress hence i plead with the student affairs to be transparent about job opportunities in the campus /all opportunities.....The  way news regarding protests trend should the University Posts trend as well

- Everything is going well

- Financial aid office should send my proof of registration to NSFAS so that i could get a link to sign agreement.

- Focus on the health care, and mental health of students.

- Graduate employability also will boost and mortivate the confidence of other new coming students to the campus

- Graduate should be assited with internship and also all undergraduate must be given opportunity to do practicals during holidays for experience purposes

- Have some equipments for different sports. They should stop focusing only on soccer,volleyball, netball, basketball. And residence students must stop behaving like they have shares at school or something

- Help graduate in securing job,internship and learnship and CV WRITING

- I believe that our University can be a better conducive environment for all student if management can work hand in hand with other leading organisation within the campus, to satisfy or meet the needs of students..

- I repeat WE NEED interesting GUEST LECTURES

- I suggest that Student Affairs personally contact students in asking them are they alright, but like a text-based system( It has to be toll-free though because we are indeed students)

- I suggest that they should build another library for students, since during exams the library become full and overcrowded, because most of the students need to study. So some do not get a space to stay. Secondly the computer labs, always most of the time there are long ques especially during the day.

- I think student Affairs should focus more on teaching students how to safe their money.

- I think surveys are the best way to hear people's voices as they indicate facts on how people feel about a certain situation.

- I wish they could extend the library at qwaqwa campus

- If information can be effectively communicated from the registration period until the end of the year, then everything would be alright.

- If nepotism can end here at school equal opportunities be granted to All student we can become or develop as a campus

- If there are vacancies in any department, we should be all notified of all vacancies that are there in any department instead of people choosing their friends or whatever because we all want some experience or earn ourselves some extra money for our needs.

- In the residence may be not safety because people are moving in and out anytime even those stay off campus they manange to assess our residence

- It could be helpful to have an event were student would be told that if they encounter any problem where should they go and me as a student at ufs i don't know where i should go if i want to talk to a social worker have no idea where their offices are

- It has come to my attention that in QwaQwa campus we often run out of water and electricity. This one time  we spent the whole weekend without water and electricity. Therefore, it would benefit us as students who reside on campus if you could look into the issue of water and electricity.

- It would highly appreciated if late late classes(after 17:00) could only be offered to students staying on campus as it is much safer for them than off campus students.

- Make student safety your first priority. After all we came here to get degrees to make a better life for ourselves and our families.

- Most of off campus students have a huge problem when it comes to security

- Most students are lazy to read their emails, communication should be done through SMSs.This can increase the number of participation from students.
Thank You?

- Mrs Dulcie...the head for entertainment department on qwaqwa campus is doing a very good job.She's the perfect person for this post...Very loyal,strict but fair,energetic and just selfless...A role model to me really!

- My suggestion is that the well-fare of students is very important so somehow counselling and clinic should be for free...or rather we should have hand stabilizers in toilets especially in the ladies .Hygiene is very important.

- N/A

- NO COMMENT

- NO COMMENTS SINCE THE CAMPUS ACCOMODATE ALL STUDENTS IN ALL ACTIVITIES TAKING PLACE AROUND THE CAMPUS.

- No any other comment

- No comments

- None.

- Off campus students must be putted in day slots, no night classes even if there are clashes

- Off-campus taxi drivers are rude to students so if student affairs could do something about it,it would be great.

- Pay more attention in the financial matters of students and make sure they get what they were told they will get. Discuss things with you students before taking any decisions on their behalf.

- Please treat us good and care about the safety of all the staff members and students. I say this because most of the hate crimes develop by reckless living happening between staff and students.

- QWAQWA CAMPUS EXTENDED PROGRAMME NEEDS TO BE CALLED TO MANDELA HALL AND HAVE ISSUES OUTLINED THAT IF YOU FAILED ONE MODULE WHATS GOING TO HAPPEN AND HOW MANY CREDITS DO U NEED TO QUALIFY TO TAKE MAIN STREAM.

- Student affairs it's a very interesting program, because it allows us to build relationship with other students. Who come from different places, which is a good thing, because at the end of the day we have to be one thing and have spirit of UBUNTU.

  Student affairs it should accommodate all students. If the program is during the week, they should choose one particular day, whereby there will be no classes. Because most of the time students cant participate or take part in the program due to class attendance.

  I suggest sometimes you should consider making the students program during the Saturday. In this case off-campus students will be accommodated. Some of them they can't join sports due time frame. You may find that a student has to walk a long distance after being dropped by campus transport. Therefore, a student in this case can't join a sport activity, not because of no interest but because of safety.

- THE UNIVERSITY OF THE FREE STATE MAY PUT SOME FOCUS ON STUDY AREAS THEY ARE NOT ENOUGH

- The UFS has to improve their security for their student safety

- The UFS must ensure that students are safe on and off campus because we are their students after all

- The UFS must insure that tennis is also being taken serious like other sports in Qwa-Qwa campus, there is a lot of potential in which the manager takes for granted.

- The University needs to always do right by the students. Leave corruption and work in harmony with us for better future for all. Avoid strikes at all costs.

- The University should help students with psychological and emotional difficulties. there is so much that students are facing and leads to depression and end up dropping out or committing suicide.

- The should be no discrimination against people living with disability

- The student affairs office is doing the most amazing work ever, keep it up!

- There should be some refreshments, some sort of the events where there would the students will be addressed about the depression, stress, peer pressure, etc.

- Ufs QwaQwa campus should be given equal attention as with others campuses. Our Dining Hall services are beyond poor.?

- We need more venues at the campus since we have some overcrowded lecture rooms.

- What about Off-Campus Students the questions are baesed primarily on Campua Students..

- can the kovsie sport introduce baseball or softball PLEASE !! not all of us are comfortable with the sports provided in UFS

- can we please register online  as of next year ,like other universities
  Can they fix the water and electricity shortage problem that they are currently faced with

- each student must have a voice towards changes of the ufs

- emotional and mental health issues

- ensure that they strengthen security in and out of the campus

- hear out students obstacles before you jump to conclusions

- i think since the are a lot of graduate who do not get jobs after getting their degree the university should do something about that.

- it is hard for student who come offcamp while they don,t have the money to pay for transport so i will be happy if they get help

- keep on the good work

- more computer labs should be built and also the resdence

- my view is ,noise must not be allowed in a study room and UFS staff should stop bad attitude towards students.

- no comment, suggestion......

- none (2 Counts)

- not applicable

- off-campus transport needs to be made more affordable

- once all the students can be honest and have ubuntu of loving each other please

- open more student facilities within the campus

- physical

- so far so good every thing on campus its good

- student affairs does they job exceptional well

- students affairs should also focus on the safety of students who reside off campus

- students should be given tips on how to choose their modules.
  academic advising is very important, especially in the faculty of Humanities; students encounter many problems when they're in their final years, they are being told about shortage of credits in the beginning of the second semester and that is very disturbing.

- thank you i will like your to realy focus on this matter of career in our school

- to have more computer lab, because there is a long queue

- true

- would there be a support group for students suffering in silence because of academics. the pressure is just too much and the  fact we are not getting enough time for preparations for exams whereas we have so much time to do nothing after exams

## Miss Codi Rogers
SAWS 2019 ()
No. of responses = 53

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Survey Results

## Legend

Question text

Relative Frequencies of answers    Std. Dev.    Mean

Left pole    25%   0%   50%   0%   25%    Right pole

n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

Scale      1    2    3    4    5      Histogram

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## 1. DEMOGRAPHIC INFORMATION:

**1.1) Accommodation:**

| | | |
|---|---|---|
| On-Campus | 50% | n=52 |
| Off-Campus | 50% | |

---

**1.2) If off-campus accommodation, please select the most appropriate option:**

| | | |
|---|---|---|
| Accredited Student Accommodation (i.e. Campus Key, Unilofts) | 17.9% | n=28 |
| Parent's/ Guardian's/ Family's Residence | 32.1% | |
| Townhouse/ Flatlet | 10.7% | |
| Student House | 25% | |
| Other | 14.3% | |

---

**1.3) Are you a student with a disability?**

| | | |
|---|---|---|
| No | 96.2% | n=52 |
| Yes | 3.8% | |

---

**1.4) Ethnicity:**

| | | |
|---|---|---|
| Black African | 90.4% | n=52 |
| White | 3.8% | |
| Coloured | 5.8% | |
| Indian | 0% | |
| Asian | 0% | |
| Other | 0% | |

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**1.5) Gender:**

| | | |
|---|---|---|
| Female | 55.8% | n=52 |
| Male | 44.2% | |
| Gender Non-Conforming | 0% | |

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**1.6) Year of Study:**
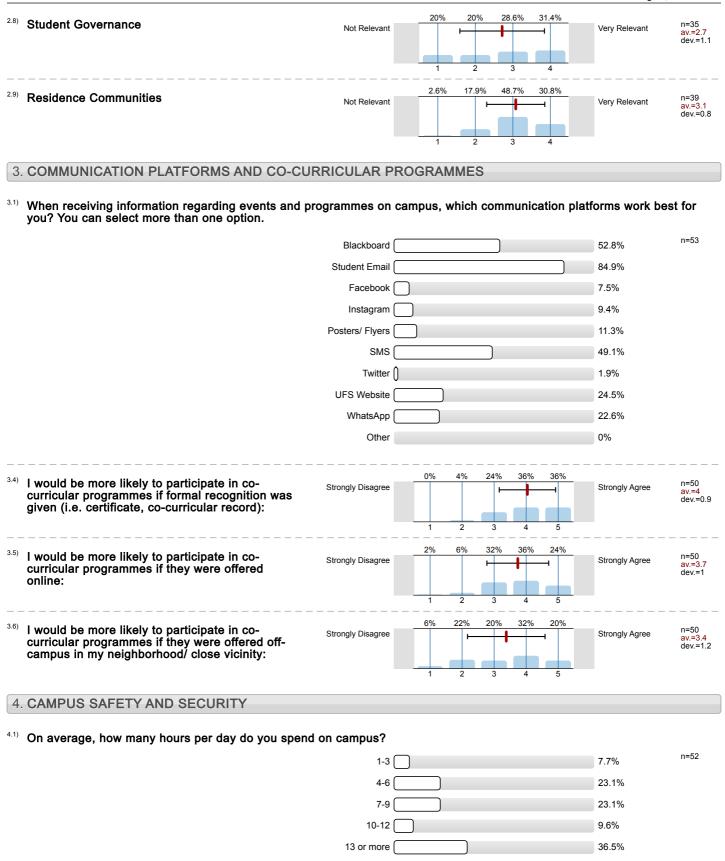
| | |
|---|---|
| First | 76.9% |
| Second | 17.3% |
| Third | 3.8% |
| Fourth | 1.9% |
| Postgraduate | 0% |

n=52

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

**2.1) Are you aware of the following divisions on campus? Please select all relevant divisions.**

n=53

| | |
|---|---|
| Centre for Universal Access and Disability Support (CUADS) | 32.1% |
| Gateway Orientation | 75.5% |
| Campus Clinic | 71.7% |
| Social Worker's Office | 37.7% |
| Student Counselling and Development | 47.2% |
| Student Governance | 49.1% |
| Residence Communities | 66% |

**2.2) Are you currently involved with/ have you previously participated in any of the following divisions? Please select all relevant divisions.**

n=53

| | |
|---|---|
| Centre for Universal Access and Disability Support (CUADS) | 3.8% |
| Gateway Orientation | 49.1% |
| Campus Clinic | 18.9% |
| Student Counselling and Development | 11.3% |
| Social Worker's Office | 3.8% |
| Student Governance | 7.5% |
| Residence Communities | 32.1% |

**2.3) Centre for Universal Access and Disability Support (CUADS)**

Not Relevant — Very Relevant

18.2% | 21.2% | 24.2% | 36.4%
1 | 2 | 3 | 4

n=33
av.=2.8
dev.=1.1

**2.4) Gateway Orientation**

Not Relevant — Very Relevant

4.5% | 18.2% | 45.5% | 31.8%
1 | 2 | 3 | 4

n=44
av.=3
dev.=0.8

**2.5) Campus Clinic**

Not Relevant — Very Relevant

15% | 10% | 17.5% | 57.5%
1 | 2 | 3 | 4

n=40
av.=3.2
dev.=1.1

**2.6) Social Worker's Office**

Not Relevant — Very Relevant

15.2% | 15.2% | 27.3% | 42.4%
1 | 2 | 3 | 4

n=33
av.=3
dev.=1.1

**2.7) Student Counselling and Development (SCD)**

Not Relevant — Very Relevant

16.1% | 9.7% | 29% | 45.2%
1 | 2 | 3 | 4

n=31
av.=3
dev.=1.1

**2.8) Student Governance**

| | | | |
|---|---|---|---|
| 20% | 20% | 28.6% | 31.4% |

Not Relevant ⊢━━━━━━┥ Very Relevant

n=35
av.=2.7
dev.=1.1

1  2  3  4

**2.9) Residence Communities**

| | | | |
|---|---|---|---|
| 2.6% | 17.9% | 48.7% | 30.8% |

Not Relevant ⊢━━━━┥ Very Relevant

n=39
av.=3.1
dev.=0.8

1  2  3  4

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

**3.1) When receiving information regarding events and programmes on campus, which communication platforms work best for you? You can select more than one option.**

n=53

| | |
|---|---|
| Blackboard | 52.8% |
| Student Email | 84.9% |
| Facebook | 7.5% |
| Instagram | 9.4% |
| Posters/ Flyers | 11.3% |
| SMS | 49.1% |
| Twitter | 1.9% |
| UFS Website | 24.5% |
| WhatsApp | 22.6% |
| Other | 0% |

**3.4) I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular record):**

| | | | | |
|---|---|---|---|---|
| 0% | 4% | 24% | 36% | 36% |

Strongly Disagree ⊢━━┥ Strongly Agree

n=50
av.=4
dev.=0.9

1  2  3  4  5

**3.5) I would be more likely to participate in co-curricular programmes if they were offered online:**

| | | | | |
|---|---|---|---|---|
| 2% | 6% | 32% | 36% | 24% |

Strongly Disagree ⊢━━━┥ Strongly Agree

n=50
av.=3.7
dev.=1

1  2  3  4  5

**3.6) I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close vicinity:**

| | | | | |
|---|---|---|---|---|
| 6% | 22% | 20% | 32% | 20% |

Strongly Disagree ⊢━━━━━┥ Strongly Agree

n=50
av.=3.4
dev.=1.2

1  2  3  4  5

## 4. CAMPUS SAFETY AND SECURITY

**4.1) On average, how many hours per day do you spend on campus?**

n=52

| | |
|---|---|
| 1-3 | 7.7% |
| 4-6 | 23.1% |
| 7-9 | 23.1% |
| 10-12 | 9.6% |
| 13 or more | 36.5% |

**4.2)** **Where do you spend most of your free time between classes on campus? Please select the most relevant options.**

| | | |
|---|---|---|
| Library | | 35.8% |
| Computer Labs | | 34% |
| My Residence | | 50.9% |
| Thakaneng Bridge | | 0% |
| I often do not find a space conducive for learning and relaxing | | 7.5% |
| Wherever I find a comfortable space on campus, outside in nature | | 30.2% |

n=53

**4.3)** **I feel safe on campus during the day:**

Strongly Disagree — 2% 2% 2% 31.4% 62.7% — Strongly Agree
1 2 3 4 5

n=51
av.=4.5
dev.=0.8

**4.4)** **I feel safe on campus in the evening (17h00-22h00):**

Strongly Disagree — 5.9% 11.8% 21.6% 29.4% 31.4% — Strongly Agree
1 2 3 4 5

n=51
av.=3.7
dev.=1.2

**4.5)** **I feel safe on campus at night (22h00-06h00):**

Strongly Disagree — 7.8% 9.8% 25.5% 25.5% 31.4% — Strongly Agree
1 2 3 4 5

n=51
av.=3.6
dev.=1.2

**4.6)** **I feel safe at my accommodation facility during the day:**

Strongly Disagree — 2% 2% 8% 30% 58% — Strongly Agree
1 2 3 4 5

n=50
av.=4.4
dev.=0.9

**4.7)** **I feel safe at my accommodation facility in the evening (17h00-22h00):**

Strongly Disagree — 2% 2% 13.7% 27.5% 54.9% — Strongly Agree
1 2 3 4 5

n=51
av.=4.3
dev.=0.9

**4.8)** **I feel safe at my accommodation facility at night (22h00-06h00):**

Strongly Disagree — 4% 0% 14% 32% 50% — Strongly Agree
1 2 3 4 5

n=50
av.=4.2
dev.=1

**4.9)** **In the past two years, have you or a student you know personally been a victim of crime(s) on campus?**

| | | |
|---|---|---|
| No | | 77.4% |
| Yes | | 11.3% |
| Yes, someone I know personally | | 7.5% |

n=53

**4.10)** **If you have been a victim of crime on campus in the past two years, please indicate which crime(s):**

| | | |
|---|---|---|
| Damage to personal property | | 3.8% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | | 1.9% |
| Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) | | 0% |
| Mugging or Robbery | | 5.7% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | | 0% |
| Physical Violence or Assault | | 1.9% |
| Theft of personal property | | 5.7% |
| Others forms of crime | | 1.9% |
| Not Applicable | | 60.4% |

n=53

**4.11)** If a student you know personally has been a victim of crime <u>on campus</u> in the past two years, please indicate which crimes:

n=53

| | |
|---|---|
| Damage to personal property | 1.9% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 0% |
| Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) | 0% |
| Mugging or Robbery | 5.7% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 1.9% |
| Physical Violence or Assault | 1.9% |
| Theft of personal property | 5.7% |
| Other forms of crime | 1.9% |
| Not Applicable | 52.8% |

**4.12)** If <u>you</u> have been a victim of crime <u>while travelling to/from campus</u> in the past two years, please indicate which crime(s):

n=53

| | |
|---|---|
| Damage to personal property | 1.9% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 0% |
| Hate Crime (assault, harassment or any other form of violence based on race, sexuality, nationality, religion) | 0% |
| Mugging or Robbery | 15.1% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 1.9% |
| Physical Violence or Assault | 0% |
| Theft of personal property | 3.8% |
| Other forms of crime | 0% |
| Not Applicable | 52.8% |

**4.13)** If a student you know personally has been a victim of crime <u>while travelling to/ from campus</u> in the last two years, please indicate which crimes(s):

n=53

| | |
|---|---|
| Damage to personal property | 1.9% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 0% |
| Hate Crime (assault, harassment or any form of violence based on race, sexuality, nationality, religion) | 0% |
| Mugging or Robbery | 22.6% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 5.7% |
| Physical violence or assault | 3.8% |
| Theft of personal property | 9.4% |
| Other forms of crime | 1.9% |
| Not Applicable | 45.3% |

**4.14)** Are you aware of the actions to take in the event that you become the victim of, or witness, a safety incident on campus?

n=50

| | |
|---|---|
| No, I would not know what to do/ who to report it to | 20% |
| I have a vague idea of what to do/ who to report it to | 38% |
| Yes, I know exactly what to do/ who to report it to | 42% |

**4.15)** The UFS is _____ in its efforts of working towards creating a safe and secure campus environment

n=52

| | |
|---|---|
| Failing | 3.8% |
| Average | 57.7% |
| Exceptional | 38.5% |

# Profile

Values used in the profile line: Mean

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

| | | | | |
|---|---|---|---|---|
| 2.3) Centre for Universal Access and Disability Support (CUADS) — Not Relevant / Very Relevant | n=33 | av.=2.8 | md=3.0 | dev.=1.1 |
| 2.4) Gateway Orientation — Not Relevant / Very Relevant | n=44 | av.=3.0 | md=3.0 | dev.=0.8 |
| 2.5) Campus Clinic — Not Relevant / Very Relevant | n=40 | av.=3.2 | md=4.0 | dev.=1.1 |
| 2.6) Social Worker's Office — Not Relevant / Very Relevant | n=33 | av.=3.0 | md=3.0 | dev.=1.1 |
| 2.7) Student Counselling and Development (SCD) — Not Relevant / Very Relevant | n=31 | av.=3.0 | md=3.0 | dev.=1.1 |
| 2.8) Student Governance — Not Relevant / Very Relevant | n=35 | av.=2.7 | md=3.0 | dev.=1.1 |
| 2.9) Residence Communities — Not Relevant / Very Relevant | n=39 | av.=3.1 | md=3.0 | dev.=0.8 |

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

| | | | | |
|---|---|---|---|---|
| 3.4) I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular — Strongly Disagree / Strongly Agree | n=50 | av.=4.0 | md=4.0 | dev.=0.9 |
| 3.5) I would be more likely to participate in co-curricular programmes if they were offered online: — Strongly Disagree / Strongly Agree | n=50 | av.=3.7 | md=4.0 | dev.=1.0 |
| 3.6) I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close — Strongly Disagree / Strongly Agree | n=50 | av.=3.4 | md=4.0 | dev.=1.2 |

## 4. CAMPUS SAFETY AND SECURITY

| | | | | |
|---|---|---|---|---|
| 4.3) I feel safe on campus during the day: — Strongly Disagree / Strongly Agree | n=51 | av.=4.5 | md=5.0 | dev.=0.8 |
| 4.4) I feel safe on campus in the evening (17h00-22h00): — Strongly Disagree / Strongly Agree | n=51 | av.=3.7 | md=4.0 | dev.=1.2 |
| 4.5) I feel safe on campus at night (22h00-06h00): — Strongly Disagree / Strongly Agree | n=51 | av.=3.6 | md=4.0 | dev.=1.2 |
| 4.6) I feel safe at my accommodation facility during the day: — Strongly Disagree / Strongly Agree | n=50 | av.=4.4 | md=5.0 | dev.=0.9 |
| 4.7) I feel safe at my accommodation facility in the evening (17h00-22h00): — Strongly Disagree / Strongly Agree | n=51 | av.=4.3 | md=5.0 | dev.=0.9 |
| 4.8) I feel safe at my accommodation facility at night (22h00-06h00): — Strongly Disagree / Strongly Agree | n=50 | av.=4.2 | md=4.5 | dev.=1.0 |

# Comments Report

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

**3.2)** **If other, please specify**:

- announcements at the house meetings

**3.3)** **How do you typically become aware of co-curricular programmes and events on campus? (i.e. word of mouth, SMS, Facebook etc.)**

- By WhatsApp or sms from others or the school.

- By checking up on my student email

- Communication from res

- Does of mouth

- Email

- Facebook

- Facebook, Word of mouth, SMS, Blackboard and Instagram

- SMS (4 Counts)

- SMS and Email

- SMS and also by being told by my R.A

- SMS and word of mouth at times

- SMS is the easiest way of passing to all students

- SMS, Word of mouth

- Sms

- Social Media

- Student Email, Blackboard, SMS, word of mouth, posters and Instagram

- Student email

- Via friends

- WhatsApp and SMS

- Whatsapp

- Word of mouth (3 Counts)

- Word of mouth

- Word of mouth and blackboard

- Word of mouth and posters

- Word of mouth, SMS, Whatsapp,Facebook

- facebook and twitter

- mostly through friends that advertise.

- sms (3 Counts)

- ufs website

- whatsapp

- word of mouth (3 Counts)

## 5. COMMENTS/ SUGGESTIONS:

5.1) **In your opinion, what are the most pressing/ important issues that Student Affairs should focus on?** (i.e. Graduate Employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional Health, Student Governance etc.)

- I think the University should focus on the student residence to ensure that the services are of well standard and that every student more especially females are safe and that those who face dramatic situations at res get assistance that they need in the form of counselling.

- Recognition of Prior Learning and Psychological and Emotional Health. because these two affect the students the most.

- ATMs
  Also some form of weapons for securities, just to make the campus a bit safer.

- Emotional Health

- Emotional health  (2 Counts)

- Emotional help is really needed.

- GENDER EQUALITY

- Gender Inequality and Harassment

- Graduate Employability and Safety and Security

- Graduate employability
  Safety and security
  Psychological and emotional health

- Graduate employability

- Graduate employability, less fortunate students and the student-friendliness of the campus.

- I think they should focus on graduate employability.

- Inclusivity

- Inclusivity

- Inclusivity

- Inclusivity...

- Physical, psychological and emotional health.
  Graduate employability
  Bursaries for undergraduate and expecially postgraduate students (there is not much funding for postgraduate studies out there).
  Safety and security

- Providing extra curricular activities or programs that will add to the student's qualifications after and during the study period

- Psychological and Emotional Health (3 Counts)

- Psychological and Emotional health

- Psychological and Emotional health,Physical and Inclusivity.

- Psychological and emotional health  (2 Counts)

- Residence for students who need it

- Safety

- Safety and Security , Physical, Psuchological and Emotional Health, Inclusivity and Student Governance

- Safety and security  (2 Counts)

- Safety for off-campus students.

- Students financial problems

- Transportation for one campus to the other

- Well i think they should focus mostly on Emotional Health

- inclusivity

- psychological and emotional health

- safety and security

- student governance

### 5.2) Please leave any other comments/ suggestions or recommendations:

- ALL GENDER MUST BE  TREATED EQUALITY

- At least one South Campus bus nearby the three most used gates (not only near the main gate).

- Better spots should be errected on South Campus for those who wish to study outside. There is also very little space that one can excercise and relax on.

- Can we please have ATMs at the south campus and a more grocery filled cafe

- Graduate

- I appreciate all the efforts that the UFS makes for me to stay informed of all student affairs.

- I really enjoyed voicing in this Survey..

- I think the survey was more useful to a great extend because every student was able to give out their opinions with regard to some stuff related to the University Of Freestate.

- More campus activities that bring the campus together and motivate students to enjoy the campus

- No Comment

- Nothing

- Provide self defense classes for students who live off campus, a rape whistle does not work

- Safety for all students especially off campus students

- Security

- Student affairs should at least try find out our graduates some permanent jobs or internship

- Thank you ufs with your hospitality I really appreciate it

- The bus system from and to South Campus is not flexible and the times are none realistic

- The food allowance must be provided each month end on a particular day. Especially NSFAS students

- Tutors who offer Extra classes for those who struggle academically

- UFS is doing best to keep students safe

- thank you UFS

# Mr. Ruben Langenhoven
## SAWS_2020 (SAWS_2020)
### No. of responses = 566
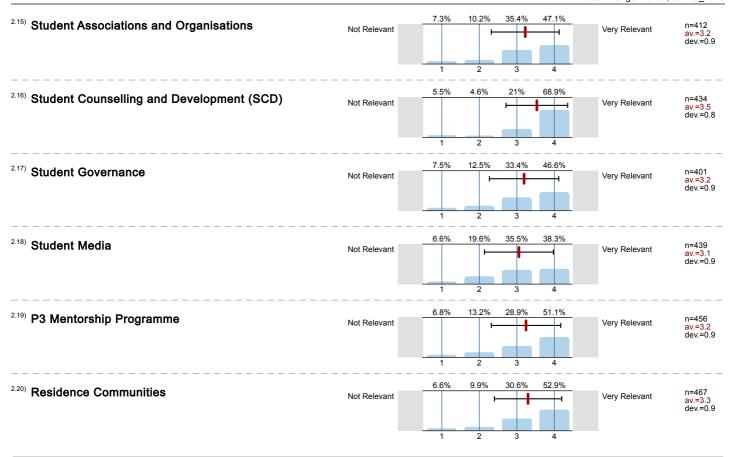
## Survey Results

## Legend

Question text

Relative Frequencies of answers    Std. Dev.    Mean

Left pole    25%    0%    50%    0%    25%    Right pole

n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

Scale    1    2    3    4    5    Histogram

## 1. DEMOGRAPHIC INFORMATION:

**1.1) Accommodation:**

| | | |
|---|---|---|
| On-Campus Residence | 37.9% | n=564 |
| Commuter Student (not in a UFS residence) | 62.1% | |

**1.2) If commuter student, please select the most appropriate option regarding your current accommodation:**

| | | |
|---|---|---|
| Accredited Student Accommodation (i.e. Campus Key, Unilofts) | 26.6% | n=376 |
| Parent's/ Guardian's/ Family's Residence | 11.7% | |
| Townhouse/ Flatlet | 9.6% | |
| Student House | 41% | |
| Other | 11.2% | |

**1.3) Are you a student with a disability?**

| | | |
|---|---|---|
| No | 95% | n=563 |
| Yes | 5% | |

**1.4) Ethnicity:**

| | | |
|---|---|---|
| African | 88% | n=560 |
| White | 5.4% | |
| Coloured | 5.5% | |
| Indian | 0.4% | |
| Asian | 0.2% | |
| Other | 0.5% | |

**1.5) Gender:**

| | | |
|---|---|---|
| Female | 68.1% | n=564 |
| Male | 31.2% | |
| Gender Non-Conforming | 0.7% | |
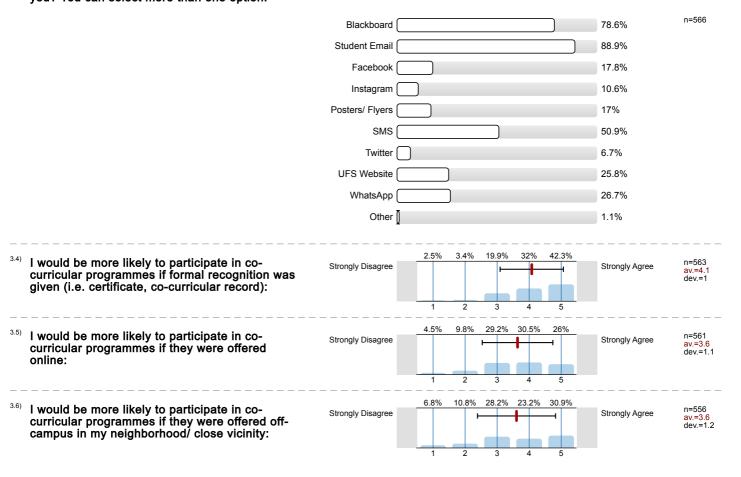
**1.6) Year of Study:**

| | | |
|---|---|---|
| First | | 29.6% |
| Second | | 29% |
| Third | | 22.1% |
| Fourth | | 10.8% |
| Postgraduate | | 8.5% |

n=565

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

**2.1) Are you aware of the following divisions on campus? Please select all relevant divisions.**

n=566

| | |
|---|---|
| Arts, Culture and Dialogues | 56.7% |
| Career Services | 78.3% |
| Centre for Universal Access and Disability Support (CUADS) | 46.6% |
| Food Environment Office | 35.3% |
| Gateway Orientation | 79.9% |
| Gender and Sexual Equity Office | 35.5% |
| HIV/Aids Unit | 25.4% |
| KovsieACT (formerly RAG) | 69.1% |
| Kovsie Health | 85% |
| Kovsie Sport | 83.2% |
| Student Leadership and Development | 53% |
| Social Worker's Office | 32.2% |
| Student Associations and Organisations (Political, Religious, Academic) | 38.7% |
| Student Counselling and Development | 66.4% |
| Student Governance | 40.6% |
| Student Media (Irawa, KovsieFM, KovsieTV) | 70.1% |
| P3 Mentorship Programme | 56.4% |
| Residence Communities | 65.5% |

**2.2) Are you currently involved with/ have you previously participated in any of the following divisions? Please select all relevant divisions.**

n=566

| | |
|---|---|
| Arts, Culture and Dialogues | 12.7% |
| Career Services | 26.1% |
| Centre for Universal Access and Disability Support (CUADS) | 4.1% |
| Food Environment Office | 8.1% |
| Gateway Orientation | 37.3% |
| Gender and Sexual Equity Office | 4.1% |
| HIV/Aids Unit | 2.8% |
| KovsieACT | 21.6% |
| Kovsie Health | 24% |
| Kovsie Sport | 18.9% |
| Student Leadership and Development | 13.3% |
| Student Associations and Organisations (Political, Religious, Academic) | 12.4% |
| Student Counselling and Development | 15.9% |
| Social Worker's Office | 3.9% |
| Student Governance | 6.4% |
| Student Media (Irawa, KovsieFM, KovsieTV) | 5.5% |

P3 Mentorship Programme | 25.1%

Residence Communities | 28.4%

**2.3) Arts, Culture and Dialogues**

Not Relevant — Very Relevant

9.7% 17.8% 39.1% 33.4%

n=455
av.=3
dev.=0.9

**2.4) Career Services**

Not Relevant — Very Relevant

3.1% 4.1% 21.4% 71.5%

n=487
av.=3.6
dev.=0.7

**2.5) Centre for Universal Access and Disability Support (CUADS)**

Not Relevant — Very Relevant

6.6% 7.3% 23.2% 62.8%

n=422
av.=3.4
dev.=0.9

**2.6) Food Environment Office**

Not Relevant — Very Relevant

8.1% 6.7% 27% 58.1%

n=418
av.=3.4
dev.=0.9

**2.7) Gateway Orientation**

Not Relevant — Very Relevant

3.8% 14% 26.9% 55.3%

n=501
av.=3.3
dev.=0.9

**2.8) Gender and Sexual Equity Office**

Not Relevant — Very Relevant

8.1% 4.9% 20.2% 66.7%

n=406
av.=3.5
dev.=0.9

**2.9) HIV/ Aids Unit**

Not Relevant — Very Relevant

8.3% 8% 19.8% 63.9%

n=399
av.=3.4
dev.=0.9

**2.10) KovsieACT (Community Gardens, Eco-Vehicle Parade & Race, Music Festival)**

Not Relevant — Very Relevant

9.4% 20% 29.8% 40.8%

n=456
av.=3
dev.=1

**2.11) Kovsie Health**

Not Relevant — Very Relevant

2.7% 3.3% 15.5% 78.5%

n=484
av.=3.7
dev.=0.7

**2.12) Kovsie Sport**

Not Relevant — Very Relevant

2.8% 8.7% 32.7% 55.8%

n=471
av.=3.4
dev.=0.8

**2.13) Student Leadership and Development**

Not Relevant — Very Relevant

6.3% 8.6% 33.5% 51.6%

n=430
av.=3.3
dev.=0.9

**2.14) Social Worker's Office**

Not Relevant — Very Relevant

7.3% 8.1% 23.3% 61.3%

n=395
av.=3.4
dev.=0.9

**2.15)  Student Associations and Organisations**

Not Relevant | Very Relevant

| | 7.3% | 10.2% | 35.4% | 47.1% |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | |

n=412
av.=3.2
dev.=0.9

**2.16)  Student Counselling and Development (SCD)**

Not Relevant | Very Relevant

| | 5.5% | 4.6% | 21% | 68.9% |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | |

n=434
av.=3.5
dev.=0.8

**2.17)  Student Governance**

Not Relevant | Very Relevant

| | 7.5% | 12.5% | 33.4% | 46.6% |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | |

n=401
av.=3.2
dev.=0.9

**2.18)  Student Media**

Not Relevant | Very Relevant

| | 6.6% | 19.6% | 35.5% | 38.3% |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | |

n=439
av.=3.1
dev.=0.9

**2.19)  P3 Mentorship Programme**

Not Relevant | Very Relevant

| | 6.8% | 13.2% | 28.9% | 51.1% |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | |

n=456
av.=3.2
dev.=0.9

**2.20)  Residence Communities**

Not Relevant | Very Relevant

| | 6.6% | 9.9% | 30.6% | 52.9% |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | |

n=467
av.=3.3
dev.=0.9

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

**3.1)  When receiving information regarding events and programmes on campus, which communication platforms work best for you? You can select more than one option.**

n=566

| | |
|---|---|
| Blackboard | 78.6% |
| Student Email | 88.9% |
| Facebook | 17.8% |
| Instagram | 10.6% |
| Posters/ Flyers | 17% |
| SMS | 50.9% |
| Twitter | 6.7% |
| UFS Website | 25.8% |
| WhatsApp | 26.7% |
| Other | 1.1% |

**3.4)  I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular record):**

Strongly Disagree | Strongly Agree

| | 2.5% | 3.4% | 19.9% | 32% | 42.3% |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | |

n=563
av.=4.1
dev.=1

**3.5)  I would be more likely to participate in co-curricular programmes if they were offered online:**

Strongly Disagree | Strongly Agree

| | 4.5% | 9.8% | 29.2% | 30.5% | 26% |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | |

n=561
av.=3.6
dev.=1.1

**3.6)  I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close vicinity:**

Strongly Disagree | Strongly Agree

| | 6.8% | 10.8% | 28.2% | 23.2% | 30.9% |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | |

n=556
av.=3.6
dev.=1.2

## 4. CAMPUS SAFETY AND SECURITY

**4.1) On average, how many hours per day do you spend on campus?**

n=559

| | |
|---|---|
| 1-3 | 7.5% |
| 4-6 | 29.5% |
| 7-9 | 21.5% |
| 10-12 | 6.8% |
| 13 or more | 34.7% |

**4.2) Where do you spend most of your free time between classes on campus? Please select the most relevant options.**

n=566

| | |
|---|---|
| Library | 50% |
| Computer Labs | 42.9% |
| My Residence | 41% |
| Thakaneng Bridge | 28.6% |
| I often do not find a space conducive for learning and relaxing | 5.7% |
| Wherever I find a comfortable space on campus, outside in nature | 41% |

**4.3) I feel safe on campus during the day:**

Strongly Disagree — Strongly Agree

0.5%  0.7%  5.5%  28.4%  64.8%

n=563
av.=4.6
dev.=0.7

**4.4) I feel safe on campus in the evening (17h00-22h00):**

Strongly Disagree — Strongly Agree

6%  7.6%  23.6%  27.9%  34.8%

n=563
av.=3.8
dev.=1.2

**4.5) I feel safe on campus at night (22h00-06h00):**

Strongly Disagree — Strongly Agree

13.3%  15.8%  23.7%  19.4%  27.7%

n=556
av.=3.3
dev.=1.4

**4.6) I feel safe at my accommodation facility during the day:**

Strongly Disagree — Strongly Agree

1.5%  1.6%  8.5%  30.5%  57.8%

n=550
av.=4.4
dev.=0.8

**4.7) I feel safe at my accommodation facility in the evening (17h00-22h00):**

Strongly Disagree — Strongly Agree

2.9%  6.2%  13.3%  27.6%  50%

n=550
av.=4.2
dev.=1.1

**4.8) I feel safe at my accommodation facility at night (22h00-06h00):**

Strongly Disagree — Strongly Agree

6.6%  5.5%  17.4%  22.5%  48%

n=546
av.=4
dev.=1.2

**4.9) In the past two years, have you or a student you know personally been a victim of crime(s) on campus?**

n=566

| | |
|---|---|
| No | 69.6% |
| Yes | 17.3% |
| Yes, someone I know personally | 18% |

**4.10) If you have been a victim of crime on campus in the past two years, please indicate which crime(s):**

n=566

| | |
|---|---|
| Damage to personal property | 2.1% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 2.3% |
| Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) | 3.7% |
| Mugging or Robbery | 3.5% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 5.1% |
| Physical Violence or Assault | 1.2% |
| Theft of personal property | 8.8% |
| Others forms of crime | 0.7% |
| Not Applicable | 60.6% |

**4.11) If a student you know personally has been a victim of crime on campus in the past two years, please indicate which crimes:**

n=566

| | |
|---|---|
| Damage to personal property | 5.5% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 7.6% |
| Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) | 6.4% |
| Mugging or Robbery | 9.7% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 7.2% |
| Physical Violence or Assault | 6.4% |
| Theft of personal property | 14.3% |
| Other forms of crime | 0.7% |
| Not Applicable | 50.9% |

**4.12) If you have been a victim of crime while travelling to/from campus in the past two years, please indicate which crime(s):**

n=566

| | |
|---|---|
| Damage to personal property | 2.3% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 3.2% |
| Hate Crime (assault, harassment or any other form of violence based on race, sexuality, nationality, religion) | 3.4% |
| Mugging or Robbery | 11.3% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 6% |
| Physical Violence or Assault | 2.5% |
| Theft of personal property | 6.4% |
| Other forms of crime | 0.7% |
| Not Applicable | 59% |

**4.13) If a student you know personally has been a victim of crime while travelling to/ from campus in the last two years, please indicate which crimes(s):**

n=566

| | |
|---|---|
| Damage to personal property | 5.8% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 7.1% |
| Hate Crime (assault, harassment or any form of violence based on race, sexuality, nationality, religion) | 6.9% |
| Mugging or Robbery | 30.2% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 6.5% |
| Physical violence or assault | 9.4% |
| Theft of personal property | 17% |
| Other forms of crime | 1.1% |
| Not Applicable | 42% |

**4.14) Are you aware of the actions to take in the event that you become the victim of, or witness, a safety incident on campus?**

n=540

| | |
|---|---|
| No, I would not know what to do/ who to report it to | 20% |
| I have a vague idea of what to do/ who to report it to | 43.1% |
| Yes, I know exactly what to do/ who to report it to | 36.9% |

---

**4.15) The UFS is _____ in its efforts of working towards creating a safe and secure campus environment**

n=560

| | |
|---|---|
| Failing | 5.9% |
| Average | 50.7% |
| Exceptional | 43.4% |

# Profile

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

| | | | | |
|---|---|---|---|---|
| 2.3) Arts, Culture and Dialogues | Not Relevant — Very Relevant | n=455 | av.=3.0 | md=3.0 | dev.=0.9 |
| 2.4) Career Services | Not Relevant — Very Relevant | n=487 | av.=3.6 | md=4.0 | dev.=0.7 |
| 2.5) Centre for Universal Access and Disability Support (CUADS) | Not Relevant — Very Relevant | n=422 | av.=3.4 | md=4.0 | dev.=0.9 |
| 2.6) Food Environment Office | Not Relevant — Very Relevant | n=418 | av.=3.4 | md=4.0 | dev.=0.9 |
| 2.7) Gateway Orientation | Not Relevant — Very Relevant | n=501 | av.=3.3 | md=4.0 | dev.=0.9 |
| 2.8) Gender and Sexual Equity Office | Not Relevant — Very Relevant | n=406 | av.=3.5 | md=4.0 | dev.=0.9 |
| 2.9) HIV/ Aids Unit | Not Relevant — Very Relevant | n=399 | av.=3.4 | md=4.0 | dev.=0.9 |
| 2.10) KovsieACT (Community Gardens, Eco-Vehicle Parade & Race, Music Festival) | Not Relevant — Very Relevant | n=456 | av.=3.0 | md=3.0 | dev.=1.0 |
| 2.11) Kovsie Health | Not Relevant — Very Relevant | n=484 | av.=3.7 | md=4.0 | dev.=0.7 |
| 2.12) Kovsie Sport | Not Relevant — Very Relevant | n=471 | av.=3.4 | md=4.0 | dev.=0.8 |
| 2.13) Student Leadership and Development | Not Relevant — Very Relevant | n=430 | av.=3.3 | md=4.0 | dev.=0.9 |
| 2.14) Social Worker's Office | Not Relevant — Very Relevant | n=395 | av.=3.4 | md=4.0 | dev.=0.9 |
| 2.15) Student Associations and Organisations | Not Relevant — Very Relevant | n=412 | av.=3.2 | md=3.0 | dev.=0.9 |
| 2.16) Student Counselling and Development (SCD) | Not Relevant — Very Relevant | n=434 | av.=3.5 | md=4.0 | dev.=0.8 |
| 2.17) Student Governance | Not Relevant — Very Relevant | n=401 | av.=3.2 | md=3.0 | dev.=0.9 |
| 2.18) Student Media | Not Relevant — Very Relevant | n=439 | av.=3.1 | md=3.0 | dev.=0.9 |
| 2.19) P3 Mentorship Programme | Not Relevant — Very Relevant | n=456 | av.=3.2 | md=4.0 | dev.=0.9 |
| 2.20) Residence Communities | Not Relevant — Very Relevant | n=467 | av.=3.3 | md=4.0 | dev.=0.9 |

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

| | | | | |
|---|---|---|---|---|
| 3.4) I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular | Strongly Disagree — Strongly Agree | n=563 | av.=4.1 | md=4.0 | dev.=1.0 |
| 3.5) I would be more likely to participate in co-curricular programmes if they were offered online: | Strongly Disagree — Strongly Agree | n=561 | av.=3.6 | md=4.0 | dev.=1.1 |
| 3.6) I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close | Strongly Disagree — Strongly Agree | n=556 | av.=3.6 | md=4.0 | dev.=1.2 |

## 4. CAMPUS SAFETY AND SECURITY

4.3)  **I feel safe on campus during the day:**

Strongly Disagree — Strongly Agree

n=563    av.=4.6    md=5.0    dev.=0.7

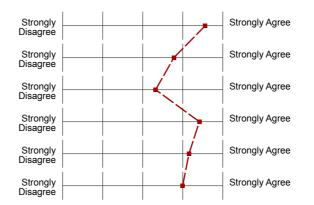4.4)  **I feel safe on campus in the evening (17h00-22h00):**

Strongly Disagree — Strongly Agree

n=563    av.=3.8    md=4.0    dev.=1.2

4.5)  **I feel safe on campus at night** (22h00-06h00):

Strongly Disagree — Strongly Agree

n=556    av.=3.3    md=3.0    dev.=1.4

4.6)  **I feel safe at my accommodation facility during the day:**

Strongly Disagree — Strongly Agree

n=550    av.=4.4    md=5.0    dev.=0.8

4.7)  **I feel safe at my accommodation facility in the evening** (17h00-22h00):

Strongly Disagree — Strongly Agree

n=550    av.=4.2    md=4.5    dev.=1.1

4.8)  **I feel safe at my accommodation facility at night** (22h00-06h00):

Strongly Disagree — Strongly Agree

n=546    av.=4.0    md=4.0    dev.=1.2

# Comments Report

‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

**3.2)** **If other, please specify**:

- Billboard and Flyers

- Blackboard app

- Email

- Link in

- LinkedIn (3 Counts)

- My Peers

- None

- Students Media

- There is no other

- Word of mouth (2 Counts)

- my personal email account.

- none (2 Counts)

- personal email

- personal email.

**3.3)** **How do you typically become aware of co-curricular programmes and events on campus? (i.e. word of mouth, SMS, Facebook etc.)**

- BLACKBOARD

- Bb

- Black board and UFS website

- BlackBoard and Student Email

- Blackboard (11 Counts)

- Blackboard  and Student email

- Blackboard  and ufs4life email

- Blackboard and Student Email

- Blackboard and WhatsApp

- Blackboard and posters

- Blackboard and student email (3 Counts)

- Blackboard and word of mouth.

- Blackboard, Student Email, Facebook and Twitter

- Blackboard, emails

- Blackboard, student email

- Blackboard, student email and sms

- Blackboard, word of mouth, facebook,kovsie whatsapp groups, posters.

- By checking blackboard

- By receiving an SMS from the campus.

- By sms, Facebook, whatsapp and blackboard (3 Counts)

- By sms, Facebook, whatsapp and blackboard.

- Communication through WhatsApp, email and UFS website.

- EMAIL

- EMAILS, BLACKBOARD, INSTAGRAM, UNIVERSITY WEBSITE AND SMS

- Email (26 Counts)

- Email , word of mouth and blackboard

- Email and SMS (2 Counts)

- Email and SMS.

- Email and posters

- Email and social media platforms

- Email and word of mouth.

- Email or SMS

- Email, blackboard

- Email, sms, Facebook

- Email, word of mouth

- Email, word of mouth and whatsapp

- Emails (8 Counts)

- Emails and blackboard

- Emaio

- FACEBOOK

- FRIENDS

- Facebook (34 Counts)

- Facebook , blackboard and student email

- Facebook and Blackboard

- Facebook and Instagram and sometimes word of mouth.

- Facebook and Posters on campus

- Facebook and SMS

- Facebook and Whatsapp

- Facebook and blackboard

- Facebook and word of mouth

- Facebook and word of mouth.

- Facebook and word to mouth

- Facebook and words of mouth

- Facebook posts

- Facebook,
  Twitter

- Facebook, Posters on campus

- Facebook, WhatsApp

- Facebook, WhatsApp and SMS

- Facebook,SMS,student email

- Friends, SMS and whatsapp

- Friends, WhatsApp and SMS

- From RCL and posters

- From blackboard

- From emails then i search about it if it sounds interesting

- From friends around campus

- From my residence

- Hear from other students and mostly on Facebook page of the university

- I am in  WhatsApp groups of some programmes, word of mouth, Blackboard announcements and posters on campus or on social media platforms.

- I became aware by getting emails from my student email account

- I become aware of events and co-curricular programmes through WhatsApp, Twitter and Instagram

- I follow the UoFS Facebook page  and the other departments Facebook pages and this let me be aware of what is happening around campus.

- I get to become aware through our RCs at the resident as they always send those pdfs of co-curricular programmes and events  on our group chat whatsapp.

- I got all the information of programmers and events on campus via blackboard and sms

- I have followed the university page on Facebook and that has helped me to see when they are posted online

- I have followed the university's page on Facebook and that way i can see the co-curricular programmes and events.

- I heard about them at my residence

- I mostly become aware because the school mostly sends emails. So, I basically become aware via the school email.

- I never hear of anything they all act like celebrities

- I read posters  on the walls and also engage in Ufs Facebook page

- I receive emails and sms which informs me

- I use social media which includes email, WhatsApp, Facebook and sometimes via text message.

- I usually see posters around the campus and read the UFS student newsletter

- If not blackboard, it's a word of mouth.

- Instagram

- Instagram or Blackboard (2 Counts)

- Intsagram

- It never happened

- Mme Lucy from Gateway via our whatsapp group

- Mostly from Facebook

- Mostly on Blackboard and also via SMS

- Mostly school email but sometimes by word of mouth, Sms and Facebook

- Mostly social media, the university website and word of mouth.

- Mostly though UFS Careers Facebook page and Blackboard

- Mostly through blackboard

- Mouth (2 Counts)

- My Friends

- My WhatsApp Res groupchat

- News items on the UFS website.

- No.

- On WhatsApp student Study groups and word of mouth

- Other students and blackboard

- Posters (3 Counts)

- Posters
  Email
  Blackboard
  Social media
  Instant messaging

- Posters
  Word of mouth
  SMS

- Posters and blackboard

- Posters and emails

- Posters and mouth

- Posters and word of mouth

- Posters in residence whatsapp groups

- Posters made available on campus and on social media: facebook and instagram

- Posters on campus
  Instagram posts
  Word of mouth
  Whatsapp student groups
  Emails
  Blackboard notification

- Posters, word of mouth

- Posters, word of mouth and student emails

- Posters/ Flyers, blackboard and the UFS Website

- Res groups

- SMS (31 Counts)

- SMS
  BLACKBOARD

- SMS and Blackboard

- SMS and Email (2 Counts)

- SMS and Student email.

- SMS and WhatsApp

- SMS and blackboard

- SMS and emails

- SMS and student email

- SMS and word of mouth (2 Counts)

- SMS or  Email

- SMS sometimes

- SMS, Facebook

- SMS, Instagram, Student email.

- SMS, STUDENT EMAIL AND FACEBOOK

- SMS, Student Email, Blackboard

- SMS, blackboard

- SMS; blackboard and student email

- STUDENT EMAIL AND WHATSAPP

- Since I have been a member of a day residence and also been in the Residence Committee, information is shared to our different portfolios before it is communicated to all students.

- Sms (16 Counts)

- Sms
  Whatsapp

- Sms
  Blackboard

- Sms and Facebook

- Sms and all other social media sites

- Sms and email (2 Counts)

- Sms, student email, blackboard and Facebook

- Social Media

- Social media

- Social media eg. Facebook and WhatsApp
  Word of Mouth
  Posters and advertisement

- Social media platforms

- Social media--Residence group chat,
  Blackboard  Or through word of mouth from peers.

- Sometimes I come across them on campus but most of the time I get more information on blackboard.

- Student Email, Blackboard, Facebook and Twitter

- Student Email; SMS; Blackboard.

- Student e-mail

- Student email (15 Counts)

- Student email and SMS

- Student email and posters

- Student email and sms

- Student email and word of mouth

- Student email, UFS website, blackboard and posters/ flyers

- Student email, blackboard

- Student email, blackboard, sms and whatsApp.

- Student mail

- They post on blackboard and send emails sometimes they even send sms

- Through email

- Through emails but sometimes word of mouth

- Through my student email

- Through my student school email most of the time, and sometimes via Blackboard.

- Through student emails and SMSs

- Through the above examples mentioned above

- Through whatsapp  and email

- Twitter

- Twitter and Blackboard

- Twitter and Instagram

- Twitter and instagram

- Twitter or whatsapp

- UFS email
  Blackboard

- UFS email, WhatsApp residence group, LinkedIn

- UFS website

- University email

- Usually Word of Mouth or Student Email

- Usually posters or word of mouth

- Via Blackboard and ufs email

- Via Email and blackboard, Since it is corona we have not been on campus fore a while

- Via Posters and Blackboard

- Via SMS and email

- Via email

- Via email and posters.

- Via facebook and Whatsapp

- Via student email.

- Via the residence committee.

- WHATSAPP, EMAIL

- WORD

- WORD OF MOUTH

- WhatsApp (4 Counts)

- WhatsApp and facebook

- WhatsApp and posters on campuc

- WhatsApp groups, Facebook and Blackboard

- WhatsApp, email

- Whatsapp (2 Counts)

- Whatsapp groups, posters and word of mouth

- When the University send me an Email

- Word of Mouth

- Word of Mouth , Blackboard and my e-mails

- Word of Mouth and Social media

- Word of Mouth and Student Email

- Word of Mouth most often

- Word of Mouth, Facebook and  WhatsApp

- Word of Mouth, Posters and Blackboard.

- Word of month and UFS website

- Word of month mostly

- Word of mouth (43 Counts)

- Word of mouth
  WhatsApp

- Word of mouth
  Posters on campus
  Instagram posts

- Word of mouth (from my friends)

- Word of mouth , instagram

- Word of mouth and  emails

- Word of mouth and Facebook (3 Counts)

- Word of mouth and Social media shares.

- Word of mouth and WhatsApp

- Word of mouth and WhatsApp statuses of residence students/residence leadership.

- Word of mouth and emails (3 Counts)

- Word of mouth and emails.

- Word of mouth and facebook are usually the first ways I find out about certain activities

- Word of mouth and facebook.

- Word of mouth and instagram

- Word of mouth and pamphlets on campus

- Word of mouth and posters (2 Counts)

- Word of mouth and posters on campus.

- Word of mouth and posters.

- Word of mouth and social media platforms

- Word of mouth and social media such as WhatsApp and Facebook

- Word of mouth and social media.

- Word of mouth and student emails

- Word of mouth and the twitter platform.

- Word of mouth and through whatsapp on my Legatum groupchat

- Word of mouth and via WhatsApp from our RCs.

- Word of mouth first for most of the time and then I confirm it through posters/flyers and through the university's social media pages.

- Word of mouth or posters

- Word of mouth or via social media platforms.

- Word of mouth through friends and sometimes via email from the university. Most of all through the social media platforms

- Word of mouth usually

- Word of mouth, Blackboard and my student email,

- Word of mouth, Blackboard, SMS and UFS website.

- Word of mouth, Facebook (2 Counts)

- Word of mouth, Instagram, posters places on campus, digital posters
- Word of mouth, SMS and through Campus Council meetings
- Word of mouth, Student email, WhatsApp
- Word of mouth, WhatsApp, Email and Blackboard
- Word of mouth, WhatsApp, Facebook
- Word of mouth, blackboard, student email
- Word of mouth, posters on social media and on campus.
- Word of mouth, student email and blackboard.
- Word of mouth, usually lecturer.
- Word of mouth.
- Word of mouth. Mostly through resident groups on whatsapp.
- Word of the mouth, Facebook, mostly through blackboard and emails
- Word to mouth
- Words of mouth (2 Counts)
- blackboard (6 Counts)
- blackboard, emails sometimes sms
- email (4 Counts)
- email and black board
- email and blackboard .
- email and sms
- emails, SMS, UFS websites, blackboard and social media sometimes
- fACEBOOK PAGE
- facebook
- from friends around campus
- it's mostly via SMS and email
- mostly its through facebook under UFS page and sometimes on other students' statuses
- none
- people talking, ufs news, blackboard
- posters and WhatsApp
- sms (5 Counts)
- sms and facebook (2 Counts)
- sms and student Emaill
- sms, facebook, student email and blackboard
- social media platforms
- social media, facebook
- social media.
- sometimes from my friends or the campus social media
- student email
- student emails

- through Twitter, word of mouth, Whatsapp.

- through the facebook page created by some students at school or he shool's official one

- through twitter and blackboard.

- through word of mouth, SMS, blackboard as well as through social media

- twitter

- usually word of mouth

- via SMS

- via SMS AND FACEBOOK

- via social media platforms and word of mouth

- whatsapp

- whatsapp stories, sometimes emails and sms's

- word of mouth (12 Counts)

- word of mouth and Facebook Kovsie group

- word of mouth and emails.

- word of mouth and instagram

- word of mouth or blackboard

- word of mouth, SMS, Facebook

- word of mouth, posters

- word of mouth, sms

- wordto mouth

## 5. COMMENTS/ SUGGESTIONS:

5.1) **In your opinion, what are the most pressing/ important issues that Student Affairs should focus on?** (i.e. Graduate Employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional Health, Student Governance etc.)

- 1) Psychological and emotional health because schoolwork drains students, all the pressure and stress that come with it and having no one to unload your burdens with just makes everything worse especially with dealing with everything else going on in our lives.
  2) Inclusivity because diversity and equality are equally important and everyone deserves a fair chance at anything without prior judgement because of their differences.
  3) Graduate employability - with the growing unemployment rate I think it's only fair that we are given a chance to increase our chances of being employable.

- 1. Graduate employability 2. Psychological and emotional health
  3. Safety and security

- 1. Physical, Psychological and emotional health because 1) a better emotional state makes a student willing to work and be progressive and 2) academics are quite draining on their own so it is fair that we have something to back us up when we are physically fatigued or psychologically and emotionally tired.
  2. Inclusivity because diversity and equality are equally important and I don't think anyone should be deprived of chances to become better because of their differences.
  3. Graduate employability - the current unemployment rate is worsening and I think it is in the students' best interest to know what they can do to increase their chances of being employable.

- 1. emotional health
  2. how lectures make it difficult for students cope with academics
  3. closing times of study areas during exams ( we can't be told when to leave campus while we have exams and we are not given data to work from home while online learning is ongoing, its absurd)
  4. we should be given a chance to evaluate how we we assisted especially during registration because so much happens during that time and we have no where to run which results in emotional wellness being affected

- ALL

- Academics,physical,psychological andemotional health

- Acknowledgement of the struggles of the students

- Adaptive response to individual student needs, racial inclusivity and more efficient channels of communication between students and

other stakeholders at the university.

- Addressing culture shook, especially for first years students at the beginning of the year. Also off-campus safety and security.

- Advising students to take professional careers to avoid being depressed after graduating because of unemployment and also entrepreneurship such as using their skills to make money

- Assisting graduates get employment should take priority. The main aim of leaving our homes and going to university is to receive an education and there is nothing more painful than having a qualification but being unemployed. I do agree that the university has an obligation to ensure the safety of students. Furthermore, the university should also tend to the psychological health of students and ensure that they are coping.

- Bridging the gap between studies and the workplace; longterm goal planning

- COVID-19 mitigation implementations. Sexuality and rasicm.

- Career developments

- Currently none

- Definitely Graduate employability

- Emotiona health of studentsand safety and sacurity

- Emotional Health ,Graduate imployability and Saftey and security

- Emotional Health, safety and security, Entreprenurship

- Emotional and mental health

- Emotional and psychological health especially in semesters like this one where work is very piled UK p and some people are at home or in confined spaces where it becomes hard to concentrate on themselves

- Emotional health (5 Counts)

- Emotional health
  Safety and security

- Emotional health and employability

- Emotional health and food security

- Emotional health and safety and security

- Emotional health and student well-being

- Emotional health because a lot of students are suffering from depression.
  Safety and security especially outside campus as well.
  The school must alert us more about employment opportunities.

- Emotional health of students

- Emotional health then safety and security

- Emotional health, employability

- Emotional health, employability after graduation and  inclusivity in activities.

- Emotional health,employability and safety and security

- Emotional healthy (2 Counts)

- Emotional healtj

- Emotional, mental, physical well-being and safety of students should be the aim and everything else will fall into place.

- Employability (4 Counts)

- Employability
   Physiological and Emotional health

- Employability , psychological and emotional health

- Employability is at the top of the list. Many students who graduate from the UFS do not find work easily. Secondly would be Psychological and emotional health, many students are suffering from depression and it is in most cases unknown. the ufs cater only to those who live on campus but off campus students get minimum recognition

- Employability, Equity , sexual harassment and inclusivity

- Employability, safety

- Enrichment - getting people to learn more about the world and things outside their course if faculty

- Ensuring that students are well-equipped for post graduate work, in their chosen faculty, is a key aspect of higher education. Focusing on employment will help the university to attract and retain high quality students and maintain a competitive advantage in the global market as a result.

- Even if students raises issues Student Affairs does not even take the matter to consideration and they do not help students who are poor. The governance is super poor and their disagreement affects us because they do not consider off-campus students as part of the University.
  Pay attention in making sure that all students feel to be part of the university and you are here for them.

- Everything

- Financial problems, students accessibility to campus residents

- Firstly Psychological and Emotional health is very important, if that is top priority then performance of students will improve significantly. Safety and security followed by Graduate employability.

- Firstly off campus students should be catered for in terms of transport as most of them stay very far because those places are the cheapest and it's what they can afford. This brings strain especially when they have to walk long distances back home after a practical in the evening and they are at risk of becoming victims of crime. Secondly, Off campus students should also be recognized and get some of other benefits that residence student e.g prestige events which recognize academic performance within student in residence. I believe there has to be a way for off campus students to be also recognized as this would also motivate them to do better academically. Furthermore I believe the Student Affairs can focus also the students' needs which include mental issues and lack of basic needs. Students should not go through tough times having to worry about basic needs such as food and Toiletries because the matter of truth is our backgrounds are different. The should be a way for students to get assistance in terms of food packages and they can go there whenever in need--if however these services are already available, I believe Student Affairs needs to make sure students are aware of that because these issues add more weight of stress in students, which they already have due to academics.

- Firstly, they should focus on the safety of students staying off-campus, seeing as human-trafficking has been a major social problem, more especially for students. Secondly, I believe that there should be more psychological sessions for students, because a lot of us have psychological problems. And lastly, students should be more informed about the courses they study, and whether or not they will get empolyment and also what is required of them to succeed in their chosen fields.

- Focus more on finding ways to helping first year students with their academics.

- Focus on involving student populace in decision making.
  Focus on Mental Health Awareness.
  Have a operating student governance.
  Assist graduates in finding employment.
  Release post of employment on a weekly basis so that final years' lives can be made easier.

- Food security and Safety

- For psychological and emotional health, We have the best and we appreciate that we get free access to counselling but isn't there something that can be done when a student is in urgent need of psychological help? The waiting period or the appointment dates are a bit far from the date you make the appointment.

- Form partnerships around the country (especially Bloemfontein) to provide vocational for students in various fields. It must be compulsory for every student to do some form of work related to their course in the duration of their studies. More should be done in combating mental health, like creating a website where people who suffer from various mental illnesses share their experiences.

- GBV and Mental health of students

- GRADUATE EMPLOYABILITY

- Gender Based Violence, Crime outside university in terms of mugging

- Gender Based Violence. More discussions need to be had about this topic. We had a talk about rape culture at Legatum and many men there had very disturbing views. I felt they can persuade women in a non-physical way to sexual relations it is fine. They felt a women say "no" was ambiguous. They felt women should say the word no more forcefully. The safety of the students. I found out on-campus Security has a toll free number since last year but the number was not on the new 1st years student card. A lot of disturbing incidents have happened in residences. Male security guards having access to a residence. Also maintenance having access to the residence.

- Get connected with employers and students in other fields of study.
  Study the real history on our country and its people.
  Improve emotional intelligence.
  Disconnect from all preconceived ideas.

- Graduate Employability (6 Counts)

- Graduate Employability
  Emotional Health

- Graduate Employability
  Safety and Secuty
  Includitivity

Physical, Psychological and Emotional Health
Gender Based Violence

- Graduate Employability
  Safety and Security
  Physical Psychological and Emotional Health

- Graduate Employability & inclusitivity

- Graduate Employability and Psychological and Emotional Health (2 Counts)

- Graduate Employability and Safety and security

- Graduate Employability and Student Governance

- Graduate Employability and the safety of the students emotionally and physically

- Graduate Employability as well as psychological and emotional health

- Graduate Employability, Emotional Health and Student Governace

- Graduate Employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional Health, Student Governance

- Graduate Employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional and Gender Based Violence

- Graduate Employability, Safety and Security, Physical, Psychological and Emotional Health and Inclusivity

- Graduate Employability, Safety and Security, Physical, Psychological and Emotional Health, Inclusivity, Student Governance, Student Associations and Peer Mentoring

- Graduate Employability, Safety and Security, Psychological and Emotional Health.

- Graduate Employability, emotional health and student governance,

- Graduate Employability, inclusivity and Health

- Graduate Employability, psychological and emotional health, safety and security,

- Graduate Employability,Safety and Security

- Graduate Employablility

- Graduate Emplpyability, psychological health

- Graduate employability (20 Counts)

- Graduate employability

  GBV

- Graduate employability
  Inclusion

- Graduate employability
  Mental health
  Leadership development

- Graduate employability
  Physical, Psychological and Emotional health

- Graduate employability
  Physical, emotional and mental health
  Sense of belonging

- Graduate employability
  Psychological and emotional health

- Graduate employability
  Physical, psychological and emotional health
  Safety and security

- Graduate employability
  Safety and security

- Graduate employability
  Safety for off campus students

- Graduate employability
  Safety of off campus students

- Graduate employability
  Student finances
  Why students are required to pay for kovsie health, cant that become one of the benefits student receive

- Graduate employability  and emotional health

- Graduate employability , inclusivity

- Graduate employability , physical and emotional health and safety and security.

- Graduate employability and Inclusivity.

- Graduate employability and Mental health as well as the transitioning of off-campus first year students

- Graduate employability and Psychological and Emotional Health

- Graduate employability and Student Governance

- Graduate employability and accommodation issues

- Graduate employability and emotional health (2 Counts)

- Graduate employability and inclusivity

- Graduate employability and inclusivity.

- Graduate employability and mental health

- Graduate employability and mental health among students

- Graduate employability and psychological and emotional health

- Graduate employability and safety and security

- Graduate employability and student governance

- Graduate employability and student mental wellbeing

- Graduate employability and student safety

- Graduate employability and support for students from less privileged background.

- Graduate employability as well as safety and security together with mental health

- Graduate employability is the most one that needs to be focussed, a lot of student get stressed on their final years thinking whether they will get jobs or not or how they will get these jobs. Career service should be more active from first years up until final years to ensure that students know how exactly to search for job or know what job opportunities they have in the degrees they are studying.

- Graduate employability most definitely, Plus booking to see a psychologist takes a long time up to 3 months that needs to improve a lot

- Graduate employability of students. Safety and security on and off-campus. Inclusivity programmes. Student mental health - waiting period for getting an appointment, whereas then fall into the hands of other students to help them instead of getting professional assistance. Student governance, especially with the SRC, ways of removing an individual if not effective, should not only be the responsibility of the students but also Student Affairs as the representative is not productivity in the fight of addressing the genuine affairs of students. student governance training and opportunities, allow students a platform to learn about various structures before they are open. it puts a lot of pressure on students when they run for offce and only find out then, the workload involved.

- Graduate employability, Psychological and Emotional Health, Skills development

- Graduate employability, Psychological and emotional health and inclusivity

- Graduate employability, Safety and Security

- Graduate employability, Safety and Security, Inclusivity

- Graduate employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional Health, Student Governance

- Graduate employability, emotional health and inclusivity

- Graduate employability, even if it means offering 50% of graduates internships after graduating

- Graduate employability, focus on arts culture like dance and music.

- Graduate employability, funding, off campus accommodation that accommodates students awaiting funds from bursaries/sponsors

- Graduate employability, inclusively

- Graduate employability, inclusivity and emotional wellbeing if the students

- Graduate employability, inclusivity, psychological and emotional health, security, and governance, etc.

- Graduate employability, inclusivuty and  emotional health

- Graduate employability, it's worrying to know what we are going to do after graduating.

- Graduate employability, safety and security

- Graduate employability, safety and security and Psychological and emotional health of students

- Graduate employability, safety and security and psychological and emotional health

- Graduate employability, safety and security, mental health

- Graduate employability, safety and secuty, inclusivity

- Graduate employability, safety for off-campus students and mental health

- Graduate employability, student counselling, Psychological and Emotional Health, Finances education

- Graduate employability, student financial aid, better support for postgraduate students

- Graduate employability.

- Graduate employability; safe and security emotional health

- Graduate employatability

- Graduate employment

- Graduate employment is priority. Millions of graduates are seating at home with qualifications and have no jobs.

- Graduate employment is priority. Millions of graduates are seating at home with qualifications and have no jobs. And this is a determining factor that causes crime rate to accelerate each and every day in SA.

- Graduate employment.
  Physical, psychological and emotional health.

- Graduate emplyability, safety

- Graduate eployability, Safety and security and inclusivity

- Graduate, employebility, safety and psychological and mental health

- Graduates employability, inclusivity as well as emotional health

- Graduation employability

- Graduation employabilty and financial well-being

- Help first years, not only campus residing  but as a whole in transition from high school to university.

- Help students to register without money in the beginning of the year it's stressful for anyone just late them register first then stop diregister the students who fail to pay find sponsor to help help students sponsor will be given credit by SARS if they help students so as university of course university is business but have humanity in you please

- Helping students on procedures needed to join sports at UFS, Graduate employability, safety, and security, inclusivity, phycological and Emotional health.

- I believe Student Affairs should focus more on safety and security, mental health and graduate employability.

- I believe Student Governance should be focussed on as there are students like me who has views and concerns in general but do not know to whom i can voice my concerns to. As a law student, i want to involve myself in law societies on campus but i don't have much information about them or where they are located per se.

- I believe above everything Student Affairs should focus mostly on Graduate Employability as most of us as graduates struggle to find employment after our studies. The other thing I think is of similar importance is psychological and emotional health because students sometimes find themselves in situations where they are unable to cope with stress caused by financial struggles, family matters, etc. which may lead to students underperforming in their school work.

- I believe that inclusivity between on campus residences should be focussed on, because there are people who might be struggling to actually get the true kovsie feeling, because they might have been off campus from first semester, so I think that you should focus on that.

- I believe that the most important thing for Student Affairs to focus on is Graduate employability as many graduates often struggle to find employment after finishing their studies. The other thing that is as important is Psychological and Emotional Health as the are may things such as financial constraints, family matters, peer pressure, etc. that affect students and lead to the poor academic

performance of students.

- I personally think they should work more on including off-campus students in all the activities and leadership opportunities that take place on campus. They should also focus on safety and security for off campus students because some of them have classes that end at 20h00 and they don't have shuttles to take them back to their accomodations.

- I think Student Affairs should focus more on inclusivity, by including students who live on off campus residence.

- I think Student Affairs should focus on issues of mental health of students and hire more psychologists to curb the waiting period when someone needs to talk to one.

- I think Student Affairs should focus on safety and security on campus and off campus for students who stay on off campus residence and graduate employability so that students can get employed early after graduating.

- I think graduate employability.

- I think that most of the issues have been handled well by the university.

- I think the absolute most has been done for the employability with the likes of UFS101 also helping us. I think the security can regularly patrol around campus in order to ensure that there is no crime going on.

- I think the focus should be on inclusivity, because there students that feel neglected because of their disabilities, this will be easier for them if their are included in everything we are doing as normal students.

- I think the important issues that the student affairs should focus on is safety and security in communes because the landlords are failing us when it comes to that hence we pay monthly.

- I think there is a good sense of balance in the student society at the University.

- I would say inclusivity because there are people on campus who do feel left out in most things. Should the campus activities be more inclusive and accommodative everything would be fine

- I would say that emotional help should be focused on because people go through a lot of emotion due to studies. Depression should also be focused on as the statistics of suicide in the country are increasing. The youth should be given a chance, even disadvantaged once, to participate in sport. Maybe the joining fee for the kovsie club could be lowered a bit or leaner that meet a certain criteria of sport may register for free.

- Inclusiity and encouraging participation

- Inclusitivity

- Inclusivity (10 Counts)

- Inclusivity
  Safety and Security
  Psychological and Emotional Health

- Inclusivity
  Student's physical, psychological and emotional health.
  Graduate employability

- Inclusivity , graduate employability , safety and security , investigating crimes , especially crimes such as sexual assault.

- Inclusivity ,Safety and Security and Graduate Employability And Students struggling financially.

- Inclusivity and graduate employability

- Inclusivity and student governance

- Inclusivity as well as helping learners to handle being a first year and all the responsibilities that comes with. I feel that mental health is very important and would be the overall issue to focus on.

- Inclusivity especially on on campus residences. We have many residences who have Afrikaans names and Afrikaans house songs whereas UFS is a diverse university meaning that all languages must be catered for or we simple opt for English which is our language of communication.
  Graduate employability is a key concern also which must be looked into

- Inclusivity is the best focus to me that you guys should focus on

- Inclusivity, Commuter students are not involved in activities at school because the school does not cater for them outside of campus. Emotional health of alot of students is also an issue that needs to be addressed

- Inclusivity, Psychological and Emotional Health, Graduate Employability

- Inclusivity, Safety and security

- Inclusivity, psychological and emotional health

- Inclusivity, safety and security

- Inclusivity.

- Informing undergraduates of their chances of employability when their graduate, including off campus students in on campus information and activities, rising awareness on mental health issues and health issues in general

- Instilling practical work experience and offering free short courses for UFS students such as Microsoft office (Excel, Outlook, Access, OneNote, Powerpoint and Word)

- It has to ensure that all students are having financial aid and make sure that all student's problems related to financial aid are properly sorted,this will allow students to be able to focus on their studies.

  Also Student affairs should ensure that the university should accommodate different personalities in how they arrange activities.

- It is graduate employability because there are lot of graduates that are doing nothing.

- It should focus on the hardships that students go through with getting funding from NSFAS

- It would be necessary for student affairs to redirects its efforts on the safety of students residing off-campus. The office should redirect its efforts and understand safety as a Human Right of all persons and not a privilege.

- Lectures who don't respond to our emails during this pandemic

- Let them know that you are (I hope) in touch with counselors or mental health experts that can help them should they need to speak to someone.

- Mental Health and Inclusivity
  Decolonizing the curriculum

- Mental Health, Graduate employability and equipping undergraduates with soft skills for employability like volunteering programs

- Mental health

- Mental health
  Graduate employability
  And Academic pressure

- Mental health and employability and safety.

- Mental health and security

- Mental health awareness

- Mental health issues

- Mental health issues should be given 100% action

- Mental health of all students

- Mental health of students and staff workers.

- Mental health of students by speaking to lecturers to stop being unreasonable with the work load.

- Mental health, inclusivity , safety and security

- Mental health, safety and graduate employability

- Mental health, school employment and safety

- Mostly, Gender based violence, Inclusivity and Safe and security.

- N/A

- NONE

- Off Campus accommodation (The Accreditation issue)

- Physical ,Psychological and Emotional Health should be taken care of

- Physical and emotional  health and safety and security

- Physical and mental health of students, how to cope with stress, graduate employability and safety and security.

- Physical and mental health, how to manage stress, safety and security, graduate employability.

- Physical psychological and emotional health

- Physical, Psychological and Emotional Health because it could give great assistance to the way we work and if we work greatly, we can graduate on time

- Physical, Psychological and emotional health

- Physical, psychological and emotional health (4 Counts)

- Physical, safety and pdychological

- Physical,psychological and emotional health

- Post-doc opportunities for students to publish their work and for a better transition post phd.

- Practical work skills and free short basic courses such as basic computer, advanced computer and Microsoft office

- Preparing students for the world of work, graduate employability and psychological health

- Programnes for students in all faculties to enhance their skills for the workplace environment

- Pschologic and emotional health of students and the academic pressure they go through

- Psociological and emotional health.

- Psychological and Emotional Health (5 Counts)

- Psychological and Emotional Health
  Graduate Employability
  Inclusivity

- Psychological and Emotional Health
  Graduate Employability
  Safety and Security

- Psychological and Emotional Health
  Student Governance
  Safety and Security
  Arts and Culture

- Psychological and Emotional Health   . Safety and Security.   Graduate Employability.

- Psychological and Emotional Health  and Safety and Security

- Psychological and Emotional Health and Graduate Employability

- Psychological and Emotional Health, Safety and Security, Graduate Employability

- Psychological and Emotional Health, Safety and Security, and Graduate Employability

- Psychological and Emotional Health, Student Governance

- Psychological and Emotional health (5 Counts)

- Psychological and Emotional health, because human beings from the age of 15 to 35 years have been the spotlight of suicide.

- Psychological and Emotional health, graduate employability

- Psychological and Emotional health. Safety and Security.

- Psychological and emotional health (10 Counts)

- Psychological and emotional health
  Inclusivity

- Psychological and emotional health
  graduate employability

- Psychological and emotional health and graduate employability

- Psychological and emotional health and safety and security

- Psychological and emotional health and student governance

- Psychological and emotional health and the graduate employability

- Psychological and emotional health as well as student governance

- Psychological and emotional health because starts with the mind

- Psychological and emotional health especially in this time, where lecturers are rushing students to complete assessment.

- Psychological and emotional health, because most students go through them.

- Psychological and emotional health, graduate employability and inclusivity

- Psychological and emotional health, inclusivity

- Psychological and emotional health, safety and security

- Psychological and emotional health, student governence, safety and security, inclusivity, I believe that student affairs should focus on everything regarding student matters as it all equally important.

- Psychological and emotional health. (2 Counts)

- Psychological and emotional health. Safety and security

- Psychological and emotional help

- Psychological and emotional help  and graduate employability

- Psychological and mental health, time management, safety and security.

- Psychological health

- Psychological health because a lot of students are struggling with their mental health and also Student governance I feel like the SRC is not doing enough to voice out student concerns

- Psychological issues.

- Psychological, inclusivity and graduate employability and safety and security

- Psychological.

- Psychology and emotional health

- Psychosocial Support

- Restoring a broader sense of individual belonging in all students through the different divisions in Student Affairs.

- SAFETY AND SECURITY
  PHYSICAL AND EMOTIONAL HEALTH

- SAFETY AND SECURITY OF STUDENT WHO ARE LIVING OFF CAMPUS

- SAFETY AND SERCURITY

- SAFETY OF STUDENTS

- Safe NSFAS accredited student accommodations near campus are very few compared to the number of NSFAS students in the university. I understand that there have been attempts made to help accommodations register & become accredited but the problem is that some of these accommodations are either not safe or not up to standard (faulty WiFi for example). Can we have more, safer options when it comes to accommodation?

- Safety (2 Counts)

- Safety & Security/ Psychological & emotional health

- Safety and Security (2 Counts)

- Safety and Security of most off campus student (especially females) and emotional health

- Safety and Security of students, Diversity, Student's Emotional and Psychological health, Hunger.

- Safety and Security,
  Physical, Psychological and Emotional Health
  Inclusitivity
  Graduate Employability
  Gender based violence

- Safety and Security, inclusivity, physical, psychological and emotional health.

- Safety and Security.
  Physical ,psychological,emotional Health

- Safety and programs on deieases.

- Safety and secure securities all the day. If you are request how to be improve for UFS environment, just plan to puchrase UFS transport to drop students off campus and every security around the class venue outside.

- Safety and security (13 Counts)

- Safety and security
  Inclusivity

- Safety and security
  Physical health
  Psychological and emotional health
  Financial education
  Inclusiveness
  Student governance
  Employment
  Graduating

- Safety and security
  Emotional health

- Safety and security
  Graduate employability

- Safety and security
  Physically health
  Psychological and emotional health
  Inclusivity
  Student governance
  Employability
  Graduation

- Safety and security - psychological and emotional health

- Safety and security - psychological and emotional health and student governance. (2 Counts)

- Safety and security and also food security

- Safety and security and inclusivity

- Safety and security and psychological and emotional health

- Safety and security and student Governance

- Safety and security for both on and off campus students, Mental and emotional health, Graduate Employability.

- Safety and security issues for off-campus students
  Undergraduate personal development e.g tutoring opportunity, KOVSIE FM
  Student governance

- Safety and security more considering what off campus students are up against on the streets and their accommodations.

- Safety and security of off campus students.

- Safety and security of off-campus students

- Safety and security of student who stay off campus

- Safety and security of students that stay off-campus especially now during this time where we're facing a pandemic.

- Safety and security of the students

- Safety and security on campus and more especially safety off-campus.
  Food parcels for disadvantaged students.

- Safety and security should be first and foremost.

- Safety and security,
  Fostering Innovation in students and graduates
  Inclusivity
  Health

- Safety and security, Emotional health

- Safety and security, Emotional health, inclusivity

- Safety and security, Psychology and Emotional Health

- Safety and security, Students Governance and Graduate Employability

- Safety and security, and Graduate employability.

- Safety and security, and also psychological and emotional health

- Safety and security, and graduate employment

- Safety and security, as well as psychological and emotional health

- Safety and security, emotional health

- Safety and security, emotional health and student governance

- Safety and security, inclusivity and psychological and emotional health.

- Safety and security, psyvhological and emotional health

- Safety and security, students wellness, inclusivity

- Safety and security,Psychological and Emotional Health.

- Safety and security,Psychological and emotional health and student governance.

- Safety and security--psychological and emotional health and student governance

- Safety and security.

- Safety and security. Psychological and emotional health

- Safety and security; emotional health, student governance and graduate employability

- Safety of off campus students

- Safety of students, inclusivivity of off campuses students in activities

- Safety, Graduate Employability.

  I think there should be practicals for final year students, regardless of the course they are doing, in order for them to be familiar with their career.

- Safety, graduate employability and psychological health

- Safety; emotional health, student governance and graduate employability

- Sexual Abuse Harassment and Violence

- Sexuality, discrimination regardings gays and leabains

- Student Affairs should focus on real student issues at hand, the rate at which students complain about the study environment on campus, the lack of study facilities for students that stay off campus, the lack of proper learning areas, the fact that UFS only has a few social workers "who are always fully booked" the kovsie health procedure of doing things, the fact that off-campus students literally are on their own in terms of Safety and campus inclusivity, the high rate of Graduates who have no employment when good internships can be started off from and by the varsity.

- Student Affairs should focus on safety and security because most of UFS students reside off campus and the university does not even bother to view the student accommodations around. Most of them are not conducive for study and there are robberies.

- Student Governance

- Student Governance and Emotional Health

- Student affairs should focus in safety and security .

- Student governance

- Student governance and financial assistance especially when NSFAS cancelled students bursaries. The university should make an exception for students who got cut by NSFAS during the year

- Student governance and health

- Student governance more especially on On-Campus Residence because most students are being extremely excluded to participate because of HRA Placement policy .

- Student governance,  safety and security and graduate employability

- Student governance, graduate employability and creating an environment that will make students feel part of the university.

- Student governance.

- Student safety and security. Emotional health.

- Students academics

- Students mental health.

- Students safety
  Student allowance and merit awards directly to them

- Students should not only focus on one thing which is graduating at the end of the day, but they should also focus on their metal health, work with the university to issue their safety, leadership by participating in different activities such as student governance and mentorship programmes  that happen on campus, sports to keep their mind and body health and others, so that the go to the work field when they are responsible, employable, consistence and fit.

- The Graduate employability and strengthen the safety and security

- The Student Affairs should focus on the Psychological and Emotional health of students. This is because there are very subtle issues of depression that most student are facing.

- The first one has to be the safety of students since it can determine the success or failure of the student.

- The importance of maintaining physical, mental and spiritual health.

- The issues of students having problems with their bursaries, or at other times the issue of being deregistered without notice. Another issue is that of psychological and emotional health. Without a doubt, students go through a lot; and that makes us overwhelmed and our minds just become overcrowded. At times it is hard to handle all that kin of pressure.

- The most important issue that need to be taken into consideration is racism in the campus.

- The most important issues that Student Affairs should focus on is the safety and security of students who are on-camps and off-campus, also the should be diversity within campus. Lastly, psychological and emotional health of the students must be taken seriously.

- The most significant issue is Psychological and Emotional Health because students come from a diversity that is different to this new environment

- The psychological and emotional health of students because UFS is a diverse university and different people come from different backgrounds and we do not know who experiences what when they are alone or at home that affects them psychologically and emotionally so if mental, psychological and emotional wellness is prioritized UFS will become a more accommodating institution

- The safety and security of student. Helping to fight student hunger and assist with student who are overwhelmed in the academic stress

- The safety and security of the students while on campus , Psychological and Emotional Health and Graduate Employability

- The safety of off campus students (2 Counts)

- The safety of the students

- The student affairs should focus on teaching students about their careers and whether or not they will get jobs in the future. They should also provide safety for students off-campus, seeing as they walk from their communes to campus and they sometimes have late classes. And lastly, they can also provide morethan 4 sessions for psychological sessions as a lot of students have problems with their school work and problems back at home too.

- The student affairs should mostly focus on the safety of UFS student both on campus and off campus. Furthermore, they should make students aware of the counselling services available on campus and encourage them to be part of them. Lastly, student affairs should also focus on the well being of students as a lot of students do not have access to food and are struggling.

- They should focus more on graduate employability according to my opinion, because most of the graduates struggle to find work after completing their degrees or postgraduate studies.

- They should focus on Graduate employability, student health and wellness

- They should focus on everything that have to do with students

- They should focus on the psychological and emotional health of students because if these are neglected they will in turn affect students academically which is a major pillar in the university of the Free State.Mental health is very important and student affairs should raise awareness about it .This is because many people do not understand mental health and ways to maintain it.Safety and Security is a pressing factor for most off-campus students espicially females are prone to being harmed.Student Affairs should put in place extreme measures to protect off-campus students because in most instances they are neglected.

- They work on informing students about the available student affairs activities

- Time management, career guidance, graduate employability, psychological and emotional health.

- To make Placement policy fair on seniors

- WiFi access to off-campus students.

- academic and career practicals.

- all of the issues that affect any student on and off campus. there's no important issue than the other.

- as an on camp student i think that UFS should make sure that offcamp students are safe as the oncamp students

- create awareness regarding Gender Based Violence
  safety of stuff and students especially at night
  Create organisation that will help men to join us and fight GBV

- emotional and psychological heath, graduate employability and inclusivity

- gradual employability and student governance

- graduate employability (2 Counts)

- graduate employability
  inclusivity
  psychological and emotional health

- graduate employability and inclusivity (2 Counts)

- graduate employability and job readiness

- graduate employability and safety and security.

- graduate employability, exclusivity, physical and emotional health

- graduate employability, inclusivity, psychological and emotional health, student governance.

- graduate employability, psychological and emotional health safety and security and student governance.

- graduate employability, safety and security, inclusivity

- graduate employability, safety, and security, physical and psychological and emotional health

- graduate employment and safety on campus

- i BELIEVE THEY SHOULD WORK MORE ON INCLUSIIVITY, PHYSICAL AND MENTAL HEALTH OF STUDENTS. I HIGHLY PRIOROTISE MENTAL HEALTH MYSELF

- i believe all the above mentioned are all important and should be prioritized closely.

- in all of the above mention. I feel like they are equally important

- inclusivity (3 Counts)

- inclusivity for off campus students

- inclusivity of commuter students

- inclusivity of foreign students

- mental health

- most are cover but emotional health should be a priority

- off campus students we are struggling because we are always targeted by criminals and our landlords do nothing to assist. we feel like the only students who are important in the eyes of the management are residents students.  we have had multiple break ins but nothing has been done

- offer more employment preparation seminars

- on Emotional Health and Graduate employability

- phychological and emotional health

- physical and mental wellbeing of the students, safety and security, ways to combat racism around campus, care and nurture for the disadvantaged.

- psychological and emotional health, inclusivity and student governance.

- psychological and emotional heath,graduate employability

- safe and security

- safety

- safety and security (3 Counts)

- safety and security
  emotional support

- safety and security because it will allow us to look forward to being in an encouraging environment that promotes social and creative

learning. when the basic safety needs are met, we will be at no risk for not feeling comfortable on campus especially at night

- safety and security especially for off-campus students

- safety and security, graduate employability, physical and emotional health and inclusivity

- safety and security,mental health,

- safety of the students off campus and food security

- student safety and inclusivity of all the student, whether on campus or off

- student safety, security and student health and graduation employability

- student saftey and security on campus , especially at night

- they should focus more on psychological and emotional health because most students are facing a lot of challenges academically and at home, most of them do not know where to seek help.

- they should hold on their work of supporting students with safety, student health and etc.

- ° Safety and security

  I commend the efforts that the UFS has been implementing in order to create a safe environment for students. I witnessed a student being robbed of her personal property and that caused me to question the safety of students on campus, therefore focusing on safety and security would be beneficial for the learning environment.


5.2) **Please leave any other comments/ suggestions or recommendations:**

- A CAMPUS SHUTTLE SHOULD BE IMPLEMENTED, AND INCLUSIVITY OF OFF CAMPUS STUDENTS IN ACTIVITIES

- A campus shuttle should be implemented for off campus students. Off campus students should be included in programmes such as gateway orientation, p3 mentorship and other activities which take place on campus

- A lot of student carry a lot of burden in terms of situations back at home and academics overwhelming them as the pressure come from which leads to different kinds of mental states  like depression

- A lot of students are suffering and it's hard for them to reach out to you guys because they are scared. Assure them that they are safe and will be assisted so that more student can come to you guys when they are having issues.

- Advertise more vacancies available in and out of Bloemfontein

- All gateway programs offered to first years should be continues throughout until student reach final year. Just to ensure that everyone gets the same information and make sure it's implemented by everyone. Some student are still clueless about certain protocols to be followed when doing some things on campus

- Allow students to access the sport field wheter they are athletes or  not.  No everyone can afford the KovsieFit gym and a lot of students desire to be physically healthy

- Alot of young woman are aimed to  give up school due to not having food, transport and other family issues. Also we need to focus more covid-19 mitigation plans.

- Also student affairs should focus on meeting the needs of the students satisfactory

- Although it is not a crime in so many words, but I have at least one close friend who was nearly sexually assaulted. (As in had to punch a guy to get him off of her.) I've also have one close friend get committed to the hospital for a suicide attempt. So emotial wellfair is extremely important and the university could probably do a little more to make it clear that there are people they can go to for that.

- Always try motivate students in good and bad times

- Amidst covid-19, having most students stay at home means that a lot of us are going through different types of exhaustion and I don't think a surveys alone help students become better or tips on what to do to remain sane help students become better. Maybe if virtual therapy could be made available to us it could help us greatly and it should be accessible via Blackboard through the GlobalProtect app.

- As a transgender person I feel the need for inclusive participation in social activities

- As a transgender person I still feel the need for 100% inclusive participation on socio economic activity to be discussed.

- As students we suffer from stress and anxiety due to our academics, so psychological help is needed

- Assist students with food for those who are struggling

- Be lenient on students who were cut by NSFAS during the year and allow them to register the following year

- Because it hurts to study for a degree at the end you become unemployed and be nobody so helping students with employment will help to reduce poverty and to know the importance of education

- Before making decisions they should consider the Middle class , Black Children. Who are from Villages far far from Campus. And those who have NSFAS but NSFAS is being unreasonable. The accomodations they stay at which are VERY expensive but are just full of lies and have ridiculous rules which are totally irrelevant to that particular group. They should take responsibility of the duties that they agreed to. No Matter how  hard it is. They are the ones who get paid after all.

- Campus needs to do a survey of where students are staying off campus. Then using Spatial Analysis Model a plan of having mobile facilities that can help reach students in need. Create an app or add on the Kovsie App something that triggers an alarm with a location if someone is in need of help

- Campus shouldn't be politically driven. Its suppose to be an institution of higher learning not a political war zone. In fact I feel that voting for a political party to represent students is wrong. Student leaders should rather be elected via their own ideas on how campus can be managed, rather than following the ideas and policies of a political group

- Can you please give students more attention and provide them with free food as some can't afford it as they are supporting their families with their allowances.

- Change the current SRC of Bloem campus because it has failed students.

- Competitions like this should be made more often to encourage students to be more active and gain knowledge

- Courses should specify and match with the field of work student with average of 79 to 84 should also be considered to qualify for postgraduate studies

- Create more extra activities to improve inclusivity

- Create more job/opportunities for students to open more departments and create projects that focus on above mentioned topics. Projects where one experiences such as career fair is better  than catalogues for example.

- Definitely focus on student development in all key areas of life.

- Educate people more on how to be employable. How to find jobs, where to look. Although in my faculty we learn about it but it seems like most students don't know how to find jobs.

- Emotional support for students

- Ensuring that students are well-equipped for post graduate work, in their chosen faculty

- Every first year should be given a mentor even if they didn't attend Gateway orientation and let them participate in on campus activities

- FUSE RELEVANT TECH MODULES TO ALL DEGREES

- For on campus students the safety is very good (keep it up).

- Frequent patrols on campus and outside campus from 07h30 to 22h30.

- Get a better University rating

- Give more competitions in order for students to be more aware and engaged on Student Affairs matters.

- Give students especially female students a panic button of sorts for the evening or night.

- Give the commuter students transport of their own. This can be deducted from their allowance like accommodation fees. Give them transport from school so that they can get involved in campus activities without having to worry about their own transport and safety.

- Have an FCom for SRC and FSCR

- I Love the University however, it should work on improving its status on the international map. If you can get more research orientated alumni this would really improve the Universities credibility

- I am glad that student affairs interact with students via emails,  but some students like me always have it hard to access my emails,  i have to go Incognito mode just to add an email under my Gmail & sometimes it refuses to open so information posted on WhatsApp group chats keep some of us updated with school work.

- I am grateful for the support that I got from the student affairs as a first year student ,it helped me to adjust well to the new environment.

- I am happy that there are such programmes at the university that actually ask students how they feel about certain things what students want, instead of letting people make decisions without considering the students. I believe initiatives such as this one is key to the success of the UFS.

- I don't feel comfortable amongst most white people at school. Most don't socialise with any non-white people in a country where 91% of the population doesn't identify as white and that kinda scares me.

- I have no comments

- I have no suggestions or recommendations but I would like to applaud The student affairs platform because it considers the views and experiences of students in order to make the learning environment more effective.

- I joined UFS this year and i would advice you to give some kind of compulsory education on the services you provide in-order to raise

awareness

- I just appreciate that there are initiatives, such as this one, at UFS that actually engages with students on what they want and how they feel. This is the key to the success of UFS.

- I know this is out of content, but the lecturer should accommodate students during this pandemic, in terms of their intensive work. The work is too much and overwhelming.

- I love ufs

- I personally feel that off campus students have been neglected. Although there's gateway, off-campus students are the last to learn about on campus opportunities or programmes. There's a HUGE gap there. Some have late night practicals and the walk home is the worst. I wish that "safety and security" for students meant going beyond the gates.

- I recommend the Student Affairs for this survey as it improves our knowledge as students in the UFS for taking part in all their decisions. Thank you.

- I strongly suggest the student affairs to look into psychological and emotional health. during this time a lot of student have been through a hard time . Some where affected by covid19 and made through , some lost their family members to covid19 therefore in someone way they need the emotional support to keep going and focus on their studies.

- I suggest it would be essential to me if I knew what I must do to become a member of sports at UFS. I, therefore kindly, ask that assistance may be provided to us as students.

- I suggest that since the University is so keen in protecting it's students, staff and other parties from Covid-19, they should consider getting counter shields for every store in Thakaneng not to benefit the shopowners but to look out for their Student's health and the staff's health as well...

- I suggest that student affairs focus more including students who stay off campus when doing gateway events.

- I suggest that the institution gives students access to virtual therapy, we are going through the most emotionally straining period during online studying and many of us are at home anyway and not everyone is in the most conducive space to become so I think if we had someone to talk every once in a while we'd be a lot better.

- I suggest that the university develop more ways to deal with the issue of gender based violence as it is the current, most abrupt pandemic we are facing.

- I suggest that the university should find more ways to fight the issue of gender based violence as it is the current, most abrupt pandemic we are facing at the moment.

- I think it is important to focus on those especially during this time of the pandemic, some students are not coping and their mental health is declinig

- I think it would be a good idea if the Kovsie sport could register athletes that clearly meet a certain criteria for free without them having to pay R500

- I think more emphasis should be placed on graduate employability especially for careers with a larger gap of unemployed students. At least help students get a chance to network within their set professions. There are some students who are introverts who find it extremely intimidating to socialize, I think a new way to help cover and cater for them.

- I think that the RC responsible for working with CUADS should be part of CUADS because they can relate more to CUADS students struggles.

- I think the university should also become more observant even on out of campus student in terms of their safety  I feel like they are not 100% safe even during this where by there's human trafficking it mostly  affecting out of campus students.

- I think there should be a way of advertising the various departments of Student Affairs to first year students, so they know where to go for support and participate maximally. I only found out about some divisions later on.

- I would like Student Affairs to make sure it create emphasis on the policy of the institution. Regarding crime and bullying.

- I would like ufs to take care more in student with disability

- I would love to come back on campus next year 2021 because ever since this pandemic started and we had to come back home it has negatively impacted my studies due to certain reasons which includes, Load Shedding, internet connection, Family pressure, Safety place to study.  Please online learning is great but it does not accommodate every student because of resources and different environments..

- I would recommend this affair to other student to join it.

- I would strongly recommend for students to go for psychological evaluation atleast once every semester. I would also suggest the need for career guidance for first years and final year students to be emphasized.

- I would suggest that at the kovsie clinic that the reception be at a more private place because some students dont feel comfortable informing the receptionist why they are there in front of other students

- I would suggest that these surveys can be also distributed via SMS to cater for students who can't access emails due to data problems or maybe they may miss the email due to other reasons.

- I'm happy with the some progress they r doing especially the building of new residence please stop chasing student on first who don't have place to stay in emergency res , we r grateful for taking out the statue of pres stayne , please find sponsor for varsity get as much as u can so varsity won't have problem of kicking student's out stop taking decision on behalf of students ask us what we want not what u think we want

- If possible raise awareness on how other students can be funded especially in this trying times of Covid-19. There are so many students without funding and it causes health hazards to them.

- If safety is prioritized, then there might be a decrease in the numbers of students who might have physical, psychological and emotional health issues. Students might perform better academically if they have peace of mind knowing that they are safe on and around campus, which might increase the numbers of students who graduate on time and and increase graduate employability.

- If there are question paper who interpret from English to Afrikaans, please do so in all 11 official languages. Interpret in Xhosa, Zulu , Sotho etc. English is also not our home language.

- Im mostly concerned with inclusivity, i think student affairs should focus more on that issue

- Implementation of more awareness regarding sexuality.

- Improve the Orientation week so that all first year students may have equal opportunity to learn about the institution.

- In future it would be the best thing the university would do to always hear the voice of students

- In terms of UFS making a safe environment it does well on campus but off campus living still needs more attention. I might not personally know of people that have been hurt but we constantly hear about these things and I personally fear walking to and fro campus and my house is literally 5 minutes away.

- Include an FCom of SRC and other major leadership structures

- Include building touring in gateway program

- Including other students in things like mentorship program is the best move for all students but especially first year student who know nothing about the university life and balancing it out. I talking on behalf of commuter students who do not know about things like mentorship programs and gateway orientation because they do not have all the information about these presented to them as it is done for residence students. In this I include sports, most commuter students are interested in sports but because they do not know where to go, who to approach then they end up not joining.

  Safety and Security of students is as much important as mental health of all students. There has been cases of student robbery that have been reported in the past months and some were taking place during the day when commuter students were walking from campus back to their respective accomodations. If on-campus (residence) students can call UFS protection services to accompany free of charge them to their residences because they do not feel safe walking alone at night or  evening then a commuter student must be able to do the same without having to be questioned about walking at night.

- Inclusive environment that will help students voice out their concerns

- Inclusivity

- Increase patrol area outside campus

- International students should also be considered for jobs at the ufs

- It has been very tough under lockdown, hoping the university will understand in terms with some of the failed modules that we did not have a choice under unforseen circumstances.

- It is doing very well

- It should be enforced that students avoid smoking around campus and rather use smoking zones on campus.

- It would be better if the university could prioritize student from poor families for on campus accommodation.

- It would be helpful to have more career EXPOs maybe twice or thrice a year for all faculties, especially those that the public are not familiar with.

- It would be nice to have a UFS community platform where students and alumni can come together and help each other find employment opportunities, share valuable advice on how to manage one's studies and also for current students to get feedback/ inspiration from alumni about the world of work post graduation

- It would have been if students could be employee easily after graduating.

- It would really be appreciated if most of the things or events also include off campus students.

- It would really be appreciated if the school can focus on renovating residences during holidays because there are cracks everywhere

- Keep making students aware about your office as student affairs and keep up the good work done thus far

- Keep up the good work

- Keep up the good work that has been done so far by the student affairs and keep making students aware of your office

- May please the university take into consideration the issue of data since we study online and also the issue for Funza Lusaka students we are struggling the whole year with food, accommodation as well as some cash to keep us living. Yes we receive cash at that specific time but it don't reach the needs for the following year,

- Maybe athletes that re first year that meet a certain criteria could be allowed to register in the kovsie athletic for free if they do not have a bursary as not many first years are aware that one would have to pay a membership fee of atleast R500 to join the kovise team.

- Maybe more cameras could also be displayed around campus with 24 hour moderation so that the chances of any crime happening are reduced. Maybe security may also patrol around campus even 10 minutes to ensure that student are still safe, even those who live off campus.

- Mental health can be incorporated with ufs101 to equip people with knowledge and raise more awareness amongst students.With regards to safety and security at least five cars that patrol 24/7 in areas that students reside to ensure that they are safe or rather shuttles should be provided to off-campus students at an affordable fee.

- Mental health is one issue that needs a lot of attention in terms of accessing convenient and timeous assistance from the relevant health professionals on campus.

- Mental health is the main reason most students do not perform well. Others do alcohol hoping to run away from their issues, whether its finances, home or academics. Therefore, more and more awareness is needed to students. First years go through a lot of struggles on their own, not knowing or being scared to ask for help and from there is when most students mental health takes down affecting their studies and confidence and also participation in campus organizations or activities.

- Mental health issues should be given special preference

- More functions must be implemented to help students

- More on campus opportunities would be appreciated

- More security, have courses and firmly advice people about the importance of what they are studying including their chances of employment because honestly speaking some things just don't have jobs and are a waste of time and money..

- Motivate student all the time in regardless of good or bad times

- My experience at the university of free State was very great

- My suggestion is that there be an annual ceremony for Education students where students with outstanding academic performance will be recognised. This will motivate students and foster the culture of academic excellence and healthy competition among students.

- N/ a


    Dont make students pay for outsids lecturing when we have already paid to be taught at UFS

- N/A (12 Counts)

- NONE

- Na

- No comments

- No recommendations

- No suggestion

- Nome

- Non

- None (15 Counts)

- None.

- Nothing (2 Counts)

- Off campus students should be offered shuttle services after 7pm

- On behalf of Funza Lushaka busary, the allocation of funds takes a very long time in such a way that Funza holders are struggling and starving

- Other then that am satisfied with other things.

- PATROL OUTSIDE CAMPUS

- PROVIDING STUDENTS WITH MORE PSYCHOLOGICAL PROGRAMMES

- Patrolling around campus and outside campus from 17:30 to 22:30 because not all ufs students reside on campus.

- Personally the university has done an exceptional job at helping us cope during the lockdown. They have provided us with so many resources to empower ourselves not only in our studies but also in our lives apart from school. Such as online counselling, frequent updates on Covid cases, graduate employability, and student success newsletters. However, next year I do hope that off campus students will be considered in terms of safety. Thank you very much.

- Please be part of Student lives to ensure that they succeed and grow.

- Please go build a bigger library

- Please help students to find mentors

- Please help with ensuring that the financial aid office/nsfas provides an effective service since the such matters don't allow self-service. The nsfas head office must be properly integrated with the campus office. And provide an efficient and effective service, please!

- Please keep on with these surveys because this is the only opportunity where you can hear from us about what we know and do not know about our campus.

- Please support students mentality.

- Provide more staff for psychology department so that student dont have to wait for weeks to be attended to after making an appointment
  .

- Providing transport for students

- Psychological issues because many of us students are suffering mentally and walk around as if everything is rosey while it's not. We are slowly dying due to the workload that we are faced with within such a sort period of time.

- Put students first & stop making it about profit.

- Racism must also be prohibited in lecturing rooms. if a class is presented in English only english must be allowed not other languages. Exam or semester test papers must be assessed in one official language, it must benefit all students equally and fairly

- Rather check on students now and then

- Recommend a shuttle service for off campus students.

- Safety and secure securities all the day. If you are request how to be improve for UFS environment, just plan to puchrase UFS transport to drop students off campus and every security around the class venue outside.

- Security must be prioritize and off students should take a bus as a shuffle to campus at night

- Self improvement

- Send motivations to students through SMS, emails or blackboard

- Should continue supporting student even through the pandemic

- So far you are in a right as we know Rome was not built in a day.

- Something needs to be done about the high levels of muggings and attacks of students go to and from campus in universitas and brandwag

- Staff should learn to pay attention to student needs urgently.

- Student Affairs can only do so much, some other things should be taken care of by individuals themselves

- Student Affairs must provide transportation for Offcampus Students if there are events that will take long and end in the evening for OffCampus Students .Student affairs must provide incentive to encourage students to participate on their Surveys and Catering if physical activities .

- Student affairs is doing well but we need more transparency from them

- Student affairs must thrive to transform the living standards of on-campus students and monitor the student lifecycle from admission to graduation, this will enable the university to tailor offerings that addresses the needs of all students.

- Student affairs to be involved with the ineffectiveness of student governance
  Creating training opportunities before running for office
  Create more opportunities for students to acquire tools and skills towards personal growth and graduate employability

- Student health

- Students being given the chance to voice out their opinions.

- Students should be included when making decisions about things that will affect them

- Students who are struggling financially should be compensated by the university Especially students who lost their funding

- Students who reside in townships must at least be provided with buses everyday from downtown that operate during certain times at a discounted rate inclusive to their tuition fees.

- Students who stay off campus should also be prioritized like those that stay on campus.

- Students, mainly first years, usually have a hard time adapting to the university life and finding accommodation spaces to the point where emotional counseling is needed.

- Studying at UFS is excellent

- Technically I am a first year student because last year I did UAP at the small Welkom Campus (TVET College). This year due to covid-19 lockdown, I had to leave Bloemfontein early in March therefore it is difficult to answer these questions as I only spent 3 months on the main campus.

- Thank you for being the best

- Thank you for this survey

- The Mental health of students is at a deteriorating state. This is an area that needs special and immediate attention as it has a very large contributing factor in everything that is done by the students.

- The Student Affairs, together with the university, are doing exceptionally well in helping students grow knowledgeably.

- The UFS has a long way to go in terms of Management to student communication, in terms of things students are not happy about and what management could and should be doing for its students.

- The UFS should keep up with ensuring safety in and out of campus for students.

- The UFS should prioritize off campus students. Provide shuttles and create community groups for to have a unity like on-campus residences do.

- The University should shift it's approach to Job creation by empowering the youth more on creating jobs than finding employment.

- The University should try and invest in bus services for students

- The cameras of the Security should be enhanced and also be installed in the storage rooms.

- The office should encourage students to participate

- The programs offered on campus serve a purpose and I am glad they are available.

- The student Art dialogues work as students get to talk out pressing matters, they just need more exposure/marketing

- The student affairs should allocate more attention to activities that develop students and increase their employability skills. student who are leading in residences especially RC and Mentors are clueless about the channel they have to follow if there is drastic event that took place outside/beyond the scope of their duties. e.g the vice in this other residence i wont mention was faced with the case of first years whereby they sexually harassed each, the manner in which the case was dealt with, i felt like it was unfair due to the fact that the leader was not properly informed of the channels whereby such events occur. manual that contain content and emergency number should be compiled and be distributed to various student on and off campus so that they are liberated about the direction they have to embark on during tough and uncertain time.

- The student affairs should allow student to propose other organisations to the university that are independent and full run by student that promote innovation that is outside the academic framework

- The stuent affairs is doing great exceptional work.
  Being there for students especially in need.

- The university is trying by all means to keep us safe on campus but that does not apply when we are off campus

- The university should by all means find more ways to tackle the issue of Gender Based Violence as it is the most severe pandemic we are currently facing.

- The university should make platforms to absorbs their students

- The university should take to consideration that not everyone who comes to university have resources such as computer. And those who do have laptops and staying off campus should be provided with free data because they aren't in a position of having Wifi

- The university should try and help students who need internship/ practical with getting placements.

- The work or academic content in textbooks should be reduced and more of practicals should be done.

- There is a great need for talks that address issues such as consent, particularly in males residences.

- There needs to be a gret focus on Gender Based violence on Campus and provide seminars and talks and safe spaces for women and men to talk about it .

- There should be frequent patrols on campus and outside campus from 17:30 to 22:30

- There should be police patrolling every night in the neighboring residences. Most off campus students ain't safe.

- There should be security guards patrolling around campus and not just at the gate.
  The University should also try to help international students with employment. They should not have to be on their own after obtaining a degree at your school.

- They are doing well the problem is off Campus

- They should advice students on how to obtain employment after graduation

- They should offer more conselling  for crime victims

- This survey is quite exceptional and we as students need more of such, they cover issues we  could not be able to bring up easily.

- Transparency in residences

- Try to let us know more about social workers

- Trying harder to implement some ideas to put justice into place

- UFS has made efforts on safety of students and giving the first years and all students Programme to help them to be successful students and graduate from the university and be employable in the society.

- UFS is doing great in keep the students safe.

- UFS is the best university, they think about their students. My friend was mugged and stabbed in the back inside the campus. The university dealt with the situation by offering him to stay on campus Residents and now he is going to a counseling and he is much better. Thanks to the university

- UFS need to find better ways of engaging with students and also have better implementation strategies for complaints that students bring.

- UFS says they care about their students, but we are treated like a paycheck.

- UFS should focus on making sure that students who live in off campus accommodations are also safe especially in the evenings when they're having evening classes

- UFS system must work fairly on all students.

- Ufs should hire Private security for off campus students so they can be safe when they go home after studying at night

- Ufs should provide with more internships and job vacancies for students to make extra cash

- WHEN IT COMES TO REACHING OUT RO STUDENTS UFS STUDENT AFFAIRS ARE DOING AN EXCELLENT JOB, STUDENTS INCLUDING ME JUST NEED TO HAVE FAITH AND TRUST IN THEM

- We need change!

- We need more streetlights off campus on routes on our way back to our off campus residences

- We want to feel safe on the way and on campus

- Well as we are facing this pandemic  with positive  mind set ,I think  it is important  for the students  affairs  to offer students with psychological and emotional  support  because we are not  ok  at all the workload  that we have might cause  depression  to some of us.

- When i'm on campus i feel safe and study well on campus. Me being around campus premises motivates me to work harder

- When students feel safe, it gives them energy to go study or it encourage them to study without fear

- Would urge them to make the leadership bursary a full-time funding opportunity for students

- Yes, off-campus students become excluded in certain things, like residence academic recognition awards, for example, in contrast to on-campus students. In certain cases, you find that even when you have outperformed an on-campus student academically, they are still recognized and those awards are of great benefit to their employability.

  Can't student affairs make an exception to recognise off-campus students with their excellent academic achievement like on-campus residences do?

- build more residences and more off campus student accommodations should be accredited

- get the residences up to proper living standards before building more. Some residence bathrooms and kitchens are falling apart and are very dirty at most times of the day. The heaters only start working halfway through winter every year. We should also focus on food security of students living in res.

- graduate employability is a priority

- hate crimes like racism are things that need parental involvement most people learn this from their homes and surroundings ,people need to know that beyond color we are human and we have feelings. sometimes you don't have to like me but respect me. each one

teach one. Parents must instill respect to their kids before they reach university.

- have tour guides even for students that are not residing on campus so that first years can know their way around campus and don't look stupid and confused all the time

- i

- i am overall impressed by the Universities conduct towards achieving a safe learning environment conducive to learning. Student food security is however, something to be re-worked and evaluated.

- i think that the institution should have sort of free bus/cheap bus(R5) that will take students back to their offcamp accomodation

- i want to be the best student in the 2021 academic year

- international students should be treated with the same respect as local citizens

- n/a

- no comment (2 Counts)

- none

- offers studenst with bursary links

- recognition of international students

- safety and security of students should be made a priority, some crimes that students experience are damaging and it changes them forever.

- so far the Student Affairs of the UFS is doing exceptionally well and they should keep up the good work they do

- so far the university has been doing a good job by educating students about different aspect of life, but i would be please if the university also start programmes that will teach students about finances and investment, more especially about how to manage finances, so that they can also be responsible in that area.

- the student governance must do something with the issue of allowances next year. they should hold a meeting with financial aid and decide on a fixed date  to release allowances.

- this was a good exercise

- try to focus more on mental health

- we need more programs from the student affairs and create more jobs for students

- why are you giving us the same question. this is time consuming more especially now we have to write the same thing over and over again. plus, the exams are around the corner we don't have time

# Mr. Ruben Langenhoven
## SAWS_2020 (SAWS_2020)
### No. of responses = 159

## Survey Results

## Legend

Relative Frequencies of answers   Std. Dev.   Mean

Question text

Left pole

25%   0%   50%   0%   25%

Right pole

Scale   1   2   3   4   5   Histogram

n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

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## 1. DEMOGRAPHIC INFORMATION:

**1.1)  Accommodation:**

| | | |
|---|---|---|
| On-Campus Residence | 44.2% | n=154 |
| Commuter Student (not in a UFS residence) | 55.8% | |

**1.2)  If commuter student, please select the most appropriate option regarding your current accomodation:**

| | | |
|---|---|---|
| Accredited Student Accommodation (i.e. Campus Key, Unilofts) | 12.6% | n=103 |
| Parent's/ Guardian's/ Family's Residence | 16.5% | |
| Townhouse/ Flatlet | 15.5% | |
| Student House | 23.3% | |
| Other | 32% | |

**1.3)  Are you a student with a disability?**

| | | |
|---|---|---|
| No | 98.1% | n=157 |
| Yes | 1.9% | |

**1.4)  Ethnicity:**

| | | |
|---|---|---|
| African | 99.4% | n=155 |
| White | 0% | |
| Coloured | 0.6% | |
| Indian | 0% | |
| Asian | 0% | |
| Other | 0% | |

**1.5)  Gender:**
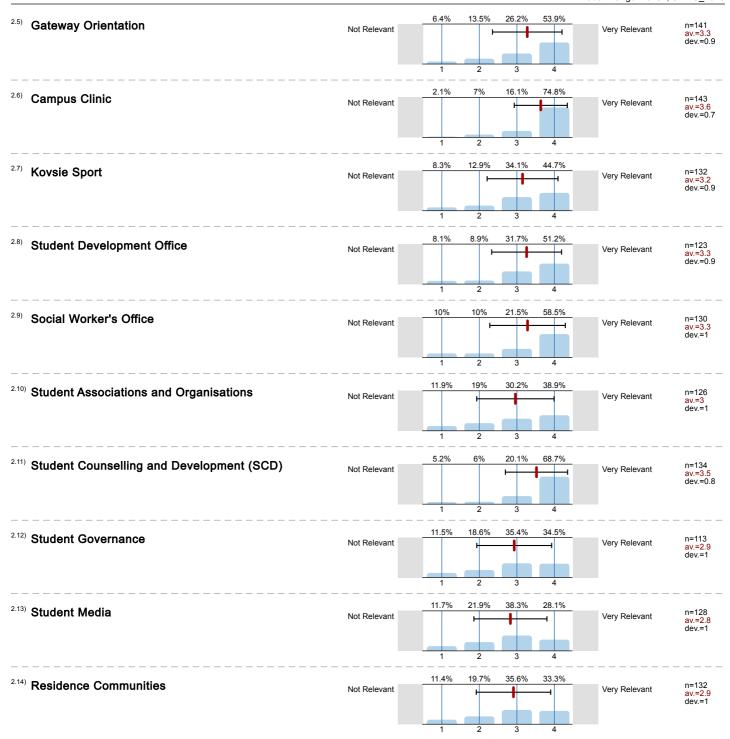
| | | |
|---|---|---|
| Female | 70.1% | n=157 |
| Male | 29.3% | |
| Gender Non-Conforming | 0.6% | |

---
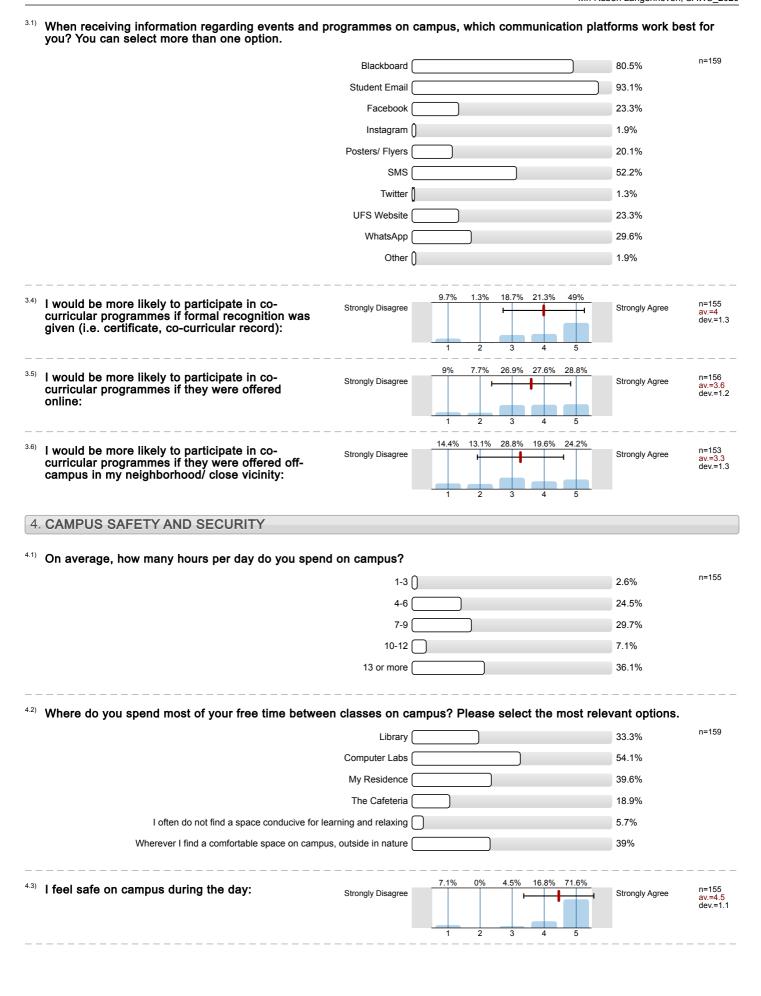
**1.6) Year of Study:**

| | | |
|---|---|---|
| First | | 18.4% |
| Second | | 26.6% |
| Third | | 27.2% |
| Fourth | | 21.5% |
| Postgraduate | | 6.3% |

n=158

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

**2.1) Are you aware of the following divisions on campus? Please select all relevant divisions.**

n=159

| Division | % |
|---|---|
| Career Services | 80.5% |
| Centre for Universal Access and Disability Support (CUADS) | 47.8% |
| Gateway Orientation | 79.2% |
| Campus Clinic | 94.3% |
| Kovsie Sport | 85.5% |
| Student Development Office | 56.6% |
| Social Worker's Office | 66% |
| Student Associations and Organisations (Political, Religious, Academic) | 64.2% |
| Student Counselling and Development | 79.9% |
| Student Governance | 52.8% |
| Student Media | 82.4% |
| Residence Communities | 66% |

**2.2) Are you currently involved with/ have you previously participated in any workshops or programmes offered by one of the following divisions? Please select all relevant divisions.**

n=159

| Division | % |
|---|---|
| Career Services | 37.1% |
| Centre for Universal Access and Disability Support (CUADS) | 5.7% |
| Gateway Orientation | 52.8% |
| Campus Clinic | 47.8% |
| Kovsie Sport | 29.6% |
| Student Development Office | 21.4% |
| Social Worker's Office | 20.8% |
| Student Associations and Organisations (Political, Religious, Academic) | 26.4% |
| Student Counselling and Development | 26.4% |
| Student Governance | 7.5% |
| Student Media | 16.4% |
| Residence Communities | 27% |

**2.3) Career Services**

Not Relevant — 7.1% / 5.7% / 27.1% / 60% — Very Relevant

1 2 3 4

n=140
av.=3.4
dev.=0.9

**2.4) Centre for Universal Access and Disability Support (CUADS)**

Not Relevant — 19.8% / 10.7% / 19.8% / 49.6% — Very Relevant

1 2 3 4

n=121
av.=3
dev.=1.2

**2.5) Gateway Orientation**

| | 6.4% | 13.5% | 26.2% | 53.9% | |
|---|---|---|---|---|---|
| Not Relevant | | | | | Very Relevant |

n=141
av.=3.3
dev.=0.9

**2.6) Campus Clinic**

| | 2.1% | 7% | 16.1% | 74.8% | |
|---|---|---|---|---|---|
| Not Relevant | | | | | Very Relevant |

n=143
av.=3.6
dev.=0.7

**2.7) Kovsie Sport**

| | 8.3% | 12.9% | 34.1% | 44.7% | |
|---|---|---|---|---|---|
| Not Relevant | | | | | Very Relevant |

n=132
av.=3.2
dev.=0.9

**2.8) Student Development Office**

| | 8.1% | 8.9% | 31.7% | 51.2% | |
|---|---|---|---|---|---|
| Not Relevant | | | | | Very Relevant |

n=123
av.=3.3
dev.=0.9

**2.9) Social Worker's Office**

| | 10% | 10% | 21.5% | 58.5% | |
|---|---|---|---|---|---|
| Not Relevant | | | | | Very Relevant |

n=130
av.=3.3
dev.=1

**2.10) Student Associations and Organisations**

| | 11.9% | 19% | 30.2% | 38.9% | |
|---|---|---|---|---|---|
| Not Relevant | | | | | Very Relevant |

n=126
av.=3
dev.=1

**2.11) Student Counselling and Development (SCD)**

| | 5.2% | 6% | 20.1% | 68.7% | |
|---|---|---|---|---|---|
| Not Relevant | | | | | Very Relevant |

n=134
av.=3.5
dev.=0.8

**2.12) Student Governance**

| | 11.5% | 18.6% | 35.4% | 34.5% | |
|---|---|---|---|---|---|
| Not Relevant | | | | | Very Relevant |

n=113
av.=2.9
dev.=1

**2.13) Student Media**

| | 11.7% | 21.9% | 38.3% | 28.1% | |
|---|---|---|---|---|---|
| Not Relevant | | | | | Very Relevant |

n=128
av.=2.8
dev.=1

**2.14) Residence Communities**

| | 11.4% | 19.7% | 35.6% | 33.3% | |
|---|---|---|---|---|---|
| Not Relevant | | | | | Very Relevant |

n=132
av.=2.9
dev.=1

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

**3.1)** When receiving information regarding events and programmes on campus, which communication platforms work best for you? You can select more than one option.

n=159

| | |
|---|---|
| Blackboard | 80.5% |
| Student Email | 93.1% |
| Facebook | 23.3% |
| Instagram | 1.9% |
| Posters/ Flyers | 20.1% |
| SMS | 52.2% |
| Twitter | 1.3% |
| UFS Website | 23.3% |
| WhatsApp | 29.6% |
| Other | 1.9% |

**3.4)** I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular record):

Strongly Disagree — Strongly Agree

9.7%  1.3%  18.7%  21.3%  49%

n=155
av.=4
dev.=1.3

**3.5)** I would be more likely to participate in co-curricular programmes if they were offered online:

Strongly Disagree — Strongly Agree

9%  7.7%  26.9%  27.6%  28.8%

n=156
av.=3.6
dev.=1.2

**3.6)** I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close vicinity:

Strongly Disagree — Strongly Agree

14.4%  13.1%  28.8%  19.6%  24.2%

n=153
av.=3.3
dev.=1.3

## 4. CAMPUS SAFETY AND SECURITY

**4.1)** On average, how many hours per day do you spend on campus?

n=155

| | |
|---|---|
| 1-3 | 2.6% |
| 4-6 | 24.5% |
| 7-9 | 29.7% |
| 10-12 | 7.1% |
| 13 or more | 36.1% |

**4.2)** Where do you spend most of your free time between classes on campus? Please select the most relevant options.

n=159

| | |
|---|---|
| Library | 33.3% |
| Computer Labs | 54.1% |
| My Residence | 39.6% |
| The Cafeteria | 18.9% |
| I often do not find a space conducive for learning and relaxing | 5.7% |
| Wherever I find a comfortable space on campus, outside in nature | 39% |

**4.3)** I feel safe on campus during the day:

Strongly Disagree — Strongly Agree

7.1%  0%  4.5%  16.8%  71.6%

n=155
av.=4.5
dev.=1.1

**4.4) I feel safe on campus in the evening (17h00-22h00):**

Strongly Disagree    7.1%   6.5%   18.7%   23.2%   44.5%    Strongly Agree

1   2   3   4   5

n=155
av.=3.9
dev.=1.2

**4.5) I feel safe on campus at night (22h00-06h00):**

Stronsyly Disagree    9.1%   7.1%   24.7%   13%   46.1%    Strongly Agree

1   2   3   4   5

n=154
av.=3.8
dev.=1.3

**4.6) I feel safe at my accommodation facility during the day:**

Strongly Disagree    8.1%   2%   10.8%   23%   56.1%    Strongly Agree

1   2   3   4   5

n=148
av.=4.2
dev.=1.2

**4.7) I feel safe at my accommodation facility in the evening (17h00-22h00):**

Strongly Disagree    7.5%   3.4%   17.7%   23.1%   48.3%    Strongly Agree

1   2   3   4   5

n=147
av.=4
dev.=1.2

**4.8) I feel safe at my accommodation facility at night (22h00-06h00):**

Strongly Disagree    10.9%   6.8%   21.1%   20.4%   40.8%    Strongly Agree

1   2   3   4   5

n=147
av.=3.7
dev.=1.3

**4.9) In the past two years, have you or a student you know personally been a victim of crime(s) on campus?**

| | | n=159 |
|---|---|---|
| No | 73.6% | |
| Yes | 11.9% | |
| Yes, someone I know personally | 13.8% | |

**4.10) If you have been a victim of crime on campus in the past two years, please indicate which crime(s):**

n=159

| | |
|---|---|
| Damage to personal property | 3.1% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 3.8% |
| Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) | 3.1% |
| Mugging or Robbery | 0.6% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 5% |
| Physical Violence or Assault | 1.3% |
| Theft of personal property | 5.7% |
| Others forms of crime | 0% |
| Not Applicable | 62.3% |

**4.11) If a student you know personally has been a victim of crime on campus in the past two years, please indicate which crimes:**

n=159

| | |
|---|---|
| Damage to personal property | 4.4% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 6.9% |
| Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) | 9.4% |
| Mugging or Robbery | 5% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 5% |
| Physical Violence or Assault | 3.1% |
| Theft of personal property | 11.9% |
| Other forms of crime | 1.3% |
| Not Applicable | 55.3% |

**4.12) If you have been a victim of crime while travelling to/from campus in the past two years, please indicate which crime(s):**

n=159

| Crime | % |
|---|---|
| Damage to personal property | 1.9% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 2.5% |
| Hate Crime (assault, harassment or any other form of violence based on race, sexuality, nationality, religion) | 1.3% |
| Mugging or Robbery | 12.6% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 3.8% |
| Physical Violence or Assault | 2.5% |
| Theft of personal property | 8.2% |
| Other forms of crime | 0.6% |
| Not Applicable | 57.9% |

**4.13) If a student you know personally has been a victim of crime while travelling to/ from campus in the last two years, please indicate which crimes(s):**

n=159

| Crime | % |
|---|---|
| Damage to personal property | 4.4% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 5.7% |
| Hate Crime (assault, harassment or any form of violence based on race, sexuality, nationality, religion) | 4.4% |
| Mugging or Robbery | 18.9% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 3.1% |
| Physical violence or assault | 5% |
| Theft of personal property | 10.7% |
| Other forms of crime | 0.6% |
| Not Applicable | 54.1% |

**4.14) Are you aware of the actions to take in the event that you become the victim of, or witness, a safety incident on campus?**

n=151

| | % |
|---|---|
| No, I would not know what to do/ who to report it to | 17.9% |
| I have a vague idea of what to do/ who to report it to | 33.8% |
| Yes, I know exactly what to do/ who to report it to | 48.3% |

**4.15) The UFS is _____ in its efforts of working towards creating a safe and secure campus environment**

n=156

| | % |
|---|---|
| Failing | 1.3% |
| Average | 44.2% |
| Exceptional | 54.5% |

# Profile

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2.3) | Career Services | Not Relevant | | Very Relevant | n=140 | av.=3.4 | md=4.0 | dev.=0.9 |
| 2.4) | Centre for Universal Access and Disability Support (CUADS) | Not Relevant | | Very Relevant | n=121 | av.=3.0 | md=3.0 | dev.=1.2 |
| 2.5) | Gateway Orientation | Not Relevant | | Very Relevant | n=141 | av.=3.3 | md=4.0 | dev.=0.9 |
| 2.6) | Campus Clinic | Not Relevant | | Very Relevant | n=143 | av.=3.6 | md=4.0 | dev.=0.7 |
| 2.7) | Kovsie Sport | Not Relevant | | Very Relevant | n=132 | av.=3.2 | md=3.0 | dev.=0.9 |
| 2.8) | Student Development Office | Not Relevant | | Very Relevant | n=123 | av.=3.3 | md=4.0 | dev.=0.9 |
| 2.9) | Social Worker's Office | Not Relevant | | Very Relevant | n=130 | av.=3.3 | md=4.0 | dev.=1.0 |
| 2.10) | Student Associations and Organisations | Not Relevant | | Very Relevant | n=126 | av.=3.0 | md=3.0 | dev.=1.0 |
| 2.11) | Student Counselling and Development (SCD) | Not Relevant | | Very Relevant | n=134 | av.=3.5 | md=4.0 | dev.=0.8 |
| 2.12) | Student Governance | Not Relevant | | Very Relevant | n=113 | av.=2.9 | md=3.0 | dev.=1.0 |
| 2.13) | Student Media | Not Relevant | | Very Relevant | n=128 | av.=2.8 | md=3.0 | dev.=1.0 |
| 2.14) | Residence Communities | Not Relevant | | Very Relevant | n=132 | av.=2.9 | md=3.0 | dev.=1.0 |

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3.4) | I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular | Strongly Disagree | | Strongly Agree | n=155 | av.=4.0 | md=4.0 | dev.=1.3 |
| 3.5) | I would be more likely to participate in co-curricular programmes if they were offered online: | Strongly Disagree | | Strongly Agree | n=156 | av.=3.6 | md=4.0 | dev.=1.2 |
| 3.6) | I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close | Strongly Disagree | | Strongly Agree | n=153 | av.=3.3 | md=3.0 | dev.=1.3 |

## 4. CAMPUS SAFETY AND SECURITY

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4.3) | I feel safe on campus during the day: | Strongly Disagree | | Strongly Agree | n=155 | av.=4.5 | md=5.0 | dev.=1.1 |
| 4.4) | I feel safe on campus in the evening (17h00-22h00): | Strongly Disagree | | Strongly Agree | n=155 | av.=3.9 | md=4.0 | dev.=1.2 |
| 4.5) | I feel safe on campus at night (22h00-06h00): | Strongly Disagree | | Strongly Agree | n=154 | av.=3.8 | md=4.0 | dev.=1.3 |
| 4.6) | I feel safe at my accommodation facility during the day: | Strongly Disagree | | Strongly Agree | n=148 | av.=4.2 | md=5.0 | dev.=1.2 |
| 4.7) | I feel safe at my accommodation facility in the evening (17h00-22h00): | Strongly Disagree | | Strongly Agree | n=147 | av.=4.0 | md=4.0 | dev.=1.2 |

4.8) **I feel safe at my accommodation facility at night** (22h00-06h00):

Strongly Disagree | ——————————— | Strongly Agree

n=147    av.=3.7    md=4.0    dev.=1.3

# Comments Report

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## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

3.2) **If other, please specify**:

- Brochures

- N/A

- Staff

- Student Email

- Student media

- email

3.3) **How do you typically become aware of co-curricular programmes and events on campus? (i.e. word of mouth, SMS, Facebook etc.)**

- As an RA, I often hear about programmes via Student Email or colleagues (word of mouth).

- Blackboard
  Student e-mail

- Blackboard and sometimes via sms

- Blackboard and word of mouth

- Blackboard notification

- Blackboard or by e-mail

- Blackboard, Email and posts around campus.

- Blackboard,student email,WhatsApp and sms

- Blackbord

- By posters and messages circulated on Whatsapp

- By sending us an email

- E-mail

- EMAILS AND UFS WEBSITE

- Email (9 Counts)

- Email and sms

- Email and sms sometimes word of mouth

- Email and word of mouth

- Email, Facebook and SMS

- Emails (3 Counts)

- Emails, sms and word of mouth

- Emails, smses and word of mouth

- Facebook (4 Counts)

- Facebook
  posters

- Facebook  and word of mouth

- Facebook and emails

- Facebook and sms

- Facebook and students email

- Facebook and ufs website

- Facebook, WhatsApp

- From friends around  the  Residence

- I become aware of co-curricular programmes by checking blackboard and checking my emails as most things are emailed to students.

- I become aware of co-curricular programs and events on campus mostly through SMS and student emails.

- I become aware predominately via sms,facebook and student email.

- I usually see posters on the notice boards around campus, but most recently, I have been relying on Blackboard and Student Email as we are currently on lockdown.

- MEDIA

- Most of the time via Student emails, and if am on Campus I became aware by seeing posters, in notice boards, and receiving flyers.

- Mostly by Facebook

- Mostly by word of mouth

- Non

- Noticeboard

- On whatsapp posts but mostly on the email

- Posters (2 Counts)

- Posters and Blackboard

- Posters and on blackboard

- SMS (3 Counts)

- SMS AND EMAILS

- SMS and Email

- SMS and Emails

- SMS and Facebook

- SMS and blackboard

- SMS and student email.

- SMS and word of mouth

- SMS, Email, Posters, Facebook, WhatsApp, Word of mouth

- SMS,Facebook,e-mail

- Sms (5 Counts)

- Sms and blackboard

- Sms mainly

- Social media,student email and blackboard

- Socializing and SMS or Facebook

- Socializing or sms

- Student Email

- Student email (4 Counts)

- Student email, WhatsApp or blackboard

- Student email, blackboard and Facebook

- Student mail

- They are sent on Blackboard announcements and other information is sent in an email.

- Through WhatsApp most of the time nd Blackboard, sometimes via emails when it happens that I checked

- Through my contacts' statuses on Whatsapp.

- Through sms and emails

- Through student email and sms'

- Through the WhatsApp platform and emails

- Ufs email and blackboard

- Ufs website , blackboard and during orientations

- Ufs websites,blackboard, emails and whatsapp groups

- Usually by email. And sometimes N sms

- Usually our Residence Assistants will inform us and sonetimes i come across flyers on campus.

- Via email

- Via email and Posters

- Via student email, sms or blackboard

- WORD OF MOUTH AND WhatsApp

- WhatsApp

- WhatsApp and also from other students

- WhatsApp groups

- WhatsApp, word of mouth , information from fellow students , sms , blackboard and student email

- WhatsApp, word of mouth from fellow students, blackboard

- Whatsapp groups and word of mouth

- With student email or blackboard

- Word of Mouth and emails

- Word of mouth (12 Counts)

- Word of mouth
  Blackboard
  UFS website
  Student Email

- Word of mouth
  Email
  Whatsapp

- Word of mouth
  Facebook

- Word of mouth and Facebook (3 Counts)

- Word of mouth and Student & Staff EMAIL

- Word of mouth and emails

- Word of mouth and pictures

- Word of mouth and posters

- Word of mouth and sms

- Word of mouth and when they occur

- Word of mouth at times because most of the time the people who are within those programmed  invite me or I am part of them.

- Word of mouth is the most common

- Word of mouth, Facebook, email and posters in school notice board

- Word of mouth, SMS, Blackboard, Email

- Word of mouth,sms and facebook posts at the campus page

- Word of mouth. Emails

- Word to mouth

- emails,sms and flyers

- facebook (2 Counts)

- in most cases via Sms and Word of mouth.

- sms

- student email (2 Counts)

- word of mouth

## 5. COMMENTS/ SUGGESTIONS:

5.1) **In your opinion, what are the most pressing/ important issues that Student Affairs should focus on?** (i.e. Graduate Employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional Health, Student Governance etc.)

- All of the above

- Balancing academic and social life, It a privilege for me to be participating to this Survey, since I have been wanting to share something , I am an e mentor under Student Affairs Development office, and this is the most greatest program offered by this office to assists first entering students figure out the best path forward, but unfortunately students are not participating as expected, so I am proposing that if Student affairs will teach students the importance of balancing academics as well as social life, since varsity is not only a place to study so that we graduate and have degrees, but it is also important that we also make time for the things we like, such as meeting new people, make quality friendship etc, as varsity is a place of learning , growth and networking.

- Bridging the gap between the staff and students

- Diversity and Mental health

- Emotional health

- Emotional health and mental health especially now during the pandemic we are suffering as students

- Emotional health, safety and Security and Graduate employability

- Employability (2 Counts)

- Employability, inclusivity and student governance

- Employability, safety and security, psychological and emotional health

- Everything that has do with a student emotionally, psychological, physical, etc

- GRADUATE EMPLOYABILITY

- Getting our degrees with great results

- Graduate Employability (4 Counts)

- Graduate Employability
  Safe and security
  Psychological and Emotional health

- Graduate Employability and safety and security

- Graduate Employability is a must. Safety and security as well to stop gender-baser violence and discrimination of the LGBTIQ+ community

- Graduate Employability,
  Inclusivity,
  Psychological
  Emotional Health

- Graduate and employability

- Graduate emplauability and our psychological and emotional health

- Graduate employability (15 Counts)

- Graduate employability
  All week being and health issues is students

- Graduate employability
  Post grad studies bursaries

- Graduate employability
  Safety and Security
  Psychological and Emotional health

- Graduate employability
  Mental health
  Inclusivity

- Graduate employability
  Mental health
  Inclusuvity

- Graduate employability , emotional health physical health and mostly on their studies

- Graduate employability and Psychological & Emotional Health

- Graduate employability and inclusivity

- Graduate employability and more social events

- Graduate employability and student governance

- Graduate employability and student governance.

- Graduate employability mostly. Because it's no use studying 3 or mores to not get a job.
  Safety and security as well
  Then the health of students

- Graduate employability,  Mental health and Safety and security

- Graduate employability, Saftey

- Graduate employability, because most of the ufs courses does not have practicals,so it would be better if the institution find internship
  for students while their final year so that they can easily find job

- Graduate employability, inclusivity and security

- Graduate employability, mental health and safety

- Graduate employability, safety and security

- Graduate employability, safety and security and incusivity

- Graduate employability, safety and security, psychological and emotional health

- Graduate employability, safety, inclusivity, psychological

- Graduate employability, student governance, and emotional health.

- Graduate employability. The jobs that are given to students on campus have to rotate. A person should only do a job once unless
  otherwise. psychological and emotional health should be available in our convenience not like two weeks after. How will students heal.

- Graduate employment

- Graduate employment ,psychological and emotional health

- Graduates employability

- Hate speech amongst students.
  Misperceptions regarding the socio-economic matters around our campus.
  Recognising the importance of personal health.
  Redefining and embracing what student life actually means from a perspective of diversity.

- I am just a happy student.

- I feel like it should focus on Graduate employability and readying students for the the workplace

- I personally think, Psychological and emotional health  should be a general practice and student safety and security considering off
  campus students .

- I think students affairs should be focus more on career service because as first year we not sure about our career and what to pass.

- Inclusivity (3 Counts)

- Inclusivity and emotional health of the students

- Inclusivity ang physical,psychological and emotional  health

- Inclusivity, psychological and emotional health and Graduate employability

- It should focus on two topics: Psychological Sand Emotional Health and Graduate Employability.

- Maintenance of a healthy life style. For me personally it is very hard to try and eat healthy and maintain a healthy life style. It would be nice if there was at least a program which focuses on to key issues. After all they are a key ingredient to academic success.

- Making it services accessible to most student population

- Mental  health of students

- Mental health issues!!! It's clear that a lot of students have a lot of issues regarding mental health and there are so many factors which influence this such as families from home, academics , friends etc I've seen people putting their happiness or joy into something they had or cannot have anymore this becoming depressed.

- Mental health of all students

- Mental health. Students employability, safety, student governance

- Obtain degree with great results

- Off campus safety and student employability

- Post graduate bursaries
  Graduate employability

- Psychological and emotional health (6 Counts)

- Psychological and emotional health
  Safety and security

- Psychological and emotional health and Graduate employability

- Psychological and emotional health and graduate employability

- Psychological and emotional health of students as I believe this triggers people to behave inappropriately. I would say people take out they anger on people and if we can help people deal with they problems correctly things will get better.

- Psychological and emotional health, inclusivity

- Raise more on mental health awareness and educate people about GBV.

- Safety and Security
  Psychological and Emotional Health

- Safety and Security both on campus and off campus
  Psychological and Emotional Health

- Safety and emotional health because they affect us as students most of the time, as we suffer from pressure that comes with academics.

- Safety and security

- Safety and security
  Graduate Employability

- Safety and security and campus at night as people use the overnight  classroom to study but I fear going there alone and always as a friend to accompany me.

- Safety and security for others, mental health, inclusivity for all especially cauds students

- Safety and security of students,Emotional health and Graduate employability

- Safety and security of the off campus students

- Safety and security to off campus students.

- Safety and security, graduate employability, student counseling and development and inclusivity.

- Safety and security, physical well being, graduate employability

- Safety of off campus students

- Safety, health, accommodation

- Security, Emotional health , employability and physical psychology

- Secury

- Student Governance (2 Counts)

- Student Governance in Qwaqwa Campus especially is rather neglected, and Graduate Employability in other faculties not just Faculty of Education

- Student Mental Health, Student Governance, Social Cohesion, Peer to Peer Mentoring programs.

- Student fundings
  Including more courses in the curriculum
  Safety and security of off campus accommodation

- Student governance
  Graduate employability
  First year university life exploration techinques

- Student security off campus. Food,financial,social and physical security needs

- Student who live in off campus accommodations
  Allowances

- Students Safety and health

- Students emotional and psychological health.

  Financial assistance

- Students has to ve updated  if there will be any deductions  and what for and again students have every right to know what happens within their funding so that they can remain responsible  for the credits

- Students needs
  Protection off-campus student

- The Student Affairs should pay focus on the well-being of people-Safety and Security and ensure that students are in a safer place within the campus and an off-campus as students get attacked specifically in the evening.

- The UFS Student Affairs should focus more on promoting a fair graduate employment on campus organizations. Also engage more wuth the security service to tighten up the security for students both on campus and off campus.

- The emotional health of student should be paid more attention to. Student suffer alot due to stress caused by academics and other reasons.

- The most pressing matter has to be emotional and mental health. Most students suffer from depression and often fail to succeed in their academics because of this. I myself suffered from depression and I didn't know where to get help.

- The must focus more on graduate Employability

- The student affairs should focus more on Graduate employability, create sessions where students can participate in terms of how they can create a good CV or Resume.

- The student affairs should focus more on creating more student job opportunities, that will keep them active during the study period and that can help students at a high rate of employability when going to the world of work.

- The student affairs should offer a platform that enables students to voice their concerns regarding decisions that are taken by the management for the students and to be a voice for the students so their concerns can be taken into consideration.
  As for Residence students they need a lot of extra mural activities regularly as a form of entertainment and platform for students you showcase their talent.I mean as much as the Residence is made for learn but all work no play makes Jack into a dull boy.

- They must focus on managing the lectures to stop make a whatssap as a plat form of communication during this pademic online learning

- graduate employability

- graduate employability because most of us after finishing our studies we dont know what to do and the curriculums offered at qwaqwa campus most of the force us to do pgce because we the degrees we have obtained they do not allow us to enter where we ant to go. the university should take student for practials in companies each and every year atlest 4 weeks per year in order for us to have experience and we are able to apply for jobs.

- interesting Student Life, graduate employability, Qwaqwa Campus to improve Residence Life and Inclusivity.

- psychological and emotional health

- psychological and emotional health
  inclusiveness

graduate employability

- psychological and emotional health, graduation employability

- safety and security

- safety and security of students living offcampus

- student governance

- they should focus on graduate employability and emotional health of all students

5.2) **Please leave any other comments/ suggestions or recommendations:**

- Access to UFS wireless in our off campus residential areas

- Also they must have maybe just one day each and every week to brief students about career and career service.

- By what I have seen and experienced with the programs I have attended, the Student Affairs is doing a phenomenal job to bring awareness and learning.

- Can they do more projects off-campus and for the community at large.

- Clean toilets around the campus are a necessity.

- Commitment from the SRC office.

- Do what u can when you can give it your best

- Even students who are unable to participate sometimes it would be because of low data or cellphone problems

- Focus on your academics and nothing will go wrong

- Generally speaking the ufs is doing a good job in making sure the students are well taken care

- Good

- Graduate employability is more vital to the students so the students affairs should focus on. Inclusivity must always put first on campus and during learning which means students affairs should bring more clarity on that.

- Host events relevant to each department for an example department of administration talk career with their students .

- I am pleased to be part of Student Affairs hope will have more opportunities to attend programmes

- I HAVE NONE

- I am grateful for opportunities such as this, where we can also make our voices head, or where we are asked to have input in continuing to make our varsity the best varsity, this makes me feel important. as I see that my opinion also matters..

- I am terrified of cats and I find them all the time around campus and this makes me uncomfortable

- I love to be part of the ufs institution because it has done so well in term of financial , most of the people are educated because if it and they look like one another child from different home

- I really wish there way or a peer structure to advice and keep in check with first year students on how to go about with life and decision making in university.

- I suggest that the student government must put the student's needs to be a priority to avoid unnecessary strikes that waste academic time.

- I think it would be best if the student affairs can strategies ways ensuring off campus student's safety the same way they do with On campus students.

- I think ufs should continue tightening security

- I will recommend that the University buy student transportation of its own in order to create job creation for students

- I wish ufs as a whole institution may put student's life safe especial at bloem campus I've heard most cases of crime.

- I would recommend a way that can make graduate to easily be employed

- I'm basically satisfied thus far.

- If possible they should let students know where they can get help if they have such problems. They can make posters all over campus to raise awareness.

- In terms of residence, students having to evacuate all of a sudden in a hurry is a disadvantage. That is one thing that the university

management handles badly.

- Interesting activities every week or competitions on campus would make campus interesting and make people want to come to school.

- It would be an awesome idea if like for instance I am studying Information Technology and it's my final year, it would have been great if ufs would organize like a practical trip whereby we go to the field and actually see how day to day work will be like

- It would really be appreciated by students if there would be more shops on campus. Shops that also give students a chance to be students assistants

- Keep up supporting the student ,and try to find some alternative way to communicate with student expect SMS

- Majority of students have problems and fear to speak out. This platform is extremely helpful because it allows us (students) to talk about everything from personal matters to academic related issues.

- Most of non physical abuse are caused by diversity,I wish learners can be taught how to accommodate diversity e.g.hate crime against Sotho and Zulu peolpe

- Most students are depressed more especially during exam times so improving ways in which they can be assisted will be very helpful

- N/A

- Never forget to smile

- No comments (2 Counts)

- Non

- Non whatsoever

- Off Campus security in student houses should be implemented

- Put students first priority

- Reason being many graduates are not aware of the options and channels available to them during and after their year of study.

- Since the covid-19 situation, we as the students experience a lot of pressure of the school work because it seems like some lectures forgot that we do not do their modules only but we do have other modules

- Student Government must put student needs as a priority to avoid waste of academic time due to unnecessary strikes. The academic advisors must provide clear career advice to students before they get to the registration.

- Student affairs  should atleast try do events every month so that we get familiar and attend most of them.

- Student affairs also need to embark on a drive to help students about the financial EXIT PLAN as in utilizing their money for their year while unemployed

- Student affairs may brings more changes on graduate employability so that everyone on our campus after completing his/her qualification , can be employed. According to safety during nights more securities may
be employed so that students can feel safely off campus and those security should patrol over night. Inclusive is more vital especially on campus and students affairs may ensure that equal opportunities for all and fair treatment to everyone.

- Student governance must take a stand for student's needs

- Students who live off campus are usually driven to that option by financial or social issues and more... please tend to those

- Thanks for keeping the survey very short ?

- The UFS should also offer more jobs on campus for students that are in need of financial aid so that students will be able to pay fees because I know of students without funding who are really struggling to make ends meet

- The Ufs should continue working the way it has worked in the previous years.am really proud of everyone who ensures that we are well taken care of

- The University of Free State ,is one of the best educational institution in reference to the help they provided me after robbery ,I was able to talk with a professional psychologist about my personal stuffs and I was assisted at the career services regarding my course. However, the distribution of services should reach all students also safety and security should be the first student promise when composing service to clients regulations. Thus, A Student with high emotional intelligence and a warm security of his/her life can produce more for Ufs and the country in general, as students we struggle to manage stress on our own I mean you have to deal with terrible life stories so with EI then IQ is nothing.

  Morena Khunvani preview

- The campus needs to implement fun activities for people to distress specially when it is peak exam time or academics pressure is getting to students.

- The school must pay attention to the residence issues. Students must not vacate res during strikes. This is dangerous. Also their suggestions must be heard.Qwaqwa campus residences need to ba changed

- The student affairs must consider all the issues that students face especially off campus students, I feel like they are not more catered enough compared to on campus students.
  Thank you

- The student affairs should have more recognition ceremonies on all campus departments.

- The ufs management must co operate with to the point of not telling us to collect our belongings but they can keep it until next.....

- The university should accomodate all students and try to respond to our questions on time.

- There is a need for more engagement with students apart from surveys

- There should be light around campus so that one would feel safe around campus during night time, and as university on campus residents students should not be struggling with water.

- There's a few number of cauds students with special needs and sometimes they are forgotten, it is imperative that one of them should be part of the SRC to represent them.

- They must come up with a plan to make community forums so that students will be safe

- They should put effort on student health as some of student become overhelm of university life

- This year I couldn't not join any sports activities due to lack of communication and lack of information...

- UFS is a better and safe place. I like the fact that it is quiet and peaceful.

- UFS should put students first

- Ufs institution have done exceptional good ,ithink it need to improve employability by hiring ufs graduate after they completed their degrees and postgraduate degree,Morover ufs need to high undergraduate ufs student during the time of registration..ufs need to be the source of employability especially for students who completed their degree at ufs institutions

- Ufs is so good on taking care of on-campus student's

- Ufs should try working towards employability and  more opportunities for graduates

- We face mental btrakdown during examination seasons because to much exams and assignment to do in limited time person vouncelling to each and every student would be helpful instrad of sending messages about mental health

- Work towards integration between the staff and students, strikes should not always be the only way students frustrations are addressed

- have more than 2 panic buttom near campus and having an app would be great. Or panic buttom instrument.

- more student vacancies in campus

- needs of students and support system

- none (2 Counts)

- regarding safety more safety officers at night, to ensure every part have an offers at night.

- thank you

- the issue or matter i think it is mandatory to touch is the matter of inclusivity so people could be aware of our differences and accept them.

- ufs should introduce more activities online since we are facing this pandemic

- we must have more of student affair week

# Mr. Ruben Langenhoven
## SAWS_2020 (SAWS_2020)
### No. of responses = 59
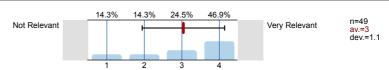
## Survey Results

## Legend

Question text

Relative Frequencies of answers    Std. Dev.    Mean

Left pole                                                    Right pole

Scale                                                    Histogram

n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

## 1. DEMOGRAPHIC INFORMATION:

**1.1) Accommodation:**

| | | n=58 |
|---|---|---|
| On-Campus Residence: Bloemfontein Campus | 0% | |
| On-Campus Residence: South Campus | 48.3% | |
| Commuter Student (not in a UFS residence) | 51.7% | |

**1.2) If commuter student, please select the most appropriate option regarding your current accommodation:**

| | | n=34 |
|---|---|---|
| Accredited Student Accommodation (i.e. Campus Key, Unilofts) | 8.8% | |
| Parent's/ Guardian's/ Family's Residence | 41.2% | |
| Townhouse/ Flatlet | 2.9% | |
| Student House | 32.4% | |
| Other | 14.7% | |

**1.3) Are you a student with a disability?**

| | | n=58 |
|---|---|---|
| No | 96.6% | |
| Yes | 3.4% | |

**1.4) Ethnicity:**

| | | n=58 |
|---|---|---|
| African | 87.9% | |
| White | 0% | |
| Coloured | 10.3% | |
| Indian | 0% | |
| Asian | 0% | |
| Other | 1.7% | |

**1.5) Gender:**

| | | n=58 |
|---|---|---|
| Female | 65.5% | |
| Male | 34.5% | |
| Gender Non-Conforming | 0% | |

1.6) **Year of Study:**

First — 91.2%  n=57
Second — 8.8%

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

2.1) **Are you aware of the following divisions on campus? Please select all relevant divisions.**

| | | |
|---|---|---|
| Centre for Universal Access and Disability Support (CUADS) | 44.1% | n=59 |
| Gateway Orientation Office | 71.2% | |
| Campus Clinic | 91.5% | |
| Student Counselling and Development | 78% | |
| Social Worker's Office | 61% | |
| Student Governance Office | 50.8% | |
| Residence Communities | 57.6% | |

2.2) **Are you currently involved with/ have you previously participated in any of the following divisions? Please select all relevant divisions.**

| | | |
|---|---|---|
| Centre for Universal Access and Disability Support (CUADS) | 1.7% | n=59 |
| Gateway Orientation Office | 40.7% | |
| Campus Clinic | 44.1% | |
| Student Counselling and Development | 20.3% | |
| Social Worker's Office | 5.1% | |
| Student Governance Office | 8.5% | |
| Residence Communities | 25.4% | |

2.3) **Centre for Universal Access and Disability Support (CUADS)**

Not Relevant — 31.8% | 11.4% | 15.9% | 40.9% — Very Relevant
1 2 3 4
n=44
av.=2.7
dev.=1.3

2.4) **Gateway Orientation**

Not Relevant — 7.7% | 5.8% | 32.7% | 53.8% — Very Relevant
1 2 3 4
n=52
av.=3.3
dev.=0.9

2.5) **Campus Clinic**

Not Relevant — 7.4% | 5.6% | 14.8% | 72.2% — Very Relevant
1 2 3 4
n=54
av.=3.5
dev.=0.9

2.6) **Student Counselling and Development (SCD)**

Not Relevant — 14% | 10% | 22% | 54% — Very Relevant
1 2 3 4
n=50
av.=3.2
dev.=1.1

2.7) **Social Worker's Office**

Not Relevant — 12.8% | 12.8% | 25.5% | 48.9% — Very Relevant
1 2 3 4
n=47
av.=3.1
dev.=1.1

2.8) **Student Governance**

Not Relevant — 17.8% | 11.1% | 24.4% | 46.7% — Very Relevant
1 2 3 4
n=45
av.=3
dev.=1.1

2.9) **Residence Communities**

| | 14.3% | 14.3% | 24.5% | 46.9% | | |
|---|---|---|---|---|---|---|
| Not Relevant | | | | | Very Relevant | n=49 |
| | 1 | 2 | 3 | 4 | | av.=3 |
| | | | | | | dev.=1.1 |

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

3.1) **When receiving information regarding events and programmes on campus, which communication platforms work best for you? You can select more than one option.**

n=59

| | |
|---|---|
| Blackboard | 84.7% |
| Student Email | 93.2% |
| Facebook | 28.8% |
| Instagram | 15.3% |
| Posters/ Flyers | 11.9% |
| SMS | 52.5% |
| Twitter | 3.4% |
| UFS Website | 39% |
| Campus Activations | 3.4% |
| WhatsApp | 33.9% |
| Other | 1.7% |

3.4) **I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular record):**

| | 6.9% | 0% | 12.1% | 37.9% | 43.1% | | |
|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | | | Strongly Agree | n=58 |
| | 1 | 2 | 3 | 4 | 5 | | av.=4.1 |
| | | | | | | | dev.=1.1 |

3.5) **I would be more likely to participate in co-curricular programmes if they were offered online:**

| | 1.7% | 10.3% | 27.6% | 29.3% | 31% | | |
|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | | | Strongly Agree | n=58 |
| | 1 | 2 | 3 | 4 | 5 | | av.=3.8 |
| | | | | | | | dev.=1.1 |

3.6) **I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close vicinity:**

| | 3.4% | 20.7% | 24.1% | 27.6% | 24.1% | | |
|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | | | Strongly Agree | n=58 |
| | 1 | 2 | 3 | 4 | 5 | | av.=3.5 |
| | | | | | | | dev.=1.2 |

## 4. CAMPUS SAFETY AND SECURITY

4.1) **On average, how many hours per day do you spend on campus?**

n=57

| | |
|---|---|
| 1-3 | 8.8% |
| 4-6 | 15.8% |
| 7-9 | 31.6% |
| 10-12 | 12.3% |
| 13 or more | 31.6% |

4.2) **Where do you spend most of your free time between classes on campus? Please select the most relevant options.**

n=59

| | |
|---|---|
| Library | 57.6% |
| Computer Labs | 49.2% |
| My Residence | 47.5% |
| Southern Café | 30.5% |
| I often do not find a space conducive for learning and relaxing | 3.4% |
| Wherever I find a comfortable space on campus, outside in nature | 35.6% |

**4.3)** **I feel safe on campus during the day:**

Strongly Disagree | Strongly Agree

1.7%  0%  1.7%  10.3%  86.2%

1  2  3  4  5

n=58
av.=4.8
dev.=0.6

---

**4.4)** **I feel safe on campus in the evening (17h00-22h00):**

Strongsy Disagree | Strongly Agree

6.9%  1.7%  10.3%  22.4%  58.6%

1  2  3  4  5

n=58
av.=4.2
dev.=1.2

---

**4.5)** **I feel safe on campus at night (22h00-06h00):**

Strongly Disagree | Strongly Agree

8.8%  0%  21.1%  19.3%  50.9%

1  2  3  4  5

n=57
av.=4
dev.=1.2

---

**4.6)** **I feel safe at my accommodation facility during the day:**

Strongly Disagree | Strongly Agree

0%  0%  7.1%  23.2%  69.6%

1  2  3  4  5

n=56
av.=4.6
dev.=0.6

---

**4.7)** **I feel safe at my accommodation facility in the evening (17h00-22h00):**

Strongly Disagree | Strongly Agree

0%  0%  8.9%  23.2%  67.9%

1  2  3  4  5

n=56
av.=4.6
dev.=0.7

---

**4.8)** **I feel safe at my accommodation facility at night (22h00-06h00):**

Strongly Disagree | Strongly Agree

1.8%  0%  12.7%  21.8%  63.6%

1  2  3  4  5

n=55
av.=4.5
dev.=0.9

---

**4.9)** **In the past two years, have you or a student you know personally been a victim of crime(s) on campus?**

n=59

No — 84.7%
Yes — 3.4%
Yes, someone I know personally — 10.2%

---

**4.10)** **If you have been a victim of crime on campus in the past two years, please indicate which crime(s):**

n=59

Damage to personal property — 1.7%
Gender-Based Violence (sexual assault, sexual harassment, rape) — 0%
Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) — 0%
Mugging or Robbery — 1.7%
Non-Physical Violence (intimidation, verbal bullying, stalking) — 1.7%
Physical Violence or Assault — 1.7%
Theft of personal property — 0%
Others forms of crime — 0%
Not Applicable — 59.3%

**4.11)** If a student you know personally has been a victim of crime <u>on campus</u> in the past two years, please indicate which crimes:

n=59

| | |
|---|---|
| Damage to personal property | 0% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 1.7% |
| Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion) | 3.4% |
| Mugging or Robbery | 5.1% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 1.7% |
| Physical Violence or Assault | 5.1% |
| Theft of personal property | 3.4% |
| Other forms of crime | 0% |
| Not Applicable | 54.2% |

**4.12)** If <u>you</u> have been a victim of crime <u>while travelling to/from campus</u> in the past two years, please indicate which crime(s):

n=59

| | |
|---|---|
| Damage to personal property | 0% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 0% |
| Hate Crime (assault, harassment or any other form of violence based on race, sexuality, nationality, religion) | 0% |
| Mugging or Robbery | 5.1% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 1.7% |
| Physical Violence or Assault | 0% |
| Theft of personal property | 1.7% |
| Other forms of crime | 0% |
| Not Applicable | 59.3% |

**4.13)** If a student you know personally has been a victim of crime <u>while travelling to/ from campus</u> in the last two years, please indicate which crimes(s):

n=59

| | |
|---|---|
| Damage to personal property | 1.7% |
| Gender-Based Violence (sexual assault, sexual harassment, rape) | 1.7% |
| Hate Crime (assault, harassment or any form of violence based on race, sexuality, nationality, religion) | 0% |
| Mugging or Robbery | 10.2% |
| Non-Physical Violence (intimidation, verbal bullying, stalking) | 1.7% |
| Physical violence or assault | 1.7% |
| Theft of personal property | 3.4% |
| Other forms of crime | 1.7% |
| Not Applicable | 59.3% |

**4.14)** Are you aware of the actions to take in the event that you become the victim of, or witness, a safety incident on campus?

n=57

| | |
|---|---|
| No, I would not know what to do/ who to report it to | 17.5% |
| I have a vague idea of what to do/ who to report it to | 26.3% |
| Yes, I know exactly what to do/ who to report it to | 56.1% |

**4.15)** The UFS is _____ in its efforts of working towards creating a safe and secure campus environment

n=57

| | |
|---|---|
| Failing | 0% |
| Average | 21.1% |
| Exceptional | 78.9% |

# Profile

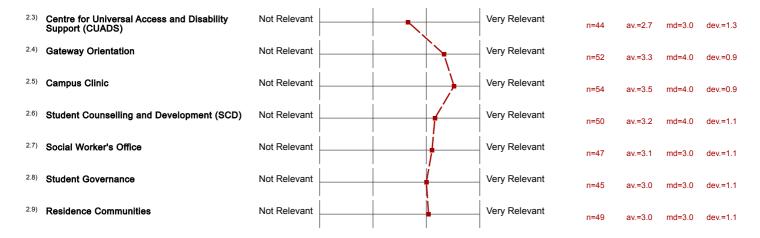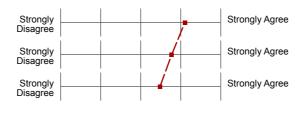| | |
|---|---|
| Subunit: | Student Communities division of Student Affairs |
| Name of the instructor: | Mr. Ruben Langenhoven |
| Name of the course: (Name of the survey) | SAWS_2020 |

Values used in the profile line: Mean

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.3) | Centre for Universal Access and Disability Support (CUADS) | Not Relevant | Very Relevant | n=44 | av.=2.7 | md=3.0 | dev.=1.3 |
| 2.4) | Gateway Orientation | Not Relevant | Very Relevant | n=52 | av.=3.3 | md=4.0 | dev.=0.9 |
| 2.5) | Campus Clinic | Not Relevant | Very Relevant | n=54 | av.=3.5 | md=4.0 | dev.=0.9 |
| 2.6) | Student Counselling and Development (SCD) | Not Relevant | Very Relevant | n=50 | av.=3.2 | md=4.0 | dev.=1.1 |
| 2.7) | Social Worker's Office | Not Relevant | Very Relevant | n=47 | av.=3.1 | md=3.0 | dev.=1.1 |
| 2.8) | Student Governance | Not Relevant | Very Relevant | n=45 | av.=3.0 | md=3.0 | dev.=1.1 |
| 2.9) | Residence Communities | Not Relevant | Very Relevant | n=49 | av.=3.0 | md=3.0 | dev.=1.1 |

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

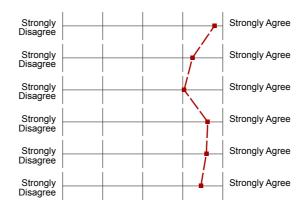| | | | | | | |
|---|---|---|---|---|---|---|
| 3.4) | I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular | Strongly Disagree | Strongly Agree | n=58 | av.=4.1 | md=4.0 | dev.=1.1 |
| 3.5) | I would be more likely to participate in co-curricular programmes if they were offered online: | Strongly Disagree | Strongly Agree | n=58 | av.=3.8 | md=4.0 | dev.=1.1 |
| 3.6) | I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close | Strongly Disagree | Strongly Agree | n=58 | av.=3.5 | md=4.0 | dev.=1.2 |

## 4. CAMPUS SAFETY AND SECURITY

| | | | | | | |
|---|---|---|---|---|---|---|
| 4.3) | I feel safe on campus during the day: | Strongly Disagree | Strongly Agree | n=58 | av.=4.8 | md=5.0 | dev.=0.6 |
| 4.4) | I feel safe on campus in the evening (17h00-22h00): | Strongly Disagree | Strongly Agree | n=58 | av.=4.2 | md=5.0 | dev.=1.2 |
| 4.5) | I feel safe on campus at night (22h00-06h00): | Strongly Disagree | Strongly Agree | n=57 | av.=4.0 | md=5.0 | dev.=1.2 |
| 4.6) | I feel safe at my accommodation facility during the day: | Strongly Disagree | Strongly Agree | n=56 | av.=4.6 | md=5.0 | dev.=0.6 |
| 4.7) | I feel safe at my accommodation facility in the evening (17h00-22h00): | Strongly Disagree | Strongly Agree | n=56 | av.=4.6 | md=5.0 | dev.=0.7 |
| 4.8) | I feel safe at my accommodation facility at night (22h00-06h00): | Strongly Disagree | Strongly Agree | n=55 | av.=4.5 | md=5.0 | dev.=0.9 |

# Comments Report

------------------------------------------------------------

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

3.3) **How do you typically become aware of co-curricular programmes and events on campus? (i.e. word of mouth, SMS, Facebook etc.)**

- Blackboard (2 Counts)

- Blackboard & email

- Blackboard and noticeboard

- Blackboard announcements and email

- Blackboard announcements and student email.

- Blackboard, SMS and Email.

- Blackboard, WhatsApp, word of mouth and sms

- Blackboard, student email and word of mouth.

- Data

- Email (3 Counts)

- Facebook (2 Counts)

- Facebook and word of mouth (2 Counts)

- From friends, Facebook, Instagram, Sms, email, blackboard, Whatsapp and Ufs website

- Good

- I am aware of co-curricular programmes and events on campus through SMS, Facebook, UFS Website and Student Email.

- I either get a sms or an email or sometimes I see on Facebook.

- I receive sms and e-mail

- Notify through emails, announcements on Blackboard and via my WhatsApp res and class groups

- SMS & FACEBOOK

- SMS AND FACEBOOK.

- School email

- School emails

- Sms

- Sms and e-mail

- Sms word of mouth and blackboard

- Sometimes

- Student Email

- Student Email
  Word of mouth

- Student Email and SMS

- Student email

- Through Blackboard and school emails.

- Through Instagram, Facebook, SMS, Blackboard and my UFS email.

- WhatsApp, UFS website

- Word of mouth (6 Counts)

- Word of mouth
  E-mail

- Word of mouth and blackboard and sms

- Word of mouth and e-mail

- Word of mouth and email

- Word of mouth and facebook

- Word of mouth and sms and emails

- Word of mouth and student email.

- sms and via e-mail

- ufs email

- very aware

- whatsapp

- word of mouth

## 5. COMMENTS/ SUGGESTIONS:

5.1) **In your opinion, what are the most pressing/ important issues that Student Affairs should focus on?** (i.e. Graduate Employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional Health, Student Governance etc.)

- Emotional and financial help
  Emotional help as sometimes the work can really leave us paranoid and worried when we feel like a test was hard or difficult which Leads to a Lot of stress.. Stress also comes from the financial situation for me as a student that can't be funded by NSFAS because my parents work for the government but they still can't afford to pay schoolfees for me and my twin sister and depend on loans

- Emotional health (2 Counts)

- Emotional help because the work can be very stressful and difficult to manage and me as a student that is not funded by the NSFAS worrying about how my parents are going to pay for schoolfees is very real and stressful

- Graduate Emolyability and Emotional health. Food parcels

- Graduate Employability, Psychological and Emotional Health and Safety and Security

- Graduate Employability, Safety and Security, Psychological and Emotional Health

- Graduate employability (3 Counts)

- Graduate employability
  Safety and Security
  Physical , psychology and emotional health
  Student governance

- Graduate employability & safety

- Graduate employability and Psychological and Emotional Health.

- Graduate employability and student governance.

- Graduate employability, there should be more opportunities and activities that offer and encourage graduate employabilty

- I think emotional health as the work load sometimes can be stressful and also for students like me that don't get funded by NSFAS worrying everytime where my parents are going to get money to pay schoolfees stresses me out

- Inclusivity
  Graduate Employability
  Psychological and Emotional Health
  Safety and Security

- Inclusivity, physical and psychological implications and emotional health.

- Orientation
  Student Activities
  Residence life

- Psychological and Emotional health

- Psychological and Emotional health
  Graduate employability

- Psychological and emotional health (4 Counts)

- Psychological and emotional health, Safety and security and Graduate employability.

- Psychological and emotional health, because alot of students coming to study for their first year under go huges changes and it's hard for student to adapt from a poor background so I think if there are more social activities and programs which all students can ingadge in that would help those exposed students to feel comfortable

- Psychological and emotional health.

- Psychological and health

- Psychological health because we as students are under a lot of pressure and we sometimes loose our minds because of stress.

- Rewards and recognition

- SAFETY AND SECURITY , PSYCHOLOGICAL AND EMOTIONAL HEALTH

- Safety and security (3 Counts)

- Safety and security
  As the number of Gender Based Violence increase everyday our fellow sisters really need the protection from this perpetrators who are willing to kill our fellow sisters.

- Safety and security
  Emotional health

- Safety and security
  psychological and emotional health

- Safety and security.
  As the the number of Gender Based Violence increase everyday our fellow sisters really need the protection from this perpetrators who are willing to kill our fellow sisters.

- Safety and security. Emplyoyability and Emotional health

- Student Affairs should focus more on the students safety and security and also on physical, psychological and emotional health

- Student Affairs should focus on students physical, psychological, emotional health.

- Student Governance

- Student mental health

- Student's emotional health and also their safety on campus.

- Students being depressed

- They should focus more on students health and mental problems because many of our students face so much during lockdown. We try to cope with academics and our own personal issues and it is very hard to keep up with everything. Sometimes a hand could be reach out to many of us and it will mean the world to us students especially first years because of our first experience of university life.

- psychological and Emotional Health

- psychological and emotional health

- psychological and emotional health, safety and security

- psychological factors because i am satisfied with safety and the food office is doing their best for students to eat.

- safety and security

5.2) **Please leave any other comments/ suggestions or recommendations:**

- Ask students to write down their favorite qoutes or tips or life lesson based on physical, psychological and emotional health.

- Entry at the Bloemfontein campus is not as secure as the South Campus.

- For now I don't have any suggestions but when time passes by I will observe and critical outline suggestion that needs to be changed or adhered to.

- I do not have any suggestions or recommendations.

- I strongly suggest that the university organise transport for students that live off-campus and add it's fare under tuition fees. In that way students will be safe.

- I suggest that awards should be given to student who did well in the academic year. Class representative should also be honored for leading and making sure of co-relationship between students and lecturers. There should be class representatives meetings held at least once/twice in a month, in which those leaders may be advised on how to lead their classes and where representatives meet with Lecturer's representatives to discuss on how students and teachers can attain good relationships. There should be some activities performed in the South Campus, like, Athletics, drama, poetry, drawing, comedy... These sessions will help and encourage students to explore and discover some of their hidden talents. The cafeteria should be opened to the latest of at least 21h00, this would make oncamp resident students to be safe since they would not have to go buy food out of campus late. All resident students should be in campus by latest 20h00/21h00 and on their resident building by 22h15 since the library closes at 22h00.

- I think if students affairs could focus more on how students are coping at home during this time. I personally needed psychological help because of where we come from.

- I think lectures should communicate effectively with one another when it comes to giving us work. They don't seem to be communicating because we feel so under pressure. I know we are now in a University and the workload is expected to be higher but let psychological and emotional health of students be of consideration and not just due dates and passing marks.

- I think our student cards should have tracker so that if anything happens to one of the student it will be easy to track them especially if they were from campus.

- I think our student cards should have trackers so that if anything happens to our student it will be easy to track them

- I would like to thanks everyone from the university of Free State for making me feel so safe and secure in my first year and always pushing me to achieve more

- I would suggest that student affairs should open a platform for students to participate and assist where needed.

- I'm a first year student and I enjoyed the journey so far although it's only the beginning of my journey I already know that I'm going to make it
The University of the free state especially south cape programs lecturers are very helpful and understanding especially in these times
 I am looking forward to walking the distance with UFS

- I'm looking forward to winning this competition. And please keep safe during this pandemic

- It is safety to be on campus.

- Non

- PLEASE KEEP ON DOING THE GOOD WORK THAT YOU ARE DOING, I PERSONALLY IMPROVED A LOT ON HOW TO DEAL WITH SITUATION BAD OR GOOD BECAUSE OF STUDENT COUNSELLING PROGRAMMES I ATTENDED.

- Please always consider student's requests.

- Programs to equip first year students with independence( finance management and time management) should be implemented. Cause those are the two main factors that causes students to not perform at their very best academically

- Snake at south campus ??

- Student affairs helps a lot of students and should carry on with their work.

- Student affairs should also like create a type of a even where they can get opinions or tips from students such as quotes or learned lessons that students have learned ever since they started at varsity.

- Students are facing a lot in their personal life and academic life., most are going through depression.

- Thank you to all the lectureres and the leaders that make our online school experience easier to manage

- Thank you to everyone at the UNIVERSITY OF FREE STATE for helping us out and pushing us to achieve more

- Thank you.

- The University kept a safe place for us this year and we are thankful for that.

  Thank you.

- UFS should really start having strong programs for mental health issues.

- Ufs is a good place to study at.

- i am purely satisfied with the institution

- if the university can make the top three mentioned above their priority and the rest will follow. students needs to be safe at all times in and out side the campus. and surety that we will be employed once we done with our courses.

- non

- none

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|---|---|---|

Dear Student. Kindly complete the following survey related to Student Affairs.

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ☒ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

## 1. DEMOGRAPHIC INFORMATION:

**1.1 Accommodation:**
☐ On-Campus Residence  ☐ Commuter Student (not in a UFS residence)

**1.2 If commuter student, please select the most appropriate option regarding your current accommodation:**
☐ Accredited Student Accommodation (i.e. Campus Key, Unilofts)  ☐ Parent's/ Guardian's/ Family's Residence  ☐ Townhouse/ Flatlet
☐ Student House  ☐ Other

**1.3 Are you a student with a disability?**
☐ No  ☐ Yes

**1.4 Ethnicity:**
☐ Black African  ☐ White  ☐ Coloured
☐ Indian  ☐ Asian  ☐ Other

**1.5 Gender:**
☐ Female  ☐ Male  ☐ Gender Non-Conforming

**1.6 Year of Study:**
☐ First  ☐ Second  ☐ Third
☐ Fourth  ☐ Postgraduate

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

**2.1 Are you aware of the following divisions on campus? Please select all relevant divisions.**
☐ Arts, Culture and Dialogues  ☐ Career Services  ☐ Centre for Universal Access and Disability Support (CUADS)
☐ Food Environment Office  ☐ Gateway Orientation  ☐ Gender and Sexual Equity Office
☐ HIV/Aids Unit  ☐ KovsieACT (formerly RAG)  ☐ Kovsie Health
☐ Kovsie Sport  ☐ Student Leadership and Development  ☐ Social Worker's Office
☐ Student Associations and Organisations (Political, Religious, Academic)  ☐ Student Counselling and Development  ☐ Student Governance
☐ Student Media (Irawa, KovsieFM, KovsieTV)  ☐ P3 Mentorship Programme  ☐ Residence Communities

**2.2 Are you currently involved with/ have you previously participated in any of the following divisions? Please select all relevant divisions.**
☐ Arts, Culture and Dialogues  ☐ Career Services  ☐ Centre for Universal Access and Disability Support (CUADS)
☐ Food Environment Office  ☐ Gateway Orientation  ☐ Gender and Sexual Equity Office
☐ HIV/Aids Unit  ☐ KovsieACT  ☐ Kovsie Health
☐ Kovsie Sport  ☐ Student Leadership and Development  ☐ Student Associations and Organisations (Political, Religious, Academic)
☐ Student Counselling and Development  ☐ Social Worker's Office  ☐ Student Governance
☐ Student Media (Irawa, KovsieFM, KovsieTV)  ☐ P3 Mentorship Programme  ☐ Residence Communities

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS  [Continue]

**In your opinion, how relevant is each of the following divisions? Only mark divisions that you are aware of/ are currently involved in/ have participated in once before.**

| | | Not Relevant | Somewhat Relevant | Relevant | Very Relevant |
|---|---|---|---|---|---|
| 2.3 | **Arts, Culture and Dialogues** | ☐ | ☐ | ☐ | ☐ |
| 2.4 | **Career Services** | ☐ | ☐ | ☐ | ☐ |
| 2.5 | **Centre for Universal Access and Disability Support (CUADS)** | ☐ | ☐ | ☐ | ☐ |
| 2.6 | **Food Environment Office** | ☐ | ☐ | ☐ | ☐ |
| 2.7 | **Gateway Orientation** | ☐ | ☐ | ☐ | ☐ |
| 2.8 | **Gender and Sexual Equity Office** | ☐ | ☐ | ☐ | ☐ |
| 2.9 | **HIV/ Aids Unit** | ☐ | ☐ | ☐ | ☐ |
| 2.10 | **KovsieACT (formerly RAG)** | ☐ | ☐ | ☐ | ☐ |
| 2.11 | **Kovsie Health** | ☐ | ☐ | ☐ | ☐ |
| 2.12 | **Kovsie Sport** | ☐ | ☐ | ☐ | ☐ |
| 2.13 | **Student Leadership and Development** | ☐ | ☐ | ☐ | ☐ |
| 2.14 | **Social Worker's Office** | ☐ | ☐ | ☐ | ☐ |
| 2.15 | **Student Associations and Organisations** | ☐ | ☐ | ☐ | ☐ |
| 2.16 | **Student Counselling and Development (SCD)** | ☐ | ☐ | ☐ | ☐ |
| 2.17 | **Student Governance** | ☐ | ☐ | ☐ | ☐ |
| 2.18 | **Student Media** | ☐ | ☐ | ☐ | ☐ |
| 2.19 | **P3 Mentorship Programme** | ☐ | ☐ | ☐ | ☐ |
| 2.20 | **Residence Communities** | ☐ | ☐ | ☐ | ☐ |

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

3.1 **When receiving information regarding events and programmes on campus, which communication platforms work best for you? You can select more than one option.**

☐ Blackboard          ☐ Student Email          ☐ Facebook
☐ Instagram           ☐ Posters/ Flyers        ☐ SMS
☐ Twitter             ☐ UFS Website            ☐ WhatsApp
☐ Other

3.2 **If other, please specify**:

[                                                                    ]

3.3 **How do you typically become aware of co-curricular programmes and events on campus? (i.e. word of mouth, SMS, Facebook etc.)**

[                                                                    ]

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## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES   [Continue]

**Indicate the extent to which you agree with the following statements:**

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|:---:|:---:|:---:|:---:|:---:|
| 3.4 | **I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular record):** | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3.5 | **I would be more likely to participate in co-curricular programmes if they were offered online:** | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3.6 | **I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close vicinity:** | ☐ | ☐ | ☐ | ☐ | ☐ |

## 4. CAMPUS SAFETY AND SECURITY

**4.1 On average, how many hours per day do you spend on campus?**

☐ 1-3    ☐ 4-6    ☐ 7-9
☐ 10-12    ☐ 13 or more

**4.2 Where do you spend most of your free time between classes on campus? Please select the most relevant options.**

☐ Library    ☐ Computer Labs    ☐ My Residence
☐ Thakaneng Bridge    ☐ I often do not find a space conducive for learning and relaxing    ☐ Wherever I find a comfortable space on campus, outside in nature

**Please indicate the extent to which you agree with the following statements:**

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|:---:|:---:|:---:|:---:|:---:|
| 4.3 | **I feel safe on campus during the day:** | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4.4 | **I feel safe on campus in the evening** (17h00-22h00)**:** | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4.5 | **I feel safe on campus at night** (22h00-06h00): | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4.6 | **I feel safe at my accommodation facility during the day:** | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4.7 | **I feel safe at my accommodation facility in the evening** (17h00-22h00): | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4.8 | **I feel safe at my accommodation facility at night** (22h00-06h00): | ☐ | ☐ | ☐ | ☐ | ☐ |

**4.9 In the past two years, have you or a student you know personally been a victim of crime(s) on campus?**

☐ No    ☐ Yes    ☐ Yes, someone I know personally

## 4. CAMPUS SAFETY AND SECURITY   [Continue]

**4.10 If you have been a victim of crime on campus in the past two years, please indicate which crime(s):**
- ☐ Damage to personal property
- ☐ Gender-Based Violence (sexual assault, sexual harassment, rape)
- ☐ Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion)
- ☐ Mugging or Robbery
- ☐ Non-Physical Violence (intimidation, verbal bullying, stalking)
- ☐ Physical Violence or Assault
- ☐ Theft of personal property
- ☐ Others forms of crime
- ☐ Not Applicable

**4.11 If a student you know personally has been a victim of crime on campus in the past two years, please indicate which crimes:**
- ☐ Damage to personal property
- ☐ Gender-Based Violence (sexual assault, sexual harassment, rape)
- ☐ Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion)
- ☐ Mugging or Robbery
- ☐ Non-Physical Violence (intimidation, verbal bullying, stalking)
- ☐ Physical Violence or Assault
- ☐ Theft of personal property
- ☐ Other forms of crime
- ☐ Not Applicable

**4.12 If you have been a victim of crime while travelling to/from campus in the past two years, please indicate which crime(s):**
- ☐ Damage to personal property
- ☐ Gender-Based Violence (sexual assault, sexual harassment, rape)
- ☐ Hate Crime (assault, harassment or any other form of violence based on race, sexuality, nationality, religion)
- ☐ Mugging or Robbery
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- ☐ Physical Violence or Assault
- ☐ Theft of personal property
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- ☐ Mugging or Robbery
- ☐ Non-Physical Violence (intimidation, verbal bullying, stalking)
- ☐ Physical violence or assault
- ☐ Theft of personal property
- ☐ Other forms of crime
- ☐ Not Applicable

**4.14 Are you aware of the actions to take in the event that you become the victim of, or witness, a safety incident on campus?**
- ☐ No, I would not know what to do/ who to report it to
- ☐ I have a vague idea of what to do/ who to report it to
- ☐ Yes, I know exactly what to do/ who to report it to

**Select the option that you believe is most accurate:**

4.15 The UFS is _____ in its efforts of working towards creating a safe and secure campus environment
- ☐ Failing
- ☐ Average
- ☐ Exceptional

## 5. COMMENTS/ SUGGESTIONS:

5.1 **In your opinion, what are the most pressing/ important issues that Student Affairs should focus on?** (i.e. Graduate Employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional Health, Student Governance etc.)

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|---|---|---|

## 5. COMMENTS/ SUGGESTIONS:   [Continue]

**5.2   Please leave any other comments/ suggestions or recommendations:**



Thank you for your feedback.
Your input is valuable to us.

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|---|---|---|

Dear Student. Kindly complete the following survey related to Student Affairs.

