

*Division of Student Affairs*

# STRATEGIC DIRECTION AND ORGANISATIONAL STRUCTURE

# 2023–2028



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VISION **130**  
*Renew and Reimagine  
for 2034*

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



**UFS**  
STUDENT AFFAIRS  
STUDENTESAKE  
DITABA TSA BATHUTHI



An aerial photograph of a city, likely Los Angeles, with a prominent purple overlay. The image shows a dense urban landscape with various buildings, including a large, modern structure in the foreground. The word "FOREWORD" is centered in white, sans-serif capital letters.

# FOREWORD

**T**he work of the Division of Student Affairs is central to the academic project of the University. In support of the academic project, Student Affairs aims to create a socially just student-life environment that is conducive to student academic success, student well-being, the student experience and student development.

Our delivery sites are situated on all three university campuses and we provide aligned student services to all students of the University of the Free State. We deliver services through various portfolios, namely Social Support Service, Student Life (Active Civic Teaching; Arts, Culture and Dialogue; Gateway First Year Orientation; Food Environment; Leadership Development; Peer Mentor Programme; Student Media; Research and Co-Curricular), Student Governance, Kovsie Sport, Kovsie Health, Student Counselling and Development, Centre for Universal Access and Disability Support, and Housing and Residence Affairs.

The Division of Student Affairs (DSA) continues to provide services and projects that humanise the student environment, and aims to deliver DSA's Strategic Key Areas in support of the university's strategic objectives. This strategy (DSA 2022–2026) is committed to the realisation of the Institutional Transformation Plan (ITP). The DSA strategy articulates the aspirations and commitment of all Student Affairs departments to ensuring an alignment with the UFS strategy.

Following the decision to integrate Housing and Residence Affairs, Kovsie Health and Kovsie Sport into Student Affairs, there was a further change in the nomenclature of the DSA's accountable officer, from the Dean: Student Affairs to the Executive Director: Student Affairs. The Executive Director: Student Affairs is a fully-fledged member of the Rectorate and chairs the committees that were previously chaired by the former Vice Rector, Institutional Change, Student Affairs, and Community Engagement, and also chairs the Student Support Services Forum and Rectorate/ISRC Committee.

***To deliver this DSA strategy, our division will focus on the following key strategic areas:***



**Student Success**



**Student Well-being**



**Student Experience; and**



**Student Development**

The Division of Student Affairs has also undergone a structural change as a result of the incorporation of Housing and Residence Affairs, Kovsie Sport and Kovsie Health into the division. The integration is premised on the university executive management's strategic decision to align Student Affairs – a resolution reached after a series of engagements with stakeholders. These engagements called to light a need to integrate Sport, Health and Housing into the Student Affairs portfolio, in line with how this is done in the majority of South Africa's 26 universities as a globally benchmarked exercise.

The expansion of the department necessitated revisiting the DSA's strategic objectives and structure. On 28 and 29 October 2021, the Department of Student Affairs underwent a strategic planning session to set a renewal trajectory in response to the division's external review report and the changes recently introduced in the division, including the integration of the three incorporated departments and the DSA's alignment to the university's Multi-Campus Management Model. The two-day strategic planning session produced a strategic document which gave rise to a new DSA organisational structure and related realignments. The new DSA structure was socialised with all DSA staff and engagement was held with the DSA Senior Leadership Group, consisting of the Executive Director, Senior Director, Directors, Deputy Director and heads of departments. The new Student Affairs structure is premised on Circles, Focus Areas, Cross Functional Teams and Community of Practice and is aimed at creating an effective, single Division of Student Affairs across the entire university so as to enhance alignment and offer equitable services to all three delivery sites. The newly restructured DSA will ensure consistent standards, policy direction and best practices through shared knowledge (MCM Model).

The department will build on the strength of its achievements as reflected in the self-evaluation report of 2021 and the external review report of 2021. Furthermore, the DSA has a deep understanding of the need to re-organise in line with the UFS' digitalization strategy and alignment to the university's Vision 130. Our mandate is clear, and we will continue to provide a humanising and socially just environment for all UFS students. We are cognizant of the challenges posed by the new normal while living and working through the Covid-19 pandemic, but are agile enough to transcend the odds in order to provide the required services with efficacy.