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

## 1. DEMOGRAPHIC INFORMATION:

**1.1 Accommodation:**  ☐ On-Campus Residence   ☐ Commuter Student (not in a UFS residence)

**1.2 If commuter student, please select the most appropriate option regarding your current accomodation:**
☐ Accredited Student Accommodation (i. e. Campus Key, Unilofts)   ☐ Parent's/ Guardian's/ Family's Residence   ☐ Townhouse/ Flatlet
☐ Student House   ☐ Other

**1.3 Are you a student with a disability?**   ☐ No   ☐ Yes

**1.4 Ethnicity:**   ☐ Black African   ☐ White   ☐ Coloured
☐ Indian   ☐ Asian   ☐ Other

**1.5 Gender:**   ☐ Female   ☐ Male   ☐ Gender Non-Conforming

**1.6 Year of Study:**   ☐ First   ☐ Second   ☐ Third
☐ Fourth   ☐ Postgraduate

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

**2.1 Are you aware of the following divisions on campus? Please select all relevant divisions.**
☐ Career Services   ☐ Centre for Universal Access and Disability Support (CUADS)   ☐ Gateway Orientation
☐ HIV/Aids Unit   ☐ Campus Clinic   ☐ Kovsie Sport
☐ Student Development Office   ☐ Social Worker's Office   ☐ Student Associations and Organisations (Political, Religious, Academic)
☐ Student Counselling and Development   ☐ Student Governance   ☐ Student Media
☐ Residence Communities

**2.2 Are you currently involved with/ have you previously participated in any of the following divisions? Please select all relevant divisions.**
☐ Career Services   ☐ Centre for Universal Access and Disability Support (CUADS)   ☐ Gateway Orientation
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☐ Student Development Office   ☐ Social Worker's Office   ☐ Student Associations and Organisations (Political, Religious, Academic)
☐ Student Counselling and Development   ☐ Student Governance   ☐ Student Media
☐ Residence Communities

**In your opinion, how relevant is each of the following divisions? Only mark divisions that you are aware of/ are currently involved in/ have participated in once before.**

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|---|---|---|

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS  [Continue]

|  | Not Relevant | Somewhat Relevant | Relevant | Very Relevant |
|---|---|---|---|---|
| 2.3 **Career Services** | ☐ | ☐ | ☐ | ☐ |
| 2.4 **Centre for Universal Access and Disability Support (CUADS)** | ☐ | ☐ | ☐ | ☐ |
| 2.5 **Gateway Orientation** | ☐ | ☐ | ☐ | ☐ |
| 2.6 **HIV/ Aids Unit** | ☐ | ☐ | ☐ | ☐ |
| 2.7 **Campus Clinic** | ☐ | ☐ | ☐ | ☐ |
| 2.8 **Kovsie Sport** | ☐ | ☐ | ☐ | ☐ |
| 2.9 **Student Development Office** | ☐ | ☐ | ☐ | ☐ |
| 2.10 **Social Worker's Office** | ☐ | ☐ | ☐ | ☐ |
| 2.11 **Student Associations and Organisations** | ☐ | ☐ | ☐ | ☐ |
| 2.12 **Student Counselling and Development (SCD)** | ☐ | ☐ | ☐ | ☐ |
| 2.13 **Student Governance** | ☐ | ☐ | ☐ | ☐ |
| 2.14 **Student Media** | ☐ | ☐ | ☐ | ☐ |
| 2.15 **Residence Communities** | ☐ | ☐ | ☐ | ☐ |

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

3.1 **When receiving information regarding events and programmes on campus, which communication platforms work best for you? You can select more than one option.**

☐ Blackboard  ☐ Student Email  ☐ Facebook
☐ Instagram  ☐ Posters/ Flyers  ☐ SMS
☐ Twitter  ☐ UFS Website  ☐ WhatsApp
☐ Other

3.2 **If other, please specify**:

[                                                                    ]

3.3 **How do you typically become aware of co-curricular programmes and events on campus? (i.e. word of mouth, SMS, Facebook etc.)**

[                                                                    ]

**Indicate the extent to which you agree with the following statements:**

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES   [Continue]

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 3.4 | I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular record): | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3.5 | I would be more likely to participate in co-curricular programmes if they were offered online: | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3.6 | I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close vicinity: | ☐ | ☐ | ☐ | ☐ | ☐ |

## 4. CAMPUS SAFETY AND SECURITY

**4.1 On average, how many hours per day do you spend on campus?**
☐ 1-3    ☐ 4-6    ☐ 7-9
☐ 10-12    ☐ 13 or more

**4.2 Where do you spend most of your free time between classes on campus? Please select the most relevant options.**
☐ Library
☐ Thakaneng Bridge
☐ Computer Labs
☐ I often do not find a space conducive for learning and relaxing
☐ My Residence
☐ Wherever I find a comfortable space on campus, outside in nature

**Please indicate the extent to which you agree with the following statements:**

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 4.3 | I feel safe on campus during the day: | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4.4 | I feel safe on campus in the evening (17h00-22h00): | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4.5 | I feel safe on campus at night (22h00-06h00): | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4.6 | I feel safe at my accommodation facility during the day: | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4.7 | I feel safe at my accommodation facility in the evening (17h00-22h00): | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4.8 | I feel safe at my accommodation facility at night (22h00-06h00): | ☐ | ☐ | ☐ | ☐ | ☐ |

**4.9 In the past two years, have you or a student you know personally been a victim of crime(s) on campus?**
☐ No    ☐ Yes    ☐ Yes, someone I know personally

## 4. CAMPUS SAFETY AND SECURITY   [Continue]

**4.10  If you have been a victim of crime on campus in the past two years, please indicate which crime(s):**

☐ Damage to personal property    ☐ Gender-Based Violence (sexual assault, sexual harassment, rape)    ☐ Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion)

☐ Mugging or Robbery    ☐ Non-Physical Violence (intimidation, verbal bullying, stalking)    ☐ Physical Violence or Assault

☐ Theft of personal property    ☐ Others forms of crime    ☐ Not Applicable

**4.11  If a student you know personally has been a victim of crime on campus in the past two years, please indicate which crimes:**

☐ Damage to personal property    ☐ Gender-Based Violence (sexual assault, sexual harassment, rape)    ☐ Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion)

☐ Mugging or Robbery    ☐ Non-Physical Violence (intimidation, verbal bullying, stalking)    ☐ Physical Violence or Assault

☐ Theft of personal property    ☐ Other forms of crime    ☐ Not Applicable

**4.12  If you have been a victim of crime while travelling to/from campus in the past two years, please indicate which crime(s):**

☐ Damage to personal property    ☐ Gender-Based Violence (sexual assault, sexual harassment, rape)    ☐ Hate Crime (assault, harassment or any other form of violence based on race, sexuality, nationality, religion)

☐ Mugging or Robbery    ☐ Non-Physical Violence (intimidation, verbal bullying, stalking)    ☐ Physical Violence or Assault

☐ Theft of personal property    ☐ Other forms of crime    ☐ Not Applicable

**4.13  If a student you know personally has been a victim of crime while travelling to/ from campus in the last two years, please indicate which crimes(s):**

☐ Damage to personal property    ☐ Gender-Based Violence (sexual assault, sexual harassment, rape)    ☐ Hate Crime (assault, harassment or any form of violence based on race, sexuality, nationality, religion)

☐ Mugging or Robbery    ☐ Non-Physical Violence (intimidation, verbal bullying, stalking)    ☐ Physical violence or assault

☐ Theft of personal property    ☐ Other forms of crime    ☐ Not Applicable

**4.14  Are you aware of the actions to take in the event that you become the victim of, or witness, a safety incident on campus?**    ☐ No, I would not know what to do/ who to report it to    ☐ I have a vague idea of what to do/ who to report it to    ☐ Yes, I know exactly what to do/ who to report it to

**Select the option that you believe is most accurate:**

4.15  The UFS is _____ in its efforts of working towards creating a safe and secure campus environment    ☐ Failing    ☐ Average    ☐ Exceptional

## 5. COMMENTS/ SUGGESTIONS:

5.1  **In your opinion, what are the most pressing/ important issues that Student Affairs should focus on?** (i.e. Graduate Employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional Health, Student Governance etc.)

```



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|--------|-----------------------------------------------|----------------|

## 5. COMMENTS/ SUGGESTIONS:   [Continue]

**5.2   Please leave any other comments/ suggestions or recommendations:**

Thank you for your feedback.
Your input is valuable to us.

| EvaSys | Student Affairs Week Survey South Campus 2019 | Electric Paper EVALUATIONSSYSTEME |
|---|---|---|

Dear Student. Kindly complete the following survey related to Student Affairs.

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

## 1. DEMOGRAPHIC INFORMATION:

**1.1 Accommodation:**
☐ On-Campus Residence     ☐ Commuter Student (not in a UFS residence)

**1.2 If commuter student, please select the most appropriate option regarding your current accommodation:**
☐ Accredited Student Accommodation (i. e. Campus Key, Unilofts)     ☐ Parent's/ Guardian's/ Family's Residence     ☐ Townhouse/ Flatlet

☐ Student House     ☐ Other

**1.3 Are you a student with a disability?**
☐ No     ☐ Yes

**1.4 Ethnicity:**
☐ Black African     ☐ White     ☐ Coloured
☐ Indian     ☐ Asian     ☐ Other

**1.5 Gender:**
☐ Female     ☐ Male     ☐ Gender Non-Conforming

**1.6 Year of Study:**
☐ First     ☐ Second     ☐ Third
☐ Fourth     ☐ Postgraduate

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS

**2.1 Are you aware of the following divisions on campus? Please select <u>all</u> relevant divisions.**
☐ Centre for Universal Access and Disability Support (CUADS)     ☐ Gateway Orientation     ☐ Campus Clinic
☐ Student Counselling and Development     ☐ Social Worker's Office     ☐ Student Governance
☐ Residence Communities

**2.2 Are you currently involved with/ have you previously participated in any of the following divisions? Please select <u>all</u> relevant divisions.**
☐ Centre for Universal Access and Disability Support (CUADS)     ☐ Gateway Orientation     ☐ Campus Clinic
☐ Student Counselling and Development     ☐ Social Worker's Office     ☐ Student Governance
☐ Residence Communities

**In your opinion, how relevant is each of the following divisions? Only mark divisions that you are aware of/ are currently involved in/ have participated in once before.**

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|---|---|---|

## 2. AWARENESS, INVOLVEMENT IN AND RELEVANCE OF STUDENT AFFAIRS DIVISIONS  [Continue]

| | | Not Relevant | Somewhat Relevant | Relevant | Very Relevant |
|---|---|---|---|---|---|
| 2.3 | **Centre for Universal Access and Disability Support (CUADS)** | ☐ | ☐ | ☐ | ☐ |
| 2.4 | **Gateway Orientation** | ☐ | ☐ | ☐ | ☐ |
| 2.5 | **Campus Clinic** | ☐ | ☐ | ☐ | ☐ |
| 2.6 | **Student Counselling and Development (SCD)** | ☐ | ☐ | ☐ | ☐ |
| 2.7 | **Social Worker's Office** | ☐ | ☐ | ☐ | ☐ |
| 2.8 | **Student Governance** | ☐ | ☐ | ☐ | ☐ |
| 2.9 | **Residence Communities** | ☐ | ☐ | ☐ | ☐ |

## 3. COMMUNICATION PLATFORMS AND CO-CURRICULAR PROGRAMMES

3.1 **When receiving information regarding events and programmes on campus, which communication platforms work best for you? You can select more than one option.**

☐ Blackboard ☐ Student Email ☐ Facebook
☐ Instagram ☐ Posters/ Flyers ☐ SMS
☐ Twitter ☐ UFS Website ☐ WhatsApp
☐ Other

3.2 **If other, please specify**:

[                                                                    ]

3.3 **How do you typically become aware of co-curricular programmes and events on campus? (i.e. word of mouth, SMS, Facebook etc.)**

[                                                                    ]

**Indicate the extent to which you agree with the following statements:**

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 3.4 | **I would be more likely to participate in co-curricular programmes if formal recognition was given (i.e. certificate, co-curricular record):** | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3.5 | **I would be more likely to participate in co-curricular programmes if they were offered online:** | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3.6 | **I would be more likely to participate in co-curricular programmes if they were offered off-campus in my neighborhood/ close vicinity:** | ☐ | ☐ | ☐ | ☐ | ☐ |

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|---|---|---|

## 4. CAMPUS SAFETY AND SECURITY

**4.1 On average, how many hours per day do you spend on campus?**
☐ 1-3  ☐ 4-6  ☐ 7-9
☐ 10-12  ☐ 13 or more

**4.2 Where do you spend most of your free time between classes on campus? Please select the most relevant options.**
☐ Library
☐ Thakaneng Bridge
☐ Computer Labs
☐ I often do not find a space conducive for learning and relaxing
☐ My Residence
☐ Wherever I find a comfortable space on campus, outside in nature

**Please indicate the extent to which you agree with the following statements:**

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **4.3 I feel safe on campus during the day:** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **4.4 I feel safe on campus in the evening** (17h00-22h00)**:** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **4.5 I feel safe on campus at night** (22h00-06h00): | ☐ | ☐ | ☐ | ☐ | ☐ |
| **4.6 I feel safe at my accommodation facility during the day:** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **4.7 I feel safe at my accommodation facility in the evening** (17h00-22h00): | ☐ | ☐ | ☐ | ☐ | ☐ |
| **4.8 I feel safe at my accommodation facility at night** (22h00-06h00): | ☐ | ☐ | ☐ | ☐ | ☐ |

**4.9 In the past two years, have you or a student you know personally been a victim of crime(s) on campus?**
☐ No  ☐ Yes  ☐ Yes, someone I know personally

**4.10 If you have been a victim of crime on campus in the past two years, please indicate which crime(s):**
☐ Damage to personal property
☐ Gender-Based Violence (sexual assault, sexual harassment, rape)
☐ Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion)
☐ Mugging or Robbery
☐ Non-Physical Violence (intimidation, verbal bullying, stalking)
☐ Physical Violence or Assault
☐ Theft of personal property
☐ Others forms of crime
☐ Not Applicable

**4.11 If a student you know personally has been a victim of crime on campus in the past two years, please indicate which crimes:**
☐ Damage to personal property
☐ Gender-Based Violence (sexual assault, sexual harassment, rape)
☐ Hate Crime (assault, harassment, or any form of violence based on race, sexuality, nationality, religion)
☐ Mugging or Robbery
☐ Non-Physical Violence (intimidation, verbal bullying, stalking)
☐ Physical Violence or Assault
☐ Theft of personal property
☐ Other forms of crime
☐ Not Applicable

**4.12 If you have been a victim of crime while travelling to/from campus in the past two years, please indicate which crime(s):**
☐ Damage to personal property
☐ Gender-Based Violence (sexual assault, sexual harassment, rape)
☐ Hate Crime (assault, harassment or any other form of violence based on race, sexuality, nationality, religion)
☐ Mugging or Robbery
☐ Non-Physical Violence (intimidation, verbal bullying, stalking)
☐ Physical Violence or Assault
☐ Theft of personal property
☐ Other forms of crime
☐ Not Applicable

## 4. CAMPUS SAFETY AND SECURITY   [Continue]

**4.13 If a student you know personally has been a victim of crime <u>while travelling to/ from campus</u> in the last two years, please indicate which crimes(s):**

☐ Damage to personal property

☐ Gender-Based Violence (sexual assault, sexual harassment, rape)

☐ Hate Crime (assault, harassment or any form of violence based on race, sexuality, nationality, religion)

☐ Mugging or Robbery

☐ Non-Physical Violence (intimidation, verbal bullying, stalking)

☐ Physical violence or assault

☐ Theft of personal property

☐ Other forms of crime

☐ Not Applicable

**4.14 Are you aware of the actions to take in the event that you become the victim of, or witness, a safety incident on campus?**

☐ No, I would not know what to do/ who to report it to

☐ I have a vague idea of what to do/ who to report it to

☐ Yes, I know exactly what to do/ who to report it to

**Select the option that you believe is most accurate:**

4.15 The UFS is _____ in its efforts of working towards creating a safe and secure campus environment

☐ Failing

☐ Average

☐ Exceptional

## 5. COMMENTS/ SUGGESTIONS:

5.1 **In your opinion, what are the most pressing/ important issues that Student Affairs should focus on?** (i.e. Graduate Employability, Safety and Security, Inclusivity, Physical, Psychological and Emotional Health, Student Governance etc.)

5.2 **Please leave any other comments/ suggestions or recommendations:**

Thank you for your feedback.
Your input is valuable to us.

# Appendix  D

| Campus | Name of Department | Surname | Initials | Staff Numb | Sex | Race | Employment type | Employment Level | Highest qualification: | Professional/statutory body registration: |
|---|---|---|---|---|---|---|---|---|---|---|
| Bloemfontein | Arts, Culture & Dialogue | Mockie | SMA | 830430 | Male | Coloured | Permanent | General Management | Master's Degree | |
| Bloemfontein | Career Services | Janeke | B | 781732 | Female | White | Permanent | General Management | Master's Degree | |
| Bloemfontein | CUADS | Morrison | CY | 853125 | Female | Coloured | Permanent | General Management | Honours Degree | |
| Bloemfontein | CUADS | Miranda | MH | 812842 | Female | White | Permanent | Middle Management | Bachelor's Degree | Higher and Further Education Disability Services Association and South African Translator's Institute |
| Bloemfontein | CUADS | Mpele | D.G | 888958 | Female | African | Fixed contract | Administrative staff | National Senior Certificate | |
| Bloemfontein | CUADS | Malivhoho | M | 869355 | Male | African | Fixed contract | Administrative staff | National Senior Certificate | |
| South | CUADS | Thulo | TB | 864388 | Female | African | Permanent | Administrative staff | National Senior Certificate | |
| Bloemfontein | CUADS | Moerane | MM | 880891 | Female | African | Permanent | Administrative staff | Bachelor's Degree | |
| South | CUADS | Motaung | GE | 856911 | Female | African | Permanent | Administrative staff | National Senior Certificate | |
| Bloemfontein | Food Environment | visagie | Annelize | 837674 | Female | White | Fixed contract | General Management | Master's Degree | |
| Bloemfontein | Gateway | Sehloho | LP | 823492 | Female | African | Permanent | General Management | Honours Degree | |
| Bloemfontein | KovsieACT | WESSELS | EM | 868247 | Female | White | Permanent | Administrative staff | National Senior Certificate | |
| Bloemfontein | KovsieACT | Scheepers | K | 37184 | Female | White | Permanent | Middle Management | Bachelor's Degree | |
| Bloemfontein | SCD | van den Bergh | L | 856677 | Female | White | Permanent | Professional staff | Master's Degree | HPCSA |
| Bloemfontein | SCD | Venter | N | 814004 | Male | White | Permanent | Professional staff | Master's Degree | HPCSA |
| Qwaqwa | SCD | van den Bergh | T.J. | 854666 | Male | White | Permanent | General Management | Master's Degree | HPCSA |
| South | SCD | Makgale | O.T.P | 889784 | Female | African | Permanent | Professional staff | Master's Degree | HPCSA |
| Bloemfontein | SCD | Barnaschone | MT | 853856 | Female | White | Fixed contract | Middle Management | PhD | HPCSA |
| Bloemfontein | SCD | Ngobeni | N G | 889008 | Female | African | Fixed contract | Professional staff | Master's Degree | HPCSA |
| Bloemfontein | SCD | Herbst | P | 705871 | Female | White | Permanent | General Management | National Senior Certificate | |
| South | SCD | Makgale | OTP | 889874 | Female | African | Permanent | Professional staff | Master's Degree | HPCSA |
| Qwaqwa | SCD | sithole | NH | 877050 | Female | African | Permanent | Professional staff | Honours Degree | HPCSA |
| Bloemfontein | SCD | ndou | vp | 889009 | Female | African | Fixed contract | Professional staff | Master's Degree | HPCSA |
| Bloemfontein | SCD | Maloney | N | 873890 | Female | White | Permanent | Professional staff | Master's Degree | HPCSA |
| Qwaqwa | Social Support Unit | PHOOFOLO | S.T | 856997 | Female | African | Permanent | Professional staff | Master's Degree | South African Council for Social Service Professions |
| Bloemfontein | Social Support Unit | Msadu | E | 861265 | Female | African | Permanent | Middle Management | Honours Degree | South African Council for Social Service Professions |
| Bloemfontein | Student Governance | Motseki | R | 869738 | Female | African | Permanent | Administrative staff | National Senior Certificate | |
| Qwaqwa | Student Governance | Khotha | MR | 889783 | Female | African | Permanent | Administrative staff | Bachelor's Degree | |
| Qwaqwa | Student Governance | MALIMABE | DP | 828087 | Female | African | Permanent | General Management | Master's Degree | |
| Bloemfontein | Student Governance | Munzhelele | D | 888957 | Male | African | Fixed contract | Administrative staff | Honours Degree | |
| Bloemfontein | Dean's Office | KGOERERE | P | 856392 | Female | African | Permanent | General Management | Bachelor's Degree | |
| Bloemfontein | Dean's Office | Mgolombane | P | 868130 | Male | African | Permanent | Senior Management | Master's Degree | South African Association for Senior Student Affairs Professionals |
| Bloemfontein | Student Affairs (Bloem) | Khambule | Z | 886835 | Female | African | Permanent | Administrative staff | Bachelor's Degree | |
| Bloemfontein | Student Affairs (Bloem) | Hlophe | CN | 876629 | Female | African | Research/Student Assistant | Administrative staff | Master's Degree | South African Sociology Association |
| Bloemfontein | Student Affairs (Bloem) | Sewsanker | A | 865982 | Female | Indian | Permanent | Administrative staff | National Senior Certificate | |
| Bloemfontein | SLD | Pelser | R | 865547 | Female | White | Permanent | Middle Management | Master's Degree | |
| Bloemfontein | Residence Life | Malefane | P | 856043 | Female | African | Permanent | Middle Management | Honours Degree | ACUHO-I SAC |
| Bloemfontein | Residence Life | Kader | CB | 853677 | Female | Coloured | Permanent | General Management | Bachelor's Degree | |
| Bloemfontein | Residence Life | Jama | MP | 744128 | Female | African | Permanent | Professional staff | PhD | |
| Bloemfontein | Residence Life | Goliath | LK | 872523 | Male | N/A | Permanent | General Management | Honours Degree | |
| Qwaqwa | Residence Life | Njoko | S.P | 885874 | Male | African | Permanent | General Management | Bachelor's Degree | |
| Bloemfontein | Residence Life | Tiroyabone | GW | 864271 | Female | African | Permanent | Professional staff | Honours Degree | |
| Bloemfontein | Residence Life | Molora | O | 881458 | Female | African | Permanent | General Management | Honours Degree | |
| Bloemfontein | Residence Life | sithebe | PA | 870861 | Female | African | Permanent | General Management | Honours Degree | Legal Practice Council of the Free State |
| Bloemfontein | Residence Life | Jaftha | CBA | 881282 | Female | Coloured | Permanent | Middle Management | Master's Degree | SACE |
| Bloemfontein | Residence Life | Van Wyk | ES | 858185 | Female | Coloured | Permanent | General Management | Bachelor's Degree | |
| Bloemfontein | Residence Life | Sekoe | JG | 876484 | Female | Coloured | Permanent | General Management | Bachelor's Degree | SACSSP |
| Bloemfontein | Residence Life | Markham | LG | 850298 | Male | Coloured | Fixed contract | Professional staff | Master's Degree | South African Board for People Practices |
| South | Residence Life | motsoeneng | mf | 888787 | Male | African | Permanent | General Management | Bachelor's Degree | SACE |
| Bloemfontein | Residence Life | Mokhethi | NE | 861815 | Female | African | Permanent | General Management | Honours Degree | |
| Bloemfontein | Residence Life | Mohoanyane | E.R | 861669 | Female | African | Permanent | Middle Management | Honours Degree | |
| Bloemfontein | Residence Life | Hlongwane | N.L | 865159 | Male | African | Permanent | General Management | Bachelor's Degree | |
| Qwaqwa | Residence Life | Njoko | SP | 885874 | Male | N/A | Permanent | General Management | Bachelor's Degree | |
| Bloemfontein | Residence Life | Antohnie | P | 889319 | Male | Other | Permanent | Middle Management | Master's Degree | Legal Practice Council, CISA, IRMSA |
| South | Residence Life | Colby | GD | 871018 | Male | Coloured | Permanent | General Management | Honours Degree | |
| Bloemfontein | Reseach and Co-curricular | Langenhoven | R | 890177 | Male | White | Research/Student Assistant | Administrative staff | Honours Degree | |
| Bloemfontein | Peer Mentor Programme | de Oliveira | JD | 874665 | Male | White | Research/Student Assistant | Administrative staff | Honours Degree | |
| Bloemfontein | Student Media | van Niekerk | GA | 851291 | Male | White | Permanent | General Management | Master's Degree | |
| Qwaqwa | Kovsie Sport | SOKE | MB | 852616 | Male | African | Permanent | General Management | Bachelor's Degree | |
| Qwaqwa | Kovsie Sport | Mazibuko | Z.G | 886095 | Male | African | Permanent | General Management | National Senior Certificate | |
| Qwaqwa | Kovsie Sport | MOFOKENG | FPE | 886092 | Female | African | Permanent | Administrative staff | National Senior Certificate | |
| Qwaqwa | Health and Wellness (Clinic) | Zuma | MT | 828772 | Female | African | Permanent | Administrative staff | Bachelor's Degree | |
| Qwaqwa | Health and Wellness (Clinic) | Moloi | MM | 880863 | Female | African | Permanent | Professional staff | National Senior Certificate | South African Nursing Council |
| Qwaqwa | Health and Wellness (Clinic) | Modise | NL | 880619 | Female | African | Permanent | General Management | National Senior Certificate | South African Nursing Council |
| Qwaqwa | Health and Wellness (Clinic) | Sebakamotse | NM | 889158 | Female | African | Permanent | General Management | Bachelor's Degree | South African Nursing Council |
| Qwaqwa | Health and Wellness (Clinic) | Mokhethi | TF | 859508 | Female | African | Permanent | Administrative staff | National Senior Certificate | |
| Qwaqwa | Health and Wellness (Clinic) | Zuma | MT | 828772 | Female | African | Permanent | Administrative staff | Bachelor's Degree | |
| Qwaqwa | Health and Wellness (Clinic) | Sebakamotse | NM | 889158 | Female | African | Permanent | Professional staff | Bachelor's Degree | South African Nursing Council |
| N/A | Health and Wellness (Clinic) | Modise | NL | 880619 | Female | African | Permanent | General Management | National Senior Certificate | South African Nursing Council |
| Qwaqwa | Student Associations | Moloi | M.A | 855312 | Female | African | Permanent | General Management | Bachelor's Degree | South African Nursing Council |
| Bloemfontein | Office of Director (Bloem) | Wahl | WP | 703066 | Male | White | Permanent | Middle Management | PhD | International Association of Cognitive Education and Psychology (IACEP) |
| South | Office of Director (South) | Mothibi | MJ | 869176 | Male | African | Permanent | Middle Management | Bachelor's Degree | Youth Advisor to the Board Directors - Enke |
| Qwaqwa | Office of Director (Qwaqwa) | Morris | N | 890336 | Female | Coloured | Fixed contract | Middle Management | Master's Degree | NASDEV |
| Qwaqwa | Office of Director (Qwaqwa) | Mosia | LP | 888019 | Female | African | Fixed contract | Administrative staff | National Senior Certificate | |
| South | Student Life (South) | Masapo-Changwara | LC | 862035 | Female | African | Fixed contract | General Management | Master's Degree | |
| South | Student Life (South) | Moeti | T | 885880 | Female | African | Fixed contract | General Management | Honours Degree | |
| | N/A | Malambile | PP | 888446 | Male | African | Permanent | General Management | Honours Degree | |
| | | | | | | | | | | |
| Bloem    60% | | | | | Female 72 | African    65,4% | Permanent    80.7% | Senior Management   1.2% | National Senior   19.3% | |
| Qwaqwa 28.8% | | | | | Male   27. | White    21% | Fixed contract    15.7% | Middle Management 14.5% | Bachelors Degree 27.7% | |
| South    11.3% | | | | | | Coloured 11.1% | Research Assistant 3.6% | General Management  41% | Honours Degree  20.5% | |
| | | | | | | Indian    1.2% | | Professional staff    20.5% | Master's Degree  28.9% | |
| | | | | | | Other    1.2% | | Administrative staff  22.9% | PhD    3.6% | |

# Appendix E

# UNIVERSITY OF THE FREE STATE

# Anti-Discrimination, Promotion of Equality, and Social Justice Policy and Procedures

# 1.    PREAMBLE

1.1.  The University of the Free State (UFS) is committed to providing opportunities for its Staff and Students to pursue excellence and satisfaction in their academic and social lives.

1.2.  The UFS consequently undertakes to safeguard and advance the fundamental rights and freedoms of all Students and Staff of the institution, especially the constitutionally guaranteed rights[1] of every person to inherent human dignity[2], Equality and non-discrimination[3].

1.3.  These rights have been enshrined in the Employment Equity Act (EEA) (in respect of employment) and the Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA) (in respect of all matters, except those covered by the EEA) and consequently these statutes, together with the Constitution and the relevant international standards, form the cornerstone of this Policy.

1.4.  In line with its vision to promote Equality and Social Justice, and to prevent Unfair Discrimination within the institution, the UFS undertakes to protect all Students and Staff from direct and indirect Unfair Discrimination, whether such discrimination is based on listed, unlisted analogous or arbitrary grounds of Unfair Discrimination, by taking appropriate and informed action against all persons that engage in acts of Unfair Discrimination in accordance with this Policy and all other applicable UFS policies.

1.5.  To eliminate any doubt, it is hereby recorded that the provisions of this Policy are not retrospective, and will consequently become effective from the date on which this Policy comes into operation.

# 2.    DEFINITIONS AND INTERPRETATION

---

[1]  The fundamental rights and freedoms as set out in the Bill of Rights in Chapter 2 of the Constitution.
[2]  Section 10 of the Constitution.
[3]  Section 2 of the Constitution.

In this document, unless the context indicates otherwise, the following capitalised terms shall have the meanings assigned to them below and cognate expressions shall have corresponding meanings:

| | |
|---|---|
| "**Alternative Dispute Resolution**" | means, collectively and in accordance with the relevant circumstances and as more comprehensively described in paragraph 9 of this Policy, the following:<br><br>(i) negotiation;<br>(ii) mediation; and/or<br>(iii) disciplinary action; |
| "**Annexures**" | means the Annexures to this Policy, which form an integral part of the Policy and should be read in conjunction with the provisions of this Policy; |
| "**Constitution**" | means the Constitution of the Republic of South Africa, No 108 of 1996; |
| "**EEA**" | means the Employment Equity Act, No 55 of 1998, as may be amended, varied or replaced; |
| "**Equality**" | means, in relation to the UFS, a multi-faceted substantive approach to Equality as advanced by the Constitution, requiring social and occupational change by addressing inequality; |
| "**Law**" | means all relevant laws of the Republic of South Africa, as well as all relevant provisions of applicable international law, to the extent that South Africa has committed to recognising such laws; |
| "**Mediators**" | means objective persons identified, by the UFS |

Department of Human Resources and the Directorate for Student Discipline and Mediation for employees and students of the UFS respectively, as eligible to act as mediators in resolving disputes of Unfair Discrimination and alleged bullying in terms of this Policy, and who have received adequate accredited training to act in such a capacity;

**"PEPUDA"** means the Promotion of Equality and Prevention of Unfair Discrimination Act, No 4 of 2000, as may be amended, varied or replaced;

**"Policy"** means this policy and procedures on the promotion of Equality and Social Justice and the prevention of Unfair Discrimination;

**"Social Justice"** means justice and Equality in terms of the distribution of opportunities and privileges;

**"Staff"** means all full-time, part-time and *ad hoc* employees of the UFS;

**"Students"** refers to a Student as per the Definition of a Student contained in the General Rules of the University of the Free State, as amended from time to time;

**"UFS"** means the University of the Free State, a university duly established under the Higher Education Act, No 101 of 1997; and

**"Unfair Discrimination"** means, for the purposes of this Policy, any conduct which either directly or indirectly discriminates unjustifiably between persons or

3

classes of persons based on:

(i) the grounds listed in section 9(3) of the Constitution, as well as all unlisted grounds analogous thereto;

(ii) the grounds listed in section 6(1) of the EEA, as well as all unlisted grounds analogous thereto and all arbitrary grounds envisaged by the aforementioned section; and

(iii) the provisions and grounds stipulated in Chapter 2 of PEPUDA.

## 3. OBJECTIVES OF THE POLICY

This Policy aims to advance the following objectives:

3.1 To clarify, deepen and promote an understanding of Equality, Social Justice and Unfair Discrimination among Staff and Students of the UFS.

3.2 To identify and promote an understanding of barriers to Equality within the UFS, as well as the various forms and practices of Unfair Discrimination that may occur, with an aim of preventing and eradicating such practices.

3.3 To identify bullying practices within the various vertical and horizontal relationships at the UFS, with an aim of understanding, preventing and eradicating such practices.

3.4 To describe the responsibilities, rights and duties of the various role players at the UFS in identifying and eradicating Unfair Discrimination and promoting Equality and Social Justice.

3.5 To establish the appropriate and acceptable procedures, processes and channels of communication for Staff and Students of the UFS to address their concerns pertaining to allegations of Unfair Discrimination and bullying.

## 4. GUIDING PRINCIPLES

4.1   The UFS is committed to establishing an institutional culture and work environment in which the inherent human dignity and right to Equality of all persons are respected.

4.2   Victims of Unfair Discrimination and bullying should be supported, protected and at liberty to express their grievances in accordance with the appropriate procedures and through the appropriate avenues, as described in this Policy.

4.3   All Staff and Students of the UFS have an obligation in terms of this Policy to assist in establishing and maintaining an institutional culture and work environment that promotes Equality and Social Justice and inhibits Unfair Discrimination. In discharging this obligation, Staff and Students must ensure that they do not engage in conduct that amounts to Unfair Discrimination and should discourage such conduct when it is engaged in by others.

4.4   Failure by Staff and Students to uphold and adhere to the provisions of this Policy may result in disciplinary action being taken by the UFS, in accordance with the designated UFS disciplinary procedures, policies and rules.

4.5   As part of its commitment to advance Equality, the UFS recognises that recruitment, selection and placement of Staff and prospective Staff members of the UFS are crucial aspects of managing redress and equity in the work environment. The UFS consequently undertakes to ensure that employment positions are advertised and positions are filled in compliance with its obligations under the EEA (including its institutional Employment Equity plan and targets) and this Policy.

4.6   The UFS recognises the importance of ensuring the adequate provision of training and development based on the individual needs of Staff members.

4.7   The designated UFS authorities must ensure that appropriate action is taken objectively in circumstances where alleged claims of Unfair Discrimination and bullying are brought to its attention, taking all reasonably necessary steps to

ensure that such allegations are adequately considered, investigated and discharged in accordance with the requirements set for Alternative Dispute Resolution in terms of this Policy and/or any other policy applicable.

4.8     The UFS undertakes to make reasonable resources (e.g. Staff, offices, operational budget) available in order to advance standards and mechanisms of good practice, aimed at eradicating all forms of Unfair Discrimination and bullying among Staff and Students and to engage in effective Alternative Dispute Resolution.

4.9     Alternative Dispute Resolution is selected as the preferred approach to dealing with matters related to Unfair Discrimination and bullying. Nothing in terms of this Policy prohibits the UFS from conducting the matter in terms of any other relevant policy or rules, and further does not prohibit an aggrieved individual to pursue his/her allegation of Unfair Discrimination or bullying in an appropriate forum and in accordance with the relevant provisions of applicable Law.

4.10    Allegations lodged by Staff and Students in respect of Unfair Discrimination or bullying will be viewed in a serious light. Consequently, Staff and Students who are found guilty of such conduct, as well as such persons who make allegations of this nature that are false, misleading or malicious by nature, will be dealt with in accordance with the provisions of this Policy.

## 5.      RESPONSIBILITIES

5.1     The UFS community, consisting of both Staff and Students, is individually and collectively responsible for ensuring that the provisions of this Policy are adhered to.

5.2     Designated authorities and/or Mediators of the UFS will be responsible for overseeing and ensuring, as the case may be, that the procedures and processes pertaining to formal disputes and Alternative Dispute Resolution are adhered to.

5.3     As part of their induction into the management structure of the UFS, all

managerial Staff are required to undergo Equality and Social Justice training within six (6) months of being appointed to a managerial position.

5.4     All managerial Staff carry the following responsibilities (in addition to the responsibilities of Staff and Students contemplated in clause 5.5 below) in terms of this Policy:

   5.4.1     Ensure that they, at no time, engage in any form of conduct that may violate this Policy;

   5.4.2     Monitor the work environment to ensure that conduct which amounts to Unfair Discrimination and bullying is observed, addressed and adequately curbed;

   5.4.3     Assist in the interpretation and understanding of this Policy by Staff and Students; and

   5.4.4     Ensure that any allegations of Unfair Discrimination and bullying are dealt with adequately in terms of this Policy and/or any other policy applicable.

5.5     Staff and Students carry the following general responsibilities in terms of this Policy:

   5.5.1     Ensure that they do not violate this Policy;

   5.5.2     Report any occurrence of Unfair Discrimination and bullying in accordance with the provisions of paragraph 9 of this Policy;

   5.5.3     Assist, where reasonable and possible, other Staff and Students who have allegedly suffered Unfair Discrimination or bullying, by ensuring that their complaints are dealt with in terms of this Policy; and

   5.5.4     Ensure that confidentiality is maintained in respect of any allegation of Unfair Discrimination or bullying, and reasonably cooperate with designated authorities of the UFS in dealing with such allegations in

terms of this Policy.

## 6. APPLICATION OF THE POLICY

The Policy applies to all of the following:

6.1     Staff of the UFS;

6.2     Students of the UFS; and

6.3     Contractors of the UFS who perform work on any of the campuses of the UFS, for which purposes service-level agreements and sub-contractor agreements should be aligned with the provisions of this Policy.

6.4     The provisions of this Policy will apply to all Staff members and Students who, in the course and scope of their employment or studies, visit third-party venues and engage with society in general.

## 7. BULLYING IN THE HIGHER-EDUCATION ENVIRONMENT

7.1     The UFS recognises that the prevalence of bullying in the higher-education environment has escalated in recent years, giving rise to human-dignity violations that are comparable to those inflicted by acts of Unfair Discrimination.

7.2     There is presently no globally uniform definition of bullying. In light of the multi-faceted nature of bullying, this concept is most adequately defined in terms of its elements, symptomology and consequences, which may be described as follows[4]:

    7.2.1     An unwanted personalised, often sustained attack on one or more

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[4]   This definition has been adapted from the description of workplace bullying depicted by *A Oade. 2009. Managing Workplace Bullying: How to identify, respond and manage bullying behaviour in the  workplace. Palgrave MacMillan. See also the definition of bullying put forth by the Workplace Bullying  Institute.*

persons by another person(s) using behaviours that are emotionally and psychologically harmful;

7.2.2    Introducing a hostile dynamic into a workplace or educational relationship that involves a purposeful attempt by one person to injure another person's self-esteem, self-confidence and reputation or to undermine their competence to carry out their work duties or studies effectively; and/or

7.2.3    Handling a relationship with a person in a way that involves removing power from that person and placing it with oneself.

7.3.    The UFS recognises that bullying also extends to group behaviour and is not limited to one-on-one conduct. Consequently, a group of persons may bully an individual.

7.4.    Bullying can generally be categorised according to four (4) primary categories:

7.4.1.    Physical;

7.4.2.    Verbal;

7.4.3.    Social; and/or

7.4.4.    Cyber.

7.5.    The following constitute examples of bullying behaviour:

7.5.1.    Insults;

7.5.2.    Interference;

7.5.3.    Intimidation;

7.5.4.    Undermining;

7.5.5.    Withholding of resources;

7.5.6.    Social exclusion and marginalisation;

7.5.7.    Humiliation;

7.5.8.    Rudeness and disrespect;

7.5.9.    Lying;

7.5.10.    Ignoring (including use of the silent treatment);

7.5.11.    Persistent trivial criticism;

7.5.12.    Sabotage;

7.5.13.    Taking away responsibilities without reason;

7.5.14.    Excessive monitoring;

7.5.15.    Verbal insults and abuse;

7.5.16.    Physical abuse;

7.5.17.    Undervaluing legitimate efforts;

7.5.18.    Unfair allocation of workloads;

7.5.19.    Threats; and

7.5.20.    Withholding of information.

7.6.    While intention is a requirement for bullying at times, it is not a strict requirement, since this conduct may occur and cause harm to victims even in circumstances where there is no specific intention to do so.

7.7.    Bullying gives rise to various potentially severe negative consequences, such as stress-related ill health, as well as psychological and emotional harm, which may adversely affect the right to dignity of bullied persons. The UFS is consequently committed to curbing and eradicating such conduct.

## 8.    EQUALITY AND UNFAIR DISCRIMINATION IN THE HIGHER-EDUCATION ENVIRONMENT

8.1    This Policy addresses all the various listed and unlisted analogous grounds in respect of which direct or indirect Unfair Discrimination may take place. Any allegations of Unfair Discriminatory conduct will be dealt with in accordance with the provisions of this Policy.

8.2    The listed grounds of Unfair Discrimination are the following:

8.2.1    Race[5];

8.2.2    Gender[6];

8.2.3    Sex[7];

8.2.4    Pregnancy;

8.2.5    Marital status;

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[5]    The Annexure on Racism provides further insights in this regard.
[6]    The Annexure on Sex and Gender provides further insights in this regard.
[7]    The Annexure on Sex and Gender provides further insights in this regard.

8.2.6     Ethnic or social origin;

8.2.7     Colour;

8.2.8     Sexual orientation[8];

8.2.9     Age;

8.2.10    Disability[9];

8.2.11    Religion;

8.2.12    Conscience;

8.2.13    Belief;

8.2.14    Culture;

8.2.15    Language;

8.2.16    Birth;

8.2.17    Family responsibility;

8.2.18    HIV status; and

8.2.19    Political opinion.

8.3.    The unlisted analogous grounds and arbitrary grounds of Unfair Discrimination may encompass the following:

8.3.1.    Physical features[10];

8.3.2.    Health status[11]; and

8.3.3.    Xenophobia[12].


## 9.    DISPUTES AND DISPUTE-RESOLUTION PROCEDURES[13]

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[8]  The Annexure on Sexual Orientation provides further insights in this regard.

[9]  The UFS recognises that, as part of advancing Equality for people with disabilities, appropriate and  reasonable accommodation measures may be required in order to remove barriers to participation in  the academic and occupational environment.

[10]  The UFS recognises that while immutable physical characteristics, such as height and weight, are not expressly afforded legal protection as listed grounds of Unfair Discrimination, such conduct based  on these features has the potential to impair the fundamental human dignity of these persons and is  consequently regarded as impermissible

[11]  The UFS recognises that not all physical and mental health impairments will classify as legally protected disabilities according to the legal criteria, and therefore, to avoid any doubt, records that  Unfair Discrimination based on health status impairs the fundamental human dignity of these persons   and is consequently impermissible.

[12]  The Annexure on Xenophobia provides further insights in this regard.

[13]  The Alternative Dispute Resolution procedures envisaged in this Policy does not apply to the resolution of disputes and settlements, which fall within the jurisdiction of the Employee Relations  Office of the UFS.

**9.1     General**

9.1.1     The UFS recognises that, from time to time, Staff and Students may experience Unfair Discrimination and bullying in the institution. This Policy establishes and sets out the appropriate procedures and processes to be followed in circumstances where alleged violations of this Policy are reported.

9.1.2     The UFS further recognises the need for accessible, swift and effective dispute-resolution procedures for resolving allegations of Unfair Discrimination and bullying, especially in light of the psychological and emotional impact that such conduct may have on the victim and/or survivor, as well as the psychosocial and economic costs associated with litigation.

9.1.3     Alternative Dispute Resolution has been identified as the most effective manner to deal with disputes lodged in accordance with this Policy.

9.1.4     In light of the fact that pre-mediation and mediation, in terms of the Alternative Dispute Resolution procedure as envisaged in this paragraph (9), are internal processes, which are limited to internal stakeholders only, legal representation during these official processes is not permissible in general. In cases where a student is the alleged offender, the Manager: Directorate for Student Discipline and Mediation, after receiving a request, may grant permission for legal representation of the alleged perpetrator. However, this does not inhibit the right of Staff or Students in a dispute in any way to obtain legal advice regarding the matter pertaining to the dispute.

9.1.5     The UFS recognises that confidentiality during Alternative Dispute Resolution procedures is essential to conduct these processes effectively. Consequently, a commitment will be required from all parties in a dispute involving an allegation of Unfair Discrimination

and bullying, to keep the details of the allegation and these proceedings strictly confidential.

## 9.2 Lodging a complaint and declaration of a dispute

Staff and Students who allege a violation of this Policy are required to lodge an official complaint in the prescribed form with the Directorate for Student Discipline and Mediation and/or Department of Human Resources at the UFS.

## 9.3 Pre-mediation

9.3.1   An official file will be opened and a Mediator will be appointed to investigate and oversee the dispute. Investigation of the complaint will entail gathering evidence and interviewing the parties in the dispute, as well as any appropriate witnesses. In the case of a Student perpetrator, an investigating officer will be appointed to investigate the complaint. The process will unfold in compliance with Annexure B of the UFS General Rules in case of Student offenders.

9.3.2   The pre-mediation phase will involve informal discussions and negotiations with the parties in the dispute in order to attempt to settle the matter.

9.3.3   If the matter is settled at this stage, or if the Mediator is satisfied that the allegation of Unfair Discrimination or bullying is unfounded, the matter will be concluded and the file will be closed. The parties in the dispute will be notified accordingly.

9.3.4   In the event that the matter is not settled and there is sufficient basis for and evidence to support the allegation of Unfair Discrimination or bullying, the matter will proceed to the Mediation phase of Alternative Dispute Resolution, as contemplated in paragraph 9.4 (*Mediation*) below. In the case of a student offender, the Manager: Directorate for

Student Discipline and Mediation will manage the process to be followed further.

## 9.4. Mediation

9.4.1. Mediation constitutes a voluntary process and, consequently, both parties or groups of parties in a dispute involving an allegation of Unfair Discrimination or bullying must agree to it. An agreement to undergo mediation neither commits the complainant to pursue disciplinary or criminal charges, nor deprives the complainant of the right to do so. Therefore, formal complaint and/or grievance procedures remain available to complainants in circumstances where the mediation process breaks down.

9.4.2. The UFS recognises that not all disputes are eligible for mediation as a form of Alternative Dispute Resolution. These conditions may include circumstances where crimes or egregious human rights violations have occurred.

9.4.3. A request for mediation may arise from a variety of different sources, including:

9.4.3.1. Directly from a complainant;

9.4.3.2. From an individual whom the complainant has approached for advice or assistance; or

9.4.3.3. From a managerial Staff member of the UFS who is aware of a real or potential conflict situation between Staff and/or Students which falls within the scope of this Policy.

9.4.4. In the event that the complainant is agreeable to mediation, the Mediator will engage with the alleged perpetrator, to ascertain his/her/their attitude towards mediation. The alleged perpetrator may be accompanied by another Staff member or Student as a support person at such a meeting.

9.4.5. If the alleged perpetrator does not agree to mediation, the complainant

will be advised that mediation cannot take place and that he/she has the option to initiate a formal complaint procedure at the Employment Relations Office of the UFS (in the event that the alleged perpetrator is a Staff member) or the Directorate for Student Discipline and Mediation (in the event that the alleged perpetrator is a Student) in accordance with the rules of the UFS.

9.4.6. In the event that the Mediator is satisfied that the parties in the dispute agree freely and voluntarily to mediation, these proceedings will commence, the details of which will be communicated by the Mediator to the parties in the dispute.

9.4.7. No formal complaint or disciplinary proceedings may commence or be pursued during the course of the mediation process.

9.4.8. The Mediator may, during any stage of the mediation process, declare that the mediation has been terminated for the following reasons:

9.4.8.1. If either party withdraws their consent to mediation;

9.4.8.2. If the Mediator decides, at his/her sole and absolute discretion, that mediation is not the appropriate process to resolve the dispute at hand; and/or

9.4.8.3. If the Mediator decides, at his/her sole and absolute discretion, that it will not be possible to reach a fair and appropriate settlement within a reasonable period.

9.4.9. In such a case where the mediation is terminated, the matter will be referred to the Employment Relations Office of the UFS or the Directorate for Student Discipline and Mediation (as the case may be) for formal procedures to be initiated if the complainant so desires.

9.4.10. Until mediation is terminated in accordance with the ways of termination envisaged in this procedure (whether by settlement or otherwise), both parties to the dispute are obliged to attend all meetings called by the Mediator and sincerely attempt to reach a settlement. The Mediator may treat the failure of either party to attend a meeting, or failure in any other way to cooperate with the Mediator, as sufficient grounds for determining that it will not be possible to reach a fair and appropriate settlement

within a reasonable period, which will constitute appropriate grounds for terminating the mediation process in terms of paragraph 9.4.8 of this Policy.

9.4.11. Nothing stated or revealed by either party or the Mediator during and for the purposes of mediation, will be admissible in any official disciplinary proceedings conducted by the UFS. Mediation in terms of this paragraph (9) does not, however, inhibit the right of the complainant to institute criminal charges against the perpetrator.

9.4.12. If, after the mediation process, the parties in the dispute agree to settle the complaint and the Mediator is satisfied that the nature and terms of the proposed settlement are appropriate and fair in accordance with the circumstances, the Mediator will draft the terms of the settlement. If both parties agree to the terms of this drafted settlement, they will sign the settlement to attest and ratify their agreement to it. The Mediator will then report to the Employment Relations Office of the UFS or the Directorate for Student Discipline and Mediation (as the case may be), who will record and confirm the terms of the settlement, after which it will become binding on the parties.

9.4.13. If the Employment Relations Office of the UFS or the Directorate for Student Discipline and Mediation (as the case may be) declines to endorse the settlement, it will express its reasons for doing so to the Mediator in writing and, if necessary, a designated person will meet with the parties concerned (especially with the complainant) to clarify the reasons for declining to endorse the settlement. If the parties, however, confirm in writing that they are satisfied with the settlement after the explanation of the designated official, the settlement will be binding on them.

9.4.14. Any breach of the binding settlement by either of the parties thereto will constitute misconduct under the Disciplinary Procedures for University Staff and/or the Rules for Student Discipline of the UFS (as the case may be). A binding settlement in respect of the allegation of Unfair Discrimination or bullying will preclude the UFS from instituting disciplinary actions, but not criminal charges.

9.4.15. After the settlement has been endorsed, a copy of the settlement will be provided to both parties and placed in the personal Staff/Student files of the parties involved in the mediation. A copy of the settlement is kept by the Employment Relations Office of the UFS or the Directorate for Student Discipline and Mediation (as the case may be) for a period of at least 12 (twelve) months after the date on which such a settlement becomes binding on the parties in terms of this paragraph (9).

9.4.16. All statements and evidence revealed and disclosed during the mediation process will be regarded as confidential and may not be disclosed by the parties in the dispute. Each dispute and settlement, whether binding or not, is similarly regarded as confidential and may not be disclosed at any time. A breach by a Staff member or Student of any obligation to ensure a confidentiality measure imposed by this Policy constitutes misconduct under the Disciplinary Rules for University Staff and/or the Rules for Student Discipline of the UFS (as the case may be).

9.4.17. If, after 30 (thirty) business days from the date of the authorisation of mediation, a binding settlement has not been reached by the parties thereto, the Mediator will declare the mediation terminated (in which case the Mediator reports the declaration and the reason for it to the Employment Relations Office of the UFS or the Directorate for Student Discipline and Mediation, as the case may be, in writing), or request that the period of the mediation be extended and provide reasons for such a request. If the Mediator declares mediation terminated or the Employment Relations Office of the UFS or the Directorate for Student Discipline, as the case may be (in consultation with the complainant), refuses to permit mediation to continue, mediation terminates and the formal complaint procedure, in terms of the rules and policies of the UFS, will commence if the complainant so desires. If the Employment Relations Office of the UFS or Directorate for Student Discipline (as the case may be) allows mediation to continue, it will stipulate a period within which mediation must be completed. Once this second period has expired, no further extensions of the mediation period will be granted. If a binding settlement has not yet been reached within the aforesaid

extended period of mediation, the mediation will automatically be declared terminated.

**9.5      The right to pursue external processes**

These Alternative Dispute Resolution procedures contemplated in paragraph 9 do not remove or curtail the right of a Staff member to refer a dispute to the Commission for Conciliation, Mediation and Arbitration (CCMA) (in terms of section 10 of the EEA) or to pursue a complaint externally in terms of PEPUDA, nor does it suppress the right of a Student or Staff member to go to the South African Human Rights Commission (SAHRC) or Commission for Gender Equality (CGE). However, Staff and Students are urged to exhaust all available internal mechanisms (Alternative Dispute Resolution and formal procedures) before resorting to such measures[14].

**10.     INFORMATION, EDUCATION AND TRAINING**

10.1     All orientation of Staff and Students must include education on fundamental constitutional rights and the provisions of this Policy. All Staff members are encouraged to promote Equality, Social Justice principles, sensitivity to diversity and inclusiveness awareness in their teachings and interfaces with other Staff members and Students where relevant.

10.2     All Students are encouraged to promote Equality in their respective faculties, departments, colleges and residences (on and off campus).

10.3     The University, through the line function across the three campuses and at different levels, should ensure that there are continuous inclusiveness-awareness information sessions, critical dialogue sessions and training sessions, which will be reviewed and the nature and scope of which will be

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[14]  Section 10(4)(b) of the EEA should also be noted in this regard, which states: "The party that refers a dispute must satisfy the CCMA that … the referring party has made a reasonable attempt to resolve  the dispute."

determined on an annual basis, taking into account considerations from the preceding year.

10.4     The Department of Communication and Brand Management at the UFS is required to promote and support Equality on campus.

## 11.     REVIEW OF THE POLICY

This Policy will be reviewed by the UFS every three (3) years, or as may be required by relevant legal developments under the South African and international legal frameworks.

# ANNEXURES

<div align="right">

## ANNEXURE A:

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<div align="center">

## RACISM

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## 1.     CONCEPTS AND VIEWS

The UFS acknowledges that there is a multitude of definitions of racism and that the term 'race' is understood to be both flexible and evolving. In this Policy, the UFS recognises that 'race' and racism are underpinned by the following:

### 1.1.   Race

The UFS takes 'race' to be a social construct that has been proven to have no basis in biological taxonomy.

### 1.2.   Racism

1.2.1.   'Racism' relates to discriminatory attitudes, unexamined assumptions and beliefs, as well as behaviours, societal and organisational practices that result in exclusions, restrictions, preferences, psychological distress, negative stereotypes and distinctions for individuals or groups that are 'othered'.

1.2.2.   In South Africa, racism is the result of ideological, behavioural and emotional conditioning and structural arrangements that have occurred over centuries through slavery, colonisation and apartheid, at the heart of which was the creation of dominant and subservient groups in competition for economic resources and material wellbeing.

1.2.3.   Racism is thus underpinned by ideology and practices that deem certain societal groups superior to others.

1.2.4.   Racism and associated discriminations can be overt (direct, conscious, intentional) or covert (indirect, unconscious, unintentional). In all its forms, it can lead to harm and the impairment of the fundamental human

dignity of those who suffer this form of Unfair Discrimination.

1.2.5. In the educational environment, racism may present itself in both horizontal and vertical relationships. The UFS takes cognisance of racism that filters into knowledge production, research, the curriculum and the learning and teaching experience for both Students and Staff.

1.2.6. In South Africa, we have undergone processes of reconciliation and have aspired towards a non-racial 'rainbow nation'. This has contributed to increased discomfort and made it unpopular to address issues of race and racism directly.

1.2.7. Due to political and legislative changes in South Arica and globally, the nature of racism is constantly shifting. Even though overt racism is more easily named, identified and sanctioned, there are still such incidents in society. However, racism is taking on covert, unconscious forms that are more sophisticated, and which may be more difficult to identify and address.

1.2.8. All stakeholders should recognise that we carry this legacy with us and that it is constructed and socialised, and that this system has, to a greater or lesser extent, an impact on all South Africans. One intention behind this Policy is therefore to open forums for us to discuss these effects, make meaning of this phenomenon, its intentions and its complex and elusive manifestations and to intentionally and decisively act with a view to curb it and to eventually eradicate it completely.

## 1.3 Othering

'Othering' is the process of making distinctions between groups on the basis of race, skin colour, nationality, ethnic origin, country of birth, ancestry, culture, sexual orientation, gender, class, religion, language or other socially constructed differences.

## 1.4 Racial discrimination

Racial discrimination is any direct or indirect discrimination toward those who are 'othered', through utterances, actions, behaviours, traditions, norms,

policies, procedures, practices and structural arrangements, which has the effect of making someone feel inferior, or marginalising, excluding, oppressing and limiting their potential and restricting access to power, resources, organisational positions, advancement, promotions and university activities in ways that affect individuals and groups negatively.

## 1.5 Harassment

The UFS recognises that, as a form of Unfair Discrimination, harassment may take place based on race.

## 1.6 Bullying

The UFS recognises that Staff and Students may experience bullying based on race.

## 2. BACKGROUND

2.1 In South Africa, many persons share the legacy of apartheid. As we live in the present and move into the future, all stakeholders have a responsibility to ensure that this past is neither perpetuated nor that its vestiges and residues continue to influence our personal and work relationships. We also have to acknowledge that racism is not only a problem of the past, but in many quarters is still prevalent in the present. Racism and various forms of marginalisation persist globally and continue to shape human relations worldwide and in South Africa.[15]

2.2 It may be challenging for people to acknowledge that they are facing a world that is increasingly being divided along religious, national, ethnic colour lines and other forms of difference. It is equally challenging for them to accept that their socialisation on power, privilege, dominance, racialised ways of being and marginalisation is carried into the present. As Students and Staff, we have to remain cognisant of the impact and persistence of all forms of racism and how it intersects with other identities. Race and other forms of identity may influence

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[15] Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (2008).

many actions and the types of relationships we forge with colleagues, students and other UFS stakeholders. In our commitment to contribute to a more just and fair society, we must be willing to engage with all the factors that may contribute to the perpetuation of unfair discriminatory behaviour patterns and practices that act as obstacles to all of us in reaching our fullest potential.

2.3 This Policy stipulates that the UFS will not tolerate discrimination on the grounds of racial, class, sexual orientation, gender, religious, ethnic or cultural background. Racial harassment or related forms of abuse, including bullying, will also not be tolerated.

2.3 The guidelines and procedures of this Policy for dealing with allegations of racism take into account the experiences of individuals and groups, as well as systemic and institutional practices, as these may often be entwined and mutually enabling.

## 3. OBJECTIVES

In this Policy, the UFS aims to:

3.1 Appropriately name race-based discrimination with a view to eliminate this form of discrimination within the UFS.

3.2 Create awareness about the various types of race-based and associated intersecting forms of discrimination, such as ethnic origin, culture, nationality, country of birth, colour, sexual orientation, gender, class, language, religion and ancestry.

3.3 Ensure that appropriate and accessible procedures exist for Staff and Students to address incidents of racism, in accordance with paragraph 9.

## 4. CONCOMITANT CONSIDERATIONS FOR DEALING WITH RACIAL DISCRIMINATION, HARASSMENT AND BULLYING

4.1 There is a need to facilitate reporting and responding to accusations of racism. For the reasons set out herein, issues of racism have become 'hot spots' and

inflammatory, which makes them difficult to report, receive, engage with and resolve. The procedures and guidelines offered in terms of this Policy are intended to facilitate a constructive process of engagement that brings positive development and resolution for all parties involved. The UFS accepts that racism can be unlearnt and that dealing with it in a constructive manner is beneficial for our society, as it makes meaning of the past and how the past tendencies still manifest in the present, with the aim of eradicating such problematic racist tendencies.

4.2     It is noteworthy that racism is most often dealt with at the individual-relational level. However, it arises out of an ideology and system that is delivered at the level of the collective society. In dealing with racism at the UFS, all complaints will therefore be considered at an individual, collective and institutional level with remedial actions considered at all of these levels.

4.3     We recognise that racism operates in complex ways and that each case will be dealt with based on its own merits.

4.4     Remedial actions taken in terms of this Policy and any formal complaint procedures will be directed at establishing or re-establishing the following relationships:

4.4.1     Relationships that are free of Unfair Discrimination, harassment and bullying, and are based on Equality, mutual respect and the observance of human rights and Social Justice;

4.4.2     Relationships where individuals and groups are supported in overcoming the impact of racism; and

4.4.3     Relationships where individuals or groups who consciously or unconsciously engaged in racialised attitudes, other than facing the consequences of their actions, are also offered tools and support for correcting these racialised attitudes.

4.5     Remedial actions taken in terms of this Policy and any formal complaint procedures will also be directed at rooting out institutional policies, procedures

and practices that enable racial discrimination by omission or commission.

4.6     It is therefore important that, during the course of the Alternative Dispute Resolution procedures, the rights of the complainant, the alleged perpetrator and all parties involved are protected and observed through procedural and substantive fairness and justice to ensure that no further Unfair Discrimination, harassment or bullying follows.

4.7     It is also noted that, in the first instance, the expectations of the complainant will be observed with regard to how the matter is dealt with.

4.8     Confidentiality will be observed during the time that the complaint is being addressed. Confidentiality needs to be maintained by all parties involved. In these circumstances, there is a natural need to seek allies and supporters in a public way, which could negatively affect departmental or organisational work relations, and this should be avoided. Disciplinary steps may be taken by the UFS against those who break confidentiality unreasonably or seek to inflame the situation. Divisive actions by managers, colleagues, Staff and Students should be avoided in order to allow Alternative Dispute Resolution procedures to advance unhindered.

## 5.     DISPUTE RESOLUTION

In the event that there is a complaint concerning acts of racism, a complainant should follow the provisions of the Anti-Discrimination Policy, highlighted in paragraph 9 of the Policy. However, those involved retain their right to seek the intervention of an external body such as the CCMA, the Equality Court, the Human Rights Commission of South Africa and the Labour Court.

## 6.     APPLICABLE POLICIES AND ACTS

6.1     Existing documentation of the South African higher-education sector that applies to this Policy:

6.1.1 The Higher Education Act, No 101 of 1997, as amended from time to time;

6.1.2 Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions, 2008;

6.1.3 Education White Paper, No 3 of 1997;

6.1.4 Chapter 2 (Prohibition of Unfair Discrimination) of EEA; and

6.1.5 PEPUDA.

# GENDER IDENTITY

The UFS recognises that while gender identity forms an integral part of the umbrella concept of gender, it has elected to address this concept independently, in light of the significant barriers to Equality experienced by certain gender-identity groups in society.

## 1.    DEFINITIONS AND CONCEPTS

The terms used in this Annexure are used by expert non-governmental organisations (**NGOs**) and appear in relevant legislation. The following key terms may be described as follows:

1.1    "**Cisgender**" refers to someone whose identity conforms to the gender assigned to them by society and whose gender matches their sex at birth.[16]

1.2    "**Cissexism**" (noun) behaviour, which grants preferential treatment to cisgender people, reinforces the idea that being cisgender is somehow better or more 'right' than queerness, or makes other genders invisible.[17]

1.3    "**Gender**" informs the socially constructed roles, behaviour, activities and attributes that a particular society considers appropriate for men and women.[18]

1.4    "**Gender characteristics**" means the ways in which a person expresses his or her social identity as a member of a particular sex by using style of dressing, the wearing of prostheses, or other means.[19]

1.5    "**Gender identity**" refers to one's private sense of being a man, woman or

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[16]    Gender Dynamix (2014). 'Terminology'. http://www.genderdynamix.org.za/documents/
[17]    Killermann, S (2013). *The Social Justice Advocate's Handbook: A Guide To Gender.* Impetus Books, ISBN 978-0-9897602-0-1.
[18]    Gender Dynamix (2014). 'Terminology'. http://www.genderdynamix.org.za/documents/
[19]    No. 49 of 2003: Alteration of Sex Description and Sex Status Act.

otherwise, not linked necessarily to one's physical body.[20]

1.6 "**Gender reassignment**" means a process that is undertaken for the purpose of reassigning a person's sex by changing physiological or other sexual characteristics, and includes any phase of such a process.[21]

1.7 "**Gender variant**" is an umbrella term used to describe all people who defy mainstream notions of gender[22] (i.e. male and female).

1.8 "**Intersexed**" means a person whose congenital sexual differentiation is atypical to whatever degree.[23]

1.9 "**Primary sexual characteristics**" means the form of the genitalia at birth.[24]

1.10 "**Secondary sexual characteristics**" means those characteristics that develop throughout life and are dependent upon the hormonal structure of the individual person.[25]

1.11 "**Sex**" refers to the biological and physiological characteristics that define men and women.[26]

1.12 "**Transgender**" is an umbrella term for people whose gender identity, expression or behaviour is different from those typically associated with their assigned sex at birth, including, but not limited to, transsexuals, cross-dressers, androgynous people, genderqueers and/or gender non-conforming people. Some transgender people opt for gender-affirming treatment (those transgender people who choose to fully transition by means of such treatment are often called transsexual), while others choose not to, or to do so only partially. Transgender people can be heterosexual, bisexual or homosexual.

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[20] Gender Dynamix (2014). 'Terminology'. http://www.genderdynamix.org.za/documents/
[21] No. 49 of 2003: Alteration of Sex Description and Sex Status Act
Serano, J. (2013). Excluded: Making Feminist and Queer Movements More Inclusive. Seal Press. ISBN978-1580055048
[22] Gender Dynamix (2014). 'Terminology'. http://www.genderdynamix.org.za/documents/
[23] No. 49 of 2003: Alteration of Sex Description and Sex Status Act.
[24] No. 49 of 2003: Alteration of Sex Description and Sex Status Act.
[25] No. 49 of 2003: Alteration of Sex Description and Sex Status Act.
[26] Gender Dynamix (2014). 'Terminology'. http://www.genderdynamix.org.za/documents/

'Trans' is shorthand for transgender.[27]

## 2. PURPOSE

2.1 The purpose of this Annexure is to outline the procedures and responsibilities of the UFS to assist Students and Staff that experience Unfair Discrimination on the basis of gender variance.

2.2 This Annexure also outlines the responsibility of the UFS to challenge cissexism that is inherent in policies, administration and academic practices.

2.3 The goal of this Annexure is to create a supportive and safe environment within the UFS for all Students and Staff that are gender variant.

2.4 The procedures to be undertaken by the UFS, as well as the responsibilities and obligations of its specific departments, Staff and Students in supporting gender-variant persons, are emphasised herein.

## 3. CONTEXT

3.1 In the context of advocacy, there has been a consistent conflating of the needs of individuals who do not identify with heterosexual orientations and/or are gender variant.

3.2 While sexual orientation and gender identity overlap in certain respects and share certain characteristics, they should not be considered synonymous or be equated.

3.3 Two Annexures to this Policy exist to address heterosexism and cissexism, namely:

3.3.1 This Annexure B, which relates to Gender Identity.

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[27] Gender Dynamix (2014). 'Terminology'. http://www.genderdynamix.org.za/documents/

3.3.2    Annexure C, which relates to Sexual Orientation.

**4.    APPLICATION**

4.1    This Annexure applies to all UFS Staff and Students.

4.2    The persons that this Policy applies to are those Staff and Students who disclose to the UFS their gender identity and/or their desire to transition (medically and/or socially), with the aim of seeking support.

4.3    Provision of support must be based on the self-disclosure of the individual and not the perceived gender variance of the individual.

**5.    IDENTIFYING, PREVENTING AND DEALING WITH UNFAIR DISCRIMINATION, PREJUDICE, HARASSMENT AND BULLYING IN RELATION TO GENDER VARIANCE**

5.1    Acts of bullying, harassment and Unfair Discrimination contravene this Policy and will not be tolerated by the UFS. UFS policies protect the rights and dignity of gender-variant people at work and in their studies. Some indicative examples of direct Unfair Discrimination and/or prejudice on the grounds of gender variance include:

5.1.1    Refusing to assist or provide psychosocial, medical or managerial support or services to a Student or Staff member who is gender variant;

5.1.2    Verbally or physically threatening a gender-variant person or spreading malicious rumours about that person;

5.1.3    Refusing to associate with or ignoring someone because they are gender variant;

5.1.4    Refusing to address a person in their acquired gender or to use their new name;

5.1.5 Sexually harassing a person who is gender variant;

5.1.6 Passing judgement on how convincing a gender-variant person is in their acquired gender;

5.1.7 Refusing to acknowledge the rights of a gender-variant person and failing to acknowledge that a transition has occurred;

5.1.8 Treating the gender variance of others without sensitivity and respect; and

5.1.9 Distributing or displaying cissexist slurs in the form of written material, graffiti, music or speeches.

5.2. Steps that can be taken by UFS managerial Staff, support Staff, service providers and Student leadership to prevent harassment, Unfair Discrimination and bullying include:

5.2.1. Monitoring the policies and their impact regularly;

5.2.2. Developing clear procedures for investigating complaints in accordance with this Policy;

5.2.3. Training Staff members involved in investigating complaints in accordance with this Policy; and

5.2.4. Encouraging the reporting of harassment, Unfair Discrimination and bullying.

5.3 Prejudice, Unfair Discrimination, harassment and/or bullying (including, but not limited to name-calling/derogatory jokes, unacceptable or unwanted behaviour, intrusive questions) in relation to gender identity will be dealt with in accordance with this Policy.

## 6. DUTY TO SUPPORT GENDER-VARIANT STUDENTS AND STAFF

6.1 Anti-discrimination legislation, for example the Constitution and PEPUDA, places a legal obligation on the UFS to ensure a welcoming, safe and supportive environment, as well as conducive, respectful and inclusive teaching and learning to Students.

6.2    The Alteration of Sex Description and Sex Status Act, No 49 of 2003, provides procedures to be followed for legal change of sex description on the birth register, and must be complied with by the relevant parties when a Staff member or Student who is gender non-conforming wishes to change relevant UFS documentation.

6.3    The UFS recognises and complies with the human rights afforded to gender-variant Students and Staff, as set out in the Constitution, which protect them from Unfair Discrimination and advocacy of hatred based on gender. These human rights entail both positive and negative duties.

6.4    The UFS must provide support to gender-variant Staff and Students, both systematically and on a case-by-case basis.

6.5    The gender-variant person who is seeking support must always be consulted. Community-based service organisations, such as NGOs, can be useful sources of information and assistance.

**7.    PRACTICAL EXAMPLES OF POSSIBLE SUPPORT MEASURES**

Practical support by the UFS may include:

7.1    Ensuring that there is suitable and safe accommodation for a gender-variant Student or Staff member if they are applying for/or are already residing in a UFS residence;

7.2    In accordance with applicable policies, making provision for classes, tutorials and tests that may be missed due to medication side effects or surgery pursuant to undergoing a gender change;

7.3    Updating all academic and administrative documentation so that the Student or Staff member's preferred name and/or gender are displayed correctly, and affording the option to those who do not wish to have a title (Prof, Dr, Ms, Mr, etc.) displayed on their documents.

7.4     Striving to ensure that there are gender-neutral bathrooms in all buildings for persons who identify beyond heterosexual orientations and for gender-variant people who do not feel comfortable in male/female toilets due to direct or indirect Unfair Discrimination.

7.5     Creating a support structure in coordination with the Department of Student Counselling or the Department of Human Resources at the UFS (as the case may be) to assist Students and Staff both within and outside the UFS with navigating a gender change.

## 8.     CONFIDENTIALITY AND DISCLOSURE

8.1     The gender-identity status of the individual must not be revealed under any circumstance without their explicit written permission.

8.2     All documentation should be updated to reflect the individual's new name and gender without any indication to an outside party that a change has taken place, unless such disclosure is required by Law.

8.3     The UFS will create a positive and safe environment that promotes acceptance and respect for gender-variant persons.

8.4     The UFS will respect that gender variance is personal and highly confidential.

8.5     The UFS will not require anyone to disclose gender variance unwillingly.

8.6     Where gender variance is disclosed, processes will be followed to support and accommodate Staff and Students who identify as gender variant in cases where they apply for support through the UFS Gender and Sexual Equality Office.

## 9.     DOCUMENTATION

The following information should be documented and stored confidentially by the UFS Gender and Sexual Equality Office:

9.1     Information on how the need for support was identified, including the application

form for support;

9.2 All forms of correspondence between relevant parties in the support process;

9.3 All forms of possible support offered, including evidence of this support where such support has been provided;

9.4 All expert/specialist advice obtained to assist in the support process; and

9.5 Any other information deemed necessary.

**10. UFS SEXUAL-ORIENTATION AND GENDER-IDENTITY ADVISORY GROUP**

10.1 The UFS Sexual-Orientation and Gender-Identity Advisory Group (from hereon called the Advisory Group) will be established within a reasonable time (of this Policy being approved by the Council of the UFS) by the UFS Gender and Sexual Equality Office to assist in the implementation of the Annexures that relate to Gender Identity and Sexual Orientation. In the event of the Advisory Group being formed, the group will decide on their own terms of reference in accordance with the provisions of this Policy.

10.2 The Advisory Group may include:

10.2.1 A union representative;

10.2.2 A representative of the UFS Gender and Sexual Equality Office;

10.2.3 A representative of the Department of Student Counselling and Development;

10.2.4 A representative of the UFS Campus Health and Wellness Centre;

10.2.5. A representative of the UFS Property Infrastructure Management Department;

10.2.6. A representative of the UFS Protection Services;

10.2.7 A representative of the UFS Centre for Universal Access and Disability Support (CUADS);

10.2.8 A representative of the UFS Student Representative Council;

10.2.9 A representative of the UFS Residence Life;

10.2.10 A representative of the UFS Dean of Student Affairs;

10.2.11 Representatives of any student-led organisations who are interested in the field;

10.2.12 A representative of the UFS Human Resources Department;

10.2.13 A representative of the UFS Institute for Reconciliation and Social Justice;

10.2.14 A representative of the UFS Safe Zones Reference Group;

10.2.15 A representative of the Directorate for Student Discipline and Mediation;

10.2.16 A representative of the Free State Centre for Human Rights;

10.2.17 At least one (1) and up to a maximum of three (3) openly ('out') gender-variant Staff members and/or Students and/or allies; and

10.2.18 At least one (1) and up to a maximum of three (3) Staff members and/or Students who identify openly ('out') beyond heterosexual orientations or are allies.

## 11. RESPONSIBILITIES

The major responsibilities that each party, as identified below, has in relation to the support procedure, are as follows:

| Person | Responsibilities |
|---|---|
| **Gender-variant persons seeking support** | • Inform the UFS Gender and Sexual Equality Office of their identity.<br><br>• Complete the Gender Identity Support Application Form provided by the UFS Gender and Sexual Equality Office, and supply any relevant documentation with regard to legal document changes. |
| **UFS Gender and Sexual Equality Office** | • Provide consultative services, advice and guidance to gender-variant persons seeking support.<br>• Provide assistance and support to the Advisory Group.<br>• Act as a resource and provide advocacy tools to academic and managerial Staff members.<br>• Coordinate overall responses to support needs, as appropriate.<br>• Periodically monitor and review the effectiveness, relevance and success of measures put in place. |
| **UFS Employment Relations Office** | • Investigate Staff complaints or grievances arising from requests for support that are denied or where issues arise regarding the implementation of approved measures. |
| **Directorate for Student Discipline and Mediation** | • Investigate complaints or grievances where a contravention of this Policy is alleged to have occurred and where the alleged offender is a student. |
| **UFS HR** | • Provide information about gender-variance support to Staff applicants.<br>• Refer Staff applicants who request support to the UFS Gender and Sexual Equality Office. Provide on-going assistance to Staff who request it, or for whom support has been provided. |

| | |
|---|---|
| | • Immediately notify the UFS Gender and Sexual Equality Office of any challenges arising from support measures that have been put in place in terms of this Policy. |
| **Managerial Staff members and Deans** | • Immediately notify the appropriate Human Resources manager or the UFS Gender and Sexual Equality Office of any support request received from a Staff or Student applicant.<br>• Give input into the consultative process to determine the most suitable support.<br>• Implement support as determined by the UFS Gender and Sexual Equality Office. |

## 12. PREVENTING DISCRIMINATION

| | |
|---|---|
| **Requesting support** | The Staff member or Student has the responsibility to approach the UFS Gender and Sexual Equality Office or their line manager/Dean/HOD/SRC representative with the request for gender-identity support. The line manager/Dean/HOD/SRC representative will then refer the Staff member or Student to the UFS Gender and Sexual Equality Office. |
| **Initial discussion** | The UFS Gender and Sexual Equality Office is required to determine the validity of the request as well as the extent to which the individual will need assistance, which may include:<br><br>• Speaking to relevant Staff members and with the individual about the support required by the individual; |

- Referral to the UFS Department of Student Counselling and Development or other expert support structures;
- Assisting in the changing of UFS documentation;
- Engaging with the residence management of the UFS in order to make the necessary arrangements for the accommodation of such an individual in accordance with the process regarding residence accommodation as set out hereunder; and/or
- Facilitating support in other relevant areas where possible, including sports and student organisations and societies.

**Process specific to residence accommodation**

After a Student has applied for residence accommodation and disclosed their gender-variant status, the residence officer processing the application must make sure that whoever the individual may be sharing their accommodation with has been screened and informed (only after the gender-variant individual gives consent). This must happen prior to the arrival of the gender-variant individual at the residence.

This, if need be, will take place after the initial discussion as contemplated in paragraph 12 under 'Initial Discussion'.

All official UFS documentation must be updated to reflect the gender-variant

individual's gender, new name and preferred gender pronouns.

**Process specific to documentation**

This, if need be, will take place after the initial discussion as contemplated in paragraph 12 under 'Initial Discussion'. All official UFS documentation must be updated to reflect the gender-variant individual's gender, new name, and preferred gender pronouns.

**Process specific to safety in facilities**

It is the responsibility of the UFS to provide a safe environment to all Staff and Students. This includes providing facilities that cater for every Staff member and Student who is gender variant and who feels more comfortable utilising facilities that are gender neutral. This applies beyond the UFS and, where possible, all service providers with whom the UFS has agreements to provide teaching facilities (schools, hospitals, clinics, etc.) must be requested to provide safe and accessible facilities that cater for every Staff member and Student who is gender variant.

**Process:**

Where possible (from a building perspective), all new buildings should provide gender-neutral facilities (change rooms, toilets, bathrooms, etc.). Where applicable, all disabled toilets, change rooms and bathrooms should be considered gender-neutral spaces

| | available for use by gender non-conforming Staff and Students with disabilities. Signage should reflect this. Consistency is vital in all implementation. Implementation should be guided by engagement with the Advisory Group. |
|---|---|
| **Curriculum** | Curricula in Student and Staff teaching and training must demonstrate reflections on and engagements with possible cissexism. |

**Process:**

All new academic Staff members, as part of their induction into the UFS, must read this Policy Annexure. All new and existing Staff members should implement the following:

- Diversity and Sensitivity engagement within the curriculum that utilises examples in class which are not limited to cisgender people, and cater for a wide range of gender variance. An example of this would be using case studies that are not exclusively cisgender;
- Providing curriculum engagement with the student population that includes the experiences of gender-variant people. An example of this would be to include guest lectures and presentations by NGOs and student

societies providing support for gender variance or seeking the guidance of or consultation with these stakeholders in curriculum development.

- Creating safe and welcoming learning spaces where all Students who are gender variant feel included, with facilitated classroom discussions where cissexist comments and jokes are not encouraged and, where these do arise, using these moments as opportunities to educate those involved about gender variance.

The above applies to all support and academic Staff training and development.

| | |
|---|---|
| **Follow-up discussions** | The individual and the UFS Gender and Sexual Equity Office will meet at an interval determined in the initial discussion as contemplated in this paragraph (12) under 'Initial Discussion'. The purpose of these meetings will be to check up on the individual to determine what needs have or have not been met, refer them to the UFS Department of Student Counselling and Development or support structures, and to deal with any complaints about harassment and cissexism. |
| **Communication** | This Policy and its Annexures will be placed on the Intranet of the UFS, which can be accessed by all Staff and Students. |

## 13.    SUPPORTING POLICIES AND LEGISLATION

Supporting policies and legislation include:

13.1 EAA;

13.2 Alteration of Sex Description and Sex Status Act, No 49 of 2003, as amended, varied or replaced;

13.3 PEPUDA;

13.4 Newcastle University Transgender Policy – Student Wellbeing Service, 2012 (example of best practice);

13.5 Protection from Harassment Act, No 17 of 2011.

## 14. FUNDING

All departments, schools, faculties and divisions of the UFS will be required to integrate gender-variance support progressively into their budgeting processes where applicable to Staff training and facilities managements, as well as other measures to advance this Policy.

## 15. DISPUTES

Disputes will be resolved according to paragraph 9 of the Policy.

## 16. CONTACTS

Queries relating to this Annexure B can be addressed to the UFS Gender and Sexual Equality Office.

# SEX AND GENDER

## 1.    DEFINITIONS

1.1    **"Gender"** is a personal and/or social understanding of self, which may be described as man, woman, genderqueer or by a range of other identities. Gender expression refers to the way in which a person presents himself or herself and includes, but is not limited to masculine, feminine or androgynous.[28]

1.2    **"Gender variant"** is an umbrella term used to describe all people who defy cisgender notions of gender[29] (i.e. male and female). Cisnormativity refers to the implicit assumption that all people are cisgender, thereby erasing the existence of gender-variant people. Cissexism grants preferential treatment to cisgender people and contributes to the oppression of transgender people and reinforces the gender binary, or makes other genders invisible,[30] and is a manifestation of sexism.

1.3    **"Sex"** usually refers to a person's physical body and biological characteristics, their genitals, hormones, chromosomes, etc. (i.e. male and female). In general, people are assigned sex at birth by medical practitioners.[31]

1.4    **"Sexism"** is defined as the perception and treatment of any person, not as an individual but as a member of a category based on sex/gender, accompanied by judgement of the category as either superior or inferior to another.

Unfair Discrimination may take place on the basis of sex, gender or both. Misogyny

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[28]  Ctrl Alt Gender. (2014). *Being an Ally to Trans\* People*.
[29]  Serano, J. (2013). *Excluded: Making Feminist and Queer Movements More Inclusive*. Seal Press. ISBN 978-1580055048.
[30]  Killermann, S (2013). *The Social Justice Advocate's Handbook: A Guide To Gender*. Impetus Books, ISBN 978-0-9897602-0-1.
[31]  2008. Western Michigan University Policy on Sexual Harassment and Sexism.

refers to oppressive prejudice towards women and may also manifest through cissexism as a form of trans-misogyny meted out against gender-variant people. Sometimes sex/gender discrimination is described at the organisational level as a system or policy of treating a sex/gender unfairly. Sex/gender discrimination may be practised to benefit a specific sex/gender, or simply because a sex/gender is subjectively considered to be inferior.[32] Whether expressed in overt or subtle forms such as sex/gender-related jokes or materials, sex/gender discrimination in the lecture venue or workplace is unacceptable at the UFS, and its elimination is the collective responsibility of the entire UFS community.

## 2. CONTEXT

2.1 In post-apartheid South Africa, sex and gender-based discrimination continues to be pervasive and women in particular continue to be disempowered in various social, economic and political ways. Like racism, sex and gender discrimination is an ideological phenomenon, based on unequal relations of power between men and women and underpinned by the ideology of patriarchy.[33]

2.2 Sex/gender discrimination can be practised against all sexes/genders, although it is most often related to discrimination against women and femininity. Sex/gender discrimination is also practised against gender-variant individuals (for more information in this regard, refer to Annexure B).

2.3 Unfair Discrimination can be based on a person's actual or perceived sex, as well as their stated or expressed gender. Sex refers to a person's physical assignment as male, female or intersex. Gender refers to a personal and/or social understanding of self, which may be described as man, woman, genderqueer or by a range of other identities. Gender expression refers to the way in which a person presents himself or herself and includes, but is not limited

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[32] 2008. Western Michigan University Policy on Sexual Harassment and Sexism.
[33] Soudien, C. *et al*. (2008). Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions.

to, masculine, feminine or androgynous.

2.4 Privilege is an artefact of oppression, and groups that hold power in the oppression differential typically possess the most privilege.[34] One of the most universal forms of internalised dominance is embodied in male privilege. This is embedded in patriarchal structures that exist and often thrive within academic spaces.

## 3. PURPOSE

In this Policy, the UFS aims to:

3.1 Remove the unequal power relation that permeates sex/gender discourse and combat male privilege within the higher-education institution context;

3.2 Appropriately name sex/gender-related discrimination with a view of eliminating these forms of Unfair Discrimination within the UFS;

3.3 Create awareness about the ways in which sex/gender discrimination manifests itself; and

3.4 Ensure that appropriate and accessible procedures exist for Staff and Students to address incidents of sex/gender discrimination.

## 4. IDENTIFYING, PREVENTING AND DEALING WITH UNFAIR DISCRIMINATION, BULLYING AND HARASSMENT IN RELATION TO SEX/GENDER

4.1 Acts of Unfair Discrimination contravene the Policy and will not be tolerated. Some indicative examples of Unfair Discrimination, bullying and/or prejudice include:

4.1.1 Verbally or physically threatening a person based on their sex/gender;

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[34] Killermann, S (2013). *The Social Justice Advocate's Handbook: A Guide to Gender.* Impetus Books, ISBN 978-0-9897602-0-1.

4.1.2    Sexual harassment and sexual assault;

4.1.3    Assuming anything pertaining to the intelligence/ability/objectivity/ rationality or credibility of a person based on their sex/gender;

4.1.4    Treating the sex/gender of others without respect;

4.1.5    Refusing consistent and equal payment for people across all sexes/genders;

4.1.6    Discrediting the legitimacy of leadership based on a person's sex/gender; and

4.1.7    Distributing or displaying sex/gender discriminatory slurs in the form of written material, graffiti, music or speeches.

4.2.    Remedial actions taken in terms of this Policy will be directed at establishing or re-establishing relationships such that:

4.2.1.    Relationships are free of Unfair Discrimination and harassment and are based on equality, mutual respect and the observance of human rights;

4.2.2.    Individuals and groups are supported in overcoming the impact of sex/gender discrimination;

4.2.3.    Compliance with obligations contained in applicable legislation and international agreements is ensured; and

4.2.4.    Individuals or groups who consciously or unconsciously engage in sex/gender-biased attitudes do not only face the consequences of their actions, but are also offered support and appropriate methods for correcting their sexist attitudes and misogynous conduct.

4.3.    Remedial actions taken in terms of this Policy will also be directed at rooting out institutional policies, procedures and practices that enable or facilitate sex/gender-based discrimination by omission or commission.

## 5.    DUTY TO SUPPORT STUDENTS AND STAFF

The UFS must provide equal services to Staff and Students regardless of sex or gender,

and provide support that takes into consideration the specific needs of different sexes and genders.

## 6. DOCUMENTATION

All documentation specific to sex/gender-related equity must reflect the realities of sex/gender prejudices accurately and take into account structural inequality and male privilege when considering the formation of policies and other procedural documents.

## 7. SUPPORTING POLICIES AND LEGISLATION

Supporting policies and legislation include:

7.1     PEPUDA;

7.2     Protection from Harassment Act, No 17 of 2011, as amended, varied or replaced;

7.3     The Convention on the Elimination of All Forms of Discrimination against Women (December 1979)

7.4     The Beijing Declaration and Platform for Action (September 1995);

7.5     The Millennium Declaration and Development Goals (September 2000).

7.6     The Solemn Declaration on Gender Equality in Africa (July 2004); and

7.7     The Southern African Development Community Protocol on Gender and Development (August 2008).

# SEXUAL ORIENTATION

## 1. DEFINITIONS

The terms used in this Annexure are used by expert non-governmental organisations (NGOs) and appear in relevant legislation.

1.1. "**Cisgender**" is someone whose identity conforms to the gender assigned to them by society and whose gender matches their sex at birth.[35]

1.2. "**Gender identity**" refers to one's private sense of being a man, woman or otherwise, not necessarily linked to one's physical body.[36]

1.3. "**Heterosexism**" refers to a set of attitudes that is consistent with the belief that heterosexuality is a superior psychological, social and moral stance. This serves to create an invisibility or lack of validation and representation for those individuals who do not have an 'opposite sex' sexual orientation.[37]

1.4. "**Sexual Orientation**" isthe type of sexual, romantic, physical and/or spiritual attraction one feels for others, often labelled according to the gender relationship between the person and the people to whom they are attracted (often mistakenly referred to as sexual preference). "Sexual orientation refers to the emotional, romantic or sexual attraction to men; women; neither sex; the same sex; or both sexes."[38]

## 2. PURPOSE

2.1. The purpose of this Annexure D is to outline the procedures and responsibilities of the UFS to assist Students and Staff who identify beyond heterosexual orientations and who may be exposed to heterosexism.

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[35] Gender Dynamix (2014). 'Terminology'. http://www.genderdynamix.org.za/documents/
[36] Gender Dynamix (2014). 'Terminology'. http://www.genderdynamix.org.za/documents/
[37] Kotze, E. & Jacobs, C.A. (2012). Safe Zones@UFS Training Manual. http://www.UFS.ac.za/files/ffk3k 156979001358954850.pdf
[38] Killermann, S. (2013). *The Social Justice Advocate's Handbook: A Guide To Gender*. Impetus Books, ISBN 978-0-9897602-0-1.

2.2.    Annexure D also outlines the responsibility of the UFS to challenge heterosexism, which is inherent in its policies, administration and academic practices.

2.3.    In addition to a general outline of procedures and responsibilities as noted in paragraph 2.1, Annexure D clarifies the responsibilities and obligations of specific departments and Staff at the UFS.

2.4.    The aim of Annexure D is to promote a working and learning environment in which Unfair Discrimination, harassment and bullying are known to be unacceptable and where individuals have the confidence to deal with such conduct without fear of victimisation.

## 3.    CONTEXT

3.1.    In the context of advocacy, there has been a consistent conflating of the needs of individuals who do not identify with heterosexual orientations and/or are gender variant.

3.2.    It must be noted that sexual orientation and gender identity share grounds in some areas, but should in no way be regarded as synonymous.

## 4.    APPLICATION

4.1.    This Annexure applies to all Staff and Students.

4.2.    Provision of support must be based on the self-disclosure of the individual and not the perceived sexual orientation of the individual.

## 5.    IDENTIFYING, PREVENTING AND ADDRESSING UNFAIR DISCRIMINATION, BULLYING AND HARASSMENT IN RELATION TO SEXUAL ORIENTATION

5.1.    The Policy protects the rights to dignity of people of all sexual orientations, at work and in their studies. Some indicative examples of direct Unfair

Discrimination, bullying and/or harassment include:

5.1.1. Refusing to assist or provide psychosocial, medical or managerial support or services to a Student or Staff member who identifies beyond heterosexual orientations;

5.1.2. Verbally or physically threatening a person or spreading malicious rumours about that person because of their sexual orientation;

5.1.3. Refusing to associate with, or ignoring someone because they identify beyond heterosexual orientations;

5.1.4. Sexually harassing a person who identifies beyond heterosexual orientations;

5.1.5. Refusing to acknowledge the rights of persons who identify beyond heterosexual orientations;

5.1.6. Failing to acknowledge the presence of persons who identify beyond heterosexual orientations;

5.1.7. Treating the sexual orientation of others without sensitivity and respect; and/or

5.1.8. Distributing or displaying heterosexist-orientated statements or slurs in the form of written material, graffiti, music or speeches.

5.2. Steps that can be taken by UFS line managers, support Staff, service providers, student leadership and academics to prevent Unfair Discrimination, bullying and harassment include:

5.2.1. Regularly monitoring the various applicable UFS policies and their impact;

5.2.2. Developing clear procedures for investigating complaints;

5.2.3. Providing training to particular Staff and Students who may be approached in dealing with complaints and requests for support;

5.2.4. Encouraging the reporting of Unfair Discrimination, bullying and harassment; and

5.2.5. Undertaking to remove and curb any heterosexist propaganda.

5.3. Prejudice, harassment or bullying (name calling/derogatory jokes, unacceptable or unwanted behaviour, intrusive questions) in relation to sexual orientation will be dealt with in accordance with the provisions of this Policy.

**6.** **DUTY TO SUPPORT STUDENTS AND STAFF WHO IDENTIFY BEYOND HETEROSEXUAL ORIENTATIONS**

6.1. Anti-discrimination and promotion of Equality legislation flowing from the Constitution, as well as the PEPUDA, establish a legal obligation to ensure a welcoming, safe and supportive environment and conducive, respectful and inclusive teaching and learning to Students.

6.2. The UFS must provide support to Staff and Students who identify beyond heterosexual orientations, on a case-by-case basis.

6.3. All persons who identify beyond heterosexual orientations must always be consulted in matters affecting them. The UFS should consult community- based service organisations and NGOs that address sexual-orientation issues for guidance where necessary.

**7.** **PRACTICAL EXAMPLES OF POSSIBLE SUPPORT MEASURES** Practical support may include:

7.1. Ensuring that there is suitable and safe accommodation for a Student or Staff member if they are applying for,or are already in a UFS residence;

7.2. In accordance with applicable policies, making provision for classes, tutorials and tests that may be missed due to cases of Unfair Discrimination, bullying or harassment;

7.3. Striving to ensure that there are gender-neutral bathrooms in all buildings for persons who identify beyond heterosexual orientations and for gender-variant people who do not feel comfortable in male/female toilets due to direct or indirect Unfair Discrimination; and/or

7.4. Creating a support structure in coordination with the UFS Gender and Sexual Equality Office and other Social Justice stakeholders to assist Students and Staff both within and beyond the UFS with navigating sexual-orientation issues and concerns.

**8.** **CONFIDENTIALITY AND DISCLOSURE**

8.1. The sexual orientation of any individual may not be revealed without their

explicit written consent.

8.2. Disclosure of sexual orientation will always be guided by the following:

8.2.1. The UFS will create a positive and safe environment that promotes acceptance and respect;

8.2.2. The UFS will not require anyone to disclose their sexual orientation unwillingly; and

8.2.3. Where sexual orientation is disclosed, appropriate processes will be followed to support and accommodate members of the UFS community who identify beyond heterosexual orientations in cases where they apply for support via the UFS Gender and Sexual Equality Office.

## 9. DOCUMENTATION

The following information should be documented and stored confidentially by the UFS Gender and Sexual Equality Office:

9.1. Information on how the need for support was identified, including the application form for support;

9.2. All forms of correspondence between relevant parties in the process;

9.3. All forms of possible support offered, including evidence of this support where such support has been implemented;

9.4. All expert/specialist advice obtained to assist in the process; and

9.5. Any other information deemed appropriate, necessary and relevant.

## 10. UFS SEXUAL-ORIENTATION AND GENDER-IDENTITY ADVISORY GROUP

10.1. The Advisory Group (as contemplated in paragraph 10 of Annexure B) should be established to assist in the implementation of this Annexure D, as well as Annexure B (relating to Gender Identity) to this Policy. In the event of the

Advisory Group being formed, the group will decide on its own terms of reference.

10.2. The Advisory Group may include:

10.2.1. A union representative;

10.2.2. A representative of the UFS Gender and Sexual Equality Office;

10.2.3. A representative of the Department of Student Counselling and Development;

10.2.4. A representative of the UFS Campus Health and Wellness Centre;

10.2.5. A representative of UFS Facilities Management;

10.2.6. A representative of the UFS Protection Services;

10.2.7. A representative of the UFS Centre for Universal Access and Disability Support (CUADS);

10.2.8. A representative of the UFS Student Representative Council;

10.2.9. A representative of the UFS Residence Life;

10.2.10. A representative of the UFS Human Rights Desk;

10.2.11. Representatives of any student-led organisations who are interested in the field;

10.2.12. A representative of the UFS Department of Human Resources;

10.2.13. A representative of the UFS Institute for Reconciliation and Social Justice;

10.2.14. A representative of the UFS Safe Zones Reference Group;

10.2.15. A representative of the Directorate for Student Discipline and Mediation;

10.2.16. A representative of the Free State Centre for Human Rights;

10.2.17. At least one (1) and up to a maximum of three (3) openly ('out') gender-variant Staff members and/or Students and/or allies; and

10.2.18. At least one (1) and up to a maximum of three (3) Staff members and/or Students who identify openly ('out') beyond heterosexual orientations or are allies.

## 11.   RESPONSIBILITIES

The major responsibilities that each party (as identified below) has in relation to the support procedures are as follows:

| Person | Responsibilities |
|---|---|
| **Person who identifies beyond heterosexual orientations seeking support** | • Inform the UFS Gender and Sexual Equality Office of their identity.<br>• Complete the Sexual Orientation support application form provided by the UFS Gender and Sexual Equality Office and supply any relevant documentation requested in the form.<br><br>• Contact a representative of any student-led organisation that is interested in the field, if assistance from a student perspective or a student organisation is needed or requested |
| **UFS Gender and Sexual Equality Office** | • Provide consultative services, advice and guidance to people who identify beyond heterosexual orientations seeking support.<br>• Provide assistance and support to the Advisory Group.<br>• Act as a resource and provide advocacy tools for Staff and Students.<br>• Coordinate overall responses to support needs, as appropriate. |

| | |
|---|---|
| | • Periodically monitor and review the effectiveness, relevance and success of measures put in place. |
| **UFS Employment Relations Office** | • Investigate Staff complaints or grievances arising from requests for support that are denied or where issues arise regarding the implementation of approved measures. |
| **Directorate for Student Discipline and Mediation** | • Investigate complaints or grievances where a contravention of this Policy is alleged to have occurred and where the alleged offender is a student.<br><br>• Provide consultative services, advice and guidance to people who identify beyond heterosexual orientations seeking support.<br>• Provide assistance and support to the Advisory Group.<br>• Act as a resource and provide advocacy tools for Staff and Students.<br>• Coordinate overall responses to support needs, as appropriate.<br>• Periodically monitor and review the effectiveness, relevance and success of measures put in place.<br>• Investigate Staff complaints or grievances arising from requests for support that are denied or where issues arise regarding the implementation of approved |

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| | measures. |
| | • Provide information about support for people identifying beyond heterosexual orientations to Staff applicants. |
| **UFS HR** | • Refer Staff applicants who request support to the UFS Gender and Sexual Equality Office. |
| | • Provide ongoing assistance to Staff who request support, or for whom support has been provided. |
| | • Immediately notify the UFS Gender and Sexual Equality Office of any issues arising from support measures that have been put in place in terms of this Policy. |
| **Managerial Staff members and Deans** | • Immediately notify the appropriate Human Resources Business Partner or the UFS Gender and Sexual Equality Office of any support request received from a Staff or Student applicant. |
| | • Give input into the consultative process to determine the most suitable support. |
| | • Implement support as determined by the UFS Gender and Sexual Equality Office. |

## 12.    PREVENTING UNFAIR DISCRIMINATION

**Seeking support**     A Student, Staff member or applicant to whom a conditional job offer has been made, and who seeks support with and

identifies beyond heterosexual orientations, must complete the Sexual Orientation support application form and submit it to the UFS Gender and Sexual Equality Office.

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| **Support meeting** | Following receipt of the form, the UFS Gender and Sexual Equality Office will consult with the Staff member or Student and facilitate a mutual understanding of any support needed. A telephone discussion may suffice in cases of an applicant for employment, if referred by the HR Business Partner as part of a recruitment process. |
| **Assessment** | Once the Sexual Orientation support application form has been received, the UFS Gender and Sexual Equality Office will discuss issues necessitating support and, where possible, take the applicable steps towards resolution. Where necessary, with the applicant's permission, the UFS Gender and Sexual Equality Office will draw experts, stakeholders and/or management into the discussion. |
| **Case-by-case basis** | The needs of the applicant will be assessed on a case-by-case basis, as no two applicants are likely to have identical needs. |
| **Process specific to safety in facilities** | It is the responsibility of the UFS to provide a safe environment to all Staff and Students. This includes providing facilities that cater for Staff and Students who identify beyond heterosexual orientations and who feel more comfortable utilising facilities that are gender neutral. This applies beyond the UFS and, where possible, all service providers with which the UFS has agreements to provide teaching facilities (schools, hospitals, clinics, etc.) must be requested to provide safe and accessible facilities.<br><br>**Process:**<br><br>Where possible (from a building perspective), all new |

buildings should provide gender-neutral facilities (change rooms, toilets, bathrooms, etc.). Where applicable, all disabled toilets, change rooms and bathrooms should be considered gender-neutral spaces available for use by Staff and Students with disabilities. Signage should reflect this. Consistency is vital in all implementation. Implementation should be guided by engagement with the Advisory Group.

**Curriculum**

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Curricula in Student and Staff teaching and training must demonstrate reflections on and engagements with possible heterosexism

**Process:**

All new academic Staff members, as part of their induction into the UFS, must read this Annexure D. All new and existing academic Staff members should implement the following:

- Diversity and Sensitivity engagement within the curriculum that utilises examples in class which are not limited to heterosexual people, and cater for a wide range of sexual orientations and identities. An example of this would be using case studies that are not exclusively heterosexual.

Providing curriculum engagement with the Student population that includes the experiences of people who identify beyond heterosexual identities. An example of this would be to include guest lectures or presentations by NGOs and student societies that provide support for

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| | sexual orientation, or by seeking out the guidance or consultation of these stakeholders in curriculum development. Creating safe and welcoming learning spaces where all Students who identify beyond heterosexual identities feel included, using facilitated classroom discussions where homophobic comments and jokes are not encouraged and, where they do arise, using these moments as opportunities to educate those involved about sexual orientation. |
| **Follow-up discussions** | The individual and the UFS Gender and Sexual Equality Office will meet at regular intervals determined in the initial discussion. The purpose of these meetings will be to check up on the individual and determine what needs have or have not been met, refer them to the UFS Department of Student Counselling and Development or other support structures when necessary, and deal with any complaints about harassment. |
| **Communication** | The Policy will be placed on the Intranet of the UFS, which can be accessed by all Staff and Students. |

## 13.    FUNDING

All departments, schools, faculties and divisions will be required to progressively integrate sexual-orientation support structures into their budgeting processes where applicable to Staff training and support as well as facilities management.

## 14.    CONTACTS

Queries relating to this Annexure D can be addressed to the UFS Gender and Sexual Equality Office.

## 15.    DISPUTE RESOLUTION

In the event that there is a complaint concerning an act of sexism, a complainant should follow the provisions of this Policy highlighted in paragraph 9.

## 16. SUPPORTING POLICIES AND LEGISLATION

Supporting policies and legislation include:

16.1    PEPUDA;

16.2    Sexual Harassment Policy and Procedures; and

16.3    Protection from Harassment Act, No 17 of 2011 as amended, varied or replaced.

# XENOPHOBIA

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## 1.     DEFINITIONS

1.1     **"Xenophobia"** is defined by the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance as "attitudes, prejudices and behaviour that reject, exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity".[39] It encompasses the ethno-linguistic and cultural identifiers that form the basis of distrust and suspicion of the other.[40] Unlike old racism, which is based on discriminatory treatment at the hands of a 'race' different to one's own, xenophobia can be linked to new racism, which is based on the discriminatory treatment of the 'other', on the basis of the other's national origin or ethnicity. New racism is a "shift in racism, from notions of biological superiority, to exclusion based on cultural and national difference". [41] It dispenses with the notion of superiority and instead the focal point is difference.

1.2     Xenophobia is a broad notion, associated with a variety of meanings. The term 'xenophobia' comes from the Greek words ξένος (xenos), meaning 'foreigner', 'stranger', and φόβος (phobos), meaning 'fear'. Manifestations of xenophobia are usually triggered by intense dislike or hatred against people who are perceived as outsiders, strangers or foreigners to a group, community or nation, based on their presumed or real descent, national, ethnic or social origin, race, colour, religion, gender, sexual orientation or other grounds. Manifestations of xenophobia include acts of direct discrimination, hostility or violence, and

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[39]  WCAR. (2001 February 18). Declaration on Racism,  discrimination, Xenophobia and Related Intolerance against Migrants and Trafficked Person Asia Pacific NGO Meeting for the World Conference Against www.redfame.com/ijsss International Journal of Social Science Studies Vol. 1,  No. 1; 2013 205
[40]  Nyamnjoh, F.B. (2006). *Insiders and Outsiders: Citizenship and Xenophobia in Contemporary Southern Africa.* London, England: Zed Books.
[41]  Ibrahim, M. (2005). The Securitization of Migration: A Racial Discourse. *International Migration*, *43*(5), 163-187.

incitement to hatred. Xenophobic acts are intentional as the goal is to humiliate, denigrate and/or hurt the person(s) and the 'associated' group of people.[42]

## 2.    INTRODUCTION

2.1     Post-apartheid South Africa was built on a culture of inclusiveness, tolerance and human rights as embodied in the Constitution. However, in forging a nation out of a multicultural and multi-ethnic society, South Africa could not rely on common culture or ethnicity to create its 'imagined community'.[43] As such, it focused on citizenship as the unifying force. Imbued in the concept of citizenship is a sense of belonging and ownership that provides and guarantees access to state resources. In creating this notion of inclusiveness, those who did not meet the criteria were effectively excluded.

2.2     In defining itself, South Africa had to define who or what was to be excluded from the nation. Citizenship therefore forms the grounds for exclusion by drawing boundaries between insiders and outsiders. National identity in the new democratic South Africa has therefore been built on citizenship. Access to state and public resources is determined by citizenship and protected by legal instruments. For this reason, the Constitution states that while some rights are held by all, regardless of nationality, others are for citizens only.

2.3     Therefore, according to the politics of access, only citizens have the legitimate right to access the fruits of this newly founded democracy. Stripped of their citizenship rights under apartheid, black South Africans now enjoy full citizenship in the new South Africa. In spite of this, the majority of South Africans have realised that their constitutional rights have been slow in delivering the material benefits of citizenship. Unwittingly, citizenship defined in racial terms has been used to exclude the 'other' black African immigrants.

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[42] www.nhri.ohchr.org/EN/Themes/Durban/Documents/Xenophobia.pd-United Nations Human Rights, 2013.
[43] Carol Adjai & Gabriella Lazaridis, 2013, pp. 192-194. *International Journal of Social Science Studies*, 1(1); April 2013-ISSN 2324-8033 E-ISSN 2324-8041-www.redfame.com/ijsss International Journal of Social Science.

2.4     Issues related to lack of accountability and recurring impunity remain largely unaddressed. Disaggregated data collection is scarce. Frequently, those who commit xenophobic acts are not held accountable or are released shortly after being arrested. The lack of prompt and effective investigation and prosecution generates distrust. Victims and witnesses of hate crimes are reluctant to report them and to seek effective remedies. Thus, many incidents of xenophobic threats, verbal abuse, rape and violence go unreported, leaving the false impression that such problems do not occur.

2.5     Manifestations of xenophobia occur on a day-to-day basis and these are more often than not unacknowledged. For offenders, it is sufficient to perceive someone as having certain characteristics to trigger a xenophobic act. Migrants, refugees and asylum seekers, indigenous people, persons belonging to national or ethnic, religious and linguistic minorities are among the hardest hit by xenophobic acts. People with different sexual orientations or gender identities are also victims of hate crimes. Abuse of persons with disabilities is also widely unaddressed. Women and children who belong to these groups are often at greater risk and suffer from multiple forms of Unfair Discrimination.

2.6     A holistic, human rights-based approach is required in order to effectively prevent and address xenophobic acts, including policy, legal, administrative, educational and awareness measures such as:

2.6.1   Developing effective awareness and educational campaigns, which cherish diversity as a source of enrichment;

2.6.2   Adopting and enforcing Laws and a value system to address hate crimes;

2.6.3   Ensuring prompt, impartial and thorough investigation in dealing with cases;

2.6.4   Combating impunity and lack of accountability for transgressors;

2.6.5   Ensuring effective remedies for victims and equal access to such remedies;

2.6.7  Unequivocally condemning manifestations of xenophobia and encouraging Staff and Students to speak against xenophobia while preventing such conduct from occurring on the UFS campuses; and

2.6.8  Ensuring full and effective participation of victim groups in the design and implementation of measures against xenophobia.[44]

2.7  As the UFS increases enrolment of more international Students and employs more international Staff in line with the UFS 2022 Strategic Vision, mechanisms to prevent and eradicate xenophobia must be instituted.


## 3. OBJECTIVES

In this Policy, the UFS aims to:

3.1  Appropriately name xenophobic-related acts of Unfair Discrimination with a view to eliminating this form of Unfair Discrimination within the UFS;

3.2  Provide an adequate background in order to advance the understanding of xenophobia for Staff and Students;

3.3  Create awareness about the ways in which xenophobia manifests itself; and

3.4  Ensure that appropriate and accessible procedures exist for Staff and Students to address incidents of xenophobia.


## 4. DISPUTES

In the event that there is a complaint concerning an act of xenophobia, a complainant should follow the provisions of this Policy, highlighted in paragraph 9.


## 5. APPLICATION

This Annexure applies to all Staff, Students and contractors of the UFS.

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[44] Carol Adjai & Gabriella Lazaridis, 2013, pp. 192-194. *International Journal of Social Science Studies*, 1(1); April 2013-ISSN 2324-8033 E-ISSN 2324-8041-www.redfame.com/ijsss

**6. IDENTIFYING, PREVENTING AND ADDRESSING XENOPHOBIA**

6.1     UFS policies protect the right to dignity of people of all nationalities at work and in their studies. Some indicative examples of direct forms of Unfair Discrimination and/or prejudice include:

    6.1.1   Refusing to assist or provide managerial support or services to a Student or Staff member who is a foreign national based on their nationality; and

    6.1.2   Verbally or physically threatening a person or spreading malicious rumours about that person because of their nationality.

6.2.    Steps that can be taken by UFS line managers, support Staff, service providers, student leadership and academics to prevent xenophobia include:

    6.2.1.   Regularly monitoring the relevant UFS policies and their impact;
    6.2.2.   Developing clear procedures for investigating complaints;
    6.2.3.   Providing training for particular Staff and Students who are tasked with dealing with complaints and requests for support; and/or
    6.2.4.   Encouraging the reporting of xenophobia.

6.3     Prejudice, harassment or bullying (name-calling/derogatory jokes, unacceptable or unwanted behaviour, intrusive questions) in relation to nationality will be dealt with accordingly under the Policy.

**7.     DUTY TO SUPPORT STUDENTS AND STAFF WHO ARE FOREIGN NATIONALS**

7.1     Anti-discrimination legislation within the Constitution and the PEPUDA place a legal obligation on the UFS to ensure a welcoming, safe and supportive environment, conducive to respectful and inclusive teaching and learning.

7.2     The UFS must provide support to Staff and Students who are immigrants.

**8.      CONFIDENTIALITY**

All cases must be dealt with sufficient levels of confidentiality and sensitivity at all times.

**9.      DOCUMENTATION**

The following information should be documented and stored confidentially by the UFS Gender and Sexual Equality Office:

9.1      Information on how the need for support was identified;

9.2      All forms of correspondence between relevant parties in the process;

9.3      All forms of possible support offered, including evidence of this support, where implemented; and

9.4      Any other information deemed necessary.

**10.      SUPPORTING LEGISLATION**

PEPUDA forms part of the supporting legislation.

**11.      FUNDING**

All departments, schools, faculties and divisions of the UFS will be required to integrate anti-discrimination, promotion of Equality and Social Justice support structures progressively into their budgeting processes where applicable to Staff training, etc.

**12.      CONTACTS**

Queries relating to this Annexure can be addressed to the UFS Gender and Sexual Equality Office.

# DISABILITY

## 1.    DEFINITIONS

The terms used in this Annexure are used by relevant government documents and legislation.

1.1    **"Barriers"** refers to policies, actions, behaviours, practices, procedures and institutional strategies that adversely affect Students' prospects of entry and/or advancement in academia. These may be:

    1.1.1.   Attitudinal barriers caused by values inconsistent with the spirit of this policy, for example ignorance and inadequate knowledge, or prejudicial attitudes and false perceptions about disability and disabled persons, and which have the effect of discriminatory behaviour;

    1.1.2.   Organisational/institutional barriers caused by policies, procedures, guidelines and practices, which deprive Students with disabilities of fair access to studying and other opportunities; and/or

    1.1.3.   Environmental barriers caused by physical and structural aspects of the built environment, which have the effect of unfairly making facilities and amenities inaccessible, or result in unfair exclusion or unequal rights to use, enjoy and benefit from them.

1.2    **"Learning experience"** means the UFS culture, processes, curricula, teaching methodologies, services, Staff expertise, attitudes, built environment and facilities that, as a collective, provide Students with disabilities equal opportunities to complete their studies.

1.3    **"Reasonable accommodation"** means any modification or adjustment to the environment that will enable a student with a disability to have access to, or to participate or advance in academia. These measures ensure that persons with disabilities enjoy equal opportunities.

1.4    **"Unjustifiable hardship"** is an action that requires a significant or considerable difficulty or expense that would harm the viability of the institution substantially. This will involve considering the impact of the accommodation and the extent to which it would

seriously disrupt the operations/activities of the institution.

1.5 **"Students with disabilities".** The scope of support for students with disabilities focuses on the effect of an impairment on the person in relation to the barriers experienced in his/her academic, learning, physical, student-life, administrative and social environments, and *not on the diagnosis of the impairment*.

Students who satisfy the criteria in the definitions below are considered students with disabilities:

  *1.5.1 Long-term or recurring impairments or progressive conditions*

  1.5.1.1 **"Long-term"** means the impairment has lasted, or is likely to persist for at least 12 months. A short-term or temporary illness or injury is not an impairment that gives rise to a disability.

  1.5.1.2 A **"recurring impairment"** is one that is likely to happen again and to be limiting substantially (see below). It includes a constant underlying condition, even if its effects on a person fluctuate.

  1.5.1.3 **"Progressive conditions"** are those that are likely to develop, change or recur. People living with progressive conditions or illnesses are considered people with disabilities once the impairment starts to be substantially limiting. Progressive or recurring conditions that have no overt symptoms or that do not limit a person substantially are not disabilities.

  *1.5.2 Impairment*

  1.5.2.1 The nature of an impairment may be physical, psychosocial or specific learning difficulties.

  1.5.2.2 **"Physical"** impairment includes a partial or total loss of a bodily function or part of the body. It includes sensory impairments such as being deaf, hearing impaired or visually impaired and any combination of physical or mental impairments.

  1.5.2.3 **"Psycho-social"** impairment includes a clinically recognised condition or illness that has an effect on a person's thought processes, judgement or emotions.

1.5.2.4 **"Specific learning difficulties"** includes clinically recognised and measurable conditions e.g. dyslexia, ADHD, dyscalculia, that may significantly influence the ability of a student to successfully complete his/her studies without support.

1.5.3 *Substantially limiting*

1.5.3.1 An impairment is **"substantially limiting"** if, in the absence of reasonable accommodation by the UFS, a student would either be totally unable to learn or would be significantly limited in learning or would be unable to perform their work and engage in activities of learning.

1.5.3.2 An assessment of the extent to which the effects of the impairment are substantially limiting must consider if medical treatment or other devices would control or correct the impairment so that the limitation can be eliminated.

1.5.3.3 For reasons of public policy, certain conditions or impairments may not be considered disabilities. These include but are not limited to:

1.5.3.3.1 Sexual behaviour disorders that are against public policy;

1.5.3.3.2 Compulsive gambling, a tendency to steal or light fires;

1.5.3.3.3 Disorders that affect a person's mental or physical state if they are caused by current use of illegal drugs or alcohol, unless the affected person is participating in a recognised programme of treatment;

1.5.3.3.4 Normal deviations in height, weight and strength; and

1.5.3.3.5 Conventional physical and mental characteristics and common personality traits.

1.6 **"Universal design"** means the design of products, environments, programmes and services to make it usable by all people to the greatest extent possible, without the need for adaptation or specialised design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities, where needed (UNCRPD, Art

2).

1.7    **"Universal access"** is when the focus of attention is shifted from the individual with the problem to the environment and society needing to be more adaptable and flexible. The approach of universal access conceptualises a disability as an experience when the environment a person functions or interacts in is inaccessible, which includes social, attitudinal, learning, administrative and physical barriers for a student.

1.8    **Coding framework**

| Washington Group | Category of Disability | Description of Disability |
| --- | --- | --- |
| Sensory Disability | Blind | No functional vision |
| | Partially-sighted | Functional vision with limitations that may be reduced using electronic or manual low-vision devices. (Vision cannot be fully corrected using prescriptive lenses.) |
| | Deaf (capital D) | Little or no hearing. Generally makes use of South African Sign Languages (SASL) and typically subscribes to Deaf Culture. |
| | deaf (lowercase d) | Little or no hearing. Does not make use of sign language as a medium of communication. Makes use of various means of communication such as speech, speech reading/cochlear implants or a combination of these. Aligns with impairment/disability and the hearing world. |
| | Hearing Impaired | None, little or some hearing. Generally makes use of appropriate hearing technology e.g. cochlear implants, hearing |

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| | | aids and other assistive listening/living devices and typically uses verbal communication. Aligns with impairment and the hearing world. |
|---|---|---|
| | Hard of Hearing | Persons with different degrees of hearing loss, who do not align with impairment and disability. |
| | Deaf-Blind | No functional vision and no hearing. |
| Specific Learning/ Developmental Disability | Neuro-developmental Disability | Intellectual Disability, Communication Disability, Language and Speech Disability (e.g. stuttering), Autism Spectrum Disorder, Attention Deficit/Hyperactivity Disorder (ADHD), Specific Learning Disability. |
| Psychosocial/ Psychiatric Disability | Psychosocial Disability | Examples are Depression and Schizophrenia. |
| Physical Disability | Physical Disability | Loss of a limb or makes use of crutches or a wheelchair. Person with Cerebral Palsy. |
| | Chronic Illness | A long-standing medical condition/illness that affects daily functioning, such as Chronic Heart Condition, Chronic Diabetes or Cancer. |
| Any disability not mentioned above | Give details | Any disability not mentioned above. |
| Physical Disability of | Temporary Disability: | Physical Disability of a |

| a Temporary Nature | disability not longer than six (6) months | Temporary Nature. (e.g. car/sports injury) (NSFAS: 2015) |

## 2. PURPOSE

2.1 The purpose of this Annexure is to outline the procedures and responsibilities of the UFS to assist Students and Staff who experience unfair discrimination based on disability.

2.2 This Annexure also outlines the responsibility that the UFS has to challenge ableism inherent in policies, administration and academic practices.

2.3 The goal of this Annexure is to create a supportive and safe environment within the UFS for all Students and Staff with disabilities.

2.4 The procedures to be undertaken by the UFS, as well as the responsibilities and obligations of its specific departments, employees and Students in supporting persons with disabilities shall be clarified in detail.

## 3. CONTEXT

3.1 The UFS values diversity and must therefore be committed to creating equal opportunities for Students and Staff with disabilities.

3.2 The UFS must be committed to creating an enabling environment where full and equitable participation and progression become a reality for all its Students and Staff, while recognising the talents, abilities and potential of people with disabilities.

3.3 The learning environment must be enabling for its Students with disabilities where their learning experience is equal with their aspirations and abilities and where their talents are nurtured and developed.

3.4 The University must commit itself to accommodating differences and diverse needs reasonably within itsphysical environment, structure, available resources and institutional processes.

## 4. APPLICATION

4.1 This Annexure applies to all Staff, Students, visitors, parents, stakeholders and contractors.

4.2    The persons that this Policy will apply to are those Staff and Students who disclose their disability to the UFS with the aim of seeking support.

4.3    Provision of support must be based on the self-disclosure of the individual and not the perceived disability of the individual.

**5.    IDENTIFYING, PREVENTING AND DEALING WITH DISCRIMINATION, PREJUDICE AND HARASSMENT IN RELATION TO PEOPLE WITH DISABILITIES**

5.1    Acts of bullying, harassment and discrimination contravene the Policy and this will not be tolerated. University policies protect the rights of people with disabilities to dignity at work and in their studies. Some indicative examples of direct discrimination and/or prejudice include:

5.1.1    Refusing to assist or provide psychosocial, medical or managerial support or services to a Student or Staff member with a disability;

5.1.2    Verbally or physically threatening a person with a disability or spreading malicious rumours about that person;

5.1.3    Refusing to associate with, or ignoring someone because of his/her disability;

5.1.4    Refusing to address the person in their presence;

5.1.5    Sexually harassing a person with a disability;

5.1.6    Refusing to acknowledge the rights of a person with a disability;

5.1.7    Treating the person with a disability without sensitivity and respect; and/or

5.1.8    Distributing or displaying discrimination towards disability in the form of written material, graffiti, music or speeches.

5.2    Steps that can be taken by UFS line managers, support Staff, service providers, student leadership and academics to prevent harassment include:

5.2.1    Regularly monitoring the policies and their impact;

5.2.2    Developing clear procedures for investigating complaints;

5.2.3    Training particular staff members who are tasked with dealing with complaints and requests for support;

5.2.4    Encouraging the reporting of harassment; and

5.2.5     Undertaking to remove any propaganda in the disability spectrum.

5.3   Prejudice, harassment or bullying (name calling/derogatory jokes, unacceptable or unwanted behaviour, intrusive questions) in relation to disability will be dealt with under the Policy.


**6.      DUTY TO SUPPORT STUDENTS AND STAFF WITH A DISABILITY**

6.1      Anti-discrimination legislation within the Constitution of the Republic of South Africa and the Promotion of Equality and Prevention of Unfair Discrimination Act (2000) place a legal obligation upon the UFS to ensure a welcoming, safe and supportive environment conducive to respectful and inclusive teaching and learning.

6.2      The UFS must provide support to Staff and Students with a disability on a case-by-case basis.

6.3      A person with a disability must always be consulted in matters affecting them. The UFS should consult community-based service organisations and NGOs who advocate for persons with disabilities for guidance where necessary.

**7.      PROTOCOL AND POSSIBLE MEASURES OF SUPPORT**

7.1 To ensure that a person with a disability is reasonably accommodated upon disclosure, the following needs to be addressed:

7.1.1  The degree of disability experienced due to barriers in the academic, physical, support, administrative and student-life environments;

7.1.2  A critical description thereof;

7.1.3  The functional impact of the disability on participation and inclusion; and

7.1.4  Recommended managing strategies.

7.2   To address the above, there must be consultation with:

7.2.1  The individual with a disability;

7.2.2  The individual's doctor/psychologist/any other relevant practitioner;

7.2.3  A representative from the disability sector (an expert on the impact of the specific disability); and

7.2.4  A representative of the UFS representing Staff with disabilities.

7.3   The aim of reasonable accommodation is to reduce the impact of the impairment on the person's capacity to fulfil the essential functions of a job or enjoy the

Student experience (academic and student life). The most cost-effective means to remove the barrier(s) to a person's ability and to enable them to enjoy equal access to the benefits and opportunities may be adopted.

7.4 Accommodation may also include any action to reduce the impact of the disability. Such action must be reasonable and not impose unjustifiable hardship on the institution.

7.5 Reasonable accommodation includes three interrelated factors:

7.5.1 In cases where the individual is suitably qualified for the job or to study, the barriers to the individual's ability to perform must be removed;

7.5.2 The person with a disability must enjoy equal access to the benefits and opportunities of employment or of being a Student; and

7.5.3 The institution must adopt the most cost-effective means to achieve the abovementioned two objectives.

7.6 Unfair discrimination will occur when the disability is not related to an inherent job requirement or the career path a student takes and yet is used to deny an individual access to employment, a study course or to an employment/Student benefit.

7.7 Reference is also made to Universal Access for Staff with Disabilities at the UFS adopted by Council 2015.

**Consultation process for policies intended for adoption:**

| Anti-Discrimination, Promotion of Equality and Social Justice Policy and Procedures | 10/03/2017 | Draft document sent to PHi for comment and development |
|---|---|---|
| | 17/05 - 15/06/2017 | Draft document distributed to university population for comment |
| | 19/05/2017 | Draft document referred to Student Affairs HOD's policy summit |
| | 04 - 06/08/2017 | Draft document discussed and developed at Student Consultative policy summit |
| | 16/08/2017 | Draft document referred to student parliament secretariat for discussion through student parliament channels |
| | 07/02/2018 | Referred to UMC for noting and comment via round robin |
| | | |
| **Sexual Harassment, Sexual Misconduct and Sexual Violence Policy** | 16/03/2017 | Draft document sent to PHi for comment and development |
| | 17/05 - 15/06/2017 | Draft document distributed to university population for comment |
| | 19/05/2017 | Draft document referred to Student Affairs HOD's policy summit |
| | 04 - 06/08/2017 | Student Consultative policy summit |
| | 16/08/2017 | Referred to student parliament secretariat on both campuses for discussion through student parliament channels |
| | 07/02/2018 | Referred to UMC for noting and comment via round robin |

# Appendix  F

# POLICY OF THE UNIVERSITY OF THE FREE STATE ON STUDENT MENTAL HEALTH

## 1. Definitions and abbreviations

**1.1 Acute mental health difficulty**
This refers to mental health symptoms that are:
- short-term or temporary in duration (less than 12 [twelve] months);
- may or may not meet a full psychiatric diagnosis; and
- significantly interfere with academic functioning.

**1.2 CUADS – Centre for Universal Access and Disability Support**

**1.3 Health Professions Act**
Health Professions Act, 1974 (Act No. 56 of 1974)

**1.4 HEDSA – Higher Education Disability Services Association**

**1.5 HPCSA – Health Professions Council of South Africa**

**1.6 ITP – Integrated Transformation Plan**

**1.7 Mental health**
The World Health Organisation defines 'Mental Health' as a state of wellbeing, in which every individual –
- realises their own potential;
- can cope with the normal stresses of life;
- can work productively and fruitfully; and
- is able to make a contribution to their community.

The positive dimension of mental health is stressed in WHO's definition of health, as contained in its constitution: "Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity."

**1.8 Mental health care**
The Mental Health Care Act 17 of 2002 defines the following:

'*assisted care, treatment and rehabilitation*' means the provision of health interventions to people incapable of making informed decisions due to their mental health status and who do not refuse the health interventions; '*assisted care, treatment and rehabilitation services*' has a corresponding meaning;

'*care and rehabilitation centres*' means health establishments for the care, treatment and rehabilitation of people with intellectual disabilities;

'*involuntary care, treatment and rehabilitation*' means the provision of health interventions to people incapable of making informed decisions due to their mental health status and who refuse health interventions but require such services for their own protection or for the protection of others; '*involuntary care, treatment and rehabilitation services*' has a corresponding meaning*;*

'*involuntary mental health care user*' means a person receiving involuntary care, treatment and rehabilitation;

'*mental health care practitioner*' means a psychiatrist, or registered medical practitioner, or a nurse, occupational therapist, psychologist or social worker who has been trained to provide prescribed mental health care, treatment and rehabilitation services;

'*mental health status*' means the level of mental wellbeing of an individual as affected by physical, social and psychological factors and which may result in a psychiatric diagnosis;

'*mental illness*' means a positive diagnosis of a mental health-related illness in terms of accepted diagnostic criteria made by a mental health care practitioner authorised to make such diagnosis;

'*psychiatric hospital*' means a health establishment that provides care, treatment and rehabilitation services only for users with mental illness;

'*psychiatrist*' means a person registered as such in terms of the Health Professions Act;

'*psychologist*' means a person registered as such in terms of the Health Professions Act;

'*rehabilitation*' means a process that facilitates an individual attaining an optimal level of independent functioning;

'*social worker*' means a person registered as such in terms of the Social Services Professions Act, 1978 (Act No. 110 of 1978); and

'*voluntary care, treatment and rehabilitation*' means the provision of health interventions to a person who gives consent to such interventions.

1.9 **Mental health disability**
This refers to a mental health condition that:
- has been diagnosed by a registered mental health practitioner using a recognised psychiatric classification system;
- is of a duration of at least 12 (twelve) months; and
- substantially limits the student's ability to perform academically.

1.10 **PHC – Public Health Care**

1.11 **Psychosocial disorders**
According to the HEDSA coding framework and the National Mental Health Framework, these disorders (henceforth referred to as *mental health disabilities*) include, amongst others:
- depression;
- anxiety;
- panic disorder;
- schizophrenia; and
- bipolar disorder.

**1.12    Psycho-educational resources**
Resources providing information on various aspects related to mental health.

**1.13    Reasonable accommodation**
Reasonable accommodation means any modification or adjustment to the environment that will enable a student with a disability to have equitable access to the University. These measures ensure that students with disabilities have a fair opportunity to achieve academic excellence, enjoy a humanising student experience and receive adequate support services at the University of the Free State. For the purposes of the Mental Health Policy, the phrase 'reasonable accommodation' refers to appropriate adjustments to teaching and learning activities to ensure that students with mental health disabilities or acute mental health difficulties are not placed at a substantial disadvantage compared to other students.

**1.14    RAP – Reasonable Accommodation Panel**
The Reasonable Accommodation Panel (RAP) is being established to adjudicate on all applications for reasonable accommodation. The primary aim of reasonable accommodation is to reduce the impact of a person's impairment on his/her/their ability to perform essential functions as a student in a higher education setting and to create an enabling environment. The Panel will be chaired by the Deputy Vice-Chancellor: Academic, and members of the panel will include CUADS, SCD, faculty managers, representative from the Faculty Student Council and specialists as identified per applicant.

**1.15    Registered mental health practitioner**
A practitioner that is registered with a recognised professional body (HPCSA, South African Council for Social Service Profession or Traditional Health Practitioners Council of South Africa) and specialises in mental health.

**1.16    Specialised support services**
Specialised support services refers to SCD and CUADS within the ambit of Student Affairs.

**1.17    Staff**
All officers and employees of the University of the Free State.

**1.18    Students**
Current undergraduate, postgraduate and higher-degree research students who are studying full or part time and are registered at the University of the Free State.

**1.19    Support Services**
Refers to all support services within the University of the Free State.

**1.20    SCD – Student Counselling & Development**

**1.21    UFS – University of the Free State**
The UFS encompasses all campuses (Bloemfontein, Qwaqwa and South), students and staff of the University of the Free State.

**1.22    White Paper**
White Paper for the Transformation of the Health System in South Africa, 1997

1.23    **WHO – World Health Organisation**

## 2.      Background

2.1     Recent years have seen an escalation in the number of students entering higher education who are struggling with significant mental health difficulties. This points to the need for an institutional policy that addresses both the promotion of mental wellbeing amongst the student population and the supporting of students faced with mental health issues. The UFS, furthermore, wishes to align with the National Mental Health Policy Framework and Strategic Plan 2013 – 2020 and the Comprehensive Mental Health Action Plan 2013 – 2020 of WHO.

2.2     As per the ITP, the UFS seeks to promote the health and wellness of its students. To this effect, the UFS has resolved to establish a Mental Health Policy as a way of responding to mental health challenges on campus and across the higher education sector. This Policy is set within the context of national strategies.

2.3     The National Mental Health Policy Framework recognises that:

2.3.1   Until the development of this document, there has been no officially endorsed National Mental Health Policy for South Africa;

2.3.2   Mental health care continues to be under-funded and under-resourced compared to other health priorities in the country, despite the fact that neuropsychiatric disorders are ranked third in their contribution to the burden of disease in South Africa, after HIV and AIDS and other infectious diseases;

2.3.3   There is enormous inequity between provinces in the distribution of mental health services and resources;

2.3.4   There is a lack of public awareness around mental health and widespread stigma against those who suffer from mental illness;

2.3.5   There is a lack of accurate, routinely collected data regarding mental health service provision;

2.3.6   Mental health services continue to labour under the legacy of colonial mental health systems, with heavy reliance on psychiatric hospitals; and

2.3.7   While the integration of mental health into PHC is enshrined in the White Paper and the Mental Health Care Act, in practice, mental health care is usually confined to management of medication for those with severe mental disorders, and does not include detection and treatment of other mental disorders, such as depression and anxiety disorders.

2.4     The WHO indicates that by 2020 depression will be the second most costly medical condition in the world. In addition, higher education institutions are seeing an increase in both the prevalence and severity of mental health issues that students present with. These mental health issues can be triggered by many factors, including stress, life events, past experiences and genetics. Student life exposes individuals to additional risk factors affecting mental health, including debt, periods of transition, substance use, culture shock and the disconnection from previous support structures. The UFS has a responsibility towards students whose mental condition falls within the ambit of this Policy.

2.5     The Comprehensive Mental Health Action Plan 2013 – 2020 (WHO) that committed all United Nations Member States (including South Africa) to address mental health challenges, identified four key objectives:

2.5.1    Strengthen effective leadership and governance for mental health;

2.5.2    Provide comprehensive, integrated and responsive mental health and social care services in community-based settings;

2.5.3    Implement strategies for promotion and prevention in mental health; and

2.5.4    Strengthen information systems, evidence and research for mental health.


## 3.    Guiding principles

3.1    This Policy will set out how the UFS strives to deliver a coherent institutional approach to supporting the mental health and wellbeing of the UFS student population. A collection of procedures and guidelines will support the implementation of the Policy.

3.2    Whilst the UFS seeks to provide a supportive environment, it is important to recognise that there are limits to the extent of the support that can be provided to individual students. It is crucial to note that the support that can be offered to the students will be confined to the existing levels of capacity at the UFS. In this regard, students should always be referred to external resources as deemed appropriate.

3.3    This Policy is guided by the Mental Health Care Act 17 of 2002; National Mental Health Policy Framework and Strategic Plan 2013 – 2020; and the Comprehensive Mental Health Action Plan 2013 – 2020 of the WHO.

3.4    This Policy seeks to redress the inequalities and disadvantages created by prejudice and discrimination against persons with mental health disabilities and difficulties. Hence, clinical definitions of recognised mental health issues are considered unhelpful in terms of an institutional response. It is important to avoid tendencies to label students and, rather, to focus on the issues of response and support. This Policy will thus refer to the two categories of mental health disability and acute mental health difficulty.

3.5    The UFS strives to create an environment that promotes and is supportive of mental wellbeing. The expertise of the UFS, however, lies in the provision of higher education and there will thus be limitations to the level of services that can be delivered.

3.6    All UFS staff should constantly be aware of their own professional limitations. No member of the UFS should move beyond their professional scope in supporting or advising students with regards to mental health. Where the UFS does not provide a specific service, this should be made clear to students and they should be encouraged to seek out other services available to them. In the context of mental health, this means encouraging students to seek external professional mental health services available within the community.

3.7    The UFS recognises that students may be reluctant to declare a mental health difficulty, which could be based on the fear of stigma, that confidentiality will not be respected, or that their academic standing will be affected. However, the UFS encourages students to declare these difficulties at an early stage in order for these challenges to be addressed in a timeous manner.

3.8    The UFS provides specific guidelines on confidentiality in respect of student health and wellbeing. These embody the general principle that consent should be sought before

information is shared, except in situations that are in accordance with legislation and strict professional ethical guidelines. Therefore, any decision to break confidentiality must be made at the appropriate level.

3.9     In the application of this Policy, the UFS commits to complying with the relevant legislation and Policy frameworks.

3.10    The UFS recognises the rights of all students registered with the University to:
a) study without being subject to prejudice or discrimination as a result of their mental health difficulties or conditions; and
b) access support from the UFS with regards to their mental health challenges, taking into consideration the limits of provision the UFS offers.

## 4.     Policy

The Student Mental Health Policy aims to:

4.1     Promote awareness, understanding, recognition and destigmatisation of mental health difficulties amongst the student population;
4.2     Create an ethos in which confidentiality and dignity are respected;
4.3     Comply with national and international best practice guidelines for student mental health, while accommodating the specific contextual needs of the UFS student body;
4.4     Provide consistent and effective support to students experiencing mental health difficulties; and
4.5     Provide guidance and training to people involved in the support and care of students.

### 4.6     Rights and undertakings

The implementation of the Policy encourages an intersectional approach with shared undertakings between different stakeholders with respect to addressing student mental health issues. This section covers rights and undertakings for students and staff at the UFS. The University strives to support the needs of students with mental health difficulties. However, the University also has to balance the rights of students with mental health challenges with the overall duty of care it has to all of its students and staff.

### 4.6.1   University of the Free State

a) The UFS is tasked with the promotion of the Mental Health Policy, which envisions creating a campus where mental wellbeing is valued and encouraged based on a holistic approach.
b) Where a student discloses a mental health disability or difficulty to the UFS, the University will seek to ensure that reasonable adjustments are made to prevent the student from being unduly disadvantaged by this disability or difficulty.
c) The UFS seeks to provide specialised support services to students.
d) The UFS will encourage and monitor all mental health initiatives by both staff and students.
e) The UFS will ensure that all staff and students are informed about this Policy and their respective responsibilities arising under this Policy.
f) The UFS will provide staff with information and skills regarding how to support students appropriately.

### 4.6.2   Student Affairs
Student Affairs provides access for students through the following specialist support services:

### 4.6.2.1  Student Counselling & Development (SCD):

a)   SCD provides a free and confidential service to all registered UFS students.
b)   SCD, to which students can self-refer, provides mainly short-term counselling. Students are counselled on an individual basis, through group therapy, support programmes and workshops.
c)   In addition to its direct work with students, SCD provides a range of psycho-educational resources to all staff and students, advises members of staff who are concerned about an individual student's mental health, and contributes to initiatives that aim to foster student wellbeing.
d)   SCD provides motivations for reasonable accommodation for students with mental health disabilities or acute mental health difficulties, following a minimum of four consultations, or where such motivations are deemed clinically necessary by the treating practitioner and where the student has provided written consent for such information to be disclosed.

e)   Mental health crisis procedures:
i.    During office hours, a student may visit, or be referred to, any of the SCD offices for professional assistance.
ii.    Alternatively, any crisis line can be contacted.
iii.    In severe cases, a student, who voluntarily consents, may be referred to an appropriate mental health care practitioner, psychiatric hospital, provincial hospital or rehabilitation facility.

### 4.6.2.2   Centre for Universal Access and Disability Support (CUADS):

a)   CUADS promotes inclusive practice and compliance with the legislation and relevant policy frameworks across the UFS in respect of students with disabilities.
b)   The service provides the following to current and prospective students with disabilities:
i.    advice and guidance relating to how to get the most from their studies and the best way to overcome any particular barrier that they may experience as a result of their disability; and
ii.    referral of students to specialists and other service providers, e.g. dyslexia screening, assessment services and healthcare practitioners.
c)   CUADS advises UFS staff regarding the support of students with disabilities (e.g. teaching, assessment, individual discussions and/or group training sessions, where particular issues are presented), whilst respecting appropriate confidentiality requirements at all times.
d)   CUADS makes recommendations about institutional reasonable adjustments and accommodations, and collaborates with all parties to support the implementation thereof.

### 4.6.3   Faculties and academic departments

a)   Faculties and academic departments must ensure that appropriate arrangements for student welfare in the departmental context are in place and are communicated to students.

b) Staff should be alert to mental health difficulties.

c) Staff should be able to offer an appropriate response to a student's declaration of such difficulties and be able to refer students to appropriate support, including encouraging the student to seek help from the specialised support services.

d) In crisis situations, staff should contact Protection Services and the SCD office on campus.

e) In a medical emergency, staff should contact ER24 immediately and then alert Kovsie Health and Protection Services.

f) Information regarding the procedures for applying for reasonable accommodation on mental health grounds are made available to students.

g) Students with acute mental health difficulties may apply to academic departments directly for concessions for academic obligations (such as extensions on assignments or tests), following the same procedures that each department provides for concessions for acute medical / health conditions. The decision to grant academic concessions on mental health grounds is subject to the same requirements as for medical / health grounds, whereby adequate supporting documentation from a treating health or mental health professional should be provided.

h) Faculties and academic departments should familiarise themselves with the UFS Student Mental Health Policy and comply with it.

i) Faculties and academic departments should be aware of the principles of confidentiality and disclosure. Written, electronic or verbal information, which relates to a student's mental health, must be handled in a secure and confidential manner (unless the student's, or any other person's, immediate personal safety is at risk).

j) All staff should remain aware of the boundaries of their own roles. Staff should be ready to offer support to students, but are not expected to assume responsibilities outside of their primary role and capabilities.

### 4.6.4    Support services

a) Staff should be alert to indicators of mental health difficulties.

b) Staff should be able to offer an appropriate response to a student's declaration of such difficulties and be able to refer students to appropriate support, including encouraging the student to seek help from the specialised support services.

c) Staff should familiarise themselves with the UFS Student Mental Health Policy and comply with it.

d) Staff should be aware of the principles of confidentiality and disclosure. Written, electronic or verbal information, which relates to a student's mental health, must be handled in a secure and confidential manner (unless the student's, or any other person's, immediate personal safety is at risk).

e) With respect to UFS residences, residence heads will be considered as the first responders and primary contact persons for cases pertaining to mental health disabilities and difficulties. The residence system and staff do not have the capacity, nor competencies, to take responsibility for providing students with professional mental health care and clinical monitoring. Where this is needed, students should seek assistance from SCD or other mental health care facilities.

f) All residence staff, SRC and residence committee members must be informed of this Policy, as well as receive information and training in terms of support available and procedures to manage students with mental health difficulties and disabilities.

g)  Reasonable accommodation for students with mental health disabilities and difficulties will be offered by UFS Housing and Residence Affairs, within the consideration of space within the residence system. Supporting documentation from a registered mental health practitioner may be required in order to be considered for reasonable accommodation in student residences.

k)  All staff should remain aware of the boundaries of their own roles. Staff should be ready to offer support to students, but are not expected to assume responsibilities outside of their primary role and capabilities.

### 4.6.5    Individual students and prospective students

a)  Students who are currently experiencing mental health difficulties or conditions should, where possible, inform the UFS of this at the earliest opportunity in order to receive advice and assistance. Without such disclosure, the UFS cannot provide appropriate support or make appropriate referrals.

b)  All students have a social responsibility to assist the University in working towards a stigma-free environment with regards to mental health difficulties and disabilities.

c)  All students should endeavour to recognise their own personal limits with regards to any mental health difficulties or conditions they are experiencing and seek advice and assistance from the University's specialised support services, at the earliest possible opportunity.

d)  Students should consider declaring an existing mental health disability on their application form so that the University can prepare to offer the student reasonable accommodation.

e)  Students should encourage other students experiencing mental health difficulties to seek the appropriate assistance.

f)  Students should be aware of the Policy and supporting documents.

g)  Students should be aware of their own limitations when supporting a fellow student experiencing a mental health difficulty or disability, and use the referral processes available, both internally and externally.

### 4.7    Reasonable accommodation

4.7.1   The UFS aims to welcome a diverse student body and does not discriminate against persons with any disabilities in its application process.

4.7.2   The UFS recognises that students with mental disabilities and acute mental health difficulties should be considered for reasonable accommodation through the RAP chaired by the Deputy Vice-Chancellor: Academic.

### 4.8    Conduct and discipline

4.8.1   Mental health disabilities or acute mental health difficulties do not exclude students from the requirement to comply with the UFS regulations on conduct and discipline.

4.8.2   In situations where a student's ability to participate in disciplinary procedures is affected by mental health disabilities or acute mental health difficulties, the situation will be approached with due sensitivity, ensuring that the student is fit to take part and is appropriately supported by CUADS and/or SCD.

## 5. Implementation of the Policy

The Deputy Vice-Chancellor: Institutional Change, Student Affairs and Engaged Scholarship is responsible for the implementation of this Policy.

## 6. Purpose of the Policy

The UFS's aims, in respect of mental health, are to:

6.1     Promote and support the mental health and wellbeing of the student population;
6.2     Destigmatise mental health disabilities and difficulties;
6.3     Create an institutional philosophy in which confidentiality and human dignity are respected and ensured; and
6.4     Align with mental health legislation and policy frameworks.

## 7. Scope

This Policy applies to:

7.1     All students who are enrolled in a study programme at the UFS;
7.2     Registered students on University premises or elsewhere on University business or study activities; and
7.3     All registered students who have disclosed a mental health disability and/or difficulty.

## 8. Promotion and support

In creating a campus where mental wellbeing is valued and encouraged based on a holistic approach, a number of measures are advocated and designed to promote and support the mental health of the UFS student community.

8.1     The whole UFS community is encouraged to be positive in its approach to mental wellbeing.
8.2     The UFS promotes a culture that encourages and supports the destigmatisation of mental health difficulties and disabilities.
8.3     The UFS ensures the continuous education and development of students and staff, with regards to the mental wellbeing of students, through the provision of psycho-educational resources and initiatives that aim to foster student wellbeing.
8.4     The University promotes an understanding and awareness of both the internal and external support services available.
8.5     The University provides information and guidance to UFS staff regarding the support of students with mental health disabilities and difficulties (e.g. individual discussions and/or group training sessions), whilst respecting appropriate confidentiality requirements at all times.

## 9. Resource consequences of the Policy

The UFS shall endeavour to provide the following in ensuring the successful implementation of this Policy:

9.1 Establishing a RAP with necessary funding; and

9.2 Striving to adhere to the recommended international standard of psychologist-to-student ratio: 1 (one) psychologist for every 1500 (one thousand five hundred) students.

## 10. Review procedure

10.1 This Policy and any associated advice and guidance will be communicated annually by the Department of Communication and Marketing to the UFS community.

10.2 This Policy will be made available in a series of webpages with links to associated procedures and guidance documents. Copies in alternative formats are available on request.

10.3 When statutory law changes, the Policy is automatically held to have been amended by that change and it will be updated as soon as is practically possible.

## 11. Policy record

| | |
|---|---|
| Document name | Student Mental Health Policy |
| Document number | |
| Coordinating UMC member | Dean: Student Affairs |
| Contact person | Director: Student Counselling & Development (SCD) |
| Status | **New Policy** |
| Approved by | **Council** |
| Date finally approved | 22 November 2019 |
| Date last amended | **New Policy** |
| Date for next review | November 2022 |
| Person responsible for review | Director: Student Counselling & Development |
| Monitoring by | Dean: Student Affairs |
| Related documents | **Refer below** |
| Effective date | 22 November 2019 |

**APPENDICES TO BE ADDED**

- *GUIDELINES FOR SUPPORTING DOCUMENTATION FOR TEMPORARY REASONABLE ACCOMMODATION DUE TO ACUTE MENTAL HEALTH DIFFICULTIES*
- *MENTAL HEALTH SUPPORT ON CAMPUS*
- *PROCEDURE FOR STUDENT PSYCHIATRIC EMERGENCIES IN RESIDENCES OR ON CAMPUS AT UFS*
- *LEGAL AND POLICY FRAMEWORK FOR THE UNIVERSITY'S STUDENT MENTAL HEALTH POLICY*

| **LEGISLATION, POLICIES AND FRAMEWORKS FOR THE UFS STUDENT MENTAL HEALTH POLICY** |
|---|
| The Constitution of the Republic of South Africa (http://www.gov.za/documents/constitution-republic-south-africa-1996) |
| Employment Equity Act 1998 (http://www.labour.gov.za/DOL/downloads/legislation/acts/employmentequity/ eegazette2015.pdf) |
| General Ethical Rules – Psychology Form 223 Health Professions Council of South Africa (HPCSA) (http://www.hpcsa.co.za/Uploads/editor/UserFiles/downloads/conduct_ethics/rules/generic _ethical_rules/ethical_rules_annexure_12.pdf) |
| Health Professions Act 56 of 1974 (https://www.hpcsa.co.za/Uploads/editor/UserFiles/downloads/legislations/acts/health_pro fessions_ct_56_1974.pdf) |
| Higher Education Act 1997 (http://www.gov.za/sites/www.gov.za/files/a101-97.pdf) |
| Mental Health Care Act 2002 (http://www.gov.za/sites/www.gov.za/files/a17-02.pdf) |
| National Health Act 2004 (http://www.chr.up.ac.za/undp/domestic/docs/legislation_55.pdf) |

| National Mental Health Policy Framework and Strategic Plan 2013-2020 (https://www.health-e.org.za/wp-content/uploads/2014/10/National-Mental-Health-Policy-Framework-and-Strategic-Plan-2013-2020.pdf) |
|---|
| Promotion of Equality and Prevention of Unfair Discrimination Act 2000 (http://www.justice.gov.za/legislation/acts/2000-004.pdf) |
| Protection of Personal Information Act, 2013 (http://www.justice.gov.za/inforeg/docs/InfoRegSA-POPIA-act2013-004.pdf) |
| UFS Integrated Transformation Plan (ITP) (https://www.ufs.ac.za/docs/default-source/all-documents/the-ufs-integrated-transformation-plan.pdf?sfvrsn=9752a521_0) |
| UFS Policies (https://www.ufs.ac.za/about-the-ufs/governance/policy-documents) |
| United Nations Convention on the Rights of Persons with Disability (http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf) |
| **RELEVANT SOURCE MATERIAL** |
| International Association for Counselling Services, Inc (http://www.iacsinc.org/staff-to-student-ratios.html) |
| Editorial (2014). A New Mental Health Policy for South Africa. *South African Medical Journal, 104* (2), 115-116. DOI:10.7196/SAMJ.7938 |
| WHO Mental Health Action Plan 2013-2020 (http://www.who.int/mental_health/action_plan_2013/bw_version.pdf) |

# Appendix G

# POLICY OF THE UNIVERSITY OF THE FREE STATE ON STUDENT PREGNANCY

## 1. Definitions and abbreviations

**1.1 Commuter student**
An undergraduate or post-graduate student registered at the University who resides off campus.

**1.2 CUADS – Centre for Universal Access and Disability Support**

**1.3 HRA – Housing and Residence Affairs**

**1.4 PEPUDA – Promotion of Equality and Prevention of Unfair Discrimination Act**

**1.5 POPI Act – Protection of Private Information Act**

**1.6 Pregnancy**
The state of carrying a developing embryo or foetus within the human body.

**1.7 Pregnant student**
A registered student at the University who is pregnant at the time of registration or who becomes pregnant during the course of study while registered at the University.

**1.8 Residence student**
An undergraduate or post-graduate student registered at the University who resides at an on-campus University residence.

**1.9 SART – Sexual Assault Response Team**

**1.10 SAS – Student Academic Service**

**1.11 SCD – Student Counselling & Development**

**1.12 Student**
A person registered full time or part time at the University for a qualification.

**1.13 University**
Refers to the University of the Free State (UFS).

## 2. Background

2.1 The University believes that students' studies should not be hampered due to pregnancy.

2.2 This Policy seeks to humanise the experiences of students during pregnancy.

2.3 The University recognises the sexual and reproductive rights of students.

2.4 This Policy provides advice and guidance related to study, health and safety to:

2.4.1 Students who become pregnant during their studies.
2.4.2 Students who give birth during their studies.

### 3. Guiding Principles

The University commits to the following principles in dealing with students during their pregnancy:

#### 3.1 Humanising Engagements

3.1.1 Wherever practical, students will not be unreasonably prevented from applying for, registering for, or successfully completing a programme of study.

3.1.2 All reasonable steps will be taken to humanise a student's experience during their pregnancy.

3.1.3 The health and wellbeing of students will be considered of paramount importance at all times.

3.1.4 Written and verbal language used by staff and students will reflect non-judgemental and anti-discriminatory attitudes. Language will be used in a manner that is affirming and empowering and that enables students to make informed decisions.

3.1.5 Informed by the human rights imperative of the Equality Clause contained in the Bill of Rights, the University recognises and upholds that students may not be discriminated against on the basis of pregnancy and gender.

3.1.6 The University also recognises the Choice on Termination of Pregnancy Act, 1996 (Act No. 92 of 1996) which allows abortion on demand up to the 12th week of pregnancy; under broadly specified circumstances from the 13th to 20th week; and only for serious medical reasons after the 20th week.

#### 3.2 Anti-Discrimination

The University advocates for support to be provided in a non-discriminatory and non-judgemental manner in accordance with the Anti-Discrimination, Promotion of Equality, and Social Justice Policy and Procedures, which states: "The UFS undertakes to protect all students and staff from direct and indirect unfair discrimination, whether such discrimination is based on listed, unlisted analogous or arbitrary grounds of unfair discrimination." These rights have been enshrined in the Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA).

#### 3.3 Gender

The University recognises that sexuality and pregnancy are issues that affect all students and that all students are responsible for their decisions, lifestyle choices and academic careers. Accordingly, opportunities for life skills and educative programmes shall be provided to all students.

#### 3.4 Confidentiality

3.4.1 Staff shall:

3.4.1.1 be cognisant of ethical considerations relating to confidentiality;

3.4.1.2 respect a student's right to confidentiality; and

3.4.1.3 obtain written, informed consent before referring a student or releasing information to other relevant staff members or to external service providers.

#### 4.

4.1.1 The students:

4.1.1.1 are encouraged to disclose their pregnancy to either an academic or other support staff member, but preferably to a social worker at the Social Support Unit; and

4.1.1.2 are not required to inform any staff member should they decide to terminate their pregnancy. However, should the student be absent from classes, tutorials or tests as a result, the student is advised to inform the relevant module coordinator/s of their absenteeism due to 'medical

reasons' and to make alternate arrangements for submission of work or writing tests, as required. A medical certificate may need to be produced as per relevant University regulations.

## 5.    Policy

The Pregnancy Policy aims to:

5.1    Create conditions that are conducive for academic success and wellbeing during pregnancy.

5.2    Ensure that pregnant students are not arbitrarily excluded from academic programmes, residences and other University activities.

5.3    Provide reasonable support to pregnant students.

5.4    Provide guidance to staff and students on how to offer a humanising experiencing to pregnant students.

## 6.    Student Roles and Responsibilities

It is the responsibility of pregnant students to:

6.1    Inform the relevant university department/school/faculty/residence within 24 weeks of the pregnancy, in order to facilitate the provision of appropriate support.

6.2    Attend and participate in any educative and life skills programmes that the University may offer.

6.3    Access information and support in relation to academic advice, social support, health services and student counselling.

6.4    Inform the module coordinator of each module in the event that students are registered for programmes that involve work placement and/or field trips in an environment that uses procedures, substances and chemicals (for example laboratory, hospital and educational settings) that may be potentially hazardous to the student and unborn child's health.

6.5    Inform the relevant residence head, in the event that they reside at a University residence.

6.6    Catch up with work (written, practical, laboratory) that may have been missed.

## 7.    University of the Free State

7.1    The University will endeavour to accommodate pregnant students as far as reasonably practical to allow them to continue their studies.

7.2    Information given by students should be treated confidentially and can be passed on where necessary only with the student's consent or in accordance with the Protection of Personal Information Act, and with sensitivity.

7.3    Staff should not attempt to influence any student's decision but should provide impartial advice on the way forward in terms of support.

7.4 It is important to take the views and wishes of the student into account, rather than applying a standard set of arrangements. All decisions taken should be based on discussions with the student.

7.5 While an appropriate degree of flexibility should be exercised, care must be taken to ensure that academic success and wellbeing are not compromised. A balance must be achieved between ensuring the student is not disadvantaged, and giving undue special treatment. Appropriate care will be exercised in attending to all requests made as far as is reasonably possible. If any request is refused, the reasons for the refusal should be provided to the student in writing.

7.6 The University undertakes to support all pregnant students as best as possible to enable completion of the academic programme within the limits of available resources.

7.7 The University undertakes to protect all pregnant students from unfair discrimination and harassment associated with pregnancy.

7.8 If a pregnant student goes into labour during an examination or during class, the protocol for medical emergencies must be followed. In an event of an examination, an alternative examination date should be arranged for the student.

7.9 Pregnant students may decide to suspend their academic studies in consultation with the relevant academic staff within their department. In such cases, the Student Academic Services office needs to be consulted to facilitate suspension and/or de-registration from modules and to ensure that all relevant documentation is completed. Students are to be advised on applicable timelines for suspension, de-registration and re-registration.

## 8. Implementation

8.1 A pregnant student is strongly advised to consult Campus Health Services or a doctor to discuss medical issues relating to the pregnancy prior to approaching the department/school/faculty/residence.

8.2 Where possible, the academic, administrative and support services should work jointly to manage individual cases. All referrals between offices shall be with the student's written, informed consent and the reasons for referral will be explained to students.

8.3 Support offered by different divisions/departments/offices includes:

8.3.1 **Academic Departments**

8.3.1.1 Should a student disclose the pregnancy to a department, the relevant academic staff should discuss the implications of the pregnancy on the student's academics. The discussion should include the development of a plan of action. The plan of action should include any disruptions to study, possible precautionary measures, and concessions that may be granted.

8.3.1.2 A flexible approach should be adopted that allows for adjustments to the agreed-upon plan of action.

8.3.1.3 All academic departments that involve work, clinical/educational placements and/or fieldtrips, in contexts that may be potentially dangerous to the pregnant student and the unborn child, must provide such information to all students prior to the commencement of the relevant module or course. All disclaimers used for fieldtrips, laboratory work and clinical and educational placements should provide relevant information relating to student pregnancy.

8.3.2    **Student Support Services**

8.3.2.1  A pregnant student may use any of the following support services:

- **Campus Health Services** – provides voluntary limited health services to registered students, including pregnancy testing.
- **Social Support Office** – provides social work services, including pregnancy options.
- **SCD** – provides individual or group support counselling to pregnant students, as per issues presented.
- **CUADS** – promotes inclusive practice and compliance with the legislation and relevant policy frameworks across the UFS (including Pregnancy Policy) in respect of students with disabilities.
- **Unit for Institutional Change and Social Justice –** focuses on empowering and advocating for a socially just and gender equitable anti- discriminatory environment.
- **HRA** – provides reasonable support to pregnant students within 24 weeks of their pregnancy. Students who return to residence after having vacated the University residence due to pregnancy will be eligible for residence accommodation upon their return to University.
- **SAS** – assists pregnant students who may decide to de-register from certain modules or suspend their studies, by ensuring that students complete all relevant documentation and that all relevant staff or offices are informed of the student's academic status.

## 9.    Scope

9.1    This Policy applies to all students who are enrolled in a study programme at UFS.

9.2    The Policy covers any student who becomes pregnant during their studies or gives birth during their studies.

9.3    The Policy is in support of Goal 1 of the UFS Strategic Plan 2018-2022.

9.4    This document provides both students and staff with information about the University's humanising approach to supporting a student who is pregnant.

## 9.    Resourcing the Policy.

The UFS commits to providing reasonable resources in ensuring the successful implementation of this Policy.

## 10.    Review Procedure

This Policy will be reviewed every three years or when the statutory law changes.

## 11.    Policy Record

| Document name Dokumentnaam | Student Pregnancy Policy |
|---|---|
| Document number Dokumentnommer | |
| Coordinating UMC member Koördinerende UBK-lid | Dean: Student Affairs |

| | |
|---|---|
| Contact person<br>Kontakpersoon | Dean: Student Affairs |
| Status<br>Status | Dean: Student Affairs |
| Approved by<br>Goedgekeur deur | Council |
| Date finally approved<br>Datum van finale goedkeuring | 20 September 2019 |
| Date last amended<br>Laaste datum van wysiging | |
| Date for next review<br>Hersieningsdatum | September 2020 |
| Person responsible for review<br>Persoon  verantwoordelik vir | Dean: Student Affairs |
| Monitoring by<br>Monitering deur | DVC: Institutional Change, Student Affairs & Community Engagement |
| Related documents<br>Verwante dokumente | Refer Below |
| Effective date<br>Effektiewe datum | 20 September 2019 |

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| **LEGISLATION, POLICIES AND FRAMEWORKS FOR THE UFS STUDENT PREGNANCY POLICY** |
| The Constitution of the Republic of South Africa (http://www.gov.za/documents/constitution-republic-south-africa-1996) |
| Employment Equity Act 1998 (http://www.labour.gov.za/DOL/downloads/legislation/acts/employmentequity/ eegazette2015.pdf) |
| Protection of Personal Information Act, 2013 (http://www.justice.gov.za/inforeg/docs/InfoRegSA-POPIA-act2013-004.pdf |
| UFS Integrated Transformation Plan (ITP) (https://www.ufs.ac.za/docs/default-source/all-documents/the-ufs-integrated-transformation-plan.pdf?sfvrsn=9752a521_0) |
| UFS Policies (https://www.ufs.ac.za/about-the-ufs/governance/policy-documents) |
| Choice on Termination of Pregnancy Act - (https://www.gov.za/sites/default/files/gcis_document/201409/a38-04.pdf ) |

Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA) (https://www.ufs.ac.za/docs/default-source/all-documents/ufs-anti-discrimination-policy_council-approved.pdf)

**Consulted Pregnancy Policies from Other Universities:**

University of the West of England (https://www2.uwe.ac.uk/services/Marketing/about-us/pdf/Policies/Student-pregnancy-policy.pdf)

University of the Witwatersrand

(https://www.wits.ac.za/media/wits-university/students/gender-equity-and-  tolerance/documents/Students%20Pregnancy%20Policy%20.pdf)

University of Kwazulu-Natal

(https://aessupport.ukzn.ac.za/wp-content/uploads/2018/07/Principles-and-guidelines-for-  support-of-pregnant-students.pdf)

# Appendix H

| **Policy Name/Title**: Policy on Universal Access and Disability Support for Students with Disabilities | | | |
|---|---|---|---|
| **Policy Group(s): e.g.** | F:Student Affairs | | |
| **Type:** | Policy | **X** | Guideline | |
| | Procedure | | Regulation | |
| **UFS Statute and/or Regulation Reference No and date:** | To be inserted by the Registrar | | |
| **Relevant Legislation and/or policy, Codes of practice, Professional Authorities:** | 1. United Nations Convention on the Rights of Persons with Disabilities (UNCPRD)<br>2. Chapter 2 of the Constitution of South Africa (Bill of Rights)<br>3. White Paper on the Rights of Persons with Disabilities (2016)<br>4. Strategic Policy Framework on Disability for the Post-School Education and Training System (2018). | | |
| **Relevant Institutional policies/manuals** | 1. Policy on Universal Access for Staff with Disabilities<br>2. Anti-Discrimination, Promotion of Equality, and Social Justice Policy and Procedures<br>3. Policy of the UFS on Student Mental Health<br>4. Sexual Harassment, Sexual Misconduct and Sexual Violence Policy | | |
| **Consultation Process**<br>To be verified and signed-off before approval | A: Student Governance Structures (Bloemfontein, South, and Qwaqwa Campus)<br>17 September 2019 – 31 December 2019<br>Open for comments during this period<br>No pertinent issues raised<br>B: Division of Student Affairs<br>17 September 2019 – 31 December 2019<br>Open for comments during this period<br>No pertinent issues raised<br>C: Rector and Campus Principals<br>17 September 2019 – 31 December 2019<br>Open for comments during this period<br>No pertinent issues raised<br>D: All UFS staff<br>17 September 2019 – 31 December 2019<br>Open for comments during this period<br>Issue raised: Representation of staff and students with | | |

disabilities in structures of the university
E:  Student Service Committee
22 October 2019
Tabled for comments
No pertinent issues raised
F:  Students with Disabilities
28 October 2019 – 31 December 2019
Open for comments during this period
Issue raised: Representation of students with disabilities in Reasonable Accommodation Panel (RAP) and Faculty Student Councils
G:  Academic Committee of Senate
28 November 2019
Tabled for comments
Issue raised: Inclusion of Reasonable Accommodation Panel in faculty assessment policies or procedures
H:  Teaching and Learning Management Committee
28 January 2020
Tabled for comments
No pertinent issues raised
I:  Legal Services
29 June 2020
Requested legal review
Issue raised: Clarification of definition of Academic Support

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| **Status** | Final draft pending approval by UMC and UFS Council |
| **Coordinating UMC Owner** | Vice-Rector: Institutional Change, Student Affairs and Community Engagement |
| **Contact Person** | Head of Centre for Universal Access and Disability Support |
| **Certification of Due process:** To be verified and signed once approved by the relevant authority | _____        _____<br>Rector & Vice-Chancellor                        Date |

| Approval Date | To be inserted | Commencement Date | To be inserted | Review Date | To be inserted |
|---|---|---|---|---|---|
| | | | | | |

**REVISION HISTORY:** Only applicable to amended or reviewed policies. Record details of amendments/revision.

| Version No. | Approved/ Rescinded | Date | Approving Authority | Resolution Number/ (Minute number) | Date for next review (start date for review process) |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

| *For office use only* | |
|---|---|
| **Policy Group** (Broad Policy field) | Teaching and Learning |
| **Subject** (Policy sub-field) | Policies |
| **Reference Number** | |
| **Version Number** | |
| **Key Words for Search Engine:** | Policy, policy template, policy framework, policy approval, policy review |

| POLICY STATEMENT | |
|---|---|
| **1. Preamble / Background** | 1.1 Recognising the talents, abilities and potential of students with disabilities, the UFS is committed to creating an enabling environment where fully equitable participation and progression become a reality for all its students. This commitment is in line with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), Chapter 2 of the Constitution of South Africa (Bill of Rights), the White Paper on the Rights of Persons with Disabilities (2016) and the Strategic Policy Framework on Disability for the Post-School Education and Training System (2018). |
| | 1.2 The UFS values diversity, human rights, human dignity and social justice, in line with the Integrated Transformation Plan (ITP) and the UFS Strategic Plan 2018-2022. To this end, the University commits to create equal opportunities and a humanising institutional culture for students with disabilities. |
| | 1.3 Furthermore, the University strives to create an enabling learning environment for its students with disabilities, where their talents are nurtured and developed. Accordingly, the University commits itself to reasonably accommodate students with disabilities. |
| **2. Purpose** | 2.1 The policy outlines the obligation of the UFS to promote human rights, human dignity, social justice and the interests of students with disabilities. |
| | 2.2 It is intended to create an enabling institutional culture that is free of all forms of unnecessary barriers for students with disabilities to perform in line with their aspirations, talents and abilities. |
| | 2.3 Its sets out measures to advance the prescripts of relevant higher education legislation in South Africa, UFS policies and international approaches and practices on integrated learning experiences and disability. |
| **3. Scope** | 3.1 All faculties, departments, units and centres of the UFS are bound by the provisions contained herein. |
| | 3.2 The broader UFS community, including fellow students, must adhere to the principles of anti-discrimination, inclusivity and equal opportunities and must act in accordance with prescribed procedures. |
| | 3.3 Students with disabilities will benefit from the policy provisions contained herein and can apply for reasonable accommodation in accordance with this policy. |
| | 3.4 This policy will be used as a reference point pertaining to students with disabilities at the UFS. |
| | 3.5 UFS policies and practices must be aligned to this policy to ensure inclusivity of students with disabilities. |
| | 3.6 This policy should be considered in conjunction with other UFS policies. |

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| **4. Definitions and Abbreviations** | **4.1 Academic Support**<br><br>For the purpose of the University of the Free State (UFS), Academic Support refers to activities or programmes offered to support students with disabilities, outside of the classroom, towards completing their academic programme. This may include:<br><br>a) Individual tutor assistance;<br>b) Communication access, i.e. Sign Language interpretation for tutor sessions, group discussions or meetings with lecturers;<br>c) Accessible study material, i.e. Braille, E-text, or audio;<br>d) Accessible transport for academic purposes; and<br>e) Alternative assessment arrangements, i.e. accessible venue, amanuensis (scribe and/or reader), extra time, concessions during tests and examinations, specialised equipment and computer hardware and software.<br><br>**4.2 Barriers**<br><br>Barriers refer to policies, actions, behaviour, practices, procedures and institutional strategies which may adversely affect students' prospects of entry, advancement and/or success within the institution. Such barriers may hinder academic excellence, humanising student experience and support services.<br><br>**Types of Barriers**<br>Types of barriers may include, amongst others, the following:<br><br>**a) Attitudinal barriers**<br>Caused by attitudes that are inconsistent with the letter and spirit of human rights and human dignity, for example, prejudicial attitudes about disability and persons with disabilities. These type of attitudes are discriminatory in nature.<br>**b) Institutional barriers**<br>Caused by values, policies, procedures, guidelines, norms, traditions and practices which deprive students with disabilities of equitable access to studying opportunities and genuine participation in student life.<br>**c) Environmental barriers**<br>Caused by physical and structural aspects of the built environment, which have the effect of unfairly making facilities and amenities inaccessible and cause unfair exclusion or unequal rights to use, enjoy and benefit from them.<br><br>**4.3 Centre for Universal Access and Disability Support (CUADS)**<br><br>The Centre was established to provide academic support to students with disabilities. Also, the Centre promotes the integration and inclusion of students with disabilities at UFS.<br><br>**4.4 Humanising**<br><br>To validate and affirm a person, i.e. seeing someone as they are – as a complete human being. |

**4.5 Humanising Student Experience**

To validate and affirm students within the context of their disability, for example, to provide a blind student with Braille study material.

**4.6 Inclusion**

Disability inclusion means that students with disabilities have the opportunity to participate in every aspect of their student life cycle to the fullest extent possible. These opportunities include participation in an academic programme and student life, where barriers are removed. The result is that all students with and without disabilities benefit.

**4.7 Institutional Universal Access Forum**

The Institutional Universal Access Forum will be established to accelerate the transformation of the UFS with regard to the integration and inclusion of staff, students and visitors with disabilities at the UFS, including the provision of an oversight and advisory role.

**Constituents of the Institutional Universal Access Forum:**
a) Vice-Rector: Institutional Change, Student Affairs and Community Engagement
b) Vice-Rector: Academic
c) Deputy Registrar: Student Academic Services
d) Dean of Student Affairs
e) Senior Director: Centre for Teaching and Learning
f) Senior Director: Human Resources
g) Senior Director: University Estates
h) Senior Director: Information and Communication Technology Services
i) Director: Communication and Marketing
j) Head of CUADS

**4.8 Integration**

"Incorporation as equals into society or an organisation of individuals of different groups", such as people with disability, people of colour, gender, etc.  (Merriam Webster: 2020).

For the purpose of this policy, integration will refer to the incorporation of people with disability as equals into the university community. The aim of integration is to humanise the experiences of students with disabilities.

**4.9 Learning Experience**

Learning experience refers to any interaction, course, programme or other experience in which learning takes place. This may occur in traditional academic settings (classrooms) or alternative settings (co-curricular, outside of classroom environments), and could include traditional educational interactions (students learning from lecturers) or alternative interactions (peers, online platforms).

**4.10 Reasonable Accommodation**

Reasonable accommodation means any modification or adjustment to the environment that will enable a student with a disability to have equitable access to the University. These measures ensure that students with disabilities have a fair opportunity for academic excellence, humanising student experience and receiving support services at the UFS.

**4.11 Reasonable Accommodation Panel**

The Reasonable Accommodation Panel (RAP) will be established to adjudicate over all applications for reasonable accommodation, including students with mental health conditions. The primary aim of reasonable accommodation is to reduce the impact of a person's impairment on their ability to perform essential functions as a student in a higher education setting, and to create an enabling environment.

**Constituents of RAP:**
a) Vice-Rector: Academic (Chairperson)
b) Secretary (Meeting Administration)
c) Members:
d) CUADS
e) Student Counselling and Development (SCD)
f) Faculty Managers
g) Specialists (e.g. Occupational Therapist or Medical Doctor or Social Worker, etc.)
h) Representatives from the Faculty Student Councils
i) Representative of the Student Universal Access Council

**4.12 Students with Disabilities**

The scope of support for students with disabilities focuses on the effect of an impairment on the person in relation to the barriers experienced in their academic, learning, physical, student-life, administrative and social environments, and not on the diagnosis of the impairment.

Different types of disabilities and impairments:

a) Long-term, short-term, recurring impairments, and/or progressive conditions

Long-term means the impairment has lasted or is likely to persist for at least 12 months.

Short-term or temporary illness or injury is an impairment that does not give rise to a permanent disability.

Recurring impairment is an impairment that is likely to happen again and to be substantially limiting (see below). It includes a constant underlying condition, even if its effects on a person fluctuate.

Progressive conditions are conditions that are likely to develop,

change or recur. People living with progressive conditions or illnesses are considered as people with disabilities once the impairment starts to be substantially limiting. Progressive or recurring conditions that have no overt symptoms or that do not substantially limit a person are not disabilities.

b) Physical and psycho-social impairments and specific learning difficulties

Physical impairment includes a partial or total loss of a bodily function or part of the body. It includes sensory impairments such as being deaf, hearing impaired or visually impaired, and any combination of physical or mental impairments.

Psycho-social impairment includes a clinically recognised condition or illness that has an effect on a person's thought processes, judgment or emotions.

Specific learning difficulties include clinically recognised and measurable conditions (e.g. dyslexia, ADHD, dyscalculia) that may significantly influence the ability of a student to successfully complete their studies without support.

c) Substantially limiting impairments

An impairment is substantially limiting if, in the absence of reasonable accommodation by the UFS, a student would be totally unable to learn or significantly limited in learning, or would be unable to perform their academic work and engage in student life co-curricular activities.

An assessment of the extent to which the effects of the impairment are substantially limiting must consider if medical treatment or other devices would control or correct the impairment so that the limitation can be mitigated.

Exclusions for purposes of this policy, certain conditions or impairments may not be considered as disabilities, and these include but are not limited to:
i)   sexual behaviour disorders that are against public policy;
ii)  compulsive gambling, a tendency to steal or light fires;
iii) disorders that affect a person's mental or physical state if they are caused by current use of illegal drugs or alcohol, unless the affected person is participating in a recognised programme of treatment;
iv)  normal deviations in height, weight and strength; and
v)   conventional physical and mental characteristics and common personality traits.

**4.13 Universal Access**

Universal Access is when the focus of attention is shifted from the individual with the disability to the environment. In this instance, Universal Access demands that the environment and society be more adaptable and flexible. The approach of Universal Access

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| | conceptualises a disability as an experience when the environment a person functions or interacts in is inaccessible, and may include social, attitudinal, learning, administrative and physical barriers for a student. |
| | **4.14 Universal Design** |
| | Universal Design means the design of products, environments, programmes and services to make them usable by all people to the greatest extent possible, without the need for adaptation or specialised design. Universal Design shall not exclude assistive devices for particular groups of persons with disabilities, where needed (UNCRPD, Art 2). |
| **5. Guiding Principles** | 5.1 The UNCRPD, Article 24 on Education (2006) states that all State Parties recognise the rights of persons with disabilities and ensure an inclusive education system. |
| | 5.2 The National Student Financial Aid Scheme Disability Fund is a full-cost bursary aimed at providing financial support to students with disabilities who are financially eligible and academically able. Qualifying students are entitled to assistive devices (wheelchairs, hearing aids, adapted laptops, etc.) and human/other support (caregivers, Sign Language interpreters, tutors, scribes, guide dogs, etc.). The key parameters of the guidelines allow a minimum time of completion for undergraduate studies (as determined by the institution's academic faculties), plus an additional three years. In exceptional circumstances, consideration may be given for an additional year through an appeal process. |
| | 5.3 Chapter 2 (Bill of Rights) of the Constitution of South Africa, 1996, Section 9, as well as the Higher Education Act, 1997 (Act No. 101 of 1997), as amended, states that everyone is equal, and that equality should be promoted through legislation and other measures to protect and advance persons who have been disadvantaged, and that and persons with disabilities may not be directly or indirectly discriminated against (as affirmed by the UFS Anti-Discrimination Policy). Furthermore, Section 29 states that everyone has the right to further education and reasonable measures must be made available and accessible. |
| | 5.4 The UFS undertakes to protect all students and staff from direct and indirect unfair discrimination through its Anti-Discrimination, Promotion of Equality, and Social Justice Policy and Procedures. |
| | 5.5 The National Plan for Higher Education (Ministry of Education, February 2001) commits higher education institutions in South Africa to increase the access of learners with special education needs. The Department of Education's Education White Paper 6 (2001) requires of management of higher education institutions to ensure appropriate physical access for students with physical disabilities and to provide specialised equipment and resources. |
| | 5.6 The Strategic Policy Framework on Disability for the Post-School Education and Training System (2018), based on the White Paper 2016 on the Rights of Persons with Disabilities, places a |

| | responsibility on higher education institutions to nurture students and to prepare them for a positive role in a democratic society. |
|---|---|
| | 5.7 The Council for the Advancement of Standards in Higher Education (CAS) Professional Standards, specifically for disability resources and services, requires the consolidation of the inaccessibility of the environments in which students function. Therefore, institutional advisement should intentionally be done with regard to universal design.<br><br>**5.8 Disclosure of disability status**<br><br>a) The UFS aims to create a positive and safe environment that promotes acceptance and the prevention of prejudice and discrimination against students with disabilities.<br>b) UFS will encourage voluntary disclosure in order to provide suitable support but will not impose any obligation on students to disclose their disability status.<br>c) In the case of non-disclosure by a person with a disability, or where the disability is not self-evident, the UFS may not be held liable for failure to comply with the provisions of this policy.<br>d) The UFS may require the student to disclose sufficient information to confirm the disability and/or to assist in determining appropriate reasonable accommodation needs.<br>e) Disclosure may occur during the application or at any time during the period of study.<br>f) Support will be provided from the date of disclosure (not retrospectively).<br>g) Disclosure will take place only under specified conditions:<br> i) with the consent of the student;<br> ii) when it relates to the health and safety of the student and others; and<br> iii) when reasonable accommodation is requested.<br><br>**5.9 Confidentiality**<br><br>a) The UFS recognises that students may be reluctant to declare a disability, due to the fear of stigma, a fear that confidentiality will not be respected, or that their academic standing will be affected. However, the UFS encourages students to declare their disabilities at an early stage in order to be reasonably accommodated timeously.<br>b) The UFS provides specific guidelines on confidentiality in respect of students with disabilities. These embody the general principle that consent should be sought before information is shared, except in situations that are in accordance with legislation and strict professional ethical guidelines. Therefore, any decision to break confidentiality must be made at the appropriate level.<br>c) The UFS undertakes to protect the confidentiality of the information that has been disclosed for the purposes of this policy. |
| **6. Policy** | 6.1 The UFS commits to reduce and/or remove the barriers to participation, especially for students with disabilities.<br><br>6.2 UFS will ensure that the production, transfer and dissemination of knowledge that supports the advancement and empowerment of |

students with disabilities is included in its academic, research and social-engagement plans.

6.3 The UFS commits to sustainable transformation initiatives and governance mechanisms that value the diversity of its student population and the community it serves.

6.4 The inclusion, empowerment and integration of students with disabilities is an integral part of the UFS ethos and institutional culture. This requires that the UFS creates an intellectually vibrant, socially just and culturally inclusive environment, which will foster and encourage positive attitudes towards students with disabilities.

6.5 The UFS commits to include and integrate students with disabilities within teaching, learning, and research and service functions. The UFS commits to serve students with disabilities in a humane and respectful manner with due cognisance for the diversity in their learning abilities and styles.

6.6 Where necessary, all academic staff will put in place reasonable accommodation measures in the learning process, teaching methodology, course content and delivery to facilitate access and success by applying universal design principles.

6.7 The UFS will evaluate/audit the environment and, where necessary, provide appropriate interventions in order to create an enabling environment.

6.8 All UFS information will be made available in different formats to be accessible by the responsible divisions (e.g. captioning, e-text, html, etc.).

**6.9 Admissions**

a) No qualifying student with a disability will, on that ground alone, be refused admission to the UFS. However, the provision of appropriate support will be limited by the affordability of those support systems.
b) The UFS commits itself, within reasonable capacity (e.g. finance, facilities, etc.), to enable as many qualifying students with disabilities as possible to study at its institution.
c) The UFS respects and will support the rights of students with disabilities to receive reasonable accommodation, when the student voluntarily requests such support.

**6.10 Learning and teaching**

a) The UFS will endeavour to make teaching methodologies and processes accessible to students with different types of disabilities.
b) Universal access and design principles will be applied in relation to faculty instruction and curricula (including the content and design of training material, facilitation and teaching style, practicals, etc.) to facilitate integrated learning.
c) The UFS will aim to improve the skills level of its staff – both

academic and administrative – through training and advocacy programmes.

d) Academic staff in particular will be trained to engage appropriately and be equipped to deal with different reasonable accommodation needs.

e) The staff of CUADS and academic departments will liaise with one another to ensure that appropriate arrangements are made to accommodate the needs of students with disabilities.

f) Facilities appropriate to the needs of students with disabilities will be made available during assessments and concessions will be allowed, upon application and evaluation by the RAP.

g) Special assessment arrangements will be available for students with disabilities.

6.11 UFS will implement ongoing sensitisation and advocacy initiatives that promote and maintain an inclusive and enabling learning and support environment to remove attitudinal barriers.

6.12 The UFS will ensure to remove environmental barriers in the built environment by:

a) Complying with the National Building Regulations and Building Standards Act as amended for persons with disabilities.

b) Adopting a phased-in approach with older structures, while new projects will include universal access requirements from the outset.

c) Creating adequate signage indicating the location of accessible entrances, parking, toilets and emergency exits, ramps and lifts and other relevant services and facilities related to students with disabilities.

d) Communicating safety and evacuation procedures applied to students with disabilities with due cognisance of reasonable accommodation needs.

6.13 Students with disabilities will have equal access to and will be encouraged to participate in all student governance structures of their choice.

6.14 Students with disabilities will have equal access to recreation and sport facilities on campus. In an instance where a request is not attainable by the UFS, alternative ways of accommodating the student will be explored.

6.15 Housing and residence will be provided with due regard to the reasonable accommodation needs of students.

| **7. Responsibility** | 7.1 The Rector and the Vice-Rector: Institutional Change, Student Affairs and Community Engagement are responsible to provide leadership to ensure the buy-in from all role players, in order to attain the objectives of this policy. |
| --- | --- |
| | 7.2 The Dean of Student Affairs will be the first point of accountability for the operational implementation of this policy. |
| | 7.3 The Head of CUADS will be responsible for developing and implementing processes that give effect to the provisions of this |

policy. CUADS will:
a) Provide academic support to students with disabilities.
b) Provide access to fair and equitable education.
c) Aim to create and maintain a barrier-free environment for students with disabilities.
d) Provide services to students with different disabilities.
e) Extend the existing levels of service within resource constraints.
f) Provide support to Faculties and Support Services in relation to the implementation of this policy.
g) Provide guidance and advice to assist the UFS to promote and develop an inclusive institutional culture.
h) Have joint programmes and collaboration amongst institutional divisions to remove administrative, academic, support and student-life environmental barriers.
i) Coordinate the functions of the RAP for the adjudication of requests for reasonable accommodation.
j) Provide individualised disability support to render a humanising and appropriate support service to students with disabilities.
k) Provide academic support services by administering and coordinating the following:
   i) The Alternative Assessment Programme and venue together with Student Academic Services (Exam Division) to ensure that the assessments of students with disabilities are done in an effective, fair, equal, credible and trustworthy manner.
   ii) The production of accessible study material together with academic departments and Library Services to ensure that students with disabilities have equal access to study material.
   iii) The Communication Access Programme to provide communication access together with interpreter services to students with hearing impairments.
   iv) The Student Academic Support Programme through the Centre for Teaching and Learning (A-Step Programme, Unit for Language Development, Write-Site, etc.) to provide optimal academic support for individual students according to their specific academic challenges and needs.

7.4 The Senior Director: UFS Estates will be responsible for continuously conducting physical accessibility audits and progressively removing all physical barriers and accessibility hazards in the built environment in collaboration with CUADS.

7.5 The Director: Student Recruitment will actively attract students with disabilities through accessible advertising, career exhibitions, and visits to high schools (including special schools) to showcase the University's inclusive academic culture and approach.

7.6 The Deputy Registrar: Student Academic Services, in collaboration with CUADS, will ensure that the admission and registration of students with disabilities is inclusive.

7.7 The Centre for Teaching and Learning, in collaboration with CUADS, will implement and promote the universal design principles to assist academic departments to adapt their teaching and learning methodologies to include the needs of students with disabilities by:
a) Using inclusive instructional strategies that benefit a broad range of learners in a diverse learning community.

| | b) Having strong collaboration and working relationships between teaching and learning managers of faculties and CUADS.<br><br>7.8 The Director: Communication and Marketing will ensure that dissemination and sharing of information is accessible to students with disabilities on the communication platforms of the UFS.<br><br>7.9 The Senior Director: Information and Communication Technology will:<br>a) Provide guidance and information regarding assistive technology, hardware and software.<br>b) Maintain and update CUADS computer laboratories.<br><br>7.10 The Senior Director: Housing and Residence Affairs will ensure the placement of all students with disabilities in residences on campus. |
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| 8. Accountability and Authority: | |
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| **Implementation**: | Rector and the Vice-Rector: Institutional Change, Student Affairs and Community Engagement<br>Dean of Student Affairs<br>Head of CUADS<br>Senior Director: UFS Estates<br>Director: Student Recruitment<br>Deputy Registrar: Student Academic Services<br>Senior Director: Centre for Teaching and Learning<br>Director: Communication and Marketing<br>Senior Director: Information and Communication Technology<br>Senior Director: Housing and Residence Affairs<br>Institutional Universal Access Forum<br>Reasonable Accommodation Panel |
| **Compliance**: | Rector and the Vice-Rector: Institutional Change, Student Affairs and Community Engagement<br>Dean of Student Affairs<br>Head of CUADS<br>Senior Director: UFS Estates<br>Director: Student Recruitment<br>Deputy Registrar: Student Academic Services<br>Senior Director: Centre for Teaching and Learning<br>Director: Communication and Marketing<br>Senior Director: Information and Communication Technology<br>Senior Director: Housing and Residence Affairs |
| **Monitoring and Evaluation:** | Registrar<br>Vice-Rector: Institutional Change, Student Affairs and Community Engagement<br>Dean of Student Affairs |
| **Development/Review:** | Vice-Rector: Institutional Change, Student Affairs and Community Engagement<br>Dean of Student Affairs<br>Head of CUADS |
| **Approval Authority**: | University of the Free State Council |
| **Interpretation and Advice:** | Head of CUADS<br>Institutional Universal Access Forum |

| 9. Who should know this policy? |
|---|
| UFS Students and Staff<br>Institutional Student Representative Council and its sub-structures<br>Line Managers<br>Institutional Universal Access Forum<br>Reasonable Accommodation Panel (RAP)<br>Rector and the Vice-Rector: Institutional Change, Student Affairs and Community Engagement<br>Dean of Student Affairs<br>Head of CUADS<br>Senior Director: UFS Estates<br>Director: Student Recruitment<br>Deputy Registrar: Student Academic Services<br>Senior Director: Centre for Teaching and Learning<br>Director: Communication and Marketing<br>Senior Director: Information and Communication Technology<br>Senior Director: Housing and Residence Affairs<br>Senior Director: Human Resources |

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| **10. Policy implementation plan** | Training workshops to all relevant departments responsible for the implementation of the policy<br>Remit for Institutional Access Forum<br>Remit for Reasonable Accommodation Panel<br>Reasonable Accommodation Procedures<br>Development of Protocol for Proactive Approach for Lecturers, Guidelines for Teaching Material, Protocols for Universal Access Considerations for Physical Spaces, Infrastructure and learning spaces.<br>Advocacy, advocacy and analysis workshops for staff and students |
| **11. Resources required** | 11.1 The UFS commits to the following in ensuring the successful implementation of this policy:<br>a) Funding the production cost of accessible study material.<br>b) Funding for the ad hoc employment of:<br>    i) South African Sign Language interpreters/lip-speakers<br>    ii) Amanuensis (scribes and readers)<br>    iii) Note-takers<br>    iv) Personal assistants<br>    v) Tutors<br>c) Funding of computer laboratories, hardware and software for alternative assessment arrangements.<br>d) Funding of assistive devices for student academic support needs.<br><br>11.2 The UFS will establish a RAP budget (recurring seed funding of about R500 000), which will fund the implementation of the RAP resolutions (as required by the White Paper on the Rights of Persons with Disabilities 2016).<br><br>11.3 The UFS commits itself to budget for accessibility funding, which will address the physical environment. |

| 12. **Answers to FAQ** | |
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**Q:** How are staff and students with disabilities represented in structures of the university (such as the Reasonable Accommodation Panel (RAP), Faculties, Student Councils, and Employment Equity Committee)?

**A:** CUADS attempts to represent the voice of students and staff with disabilities on the Employment Equity Committee, Academic Committee of Senate, Student Services Committee, Reasonable Accommodation Panel and Institutional Universal Access Forum.

Since 2018, the Institutional Student Representative Council (ISRC) Constitution has created a campus SRC level constituency-based portfolio. The portfolio in question, the universal access and social justice portfolio was established with a mandate to create student committees within the Centre for Universal Access and Disability Support as well as the Gender Equality and Anti-Discrimination Office. The student committees created within these respective environments, elect a chairperson from within their collective which chairperson would then serve on the SRC as a full member.

The purpose of the portfolio is to ensure that the voice of historically marginalised communities is intentionally and officially placed within the highest structures of student governance in order to ensure that at all times, the voice of these constituencies is considered and available during all campus deliberations and decision-making processes.

The Campus SRC structure is the only structure where the portfolio is made mandatory. However, as substructures of the SRC, all faculty councils, residences and other structures are encouraged to adopt new portfolios within their respective structures in order to mirror the direction and mandate given to the SRC. Therefore, the voice of students with disabilities must be represented through this mandate. It is encouraged that the mandate be made mandatory in all faculty and residence committees.

**Q:** How does the experience of students with disabilities differ?

**A:** It is important to note that it is not a "one size fits all" adaptation to accommodate students with disabilities. Each student with a disability has his/her/their own experience depending whether they were born with a disability or became disabled or it might be progressive of nature. Not all deaf persons use Sign Language or can lip-read for example, but also that hearing loss can be progressive of nature. Each student's experience is individual and therefore the provision of disability support must be according the student's specific needs.

**Q:** What are the different categories of disabilities accommodated at the UFS?

**A:** Specific learning difficulties, Mobility impairments, Visual impairments, Hearing impairments, Debilitating psychological and other chronic conditions and Temporary impairments.
Whilst students with learning difficulties are the majority and invisible, it must be noted that not all disabilities are visible, including psychological and chronic conditions.

**Q:** What are the services available for students with disabilities at the UFS?

**A:** Provision of disability support through a specialist and a holistic coordinated approach:
Provision of accessible transport between Bfn and South Campuses.
Provision of accessible study material through the coordination and production of accessible learning material (Braille, enlargements, audio) and lectures with Academic Departments and lecturers.
Provision of communication access through the facilitation and coordination with Interpreter Services (Sign Language interpretation, lip-speaking, real-time captioning, transcribing).
Facilitating and coordinating alternative assessment options housing an accessible venue and computer lab.
Collaborate with the Centre for Teaching and Learning for student academic support to ensure students with disabilities are supported academically, i.e. WriteSite, A_Step Tutor Programme, Unit for Language Development and the implementation of Universal Design in Learning.

| | |
|---|---|
| <u>Liaison, awareness and advocacy</u> for the development of awareness and advocacy programmes regarding disability and universal access (i.e. Student Affairs, HR & CTL) Endeavour to ensure the <u>accessibility to buildings and facilities</u> for all users, according to the principles of Universal Access and Universal Design together with UFS Estates. | |

| **EFFECTIVENESS OF THE POLICY** | |
|---|---|
| **Performance Indicator(s):** | To be completed on review by the person responsible for implementation, monitoring, and evaluation. |

# Appendix I

# ADVOCACY, AWARENESS AND ANALYSIS STRATEGY

# ADVOCACY, AWARENESS AND ANALYSIS STRATEGY

## 1.    BACKGROUND

The University of the Free State (UFS) Strategic Plan 2018-2022 prioritises the advancement of an institutional culture that is inclusive. The University seeks to transform in a way that reflects a real commitment to diversity, inclusivity and social justice. This process requires a comprehensive approach, rather than the ad hoc methods used to date.

The University environment plays a role in enriching critical thinking and the educational experience of its community. The UFS Integrated Transformation Plan (ITP) echoes the sentiment to fast-track transformation of the student experience. In this regard, the UFS needs to work towards humanising the student experience both inside and outside the classroom, which will be conducive to student well-being and success at the University.

The student experience across the institution is highly impacted by each student's origin and socio-economic conditions. At times, students experience the University environment as unsympathetic, hostile, aloof, exclusionary and discriminatory. There is often a disconnection between the student and staff experience, and this creates an environment that works against student success. In addition, the institution is often divided along the historical lines of dominance, oppression, power and privilege, exacerbated by lack of empathy and tolerance (ITP 2017).

## 2.    AIM

The aim of the Advocacy, Awareness and Analysis Strategy is to advance the spirit and the letter of the UFS Strategic Plan and ITP through:

- public support and engagement (workshops, seminars, dialogue sessions, critical chats and digital/virtual activities);
- sharing of knowledge about UFS policies; and
- critical examination of UFS strategies, structures, policies, systems, processes, practices and values.

The strategy seeks to ensure that the University will have a humanising, socially just and inclusive institutional culture. To this end, this strategy should encourage empathy in academic and support staff so that they are part of a flourishing community and supportive environment that serves all who work and study at the UFS. In addition, this strategy will value and encourage different approaches, different perspectives, and differences in sexual orientation, disability, gender, religion, culture, place of origin, language, race, class, values and beliefs. The University aims to have self-reflective staff and students who are conscious about their historic and present positionalities.

# 3.    OBJECTIVES

The Advocacy, Awareness and Analysis Strategy will have the following key objectives:

- To educate and raise awareness about differences (sexual orientation, disability, gender, religion, culture, place of origin, language, race, class, values and beliefs) through workshops, seminars, dialogue sessions and critical conversations.
- To provide a platform for student engagement.
- To continuously reflect on existing policies to establish effectiveness, gaps and relevance.
- To enhance staff and students' understanding of the UFS Strategic Plan and ITP.

# 4.    DEFINITIONS

### 4.1    Critical Conversations and Dialogues

Conversations and dialogues with an intersectional approach to themes of disability, universal access, gender, sexual harassment, anti-discrimination, sexual orientation, religion, culture, place of origin, language, race, class, values and beliefs. The conversations and dialogues happen between students, academic departments' staff (where applicable), support services departments, students from a specific academic interest and experts or interested parties in a specific theme.

### 4.2    Proactive Solution-Building Workshops

A process of imparting and developing knowledge and skills, communicating ideas and sharing information in anticipating, identifying and preparing for possible future opportunities, challenges and required solution-focused changes. Proactive workshops are designed for the increase of personal initiative, future-oriented behaviour and the development of innovation systems that include intersectionality at all levels. Proactive solution-building workshops will assist participants in developing habitual solution-focused ways of thinking and behaving, ultimately transforming the institutional culture of the UFS.

### 4.3    Conscientisation Workshops

Workshops to make staff of the UFS aware of social and political conditions, especially as a precursor to challenging inequalities or differences of treatment or opportunity.

### 4.4    Inter-campus Dialogues

Dialogues to support the development, implementation and refinement of programmes aimed at building relationships and strengthening cooperation between Bloemfontein, South and Qwaqwa campuses with current issues at hand, ultimately to have a humanising, socially just and inclusive institutional culture.

# 5    ABBREVIATIONS

### 5.1    GEADO:        Gender Equality and Anti-Discrimination Office

**5.2	SCD:	Student Counselling and Development**

**5.3	SLD:	Student Leadership Development**

**5.4	CTL:	Centre for Teaching and Learning**

**5.5	UICSJ:	Unit for Institutional Change and Social Justice**

**5.6	SART:	Sexual Assault Response Team**

**5.7	KSA#1 and CS:	Key Strategic Area #1: Professionalisation and Career Services**

# 6	IMPLEMENTATION PLAN

**6.1	Implementation Team**

a.	Student Affairs (KSA #5[1])
b.	Unit for Institutional Change and Social Justice
c.	Human Resources
d.	Communication and Marketing
e.	Student Media
f.	International Office
g.	Centre for Teaching and Learning
h.	Students (SRC, Student Parliament, Faculty Councils and student interest groups)

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[1] Student Affairs Key Strategic Area #5: ITP- Institutional Change, Social Justice, Social Cohesion and Critical Diversity (Arts & Culture Officer, On-Campus Dialogues Facilitator, Residence Facilitator, SART Co-Ordinators, Social Support Office, Student Counselling and Development, Centre for Universal Access and Disability Support)

## 6.2    Operational Plan – Students

**Bloemfontein Campus (BC), South Campus (SC), Qwaqwa Campus (QC)**

| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **Student Affairs:** Critical Conversations & Dialogues | Enhanced awareness and intersectionality of disability, universal access, gender, sexual harassment, anti-discrimination, sexual orientation, religion, culture, place of origin, language, race, class, values and beliefs, tribalism, patriarchy and gender-based violence | | | ▮ | | ▮ | | | ▮ | | ▮ | | | | | ▮ | | ▮ | | | ▮ | | ▮ | | | | | ▮ | | ▮ | | | ▮ | | ▮ | | |

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| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **SCD:** Proactive Solution-building Workshops Mental Health skills-based workshops for students (one session) (BC, SC & QC) | - Effectively coping with stress <br> - Mental well-being and self-care <br> - Self-discovery <br> - Assertiveness <br> - Anger management <br> - Emotional intelligence (EQ) <br> - Managing healthy relationships <br> - Effectively dealing with test and exam anxiety | ■ | ■ | ■ | ■ | ■ | | | ■ | ■ | ■ | | | ■ | ■ | ■ | | | | | ■ | ■ | ■ | | | ■ | ■ | ■ | | | | | ■ | ■ | ■ | | |
| **SCD:** Proactive Solution-building Workshops Mental Health programmes (multiple sessions) (BC, SC & QC) | - Establishing helpful thought processes and behaviours and emotional regulation <br> - Self-esteem enhancement <br> - Building resilience <br> - Career development | | | ■ | ■ | ■ | | | ■ | ■ | ■ | | | | | ■ | ■ | ■ | | | ■ | ■ | ■ | | | | | ■ | ■ | ■ | | | ■ | ■ | ■ | | |

| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **SLD:** KovsieLEAD Student Governance Training | Knowledge & application of ethical leadership & social justice concepts | | ▮ | ▮ | | | | | ▮ | | | | | | ▮ | ▮ | | | | | ▮ | | | | | | | ▮ | ▮ | | | | ▮ | | | | |
| | Knowledge & application of diversity/ intersectionality/ social justice/ global citizenship etc. concepts | | | | | | | | | ▮ | | | | | | | | | | | | | ▮ | | | | | | | | | | | | ▮ | | |
| **SLD:** PurposeLEAD Pre-Elections Training – PET, Ad Hoc | Knowledge, responsibilities & implications of human rights | | ▮ | | | | | | | | | | | | ▮ | | | | | | | | | | | | ▮ | | | | | | | | | | |
| | Knowledge, responsibilities & implications of student protesting | | | ▮ | | | | | | | | | | | | ▮ | | | | | | | | | | | | | ▮ | | | | | | | | |
| **SLD:** PurposeLEAD Pre-Elections Training – PET, Ad Hoc | Knowledge, responsibilities & implications of: legalisation of marijuana | | | | | | | ▮ | | | | | | | | | | | | | ▮ | | | | | | | | | | | ▮ | | | | | |

| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Intrapersonal development: commitment to ethics & integrity to your constituency | | | | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | | | | ■ | | | | |
| | Knowledge & application of humanitarianism & civic engagement concepts | | | | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | | | | ■ | | | | |
| | Knowledge, responsibilities & implications of: gender-based violence | | | | | | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | | | | ■ | | |
| **SLD:** FutureLEAD - Online Leadership Training - FLC | Design thinking and leadership in problem solving | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | |
| | Reflective thinking and personal development | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | |
| | Interpersonal competence: positively relating to others | | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | | |
| **SLD:** FutureLEAD - Online Leadership Training - FLC | Technological competence in leadership | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | |

| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **SLD:** AdvanceLEAD - Specialised Leadership Development Programmes | Knowledge & application of ethics / diversity / intersectionality / social justice / global citizenship etc. concepts | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | |
| **Arts, Culture & Dialogue** Residence dialogue (Corridor and In-house conversations) | Making sense of the meaning of House values and application to conduct. Sharing lived experiences and finding practical ways to address factors relating to social injustice, stereotypes and prejudice | | ■ | | | ■ | ■ | | ■ | | | ■ | ■ | ■ | | | | ■ | ■ | | ■ | | | ■ | ■ | ■ | | | | ■ | | | ■ | | | ■ | ■ |
| **Arts, Culture & Dialogue** Engagement Series | Develop a sense of belonging for all students and an understanding of the Kovsie Feeling. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **Arts, Culture & Dialogue** Campus-wide dialogue event | Thematic dialogues with professionals | | | ■ | | | | | ■ | | | | | | | ■ | | | | | ■ | | | | | | | ■ | | | | | ■ | | | | |

| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **Arts, Culture & Dialogue** Kovsie Indaba | Create a sense of belonging amongst all students through a social atmosphere, by creating a responsibility for a caring and humanising institutional culture | | | ■ | | | | | ■ | | | | | | | ■ | | | | | ■ | | | | | | | ■ | | | | | ■ | | | | |
| **Student Affairs Inter-campus dialogues** | A humanising, socially just and inclusive institutional culture | | | | | ■ | | | | | ■ | | | | | | | ■ | | | | | ■ | | | | | | | ■ | | | | | ■ | | |

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| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **Higher Health: Peer educator training** | Sexual Reproductive Health and Rights (SRHR), including maternal health and contraceptives; HIV/TB/STIs; Covid-19 (and other communicable diseases); Gender-Based Violence (GBV); Lesbian Gay Bisexual Transgender Queer Intersex (LGBTQI); alcohol and drug-abuse prevention; mental health; disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **GEADO**: Sensitisation/trai-ning workshops | Gender and sexual equity issues, gender-based violence as well as anti-discrimination issues such as patriarchy, sexual discrimination, sexual harassment, SART | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **GEADO:** Advocacy | Capacitating new incumbent staff on work done by the office. Capacitating new students during Gateway Programme on all three campuses. Gender, sexual equity, gender-based violence as well as anti-discrimination issues. The year 2020's main annual advocacy campaign on all three campuses is the #myths, fact or truth advocacy campaign. The focus is on themes that have emerged from the work done by the office on sexual harassment, sex, sexual assault, rape consent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **UICSJ:** Institutional Change and SOJO training – Dignity and Difference | Common framework and language developed towards understanding and supporting Project Care | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **UICSJ:** Institutional Change and SOJO Advocacy – Social Justice Week: build a consolidated platform to raise awareness of issues and programmes as they relate to each of the campuses and to the UFS in general | 4IR; arts and social justice; history; heritage; culture; spirituality; citizenship; safety; gender, sexual equity and anti-discrimination; indigenous knowledge. Engaging with institutional change, social justice, social inclusion and social cohesion | | ■ | ■ | ■ | | | | | | | | | | ■ | ■ | ■ | | | | | | | | | | ■ | ■ | ■ | | | | | | | | |

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| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **UICSJ:** Institutional Change and SOJO Advocacy – Arts and Social Justice: support students studying the arts or those interested and active in the arts or artists from the surrounding community to engage critically with content and audiences | Develop capacity in engaged scholarship themes, cross-collaborate with GEADO where applicable and create advocacy for GEADO in Social Justice Week | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ |
| **UICSJ:** Institutional Change and SOJO Advocacy – Digital organisation on Blackboard which captures the work of SOJO digitally | Engagement amongst UFS communities to create ease of access to content and ideas around social justice, social inclusion and social cohesion | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ | ███ |

## 6.3 Operational Plan – Staff conscientisation workshops

| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **Human Resources:** Diversity and Inclusion Workshop | • Identify meaning of diversity and inclusion • Identify perceptions of own power to influence work context • Demonstrate integration of personal learning into work context | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **Human Resources:** Onboarding Workshop (BC, SC & QC) | New support staff orientation on disability awareness & gender sensitisation | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **Human Resources:** Leadership & Development | Sexual harassment awareness | | | | | | ■ | | | | | | | | | | | | ■ | | | | | | | | | | | | ■ | | | | | | |
| **CTL:** New academic staff orientation | Disability awareness, universal access and design | | ■ | | | | ■ | | | | | | | ■ | | | | | ■ | | | | | | | ■ | | | | | ■ | | | | | | |

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| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **SCD:** On the Red Couch: A Pocket Guide to Student Wellbeing (for student leaders, academic and support staff) (BC, SC & QC) | • Create awareness, understanding and recognition, and destigmatise mental health challenges <br> • Empower staff members to effectively respond to students with mental health challenges <br> • Decrease the amount of undetected students struggling with mental health challenges <br> • Compliance with best practice guidelines | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |

| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **Student Affairs Staff Tipping Points** | Enhanced awareness of Student Affairs staff across three campuses regarding intersectionality of disability, universal access, gender, sexual harassment, anti-discrimination, sexual orientation, religion, culture, place of origin, language, race, class, values and beliefs, tribalism, patriarchy and gender-based violence | | | | █ | | | █ | | █ | | █ | | | | | █ | | | █ | | █ | | █ | | | | | █ | | | █ | | █ | | █ | |

| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **UICSJ:** Institutional Change and SOJO Advocacy – Social Justice Week: Build a consolidated platform to raise awareness of issues and programmes engaging with institutional change, social justice, social inclusion and social cohesion as they relate to each of the campuses and to the UFS in general | 4IR; arts and social justice; history; heritage; culture; spirituality; citizenship; safety; gender, sexual equity and anti-discrimination; indigenous knowledge | | ■ | ■ | ■ | | | | | | | | | | ■ | ■ | ■ | | | | | | | | | | | ■ | ■ | ■ | | | | | | | | |

| Activity | Results | Year 1 | | | | | | | | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | |
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| **Month** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **UICSJ:** Institutional Change and SOJO Advocacy –Digital organisation on Blackboard which captures the work of SOJO digitally | Engagement amongst UFS communities to create ease of access to content and ideas around social justice, social inclusion and social cohesion | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ |
| **Student Affairs KSA#1 in collaboration with CS:** LinkedIn workshops to all Student Affairs staff. | The aim is to encourage staff to build a professional and detailed LinkedIn profile, which will be beneficial for the individual staff member's personal brand, but also for Student Affairs as the department and UFS as the institution employing these professionals. | | | | █ | | | | | | █ | | | | | | █ | | | | | | █ | | | | | | █ | | | | | | █ | | |

## 7. MONITORING, EVALUATION & ANALYSIS

Monitoring will be done through activity plans.

Evaluation will be done through activity reports.

Analysis will be done through activity plans, implementation and reporting.

**END**

# Appendix  J

# INTERGRATED SPORT STRATEGY ON HIGH-PERFORMANCE SPORT, NON-MAINSTREAM SPORT, DISABILITY SPORT, AND THE EXPANSION TO INCLUDE OFF-CAMPUS STUDENTS

# UNIVERSITY OF THE FREE STATE
# INTERGRATED SPORT STRATEGY ON HIGH-PERFORMANCE SPORT, NON-MAINSTREAM SPORT, DISABILITY SPORT, AND THE EXPANSION TO INCLUDE OFF-CAMPUS STUDENTS

## 1. INTRODUCTION

As per the Constitution of University Sport South Africa (USSA), as amended 21 April 2018, the University of the Free State (UFS) acknowledges the disparities emanating from South Africa's historical past of systematic and intentional racial divisions, discrimination and lack of access to sporting opportunities. The UFS further recognises the need to promote unity, access and equity in sport participation at the University as well as the need to improve opportunities for the development and enhancement of sporting codes for all UFS students.

As a result of the past historical systematic and intentional racial divisions, discrimination and lack of access to sporting opportunities for the majority of students, the Integrated Transformation Plan (ITP) requires a comprehensive Integrated Sport Strategy (ISS). To this effect, the emphasis will be on high-performance sport programmes, non-mainstream sport, indigenous sport opportunities and maximum inclusivity of UFS students, focusing on historically excluded demographics and paying attention to enabling issues such as transport, safety and universal access.

## 2. PURPOSE AND OBJECTIVES OF THE STRATEGY

The purpose of the ISS is to ensure that the majority of students, including students with disabilities, have the opportunity to participate in sport and recreational activities, including activities that were not previously offered.

The objectives of the strategy include, amongst others:

a) creating enabling environments to empower students with disabilities to participate equitably;
b) promoting and developing an institutional culture of diversity consciousness by having joint programmes and collaboration efforts amongst institutional divisions to remove barriers in the sport, support and student-life environments;
c) incorporating non-mainstream and indigenous sport as recreational activities to expose students to new possibilities for physical activity;
d) the promotion and enhancement of high-performance sport activities; and
e) creating enabling environments to include and promote participation in sport by off-campus students.

## 3. DEFINITIONS

### 3.1 High-performance Sport
High-performance sport is an umbrella term that refers to sport at the highest level of competition, or elite sport, where the emphasis is on winning competitions. High-performance

sport activities at the UFS are the sport activities recognised by the Constitution of University Sport South Africa (USSA) and for which already established club structures exist at the UFS.

**3.2    Recreational Activities**
The need to do something for recreation is an essential element of human biology and psychology. Recreational activities are those activities where the emphasis is on attracting the maximum number of participants, and the activities are often done for enjoyment or pleasure and are considered to be fun. Recreation is also an activity of leisure with leisure being discretionary time.

**3.3    Non-mainstream Sport**
Non-mainstream sport are the sport activities which are not recognised by the Council of University Sport South Africa (USSA). The sole purpose of non-mainstream sport is mass participation and the emphasis of the participants is focused on enjoyment and not on winning. Often there are competitions that are set up for non-mainstream sport and there are people who frequently compete in the activities just for the fun of it without doing anything to gain points or to win the competition.

**3.4    Indigenous Sport**
Indigenous sport are recreational and competitive activities that were historically marginalised, and that formed a very important part of people's heritage and culture.

**3.5    Integrated Sport Strategy (ISS)**
ISS is the implementation of high-performance sport programmes, non-mainstream sport programmes and indigenous sport programmes to create opportunities for UFS students to participate and train physically. The ISS aims to maximise inclusivity of participation of UFS students, focusing on historically excluded sports, off-campus students and students with disabilities. The ISS will also pay particular attention to enabling issues such as transport, safety, universal access and equitable distribution of resources.

**4.    DISABILITY SPORT**

Participation in recreation and sport forms an important part of the development of students with disabilities. In the case of students with disabilities at the UFS, the University will create opportunities for students with disabilities to participate alongside their peers. Disability sport can be used as a platform to improve awareness of the capabilities of students with disabilities among non-disabled students, the greater University community and the general public.

**4.1    Current Situation**

The ITP, through the Universal Access Work Stream's key deliverable to develop and implement a protocol for universal participation in sport activities, requires KovsieSport, in partnership with the Centre for Universal Access and Disability Support (CUADS), to extend activities from just assisting and supporting disabled students. These included:

a) Arranging for access to facilities such as the RAG Farm and the Madiba Hall in collaboration with the different departments of the Division of Student Affairs. This arrangement granted UFS disabled athletes the opportunity to play for the Mustangs wheelchair rugby team (the Free State team).

b) Making annual contributions (for things such as transport and accommodation costs) towards UFS disabled students who represented official Free State teams at the SA National Disabled Championships, in collaboration with the Free State Sport Association for the Physically Disabled.

c) Writing letters of motivation for disabled UFS athletes to assist them in their efforts to qualify for financial support from the National Student Financial Aid Scheme (NSFAS).

d) Kovsie Tennis Club including wheelchair tennis as part of an ad hoc arrangement at the UFS tennis courts.

e) KovsieSport continuously sharing information regarding the standards set by the International Paralympic Committee (IPC), South African Sport Association for the Physically Disabled (SASAPD) and South African Sport Confederation and Olympic Committee (SASCOC) with UFS disabled athletes and other interested parties when applicable.

f) Together with the current professionals, presenting information sessions and lectures at different departments, regarding disabled sport (departments include Physiotherapy, Occupational Therapy, Sports Medicine, Sport Science and Human Movement Sciences).

g) KovsieSport instituting some of the disabled sporting codes at KovsieSport clubs that already cater for the needs of their programmes. As an outcome of the integrated process adapted by KovsieSport, students with disabilities already participate and train together with non-disabled athletes in certain sporting codes.

The UFS wishes to successfully establish functional and sustainable disability sport at the University (KovsieSport) in the short term (disability sport club), medium term (disability sporting codes) and long term (high-performance participation). This will rely largely on providing sufficient resources and employing a dedicated and qualified sport manager to manage disability sport. The appointment of a qualified and knowledgeable sport manager will assist in fast-tracking the development of proper disability sport structures at the UFS.

**4.2  Proposed Strategy**

Inclusive and integrated disability practices underpin the principles of the UFS Strategic Plan and ITP. An inclusive ISS, which also caters for disability sport at the UFS, will not only be beneficial for the community of students with disabilities, but will also facilitate social integration, social justice and social cohesion. Accordingly, this Disability Sport Strategy (DSS) is proposed as follows:

a) Initially UFS students with disabilities, who are interested in participating in disability sport, will have a time period at the beginning of each academic semester to register at CUADS.

b) Once the registration period has closed, CUADS (in the short term) will share the list of names together with the identified event/code with KovsieSport. Once appointed, this responsibility will fall to the designated sport manager.

c) Upon receipt of the complete list of UFS sport students with disabilities, KovsieSport will register the UFS students with disabilities on the list within the current sport structures.

d) Coaching and training opportunities for disabled UFS sport students will be provided by KovsieSport under the supervision of an appointed sport manager for disability sport.

e) Disability sport at the UFS will be introduced to the broader student community through sport awareness days. These awareness days will expose non-disabled students and staff members to disability sport through participation in some of the disability sporting codes.

**4.3  Resourcing**

a. KovsieSport, in collaboration with CUADS, will investigate the possibility of establishing a formal club for UFS athletes with disabilities. The establishment and the sustained continuation of relationships with the Free State Department of Sport, Arts, Culture and Recreation, Free State

Sport Confederation, Free State Sport Science Institute and Free State Academy of Sport will contribute to establishing the KovsieSport Disability Sport Club for UFS athletes with disabilities.

b. Athletes with disabilities will be integrated within the KovsieSport high-performance unit together with other high-performance athletes.

c. Bursaries to athletes with disabilities are already awarded on equal terms as with other high-performance athletes.

d. Disability sport must be sufficiently funded to realise the letter and the spirit of the ISS.

## 4.4 Stakeholders and Responsibilities

### 4.4.1 KovsieSport

KovsieSport will start the process regarding the appointment of a designated sport manager for UFS athletes with disabilities.

It is important that the appointment meet the minimum requirements as provided by South African Sports Association for the Physically Disabled (SASAPD). The successful applicant must have reasonable experience in the disability sport environment, must be well-equipped regarding the required proficiencies expected from a manager managing disability sport and must have sufficient knowledge of the applicable structures, rules and regulations that apply to disability sport.

The following will be expected from the sport manager for disability sport:
a) To source information and expertise from disability sport structures outside the UFS;
b) To collaborate with regional and national disability sport regulatory bodies and structures such as the International Paralympic Committee (IPC), South African Sports Association for the Physically Disabled (SASAPD) and South African Sports Commission and Olympic Committee (SASCOC);
c) To ensure the availability of accessible facilities for UFS athletes with disabilities;
d) To source funding for financial assistance to athletes with disabilities at the UFS; and
e) To adhere to the following duties:
   - Organise and assist with leagues where applicable;
   - Compile annual statistics and reports;
   - Bursary administration;
   - Create and update registers and member files;
   - Liaise on an administrative level with the national governing bodies of the sporting codes;
   - Draw up an annual budget;
   - Send out correspondence and information to members;
   - Oversee awareness and news updates on members together with UFS Communication and Marketing;
   - Assist with entering teams into competitions;
   - Make travel and accommodation arrangements for teams participating in meetings and competition;
   - Manage travel and accommodation claims and other related expenses; and
   - Recruit new students with disabilities currently participating at school level.

### 4.4.2 CUADS

CUADS will have an oversight role in relation to sport for students with disabilities. It will have advocacy towards the appointment of the disability sport manager, the resources for disability sport, and accessible sporting facilities.

5.    **NON-MAINSTREAM AND INDIGENOUS SPORT**

The preservation of indigenous games is an integral part of celebrating and sustaining African cultural integrity and practices. Thus it is important to create opportunities for students, on and off campus, to form codes around these sport activities.

According to USSA (University Sport of South Africa), the control body of competitive sport rendered at universities, non-mainstream and indigenous sports are not recognised as competitive sport and as such are not affiliated to USSA.

The UFS is to conduct a survey to establish the different kinds of non-mainstream and indigenous sport events at the UFS and the number of UFS students who are already participating in and/or taking an interest in the two sporting categories.

6.    **EXPANSION OF SPORT TO OFF-CAMPUS STUDENTS**

The majority of UFS students reside off-campus and, for a long time, have been excluded in a number of student-life activities, including sport. Accordingly, an intentional effort is required from KovsieSport to ensure the inclusion of off-campus students in sport. In this regard, in the short term, the inter-college games should be used as a vehicle to incorporate off-campus students. This inclusion could take a form of off-campus students forming recreational sporting codes of their choice, which they would like to participate in, among other things. For the above to be possible and sustainable, reasonable resources must be made available to support off-campus students (for example, reviewing of the sport- and campus levy to accommodate off-campus students). This kind of support will assist in, but not limited to, transport, sport gear and paraphernalia.

To assist KovsieSport in its effort to activate off-campus students in high-performance sport, prospective students must be given the opportunity, on the UFS application form, to indicate the sporting codes in which they would like to participate. This requested addition to the UFS application form will not only allow KovsieSport to be proactive in identifying athletes (off-campus as well as on-campus students) for high-performance training, but will also broaden the base of athletes who can be successfully integrated in the broader high-performance sport programmes.

To facilitate the success of the ITP's Integrated Sport Strategy, a lecture-free time slot between 17:00-19:00 is required to allow all sport-enthusiastic students to participate in sport. This arrangement will also assist with the logistic challenges off-campus students are facing. These challenges may include the transport to and from the UFS, and access to all sport facilities to train and become more actively involved.

7.    **IMPLEMENTATION**

The implementation of the strategy will include advocacy and awareness. The implementation plan will be developed by KovsieSport at its annual 2020 strategic planning session, and to take effect in 2021.

# Appendix K

# SOCIAL SUPPORT PROTOCOL

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|---|---|
| **IMPORTANT NOTICE**: | |

This Social Support Protocol must be read together with the policies, protocols, guidelines, rules and regulations of the University of the Free State (the "**UFS**"), as amended, substituted or varied from time to time.

## 1.  INTRODUCTION

The UFS recognises that a campus environment which is conducive to student success and well-being extends beyond the classroom. 'Student well-being' may be affected by the immediate and broader  environment in which students function, as well as –

a )  social, cultural, economic and historic influences;

b )  the availability of support;

c )  lifestyle, attitudes and social inclusion; and

d )  people,  processes  and institutional  systems  in the  environment.

## 2.  DEFINITIONS

In order to facilitate ease of reference and reading of this Social Support Protocol, unless the context otherwise requires, the following capitalised terms shall have the meanings assigned to them below and cognate expressions shall have corresponding meanings:

| | |
|---|---|
| "**Application Form**" | has the meaning ascribed thereto in paragraph 7.4.2 (*Application Procedure*); |
| "**Social Support**" | has the meaning ascribed thereto in paragraph 6.1 (*Scope and categories of Social Support*); |
| "**Social Support Protocol**" | means this protocol for social support as set out in this document; |
| "**Social Support Office**" | means the Office of the Dean of Student Affairs  at the UFS; |
| "**Student(s)**" | means an undergraduate or post-graduate student registered full time or part time at the UFS for a study programme or qualification; and |
| "**UFS**" | the University of the Free State, including all employees, contractors and agents of the UFS. |

## 3. PURPOSE AND AIM

This Social Support Protocol aims to –

3.1.    provide guidance to Students and the broader UFS community regarding the available social support services provided by the   Social Support Office and other existing support structures and avenues available at the UFS;

3.2.    establish an institutional climate that encourages conditions which support Students to achieve academic success;

3.3.    create an uplifting experience to Students, within a climate that is supportive of different learning, teaching and living environments; and

3.4.    create a framework within which reasonable Social Support is provided to Students, who have exhausted all existing Social Support structures available to the Student as listed below in paragraph 9 (Confirmation of existing social support structures at the UFS) below and within the allocated budget and reasonable resources of the UFS as contemplated in this Social Support Protocol.

## 4. APPLICATION

4.1.    This Social Support Protocol will only apply to Students who have exhausted all other existing Social Support structures as listed in paragraph 9 (*Confirmation of existing social support structures at the UFS*) below and provided that the existing Social Support structures was insufficient or not equipped to address the needs or problem of the Student effectively.

4.2.    This Social Support Protocol must be read together with the policies, rules and regulations of the UFS, as amended, substituted or varied from time to time.

## 5. GUIDING PRINCIPLES

5.1.1.    All reasonable steps will be taken to create an uplifting Student experience by means of the reasonable provision of Social Support to Students as contemplated in this Social Support Protocol, within the limited resources and financial constraints of the UFS.

5.1.2.    When implementing this Social Support Protocol the health and well-being of Students will be considered of paramount importance, subject to the terms and conditions set out herein .

5.1.3.    The UFS will encourage the use of language in a manner that is affirming and empowering and enables Students to make informed decisions regarding academic, social support and financial matters.

5.1.4.    The UFS will encourage the use of written and verbal language in academic, social and student life correspondence that is of a non-judgmental nature and does not unfairly discriminate.

5.2.    The UFS recognises and upholds that Students may not be unfairly discriminated against and advocates for the provision of reasonable Social Support in a manner which is non-judgmental and in accordance with –

5.2.1.    the Anti-Discrimination, Promotion of Equality and Social Justice Policy and Procedures, which states in paragraph 1.4 as follows:

"…*the UFS undertakes to protect all students and staff from direct and indirect unfair discrimination, whether such discrimination is based on listed, unlisted analogous or arbitrary grounds of Unfair Discrimination...*"

5.2.2.    the Promotion of Equality and Prevention of Unfair Discrimination Act ("**PEPUDA**").

5.3.    During implementation of this Policy, staff members of the UFS are advised to -

5.3.1.    be cognisant of the ethical consideration related to confidentiality;

5.3.2.    respect a Student's right to confidentiality; and

5.3.3.    not disclose any information revealed to them by a Student in confidence in terms of this Social Support Protocol without the prior consent of the Student, except in cases of emergency or where the staff member is of the opinion that the Student or a third party's life or health is imminent danger.

**6.**    SCOPE AND CATEGORIES OF SOCIAL SUPPORT

6.1.    In the context of this Social Support Protocol, social support is understood as the institutional arrangements (including services, activities and campus environment) that the UFS provides to help Students cope with psycho-social and economic aspects of their lives ("Social Support").

6.2.    The Social Support Protocol thus directly addresses issues related to:

6.2.1.    **Social Work services**

These services aim to promote, restore, maintain and enhance Student well-being and academic success. This is achieved by planning and implementing appropriate Social Support intervention strategies and techniques, which may be targeted to address any of the following -

6.2.1.1.    family-related matters (e.g. divorce, death, etc.);

6.2.1.2.    sexual and gender-based violence interventions and referrals;

6.2.1.3.        food support (referrals to the foodbank and NSH);

6.2.1.4.        emergency Social Support needs assessment (e.g. accidents, evictions, etc.);

6.2.1.5.        Financial Support, read with paragraph 7 (*Financial Support*) below; and

6.2.1.6.        Critical support services, read with paragraph 6.2.3 below.

## 7. FINANCIAL SUPPORT

### 7.1. General

The Social Support Office has the authority to provide limited financial support to Students, subject to the terms and conditions contained in this Social Support Protocol and provided that –

7.1.1.        the applicant is a registered Student and that he/she comply with the funding criteria set out in paragraph 7.3 below;

7.1.2.        the Student complete the application in the manner set out in paragraph 7.4 below;

7.1.3.        the request fall within the ambit of this Social Support Protocol and that he/she has exhausted all other existing Social Support structures as listed in paragraph 9 (*Confirmation of existing social support structures at the UFS*) below; and

7.1.4.        it falls within the allocated budget of the Social Support Office and limitations set out in paragraph 7.5 below.

### 7.2. Critical Support Services

Critical support services aim to provide an uplifting, agile service to Students in emergency cases that may include any of the following, without limitation:

7.2.1.1.        Death of a Student on campus.

7.2.1.2.        Student suicides.

7.2.1.3.        Car accidents involving Students.

7.2.1.4.        Missing Students.

7.2.1.5.        Cases of gender-based violence against Students.

7.2.1.6.        Other emergency cases relating to Students.

7.3.    **Types of Financial Support**

The Social Support Office has the authority to provide the following different types of financial support to Students, subject to the terms and conditions set out in this Social Support Protocol:

7.3.1.    *Co-curricular sponsorships*

A Student can apply for a co-curricular sponsorship to attend -

7.3.1.1.    recognised academic conferences and seminars;

7.3.1.2.    leadership-development conferences and seminars; and

7.3.1.3.    community-engagement programmes.

7.3.2.    *Social well-being financial assistance*

A Student can apply for financial assistance relating to financial well-being, which may include (without limitation):

7.3.2.1.    Bereavement support (memorial services and Student transportation).

7.3.2.2.    Hardship medications.

7.4.    **Funding Criteria**

7.4.1.    For a Student to be eligible for financial support as contemplated in this paragraph 7.3, the individual concerned must be registered as a fulltime or part time Student at the UFS for the current academic year.

7.4.2.    In the case of an organisation and/or association, the organisation and/or association concerned must be registered with the Student Representative Council ("**SRC**") at the time of applying for the financial support as contemplated herein.

7.5.    **Application Procedure**

7.5.1.    Students who are in need of financial support as contemplated in this Social Support Protocol may apply for limited and reasonable financial assistance as contemplated herein, by following the procedure as set out in this paragraph 7.4.

7.5.2.    To start the application process, a Student must complete a Social Support Financial Assistance application form ("**Application Form**"). The aforementioned Application Form may be obtained upon request from  MothibiMJ@ufs.ac.za  or at  the  Social Support Office.

7.5.3.     Once the Student has completed the Application Form, the Social Support Office will receive and evaluate the application.

7.5.4.     The Student's application will be assessed according to the funding criteria (set out in paragraph 7.3 above). Notwithstanding the foregoing, it is in the sole discretion of the Social Support Office to determine –

7.5.4.1.     whether a Student's application is successful or not; and

7.5.4.2.     how much (if any) to allocate to a Student for the purposes as contemplated herein.

7.5.5.     The Student will be informed in writing of the outcome of his/her application within a reasonable period.

7.5.6.     Should the application be approved by the Social Support Office, the approved funds will be disbursed to the Student or the relevant service provider within approximately 5 (FIVE) to 10 (TEN) working days following the decision, subject to the funding criteria as set out in paragraph 7.3 and the limitations of funding in paragraph 7.5 below.

7.6.     **Limitations**

The following limitations will apply to co-curricular sponsorships as contemplated in paragraph 7.2.1 above:

7.6.1.     The Student should raise at least 40% (FORTY PERCENT) of the total cost of the expenses before his/her request can be considered by the Social Support Office.

7.6.2.     The requested amount may not exceed R15,000.00 (FIFTEEN THOUSAND RAND) per annum. This amount will increase annually in accordance with the UFS's general annual budget increase.

7.6.3.     The R15,000.00 (FIFTEEN THOUSAND RAND) maximum limit may be sponsored once off per individual and/or group per year (in case of organisation and/or association) or be reached in tranches, should the individual Student or group financial assistance for multiple occasions or activities.

7.6.4.     Other limitation may be applicable from time to time and will be guided by the general rules and/or relevant existing policies of the UFS.

## 8.     PROVISION OF SOCIAL SUPPORT BY EXISTING SERVICE PROVIDERS

8.1.     By presenting development workshops which will be advertised to all students, the UFS aims to equip them with the soft skills necessary for both the academic and post-academic working environment.

8.2. By providing social services to Students, the UFS aims to promote, restore, maintain and enhance the well-being of Students, both socially and academically. The services further aim to prevent and alleviate Student distress and to enable Students to use resources effectively to create an academic climate that facilitates learning.

## 9. CONFIRMATION OF EXISTING SOCIAL SUPPORT STRUCTURES AT THE UFS

The existing Social Support structures as listed below are the first available options which a Student must exhaust. It is only in the event that a Student has exhausted all the existing Social Support structures that he/she will be eligible for reasonable assistance and accommodation from the Social Support Office.

9.1. **UFS Student Counselling and Development Department**

The Student counselling and Development Department is responsible for -

9.1.1. supporting Students in the resolution of individual challenges that may impede the fulfilment of their potential;

9.1.2. assisting Students with the creation of an environment that is conducive for the development and achievement of individual, academic and career goals;

9.1.3. offering individual, confidential counselling relating to various psychological, emotional and developmental issues;

9.1.4. creating and presenting a variety of developmental workshops which may assist Students or which promote Student wellbeing;

9.1.5. supporting academic development of Students in the form of study-skills training and time- management; and

9.1.6. offering career counselling to Students, which may comprise of psychometric evaluations and assistance with the decision-making process.

9.2. **Centre for Universal Access and Disability Support**

9.2.1. The Centre for Universal Access and Disability Support ("**CUADS**") aims to ensure that the UFS increasingly becomes a universally accessible higher-education institution, which embraces and is welcoming to all Students, including Students with disabilities.

9.2.2. CUADS provides a support service for the following categories of Students:

9.2.2.1. Students with disabilities.

9.2.2.2. Students with specific learning difficulties.

9.2.2.3.     Students with impaired mobility.

9.2.2.4.     Visually-impaired Students.

9.2.2.5.     Hearing-impaired Students.

9.2.2.6.     Students with various psycho-social issues.

9.2.2.7.     Students with chronic conditions or temporary impairments.

9.2.3.     Such support may include any of the following (as applicable):

9.2.3.1.     Assisting with access to accessible study material and textbooks according to the format of choice, which includes braille, audio (material read on a digital recorder), enlarged material and E-text.

9.2.3.2.     Providing amanuensis during tests/exams.

9.2.3.3.     Assisting in the application for extra time during tests/exams according to specific impairments, including applying for an accessible test/exam venue.

9.2.3.4.     Seeking tutors for Students in cooperation with the A-step programme on campus, for individual tutor sessions for specific inaccessible module content.

9.3.     **Academic Support**

9.3.1.     **Academic advising -Centre for Teaching and Learning**

9.3.1.1.     Academic advising is a high-impact practice directed at connecting, empowering and supporting Students to achieve academic success. This is achieved by attempting to align a Student's personal, academic and career aspirations.

9.3.1.2.     The following services are available for all registered Students and groups only.

9.3.1.2.1.     Academic pathway planning (Educational planning -aligning your dream job with your degree).

9.3.1.2.2.     Credit count check.

9.3.1.2.3.     Learning /Study strategies.

9.3.1.2.4.     Time management.

9.3.1.2.5.     Revision Planning.

9.3.1.2.6.        Exam preparations.
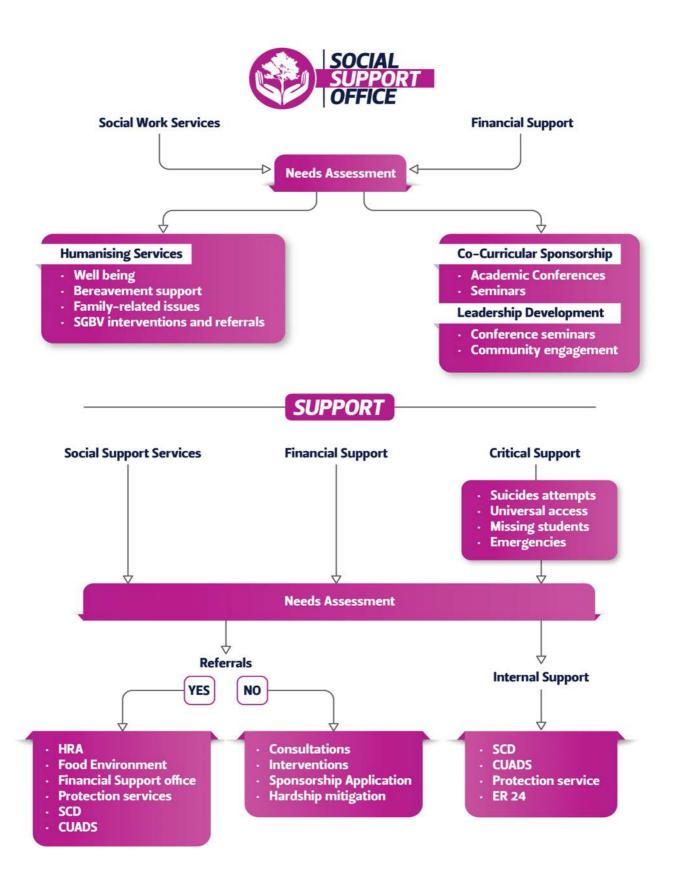
9.3.1.2.7.        UFS Transition /Navigation.

9.3.1.2.8.        Goal setting.

## 10. POLICY RECORD

| | |
|---|---|
| Document name<br>Dokumentnaam | Social Support Protocol |
| Document number<br>Dokumentnommer | |
| Coordinating UMC member<br>Koördinerende UBK-lid | Dean: Student Affairs |
| Contact person:<br>Kontakpersoon: | Dean: Student Affairs |
| Status<br>Status | Dean: Student Affairs |
| Approved by<br>Goedgekeur deur | UMC |
| Date finally approved<br>Datum van finale goedkeuring | 29 July 2019 |
| Date last amended Laaste<br>datum van wysiging | |
| Date for next review<br>Hersieningsdatum | September 2022 |
| Person responsible for review Persoon<br>verantwoordelik vir hersiening | Social Support Office |
| Monitoring by<br>Monitering deur | Dean: Student Affairs |
| Related documents<br>Verwante dokumente | Student Affairs: Student Social Support Sponsorship Guideline (2018)<br><br>Protocol on Severe Student Crisis, Deaths and Funerals (2018) |
| Effective date<br>Effektiewe datum | 18 September 2019 |

| |
|---|
| **EXISTING POLICIES AND REGULATIONS OF RELEVANCE TO THE SOCIAL SUPPORT PROTOCOL** |
| List to be supplemented during the policy draft consultation process. |
| ▪ Anti-Discrimination, Promotion of Equality and Social Justice Policy and Procedures (2018) |
| ▪ Sexual Harassment, Sexual Misconduct and Sexual Violence Policy (2018) |
| ▪ Universal Access/Disability Policy (currently under development through the ITP processes) |
| ▪ Student Code of Conduct (currently under development) |
| ▪ UFS Student Mental Health Policy (2019) |
| ▪ UFS Student Pregnancy Policy (2019) |

**END.**

# Appendix  L

# STRATEGY TO ADDRESS THE FOOD ENVIRONMENT AT THE UNIVERSITY OF THE FREE STATE

## Abstract

The University of the Free State Health Promoting Strategy will contribute to Goal 1 of the UFS strategic plan (2018 – 2022) that "places student success and student well-being at the core of what the University does, as captured in the Vision Statement".

Prepared by Carol Browne
(Background prepared by
Prof Louise van den Berg)

# PART 1 - BACKGROUND

## A. Understanding the South African Food Environment

> "The right to have access to sufficient food is embedded in Section 26 and 27 of the South African Constitutional Law of 1996. The Bill of Rights enshrined in the Constitution states that "every citizen had a right to have access to sufficient food, water and social security" and that "the State must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of this right."
>
> The National Policy on Food and Nutrition Security for the Republic of South Africa
> Government Gazette 22 August 2014.[1]

South Africa is food secure at a national level, which means that the country produces or procures enough food to feed the population per capita. However, at the household level, the nation has a high level of food insecurity.[2]

In addition to the health and social problems associated with food insecurity, many South Africans have eating patterns based on highly processed foods, and other lifestyle habits, that have contributed to overweight, obesity and diet-related non-communicable disease.[3]

Healthy food environments are defined as providing equitable access to healthy foods.[4] As per the definition in the literature[5], student communities should have access to "fresh fruit and vegetables and whole foods (as opposed to highly processed and refined foods)". These should be available to them in a "variety of retail and food service outlets".[5] As the price, convenience and taste are primary drivers for the food choices that students make [6,7,8] a healthy food environment also entails that students have a choice of 'healthier' options available for prepared and pre-packaged foods.[5]

In summary, the study of the "food environment" views all aspects of "physical, economic, policy and socio-cultural surroundings, opportunities and conditions that influence people's food and beverage choices and nutritional status".[9]

## B. Food and nutrition as a driver of student wellness

Physical health and wellness are fundamental to overall wellness as conceptualised in Maslow's hierarchy of needs. Nutritional status is one way of describing and assessing[10] physical well-being of individuals. The internal factors that determine nutritional status (aka physical well-being) include age, sex, diet/nutrition, physical activity, sleep, smoking, alcohol use, and the prevention and treatment of injury and disease[11, 12]

The external factors include cultural, social, and economic factors, and food safety, amongst others.[12]

Thus, students, like all human beings, must have a healthy eating plan in order to be healthy.

Steyn and Mchiza (2014) explain why people living in Sub-Saharan Africa, particularly those from low socio-economic backgrounds, are the most vulnerable to the effect of poor quality food environments and the lifelong effects thereof. The reasons include a complex interplay between the double burden of malnutrition (namely undernutrition and overweight and obesity) and the rapid changes in the food environment where people transition from healthy traditional diets to unhealthy Western-style diets.[13]

Since the great recession in 2008, campuses in North American and Australia have been reporting food insecurity among university and college students, ranging from 14% to 72%.[14] Studies at universities and colleges in the United States of America (USA)[15] found that food insecure college students are less likely to engage in healthy physical activities and more likely to experience stress. Also, food insecure students were found to eat fewer fruits and vegetables, consume breakfast less frequently, experience more anxiety and depression, and have more difficulty concentrating in class.[15] These associations highlight the fact that food insecurity is very often associated with low intakes of health-promoting foods. (With adequate nutrition knowledge, this does not have to be the case, and therefore effective interventions always require an educational component.)

Until very recently, surprisingly few studies had investigated direct associations between diet/nutritional status and academic achievement in tertiary education.[16] The number of studies linking food insecurity to poor academic performance among university and college students is, however, growing.[16,17] The connection has also been well-documented in school-going children. A recent systematic review in school-aged students found regular breakfast consumption, higher consumption of fruit, vegetables, and specific micronutrients, and lower consumption of foods with low or no nutritional value, to all be associated with higher academic achievement.[18]

Although not examined among university/college students, higher rates of diet-related chronic conditions, such as hypertension, hyperlipidaemia (high cholesterol) and Type 2 diabetes, as well as lower work productivity, have also been reported amongst food insecure adults compared to their more food secure counterparts.[15]

## C. Description of the University of the Free State's food environment

Against the background of the struggling South African economy and increasing numbers of students from previously disadvantaged backgrounds accessing universities, food acquisition struggles are increasingly emerging as barriers to students' success at institutions of higher education in the country.[6,19,20,21] As in the case of the USA and Australia, the prevalence of food insecurity is considerably higher than in the background population.[21]

At the University of the Free State (UFS), a 2013 study found that 60% of students were food insecure.[22] Since 2013, student food struggles have become increasingly prominent and appear in the media frequently. Two national colloquiums were held (2014 at the UFS and 2018 at University of the Western Cape) to discuss the problem on a national platform, but little progress has been made in finding any holistic solutions.

In the meantime, South African universities are increasingly struggling to address the growing number of hungry students who need food aid and/or food support. Food aid is offered mostly in the form of food banks and soup kitchens or projects like the UFS 'No Student Hungry' campaign, sponsored by, for example, NGOs, food industry and the public. The significant challenges found in this project are capacity and sustainability and reaching those students who need it most.

While attention is focused on feeding hungry students, albeit, on a limited scale, very little or no attention is paid to ensuring that South African campuses provide holistic, health-promoting food environments that support public health directives.

By not paying attention to the obesogenic, expensive food environments on campuses, vulnerable students may be pushed further along the continuum of food insecurity toward hunger. The unhealthy food environment also has an impact on long term health, by increasing risks for the development of diet-related noncommunicable diseases (including obesity, hypertension, cardiovascular disease, type 2 diabetes and some forms of cancer).

High risks for these diseases in the South African population are linked to genetic predisposition and early childhood adaptations to malnutrition, but these diseases are manifested by poor lifestyle and diet and every stage of the lifecycle. The public health burden of these diseases is escalating is sub-Saharan Africa, and is predicted to profoundly impact on morbidity, mortality and quality of life of affected individuals. Moreover, the impact on the already vulnerable health care system and economy is predicted to be devastating.[23]

## D. The personal domain of student food environments

Part of addressing food environments includes addressing the personal domain. For many students, going to university may be the first time that they live apart from their families and communities. They may have very little knowledge and skills to procure, store, prepare, and serve food that ensures nutrition adequacy and food safety. The 2012 South African National Health and Nutrition Survey found that the general nutrition knowledge of South Africans is low, particularly in the Eastern Cape, Free State and North-West Provinces.[24] The report further states that "factors that influence levels of knowledge vary according to socio-economic characteristics, as well as availability and exposure to educational interventions. Although nutrition knowledge, alone, may not be adequate as a determinant of maintaining a healthy diet, knowledge can positively influence beliefs and facilitate healthier food intake practices.[24]

At the UFS, a large percentage of students live off-campus, alone or cohabiting with other students, while students living on-campus have to procure or prepare meals for themselves in the residences. The 2013 study at the UFS found that the prevalence of food insecurity was highest in unmarried students and those sharing housing with other students, and lowest in students living with their parents or relatives. The finding suggests that students who do not have someone else to take the responsibility of procuring food and cooking meals for them have a higher risk to become food insecure. Most students indicated that they prepared food for themselves, but half of them (particularly males) indicated that they were not confident about their cooking skills.[24] Having access to food storage and cooking equipment may be further determinants of food acquisition and consumption in the personal domain.[25,26] In a recently published study at an American campus, students expressed the desire for practical financial and food literacy "life skills" training.[14] At the Tennessee University, a recent study identified the need (expressed from the student's side) for intervention to educate students to prepare healthy foods so that it tastes just as good as less healthy items.[8]

Entering adulthood is also an essential time for developing long-term health behaviour patterns.[8] Internationally, a large body of evidence points to poor eating habits of students as evidenced by low intakes of fruit and vegetable and dairy and high intakes of sugar, refined starch and fat. Indeed, a study amongst students in the UFS Faculty of Health Sciences[27] found that 19.8% were overweight or obese, 98.1% consumed inadequate amounts of vegetables, 58.4% consumed inadequate amounts of fruit, 83% consumed inadequate amounts of dairy products, 62% never consumed legumes, 43% reported a high intake of fats and sweets and 11% smoked. According to Otto,[8] studies indicate that the newly found independence gained by emerging adults on campus is often associated with changes in health behaviours that are often influenced by the campus environment.

A US study[8] identified barriers for sufficient consumption of fruits and vegetables amongst students as cost, availability, and seasonal influences. "Most students on tight budgets claimed that they were limited in purchasing a variety of fruits and vegetables and considered ready-made take-away food much easier and less expensive." These students also reported that fruits and vegetables were limited in dining halls, cafés and snack shops, as compared to what had been available when they had been living in their parent's homes.

At the UFS, a 2013 study assessed the food environment available to students on the food aid programme (No Student Hungry campaign).[28] At the time, six food outlets on the main campus were approved vendors where the students on the campaign could spend their daily food allowance (loaded as credit on their student cards) - one tuck shop and one restaurant, two take-away food outlets and three cafeterias. The audit found that, of all the available food items offered, only 1% were dairy, 4.8% fruit and 5.7% vegetables (all three essential components of a healthy diet). Food items high in refined sugar (often in combination with refined starch and fat), comprised approximately one third (29.2%) of the food items sold. The food outlets thus constitute a poor food environment. At the University of the Witwatersrand, students also indicated they experienced problems acquiring food on campus and indicated that they considered residence catering services as critically important and highly valued.[21]

## E. What can the UFS do to improve the university food environment?

The UFS has the opportunity to empower students with the lifelong knowledge and skills to assess, acquire and utilise food appropriately. Moreover, a carefully redesigned food environment raises many exciting opportunities for interdisciplinary collaborations (and research) amongst different departments and disciplines within the university. By getting students involved and even embedding certain aspects of the process in the curriculum, students who would not otherwise have the opportunity, may gain hands-on knowledge and skills on topics regarding food procurement and use, sustainable food gardening, hydroponic farming, renewable energy systems, recycling, and much more, all of which will become increasingly important in future.

The University, rightfully, places great emphasis on community-based education; let us not forget that the student body is the students' primary community. What is taught "out there" in other communities, should be modelled in the primary community.

Ideally, campuses should find sustainable ways to help the most food insecure of students to feed themselves, instead of having to rely so heavily on donations. Evidence from South African as well as US campuses shows that food insecure students associate being dependent on food aid, with stigmatisation.[15,29,30] The 2013 UFS study found similar evidence (not published)[31]; most students indicated that they know about the university's

food aid campaign. However, amongst those that felt that they (in their personal view) needed the assistance, about 20% reported that they were too shy, scared of being stigmatised, or did not know where to apply.

To date, South Africa has limited nutrition education targeted at the general population. The need for this is noted in the National Policy on Food and Nutrition Security for the Republic of South Africa[1], as one of five challenges, "that citizens have inadequate access to knowledge and resources to make optimal choices for nutritious and safe diets." The policy notes that improved nutrition education to assist households and communities should be made available on a mass scale, but this has not yet been implemented. In the interim, assisting students through the provision of knowledge, creation of demand for healthy food options, and through providing a healthy food environment, will go a long way to improving student wellness.

## F.  Process to develop the strategy

A Task Team appointed by UFS Student Affairs met to learn about current activities that address student hunger, food insecurity and the food environment at the UFS, and other South African environments. The Task Team participated in an interactive workshop to contribute ideas to the strategy to address the UFS food environment, using the log-frame method of planning.

## G.  Description of the problem and possible underlying causes

1. Some students experience hunger, and a higher number experience various levels of food insecurity. In line with international research as described above, this situation at the UFS is caused by a confluence of many factors, including:
   - Limited money;
   - Poor budget planning skills;
   - Lack of knowledge and skills to make economical food choices, and prepare food;
   - Limited time to prepare meals (e.g. those commute long distances or work long hours);

Daily food intake must not only be sufficient in energy, but it must also be nutritious to achieve food security and to promote health.

2. Meals and food sold on the campuses are typically expensive, and there are few nutritious choices. Some reasons for this are that:

- Meals in catered dining halls are no longer included in the annual residence fee;
- Meals at the remaining dining halls are expensive for those students with limited finances;
- To date, the university has not seen the provision of food as their concern;
- Independent vendors on the campuses run food stores as businesses to make a profit;
- Vendors who are part of franchise operations may not alter their menus; and
- At present students cannot eat a cooked meal on campus for less than R30 per day (Note that the NSFAS stipend for food is R1500 (R30 per day)).

Students will have to agree to any changes in the food environment.

3. Students (and staff) do not know how to develop and implement healthy eating plans for themselves. Students also do not know how to budget and prioritise their spending to ensure food security on a limited budget.

Reasons include that:

- Students have not been taught these skills at school or home; and
- Even if a student is motivated to learn this skill, it is not easy, as nutrition misinformation is abundant and peer pressure plays a significant role in the choices young adults make.

4. Students do not produce some of their own fresh produce. Causative factors include that:

- Students have not been taught these skills at school or home;
- Some previous attempts on campus have not been successful due to logistical problems such as maintenance of the gardens over holidays;
- Students lack facilities (access to land, water, seed, fertiliser);
- Food gardening is, as yet, not commonly done on campuses; and
- Students may not have the facilities to keep fresh produce, the skills to transform it into meals.

5. Food insecurity is a continuum ranging from not being sure where the next meal is coming from, through various escalating levels, to being acutely hungry. Those individuals who fall into the high-risk groups are not identified:

- The general profile of high-risk students is known, but currently, it is not possible to identify individuals who go without to offer support;
- Students feel stigmatised to seek food support; and
- The UFS does not have any data tracking system to collect and analyse information regarding students' food purchasing behaviour.

6. There are no staff members tasked to work on this problem as their primary function. The UFS food system is very complicated and creating the appropriate food environment that will genuinely support student success, requires the continuous collaboration of many stakeholders, and the integration of many processes. Recent history is proof that the

problem of student food insecurity and diet-related health cannot be solved with a continued silo approach. A team with the appropriate skills is required to drive the process.

## H. Guiding principles for the Food Environment Strategy[1]

Rights-based approach:     Right to food is a human right.

Equity:     Recognising Food Security for all to contribute to their wellness (health and well-being).

Multisectoral collaboration:     Considering that the food environment (built environment and food supply and demand) is determined by many role-players, achieving the desired impact requires ongoing collaboration for sustainability.

Partnerships:     Opportunities to create and maintain partnerships will be emphasised to promote the success of the Food Environment programme.

Results-based planning:     To plan for immediate output, as well as short and longer-term outcomes to avoid immediate hunger and also contribute to the prevention of longer-term health and economic consequences of poor nutrition.

Evidence-based long-term planning: To utilise data from monitoring and evaluation to inform short, medium and long term policy and activities.

Address environmental concerns:     To plan food and meal provision with a view to protecting the planet.

## I. Target markets

All students on all campuses, with attention paid to vulnerable groups, namely:
- Students in residences;
- NSFAS students who do not receive the food allowance;
- Students who battle to budget for food expenses;
- First-generation students; and
- Commuter students with a long commute (time).

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[1] Adapted from South Sudan National Nutrition Strategy 2014 - 2025

- Students staying in shared housing, off-campus; and
- Students in limbo at the beginning of the university year because grants or bursaries have not been allocated yet.

University staff and staff who work for outsourced suppliers.

Academic staff who can integrate the diet-, lifestyle and financial education that the students require into the curriculum.

# PART TWO – UNIVERSITY OF THE FREE STATE FOOD ENVIRONMENT STRATEGY

## 1. Introduction

The UFS Food Environment Strategy will contribute to Goal 1 of the University of the Free State (UFS) strategic plan (2018 – 2022): "places student success and student well-being at the core of what the University does as captured in the vision statement".

## 2. Vision of the University of the Free State Food Environment Strategy

A health-promoting food environment with students and staff who are well informed and empowered to take appropriate action on their food and nutrition situation.[2]

## 3. Goal of University of the Free State Food Environment Strategy.

The UFS has a student-centred, health-promoting, sustainable food environment.

## 4. Desired outcome of the Food Environment Strategy

The creation and implementation of an institutional programme for a sufficient food environment at the UFS that is systemically integrated and financially sustainable.[3] It is envisaged that this will contribute to student well-being, which is ultimately the desired impact.

Indicators:
- The institutional food environment is guided through policy.
- The percentage of students who are nutritionally literate has increased.
- The food, meal and drink supply on campuses provides affordable, accessible health-promoting options that are demanded by nutritionally literate students.
- The proportion of students who are hungry and food insecure decrease and those who are food secure increase.
- The inputs, processes, outputs and outcomes are monitored, periodically evaluated, recorded and reported.
- Support is available for students who need a food support safety net.

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[2] Adapted from Sierra Leone national food and nutrition security policy.
[3] UFS food environment task team briefing note

## 5. Objectives (OUTPUTS)

5.1. Objective – The University of the Free State has policies that determine decisions and actions relating to the campuses food environments

    5.1.1. To develop Food Environment Policies of the UFS to provide information on food and meal composition, food labelling, food promotion, food provision, food retailing and pricing of foods and meals sold on the three UFS campuses.

    5.1.2. To ensure that the Food Environment Policies of the UFS provides directives for support needed to successfully transform and maintain the food environment, including leadership, allocation of funds to a 'student wallet' for food, funding and resources and in the built environment.

5.2. Objective – Information and support services on health-promoting food and meal choices and environmentally friendly food systems are offered.

5.3. Objective – Affordable, health-promoting, food and meals are available and accessible on campuses

    5.3.1. To establish infrastructure and provide support for students to produce food on campus;

    5.3.2. To establish channels for the sale of affordable non-perishable and fresh food on campuses;

    5.3.3. To establish new outlets and revise menus at existing outlets to sell health-promoting meals and snacks at low profit / cost / subsidised prices;

    5.3.4. To ensure that drinking water is readily available; and

    5.3.5. To create / maintain mechanisms to assist vulnerable students who do not have access to sufficient resources to access food and / or meals.

5.4. Objective – Communication to promote support of and participation in the Food Environment Programme is ongoing.

5.5. Objective – A quality control system, monitoring system and plan for periodic evaluation and reporting of the Health Promoting Food Environment Programme is implemented.

## 6. Inputs, outputs, indicators, outcomes

| Objective 1: The University of the Free State has policies that determine decisions and actions relating to the campuses food environments | |
|---|---|
| 1.1 To develop a Food Environment Policy for the UFS to provide information on food and meal composition, food labelling, food promotion, food provision, food retailing and food pricing of foods and meals sold UFS campuses. | |
| **Activities** | **Indicators** |
| Establish a task team to write the policy. Policy taken through steps for approval. *Projected timeline: 12 months* <br><br> INPUTS <br> Human resources, nutrition expertise required. | Standards that specify the requirements of foods and meals and their promotion are established and agreed. |
| 1.2 To develop a Food Environment Policy for the UFS to provides directives for support needed to successfully transform and maintain the food environment, including leadership, funding and resources and in the built environment. | |
| **Activities** | **Indicators** |
| Establish a task team to write the policy. Policy taken through steps for approval. *Projected timeline: 12 months* <br><br><br> INPUTS <br> Human resources. | Infrastructure needed to be identified and deadlines for availability and funding agreed. <br> Budget for initial and ongoing costs of activities agreed. <br> Policy established regarding financial and other incentives or disincentives for campus food vendors. |
| OUTPUTS: | Policies accepted and implementation started. <br> Dedicated staff to undertake actions and support activities employed. |
| OBJECTIVE 1 OUTCOMES: | A framework established in policy for the establishment and maintenance of a health-promoting food environment on UFS campuses. |
| Indictor | Policies are implemented. |

| Objective 2: Information and support services on health promoting food choices and environmentally friendly food systems are offered | |
|---|---|
| 2.1. To provide knowledge and skills to achieve food and nutrition literacy among students. | |
| **Activities** | **Indicators** |
| <u>Classroom and laboratory-based formal lessons and practical sessions</u><br><br>First-year students attend mandatory basic lessons and / or complete online courses.<br><br>Students and staff have an opportunity to participate in further courses, training and / or skills classes.<br><br>*Projected timeline: 18 months* | Difference in marks in pre and post questionnaires.<br>Marks in post-questionnaires.<br><br>Numbers of people participating in voluntary sessions. |
| <u>Online information and support tools implemented to support knowledge and develop further skills.</u><br><br>Online nutrition literacy self-study modules.<br><br>Interactive menu planning and shopping list tools.<br><br>Develop and provide labelling information for food and meals sold on campus to indicate the contribution to FBDG.<br><br>Expand on Eat to Succeed work.<br><br>*Projected timeline: 18 months* | Participation and marks.<br><br>Participation and feedback.<br><br>Understanding and use of information. |
| <u>INPUTS</u><br>Human resources.<br>Online support capacity. | |

| OUTPUTS: | Curriculum and course materials prepared<br><br>Online support materials and feedback |
|---|---|
| **OBJECTIVE 2 OUTCOMES** | The students who participate in nutrition literacy opportunities have increased nutrition literacy (knowledge of nutrition, attitude to the need for them to apply the information, the practice of applying the information, knowledge of the relationship between food practice and environmental impact). |
| **Indicator** | The percentage of students who are nutritionally literate, has increased. |

| Objective 3: Affordable, health promoting food and meals are available and accessible on campuses ||
|---|---|
| 3.1. To establish infrastructure and provide support for students to produce food on campus ||
| **Activities** | **Indicators** |
| <u>Campus food tunnels and ACT mini gardens at residences</u><br><br>Establish tunnels and infrastructure on campus for food production of nutritionally appropriate foods.<br><br>Provide training and support for food production.<br><br>Provide training and support to enable participants to share the messages with others.<br><br>Mini gardens for residences supported as needed.<br><br>*Projected timeline: 6 months*<br><br><u>INPUTS</u><br><br>Human resources.<br><br>Infrastructure.<br><br>Services (e.g. water).<br><br>Loans / donations for expenses. | Yield per designated space (measured in produce and nutrients)<br><br>Inputs (time, money, goods) per designated space<br><br>Yield / inputs<br><br>Feedback from participants and non-participants (identify barriers and promoters) |
| OUTPUTS | Fresh produce is available for students to use / sell.<br><br>Participating students have skills in food production to take home and share with others. |

| 3.2. To establish channels for the sale of non-perishable and fresh food on campuses | |
|---|---|
| **Activities** | **Indicators** |
| <u>Campuses food stores</u><br>Investigate the best business model to establish stores on campuses to sell non-perishable food and personal hygiene items (e.g. co-operative store, on-line, or micro franchise) on a not for profit basis. Attention is placed on times to improve accessibility.<br><br>Develop business plans to start the store. Request companies to sell products directly to the store at cost, for resale at a low mark up.<br><br>Determine ways to use the store as a channel for distribution of emergency or support food parcels.<br><br>*Projected timeline: 24 months* | Sustainability<br><br>Practicality<br><br>Student feedback |
| <u>INPUTS</u><br>Human resources.<br>Infrastructure.<br>Loans / donations for expenses.<br>Training for staff.<br>A dedicated salaried manager may be needed to supervise student assistants (who are paid in product) | |
| <u>Campuses food markets</u><br>Opportunities established for vendors / student entrepreneurs to sell fresh / perishable produce on campus.<br>NOTE: this does not include cooked food, and assumes that training will be given.<br><br>*Projected timeline: 12 months* | Sale of produce. |
| <u>INPUTS</u><br>Infrastructure<br>Start-up costs<br>Training for vendors | |
| OUTPUTS | Healthy food choices are available and accessible at lowest possible cost. |

| 3.3. To establish new outlets and revise menus at existing outlets to sell health promoting meals and snacks at low profit / cost / subsidised prices | |
|---|---|
| **Activities** | **Indicators** |
| <u>New food outlets</u><br>Open one more kitchen and more dining venues currently not in use to sell the meal and snacks of the day (lower cost, health-promoting).<br><br>Establish 'outdoor' dining areas to sell meal and snacks of the day (that have been precooked elsewhere).<br>Hours of operation to suit student schedules.<br><br>*Projected timeline: 12 months* | Business model for sustainability<br><br>Sales<br><br>Feedback from participating and non-participating students / staff |
| <u>INPUTS</u><br>Human resources.<br>Infrastructure.<br>Services (e.g. water and electricity). | |
| <u>Existing food outlets</u><br>Encourage adaptation to existing menus and snacks offered to include health-promoting options.<br><br>Future contracts with food vendors include a requirement for menu labelling and the inclusion of health-promoting options.<br><br>*Projected timeline: 12 months* | Tracking menus offered with nutrition commentary.<br><br>Content of contracts |
| <u>INPUTS</u><br>Human resources.<br>Communication to create demand. | |
| <u>Incentivise and dis-incentivise vendors and customers</u><br>Create a financial incentive for vendors (e.g. linked to their rent) to recognise their response to the health-promoting food environment programme.<br><br>Create incentives for students to make health-promoting food choices by supporting their allocation of funds to their 'food wallet' with competitions, prizes and financial top-ups.<br><br>*Projected timeline: 12 months* | Uptake of incentives<br><br><br>Uptake of incentives |
| <u>INPUTS</u><br>Finance. Human resources. | |
| OUTPUTS | Health-promoting meal and snack options available, affordable, accessible. |

| 3.4. To ensure that drinking water is readily available. | |
| --- | --- |
| **Activities** | **Indicators** |
| <u>Potable water to be readily available</u><br><br>Free / sold water to be readily available, for refilling water bottles.<br><br>*Projected timeline: 12 months*<br><br><u>INPUTS</u><br><br>Human resources.<br><br>Infrastructure. | Numbers of users |
| OUTPUTS | Drinking water stations. |

| 3.5. To create and / or continue mechanisms to assist vulnerable students who do not have sufficient resources access food / meals. | |
| --- | --- |
| **Activities** | **Indicators** |
| To continue existing support programmes for students (No Student Hungry) and create new programmes if needed.<br><br>To investigate and implement methods to support vulnerable students through subsidised meals on campus.<br><br>*Projected timeline: 6 months*<br><br><u>INPUTS</u><br><br>Human resources.<br><br>Finance (donated or from University)<br><br>Food (donated or purchased) | Numbers of users |
| OUTPUTS | Food and financial support available for vulnerable students. |
| **OBJECTIVE 3 OUTCOMES** | Healthy meal, food and drink options are supplied. |
| **Indicator** | The percentage of students who make regular healthy food choices increases. |

| Objective 4: Communication to promote support of, and participation in, the Health Promoting Food programme is ongoing. | |
|---|---|
| **Activities** | **Indicators** |
| Develop a social marketing campaign<br><br>Establish an 'agency' tasked to develop and implement and evaluate a social marketing campaign.<br><br>*Projected timeline: 6 months*<br><br>INPUTS<br><br>Human resources<br><br>Finances for promotion costs | 'Agency established'<br><br>Campaign implemented<br><br>Response to campaign |
| Develop and implement an advocacy campaign<br><br>Establish an 'agency' to develop, implement and evaluate an advocacy campaign to reach:<br>• Staff<br>• Funders<br>• Alumni<br>• Current service providers (food and meals)<br><br>*Projected timeline: 12 months*<br><br>INPUTS<br><br>Human resources.<br><br>Finances. | 'Agency established'<br><br>Campaign implemented<br><br>Response to campaign |
| OUTPUTS | Awareness of healthy food options increases.<br><br>No stigma attached to choosing healthy or affordable options.<br><br>Awareness of how to get food support.<br><br>Health-promoting food environment receives support from stakeholders. |
| OBJECTIVE 4 OUTCOMES | Demand created for healthy food options on campus. |
| Indicators | Sales of healthy food / meal options increase.<br><br>Sales of unhealthy food / meal options decrease.<br><br>Portion sizes of unhealthy meal options are decreased or smaller portions chosen from Franchise Menus. |

| Objective 5: A quality control system, monitoring system and plan for periodic evaluation and reporting of the Health Promoting Food Environment programme is implemented. | |
|---|---|
| **Activities** | **Indicators** |
| Indicators are reported and monitored. | Reports compiled and considered. |
| Actions to improve activities, as determined by indicators, are implemented. | Actions implemented and ongoing monitoring undertaken. |
| Quality control of all foodservice outlets is monitored. | Quality control maintained and recorded. |
| Periodic evaluation is undertaken and responses to results planned and implemented.<br><br>*Projected timeline: 6 months* | Evaluation reports submitted and considered. |
| <u>INPUTS</u><br><br>Human resources | |
| OUTPUTS | Reports of indicators and evaluations are considered and actions for change implemented. |
| OBJECTIVE 5<br><br>OUTCOMES | Activities that are successful continue to receive support, and those less successful are altered or cancelled.<br><br>Publications of work and results are generated. |
| Indicators | Success of activities and resulting action. |

## 7. Assumptions

Clarifying assumptions that underpin the programme plan is a process of risk analysis. These are factors that could cause the programme to fail, or at least for it to need significant restructuring.

7.1. All food and meal suppliers adhere to national and municipal food service regulations.

7.2. No major changes occur in current internal and external environments with regard to student finances and / or expectations. This includes donated funds.

## 8. Institutional framework for strategy implementation

The UFS should establish a Food Environment Technical Committee to bring together key staff members and external stakeholders who active in the Food Environment arena.

The Technical Committee should be chaired by the *Vice Rector: Institutional Change, Student Affairs and Community Engagement*, who will take the leadership role for implementing the Food Environment Strategy. Tasks of the committee members are to provide input to the planning and execution of activities identified in the strategy. The Technical Committee may submit recommendations to the *Rectorate* when activities require a budget allocation.

The Technical Committee shall be supported by the staff who are appointed to work on the strategy (The Food Environment Programme). The Technical Committee shall carry out the following specific responsibilities:

- Confirm the content of the Food Environment Strategy.
- Maintain a clear understanding of the food needs of vulnerable groups at the UFS.
- Provide oversight and coordination of the implementation of the Food Environment Programme.
- Play an active role in advocating for the activities of the Food Environment Programme.
- Ensure that policies and action plans of all UFS sectors do not detract from the policies and activities of the Food Environment Programme.
- Engage in ongoing planning and implementation to ensure that the activities and budget requests reflect the needs of the programme.

## 9. Human resource implications

To achieve the desired impact, sufficient motivated human resources are needed.

- At least one senior person is needed who will work on the programme full time, with part-time assistance from a junior person. This is important to ensure the efficient implementation, monitoring and reporting of the objectives listed above.
- Some staff will be required to give specialist input.
- There is the potential for student assistance in some activities.

- Some activities may need to be done by outsourced persons, especially where a specific skill set is needed for a limited period of time.

## 10.Evaluation – reporting on IMPACT

Using the Log Frame Approach to programme planning includes planning for monitoring and evaluation from the beginning. The results from monitoring assist in adapting or changing approaches to activities to maximise their contributions to outcomes before periodic evaluation is undertaken.

These ongoing monitoring results should be periodically considered as a whole, to evaluate the outcome of the programme and to consider whether the programme has made an impact on the "problems", listed in section G.

The format of the planning is based on the flow of results from the activities. The evaluation will describe the flow of these results statements e.g. if affordable, health-promoting meals are accessible students will eat them, and thus the nutritional value of their food intake will improve (compared to when high fat / high salt nutrient-poor fast foods were eaten).

Research surveys will need to be conducted to get feedback on Student Hunger, Food Insecurity and to describe whether or not the Food Environment on campuses has health-promoting options. These findings, in conjunction with information on the external environment and other factors, will determine whether or not the programme has contributed positively to the desired IMPACT, namely student well-being.

END

Date of submission: 28 August 2019

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# Appendix  M

FIRST EDITION

# SURVIVING OR THRIVING?



# THE UFS STUDENT TOOLKIT

COMPILED BY

UFS STUDENT COUNSELLING & DEVELOPMENT (SCD)

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# UFS STUDENT TOOLKIT

# A GUIDE TO
# THRIVING AT UNIVERSITY

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# *Introduction*

> *An overcomer is one who refuses to sink in defeat in the midst of trying circumstances, but determines instead to persist in the thoughts and behaviours that will lead to a desirable outcome.*
> *- I Carter & F Minirth*

Dear student

If there is one truth in this world, it is that life isn't always easy. But another truth is that this doesn't mean you can't learn to deal with the difficult times. Life will never stop presenting challenges and that is exactly why it is essential for you to acquire life skills to deal with them. This toolkit is meant to assist you with those challenges you face in your personal life and during your studies at the University of the Free State.

Some topics may seem more relevant to you than others, but we at Student Counselling & Development hope that you will find some useful tips to help you along the way. We cover the most commonly experienced challenges that most students struggle with. Obviously there might be some challenges you may not find in this toolkit, so you are always welcome to schedule a free appointment at our offices if this is the case.

We have included many activities in this toolkit for you to try. These are useful, as they are designed to teach you a very important skill or method in dealing with your specific challenge.

We wish you lots of good luck with your studies and hope you will find some hope within these pages!

Warm regards
Lize van den Bergh
Counselling Psychologist
Student Counselling & Development (SCD)

# Contents

# HOW TO USE THIS TOOLKIT

# HOW TO USE THIS TOOLKIT

**1** Start by assessing which areas you may need assistance in.

**2** Go to that specific section in the toolkit.

**3** Read through the information and DO the practical exercises. Remember this is a WORKBOOK. The activities have been designed to help you conquer the specific challenge.

**4** Visit the resources page(s) for extra guidelines and support.

**5** If you are still stuck or need support with a challenge that is not included in this toolkit, schedule an appointment at UFS Student Counselling & Development.

ASSESSING MY CURRENT NEEDS

# ACADEMIC CHALLENGES

Refer to page(s)

**1** Uncertainty regarding course — 8

**2** Procrastination — 12 20

**3** Study methods — 20

**4** Time management — 12

**5** Test and exam anxiety — 20 26 34 40

# PERSONAL CHALLENGES

# I THINK I HATE MY
# COURSE

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# I THINK I HATE MY COURSE

## Lize van den Bergh

Many students feel confused with regards to their studies at some or other time during their course.

It is important to figure out WHY you don't like it or have lost motivation so you can find the most appropriate solution.

## WHAT IS THE MAIN REASON I "HATE" MY COURSE?

| I chose this degree for the wrong reason(s) | I am experiencing a lot of stress | I think I am burnt-out / tired | I am struggling academically |
|---|---|---|---|
| ⬇ | ⬇ | ⬇ | ⬇ |
| Career counselling and some self-exploration might help in this regard. Choosing a degree solely based on money, status or others' wishes is not helpful in the long term. | It is important for you to find ways to manage your stress. Feeling anxious can influence our feelings regarding our studies in a negative manner. | Many students forget to find balance in their lives. Make time for yourself and find social support during difficult times. Take a well-deserved break! | Often it is not the course, but your study skills that are lacking. This might lead you to feel discouraged. As soon as you have acquired some new skills, you will be right back on track. |
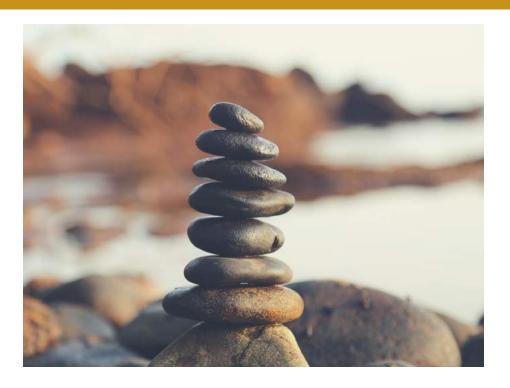
# SO WHAT NOW?

If you have figured out what your specific REASON for disliking your course is, the next step is to DO something about it.

Here are some guidelines:

## WHAT IS THE MAIN REASON I "HATE" MY COURSE?

**I chose this degree for the wrong reason(s)**

**I am experiencing a lot of stress**

**I think I am burnt-out / tired**

**I am struggling academically**

UFS Student Counselling & Development can help you with career counselling to figure out which degree would suit you the best.

Refer to the sections on stress in this toolkit. You can also schedule an appointment at UFS Student Counselling & Development or attend one of our workshops.

Refer to the sections on study skills or time management in this Toolkit. You can also schedule an appointment at UFS Student Counselling & Development or attend one of our workshops.

# RESOURCES

## WEBSITES

www.onlinecareerguidance.co.za
www.sastudy.co.za
www.sacap.edu.za
www.gostudy.net
www.postmatric.co.za

## APPS

Tshedza App or visit http://tshedzaapp.co.za
SORTED: Career Guidance app

## BOOKS

"Career Focus: A Personal Job Search Guide"
by Helene Martucci Lamarre & Karen McClughan

# WHERE IS MY TIME GOING?

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# WHERE IS MY TIME GOING?

Lize van den Bergh

Often, people feel like they don't have any time at all to study or finish assignments. It is thus vital to:

**1** figure out exactly how much time you do have, and then to

**2** use that time effectively. If you do not know how much time you have in a day/week/month to study, how would you even try to manage it?

**3** Another important step is to set goals and to reward yourself for achieving them.

## REWARDS HELP KEEP US MOTIVATED DURING DIFFICULT TIMES

**STEP 1**

Calculate the time you have available in a week. Remember that this is an approximate value; you might have underestimated or overestimated the time it takes to do certain activities. A good idea is to track your activities for a week and then re-calculate.

**STEP 2**
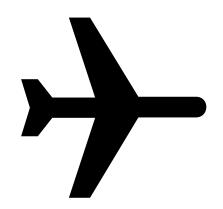
Using a master weekly schedule, plot all your fixed activities into your schedule so that you can visualise where your "study time" is. It might be helpful to colour-code your activities. For example, all your studying time can be in blue, class times in red and socialising in green, etc. Our brains love working with colours and pictures, so use this to your advantage.

13
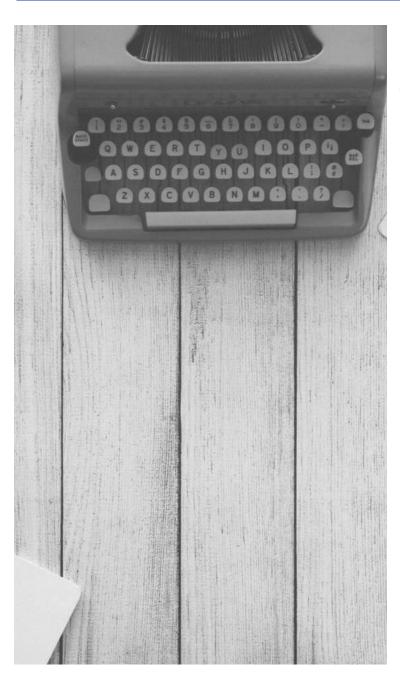
# THE BAD NEWS IS,
# TIME FLIES
# THE GOOD NEWS IS,
# YOU ARE THE PILOT

Michael Altahuler

## STEP ③

Setting goals and rewards for yourself is another important step in time management. Setting goals helps you determine how to divide the time you have available. For example, Person A wants to improve her marks from 50% to 70% while Person B is very happy with his 50% average. Person A should probably be spending more time studying if she wants to improve her marks. This brings out another important factor in setting goals, which is setting SMART goals.

**Specific**

**Measurable**

**Achievable**

**Relevant**

**Time-bound**

# WHERE DOES THE TIME GO?

| | | | | |
|---|---|---|---|---|
| Number of hours of sleep each night | ✖ | ⑦ | = | |
| Number of hours of grooming per day | ✖ | ⑦ | = | |
| Number of hours for meals/snacks per day | ✖ | ⑦ | = | |
| Travel time to and from campus (time X days) | ✖ | | = | |
| Number of hours per week for regular activities | ✖ | | = | |
| Number of hours of class per week | ✖ | | = | |
| Number of hours of work per week | ✖ | | = | |
| Number of hours per day socialising | ✖ | ⑦ | = | |
| Number of hours of TV, laptop, social media, etc. | ✖ | ⑦ | = | |
| Other | ✖ | | = | |
| Your total (add all of the above) | | | = | ◯ |
| Hours in week | | | | 168 |
| (minus) | | | | ⊖ |
| Your total | | | | ◯ |
| Estimated time left to study per week | | | = | ◯ |

# S M A R T
## GOAL SETTING

### What do you want to achieve?

### Make it SPECIFIC

### How will you MEASURE your goal?

### Is it ACHIEVABLE?

YES [ ]  NO [ ]

### Is it RELEVANT to you?

YES [ ]  NO [ ]

### By WHEN do you want to achieve your goal?

Day [ ]   Month [ ]   Year [ ]

### How will you REWARD yourself for achieving the goal?

16

# MASTER WEEKLY SCHEDULE

| TIME | MON | TUE | WED | THU | FRI | SAT | SUN |
|------|-----|-----|-----|-----|-----|-----|-----|
| 05:00 | | | | | | | |
| 06:00 | | | | | | | |
| 07:00 | | | | | | | |
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| 19:00 | | | | | | | |
| 20:00 | | | | | | | |
| 21:00 | | | | | | | |
| 22:00 | | | | | | | |
| 23:00 | | | | | | | |

# RESOURCES

## WEBSITES

www.lib.sfu.ca
www.studygs.net
www.mindtools.com
www.success.oregonstate.edu

## APPS

Rescue Time
Remember the Milk
Focus Booster
Pocket
Focus@Will
Forest
Wanderlust
Timetable
Unstuck

## BOOKS

"Getting things done: The art of stress-free productivity" by David Allen

"The 7 habits of highly effective people: Powerful lessons in personal change" by Stephen R Covey

# I DON'T KNOW

# HOW TO STUDY

———

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# I DON'T KNOW HOW TO STUDY

Lize van den Bergh

## TRANSITION TO UNIVERSITY

The transition from school to university can be daunting, as there are quite a few differences in terms of the class times, activities and responsibilities. Adjusting your study methods might help you manage these changes more effectively. Study methods consist of many important behaviours and techniques. Because university is different to school, the sooner you learn how to adapt to these changes, the better you will manage.

**LEARN HOW TO ADAPT TO NEW DEMANDS - UNIVERSITY HAS UNIQUE CHALLENGES**

**FIRST ASSESS YOUR CURRENT STUDY METHODS - WHAT NEEDS TO CHANGE?**

START WHERE YOU ARE. USE WHAT YOU HAVE. DO WHAT YOU CAN.
ARTHUR ASHE

# 4 TIPS TO BEAT PROCRASTINATION

1) Become aware that you are procrastinating

2) Determine why- is it because of the task or because of you?

3) Break the task down into smaller tasks

4) Set rewards for yourself for completing the task

# WHAT IS THE SQ3R METHOD?

Survey:
Scan your textbook/workbook to get an overview of the work

Question:
Ask yourself possible questions/set up a mock exam

Read:
Read thoroughly and actively, focusing on your questions

Recite:
Try to answer the questions you set up for yourself

Review:
Look back at the work and identify areas you need to focus on

# MEMORY TECHNIQUES

There are a variety of memory techniques out there. Determine which one works the best for you. Here are some general tips:

**1** Use as much colour as possible when studying

**2** Use as many of your senses as possible (hearing, writing down, drawing, watching relevant videos, telling someone about your studies, etc.)

**3** Use mindmaps and make it colourful

# 7 TIPS TO BEAT TEST & EXAM ANXIETY

1) Ensure that you know the format of the assessment

2) Prepare well in advance

3) Read through all the questions carefully

4) Do not worry about others either finishing before or after you

5) Move on to the next question if you get stuck

6) Let go afterwards – you can't change it now

7) Reflect on what you did well and how you can improve next time

# WHY DO WE BECOME ANXIOUS?

Students are either anxious because

(A) they are underprepared

or

(B) they have underlying anxiety or self-doubt.

A little bit of stress is good as it motivates you to study, but if your stress is making it difficult to function, you need to start managing it.

Naturally, if you didn't prepare enough, it is quickly solved by changing your habits in time for your next test or exam to decrease anxiety. If you did prepare sufficiently, but still struggle with test/exam anxiety, try some of these tips and refer to the section in this toolkit on stress management.

# MOTIVATION

It is normal to lose motivation on occasion, so prepare for circumstances that might impede your motivation. For example, if you don't feel like studying when you are stressed out, learn how to manage your stress.

Common demotivators:
- Fatigue
- Hunger
- Stress
- Distractions (cellphone, people, etc.)
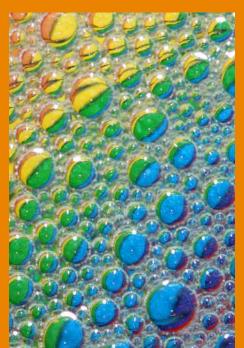
## WHAT TRIGGERS DEMOTIVATION FOR YOU?

## HOW CAN YOU COUNTER THESE?

## REMEMBER TO SET REWARDS FOR YOURSELF. LIST SOME BELOW:

## WHY IS YOUR DEGREE IMPORTANT TO YOU?

# RESOURCES

WEBSITES

www.mindtools.com
www.success.oregonstate.edu
www.lifehack.org

APPS

Wanderlust
MyScript Smart Note
Evernote

BOOKS

"How to Become a Straight-A Student: The Unconventional Strategies Real
College Students Use to Score High While Studying Less"
by Dr. Cal Newport

"10 Steps to Earning Awesome Grades (While Studying Less)"
by Thomas Frank

"The Science of Accelerated Learning: Advanced Strategies for Quicker
Comprehension, Greater Retention, and Systematic Expertise"
by Peter Hollins

"How To Study With Mind Maps: The Concise Learning Method for Students
and Lifelong Learners" (Expanded Edition)
by Toni Krasnic"

# UGH! I JUST CAN'T DEAL WITH EVERYTHING!

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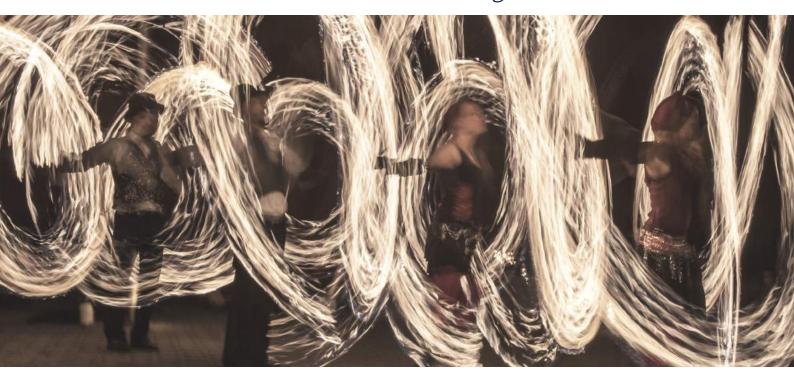
# UGH! I JUST CAN'T DEAL WITH EVERYTHING!

Lize van den Bergh

Whether you are a first-year or a final-year student, it might happen that you feel overwhelmed at times. Students usually state that they have too much to do and too little time within which to do it.

This often leads to students not doing anything at all. Your head might feel as though it is going to burst, trying to figure out what to do!

# VITAL STRESS MANAGEMENT TIPS

## BOOST YOUR COPING IMMUNE SYSTEM

People who consistently engage in activities that are good for them build up their coping immune system.
This includes exercising, healthy eating and drinking habits, managing their time, preparing throughout the year and having social support.

# WRITE EVERYTHING DOWN

To-do lists help to get everything that is in your head, on paper. This leads to feeling more in control.
Prioritise these activities according to importance.

Start with ONE thing at a time.
Come up with a practical solution to each item on your list.

# MAKE TIME TO RELAX

Whether you are busy or not, you ALWAYS need to make time to relax.

Choose an activity ranging from 15 minutes to an hour DAILY.

Drinking your favourite type of coffee or tea; taking a walk; chatting to a friend; reading something inspirational; listening to your favourite music, etc. are some ideas.

Remember, in the long run, people who make time to relax are more able to cope with stress than those who do not.
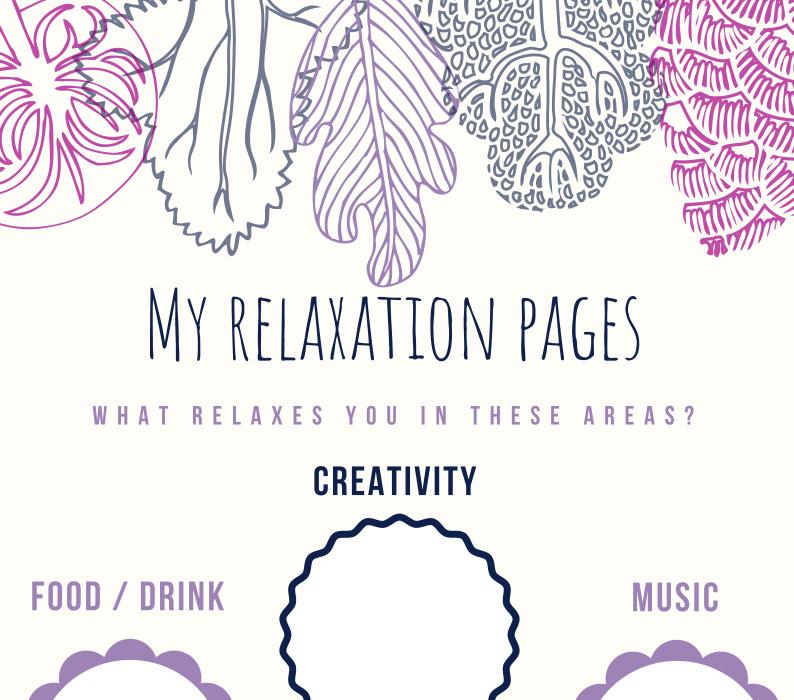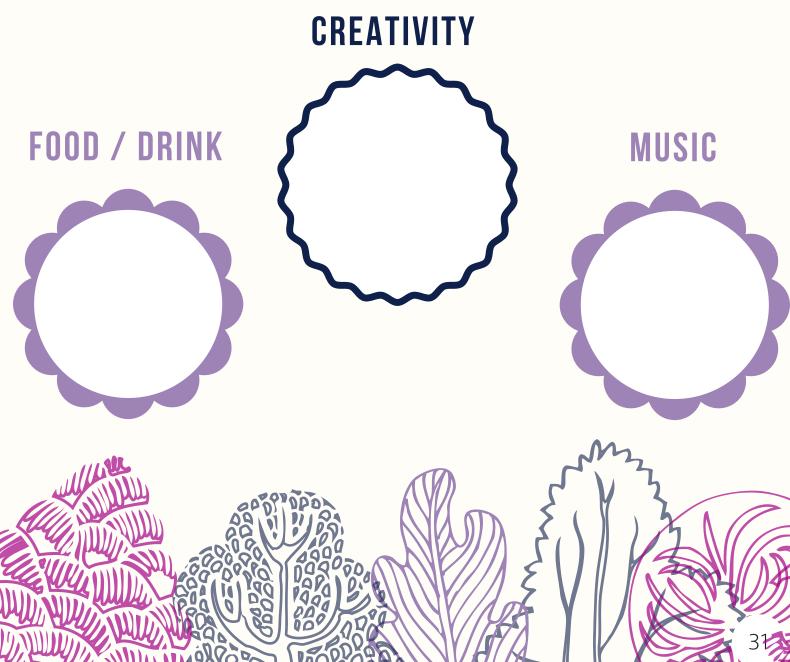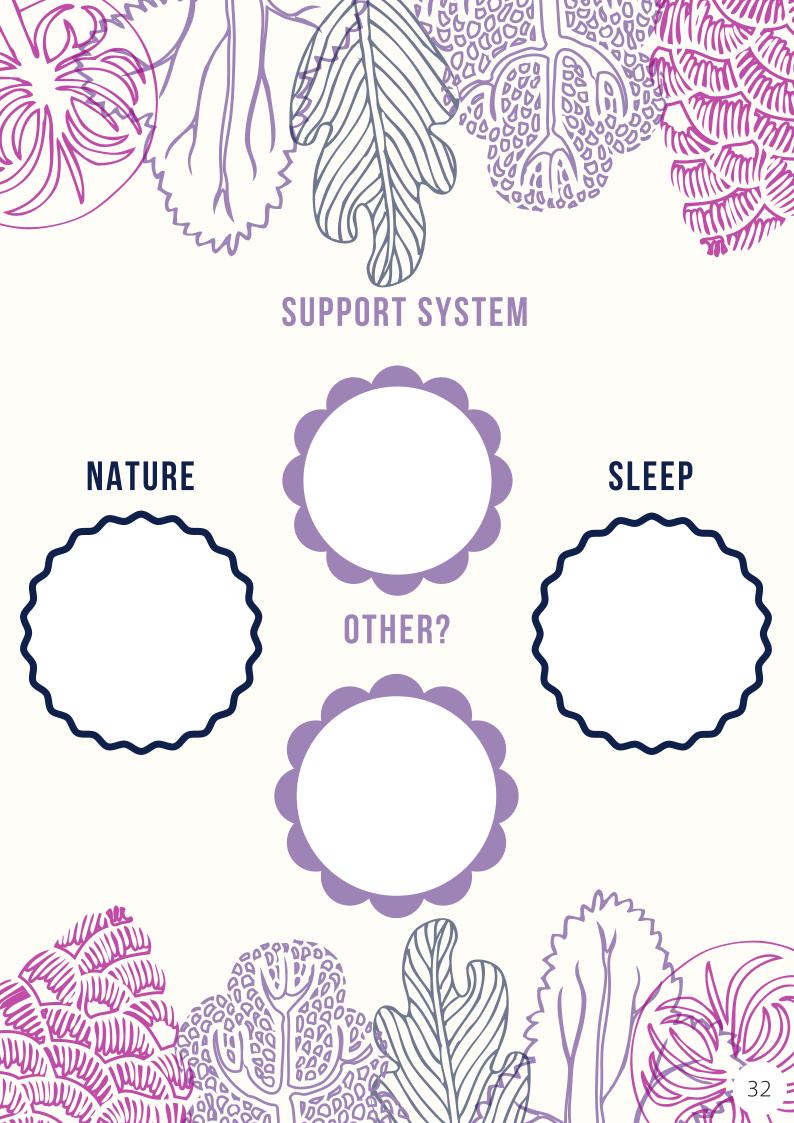
"YOU CAN'T POUR FROM
AN EMPTY CUP.

TAKE CARE OF
YOURSELF FIRST."

AUTHOR UNKNOWN

# My relaxation pages

## WHAT RELAXES YOU IN THESE AREAS?

### CREATIVITY

### FOOD / DRINK

### MUSIC

# SUPPORT SYSTEM

## NATURE

## SLEEP

## OTHER?

# RESOURCES

WEBSITES

www.mindtools.com
www.helpguide.com

APPS
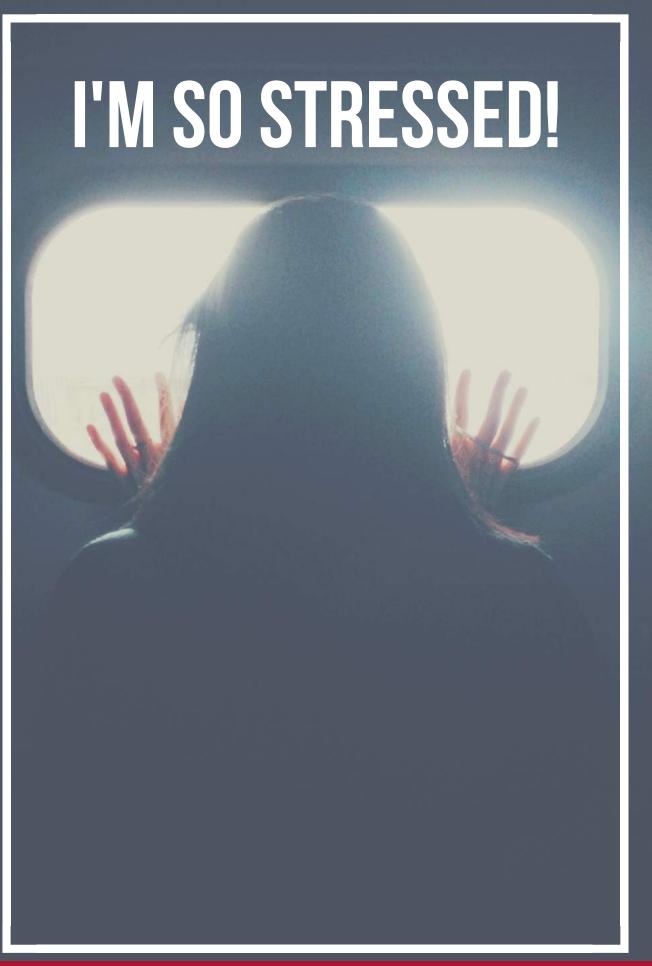
Breathe2Relax
Pacifica
GPS for the Soul
Happify
Personal Zen
Finding Optimism
Calm

BOOKS

"Calm" by Michael Acton Smith

"The 10 Best-Ever Anxiety Management Techniques"
by Margaret Wehrenberg

"Manage Your Time to Reduce Your Stress: A Handbook
for the Overworked, Overscheduled, and Overwhelmed"
by Rita Emmett

# I'M SO STRESSED!

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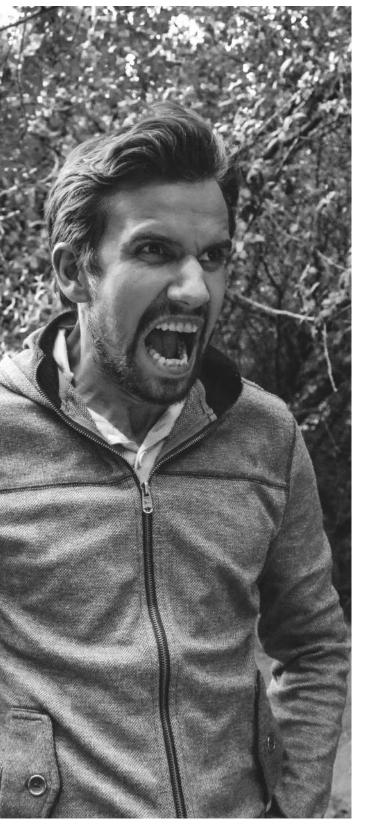
# I'M SO STRESSED!

### Lize van den Bergh

Stress will always be part of life, but luckily there are many things you can do to manage it. It is important to compile your OWN personal toolkit, as people deal with stress differently.

**①**

## Identifying your stressors

We often feel overwhelmed, but don't even know why. By writing down the stressors that could be leading to your anxiety, you have started the process of coping with them. Another vital step is to divide your stressors into controllable and uncontrollable ones.

**②**

## Dealing with controllable stressors

It often feels as though you cannot change something, but there is often a lot you can do to change a situation. The important part is figuring out what you can and cannot change. Some ways in which you can change your situation would be:
- Time management
- Learning to be assertive
- Stop procrastinating

**③**

## Dealing with uncontrollable stressors

If you cannot change the situation, such as the fact that you HAVE to write exams, you will need to change how you REACT toward it. The fact that some people are afraid of lightning while others love it, just shows how it is NOT the situation itself that causes anxiety, but the way we respond to it. The section on "hurtful thinking" will go into more depth on this subject.

"

I will breathe.

I will think of solutions.

I will not let my worry control me.

I will not let my stress level break me.

I will simply breathe and it will be okay because I don't quit.

Shayne McClendon

"

### 4 Make time for daily relaxation

Yes, time is limited, but students who find a balance between their studies and relaxation are often the ones who are able to cope better with stress.
Also remember that relaxation activities don't have to cost money.

### 5 Physical & lifestyle strategies
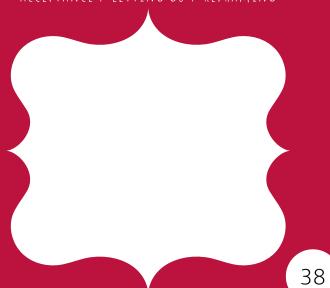
This aspect of coping with stress is often underestimated or forgotten. Our bodies are connected to our emotional wellbeing and we cannot emphasise the importance of taking care of your health enough. When we are in good physical health we are able to cope with stress better.

### 6 Finding meaning

It is easy to forget why you decided to study when you get caught up in all the demands of university. Remembering why you are doing this will remind you why it is worth it. Keep your end goal or dreams in mind when it all just feels too much.

The benefits of breathing: When we become anxious, we often forget to breathe properly. When we pause to take a couple of slow, deep breaths, we can feel the immediate relaxing benefits. Take a moment to practise mindful breathing.

# How do you know you are stressed? what are your "warning signs"?

| PHYSICAL | EMOTIONAL | COGNITIVE | OTHER |
|---|---|---|---|
|  |  |  |  |

## What are you stressed about?

CONTROLLABLE → Divide these into **two** areas: → UNCONTROLLABLE

SOLUTIONS FOR THESE INCLUDE:
TIME MANAGEMENT, ASSERTIVENESS

DEALING WITH THE ABOVE ENTAILS:
ACCEPTANCE / LETTING GO / REFRAMING

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# RESOURCES

WEBSITES

www.helpguide.org

APPS

Breathe2Relax
Pacifica
GPS for the Soul
Happify
Personal Zen
Finding Optimism
Calm

BOOKS

"The Anxiety and Phobia Workbook" by E.J Bourne

"Calm" by Michael Acton Smith

"The 10 Best-Ever Anxiety Management Techniques" by Margaret Wehrenberg

"Stress Management for Dummies" by Alan Elkin

# MINDFULNESS



# THE ART OF BEING

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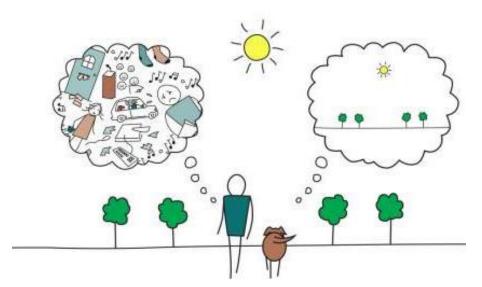
# MINDFULNESS
# THE ART OF BEING

Tobias van den Bergh

These days, it seems that we have become incapable of doing just one thing at a time. We often eat while at the same time watching a movie or series. We listen to someone talking while texting or checking our phones. We regularly multitask, wrongfully thinking that it is the most effective way to get through that to-do list.

Often, we engage in these behaviours without noticing that we are engaging in these behaviours. We are on autopilot, mindlessly doing things with very little or reduced awareness.



Mind Full, or Mindful?
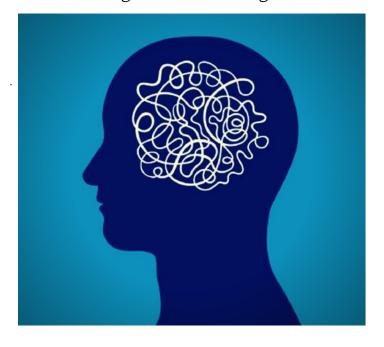
## RESEARCH SAYS:

Regularly practising mindfulness has shown to increase wellbeing, alleviate stress, lower blood pressure, decrease depression and anxiety, improve concentration and rewire one's brain. Although mindfulness practice has numerous possible health benefits, it is not a silver bullet.
It is important to seek professional help if you are struggling or feel overwhelmed. Nevertheless, it is worth trying out!

# WE EAT WITHOUT EATING, WATCH WITHOUT WATCHING & LISTEN WITHOUT LISTENING

We often don't realise that our habits, although enjoyable or rewarding, are causing us more harm than good. It limits our awareness and thus limits our experience, which could potentially increase our experience of stress. For instance, a simple activity such as taking a shower or bath could induce a relaxation response within our bodies, but if you are taking a shower while constantly thinking of the tests and assignments coming up or about something challenging that happened during the day, your body won't be relaxing. In fact, it would probably induce a stress response. That's not to say that you should NOT think or NOT feel. With mindfulness the aim is not to stop your mind from doing what it is doing.

In other words, the aim is not to control our thoughts or emotions, but rather to become increasingly aware of what is happening within and around us, without becoming entangled in the thoughts or feelings our mind spontaneously generates. Mindfulness teaches us to guide our minds and focus on the present moment, without judgement. Practising mindfulness is a deliberate process whereby we actively focus our mind on the here-and-now, while being aware of our surroundings and simply noticing (without trying to change it) where our mind tends to wander and gently guiding it back to the present moment. To accomplish this, use an anchor such as your breath to guide your mind to the only moment you'll ever have, which is the NOW.

# Mindfulness can be defined as:

"Mindfulness means paying attention in a particular way: on purpose, in the present moment, and non-judgementally."

Jon Kabat-Zinn

"A mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique."

Oxford Dictionary

"Keeping one's consciousness alive to the present reality."

Thich Nhat Hanh

# BASIC STEPS TO MINDFULNESS MEDITATION

**1** Find a comfortable place that is relatively quiet and free of distractions. Sit straight-backed on a chair or with crossed legs on the floor, resting your hands on your lap or cupping them together. You could set a timer for 10 minutes to indicate the end of the meditation.

**2** Close your eyes and take a couple of deep, cleansing breaths. Then, as you breathe normally, focus your mind on the experience of breathing. You can focus on an aspect of your breath such as the feeling of the air as it moves in through your nostrils and as it flows out of your mouth. You may choose to focus on the sensation of your belly rising and falling with each breath.

**3** When your mind is anchored by noticing the flow of your breath, you can slowly widen your awareness. You may focus your mind on sounds that are close by and sounds that are further away. You may shift your focus to the different sensations you feel in your body or to ideas (i.e. thoughts) that your mind is producing. Do this while holding an awareness of the act of breathing.

**4** Remember, the goal is to constantly and deliberately focus your mind on the task at hand. It is natural for the mind to wander. One way to help you notice where your mind wanders to is to remember the acronym EMITS – our mind produces Emotions, Memories, Images, Thoughts, and/or Sensations.

**5** When your mind wanders, embrace and briefly consider the emotion, memory, image, thought or sensation it produced without judging it as good or bad. Just notice and acknowledge where your mind wandered to (i.e. non-judgementally) and gently and compassionately return your focus to your breathing. Then expand your awareness again.

**6** When your meditation comes to an end, slowly open your eyes. Notice your environment – pay attention to what you see around you, what you notice without judging anything as good or bad. When your mind judges, simply notice that thought for what it is: a thought that happens within you, but it is NOT you.

"MINDFULNESS IS A WAY OF BEFRIENDING OURSELVES AND OUR EXPERIENCE."

JOH KABAT-ZINN

There are numerous ways to formally and informally practise mindfulness, such as body-scan meditation, drinking tea mindfully, counting meditation, mindful walking or simply washing the dishes. the main goal remains to constantly focus your mind on the present moment, non-judgementally. This is an active process, and the more you practise, the greater the possible health benefits you could reap. This way, you become more of a human being than merely a human doing.

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# Resources

WEBSITES

www.yogiapproved.com
www.mindful.org
www.freemindfulness.org
www.pocketmindfulness.com

APPS

Headspace
Stop, breathe and think
Mindfulness App
Happify
Brain.FM
Joyable
Calm

BOOKS

"The Power of Now" by Eckhart Toll

"Feel the fear and do it anyway" by Susan Jeffers

# I DON'T LOVE ME

## A GUIDE TO A HEALTHY SELF-ESTEEM

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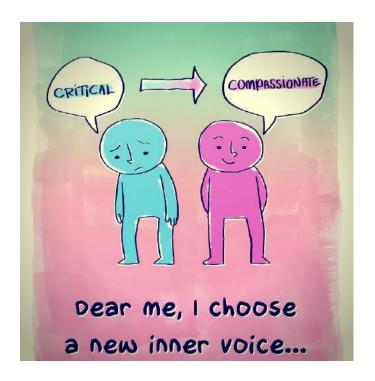
# I DON'T LOVE ME

Lize van den Bergh



A person who does not set conditions for his/her self-worth has a healthier relationship with him/herself. A statement such as: "Yes, my boyfriend broke up with me, but this doesn't mean I am not worthy of love. It just means we did not work together and will probably be better suited with another person" means you have unconditional self-acceptance and self-love.

Most people have moments or days when they don't feel good about themselves. That is pretty normal. But, it can become a problem if it is more frequent than not. Naturally, a person might feel more negative about themselves at certain times in their lives, for example after failing a test or after a break-up. This is also normal. It is sometimes a natural process of figuring things out. When you fail a test, feeling bad about it often leads to doing something different for the next test. You might be feeling bad about yourself, because you KNOW you didn't study hard enough. In this case, it is helpful, as it raises self-awareness. BUT, if this feeling is more permanent than fleeting, it does a lot more harm than good.

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Dear me, I choose a new inner voice...
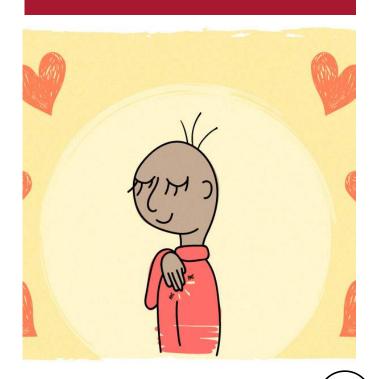
Being able to fully accept yourself, warts and all, is an important aspect of living a fulfilling life. If you are able to do this, you won't need to "conditionally" accept yourself. For example, a person who has a low self-esteem usually has conditions for him/herself: "IF I succeed at my test, THEN I am clever/worthy" or "IF I have a boyfriend THEN I am pretty/important."

## RATHER LEARN TO ACCEPT YOURSELF Unconditionally

It is important to get to know yourself and to know your strengths and challenges without judging them.

WHERE DOES MY SELF-ESTEEM COME FROM?
Events in the past are most often to blame. Children are not born with low self-esteem. Some experiences that might have a negative impact on your self-esteem are:

- Having a critical parent
- Being abused (sexually, verbally, physically)
- Experiencing academic difficulties
- Romantic relationships (that ended badly / are unhealthy)
- Being bullied

# You have weaknesses, but you ARE NOT your weaknesses.

## HOW DO I LET GO?

Holding on to past events does more harm than good. We often struggle to let go due to the emotional impact that this event had on us. It is also easier sometimes to blame someone/something for us not succeeding in life. Refer to page 100: "Something in my past continues to haunt me" for more help with this.



to love oneself is the beginning of a lifelong romance.

oscar wilde

## It is important to become aware of your own sabotaging behaviours, so that you can CHOOSE to live your ultimate life. The life you deserve!



### SELF-SABOTAGE

Long after the event / person is no longer in our lives, we often sabotage our own success / happiness because we often do not believe we deserve it. Some self-sabotaging behaviours are:

- Procrastinating
- Addictions (substances, shopping, relationships)
- Self-harm
- Negative self-talk
- People-pleasing
- Being submissive
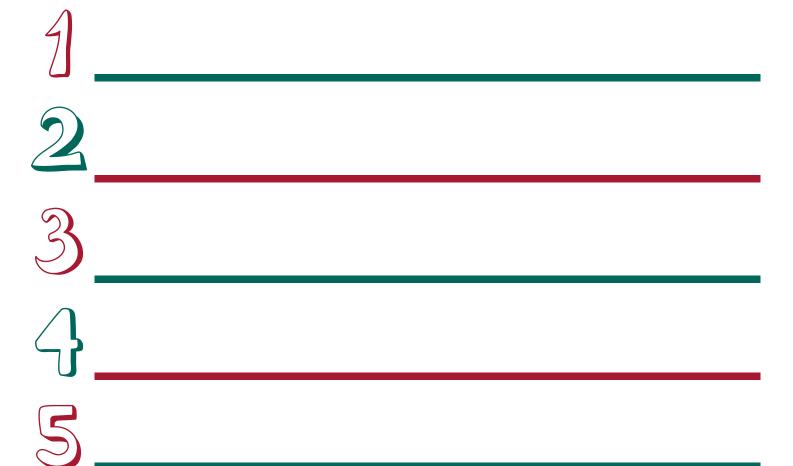
I choose to be kind,
gentle and patient
with myself.

I choose self-
compassion.

I choose self-love.

List 5 things that you appreciate about yourself.

These can be physical attributes or personal characteristics.

1 _____

2 _____

3 _____

4 _____

5 _____

Another way to create more self-love is to nurture and take care of yourself. By doing this, you are giving yourself the message that you are worthy of receiving love and care, just like anyone else. Here are some examples of self-nurturing activities.
Try to do one of these every day:

Spoil yourself with a cappuccino / milkshake

Get a massage / pedicure / manicure / haircut

Take a walk in nature

Watch the sunrise or sunset

Go to the movies by yourself

Buy yourself something special that you can afford
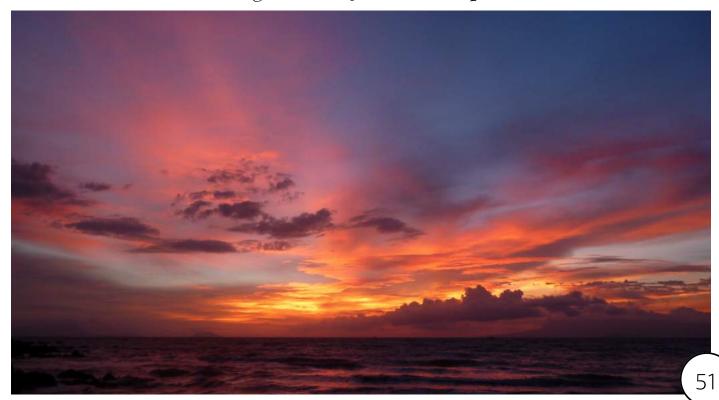
Relax with a good book or soothing music

Have breakfast in bed

Write yourself a kind letter filled with compliments and acknowledgment of your accomplishments

Keeping a daily self-esteem journal could help you focus your attention on positive things within and around you.
You might realise that you do a lot of great things without thinking about them.

I felt proud when . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Today I really enjoyed . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

I was kind when . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

A positive thing I witnessed . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Today I accomplished . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

A compliment I received . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

I had fun when . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Repeating positive affirmations is another way of boosting your self-esteem. Here are some examples:

- I am a valuable and important person
- I deserve to be alive
- I am kind to myself and others

ADD YOUR OWN:

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# RESOURCES

www.helpguide.org

APPS

Simply Being
Confidence Coach
Pay It Forward
Cognitive Diary
Happier
Build Confidence
Self Esteem Building Guide
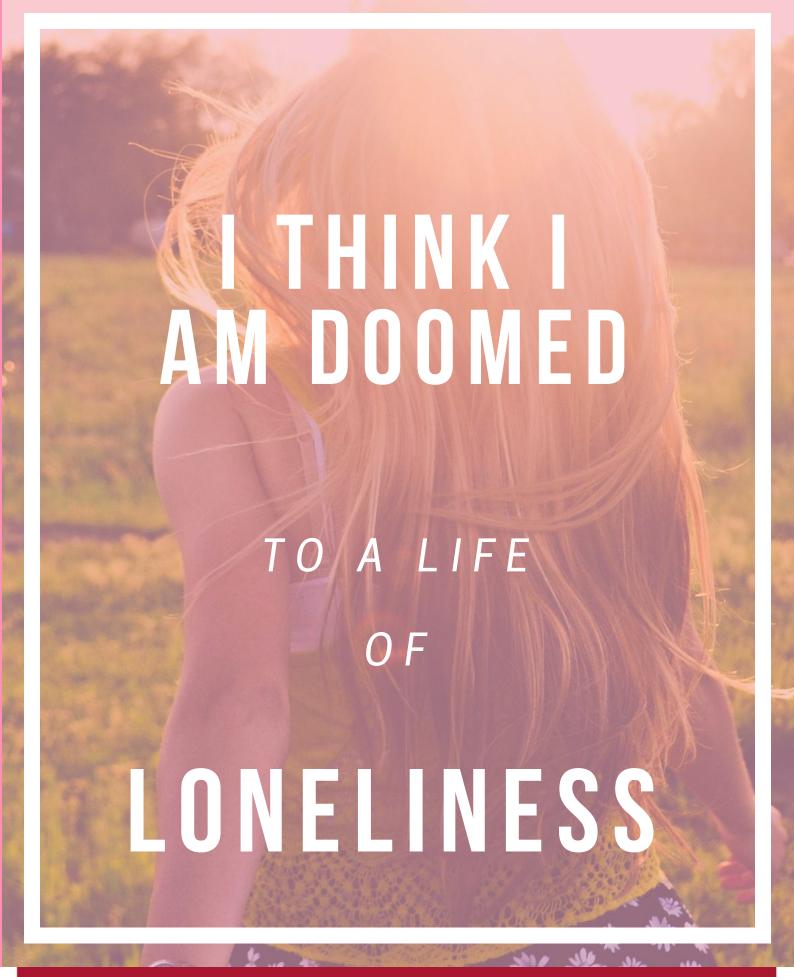
BOOKS

"The Personal Workbook for Breaking the Chain of Low
Self-Esteem: A Proven Program for Recovery from LSE"
by Marilyn J. Sorensen, Ph.D.

"The Anxiety and Phobia Workbook" by E.J Bourne

"The Gifts of Imperfection: Let Go of Who You Think You're Supposed
to Be and Embrace Who You Are" by Brene Brown

"The Self-love Experiment: Fifteen principles for becoming more
kind, compassionate, and accepting of yourself" by Shannon Kaiser
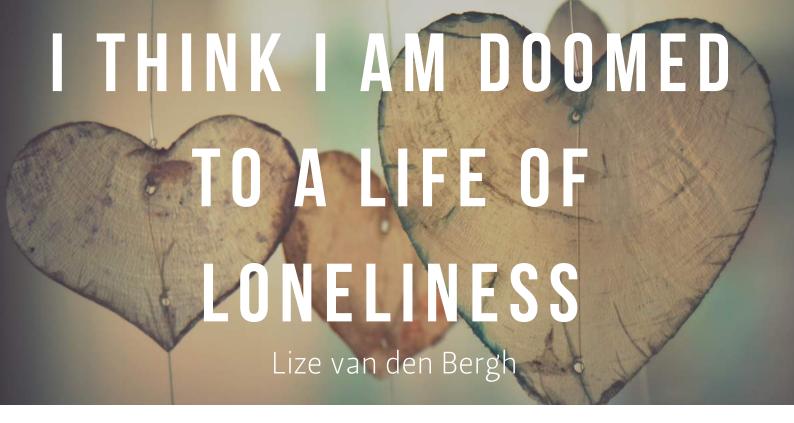
# I THINK I AM DOOMED

*TO A LIFE*

*OF*

# LONELINESS

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# I THINK I AM DOOMED TO A LIFE OF LONELINESS

## Lize van den Bergh

**A HEALTHY RELATIONSHIP WILL NEVER REQUIRE YOU TO SACRIFICE YOUR FRIENDS, YOUR DREAMS, OR YOUR DIGNITY.**

### MANDY HALE

Sometimes it can feel as though you will never have any good luck in your love life. You might have experienced a couple of disappointments or failed romances. Perhaps you feel like you are always on the sidelines when it comes to love – always hoping for a person to notice you...

Unfortunately there is no recipe or magic wand when it comes to romance. But that also means that no two relationships are the same. In other words, every person's journey is unique. One person finds love at 16, another at 40. The problem is often that we have learnt to expect perfect love stories. We get these "messages" from the media and society.

It is important for you to realise that you do NOT need to be in a relationship to be happy. If that were the case, every 5 year old child would be unhappy. The truth is that you get happy single people and unhappy couples. It is more helpful to focus on your internal happiness. This will prepare you for a future relationship. It also means that you will not need your future partner to make you happy as you fulfill that role already.

# Some important things to remember

Work on achieving inner peace, happiness and acceptance (check out the self-esteem section).

*Find hobbies and interests that fulfill you and make you happy.*

Allow time for introspection so that you can get to know yourself better

*Spend time alone and enjoy it!*

Learn to accept yourself – the good and the bad.

*Ensure that you have a good support system. Friends and family can be very valuable during difficult times.*

Investigate your values, dreams and goals. Knowing what is important to you will help guide future decisions regarding relationships.
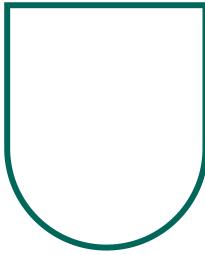
*Learn from your past relationships – what worked and what didn't?*

Don't drag the baggage from past relationships along with you. Rather deal with it so it doesn't prevent you from experiencing satisfying relationships in the future.

*Maintain a realistic outlook with regards to romantic relationships. Having unrealistic expectations might lead to a lot of disappointment and hurt.*

# RELATIONSHIP REFLECTIONS
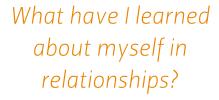
*What values are important to me in romantic relationships?*
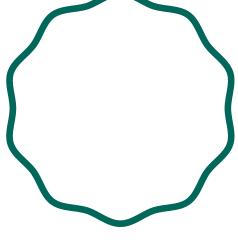
*What do I enjoy doing on my own?*

*What have I learned about myself in relationships?*

*Is there still some baggage that I need to let go of?*

*Who will always be there for me?*

# RESOURCES

## WEBSITES

www.tinybuddha.com
www.lifehack.org
www.helpguide.org
www.developgoodhabits.com

## APPS

Unstuck
Breakup Shakeup
Lovesmart

## BOOKS

"The Five Love Languages: The Secret to Love That Lasts"
by Gary D. Chapman
"Deal Breakers: When to Work On a Relationship and When to Walk
Away" by Dr. Bethany Marshall
"Mindful Relationship Habits: 25 Practices for Couples to Enhance
Intimacy, Nurture Closeness, and Grow a Deeper Connection"
by SJ Scott & Barrie Davenport
"How to be Happy Alone: A single's guide to a satisfying life"
by Katharine Coggeshall
"The Power of Now: A Guide to Spiritual Enlightenment"
by Eckhart Tolle
"Braving The Wilderness" by Brene Brown

# WHY CAN'T I

# JUST SAY NO?

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# WHY CAN'T I JUST SAY NO?

Lize van den Bergh



Students (and people in general) find saying no very challenging at times. It may be that you struggle with certain situations (like asking questions) or with specific people, such as parents, for example.

## There may be various reasons for your difficulty, such as:

Fear:

-that the person(s) might react in an unpleasant way
-that the person(s) may reject you

Belief systems:

-that your opinion is less worthy/not important
-that you should always help people and put them first

A low self-esteem can exacerbate these reasons. It can make you fear losing people that are important to you as well as make you believe that you are not as important as other people. If you want to have different results from interactions with people, you need to choose different reactions.

**Learning to be assertive is a lifelong skill. It takes time and practice, so be patient with yourself (and others).**

You also need to accept that some people might not be happy with the changes within you. That, however, is their problem. You have every right to stand up for yourself. Your responsibility lies in how you choose to react. How they in turn react is again up to them.

# STEPS:

**Develop nonverbal assertive behaviours.** ❶
Your body communicates more than your words, so it is important to learn how to stand your ground physically. Observe how you stand/sit during conflict situations. Square your shoulders and try to keep your voice calm and firm.

**Recognise and be willing to exercise your basic rights.** ❷
We are often taught that we are not allowed to stand up for ourselves. This is not true. Remind yourself that you have the right to say no, change your mind, ask questions, express feelings, change and grow, be respected, etc.

**Become aware of your own unique feelings, needs and wants.** ❸
You have to know what you are feeling and why you are feeling it to be able to fully and effectively communicate it to others. We are sometimes unaware of our true feelings or needs and this can lead to more frustration. It is like ordering a pizza and being disappointed when it arrives because you actually wanted a burger.
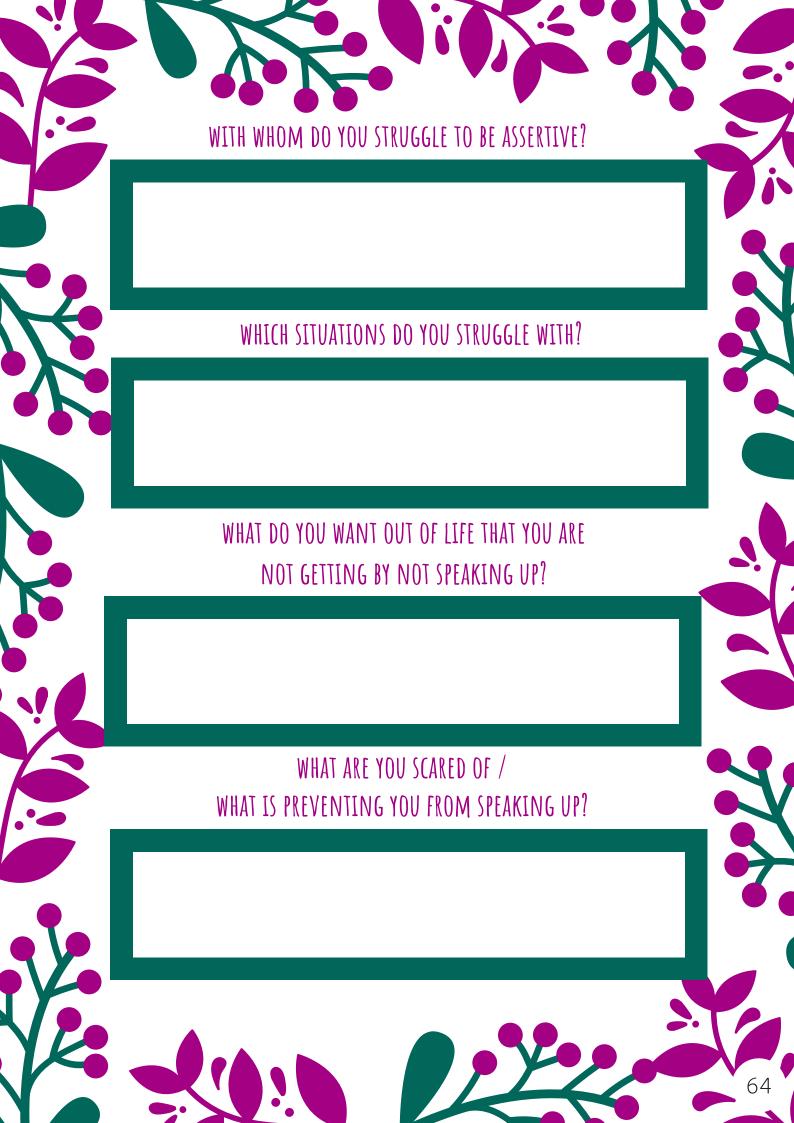
**Practise assertive responses by writing, role playing and applying this to real life.** ❹
The final step is to start practising assertive behaviours. It helps us prepare for those difficult situations. Write down what you would do in a situation, practise it on your own and then with a friend. Do not be discouraged if things don't go as you had hoped or planned. That is part of life. Rather, focus on what you did well and build on that.

**Assertiveness is your ability to act in harmony with your self-esteem without hurting others.**
**Author unknown**

WITH WHOM DO YOU STRUGGLE TO BE ASSERTIVE?

WHICH SITUATIONS DO YOU STRUGGLE WITH?

WHAT DO YOU WANT OUT OF LIFE THAT YOU ARE
NOT GETTING BY NOT SPEAKING UP?

WHAT ARE YOU SCARED OF /
WHAT IS PREVENTING YOU FROM SPEAKING UP?

# MY PERSONAL BILL OF RIGHTS

## I HAVE THE RIGHT TO:

make mistakes and not be perfect

ask for what I want

say no to requests or demands I can't meet

express all of my feelings, positive or negative

change my mind

follow my own values and standards

say "I don't know"

say no to anything when I feel I am not ready, it is unsafe, or if it violates my values

determine my own priorities

not to be responsible for others' behaviour, actions, feelings or problems

have my own needs and wants respected by others

expect honesty from others

be angry at someone I love

be uniquely myself

my own needs for personal space and time

be in a non-abusive environment

change and grow

be treated with dignity and respect

be happy

# RESOURCES

WEBSITES

www.mindtools.com
www.skillsyouneed.com
www.mayoclinic.org
au.reachout.com

APPS

Learn to Be Assertive
Confidence Booster: Self Esteem & Assertiveness Training

BOOKS

"The Anxiety and Phobia Workbook" by E.J Bourne

"The Assertiveness Workbook: How to Express Your Ideas and Stand
Up for Yourself at Work and in Relationships" by Randy J. Paterson

"When I Say No, I Feel Guilty: How to Cope – Using the
Skills of Systematic Assertive Therapy" by Manuel J. Smith

# ! 

# MY PARENTS ARE DRIVING ME CRAZY

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# MY PARENTS ARE DRIVING ME CRAZY

## Lize van den Bergh

It is normal for parents to want you to do well. But, sometimes you might feel like you cannot live up to their perceived expectations.

So, what can you do?

- Understand their fears, background and hopes
- Talk to your parents about feeling pressured
- Discuss realistic expectations
- Communicate often regarding your academics and other pressures
- Try to remain as calm as possible

Sometimes, you may find your parents are not receptive to the above-mentioned open discussions. If you attempted this approach and things didn't go as well as you had hoped, try the following:

- Accept that you and your parents don't see eye to eye
- Focus on what is in YOUR hands
- Take responsibility for your studies
- Take responsibility for how you communicate academic news to your parents/caregivers
- Do not take responsibility for how others react

**"IT FEELS LIKE MY PARENTS ARE PUTTING A LOT OF PRESSURE ON ME!"**

As a student, you might find that you are discovering new things about yourself as you are increasingly exposed to a variety of situations. Although this can be exciting, it may create challenges; not only within yourself, but also in your relationship with your parents/caregiver. They might not understand the "changes" you are going through, which could lead to conflict.

Some areas that you may start exploring or discovering:
- Religion/spirituality
- Values
- Belief systems related to sexuality, race or gender



This stage of finding your identity can evoke a mixture of feelings for you and your parents. Children learn certain behaviours, beliefs and attitudes from their parents and when they start questioning these, children could experience guilt or shame while parents can become fearful and angry.

## STAY CALM

Adjusting to these changes is possible, with patience, empathy and time. Here are some guidelines:

### Understand your change

Is it a true change of a belief or were you influenced by others.

### Understand your family's perspective

Often parents are just modelling their parents' behaviours and beliefs. Parents often worry if they see any changes in their children. Most parents want the best for their children and they often believe that they know what that is.

## TRY NOT TO BE JUDGEMENTAL

### Communicate, communicate, communicate

Talk to your parents about your viewpoint and try to stay calm. Do not be judgemental – they are entitled to their opinion, just as you are entitled to yours. Keep in mind that, although you may have been feeling this change for some time, it will probably come as a shock to your parents when they first hear of it.

### Nothing drastic needs to change

Just because you have a different belief system doesn't mean you cannot continue having a relationship with your parents.

Please note:
If you need assistance with dealing with abusive parents, please book an appointment with a mental health professional.

# WHAT ARE YOU FIGHTING ABOUT?

### WHAT IS YOUR SIDE OF THE STORY?

### WHAT IS YOUR PARENTS' / CAREGIVERS' SIDE OF THE STORY?

### CAN YOU COMPROMISE?

YES

NO

### CAN THEY COMPROMISE?

NO

YES

Communicate what you are willing to do and commit to it.

Learn to accept the current situation if neither party can compromise and rather choose your reaction towards it.

Acknowledge their willingness to compromise

### WHAT WILL THE IMPACT BE IF YOU RESOLVE THIS ISSUE?

### WHAT WILL THE IMPACT BE IF YOU DO NOT RESOLVE THIS ISSUE?

# RESOURCES

## WEBSITES

www.myhorridparent.com
www.mindtools.com
www.skillsyouneed.com
www.mayoclinic.org
www.wehavekids.com
au.reachout.com

## APPS
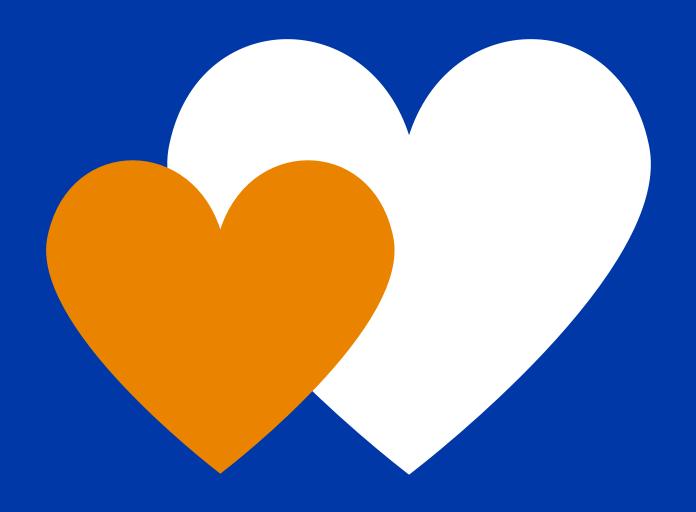
Learn to Be Assertive
Confidence Booster: Self Esteem and Assertiveness Training

## BOOKS

"The Anxiety and Phobia Workbook" by E.J Bourne

"The Assertiveness Workbook: How to Express Your Ideas and Stand Up for Yourself at Work and in Relationships" by Randy J. Paterson

"When I Say No, I Feel Guilty: How to Cope - Using the Skills of Systematic Assertive Therapy" by Manuel J. Smith
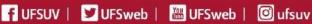
DO I LIKE BOYS OR GIRLS OR BOTH?

Exploring your sexuality

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# DO I LIKE GIRLS OR BOYS OR BOTH?

Dr Melissa Barnaschone
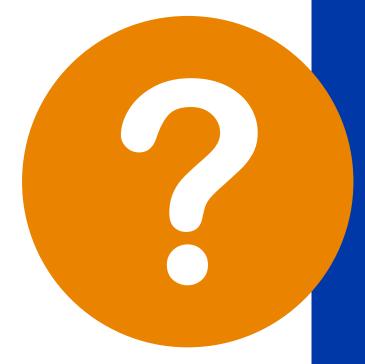
Are you struggling to figure out your sexual orientation?
Take this quiz:

Are you a ...
a) Male
b) Female
c) Other

Guess what? We're going to be completely honest with you... it is rather impossible for anyone to be able to predict your sexuality without asking you. Your personality, interests, views and even your appearance ultimately have nothing to do with your sexual preferences.

There is an entire spectrum of sexual orientations out there, from heterosexual to homosexual – with a lot of other preferences in between. Figuring out your sexual orientation can be a very exciting time in your voyage of self-discovery, but it can be a scary and confusing process too.

It is also a journey that differs for each individual, as some are aware of their sexuality as children or teens, whereas others question this as adults.
As a student, you are working on becoming your own person and being more independent while, at the same time, you may be struggling to fit in.
Here are some tips to consider while exploring:

## BE OPEN WITH YOURSELF
Really open.
Once you are open to altering your life, you can discover who you truly are.

## EDUCATE YOURSELF
Take a course on sexuality and gender-related topics or do your own research. Firstly, it is helpful to learn more about sexuality and gender in order for you to better understand yourself. Secondly, you will learn that you are not alone in your questioning and exploring - there are others out there like you.

## YOU ARE NOT OBLIGATED TO PLACE A LABEL ON YOURSELF
If you're questioning your sexuality, do not be ashamed to say that you are not sure. You do not need to pick a label to satisfy other people.

## CONNECT WITH OTHERS LIKE YOU
Meet and speak to people who have similar thoughts, questions and experiences to you. Take advantage of LGBTQI groups on campus.

## SEEK COUNSELLING & SUPPORT

Not yet comfortable talking to friends and family? Seeking professional support can really help. Remember, counselling does not suggest that you have a mental-health problem – it is a confidential, non-judgemental and safe space for you to continue to explore and gain support.

## THE CONFUSION WILL NOT LAST FOREVER

It may take longer than you would like, but you will figure out who you are. Do your best to enjoy the process.

## EXPLORE, WITH NO REGRETS

As you start to explore your gender and sexuality, you might find yourself being interested in and doing new things. Be safe, be respectful to yourself and be respectful to others. As long as you follow these principles, you have nothing to regret and no self-judgement is required.

# RESOURCES

WEBSITES

au.reachout.com
www.optionsforsexualhealth.org

APPS

Lovesmart

BOOKS

"Oranges Are Not the Only Fruit" by Jeanette Winterson
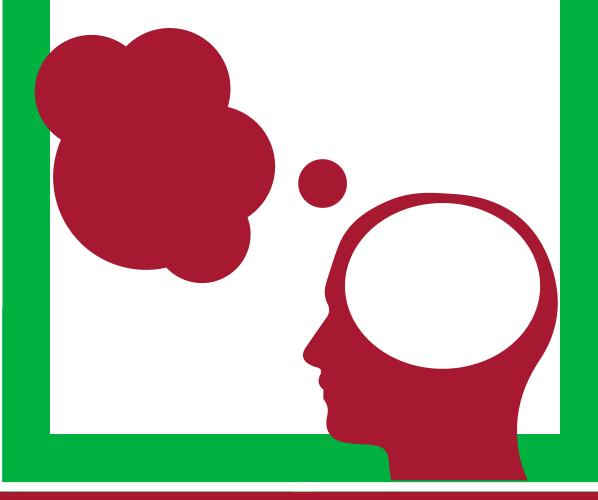
"The ABC's of LGBT+" by Ashley Mardell

"This is a Book for Parents of Gay Kids: A Question and Answer Guide to Everyday Life" by Dannielle Owens-Reid and Kristin Russo

"The Velvet Rage: Overcoming the Pain of Growing up Gay in a Straight Man's World" by Alan Downs

"This Book is Gay" by James Dawson

MY THOUGHTS ARE CAUSING ME PAIN

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# MY THOUGHTS ARE CAUSING ME PAIN

Dr Melissa Barnaschone

Admit it, we all think a lot! Often, we overthink, overanalyse, and overcomplicate things. On top of that, our thoughts very often go unchecked and we believe them as if they are true, wreaking havoc in our lives without us knowing it.

We base our actions on our thoughts,
but what if they're wrong?

OUR INNER MONOLOGUE CAN INCLUDE TWO DESTRUCTIVE TYPES OF THOUGHT PATTERNS

**Worrying** involves negative (often catastrophic) predictions about the future:

- I'm going to embarrass myself tomorrow when I give that presentation. My hands will shake, my face will turn red and everyone will see that I'm incompetent!

**Ruminating** involves rehashing the past:

- I shouldn't have spoken up in the lecture today. Everyone looked at me like I was an idiot.
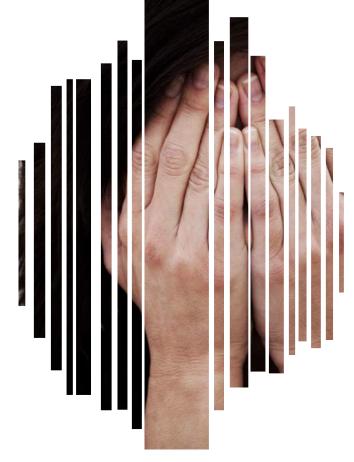
# HOW TO STOP OVERTHINKING

**1**

Keep the focus on solution-building. Dwelling on your problems is not helpful, but looking for solutions is. Instead of asking why something happened, ask yourself what you can do about it.

**2**

Challenge your thoughts. Learn to recognise and replace your unhelpful thinking patterns with more helpful thoughts and ideas.

**3**

Change the channel. The more you try to avoid the thought from entering your mind, the more likely it is to keep popping up. Distracting yourself with an activity is the best way to change the channel. Exercise, engage in conversation on a completely different subject, think of something humorous or tranquil, or get working on a project.

**4**

Notice when you are thinking too much. Awareness is the first step to putting an end to overthinking. Pay attention to the way you think. When replaying events in your mind over and over, or worrying about things you cannot control, acknowledge that your thoughts are not helpful.

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Thinking too much about things isn't just a nuisance; it can take a serious toll on your mental, physical and emotional wellbeing.

"

# DON'T BELIEVE EVERYTHING YOU THINK

"

## OTHER TECHNIQUES YOU CAN TRY

ANTI-PERFECTIONISM
Do poorly rather than do nothing at all.
EXPOSURE
The more you confront in life, the less fearful you become.
RELAX
Use exercise, meditation or mindfulness to your advantage.

# RESOURCES

WEBSITES

www.mentalhelp.net
www.getselfhelp.co.uk
www.moodjuice.scot.nhs.uk
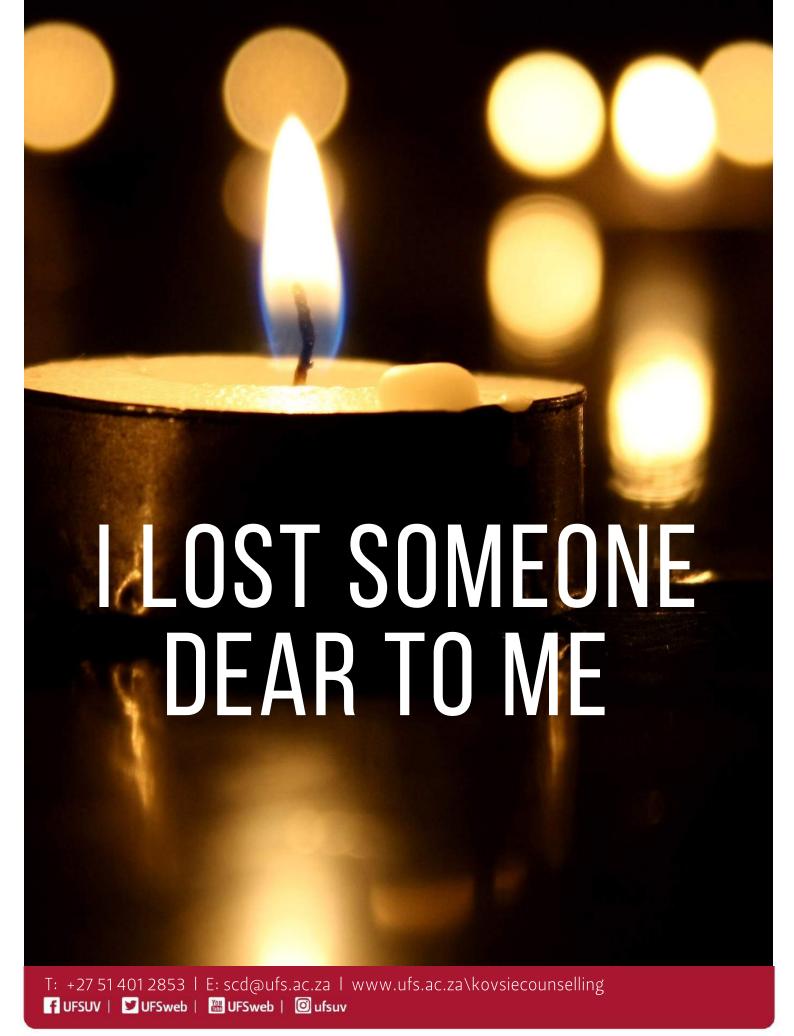
APPS

ABC-Schema
Moodkit
Pacifica
What's Up?

BOOKS

"Breaking Negative Thinking Patterns: A Schema Therapy
Self-Help and Support Book"
by Gitta Jacob, Hannie van Genderen & Laura Seebaue

"Conquer Your Critical Inner Voice: A Revolutionary Program to
Counter Negative Thoughts and Live Free" by Robert W.
Firestone

I LOST SOMEONE DEAR TO ME

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# I LOST SOMEONE DEAR TO ME

Lize van den Bergh



Losing a loved one can feel like the worst thing in the world. You might feel like nothing will ever be the same again and that you may never be happy without this person in your life. These intense feelings can flow into different areas of your life, such as your academics and other relationships.

## It is normal to experience various emotions after losing a loved one.

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Our first reaction is usually one of disbelief. The news is such a shock to us that we sometimes cannot believe it is true. We try to hold onto any grain of hope that this might be some mistake and that our loved one is still with us.

Grieving a loved one can hurt so much that it might even cause our hearts to physically pain with sadness.
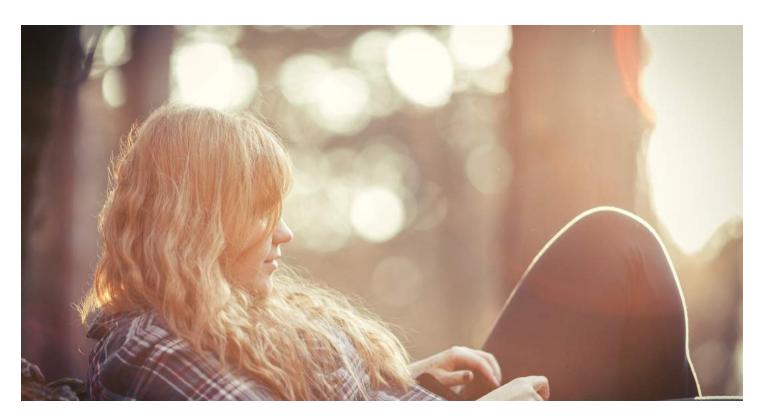
Most people will tell you that they felt guilty after the death of a loved one. They feel they should have said or done something differently. This is the one emotion that people struggle with the most, as there are so many questions and "what ifs", that a person finds it difficult to move on if they don't forgive themselves.

You might be angry at yourself, another person, the person who died or even with God (or whatever deity you believe in). You may feel that if someone did something differently, the person might still be alive.

You most probably feel a great deal of sadness with regards to your loss. This person meant a lot to you and now they are gone. You may start thinking of all the memories you shared together and all the "future losses".

You might experience all of the above and more and you may also experience it in different degrees or stages. There is no recipe or "set" way of grieving. It is a very personal journey for everyone. However, the great thing is that you will feel better over time. You do not grieve forever and your feelings will not always be as intense as they are now.

## Here are some things that may be beneficial to you during your healing process:

### 1

### ALLOW YOURSELF TO FEEL WHAT YOU ARE FEELING.

Do not suppress your feelings, as they will just pop out somewhere else or in an unhealthy way. It is normal to experience various emotions and for them to present themselves with different intensities.

### 2

### TALK TO YOUR SUPPORT SYSTEM

You may feel as if you have no one left, but you will soon find out that this is not true once you start reaching out to people for support.

### 3

### WRITE A LETTER

People often feel as if there are unresolved issues with the person that passed away. You may have wanted to express certain feelings or thoughts, but did not have the opportunity to do so. Writing a letter (or letters) to this person may help you gain some closure.

# 4

## MAKE A MEMORY BOX

You will never forget this person, so why not make a memory box filled with special memories you shared with him/her? When you miss them, you can look through the box and reminisce joyously.





# 5

## REMEMBER THAT THIS PERSON LIVES ON WITHIN YOU

People live on in our hearts and minds and often in our actions. Whatever you have learned from this person, you will continue to live out. In this way you can always honour this special person and they will always be a part of you and your life.

The last step in the grieving process is ACCEPTANCE. There will come a day when you are truly at ease with the loss. It means you are ready to move on with your life without this person in it. You have accepted that this person is gone and that you are able to cope with that fact. You will never forget, but you will be able to remember all your special moments with a content heart, instead of with sadness.

Grief is like the ocean; it comes in waves, ebbing and flowing. Sometimes the water is calm, and sometimes it is overwhelming. All we can do is learn to swim.

Vicki Harrison

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WRITE A LETTER TO A LOVED ONE THAT YOU HAVE LOST. YOU CAN SAY ANYTHING YOU NEED OR WANT TO.
YOU CAN BURN OR BURY IT AFTERWARDS IF YOU WANT TO.

# RESOURCES

WEBSITES

www.helpguide.org
www.sadag.org
www.crusebereavementcare.org.uk

APPS

My Grief Angels
Headspace
Lilies
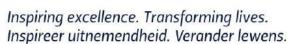
BOOKS

"It's Ok That You're Not Ok" by Megan Devine

"The Year of Magical Thinking" by Joan Didion

"A Beautiful Grief" by Cheryl Eckl

I THINK IT WOULD BE BETTER IF I JUST DIED

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# I THINK IT WOULD BE BETTER IF I JUST DIED

Dr Melissa Barnaschone

University can be a stressful time. Feelings of depression, hopelessness and despair can build when you don't take the necessary steps to cope with stressors.

Many students experience frustration and doubt, but sometimes those thoughts gain a frightening momentum, bringing people to a place where they seriously consider ending their lives.

## The following may help lower the risk of suicidal ideation and suicide attempts:

- Get support from your family and friends, and talk to them about how you feel

- Exercise

- Seek and follow treatment with a psychologist or spiritual mentor

- Do more things that give you pleasure, such as being with friends or family, and focus on the good things in your life

- Join a self-help or support group, where you can discuss issues with people who understand, get help from others, and help people with similar problems to get through their difficulties

- Get at least 7-8 hours continuous sleep in every 24-hour period

- Remove any guns, knives and dangerous drugs from your surroundings

- Avoid isolation. Stay connected to the outside world as much as possible

- Eat a well-balanced, healthy diet

- Never forget your sense of humour and feel free to laugh at yourself

- Avoid alcohol and drugs

# WHAT SHOULD YOU DO IF YOU START TO NOTICE SUICIDAL BEHAVIOUR IN YOUR FRIEND?

## 1
ASK! If you have a friend who is talking about suicide or showing other warning signs, don't wait to see whether he or she starts to feel better; talk about it.

## 2
ENCOURAGE them to call a helpline or contact someone they might turn to for support, for example, a friend, family member or psychologist.

## 3
LISTEN to your friend without judging and offer reassurance that you're there and you care. If you think your friend is in immediate danger, stay close — make sure he or she isn't left alone.

## 4
FOLLOW UP with them after the crisis has passed, as this tends to reduce the risk of a recurrence.

## 5
KEEP THEM SAFE by staying around and removing any means of committing suicide, such as knives, medication, etc.

## 6
DON'T keep it a secret – confidentiality does not apply when someone has voiced that they are suicidal. Even if you're sworn to secrecy and you feel like you'll be betraying your friend if you tell, you should still get help. Share your concerns with someone who can assist you.

## 7
TRUST your gut feeling!
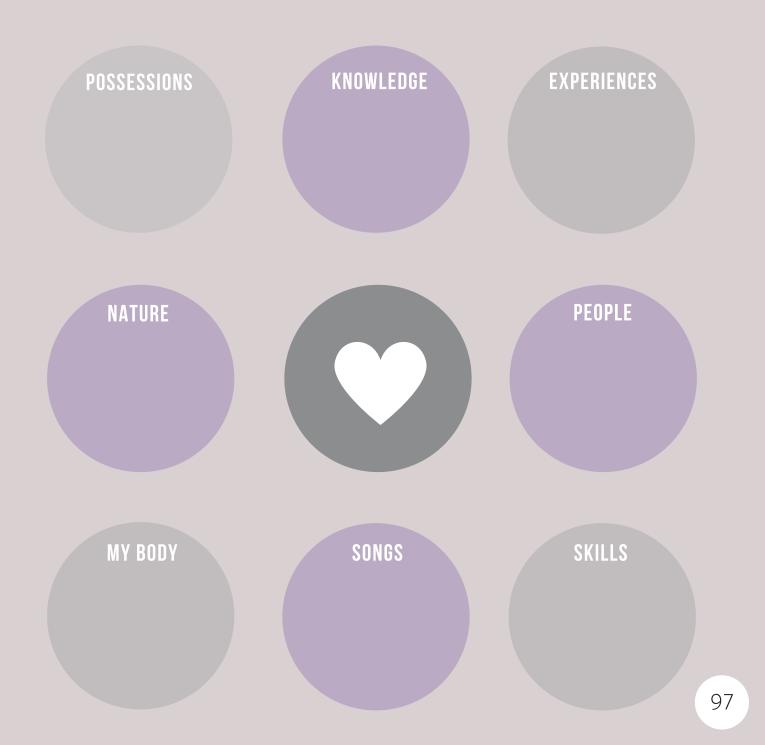
Remember that many people experience suicidal thoughts at some time, and many of them find a solution, for example, by sharing their problem with someone. It does not mean that there is anything wrong with you. Even if you feel alone in a place and afraid to share what you are going through, a confidential helpline may help.

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# MY GRATITUDE JOURNAL

Keeping a daily gratitude journal has shown to improve psychological health. You can complete a category a day or add one thing you are grateful for each day in any category.

POSSESSIONS

KNOWLEDGE

EXPERIENCES

NATURE

PEOPLE

MY BODY

SONGS

SKILLS

# RESOURCES

WEBSITES
www.sadag.org
www.helpguide.org
www.mobieg.co.za
www.suicidepreventionlifeline.org
www.beyondblue.org.au

APPS

my3

BOOKS

"Conquer Your Critical Inner Voice: A Revolutionary Program to Counter
Negative Thoughts and Live Free" by Robert W. Firestone
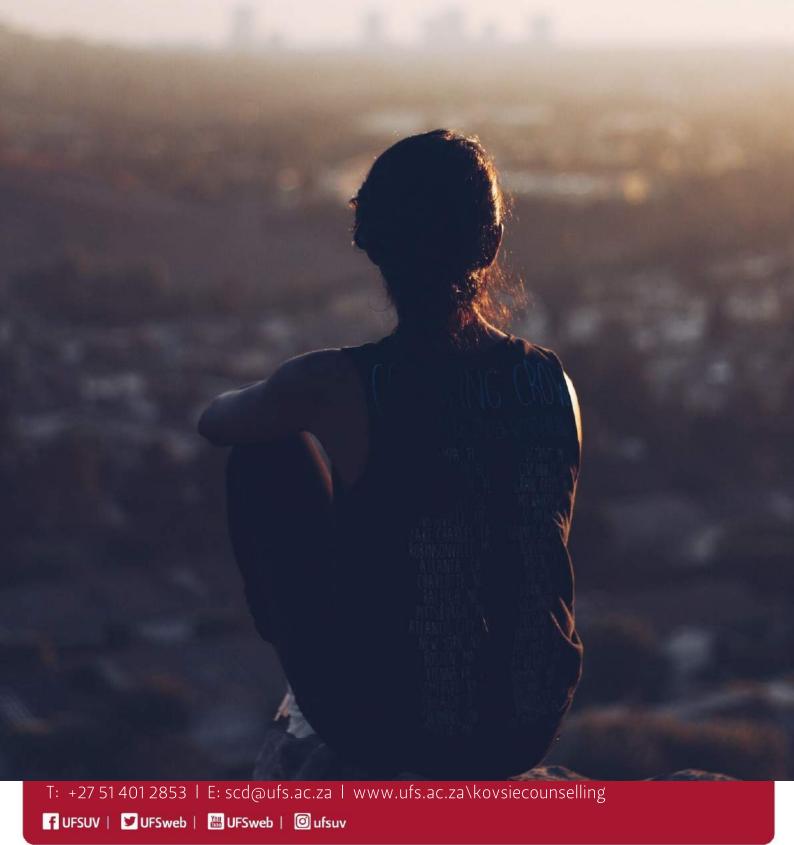
"Suicidal Thoughts: How To Deal With And Overcome
Suicidal Tendencies And Feelings" by D.C. Johnson

PHONE

Suicidal Emergency 0800 567 567 (SADAG)

24hr Helpline 0800 12 13 14 (SADAG)

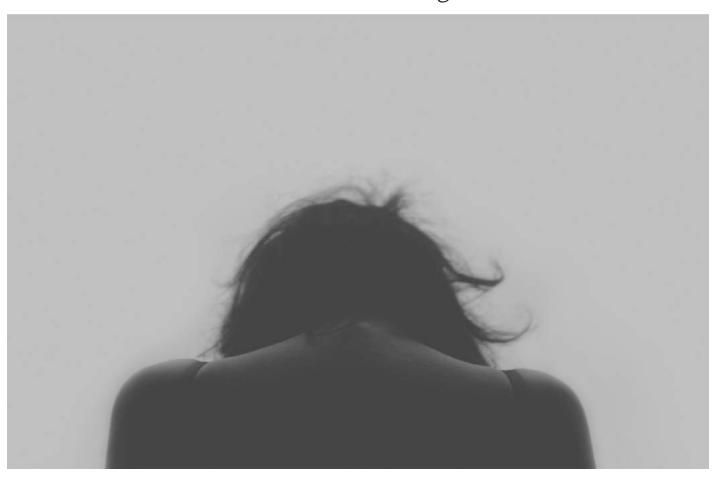# SOMETHING IN MY PAST CONTINUES TO HAUNT ME

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# SOMETHING IN MY PAST CONTINUES TO HAUNT ME

Lize van den Bergh



Being able to let go and move on from painful past experiences is probably one of the most challenging things to do. But it is also one of the most rewarding. Some of these experiences can continue to haunt us if we allow them to. Learning how to release yourself from these chains can allow you to live a more fulfilling life.

Sometimes, these experiences involve other people, which makes it trickier to move on if we are unable to get closure from them.

There may be various reasons the past is still haunting you. Here are only some of the main explanations:

## EXCESSIVE PAIN

These events might have caused an immense amount of pain and, because they are still embedded in our minds and hearts, we struggle to imagine a world where it is not hurtful anymore. It seems impossible to be free of it, so we do not believe it can be let go of.

# EMOTIONAL CONNECTION

Memories are highly connected to emotions. We remember events with a high emotional content much easier than events that had less impact on us on an emotional level.
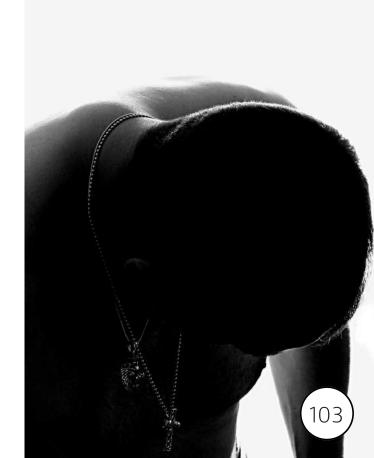
# RESPONSIBILITY VS VICTIM ROLE

This might be very difficult to fully accept, but we get stuck in the "victim role", which prevents us from taking responsibility for our own lives. It is easier to blame our unhappiness on other people or events, linking it to something external to us.

# BENEFITS

Yes, it is true, there are "benefits" to being stuck to the past. We have excuses for not becoming the person we want to be. "Because X did this or X happened, I cannot achieve my potential." Only by taking back control from these events/people can we realise our dreams and live a self-actualised life.

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# "LIFE BECOMES EASIER WHEN YOU LEARN TO ACCEPT THE APOLOGY YOU NEVER GOT"

Robert Brault

# FORGIVENESS OFTEN FEELS "TOO EASY"

People often say that if we forgive people, we are "accepting" what they did. Forgiving doesn't have to mean that we are saying it is okay that someone did what they did. It means accepting that it happened, and freeing ourselves from the pain. It is not about them, it is about us. Sometimes, we also need to forgive ourselves. We are all human, and we all make mistakes. It is about learning from them, not punishing ourselves for such errors.

It is also helpful to remember that it is often people who are hurting inside, who end up hurting others. It is a vicious cycle which only you can stop. Some people either continue this cycle of pain by turning inwards (with self-defeating thoughts and actions) or choosing to hurt others.

## WHAT WILL YOU CHOOSE?

# WHAT ARE YOU STRUGGLING TO LET GO OF?

# WHAT DO YOU THINK IS PREVENTING YOU FROM MOVING ON?

# WHAT WILL YOU GAIN WHEN YOU LET GO OF THE PAST?

VERY IMPORTANT

If you have been raped, sexually abused or physically assaulted, and are struggling to deal with the trauma, we strongly urge you to make an appointment with a professional to assist you.

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# RESOURCES

WEBSITES

www.sadag.org
www.lifehack.org

APPS

Happify
Pacifica
What's Up?

BOOKS

"You Can Heal Your Life" by Louise L. Hay

"The Power" by Rhonda Byrne

"The Power of Now" by Eckhart Toll

"Feel The Fear And Do It Anyway" by Susan Jeffers

"The Art Of Happiness" by the Dalai Lama

I'M STILL LOST

WHAT NOW?

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# I'M STILL LOST - WHAT NOW?

If you did not find what you were looking for in this booklet, please do one of the following:

**1** Make an appointment with a psychologist at UFS Student Counselling & Development (SCD).

**2** Attend one of the workshops at UFS Student Counselling & Development (SCD).

**3** Visit online sources such as those suggested at the end of each section.

**All our services are free of charge to registered UFS students.**

## Helpful online resources:
helpguide.org

mobieg.co.za

sadag.org

## Our contact details:
051 401 2853

scd@ufs.ac.za

www.ufs.ac.za/kovsiecounselling

# EVALUATION & FEEDBACK

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Please complete, tear off and bring to Student Counselling & Development (SCD)
OR
send the completed questionnaire to WolmaransL@ufs.ac.za

This questionnaire will take approximately five minutes to complete.

# UFS STUDENT TOOLKIT FIRST EDITION FEEDBACK

1) Which section(s) did you use? (mark all that apply)

| | |
|---|---|
| I think I hate my course | ☐ |
| Where is my time going? | ☐ |
| I don't know how to study | ☐ |
| Ugh! I just can't deal with everything! | ☐ |
| I'm so stressed! | ☐ |
| Mindfulness | ☐ |
| I don't love me | ☐ |
| I think I am doomed to a life of loneliness | ☐ |
| Why can't I just say no? | ☐ |
| My parents are driving me crazy! | ☐ |
| Do I like girls or boys or both? | ☐ |
| My thoughts are causing me pain | ☐ |
| I lost someone dear to me | ☐ |
| I think it would be better if I just died | ☐ |
| Something in my past continues to haunt me | ☐ |

2) Please rate the usefulness of the sections that you accessed
(1-not useful at all; 5-very useful)

| | ❶ | ❷ | ❸ | ❹ | ❺ |
|---|---|---|---|---|---|
| I think I hate my course | ☐ | ☐ | ☐ | ☐ | ☐ |
| Where is my time going? | ☐ | ☐ | ☐ | ☐ | ☐ |
| I don't know how to study | ☐ | ☐ | ☐ | ☐ | ☐ |
| Ugh! I just can't deal with everything! | ☐ | ☐ | ☐ | ☐ | ☐ |
| I'm so stressed! | ☐ | ☐ | ☐ | ☐ | ☐ |
| Mindfulness | ☐ | ☐ | ☐ | ☐ | ☐ |
| I don't love me | ☐ | ☐ | ☐ | ☐ | ☐ |
| I think I am doomed to a life of loneliness | ☐ | ☐ | ☐ | ☐ | ☐ |
| Why can't I just say no? | ☐ | ☐ | ☐ | ☐ | ☐ |
| My parents are driving me crazy! | ☐ | ☐ | ☐ | ☐ | ☐ |
| Do I like girls or boys or both? | ☐ | ☐ | ☐ | ☐ | ☐ |
| My thoughts are causing me pain | ☐ | ☐ | ☐ | ☐ | ☐ |
| I lost someone dear to me | ☐ | ☐ | ☐ | ☐ | ☐ |
| I think it would be better if I just died | ☐ | ☐ | ☐ | ☐ | ☐ |
| Something in my past continues to haunt me | ☐ | ☐ | ☐ | ☐ | ☐ |

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3) Please rate your agreement to the following statements on a scale of 1 (strongly disagree) to 5 (strongly agree)

| | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| The toolkit is visually pleasing | | | | | |
| The toolkit is well organised | | | | | |
| The resource pages were helpful | | | | | |
| The toolkit was understandable | | | | | |
| I will recommend this toolkit to others | | | | | |

4) What would you like to see in our next edition?

5) Any suggestions on how we can improve this toolkit?

6) Please rate your overall impression of the quality of the toolkit (1- low quality; 10- high quality)

**1  2  3  4  5  6  7  8  9  10**

Thank you for taking the time to complete this questionnaire. Your feedback is very important to us.

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## Student Counselling & Development

Intsika building, First floor

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Office 1043

### Kwanele Thusi
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E: thusikv@ufs.ac.za
Office 1034

## Registered Counsellors

### Keneilwe Chologi
T: +27 58 718 5029
E: ChologiKA@ufs.ac.za
Office 1044

### Nonhlanhla Moleleki
T: +27 58 718 5032
E: SitholeNH@ufs.ac.za
Office 1045

https://www.ufs.ac.za/qwaqwa/home-page/student-life/student-counselling-services

# ACKNOWLEDGEMENTS

COMPILED BY

# STUDENT COUNSELLING & DEVELOPMENT (SCD)

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# Appendix N

# SUPPORTING STUDENT **MENTAL WELLBEING**

## A pocket guide for staff  **2ND EDITION**

# ON THE **RED COUCH**



COMPILED BY | STUDENT COUNSELLING AND DEVELOPMENT
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# CONTENTS

Clear Mind, Clear Path!

## FOREWORD
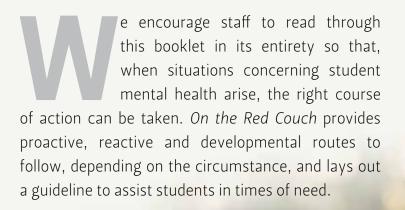
**W**ithin the university space, the minds of young adults are shaped in preparation for executing their roles and responsibilities as citizens of our society. Although inspiring, student years can also be a period of heightened risk in an assortment of ways, as these young adults face a variety of crises that may include mental health challenges and traumatic experiences.

Promoting and supporting student mental wellbeing means managing the UFS environment and yielding an active, rather than a passive, approach to overcoming challenges and assisting students in reaching their optimal potential. As Student Counselling and Development, this is the culture we wish to instil in our UFS community, through building a holistic sense of wellbeing into life on campus. Accordingly, in creating a campus where mental wellbeing is valued, the whole UFS community is urged to be progressive in its approach to mental wellbeing and promote a culture that supports the destigmatisation of mental health difficulties. Furthermore, individual staff members are requested to be alert to student mental health distress, be in a position to offer an appropriate response to a student's declaration of such difficulties, and be able to refer students to relevant support, including encouraging the student to seek help from specialised support services.

**O**n the Red Couch is a handy pocket guide developed by Student Counselling and Development (SCD), which forms part of the Division of Student Affairs (DSA).

It has been designed to equip UFS staff with the information needed to make good decisions concerning the mental health of students in our community.

Because we are dedicated to the emotional wellbeing and personal development of all UFS students, this guide offers a tool to aid in this endeavour. It points to student behaviours and indicators that warrant concern and suggests appropriate responses suited to each case. These guidelines support the DSA Humanising Strategy 2017-2022, which is implemented in conjunction with the UFS Strategy 2018-2022 and the UFS Integrated Transformation Plan to ensure student wellbeing and academic success.

**W**e encourage staff to read through this booklet in its entirety so that, when situations concerning student mental health arise, the right course of action can be taken. *On the Red Couch* provides proactive, reactive and developmental routes to follow, depending on the circumstance, and lays out a guideline to assist students in times of need.

> Although this is a very useful guide, we recommend consulting the full UFS Mental Health Policy for more in-depth information regarding our policies and procedures related to student mental health.

The purpose of this pocket guide is to equip staff with information, guidance and skills to provide consistent and effective support to students experiencing mental health distress and to foster wellbeing.

" A crisis can be deemed an opportunity when it drives an individual to seek help.

If this opportunity is seized, the subsequent intervention can facilitate the process of self-growth and self-realisation. "

# STUDENT COUNSELLING AND DEVELOPMENT (SCD)

Student Counselling and Development has proudly served UFS students since 1977.

## VISION

To promote, enable and optimise the students' self-actualisation and sense of community.

## MISSION

- Acknowledging and fostering the holistic development of a student
- Responsiveness to and advocacy for varying student needs
- Resolution of individual challenges that impede the fulfilment of a student's potential
- Creating a conducive environment for the development and achievement of individual, academic and career goals
- Modelling, promoting and encouraging responsible social interactions

## VALUES

- Human-centredness
- Accountability and integrity
- Performance-driven excellence
- Self-development
- Passion
- Balance

## MOTTO

*Clear mind, clear path!*

SCD is staffed by a team of registered psychologists and other mental health practitioners.

## MENTAL HEALTH

The World Health Organisation (WHO) defines 'mental health' as a state of wellbeing, in which every individual:

- realises their own potential;
- can cope with the normal stresses of life;
- can work productively and fruitfully; and
- is able to make a contribution to their community.

The positive dimension of mental health is stressed in WHO's definition of health, as contained in its constitution: "Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity."

## MENTAL DISTRESS

Mental distress is a general term used to describe an assortment of experiences, symptoms, unpleasant emotions and psychological discomfort that impacts an individual's level of daily functioning. Mental distress can bring about negative views of the self, the environment and others.

## MENTAL ILLNESS

Mental illness, as defined by the American Psychiatric Association (APA), refers collectively to all diagnosable mental disorders and relates to health conditions involving:

- significant changes in thinking, emotion and/or behaviour; and/or
- distress and/or problems functioning in social, work or family activities.

Mental distress can accompany mental illness. However, it is important to note that experiencing mental distress does not always indicate the presence of a serious mental health issue or mental illness.

# CONFIDENTIALITY

Registered mental health practitioners (referred to as practitioners from hereon) follow a strict code of ethics, and confidentiality is one of the most important components of this code. Any information received from the student is confidential unless the student has given written permission for the information to be disclosed. In certain exceptional situations, however, legal or professional rules may require the practitioner to disclose information.

**THESE INCLUDE:**

1. **Emergency situations –** Should a situation develop where the practitioner believes that there is a real risk that students may harm themselves or any other person, the practitioner will be compelled to take the necessary steps to prevent such harm, even if this entails breaching confidentiality.
2. **Court orders –** A court order may require the practitioner to disclose confidential information.

# SERVICES OFFERED

At SCD, the following services are offered to registered UFS students at no cost.

## INDIVIDUAL COUNSELLING

*Short-term counselling interventions that are responsive to the diverse needs of students experiencing psychological, behavioural or emotional difficulties.* These sessions are on an appointment basis and waiting times vary according to demand. In some cases, referrals to other medical specialists (such as general practitioners, psychiatrists and neurologists) are made. In severe cases, students can also be referred to psychiatric facilities for more intensive treatment.

## GROUP COUNSELLING

*Group interventions that are developmental in nature and preventative in design.*

**THESE INCLUDE:**

- Mental health skills-based workshops (one session)
- Mental health programmes (multiple sessions)



DECIDE COMMIT FOCUS SUCCEED

Students are offered the opportunity to explore their 'best fit' career by undergoing the career counselling process. This process includes a complete psychometric evaluation of interests, aptitude and personality, as well as an intensive decision-making process with a practitioner. This service is also offered to prospective students at a fee.

In addition to its direct work with students, SCD advises members of staff who are concerned about an individual student's mental health, provides a range of psycho-educational resources, and contributes to initiatives that aim to foster student wellbeing.

## HOW DOES COUNSELLING WORK?

### PROACTIVELY

- Collaborating with academic and support staff in the early identification of students' mental health challenges.

- Providing counselling and workshops before student problems become acute.

### REACTIVELY

- Assisting students in managing their acute mental health challenges.

- Crisis management.

### DEVELOPMENTALLY

- Providing mental health workshops and programmes for students on various topics.

- Psycho-educational interventions.

- Developing career adaptability.

# RECOGNISING A STUDENT IN MENTAL DISTRESS

**M**any a time, there are signs that a student is experiencing difficulties well ahead of the situation escalating to a crisis. Those in constant contact with students are often the first to notice that a student may be experiencing some challenges. The first point of contact for students in need of support often serves to either encourage or discourage them from seeking further guidance, and thus your role should never be underestimated.

You will not be taking on the role of a therapist or the person diagnosing the student. You need only be alert to and recognise the signs of difficulty or impending distress, and then to:

- communicate these concerns to your supervisor; or
- chat directly with the student to convey your care and concern, gather more information and offer the relevant referral information.

As a UFS staff member or student leader, you should constantly remain aware of your own professional limitations and the boundaries of your role. It is not your responsibility to counsel or advise the student with regards to mental health, but if mental health challenges can be identified and an early referral can be made, the benefits for the student as well as the academic institution can be substantial.

# SIGNS AND SYMPTOMS OF A STUDENT IN MENTAL DISTRESS

In most cases, there are certain signs and symptoms that indicate the possibility of mental distress. The following table may assist you in identifying these.

| PHYSICAL | ACADEMIC | BEHAVIOURAL & EMOTIONAL | OTHER |
|---|---|---|---|
| <ul><li>Deterioration in physical appearance or personal hygiene</li><li>Frequent illness</li><li>Often falling asleep/being fatigued in class</li><li>Noticeable bruises or cuts</li></ul> | <ul><li>Deterioration in work</li><li>Repeated absenteeism</li><li>Repeated missed assignments and tests</li></ul> | <ul><li>Extreme anger or aggressive outbursts</li><li>Expressing feelings of worthlessness or hopelessness and frequently crying</li><li>Demanding or dependent behaviour</li></ul> | <ul><li>Concerns from friends or colleagues regarding student</li><li>Lack of response to outreach from staff</li></ul> |

## PHYSICAL

- Disorganised speech and confusion

- Changes in behaviour/ character

- Extreme weight changes

- Noticeable substance abuse

## ACADEMIC

- Extreme disorganisation or erratic performance

- Continuous help-seeking behaviour or special provisions

- Maladaptive perfectionism *(e.g. can't accept anything less than an A symbol)*

- Decreased/ lack of concentration

- Observed impairments in academic functioning *(e.g. illegible handwriting)*

## BEHAVIOURAL & EMOTIONAL

- Severe anxiety, frustration or irritability

- Self-isolation

- Expressions of despair, loneliness, suicidal thoughts or extreme aggression

## OTHER

- When in doubt, rather err on the side of caution and investigate further

# SEVERITY OF THE SITUATION

## EMERGENCY

Is the student severely at risk of harming themselves or others (e.g. acute psychosis or major depression with suicide intent)? This situation is treated as any other emergency and might involve hospitalisation and liaison with a mental healthcare facility.

## URGENCY

This situation does not involve any immediate threat to life, but requires an active intervention to prevent significant suffering or deterioration in the functioning of the student. This will involve contact with a local mental health service or crisis assessment team, and following up with the student within hours or days.

## CONCERN

The student is experiencing distress, but is able to function despite these difficulties. The student's distress should be recognised and acknowledged, and possible treatment options should be discussed. This could involve referral to a psychiatrist, psychologist, counsellor, social worker or local mental health service.

# RESPONDING TO A STUDENT IN MENTAL DISTRESS

## SITUATIONS OF CONCERN / URGENCY

Members of staff who become concerned about a student who appears low in mood, tearful, withdrawn or overly anxious, or who exhibits a deterioration in academic performance, should consider one or more of the following courses of action:

- You need only listen, show support and offer available resource information. You are not required to take on the role of a therapist.

- Communicate your concern to the student in a positive tone, pointing out the specific signs you have observed.

- Ask how the student is coping and listen attentively to their response. Allow the student time to tell their story and do not be afraid of silences.

- Ask open-ended questions directly related to the concern and do not show any judgement.

- Encourage the student to consider obtaining the necessary support and suggest resources and referrals.

- Assure the student that discussions are confidential and will remain so, unless you have good reason to believe them to be a danger to themselves or others.

- If signs of a safety risk are present, ask the student directly if they are considering suicide. If a student is not contemplating suicide, asking about it will not introduce them to the option or 'put ideas in their head'.

- Offer to communicate your concern to Student Counselling and Development or to their own mental health practitioner (if they already have one).

- Emphasise to the student that the relevant referral support structures have the knowledge, experience and resources to assist in a more appropriate manner. Provide the name, phone number and location of the referral office or accompany the student to the relevant office.

- Arrange a follow-up appointment with the student to discuss the outcome.

- Counselling is a voluntary service and requires informed consent from the student. If a student does not wish to utilise the support services on offer, their wishes should be respected. Unless the student's situation or condition escalates to an emergency status, no further action is necessary at this stage.

In a crisis situation, where a student is highly distressed, an emergency appointment can be made at SCD. This appointment consists of a containment session to evaluate the situation and make the necessary recommendations or referrals.

**These circumstances could include the following:**

- If a student is expressing suicidal thoughts
- If a student is threatening self-harm
- If a student appears to not be in touch with reality
- If a student is expressing bizarre behaviour, ideas and thoughts
- If a student appears overly agitated or aggressive

In responding to a student in distress, staff should only act to the limit of their competencies. The appropriate course of action depends on the urgency of the situation, your relationship with the student and your level of experience.

In situations where a staff member has become concerned about a student and believes them to be at immediate risk of harm to self or others, one or more of the following listed courses of action should be taken.

## ACTIONS ADVISED IN EMERGENCY SITUATIONS

- Try not to act alone. Seek help from another colleague (if possible).
- If the student has harmed themselves, or displays a strong intention to do so, call for an ambulance.

  (**ER24** is the ambulance service that is currently being utilised by UFS - the following numbers can be phoned: **084 124** or **0800 051 051**.)

**Please ensure that it is a life-threatening emergency before you call the ambulance and remember the following:**

- Stay calm.
- Identify yourself.
- Provide your contact number (don't give your office number and then leave the office).
- Clearly state the problem (e.g. the student has taken an overdose).

- Give clear instructions regarding the exact location of the emergency.
- Stay in contact with the emergency staff.
- Don't put the phone down until all relevant information has been given.
- Listen carefully to any instructions and write them down, if possible.
- Stay with the student until the ambulance arrives.
- If the student is very aggressive, seek help from Protection Services.
- Ask the student if they are already receiving counselling at SCD or from any other mental health practitioner. Obtain details and contact the relevant practitioner explaining your concerns and requesting immediate help.
    - Accompany the student to the appointment, if possible.
        - If the incident occurs whilst off-campus, e.g. on a field trip, contact the nearest local health services for assistance.
            - If the incident occurs outside of office hours, call Protection Services.
            - If it is a non-critical emergency within office hours, the student can be taken to the Campus Health Clinic where they will be examined by a physician. Medical aid tariffs / administrative fees are applicable.

## CONTACT DETAILS

| | |
|---|---|
| Student Counselling and Development *(Bloemfontein Campus)* | 051 401 2853 |
| Student Counselling and Development *(South Campus)* | 051 505 1298 |
| Student Counselling and Development *(Qwaqwa Campus)* | 058 718 5029 / 5032 / 5033 |
| | |
| Campus Health Clinic *(Bloemfontein Campus)* | 051 401 2603 |
| Campus Health Clinic *(South Campus)* | 051 505 1495 |
| Campus Health Clinic *(Qwaqwa Campus)* | 058 718 5210 / 5228 |
| | |
| Protection Services *(Bloemfontein Campus)* | 051 401 2911 |
| Protection Services *(South Campus)* | 051 505 1217 |
| Protection Services *(Qwaqwa Campus)* | 058 718 5043 |
| | |
| **ER24 Ambulance** *(Bloemfontein)* | **082 124 / 0800 051 051** |
| **ER24 Ambulance** *(Qwaqwa)* | **084 460 7007** |

# SUMMARY OF REACTING TO A STUDENT IN MENTAL DISTRESS

**Staff member is concerned about the mental health of a student**

## NON-EMERGENCY / URGENCY / CONCERN

The student appears to be:

- Low in mood, overly anxious, withdrawn or tearful or has a sudden deterioration in academic performance

  **AND**

- Does not display features considered as an emergency

## EMERGENCY

The student appears to be:

- Threatening / aggressive *(call Protection Services)*
- Suicidal
- Threatening self-harm
- Threatening to harm others
- Expressing bizarre ideas and thoughts
- Behaving in a bizarre or very agitated manner

## NON-EMERGENCY / URGENCY / CONCERN

- Mention your concerns to the student
- Assure confidentiality
- Encourage the student to contact SCD, Campus Health Clinic or the student's own general practitioner or psychiatrist
- Arrange a follow-up appointment with the student
- If the student does not wish to utilise the support services on offer, their wishes should be respected. No further intervention is appropriate at this point unless their condition deteriorates and becomes an emergency

## EMERGENCY

- If possible, consult a colleague – try not to act alone
- Explain concern to student (unless you believe this will worsen the situation)
- Contact SCD, Campus Health Clinic or the student's own general practitioner or psychiatrist
- Book an emergency appointment with one of these professional services
- Accompany the student to the appointment, if possible
- If off campus, contact local health services and request assistance

# SOME MORE HELPFUL STRATEGIES

- Always instil hope.
- Listen, communicate support and refer.
- Encourage students to be 'active seekers of health'.
- Encourage students to use a wide variety of techniques to help regulate their moods on a daily basis. Our students can be very creative solution-builders, so assist them in focusing on their strengths and resources. Exercising, listening to cheerful music, going out with a friend, etc. can help lift a person's mood or shake off a negative mood.
- Encourage students to make use of the developmental workshops, programmes, Student Toolkit and other resources offered by SCD.
- Help students remember how they have solved their problems in the past.
- Encourage students to use art or writing as a tool for emotional expression.
- Teach resilience by encouraging students to be creative and to use humour.
- Encourage students to create healthy, supportive relationships and connections.
- Encourage autonomous behaviour.
- Encourage students to become organised, set achievable goals and manage their time efficiently.
- Avoid engaging as a therapist.

- Do not attempt to diagnose (e.g. "I think you're suffering from...").
- Avoid being prescriptive in your communication.
- Avoid forcing the student to seek counselling.
- Because counselling is a voluntary service and requires informed consent from the student, SCD is not able to contact the student for a counselling session at the request of a third party.

> " The **i** in illness is isolation and the crucial letters in wellness are **we**. "
>
> AUTHOR UNKNOWN

May we, as a UFS family, have a better awareness of mental health and work together to keep our students happy and healthy!

DIFFICULT ROADS LEAD TO BEAUTIFUL DESTINATIONS

## OFF-CAMPUS RESOURCES

**www.mobieg.co.za**

| | |
|---|---|
| SA DEPRESSION & ANXIETY GROUP | 011 262 6396 |
| FOR A SUICIDE EMERGENCY | 0800 567 567 |

### PUBLIC HEALTHCARE FACILITIES

| | |
|---|---|
| National Hospital | 051 405 2911 |
| Universitas Hospital | 051 405 3911 |
| Pelonomi Hospital | 051 405 1478 |
| MUCPP Clinic | 051 435 6430 |
| Thusong Clinic | 051 434 2357/8 |
| Heidedal Clinic | 051 409 6786 |
| Batho Clinic | 051 409 6776 |
| Mofumahadi Manapo Mopeli Hospital | 058 718 3200 |
| Phuthaditjhaba Clinic | 058 713 6660 |
| Ma-haig Clinic | 058 713 6820 |
| Mphatlalatsane Clinic | 058 713 1320 |

## THE UFS NETWORK OF SUPPORT

- **STUDENT COUNSELLING AND DEVELOPMENT (SCD)**
  Bloemfontein Campus 051 401 2853
  South Campus 051 505 1298
  Qwaqwa Campus
  058 718 5029/5032/5033

- **CAMPUS HEALTH**
  Bloemfontein Campus 051 401 2603
  South Campus 051 505 1495
  Qwaqwa Campus 058 718 5210 / 5228

- **SOCIAL WORK SERVICES**
  Bloemfontein & South Campus
  051 401 9117
  Qwaqwa Campus 058 718 5091 / 5090

- **PROTECTION SERVICES**
  Bloemfontein Campus 051 401 2911
  South Campus 051 505 1217
  Qwaqwa Campus 058 718 5043

- **AMBULANCE**
  Bloemfontein & South Campus
  0800 051 051 / 084 124
  Ambulance Government (Qwaqwa)
  10177/112
  ER24 (Qwaqwa) 084 460 7007
  NETCARE 911 (Qwaqwa)
  084 303 7677 / 084 124

- **CENTRE FOR UNIVERSAL ACCESS AND DISABILITY SUPPORT (CUADS)**
  Boemfontein Campus 051 401 3713
  South Campus 051 505 1355
  Qwaqwa Campus 058 718 5189

"What mental health needs is more sunlight, more candour, and more unashamed conversation."

GLENN CLOSE

# Appendix O

## #WellbeingWarriors

The rationale behind the #WellbeingWarriors Campaign, as initiated by Student Counselling & Development, is to foster the mental health of the UFS students and to assist them in building resilience during these times of uncertainty. Mental health self-help literature is being emailed to each registered student on a weekly basis and placed on Blackboard, the UFS website and Social Media. ([www.ufs.ac.za/wellbeing-warriors](www.ufs.ac.za/wellbeing-warriors)).

**Topics covered:**

**Articles**

- On Lockdown, Not Knockdown: Protecting your mental health during the coronavirus pandemic
- Anti-Procrastination: Being a time warrior
- Mastering the Art of Balance: Self-care
- Worrier to Warrior: Dealing with uncertainty
- The Way of the Mindful Warrior: Using mindfulness to calm anxiety
- Decide and Conquer: Making emotionally intelligent decisions *(this edition is written from the stance of assisting students in not making rash decisions with regards to deferment or deregistration of studies)*
- United We Stand: Importance of social connections
- Mind Power! *(enlightens students on the power of their thoughts and encourages them to be more solution focused within their thinking patterns)*
- Resilient Warriors are Created in Times of War, Not Peace: Building Resilience
- A Warrior Needs Sleep to Fight Another Day! (*importance of sleep hygiene*)
- Argh! The Art of (not creating) War (*increasing frustration tolerance*)
- A Warrior's Guide to Combating Online Learning Challenges
- Rise Above and Brave the Change (*effectively adapting to change*)
- #AssertiveWarrior@Home (*assertiveness skills*)
- Breaking Free: I'm Not a Victim… I'm a Survivor! (*dealing with emotional abuse*)
- Down, But Not Defeated: Battling Depression (*and suicidal thoughts*)
- A Warrior's Guide to Grief: Working Towards Accepting the Loss of a Loved One
- A Grateful Warrior is a Peaceful Warrior: Practising Gratitude
- Bridging the Gap with Love and Communication: Overcoming Challenges of a Long-Distance Relationship
- Taming Test and Exam Anxiety
- Ubuntu: The Human Spirit
- Focus Determines Reality: A Warrior's Guide to Goal-Setting
- Stop Beating Yourself Up – Become a Self-Love Warrior! (*Self-esteem*)
- Strengthening Your Psychological Immune System
- Stop Scrolling and Start Living (*Social Media and Psychological Wellbeing*)
- Your Roadmap to Career Development: The Role of Career Counselling in Your Journey
- A FLOW State of Mind: Staying Focused Withing Your Studies
- Loving You, Loving Me: Building Healthy Relationships
- Message Received! Don't Blue-Tick Your Emotions (*Dealing with difficult emotions*)
- Your Next Challenge as a Warrior: The Aftermath of Graduating
- Me, Myself and I (*Self-awareness and Self-development*)

**Posters**

- #AssertiveWarrior@Home (*assertiveness skills*)
- Take Care of You (*Self-Care*)
- #HowToBeARelaxedWarrior (*Relaxation Tips*)
- #FocusedLikeAWarrior (*Goal-Setting*)

- #UnitedWeStand (*Social Support*)
- Managing Anxiety and COVID-19: Do's & Don'ts
- #SuicidePreventionMonth
- Dealing with Trauma

**Videos**
- Motivation
- Improving Psychological Wellbeing
- Stress-Management
- Managing Anxiety
- Effective Communication with Family
- Change how you see yourself: Ways to improve your self-esteem
- Be a Solution Seeker: Tips on Problem-Solving
- A Warrior's Guide to Career Development
- Me, Myself and I (*Self-awareness and Self-development*)

**Podcasts (#KovsieCast)**
- Taming Test and Exam Anxiety
- Time-Management
- Mental Health Awareness
- The Good and Bad of Social Media
- Coping with Trauma
- Suicide Awareness

**#WellbeingWarriors Webpage Statistics:**

**10 APRIL – 4 DECEMBER 2020**
- The Wellbeing Warriors page is the 32nd most visited webpage on the UFS domain
- The page has received 9 114 page views, and 7 178 unique page views (each visitor counted once).
- Users spent an average of 00:04:20 reading content on the page.
- Most web users access this webpage via a mobile device (4 809 users).
- It is also noted that the users are sharing this page to their social media accounts.

**#WellbeingWarriors Social Media Statistics:**
**10 APRIL - 4 DECEMBER 2020**

Summary of all Facebook posts:
A total of **45 Facebook posts** were published
**435 398** people reached
**217** shares
**990** likes/loves
**53** comments

Summary of all Tweets:
A total of **88 Tweets** were published
**103** retweets
**245** likes

# Appendix  P

| Contributors - Internal Contributor - Department | Contributors - Internal Contributor,Name - Full | Summary-Publication Number | Report Year | Publication Year | Publisher-Journal (From Master List) | Publisher | Summary-Output Title | Summary-Output Type | Contributors - Internal Contributor - Employee/Student ID | Contributors - Internal Contributor - Gender | Contributors - Internal Contributor - Race | Publisher-Citation Index | Contributors - Internal Contributor - Department Parent | Contributors - Internal Contributor - Subsidy Units Claimed | Contributors - Internal Contributor - Title | Contributors - Internal Contributor - Positions ALL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Division of Student Affairs (Bloemfontein Campus) | Wahl Willem WP | | | 2016 | | | *The Collegiate Way: studies in collegiate models of university life and education .* | Book Chapter | | M | White | | | | Director Student Life | Researcher | https://link.springer.com/chapter/10.1007/978-94-6300-681-1_3 |
| Division of Student Affairs (Bloemfontein Campus) | Wahl Willem WP | UFS-031067 | 2019 | 2018 | Race Ethnicity and Education | ROUTLEDGE JOURNALS, TAYLOR & FRANCIS LTD | 'They dug up wounds': University of the Free State students' experiences of transformation and integration in campus residences | Journal Article | 0703066 | M | White | 2018 - ISI Combined List | Bloemfontein Campus | 0.33 | Director Student Life | Researcher~ | https://www.tandfonline.com/doi/abs/10.1080/13613324.2017.1376633 |
| Division of Student Affairs (Bloemfontein Campus) | Mockie Angelo, Marguerite Muller, Frans Kruger and Liezl Dick | | 2018 | 2018 | Cultural Studies Critical Methodologies | SAGE Publications | Transformative Pedagogy as Academic Performance: #ShimlaPark as a Plane of Immanence | Journal Article | Angelo:0830430 | M | Coloured | DOI: 10.1177/1532708618807246 | BFN-Campus | | SeniorOfficer | Researcher~ | https://www.journals.ac.za/index.php/jsaa/article/view/79-91 |
| Division of Student Affairs (Bloemfontein Campus) | René Pelser & Willem WP Wahl | | | 2020 | | AOSIS | 'LEADERSHIP FOR CHANGE: developing transformational student leaders through global learning spaces.' | Open access book volume | 0865547 | F | White | | DSA Bfn campus | | Assistant Director: Student Life | Researcher; Co-editor | https://books.aosis.co.za/index.php/ob/catalog/book/143 |
| Division of Student Affairs (Bloemfontein Campus) | Mockie Angelo and Marguerite Muller | | 2018 | 2020 | | African Sun Media | Portraits of social justice: The role of the arts in raising critical consciousness in higher education | Book Chapter | Angelo:0830430 | M | Coloured | ISBN 978-1-92831456-1 | BFN-Campus | | SeniorOfficer | Researcher~ | https://af77305b-83ae-4652-be9e-daa5e1e5aec2.usrfiles.com/ugd/af7730_9465c540c61241c5a449955386060fb9.pdf |
| Division of Student Affairs (Bloemfontein Campus) | Belinda Janeke | | | 2021 | | JSAA | Online work readiness programme: ready, set, go! | Journal Article | 781732 | F | White | | DSA Bfn campus | | Head: Career Services | Researcher | |
| Division of Student Affairs (Bloemfontein Campus) | Holtzhausen, S. & Wahl, WP | | | Accepted, not yet published | | JSAA | Mapping African Student Affairs Research During the Past Interlude (2008-2019) through Bronfenbrenner's Lens. | Journal Article | | M | White | | | | Director Student Life | Researcher | |
| Division of Student Affairs (Bloemfontein Campus) | *Maseko, N. P. & Stützner, S* | | | 2020 | | JSAA | Finding Common Ground towards Progressive Transformation in Student Residence Spaces: Residence Committee Members as Bricoleuric Brokers | Journal Article | | M | White | | | | | Researcher | https://www.journals.ac.za/index.php/jsaa/article/view/79-91 |
| Division of Student Affairs (Bloemfontein Campus) | Wahl Willem WP | | | 2020 | *International Journal of Learning, Teaching and Educational Research* | | Teaching Children with Special Needs in Nigerian Regular Classes: Impact of Gender, Marital Status, Experience, and Speciality | Journal Article | | M | White | | | | Director Student Life | Researcher | |

# Appendix Q

| | |
|---|---|
| | UNIVERSITY OF THE **FREE STATE** UNIVERSITEIT VAN DIE **VRYSTAAT** YUNIVESITHI YA **FREISTATA** UFS UV |
| **Document name** | Draft Remit Student Support Services Committee |
| **Co-ordinating Rectorate member** | Registrar |
| **Recommended by:** **Approved by:** | Student Affairs and Services Council: Council: |
| **Implementation date** | Date of approval by Council: _____ |

**DRAFT REMIT OF THE STUDENT SUPPORT SERVICES COMMITTEE**

1. **Name of the Committee**

   The name of this committee is the Student Support Services Committee of the University of the Free State ("UFS") ("the Committee").

2. **Statement of Aim**

2.1   The Committee is a committee of the Council of the UFS, established by Council in accordance with the provisions of Section 29(1) of the Higher Education Act, 101 of 1997, as amended.

2.2   The Committee monitors and oversees the provision of support services and co-curricular programmes to students that create a humanising environment conducive for student success.

2.3   The Committee monitors and overseas the provision of support services in accordance to the principles of project care and the mission of the Integrated Transformation Plan (ITP).

2.4   The Committee monitors and oversees the implementation of the strategic plans and strategic goals of the support services.

2.5   The Committee monitors and oversee programmes that facilitate diversity, social justice, social cohesion, health & wellness, social support, food sovereignity, engaged scholarship and that support student academic success.

2.6   The Committee monitors and oversee the implantation of support services plans for students falling under each and every support services' environment.

2.7   The Committee monitors the promotion of a safe, conducive, conscious, active and critically engaged student in curricular and co-curricular programmes including student governance, student life, residence life, sports, health & wellness, financial aid support, student academic services, student academic support, and learning environment in general that is humanising and that further encourages personal development and that provokes student physical and intellectual curiosity.

2.8   The Committee recommends to Council support services policies for approval.

**3.     Membership**

3.1     The Committee shall consist of the following members:

      a)     At least four (4) external members of Council appointed by Council

      b)     Two ISRC members serving on Council

      c)     Rector and Vice-Chancellor (ex officio)

      d)     Vice-Rector:  Institutional Change, Student Affairs and Community Engagement

      e)     Vice-Rector: Operations

      f)     Dean of Students (observer)

      g)     Campus Principal:  Qwaqwa Campus (observer)

      h)     Campus Principal:  South Campus (observer)

      i)     Two ISRC, members one from Qwaqwa Campus and another from South Campus, who are not necessarily members of the University Council (observers)

3.2     The Committee shall be chaired by one of the external members of Council appointed by Council to serve for such period as determined by Council.

3.3     The Chairperson shall serve in this capacity for the duration of his/her membership of the Committee.

3.4     In the event that the Chairperson is not available for a meeting, members present at the meeting shall appoint one of the external members of Council to chair the meeting.

3.5     Council reserves the right to remove any members from the Committee and to fill any vacancies created by such removal.

3.6     The Committee may appoint *ad hoc* working groups to investigate and report on matters under the Committee's jurisdiction.

4.  **Term of Office**

4.1     Members appointed in terms of paragraph 3(1)(a) and paragraph 3(1)(b) shall hold office for a period determined by Council and as long as they occupy their respective positions as members of the Council.

4.2     Members appointed in terms of paragraph 3(1)(c) to (h) shall hold office as they as serve as long as they hold their respective positions in the University.

4.3     Members appointed in terms of Paragraph 3 (1)(i) shall hold office until the expiry the of their term of office as ISRC members.

**5.    Responsibilities and Functions**

The responsibilities of the Committee include the following:

5.1    To place plans and reports for the provision of co-curricular programmes and support services to students on the Council agenda for approval or noting.

5.2    To place student support services policies and protocols on the Council agenda for approval or for noting.

5.3    To monitor, evaluate and advise on the development of quality and relevant student governance constitutions, and policies for provision of co-curricular programmes and support services to students.

5.4    To monitor, evaluate and provide guidance on the quality, relevance, development, and provision of co-curricular programmes, activities and support services rendered to students.

5.5    To monitor and critically evaluate the inclusiveness of the programmes, programme content and the affirming nature  of the support services  to diverse students' needs, at the University.

5.6    To monitor and evaluate the manner in which resources, financial and human, are invested by different support services towards the provision of humanising and quality co-curricular programmes and support services to students.

5.7    To hold accountable the support services line functions for their environments who poses risk to the university due to their lack responsiveness of their areas of responsibility

5.8    To ensure that the University management deals with risks associated with provision of support services to student as well as closing up of audit findings related thereto.

5.9    To monitor and evaluate the caring and humanising provision of stupport services to students.

5.10   To monitor the expenditure of the budgets allocated by Council to the University's Student Representative Councils.

**6.    Delegated Authority**

The Committee is authorised to consider, approve and monitor activities that are related to the above mentioned responsibilities.

**7.    Meetings/Procedures**
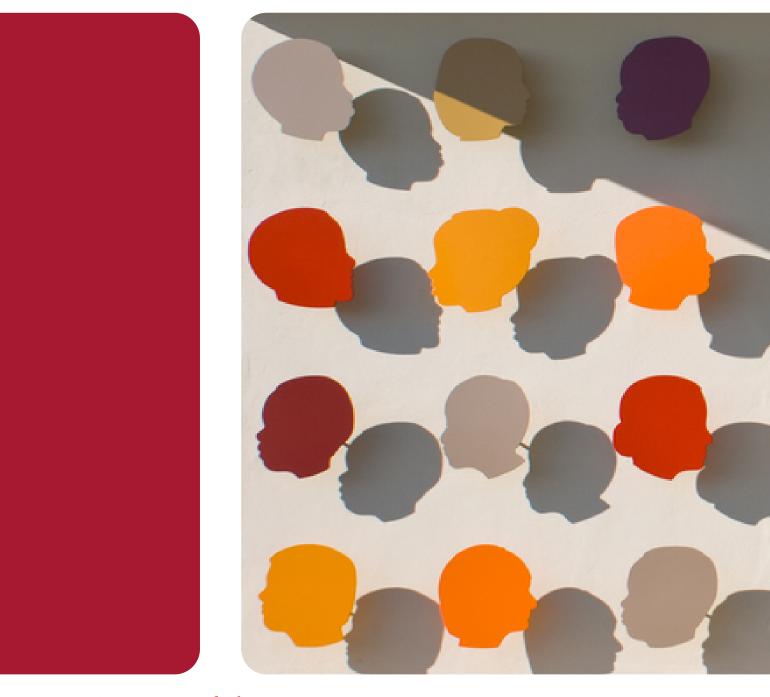
7.1     The Committee will have at least four regular meetings per year.

7.2    The Committee is required to keep minutes of its proceedings and to report at least once quarterly to the Council.

*Draft Remit of the Student Support Services Committee. Sept.2020*

7.3    Fifty percent (50%) plus one of the members of the Committee will constitute a quorum.

7.4    Members of the Committee have the right to have a minority viewpoint recorded in the minutes as an alternative to the consensus opinion. Decisions of the Committee will be taken on the basis of consensus and in the event that consensus cannot be reached, the decision will be taken on the basis of a simple majority vote. In the event of a tie of votes, the Chairperson will have a casting vote.

7.5    Observers or advisers invited by the Committee to attend meetings may participate in the discussion, but may not vote on any matter.

7.6    If the Chairperson of the Committee is absent from the meeting, the Vice-Chairperson shall act in his/her place.

7.6    In the event that neither of those parties is present, the members present must elect one of the external members of Council to act as Chairperson.

7.7    The Meeting Administration Division shall service the Committee. Documents for the agenda should be supplied to Meeting Administration ten (10) days before a meeting;

7.8    Meeting Administration will send out the agenda at least seven (7) days before the scheduled meeting.

**8.    Evaluation of the Performance of the Committee**

Council will annually evaluate the performance of the Committee.

# Appendix R

University of the Free State
INTEGRATED TRANSFORMATION PLAN

# Self-Evaluation Report: 2018 to 2020

UNIVERSITY OF THE
**FREE STATE**
UNIVERSITEIT VAN DIE
**VRYSTAAT**
YUNIVESITHI YA
**FREISTATA**

UFS·UV
DIRECTORATE FOR
INSTITUTIONAL RESEARCH
AND ACADEMIC PLANNING (DIRAP)

Contact: Lise Kriel and/or Taabo Mugume
Directorate for Institutional Research
and Academic Planning
T: +27(0)51 401 9849
E: KrielL@ufs.ac.za or MugumeTJ@ufs.ac.za

# TABLE OF CONTENTS

# 1.    Introduction

The University of the Free State (UFS) developed its Integrated Transformation Plan (ITP) through an extensive consultative planning process starting in January 2017. The Senate discussed and supported the final Plan in August 2017, and the Council approved the ITP for implementation in September 2017. Full-scale implementation commenced in January 2018. Therefore, 2020 marks the need for a formative mid-term review, to reflect critically on the achievements made, challenges encountered, and lessons learned during the first two and a half years of implementation (January 2018 to June 2020).

The purpose of the mid-term review is to provide feedback on how the ITP is being implemented, in order to facilitate adjustments to the process that will improve the ability of the ITP to achieve its goal. To this end, the review will assess the effectiveness of the ITP implementation phase. Therefore, this ITP report serves as the departure point, emphasising progress in moving the UFS from the 'case for change' towards the 'future state,' as articulated in the ITP, as well as a focus on the specified deliverables.

The mid-term review is evidence-based and formative in nature. This type of evaluation is focused on improvement (Patton, 2002) and aims to expand our understanding of the change process by identifying what works, what does not work, and why. The review includes an internal self-assessment, followed by an external panel review, and an internal action planning process. The results of the internal self-assessment, including supporting evidence, will be reviewed by an external panel of experts. The findings of the external panel will in turn be utilised to plan for the continued implementation of the ITP (i.e. 2021/2022).

The review will aim to determine the extent to which the ITP implementation process is accelerating transformation at the UFS and thus impacting lives in a positive way. This very general question is being addressed through the following specific review questions:

1.  How far have we progressed towards realising the deliverables specified in the ITP?
2.  How effective is the process of implementation?
3.  To what extent does the UFS community support the ITP implementation process?

The current document is the result of a self-assessment exercise aimed at providing answers to these three question.

The self-assessment employed both qualitative and quantitative methodologies and was conducted through three parallel processes, namely (i) assessment of measureable progress towards specified deliverables; (ii) assessment of the process of implementation; and (iii) a study of internal stakeholders' commitment to change.

The assessment of deliverables is presented in chapter one of this report. The assessment took the form of a desk study; the Directorate for Institutional Research and Academic Planning (DIRAP) prepared a progress report via content analysis of reports and other documented evidence that have been submitted by the work streams to the ITP Implementation Committee during 2018, 2019 and 2020. Chapter two of this report presents the results of the assessment of the implementation process. The work-stream convenors prepared reports predominantly around the processes followed to achieve the deliverables, focusing on the effectiveness and impact, progress, challenges, and way forward with regard to the implementation of the ITP. DIRAP conducted a survey to establish the level of commitment of UFS staff members to the change process represented by the ITP. The results of this survey are presented in chapter three of this report.

## 2. How far have we progressed towards realising the deliverables specified in the ITP?

The ITP is divided into 13 cross-functional task teams, each responsible for a specific plan, and all plans are directly linked to the core function of the University (University of the Free State, 2017). Each plan in the ITP explains the current state of affairs through a case for change, makes projections for a future state, outlines those responsible for implementation, and presents a list of deliverables. The mentioned members of the University community (students and staff) under each plan are responsible for the operations of the cross-functional task team to implement the plan and achieve the set deliverables. Consequently, achieving ITP deliverables under each plan should translate into transforming the University into a more socially just and inclusive community. This section of the Self Evaluation Report (SER) begins with outlining the implementation plan and the list of 13 cross-functional task teams (see Table 1), it then presents the progress made by each team as of June 2020, the challenges experienced in the process and a summary on ITP funded projects.

### 2.1. ITP implementation plan

The ITP implementation framework identifies work-streams and assigns a convenor for each work-stream (cross-functional task team leaders)[1]. At the development phase of the ITP, convenors were initially responsible for constituting their work-streams, and each developing their part (plan) of the ITP. In the implementation phase, work-streams are open for any student or staff to join and participate; this is meant to promote an inclusive implementation exercise.

Table 1: ITP work-streams

| Core Functions | 1: Teaching and Learning<br>2: Research, Internationalisation, and Innovation<br>3: Engaged Scholarship |
|---|---|
| University Culture | 4A: Student Experience<br>4B: Student Accommodation and Residence Culture<br>5: Staff Experience and Composition<br>6: Names, Symbols, and Spaces<br>7: Universal Access |
| Structural Issues | 8: Financial Framework (Size and Shape)<br>9A: Governance and Policy<br>9B: Systems and Administration<br>10A: Multi-campus Model: Qwaqwa campus<br>10B: Multi-campus Model: South campus |

The ITP document initially outlined 10 work-streams but as soon as implementation began, it became clear in some cases, work-streams were sufficiently complex that they had to be split. As a result, the Student Experience work-stream was split into 4A: Student Experience and 4B: Student Accommodation and Residence Culture; Governance was split into, 9A: Governance and Policy and 9B: Systems and administration; the Multi-campus model was split into 10A: Qwaqwa campus and 10B: South campus; creating 13 work-streams in total. These were grouped into three broad areas presented in Table 1, i.e. the core functions of the institution, university culture, and structural and operational issues that underpin the existence of the UFS.

Three governance structures had been proposed for the implementation of the ITP. However, changes were made to these structures during the process. The first outline below presents the governance approach proposed initially.

- The Oversight Committee was to meet quarterly to provide the necessary oversight. It was to be made-up of representatives of Council, Rectorate, Deans, Management, Senior Directors, Directors, Central SRC and Unions.
- The Implementation Committee was to meet monthly to provide project management, cross work-stream coordination and quality control.
- Cross-Functional Task Teams were to meet monthly (or more than once in a month) to monitor and evaluate the execution of necessary day-to-day activities towards

---

[1] In the ITP document, work-stream and cross-functional task team are used interchangeably.

achieving specific ITP deliverables of a respective work-stream. They were to include various stakeholders from the institution (students and staff). In addition, while particular staff members and student leaders were requested to be part of the cross-functional task teams, these teams are flexible, any student or staff member can request a convenor to join and participate in discussions and decisions on the way forward.

The initial monitoring of implementation exposed several challenges in the implementation framework as highlighted above. This led to discussions at the different levels of governance and a number of changes were agreed on, in order to improve implementation.

- The proposed members of the Oversight Committee were already members of other institutional structures. Hence, it was agreed that ITP implementation-progress would be presented to the Institutional Multi-Stakeholder Group (IMG), which is representative of all stakeholders and governance structures in the institution. In addition, implementation-progress would be made to Council per semester.

- The Implementation Committee noted that meeting monthly meant repeating the same progress in the follow-up meetings because most deliverables required more than a month to be accomplished. It was then agreed that the Committee would meet quarterly to discuss the level of progress per cross-functional task team.

The ITP implementation process was designed to rely on the institutional governance structures and the respective hierarchy for accountability and responsibility but also create room for flexibility (networks). This was implemented through cross-functional task teams, which comprise staff and students from different units, departments, faculties, etc. This was meant to appreciate and promote innovation and new ideas across institutional structures, because that is crucial for authentic change to happen (change that emerges from the social fabric of the institution).

## 2.2.  The UFS student profile

The University of the Free State (UFS) is locate in central South Africa with the total student population at 41 505 in 2020. The student profile has evolved post-1994, from a majority white to majority black student body. It is important to note that students entering the UFS are most likely to be from the Free State province. The work-stream As-Is report shows that, 51% of the first time entering students in 2018 were actually from the Free State. Additionally, in 2017, 81% of the first time entering students were African, 13% were white, 5% coloured, and 1% Indian/Asian. While gender distribution was 60% female and 40% male.

The changes in the student profile in relation to race is captured in Figure 1 (2015-2019). However, the same changes in profile are yet to happen among staff (see staff profile details under Staff Experience and Composition work-stream).

| | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|
| ■ UNKNOWN | 0.0% | 0.1% | 0.0% | 0.1% | 0.2% |
| ■ WHITE | 28.2% | 23.7% | 20.2% | 17.6% | 14.7% |
| ■ COLOURED | 5.7% | 5.5% | 5.5% | 5.6% | 5.2% |
| ■ ASIAN | 2.3% | 2.1% | 1.8% | 1.5% | 1.3% |
| ■ AFRICAN | 63.8% | 68.6% | 72.4% | 75.3% | 78.6% |

| | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|
| N = | 30 347 | 36 269 | 38 102 | 39 516 | 41 505 |
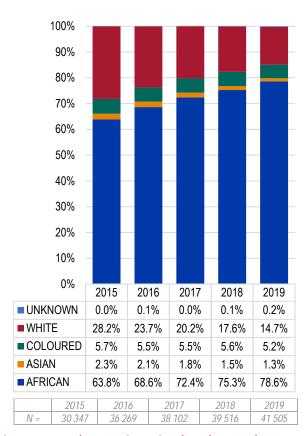
Figure 1:  Student registration head count by race

Figure 1 shows the increase of African students in particular from 63.8% to 78.6% in the last five years. While white student numbers have dropped by a half, from 28.2% to 14.7 in the same period. The UFS Enrolment Plan projects the current race distribution to remain stable. The plan is aligned with the institutional objective of maintaining a diverse and multi-cultural student body.

## 2.3.  ITP work-stream implementation progress

The implementation progress of each cross-functional task team in this report was generated from the reports submitted by task team convenors between 2018 and June 2020. The discussion below shows that most teams have been successful in achieving their deliverables, while some have had challenges. The work-stream reports summarise the initiatives linked to specific deliverables and respective actions. However, key readings are highlighted under most work-streams for more information.

### 2.3.1.  Teaching and learning

The deliverables of the Teaching and Learning (T&L) cross-functional task team focus on promoting evidence-based teaching excellence and deep curriculum transformation. This involves engaging with cutting-edge methods that enable scholars and students to pursue global standards of excellence in ways that speak to concerns in South Africa.

Deliverable 1. The As-Is report. This was presented as the Annual Teaching and Learning report, highlighting the state of affairs in 2018 (first year of ITP implementation). It is important to note that the Annual Teaching and Learning report is produced every year by the Centre for Teaching and Learning (CTL). Each report highlights the successes and challenges experienced in that year, and proposes responses towards resolving noted challenges.  These reports serve at the work-stream meeting and then at Senate for discussion and approval. The 2018 As-Is report or

T&L report outlined ten risks for the institution and presented the mitigation strategies put in place to resolve them. Most importantly, three major recommendations were made in the report: 1) development of a UFS student success strategy; 2) a UFS graduate attributes development plan; and 3) a Task team on quality assurance. The University through the CTL has responded to these recommendations. For example, the UFS graduate attributes have been developed and are being integrated into programmes in all faculties. Another proposal from these reports has been the development of the Curriculum Renewal Institute, which is still in a planning phase in collaboration with the University of Virginia.

Key readings[2]
➔   Annual Teaching and Learning Report 2018
➔   UFS student success strategy

Deliverable 2. An explicit assessment in all departmental reviews of the curricula with respect to decolonisation and relevance. The departmental review framework, as part of the Integrated Quality Assurance Framework, was revised and served at the Academic Committee of Senate in August 2018 for approval. Departmental reviews are ongoing and the submissions of their respective improvement plans. In 2018, 10 reviews were completed and 17 in 2019. In 2020, the target is 20 to 25 departments and this is going as planned. The expected time for completion of reviewing all departments for this phase in the institution is December 2022. The Directorate for Institutional Research and Academic Planning (DIRAP) initiated the Decolonisation Review process among faculties in 2019 and The CTL complemented the process by hosting a Decolonisation Colloquium in August 2019. In addition, a preliminary report on the decolonisation review process served at the Academic Committee of Senate in October 2019. It noted that all faculties embarked on various processes in 2019 to conduct self-evaluation as phase one of the review process. The Faculties submitted their respective Self-Evaluation reports in relation to decolonisation by March 2020. These reports were supposed to serve as

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part of documentation to the Decolonisation Review external panel in May-June 2020. However, the review process has been suspended due to the COVID-19 pandemic. The UFS is revising its integrated institutional quality assurance system policy. This is supposed to be completed by the end of 2020.

Key readings
➔ UFS Integrated Quality Assurance Framework

Deliverable 3. To implement a peer-review mechanism of the pedagogies for undergraduate, relevant postgraduate and open distance-learning modules to transform the relationship between lecturer and student, using evidence and technology. The review mechanism was developed in December 2018 and incorporated into the academic staff performance management and promotion system in October 2019. However, the ODL strategy was put on hold due to the change in pedagogic delivery to incorporate the digital component in line with the DHET policy on distance provisioning. As a result, the process is on hold.

Deliverable 4. Reconceptualise academic staff development, continuous professional development, reward and promotion. This relates to the development of the Learning and Teaching Strategy, which has been approved by Senate and was submitted to Council for noting in November 2019. Academic staff development is being reconceptualised and was differed to the Vice-Rector: Operations as part of ITP Staff Experience and Composition deliverable 5.2: *Review the proposed initiatives, including focus groups, inclusive capacity building, adaptation of the recruitment and selection process, a new performance evaluation system, development training, and a new differentiated remuneration system*. The Good Teaching Series (GTS) platform, which is a digital staff development tool, was launched in 2019 during the T&L conference (27 March 2019). In addition, other projects include the TAU fellowship project by DHET, nGap academics funded by DHET and the nGap EE project (Qubeka project).

Key readings
➔ Learning and Teaching Strategy
➔ URL Good Teaching Series (GTS)
➔ nGap EE proposal to Rectorate

## Table 2: student success rate by race

| Race | 2018 | 2019 |
|------|------|------|
| African | 76.80% | 78.90% |
| Asian | 84.20% | 85.80% |
| Coloured | 77.70% | 77.80% |
| White | 87.70% | 89.30% |
| unknown | 78.90% | 86.30% |
| **Overall Success Rate** | 79.00% | 80.50% |

Deliverable 5. Improve the quality of student learning and decrease the achievement gap (particularly between black and white students). Table 2 shows an increase in student success of 2.10% among African students and 1.60% among white students. In addition, 1.6% increase among Asian students and 0.10% among coloured students. In general, the table reflects the positive outcome from initiatives put in place to respond to the gap between white and black students.

The UFS Student Success strategy 2018 (T&L strategy) served at Senate in October 2018. It was then integrated into the Learning and Teaching strategy of the UFS November 2019. In addition, most of this work was also informed by the report on the impact evaluation of academic literacy conducted by the Unit for Language Development, which was submitted in December 2018 to the work-stream and the Language Committee of Senate. The Tshehetsa project established to identify at risk students in the first year cohort. It was rolled-out and progress was submitted to the Academic Committee of Senate in October 2019. The institutional culture of not capturing marks on the central system was identified as a challenge and a new proposal to take the lead in academic advising and data analytics has been submitted to the Siyaphumelela project team. This still awaits approval by the project team, by which a more comprehensive proposal will be drafted and submitted.

Key readings
➜ The UFS Student Success Strategy 2018
➜ Learning and Teaching Strategy 2019
➜ Report on the impact evaluation of academic literacy by ULD
➜ The Tshehetsa project scope

Deliverable 6. Clarify the proposed UFS graduate attributes and promote the intentional mapping and integration of these attributes into curricula and co-curricula. This was initiated by developing Graduate Attributes, which were presented to the Academic Committee of Senate in October 2019 and to the Executive Committee of Senate in the same month for final approval. The draft Rubrics for the Graduate Attributes were developed in 2019 for all Faculties (task-team established November 2019). The task team is facilitating workshops with the Faculties to finalise the Rubric in 2020.

Key readings
➜ The UFS graduate attributes
➜ Rubrics for the Graduate Attributes

Deliverable 7. Develop a learning analytics approach for teaching and learning. The IDSC student tracker was implemented on the UFS PowerHEDA Dashboard. The student tracker pilot is underway in first year modules (Tshehetsa Tracking Programme). The Siyaphumelela project approach is being adjusted to ensure greater use of analytics. The Annual Teaching and Learning report illustrates the use of data analytics to develop deeper understanding of performance, quality, and accountability.

Key readings
➜ Learning and Teaching Strategy
➜ Siyapymelela project proposal

Deliverable 8. Conduct an audit of the programme catalogue to clarify module progression rules and pathways. The audit of the programme catalogue has been finalised by DIRAP. The framework for the audit of module/programme catalogues includes, summary of amendments made to (a) progression rules and (b) records in the module/programme catalogue since October 2017. The implementation is only happening in the

Nature and Agricultural Sciences Faculty (NAS). Hence, this is experiencing some challenges. All articulation pathways have been mapped and new qualifications are being developed in areas where pathways did not exist. In addition, Academic Services ran a process in 2019 that removed the scheduling of all modules not used in the last 5 years. This project has been allocated to the Registrar for consideration.

Deliverable 9. Devise and implement a strategy to provide library services and flexible workspaces to meet differentiated learning and research for postgraduate and undergraduate students. This deliverable duplicates the work being done through the Rector's project: *Towards a World Class Digital State of the Art, Library*. Hence, it was moved to the research work-stream in the next section.

The challenge highlighted by the cross-functional task team relates to clarifying module progression rules and pathways, which is being done only in the Nature and Agricultural Sciences Faculty (NAS). Having highlighted the above challenge, the work-stream has been successful in achieving the set deliverables.

### 2.3.2. Research, internationalisation and innovation

The UFS has made considerable progress in relation to research as a core function of the institution and the deliverables under this work-stream illustrate how the University continues to build on that success.

Deliverable 1. The As-Is. The report was completed and distributed to the Deans and all faculties in March 2018.

Key readings
➜ As-Is: Research strategy 2017

Deliverable 2. Alignment of the research-capacity pipeline from undergraduate programmes to postgraduate research training to academic staff development, focusing on the development of researchers, with specific focus on black researchers.

The UFS Transformation of the Professoriate Programme is designed as a pipeline for providing the needed support and training towards developing young academics as the progress in their career path. This should contribute towards transforming our academic staff profile. To initiate the programme, there was a call in 2019 for early career researchers to apply to join the programme. The programme was launched in November 2019 with a meeting between the candidates and the Rector (these engagements are ongoing). The first cohort of young academics was selected for the programme. It compromise 52 young academics across all faculties. Human Resources conducted baseline interviews with the candidates and a range of support and training interventions were planned for the first semester of 2020. These plans were interrupted by the COVID-19 pandemic. The programme has been welcomed by academics on all campuses. A consultation process is ongoing with Deans, Teaching and Learning Managers, the Directorate for Research Development (DRD) and the Office for International Affairs to discuss strategies for building an enabling environment for young researchers.

In regards to the Graduate Attributes and implementation of research modules, there is an ongoing engagement with CT. The release of a progress report has been postponed to October due to the COVID-19 pandemic. Furthermore, the Postgraduate School continues to offer research development workshops to students and staff. The workshops are now available to off-campus students via webinars as from 2019 and the postgraduate community has welcomed this initiative. The training of students and staff on the Graduate Research Management (GRM) system is ongoing, it was rolled out in January 2020 for all research Master's and Doctoral students. The system has simplified the research process for postgraduate students and supervisors (and other researchers in the institution). Further developments on the system are also in the pipeline as suggested by users. Collaborative efforts are ongoing with the Registrar and Student Academic Services (SAS) to ensure efficient application and registration processes for postgraduate students.

Key readings
➔ Transformation of the Professoriate Programme

Deliverable 3. Creating effective supplementary supervision models. A supervision guidelines document was submitted in June 2018 and distributed to all Deans and faculties for implementation. Deans have indicated that student supervisor agreements are being enforced for all postgraduate students.

Key readings
➔ A supervision guidelines document

Deliverable 4. A differentiated research strategy with targets for increased numbers of postgraduate students and expanding the international footprint, with a specific focus on Africa. The differentiated Research Strategy was approved in 2019 by Senate and Council, it promotes various research initiatives and they include; Afromotane Research Unit (ARU), Indigenous Knowledge Systems (IKS), Cancer, Cardiothoracic surgery, Agri-processing, and, Student Access and Success. The Office of International Affairs contributed to the broadening of the University's footprint on the African continent. The initiatives were defined in the 2018–2022 Internationalisation Strategy that was approved by Council in November 2018. A collaboration agreement with the National University of Lesotho has been formalised and various new collaborative initiatives have been conceptualised under its agreement umbrella. Existing partners in Namibia and Botswana were visited to intensify collaboration, and a visit to Nigeria was undertaken to establish a partnership with the University of Ibadan. In addition, the collaborations of academics in other regions in the Global South region were supported, these include a number of collaborations in Brazil, South Korea and China, which were formalised.

Key readings
➔ Research Strategy

Deliverables 5,6,7 and 8 focus on research development and they are categorised as follows: a strategy for the Senior Professors' Programme, including a review of expected outputs; a strategy for research focus areas, including targets for publications, graduates, and integration internally and externally; evaluation of research institutes and their mandates, and developing research strategies; and finally, a strategy for South African Research Chair Initiative (SARChI) chairs to develop into Centres of Excellence and attract additional funding. Business plans for each Research Hub served at the Research Committee of Senate in 2019. They are under implementation.

Key readings
➔ Senior Professors' Programme strategy
➔ Strategy for research focus areas
➔ Strategy for South African Research Chair Initiative (SARChI) chairs

Deliverables 9, 10 and 11 are concerned with the impact of research on society. This is captured in the strategy for Innovation and Technology Transfer, including spin-out technology, licensing agreements, and patents. Also in the alignment of research and engaged scholarship in the institution. The Commercialisation strategy was approved by Rectorate, Senate and Council in 2019. In 2020, the focus is on implementation. The document on Engaged Scholarship from the research perspective has been finalised and provided to the Engaged Scholarship work-stream. In addition, the Directorate for Research Development contributed towards the drafting of the Engaged Scholarship strategy. This was to ensure alignment with the differentiated research strategy. Some aspects of the Innovation strategy have evolved into an integrated strategy with the Faculty of Natural and Agricultural Sciences' agri-development projects on the Experimental Farm and this has now been expanded to involve various stakeholders.

Key readings
➔ Strategy for Innovation and Technology Transfer,
➔ The Commercialisation Strategy
➔ Innovation strategy

Deliverable 12 deals with devising a strategy to provide library services and flexible workspaces to meet differentiated learning and research. The deliverable , 'Towards a World Class Digital State of the Art Library' was differed to this cross-functional task team because of the research component. Inclusive consultative discussions took place in 2019 with other stakeholders who were initially not part of the project such as Qwaqwa campus and South campus. As a result, Library Information Services (LIS) revised its 5-year strategic plan: 2019–2023, the Annual operational plan now outlines deliverables that are planned for implementation in 2019-2020 such as the Sasol Library Master plan, 8 phases for a 5-year plan, the Qwaqwa campus plan, and South campus plan.

Key readings
➔ Library Information Services (LIS) revised 5-year strategic plan: 2019–2023

This work-stream has developed all necessary strategies now the focus is on implementation.

### 2.3.3. Engaged scholarship

The core functions of a university are the generation, dissemination, and application of knowledge. It is the latter, the application of that knowledge, that is the core of engaged scholarship. Engaged scholarship is the heterogeneous way in which a university interacts with the diverse community in which it exists. Taking the Engaged Scholarship approach is a shift from the Community Engagement approach the University was following before 2018, when ITP implementation began. The deliverables below illustrate how the UFS is performing.

Deliverable 1. The As-Is. The report was completed in July 2019 and submitted to the cross-functional task team.

Key readings
➜  As-Is Report

Deliverable 2. Develop an engaged scholarship strategy, which incorporates engaged scholarship in the performance management and promotion system of the University, and is aligned with the differentiated research strategy. The Engaged Scholarship strategy was approved by Senate and Council at the beginning of 2020 after a comprehensive consultation process with representatives from different faculties. These engagements were mostly about set the criteria for performance management and promotion of engaged scholarship.

Key readings
➜  Engaged Scholarship strategy

Deliverable 3. Develop a support system and monitoring system to quantify the amount of engaged scholarship and respective projects and activities in the university, their impact on the community, and the associated research outcomes and third-steam income. While the delay in the development and approval of the Engaged Scholarship strategy (approved 2020) has had an effect on the implementation of other deliverables, the development of an Interactive Database and Information Management System for Engaged Scholarship (IDIMSES) is in progress. The database has been developed and the work-stream is working towards rolling it out before the end of 2020. This is also linked to the ongoing process to appoint the Engaged Scholarship Coordinator, who will be devoted to serve the IDIMSES function. The IDIMSES will capture, coordinate, integrate, network with other systems, ensure quality (management and monitoring) for visibility and social impact evaluation of engaged scholarship. This system will also allow for monitoring of Third Stream Engaged Research income and the associated consumption. Additionally, the finalising of feedback per faculty regarding Performance Management policy and inclusion of Engaged Scholarship criteria for reward and promotion is in process.

Key readings
➜  Management System for Engaged Scholarship (IDIMSES) plan

Deliverable 4. Develop a strategy for effective partnerships with Province, City, broader communities, and other key stakeholders. The work-stream developed a draft Protocol for Partnership collaboration in 2019 and the various stakeholders (Faculties, Student Affairs, Research portfolio, etc.) are being consulted. The list of institutional partnerships has been compiled and as a result, a Regional Collaborations plan has been developed. It articulates a road map towards increasing partnership and ways of managing them. In addition, the functional report on Higher Education Regional Development Initiative in Central – SA (HERDIC SA) illustrate how the UFS intends to ensure the inclusion of engaged scholarship in its formalised relations with other higher education institutions in respect of issues pertaining to teaching, learning and research (to gain exposure to a wider audience).

Key readings
➜  A draft Protocol for Partnership collaboration
➜  The list of institutional partnerships
➜  The Regional Collaborations plan
➜  Report for Higher Education Regional Development Initiative in Central – SA (HERDIC SA)

Deliverable 5. Enable access to opportunities for students to build their civic awareness (e.g. through the Global Leadership Programme). The work-stream chose the Asset-Based Community Development (ABCD) approach to be used as the framework for students accessing civic awareness opportunities. This approach strategically focuses on ensuing sustainable community driven development. It goes beyond mobilizing the community, by linking micro-assets to the macro-environment. The approach lies on a premise that communities can drive the development process themselves. In most cases, the local community assets are not recognized. Hence, students at the UFS are trained in the approach before going out into communities mostly as part of service learning. The training of students within the context of ABCD is conducted every year. In 2020, the training of student

organisations on Asset-Based Community Development as an approach for Engaged Citizenship started in February 2020 and continues. In consultation with Student Affairs, a pocket guide for Engaged Citizenship was compiled and being rolled out in 2020 with the ABCD training as needed. In 2019, a new approach was introduced, where learning for co-curricular citizenship is linked to the UFS 101 module. This module is compulsory for all students. The focus is on co-curricular student citizenship in alignment with the graduate attributes (especially that of community engagement). Furthermore, reward for this learning can be integrated in a student's learning record.

Key readings
➔ Asset-Based Community Development (ABCD) approach

Deliverable 6. Promote access to research grants for Engaged Scholarship that advances development goals. This is being implemented through the training of mentors for Engaged Scholarship. It is set in place with the UNESCO Chair towards establishment of Communities of Practice for Engaged Scholarship, both in the University and the community. The training took place from November 2019 to June 2020. The mentorship training is in combination with an NRF Research project on the development of Community-Based Research (involving collaboration with five other universities in South Africa). This is also linked to the establishment of a Short Learning Programme (SLP) for Engaged Scholarship, which was planned to be complete in June 2020 for approval by Senate and the Academic Committee for roll out. However, these plans and the respective timelines have been impacted negatively by the COVID-19 pandemic. The initiatives conducted to achieve this deliverable include: 1) training academics and other researchers in the University about how to apply and access research grants; 2) awareness campaigns for Engaged Scholarship at faculty level through lunch workshops will; 3) As part of the Knowledge for Change Project driven by the UNESCO Chair for Community Based Research and Social responsibility, a case study was conducted to showcase the principles, practice and process of ethical engaged scholarship at the UFS, 4) Capacity-building symposiums are organised on

Engaged Scholarship in partnership with other units and departments such as the Center for Development Support (CDS) and Student Affairs Departments. These are some of the initiatives designed to promote engaged scholarship in the University, while promoting the building of networks among stakeholders.

This work-stream is performing a more difficult task of repositioning the engagement regime as a core function of the institution from Community Engagement to Engaged Scholarship. This has required a long but necessary consultative process most especially with academics towards the drafting of the Engage Scholarship strategy, which was approved by Senate and Council in the beginning of 2020. The work-stream is supposed now to focus on the implementation phase to reposition the University through scholarship.

### 2.3.4. Student experience

The #Fallist movements galvanised students across South Africa, highlighting the need to fast track transformation towards a better student experience. The ITP deliverables outline an institutional response towards humanising the student experience both inside and outside the classroom, which is conducive for success at the University.

Deliverable 1. The As-Is. The report was drafted as a #FeesMustFall report, which was completed in 2018 and distributed to relevant stakeholders. The report articulates student challenges, which include: students experiencing the university environment as being unsympathetic, hostile and exclusionary; the disconnect between student and staff experience leading to an environment that may work against success; food insecurity; etc. In order to get a detailed understanding of the major issues raised in the report, a food security survey was conducted, a facilities survey, universal access survey and the off-campus security data due to safety concerns raised by off-campus accommodation students. In addition, DIRAP's four year longitudinal institutional culture study is currently underway with input from the division of Student Affairs and other relevant departments. The 2019 climate survey report shows some success from the institutional initiatives under implementation but also

highlights some persisting challenges such as the safety of off-campus students, student participation in institutional committees, food security and many others. The findings are being implemented through the relevant departments and units.

Deliverable 2. Design and roll out an advocacy programme based on the results of the 'As-is' study. This was combined with the Universal Access key deliverable to develop an advocacy, awareness and analysis strategy, which includes the conscientisation workshops (Deliverable 3) as well as the pro-active solution building workshops (Deliverable 4). The Advocacy and Awareness strategy was submitted to the work-stream and consultations are ongoing with different stakeholders on all three campuses. The strategy is meant to streamline the conceptualisation and implementation of advocacy and awareness initiatives with a clear multi-campus approach to cover all our three campuses. A challenge, which has been observed is that progress is slow due to comprehensive consultation processes however these consultations are necessary.

## Table 3: Climate survey 2019 – student experiences

| Recommendations |
|---|
| 1. Purpose of the ITP: Less than 40 percent of the participants understood the purpose of the ITP. We therefore suggest that management improve communication of the purpose of the ITP to students. |
| 2. Students' involvement in decision-making Committees: The study further revealed low students' perception about their involvement in the decision-making Committees of the UFS. We recommend that management improve student participation in university decision making structures. |
| 3. Campus residences: We recommend that continuous feedback on the status of students' request for fixings or fittings in their residences to be fixed should be provided. We further recommend that use of an online reporting and tracking system for students to report issues regarding their fixings and fittings. |
| 4. Off-Campus residences: We recommend that targeted initiatives such as the development of off-campus community projects where students are housed in residential clusters should be explored while security and transportation for off-campus students should be improved. |
| 5. Security: Concerns regarding the admission of persons without access cards to the University should be addressed. Security at the various gates of the UFS should be enhanced |

| Recommendations |
|---|
| to ensure that persons who do not have permission to enter the campuses are not allowed entry. |
| 6. We also observed that while the majority of participants noted that they were aware of the role of the Protection Services Office and the Sexual Assault Response Team (SART) others indicated that they were not aware of the Sexual Harassment, Sexual Misconduct and Sexual Violence Policy' of the UFS. We recommend that dissemination of the Sexual Harassment, Sexual Misconduct and Sexual Violence Policy' of the UFS to students should be improved. |
| 7. Diversity: Although the percentage of participants who indicated that students are treated differently by the administrative staff based on their race was 36.60 percent. This study therefore recommends that the Student Affairs Department enhance diversity training for students and also evaluate impact of such initiatives. |
| 9. Students' sense of belonging: The use of other languages by students and staff at meetings should be discouraged since this practice continue to negatively affect students' sense of belonging and affects the reputation of the University to outsiders. Students who cannot afford meals should be profiled and continuously supported to ensure that they feel cared for within the University irrespective of their economic backgrounds. Students should be engaged before policies are released by management of the university. |
| 9. We recommend that the integration of students' residences serve as spaces for the transformation drive and also desegregate the university residences. Please refer to our detailed report on race and gender which forms part of our institutional culture study for additional information on the voices of participants on campus. |
| 10. Distance learning students: We recommend that, the Student Affairs Department support Distance students to have representation on the various student leadership structures and also provide Distance students with access to medical assistance in case of emergencies at study centres. |
| 11. Students' complaints about NASFAS should be expedited and prompt feedback should be given to students when they request for any information regarding their funds disbursement. The meal allowance for students at QwaQwa campus should be released early to enable students' access their funds easily. |
| 12. Education funding: While the majority of our participants indicated that they had no challenges paying their tuition fees, buying books and other learning materials and food, some students indicated that they had challenges funding their education. We recommend that the university provides additional support for students of low-income backgrounds. |
| 13. Facilities on all three campuses of the university should have access ways for persons living with disabilities. Signage on campuses should be written in English to enable all users of the facilities to read. The Computer laboratories and the library at QwaQwa campus should be expanded to accommodate more students. |

Deliverable 5. Conduct an institutional-culture study, using a variety of methodologies to share student experiences of the UFS. DIRAP is currently conducting the study and one of the project outputs is the 2019 climate survey report. The recommendations are outlined in Table 3.

Table 3 presents the thirteen findings from the 2019 climate survey. The University is currently responding to the recommendations through different initiatives to resolve these challenges. The UFS takes an evidence based approach towards transformation, this approach is appreciated by both students and staff.

Deliverable 6. Implementation of sexual harassment and sexual assault strategy and policy (by the Sexual Harassment Task Team and also to establish a Sexual Assault Response Team). The Sexual Harassment and Sexual Assault policy was approved in 2019 by Council and currently under implementation. A Sexual Assault Response Team (SART) was established in 2019 and the relevant protocols on all three UFS campuses. The implementation of this policy and the respective task team provides clear institutional processes and resources to respond to any related incidents of sexual assault and harassment in current times of heightened incidents of Gender Based Violence (GBV).

Deliverable 7. Develop a comprehensive sport strategy, with emphasis on non-traditional sports and maximum inclusivity, focusing on historically-excluded demographics and paying attention to enabling issues such as transport, safety, and universal access. This was combined with the Universal Access protocol for universal participation in sport activities. The work-stream has engaged with various stakeholders and in 2019, it was decided that focus should be directed towards identifying key focus areas and the following were agreed on: 1) disability sports; 2) indigenous sports; 3) maximum participation of off-campus students; and 4) equitable access to high impact sports. The draft Sport strategy has been developed and stakeholders and being consulted towards its finalisation. A challenge has been the delayed feedback from various stakeholders. It is also important to note that the department of sports or KovsieSport does not fall under Student Affairs. As a result, Student Affairs

is a major stakeholder in the Sport strategy development process. While consultation is extremely important, sport is a known major driver for social cohesion in communities and therefore has similar potential at the UFS, the delay in completion and approval of the strategy is also delaying the much need comprehensive multi-campus initiatives to support the transformation agenda.

Deliverable 8. Establishment of mechanisms that ensure the support and integration of international students, SADC in particular, in collaboration with the International Office. This has been established through the Umoja Buddy programme, which is a collaboration between Student Affairs and the International Office to connect international and local students through meaningful lifelong friendships.

The main challenge highlighted in this work-stream is delayed feedback from stakeholders when it comes to consultation, which the cross-functional task team believes to be crucial for successful implementation of these strategies, plans, policies and protocols. This work-stream has been successful in achieving the deliverables which are directly under its control but because student experience permeates all institutional structures, it has to rely so much on other units and departments in order to achieve some of its deliverables.

Key readings
➔ As-Is report or #FeesMustFall report
➔ UFS climate study report 2019
➔ The Advocacy and Awareness Strategy
➔ Sexual Harassment and Sexual Assault policy
➔ Draft Sport strategy

### 2.3.5. Student accommodation and residence culture

The UFS student residences accommodate less than 20% of the students. However, residences have demonstrated potential to play a big role in academic success, particularly for first-year students and first-generation students. In principle, student accommodation is self-funding; in practice the modalities are difficult,

with no university as yet getting it right, since the relationship to the private sector is difficult to manage and in some institutions costs are carried well above market prices. The work-stream deliverables present how the UFS has responded to these challenges.

Deliverable 1. The As-Is. The work-stream conducted multiple surveys in 2018 and 2019 in order to understand student challenges and respond accordingly. Some of the main challenges off-campus students have raised over time concerns poor quality of off-campus residences and security, most especially walking to campus and back after hours. In 2019, the University started implementing an accreditation programme for off-campus residences. The Department of Housing and Residence Affairs (HRA) increased the number of accredited and provisionally accredited beds as follows; 6 671 beds were accredited and provisionally accredited for 2020. Fully Accredited are 2 642 beds and the Provisionally Accredited are 4 029 beds. The HRA continues to communicate with accredited off-campus service providers to improve their services. The department has also consulted the various stakeholders and agreed on a plan for moving of senior students to accredited off-campus accommodation. This is meant to ensure diversity among different demographics in residences but also to secure spaces on-campus for most first year students, the most vulnerable group. In addition to the surveys highlighted above, in 2019, HRA in cooperation with the Centre of Development Support in the Faculty of Economic and Managements Sciences (EMS) drew up a survey to assess the standards, quality and quantity of off-campus accommodation, including the transportation needs. Due to COVID-19 the report has not be completed. However, the work-stream has not yet consolidated a singular document (As-Is) to articulate student challenges in order to coordinate a comprehensive response.

Deliverable 2. The development of a strategy to create residences with an academic focus, and the full implications for numbers and costing. The work-stream has reviewed the Placement policy (reviewed every year) and changes include creating more spaces for first year students on-campus. However, the process to increase the number of First-Time-Entering Students in residences was slightly altered during 2019, as the initial process resulted in resistance from on-campus residence students. An additional mid-year consultation process, supported underlined early discussions, which eventually led to the approval of the 50:50 placement policy for 2020. The department succeeded, notwithstanding the fact of having to lower the percentage (%) target at the behest of the students from 60% to 50%, to increase the number of FTEN students on campus to 48% for 2020 (2019 the percentage was 43%). For 2021 the same process will be used, however, due to the COVID-19 pandemic lockdown, HRA will review the placement policy for FTEN students, as well as the renewal process for senior students.

The plan for Student Life Colleges was approved by Rectorate in 2018 and has been under implementation since. It articulates the academic focus of residences. In addition, Colleges bring on-campus and off-campus accommodation students together because residences are grouped together in these colleges. Students are then able to perform residence activities together. The department has made several positive steps in the above discussion. However, the initially proposed residences strategy has not been developed.

Deliverable 3. The setting of minimum transport, safety, accommodation, and travel standards for students. The University was able to secure an agreement with the respective transport associations (Taxi, Cabs, etc.) to provide transport to students after hours. The work-stream convenor continues to meet with the respective transport associations (Taxi, Cabs, etc.) to ensure continuation of the agreement. The HRA is participating in ongoing engagements among stakeholders in the Mangaung Metro about possible implementation of a Rapid Public Transport (RPT) system in Bloemfontein. In addition, the work-stream has worked with ICT department on a Panic-Button App. This is partly the response to the safety concerns raised by off-campus accommodation students. The App is meant to alert security to scramble a team in the area. The business plan was approved by Rectorate in 2019 and current in implementation phase.

Deliverable 4. Development of an approach to student accommodation that is affordable for the student and entails optimal cost to the University. There have been ongoing discussions with Tourism Grading of South Africa regarding the grading of accommodation and discussions with the National Student Financial Aid Scheme (NSFAS) for further financial support. While there are ongoing engagements, not much has been achieved on this deliverable.

Deliverable 5. A strategy for postgraduate, postdoctoral, and international students. The strategy is being developed by the work-stream. While that process is ongoing, various initiatives have been implemented such as the new residence plan to demolish Monteerhuise residence and replace it with a postgraduate residence, meetings with potential funders of the project, etc. In addition, the HRA has increased the number of postgraduate students in residences for 2020. This has been a result of introducing the renewal process for their stay in 2018, and the full roll out of the renewal processes in 2019 in senior residences. It was also planned that for 2021 the same process will be used; however, due to the COVID-19 pandemic lockdown HRA will first review the renewal process. Given the university's vision towards a research led university, the recruitment of postgraduate students is critical to the institution and securing accommodation for their stay can be a good incentive as they shift their attention to academic work.

Deliverables 6 and 7. Two deliverables have been conceptualized and added to the original set of deliverables by the work-stream to ensure effective implementation and they include; provisioning of catering to students in general, mostly Qwaqwa campus and South campus (deliverable 6) and gender inclusive housing (deliverable 7).

Deliverables 6. Provisioning of catering to students in general. Dining@Kovsies is an important part to ensure food security for students. There has been an increase in the number of students who are utilizing the dining facilities on-campus. Students cannot perform on empty stomachs, therefore availing affordable but also nutritional meals contributes academic

success. Abraham Fischer Dining Hall has assisted by providing affordable catering services to students and staff. Discussions with NSFAS are ongoing to create "money pockets" for students to use their student cards to buy food. This will ensure food security for students. Since external service providers manage the dining halls at South campus and Qwaqwa campus, they will need to be aligned at institutional level in the course of 2020. A huge proportion of the student population is on NSFAS funding, these are vulnerable students to hunger, therefore availing affordable and nutritional meals is critical to the institutional and its transformation agenda.

Deliverable 7. Non-gender specific housing. Through the appointment of an ITP Officer, the HRA was able to do research and benchmarking. This has guided the review of the placement and renewal of placement policies. During the review period, it became clear that there might be a need for Non-Gender Specific Housing hence, the HRA started with the development of a strategy to offer Non-Gender Specific Housing. This has included identifying residences to run a pilot from January 2021, the pilot study is meant to guide an assessment of the practical needs and what support mechanisms and programs the UFS must put in place to assist the LGBTQI++ community. An expert in the field who is also a Transgender Woman was invited to share her expertise and personal experiences. These initiatives have demanded strong cooperation with the Unit for Institutional Change and Social Justice, which is viewed by students and staff as a safe space for unconfutable/difficult discussions at the institution. Therefore, contributes immensely towards transformation at the UFS.

The challenges highlighted by the team include the reluctance of off-campus accommodation property owners to register their facilities for accreditation by the University in order to maintain minimum standards in all facilities used by students. The work-stream is succeeding in achieving its deliverables apart from the outstanding strategic documents. This limits the initiatives because they are not strategically aligned in the work-stream to feed on other initiatives and opportunities.

### 2.3.6. Staff experience and composition

The challenges highlighted in the ITP include employment equity, particularly as it relates to senior academic staff, which is now a key priority area in the institution. The University has great difficulty in both attracting and retaining black staff members. Two identified obstacles to improving the UFS equity profile are: policies and practices in the recruitment, employment, and promotion process; and the impact that institutional culture has on new staff members' sense of collegiality. The deliverables under this work-stream provide the institutional response to these challenges.

Deliverable 1. The As-Is. The intention was to understand how young academics, black academics, support staff, and service workers experience the academic and departmental cultures and where employment equity is working and not working. This was partly conducted in form of cultural audits in 2019. The respective reports are elaborated upon in the next section. The cross-functional task team did not produce one report, it is a number of report and initiatives are revised for improvement purposes throughout the year.

Deliverable 2. Review the proposed initiatives, including focus groups, inclusive capacity building, adaptation of the recruitment and selection process, a new performance evaluation system, development training, and a new differentiated remuneration system. In addition, to the discussion above, a number of studies have been conducted to ensure improvement of staff experience. These include; a study of newly appointed employees' engagement levels, job satisfaction, turnover drivers, recruitment and induction processes, pre-joining expectations of the position and the University, as well as the brand impact and performance through the use of the On-Boarder Questionnaire. A study of new employees' experience of the two-day compulsory induction program through the use of Induction Evaluation Questionnaires. A study of employees' engagement levels through the Thomas Employee Engagement Survey. Emerging salient issues have led to a number of targeted initiatives. One of such initiatives is the Talent Management strategy which articulates the

necessary talent management actions at the UFS in order to deliver talent where required. Initiatives include the mentoring programme, recognition programme which is on the results of the engagement survey as well as the information obtained from the exit interviews. The competency-based assessments form part of the UFS' overall recruitment and selection process. While institutional culture change is complex and requires a level of patience, these evidence based initiatives are impacting the UFS positively.

Deliverable 3. A study of institutional culture, using different methodologies, conducted to create awareness of staff experiences. The Human Resources Division (HR) and DIRAP set-up a team as part of the institutional culture study to formulate initiatives in response to salient issues which emerge from the study to ensure an evidence based approach towards transformational initiatives. The recommendations from the 2019 climate survey report are highlighted below. The University is currently responding to these recommendations.

Table 4 presents the thirteen findings from the 2019 climate survey. Just like the student related recommendations above, the University is currently responding to these staff related recommendations through different initiatives. The evidence based approach towards transformation is appreciated by both students and staff.

Deliverable 4. Exit interview policy aimed at identifying opportunities for improvement; to be conducted with each and every staff member on leaving. A study of the reasons and overall experiences of staff leaving the University, using the Exit Interview Questionnaire was conducted in 2019. The main reason for most staff left the University in the study period seems to be better opportunities provided in other universities and organisations. The initiatives raised above also attempt to provide incentives for stay but the recommendations in Table 4 also provide insight into salient issues which require an institutional response towards improving staff experiences.

Table 4: Climate survey 2019 – staff experiences

| Recommendation |
|---|
| 1. Transformation: It is recommended that frequent stakeholder engagement and information dissemination should be broadly undertaken to enable staff to understand the transformation agenda of the UFS. Managers should inform staff of their departments about the outcome of meetings that are related to the ITP and other important matters. |
| 2. Leadership: Clear succession planning should be developed and implemented to enable potential staff to be identified and trained for leadership positions. |
| 3. Staff involvement in decision-making processes: There should be broad consultations and interaction between leaders and their staff in their units/departments. These consultations should be carried out in an environment that is collegial, unintimidating and respectful. Additionally, leaders should hold frequent meetings with their staff. |
| 4. Marketing activities: Heads of departments should be aware of the integration in marketing, reputation, and brand management. Significantly, leaders should be involved in the front line services of the university and also engage their staff in the frontline activities. |
| 5. Facilities: Continuous maintenance should be carried out in all the facilities on all UFS campuses. Participants at the QwaQwa campus reported a lack of teaching spaces and the challenges associated with teaching students in spaces that are not conducive for effective teaching and learning. The building of additional classroom spaces and students residences at QwaQwa campus will help reduce the number of reported cases of venue allocation and the delivery of teaching in conducive learning environments. |
| 6. Administrative support: Departments that require additional staff should be provided with additional staff to enable them carry out their jobs effectively. We further recommend that clear administrative tasks that are not required of academic staff are given to administrative staff to enable academic staff perform their core functions of teaching and research satisfactorily. |
| 7. Clarity of job roles: the majority of our participants indicated that their leaders ensured that, there was clarity of job roles and associated responsibilities, clear work procedures and less supervision although majority of academic staff indicated low level of feedback from their heads of department with respect to their work output. This study therefore recommends that engagements between heads of academic departments and academic staff should be improved. |
| 8. Training in technology application: less than 50 percent of participants at the Bloemfontein and South campuses indicated that they received frequent training in technology application in their department. We therefore recommend that the ICT department enhance technology application training for staff. |
| 9. We recommend that Heads of department involve academic staff in the planning and implementation of department goals – especially those that directly affect the output of academic staff. Additionally, there should be support for academics – especially early career academics to plan and achieve their professional goals. Leaders who do not engage their staff in the decision-making process should |

| Recommendation |
|---|
| be advised by the Deans on the importance of group planning and implementation processes. |
| 10. Staff rewards and remuneration: Less than 50 percent of participants indicated that the rewards they received from their work was fair while the same percentage of participants noted that they were not satisfied with the income they received when compared to their colleagues in other universities. We however recommend that management should engage staff on their concerns regarding the low wages, most especially in comparison to other universities in South Africa. |
| 11. Performance management: We recommend that management should engage with staff regarding their discontentment over the seeming inconsistencies in the application of promotion policies and disparities in salary level of staff across departments and campuses. |
| 12. Work-life balance: less than 40 percent of participants indicated that they regularly participate in physical activities on campus. We therefore recommend that the Human Resource department promote initiatives that encourage staff to lead healthy life styles including the use of sporting facilities on all three campus. |
| 13. Diversity: We recommend that the HR department promote diversity training and continuously evaluate the impact of such training on staff. |

Deliverable 5. Review of promotion criteria for academic staff. A promotions analysis report was produced in 2019 and provided the basis for the revision of the criteria. As a result, the Academic Staff Promotion policy was drafted and responds to the issues raised in the report. The policy is currently under implementation.

Deliverable 6. Development programme for next-generation academics. The New Generation of Academics Programme (nGAP) is under implementation in this regard. The nGAP Mentoring/Coaching agreements for 2019 were signed. A study of Job satisfaction of nGAP academic staff members took place in 2019 using the On-Boarder Questionnaire and the Minnesota Satisfaction Questionnaire, in addition to focus groups and feedback from Line Managers. These are some of the salient issues from the findings:

- nGAP employees tend to feel not accepted if they are labelled or singled out,
- nGAP employees experience work overload due to their colleagues giving them multiple tasks and expecting results of too high standards,
- nGAP employees experience a lack of feedback with regards to their

performance management or any positive feedback.

In response, engagements are happening through HR with departments about the experiences of nGAP academics in order to improve their experiences. This includes supervisors and co-workers giving the needed training and professional support/guidance to nGAP employees and being realistic with what nGAP employees can deliver.

Deliverable 7. Revise Employment Equity strategy, with equity targets agreed at faculty and departmental level. The University establishment the Employment Equity Plan in 2017 with specific targets for each job category. The objectives of the Employment Equity plan were; to comply with the prescripts of the Employment Equity Act as amended to address under representation in the various designated groups within the institution; to eliminate unfair discrimination in employment practices; to ensure equitable representation in the employment of designated groups in all occupational levels; to move towards meeting the numerical goals at departmental and faculty levels in order to promote a diverse workforce to enable the attainment of the UFS' strategic goals.

The Employment Equity strategy was approved by Rectorate in 2019 and under implementation. In this strategy, the University prioritises employees from designated groups with potential for training and development opportunities. In addition, senior members of management are assigned to take responsibility and accountability for employment equity in their respective portfolios. The Human Resources Department has been responsive in aligning several initiatives and programmes with EE targets. The ongoing training programme of HR – HR for non HR Managers focuses on employment equity. There are other targeted initiatives aimed at improving the EE profile: 1) Talent Management; 2) Mentoring Programme; 3) Recognition Programme; 4) Improved On-boarding Programme; and, 5) Competency-based Assessments.

## Table 5: Snapshot of all UFS employees, including people with disabilities

| Occupational Levels | Male | | | | Female | | | | Foreign Nationals | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | C | I | W | A | C | I | W | Male | Female | |
| Top management | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 6 |
| Senior management | 8 | 1 | 0 | 10 | 2 | 0 | 0 | 7 | 0 | 0 | 28 |
| Professionally qualified and experienced specialists and mid-management | 27 | 4 | 1 | 142 | 20 | 4 | 1 | 135 | 31 | 9 | 374 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | 133 | 32 | 8 | 181 | 157 | 47 | 12 | 353 | 30 | 13 | 966 |
| Semi-skilled and discretionary decision making | 161 | 36 | 1 | 52 | 276 | 114 | 8 | 235 | 2 | 6 | 891 |
| Unskilled and defined decision making | 98 | 9 | 0 | 3 | 69 | 4 | 0 | 1 | 0 | 0 | 184 |
| *TOTAL PERMANENT* | *428* | *83* | *11* | *388* | *525* | *169* | *21* | *733* | *63* | *28* | *2449* |
| Temporary employees | 272 | 12 | 3 | 160 | 353 | 39 | 11 | 250 | 55 | 21 | 1176 |
| GRAND TOTAL | 700 | 95 | 14 | 548 | 878 | 208 | 32 | 983 | 118 | 49 | 3625 |

*Adapted from: UFS EE Equity plan 2019.*

The analysis of the UFS staff composition also shows positive results such as notable growth toward Employment Equity targets from 2015 to 2019, and a general upward trend in the percentage of promotions of African males and African females between 2012 and 2018.

Table 5 shows that white staff members both females and males are over represented in the UFS work force. The challenge highlighted under the Teaching and Learning work-stream and now under Staff Experience, is that while our student body has evolved from majority white to majority black, transforming the staff profile remains a challenge.

Deliverable 8. A feasibility study of promotion policy for support staff. The study resulted into the revision of the Support Staff Promotion policy in 2018-2019 and the development of the Performance Management policy for support staff. These policies clarify opportunities for promotions and the respective criteria, study benefits and other training opportunities, the cycle of performance management. But most importantly the context of support staff employees is captured and their respective employment needs.

The cross-functional task team has extended some of its timelines in order to better implement its projects to achieve the respective deliverables. While the work-stream has put in place the above mentioned initiatives, employment equity remains a major challenge most especially among academic staff.

Key readings
➔ UFS Integrated Talent Management strategy
➔ Human Resource strategic plan
➔ Academic Staff Promotion Policy
➔ The 2019 Human Resource Annual repot
➔ UFS Employment Equity plan 2017
➔ UFS Employment Policy and Procedure
➔ UFS Performance Management policy
➔ Transformation of the Professoriate Programme
➔ UFS Climate study report 2019

## 2.3.7. Names, symbols and spaces

Symbols such as buildings, statues, artworks, names, and memorabilia play an important role in signalling institutional culture. In the same way, the physical, social, and learning spaces have important roles in shaping experience and signalling values. The ITP deliverables under this work-stream are guiding the institution in a systematic way to identify symbols and spaces that need transformation, and ensure that any changes promote a socially just institution, which celebrates freedom of expression and provides a sense of solidarity and belonging for all.

Deliverable 1. Review proposals to reconstitute the Naming Committee and expand their terms of reference. Naming remains a highly contested topic at the UFS. The cross-functional task team reached consensus that the composition of the Naming Committee as well as its mandate does not need to be changed. However, the Naming Committee is in the process of reviewing its remit and the Naming Policy of the UFS. The process has included a policy workshopped by members of the Naming Committee and ITP work-stream members in 2019. Relevant stakeholders are being consulted with regard to specific aspects of the policy, after which it will be sent to Rectorate for inputs. This process has been slowed down by the COVID-19 pandemic. Matters relating to art work, busts and statues supposed to be addressed by the existing Arts Advisory Committee, but it came to light that this committee has been functioning without a remit and policy. The committee is also currently in the process of drafting a remit and a policy; proposals regarding the mandate and reporting structure of the committee were discussed at the work-stream meeting in November 2019. The policy and remit drafts are supposed to serve at the Naming Committee in 2020 but this has also been delayed by the pandemic. Clearly, the work-stream is systematics responding to the gaps in our policies and structures in relation to this contested institutional theme.

Deliverable 2. Estimate of the costs that might be needed for, among others, commissioning of studies, work on cataloguing, renaming, removals, replacements, and potential commissioning of artworks. The work-stream

noted that this is close to an impossible task given the multitude of variables that needs to be taken into consideration. The process followed in the consultation process around the MT Steyn statue and the relocation thereof illustrated how difficult it is to do an estimation of the costs of such a process beforehand. Although this will most probably be the only project of this scale to be undertaken by the work-stream, the budget thereof provides a starting point in estimating the costs around similar smaller projects. The work-stream is currently gathering information regarding the costs associated with for example, renaming of residences, faculty buildings and the restructuring of open spaces at the UFS.

Deliverable 3. The As-Is. The 'As-Is' analysis report was completed in June 2018. It was a comprehensive survey into the current state of names (buildings, streets, memorial lectures), statues, symbols, spaces, artworks, and annual memorial/public lectures. The work-stream has move its focus on putting in place a process to identify names that might need to be reconsidered as well as the status of the busts at the University. A proposal in this regard was debated at the work-stream meeting in November 2019 and the updated version was meant to be discussed in June 2020 but this has been slowed down by the COVID-19 pandemic. This highlights a coherent pro-active response to deal with the names, symbols and spaces, which are potential hot spots for the institution before the community raises the matter.

Deliverable 4. An evaluation of the current processes on naming, renaming, acquisition, and disposition of statues, artworks, and other symbols, and recommendations on how they can be enhanced. The Naming Committee approved a new protocol for the process on naming and while there is currently no policy/protocol with regard to art work, the Arts Advisory Committee developed a protocol for discussion during the November 2019 work-stream meeting. There has been a delay is serving at Rectorate for approval in June 2020 as initially planned. In this regard, the Arts Advisory Committee has committed to the drafting and approval of the Art Advisory Committee (AAC) Remit and the Art Collection Management Policy as part of its 2020 Strategic Outline. The Relocation of the MT Steyn statue

from the Bloemfontein campus was completed in early 2020. This is been a long processes, which has tested the institution's commitment to transformation. The consultative processes taken by university management towards responding to this demand has contributed immensely towards positioning the transformation agenda as a niche area in practice for learning at the institution. This has been evident in the processes of relocating the MT Steyn statue.

Deliverable 5. The development and implementation of a transformation strategy for the naming, renaming, acquisition, disposition of symbols (if any), and re-configuration of areas and spaces. A draft transformation strategy for the naming, renaming, acquisition and de-acquisition of art work, and re-configuration of areas and spaces was submitted to the cross-functional task team in February 2019. In the processes of consulting with the various stakeholders, it was agreed by the work-stream to name the drafted document a conceptual framework instead of transformation strategy. This was because, it rather proposed a generic institutional framework for naming/renaming, acquisition and de-acquisition of artwork, and re-configuration of areas and spaces. The framework was approved by the work-stream in May 2020. The conceptual framework will now guide the work of the Naming Committee and the Arts Advisory Committee.

The reviewing of the mandate and reconstituting the Arts Advisory Committee was proposed as deliverable 6 (see details above on progress).

The challenges faced by the cross-functional task team include; rethinking the role of the Arts Advisory Committee, students' participation in work-stream meetings. The necessary documents are in the process towards being approved to formalise the functions of the Arts Advisory Committee. Student participation remains an ITP challenge broadly. The work-stream has been very successful in achieving its deliverables. The team has also been innovating in trying to find better ways of resolving emerging challenges. This was more explicit in the way the team handled the different responses of stakeholders towards the delayed relocation of the MT Steyn statue.

Key Readings
➜ The UFS Framework for naming/renaming, acquisition and de-acquisition of artwork, and re-configuration of areas and spaces

### 2.3.8. Universal access

The application of the principles of universal design and universal access at the UFS will be instrumental in the improvement of the institutional culture with regard to people with disabilities, thus moving away from the traditional focus on the individual with the problem. The implementation of these work-stream deliverables are meant to ensure the recognition of rights of people with disabilities as an important

lesson in social justice and an opportunity to reinforce institutional values.

Deliverable 1. The As-Is. The report was finalised and distributed to work-stream members in 2018. It shows that students with disabilities have a positive campus experience overall. Majority students also report that the UFS places considerable emphasis on their overall wellbeing. The report highlighted lack of correct data on staff and students with disabilities and this was identified as a new deliverable from the As-Is. In this regard, the work-stream initiated discussions with administrators of the HEMIS information in 2019. They are trying to establish an integrated data platform for all students and staff with disabilities. It is also clear from the As-Is report that there is a need to improve the experience across campuses.

### Table 6: Snapshot of staff members with disabilities

| Occupational Levels | Male | | | | Female | | | | Foreign Nationals | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | C | I | W | A | C | I | W | Male | Female | |
| Top management | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior management | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| Professionally qualified and experienced specialists and mid-management | 1 | 0 | 0 | 4 | 0 | 0 | 0 | 2 | 0 | 0 | 7 |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 7 | 0 | 0 | 14 |
| Semi-skilled and discretionary decision making | 1 | 0 | 0 | 2 | 2 | 1 | 0 | 6 | 0 | 0 | 12 |
| Unskilled and defined decision making | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| *TOTAL PERMANENT* | *5* | *0* | *0* | *14* | *2* | *1* | *0* | *17* | *0* | *0* | *39* |
| Temporary employees | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GRAND TOTAL | 5 | 0 | 0 | 14 | 2 | 1 | 0 | 17 | 0 | 0 | 39 |

*Adapted from: UFS EE Equity plan 2019.*

Table 6 presents an overview of staff members with disabilities. The total of 17 staff members does not appear to reflect the true picture (a realistic figure) according to Universal Access work-stream discussions. They believe the challenge of data capturing leaves other staff members with disabilities out of the system, most especially for disabilities, which are not physically (or easily) visible to the public.

Deliverable 2. Alignment of all the policies that refer to universal access, including those related to teaching and learning, staff with disabilities and students with disabilities. This is an ongoing and

very consultative exercise. In 2019, the work-stream started by consulting with the Registrar as convenor of the Governance work-stream and custodian of all institutional policies. The work-stream is now contributing directly towards the ongoing policy framework development through the Registrar's office. On the other hand, the work-stream has struggle to start the same process with the HR department in order to consult all policies in relation to Universal Access. This has resulted in a delay to align policies, which refer to Universal Access. The Mental Health policy served at Council in 2019, which recommended some amendments. The final submission to

Council for approval should happen before the end of 2020. One main challenge in this regard has been a few policies, which have been submitted and approved by Council without inputs from the Centre for Universal Access and Disability Support (CUADS). The work-stream is engaging with the respective stakeholders through the Registrar's office to try and resolve this challenge, engagement meetings had been planned for April 2020 but have been postponed due to COVID-19. Therefore, ensure inclusive policies at institutional remain a challenge to transformation even though the work-stream is trying its best to engage stakeholders towards implementing needed policy revisions.

Deliverable 3. Develop and implement a universal access strategy including impairments such as clinically-diagnosed psychological disorders, as well as an assessment of the potential impact. Draft 0 of Universal Access Disability Support policy for students with disabilities is currently in consultation phase. The COVID-19 pandemic has limited the opportunities for consultation, however, once approved, which should happen before the end of 2020 and then implementation to follow.

Deliverable 4. Develop and implement guidelines for teaching material, new learning spaces, and any new relevant policies. This is combined with deliverable 7, which deals with protocols and considerations for universal access and physical spaces and structures. CUADS and Library Services are now part of the monthly Teaching and Learning Managers (TLM) meetings to contribute towards learning spaces designs. In addition, CUADS is participating in conversations and data gathering on the current study guide procedures.

Deliverable 5. Develop and implement a protocol of proactive approach for lecturers. The protocol has been drafted and engagements are rescheduled with the Centre for Teaching and Learning (CTL) who are the respective stakeholders to discuss their inputs and clarify the implementation phase. CUADS is also part of the HR On-boarding Programme and the New Academic Staff Orientation programme run by The CTL. CUADS contributes by providing orientation regarding students with disabilities, universal access and universal design.

Deliverable 6. Develop and implement a comprehensive advocacy and awareness strategy. The drafted strategy is in consultation phase with the various stakeholders on all three UFS campuses. The process has been slowed down by the COVID-19 pandemic given the importance of consultation in this regard.

Deliverable 7. Develop and implement a protocol for universal access to physical spaces and structures. The draft protocol articulates the necessary processes and stakeholder consultation to ensure that consultation or renovation of physical spaces and structures takes into consideration questions of access for all UFS students and staff on all three UFS campuses. The draft protocol and the respective considerations for universal access will be workshopped with UFS Grounds and Estates, ICT and CUADS in an online meeting in the second semester. It will then serve on institutional structures for approval before the end of 2020.

Deliverable 8. Develop and implement a protocol for universal participation in sport activities. The Sport strategy has been drafted. The work-stream had arranged an engagement meeting with the responsible stakeholders (KovsieSport, Student Life and Communities, CUADS, ResLife) in the first week of June 2020 to consolidate inputs from those engagements. However, this engagement has now been delayed due to the COVID-19 pandemic.

Deliverable 9. The integration of data for students and staff with disabilities. This has been identified as a new deliverable from the As-Is analysis of the experiences of students with disability. There is not consolidated data source in the institution about all students and staff with disability. The work-stream has started a consultative process. The engagements about data the different sources of data capturing and the integration started in 2019 with the Higher Education Management Information System data (HEMIS) administrators.

The challenge is that progress is slow due to comprehensive consultation processes (which

are necessary) for example, currently for the Advocacy, Awareness strategy and protocols. In addition, policies have been submitted for approval by Council without consulting CUADS for input. This work-stream has developed most of the plans and protocols; the focus is now on implementation even though most of its work requires broad stakeholder consultation, just like the student experience work-stream above. Given the level of consultation necessary not just for the drafting and approval of strategic documents but also the implementation, for example, the creation of a central data source (one truth on students with disability).

Key readings
➔ Draft 0 of Universal Access Disability Support policy
➔ As-Is Report: Universal Access

### 2.3.9. Financial framework (size and shape)

The #FeesMustFall student movement exposed the funding challenges students face in South African universities. This is in addition to financial stress faced by most universities in the country because government underfunds them. Therefore, post the student movement, universities have to evaluate their spending avoid any resource wastage. The ITP deliverables under this work-stream respond to financial viability, transformation and the necessary trade-offs for the University as a whole.

Deliverable 1. As-Is review of the financial model at a departmental level. The review of financial model interrogated data on enrolments, determination of full time equivalent enrolment and funding streams which create a platform for determining subsidy income as well as an indicator of what tuition fees should be. The modelling was done suing HEMIS data in 2018 and 2019. The product of this process was the Financial Viability, articulates the necessary trade-offs. In this regard, it proposes a need to review the viability of departments and respective programmes to assess their ability to break-even and potential opportunities. As a result, the model was seen at its inception as a threat to departments hence some resistance. The factoring in the model of an "intangibles" criteria

will be ready in October 2020. The strengthening of "cross subsidisation" within faculties intends to focus on relevance of programmes. The making of firm decisions in this regard was set for June 2020 but COVID-19 has delayed the necessary engagements. The determining of viability/need for non-academic departments to consolidate and where possible (VROps, HR) to analyse workforce composition and productivity of non-academic departments/persons is set for June 2021. These are some of the measures employed to ensure financial sustainability but also align the quality of programmes to an effective business model.

Deliverable 2. A review of departmental fee structures in context of national alignment. A comparison of fees was done with other universities which confirms our fees to be significantly lower than comparable institutions. The scope to firstly increase fees and to be able to make further inbound into the gap in fees for the same degrees is very challenging. This is the result of the national implementation of free education for the poor through the National Student Financial Aid Scheme (NSFAS) and a general resistance to fees increase even by those who can afford. The UFS successfully implemented an additional three (3) percentage points for first year programs in 2019 and to be phased in over a five-year period. Institutional fee structures up to departmental level have been discussed and addressed, agreement on baseline fees was also finalised and progressing well. Departmental contributions partly addressed towards budget request contributions. Further investigation is needed on regulation of fee increases by the Department of Higher Education and Training (DHET) and adds a new dimension. Class size and workload models need further interrogation into success rates, throughput and academic support. The institution will take part in national discussions and engagements with the Minister as planned for December 2020. This engagement may be cancelled or postponed due to the COVID-19 pandemic, which has created uncertainty towards the completion of the academic calendar. Additionally, the financial challenges faced by DHET as the minister tries to re-prioritize the available limited funds.

Deliverable 3. The review of the intended size and shape, differentiated by academic intent and the resulting income and funding streams. The intended institutional size and shape has been reviewed and a New-enrolment plan submitted by UFS through DIRAP. The impact on UFS finance to be determined once final plan is approved by DHET. This is set to be finalised by September 2020. The UFS over enrolled for the 2019 academic year, therefore pert of this process was to make sure the mistake is not repeated because it can lead to a financial penalty by DHET.

Deliverable 4. The review of rules for unspent budgets, unspent salary budgets, savings of funds, and potential surplus generation and deployment of funds to support core business. The rules have been reviewed in relation to unspent operational, SLE budgets and savings funds. The available funds are taken into consideration when reviewing budget requests submitted during the budget process. In general, units are not allowed to grow unencumbered funds to more than 200% of the annual operational budget allocation. Faculties and support service departments do in a number of instances exceed the upper limit and many budget requests were declined in 2019 and the respective units would request to fund them from their savings fund. While a final institutional decision has not been made for Departments with exceedingly high savings, It will be in the interest of the University to request all units to indicate the intended use of these funds e.g. asset replacement, identified research projects and furthering the strategic goals of the unit and the UFS. A challenge encountered was that Departments may spend savings recklessly if too much pressure is placed on them to use/transfer funds. Departments indicate they earmark funds for specific future projects, which seems valid in some cases. The work-stream intends to prepare a draft policy for discussion by August 2020. While achievements are notable in the work-stream, there are some challenges as highlighted in relation to Departments' savings.

Deliverable 5. The review of policies around high-level opportunities for third-stream income, including cost-recovery mechanisms and rules around surplus generation. The policies around high-level third stream income have been reviewed including cost recovery and rules around surplus generation, which is mainly within the domain of the Vice-rector: Research. The Department of Finance is assisting the Directorate for Research Development (DRD) to develop a proper costing template for third stream research as well as a costing and pricing model for short learning programs. The Third Stream Income committee was set up by the Rector. The institution is now using an integrated approach, which includes key stakeholders and the cost recovery proposals are in progress.

Deliverable 6. The model for allocation of strategic funding. The model has been reviewed and refined to consider eight areas: 1) Building and refurbishment, 2) Community, 3) Expensive apparatus replacement, 4) IT Infrastructure, 5) Language Policy, 6) Research, 7) Professional Development, 8) Teaching and Learning Excellence. These are linked to all other institutional strategic projects. This is set to be completed in November 2020.

Deliverable 7. The exit strategies for all marginal courses, programmes, and projects. There has been little progress to date regarding this deliverable because they are yet to be defined. These definitions are set to be done by November 2020.

The main challenge highlighted by the work-stream is that departments may spend savings recklessly if too much pressure is exerted by management. Therefore, the approach towards these changes cannot be radical but rather more engaging for the departments to understand the need for these changes. The work-stream is one course to achieve its deliverables despite the challenges.

Key readings
➜   Size and Shape report

## 2.3.10. Governance and policy

The University needs to work towards a well-established standardised framework, competencies, and insights to develop a suite of crisp and clear operational policies and procedures that should be placed on the University's intranet. The ITP deliverables below are meant to respond to the related challenges.

Deliverable 1. The As-Is review of the extent of the duplication, relevance, availability, and completeness of the current policies and the extent to which they are up to date, accessible, and comprehensible. The review is being conducted by an official appointed on contract to focus on this investigation. There has been a delay in the production of the findings and main challenge highlighted has been the high number of documents that have to be accessed and analysed.

Deliverable 2. The development of a guiding framework for policy development, formulation, and implementation. The process towards the development of the UFS Policy Development Framework was initiated in February 2020 with multi stakeholder workshop engagement. The Registrar intends to present a draft framework to the university community in the second semester for consultation. All policies, procedures and rules have to be published and administered centrally. In this regard, a job profile for an IRC officer, under the Deputy Registrar: Governance and Policy has been developed, graded and will be appointed in 2020. The appointment process has been delayed by the pandemic. The intention here is to ensure central coordination of all policies, from there development by the relevant policy owners to their review/revision at the end of the stated time frame.

Deliverable 3. The designing, revising, and redevelopment of policies with the relevant policy owners. The Policy Development Framework lists the following as responsible officials in the University: Policy Sponsor – Rectorate, Policy Delegate - Policy Working Group/Task Team (consisting of stakeholders), Support from Registrar's Office, DIRAP (academic policies), Legal Services (vetting). This revision process is dependent on the finalisation of the guiding framework and the templates, which is still a challenge. The revision of policies will commence after approval of the framework in the second semester of 2020.

In the process of designing these necessary frameworks, the following has been implement as part of transforming the governance regime at the UFS.

- The election of two Convocation representatives on Council was successfully concluded in November 2019. The newly appointed members attended the Council induction workshop and meeting in November 2019.
- Election of the President and Vice-President of the Convocation. The nomination process was followed and the President of the Convocation was elected at a duly constituted meeting of the Convocation on 1 February 2020. The new President of the Convocation attend his first Council meeting on 20 March 2020.
- Election of the Support Services Staff representative to Council. The election was held in accordance with the prescripts of the Institutional Rules, and the term of office of the member commenced during January 2020. This member also attended his first Council meeting on 20 March 2020.
- Election of the donor representative to Council. This vacancy occurred in June 2020 and the process has commenced for inauguration of the new member in the next Council meeting (September 2020).
- Streamlining of Committee structures at Council level. Differentiation of Council and Joint Committees of Council and Senate and confirmation principles for: 1) Fair allocation of committee work, 2) Majority of external Council members in Council committees, 3) To be chaired by an external member of Council.

The challenges highlighted include; the number of policy documents that have to be accessed, analysed, documented for; inconsistencies, discrepancies and contradictions in policy documents regulating the appointments. This As-Is process is impacting other processes such as framework and other policy revision processes. Most challenges have been mitigated and the

election was concluded successfully. Certain formulations in the institutional documents have been found to be problematic, this could make the election process very challenging.

This work-stream struggled from the end of 2018 into 2019 when the convenor had vacated the post and as the University went through a process of employing a new Registrar. Ever since the new Registrar was appointed, the team revised how to proceed and it is now on course towards achieving these work-stream deliverables.

## 2.3.11. Governance: Systems and administration

The majority of the current processes and systems are still manual, with dispersed accountability. The lack of automation and the dispersed accountability potentially leads to mistakes and inconsistencies in the application of admission requirements, progression rules, and other general and faculty rules, including inconsistencies across campuses. The following ITP deliverables respond to these institutional challenges.

Deliverable 1. Stabilisation of student lifecycle processes from recruitment to graduation. The audit reports from 2014 to 2019 have been reviewed and incorporated some of the findings and recommendations into the implementation plan. In relation to Service Request Management, the design is in the final stage. Governance structures are being revitalised to support academic administration, which includes Academic Timetable, Senate Central Admission, General Rules etc. Class timetabling could not implement full solution (Plan A) in 2018 due to dependencies in domains outside academic administration. Plan B (moving UFS Custom Class Timetable data to S+) was implemented for 2019 registration. The 2019-2020 ongoing testing of Plan B solution identified more requirements and data quality issues, the broader institutional project in this regard is yet to be defined; awaiting the appointing of the Steering Committee, the Project Manager and the Project Plan. Exam timetabling is in collaboration with ICT to analyse issues with existing process and technology challenges on additional timetable reconfigured

technology design to produce an improved timetable for 2020-2021. In relation to academic progression, a report has been developed and draws on the system in regards to the students' progress against the general rules regarding progression. A business process was developed as a result to assist in communicating with the students regarding their academic progression. In this regard, support was availed to faculties at the end of 2018 and again at the end of 2019. The teams responsible for applications and admissions introduced online offer-acceptance, while graduations introduced the use of 'Confer Date' to better manage graduation data. The existing reporting has been enhanced to support the automated generation of graduation programme, qualification certificates and seating cards. The other ongoing key projects from the cross-functional task team include the PeopleSoft campus v9.2 Upgrade and Online Applications and Admissions.

Deliverable 2. The review of all existing UFS policies and necessary processes for publication and maintenance of a policy register. This includes reviewing the student lifecycle processes from recruitment to graduation and the Systems and Administration Gap Analysis, which is completed and provides a high-level review and timeline for implementation.

This work-stream faced the same challenges as governance and policy above but with the new Registrar, the team seems to be on track. In addition, some of the deliverables have been revised.

Key readings
➜ Systems and Administration Gap Analysis

## 2.3.12. Multi-campus model: Qwaqwa campus

The UFS has three campuses and Qwaqwa campus is one of them. The following discussion illustrates how the campus is responding to its challenges.

Deliverable 1. The As-Is. In order to develop a report about the programme needs and gaps at Qwaqwa campus, all faculties are participating in the process of revising the campus programme and qualifications mix (PQM; see deliverable 3).

Deliverable 2. Comprehensive review of the infrastructure needs of Qwaqwa campus. The ongoing response to the campus infrastructure needs include building new structures for the campus. The site for building the 24/7 Study Centre was handed over to contractors at the end of October 2019. This Study Centre was initially set to be complete and ready for use before the end of 2020. A new multi-purpose building is under construction that will house a Student Services Centre and the Faculty of Economic and Management Sciences (EMS); the building will also have seating space for 600 students in new lecture venues. A new residence is under construction. Plans for a Central Laundry, to also serve off-campus students are currently under discussion. The completion dates of these infrastructure projects have been impacted by the national lockdown. It is anticipated that construction work on these project sites will resume as soon as all the COVID-19 related health and safety plans have been satisfactorily completed. The construction of Phase 1 of the Student Centre has been postponed due to COVID-19 impact on the institutional budget. However, the planning component of the project will proceed with the plans being completed in the current year. In terms of the Language Academy venue, a DHET funded project, it is expected that, all things going well, construction will commence in the current academic year. Due to the ongoing water crisis in the greater Qwaqwa area and unreliable supply from the municipality, a decision has been taken to build a second water reservoir in order to improve water availability on campus. The various initiatives respond to the infrastructure needs of Qwaqwa campus.

Deliverable 3. Review PQM with relevant qualifications for all three campuses (Qwaqwa). All faculties presented position papers on the PQM at the Golden Gate retreat in July 2019 as part of consultation engagements. The process is complete and all faculties have made their final submissions. The Humanities Faculty completed its position paper at the end of 2019, which had been consulted upon and endorsed by the Faculty. The task team of the EMS Faculty had completed the draft proposal by October 2019 and had submitted it to the Faculty for discussion and finalisation. By the end of 2019, the NAS Faculty needed to work on some aspects of the proposal before the final draft could be submitted to the Faculty for finalisation and endorsement. Hence, extensions were made for the EMS and NAS faculties into the first quarter of 2020. This was important in order to ensure that all necessary consultations of the proposals happened so that there was consensus within the faculties and that the proposed final drafts of PQM have the support of all the stakeholders. The Position Paper proposals on the PQM served at the Academic Committee on 16 March 2020. There was an in principle agreement, but it was requested that EMS faculty needs to meet to iron out unresolved issues. It then served again at the Academic Committee of 7 May 2020 and the PQM Position Paper proposals were approved. They have also been approved by Senate and Council. These PQM Position Papers propose a unique PQM for Qwaqwa campus paying attention to niche areas given its context.

Deliverables 4, 5 and 6 could only be accomplished after deliverable 3 above is complete. Therefore, the cross-functional task team is now shifting its attention to these deliverables since the Qwaqwa campus PQM has been approved.

Deliverable 7 is a new deliverable and attends to the 'strengthening of governance and accountability structures' at Qwaqwa campus. In this regard, a resolution was reached in 2019 for the Qwaqwa campus Management Committee (QCMC) to be part of the University Management Committee (UMC), a structure which seats at the Bloemfontein campus. A resolution was also reached in 2019 for the Qwaqwa campus Academic Committee (QCAC) to be part of Senate. The resolution towards a Remit for Student Success Task Team was reached November 2019 and the Community Engagement Committee, November 2019. These remits are meant to ensure institutional alignment in the strengthening of governance and accountability structures. The Qwaqwa campus Research Committee (QCRC) is now recognised as a sub-

committee of the Research Committee of Senate. The Vice-Rector: Research has however directed that the campus should first develop a campus research strategy after which the remit of the QCRC can be finalised. The remit of the Qwaqwa campus Academic Committee has been completed, though the committee as such still needs to be constituted and then be recognised as a sub-committee of Senate. The remit of the Community Engagement Committee Qwaqwa has been completed and submitted to the Vice Rector: Institutional Change, Student Affairs, and Community Engagement, and is awaiting approval. The remit of the Qwaqwa campus Management Committee has been completed and submitted to Rectorate and is awaiting approval pending further discussion. These governance initiatives are meant to improve the alignment of the UFS multi-campus governance model because traditionally, most institutional governance structures were at the Bloemfontein campus.

The matter of participation of Qwaqwa campus in the other work-streams has now been resolved through nominations being confirmed where there were gaps. A schedule of names to this effect has been compiled and submitted to all convenors of the work-streams.

The major challenge was the process of drafting the faculty position papers because of the amount of work but also the level of consultation required in order to have the needed consensus for successful implementation. This is now complete. Additionally, a structure has been set-up to ensure campus participation in all other ITP work-steams.

### 2.3.13. Multi-campus model: South campus

The South campus is one among three UFS campus and therefore faces its own challenges, which require contextual solutions. The deliverables under here respond to those challenges.

Deliverable 1. The As-Is. A programme needs report was submitted to the cross-functional task team in June 2018. One of the main challenges highlighted was limited planning for transformation and a delay in addressing institutional policies that are inter alia silent on distance education provision at the UFS. The strategic document of the South campus has however not been finalised yet, due to amendments to departmental planning to align with the annual performance plan of the University. A survey amongst distance education students, actively driven by DIRAP and related recommendations on the climate amongst distance education students are highlighted among student experience recommendations. The recommendations provide an important step towards determining the experience of the distance students and addressing possible challenges.

Deliverable 2. Comprehensive review of the infrastructure needs of South campus. The infrastructure analysis report and infrastructure needs report served at Rectorate in 2018. The commissioned projects include the new multi-purpose courts, which were completed in 2019 and under use. The building of the new SRC offices is now complete and the third residence opened at the beginning of the second semester of 2019. The sports fields were upgraded between 2018 and 2019. The refurbishment of the campus entrance is complete. The second residence (Liberty) and third residence (Toka) built at Soutn campus are completed and in use. The residences have really helped eliminate the unnecessary challenges for resident students and these three residences provide a good foundation to seek for more funds for residences.

Deliverable 3. Review PQM with relevant qualifications for all three campuses (South campus). The South campus specific accreditation proposals were submitted in June 2019, awaiting response.

Deliverable 4. Develop a strategy around open distance-learning and foundation programmes for South campus. The strategic documents were developed in 2018 and approved: the campus strategic plan and the strategic plan for Universal Access Programmes (UAP). In addition, the campus governance organogram (structures) was also revised to streamline governance. The focus is supposed to be on implementation. However, the campus principle retired at the end of 2019 and Dr Maria Madiope was appointed and

started as the new campus principle in January 2020. The new principle may revise some these deliverables. The South campus work-stream has found participation in other work-streams very useful as they learn from them but also present the view of South campus in these spaces. The inclusion of distance education in the UFS learning and teaching strategy, and the related size and shape for UFS as approved by the Council, has been a major step in the right direction. This also shows that progress is being made in affirming that open distance education is embedded in the strategic direction of the UFS.

Deliverable 5. Development of South campus' own unique academic signature. In response, the relevant frameworks were developed as part of developing a unique campus academic signature and they include:

- South campus ODL Report 2019;
- South campus Business Model online learning;
- As-Is analysis of South campus 2019;
- South campus Annual Research report 2019.

They are all currently being implemented.

In addition, a review of the Advanced Certificate in Teaching and the general operations of the campus is scheduled for October 2020. The guidelines are being developed and they are crucial towards informing the self-evaluation report of the campus. Finally, the delay in addressing institutional policies that are silent on distance education provision at the UFS is still a concern, and South campus is in the process of writing its own distance education guidelines.

Deliverable 6. Develop a marketing plan ODL at the South campus. The marketing plan was completed in June 2019 and currently being implemented.

The work-stream appears to be on track with the deliverables. It is important to note as indicated above, that a new campus principle was appointed at the beginning of 2020. This may imply a review of the deliverables themselves or how they are being implemented.

Key readings

➔ The South campus strategic plan
➔ The strategic plan for Universal Access Programmes (UAP).

## 2.4. Challenges highlighted by work-streams

The challenges specific to each work-stream have been highlighted as well as how they have responded to some of these challenges. General challenges include the current manual reporting on progress but DIRAP is currently developing an online reporting system to save time and ease accessibility to work-stream progress reports. Cross-functional task teams have also reported few members attend these meetings and student participation has particularly been raised as a major concern. In response, emails have been sent out to the University community to encourage participation and the Dean of Students has also encourage student leaders in particular to attend but this remains a challenge. Integration among cross-functional task teams has been raised as a major concern since the ITP promotes an integrated approach to institution processes and activities in order to actively do away with silos. This was embedded in the ITP from its inception, as its development and implementation were premised on consultative processes and widely inclusive task teams across UFS campuses. Finally, the ITP provides the UFS with a structured approach towards transforming the institution. The successes towards the set deliverables area clearly outline above. However, there are persistent challenges in the process and there is a need improve the current processes in some work-streams more than others.

## 2.5. ITP funding for projects related to deliverables

The institution put aside funds to support any initiative by staff and students towards achieving ITP deliverables. The funds are availed to students and staff initiatives, which are aligned to specific ITP deliverables but cannot be covered by the budgets within a unit or department at the institution. The ITP Funding Committee is responsible for approving project funds. The committee is made up of seven members and

chaired by the Vice-chancellor and Rector of the UFS.

The ITP Funding Committee sent out a call for funding applications in March 2018 for 2018-2019 funding and again in June of 2019 for 2019-2020 funding. Staff and students were requested to apply for funds to implement initiatives related to specific ITP deliverables. A total of 15 applications were approved for 2018/2019 at a cost of _R 3 042 000_. In relation to 2019-2020 applications, 24 projects were funded at a total cost of _R 4 359 000_ and most projects are currently under implementation. The funds have helped the institution to support transformation initiatives by students and staff. These are initiatives, which would normally not have received funding through typical institutional budget processes.

# 3. How effective is the process of ITP implementation?

This section of the SER presents the views of work-stream convenors on the effectiveness of work-streams or cross-functional teams in the ITP implementation process. This section is divided into five parts: a) the process followed by work-streams to manage the implementation process; b) effectiveness of that process; c) challenges experienced by work-streams; d) how work-streams plan to proceed; and e) the opinions of work-stream convenors on the level of success.

## 3.1. Work-stream processes followed to manage implementation

The different ITP work-streams have tried various approaches in order to be effective. The Teaching and Learning work-stream integrated most of its deliverables into the work of two major structures in the institution, the CTL and DIRAP. For example, the new Learning and Teaching Strategy (LTS) has integrated the ITP deliverables. Therefore, in the case of the CTL, the LTS and ITP deliverables are integrated with performance management contracts and appropriate performance measures in place. The result of this level of integration has been that specific ITP meetings have not been taking place as all teaching and learning meetings are focused on implementing the LTS and by implication the ITP.

The Research, Internationalisation and Innovation work-stream convenor explained that the team meets once a term to discuss progress. Hence, all strategic plans, policies and guiding documents served at these meetings for initial input before broad consultation and final approval by the relevant UFS structures. In follow up meetings, the work-stream has discussed the level of progress on implementation of strategies.

The Engaged Scholarship convenor indicated that work-stream meetings take the format of big meetings, workshops, seminars and task teams.

The work-stream has integrated its functioning with the work of the South African Higher Education Community Engagement Forum (SAHECEF), Higher Education Regional Development Forum in Central South Africa (HERDIC – SA) and quarterly meetings of the Community Engagement Management Committee (CEMC), which are used to monitor progress.

The Student Experience work-stream on the other hand follows a threefold process. Initially the convenor scheduled meetings with the entire work-stream. This approach proved to be ineffective, in that it became more of a sermon where only the convenor was speaking. Some of the work-stream members would appear uncertain whereas others were just silent and only a handful would ask a question or two. Secondly, the work-stream was divided into sub-teams per deliverable and the meetings were scheduled accordingly. The thinking was that small groups would meet and work on a particular deliverable and once a quarter, a full work-stream meeting would be held, where each sub-team leader would provide feedback. This approach was partly effective than the first option, but due to COVID-19 the sub-teams have not had the opportunity to report to the work-stream. Lastly, it was resolved that the Student Experience and the Universal Access work-streams should work closely together. As a result, they acquired services of an administrator to work as secretariat for the two work-streams. The secretariat became an Operational Committee responsible for scheduling meetings per fortnight in order to track and trace on progress made with each key deliverable and further to identify matters to be followed-up. This approach has been a lifeline for both work-streams. The services of the administrator became a game changer for the work-streams in as far as administrative support. The Operation Committee became effective because it is agile, and always has its fingers on the pulse of each deliverable; this also helps in doing necessary preparatory work for writing reports for the ITP Implementation Committee.

The Names, Symbols and Spaces convenor explained that the Unit for Institutional Change and Social Justice coordinates the work-stream and acts as the secretariat to ensure continuity

since the work-stream had two convenors so far. The work-stream has 21 members of which six positions are reserved for students. Five (5) meetings were held in 2018 and six (6) in 2019 with the average attendance of 70% (excluding students). Since most members serve on other work-streams and institutional committees, it was decided that the work-stream would focus less on the frequency of meetings and more on having focused meetings that hone on quality of discussions towards achieving deliverables. These meetings are usually scheduled for three hours at a time. However, it remains a struggle to get the student representatives to attend meetings, even though there is at least one student representative at most of the meetings. Three workgroups have been established on an ad hoc basis to deal with specific matters ensuing from the formal meetings. One workgroup (four members) was established to draft an overarching conceptual framework for the work-stream through an institutional consultation process. Another two workgroups (two to three members each) conducted an inventory and analysis of the Names, and Artwork on all three campuses. The three workgroups submitted final reports to the work-stream and the conceptual framework will be approved at the next meeting. In addition, the Special Task Team on the Steyn statue was established by the Rector and consisted of six members from this work-stream.

The Universal Access work-stream used a similar process to the Student Experience work-stream above in relation to following a threefold process. It is also highlighted here that the Operation Committee consists of the work-stream leaders (student experience and universal access) and the secretariat. They meet biweekly to track progress made with each key deliverable and identify matters requiring a follow-up. The effectiveness of the team is due to its size (being small) and meets mostly after hours, taking into account that with most of the key deliverables preparatory work needs to be done before meeting or engaging other stakeholders within the cross-functional teams.

The Governance, Policy, Systems and Administration convenor joined the university in 2019. He indicated that meetings at cross-functional task team level did not materialise as

only the members of the Registrar's Division attended the meetings. Therefore, the process followed was convening a meeting with the relevant members of the Registrar's Division (Registrar's Management Team) to discuss the pertinent matters on the two ITP work-streams, including the deliverables, activities to be undertaken, timelines and identification of responsible persons. The second approach was to table matters that required cross-functional comments and inputs to the relevant institutional committees or task teams, consisting of representatives of various portfolios. The progress on the critical items was reported at the relevant institutional meetings to garner inputs and comments.

The Qwaqwa campus work-stream has its members distributed into other work-streams to engage and provide a Qwaqwa campus perspective in these cross campus teams.

The South campus work-stream convenor joined the university beginning of 2020. Hence, due to various changes in South campus management, the work-stream has not been able to convene for an ITP work session. Going forward the work-stream intends to re-look at South campus's engagements within the various ITP work-streams.

The information shared by most work-stream convenors shows they are always trying to improve their meetings approaches and other work-stream engagements in order to achieve their deliverables. However, a few work-streams were not able to share information related to their work-stream processes.

## 3.2. The effectiveness of work-stream processes

The effectiveness of work-stream processes is presented here in relation to how conducive the environment allowed opportunities for effective engagement, whether discussions within work-streams were productive and the level of constructive engagement between each work-stream and other ITP work-streams.

The Teaching and Learning convenor explained that the integration of ITP into the LTS and performance management means that the implementation becomes part of the DNA of how learning and teaching takes place at the UFS. In addition, the use of existing structures such as the Academic Committee, Language Committee as well as Teaching and Learning Management meetings create a conducive environment for engagement. Since the ITP deliverables are integrated with LTS there are no specific work-stream discussions, they are integrated into other committee meetings. Finally, work-stream interaction with other work-streams takes the form of different work-stream members attending other work-stream meetings.

The Research convenor indicated that they were highly effective in developing the required reports, strategies and guiding documents. They consulted regularly with stakeholders and incorporated their input into these plans before they were submitted to the UFS governing structures. This approach was helpful in the first year of the ITP but during the implementation period, the convenor experienced the work-stream to be less useful as she worked with individual Faculties, Deans and researchers on postgraduate students, research, innovation and internationalisation. This process has led to regular engagements with Deans, Academic Heads of Departments and individual researchers. In addition, during the development and implementation of work-stream strategies and related guidelines, the team established an effective engagement and relationship with researchers in the institution. This close and effective working relationship continues to facilitate the implementation phase of the developed plans. The work-stream created a core team of three individuals who worked on the ITP deliverables. They compile the relevant documentation (strategies, policies, guiding documents or implementation plans). Then receive feedback from other work-stream members before the UFS community is consulted on the draft documents. This would be followed by final approval through the relevant structures. During the implementation phase the work-stream team proved to be less useful as the three member team worked closely with academic staff. In relation to other work-streams, they are represented on other work-stream, which makes the engagement between work-streams effective and enables the alignment of all work-stream efforts with the main objectives of the ITP.

The Engaged Scholarship convenor shared that the process was effective for those involved. The environment was conducive as members had the freedom to express themselves through different forums created in the process. However, the challenge was around the direct involvement of broader faculties in making direct contributions in the discussions.

The Student Experience and Universal Access convenors explained that the process approach was threefold. Phase one (involved entire work-stream) failed, phase two (small deliverables groups) was partly effective, whereas phase three (operational committee) has been very effective. The work-stream meets once in a quarter, whereas the small key deliverable groups meet as and when they need to work on a task, whilst the Operational Committee meets fortnightly for planning, organising, leading, tracking, tracing and control. In theory phase one would appear conducive for the work-stream because it is inclusive and diverse. However, though the environment was conducive for effective engagement, there was not much engagement; yet, opportunities were there. In phase two the environment was as conducive as in phase one with equal if not more opportunities for effective engagement considering that it uses small groups, each focusing on a particular deliverable. The challenge in phase two was mainly limited in meeting attendance due to various reasons, but mostly unavailability and clashing meetings/calendars. As with phase one and two, in phase three the environment has proven more conducive, with plenty of opportunities for effective engagement. The Operational Committee meets every fortnight with few disruptions and it is in phase three that this work-stream's lifeline has been sustained. In terms of productivity, phase two meetings were far more productive than in phase one, perhaps because people were speaking from their point of information, and were less intimidated by the group and titles. People shared experiences on the work they were involved in, hence discussions were contextual and helpful. The phase three

meetings were very progressive, robust, critical, reflective, task oriented and therefore highly productive. The interface of the work-stream with other work-streams was mostly between convenors in case where the deliverables are depended on another work-stream. These discussions were constructive but in some instances not as responsive, partly because of differing priorities between work-streams informed by their deliverables deadlines. The other aspect was that work-stream meetings tend to happen at the same time in preparation for the bigger ITP Implementation Committee meeting. As it is to be expected, people would prioritise the work-streams in which they have primary membership. Consequently, the engagement integration of ITP work-streams become somewhat impractical in the way it was conceptualized, hence it has not manifested in praxis. The engagement integration between ITP work-streams is one of the practical shortcomings of the ITP. For example, in the case of the universal access work-stream, the convenor is meant to be part of all other work-streams but was never invited even after attempts through emails and offering contributions to other work-streams.

The Student Accommodation convenor shared that the effectiveness of the process was mostly linked to the appointment of an ITP officer. This enabled the HRA to dedicate time and resources to other needs such as, off-campus accommodation, non-gender specific housing, placement and renewal of placement policy, etc. This positivity has greatly contributed towards the establishment of a conducive environment for effective engagements. The outcomes of productive work-stream discussions included identifying residences to run the non-gender specific housing pilot from January 2021. The pilot is meant to assist HRA assess the practical needs and support mechanisms; including programs the UFS must put in place to assist the LGBTQI++ community. The members of this work-stream have participated in other related work-streams such as student experience and universal access.

The Staff Experience convenor explained that the environment was conducive to engagement since all role players had the opportunity to raise issues of importance. They were also encouraged to raise their views and take part in discussions. While for the more introverted employees an option was provided to raise issues of concern outside meetings, directly with line managers or other members of the work-stream as to ensure that all views were included in the discussions and final decisions. These work-stream discussions resulted into the implementation of new ideas and enhancing the initial plans. It is also important to note that work-stream members have maintained constant interaction with other work-streams, formally and informally. This level of engagement has been crucial because decisions taken by one work-stream can impact on decisions taken by other work-steams without the role players taking cognisance of the impact of their decisions on the broader ITP project and the UFS community in practice.

The Names, Symbols and Spaces convenor indicated that most of the delays or process frustrations were a result of unforeseen developments. One such example was the appeals process pertaining to the MT Steyn statue and the lack of cooperation demonstrated by the Arts Advisory Committee regarding matters of visual redress and matters relating to art and symbols, which led to frustrating delays in the work of the work-stream. It should also be noted that the MT Steyn Statue as well as the review of the mandate and work of the Arts Advisory Committee were added as work-stream deliverables after the establishment of the work-stream. Nevertheless, the work-stream is currently on track to achieve all the deliverables before the end of 2020. Just like Student Experience and Universal access, the Names, Symbols and Spaces convenor indicated that the work-stream also established sub-groups or workgroups to focus on specific issues or deliverables. The convenor shows that the traditionally paraphrased version of minutes taking was expanded into verbatim transcription of the meetings in their entirety. This contributed to in-depth discussions during each subsequent meeting as even members that did not attend a previous meeting could fully participate in matters arising from the previous minutes. It also assisted new members joining the work-stream to get a comprehensive understanding of work done so far – this was especially true for student leaders who usually serve on the team for a one-

year period. Input on relevant documents, were not restricted to timelines associated with the usual release of an agenda one week prior to meetings. Instead, documents were continuously circulated which ensured that members are already familiarised with them before presentations at the meetings. The result has been more preparation among members and more productive discussions. Even though the work-stream has not formally presented their work to other work-streams for inputs, the composition of this work-stream is of such a nature that most of the other work-streams are represented. Furthermore, consultation went beyond the membership delineations of this work-stream, and included relevant stakeholders and members of other work-streams.

The Financial Framework convenor explained that the process was effective in terms of enabling stakeholders to understand the Higher Education Financial environment as well as the environment in which the UFS operates, the UFS' financial sustainability, clarity on sources of funds, as well as baseline fee challenges in comparison to universities in similar categories, understanding the effect of expenditure creep within some categories. In addition to other process achievements, the importance of third stream income generation led to a committee for third stream income being formed and led by the Rector and Vice- Chancellor. The work-stream acknowledges that its work cuts across deliverables of all other work-streams and hence there has been regular engagements with each of the other convenors on resource provisions with a clear understanding of the limitations of funding.

The Governance, Policy, Systems and Administration convenor indicated that the work-stream did not operate as proposed in ITP since he used the team under his portfolio to do work-stream work. However, he shared that the major reason for absenteeism in ITP meetings as it was raised by work-stream convenors could be the fact that there was no coordinating structure at the central level for the ITP work-stream meetings. There are no dates or timelines set aside for the ITP work-steam meetings. Therefore, staff members tend to prioritise their daily and portfolio related activities. His Division

based meetings were effective as members were able to report on progress in respect of their areas of responsibility. Critical matters were then escalated to the relevant institutional committees for comments and inputs. The Registrar's Division was initially operating as two separate entities (Governance and Policy; and Systems and Administration) under two Registrars but now integrated and working as one work-stream. The divisional work-stream meetings also offer staff members the opportunity to understand the functions and responsibility of each, as well as appreciate the synergy and integration between the previously separate entities. Therefore, the Divisional meetings were very productive and reflective since staff were mainly dealing with their areas of responsibility The information distilled from other institutional committees, particularly on the ITP deliverables, was shared and integrated within the work-stream. However, there was no engagement between the work-stream and other ITP work-streams, except in the central ITP Implementation Committee meetings or workshops.

The Qwaqwa campus convenor noted that there was not much direct engagement with other ITP work-streams. However, the campus has created an institutional ITP management committee where campus staff are expected to participate in other work-streams and then share experiences in the institutional ITP management committee meetings.

The Qwaqwa campus convenor explained that the environment was conducive, with very robust, constructive and imaginative debates, especially within the PQM Review component of the work-stream. It is important to note that in terms of the PQM Review deliverable, one faculty expressed difficulty in forging a common vision and understanding in conceptualising a unique PQM for the campus. However, ultimately there was an agreement reached. The South campus convenor on the other hand indicated that no clear guidelines had been passed down to the new management team in order to be able to build on what has been done.

## 3.3. Challenges experienced by work-streams

The discussion here focuses on the challenges experienced by work-streams. The Research work-stream noted one of the challenges being arranging meetings, which all members could attend due to the size of the task team. In addition, it was often difficult for staff from Qwaqwa campus to attend the meetings. However, one of the positive lessons to take from the adaptation to the COVID-19 pandemic is that staff have now became acquainted with virtual meetings during the lockdown. This is proposed as a viable approach for work-stream meetings going forward. The convenor also shared one of her frustrations has been the endless reporting to DIRAP in the first two years of the ITP. The research convenor further explained that the ITP implementation process has been frustrating in that the work-stream for instance had the As-Is report completed before the official start of the ITP, in comparison to other work-streams which only completed their As-Is reports two years later.  It is the convenor's opinion that the strictly controlled and regulated reporting on the ITP deliverables has held the work-stream back from making even faster progress. In relation to the ITP implementation reporting challenges, DIRAP has completed an online ITP progress reporting process and convenors can now upload their level of progress online. This is meant to eliminate the unnecessary individual communication about progress, rather for convenor to just go online and report on progress at their convenient time.

The need to improve ITP reporting is highlighted by the Governance, Policy, Systems and Administration convenor; the Student Experience and Universal Access work-streams. One of the responses is one planned ITP work-streams' meetings week every quarter/term in order to secure a space of five days in the University calendar, which are less crowded by other institutional meetings for work-stream meetings. This is meant to ensure increase in ITP work-stream meetings and participation.

In the case of work-streams such as Student Experience and Universal Access, consultation with students and staff is at the core of their practice if they have to get deliverables accomplished, hence the difficulty to meet with certain stakeholders from the cross-functional task teams poses serious challenges. The reasons vary from non-attendance of meetings, non-availability, clashing of meeting (it is important to note that the clashes in the main were as a result of people scheduling meeting on top of the already scheduled formal meetings). According to the work-stream, this is a known UFS bad habit across the board, which has to stop. Additionally, non-responsiveness of members (i.e. members just ignoring meeting requests) and members failing to meet deadlines. The Operational Committee meets every fortnight to fast-track and coordinate progress. This means the committee does the work for the entire work-stream. The main challenge though is that the convenors have no authority over some of the members. This matter has been raised several times during the ITP Implementation Committee meetings because it negatively affects the meeting of deadlines. This approach is not working and yet convenors are held accountable for their work-streams' lack of progress as they should. Even though the convenors here just proceed and do the work, this does not address the crux of the matter and so the problem lingers on.

The Student Accommodation work-stream experienced a setback in 2019 due to the unexpected student protest in August 2019. In addition, South campus and Qwaqwa campus still needs to be aligned with the related work-stream ITP strategy and it is planned to be resolve soon institutionally.

The Staff Experience work-stream indicated that the main challenge is related to the enhancement of Employment Equity. The appointment of certain categories of staff members are still continuing, despite the fact that they are over represented. This needs to be addressed as a priority and cannot be addressed within the work-stream. The convenors argue that this needs to be addressed by individual line managers, Deans and HOD's and needs to be enforced by the Rectorate. The fact remains that the UFS will need to invest more in enhancing the EE profile of the institution. The frustration of the work-stream seems in this case to call for the

intervention of management if the institution is to transform the staff profile.

The Names, Symbols and Spaces work-stream reported that the establishment of the Special Task Team on the Steyn statue was not anticipated when the work-stream was conceptualised and established. The concomitant tasks such as the permit application, public participation process, report and the ongoing appeal process were significantly time consuming, especially during 2018. It was initially assumed that the Arts Advisory Committee (AAC) would incorporate matters relating to symbolism, spatial layout and visual redress to their existing mandate. However, the work-stream came to know that the AAC operated without a Remit and Policy, and it also refused to expand its mandate. Because of the lack of cooperation displayed by the AAC, it set the progress of the work-stream back by several months. During the drafting process of a new remit and policy and procedure documents for the Naming Committee, a decision was taken on an institutional level to establish a policy framework for all institutional committees. This decision resulted in a delay of the finalisation of these documents of the Naming Committee, since it had to wait for the approval of the new templates at the institutional level in order to finalise the new remit and policy of the committee. The convenor indicates that to increase commitment and participation from the student representatives, the work-stream continues to make special effort to remind students personally of scheduled times of meetings and encouraging them to voice their opinions and give inputs.

The Financial Framework work-stream initially faced a challenge around a misunderstanding on allocation of funds. However an agreement was reached that more discussions should take place to look at phased approaches if changes were needed. The committee stressed that model changes for trial and error must be avoided during economic downturns.

The Governance, Policy, Systems and Administration work-stream meetings did not even take place. As they were replaced rather with Divisional meetings. The lack of cross-functionality in the current divisional meetings

means that, this approach needs to be revised in order to empower the work-stream meetings once again.

The Qwaqwa campus work-stream noted that the key deliverable relating to PQM Review presented the most formidable challenge due to the inherent complexity of the subject and also in getting all stakeholders within faculties to buy into the vision of a unique PQM for the campus. The major challenge was to get some members within faculties to understand that the proposed PQM should not be based on current capacity and resources within faculties as this stymied creative thinking. According to the convenor, an understanding was reached that the proposed PQM would be appropriately resourced and capacitated. All teams are on the same page now and faculty PQM proposals have been submitted.

The Teaching and Learning work-stream has been most impact by the COVID-19 challenges. In response, it is noted that an online learning and teaching approach has been established in line with ITP deliverables towards a post COVID-19 world. The Engaged scholarship work-stream continues to involve engaged students from registered student associations as well as post graduate students who are doing research in engaged scholarship. In addition, the university's Community Engagement Management Committee (CEMC) is used as part of structures for consultation and debates. The South campus has a new campus principle who has instituted a process of re-organisation. The South campus work-stream has also embarked on a drive to enhance the programme qualification mix through engaging the Faculties and their departmental heads with the aim of adding more distance learning qualifications. The digital implementation plan will provide more clarity on this matter.

Integration is at the core of ITP implementation and thus a prerequisite for institution change at the UFS. The above discussion shows that integrating ITP engagements among work-streams remains a major challenge to the expected cross-functionality of ITP implementation. In addition, some ITP work-streams do not hold meetings in a productive way. In cases where meetings happen, there is

limited cross-functionality among work-streams. At the extreme, meetings do not happen at all for various reasons as indicated for example by Governance, policy, systems and administration. It is not clear whether agreeing on the ITP work-stream meetings week will resolve these shortcomings.

Student representation/participation in meetings remains a challenge, even though in some work-streams attempts have been made to improve representation. In addition, there is a need for a multi campus approach to institutional strategies, this is better illustrated by a challenge under the Student Accommodation work-stream. Furthermore, improving the Employment Equity profile of the institution remains a critical challenge. The Staff Experience work-stream highlights the magnitude of the challenge and indicates that it cannot address this challenge. The work-stream requests that the challenge should be made a key priority under Rectorate for enforcement in order for individual line managers, Deans and HOD's to abide by the EE policy of the institution. The work-stream reports that the appointment of certain categories of staff members are still continuing, despite the fact that they are over represented in the staff profile. The lack of suitably qualified academics in some sections of the designated groups is currently being responded to through the nGap and the Young Professoriate Projects. However, given the extent of the challenge in relation to institutional commitment and leadership, more needs to be done towards transforming this profile.

## 3.4. The proposed way forward for work-streams

The work-streams share their views on how they plan to proceed considering the challenges faced in the last two years of ITP implementation. The Teaching and Learning convenor indicated that the ITP and LTS need to be re-established as soon as possible. The research work-stream convenor believes a smaller work-stream will be a good option. However, the ITP implementation process is supposed to be highly inclusive and cross-functional in order to challenge the silos within the institution. The small teams proposal raised here as a solution relates to what has been raised

by the Student Experience and Universal Access work-stream; how to enforce meeting attendance and hold members to account across institutional structures since most work-stream members are not under the line management of the respective work-stream convenors they are working with. The Student Experience and Universal Access work-stream plan to continue using the Operational Committee in a phased approach. However, given the COVID-19 challenges, in the short to medium term, meetings and decision making will be made through online platforms.

In relation to student accommodation and residence culture, South campus and Qwaqwa campus will have to be aligned using the ITP platform. The Staff Experience work-stream indicates that the current ITP implementation approach is working, but better coordination and information sharing between the different work-streams is necessary to enhance success. According to the Names, Symbols and Spaces work-stream, once the new remit and policy, and procedure document of the Naming Committee gets approved by Council, a subcommittee of the Naming Committee has been established to address matters relating to artwork, and visual redress – these two committees will take over the work of the work-stream. Depending on the effects of the COVID-19 – this could be achieved by the end of 2020.

In relation to the multi-campus challenges, the Qwaqwa campus work-stream indicated a need going forward to improve interaction between the Multi-campus model work-stream on one hand, and Qwaqwa colleagues who participate in the other institutional ITP work-streams. In addition, there should be a closer interaction especially with the South campus work-stream. The South campus convenor believes that moving forward there should be a revisit of the deliverables for the South campus work-stream, so that new staff members in management are familiar with the commitments made over the past 2 years. This is also because knowledge handover from management to management was not conducted efficiently; there is a need to ensure alignment between the ITP goals and the new South campus vision.

## 3.5. The convenors' views on level of success towards achieving deliverables

The Teaching and Learning convenor shows that the progress has been good and well integrated into institutional processes. However, the impact of COVID-19 on success rates and the achievement gaps is difficult to predict. According to the Research convenor, the work-stream was very successful in its first year, since most required documentation were completed in the first six months of the ITP. Naturally, these are now in the implementation.

The Student Experience convenor indicated that overall success rate is approximated at 75%, while Universal Access puts success at 80% as some deliverables are work in progress and others were interrupted by COVID-19. The success rate is attributed to the symbiotic relationship between the Student Experience and Universal Access work-streams, from planning, organising, implementing, tracking, tracing, evaluation and control through the Operational Committee.

The Staff Experience convenor indicated that majority of the deliverables are in the process of being achieved, which is proven by the institutionalisation of some of the functions that started off as work-stream projects. The employment equity targets have not been met. There is a challenge especially in the academic sector (faculties and departments). This is amplified by the limited number of black academics in certain fields of study and the low turnover rate of staff at the institution. According to the convenor, there are ongoing engagements in the institution to try and address the challenge.

The Names, Symbols and Space convenor indicated that the deliverables, as set out in the initial documents, do not follow the chronological order that was envisaged and for most part, the work-stream worked on the deliverables at the same time. The 'As-Is' analysis, was the first to be completed and it provided the work-stream with the relevant information to work productively on the other deliverables. The conceptual framework will guide the work of the Naming Committee and its subcommittee. The processes will be enhanced towards the naming/renaming as well as those relating to art, symbolism and visual redress. These deliverables, although finalized, will only fully be implemented once the Council and other institutional structures approve the new remit and policy of the Naming Committee and other necessary policy documents. So one might conclude that the level of success of achieving the deliverables will happen at once, when the mandate of the work-stream is taken up by the Naming Committee and its subcommittee, which will ironically also imply the conclusion of the work of this work-stream.

The Financial Framework convenor explained that success should happen within the affordability of UFS. Success can only be achieved within the context of available resources. These resources are the University's and can only be utilised through a team effort led by the Rector. It is axiomatic therefore not all "demands" as indicated in all work-streams will be funded to the extent of the desires of work-streams but the "demands" that bring about the best case for change within the context of resources available.

The Governance, Policy, Systems and Administration convenor opined that level of success depends on the matter at hand. For Governance and Policy related matters, the achievement is around 70%, mainly because most of the structures are involved at a higher level and therefore the activities are mainly at strategic level. For Systems and Administration matters, the achievement is around 50% since there are many stakeholders involved at operational and strategic level.

Therefore, there is a lot of consultation involved as well as integration with other systems and processes. There are many dependencies for the achievement of some of the deliverables.

At multi-campus level, the Qwaqwa campus work-stream indicated that in terms of the signature key deliverable, viz. PQM Review, good progress has been achieved and the faculty PQM position papers have been approved by the faculties. Progress with the infrastructure projects is indicative of success towards achieving the deliverables of this component of the work-stream. Further progress and success

will be contingent on the availability of funds for the remaining aspects of the Infrastructure Masterplan. There has been a successful completion of the draft remits of campus committees linked to university committees. What remains is approval by relevant university committees. In addition, the South campus convenor believes that although the South campus has a long way to go, the ship is starting to sail in the right direction. Assessment submissions are now online, increased pass rates in ACT online and new programmes are in the pipeline (PG Dip. in Education, Grade R Diploma, PG Dip. in Community Development), conversational Afrikaans module addition to ACT curriculum discussions, South campus re-organisation, new South campus vision and mission, and increase in equity profile at management level.

## 3.6. The effect of that success on the transformation agenda at the UFS

The Research convenor indicated that the work done within the work-stream contributed to the development of strategies for Research, industry engagement, student employability, commercialisation and internationalisation. The development of different supervisory models and the training provided in support has complemented supervision in the Faculties. As a next step, the work-stream will determine how effective these interventions have been. In the context of research, these interventions can only be observed at least 3 years later as it takes time for impact to be measured. According to the Engaged Scholarship convenor, the ITP document recognises engaged scholarship as a core function together with teaching and learning and research. This has led to engagements being brought back to visibility in the university. Hence, the positive part is that Engaged Scholars will be recognised in the performance management process.

The Student Experience convenor indicated that though it is still early days there are areas worth noting, for example, social justice policies were developed, namely, anti-discrimination policy, sexual harassment, mental health policy to mention but a few. In addition, social justice programmes were established, a social support office in the office of the Dean of Student Affairs

(with financial sponsorship and social work services), Sexual Assault Response Team (SART), food sovereign office under Student Life and Communities in the Division of Student Affairs, increased levels of student engagement, establishment of the SRC at South campus, establishment of Faculty Councils, active student participation in the Institutional Governance Structures and Management Committees, appointment of Student Governance Coordinators to facilitate effective student engagement for effective Student Cooperative Governance at UFS as prescribed by the Higher Education Act no 101 of 1997, as amended.

The Student Accommodation convenor indicated that it is an expressed goal of the ITP to increase the number of First-Time-Entering Students on campus. The work-stream succeeded, notwithstanding the fact of having to lower the percentage target at the behest of the students from 60% to 50%, to increase the number of First-Time-Entering Students on campus to 48% (2019 = 43%). In addition, the increase of accredited and provisionally accredited beds. Furthermore, non-gender specific housing and catering to ensure that students have food security and a quality meal.

The Staff Experience convenor explained that staff participation in programmes such as diversity training highlight the interest towards transformation. While the staff racial profile leaves room for improvement. The Teaching and Learning convenor explained that they have contributed positively to the transformation of the UFS.

The Names, Symbols and Spaces convenor indicated that the lasting impact of the mandate of the work-stream will be most visible in the continuous work of the Naming Committee and its subcommittee. In the shorter term, the work-stream is drafting a proposal to the Naming Committee to fast-track the naming of nine (9) new buildings, and the renaming of at least ten (10) buildings. The Steyn statue has been relocated from the Bloemfontein campus. These outcomes will have a direct impact on the transformation of the institutional culture of the UFS.

The Universal Access convenor also indicated that though it is still early days, there are areas worth noting, while the Universal Access and Disability Support Policy for Students with Disabilities have been drafted and in consultation, the Student Mental Health Policy was prioritized (approved by Council). The better part of the inputs of this work-stream are based on the development of strategies. Therefore, time is important in order for the strategies to be consulted (with stakeholders from all three campuses) and to manifest. However, considering the compliance perspective, the effect on the transformation agenda has been developing policies and strategies that illustrate that the university has the appetite to transform.

The Governance, Policy, Systems and Administration convenor explained that the above mentioned success has brought in some new innovative ideas that will certainly change the systems and process, as well as how the university conducts its business in a number of areas. Some of the innovative ideas, particularly in Systems and Administration, will require the reskilling and training of staff. For Governance and Policy, the new ideas and deliverables are intended to strengthen the governance processes and systems, to ensure that the University operates in line with best practice in respect of governance, and that all stakeholders always act in the best interest of the University."

The Qwaqwa campus convenor opined that there is a greater understanding and appreciation that transformation is not something to be done by senior management but that it is a responsibility of everyone and that we all have a responsibility and a genuine opportunity to make a contribution to the transformation agenda of the UFS. According to the South campus convenor, the transformation agenda is slowly taking shape at the South campus. A lot still needs to be done with regard to equity representation at management level and senior administrative posts. The programme qualification mix still lacks diversity and South campus has not yet achieved its rightful place within the broad spectrum of the UFS.

# 4. To what extent does the UFS community support the ITP implementation process?

This section of the SER presents the results of a survey that investigates UFS staff members' support for change at the UFS. DIRAP conducted a survey to establish the level of commitment of UFS staff members to the change process represented by the ITP. The survey was conducted during May/June 2020 – two and half years since the full-scale implementation of the plan began. Thus, it may be assumed that all staff members were aware of, and had gained experiences with, the changes.

## 4.1. Measures

The survey is based on the work of Straatmann and colleagues (Seggewiss et al., 2019; Straatmann et al., 2016; Straatmann, Nolte, et al., 2018; Straatmann, Rothenhöfer, et al., 2018), which was designed to obtain feedback from staff members on their perception of an organisational change process. The survey utilises the four constructs that constitute Ajzen's (1991) theory of planned behaviour, i.e. change-related attitude, change-related perceived behavioural control, change-related subjective norms, and change-supportive intentions. The scale items formulated by Straatmann, Rothenhöfer, et al. (2018) were amended to reflect the ITP as the change process. Table 7 shows the survey scale items, grouped within the four constructs (dimensions) of Ajzen's (1991) theory of planned behaviour. The survey questionnaire is included as Appendix 1 of this report.

Respondents provided demographic information to allow for disaggregation and comparison between different groupings of staff members. Respondents were asked about their years of employment at the UFS; the response options were structured to categorise respondents in terms of the leadership of the institution – i.e. staff who had worked at the UFS for three or fewer years have experience of the current leadership of the institution only, while those who have been at the UFS for more than 23 years have experience of five different Rectors and therefore five different leadership styles and, more importantly, strategic visions for the UFS.

Respondents were also requested to indicate their age group. The response options were structured in terms of generational cohorts (see Table 8), following the work of Padayachee (2017) and Mattes (2012).

Table 7: Survey scale items

| Dimension | | Scale items |
|---|---|---|
| Change-related Attitude | Staff members' overall (more or less favourable) assessment of the change and its objectives. | 1. The changes in the scope of the present change process (the ITP) are necessary.<br>2. I agree with the objectives of the ITP.<br>3. I agree with the motto (principles/beliefs/ideals) of the ITP.<br>4. The ITP is a good thing. |
| Change-related Perceived Behavioural Control (PBC) | Staff members' perceptions of the extent to which they feel knowledgeable, capable, and prepared to deal with the change process. | 5. I possess adequate skills and knowledge to deal with the ITP.<br>6. I feel sufficiently prepared for the ITP.<br>7. I explicitly know what the ITP means in regard to my workplace. |
| Change-related Subjective Norms | Staff members' perceptions of the degree to which others in their functional unit support the change process. | 8. The managers in my department are committed to the ITP.<br>9. The surrounding conditions in my department enables the ITP.<br>10. The managers in my department are actively engaged in the ITP.<br>11. The engagement for the ITP is appreciated in my department. |
| Change-supportive Intentions | Staff members' self-reported willingness to make an effort to enact change-supportive behaviours. | 12. I am willing to actively engage in the ITP.<br>13. I am willing to take an active role to turn the ITP into a success.<br>14. Overall, I am highly motivated to actively contribute to the ITP. |

Adapted from Straatmann, Rothenhöfer, et al. (2018)

## Table 8: Generational cohorts

| Generation | Age group (2020) |
|---|---|
| Born-Free | 26 or younger |
| Transition | 27 to 39 |
| Struggle | 40 to 59 |
| Grand Apartheid | 60 to 75 |
| Early Apartheid | 76 to 88 |
| Pre-apartheid | 89 and older |

*Adapted from Padayachee (2017) and Mattes (2012).*

## 4.2.  Survey sample

The survey respondents are staff members at the University. The survey questionnaire was distributed via email to 4,291 staff members, as at 19 May 2020. A total of 500 complete survey responses were received, resulting in a 12% response rate to the online survey. The responses were treated as confidential and no information that would allow identification of an individual was collected.

The survey sample is compared to the population in Table 9. The sample is fairly representative of the population with regard to gender and functional unit (excepting staff in the Centre for Teaching and Learning, who are slightly underrepresented). Staff members in the Born-Free generational cohort are underrepresented, as are African staff members. Administrative support staff, some categories of academic staff and Qwaqwa campus staff are also slightly underrepresented. English-speaking staff members and temporary staff members are notably underrepresented, while permanent staff members are overrepresented. Staff members aged 40 to 59 (Struggle generation), and Afrikaans- and Sesotho-speaking staff members are also overrepresented.

## Table 9: Sample characteristic compared to population

| | Sample (n = 500) | % of sample | Population (N = 4291) | % of total population |
|---|---|---|---|---|
| **Generational cohort** | | | | |
| Born-Free: 26 or younger | 23 | 5% | 767 | 18% |
| Transition: 27 to 39 | 186 | 37% | 1,534 | 36% |
| Struggle: 40 to 59 | 255 | 51% | 1,612 | 38% |
| Grand Apartheid: 60 to 75 | 30 | 6% | 362 | 8% |
| Early Apartheid: 76 to 83 | 0 | 0% | 15 | 0% |
| Pre-apartheid: 84 + | 0 | 0% | 1 | 0% |
| I'd rather not say | 6 | 1% | 0 | 0% |
| **Gender** | | | | |
| Female | 303 | 61% | 2,509 | 58% |
| Male | 184 | 37% | 1,782 | 42% |
| Other | 3 | 1% | 0 | 0% |
| I'd rather not say | 10 | 2% | 0 | 0% |
| **Race** | | | | |
| African | 156 | 31% | 2,038 | 47% |
| Asian | 8 | 2% | 53 | 1% |
| Coloured | 50 | 10% | 322 | 8% |
| White | 238 | 48% | 1,878 | 44% |
| Other race | 5 | 1% | 0 | 0% |
| I'd rather not say | 43 | 9% | 0 | 0% |
| **Home language** | | | | |
| Afrikaans | 259 | 52% | 1,352 | 32% |
| English | 85 | 17% | 2,773 | 65% |
| isiNdebele | 6 | 1% | 0 | 0% |
| isiXhosa | 16 | 3% | 7 | 0% |
| isiZulu | 11 | 2% | 12 | 0% |
| Sesotho | 69 | 14% | 35 | 1% |
| Sesotho sa Leboa (Sepedi) | 2 | 0% | 0 | 0% |
| Setswana | 27 | 5% | 5 | 0% |
| siSwati | 1 | 0% | 0 | 0% |
| Tshivenda | 1 | 0% | 1 | 0% |
| Other | 9 | 2% | 106 | 2% |
| I'd rather not say | 14 | 3% | 0 | 0% |

| | Sample (n = 500) | % of sample | Population (N = 4291) | % of total population |
|---|---|---|---|---|
| **Staff category and appointment level** | | | | |
| Junior academic[3] | 95 | 19% | 668 | 16% |
| Senior academic[4] | 86 | 17% | 508 | 12% |
| Other academic | 23 | 5% | 576 | 13% |
| Support staff - Administrative[5] | 191 | 38% | 1,991 | 46% |
| Support staff - Management[6] | 51 | 10% | 194 | 5% |
| Other support staff | 33 | 7% | 354 | 8% |
| Other staff category | 15 | 3% | 0 | 0% |
| I'd rather not say | 6 | 1% | 0 | 0% |
| **Permanent/temporary appointment** | | | | |
| Permanent | 416 | 83% | 2,565 | 60% |
| Temporary | 58 | 12% | 1,726 | 40% |
| Other | 18 | 4% | 0 | 0% |
| I'd rather not say | 8 | 2% | 0 | 0% |
| **Campus** | | | | |
| Bloemfontein campus | 414 | 83% | 3,419 | 80% |
| Qwaqwa campus | 41 | 8% | 650 | 15% |
| South campus | 35 | 7% | 211 | 5% |
| Other | 3 | 1% | 11 | 0% |
| I'd rather not say | 7 | 1% | 0 | 0% |
| **Unit, division or faculty** | | | | |
| Centre for Teaching and Learning (CTL) | 30 | 6% | 511 | 12% |
| Communication and Marketing | 6 | 1% | 26 | 1% |
| Community Engagement | 3 | 1% | 7 | 0% |
| Directorate for Institutional Research and Academic Planning (DIRAP) | 7 | 1% | 14 | 0% |
| Directorate Research Development | 4 | 1% | 24 | 1% |
| Economic and Management Sciences Faculty | 19 | 4% | 193 | 4% |
| Education Faculty | 21 | 4% | 128 | 3% |
| Finance | 18 | 4% | 148 | 3% |
| Health Centre | 6 | 1% | 29 | 1% |
| Health Sciences Faculty | 66 | 13% | 548 | 13% |
| Housing and Residence Affairs | 8 | 2% | 63 | 1% |
| Human Resources | 12 | 2% | 66 | 2% |
| ICT Services | 7 | 1% | 159 | 4% |
| Institutional Advancement | 3 | 1% | 10 | 0% |
| International Affairs | 2 | 0% | 15 | 0% |
| Kovsie Sport | 5 | 1% | 29 | 1% |
| Law Faculty | 16 | 3% | 93 | 2% |
| Library and Information Services | 12 | 2% | 83 | 2% |
| Management and Administrative Language Service | 1 | 0% | 1 | 0% |
| Natural and Agricultural Sciences Faculty | 80 | 16% | 859 | 20% |
| Open Distance Learning | 13 | 3% | 99 | 2% |
| Postal Services and Documentation | 0 | 0% | 9 | 0% |
| Postgraduate School | 1 | 0% | 16 | 0% |
| Protection Services | 10 | 2% | 87 | 2% |
| Rectorate | 1 | 0% | 10 | 0% |
| Student Academic Services | 11 | 2% | 125 | 3% |
| Student Affairs | 17 | 3% | 103 | 2% |
| Student Counselling and Development | 1 | 0% | 16 | 0% |
| Student Recruitment Services | 3 | 1% | 24 | 1% |
| The Humanities Faculty | 54 | 11% | 517 | 12% |
| Theology and Religion Faculty | 7 | 1% | 82 | 2% |
| University Estates | 9 | 2% | 76 | 2% |
| Other | 27 | 5% | 49 | 1% |
| I'd rather not say | 20 | 4% | 0 | 0% |

[3] Junior Lecturer, Lecturer
[4] Senior Lecturer, Professor, Associate/Senior Professor
[5] Chief/Senior Officer, Officer, Senior Assistant Officer, Assistant Officer
[6] Dean, Deputy/Assistant Dean, Rectorate member, Senior Director, Director, Assistant/Deputy Director
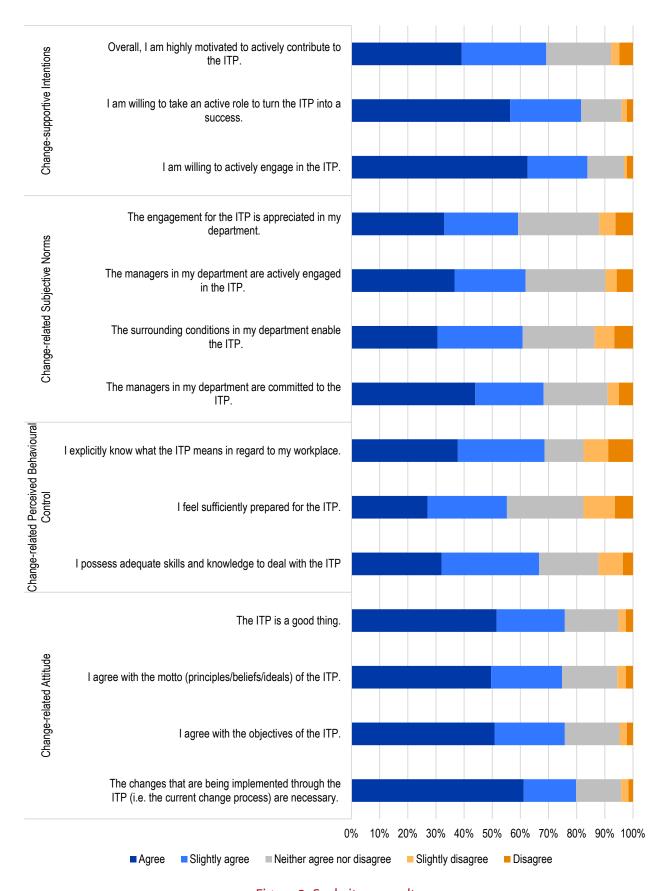
Figure 2: Scale item results
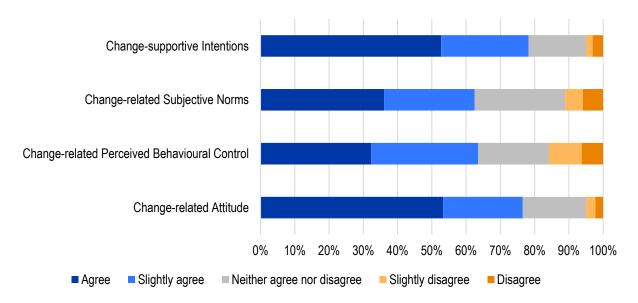
Figure 3: Dimension results

## 4.3.  Survey results

Figure 2 shows the results of the survey per scale item. Overall, the results are positive, with more than half of respondents indicating that they agree or slightly agree with all statements.

Figure 3 shows the survey results summarised in the four dimensions of planned behaviour. These results indicate that a larger share of staff members agree with the statements related to change-supportive intensions and change-related attitudes, than those agreeing with change-related subjective norms and change-related perceived behavioural control (PBC). The latter dimension also show the largest share of disagreement with the scale items, compared to the other three dimensions. The largest share of uncertainty (i.e. 'neither agree nor disagree') is evident with regard to subjective norms.

The results were disaggregated by race, home language, gender, age group, years of employment at the UFS, permanent versus temporary employment, location/campus, staff category and appointment level, and membership of UFS management committees.

Disaggregated by race, the results show that black[7] staff members are more likely than white staff members to agree with statements related to attitude, PBC, and intentions; and less likely to agree with statements related to subjective norms. Disaggregated by language, English-speaking respondents are less likely than Sesotho and Afrikaans respondents to agree with statements related to subjective norms; while both English and Afrikaans respondents are more likely than Sesotho respondents to disagree with statements related to PBC. The differences with regard to intentions and attitude statements are not notable between different home-language speakers.

Disaggregation of the data by gender do not show notable differences between female and male respondents with regard to attitude. However, female respondents are more likely than males to agree with statements regarding intentions and subjective norms, and less likely to agree with regard to statements about PBC.

Age disaggregation show that older staff members are more likely to agree with statements measuring attitude, intentions, and PBC than their younger counterparts, especially those who are 60 and older (i.e. those who are members of the Grand-, Early- and Pre-apartheid

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[7] Black staff members include those identifying themselves as African Indian/other Asian, and Coloured.

generations). This difference is least pronounced with regard to intentions, and most notable with reference to PBC. In contrast, respondents from the Born-Free generation (aged 26 and younger), *as well as* those aged 60 and older are more likely to agree with subjective norms statements than Transition and Struggle generation respondents (aged 27 to 59).

Disaggregation by years of employment at the UFS do not show notable differences with regard to PBC or subjective norms, with the exception of respondents who have been at the UFS for 24 to 31 years and have experienced four changes of leadership: These respondents are more likely to disagree with statements related to PBC than the other groupings. Results related to attitude and intentions are similar within the years-of-employment groupings. Respondents who have worked at the UFS between 18 and 23 years, and for more than 31 years are least likely to agree with statements related to both dimensions. Those in the 18-to-23-years category are also more likely than the other groupings to neither agree nor disagree with these statements. Respondents who have worked at the UFS between 24 and 31 years, and 4 to 11 years are most likely to agree with statements related to both dimensions.

Responses with regard to attitude, intentions, and subjective norms do not differ notably between temporary to permanently employed respondents. However, temporary respondents are more likely than permanent respondents to disagree with statements related to PBC.

When comparing respondents by location (campus), those located at South campus are notably more likely to agree with statements relating to all four dimensions than respondents from Qwaqwa and Bloemfontein campus. Responses from the latter two campuses are similar with regard to intentions and subjective norms. With regard to attitude, Qwaqwa respondents are more likely to neither agree nor disagree than the other two locations, and less likely to agree than respondents from Bloemfontein campus. On the other hand, respondents from Bloemfontein campus are more likely to disagree with statements relating to PBC than either Qwaqwa or South campus respondents.

Disaggregated by staff category and appointment level, the data show that support service respondents appointed in management positions are more likely to agree with statements related to all four dimensions, followed by support staff in administrative roles, and then senior academics. Junior academics are more likely than the other three groupings to neither agree nor disagree with statements relating to all four dimensions, particularly as regards subjective norms. Senior academics are also more likely to disagree with statements relating to subjective norms than the other three groupings. Academics (both junior and senior) are more likely to disagree with statements related PBC than support staff, while administrative support staff are more likely to disagree with these statements than managers are. Respondents who are members of the UFS Executive Committee of Senate (ECS) and/or the University Management Committee (UMC) are notably more likely to agree with statements across all four dimensions than those who are not members of these committees. With regard to PBC, the latter grouping (non-management) is notably more likely to disagree with these statements than their counterparts who form part of the UFS management structures.

## 4.4. Findings and recommendations

The results of the survey suggest that the majority of UFS staff members are in support of the changes represented by the ITP. This is especially true with regard to change-supportive intensions and change-related attitudes, suggesting that UFS staff members support the ITP and its objectives; and are motivated to actively contribute to the ITP, to actively engage in the ITP, and to play their role in ensuring its success.

However, the results also suggest that these attitudes and intentions are not matched by staff members' perceptions of their ability to deal with the ITP change process. It is therefore advisable for the UFS to implement interventions that improve staff members' knowledge of the ITP, in order to improve their perceived capability and preparedness to engage in the process. The categories of staff members who feel less knowledgeable, capable and prepared to engage – and who should therefore be the focus of such interventions – include white staff members; English and Afrikaans speakers; women; younger

staff members; those who have experienced at least four changes of leadership at the institution; temporary staff members; those located at Bloemfontein campus; academics and (to a lesser extent) administrative support staff; and staff members who are not members of management committees.

Finally, staff members' perceptions of the degree to which colleagues in their departments support the change process is also not as positive as their attitudes and intentions. The results show a higher level of uncertainty amongst staff members in this regard, suggesting that the implementation of the ITP at departmental level may be improved. Black and English-speaking staff members in particular perceive lower levels of support for the ITP in their departments; as do men, staff members who are members of the Transition Generation (aged 27 to 39) and the Struggle generation (aged 40 to 59); those located at Bloemfontein and Qwaqwa campus; and senior academics.

# Conclusion

The implementation of the ITP at the UFS has utilised cross-functional task teams and the existing organisational structures, which are more inclusive across institutional hierarchies, departments, units, students and staff members. This is in line with the main ITP objective of realising a more socially just and inclusive institution. The self-evaluation elucidated in this report shows that some cross-functional task teams (e.g. teaching and learning; names, symbols and spaces) have been more successful than others in making progress towards achieving their respective deliverables despite the challenges faced. Other task teams, including those working on engaged scholarship; research, internationalisation and innovation; and student experience, have experienced longer processes of developing the necessary strategies, policies and protocols; hence their focus shifted towards implementation from 2019, later than other task teams. Furthermore, despite challenges highlighted between 2018 and 2019 for the Qwaqwa campus task team, governance and policy, and systems and administration, all these cross-functional task teams are on track in 2020 to achieve their respective deliverables.

The evidence in this report shows that even though work-streams are experiencing challenges towards achieving some of their deliverables, they have been successful in achieving most of their deliverables. It appears that some work-streams will soon complete all of their deliverables. Examples include the Names, Symbols and Spaces work-stream, and Research, Innovation, and Internationalisation, which will have all their required strategies and guidelines approved for implementation by end of 2020.

As noted, the implementation process is making use of existing institutional structures; additional structures and processes have been put in place to monitor implementation progress and all deliverables are directly linked to portfolios of institutional senior and executive managers. In some cases, it may be required that deliverables are reconceptualised for the next phase of ITP implementation.

In relation to integration, the Teaching and Learning work-stream has integrated ITP deliverables and the new Learning and Teaching Strategy (LTS). In addition, deliverables have been integrated with performance management contracts and appropriate performance measures. The processes of work-streams have also been integrated; one example is the integration of the workings of the Student Experience and Universal Access work-streams. In some cases, such as Universal Access and Student Accommodation and Residence Culture, new deliverables have been formulated. Some work-streams have found the use of workgroups within work-streams helpful.

It is highlighted that student participation in work-stream processes remains a challenge.

There are process delays at times due to external frustration such as the appeals process pertaining to the MT Steyn Statue, and the lack of cooperation demonstrated by the Arts Advisory Committee. The Student Experience and Universal Access work-streams challenge the current cross-functional task team approach towards supporting engagement. They argue that these engagements or interfaces happen among work-stream convenors, but the shared views from these engagements do not filter into actual work-stream engagements in most cases, because of differing priorities and timelines between work-streams. In addition, people prioritise the work-streams in which they have primary membership and, as a result, there is limited engagement across ITP work-streams.

In general, the main challenges highlighted in the implementation meetings include the limited integration of engagements between cross-functional task teams. Many deliverables overlap from one work-stream to another, requiring high levels of integration among teams, which is still limited. In addition, cross-functional task teams have very low levels of meeting attendance, which defeats the purpose of promoting high levels of engagement as a source of solutions to institutional challenges. Having noted these challenges, it has to be acknowledged that the ITP fund has helped to support the implementation of innovative ideas by students and staff.

Finally, the evidence in this report shows that majority of UFS staff members are in support of the changes represented by the ITP. This is especially true with regard to change-supportive intensions and change-related attitudes,

suggesting that UFS staff members support the ITP and its objectives; and are motivated to actively contribute to the ITP, to actively engage in the ITP, and to play their role in ensuring its success. However, the results also suggest that these attitudes and intentions are not matched by staff members' perceptions of their ability to deal with the ITP change process. It is therefore advisable for the UFS to implement interventions that improve staff members' knowledge of the ITP, in order to improve their perceived capability and preparedness to engage in the process. Staff members' perceptions of the degree to which colleagues in their departments support the change process is also not as positive as their attitudes and intentions. The results show a higher level of uncertainty amongst staff members in this regard, suggesting that the visible implementation of the ITP at departmental level may be improved.

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# Appendix 1: ITP staff commitment survey

ABOUT THIS SURVEY

Dear UFS staff member

This survey collects data on the opinions of UFS staff members on the Integrated Transformation Plan (ITP).

Responses will be analysed collectively and the aggregated results will form part of a self-assessment report that will inform the mid-term review of the ITP.

Participation is voluntary. There is no penalty or loss of benefit for non-participation and you are under no obligation to participate.

The Directorate for Institutional Research and Academic Planning ( DIRAP) is administering the survey.

In order to maintain and protect confidentiality, only one DIRAP researcher will handle the raw data, using a password-protected computer. No data that allows identification of individual respondents will be included in the analyses or the report.

Rectorate has reviewed the survey and the Vice-Rector: Research, Innovation, and Internationalisation has approved it.

The survey should take around 5 minutes of your time.

If you have any questions relating to your participation in the survey, or if you are interested in receiving the survey findings, you are welcome to contact Lise Kriel at kriell@ufs.ac.za.

Thank you for taking the time to read this information.

Your formal consent to participate in the survey is requested on the next page.

YOUR CONSENT TO PARTICIPATE IN THIS SURVEY

By completing this survey, I confirm that:
1. I have read and understood the information provided to me on the previous page.
2. I understand that my participation is voluntary.
3. I understand that the confidentiality of my responses will be protected and my responses will not be linked to me as an individual.
4. I am aware that the findings of this survey will be part of a self-assessment report that will inform the midterm review of the UFS Integrated Transformation Plan (ITP).
5. I agree that my responses may be utilised for scholarly publication.
6. I have been provided with the contact details of the researcher at DIRAP who is managing the survey.

INFORMATION ABOUT YOU

Please complete all of the questions on this page. If you prefer not to provide some of the data requested, please select the " I'd rather not say" response option.

| Item | Response options |
| --- | --- |
| Staff category and appointment level | Support staff - Management (Dean, Deputy/Assistant Dean, Rectorate member, Senior Director, Director, Assistant/Deputy Director) |
| | Support staff - Administrative (Chief/Senior Officer, Officer, Senior Assistant Officer, Assistant Officer) |
| | Other support staff |
| | Junior academic (Junior Lecturer, Lecturer) |
| | Senior academic (Senior Lecturer, Professor, Associate/Senior Professor) |
| | Other academic |
| | Other staff category |
| | I'd rather not say |
| Are you a member of the UFS Executive Committee of Senate (ECS) and/or the University Management Committee (UMC)? | Yes |
| | No |
| | Unsure |
| | I'd rather not say |
| Campus | South Campus |
| | Qwaqwa Campus |
| | Bloemfontein Campus |
| | Other |
| | I'd rather not say |

| Item | Response options |
|---|---|
| Unit, division or faculty | Business School |
| | Centre for Teaching and Learning (CTL) |
| | Communication and Marketing |
| | Community Engagement |
| | Directorate for Institutional Research and Academic Planning (DIRAP) |
| | Directorate Research Development |
| | Economic and Management Sciences Faculty |
| | Education Faculty |
| | Finance |
| | Health Centre |
| | Health Sciences Faculty |
| | Housing and Residence Affairs |
| | Human Resources |
| | ICT Services |
| | Institutional Advancement |
| | International Affairs |
| | Kovsie Sport |
| | Law Faculty |
| | Library and Information Services |
| | Management and Administrative Language Service |
| | Natural and Agricultural Sciences Faculty |
| | Open Distance Learning |
| | Postal Services and Documentation |
| | Postgraduate School |
| | Protection Services |
| | Rectorate |
| | Student Academic Services |
| | Student Affairs |
| | Student Counselling and Development |
| | Student Recruitment Services |
| | The Humanities Faculty |
| | Theology and Religion Faculty |
| | University Estates |
| | Other |
| | I'd rather not say |
| Is your appointment at the UFS permanent or temporary? | Permanent |
| | Temporary |
| | Other |
| | I'd rather not say |
| How many years have you been working at the UFS? | 3 years or fewer |
| | 4 to 11 years |
| | 12 to 17 years |
| | 18 to 23 years |
| | 24 to 31 years |
| | More than 31 years |
| | I'd rather not say |
| Age group | 26 or younger |
| | 27 to 39 |
| | 40 to 59 |
| | 60 to 75 |
| | 76 to 88 |
| | 89 + |
| | I'd rather not say |
| Gender | Female |
| | Male |
| | Other |
| | I'd rather not say |
| Home language | Afrikaans |
| | English |
| | isiNdebele |
| | isiXhosa |
| | isiZulu |

| Item | Response options |
|------|------------------|
| | Sesotho |
| | Sesotho sa Leboa (Sepedi) |
| | Setswana |
| | siSwati |
| | Tshivenda |
| | Xitsonga |
| | Other |
| | I'd rather not say |
| Race | African |
| | Coloured |
| | Indian |
| | Asian other than Indian |
| | White |
| | Other race |
| | I'd rather not say |

## YOUR OPINION

Please indicate your level of agreement with the following statements

*Response options: Agree, Slightly agree, Neither agree nor disagree, Slightly disagree, Disagree*

o   The changes that are being implemented through the ITP (i.e. the current change process) are necessary.
o   I am willing to actively engage in the ITP.
o   I explicitly know what the ITP means in regard to my workplace.
o   The engagement for the ITP is appreciated in my department.
o   I agree with the motto (principles/beliefs/ideals) of the ITP.
o   The managers in my department are committed to the ITP.
o   I am willing to take an active role to turn the ITP into a success.
o   I feel sufficiently prepared for the ITP.
o   The ITP is a good thing.
o   The surrounding conditions in my department enable the ITP.
o   I agree with the objectives of the ITP.
o   I possess adequate skills and knowledge to deal with the ITP.
o   The managers in my department are actively engaged in the ITP.
o   Overall, I am highly motivated to actively contribute to the ITP.

END
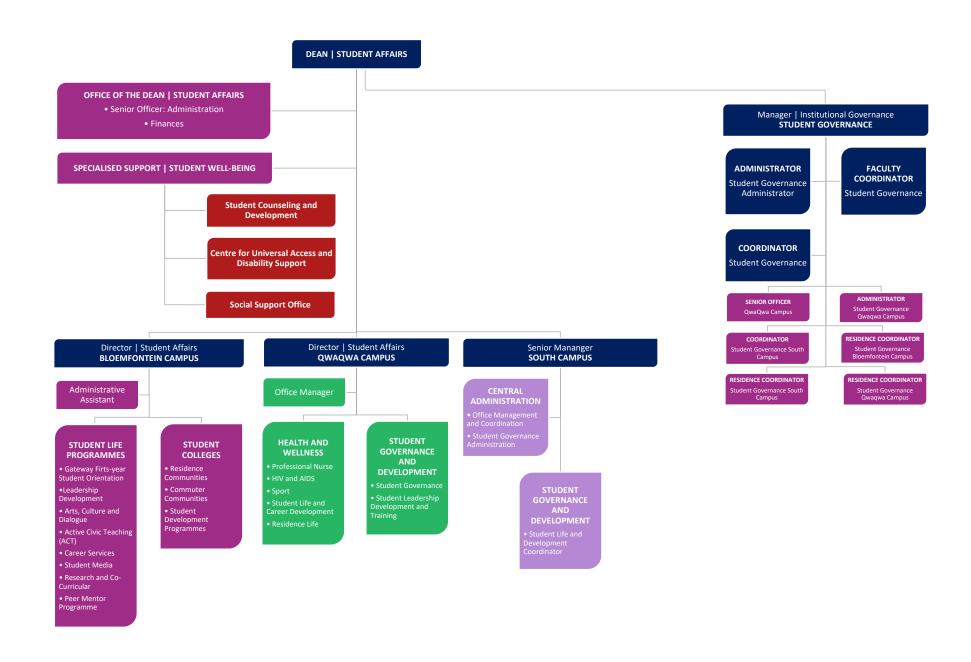
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# Appendix  S

**DEAN | STUDENT AFFAIRS**

**OFFICE OF THE DEAN | STUDENT AFFAIRS**
• Senior Officer: Administration
• Finances

**SPECIALISED SUPPORT | STUDENT WELL-BEING**

**Student Counseling and Development**

**Centre for Universal Access and Disability Support**

**Social Support Office**

Manager | Institutional Governance
**STUDENT GOVERNANCE**

**ADMINISTRATOR**
Student Governance Administrator

**FACULTY COORDINATOR**
Student Governance

**COORDINATOR**
Student Governance

**SENIOR OFFICER**
QwaQwa Campus

**ADMINISTRATOR**
Student Governance Qwaqwa Campus

**COORDINATOR**
Student Governance South Campus

**RESIDENCE COORDINATOR**
Student Governance Bloemfontein Campus

**RESIDENCE COORDINATOR**
Student Governance South Campus

**RESIDENCE COORDINATOR**
Student Governance Qwaqwa Campus

Director | Student Affairs
**BLOEMFONTEIN CAMPUS**

Administrative Assistant

Director | Student Affairs
**QWAQWA CAMPUS**

Office Manager

Senior Mananger
**SOUTH CAMPUS**

**CENTRAL ADMINISTRATION**
• Office Management and Coordination
• Student Governance Administration

**STUDENT LIFE PROGRAMMES**
• Gateway Firts-year Student Orientation
•Leadership Development
• Arts, Culture and Dialogue
• Active Civic Teaching (ACT)
• Career Services
• Student Media
• Research and Co-Curricular
• Peer Mentor Programme

**STUDENT COLLEGES**
• Residence Communities
• Commuter Communities
• Student Development Programmes

**HEALTH AND WELLNESS**
• Professional Nurse
• HIV and AIDS
• Sport
• Student Life and Career Development
• Residence Life

**STUDENT GOVERNANCE AND DEVELOPMENT**
• Student Governance
• Student Leadership Development and Training

**STUDENT GOVERNANCE AND DEVELOPMENT**
• Student Life and Development Coordinator

# Appendix  T

| | Residence Com | Arts & Dialogues | Research & Co-curricular | SLD | SCD | Food Environment | CUADS | Career Services | Kovsie ACT | Peer mentor | South Campus | Count |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academic advising | | | | | | | | 8 | | | | 1 |
| Admission | | | | | | | | | | | | 0 |
| Adult Learner Programmes | | | | | | | | | | | | 0 |
| Alcohol, tobacco and Drugs | | | | | | | | | 10 | | | 1 |
| Assessment Services | | | 8 | | 7 | | | 5 | | | | 3 |
| Bookstore Services | | | 7 | | | | | 8 | | | 4 | 3 |
| Campus activities | | 6 | | | | | | 10 | 10 | | 10 | 4 |
| Campus information & visitor centre | | | | | | | | | | | | 0 |
| Campus Police & Protection services | | | | | | | | | | | 8 | 1 |
| Campus Religions & Spiritual programmes | | | | | | | | | | | | 0 |
| Career | | | | | 7 | | | 10 | | | | 2 |
| Clinical Health Services | | | | | | | | | | | | 0 |
| College Honour Societies | | | | | | | | | | | | 0 |
| College Unions/Student Associations | | | | | | | | | | | 10 | 1 |
| Commuter/Off-campus living programmes | | | | | | | | | | | 8 | 1 |
| Conference/event programmes | | 5 | 8 | 8 | | | | | 10 | | | 4 |
| Counseling Services | | | | | 8 | | | | | | 10 | 2 |
| Dining Services | | | | | | | | | | | 5 | 1 |
| Disability Resources and Services | | | | | | | 7 | | | | 10 | 2 |
| Education Abroad Programmes | | | | | | | | | | | | 0 |
| Financial Aid Services | | | | | | | | | | | 5 | 1 |
| Graduate and Professional Student Programmes | | | | | | | | 10 | | 8 | | 2 |
| Health Promotion Services | | | | | 7 | 8 | | | | | 4 | 3 |
| Housing and Residential Life | 8 | 5 | | | | | | | | | 6 | 3 |
| International Student Programmes | | | 5 | 8 | | | | | | | 10 | 3 |
| Internship Programmes | | | | | 8 | | | 4 | | | | 2 |
| Learner Assistance Programmes | | | | | | | | | | 8 | | 1 |
| LGBTQ+ Programmes | | | | | | | | | | | | 0 |
| Masters Level Student Affairs Preparation Programmes | | | | | | | | | | | | 0 |
| Multicultural Student Programmes | | 6 | | | | | | | 10 | | | 2 |
| Orientation Programmes | | | | | | | | | | | 8 | 1 |
| Parent and Family Programmes | | | | | | | | | | | | 0 |
| Recreational Sport Programmes | | | | | | | | | | | 5 | 1 |
| Registrar Programmes | | | | | | | | | | | | 0 |
| Service Learning Programmes | | | | | | | | 10 | | | | 1 |
| Sexual Assault and Relationship Violence Prevention Programmes | | | | | | | | | | | | 0 |
| Student Conduct Programmes | | | | 8 | | | | | | | | 1 |
| Student Leadership Programmes | | 5 | | 9 | | | | | 8 | | 10 | 4 |
| Transfer Student Programmes | | | | | | | | | | | | 0 |
| TRIO Programmes | | | | | | | | | | | | 0 |
| Undergraduate Admission Programmes | | | | | | | | | | | | 0 |
| Undergraduate Research Programmes | | | | | | | | | | | | 0 |
| Women Student Programmes | | | | | | | | | | | | 0 |

# Appendix  U

# UNIVERSITY OF THE
# FREE STATE

# UNIVERSAL ACCESS CHECKLIST

**Centre for Universal Access & Disability Support (CUADS)**
a Department of the Division of Student Affairs at the University of the Free State

*Inspiring excellence. Transforming lives.*

UNIVERSITY OF THE
**FREE STATE**
UNIVERSITEIT VAN DIE
**VRYSTAAT**
YUNIVESITHI YA
**FREISTATA**

UFS

# CATEGORIES OF DISABILITIES CONSIDERED

## VISUAL IMPAIRMENTS

**BLIND OR PARTIALLY SIGHTED**
- Presenters must introduce themselves and offer a description
- Audience members must introduce themselves before commenting or asking a question
- Good quality audio
- Preferred seating
- Be descriptive when presenting instead of pointing
- Convert material into audio/braille at CUADS

## MOBILITY IMPAIRMENTS

**WHEELCHAIR USERS, AMPUTEES, CEREBRAL PALSY, MUSCULAR DYSTROPHY, SPINA BIFIDA**
- Easy access to buildings
- No steps at the entrance
- Ramp not too steep
- Venue layout/ table set-up to be considered

## HEARING IMPAIRMENTS

**DEAF, HARD OF HEARING AND/OR DEAFENED**
- Sign Language interpreters
- Preferred seating
- Switch subtitles on when showing videos
- Lighting
- Closed Captions
- Transcriptions of audio material

## LEARNING DIFFICULTIES

**DYSLEXIA, ADD/ADHD, HYPERACTIVITY OR COMBINATION OF THE AFOREMENTIONED**
- Use colours/highlight important terms
- Majority of population
- Invisible disability
- Transcriptions of audio material

## MENTAL HEALTH DISABILITIES

**DEPRESSION, ANXIETY, PANIC DISORDERS, SCHIZOPHRENIA AND/OR BIPOLAR DISORDER**
- Diagnosed by a registered mental health practitioner
- Recordings (audio format)

# UNIVERSAL ACCESS REASONABLE ACCOMMODATION

Events (including conferences, seminars, webinars etc.) organised by the UFS & student structures must aim to be as universally accessible as possible, to ensure that attendance is far reaching and impactful. Barriers to accessibility can be mitigated by following reasonable accommodation measures stipulated in the list that follows. As far as possible the checklist must be met.

## *PLANNING*

1. All events must include RSVP's to ensure that people who need reasonable accommodation can indicate whether they require:

   ☐ Accessible material formats (transcription & audio recordings)

   ☐ Closed captioning

2. The department arranging the event must then make contact with the individuals who requires access to ascertain which formats or communication method is needed.
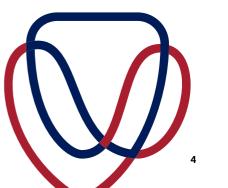
3. Reasonable accommodation requests must be sent out to speakers/panel members 2-3 months in advance. This is done to ascertain what resources and support the speaker and panel members will need. E.g; if speaker is a wheelchair user, arrangements must be made in advance for a ramp.

4. Seating area for persons with disabilities must be designated and marked as reserved towards the front. This is for all disabilities.

5. Spaces between seats must be arranged to be able to accommodate mobility impairment requirements (wheelchairs, canes, service dogs etc).

6. If the venue has lifts for wheelchair users but the event is happening after hours then arrangements need to be made in order to obtain the keys for the lifts, in the event that a member in the audience or a guest speaker has a mobility impairment.

7. Signs for entrances, exits, bathrooms etc need to be made and put up around the venue in large print.

8. For outdoor events, certain textures like grass and grainy sand are not accessible for wheelchair users. Pathways need to be constructed or the venue must be changed.

9. Where there are heavy doors that mobility impaired and visually impaired students cannot push or pull, a volunteer must be stationed at the door.

10. Mark the walkways in foyers clearly so that a big path for wheelchair users, crutches users and service dog users is cleared in the middle with straight routes to the entrances, exits and bathrooms.

# BELOW IS A CHECKLIST TO ASSIST IN MEETING ACCESSIBILITY REQUIREMENTS:

## VENUE ACCESSIBILITY

- [ ] Wheelchair accessible pathway to building or venue (incl. ramps). Stages must also include ramps.

- [ ] Persons with disabilities should be allowed to be seated first in the designated seating. This will assist easy navigation for people with mobility and sensory impairments.

- [ ] Accessible doorways. Where this is impossible, a volunteer must be stationed at all entrances, exits and bathrooms.

- [ ] Inclusive bathrooms / toilet(s)

- [ ] Floor and path surfaces for students with mobility impairments must be indicated with tape. Middle path should be cleared off to allow for access.

- [ ] Audio equipment (sound & loop). Microphones must be used so that students with hearing impairments are catered for.

## MARKETING

- [ ] Event posters must have event details (time, venue etc) indicated in large neutral coloured font.

- [ ] Ensure that event details and poster is shared with CUADS well in advance, who will alert students registered on the CUADS database.

- [ ] Include RSVP details on event posters

## PRESENTATIONS & LECTURES

- [ ] Sign Language interpreter must be arranged if you are aware that audience or panel member will require sign language interpreters.

- [ ] As far as possible, try to obtain speeches from speakers beforehand so that printed copies can be made for persons with hearing impairments.

- [ ] Video/audio/podcasts/recordings of talks & lectures for access when off-campus

# AUDIO–VISUAL PRESENTATIONS

☐ Must include subtitles or closed captions in videos.

☐ Descriptive audio for videos. All videos and images being shown must be described out loud for persons with visual impairments.

☐ Warnings for garish and harsh lighting in videos and images must be made before the material is shown in order to alert persons with sensory impairments.

# PRINTED MATERIAL

☐ Enlarged print

☐ Braille

☐ No garish or harsh colours

☐ E-text

# FOOD REQUIREMENTS

☐ Food provided must be clearly labeled and should also aim to have ingredients labeled to alert people with dietary requirements and allergies.

# PREFERRED PRONOUNS

☐ In accommodation requests, be sure to ascertain the preferred pronouns of speakers or panel members.

☐ Before the event starts, indicate to audience that when introducing themselves they must state their preferred pronoun.

# TIPS FOR VIRTUAL PLATFORMS:

When using meeting platforms for lectures, i.e. Zoom or MS Teams etc, provide for speech-to-text option (captioning) and ensure that recordings can be saved as well and/or distributed. This will include persons with hearing impairments and assist with note-taking. See links below on how to enable them. The built-in live captioning works reasonably well, but it will never be 100% due to different accents, etc. Zoom also has the option for the video author to add their own captions.
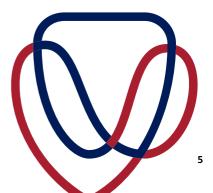
## *Zoom:*

https://support.zoom.us/hc/en-us/articles/207279736-Getting-started-with-closed-captioning

## *Microsoft Teams:*

https://support.office.com/en-us/article/use-live-captions-in-a-teams-meeting-4be2d304-f675-4b57-8347-cbd000a21260

# UNIVERSAL ACCESS CHECKLIST

**Centre for Universal Access & Disability Support (CUADS)**
a Department of the Division of Student Affairs at the University of the Free State

# Appendix  V

# ANNUAL REPORT 2016



# CAREER DEVELOPMENT OFFICE

UNIVERSITY OF THE
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**FREISTATA**

**UFS
UV**

# Contents

*"*Challenges are what make life interesting and overcoming them is what makes life meaningful"

~Joshua J. Maruine~

## 1. Introduction

The Career Development office (Bloemfontein campus) is currently still housed within the Student Counselling and Development part of the Health and Wellness building. There is only one staff member (Chief Officer) with the aid of one research assistant, who is responsible for serving the student community to the best of their ability. The research assistant was appointed from 1 February 2016 to 31 January 2017.

Throughout the year, the Career Development Office presented workshops, career fairs, company presentations as well assisted students and staff member across multiple career development activities. 2016 consisted of many challenges due to the student protests that took place from 23 – 26 February 2016 and 19 September -10 October 2016. There were cancellations of events and programmes and alternative plans had to be made. The Career office ensured that all of its services were still available to students and staff.

## 2. Projects/workshops/events

### 2.1 Workshops

Eight workshops have been presented to students during 2016. These workshops have only been presented once in the first semester and twice in the second semester as well as by invitation from lecturers or staff in class format.

Workshops were held in one week, from 12:00-13:00 every day.

The workshops are:

- Entrepreneurs: Where to start;
- Career Development;
- CV/Resumè Writing (including the Cover Letter);

- Interview Skills (students were informed that they may request a mock interview with the Career Development Office as they were now more informed on the procedure);
- Digital World: Personal Branding for Success;
- LinkedIn: Creating a detailed professional profile;
- Networking & Job Hunting Skills; and
- Purposeful Living.

These workshops were also co-presented with the Health and Wellness centre as part of their 3rd year student Wellness Programme.

During the year, the following Webinars were presented:
- 10 February  Digital World: Personal Branding for Success;
- 24 February  LinkedIn: Creating a detailed professional profile (cancelled due to protests);
- 5 August      LinkedIn: Creating a detailed professional profile;
- 12 August    Networking & Job Hunting Skills;
- 19 August    CV Writing;
- 26 August    Interview Skills; and
- 31 August    Digital World: Personal branding for success.

After completion of the workshops, students had to complete evaluation forms to provide feedback and suggestions on how to enhance the workshops in future.

1048 STUDENTS ATTENDED THE WORKSHOPS.

*A SEPARATE REPORT IS AVAILIBLE FOR THE OUTCOMES AND FEEDBACK FOR WORKSHOPS SPECIFICALLY.*

## 2.2 Career Fairs

Annual Career fairs are a necessity to all students to gain insight about the application process for bursaries, graduate programmes, internships and available positions at various companies/firms. The Career Development Office planned and hosted four career fairs in 2016. Three career fairs took place in the first semester and one career fair in the second semester.

- 10 March 2016: Faculty of Economic and Management Sciences
- 31 March 2016: Faculty of Law
- 20 April 2016: Faculty of Natural and Agricultural Sciences
- 2 August 2016: General Career Fair

Due to a lack of human capacity/resources in the Career Development Office, the decision was made in collaboration with faculties to not have evaluation forms, but rather focus on making a professional marketing video.

During the General Career Fair, a suggestion box was introduced where upon exiting the venue, students were able to anonymously provide feedback and suggestions on a written card which was placed in a closed box.  This seemed to be a huge success and many ideas have been raised and noted.

*THERE IS A SEPARATE CAREER FAIR REPORT FOR EACH CAREER FAIR THAT TOOK PLACE.*



## 2.3 Company Presentations/ exhibitions

The following companies visited the University individually (not participating in the career fairs) to advertise career related matters or to do interviews with UFS students:

- Shoprite Group
- Hatch
- Nedbank, communicated and organised by YDX
- Absa exhibition, communicated and organised by Playmakers

## 2.4 Students and Staff enquiries

The number of students and staff that were assisted during the year, as well as the method of assistance, are tabled below.

- <span style="color:red">Calculated up to 9 December 2016</span>

|  | STUDENTS | STAFF |
|---|---|---|
| Face-to-face Appointments with Advisor Belinda Viljoen | 36 | 1 |
| Face-to-face Appointments with Assistant JJ de Wit | 19 | 0 |
| Email assistance/enquiries | 300 | 26 |
| Presentations: workshops presented | 30 | 6 |

*DUE TO A LACK OF HUMAN CAPACITY/ RESOURCES THERE WERE NOO EEVALUATION OF THE ADVICE GIVEN TO STUDENTS.*

## 2.5 Career Network Volunteers Programme

The Career Network Volunteer Programme was run by the Research Assistant, JJ de Wit who reported directly to the Chief Officer. During the year there was a total of 36 volunteers who graduated from the programme, meaning 77% of the volunteers who started the programme completed the programme. During both semesters, training was provided to the volunteers, which included an orientation day as well as specific training in matters which volunteers said they wanted to learn.

The student protests caused a disruption to the academic calendar which resulted in the programme being affected. Volunteers could not complete the agreed upon hours; this was however taken into consideration and the hours were adjusted, resulting in volunteers being able to complete the programme.

## 2.6 Other Events, Workshops & Involvement

As per the request by the Rector and Vice-Chancellor (Prof. Jansen), the chief officer (Ms. Viljoen) presented to the Rectorate on **20 January 2016**.  The presentation was regarding the programmes, projects, events and workshops that the office does, as well as the urgent needs the office has. Unfortunately, nothing came about, as the Rector resigned in August and the Acting Dean, Mrs. Cornelia Faasen as well.

The Chief Officer was asked to present various sessions for students regarding general motivation for studies and management, as well as interview preparations.

**11 February –** Judge F1 Photo op & sponsored gifts to group who won

**17 February** Motivation – Villa Bravado {48 first years}

**10 March** Interview preparation – Rag candidates {3 students}



*F1 group who won photo op competition.*

Our chief officer presented the following workshops for the PASS Programme.

**11 March** 2016 CV Writing and Interview Skills

**11 March** Career Development

**18 March** Networking and Job Hunting Skills

**18 March** CV writing and Interview Skills

**22 April** Purposeful Living

*The number of students who attended as well as the feedback from evaluation forms are administered by and available from CTL.*

**10 & 11** August: Women in Business lunch sessions.

The six women who were invited to present were;

- Mrs Lee-Ann Frazenburg
- Mrs Ronel Kleynhans
- Dr Anja Botha
- Mrs Bri Mckay
- Ms Lesley Irene Jennings
- Ms Cikizwa Bacela

The students who attended enjoyed the sessions and said that it was inspirational to hear life stories of women who have worked hard and achieved their dreams.

**24 August** North College: What to expect in your first year of work.
**30 August** House Kestel: Women in the world of work.

## 2.7 Launch of the first Graduate Career Guide

On **19 July 2016** the Career Development office launched the first publication of the Graduate Career Guide. With this guide the Career Development office aims to provide information and knowledge to the graduates of the UFS to assist in their preparation for the World of Work; this guide provides information on CV Writing, Interview preparation, what employers want, what to expect of your first job, what skills are needed in the work environment, why further studies are important, and many relevant topics.

## 2.8 Hosting Career Services of Universities across South Africa

On **2 & 3 November** 2016, the Career Development Office hosted a Career Forum whereby many other universities and Tertiary institutes attended. This took place at the Protea Hotel on Nelson Mandela Drive, due to the student protests. This was an opportunity for each institute to share best practice and to learn from one another.



The following institutes attended the forum:

| | |
|---|---|
| **The Central University of Technology** | **Stellenbosch University** |
| **Nelson Mandela Metropolitan University** | **University of Cape Town** |
| **North West University** | **University of Cape Town (Grad School)** |
| **University of The Free State (Qwaqwa campus)** | **University of Johannesburg** |
| **The Central University of Technology** | **UNISA** |
| **Nelson Mandela Metropolitan University** | **University of Pretoria** |
| **University of the Western Cape** | **Varsity College** |

Throughout the two days, each University had the opportunity to present a Programme that they run. The discussions lead to the establishment of a professional Association for South African Career services. The Career development office is looking forward to the development of the career services in South Africa.
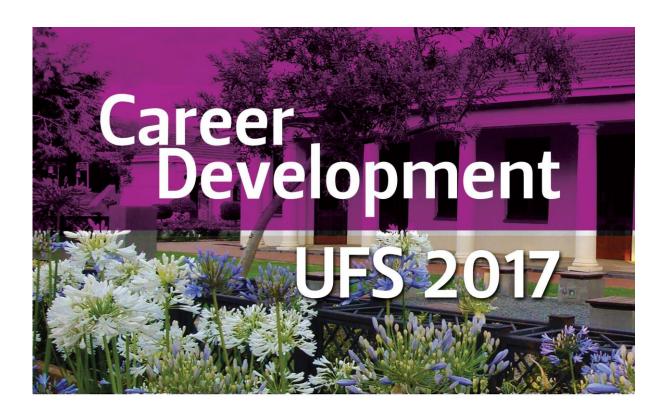
## 2.9 Career week at Qwaqwa

During Monday 26 – Friday 30 September, the chief officer travelled to the Qwaqwa campus to provide all the service that are offered o the students on the main campus. The chief officer scheduled time slots to present workshops, assist students with their CV's and provide students with career development advise. However, due to the student protest that took place during that week, all UFS campuses were closed and the chief officer was not able to provide the service, which resulted in her returning home.

# 3. 2017 Planning

## Career Development Planning 2017

| JANUARY 2017 | FEBRUARY 2017 | MARCH 2017 | APRIL 2017 |
|---|---|---|---|
| ❖ 23rd – 3rd Feb Gateway Presentations<br>❖ 2th7-28thh Training of Volunteers & Student Career Advisors (SCA's) | ❖ 1st SCA Training<br>❖ **WEBINARs**<br>❖ 8th CV Writing<br>❖ 15th Interview Skills<br>❖ 22nd LinkedIn<br><br>❖ 24thy - Center for Universal Access and Disability Support (CUADS)<br>• Negotiation skills<br>• CV Writing<br>• Interview skills<br>❖ 28th – 1st March Student Wellness<br>• CV Writing<br>• Career Development | ❖ 3rd, 10th and 17th (CUADS)<br>• Negotiation skills<br>• CV Writing<br>• Interview skills<br>❖ **3rd – Department Communication Career Fair**<br>❖ **7th – EMS Career Fair**<br><br>❖ **WEBINARS**<br>❖ 8th Networking and Job Hunting<br>❖ 15th Digital World: personal Branding for Success<br>❖ **28th LAW Career Fair**<br>❖ 31st **PASS** Programme (CTL) | ❖ **10th – 17th April Career Office closes** |

| MAY 2017 | JUNE 2017 | JULY 2017 | AUGUST 2017 |
|---|---|---|---|
| ❖ 2nd - 4th Student Wellness<br>• Interview Skills<br>❖ 5th PASS Programme (CTL)<br>❖ **7th - NAS Career Fair**<br>❖ 13th Open Day<br>❖ ==26th Deadline: articles and adverts for Graduate career Guide== | ❖ **19th -26th GRADUATION**<br>❖ **26th – 30th NCDA Conference (USA)** | | ❖ **1st - General Career Fair**<br>❖ 22nd - 24th Student Wellness<br>• Digital World: personal Branding for Success<br>• Networking and Job Hunting Skills |

| SEPTEMBER 2017 | OCTOBER 2017 | NOVEMBER 2017 | DECEMBER 2017 |
|---|---|---|---|
| ❖ 5th - 7th Student Wellness<br>• Purposeful Living | | ❖ **1st – 3rd OR 8th – 10th SAGEA Conference**<br><br>PREPARE FOR 2018 | **6th -7th GRADUATION**<br><br>PREPARE FOR 2017 |

# Annual Report 2017

# Table of Contents

*"Great things in business are never done by one person,
they're done by a team of people."*

*~Steve Jobs~*

# 1.    INTRODUCTION

The Career Development office (Bloemfontein campus) is currently still housed within the Student Counselling and Development part of the Health and Wellness building. There is only one fulltime staff member (Chief Officer) with the aid of four interns (Student Career Advisors) who are responsible for serving the student community to the best of their ability.

The main focus in the first semester is Career Fairs due to the complexity of the process (from inviting companies, follow-up on wrong contact details, invoice and payments, logistical arrangements, security planning, etc.).   During the second semester, the focus was on workshops and company visits, as well as the annual General Career Fair.

Other duties like attending to student appointments and enquiries; workshops and presentations; strategic matters like management meetings, Student Affairs involvement, planning and evaluating; and administrative tasks must still be completed and dealt with throughout the semester.  This makes it a difficult task for one person to manage and run an office by herself.

# 2.    PROJECTS/WORKSHOPS/EVENTS

## 2.1.    Gateway First-Years' College

A Support Service video was shown at the Gateway First-Years' College, which is a programme that introduces first-years to campus and faculty life. This programme enables them to adjust to the university environment, teaches them the skills to do well in their studies, and prepares them as a well-rounded graduate.

- Gateway Presentations
  **23 January – 3 February 2017**

## 2.2.    Sessions as per invitation

The Chief Officer was asked to present various sessions for students regarding general motivation for studies, as well as work readiness.

- Motivational Talk: Passion for Studying & Succeeding – Sonnedou (first years)
  **2 February 2017**
- Motivational Talk: Work Readiness – Sonnedou (seniors)
  **16 February 2017**
- Talk at Industrial Psychology Final-years function
  **23 August 2017**
- Talk for Commercio students (Faculty of Economic and Management Sciences)
  **31 August 2017**

## 2.3.    Qwa Qwa Campus

Mr. Paul Moema, was appointed in January 2017 as the Senior Officer of the Career Development office on the Qwa Qwa campus. He visited our offices during the week of 13 – 17 February 2017 for training purposes.

He had meetings with the Chief Officer, as well as separate meetings with each of the Interns to discuss their individual portfolios in the office.

## 2.4.    Workshops

Ten topics/workshops have been presented to students in the first (February and May) and second (August and September) semester 2017. The workshops were planned and by the Career Development office, as well as in collaboration with the Centre for Universal Access and Disability Support (CUADS), Quantity Surveying, the Student Wellness programme, and the PASS Programme (Centre for Teaching and Learning/CTL).

The workshops are:

- Career Development;
- CV/Resumè Writing (including the Cover Letter);
- Interview Skills (students were informed that they may request a mock interview with the Career Development Office as they were now more informed on the procedure);

- Digital World: Personal Branding for Success;
- LinkedIn: Creating a detailed professional profile;
- Networking & Job Hunting Skills;
- Purposeful Living;
- Productivity Skills;
- Professional Conduct and;
- Corporate Imagine.

After completion of each workshop, students completed evaluation forms to provide feedback and suggestions on how to enhance workshops in future.

*671 students attended the workshops. A separate report is available on the outcomes of all workshops to date.*

## 2.5.    Webinars
*The aim of the Webinars is to assist Alumni and students who cannot attend the workshops in person.*

*Five Webinars took place on Wednesdays from 12:00-13:00, covering various topics.*

- 8 February 2017
  **CV Writing**
- 15 February 2017
  **Interview Skills**
- 22 February 2017
  **LinkedIn**
- 8 March 2017
  **Networking & Job Hunting Skills**
- 15 March 2017
  **Digital World: Personal Branding for Success**

*14 students listened to the webinars. A separate report is available on the outcomes of all workshops to date.*

## 2.6.  Career Fairs

Annual Career Fairs are a necessity to all students to gain insight about application processes for bursaries, graduate programmes, internships and available positions at companies/firms. The **five** Career Fairs that took place in 2017:

- The Department of Communication Sciences
  **3 March 2017**
- The Faculty of Economic and Management Sciences
  **7 March 2017**
- The Faculty of Law
  **28 March 2017**
- The Faculty of Natural and Agricultural Sciences
  **9 May 2017**
- General Career Fair
  **1 August 2017**

Due to a lack of human capacity/resources in the Career Development office, it was decided to not have evaluation forms, but to rather have a suggestion box for students to anonymously provide suggestions on how the future career fairs can be improved.

*A total of **55** companies attended the five career fairs.  A separate report is available on the outcomes of all career fairs to date.*

## 2.7.  Advanced Word & Excel Course

The Career Development office pays for 50 students to attend an Advanced Word and Excel Course presented by the University's Department of Computer Sciences and Informatics each year. There are five classes of two hours each which are all compulsory to attend. After the five classes, students write a practical test and will receive certificates when they pass the course.

The Career Development office believes that preparing students with the necessary computer skills will be an advantage for them in their future careers.

Only 37 of the 50 students who booked a seat attended the first class. 34 students passed the course, with the exception of only one student who failed the Ms Word test.

## 2.8. PASS Programme: Centre for Teaching and Learning (CTL)

The Chief Officer presented the following workshops for the PASS Programme.

- Purposeful Living

  **31 March 2017**

- CV Writing & Interview Skills

  **5 May 2017**

- Networking & Digital Footprint

  **5 May 2017**

*The number of students who attended as well as the feedback from evaluation forms are administered by and available from CTL.*

## 2.9. Company Presentations/Exhibitions

Throughout the year **21** companies organised their campus visits with the Career Development office.

- **Cliffe Dekker Hofmeyer**

  27 March 2017

  Had a full house.

- **Nedbank, communicated and organised by YDX**

  30 March 2017

  45 students attended the session.

- **FNB**

  31 March 2017

  58 students attended the session.

- **OVC**

  25 July 2017

  Activation at Thakaneng Bridge.

- **SDK Chartered Accountants**

  31 July 2017

  32 students attended the session.

- **Vodacom**

  31 July 2017

  Activation at Thakaneng Bridge (didn't show up).

- **OVC**

  5 August 2017

  50 students attended the session.

- **One Capital**

  10 August 2017

  59 students attended the session.

One Capital: *"Thank you for all the effort and preparations that went into organising the career presentation… Your representatives warmly welcomed us and were present throughout the presentation. The career presentation at UFS was by far the most organised that One Capital has attended this year. We look forward to working with you again next year."*

- **Monocle Solutions**

  11 August 2017

  27 students attended the session.

- **BP**

  21 August 2017

  8 students attended the session (BP didn't show up).

- **Standard Bank at the Faculty of Law**

  21 August 2017

  29 students attended the session.

- **Standard Bank at the Department of Engineering**

  22 August 2017

  49 students attended the session.

- **Citrus Academy (virtual presentation)**

  22 August 2017

  8 logged in to the session.

- **Exceed (evening function)**

  22 August 2017

  22 students attended the function.

- **Standard Bank at the Faculty of Economic & Management Sciences**

  23 August 2017

  57 students attended the session.

- **Exceed (interviews)**

  23 August 2017

  4 students came in for interviews.

- **JLL**

  23 August 2017

  51 students attended the session.

<u>JLL:</u> *"…I would like to say thank you for your assistance and your hospitality, it far outshone all the universities we have visited. The whole team was so surprised by how well the event was organised and how well we were treated. I would truly like to commend you and your team. We will surely be in contact again and hopefully we can partner on other initiatives…"*

- **Shoprite (interviews)**

  24 August 2017

  They have attendance numbers as they source their own candidates.

- **Rand Merchant Bank**