**MR TEMBA HLA SHO**

***Executive Director Student Affairs***





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## INTRODUCTION

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In 2021 three significant changes influenced the Division of Student Affairs (DSA) at the University of the Free State (UFS). Firstly, the executive leadership of the UFS initiated a process to reshape the DSA. To this end, it was decided to change the most senior leadership position at the DSA from *Dean* to *Executive Director*. This change also entailed the strategic repositioning of the Executive Director: Student Affairs to become a full member of the Rectorate that directly reports to the Rector and Vice-Chancellor. The second aspect of change involved incorporating the following three functional areas into the DSA portfolio: Housing and Residence Affairs, KopsieSport, and the Health and Wellness Centre. Thirdly, the DSA underwent an external review process. Although the external review panel made many commendations, specific recommendations were also made. By their very nature, these changes suggested a new strategic direction and organisational structure for the DSA.

Thus, the all-inclusive Senior Leadership Group (SLG) of the DSA, together with its second-layer leadership, attended a strategic planning breakaway on 28 and 29 November 2021 at Summerwood Estate, Bloemfontein. During these strategic discussions, four key strategic areas (KSA) were identified, and a new organisational structure was conceived for the DSA. These strategic decisions resulted in the first version of the DSA strategic plan.

The Senior Leadership Group and the second-layer leadership of the DSA attended a strategic planning session from 26 to 28 October 2022 at the Riviera on Vaal Resort, Vereeniging. These strategic discussions focused on the expansion and deepening of the strategic direction and organisational culture of the DSA. Furthermore, emphasis was placed on aligning the DSA strategic plan with Vision 130, the UFS Strategic Plan 2023-2028, and the UFS Annual Performance Plan 2023-2025. This version of the DSA strategic plan is the result of these conversations.



# A STUDENT-CENTRED VISION

The DSA aims to align itself accurately with the vision of the UFS:

***The UFS aspires to be a research-led, student-centred, and regionally engaged University that contributes to development and social justice through the production of globally competitive graduates and knowledge.***

One aspect of this vision that is highly relevant to the specific institutional role of the DSA is the vision to be a *student-centred university*. Therefore, the new strategic direction and organisational structure of the DSA is underpinned by its vision, namely:

***Being student-centred.***

This aspiration has three important implications. Firstly, it implies nurturing a disposition to deeply understand and respond to students' learning and developmental needs. This is important for the DSA, as it wishes to contribute to the "production of globally competitive graduates". Secondly, it implies the strategic alignment of DSA departments, centres, offices, programmes and services to enable sufficient agility and flexibility to effectively address students' learning and developmental needs. Thirdly, it implies that the DSA will position itself as a leader in the various areas represented by different functional areas, and in the process enhance the impact and visibility of the UFS.

Figure 1 illustrates the vision of the DSA, namely: "being student-centred".