  24 August 2017

  52 students attended the session.

- **Recruit Digital**

  7 September 2017

  5 students attended the session.

- **Bank of Namibia**

  8 September 2017

  5 students attended the session.


## 2.10. Women in Business Sessions

The annual two-day Women in Business sessions were held on the 23rd and 24th of August at 12:00-13:00 at the Equitas Auditorium. Various speakers were organised, such as Naquita Fernandes, Leah Molatseli, Evodia Mohoanyane, Candice Thikeson, Moleboheng Mokhele and Prof. Helena van Zyl, and it was a highly successful event. A slide presentation was prepared for each day and we had quotes like:

> *"Never limit yourself because of others' limited imagination.*
> *Never limit others because of your own limited imagination"*
> *~Mae Jemison*

*"Think like a queen.*

*A queen is not afraid to fail.*

*Failure is another steppingstone to greatness"*

*~Oprah Winfrey*

20 students attended on the 23rd and 16 students attended on the 24th of August 2017.

# 3. GRADUATE CAREER GUIDE

With this guide the Career Development office aims to provide information and knowledge to the graduates of the UFS to assist in their preparation for the World of Work, provide information on CV Writing, Interview preparation, what employers want, what to expect of your first job, what skills are needed in the work environment, why further studies are important, etc.

The second edition of the Graduate Career Guide was released on the following dates:

- **25 July 2017**
  Medical Faculty
- **26 July 2017**
  Exam rooms
- **27 July 2017**
  Thakaneng Bridge

# 4. VOLUNTEEER PROGRAMME

At the start of the 1st semester, 15 students applied to work as volunteers in the Career Development office. Seven of those who applied got the job and started working on 6 February 2017, of which 4 completed the volunteer programme.

At the start of the 2nd semester, 27 students applied to work as volunteers in the Career Development office. Fifteen of those who applied got the job and started working on 24 July 2017, of which 13 completed the volunteer programme.

One SCA, Mr. Tebogo Molatudi, was responsible for managing the volunteers throughout the semester. Each SCA was responsible for mentoring a number of volunteers. The volunteers assisted with administration tasks, data-capturing, preparation for workshops and career fairs, as well as assisting at those events. They acquired various skills, such as time management skills, presentation skills, how to compile a proper CV and how to manage a LinkedIn account.

*A separate volunteer report is available.*

## 5.    INTERNS/STUDENT CAREER ADVISORS

SGC (Shinyawani Group of Companies) (Pty) Ltd., approached the Chief Officer at the end of 2016 about having more hands in the Career Development office. SGC selects, trains, and places individuals in work positions and offered to pay for five interns to be placed in the Career Development office during 2017. Due to a huge lack of money, a very small budget, and a massive workload, the Career Development office welcomed this offer. The Chief Officer selected five individuals to be interns, Student Career Advisors (SCA's), in the Career Development office during 2017, of which four started working 6 February 2017. One intern pulled out due to another job offer.

The SCA's had compulsory training with SGC during the week of 23-27 January 2017. They were then trained in the Career Development office by the Chief Officer during the week of 30 January-3 February 2017.

The Chief Officer was a mentor to all four SCA's, of which in total they have had 7 sessions from February-3 May 2017 and provided them with many learning opportunities. The SCA's were each in charge of a different division of the Career Development office, but supported each other when needed. Two of the SCA's helped with presenting workshops throughout the semester, and all four helped with student assistance, such as CV and cover letter checking, and interview skills or mock interviews.

The programme was assessed by means of monthly reports, and exit interview and general observation.  Without the assistance of the four interns, the successes achieved in 2017 would not have been a reality for Career Development.  Each interns played a vital role and headed one or more projects in the office.  We hope to have

new interns appointed in 2018 to continue the work and impact we make in Kovsies'
lifes.

# 6.    STUDENT & STAFF ENQUIRIES

The number of students and staff that were assisted during the year thus far, as well
as the method of assistance, are tabled below.

- Calculated up to 16 May 2017

|  | STUDENTS |
|---|---|
| Face-to-face Appointments with an advisor | 90 |
| Email assistance/enquiries | 463 |
| Presentations: workshops presented | 61 |

# 7. 2018 PLANNING

## Career Services Planning 2018

| FEBRUARY 2018 | MARCH 2018 | APRIL 2018 | MAY 2018 |
|---|---|---|---|
| ❖ 2nd **Webinar** – CV Writing (12:00-13:00) | ❖ *2nd Public Speaking Workshop 1/3 (12:00-15:00)* | ❖ 9th-13th Graduation (GCG handout) | ❖ *4th Public Speaking Workshop 1/3 (12:00-15:00)* |
| ❖ 2nd **Webinar** – Interview Skills (13:00-14:00) | ❖ **6th EMS Career Fair (06:30-16:00)** | ❖ **17th NAS Career Fair (06:30-16:00)** | ❖ 8th **Workshop** – Career Development & Management (16:00-17:00) |
| ❖ **2nd Career Services Forum Welcoming Function** | ❖ 7th **Workshop** – Interview Skills (12:00-14:00) (Akasia) (Student Wellness) | ❖ 24th **Workshop** – CV Writing & CV Clinic (South Campus) | ❖ 8th **Workshop** – CV Writing (17:00-18:00) |
| ❖ 8th **Workshop** – CV Writing (09:00-10:00) (post-grad school) | ❖ 7th **Workshop** – Interview Skills (18:00-20:00) (Roosmaryn) (Student Wellness) | ❖ 25th **Workshop** – CV Writing & CV Clinic (South Campus) | ❖ 9th **Workshop** – CV Writing (16:00-17:00) |
| ❖ 8th **Workshop** – Presentation Skills (10:00-13:00) (post-grad school: Gerben van Niekerk) | ❖ 8th **Workshop** – Interview Skills (18:00-20:00) (Armentum) (Student Wellness) | | ❖ 9th **Workshop** – Interview Skills (17:00-18:00) |
| ❖ 9th **Webinar** – Digital World (12:00-13:00) | ❖ *16th Public Speaking Workshop 2/3 (12:00-15:00)* | | ❖ 10th **Workshop** – Digital World: Personal Branding for Success (16:00-17:00) |
| ❖ 9th **Webinar** – Professional Conduct (13:00-14:00) | ❖ **20th LAW Career Fair (06:30-16:00)** | | ❖ 10th **Workshop** – CV Writing (17:00-18:00) |
| ❖ 16th **Webinar** – Productivity Skills (12:00-13:00) | ❖ *23rd Public Speaking Workshop 3/3 (12:00-15:00)* | | ❖ *11th Public Speaking Workshop 2/3 (12:00-15:00)* |
| ❖ 16th **Webinar** – Networking & Job Hunting Skills (13:00-14:00) | | | ❖ **12th UFS Open Day** |
| ❖ **16th,17th Volunteer Training** | | | ❖ 15th **Workshop** – Digital World (16:00-17:00) |
| ❖ 23rd **Webinar** – The ABC's of Work Personalities (13:00-14:00) (counselling) | | | ❖ 15th **Workshop** – Networking & Job Hunting Skills (17:00-18:00) |
| ❖ 23rd Registration ends | | | ❖ 16th **Workshop** – CV Writing (16:00-17:00) |
| ❖ 27th **Workshop** – Career Development & CV Writing (12:00-14:00) (Welwitschia) (Student Wellness) | | | ❖ 16th **Workshop** – LinkedIn (17:00-18:00) |
| ❖ 27th **Workshop** – Career Development & CV Writing (18:00-20:00) (Welwitschia) (Student Wellness) | | | ❖ 17th **Workshop** – LinkedIn (16:00-17:00) |
| ❖ 28th **Workshop** – Career Development & CV Writing (18:00-20:00) (Harmony) (Student Wellness) | | | ❖ 17th **Workshop** – Networking & Job Hunting Skills (17:00-18:00) |
| | | | ❖ *18th Public Speaking Workshop 3/3 (12:00-15:00)* |

| JULY 2018 | AUGUST 2018 | SEPTEMBER 2018 | OCTOBER 2018 |
|---|---|---|---|
| ❖ 20th-21st Volunteer Training<br>❖ 30th-31st Student Affairs Week | ❖ 1st-3rd Student Affairs Week<br>❖ 1st Graduate Career Guide Release (Thakaneng Bridge)<br>❖ 3rd Public Speaking Workshop 1/3 (12:00-15:00)<br>❖ 14th GENERAL Career Fair (06:30-16:00)<br>❖ 14th Workshop – Purposeful Living (12:00-14:00) (Akasia) (Student Wellness: Codi Rogers)<br>❖ 15th Workshop – Purposeful Living (18:00-20:00) (Harmony) (Student Wellness: Codi Rogers)<br>❖ 16th Workshop – Purposeful Living (18:00-20:00) (Armentum) (Student Wellness: Codi Rogers)<br>❖ 17th Public Speaking Workshop 2/3 (12:00-15:00)<br>❖ 21st-22nd HUMANITIES Career Week & CV Clinic (13:00-14:00)<br>❖ 23rd HUMANITIES Academic Component<br>❖ 24th Public Speaking Workshop 3/3 (12:00-15:00)<br>❖ 28th-29th NAS Career Week & CV Clinic (13:00-14:00)<br>❖ 30th NAS Academic Component | ❖ 4th-5th LAW Career Week & CV Clinic (13:00-14:00)<br>❖ 6th LAW Academic Component<br>❖ 11th-12th EMS Career Week & CV Clinic (13:00-14:00)<br>❖ 13th EMS Academic Component<br>❖ 18th Workshop – Digital World (18:00-20:00) (Akasia) (Student Wellness)<br>❖ 19th Workshop – Digital World (12:00-14:00) (Akasia) (Student Wellness)<br>❖ 19th Workshop – Networking & Job Hunting Skills (18:00-20:00) (Welwitschia) (Student Wellness)<br>❖ 25th Workshop – Networking & Job Hunting Skills (18:00-20:00) (Harmony) (Student Wellness)<br>❖ 26th Workshop – Networking & Job Hunting Skills (12:00-14:00) (Armentum) (Student Wellness)<br>❖ 26th Workshop – Networking & Job Hunting Skills (18:00-20:00) (Roosmaryn) (Student Wellness) | ❖ 31st ALL Reports Finalised<br>❖ |

| NOVEMBER 2018 | DECEMBER 2018 |
|---|---|
| ❖ 20th-21st Strategic Planning for 2018<br>❖ 30th Career Services Forum Year-End | ❖ 7th Career Services Year-End Function |

# FURTHER INFORMATION

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**Annual Report 2018**

**Career Services**

UNIVERSITY OF THE
**FREE STATE**
UNIVERSITEIT VAN DIE
**VRYSTAAT**
YUNIVESITHI YA
**FREISTATA**

**UFS·UV**
**CAREER SERVICES**

# TABLE OF CONTENTS

# 1.    INTRODUCTION

Career Services (Bloemfontein campus) is currently located at Building 42E – now known as the Career Services & Student Wellness Building. Career Services has two staff members, aided by three interns, who are responsible for serving the student community to the best of their ability. The main focus in the first semester was on career fairs, and in the second semester on company visits and work readiness workshops. All interns have received bi-weekly mentoring sessions to assist with professional and personal development; monthly reports were submitted and hours were monitored.

The purpose of this report is to provide an overview of all the workshops, projects, and events that Career Services organised, implemented, and researched throughout the year to date, as well as the daily work and the scope of work.

## 1.1    ALIGNMENT WITH THE STUDENT AFFAIRS STRATEGIC PLAN

The mission of Student Affairs is to develop and implement co-curricular programmes, activities, and services that provide truly humanising daily lived experiences, which are essential for student academic success, pro-social behaviour, student engagement, and an inclusive institutional culture.

In order to accomplish this mission, Student Affairs identified five key strategic areas on which to place its focus, namely:

- KSA#1: Professionalisation
- KSA#2: High-impact Practices
- KSA#3: Student Communities and Structures (enabling environment; conducive communities)
- KSA#4: Intersectionality, Partnerships, and Collaboration (three campuses; internal and external)
- KSA#5: Transformation: Social Justice, Social Cohesion, and Critical Diversity

1

More information regarding each key strategic area is provided in the Student Affairs Strategic Plan for the period 2017-2022.

In order for Student Affairs to achieve its mission, Career Services plays a vital role by aligning its programmes, events, and workshops with the five key strategic areas.

Throughout this report, the key strategic areas addressed in each programme, event, or workshop are indicated in **red**.

## 2. PROJECTS/WORKSHOPS/EVENTS

### 2.1 WORKSHOPS

**KSA#2, 3, and 4**

Ten topics were presented to students throughout 2018. The workshops were planned, organised, and presented by Career Services, and some were delivered in collaboration with the Postgraduate School, Quantity Surveying, and the Student Wellness programme. Career Services also advertised to lecturers and academics to invite Career Services to present a topic instead of cancelling a class due to illness, attending a conference, etc. See Appendix A (page 30) for an example of this invitation and advertisement.

**The workshop topics were:**
- Career Development & Management;
- CV/Résumé Writing (including the cover letter);
- Interview Skills;
- Digital World: Personal Branding for Success;
- LinkedIn: Creating a Detailed Professional Profile;
- Networking & Job Hunting Skills;
- Professional Conduct;
- Professionalism & Netiquette
- Productivity Skills; and
- Purposeful Living.

The following table indicates the dates, topics, venues, person/department presented to, and the number of students who attended each workshop.

| DATE | TOPIC | VENUE | PRESENTED TO | ATTENDANCE |
|---|---|---|---|---|
| 8 February | CV Writing | Johannes Bril | Postgraduate School | 21 |
| 21 February | Productivity Skills | STB Annex 1 | Quantity Surveying Honours students | 34 |
| 23 February | Productivity Skills & Professional Conduct | Career Services | Volunteers | 16 |
| 27 February | Career Development & Management, and CV Writing | House Welwitschia | Student Wellness programme | 42 CDM 27 CV |
| 27 February | Career Development & Management, and CV Writing | House Welwitschia | Student Wellness programme | 45 |
| 28 February | Career Development & Management, and CV Writing | House Harmony | Student Wellness programme | 32 CDM 23 CV |
| 28 February | Career Development and Management | STB Annex 1 | Quantity Surveying Honours students | 53 |
| | | | | |
| 7 March | CV Writing | STB Annex 1 | Quantity Surveying Honours students | 33 |
| 7 March | Interview Skills | House Akasia | Student Wellness programme | 12 |
| 7 March | Interview Skills | House Roosmaryn | Student Wellness programme | 16 |
| 8 March | Interview Skills | House Armentum | Student Wellness programme | 32 |
| 8 March | CV Writing | House Madelief | Invitation from residence | 16 |
| 13 March | Interview Skills | FGG184 | #ClassTakeOver LPRC3714 | 20 |
| 13 March | Interview Skills | STB 2 | #ClassTakeOver LPRC3714 | 126 |
| 28 March | Interview Skills | STB Annex 1 | Quantity Surveying Honours students | 15 |
| 29 March | CV Writing | STB 4 | #ClassTakeOver LCSP481 | 8 |
| | | | | |
| 10 April | CV Writing | Theology 120 | #ClassTakeOver Honours in Communication Science | 9 |
| 18 April | Digital World: Personal Branding for Success | STB Annex 1 | Quantity Surveying Honours students | 28 |
| 18 April | Digital World: Personal Branding for Success | Odeion 6 | #ClassTakeOver Music students | 15 |
| 23 April | Networking & Job Hunting Skills | Stef Coetzee 222 | #ClassTakeOver Linguistics students | 15 |
| 23 April | CV Writing | Stef Coetzee 222 | #ClassTakeOver Linguistics students | 11 |
| 24 April | Networking & Job Hunting Skills | Theology 120 | #ClassTakeOver Honours in Communication Science | 9 |

| DATE | TOPIC | VENUE | PRESENTED TO | ATTENDANCE |
|------|-------|-------|--------------|------------|
| 25 April | LinkedIn | Computer Lab B | Quantity Surveying Honours students | 19 |
| | | | | |
| 2 May | CV Writing & Interview Skills | CTL | CTL Interns | 11 |
| 2 May | CV Writing & Interview Skills | Mabaleng C103 | #ClassTakeOver Biokinetics students | 4 |
| 3 May | Interview Skills | Stef Coetzee 222 | #ClassTakeOver Linguistics students | 11 |
| 9 May | CV Writing | House Soetdoring | Invitation from residence | 29 |
| 15 May | CV Writing | Kopanong Auditorium | #ClassTakeOver Law students | 61 |
| 16 May | CV Writing | Odeion | #ClassTakeOver Music students | 7 |
| 16 May | Interview Skills | House Soetdoring | Invitation from residence | 23 |
| | | | | |
| 30 July | Career Development & Management | Equitas Auditorium | Career Services advertised for all | 107 |
| 30 July | CV Writing | Equitas Auditorium | Career Services advertised for all | 153 |
| 31 July | Interview Skills | Equitas Auditorium | Career Services advertised for all | 75 |
| | | | | |
| 2 August | Digital World: Personal Branding for Success | Equitas Auditorium | Career Services advertised for all | 43 |
| 2 August | Networking & Job Hunting Skills | Equitas Auditorium | Career Services advertised for all | 49 |
| 3-24 August | Public Speaking Workshop Series | Health & Wellness Board Room | Career Services presents: Gerben van Niekerk | 10 completed series |
| 8 August | Purposeful Living | Kopanong Auditorium | #ClassTakeOver Law students | 110 |
| 14 August | Purposeful Living | House Akasia | Student Wellness programme | 12 |
| 15 August | Purposeful Living | House Harmony | Student Wellness programme | 16 |
| 16 August | Purposeful Living | House Armentum | Student Wellness programme | 56 |
| 22 August | CV Writing | Equitas Auditorium | Humanities Career Week | 34 |
| 22 August | Interview Skills | Equitas Auditorium | Humanities Career Week | 16 |
| 24 August | LinkedIn | Computer Lab B | Humanities Career Week | 19 |
| 30 August | CV Writing | Financial Planning | #ClassTakeOver Financial Law students | 8 |
| | | | | |

| DATE | TOPIC | VENUE | PRESENTED TO | ATTENDANCE |
|---|---|---|---|---|
| 3 September | Digital World: Personal Branding for Success | Steyn Annex 1 | Quantity Surveying Honours students | 35 |
| 18 September | Digital World: Personal Branding for Success | House Akasia | Student Wellness programme | 18 |
| 19 September | Digital World: Personal Branding for Success | House Akasia | Student Wellness programme | 6 |
| 19 September | Digital World: Personal Branding for Success | House Welwitschia | Student Wellness programme | 13 |
| 25 September | Networking & Job Hunting Skills | House Harmony | Student Wellness programme | 9 |
| 26 September | Networking & Job Hunting Skills | House Armentum | Student Wellness programme | 8 |
| 26 September | Networking & Job Hunting Skills | House Roosmaryn | Student Wellness programme | 17 |
| 28 September | CV & Interview Skills | Financial Law | #ClassTakeOver Financial Law students | 24 |
| | | | | |
| 8 October | Professional Conduct & Ethics | Steyn Annex 1 | Quantity Surveying Honours | 27 |
| 8 October | Career Development & Management | Equitas Auditorium | Career Services advertised for all | 9 |
| 8 October | CV Writing | Equitas Auditorium | Career Services advertised for all | 12 |
| 9 October | Interview Skills | Equitas Auditorium | Career Services advertised for all | 13 |
| 10 October | Digital World: Personal Branding for Success | Equitas Auditorium | Career Services advertised for all | 10 |
| 10 October | Networking & Job Hunting Skills | Equitas Auditorium | Career Services advertised for all | 16 |
| 10 October | CV Writing | EBW G2 | #ClassTakeOver Industrial Psychology Honours | 25 |
| 11 October | LinkedIn | Computer Lab D | Career Services advertised for all | 12 |
| 17 October | Digital World: Personal Branding for Success | South Block 1 | #ClassTakeOver Honours in Communication Science | 30 |
| | | | **TOTAL NUMBER OF ATTENDEES** | **1 811** |

After the workshops, students completed evaluation forms to provide feedback and suggestions on how to enhance the workshops in the future.

*1 811 students attended the workshops. A separate report is available on the outcomes of all workshops to date.*

*A separate report is available on the outcomes of all Quantity Surveying Work Readiness programme presentations (honours students).*

## 2.2    APRIL GRADUATION CEREMONIES

### KSA#3 and 4

Career Services handed out the 2017/2018 edition of the Graduate Career Guide at every session of the 2018 Winter Graduation Ceremonies held at the Callie Human Centre, Bloemfontein campus, from 9 to 13 April.

The social media volunteers selected graduates and took pictures and/or recorded short videos with quotations from the graduates. These pictures and videos were posted on Career Services' Facebook page.



*Photo collage 1: Graduate photos taken by Career Services*

## 2.3    WEBINARS

### KSA#2, 3, and 4

Every Friday in February from 12:00 to 14:00, one or two webinars were hosted, covering various topics. Seven webinars were hosted, as shown in the following table.

| DATE | TOPIC | TIME |
|------|-------|------|
| 2 February | CV Writing | 12:00-13:00 |
| 2 February | Interview Skills | 13:00-14:00 |
| 9 February | Digital World: Personal Branding for Success | 12:00-13:00 |
| 9 February | Professional Conduct | 13:00-14:00 |
| 16 February | Productivity Skills | 12:00-13:00 |
| 16 February | Networking & Job Hunting Skills | 13:00-14:00 |
| 23 February | The ABCs of Work Personalities | 13:00-14:00 |

***An average of seven students listened to the webinars. A separate report is available on the outcomes of all workshops to date.***

During October, a webinar series on Entrepreneurship was held. See Section 3.3 in this report for more information.

## 2.4    CAREER FAIRS

**KSA#1, 2, 3, 4, and 5**

Annual career fairs are a necessity for all students to gain insight into application processes for bursaries, graduate programmes, internships, and positions available at companies/firms.

The **four** career fairs hosted in 2018 were as follows:

- The Faculty of Economic and Management Sciences (**6 March 2018**);
- The Faculty of Law (**20 March 2018**);
- The Faculty of Natural and Agricultural Sciences (**17 April 2018**); and
- General Career Fair (**14 August 2018**).

Due to a lack of human capacity/resources in the Career Services office, it was decided to not provide evaluation forms, but to rather provide a suggestion box for students to anonymously provide suggestions on how future career fairs can be improved.

***Fifty-six companies attended the career fairs held in 2018. A separate report is available on the outcomes of all career fairs. A short video of each career fair is available on the website (www.ufs.ac.za/career).***

*Photo collage 2: Photos taken at the career fairs in 2018*

## 2.5    PUBLIC SPEAKING WORKSHOPS

**KSA#2, 3, and 4**

In 2018, Career Services collaborated with Gerben van Niekerk (Kovsie Media) to host the Public Speaking Workshop Series. Two Public Speaking Workshop Series were held in the first semester. The third and final series was held in the second semester.

*A separate report is available on the outcomes of the Public Speaking Workshop Series.*

*Photo collage 3: Mr Gerben van Niekerk presenting the Public Speaking Workshop Series*

## 2.6    COMPANY VISITS AND PRESENTATIONS

**KSA#1, 2, 3, 4, and 5**

The table below indicates a list of companies hosted on the Bloemfontein campus in 2018 at the career fairs.

| DATE | COMPANY/FIRM | ATTENDANCE |
|---|---|---|
| 19 March | Cliffe Dekker Hofmeyr | Full house |
| 16 April | Timac Agro | 9 |
| 18 April | ABSA (Accounting/Finances/Actuarial/Management Sciences) | Full house |
| 18 April | ABSA (Agricultural Economics) | 9 |
| 19 April | ABSA (IT/Engineering/Data Science) | 7 |
| 25 April | OVC Bridge Activation | Activation |
| 4 May | OVC presentation | Full house |
| 8 August | Sunway Kids International | 78 |
| 13 August | Matriarch for Standard Bank | Activation |
| 16 August | Matriarch for Standard Bank (Law) | 24 |
| 16 August | Matriarch for Standard Bank (Engineering) | 60 |
| 16 August | Matriarch for Standard Bank (Accounting) | 40 |
| 24 August | SAIPA | 50 |
| 19 September | Student Village for SASOL | 25 |
| 22 September | Elevate Education | 12 |
| 6 October | Money Tree Group for Old Mutual | 9 |
| 18 October | Shoprite Group | Interviews |
| 19 October | KTOB | Interviews |

## 2.7    WOMEN IN BUSINESS WORKSHOP

**KSA#1, 2, 3, 4, and 5**
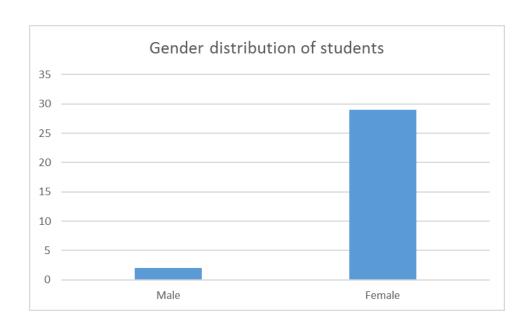
Career Services hosts an annual workshop during Women's Month. This year, it was hosted on 16 August 2018 with an audience of 31 students who listened to presentations by the two guest speakers, Tshegofatso Setilo and Candice Thickeson.



*Photo 1: From left: Belinda Janeke (Head: Career Services), Candice Thikeson, and Tshegofatso Setilo (guest speakers)*

The graph below illustrates the distribution of the gender of students who attended the Women in Business Workshop: 29 females and two males.

## 2.8    GRADUATE CAREER GUIDE

**KSA#1, 2, 3, 4, and 5**

Career Services has published the Graduate Career Guide since 2016. In 2018, the guide was launched and released to students, with printed copies handed out at the Thakaneng Bridge during Student Affairs Week, specifically on 2 August 2018. A total of 8 000 hard copies were printed and will continue to be handed out during career fairs, workshops, and various events during 2018/2019. The guide is also available online at www.ufs.ac.za/careerguide.

The guide is compiled by Career Services in collaboration with internal stakeholders such as the Centre for Teaching and Learning (CTL), International Affairs, Student Counselling and Development, and the Alumni office, as well as external stakeholders such as the South African Graduate Employers Association (SAGEA), companies who place advertisements, and journalists who wrote about career-related topics.

The Graduate Career Guide is a compact A5 magazine that Career Services compiles and publishes annually. It aims to provide information and knowledge to UFS graduates to prepare them for the workplace. This guide provides information on CV writing, interview tips, and job-seeking must-knows, as well as skills and competencies that employers want and need, and many other relevant topics.



*Image collage 1: Extracts from the 2018/2019 edition of the Graduate Career Guide*

# 3.    NEW PROJECTS/ WORKSHOPS/ EVENTS

## 3.1    ONLINE PLATFORM FOR WORKSHOPS

**KSA#2, 3, and 4**

Two of the ten topics that Career Services presented in workshop format to students have been redesigned and built into Blackboard with the main aim of reaching more students, especially the off-campus students and those on the South and Qwaqwa campuses.

The two topics currently available on Blackboard are CV Writing and Interview Skills.

These workshops each has two routes that can be followed, namely Route 1: the achiever route that students follow step by step to receive a badge after completion of a task, which ends with the student receiving an incentive from Career Services; and Route 2: the just-in-time route where students can access cheat sheets and infographics for a quick glimpse of what a CV looks like or what questions to expect in a job interview.

The next step is to have the rest of the workshops built into Blackboard and to negotiate a way to give alumni access to this page, to broaden the reach.

Below are screenshots of the online platform to demonstrate what it offers to students.
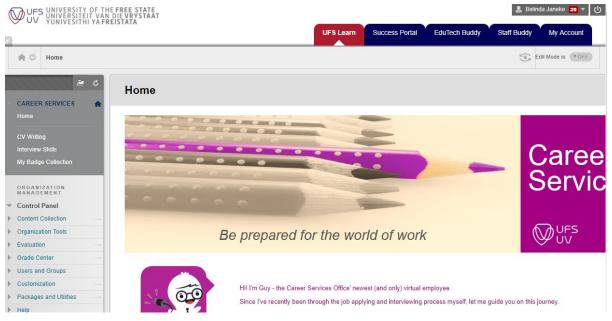


*Image 1: Landing page of the Career Services Blackboard page. All registered students have access to this page*

**Career Services**

VV UFS UV

Be prepared for the world of work

Hi! I'm Guy - the Career Services Office' newest (and only) virtual employee.

Since I've recently been through the job applying and interviewing process myself, let me guide you on this journey.

**Get your career started with one of the tutorials below**

CV

Interview
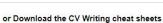
*Image 2: On the landing page of the Career Services Blackboard page, students can see the two workshops displayed: CV Writing, and Interview Skills. When they click on one of them, they are directed to the specific workshop with its contents*

**CV Writing**

**Access the step-by-step tutorial**



**or Download the CV Writing cheat sheets**

Attached Files: CURRICULUM VITAE CHECKLIST.pdf (80.926 KB)
COVER LETTER CHECKLIST.pdf (76.062 KB)
CV steps infographic.png (4.064 MB)

*Image 3: The landing page for the CV Writing workshop shows two routes, namely the "Access the step-by-step tutorial" or "Download the CV Writing cheat sheets"*

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**Access the step-by-step tutorial**

*The step-by-step tutorials can be completed in two ways*

**Option 1 - The Achiever Route**
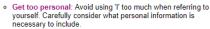
If you complete each step of the tutorial including the activities linked to specific steps, you will earn rewards (badges).

Once you earn all the available badges collect your mystery reward from the Career Services Office - Yeah!

**Option 2 - The Just-in-Time Route**

Only need to refresh your memory on a certain step, no problems, we've got you covered!

Access the information you need and off you go into the world of work.

*Find Badges you've collected in the Menu under 'My Badges Collection'*

**Step 1: Know the Do's and Don'ts of a CV**

# Step 1

**Do's**

- Target your CV: You need to make sure you tailor each CV you write for the specific role and company you're applying to. Highlight the skills and achievements that are most relevant to the job description.

- Be honest: It can be tempting to lie or embellish the truth on your CV. After all, you want to sell yourself and stand out from the competition. But this is a bad idea.

- Be informative but concise: Be sure to keep it to no more than two A4 pages in length, by only including the relevant information.

- Avoid spelling mistakes: A CV with spelling mistakes is not going to make a good impression. It suggests poor attention to

**Don'ts**

- Get too personal: Avoid using 'I' too much when referring to yourself. Carefully consider what personal information is necessary to include.

- Use abbreviations: Abbreviations or acronyms are usually company specific and potential employers might not be familiar with them (e.g. UFS or EMS).

- Include your grades: Once graduated, it is not necessary to include your matric or university grades on your CV. Rather mention honours or awards received during the course of your studies.

- Go overboard with intricate design or decoration: Follow a clear layout where the design does not distract from the

*Image 4: Students can scroll down on this page to follow the step-by-step route; they also have to submit assignments, e.g. the first draft of their CV. They will receive a badge after completion*

**CV Buddy activity**

*If you followed all the steps above, you should now have a fully crafted CV - congratulations! That's a big feat.*

*Need someone to give you professional feedback on your CV before you send it out into the competitive work jungle?*

- Save your CV in Word and PDF format
- Upload the documents here
- Give us a week to go over your CV and send you some feedback

*Image 5: Example of an activity the student must complete in order to receive a badge. After receiving all badges, the student is directed to Career Services to collect an incentive for completing the online workshop*

## 3.2    TRAINING: DIGITAL MARKETING & ONLINE TOOLS

### KSA#1

Career Services invited staff members from all three campuses, together with the volunteers, to attend training for various online marketing tools such as Canva, Infographics, Prezi, and Powtoons. Staff members had to pay a nominal fee to participate in the training, which took place on 8 and 15 March 2018 at the Computer

Lab. This training was given by Sereni-T, which was invited by the Head of Career Services. At the end of the training, the attendees received certificates that were collected at the Career Services & Student Wellness Building.

*A total of 24 staff members attended the training provided by Sereni-T.*

## 3.3    ENTREPRENEURSHIP

**KSA#1, 2, 3, 4, and 5**

In 2017, the rector, Prof. Francis Petersen, arranged for all staff involved in entrepreneurship at the UFS to meet and discuss the way forward to ensure the growth of entrepreneurship at the UFS, and to eliminate working in silos. Members of the Entrepreneurship Forum meet on a regular basis to collaborate and inform one another of progress, funding, and projects related to entrepreneurship.

From 27-29 June 2018, the two chief officers of Career Services attended the Entrepreneurship Development in Higher Education (EDHE) lekgotla in Cape Town. The 2nd annual EDHE lekgotla took place at the Memorial Hall, University of Cape Town (Upper Campus). The event was aimed at the sharing of best practice to advance entrepreneurship development in higher education on an institutional and national level. In addition, delegates had the opportunity to engage with experts in the field and to foster collaborative relationships across disciplines and institutions for the benefit of our students and the economy. See Appendix B (page 31) for the detailed programme.



*Photo collage 4: Interaction and Engagement during EDHE lekgotla 2018*

*Photo collage 5: The EDHE Bus Tour was held on Friday, 29 June, and had four stops, 1) Workshop 17 and Silicon Cape, 2) Centre for Entrepreneurship at False Bay College, 3) Launchlab at the University of Stellenbosch, and 4) MTN Solution Space in the Philippi Village*

The Head of Career Services attended a meeting on behalf of the rector on 31 August 2018 regarding the Fifth Strategy Group: Future World of Work, led by Universities South Africa (USAf). During this meeting and networking opportunity, the EDHE Roadshow for Student Entrepreneur Week (SEW; #SEW2018) approached Career Services to host this roadshow on the Bloemfontein campus.

On Tuesday, 25 September 2018, the SEW2018 Roadshow was held at the Equitas Auditorium from 08:00 to 15:00. The speakers included Dr Norah Clarke (USAf), Mr Rudi van der Merwe (USAf), Mr Dene Botha (Pride Factor), Ms Candice Modiselle (celebrity and entrepreneur), and Mr Zareef Minty (young leader and entrepreneur). Ninety-seven students attended the roadshow event.

The primary objective of SEW2018 is to raise awareness of entrepreneurship in its different forms as an alternative to formal employment. Students are challenged to have career options in place, should they not be employed after graduation. Students are therefore challenged to consider entrepreneurship as a means to supplement their

income while studying, for example by participating in the gig economy or trying their hand at drop shipping. In the context of students struggling to make ends meet while studying, the message is that they might try their hand at some form of business, thus pursuing the best of the academic world alongside the business world.

**25 September 2018: SEW2018 on the Bloemfontein campus**

**Programme**

| | |
|---|---|
| 08:00-09:00 | Registration |
| 09:00-09:15 | Welcoming |
| | *Dr Norah Clarke (EDHE & USAf)* |
| 09:15-09:30 | Introduction of sponsors |
| | *Ntokozo Sibiya (Startup Academy) and Mark Johnson (It's a Breeze)* |
| 09:30-10:30 | Dene Botha (Entrepreneur: Sharing success story and tips) |
| 10:30-11:15 | Zareef Minty (Entrepreneur: Sharing success story and tips) |
| 11:15-12:00 | Candice Modiselle (Entrepreneur: Sharing success story and tips) |
| 12:00-13:00 | Panel Discussion |
| 13:00-15:00 | Master Class |
| | *Mark Johnson* |

Career Services arranged for a lunch meeting with the Dean: Student Affairs, Mr Pura Mgolombane, and the Director: Student Life, Dr WP Wahl. The purpose was to introduce Dr Clarke to Career Services management and to share the future strategy and engagements planned.

Dr Clarke was also introduced to the Entrepreneurship Forum on campus (including stakeholders from various departments who deal with entrepreneurial events and programmes). The meeting was beneficial for Dr Clarke to learn what the UFS does and engages with, as well as very beneficial to UFS colleagues in order to get connected to the right people, such as future presenters, possible sponsors, and more.

*Photo collage 6: SEW2018 in action at the Equitas Auditorium*

During July and August, the Entrepreneurship Forum planned an Entrepreneurship Month for October 2018. See Appendix C (page 35) for the advertisement of the main events.

The programme consisted of various departments launching projects, webinars, or a pitching competition, to name a few. This elevated students' awareness of the various

opportunities and means by which to become an entrepreneur, and to share knowledge and tools of the way forward in their own entrepreneurial endeavours.

Career Services hosted a Webinar series (#EntrepreneurLife) during the month of October, which was accessible from anywhere in the world. A recording of every session was also made and posted on Career Services' website, and promoted on social media platforms. The line-up is indicated below, as well as the topics each presenter discussed.



| Naquita Fernandes | Gerard Verhoef | Danie Jacobs |
|---|---|---|
| Wed, 3 Oct \| 13:00-14:00 | Wed, 10 Oct \| 13:00-14:00 | Wed, 17 Oct \| 13:00-14:00 |
| Connecting with the Empowered Consumer of Today: a mix of consumer behaviour, digital marketing and a touch of branding | #EntrepreneurLife Intellectual Property / Patent rights | Employability and workplace readiness attributes for the 21st century |

| Zach George | Ismail Hassen |
|---|---|
| Wed, 24 Oct \| 13:00-14:00 | Wed, 31 Oct \| 13:00-14:00 |
| #EntrepreneurLife: Artificial Intelligence Expo | #EntrepreneurLife: Business Acumen |

*Photo collage 7: #EntrepreneurLife line-up and topics*

## 3.4 WORKSHEETS CREATION

**KSA#2, 3, and 4**

In order to give students access to quick and easy-to-find information, 12 different worksheets were created and uploaded onto Career Services' website and Blackboard page; these are also available in print at the Resource Centre. See Appendix D (page 36) for examples of these sheets.

# 4. VOLUNTEER PROGRAMME

## 4.1 CAREER NETWORK VOLUNTEERS

**KSA#1, 2, and 3**

At the start of the first semester, 45 students applied to work as volunteers in the Career Services office after seeing the advertisement on our Facebook page. Twenty-one students were successful. Only 17 students attended the training held on 16 February 2018, where all the details and responsibilities of being a volunteer were discussed. Of the 17 students who attended the training, 11 started working on 19 February 2018.

One of the interns was in charge of managing the volunteers throughout the semester. Some volunteers withdrew due to academic pressures during February, one left in March, and a third in April. Only 14 volunteers completed the programme in the first semester. The volunteers assisted with administration tasks, data capturing, preparation for workshops and career fairs, as well as assisting at those events. On 23 February 2018, two workshops were held for the volunteers in order to enhance their time management skills. The two workshops held were Productivity Skills and Professional Conduct.



*Photo 2: First semester volunteers, including the social media volunteers*

The second semester volunteer programme was advertised and a total of 42 students showed interest in the programme. Only 15 students were invited to interviews, and from the interviews nine were selected as second semester volunteers. Three volunteers from the first semester were interested in continuing with the programme in the second semester. These volunteers were referred to as second-level volunteers, and were allocated more responsibilities than the first-level volunteers. On 20 and 21 July 2018, the volunteers attended compulsory training and nine volunteers started work on 23 July 2018. One volunteer did not show up for work and a second-level volunteer left the programme due to academic pressure.

On 24 August 2018, two workshops were presented to the volunteers; these workshops were Productivity Skills and Professional Conduct.



Photo collage 8: Second semester volunteers

**A separate volunteer report is available.**

## 4.2    SOCIAL MEDIA VOLUNTEERS

**KSA#1, 2, and 3**

Due to limited human resources in the Career Services office, the Head of Career Services decided to empower more students by starting a new volunteer programme. This programme was a pilot programme that ran from January to November 2018. An advertisement was published on the Career Services Facebook page for social media managers. Initially, six social media managers were recruited; one applicant did not start the programme because she had received an offer of employment elsewhere. In early March, another volunteer dropped out of the programme due to a better offer elsewhere. Career Services started with five social media volunteers who covered career fairs by making use of the suggestion box and marketing the fairs. These social

media volunteers managed Career Services' social media pages, which include Facebook, Twitter, and LinkedIn.

During June 2018, the Social Media Volunteer programme ended abruptly because many of the Social Media volunteers were not performing the requisite activities as agreed. Furthermore, it was decided that only one of the social media volunteers would continue due to her level of interest and commitment towards the programme. She continued with the programme until its completion.

## 5.    STAKEHOLDER MANAGEMENT

### 5.1    INTERNATIONAL STAKEHOLDERS

**KSA#1**

Career Services has been a member of the National Career Development Association (NCDA) based in the United States of America (USA) since 2013. Membership provides access to free resources, monthly newsletters, webinars, engagements with Career Services staff, and access to conferences at which the UFS can present papers and presentations on the work done for the career development of students. The Head of Career Services, Mrs Belinda Janeke, has attended NCDA conferences twice and has to date presented three papers (2016 and 2017).

Through the NCDA membership, Career Services was introduced to the Canadian Education and Research Institute for Counselling (CERIC). CERIC serves as a valuable learning platform due to its strong focus on adult learners and entrepreneurship. Entrepreneurship in particular has become a strategic focus area for the UFS. The Head of Career Services subscribed to a webinar series on entrepreneurship and attended all live sessions.

Unfortunately, membership fees to international bodies are very expensive, and although Career Services does not have a membership with the National Association of Colleges and Employers (NACE), Career Services stays up to date with its events, conferences, and free resources, which are currently being made use of in the Career Services resource centre. Five articles were submitted in September 2018 with the aim to attend the 2019 conference.

By staying abreast of international trends, Career Services identified a noteworthy article that was later published in the 2018/2019 edition of the Graduate Career Guide: the features director of the *Cosmopolitan* magazine in Australia, Ms Shari Nementzik, wrote the article titled "*Workers with mentors earn up to US$22 000 more annually than those who do not*".

## 5.2    NATIONAL STAKEHOLDERS

### KSA#1

Career Services has been a member of SAGEA since 2013. The partnership with SAGEA allows direct contact with firms and companies, development opportunities in the fast-paced work environment, as well as access to a platform where ideas are shared at various events and engagements. SAGEA also contributes articles towards the Graduate Career Guide. These articles cover trending topics on which SAGEA has conducted extensive research.

In 2016, an association was established for all Higher Education Career Services offices to share best practice on an annual basis. This association was named the South African Higher Education Career Services Association (SAHECSA). This group of stakeholders meet annually, but the association is not officially registered yet. This is a very valuable platform to learn from one another to serve and support our students.

On 31 August, the Head of Career Services, Mrs Belinda Janeke, attended a USAf meeting where the focus was on the future of the world of work. Participation in this engagement strengthened the newly established partnership with the EDHE/USAf team. As a result, the UFS was selected as one of the universities to host the EDHE Roadshow for Student Entrepreneurship (SEW2018). Continuous support of the partnership will culminate in more frequent engagements and activities that will be reported on by Career Services.

The Chief Officer: Company Relations, Ms Carmenita Redcliffe, has embarked on various stakeholder engagements at local, provincial, national, and international levels since June 2018 to date. These stakeholder engagements are part of a stakeholder mapping and environmental scan of the UFS internal environment, as well as throughout the respective and relevant public, private, and not-for-profit sectors. A detailed report pertaining to progress in this regard will be available upon conclusion

of the respective Student Affairs / Student Life and Career Services strategic planning and 2019 planning processes.

## 5.3    REGIONAL STAKEHOLDERS

### KSA#1

Strategic partnerships have been established over the past two years with the Career Services offices of both the Central University of Technology (CUT) and Sol Plaatje University (SPU).

### 5.3.1    Regional meeting

In 2018, a regional meeting was held in Bloemfontein on Tuesday, 3 July. Below is the agenda that was discussed.

**Tuesday, 3 July**

08:30    Tea and Network at CUT (Maritha Bosch's office)
09:00    Show and Tell (Maritha will show us her office space and inform us about the work they do)
09:30    Feroza Nooroodien will share what her office does and offer to students, as well as her multiple roles
10:00    Strategic discussion
      1)    How can we collaborate and NOT reinvent the wheel (virtual presentations, video recordings, Big Company Get-Together of local businesses)
      2)    New projects and initiatives (basic overview of every careers office's offerings and work)
      3)    Annual get-together to share best practice and company details (who is new, who is difficult, etc.) – 2 x per year?
      4)    Sharing of company details? What CRM do you use, cost involved, and best practice?
12:30    Lunch at Pimento (UFS)
13:30    Show and Tell (Belinda and Carmenita will show their office space and inform you about the work they do)
14:00    Group photo – one for the books and our websites
14:15    End of programme

Photo 3 (*from left to right*): Belinda Janeke (UFS Career Services), Maritha Bosch (CUT Careers office), Caroline Hoorn (SPU Career Forum member and lecturer), Carmenita Redcliffe (UFS Career Services), and Feroza Nooroodien (SPU Career Services)

### 5.3.2   Collaboration with SPU

SPU invited Mrs Belinda Janeke to be a speaker and to present a LinkedIn workshop on 9 May at SPU.



*Photo collage 9: LinkedIn workshop presented by the Head of Career Services at SPU*

Details of a professional detailed profile were shared and presented to 49 students. A network lunch was also held with various stakeholders on campus, including the Registrar, who is the Line Head of Career Services.

## 5.4    INTERNAL STAKEHOLDERS

**KSA#1, 2, 3, 4, and 5**

Key strategic partnerships have been maintained and new ones established throughout 2018. These include, but are not limited to, partnerships with various faculties, the Department of Research Development (regarding entrepreneurship), the Centre for Development Support (regarding entrepreneurship), the UFS Business School (regarding career readiness programmes and entrepreneurship), the CTL, Student Affairs, and divisions for programme collaboration.

Career Services publishes the annual Graduate Career Guide with inputs from internal stakeholders including UFS Alumni, the CTL, International Affairs, Student Counselling and Development, and the Qwaqwa Career Services office. All departments wrote articles for this guide in order to inform students about the changing world of work and how to manage one's career.

The Career Services Forum has 44 internal stakeholders that serves as a platform to distribute information regarding programmes, events, and workshops to students and staff. The forum meets face to face twice per year, with regular communication and updates conducted via email.

On 2 February 2018, Career Services hosted the members of the Career Services Forum for our annual meeting where the Head of Career Services reflected on 2017, as well as the planning for 2018.



*Photo collage 10: The Career Services Forum's annual meeting in February 2018*

The forum will meet again on 5 December to reflect on 2018, the future of the world of work, and the way forward for 2019.

## 6.    HUMAN RESOURCES

With the funding and support granted by the Rector, Career Services was able to appoint a Chief Officer: Company Relations for a two-year period contract. On 4 June 2018, Ms Carmenita Redcliffe officially assumed her duties as the successful candidate in the position and started an intensive on-boarding and orientation process. Over June and July 2018, an extensive handover was concluded, in addition to internal training for UFS systems specifically pertinent to the daily operations of said portfolio. The Chief Officer: Company Relations participated in the official UFS Human Resources orientation, was introduced to various colleagues in faculties and cooperating departments, and went on campus tours.

## 7.    CURRENT WORK/PROJECTS

- Finalising reports
- Distribution of the 2018/2019 Graduate Career Guide
- Hosting companies
- Entrepreneurship Month events and webinars
- Planning for 2019

## 8.    2019 PLANNING

See Appendix E (page 37) for the calendar of all main events planned for 2019. The calendar will change as new projects and events are scheduled throughout the year. This will only be available at the end of November 2018; after Student Affairs, Student Life, and Career Services' strategic planning sessions.

## 9.    STUDENT AND STAFF ENQUIRIES

### 9.1    FACE-TO-FACE APPOINTMENTS
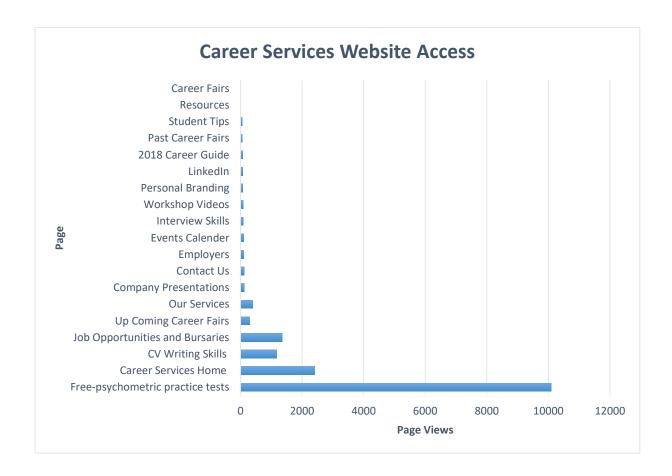
During 2018, Career Services had 81 face-to-face appointments with students. Of those visits, 20 were mock interviews, while the rest were for CV writing or career advice.

## 9.2    EMAIL ASSISTANCE/ENQUIRIES

From January 2018 until October 2018, Career Services had 749 email enquiries from students (both registered and external), which included CVs, mock interviews, and asking for directions to Career Services.

## 9.3    WEBSITE ACCESS

According to ICT, there were analytical issues early in 2018. As a result, we only received data from late April until October 2018. However, it is clear that the page that receives the most traffic or clicks is the Free Psychometric Practice tests, as shown below.

## 10.   CONTACT DETAILS

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# CAREER SERVICES

providing students with much needed skills

## JOIN US:

Career Services want to partner with faculties and academic units to provide comprehensive career development programmes. Below is a list of services we offer to UFS students, Alumni, and staff. We invite you to suggest any other programmes that could be designed and offered for your specific needs.

## DON'T CANCEL CLASS!

Attending a conference? Having a sick day? No more work to cover? Or just want to add variety to your course schedule with an in-class workshop? Invite Career Services to visit your class and give a presentation or workshop. We deliver rich content that will be very beneficial to the professional development and careers of UFS students. Topics can also be tailored to your specific class. A one-week notice is requested, although exceptions can be made based on availability.

Choose from a wide range of workshop topics and schedule by sending an email to career@ufs.ac.za

- Career Development · Management
- CV and Cover Letter Writing
- Interview Skills
- Digital World: Personal Branding for Success
- LinkedIn: Creating a detailed professional profile
- Networking & Job Hunting Skills
- Purposeful Living

Sometimes the thing your students need most has nothing to do with what's on your lesson plan.

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CAREER SERVICES

**EDHE | Entrepreneurship Development in Higher Education**

# Programme
# EDHE Lekgotla 2018

## DAY 1: WEDNESDAY 27 JUNE 2018

**8:00 – 9:00**     **ARRIVAL AND REGISTRATION**

### SESSION 1: INTRODUCTORY SESSION
**Session Chair:**   **Dr Ahmed Bawa, CEO of Universities South Africa**

| | |
|---|---|
| 9:00 – 9:15 | Welcome: Dr Ahmed Bawa, CEO of Universities South Africa |
| 9:15 – 9:45 | Opening address of the EDHE Lekgotla 2018: Minister Lindiwe Zulu, Department Small Business Development |
| 9:45 – 10:00 | Contextualising the Entrepreneurship Development in Higher Education Lekgotla 2018: Dr Whitfield Green, Chief Director: Teaching and Learning, Department Higher Education and Training |
| 10:00 – 10:45 | Some elements of an ecosystem of innovation and entrepreneurship education: focusing on local and regional development: Prof Thandwa Mthembu, Chair of Universities South Africa (USAf) |

**10:45 – 11:15**   **TEA**

### SESSION 2: ENTREPRENEURSHIP DEVELOPMENT AT HEIs: INTERNATIONAL PERSPECTIVES
**Session Chair:**   **Prof MT Mogale, Executive Dean: College of Economic and Management Sciences, UNISA**

| | |
|---|---|
| 11:15 – 11:45 | Observations on university entrepreneurship across two countries – SA and USA: Dr Kyle Farmbry, Dean: Graduate School, Rutgers University |
| 11:45 – 11:55 | Discussion |
| 11:55 – 12:25 | Entrepreneurship programmes and the modern university: Dr Michael Morris, George and Lisa Etheridge Professor of Entrepreneurship, University of Florida |
| 12:25 – 12:35 | Discussion |
| 12:35 – 13:00 | The challenges and opportunities of teaching entrepreneurship via an online platform: Simon Gifford, CEO and co-founder, Mashauri Limited |
| 13:00 – 13:10 | Discussion |

13:10 – 14:00    LUNCH

### SESSION 3: ENTREPRENEURSHIP DEVELOPMENT AT HEIs: GLOBAL TO LOCAL

**Session Chair:** **Prof Richard Shambare, HOD: Department Business Management, School of Management Sciences, University of Venda**

14:00 – 14:25    Building and growing entrepreneurial universities: Tope Toogun, CEO: Cognity Advisory
14:25 – 14:45    Discussion
14:45 – 15:20    A university approach to relevance through entrepreneurship: Prof Sibusiso Moyo, Deputy Vice-Chancellor: Research, Innovation & Engagement, Durban University of Technology
15:20 – 15:30    Discussion

### 15:30 – 17:00    SPEED-NETWORKING AND REFRESHMENTS

**HOST:**          **Dr Norah Clarke, Programme Director: Entrepreneurship in Department Higher Education and Training & Universities South Africa**

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## DAY 2: THURSDAY 28 JUNE 2018

8:00 – 9:00       ARRIVAL AND REGISTRATION

### SESSION 1: PAVING THE WAY

**Session Chair:** **Dr Engela van Staden, Deputy Vice-Chancellor: Teaching and Learning, and Community Engagement, Sefako Makgatho University**

9:00 – 9:30       Key legislative matters in entrepreneurship: Prof Karim Medjad, Professor and Chair of International Business Development, Conservatoire National des Arts et Métiers (CNAM)
9:30 – 9:40       Discussion
9:40 – 10:10      The role of SEDA in promoting entrepreneurship in institutions of higher learning: Ms Nosipho Khonkwane, Executive Manager: SEDA Technology Programme, Small Enterprise Development Agency (SEDA)
10:10 – 10:20     Discussion
10:20 – 10:45     Demonstration of a customisable entrepreneurship portal for universities and students: York Zucchi, Investor and Entrepreneur

10:45 – 11:15    TEA

### Session 2: LOCAL AND PRACTICAL

**Session Chair:** **Dr Marius Venter, Director: Centre for Local Economic Development (CENLED), University of Johannesburg**

11:15 – 11:35     Learnings on entrepreneurial careers service entities as enablers for student entrepreneurship: David Casey, former Director: Careers Service, University of Cape Town
11:35 – 11:45     Discussion
11:45 – 12:05     Social entrepreneurship: A business model for sustainable economic development: Dr Poppet Pillay, Director: Centre for Social Entrepreneurship, Durban University of Technology
12:05 – 12:15     Discussion

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12:15 – 12:35   The Western Cape: An overview of a local entrepreneurship ecosystem: Guy Harris, High-growth SME and Governance Activist

12:35 – 12:45   Discussion

**12:45 – 13:30   LUNCH**

## SESSION 3: FOCUS AREAS FOR ENTREPRENEURSHIP DEVELOPMENT IN HIGHER EDUCATION

### TRACK 1: DEVELOPING STUDENT ENTREPRENEURSHIP
**Session Chair:   Ms Elli Yiannakaris, Director: Raymond Ackerman Academy for Entrepreneurship**

13:30 – 13:50   A practical approach to supporting student entrepreneurs in partnership with the local business community: Ms Natanya Meyer, Lecturer: Entrepreneurship, North-West University

13:50 – 13:55   Discussion

13:55 -14:15    Realities and challenges of student entrepreneurship in a rural context: Observations from Limpopo and the Eastern Cape: Dr Thobeka Ncanywa

14:15 – 14:20   Discussion

14:20 – 14:30   An avenue for student access to entrepreneurship opportunities: Margaretha van Schalkwyk, Operational Director, Innovation Summit

### TRACK 2: ENTREPRENEURSHIP DEVELOPMENT IN ACADEMIA
**Session Chair:   Dr Oliver Seale, Director Executive Education, UNISA School of Business Leadership**

13:30 – 13:50   Rethinking entrepreneurship – the challenge to academics: Prof Margaret Cullen, Associate Professor, Nelson Mandela University Business School

13:50 – 14:00   Discussion

14:00 -14:20    New directions in entrepreneurship education: Dr Kerrin Myres, Senior Lecturer, The University of Pretoria's Gordon Institute of Business Science

14:20 – 14:30   Discussion

### TRACK 3: DEVELOPING ENTREPRENEURIAL UNIVERSITIES
**Session Chair:**

13:30 – 13:50   The university innovation pipeline as creator of entrepreneurs – a case study: Prof Alfred Ngowi, Deputy Vice-Chancellor: Research, Innovation and Engagement, Central University of Technology

13:50 – 14:00   Discussion

14:00 -14:20    The role of innovation and commercialisation in academic activities - a South African and Scandinavian perspective: Dr Teboho Pitso, Centre for Innovation and Entrepreneurship, Vaal University of Technology

14:20 – 14:30   Discussion

**14:30 – 14:45   TEA**

## SESSION 4: FOCUS AREAS FOR ENTREPRENEURSHIP DEVELOPMENT IN HIGHER EDUCATION

### TRACK 1: STUDENT ENTREPRENEURSHIP
**Session Chair:   Ms Malindi Kunene, Convener: EDHE CoP for Student Entrepreneurship**

14:45 – 17:00   A workshop for mobilising students for entrepreneurship through national Student Entrepreneurship Week (SEW2018)

3

**TRACK 2: ENTREPRENEURSHIP DEVELOPMENT IN ACADEMIA**

| | |
|---|---|
| **Session Chair:** | **Dr Thea van der Westhuizen, Convener: EDHE CoP for Entrepreneurship in Academia** |
| 14:45 – 17:00 | Locally Relevant and Globally Connected Entrepreneurial Universities: SA-UK Dialogue |
| **Guest Speaker:** | British Council guest speaker, to be confirmed |

**TRACK 3: COMMUNITY OF PRACTICE: DEVELOPING ENTREPRENEURIAL UNIVERSITIES**

| | |
|---|---|
| **Facilitator:** | **Ms Charleen Duncan, Co-convener: EDHE CoP for Entrepreneurial Universities** |
| **Facilitator:** | **Dr Alun Hughes, Director: 20 Degrees Consulting Ltd** |
| **Guest Speaker:** | Prof Gideon Maas, Director: International Centre for Transformational Entrepreneurship, Coventry University |
| **Guest Speaker:** | Dr Ceri Jones, Director: Department of Research, Engagement and Innovation, Swansea University |
| 14:45 – 17:00 | Locally Relevant and Globally Connected Entrepreneurial Universities: SA-UK Dialogue |

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## DAY 3: FRIDAY 29 JUNE 2018

**TRACK 1: UNIVERSITY ENTREPRENEURSHIP BUS TOUR**

9:00 – 16:00    *Itinerary to be confirmed.*

**TRACK 2: STUDENT ENTREPRENEURS INDABA**

*A day of how-to sessions to equip student entrepreneurs to grow their businesses*
**Programme Director: Fanie Sithabela, Founder and CEO, Malvolaar Holdings**

| | |
|---|---|
| **8:00 – 9:00** | **ARRIVAL AND REGISTRATION** |
| 9:00 – 9:15 | Welcome and Introduction |
| 9:15 – 9:45 | How to leverage the gig economy to grow your business: Prof Susan Steinman, Social Entrepreneurial and Enterprise Development Advisor, UNISA School for Business Leadership |
| 9:45 – 9:50 | Discussion |
| 9:50 – 10:10 | How to make your business fundable – the inside story: Ms Thuba Sibisi, Founder: Wellness Insights and Branch Manager: Bidvest Bank Limited |
| 10:10 – 10:20 | Discussion |
| **10:45 – 11:15** | **TEA** |
| 11:00 – 12:30 | How to get customers and grow your startup/business: An interactive session with York Zucchi, Investor and Entrepreneur |
| **12:30 – 13:30** | **LUNCH** |
| 13:30 – 14:20 | How to begin with the end in mind – building a business for growth: Dr Willem Clarke, Engineer and Tech Entrepreneur |
| 14:20 – 14:30 | Discussion |
| 14:30 – 16:30 | Business Simulation: Hosted by Enactus South Africa (co-sponsored by Cognity Advisory) |
| **16:30 – 16:45** | **CLOSING AND REFRESHMENTS** |

4

**UFS UV**

**OCT | ENTREPRENEURSHIP MONTH**
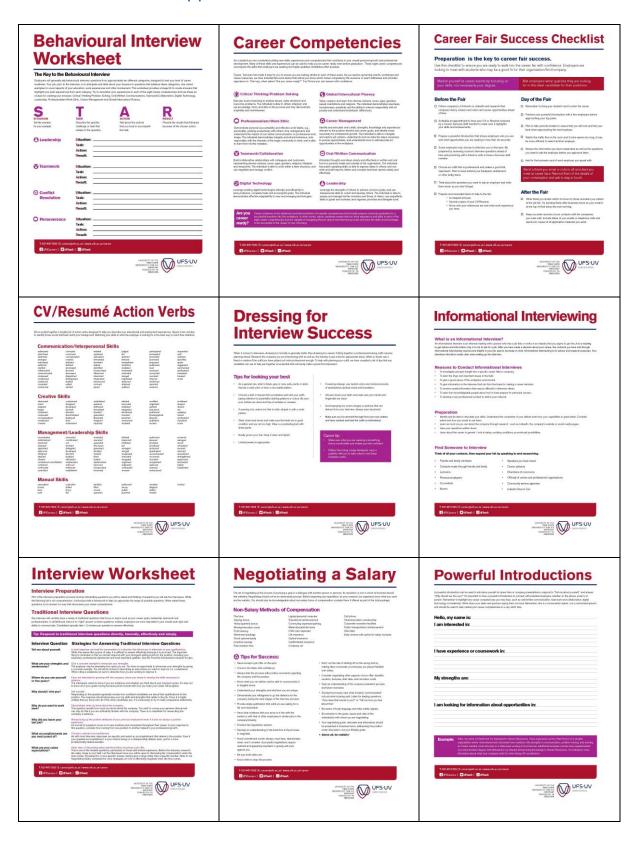
| | |
|---|---|
| **29 SEPT- 3 OCT** | **Student Festival** |
| **3, 10, 17, 24, 31 OCT** | **#EntrepreneurLife webinars** *Career Services* |
| **5 OCT** | **Opening of the incubator** *12:00-13:00* |
| **17 OCT** | **Startup Grind UFS Chapter Launch** *Save the date* |
| **20 OCT** | **Gen-X Festival** *Hosted by Kovsie Brewing* **Gen-X** |

# Appendix D: Worksheets overview

# CAREER SERVICES

### PLANNING FOR 2019

**STUDENT RELATIONS**

- Appointments (Career Advice, Mock interview, CV assistance)
- Email assistance + social media + Blackboard + phone
- Work Readiness workshops (self, #ClassTakeOver/invitation, Student Wellness, QS Honours, Public Speaking)
- CV Clinic
- Faculty sessions (eg. Humanities Career Week)
- Work Readiness online (CV & Interview skills)
- Women in Business
- Graduation guides and interviews (publish on Facebook)
- Webinars – Students, Staff, Alumni & Public
- Graduate Career Guide
- GradStar recognition, lunch, photo shoot for publication on web and in guide
- Entrepreneurship: webinars
- SEW2019?
- Worksheets online
- Volunteer programme
- Career Ambassadors
- Social media volunteer
- "Kovsie Closet/Dress for success"

**Note: Events indicated in red will not be presented in 2019 due to feedback of evaluations and lack of attendance.**

## STAKEHOLDER RELATIONS

- Internal: Career Services Forum; CTL-Career Development framework; Alumni engagements; Entrepreneurship forum; Faculties (collaborations); Student Affairs divisions (collaborations); Marketing Forum; 4IR forum; USAf 5th Strategy Work Group (Future of Work)

- Regional: CUT & Sol Plaatje; local firms

- National: SAGEA, "SAHECSA", firms,

- International: NCDA, NACE, firms

## OFFICE FUNCTIONALITY

- General administration and office maintenance
- Stationery & equipment
- Staff meetings and engagements
- Reports
- Student Affairs awards participation and planning
- Student Affairs engagements & KSA involvement
- Mid-year reflection & Strategic Planning sessions

| Chief Officer: Company Relations | Q1 | | | Q2 | | | Q3 | | | Q4 | | | 2019 Annual Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Company Relations Projected Income | Jan-19 | Feb-19 | Mar-19 | Apr-19 | May-19 | Jun-19 | Jul-19 | Aug-19 | Sep-19 | Oct-19 | Nov-19 | Dec-19 | Budget |
| **Company Relations Engagement** | | | | | | | | | | | | | |
| CRB Cape Town 24 January | | | | | | | | | | | | R150 000 | R150 000 |
| CRB Johannesburg 25 January | | | | | | | | | | | | R150 000 | R150 000 |
| CRB Bloem Feb date TBC | | | | | | | | | | | | R150 000 | R150 000 |
| Stakeholder Appreciation & Engagement events aim to put UFS on the radar/elevate the partnership standing of UFS with Bursary & Scholarship companies, graduate recruiting organisations and organisation aiming to fund or support UFS/Student Affairs programmes | | | | | | | | | | | | | Increased Bursaries & Scholarships opportunities for UFS students, Increased graduate recruitment & employment opportunities for UFS students/graduates, Increased company presentations and visits on campus throughout 2019 - Baseline to be established |
| **Career Fairs** | | | | | | | | | | | | | |
| Career Fair EMS 5 March | | | R50 000 | | | | | | | | | | R50 000 |
| Career Fair LAW 19 March | | | R50 000 | | | | | | | | | | R50 000 |
| Career Fair NAS 2 April | | | | R50 000 | | | | | | | | | R50 000 |
| Career Fair 1st General 7 May | | | | | R50 000 | | | | | | | | R50 000 |
| Career Fair 2nd General 6 Aug | | | | | | | | R50 000 | | | | | R50 000 |
| Generate third stream income for Career Services, create engagement opportunities between organisations and students, support student career growth and development success | | | | | | | | | | | | | Grow third stream revenue by inviting organisations to participate in a high quality career fair for a fee, reduce the expenses while increasing the quality of the event, improve marketing to increase the number of student and organisation participation at career fairs. Baseline to be established |
| **Career Graduate Guide 2019/2020** | | | | | | | | | | | | | |
| Generate a third tream income for Career Services by selling advertising space in the annual guide | | | | | | | R40 000 | | | | | | R40 000 |
| | | | | | | | | | | | | | Generate third tream income for Career Services by selling advertising space in the annual guide - Baseline to be established |
| **Careers Dialogue/Entrepreneurship** | | | | | | | | | | | | | |
| #EntrepreneurShowcase & Workshops | | | | | | | | | R30 000 | | | | R30 000 |
| Entrepreneurship Festival | | | | | | | | | | R50 000 | | | R50 000 |
| STEM Careers Dialogue 1 April | | | | R30 000 | | | | | | | | | R30 000 |
| Programme to develop Entrepreneurship amd other graduate attributes, Generate third stream income for Career Services by adavertising the platform for companies to engage with students through STEM Dialogues and Entrepreneurship | | | | | | | | | | | | | New project therefore no baseline readily available. 2018 programmes to be concluded in order for baseline to be established |
| **Conferences & Travel** | | | | | | | | | | | | | |
| My Business Expo 20-21 Feb | | | | | | | | | | | | | |
| STEM Expo 10-11 May | | | | | | | | | | | | | |
| EDHE Lekgota June TBC | | | | | | | | | | | | | |
| CTEX Expo July TBC | | | | | | | | | | | | | |
| SAGEA Nov TBC | | | | | | | | | | | | | |
| Participation in the above mentioned events are essential in order to; remain abreast of best practices, remain connected with stakeholders, marketing and benchmarking of UFS, most notably Student Affairs, Career Services programmes and bring back information which will benefit UFS students and colleagues | | | | | | | | | | | | | Various Career Services practitioner specific events, entrepreneurship in higher education, STEM events. |
| **Company Relations General Expenses** | | | | | | | | | | | | | |
| Uniform | | | | | | | | | | | | | |
| Catering | | | | | | | | | | | | | |
| Promotional Items | | | | | | | | | | | | | |
| **Monthly Subtotal** | | | 100000 | 80000 | 50000 | | 40000 | 50000 | 30000 | 50000 | | 450 000 | **R850 000** |

**Chief Officer: Company Relations**

| Company Relations Projects | Q1 Jan-19 | Feb-19 | Mar-19 | Q2 Apr-19 | May-19 | Jun-19 | Q3 Jul-19 | Aug-19 | Sep-19 | Q4 Oct-19 | Nov-19 | Dec-19 | 2019 Annual Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Company Relations Engagement** | | | | | | | | | | | | | |
| CRB Cape Town 24 January | R70 000 | | | | | | | | | | | | R70 000 |
| CRB Johannesburg 25 January | R70 000 | | | | | | | | | | | | R70 000 |
| Venue/DCP, Photographer/Video, Travel & Accomm, Car, Courier, Career Fair Calendar | | | | | | | | | | | | | |
| CRB Bloem Feb date TBC | | R25 000 | | | | | | | | | | | R25 000 |
| Catering, Décor, Venue, Photographer & Video | | | | | | | | | | | | | |
| **Career Fairs** | | | | | | | | | | | | | |
| Career Fair EMS 5 March | | | R25 000 | | | | | | | | | | R25 000 |
| Career Fair LAW 19 March | | | R25 000 | | | | | | | | | | R25 000 |
| Career Fair NAS 2 April | | | | R25 000 | | | | | | | | | R25 000 |
| Career Fair 1st General 7 May | | | | | R25 000 | | | | | | | | R25 000 |
| Career Fair 2nd General 6 Aug | | | | | | | | R25 000 | | | | | R25 000 |
| Activation & marketing, Catering, Venue setup & logistics, Video & Photography | | | | | | | | | | | | | |
| **Career Graduate Guide 2019/2020** | | | | | | | | | | | | | |
| Courier of guides to advertising companies | | | | | | | R5 000 | | | | | | R5 000 |
| **Careers Dialogue/Entrepreneurship** | | | | | | | | | | | | | |
| #EntrepreneurShowcase & Workshops | | R20 000 | | | | | | | | | | | R20 000 |
| R6000 Book prizes, R5000 Photo & Video, R6000 Catering, R3000 Promotion | | | | | | | | | | | | | |
| Entrepreneurship Festival | | | | | | | | | | R25 000 | | | R25 000 |
| Venue setup & Logistics, Catering, Video & Photography | | | | | | | | | | | | | |
| STEM Careers Dialogue 1 April | | | | R10 000 | | | | | | | | | R10 000 |
| Logistics, Catering, Video & Photography | | | | | | | | | | | | | |
| **Conferences & Travel** | | | | | | | | | | | | | |
| My Business Expo 20-21 Feb | | R10 000 | | | | | | | | | | | R10 000 |
| STEM Expo 10-11 May | | | | | R10 000 | | | | | | | | R10 000 |
| EDHE Lekgota June TBC | | | | | | R10 000 | | | | | | | R10 000 |
| CTEX Expo July TBC | | | | | | | | R10 000 | | | | | R10 000 |
| SAGEA Nov TBC | | | | | | | | | | | R10 000 | | R10 000 |
| Travel & Accomm, Car, Travel Authorisation | | | | | | | | | | | | | |
| **Company Relations General Expenses** | | | | | | | | | | | | | |
| Uniform | | | | | | | R1 500 | | | | | | R1 500 |
| Catering | | | | | | | R10 000 | | | | | | R10 000 |
| Promotional items | | | | | | | R3 500 | | | | | | R3 500 |
| Monthly Subtotal | R140 000 | 55000 | 50000 | 35000 | 35000 | 10000 | 20000 | 35000 | | 25000 | 10000 | | R415 000 |

# Career Services

# UFS 2019

Annual Report 2019

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**FREISTATA**

**UFS·UV**
**CAREER SERVICES**

# Table of Contents

"There are no secrets to success. It is the results of preparation, hard work and learning from mistakes"

*~Collin Powell~*

# 1. INTRODUCTION

Career Services on the Bloemfontein campus, is currently housed within Building 42E – the Career Services & Student Wellness Building. The staff component consist of two chief officers, three interns and two research assistants.

The purpose of this report is to give an overview of all the work that Career Services has organised, implemented, and researched throughout the year to date, as well as the daily work and scope of work.

The Career Services has three focus areas: Student Relations, Company Relations and Stakeholder Relations.

## 1.1 Alignment with the Student Affairs Strategic Plan

The mission of Student Affairs is to develop and implement co-curricular programmes, activities, and services that provide truly humanising daily-lived experiences, which are essential for student academic success, pro-social behaviour, student engagement, and an inclusive institutional culture.

In order to accomplish this mission, Student Affairs identified five key strategic areas on which to place its focus, namely:

- KSA#1: Professionalization
- KSA#2: High-impact Practices
- KSA#3: Student Communities and Structures (enabling environment; conducive communities)
- KSA#4: Intersectionality, Partnerships, and Collaboration (three campuses; internal and external)
- KSA#5: Transformation: Social Justice, Social Cohesion, and Critical Diversity

More information regarding each key strategic area is provided in the Student Affairs Strategic Plan for the period 2017-2022.

In order for Student Affairs to achieve its mission, Career Services plays a vital role by aligning its programmes, events, and workshops with the five key strategic areas.

Throughout this report, the key strategic areas addressed in each programme, event, or workshop are indicated in **red**.

## 2.   STUDENT RELATIONS

### 2.1   Career Advising and Student assistance

**KSA #1 and 2**

Five hundred and eighty two (582) appointments (Career Advise, Mock Interviews, CV assistance) were held with an advisor (head/interns) thus far for the year, and 500 people (students, staff, external contacts) were assisted via email.

Career Services staff also engaged with people via social media, Blackboard and telephone enquiries.

### 2.2   Workshops

**KSA #2, 3 and 4**

Thus far, 71 (seventy-one) workshops have been presented to students between February and October 2019, with an overall attendance of 2265 students. The workshops were per invitation, online, face-to-face, or as part of established programmes on campus. The workshops were on:

- Future of Work;
- Canva;
- CV/Résumé writing (including the cover letter);
- Digital world: personal branding for success;
- Diversity;
- Interview skills (students were informed that they may request a mock interview with Career Services as they were now more informed on the procedure);
- LinkedIn: Creating a detailed professional profile;
- Networking and job hunting skills;
- Purposeful Living;

- Public Speaking,
- Advanced Word and Excel training (accredited and presented by Department of Computer Sciences)
- Productivity skills; and
- Professional conduct.

Workshops were presented in collaboration with the Postgraduate School, the student wellness programme (Student Wellness: Student Affairs), the Department of Quantity Surveying's work readiness programme (honours programme at the Department of Quantity Surveying: Faculty of Natural and Agricultural Sciences) and SOJO (social justice, innovation, and engaged scholarship.
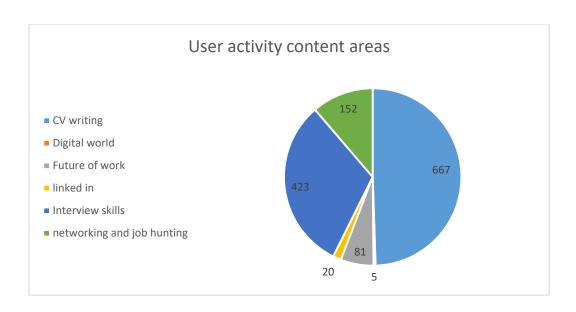
Career Services was also invited to present lectures as part of a campaign called "Don't Cancel Class". Every faculty received an e-mail from Career Services to encourage lecturers to not cancel classes when they have to attend a conference, a meeting, or when they are on sick leave but to rather invite Career Services to present one of the many work readiness workshops (see Appendix A for a copy of this #ClassTakeOver advert).

The infamous public speaking workshop series was held for the second time in 2019. The series was presented three times during the first semester and two times in the second semester. 81 students completed this programme in 2019.

The popular annual Advanced Word and Excel was also presented to students in May for five (5) consecutive weeks. Only 12 students completed the programme successfully.

After completion of the workshops, students completed evaluation forms to provide feedback and suggestions on how to enhance these workshops in the future.

To date four (4) workshops are also available online on Blackboard. This gives students the option to work on a specific skill when needed e.g. CV writing. The platform is available to all registered students of the University of the Free State. In 2019 User activity was as follows: CV writing 667, Digital World 5, Future of Work 81, Home 0, Interview skills 423, LinkedIn 20, Networking and Job hunting 152.

User activity content areas

- CV writing
- Digital world
- Future of work
- linked in
- Interview skills
- networking and job hunting

667, 423, 152, 81, 20, 5

When students have completed a workshop online, they will receive a badge for completion. Below is a list of how many students have received badges:

| Badge | Number of recipients |
|---|---|
| CV critic | 56 |
| CV Craftsman | 55 |
| Cover letter penman | 14 |
| Interview critic | 433 |
| Professional interviewee | 158 |
| Interview achiever | 175 |
| Networking guru | 20 |
| Superb conventionalist | 6 |
| Discerning job hunter | 7 |
| Reskilling Guru | 10 |
| Creative visualizer | 12 |
| Lifelong learner | 7 |
| Capable negotiator | 6 |

*One thousand five hundred and eighty nine (1 589) students attended the workshops. Separate reports are available on the outcomes of all workshops to date.*

## 2.3    Career Weeks

**KSA #1, 2, 3, 4 and 5**
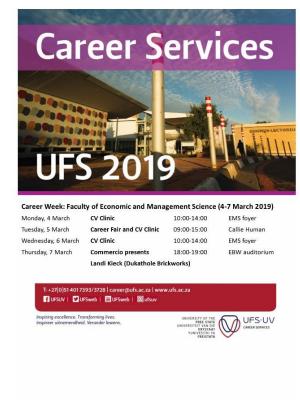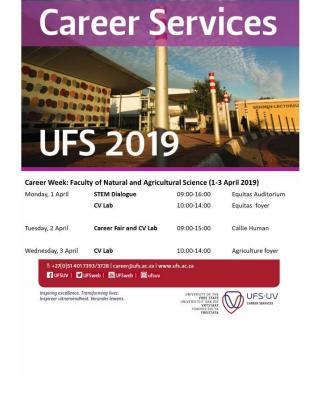
Three career weeks were held in the first semester which took place in the following order:

The EMS career week was held from 4-7 March. The CV lab was held in the EMS foyer and Callie Human and the career fair for the Faculty of Economic and Management Sciences were held on 5 March.   On 7 March, Career Services collaborated with Commercio

 (The Student Representative Council for EMS) to host a successful Alumnus (Landi Kieck) who engaged with students.



**Career Week: Faculty of Economic and Management Science (4-7 March 2019)**

| | | | |
|---|---|---|---|
| Monday, 4 March | **CV Clinic** | 10:00-14:00 | EMS foyer |
| Tuesday, 5 March | **Career Fair and CV Clinic** | 09:00-15:00 | Callie Human |
| Wednesday, 6 March | **CV Clinic** | 10:00-14:00 | EMS foyer |
| Thursday, 7 March | **Commercio presents** | 18:00-19:00 | EBW auditorium |
| | **Landi Kieck (Dukathole Brickworks)** | | |

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**Career Week: Faculty of Natural and Agricultural Science (1-3 April 2019)**

| | | | |
|---|---|---|---|
| Monday, 1 April | **STEM Dialogue** | 09:00-16:00 | Equitas Auditorium |
| | **CV Lab** | 10:00-14:00 | Equitas  foyer |
| Tuesday, 2 April | **Career Fair and CV Lab** | 09:00-15:00 | Callie Human |
| Wednesday, 3 April | **CV Lab** | 10:00-14:00 | Agriculture foyer |

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The NAS career week was held from 1-3. The CV lab was held in the Equitas foyer, Callie Human and Agricultural foyer. On the 1st the STEM dialogue took place and on the 2nd, the career fair for the Faculty of Natural and Agricultural Sciences took place in the Callie Human.

The Humanities career week was held from 13-16 May. The CV Lab was held in the Humanities foyer and Equitas foyer. Two sessions were held to address urgent matters that students enquire about, in collaboration with the Faculty of theHumanities. Bookmarks were also printed with the programme on, and handed out during tutorials and classes.



The Faculty of Theology & Religion career day took place on 14 August. The CV lab was set up in the Theology and Religion foyer. A total of 23 students attended, and Career Services is already planning to improve this day in 2020 in collaboration with the faculty.

## 2.4    Graduate Career Guides

**KSA #1, 2, 3, 4 and 5**

The Graduate Career Guide is an annual publication (A5 magazine).  It aims to provide information and knowledge to graduates of the UFS to prepare them for the world of

work. This guide provides information on CV writing, interview tips, and job-seeking must-knows, as well as skills and abilities that employers want and need. The guides were handed out during career fairs, events, workshops and graduations. No guides will be printed for 2019/2020; they will only be published online on ISSUU (an interactive online platform).

## 2.5    Student projects

**KSA #2, 3 and 4**

Career Closet is a new project managed by volunteers to assist students in need of formal clothing to wear for their first job interview or first job. Throughout the first semester, we have received donations from students, staff and companies. These donations have helped students with dressing up properly for their first interviews, first job and the professional photo shoots for their professional online portfolios.

## 2.6  Student employees

**KSA #1, 2 and 3**

### 2.6.1  Career network volunteers

At the start of the 1st semester, Career Services hired 19 volunteers and only 14 volunteers completed the programme. The volunteers attended training, which was held on the 8th and 9th of February 2019, where all the details and responsibilities of being a volunteer were discussed. Their work commenced on 11 February 2019 and an Intern was in charge of managing the volunteers.

At the beginning of the 2nd semester, Career Services hired 14 volunteers and 8 of them complete the programme. The volunteers attended and completed a training that was held from the 11th until the 12th of July that addressed all the focal areas and responsibilities of a volunteer. Their work commenced on the 15th of July while the Career Advisor closely managed them.

The volunteers assisted with administration tasks, putting up posters, data capturing, preparation for workshops and career fairs, as well as assisting at those events. Additional training was also held to enhance the skills of the volunteers on the following aspects:

- CV Writing,
- Interview skills,
- Networking and Job Hunting
- Digital World: Personal Branding
- LinkedIn and Canva

This programme will be assessed at the end of the year, with suggestions and feedback from the volunteers in order to improve the current system that is in place.

### 2.6.2  Career Ambassadors

A volunteer programme is currently being piloted at Career Services, called the Career Ambassador programme. During the 1st semester four (4) ambassadors were employed and, five (5) more ambassadors joined the programme in 2nd semester. The ambassador's focus areas is on checking CV's, assisting students with mock

interviews, presenting workshops and running the CV Lab during career weeks and career fairs.

### 2.6.3  Student Interns/Research assistants

To address the need of the lack of human resources in Career Services, two research assistants were appointed in 2019.  They receive payment for 12 hours per week, and both are volunteering an additional 13hours per week, to work a total of 25hours per week in the office.

Career Services also gained three interns through UFS HR (Juanita Burjins) with a paid internship by FirstRand bank.

All interns (all student workers are referred to as interns) have received various orientation, workshop, and training sessions in order to teach them skills and improve their abilities.

The programme is assessed by means of monthly reports, general observation and an exit interview.  Without the assistance of the five interns, the successes achieved in 2019 would not have been a reality for Career Services.  Each intern played a vital role and headed one or more projects in the office.  We hope to have new interns appointed in 2020 to continue the work and impact we make in Kovsies' lifes.

Impact, findings and suggestions for improvement will be made when the internship period has been concluded.

***A separate report is available on the outcome of these programmes.***

### 2.7     Graduation ceremonies

During the December 2018 and April 2019 graduation ceremonies in the Callie Human Centre on the Bloemfontein campus, Career Services placed the 2018/2019 edition of the Graduate Career Guide on every graduate's chair. An intern selected graduates and took photos and recordings with quotes from the graduates. These photos and videos were posted on the Career Services' Facebook page.

## 2.8    UFS Collaborations

**KSA #2, 3 and 4**

Career Services collaborated with different departments and offices on campus for the first semester. Career Services collaborated with The Social Justice Office to do an Anti-discrimination exhibition and pledge on 12 and 17 April at the UFS Library AWO respectively. Career Services presented a workshop on the Future of Work as part of the Economic Inclusion session on 16 April. We also host workshops for the department of Quantity Surveying, Postgraduate School and also Interviews with Kovsie Media. The following is a list of all the topics that were discussed during interviews we had with Kovsie FM.

- Monday 8 April 2019 (7:00pm) - Preparing graduates for employment
- Monday 15 April 2019 (7:30pm) - Interview tips

# 3.    STAKEHOLDER RELATIONS

## 3.1    International Stakeholders

**KSA#1**

Career Services has been a member of the National Career Development Association (NCDA) based in the United States of America (USA) since 2013. Membership provides access to free resources, monthly newsletters, webinars, engagements with Career Services staff, and access to conferences at which the UFS can present papers and presentations on the work done for the career development of students.

Two papers were presented at the NCDA 2019 conference in June, by Mrs. Belinda Janeke:

- *Online work readiness: A move in the right direction to serve 40 000 overwhelmed students with limited university resources*
- *The impact of a work readiness programme for Quantity Surveying*

Unfortunately, membership fees to international bodies are very expensive. Although Career Services does not have a membership with the National Association of Colleges and Employers (NACE) or the Canadian Education and Research Institute for Counselling (CERIC), Career Services stays up to date with its events, conferences, and free resources, which are currently used in the Career Services resource centre.

## 3.2    National Stakeholders

### KSA#1

Career Services has been a member of SAGEA since 2013. The partnership with SAGEA allows direct contact with firms and companies, development opportunities in the fast-paced work environment, as well as access to a platform where ideas are shared at various events and engagements. SAGEA also contributes articles towards the Graduate Career Guide. These articles cover trending topics on which SAGEA has conducted extensive research.

From this partnership, SAGEA conducted a Candidate Insight survey for 2019. In this survey, the aim was to provide us, as one of their members, with the latest information on: candidate applications, job-hunting techniques and lastly factors which influence applications and offer-acceptance decisions.

In the survey, participants were given an opportunity to state the top 5 (five) most widely used sources of information when making applications and job-hunting. The top 5 (five) were:

a) Employer's own websites, brochures, or campus events,
b) Face-to-face contact via University Career fairs,
c) Careers Services,
d) People in the same industry, and

e) Family members and friends.

In regards to job hunting techniques, the survey indicated the following networking sites were rated as the most useful when job searching:

a) LinkedIn,
b) Facebook,
c) Instagram,
d) YouTube, and
e) Twitter.

Participants were also given a platform to state the top 3 (three) most important factors influencing applications and offer acceptance: The top 3 three were:

a) The company's training and development on offer,
b) The company's overall reputation, and
c) Long-term career prospects.

It is also through SAGEA research that we get inputs on how to enhance and improve our services and offerings to address the needs of companies. In the SAGEA 2019 Employers report, companies have selected the following top 5 skills that are very important to have in an employee: willingness to learn, commitment, problem solving, proactivity, and team work.

Career Services partnered with Universum to gain insights about our student's talents' skills, preferences and plans for their future. They (Universum) then conducted an online survey with some of our students with an aim of gaining insight on the aforementioned.

In the 2019 Universum university report, 90% of UFS students (from 1757 UFS respondents) indicated that they have used one or more services from Career Services. Students indicated that they make use of these top 5 services: Career preparation workshops (41%), online career advice (35%), Career/job/internship fairs (33%), Guidance to understand my career planning & options (33%), and Coaching/mentorship (27%).

Cathy Sims from SAGEA presented on what companies expect in the world of work, during the Career Psychology module of UFS101 in August 2019. This collaboration is vital to the early preparation of student as life-long learners.

## 3.3 Regional Stakeholders

**KSA#1**

Strategic partnerships are managed and maintained with the Career Services offices of both the Central University of Technology (CUT) and Sol Plaatje University (SPU).

## 3.4 Internal Stakeholders

**KSA#1, 2, 3, 4, and 5**

Key strategic partnerships have been maintained and new ones established throughout 2019. These include, but are not limited to, partnerships with various faculties, the Department of Research Development (regarding entrepreneurship), the Centre for Development Support (regarding entrepreneurship), the UFS Business School (regarding career readiness programmes and entrepreneurship), the CTL, Student Affairs, and divisions for programme collaboration.

Career Services publishes the annual Graduate Career Guide with inputs from internal stakeholders including UFS Alumni, the CTL, International Affairs, Student Counselling and Development, and the Qwaqwa Career Services office. All departments wrote articles for this guide in order to inform students about the changing world of work and how to manage one's career. The Career Services Forum has 46 internal stakeholders that serves as a platform to distribute information regarding programmes, events, and workshops to students and staff. The forum meets face to face twice per year, with regular communication and updates conducted via email.

Career Services also assisted to train approximately 150 staff for the upcoming Registration process, in collaboration with Student Academic Services. These trainings were held on 28-29 November on the Qwaqwa campus, and on 2-3 December on the Bloemfontein campus.

Career Services were involved in the training of all interns on the UFS campus during 2019 with two sessions on the Bloemfontein campus (July and October), and one on the Qwaqwa campus (27 November).

# 4. STUDENT AFFAIRS INVOLVEMENT

Career Services is a division of Student Affairs and report to the Director: Student Life. As part of the student Affairs Strategic plan, five (5) key strategic areas (KSA) have been identified on which all staff should work in order to accomplish the vision, mission and values of Student Affairs.

Two (2) staff members are involved in two KSA's which are: KSA #1: Professionalization and KSA #2: High Impact Practices. Throughout the semester staff were involved in the organizing, planning and implementation of several Student Affairs events according to the KSA outcomes.

Career Services has also been involved in the following Student Affairs events/programmes to date:

- Gateway (January-February)
- Student Wellness programme (Presenters of workshops)
- Open Day
- Staff Psychedelic Road Trip 18 July-19 July
- Student Affairs Week 09 July-02 August
- SARC (Research Colloquium) 01 August-02 August

## 4.1 Student Affairs Week Survey

Student Affairs Week Survey (SAWS) took place from the 09th July until the 2nd of August. A short questionnaire was made available to all students in all three campuses with an aim of, evaluating their experience of Student Affairs and services, getting their input on preferred communication, getting their level of awareness of Career Services division and finally, getting their feedback in a form of comments and recommendation.

A total number of 643 persons responded to the SAWS questionnaire. When it came to Career Services relevance and awareness to students and their involvement to the division, it was the 3rd highest rated division of the Student Affairs with 73.3%. This is approximately 471 students out of the 643 that appraised Career Services.

It is revealed that out of the 643 respondents, approximately 103(16%) of them are currently involved with/have previously participated with Career Services. This is a positive feedback.

Furthermore, when it came to Career Services relevance to students, out of 513 respondents, 55.9% of them found Career Services to be very relevant. This is, definitely, a constructive feedback we have received.

When evaluating the students most preferred communication platform when receiving information regarding events and programmes on campus, the students rated the communication platforms as follows: student e-mails with 79.8%, Blackboard with 70.1% and lastly SMSs with 39.2%. This is a strong indication that, the most student e-mails should be the primary focus with regards to marketing/promoting Career Services workshops, career weeks, etc.

In the comments/suggestions section, students were given a platform to state what pressing/important issue(s) the Student Affairs should focus on. Out of the 643 students, a total of 182 of them raised graduate employability as major concern the Student Affairs should focus on. This is where the Career Services department will enjoy applicability as this shows a big room for need of improvement.


## 5. 2020 PLANNING

See appendix B for the attached calendar for 2020 planning.

# 6.  CONTACT DETAILS

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# CAREER SERVICES

providing students with much needed skills

## JOIN US:

Career Services want to partner with faculties and academic units to provide comprehensive career development programmes. Below is a list of services we offer to UFS students, Alumni, and staff. We invite you to suggest any other programmes that could be designed and offered for your specific needs.

## DON'T CANCEL CLASS!

Attending a conference? Having a sick day? No more work to cover? Or just want to add variety to your course schedule with an in-class workshop? Invite Career Services to visit your class and give a presentation or workshop. We deliver rich content that will be very beneficial to the professional development and careers of UFS students. Topics can also be tailored to your specific class. A one-week notice is requested, although exceptions can be made based on availability.

Choose from a wide range of workshop topics and schedule by sending an email to career@ufs.ac.za

- Career Development · Management
- CV and Cover Letter Writing
- Interview Skills
- Digital World: Personal Branding for Success
- LinkedIn: Creating a detailed professional profile
- Networking & Job Hunting Skills
- Purposeful Living

Sometimes the thing your students need most has nothing to do with what's on your lesson plan.

T: +27(0)51 401 7393/7328| E: career@ufs.ac.za | www.ufs.ac.za
UFSUV | UFSweb | UFSweb

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Transforming lives.

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# APPENDIX B: 2020 Planning (Calendar)

## Career Services Planning 2020

| JANUARY 2020 | FEBRUARY 2020 | MARCH 2020 | APRIL 2020 |
|---|---|---|---|
| ❖ 7ᵗʰ Cashandra, Reagall and Michelle back from leave <br> ❖ 8ᵗʰ Carmenita back from leave <br> ❖ 15ᵗʰ Belinda back from leave <br> ❖ 28ᵗʰ Gateway Orientation (08:00-16:00; Rag farm) <br> ❖ 30ᵗʰ -31ˢᵗ Career Ambassador Training <br> ❖ 31ˢᵗ Gateway Orientation (08:00-16:00; Thakaneng Bridge) | ❖ 3ʳᵈ Lectures start <br> ❖ 7ᵗʰ Public Speaking Workshop 1/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ: Tamea <br> ❖ 8ᵗʰ Moshal Induction Sports day <br> ❖ 13ᵗʰ CTL: CV writing & Interview skills (09:00-12:00; Venue?) Champ: Belinda <br> ❖ 14ᵗʰ Public Speaking Workshop 2/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ: Tamea <br> ❖ 18-21ˢᵗ Belinda on sick leave <br> ❖ 21ˢᵗ Public Speaking Workshop 3/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ: Tamea <br> ❖ 27ᵗʰ QS: Productivity skills (09:00-10:00; QS Seminar room) Champ: Belinda | ❖ 2ⁿᵈ Belinda on study leave <br> ❖ 2-5ᵗʰ EMS Career Week <br> ❖ 2ⁿᵈ Set-Up for the EMS Career Fair <br> ❖ 3ʳᵈ EMS Career Fair (09:00-15:00, Centenary Complex) <br> ❖ 5ᵗʰ QS: Future of Work- Online (09:00-10:00) Champ: Mart-Mari <br> ❖ 6ᵗʰ Public Speaking Workshop 1/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ:? <br> ❖ 10-12ᵗʰ Career Crash Course <br> ❖ 12ᵗʰ QS: CV writing-Online <br> ❖ 13ᵗʰ Moshal Event in JHB <br> ❖ 13ᵗʰ Public Speaking Workshop 2/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ:? <br> ❖ 19ᵗʰ QS: Interview skills- Online; Champ: Belinda <br> ❖ 20ᵗʰ Public Speaking Workshop 3/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ:? <br> ❖ 19-20ᵗʰ Carmenita leave <br> ❖ 21ˢᵗ Human Rights Day <br> ❖ 23ʳᵈ Carmenita leave <br> ❖ 23ʳᵈ-31ˢᵗ Cashandra leave <br> ❖ 23-27ᵗʰ UFS Holidays | ❖ 2ⁿᵈ Entrepreneurs Group Mentoring (17:00-19:00; SRC) <br> ❖ 2ⁿᵈ QS: Mock interview session (09:00-10:00; QS Seminar room) <br> ❖ 5ᵗʰ Cashandra's birthday 🎂 ❤ <br> ❖ 6ᵗʰ Belinda on study leave <br> ❖ 6-9ᵗʰ Law Clinic Workshop: (Time?; Venue?) Champ:? <br> ❖ 6-9ᵗʰ LAW Career Week <br> ❖ 6ᵗʰ Set-Up for the LAW Career Fair <br> ❖ 7ᵗʰ Law Career Fair (09:00-15:00, Centenary Complex) <br> ❖ 9ᵗʰ QS: Networking & Job Hunting (09:00-10:00; QS Seminar room) Champ: Belinda <br> ❖ 16ᵗʰ QS: LinkedIn (09:00-11:00 ; Computer Lab C) <br> ❖ 10ᵗʰ Good Friday <br> ❖ 13ᵗʰ Family Day <br> ❖ 20-24ᵗʰ Humanities Career Week <br> ❖ 23ʳᵈ QS: Digital World (09:00-10:00; QS Seminar room) Champ: Belinda <br> ❖ 27ᵗʰ Freedom Day |

| | | | | | |
|---|---|---|---|---|---|
| Red | Company Relations event/programme | Blue | Student Relations event/workshop | Orange | Career Services engagements and meetings |
| Black & cursive | Take note of | Grey | Staff leave/birthdays/matters | Purple | Student Affairs engagements/activity |
| Green | UFS events/holidays and SA holidays | | | | |
| Light & Bright blue | Volunteers engagement/training | | | | |

| MAY 2020 | JUNE 2020 | JULY 2020 | AUGUST 2020 |
|---|---|---|---|
| ❖ 1st Workers' Day<br>❖ 7th Entrepreneurs Group Mentoring (17:00-19:00; SRC)<br>❖ 11-14th NAS Career Week<br>❖ 11th STEAM Masterclass<br>❖ 11th Set-Up for NAS Career Fair<br>❖ 12th NAS Career Fair (09:00-15:00, Centenary Complex)<br>❖ 18th Exams start<br>❖ 30th Michelle's birthday 🎂 ❤ | ❖ 25th Corporate conversation, JHB<br>❖ 26-10th July UFS Holidays<br>❖ 16th Youth Day | ❖ 3-5th AGOF Jamboree Event in JHB<br>❖ 13th Lectures start<br>❖ 17th Public Speaking Workshop 3/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ:?<br>❖ 24th Public Speaking Workshop 3/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ:?<br>❖ 31st Public Speaking Workshop 3/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ:?<br>❖ 20-23rd Law Clinic Workshop: (Time?; Venue?) Champ:?<br>❖ 31st Annual Corporate Event in JHB | ❖ 3rd Set-Up for General Career Fair<br>❖ 4th General Fair (09:00-15:00, Centenary Complex)<br>❖ 5th Theology and Religion Career Day<br>❖ 6th Entrepreneurs Group Mentoring (17:00-19:00; SRC)<br>❖ 10th Women's Day |

| SEPTEMBER 2020 | OCTOBER 2020 | NOVEMBER 2020 | DECEMBER 2020 |
|---|---|---|---|
| ❖ 2ⁿᵈ Belinda's birthday 🎂 ♥<br>❖ 3ʳᵈ Entrepreneurs Group Mentoring (17:00-19:00; SRC)<br>❖ 7-10ᵗʰ Law Clinic Workshop: (Time?; Venue?) Champ:?<br>❖ 8-10ᵗʰ Career Crash Course<br>❖ 11-13ᵗʰ AGOF Circle of excellence event on Bloem campus<br>❖ 21-25ᵗʰ UFS Holidays<br>❖ 24ᵗʰ Heritage Day<br>❖ 25ᵗʰ Staff Holiday | ❖ 1ˢᵗ Entrepreneurship festival<br>❖ 2ⁿᵈ Public Speaking Workshop 3/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ:?<br>❖ 8ᵗʰ Entrepreneurs Group Mentoring (17:00-19:00; SRC)<br>❖ 9ᵗʰ Public Speaking Workshop 3/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ:?<br>❖ 15ᵗʰ Think Beyond A Job Masterclass<br>❖ 16ᵗʰ Public Speaking Workshop 3/3 (12:00-15:00; Dining@ Kovsies: Soetdoring) Champ:?<br>❖ 21ˢᵗ Carmenita's birthday 🎂 ♥<br>❖ 23ʳᵈ Entrepreneurs Awards<br>❖ 23ʳᵈ Cape Town Event<br>❖ 26ᵗʰ Exams start<br>❖ 30 October: Entrepreneurship Recognition Event (venue:? ,time:?) | ❖ 2, 3, or 4 Bloemfontein Event | ❖ 16ᵗʰ Day of Reconciliations<br>❖ 25ᵗʰ Christmas Day<br>❖ 26ᵗʰ Day of Goodwill |

Annual Report 2020

# TABLE OF CONTENTS

*Success is no accident, it is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.*

*- Pele*

# 1.   INTRODUCTION

Career Services on the Bloemfontein campus is currently housed within Building 42E – office space of Career Services, Food Environment & Arts, Culture and Dialogues. The staff component consists of two chief officers, two research assistants, one student assistant and ten career ambassadors in May 2020. Currently (December 2020) the office only has one chief officer and two career ambassadors until the end of December.

The purpose of this report is to give an overview of all the work that Career Services have organised, implemented, and researched throughout the year to date, as well as the daily work and scope of work.

Career Services has three focus areas: Student Relations, Company Relations (which have their own report) and Stakeholder Relations.

## 1.1   ALIGNMENT WITH THE STUDENT AFFAIRS STRATEGIC PLANS

The mission of Student Affairs is to develop and implement co-curricular programmes, activities, and services that provide truly humanising daily lived experiences, which are essential for student academic success, pro-social behaviour, student engagement, and an inclusive institutional culture.

To accomplish this mission, Student Affairs identified five key strategic areas on which to place its focus, namely:

- KSA#1: Professionalization
- KSA#2: High-impact Practices
- KSA#3: Student Communities and Structures (enabling environment; conducive communities)
- KSA#4: Intersectionality, Partnerships, and Collaboration (three campuses; internal and external)
- KSA#5: Transformation - Social Justice, Social Cohesion, and Critical Diversity

More information regarding each key strategic area is provided in the Student Affairs Strategic Plan for the period 2017-2022.

For Student Affairs to achieve its mission, Career Services plays a vital role by aligning its programmes, events, and workshops with the five key strategic areas. Throughout this report, the key strategic areas addressed in each programme, event, or workshop are indicated in **red**.

# 2. STUDENT RELATIONS

## 2.1 CAREER ADVISING AND STUDENT ASSISTANCE
**KSA #1 and 2**

Sixty-one (61) face-to-face appointments (Career Advise, Mock Interviews, CV assistance) were held with an advisor (head/interns) during the first semester, and from January to December 569 (students, staff, external contacts) were assisted via email. Unfortunately, due to the decentralisation of Career Ambassadors and staff numbers were not tracked for online appointments.

Career Services staff also engaged with people via social media, Blackboard, emails and telephone enquiries.

## 2.2 WORKSHOPS
**KSA #2, 3 and 4**

Only Nineteen (19) workshops were presented to students from February to 17 March 2020 due to the suspension of academic programs, for the remainder of the year all workshops were presented online. The workshops were per invitation, online, face-to-face, or as part of established programmes on campus. The workshops were on:

- Future of Work;
- CV writing skills'
- Digital world: personal branding for success;
- Interview skills (students were informed that they may request a mock interview with Career Services as they were now more informed on the procedure);
- LinkedIn: Creating a detailed professional profile;
- Networking and job-hunting skills;

- Public Speaking skills;
- Productivity skills;
- Professional conduct;
- Work 101;
- Time management skills;
- Professional conduct skills;
- Financial planning (Quantity surveying honours program);
- Law in the workplace (Quantity surveying honours program); and
- Professional registration (Quantity surveying honours program).

Career Services presented training on Productivity skills & Professional conduct to students of the **Peer Mentor programme**. Workshops were presented in collaboration with the **Postgraduate School**, the **Department of Quantity Surveying's** work readiness programme (honours programme at the Department of Quantity Surveying: Faculty of Natural and Agricultural Sciences), the **Faculty of Health Sciences** and **Student Affairs** divisions.

A workshop series on **public speaking** was scheduled for two series for the first semester but only one took place on the 7th, 14th and 21st of February. The second series were cancelled due to a lack of attendance.

Career Services also assisted **Lecturer Ronel Kleynhans with the marking of 541 CV's** for a second-year module called ECAP in the first semester. The students had to access our Blackboard content, work through it and complete the CV buddy activity. The deadline was the 15th of May and the marks were given back to the lecturer. In the second semester Career Services helped **Vikesh Lachoo, the lecturer of a second-year accounting module called EACE**.
The following workshops were presented online:
- Future of work workshop       4th of September with no activity.
- CV writing       12th of October

The students had to hand in a CV writing activity and the career ambassadors has to mark the CV's as well. The number of CV's was 408.
- Interview skills       26th October

The students had to complete the interviewing myself activity which was marked automatically.

- Digital world                      30th October

The students had to complete the managing your digital footprint activity which was also marked automatically.

Furthermore, the University of the Free State, specifically Career Services and Student affairs has partnered with the **Michael and Susan Dell Foundation to launch the Diamond League**. The Diamond League was for students looking to get a head start in the world of work and do not know where to begin. Students will be able to advance their employability skills and industry awareness. The Diamond League represents the top 376 students at the University of the Free State. The Michael and Susan Dell foundation are also the funders of this project. There were 399 students who formed part of Diamond league in the end and they were assigned to mentors. These mentors were the Career ambassadors and each ambassador had between 28 and 50 students they had to mentor. The students had to submit activities which included their CV, Cover letter and LinkedIn URL which were marked by the Career Ambassadors.

To date six (6) workshops are also available online on Blackboard. This gives students the option to work on a specific skill when needed e.g. CV writing. The platform is available to all registered students of the University of the Free State. After completion of the workshops, students completed evaluation forms to provide feedback and suggestions on how to enhance these workshops in the future.
In 2020 User Activity was as follows: CV writing 903, Digital World 99, Future of Work 197, Home 1, Interview Skills 161, Jobs 613, Law Career Week 12, LinkedIn 112, and Networking and Job Hunting 246.
***A total of 1000 students attended face-to-face workshops and a total of 23401 interacted on this page from January 2020 to December 2020. Separate reports are available on the outcomes of all workshops to date.***

## 2.3    CAREER WEEKS
**KSA #1, 2, 3, 4 and 5**

Three career weeks were scheduled in the first semester as follows:

- EMS Career week (2-6 March)

- Law Career week (7-9 April)

- NAS Career week (11-14 May)

**EMS Career week (2-6 March)**

2nd:  Central Academic Advising and Kovsie Innovation were held in the EBW foyer.
3rd: The Career fair of the Faculty of Economic and Management Sciences were held in the Centenary Complex.
4th:  CV lab was held in the EBW foyer and Career Services collaborated with Commercio (the Student Representative Council for EMS) to present a motivational session relating to entrepreneur specializing in Agro-processing (S'busisiwe Sithebe) in the EBW class A103.
5th:  Belinda Janeke presented in collaboration with Commercio a workshop on the Fourth Industrial Revolution in the EBW ALG8 class.
6th: career crash courses on CV writing and Interview skills were presented in the EBW ALG8 class.

Image 1: EMS Career week poster



Career weeks that were scheduled for the rest of the first semester had to be cancelled due to the outbreak of the Covid-19 Corona virus & National lockdown.

**LAW Career week (7-9 April)**

7th:  The Career fair of the Faculty of Law would have taken place in the Centenary Complex.
8th:  Several speakers were scheduled to speak about entrepreneurship (Gerard Verhoef), future of law (Paul Anthonie) and professional conduct (Belinda Janeke) in the Equitas Senate hall.
9th: Career Crash courses were scheduled on CV writing, Interview skills, Digital world: Personal branding for success, and Networking and job hunting would have been presented in the Equitas Senate hall.
9th: Several exhibitions would have been held in the Equitas foyer, including Academic Advising, Law Clinic, Kovsie Innovation, and more.  See the poster below for more information.

Image 2: Law career week poster



**NAS Career week (11-14 May)**

The Faculty of Natural and Agricultural Sciences Career week was scheduled for 11-14 May.
On 11 May, the Career Fair for the Faculty of Natural and Agricultural Sciences were scheduled in the Centenary Complex and a STEAM masterclass would have occurred in the Equitas auditorium. On 13 May, CV lab and Academic Advising were scheduled in the EMW foyer. On 14 May, crash courses on Networking skills and CV writing/ Portfolios and Cover letters were scheduled in FGG 377 and Equitas 10. Various speakers would have also been involved.

Image 3: NAS career week poster DRAFT



Career weeks were scheduled in the second semester as follows:
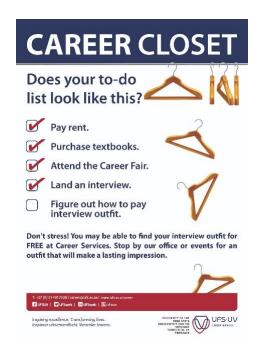
- 27-31 July: Humanities Career week
- 5 August: Theology and Religion Career day

Unfortunately, they were cancelled so that students can focus on their studies, adapting to new academic calendars, and online classes.

## 2.4    STUDENT PROJECTS
**KSA #2, 3 and 4**

The Career Closet project was advertised during events & workshops. Throughout the first semester, we have received donations from students and staff. These donations have helped students to dress professionally for their first interviews or first jobs. We also had an exhibition during the EMS Career week.

## 2.5 STUDENT EMPLOYEES
**KSA #1, 2 and 3**

**Career Ambassadors**

At the start of the 1st semester, Career Services hired 12 Career Ambassadors of which only 10 completed the program. The ambassadors attended training on the 30th and 31st of January where all the details and responsibilities of being an ambassador were discussed. They started working on Monday, 3 February. Due to the Covid-19 pandemic this forced most of the ambassadors to finish the program on 20 March and four of the career ambassadors continued to assist career services online till the end of the first semester.

At the start of the second semester, Career services hired nine career ambassadors who also completed the program in December 2020. The ambassadors attended several trainings online during July and August where all the details and responsibilities of being an ambassador were discussed as well as more training on the Diamond league project. They started working on the first of August.

The ambassadors assisted with administration tasks, data capturing, preparation for workshops, presenting workshops, assisting students with CV's & career advice as well as conducting mock interviews. The ambassadors were also responsible for

making appointments, handling walk-ins, and running the CV Lab during the career weeks.

This programme will be assessed at the end of the semester, with suggestions and feedback from the ambassadors to improve the current system that is in place.

***A separate report is available on the outcomes of this programme.***

## 2.6    UFS COLLABORATIONS
**KSA #2, 3 and 4**

Career Services collaborated with various departments and offices on campus for the first semester. Departments include the Postgraduate school, Academic Advising Office (part of CTL), Student Life (part of Student Affairs), Student Communities (part of Student Affairs), and Department of QS. The annual Graduate Career guide has been cancelled as a project of Career Services, and now writes articles that are included in the quarterly Academic Advising guide.

Career Services also collaborated with Misses Ronel Kleynhans regarding a module called ECAP2614 in which 541 students had to hand in a CV with an assignment and Career Services were involved in marking the CV's. Career Services also helped lectured Vikesh Lackhoo 408 CV's for a module called EACE. A big collaboration this year was for a project called the Diamond League with the Michael and Susan Dell foundation.

# 3. COMPANY RELATIONS

Highlights for the company relations office were that UFS Career Services has been nominated in the SAGEA Top 10 universities for company engagement by SAGEA members- a first for the UFS. Company Relations initiated the formalisation of the Allan Grey Orbis foundation partnership with the UFS in a Memorandum of Understanding. A meeting took place with the CEO of the Allan Grey Orbis Foundation to foster a partnership and increase the number of supported students. Company Relations initiated a partnership with Institutional Advancement and the Alumni Office for a Corporate Conversations Series with the Rector and Vice-Chancellor.

## 3.1    CAREER FAIRS

During 2020 only one Career Fair could take place face-to-face before the national lockdown. For the remainder of the year, SAGEA hosted three virtual fairs in July and August of which UFS participated in.

## 3.2    CORPORATE BREAKFASTS

The purpose of the UFS Corporate Conversation Series is for the UFS to engage with valued donors, corporate partners, and corporate graduate employers. The main objectives are to keep these values guests aware of the current affairs and new UFS strategies, most notable around issues of student success and employability. This event is important because it allows the UFS the opportunity to draw nearer to funding opportunities, strengthening existing relationships and partnerships while developing potential partnerships, funding new projects, and creating employment opportunities for our graduates.

This series was initiated by Career Services and is a collaborative partnership with Institutional Advancement. It is also the first UFS series of this kind.

# 4.  STAKEHOLDER RELATIONS

## 4.1    INTERNATIONAL STAKEHOLDERS
**KSA#1**

Career Services has been a member of the National Career Development Association (NCDA) based in the United States of America (USA) since 2013. Membership provides access to free resources, monthly newsletters, webinars, engagements with Career Services staff, and access to conferences at which the UFS can present papers and presentations on the work done for the career development of students.

Unfortunately, membership fees to international bodies are very expensive, and although Career Services does not have a membership with the National Association of Colleges and Employers (NACE) or the Canadian Education and Research Institute for Counselling (CERIC), Career Services stays up to date with its events, conferences, and free resources, which are currently being made use of in the Career Services resource centre.

## 4.2    NATIONAL STAKEHOLDERS
**KSA#1**

Career Services has been a member of SAGEA since 2013. The partnership with SAGEA allows direct contact with firms and companies, development opportunities in the fast-paced work environment, as well as access to a platform where ideas are shared at various events and engagements. More information can be provided by the Company Relations portfolio of Career Services.

Two national career guides called Grad and GradNext under the lead of editor, Ruda Landman, are free resources for learners and students in South Africa. Career Services collaborated with Grad and GradNext to share relevant career-related information with students in 2020.  On 11 June Grad was published and advertised amongst students on the Career Services Blackboard page to ensure students get free access to it when they use GlobalProtect on their computers and mobile phones. Eighteen (18) posts were made on the Career Services Facebook page regarding the content of the Guide with the link to access it on Blackboard. On 10 August GradNext was introduced to students and had 395 hits on Blackboard between 10 August and 30 October.

Career Services partnered with Universum to gain insights about our student's talents' skills, preferences and plans for their future. Universum conducts an annual online survey, nationally and internationally, with the aim of gaining insight on the afore mentioned. In the 2020 Universum university report, 49% of UFS students (from 4066 UFS respondents) indicated that they have been involved in volunteer services, in comparison with the full South African student population (54 162 respondents), of which 44% were involved. Career Services. What is the most important attribute of the UFS according to students: Safe campus environment, Variety of courses, Friendly and open environment.  As part of the top 10, the following is mentioned by UFS students, that hasn't been mentioned by students at any other university: **Focus on professional development** and **Support of gender equality**. UFS is amongst the top-rated universities regarding Safe campus environment (as part of university culture). UFS students' satisfaction with UFS: 7/10. Career Services at the UFS was rated 6.6/10, and students prefer the following channels to promote career services: email, website, and social media.

GradStar is a program powered by DHL. This programme recognises the Top 100 students across the country based on leadership qualities and readiness in the workplace. Career Services were contacted to market the GradStar programme to the students. The students then went through a rigorous 4 phase judging process, culminating in a day workshops hosted by potential employers. Career Services also assisted GradStar (Tamsyn Brown) to advertise that applications are open from Feb-end of May. Applications were extended until 14 June and 56 UFS students were under the top 500 and 5 UFS students were under the top 100. Career Services has posted on Facebook to congratulate them on 17 August.

## 4.3    REGIONAL STAKEHOLDERS
**KSA#1**

Strategic partnerships are managed and maintained with the Career Services offices of both the Central University of Technology (CUT) and Sol Plaatje University (SPU).

## 4.4    INTERNAL STAKEHOLDERS
**KSA#1, 2, 3, 4, and 5**

Key strategic partnerships have been maintained and new ones established throughout 2020. These include, but are not limited to, partnerships with various faculties, the Department of Research Development (regarding entrepreneurship), the Centre for Development Support (regarding entrepreneurship), the UFS Business School (regarding career readiness programmes and entrepreneurship), the Centre for Teaching and Learning, Student Affairs, and divisions for programme collaboration.

**Career Services Forum**

The Career Services Forum has 46 internal stakeholders that serves as a platform to distribute information regarding programmes, events, and workshops to students and staff. The forum meets face to face twice per year, with regular communication and updates conducted via email.

**Career Development Framework and employability proposal**

In 2019 CTL in collaboration with Career Services have been in discussion to establish a Career Development framework for the UFS. Various meetings and a facilitated workshop took place in 2019, and conversations are still in progress to finalise this framework in 2020. The team has also met with Wareen LaFleur form LinkedIn to discuss the possibility of getting access for all UFS students to LinkedIn Learning as a platform of continuous learning and development. The final proposal was sent to rectorate on 22 May 2020.

**Diamond league programme**

CTL in collaboration with Career Services are working on an upskill programme and diamond league that will consist of the top students of the UFS, which can be marketed to companies and potential employers to gain access to the top students.

**Reputation Management Forum**

Career Services have been involved in the Reputation Management forum established in 2019 to work on the image portrayed to prospective students, parents, companies, Alumni, UFS stakeholders and current students. These meetings and discussions are continuing throughout the year. We also presented to senior leadership in February on projects and events presented by Career Services.

**Career Weeks**

Career Services are continuously communicating and meeting with faculty representatives to organise career weeks, workshops, and events for students on career related matters.

**UFS Staff training and development**

Career Services presented workshops to staff as well. Professional Conduct at the Faculty of Health Sciences, and LinkedIn to Student Affairs staff.

**Entrepreneurship Value Chain**

Career Services are still part of the value chain of entrepreneurship and are continuously in conversations, strategic planning and collaborations with the

Department of Research Development and Prof. Philippe Burger. The EVC proposal is still not finalised.

**Academic advisory board**

After consultation with the rector, it was advised that Career Services forms part of all academic advisory boards from 2020. The role of Career Services will be to continue the conversation about employability and to provide inputs on career related matters. Several of these board meetings were attended during 2020 and a separate excel sheet is available regarding all conversations.

# 5.    STUDENT AFFAIRS INVOLVEMENT
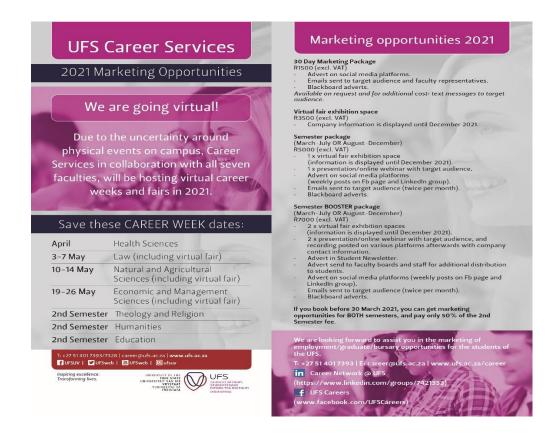
Career Services is a division of Student Affairs and report to the Director: Student Life. As part of the student Affairs Strategic plan, five (5) key strategic areas (KSA) have been identified on which all staff should work to accomplish the vision, mission and values of Student Affairs. Two (2) staff members are involved in two KSA's which are: KSA #1: Professionalization and KSA #2: High Impact Practices. Throughout the semester staff were involved in the organizing, planning and implementation of several Student Affairs events according to the KSA outcomes.

KSA#1 duties for 2020 included the online student affairs orientation program design and roll out which included videos of alignment between UFS strategic goals and objectives with the division of student affairs; KSA videos explaining what each KSA focuses on and the types of programs, events and projects they run. Another duty included the updating of all staff contact details and photos on Blackboard, a virtual celebration instead of the annual SA awards.

Career Services has also been involved in the following Student Affairs events/programmes to date:
- Gateway (January-February)
- Training Peer Mentors (15th & 16th January)
- Training Student Affairs staff on LinkedIn (23 April)

# 6.    2021 PLANNING



# 7.    CONTACT DETAILS

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# Appendix  W

# GATEWAY COMPARATIVE REPORT 2015-2020

## BLOEMFONTEIN CAMPUS

# Executive Summary

A comparison of the Gateway Orientation sessions presented on the Bloemfontein campus of the University of the Free State from 2015 to 2020 revealed that across all six years, the majority of students were satisfied with the sessions, and found them impactful, helpful and relevant. There are, however, some noteworthy differences between the years highlighted in this report.

Regarding the profile of the students participating in the Gateway Orientation sessions, the most salient finding was a sharp increase in the proportion of black African students participating, especially between 2016 and 2020. This was coupled with a sharp decrease in white and coloured student participation. In addition, off-campus student participation rates remain a problem. After calls by the students for increases in the number of off-campus students participating, a substantial increase was seen between 2017 and 2018. However, this was counteracted by a sharp decrease seen between 2018 and 2019, and a further decrease between 2019 and 2020. In fact, in 2020, only a quarter of all participants were off-campus students. Further analysis revealed that a substantial proportion of off-campus students were not informed in time about the sessions in order to attend. Improving logistical arrangements targeted at off-campus students may provide a means of counteracting this problem.

It is also of note that the proportion of male students participating in the sessions have been low throughout the years, but especially so in 2020, where over three quarters of participants were female. Reforms are needed to ensure that participation rates are representative of the gender distribution in the student population.

Due to a change in the format of evaluation, session ratings were only comparable between 2017, 2018 , 2019 and 2020.

| RECOMMENDATIONS |
|---|
| ➢ Take steps to ensure that the **diversity of the student body** regarding race, gender and residential status, is represented in the students participating in the sessions. |
| ➢ Revisit the **format and content of the sessions presented in 2017 and 2018**, and consider re-incorporating some aspects in future iterations of the programme. |
| ➢ Improve **logistical arrangements related to off-campus students**, especially ensuring that they are notified in time in order to attend the sessions. |
| ➢ Promote **engagement with new peers** during the sessions by including more opportunities for students to interact with fellow students, especially in the Faculty of Health Sciences. |
| ➢ Try to help off-campus students to **feel part of the sessions** to especially improve the **developmental impact** of the sessions for them. |

All elements evaluated only corresponded 100% between 2018, 2019, and 2020 however, resulting in comparisons in the report being especially focused on these three years. It is somewhat concerning that a clear decline in students' satisfaction on all aspects measured becomes apparent when 2017 and 2018 is compared with 2019 and 2020. The drop in satisfaction is especially salient between 2018 and 2019, with ratings on most aspects improving somewhat in 2020, but not to the extent that it is back on par with the ratings prior to 2019. Two related aspects that showed further decline instead of improvement in 2020, was students' perceptions that the sessions helped them to feel welcomed and integrated into the university culture, and their engagement with new peers during the sessions.

Students' lack of engagement with new peers during the sessions has been an ongoing problem, and reforms are recommended to address this negative trend.

Splitting the sample by residential status showed very similar ratings between on- and off-campus students for 2017, 2018, 2019, and 2020 across all aspects measured. That said, in 2017 on-campus students were somewhat more satisfied than off-campus students with most aspects measured. This trend shifted around in 2018, with off-campus students somewhat more satisfied than on-campus students with most aspects measured, but reverted back to on-campus students being more satisfied in both 2019 and 2020. The drop in ratings between 2018 and 2019 were more pronounced for off-campus students than for on-campus students, and especially so regarding the venue and the developmental impact of the sessions, which saw a greater than 10% drop in positive ratings for off-campus students. It is encouraging to note improvements in ratings for both the venue and the developmental impact of the sessions for off-campus students in 2020. Although satisfaction with developmental impact improved only slightly for off-campus students between 2019 and 2020 (two percentage points), there was a significant improvement in students' satisfaction with the venue (seven percentage points) between the two years.

Splitting the data by faculty revealed that the drops in ratings seen between 2018 and 2019 were most pronounced for students in the Faculties of Education, Law, and Natural and Agricultural Sciences, with the percentage of students assigning positive ratings across all aspects measured dropping by more than 10% in these faculties. Also, of note is a particularly salient drop of nearly 20% in positive ratings for session content between 2018 and 2019 in the Faculties of Natural and Agricultural Sciences and Health Sciences. It is encouraging to note that this negative trend was reversed to some extent in 2020, with students' satisfaction with session content increasing by 15% and 12% in the Faculties of Natural and Agricultural Sciences and Health Sciences, respectively. Apart from session content, and as expected given the overall trend, there was also an increase in students' levels of satisfaction across most other aspects measured in all faculties between 2019 and 2020. That said, 2020 satisfaction levels surpassed that seen in 2018 only in the Faculty of Theology, with all other faculties still falling below the 2018 levels. Regarding engagement with new peers, the most notable decrease between 2019 and 2020 was seen in the Faculty of Health Sciences, dropping from 57% of students engaging with new peers in 2019, to only 35% of students in 2020.

In conclusion, although the Gateway Orientation sessions were by and large received well by students across all six the years, and can therefore be seen as having been successfully implemented, some areas of concern do remain. Although there was a definite improvement in ratings between 2019 and 2020, the ratings are still not on par with that seen prior to 2018. Making some changes to the programme, as per the recommendations outlined here, may help to counteract this trend.

# Introduction

The University of the Free State (UFS) has been presenting Gateway Orientation sessions to their first-year students since 2015. The aim of the sessions, as first defined in 2015, is "to welcome first-year students, familiarise students with the university, ensure students are registered for their programmes, refer students to academic advising, career counselling and other support services on campus, and orientate students around the services that the Centre for Universal Access and Disability Support (UFS) provides". The aim of this report is to provide a comparative overview of the ratings for and satisfaction with the Gateway Orientation sessions presented in 2015 to 2020 on the Bloemfontein campus of the UFS.

The changing format of both the Gateway Orientation sessions and the evaluations conducted of the sessions, made comparisons between the years challenging. In 2015, the Gateway Orientation programme consisted of nine sessions, which were presented over the course of the first week following registration, and were repeated over the course of the week following the RAG initiative. Students' experiences of the sessions were evaluated via an online survey and focus group discussions.

- **Institute for Reconciliation and Social Justice (IRSJ) session:** The purpose of this session was to inform students about the IRSJ and its mandate at the UFS
- **Finance session:** The purpose of this session was to teach students how to manage their student accounts, bursary obligations and their own finances
- **Free Thinking session:** This session was about the University's expectation of developing critical thinking and scholarship.
- **Gateway Arts & Discussion Session:** This session was about engaging arts and culture as social commentary for critical reflection
- **Health and Wellness session:** The purpose of this session was to inform students about the support services that are provided by the University of the Free State.
- **Media and Technology:** This session concerned the optimal use and leverage of learning support technology for success
- **Academics:** This purpose of this session was to inform students about achieving academic success, gaining advice and balancing their student lives
- **Career:** The purpose of this session was to inform students how to manage their CVs and actively develop a career path while studying
- **Beyond Boundaries:** The purpose of this session was to show students how to overcome stereotypes and build friendships beyond difference

The 2016 Gateway Orientation programme consisted of seven sessions, and each session was evaluated by means of a paper-and-pencil survey immediately following the session. The seven sessions presented were:

- **Faculty Preparation Programme:** This session was presented separately to students from each faculty. The purpose of the session was to inform students about progression rules, how credits work, examination regulations, and assistance provided by each of the faculties.
- **Institute for Reconciliation and Social Justice (IRSJ) session:** The purpose of this session was to inform students about the IRSJ and its mandate at the UFS.

- **Citizenship session:** The purpose of this session was to inform students about the Receive and Give (RAG) initative.
- **Centre for Teaching and Learning session:** The purpose of this session was to inform students about the support services provided by the Center for Teaching and Learning of the UFS.
- **Finance session:** The purpose of this session was to provide students with the necessary skills to help them manage their finances.
- **Free Thinking session:** The purpose of this session was to teach students about free thinking; what it is, why it is important, where and when it takes place, and how it can be effectively implemented.
- **Health and Wellness session:** The purpose of this session was to inform students about the support services that are provided by the University of the Free State.

In 2017, both the format of the Gateway sessions and the evaluation thereof was changed substantially. Only four Gateway session were presented to first-year students, namely:

- **Academic Advising and Success:** The purpose this session was to inform students about the support services provided by the Centre for Teaching and Learning, and thus corresponded with the Centre for Teaching and Learning session presented in 2016.
- **Campus Engagement:** This session corresponded with the IRSJ Gateway session presented in 2016, and aimed to provide students with information about the Institute for Reconciliation and Social Justice (IRSJ) and its mandate at the University of the Free State.
- **Campus Support Services:** This session corresponded with the Health and Wellness session presented in 2016, and had the main aim of informing students about the support services that are provided by the University of the Free State.
- **Financial Skills:** This session corresponded with the Finance session presented in 2016, and aimed to provide students with the necessary skills to manage their finances, including highlighting and sharing important information of fees, and enabling students to calculate the average cost of their studies at the UFS.

The 2017 Gateway sessions were evaluated through asking students to provide immediate feedback via a paper-and-pencil survey after each session. The feedback provided relate to four specific areas, namely:

- **Impact of the session:** Three questions examined whether students felt the session helped develop their ability to succeed, and was a good use of their time. Students were also asked to indicate how satisfied they were with the impact of the session on their development.
- **Relevance:** Two questions asked students whether the content of the session was relevant to helping them succeed, and whether the session content was on-topic and focussed.
- **Engagement:** Two questions asked students whether the session was relevant and interesting, and if their questions were satisfactorily answered.
- **Logistics:** Four questions asked students about the convenience of the session time, how timeous the information about the session time was, their satisfaction with the venue and the friendliness of the staff members.

In 2018, the sessions presented were increased from four to six, and included:

- **Academic Advising and Success:** The purpose of this session was somewhat different to its purpose in 2017, with the main aim to introduce students to Academic Advising and its importance.
- **Student Life:** The Student Life session was a new session that was introduced in 2018, and had the purpose of introducing students to the programmes available at Student Affairs.
- **Support Services:** This session corresponded with the Campus Support Services session offered in 2017, with the main purpose to inform students about the support services that are provided by the UFS.
- **Service Learning 1 and 2:** The Service Learning session were new session introduced in 2018, and had the purpose of introducing students to the Service Learning module, and presenting students with a practical presentation on the Service Learning module.
- **B-Safe:** The B-Safe session was a new session introduced in 2018. During this session, Protection Services, the SAPS, and the Community Policing Forum did a presentation to students on how to be safe on and off-campus.

The specific areas evaluated in the 2018 Gateway session evaluation were the same as that evaluated in 2017, with the exception that students were also asked to evaluate the contents of the sessions. The specific questions asked under each area also differed somewhat:

- **Impact of the session:** Questions examined whether students felt the session helped develop their ability to succeed, was a good use of their time, if their expectations were satisfied, if they were inspired to get involved on campus and if they will make use of services and resources shared in the session.
- **Relevance:** Questions asked students whether the content of the session prepared them for their studies and was focussed and relevant to the topic.
- **Engagement and sense of community:** Questions asked students whether the session was interactive and interesting, if their questions were satisfactorily answered and if they felt welcomed and integrated into the community. They were also asked if they engaged with new peers in the sessions.
- **Logistics:** Questions asked students about the convenience of the session time, how timeous the information about the session time was, and their satisfaction with the friendliness of the staff members.
- **Content:** Questions asked students whether the content of the sessions was important, useful, relevant, clear, and easy to understand as well as engaging and interesting.
- **Developmental impact:** Students were asked to rate their experience of the developmental impact of the sessions.
- **Satisfaction with venue:** Students were asked to rate how satisfied they were with the venue where the sessions were held.

In 2019, the Gateway Orientation sessions were reduced to only three sessions, namely:

- **Academic Advising:** The purpose of this session was similar to the purpose of the Academic Advising and Success session in 2018, with the main aim to introduce students to Academic Advising and its importance.
- **Support Services:** This session corresponded with the Support Services session offered in 2018, with the main purpose to inform students about the support services that are provided by the UFS.

- **Student Life:** This session corresponded with the Student Life session offered in 2018, with the main purpose of introducing students to the programmes available at Student Affairs.

The specific areas of the 2019 Gateway sessions that were evaluated, as well as the questions asked to evaluate each specific area, were exactly the same as that of the 2018 evaluation.

In 2020, there was an addition of two sessions, resulting in a total of five Gateway sessions, which included:

- **Academic Advising:** The purpose of this session was similar to the purpose of the Academic Advising and Success session in 2018, with the main aim to introduce students to Academic Advising and its importance.
- **Faculty Specific Orientation:** This session was similar to the Faculty Preparation Programme presented in 2016, and was presented separately to students from each Faculty. The purpose of the session was to inform students about progression rules, how credits work, examination regulations, and assistance provided by each of the faculties.
- **Support Services:** This session corresponded with the Support Services session offered in 2018, with the purpose of informing students about the support services that are provided by the UFS, including the Centre for Universal Access and Disability Support, and Student Counselling and Development.
- **Wellness and Safety:** The purpose of this session was to sensitize first year students about safety on and off-campus as well as wellness and how to obtain help through Protection Services
- **Student Life:** This session corresponded with the Student Life session offered in 2018, with the main purpose of introducing students to the programmes available at Student Affairs.

The specific areas of the 2020 Gateway sessions that were evaluated, as well as the questions asked to evaluate each specific area, were the same as that of the 2018 and 2019 evaluation.

# 2015-2020 Comparison of the Gateway sessions on Bloemfontein campus

## Participation Rates

Despite an upward trend in participation rates between 2015 and 2018, as can be seen in the graph below, participation rates decreased sharply between 2018 and 2019. A further decrease was noted in 2020. A survey was sent out to students in 2020 to shed some light on this downward trend. Students were asked to provide reasons for why they did not attend the Gateway sessions. Results from the survey indicated that late registration was the main reason for students not attending the Gateway sessions. Similar to reasons given for non-attendance in 2015, other reasons included not being in Bloemfontein at the time of the sessions and a lack of communication regarding the orientation programme.



**2015-2020 Sample Size**

| 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|
| 723 | 4360 | 3650 | 5996 | 3261 | 2901 |

## Participant Profile
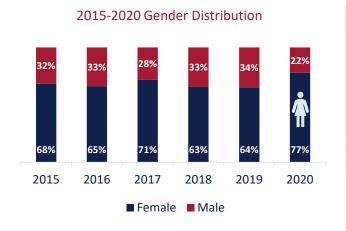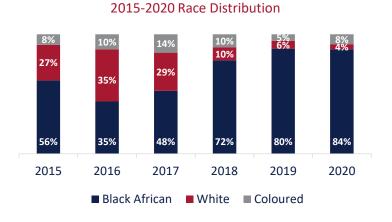
This section details and compares the profiles of the participants in the 2015 to 2020 Gateway Orientation sessions.

### Biographical profile

Across all six years, the majority of the respondents were female, with the greatest proportion of females seen in 2020 (77%). The racial distribution, on the other hand, showed marked shifts over the years. The proportion of black African students participating decreased somewhat between 2015 and 2016, but from there increased sharply from only 35% in 2016 to 84% in 2020. This increase was coupled with a sharp decrease in the proportion of white and coloured students between 2016 and 2020, dropping from a combined percentage of 45% (35% white and 10% coloured) in 2016 to just 12% (8% coloured and 4% white) in 2020.

## 2015-2020 Gender Distribution

| Year | Male | Female |
|------|------|--------|
| 2015 | 32% | 68% |
| 2016 | 33% | 65% |
| 2017 | 28% | 71% |
| 2018 | 33% | 63% |
| 2019 | 34% | 64% |
| 2020 | 22% | 77% |

■ Female ■ Male

## 2015-2020 Race Distribution

| Year | Coloured | White | Black African |
|------|----------|-------|---------------|
| 2015 | 8% | 27% | 56% |
| 2016 | 10% | 35% | 35% |
| 2017 | 14% | 29% | 48% |
| 2018 | 10% | 10% | 72% |
| 2019 | 5% | 6% | 80% |
| 2020 | 8% | 4% | 84% |

■ Black African ■ White ■ Coloured
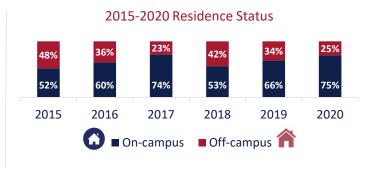
### First generation students, residential status, and faculty distribution
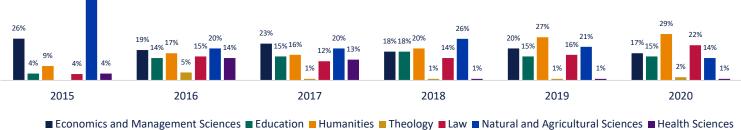
A sharp increase in the proportion of first-generation students participating in the Gateway Orientation sessions can be seen between 2015 and 2019, increasing from below half of the participants in 2015 to nearly three quarters in 2019. However, the proportion of first-generation students dropped somewhat between 2019 and 2020. Despite calls from the 2015 cohort of students to increase off-campus student participation rates, there was a drop in off-campus student participation between 2015 and 2017, with the proportion of off-campus students dropping below 25% in 2017. In 2017, students again asked for an increased focus on getting off-campus students to participate, and in 2018 off-campus student participation increased by nearly 20%. However, a decrease of nearly 20% was again seen between 2018 and 2020. The finding that a substantial proportion of off-campus students in both 2019 and 2020 were not informed in time in order to attend the sessions may be one of the factors playing a role in the decrease seen.

## 2015-2020 First Generation Students

| Year | Percentage |
|------|------------|
| 2015 | 42% |
| 2016 | 40% |
| 2017 | 54% |
| 2018 | 62% |
| 2019 | 72% |
| 2020 | 65% |

## 2015-2020 Residence Status

| Year | Off-campus | On-campus |
|------|-----------|-----------|
| 2015 | 48% | 52% |
| 2016 | 36% | 60% |
| 2017 | 23% | 74% |
| 2018 | 42% | 53% |
| 2019 | 34% | 66% |
| 2020 | 25% | 75% |

■ On-campus ■ Off-campus

## 2015-2020 Faculty Distribution

| Year | Economics and Management Sciences | Education | Humanities | Theology | Law | Natural and Agricultural Sciences | Health Sciences |
|------|-----------------------------------|-----------|------------|----------|-----|-----------------------------------|-----------------|
| 2015 | 26% | 4% | 9% | | 4% | 52% | 4% |
| 2016 | 19% | 14% | 17% | 5% | 15% | 20% | 14% |
| 2017 | 23% | 15% | 16% | 1% | 12% | 20% | 13% |
| 2018 | 18% | 18% | 20% | 1% | 14% | 26% | 1% |
| 2019 | 20% | 15% | 27% | 1% | 16% | 21% | 1% |
| 2020 | 17% | 15% | 29% | 2% | 22% | 14% | 1% |

■ Economics and Management Sciences ■ Education ■ Humanities ■ Theology ■ Law ■ Natural and Agricultural Sciences ■ Health Sciences

# Session Feedback

*Ratings and satisfaction of all sessions combined compared between the years*

The evaluation of the Gateway Orientation sessions in its current form began with the 2017 cohort, but all aspects measured were the same only for the 2018, 2019 and 2020 cohorts. Since only 2018, 2019 and 2020 are therefore directly comparable, only data for 2018 to 2020 are included in the graphs. Findings from 2015 to 2017 are, where applicable, reported on in the text.

From the graph below can be seen that, although ratings were positive for all years, there was a clear drop in satisfaction between 2018 and 2020, with the ratings for most aspects being at their lowest in 2020. Although there was a particularly large drop in ratings for session engagement and sense of community from 2018 to 2019, with only 75% of participants in the 2019 cohort indicating that they were satisfied with these aspects, compared to 87% of participants in the 2018 cohort, an increase was seen again in 2020 (81%). In the 2017 cohort, the ratings for session engagement and sense of community were at their highest, with 89% of participants assigning positive ratings to these aspects.

## 2018-2020 Ratings Comparison



Students in the 2015 and 2016 cohorts recommended that the sessions be made more interesting and entertaining so as to better engage students. It seems that this was achieved with the 2017 cohort. However, students in the 2018 cohort again recommended making the sessions more interactive and engaging. Unfortunately, the changes that were made seem to have not been received so well by the students in 2019, although the upward trend noted for 2020 is encouraging.

Apart from improving student engagement during the sessions, the 2016 cohort also asked for an improvement in session logistics. The ratings for session logistics raised to its highest in the following year (2017; 89% assigned positive ratings), but then dropped sharply between 2018 and 2019, recovering slightly in 2020. That said, the ratings overall were still very positive, with more than eight out of ten students indicating that they were satisfied to some extent with all aspects related to session logistics across all the years.

The 2017 cohort was also the most positive cohort about the session impact (91% assigned positive ratings), session relevance (93% assigned positive ratings), and satisfaction with the developmental impact of the sessions (93% assigned positive ratings). Although the sub-factors making up each of

these aspects differed somewhat between 2017 and the later three years, it is still worthwhile to reconsider the 2017 format of the sessions for use in future iterations of the programme.

The specific aspects making up each of session relevance, session engagement and sense of community, session logistics, session content, and session impact are explored in the section below to gain a better understanding of the above findings.
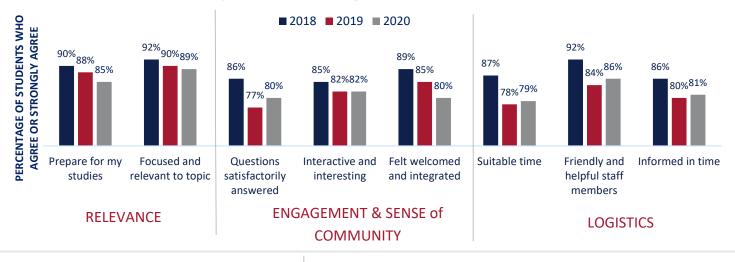
*Ratings and satisfaction of all sessions combined – an in-depth comparison of 2017, 2018, 2019 and 2020*
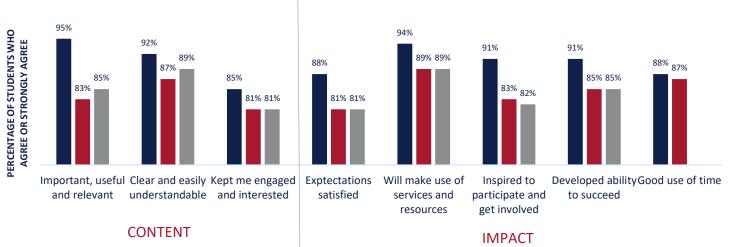
The specific elements used to measure session content, session engagement and sense of community, session impact, and session logistics were similar to some extent only for the years 2017, 2018, 2019 and 2020, and therefore only comparable between these four years. For 2017, however, the aspects differed somewhat, and therefore only 2018, 2019 and 2020 are included in the graphs below, although 2017 findings are reported in the text where applicable.

From the graph below can be seen that the vast majority of participants were positive during 2018, 2019 and 2020. That said, there was a clear decline in satisfaction for most aspects measured especially between 2018, and the next two years. The satisfaction levels in 2020 were the lowest of the four years for a quarter of the aspects measured. Particularly salient is the drop in students' levels of satisfaction with their questions being satisfactorily answered during the sessions, dropping from 90% of students being satisfied in 2017 to only 77% being satisfied in 2019. This was, therefore, the main factor driving the reduced positive rating seen in the previous section for session engagement and sense of community in 2019. It is encouraging to note that this aspect was again received more positively in 2020, with eight out of ten students indicating that their questions were satisfactorily answered. That said, 2020 saw a 5% decrease in the sessions helping students to feel welcomed and integrated into the university culture.
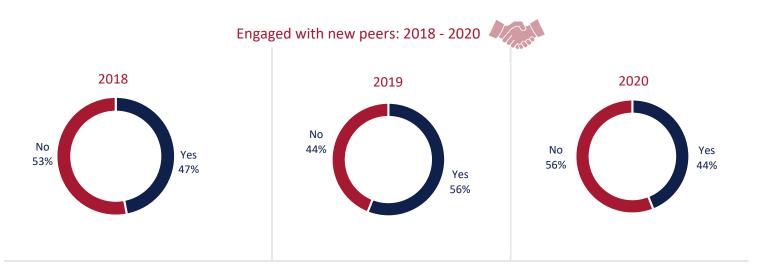
It is somewhat concerning to note a clear decline in students' satisfaction with session logistics between 2018, 2019, with only a slight improvement noted in 2020. The decline was apparent for all three aspects measured, namely the sessions being at a suitable time for students to attend, the staff members being friendly and helpful, and students being informed in time in order to attend the sessions. It might be worthwhile to conduct further research to determine the precise reasons for this decline so that it can be addressed and improved for future iterations of the program.

## A comparison of session ratings between 2018, 2019, and 2020

**Legend:** 2018 ■ 2019 ■ 2020 ■

### RELEVANCE

**Prepare for my studies:** 90%, 88%, 85%
**Focused and relevant to topic:** 92%, 90%, 89%

### ENGAGEMENT & SENSE of COMMUNITY

**Questions satisfactorily answered:** 86%, 77%, 80%
**Interactive and interesting:** 85%, 82%, 82%
**Felt welcomed and integrated:** 89%, 85%, 80%

### LOGISTICS

**Suitable time:** 87%, 78%, 79%
**Friendly and helpful staff members:** 92%, 84%, 86%
**Informed in time:** 86%, 80%, 81%

*(Y-axis: PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE)*

### CONTENT

**Important, useful and relevant:** 95%, 83%, 85%
**Clear and easily understandable:** 92%, 87%, 89%
**Kept me engaged and interested:** 85%, 81%, 81%

### IMPACT

**Exptectations satisfied:** 88%, 81%, 81%
**Will make use of services and resources:** 94%, 89%, 89%
**Inspired to participate and get involved:** 91%, 83%, 82%
**Developed ability to succeed:** 91%, 85%, 85%
**Good use of time:** 88%, 87%

*(Y-axis: PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE)*

Although there was an increase in students' engagement with new peers between 2018 and 2019, a decline was again seen for 2020, dropping to its lowest across the three years. This trend coincides with the already noted decrease in students' perceptions that the sessions helped them to feel welcomed and integrated into the university culture in 2020.

## Engaged with new peers: 2018 - 2020

**2018**
No 53%
Yes 47%

**2019**
No 44%
Yes 56%

**2020**
No 56%
Yes 44%

*Most valuable aspects of the sessions in each year*

As noted above, the different sessions presented, and the different format of the sessions, made comparisons between all the years (2015 to 2020) difficult. Therefore, what students found most valuable about the sessions in each of the years are highlighted here. In 2015, nine sessions were presented to the students. However, students' responses were only analysed in aggregate form, with no information provided for the individual sessions.

## 2015

- Institute for Reconciliation and Social Justice (IRSJ)
- Finance
- Free Thinking
- Gateway Arts & Discussion
- Health and Wellness
- Media and Technology
- Academics
- Career
- Beyond Boundaries

## 2016

- *Citizenship*: Most important information = The RAG initiative
- *Centre for Teaching and learning*: Most important information = Tips for academic success
- *Finance*: Most important information = Financial assistance
- *Free Thinking*: Most important information = Be independent thinkers
- *Health and Wellness*: Most important information = Support Services
- *Insitute for Reconciliation and Social Justice*: Most important learnt = Reconciliation, diversity and forgiveness

## 2017

- **Acadmic Advising and Success - most impactful session**
- Campus Engagement
- **Campus Support Services - most interactive and engaging session**
- **Financial Skills - most relevant session**

## 2018

- **Academic Advising and Success - best prepared students for their studies**
- Student Life
- **Support Services - most focused and relevant to the topic**
- Service Learning 1
- Services Learning 2
- **B-Safe - most interactive and interesting session**

## 2019

- Academic Advising
- Support Services
- **Student Life - most positive ratings**

## 2020

Academic Advising
Faculty Specific Orientation
Support Services
Wellness and Safety
**Student Life - most poisitive ratings**

In 2016, students found the information they received about (i) financial assistance, (ii) how to be independent thinkers, and (iii) support services very valuable. In addition, the 2016 cohort were complimentary about the RAG initiative, the tips they received for academic success, and what they learned about reconciliation, diversity and forgiveness

In the 2017 cohort, the academic advising and success session was seen as the most impactful session, while the campus support services session was seen as the most interactive and engaging session, and the financial skills session as the most relevant session.
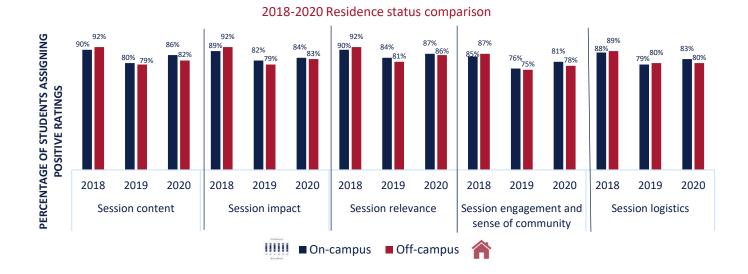
The 2018 cohort was again positive about the academic advising and success session, indicating that it was the session that best prepared them for their studies, as well as about the support services session, indicating that this session was most focused and relevant to the topic. The B-Safe session was presented for the first time in 2018, and was seen as the most interactive and interesting session.

In the 2019 cohort, the number of sessions was cut down considerably to include only three sessions, namely a session on academic advising, support services, and student life. Although all sessions were rated favourably, the highest ratings were received for the student life session.

The 2020 cohort saw an addition of two sessions, namely a session aimed at each faculty specifically, and a wellness and safety session. Therefore, a total of five sessions were presented in 2020. Similar to 2019, all sessions were rated favourably, with the student life session receiving the most positive ratings.

*Ratings and satisfaction according to residence status*
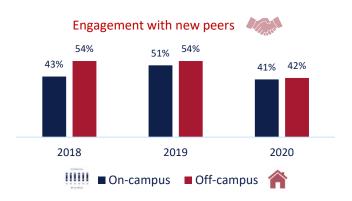
From the graph below can be seen that on- and off-campus students were positive about all aspects measured in 2018, 2019 and 2020. That said, it is interesting to note that in 2018, off-campus students were more satisfied with all aspects measured than on-campus students were, but in 2019 and 2020 this trend was reversed, with on-campus students more satisfied than off-campus students with most aspects measured.



2018-2020 Residence status comparison

For both on- and off-campus students, a drop in ratings can be seen between 2018 and 2019, with the drop more pronounced for off-campus students than for on-campus students on all aspects measured. For on-campus students, the most salient drop in ratings was for session content, with nine out of ten
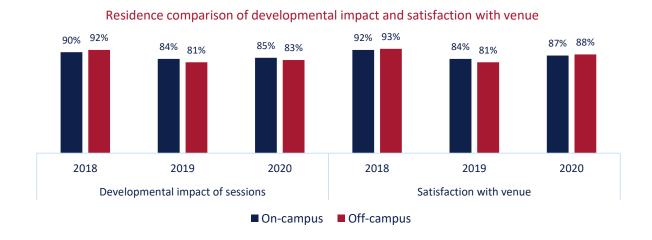
students in 2018 assigning positive ratings to aspects related to session content, compared to eight out of ten students in 2019. Session content also saw a pronounced drop in ratings between 2018 and 2019 for off-campus students, with the percentage of students rating aspects related to session content positively dropping from above 90% to below 80%. In addition, off-campus students also saw a drop of more than 10% in positive ratings for aspects related to session impact, session relevance, and session engagement and sense of community. It is encouraging to note that the ratings for both on- and off-campus students picked up again in 2020 on all aspects measured, although it was still below the levels noted in 2018.

Engagement with new peers was low across all years and for both on- and off-campus students. There was a slight increase in engagement with new peers for on-campus students between 2018 and 2019, increasing from below half of the students to just above half, while the proportion of off-campus students who engaged with new peers during the sessions remained constant.



Engagement with new peers

Unfortunately, 2020 saw the engagement with new peers reach its lowest point, with less than half of both on- and off- campus students (41% and 42% respectively) indicating they engaged with new peers during the sessions.

On- and off-campus students were satisfied with the developmental impact of the sessions and the venue in 2018, 2019 and 2020. That said, for on- and off-campus students, there was a clear decrease in levels of satisfaction regarding both the developmental impact of the sessions and the venue where the sessions were held between 2018 and 2019.  This was especially pronounced for off-campus students, for whom a more than 10% decrease in levels of satisfaction was noted for both the developmental impact of and the venue for the sessions. While 2020 saw an increase in satisfaction with the developmental impact of the sessions and the venue where the sessions were held, 2018 students remained the most positive regarding these aspects.



Residence comparison of developmental impact and satisfaction with venue

Although, as noted, the aspects related to each of session impact, relevance, engagement, and logistics did not completely correspond between 2017 and the later three years and were therefore not directly comparable, findings for 2017 did show that on-campus students were more satisfied with all aspects measured than off-campus students were. This finding is in line with the findings for 2019 and 2020, but in contrast to the findings for 2018.
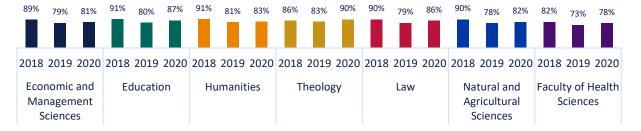
## Ratings and satisfaction according to faculty
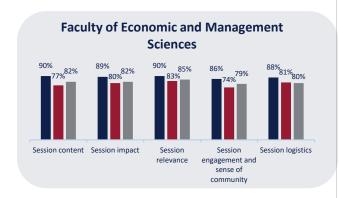
From the figure on the next page can be seen that although the ratings for 2018, 2019 and 2020 were positive in all faculties, there was a clear decrease in levels of satisfaction within all faculties between 2018 and 2019. The decrease in positive ratings was especially pronounced for students in the Faculties of Education, Law, and Natural and Agricultural Sciences, where the percentage of students who rated session aspects positively decreased by more than 10%. Students in the Faculty of Theology, in contrast, showed the most similar ratings for 2018 and 2019, with 86% and 83% of students respectively assigning positive ratings to aspects related to the sessions. It is encouraging to note that the trend was reversed again in 2020, with an increase in students' levels of satisfaction across all aspects measured seen in all faculties between 2019 and 2020. Apart from the Faculty of Theology, where ratings were highest in 2020, the ratings for 2020 were still below that seen for 2018.
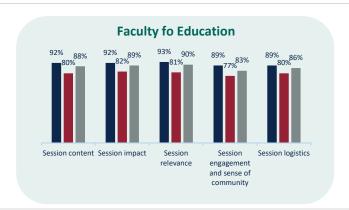
A more in-depth look at specific aspects measured revealed a decrease in positive ratings for all aspects measured (session content, session impact, session engagement and sense of community, and session logistics) between 2018 and 2019 within all faculties. Session content and session engagement and sense of community showed the greatest decrease in positive ratings across faculties, with positive ratings for session content dropping by more than 10% in all faculties except the Faculty of Theology, with a particularly salient drop of nearly 20% in the Faculties of Natural and Agricultural Sciences and the Health Sciences. In addition, session engagement and sense of community dropped by more than 10% in all faculties except the Faculties of Theology and Humanities. Other salient findings were that the positive ratings for session relevance dropped by 12% in the Faculty of Education; while session logistics dropped by 12% in the Faculty of Law, and session impact dropped by 13% in the Faculty of Health Sciences. As noted above, this downward trend was, for the most part, reversed in 2020. Particularly salient was that students' satisfaction with session content increased by 15% in the Faculty of Natural and Agricultural Sciences between 2019 and 2020, and by 12% in the Faculty of Health Sciences. That said, satisfaction levels in 2020 were not yet back on par with the levels of 2018 with most aspects measured within all faculties, except the Faculty of Theology. In the Faculty of Theology, session ratings were on par with 2018 regarding session content, and surpassed 2018 regarding session impact, session relevance, session engagement and sense of community and session logistics.
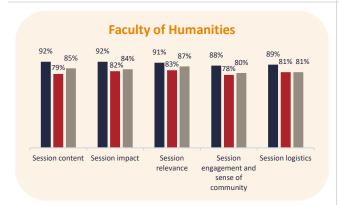
Although not directly comparable to 2018, 2019, and 2020, session impact, relevance, engagement and logistics were all rated favourably in 2017 across all faculties, with at least eight out of ten students in all faculties assigning positive ratings to all aspects measured.
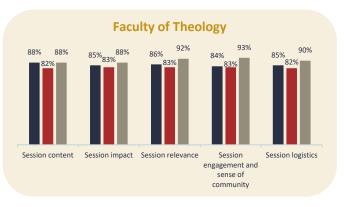
# 2018-2020 Faculty Comparison



| | 2018 | 2019 | 2020 |
|---|---|---|---|
| Economic and Management Sciences | 89% | 79% | 81% |
| Education | 91% | 80% | 87% |
| Humanities | 91% | 81% | 83% |
| Theology | 86% | 83% | 90% |
| Law | 90% | 79% | 86% |
| Natural and Agricultural Sciences | 90% | 78% | 82% |
| Faculty of Health Sciences | 82% | 73% | 78% |

## Faculty of Economic and Management Sciences

| | Session content | Session impact | Session relevance | Session engagement and sense of community | Session logistics |
|---|---|---|---|---|---|
| 2018 | 90% | 89% | 90% | 86% | 88% |
| 2019 | 77% | 80% | 83% | 74% | 81% |
| 2020 | 82% | 82% | 85% | 79% | 80% |

## Faculty fo Education

| | Session content | Session impact | Session relevance | Session engagement and sense of community | Session logistics |
|---|---|---|---|---|---|
| 2018 | 92% | 92% | 93% | 89% | 89% |
| 2019 | 80% | 82% | 81% | 77% | 80% |
| 2020 | 88% | 89% | 90% | 83% | 86% |

## Faculty of Humanities

| | Session content | Session impact | Session relevance | Session engagement and sense of community | Session logistics |
|---|---|---|---|---|---|
| 2018 | 92% | 92% | 91% | 88% | 89% |
| 2019 | 79% | 82% | 83% | 78% | 81% |
| 2020 | 85% | 84% | 87% | 80% | 81% |

## Faculty of Theology

| | Session content | Session impact | Session relevance | Session engagement and sense of community | Session logistics |
|---|---|---|---|---|---|
| 2018 | 88% | 85% | 86% | 84% | 85% |
| 2019 | 82% | 83% | 83% | 83% | 82% |
| 2020 | 88% | 88% | 92% | 93% | 90% |

## Faculty of Law

| | Session content | Session impact | Session relevance | Session engagement and sense of community | Session logistics |
|---|---|---|---|---|---|
| 2018 | 91% | 90% | 90% | 88% | 89% |
| 2019 | 79% | 81% | 83% | 75% | 77% |
| 2020 | 87% | 87% | 88% | 83% | 84% |

## Faculty of Natural and Agricultural Sciences

| | Session content | Session impact | Session relevance | Session engagement and sense of community | Session logistics |
|---|---|---|---|---|---|
| 2018 | 90% | 89% | 91% | 88% | 89% |
| 2019 | 71% | 82% | 83% | 73% | 79% |
| 2020 | 86% | 81% | 85% | 78% | 78% |

## Faculty of Health Sciences

| | Session content | Session impact | Session relevance | Session engagement and sense of community | Session logistics |
|---|---|---|---|---|---|
| 2018 | 86% | 82% | 84% | 83% | 80% |
| 2019 | 67% | 69% | 75% | 75% | 79% |
| 2020 | 79% | 77% | 77% | 77% | 82% |

■ 2018  ■ 2019  ■ 2020

In contrast to the findings above, engagement with new peers showed an increase between 2018 and 2019 in all faculties except the Faculty of Natural and Agricultural Sciences, where ratings stayed constant. An especially sharp increase was evident for the Faculty of Education, where only half the students engaged with new peers during the sessions in 2018, compared to two-thirds of the students in 2019. Unfortunately, 2020 again saw a drop in the engagement with new peers, except for The Faculty of Theology which remained the same as in 2019. The most notable decrease was seen in the Faculty of Health Sciences, where, in 2019 the majority (57%) of students engaged with new peers compared to the only 35% of students in 2020.



Engagement with new peers

The ratings for the developmental impact of the sessions and the satisfaction with the venue were positive in 2018, 2019 and 2020, although a decrease in positive ratings could be seen for both aspects in most faculties in 2019. Particularly salient drops in ratings relating to satisfaction with the venue were evident for students in the Faculties of Education, Theology, and Law, where positive ratings dropped by more than 10% between the two years. The developmental impact of the sessions was rated more consistently, although a drop of 12% could be seen in 2019 for students in the Faculty of Natural and Agricultural Sciences.  As seems to be the trend, compared to 2019, 2020 saw an increase in satisfaction with both the developmental impact of the sessions and with the venue where the sessions were held. That said, levels of satisfaction with both aspects in 2020 were still lower than in 2018, except for the Faculties of Theology and Health Sciences.



Developmental impact and satisfaction with venues in each Faculty

# Conclusion

In conclusion, the Gateway Orientation sessions were received well by students across all six the years evaluated. Comparisons between the years were made difficult by the changing format of both the sessions presented and the evaluation of those sessions, but did reveal some important insights.

A steady decrease in participation rates have been noted over the years. Although late registration was the main reason why students didn't attend the sessions in 2020, there were some students who noted a lack of communication regarding the programme. This seems to be especially problematic for off-campus students, for whom a sharp drop in participation was seen between 2018 and 2020. Furthermore, the sessions are not representative of the gender distribution in the student population, with less than a quarter of participants being female in 2020. Reforms are encouraged to increase the rate of male students' participation.

Regarding the sessions themselves, the most concerning finding is that the rates of satisfaction, albeit still mostly positive, have shown a clear decrease, especially when the ratings for 2017 and 2018 are compared with that of 2019 and 2020. It is encouraging to note that ratings have recovered somewhat in 2020 compared to 2019, but is not yet back on par with that of 2017 and 2018. It would be worthwhile to revisit the format and content of the sessions in 2017 and 2018, and to consider re-incorporating some of the elements from those years into future iterations of the programme. In addition, off-campus students' participation rates and levels of satisfaction are not completely on par with that of on-campus students, and special measures would need to be implemented to turn this trend around, especially concerning logistical arrangements. Engagements with new peers is also an on-going problem, with ratings dropping to their lowest levels yet in the 2020 cohort. It is perhaps worth considering including elements in the sessions especially aimed at helping students to interact with their fellow classmates. Finally, it is encouraging to note that although a sharp drop in students' satisfaction with session content was noted between 2018 and 2019 for students in the Faculties of Health and Natural and Agricultural Sciences, this trend was more or less reversed in both these faculties in 2020.

# 2015-2016

# Gateway Orientation Report 1

## Centre for Teaching and Learning

Compiled by Lauren Oosthuizen and Zanete du Preez

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## Contents

# Introduction

The aim of this report is to create a baseline understanding of experiences of Gateway Orientation from the perspective of Gateway Presenters, Residence Heads, faculty members who work with faculty orientation, and students.  The report will detail experiences, challenges and recommendations from the various unit of analyses in 2015 and 2016.

During the Process Re-engineering session in 2015, the aim of Gateway Orientation was explained as: To welcome first-year students, familiarise students with the university, ensure students are registered for their programmes, refer students to academic advising, career counselling and other support services on campus, and orientate students around the services that the Centre for Universal Access and Disability Support (UFS) provides.

When probed, at the Process Re-engineering session, to describe the planning process, the Student Affairs team provided the following information:

The Gateway Orientation planning starts in August.  The Orientation office sends the current programme to all student service providers and requests suggestions for additions and changes.  The planning is concluded in November and students who have applied to the university receive an electronic copy of the programme.  Students receive hard copies when they arrive on campus.  The programme kicks off with the Welcoming (just before registration).  The rest of the Gateway Orientation programme continues on the first day of registration and runs for one week.  Rag takes place in the second week and Gateway Orientation sessions are repeated in this week for the benefit of the students who could not attend.  Colleges (composed of residences and day residences) attend Gateway Orientation.  The SRC and day residences are working on including off campus students in their day residences so that they can also attend Gateway Orientation.  Students can access the information presented in Gateway Orientation online on KovsieLife.

In 2016, students received a smaller version of the programme – an A5 pocket guide instead of the larger A4 book.  This pocket guide was also made available as an interactive eGuide on KovsieLife.  The Faculty Preparation Programme was also a new initiative in the Gateway Programme in 2016, where faculties, CTL, the Library, and Student Counselling and Development were included as part of a half day programme.

# 1. 2015

This part of the report will detail experiences of Gateway in 2015, challenges and recommendations from Gateway Presenters, Residence Heads, faculty members who work with faculty orientation, and students.

# 2. Sample

## 2.1 Gateway presenters

Seven Gateway Orientation presenters were approached, via email, to complete a short questionnaire about their experiences of Gateway Orientation.  Of the seven presenters, five responded.

## 2.2 Faculties
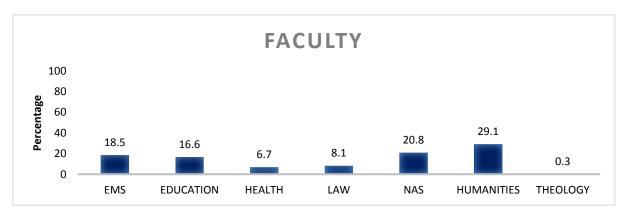
The seven faculties were approached, via email and telephone, to engage in short, semi-structured interviews about their role in Gateway Orientation and additional initiatives they may have to orientate students.  Economic and Management Sciences, Law, Natural and Agricultural Sciences, Health Sciences and Theology were available to meet within the time frame of this research project.

## 2.3 Residence Heads
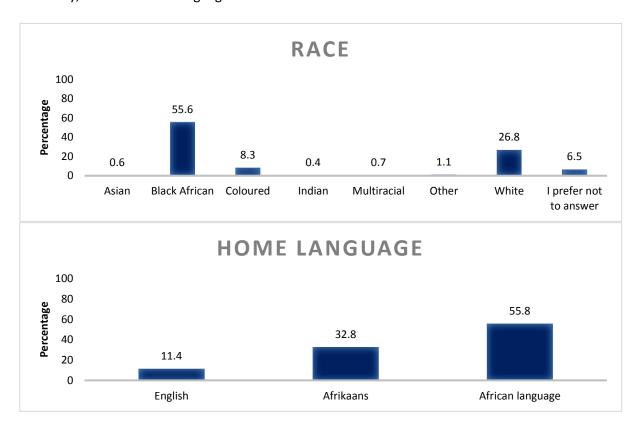
Ten full-time Residence Heads were invited to participate in a focus group as they work with the student development programmes in the residences and are thus actively involved with the planning and execution of first-year orientation in the residences.  Of the ten Residence Heads, five were able to participate in the focus group.

## 2.4 Students
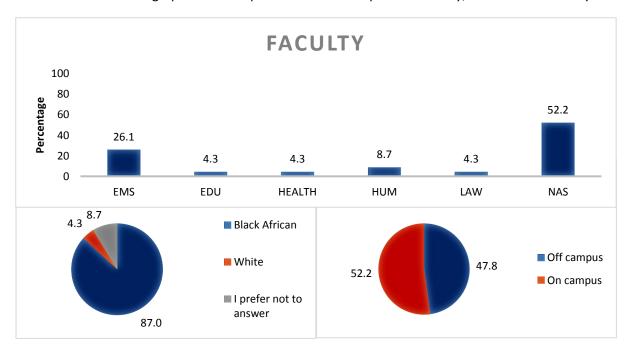
UFS101 students were invited via Blackboard, Facebook and email to complete the survey, and were contacted via telephone to participate in the focus groups.  The Residence Heads and P3 Mentors also circulated the link to the survey in their residences.  There were 723 students that completed the Gateway Orientation survey online.  Of the respondents, 68.4% were female and 31.6% were male. The majority of the students (80.8%) were between the ages of 18 and 21 years.  Of the respondents,



FACULTY bar chart — Percentage: EMS 18.5, EDUCATION 16.6, HEALTH 6.7, LAW 8.1, NAS 20.8, HUMANITIES 29.1, THEOLOGY 0.3

41.7% reported that they are first-generation students.  The graphs below depict the students' reports of faculty, race and home language.

## RACE



## HOME LANGUAGE



There were 76 students who indicated that they would attend the focus groups, however, 23 students attended.  Of the focus group participants, 56.5% were female and 43.5% were male, while 34.8% of the participants were first-generation students.  All of the students, except for one, registered for the first time in 2015.  The graphs below depict the students' reports on faculty, race and where they live.

## FACULTY

# 3. Student experience of Gateway

## 3.1 Gateway Orientation Survey

Of the 723 students that responded to the Gateway Orientation survey, 73.4% said that they attended Gateway Orientation.  The majority of the students who did not attend reported that they did not know about Gateway Orientation (42.2%) and that they were not in Bloemfontein during Gateway Orientation (24.5%).  Faculty Orientation takes place during the Gateway Orientation programme.  Of the respondents, 48.8% said that they were required to attend Faculty Orientation, and 52.8% reported that they did attend Faculty Orientation, while 12.2% were unsure if they attended or not.

The majority of the respondents rated the length of the Gateway Orientation sessions as just right (67.7%) and rated the Gateway Orientation experience as satisfactory (94.9%).  More than half of the respondents agreed that:

- Gateway was an enjoyable experience
- Attending Gateway was a good use of my time
- Gateway made me feel welcome at UFS
- Gateway gave me valuable information that can help me succeed at university
- The information presented in the session was accessible and easy to find after the presentation
- Gateway helped me to know what to expect academically at UFS
- Gateway helped me to know what to expect socially at UFS
- At Gateway, I learned about different resources on campus that could help me if I am having academic concerns
- At Gateway, I learned about the different resources on campus that could help me if I am having problems adjusting to the university
- At Gateway, I learned about the different student clubs, groups and associations at UFS that I could join
- Gateway helped me to meet other students
- Gateway staff members were friendly
- Gateway staff members were easy to find on campus
- Gateway staff members were available to help me

## 3.2 Focus groups

During the focus groups, students were required to complete a focus group workbook.  Of the 23 students that participated in the focus groups, 6 (26%) students attended the Gateway Programme.

The students that did not attend reported that they either did not know about Gateway, or they were unable to attend as they were commuter students and did not live in a university residence.

We asked students to describe what the purpose of Gateway Orientation was, their experience of Gateway Orientation, what they learned through the programme and recommendations for improvement. Their recommendations will be detailed in the recommendations section (7) of this report.

### 3.2.1 Purpose of Gateway

In the table below, the students' understanding of the purpose of Gateway Orientation is highlighted, in order of the amount of comments made (high to low) and an accompanying quote from the students to support each theme. The responses are inclusive of the students who did not attend the programme.

| Students' understanding of the purpose of Gateway Orientation | | |
|---|---|---|
| **Theme** | **Quote from student** | |
| Sessions intended to familiarise students with the university environment | I think the point of the gateway orientation is to help us (new comers) have a better light of how university is both academically and socially. It also helps you find your way easily around campus. | |
| Aid students' adjustment to university | The point of gateway orientation is to acquaint new/first year students with the university. This helps make it easier for students to settle into the university and it also serves as a platform to meet new/other students who come from different backgrounds from your own. | |
| Provide students with information | It gave us information about where everything was so that if we ever needed help, we'd know where to go, which in turn would make you feel safe and comfortable and confident in your environment | It's too tough for you to just come here and be independent and do things on your own and how to manage your studies without some mothers telling you that you have to study and whatsoever. And there were many people speaking there, telling us where to go if you need any help, difficulties on our academics, if you fall behind with some things and feel like you're not…you're so depressed about studies and everything…where to go and who to talk to. |
| Welcome students to university | I think the point of the gateway orientation is to welcome first years and also to inform them more of what to expect from the university. | |

## 3.2.2 Description of Gateway

In the table below, students' description of their Gateway experience is highlighted, in order of the amount of comments made (high to low) and an accompanying quote from the students to support each theme. These responses are specific to the students who did attend the programme.

| Students' description of their Gateway experience | | |
|---|---|---|
| **Theme** | **Quote from student** | |
| Welcomes students and orientates them to university | From my understanding, gateway orientation is a process or orientation where first year students or new students at the university get familiarised with the campus and all things related to it. | |
| Boring, and too difficult to fit in with all the activities required during RAG | A dreary experience with some valuable info that is more designed for people who don't know what to expect from university. | Most of the time gateway session was a time you know when there's rag going on and as campus students it's compulsory for first years…you know that with the rag you work you bum off…sorry…and then at that moment you're so tired in the morning…so its oh…gateway…like it was rare for us to socialise there…sometimes we just nap. |
| A series of activities that create the opportunity for student interaction | It was an information session…but what really happened was…I felt like it was more of a bonding session between the first years, 'cos we could get there and meet other people from other reses. Like we didn't really listen to the information given…we just go back to res and read the pamphlets. | Okay…uhm…honestly…I learned…I learned…like I said, where to go when I need whatever and another thing I learned that I was happy about is making friends because we met a lot of first years from other reses so I would get to talk to someone I've never met before 'cos I've been talking with the people I stay with at res…so I get there and meet other people coz at rag you don't get to talk to them because you have to work. |
| Information sessions to aid students in their academic success | It's a programme designed to assist first years with their academic career at UFS. | |
| Preparation for university experience | Very good and informative orientation. It seeks to put students in the light, given that there are many challenges at the university. | |

### 3.3.3 What students learned through Gateway

In the table below, what students learned through the Gateway Programme is highlighted, again in order of the amount of comments made (high to low) and an accompanying quote from the students to support each theme. These responses are specific to the students who did attend the programme.

| What students' learned through the Gateway Programme | |
|---|---|
| **Theme** | **Quote from student** |
| Embracing diversity | That university is a very diverse place and that we have to embrace and accept one another because we come from different backgrounds and we speak different languages and we do things differently. So for us to be comfortable with each other…and live peacefully…we just have to accept each other. |
| Campus initiatives and activities they can participate in<br>Support systems | One if the biggest things I learnt about was all the support systems in place in the university that I didn't know about at all. There's a lot of places to go…a lot of people to speak to if you have any problems |
| University policies | Uhm…I learned a lot of academic policies regarding my modules. They gave me everything. They gave me each and every policy that is applicable to every situation that…that I find myself in. I learned my management of the faculty, it was introduced to me, and I learned that…oh…this is my management of the faculty. I learned the university policies at large of what is expected out of a student and I learned residence's policies, which is also…uhm…what can I say…it was also helpful on how to live in these residences and so on. So I learned…I must say I profited greatly from this orientation. It was very good. It gave me everything…from where I stay…to my class, I learned everything. |
| Campus layout | the general layout of campus where most classes and faculties are |
| Establishing self-confidence and a sense of responsibility | I learned how to like live with other people, communicate with everyone. I learned that life is not about me only but I have to live with other people in order for me to proceed in life. |
| Time management | I learned time management, where I have to sacrifice some of the things in order for me to catch up with my studies and everything |
| General information | A LOT! Information concerning our own safety on campus, information concerning our health, e.g. the kovsie hospital, where you can go if you want to learn how to drive |

# 4. Presenter's experience of Gateway

There were seven Gateway presenters contacted to complete a short questionnaire – five presenters responded.  They were asked about their experience of the logistical arrangements for Gateway Orientation, the evaluation of the sessions they presented, availability of and support from the Orientation staff, the impact of their sessions on students and their recommendations for improvement.  The recommendations for improvement will be detailed in the recommendations section of this report.

## 4.1 Experience of logistics

Three of the presenters felt that the communication of the logistical arrangements could be improved.  One of these presenters reported that they were informed of the time and venue of the session; a second presenter reported that the information was not given through on time, though accommodation was made to move the sessions to fit their schedule; a third presenter said that the grouping of students attending the session was not clear.  Two of the presenters had problems with the venue – in the one case the lack of air-conditioning during summer negatively affected the session and in the other case the venue was too small.  The fifth presenter reported that the venue was large enough and equipment, sound and technology support was in order.

## 4.2 Evaluations of the sessions

All of the presenters indicated that they did not receive feedback on the sessions, and one of the presenters stated that they were not aware of any evaluations during the session.  One presenter also stated that the expectation of the session (in terms of criteria that they were being evaluated against) was not communicated.

## 4.3 Availability of and support from the Orientation staff

All of the presenters reported that the staff were available and helpful.  One of the presenters felt that there was room for improvement, and another presenter reported receiving support from the volunteers but did not see anyone else.

## 4.4 Impact of sessions on the students

The presenters were not sure of impact, having not received any feedback via evaluation forms or attendance.  They reported that though students listen, they were tired and overloaded, disengaged (talking to one another, typing on their cellphones or taking a nap).  One presenter said that they gauged 30% of the students were engaged and another presenter said that some students were taking notes and had follow up questions.  Another presenter felt that a space should be created where

students can engage in small group discussion outside of the sessions in order to effectively prepare them for university.

# 5. Residence Head's experience of Gateway

There were 10 Residence Heads contacted to participate in a focus group and complete a focus group workbook – five Residence Heads were able to participate. They were asked about how orientation works in the residences, what their experience of Gateway Orientation is, and their suggestions for improving Gateway Orientation. Their suggestions for improvement will be detailed in the recommendations section of this report.

## 5.1 Orientation in the residences

All of the Residence Heads indicated that there was not a formal orientation programme run in the residences – the Residence Heads instructed students to attend the Gateway Orientation Programme instead.

## 5.2 Experience of Gateway Orientation

Four of the five Residence Heads felt that the programme is a good initiative to orientate all students – one of the Residence Heads indicated that the programme assists a lot with academic and social needs and collaborates with departments on campus; another Residence Head reported that the programme is well co-ordinated as it is in college format. However, four of the five Residence Heads said that the programme is too heavily loaded and that students do not adequately benefit due to time clashes. One of the Residence Heads reported that the heavy load has a negative impact on students as they "suffer by the time class starts". Of the five, two of the Residence Heads indicated that further shortfalls are that students do not learn from the sessions and would prefer to learn about the University and their academics, and the lack of follow-up to investigate the effectiveness of the programme.

# 6. Other Orientation initiatives on campus

## 6.1 Faculty Orientation

In the following table, the Faculty Orientation that took place in 2015 is detailed.  All the faculties were contacted to participate in interviews in order to get

an understanding of the Orientation initiatives on campus.  Faculties were asked if their orientation took place as part of the Gateway Programme, if they

had orientation for seniors, and if they had any additional initiatives in place to support students through the transition to university.

| Faculty | Gateway Orientation 2015 | Faculty Orientation | Orientation for seniors | Additional initiatives |
|---|---|---|---|---|
| EMS | No | 2015: Dean meets students during the introduction classes to their modules. Explains progression rules to them during this time. | No | |
| THEOLOGY | Yes | 2015: Faculty orientation takes place as part of the Gateway Orientation programme. | No | Tracking of students marks and follow-up with them; Staff-student interaction on Wednesdays (time scheduled for this) |
| LAW | Yes | 2015: Faculty orientation takes place as part of the Gateway Orientation programme. | No | Commuter students who could not make it to the Faculty Orientation receive the file that was handed out during Faculty Orientation |
| NAS | Yes | 2015: Faculty orientation takes place as part of the Gateway Orientation programme | No | |

| Faculty | Gateway Orientation 2015 | Faculty Orientation | Orientation for seniors | Additional initiatives |
|---|---|---|---|---|
| HEALTH | Yes - school specific | 2015: Faculty orientation takes place before the Gateway Orientation programme does. | No | Undergraduate support programme - in place for any student struggling to adjust to university.  Students are also tracked and introduced to the programme if they perform below a certain average;<br>Psychologist available to students;<br>Facebook page, Twitter, Instagram and YouTube channel |

# 7. Recommendations

In the following section, the recommendations from presenters, Residence Heads and students are detailed.

## 7.1 Recommendations from Presenters

### 7.1.1 Communication

- Face-to-face meetings with the Orientation office in which expectations of the sessions and important dates for submission of content for the GPS guide are communicated.

### 7.1.2 Scheduling

- There should be fewer presentations.
- Presentations should be shorter as students are already overwhelmed.
- Building of floats for Rag and Gateway Orientation should not take place at the same time.
- The financial presentation should be scheduled during the welcoming weekend when parents are present as the students are not as concerned about the payment of accounts.

### 7.1.3 Logistics

- Bigger venues and planned breakaway sessions where students can get together in groups and discuss what they have learned in each session.

### 7.1.4 Different approach to Orientation

- Upload all of the information to KovsieLife and introduce students to finding information on the Intranet. Introduce students to key role players to answer their questions.

## 7.2 Recommendations from Residence Heads

- The programme should be less loaded, and the focus of the programme should be the following:
  - Students and student development
  - Registration
  - Finance
  - No Student Hungry Campaign
- The amount of social and sport events should be reduced.
- Information should be consolidated into shorter sessions.
- RAG (float building) should be removed as students are hungry – the programme is quite full and very little time is afforded to eating. Also, many residences are plunged into debt as a result of the float building.

## 7.3 Recommendations from Students

The recommendations from students are indicated in the order of frequency, from high to low.

### 7.3.1 Accommodate off campus students

- Off-campus students should be accommodated in the Gateway Orientation Programme.
  - Communication to off-campus students can improve. Students who are not in a residence or day residence should be informed timeously about Gateway.
  - Transport for off-campus students should be made available so that they can attend Gateway.

*"I do feel however that it was more available to students either living on campus or living off campus but have joined a day res, because I have friends who live off campus and are not in a day res and they were not part of that because they didn't know what time it was. So I feel like maybe we can avail it to even maybe off-campus students a little bit more."*

### 7.3.2 Move Gateway Orientation to a more suitable time

- Gateway should take place when classes start, when commuter students are on campus.
- Gateway should also be held at the beginning of the second semester to re-orientate students.

*"Gateway takes place at a time that which students are not at all at the university before the class's starts, so it does not accommodate students who live off campus because they come usually when the classes start. So I think that's the critical point that gateway should improve on. It should be held at the period of which it includes everyone, because you find that students coming here who live off campus, they don't know where classes are, they don't know nothing. It's a problem."*
*"I think it can be held at the beginning of the year and at the beginning of the second semester in order to re- engage the main purposes of why are here. Just a few sessions each semester."*

### 7.3.3 Scheduling

- Information regarding the purpose of Gateway and when it takes place should be clearer.
- Details about each session should be communicated as students unintentionally attended repeat sessions.
- Resident students had a full schedule (activities in addition to Gateway) and so would often go to Gateway hungry – either time should be provided to eat or food should be provided during Gateway.

*"And maybe…as well…if you can put up a schedule…like…for what they are going to say in the discussions…that can help as well because maybe I know about the health center as well and I don't want to listen again…maybe just us, or put posters on campus or something that says that okay today*

*we're going to talk about blackboard…or today we're gonna talk about that…maybe so that you can just know what you're going to listen to…I think that can help as well."*

*"Uhm…I don't know…uhm…somethings more like refreshments…juice…finger foods…because (giggles)….because as she said, when you come from rag farm you are tired…you're hungry…cause…there's limited food there that you can go for…you can't really go back to the bridge because you have to move as a unit…as a res…"*

### 7.3.4 Delivery of sessions

- Sessions should be more interesting and entertaining so as to engage students.

*"I said because most of the times when we go there we're really tired, so one thing that really caught our attention and that actually made us remember were the entertainment you know…sometimes they'd do like little acts and some dances you know and just put on some scenarios where your safety is put on risk, you know…so that took the focus from the talking and then oooh, now you wanna see these people acting and performing, ja…so that made it more interesting for us go there…ja…though I can say that we cannot only rely on the entertainment coz after all, it's the information that matters, but the information accompanied with entertainment made it more interesting and made it…makes it easier for us now to remember what gateway was about."*

*"I think they can make it more interesting because like you said, it's really hard to concentrate when you're really tired so when you get there and there's just the speaker talking from slides, then, that's not commanding attention from you. You just get there, talk or sleep. But if they make it interesting…I don't know how…but…ja…I think…it will be more effective. But the information is relevant so…yeah."*

*"Speakers should talk more fluently. Get to the point quicker and find props or give give out prizes to keep the students awake and so that they want to participate. Try to leave out unnecessary things."*

### 7.3.5 Motivation and psychological support

- There should be more information on the physical location of support services on campus.
- There should be more motivational talks given.
- Information about identifying that you need help should also be made available.

*"You don't know Kovsie Health, you don't know where to get it, like I unless of someone directs you and say "you can go to student counselling its where- where where-where". We don't know where it is. Maybe if it can be somewhere where everyone can be able to go there and reach help and everything, and have like the career guidance and all those staffs somewhere maybe where can we go"*

*"Could possibly emphasise where to get help when you need it and how to identify when you need it. Offer more motivational talks."*

### 7.3.6 Senior students

- Senior students who are first years in residences should be exempt from Gateway Orientation and rather attend an accelerated orientation.

*"By allowing students who have already been to university an accelerated orientation as they already know what to expect."*

# 8. 2016

This part of the report will detail experiences of Gateway in 2016, as well as challenges and recommendations from Gateway Presenters and students. The second report, which will be circulated in July, will include the students' evaluation of each session.

In 2016, the main change that took place in the Gateway Programme was the inclusion of a Faculty Preparation Programme. This programme comprised of Faculty Orientation and an introduction to the Library and Information Services, Student Counselling and Development and the Centre for Teaching and Learning. The student experiences of the Faculty Preparation Programme, and the rest of the sessions offered in the Gateway Programme, will be detailed in a follow-up report.

# 9. Sample
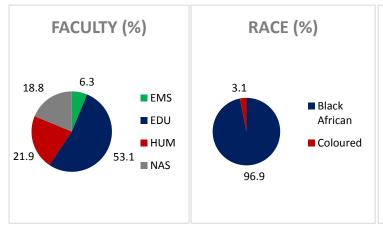
## 9.1 Gateway presenters
There were 21 Gateway Orientation presenters approached, via email, to complete a short questionnaire about their experiences of Gateway Orientation. Of the 21 presenters, 12 responded.
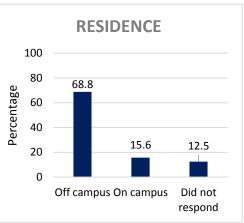
## 9.2 Students
In order to understand the experiences of students on both campuses, the QQ student experience will be shared in this part of the report. The Bloemfontein student experience of every session will be shared in the follow up report. A focus group was also conducted on the QQ campus, with the same questions asked of the BFN students in 2015. Students were invited to participate in the focus groups, via SMS.

There were 40 students invited to attend the focus groups – 37 attended.  However, only 32 participants completed the demographic data section in the workbooks.  Thus, the demographic data in this section is specific to 32 of the 37 participants.  Of the focus group participants, 62.5% were female and 37.5% were male, while 59.4% of the participants were first-generation students.  All of the students registered for the first time in 2015.  The graphs below depict the students' reports on faculty, race and where they live.



FACULTY (%)

- EMS
- EDU
- HUM
- NAS

6.3
18.8
53.1
21.9

RACE (%)

- Black African
- Coloured

3.1
96.9

RESIDENCE

68.8 Off campus
15.6 On campus
12.5 Did not respond

Percentage

# 10. Student experience of Gateway

## 10.1 Focus Groups

During the focus groups, students were required to complete a focus group workbook.  Of the 37 students that participated in the focus groups and completed the workboook, 30 (81%) students attended the Gateway Programme.  The students that did not attend reported that they either did not know about Gateway, or they were unable to attend as they were commuter students and did not live in a university residence.

We asked students to describe what the purpose of Gateway Orientation was, their experience of Gateway Orientation, what they learned through the programme and recommendations for improvement.  Their recommendations will be detailed in the recommendations section of this report.

## 10.1.1 Purpose of Gateway

In the table below, the students' understanding of the purpose of Gateway Orientation is highlighted, in order of the amount of comments made (high to low) and an accompanying quote from the students to support each theme.  The responses are inclusive of the students who did not attend the programme.

| Students' understanding of the purpose of Gateway Orientation | | |
|---|---|---|
| **Theme** | **Quote from student** | |
| Provide students with information | The point of Gateway Orientation is to make student aware of the different resources that are available to them to welcome the students to the university life and how they can access that information that they need | The point was to teach or inform us prospective students about the university and what to expect in the years of being a student |
| Welcome student to university | It is to welcome 1st year Students. Make them to feel at home. To make sure that there is no student among first years whom will be confused about university during lectures. | To help students feel welcomed and know their way around campus. To also know where they can get resources to help them with their studies |
| Aid students' adjustment to university | The point, it's to make first year student to adapt to the new life which is a varsity life. | The point of Gateway orientation is to help new students to adapt to a new environment and learn more about the events that take place in the university. |
| Sessions intended to familiarise students | Is to give first-year students and opportunity to know the corners of the university and to know others. | |

| | | |
|---|---|---|
| with the university environment | | |
| Advise, motivate and inspire students | The point is to motivate, inspire first year students so that they can know what they came here for and also to help them to strive towards their different destinations. | To teach students about what should they do to be successful, to advice them to focus on their studies and to do the right choice on choosing the cource |

### 3.2.2 Description of Gateway

In the table below, students' description of their Gateway experience is highlighted, in order of the amount of comments made (high to low) and an accompanying quote from the students to support each theme. These responses are specific to the students who did attend the programme.

| Students' description of their Gateway experience | | |
|---|---|---|
| **Theme** | **Quote from student** | |
| Welcomes students and orientates them to university | Is the session that help the student about to feel comfortable at our University, and not afraid to ask the staff member and how meet the staff. | I can describe Gateway Orientation as an helpful program especialy to first year students for being welcomed on UFS |
| Information sessions to aid students in academic success | It is an informational and a useful programe which should be continued as it help student to have a sence of direction to words their studies. | Gateway orientation is the system that is held in campus for first year students that helps them on how to adapted to the institution and to know their faculty management and also how they can be successfully in life. |
| Preparation for university experience | An eye opener to whats ahead and what to expect and handle myself as a successful student | Attending a few sessions enlightened and improved my outlook on what the university is all about |
| Clashed with registration and not enough information about academics | My experience was bad because I was not done with my registrations, they took the whole week. And it was mostly about support services and very less of Academic services. | |

### 3.3.3 What students learned through Gateway

In the table below, what students learned through the Gateway Programme is highlighted, again in order of the amount of comments made (high to low) and an accompanying quote from the students to support each theme. These responses are specific to the students who did attend the programme.

| What students' learned through the Gateway Programme | | |
|---|---|---|
| **Theme** | **Quote from student** | |
| Information for academic success | Since I attended the library orientation I learnt how to search for books that are available in the library using internet from the computers. | I learned that the UFS is one of the most highly ranked tertiary education institution in South Africa, and that UFS101 will provide skills and information that one needs for the future. |
| Campus layout | I got to know the locations of various venues and like the library building, science buildings, the new one and the old one etc. Also the residences. | |
| General information | At the Gateway Orientation I leaned about my university school, how it works; where do I find the faculties and how to access information and also I learned or I felt that feeling of being welcomed | |
| Embracing diversity | I learned that I must not discriminate others, because we are all equal. I must treat others as my brothers and sisters. We must not be racist. Everything is my responsibility. | People don't treat you differently because you are not the same race as them |
| Socialising and working with others | I learned to work in groups, and a little experience about how to cope on the university as a new student. | That I should be a socialite, learn to live with others, so that at the end of the day UFS becomes a friendly environment. |
| Campus initiatives and activities they can participate in | I learned mostly about organisations that I really liked to join and how to overcome my academic challenges. | I learned that as a UFS student you should be an all rounder, not only focus on your studies, but there are other activities one can do such as sport, debate, F1 programme. Etc. |
| Faculty specific information | How to attend and how my faculty work and the individuals of my faculty from the lecture to other lecturers. | |
| Time management | That I should adjust my daily activities to prioritise my studies | |

# 11. Presenter's experience of Gateway

There were 21 Gateway presenters contacted to complete a short questionnaire – 12 presenters responded.  They were asked about their experience of the logistical arrangements for Gateway Orientation, availability of and support from the Orientation staff, the impact of their sessions on students and their recommendations for improvement.  The recommendations for improvement will be detailed in the recommendations section of this report.

In 2016, all of the sessions were evaluated and presenters were aware of the evaluation forms that students were completing – the feedback will be detailed in the follow up report.

## 11.1 Experience of logistics

The majority of the presenters had a positive experience of the logistical arrangements for Gateway, saying that communication took place in advance, the programme was made available timeously, and that arrangements were well organised.  One of the presenters said that her department was not originally on the programme, and she therefore appreciated the Gateway Office providing them with a slot in the programme and the opportunity to present.  Three of the presenters, however, experienced problems with the logistical arrangements.  In one case the presenter was informed about the presentation at the beginning of the session and therefore was unable to present the first session.  In another case the presenter was told that she had four hours to present, and checked in with a fellow colleague the day before the presentation and had to then edit her presentation to fit into a two hour slot.  In the third case, the presenter experienced various changes in the programme and had to contact the Gateway Office to enquire as to when they would present.

## 11.2 Availability of and support from the Orientation staff

The majority of the presenters reported that the Gateway staff were friendly, available and very helpful.  One of the presenters would have liked confirmation of the programme two days before her presentation, and another presenter reported no help with the sound and set up at the session she presented in.

## 11.3 Impact of sessions on the students

The presenters were unsure of the impact of the sessions on the students, as they await feedback.  One presenter said that the impact was minimal as the student attendance was poor.  Most of the presenters reported that they students were engaged during an interactive activity.

# 12. Faculty Orientation

In the following table, the Faculty Orientation in 2016 is detailed. Most of the faculties participated in the Faculty Preparation Programme which took place as part of the Gateway Programme. The student experience of each of these sessions will be detailed in the follow up report.

| Faculty | Faculty Preparation Programme 2016 | Faculty Orientation | Orientation for seniors | Additional initiatives |
|---|---|---|---|---|
| EMS | Yes | 2016: A presentation on the faculty rules was made during the Faculty Preparation Programme, and students were also introduced to CTL, the Library and SCD. | No | |
| THEOLOGY | Yes | 2016: A presentation on the faculty rules was made during the Faculty Preparation Programme, and students were also introduced to CTL, the Library and SCD. | No | Tracking of students marks and follow-up with them; Staff-student interaction on Wednesdays (time scheduled for this) |
| LAW | Yes | 2016: Students were introduced to the Law Association during the Faculty Preparation Programme, and students were also introduced to CTL, the Library and SCD. | No | Commuter students who could not make it to the Faculty Orientation receive the file that was handed out during Faculty Orientation |

| Faculty | Faculty Preparation Programme 2016 | Faculty Orientation | Orientation for seniors | Additional initiatives |
|---------|---------|---------|---------|---------|
| NAS | No | 2016: A full day presentation on Faculty Orientation was held. | No | |
| EDU | No | 2016: A full day presentation on Faculty Orientation was held. | Unsure | |
| HEALTH | No | 2016: Faculty orientation takes place before the Gateway Orientation programme does. | No | Undergraduate support programme - in place for any student struggling to adjust to university. Students are also tracked and introduced to the programme if they perform below a certain average; <br> Psychologist available to students; <br> Facebook page, Twitter, Instagram and YouTube channel |

# 13. Recommendations

In the following section, the recommendations from presenters and students are detailed.

## 13.1 Recommendations from Presenters

The recommendations from presenters are indicated in the order of frequency, from high to low.

### 13.1.1 Move the Gateway Programme to a more suitable time

- Off campus students did not attend the sessions. Gateway should be expanded to include off campus students. If possible, change the dates for when Gateway is presented.
- The academic orientation should take place after Rag and after registration in order to include all students in the programme.

### 13.1.2 Logistical arrangements

- Need to make the logistical arrangements so that all sessions can take place in the EBW Auditorium – the Kovsie Church is too far for students to walk and this results in poor attendance.
- There should be consequences if residence committees do not bring their students, attendance was poor and residences control for this.
- The marketing should be improved – include posters in the registration halls and hand out flyers to students during first year registration (attach these to the verification documents).
- Technical support should be provided before each session.

### 13.1.3 Delivery of sessions

- Sessions should be shorter and presented in a more inclusive way, making use of videos for example.
- When there is a large group in attendance, rather split the group into smaller groups for discussion in order to improve the engagement in the session.
- The sessions should be compulsory, e.g. students with disabilities did not attend the sessions. If the sessions cannot be made compulsory, then sessions must be built in for CUADS students specifically.

### 13.1.4 Communication

- The programme/schedule should be provided well in advance, as the time in which Gateway is scheduled is a very busy time for those involved in RAG and registration.

## 13.2 Recommendations from Students

The recommendations from students are indicated in the order of frequency, from high to low.

### 13.2.1 Move the Gateway Programme to a more suitable time

- Gateway should not take place during registration. Students are registering and therefore cannot attend Gateway. Gateway should take place before registration in order to prepare students for the university experience, or Gateway should take place when students have completed their registration so that that is out of the way and students can concentrate on Orientation.
- Gateway should be extended by a week – run for two weeks – in order to accommodate all students.

*"I think it can improve if the orientations can be before registrations, so as to give us time to attend every session"*

*"It must took place when all students are done with registration"*

*"I think they must increase the time for the orientations because according to me they are very essential for first year students."*

*"By extending the period of the orientation so that students doesn't struggle when the classes are starting."*

*"The gateway can increase the time for their orientation so that it cannot be short for students to can therefore be adapted to the Varsity conditions."*

*"By extending the time or duration. Instead of a week, they would make it two weeks or so to accommodate all students."*

### 13.2.2 Delivery of sessions

- Sessions should be more interesting and entertaining so as to engage students.
- There should be time allocated for students to ask questions.
- Allow more time for students to work through the information that is presented.
- Include lecturers and senior students in the presentations.
- First aid should be available during sports activities.

*"They could improve by making other short games so that students cannot get bored with long speeches and other presentations."*

*"Make it less formal, in order to keep students interested"*

*"I think they should've made it more practical, e.g. the library orientation"*

*"Give us more time during the session of Gateway Orientation, and give us time to ask questions"*

*"I think the Gateway orientation can improve the library orientation by hiring more assistants during the orientation because some of us are slow and the people who are orientating are too fast."*

*"They can include senior students during their presentations and also make it a point that academic advising is well presented and on point."*

*"By including lectures on the orientation so that we can used to them."*

*"I honestly think the level its on is perfect, but when they give students the sports to do they should consider health services on standby due to those who suffer from asthma attacks but wat to participate as well"*

### 13.2.3 Scheduling

- Sessions should be repeated during various time slots in order to accommodate more students.
- The amount of venues and the time per session should be extended.
- Time should be used effectively during the sessions.

*"There must be different time slots to accommodate everyone."*

*"It can improve with the extending the time and venue."*

*"I think it can be improved by making sure that all the students at the orientation benefit all. It doesn't have to be too long so that we as students we can enjoy the session, and another thing they must make sure that they use their time effectively."*

### 13.2.4 Communication

- Students should be notified via SMS about when and where to attend the Gateway Programme.

*"Maybe it can improve your socialization with them like notify us when, where to attend."*

*"It can improve by telling the student on time so that they can attend the gateway on time"*

*"They must tell the students on time that there will be orientation by using SMS to our phone so that we can all attend"*

### 13.2.5 Evaluate the Gateway Programme

- The Gateway Programme should be evaluated.[1]

*"Can improve by also ask the student about the experiensis in this university."*

*"Making follow ups and research on the reasons why some students do not attend orientation"*

### 13.2.6 More information

- More information on social engagement should be provided.

*"I could provide more information on the social events and residential events of the learners."*

## Conclusion

The aim of this report was, firstly, to provide a baseline understanding of orientation initiatives on campus, namely Faculty Orientation, Residence Orientation, and the Gateway Programme, and secondly to report on recommendations from the various stakeholders involved, namely students, Residence Heads, and the presenters of the sessions in the Gateway Programme. A survey was conducted in the second semester of 2015, as a first effort to collect data on the student experience of the Gateway Programme. As the results of the survey did not provide much insight into what worked and what didn't, the CTL team conducted a focus group with students on the Bloemfontein campus. A focus group was also conducted with students on the QwaQwa campus in 2016 – it is interesting to note that many of the experiences and recommendations are similar. A focus group was conducted with Residence Heads on the Bloemfontein campus, interviews were conducted with faculty representatives, and short open-ended surveys were circulated to the presenters of the Gateway Programme.

The follow up report will include the students' experience of the Faculty Preparation Programme and each session that was presented in the Gateway Programme.

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[1] The Gateway Programme on the BFN campus is in the process of being evaluated by CTL, for the years 2015-2016. After a discussion with colleagues at both campuses, it was agreed that the CTL team should visit the QQ campus to conduct a focus group with students there in order to also get data applicable to the QQ student experience for 2016. The reference to evaluation here is evaluation of each session in the Gateway Programme, as that has not yet been conducted on the QQ campus.

# UNIVERSITY OF THE FREE STATE

# GATEWAY

# 2017

# REPORT

Complied by MelodyM Consulting

# TABLE OF CONTENTS

# GATE WAY

## 2017 EVALUATION REPORT

## PARTICIPANT PROFILE

Female, on-campus, and white students were over-represented at Gateway 2017 when compared to the profile of all 2017 first-years.

**Female**
**71%**
59% of first-years are female

**First-generation**
**54%**

**On-campus**
**74%**
24% of first-years live on campus

**Black African**
**48%**
71% of first-years are Black African

## SESSION RATINGS

All sessions received highly positive ratings on all aspects - impact, level of engagement, relevance and logistical organisation.

Rated **most impactful** session

Rated **more positively by on-campus** students

**Faculty of Education most positive** about impact

**ACADEMIC ADVISING**

Students **most satisfied that questions answered**

Rated **more positively by on-campus** students

**Theology students most positive** about impact and relevance*

**CAMPUS ENGAGEMENT**

Rated **most interactive & engaging** session

Rated **more positively by on-campus** students

**Theology students most positive** about impact and relevance*

**CAMPUS SUPPORT**

Rated **most relevant** session

Rated **more positively by on-campus** students

**Economic & Management students most positive** about this session

**FINANCIAL SKILLS**

*small sample size in this faculty limits the extent to which direct comparisons can be made with other faculties.*

## 90% of students said sessions were a good use of their time.

# SESSION SPECIFIC FEEDBACK

**> 90%** of students said this session developed their ability to be successful, prepared them for their studies and was focussed and relevant to the topic.

**ACADEMIC ADVISING**

**> 90%** of students said this session was focussed and relevant to the topic, was interesting and interactive and that their questions were satisfactorily answered in session.

**CAMPUS ENGAGEMENT**

**> 90%** of students said this session was focussed and relevant to the topic, and that their questions were satisfactorily answered in session.

**CAMPUS SUPPORT**

**> 90%** of students said this session developed their ability to be successful, prepared them for their studies and was focussed and relevant to the topic.

**FINANCIAL SKILLS**

## 93% of students rated staff members in sessions as friendly and helpful.

# RECOMMENDATIONS

**1 Expand reach & opportunity for participation** – with a focus to increase participation from off-campus and black African students

**2 Incentivise participation,** for example by linking sessions to immediate incentives &later to student co-curricular eportfolio

**3 Use creative marketing & information sharing,** using a range of media, as well as individualised messages where possible.

**4 Track participation** to understand patterns of access, and later to understand the impact of Gateway on student development.

**5 Consider content from a strategic perspective** in the context of the Student Affairs Strategic Plan.

**6 Craft interactive, interesting and engaging sessions** by providing support to presenters and leveraging media.

**7 Use Gateway to create a sense of community** and belonging through small group interaction within and beyond sessions.

**8 Identify ways of sustaining impact** by making materials and information available beyond the programme.

**9 Enhance monitoring & evaluation efforts** to understand the success of Gateway, and to enhance continuous improvement.

# INTRODUCTION

The aim of this report is to detail the responses of students who attended the 2017 Gateway Orientation Sessions at the University of the Free State (UFS). Although the sessions were delivered on all three of the UFS campuses, evaluation data was only collected from students on the Bloemfontein Campus; this report thus reflects their experiences of the sessions. The broader orientation programme at the UFS consists of the Gateway sessions, the RAG activities and Faculty Orientations. This report details the experiences of the Bloemfontein students in the Gateway sessions only.

**AIM OF GATEWAY**

"To welcome first-year students, familiarise students with the university, ensure students are registered for their programmes, refer students to academic advising, career counselling and other support services on campus, and orientate students around the services that the University of the Free State (UFS) provides."

Students participated in four Gateway sessions:

- **Academic Advising and Success**: The purpose of this session was to inform students on the support services provided by the Centre for Teaching and Learning (CTL). These services include Academic Advising, Academic Student Tutorial and Excellence Programme (A_STEP), BlackBoard, the Write Site, the Programme for Academic Student Success (PASS), and UFS101, amongst others.
- **Campus Engagement**: The purpose of the IRSJ Gateway Session was to provide students with information about the Institute for Reconciliation and Social Justice (IRSJ) and its mandate at the University of the Free State. The IRSJ creates a critical space towards exploring and finding solutions for complex and challenging work regarding transformation on campus. The session focussed also on co-curricular programmes (mentors, rag etc.).
- **Campus Support Services**: The purpose of the Wellness gateway sessions was to inform students about the support services that are provided by the University of the Free State. These services are put in place to ensure that students are mentally, physically and emotionally well so that they can excel in their academics
- **Financial Skills:** The purpose of the finance session was to provide students with the necessary skills that will assist in managing their finances. Important information on fees was shared and highlighted. The session enabled students to calculate the average cost of their academic studies at the UFS.

After each session, students were asked to provide immediate feedback via a paper-and-pencil survey, related to four specific areas.

- **Impact of the session:** Three questions examined whether students felt the session helped develop their ability to succeed, and was a good use of their time. Students were also asked to indicate how satisfied they were with the impact of the session on their development.
- **Relevance:** Two questions asked students whether the content of the session was relevant to helping them succeed, and whether the session content was on-topic and focussed.
- **Engagement**: Two questions asked students whether the session was relevant and interesting, and if their questions were satisfactorily answered.
- **Logistics**: Four questions asked students about the convenience of the session time, how timeous the information about the session time was, their satisfaction with the venue and the friendliness of the staff members.

There was significant (but not) overlap between the topics covered in these four sessions, and those presented in 2015 and 2016 After the 2015 programme, in 2016, the main change that took place in the Gateway Programme was the inclusion of a Faculty Preparation Programme which was continued in the 2017 programme.

# FINDINGS OVERVIEW

## Who participated in Gateway 2017?

Female participation in Gateway 2017 was higher than male participation, and regardless of session females are overrepresented in the participating sample compared to the profile of all first-year enrolments. Female participation is highest in Faculties with a high proportion of female enrolments, namely the Faculties of Health Sciences, Humanities and Education. Regardless of gender, there is little difference in the proportion of on- to off-campus students participating in the sessions. The exception is the high proportion of off-campus females who attended the Financial Planning Session.

Although Black African students constitute 71 percent of first-year enrolments, they represent approximately half of the students who participated in the sessions. Coloured students were typically overrepresented in each session, and White students were particularly overrepresented in the Academic Advising and Success Session. There is a lower representation of Black African off-campus students that participate in sessions than Black African on-campus students. A particularly low proportion of Black African off-campus students participated in the Academic Advising and Success Session.

More than half of the students in all the sessions were first-generation students, and off-campus first generation students were less likely to attend sessions than on-campus first-generation students.

Students in the Faculty of Health Sciences were overrepresented in all the sessions, whilst students in the Faculties of the Humanities (and Education in some cases) were underrepresented.

Table 1: Profile of participating students by session in comparison to 2017 first-year enrolments on Bloemfontein Campus*

| | 2017 First Year (n=4835) | All Sessions (n=3650) | Academic Advising & Success (n=1017) | Campus Engagement (n=836) | Campus Support (n=895) | Financial Skills (n=812) |
|---|---|---|---|---|---|---|
| Male | 41% | 28% | 33% | 32% | 28% | 23% |
| Female | 59% | 71% | 67% | 68% | 72% | 77% |
| Black African | 71% | 48% | 45% | 52% | 50% | 48% |
| Coloured | 8% | 14% | 12% | 13% | 16% | 15% |
| White | 20% | 29% | 37% | 25% | 24% | 30% |
| First Generation | NA | 54% | 51% | 55% | 54% | 55% |
| On-campus | 24% | 74% | 75% | 75% | 75% | 75% |
| Off-campus | 76% | 23% | 25% | 21% | 23% | 24% |
| Economic and Management Sciences | 21% | 23% | 21% | 23% | 24% | 23% |
| Education | 20% | 15% | 15% | 14% | 16% | 17% |
| Health Sciences | 6% | 13% | 13% | 12% | 11% | 15% |
| Humanities | 22% | 16% | 14% | 16% | 16% | 16% |
| Law | 13% | 12% | 11% | 13% | 12% | 10% |
| Natural and Agricultural Sciences | 18% | 20% | 24% | 20% | 19% | 18% |
| Theology | 1% | 1% | 1% | 1% | 1% | 1% |

*Grey blocks indicate categories where participant profile differs from the enrolment profile.

# Do sessions have impact?

The questions on developmental impact examined whether students felt the session helped develop their ability to succeed, and was a good use of their time. Students were also asked to indicate how satisfied they were with the impact of the session on their development.

All sessions received highly positive ratings, with most students agreeing or strongly agreeing in response to the questions in this section. The Academic Advising and Success session received the most positive rating in this regard. On-campus students were more positive about all the sessions with regards to the developmental impact. Overall, students in the Health Sciences were less positive about the impact of the sessions, and students in the Humanities and Theology were slightly more positive.

Table 2: Overview of session impact ratings by residential status and faculty

| | All Sessions (n=3650) | Academic Advising & Success (n=1017) | Campus Engagement (n=836) | Campus Support (n=895) | Financial Skills (n=812) |
|---|---|---|---|---|---|
| All students | High positive rating | Most positive rating for impact | High positive rating | High positive rating | High positive rating |
| Residential Status | On-campus more positive | On-campus more positive | On-campus more positive | On-campus more positive | On-campus more positive |
| Economic and Management Sciences | | | | | More positive than other Faculties |
| Education | | More positive than other Faculties | | | |
| Health Sciences | Slightly less positive than others | | Slightly less positive than others | | |
| Humanities | Slightly more positive than others | | | | Slightly less positive than others |
| Law | | Slightly less positive than others | | Slightly less positive than others | |
| Natural and Agricultural Sciences | | Slightly less positive than others | | | Slightly less positive than others |
| Theology | Slightly more positive than others | Less positive than others | Particularly positive | More positive than other Faculties | Slightly less positive than others |

# Are sessions relevant?

The questions related to relevance asked students whether the content of the session was relevant to helping them succeed, and whether the session content was on-topic and focussed.

All sessions received highly positive ratings, with most students agreeing or strongly agreeing in response to the questions in this section. the Financial Skills session received the most positive rating in terms of relevance. On-campus students are more positive about all the sessions with regards to the relevance. Overall, students in the Humanities were less positive about the relevance of the sessions.

The Facilitator Observation Report confirmed the relevance of the information shared in all the sessions.

Table 3: Overview of session relevance ratings by residential status and faculty

| | All Sessions (n=3650) | Academic Advising & Success (n=1017) | Campus Engagement (n=836) | Campus Support (n=895) | Financial Skills (n=812) |
|---|---|---|---|---|---|
| **All students** | High positive rating | High positive rating | High positive rating | High positive rating | Most positive rating |
| **Residential Status** | On-campus more positive | On-campus more positive | On-campus more positive | On-campus more positive | On-campus more positive |
| **Economic and Management Sciences** | | | | | More positive than other Faculties |
| **Health Sciences** | | | | Slightly less positive than others that session prepared them for studies | |
| **Humanities** | | Slightly less positive than others | Slightly less positive than others | | Slightly less positive than others |
| **Law** | | | | Slightly less positive than others that session prepared them for studies | |
| **Natural and Agricultural Sciences** | | | Slightly more positive that session relevant to topic | | |
| **Theology** | More positive that session relevant to topic | | Particularly positive | More positive than other Faculties | Slightly less positive than others |

# Are sessions engaging?

The two questions about engagement asked students whether the session was relevant and interesting, and if their questions were satisfactorily answered.

All sessions received highly positive ratings, with most students agreeing or strongly agreeing in response to the questions in this section. The Campus Engagement session was rated highest for students' satisfaction that their questions were answered; the session on Campus Support was rated highest in terms of being interesting and interactive. On-campus students were more positive about all the sessions with regards to their level of engagement. Overall, students in the Faculty of Law were less positive about whether the sessions were engaging. Students in the Faculties of the Humanities and Theology had mixed experiences in this regard – dependent on the session. Students in the Faculty of Education has positive experiences in the Academic Advising and Success, as well as Financial Skills sessions in terms of engagement.

The Facilitator Observation Report identified some differences between sessions with regards to the extent that they were engaging and interesting. The session on Campus Engagement was identified as the most creative and engaging, but it was identified that all other sessions had room for improvement in the extent to which they employed strategies to keep students interested and engaged. The Campus Engagement Session also provided a good platform for engaging with student's questions, whilst there was limited engagement with students during the Academic Advising and Success session.

Table 4: Overview of session engagement ratings by residential status and faculty

| | All Sessions (n=3650) | Academic Advising & Success (n=1017) | Campus Engagement (n=836) | Campus Support (n=895) | Financial Skills (n=812) |
|---|---|---|---|---|---|
| All students | High positive rating | High positive rating | Most positive for questions answered | Most positive rating for being interactive and interesting | High positive rating |
| Residential Status | On-campus more positive than off-campus | On-campus more positive than off-campus | On-campus students more positive | On-campus more positive than off-campus | On-campus more positive than off-campus |
| Economic and Management Sciences | | | | | Slightly more positive than others |
| Education | | Slightly more positive than others | | | Slightly more positive than others |
| Humanities | | Slightly more positive than others | Less positive that questions were answered | | |
| Law | | Slightly less positive than others | Less positive that questions were answered | Slightly less positive than others | |
| Theology | | | Less positive that others that session was interesting and engaging | More positive than other Faculties | More positive than other Faculties that questions were answered |

# Are sessions logistically well organised?

Questions in this section asked students about the convenience of the session time, how timeous the information about the session time was, their satisfaction with the venue and the friendliness of the staff members.

All sessions received highly positive ratings, with most students agreeing or strongly agreeing in response to the questions in this section. The Campus Engagement session received the highest ratings in terms of logistical implementation. On-campus students were more positive about all the sessions with regards to the logistical arrangements. Students in the Faculty of Law were less positive about the logistical arrangements of all the sessions, whilst students in the Faculty of Theology were less positive about the friendliness and helpfulness of the staff. Students in the Faculties of the Economic and Management Sciences had positive experiences in the Academic Advising and Success and Financial Skills sessions.

Table 5: Overview of session logistical organisation ratings by residential status and faculty

| | All Sessions (n=3650) | Academic Advising & Success (n=1017) | Campus Engagement (n=836) | Campus Support (n=895) | Financial Skills (n=812) |
|---|---|---|---|---|---|
| All students | High positive rating | High positive rating | Most positive rating | High positive rating | High positive rating |
| On-campus | More positive than off-campus | More positive than off-campus | More positive than off-campus | Off-campus less positive about session time notices | On-campus more positive than off-campus |
| Economic and Management Sciences | | Slightly more positive than others | | | Slightly more positive than others |
| Humanities | | Slightly less positive than others | | | |

| | | | | | |
|---|---|---|---|---|---|
| Law | Slightly less positive | Slightly less positive than others | Less positive than others | Slightly less positive than others | Slightly less positive than others |
| Natural and Agricultural Sciences | | | | Slightly more positive than others | |
| Theology | | | Slightly less positive about friendliness | More positive than other Faculties | Less positive about venue friendliness |

# Comparison with 2015 and 2016 findings

The table below summarises a selection of findings from the 2015 and 2016 report which bear relevance to the 2017 report. The table compares the recommendations from 2015 and 2016 with the findings from 2017 to identify positive changes, and to highlight persistent challenges.

Table 6: Comparison of 2017 findings with 2015/2016 challenges and recommendations

| 2015 AND 2016 RECOMMENDATIONS | 2017 CHANGES AND FINDINGS |
|---|---|
| **DELIVER ENGAGING AND USEFUL SESSIONS** | |
| Have fewer sessions<br><br>*Total number of sessions presented in 2016 = 6*<br><br>*Total number of sessions presented in 2015 = 9* | Number of sessions was decreased.<br><br>*Total number of sessions presented in 2017=4*<br><br>Qualitative data shows students requested shorter sessions. |
| Timing of sessions not convenient | More than 85 percent of students agreed that sessions were presented at a suitable time.<br><br>Qualitative feedback shows some students prefer morning sessions. |
| Make sessions more engaging and interesting, including providing more time for questions | More than 85 percent of students agreed that sessions were engaging and interesting. Nine out of ten students agreed that their questions were satisfactorily answered.<br><br>However, Facilitator Observation Report identified the need and opportunity for higher levels of engagement and creativity during the sessions. |
| **INCREASE PARTICIPATION** | |
| Find ways to incentivise participation and monitor non-participation | Non-attendance continues to be a challenge.<br><br>No incentives for participation currently in place.<br><br>No consequences for residences if students do not participate. |
| Find creative ways to engage more off-campus students | Off-campus student participation continues to be a challenge. |
| Improve marketing and clarity of information | More than 85 percent of students agreed that they were informed on time about sessions.<br><br>No specific changes in marketing efforts. |
| **EXPAND REACH AND CONTINUED ACCESS** | |
| Change the timing of the programme (i.e. not in RAG and not before all students are on campus) | Timing of the programme was not changed in 2017, for 2018 the Gateway timetable is being reconsidered. |
| Create a blended experience (i.e. some components online and others face-to-face) so information is available for longer | No changes of this nature to date. Students in qualitative data requested notes/pamphlets from each session for later use. |

# OVERVIEW OF ALL SESSIONS

A total of 3650 students completed evaluation forms after the sessions. Their responses are presented in aggregate in this section, providing an overview of the overall satisfaction with the sessions and a profile of all attendees. It should be noted that this aggregated summary does not represent unique individuals – as any individual student could have attended more than one session.

## Participant Profile

This section examines the participant profile of the respondents for all the sessions combined.

### Biographical
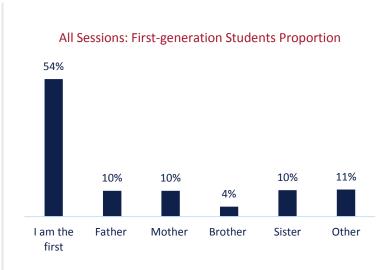
Most of the participants in the 2017 Gateway Programme were female (71 percent), slightly more than half were first-generation students and slightly less than half were Black African. When comparing the sample of participants to the profile of all first-year enrolments, female students are overrepresented (59 percent of students are female in the population) and Black African students underrepresented (71 percent of the students are Black African in the population).

**All Sessions: Gender Distribution**

28%

71%

**All Sessions: First-generation Students Proportion**

54%

| I am the first | Father | Mother | Brother | Sister | Other |
|---|---|---|---|---|---|
| 54% | 10% | 10% | 4% | 10% | 11% |

The proportion of female students participating in Gateway 2017 was similar to the profile of participants in 2015 (68 percent female). The proportion of Black African students attending Gateway sessions in 2017 was slightly lower than in 2015 (56 percent).

**All Sessions: Race Distribution**

| Black African 48% | Coloured 14% | White 29% |
|---|---|---|
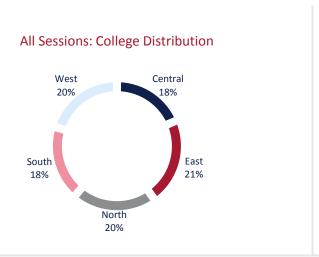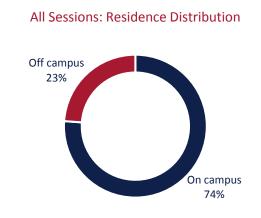
The proportion of first generation students was higher in the 2017 group (54 percent), compared to the 2015 group (41 percent). However, no conclusion can be drawn about whether this is a shift in the demographic of the student population or in the Gateway participant profile given that data on first-generational status is not systematically available.
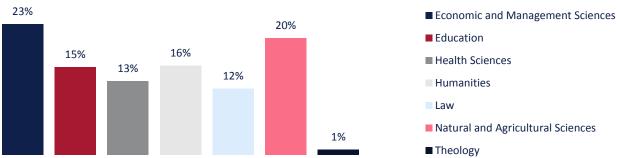
# Residential and Academic

All Colleges were represented in approximately equal numbers, but off-campus students made up less than one quarter of participants. This is in stark contrast to their proportion in the population of first years in 2017, where off-campus students constitute 76 percent of the total first year population.

## All Sessions: College Distribution

West 20%
Central 18%
East 21%
North 20%
South 18%

## All Sessions: Residence Distribution

Off campus 23%
On campus 74%

## All Sessions: Faculty Distribution

23%  15%  13%  16%  12%  20%  1%

- Economic and Management Sciences
- Education
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Theology

The distribution of students participating by Faculty is highly similar to the distribution of total enrolments for the Faculties of Economic and Management Sciences, Law and Theology. Students in the Faculties of Education and Humanities were slightly underrepresented, whilst students in the Faculty of Health Sciences were overrepresented. In 2015, the Faculty of the Humanities students constituted 29 percent of the responding sample, whilst the Faculty of Health Sciences constituted 6 percent. Assuming a similar distribution in enrolments, an increase in the proportion of Health Sciences students participating is noted, and a decrease in the proportion of Humanities students.

**FACULTY AND RESIDENTIAL STATUS ANALYSIS – ALL SESSIONS**
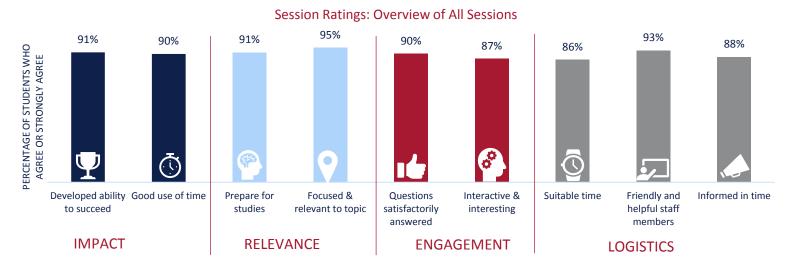
- **Regardless of gender, the proportion of off-campus to on-campus students attending sessions was similar**.
- The **percentage of Black African off-campus students who participated was lower than the percentage of White off-campus students**; this contrasts the profile of the total population of first years, and the overall ratio of Black to White students participating in the sessions.
- **Approximately equal numbers of on- and off-campus students in the Faculty of Theology attended** – a profile different to any other Faculty.
- Except for the Faculty of Theology, when comparing the proportion of on-campus to off-campus students across all other Faculties, the **Faculty of the Humanities had a higher representation of off-campus students participating**.
- **The proportion of first-generation students was lower in the group of participating off-campus students,** than in the participating on-campus students.

# Session Feedback: All Sessions

This section examines the experiences of the respondents for all the sessions combined.

## Ratings and Satisfaction

In all four areas under examination, the vast majority of students rated sessions positively (responding agree or strongly agree to the questions). The responses of students to each specific question are detailed in the graphs below.



Session Ratings: Overview of All Sessions

| | IMPACT | | RELEVANCE | | ENGAGEMENT | | LOGISTICS | | |
|---|---|---|---|---|---|---|---|---|---|
| | Developed ability to succeed | Good use of time | Prepare for studies | Focused & relevant to topic | Questions satisfactorily answered | Interactive & interesting | Suitable time | Friendly and helpful staff members | Informed in time |
| % agree/strongly agree | 91% | 90% | 91% | 95% | 90% | 87% | 86% | 93% | 88% |



Satisfaction with Developmental Impact: All Sessions

Satisfied 66% — Highly satisfied 27%

- Highly satisfied
- Satisfied
- Dissatisfied
- Highly dissatisfied



Satisfaction with venue: All Sessions

Satisfied 59% — Highly satisfied 32%

- Highly satisfied
- Satisfied
- Dissatisfied
- Highly dissatisfied

Considering the data above, the following trends are noted:

- Nine out of ten students indicated that the sessions helped develop their ability to succeed, and that the sessions were a good use of their time.
- More than 90 percent of students were either satisfied or highly satisfied with the developmental impact of the sessions.
- More than 90 percent of students indicated that the sessions were relevant – in other words that they helped prepare students for their studies and that the presentations were focussed and on-topic.
- The vast majority (87 percent) indicated that the sessions were interactive and interesting; whilst 90 percent felt that their questions were answered satisfactorily.
- More than 85 percent of students agreed that the sessions were held at a suitable time, and that they were informed timeously about when sessions were taking place.
- More than 90 percent of students said that the staff were friendly and helpful, and more than 90 percent were either satisfied or highly satisfied with the venue for the sessions.

**FACULTY AND RESIDENTIAL STATUS COMPARISONS**

- **Students in the Faculty of Theology are more positive than other students about all aspects of the sessions**, except for the friendliness of staff, where this group of students rated sessions lower than other faculties.
- **Students in the Faculties of Education and Theology were slightly more positive about the impact of the sessions**, and students in the Health Sciences slightly less positive than students in the other faculties.
- **Students in the Faculty of Law were slightly less positive about the logistics of the sessions** than students in other faculties.
- **On-campus students were more positive about the sessions** than off-campus students.

# ACADEMIC ADVISING & SUCCESS

## Participant Profile

This section examines the participant profile of the respondents for the Academic Advising and Success session.

### Biographical

The majority of the participants who attended the Academic Advising and Success Session (67 percent) were female, slightly more than half were first-generation students, and 45 percent were Black African. This profile is highly similar to the profile of students who attended all the sessions combined.

**Academic Advising & Success: Gender Distribution**

- 31%
- 67%

**Academic Advising & Success: First-generation Students Proportion**

- I am the first: 51%
- Father: 8%
- Mother: 12%
- Brother: 5%
- Sister: 12%
- Other: 10%

**Academic Advising & Success: Race Distribution**

| Black African 45% | Coloured 12% | White 37% |
| --- | --- | --- |
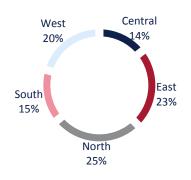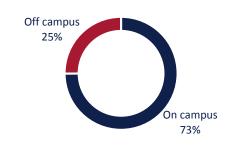
### Residence and Academic Profile

The West, East, and North Colleges were represented in approximately equal numbers, while the Central and South Colleges had slightly lower representation. Off-campus students made up a quarter of participants; this is in stark contrast to their proportion in the population of first years in 2017.

**Academic Advising & Success: College Distribution**

- West 20%
- Central 14%
- East 23%
- North 25%
- South 15%

**Academic Advising & Success: Residence Distribution**

- Off campus 25%
- On campus 73%

The distribution of students participating by Faculty relatively similar to the distribution of students in each faculty within the population of 2017 first-years, with the Faculties of Education and the Humanities slightly underrepresented, and the Faculties of Law, Natural and Agricultural, and Health Sciences slightly overrepresented.

**Academic Advising & Success: Faculty Distribution**



- Economic and Management Sciences
- Education
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Theology

**FACULTY AND RESIDENTIAL STATUS ANALYSIS – ACADEMIC ADVISING AND SUCCESS SESSION**
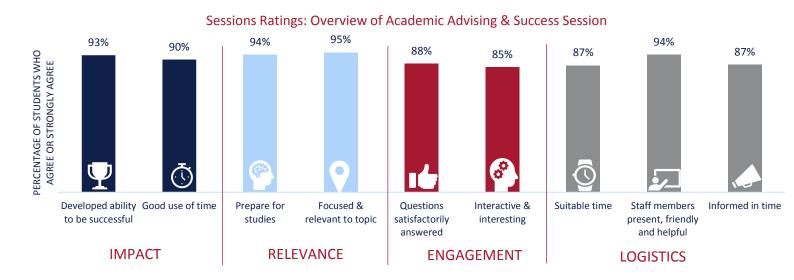
- **A slightly lower proportion of off-campus females attended the Academic Advising and Success Session**, compared to the proportion of on-campus females; the opposite was true for the males attending this session. The gender profile of the off-campus students is typical of the first-year student population.
- **Two-thirds of the off-campus students who participated in this session were White,** whilst less than a third of the on-campus students who participated in this session where White. The profile of on-campus students participating is typical of the first-year student population in terms of race.
- **More than half of the on-campus students who attended were first-generation students**; approximately a third of the off-campus students attending were.

# Session Feedback: Academic Advising & Success

This section examines the experiences of the respondents for the Academic Advising and Success.

## Ratings and Satisfaction

In all four areas under examination, the vast majority of students rated sessions positively (responding agree or strongly agree). The responses of students to each specific question are detailed in the graphs below.

**Sessions Ratings: Overview of Academic Advising & Success Session**

## Satisfaction with Developmental Impact

Satisfied 68%

Highly satisfied 25%

- Highly satisfied
- Satisfied
- Dissatisfied
- Highly dissatisfied

## Satisfaction with Venue

Satisfied 58%

Highly satisfied 28%

- Highly satisfied
- Satisfied
- Dissatisfied
- Highly dissatisfied

Considering the data above, the following trends are noted for the Academic Advising and Success Session:

- Nine out of ten students indicated that the Academic Advising and Success Session helped develop their ability to succeed, and that the sessions were a good use of their time.
- More than 90 percent of students were either satisfied or highly satisfied with the developmental impact of the Academic Advising and Success Session.
- More than 90 percent indicated that the Academic Advising and Success Session was relevant, that it helped prepare them for their studies, and that the presentation was focused and on-topic.
- The vast majority (85 percent) indicated that the session was interactive and interesting; whilst 88 percent felt that their questions were answered satisfactorily.
- More than 85 percent of students agreed that the session was held at a suitable time, and that they were informed in time about the session.
- More than 90 percent of students said that the staff were friendly and helpful, and 87 percent were either satisfied or highly satisfied with the venue for the Academic Advising and Success Session.

**FACULTY AND RESIDENTIAL STATUS COMPARISONS – ACADEMIC ADVISING AND SUCCESS SESSION**

- **Students in the Faculty of Education were more positive about the developmental impact of the Academic Advising and Success Session than other students**. A slightly higher proportion in the Faculty of Education indicated that the session was a good use of their time.
- In contrast, **students in the Faculties of Law, and Natural and Agricultural Sciences were slightly less positive about the impact** of the Academic Advising and Success Session.
- **A third of students in the Faculty of Theology disagreed that the session was a good use of their time** – this is a far higher proportion than students in any other faculties. Similarly, 22 percent of students in the Faculty of Theology strongly disagreed that the session prepared them for their studies – again a far higher proportion than students in other faculties. A higher proportion (than typical across the other faculties) did however rate the session as interactive and engaging. These large differences are most likely explained by the small number of students (n=9) from this Faculty who attended the session.
- **Students in the Faculty of the Humanities agreed less strongly that the Academic Advising and Success Session was focused and relevant,** and less strongly that the session was interactive and engaging.
- **Students in the Faculty of Economic and Management Sciences were slightly more positive than students in other faculties regarding the suitability of the venue**; and were also slightly more positive than others about the timeliness of information about the session.
- **Students in the Faculty of Education were slightly more positive that their questions were answered after the session**, whilst students in the Faculty of Law were slightly less positive in this regard.
- **Students in the Faculties of the Humanities and Law were less positive about the friendliness and helpfulness of the staff.**
- **On-campus students were more positive about all aspects of the Academic Advising and Success Session** than off-campus students.

# CAMPUS ENGAGEMENT
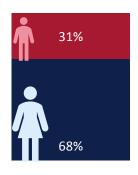
## Participant Profile
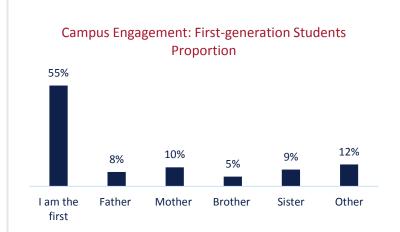
This section examines the participant profile of the respondents for the Campus Engagement session.

## Biographical

The majority of the participants (68 percent) were female, 55 percent were first-generation students, and slightly more than half were Black African. This is similar to the profile of students who attended all the sessions combined.

Campus Engagement: Gender Distribution

31%

68%

Campus Engagement: First-generation Students Proportion

| I am the first | Father | Mother | Brother | Sister | Other |
|---|---|---|---|---|---|
| 55% | 8% | 10% | 5% | 9% | 12% |
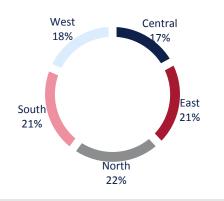
Campus Engagement: Race Distribution
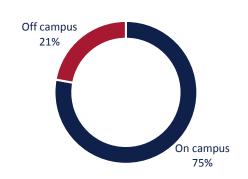
| Black African 52% | Coloured 13% | White 25% |
|---|---|---|

## Residence and Academic Profile

All Colleges were represented in approximately equal numbers, but off-campus students made up only 21 percent of participants. This is in stark contrast to their proportion in the population of first years in 2017, where off-campus students constitute more than 75 percent.
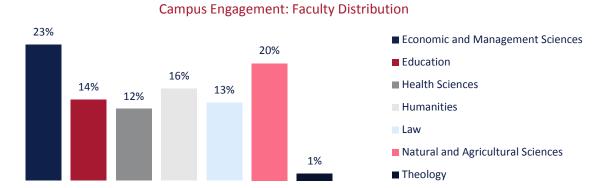
Campus Engagement: College Distribution

West 18%
Central 17%
East 21%
North 22%
South 21%

Campus Engagement: Residence Distribution

Off campus 21%
On campus 75%

The distribution of students participating by Faculty is similar to the distribution of students in each faculty within the population of 2017 first-years, with the Faculties of Education and the Humanities slightly underrepresented, and the Faculty of Health Sciences slightly overrepresented.

Campus Engagement: Faculty Distribution



- ■ Economic and Management Sciences
- ■ Education
- ■ Health Sciences
- ■ Humanities
- ■ Law
- ■ Natural and Agricultural Sciences
- ■ Theology

**FACULTY AND RESIDENTIAL STATUS COMPARISONS - CAMPUS ENGAGEMENT SESSION**

- ▪ **The proportion of off-campus to on-campus students was similar regardless of gender**.
- ▪ The **Theology faculty's gender representation was contrary to the overall trend, with far more males (60 percent) attending this session than females,** while Health Sciences and Humanities had high proportions of females. Whilst this mirrors the ratio of male to female students in the total Health Science and Humanities first-year groups; this does not mirror the proportion of male to female students in the Faculty of Theology which in fact has 72% female enrolment.
- ▪ **The proportion of Black African off-campus students who participated was lower** than the proportion of Black African on-campus students participating.
- ▪ T**he Health Sciences Faculty had a higher percentage of White students attending,** while Economic and Management Sciences had a noticeably higher percentage of Black African students. This attendance pattern is highly similar to the profile of first year enrolments in these faculties.
- ▪ Fewer off-campus first generation students attended sessions compared to on-campus first generation students.
- ▪ **The Education faculty had a higher than average number of first-generation students**, while the proportion of first-generation students in the Theology and Economic and Management Sciences faculties was much lower.
- ▪ **A lower proportion of off-campus first generation students attended**, compared to on-campus first generation students.

# Session Feedback: Campus Engagement

This section examines the experiences of the respondents for the Campus Engagement Session.

## Ratings and Satisfaction

In all four areas under examination, the vast majority of students rated sessions positively (responding agree or strongly agree). The responses of students to each specific question are detailed in the graphs below.

Considering the data below, the following trends are noted for the Campus Engagement Session:
- ▪ Almost all students (98 percent) were satisfied/highly satisfied with the developmental impact of the session.
- ▪ Approximately nine out of ten students indicated that the sessions helped develop their ability to succeed, and that the sessions were a good use of their time.
- ▪ More than 85 percent indicated that the sessions were relevant in terms of helping to prepare them for their studies, and 94 percent said that the presentations were focused and on-topic.
- ▪ The vast majority (91 percent) indicated that the sessions were interactive and interesting; the same proportion felt that their questions were answered satisfactorily.

- More than 85 percent of students agreed that the sessions were held at a suitable time, and that they were informed in time about the sessions.
- More than 90 percent of students said that the staff were friendly and helpful, and 92 percent were either satisfied or highly satisfied with the venue for the sessions.

**Session Ratings: Overview of Campus Engagement Session**

PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

| IMPACT | | RELEVANCE | | ENGAGEMENT | | LOGISTICS | | |
|---|---|---|---|---|---|---|---|---|
| 89% | 90% | 87% | 94% | 91% | 91% | 88% | 93% | 90% |
| Developed ability to be successful | Good use of time | Prepare for studies | Focused & relevant to topic | Questions satisfactorily answered | Interactive & interesting | Suitable time | Staff members present, friendly and helpful | Informed in time |

**FACULTY AND RESIDENTIAL STATUS COMPARISONS - CAMPUS ENGAGEMENT**

- **Students in the Faculty of Theology were more positive about all aspects of the Campus Engagement session**, except for the friendliness of staff, where this group of students gave a lower rating.
- **Law students were slightly less positive than others about several aspects** of the Campus Engagement session.
- **Students in the Faculty of Health Sciences were less positive about the general impact of the session**, while those in Theology were particularly positive about the developmental impact.
- **Humanities students, as well as off-campus students, were less positive about the relevance of the session**, specifically in terms of its focus and relevance, while Theology students felt particularly positive about the focus and relevance.
- **In terms of session engagement, Humanities, Law, and off-campus students did not feel all their questions were satisfactorily answered,** while those in Theology felt particularly positive about this aspect.
- In contrast, most **Theology students did not feel that the session was sufficiently interactive and interesting**.
- **Students in the Faculty of Law were less positive about all aspects of the logistics** of the session than students in other faculties.
- **On-campus students were more positive about the session** than off-campus students.

# CAMPUS SUPPORT SERVICES
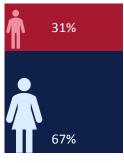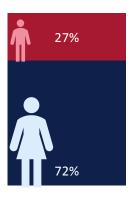
## Participant Profile

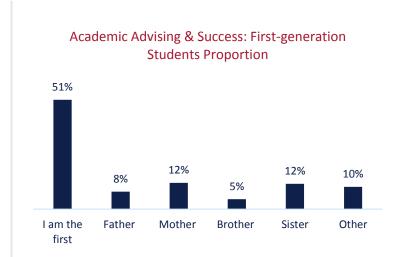This section examines the participant profile of the respondents for the Campus Support Services session.

### Biographical
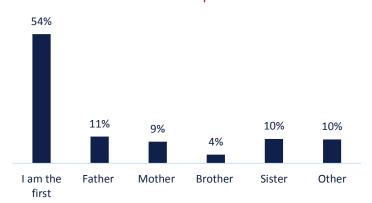
The majority of the participants (72 percent) were female, 54 percent were first-generation students, and half were Black African. When compared to the profile of all first-year enrolments, female students are overrepresented and Black African students underrepresented in the participating group.

## Campus Support Services: Gender Distribution

27%

72%

## Campus Support Services: First-generation Students Proportion

- I am the first: 54%
- Father: 11%
- Mother: 9%
- Brother: 4%
- Sister: 10%
- Other: 10%

## Campus Support Services: Race Distribution
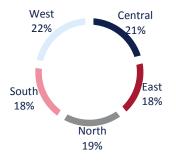
| Black African 50% | Coloured 16% | White 24% |
|---|---|---|

## Residence and Academic
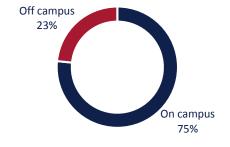
All Colleges were represented in approximately equal numbers, but off-campus students made up less than one quarter of participants. This is in stark contrast to their proportion in the population of first years in 2017, where off-campus students constitute more than 75 percent.
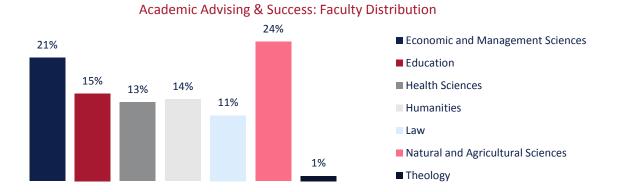
## Campus Support Services: College Distribution

- West 22%
- Central 21%
- East 18%
- North 19%
- South 18%

## Campus Support Services: Residence Distribution

- Off campus 23%
- On campus 75%

The distribution of students participating by Faculty is similar to the distribution of students within the first-year population, but with students in the Faculty of the Humanities slightly underrepresented and students in the Faculty of Health Sciences overrepresented.

## Campus Support Services: Faculty Distribution



Legend:
- Economic and Management Sciences
- Education
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Theology

Bar values: 24%, 16%, 11%, 16%, 12%, 19%, 1%

**FACULTY AND RESIDENTIAL STATUS ANALYSIS - CAMPUS SUPPORT SERVICES**
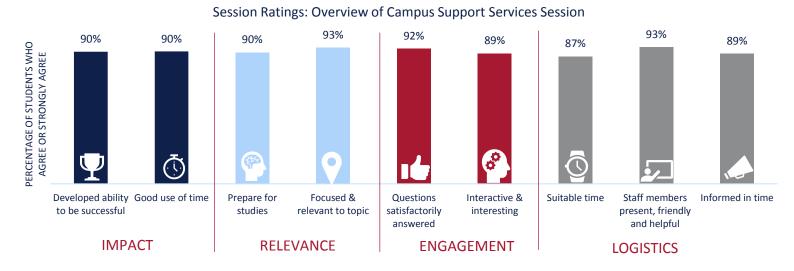
- The **proportion of off-campus to on-campus students attending the Campus Support Services session was similar** regardless of gender.
- The **proportion of Black African off-campus students who participated was slightly lower** than the total proportion of Black African students, while the **proportion of White off-campus students was slightly higher**.
- The **Health Sciences and Natural and Agricultural Sciences faculties had a high percentage of White students** attending, while the Economic and Management Sciences and Law faculties had noticeably higher percentage of Black African students.
- **The Faculties of the Humanities and Theology had a lower proportion of on-campus students participating** compared to other faculties.
- **A slightly higher proportion of on-campus first generation students attended the session** compared to off-campus first generation students.
- The **Economic and Management Science and Education faculties had the highest proportion of first-generation students** participating.

# Session Feedback: Campus Support Services

This section examines the experiences of the respondents for the Campus Support Services Session.

## Ratings and Satisfaction

In all four areas under examination, the vast majority of students rated sessions positively (responding agree or strongly agree). The responses of students to each specific question are detailed in the graphs below.

### Session Ratings: Overview of Campus Support Services Session



PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

| IMPACT | | RELEVANCE | | ENGAGEMENT | | LOGISTICS | | |
|---|---|---|---|---|---|---|---|---|
| 90% | 90% | 90% | 93% | 92% | 89% | 87% | 93% | 89% |
| Developed ability to be successful | Good use of time | Prepare for studies | Focused & relevant to topic | Questions satisfactorily answered | Interactive & interesting | Suitable time | Staff members present, friendly and helpful | Informed in time |

Satisfaction with Developmental Impact: Campus Support Services

Satisfied 64%  Highly satisfied 30%

■ Highly satisfied   ■ Satisfied
■ Dissatisfied   ■ Highly dissatisfied



Satisfaction with Venue: Campus Support Services

Satisfied 59%  Highly satisfied 34%

■ Highly satisfied   ■ Satisfied
■ Dissatisfied   ■ Highly dissatisfied

Considering the data below, the following trends are noted for the Campus Engagement Session:

- Nine out of ten students indicated that the sessions helped develop their ability to succeed, and that the sessions were a good use of their time.
- More than 95 percent of students were either satisfied or highly satisfied with the developmental impact of the sessions.
- More than 90 percent indicated that the sessions were relevant, that they helped prepare them for their studies, and that the presentations were focused and on-topic.
- The vast majority (89 percent) indicated that the sessions were interactive and interesting; whilst 92 percent felt that their questions were answered satisfactorily.
- More than 85 percent of students agreed that the sessions were held at a suitable time, and that they were informed in time about the sessions.
- More than 90 percent of students said that the staff were friendly and helpful, and 94 percent were either satisfied or highly satisfied with the venue for the sessions.

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**FACULTY AND RESIDENTIAL STATUS COMPARISONS - CAMPUS SUPPORT SERVICES**

- **Students in the Faculty of Theology were more positive about all aspects** of the Campus Support Services session, whilst Law students were less positive about all aspects of the Campus Support Services session.
- **Students in the Faculty of Health Sciences were less positive about the general impact of the session**, while those in Education were more positive about the session's impact.
- **Students in the Faculty of Law were least positive about the session's contribution to their ability to be successful**.
- **Health Sciences and Law students were less positive about the relevance of the session** in terms preparation for studies, while off-campus students felt less positive about the focus and relevance.
- **Natural and Agricultural Science students were more positive about** the venue and about being informed about the session in time than students in other sessions.
- **Students in the Faculty of Law were less positive about all aspects of the logistics**, while off-campus students were less positive about being informed about the session in time.
- **Theology students were very positive** about the logistics.
- **On-campus students tended to be more positive about the session than off-campus students**.

# FINANCIAL SKILLS
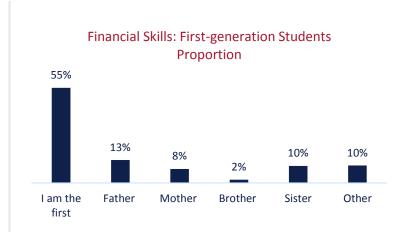
## Participant Profile

This section examines the participant profile of the respondents for the Financial Skills Session.

### Biographical

The majority of the participants (77 percent) were female, 55 percent were first-generation students, and slightly less than half were Black African. When compared to the profile of all first-year enrolments, female students are overrepresented and Black African students underrepresented in the participating group.

**Financial Skills: Gender Distribution**

23%

77%

**Financial Skills: First-generation Students Proportion**

| I am the first | Father | Mother | Brother | Sister | Other |
|---|---|---|---|---|---|
| 55% | 13% | 8% | 2% | 10% | 10% |
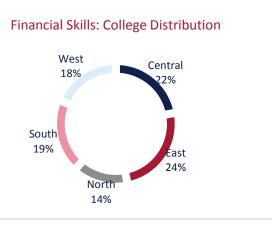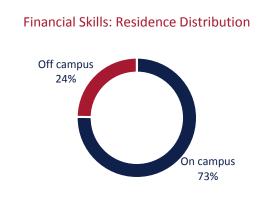
**Financial Skills: Race Distribution**
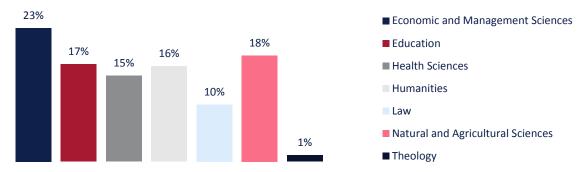
| Black African 48% | Coloured 15% | White 30% |
|---|---|---|

### Residence and Academic

All Colleges were represented in approximately equal numbers, except for the North College, which was only represented by 14 percent of the students at this session. On-campus students made up almost three quarters of participants.

**Financial Skills: College Distribution**

West 18%
Central 22%
South 19%
East 24%
North 14%

**Financial Skills: Residence Distribution**

Off campus 24%
On campus 73%

## Financial Skills: Faculty Distribution



**Legend:**
- ■ Economic and Management Sciences
- ■ Education
- ■ Health Sciences
- ■ Humanities
- ■ Law
- ■ Natural and Agricultural Sciences
- ■ Theology

Bar values: 23%, 17%, 15%, 16%, 10%, 18%, 1%

The distribution of students participating by Faculty is approximately similar to the distribution of students in each faculty within the population of 2017 first-years, but with students from the Faculty of Education slightly under represented, and students from Health Sciences overrepresented.

**FACULTY AND RESIDENTIAL STATUS ANALYSIS - FINANCIAL SKILLS**

- **The proportion of off-campus female students was higher than that of on-campus female students attending the** Financial Skills session.

- **More females than males attended this session across all faculties,** although Education, Health Sciences, and Humanities had particularly high proportions of females. This is typical of the distribution of gender in the first-year enrolments.

- **The percentage of White off-campus students who participated in the session was much higher**, than the percentage of Black African off-campus students.

- **The Economic and Management Sciences and Law faculties had noticeably lower percentages of White students (similar to the profile in the first-year population),** while the Health Sciences, Theology and Education faculties had a low percentage of Black African students attending. This participation profile for Theology and Education does not mirror the profile of the first-year enrolments in these faculties.

- **The proportion of on-campus students participating from the Natural and Agricultural Sciences was particularly high**.

- **Fewer off-campus first generation students attended** the session compared to on-campus first generation students.

# Session Feedback: Financial Skills

This section examines the experiences of the respondents for the Financial Skills sessions.
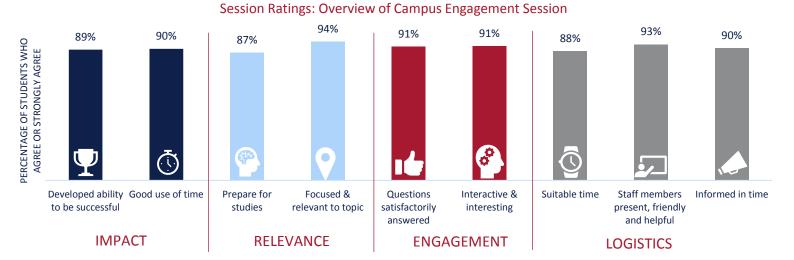
## Ratings and Satisfaction

In all four areas under examination, the vast majority of students rated sessions positively (responding agree or strongly agree). The following trends are noted:

- Nine out of ten students indicated that the sessions helped develop their ability to succeed, and that the sessions were a good use of their time.
- More than 85 percent of students were either satisfied or highly satisfied with the developmental impact of the sessions.
- More than 90 percent indicated that the sessions were relevant, that they helped prepare them for their studies and that the presentations were focused and on-topic.
- The vast majority (82 percent) indicated that the sessions were interactive and interesting; whilst 90 percent felt that their questions were answered satisfactorily.
- More than 80 percent of students agreed that the sessions were held at a suitable time, and 86 percent said that they were informed in time about the sessions.
- Ninety percent of students said that the staff were friendly and helpful, and more than 80 percent were either satisfied or highly satisfied with the venue for the sessions.

## Session Ratings: Overview of Financial Skills Session

PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

**IMPACT**
- Developed ability to be successful — 92%
- Good use of time — 90%

**RELEVANCE**
- Prepare for studies — 94%
- Focused & relevant to topic — 96%

**ENGAGEMENT**
- Questions satisfactorily answered — 90%
- Interactive & interesting — 82%

**LOGISTICS**
- Suitable time — 82%
- Staff members present, friendly and helpful — 90%
- Informed in time — 86%

### Satisfaction with Developmental Impact: Financial Skills

- Satisfied 67%
- Highly satisfied 26%

Legend: Highly satisfied | Satisfied | Dissatisfied | Highly dissatisfied

### Satisfaction with Venue: Financial Skills

- Satisfied 61%
- Highly satisfied 31%

Legend: Highly satisfied | Satisfied | Dissatisfied | Highly dissatisfied

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**FACULTY AND RESIDENTIAL STATUS COMPARISONS - FINANCIAL SKILLS**

- **Off-campus students, as well as students from Humanities, Natural and Agricultural Sciences, and Theology were less positive about the impact of the Financial Skills session**, while Economic and Management Sciences were more positive.

- **Theology and off-campus students were generally less positive about the relevance of the Financial Skills session**, while Economic and Management Sciences gave more positive ratings related to session relevance.

- **Humanities students were less positive about the session's relevance in terms of preparing them for their studies**.

- **Students in the Faculty of Theology were positive about session engagement** in terms of their questions being satisfactorily answered.

- **Economic and Management Sciences and Education students found the session very interactive and interesting**, but off-campus, Health Sciences, and Natural and Agricultural Sciences students were not as positive about this aspect of engagement.

- **Economic and Management Sciences students felt positive about all logistical aspects of this session**, while off-campus and Law students were generally more negative about the logistics.

- **Students in the Theology Faculty were less positive specifically about the venue and the staff members**, while Natural and Agricultural Sciences felt less positive about being timeously informed of the session.

- **Off-campus were noticeably less positive about the Financial Skills session overall than on-campus students**.

# RECOMMENDATIONS

Late in 2016, the Student Affairs Division finalised its Strategic Plan for the period 2017-2022. This strategy seeks to reimagine the role, aims and objectives of Student Affairs at the Institution. The strategy envisages Student Affairs' contribution at the UFS to be, firstly, through the co-curricular programmes and activities (Academic Project). Secondly, it will add value through two pedagogies (i.e. humanising pedagogy and the pedagogy of discomfort). These pedagogies will advance the aspirations of the Human Project. Lastly, it will contribute through the intersectionality framework. The intersectionality framework recognises the intersectionality of lived experiences. Because people do not live single lives, we cannot use single strategies to address multiple issues. The purpose and ultimate success of the Gateway programme should be interpreted and measured within this context.

Whilst it is important to consider the details and mechanics of improving what is being done (as has been the case thus far in this report), it is just as necessary to look at "are we doing the right things". This recommendations sections considers the findings from the evaluation of the 2017 programme, but also considers alignment with the Student Affairs Strategy and its identified Key Strategic Areas (KSA). Four KSA's in the strategic plan are specifically relevant to Gateway.

First, KSA#2 – High Impact Practices which has four goals (each with several objectives)

- **Establish outcome-based co-curricular programmes**, and constructively align all co-curricular programmes and activities with developmental outcomes.
- **Enhance access and participation**, including capturing student participation in co-curriculum programme to provide E-portfolio for student upon graduation.
- Enhance quality through **monitoring and evaluation**.
- Establish a **system that is responsive to the environment** that is driven by a code of ethics and a values-driven culture.

Second, the objective to advocate for an inclusive institutional culture in KSA#3 through the promotion of social justice, human rights and humanising lived experience. Third, KSA#4 which focuses on intersectionality, including intersecting with other programmes and departments on campus. Finally, KSA#5 Transformation: Social Justice-Social Cohesion-Critical Diversity including to create co-curricular programmes that critically address themes such as social justice, critical diversity, transformation, citizenship, human rights, democracy, intersectionality, pedagogy of discomfort, humanising pedagogy and social cohesion.

The planning for Gateway 2018 is already advanced, and several suggestions have been made for addressing the challenges experienced in previous iterations of the programme. The recommendations provided below consider the proposed implementation plan in the light of the Student Affairs Strategic Plan and the 2017 evaluation to identify any gaps and to highlight how the implementation plan will address persistent challenges.

## Recommendation One: Expand reach and opportunity for participation

Increasing the participation of off-campus students in the Gateway programme has been a persistent challenge. The Residence Committees play an important role in facilitating the participation of on-campus students; but this is not a feasible means to reach the commuter students. The 2017 report has shown that it is particularly important to identify ways to increase participation of Black African off-campus students many of whom are likely to be first-generation students.

One of the challenges in participation relates to the timing of when students arrive on campus for the first time. In residences, this is required two-weeks before classes start. For many off-campus students it is simply not an option to be on-campus before classes start (for financial and practical reasons); several others simply do not see the value of this.

To accommodate students who arrive on campus later three models for Gateway delivery are currently under consideration:

- Option 1 – Gateway takes place 2 weeks before classes start, with catch up sessions after late registrations;
- Option 2 - 1 week of Gateway before class, 1 week after class, with catch up sessions after later registrations;
- Option 3 - the full Gateway takes place 2 weeks before classes start & 1 week of Gateway after classes start targeted at commuter students. Catch up sessions after late registrations.

All three of these options make deliberate provision to support students who register late. Option 2 is the least accommodating of off-campus students and has the most financial implications for them, because they have to pay a an additional month rent just to attend orientation. Option 3 has the best financial implications for off-campus students since they do not have to arrive before classes star. Gateway for off-campus students will only be 1 week (the week of class).

## Recommendation Two: Incentivise participation

Recommendation One increases the opportunity for commuter students and those who register late to participate in the Gateway Programme, however opportunity alone will not guarantee an increase in participation. Whilst residence committees provide a means for "enforcing" participation for residence students, there is no current structure that can be likewise applied for off-campus students. Providing incentives is one avenue to potentially increase participation.

The 2018 Gateway implementation plan proposes providing the following incentives for students: lanyards, pens, snackbars and Steri Stumpi's. Qualitative feedback suggests that food and beverages will be well-received by students. Linking a specific incentive to a specific session, e.g. attend the financial planning session and receive your Gateway Lanyard, brings an element of gamification to the incentive structure - attend four sessions and collect four incentives. It is recommended that water be provided to students at all sessions. A bonus incentive could be considered for students who attend all four sessions, for example a R50 voucher at the student centre.

Once a co-curricular e-portfolio has been established, including Gateway participation in the portfolio will serve as an additional incentive for participation.

## Recommendation Three: Focus on creative marketing and information sharing

Although students in 2017 were generally satisfied with the timeliness of information on sessions, qualitative feedback shows that there is room for improvement in terms of what information is provided, and the platforms used for providing information about Gateway.

The 2018 implementation plan includes several action plans around marketing. These include sending individual letters to students who are admitted to the university, circulating social media posters via Whatsapp groups (see also Recommendation Seven), ensuring a highly active Facebook and Twitter presence and making information available on the web. Website content will include the Gateway pamphlet, manual, as well as short informational videos.

To be successful the marketing efforts must seek to maximise the number of students who are aware of the information that is available about Gateway. The letter to students and the Whatsapp groups are the most personalised avenues to alert students to the existence and importance of Gateway, and should provide clear guidelines on how and where students can get more information and keep up-to-date with Gateway events. Twitter, Facebook and the website can then be maximally leveraged to provide further needed information.

## Recommendation Four: Track participation

The 2018 implementation plan proposes providing students with ID badges that will allow them access to campus before they are registered, and can be used for tracking participation through scanning attendance at all Gateway sessions. ID Badge numbers will ultimately be linked to student numbers and logged on students' personal profile.

Although the viability of this is still being discussed, ID Badges will provide several benefits:

- Tracking and understanding the profile of students who attend Gateway, and understanding patterns and trends of participation within sub-cohorts;
- Personalising reminders to students who have not attended, and providing details of upcoming sessions;
- Linking participation in Gateway sessions to use of services on campus during the year.

The use of ID Badges for tracking will enable student affairs to report on several KSA objectives, specifically:
- Understanding patterns of access and participation in this specific programme;
- Capturing student participation in co-curriculum to provide E-portfolio for student upon graduation;
- Enhance quality of its monitoring and evaluation on the programme, including through being able to link participation to student participation/engagement in other activities during the year. This is an important goal as it provides one pathway for Gateway to research systematically its influence on student behaviours in the first year of study.

## Recommendation Five: Consider content from a strategic perspective

Taking into consideration the Student Affairs strategic plan, the content of the sessions should be considered to determine whether it meets the goals of the Gateway programme, and whether it contributes to the achievement of the strategy. The current stated goal of Gateway is *"To welcome first-year students, familiarise students with the university, ensure students are registered for their programmes, refer students to academic advising, career counselling and other support services on campus, and orientate students around the services that the Centre for Universal Access and Disability Support (UFS) provides."*

In 2018 there will be four Gateway sessions of an hour each, that repeat 8 times over the three weeks and once after late registration. All the sessions that will be presented during Gateway will have a standardised introduction (via creative ad-like video) as well as make use of standardised PowerPoint templates that will be approved by the branding office.  The sessions proposed for 2018 are summarised in Table 7 below.

Table 7: Content mapping for Gateway 2018

| CONTENT OF THE LECTURE STYLE SESSIONS | CONTENT OF THE MENTOR SESSIONS |
|---|---|
| **1. Academic Advising**<br>   o   How does a University work?<br>**2. UFS support services**<br>   o   Planning your career<br>**3. Introduction to Student Life**<br>   o   Introduction to colleges<br>   o   Your co-curricular journey<br><br>**4. Service Learning Sessions x 2**<br>   o   Basic introduction to service learning and community engagement<br>   o   Partnership formation & mentorship and resources | **1. Academic advising**<br>   o   How to register<br>   o   Note taking and class attendance<br>   o   Time tabling<br>**2. UFS support services**<br>   o   Coping strategies<br>   o   Eating on a budget<br>**3. Introduction to Student Life**<br>   o   Difficult dialogues on stereotypes<br>**4. Service Learning Sessions x 2**<br>   o   Relationship building: journeying together, roles and expectations, code of conduct<br>   o   Appreciative conversations, what are our combined strengths?<br>   o   Fundraising: Make the challenge an opportunity<br>   o   Importance of communication |

The content is clearly aligned with the goals of the Gateway programme. Fourteen mentor sessions are also scheduled during Gateway, and these deal with how to register, how to study, time tabling, credits & predicate and eating on a budget.

From a strategic perspective, the session Introduction to Student Life presents key opportunities to introduce students to the issues around promotion of social justice, human rights and humanising lived experience, and to engage a pedagogy of discomfort and a humanising pedagogy. Whilst the session content is generally well-aligned with the purpose of Gateway, and the programme offers some opportunity to introduce students to the philosophy and strategic goals of Student Affairs, it may be expedient for Student Affairs and the Gateway team to look critically at the stated purpose of Gateway through the lens of the strategy (in particular the identified developmental outcomes) and refine the purpose to include the notion of introducing students to the campus philosophy and creating a sense of shared community (see also Recommendation Seven below).

## Recommendation Six: Craft interesting, interactive and engaging sessions

The selection of facilitators and presenters of all sessions is already finalised. These facilitators will be expected to submit the content of their sessions, PowerPoints slides and handouts to the Gateway session during November 2017. It will be important to engage relevant presenters (as identified above) prior to the design of their presentations to support them to employ a pedagogy of discomfort and a humanising pedagogy.

Presenters will also be expected to do a dry-run of their sessions for the Gateway office during the course of November 2017 to prepare them for their sessions and to ensure the quality of the presentations are standardised. Sessions need to be informative, but also entertaining and practical. Include a song, performance, video or Ice Breakers. Sessions must also be designed to plan time for question and answers, and the Gateway Team can help prepare presenters for typical questions, and how to handle questions in large audiences effectively.

Several meetings will be held with all the Gateway presenters between July 2017 and November 2017 as well as a meeting to be held in January 2018, before Gateway commences. These meetings are a key opportunity to ensure that the sessions are well aligned with the strategic goals of Student Affairs, and the specific goals of Gateway (see also Recommendation Seven below).

## Recommendation Seven: Create a sense of community and belonging

Whilst an important goal of Gateway is to provide students with relevant information, if information were the only goal of the programme there would be no real need for face-to-face contact time. Whilst not explicitly stated in the Gateway Aims, creating a sense of belonging and community should be an important outcome of the programme.

This sense of community can be created through two key mechanisms (i) opportunities for interaction within sessions and (ii) through small(er) group engagement. Working with the Gateway presenters (as noted above) provides an opportunity for the Gateway Team to help presenters design for engagement through activities in their sessions. This should be strongly encouraged, and based on qualitative feedback, is likely to be well received by participants.

In 2018, all first-year students, including commuter students will be assigned to a P3 Mentor prior to their arrival on campus. All P3 Mentors will receive the names of their first years (groups of 30) in November already and will start communicating with them via WhatsApp, email or SMS. These mentor groups will continue during the year.

P3 Mentor WhatsApp groups provide the opportunity to provide students with information, but importantly provide all first-year students with a point of contact person they can refer to with questions even before their arrival. This point of connection can be leveraged to encourage students to participate in Gateway sessions, but then provide an opportunity to connect on a more personal level with students through the planned mentor discussion sessions.

## Recommendation Eight: Identify ways of sustaining impact

Although information provision is an important goal of Gateway, presentations are easily forgotten, and students therefore need access to what the learnt throughout the course of the year. Ensuring that students can access the necessary information as needed means that the impact of the programme can be enhanced. Towards this end, the

2018 Gateway sessions will be recorded and put on Blackboard after Gateway. The Gateway manual, which should include relevant contact details and key information will also be available on Blackboard. Furthermore, Core aspects of the manual will also be included in the Kovsie Diary, which all students receive upon registration.

The P3 Mentor groups will play a very important part in sustaining the impact of the programme, not only in terms of providing a platform for students to ask questions of peers regarding services on campus; but also by providing a sustained point of contact to a community.

## Recommendation Nine: Enhance monitoring and evaluation

Monitoring and evaluation (M&E) efforts are critical to Gateway for two reasons, (i) they provide the platform for tracking and understanding the successes and impact of the programme and (ii) they provide insight for adaptive management and responsiveness. To fulfil these two functions, M&E activities must be aligned to the intended outcomes of the initiative (i.e. the Student Affairs Strategy and the Gateway aims), and must provide information that the Gateway team needs to ensure effective implementation.

Given the range of new approaches proposed in the 2018 implementation plan, and the framework provided by the Student Affairs Strategy it is an opportune moment to reconsider the tools and approach for monitoring Gateway. Ideally, the M&E framework would to be designed collaboratively by the Gateway team with support by a M&E practitioner (internal or external to the project), and implemented in collaboration with relevant stakeholders on campus.

M&E should be seen as a fundamental component of the programme design through a process of developing a framework to (i) identify intended outcomes which are directly aligned to the Student Affairs strategy and the aim of the programme, (ii) develop pathways (i.e. activities) to achieving the outcomes and (iii) determine indicators of success. Tools for data collection, should then be developed to align with this framework. With this approach M&E activities enable the Gateway team to understand not only if it is doing things right, but also doing the right things.

Once the student developmental outcomes have been finalised, these can then be incorporated into the framework enabling Gateway to monitor its contribution to their achievement. This should guide what questions are posed in surveys and focus groups. The (non-exhaustive) matrix in Table 8 illustrates how such a framework could be approached in Gateway.

Table 8: Illustrative example of monitoring and evaluation framework for Gateway

| OUTCOME INTENDED | PATHWAY TO ACHIEVEMENT | INDICATORS OF SUCCESS | DATA COLLECTION METHODS |
|---|---|---|---|
| What should Gateway achieve? | How could this be accomplished? | What would success look like? | What data is accessible to understand whether this has been accomplished? |
| Gateway sets the tone for the first-year experience, leaving students enthusiastic about life on campus and motivated to succeed | Gateway is logistically well-organised, enhancing enjoyment of the programme<br><br>Provide support to presenters to ensure that Gateway activities are fun, interesting and interactive.<br><br>Incorporate media into the sessions (music, videos etc.) to enhance enjoyment. | Students report that sessions are well organised, enjoyable, interesting and interactive<br><br>Independent observers in sessions note that sessions are well-organised, interesting and that students engaged.<br><br>Stakeholders involved in the sessions report that they were well organised, interactive and interesting. | Survey students on logistical aspects of sessions, and on whether sessions were (i) interesting, (ii) interactive, (iii) engaging to participate in.<br><br>Conduct purposefully selected focus groups to understand student experiences in Gateway from a more in-depth perspective.<br><br>Identify independent session observers who rate sessions on a rubric to triangulate with student responses.<br><br>Hold a debrief with session presenters to understand their experiences. |
| All first-year students have access to | Ensure that timing of session in the academic calendar is inclusive. | Students report that sessions provide | Survey students on whether information was provided that is (i) important, (ii) relevant and (iii) |

| | | | |
|---|---|---|---|
| information on relevant campus services and activities, and make use of these services/ engage in these activities to enhance their holistic experience on campus | Use strategic marketing<br><br>Present students with sessions during Gateway that provide (i) important, (ii) relevant and (iii) useful information.<br><br>Track student participation to understand the profile of students who do not participate.<br><br>Communicate with and motivate non-attendees to participate in supplementary sessions.<br><br>Make information available online after-the-fact in alternative formats (including informational videos and written documents).<br><br>Provide incentives for participation<br><br>Link Gateway participation to e-portfolio at graduation. | information that is (i) important, (ii) relevant and (iii) useful.<br><br>Independent observers in sessions note that sessions provide information that is (i) important, (ii) relevant and (iii) useful.<br><br>All first-year students participate in all Gateway sessions during the first Semester.<br><br>Students access on-campus services and participate in Student Affairs activities during their first-year. | useful. Include questions on the likelihood of them engaging with particular services/ activities.<br><br>Conduct purposefully selected focus groups to understand student experiences from a more in-depth perspective. Include a focus group with non-attendees to understand factors leading to non-participation.<br><br>Identify independent session observers who rate sessions on a rubric to triangulate with student responses.<br><br>Use scanners (or relevant technology) to track individual session participation, and supplementary session participation.<br><br>Track views/downloads of information provided online after-the-fact.<br><br>Collaborate with departments and programmes on campus who are part of Gateway to track student participation in activities and services during the year. Correlate this data with attendance data. |
| Gateway contributes to a sense of belonging and community on campus for all first-year students | Sessions provide opportunities for students to engage with peers.<br><br>P3 mentors provide small(er) group opportunities for continued engagement and sense of belonging | Students report that sessions provide opportunities for engagement.<br><br>Independent observers in sessions note that sessions provide opportunities for engagement.<br><br>Students participate in P3 mentor group discussions during Gateway.<br><br>Students remain engaged with their P3 mentors during the first-semester, and throughout the year. | Survey students on whether they engaged with peers during sessions, and on experiences in the P3 mentor discussion sessions.<br><br>Survey students about the P3 mentor groups at the end of the first semester.<br><br>Conduct purposefully selected focus groups to understand student experiences from a more in-depth perspective. Conduct these at the end of Gateway and the end of the Semester to determine the value of the P3 mentor groups.<br><br>Identify independent session observers who rate sessions on a rubric to triangulate with student responses.<br><br>Monitor engagement and participation in P3 dialogue sessions during Gateway.<br><br>Monitor engagement in P3 mentor groups throughout the year.<br><br>Hold focus group discussions with the P3 mentors after gateway, at the end of the first semester and at the end of the year. |
| Gateway contributes to the nurturing of a campus environment that is inclusive and socially just. | Present students with sessions during Gateway that (i) introduce them to the student affairs philosophy, (ii) provide them the opportunity to participate in dialouges<br><br>Gateway sessions, where relevant, employ a humanising pedagogy and the pedagogy of discomfort | | Conduct purposefully selected focus groups to understand student experiences from a more in-depth perspective. |

# UNIVERSITY OF THE FREE STATE

# GATEWAY
# 2018
# REPORT

Complied by MelodyM Consulting

# TABLE OF CONTENTS

Executive Summary

# GATEWAY

## 2018 EVALUATION SUMMARY

### PARTICIPANT PROFILE

Compared to the profile of all 2018 first-years, male, off-campus, and white students were under-represented at Gateway 2018.

**Female**
**63%**
59% of first-years are female

**First-generation**
**62%**

**On-campus**
**53%**
20% of first-years live on campus

**Black**
**72%**
76% of first-years are Black

**The proportion of on-campus and black students who participated in Gateway increased significantly from 2017.**

### SESSION RATINGS

All sessions received mostly positive ratings on all aspects - relevance, content, engagement and sense of community, impact and logistical organisation.

**> 90%** said sessions helped them to prepare for their studies, and that sessions were relevant and stayed on topic.

**> 85%** said they felt engaged in the sessions and had their questions satisfactorily answered.

**89%** said that sessions made them feel welcome and helped them integrate into the university community.

**> 85%** said that sessions were at a suitable time, that they were well informed about the time of sessions and that staff were friendly and helpful.

**90%** said that session content was important, useful, relevant, clear and easy to understand.

**> 90%** said they were inspired to get involved on campus and will make use of the services they learnt about.

# SESSION SPECIFIC FEEDBACK

The **ACADEMIC ADVISING** session was rated very highly in terms of relevance, session content and impact.

The session was rated more positively than any other in terms of preparing students for their studies, with 94% of students agreeing that the session accomplished this.

More than 95% said the session content was important and useful, and that they would make use of this service.

**ACADEMIC ADVISING**

The **STUDENT LIFE** session was rated highly across most dimensions.

95% of students agreed that the content was relevant, important and useful, and nine out of ten students were inspired to get involved on campus as a result of the session.

Close to 90% of students agreed that the session developed their ability to succeed at university.

**STUDENT LIFE**

The **SUPPORT SERVICES** session was rated very highly in terms of relevance and impact.

The session was rated more positively than any other in terms of being focused and relevant to the topic. Nine out of ten students said the session made them feel welcome and helped them to integrate into campus life.

95% said that they will make use of the services and resources on campus that were presented in the session.

**SUPPORT SERVICES**

The **B-SAFE** session was rated very highly in terms of its relevance, and more highly than other sessions in terms of engagement, content and impact.

Almost all students said the content of the session was important, useful and easy to understand. It was also the session students found most interactive and interesting.

94% of students said the session was a good use of their time.

**B-SAFE**

The **SERVICE LEARNING 1 & 2** sessions were generally rated positively across most dimensions, with more than 80% of students providing positive ratings on most of the aspects evaluated. However, these two sessions received lower ratings than the other sessions in most areas.

The sessions were rated least positively in terms of keeping students engaged and interested (less than 80% of students gave a positive rating). Compared to other sessions, students were less satisfied that their expectations of the sessions were met, and were less positive about whether the sessions (particularly Service Learning 2) were a good use of their time.

The Service Learning 2 session in particular received the lowest rating of all sessions in terms of relevance, engagement, content and impact.

**SERVICE LEARNING 1 & 2**

# 92% of students

rated staff members in sessions as friendly and helpful.

# SESSION RATINGS

## RELEVANCE
### (% of students agreeing)

**Prepared students for studies**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 90 | 94 | 88 | 92 | 93 | 87 | 84 |

**Focused and relevant to topic**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 92 | 94 | 89 | 95 | 95 | 89 | 85 |

Legend: All Sessions · Academic Advising · Student life · Support Services · B-Safe · Service Learning 1 · Service Learning 2

## ENGAGEMENT and SENSE OF COMMUNITY
### (% of students agreeing)

**Questions answered**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 86 | 87 | 87 | 87 | 93 | 85 | 81 |

**Interactive and interesting**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 85 | 90 | 90 | 85 | 91 | 82 | 82 |

**Felt welcome & helped integrate into campus**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 89 | 89 | 89 | 91 | 92 | 88 | 85 |

Legend: All Sessions · Academic Advising · Student life · Support Services · B-Safe · Service Learning 1 · Service Learning 2

## LOGISTICS
### (% of students agreeing)

**Suitable time**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 87 | 89 | 89 | 89 | 91 | 83 | 84 |

**Friendly and helpful staff**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 92 | 94 | 94 | 94 | 93 | 91 | 90 |

**Informed in time**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 86 | 85 | 85 | 89 | 88 | 83 | 85 |

**Satisfied with venue**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 93 | 93 | 91 | 94 | 94 | 91 | 89 |

Legend: All Sessions · Academic Advising · Student life · Support Services · B-Safe · Service Learning 1 · Service Learning 2

## CONTENT
### (% of students agreeing)

**Important, useful and relevant**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 95 | 97 | 95 | 96 | 97 | 94 | 91 |

**Clear and easily understandable**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 92 | 96 | 90 | 95 | 96 | 85 | 85 |

**Kept students engaged and interested**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 85 | 92 | 80 | 84 | 94 | 73 | 77 |

**Important, useful and relevant**

| All Sessions | Academic Advising | Student life | Support Services | B-Safe | Service Learning 1 | Service Learning 2 |
|---|---|---|---|---|---|---|
| 95 | 97 | 95 | 96 | 97 | 94 | 91 |

Legend: All Sessions · Academic Advising · Student life · Support Services · B-Safe · Service Learning 1 · Service Learning 2

# IMPACT OF SESSIONS

**Expectations of session met (% of students agreeing)**

- Service Learning 2: 81
- Service Learning 1: 80
- B-Safe: 96
- Support Services: 90
- Student Life: 86
- Academic Advising: 91
- All Sessions: 88

**Will use service or resource (% of students agreeing)**

- Service Learning 2: 89
- Service Learning 1: 93
- B-Safe: 96
- Support Services: 95
- Student Life: 92
- Academic Advising: 96
- All Sessions: 94

**Session inspired students to get involved (% of students agreeing)**

- Service Learning 2: 85
- Service Learning 1: 87
- B-Safe: 95
- Support Services: 91
- Student Life: 90
- Academic Advising: 93
- All Sessions: 91

**Session developed ability to succeed (% of students agreeing)**

- Service Learning 2: 86
- Service Learning 1: 89
- B-Safe: 95
- Support Services: 92
- Student Life: 88
- Academic Advising: 94
- All Sessions: 91

**Session was good use of time (% of students agreeing)**

- Service Learning 2: 80
- Service Learning 1: 84
- B-Safe: 94
- Support Services: 89
- Student Life: 85
- Academic Advising: 91
- All Sessions: 88

**Satisfied with developmental impact of session (% of students agreeing)**

- Service Learning 2: 83
- Service Learning 1: 88
- B-Safe: 97
- Support Services: 93
- Student Life: 89
- Academic Advising: 91
- All Sessions: 91

Legend: All Sessions, Academic Advising, Student Life, Support Services, B-Safe, Service Learning 1, Service Learning 2

Axis: 0 10 20 30 40 50 60 70 80 90 100

**GATEWAY BUDDIES**

Buddies were well-trained and equipped to assist first years.

Students cited Buddies as one of the Gateway '18 successes.

**MORE OFF-CAMPUS STUDENTS**

Although off-campus students are still under-represented at Gateway, there was a significant increase in their participation in 2018. Buddy system positively influenced this.

**SENSE OF COMMUNITY CREATED**

Gateway 2018 helped to create a sense of community for new first years. Buddy system helped create this sense for off-campus students.

**CAMPUS NAVIGATION**

The visibility of the Gateway Buddies to help first years navigate campus was a success factor. Students reported that the campus tours were highly valuable.

# RECOMMENDATIONS

**1** **Continue to expand reach & opportunity for participation** with a focus on increased participation from off-campus students. Maximise strategies that are working well.

**2** **Incentivise participation,** for example by linking sessions to immediate incentives (such as food) & later to the student co-curricular e-portfolio

**3** **Use a diversified creative marketing strategy** using a range of media, as well as individualised messages where possible.

**4** **Craft interactive, fun and engaging sessions** by ensuring logistical effectiveness & findings ways tor students to interact with each other.

**5** **Consider content from a strategic perspective** in the context of the Student Affairs Strategic Plan, and align content accordingly. Standardise across campuses where relevant.

**6** **Continue with monitoring & evaluation efforts** with the long-term goal to understand the impact of Gateway on student success and development.

# INTRODUCTION

The aim of this report is to detail the responses of students who attended the 2018 Gateway Orientation Sessions at the University of the Free State (UFS). Sessions were delivered on all three of the UFS campuses, and various forms of evaluation data collected on each. The broader orientation programme at the UFS consists of the Gateway sessions, the RAG activities and Faculty Orientations. This report details the experiences of the Gateway sessions only and primarily on the Bloemfontein campus. A separate report was compiled after the QwaQwa campus orientation; key findings from the report are integrated into this report in summary format.

Students on the Bloemfontein campus participated in six Gateway sessions:

- **Academic Advising and Success:** The purpose of this session was to introduce students to Academic Advising and its importance.
- **Student Life:** The purpose of this session was to introduce students to the programmes available at Student Affairs.
- **Support Services:** The purpose of this session was to inform students about the support services that are provided by the University of the Free State, including the Centre for Universal Access and Disability Support and Student Counselling and Development.
- **Service Learning 1:** The purpose of this session was an introduction to the Service Learning module.
- **Service Learning 2:** The purpose of this session was a practical presentation on the Service Learning module.
- **B-Safe:** The purpose of this session was a presentation on how to be safe on and off-campus. Presented by Protection Services, SAPS and Community Policing Forum.

On the Bloemfontein Campus, after each session, students were asked to provide immediate feedback via a paper-and-pencil survey, related to the following specific areas.

- **Relevance:** Questions asked students whether the content of the session prepared them for their studies and was focussed and relevant to the topic.
- **Engagement and sense of community:** Questions asked students whether the session was interactive and interesting, if their questions were satisfactorily answered and if they felt welcome and integrated into the community. They were also asked if they engaged with new peers in the sessions.
- **Logistics:** Questions asked students about the convenience of the session time, how timeous the information about the session time was, their satisfaction with the friendliness of the staff members.
- **Content:** Questions asked students whether the content of the sessions was important, useful, relevant, clear, and easy to understand as well as engaging and interesting.
- **Impact of the session:** Questions examined whether students felt the session helped develop their ability to succeed, was a good use of their time, if their expectations were satisfied, if they were inspired to get involved on campus and if they will make use of services and resources shared in the session.

## AIM OF GATEWAY

"To welcome first-year students, familiarise students with the university, ensure students are registered for their programmes, refer students to academic advising, career counselling and other support services on campus, and orientate students around the services that the University of the Free State (UFS) provides."

# OVERVIEW OF ALL SESSIONS

A total of 5996 students completed evaluation forms after the various Gateway sessions in Bloemfontein. Their responses are presented in aggregate in this section, providing an overview of the overall satisfaction with the sessions and a profile of all attendees. It should be noted that this aggregated summary does not represent unique individuals – as any individual student could have attended more than one session.

## Participant Profile

This section examines the participant profile of the respondents for all the sessions combined.

### Biographical
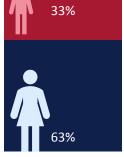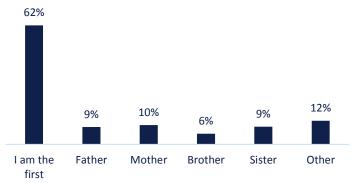
Most of the participants in the 2018 Gateway Programme were female (63%), approximately 6 out of ten were first-generation students and slightly less than three quarters were black. When comparing the sample of participants to the profile of all first-year enrolments, male students are slightly underrepresented (41% of students in the population are male), whilst female students are slightly overrepresented (59% of students in the population are female). White students are underrepresented in the sample (white students constitute 16% of the population, but only 10% of the sample consisted of white students).



All sessions: Gender distribution

33%

63%



All sessions: First-generation Students Proportion

62%

| I am the first | Father | Mother | Brother | Sister | Other |
|---|---|---|---|---|---|
| 62% | 9% | 10% | 6% | 9% | 12% |

The ratio of female to male students participating in Gateway 2018 was similar to that of Gateway 2017 (roughly two to one). The proportion of black students attending Gateway has been increasing since 2015 and in 2018 was much greater than in 2017 (72% in 2018 versus 48% in 2017). However, the proportion of white students decreased significantly from 2017 (10% in 2018 versus 29% in 2017).

### All Sessions: Race Distribution
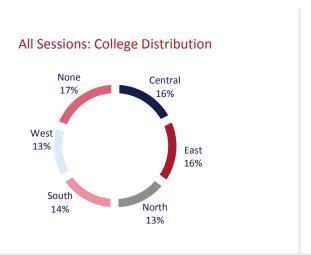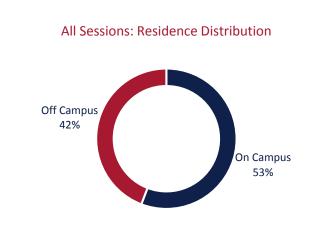
| Black African 72% | Coloured 10% | White 10% |
|---|---|---|

The proportion of first-generation students participating has been increasing since 2015. The proportion was higher in the 2018 group (62%) than in the 2017 group (54%) and the 2015 group (41%). However, no conclusion can be drawn about whether this is a shift in the demographic of the student population or in the Gateway participant profile given that data on first-generational status is not available at an institutional level.
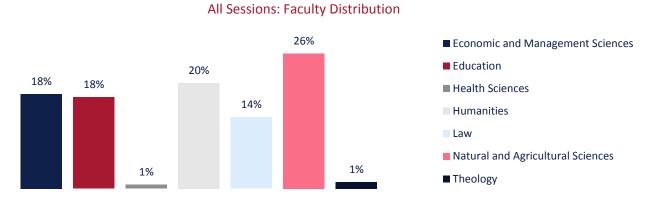
# Residential status and College participation

All Colleges were represented in approximately equal numbers, but off-campus students made up only 42% of participants. This is in stark contrast to their proportion in the population of first years in 2018, where off-campus students constitute 80% of the total first year population.

### All Sessions: College Distribution

None 17%
Central 16%
West 13%
East 16%
South 14%
North 13%

### All Sessions: Residence Distribution

Off Campus 42%
On Campus 53%

The distribution of students participating by Faculty is highly similar to the distribution of total enrolments for all Faculties, except the Faculty of Health Sciences, which was underrepresented, and the Faculty of Natural and Agricultural Sciences, which was overrepresented.

### All Sessions: Faculty Distribution

18% 18% 1% 20% 14% 26% 1%

- Economic and Management Sciences
- Education
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Theology
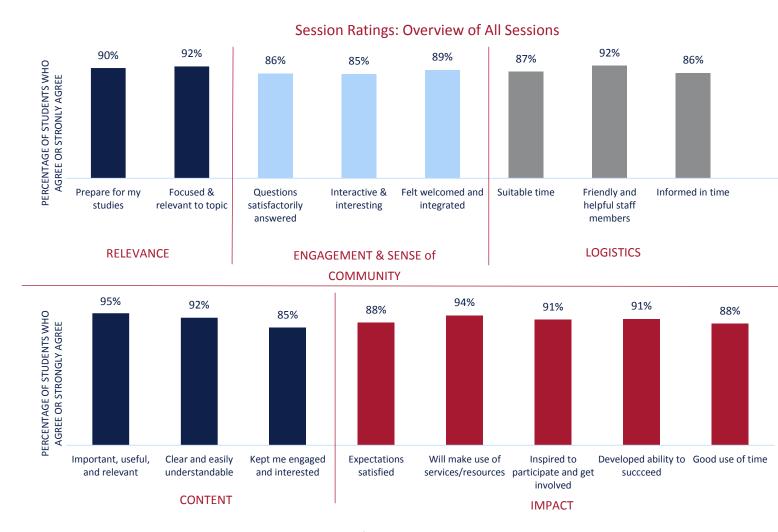
An increase in participation in Gateway was noted from 2017 to 2018 in the Faculties of Education, Humanities, Law, and Natural and Agricultural Sciences. That said, decreased participation was noted for the Faculty of Economic and Management Sciences and the Faculty of Health Sciences. The decreased participation was particularly salient in the Faculty of Health Sciences, with the percentage of students participating dropping from 13% in 2017 to only 1% in 2018.

# Session Feedback: All Sessions

This section examines the experiences of the respondents for all the sessions combined.

## Ratings and Satisfaction
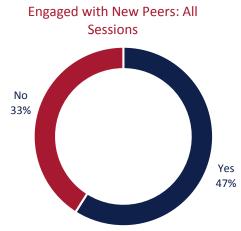
The responses of students to each specific question are detailed in the graphs below. For all the areas illustrated in the graphs below the vast majority of students rated sessions positively (responding agree or strongly agree to the questions).

**Session Ratings: Overview of All Sessions**



PERCENTAGE OF STUDENTS WHO AGREE OR STRONLY AGREE

RELEVANCE: Prepare for my studies 90%, Focused & relevant to topic 92%

ENGAGEMENT & SENSE of COMMUNITY: Questions satisfactorily answered 86%, Interactive & interesting 85%, Felt welcomed and integrated 89%

LOGISTICS: Suitable time 87%, Friendly and helpful staff members 92%, Informed in time 86%

CONTENT: Important, useful, and relevant 95%, Clear and easily understandable 92%, Kept me engaged and interested 85%

IMPACT: Expectations satisfied 88%, Will make use of services/resources 94%, Inspired to participate and get involved 91%, Developed ability to succceed 91%, Good use of time 88%

Considering the data illustrated in the graphs above, the following trends are noted:

- **Nine out of ten students indicated that the sessions helped them** to prepare for their studies, and that the sessions stayed focused and relevant to topic.

- **The vast majority of students (85% or above) indicated that they felt engaged in the sessions** through having their questions satisfactorily answered and through the sessions being interactive and interesting.

- **Students indicated that the sessions gave them a sense of community,** with 89% indicating that the sessions made them feel welcomed and assisted with their integration into the university culture. However, as is illustrated in the pie chart on the following page, less than half of the students said that they engaged with or met new peers during the sessions.

- The **logistics for the sessions were rated highly**, with more than 85% of students indicating that the sessions were at a suitable time for them to attend, that the staff members were present, friendly, and helpful, and that they were informed in time about the sessions.
- Nine out of ten students indicated that the **content of the sessions** was important, useful, relevant, clear, and easy to understand, whilst 85% of students indicated that the content kept them engaged and interested.
- **The impact of the sessions was rated highly,** with 88% of students indicating that their expectations were satisfied and that the sessions were a good use of their time, and over 90% of students indicating that they will make use of the services/resources they were told about in the sessions, that they were inspired to participate, and that the sessions helped develop their ability to succeed.

**Engaged with New Peers: All Sessions**

No 33%

Yes 47%

In addition to the above, from the graphs below can be seen that students were also satisfied with both the developmental impact of the sessions and the venue where the sessions were held, with over 90% indicating that they were either satisfied or highly satisfied with both the developmental impact and the venue.

**Satisfaction with Developmental Impact: All Sessions**

Highly Satisfied 28%

Satisfied 63%

- Highly Satisfied
- Satisfied
- Dissatisfied
- Highly Dissatisfied

**Satisfaction with Venue: All Sessions**

Highly Satisfied 36%

Satisfied 57%

- Highly Satisfied
- Satisfied
- Dissatisfied
- Highly dissatisfied

**FACULTY COMPARISON**

- On average across all aspects of the sessions, **students in the Faculties of Education and Humanities were more positive than other students**, whilst students in the Faculties of Health Sciences and Theology were the least positive.
- **Students in the Faculties of Education and Natural and Agricultural Sciences were most positive about the sessions helping them to feel a sense of community** at the UFS, whilst students in Health Sciences and Theology were least positive about this aspect.
- For **session logistics, the highest ratings were received from students in the Faculties of Humanities and Law**, whilst in line with the overall trend, the lowest ratings were received from students in the Faculties of Health Sciences and Theology.
- **Students in the Faculties of Education and Natural and Agricultural Sciences were most satisfied with the venue**, whilst in line with the overall trend, students in the Health Sciences and Theology Faculties were least satisfied.

# ACADEMIC ADVISING & SUCCESS
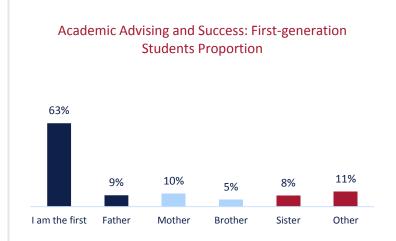
## Participant Profile

This section examines the participant profile of the respondents for the Academic Advising and Success session.

### Biographical

The majority of the participants who attended the Academic Advising and Success Session (63%) were female, close to two thirds (63%) were first-generation students, and a substantial majority (72%) were black. This profile is highly similar to the profile of students who attended all the sessions combined.

**Academic Advising & Success: Gender Distribution**

34%

63%

**Academic Advising and Success: First-generation Students Proportion**

| I am the first | Father | Mother | Brother | Sister | Other |
|---|---|---|---|---|---|
| 63% | 9% | 10% | 5% | 8% | 11% |

**Academic Advising & Success: Race Distribution**

| Black African 72% | Coloured 9% | White 12% |
|---|---|---|
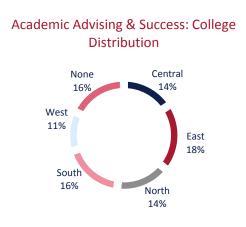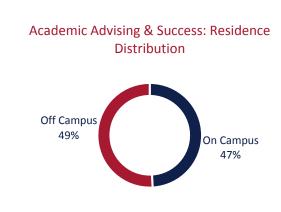
### Residence and Academic Profile
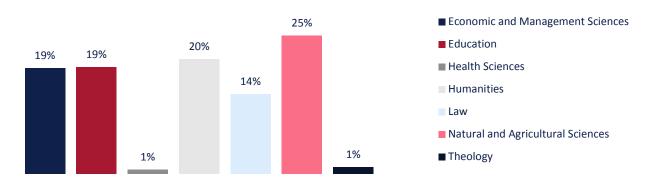
The South and East Colleges had the highest proportion of participating students, followed by the Central and North Colleges, and finally the West College, with a student representation of only 11%.  Off-campus students made up nearly half of participants; this is in stark contrast to their proportion in the population of first years in 2018.

**Academic Advising & Success: College Distribution**

- None 16%
- Central 14%
- West 11%
- East 18%
- South 16%
- North 14%

**Academic Advising & Success: Residence Distribution**

- Off Campus 49%
- On Campus 47%

The distribution of students participating by Faculty was relatively similar to the distribution of students in each faculty within the population of 2018 first-years, with the only exceptions being a clear underrepresentation of students in the Faculties Health Sciences, and an overrepresentation of students in the Faculty of Natural and Agricultural Sciences.

### Academic Advising & Success: Faculty Distribution



Legend:
- Economic and Management Sciences
- Education
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Theology

Values: 19%, 19%, 1%, 20%, 14%, 25%, 1%

# Session Feedback: Academic Advising & Success
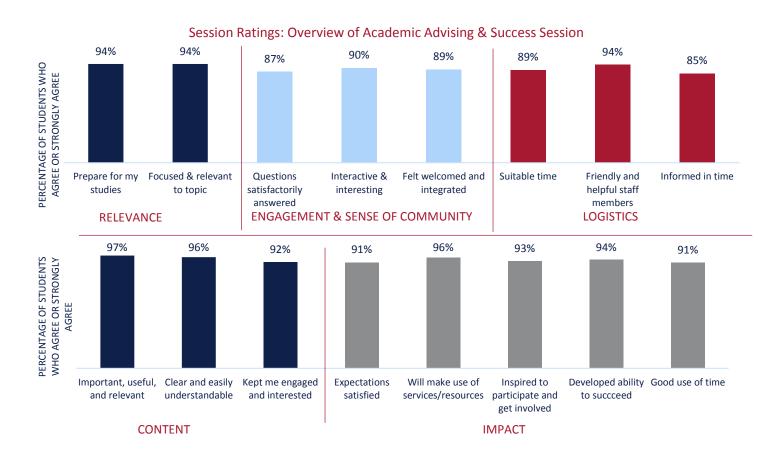
This section examines the experiences of the respondents for the Academic Advising and Success Session.

## Ratings and Satisfaction
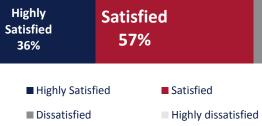
The responses of students to each specific question related to the Academic Advising and Success Session are detailed in the graphs below. For all areas illustrated in the graphs below, the vast majority of students rated the session positively (responding agree or strongly agree).

### Session Ratings: Overview of Academic Advising & Success Session



PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

| RELEVANCE | | ENGAGEMENT & SENSE OF COMMUNITY | | | LOGISTICS | | |
|---|---|---|---|---|---|---|---|
| Prepare for my studies 94% | Focused & relevant to topic 94% | Questions satisfactorily answered 87% | Interactive & interesting 90% | Felt welcomed and integrated 89% | Suitable time 89% | Friendly and helpful staff members 94% | Informed in time 85% |

PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

| CONTENT | | | IMPACT | | | | |
|---|---|---|---|---|---|---|---|
| Important, useful, and relevant 97% | Clear and easily understandable 96% | Kept me engaged and interested 92% | Expectations satisfied 91% | Will make use of services/resources 96% | Inspired to participate and get involved 93% | Developed ability to succceed 94% | Good use of time 91% |

**Satisfaction with Developmental Impact:**
**All Sessions**

| Highly Satisfied 28% | Satisfied 63% | |
|---|---|---|

- ■ Highly Satisfied
- ■ Satisfied
- ■ Dissatisfied
- ■ Highly Dissatisfied

**Satisfaction with Venue:**
**All Sessions**

| Highly Satisfied 36% | Satisfied 57% | |
|---|---|---|

- ■ Highly Satisfied
- ■ Satisfied
- ■ Dissatisfied
- ■ Highly dissatisfied

Considering the data illustrated in the graphs, the following trends are noted for the Academic Advising and Success Session:

- **Nine out of ten students indicated that the sessions were relevant**, helping them to prepare for their studies and by being focused and relevant to the topic.
- **The vast majority of students were positive about the level of engagement during the sessions**, with 87% indicating that their questions were satisfactorily answered, and 90% indicating that the session was interactive and interesting.
- Although only half of the students indicated that they engaged with new peers during the session, 89% said that **the session helped them to feel welcome and integrated into the university culture**.

Engaged with New Peers: Academic Advising and Success Session



No 33%

Yes 50%

- **Students were positive about the session logistics**, with 85% or more indicating that the session was at a suitable time for them to attend, that the staff members were friendly and helpful, and that they were informed in time in order to attend the session.
- **The session content was rated especially favourably by the students,** with nearly all students (97%) indicating that the session content was important, useful, and relevant, and 96% indicating that the content was clear and easily understandable. In addition, 92% of students indicated that the content kept them engaged and interested.
- A particularly salient finding is that over **90% of students rated each aspect related to the impact of the session favourably,** including that the session satisfied their expectations, inspired them to participate and get involved, helped develop their ability to succeed, was a good use of their time, and convinced them to make use of the services/resources they were told about.
- Finally, over **90% of students were satisfied to some extent with the developmental impact of the session**, as well as with the session venue.

**FACULTY AND RESIDENTIAL STATUS COMPARISONS – ACADEMIC ADVISING AND SUCCESS SESSION**

*It should be noted that the sample size for students in the Faculty of Health Sciences for the Academic Advising and Success Session was very low (N=12), and results for this Faculty are therefore highly likely to be biased and inaccurate. Therefore, the Faculty of Health Sciences is be excluded from this comparative analysis.*

- When all aspects of the session as considered together students in the **Faculties of Law and Economic and Management Sciences were slightly less positive about the session** than students in the other faculties.
- The session content was rated highly across all Faculties, **with 90% or more students in each faculty agreeing to some extent that the content was important, useful, relevant to topic, clear, easily understandable, and kept them engaged and interested in the topic.**
- **All aspects related to session impact were rated highly across faculties**, with the only rating below 90% being that 84% of students in the Faculty of Theology assigned positive ratings to the session being a good use of their time.
- Session relevance was rated highly across all faculties, **with 90% or more students in each faculty agreeing to some extent** that this session stayed focused and relevant to topic and was relevant to prepare them for their studies at the UFS.
- **Engagement with new peers during this Gateway session was low across faculties**, and particularly so for the Faculties of Economic and Management Sciences and Natural and Agricultural Sciences, where less than half of the students indicated that they engaged with new peers during this session.
- In contrast, 88% or more students across all faculties agreed to some extent that **the session made them feel welcome and assisted with their integration into the university culture.**
- On average across all aspects, **session logistics were rated positively by a greater proportion of students in the Faculties of Education and Theology** compared to the other faculties. That said, **over 90% of students in all faculties indicated that the Gateway staff members were present, friendly and helpful at this Gateway session**.
- Students in the **Faculty of Education were more positive than students in the other faculties about the developmental impact of the Academic Advising and Success Session**
- Apart from the Faculty of Theology where all students indicated that they were satisfied with the venue, students in the **Faculty of Education were also more satisfied with the venue than other students.**
- Across all aspects of the Academic Advising and Success Session, **on- and off-campus students differed very little in their ratings**, with more than 8 out of 10 on-campus and off-campus students rating each aspect positively.

Independent observers at the Academic Advising sessions rated the session on a scale from 1 to 3 (where 1 is most positive and 3 is least positive). The following aspects were rated (i) the introduction to the session, (ii) the described purposes of the session, (iii) the presenters knowledge of the content, (iv) the flexibility of the presenter, (v) the presenter's communication skills and assertiveness, (vi) the relevance of the content, as well as whether it was presented in a focussed and logical manner, (vi) whether the session was presented creatively and innovatively, and (vii) how the students responded and engaged during the session. The ratings from the observers are summarised below. Comments provided by the observers are included to elucidate the quantitative ratings.

| Elements rated | Average rating (1-3) | Comments |
|---|---|---|
| Introduction | 1 | As a result of students registering some sessions started late. |
| Purpose of session explained | 1.1 | |
| Presenter knowledge of content | 1 | Explained content thoroughly |
| Presenter initiative and flexibility | 1.3 | Presenter responded well to technical difficulties in the session. |
| Presenter communications Skills | 1.3 | Presenter actively engaged with the students. |
| Presenter assertiveness | 1.3 | |
| Content relevance | 1.2 | Described as practical and relevant. |
| Presenter dynamic & innovative | 1.6 | |
| Content focused & logical | 1.3 | |
| Response from students | 1.4 | Students were described as looking tired and not responsive. |
| Engagement of students | 1 | Students were described as disruptive. Speaker engaged with students, but they were described as non-responsive. |

The ratings and feedback from the observers confirm overall the positive feedback from students on the session.

# STUDENT LIFE
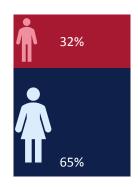
## Participant Profile
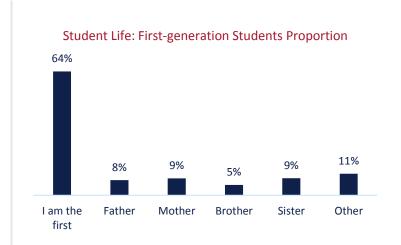
This section examines the participant profile of the respondents for the Student Life session.

### Biographical

The majority of the participants (65%) were female, 64% were first-generation students, and slightly more than three quarters were black. This is similar to the profile of students who attended all the sessions combined.
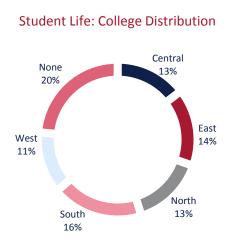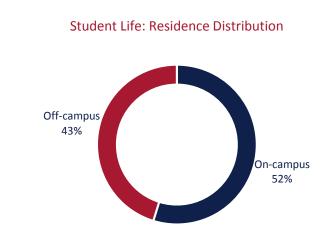
**Student Life: Gender Distribution**
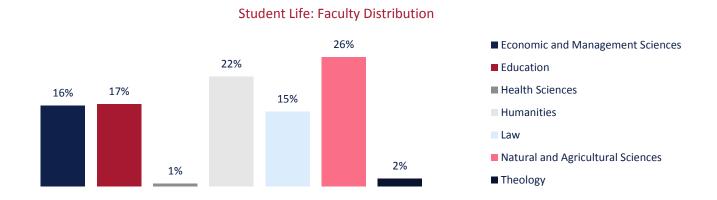
32%

65%

**Student Life: First-generation Students Proportion**

64% — I am the first
8% — Father
9% — Mother
5% — Brother
9% — Sister
11% — Other

**Student Life: Race Distribution**

Black African 76% | Coloured 10% | White 8%

### Residence and Academic Profile

All Colleges were represented in approximately equal numbers, but off-campus students made up only 43% of participants. This is in stark contrast to their proportion in the population of first years in 2018, where off-campus students constitute 80% of the student population.

**Student Life: College Distribution**

Central 13%
East 14%
North 13%
South 16%
West 11%
None 20%

**Student Life: Residence Distribution**

Off-campus 43%
On-campus 52%

The distribution of students participating by Faculty is similar to the distribution of students in each faculty within the population of 2018 first-years, with the Faculty of Health Sciences somewhat underrepresented, and the Faculty of Natural and Agricultural Sciences somewhat overrepresented.

**Student Life: Faculty Distribution**



Legend:
- Economic and Management Sciences
- Education
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Theology

Values: 16%, 17%, 1%, 22%, 15%, 26%, 2%
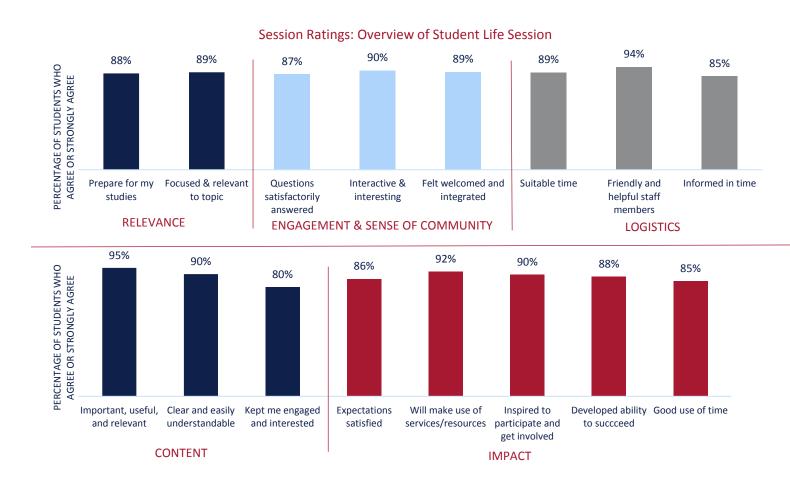
# Session Feedback: Student Life

This section examines the experiences of the respondents for the Student Life Session.

## Ratings and Satisfaction

The responses of students to each specific question related to the Student Life Session are detailed in the graphs below. For all areas illustrated in the graphs the vast majority of students rated the session positively (responding agree or strongly agree).

**Session Ratings: Overview of Student Life Session**



PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

| RELEVANCE | | ENGAGEMENT & SENSE OF COMMUNITY | | | LOGISTICS | | |
|---|---|---|---|---|---|---|---|
| Prepare for my studies | Focused & relevant to topic | Questions satisfactorily answered | Interactive & interesting | Felt welcomed and integrated | Suitable time | Friendly and helpful staff members | Informed in time |
| 88% | 89% | 87% | 90% | 89% | 89% | 94% | 85% |



PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

| CONTENT | | | IMPACT | | | | |
|---|---|---|---|---|---|---|---|
| Important, useful, and relevant | Clear and easily understandable | Kept me engaged and interested | Expectations satisfied | Will make use of services/resources | Inspired to participate and get involved | Developed ability to succceed | Good use of time |
| 95% | 90% | 80% | 86% | 92% | 90% | 88% | 85% |
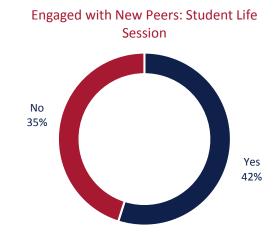
Considering the data illustrated in the graphs, the following trends are noted for the Student Life Session:

- **The relevance of the session was rated highly,** with over 85% of students indicating that the session was focused and relevant to the topic, and that the session helped them to prepare for their studies.
- **Nine out of ten students noted that the session was interactive and interesting**, whilst 87% indicated that their questions were satisfactorily answered.
- **Approximately nine out of ten students indicated that the session helped them to feel welcomed and integrated into the university culture**. That said, from the pie chart below it can be seen that only 42% of students said that they engaged with new peers during this Gateway session.

**Engaged with New Peers: Student Life Session**

No
35%

Yes
42%
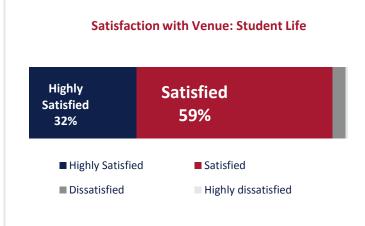
- **Students were positive about the logistics for this session,** with approximately nine out of ten students indicating that the session was at a suitable time for them to attend, and that the staff members were friendly and helpful. In addition, 85% of students indicated that they were informed in time in order to attend this session.
- **The vast majority of students (95%) indicated that the session content was important, useful, and relevant,** whilst nine out of ten students said that the content was clear and easily understandable. Although still a substantial majority, a slightly lower proportion of students (80%) indicated that the content kept them engaged and interested.
- **Session impact was also rated highly,** with students especially indicating that they will make use of the resources/services they were made aware of in the session (92%) and that the session inspired them to participate and get involved (90%).

In addition to the above trends, from the graphs below can be seen that the vast majority of students were satisfied to some extent with both the developmental impact of the session (89%) and the venue (91%).

**Satisfaction with Developmental Impact: Student Life**

| Highly Satisfied 25% | Satisfied 64% | |
|---|---|---|

- Highly Satisfied
- Satisfied
- Dissatisfied
- Highly Dissatisfied

**Satisfaction with Venue: Student Life**

| Highly Satisfied 32% | Satisfied 59% | |
|---|---|---|

- Highly Satisfied
- Satisfied
- Dissatisfied
- Highly dissatisfied

**FACULTY AND RESIDENTIAL STATUS COMPARISONS – STUDENT LIFE**

*It should be noted that the sample size for students in the Faculty of Health Sciences for the Academic Advising and Success Session was very low (N=7), and results for this Faculty are therefore highly likely to be biased and inaccurate. Therefore, the Faculty of Health Sciences is be excluded from this comparative analysis.*

- On average across all aspects of the session, **students in the Faculty of Economic and Management Sciences were slightly more positive about the session** than students in the other Faculties, while students in the Theology Faculty were somewhat less positive than other students.

- Students were **particularly positive about the content being important, useful, and relevant to topic**, with at least 90% of all students in all Faculties assigning positive ratings to this aspect.
- Students in the **Faculty of Humanities assigned slightly higher ratings to all aspects measuring session impact**, except for this Gateway session being a good use of their time. For latter named aspect, students in the Faculty of Education were slightly more positive than students in the other faculties.
- Students in the **Faculties of Law and Natural and Agricultural Sciences assigned especially high ratings (over 90% agreed to some extent) to the session staying focused and relevant to topic.** Albeit still overall favourable, students in the Faculty of Theology rated both aspects related to session relevance somewhat lower than students in the other faculties.
- **It is noteworthy that in all faculties student engagement on average received the lowest ratings.** When each aspect of student engagement is considered separately, lower ratings were especially evident for this Gateway session being interactive and interesting, with positive ratings dipping somewhat below 80% for the Faculties of Economic and Management Sciences, Natural and Agricultural Sciences, and Theology.
- Across faculties, **a low percentage of students indicated that they engaged with new peers** during this Gateway session, with the Faculty of Theology being the only faculty where more than half of the sample (58%) indicated that they engaged with new peers.
- Although session logistics were rated positively across faculties, **students in the Faculties of Economic and Management Sciences, Law, and Natural and Agricultural Sciences especially were positive about the Gateway staff members**, with nine out of ten students in each of these faculties assigning positive ratings to the staff being present, friendly, and helpful.
- Students in the **Faculty of Economic and Management Sciences were slightly more positive about the developmental impact of the session** than students in the other faculties (9 out of 10 were satisfied to some extent).
- **Students were satisfied with the venue for this session,** with nine out of ten students in all faculties except Theology indicating that they were satisfied to some extent with the venue. Only slightly more than three quarters of students in the Faculty of Theology were satisfied with the venue.
- On average across all aspects, **off-campus students were slightly more positive about the session than on-campus students**.

Independent observers at the Student Life sessions rated the session on a scale from 1 to 3 (where 1 is most positive and 3 is least positive). The following aspects were rated (i) the introduction to the session, (ii) the described purposes of the session, (iii) the presenters knowledge of the content, (iv) the flexibility of the presenter, (v) the presenter's communication skills and assertiveness, (vi) the relevance of the content, as well as whether it was presented in a focussed and logical manner, (vi) whether the session was presented creatively and innovatively, and (vii) how the students responded and engaged during the session. The ratings from the observers are summarised below. Comments provided by the observers are included to elucidate the quantitative ratings.

| Elements rated | Average rating (1-3) | Comments |
| --- | --- | --- |
| Introduction | 1.38 | |
| Purpose of session explained | 1.13 | |
| Presenter knowledge of content | 1.00 | Knows content well |
| Presenter initiative and flexibility | 1.50 | |
| Presenter communications skills | 2.13 | |
| Presenter assertiveness | 1.38 | |
| Content relevance | 1.63 | Much of the content was noted as being the same as the Support Services session |
| Presenter dynamic & innovative | 2.00 | Some slides have text too small to be able to read |
| Content focused & logical | 1.13 | Presenter jumped from topic to topic |
| Response from students | 2.50 | |
| Engagement of students | 2.25 | Presenter does not make enough effort to engage the audience |

# SUPPORT SERVICES
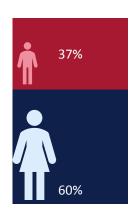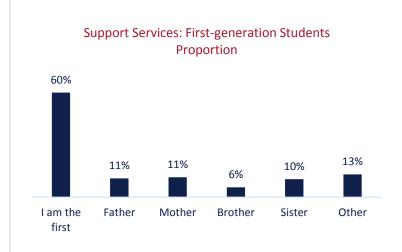
## Participant Profile

This section examines the participant profile of the respondents for the Support Services Session.

### Biographical

The majority of the participants (60%) were female, 60% were first-generation students, and slightly more than two thirds were black. The gender and racial distributions for the session were very similar to that of all first-year enrolments.

**Support Services: Gender Distribution**
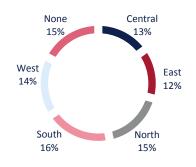
37%

60%

**Support Services: First-generation Students Proportion**

| I am the first | Father | Mother | Brother | Sister | Other |
|:--:|:--:|:--:|:--:|:--:|:--:|
| 60% | 11% | 11% | 6% | 10% | 13% |

**Support Services: Race Distribution**

| Black African 69% | Coloured 11% | White 12% |
|:--:|:--:|:--:|

### Residence and Academic
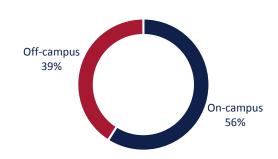
All Colleges were represented in approximately equal numbers, but off-campus students made up only 39% of participants. This is in stark contrast to their proportion in the population of first years in 2018.

**Support Services: College Distribution**

None 15%
Central 13%
West 14%
East 12%
South 16%
North 15%

**Support Services: Residence Distribution**

Off-campus 39%
On-campus 56%

The distribution of students participating by Faculty is similar to the distribution of students within the first-year population, but with students in the Faculties of Education and Health Sciences somewhat underrepresented and students in the Faculty of Natural and Agricultural Sciences overrepresented.

## Support Services: Faculty Distribution



- Economic and Management Sciences
- Education
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Theology

# Session Feedback: Support Services

This section examines the experiences of the respondents for the Support Services Session.

## Ratings and Satisfaction

The responses of students to each specific question related to the Support Services Session are detailed in the graphs below. In all areas illustrated in the graphs the vast majority of students rated this session positively (responding agree or strongly agree).

### Session Ratings: Overview of Support Services Session



PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

| RELEVANCE | ENGAGEMENT & SENSE OF COMMUNITY | LOGISTICS |
| --- | --- | --- |
| Prepare for my studies 92% | Questions satisfactorily answered 87% | Suitable time 89% |
| Focused & relevant to topic 95% | Interactive & interesting 85% | Friendly and helpful staff members 94% |
| | Felt welcomed and integrated 91% | Informed in time 89% |



PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

| CONTENT | IMPACT |
| --- | --- |
| Important, useful, and relevant 96% | Expectations satisfied 90% |
| Clear and easily understandable 95% | Will make use of services/resources 95% |
| Kept me engaged and interested 84% | Inspired to participate and get involved 91% |
| | Developed ability to succceed 92% |
| | Good use of time 89% |

Considering the data illustrated in the graphs, the following trends are noted for the Support Services Session:

- **Session relevance was rated highly,** with nine out of ten students indicating that this session helped them to prepare for their studies, and almost all students (95%) indicating that the session was focused and relevant to topic.
- **The vast majority of students (85% to 87% respectively) indicated that the session was interactive and interesting,** and that their questions were satisfactorily answered.
- Although less than half of the students said that they engaged with new peers during this session, **nine out of ten indicated that the session helped them to feel welcome and integrated into the university culture**.

### Engaged with New Peers: Support Services Session



- **Session logistics were rated highly,** with approximately nine out of ten students indicating that the session was at a suitable time for them to attend, that they were informed in time in order to attend the session, and that the staff were friendly and helpful.
- **Students were especially positive about the session contents**, with 95% to 96% of students indicating that the session content was important, useful, relevant, clear, and easily understandable.
- **Session impact received particularly high ratings,** with approximately nine out of ten students indicating that their expectations were satisfied, that they were inspired to participate and get involved, that their ability to succeed was further developed, and that the session was a good use of their time. In addition, nearly all students (95%) indicated that they will make use of the services/resources they were informed about at the session.

In addition to the above, over 90% of students indicated that they were satisfied to some extent with both the developmental impact of the session and the session venue.

### Satisfaction with Developmental Impact: Support Services



### Satisfaction with Venue: Support Services



### FACULTY AND RESIDENTIAL STATUS COMPARISONS - SUPPORT SERVICES

*It should be noted that the sample sizes for students in the Faculties of Health Sciences (N=5) and Theology (N=11) for the Support Services Session were very low, and results for these Faculties are therefore highly likely to be biased and inaccurate. Therefore, the Faculties of Health Sciences and Theology are be excluded from this comparative analysis.*

- Overall across all aspects, **students in the Faculties of Humanities and Natural and Agricultural Sciences assigned slightly higher ratings to the Support Services session than students in the other faculties,** whilst students in the Faculties of Education and Law assigned slightly lower ratings to this session than students in the other faculties.

- Regarding session content, students **across faculties were especially positive about the content being important, useful, relevant to topic, clear, and easily understandable**, with at least nine out of ten students in all Faculties rating these aspects positively.

- Overall, **session impact was rated highly, with an average of at least nine out of ten students within each faculty assigning positive ratings** to the five aspects related to the impact of the Support Services Session.

- At least nine out of ten students within each faculty indicated that the **Support Services Session was relevant to prepare them for their studies at the UFS, whilst nearly all students in the Faculties of Humanities (96%) and Natural and Agricultural Sciences (97%) indicated that the session stayed focused and relevant to the topic**.

- Of all aspects related to the Support Services Session, **session engagement was rated the lowest in all faculties.** That said, at least 85% of students in all faculties still indicated that their questions were satisfactorily answered during this session, whilst at least eight out of ten students in all faculties indicated that the session was interactive and interesting.

- Students in the **Faculty of Education were somewhat less positive than students in other faculties about this Gateway Session making them feel welcomed and integrated into the university culture**.

- Regarding session logistics, **particularly high ratings were received for the staff members being present, friendly, and helpful, with more than 90% of students in all faculties agreeing with this statement**.

- Students in **the Faculties of Economic and Management Sciences and Humanities were slightly more positive than students in other faculties about the developmental impact of the session**, with 95% of students in each of these faculties indicating that they were satisfied to some extent with this aspect of the session.

- Nearly all students in the **Faculties of Natural and Agricultural Sciences (97%) and Economic and Management Sciences (96%) were satisfied to some extent with the venue** for this session.

- There were **little differences between on- and off-campus students' ratings of all aspects related to the Support Services Session,** except for whether students engaged with new peers during the session, where a greater proportion of off-campus (48%) than on-campus (38%) students indicated that they did engage with new peers.

Independent observers at the Support Services sessions rated the session on a scale from 1 to 3 (where 1 is most positive and 3 is least positive. The following aspects were rated (i) the introduction to the session, (ii) the described purposes of the session, (iii) the presenters knowledge of the content, (iv) the flexibility of the presenter, (v) the presenter's communication skills and assertiveness, (vi) the relevance of the content, as well as whether it was presented in a focussed and logical manner, (vi) whether the session was presented creatively and innovatively, and (vii) how the students responded and engaged during the session. The ratings from the observers are summarised below. Comments provided by the observers are included to elucidate the quantitative ratings.

| Elements rated | Average rating (1-3) | Comments |
|---|---|---|
| Introduction | 1.23 | Professional video at the beginning of the session |
| Purpose of session explained | 1.08 | |
| Presenter knowledge of content | 1.08 | Presenters knew content well |
| Presenter initiative and flexibility | 1.46 | |
| Presenter communications Skills | 1.62 | |
| Presenter assertiveness | 1.31 | |
| Content relevance | 1.31 | Very useful and informative |
| Presenter dynamic & innovative | 1.46 | |
| Content focused & logical | 1.08 | A lot of repetition noted with the Student Life session |
| Response from students | 2.15 | Limited responsiveness from students |
| Engagement of students | 2.00 | Some students seemed disinterested and tired. |

# B-SAFE

## Participant Profile
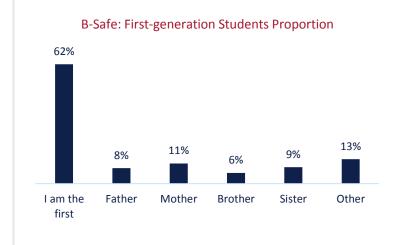
This section examines the participant profile of the respondents for the B-Safe Session.

### Biographical

The majority of the participants (64%) were female, 62% were first-generation students, and slightly less than three quarters were Black. When compared to the profile of all first-year enrolments, male students and white students are underrepresented, whilst coloured students are somewhat overrepresented the participating group.

**B-Safe: Gender Distribution**

33%

64%

**B-Safe: First-generation Students Proportion**

| I am the first | Father | Mother | Brother | Sister | Other |
|---|---|---|---|---|---|
| 62% | 8% | 11% | 6% | 9% | 13% |
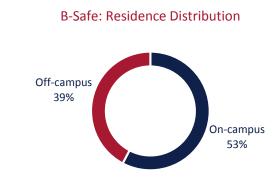
**B-Safe: Race Distribution**

| Black African 73% | Coloured 11% | White 8% |
|---|---|---|

### Residence and Academic

All Colleges were represented in approximately equal numbers, except for a higher representation of the East College (22% of students), and a lower representation of the South College (6% of students). On-campus students made up slightly more than half of the participants which is in stark contrast to the distribution of 2018 first year students.

**B-Safe: College Distribution**

- Central 14%
- East 22%
- North 16%
- South 6%
- West 15%
- None 19%

**B-Safe: Residence Distribution**

- On-campus 53%
- Off-campus 39%

## B-Safe: Faculty Distribution



- Economic and Management Sciences: 19%
- Education: 18%
- Health Sciences: 0.4%
- Humanities: 21%
- Law: 12%
- Natural and Agricultural Sciences: 28%
- (other): 1%

The distribution of students participating by Faculty is approximately similar to the distribution of students in each faculty within the population of 2018 first-years, but with students from the Faculty of Health Sciences somewhat underrepresented, and students from Natural and Agricultural Sciences overrepresented.

# Session Feedback: B-Safe

This section examines the experiences of the respondents for the B-Safe session.

## Ratings and Satisfaction

The responses of students to each specific question related to the B-Safe Session are illustrated in the graphs below. In all areas illustrated in the graphs, except for the data in the pie chart related to engaging with new peers, the vast majority of students rated sessions positively (responding agree or strongly agree).

### Session Ratings: Overview of B-Safe Session



**RELEVANCE**
- Prepare for my studies: 93%
- Focused & relevant to topic: 95%

**ENGAGEMENT & SENSE OF COMMUNITY**
- Questions satisfactorily answered: 93%
- Interactive & interesting: 91%
- Felt welcomed and integrated: 92%

**LOGISTICS**
- Suitable time: 91%
- Friendly and helpful staff members: 93%
- Informed in time: 88%

**CONTENT**
- Important, useful, and relevant: 97%
- Clear and easily understandable: 96%
- Kept me engaged and interested: 94%

**IMPACT**
- Expectations satisfied: 96%
- Will make use of services/resources: 96%
- Inspired to participate and get involved: 95%
- Developed ability to succceed: 95%
- Good use of time: 94%

From the data illustrated in the graphs, the following trends are noted:

- **The vast majority of students noted that the session helped them to prepare for their studies** (93%) and was focused and relevant to the topic (95%)
- **Session engagement was rated highly**, with nine out of ten students indicating that their questions were satisfactorily answered and that the session was interactive and interesting.
- Although **nine out of ten students felt that the session made them feel welcome and integrated into the university culture**, less than half indicated that they engaged with new peers during this session (44%).
- **Session logistics were rated highly**, with the only aspect dipping slightly below 90% being students being informed in time in order to attend the session.
- **Almost all students indicated that the session content was important, useful, relevant (97%)** and clear and easily understandable (96%), whilst 94% felt that the content kept them engaged and interested.
- **Session impact was rated particularly favourably**, with a particularly high proportion of students (96%) agreeing that their expectations were satisfied, and that they will make use of the services/resources that they were made aware of during this session.

In addition to the above, nine out of ten students indicated that they were satisfied to some extent with both the developmental impact of the session, and the session venue.

**Engaged with New Peers: B-Safe Session**



No 35%

Yes 44%

**Satisfaction with Developmental Impact: B-Safe**



Highly Satisfied 42%  |  Satisfied 54%

■ Highly Satisfied    ■ Satisfied
■ Dissatisfied    ■ Highly Dissatisfied

**Satisfaction with Venue: B-Safe**



Highly Satisfied 42%  |  Satisfied 52%

■ Highly Satisfied    ■ Satisfied
■ Dissatisfied    ■ Highly dissatisfied

**FACULTY AND RESIDENTIAL STATUS COMPARISONS – B-SAFE**

*It should be noted that the sample sizes for students in the Faculties of Health Sciences (N=3) and Theology (N=7) for the B-Safe Session were very low, and results for these faculties are therefore bound to be biased and inaccurate. Therefore, the Faculties of Health Sciences and Theology are excluded from this comparative analysis.*

- On average across all aspects related to the B-Safe session, there was little difference in student's ratings between the faculties, with the only noticeable difference being students from the **Faculty of Economic and Management Sciences being slightly less positive about this session** than students from the other faculties.
- **An overwhelming majority of participants across all faculties rated session content highly,** with almost all participants (95% or more) in each faculty noting that the content was important, useful, relevant to topic, clear, and easily understandable, whilst at least nine out of ten within each faculty indicating that the content kept them engaged and interested in the topic.
- Although session impact was rated favourably within each faculty, especially high ratings were evident for the **Faculties of Education and Law, where on average across all aspects related to session impact almost all students (97%)** assigned positive ratings for session impact.
- More than **90% of students in each faculty indicated that the session was relevant to prepare them for their studies at the UFS, and that the session stayed focused and relevant to topic.**

- Students in the **Faculty of Economic and Management Sciences assigned slightly lower ratings (slightly below 90%) to the two aspects related to session engagement than students in the other faculties**, where at least nine out of ten students in each faculty noted that their questions were satisfactorily answered during this Gateway session, and that the session was interactive and interesting.

- A low percentage of students across faculties indicated that they engaged with new peers during this Gateway session, with the **greatest proportion of students who engaged with new peers being only 51% and coming from the Faculty of Law**. That said, approximately **nine out of ten students within each faculty indicated that this Gateway session made them feel welcomed and integrated into the university culture**.

- Although all aspects related to session logistics were rated favourably across faculties, **within all faculties somewhat lower ratings were given for students being informed in time about this Gateway session in order to attend**.

- **Almost all students in the Faculties of Education, Humanities, Law, and Natural and Agricultural Sciences (96% to 97%), and nine out of ten students in the Faculty of Economic and Management Sciences** were satisfied to some extent with the developmental impact of the session.

- Students across faculties were satisfied with the venue for the session, **with the lowest levels of satisfaction reported for the students in the Faculty of Economic and Management Sciences**, where 89% of students indicated that they were satisfied to some extent, and the highest levels of satisfaction reported for the Faculty of Law, where 97% of students were satisfied to some extent with the venue.

- There were little difference in on- and off-campus students' ratings across all aspects related to the B-Safe Session, except for **students engaging with new peers during the session, where a noticeably greater proportion of off-campus students responded positively (47% versus 42%), and students being informed in time in order to attend the session, where a noticeably greater proportion of on-campus students responded positively (90% versus 84%).**

Independent observers at the B-Safe sessions rated the session on a scale from 1 to 3 (where 1 is most positive and 3 is least positive. The following aspects were rated (i) the introduction to the session, (ii) the described purposes of the session, (iii) the presenters knowledge of the content, (iv) the flexibility of the presenter, (v) the presenter's communication skills and assertiveness, (vi) the relevance of the content, as well as whether it was presented in a focussed and logical manner, (vi) whether the session was presented creatively and innovatively, and (vii) how the students responded and engaged during the session. The ratings from the observers are summarised below. Comments provided by the observers are included to elucidate the quantitative ratings.

| Elements rated | Average rating (1-3) | Comments |
|---|---|---|
| Introduction | 1.6 | Session started late |
| Purpose of session explained | 1.2 | |
| Presenter knowledge of content | 1 | Knowledge was good, but presenters did not present the same info in all sessions, some info left out some times |
| Presenter initiative and flexibility | 1.8 | |
| Presenter communications skills | 2.4 | Different reactions to the different presenters |
| Presenter assertiveness | 1.8 | Different reactions to the different presenters |
| Content relevance | 1.2 | Practical and highly relevant information shared. |
| Presenter dynamic & innovative | 2.4 | Videos appreciated as creative inputs |
| Content focused & logical | 1 | |
| Response from students | 2.2 | More students asked questions than in some of the other sessions |
| Engagement of students | 2.2 | Videos from student counselling captured students' attention |

# SERVICE LEARNING ONE
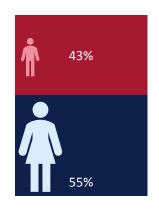
## Participant Profile
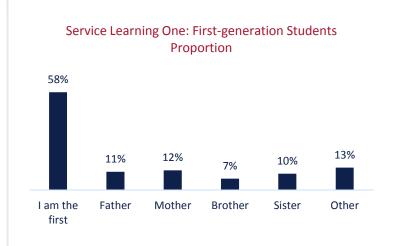
This section examines the participant profile of the respondents for the Service Learning One Session.

### Biographical

The majority of the participants (55%) were female, 58% were first-generation students, and slightly more than two thirds were Black. When compared to the profile of all first-year enrolments, white students are underrepresented, whilst coloured students are somewhat overrepresented in the participating group.

**Service Learning One: Gender Distribution**

- 43%
- 55%

**Service Learning One: First-generation Students Proportion**

| I am the first | Father | Mother | Brother | Sister | Other |
|---|---|---|---|---|---|
| 58% | 11% | 12% | 7% | 10% | 13% |
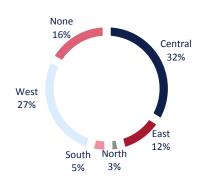
**Service Learning One: Race Distribution**

| Black African 69% | Coloured 14% | White 10% |
|---|---|---|

### Residence and Academic
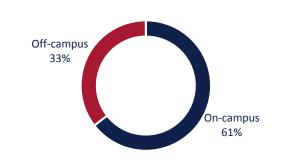
There was a higher representation of the Central and West Colleges (32% and 27% of students respectively), whilst the South and North Colleges had a low representation (5% and 3% of students respectively). On-campus students made up six out of ten participants which differs significantly from the distribution of 2018 first year students.
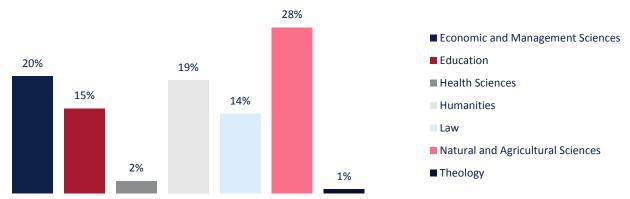
**Service Learning One: College Distribution**

- None 16%
- Central 32%
- East 12%
- North 3%
- South 5%
- West 27%

**Service Learning One: Residence Distribution**

- Off-campus 33%
- On-campus 61%

Service Learning One: Faculty Distribution
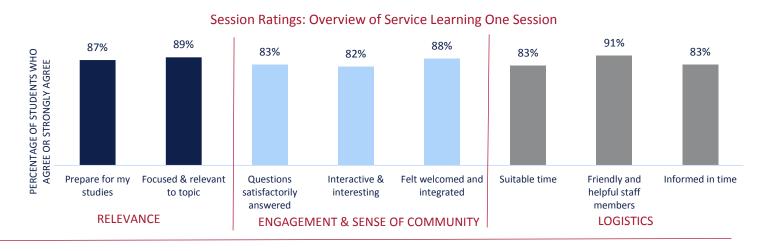
Legend:
- Economic and Management Sciences
- Education
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Theology

Bar values: 20%, 15%, 2%, 19%, 14%, 28%, 1%

The distribution of students participating by Faculty is approximately similar to the distribution of students in each faculty within the population of 2018 first-years, but with students from the Faculties of Education and Health Sciences somewhat underrepresented, and students from the Faculty of Natural and Agricultural Sciences overrepresented.
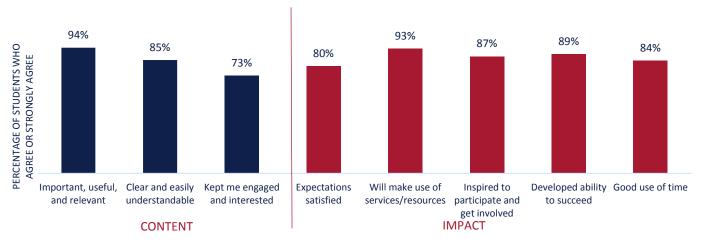
# Session Feedback: Service Learning One

This section examines the experiences of the respondents for the Service Learning One Session.

## Ratings and Satisfaction

The responses of students to each specific question related to the Service Learning One Session are illustrated in the graphs below. In all areas illustrated in the graph, the vast majority of students rated all the aspects of the session positively (responding agree or strongly agree).



Session Ratings: Overview of Service Learning One Session

PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

RELEVANCE
- Prepare for my studies: 87%
- Focused & relevant to topic: 89%

ENGAGEMENT & SENSE OF COMMUNITY
- Questions satisfactorily answered: 83%
- Interactive & interesting: 82%
- Felt welcomed and integrated: 88%

LOGISTICS
- Suitable time: 83%
- Friendly and helpful staff members: 91%
- Informed in time: 83%

CONTENT
- Important, useful, and relevant: 94%
- Clear and easily understandable: 85%
- Kept me engaged and interested: 73%

IMPACT
- Expectations satisfied: 80%
- Will make use of services/resources: 93%
- Inspired to participate and get involved: 87%
- Developed ability to succeed: 89%
- Good use of time: 84%

From the data illustrated in the graphs, the following trends are noted:

- **Session relevance was rated highly,** with close to nine out of ten students indicating that the session helped them to prepare for their studies and was focused and relevant to topic.
- Eight out of ten students noted that their **questions were satisfactorily answered, and that the session was interactive and interesting.**
- The vast majority of students said that the session made them feel **welcomed and integrated into the university culture (88%)**, six out of ten said that they **engaged with new peers during the session (61%).**
- **Logistics was rated highly,** with students assigning particularly favourable ratings to the staff members being friendly and helpful (nine out of ten students agreed to some extent).
- Although the vast majority of students indicated that the session content was important, useful, and relevant (94%), as well as clear and understandable (85%), a somewhat lower percentage noted that the content kept them engaged and interested (73%).
- **At least eight out of ten students rated each aspect related to session impact favourably,** with an especially high percentage of students (93%) indicating that they will make use of the services/resources they were told about during this session.

**Engaged with New Peers: Service Learning One Session**

No
20%

Yes
61%

**Satisfaction with Developmental Impact: Service Learning One**

| Highly Satisfied 20% | Satisfied 68% | |

- Highly Satisfied
- Satisfied
- Dissatisfied
- Highly Dissatisfied

**Satisfaction with Venue: Service Learning One**

| Highly satisfied 34% | Satisfied 57% | |

- Highly satisfied
- Satisfied
- Dissatisfied
- Highly dissatisfied

In addition to the above, approximately nine out of ten students indicated that they were satisfied to some extent with both the developmental impact of the session, and the session venue.

**FACULTY AND RESIDENTIAL STATUS COMPARISONS – SERVICE LEARNING ONE**
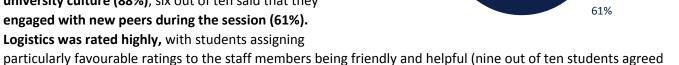
*It should be noted that the sample sizes for students in the Faculties of Health Sciences (N=9) and Theology (N=3) for the Service Learning One Session were very low, and results for these faculties are therefore bound to be biased and inaccurate. Therefore, the Faculties of Health Sciences and Theology are excluded from this comparative analysis.*

- On average across all aspects related to the Service Learning One Session, students in the **Faculties of Education and Humanities were somewhat more positive about the session** than students in the other faculties, whilst students in the **Faculties of Economic and Management Sciences and Natural and Agricultural Sciences were somewhat less positive**.
- Almost all students in the **Faculties of Education (97%), Humanities (95%), and Law (97%) noted that the session content was important, useful, and relevant to topic.** That said, less than three quarters of students in the **Faculties of Law (71%) and Natural and Agricultural Sciences (68%)** indicated that the content kept them engaged and interested in the topic.
- Almost all students in the **Faculties of Education (97%) and Humanities (99%) indicated that they would make use of the services/resources that they have been made aware of in this Gateway session.**

- Almost all students in the **Faculty of Education (98%) also indicated that this Gateway session developed their ability to be more successful in their studies** at the UFS.

- Session relevance was rated favourably by at least eight out of ten students across all faculties, with students in the **Faculty of Education again assigning the highest ratings to the relevance of this Gateway session to prepare them for their studies at the UFS and the session staying focused and relevant to topic** (95% assigned positive ratings to both aspects).

- Although the aspects related to session engagement were rated favourably across faculties, **somewhat lower ratings were assigned to students' questions being satisfactorily answered by students in the Faculty of Economic and Management Sciences** (77% of students rated this aspect positively), and to the **Gateway session being interactive and interesting by students in the Faculty of Natural and Agricultural Sciences** (79% of students rated this aspect favourably).

- The proportion of students who engaged with new peers during this Gateway session was the highest for students in **the Faculty of Law (67%)**, and the lowest for students in the **Faculty of Education (59%)**.

- **Nearly all students in the Faculty of Humanities (96%), and at least eight out of ten students in all other faculties** indicated that this Gateway session made them feel **welcomed and integrated into the university culture**.

- Although session logistics were rated favourably across faculties, compared to students in other faculties a somewhat lower proportion of students in the **Faculty of Natural and Agricultural Sciences (78%) agreed to some extent that the session was at a suitable time for them to attend**. It is also salient that **nearly all students in the Faculty of Humanities (96%) indicated that the staff members were present, friendly and helpful** during this Gateway session.

- In line with the overall trend for this session, students in the **Faculties of Education and Humanities were somewhat more positive than students from other faculties about the developmental impact of the session** (94% and 92% respectively were satisfied to some extent) and **about the venue** (95% in both these faculties were satisfied to some extent).

- On- and off-campus students gave similar ratings to most aspects related to this Gateway session, however:

- Off-campus students were notably more positive than on-campus students regarding the **content of the session keeping them engaged and interested in the topic** (83% versus 68%).

- **Off-campus students were notably more positive than on-campus students regarding the Gateway session being a good use of their time** (91% versus 81%).

- **Off-campus students noted more frequently than on-campus students that they engaged with new peers** during the Gateway session (70% versus 54%).

- **Off-campus students were notably more positive than on-campus students regarding and the session being at a suitable time to attend** (90% versus 78%).

Independent observers at the Service Learning One sessions rated the session on a scale from 1 to 3 (where 1 is most positive and 3 is least positive). The following aspects were rated (i) the introduction to the session, (ii) the described purposes of the session, (iii) the presenters knowledge of the content, (iv) the flexibility of the presenter, (v) the presenter's communication skills and assertiveness, (vi) the relevance of the content, as well as whether it was presented in a focussed and logical manner, (vi) whether the session was presented creatively and innovatively, and (vii) how the students responded and engaged during the session.

| Elements rated | Average rating (1-3) | Comments |
|---|---|---|
| Introduction | 1.0 | |
| Purpose of session explained | 1.0 | |
| Presenter knowledge of content | 1.1 | |
| Presenter initiative and flexibility | 1.3 | Microphone does not work all the time, presenter adapted well |
| Presenter communications skills | 1.3 | |
| Presenter assertiveness | 1.7 | |
| Content relevance | 1.5 | Session prepares student for the group work they will need to do |
| Presenter dynamic & innovative | 1.6 | Slides are sometimes too long |
| Content focused & logical | 1.4 | |
| Response from students | 1.1 | Students participate through the activity |
| Engagement of students | 1.2 | Students find activity in the session engaging |

# SERVICE LEARNING TWO
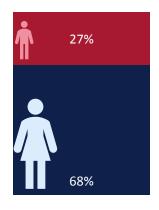
## Participant Profile
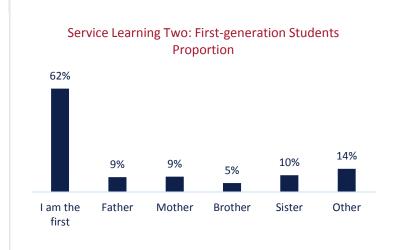
This section examines the participant profile of the respondents for the Service Learning Two Session.

### Biographical

The majority of the participants (68%) were female, 62% were first-generation students, and slightly more than two thirds were Black. When compared to the profile of all first-year enrolments, males and white students are somewhat underrepresented in the participating group.

**Service Learning Two: Gender Distribution**

27%

68%

**Service Learning Two: First-generation Students Proportion**

| I am the first | Father | Mother | Brother | Sister | Other |
|---|---|---|---|---|---|
| 62% | 9% | 9% | 5% | 10% | 14% |
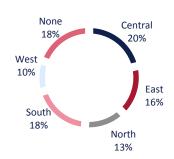
**Service Learning Two: Race Distribution**

| Black African 69% | Coloured 10% | White 10% |
|---|---|---|

### Residence and Academic
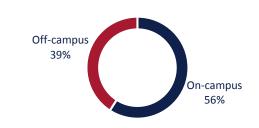
There was a higher representation of the Central and South Colleges (20% and 18% of students respectively), whilst the West and North Colleges had a somewhat lower representation (10% and 13% of students respectively). On-campus students made up slightly more than half of the participants, which is in stark contrast to the distribution of 2018 first year students.
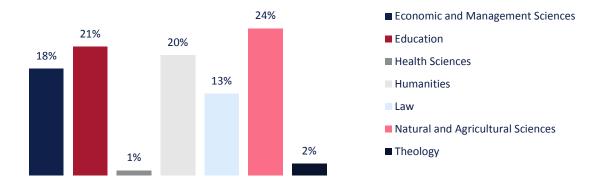
**Service Learning Two: College Distribution**

None 18%
Central 20%
West 10%
East 16%
South 18%
North 13%

**Service Learning Two: Residence Distribution**

Off-campus 39%
On-campus 56%

## Service Learning Two: Faculty Distribution
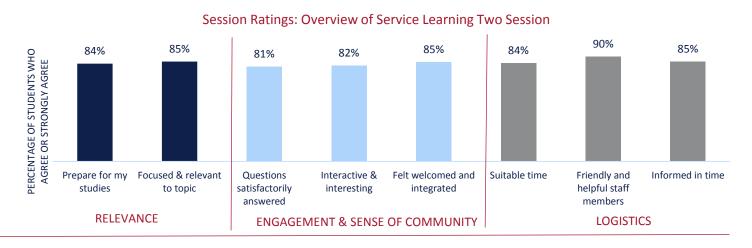


Legend:
- Economic and Management Sciences
- Education
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Theology

(Values: 18%, 21%, 1%, 20%, 13%, 24%, 2%)

The distribution of students participating by Faculty is approximately similar to the distribution of students in each faculty within the population of 2018 first-years, but with students from the Faculty of Health Sciences somewhat underrepresented, and students from Natural and Agricultural Sciences somewhat overrepresented.
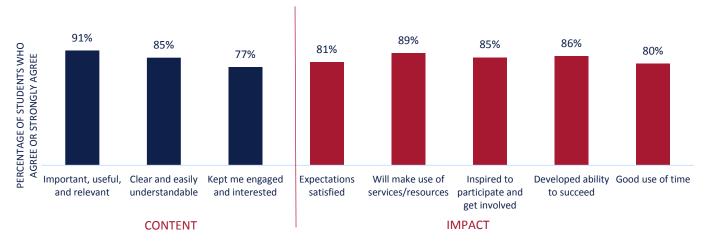
# Session Feedback: Service Learning Two

This section examines the experiences of the respondents for the Service Learning Two Session.

## Ratings and Satisfaction

The responses of students to each specific question related to the Service Learning Two Session are illustrated in the graphs below. In all areas illustrated in the graphs, the vast majority of students rated sessions positively (responding agree or strongly agree).

### Session Ratings: Overview of Service Learning Two Session



RELEVANCE
- Prepare for my studies — 84%
- Focused & relevant to topic — 85%

ENGAGEMENT & SENSE OF COMMUNITY
- Questions satisfactorily answered — 81%
- Interactive & interesting — 82%
- Felt welcomed and integrated — 85%

LOGISTICS
- Suitable time — 84%
- Friendly and helpful staff members — 90%
- Informed in time — 85%



CONTENT
- Important, useful, and relevant — 91%
- Clear and easily understandable — 85%
- Kept me engaged and interested — 77%

IMPACT
- Expectations satisfied — 81%
- Will make use of services/resources — 89%
- Inspired to participate and get involved — 85%
- Developed ability to succeed — 86%
- Good use of time — 80%

From the data illustrated in the graphs, the following trends are noted:

- **Session relevance was rated highly,** with more than 80% of students indicating that the session helped them to prepare for their studies and was focused and relevant to topic.
- Eight out of ten students noted that their **questions were satisfactorily answered, and that the session was interactive and interesting.**
- Although the vast majority of students said that the session made them feel **welcomed and integrated into the university culture (85%),** only half said that they **engaged with new peers during the session (51%).**
- Logistics was rated highly, with a particularly high proportion of students (nine out of ten) agreeing to some extent that the **staff members were friendly and helpful.**
- Although nine out of ten students indicated that the **session content was important, useful, and relevant,** and the vast majority felt that the content was **clear and understandable (85%),** a somewhat lower proportion noted that the session kept them **engaged and interested** (77%).
- At least eight out of ten students rated each aspect related to session impact favourably, with an especially high proportion of students (approximately nine out of ten) indicating that they will **make use of the services/resources they were told about during the session.**

**Engaged with new peers: Service Learning Two Session**



No 30%

Yes 51%

**Satisfaction with Developmental Impact: Service Learning Two**



Highly Satisfied 21%

Satisfied 62%

- Highly Satisfied
- Satisfied
- Dissatisfied
- Highly Dissatisfied

**Satisfaction with Venue: Service Learning Two**



Highly Satisfied 30%

Satisfied 59%

- Highly Satisfied
- Satisfied
- Dissatisfied
- Highly Dissatisfied

In addition to the above, approximately eight out of ten students indicated that they were satisfied to some extent with the developmental impact of the session, whilst approximately nine out of ten were satisfied to some extent with the session venue.

**FACULTY AND RESIDENTIAL STATUS COMPARISONS – SERVICE LEARNING TWO**

*It should be noted that the sample sizes for students in the Faculties of Health Sciences (N=8) and Theology (N=18) for the Service Learning Two Session were very low, and results for these faculties are therefore bound to be biased and inaccurate. Therefore, the Faculties of Health Sciences and Theology are excluded from this comparative analysis.*

- On average across all aspects related to the Service Learning Two Session, students in the **Faculties of Education and Humanities were somewhat more positive about the session** than students in the other faculties, whilst students in the **Faculties of Economic and Management Sciences and Natural and Agricultural Sciences were somewhat less positive**.
- Although session content was rated favourably across faculties, a **comparatively higher proportion of students in the Faculties of Education (96%) and Humanities (93%)** agreed to some extent that the content was **important, useful, and relevant to topic**, whilst a **comparatively lower proportion of students in the Faculties of Economic and Management Sciences (73%) and**

- **Natural and Agricultural Sciences (70%)** agreed to some extent that the session content kept them **engaged and interested** in the topic.

- Session impact was rated highly across faculties, and especially so in the **Faculties of Education and Humanities**, where nine out of ten students agreed to some extent that they **will make use of the services/resources that they have been made aware of** during this session, that they **feel inspired to participate and get involved in activities they have been made aware of**, and that this session **developed their ability to be more successful in their studies** at the UFS.

- In line with the overall trend, a **somewhat higher proportion of students in the Faculty of Education** than in the other faculties agreed to some extent that this Gateway session was relevant to **prepare them for their studies at the UFS** (90%) and **stayed focused and relevant to the topic** of the session (90%).

- Although session engagement was rated favourably across faculties, a slightly **lower proportion of students in the Faculties of Economic and Management Sciences and Natural and Agricultural Sciences** (slightly less than 80%) than students in other faculties agreed to some extent that their **questions were satisfactorily answered** during this Gateway session, and that this session was **interactive and interesting**.

- In contrast to the overall trend, compared to students in the other faculties a somewhat **lower proportion of students in the Faculty of Education (49%)** and a somewhat **higher proportion of students in the Faculty of Economic and Management Sciences (55%) engaged with new peers during this Gateway session**.

- At least eight out of ten students in all Faculties indicated that this Gateway session **made them feel welcome and assisted with their integration into the university culture.**

- Although all aspects related to session logistics were rated positively across faculties, students were especially positive about the Gateway staff members, with **more than 85% of students in each Faculty indicating that the staff members were present, friendly and helpful during this Gateway session.**

- Once again in line with the overall trend, compared to students in the other faculties, a somewhat higher proportion of students in the **Faculties of Education (89%) and Humanities (87%) were satisfied to some extent with the developmental impact** of this Gateway session.

- Students across all faculties were positive about the venue for this Gateway session, with more than **85% of students in each faculty indicating that they were satisfied to some extent with the venue**.

- Although the differences between on- and off-campus students were slight, **off-campus students were more positive than on-campus students about all aspects related to this Gateway session**, except for a slightly higher proportion of on-campus than off-campus students agreeing to some extent that they were **informed in time about this Gateway session in order to attend**.

Independent observers at the Service Learning Two sessions rated the session on a scale from 1 to 3 (where 1 is most positive and 3 is least positive. The following aspects were rated (i) the introduction to the session, (ii) the described purposes of the session, (iii) the presenters knowledge of the content, (iv) the flexibility of the presenter, (v) the presenter's communication skills and assertiveness, (vi) the relevance of the content, as well as whether it was presented in a focussed and logical manner, (vi) whether the session was presented creatively and innovatively, and (vii) how the students responded and engaged during the session. The ratings from the observers are summarised below. Comments provided by the observers are included to elucidate the quantitative ratings.

| Elements rated | Average rating (1-3) | Comments |
|---|---|---|
| Introduction | 1.2 | Presenter was very late for one of the sessions |
| Purpose of session explained | 1.5 | |
| Presenter knowledge of content | 1.5 | |
| Presenter initiative and flexibility | 1.5 | Presenter adapted presentation to each session and the context |
| Presenter communications skills | 1.6 | |
| Presenter assertiveness | 2.3 | |
| Content relevance | 1.7 | The relevance of the content is explained to the students |
| Presenter dynamic & innovative | 1.7 | Creative and effective use of media |
| Content focused & logical | 1.3 | Some of the content was a repetition from session one |
| Response from students | 1.7 | |
| Engagement of students | 1.2 | Student chanting was noted as disruptive |

# QUALITATIVE FEEDBACK

Qualitative feedback to supplement the quantitative data from the students was obtained from several sources. These included:

- Open ended questions on the evaluation surveys,
- Focus groups in each Faculty,
- Feedback from Gateway buddies about their stations and experiences,
- Notes from planning meetings with Gateway Buddies
- Feedback from off-campus students in the off-campus inclusivity study.

## What worked or did not work in Gateway 2018?

Qualitative feedback from the above noted sources was collated and thematically analysed to identify elements of Gateway 2018 that worked well and aspects in need of improvement.

### Gateway Buddy System

**Gateway Buddies were generally well trained and equipped to fulfil their roles:** Several buddies mentioned that the training which they were provided was useful and equipped them to be effective in their role during the Gateway programme. Some Buddies even noted that they learnt about resources available on campus that they were not aware of before their participation. An evaluation of the training by the library staff (completed by 196 trainees) confirmed the quality of the training provided to the Gateway Buddies. More than 80% of the trainees agreed (to some extent) that the trainer was well prepared for the session and showed significant knowledge of the contents presented. Seven out of 10 trainees agreed that their questions were answered during the session and that they were encouraged to participate actively in the training. As many as nine out of 10 trainees found the training valuable and relevant, and close to 90% rated the training materials positively.

**Gateway Buddies were mostly successful in providing support to off-campus first year students.** In the off-campus inclusivity study several students identified the Gateway Buddies as one of the success factors in Gateway 2018. They were seen as highly valuable in their role in helping students navigate the campus in the first days and also valued as mentors within the Whatsapp groups. Only a handful of students had negative experiences with the Gateway Buddies, for example that the Buddies gave them incorrect information or that they were not available to assist students.

**Being a Gateway Buddy is a developmental opportunity**. Some of the Buddies noted ways that being involved in the programme had helped them to develop and grow. Specifically, they mentioned that their interpersonal and communication skills had improved, as well as their leadership ability. The Gateway Buddies spoke of the teamwork and camaraderie amongst themselves and considered this a positive and successful element of the programme. Several mentioned the positive relationships between them which had been built during the Gateway programme.

### Improved participation of off-campus students

Several Gateway Buddies perceived that **the Buddy system was a key success factor in helping to communicate information about Gateway to off-campus students** (through the Whatsapp groups) and that this had positively influenced off-campus students to participate in the programme. Comparison of the participation data from Gateway 2017 with the participation data from Gateway 2018 confirms that the proportion of off-campus students participating has increased significantly. In 2017 74% of participants were living on-campus, whilst in 2018 this proportion decreased to 53%. Although off-campus students constitute close to 80% of the first-year student population and they are thus still proportionally underrepresented in Gateway this is a significant shift in the profile of participants.

**Regardless of these improvements there is still a need to improve ways of communicating with off-campus students,** increase their participation in Gateway and create a sense of community among all students. In their qualitative responses on the Gateway session evaluation forms several students commented on the need to better integrate students not living on campus nor in day residences into the programme. They mentioned the need for better communication with off-campus students to ensure that they are informed of the sessions in time, and the need to ensure that session content is equally relevant to all students regardless of where they reside. They suggested that off-campus students should also have t-shirts that they could wear to sessions, making them feel more included and a part of the bigger community of first-years.

## Creating a sense of community

**The Gateway Buddy system helped to create a sense of community for first-year students**. The ability to help create this sense of community was enabled to a large extent through the creation of the Whatsapp groups where students could engage with the Buddies – asking questions but also receiving important information. Gateway Buddies reported that these personal connections helped students to feel welcomed and integrated into the community creating a sense that they were not just another number. Buddies saw themselves as collaborators in helping new students transition into higher education.

In their qualitative feedback in the off-campus inclusivity study, student feedback from off-campus students confirmed that the Gateway Buddies did indeed play an important role in helping students feel integrated into the UFS community.

## Navigating the UFS campus

**Having Gateway Buddies assigned to a station in "the buddy-chain" around the campus was seen as one of the success factors in Gateway 2018.** The Buddies were highly visible, and it was easy to direct people to where they needed to go. These easily identifiable points of reference are useful to help reduce anxieties when students arrive on campus and need help navigating the physical environment. Both the Gateway Buddies and students confirmed that this was one of the successful elements of Gateway 2018.

The Gateway Buddies also mentioned that the campus and library tours were important in helping orientate students to campus and considered this element of the programme successful. In the qualitative feedback in the off-campus inclusivity study the most frequently mentioned response to "what worked in Gateway 2018" was the campus tours.

## Logistics

In their qualitative responses on the Gateway session evaluation forms many students commented on various logistical elements of the Gateway programme.

**Timing of sessions**: A number of students suggested that the sessions should not be scheduled to start at 08h00, but rather at 09h00 or even 10h00. Several of these students noted that they were very tired (some due to residence activities the night before). Other students noted that they were very tired in sessions after lunch or later in the day. A handful of students mentioned that they were unable to attend or were late for sessions as they needed to register.

**Length of sessions**: One of the most frequent feedback points from students was that the sessions needed to be shorter in duration.

**Time management of sessions:** Some students were dissatisfied that not all sessions started on time, and that no immediate contingency plan was in place when a speaker was not ready on time.

**Quality of audio and visuals in sessions:** A limited number of students commented on the poor quality of sound in their sessions, specifically mentioning that the sound of the computer connecting and disconnecting needs to be fixed. Technical difficulties were also mentioned by some of the independent observers in the sessions.

# RECOMMENDATIONS

Late in 2016, the Student Affairs Division finalised its Strategic Plan for the period 2017-2022. This strategy seeks to reimagine the role, aims and objectives of Student Affairs at the Institution. The strategy envisages Student Affairs' contribution at the UFS to be, firstly, through the co-curricular programmes and activities (Academic Project). Secondly, it will add value through two pedagogies (i.e. humanising pedagogy and the pedagogy of discomfort). These pedagogies will advance the aspirations of the Human Project. Lastly, it will contribute through the intersectionality framework. The intersectionality framework recognises the intersectionality of lived experiences. Because people do not live single lives, we cannot use single strategies to address multiple issues. Four KSA's in the strategic plan are specifically relevant to Gateway.

First, KSA#2 – High Impact Practices which has four goals (each with several objectives)

- **Establish outcome-based co-curricular programmes**, and constructively align all co-curricular programmes and activities with developmental outcomes.
- **Enhance access and participation**, including capturing student participation in co-curriculum programme to provide E-portfolio for student upon graduation.
- Enhance quality through **monitoring and evaluation**.
- Establish a **system that is responsive to the environment** that is driven by a code of ethics and a values-driven culture.

Second, the objective to advocate for an inclusive institutional culture in KSA#3 through the promotion of social justice, human rights and humanising lived experience. Third, KSA#4 which focuses on intersectionality, including intersecting with other programmes and departments on campus. Finally, KSA#5 Transformation: Social Justice-Social Cohesion-Critical Diversity including to create co-curricular programmes that critically address themes such as social justice, critical diversity, transformation, citizenship, human rights, democracy, intersectionality, pedagogy of discomfort, humanising pedagogy and social cohesion.

In line with the strategy, the following principles have been set for informing the design and delivery of Gateway.

1. Prioritising Registration.
2. No Gateway events in the evenings (SAFETY).
3. Faculty Focus.
4. Entire student experience (Per Year-2019).
5. Incorporation of off campus students- SITES.
6. Data driven practice (monitoring and evaluation).
7. Partnerships and Collaborations.
8. Faculty-based peer mentoring.
9. Alignments with community- one system (3 campuses).
10. Fun and Engagement.
11. Outcome based.
12. Leadership development.

In line with the principle of data drive practice, qualitative feedback was collated and thematically analysed to identify suggestions and recommendations as to how the Gateway Programme can be even further strengthened moving forward.

## Gateway Buddies

A limited number of suggestions emerged in the qualitative data on improving the Gateway Buddy System. These are summarised below:

- **Clarification of roles**: It is important to provide clarity on the roles of the P3Mentors and the Gateway Buddies, as well ensuring that all Buddies and P3Mentors know what their roles and responsibilities are.
- **Training:** It was suggested that a longer training period, with shorter hours per day of training be considered. It was also noted that the current period for the Gateway Buddy training was a challenge for students in the Faculty

of Education as they are doing their practical at this time. A limited number of requests to conduct Gateway Buddy training earlier were noted (even as early as the end of the prior year).

- **Buddy stations**: The station positions should be carefully thought through to ensure that they are optimally positioned. The number of Buddies positioned at a station should be based on the estimated "traffic" expected, with more Buddies allocated to busy locations.
- **Visibility:** The Gateway Buddy t-shirts should clearly indicate which Faculty they are part of (written out as many students do not know they symbols) and they should also clearly state "Gateway Buddy".
- **Logistics**: Given the costs of transport it would be appreciated if accommodation could be offered to the Gateway Buddies during the programme.

From 2019 the Gateway Buddies will not be remunerated financially. Feedback from the 2018 Buddies was obtained to determine what incentives could be provided to motivate Gateway Buddies to participate regardless of this change. The following suggestions were provided:

- Recognition of Gateway Buddies as a leadership position at the UFS;
- Sponsorships or vouchers from local vendors and stores (for example Van Schaicks);
- Job references;
- Certificates of participation or for completion of Gateway Buddy training;
- Free tickets to the KovsieACT concert;
- Food during Gateway;
- Accommodation and/or transport costs covered during Gateway;
- Opportunity to purchase the t-shirt at a lower cost;
- Data vouchers to cover costs of communicating with the mentees in their groups;
- Team building events;
- Connection to or collaboration with SRC (EC) or other student affairs portfolios.

Ideas were also sought from the Gateway Buddies as to what type of reward system could be implemented. The reward system would take the form of a limited number of special awards for outstanding Buddies. In their feedback Gateway Buddies indicated that the following categories could be considered for award:

- Gateway Buddy that embodied a team spirit in terms of accountability and availability,
- Most diligent Buddy in terms of their willingness and dedication in performing assigned tasks,
- Most Loyal Buddy,
- Best all-rounder Buddy,
- Buddy demonstrating outstanding leadership,
- Most present,
- Most competent,
- Most creative,
- Going the Extra Mile Buddy, and
- Academic Excellence.

## Increasing participation in Gateway activities

Gateway Buddies were asked to make suggestions as to how they believed the overall participation in Gateway could be improved; their suggestions focussed on better marketing and providing incentives.

It was suggested that Gateway should be marketed in the prospectus, and that a personalised mobile phone marketing campaign should be undertaken. From their qualitative feedback, it was clear that different students have different preferences for and access to different forms of communication. Some students expressed a clear preference for email communication, whilst others noted that they had no internet access of campus and thus preferred communication via

SMS. A diversified marketing strategy (that uses multiple platforms) should be undertaken. It is critical to ensure that information communicated on the different platforms should be consistent so that all students are able to access the necessary information.

Incentives that were mentioned to increase participation were (i) giving students who attend all sessions a certificate of participation, (ii) providing refreshments (such as juice or apples), (iii) giving students physical items (such as a student card holder, stationery or bag), and (iv) finding a way to link Gateway attendance to UFS101 assessment and attendance criteria. By far the most frequent suggestion from students in the qualitative feedback on the session evaluation forms was for water and/or food to be provided in the sessions. Providing refreshments (perhaps even only water) would be highly appreciated by students and could serve as a form of incentive to attend sessions.

Linking a specific incentive to a specific session, e.g. attend the financial planning session and receive your Gateway Lanyard, brings an element of gamification to the incentive structure - attend four sessions and collect four incentives. A bonus incentive could be considered for students who attend all four sessions, for example a R50 voucher at the student centre. Once a co-curricular e-portfolio has been established, including Gateway participation in the portfolio will serve as an additional incentive for participation.

Several suggestions were made as to how the participation of off-campus students could be further improved. Feedback provided suggests that some elements of Gateway's design are still targeted at students who are living on-campus and that these aspects may deter off-campus students from participating. Specifically, it was noted that using the College format to structure Gateway limited the engagement of off-campus students. Although students not living in residences can join a day residence (which are included in the college activities), the costs associated with joining the day residences may be a deterrent for students. Finding ways to increase access and participation in sports activities and KovsieACT for students not associated with a day residence should receive attention. It was suggested that t-shirts for off-campus students should be made to help create a sense of belonging and that more information about day residences could be given to students during Gateway to encourage them to get involved. Holding all sessions that students should attend on a single day (or two days) would decrease the number of times that students have to incur costs travelling to campus for Gateway, possibly improving participation for off-campus students.

Ways to increase participation in the KovsieACT concert were also explored, and it was suggested that specific ways to increase off-campus student participation should be focussed on. Some ideas for new or improved activities at the event were provided, for example a fashion Parade of recycled materials, a colour run or making banners rather than floats. It was also suggested that the tag system should be removed and student cards should be used for access.

For wide-ranging reasons, it is probable that some students will not chose to or be able to attend Gateway. Suggestions on how to engage these students to ensure that they benefit from Gateway content was explored in some of the focus groups. Not many suggestions were provided, but the possibility of a second semester Gateway was mentioned. Another suggestion was to repeat the sessions once the Semester had started.

## Ensuring that Gateway is fun, engaging and relevant

In their qualitative responses on the Gateway session evaluation forms many students commented on the need to make sessions lively and exciting. Suggestions on how to do so included opportunities for students to interact with each other in the sessions, more question and answer time in the sessions and more/improved use of audio and visual aids in the sessions. Presenters should be encouraged not to simply read from their slides, but to engage with the audience during their presentations.

Ways to get students to interact with new peers (outside of their residence) should be identified. Quantitative data in this report has confirmed that although students feel as sense of integration and community through the sessions, their

opportunities to engage with new peers are limited. One student (in their qualitative feedback) suggested that residences should be encouraged/required not to sit together to enable more interaction.

In their focus groups, Gateway Buddies were asked to identify ways that the Gateway Programme (outside of the sessions) could be made more fun.  They provided the list below:

- Hold a scavenger hunt (incorporated into the campus tour) or an amazing race around campus,
- Athletics events or swimming gala,
- Include a Bloemfontein tour,
- Have a games session (including Diketo, Karaoke or Skop die Bal) to help students get to know each other.

## Ensuring the smooth and cost-efficient implementation of Gateway

A few suggestions were provided as to how Gateway could be improved from a logistical perspective.

1. A simplified map and Gateway programme would make it easier for student to engage,
2. More direction boards on campus when students arrive in the first days,
3. The development of a Gateway app could help to market the programme, keep students informed of logistical details related to the programme and provide an accurate means to track student participation in Gateway.
4. The need for a Gateway Office on the South Campus was noted as this would decrease the travelling required from first years to the Bloemfontein campus.

Feedback and ideas on how to lower the costs of the Kovsie Diary were solicited in the focus groups. Suggestions provided related to how to improve the diary as well as how to lower the costs. Suggested improvements to the diary were that its contents should (i) include the UFS academic calendar, (ii) keep the building codes (e.g. FGG), and (iii) exclude the SRC and RCs, but include faculty information. Some suggested that the diary should be an electronic document, possibly with QR codes to help students access the electronic information quickly.

## Sponsorship and partnership

Focus groups were asked to identify potential sponsors for Gateway. A limited number of potential sponsors were mentioned – Van Schaick, McDonalds, ABSA, Standard Bank, Spur and Roots Butchery. Other participants mentioned that fundraising activities (such as a bake sale or movie night) should be undertaken to help raise funds. This could also include selling various goods during the Gateway programme to help cover costs.

Similarly, groups were asked to identify which external stakeholders Gateway should seek to build partnerships with. Participants mentioned the Department of Social Development, Pick and Pay, Interstate Transportation, Mr-P Sports (T-shirts) and banks.

## Identify ways of sustaining impact

Although information provision is an important goal of Gateway, presentations are easily forgotten, and students therefore need access to what the learnt throughout the course of the year. Ensuring that students can access the necessary information as needed means that the impact of the programme can be enhanced. Towards this end, the Gateway sessions will be recorded and put on Blackboard after Gateway. The Gateway manual, which should include relevant contact details and key information will also be available on Blackboard.

# FOCUS ON QWAQWA

*The summary provided below is drawn from the QwaQwa Campus Gateway Evaluation Report.*

## Overview of programme

The Gateway programme on QwaQwa campus was divided into two sessions. The Faculties presentation session including Academic Advising and the Support Staff presentation session were conducted during the day and the evening programmes included the Step-Up-for Success, Amazing Race, SRC Activities, Residence Life Activities and Campus Protection (Safety & Security) services sessions.

The Student Development was solely responsible for coordinating the whole Gateway Orientation programme activities. More than 600 prospective 1st year prospective students attended the Gateway Orientation Programme and majority of them resided on campus.

## Student feedback on sessions

The majority of students provided positive feedback on various aspects of the Gateway programme on the campus.

The majority of the students (60%) indicated that they learnt more about the information needed to make a successful transition into the university, and a similar proportion indicated that they were confident about making the transition after Gateway. Furthermore, the majority (70%) indicated that partaking during the programme helped them to feel part of the UFS campus life.

Students were also positive about the presentations, with six out of 10 indicating that the presentations were productive and informative and that the presenters were well prepared. Most students (70%) would recommend the programme to other first year students.

Students indicated that the Amazing Race activity was exciting and gave them the opportunity to get to know various buildings around the campus and helped them to relate to each other. The students indicated that Step-up-for-Success preparation process gave them an opportunity to express their creativity. They enjoyed working in a group with different people and learnt more about individual's weaknesses and strengths.

## Challenges experienced

Staff implementing the programme on QwaQwa campus provided a summary of the challenges experience in 2018.

1.      **Programme challenges**

**Amazing Race:** There is a need to buy teambuilding materials for the Amazing Race that can be utilized every year.

**Step-up-for-success:** At the last-minute staff responsible for the Step-up-for-Success were not able to participate in the activity. Since this happened for the second year in a row it was decided that next year the staff at Student Development and the Gateway mentors would take responsibility for this.

2.      **Gateway Orientation Budget**

The budget was not allocated not in advance and the responsible staff member had to use their budget to meet all the Gateway Orientation costs. An entity reimbursement was done after the programme.

**3.          Gateway Orientation Manual**

The online manual was a challenge for students to access.

**4.          Maluti-A-Phofung Municipality Strike**

The strike nearly disrupted the whole Gateway Orientation programme and the campus was understaffed as not all employees were present as a result of safety concerns. It was also not clear what was expected from students attending Gateway (whether they should stay on campus or not). Improved mechanisms for communication in such situations are needed.

**5.          Logistical challenges**

T-Shirts for all 1st years for the official opening of the University as part of the Gateway finale came on the day of the event and the process of issuing the t-shirts impacted negatively on some of the other planned activities for the day.

# Recommendations for Gateway on QwaQwa campus
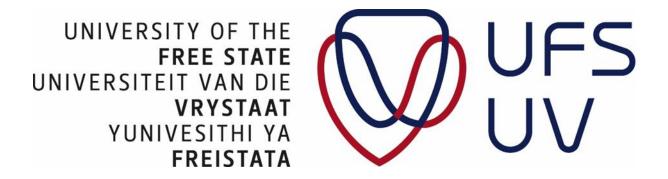
The QwaQwa Gateway Orientation Programme should be divided into two blocks. The first block during the registration process and the second after registration for students who successfully enrolled.

Academic Advising should be done continuously during and after registration to provide the 1st years with academic support as they begin their academic journeys.

All Gateway mentors must receive internal in-depth structured training beforehand and there should be a compulsory boot-camp that must be attended by selected mentors before the end of the year for preparation purposes.

The following logistical adjustments will improve the effectiveness and efficiency of the programme:
- Gateway Orientation Budget allocation be done in advance on the 1st of January each year. All activities such as Amazing Race, Step-Up for Success, T-Shirts for Official Welcoming of 1st years should be budgeted for in advance.
- Gateway Manual should be available and delivered as hard copies before the beginning of the Gateway Orientation Programme and the website should only be used as an alternative.

# GATEWAY 2019 REPORT

## BLOEMFONTEIN CAMPUS

**Compiled by Nadia Fouché and Melanie De Bruyn**

**February 2020**

# Executive Summary

The 2019 Gateway Orientation sessions presented to the students on the Bloemfontein campus of the University of the Free State were, by and large, successful. Three sessions were presented to students, namely an Academic Advising session, a Support Services session and a Student Life session. Responses to the sessions were first analysed in aggregate form across all three sessions, where after each session was analysed individually as well.

Session aspects that respondents were asked to evaluate included session content, session impact, session relevance, session engagement, session logistics, the sense of community brought about by the sessions, the developmental impact of the sessions, and the venue where the sessions were held. The aggregate analysis showed that most students rated all aspects related to session content, impact, relevance, engagement, logistics, and sense of community favourably. In addition, students were satisfied with both the developmental impact of the sessions, and the venue where the sessions were held. The only aspect receiving lower ratings was whether students engaged with new peers during the Gateway sessions.

The analysis for each session separately revealed that the majority of students assigned positive ratings to all aspects measured within each of the Academic Advising, Support Services, and Student Life sessions, with ratings for the Student Life session being somewhat higher than for either the Academic Advising session or the Support Services session. For both the Academic Advising and Student Life sessions, students were somewhat less positive about their questions being satisfactorily answered during the session than about all other aspects measured, although the majority still rated this aspect favourably. In the Support Services session, somewhat lower ratings were assigned to the session keeping students engaged and interested, compared to all other aspects. It is noteworthy that a low percentage of students in all three sessions indicated that they engaged with new peers during the sessions, although the vast majority indicated that the sessions helped them to feel welcomed and integrated into the university culture.

The session ratings were further analysed according to whether the students lived on- or off-campus. Both on- and off-campus students positively rated all session aspects and were satisfied with the developmental impact of the sessions and the venue where the sessions took place. Overall, on-campus students were slightly more satisfied than off-campus students with most aspects related to the sessions. One notable exception was that off-campus students were more likely to interact with new peers during the sessions than on-campus students.

A comparison between Faculties showed very similar ratings across all faculties for all aspects related to the three sessions, with the vast majority of participants within each faculty being satisfied with the session content, session impact, session relevance, session engagement and sense of community, and session logistics, as well as with the venue for and the developmental impact of the sessions.

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**AREA OF CONCERN**

**Engaging with new peers**

Across all faculties, only about half of the students indicated that they engaged with new peers during the session. Less than half of the students from the Faculties of Economic and Management Sciences and Natural and Agricultural Sciences engaged with new peers during the session.

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# Introduction

This report aims to evaluate the 2019 Gateway Orientation sessions presented to the students on the Bloemfontein campus of the University of the Free State (UFS). The Gateway sessions form part of the broader orientation programme for first-year students at the UFS, which also includes all the RAG activities and the Faculty Orientations.

Students on the Bloemfontein campus participated in three Gateway sessions:

- **Academic Advising:** The purpose of this session was to introduce students to Academic Advising and its importance.
- **Support Services:** The purpose of this session was to inform students about the support services that are provided by the UFS, including the Centre for Universal Access and Disability Support and Student Counselling and Development.
- **Student Life:** The purpose of this session was to introduce students to the programmes available at Student Affairs.

After each session, students on the Bloemfontein campus were asked to provide immediate feedback via a paper-and-pencil survey, related to the following specific areas:

- **Session Content:** Students were asked about the importance, usefulness, and relevance of the content, whether the content was clear and easy to understand, and whether the content kept them engaged and interested in the topic.
- **Session Impact:** Students were asked whether their expectations of each session were satisfied, whether they will make use of the services/resources that they have been made aware of, whether the sessions inspired them to participate and get involved in the activities presented, whether the sessions developed their ability to be more successful in their studies, and whether the sessions were a good use of their time.
- **Session Relevance:** Students were asked whether the sessions were relevant to prepare them for their studies at the UFS and whether the sessions stayed focused and relevant to the topic of discussion.
- **Session Engagement:** Students were asked whether the questions regarding the subject were satisfactorily answered during the sessions and whether the sessions were interactive and interesting.
- **Sense of Community:** Students were asked whether they engaged with new peers during the sessions and whether the sessions made them feel welcomed and assisted with their integration into the university culture.
- **Session Logistics:** Students were asked whether the sessions were at a suitable time for them to attend, whether the Gateway staff members were present, friendly, and helpful during the sessions, and whether they were informed in time about the sessions in order to attend.
- **Developmental Impact:** Students were asked to rate their experience of the developmental impact of the sessions.
- **Satisfaction with Venue:** Students were asked to rate how satisfied they were with the venue where the sessions were held.

# Overview of All Sessions

A total of 3261 students on the Bloemfontein campus completed evaluation forms after the three Gateway sessions. This section details their responses in aggregate form across the three sessions. It should be noted that a large number of students (N=910) only completed the second half of the evaluation form, resulting in a substantial amount of missing data for both the demographic questions, including the question asking the name of the session, as well as for some of the rating questions. It was therefore decided to use valid percent instead of percent for this section where an overview of all the sessions is given to limit the skewing of the results brought about by the vast amounts of missing data. A profile of students who attended the sessions and completed the evaluation forms are first provided, followed by an overview of their overall satisfaction with the sessions. It should be noted that this aggregated summary does not represent unique individuals, as any individual could have attended more than one session.

## Participant Profile

This section details the profile of the respondents for the three sessions combined.
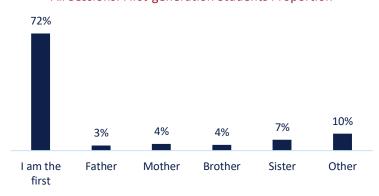
### Biographical profile

Most of the participants in the 2019 Gateway Programme on the Bloemfontein campus were female (64%), and the majority were black African (80%). Seven out of ten participants were first-generation students.

All Sessions: Gender Distribution



All Sessions: First-generation Students Proportion



All Sessions: Race Distribution
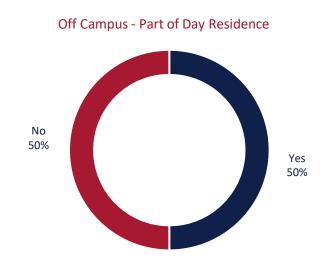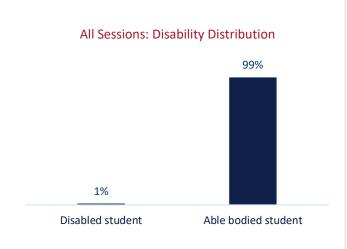
## Residential status, students with a disability, and year of first registration

The majority of participants on the Bloemfontein campus who completed evaluation forms for the Gateway sessions lived on-campus (66%), while 34% lived off-campus. Of the students who indicated that they lived off-campus, an equal proportion indicated that they were and were not part of a day residence. Only 1% of the students who completed the evaluation forms and answered the question on disability, indicated that they were disabled. Nine out of ten students registered for the first time in 2019.

### All Sessions: Residence Distribution

Off-campus 34%

On-campus 66%

### Off Campus - Part of Day Residence

No 50%

Yes 50%

### All Sessions: Disability Distribution

1% Disabled student

99% Able bodied student

### All Sessions: Year of First Registration

90% 2019

10% Prior to 2019

## Student distribution among faculties
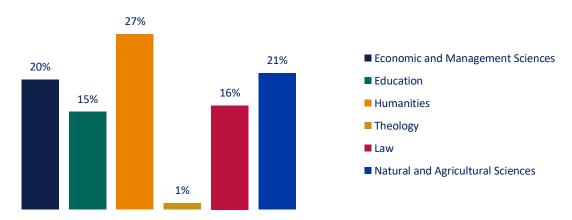
The distribution of students participating in the Gateway sessions by faculty indicated that most participants were from the Faculty of Humanities (27%), followed by the Faculties of Natural and Agricultural Sciences (21%) and Economic and Management Sciences (20%).  A very small proportion was from the Faculty of Theology.

**All Sessions: Faculty Distribution**



Legend:
- Economic and Management Sciences
- Education
- Humanities
- Theology
- Law
- Natural and Agricultural Sciences

Values: 20%, 15%, 27%, 1%, 16%, 21%

## Session Feedback: All Sessions

This section examines the experiences of the respondents for all the sessions combined.

### Ratings and satisfaction

The responses of the students to each specific question across all the sessions are detailed in the graphs below. Looking at the graphs overall, it can be seen that the students were positive about the sessions, with a clear majority, for the most part, rating the sessions favourably (responding agree or strongly agree to the questions).





When the graphs are considered in more detail, the following trends are noted:

- **More than three-quarters of the participants assigned positive ratings** to all aspects relating to **session relevance, session engagement and sense of community,** and **session logistics**. Especially high ratings were assigned to the sessions being focused and relevant to the topic,

that the sessions helped prepare students for their studies at the UFS, and that the staff members were friendly and helpful, with more than 85% of participants assigning positive ratings to each of these aspects. Although the vast majority of students indicated that the sessions helped them to feel welcomed and integrated into the university culture (85%), only slightly more than half said that they engaged with new peers during the sessions (pie chart to the right).

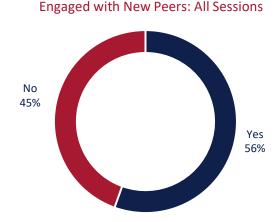- **Session content and session impact** were also rated favourably by the vast majority of students. Approximately nine out of ten students indicated that the contents of the sessions were clear and easy to understand, that they will make use of the services and resources that they were made aware of during the sessions, and that the sessions were a good use of their time.

**Engaged with New Peers: All Sessions**



No 45%

Yes 56%

In addition to the above, from the graphs below, it can be seen that students were also satisfied with both the developmental impact of and the venue for the sessions. Approximately nine out of ten students rated the developmental impact of the sessions, as well as the venue where the sessions were held, positively.

**Satisfaction with Developmental Impact: All sessions**



Highly Satisfied 31%

Satisfied 56%

■ Highly Satisfied    ■ Satisfied
■ Neutral             □ Dissatisfied
■ Highly Dissatisfied

**Satisfaction with Venue: All sessions**



Highly Satisfied 37%

Satisfied 51%

■ Highly Satisfied    ■ Satisfied
■ Neutral             □ Dissatisfied
□ Highly Dissatisfied

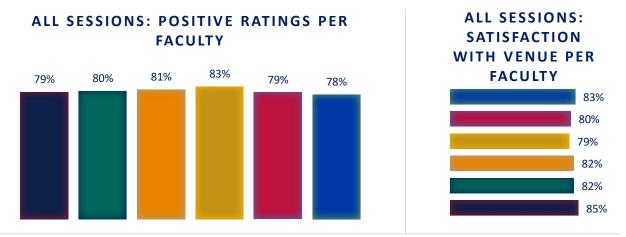*Ratings and satisfaction according to residence status*

Both on- and off-campus students were positive about the sessions, and assigned very similar ratings to all aspects measured. That said, **on-campus students** were slightly more positive about most aspects related to the Gateway sessions than off-campus students. However, **off-campus students** were slightly **more positive** regarding **session logistics** and were also more likely to **engage with new peers** during the sessions. In addition, **on-campus students** were slightly **more satisfied** with the **developmental impact of the sessions and the venue where the sessions were held.**

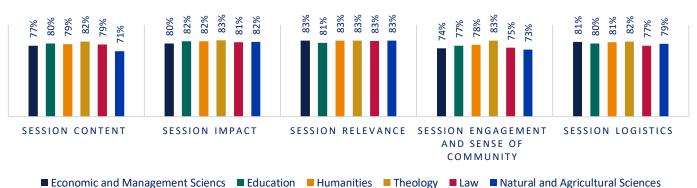| | Session aspects | On- or off-campus students more positive |
|---|---|---|
| **Session content** | Important, useful and relevant to the topic | Equal |
| | Clear and easily understandable | On-campus |
| | Kept me engaged and interested in the topic | On-campus |
| **Session impact** | My expectations of the Gateway sessions were satisfied | On-campus |
| | I will make use of the services/ resources | On-campus |
| | I am inspired to participate and get involved in activities | On-campus |
| | Developed my ability to be more successful in my studies at the UFS | On-campus |
| | This Gateway session was a good use of my time | On-campus |
| **Session relevance** | Relevant to prepare me for my studies at the UFS | On-campus |
| | Stayed focused and relevant to the topic of discussion | On-campus |
| **Session engagement & sense of community** | Questions regarding the subject was satisfactorily answered | On-campus |
| | This Gateway session was interactive and interesting | On-campus |
| | Felt welcomed and assisted with my integration into the university | On-campus |
| | I engaged with new peers during this Gateway session | Off-campus |
| **Session logistics** | This session was at a suitable time for me to attend | Off-campus |
| | Staff members were present, friendly and helpful | Off-campus |
| | Informed in time about this Gateway session in order to attend | On-campus |
| | Developmental impact of the sessions | On-campus |
| | Venue of the sessions | On-campus |

## FACULTY COMPARISON

- On average across all aspects of the sessions, students in the **Faculty of Theology were more positive** than other students, whilst students in the Faculty of Natural and Agricultural Sciences were least positive, although differences were slight.

- When each aspect is considered individually, ratings were **very similar across Faculties regarding each of session content, session impact, session relevance, session engagement and sense of community, and session logistics**.

- There were a few notable exceptions. Students in the **Faculties of Economic and Management Sciences and Law assigned notably lower ratings** to their **questions being satisfactorily answered**, with less than 70% in both these Faculties rating this aspect favourably. Also, students in the **Faculty of Theology were clearly more inspired to participate and get involved** in activities presented in the Gateway session, with 96% rating this aspect favourably.

- Students in the **Faculty of Economic and Management Sciences showed the highest rates of satisfaction with the venue** where the sessions were held, while students in the Faculty of Theology were least satisfied.

| Economic and Management Sciences | Education | The Humanities | Theology and Religion | Law | Natural and Agricultural Sciences |
|---|---|---|---|---|---|

### ALL SESSIONS: POSITIVE RATINGS PER FACULTY

| | Economic and Management Sciences | Education | Humanities | Theology | Law | Natural and Agricultural Sciences |
|---|---|---|---|---|---|---|
| Positive rating | 79% | 80% | 81% | 83% | 79% | 78% |

### ALL SESSIONS: SATISFACTION WITH VENUE PER FACULTY

| Faculty | Satisfaction |
|---|---|
| Natural and Agricultural Sciences | 83% |
| Law | 80% |
| Theology | 79% |
| Humanities | 82% |
| Education | 82% |
| Economic and Management Sciences | 85% |

### ALL SESSIONS: AVERAGE POSITIVE RATINGS IN EACH FACULTY

| Aspect | Economic and Management Sciences | Education | Humanities | Theology | Law | Natural and Agricultural Sciences |
|---|---|---|---|---|---|---|
| SESSION CONTENT | 77% | 80% | 79% | 82% | 79% | 71% |
| SESSION IMPACT | 80% | 82% | 82% | 83% | 81% | 82% |
| SESSION RELEVANCE | 83% | 81% | 83% | 83% | 83% | 83% |
| SESSION ENGAGEMENT AND SENSE OF COMMUNITY | 74% | 77% | 78% | 83% | 75% | 73% |
| SESSION LOGISTICS | 81% | 80% | 81% | 82% | 77% | 79% |

■ Economic and Management Sciencs ■ Education ■ Humanities ■ Theology ■ Law ■ Natural and Agricultural Sciences
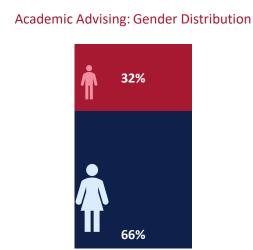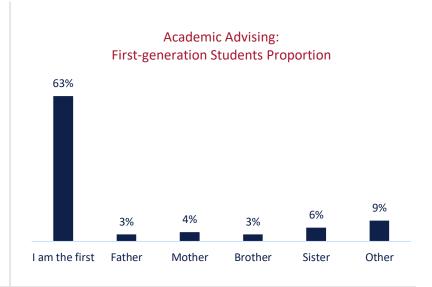
# ACADEMIC ADVISING

## Participant Profile

This section details the profile of the respondents for the Academic Advising session. A total of 1071 participants completed evaluation forms for this session.[1]

### Biographical profile

The majority of the respondents in the Academic Advising session were female (66%), and three-quarters were black African. Approximately six out of 10 respondents indicated that they were first-generation students, while 25% indicated that they have family members who have graduated from university.
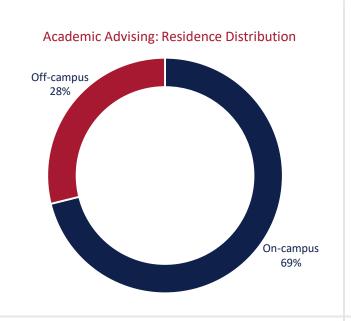
**Academic Advising: Gender Distribution**

32%

66%

**Academic Advising:
First-generation Students Proportion**

| | |
|---|---|
| I am the first | 63% |
| Father | 3% |
| Mother | 4% |
| Brother | 3% |
| Sister | 6% |
| Other | 9% |

**Academic Advising: Race Distribution**

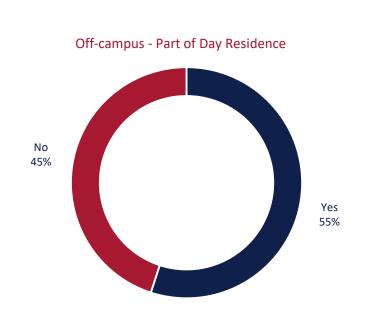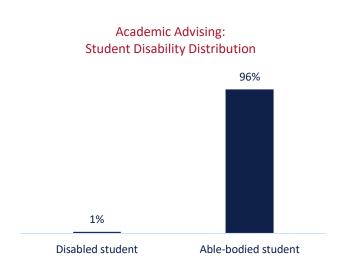| Black African 75% | Coloured 10% | White 7% |
|---|---|---|

Other, 1%

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[1] Although a total of 3261 evaluation forms were completed, on 979 evaluation forms the session was not specified. This resulted in the total number of evaluation forms for which the sessions were known not adding up to the total number of evaluation forms completed.
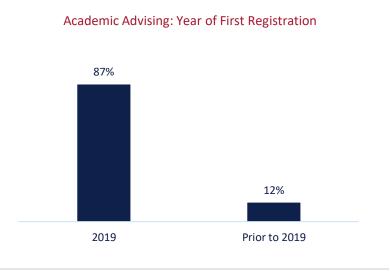
## Residential status, students with a disability, and year of first registration

The majority of participants on the Bloemfontein campus who evaluated the Academic Advising session indicated that they lived on-campus (69%), while 28% lived off-campus. Of the students who indicated that they live off-campus, an approximately equal proportion indicated that they were or were not part of a day residence. Only ten students indicated that they have a disability, and the vast majority (87%) of the students who evaluated the Academic Advising session indicated that they registered for the first time in 2019.

### Academic Advising: Residence Distribution

Off-campus
28%

On-campus
69%

### Off-campus - Part of Day Residence

No
45%

Yes
55%

### Academic Advising: Student Disability Distribution

96%

1%

Disabled student | Able-bodied student

### Academic Advising: Year of First Registration
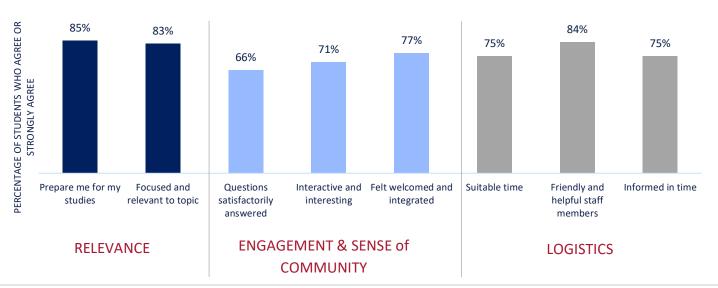
87%

12%

2019 | Prior to 2019
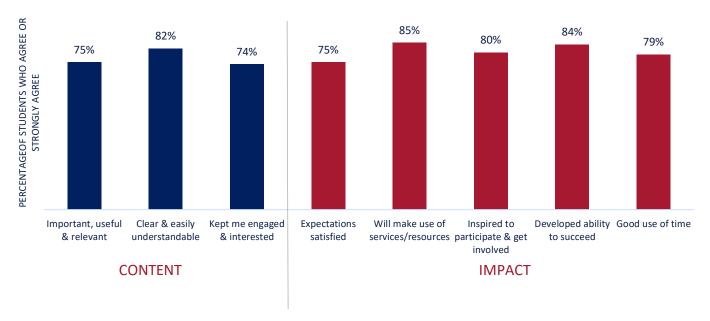
## Session Feedback: Academic Advising Session

This section examines the experiences of the respondents for the Academic Advising session.

### Ratings and satisfaction

The responses of the students to each specific question related to the Academic Advising session are detailed in the graphs below. Looking at the graphs overall, it can be seen that the students were positive about the session, with a clear majority, for the most part, rating the session favourably (responding agree or strongly agree to the questions).

**Session Ratings: Academic Advising**



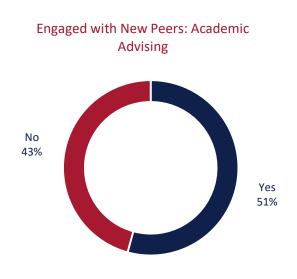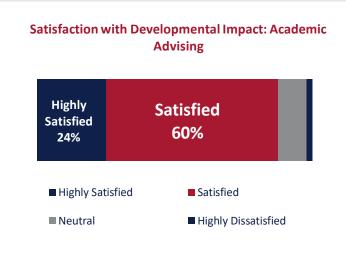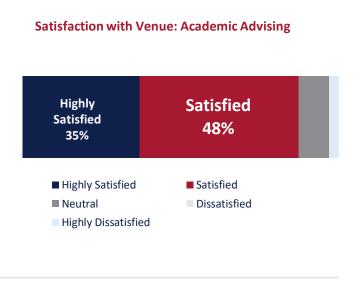When the graphs are considered in more detail, the following trends are noted:

- **More than two-thirds of the participants assigned positive ratings** to all aspects related to **session relevance, session engagement and sense of community, session logistics, session content** and **session impact**, with an especially large proportion of the respondents assigning

positive ratings to the session **preparing them for their studies (85%),** that they will be **making use of the services/ resources (85%)** that they have been made aware of, that they **developed the ability to succeed in their studies (84%)** and that the **staff members were friendly and helpful (84%).**

- Although the majority of students were satisfied with all aspects related to session engagement and sense of community, a comparatively lower proportion indicated that their **questions were satisfactorily answered (66%)** and that the session was **interactive and interesting (71%).**

- From the pie chart can be seen that only about half of the respondents indicated that they **engaged with new peers during this Gateway session**. That said, more than three-quarters of participants indicated that the Gateway session helped them **to feel welcomed and integrated into the university culture**.

**Engaged with New Peers: Academic Advising**

No
43%

Yes
51%

In addition to the positive findings highlighted above, from the graphs below, it can be seen that the vast majority of respondents were either satisfied or highly satisfied with both the developmental impact of the session (84%) and the venue where the session was held (83%).

**Satisfaction with Developmental Impact: Academic Advising**

| Highly Satisfied 24% | Satisfied 60% | |

- Highly Satisfied
- Satisfied
- Neutral
- Highly Dissatisfied

**Satisfaction with Venue: Academic Advising**

| Highly Satisfied 35% | Satisfied 48% | |

- Highly Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Highly Dissatisfied

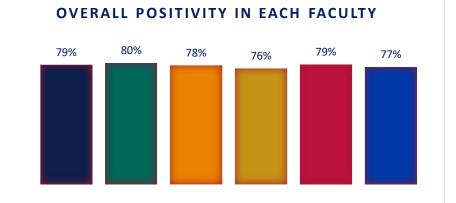*Ratings and satisfaction according to residence status*

Both on- and off-campus students were positive about the session, with only slight differences in their ratings. On-campus students were slightly more positive about the session content, session impact and session relevance, while off-campus students were slightly more positive about the session engagement and sense of community and session logistics. In addition, off-campus students were slightly more satisfied with the developmental impact of the session, while on-campus students were more satisfied with the venue where the sessions were held.

| | Session aspects | On- or off-campus students more positive |
|---|---|---|
| **Session content** | Important, useful and relevant to the topic | On-campus |
| | Clear and easily understandable | On-campus |
| | Kept me engaged and interested in the topic | Off-campus |
| **Session impact** | My expectations of the Gateway sessions were satisfied | On-campus |
| | I will make use of the services/ resources | On-campus |
| | I am inspired to participate and get involved in activities | On-campus |
| | Developed my ability to be more successful in my studies at the UFS | On-campus |
| | This Gateway session was a good use of my time | On-campus |
| **Session relevance** | Relevant to prepare me for my studies at the UFS | On-campus |
| | Stayed focused and relevant to the topic of discussion | On-campus |
| **Session engagement & sense of community** | Questions regarding the subject was satisfactorily answered | Off-campus |
| | This Gateway session was interactive and interesting | Off-campus |
| | Felt welcomed and assisted with my integration into the university | On-campus |
| | I engaged with new peers during this Gateway session | Off-campus |
| **Session logistics** | This session was at a suitable time for me to attend | Off-campus |
| | Staff members were present, friendly and helpful | Off-campus |
| | Informed in time about this Gateway session in order to attend | On-campus |
| | Developmental impact of the sessions | Off-campus |
| | Venue of the sessions | On-campus |

## FACULTY COMPARISON

- On average, across all aspects of the **Academic Advising session**, students in the **Faculty of Education** were **more positive** than other students. Contradictory to the trend over all sessions, the students from the Faculty of Theology were least positive, although differences were slight.
- Similar to the overall trend, students from the **Faculty of Education** were **more positive** than other students regarding the **session impact**, while students from the Faculty of Theology were least positive.
- Conversely, students from the **Faculty of Theology** were **most positive** regarding the **session engagement and sense of community**, and, together with students from the **Faculty of Education,** they felt the most **welcomed and integrated into the university culture**. That said, students from the **Faculty of Education** had by far the highest percentage of students **engaging with new peers** (72%).
- Students from the **Faculties of Education** and Economic and Management Sciences were more satisfied with the venue than students from other Faculties.



Economic and Management Sciences | Education | The Humanities | Theology and Religion | Law | Natural and Agricultural Sciences

### ACADEMIC ADVISING SESSION: OVERALL POSITIVITY IN EACH FACULTY

79% | 80% | 78% | 76% | 79% | 77%

### ACADEMIC ADVISING SESSION: SATISFACTION OF THE VENUE

83%
83%
82%
81%
90%
87%
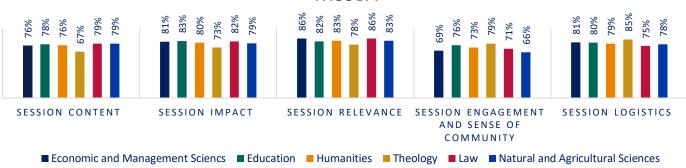
### ACADEMIC ADVISING SESSION: AVERAGE POSITIVE RATINGS IN EACH FACULTY



**SESSION CONTENT:** 76% 78% 76% 67% 79% 79%

**SESSION IMPACT:** 81% 83% 80% 73% 82% 79%

**SESSION RELEVANCE:** 86% 82% 83% 78% 86% 83%

**SESSION ENGAGEMENT AND SENSE OF COMMUNITY:** 69% 76% 73% 79% 71% 66%

**SESSION LOGISTICS:** 81% 80% 79% 85% 75% 78%

■ Economic and Management Sciencs  ■ Education  ■ Humanities  ■ Theology  ■ Law  ■ Natural and Agricultural Sciences

# Support Services

## Participant Profile

This section details the profile of the respondents for the Support Services session. A total of 337 participants completed evaluation forms for this session.[2]
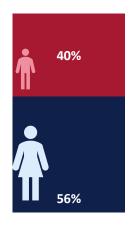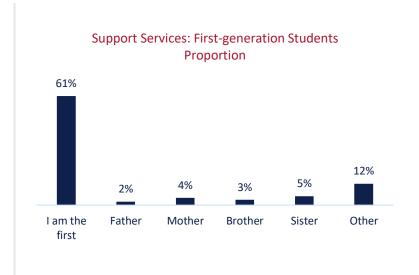
### *Biographical profile*

There were more female than male respondents in the Support Services session, and the majority of respondents were black African (67%). Most respondents indicated that they were first-generation students (61%), while only 26% indicated that they have family members who have graduated from university.

**Support Services: Gender Distribution**

40%

56%

**Support Services: First-generation Students Proportion**

| I am the first | Father | Mother | Brother | Sister | Other |
|---|---|---|---|---|---|
| 61% | 2% | 4% | 3% | 5% | 12% |

**Support Services: Race Distribution**

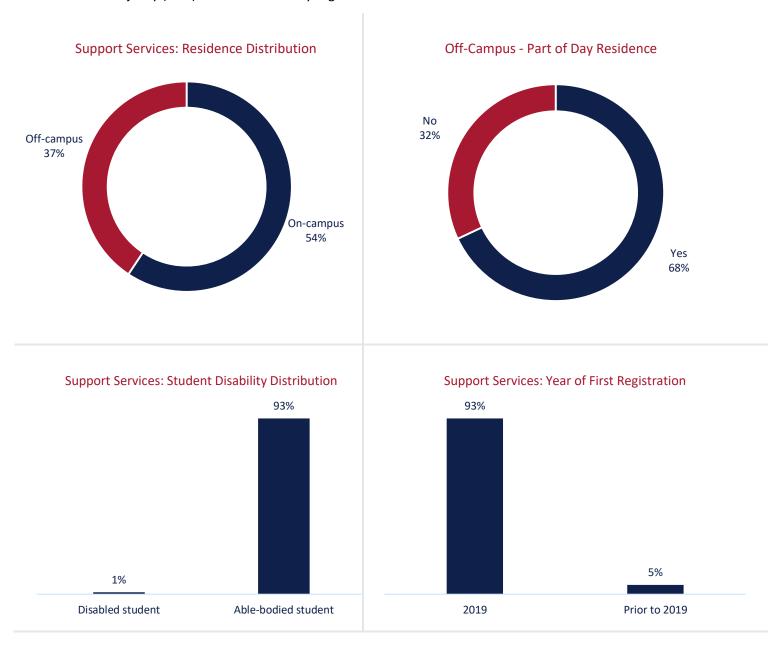| Black African 67% | Coloured 6% | White 11% | |
|---|---|---|---|

Other 2%

---

[2] Although a total of 3261 evaluation forms were completed, on 979 evaluation forms the session was not specified. This resulted in the total number of evaluation forms for which the sessions were known not adding up to the total number of evaluation forms completed.

## Residential status, students with a disability, and year of first registration

More respondents on the Bloemfontein campus who evaluated the Support Services session lived on-campus (54%) than off-campus (37%). Of the respondents who lived off-campus, approximately two-thirds were part of a day residence. Only two students indicated that they have a disability and the vast majority (93%) indicated that they registered for the first time in 2019.

### Support Services: Residence Distribution

Off-campus
37%

On-campus
54%

### Off-Campus - Part of Day Residence

No
32%

Yes
68%

### Support Services: Student Disability Distribution

1%
Disabled student

93%
Able-bodied student

### Support Services: Year of First Registration
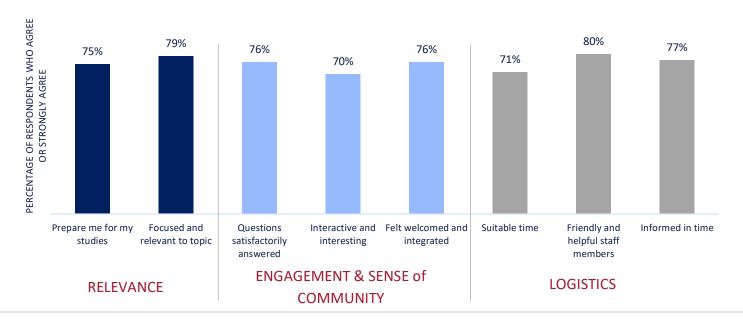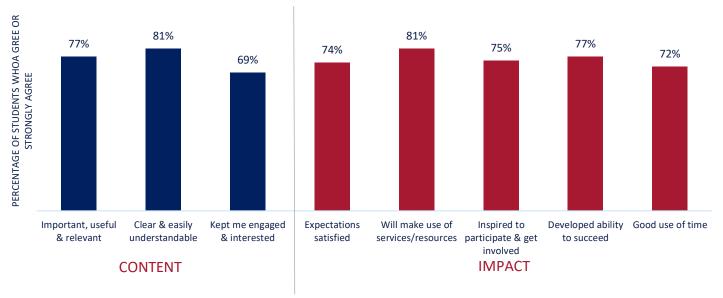
93%
2019

5%
Prior to 2019

# Session Feedback: Support Services Session

This section examines the experiences of the respondents for the Support Services session.
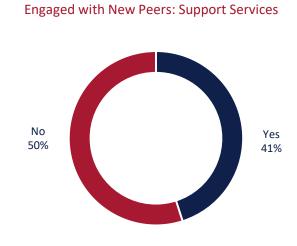
*Ratings and satisfaction*

The responses of the students to each specific question related to the Support Services session are detailed in the graphs below. Looking at the graphs overall, it can be seen that the students were positive about the session, with a clear majority rating the session favourably on all aspects measured (responding agree or strongly agree to the questions).

When the graphs are considered in more detail, the following trends are noted:

- Most aspects related to session relevance, session engagement and sense of community, and session logistics were rated favourably, with especially high ratings assigned to the **session being focused and relevant to topic, and to the staff members being friendly and helpful, with approximately eight out of ten students assigning positive ratings to each of these aspects.** That said, less than half of the participants (41%) indicated that they engaged with new peers during this Gateway session.

**Engaged with New Peers: Support Services**

No
50%

Yes
41%

- All aspects related to session content were rated favourably, with approximately **eight out of ten students indicating that the session content was important, useful, relevant, clear, and easy to understand**. A somewhat lower proportion (69%) noted that the session content kept them engaged and interested.

- **More than two-thirds of the students assigned positive ratings to all aspects related to session impact,** with an especially large proportion of respondents (81%) indicating that they will **make use of the services and resources that they were made aware of during the session.**

In addition to the positive findings highlighted above, from the graphs below it can be seen that the majority of respondents were either satisfied or highly satisfied with both the developmental impact of the session (74%) and the venue (75%) where the session was held.

**Satisfaction with Developmental Impact: Support Services**

| Highly Satisfied 24% | Satisfied 50% | | |

- Highly Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Highly Dissatisfied

**Satisfaction with Venue: Support Services**

| Highly Satisfied 27% | Satisfied 48% | | |

- Highly Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Highly Dissatisfied

*Ratings and Satisfaction according to residence status*

Both on- and off-campus students assigned positive ratings to all aspects measured, with on-campus students being slightly more positive about most aspects measured than off-campus students, although differences were, for the most part, slight. One clear distinction was that a far greater proportion of on-campus students felt that the session helped them to feel welcomed and integrated into the university culture. That said, off-campus students were slightly more positive about making use of the service and resources they had been made aware of during the session.
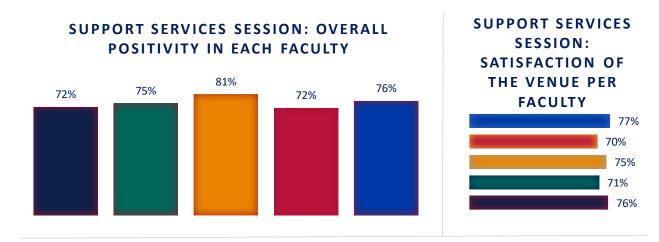
| | Session aspects | Most positively rated |
|---|---|---|
| **Session content** | Important, useful and relevant to the topic | On-campus |
| | Clear and easily understandable | On-campus |
| | Kept me engaged and interested in the topic | On-campus |
| **Session impact** | My expectations of the Gateway sessions were satisfied | On-campus |
| | I will make use of the services/ resources | Off-campus |
| | I am inspired to participate and get involved in activities | On-campus |
| | Developed my ability to be more successful in my studies at the UFS | On-campus |
| | This Gateway session was a good use of my time | On-campus |
| **Session relevance** | Relevant to prepare me for my studies at the UFS | On-campus |
| | Stayed focused and relevant to the topic of discussion | On-campus |
| **Session engagement & sense of community** | Questions regarding the subject was satisfactorily answered | On-campus |
| | This Gateway session was interactive and interesting | On-campus |
| | Felt welcomed and assisted with my integration into the university | On-campus |
| | I engaged with new peers during this Gateway session | On-campus |
| **Session logistics** | This session was at a suitable time for me to attend | On-campus |
| | Staff members were present, friendly and helpful | On-campus |
| | Informed in time about this Gateway session in order to attend | On-campus |
| | Developmental impact of the sessions | On-campus |
| | Venue of the sessions | On-campus |

## FACULTY COMPARISON

- On average across all aspects of the **Support Services** session, students in the **Faculty of Humanities** were more **positive** than other students, while students from the Faculties of Economic and Management Sciences and Law were the least positive.

- Similar to the overall trend, students from the **Faculty of Humanities rated session impact, session relevance, session engagement and sense of community, and session logistics more favourably** than students from the other faculties.

- Other interesting findings was that **nine out of ten students in the Faculty of Education said that the session content was clear and easily understandable**, and only approximately half the students in the Faculty of Economic and Management Sciences felt that the questions regarding the subject were satisfactorily answered.

- **Engagement with new peers were low across all faculties**, with the highest levels of engagement seen for the Faculty of Humanities where only 52% of participants indicated that they did engage with new peers during this session.

- Aligning with the results that students from the Faculty of Law were least positive, these students were also least satisfied with the venue, while students from the **Faculty of Natural and Agricultural Sciences were most satisfied with the venue.**



*Note: The Faculty of Theology was excluded from this comparative analysis as only four students evaluated this session*

### SUPPORT SERVICES SESSION: OVERALL POSITIVITY IN EACH FACULTY



72% 75% 81% 72% 76%

### SUPPORT SERVICES SESSION: SATISFACTION OF THE VENUE PER FACULTY



77%
70%
75%
71%
76%

### SUPPORT SERVICES SESSION: AVERAGE POSITIVE RATINGS IN EACH FACULTY



SESSION CONTENT: 71% 82% 78% 74% 78%
SESSION IMPACT: 74% 74% 82% 73% 76%
SESSION RELEVANCE: 76% 70% 84% 70% 80%
SESSION ENGAGEMENT AND SENSE OF COMMUNITY: 64% 76% 80% 74% 70%
SESSION LOGISTICS: 76% 71% 81% 68% 78%

■ Economic and Management Sciencs ■ Education ■ Humanities ■ Law ■ Natural and Agricultural Sciences
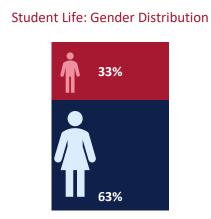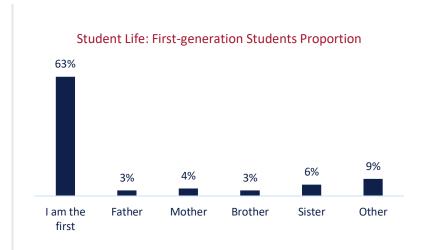
# Student Life

## Participant Profile

This section details the profile of the respondents for the Student Life session. A total of 874 participants completed evaluation forms for this session.[3]
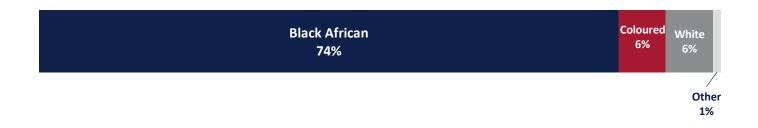
### Biographical profile

The majority of the respondents in the Student Life session were female (63%), and approximately three-quarters were black African. Most respondents indicated that they were first-generation students (63%), while a quarter indicated that they have family members who have graduated from university.
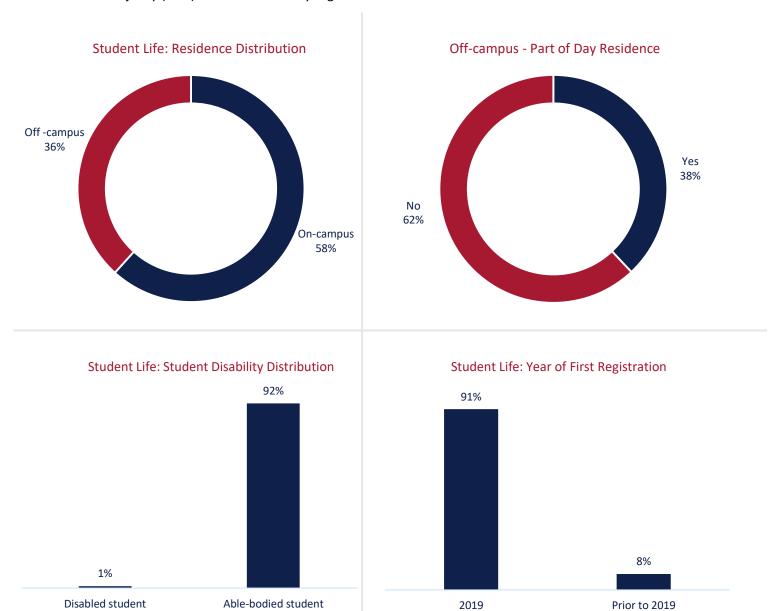
**Student Life: Gender Distribution**

33%

63%

**Student Life: First-generation Students Proportion**

63% — I am the first
3% — Father
4% — Mother
3% — Brother
6% — Sister
9% — Other

**Student Life: Race Distribution**

Black African 74%

Coloured 6%

White 6%

Other 1%

---

[3] Although a total of 3261 evaluation forms were completed, on 979 evaluation forms the session was not specified. This resulted in the total number of evaluation forms for which the session was known not adding up to the total number of evaluation forms completed.

## Residential status, students with a disability, and year of first registration

Students on the Bloemfontein campus who evaluated the Student Life session were more likely to live on-campus (58%) than off-campus (36%). Of the respondents who lived off-campus, the minority (38%) were part of a day residence. Only seven students indicated that they have a disability, and the vast majority (91%) indicated that they registered for the first time in 2019.
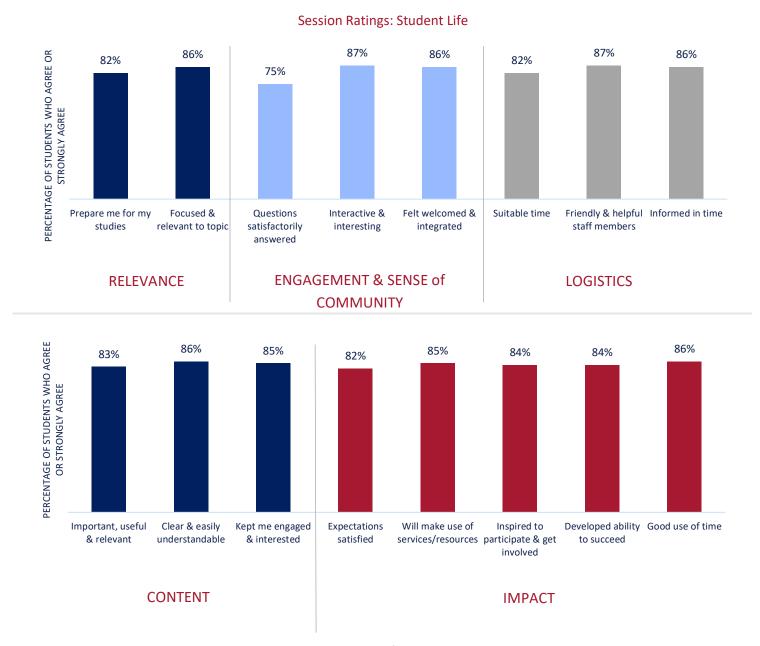
### Student Life: Residence Distribution

Off -campus 36%

On-campus 58%

### Off-campus - Part of Day Residence

Yes 38%

No 62%

### Student Life: Student Disability Distribution

92%

1%

Disabled student · Able-bodied student

### Student Life: Year of First Registration

91%

8%

2019 · Prior to 2019

## Session Feedback: Student Life Session

This section examines the experiences of the respondents for the Student Life session.

*Ratings and satisfaction*

The responses of the students to each specific question related to the Student Life session are detailed in the graphs below. In general, it can be seen that students were somewhat more positive about the Student Life session than they were about the Academic Advising and Support Services sessions, assigning higher ratings to all but two of the aspects measured.  A clear majority, for all aspects measured, rated the sessions positively (responding agree or strongly agree to the questions).
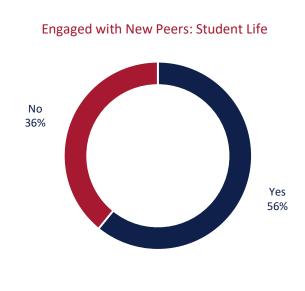
### Session Ratings: Student Life



When the graphs are considered in more detail, the following trends are noted:
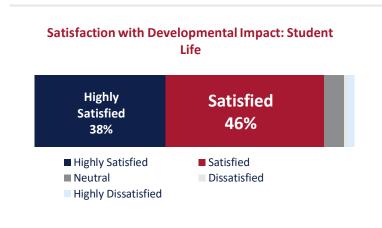
- **At least three-quarters** of the students assigned positive ratings to all aspects related to **session relevance**, **session engagement and sense of community,** and **session logistics**, with

an especially high proportion of respondents rating the session as **interactive and interesting (87%)** and the **staff members as being friendly and helpful (87%).** Although the vast majority
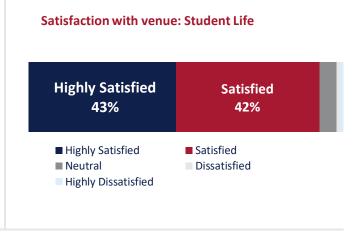
of respondents (86%) indicated that the session helped them to feel welcomed and integrated into the university culture, **only slightly more than half (56%) said that they engaged with new peers** during this Gateway session.

- **More than 80% of participants assigned positive ratings** to all aspects related to **session content** and **session impact,** with an especially large proportion of students indicating that they found the content to be **clear and easily understandable** and that the session was a **good use of their time (86% each)**.

### Engaged with New Peers: Student Life

No
36%

Yes
56%

In addition to the findings highlighted above, from the graphs below can be seen that respondents were mostly satisfied to some extent with both the developmental impact (84%) of the Student Life session and the venue (85%) where the session was held.

### Satisfaction with Developmental Impact: Student Life

| Highly Satisfied 38% | Satisfied 46% | | |
|---|---|---|---|

- Highly Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Highly Dissatisfied

### Satisfaction with venue: Student Life

| Highly Satisfied 43% | Satisfied 42% | | |
|---|---|---|---|

- Highly Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Highly Dissatisfied

*Ratings and satisfaction according to residence status*

Both on- and off-campus students were satisfied with all the session aspects measured and assigned very similar ratings to most aspects. On-campus students were slightly more positive than off-campus students about most of the aspects related to this session. The exceptions were that off-campus students were more positive about (i) the session content being important, useful and relevant, (ii) the session being a good use of their time, (iii) the session being at a suitable time for them to attend and (iv) the staff members being present, friendly and helpful. In addition, off-campus students more frequently indicated that they engaged with new peers during this Gateway session than on-campus students.
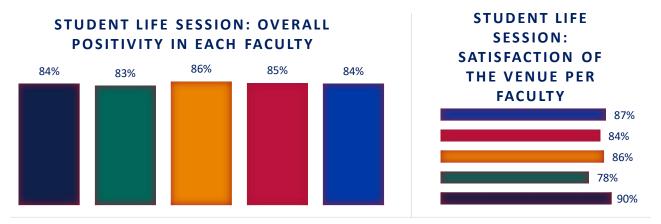
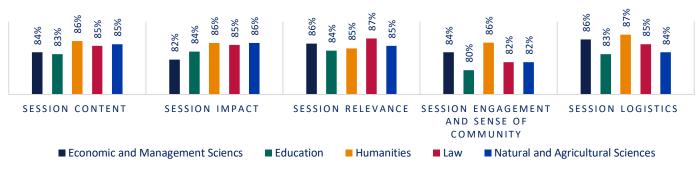| | Session aspects | Most positively rated |
|---|---|---|
| **Session content** | Important, useful and relevant to the topic | Off-campus |
| | Clear and easily understandable | On-campus |
| | Kept me engaged and interested in the topic | On-campus |
| **Session impact** | My expectations of the Gateway sessions were satisfied | On-campus |
| | I will make use of the services/ resources | On-campus |
| | I am inspired to participate and get involved in activities | On-campus |
| | Developed my ability to be more successful in my studies at the UFS | On-campus |
| | This Gateway session was a good use of my time | Off-campus |
| **Session relevance** | Relevant to prepare me for my studies at the UFS | On-campus |
| | Stayed focused and relevant to the topic of discussion | On-campus |
| **Session engagement & sense of community** | Questions regarding the subject was satisfactorily answered | On-campus |
| | This Gateway session was interactive and interesting | On-campus |
| | Felt welcomed and assisted with my integration into the university | On-campus |
| | I engaged with new peers during this Gateway session | Off-campus |
| **Session logistics** | This session was at a suitable time for me to attend | Off-campus |
| | Staff members were present, friendly and helpful | Off-campus |
| | Informed in time about this Gateway session in order to attend | On-campus |
| | Developmental impact of the sessions | On-campus |
| | Venue of the sessions | On-campus |

## FACULTY COMPARISON

- On average across all aspects of the **Student Life** session, students from **all faculties** were **positive**, with students in the **Faculty of Humanities slightly more positive** than other students (similar to the Support Services session).

- Corresponding to the overall trend, students in the **Faculty of Humanities assigned higher ratings to session content, session impact, session engagement and sense of community, and session logistics than students in the other faculties.**

- Students in the **Faculty of Law** were more positive than students in the other faculties regarding **session relevance,** assigning especially high ratings to the **session staying focused and relevant** to the topic of discussion.

- Students in the Faculty of Law also assigned the **highest positive ratings** to the session helping them to **feel welcomed and integrated** into the university culture. Coinciding with this, they were also the faculty (together with the Faculty of Education) that had the **highest percentage** of students (64%) **engaging with new peers** during this Gateway session.

- Students in the **Faculty of Economic and Management Sciences** were the **most satisfied with the venue,** while students from the Faculty of Education were the least satisfied.



Note: The Faculty of Theology was excluded from this comparative analysis as only eight students evaluated this session
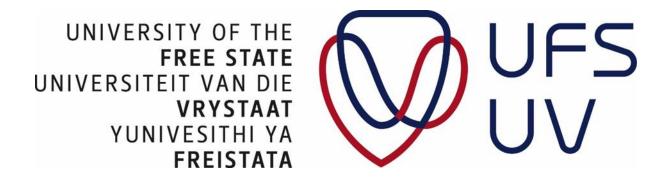
### STUDENT LIFE SESSION: OVERALL POSITIVITY IN EACH FACULTY



84% 83% 86% 85% 84%

### STUDENT LIFE SESSION: SATISFACTION OF THE VENUE PER FACULTY



87%
84%
86%
78%
90%

### STUDENT LIFE SESSION: AVERAGE POSITIVE RATINGS IN EACH FACULTY



| | SESSION CONTENT | SESSION IMPACT | SESSION RELEVANCE | SESSION ENGAGEMENT AND SENSE OF COMMUNITY | SESSION LOGISTICS |
|---|---|---|---|---|---|
| Economic and Management Sciences | 84% | 82% | 86% | 84% | 86% |
| Education | 83% | 84% | 84% | 80% | 83% |
| Humanities | 86% | 86% | 85% | 86% | 87% |
| Law | 85% | 85% | 87% | 82% | 85% |
| Natural and Agricultural Sciences | 85% | 86% | 85% | 82% | 84% |

■ Economic and Management Sciencs ■ Education ■ Humanities ■ Law ■ Natural and Agricultural Sciences

# Conclusion

In conclusion, the 2019 Academic Advising, Support Services, and Student Life Gateway Orientation sessions presented to the students on the Bloemfontein campus were, by and large, received well and can be deemed to have been successfully implemented. For all three sessions, the majority of the students were positive about the session content, session impact, session relevance, session engagement and sense of community, as well as the session logistics. In addition, the majority of students were satisfied to some extent with the developmental impact of all three sessions, as well as with the venue where the sessions were held. Ratings across faculties and residential status (on-campus versus off-campus) were very similar, with students within all faculties, as well as on- and off-campus, mostly assigning positive ratings to all aspects measured.

# GATEWAY 2019 REPORT

## FACULTY OF HEALTH SCIENCES

**Compiled by Nadia Fouché**

**December 2019**

# Executive Summary

The 2019 Gateway Orientation sessions presented to the students in the Faculty of Health Sciences on the Bloemfontein campus of the University of the Free State were, by and large, successful. Two sessions were presented to students, namely a Support Services session and a Student Life session. Responses to the sessions were first analysed in aggregate form across both sessions, where after each session was analysed individually as well.

Session aspects that respondents were asked to evaluate included session content, session impact, session relevance, session engagement, session logistics, the sense of community brought about by the sessions, the developmental impact of the sessions, and the venue where the sessions were held. The aggregate analysis showed that most students rated all aspects measured favourably, although some aspects did receive higher ratings than others. An especially high proportion of students indicated that the sessions made them feel welcomed and integrated into the university culture, that the staff members were friendly and helpful, that the session contents were clear and easy to understand, and that they will make use of the services and resources that they were made aware of during the session. In addition, the vast majority of students were satisfied to some extent with the developmental impact of the sessions, as well as with the venue where the sessions were held. The only aspect that received notably lower ratings was whether the session content kept students engaged and interested. The qualitative feedback that students provided shed some light on the comparatively lower ratings received for this aspect. Students noted that they would have enjoyed a more interactive and energetic style of session presentation, with more videos and music used, and that they would have liked to participate in the sessions to a greater extent.

The analyses of the Support Services and Student Life sessions separately revealed that participants assigned somewhat higher ratings to the Support Services session than to the Student Life session. Aspects rated particularly favourably in the Support Services session included that the session helped students prepare for their studies at the UFS, that the session made them feel welcomed and integrated into the university culture, that the staff members were friendly and helpful, that the content was clear and easily understandable, and that they will make use of the services and resources that they were made aware of during the session. The vast majority of participants also rated the developmental impact of the Support Services session, and the venue where the session was held, positively. Similar to the aggregate analysis, the only aspect that received notably lower ratings was whether students felt that the session content kept them engaged and interested.

The ratings for the Student Life session were, as noted, somewhat lower than that of the Support Services session, but overall this session was still received positively. Aspects that were rated particularly favourably were that the staff members were friendly and helpful and that students will make use of the services and resources that they were made aware of during the session. Students were also mostly positive about the developmental impact of the session, and the venue where the session was held, but less so than they were for the Support Services session. As was the case for both the aggregate analysis and the Support Services session, the one aspect that had notably lower ratings for the Student Life session was whether the content kept students engaged and interested.

| RECOMMENDATIONS |
| --- |
| 1. Include more videos and music in the presentations. |
| 2. Engage the students more during the presentations. |
| 3. Provide food and drinks for the students. |

# Introduction

The aim of this report is to evaluate the 2019 Gateway Orientation sessions presented to the students in the Faculty of Health Sciences on the Bloemfontein campus of the University of the Free State (UFS). The Gateway sessions form part of the broader orientation programme for first-year students at the UFS, which also includes all the RAG activities and the Faculty Orientations.

Students in the Faculty of Health Sciences participated in two Gateway sessions:

- **Student Life:** The purpose of this session was to introduce students to the programmes available at Student Affairs.
- **Support Services:** The purpose of this session was to inform students about the support services that are provided by the UFS, including the Centre for Universal Access and Disability Support and Student Counselling and Development.

After each session, students in the Faculty of Health Sciences were asked to provide immediate feedback via a paper-and-pencil survey, related to the following specific areas:

- **Session Content:** Students were asked about the importance, usefulness, and relevance of the content, whether the content was clear and easy to understand, and whether the content kept them engaged and interested in the topic.
- **Session Impact:** Students were asked whether their expectations of each session were satisfied, whether they will make use of the services/resources that they have been made aware of, whether the sessions inspired them to participate and get involved in the activities presented, whether the sessions developed their ability to be more successful in their studies, and whether the sessions were a good use of their time.
- **Session Relevance:** Students were asked whether the sessions were relevant to prepare them for their studies at the UFS and whether the sessions stayed focused and relevant to the topic of discussion.
- **Session Engagement:** Students were asked whether the questions regarding the subject were satisfactorily answered during the sessions and whether the sessions were interactive and interesting.
- **Sense of Community:** Students were asked whether they engaged with new peers during the sessions and whether the sessions made them feel welcomed and assisted with their integration into the university culture.
- **Session Logistics:** Students were asked whether the sessions were at a suitable time for them to attend, whether the Gateway staff members were present, friendly, and helpful during the sessions, and whether they were informed in time about the sessions in order to attend.
- **Developmental Impact:** Students were asked to rate their experience of the developmental impact of the sessions.
- **Satisfaction with Venue:** Students were asked to rate how satisfied they were with the venue where the sessions were held.

# Overview of All Sessions

A total of 176 students in the Faculty of Health Sciences on the Bloemfontein campus completed evaluation forms after the two Gateway sessions. This section details their responses in aggregate form across the two sessions. A profile of students who attended the sessions and completed the evaluation forms are first provided, followed by an overview of their overall satisfaction with the sessions. It should be noted that this aggregated summary does not represent unique individuals as any individual could have attended more than one session.
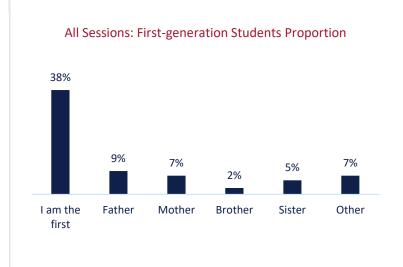
## Participant Profile

This section details the profile of the respondents for the two sessions combined.

### *Biographical profile*

Most of the participants in the 2019 Gateway Programme in the Faculty of Health Sciences were female (80%), whilst approximately half were white and only a quarter were black. The comparative majority (38%) were first generation students, although it should be noted that this figure might be biased since a substantial proportion of participants (32%) did not answer this question.
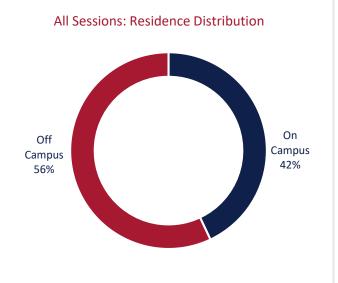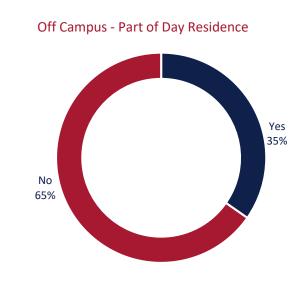
All Sessions: Gender Distribution

20%

80%

All Sessions: First-generation Students Proportion

| 38% | 9% | 7% | 2% | 5% | 7% |
|-----|-----|------|------|------|------|
| I am the first | Father | Mother | Brother | Sister | Other |

All Sessions: Race Distribution

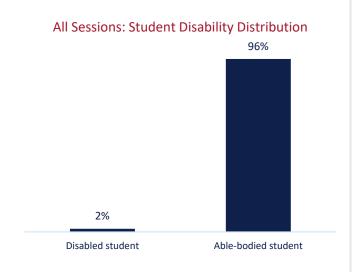| Black African 27% | Coloured 6% | White 55% | Other 6% |
|---|---|---|---|

## Residential status, students with a disability, and year of first registration

The majority of participants in the Faculty of Health Sciences who completed evaluation forms for the Gateway sessions lived off campus (56%), whilst 42% lived on campus. Of the students who indicated that they live off campus, only a third said that they are part of a day residence. Only three of the participating students indicated that they have a disability, whilst the vast majority (96%) were not disabled. Approximately nine out of ten students registered for the first time in 2019.
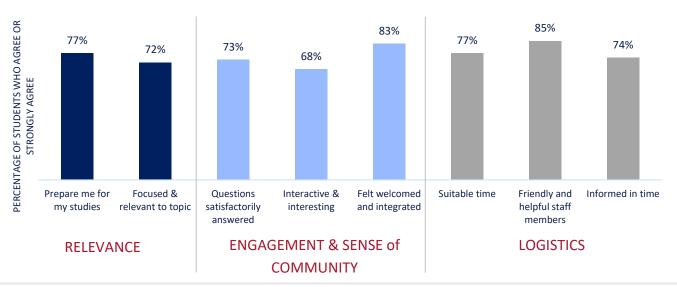
### All Sessions: Residence Distribution

Off Campus 56%

On Campus 42%

### Off Campus - Part of Day Residence

Yes 35%

No 65%

### All Sessions: Student Disability Distribution

96%

2%

Disabled student

Able-bodied student

### All Sessions: Year of First Registration

88%

11%
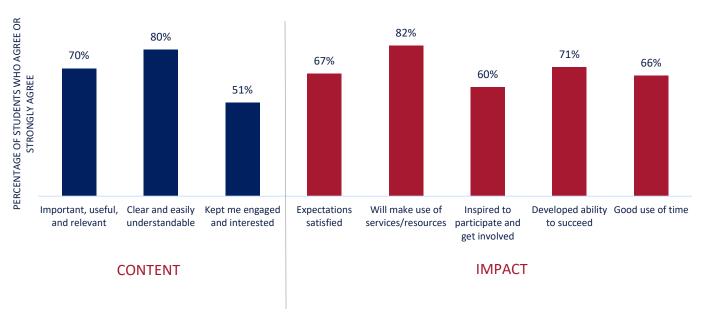
2019

Prior to 2019

## Session Feedback: All Sessions

This section examines the experiences of the respondents for all the sessions combined.

### *Ratings and Satisfaction*

The responses of the students to each specific question across all the sessions are detailed in the graphs below. Looking at the graphs overall, it can be seen that the students were positive about the sessions, with a clear majority, for the most part, rating the sessions favourably (responding agree or strongly agree to the questions).

**Session Ratings: Overview of All Sessions**





When the graphs are considered in more detail, the following trends are noted:

- **More than two-thirds of students assigned positive ratings** to aspects related to session relevance, session engagement, sense of community and session logistics, with an especially high proportion indicating that the sessions made them **feel welcomed and assisted with**

their integration into the university culture (83%) and that the staff members were friendly and helpful during the sessions (85%). That said, from the pie chart to the right can be seen that only 57% of participants indicated that they engaged with new peers during the sessions.

- The vast majority of participants found the **contents of the sessions to be important, useful and relevant (70%), as well as clear and easily understandable (80%)**. However, only half the students indicated that the session content kept them engaged and interested.

No
39%

Yes
57%

- Students were **positive about the impact of the sessions**, with at least six out of ten students responding positively to all questions related to session impact. A particularly high proportion of students (82%) indicated that they would make use of the services and resources that they have been made aware of during the sessions.

In addition to the above, from the graphs below can be seen that students were also satisfied with both the developmental impact of, and the venue for, the sessions, with over three quarters rating the developmental impact of the sessions positively, and eight out of ten rating the venue where the sessions were held positively.

**Satisfaction with Developmental Impact: All Sessions**

Highly Satisfied 20%

Satisfied 57%

■ Highly Satisfied    ■ Satisfied
■ Neutral            ■ Dissatisfied

**Satisfaction with Venue: All Sessions**

Highly Satisfied 32%

Satisfied 48%

■ Highly Satisfied    ■ Satisfied
■ Neutral            ■ Dissatisfied
■ Highly Dissatisfied

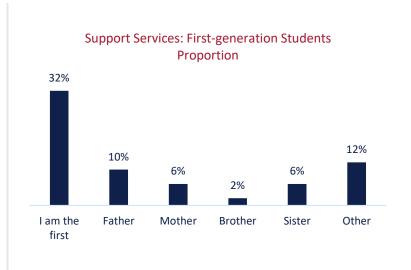# Support Services

## Participant Profile

This section details the profile of the respondents for the Support Services session. A total of 50 participants completed evaluation forms for this session.[1]

### *Biographical profile*

The vast majority of the respondents in the Support Services session were female (88%) and more than half were white (56%), whilst a third was black, and only 4% were coloured. One out of three respondents indicated that they were first-generation students, whilst 36% indicated that they have family members who have graduated from university. A substantial proportion (32%) did not answer this question.
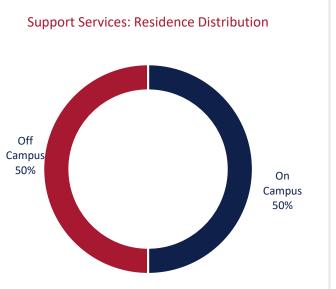
Support Services: Gender Distribution



8%

88%

Support Services: First-generation Students Proportion



| | | | | | |
|---|---|---|---|---|---|
| 32% | 10% | 6% | 2% | 6% | 12% |
| I am the first | Father | Mother | Brother | Sister | Other |

Support Services: Race Distribution



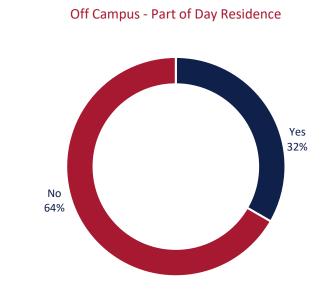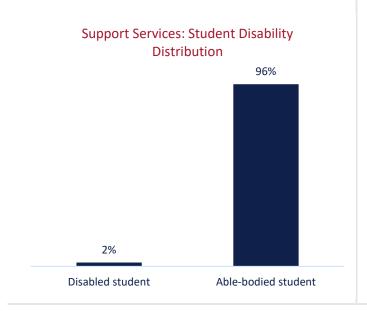Black African 32%

White 56%

Coloured 4%

Other 2%

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[1] Although a total of 176 evaluation forms were completed, on 43 evaluation forms the session was not specified. This resulted in the total number of evaluation forms for which the sessions were known not adding up to the total number of evaluation forms completed.
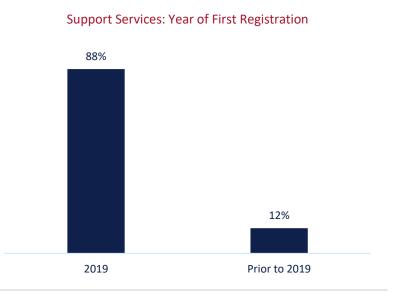
## Residential status, students with a disability, and year of first registration

An equal proportion of respondents in the Faculty of Health Sciences who evaluated the Support Services session indicated that they lived off campus (50%) and on campus (50%). Of the respondents who lived off campus, the majority (64%) were not part of a day residence. Only one student indicated that they have a disability and the vast majority (88%) indicated that they registered for the first time in 2019.
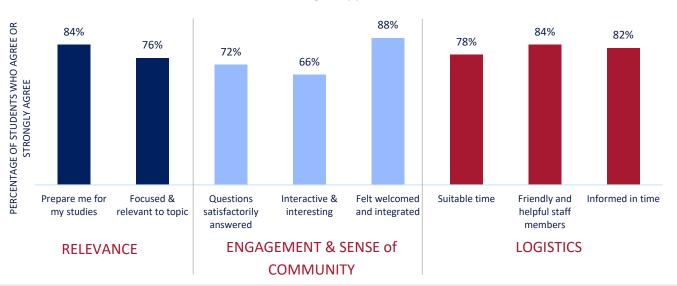
**Support Services: Residence Distribution**

Off Campus 50%

On Campus 50%

**Off Campus - Part of Day Residence**

Yes 32%

No 64%

**Support Services: Student Disability Distribution**

96%

2%

Disabled student    Able-bodied student

**Support Services: Year of First Registration**

88%

12%

2019    Prior to 2019

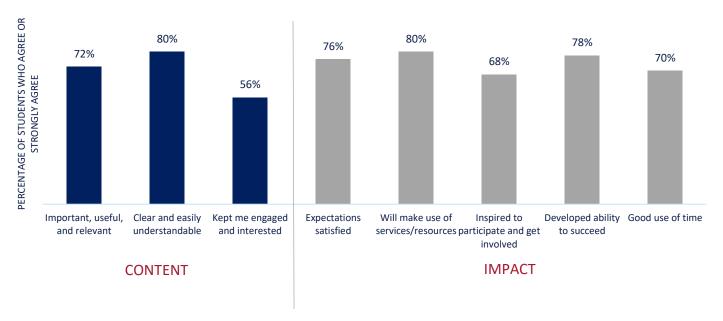## Session Feedback: Support Services Session

This section examines the experiences of the respondents for the Support Services session.

*Ratings and Satisfaction*

The responses of the students to each specific question related to the Support Services session are detailed in the graphs below. Looking at the graphs overall, it can be seen that the students were positive about the session, with a clear majority, for the most part, rating the session favourably (responding agree or strongly agree to the questions).
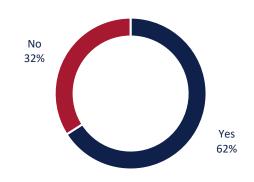
**Session Ratings: Support Services**



When the graphs are considered in more detail, the following trends are noted:

- **More than two-thirds of participants assigned positive ratings to all aspects related to session relevance, session logistics, and session impact**, with an especially large proportion of respondents assigning positive ratings to the session preparing them for their studies (84%), the staff members being friendly and helpful (84%), that they were informed in time in order to attend the session (82%), and that they will make use of the services and resources that they were made aware of during the session (80%).

- **A comparatively lower percentage, albeit still the majority, of respondents indicated that they found this Gateway session interactive and interesting (66%) and that they engaged with new peers during this Gateway session (62%).** That said, approximately nine out of ten students indicated that the session made them feel welcomed and assisted with their integration into the university culture.

- Regarding session content, only **slightly more than half of the respondents (56%) indicated that the session content kept them engaged and interested in the topic**. However, eight out of ten respondents found the session content to be clear and easily understandable.

Engaged with New Peers: Support Services

No
32%

Yes
62%

In addition to the positive findings highlighted above, from the graphs below can be seen that the vast majority of respondents were either satisfied or highly satisfied with both the developmental impact of the session (88%) and the venue where the session was held (82%).

Satisfaction with Developmental Impact: Support Services

Highly Satisfied 32% | Satisfied 56%

■ Highly Satisfied ■ Satisfied ■ Neutral

Satisfaction with Venue: Support Services

Highly Satisfied 32% | Satisfied 50%

■ Highly Satisfied ■ Satisfied ■ Neutral ■ Highly Dissatisfied
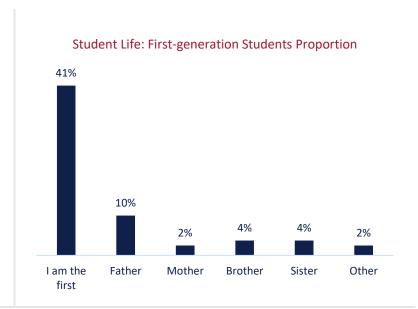
# Student Life

## Participant Profile

This section details the profile of the respondents for the Student Life session. A total of 83 participants completed evaluation forms for this session.[2]

### *Biographical profile*

The majority of the respondents in the Student Life session were female (65%) and more than half were white (53%), whilst 29% were black, and only 5% were coloured. Respondents most frequently indicated that they were first-generation students (41%), whilst approximately a fifth indicated that they have family members who have graduated from university. A substantial proportion (37%) did not answer this question.
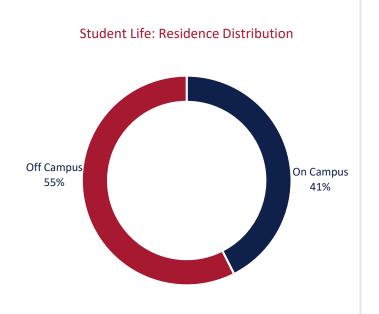
**Student Life: Gender Distribution**

31%

65%

**Student Life: First-generation Students Proportion**

41%

10%

2%

4%

4%

2%

| I am the first | Father | Mother | Brother | Sister | Other |

**Student Life: Race Distribution**

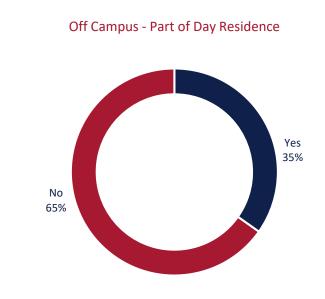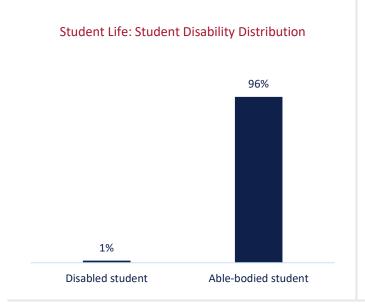| Black African 29% | Coloured 5% | White 53% | Other 6% |

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[2] Although a total of 176 evaluation forms were completed, on 43 evaluation forms the session was not specified. This resulted in the total number of evaluation forms for which the session was known not adding up to the total number of evaluation forms completed.
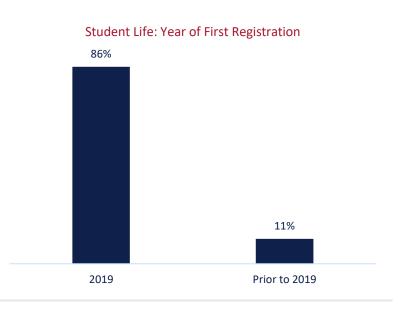
*Residential status, students with a disability, and year of first registration*

Students in the Faculty of Health Sciences who evaluated the Student Life session were more likely to live off campus (55%) than on campus (41%). Of the respondents who lived off campus, the majority (65%) were not part of a day residence. Only one student indicated that they have a disability and the vast majority (86%) indicated that they registered for the first time in 2019.
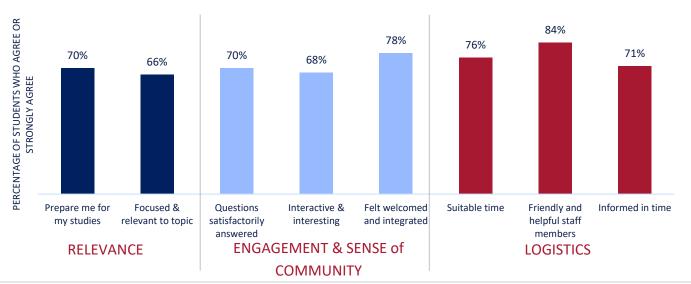
### Student Life: Residence Distribution

Off Campus 55%

On Campus 41%

### Off Campus - Part of Day Residence

Yes 35%

No 65%

### Student Life: Student Disability Distribution

1% Disabled student

96% Able-bodied student

### Student Life: Year of First Registration

86% 2019

11% Prior to 2019
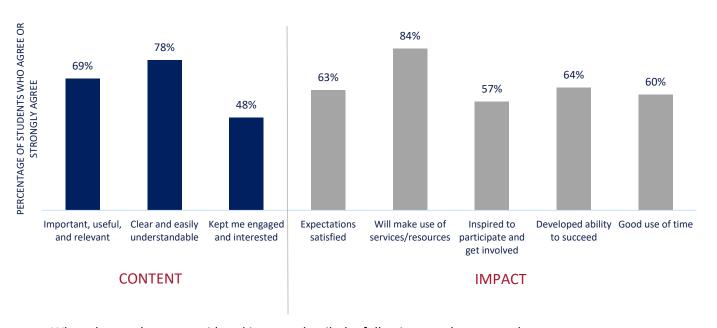
## Session Feedback: Student Life Session

This section examines the experiences of the respondents for the Student Life session.

### Ratings and Satisfaction

The responses of the students to each specific question related to the Student Life session are detailed in the graphs below. In general, it can be seen that students were somewhat less positive about the Student Life session than they were about the Support Services session, assigning lower ratings on all but two of the aspects measured. That said, respondents were still positive about the session, with a clear majority, for most aspects measured, rating the sessions positively (responding agree or strongly agree to the questions).
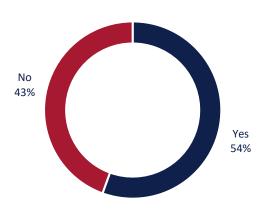
**Session Ratings: Student Life**



When the graphs are considered in more detail, the following trends are noted:
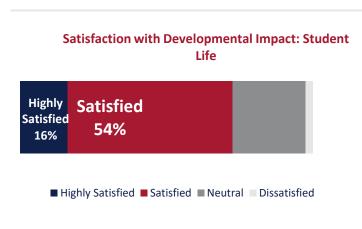
- Students were particularly positive about the Student Life session helping them to **feel welcomed and integrated into the university culture, that the staff members were friendly and helpful, that the sessions were at a suitable time for them to attend, that the content was clear and understandable, and that they will make use of the services and resources that they were made aware of during the session**, with more than three quarters of participants assigning positive ratings to each of these aspects.



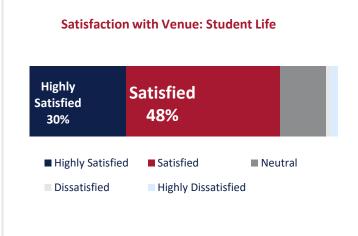Engaged with New Peers: Student Life

No 43%

Yes 54%

- Participants were **somewhat less positive about the Student Life session staying focused and relevant to topic, that their expectations for the session were satisfied, that the session developed their abilities to be more successful in their studies, and that the session were a good use of their time**, with the percentage assigning positive ratings to these aspects dipping just below two thirds.

- **Notably lower ratings were received for the Student Life session inspiring students to participate and get involved in the activities presented during the session**, with only 57% of respondents rating this aspect positively. In addition, only slightly more than half of the respondents indicated that they engaged with new peers during this Gateway session.

- The most salient lower ratings, however, were assigned to the **session content keeping students engaged and interested**, with less than half of the respondents (48%) rating this aspect positively.

In addition to the findings highlighted above, from the graphs below can be seen that respondents were by and large satisfied to some extent with both the developmental impact of the Student Life session and the venue where the session was held. That said, the levels of satisfaction, in particular in relation to the developmental impact of the Student Life session, were notably lower than it was for the Support Services session (88% indicated they were satisfied or highly satisfied with the developmental impact of the Support Services session, whereas only 70% said the same for the Student Life session).

**Satisfaction with Developmental Impact: Student Life**



Highly Satisfied 16% | Satisfied 54%

■ Highly Satisfied  ■ Satisfied  ■ Neutral  ■ Dissatisfied

**Satisfaction with Venue: Student Life**



Highly Satisfied 30% | Satisfied 48%

■ Highly Satisfied  ■ Satisfied  ■ Neutral
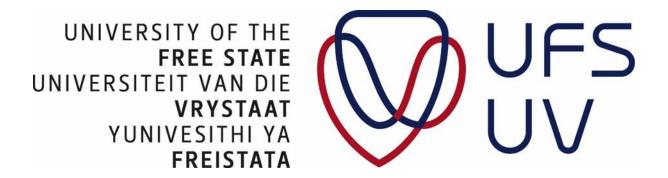■ Dissatisfied  ■ Highly Dissatisfied

# Recommendations from students

In addition to the quantitative feedback provided above, students were also asked to provide qualitative feedback on how they felt the sessions could be improved for future student cohorts. The main themes emerging from the feedback related to the style of the presentations, with students asking for more energetic presentations, more enthusiasm, more music, more videos, and to allow students to participate more in the sessions. In addition, some students asked that food and water be provided for them during the sessions.

# Conclusion

In conclusion, the 2019 Support Services and Student Life Gateway Orientation sessions presented to the students in the Faculty of Health Sciences were, by and large, received well and can be deemed to have been successfully implemented. The majority of the students were positive about the relevance of the sessions, the impact, the logistics, the content, and the sense of community they were afforded by the sessions. In addition, the majority of students were satisfied to some extent with the developmental impact of both the sessions, as well as with the venue where the sessions were held. Overall, responses were somewhat more positive for the Support Services session than for the Student Life session.

# GATEWAY 2019 REPORT

## SOUTH CAMPUS

**Compiled by Nadia Fouché and Melanie De Bruyn**

**February 2020**

# Executive Summary

The 2019 Gateway Orientation sessions presented to the students on the South Campus of the University of the Free State was, by and large, successful. Session aspects that respondents were asked to evaluate included session content, session impact, session relevance, session engagement, session logistics, the sense of community brought about by the sessions, and the developmental impact of the sessions. The analysis showed that most students rated all aspects measured favourably, although some aspects did receive higher ratings than others. An especially high proportion of students indicated that they will make use of the services and resources made available to them, that they developed the ability to succeed, that the sessions made them feel welcomed and integrated into the university culture, and that the staff members were friendly and helpful during the sessions. In addition, the vast majority of students were satisfied to some extent with the developmental impact of the sessions. The only aspects that received somewhat lower ratings, albeit was still rated positively by the majority of students, were whether the sessions satisfied students' expectations and were held at a suitable time to attend.

Comparing the experiences of students living on- and off-campus revealed very similar ratings between on- and off-campus students, with both groups being satisfied with all aspects measured. That said, on-campus students were generally slightly more positive regarding most of the aspects measured, although off-campus students tended to engage with new peers during the sessions more frequently. Furthermore, a comparison between the experiences of students from different faculties showed little differences between the faculties, with the majority of students in all faculties assigning positive ratings to all aspects measured. That said, students from the Faculties of Education and Natural and Agricultural Sciences were in general slightly more satisfied than students from the other faculties, while students from the Faculty of Economic and Management Sciences were overall somewhat less satisfied compared to students from all other faculties.

# Introduction

This report aims to evaluate the 2019 Gateway Orientation sessions presented to the students on the South Campus of the University of the Free State (UFS). The Gateway sessions form part of the broader orientation programme for first-year students at the UFS, which also includes all the RAG activities and the Faculty Orientations.

Differently from how it was done on the Bloemfontein campus, where students assessed each session separately, students on the South Campus were asked to evaluate all sessions simultaneously via a paper-and-pencil survey at the end of the day on which the sessions were presented. Students were asked to rate the following aspects related to the sessions:

- **Session Content:** Students were asked about the importance, usefulness, and relevance of the content, whether the content was clear and easy to understand, and whether the content kept them engaged and interested in the topic.
- **Session Impact:** Students were asked whether their expectations of each session were satisfied, whether they will make use of the services/resources that they have been made aware of, whether the sessions inspired them to participate and get involved in the activities presented, whether the sessions developed their ability to be more successful in their studies, and whether the sessions were a good use of their time.
- **Session Relevance:** Students were asked whether the sessions were relevant to prepare them for their studies at the UFS and whether the sessions stayed focused and relevant to the topic of discussion.
- **Session Engagement:** Students were asked whether the questions regarding the subject were satisfactorily answered during the sessions and whether the sessions were interactive and interesting.
- **Sense of Community:** Students were asked whether they engaged with new peers during the sessions and whether the sessions made them feel welcomed and assisted with their integration into the university culture.
- **Session Logistics:** Students were asked whether the sessions were at a suitable time for them to attend, whether the Gateway staff members were present, friendly, and helpful during the sessions, and whether they were informed in time about the sessions in order to attend.
- **Developmental Impact:** Students were asked to rate their experience of the developmental impact of the sessions.
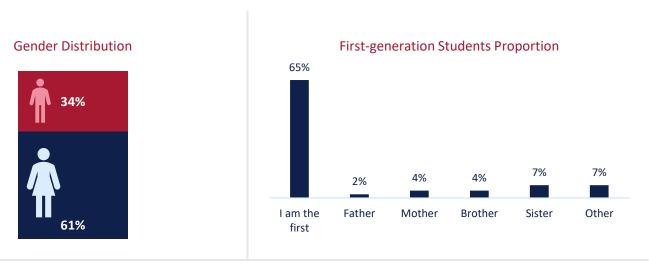
# Overview of Sessions

A total of 768 students on the South Campus completed evaluation forms after the Gateway sessions. This section details their responses. A profile of students who attended the sessions and completed the evaluation forms are first provided, followed by an overview of their overall satisfaction with the sessions[1].
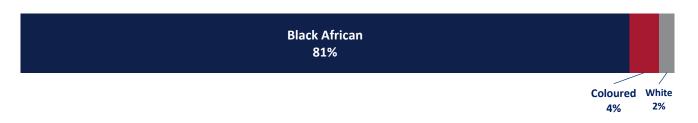
## Participant Profile

This section details the profile of the respondents.

### *Biographical profile*

The majority of participants in the 2019 Gateway Programme on the South Campus were black African (81%) and female (61%). Approximately two-thirds of the respondents were first-generation students, with only a quarter indicating that they have family members who had previously graduated from a university.

Gender Distribution

34%

61%

First-generation Students Proportion

65%

2%

4%

4%

7%

7%

I am the first | Father | Mother | Brother | Sister | Other

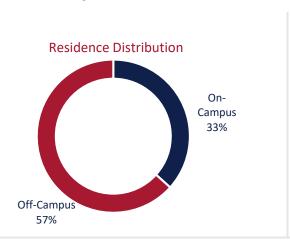Race Distribution

Black African
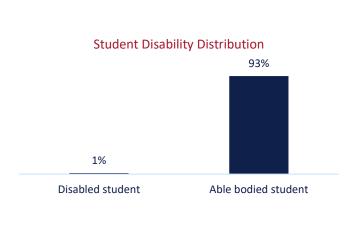81%

Coloured
4%

White
2%

---

[1] Due to missing data, percentages in some graphs do not add up to 100%.

3 | P a g e

## Residential status, students with a disability, and year of first registration

The majority of participants on the South Campus who completed evaluation forms for the Gateway sessions lived off-campus (57%), while a third lived on-campus. Only six of the participating students indicated that they have a disability, while the vast majority (93%) were not disabled. Eight out of 10 students registered for the first time in 2019.
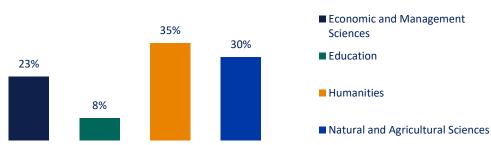
### Residence Distribution

On-Campus 33%

Off-Campus 57%

### Student Disability Distribution

93%

1%

Disabled student      Able bodied student

### Year of First Registration

84%

10%

2019      Prior to 2019

## Student distribution among faculties

The distribution of students participating in the Gateway sessions by faculty indicated that the majority of participants were from the Faculty of Humanities (35%), followed by the Faculty of Natural and Agricultural Sciences (30%), and the Faculty of Economic and Management Sciences (23%). There were no students from the Faculty of Theology and only one student from the Faculty of Law.
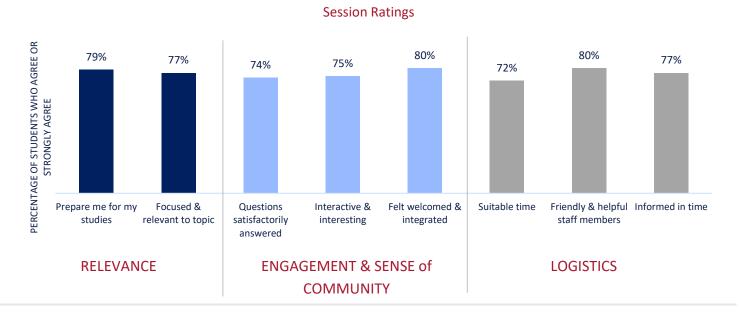
### Faculty Distribution

23%

8%

35%

30%

- ■ Economic and Management Sciences
- ■ Education
- ■ Humanities
- ■ Natural and Agricultural Sciences
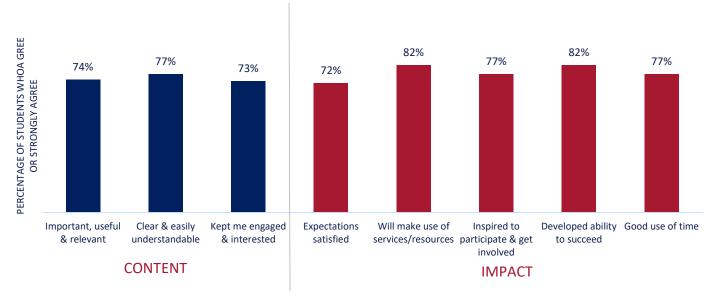
## Session Feedback

This section examines the experiences of the respondents for all the sessions combined[2].

### *Ratings and satisfaction*

The responses of the students to each specific question are detailed in the graphs below. Looking at the graphs overall, it can be seen that the students were positive about the sessions, with a clear majority assigning positive ratings to all aspects measured (responding agree or strongly agree to the questions).



Session Ratings

---

[2] Since the sessions were only evaluated in aggregate form, it was not possible to report on the students' experience of the individual sessions.

5 | P a g e

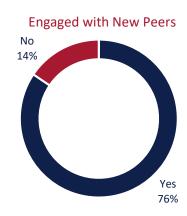When the graphs are considered in more detail, the following trends are noted:
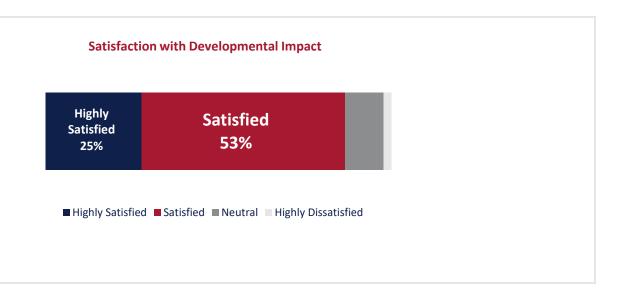
- **More than two-thirds of students assigned positive ratings** to all aspects related to **session relevance**, **session engagement and sense of community** and **session logistics**, with an especially high proportion indicating that **the staff members were friendly and helpful (80%)** and that the sessions helped them to **feel welcomed and integrated into the university culture (80%).** In line with this finding, a high proportion of students indicated that **they engaged with new peers during the Gateway sessions (76%)** (pie-chart to the right).

**Engaged with New Peers**

No
14%

Yes
76%
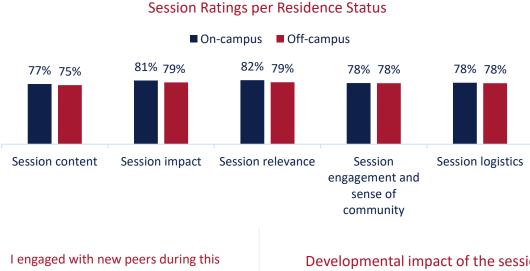
- All aspects related to **session content and impact were also rated positively** by the students, with at least seven out of ten students assigning positive ratings to each aspect measured. An especially high proportion of students indicated that they would **make use of the services and resources that they were made aware of during the sessions (82%)** and that the sessions helped **develop their abilities to succeed in their studies at the UFS (82%).**
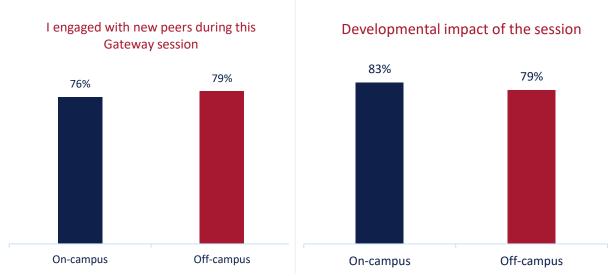
In addition to the above, from the graph below, it can be seen that students were also satisfied with the developmental impact of the sessions, with approximately eight out of ten students indicating that they were either satisfied or highly satisfied with their experience in this regard.

**Satisfaction with Developmental Impact**

| Highly Satisfied 25% | Satisfied 53% | |
|---|---|---|

■ Highly Satisfied  ■ Satisfied  ■ Neutral  ■ Highly Dissatisfied

## Ratings and satisfaction according to residence status

There was little difference in the ratings when the data was split according to residence status, with both on- and off-campus students assigning positive ratings to all aspects measured. On-campus students were, however, slightly more positive regarding session content, session impact, session relevance, and the developmental impact of the sessions, whereas off-campus students more frequently engaged with new peers during the sessions.

### Session Ratings per Residence Status

■ On-campus  ■ Off-campus

| Session content | Session impact | Session relevance | Session engagement and sense of community | Session logistics |
|---|---|---|---|---|
| 77% 75% | 81% 79% | 82% 79% | 78% 78% | 78% 78% |

### I engaged with new peers during this Gateway session

| On-campus | Off-campus |
|---|---|
| 76% | 79% |

### Developmental impact of the session

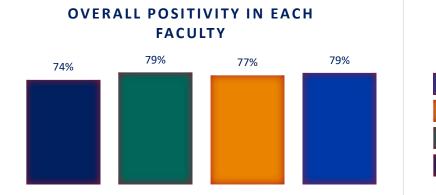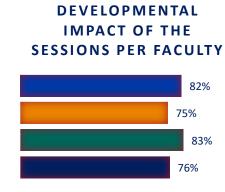| On-campus | Off-campus |
|---|---|
| 83% | 79% |

**FACULTY COMPARISON**

- On average across all aspects of the sessions, students in the **Faculties of Education and Natural and Agricultural Sciences were more positive** than other students, although differences were slight.

- Similar to the overall trend, students in the **Faculty of Natural and Agricultural Sciences** had **higher positive ratings** for session impact and session relevance, with an especially high proportion indicating that they **will make use of the services and resources** that they had been made aware of during the sessions.

- Students in the **Faculty of Education** were most positive with regards to **session engagement and sense of community** as well as **session logistics**, with most students indicating that the sessions helped them to **feel welcomed and integrated into the university culture**, and that the **staff members were friendly and helpful**. In addition, a high proportion of students from **all faculties** indicated a that **they engaged with new peers** during the Gateway sessions.

- At least three-quarters of students in all faculties indicated that they were **satisfied with the developmental impact of the sessions**, with students from the **Faculty of Education** being the **most satisfied**.



*Note: The Faculties of Theology and Law were excluded from this comparative analysis as too few students evaluated this session*

**OVERALL POSITIVITY IN EACH FACULTY**

74%  79%  77%  79%

**DEVELOPMENTAL IMPACT OF THE SESSIONS PER FACULTY**

82%
75%
83%
76%

**AVERAGE POSITIVE RATING IN EACH FACULTY**

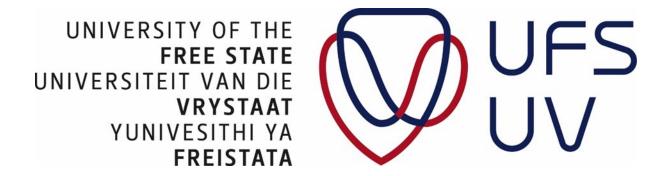| | SESSION CONTENT | SESSION IMPACT | SESSION RELEVANCE | SESSION ENGAGEMENT AND SENSE OF COMMUNITY | SESSION LOGISTICS |
|---|---|---|---|---|---|
| Economic and Management Sciencs | 73% | 77% | 74% | 73% | 74% |
| Education | 77% | 79% | 77% | 80% | 85% |
| Humanities | 77% | 77% | 80% | 78% | 77% |
| Natural and Agricultural Sciences | 77% | 82% | 82% | 77% | 77% |

■ Economic and Management Sciencs　■ Education　■ Humanities　■ Natural and Agricultural Sciences

# Conclusion

In conclusion, the 2019 Gateway Orientation sessions presented to the students on the South Campus of the University of the Free State, were, by and large, received well and can be deemed to have been successfully implemented. The majority of the students were positive about the relevance of the sessions, the impact, the logistics, the content, and the sense of community that the sessions brought about. In addition, the majority of the students were satisfied to some extent with the developmental impact of the sessions. Furthermore, comparing the experiences of on- and off-campus students showed that on-campus students were slightly more positive about most of the aspects measured. Off-campus students did, however, more frequently engage with new peers during the sessions than on-campus students did. A faculty comparison was also done and indicated that students from the Faculties of Education and Natural and Agricultural Sciences were more positive than students from the other faculties regarding the Gateway Orientation sessions, although differences between the faculties were slight.

# GATEWAY 2020 REPORT

## BLOEMFONTEIN CAMPUS

**Compiled by Quantemna**

**May 2020**

# Executive Summary

The 2020 Gateway Orientation sessions presented to the students on the Bloemfontein campus of the University of the Free State were, by and large, successful. Five sessions were presented to students, namely a Faculty Specific Orientation session, an Academic Advising session, a Support Services session, a Wellness and Safety session, and a Student Life session. Responses to the sessions were first analysed in aggregate form across all five sessions, whereafter each session was analysed individually as well.

Session aspects that respondents were asked to evaluate included session content, session impact, session relevance, session engagement, session logistics, the sense of community brought about by the sessions, the developmental impact of the sessions, and the venue where the sessions were held. The aggregate analysis showed that most students rated all aspects related to session content, impact, relevance, engagement, logistics, and sense of community favourably. In addition, students were satisfied with both the developmental impact of the sessions, and the venue where the sessions were held. The only aspect receiving consistently lower ratings was whether students engaged with new peers during the Gateway sessions.

The analysis for each session separately revealed that the majority of students assigned positive ratings to all aspects measured within each of the Faculty Specific, Academic Advising, Support Services, Wellness and Safety and Student Life sessions. Ratings for the Student Life session were somewhat higher than for the other sessions, while the Wellness and Safety session ratings were higher than those for the Faculty Specific, Academic Advising and Support Services sessions. For the Faculty Specific, Academic Advising and Support Services sessions, students were noticeably less positive about the content keeping them engaged and interested in the topic during the sessions, even though the majority of students still rated this aspect favourably. It is noteworthy that a low percentage of students in all five sessions indicated that they engaged with new peers during the sessions, although the vast majority indicated that the sessions helped them to feel welcomed and integrated into the university culture.

The session ratings were further analysed according to whether the students lived on- or off-campus. The majority of students indicated that they lived on-campus. Both on- and off-campus students positively rated all session aspects and were satisfied with the developmental impact of the sessions and the venue where the sessions took place. Overall, on-campus students were slightly more satisfied than off-campus students with most aspects related to the sessions. One notable exception however, was that off-campus students were more likely to interact with new peers during the sessions than on-campus students.

A comparison between Faculties showed very similar ratings across all faculties for all aspects related to the five sessions, with the vast majority of participants within each faculty being satisfied with the session content, session impact, session relevance, session engagement and sense of community, and session logistics, as well as with the venue for and the developmental impact of the sessions.

One aspect that does deserve attention, however, is the low proportion of male students who participated across the sessions. This trend was especially pronounced for the Academic Advising, Support Services, Wellness and Safety, and Student Life sessions, where more than three-quarters of participants were female. Furthermore, an evaluation of declining participation rates overall over the years showed that the communication sent out to students regarding the programme is still not

optimal, with nearly a quarter of participants citing a lack of knowledge of the programme as their reason for non-attendance.

## AREAS OF CONCERN AND RECOMMENDATIONS

**Engaging with new peers**

Across all faculties, less than half of the students indicated that they engaged with new peers during the sessions. Approximately only a third of the students from the Faculty of Health Sciences engaged with new peers during the sessions.

*Recommendation: Since this has been a trend throughout the years that the Gateway Orientation Programme has been presented, reforms to the programme are recommended should this be seen as a priority area.*

**Unequal gender participation rates**

It is concerning that the vast majority of participants across all the sessions were female.

*Recommendation: Conduct an evaluation to determine the sharp decline in male participation rates. Reforms might need to be made to the programme to regain male interest.*

**Programme logistics**

A quarter of participants who were asked why they did not attend Gateway noted that they did not know about the programme, or found out too late about the programme.

*Recommendation: Improve logistical arrangements especially around informing students about the programme timeously in order for them to attend, and making sure that such communications reach all students.*

# Introduction

This report aims to evaluate the 2020 Gateway Orientation sessions presented to the students on the Bloemfontein campus of the University of the Free State (UFS). The annual Gateway Orientation for First-Year Students is a programme on student life, packed with a series of events that introduce students to campus and Faculty life. The aim of the programme is to help first year students to adjust to the university environment, introduce students to the new environment, and to teach and transfer skills that will enable students to achieve academic success.

Students on the Bloemfontein campus participated in five Gateway sessions:

- **Faculty Specific Orientation:** This session was presented separately to students from each Faculty. The purpose of the session was to inform students about progression rules, how credits work, examination regulations, and assistance provided by each of the faculties.
- **Academic Advising:** The purpose of this session was to introduce students to Academic Advising and its importance.
- **Support Services:** The purpose of this session was to inform students about the support services that are provided by the UFS, including the Centre for Universal Access and Disability Support and Student Counselling and Development.
- **Wellness and Safety:** The purpose of this session was to inform students about the support services that are provided by the UFS.
- **Student Life:** The purpose of this session was to introduce students to the programmes available at Student Affairs.

After each session, students on the Bloemfontein campus were asked to provide immediate feedback via a paper-and-pencil survey, related to the following specific areas:

- **Session Content:** Students were asked about the importance, usefulness, and relevance of the content, whether the content was clear and easy to understand, and whether the content kept them engaged and interested in the topic.
- **Session Impact:** Students were asked whether their expectations of each session were satisfied, whether they will make use of the services/resources that they have been made aware of, whether the sessions inspired them to participate and get involved in the activities presented, whether the sessions developed their ability to be more successful in their studies, and whether the sessions were a good use of their time.
- **Session Relevance:** Students were asked whether the sessions were relevant to prepare them for their studies at the UFS and whether the sessions stayed focused and relevant to the topic of discussion.
- **Session Engagement:** Students were asked whether the questions regarding the subject were satisfactorily answered during the sessions and whether the sessions were interactive and interesting.
- **Sense of Community:** Students were asked whether they engaged with new peers during the sessions and whether the sessions made them feel welcomed and assisted with their integration into the university culture.
- **Session Logistics:** Students were asked whether the sessions were at a suitable time for them to attend, whether the Gateway staff members were present, friendly, and helpful during the sessions, and whether they were informed in time about the sessions in order to attend.

- **Developmental Impact:** Students were asked to rate their experience of the developmental impact of the sessions.
- **Satisfaction with Venue:** Students were asked to rate how satisfied they were with the venue where the sessions were held.

# Overview of All Sessions

A total of 2901 students on the Bloemfontein campus completed evaluation forms after the five Gateway sessions. This section details their responses in aggregate form across the five sessions. It should be noted that a number of questionnaires (N=268) were not completed in full, resulting in missing data for both the demographic questions, including the question asking the name of the session, as well as for some of the rating questions. It was therefore decided to use valid percent instead of percent for this section where an overview of all the sessions is given, to limit the skewing of the results brought about by the vast amounts of missing data. A profile of students who attended the sessions and completed the evaluation forms are first provided, followed by an overview of their overall satisfaction with the sessions. It should be noted that this aggregated summary does not represent unique individuals, as any individual could have attended more than one session.
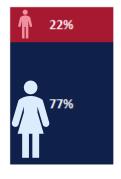
## Participant Profile

This section details the profile of the respondents for the five sessions combined.
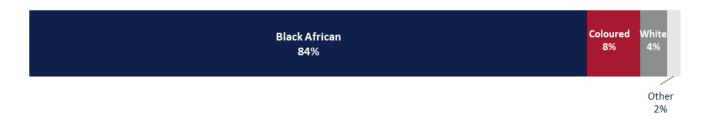
### *Biographical profile*

Most of the participants in the 2020 Gateway Programme on the Bloemfontein campus were female (77%), and the majority were black African (84%). Approximately two-thirds of participants were first-generation students.
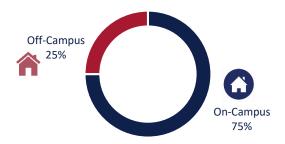


All Sessions: Gender Distribution



All Sessions: First Generation Students
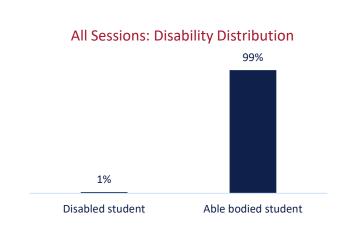


All sessions: Race Distribution

## Residential status, students with a disability, and year of first registration

The majority of participants on the Bloemfontein campus who completed evaluation forms for the Gateway sessions lived on-campus (75%), while 25% lived off-campus. Only 1% of the students who completed the evaluation forms and answered the question on disability, indicated that they were disabled. Nine out of ten students registered for the first time in 2020.

### All Sessions: Residence Distribution

Off-Campus
25%

On-Campus
75%

### All Sessions: Disability Distribution

99%

1%

Disabled student          Able bodied student

### All Sessions: Year of First Registration

90%

10%

2020          Prior to 2020
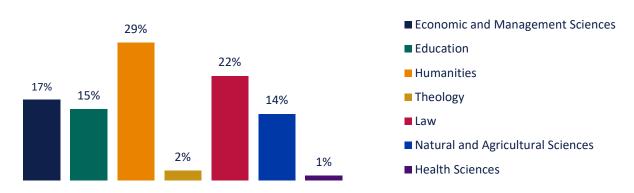
## Student distribution among faculties

### All Sessions: Faculty Distribution

17%  15%  29%  2%  22%  14%  1%

- ■ Economic and Management Sciences
- ■ Education
- ■ Humanities
- ■ Theology
- ■ Law
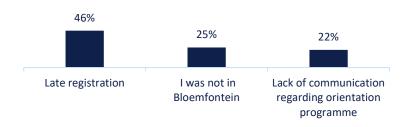- ■ Natural and Agricultural Sciences
- ■ Health Sciences

The distribution of students participating in the Gateway sessions by faculty indicated that most participants were from the Faculty of Humanities (29%), followed by the Faculties of Law (22%) and

Economic and Management Sciences (17%). A very small proportion were from the Faculties of Health Sciences (1%) and Theology (2%).

*Qualitative evaluation of the decline in student participation rates*

A survey was sent out to students in order to determine possible reasons for not attending the Gateway sessions. Results from the survey indicated that late registration was the main reason for students not attending the Gateway sessions (46%). A quarter of the students indicated that they were unable to attend the sessions as they were not in Bloemfontein at the time, more specifically because they had no accommodation in Bloemfontein and because they had to return home to fetch their belongings (4% respectively). In addition, there appeared to be a lack of communication regarding the orientation programme (22%), more specifically that students were not aware of the orientation programme (14%) or that students were only informed about the programme once it had already started/ nearly ended (5%).

**Main reasons for NOT attending Gateway sessions**



| 46% | 25% | 22% |
| Late registration | I was not in Bloemfontein | Lack of communication regarding orientation programme |

## Session Feedback: All Sessions

This section examines the experiences of the respondents for all the sessions combined.

*Ratings and satisfaction*

The responses of the students to each specific question across all the sessions are detailed in the graphs below.  Looking at the graphs overall, it can be seen that the students were positive about the sessions, with a clear majority, for the most part, rating the sessions favourably (responding agree or strongly agree to the questions).

**Session ratings: All Sessions**



When the graphs are considered in more detail, the following trends are noted:

- **More than three-quarters of the participants assigned positive ratings** to all aspects relating to **session relevance, session engagement and sense of community,** and **session logistics**. Especially high ratings were assigned to the **sessions being focused and relevant** to the topic, that the **sessions helped prepare students** for their studies at the UFS, and that the **staff members were friendly and helpful**,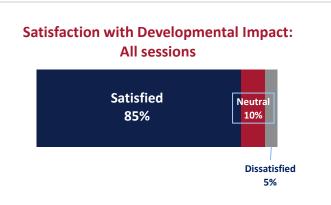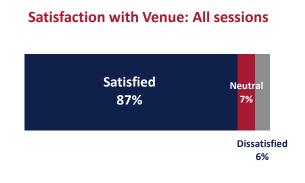 with **at least 85% of participants assigning positive ratings** to each of these aspects. Although the vast majority of students indicated that the sessions helped them to feel welcomed and integrated into the university culture (80%), less than half (44%) said that they engaged with new peers during the sessions (pie chart to the right).



Engaged with New Peers: All Sessions

Disagree 25%

Agree 44%

Neutral 31%

- **Session content and session impact** were also rated favourably by the vast majority of students. Approximately **nine out of ten** students indicated that the contents of the **sessions were clear and easy to understand,** and that they **will make use of the services and resources** that they were made aware of during the sessions

In addition to the above, from the graphs below, it can be seen that students were also satisfied with both the developmental impact of and the venue for the sessions. Approximately nine out of ten students rated the developmental impact of the sessions, as well as the venue where the sessions were held, positively.



**Satisfaction with Developmental Impact: All sessions**

Satisfied 85%

Neutral 10%

Dissatisfied 5%



**Satisfaction with Venue: All sessions**

Satisfied 87%

Neutral 7%

Dissatisfied 6%

*Ratings and satisfaction according to residence status*

Both on- and off-campus students were positive about the sessions, and assigned very similar ratings to all aspects measured. That said, **on-campus students** were slightly more positive about most aspects related to the Gateway sessions than off-campus students. However, **off-campus students** were more likely to **engage with new peers** during the sessions and were slightly more positive about the sessions being held at a time which was suitable for them to attend. In addition, **on-campus students** were slightly **more satisfied** with the **developmental impact of the sessions,** and **off-campus students** were slightly **more satisfied** with the **venue where the sessions were held.**
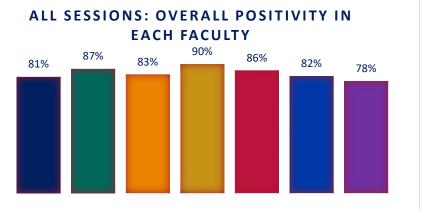
| | Session aspects | On- or off-campus students more positive |
|---|---|---|
| **Session content** | Important, useful and relevant to the topic | On-campus |
| | Clear and easily understandable | On-campus |
| | Kept me engaged and interested in the topic | On-campus |
| **Session impact** | My expectations of the sessions were satisfied | On-campus |
| | I will make use of the services/ resources that I have been made aware of | Equal |
| | I am inspired to participate and get involved in activities that have been presented | On-campus |
| | This session contributed to my ability to be more successful in my studies at UFS | On campus |
| **Session relevance** | Relevant to prepare me for my studies at the UFS | Equal |
| | Stayed focused and relevant to the topic of discussion | On-campus |
| **Session engagement & sense of community** | Questions regarding the subject was satisfactorily answered | Equal |
| | This session was interactive and interesting | On-campus |
| | I engaged with new peers during this session | Off-campus |
| | Felt welcomed and assisted with my integration into the university | On-campus |
| **Session logistics** | This session was at a suitable time for me to attend | Off-campus |
| | Staff members were present, friendly and helpful | On-campus |
| | Informed in time about this session in order to attend | On-campus |
| | Developmental impact of the sessions | On-campus |
| | Venue of the sessions | Off-campus |

## FACULTY COMPARISON

- On average across all aspects of the sessions, students in the **Faculty of Theology were more positive** than other students, whilst students in the Faculty of Health Sciences were least positive.

- When each aspect is considered individually, ratings followed a **similar trend across Faculties regarding each of session content, session impact, session relevance, session engagement and sense of community, and session logistics**.

- A **large percentage** of the students in the **Faculty of Natural and Agricultural Sciences** (97%) indicated that the **session content was clear and understandable**, while only 60% of students in the Faculty of Health Sciences agreed that the content kept them engaged and interested.

- Similar to session relevance, 98% of students from the **Faculty of Theology and Religion** agreed that the **session was interactive and interesting**, which was in contrast to 68% of the Faculty of Health Sciences. In addition, **only 35%** of students from the **Faculty of Health Sciences engaged with new peers** during the Gateway session.

- Students in the **Faculties of Theology and Religion showed the highest rates of satisfaction with the venue** where the sessions were held, while students in the Faculty of Natural and Agricultural Sciences were least satisfied.



Economic and Management Sciences | Education | The Humanities | Theology and Religion | Law | Natural and Agricultural Sciences | Health Sciences

Note: Faculties of Theology and Health Sciences had a considerably lower number of participants compared to other faculties

### ALL SESSIONS: OVERALL POSITIVITY IN EACH FACULTY



81% 87% 83% 90% 86% 82% 78%

### SATISFACTION WITH VENUE



88%
83%
88%
91%
86%
89%
86%

### ALL SESSIONS: AVERAGE POSITIVE RATINGS IN EACH FACULTY



**SESSION CONTENT**: 82% 88% 85% 88% 87% 86% 79%

**SESSION IMPACT**: 82% 89% 84% 88% 87% 81% 77%

**SESSION RELEVANCE**: 85% 90% 87% 92% 88% 85% 77%

**SESSION ENGAGEMENT AND SENSE OF COMMUNITY**: 79% 83% 80% 93% 83% 78% 77%

**SESSION LOGISTICS**: 80% 86% 81% 90% 84% 78% 82%

■ Economic and Management Sciences ■ Education ■ Humanities ■ Theology ■ Law ■ Natural and Agricultural Sciences ■ Health Sciences
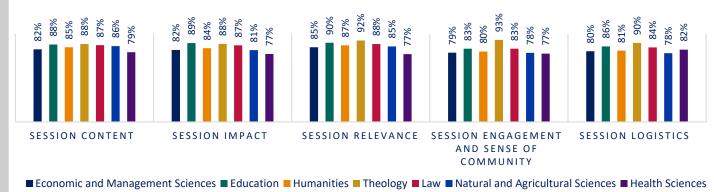
# FACULTY SPECIFIC ORIENTATION

## Participant Profile

This section details the profile of the respondents for the Faculty Specific Orientation session. A total of 29 participants completed evaluation forms for this session.[1]
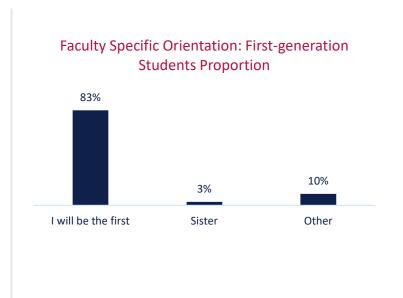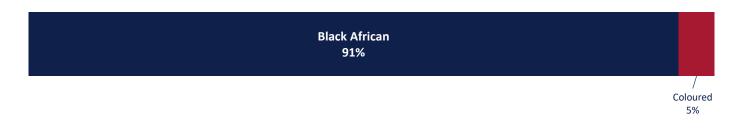
*Biographical profile*

The majority of the respondents in the Faculty Specific Orientation session were female (62%), and 91% were black African. Approximately eight out of 10 respondents indicated that they were first-generation students.

### Faculty Specific Orientation: Gender Distribution



38%

62%

### Faculty Specific Orientation: First-generation Students Proportion



| I will be the first | Sister | Other |
|---|---|---|
| 83% | 3% | 10% |
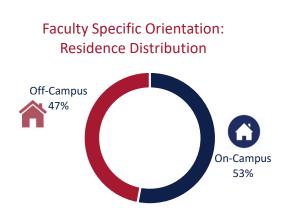
### Faculty Specific Orientation: Race Distribution



Black African
91%
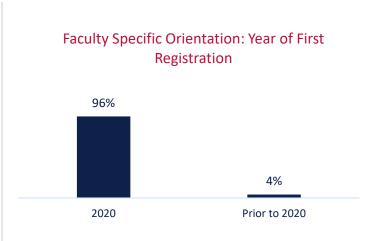
Coloured
5%

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[1] Although a total of 2901 evaluation forms were completed, on 268 evaluation forms the session was not specified. This resulted in the total number of evaluation forms for which the sessions were known not adding up to the total number of evaluation forms completed.

*Residential status, students with a disability, and year of first registration*

Slightly more than half of the participants on the Bloemfontein campus who evaluated the Faculty Specific Orientation session indicated that they lived on-campus. However, there was not a large difference between those who indicated that they lived on-campus (53%) and those who lived off-campus (47%). The vast majority (96%) of the students who evaluated the session indicated that they registered for the first time in 2020, and all of the students indicated that they were able bodied.

Faculty Specific Orientation: Residence Distribution

Off-Campus 47%

On-Campus 53%

Faculty Specific Orientation: Year of First Registration
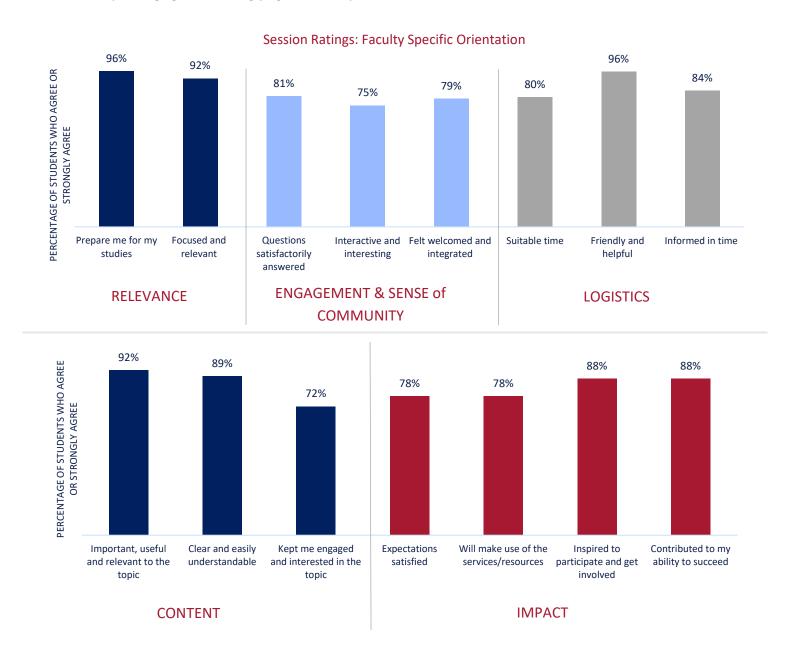
96%

2020

4%

Prior to 2020

## Session Feedback: Faculty Specific Orientation Session

This section examines the experiences of the respondents for the Faculty Specific Orientation session.

*Ratings and satisfaction*

The responses of the students to each specific question related to the Faculty Specific Orientation session are detailed in the graphs below. Looking at the graphs overall, it can be seen that the students were positive about the session, with a clear majority, for the most part, rating the session favourably (responding agree or strongly agree to the questions).



Session Ratings: Faculty Specific Orientation
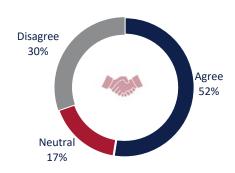
When the graphs are considered in more detail, the following trends are noted:

- **More than three-quarters of the participants assigned positive ratings** to all aspects related to **session relevance, session engagement and sense of community,** and **session logistics.** An especially large proportion of the respondents assigned positive ratings to the session **being**

**focused and relevant (92%)** and **preparing them for their studies (96%).** In addition, a very large proportion of students indicated that the **staff members were friendly and helpful (96%).**
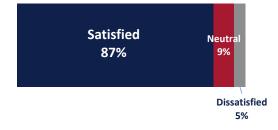
- In contrast to the large proportion of students who indicated that the session content was **important, useful and relevant to the topic (92%),** a comparatively lower proportion, indicated that the content **kept them engaged and interested in the topic (72%).**

- From the pie chart it can be seen that only approximately half of the respondents indicated that they **engaged with new peers during this Gateway session**. That said, slightly more than three-quarters of participants indicated that the Gateway session helped them **to feel welcomed and integrated into the university culture**.

**Engaged with New Peers: Faculty Specific Orientation**
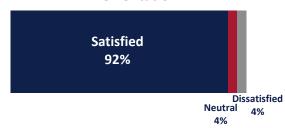
Disagree
30%

Agree
52%

Neutral
17%

In addition to the positive findings highlighted above, from the graphs below, it can be seen that the majority of respondents were satisfied with both the developmental impact of the session (87%) and the venue where the session was held (92%).

**Satisfaction with Developmental Impact: Faculty Specific Orientation**

Satisfied
87%

Neutral
9%

Dissatisfied
5%

**Satisfaction with Venue: Faculty Specific Orientation**

Satisfied
92%

Neutral
4%

Dissatisfied
4%

*Ratings and satisfaction according to residence status*

Both on- and off-campus students were positive about the session, with only slight differences in their ratings. **Off-campus** students were slightly **more positive** about the **session content** and **session impact**, and **more positive** about **session relevance. Off-campus** students were also **more positive** about **session logistics** in terms of the session being held at a suitable time to attend, and being informed in time about the session in order to attend. Both **off-** and **on-campus** students were **equally positive** about the **staff members being present, friendly and helpful** during the session. **On-campus** students were slightly **more satisfied** with the **developmental impact** of the session and with the **venue** where the session was held.

| | Session aspects | On- or off-campus students more positive |
|---|---|---|
| **Session content** | Important, useful and relevant to the topic | On-campus |
| | Clear and easily understandable | Off-campus |
| | Kept me engaged and interested in the topic | Off-campus |
| **Session impact** | My expectations of the sessions were satisfied | Off-campus |
| | I will make use of the services/ resources that I have been made aware of | On-campus |
| | I am inspired to participate and get involved in activities that have been presented | Off-campus |
| | This session contributed to my ability to be more successful in my studies at UFS | Off-campus |
| **Session relevance** | Relevant to prepare me for my studies at the UFS | Off-campus |
| | Stayed focused and relevant to the topic of discussion | Off-campus |
| **Session engagement & sense of community** | Questions regarding the subject was satisfactorily answered | Off-campus |
| | This session was interactive and interesting | Equal |
| | I engaged with new peers during this session | On-campus |
| | Felt welcomed and assisted with my integration into the university | Off-campus |
| **Session logistics** | This session was at a suitable time for me to attend | Off-campus |
| | Staff members were present, friendly and helpful | Equal |
| | Informed in time about this session in order to attend | Off-campus |
| | Developmental impact of the sessions | On-campus |
| | Venue of the sessions | On-campus |

No faculty comparisons were conducted for this session as there were too few participants to make valid comparisons.
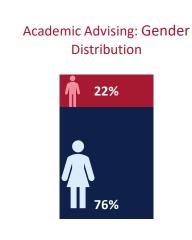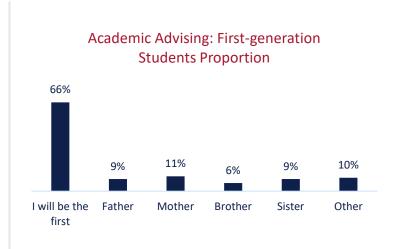
# ACADEMIC ADVISING

## Participant Profile

This section details the profile of the respondents for the Academic Advising session. A total of 713 participants completed evaluation forms for this session.[2]

### *Biographical profile*

The majority of the respondents in the Academic Advising session were female (76%), and eight out of ten were black African. Two thirds of respondents indicated that they were first-generation students, while a third indicated that they have family members who have graduated from university.

### Academic Advising: Gender Distribution

22%

76%

### Academic Advising: First-generation Students Proportion

| I will be the first | Father | Mother | Brother | Sister | Other |
|---|---|---|---|---|---|
| 66% | 9% | 11% | 6% | 9% | 10% |

### Academic Advising: Race Distribution

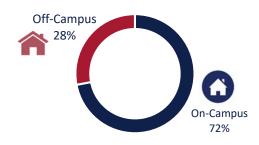| Black African 80% | Coloured 8% | White 8% | |
|---|---|---|---|

Other 2%

---

[2] Although a total of 2901 evaluation forms were completed, on 268 evaluation forms the session was not specified. This resulted in the total number of evaluation forms for which the sessions were known not adding up to the total number of evaluation forms completed.

*Residential status, students with a disability, and year of first registration*

The majority of participants on the Bloemfontein campus who evaluated the Academic Advising session indicated that they lived on-campus (72%), while 28% lived off-campus. Only four students indicated that they have a disability, and nine out of ten of the students who evaluated the Academic Advising session indicated that they registered for the first time in 2020.

## Academic Advising: Residence Distribution
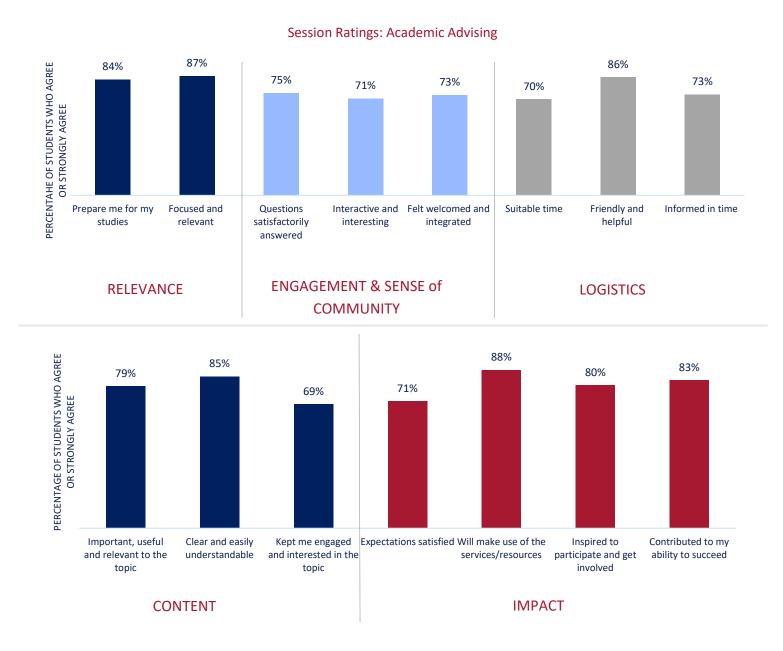
Off-Campus
28%

On-Campus
72%

## Academic Advising: Student Disability Distribution

99%

1%

Disabled student          Able-bodied student

## Academic Advising: Year of First Registration

90%

10%

2020          Prior to 2020

## Session Feedback: Academic Advising Session

This section examines the experiences of the respondents for the Academic Advising session.

### *Ratings and satisfaction*
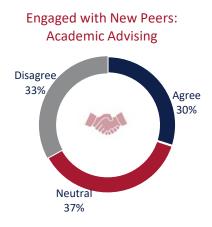
The responses of the students to each specific question related to the Academic Advising session are detailed in the graphs below. Looking at the graphs overall, it can be seen that for the most part, the students were positive about the session. The majority of the students rated the session favourably (responding agree or strongly agree to the questions) for most of the aspects of the session.

**Session Ratings: Academic Advising**





When the graphs are considered in more detail, the following trends are noted:

- **More than two-thirds of the participants assigned positive ratings** to all aspects related to **session relevance,** and **session engagement and sense of community,** and **session logistics.** An especially large proportion of the respondents assigned positive ratings to the session

**being focused and relevant (87%)** and felt that the session **prepared them for their studies at the UFS (84%).** In addition, a large proportion of students indicated that the **staff members were friendly and helpful (86%)** during the session. However, comparatively lower percentage of students agreed that the session was held at a suitable time (70%).

▪ Although the majority of students were satisfied with aspects related to session content, a comparatively lower proportion indicated that the content **kept them engaged and interested in the topic (69%).**

▪ The vast majority of students were satisfied with the aspects related to session content, however, a comparatively lower proportion indicated that their **expectations were satisfied (71%).**

▪ From the pie chart it can be seen that only approximately a third of the respondents indicated that they **engaged with new peers during this Gateway session**. That said, approximately three-quarters of participants indicated that the Gateway session helped them **to feel welcomed and integrated into the university culture**.

**Engaged with New Peers: Academic Advising**



Disagree 33%

Agree 30%

Neutral 37%
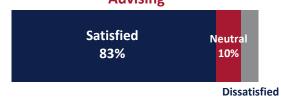
In addition to the positive findings highlighted above, from the graphs below, it can be seen that the majority of respondents were satisfied with both the developmental impact of the session (79%) and the venue where the session was held (83%).

**Satisfaction with Developmental Impact: Academic Advising**



Satisfied 79%

Neutral 17%

Other 4%

**Satisfaction with Venue: Academic Advising**



Satisfied 83%

Neutral 10%

Dissatisfied 7%

*Ratings and satisfaction according to residence status*

Both on- and off-campus students were positive about the session, with only slight differences in their ratings. On the whole, o**n-campus** students were **more positive** about the **majority** of the **session aspects**, including; the **session content, session impact** and **session relevance**. **On-campus** students were also **slightly more positive** about **session engagement and sense of community,** however, **off-campus** students were **slightly more positive** with regards to **engaging with new peers** during the session. **On-campus** students were **more satisfied** with the **developmental impact** of the session, and with the **venue** where the sessions were held.
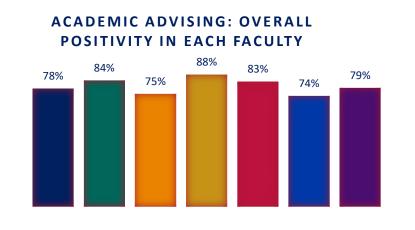
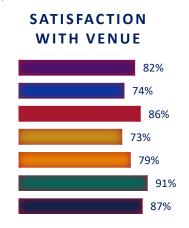| | Session aspects | On- or off-campus students more positive |
|---|---|---|
| **Session content** | Important, useful and relevant to the topic | On-campus |
| | Clear and easily understandable | Equal |
| | Kept me engaged and interested in the topic | On-campus |
| **Session impact** | My expectations of the sessions were satisfied | On-campus |
| | I will make use of the services/ resources that I have been made aware of | On-campus |
| | I am inspired to participate and get involved in activities that have been presented | On-campus |
| | This session contributed to my ability to be more successful in my studies at UFS | On-campus |
| **Session relevance** | Relevant to prepare me for my studies at the UFS | On-campus |
| | Stayed focused and relevant to the topic of discussion | On-campus |
| **Session engagement & sense of community** | Questions regarding the subject was satisfactorily answered | On-campus |
| | This session was interactive and interesting | On-campus |
| | I engaged with new peers during this session | Off-campus |
| | Felt welcomed and assisted with my integration into the university | On-campus |
| **Session logistics** | This session was at a suitable time for me to attend | Off-campus |
| | Staff members were present, friendly and helpful | On-campus |
| | Informed in time about this session in order to attend | On-campus |
| | Developmental impact of the sessions | On-campus |
| | Venue of the sessions | On-campus |

## FACULTY COMPARISON

- On average, across most aspects of the **Academic Advising session**, students in the **Faculties of Theology and Religion** were **more positive** than other students.
- Similar to the overall trend, students from the **Faculties of Theology and Religion** and **Education** were **more positive** than other students regarding the **session impact**, while students from the Faculty of Natural and Agricultural Sciences were least positive.
- A large proportion of students from the **Faculty of Law** agreed that session content was **clear and easily understandable** (93%), yet only 65% of the students from the **Facuty of Humanities** felt that the content kept them engaged and interested.
- Students from the **Faculty of Theology and Religion** all agreed they will make use of the services/rescources they were made aware of. However, only 67% of students from the Faculty of Natural and Agricultural Sciences felt that their expectations were satisfied.
- All students from the Faculty of Theology and Religion agreed that their **questions were satisfactorily answered**, compared to 67% of the students from the Faculty of Natural and Agricultural Sciences.
- Students from the **Faculty of Economic and Management Sciences** had by far the lowest percentage of students **engaging with new peers** (22%).
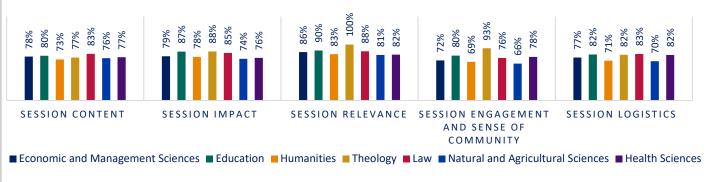


Note: Faculties of Theology and Health Sciences had a considerably lower number of participants compared to other faculties

### ACADEMIC ADVISING: OVERALL POSITIVITY IN EACH FACULTY

Economic and Management Sciences 78% | Education 84% | The Humanities 75% | Theology and Religion 88% | Law 83% | Natural and Agricultural Sciences 74% | Health Sciences 79%

### SATISFACTION WITH VENUE

82% | 74% | 86% | 73% | 79% | 91% | 87%

### ACADEMIC ADVISING: AVERAGE POSITIVE RATINGS

**SESSION CONTENT**: 78% 80% 73% 77% 83% 76% 77%

**SESSION IMPACT**: 79% 87% 78% 88% 85% 74% 76%

**SESSION RELEVANCE**: 86% 90% 83% 100% 88% 81% 82%

**SESSION ENGAGEMENT AND SENSE OF COMMUNITY**: 72% 80% 69% 93% 76% 66% 78%

**SESSION LOGISTICS**: 77% 82% 71% 82% 83% 70% 82%

■ Economic and Management Sciences ■ Education ■ Humanities ■ Theology ■ Law ■ Natural and Agricultural Sciences ■ Health Sciences

# Support Services

## Participant Profile

This section details the profile of the respondents for the Support Services session. A total of 559 participants completed evaluation forms for this session.[3]

### Biographical profile

There were more female (77%) than male (20%) respondents in the Support Services session, and the majority of respondents were black African (82%). Most respondents indicated that they were first-generation students (67%), while a third indicated that they have family members who have graduated from university.
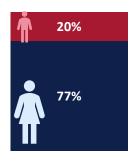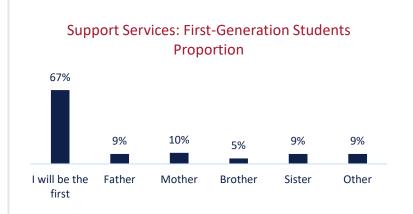
Support Services: Gender Distribution

20%

77%

Support Services: First-Generation Students Proportion

| 67% | 9% | 10% | 5% | 9% | 9% |
|---|---|---|---|---|---|
| I will be the first | Father | Mother | Brother | Sister | Other |

Support Services: Race Distribution
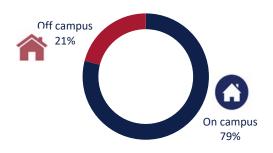
Black African 82%    Coloured 10%

White; 4%

Other; 2%

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[3] Although a total of 2901 evaluation forms were completed, on 268 evaluation forms the session was not specified. This resulted in the total number of evaluation forms for which the sessions were known not adding up to the total number of evaluation forms completed.

*Residential status, students with a disability, and year of first registration*
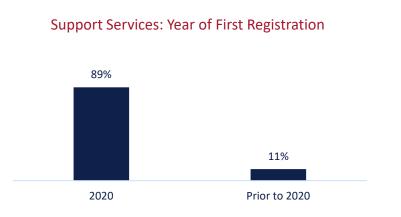
More respondents on the Bloemfontein campus who evaluated the Support Services session lived on-campus (79%) than off-campus (21%). Only four students indicated that they have a disability and close to nine out of ten students indicated that they registered for the first time in 2020.

## Support Services: Residence Distribution

Off campus
21%

On campus
79%

## Support Services: Student Disability Distribution

99%

1%

Disabled student
Able-bodied student

## Support Services: Year of First Registration

89%

11%

2020
Prior to 2020

# Session Feedback: Support Services Session

This section examines the experiences of the respondents for the Support Services session.

*Ratings and satisfaction*

The responses of the students to each specific question related to the Support Services session are detailed in the graphs below. Looking at the graphs overall, it can be seen that the students were positive about the session, with a clear majority rating the session favourably on all aspects measured (responding agree or strongly agree to the questions).

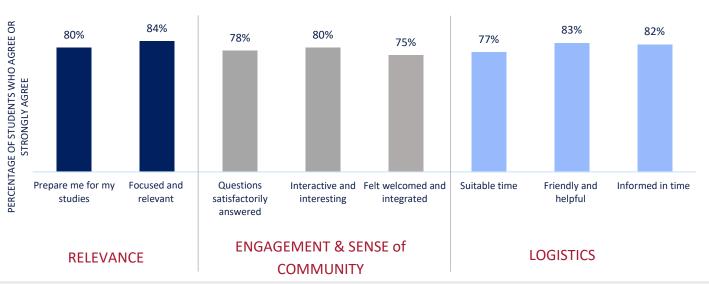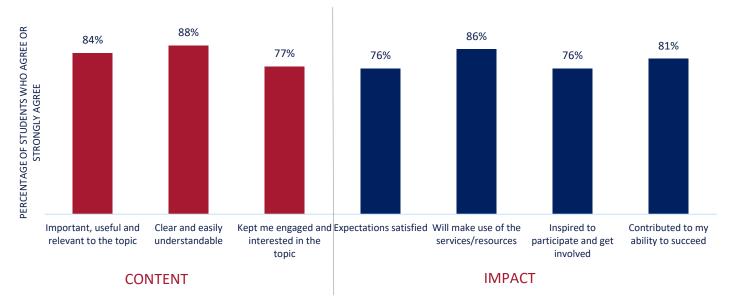## Session Ratings: Support Services



PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

| RELEVANCE | | ENGAGEMENT & SENSE of COMMUNITY | | | LOGISTICS | | |
|---|---|---|---|---|---|---|---|
| Prepare me for my studies | Focused and relevant | Questions satisfactorily answered | Interactive and interesting | Felt welcomed and integrated | Suitable time | Friendly and helpful | Informed in time |
| 80% | 84% | 78% | 80% | 75% | 77% | 83% | 82% |



PERCENTAGE OF STUDENTS WHO AGREE OR STRONGLY AGREE

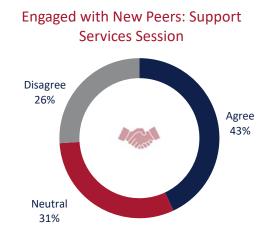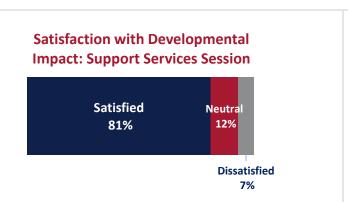| CONTENT | | | IMPACT | | | |
|---|---|---|---|---|---|---|
| Important, useful and relevant to the topic | Clear and easily understandable | Kept me engaged and interested in the topic | Expectations satisfied | Will make use of the services/resources | Inspired to participate and get involved | Contributed to my ability to succeed |
| 84% | 88% | 77% | 76% | 86% | 76% | 81% |

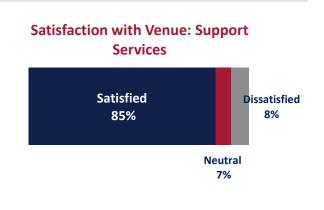When the graphs are considered in more detail, the following trends are noted:

- **More than three quarters** of the students were satisfied with all aspects related to **session relevance, session engagement and sense of community** and **session logistics.** Especially high ratings were assigned to the **session being focused and relevant to topic (84%),** the **staff members being friendly and helpful (83%),** and about being **informed about the session in time (82%).** Despite 75% of the students indicating that they felt integrated and welcome, **less than half** of the participants **(43%)** indicated that they **engaged with new peers** during this Gateway session.

**Engaged with New Peers: Support Services Session**



Disagree 26%
Agree 43%
Neutral 31%

- All aspects related to session content were rated favourably, with approximately **eight out of ten** students indicating that the session content was **important, useful and relevant** to the topic, and approximately **nine out of ten** students indicating that the session content was **clear and easy to understand**. A slightly lower proportion (77%) noted that the session content kept them engaged and interested.
- **More than three-quarters of the students** assigned positive ratings to **all aspects related to session impact,** with an especially large proportion of respondents (86%) indicating that they will **make use of the services and resources that they were made aware of during the session.**

In addition to the positive findings highlighted above, from the graphs below it can be seen that the majority of respondents were satisfied with both the developmental impact of the session (81%) and the venue (85%) where the session was held.

**Satisfaction with Developmental Impact: Support Services Session**



Satisfied 81%
Neutral 12%
Dissatisfied 7%

**Satisfaction with Venue: Support Services**



Satisfied 85%
Dissatisfied 8%
Neutral 7%

*Ratings and Satisfaction according to residence status*

Both on- and off-campus students assigned positive ratings to all aspects measured, with **off-campus** students being **slightly more positive** than on-campus students about **most** of the **aspects** related to this session. The exceptions were that on-campus students were more positive about (i) the session content being clear and easily understandable and (ii) being informed in time about the session in order to attend. Both **off-** and **on-campus** students were **equally positive** about the session **content being important, useful and relevant to the topic**, and equally positive about **feeling welcomed and that the session assisted with integration into the university.**
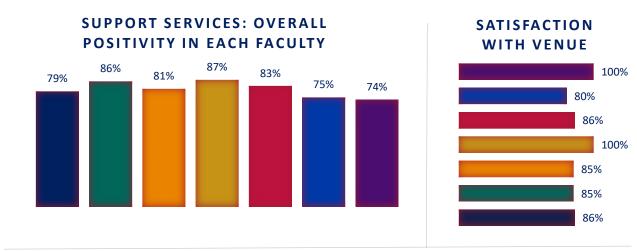
| | Session aspects | On- or off-campus students more positive |
|---|---|---|
| **Session content** | Important, useful and relevant to the topic | Equal |
| | Clear and easily understandable | On-campus |
| | Kept me engaged and interested in the topic | Off-campus |
| **Session impact** | My expectations of the sessions were satisfied | Off-campus |
| | I will make use of the services/ resources that I have been made aware of | Off-campus |
| | I am inspired to participate and get involved in activities that have been presented | Off-campus |
| | This session contributed to my ability to be more successful in my studies at UFS | Off-campus |
| **Session relevance** | Relevant to prepare me for my studies at the UFS | Off-campus |
| | Stayed focused and relevant to the topic of discussion | Off-campus |
| **Session engagement & sense of community** | Questions regarding the subject was satisfactorily answered | Off-campus |
| | This session was interactive and interesting | Off-campus |
| | I engaged with new peers during this session | Off-campus |
| | Felt welcomed and assisted with my integration into the university | Equal |
| **Session logistics** | This session was at a suitable time for me to attend | Off-campus |
| | Staff members were present, friendly and helpful | Off-campus |
| | Informed in time about this session in order to attend | On-campus |
| | Developmental impact of the sessions | Off-campus |
| | Venue of the sessions | Off-campus |

## FACULTY COMPARISON

- On average across all aspects of the **Support Services** session, students in the **Faculties of Theology and Religion** and **Education** were more **positive** than other students, while students from the Faculties of Health Sciences and Natural and Agricultural Sciences were the least positive.

- Most of the students from the **Faculty of Education** (95%) agreed that the **session content was clear and understandable**, while fewer students from the Faculty of Natural and Agricultural Sciences agreed that the content kept them engaged and interested (71%)**.**

- Students from the **Faculty of Education** again had the highest percentage of agreement (91%) that the **session prepared them for their studies** at the UFS, yet a much lower percentage of Health Sciences students felt the same (50%).

- **Engagement with new peers was low across all faculties**, with less than 50% of participants indicating that they engaged with new peers during this session. However, all of the students from the **Faculty of Theology and Religion** felt that the session was interactive and interesting.

- Students from the Faculty of Natural and Agricultural Sciences were least satisfied with the venue, which was in contrast to 100% of the students from the **Faculties of Theology and Religion** and **Health Sciences** who were satisfied with the venue**.**



| Economic and Management Sciences | Education | The Humanities | Theology and Religion | Law | Natural and Agricultural Sciences | Health Sciences |

Note: Faculties of Theology and Health Sciences had a considerably lower number of participants compared to other faculties

### SUPPORT SERVICES: OVERALL POSITIVITY IN EACH FACULTY



79% 86% 81% 87% 83% 75% 74%

### SATISFACTION WITH VENUE



100%
80%
86%
100%
85%
85%
86%

### SUPPORT SERVICES: AVERAGE POSITIVE RATINGS



**SESSION CONTENT** 84% 91% 83% 85% 85% 77% 78%

**SESSION IMPACT** 77% 89% 80% 89% 84% 72% 75%

**SESSION RELEVANCE** 77% 90% 85% 86% 84% 77% 67%

**SESSION ENGAGEMENT AND SENSE OF COMMUNITY** 77% 79% 77% 86% 83% 74% 61%

**SESSION LOGISTICS** 82% 83% 81% 91% 80% 76% 89%

■ Economic and Management Sciences  ■ Education  ■ Humanities  ■ Theology  ■ Law  ■ Natural and Agricultural Sciences  ■ Health Sciences
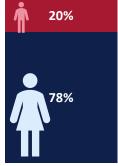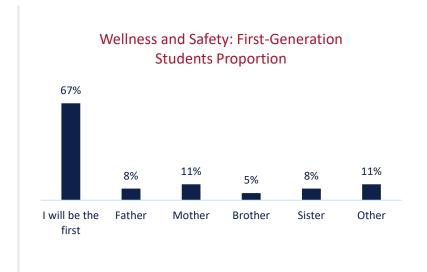
# Wellness and Safety

## Participant Profile

This section details the profile of the respondents for the Wellness and Safety session. A total of 647 participants completed evaluation forms for this session.[4]

### Biographical profile

The majority of the respondents in the Wellness and Safety session were female (78%), and 84% were black African. Two thirds of respondents indicated that they were first-generation students (67%), while approximately a third indicated that they have family members who have graduated from university.

**Wellness and Safety: Gender Distribution**

20%

78%

**Wellness and Safety: First-Generation Students Proportion**

| I will be the first | Father | Mother | Brother | Sister | Other |
|---|---|---|---|---|---|
| 67% | 8% | 11% | 5% | 8% | 11% |

**Wellness and Safety: Race Distribution**

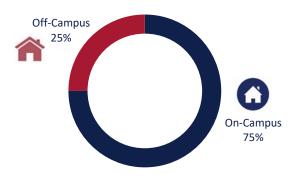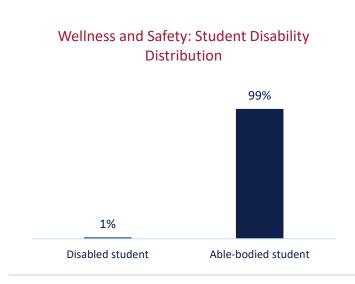| Black African 84% | Coloured 8% | White; 4% | Other; 3% |
|---|---|---|---|

---

[4] Although a total of 2901 evaluation forms were completed, on 268 evaluation forms the session was not specified. This resulted in the total number of evaluation forms for which the session was known not adding up to the total number of evaluation forms completed.

*Residential status, students with a disability, and year of first registration*

Students on the Bloemfontein campus who evaluated the Wellness and Safety session were more likely to live on-campus (75%) than off-campus (25%). Only four students indicated that they have a disability, and the vast majority (90%) indicated that they registered for the first time in 2020.

### Wellness and Safety: Residence Distribution

Off-Campus
25%

On-Campus
75%

### Wellness and Safety: Student Disability Distribution

1%
Disabled student

99%
Able-bodied student

### Wellness and Safety: Year of First Registration

90%
2020

10%
Prior to 2020

# Session Feedback: Wellness and Safety Session

This section examines the experiences of the respondents for the Wellness and Safety session.
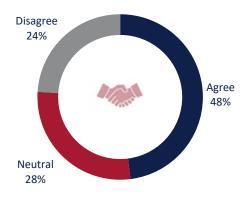
*Ratings and satisfaction*

The responses of the students to each specific question related to the Wellness and Safety session are detailed in the graphs below. A clear majority, for all aspects measured, rated the sessions positively (responding agree or strongly agree to the questions).

## Session Ratings: Wellness and Safety



When the graphs are considered in more detail, the following trends are noted:

- **More than 80%** of the students assigned positive ratings to all aspects related to **session relevance**, **session engagement and sense of community,** and **session logistics**, with an especially high proportion of respondents rating the session as **focused and relevant (92%)** and the **staff members as being friendly and helpful (86%).** Although the majority of respondents (82%) indicated that the session helped them to feel welcomed and integrated into the university culture, **slightly less than half (48%) said that they engaged with new peers** during this Gateway session.

### Engaged with New Peers: Wellness & Safety



- Agree 48%
- Neutral 28%
- Disagree 24%

- **More than 80% of participants assigned positive ratings** to all aspects related to **session content** and **session impact,** with an especially large proportion of students indicating that they found the content to be **clear and easily understandable (89%)** and that they **will make use of the services and resources (92%)**.

In addition to the findings highlighted above, from the graphs below can be seen that respondents were satisfied with both the developmental impact (87%) of the Wellness and Safety session and the venue (88%) where the session was held.

### Satisfaction with Developmental Impact: Wellness & Safety Session



Satisfied 87% | Neutral 8%

Dissatisfied; 5%

### Satisfaction with Venue: Wellness & Safety



Satisfied 88% | Neutral 6%

Dissatisfied 6%

*Ratings and satisfaction according to residence status*

Both on- and off-campus students were satisfied with all the session aspects measured and assigned very similar ratings to most aspects. **On-campus** students were **slightly more positive** than off-campus students about **most** of the **aspects** related to this session. The exceptions were that on- and off-campus students were equally positive about (i) the session content being clear and understandable, (ii) the session questions regarding the subject being satisfactorily answered, and (iii) the venue of the sessions. The **only aspect** in which **off-campus** students were **more positive** than on-campus students, was that they **more frequently engaged with new peers** during the Gateway session.
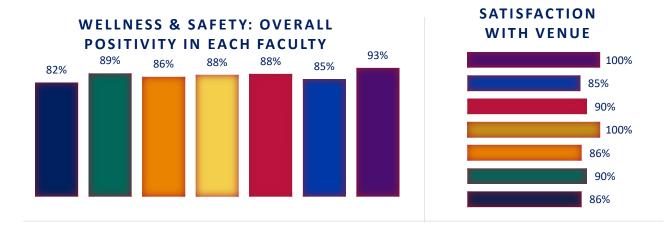
| | Session aspects | On- or off-campus students more positive |
|---|---|---|
| **Session content** | Important, useful and relevant to the topic | On-campus |
| | Clear and easily understandable | Equal |
| | Kept me engaged and interested in the topic | On-campus |
| **Session impact** | My expectations of the sessions were satisfied | On-campus |
| | I will make use of the services/ resources that I have been made aware of | On-campus |
| | I am inspired to participate and get involved in activities that have been presented | On-campus |
| | This session contributed to my ability to be more successful in my studies at UFS | On-campus |
| **Session relevance** | Relevant to prepare me for my studies at the UFS | On-campus |
| | Stayed focused and relevant to the topic of discussion | On-campus |
| **Session engagement & sense of community** | Questions regarding the subject was satisfactorily answered | Equal |
| | This session was interactive and interesting | On-campus |
| | I engaged with new peers during this session | Off-campus |
| | Felt welcomed and assisted with my integration into the university | On-campus |
| **Session logistics** | This session was at a suitable time for me to attend | On-campus |
| | Staff members were present, friendly and helpful | On-campus |
| | Informed in time about this session in order to attend | On-campus |
| | Developmental impact of the sessions | On-campus |
| | Venue of the sessions | Equal |

## FACULTY COMPARISON
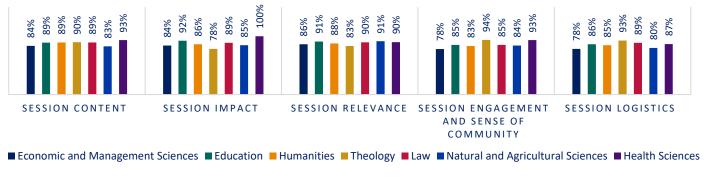
- On average across all aspects of the **Wellness and Safety** session, students from **all faculties** were **positive**, with students in the **Faculty of Health Sciences slightly more positive** than other students.

- Corresponding to the overall trend, students in the **Faculty of Health Sciences assigned very high ratings to session content, session impact, session engagement and sense of community, and session relevance.**

- Almost all students (98%) in the **Faculty of Education** agreed that they will make use of the services/resources they were made aware of, yet only 57% of Theology students indicated that they were inspired to participate and get involved in the activities that were presented.

- A very high proportion of students from the **Faculties of Education** and **Natural and Agricultural Sciences** (94% respectively) agreed that the **session was focused and relevant.**

- Students in the Faculty of Theology and Religion had the **highest percentage** of students (70%) **engaging with new peers** during this Gateway session, whilst less than 50% of all other participants from the other Faculties indicated that they engaged with new peers.



Economic and Management Sciences | Education | The Humanities | Theology and Religion | Law | Natural and Agricultural Sciences | Health Sciences

Note: Faculties of Theology and Health Sciences had a considerably lower number of participants compared to other faculties

### WELLNESS & SAFETY: OVERALL POSITIVITY IN EACH FACULTY



82% 89% 86% 88% 88% 85% 93%

### SATISFACTION WITH VENUE



100%
85%
90%
100%
86%
90%
86%

### WELLNESS & SAFETY: AVERAGE POSITIVE RATINGS



**SESSION CONTENT**: 84% 89% 89% 90% 89% 83% 93%
**SESSION IMPACT**: 84% 92% 86% 78% 89% 85% 100%
**SESSION RELEVANCE**: 86% 91% 88% 83% 90% 91% 90%
**SESSION ENGAGEMENT AND SENSE OF COMMUNITY**: 78% 85% 83% 94% 85% 84% 93%
**SESSION LOGISTICS**: 78% 86% 85% 93% 89% 80% 87%

■ Economic and Management Sciences ■ Education ■ Humanities ■ Theology ■ Law ■ Natural and Agricultural Sciences ■ Health Sciences
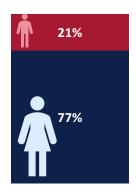
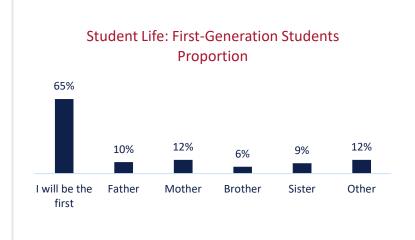# Student Life

## Participant Profile

This section details the profile of the respondents for the Student Life session. A total of 685 participants completed evaluation forms for this session.[5]

### Biographical profile

The majority of the respondents in the Student Life session were female (77%), and 86% were black African. Most respondents indicated that they were first-generation students (65%), while approximately a third indicated that they have family members who have graduated from university.

**Student Life: Gender Distribution**

21%

77%

**Student Life: First-Generation Students Proportion**

65%

I will be the first

10%

Father

12%

Mother

6%

Brother

9%

Sister

12%

Other

**Student Life: Race Distribution**
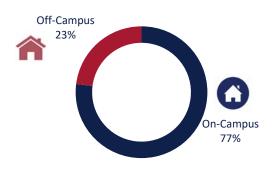
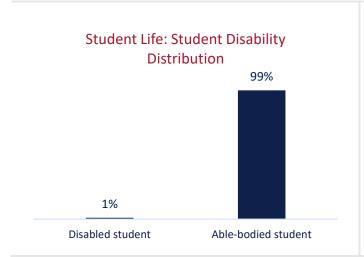Black African
86%

Coloured
9%

White; 3%

Other; 1%

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[5] Although a total of 2901 evaluation forms were completed, on 268 evaluation forms the session was not specified. This resulted in the total number of evaluation forms for which the session was known not adding up to the total number of evaluation forms completed.
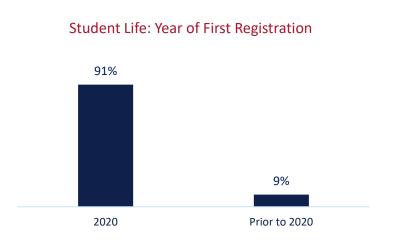
## Residential status, students with a disability, and year of first registration

Students on the Bloemfontein campus who evaluated the Student Life session were more likely to live on-campus (77%) than off-campus (23%).  Only one student indicated that they had a disability, and the vast majority (91%) indicated that they registered for the first time in 2020.

### Student Life: Residence Distribution

Off-Campus
23%

On-Campus
77%

### Student Life: Student Disability Distribution

99%

1%

Disabled student          Able-bodied student

### Student Life: Year of First Registration
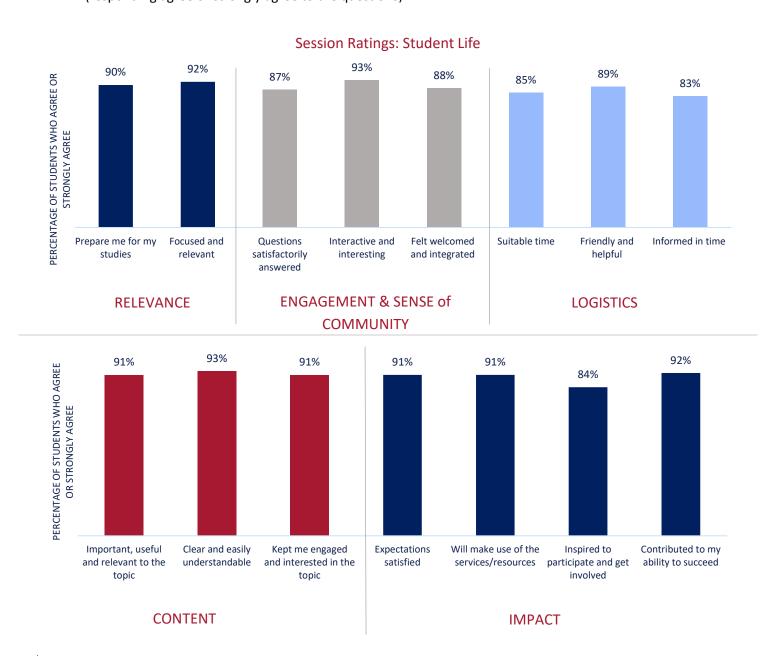
91%

9%

2020          Prior to 2020

# Session Feedback: Student Life Session

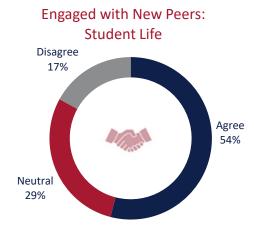This section examines the experiences of the respondents for the Student Life session.

## Ratings and satisfaction

The responses of the students to each specific question related to the Student Life session are detailed in the graphs below. In general, it can be seen that students were somewhat more positive about the Student Life session than they were about the other sessions, assigning higher ratings to most of the aspects measured. A clear majority, for all aspects measured, rated the sessions positively (responding agree or strongly agree to the questions).
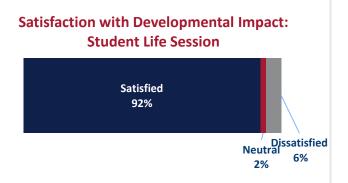


Session Ratings: Student Life

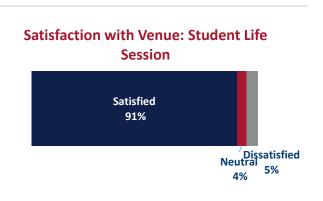When the graphs are considered in more detail, the following trends are noted:

- **More than 80%** of the students assigned positive ratings to all aspects related to **session relevance, session engagement and sense of community,** and **session logistics**, with an especially high proportion of respondents rating the session as **interactive and interesting (93%)** and **focused and relevant (92%).** A high proportion of students also indicated that **staff members were friendly and helpful (89%).** Although the vast majority of respondents (88%) indicated that the session helped them to feel welcomed and integrated into the university culture, **only slightly more than half (54%) said that they engaged with new peers** during this Gateway session.

### Engaged with New Peers: Student Life



- **More than 90% of participants assigned positive ratings** to all aspects related to **session content,** and most aspects related to **session impact.**

In addition to the findings highlighted above, from the graphs below it can be seen that respondents were satisfied with both the developmental impact (92%) of the Student Life session and the venue (91%) where the session was held.

### Satisfaction with Developmental Impact: Student Life Session



Satisfied 92%
Neutral 2%
Dissatisfied 6%

### Satisfaction with Venue: Student Life Session



Satisfied 91%
Neutral 4%
Dissatisfied 5%

*Ratings and satisfaction according to residence status*

Both on- and off-campus students were satisfied with all the session aspects measured and assigned very similar ratings to most aspects. In comparison to the other sessions, there is a more even distribution between on- and off-campus students with regards to the various aspects measured. **On-campus** students were **more positive** with all aspects related to **session content**. **Off-campus** students were slightly more positive about the session impact, however, **on- and off-campus** students were **equally positive** regarding feeling **inspired to participate and get involved in the activities** that were presented. **Off-campus** students were **slightly more positive** about the session **engagement and sense of community,** although both **on- and off-campus** students were **equally positive** about **engaging with new peers** during the session. O**n- and off-campus** students were equally positive about most aspects related to **session logistics,** although on-campus students were more positive regarding being informed in time about the session. **Off-campus** students were **more positive** about the **venue** where the session was held.
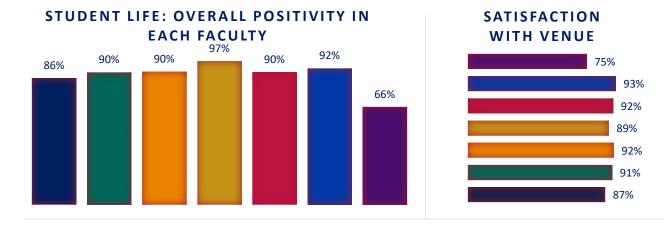
| | Session aspects | On- or off-campus students more positive |
|---|---|---|
| **Session content** | Important, useful and relevant to the topic | On-campus |
| | Clear and easily understandable | On-campus |
| | Kept me engaged and interested in the topic | On-campus |
| **Session impact** | My expectations of the sessions were satisfied | On-campus |
| | I will make use of the services/ resources that I have been made aware of | Off-campus |
| | I am inspired to participate and get involved in activities that have been presented | Equal |
| | This session contributed to my ability to be more successful in my studies at UFS | Off-campus |
| **Session relevance** | Relevant to prepare me for my studies at the UFS | Off-campus |
| | Stayed focused and relevant to the topic of discussion | On-campus |
| **Session engagement & sense of community** | Questions regarding the subject was satisfactorily answered | Off-campus |
| | This session was interactive and interesting | Off-campus |
| | I engaged with new peers during this session | Equal |
| | Felt welcomed and assisted with my integration into the university | On-campus |
| **Session logistics** | This session was at a suitable time for me to attend | Equal |
| | Staff members were present, friendly and helpful | Equal |
| | Informed in time about this session in order to attend | On-campus |
| | Developmental impact of the sessions | Equal |
| | Venue of the sessions | Off-campus |

## FACULTY COMPARISON
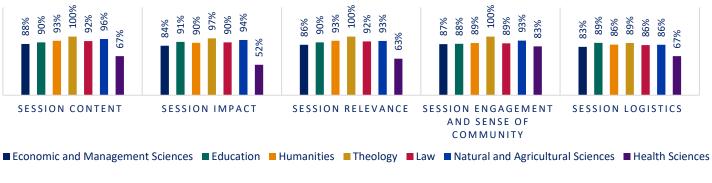
- On average across all aspects of the **Student Life** session, students from the **Faculty of Theology and Religion** were **very positive (97%)**, in contrast to students from the Faculty of Health Sciences, who were noticeably less positive (66%)

- Corresponding to the overall trend, students in the **Faculty of Health Sciences assigned lower ratings to session content, session impact, session relevance, session engagement and sense of community, and session logistics than students in the other faculties.**

- Nearly all students (97%) in the Faculty of Natural and Agricultural Sciences indicated that their expectations of the session were satisfied. A lower proportion of the Economic and Management Sciences (78%) agreed that they were inspired to participate and get involved in activities that were presented.

- **More than 80%** of the students in each faculty indicated that the session helped them **feel welcomed and integrated** into the university culture, yet a considerably smaller percentage engaged with new peers during the Gateway session.

- The majority of students in the Faculty of Natural and Agricultural Sciences (93%) indicated that staff members were present, friendly and helpful during the session.

- Following the general trend, students in the **Faculty of Health Sciences** were the **least satisfied with the venue.**

Economic and Management Sciences | Education | The Humanities | Theology and Religion | Law | Natural and Agricultural Sciences | Health Sciences

Note: Faculties of Theology and Health Sciences had a considerably lower number of participants compared to other faculties

### STUDENT LIFE: OVERALL POSITIVITY IN EACH FACULTY

86% 90% 90% 97% 90% 92% 66%

### SATISFACTION WITH VENUE

75%
93%
92%
89%
92%
91%
87%

### STUDENT LIFE: AVERAGE POSITIVE RATINGS

**SESSION CONTENT**: 88% 90% 93% 100% 92% 96% 67%

**SESSION IMPACT**: 84% 91% 90% 97% 90% 94% 52%

**SESSION RELEVANCE**: 86% 90% 93% 100% 92% 93% 63%

**SESSION ENGAGEMENT AND SENSE OF COMMUNITY**: 87% 88% 89% 100% 89% 93% 83%

**SESSION LOGISTICS**: 83% 89% 86% 89% 86% 86% 67%

■ Economic and Management Sciences ■ Education ■ Humanities ■ Theology ■ Law ■ Natural and Agricultural Sciences ■ Health Sciences

# Conclusion

In conclusion, the 2020 Faculty Specific, Academic Advising, Support Services, Wellness and Safety, and Student Life Gateway Orientation sessions presented to the students on the Bloemfontein campus were, by and large, received well and can be deemed to have been successfully implemented. For all five sessions, the majority of the students were positive about the session content, session impact, session relevance, session engagement and sense of community, as well as the session logistics. In addition, the majority of students were satisfied to some extent with the developmental impact of all five sessions, as well as with the venue where the sessions were held. Ratings across faculties and residential status (on-campus versus off-campus) were very similar, with students within all faculties, as well as on- and off-campus, mostly assigning positive ratings to all aspects measured.

# Appendix X

**Crisis Intervention and Emergency Services**

The emergency appointments, for individual students only, at SCD have a duration of 30 minutes. The purpose of the emergency appointments are to:
- Contain the situation
- Assess for risk of suicide / harm
- Assist with immediate future plans
- Set-up an appointment for a full follow-up session / debriefing

The group debriefings at SCD have a duration of 60 – 120 minutes (depending on the size of the group) and consist of no more than 20 students per group.

- Each group debriefing session uses a clearly defined set of counselling procedures that unfold in eight phases:
    1. Introduction: The facilitator establishes the group goals and rules and reinforces the need for confidentiality about anything that transpires within the group.
    2. Fact gathering: Each individual is afforded the opportunity to describe what happened and facts are gathered.
    3. Reaction phase: Led by the facilitator, the group examines their feelings, thoughts, and responses to the event experienced.
    4. Symptom phase: If the debriefing session happens soon after the event occurred, there may not yet be any symptoms. If some time has elapsed since the event, group members may be experiencing symptoms. The facilitator helps the group examine how these reactions have affected personal and academic lives.
    5. Stress response: The facilitator teaches group members about their stress responses.
    6. Suggestions: The facilitator offers guidance on how to cope with stress related to the incident.
    7. Incident phase: Group members identify positive aspects of the event. Individual strengths identified etc.
    8. Referral phase: The facilitator concludes with this phase, whereby specific individuals who require additional support are referred for individual follow-up appointments.

SCD also offers an after-hour emergency service to assist with crisis intervention strategies, trauma debriefing, hospitalizations and referrals.

SCD forms part of the UFS Sexual Assault Response Team (SART)

# Appendix Y

# PROTOCOL ON SEVERE STUDENT CRISIS, DEATHS AND FUNERAL SUPPORT

17 July 2018

| | |
|---|---|
| **SUPPLEMENTARY DOCUMENTATION** | |
| University of the Free State: Security Policy<br>University of the Free State: Occupational Health and Safety Policy<br>University of the Free State: Provision of Emergency Medical Services Policy<br>University of the Free State: Student Rules | |
| **LEGAL FRAMEWORK** | |
| Criminal Procedure Act 57 of 1977<br>Dangerous Weapon Act 71 of 1968<br>Firearms Control Act 60 of 2000 | |
| **SUBMISSIONS** | |
| Vice-rector: Academic<br>Dean: Student Affairs<br>Director: Protection Services<br>Assistant Director: Centre for Universal Access and Disability Support | |
| **APPROVED** | |
| 9 May 2016 Rectorate<br>28 Oct 2013 University Management Committee<br>23 Oct 2013 Rectorate<br>23 May 2013 Student Affairs Management Forum | |

## 1. INTRODUCTION

The University holds its students and their families in high regard and considers it a matter of principle to offer support to families and fellow students in bereavement when a student has died. This include emotional, material/financial and logistical support. It is in fact part of our human project to respond with heartfelt sincerity in the case of such tragedies affecting our students.

The Protocol on Student Deaths and Funeral Support (the protocol) aims to direct a set of standard operational responses that will enable the university to respond timeously to an event, offer meaningful support to students and families, thus expressing care for its student body.

Although the university has put all the necessary measures in place to protect the lives and property of students on campus, this protocol guides procedures in an unfortunate event where a student may face severe trauma and/or the life of a student is lost due to any other cause, and outlines the roles and responsibilities of the relevant departments within the university, should such events occur on or off any of the campus.

## 2. SCOPE AND APPLICATION

2.1   The protocol covers student -related incidents –

  2.1.1.  of severe trauma such as rape and/or severe physical assault

  2.1.2.  of student death due to natural and/or unnatural causes;

  2.1.3.  taking place either on or off campus

  2.1.4.  that occur while students are undertaking official university activities in and around the campus residence

  2.1.5.  at the three campuses of the university.

## 3. RESPONSIBILITY

The Dean of Student Affairs (DSA), or his/her representative, is responsible for the implementation and monitoring of the protocol in consultation with the Directors for Protection Services, Student Counselling and Development, and Health and Wellness, and serves as the primary representative of the university in matters pertaining to student deaths and funeral support.

## 4. CRISIS RESPONSE

4.1   Crisis responses and subsequent support to students and/or families must at all times strictly adhere to the norms and requirements of confidentiality;

4.2   Crisis responses to severe student traumas and deaths involve various roleplayers that together establish a standard operational response to events taking place either on or off campus, these roleplayers may include

external stakeholders, including while not binding on their functions –

4.2.1 Emergency Medical Services for medical response and declaration of death;

4.2.2 the South African Police Service, Park Road for investigation of the incident from the scene until finalized in court;

4.2.3 the Department of Health for the removal of the body and post mortem;

4.2.4 the Department of Home Affairs for the death certificate;

4.2.5 the Department of International Relations and Cooperation (Consular Services) in the case of international students;

4.2.6 the Department of Justice for hearings or an enquiry into the death; and

4.2.7 the Centre for Universal Access and Disability Support (CUADS) in the case of students with disabilities.

4.3 Information of a crisis may be received from internal and/or external sources, but must, in all cases be, immediately directed to the offices as indicated in 3;

4.4 A staff member or student who receives a report of a severe trauma event or student death must-

4.4.1 immediately notify the Dean: Student Affairs and/or the Director: Protection Services, immediately notifies the other, as well as the Vice Rectors for Operations and Academics and the Director: Strategic Communication;

4.4.2 as first responder, remain, on site and be available for an interview with Protection Services;

4.5 In the case of severe student trauma and/or death occurring *off campus* –

4.5.1 The Director: Protection Services –

4.5.1.1 conducts a preliminary investigation and establishes the facts of the crisis event and the persons involved as far as can be determined, including relevant technical and legal matters;

4.5.1.2 reports the case to the SAPS and/or verifies such a report if it has already been reported by someone else, and follows the progress of the investigation and/or case daily;

4.5.1.3 drafts a one-page fact sheet on the event/case and crisis response with the Dean: Student Affairs and distributes it to all members of senior management, including the Director: Strategic Communication;

4.5.1.4 provides weekly updates as progress reports on the case to senior management including the Dean: Student Affairs

the Director: Strategic Communication;

        4.5.1.5  reviews the security measures, develops and implements interventions and engages external stakeholders for further assistance in this regard;

4.5.2  The Dean: Student Affairs –

        4.5.2.1  verifies that the student is a current registered student, confirms other biographical data such as leadership roles etc.;

        4.5.2.2  notifies the Director: Student Counselling and Development and, through the Director: Health and Wellness, the Health Clinic and the Social Worker are to provide immediate trauma counselling and support to a student facing severe trauma and/or to fellow students following a student death;

        4.5.2.3  contacts the family of the student to inform them of the crisis event and/or to provide immediate, but reasonable support;

        4.5.2.4  notifies other relevant roleplayers at the university, including the SRC, the International Office in the case of a international student, Student Academic Services and Finances in cases of student deaths, the Centre for Universal Access and Disability Support in cases of a student with a disability and also the relevant Dean of the Faculty the student is/was registered with;

        4.5.2.5  visits the family with a member of the SRC,If possible and within geographical reach

        4.5.2.6  drafts a one-page fact sheet on the event/case and crisis response with the Director: Protection Services and distributes it to all members of the senior management team including the Director: Strategic Communication;

        4.5.2.7  appoints a member of staff as the official university liaison with the family in view of further support and arrangements, such as with the departments of Student Academic Services and Finances;

        4.5.2.8  appoints, in consultation with the Director: Student Counselling, a member of staff as the official internal liaison with the Faculty in view of academic support and arrangements in the case of a student in severe trauma;

        4.5.2.9  monitors continued support following the crisis response in the case of student deaths or severe traumas.

4.5.3  The Director: Strategic Communication drafts and distributes an immediate statement and other subsequent internal and external communique's if desirable and necessary, in consultation with senior management, the Dean: Student Affairs and the Director: Protection Services, such as via

UFS Facebook, Digest, etc.;

4.5.4 The Head of CUADS –

4.5.4.1 In the case of a student with a disability and in consultation with senior management, informs the family of the student;

4.5.4.2 with the Dean of Student Affairs, supports the family of the student with necessary arrangements.

4.6 In the case of severe student trauma and/or death occuring *on campus*, *in addition to 4.5* –

4.6.1 The Director: Protection Services Must –

4.6.1.1 immediately respond to the incident;

4.6.1.2 secure the crime scene;

4.6.1.3 investigate for internal purposes;

4.6.1.4 facilitate the quick removal of the body from the scene

4.6.1.5 preserve any evidence;

4.6.1.6 arrest any perpetrator;

4.6.1.7 contact the investigator, manager and department head;

4.6.1.8 contact the relevant criminal justice authorities to the scene;

4.6.1.9 follow up on the investigation process by the criminal justice system;

4.6.1.10 if required, indicated and appropriate, instruct immediate action by Protection Services Officers to ensure the safety of a student in case of severe trauma, and/or to safeguard other students in the immediate vicinity, also considering students with disabilities and their needs and the restriction to their mobility, which might be caused by incidents;

4.6.2 The Dean: Student Affairs –

4.6.2.1 notifies the Director: Housing and Residences Affairs in the case of a campus residence student, who in turn notifies and engages with the relevant residence to mediate a trauma response and further support.

4.6.2.2 notifies the Head of CUADS to identify the possibility of the involvement of a student/s with a disability who in turn engages with the Director: Housing and Residence Affairs to mediate a trauma response and further support together with the residence

and Protection Services, which may include:
- access to the services of a sign language interpreter
- access to information regarding surroundings and safety on campus
- access to transport for purposes of leaving campus
- assistance with mobility during an incident

4.7 A case is considered closed –

4.7.1 In the case of severe student trauma, when the required crisis response and the further support to a particular student/s in crisis, as approved by the Dean: Student Affairs in consultation with the senior management, according to the policy, has been concluded; and

4.7.2 In the case of a student death, when the required crisis response and the funeral support to the family and/or students, as approved by the Dean: Student Affairs in consultation with the senior management, according to the policy, has been concluded and the student account has been duly closed by the Departments of Student Academic Services and Finances.

## 5. FUNERAL SUPPORT

5.1 **Requirements**

5.1.1 In the case of a student death, family and fellow students of *currently enrolled students* qualify for funeral support from the university.

5.1.2 Requests for funeral support must be –

5.1.2.1 directed to the Dean: Student Affairs; and

5.1.2.2 made by either a representative of the family of the deceased, an SRC member, the Primarius of the campus residence in which the deceased resided and/or the Chairperson of a student association the deceased was a member of; not

5.1.3 Residences and Student Associations may offer further, but reasonable, funeral support to fellow students and families, but must notify the Dean: Student Affairs if doing so must adhere to the spirit and intent of the protocol; and

5.1.4 Faculties and/or departments may offer additional support to the family of a deceased student, but must do so in consultation with, and with approval by the Dean of the Faculty and senior management.

5.2 **Types of support**

5.2.1 Funeral support may include and is limited to:

5.2.1.1 hosting and attendance of memorial services;

5.2.1.2 limited logistical and financial support in funeral arrangements;

5.2.1.3 facilitating the transportation of the body to the family;

5.2.1.4 limited transport support for students to attend funerals; and

5.2.1.5 gifts of condolences, such as bouquets and cards.

5.2.2 The Dean: Student Affairs ascertains the content of a request for support and assesses the level of support applied for and required;

5.2.3 The Dean: Student Affairs provides support for arrangements to attend a funeral, including security as may be needed, to enable bona fide friends and family to access transport; and

5.2.4 The Dean: Student Affairs provides a signed letter of approval with a list of student names and student numbers and the relevant dates of the funeral days for which students attending the funeral require formal and approved apologies for academic responsibilities, together with full details of the funeral arrangements – in order for the relevant faculties/departments to consider the appeals

5.3 **Limitations**

5.3.1 All-inclusive financial support per funeral may not exceed R10 000 per funeral, accept at the discretion of the Dean: Student Affairs in consultation with senior management; not

5.3.2 Contributions to memorial service costs may only include –

5.3.2.1 sound equipment;
5.3.2.2 programme printing;
5.3.2.3 refreshments; and
5.3.2.4 transport support, which may be a car, 10-seater minibus, or 22-seater minibus.

5.3.3 Students who were close to the deceased (namely, the closest friends, students who lived with the deceased and attended the same classes, etc.), will receive preferences to access transport to attend a funeral service.

5.3.4 The Dean: Student Affairs may at his/her discretion, and in consultation with the Director: Student Counselling and Development, assist family members of deceased students with counselling services.

5.3.5 At least one SRC member and one staff one staff member of the of the Student Affairs Departments should, as far as possible and

reasonable, be delegated to attend the memorial service and/or the funeral, but – cases where it is impossible to attend a funeral, the SRC and Dean: Student Affairs should still send a bouquet of flowers to the family's home, accompanied by a sympathy card.

5.3.6 In cases of funerals of members of the SRC or a member of senior student leadership, such as the chairperson of a student association, the Dean: Student Affairs may at his/her/their discretion increase the support for transport to a maximum of R15 000 – in order to enable more students to attend;

5.3.7 While no cash donations are made to the family of the deceased, in isolated cases where it is brought to the attention of the Dean: Student Affairs that the family of the deceased may need such support in hosting the funeral, the Dean: Student Affairs may authorise an additional financial contribution towards the funeral costs.

5.3.8 Residences and Student Associations may offer cash donations to the family, but must arrange initiatives for collections/donations to assist with costs in consultation with the Dean: Student Affairs.

**END**

# Appendix Z

# FutureLEAD Challenge MODULE ONE:

# Design Thinking and Leadership in Problem Solving

**ABOUT THIS MODULE**

1. **ONLINE SESSION:**
- Engage with the Module Overview (this document)
- Engage with the Module PowerPoint
- Watch the video on Design Thinking – Leadership, Innovation and Entrepreneurship
- Google for more information on Design Thinking – (yes, come on, just do it)

**APPROXIMATE TIME: 1 – 2 HOURS**

2. **VIDEO OF THE EXPERT PANEL DISCUSSION:**
- Watch the video of the panel discussion online
- Complete a self-assessment on yourself as a Leader

**APPROXIMATE TIME: 1 – 2 HOURS**

3. **ASSESSMENT:**

- Complete the test, online.

**APPROXIMATE TIME: 30 MINS**

**TOTAL TIME FOR MODULE COMPLETION: 4 HOURS 30 MINS**

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**LEARNING OUTCOMES**

**After engaging with this module, you should be able to:**

- Understand how challenges create opportunities for Leadership, Innovation and Entrepreneurship
- Discuss how finding solutions to challenges requires empathy, creativity, critical and analytical thinking
- Formulate a new approach to a challenge.

**MODULE OVERVIEW**

**INTRODUCTION**

Welcome to the first module of the FutureLEAD Challenge programme.

This module focuses on exploring how both challenges and opportunities across different environments and contexts benefit from Leadership thinking and action. Further, in our particular South African context of much needed economic growth and economic inclusion, how taking leadership in a situation of challenge often results in Innovation and Entrepreneurship.

We all know how complicated our environments are. Nothing is simple, and it seems that our worlds' are filled with an ever-increasing amount of challenges, or what are sometimes called, "problems". From for example, trying to understand how to get through your degree successfully, while also growing personally; through to trying to deal with your own sense of safety while also thinking about the broader student security issues, through to academic and food inclusion issues - your student life is filled with challenges, and opportunities. The same can be said of the challenges and opportunities facing the broader South African and global society, whether it be in the community space, in the work space or in the family space. Some things are working, other things are not. While some people read these complications through a doom and gloom lens, fold their arms and give up; for a 'Leader', nothing is however more exciting, as leaders believe that where there are challenges, there are opportunities!

**WHY LEADERS LIKE CHALLENGES**

Steve Jobs, founder and genius behind Apple, was one such leader. Realising that the world was changing in terms of technology, and that people wanted to work with technology differently, but that what businesses were giving to people in terms of technology was not working, Steve identified the gaps and came up with products and services which would totally change how the world understands and uses technology today.

The South African, Mark Shuttleworth did the same. He realized that as the world moved more into a digital base for business transactions, that a different form of digital security was needed. The security system he and a group of friends invented in a garage was sold for billions of South African Rands. In the business sense, both Steve and Mark identified the challenges people and businesses were having, and designed and tested products and services to address the needs. Because they spent so much time in getting to grips with the problems of society, and in designing and testing ideas until something worked, and in leading and selling the idea (in their products and services) out to society, their products and services remain successful.

Martin Luther King, the African American Civil Rights Leader, was similar. The USA, post-World War II, was a totally different place to what it was up until the 1930's, with a global emphasis on Human Rights coming to the fore post-World War II. Following in a long line of African American thinkers and leaders, he realized that society was changing, but that often people's mindsets and legislation, policies and procedures were not. If, as he envisioned, a society of equality, justice and fairness would come into play, he needed to lead people into thinking differently about race, gender, equality and justice. Martin Luther King as a result, developed his key message of justice and equality (Civil Rights) and implemented these across a range of interventions, from speeches, to public rallies, to books and publications, to being a persona in the media. Luther King became so much a symbol of what the American society could be, and he became identified as such a powerful force for change, that he was assassinated in the 1970's.

Steven Bantu Biko rose to prominence in the late 1960's at a time when South Africa's Apartheid government had banned all Apartheid-resistance political organizations, leaving black communities in a leadership vacuum in South Africa. Understanding that the biggest enemy to freedom was the mind of the black person, owing to centuries of oppression and resultant self-hatred, lack of self-confidence etc, Biko focused on the development of self-reliance, identity and belief (Black Consciousness) amongst black people as a means to create the space for justice and equality. Together with his colleagues, they developed this message across a range of products and services including community-based health and wellness clinics; arts and culture products and services that gave space for the voice of the oppressed; community educational programmes; speeches; rallies; protests; media persona; and publications including books, newsletters and magazines. Drawing on a long lineage of black consciousness thinkers and leaders from both the African Continent as well as African Diaspora, what Biko developed and what he represented as a leader was so strong that it continues to resonate today.

There are countless other examples of leaders, who have identified challenges/ problems in society, and who have gone on to solve problems creatively by collaboratively developing ideas to address these challenges. We can only mention a few in this space.

Core to the actions and processes taken by the above leaders has been:

1. **Identify** the problem you want to solve/ find potential resolutions for
2. **Research and understand** the problem from as many different angles as possible until you know that you TOTALLY understand what the problem is. This means that you 'feel' the problem yourself **(you empathise)**, and can understand why others find it a challenge (you collaborate with others). Then also research how others have attempted to solve the challenge before, have these attempts worked or not? Why or why not?
3. Then, **come up with ideas** which you think may address the challenge
4. **Evaluate, test and refine  these different ideas** and see which one works best
5. Once you have identified which idea works best, **implement the idea**
6. And **never stop developing that idea further**. Ideas grow, people change, challenges transform. What you may have implemented three months ago, needs updating and refining all the time.

The above steps can also be aligned into the process known as, **Design Thinking.**

In Design Thinking, you solve problems through **Empathy** (you identify the challenge, you identify with the challenge, you 'feel the challenge, you collaborate with others), **Creativity** (you develop many ideas), **Critical Thinking and Analytical Thinking** (you evaluate, test and refine the idea), with these being skills areas being important not only for your own advancement, but for the development of the Fourth Industrial Revolution as well.

**Google to find out more on Design Thinking.**

In global workplace employment advertisements, four keywords have become prominent over the past decade in the new job portfolio advertisements. These include **problem solving, creativity, critical thinking and design thinking.**


Through the examples of leaders provided previously, we also link the three key words of **Leadership, Innovation and Entrepreneurship** (L.I.E).

# In challenges, LIE opportunities.

The first step in seeing challenges as opportunities, is leadership. Anyone can do this. You do not have to be the head of a student organization, or the head of a residence, or be someone who has come in to university with previous school leadership positions. No, rather, anyone who sees opportunity in challenge, is a leader.

To be an Innovator, you, the leader, then work on identifying what the problem is, why it's a problem, what the potential solution/s are. When you innovate on systems in society or on existing products, and you produce a product or a service to improve an identified problem/ gap, you can then either implement the idea as a social change agent, or as social business/ organization or as an entrepreneur.

**WHAT'S THE DIFFERENCE BETWEEN INNOVATION AND ENTREPRENEURSHIP?**

Innovation means developing an idea which has impact.

Entrepreneurship means developing the idea into a good model for business/ development.

**WHAT'S THE DIFFERENCE BETWEEN SOCIAL INNOVATION/ SOCIAL ENTREPRENEURSHIP AND AN INNOVATOR AND ENTREPRENEUR?**

An innovator identifies challenges that impact on the social well-being of society. They develop ideas to address these challenges, and they develop them into good business models. Usually, the business model follows a not-for-profit implementation. In other words, their idea makes money, but no individual in the business may benefit from the profits made off the idea. Profits are rather to be re-invested in the business/company, or in the community. This does not mean that those working in the business are not paid for the work they do. Employees are paid salaries/paid for their services. Whatever profit a social entrepreneurship/ enterprise company makes after it has paid all of its costs rather, are then invested back into the company or into the community.

An innovator identifies challenges that also impact on the business world. For example, what Mark Shuttleworth did. The business model which he used, is a for-profit-model. In other words, their idea makes money, and they personally can benefit from the profits. So individuals in the company are paid salaries, plus they receive dividends once the company works out what its profit is after all of its other costs are paid. Many leaders like Shuttleworth however also believe in giving back to society from the profits their companies make. They often do this through the establishment of a Foundation which can then support other emerging/up-and-coming businesses in the field in which they specialize, or in other fields of interest.

**WHERE DO SOCIAL CHANGE AGENTS AND PROJECTS FIT IN?**

An innovator, who identifies challenges impacting on the development and growth of society, and who develops ideas etc., without creating them into an organization/business, is a social change agent. In many ways, Martin Luther King and Steven Bantu Biko were social change agents. They represented ideas (and movements), not registered organization's or businesses.

Students who run or are involved in associations on campus, are also social change agents involved in social change projects, as are students who in their own ways, are taking actions for change. The student who has identified that there is a problem with food inclusion on campus, and who in their personal capacity assists other students by sharing what they have/or by organizing collection of food for distribution, is a social change agent. The student organization which works to address food inclusion, like Hand2Hand, starts off as a social change organization and then is able to grow into, for example, a social enterprise as its idea progresses.

**LEADERSHIP, INNOVATION AND ENTREPRENEURSHIP – THE OUTCOME TO CHALLENGES**

In the video on Design Leadership Thinking you will meet different students, all of whom are involved in being Leaders, Innovators and Entrepreneurs. The recording was done in 2019.

Guide Sengwe, one of the masterminds behind the video, and the lead in the video, is currently a third year Bachelor of Architecture student at the UFS. As a Leader, Innovator and Entrepreneur, Guide spends his time in various positions outside of his class time and which includes finding solutions to various challenges:

- Project Manager of Enactus University of the Free State – Social Innovation
- Head of Marketing for the Hand2Hand Student Charity Association 2018 – Social Change/ Enterprise
- Chairperson in the Executive Committee of SRC Associations – Social Change
- Member of Social Justice Innovation Team (SOJO-VATION) – Social Change, Social Innovation, Social Entrepreneurship.

Bongamusa Nkwanyana is a post-grad Bachelors of Commerce student specializing in Economics (Financial Economics Planning). He considers himself a leader and beyond class and studies time, involves himself with the following activities:

- He is the joint CEO of House of Gigs – Social Entrepreneurship
- Team member of Start-Up Grind (University Chapter) – Entrepreneurship
- Teaching Assistant at UFS101

Aganang Goane is currently a third-year undergrad student at the UFS, registered for the degree of Investment and Management Banking. As a leader, Aganang also involves himself with the following:

- Co-founder and joint CEO of House of Gigs – Social Entrepreneurship
- Team member of Start-Up Grind (University Chapter) – Entrepreneurship
- Student Assistant and a Tutor at the EMS Faculty.

Another student you will meet in the video is, Nkcubeko Noliya, who is currently a second year undergrad student at the UFS and who is a serial innovator, who applies her ideas into areas of social change, social entrepreneurship and entrepreneurship. The key to all of her activities is that she approaches challenges like a Leader. Outside of her class time, Nkcubeko spends her time like this:

- Founder and CEO of the Nkcubeko Noyila Foundation – Social Entrepreneurship
- Founder and Creator of Kovsie TV News – Social Change
- Channel Manager of Kovsie TV – Social Change
- Vice President of Operations at Enactus University of the Free State – Social Innovation
- YouTube Channel: Nkcubeko Noyila - Entrepreneurship

Prudence Mncube is another UFS student you will meet in the video. She talks specifically about Entrepreneurship. As a second year undergrad student at the UFS, Prudence comes with a long legacy of entrepreneurial interests and experience. This includes:

- Miss Liberty, 2011
- Miss Monash University SA Second Princess 2015
- Miss Hand2Hand First Princess 2017
- 2nd Place MacDonald's Sing Off MC Competition 2017
- TOP 8 Mzansi Insider Presenter Search Bloemfontein 2017

- President of the Hand2Hand Student Charity Association 2018 – Social Change/ Social Enterprise
- National Community Radio Week Ambassador 2018 – Social Entrepreneurship

Always on the mission to improve herself, not only through the degree she is registered for, but also through courses that will add value to her vision in life, Prudence has also completed:

- Higher Certificate in Computer Science (MSA) 2015
- Online Open2Study ( Strategic Management) 2016
- Alison Online Courses( Fundamentals of Project Management) 2018

We know that these students represent only a percentage of the other Leaders, Innovators, Entrepreneurs and Social Change Agents at the UFS, all of whom are LEADING in seeing challenges as opportunities for the growth and development of themselves and their communities.  This is what we want this module to inspire in you. The belief that you too can LEAD on any challenge that you feel needs to be addressed, and the belief that you can make a difference.

**If the idea of Design Thinking interests you, please google for more information. There is A LOT out there!**

**FLC MODULE ONE:**
**SOLVING PROLEMS WITH DESIGN THINKING**
**March 2020**

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INSTITUUT VIR VERSOENING EN SOSIALE GEREGTIGHEID

# Welcome and Housekeeping

- Welcome to the FutureLEAD (Student Leadership Development) Challenge Programme - we look forward to our journey together!
- FLC has four modules
- The **FLC Certificate of Participation** runs from March to May 2020
- The **FLC Certificate of Completion** runs from March to August/September 2020

# FLC: Learning Process

- Learning by choice, not by force!
- Learning through a blended process: online and discussion processes
- **Process for each module –**
- Engage online with the content (slides, videos, reading material)
- Watch the video on the expert panel discussion online
- Complete the module test online
- Read Think Do! Become the new You!
- **Certificate of Participation:** engage, view, complete the tests of at least 3 of the 4 modules
- **Certificate of Completion:** engage, view, complete tests of all modules PLUS complete and submit the Portfolio of Evidence, / OR participate in the FLC Blog (journaling) online during August/ September

# Learn from Local leaders

- These are leaders, innovators and entrepreneurs, currently/previously based at the UFS (interviewed February 2019)

- Often without them knowing it, they have made use of the Design Thinking Process to find ways to think productively about challenges and to find solutions

- They too started out just like you may be right now, but through understanding the power of their own visions, they have grown into phenomenal forces of change!

- Welcome to Guide Sengwe, Nkcubeko Noyila and Prudence Mncube
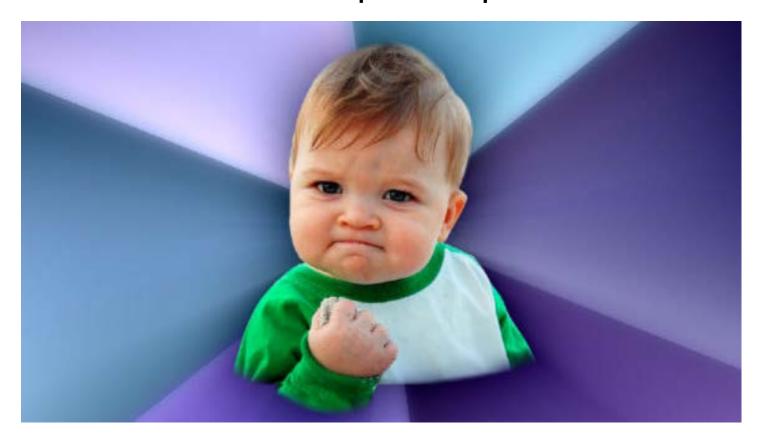
We seem to be living in a world faced with a vast amount of challenges. When faced with complex problems, we often don't know what to do. Society is full of challenges however. Many people feel helpless in the face of challenges, not knowing how to approach them or how to find solutions to them. Leaders however view problems and challenges in general as great opportunities!
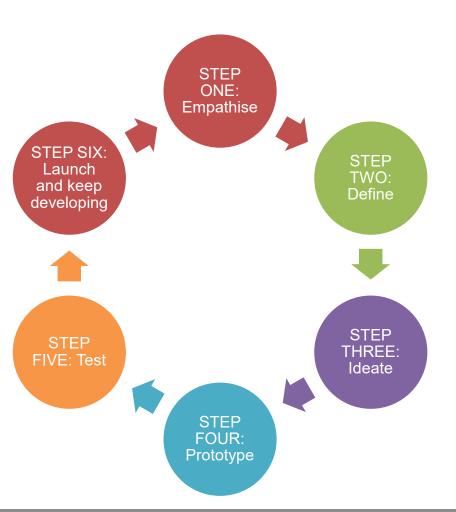**Why is this?**

What Leaders know is that **challenges have solutions**. Leaders also know that **challenges are opportunities** for **Innovation**, **Change** and **Entrepreneurship**.



**(What's their secret? Design Thinking!)**

# Design Thinking



**Many leaders use Design Thinking to give structure to problem solving:**

1.  **Empathise** – "feel the problem", collaborate with those who are struggling with these issues.
2.  **Research and Define** the problem with those challenged by the problem
3.  **Ideate** – be creative, develop ideas collaboratively.
4.  **Prototype** – be creative, develop suitable services and products.
5.  **Test and Critically Analyse** which one is best?
6.  **Launch and keep developing**.

STEP ONE: Empathise

STEP TWO: Define

STEP THREE: Ideate

STEP FOUR: Prototype

STEP FIVE: Test

STEP SIX: Launch and keep developing

# Where does Design Thinking help in solving problems?

It helps you to be a **Leader** – because Leadership means taking <u>ownership of a problem</u> and we can all be leaders.

# Where does Design Thinking help in solving problems?
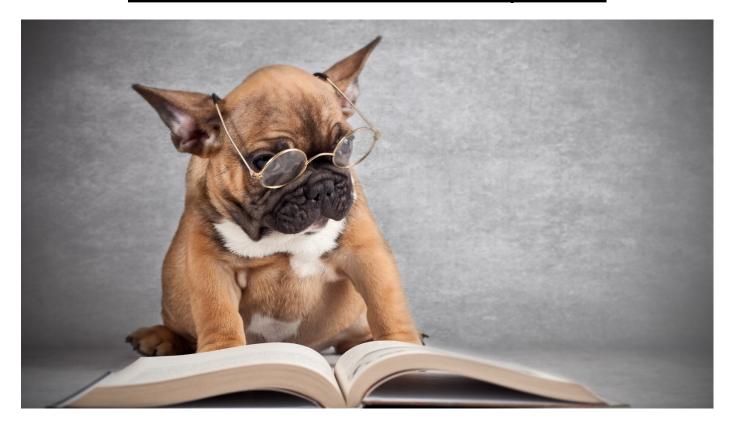
It helps you to **Innovate** – because Innovation means developing an idea <u>which has impact</u>.

# Where does Design Thinking help in solving problems?

It helps you to become Development savvy – because **Entrepreneurship** means developing the idea into a good model for business/ development.

# Where does Design Thinking help in solving problems?
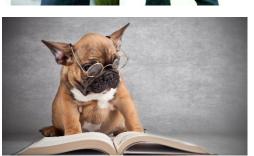
And, it helps us all in becoming better people – because **Social Change** means using your <u>leadership</u>, <u>good ideas</u> and <u>passion</u> to positively **impact society**.

# Traditional Problem Solving vs. Design Thinking



| | Creative Problem Solving | Design Thinking | Research Elements |
|---|---|---|---|
| Empathize | | Q Observe  Q Engage  Q Watch and Listen | ✓ |
| Define the Challenge | Q Object Finding  Q Fact Finding  Q Problem Finding | Q Define / Solve the Right Problem | |
| Learn from Those for Whom You are Designing | | Q Research | ✓ |
| Ideation | Q Ideas Finding | Q Ideate | |
| Prototype | | Q Prototype | |
| Obtain User Feedback | | Q Test | ✓ |
| Identify the Solution | Q Solution Finding | Q Choose | |
| Obtain Buy-In from Stakeholders | Q Acceptance Finding | | |
| Implementation | | Q Implement | |
| Learn and Optimize | | Q Learn | ✓ |
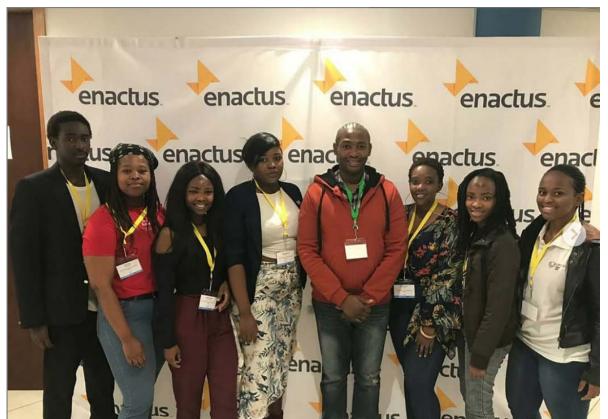
**Project Kutanga within Enactus as reported on at UFS during 2019**

Project Manager at Enactus University of the Free State: I manage a project called Kutanga. In this project we have three departments; Agriculture, Education and the Arts and Culture department.

## Education

This department focuses on youth, both in High School and those unable to study. Starting with the High School, the project assists schools with the development of a peer to peer tutoring program by making use of existing structures within schools, such as the Top 10 and Prefect system. In addition to that, the project hosts a career expo based on varying interest of the learners to expose them to the possibilities available to them. This will also include the admission requirements at the different universities as well as that of bursaries and scholarships respectively. The education department of the project also equips leaners with entrepreneurship skills with financial literacy. This is aimed at encouraging the youth to start their own businesses at home as a form of extra income and sustain themselves through managing their finances appropriately. This helps those who did not make it into tertiary studies to acquire skills as an extra form of income where they may not be able to get a job. These skills are also taught to the beneficiaries within the Agriculture as well as in the Arts and Craft department.

## Arts and Culture

This area focuses on the people skilled in the arts, whether it is performance arts or crafting. We help them to further develop their skills and apply innovation in the way they deliver their craft to their market.

## Agriculture

This department addresses food insecurity as well as social entrepreneurship by equipping schools and general households with modern farming techniques to help start and maintain gardens within schools and house yards. These farms are ran by kids and at the end of the harvest they can sell the food at a lower and affordable price. The money will go towards their stationary and the development of their gardens.

# Nkcubeko Noyila    Serial Smart Brain!

**The Nkcubeko Noyila Foundation**

- The Foundation currently has two divisions. We offer free online consultation and Public Health on Wheels (PHOW), which promotes healthy living in communities

- It is an organization that deals with health related issues in the society, by raising awareness through the distribution of information and offers consultation when it is needed.

- This organization helps in nation building as it promotes equal health for all as we raise awareness about health-related issues.

- Being located in one of South Africa's poorest province the Eastern Cape, there are a lot of factors that affect the health of the people and we are focused at improving the health status of the people.

- This organisation will help educate people from different age groups about health related issues. These issues affect the physical and mental wellbeing of the people in the community. We will be promoting the importance of living a healthy lifestyle through the following initiatives.

**Mental Health**

- The development of mental health is influenced by a variety of factors which have very limited information about the condition. Some barriers to treatment result from the stigma attached to mental health concerns, as an organisation we plan to remove such stigmas and normalize mental health concerns.

**Teenage Pregnancy**

- Young women are facing a number of problems that need to be addressed in a comprehensive approach. As an organisation we help raise awareness about issues that young women face at schools, informative information online and hosting motivational sessions for the young women in communities.

- **Healthy Living**

- With the rising number of people affected with NCD and CD, there should be more information about how to treatment and prevention of diseases and illnesses. This organization allows researchers to use our information and to distribute it to the public to help raise awareness about certain concerns that would affect an individual's health.
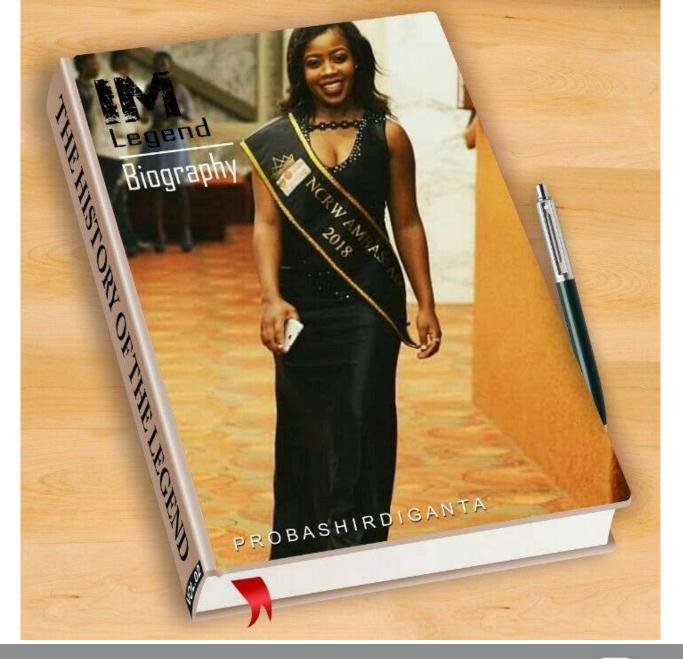
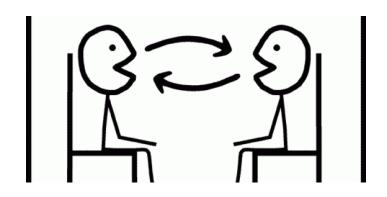# Prudence Mncube

## Authenticated Authentics

- Authenticated Authentics is an organization that is designed to create a platform for females in South Africa to see and step into their authentic power to break down the barriers that hold women back.

- Allowing young girls, young women, and women to be economically included.

# THANK YOU

Inspiring excellence. Transforming lives.
Inspireer uitnemendheid. Verander lewens

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# FutureLEAD Challenge MODULE TWO:

# Reflective Thinking and Personal Development

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**ABOUT THIS MODULE**

1. **ONLINE SESSION:**

• Engage with the Module Overview (this document)
• Engage with the Module PowerPoint (PDF format)
• Watch the videos on Reflective Thinking embedded in the above PDF
• Read the additional articles
• Google for more information on Reflective Thinking

**APPROXIMATE TIME: 1 – 2 HOURS**

2. **VIDEO OF THE EXPERT PANEL DISCUSSION:**

• Watch the video of the panel discussion online
• Read the info sheets provided
• Engage with the worksheet
• Complete the exercise – write your own story

**APPROXIMATE TIME: 1 HOUR**

3. **ASSESSMENT**

• Complete the test, online

**APPROXIMATE TIME: 30 MINS**

TOTAL TIME FOR MODULE COMPLETION: 3 HOURS 30 MINS

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**LEARNING OUTCOMES**
After completing this module, you should be able to:
• Demonstrate an understanding of the importance of reflective thinking and personal development as a leader
• Distinguish between the steps of the Ladder of Inference: How we experience reality, filter reality, interpret reality, make assumptions and conclusions, form beliefs and act upon them
• Discuss the process of reflective thinking
• Apply steps on how to think reflectively and to create positive changes and new ways of self-management

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**MODULE OVERVIEW**

**INTRODUCTION**

Welcome to the second module of the FutureLEAD Challenge.

This module focuses on strengthening the cognitive complexity of each participant. One of the major steps one has to take in order to achieve cognitive complexity is to be a leader who firstly, thinks reflectively and secondly, is invested in personal development.

Reflective thinking and personal development are essential and priceless tools in leadership. Self-mastery and Mindfulness are the foundations of Reflective Leadership. Leaders who are committed to self-mastery have multiple advantages at their disposal. They connect with others more easily and compassionately; have a mindfulness practice which helps them manage stress more effectively; deal with conflicts in more wholesome ways and are aware of their weaknesses and yet are quite confident.

**DEFINITIONS OF REFLECTIVE THINKING**

Reflective thinking involves personal engagement with, and consideration of one's own learning. It considers personal achievements and failures and asks what worked, what didn't and what needs improvement. (Given, 2002). It asks the learners to think about their own thinking.

"Reflection is the key that opens the door to understanding ourselves in relation to core ethical values" (Beland, 2003, p.15) Similarly Lickona states that moral reflection is necessary to develop the cognitive side of character – "the important part of our moral selves that enables us to make moral judgements about our own behaviour and that of others." (Lickona, 1991, p.229). This type of reflection enables learners to gain self-knowledge, to demonstrate their understanding of worthwhile moral values, take on the perspectives of others, to reflect on why some actions are morally better than others, and to consider alternatives and consequences of actions.

Whether reflection is verbal, written or drawn, it is a key strategy for learning and a major tool for character education. Brain research suggests that brief periods of downtime aids in association, consolidate learning and "imprint" memory. (Jenson, 1998, as cited in Beland, 2003, p.38)

Reflection can be done through journal writing, keeping a daily diary, essay writing and talking in pairs. It can follow a peer discussion and can be in response to a present or past activity. Reflection can be used in a number of ways that ask students to think about and respond to a learning activity.

As with anything in life, there are processes to follow. Wondering what they are?

After engaging this document, it is advised that you turn to the slides. Open the extra reading material in order to have a full comprehension of terms while reading the slides. There are videos embedded in the PowerPoint slides.

PANEL MEMBERS FEATURED IN THE EXPERT PANEL DISCUSSION

**Linda Fekisi** is a journalist and junior lecturer at the University of the Free State in the Department of Communication Science. She holds an MA in Communication Science, with specialisation in Media Studies and Journalism. Her research interests are media history, journalism and social media.

**Mthobeli Ngcongo** is a lecturer at the University of Free State in the Department of Communication Science. He holds a Doctorate in Fundamental Communication Theory with specialization in Interpersonal Intimate Communication. His research interests are Relational Dialectics, Impression Management and the Communication of Identities. He is the current Deputy Convenor of the South African Communication Association's Emerging Scholar's section.

Both panellists have gone through numerous Self-Mastery classes. What else do they do when they are not pursuing their personal development? Thinking reflectively and breathing!

# FLC MODULE TWO:
Reflective Thinking and Personal Development
## March 2020

# Module Outcomes

After completing this module, you should be able to:

1. Demonstrate an understanding of **the importance of reflective thinking and personal development as a leader**

2. Recognise the steps of the **Ladder of Inference:**
**How we experience reality, filter reality, interpret reality, make assumptions and conclusions, form beliefs and act upon them**

3. Discuss the **process of reflective thinking**

4. **Apply steps on how to think reflectively**

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**Self-mastery**

**and**

**Mindfulness**

**are the foundations of**

**Reflective Leadership**

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# Leaders committed to self-mastery…



- **Connect** with others more easily and compassionately;

- Have a **mindfulness practice** which helps them **manage stress** more effectively;

- **Deal with conflicts** in more wholesome ways;

- Are **aware of their weaknesses and yet are quite confident.**

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# What is mindfulness?

- **Noticing…**

  - Body
  - Feelings
  - Thoughts



Mind Full, or Mindful?

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# Results of mindfulness practice

- More connectedness

- More purposefulness

- Greater vitality

- Greater serenity

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# Essence of self mastery as reflective leadership



**Know yourself**

**Understand and (better) lead others**

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# DEFINITIONS OF REFLECTIVE THINKING

Reflective thinking **involves personal engagement with, and consideration of one's own learning.** It considers personal **achievements and failures** and asks <span style="color:red">**what worked, what didn't and what needs improvement.**</span> (Given, 2002).

It asks the learners to **think about their own thinking.**



"Reflection is the key that opens the door to **understanding ourselves in relation to core ethical values**" (Beland, 2003, p.15)

Similarly Lickona states that **moral reflection is necessary to develop the cognitive side of character** – the important part of our moral selves that enables us to make moral judgements about our own behaviour and that of others." (Lickona, 1991, p.229).

# How do you reflect?
## Process 1

The Mindful **BOAR** Technique™

- **B**reathe
  - This forces you to pause
- **O**bserve
  - What feelings/mind talk are coming up?
- **A**sk
  - Is the mind talk true/false/not sure?
- **R**eframe and Respond
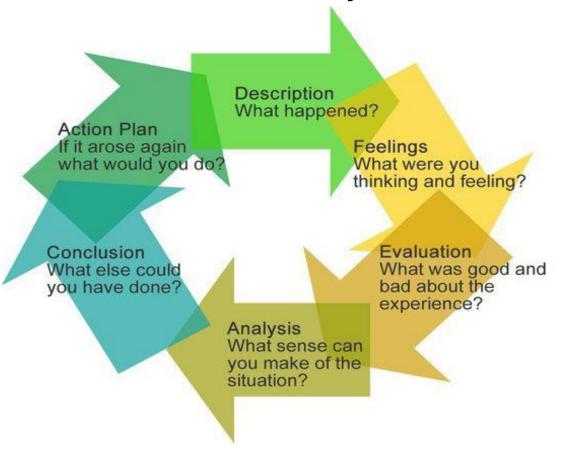  - From a space of awareness

# How do you reflect?
## Process 2



The 4Rs Model of Reflective Thinking

| Level | Stage | Questions to get you started |
|---|---|---|
| 1 | **Reporting** and Responding | Report what happened or what the issue or incident involved. Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion, or asking questions. |
| 2 | **Relating** | Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge. Have I seen this before? Were the conditions the same or different? Do I have the skills and knowledge to deal with this? Explain. |
| 3 | **Reasoning** | Highlight in detail significant factors underlying the incident or issue. Explain and show why they are important to an understanding of the incident or issue. Refer to relevant theory and literature to support your reasoning. Consider different perspectives. How would a knowledgeable person perceive/handle this? What are the ethics involved? |
| 4 | **Reconstructing** | Reframe or reconstruct future practice or professional understanding. How would I deal with this next time? What might work and why? Are there different options? What might happen if...? Are my ideas supported by theory? Can I make changes to benefit others? |

# How do you reflect?
## Process 3

**Gibbs Reflective Cycle**

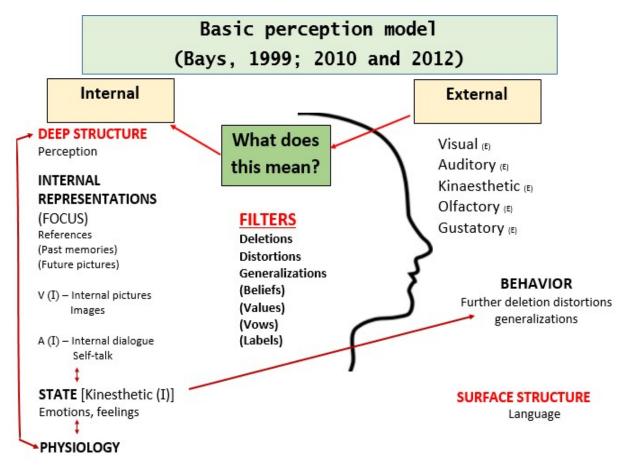# We perceive things DIFFERENTLY!!

In the process of developing your reflective thinking skills, you need to be aware that there are other factors which play a role in the manner in which you develop meaning. In this module we take a look at **perceptions**. Firstly, how to master the manner in which you perceive information and secondly, how you deconstruct your reality.

# What is factual?

*Many of us think our thoughts, assumptions and judgments about things, people, and situations are fact, and act **as if** they were facts.*
**But, they are NOT!**



Basic perception model
(Bays, 1999; 2010 and 2012)

Internal

External

**DEEP STRUCTURE**
Perception

**INTERNAL REPRESENTATIONS**
(FOCUS)
References
(Past memories)
(Future pictures)

V (I) – Internal pictures
        Images

A (I) – Internal dialogue
        Self-talk

**STATE** [Kinesthetic (I)]
Emotions, feelings

**PHYSIOLOGY**

What does this mean?

**FILTERS**
Deletions
Distortions
Generalizations
(Beliefs)
(Values)
(Vows)
(Labels)

Visual (E)
Auditory (E)
Kinaesthetic (E)
Olfactory (E)
Gustatory (E)

**BEHAVIOR**
Further deletion distortions
generalizations

**SURFACE STRUCTURE**
Language

# Social Conditioning ⟶ Filters

Need for Acceptance

Need to Survive

DO's

DONT'S

Fears
Judgements

Rules

Observations

Expectations

Country

Community
Society
Culture
Work Environment

Church
Religion

Teachers
Peers

Family

**YOU**

Social Norms

Acceptable roles

Biases

Traumas

Beliefs

Values

Duties

Rewards

Punishments

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# Is our perception of reality "real?"

Our brain deals with about 40 __billion__ bits of information per second. Of those, we only consciously perceive **2,000 bits!**

So how we perceive the world is both __incomplete__ and __distorted__!

**EVERYONE** does this unconsciously, so it takes hyper vigilance to notice it.

**Selective attention or perception**
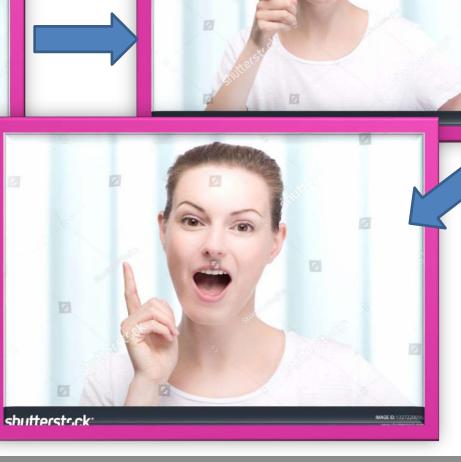
All of us go through a selection process that **chooses or perceives** certain information/data and leaves other out. It is the way our brain works!

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# Reality as a "Story"



The selection process <u>seeks congruence</u> between our views/values/expectations and the information we select or filter.

THINKING ALLOWED!

always make new mistakes

(**esther** dyson>

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Think back to a time when you perceived a "story" as reality until you heard the other side. What happened?

Look out for the <u>PANEL DISCUSSION VIDEO</u>
& view it…

on FLC Organisation, available from
20 March 2020

**THANK YOU**

**FutureLEAD Challenge MODULE THREE:**

**Interpersonal Competence – Positively Relating to Others**

## ABOUT THIS MODULE

1. <u>**ONLINE SESSION:**</u>

- Engage with the Module Overview (this document)
- Engage with the Module PowerPoint (PDF format)
- Engage with the essential reading material (3 links/ PDF's provided)
- Watch the video on Interpersonal Competence in Leadership
- Watch the video on HOW TO BE A LEADER
- Google for more information on Interpersonal Relations

**APPROXIMATE TIME: 1 – 2 HOURS**

2. <u>**MODULE EXERCISE:**</u>

- Do the Reflection Exercises on:

  1. Inspiring Vision as a Leader
  2. Strengths and Weaknesses as a Leader

**APPROXIMATE TIME: 30 MINS**

3. <u>**VIDEO OF THE EXPERT PANEL DISCUSSION**</u>

- Watch the video of the panel discussion online

**APPROXIMATE TIME: 30 MINS**

4. <u>**ASSESSMENT**</u>

- Complete the test, online.

**APPROXIMATE TIME: 30 MINS**

**TOTALTIME FOR MODULE COMPLETION: 3 HOURS**

**LEARNING OUTCOMES**

**After engaging with this module, you should be able to:**

- Critically analyse what it means to successfully 'lead' an idea/ association/ team/ project
- Recognise the steps of the process to become a Transformational Leader
- Describe the value of a leader being Emotionally Intelligent
- Identify and discuss why leaders also need the skills of Collaboration and Conflict Management

## INTRODUCTION

Why do some ideas/associations/projects succeed and others do not? If they set off with the same vision, and with the same infrastructure and financial resources for example, what makes some succeed and others 'fail'? The answer seems to be 'leadership'. People who understand leadership seem to have mastered the values, skills and knowledge necessary to understand how to use resources effectively and efficiently towards reaching the vision and goals set out for the team, association or project.

Most importantly, this includes knowing how to inspire, lead and manage people who buy into its vision. Module 3 focuses on how to positively relate to others through leadership. This means, knowing how to lead others effectively. Let's explore this through a variety of readings and reflection points.

Firstly, let us look at **Transformational Leadership** and how it employs interpersonal skills to reach success.

Leadership expert James McGregor Burns introduced the concept of transformational leadership in his 1978 book, "Leadership." He defined transformational leadership as a process where "leaders and their followers raise one another to higher levels of morality and motivation."

Bernard M. Bass later developed the concept further, resulting in a list of attributes of a transformational leader, demonstrated in his 1985 book, "Leadership and Performance Beyond Expectations". More than 25 years later, transformational leadership is often argued to be one of the most important ideas in business leadership. The Mind Tools Content Team have distilled Bass' ideas into a process that you can use to **become a transformational leader.**

This involves you:

1. Creating an inspiring vision of the future.

2. Motivating people to buy into and deliver the vision.

3. Managing delivery of the vision.

4. Building ever-stronger, trust-based relationships with your people.

Reading One: https://www.mindtools.com/pages/article/transformational-leadership.htm

PDF: Transformational Leadership


Secondly, we will explore **Emotional Intelligence in Leadership.**

When you think of a "perfect leader," you might picture someone who never lets their temper get out of control, no matter what problems they are facing. Or you might think of someone who has the complete trust of her staff, listens to her team, is easy to talk to, and always makes careful, informed decisions.

These are qualities of someone with a high degree of **emotional intelligence** .The below indicated article, explores why emotional intelligence is so important for leaders – and how you, as a leader, can improve yours.


**What Is Emotional Intelligence?**

Emotional intelligence or EI is the ability to understand and manage your own emotions, and those of the people around you. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people.

According to Daniel Goleman, an American psychologist who helped to popularize emotional intelligence, there are **five key elements** to it:

1. Self-awareness

2. Self-regulation

3. Motivation

4. Empathy

5. Social skills


Reading Two: https://www.mindtools.com/pages/article/newLDR_45.htm

PDF: Emotional Intelligence

Thirdly, we will look at **Collaborative Leadership.**

Collaborative leadership is a style practiced by leaders who recognize the importance of interpersonal relationships and cross-functional collaborations for organisational success.

The following **key attributes of collaborative leaders** are explained in the recommended reading attached below:

1. Balanced motivations

2. Not a control freak

3. Transferable skills

4. Horizontal leadership

5. Risk-taking is encouraged

6. Contextual intelligence

7. Openly share information

8. Constructive conflict

9. Intellectual thread

10. Strong network


Reading Three: https://yscouts.com/10-collaborative-leadership-characteristics/

PDF: 10 Collaborative Leadership Characteristics

**Watch the video** on:

Interpersonal Competence: Positively Relating to Others
Featuring Tshiamo Malatji and Nkahiseng Ralepeli

https://youtu.be/I4G-jDdADr8

# Module 3 Focus:
## Understanding how to relate positively to others as a leader through:

1. Transformational Leadership

2. Communication and Self-awareness

3. Collaboration &  Conflict management

The above-mentioned are interchangeable as the discussion progresses.

# CORE VALUES THAT DEFINE INTERPERSONAL COMPETENCE?

**Perspective**

**Perception**

**Communication**

# What is interpersonal competence?
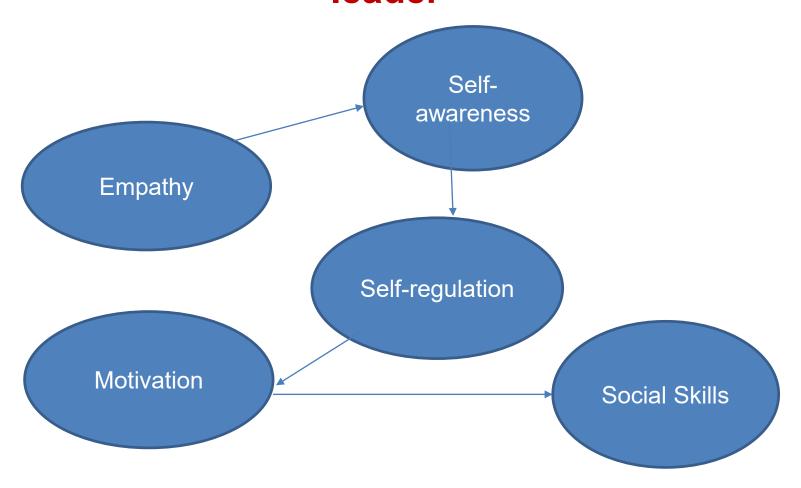
- The ability to constructively interact and work with other people within your organisation. Essentially, it refers to your skills as an effective leader while taking into consideration the value of your interaction with the individuals you lead. It is eye-opening to realise that the most successful organisations are only successful as a result of the individuals who work there.

- An effective leader is one who motivates those they lead and encourages and builds relations with them.

- Our work with various NGOs highlighted the value of interpersonal competence for the effective functioning of these organisations.

# SELF-AWARENESS (PERSPECTIVE)

- Perspective relates to the aspects that you, as a leader, bring to the table. These may range from your *personal attitude, values and beliefs, past experiences and your general behaviour.*

- Here we consider how these aspects shape your individual bias and how that can be destructive to your team. In organisations that tackle a broad range of social aspects, like *Debate Afrika!*, issues such as imposing your individual values on others with different values, will only alienate the individuals you seek to assist; as well as those who empathize with opposing values within your organisation.

- In-depth discussions on tackling individual bias to build meaningful relations, will be needed.

# Worthwhile consideration for being a perspective leader

# Transformational Leadership

- Being a role model.

- Motivate and Inspire both in actions and words

- Recognise the value of human capital

- Set clear goals

- Provides support and recognition

- Create a culture of reaching for the impossible

- Understanding your team and their values

# Further illustration

When our team works together we glide forward easily

*Dolphins swim together in a V formation to boost their efficiency.*

*Each dolphin is propelled forward more easily than when swimming alone.*

Notice how your perceptions may be altered based on your state of mind. Being able to separate your individuality at times, is crucial. Additionally, it is essential to create an environment where those you lead are able to critique your ideas, by creating a clear line of communication. Being able to consider multi-dimensional lenses when viewing issues, is very important.

# Collaborative Leadership & Conflict Management.

1. Those you lead (explained earlier)

2. Those you seek to help

3. The surrounding network you need to tap into

(funding, social media awareness etc.)

4. Management of Conflict

**Debate Afrika!**

**My Vote Counts**

**Corruption Watch**

Notice the invaluable importance of being able to balance relations and interactions. Create a culture of collaboration, openness and critique. Make everyone feel as though they can contribute on an equal scale. Be careful of favoritism and bias permeating.

# THE VALUE OF COMMUNICATION

- Ask yourself : 'Is it appropriate?' Look at the situation.
  (Work gap = future promotion), culture and relationship.

- The way in which you communicate can make or break your relationships.

- Good communicators are able to adapt – what kind of people work under you? They require different things. Some people require a hands-on approach with tasks and assignments and some require freedom to be efficient. What are their incentive structures? People consider rewards.

- The small details matter – what does your body language look like? Are you condescending? Are you giving credit where it is due?

- Are you fair and ethical?

# Ways to improve your interpersonal competence

1. Consider and become aware of your personal views
2. Analyse your personal state and emotions
3. Avoid early conclusions – full picture?
4. Seek clarification
5. Confirmation/disconfirmation biases – incredibly important given that this not only applies to you, but also to your team. How do you break groupings which might topple or make productivity difficult?

# Thank you

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# FutureLEAD Challenge MODULE FOUR:

# Technological Competence in Leadership

## ABOUT THIS MODULE

### 1.ONLINE SESSION:

- Engage with the Module Overview (this document)
- Engage with the Module PowerPoint (PDF format)
- Engage with the Essential Reading Material (Articles: 3 links/PDF's provided)
- Watch the videos on:
    - o Digital Transformation
    - o Industrial Revolution
    - o The Fourth Industrial Revolution
- Google for more information on Technological Competence in Leadership

### APPROXIMATE TIME: 1 - 2 HOURS

### 2. VIDEO OF THE EXPERT PANEL DISCUSSION

- Watch the video of the panel discussion online

### APPROXIMATE TIME: 30 MINS

### 3. ASSESSMENT

- Complete the test, online.

### APPROXIMATE TIME: 30 MINS

### TOTAL TIME FOR MODULE COMPLETION: 3 HOURS

### LEARNING OUTCOMES

**After engaging with this module, you should be able to:**

- Critically analyse the role of technology in leadership

- Describe the challenges that technology has posed to the relationship leaders have with followers
- Identify and discuss the influence that technology has had in changing how collaboration works
- Recognise the capabilities needed and best strategies to lead with technology

## FutureLEAD Challenge Module 4: Technological Competence in Leadership

## INTRODUCTION

The world constantly changes through **innovation and technological development** and has been doing so exponentially, and at a rapidly increasing pace over the last 4 – 5 years. More and more digital skills are required from employers, employees, educators, students and ordinary citizens alike, simply to stay abreast of times and to function in the 21st century work environment and everyday life.

The question therefore is, '**How do leaders stay relevant in an ever-changing world?'**

## ESSENTIAL COMPETENCIES

**Technological competency** describes the application of knowledge and skills needed to perform and interact effectively with technology in a specific role or group or job within an organisation. They are closely aligned with the knowledge and skills that are needed over and above the basic skills required in any career field, which includes personal effectiveness competencies, such as professionalism, interpersonal skills, dependability and reliability.

**Digital competency** is the set of knowledge and skills that are required when using ICT and digital media to perform tasks, solve problems and communicate for work, leisure, learning and socializing.

A study done by Digitial Skills Accelator (DSA) in 2017 reported that almost half of the EU population have insufficient digital skills to participate in society and the economy. In the active labour force (employed and unemployed), this figure is almost 40%. Work, employability, education, leisure, inclusion and participation in society – all of these areas and many others in our society are being transformed by digitalisation. Consequently, digital competence – or the confident and critical use of ICT tools in these areas – is vital for participation in today's society and economy.

The *Digital Competence Framework for Citizens,* also known by its acronym DigComp, was first published in 2013 by the European Commission. It aimed to be a tool to improve citizens' digital competence, to help policy-makers to formulate policies and to plan education and training initiatives to improve digital competence.

DigComp identifies the key components of digital competence in **5 areas** which can be summarised as below:

**1) Information and data literacy**: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.

**2) Communication and collaboration**: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.

**3) Digital content creation**: To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.

**4) Safety**: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

**5) Problem solving**: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

Reading 1: How to be a Leader in the Digital Age

**The FOURTH INDUSTRIAL REVOLUTION AND HOW TO RESPOND TO IT**

The First Industrial Revolution used water and steam power to mechanise production. The Second used electric power to create mass production. The Third used electronics and information technology to automate production. Now a Fourth Industrial Revolution (4IR) is building on the Third, the digital revolution that has been occurring since the middle of the last century. It is characterised by a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres. (World Economic Forum)

Devon McGinnis explains it as a fusion of advances in artificial intelligence (AI), robotics, the Internet of Things (IoT), 3D printing, genetic engineering, quantum computing and other technologies. It is the collective force behind many products and services that are fast becoming indispensable to modern life. Think GPS systems that suggest the fastest route to a destination, voice-activated virtual assistants such as Apple's Siri, personalized Netflix recommendations, and Facebook's ability to recognize your face and tag you in a friend's photo.

It has become crucial for ordinary humans and especially for leaders to plan and prepare to function in this new world of 4IR. According to a World Economic Forum report, *The Future of Jobs*, here are the 10 skills you will need for the Fourth Industrial Revolution.

Complex Problem Solving - Critical Thinking - Creativity - People Management - Coordinating with Others - Emotional Intelligence - Judgement and Decision Making -

Reading 2: How the Fourth Industrial Revolution can help us beat COVID-19

**TECHNOLOGY INFLUENCES THE ENVIRONMENT IN WHICH WE HAVE TO LEAD**

We as humans interact with our environment – the question is **how to control the changed /virtual environment?**

You can work with colleagues or teammates, or access work from a different place and time zone. **How do you then exercise influence as a leader in this new environment?**

While computers do the tedious routine tasks quicker and more accurate than humans**, it frees up time for humans to do what technology can't,** i.e. ideate, innovate, create etc.

Following are three **strategies to lead** in such environments, namely:

**1. Human-centricity**

To be **human-centric** means to use technology to boost human qualities of ingenuity, judgment, contextualisation, creativity and social interaction. In other words, **putting humans in the center of your approach and viewing technology as an enabler rather than a replacement for   human achievement**

**2. Full circle**
**To fulfil strategy, people must be able to effectively work together, and their experiences must be captured** to create a source of shared learning that improves future efforts. **Collaborative and social enterprise tools enable teams to work across organisational boundaries, providing information, guidance and expertise** to support effective outcomes.

**Such systems also allow real-time data capture of what is being contributed by whom, and about what actually works and what does not. People require more than just the information necessary for their own tasks - people need to** understand their impact on the whole**. This provides a new source of leadership guidance.**

**3. Followership**
**Leadership is ultimately defined by its ability to create followership.** This requires people to be truly engaged with the tasks at hand and to have a greater  collective  role in  defining  the  organisation's  future.  **Technology needs to amplify both the**

**understanding of mission and the feeling that people can have a personal impact on outcomes.**

The impact of technology on leadership is substantial and the benefits many. However, one thing that remains a challenge for all leaders across the world is to utilize the right technology, at the right time, and in the right ways. The aim should be to apply technology on the right tasks and reduce the need for human effort. The application of technology should improve human involvement rather than out rightly replace it. It should result in improved outcomes in terms of decision-making and people management.

## Focus on Skills Development

Acquiring new abilities while nurturing timeless skills will help leaders become digital leaders – and stay ahead of the competitive game. As the lifespan of skills continues to diminish, it is more important than ever for leaders to be focusing on skills development.

Lyndy van den Barselaar, Managing Director at Manpower Group South Africa

Nurturing the right skills will ensure that leaders stay current in the evolving workplace and in their changed leadership roles. These entail:

- Nurture Timeless Soft Skills

Experience and soft skills can help leaders to lead their teams through digital transformation. Attributes like brightness, adaptability, endurance and drive set a solid foundation for effective leaders - predictive of future success.

- Develop Learnability and Curiosity

Learnability: the desire and ability to grow and adapt to new circumstances/ challenges throughout your work life (van den Barselaar). Digital leaders need to be role models - seek out different experiences, unusual perspectives and be open to fresh ideas.

- Acquire Digital Skills and Expertise

Leaders must have an understanding of technical skills required to effectively transform their business - surround themselves with experts - take time to stay informed of the latest trends, challenges and opportunities facing their organisation – continue to upskill and learn in this regard.

- Don't Stand Still

Change is dynamic, so agility and continuous adaptation is essential. Throughout your career, plan to innovate, experiment and learn fast.

Reading 3: These Six Intelligences will drive Smart Leadership in Disrupted Times

# How do leaders stay relevant in an ever changing world?

The world constantly changes through **innovation and technological development** and has been doing so exponentially, and at a rapidly increasing pace over the last 4–5 years. More and more digital competence is required from employers, employees, educators, students and ordinary citizens alike, simply to stay abreast of times and to function in the 21$^{st}$ century work environment and everyday life.

# These are some of the questions we will be seeking to answer in this module:

**1. How do leaders stay informed and relevant amidst these changing conditions?**

**2. What is technological competence and digital competence?**





**3. How do leaders utilize these competencies and skills** to the advantage of the team or company?

# What is technological competence?





**Technological competencies** describe the application of knowledge and skills needed to perform and interact effectively with technology in a specific role or group or job within an organisation. They are closely aligned with the knowledge and skills that are needed on top of the basic skills required in any career field, which includes personal effectiveness competencies, such as professionalism, interpersonal skills, dependability and reliability.

# What is digital competence?

**Digital competency** is the set of knowledge and skills that are required when using ICT and digital media to perform tasks, solve problems and communicate for work, leisure, learning and socializing.

https://www.digitalskillsaccelerator.eu/learning-portal/online-self-assessment-tool/

# Where did it all start?

**Watch the video on:**

The Industrial Revolution (First, Second, Third, and Fourth) History Whiteboard Animation (Davos)

https://www.youtube.com/watch?v=7SfLEiHuzbs
**Access it on the FLC Organisation under the Videos item**
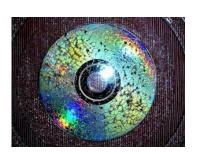
# What happened?

## From ownership to access

**IT WENT WITH EVERYTHING..**

When the CD disappeared, it didn't just mean change for entertainment products, film and audio. **It changed access.**

Rifkin warns of a dawning era in which giant access-providing companies are profiting from every aspect of human existence, while consumers own nothing.

In this new economy, access-sellers will finally be able to commodify all of the human experience. You no longer own a physical CD or download a copy of your favourite music, but subscribe to have access to a website where you can access the music of your choice. Once subscription is cancelled, so is your access!

So, now it is **less about ownership, and more about access**

# How does technology influence the environment in which we have to lead?

- We as humans interact with our environment – the question is **how to control the changed /virtual environment?**

- You can work with colleagues or team mates, or access work from a different place and time zone. **How do you then exercise influence as a leader in this new environment?**

- While computers do the tedious routine tasks quicker and more accurate than humans**, it frees up time for humans to do what technology can't, i.e. ideate, innovate, create etc.**

This leads to one of the main **strategies to lead** in such environments, namely:

**1. Human-centricity**

To be **human-centric** means to use technology to boost human qualities of ingenuity, judgment, contextualisation, creativity and social interaction. In other words, **putting humans in the center of your approach and viewing technology as an enabler rather than a replacement for human achievement.**

## 2. Full circle

To fulfil strategy, people must be able to effectively work together, and their experiences must be captured **to create a source of shared learning that improves future efforts.** Collaborative and social enterprise tools enable teams to work across organisational boundaries, providing information, guidance and expertise **to support effective outcomes.**

Such systems also allow real-time data capture of what is being contributed by whom, and about what actually works and what does not. People require more than just the information necessary for their own tasks - people need to **understand their impact on the whole**. This provides a new source of leadership guidance.

## 3. Followership

Leadership is ultimately defined by its ability to create followership. **This requires people to be truly engaged with the tasks at hand and to have a greater collective role in defining the organisation's future.** Technology needs to amplify both the understanding of mission and the feeling that people can have a personal impact on outcomes.

# The diagram below illustrates how technology has changed task execution over time and how leaders have to adapt to it

**Using new technologies to revolutionize task execution**

|  | **Transactional** | **Shaping** |
|---|---|---|
| **Cognitive** | **Automating Management**<br>Using data, analytics, and AI to automate decision making and optimize processes, businesses, and activities | **Augmenting Leadership**<br>Using technology to augment uniquely human qualities to shape the future of businesses, processes, and activities |
| **Physical** | **Automating Operations**<br>Using robotics, IoT, 3D printing, analytics, AI, etcetera to automate and autonomize operations | **Augmenting Innovation**<br>Using technology to augment creative processes and design thinking (user insights, CAD/CAM, simulations, etcetera) |

**Nature of task**

**Task setting**

# How Technology is Impacting Leadership

**Embracing technology** is the most vital ingredient of success for managers who aspire to be leaders. The latest technology tools make it easy for leaders to lead employees and achieve organisational goals.

Some of the main benefits as listed by Patel are:

**1. Flexibility to Employees**

Remote working – facilitate a collaborative work environment – freedom to work from any location – motivation for increased efficiency – less operating cost.

**2. Ability To Manage People and Projects Anywhere, Anytime in Real-Time**

Manager can view and manage tasks remotely – organise online team meetings – manager's presence felt even during physical absence.

**3. Overcome language barriers and embrace diversity**
With advanced technology you can utilise translation tools to create or translate business documents – benefit from hiring talented people from varied linguistic backgrounds and across geographical boundaries.

**4. Automating Management**
It can save a great deal of time as leaders can automate a number of tasks – accomplish more tasks in less time - optimise business processes, products and activities.

**5. HR and Training Work Is Taken to a New Level**
New technologies make employee induction, training, certification and managing HR files a breeze.

# THE DOWN SIDE…



**Disadvantages and risks of using technology imply that it has to be utilised and managed properly and effectively**

- **Dependence on new technology**
  Man no longer needs to think or use his memory

- **The decline of human capital implies an increase in unemployment**
  In some areas, devices can replace the human mind

- **The use of technology certainly needs rules and new laws**
  Internet use is an individual freedom. However, the invention of the atomic bomb cannot be an individual freedom

- **Technological discoveries aim to reduce human effort**
  More work is done by machines - less work for people – humans become obsolete, as processes become automated - jobs become redundant

# LEADING WITH TECHNOLOGY

The impact of technology on leadership is substantial and the benefits many. However, one thing that remains a challenge for all leaders across the world is to:

- Utilize the right technology, at the right time, and in the right ways

- The aim should be to apply technology on the right tasks and reduce the need for human effort.

- The application of technology should improve human involvement rather than out rightly replace it. It should result in improved outcomes in terms of decision making and people management.

# New abilities coupled with timeless skills

Technology has brought a good amount of change in the way leaders communicate and deal with their employees.

Leadership is all about **doing the right things at the right tim**e. It's about motivating employees to deliver their best and achieve a common goal despite the impediments. It involves creating a workplace environment which makes employees feel empowered to deliver solutions in the most effective manner.

https://aboutleaders.com/technology-empower-leadership/#gs.67xnb9

## LEADERSHIP STRATEGY: Focus on Skills Development

- *Acquiring new abilities while nurturing timeless skills will help leaders become digital leaders – and stay ahead of the competitive game.*
- *As the lifespan of skills continues to diminish, it is more important than ever for leaders to be focusing on skills development.*

**Lyndy van den Barselaar, Managing Director at Manpower Group South Africa**

UFS·UV
INSTITUTE FOR
RECONCILIATION AND SOCIAL JUSTICE
INSTITUUT VIR
VERSOENING EN SOSIALE GEREGTIGHEID

# Nurture the right skills to stay current in the evolving workplace and leadership roles

## 1. Nurture Timeless Soft Skills

Experience and soft skills can help leaders to lead their teams through digital transformation. Attributes like brightness, adaptability, endurance and drive set a solid foundation for effective leaders - predictive of future success.

## 2. Develop Learnability and Curiosity

Learnability: the desire and ability to grow and adapt to new circumstances/ challenges throughout your work life **(van den Barselaar).** Digital leaders need to be role models - seek out different experiences, unusual perspectives and be open to fresh ideas.

## 3. Acquire Digital Skills and Expertise

Leaders must have an understanding of technical skills required to effectively transform their business - surround themselves with experts - take time to stay informed of the latest trends, challenges and opportunities facing their organisation – continue to upskill and learn in this regard.

## 4. Don't Stand Still

Change is dynamic, so agility and continuous adaptation is essential. Throughout your career, plan to innovate, experiment and learn fast.

'The pace of change has never been this fast, yet it will never be this slow again.'

Author unknown

# Thank you

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UFSUV  |  UFSweb  |  UFSweb

*Inspiring excellence. Transforming lives.*
*Inspireer uitnemendheid. Verander lewens*

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**VRYSTAAT**
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**FREISTATA**

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AND SOCIAL JUSTICE
INSTITUUT VIR
VERSOENING EN
SOSIALE GEREGTIGHEID

# Appendix AA

| EvaSys | **RESIDENCE COMMITTEE CANDIDATE EVALUATION** | Electric Paper |
|---|---|---|

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

## 1. RESIDENCE

The purpose of this questionnaire is to understand your experience of the election procedure and processes in your residence. Participation in this questionnaire is voluntary and your responses are anonymous.

**1.1 Please select your residence.**

☐ Abraham Fischer ☐ Akasia ☐ Arista
☐ Armentum ☐ Beyers Naude ☐ ConLaures
☐ Emily Hobhouse ☐ Harmony ☐ Health Sciences
☐ Imperium ☐ Kagiso ☐ Karee
☐ Kestell ☐ Khayalami ☐ Legatum
☐ Madelief ☐ Marjoelein ☐ NJ Van Der Merwe
☐ Outeniqua ☐ Roosmaryn ☐ Soetdoring
☐ Sonnedou ☐ Tswelopele ☐ Vergeet-my-nie
☐ Veritas ☐ Villa Bravado ☐ Wag-'n'Bietjie
☐ Welwitschia

**1.2 Which portfolio did you contest for?**
Please Select all relevant options, residence committee includes all other portfolios not listed.

☐ Prime ☐ Vice Prime ☐ Residence Committee

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **1.3** The communication was clear in your residence for the processes and systems relating to the electronic election process. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **1.4** The time allocated for the election period to be carried out was sufficient. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **1.5** The turn around time for the screening process was sufficient. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **1.6** The manner in which circuses was conducted was user friendly. | ☐ | ☐ | ☐ | ☐ | ☐ |
| **1.7** The application used for the online voting process was user friendly. | ☐ | ☐ | ☐ | ☐ | ☐ |

**1.8 What platform did you use for circuses in your residence.**
You may choose multiple answers

☐ Blackboard ☐ Zoom ☐ Microsoft Teams
☐ Instagram ☐ Google Meet ☐ Other

**1.9 Please add any comments that relates to the election processes, systems and overall experience**

```



```

# Appendix AB

| EvaSys | **RESIDENCE HEADS ONLINE ELECTION EXPERIENCE EVALUATION** | Electric Paper EVALUATIONSSYSTEME |
|---|---|---|

STUDENT LIFE COMMUNITTIES 2020

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

## 1. ONLINE ELECTION EVALUATION

The purpose of this questionnaire is to understand your experience of the managing the electronic voting process. Participation in this questionnaire is voluntary and your responses are anonymous.

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 1.1 | The time period allocated to manage the elections was sufficient (Applications, circuses, internal meetings and elections)? | ☐ | ☐ | ☐ | ☐ | ☐ |
| 1.2 | You were able to manage internal planning and training/ information sessions related to elections in your residence? | ☐ | ☐ | ☐ | ☐ | ☐ |
| 1.3 | Internal election procedures was managed with ease? | ☐ | ☐ | ☐ | ☐ | ☐ |
| 1.4 | The training provided equipped you to be able to manage the electronic election process? | ☐ | ☐ | ☐ | ☐ | ☐ |

1.5 How many Prime Candidates contested for the election in your residence?

1.6 How many Residence Committee candidates contested for the election in your residence?

1.7 How many students are registered to your residence (Day residences) or accommodated in your residence (On campus residences)

1.8 How many students voted in the elections of the Prime Portfolio?

1.9 How many students voted in the election of the Residence Committee portfolios?

1.10 Do you have any comments?

# Chantal Kader
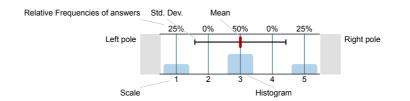
RH Online election Experience 2020 ()
No. of responses = 26

## Survey Results

## Legend

Relative Frequencies of answers    Std. Dev.    Mean

Question text

Left pole

25%    0%    50%    0%    25%

Right pole

Scale    1    2    3    4    5    Histogram
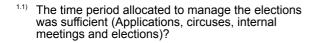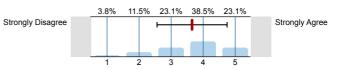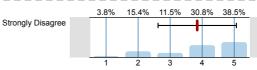
n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

## 1. ONLINE ELECTION EVALUATION

**1.1)** The time period allocated to manage the elections was sufficient (Applications, circuses, internal meetings and elections)?

Strongly Disagree

3.8%   11.5%   23.1%   38.5%   23.1%

Strongly Agree

n=26
av.=3.7
dev.=1.1

1    2    3    4    5

**1.2)** You were able to manage internal planning and training/information sessions related to elections in your residence?

Strongly Disagree
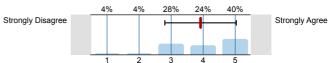
3.8%   11.5%   11.5%   42.3%   30.8%

Strongly Agree

n=26
av.=3.8
dev.=1.1

1    2    3    4    5

**1.3)** Internal election procedures was managed with ease?

Strongly Disagree

3.8%   15.4%   11.5%   30.8%   38.5%

Strongly Agree

n=26
av.=3.8
dev.=1.2

1    2    3    4    5

**1.4)** The training provided equipped you to be able to manage the electronic election process?

Strongly Disagree

4%    4%    28%    24%    40%

Strongly Agree

n=25
av.=3.9
dev.=1.1

1    2    3    4    5

# Profile

## 1. ONLINE ELECTION EVALUATION

| | | | | | |
|---|---|---|---|---|---|
| 1.1) | The time period allocated to manage the elections was sufficient (Applications, circuses, internal meetings and elections)? | Strongly Disagree — Strongly Agree | n=26 | av.=3.7 | md=4.0 | dev.=1.1 |
| 1.2) | You were able to manage internal planning and training/information sessions related to elections in your residence? | Strongly Disagree — Strongly Agree | n=26 | av.=3.8 | md=4.0 | dev.=1.1 |
| 1.3) | Internal election procedures was managed with ease? | Strongly Disagree — Strongly Agree | n=26 | av.=3.8 | md=4.0 | dev.=1.2 |
| 1.4) | The training provided equipped you to be able to manage the electronic election process? | Strongly Disagree — Strongly Agree | n=25 | av.=3.9 | md=4.0 | dev.=1.1 |

# Comments Report

## 1. ONLINE ELECTION EVALUATION

1.5) How many Prime Candidates contested for the election in your residence?

- 1 (5 Counts)

- 2 (11 Counts)

- 3 (7 Counts)

- 4 (3 Counts)

1.6) How many Residence Committee candidates contested for the election in your residence?

- 5

- 9 (2 Counts)

- 10 (2 Counts)

- 11

- 12

- 13 (4 Counts)

- 14

- 15 (3 Counts)

- 16

- 17 (2 Counts)

- 18

- 19 (3 Counts)

- 21

- 22

- 23

- 24

1.7) How many students are registered to your residence (Day residences) or accommodated in your residence (On campus residences)

- 115

- 119

- 120 (2 Counts)

- 145

- 149

- 150

- 154

- 155

- 174

- 178

- 179 (2 Counts)

- 180
- 185
- 186
- 188
- 190
- 200
- 214
- 220
- 239
- 252
- 258
- 358

1.8) How many students voted in the elections of the Prime Portfolio?

- 50
- 54
- 56
- 70
- 72
- 91
- 93 (2 Counts)
- 97
- 98
- 112
- 115
- 116
- 124
- 126
- 127
- 129
- 132
- 141
- 143
- 145
- 153
- 180
- 200

1.9) How many students voted in the election of the Residence Committee portfolios?

- 50

- 56
- 57
- 72 (2 Counts)
- 78
- 87
- 91
- 94
- 95
- 106
- 107
- 112
- 123
- 124 (2 Counts)
- 129 (2 Counts)
- 132
- 134
- 146
- 157
- 180
- 200

1.10) Do you have any comments?

- I would like to suggest that Voter education be considered , especially with the system, procedure and rules/policies

- In future there should be more voter's education done to ease students into understanding how the voting process will go and how the votes will be counted. Using lengthy mathematical calculations to find exactly who got what percentage of people who voted for them is confusing and almost difficult to explain to a non-mathematical scholar.
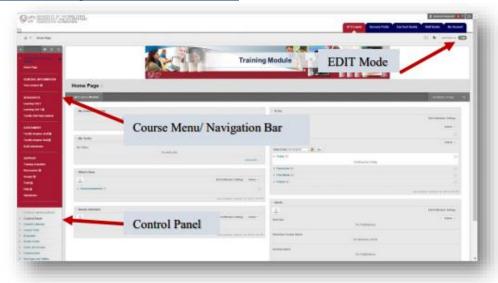
  The pre-election training on candidacy was brilliant. In addition to the crisis management training a training on student leadership would help a lot. Gathering from the PET to the now RCT students are primarily getting that being a student leader is being an assistant to the Residence Head and a project coordinator but they haven't received the crux of student governance and leadership.

- More time for planning should have been given.

- No.

- None (2 Counts)

- Please make CTL aware that we going to need to remove some members on blackboard and add new ones for next year.

- Thank you for the opportunity to learn the online election setup. Chantal really outdid herself with this and we hope more of this set up to prevail Thank you Thatello, Juvinia Angelo, Nthabiseng as other colleagues who were literally available at every step of our process - all mistakes included, new ballot paper created almost daily before the election (yes this was fun and stressful)
  We wont be returning to face to face elections i hope
  Regards

- The election process was very accessible, transparent and accountable. The election itself went smoothly and was not too tedious and time-consuming. I would recommend that we continue with this, even if it is a blended method for future elections.

- The process of manually distributing passwords is very time consuming.

- The process was efficient and inclusive.

- The whole procedure it was fair and effective

- This is a process worth exploring and planning for is future. The online process allowed more students to participate in the process (more engagement)

- This was a learning curve, but in the end it worked out well. Once challenge I had was with the emailing of individual passwords (that took forever and really even made my computer shut down). However, must say my electoral committee was fantastic and the students handled the whole thing with such professionalism. I was very impressed by the election ethics and voter turnout. We had more students voting than ever before and I think the online platform allowed students to vote with less pressure form peers. The whole experience really made me see how the students value the democratic process and I will do online elections again in the future.

- This was good exercise, with some anxiety, maybe stress, a lot of hard work and glitches. Thanks to all the colleagues that helped. Students did buy-in the process. Things will be much better with the coming elections
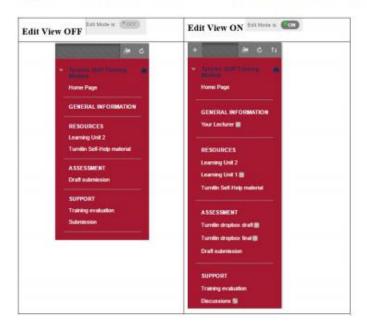
- none

# Appendix AC

## Blackboard Organisation/Portal overview



## The Course Menu

The instructor's view of the Course Menu is changed by turning the Edit Mode ON or OFF. In the **ON** position, the instructor sees the Edit View, and may edit course content. In the **OFF** position, the course display is similar to the student's view, and the instructor is unable to edit the course.

1. Point to the plus sign above the course menu. The Add Menu Item drop-down list appears
2. Click *Content Area*.
3. Type a Name for the new content area.
4. Select the Available to Users check box.
5. Click **Submit**. A link to the new content area appears on the course menu.
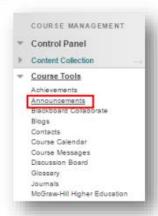
## How to create Items in a Content Area



1. Click on the *Content Area* link where you want to place an Item (e.g. pdf, PowerPoint slides etc.)
2. On the action bar, point to Build Content and click Item.
3. On the Create Item page, type a name and an optional description. Under Attachments Click on *Browse My Computer* and attach your file

## The Control Panel

Course Management is administered through the **Control Panel,** located below the navigation bar:

| COURSE MANAGEMENT | Content Collection | |
|---|---|---|
| Control Panel | **Course Tools** | Announcements, Email, and Discussion Boards that can be added to a course. |
| Content Collection | **Evaluation** | Tools for creating tests, recording grades, and tracking performance. |
| Course Tools | **Grade Center** | |
| Evaluation | **Users and Groups** | Options to create and administer (enrol, edit or remove) course users and groups. |
| Grade Center | **Customization** | Change the properties of the course such as availability, Guest/Observer status, tool availability, and appearance. |
| Users and Groups | **Packages and Utilities** | Options to import, export, copy, and archive the course. |
| Customization | **Help** | Support and online documentation. |
| Packages and Utilities | | |
| Help | | |
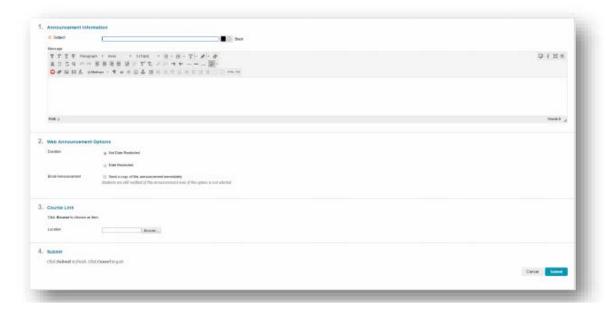
## How to create an Announcement



1. Expand the *Course tools* link and select **Announcement** from the
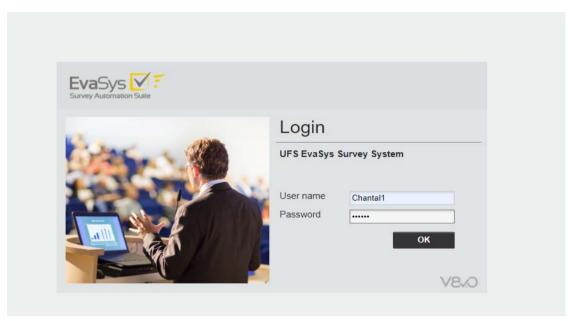


2. Click on *Create Announcement*



3. Type the Subject of the Announcement in the *Subject* field (Mandatory)

4. Type the message (announcement) in the *Message* field

5. Click *Submit*
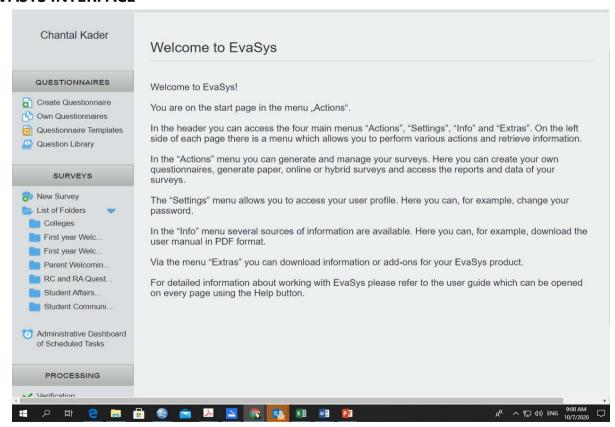
# CREATING A BALLOT PAPER IN EVASYS

## 1. LOG ON TO EVASYS SYSTEM VIA THE FOLLOWING LINK
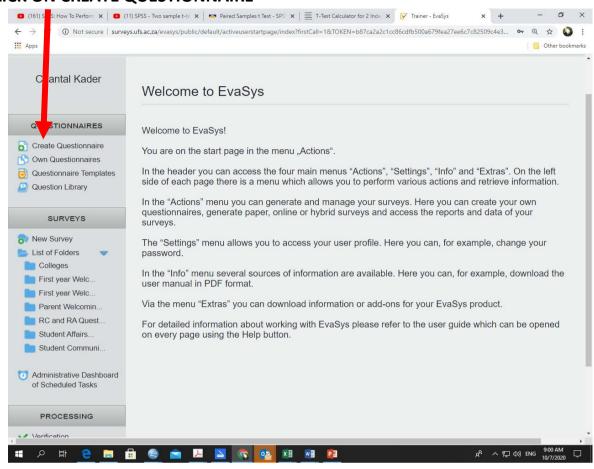
http://surveys.ufs.ac.za/
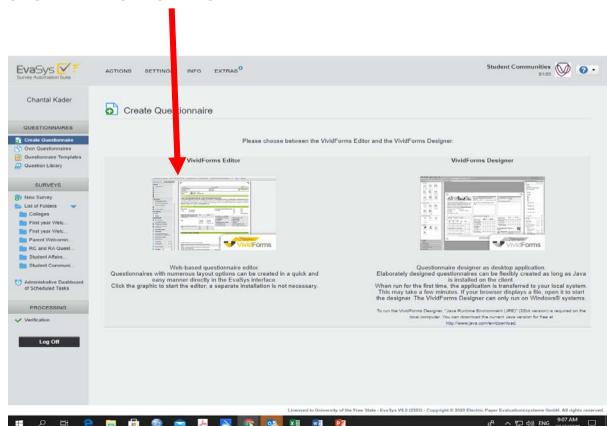
## 2. INSERT USER NAME AND PASSWORD



## 3. EVASYS INTERFACE

## 4. CLICK ON CREATE QUESTIONNAIRE
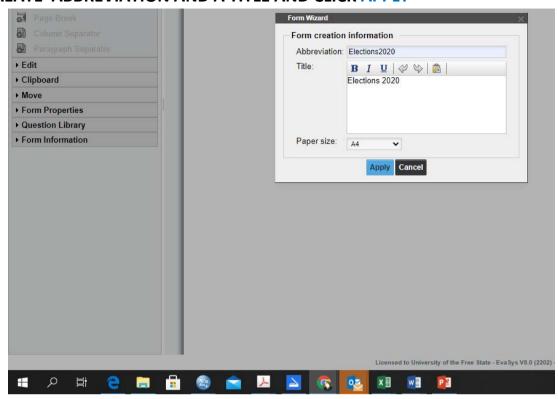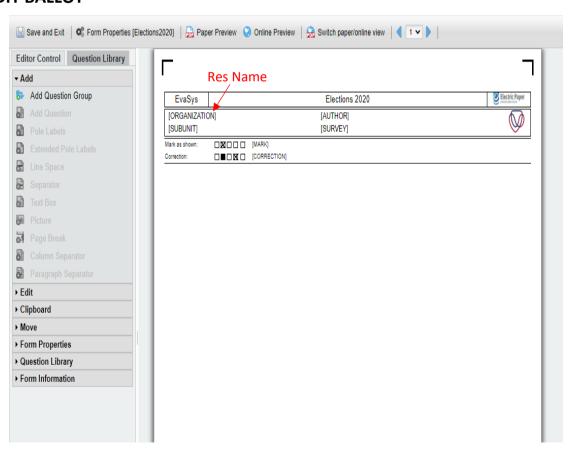


## 5. CLICK ON VIVID FORMS EDITOR
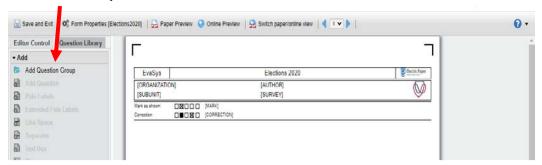
## 6. CREATE ABBREVIATION AND A TITLE AND CLICK APPLY
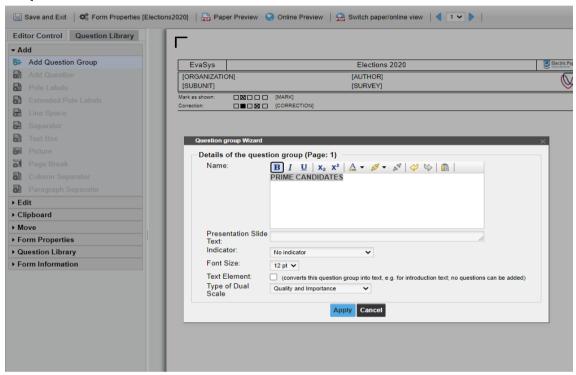


## 7. EDIT BALLOT
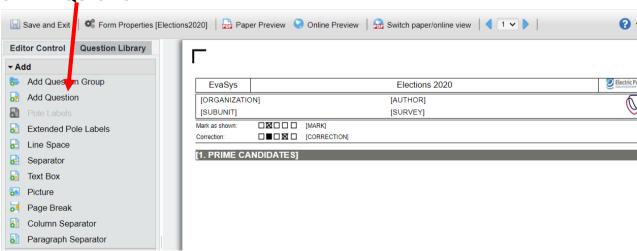
## 8. CLICK ON ADD QUESTION GROUP
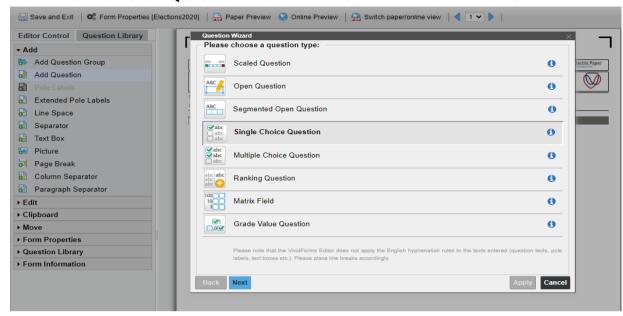


## 9. ADD QUESTION GROUP: PRIME CANDIDATES AND CLICK APPLY
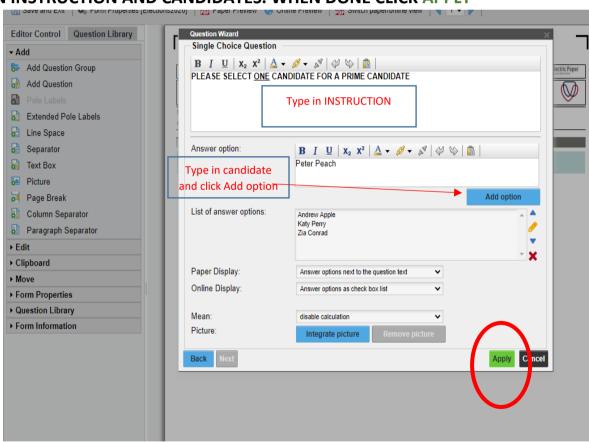


## 10. CLICK ADD QUESTION
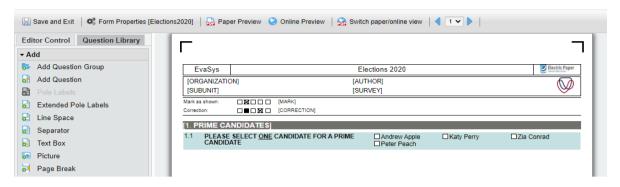
## 11. SELECT SINGLE CHOICE QUESTION FOR PRIME CANDIDATES AND CLICK NEXT
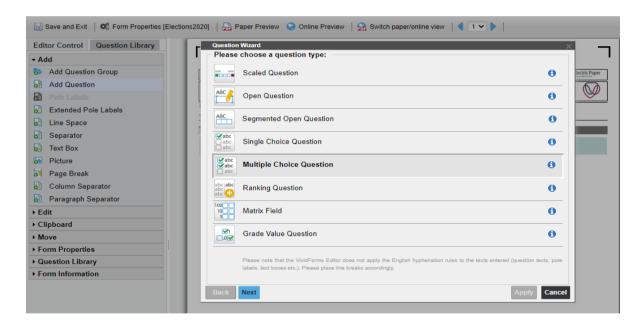


## 12. ADD IN INSTRUCTION AND CANDIDATES. WHEN DONE CLICK APPLY

## 13. AFTER CLICKING APPLY YOUR QUESTIONNAIRE SHOULD LOOK LIKE THIS
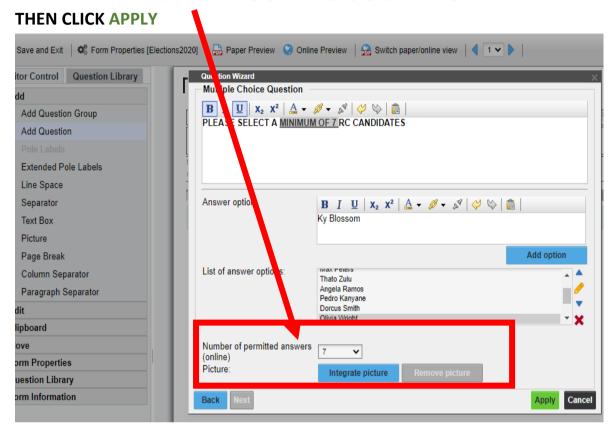


## 14. ADDING THE RC CANDIDATES: AGAIN CLICK ADD QUESTION GROUP - TYPE "RC CANDIDATES" (SEE POINT 9).

## 15. CLICK ADD QUESTION ON THE MENU BAR ON THE LEFT SIDE OF YOUR SCREEN (SEE POINT 10).

## 16. SELECT MULTIPLE CHOICE QUESTION AND CLICK NEXT

## 17. ADD INSTRUCTIONS AND CANDIDATES
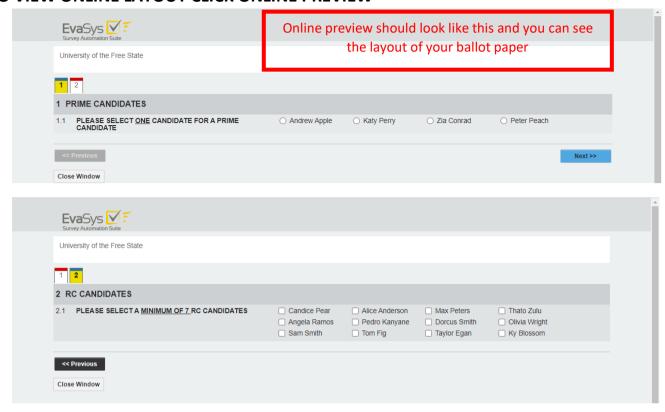
**<u>VERY IMPORTANT</u>: CHOOSE YOUR NUMBER OF PERMITTED ANSWERS (7) SO THAT THE VOTER IS LIMITED TO ONLY 7 CHOICES AND NOT MORE**

**THEN CLICK APPLY**
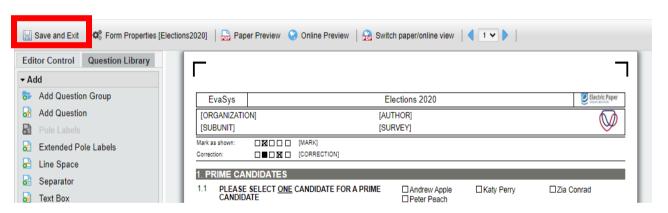


## 18. QUESTIONNAIRE LAYOUT

## 19. TO VIEW ONLINE LAYOUT CLICK ONLINE PREVIEW



Online preview should look like this and you can see the layout of your ballot paper

**EvaSys** Survey Automation Suite

University of the Free State

**1  2**

**1 PRIME CANDIDATES**

1.1  PLEASE SELECT ONE CANDIDATE FOR A PRIME CANDIDATE

○ Andrew Apple     ○ Katy Perry     ○ Zia Conrad     ○ Peter Peach

<< Previous                                                                     Next >>

Close Window

---

**EvaSys** Survey Automation Suite

University of the Free State

**1  2**

**2 RC CANDIDATES**

2.1  PLEASE SELECT A MINIMUM OF 7 RC CANDIDATES

☐ Candice Pear     ☐ Alice Anderson     ☐ Max Peters     ☐ Thato Zulu
☐ Angela Ramos     ☐ Pedro Kanyane     ☐ Dorcus Smith     ☐ Olivia Wright
☐ Sam Smith     ☐ Tom Fig     ☐ Taylor Egan     ☐ Ky Blossom

<< Previous

Close Window

## 20. CLICK SAVE AND EXIT



Save and Exit    Form Properties [Elections2020]    Paper Preview    Online Preview    Switch paper/online view    ◀ 1 ▼ ▶

| Editor Control | Question Library |

▼ Add

Add Question Group
Add Question
Pole Labels
Extended Pole Labels
Line Space
Separator
Text Box

| EvaSys | Elections 2020 | Electric Paper |

[ORGANIZATION]     [AUTHOR]
[SUBUNIT]     [SURVEY]

Mark as shown:  ☐☒☐☐☐  [MARK]
Correction:  ☐■☐☒☐  [CORRECTION]

**1. PRIME CANDIDATES**

1.1  PLEASE SELECT ONE CANDIDATE FOR A PRIME CANDIDATE

☐ Andrew Apple     ☐ Katy Perry     ☐ Zia Conrad
☐ Peter Peach

# GENERATING A SURVEY TO BE ACTIVE ONLINE
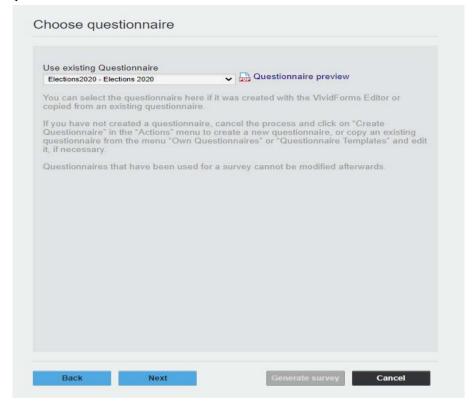
21. **ON THE MENU TAB ON THE LEFT UNDER SURVEYS: CLICK NEW SURVEY**
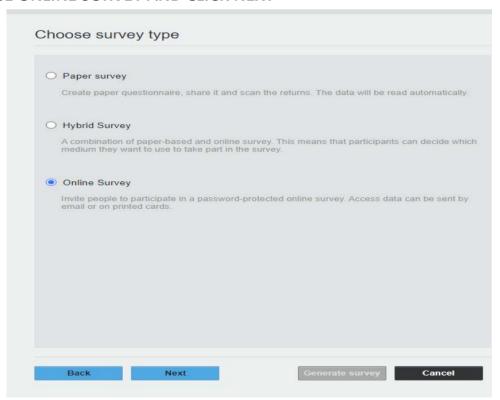


22. **ENTER SURVEY NAME AND CREATE A NEW FOLER  - CLICK NEXT**
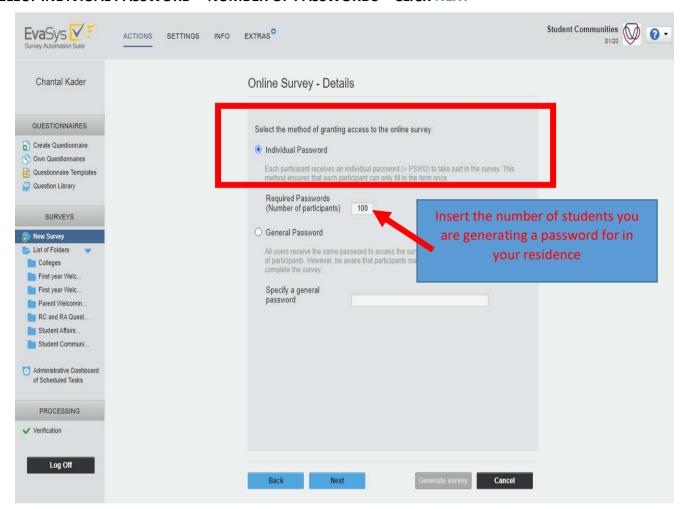
## 23. SELECT YOUR QUESTIONNAIR YOU CREATED FROM THE DROPDOWN LIST AND CLICK NEXT
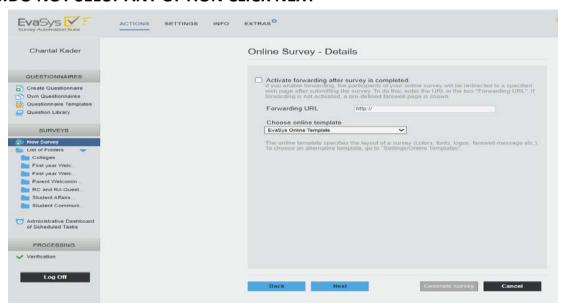


## 24.CHOOSE ONLINE SURVEY AND CLICK NEXT
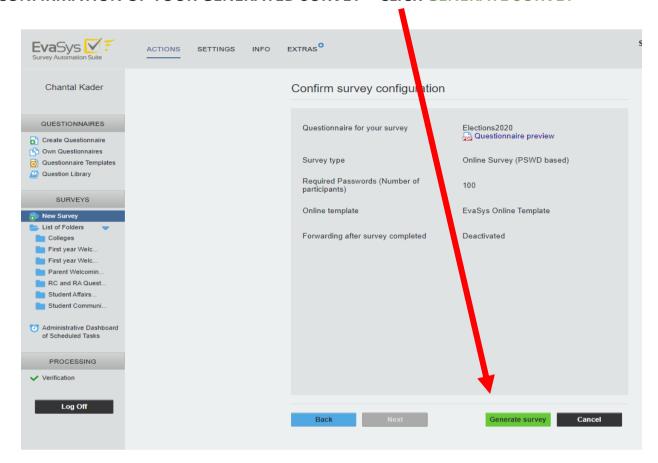
## 25. SELECT INDIVIUAL PASSWORD – NUMBER OF PASSWORDS – CLICK NEXT
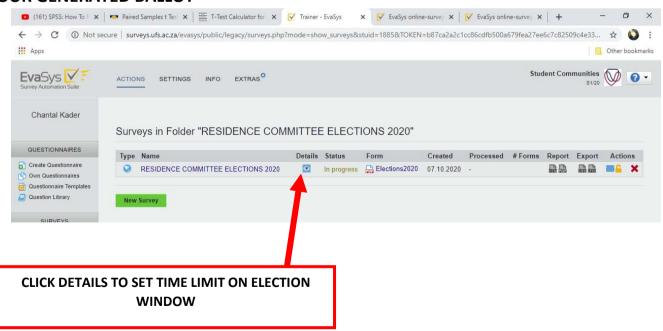


## 26. DO NOT SELCT ANY OPTION CLICK NEXT
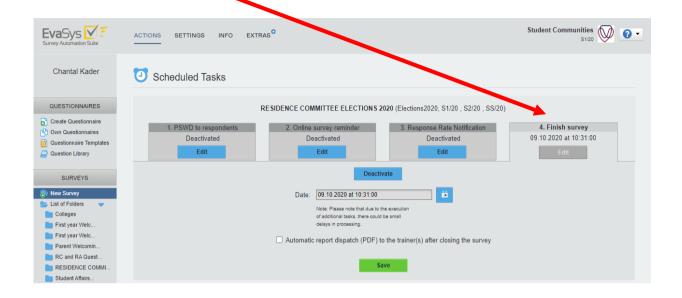
## 27. CONFIRMATION OF YOUR GENERATED SURVEY – CLICK GENERATE SURVEY



## 28. YOUR GENERATED BALLOT



**CLICK DETAILS TO SET TIME LIMIT ON ELECTION WINDOW**
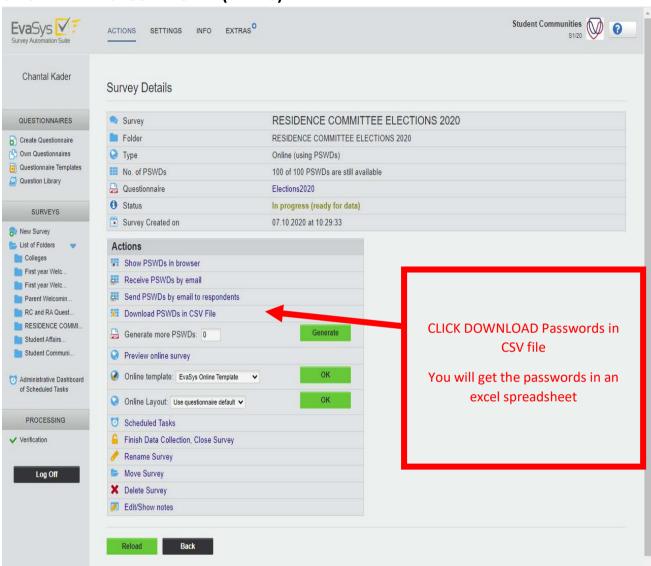
**29. CLICK EDIT ON FINISH SURVEY TAB – INSERT DATE TIME – CLICK SAVE**
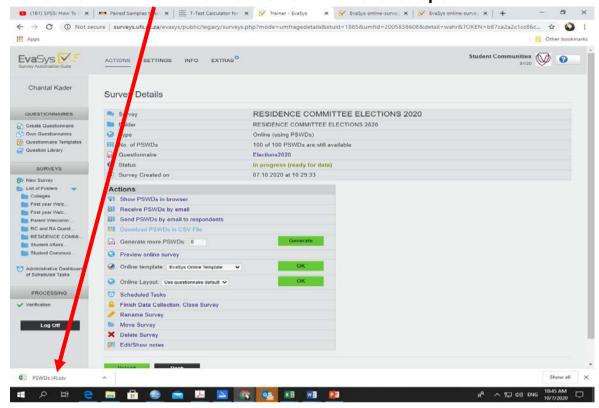
# DOWNLOAD PASSWORDS
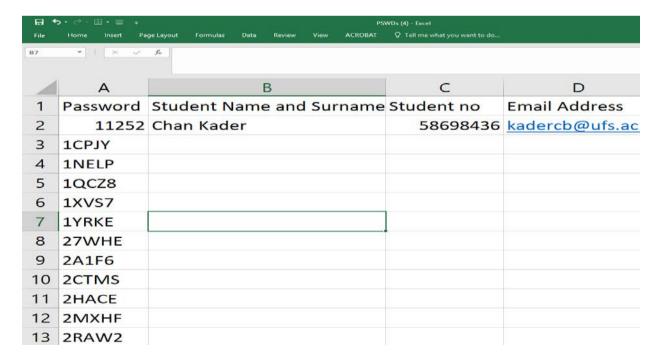
## 30.CLICK ON DETAILS ICON AGAIN (SEE 28)



CLICK DOWNLOAD Passwords in CSV file

You will get the passwords in an excel spreadsheet

**31.PASSWORDS APPEARS AT BOTTOM OF SCREEN- click to open**
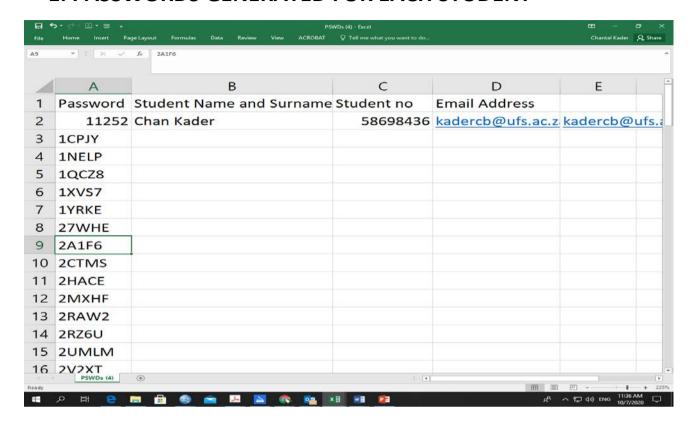


**32.PASSWORDS IN EXCEL FORMAT.  ADD STUDENT DETAILS TO ASSIGN AUTOMATED PASSWORD**



**NEXT:  SEE EVASYS VOTING PROCEDURE MANUAL**

# PROPOSED ONLINE RC/RA ELECTIONS 2020
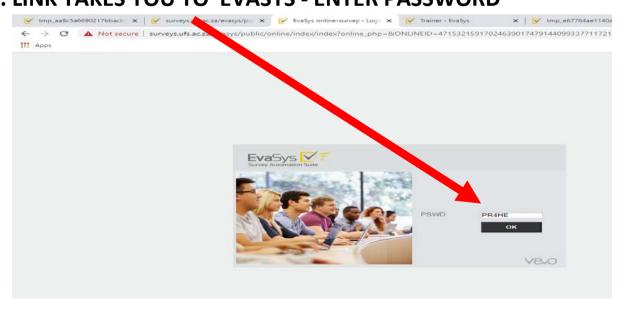
## 1. PASSWORDS GENERATED FOR EACH STUDENT
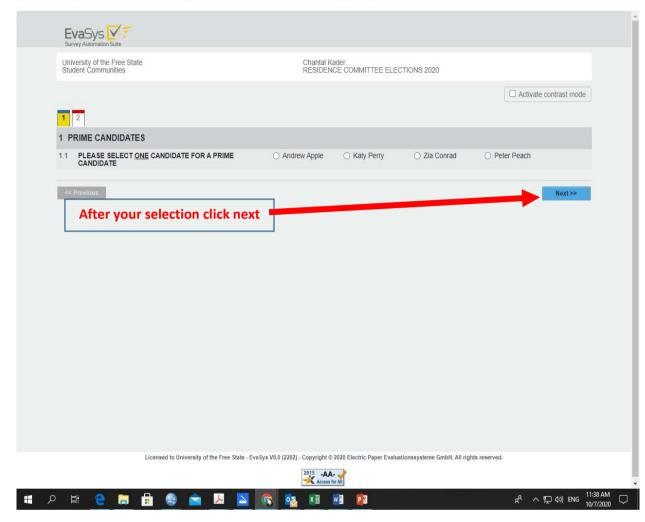


## 2. LINK AND PASSWORD WILL BE EMAILED TO EACH STUDENTS UFS4LIFE EMAIL ADDRESS

http://surveys.ufs.ac.za/evasys/online.php
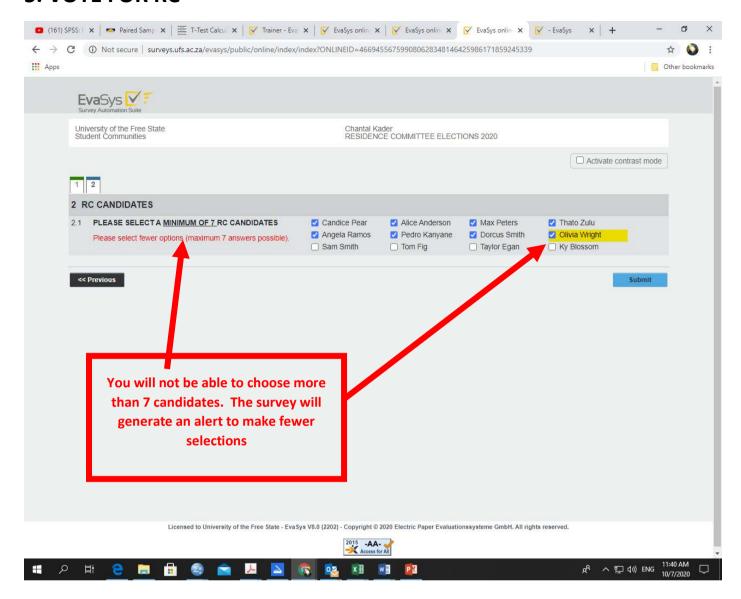
## 3. LINK TAKES YOU TO EVASYS - ENTER PASSWORD

# PROPOSED ONLINE RC/RA ELECTIONS 2020
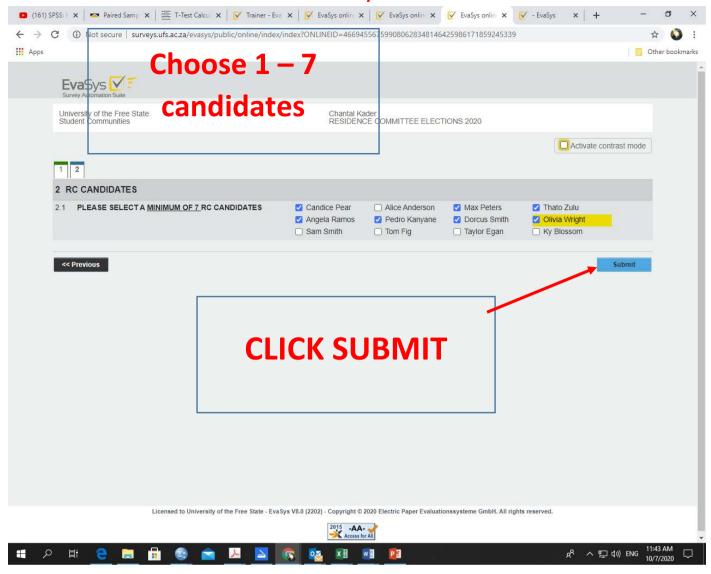
## 4. ONCE YOU ENTER YOUR PASSWORD THIS WILL BE THE FIRST SCREEN: VOTE FOR A PRIME CANDIDATE AND CLICK NEXT

# PROPOSED ONLINE RC/RA ELECTIONS 2020

## 5. VOTE FOR RC

# PROPOSED ONLINE RC/RA ELECTIONS 2020



**6. SUBMIT**

# PROPOSED ONLINE RC/RA ELECTIONS 2020
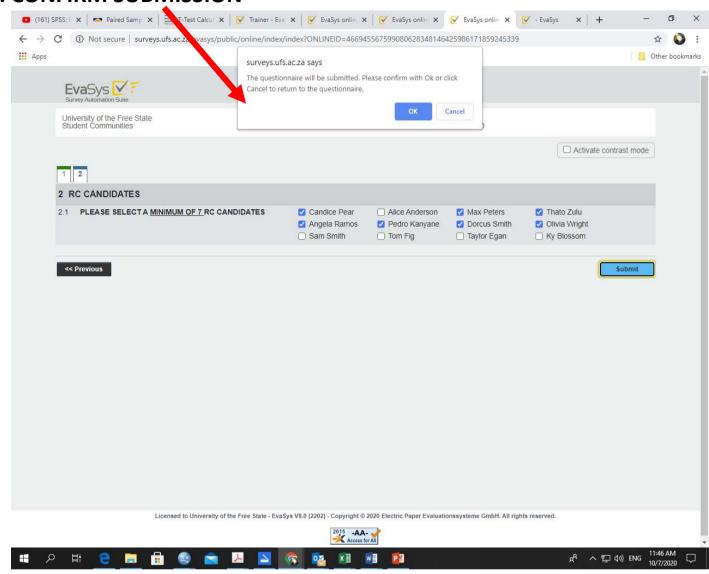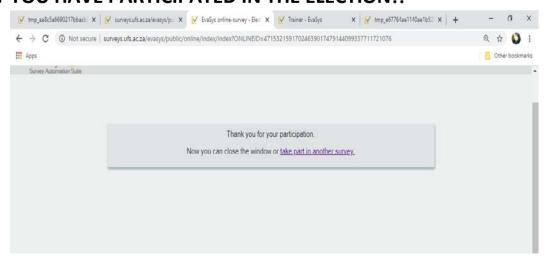
## 7. CONFIRM SUBMISSION
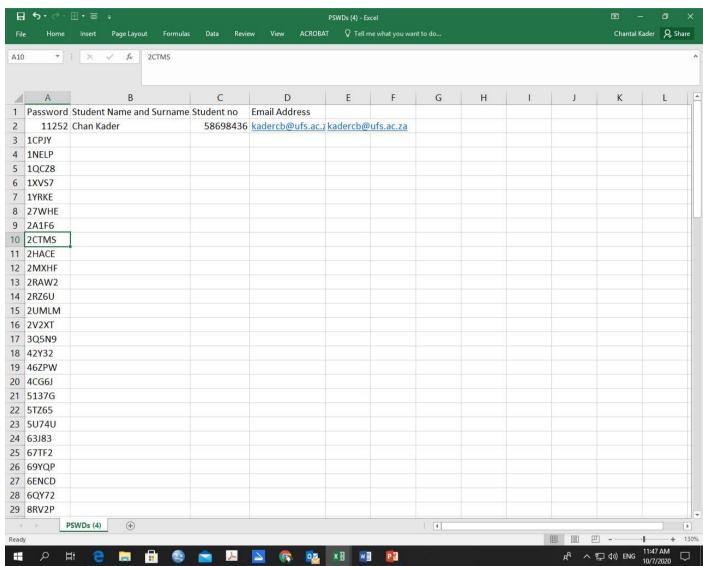


## 8. YOU HAVE PARTICIPATED IN THE ELECTION!!

# PROPOSED ONLINE RC/RA ELECTIONS 2020
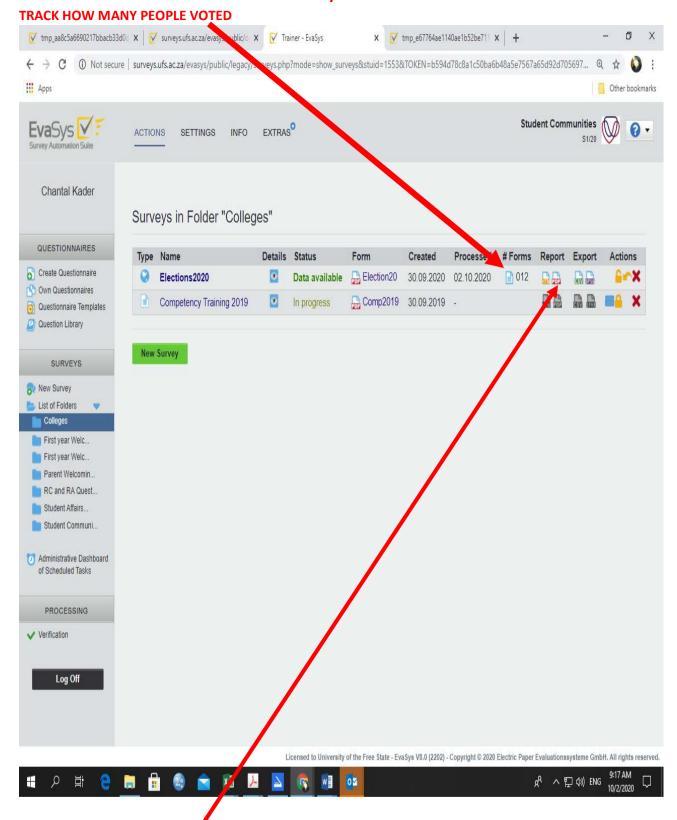
## 9. PASSWORDS CAN ONLY BE USED ONCE

## 10.     UNUSED PASSWORDS CAN BE TRACKED TO MONITOR WHO VOTED



## 11.     RESULTS REPORT

# PROPOSED ONLINE RC/RA ELECTIONS 2020

**TRACK HOW MANY PEOPLE VOTED**



Click on the pdf icon to view your report for election results

# PROPOSED ONLINE RC/RA ELECTIONS 2020

## Chantal Kader
### RESIDENCE COMMITTEE ELECTIONS 2020

A total of 8 respondents completed the questionnaire. Response rate = %

---

Survey Results

## 1. PRIME CANDIDATES

### 1.1) PLEASE SELECT ONE CANDIDATE FOR A PRIME CANDIDATE

n=8

| Candidate | % |
|---|---|
| Andrew Apple | 25% |
| Katy Perry | 12.5% |
| Zia Conrad | 62.5% |
| Peter Peach | 0% |

## 2. RC CANDIDATES

### 2.1) PLEASE SELECT A MINIMUM OF 7 RC CANDIDATES

n=8

| Candidate | % |
|---|---|
| Candice Pear | 37.5% |
| Alice Anderson | 75% |
| Max Peters | 87.5% |
| Thato Zulu | 50% |
| Angela Ramos | 37.5% |
| Pedro Kanyane | 87.5% |
| Dorcus Smith | 75% |
| Olivia Wright | 37.5% |
| Sam Smith | 37.5% |
| Tom Fig | 75% |
| Taylor Egan | 62.5% |
| Ky Blossom | 25% |

# Appendix AD

# UNIVERSITY OF THE FREE STATE

# A COLLABORATION MANUAL BY

# STUDENT COMMUNITIES (RESIDENCE LIFE): A DIVISION OF STUDENT AFFAIRS

# AND

# HOUSING AND RESIDENCE AFFAIRS

# OPERATIONAL AND STRUCTURAL GUIDELINES

# Content

# 1   AIM OF THE MANUAL

The aim of this manual is to promote holistic student development within student communities by ensuring that residence students becomes actively involved in formally organized residence-related activities and programs, which forms both the core of student life, as well as a foundation of a healthy campus culture.

Furthermore, the manual aim to establish a framework for meaningful, orderly relations and integration within the residences, colleges and across all three campuses.

This manual serves as a guideline and must be read in conjunction with the following documents:

- the Residence Committee Portfolio Duties, attached hereto as Annexure A;
- the Code of Conduct, attached hereto as Annexure B;
- the Undertaking:  Code of Conduct, attached hereto as Annexure C;
- the Disciplinary Code of Conduct, attached hereto as Annexure D;
- the General Contract Conditions Pertaining to Accommodation in Residences, attached hereto as Annexure E;
- the First Year Student Agreement, attached hereto as Annexure F;
- the Senior Student Agreement, attached hereto as Annexure G;
- the University's Rules on Student Discipline, attached hereto as Annexure H;
- the Replacement Policy:  Junior Residences, Main Campus, attached hereto as Annexure I
- the Policy on Occupational Health and Safety, attached hereto as Annexure J;
- the Security Policy:  Protection Services, attached hereto as Annexure K;
- the Undertaking:  Pregnancy, attached hereto as Annexure L;
- the Procedure in the event of Death of a Student, attached hereto as Annexure M;
- the Manual for Residences:  Financial and General Administrative Procedures, attached hereto as Annexure N;
- the Application Form for Official Trips & Tours, attached hereto as Annexure O;
- the Permission Form for University Internal & External Functions, attached hereto as Annexure P;
- Increasing Diversity in the University Main Campus Residences:  A New Policy and Role for Residences, attached hereto as Annexure Q;
- the Guidelines for the Election of the Residence Committee, attached hereto as Annexure R;  and
- all other relevant material and/or documentation that are available on the University's Internet.

Residences are considered learning centres that provide a holistic development programme to students.  The development of students and the management of the residences are driven by the vision, mission and values of the University, Student Affairs as well as the vision and mission of the Division Housing and Residence Affairs.

# 2   Preamble of the Student Communities [Residence Life]: Manual and Guideline

The Student Communities; Residence manual and guideline is founded on the vision, mission and values of the University of the Free State to be an excellent, equitable and innovative university recognised for excellence in academic achievement and human reconciliation.

The UFS achieves through demonstrating in everyday practice the value of human togetherness and solidarity across social and historical divides. Advancing social justice by creating multiple opportunities for disadvantaged students to access the university. Promoting innovation, distinctiveness, and leadership in both academic and human pursuits. As well as establishing transparent opportunities in lifelong learning for academic and support staff.

Furthermore, the UFS has five core values that represent deeply-held commitments which inform every policy and steer every action, including this Student Communities [Residence Life] Manual and Guidelines.

# 3   THE UNIVERSITY'S VISION, MISSION & VALUES

**Vision**

A university recognised across the world for excellence in academic achievement and human reconciliation.

**Mission**

The university will pursue this vision through its mission:

Setting the highest standards for undergraduate and postgraduate education.
Recruiting the best and most diverse students and professors into the university.
Advancing excellence in the scholarship of research, teaching, and public service.
Demonstrating in everyday practice the value of human togetherness and solidarity across social and historical divides.
Advancing social justice by creating multiple opportunities for disadvantaged students to access the university.
Promoting innovation, distinctiveness, and leadership in both academic and human pursuits.
Establishing transparent opportunities in lifelong learning for academic and support staff.

**Values**

The following five core values represent deeply-held commitments that inform every policy and steer every action. These values underpin both the Academic Project and the Human Project of this university.

Superior Scholarship
Human Embrace
Institutional Distinctiveness

Emergent Leadership
Public Service

# 4   STUDENT AFFAIRS SECTION

## Vision

Student Affairs will strive to create opportunities for and enhance and facilitate students' skills of critical thinking and modes of being in a way that is consistent with human rights and the principles of social justice.

## Mission

Student Affairs will develop and implement co-curricular programmes and activities and services that provide truly humanising daily lived experiences, which are essential for student academic success, prosocial behaviour, student engagement and an inclusive institutional culture.

## Values of Student Affairs

The DSA values build on the five core institutional values, namely:

- Setting high standards to achieve superior academic performance
- Embracing humanity by promoting a culture of tolerance and mutual respect
- Pursuing competitiveness through embracing institutional distinctiveness
- Providing a university experience that nurtures emergent leaders
- Providing a university experience that nurtures emergent leaders
- Synergising academic excellence with the quest for effective public service and giving back to the community. The value proposition of Student Affairs is to create a socially just student-life experience that is conducive to student academic success, student engagement and critical thinking. Accordingly, the DSA's thoughts, intentions, actions and reflections will be based on the following values:

*1. Humanity*

The DSA places the highest value on the humanity of its students and staff. This means that we treat all students and staff with dignity and respect, irrespective of their sexual orientation, (dis)ability, gender, race, class, language, ethnicity, place of origin, religion and spirituality, and irrespective of other multiple identities that our students and staff may embody.

*2. Ethics*

The DSA regards it as critically important that students and staff be guided by ethical principles. That means that their daily lived experiences should focus on one fundamental question: How can I live an ethically good life? Thus, a student or staff member should always strive to do what is ethically good for himself/herself, other people, the UFS and society in general.

*3. Critical Diversity Literacy*

The DSA's programmes and activities will foreground the concept of critical diversity literacy (CDL). This way of thinking seeks to identify, deconstruct and disrupt power structures in order to create possibilities for social justice. In this regard, the DSA will study how power and privilege produces and reproduces itself, because we believe that relevant knowledge and deep understanding facilitate the ability of all students and staff members to play a truly meaningful role in the transformation of the UFS and make its institutional culture genuinely inclusive. So, the vital source/origin of the DSA's modes of being and ways of perceiving is located in the notion of CDL.

*4. Social Justice*

The DSA undertakes to facilitate just student lived experiences. All students and staff members will be guided by the intersectionality framework towards a deeper understanding of the value of critical diversity. Critical diversity transcends observable differences in order to investigate how power, privilege, dominance and oppression operate to unfairly advantage certain groups of people whilst unfairly disadvantaging other groups.

*5. Integrity*

The DSA believes that integrity is a value of the highest importance. Although we accept that rules, regulations, policies and procedures are necessary to enforce minimum standards of human behaviour, we also believe that all these efforts will come to nothing without personal integrity. Therefore, integrity is the value we wish to inculcate among our students and staff. It is only through this fundamental value that a socially just society will be possible. This conviction is based on the knowledge that a person of integrity is, among other things, honest, truthful, trustworthy, reliable and virtuous – all personal traits without which a just society could not exist.

# 5   HOUSING AND RESIDENCE AFFAIRS

**Vision:**
To foster dynamic, diverse, and safe student living and learning environments.

**Mission:**
As a committed, passionate team, we provide excellent and affordable living and learning environments for holistic student development.

**Values:**
Responsibility
Respect
Integrity
Tolerance

# 6   VALUE-DRIVEN APPROACH

The value-driven approach is where the values are the highest authority that governs all behaviour all the time.

The distinctive elements of value-driven management are:

- Conversations that facilitate a building of trust in relationships, as well as fostering change in thinking and behaviour.
- Values are implemented as a structural instrument and not as a moral instrument. (Values are instituted as the highest authority of the residence in the same way as the constitution of the country is the highest authority in the country.  The same way the country went from a dispensation where people gathered in the parliament were sovereign to a constitutional dispensation where the constitution is the highest authority.)
- Values seek to transforms residences from power hierarchy to residences that realise the potential of the residents.

Residences have the opportunity to formulate values that are the fundamental beliefs of right and wrong that guides behaviour of people.

A value-driven approach to residence life requires that all aspects of residence activities, conduct and leadership are continuously and purposefully planned according to and measured against the values of the residence.  The Residence Leadership including the Prime, RCs/RAs as well as all secondary residence leadership structures in conjunction with the Residence Head  are responsible to continuously  monitor and report residence activities and programs to ensure all programmes give effect to the values of the residence community.

Secondary Leadership Structure
1. Mentorship
2. Corridor Primes/Captain/Representative
3. Subcom
4. Executive Committees
5. Human Rights Ambassador

A value-driven approach is encouraged with regards to discipline, disciplinary process and procedures within the residence and form the basis for the actions taken by the Disciplinary Committee of the Residence.

The residence must establish and review its values annually through the internal dialogue programme facilitated by the Prime and Strategies and Values committee. The values of the residence must be in line with the vision, mission and values of the University, Student Affairs as well as the vision and mission of the Division Housing and Residence Affairs.

The values of the residence must form part of the Code of Conduct, attached hereto as Annexure B.

Residence members are required to sign the Code of Conduct Undertaking, attached hereto as Annexure C, to indicate their commitment to the policies, rules and regulations and values of the University, the Division Housing and Residence Affairs and the residence, as well as the Residents Agreements, attached hereto as Annexure F (for all students: first year students and senior students).

## 7   LIVING AND LEARNING

Living and Learning facilitates the learning experience through and within the living space of a student. The Living and Learning approach is about the learning needs of the student, what they know, who they are, what their values and behaviour patterns are, and how they see themselves contributing to and participating in the world in which they live. Residences provide physical space, harmonized by College leadership, for workshops and training that promote learning and development.

The residence system facilitates this process in creating an environment where students can engage in the intellectual life of the university beyond the classroom. The residences, college structures, the learning communities that contribute to improved throughput rates of the institution.

The Living and Learning approach requires the alignment of residence and student life with broader societal realities with the purpose of contributing to the development of students in them becoming exemplary citizens that contribute to society.

## 8   INSPIRATIONAL SPACES

The Inspirational Spaces approach aims to shift group-identity from the goal of identity of moulding all members of a group according to a particular design, to the goal of establishing an encouraging environment that enables expressions of both unique and shared identities, show a clear focus on values, excellence and accountability, established shared decision-making and relationships that challenge stereotypes.

Inspirational spaces envisage in developing students within the residence to be the best that they can become rather than expecting to be all the same as everyone in the residence. It is about when "students can be the best they can be, then we will all win" rather than when "you are as me then, we will win".

## 9  COLLEGES

Residence colleges are designed to create opportunities for a larger community of residents to come together for social, supportive, or experiential activities.  The purpose is to promote the use of residential college space as a place where students can create a sense of community with other students at the University of the Free State.

The college system allows for residences to work together on joint projects in smaller groups (4-6 residences) that facilitate interaction, co-operation, as well as opportunities to work and learn together.

Colleges also provide the opportunity to close the gap between the academic experience in the classroom and the experience outside the class room.  In addition it provides the environment to integrate the life of the student in residence with the needs of the student that resides off-campus.

The administration of a college is managed by the college coordinator and the college prime, as well as the college council. They all ensures that programs and activities within the college are implemented for development and engagement of students.  The colleges are used to create a more intimate university experience.

## 10  LEARNING COMMUNITIES

Learning communities provide the opportunity where residences, particularly in clusters, have the opportunity to create opportunities for learning communities to develop.  Learning communities are informally organized amongst residences, as well as within clusters to create opportunities for learning to take place beyond the classroom.  This can entail informally organizing learning events such as excursions, talks, dialogues, forums, groups for subject tutoring, study, research, assignments and so forth.  This creates opportunities for collaboration between residences for fostering academic success and learning, as well as a culture of scholarship and dialogue.

Learning Communities in residences should form part of and/or be aligned as far as possible with the broader Learning Communities established or as may be established in the general Student Life Programme as coordinated by Student Affairs.

## 11  MENTORSHIP

Peer mentors and mentees are close in age, experiences and educational level.  Peer mentorship attempts to provide new and junior students with support so as to minimise the effect of peer pressure and improve academic success for these students.

Peer mentoring focuses on the following:

- Social, academic, and cultural skills that can assist students to graduate from higher education institutions (e.g. colleges and universities) through addressing challenges in referrals and assistance.
- Support on the operations of the higher education system (e.g. how to apply for financial aid, how to register for classes, how to write papers, how to choose a major, etc.).

The knowledge first year students receive are usually a combination of experience of seniors students who serve as peer mentors, support services within the institution such as career counselling, clinical services, tutorship and so forth.
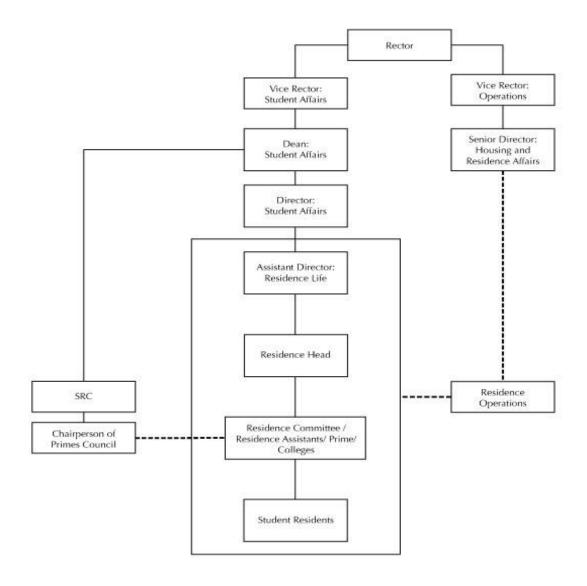
The mentorship structure encompasses that mentors are appointed and report directly to the head mentor. The head mentor is responsible for providing feedback and regularly interacting with the Residence Head and the Residence Committee for first years. Mentors should preferably be assigned small groups of mentees that allows it to be possible for mentors to provide mentees with the necessary mentorship.

# 12 AUTHORITY STRUCTURES AND COMMUNICATION CHANNELS

## 12.1 Authority Structure

The residences recognize the position of the Residence Head as the highest authority in the residence, and that he/she is accountable for ensuring that the policy of the University Council is implemented in the context of the residences. The Residence Head, with co-operation of the Residence Committee (hereinafter "the RC"), is the office-bearer who is responsible for managing the residence.

## 12.2 Flow Chart: Communication Channels

The chairperson of the Primes-council (elected out of the primes of the previous term) serves ex-officio on the Student Representative Council (hereinafter "the SRC"), and acts as a critical link between the SRC to the Primes-committee.

## 13 STUDENT RESIDENTS

A student resident is a registered student at the University, who has been allocated a place in the residence, and when he/she has moved into a room in the residence.

A day student resident is a registered student at the University, who is an active member of one of the day residences.

## 14 RESIDENCE COMMITTEE AND RESIDENCE ASSISTANTS
Refer ANNEXURE A.1 and ANNEXURE A.2

### 14.1 Aim

The RC including the Prime is elected by the residents of the residence, and/or appointed by the Director: Housing & Residence Affairs, so that a favourable academic atmosphere with adequate opportunities for study may be established; a meaningful and orderly life-style in the residence may be ensured; and the interests and needs of the members they represent may be managed effectively.

The RA's are appointed and they serve a role of being a mentors to first year's students and mentoring other students within the residence. Their term starts from January to December. They are appointed by the Director: Housing & Residence Affairs, so that a favourable academic atmosphere with adequate opportunities for study may be established; a meaningful and orderly life-style in the residence may be ensured; and the interests and needs of the members they represent may be managed effectively.

The RC's/RA's are directly responsible and accountable to the Residence Head. The RC/RA and the Residence Head assume and accept full responsibility for all activities and events in the residence. It is expected of the RC/RA to promote a value driven approach, living and learning experience and create an inspirational space at all times within their respective residences.

### 14.2 Duties

#### 14.2.1 Development & Portfolios

RC/RA members must be fully familiar with this manual prior to the election, and/or appointment, and must ensure that they remain abreast with changes to this Manual during their term of service. RC members must at all times apply this manual in the execution of their functions as well as all residence related activities/projects and programs. This manual is

further applicable in all residence operations. RC members must attend all training sessions, seminars and camps for their full duration for the sake of the task at hand.  After the RC elections and RA appointments, the contracting documents have to be signed and submitted to the Residence Head, and in these contracts, the RC/RA members undertake to fulfil their portfolio duties for the full duration of the term of service. The parties to the contract [Residence Head as well as the respective RC/RA member involved] may terminate this contract upon agreement subject to compliance and <mark>performance of section…</mark> dealing with the resignation of an RC/RA member and reasonable justification.

Current/outgoing RC/RA members must perform the transfer of portfolio duties in a week after the announcement of the incoming RC members with the collaboration of the Residence Head of the Residence.

The RC portfolios are as follows:

- Prime
- Vice Prime;
- Leadership
- Secretary;
- Finances;
- Maintenance and Breakages;
- Strategies and Values;
- Diversity;
- Academic Affairs;
- First-Year Mentorship;
- Civil and Social Responsibility;
- Arts and Culture
- Sports
- Health and Wellness
- Media and Marketing;
- Colleges
- Environmental Affairs;  and
- Social.

## 14.2.2 Advising
RC/RA members act as advisers to residents with regard matters arising within the residence. Problems, identified among members, are discussed with the Residence Head, and regular and detailed feedback on residence affairs is given to the Residence Head.

## 14.2.3 Liaison and co-ordination
A RC/RA meeting (where proper minutes are kept) must be held at least once a week, and be attended by all RC/RA members as well as the Residence Head.  These minutes, as well as the minutes of residence meetings, must be distributed to the Residence Head and all the

RC/RA members for their information. The RC/RA engages in social interaction with the Residence Head at least once a month or per term, and during these social exchanges, residential affairs are discussed informally.

RC/RA members bear the full responsibility for members' proper adherence to the values of the residence. The RC/RA members' own compliance with these values is critical.

All projects that RC/RA members, as well as sub-committees, intend to undertake, have to be submitted to a RC/RA meeting for its approval, and must be discussed in detail with the RC/RA and the Residence Head prior to implementation. This should take place at least two weeks prior to the event.

Written portfolio reports must be prepared at least once per quarter by each portfolio holder, and these have to be submitted to the Residence Head, who will submit it to the Assistant Director: Residence Life. RC/RA members are responsible for the implementation of saving operational measures in residences, as required by the Division: Housing & Residence Affairs, from time to time.

The Secretary provides the Residence Head and RC/RA committee members with a copy of the RC/RA duty roster with the instruction to members to note any changes on the timetable.

The RC/RA member arranges week-end leave with the Prime, who will, in turn, inform the Residence Head in writing of such leave.


Each RC/RA member and portfolio committee is responsible for immediate clearing up once an activity/project has been concluded. If clearing up is not done properly, it will be done through the Division Housing & Residence Affairs, at costs.

RC/RA members cannot take autonomous decisions – these decisions have to be taken and approved beforehand and must be approved by the Residence Head.

It is also the RC/RA's responsibility to keep records of the involvements and achievements of the residents.

It is the RC/RA's responsibility to inform members of the residence with regard to the SRC substructures, societies and cultural organizations in an attempt to involve members in these organizations.

It is also the RC/RA's responsibility to motivate students to become involved in various societies and organizations.

The RC/RA is responsible to ensure that there is always someone on duty at the front door of the residence.

### 14.2.4  Service duties and times of duties
The RC/RA member, who is on duty, must be available in the residence for the entire day, except for the attendance of lectures and unless other arrangements have been made with the Prime, who will, in turn, inform the Residence Head accordingly.

Every evening of the week, from Monday to Sunday, an RC/RA member has to be on duty, and must ensure that all leave is noted in the relevant books, and that all inside and outside doors are locked at the prescribed times.  The recommended time period for a duty is between 22:00 and 24:00.  The RC/RA member on duty is responsible for the implementation of arrangements with respect to visiting times for visitors (men/women), and where persons have acted outside the rules it will be the duty of the RC/RA member to initiate the disciplinary process by informing the Prime and the Residence Head.

Over weekends there have to be two RC/RA members in the residence.  This is arranged by the Prime, in consultation with the Residence Head.

During the evenings of the week, an RC/RA member may only, in exceptional cases, exchange a duty with a senior student, in consultation with the Prime and the Residence Head. Over weekends, duty may only be exchanged with another RC/RA member.

An RC/RA member must, however, be available in the residence from 18:00 onwards. Permission to leave after the examination is obtained from the Prime, who takes a decision in consultation with the Residence Head.  Each case will be considered on merit on condition that there will always be an adequate number of RC/RA members available in the residence.

### 14.2.5  Locking the front door prior to holidays
The Prime or Vice Prime, and an RC/RA member must remain in the residence until 10:00 of the morning on which the residence closes.  The key must then be hand over to the Residence Head.

The RC/RA members must be available at all times up to this particular date.

### 14.2.6  Unlocking the front door after holidays
The Prime or Vice Prime and an RC/RA member must be available in the residence the day prior to the date on which classes commence.  The day before classes commence, the front door will be open from 10:00.

If first-year students are not on duty, the RC /RA members in question have to do the reception duty.

### 14.2.7  General
RC/RA MEMBERS MUST ACCEPT RESPONSIBILITY FOR QUIET TIMES IN THEIR RESPECTIVE CORRIDORS, AND MUST NOT MERELY ACT WHEN COMPLAINTS ARE RECEIVED.

A copy of the weekly disciplinary report has to be submitted to the Residence Head for his/her information. Residents may lodge appeals against any fine or disciplinary decision imposed by directing a written appeal to the Residence Head *via* the residence internal procedure. The Residence Head will then involve the Assistant Director: Residence Life if the issue is not resolved to the satisfaction of the parties. Vice Prime should have proper disciplinary procedures with proper minutes taken.

This manual and all other binding policies must be available from the Prime and the Residence Head.

All external notices that are put up on notice-boards must be rubber-stamped/signed by the Student Affairs, by the Residence Head, the RC/RA and/or the Assistant Director: Residence Life.

All societies, committees and clubs in the residence, function under the control and supervision of the RC/RA.

## 14.3 RC/RA Honoraria

RC honoraria are paid out in four instalments (at the end of December, at the end of February, at the end of June and the end of September). RA honoraria are paid in four instalments within January to December period. Remuneration will be paid into RC/RA members' personal accounts, and further details in this regard appear in the Manual for Residences: Financial and General Administrative Procedures (attached hereto as Annexure N). The Residence Head reserves the right to refuse to sign the payment form for valid reasons.

The outgoing RC/RA must draw up an annual report for each portfolio and only once these have been signed by the Residence Head, and these reports have been submitted to the Assistant Director: Residence Life, will the last payment of honoraria be made.

## 14.4 Disciplinary Code for RC

The purpose of this disciplinary code is to ensure that RC/RA members act fairly and without any bias. The point of departure when discipline is considered is to dissuade students from engaging in unacceptable behaviour, and to involve the RC/RA member in correcting such behaviour. The primary purpose of discipline is therefore to encourage the RC/RA member to correct his/her behaviour rather than to be subjected to punitive measures.

Disciplinary action is also necessary when an RC/RA member's behaviour is unsatisfactory or unacceptable, and when the University or residential rules are violated. Disciplinary action must be associated with a clear statement of reasons for the necessity to take action, and such action is initiated in the following contexts:

- Failure to perform tasks within the functioning of the RC/RA duties and responsibilities.
- Failure to submit quarterly reports as expected by the RC/RA roles and duties
- Failure to execute and implement programmes according to the year plan

- Any action that compromises the good name of order, rights and discipline in the residence, or any action that shows disregard for the activities of the particular RC/RA, residence or the University.

An RC/RA member, who does not attend one RC/RA or Residence meeting without submitting apologies, will be issued with a written warning which he/she has to sign. If such failure to attend meetings persists, he/she is given a final warning by the Residence Head. A warning can also be given if the RC/RA member misuse his/her budget allocation; and fails to perform the stipulated duties or where the image of the residence is compromised. Each residence is responsible to draw-up / provide their own forms with regard to warnings, disciplinary hearings, etc.

The suspension of an RC/RA member may be affected after two written warnings have been issued, and after consultation with the Prime, the Residence Head and the Assistant Director: Residence Life. Improper and unacceptable behaviour may lead directly to expulsion.

**It is of the utmost of importance that ALL students note the following:**

- Should a student contravene any Level 1, Level 2 or Level 3 Contraventions, they will be issued with a written warning. (Except in exceptional cases if more serious offences have been contravened and a disciplinary hearing have been issued on a student or if a student has been expelled immediately.)
- Should a student make himself/herself guilty again of contravening any Level 1, Level 2 or Level 3 Contraventions, a student will be issued with a fine, as a final warning. (Except in exceptional cases if more serious offences have been contravened and a disciplinary hearing have been issued on a student or if a student has been expelled immediately.)
- Should a student make himself/herself guilty again of contravening any Level 1, Level 2 or Level 3 Contraventions, after a fine (as final warning) has been issued to that student, the student will be expelled immediately out of the Residence.

(With regard to the abovementioned refer to the Disciplinary Code of Conduct.) and the restorative approach may be facilitated.

Herewith attached, as Annexure D, you will find the Disciplinary Code of Conduct.


# 15 ELECTION OF RESIDENCE COMMITTEES


## 15.1 Definitions

"Nominee" means any resident (residence member) who makes himself/herself available for election, taking into account the Guidelines for the Election of RC Members, attached hereto as Annexure R.

"Candidate" means a nominee who has been screened successfully.

"Electoral Committee" means a committee consisting of the Residence Head, who shall act as the chief electoral officer, the outgoing RC members and/or two seniors nominated by the Residents (the house). The Electoral Committee must be introduced to the house at least 1 month before election proceedings begin.

## 15.2 Basic Requirements for a RC Member

- The candidate must associate himself/herself with, and subscribe to, the vision, mission and values of the University, the vision and mission of the Division:  Housing & Residence Affairs, the vision and mission of division: Student Affairs, as well as the contents of this Manual.
- Every student who stayed in the residence for more than six months is entitled to stand for RC and to vote.
- The candidate must have fairly clean record of proper behaviour in the residence or on campus in the preceding term, which has not resulted in disciplinary action being taken against him/her by the University, Housing & Residence Affairs, the Dean: Student Affairs, Student Disciplinary and Mediation Unit (SDMU), the SRC or the RC/RA.
- The candidate must be a full time registered student, and comply with the requirements of the Replacement Policy (herewith attached as Annexure I).
- Moreover, candidates must be well-balanced individual, since the obligations and responsibilities of the position can be challenging.
- The candidate must have adequate time to his/her disposal so that duties may be performed adequately
- If a student qualifies, in terms of the current requirements stipulated by the Council, he/she may be elected.  (Refer to the Replacement Policy, attached hereto as Annexure I, in this regard.).

## 15.3 Nominations

Nominations for the Prime and RC members are made in writing on the appropriate proposal form, attached hereto as Annexure R.  The prospective residence member is proposed formally by the proposer, and is seconded in writing by at least two members who are entitled to vote for the Prime, and for an ordinary RC member. Nominations for all the elections of on-campus and of day residences.  The proposal form is signed by the nominated member of the residence to confirm his/her willingness to stand as a candidate.

Each member of the residence may propose or second only one person as Prime, and propose a maximum of eight persons to stand as ordinary RC members.  The proposer may not second the person he/she has proposed.

Nominations for the Prime / RC close seven (7) days prior to the date of the election.

The Election Committee must check all nomination forms, and if a nomination is not in order, the election committee have to inform the proposer immediately so that the error may be

corrected. A nominated candidate may only withdraw his/her nomination if the proposer agrees that this may be done.

Nomination forms and policies must appear on the notice-boards at least 48 hours before the election in question takes place.


## 15.4 Elections

The number of RC members that have to be elected is specified in this Manual. Residences may not elect more than nine (9) RC members (Prime included).

Only residents may participate in an election. Residents vote by way of a secret ballot and sign the Residents Control List when they vote. RC candidates and the Electoral Committee may also vote.

The Residence Head acts as the Chief Electoral Officer during the RC election. He/she are supported by two (2) or three (3) of the outgoing RC members not contesting for the elections, and/or 2 (two) senior students nominated by the residents (the house) who will leave the residence at the end of the academic year.

The election of the Prime takes place first. The Prime must be elected with a clear majority – half of those members who are entitled to vote, and are present, plus one vote. Then, the prescribed number or ordinary RC members are elected. Various rounds of elections will be held if more than three residents have been nominated for the position of Prime.

The votes shall be counted by the Election Committee directly after the elections. The Chief Electoral Officer (the Residence Head) shall supervise the counting. The results shall be announced to the student residents' at the most suitable time, as determined by the Residence Head directly after the counting is over.

All ballot papers will be kept in separate envelopes for one month after the election so that any member who is entitled to vote may have access to the ballot papers, which are placed in safe-keeping with the Residence Head, after which they are destroyed. Any objections with regard to malpractices during the election must be submitted in writing to the Chief Electoral Officer (the Residence Head) within twenty-four (24) hours after the conclusion of the election. The matter will then be investigated by the Chief Electoral Officer (the Residence Head) and the RC, and they may decide on the following options:

- Declare the election null and void, and call a further election if the objections are substantive and valid;
- Reject the objections, if they are not substantive, nor valid.

The Assistant Director: Student Affairs (Residence Life) has to sign off on all RC election outcomes. The university reserves the right to keep certain RC positions vacant and/or to appoint RC members for strategic reasons.
**RA Appointment**
**Application form (Annexure)**

## 15.5  Dealing with a Vacancy

If an elected RC member resigns within a month of being elected/appointed, the candidate with the highest number of votes is appointed to the RC. And where an RA resigns, the RA appointment procedures will be considered. Portfolios may be changed, if necessary.

Where a vacancy arises after a month, a full election and appointment procedure must take place.

## 15.6  Allocation of Portfolios

The newly elected Prime and the Residence Head allocate the various portfolios on the RC on conclusion of the election/appointments.  Then, the transfer of portfolios occurs per portfolio from the outgoing RC/RA members to the newly elected/appointed members in the presence of the Residence Head, at a time specified beforehand.  The Residence Head must ensure that the RC/RA members are familiar with the contents of this Manual, as well as the document on RC/RA Portfolio Duties, attached hereto as Annexure A's, which also include the RC/RA Portfolio's duties.

A Vice/Deputy Prime can be an elective portfolio or can be elected by the newly elected RC members during their first session as newly elected Residence Committee.  The Vice/Deputy Prime must ensure that the disciplinary procedures are in place in the residence and must share the responsibility with the Prime to realise the vision, mission and purpose of student accommodation at the University in his/her particular residence, and thus hold control of the residence when the Prime is not available.

The following RC/RA Portfolios' aims are as follows:


### 15.6.1  Prime
The aim of the portfolio of the Prime is to lead the residence, with the RC's/RA's, and in collaboration with the Residence Head, to realise the vision, mission and purpose of student affairs, housing an residence affairs and the University in his/her particular residence, such as establishing and inspirational culture in the residence that will ensure that student residents succeed well in their studies and in student life generally.  By means of effective guidance to the RC/RA, the aim is to achieve a healthy balance between academic and co-curriculum activities, as well as maintain discipline in the residence.  The prime serves as a contact person between the residence, the Residence Head, the SRC and the University authorities, and acts at all times in the interests of the University.

The Prime is responsible to manage the disciplinary process in the residence, including members' response and commitment to codes of conduct.


### 15.6.2  Deputy-Prime / Vice Prime
The aim of the portfolio of the Deputy/Vice-Prime is to manage the disciplinary process in the residence, including members' response and commitment to codes of conduct, as well as the

management of breakages and maintenance.   The Deputy/Vice-Prime shares the responsibility with the Prime to realise the vision, mission and purpose of student accommodation at the University in his/her particular residence, and thus hold control of the residence when the Prime is not available.

### 15.6.3  Secretary

It is the aim of the RC/RA Secretary to provide administrative support to the RC/RA team and to play a project coordinating role between the various activities and programmes of portfolios, to avoid clashes and increase effective performance of the RC/RA as a whole, as well as to ensure that proper archiving of reports and historical items take place.

### 15.6.4  Finance

The aim of the RC/RA Finance is to keep the RC/RA and residence accountable regarding the budget of the residence in realising the values, vision and mission of the residence and the Division Housing & Residence Affairs and Student Affairs.

### 15.6.5  Strategy and Values (Sub-portfolio of Prime)

The RC/RA Strategy & Values has the responsibility to initiate a programme to formulate the values, vision and mission of the residence aligned with the values, vision and mission of the University, and to regularly enable the RC/RA and the residence as a whole to measure the performance of the residence and its activities against the values, by establishing a representative committee of all residence members and running programmes to help residents to know and use the values.

### 15.6.6  Diversity

The RC/RA Diversity has the responsibility to initiate programmes that will enhance and support diversity and cultural learning in the residence, by assisting all RC portfolios to diversify the events they organise, running programmes that will enable students from diverse backgrounds to learn more about each other's unique identities.

### 15.6.7  Academic Affairs

It is the aim of the RC/RA Academic Affairs to develop scholarship and academic achievement among residence members by providing support for studies, tutorials, partnership with centre of Teaching and learning and establishing learning communities in colleges.   Academic learning communities refer to programmes in college strucutre to discuss issues of common interest or to study a certain subject together.

### 15.6.8  First Year Mentorship

The RC/RA First Year Mentorship has the responsibility to run a programme to welcome first years in the residence aligned with the welcoming programme of the University, and will provide support to first year students throughout the year to ensure they meaningfully adapt to the new environment, succeed in their studies and establish a healthy student life, by

running the mentorship programme in residence with the Residence Head and developing guidance programmes.

### 15.6.9 ACTS

The aim of RC/RA RAG & KOVSCOM is to activate the participation of residence members in community interaction and development programmes, in collaboration with ACT office and within colleges and mediate initiatives where students will raise funds on their own initiative towards residence programmes contributing to community development.

### 15.6.10 Arts and Culture

It is the aim of the RC/RA Culture is to create opportunities for residence members to participate in cultural activities that celebrate both the shared residence culture, as well as the unique culture and art of students from diverse backgrounds, whether in residence programmes or programmes of the Culture Officers of the University. The RC/RA Culture must also create opportunities to residence members to build healthy social networks in and outside the residence by organising arts and cultural events that enable all members from diverse backgrounds to have fun together.

### 15.6.11 Leadership

The aim of the RC/RA Leadership is to create opportunities for members to participate in leadership development programmes and to work closely with Student affairs leadership office to realise the leadership opportunities created by the University and share the information with the residence members and encourage the members to participate.

### 15.6.12 Sport

It is the aim of the RC/RA Sport is to promote physical well-being among residence members by creating informal and formal opportunities for members to participate in residence sport and on campus, and to ensure that members are introduced to different sporting codes.

### 15.6.13 Environmental Affairs

It is the aim of the RC/RA Environmental affairs to ensure that all residence members are informed about the programmes and activities pertaining to environmental affairs. Initiate programmes to safe energy in the residence. Green initiative programmes.

### 19.6.14 Media and Marketing

It is the aim of the RC/RA media and marketing to ensure that the residence use the standard logo on all their merchandise and marketing materials. That the residence has a proper ICT (web) and social media platforms present to communicate official residence and university matters. To ensure that the newsletters and welcoming letters to the first years is aligned with the University standards.

**15.6.14        Social**

It is the aim of the RC/RA Social to create opportunities to residence members to build healthy social networks in and outside the residence by organising social events that enable all members from diverse backgrounds to have fun together.

## 15.7 Portfolio Committees

RC/RA members are required to appoint a portfolio committee for each portfolio he/she holds. A portfolio committee must reflect the diversity of students in the.

The portfolio committee is the team that the RC/RA member works with to organise the programme of his/her portfolio.  The RC/RA member leads the committee and the committee members must fulfil all the tasks assigned to him/her in organising the programmes of the portfolio.

Portfolio committee members serve as volunteers, but will receive internal residence training for their own development in programmes and will be encouraged to participate in trainings arranged by the University Student Leadership Development: Student Affairs.

The Residence Committee must host an annual event to recognise the work of portfolio committees, where portfolio committee members will receive certificates from the residence to recognise their service.

Residence members who wish to run for leadership positions in the residence must be encouraged to volunteer their services for a portfolio committee to gain the necessary experience in access leadership development opportunities.

## 15.8 General Information

The official in-service training of the newly elected RC members and newly appointed RA embers shall commence during the September recess.

The newly elected RC members shall officially commence their duties from the 1$^{st}$ of September of each year.
The newly appointed RA members shall officially commence their duties from the 1$^{st}$ of January of each year. From September they should use that time as handover period

# 16  RESIDENCE MEETINGS

Residence Meetings create an opportunity where all residents may submit formal representations on issues of concern, and where they may take decisions by means of a vote. Residence Meetings are compulsory for all residents of the residence.

All residents have the right to speak in residence meetings.

## 16.1 Terms of Reference

- **An ordinary residence meeting:** An official meeting that has to be held at least every two weeks. Members have to be notified of a residence meeting 24 hours in advance, but in the case of day residences, 48 hours notice must be given.

- **An extraordinary residence meeting:** A residence meeting convened for a specific purpose, but then with at least 12 hours notice. The Prime convenes the meeting.

- **Emergency residence meetings:** Emergency meetings may be held immediately, without any written notice thereof. Emergency meetings may be held on instruction of the Residence Head or the Prime. All decisions made at an emergency meeting shall be ratified at an ordinary or extraordinary residence meeting. The meeting shall be minuted, and copies of the minutes shall be submitted to the Residence Head.

## 16.2 Stipulations Pertaining to Residence Meetings

An agenda must be made available to the residence. Proper minutes of the meeting have to be kept. Residence Meetings may not be longer than 2 hours, unless this aspect has been clarified with the Residence Head.

To adopt a proposal, except in the case of proposed changes to this Manual, an ordinary majority of votes is required of all those members who are present at the residence meeting.

Residence meetings are compulsory for all residents. Residents may, for legitimate reasons, be excused from the residence meeting after half an hour, provided that this has been clarified 12 hours beforehand in writing with the Prime or Deputy/Vice Prime.

Corridor meetings with specific agendas and proper minutes are allowed.

# 17 RESIDENCE FUNDS ("HUISKASGELDE")
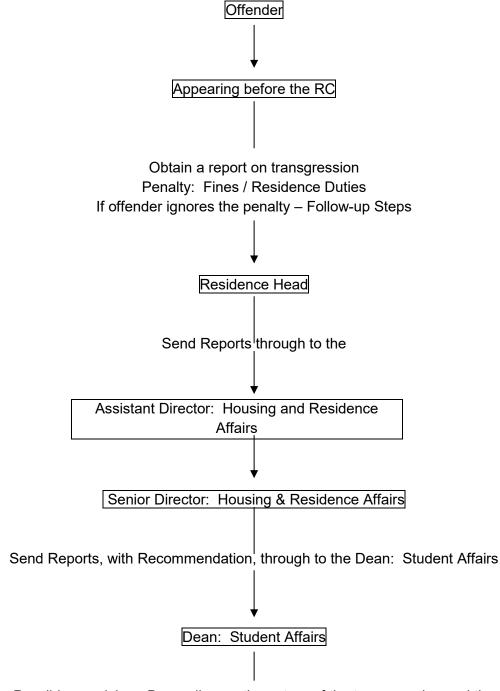
Each member of the residence is compelled, at the beginning of the academic year, to pay the residence funds, as approved by the Finance Division. Residence funds are payable, along with class fees, at Administration. Detailed information on the paying out of these residence funds are dealt with in the Manual for Residences: Financial and General Administrative Procedures, attached hereto as Annexure N. The RC/RA Finance manages the process, and must be familiar with the content of the afore-mentioned document.

Residence funds are spent to promote the interests of the residence in terms of the budget, which the RC/RA Finance draws up at the start of the term in collaboration with the Residence Head, the Prime and the RC/RA. The Residence head is responsible to approve/deny the final budget accordingly.

## 18 DISCIPLINARY MEASURES

To maintain a healthy campus and residence life, the University authorities have approved a disciplinary system. Residence committees are reminded that impartial and fair action is required of them. This Manual contains the guidelines with regard to transgressions and how these offences should be dealt with. Herewith attached, as Annexure H, you will find the University's Rules on Student Discipline, for your attention.
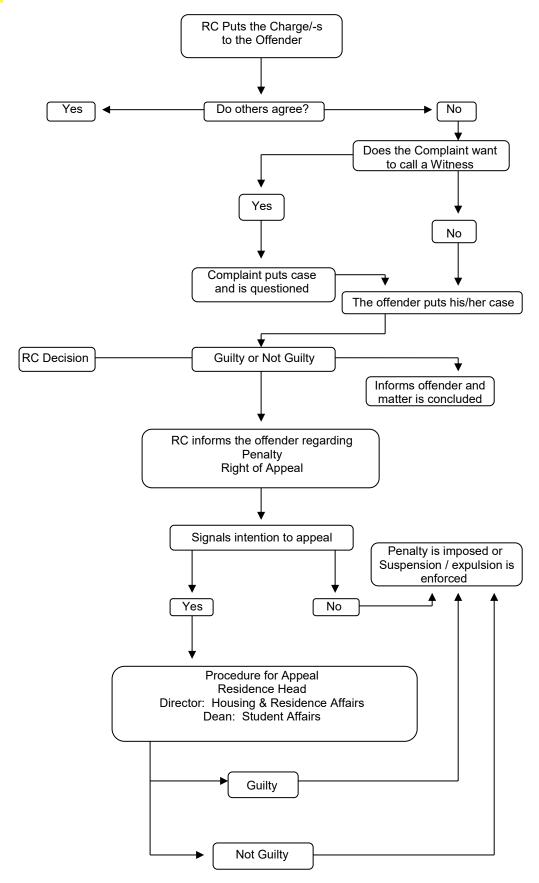
**18.1 Flow Chart with regard to Disciplinary Actions**

Offender

↓

Appearing before the RC

Obtain a report on transgression
Penalty:  Fines / Residence Duties
If offender ignores the penalty – Follow-up Steps

↓

Residence Head

Send Reports through to the

↓

Assistant Director:  Housing and Residence Affairs

↓

Senior Director:  Housing & Residence Affairs

Send Reports, with Recommendation, through to the Dean:  Student Affairs

↓

Dean:  Student Affairs

Possible expulsion:  Depending on the nature of the transgression and the reaction of the offender.

[Refer also to the University's Rules on Student Discipline, attached hereto as Annexure F, as well as the Disciplinary Code of Conduct attached hereto as Annexure D.]

## 18.2 Guidelines for Procedures to be followed in a Disciplinary Hearing before the RC