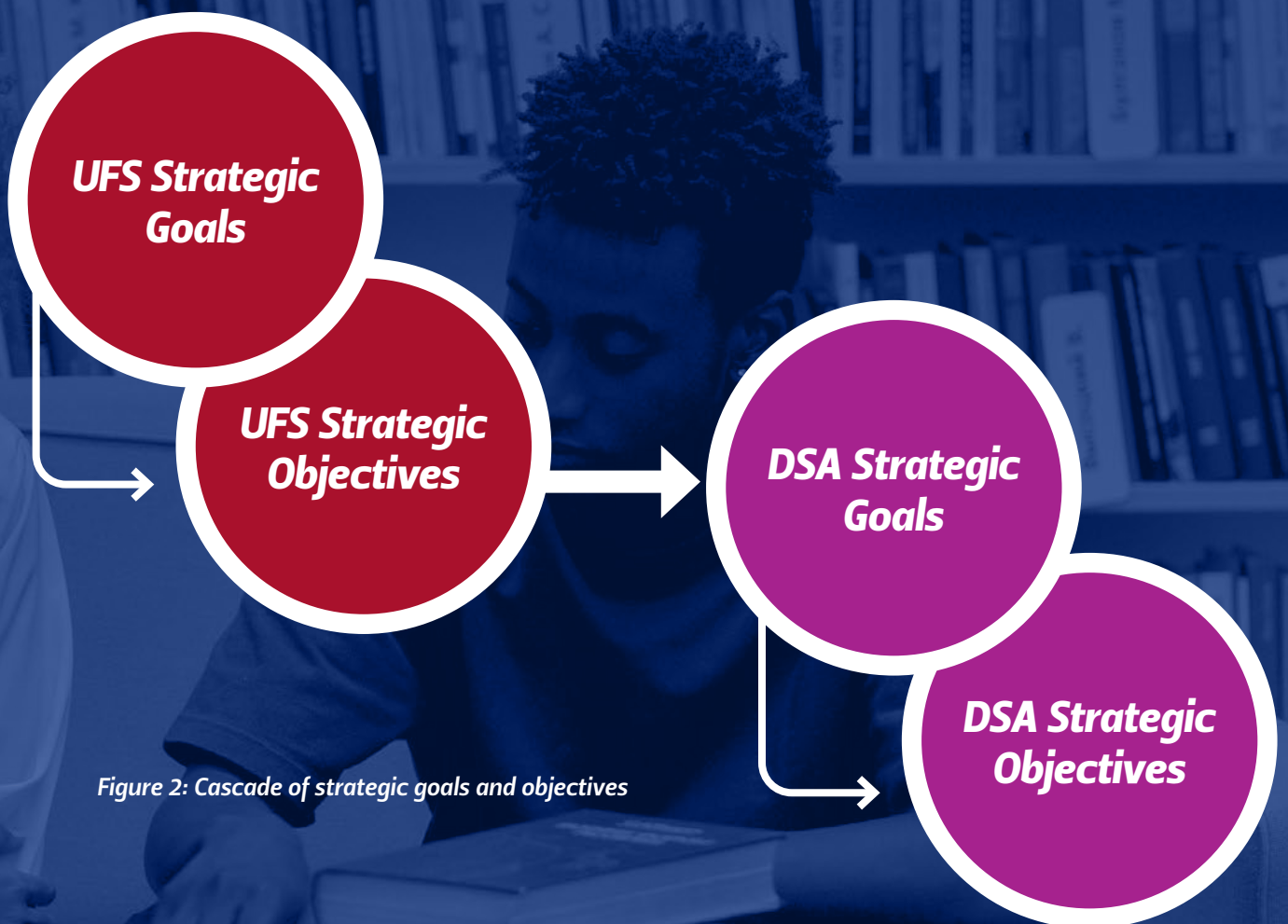
Figure 1: Anchoring the strategic direction and organisational structure of the DSA in the UFS's vision to be a student-centred university.



# KEY STRATEGIC AREAS

The DSA has identified four key strategic areas (KSA) to implement its student-centred vision, namely: (1) Student Success, (2) Student Well-being, (3) Student Development, (4) Student Experience.

For each of these KSA, the DSA formulated a strategic goal and associated objectives. It is important to note that the DSA aligned these strategic goals and objectives with the UFS's strategic goals and objectives, as outlined in Vision 130 and the UFS Strategic Plan 2023–2028. A cascade of importance was implemented, i.e. specific UFS objectives were identified and aligned with DSA strategic goals. Figure 2 below illustrates the cascading of strategic goals and objectives.



*Figure 2: Cascade of strategic goals and objectives*

The following section will outline the specific strategic goal, and its associated objectives, for each KSA.

STUDENT SUCCESS

The DSA is passionate about enhancing the academic success of students and contributing towards closing the achievement gap. To this end, the DSA aims to create an environment conducive to all students’ learning and success on all three UFS campuses. The DSA, therefore, collaborates closely with academic centres and faculties to jointly create a student-success infrastructure at the UFS. Furthermore, it is essential to provide more and better student representation in academic affairs to facilitate the co-creation of an academically conducive environment. The DSA aspires to use data and data analytics, in an integrated and collaborative way, to enhance student success.

The DSA aspires to achieve the following strategic goal and objectives:



An environment conducive to student learning and success.

**This strategic goal aligns with Objective 4.4 of the UFS Strategic Plan 2023–2028, namely: Ensuring the efficiency of academic programmes, offerings and academic support systems.**

The DSA aims to achieve the following objectives by 2025 to advance Goal 1:

Objective 1.1

A holistic and integrated success infrastructure established.

Objective 1.2

More and better student representation in academic affairs established.

Objective 1.3

Use of data and data analytics to enhance student success, increased.

Table 1, below, illustrates the goals and objectives associated with the key strategic area of Student Success.