```
                    ┌─────────────────────┐
                    │ RC Puts the Charge/-s│
                    │   to the Offender    │
                    └─────────────────────┘
                              │
                              ▼
   ┌─────┐       ┌─────────────────────┐       ┌─────┐
   │ Yes │◄──────│   Do others agree?  │──────►│ No  │
   └─────┘       └─────────────────────┘       └─────┘
                                                   │
                                                   ▼
                              ┌──────────────────────────┐
                              │ Does the Complaint want   │
                              │    to call a Witness      │
                              └──────────────────────────┘
                         ┌─────────┐              │
                         │   Yes   │              ▼
                         └─────────┘          ┌─────┐
                              │               │ No  │
                              ▼               └─────┘
                  ┌───────────────────┐           │
                  │ Complaint puts case│           │
                  │  and is questioned │           │
                  └───────────────────┘           │
                              │   ┌───────────────────────────┐
                              │   │ The offender puts his/her  │
                              └──►│           case             │
                                  └───────────────────────────┘
                                              │
   ┌───────────┐       ┌─────────────────────┐
   │RC Decision│◄──────│  Guilty or Not Guilty│
   └───────────┘       └─────────────────────┘
                              │          └───────────────┐
                              │                          ▼
                              │              ┌──────────────────────┐
                              │              │ Informs offender and  │
                              │              │  matter is concluded  │
                              │              └──────────────────────┘
                              ▼
              ┌─────────────────────────────┐
              │ RC informs the offender      │
              │  regarding Penalty           │
              │  Right of Appeal             │
              └─────────────────────────────┘
                              │
                              ▼
              ┌─────────────────────────────┐
              │  Signals intention to appeal │
              └─────────────────────────────┘
                   │                    │          ┌──────────────────────┐
                   ▼                    ▼          │ Penalty is imposed or │
               ┌─────┐             ┌─────┐         │ Suspension / expulsion│
               │ Yes │             │ No  │         │   is enforced         │
               └─────┘             └─────┘         └──────────────────────┘
                   │
                   ▼
        ┌────────────────────────────────────────┐
        │         Procedure for Appeal            │
        │         Residence Head                  │
        │  Director: Housing & Residence Affairs  │
        │      Dean: Student Affairs              │
        └────────────────────────────────────────┘
                   │
                   ├──────────────────┐
                   │                  ▼
                   │            ┌──────────┐
                   │            │  Guilty  │
                   │            └──────────┘
                   │                  
                   └──────────────────┐
                                      ▼
                                ┌──────────────┐
                                │  Not Guilty  │
                                └──────────────┘
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# 19  FIRST-YEAR STUDENTS