Table 1: KSA – Student Success: Strategic goals, objectives and indicators

GOAL 1: AN ENVIRONMENT CONDUCTIVE TO STUDENT LEARNING AND SUCCESS.		
Alignment with the UFS Strategic Plan 2023–2028 Objective 4.4: Ensuring the efficiency of academic programmes, offerings and academic support systems.		
Objective 1.1	Objective 1.2	Objective 1.3
A holistic and integrated success infrastructure established.	More and better student representation in academic affairs established.	Use of data and data analytics to enhance student success, increased.
Key Performance Indicators	Key Performance Indicators	Key Performance Indicators
1.1.1 First-time Entry Students’ (FTEN) indicators. 1.1.2 Career Services’ indicators. 1.1.3 Living-learning indicators.	1.2.1 Student representation indicators. 1.2.2 Student protest indicators.	1.3.1 Student tracking indicators (integrated DSA support). 1.3.2 Data-informed decisions indicators.



## STUDENT WELL-BEING

The DSA is passionate about the holistic well-being of students. The DSA aspires to use data and data analytics to understand students' biopsychosocial needs and respond accurately and appropriately. In this regard, it is essential to provide greater access to services and opportunities that will promote the physical and mental well-being of students. Furthermore, the DSA aspires to work collaboratively with various stakeholders to enhance the safety and security of students.

The DSA aspires to achieve the following strategic goal and objectives:

### GOAL 2

An environment conducive to the biopsychosocial well-being of students.

***This strategic goal aligns with Objective 4.1 of the UFS Strategic Plan 2023–2028, namely: Ensuring the efficiency of the non-academic support structures and systems.***

The DSA aims to achieve the following objectives by 2025 to advance Goal 2:

#### **Objective 2.1**

Students' physical well-being increased.

#### **Objective 2.2**

Students' mental well-being increased.

#### **Objective 2.3**

Students' safety and security increased.

Table 2, below, illustrates the goals and objectives associated with the key strategic area of Student Well-being.

Table 2: KSA – Student Well-being: Strategic goals, objectives and indicators

GOAL 2: AN ENVIRONMENT CONDUCTIVE TO THE BIOPSYCHOSOCIAL WELL-BEING OF STUDENTS.		
<i>Alignment with the UFS Strategic Plan 2023–2028</i> <i>Objective 4.1: Ensuring the efficiency of the non-academic support structures and systems.</i>		
Objective 2.1	Objective 2.2	Objective 2.3
Students' physical well-being increased.	Students' mental well-being increased.	Students' safety and security increased.
Key Performance Indicators	Key Performance Indicators	Key Performance Indicators
2.1.1 Health indicators. 2.1.2 Food and nutrition indicators. 2.1.3 Sport indicators. 2.1.4 Social support indicators.	2.2.3 Preventative programmes indicators. 2.2.4 Counselling and psychotherapeutic indicators.	2.3.1 Crime prevention indicators. 2.3.2 Gender-based Violence indicators. 2.3.3 Student housing indicators.

## STUDENT DEVELOPMENT

The DSA is passionate about developing graduates who are ethical transformational leaders in society. To this end, the DSA aims to create an out-of-class curriculum through co-curricular and extra-curricular programmes that will develop graduate attributes, employability and entrepreneurship. The DSA aspires to implement high-impact educational practices that are constructively aligned with the UFS Graduate Attributes Framework and assessment criteria. The use of technology is crucial to scale developmental opportunities for students, and the DSA aims to use this to create greater access to and participation in co-curricular and extra-curricular programmes. In this regard, the DSA will position college communities as specific contexts of programme delivery. Furthermore, High Performance (HP) sport and recreational sport are specific institutional capital assets enabling the holistic development of students. The DSA also aspires to form strong collaborative partnerships to co-create an integrated system of career development at the UFS.

The DSA aspires to achieve the following strategic goals and objectives:

### GOAL 3

An environment conducive to the development of graduate attributes.

***This strategic goal aligns with Objective 1.3 of the UFS Strategic Plan 2023–2028, namely: Ensuring that our academic offerings and practices produce desirable and successful graduates.***

The DSA aims to achieve the following objectives by 2025 to advance Goal 3:

#### **Objective 3.1**

An out-of-class curriculum established.

#### **Objective 3.2**

Student participation in co-curricular and extra-curricular programmes increased.

#### **Objective 3.3**

An integrated system of career development established.

Table 3, below, illustrates the goals and objectives associated with the key strategic area of Student Development.

Table 3: KSA – Student Development: Strategic goals, objectives and indicators

GOAL 3: AN ENVIRONMENT CONDUCTIVE TO THE DEVELOPMENT OF GRADUATE ATTRIBUTES.		
Alignment with the UFS Strategic Plan 2023–2028		
Objective 1.3: Ensuring that our academic offerings and practices produce desirable and successful graduates.		
Objective 3.1	Objective 3.2	Objective 3.3
An out-of-class curriculum established.	Student participation in co-curricular and extra-curricular programmes increased.	An integrated system of career development established.
Key Performance Indicators	Key Performance Indicators	Key Performance Indicators
3.1.1 Co-curricular programme indicators. 3.1.2 Extra-curricular programme indicators.	3.2.1 Awareness indicators. 3.2.2 Participation indicators.	3.3.1 Michael and Susan Dell Foundation (MSDF) indicators (as per project schedule).



## STUDENT EXPERIENCE

The DSA is passionate about creating a culture of care and a sense of belonging for all students on all three UFS campuses. This is crucial to create a lifetime of interconnectedness between the university community and its graduates. In this regard, the DSA aspires to strengthen the social systems embedded in the multi-tiered college communities on all three UFS campuses. Furthermore, the DSA will prioritise the establishment of effective and representative student governance structures to enhance the quality of the general student experience. To this end, intentional engagement with students, through dialogues, conversations and awareness campaigns, will remain paramount for the DSA. It is also crucial that students with disabilities feel valued and accepted through the application of *universal access* principles.

The DSA aspires to achieve the following strategic goal and objectives:

### GOAL 4

An environment that fosters a sense of belonging and care for students.

***This strategic goal aligns with Objective 3.3 of the UFS Strategic Plan 2023–2028, namely: Becoming a home for staff and students from diverse backgrounds.***

The DSA aims to achieve the following objectives by 2025 to advance Goal 3:

#### **Objective 4.1**

A multi-layered system of student communities established in colleges and student formations.

#### **Objective 4.2**

An effective and representative student governance structure provided.

#### **Objective 4.3**

The application of universal access principles increased.

Table 4, below, illustrates the goals and objectives associated with the key strategic area of Student Development.

Table 4: KSA – Student Experience: Strategic goals, objectives and indicators

GOAL 4: AN ENVIRONMENT THAT FOSTERS A SENSE OF BELONGING AND CARE FOR STUDENTS.		
Alignment with the UFS Strategic Plan 2023–2028 Objective 3.3: Becoming a home for staff and students from diverse backgrounds.		
Objective 4.1	Objective 4.2	Objective 4.3
A multi-layered system of student communities established in colleges and student formations.	An effective and representative student governance structure provided.	The application of universal access principles increased.
Key Performance Indicators	Key Performance Indicators	Key Performance Indicators
4.1.1 Student Colleges indicators. 4.1.2 Student Associations indicators. 4.1.3 Faculty Organisations indicators.	4.2.1 Election indicators. 4.2.2 Student leadership training indicators.	4.3.1 Advocacy and awareness indicators. 4.3.2 Training indicators. 4.3.3 Implementation indicators.

## IN SUMMARY

*Four key strategic areas relate directly to the student-centred vision of the DSA.*

*Figure 3 illustrates the four key strategic areas that focus on student-centredness.*