The orientation of first-year students occurs in three phases (which are discussed separately).

All students (first-years as well as senior students) must complete and sign the Code of Conduct Undertaking, attached hereto as Annexure C, as well as the Agreements attached hereto as <mark>Annexure F (for first year students) and Annexure G (for senior students)</mark>. Annexure D. Moreover, all first year students must also complete the pregnancy undertaking applicable to residences.

## 19.1  FIRST YEARS ORIENTATION PROGRAM

Orientation is aimed at ensuring that the first-year experience within residences is aligned with the values of the UFS as well as the respective residence.  NO HUMILIATION ACTIVITIES that may detract from students' human dignity may take place.
<mark>ANNEXURE</mark>
The document serves as guideline for acceptable first year practices within residences and must at all times be complied with by all residence members including the residence leadership. Failure to comply with this document will lead to disciplinary measures being instigated against the contravening student.

- **First Year residence welcoming program:**
  Is a program organised by the respective RC/RA first year of a residence in collaboration with the residence leadership and management. The purpose is to create a welcoming atmosphere within the residential space for parents/guardian and first year students so as to enhance their university first year experience

- <mark>**Gateway programme and Kovsie Act**</mark>

## 19.2  GATEWAY FIRST-YEARS

Prior to the start of classes, all first-years have the unique opportunity to enter the GATEWAY to succeed in their study career and in university life. The annual GATEWAY First-Years is a programme of student life and learning events that introduce first years to campus and faculty life to help first years to adjust to the university environment and to teach them the skills to perform well in their studies and prepare them to be a well-rounded graduate.

The College experience includes a series of exciting lectures to guide first year's understanding and expectation of university life. Furthermore, it assists them to orientate themselves to on campus and to all the resources available to support students. The Gateway experience includes exciting student-life activities such as the Kovsie ACT programme, where they'll participate in fundraising with fun activities, also first-year sports events such as athletics and swimming, and cultural events such as the first-year Stagedoor event, where first years can form part of a theatre production with all other first-years.

All these events provide first years with well-structured opportunities to meet new friends and establish friendship networks that will support them during their studies. During the Gateway experience, first years will also be introduced to a peer mentor in a student mentoring programme to support them further in adjusting to university life.

- **First Year Mentorship programs**

## 19.3 First year orientation program procedures

1. First Welcoming Program
   - The program commences with submission of the first year welcoming plan by each residence to the College Coordinator which takes place by means of a "First Year Welcoming Conversation" with the residence leadership and mentors.
   - Thereafter, the residence leadership will continue with appropriate preparation of the first year welcoming program in collaboration and under the guidance of the Residence Head. (this includes but not limited to, collaboration with HRA regarding first year placements lists, maintenance and cleaning; room placements; first year clothing; residence finances; two week residence first year welcoming program; first year and parent welcoming and other relevant documents to be signed by first years and parents)

2. First year residence Graduation ceremony
   - The aim of the residence first year graduation ceremony is to graduate the first year student within the respective residence by concluding all residence first year practices which are aligned the Student Affairs First Practice document as well as the UFS Council Declaration. This Graduation ceremony must take place within the first quarter of the year.

3. First year residence activities
   - No activity, of whatever nature, may occur between 22:00 and 07:45.
   - To enable first-year students to rest adequately, the RC have to ensure that there is complete silence after 23:00.
   - No induction may be initiated by seniors who are in the residence during the introduction programme.
   - The official introduction programme must be followed meticulously and stringently be adhered to.
   - Inters may only take place as stated in the official introduction programme; moreover, the nature of the socials has to be such that all cultural groups are accommodated.
   - On Sundays, only a single social is allowed, and the inter has to be consistent with the character of the day (e.g. inter-church).

4. First year residence Graduation ceremony

- The aim of the residence first year graduation ceremony is to graduate the first year student within the respective residence by concluding all residence first year practices. Residences should aligned themselves with the Student Affairs First Practice document as well as the UFS Council Declaration. This Graduation ceremony must take place within the first quarter of the year.

### 19.4 Residence Reception Service

- Residence reception service do NOT form part of the induction process, but are free services rendered by first-year students.
- The RC/RA First-Year in collaboration with the residence leadership and residence management determines how many first-year students have to be on duty at any specific time.
- Official Residence reception services may not be performed later than 22:00 during the week, nor later than 23:00 on a Friday, Saturday and Sunday evenings, and not earlier than 07:30 in the mornings.
- During the examination period the official telephone and front-door duties may not be performed longer than two-hours per student, not earlier than 07:30 in the mornings, and not later than 18:00 in the evenings. When the residence decide to close the front door during the examination period, internal arrangements can be made amongst the residence head, RCs and the Service Manager/House Keeper

# 20 GENERAL RESIDENCE AND CAMPUS AFFAIRS

## 20.1 Rules for all Residents

Students are expected to adhere to the following rules:

- They have to attend residence meetings and organize residence activities, unless academic obligations make this impossible, in which case a written apology has to be submitted to the Prime.
- They must respect the property of the residence and the University.
- They may not issue any press releases or engage in interviews with any person from the media, unless permission has been obtained from the Dean: Student Affairs, Senior Director: Housing & Residence Affairs *via* the Prime or the Residence Head.
- The necessary respect must be shown to the University and residence staff, the RC/RA, as well as other students.
- They are required to know the names of fellow inhabitants.
- They have to be familiar with all student activities, be actively involved in residential activities, including academic life, and make a positive contribution towards general student activities they are interested in (e.g. sport, and societies, etc.)
- They may not have any alcohol in their possession on campus or in the residence.

All students must comply with the General Contract Conditions, attached hereto as <mark>Annexure E.</mark>

## 20.2  Period of Residence for the Academic Year

The period of residence for the first term commences on the official date stipulated for first-year students and seniors to report for the academic year.  Residence is therefore taken from the day that precedes this date.

Residence in the first quarter lasts until 10:00 on the day that follows on the day that lectures have terminated for the first quarter.

Residence for the second quarter commences at 10:00 on the day prior to the commencement of lectures for the second quarter, and lasts until 10:00 on the day that follows on the last day of the June examination.

Residence for the third quarter commences at 10:00 on the day prior to the commencement of lectures for the third quarter, and lasts until 10:00 of the day that follows on the day on which lecturers for the third quarter have terminated.

Residence in the fourth quarter commences at 10:00 on the day prior to the commencement of lecturers for the fourth quarter, and lasts until 10:00 on the day that follows on the last day of the November examination.

Students who intend to arrive before 10:00 must make the necessary arrangements with the Residence Head or the Prime.

The agreement for accommodation entered into with a student shall, contingent on other stipulations of relevant regulations and approved from time to time by the Council, be binding for the full period of residence for the ACADEMIC YEAR; in other words, the student and/or his/her parent or guardian accepts responsibility for the full **accommodation fee for the period of residence for the two semesters of the academic year**.

## 20.3  Academic week

**The week prior to both the June and November examinations, is known as the academic week, and has the purpose of offering students the opportunity to become actively involved in academic work only.**  This week is compulsory, and applies to all students.  The RC/RA must ensure that specific silent times in residences are maintained, and that an academic atmosphere is maintained.  **No activities may take place during this week**.

## 20.4  Accommodation in Residences

The University reserves the right to utilize the residences for alternative purposes during holidays, for example, as conference accommodation or as guest residences.  **Students are**

**compelled to vacate their rooms during holidays**. All personal possessions must be locked away in cupboards. The University and the RC do not accept any responsibility and liability for any losses of personal possessions suffered by residents. A place in a residence is allocated for a full academic year. The student will be held responsible for the full year's accommodation fees.

No room changes may take place without the approval of the Residence Head, Prime and the Division Housing & Residence Affairs.

## 20.5 Occupying Residences during Holidays

Residents, who have to be on campus for academic reasons during holidays, must apply in advance for accommodation in a guest residence in terms of a notice obtained from the Division: Housing & Residence Affairs.

## 20.6 Allocation of Rooms

The Prime moves into the Prime room after the elections.
During the allocation of rooms for the following year, the RC/RA members are required to be placed throughout the residence; in other words, there has to be at least one to two RC/RA member/-s for each corridor. All room allocations have to be submitted to the Division: Housing & Residence Affairs. Single rooms are available at separate tariffs.

The allocation of rooms through room-shooting is done by the Prime, and a detailed list that includes the name, student number and room number of each member of the residence, is submitted to the Residence Head (once the allocation has been concluded). The Prime also ensures that any changes to this list are reported immediately to the Residence Head. The Prime has to ensure that the consolidation of rooms is a top priority.
The allocation of all first years should be completed after the first years welcoming weekend and a detailed list that includes the name, student number and room number is submitted to the Residence Head to sends the list to the Division Housing & Residence Affairs within the two weeks after first years arrival.

## 20.7 Gazellies

The gazellie which can be used as a multipurpose (social recreation and study room) is available only for use to all students in the residence. **It is the responsibility of every member of the residence to keep the Gazellies, social recreation room neat – none of the property of the residence may be removed from the room**.

## 20.8 Residence Functions

- A residence is entitled to a maximum of four official residence functions per year (formal and informal) inclusive of all portfolios.

- Official residence functions must preferably be arranged for Friday and Saturday evenings, unless arranged otherwise with the Senior Director: Housing & Residence Affairs.
- The identification of dates takes place *via* the residence's year planning which will be submitted to the Assistant Director: Residence Life , and is co-ordinated by the Division Housing & Residence Affairs.
- All arrangements take place in consultation with the Residence Head.
- Social recreation room partitioning, tables and chairs may not be removed from the residence.
- Curtains in rooms for the public may not be taken off nor be damaged.
- As a result of the fire hazard, the use of candles has to be clarified beforehand with the Residence Head.
- Bales of straw are not allowed inside campus buildings.
- **The cleaning of venues** must be carried out before 10:00 the following morning, and the removal of leased objects must occur within 24 hours. If this does not happen, the Division Housing & Residence Affairs will perform such clearing and the costs will be charged to the account of the RC/RA involved.
- The Permission Form/Event form for UFS Internal / External Functions, attached hereto as Annexure P, must be obtained at the office of the Dean: Student Affairs. This Permission Form must be completed and signed by all the relevant parties involved, and then submitted to the Dean: Student Affairs for final approval.

## 20.9 Inter-Residence Activities

The purpose of inter-residence activities such as inters is to foster a healthy campus spirit, as well as sound relations among residences on a social level, and to get to know fellow students in other residences. Inters take place with the knowledge of the Residence Head, and the Assistant Director: Residence Life must be informed thereof, in writing. No inters are allowed during the academic week. At most one inter is allowed per residence per month. Inters may not last longer than 90 minutes, and must be over by 22:00.

### 20.9.1 Serenades
The RC/RA takes full responsibility for the stylish reception and presentation of serenades.
The UFS Residence alcohol policy also applies when serenading groups are received at residences. Clearing up has to be performed within 24 hours by the students themselves.
All complaints about any aspect of the formal serenade must immediately be taken up with the SRC Arts & Culture and the office of Arts and culture by the RC/RA Culture or Residence Head.

**No political meetings and gatherings may be held in residences. Furthermore, no student can be compelled to attend such meetings elsewhere on campus**.

No political speaker/-s may speak during RC/RA and/or residence meetings.

**20.10  LARGE RELIGIOUS GATHERINGS**

On account of the sensitive nature of religious activities, special permission must be obtained for these events through the completion of the formal events form for student life activities. Large religious gatherings consist of more than 10 people gathering together for a religious purpose.  All religious activities should be conducted in a mutually respectful manner.

# 21  RAIDS

Raids, damage to residences, and paint-related damage are strictly forbidden.  All raids must be reported immediately to Protection Services, the Residence Head and the Assistant Director:  Housing & Residence Affairs.  The residence that carried out the raid will be fined R500-00, and where individuals are identified, each of them will be fined an additional R500-00.  Housing & Residence Affairs will perform the clearing up at the expense of the offending residence and all damages will be recovered from the residence in question.

# 22  WATER DRENCHING

Drenching others in water (i.e. water throwing) is strictly prohibited.

# 23  PARKING AND MOTOR CARS

All students who own vehicles must take out a University Permit for admission at Protection Services.  Under-cover parking is allocated by the RC.  Carports and shelters may only be erected with the approval of the Section Physical Planning & Maintenance.

# 24  SAFETY MEASURES ON CAMPUS

The Occupational Health and Safety Act, 85 of 1993, and Regulations (hereinafter referred to as "the Act").

All appropriate statutory obligations and the University's accepted Safety Policy apply to residences, with specific reference to the stipulations below.

All students at the University are compelled, in terms of Section 9 of the Act, to execute any legal instruction and rule in the interest of Health and Safety, as stipulated by the University.

In terms of Section 8 of the Act and the Security Policy of the University, attached hereto as Annexure K, RC/RA members must enforce tasks and rules careful and without exception.

A violation or an act of neglect on the part of RC/RA members or students in the abovementioned respect is deemed a criminal act, and on being found guilty, such a party is subject to a fine and/or jail sentence.

In terms of Section 16 (2) of the Act, Primarii and Primariae, as well as RC/RA members, can be held responsible in their personal capacity and liable for the safety and health of students under their supervision and control.

Risk management includes avoiding, preventing, reducing and controlling all dangers that have bearing on the following risk areas:  Safety, Health, Fire, Security and Emergency Planning.

The following rules are provided as guidelines.  This list is not necessary complete and further rules may be added.