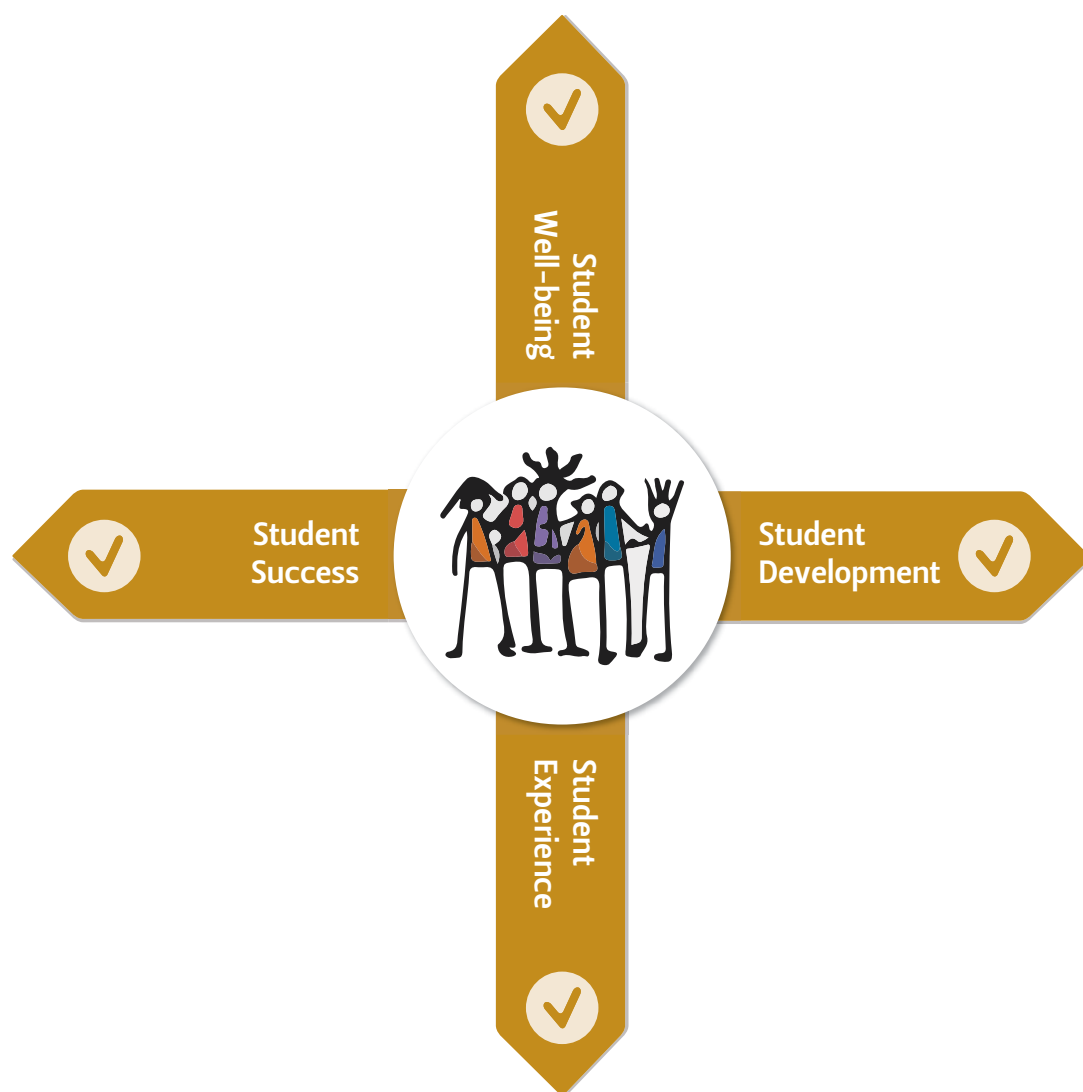


Figure 3: Four key strategic areas related to the vision of a student-centred university.





The following section will  
focus on the integrated  
organisational culture and  
structure of the DSA.

## DSA ORGANISATIONAL CULTURE AND STRUCTURE

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The DSA cares deeply about the kind of organisational culture and organisational structure it creates. It aspires to create an agile organisational culture that will allow individuals and teams to thrive and develop their potential. It is envisioned that this organisational culture will promote collaboration, ownership, wholeness and a unique collective identity. The DSA, therefore, aims to eradicate the formation of silos and power hierarchies and aspires to establish an agile organisational structure that will foster mutual support, collegiality and agility.

The organisational structure that will enable these aspirations hinges on the grouping of *functional areas* into *interconnected circles*, each with a relevant focus area.

### GROUPING FUNCTIONAL AREAS INTO CIRCLES

The aim of creating a new organisational framework for the DSA is to move away from a rigid hierarchical structure and individual silos, towards an integrated and agile system. To this end, all functional areas in the DSA are grouped into the following four circles that function as Communities of Practice: Circle of Experts, Circle of Educators, Circle of Facilitators and Circle of Analysts.

## CIRCLE OF EXPERTS

The Circle of Experts comprises all functional areas that require expert knowledge and skills to provide a specialised service to students. This sphere of functions generally deals with complicated challenges that demand professional expertise to analyse and respond appropriately and accurately to students' needs, and often involves the evaluation of different possibilities.

The following DSA functional areas are considered to be “experts”:

- Student Counselling and Development (SCD);
- Centre for Universal Access and Disability Support (CUADS);
- Social Support;
- Housing and Residence Affairs (HRA) – (Structures and operations);
- Health and Wellness Centre; and
- Koviesport (High Performance sport; Commercialisation, Events and Marketing).