- Only single power plugs or multi-socket distributor that SABS-marked reset buttons are permitted to be used in 15-amp wall sockets.
- All other forms of electricity distribution, for example, double plugs, temporary wiring, etc. are strictly prohibited.
- Only one item of electrical equipment, with proper three-wire wiring, where possible, is allowed per socket in multi-plug.
- All heaters are strictly prohibited.
- Gas items are strictly prohibited.
- No one may interfere with electrical switchboards, expulsion switches or permanent wiring.
- Any form of food-preparation apparatus, such as toasters, TV, braais, electrical frying pans, or hotplates are strictly prohibited.  (At the University residences, these items may be used in kitchens.)
- Deep fryers are strictly prohibited.  Only automatic kettles are allowed.
- Any form of obstruction in passages and walkways, for example, bicycles, scooters, furniture, etc. are strictly prohibited.
- Structural changes to furniture or university property, for example, beds on stilts, are not allowed under any circumstances.
- Only one fridge (230 Litre) and micro-wave oven is permitted per person.
- **All alienated and looted items such as road signs, name boards, shop trolleys, furniture, flower pots, dustbins, etc, are strictly prohibited in all places in the residence, or the immediate environment of the residential premises**.
- The making of fires and any form of food preparation on verandas and balconies are strictly prohibited unless such a facility has been provided.
- Changing and exchanging door locks, except locks adds to "Chippie" locks, are strictly prohibited.
- Any form of damage or vandalism, for example, graffiti, or paint on University property, is strictly prohibited.
- Fire equipment was placed on predetermined places in residences, and may only be removed and used in case of fire.
- No one may interfere with, nor abuse the following apparatus:
    - Fire equipment;
    - Early warning systems;
    - Alarm systems;
    - Intercom systems;

- ➢ Expulsion switches and other electrical safety mechanisms;
- ➢ Machine covers of whatever nature;
- ➢ Any other protective, as well as safety equipment;
- ➢ Emergency and emergency plan cupboards, as well as equipment contained in the latter;
- ➢ Access control doors and emergency doors; and
- ➢ Telephone apparatus.

- The stashing of waste paper and cardboard in any venue in the residence is prohibited.
- Emergency planning must be performed in all residences. Copies of the emergency plan of residences must be submitted for approval to the heads of Protection Services and Occupation Health and Safety. Protection Services and Occupational Health and Safety divisions must also be informed beforehand with regard to emergency drill exercises at residences.
- Live-in residence personnel must participate in the emergency plan exercises.
- Fireworks may not be fired from the residences or on the University's premises.
- Candles and any other forms of open flame lighting may not be used in residences. Candles may indeed be used during functions on tables, under supervision, and where a group is present.
- Bringing onto campus, possessing and/or handling a fire-arm on the University's premises is prohibited. Only the Head: Protection Services may give written approval, subject to conditions as stipulated by the University; moreover the fire-arm must be kept in a safe that complies with the requirements of existing legislation and which will be installed by the University with the cost debited to the student's account.
- If any problems or enquiries arise in the abovementioned regard, you must immediately contact the Head: Protection Services at 051 401 2600 or Occupational Health and Safety at 051 401 2579.
- **Application of Risk-Management Policy of the University**

**In terms of the Occupation Health and Safety Policy of the University, all supervisory personnel of the University, including RC/RA members, must ensure that the legislation must be applied and the policy must be executed**.

Access is controlled by keeping all doors locked except the front door. The time for unlocking the front door is determined internally. Basements are locked at night at 24:00 and are unlocked at 06:00 in the mornings.

The RC/RA has to ensure that residences and social recreation rooms are kept neat so that foreign object may be identified with ease. Where a foreign object is indeed notices, it may not be handled nor touched, and the Residence Head, Protection Services, Housing & Residence Affairs and Logistic Services (Assurance) must be notified immediately.

All losses of University and personal property must be reported to Protection Services within 72 hours of the discovery of the loss.

Herewith attached as Annexure J, you will find the Policy on Occupation Health & Safety.

## 25  ALCOHOLIC BEVERAGES IN RESIDENCES

**No alcoholic beverages are permitted in residence rooms.  Under no circumstances may alcoholic beverages be used in residence without prior permission.**

## 26  PREGNANCY IN RESIDENCES

The University's residences do not have the necessary facilities at its disposal, and therefore it is not recommended that pregnant residents remain in the residence.  The purpose of this policy is not to be a punitive measure but it is aimed to protect the expectant student and the unborn child.

If a resident falls pregnant, the resident must give notice to the Social Worker not later than the 12 (TWELVE) week of the resident's pregnancy.

The resident must submit a medical proof of the resident's pregnancy on the 12 (TWELVE) week to the Residence Head.

The Residence Head must provide a copy of the medical proof to the Assistant Director: Housing & Residence Affairs.

Depending on the medical proof of the pregnant student she may only reside in the residence until the 24 (TWENTY-FOURTH) week of the resident's pregnancy.

The University will not be liable or responsible for any injuries or complications while residing in the residence.

Should a student falls pregnant, an undertaking, attached hereto as Annexure L, must be completed and signed by the pregnant student, and witnesses.  The undertaking can be obtained from the Residence head.

## 27  CODE OF CONDUCT & DISCIPLINARY CODE OF CONDUCT

All student residents must abide themselves with the Code of Conduct, as well as the Disciplinary Code of Conduct.

All student residents must complete and sign the Undertaking of the Code of Conduct, attached hereto as Annexure C, to subject themselves to the authority of the University (and the Assistant Director:  Residence Life, the Residence Head, and the RC/R

The signed Undertakings must be kept by the Residence Head for the entire period of the residents' course of study, or until a resident/-s has cancel his/her studies at the University

# 28 PROCEDURE OF DEATH OF A STUDENT

The offices of the Dean: Student Affairs and the Assistant Director: Residence life and Senior Director: Housing & Residence Affairs must be notified immediately once the Residence Head has been informed about a student's death.

All the necessary information must be provided by the Residence Head to the Dean: Student Affairs, Assistant Director: Residence Life, and the Director: Housing & Residence Affairs. (Refer in this regard to Annexure M, as attached hereto.)

If Residence Students want to attend the funeral of a deceased student, and transport is provided by the University, the necessary procedures must be followed. (Refer in this regard to Annexure M, as attached hereto, as well as Annexure O).

The Residence Head must collect an indemnity form from Student Affairs, which must be signed by ALL students who will be travelling to the funeral.

If transport has been arranged by Student Affairs for the students to attend a deceased student's funeral, a University staff member must accompany the students to the funeral.

Prior to having a memorial service at a Residence, the Residence Head must obtain permission from the deceased student's parents/guardian.

A collection may be taken at the memorial service, to donate such to the family, as assistance towards the funeral of the deceased student.

Refer to the Procedure in the Event of Death of a Student, attached hereto as Annexure M.

# 29 SMOKING

In terms of the provisions of the Tobacco Products Control, Act, 83 of 1993, as amended, no person may smoke any tobacco in a public place, any area within a prescribed distance from a window of, ventilation inlet of, doorway to or entrance into a public place, etc. This is also applicable to the smoking of Hookah Pipes.

Refer in this regard also to the Disciplinary Code of Conduct, attached hereto as Annexure D.

# 30 TRADING

There shall be no form of trading in any residence without the permission of the Residence Head.

No charge that exceeds the approved profit may be made on the sale of any article. Such profits shall be paid into the residence fund.

## 31 SPEAKERS FROM OUTSIDE

When any speaker from outside, an organization or the SRC wishes to address a meeting at a residence, whether by invitation or by his/her own volition, the written consent of the Residence Head must be obtained beforehand.

## 32 BREAKAGES

Residents must report breakages to the RC/RA Breakages/Maintanance as soon as possible.

The person responsible for the breakage/-s must be identified, and the Residence Head must inform him/her that he/she shall be charged for the costs.

In the case where the offender cannot be traced, the whole residence and/or corridor will be held jointly responsible for the settlement of the accounts of the repairs.

Unless otherwise proven beyond reasonable doubt that the damage caused in the room was caused by natural factors, every resident will be accountable for all damages caused in the room allocated to him/her for the period stayed in that room.

A resident and/or his/her parent/guardian or a company may not attempt to repair or paint property of the University residence.  All the repairs will be done through Maintenance *via* the Division:  Housing & Residence Affairs.

Breakages must be immediately reported, by the RC/RA, to the Division:  Housing & Residence Affairs.

## 33 PETS AND ANIMALS

Residents are not allowed to keep pets or animals (any living creature) inside or on the University's residence premises.

## 34 WASTING WATER AND FIRE EXTINGUISHER

No wasting of water shall be permitted in and around the residence.  Fire hoses and fire extinguishers may be used only in case of fire.

Tampering with fire hoses and fire extinguishers will be deemed to be vandalism.

## 35 INTERCOMMUNICATION SYSTEM (INTERCOM)

The intercom may only be used by the appointed resident student/-s.

No private persons may use the intercom.

Intercoms may only be used for official residence purposes and during emergencies.

The different rules for intercom usage, as compiled by the different residences, shall be at all times adhered to.

Should rules for intercom usage be compiled by residences, a copy thereof must be submitted to the Division:  Housing & Residence Affairs.

# Appendix AE

**Approved changes to the SA Awards Guidelines for 2019**

1. Excellence Awards:

Requirements: WHAT TO SUBMIT:
A video-clip (5 min max)/ OR PowerPoint presentation **(preferably with voice over**) on the project /performance/service. The idea is that panel members can get a quick overview of how the KSA goals were achieved, without relying on the written text on the application form only. Since the KSA's are our core business and what we should strive for, the application requirements are a bit more demanding. There are though several other categories with different requirements to ensure that all staff and offices will be accommodated.

KSA #2 - High Impact Programmes:

Review of criteria and required number or **minimum goals/objectives** of each category to accommodate all divisions. See KSA 2, High Impact Practices – 2 minimum instead of 3, with added points for each additional goal adhered to.

Recommended to add: **High Impact Services Award**
(To accommodate **divisions that deliver services** and not specific programmes, e.g. CUADS, SCD etc.) Criteria could include the impact and quality of service delivery, the number of students assisted/ hours devoted to student support and counselling, data and research outputs etc.

2. Best New Project Award:

It should be changed to **Best Project Award**, distinction should be made between:

   i) **Best New Project:** A completely new project (idea) – not done by the division before (as for 2017 and 2018)
   The following award is though recommended to be added to the category:
   ii) **Keeping Up with the Times Project** -   Best revamped/improved project; existing project with new dimensions, additions/ improvements, new look, (e.g. relevance of services to current student population group, modernisation of services/processes in terms of technology, branding, visibility etc.)

3. Innovation & Helping Hands Awards:

Provision should be made for individual **entries of HOD's under the INNOVATION Awards and HELPING HANDS AWARDS categories**.  This will open up the opportunity for HOD's to be nominated by colleagues for their contributions and outstanding work and should be evaluated by the second layer leadership (1 rep per division) [They are already included in the Excellence and Best Project Award Category, as part of their teams or divisions)

Under Requirements: WHAT TO SUBMIT for the Innovation Awards, **evidence of the innovation** or initiative can also be provided (optional though)

4. Honorary Awards:

It is suggested to add an award under Category 5, i.e. **Long Service Award** – to mention the names of staff that has i) 10+ years, ii) 20+ years iii) 30+ years of continuous service.

5. SA Awards Workshop/ Consultation:

Offices and divisions that require clarity in terms of award categories, expectations, best-suited award entries, required evidence, etc. will have the opportunity to have **a workshop/consultation, by request.**

# STUDENT AFFAIRS AWARDS 2019

| REVIEW AND INFORMATION SCHEDULE | |
|---|---|
| **Guideline Review Process** | **March/April** |
| Edited guidelines and documents discussed and finalized by KSA 1 Team | 15 April |
| Circulation to SA staff | 18 April |
| Feedback from divisions | 15 May |
| Final editing and submission to Dean | 21 May |
| Approval of guidelines and documents | 23 May |
| Workshops & staff meetings/ info sessions | 26 May – 28 June |

| APPLICATION AND SUBMISSION SCHEDULE | |
|---|---|
| **Application Planning Process** | **15 July – 09 Aug** |
| Divisions/ groups meet, decide on collective entries | 15 - 26 July |
| HOD's / colleagues identify, consult with individual nominees | |
| Individuals/ groups prepare applications, supporting addendums | 29 July – 02 Aug |
| Enquiries/ consultation on categories/ entries/ evidence | 05 - 09 Aug |
| **Applications open:** | **12 Aug** |
| Submissions commence | 12 Aug onwards |
| Review and finalize entries | 02 – 30 Sep |
| Finalize all supporting documents | 01 – 08 Oct |
| Submit completed entries (last opportunity) | 09 – 11 Oct |
| **Applications close:** | **11 Oct at 12:00** |
| **PROCESSING AND EVALUATION SCHEDULE** | |
| Process applications, check required documents | 14 – 24 Oct |
| Panel info sessions | 23 – 25 Oct |
| **Final deadline to submit outstanding addendums**: | **25 October at 16:00** |
| Compile list of entries per category | 28 October |
| Panel evaluations | 29 – 31 Oct |
| Dean's final approval of results | 01 Nov |
| Prepare presentations/slides for display | 04 – 12 Nov |
| **STUDENT AFFAIRS AWARDS FUNCTON** | **14 Nov** |

## OVERVIEW OF GUIDELINES AND CATEGORIES

IMPORTANT NOTES:

> ➤ Submit **completed entries**, i.e. entry form and all supporting addendums to Petro Herbst at herbstp@ufs.ac.za
> ➤ **Incomplete submissions** will be disqualified after 25 October
> ➤ **Entries** that do not adhere to all requirements will be disqualified
> ➤ We are striving towards **excellence**, therefore please provide strong, sufficient and quality proof of your extraordinary achievements/projects/services to convince the panel that you/ your group should be awarded
> ➤ **Narratives should be specific and clear** in explaining what tangible actions or innovations are exactly being outlined
> ➤ More attention should be given to position the praxis across the board in **theory/ scholarly literature, where possible**

➢ **Presentations (preferably with voice-overs) or video-clips** should be of a <u>high standard</u>, to enable the panel to grasp the essence of what your office/program provides. Due to time and practical limitations the winning videos will though not be displayed at the Awards Function.

➢ **Nominated individuals** should <u>give consent</u> and <u>sign the entry form</u> in agreement to submit the required proof, presentations etc.

➢ The **EXCELLENCE** and **NEW BEST PROJECT AWARDS** will be evaluated by an <u>external panel</u> of neutral members

➢ The **INNOVATION** and **HELPING HANDS AWARDS** will be evaluated by an <u>internal panel</u> consisting of the Dean and HOD's. In the case of HOD's having been nominated, a panel of second layer leadership will evaluate their entries.

➢ **KSA 1 Team members** are <u>not involved in panel evaluations</u> and will have <u>no influence on the final results</u>

➢ **Award Requirements and Entry Forms** <u>per category are attached</u>.


AWARDS CATEGORIES:

The Awards include 5 categories in celebration of milestones achieved by Student Affairs staff members during the year:

**1.  EXCELLENCE AWARDS**:

➢ <u>Group/collective entries</u> by divisions, offices, KSA Teams
➢ Evaluated by external panel of neutral members
➢ Testing *exceptional performance/achievement/ impact in terms of reaching KSA goals*

   **One in each of the 5 Student Affairs KSA's:**

- KSA 1:  Professionalisation
- KSA 2:  High-Impact Practices (with additional sub-category for High-Impact Services)
- KSA 3:  Student Communities and Structures
- KSA 4:  Intersectionality, Partnerships and Collaboration
- KSA 5: Transformation: Social Justice-Social Cohesion-Critical Diversity


**2.  BEST PROJECT AWARD:**

- <u>Group/collective entries</u> by divisions, offices, KSA Teams
- Evaluated by external panel of neutral members

➢ Testing *the excellence, extent of problem-solving/ impact of project* to determine:
   - The Best NEW Project, not done before, according to stipulated criteria

➢ Testing *the adjustments/improvements/additions to an existing project*, resulting in higher impact/reach; *the relevancy, extent of modernization and use of current and new technology* to keep up with the times to determine:
   - <u>KEEPING UP WITH THE TIMES Project</u> -  Best revamped/improved project; existing project with new dimensions, additions/ improvements, new look, (e.g. relevance of services to current student population group,  modernisation of services/processes in terms of technology, branding, visibility etc.)

### 3. INNOVATION AWARDS:

- ➢ Individual entries by nomination (HOD or colleagues) with consent, or own initiative
- ➢ Evaluated by internal panel consisting of Dean and HOD's
- ➢ In the case of HOD entries (nomination by staff) or own initiative, evaluated by panel of second layer leadership
- Testing *innovation, vision, resourcefulness and resilience* according to stipulated criteria

   **One in each of the 5 Innovation categories:**

   - There-is-no-Box Award       - Out of the box thinking
   - There-is-no-Spoon Award     - Meaningful change support or inspiration created
   - There-is-no-Budget Award    - Achieved something with little resources
   - There-is-no-Limit Award     - Big-thinking/ visionary/ dreamer
   - There-are-no-Tears Award    - Resilience, ability to persevere despite challenges

### 4. HELPING HANDS AWARDS:

- ➢ Individual entries by nomination (HOD or colleagues) with consent, or own initiative
- ➢ Evaluated by internal panel consisting of Dean and HOD's
- ➢ In the case of HOD entries (nomination by staff) or own initiative, evaluated by panel of second layer leadership
- Testing *assistance beyond duty, loyalty, collegiality and mentoring* according to stipulated criteria (work between staff members, not with students)

   **One in each of the 4 Helping Hands categories:**

   - Sharing-the-Load Award    - Extremely helpful, willing to assist colleagues/divisions beyond job description
   - Ultimate Loyalty Award    - Loyalty beyond the expected, regularly works after hours to finish urgent tasks
   - Best Mentor Award         - Long serving staff member who mentored another staff member to achieve/ learn the skills/ master the task
   - Office Whiz Award         - Staff member who excels beyond compare in office management, administration and logistics

### 5. HONORARY AWARDS

Mention of staff who hold membership on professional bodies at provincial/ regional/ national/ international level, relevant to the Student Affairs realm/ field of practice, which enhances their quality of work, their professional development and positively impacts the functionality and success of their division.

   - Honorary Leadership Award  - Member of professional body (current year);
   - Dean's Honorary Award      - Chairperson/Vice-Chairperson/ Executive Com Member of professional body (current year)

   - Long Service Award         - to mention the names of staff that has i) 10+ years, ii) 20+ years iii) 30+ years of continuous service at UFS/Student Affairs

**GLOSSARY:**

DIVISION:                          OFFICE OF THE DEAN, CUADS, SCD, QWAQWA SA, SLC

HOD:                                Head of Division (Directors - Melissa, Martie, Temba, WP)

SUB-DIVISION/OFFICE:    Different offices under the above divisions (Gateway, Health and Wellness)

PROGRAM/OFFICE MANAGER:    Heading Sub-Division, e.g. Arts and Culture (Angelo)

## 1. EXCELLENCE AWARDS: [One in each of the 5 KSA areas]

ENTRY & SELECTION PROCESS:

**WHEN AND WHERE?**

➢ Send application to Petro Herbst at herbstp@ufs.ac.za
➢ **Applications open:**      12 August
➢ **Applications close:**      11 October at 12:00

**WHO CAN ENTER?**
➢ **Divisions/offices/units/KSA Teams**
➢ No individual entries or nominations
➢ No limitation of entries per division or office

**HOW TO ENTER?**
➢ HOD's encourage staff to enter
➢ Members of the above group meet, **discuss and determine which categories and projects/** services to **enter as a collective**

**WHAT TO SUBMIT?**
➢ Complete entry form in full and submit together with:
  • **Proof** of related project/office performance/service, e.g. photos, relevant documents, certificates, testimonials, research paper etc.
  • **A video-clip (5 min max)/ OR PowerPoint presentation** (preferably with voice over) on the project/performance/service. [Videos to display original project implementation, slides, photos, outcomes. No YouTube videos/ presentations from other sources are allowed]

AWARD ALLOCATION:

➢ The top three (3) of each category to be mentioned at Awards Ceremony with brief description of performance/project/service and how it addressed the KSA goal.
➢ Each receives a certificate & winner receives a revolving trophy.

CATEGORY DESCRIPTION & CRITERIA

**WHAT ARE WE TESTING?**
➢ Exceptional **performance/ impact /achievement of KSA goals**

**WHAT ARE THE REQUIREMENTS?**
➢ **Qualify at least for the minimum components of each category** to be considered - lower score
➢ **Qualify for more than the minimum or all the components of the category** to respectively obtain higher scores
➢ Criteria as indicated below for each KSA Category:

*Award: Professionalisation in division/office/project*

**KSA 1: CONTEXT/STRATEGY - Professionalisation**
We deeply care about the professionalisation of Student Affairs. In this we aspire to prioritise research in order to ensure that our praxis remains data-driven. We passionately want to develop Student Affairs staff in such a way that they remain relevant to the developmental needs of students and exhibit a competitive edge within the higher education sector. We recognise that the continuous professional

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development of staff in key competency areas presents itself as a definite opportunity to professionalise Student Affairs at the UFS even further. The opportunity to build a strong partnership with Human

Resources and to establish a system of recognition for the professional achievements of staff is therefore important. The reimagining of roles and responsibilities in order to create a more effective structure is also seen as an important prospect to pursue. In all of this, we wish to build on our current strengths and successes. Past experiences with the Odyssey and Tipping Points programmes have created a firm foundation for the professionalisation of Student Affairs at the UFS. Furthermore, the existing culture of ownership and accountability and our willingness to be proactive are considered huge assets in the current environment. The way in which the current Student Affairs research desk functions, also helps to strengthen the professionalisation of Student Affairs at the UFS

AIM: FULLFILLMENT OF GOALS

*KSA 1: Professionalisation*

1. Enhance **research outputs.**
2. Increase the **visibility of Student Affairs as a profession**.
3. Foster the **continuous professional development** of staff.

**Proof: Provide proof for all the below categories: (at least 2 also accepted)**

**CRITERIA** (Questions to be answered on the entry form)
   **a) Research**
   - How relevant is the research output to Student Affairs' professionalism?  Did it contribute towards this goal?
   - Proof of output (data analysis, statistics and results)
   - How did you use the output to apply this new knowledge or findings to improve service delivery or impact of your division?
   - Optional: Provide proof of conference presentation or publication(s).

   **b) Visibility of Student Affairs as a profession**
   - How did you contribute towards the visibility of Student Affairs?  What methods did you use?
   - How does this manifest in the attendance of programmes/projects in your department e.g. increase or improvement from previous years?)

   **c) Professional development of staff**
   - What opportunities have you created for staff to professionally develop themselves to the benefit of Student Affairs and improvement of your department/division's outcomes?
   - Optional: Provide proof of achievements or new/extra qualifications

*KSA 2:  High-Impact Practices*
*Award: High-Impact practice in Action*

**KSA 2: CONTEXT/STRATEGY - High-Impact Practices**

We deeply care about the employability of our graduates, and we are therefore passionate about developing graduate attributes through co-curricular programmes and high-impact practices. In this regard, the various student communities are seen as sites that provide access to the co-curriculum. Because we want our students to develop as global leaders in their fields, it is vital that co-curricular programmes and activities become internationally recognised. This makes the seamless integration of the in-class and out-of-class experiences of students an important aspiration; something which points

towards the academic reconfiguration of Student Life Colleges. A distinct opportunity therefore exists to create an academic development committee for Student Affairs. Furthermore, the reconfiguration of existing programmes and activities in order to purposefully align it with specific developmental outcomes is therefore considered an import strategic opportunity. Additionally, the fostering of internal and external partnerships, as well as the professional development of personnel in this regard, is also an important strategic prospect to pursue.

There are a number of strengths related to current programmes and activities that can help to effectively develop graduate attributes through co-curricular programmes and high-impact practices. The current systems encourage active student participation. Although over-involvement can become counterproductive, active engagement currently forms a strong basis to work from. Also, the current way in which programmes and activities are assessed and evaluated forms a good foundation for future research. In this regard, an opportunity exists to relate data more effectively to the theory of student development, and to produce applicable research outputs. The involvement of students in annual planning and feedback conversations on co-curricular programmes creates a culture in which students become actively engaged in co-curricular programmes and subsequently receive proper recognition; something that is important to create student buy-in. The development of leadership is considered a particular strength of current co-curricular programmes.

AIM: FULLFILLMENT OF GOALS

*KSA 2: High-Impact Practices*

1. Establish **outcome-based co-curricular programmes**.
2. Enhance **access** and **participation.**
3. Enhance **quality** through **monitoring and evaluation**.
4. Establish a system that is **responsive to the environment.**

**Proof: Provide proof for all the below categories: (at least 2 also accepted; additional marks for 3 or 4 achieved)**

**CRITERIA** (Questions to be answered on the entry form)
   a) **Outcome-based co-curricular programme/s**
   - Project/Programme name and goal
   - What are your programme/project outcomes?
   - Did you meet the desired outcome and how?

   b) **Enhance access and participation**
   - How did your programme encourage participation and enhanced access?
   - How does this manifest in the attendance of programmes/projects in your department e.g. increase or improvement from previous years?

   c) **Enhance quality through monitoring & evaluation**
   - How did you use survey results and recommendations to improve your programme/ project?

   d) **Establish a system that is responsive to the environment**
   - Except for a survey or evaluation, how did you measure whether students' needs are/were addressed?

*KSA 2: High-Impact Service*
*Award: High-Impact Service in Action  [**ADDED**]*

**KSA 2: CONTEXT/STRATEGY - High-Impact Services**
We deeply care about the success and well-being of our graduates, and we are therefore passionate about delivering high quality and effective services to support them in reaching their highest potential in terms of academic performance, self-leadership, emotional intelligence, personal growth, acquiring graduate attributes, career development and civic responsibility.

AIM: FULLFILLMENT OF GOALS

*KSA 2:  High-Impact Services*

1. Provide **service-delivery** of a high standard
2. Maximize the **impact of services** delivered
3. Enhance quality of service through **data and research outputs**
4. Establish a system that is **responsive to the environment.**

**Proof: Provide proof for all the below categories: (at least 2 also accepted; additional marks for 3 or 4 achieved)**

**CRITERIA** (Questions to be answered on the entry form)
   a) **Provide service-delivery of a high standard**
   • What is the support/service being delivered and the objectives of the service?
   • What are the desired service outcomes/achievements/targets?
   • Did you meet the desired outcome/results and how?

   b) **Impact of services delivered**
   • How did your counselling/service/support assist students?
   • How many students were assisted/ or hours devoted to the support service?
   • How does this manifest in the overall satisfaction/well-being/ success of students in their academic/ personal/ emotional performances? Is there an increase/improvement from previous years?

   c) **Enhance quality of service through data and research outputs**
   • How did you use data and research results to improve your support/services to students?

   d) **Establish a system that is responsive to the environment**
   • Except for a survey or evaluation, how did you measure whether students' needs are/were addressed?

*Award: Student Communities and Structures*

**KSA 3: CONTEXT/STRATEGY - Student Communities and Structures                    (Enabling environment, conducive communities)**
We deeply care about creating inclusive student communities that embrace students in their diversity, and we provide opportunities for all to access developmental co-curricular programmes and activities. The wellness of all students, whether on-campus or off-campus, is important to us, and through active involvement in student communities, all students will have the opportunity to develop individually and collectively. We acknowledge that these aspirations cannot be achieved in isolation, and we therefore aim to closely collaborate with strategic partners, internally and externally. Furthermore, we see the development of personnel and student competencies as an opportunity to establish the kind of

environment we aspire to. We also recognise the growth of commuter student engagement in student communities as a particular opportunity to pursue. Social media and other forms of communication could also be used to achieve our goals.

In all of this, we wish to build on our current strengths and successes. The diversity of our student communities and the sense of belonging that has been created (through the consecutive nesting of smaller systems into larger systems) are seen as particular strengths. The establishing of a conversational culture (and the way in which it has helped to address stereotypical thinking) has laid a firm foundation for future discussions and the continuous transformation of student communities. The value-driven approach provides strength and direction to students and the way in which residences share resources with one another builds strong student communities. Also, the encouragement of student engagement in programmes and activities enhances individual and collective development. The current peer mentor programme, with its mediated learning approach, is also considered a tremendous asset to student communities.

AIM: FULLFILLMENT OF GOALS

*KSA 3: Student Communities and Structures*

1. Increase participation of non-participating students.
2. Expand and increase student communities, utilising the existing Student Life Colleges on all three Campuses/extend services to other students.
3. Establish and strengthen student structures.
4. Establish a responsive environment.
5. Advocate an inclusive institutional culture.

**Proof: Provide proof for all the below categories: (at least 3 also accepted; additional marks for 4 or 5 achieved)**

**CRITERIA** (Questions to be answered on the entry form)
   a) **Increase participation of non-participating students**
   • How did you reach non-participating students?
   • How did this contribute to the satisfaction/ addressed needs of students in different student community structures?

   b) Establish and strengthen/increase student structures, communities **and services on all three campuses,** utilising the existing Student Life Colleges.
   • How was your programme/project/service implemented/delivered on all three campuses?
   • What was the outcome of attendance/participation rates and how were students' needs addressed?

   c) **Establish a responsive environment**
   • Except for a survey or evaluation, how did you measure whether students' needs are/were addressed?
   • Which platforms did you create/encourage to allow students to engage and respond to current issues etc.?

   d) **Advocate inclusive institutional culture**
   • How did you advocate inclusivity and ensure alignment with institutional culture in your programme/project?
   • How did you measure this?

*Award: Intersectionality, Partnerships & Collaboration*

**KSA 4: CONTEXT/STRATEGY - Intersectionality, Partnerships and Collaboration (3 campuses, internal and external)**

We deeply care about creating intersections between different programmes, departments, groups and campuses. We recognise that growth and development happens at the place of discomfort and therefore aspire to create a disequilibrium through interconnections. In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider community as a distinct opportunity to establish this ethos in the whole environment. The currently intersectional framework, the pedagogy of discomfort and the humanising pedagogy form a firm foundation for creating this kind of environment.

AIM: FULLFILLMENT OF GOALS

*KSA 4: Intersectionality, Partnerships and Collaboration*

1. Create **intersections between programmes, departments, faculties and campuses** *within* the university
2. Foster **powerful partnerships between the university and** *external parties***,** e.g. businesses, organisations and institutions regarding the specific program, focus area, shared goals or research at local, provincial, national or international level.

**Proof: Provide proof for both (2) the below categories:**

**CRITERIA** (Questions to be answered on the entry form)
   a) **Intersections between programmes, faculties, departments and campuses within the university**
   - Describe the joint programme within the UFS and who the stakeholders were that collaborated?  What are the objectives of the project or programme?
   - How did the collaboration contribute to the success of the programme or to increased participation and impact?

   b) **Powerful partnerships with external parties beyond the university**
   - With which business, institution or organisation/s beyond the university did you partner for a specific goal/project.  Describe the project or programme.
   - What is the goal and outcome of this collaboration?
   - How did the collaboration contribute to the success of the programme or to increased participation and impact?

*Award: Transformation: Social Justice-Social Cohesion-Critical Diversity*

**KSA 5: CONTEXT/STRATEGY - Transformation: Social Justice-Social Cohesion-Critical Diversity**

We deeply care about and commit ourselves to creating a campus climate that is socially just. We recognise that this can be achieved through our understanding of the value of diversity and through our collective efforts to interrupt and eradicate all forms of unearned power and privilege, internalised oppression, internalised domination and discrimination. Through the pursuit of these two constitutive elements (social justice and critical diversity), we aspire towards creating a socially cohesive student body,

student life and UFS community. The ideal is that the last-mentioned community should use its power and privileged positionalities to ensure humanising lived experiences for those who are different from them (i.e. socially, economically, politically, religiously, disability-wise, sexual orientation, class, place of origin, culture, language, etc.). Identified opportunities. We will work with various institutional

governance structures of the university (SRC, Institutional Forum, Senate and Council), university management, faculties and departments. This we intend to do through the Integrated Transformation

Plan (ITP). In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider community as a distinct opportunity to establish the ethos as set out in this document in the whole environment. The currently intersectional framework, the pedagogy of discomfort and the humanising pedagogy form a firm foundation for transformation. The ITP will facilitate the creation of socially just humanising lived experiences for members of the university community. It is important that these members should be critical about their positionalities of power and privilege and that they intentionally work towards ensuring social justice and social cohesion.

AIM: FULLFILLMENT OF GOALS

*KSA 5: Transformation: Social Justice-Social Cohesion-Critical Diversity*

- **Create co-curricular programmes that critically address themes** such as *social justice, critical diversity, transformation,* citizenship, human rights, democracy, intersectionality, pedagogy of discomfort, humanising pedagogy and *social cohesion.*
- **Foster powerful partnerships with** *faculties, departments, the higher education sector, the DHET and international institutions* regarding these programmes.

**Proof: Provide proof for both (2) the below categories:**

**CRITERIA** (Questions to be answered on the entry form)
   a) **Create co-curricular programmes that address social justice, critical diversity, transformation, citizenship, human rights, democracy, intersectionality, pedagogy of discomfort, humanizing pedagogy and social cohesion**
- Describe this co-curricular programme/project that you designed and implemented to address the social inclusion issues.
- What was the impact/success of this programme/project?
- Were the desired outcomes reached?

   b) **Foster powerful partnerships with faculties, departments, the higher education sector, the DHET and international institutions regarding these programmes**
- Describe the partnerships formed to implement the above mentioned programme/project.
- How did the partnership contribute to the success or impact of the programme/project?
- Were the desired outcomes reached?

CATEGORY 1: **EXCELLENCE AWARDS**

**Testing performance /impact /achievement of KSA goals of offices/divisions – no individual entries**
**PLEASE COMPLETE THE RELEVANT ENTRY FORM WHEN APPLYING FOR EACH OF THE 5 KSA AREAS**

**KSA 1: PROFESSIONALISATION**

Division/Unit/Office Particulars:  *Complete details below and mark relevant components*
*[At least two (2) to qualify]*

| DIVISION/UNIT/OFFICE | | PANEL NOTES |
|---|---|---|
| HEAD OF DIVISION | | |
| RELEVANT COMPONENTS | *Tick Appropriate Components* | |
| a)  Research | | |
| b)  Visibility of Student Affairs as a profession | | |
| c)  Professional development of staff | | |

Performance Indicators:  *Please answer questions below and provide proof as required*

| RELEVANT COMPONENTS  Ignore components/sections that are not applicable |
|---|
| **a) Research** |
| How relevant is the research output to Student Affairs' professionalism? Did it contribute towards this goal? |
| Briefly describe and attach/mail proof of output (data analysis, statistics, results, reports) |
| How did you use the output to apply this new knowledge or findings to improve service delivery or impact of your division? |
| Optional: Briefly describe and attach/mail proof of conference presentation or publication(s) |
| |
| **b)  Visibility of Student Affairs as a profession** |
| How did you contribute towards the visibility of Student Affairs?  What methods did you use? |
| How does this manifest in the attendance of programmes/projects in your department (e.g. increase or improvement from previous years?) |
| |
| **c)  Professional development of staff** |
| What opportunities have you created for staff to professionally develop themselves to the benefit of Student Affairs and improvement of your department/division's outcomes? |
| Optional: Provide proof of achievements or new/extra qualifications |

NB: Submit form to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 WITH:

1. **PROOF OF PROJECT/PERFORMANCE**, (photos/docs/certificates/testimonials/research papers)
**2. PROVIDE A VIDEO-CLIP (5 MIN MAX)/ OR PP PRESENTATION (preferably with voice over)** on the project/performance

CATEGORY 1: **EXCELLENCE AWARDS**

**Testing performance /impact /achievement of KSA goals of offices/divisions – <u>no individual entries</u>**
**PLEASE COMPLETE THE RELEVANT ENTRY FORM WHEN APPLYING FOR EACH OF THE 5 KSA AREAS**

**KSA 2: HIGH IMPACT PRACTICES**

Division/Unit/Office Particulars: *Complete details below and mark relevant components*
*[At least two (2) to qualify]*

| DIVISION/UNIT/OFFICE | | PANEL NOTES |
|---|---|---|
| HEAD OF DIVISION | | |
| RELEVANT COMPONENTS | *Tick Appropriate Components* | |
| a) Outcome-based co-curricular programme/s | | |
| b) Enhance access and participation | | |
| c) Enhance quality through monitoring & evaluation | | |
| d) Establish a system that is responsive to the environment | | |

Performance Indicators: *Please answer questions below and provide proof as required*

| RELEVANT COMPONENTS  Ignore components/sections that are not applicable |
|---|
| **a) Outcome-based co-curricular programme/s** |
| What is the name and goal of your project/programme? |
| What are your programme/project outcomes? |
| Did you meet the desired outcome and how? |
| |
| **b) Enhance access and participation** |
| How did your programme encourage participation and enhanced access? |
| How does this manifest in the attendance of programmes/projects in your department e.g. increase or improvement from previous years? |
| |
| **c) Enhance quality through monitoring & evaluation** |
| How did you use survey results and recommendations to improve your programme/ project? |
| |
| **d) Establish a system that is responsive to the environment** |
| Except for a survey or evaluation, how did you measure whether students' needs are/were addressed? |

NB: Submit form to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 <u>WITH</u>:

1. **PROOF OF PROJECT/PERFORMANCE**, (photos/docs/certificates/testimonials/research papers)
**2. PROVIDE A VIDEO-CLIP (5 MIN MAX)/ OR PP PRESENTATION (preferably with voice over)** on the project/performance

CATEGORY 1: **EXCELLENCE AWARDS**

**Testing the impact and quality of service delivery/achievement of KSA goals of offices/divisions – no individual entries**

**PLEASE COMPLETE THE RELEVANT ENTRY FORM WHEN APPLYING FOR EACH OF THE 5 KSA AREAS**

**KSA 2: HIGH IMPACT SERVICES (**For divisions that deliver services and not specific programmes)

Division/Unit/Office Particulars:  *Complete details below and mark relevant components*
*[At least two (2) to qualify]*

Performance Indicators:  *Please answer questions below and provide proof as required*

| DIVISION/UNIT/OFFICE | | PANEL NOTES |
|---|---|---|
| HEAD OF DIVISION | | |
| RELEVANT COMPONENTS | *Tick Appropriate Components* | |
| a) Service-delivery of a high standard | | |
| b) Impact of services delivered | | |
| c) Enhance quality of service through data and research outputs | | |
| d) Establish a system that is responsive to the environment | | |
| RELEVANT COMPONENTS  Ignore components/sections that are not applicable | | |
| **a) Service-delivery of a high standard** | | |
| What is the support/service being delivered and the objectives of the service? | | |
| What are the desired service outcomes/achievements/targets? | | |
| Did you meet the desired outcome/results and how? | | |
| | | |
| **b) Impact of services delivered** | | |
| How did your counselling/service/support assist students? | | |
| How many students were assisted/ or hours devoted to the support service? | | |
| How does this manifest in the overall satisfaction/well-being/ success of students in their academic/ personal/ emotional performances? Is there an increase/improvement from previous years? | | |
| | | |
| **c) Enhance quality of service through data and research outputs** | | |
| How did you use data and research results to improve your support/services to students? | | |

NB: Submit form to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 WITH:

1. **PROOF OF PROJECT/PERFORMANCE**, (photos/docs/certificates/testimonials/research papers)
**2. PROVIDE A VIDEO-CLIP (5 MIN MAX)/ OR PP PRESENTATION (preferably with voice over)** on the project/performance

**d) Establish a system that is responsive to the environment**

Except for a survey or evaluation, how did you measure whether students' needs are/were addressed?

NB: Submit form to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 WITH:

1. **PROOF OF PROJECT/PERFORMANCE**, (photos/docs/certificates/testimonials/research papers)
**2. PROVIDE A VIDEO-CLIP (5 MIN MAX)/ OR PP PRESENTATION (preferably with voice over)** on the project/performance

CATEGORY 1: **EXCELLENCE AWARDS**

**Testing performance /impact /achievement of KSA goals of offices/divisions – <u>no individual entries</u>**
**PLEASE COMPLETE THE RELEVANT ENTRY FORM WHEN APPLYING FOR EACH OF THE 5 KSA AREAS**

**KSA 3: STUDENT COMMUNITIES AND STRUCTURES**

Division/Unit/Office Particulars:  *Complete details below and mark relevant components*
*[At least three (3) to qualify]*

| DIVISION/UNIT/OFFICE | | PANEL NOTES |
|---|---|---|
| HEAD OF DIVISION | | |
| RELEVANT COMPONENTS | *Tick Appropriate Components* | |
| a) Increase participation of non-participating students | | |
| b) Establish, expand & increase student structures and communities on all three campuses/extend services to other students | | |
| c) Establish a responsive environment | | |
| d) Advocate inclusive institutional culture | | |

Performance Indicators:  *Please answer questions below and provide proof as required*

| RELEVANT COMPONENTS  Ignore components/sections that are not applicable |
|---|
| **a)  Increase participation of non-participating students** |
| How did you reach non-participating students? |
| How did this contribute to the satisfaction/ addressed needs of students in different student community structures? |
| |
| **b)  Establish and strengthen/increase student structures, communities and services on all three campuses.** |
| How was your programme/project/service implemented or delivered on all three campuses? |
| What was the outcome of attendance/participation rates and how were students' needs addressed? |
| |
| **c)  Establish a responsive environment** |
| Except for a survey or evaluation, how did you measure whether students' needs are/were addressed? |
| Which platforms did you create/encourage to allow students to engage and respond to current issues etc.? |
| **d)  Advocate inclusive institutional culture** |
| How did you advocate inclusivity and ensure alignment with institutional culture in your programme/project? |
| How did you measure this? |

NB: Submit form to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 <u>WITH</u>:

1. **PROOF OF PROJECT/PERFORMANCE**, (photos/docs/certificates/testimonials/research papers)
**2. PROVIDE A VIDEO-CLIP (5 MIN MAX)/ OR PP PRESENTATION (preferably with voice over)** on the project/performance

CATEGORY 1: **EXCELLENCE AWARDS**

**Testing performance /impact /achievement of KSA goals of offices/divisions – <u>no individual entries</u>**
**PLEASE COMPLETE THE RELEVANT ENTRY FORM WHEN APPLYING FOR EACH OF THE 5 KSA AREAS**

**KSA 4: INTERSECTIONALITY, PARTNERSHIPS AND COLLABORATION**

<u>Division/Unit/Office Particulars:</u>  *Complete details below and mark relevant components*
*[Two (2) to qualify]*

| DIVISION/UNIT/OFFICE | | PANEL NOTES |
|---|---|---|
| HEAD OF DIVISION | | |
| RELEVANT COMPONENTS | *Tick Appropriate Components* | |
| a)  Intersections between programmes, departments, faculties and campuses *within* the university | | |
| b)  Powerful partnerships between the university and *external* parties | | |

<u>Performance Indicators:</u>  *Please answer questions below and provide proof as required*

| RELEVANT COMPONENTS  Ignore components/sections that are not applicable |
|---|
| **a) Intersections between programmes, departments, faculties and campuses within the university** |
| Describe the joint programme within the UFS and who the stakeholders were that collaborated? What are the objectives of the project or programme? |
| How did the collaboration contribute to the success of the programme or to increased participation and impact? |
| |
| **b) Powerful partnerships with external parties beyond the university** |
| With which business, institution or organisation/s beyond the university did you partner for a specific goal/project? Describe the project/programme. |
| What is the goal and outcome of this collaboration? |
| How did the collaboration contribute to the success of the programme or to increased participation and impact? |

NB: Submit form to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 <u>WITH</u>:

1. **PROOF OF PROJECT/PERFORMANCE**, (photos/docs/certificates/testimonials/research papers)
**2. PROVIDE A VIDEO-CLIP (5 MIN MAX)/ OR PP PRESENTATION (preferably with voice over)** on the project/performance

CATEGORY 1: **EXCELLENCE AWARDS**

**Testing performance /impact /achievement of KSA goals of offices/divisions – <u>no individual entries</u>**
**PLEASE COMPLETE THE RELEVANT ENTRY FORM WHEN APPLYING FOR EACH OF THE 5 KSA AREAS**

**KSA 5: TRANSFORMATION: SOCIAL JUSTICE - SOCIAL COHESION - CRITICAL DIVERSITY**

<u>Division/Unit/Office Particulars:</u>  *Complete details below and mark relevant components*
*[Two (2) to qualify]*

| DIVISION/UNIT/OFFICE | | PANEL NOTES |
|---|---|---|
| HEAD OF DIVISION | | |
| RELEVANT COMPONENTS | *Tick Appropriate Components* | |
| a) Create co-curricular programmes that address social justice, critical diversity, transformation, citizenship, human rights, democracy, intersectionality, pedagogy of discomfort, humanizing pedagogy and social cohesion | | |
| b) Foster powerful partnerships with faculties, departments, the higher education sector, the DHET and international institutions regarding related programmes | | |

<u>Performance Indicators:</u>  *Please answer questions below and provide proof as required*

| RELEVANT COMPONENTS  Ignore components/sections that are not applicable |
|---|
| **a) Create co-curricular programmes that address social justice, critical diversity, transformation, citizenship, human rights, democracy, intersectionality, pedagogy of discomfort, humanizing pedagogy and social cohesion** |
| Describe this co-curricular programme/project that you designed and implemented to address the social inclusion issues. |
| What was the impact/success of this programme/project? |
| Were the desired outcomes reached? |
| |
| **b) Foster powerful partnerships with faculties, departments, the higher education sector, the DHET and international institutions.** |
| Describe the partnerships formed to implement the above mentioned programme/project. |
| How did the partnership contribute to the success or impact of the programme/project? |
| Were the desired outcomes reached? |

NB: Submit form to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 <u>WITH</u>:

1. **PROOF OF PROJECT/PERFORMANCE**, (photos/docs/certificates/testimonials/research papers)
**2. PROVIDE A VIDEO-CLIP (5 MIN MAX)/ OR PP PRESENTATION (preferably with voice over)** on the project/performance

## 2. BEST PROJECT AWARD:

**One in each of the following categories:**

- Best NEW Project, not done before, according to stipulated criteria
- KEEPING UP WITH THE TIMES PROJECT -  Best revamped/improved project; existing project with new dimensions, additions/ improvements, new look, (e.g. relevance of services to current student population group,  modernisation of services/processes in terms of technology, branding, visibility etc.)

ENTRY & SELECTION PROCESS:

### WHEN AND WHERE?

- Send application to Petro Herbst at herbstp@ufs.ac.za
- **Applications open:**      12 August
- **Applications close:**      11 October at 12:00

### WHO CAN ENTER?
- **Divisions/offices/units/KSA Teams**
- No individual entries or nominations
- No limitation of entries per division or office

### HOW TO ENTER?
- HOD's encourage staff to enter
- Members of the above group meet, **discuss and determine which projects** to **enter as a collective**

### WHAT TO SUBMIT?
- Complete entry form in full
- Give a brief description of the project/innovation and why it is deemed excellent
  (Type in the relevant space on the entry form)
- **Attach Proof** of related project/innovation, e.g. photos, relevant documents, certificates, testimonials etc.

AWARD ALLOCATION:

- The top 3 of the category to be mentioned at Awards Ceremony with brief description of innovation/project and its impact
- Each receives a certificate & winner also receives a revolving trophy

CATEGORY DESCRIPTION & CRITERIA

**Best NEW Project:**

### WHAT ARE WE TESTING?
- Testing *the excellence, extent of problem-solving/need being fulfilled/ impact of project* to determine the best NEW project according to stipulated criteria

1

**WHAT ARE THE REQUIREMENTS?**

➢ **CRITERIA** (Questions to be answered on the entry form)

1. What **problem was addressed/ need fulfilled/focus area enhanced** with this programme?
2. **How** was this problem addressed/needs fulfilled (the programme content, **methodology**)?
3. What are the **outcomes** of this project?
4. In your own words: **Why is this an excellent programme/project for Student Affairs?**

**KEEPING UP WITH THE TIMES Project:**

**WHAT ARE WE TESTING?**
➢ Testing *the adjustments/improvements/additions to an existing project,* resulting in higher impact/reach; *the relevancy, extent of modernisation and use of current and new technology* to keep up with the times

**WHAT ARE THE REQUIREMENTS?**

➢ **CRITERIA** (Questions to be answered on the entry form)

1. Describe the **new additions, improvements, technology, processes or services** that were introduced to the project/program?
2. **How** did this assist to **better address the initial problems/ needs** of students that the program aims to fulfill? How did it contribute to **improve the visibility, functionality, access and reach, participation rates and impact** of the project?
3. What were the **outcomes** of the improved project? How did this **differ from the results/impact of the program in its previous format?**
4. In your own words: **Why are these adjustments/improvements significant to the success of the programme/project – how does it keep up with the times?**

CATEGORY 2: <u>**BEST PROJECT AWARD**</u>

**1. Best NEW Project:**

**Seeking the best new project of the year, addressing a specific problem or need in Student Affairs**

**PLEASE COMPLETE ONE FORM PER PROJECT AND PROVIDE INFORMATION AS REQUIRED BELOW**

<u>Entries per office/KSA Team/division</u> (no individual entries or nominations; no limitations of entries per division/office)

- Complete entry form, answer 4 questions and attach maximum of 4 project photos, video-clip, documents, testimonials, articles etc. as proof
- <u>Project manager</u> *Complete details below*

| STAFF MEMBER NAME | | PANEL NOTES |
|---|---|---|
| DIVISION/UNIT/OFFICE | | |
| HEAD OF DIVISION | | |
| PROJECT NAME | | |

<u>Please provide brief answers to the questions below:</u>

| 1. What problem was addressed/need fulfilled/focus area enhanced with this programme? |
|---|
| |

| 2. How was this problem addressed/ need fulfilled (the programme content, methodology)? |
|---|
| |

| 3. What were the outcomes of this project? |
|---|
| |

| 4. In your own words: Why is this an excellent programme/project for Student Affairs? [40 words max] |
|---|
| |

NB: Submit completed form to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 <u>WITH</u>:

**PROOF OF PROJECT** (photos, documents, testimonials, articles etc.)

CATEGORY 2: **BEST PROJECT AWARD**

**2. KEEPING UP WITH THE TIMES Project:**

- **Seeking the best revamped/improved project of the year, an existing project with new dimensions, additions or improvements, resulting in higher** impact/reach**. (***Modernised project, relevant to current student population, use of new technology (4IR), processes and services to interest students)*

**PLEASE COMPLETE ONE FORM PER PROJECT AND PROVIDE INFORMATION AS REQUIRED BELOW**

Entries per office/KSA Team/division (no individual entries or nominations; no limitations of entries per division/office)

- Complete entry form, answer 4 questions and attach maximum of 4 project photos, video-clip, documents, testimonials, articles etc. as proof
- Project manager *Complete details below*

| STAFF MEMBER NAME | | PANEL NOTES |
|---|---|---|
| DIVISION/UNIT/OFFICE | | |
| HEAD OF DIVISION | | |
| PROJECT NAME | | |

Please provide brief answers to the questions below:

1. Describe the **new additions, improvements, technology, processes or services** that were introduced to the project/program?

2. **How** did this assist to **better address the initial problems/ needs** of students that the program aims to fulfill? How did it contribute to **improve the visibility, functionality, access and reach, participation rates and impact** of the project?

3. What were the **outcomes** of the improved project? How did this **differ from the results/impact of the program in its previous format?**

NB: Submit completed form to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 WITH:

**PROOF OF PROJECT** (photos, documents, testimonials, articles etc.)

4. In your own words: **Why are these adjustments/improvements significant to the success of the programme/project - how does it keep up with the times??**
 [40 words max]

**3. INNOVATION AWARDS**: [One in each of the 5 Innovation Categories]

ENTRY & SELECTION PROCESS:

  **WHEN AND WHERE?**
  ➢ Send application to Petro Herbst at herbstp@ufs.ac.za
  ➢ **Applications open:**   12 August
  ➢ **Applications close:**   11 October at 12:00

  **WHO CAN ENTER?**
  ➢ Individual entries by nomination or staff member's indication to apply
  ➢ No limitation of entries per division or office

  **HOW TO ENTER?**
  ➢ **HOD's or colleagues nominate** an individual, or the latter indicates to HOD their interest to apply/be considered [**additionally, colleagues can nominate an HOD also, or HOD's can indicate their interest to apply]**
  ➢ In case of HOD nominated, second layer leadership to be informed, sign off on form
  ➢ Nominator **consults with individual** and seeks consent and commitment from the latter to provide the necessary information and supporting documents
  ➢ Nominees to sign on the form that they agree to the above

  **WHAT TO SUBMIT?**
  ➢ **HOD /or second layer leader, (in case of HOD entry) completes entry form in full**, whilst motivation and supporting information is provided by the nominated staff member
  ➢ Give a **brief description/ motivation (of 300 words) of the project/innovation/capability/ achievement** and why it is deemed excellent (type in the relevant space on the entry form)
  ➢ Evidence or examples of the particular innovation can be included where applicable – optional though.
  ➢ Attach a **photo** of the candidate

AWARD ALLOCATION:

  ➢ The top 3 of the category to be mentioned at Awards Ceremony, with brief description of innovation/achievement/project and its impact
  ➢ Each receives a certificate & winner also receives a revolving trophy – winner's photo displayed

CATEGORY DESCRIPTION & CRITERIA

  **WHAT ARE WE TESTING?**
  ➢ Testing the individual's **innovation, vision, resourcefulness or resilience** in executing his/her duties, as per criteria indicated

1

**WHAT ARE THE REQUIREMENTS?**

➢ **CRITERIA** (Answering to the following)

| AWARD CATEGORY | INNOVATION/ CAPABILITY | DESCRIPTION OF INNOVATION |
|---|---|---|
| THERE-IS-NO-BOX AWARD | Out of the box thinking | An innovator who is revolutionary, or radical who created something or a method that is totally new. |
| THERE-IS-NO-SPOON AWARD | Meaningful change support or inspiration created | An innovator who made a change in other staff members or in students by inspiring them and eventually achieved a better work set-up or relationship. |
| THERE-IS-NO-BUDGET AWARD | Achieved something with little resources | An innovator who fully exploited already existing resources and added something to a product or service, which achieved good results. These can be new approaches to old products or services.  Doing more of the same things but with somewhat better results. |
| THERE-IS-NO-LIMIT AWARD | Big-thinking/ visionary/ dreamer | An innovator who inspires by dreaming / thinking big. |
| THERE-ARE-NO-TEARS AWARD | Being resilient/ persevere despite adversity | An innovator who doesn't give up, faces challenges, adapts, gets up and succeeds |

CATEGORY 3: **INNOVATION AWARDS**

**Testing innovation, vision, resourcefulness or resilience of individual staff members, nominated by HOD's or colleagues**

**PLEASE COMPLETE ONE FORM PER STAFF MEMBER AND PROVIDE MOTIVATION UNDER THE RELEVANT CATEGORY [IES], AS PER SPACE PROVIDED FOR EACH.**

HOD's/colleagues to enter staff member with their consent, submit entry form, provide description / motivation of 300 words, provide evidence of innovation (optional), as well as a photo of candidate.

Individual Staff Member:  *Complete details below and mark relevant categories to be entered*
 *[Same form can be used for one staff member for different categories, if applicable]*

| | | PANEL NOTES |
|---|---|---|
| STAFF MEMBER (nominee) NAME | | |
| DIVISION/UNIT/OFFICE | | |
| HEAD OF DIVISION /SECOND LAYER LEADERSHIP in case of HOD entry | | |
| RELEVANT CATEGORIES ENTERED | *Tick Appropriate Categories* | |
| a)   **There-Is-No-Box Award** | | |
| b)   **There-Is-No-Spoon Award** | | |
| c)   **There-Is-No-Budget Award** | | |
| d)   **There-Is-No-Limit Award** | | |
| e)   **There-are-No-Tears Award** | | |

Award Category Description:

| AWARD CATEGORY | INNOVATION/ CAPABILITY | DESCRIPTION OF INNOVATION |
|---|---|---|
| THERE-IS-NO-BOX AWARD | Out of the box thinking | An innovator who is revolutionary, or radical who created something or a method that is totally new. |
| THERE-IS-NO-SPOON AWARD | Meaningful change support or inspiration created | An innovator who made a change in other staff members or in students by inspiring them and eventually achieved a better work set-up or relationship. |
| THERE-IS-NO-BUDGET AWARD | Achieved something with little resources | An innovator who fully exploited already existing resources and added something to a product or service, which achieved good results. These can be new approaches to old products or services.  Doing more of the same things but with somewhat better results. |
| THERE-IS-NO-LIMIT AWARD | Big-thinking/ visionary/ dreamer | An innovator who inspires by dreaming / thinking big. |
| THERE-ARE-NO-TEARS AWARD | Being resilient/ persevere despite adversity | An innovator who doesn't give up, faces challenges, adapts, gets up and succeeds |

NB: Submit completed form with motivation and evidence of innovation (optional) to Petro Herbst herbstp@ufs.ac.za
by 11 October at 12:00 WITH: **PHOTO OF CANDIDATE**

AWARD MOTIVATION:

**1. THERE-IS-NO-BOX AWARD CATEGORY (300 WORDS)**

**2. THERE-IS-NO-SPOON AWARD CATEGORY (300 WORDS)**

NB: Submit completed form with motivation and evidence of innovation (optional) to Petro Herbst herbstp@ufs.ac.za
by 11 October at 12:00 <u>WITH</u>: **PHOTO OF CANDIDATE**

## 3. THERE-IS-NO-BUDGET AWARD CATEGORY (300 WORDS)

## 4: THERE-IS-NO-LIMIT AWARD CATEGORY (300 WORDS)

NB: Submit completed form with motivation and evidence of innovation (optional) to Petro Herbst herbstp@ufs.ac.za
by 11 October at 12:00 WITH: **PHOTO OF CANDIDATE**

## 5. THERE-ARE-NO-TEARS AWARD CATEGORY (300 WORDS)

**4. HELPING HANDS AWARDS**: [One in each of the 4 Helping Hands Awards Categories]

ENTRY & SELECTION PROCESS:

### WHEN AND WHERE?

➢ Send application to Petro Herbst at herbstp@ufs.ac.za
➢ **Applications open:** 12 August
➢ **Applications close:** 11 October at 12:00

### WHO CAN ENTER?

➢ Individual entries by nomination or staff member's indication to apply
➢ No limitation of entries per division or office

### HOW TO ENTER?

➢ **HOD's or colleagues nominate** an individual, or the latter indicates to HOD their interest to apply/be considered **[additionally, colleagues can nominate an HOD, or HOD's can indicate their interest to apply]**
➢ In case of HOD nominated, second layer leadership to be informed, sign off on form
➢ Nominator **consults with individual** and seeks consent and commitment from the latter to provide the necessary information and supporting documents
➢ Nominees to sign on the form that they agree to the above

### WHAT TO SUBMIT?

➢ **HOD/ second layer leader (in case of HOD entry) completes entry form in full**, whilst motivation and supporting information is provided by the nominated staff member
➢ Give a **brief description/ motivation (of 300 words) of the action/level of assistance or loyalty/capability** and why it is deemed excellent (type in the relevant space on the entry form)
➢ Attach a **photo** of the candidate

AWARD ALLOCATION:

➢ The top 3 of the category to be mentioned at Awards Ceremony, with brief description of innovation/project and its impact
➢ Each receives a certificate & winner also receives a revolving trophy – winner's photo displayed

CATEGORY DESCRIPTION & CRITERIA

### WHAT ARE WE TESTING?

➢ Testing the individual's *assistance and commitment beyond duty, loyalty, collegiality and mentoring* in executing his/her tasks, as per criteria indicated

### WHAT ARE THE REQUIREMENTS?

➢ **CRITERIA** (Answer to the following)

| AWARD CATEGORY | ASSISTANCE/ ACTION/CAPABILITY | DESCRIPTION OF ACTION/ASSISTANCE |
|---|---|---|
| SHARING-THE-LOAD AWARD | Assists where possible, share others' volumes of work | Extremely helpful, willing to assist colleagues/divisions beyond job description or boundaries |
| ULTIMATE LOYALTY AWARD | Very responsible and loyal to finalize tasks and deliver good results | Loyalty beyond the expected, regularly working after hours to finish urgent tasks, going the extra mile |
| BEST MENTOR AWARD | Selfless in sharing knowledge and experience | Long serving staff member who mentored another staff member to achieve/ learn the skills/ master the task |

| OFFICE WHIZ AWARD | Efficiently organizes, handles multiple tasks and schedules | Staff member who excels beyond compare in office management, administration and logistics |
|---|---|---|

**CATEGORY 4**: <u>HELPING HANDS AWARDS</u>

**Testing** the individual's *assistance and commitment beyond duty, loyalty, collegiality and mentoring* in executing his/her tasks, as per criteria indicated

**PLEASE COMPLETE ONE FORM PER STAFF MEMBER AND PROVIDE MOTIVATION UNDER THE RELEVANT CATEGORY [IES], AS PER SPACE PROVIDED FOR EACH.**

<u>HOD's/colleagues to enter staff member with their consent</u>, submit entry form, provide description / motivation of 300 words, as well as a photo of candidate.

<u>Individual Staff Member:</u>  *Complete details below and mark relevant categories to be entered*
 *[Same form can be used for one staff member for different categories, if applicable]*

| | | PANEL NOTES |
|---|---|---|
| STAFF MEMBER (nominee)  NAME | | |
| DIVISION/UNIT/OFFICE | | |
| HEAD OF DIVISION /SECOND LAYER LEADERSHIP in case of HOD entry | | |
| RELEVANT CATEGORIES ENTERED | *Tick Appropriate Categories* | |
| a)  **Sharing-the-Load Award** | | |
| b)  **Ultimate Loyalty Award** | | |
| c)  **Best Mentor Award** | | |
| d)  **Office Whiz Award** | | |

<u>Award Category Description:</u>

| AWARD CATEGORY | ASSITANCE/ ACTION/CAPABILITY | DESCRIPTION OF ACTION/ASSISTANCE |
|---|---|---|
| SHARING-THE-LOAD AWARD | Assists where possible, share others' volumes of work | Extremely helpful, willing to assist colleagues/divisions beyond job description or boundaries |
| ULTIMATE LOYALTY AWARD | Very responsible and loyal to finalize tasks and deliver good results | Loyalty beyond the expected, regularly working after hours to finish urgent tasks, going the extra mile |
| BEST MENTOR AWARD | Selfless in sharing knowledge and experience | Long serving staff member who mentored another to achieve/ become better than he/she |
| OFFICE WHIZ AWARD | Efficiently organizes, handles multiple tasks and schedules | Staff member who excels beyond compare in office management, administration and logistics |

NB: Submit completed form with motivation to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 <u>WITH</u>:
**PHOTO OF CANDIDATE**

AWARD MOTIVATION:

**1. SHARING-THE-LOAD AWARD CATEGORY (300 WORDS)**

**2. ULTIMATE LOYALTY AWARD CATEGORY (300 WORDS)**

NB: Submit completed form with motivation to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 <u>WITH</u>:
**PHOTO OF CANDIDATE**

**3. BEST MENTOR AWARD CATEGORY (300 WORDS)**

**4. OFFICE WHIZ AWARD CATEGORY (300 WORDS)**

NB: Submit completed form with motivation to Petro Herbst herbstp@ufs.ac.za by 11 October at 12:00 <u>WITH</u>:

**PHOTO OF CANDIDATE**

**5.  HONORARY AWARDS** (Recognition of membership to professional bodies, as well as for long service at UFS/Student Affairs)

Mention of staff who have membership or hold positions on professional bodies at provincial/ regional/ national/ international level, **r**elevant to the Student Affairs realm/ field of practice, which enhances their quality of work, their professional development and positively impacts the functionality and success of their divisions. Staff who have served in Student Affairs/UFS longer than 10, 20 and 30 years respectively are also recognized at the Student Affairs Awards Function.

RECOGNITION PROCESS

➢ HOD's to provide information on staff representation on prov./reg./nat./int. level, name of body/organisation, specific portfolio, period of service etc.
➢ HOD's to provide information on staff who qualifies for the Long Service Award
➢ **To be submitted to Petro Herbst at** herbstp@ufs.ac.za between 12 August and 11 October at 12:00
➢ Certificates awarded or appreciation shown by specific bodies at relevant levels
➢ Recognition at SA Awards Ceremony is done by mentioning the staff members' participation/roles /achievements in the respective body/ their period of continuous work at Student Affairs/UFS

CATEGORY DESCRIPTION & CRITERIA

- Leadership Honorary Award:     Member of professional body (current year)
- Dean's Honorary Award:     Chairperson/Vice-Chairperson/ Executive Com Member of professional body (current year)
- Long Service Award:     Serving the Department of Student Affairs/UFS for:
  i)  10+ years (current year)
  ii)  20+ years (current year)
  iii) 30+ years (current year)

CATEGORY 5**: HONORARY AWARDS** [recognition to staff who serve on Provincial /Regional/National /International boards/structures, as well as for long service at UFS/Student Affairs]

<u>Information supplied by relevant office/department/division</u> (submission by HOD's)

**TABLES BELOW CAN BE USED FOR ALL MEMBERS IN YOUR DIVISION WHO SHOULD BE RECOGNISED**

<u>Head of Department:</u> *Please complete details below*

| STAFF MEMBER 1: NAME | | | | | PANEL NOTES |
|---|---|---|---|---|---|
| DIVISION/UNIT/OFFICE | | | | | |
| HEAD OF DIVISION | | | | | |
| **1. PROFESSIONAL BODY/ ORGANISATION/STRUCTURE NAME** | | | | | |
| LEVEL OF PARTICIPATION | *Please Tick appropriate level* | | | | |
| | Provincial | Regional | National | International | |
| ROLE/PORTFOLIO | | | | | |
| PERIOD OF SERVICE | | | | | |
| ACHIEVEMENT IN RELEVANT BODY - CURRENT YEAR | | | | | |
| **2. LONG SERVICE PERIOD AT UFS/ STUDENT AFFAIRS** | *Please Tick appropriate period* | | | | |
| | *10+ years* | *20+ years* | *30+ years* | | |

| STAFF MEMBER 2: NAME | | | | | PANEL NOTES |
|---|---|---|---|---|---|
| DIVISION/UNIT/OFFICE | | | | | |
| HEAD OF DIVISION | | | | | |
| **1. PROFESSIONAL BODY/ ORGANISATION/STRUCTURE NAME** | | | | | |
| LEVEL OF PARTICIPATION | *Please Tick appropriate level* | | | | |
| | Provincial | Regional | National | International | |
| ROLE/PORTFOLIO | | | | | |
| PERIOD OF SERVICE | | | | | |
| ACHIEVEMENT IN RELEVANT BODY - CURRENT YEAR | | | | | |
| **2. LONG SERVICE PERIOD AT UFS/ STUDENT AFFAIRS** | *Please Tick appropriate period* | | | | |
| | *10+ years* | *20+ years* | *30+ years* | | |

| STAFF MEMBER 3: NAME | | | | | PANEL NOTES |
|---|---|---|---|---|---|
| DIVISION/UNIT/OFFICE | | | | | |
| HEAD OF DIVISION | | | | | |
| **1. PROFESSIONAL BODY/ ORGANISATION/STRUCTURE NAME** | | | | | |
| LEVEL OF PARTICIPATION | *Please Tick appropriate level* | | | | |
| | Provincial | Regional | National | International | |
| ROLE/PORTFOLIO | | | | | |
| PERIOD OF SERVICE | | | | | |
| ACHIEVEMENT IN RELEVANT BODY - CURRENT YEAR | | | | | |
| **2. LONG SERVICE PERIOD AT UFS/ STUDENT AFFAIRS** | *Please Tick appropriate period* | | | | |
| | *10+ years* | *20+ years* | *30+ years* | | |

# Appendix AF

**KSA 1 – Final Draft: Encouraging DSA staff to publish**

**Background**

This initiative is imperative to promote professionalisation through encouraging writing for publication on topics that contribute to knowledge and advancement of practice in Student Affairs. The higher education sector is facing many challenges in addressing students' issues, which includes, but is not limited to intensifying residential inequality and financial exclusion. For these reasons, there is a growing need for Student Affairs practitioners to contribute towards solutions through engagement in scholarly research and journaling. The envisioned program aims to reach two core outcomes:

i) *Promoting writing through presentation and engagement on the context of Student Affairs, and*
ii) *Providing important steps to follow when dealing with scholarly writing.*

1. **THE IMPORTANCE OF THE INITIATIVE**

   **Institutional importance**

   One of the institution's core functions is the ITP.

   *"The University will have a differentiated research strategy that increases research productivity, performance, best practice, local application, and relevance. The UFS will also be established as a preferred academic knowledge partner that can conceptualise, develop, and successfully commercialise research activities, fostering an innovative and entrepreneurial culture."*

   DHET also requires UFS to consistently produce researched publications and in order to achieve this, each department is to achieve a specific target in order to meet the set institutional goals. Some of these goals include the following:

   - Become a research led institution with excellent programmes
   - Develop research skills of staff
   - Attract international stakeholders by producing quality research publications
   - Increase the institution's third income stream

**Departmental requirement**

- DSA is expected to contribute to the institutional core functions and research targets by establishing internal research output goals
- Contribute to the institutional advancement
- By virtue of working in higher education, we are required to be data driven and further motivate our functional existence through publishing.
- Writing to publish also contributes largely to professionalising the DSA environment and improving the effectiveness of our systems and programmes.
- Enhance research output and use research to improve our systems in contributing to the transformation plan (ITP)
- Generate third-stream income for DSA & UFS
- Generate a staff research entity (funds used by staff for research purposes)
- Increase SLE's for DSA, as well as allocation of subsidies by DHET, through publishing in accredited journals
- Develop research skills of staff members
- Increase intellectual property for DSA and staff

## 2. FRAMEWORK FOR PUBLISHING IN HIGHER EDUCATION

- Accredited journal – subsidy can be claimed from DHET
- Non-accredited journal - subsidy cannot be claimed from DHET
- Academic writing – formal writing intended for a scholarly or academic audience of a specific discipline. It is source based with journal prerequisites.
- Non-academic writing – generally informal with a mass audience.

**Research output units include the following:**

- Creative output (creative writing)
- Journal publications – articles and chapters
- Books
- Conference proceedings – published paper presented at conference

**Important documents for staff:**

- Department of Higher Education and Training List of Approved South African Journals (January 2020)
- Creative Outputs and Innovation Policy Implementation Guidelines 2019
- DHET Research Output Policy 2015

- UFS ITP Section 3.5,Page 7-8 https://www.ufs.ac.za/docs/default-source/all-documents/the-ufs-integrated-transformation-plan7b62e2e65b146fc79f4fff0600aa9400.pdf?sfvrsn=d7768d21_0

**Recommended journals for DSA:**

- **DHET Approved South African Journals (January 2020) –** see attachment

- **Journal of Student Affairs in Africa (JSAA)**

  The *Journal of Student Affairs in Africa* (JSAA) **is an independent, peer-reviewed, multi-disciplinary, open-access academic journal** that publishes scholarly research and reflective discussions about the theory and practice of student affairs in Africa.

  The details on the submission process can be accessed at the following link: https://www.ajol.info/index.php/jssa

- **Journal of College and University Student Housing** is the ACUHO-I's academic journal, providing readers with scholarly insight into housing and student affairs topics. Each year ACUHO-I publishes three issues of the journal, delivering insightful and well-researched information you can use to improve your campus housing operations.  You may use  the following link for more information https://www.acuho-i.org/journal?portalid=0?portali

Only complete, peer reviewed articles in journals are accepted for subsidy.

**The following types of articles are NOT subsidised according to DHET Outputs Policy, 2015:**
- Correspondence to the editors
- Abstracts or extended abstracts
- Keynote Addresses
- Obituaries
- Book reviews
- News articles
- Advertorials

**Other platforms where stories can be published:**

- **DSA Internal Story Book Collection** – new initiative**.
  It includes stories from staff from all divisions, sharing experiences in our respective spaces. This initiative will require a structured outline highlighting the types of stories

required to write followed by information sessions to provide staff members with more knowledge and useful guidelines that will inspire them to contribute in the DSA book.

- **UFS eDumela:** An arrangement with the Department of Communication and Marketing has been made for DSA staff to also use this platform to write on this platform.

  Contact office:

  Amanda Thongha,  TonghaA@ufs.ac.za  or
  Valentino Ndaba,  NdabaV@ufs.ac.za

  The office accepts stories concerning staff, news from divisions and departments. Staff members are also welcome to air their views in a column, short features or snippets. A maximum word count of 400 words is accepted.
  Departments are welcome to forward stories, suggestions/ideas for new editions.
  This platform is an opportunity for DSA to get more exposure and share experiences with the UFS community at large.

- **Staff using their personal LinkedIn page to publish short stories:**

  **LinkedIn** is a social network that focuses on professional networking and career development. However, it has established a professional platform that allow members to publish articles about their expertise and interests.

  This will allow DSA staff to connect with different experts in their field of interest. The platform provides the advantage of promoting personal growth and encouraging DSA staff to share their experiences with the world. This will ultimately enhance interaction with potential external stakeholders of the University.

  Specific training on article publication will be arranged for all DSA staff, via LinkedIn. The aim is to provide an overview of steps to follow to publish through LinkedIn and to identify focus topics or focus areas that can be shared on LinkedIn.

- **Create a departmental blog for publication of stories and articles:**

  **Purpose of the DSA blog**

  Blogs are easily accessible, and anyone can share their experience, knowledge and opinion. The blog will be an online hub for the department to store information and produce more articles. All staff members will be allowed to publish on the topic of

their choice, which should align to the focus of the department.  Students can also be encouraged to publish on the blog.

### Benefits

- The University of the Free State aspires to contribute locally and globally to knowledge production. The blog will make it easier for people to connect as a result of the articles published on the platform.
- This will also improve the University rankings on search engines.
- The blog will promote sharing of information on student affairs related topics.
- It would promote online engagement with different university stakeholders and cultivate interest on the knowledge contribution by Students Affairs and the university.

### ICT Support

The ICT department will assist to create a blog, inclusive of the required functions to allow writers to contribute their articles. The following steps would apply:

- Design of the blog
- Log in credentials
- Piloting to staff
- Information session on the functions of the blog

## 3. KSA 1 DESIRED OUTCOMES FOR DSA

- Create opportunities for DSA staff to develop/improve their research and writing skills.
- Enhance knowledge on what the publishing process entails.
- Provide evidence of improved quality and quantity publications from DSA.
- Produce publications that earn the institution subsidy from DHET and increase SLE's.
- Create an internal platform for DSA staff to submit stories and combine as a book publication – Creative Outputs.
- Give official/ formal recognition to staff for publishing - Create a DSA writers wall at the Steve Biko building; SA Awards: research incentives entity.

### Collaborations:

- KSA 2 – assist with Post Graduate list to staff; shared ideas on the writing support programme initiative, created by KSA 2; provide support with the process of

encouraging staff to publish and present at the DSA Colloquium; support with the DSA story collection book idea by KSA 1.

- Arts & Culture – share ideas on creative publishing output and launching of the book.

**Hosting of virtual inspirational and skills development sessions:**

- Virtual Launch:
Highlight the purpose of the initiative; communicate desired outcomes and plans with the timeline.
Importance of publishing and increasing research outputs for the institution by Prof Puleng LenkaBula;
The context of Student Affairs: Overview and developments by Mr. Pura Mgolombane.

- Difference between scholarly writing and non-academic writing
Unpacking different types of scholarly writing: research focus article, reflective article and review article.

- How to publish an academic research paper: Approach and steps to follow.

- Creative publishing in Higher Education.

## 4. ACTION PLAN TO ACHIEVE DESIRED KSA 1 OUTCOMES AND INCREASE PUBLICATIONS BY DSA STAFF

| | Tasks | Desired outcomes | Status |
|---|---|---|---|
| 1. | Provide a list of online courses and workshops from the Post Graduate Office | -To ensure that all members are well informed of online courses being offered by the Post Graduate office | On-going |
| 2. | Add DSA Research office and KSA1# staff to mailing list of UFS Research Development office – Lelani Oosthuizen | To receive training and ensure that DSA research and publications are aligned with the requirements and timeline of the | Achieved |

| | | institution's RIMS office. | |
|---|---|---|---|
| 3. | Add DSA Research office and KSA1# staff to mailing list of UFS Research Development office (Creative Writing) – Themba Masiba | To receive training and ensure that DSA research and publications are aligned with the requirements and timeline of the institution's RIMS office. | Achieved |
| 4. | Host a virtual launch of the initiative Zoom | - To demonstrate the importance of research that culminates in writing and publishing in journals, promoting knowledge-based practice in Student Affairs and institutions of Higher Education.<br><br>- Encouraging DSA staff to become involved in academic and non-academic writing. | Achieved<br><br>-The launch was held on the 10 September 2020, from 10:00 – 12:00. |
| 6. | Information session to provide staff with the knowledge on the process of academic writing to publish | To ensure that all DSA staff are knowledgeable and informed about the steps to consider when writing for publication.<br><br>-To clearly demonstrate the proper process to be followed. | 19 February 2021 |

| 7. | Session with a well-established creative writer to encourage and give insight to staff members – Collaborate with the Arts & Culture Office | To link DSA staff with prominent publishers<br><br>-To invite a prominent creative writer to inspire and motivate DSA staff to engage in creative writing.<br>- To expand relationships between various stakeholders and offices, with the purpose of fulfilling the goal of publishing. | 19 March 2021 |
|---|---|---|---|
| 8. | Snowball Writing Exercise/Competition | - Initiative to implement what was shared during the creative writing workshop, by means of an office-format exercise/competition.<br>- Each department determines a relevant theme, after which each staff member writes a paragraph, passes it on to the next etc. until a final product can be delivered.<br>- Incentives to be provided | April/May 2021 |
| 9. | Establish a DSA Writers' Wall – Public recognition | -To honour and publicly recognise contributions by DSA staff who publish articles and books; to inspire other staff members to write and publish; to | In-progress<br>2 design options from Stephen Collet and/or virtual wall on relevant platform(s), e.g. DSA webpage, Staff Support Bb page etc. |

| | | achieve the institutional goals.<br>-To ensure that the DSA space reflects institutional values. | |
|---|---|---|---|
| 10. | Submit a budget proposal for the DSA book e.g. editing, printing etc. | To evaluate the overall costs and seek financial support in order to achieve desired goals of the project. | 20 February 2021 |
| 11. | Forward framework and requirements for stories needed in the DSA book | To provide clear guidelines and requirements for the book.<br>-To ensure focus points and subjects of interests in line with Student Affairs themes that would enhance development.<br>-To promote ethical conduct in writing. | 01 February 2021 |
| 12. | Deadline for submission of stories – DSA book | To ensure enough time to submit for editing and peer review, before final approval to publish. | 31 July 2020 |
| 13. | Submit combined stories in a book format – Creative Writing for peer review | To ensure enough time to submit for editing and peer review, before final approval to publish. | 31 July 2020 |
| 14. | Creating a blog | DSA blog for articles, stories and engagement. | In progress with assistance from ICT. |

| 15. | LinkedIn Training | Training for staff on populating the article section and in turn enhance their profiles. | 9 April 2020 |
| --- | --- | --- | --- |

## 5. RECOMMENDATION: APPOINTMENT OF AN AD HOC ASSISTANT IN THE DSA RESEARCH OFFICE

KSA 1 proposes the appointment of a Research Assistant that can assist at the research desk as additional support for Mr Ruben Langenhoven. The Assistant's role will be to provide support with additional administrative duties related to the writing for publishing project.

The Assistant's other focus is to also send a template to departments in DSA, that should be completed with information about an event/project/programme as well as a picture. This information can then be shared from ONE point with the Department of Communication and Marketing, it can be combined in an annual report to showcase work per department, and it can be shared as a short newsletter every quarter with staff, students and alumni. We believe this will take us forward in terms of marketing and showcasing our offerings and services.

**Contact list:**

Postgraduate School

Tshepiso Molaba  - MolabaTP@ufs.ac.za 051-401 9867


Research Development

Lelani Oosthuizen - OosthuizenL@ufs.ac.za 051-401 3047


Research Development: Creative Publishing

Themba Masiba - MasibaTI@ufs.ac.za 051-401 7873

# Appendix AG

**BLOEMFONTEIN** CAMPUS

**SOUTH** CAMPUS

**QWAQWA** CAMPUS

# DEAR STUDENT

It is with great pleasure and a sense of humility that I take the opportunity to welcome you to the University of the Free State (UFS), passionately referred to as 'Kovsies'.

I am pleased to be the first one to give you an assignment; your assignment is to find out the historic significance and meaning of Kovsies; because that knowledge may help you make meaning of and to understand your new identity as a Kovsie.

This assignment will be the first of many, the idea of being at a university especially at Kovsies is that you must learn to think not only to think but to think critically about your own thinking. This is important because you will be meeting different people with different identities who come from different backgrounds. Each of you will be bringing different ways of being human; you will be bringing your unique ways of seeing and looking at the world. In this light, the question I would like to pose to you is this: 'what makes your way of seeing the world the right one and that of another the wrong one?' I would argue that the answer lies in the 'value' that is awarded to one form of difference (in perspectives) over the other. Our awareness of these values allows us to always reconsider our versions of truths; our ways of seeing and being in the world; it is in that moment that learning, unlearning & relearning takes place. However, take note that when we are confronted with a version of the truth that is different from ours, we are likely to 'ridicule the new version, then do everything in our power including violence to opposed the different version of truth and lastly, we may eventually accept the same truth as self-evident' – Arthur Schopenhauer.

This is what Critical Diversity Literacies are about, they are about critically making meaning of our differences. That is, our differences are not neutral, they come with power and privilege. For example, we differ in race, gender, (dis)ability, place of origin, sexual orientation, class, religion, culture, language and so on. So, when you meet a person, you need to realise that, that person embodies multiple identities. Intersectionality Theory teaches us, that in order to achieve social justice we need to deal with the multiplicity of identities that people embody; because people do not live single lives, rather they have multiple ways of being human.

The Humanising Pedagogy assists us in demonstrating what we need to do to be truly human and in the process treat others as human beings. Given our socialisation and our different positionalities in our society, dealing with difference critically becomes very uncomfortable. However, the Pedagogy of Discomfort suggests that material change takes place at a point of discomfort; so when you are faced with discomfort which I am sure you will, you need to embrace it because such discomfort signals possibilities for material change. Hence the Division of Student Affairs (DSA) motto: 'certain about uncertainty–comfortable with discomfort'. So, during your time at Kovsies you will among others get to understand the meaning of the DSA motto as you navigate your Student Life. May yours be a humanising Student Life.

## DEAN



**Pura Mgolombane**
**Dean: Student Affairs**

# STUDENT
# **AFFAIR**

# STUDENT COMMUNITIES

Kovsie student
community

Student Life
College community

Small collective group
(e.g. on-campus
residences, day
residences, student
assosiations and faculty
organisations

Model for creating a sense of belonging for
individual students through student communities

## STUDENT LIFE **COMMUNITIES**

UNIVERSITY OF THE FREE STATE
**NORTH** COLLEGE
VERITAS · TSWELOPELE · WELWITSCHIA
VERGEET-MY-NIE · MADELIEF

UNIVERSITY OF THE FREE STATE
**CENTRAL** COLLEGE
KAGISO · AKASIA · KAREE
SOETDORING · WAG-'N-BIETJIE

UNIVERSITY OF THE FREE STATE
**SOUTH** COLLEGE
MARJOLEIN · ARMENTUM · VILLA BRAVADO
NJ VD MERWE · EMILY HOBHOUSE · KESTELL

UNIVERSITY OF THE **FREE STATE**
**WEST** COLLEGE
IMPERIUM · OUTENIQUA · CONLAURÈS
ABRAHAM FISHCER · HARMONY

UNIVERSITY OF THE **FREE STATE**
**EAST** COLLEGE
ROOSMARYN · BEYERS NAUDE · ARISTA
KHAYALAMI · SONNEDOU · LEGATUM

**Student Communities Contact:**
051–401 7728 / malefanep@ufs.ac.za

**GATEWAY** is designed to introduce you to campus and faculty life to help you to adjust to the university environment and to teach you the skills to achieve well in your studies and prepare you as a well-rounded graduate. The Gateway experience includes a series of exciting lectures to guide your understanding and expectation of university life. Furthermore it assists you to orientate yourself on campus and to all the resources available to support students. It also includes exciting first-year sports events such as athletics and swimming, and cultural events such as the first-year Stagedoor

# GATEWAY

event, where you can form part of a theatre production with all other first-years. All these events provide you with well-structured opportunities to meet new friends and establish friendship networks that will support you during your studies. During the Gateway Programme experience, you will also be introduced to a mentor in a student mentoring programme to further support you in adjusting to university life.

**gateway@ufs.ac.za**

# ARTS, CULTURE AND DIALOGUE

The Arts, Culture and Dialogue office serves as a channel through which the Student Affairs mandate finds expression in the visual, literary, performing arts and dialogue. The purpose of the Arts, Culture and Dialogue office is to explore different ways of understanding social relations through artistic encounters.

We offer various initiatives for students to participate in such as our UFS Choir and art based Community Outreach programmes. As a student, you are welcome to join one of our art communities which includes Poetry, Drama, Music and Visual Arts. Within these communities you will learn more about these art forms and also be given opportunities to develop and

create your own work, which will be showcased on various platforms throughout the year.

The Student Life Arts and Dialogue office also hosts and annual festival which not only showcase our student talent, but also creates a platform for student-staff engagement on critical issues pertaining to the student and staff lived experience.

Through these initiatives we strive to create opportunities for and enhance and facilitate students' skills of critical thinking and modes of being in a way that is consistent with human rights and the principles of social justice.

**For more information contact: +27 51 401 9349**

# OFFICE FOR
# **STUDENT LEADERSHIP DEVELOPMENT**

The **Office for Student Leadership Development (SLD)** provides a formal and institutionally integrated co-curriculum for Leadership Development as well as research on graduate leadership development. The division, in partnership with faculties and other departments, design and provide programmes which are delivered through Student Life Communities for all interested students across the three UFS campuses, including on- and off-campus students in any year of study, at undergraduate or post-graduate level.

## VISION
We strive to meet capacity building needs of student leaders in respect of personal empowerment, intra- and interpersonal skills training and in creating opportunities for students to enter into formalised leadership positions. The division further aims to provide channels for student pathways and signature development, whilst enhancing academic performance and social integration of students.

## MISSION
We provide essential life skills that each young individual should be exposed to in order to develop holistically, successfully hold leadership positions, effectively collaborate with others, gain access to business and career opportunities and finally to become responsible citizens and global leaders.

## SLD PROGRAMMES
We offer an integrated framework of programmes under two main categories, i.e. **Leadership Development Programmes** and **Leadership Training Programmes**.

### *Leadership Development Programmes entail:*

– **The FutureLEAD Leadership Development Challenge (FLC)**, which is a blended learning program over 4 – 6 months, engaging students on Blackboard and in contact dialogue sessions on and around understanding and using Leadership in various situations and environments (studies, personal, community and career).

– **Advanced/Specialised Leadership Development** focuses on selective leadership programmes that cater for high-achieving student leaders who show potential, who undergo advanced training and are channelled towards specialised programmes, e.g. the Activator First Year Conference where student voices are heard, and the Global Leadership Summit (GLS) where internationalisation and global citizenship are the main foci.

# STUDENT
# MEDIA

**The Student Wellness Programme** is a series of fifteen Workshops presented to first, second and third year students with the purpose of holistically developing a variety of soft skill(s) separate to the academic environment. The goals of the programme comprise the following: aiding students to adjust within a tertiary environment and diverse settings, to equip students for effective decision making with respect to healthy relationships and general experiences as well as ensuring that students have the tools necessary to engage in effective citizenship and are able to efficiently function in the working world.

Registered students from all faculties and programmes who are both campus residents or off–campus students are encouraged to partake in Student Wellness Workshops. Although Workshops are targeted according to students' corresponding year of study, all students, regardless of year of study, are invited to take part. Students may peruse the programme available online, via the Student Wellness Organisation on Blackboard. Interested students are required to register for a workshop prior to attending, also via Blackboard. Announcements will be made regularly to remind students of upcoming Workshops.

**For enquiries, please e–mail: deoliveirajd@ufs.ac.za.**
Alternatively, students are welcome to visit the Student Wellness Office located at the Student Centre (Steve Biko Building on the Thakaneng Bridge).

# STUDENT
# WELLNESS
# PROGRAMME

# GENDER & SEXUAL
# EQUITY OFFICE

Welcome to the Gender and Sexual Equity Office for education, sensitization, outreach, advocacy and services.

The University of the Free State is home to a diverse, vibrant, and engaged community of lesbian, gay, bisexual, transgender, intersexed, gender non-conforming, allies and queer student and staff members. The GSE office provides programming initiatives that are tasked to design programmes for an inclusive environment, fostering allies from a range of constituencies and building a better connected campus community. This is done through dialogue, education and the improvement of services provided. We aim at enhancing a mutual understanding of diversity and where every individual is appreciated as we pursue the advancement of the Human Project.

## VISION

As a collective we work on eliminating all forms of discrimination. The University of the Free State and the future generation of this country are incubators of change. As a student and staff community.

## MISSION

The Gender and Sexual Equity Office provides a range of education, information and advocacy services. We work to create, maintain and promote an open, inclusive and safe environment for lesbian, gay, bisexual, transgender, intersexed and gender non-conforming students and staff at the University of the Free State.

## VALUES

Provide a welcoming, safe and confidential space for students within the LGBTIQ Student community.
Advocate for institutional policy changes and programme development that recognise the needs of lesbian, gay, bisexual, transgender and queer individuals.

Demonstrate a commitment to Social Justice issues through collaboration with other historically marginalized populations on campus
Demonstrate unwavering commitment to Social Justice societal ills through collaboration with all departments.

**For more information contact: +27 51 401 3982**

# CAREER SERVICES

Career Services' main aim is to prepare UFS students for the world of work by means of work readiness programmes, workshops and career fairs where students meet potential employers who offers graduate programmes, bursaries, vacation work and jobs..

**FOR MORE INFORMATION ON UPCOMING EVENTS AND WORKSHOPS, VISIT OUR WEBSITE AT WWW.UFS.AC.ZA/CAREER**

Connect with us:
Facebook: (UFS Careers)
LinkedIn: (UFS Careers – linkedin.com/groups/7421353)
Email: career@ufs.ac.za
Website: www.ufs.ac.za/career
Blackboard: My Organizations –> Career Services

The **Office for Student Governance facilitates activities** such as elections, training and strategic planning. These activities promote the active participation of the student leadership in institutional governance. This is done to ensure that the objectives of section 35 of the Higher Education Act 101 of 1997 as amended are achieved.

This office focuses on the following:

- Ensuring that the institutional SRC through its composition represents the SRC members on all three campuses.
- Development of a structured training programme.
- Development of a registration system and process to ensure the effective functioning of student associations. The registration process will evolve into a continuous capacity building programme.
- Development of functional governance structures, involving:
- class representatives, school representatives and faculty representatives;
- first-year committees, residence subcommittees and residence committees;
- Student Association and Organisation executives and their respective councils;
- SRC executive councils, SRC portfolios, and an SRC executive committee;
- The services of the office also includes booking of venues, campus promotions and approval of internal & external posters.

**For more information please contact:**
**Vhugala Nthakheni · Tel: +27 51 401 3689 · Email: nthakheniV@ufs.ac.za**

STUDENT **GOVERNANCE**

# CENTER FOR UNIVERSAL **ACCESS** AND **DISABILITY** SUPPORT

The Center for Universal Access and Disability Support (CUADS) aims to ensure that the University of the Free State increasingly becomes a universally accessible higher education institution which embraces and is welcoming to all students, including students with disabilities.

## CUADS assists students in gaining access to:
- Study courses
- All buildings on campus
- Learning material
- Residences
- Sporting activities
- South African Sign Language Interpreting service for Deaf, hard of hearing and deaf students
- Classrooms
- Computer facilities (the CUADS's computer lab houses the latest assistive technology and software; alternative furniture and adapted hardware for physically impaired and blind students)
- Specialised exam and test venues for alternative test and exam procedures

## CUADS provides a support service to the following categories of students with disabilities:
- Specific learning difficulties (e.g. Dyslexia, ADD/ADHD, Hyperactivity).
- Mobility impaired (e.g. wheelchair users, amputees, Cerebral Palsy, Muscle Dystrophy, Spina Bifida, Multiple Sclerosis).
- Visually impaired – (e.g. blind, partially sighted, eye conditions).

## Special arrangements include:
- Amanuensis during tests/exams.
- Application for extra time during tests/exams according to their specific impairment. (This is done via a formal process of testing and interviewing by a panel from Student Counselling and Development.)
- On request tutors are arranged for students in cooperation with the A–Step programme (existing tutor programme) on campus
- Students who would like to make use of the services and support, must please visit the Center in the SASOL Library or contact the following numbers:

**Enquiries: Martie Miranda: Tel: +27 51 401 3713 or email: cuads@ufs.ac.za**

At Student Counselling & Development (SCD) our aim is to support students in the resolution of challenges that may impede the fulfilment of their potential. These services are free of charge for registered UFS students.

**PERSONAL DEVELOPMENT**
Individual therapy
We offer individual, confidential counselling in various psychological, emotional and developmental areas.

Group development
A variety of developmental workshops and programmes are presented, ranging from Coping with Stress, Emotional Intelligence, Self-esteem and Self-Discovery.

**ACADEMIC DEVELOPMENT**
·   A variety of developmental workshops are presented, ranging from Study Skills, Time-Management, Test Anxiety, Procrastination and Learning Styles.

**CAREER COUNSELLING**
A complete psychometric evaluation of interests, aptitude and personality. This is an intensive decision-making process with a psychologist. Career Counselling is offered to prospective students at a fee.

**Tel: 051 401 2853**
**Fax: 051 401 7235**
**Email: SCD@ufs.ac.za**

STUDENT COUNSELLING & DEVELOPMENT

CREATIVE

IDEA

LEARN

THINK

# INSTITUTIONAL STUDENT REPRESENTATIVE COUNCIL

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**Member**
Allistaire Abrahams
+27 84 943 6359 • AbrahamsAM@ufs.ac.za

# INTERNATIONAL
## STUDENTS

Non–South African citizens without permanent residency must submit a valid study visa issued by the South African Department of Home Affairs/High Commission/Embassy for the University of the Free State to the Office for International Affairs, before registration.

International students must submit certified copies of documents (school certificates, diplomas, etc.) and proof of provisional exemption from SAQA with their application, passport, study visa and proof of medical aid before and during registration.

All international students must provide proof of membership of an accepted medical aid fund registered with the South African Medical Council. Hospital plans and travel insurance will not be accepted.

**NB:** No student will be allowed to register without the passport, proof of medical aid and the study visa issued for the University of the Free State. The letter that confirms a student's admission to the university cannot be used as a study visa letter to apply for a study visa. Please contact the Office for International Affairs to issue such a letter.

International students who have studied at other universities in South Africa must re-apply for a study permit to study at the University of the Free State. A clearance letter, as well as a transfer letter from the previous university in South Africa, must be submitted during the application process. Students have to apply for a change of conditions on their study visas to study at the University of the Free State.

Students with visitors' visas will not be allowed to register at the UFS. Visitors' visas cannot be changed to study visas in South Africa.

The study visa can be **renewed** at a cost of **R1 775** and must be done by the student through VFS Global/South African Embassy (Please visit www.vfsglobal.com/dha/southafrica to complete your online application and book an appointment). An annual international **administration fee** of **R2 390** is currently charged on all international student accounts and is not refundable.

Enquiries:
Jeanne Niemann Tel: +27 51 401 3219
Fax: +72 51 401 9185 • Fax: +27 86 218 5593
Email: niemannaja@ufs.ac.za

# **SOUTH** CAMPUS

Nestled in the hills overlooking the vibrant city of Bloemfontein, lies the South Campus of the University of the Free State (UFS). The facilities can accommodate up to 4 000 students and include lecture rooms, an auditorium, a library, and an impressive administration building.

Originally established in the 1980s as a satellite campus for Vista University, it was incorporated into the UFS in 2004. Ever since its incorporation, the UFS tailored the South Campus to play a significant role in the economy of the region, the enhancement of its people, as well as being the hub for distance-learning programmes offered by the institution.

One of the main roles of the campus is to draw new students from lower levels of education that would previously not have been able to attain higher education. The South Campus offers programmes for students to gain access to Further Education and Training (FET) and Higher Education (HE) levels. These programmes enable learners to ultimately enter the mainstream curriculum after completing the preparation courses. Through offering this opportunity, the UFS ensures that students – who might otherwise have fallen by the wayside – get to develop to their full potential and realise their dreams.

In addition, the South Campus also serves as the pivotal centre to more than 6 000 long-distance learners. These students are not able to study on campus due to a variety of factors, such as their geographical location, financial constraints, or having to complete their degrees on a part-time basis as a result of job commitments. The influx of long-distance learners accounts for the South Campus being the fastest growing of the UFS campuses.

On-campus students receive intensive small-group instruction, which has been proven to be a highly successful method of tuition. Distance education is accomplished through the use of online technology and broadcasting mediums.

# Appendix AH

*KSA 3: Student Communities and Governance Structure*



We deeply care about creating inclusive student communities that embrace students in all their diversity, and we provide opportunities for all to access developmental co-curricular programmes and activities. The wellness of all students, whether on campus or off campus, is important to us and, through active involvement in student communities, all students will have the opportunity to develop individually and collectively.

We acknowledge that these aspirations cannot be achieved in isolation, and we therefore aim to collaborate closely with strategic partners, internally and externally. Furthermore, we see the development of personnel and student competencies as an opportunity to establish the kind of environment we aspire to. We also recognise the growth of commuter student engagement in student communities as a particular opportunity to pursue. Social media and other forms of communication can also be used to achieve our goals.

In all of this, we wish to build on our current strengths and successes. The diversity of our student communities and the sense of belonging that has been created (through the nesting of smaller systems in larger systems) are seen as particular strengths. The establishment of a conversational culture (and the way in which it has helped to address stereotypical thinking) has laid a firm foundation for future discussions and the continuous transformation of student communities. The value-driven approach provides strength and direction to students and the way in which residences share resources with one another builds strong student communities. Also, the encouragement of student engagement in programmes and activities enhances individual and collective development. The current peer mentor programme, with its mediated learning approach, is also a tremendous asset.

### *Goal statements:*

i. Increase participation, especially amongst the commuter populations in student communities and governance structures;

ii. Embed student life colleges as umbrella structures for student communities on all three campuses to foster interconnectedness;

iii. Strengthen and align all student governance structures across all

three campuses with the Institutional Student Representative Council (ISRC) Constitution;

iv. Facilitate the intentional engagement of governance structures for different student communities in student affairs programmes and activities (be the 'bridge') – i.e. advocate an inclusive institutional culture;

v. Establish student communities that are sensitive and responsive to the lived experiences of students;

vi. Develop a framework for student learning communities.

### *2019 Projects for KSA 3*

*KSA Members:*
1. Pulane Malefane - Coordinator
2. Lucy Sehloho – Student Life
3. Gali Malebo – South Campus
4. Selloane Phoofolo – Qwaqwa Campus
5. Motlogelwa Moema – Qwaqwa Campus
6. Nadia Maloney – Kovsie Counselling
7. Lize Botha – CUADS
8. Chantel Kader – Student Communities
9. Lerato Masapo – Student Communities
10. Louzanne Coetzee – Student Communities
11. Vhughala Nthakeni – Student Governance

*Two projects were identified for 2019 and submitted to the Dean;*
1. Open day
2. Student leadership and governance summit

### *1. Open day*
During the University open day, Student Affairs participated in the marketing of its division for all campuses; Qwaqwa, Bloemfontein Campus and South Campus. South Campus joined Bloemfontein campus. Dates were as follows:

- Qwaqwa campus – 4th May 2019
- Bloemfontein – 11th May 2019.

Student Affairs brochures were designed and distributed during open day. Each campus had its own design aligned to the campus office structures. Every department within Student Affairs had a page on the brochure and a stall during open day.

500 copies for QQ and 1000 for BFN were printed.

Meals were provided to staff for their sacrifices during these University important calendar days.

PDF UFS QQ Brochure cover.pdf    PDF UFS QQ Brochure.pdf

PDF SA Brochure 2019 Content.pdf

*Open day photos:*
https://mycloud.ufs.ac.za/index.php/s/VHPRyAH0hXy15xL

## 2. UFS Student Leadership and Governance Summit

Student Leadership and Governance Summit couldn't take place due to lack of stakeholders involvement. However, Residence Student Leadership Summit continued.

It was an opportunity for Primes and their Vice to reflect on the year, share great opportunities which came with being a Residence Student Leader and challenges they each face in different residences. Aspect of unique residence culture was discussed and how it contribute to the development of residence student leader.

The impact of Residence Policies were reflected upon.

17 Residence leaders attended the summit which was hosted on 17th August 2019.

Both on-campus and off-campus (day) residences attended.

# Appendix AI

**ACT**

Kovsie ACT programmes develop specific attributes that will help students to position themselves optimally in the labour market after graduation. For example, students learn to listen and communicate better, they acquire time management and interpersonal relationship skills. Kovsie ACT also makes students aware of transnational problems affecting the human condition, such as food insecurity, environmental sustainability, and the socio-economic challenges in a global and local context. In this regard, our programmes encourage students to become active global citizens.

> "Kovsie ACT programmes develop specific attributes that will help students to position themselves optimally in the labour market after graduation."

## WHAT CAN YOU EXPECT FROM THE *ACT* OFFICE?

### KOVSIE ACT MUSIC FESTIVAL

A community and student celebration where some of the country's top musicians grace the stage, providing entertainment for a diverse group of spectators. This event aims to bring the campus and broader Mangaung community together.

### ECO-VEHICLE SKILLS PROGRAMME AND CREATIVE PITSTOP PROJECT

The eco-vehicle project is all about… ELECTRIC VEHICLES with SOLAR CHARGING STATIONS, built by different Student Life teams.

Each team applying integrated skills and knowledge in FIVE ENGINEERING FIELDS, developed through FIVE SKILLS PROGRAMMES, and then competing in a SUSTAINABLE ENERGY RACE EVENT.

The aim is to create an interdisciplinary experience where students work together to build an eco-vehicle and creative pit stop from waste material. Our student's ingenuity and endurance are showcased to the public and tested on track day.

### SOCIAL COHESION EVENTS AT RAG FARM

The Kovsie ACT office, in collaboration with residences, arranges social-cohesion events with various themes and artists for students in a safe and secure environment. Before classes start each year, we go out of our way to introduce our students to one another. If you arrive on campus with no friends – you will have plenty by the time our social-cohesion events end.

### BUDDY PROJECT

Through the Buddy project, Kovsie ACT aims to promote social responsibility among students and the broader community. This campaign emphasises the need for responsible alcohol use and advances the principles of the broader national Arrive Alive campaign. A buddy is a designated driver who refrains from drinking, thus ensuring the safety of family and friends after any social outing or event.

### UBUNTU COMMUNITY STREET STORE

This beacon of hope inspires the community, as well as the students participating in the experience, and is more than just a 'free clothes store' for the underprivileged in our community.
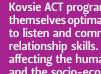
## Hello, I am…

### KAREN SCHEEPERS,

**Head of the Kovsie ACT office, previously known as RAG Community Service.**

As a team of staff, students, and volunteers, we would like to invite you to journey with us on the new and exciting road of active civic teaching.

Kovsie ACT is a learning opportunity for students who want to learn about sustainable environmental development through fun community-building activities. It is an opportunity for them to learn new skills and build valuable relationships.

We have seen over the years that students develop significantly if they learn to solve problems in the company of others and develop the ability to listen to different perspectives while working together. Through different programmes and activities, Kovsie ACT strives to create this kind of collaborative learning. In the process of working and learning together, students foster quality relationships that last throughout their study period and beyond.

## BIG GIVE FOODBANK

This joint venture between Kovsie ACT and the Food Environment Office on campus sets out to collect money and non-perishable food for distribution to students in need.

## COMMUNITY GARDENS AND FOOD INITIATIVE

Kovsie ACT, in collaboration with the Centre for Sustainable Agriculture and the Food Environment task team, aims to contribute to food security on campus. The aim is to ensure that food-insecure students with strong academic records are adequately nourished, thus increasing their chances of academic completion and success.

With the participation of residences and off-campus communities, 40 vegetable gardens have been established, with the possibility to feed hundreds of students on a weekly basis.

## CASUAL DAY

As the NCPD's flagship awareness and fundraising project, Casual Day has grown into the most prominent and successful social advocacy campaign in South African history, having raised R370 000 000 since 1995 (including the record R31 million raised in 2018). Casual Day is a widely celebrated national campaign that occurs annually. Kovsie ACT, in partnership with the Center for Universal Access and Disability Support (CUADS) on campus, proudly support this campaign.

## TEKKIE TAX

Several national non-profit organisations have joined hands to enable a singularly focused national FUNDRAISING campaign. Tekkie Tax is a dynamic project OWNED by welfare organisations and MANAGED by welfare organisations to the BENEFIT of welfare organisations.
Together, they represent more than 1 000 NPOs across the country.

Tekkie Tax International Fundraising Campaign supporting five sectors:

A = Animals          B = Bring Hope          C = Children
D = Disability        E = Education

Kovsie ACT, with the help of our students, proudly supports this campaign.

## VOLUNTEER PROGRAMME

The Kovsie ACT office is responsible for providing guidance and structure to the ACTIVE CIVIC TEACHING activities of the UFS. This programme develops students in order to equip them to function efficiently and effectively in the ever-changing 21st century Fourth Industrial Revolution arena to become global citizens.

Our programmes and activities have a number of strengths that can help to develop graduate attributes through co-curricular, high-impact practices.

## WE LOOK FORWARD TO WELCOMING YOU!

Students who would like to become part of *Kovsie ACT,* please contact us in one of the following ways.

*OFFICE* | Benedictus Kok Building, Ground Floor

T: +27 051 401 2718 | E: act@ufs.ac.za

### View the UFS Prospectus 2021 at

https://ufs.ac.za/prospective

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# ARTS, CULTURE, AND DIALOGUE

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## SLAD-FEST

The Student Life Art and Dialogue Festival creates a platform for the UFS community to engage on critical issues pertaining to the student and staff lived experience. It aims to engage not only South African universities, but universities all over the African continent through the medium of visual, literary, and performing arts, and dialogue.

## COMMUNITY ENGAGEMENT

Through our community engagement, we create a platform for students and communities to exchange ideas on how to address social issues through shared knowledge and the arts.

## VISUAL AND PERFORMING ARTS COMMUNITIES

By creating various arts-based communities such as poetry, drama, music, and visual arts, we seek to enhance engagement within the student community.

**What makes the communities different from other initiatives is that it:**

- seeks to create an informal yet safe space for robust engagement;
- fuses subject matter with creative expression;
- documents all engagement as research data for analysis in order to track progress;
- creates platforms for participants to give feedback and encourage further engagement; and
- uses venues in and around the university space to make it more inclusive.

## UFS CHOIR

The UFS Choir forms an integral part of our institutional culture as well as our national and global identity. Through the UFS Choir, we create platforms for engagement with our local community as well as other institutions.

## DIALOGUE

Through our campus-wide dialogue programme, we aspire towards creating a socially cohesive student body, student life, and UFS community. The ideal is that the UFS community uses its power and privileged positionalities to ensure humanising lived experiences for those who are less privileged (i.e. socially, economically, politically, religiously, sexually, culturally and with regard to disability, class, gender, origin, and language, etc.)

**Scan, click and EXPLORE more...**

# *ARTS, CULTURE,*
# AND DIALOGUE

The Arts, Culture, and Dialogue office within the Department of Student Life and Communities serves as a channel through which the mandate of the Division of Student Affairs finds expression in the visual, literary, and performing arts, and dialogue. We seek to engage students and members of the university and the greater Mangaung Metro community, with a specific focus on social justice, social cohesion, and critical diversity. The aim is to inspire audiences towards developing engaged citizenship and cohesive communities.

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# CAREER
# SERVICES

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## CAREER DEVELOPMENT

Participate in a career development programme consisting of online and face-to-face interactions to develop a career plan, goals and objectives. The programme focuses on self-awareness exercises and assessments, determining what your strengths and development areas are, and how to take charge of your future.

## COMPANY RELATIONS

Explore careers and connect with potential employers to guide you on the requirements you lack, so that you can learn it while studying. We also encourage students to get part-time or vacation work to gain valuable skills needed to enter the job market. We regularly advertise bursaries, vacation work, internships, and graduate programmes on our Blackboard page, Facebook page, website, and email. Various companies visit our campuses to engage with potential employees and to present their offerings to students. Career Services is a stakeholder in the entrepreneurial value chain at the UFS, and create awareness around entrepreneurship, the growth mind set and increasing employability skills of graduates.

## SPECIAL PROJECTS

Career Services form part of the UFS Diamond league offering where selected students will get personalised online workshops, coaching in the virtual or traditional career fair, and dual-track coaching (received from Career Services, CTL, and industry representatives or functional area-specific coaching).

## VOLUNTEER OPPORTUNITIES

We offer volunteer opportunities to registered students in order to gain valuable work skills, and in return, you will receive a reference letter from Career Services specifying the specific skills you have obtained. Volunteers get the opportunity to present workshops, conduct mock interviews with a student to prepare for a job interview, assist students in updating their CVs, and learn valuable transferrable skills in the process.
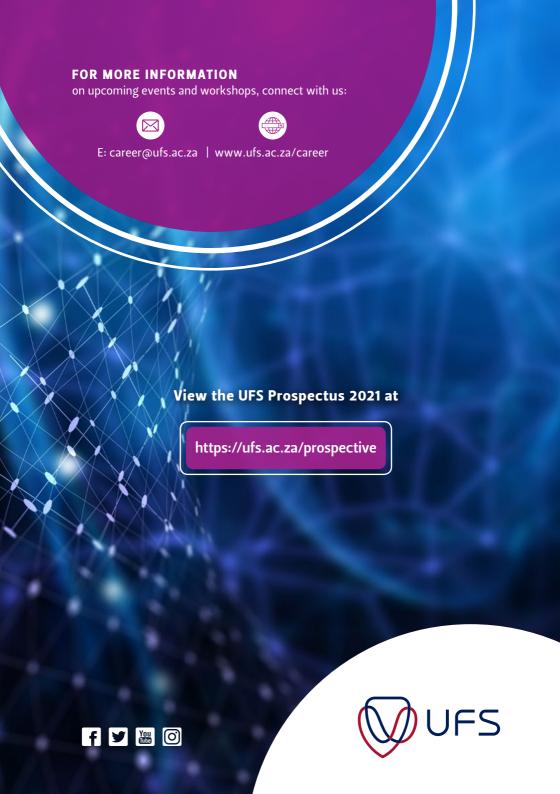
## CAREER CLOSET PROJECT

Don't have money to purchase professional gear for your job interview or first job? We've got you covered – literally! The Career Closet project depends on donations we receive from students, staff, and the community. Professional clothes in good condition are donated to our office, and any registered student can pick what they need and take it home forever – for free!

Most of our offerings are also available online and you can complete workshops in your own time.

Scan, click and EXPLORE more…

**BELINDA JANEKE,**

**from Career Services at the University of the Free State.**

Career Services at the UFS is here to guide you from registration to graduation, and into the workplace.

Our services range from personal appointments for guidance and advice, work-readiness programmes, to career fairs, entrepreneurship events, and more.

## Hello, we are…

## WORK-READINESS PROGRAMMES

Our work-readiness programmes will teach you valuable skills, including communication and negotiation, networking, job hunting, designing a new-age CV, establishing your personal brand, setting up a detailed professional LinkedIn account, mindset skills for the Fourth Industrial Revolution, and ultimately we guide you to get the job you want.

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# CENTRE FOR UNIVERSAL ACCESS AND DISABILITY SUPPORT

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Activities of CUADS are rendered, facilitated and coordinated through the implementation of the following programmes and collaborative partnerships:

**Disability Support Programme**, which entails the provision of specialist and a holistic coordinated approach in student support to create enabling environments to empower students with disabilities to participate equally.

**Accessible Transport Programme**, which includes the provision of accessible transport to students with disabilities between Bloemfontein and South Campuses.

**Liaison, Awareness and Advocacy Programme** for the awareness and advocacy around matters of disability, universal access and universal design towards the integration and inclusion of persons with disabilities across all three campuses.

**Accessibility Programme** to ensure access to all buildings and facilities for all users, according to the principles of Universal Access and Universal Design.

**Accessible Study Material Production Programme** for the provision of academic support through the production of study material in different formats, i.e. Braille, E-text, enlargements and audio.

**Alternative Assessment Programme** for the provision of an alternative test and examination venue, which is accessible to accommodate students with disabilities for their assessment needs, and together with alternative formats of test and exam papers. Special arrangements include the provision of amanuensis (scribe and reader) during tests/exams and the application for extra time during tests/exams according to the student's specific impairment. (*This is done via a formal process of testing and interviewing by a panel from Student Counselling and Development.*)

**Communication Access Programme** for the provision of Sign Language interpreter and lip-speaking services for academic support needs and other communication needs of students with hearing impairments. In addition, it coordinates the class room interpreter schedule in cooperation with the UFS Interpreter Services.

**Student Academic Support Programme** besides the academic support from individual lecturers, CUADS also provides individual tutoring for student in collaboration with the A-Step Programme, coordinate assistance with support at the WriteSite at the Centre for Teaching and Learning and assist with the purchasing of applicable assistive devices.

**CUADS provides a support service to the following categories of students with disabilities:**

- Specific learning difficulties (e.g. Dyslexia, ADD/ADHD, Hyperactivity).
- Mobility impairments (e.g. wheelchair users, amputees, Cerebral Palsy, Muscle Dystrophy, Spina Bifida, Multiple Sclerosis).
- Visually impairments – (e.g. blind, partially sighted, eye conditions).
- Hearing impairments (Deaf, hard of hearing and deafened).
- Debilitating mental health, psychological and other chronic conditions (e.g. Schizophrenia, Epilepsy, Panic Disorder).
- Temporary impairments (e.g. a broken hand).

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**Scan, click and EXPLORE more…**

# CUADS

## CENTRE FOR UNIVERSAL ACCESS AND DISABILITY SUPPORT

**MARTIE MIRANDA,**

the Head of the Centre for Universal Access and Disability Support, in short CUADS.

Together with the CUADS team we will be delighted to welcome you as a student with a disability, because at CUADS we believe in your potential and creating opportunities where there are challenges experienced.

The Centre was established in 2001, which has since grown and expanded significantly, and today forms part of Student Affairs as an independent entity, with offices at the Bloemfontein, South and QwaQwa campuses. Supplementary to the academic support offered to students with disabilities, CUADS increasingly plays a vital role in the development of awareness and advocacy for persons with disabilities across all three campuses of the UFS firmly believing in our motto "nothing about us without us". The Centre aims to ensure that the UFS increasingly becomes a universally accessible higher education institution which embraces and is welcoming to all students, including students with disabilities.

We encourage you to make contact with us to assist in enabling you to achieve your academic goals. We are proud of each and every graduate with a disability at the UFS.

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# FOOD ENVIRONMENT OFFICE

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"

*The vision of the office is to promote a healthy food environment, with students and staff well informed and empowered to take appropriate action regarding their food and nutrition..."*

## ANNELIZE VISAGIE,

### from the Food Environment Office.

The Food Environment Programme is designed to address the many dimensions of the food environment; assisting students who suffer from food insecurity and hunger is part of the overall programme.

The University of the Free State has previously identified student food insecurity and hunger as a significant problem, with as many as 59% of students identified as not knowing where their next meal would come from. In addition, they recognised that food insecurity added stress to the students' lives, and this had a negative impact on their studies.

## Hello, I am...

The vision of the office is to promote a healthy food environment, with students and staff well informed and empowered to take appropriate action regarding their food and nutrition situation in order to promote student well-being and student success.

SUMMARY OF PROGRAMMES AND PROJECTS BY **THE FOOD ENVIRONMENT OFFICE**

### NO STUDENT HUNGRY PROGRAMME

To address this problem, the 'No Student Hungry bursary programme' was started in 2011. The primary intervention offered an allowance to provide one balanced meal per day.

### FOOD PARCEL PROGRAMME

The secondary intervention provided a food parcel, containing a variety of non-perishable, nutritious staple food items. This joint venture between the Food Environment office and Tiger Brands sets out to distribute non-perishables to students in need.

### COMMUNITY GARDENS

The Food Environment office and Kovsie ACT, in collaboration with the Centre for Sustainable Agriculture, aim to contribute to food security on campus. The aim is to ensure that food-insecure students are adequately nourished, thereby increasing their chances of academic completion and success.

# THE FOOD ENVIRONMENT

**Offices** – Steve Biko Building, Ground Floor; and Kovsie Lane, opposite Kovsie Health

**E:** Visagiea@ufs.ac.za

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GATEWAY PROGRAMME
ORIENTATION · ORIËNTERING · TLWAETSO

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## GATEWAY ORIENTATION

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"

*The Gateway Orientation experience includes a series of exciting lectures to guide your understanding and expectations of university life.*

Hello, I am…

**LUCY SEHLOHO,**

**the Programme Coordinator: Gateway Orientation.**

The Gateway Orientation Team is excited about meeting and welcoming you as a first-year student at the University of the Free State in the new year.

**WHAT IS GATEWAY ORIENTATION?**

Two weeks prior to the start of classes, all first-years have the unique opportunity to enter the Gateway to succeed in their study careers and in university life. The Gateway Orientation for First-Year Students is a programme on student life, starting with a welcoming event where the Rector and Vice-Chancellor officially welcomes you to the university.

The programme is packed with a series of learning events that introduce students to campus and faculty life. It is designed to help every first-year student to adjust to the university environment, introduce students to the new environment, and to teach and transfer skills to achieve academic success and prepare students to be well-rounded graduates.

The Gateway Orientation experience includes a series of exciting lectures to guide your understanding and expectations of university life. Furthermore, it assists you in orientating yourself on campus and to all the resources available to support students. The experience includes exciting student-life activities, but also first-year sports events such as athletics and swimming, as well as cultural events, among many other outcomes-based activities.

All of these events provide you with well-structured opportunities to meet new friends and establish friendship networks that will support you during your studies. During the orientation experience, you will also be introduced to a peer mentor in a student mentoring programme to further support you in adapting to university life.

**WHY IS ORIENTATION *IMPORTANT*?**

The Gateway Orientation programme introduces you to important services, programmes, and resources that will be of vital importance to becoming a successful student.

**WHAT IS ORIENTATION?**

The Gateway Orientation programme is a programme that facilitates a number of activities for new students during the two weeks directly before classes start for the first semester. These activities are purposefully designed to effectively orientate new students to the university environment, and in this way, assist their transition to higher education.

**IS ORIENTATION COMPULSORY?**

Yes. It is packed with information that will be helpful to success at university.

**IS ORIENTATION ONLY FOR STUDENTS LIVING IN UNIVERSITY RESIDENCES?**

No. Orientation is for ALL first-year students.

**WHO SHOULD ATTEND ORIENTATION?**

All first-year students at the University of the Free State.

**WHAT CAN YOU EXPECT FROM THE ORIENTATION PROGRAMME?**
- You will receive information, tools, and resources on how to navigate campus and university life.
- You will be connected to a community and make new friends.

**WHEN IS ORIENTATION TAKING PLACE?**

Two weeks before classes start. Follow the UFS on social media and check the website for information and the full programme closer to the start of the new year.

## WHERE IS ORIENTATION TAKING PLACE?

On the campus where you will be studying. Follow the UFS on social media and check the website for information and the full programme closer to the start of the new year.

## WHAT ARE THE EXACT DATES FOR ORIENTATION IN 2020?

Dates will be published on the UFS webpage as well as on all university social-media platforms.

### HOW WILL ORIENTATION *BENEFIT YOU*? You will:

- meet your faculty and receive important information that will help you in your studies;
- make friends before the semester starts;
- know about various campus activities;
- receive help with setting and understanding your class timetable;
- be allocated to a college community so that you belong to a community;
- experience student life; and
- get assistance with any other important matters before the academic semester starts.

## WHAT IS A COLLEGE AT THE UNIVERSITY OF THE FREE STATE?

A college is a cluster of student communities created to facilitate interconnectedness among our diverse student population. You automatically become part of a college by belonging to one of the following student communities:

- on-campus residence;
- day residence;
- accredited off-campus residence; or
- Gateway commuter community.

## WHICH COLLEGE DO I BELONG TO?

- You are allocated to a college based on the residence/student community you belong to.
- If you stay off campus, speak to a Gateway Buddy about joining a commuter community or day residence.

### *TIPS AND ADVICE* – WHEN YOU GET HERE

- Get connected to a Gateway Buddy whenever you feel lost!
- Study the new words on the next page to make sure that you understand university communication. If you hear a new word and you do not know what it means, ASK!
- Apply now for funding to study at the university, don't wait for the end of the year. Apply for bursaries, apply for NSFAS (the National Student Financial Aid Scheme).
- Make sure that you save and /or arrange to have money for the registration fee should you be admitted for studies at the university.

## WHAT IS A GATEWAY BUDDY?

A Gateway Buddy is a senior student who volunteers their time to welcome you in the environment, guide you, and offer you support and assistance during the registration and orientation period.

## NEW WORDS AND ABBREVIATIONS (GLOSSARY)

You will hear new words, and we have simplified a few for you so that you don't struggle with your adjustment to university 'lingo'.

| | |
|---|---|
| **APPLYING FOR ADMISSION** | The process by which a person's personal data is captured onto the university's database, but this does not mean they have been accepted yet. |
| **ADMISSION** | When you meet the requirements to study and get acceptance in order to proceed to the registration process. The minimum requirements for admission differ per faculty and per degree. Make sure you understand what you need to achieve to meet the requirements. |
| **REGISTRATION** | A contractual agreement entered into annually by the university and an aspirant student, subject to procedures by virtue of which the student is granted 'student' status. |
| **AP SCORE** | Admission point score allocated to your school subjects for admission to tertiary institutions. |
| **ORIENTATION** | A period that gives first-year students an opportunity to familiarise themselves with their university, to get to know how things will work at university before classes start. Orientation prepares you for university life. |
| **LECTURER** | A person who educates at an institution of higher learning, basically a teacher (we just use a different, more advanced name). |
| **UNDERGRADUATE** | When you are doing your diploma or degree. A university student who has not obtained any degree or diploma. |
| **SRC** | Student Representative Council. Just like the LRC in high school, the university also has a body that represents students. |
| **VICE-CHANCELLOR** | A person who is the principal of the university. |
| **ACADEMIC YEAR** | A specified period given for the academic actives of a specific year, consisting of two semesters. |
| **SEMESTER** | A study period extending to half of the academic year. Half of the academic year. First semester is the first half, second semester is the second half. |
| **GRADUATION** | The awarding or conferring of an academic degree or diploma. A beautiful experience when you finally get your degree. |

We will teach you more of this new *'lingo'* when you attend orientation! *Don't miss it!*

*Follow the UFS* on social media and check the website for information and the full *Gateway Orientation programme* closer to the start of the new year.

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## STUDENT AFFAIRS: QWA–QWA CAMPUS

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## MESSAGE FROM DIRECTOR:
## STUDENT AFFAIRS

### MS. NICOLE MORRIS,
Director: Student Affairs

**W**elcome to the Division of Student Affairs, Qwa-Qwa Campus. I hope that your experience thus far has been a memorable one filled with great experiences, critical conversations and innovative thinking in seeking to address tomorrow's challenges today as young Alumni of the University of the Free State (UFS). The Student Affairs family provides a wide range of psycho-socio support, health and wellness services and has put together an extensive co-curricular programme to make the transition to the UFS a smooth one but also an experience that will stand the test of time! In keeping with our mandate to make our environment a home away from home, we provide a holistic support programme. To achieve the latter Student Affairs Qwa-Qwa Campus offer the following services:

**CUADS:**
Centre for Universal Access and Disability Support

**Career Development:**
Student career guidance services

**Student Governance Office:**
Student governance support.
Student Representative Council
Clubs and Societies
Leadership Training & Development

**Health and Wellness:**
Primary health care services
HIV/AIDS Testing and Treatment

**Social Work Services:**
Psychosocial Support

**Student Counseling & Development:**
Counselling and Wellness services

**Student Life and Residence Life:**
Student Life activities

**Kovsie Sport**

**CONTACT DETAILS:**
Tel: 0587185112
Email: MorrisN1@ufs.ac.za

## CENTRE FOR UNIVERSAL ACCESS AND DISABILITY SUPPORT (CUADS)

The Centre for Universal Access and Disability Support (CUADS) aims to ensure that the University of the Free State increasingly becomes a universally accessible higher-education institution, which embraces and is welcoming to all students, including students with disabilities. CUADS assists students in gaining access to Study courses, Buildings and class rooms on campus, accessible learning material, Residences, Computer facilities (with assistive technology) and alternative test and exam procedures. Special arrangements include amanuensis during tests/exams, application for extra time during tests/exams according to their specific impairment (this is done via a formal process of testing and interviewing by a panel from Student Counselling and Development) and on request, tutors are sought for students in cooperation with the A Step programme on campus.

**CONTACT DETAILS:**

### MS. THOKOZILE THULO
### (ASSISTANT OFFICER)
058 718 5189
ThuloTB@ufs.ac.za

## STUDENT COUNSELLING AND DEVELOPMENT (SCD)

Student Counselling and Development focus on helping students overcome daily life and mental health challenges and increasing the general well-being of students. We offer private and confidential individual counselling sessions, and present various psycho-educational and developmental workshops. In addition, we implement preventative mental health projects and initiatives to assist students develop their full potential. The aim is to provide them with the necessary skills, knowledge, support, and competencies so they can reach success in their personal endeavours.

**SCD Services and Activities:**

· Individual counselling or therapy.
· Evidence and group-based mental health projects.
· Various psycho-educational workshops.
· Career counselling.
· Group debriefing.
· Public mental health awareness campaigns.

**Helpful student resources:**
The 24/7 toll-free UFS SADAG student helpline:
0800 00 6363
**SMS:** 43302
helpline@sadag.org
**Mental health resources:**
https://www.ufs.ac.za/wellbeing-warriors
**UFS SCD Qwa-Qwa Facebook**

**MR. TOBIAS VAN DEN BERGH**
(HOD/Counselling Psychologist)

**MS. NONHLANHLA MOLELEKI**
(Registered Counsellor)

**MS. KENEILWE CHOLOGI**
(Registered Counsellor)

**CONTACT DETAILS:**
TEL: 058 718 5029/32/33
Email: scdqq@ufs.ac.za

## HOUSING AND RESIDENCE AFFAIRS (HARA)

Housing and Residence Affairs' primary goal is to provide accommodation and residences on campus, particularly to students and as a secondary task, to visiting academics and guest of the university at large. We endeavor to create living and learning spaces that are meant to foster academic excellence, dynamic cultural medley and social cohesion, that are the best

**CONTACT DETAILS:**

### MR. SABELO NJOKO (HOD: RESIDENCE LIFE)

058 718 5102
NjokoSP@ufs.ac.za

## CAREER DEVELOPMENT AND STUDENT LIFE

Career services is a division of Student Affairs and offers a variety of free service, including:

- Career services;

- CV/ resume assistance;

- Job interview preparation and mock interviews;

- Various work readiness workshops; and

- Organizing career fairs, company visits and presentations (for companies to recruit or to promote jobs and/ or bursaries).

We also run a very successful Career Network Volunteer Program where students can gain transferrable (soft) skills and receive a reference letter stipulating the specific skills and abilities they have gained through these programs.
It is important for the University of the Free State that individuals feel they belong to a circle of friends that support and inspire them to reach their full potential. At our institution, this sense of belonging is facilitated through Student Life office. Student Life at the UFS creates small pockets of cohesive groups that consecutively build towards larger communities.

**CONTACT DETAILS:**

### MOTLOGELWA MOEMA
**(HOD: CAREER DEVELOPMENT AND STUDENT LIFE)**

058 718 5377
MoemaM@ufs.ac.za

## CAMPUS CLINIC

Health and Wellness Centre offers comprehensive health care services to students and staff.

### HEALTH AND WELLNESS AVAILABLE SERVICES

**1  MINOR AILMENTS:**
- Respiratory conditions e.g. Flu
- Ear, Nose and Throat conditions
- Eye conditions
- Skin conditions
- Sexually Transmitted Infections

**2  CHRONIC MEDICATION**
- Antiretroval (ART) MEDICATION)
- Pre-exposure prophylaxis (PrEP)

**3  SCREENINGS:**
- Blood Pressure
- Weight
- Body Mass Index
- Blood Glucose
- Blood Cholesterol
- Covid-19(screening and testing)

**4  WOMENS HEALTH:**
- Contraceptives
- Oral
- Emergency Pill (Morning after)
- Injection
- Female Condoms

**5  HEALTH AWARENESS CAMPAIGNS**

**CLINIC STAFF:**
Mrs. Moloi M.A (Chief Professional nurse)
Mrs.Modise N.L (Senior Professional Nurse)
Ms. Sebakamotse M.N (Senior Professional Nurse)
Mrs. Moloi M.M (Senior Professional Nurse)
Ms. Mokhethi T.F (Assistant officer)
Dr. Mohlala (Sessional DR)

**CONSULTATIONS:** Monday–Friday from 08:00–16:30
Room W006, Health and Wellness Centre,
Next to the Library

**CONTACT DETAILS:**
### MATHAPELO MOLOI (CHIEF OFFICER)
058 718 5210
moloiMA@ufs.ac.za

**MRS. MOLOI M.A**
(Health and Wellness
Centre Manager/
Chief Professional Nurse)

**MRS. N.L MODISE**
(Senior Professional Nurse)

**MS. SEBAKAMOTSE M.N**
(Senior Professional Nurse)

**MRS. MOLOI M.M**
(Senior Professional Nurse)

**MS. T.F MOKHETHI**
(Assistant Officer)

## SOCIAL WORK SERVICES

**MS. SELLOANE PHOOFOLO**
(HOD, Social Work Services)

**MS. THABILE ZUMA**
Senior Assistant Officer
(Social Work Services)

A safety net is available for students whose performance and adjustment to university life are affected by a variety of factors. These can be medical, academic, financial, emotional, family and social issues.

The Social worker helps students to identify the obstacles to their success. Together, the Social Worker and student develop a plan to access resources needed to overcome these difficulties. The plan has clearly defined goals that address a student's specific needs.

### THE SOCIAL WORKER PROVIDES THE FOLLOWING SERVICES:

**INDIVIDUAL COUNSELLING:**
relationships, family therapy, bereavement, abortion – (pre- and post-counselling), victim empowerment, rape, crisis intervention, trauma debriefing etc.

**GROUP WORK:**
gay/lesbian support groups, life-skills development, alcohol and drug dependency, support group for survivors of all forms of abuse.

**TRAINING AND DEVELOPMENT:**
stress management, conflict management, assertiveness training.

**COMMUNITY WORK:**
Develop and implement community-based programmes and interventions; manage community development projects and programmes.

**AWARENESS AND PREVENTION:**
substance abuse, women's issues etc.

**ELIGIBILITY:**
UFS students are eligible for these services at no cost.

**CONFIDENTIALITY:**
Sessions with the social worker are completely confidential. The social worker is not allowed to discuss any details of a student's situation or even indicate whether the student is receiving services with others. A student has to give written permission before any personal information may be released.

**APPOINTMENTS AND CONSULTATIONS:**
A faculty, staff or students, who are concerned about a student or desire consultation or assistance in making a referral, are encouraged to contact the campus social worker: *To schedule an appointment or if a concern needs immediate attention, please contact: 058 718 5090/5091*

**CONSULTATIONS:**
Monday–Friday from 08:00–16:30; Room W006, Health and Wellness Centre, Next to the Library

**CONTACT DETAILS:**
**MS SELLOANE PHOOFOLO**
058 718 5090/5091
phoofoloST@ufs.ac.za

**PROJECTS**
- PART-TIME EMPLOYMENT
- STUDENT VOLUNTEERING WEEK – *LAST WEEK OF FEBRUARY*
- NO STUDENT HUNGRY
- CASUAL DAY

## STUDENT GOVERNANCE OFFICE (SGO)

The primary aim and objective of the Student Governance is to provide administrative, training and developmental support to the Campus Student Representative Council (CSRC) and its sub-councils/Structures/Associations.
The Office facilitate activities such as CSRC Elections, training and strategic planning for student leaders. These activities promote the active participation of student leadership in institutional governance. These is done to ensure that the objectives of section 35 of the Higher Education Act 101 of 1997 as amended are achieved.
Furthermore, the Office contributes by creating a unique out-of-classroom vibrant environment to maximize opportunities for student' personal growth and self-discovery through exciting and challenging co-curriculum activities and programmes.

**DULCIE MALIMABE**
(HOD: Student Governance and Governance)

### THIS OFFICE FOCUSES ON THE FOLLOWING:

**1** Ensuring that the CSRC, Student Parliament and Faculty Councils are duly constituted.

**2** Ensure the development of structured Student Governance Training Programmes are implemented.

**3** Development of a registration system and process to ensure the effective functioning of Student Organisations and Associations. The registration process culminates into a continuous capacity building programme.

**4** Ensure active participation and engagement across the University, in the Institutional Management Governance Structures and Committees.

**5** The Office of the Student Governance is supported by the Student Governance Administrator and the Student Governance Assistant Officer. The personnel provide administrative support to Student Governance Structures and CSRC in the planning and implementation of the projects and activities and making sure that student leaders are in compliance with the University Policies.

**LEFT: LEBOHANG MOSIA**
(Student Governance Assistant Officer)

**RIGHT: MAMOYA KHOTHA**
(Student Governance Administrator)

**CONTACT DETAILS:**
**OFFICE NO: 0038 INTSIKA BUILDING (ADMIN BUILDING), GROUND FLOOR**
Tel: (058) 718 -5041/5098/5242/5110
Email: malimabedp@ufs.ac.za
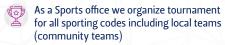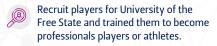
**MR. MOOROSI SOKE**
(HOD: Kovsie Sport)

**MS. FELLENG MOFOKENG**
(Kovsie Sport:
Assistant Officer)

**MR. GOODMAN MAZIBUKO**
(Kovsie Sport:
Assistant Officer)

As a Sports office we organize tournament for all sporting codes including local teams (community teams)

Recruit players for University of the Free State and trained them to become professionals players or athletes.

Offer good sports facilities to the community.

Train the students to compete in the nationals or professionals.

We offer student sport bursary for different sporting codes.

## THE LIST OF SPORTING CODES

- Aerobics
- Athletics
- Basketball
- Bodybuilding
- Chess
- Cricket
- Netball
- Soccer
- Tennis and Table Tennis
- Volleyball

**CONTACT DETAILS:**
058 718 5045
SokeMB@ufs.ac.za

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# UNIVERSITY OF **THE FREE STATE**

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# RESEARCH
# OFFICE

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## GRADUATE ATTRIBUTES

**CRITICAL THINKING**

**COMMUNITY ENGAGEMENT**

**WRITTEN COMMUNICATION**

**ORAL COMMUNICATION**

**PROBLEM SOLVING**

**ETHICAL REASONING**

**ENTREPRENEURIAL SPIRIT**

Hello, I am...

**RUBEN LANGENHOVEN,**

**Head of the Research Office, a sub-division of Student Life and Communities, within the Division of Student Affairs.**

The Research Office is responsible for the management and development of the co-curricular record. The co-corricular programme is comprised of institutional activities that seek to develop certain skills, or graduate attributes, in our students. Continuous collaboration between the various divisions within Student Affairs ensures that our projects and programmes are optimised and aligned with international standards. In this way, we ensure that each graduate leaving the university is a well-rounded and employable individual.

Graduate attributes are those skills which enable graduates to function effectively in their professional lives, and have been identified as key indicators of employability. These include: critical thinking, community engagement, written and oral communication, problem solving, ethical reasoning and entrepreneurial mindset. Through participation in the projects and programmes as offered by Student Affairs, our graduates successfully acquire new skills and attributes, while having a ton of fun!

The Research Office warmly invites you to participate in the various programmes that Student Affairs has on offer.

*Contact the Research Office:*

**RUBEN LANGENHOVEN**

**Assistant Researcher: Kovsie Support Services**

T: +27 051 401 3193
E: LangenhovenR@ufs.ac.za
Room 152, Steve Biko Building, Thakaneng Bridge
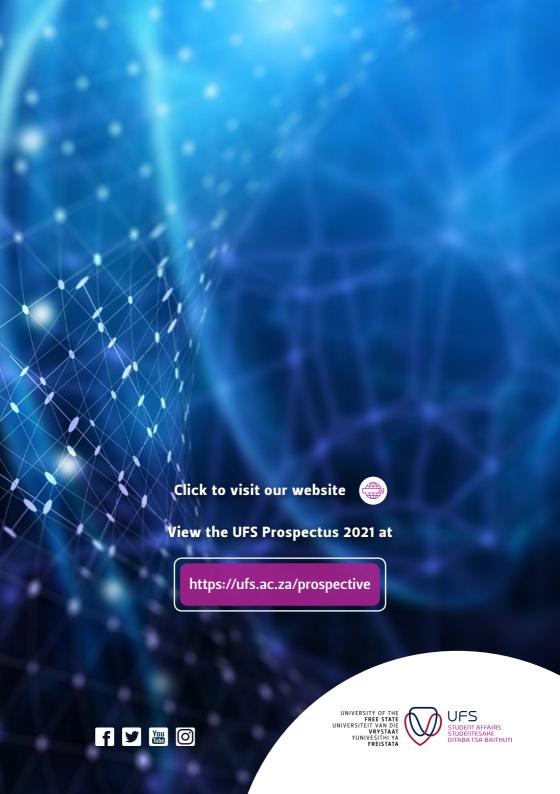
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# SOCIAL SUPPORT OFFICE

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# Hello, we are...

## ELIZABETH MSADU
**Assistant Director: Kovsie Support Services**

073 182 3048 / 051 401 9117
MsaduE@ufs.ac.za
PO Box 339, Bloemfontein 9300, Republic of South Africa

## MOJAKI MOTHIBI
**Assistant Officer: Social Support: Office of the Dean: Student Affairs**

061 373 6101 / 051 401 2587
MothibiMJ@ufs.ac.za
PO Box 339, Bloemfontein 9300, Republic of South Africa

# SOCIAL SUPPORT OFFICE

Social Support OFFICE seeks to offer support that students need to thrive and maintain high levels of overall well –being through interventions that offer a supportive environment for learning.

## SOCIAL SERVICES

The services aim to promote, restore, maintain and enhance student success and well-being.
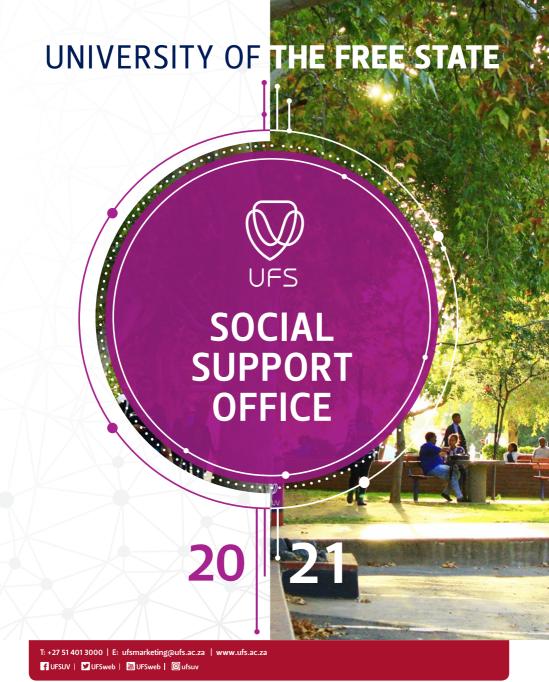This is done by planning and implementing appropriate social Support intervention strategies and techniques. Some of these interventions includes the following:

- Family related matters (e.g. divorce, death ect)
- Sexual Gender Based Violence intervention & referrals (SGBV)
- Food Support (Referrals to Foodbank and NSH)
- Emergency Social Support needs assessment (e.g. Accidents, Evictions ect)

Office 153 @ Steve Biko House (Thakaneng Bridge)

## FINANCIAL SUPPORT

Financial support creates a socially just and humanizing student experience through rapid interventions such as:

### Co –Curricular Sponsorships
- Academic (Conferences, Seminars)
- Leadership Development (Conferences and Seminars, Community Engagement Programmes)

### Social Well–Being
- Bereavement Support (Memorial services , Students Transportation)
- Hardship Mitigations

Office 158 –Steve Biko House (Thakaneng Bridge)

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## STUDENT AFFAIRS: SOUTH CAMPUS

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The Centre for Universal Access and Disability Support (CUADS) aims to ensure that the University of the Free State increasingly becomes a universally accessible higher-education institution, which embraces and is welcoming to all students, including students with disabilities. CUADS assists students in gaining access to study courses, buildings and classrooms on campus, accessible learning material, residences, computer facilities (with assistive technology) and alternative test and exam procedures. Special arrangements include amanuensis during tests/exams, application for extra time during tests/exams according to their specific impairment (this is done via a formal process of testing and interviewing by a panel from Student Counselling and Development) and on request, tutors are provided for students in cooperation with the A Step programme on campus.

CUADS provides support services to the following categories of persons with disabilities:

1. Specific learning difficulties (e.g. dyslexia, ADD/ADHD, hyperactivity)

2. Mobility impaired (e.g. wheelchair users, amputees, cerebral palsy, muscle dystrophy, spina bifida, multiple sclerosis)

3. Visual impaired (e.g. blind, low vision, partially sighted)

4. Hearing impaired (e.g. deaf, hard of hearing, deafened)

5. Psychological and other chronic conditions that might have a disabling effect on the student (e.g. schizophrenia, epilepsy, panic disorder, diabetes)

6. Temporary impairments (e.g. a broken hand, injuries following accident)

**MRS GALEKGOLWE MOTAUNG**

**(CUADS Assistant Officer)**

051 505 1355
MotaungEG@ufs.ac.za
Room D125, Neville Alexander Library

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# MESSAGE FROM SENIOR MANAGER:
## STUDENT AFFAIRS

**MR VHUGALA NTHAKHENI**

Senior Manager

The Division of Student Affairs on the South Campus provides support and developmental opportunities to students who are registered for studies on the South Campus of the University of the Free State. Student Affairs South Campus is just over a year old and seeks to implement the strategic objectives of the DSA: Humanising Strategy 2022 and aims to establish and maintain a humanising, vibrant and aligned student experience for our students while upholding our values of humanity, ethics, critical diversity literacy, social justice, integrity and innovation.

The South Campus is here to provide students with support towards academic success, but also to provide developmental and social opportunities to all South Campus students with the aim of delivering UFS graduates who are socially aware and can make a positive impact on our society.

We are passionate about high-impact, data-driven practices that can ensure that we are able to reach as many South Campus students, while programming what is institutionally aligned but also uniquely caters to the needs of South Campus students.

**CONTACT DETAILS:**
Tel: 051 505 1438
Email: NthakheniV@ufs.ac.za

**Click here for video**

**STUDENT COUNSELLING AND DEVELOPMENT OFFERS THE FOLLOWING SERVICES:**

### WORKSHOPS

Academic and self-development
- Effectively managing test/exam stress
- Anger Management
- Assertiveness
- Coping with stress
- Emotional intelligence (EQ)
- Healthy relationships
- Self-care
- Self-discovery

### PROGRAMMES
*(offered only on the Bloemfontein Campus)*

**REBT:** Teaching you the link between your thoughts and your emotions/ behaviour and assisting you in developing more constructive thinking patterns.

**Self-esteem:** Assisting you in developing a healthier self-esteem and how you can conquer challenges.

**GROW:** Teaching you the skills to build resilience and learning how to overcome life's obstacles.

### THERAPY

We offer individual, confidential counselling for various psychological, emotional, developmental, and trauma-related issues.

### CAREER COUNSELLING

The Career Counselling package includes the following:

A comprehensive psychometric evaluation of interests, aptitude, and personality.

An evaluation of university potential and readiness.

An intensive decision-making process with a psychologist.

Information on a wide range of careers.

Information regarding adjusting to the demands of tertiary education.

Information on UFS-curricula.

**MS OBAKENG MAKGALE**
**(Psychologist)**

051 505 1298/1430
scdsouth@ufs.ac.za
Bohlale B Building, Room B119

Testing takes place from 07:45 to 13:00.
Intake interview at 14:00.

### STUDENT GOVERNANCE

The Division of Student Governance would like welcome you with open arms to the University of the Free State South Campus. We are a new division as 2020 will be our first full year on the South Campus. We aim to contribute towards the development of student leaders and to ensure that there is student representation for the South Campus.

### THE STUDENT GOVERNANCE OFFICE (SGO) AIMS TO

1. increase student participation and engagement in co-curricular programmes;

2. initiate departmental activities/ programmes; and

3. create a strong governance culture that is fundamental for the advancement of transformation policies.

As the Student Governance Coordinator, I provide all the necessary administrative, logistical support and guidance to all the South African governance structures. The coordination of the programmes and events of Student Governance also falls within my duties. The facilitation of student engagements is the responsibility of the office.

### STUDENT GOVERNANCE STRUCTURES

- Institutional Student Representative Council (ISRC)
- Institutional Student Parliament (ISP)
- Campus Student Representative Council (CSRC)
- Campus Student Parliament(CSP)
- Faculty Student Councils (FSC)
- Residence Committees(RC)
- Associations and Organisation
- The Student Body

**MS TUMALANO MOETI**
**(Office Coordinator Student Governance)**

051 505 1437
MoetiT@ufs.ac.za

## STUDENT COMMUNITIES

It is important for the University of the Free State that individuals feel they belong to a circle of friends that supports and inspires them to reach their full potential. At our institution, this sense of belonging is facilitated through student communities. Student communities at the UFS are created through small pockets of cohesive groups that consecutively build towards larger communities.

At the basic level, students are encouraged to become members of these cohesive groups through on-campus residences.

The Division of Student Communities, consisting of residence heads, residence committees, and residence assistants, aims to provide a healthy living and conducive learning environment to all the students from various backgrounds. Diversity is the order of the day in forming communities through the residence programme initiatives.

Student Communities works very closely with Housing and Residence Affairs in order to facilitate a well-rounded student experience through the relationship of the two divisions.

We encourage you to become a member of these cohesive groups through on-campus residences or day residences. Together, these groups form the strong building blocks of larger communities called Student Life Colleges.

Student Life Colleges are created by clustering on-campus residences and day residences, which then collaborate with other stakeholders such as faculties, support services, and different organisations. The college communities form the social spaces where you can engage in all student-life programmes, e.g. cultural events, sports events, community-service events, dialogues, etc.

**MR GRIFFIN COLBY**
Senior Officer (Residence Head)
051 505 1281
ColbyGD@ufs.ac.za

**MR MALEFETSANE MOTSOENENG**
Senior Officer: (Residence Head)
051 505 1476
MotsoenengMF@ufs.ac.za

In a community, we create an opportunity for engagement and communication. We have different student development programmes such as:

Leadership, where you can be a Residence Committee member and lead your residence on different university platforms.

Mentorship, where a support structure is created for first years' transition to the university.

Arts and Culture programmes is a platform for students to showcase their talents on different arts and culture platforms on campus.

Sport activities: As a Kovsie student, you will continue to enhance your sports talent and if you are committed enough, you can represent Kovsies on national and international level.

Building embracing communities

Creating a socially just culture

Nurturing graduate attributes

### SOUTH CAMPUS

**TOKA**

Residence Head:
Mr Malefatsane Motsoeneng
T: +27 51 505 1476
E: MotsoenengMF@ufs.ac.za

Social media handles:
Toka_ufs
toka_ufs

**LIBERTY**

Residence Head:
Mr Griffin Colby
T: +27 51 505 1281
E: ColbyGD@ufs.ac.za

house_liberty

**LEGAE**

Interim Residence Head:
Mr Malefatsane Motsoeneng
T: +27 51 505 1476
E: MotsoenengMF@ufs.ac.za

Social media handles:
Toka_ufs
toka_ufs

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# AFFAIRS

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**CUADS**

The Centre for Universal Access and Disability Support (CUADS) aims to ensure that the University of the Free State increasingly becomes a universally accessible higher education institution, which embraces and is welcoming to all students, including students with disabilities. CUADS assists students in gaining access to support, such as communication access for example Sign Language interpreter services, accessible study material that is in Braille, alternative assessment arrangements such as concessions and individual academic support through assistive devices. The success of all our students is our top priority.

> "
> *Here you will find a home away from home and will experience the care, protection and support you deserve.*

We know that leaving home and moving to a city to study is very challenging, and all our students are trying to do the best they can. To help you on your way and to support you throughout your Kovsie journey, the department for student counselling and development is a key partner. It is important to know that you are not alone and that we as the UFS, really cares about you. Therefore, we provide individual and group counselling to registered UFS students who are experiencing personal, psychological and behavioural difficulties or require vocational guidance. We furthermore aid and support students on their journey of personal development, in order to function at their optimal potential and effectively meet their educational and life goals. We also enhance and support the healthy growth and development of students through advocacy and consultations with the UFS community.

Mental, physical and emotional health of our students are very important and we take every measure to ensure that you enjoy your studies and develop holistically.

The fourth piece that completes the student affairs picture is student governance. We believe strongly in governance excellence, capacity building of our students through the promotion of professional student governance and a complete humanizing experience. The SRC or Student Representative Council, responsible for facilitating activities such as SRC elections, developmental training and strategic planning plays a key role on all three campuses. The office also embarks on hosting other activities, which include public conversations and seminars. These activities promote the active participation of student leadership in institutional governance. Student governance amongst others drive the following:

· Student participation and a sense of belonging and inclusivity through co-curriculum programmes and governance activities;
· A strong governance culture that acts as a fundamental for advancement of transformation policies.
· Institutional and campus SRC and Student Parliaments, structured student governance training programmes, student organisations and associations, student governance structures, namely class representatives, through which the faculty councils are constituted; first-year committees, residence sub-committees and residence committees.

At the University of the Free State we believe that every voice counts, and therefore our student leaders, are actively participating in University and Faculty Governance and Management Structures.

Student Affairs on all three campuses echoes the spirit of the University of the Free State. Here you will find a home away from home and will experience the care, protection and support you deserve.

Choose the University of the Free State and experience why "only a Kovsie knows the feeling."

**PURA MGOLOMBANE,**

**Dean for Student Affairs at the University of the Free State.**

At Student Affairs we take care of you while you are a student on either our Bloemfontein, South or Qwaqwa Campus, through our student life communities, the centre for universal access and disability support or as it is known, CUADS, student counselling and development, and student governance.

Let us have a quick look at each of these.

The Department of Student Life & Communities purposefully fosters close collaboration with faculties and academic units to create a seamless integration between the social life and academic performance context of our students. A balance between the academic responsibilities and the vibrant student life is achieved through strong student communities and co-curricular programmes such as leadership development. As a Kovsie student, you will get the opportunity to be exposed to learning experiences outside the classroom that are intentionally designed to develop you as a well-rounded graduate.

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STUDENT AFFAIRS

Student Life Colleges are created by clustering on-campus residences and day residences, which then collaborate with other stakeholders such as faculties, support services, and different organisations. The college communities form the social spaces where you can engage in all student-life programmes, e.g. cultural events, sports events, community-service events, dialogues, etc.

In a community, we create an opportunity for engagements and communication. We have different student development programmes, such as

- leadership, where you can be a residence committee member and lead your residence on different university platforms;
- mentorship support structures to support first-year students with the transition to university. As a first-year student, you are not alone, but are supported to thrive emotionally, physically, academically, and socially. As a first-year student, you may be assigned a mentor who will assist you in adjusting to life at university. The P3 Mentorship Programme involves interpersonal and constructive engagement between peer mentors (experienced students) and mentees (first-time entering students) by providing social and emotional support throughout their first year at university;
- mentorship proposes to create opportunities for mentors to build meaningful relationships with their respective mentees and is aimed at contributing to the success of students at the UFS;
- arts and culture programmes for students to showcase their talents on different arts and culture platforms on campus; and
- sports activities: as a Kovsie student, you will continue to enhance your sports talent and if you are committed enough, you can represent Kovsies on national and international level.



**Building embracing communities**

**Creating a socially just culture**
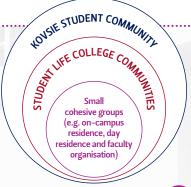
**Nurturing graduate attributes**

# STUDENT COMMUNITIES
*CREATING A SENSE OF BELONGING*

**PULANE MALEFANE,**

**Assistant Director of Student Communities.**

When you become a Kovsie, we want you to feel that you belong to a circle of friends, that you belong to a community. A community that will support and inspire you to reach your full potential. This sense of belonging is facilitated through student communities. UFS student communities are created through small pockets or groups that build towards larger communities.

We encourage you to become a member of these cohesive groups through on-campus residences or day residences. Together, these groups form the strong building blocks of larger communities called Student Life Colleges.

## Hello, I am...

"

*UFS student communities are created through small pockets or groups that build towards larger communities."*

# STUDENT COMMUNITIES
*creating a sense of belonging for individual students*

KOVSIE STUDENT COMMUNITY

STUDENT LIFE COLLEGE COMMUNITIES

Small cohesive groups (e.g. on-campus residence, day residence and faculty organisation)

**AKASIA**
Ms Louzanne Coetzee
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**KAGISO**
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**ROOSMARYN**
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**HARMONY**
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## ON-CAMPUS RESIDENCES
## SOUTH CAMPUS

**LEGAE**
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E: MoloraO@ufs.ac.za

**LIBERTY**
Mr Griffin Colby
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E: ColbyGD@ufs.ac.za

**TOKA**
Mr Malefatsane Motsoeneng
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E: MotsoenengMF@ufs.ac.za

## ON-CAMPUS RESIDENCES
## QWAQWA CAMPUS

**PETER MOKABA RESIDENCE**
Ms Desiree Motsele
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**BOKAMOSO RESIDENCE**
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**TSHIMOLOHONG RESIDENCE**
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**CHRIS HANI RESIDENCE**
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**O.R TAMBO RESIDENCE**
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**STEVE BIKO RESIDENCE**
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E: MkhizeSC@ufs.ac.za

**HECTOR PETERSON RESIDENCE**
Mr Simphiwe Mkhize
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E: MkhizeSC@ufs.ac.za

**HOUSE KK RESIDENCE**
Ms Makeresemese Mokhatla
T: +27 58 718 5167
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**NEW FEMALE (DUBAI) RESIDENCE**
Ms Bongiwe Mdadane
T: +27 58 718 5457
E: MdadaneBF@ufs.ac.za

Follow the UFS residences *on social media*

## ON-CAMPUS RESIDENCES

Your residence at the UFS will become your second home; life in a student residence at the UFS can be a very exciting and rewarding experience. As a Kovsie student, you will benefit from a whole new world of friendships that can last a lifetime. There are many people from different language, racial, and cultural backgrounds on campus. Living and learning in this diverse environment can give you a definite advantage over many other job seekers once you graduate, which will help you later in life.

You should indicate on the application form for studies in 2021 whether you want to secure a place in one of the on-campus residences.

The leadership in residence communities consists of a residence head, prime, residence committee, and peer mentors. This leadership team creates a residence environment where every student feels welcome and inspired. All residence communities are driven by a set of shared values, which mediates a culture of mutual accountability.

First-year students are supported in their transition to higher education by means of a peer-mentor system in residences. Each first-year student is allocated a peer mentor who facilitates individual conversation as well as conversations in small-group format with students.

**Contact details for residence applications:**
Visit http://residences.ufs.ac.za or send an email to resapplications@ufs.ac.za for more information.

## CO-ED RESIDENCES

Co-ed residences are residence communities consisting of male and female students. Although male and female students both form part of co-ed residences, they live in separate corridors with separate bathroom facilities. There is controlled access to blocks/pods and corridors.

## DAY RESIDENCES

A day residence is a residence consisting of students who live off campus in private homes, student houses, townhouses, flats, rooms, etc. Students who are members of day residences must arrange their own accommodation off campus.

If you do not live on campus, a day residence gives you the opportunity to participate in organised student activities. It is very important to us that you have the opportunity to develop as a complete person by participating in academic and non-academic activities on campus. With day residences, you can participate in all activities offered in campus residences.
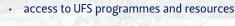
If you live off campus, you are free to join one of the day-residence communities. Each day residence has a gazellie (or a large lounge with a kitchen and bathroom) on the campus, where the day-residence communities host residence meetings, study, or just hang out and socialise.

A residence head and a residence committee oversee each day residence. This leadership is responsible for managing day residences and seeing to it that all activities offered are in line with the vision, mission, and values of the university.

### DAY RESIDENCES OFFER STUDENTS WHO ARE LIVING OFF CAMPUS THE FOLLOWING:

- mentorship and academic support
- learning and social spaces on campus where you can study and hang out with your friends
- access to UFS programmes and resources
- opportunities to develop holistically
- sharing innovative ideas
- growth
- a vibrant social life to build relationships
- fun, and fun, *and more fun*

The day residences on the *Bloemfontein Campus* are:

- **NORTH COLLEGE:** Veritas
- **SOUTH COLLEGE:** Marjolein
- **EAST COLLEGE:** Sonnedou, Arista, and Legatum
- **WEST COLLEGE:** Imperium
- **CENTRAL COLLEGE:** Kagiso
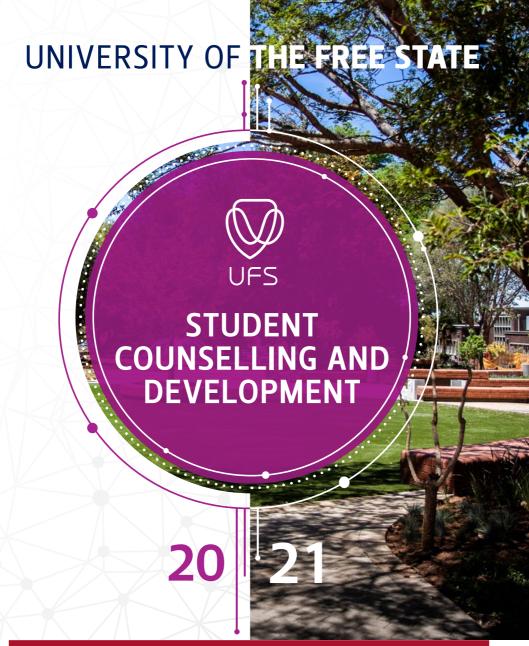
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## UFS

# STUDENT COUNSELLING AND DEVELOPMENT

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*We provide a high and professional quality of psychological support. Students who make use of this service experience improved psychological wellbeing, adjustment to university life and ability to cope with the demands of their respective courses."*

## DR MELISSA BARNASCHONE,

**Director of Student Counselling and Development (SCD) at the University of the Free State.**

At SCD we strive to promote, enable and optimise students' self-actualisation and sense of community. SCD fulfils the following essential roles:

- **Providing of individual and group counselling to registered UFS students who are experiencing personal, psychological and behavioural difficulties or require vocational guidance.**
- **Aiding and supporting students on their journey of personal development, in order to function at their optimal potential and effectively meet their educational and life goals.**
- **Enhancing and supporting the healthy growth and development of students through advocacy and consultations with the UFS community.**

# Hello, I am...

You are not alone! SCD provides services directly to all registered UFS students. Close working relations are maintained between SCD and other UFS departments. We foster professional relations with medical and mental health services for resources that are not readily available on the UFS campuses. In everything we do, we keep our students' wellbeing in mind.

### PROACTIVELY
- Working closely with academics and other support services to identify problems early.
- Providing counselling and workshops before problems become acute.

### REACTIVELY
- Dealing with problems that students bring to our services.
- Crisis management.

### DEVELOPMENTALLY
- Providing workshops and programmes on various topics.
- Psycho-educational interventions.
- Developing career maturity.

In fulfilling the above-mentioned essential roles, the following services are provided:

**INDIVIDUAL AND GROUP COUNSELLING**
SCD provides counselling interventions that are responsive to the diverse needs of students who are experiencing ongoing or situational psychological, behavioural, educational, personal, relationship or developmental difficulties. In addressing the diverse characteristics, needs and challenges, SCD encourages communication that fosters self-understanding of identity and promotes the respect of differences and commonalities among all individuals.

The service is offered on an appointment basis, free of charge, to all registered UFS students (undergraduate and postgraduate) and is confidential.

Group counselling is offered within support groups, workshops and other preventative / developmental programmes.

**CAREER COUNSELLING**
SCD offers registered and prospective students the opportunity to explore their 'best fit' career by undergoing the career counselling process. The process includes a complete psychometric evaluation of interests, aptitude and personality, as well as an intensive decision-making process with a professional personnel member.

**GROUP INTERVENTIONS**
SCD offers group interventions that are developmental in nature and preventative in design.

**Developmental mission:** The developmental interventions of SCD assist students in adapting to and benefiting from university life and the academic environment. Through supporting students in reaching their optimal potential and enhancing their personal growth, their intellectual development; personal / academic choices; relationship to others; and their engagement in an effective and satisfying lifestyle is promoted.

**Preventative mission:** The initiation of programmes and interventions that will foster students' adjustment and growth within environments that may negatively affect their wellbeing.

## DEVELOPMENTAL WORKSHOPS

Workshops are presented on a weekly basis throughout the academic year. The attendance of workshops is free of charge for all registered UFS students.

Topics include (but are not limited to):

**Academic Development Workshops:**

- Test and exam anxiety
- Procrastination

**Personal Development Workshops:**

- Anger-Management
- Assertiveness
- Coping with Stress
- Emotional Intelligence (EQ)
- Healthy Relationships
- Relaxation
- Self-care
- Self-Discovery
- Suicide Awareness
- Mental Health Survival

## DEVELOPMENTAL PROGRAMMES

### Rational-Emotive-Behavioural-Therapy (REBT) Programme

REBT is a practical, action-oriented approach to assist individuals in overcoming and coping with adversity, achieving goals and enhancing personal growth. Through this programme, we teach you the link between thoughts, emotions, and behaviour while developing more constructive thinking patterns.

### Self-Esteem Enhancement Programme

At SCD, we aim to provide students with the best possible psychological interventions to develop a healthier self-esteem. Low self-esteem can contribute to depression, anxiety, eating disorders, poor social functioning and an increase in risky behaviour. A healthy self-esteem can lead to an increase in psychological wellbeing, happiness, academic achievements, adjustment and success.

### GROW Programme

Teaching you the skills to build resilience and learning how to overcome life's obstacles.

### The Kindness Project 3.0 (KP)

A compassion-based intervention to potentially reduce the negative effects of the several psychological difficulties students experience and increase the practice of essential factors involved in psychological wellbeing.

### The Power Club (Trauma Support Group)

The Power Club is predominantly based on the 'Support for Students Exposed to Trauma (SSET) Programme'. We teach you the skills to build resilience and learn how to overcome life's obstacles and to grow from being a victim to being a resilient survivor.

### CONSULTATION INTERVENTIONS  Student Toolkit:

The Student Toolkit is available in both hardcopy and electronic format (Blackboard) and provides students with basic therapeutic tools, strategies and resources for self-help application in combatting academic and personal challenges.

## SCD TIPS FOR SELF-DEVELOPMENT:

**1 — TIP 1**
Know how to deal with your own and other people's emotions

**2 — TIP 2**
Get to know your strengths, weaknesses and growth areas

**3 — TIP 3**
Learn how to say no and stand up for yourself while respecting yourself and others

**4 — TIP 4**
Learn how to relax

**5 — TIP 5**
Learn how to manage stressful situations

**6 — TIP 6**
Practice basic healthy self-care habits

**7 — TIP 7**
Know what you want from a healthy relationship

**8 — TIP 8**
Share your thoughts, experiences and opinions

**9 — TIP 9**
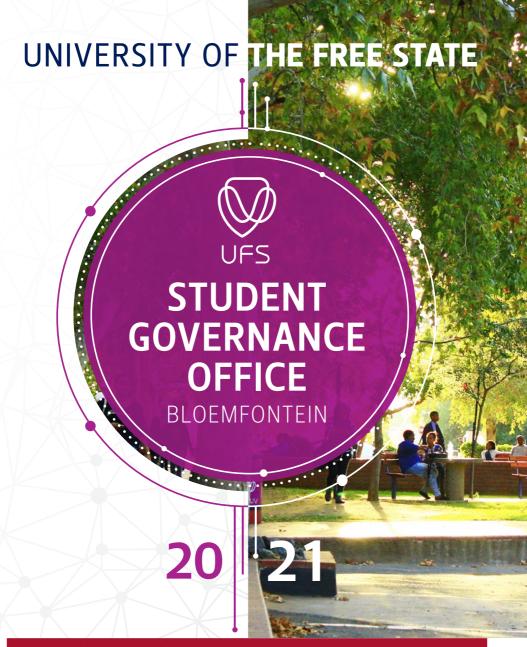Understand where your anger and frustration may be coming from and learn how to deal with it.

SCD advocates for greater sensitivity with regards to multiculturalism and social justice concerns, is welcoming and accessible to individuals of diverse backgrounds and is non-discriminatory.

We provide a high and professional quality of psychological support. Students who make use of this service experience improved psychological wellbeing, adjustment to university life and ability to cope with the demands of their respective courses.

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# UNIVERSITY OF **THE FREE STATE**

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# **STUDENT GOVERNANCE OFFICE**

BLOEMFONTEIN

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## THIS OFFICE FOCUSES ON THE FOLLOWING:

**1** Ensuring that the Institutional SRC and Student Parliament are duly constituted.

**2** Development of a structured Student Governance Training Programme.

**3** Development of a registration systems and processes to ensure the effective functioning of Student Organisations and Associations. The registration process culminates into a continuous capacity building programmes.

**4** Development of functional and effective Student Governance Structures, namely:

- Class Representatives, School Representatives through which the Faculty Councils are constituted;
- First-Year Committees, Residence Subcommittees and Residence Committees-Residence Council;
- Student Association and Organisation-Student Councils;
- Campus SRCs, Campus Student Parliaments;
- Active Student Engagement across the University
- Active participation in University Faculty Governance and Management Structures
- Active participation in the Institutional Governance and Management Structures (such as, University Management Committee, Integrated Transformation Plan workstreams Senate, Council etc)

The SGO is supported by: the Student Governance Administrator & Front Desk in BFN. The Offices provide administrative support and guidance to all Student Governance Structures in the planning, organising and implementation of their programmes and activities.

---

## Hello, we are…

# STUDENT GOVERNANCE OFFICE

The Student Governance Office (SGO) is responsible for supporting, providing guidance and to facilitate training and development of the Student Governance Structures. In addition, it facilitates activities such as Strategic Planning, Elections, Policy Workshop, Seminars, Webinars, Events to mention a few. These activities promote the active participation of student leadership in institutional governance. This is done to ensure that the objectives of section 35 of the Higher Education Act 101 of 1997 as amended are achieved.

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### *Developing An Art of Starting Afresh*

### STUDENT GOVERNANCE OFFICE VISION

"To be the reservoir of excellence in governance, capacity building in promoting professionalization of student governance through creating a complete humanizing experience"

### STUDENT GOVERNANCE OFFICE MISSION

- Instrumental in supporting the Strategic Vision of Student Affairs through actively advocating and setting a standard for the professionalization of Student Governance.
- Align Student Governance Programs with the Centre for the Advancement of Standards in Higher Education (CAS Standards) in order to ultimately professionalize Student Affairs (Governance).
- Be a preferred platform for producing leaders through capacity building programs founded on established models and theories.
- Pioneering and creating governance centric themed programs aimed for social justice, social cohesion and transformation.
- Position Student Governance as a sound board, for standards of all student activities in the UFS.

### STUDENT GOVERNANCE OFFICE GOALS

- Increase student participation and engagement in co-curricular programs.
- Initiate departmental activities/programs.
- Create a strong governance culture that is fundamental for the advancement of transformation policies.

---

**FOR MORE INFORMATION PLEASE CONTACT (BLOEMFONTEIN CAMPUS):**

**RETHABILE MOTSEKI**
051 401 2142
MotsekiR@ufs.ac.za

# STUDENT GOVERNANCE COORDINATOR

The focus of the Student Governance Coordinator's office is to increase Student Participation and Engagement in co-curricular programs. This also include creating a strong good and cooperative governance culture amongst Student Governance Structures and sub-structures. The office strongly believes in the concept of "Professionalising Student Governance and Operations". Therefore, the aim of the office's activities and training programmes rendered is to create a reservoir of principles of good cooperative governance through a complete humanising experience.

## THE OFFICE EXISTS TO MAINLY FULFIL THE FOLLOWING:

**1** Provide holistic support to the annually elected Student Representative Council and sub-structures;

**2** Enhance the active participation of Student Associations and Organisations within UFS Student Governance activities;

**3** Create platforms of expression for Student Associations and Organisations;

**4** Empower Student Governance structures in implementing efficient operational procedures;

**5** Facilitate the establishment of Campus Student Parliament on the Bloemfontein Campus;

**6** Monitor and evaluate the active participation of Student Associations and Organisations;

**7** Train and develop executive committees of Associations and Organisations;

**8** Liaise with Student Councils on their programs of action;

**9** Facilitate attendance by Associations and Organisations at Institutional public and private activities such as Public Lectures, Rector's Engagements, and Critical Engagement.

In summation, the mandate of the office is to place student leaders at the center of all institutional developmental processes.

**FOR MORE INFORMATION PLEASE CONTACT:**

**KAMOGELO DITHEBE**
051 401 9664
DithebeKS@ufs.ac.za

# FACULTY COORDINATOR: STUDENT GOVERNANCE

Faculty Coordinator: Student Governance is responsible for providing strategic and administration support to various Student Governance Structures, with particular reference to Faculties. These include but not limited to Faculty Student Council (FSC), Campus Student Representative Council (CSRC), Institutional Student Representatives Council (ISRC), Class Representative structures and so on.
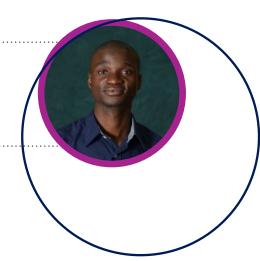
## THE CORE FUNCTIONS OF THIS OFFICE ARE AS FOLLOWS:

**1** To increase Student Participation and Engagement in Student Governance programmes and activities.

**2** To establish and provide administration support for Faculty Student Councils.

**3** To facilitate democratic elections for Student Governance Structures.

**4** To facilitate Student Engagement at Faculty Governance Structures and Institutional Governance and Management Structures.

**5** To ensure active Student Participations and Engagement at the Rector's Student Engagements.

**6** To oversee (monitor and evaluate ) programs and projects of Student Governance Structures.

**7** To create Training and Development opportunities for Student Governance Structures: Faculty Student Councils, ISRC, CSRC and Class Representatives

**FOR MORE INFORMATION PLEASE CONTACT:**

**DZULANI MUNZHELELE**
Munzheleled@ufs.ac.za
0514017028

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# STUDENT LEADERSHIP DEVELOPMENT

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The SLD team warmly invites you to visit our offices and our webpage to obtain more information on our programmes and on how to get involved. We look forward to meeting you and to accompany you on your leadership pathway!

## INTEGRATED FRAMEWORK FOR PROGRAMMES:

The leadership development programmes are open to all undergraduate, graduate, and postgraduate students and can be categorised under two overarching themes, namely **Leadership Development programmes** and **Leadership Training programmes**, each consisting of two pillars.

### LEADERSHIP DEVELOPMENT PROGRAMMES
**FutureLEAD: Essential/Critical Leadership Development**

The FutureLEAD Leadership Development Challenge (FLC) is a blended learning programme over four to six months, engaging students on Blackboard and in panel discussions on and around understanding and using leadership in various situations and environments (studies, personal, community, and career).

**AdvanceLEAD: Advanced/Specialised Leadership Development**

**The Specialised Leadership Development Challenge entails selective leadership programmes aimed at high-achieving student leaders who show potential.** They undergo advanced training and are channelled towards specialised programmes, e.g. the Activator First-Year Conference, the Global Leadership Summit (triennial GLS, hosted by the UFS), as well as participation in national and international leadership opportunities, e.g. conferences, summits, and seminars.

### LEADERSHIP TRAINING PROGRAMMES
**KovsieLEAD: Student Governance Training**

**Training of elected student governance structures and committees across campuses to be fully equipped and functional.** This entails combined campus/structure programmes, e.g. student governance induction training and structure-specific training, including operational and portfolio-specific training, as well as inspirational sessions, e.g. SRC, associations and organisations' EC training, RC training, faculty council training, etc.

**PurposeLEAD: Ad hoc/ Specific Training**

**Purposeful training for specific situations/ institutional goals/ preparation/ mobilisation in support of students and governance structures' specific needs, events and campaigns** such as pre-election candidate training, accessibility and diversity training, and a series of quarterly sessions on 'What Students Should Know', e.g., about protesting, human rights, gender-based violence, etc.

---

Scan, click and EXPLORE more…

> *We strive to meet the capacity-building needs of student leaders and to develop their full potential, aiming to produce graduates who are holistically developed and well-rounded."*

**RENÉ PELSER,**

**Programme Manager for Student Leadership Development, a sub-division of Student Life and Communities, within the Division of Student Affairs.**

## Hello, I am…

The Office for Student Leadership Development provides a formal and institutionally integrated co-curriculum for leadership development, as well as research on graduate leadership development. The office, in partnership with faculties and other departments, design programmes that are delivered through student-life colleges and communities via on-site training, engagements and events, and also online via Blackboard for specific programmes on the Bloemfontein, South, and Qwaqwa campuses.

We strive to meet the capacity-building needs of student leaders and to develop their full potential, aiming to produce graduates who are holistically developed and well-rounded. The office provides channels for student pathways and signature development, while creating opportunities to enter into leadership positions and to pursue career development. As a result, the SLD programmes enhance the academic performance and social integration of students.

Students who would like to join our programmes should visit our offices or contact us via the details indicated below:

**BLOEMFONTEIN CAMPUS:**
Zanele Khambule: Room 159, Steve Biko Building, Thakaneng Bridge
**T:** +27 51 401 9085/7
**E:** khambulez@ufs.ac.za or pelserr@ufs.ac.za

**QWAQWA CAMPUS:**
Motlogelwa Moema: Offices 1026/27, Intsika Building (Admin)
**T:** +27 58 718 5377/88
**E:** moemam@ufs.ac.za

**SOUTH CAMPUS:**
Malefetsane Motsoeneng: South Campus, SRC Building
**T:** +27 51 505 1476
**E:** motsoenengmf@ufs.ac.za

**Visit the SLD webpage at:**
https://www.ufs.ac.za/supportservices/departments/student-affairs-home/bloemfontein-campus/student-leadership-development

**Click to visit our website**

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# STUDENT MEDIA

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If you are an aspiring broadcaster, then we have great news for you. KovsieFM was founded in 1978 and is the second oldest campus radio station in the country. With its studio on the Bloemfontein Campus, KovsieFM broadcasts on FM to the wider Bloemfontein community. The station plays only the latest hits and brings you news and information you need to know to make your Kovsie experience an unforgettable one! KovsieCAST is podcasts designed by KovsieFM and is recorded and sent to all students. The podcasts are aimed at helping Kovsie students achieve academically.

On the Qwaqwa Campus, meet Q-Lit, radio on q! With state-of-the-art broadcasting equipment, this internet-based (and soon on FM) radio station is the heartbeat of the Qwaqwa Campus.

If you love to be in front of the camera, or even behind it, then you will love KovsieTV. This channel is available on YouTube and IGTV and produces fantastic content. If you are creative, adventurous, and tech-savvy, then KovsieTV is the place to be.

## Student Media offers the following programmes and opportunities:

### RADIO (KOVSIEFM AND Q-LIT)
- Presenting
- News/sport presenting
- Producing
- Production
- Marketing and events

### NEWSPAPER (IRAWA AND NEW ERA)
- News, sport, and lifestyle reporting
- Layout and design
- Photography

### VIDEO (KOVSIETV)
- Presenting
- Videography
- Producing
- Editing

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# STUDENT MEDIA

Media is a fast-paced and dynamic industry. At Student Media, we provide you with the opportunity to join one (or all!) of our exciting teams that help shape tomorrow's landscape, not only in South Africa, but globally. Student Media has expanded into an authentic media house, offering digital, as well as traditional media to all three campuses. If you want to be an influencer, then Student Media is the place to be.

If you are interested in becoming a world-class journalist, why not join the IRAWA student newspaper? The newspaper was founded in 1944 and delivers fresh news to students on the Bloemfontein and South campuses every month. If you are a Qwaqwa student, join our NEW ERA team. This newly established newspaper is quickly gaining ground in the industry and is the number one source for infotainment on the campus.

**View the UFS Prospectus 2021 at**

**https://ufs.ac.za/prospective**

**UFS**
**STUDENT AFFAIRS**

# Appendix AJ

**November 2018**

**REPORT ON KSA 4 - Intersectionality, Partnerships and Collaboration**

INTRODUCTION

We deeply care about creating intersections between different programmes, departments, groups and campuses. We recognize that growth and development happens at the place of discomfort and therefore aspire to create a disequilibrium through interconnection

In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider community as a distinct opportunity to establish this ethos in the whole environment.

The current intersectional framework, the pedagogy of discomfort and the humanizing pedagogy form a firm foundation for creating this kind of environment.

Goal statements:

- Create intersections between programmes, faculties, departments and campuses.
- Foster powerful partnerships within the university and beyond.
- Establish structural alignment of Student Affairs on all three campuses

**TEAM**:

| Surname | Name | Division |
|---------|------|----------|
| Jordaan | Abel | SLC |
| Venter | Nico | SCD |
| Moposho | Bonolo | SCD |
| Moloi | MA | Qq |
| Sising | Motshelanoka | CUADS |
| Vorster | Antigonie | CUADS |
| Mohapi | Tibi | SLC |
| De Wee | Tokkie | SLC |
| Jooste | Coreen | SLC |
| Scheepers | Karen | SLC |
| Motseki | Rethabile | DO |
| Sewsanker | Anisha | DO |
| Zoko | DT | Qq |

# OPERATIONAL OBJECTIVES

| OBJECTIVES | MEASURABLES |
|---|---|
| 1. Establish and formalise KSA teams inclusive of all the divisions and campuses. | **Already in place** |
| 2. Encourage collaboration to eliminate duplication for high impact. | Awaits questionnaire results |
| 3. External partners values must be aligned with UFS strategies and values. | Awaits questionnaire results |
| 4. Collaboration between student wellness, community engagement, Service Learning, Kovsie ACT and Faculties (food security). | **Already in place** |
| 5. Identify and invite key UFS stakeholders into the Student Affairs space for knowledge-sharing and insight. | Awaits questionnaire results |
| 6. Increase visibility and impact in a broader environment. | Awaits questionnaire results |
| 7. To make Student Affairs policies accessible to the broader campus community. | |
| 8. Improve, streamline and cluster functions, administrative systems and corporate governance practices within Student Affairs. | Formalized FINCOM |
| 9. Establish a Student Affairs ITP team. | **Already in place** |
| 10. Mainstream programmes on all three campuses. | KSA 2 |
| 11. Intensify partnership with CTL. | |
| 12. Prioritise the institutional alignment of student experience in the co-curricular and support environment (HRA, Sports, Gender etc.) on all three campuses. | |
| 13. To advocate for SAS to recognize. (identity pronouns) | |
| 14. Establish team to fundraise external funding in partnership with Institutional Advancement. | Already in place |
| 15. Develop service level agreements with departments. | Awaits questionnaire results |
| 16. Establish a Student Affairs registration team to could collaborate with the institutional registration team. | Already in place |

## VALUES OF STUDENT AFFAIRS IN RELATION TO KSA 4

The DSA values will be based on the five core institutional values, namely:

- Setting high standards to achieve superior academic performance.
- Embracing humanity by promoting a culture of tolerance and mutual respect.
- Pursuing competitiveness through embracing institutional distinctiveness.
- Providing a university experience that nurtures emergent leaders.
- Synergizing academic excellence with the quest for effective public service and giving back to the community.

The value proposition of Student Affairs is to create a socially just student life experience that is conducive to student academic success, student engagement and critical thinking. Accordingly, the DSA's thoughts, intentions, actions and reflections will be based on the following values:

## HUMANITY
THE DSA PLACES THE HIGHEST VALUE ON THE HUMANITY OF ITS STUDENTS AND STAFF. THIS MEANS THAT WE TREAT ALL STUDENTS AND STAFF WITH DIGNITY AND RESPECT.

- Create strategic partnerships with various departments and existing UFS platforms with the aim of sharing information (e.g. Dumela).
- Develop a memorandum of understanding and in intersectional collaboration (e.g. Faculty of Health/ all three campuses).

## ETHICS
THE DSA REGARDS IT AS CRITICALLY IMPORTANT THAT STUDENTS AND STAFF SHOULD BE GUIDED BY ETHICAL PRINCIPLES. THIS MEANS THAT THEIR DAILY LIVED EXPERIENCES SHOULD FOCUS ON ONE FUNDAMENTAL QUESTION: HOW CAN I LIVE AN ETHICALLY GOOD LIFE? THUS, A STUDENT OR STAFF MEMBER SHOULD ALWAYS STRIVE TO DO WHAT IS ETHICALLY GOOD FOR HIMSELF/HERSELF, OTHER PEOPLE, THE UFS AND SOCIETY IN GENERAL.

- Partner with professional organizations that advance ethics (e.g. ethics monitor and Ethics SA).
- Standardize inter-campus programmes and services.
- Facilitate critical and open dialogue on practices and policies.

## CRITICAL DIVERSITIES AND LITERACIES
THE DSA'S PROGRAMMES AND ACTIVITIES WILL FOREGROUND THE CONCEPT OF CRITICAL DIVERSITY LITERACY (CDL). THIS WAY OF THINKING SEEKS TO IDENTIFY, DECONSTRUCT AND DISRUPT POWER STRUCTURES IN ORDER TO CREATE POSSIBILITIES FOR SOCIAL JUSTICE. IN THIS REGARD, THE DSA WILL STUDY HOW POWER AND PRIVILEGE PRODUCES AND REPRODUCES ITSELF, BECAUSE WE BELIEVE THAT RELEVANT KNOWLEDGE AND DEEP UNDERSTANDING FACILITATE THE ABILITY OF ALL STUDENTS AND STAFF MEMBERS TO PLAY A TRULY MEANINGFUL ROLE IN THE TRANSFORMATION OF THE

UFS AND MAKE ITS INSTITUTIONAL CULTURE GENUINELY INCLUSIVE. SO, THE VITAL SOURCE/ORIGIN OF THE DSA'S MODES OF BEING AND WAYS OF PERCEIVING IS LOCATED IN THE NOTION OF CDL.

- Determine status quo and create new partnerships.
- Develop a culture of innovation.
- Stay abreast of the latest development programmes.
- Streamline communication platforms to facilitate intersectionality. Establish effective collaborative partnerships on all three UFS campuses.

## SOCIAL JUSTICE
THE DSA UNDERTAKES TO FACILITATE STUDENT LIVED EXPERIENCES. ALL STUDENTS AND STAFF MEMBERS WILL BE GUIDED BY THE INTERSECTIONALITY FRAMEWORK TOWARDS A DEEPER UNDERSTANDING OF THE VALUE OF CRITICAL DIVERSITY. CRITICAL DIVERSITY TRANSCENDS OBSERVABLE DIFFERENCES IN ORDER TO INVESTIGATE HOW POWER, PRIVILEGE, DOMINANCE AND OPPRESSION OPERATE TO UNFAIRLY FAVOUR/BENEFIT CERTAIN GROUPS OF PEOPLE WHILST UNFAIRLY DISADVANTAGING OTHER GROUPS.

- Create intentional intersections between staff and students.

## INTEGRITY
THE DSA BELIEVES THAT INTEGRITY IS A VALUE OF THE HIGHEST IMPORTANCE. ALTHOUGH WE ACCEPT THAT RULES, REGULATIONS, POLICIES AND PROCEDURES ARE NECESSARY TO ENFORCE MINIMUM STANDARDS OF HUMAN BEHAVIOUR, WE ALSO BELIEVE THAT ALL THESE EFFORTS WILL COME TO NOTHING WITHOUT PERSONAL INTEGRITY**.

- Plan and implement intersectional co-curricular programmes.

## INNOVATION

- Innovate through benchmarking with national and international Higher Education institutions.

## PROGRESS

The KSA team decided that before we start with any of the outlined objectives, we first compile a questionaire to get more information on what we can work with.

The following results were compiled after the completion of the questionaire.

**Q1**
**WHAT PARTNERSHIPS DO YOU CURRENTLY HAVE IN PLACE THAT CAN BENEFIT THE DEPARTMENT?**

Internal and external
Health and Wellness
Faculty of Natural and Agricultural Science
Community Engagement and Service Learning
Odeion School of Music Stimmen
QUADS
Road Accident Fund
Department of Road Safety
Involvement in sports
Library
Wits University (Drama for Life)
CTL (I-Can) department
Student Affairs divisions
Institute/ Internationalisation
Postgraduate school
Department of Health
CANSA
Right to care
New Start
SACTWU
CLINTON
SANBS

**Q2**
**HOW DO THESE PARTNERSHIPS BENEFIT THE DEPARTMENT YOU ARE WORKING IN?**

To meet our strategic goals
To meet the needs of students
Collaboration
Developing and maintaining satisfying interpersonal relationship
Establishing mutually rewarding relationships with stakeholders
Helps one to treat others with respect
Cooperatively
Involvement

Feedback

Partnerships demonstrates reciprocal empathetic responding in group work

Appropriately supports and challenges group members according to group norms

Engages appropriately when in psycho-education workshop settings

Communications and planning for upcoming events

Hosting of our student communities

Developing an arts based student training programme

Co-hosting of the student literature programme

Understanding student needs and goals

The partnership with Library assists the colleagues and research outputs

Shared resources, expertise, work load, responsibility and ultimately a higher standard of program/student impact

Shared resources

Provision of screening services to students and staff (BP, HIV testing, Blood donation, cholesterol, medication to campus clinic


## Q3
## IN YOUR OPINION, WHAT ARE THE MOST IMPORTANT STRATEGIC PARTNERSHIPS FOR STUDENT LIFE COMMUNITIES?

Communication and Brand Management

Marketing

Various Government departments with same strategic goals

Engagement and collaboration with students and student leadership structures

The community

Artists

Media

Engagement and bench marking with other institutions

Radio stations

Celebrities

Sports

Musicians

CTL (research)

Outside companies and NGO's

Partnerships with different departments within campus

Understanding the needs of the students, and by understanding their needs you are also helping them to understand themselves and gain self-esteem in what they do daily.

HRA

Residence Life

Protection Services

Faculties

Institute of Social Justice

Post-Grad school

Community Engagement

ICT

Support Services

**Q4**
**WHAT KEY PARTNERSHIPS ARE VITAL TO ACHIEVE OUR STRATEGIC GOALS; I.E. WITHOUT THESE PARTNERSHIP WE WOULD NOT BE ABLE TO REACH OUR DESTINATION?**

Department of Health
Faculties
NGO's
CTL Government Departments
Municipalities
Religious Structures
Radio stations
Student performance
Any companies that will be beneficial for students
Private accommodation services
Student Leadership structures
Housing and Residence Life
Protection Services
DIRAP
Directorate of Research Development
Communication & Brand Management
ICT
HR
Finances
Corporate feedback about the demands of the world of work and how we can better prepare students.

**Q5**
**WITH WHOM HAVE YOU FORMED INTERNAL PARTNERSHIPS WITH ALREADY? PLEASE LIST THEM**.

CTL
Education
Rectorate
Finance
ICT
Protection Services
Office of the Deans
Faculties
LIS
Student Counselling & Development
HOD's
CTL
Health & Wellness
UFS Marketing
SAS
Communication & Brand Management
Housing and Residence Affairs

Human Resources
Postal Services & Documentation
Student Affairs team
Sport
Student leadership
Kovsie FM
Career Development
Student Development
Library
Institute/ Internationalisation/ Student Affairs
Alumni
Advancement Office
Entrepreneurs support on campus


Q6
**WITH WHOM HAVE YOU FORMED EXTERNAL PARTNERSHIPS WITH ALREADY? PLEASE LIST THEM.**

SAB
Elite Tents
Centa OFS
Alcom Rotomola
Vodacom
OFM
Creative Kilowatt
Coco Cola
Impa Paint
Rooistoel
Sanitech
Karoo Republic
Summerwood
Intercape
Big Sky Coaches
Pick a Pay Bloemgate
Gundle Plastics
Delta
Sasol Solar Challenge
Department of Health
New Start
CANSA
SANBS
Department of Social Development
Maluti-A-Phofung Municipality
Department of Education
ADAAF
SAPS
Sport

Dept. of sport,
Eastern Free State Cricket Associations
Athletics Free State
TMD Netball
Wits University
Free State Arts festival
PACOFS
Reach Our Community (NGO)
Department of Labour
Several global/national HE institutions,
CUT
SPU
Enke
MAKE YOUR MARK
MTN
Teambo


**Q7**
**IN WHAT WAYS CAN KEY UFS STAKEHOLDERS BE INVITED INTO THE STUDENT AFFAIRS SPACE TO SHARE KNOWLEDGE AND INSIGHT?**

With mutual beneficial partnerships
Graduations
Open day
Meeting
Events
The Office of Top Management
Strategic Communications
Sport hosting tournaments and playing
Social activities
Workshops
Presentations or exhibitions
Training and information sessions
Dialogues
Roundtable discussions
Mentoring
Talks
Blogs
Webinars
STUDENT AFFAIRS WEEK


On 23 November the team will have the first opportunity to study the feedback we received, and to decide on the way forward.

**August 2019**

# REPORT ON KSA 4 - Intersectionality, Partnerships and Collaboration

## INTRODUCTION

We deeply care about creating intersections between different programmes, departments, groups and campuses. We recognize that growth and development happens at the place of discomfort and therefore aspire to create a disequilibrium through interconnection

In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider community as a distinct opportunity to establish this ethos in the whole environment.

The current intersectional framework, the pedagogy of discomfort and the humanizing pedagogy form a firm foundation for creating this kind of environment.

Goals:
1. Increase the impact of programmes: ensure programmes are data-driven and evidence-based, diverse and inclusive;

2. Foster and strengthen internal and external partnerships;

3. Strengthen staff collegiality amongst all three campuses.

Projects:
1. Intravarsity (Intragames);
2. Ethics Charter Launch;
3. Student Affairs Staff get-together (all three campuses).

## TEAM:

| Surname | Name | Division |
|---------|------|----------|
| Thulo | Thokozile | CUADS |
| Venter | Nico | SCD |
| Mophosho | Bonolo | SCD |
| Moloi | Mathapelo | Qq |
| Sising | Motshelanoka | CUADS |
| Vorster | Antigonie | CUADS |
| Mohapi | Tibi | SLC |
| De Wee | Tokkie | SLC |
| Motaung | Galekgolwe | CUADS |
| Scheepers | Karen | SLC |
| Motseki | Rethabile | DO |
| Sewsanker | Anisha | DO |

# 1. INTRAVARSITY (INTRAGAMES)

## 1.1 Overview

- Welcoming and outline of the significance of the day : Dean: Pura Mgolombane
- Message from the DVC : Prof. LenkaBula
- Programme of the sporting codes : Godfrey Tenoff on behalf of DB Prinsloo
- Message from the Institutional SRC President : Sonwabile Dwaba

## 1.2 Budget

| STUDENT AFFAIRS DEAN'S BREAKFAST BUDGET | Quantity | Price | Approved | Actual |
|---|---|---|---|---|
| Catering | 35 | R 225.00 | R 7,875.00 | R 7,875.00 |
| Waiters | 4 | R 150.00 | R 600.00 | 600 |
| Delivery | | | R 150.00 | 150 |
| Gifts | **35** | R 150.00 | R 5,250.00 | 0 |
| Sound | | | R 1,610.00 | 1610 |
| *MC* | | | R 1,000.00 | 1000 |
| Décor | | | R 650.00 | 747.5 |
| Appreciation lunch for stakeholders | 15 | R 150.00 | R 2,250.00 | 0 |
| **TOTAL** | | | **R 19,385.00** | **R 11,982.50** |

## 1.3 Invitation & Invitation responses

| | | | | | |
|---|---|---|---|---|---|
| **INVITATIONS RESPONSES** | | | | | |
| Ms LC (Lacea) Loader | YES | Prof FW (Francis) Petersen | NO | Dr Nthabeleng Rammile | NONE |
| Prof D (Daniella) Coetzee | YES | Mr Willem Louw | NO | Prof RC (Corli) Witthuhn | NONE |
| Dr M (Martin) Mandew | YES | Prof P (Puleng) LenkaBula | NO | Dr EL (Engela) van Staden | NONE |
| Prof HJ Kroukamp | YES | Mrs Elna van Pletzen | NO | Prof P (Prakash) Naidoo | NONE |
| Prof Rantoa Letsosa | YES | Prof GJ van Zyl | NO | Mr Nikile Ntsababa | NONE |
| Mr. Pura Mgolombane | YES | Mr. DB Prinsloo | NO | Prof Loyiso Jita | NONE |
| Mr. Temba Hlasho | YES | Geraldine Lengau | NO | Prof Heidi Hudson | NONE |
| Dr. WP Wahl | YES | Gugu Tiroyabone | NO | Prof John Mubangizi | NONE |
| Bishop Billyboy Ramahlele | YES | Janine Pretorius | NO | Prof Danie Vermeulen | NONE |
| Mr. Vhugala Nthakheni | YES | Judite De Oliveira | NO | Mr. Danie Brand | NONE |
| Mr. Sonwabile Dwaba | YES | Lee Goliath | NO | Prof. Helena van Zyl | NONE |
| Nomathemba Pakade | YES | Lerato Masapo-Changwara | NO | Mr. Anban Naidoo | NONE |
| Karen Scheepers | YES | Lize Wolmarans | NO | Mr. JC van der Merwe | NONE |
| Karin Venter | YES | Martie Miranda | NO | Mr. Teboho Manchu | NONE |
| Godfrey Tenoff | YES | Melissa Barnaschone | NO | Me. Dulcie Malimabe | NONE |
| Charity Morrison | YES | Mpho Jama | NO | Mr. Jared Macdonald | NONE |
| Belinda Janeke | YES | Mpho Mmusi | NO | Mr. Katleho Lechoo | NONE |
| | | Nadia Cloete | NO | Mr. Sakhile Mnguni | NONE |
| | | Nhlamulo Hlongwane | NO | Andiswa Khumalo | NONE |
| | | Petro Herbst | NO | Khanya Ralarala | NONE |
| | | Pulane Malefane | NO | Tammy Fray | NONE |
| | | Wp Wahl | NO | Pauline Mugerwa | NONE |
| | | Martie Maranda | NO | Selloane Mile | NONE |
| | | Rene Pelser | NO | Allistaire Abrahams | NONE |
| | | Codi Rogers | NO | Melissa Barnashone | NONE |
| | | | | Motlogelwa Moema | NONE |
| | | | | Noko Masalesa | NONE |
| | | | | Ria Deysel | NONE |
| | | | | Antigonie Vorster | NONE |
| | | | | Pulane Malefane | NONE |
| | | | | Quitin Koetaan | NONE |
| | | | | Gerben van Niekerk | NONE |
| | | | | Nico Janse van Rensburg | NONE |
| | | | | Wilson Pongwane | NONE |
| | | | | Janine de Kock | NONE |
| | | | | Mthandazo Zwane | NONE |

The Intravarsity (Intragames) comprised of the Dean's breakfast, Sports, KBB, and cultural activities.

Due to a lack of co-operation from the colleagues organizing the various activities, I can only report back on the Dean's breakfast.

As indicated in the invitation responses, many colleagues did not bother to respond to the invitation; some colleagues that did indicate they will attend, did not attend - without an apology.  This is currently a major concern that not only shows poor work ethics, a lack of professionalism, but also results in resources going to waste.

## 2.     ETHICS CHARTER LAUNCH

### 2.1 Overview

The launch of the Student Affairs Ethics Charter for Humanising Lived Experiences was held at Leopards & Lace on 6 June 2019, with Cynthia Schoeman as the keynote speaker.

The UFS Division of Student Affairs Launches Ethics Charter
"Ethics is the cornerstone of the Academic and Human Projects" – Mr Pura Mgolombane

The University of the Free State (UFS) Division of Student Affairs launched a new Ethics Charter during breakfast at Leopards and Lace. The launch was attended by the Vice-Rector: Institutional Change, Student Affairs, and Community Engagement, Prof Puleng LenkaBula; the Dean of Student Affairs, Mr Pura Mgolombane; the Director of Student Life, Dr WP Wahl; the Director of the Centre for Universal Access and Disability Support (CUADS), Ms Martie Miranda; the guest speaker at the event – the renowned author and ethics expert, Ms Cynthia Schoeman; and esteemed Student Affairs staff.

Dr Wahl began the proceedings by welcoming the audience and highlighting the intention behind the divisions' need to establish an Ethics Charter. He briefly touched on the benefits that this development would bring, such as establishing a socially just university culture and developing fully equipped professionals to enable the success of the division's strategic outputs, and the university's overall success.

Mr Mgolombane reminded the audience of the division's crucial developments in the past, and how the Ethics Charter would contribute to the successful implementation of the DSA Strategic Framework 2017-2022, which is aimed at enhancing the humanising lived student experience. He further explained that the Student Affairs Ethics Charter speaks to, and seeks to assist in the realisation of the aspirations of the UFS Strategic Plan 2018-2022 and that of the Integrated Transformation Plan (ITP).

The DSA commits to operate according to the following ethical standards:

1.    Conduct daily activities with due diligence
2.    Respect the physical and intellectual property of the university
3.    Act with integrity when performing duties
4.    Recognise the basic human dignity of others
5.    Be ambassadors of the UFS values.

According to Schoeman, the Student Affairs Ethics Charter creates a solid foundation for instilling an 'ethical' culture in the UFS environment amongst both staff and students. She further explained the importance of the limitation related to the inclusion of diversity; it essentially comes down to instilling ethical boundaries that should include the internal and external ethical stakeholders of the university. "Respect is non-negotiable," said Schoeman, explaining that aligning one's personal values with those of the institution is of the utmost importance to ensure the centrality of ethics for the UFS in order for the institution to stand out as an ethics activist.

Prof LenkaBula deemed it imperative to study and understand the drive and motives behind ethical exclusion in order to promote knowledge as a goal and target for transformation and the betterment of students, their communities, and the overall concept of knowledge itself at the UFS.

Ms Miranda concluded the event with the words, "The Division of Student Affairs aims to avoid the ethical exclusion of both internal and external stakeholders of the university by endorsing universal access, and prioritising commitment over compliance when it comes to the ethical values of the UFS as institution."

## 2.2 Budget

| STUDENT AFFAIRS ETHICS CHARTER FOR HUMANISING LIVED EXPERIENCES BUDGET | | | |
|---|---|---|---|
| Item | | Approved | Actual |
| Catering | | R    12,000.00 | R   10,100.00 |
| Décor | | R      3,000.00 | R     3,000.00 |
| **Printing** | | R      4,765.00 | R     5,479.75 |
| *100 - 16 PAGER BOOKLET* | 3715 | | |
| *30 - SCHEMATIC POSTER* | 1050 | | |
| Venue hire | | R      2,500.00 | R     2,500.00 |
| Speaker | | R    12,500.00 | R   12,500.00 |
| Travel | | R      2,200.00 | R     2,200.00 |
| Stage | | R      2,300.00 | R              - |
| Sound | | R      6,000.00 | R     3,950.00 |
| **Design** | | R    14,800.50 | R     7,877.50 |
| *E- INVITE* | 1138.5 | | |
| *16 PAGER BOOKLET* | 12144 | | |
| *SCHEMATIC POSTER* | 1518 | | |
| **TOTAL** | | **R    60,065.50** | **R   47,607.25** |

## 2.3 Invitation & Invitation responses



# INVITATION

YOU ARE HEREBY INVITED TO THE **LAUNCH** OF THE STUDENT AFFAIRS **ETHICS CHARTER FOR HUMANISING LIVED EXPERIENCES.**

Date: **6 June 2019** - Venue: **Leopards & Lace**

| | |
|---|---|
| 7:30 – 8:00 | Coffee at arrival |
| 8:00 – 8:10 | Welcoming Dr Wahl |
| 8:10 – 8:25 | Background by the Dean: Mr. Mgolombane |
| 8:25 – 8:30 | Introduction of keynote speaker: Dr Wahl |
| 8:30 – 9:15 | Keynote speaker: Cynthia Schoeman |
| 9:15 – 9:30 | Response from DVC: Prof LenkaBula |
| 9:30 – 10:15 | Breakfast |
| 10.15 | Closing address: Martie Miranda |

**RSVP: 31 May 2019** to ScheepersK@ufs.ac.za

www.ufs.ac.za | T: 051 401 2423.
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STUDENT AFFAIRS
STUDENTESAKE
DITABA TSA BAITHUTI

| INVITATIONS RESPONSES | | | | | |
|---|---|---|---|---|---|
| NOT SA STAFF | | | | | |
| Allistaire Abrahams | YES | Andiswa Khumalo | NONE | Annelize Visagie | NO |
| Angelo Mockie | YES | Bongani Ngesi | NONE | Belinda Janeke | NO |
| Anisha Sewsanker | YES | Bonolo Mophosho | NONE | Billyboy Ramahlele | NO |
| Antigonie Vorster | YES | Burneline Kaars | NONE | Chantal Kader | NO |
| Charity Morrison | YES | Busisiwe Tshabalala | NONE | Chitja Twala | NO |
| Cheryl Jaftha | YES | Carmenita Redcliffe | NONE | Francis Peterson | NO |
| Codi Rogers | YES | Catherine Sebokolodi | NONE | Gugu Tiroyabone | NO |
| Cynthia Schoeman | YES | Claudine Taylor | NONE | JC Van Der Merwe | NO |
| Danie Brand | YES | Edna Seane | NONE | John Mubangizi | NO |
| Dulcie Malimabe | YES | Evodia Mohoanyane | NONE | Lee Goliath | NO |
| Elizabeth Malebo | YES | Florina Tsiu | NONE | Melissa Barnaschone | NO |
| Elizabeth Msadu | YES | Grace Kene | NONE | Nico Venter | NO |
| Emme-Lancia Faro | YES | Janine Pretorius | NONE | Philippe Burger | NO |
| Esmé Wessels | YES | Keneilwe Chologi | NONE | | |
| Evaline Van Wyk | YES | Khanya Ralarala | NONE | | |
| Galekgolwe Motaung | YES | Lize Wolmarans | NONE | | |
| Geraldine Lengau | YES | Mathapelo Moloi | NONE | | |
| Gerben Van Niekerk | YES | Maureen Zuma | NONE | | |
| Griffin Colby | YES | Moorosi Soke | NONE | | |
| Joyce Tsoka-Gwegweni | YES | Motlogelwa Moema | NONE | | |
| Judite De Oliveira | YES | Motshelanoka Sising | NONE | | |
| Juvinia Sekoe | YES | Mvuzo Ponono | NONE | | |
| Kamo Dipico | YES | Nadia Cloete | NONE | | |
| Karen Scheepers | YES | Nonhlanhla Moleleki | NONE | | |
| Karin Van Marle | YES | Nozizwe Modise | NONE | | |
| Kedi Willie | YES | Pauline Mugerwa | NONE | | |
| Khetha Mbatha | YES | Petro Herbst | NONE | | |
| Lebohang Mosia | YES | Selloane Mile | NONE | | |
| Lerato Masapo-Changwara | YES | Sonwabile Dwaba | NONE | | |
| Louzanne Coetzee | YES | Tammy Fray | NONE | | |
| Lucy Sehloho | YES | Tebello Mokhethi | NONE | | |
| Lyle Markham | YES | Temba Hlasho | NONE | | |
| Malefa Mohapi | YES | Tobias Van Den Bergh | NONE | | |
| Marguerite Muller | YES | Zemsisi Mazibuko | NONE | | |
| Martie Miranda | YES | | | | |
| Masabata Borotho | YES | | | | |
| Masekgobe Disela | YES | | | | |
| Mojaki Mothibi | YES | | | | |
| Mpho Jama | YES | | | | |
| Mpho Mmusi | YES | | | | |
| Nhlamulo Hlongwane | YES | | | | |
| Ninette Aucamp | YES | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Nomathemba Pakade | YES | | | | |
| Patrick Mafora | YES | | | | |
| Phehellang Ralejoe | YES | | | | |
| Phumzile Sithebe | YES | | | | |
| Pulane Malefane | YES | | | | |
| Puleng LenkaBula | YES | | | | |
| Pumzile Malambile | YES | | | | |
| Pura Mgolombane | YES | | | | |
| Puseletso Kgoerere | YES | | | | |
| Rantoa Letsosa | YES | | | | |
| Raquel Marnce | YES | | | | |
| René Pelser | YES | | | | |
| Rethabile Motseki | YES | | | | |
| Selloane Phoofolo | YES | | | | |
| Shawn Stutzner | YES | | | | |
| Thebe Makhabane | YES | | | | |
| Thokozile Thulo | YES | | | | |
| Tokkie De Wee | YES | | | | |
| Vhugala Nthakheni | YES | | | | |
| Wp Wahl | YES | | | | |
| Xolisa Mnukwa | YES | | | | |
| Zanele Khambule | YES | | | | |
| Zingisile Sesing | YES | | | | |

## 2.4    Remarks

As indicated in the invitation responses, many colleagues did not bother to respond to the invitation, and many colleagues arrived late for the event.  This is currently a major concern that shows poor work ethics and is also an indication of a lack of professionalism.

# 3.    STUDENT AFFAIRS STAFF GET-TOGETHER (ALL THREE CAMPUSES)

## 3.1 Overview

Student Affairs staff from all three campuses embarked on a staff get-together combined with a tipping points to QwaQwa campus and Clarens on 18 July.  The theme for this event was "Psychedelic 60's" and staff dressed accordingly.

Program for the event:

**18 July**
07:00 -  Bus left from Odeon parking area.
10:30 – Bus arrived in QwaQwa for snacks and tipping point session.
13:00 – Busses left from QwaQwa to Clarens.
13:30 – Lunch in Clarens – yeah baby!
15:00 – Check in at Protea Hotel and team building until 18.30
19:00 – Announcement of best dressed and "braai"

**19 July**
08:00 - Breakfast
11:00 - Busses left for Bloemfontein and QwaQwa.

Everyone arrived safely back at their respective campuses.

## 3.2 Budget

| STUDENT AFFAIRS STAFF GET-TOGETHER - CLARENS | Quantity | Approved | Actual |
|---|---|---|---|
| Accommodation, dinner, bar and breakfast | 46 | R 82,381.36 | R76,283.73 |
| Teambuilding | | R 16,100.00 | R8,950.00 |
| Gift voucher | | | R800.00 |
| I Party | | | R1,935.00 |
| **TOTAL** | | **R 98,481.36** | **R   87,968.73** |

| INVITATIONS RESPONSES | | | | | |
|---|---|---|---|---|---|
| QWAQWA | | | | | |
| SOUTH CAMPUS | | | | | |
| Anisha Sewsanker | YES | Angelo Mockie | NO | Bongani Ngesi | NONE |
| Annelize Visagie | YES | Bonolo Mophosho | NO | Catherine Sebokolodi | NONE |
| Antigonie Vorster | YES | Burneline Kaars | NO | Cheryl Jaftha | NONE |
| Belinda Janeke | YES | Carmenita Redcliffe | NO | Claudine Taylor | NONE |
| Busisiwe Tshabalala | YES | Charity Morrison | NO | Elizabeth Malebo | NONE |
| Chantal Kader | YES | Edna Seane | NO | Evodia Mohoanyane | NONE |
| Codi Rogers | YES | Geraldine Lengau | NO | Gerben Van Niekerk | NONE |
| Dulcie Malimabe | YES | Gugu Tiroyabone | NO | Griffin Colby | NONE |
| Elizabeth Msadu | YES | Janine Pretorius | NO | Lyle Markham | NONE |
| Emme-Lancia Faro | YES | Judite De Oliveira | NO | Marguerite Muller | NONE |
| Esmé Wessels | YES | Lee Goliath | NO | Mathapelo Moloi | NONE |
| Evaline Van Wyk | YES | Lerato Masapo-Changwara | NO | Maureen Zuma | NONE |
| Florina Tsiu | YES | Lize Wolmarans | NO | Mojaki Mothibi | NONE |
| Freddy Motsoeneng | YES | Martie Miranda | NO | Mvuzo Ponono | NONE |
| Galekgolwe Motaung | YES | Melissa Barnaschone | NO | Ninette Aucamp | NONE |
| Grace Kene | YES | Mpho Jama | NO | Nozizwe Modise | NONE |
| Juvinia Sekoe | YES | Mpho Mmusi | NO | Shawn Stutzner | NONE |
| Kamo Dipico | YES | Nadia Cloete | NO | Thebe Makhabane | NONE |
| Karen Scheepers | YES | Nhlamulo Hlongwane | NO | Vhugala Nthakheni | NONE |
| Kedi Willie | YES | Petro Herbst | NO | | |
| Keneilwe Chologi | YES | Pulane Malefane | NO | | |
| Khetha Mbatha | YES | Wp Wahl | NO | | |
| Lebohang Mosia | YES | | | | |
| Louzanne Coetzee | YES | | | | |
| Lucy Sehloho | YES | | | | |
| Malefa Mohapi | YES | | | | |
| Masekgobe Disela | YES | | | | |
| Motlogelwa Moema | YES | | | | |
| Motshelanoka Sising | YES | | | | |
| Nico Venter | YES | | | | |
| Nonhlanhla Moleleki | YES | | | | |
| Phumzile Sithebe | YES | | | | |
| Pumzile Malambile | YES | | | | |
| Pura Mgolombane | YES | | | | |
| Puseletso Kgoerere | YES | | | | |
| René Pelser | YES | | | | |
| Rethabile Motseki | YES | | | | |
| Selloane Phoofolo | YES | | | | |
| Tebello Mokhethi | YES | | | | |
| Temba Hlasho | YES | | | | |
| Thokozile Thulo | YES | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Tobias Van Den Bergh | YES | | | | |
| Tokkie De Wee | YES | | | | |
| Zanele Khambule | YES | | | | |
| Zingisile Sesing | YES | | | | |

### 3.4 Remarks

As indicated in the invitation responses, many colleagues did not bother to respond to the invitation.  This is currently a major concern that shows poor work ethics and also an indication of a lack of professionalism.