Figure 4 illustrates the grouping of these functional areas into a Circle of Experts (blue circle) and how this specific functional sphere fits into the integrated organisational structure of the DSA.



Figure 4: Circle of Experts (blue).



## CIRCLE OF EDUCATORS

The Circle of Educators includes all functional areas involved in the education, holistic development and preparation of students. In this regard, the development of *employability* and *entrepreneurship* are important objectives. This circle positions the DSA as an active partner in the broader campus curriculum. In this regard, student learning and development are perceived as interwoven, inseparable elements distributed across the entire student experience, both inside and outside the classroom. Therefore, the Circle of Educators is concerned with how Student Affairs affects student outcomes. The primary mechanisms that this group uses to develop graduate attributes are co-curricular and extra-curricular programmes.

The following DSA functional areas are considered to be “educators”:

- Student Leadership Development;
- First-Year Orientation and Peer Mentoring Programme;
- Student Media;
- Arts and Culture;
- Dialogues;
- Career Services;
- Active Civic Teaching (KovsieACT);
- Student Wellness;
- Food Environment; and
- KovsieSport (recreational and mainstream sport).

Figure 5 illustrates the grouping of these functional areas into a Circle of Educators (orange circle) and how this specific functional sphere fits into the integrated organisational structure of the DSA.



Figure 5: Circle of Educators (orange).

## CIRCLE OF FACILITATORS

The Circle of Facilitators includes all those functional areas concerned with facilitating complex processes associated with student communities, student associations, student organisations and their respective leadership structures. The DSA requires staff in these functional areas to be flexible, interactive and agile because the contexts they are dealing with are often unpredictable and in constant flux. Managing functional areas in this circle usually requires opening up discussions and setting boundaries to allow social systems to be self-regulated within safe parameters. It encourages debate and strives to foster interconnectedness amid diversity.

The following DSA functional areas are considered to be “facilitators”:

- Housing and Residence Affairs (HRA) – (College Communities). *Although College Communities are part of the Circle of Facilitators – due to the nature of this functional area – the head of College Communities will report to the Senior Director: HRA in order to establish an integrated accommodation system at the UFS; and*
- Student Governance (governance structures, student associations and organisations).

Figure 6 illustrates the grouping of these functional areas into a Circle of Facilitators (purple circle) and how this specific functional sphere fits into the integrated organisational structure of the DSA.



Figure 6: Circle of Facilitators (purple).



## CIRCLE OF ANALYSTS

The Circle of Analysts aims to advance the impact and visibility of the DSA (and the UFS) through data and data analytics. To this end, the establishment of an evidence-based culture in the DSA is paramount. The goal of the Circle of Analysts is, therefore, to use data and data analytics to enhance the impact of programmes, services and projects in all other functional areas (i.e. in the Circle of Experts, Circle of Educators and Circle of Facilitators).

Figure 7 illustrates the incorporation of the Circle of Analysts (red circle) and how this specific functional sphere fits into the integrated organisational structure of the DSA.



Figure 7: Circle of Analysts (red).

A holistic, integrated and student-centred organisational structure for the DSA would, therefore, comprise a dynamic interaction between the goals and objectives of the four key strategic areas (i.e. Student Success, Student Well-being, Student Development and Student Experience) and the four Communities of Practice (i.e. Circle of Experts, Circle of Educators, Circle of Facilitators and Circle of Analysts).

Figure 8 illustrates the integrated organisational structure of the DSA.



Figure 8: Integrated organisational structure of the DSA.



# OPERATIONALISING THE INTEGRATED ORGANISATIONAL STRUCTURE

## COMMUNITIES OF PRACTICE AS INTERCONNECTED CIRCLES

The DSA aims to create a flat organisational structure that enables self-organising teams to remain agile and innovative. The effective functioning of such an integrated organisational structure hinges on the operationalisation of the functional circles into Communities of Practice (i.e. Circle of Experts, Circle of Educators, Circle of Facilitators and Circle of Analysts).

The DSA recognises the need for closer collaboration between individuals in functional areas who share a particular area of specialisation. This need for mutual support and more enriching engagements about a particular professional practice go beyond the mere operational aspects of individual departments, units and centres. To this end, the DSA perceives functional circles as specific Communities of Practice (CoP) that should achieve the following:

Firstly, Communities of Practice enable the continuous professional development of DSA staff. To this end, the DSA prioritises the competency of staff to ensure the quality and impact of programmes, projects and services.

Secondly, Communities of Practice form an integrated system of collaboration across functional areas on all three UFS campuses. Thus, Communities of Practice form an integrated structure within the DSA to implement the UFS's multi-campus model.

Thirdly, Communities of Practice are cohesive groups that foster a culture of mutual support and care. The DSA genuinely cares about the wellness of staff. It is, therefore, paramount that the new organisational culture, enabled through Communities of Practice, prioritises staff wellness. Emphasis will thus be placed on *care* as an integral part of Communities of Practice.

It is important to note that the aim of establishing CoP is not to create a new hierarchical structure but rather to foster professional communities that will enable staff to share tips and best practices, exchange questions about practical challenges, and support one another in a collegial manner.

**Note:** The integrated organisational structure of the DSA promotes self-organisation. Thus, the individual leadership function of each head of department/centre/unit is encouraged and upheld – especially within the context of the Communities of Practice.

## SENIOR LEADERSHIP GROUP

The Senior Leadership Group (SLG), under the leadership of the Executive Director: Student Affairs, will provide strategic leadership to the DSA. The SLG will comprise the following individuals:

1

*Executive Director:  
Student Affairs.*

2

*All Senior Directors, Directors, Deputy Directors and Assistant Directors that are heads of departments in the DSA (see Addendum A).*

Figure 9 illustrates the leadership framework that will assist in operationalising the integrated organisational structure of the DSA.



Figure 9: Leadership framework for the integrated organisational structure of the DSA.

# MONITORING AND EVALUATION

The monitoring and evaluation of the DSA Strategic Direction and Organisational Culture is aligned with Vision 130, the UFS Strategic Plan 2023–2028 and the UFS Annual Performance Plan 2023–2025. Review cycles will be implemented on micro and macro levels in the following ways:

- Annual micro-cycles (2023–2034);
- Macro-cycles:
  - 2023–2025 (formative review of DSA Strategic Plan 2023–2028);
  - 2026–2028 (summative review of current DSA Strategic Plan 2023–2028);
  - 2029–2031 (formative review of DSA Strategic Plan 2029–2034);
  - 2032–2034 (summative review of DSA Strategic Plan 2032–2034).

The multi-layered macro periods will be subdivided into annual micro-cycles. To put it differently, the macro-level implementation of the DSA strategic plan will comprise different annual cycles that collectively form larger macro-cycles. It is envisaged that the DSA will create two strategic plans during the next 12 years, namely: DSA Strategic Plan 2023–2028; and DSA Strategic Plan 2029–2034. Figure 10 illustrates these micro- and macro-level cycles of the monitoring and evaluation of the DSA strategic plan(s).

<b>Vision</b>	Being student-centred (aligned with Vision 130)											
<b>Mission</b>	A student-centred vision delivered through key strategic areas: Student Success; Student Well-being; Student Development; Student Experience											
<b>Macro-cycles</b>	DSA Strategic Plan 2023–2028						DSA Strategic Plan 2029–2034					
	Formative review 2025			Summative review 2028			Formative review 2031			Summative review 2034		
<b>Annual micro-cycles</b>	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034

Figure 10: Micro- and macro-cycles of monitoring and evaluation (adopted and adapted from the UFS Annual Performance Plan 2023–2025)

## CONCLUSION

The DSA aligns its strategic plan to that of the UFS – especially to create a student-centred university. This student-centred vision finds practical expression in the goals and objectives embedded in four key strategic areas: Student Success, Student Well-being, Student Development and Student Experience. The DSA nurtures an agile and integrated organisational culture and structure that enables the effective implementation of its student-centred vision. This organisational culture in the DSA is underpinned by four Communities of Practice that interconnect functional areas in circles of collaboration and support. These Communities of Practice are as follows: Circle of Experts, Circle of Educators, Circle of Facilitators and Circle of Analysts. Furthermore, the DSA cares deeply about staff wellness and continuous professional development. The notion of *wholeness* will therefore be an integral part of the DSA organisational culture.

It is believed that the DSA's strategic direction, together with its associated organisational culture and structure, will enhance the DSA's impact and visibility, both internally and outside of the UFS.

# ADDENDUM A

High-level management structure of the Division of Student Affairs.

