

# STUDENT AFFAIRS

KEY STRATEGIC AREA (KSA) STRATEGY  
2020

VERSION 5



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# 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 this 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.



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## 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**



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 four 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.

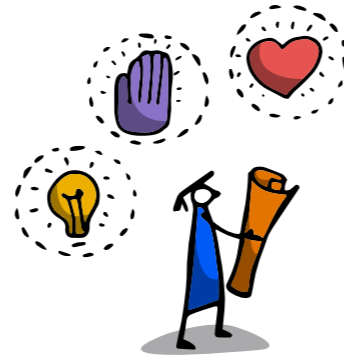
We recognise that the continuous professional development of staff in key competency areas presents itself as a definite opportunity to professionalise Student Affairs at the UFS even further. Therefore the opportunity to build a strong partnership with Human Resources and establish a system of recognition 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 development 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.

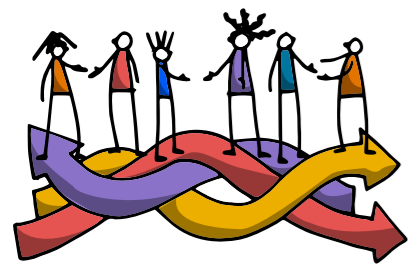
In all of this, we wish to build on our current strengths and successes. The diversity of our student communities and the sense of belonging that has been created (through the nesting of smaller systems in larger systems) are seen as particular strengths. The establishment of a conversational culture (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.

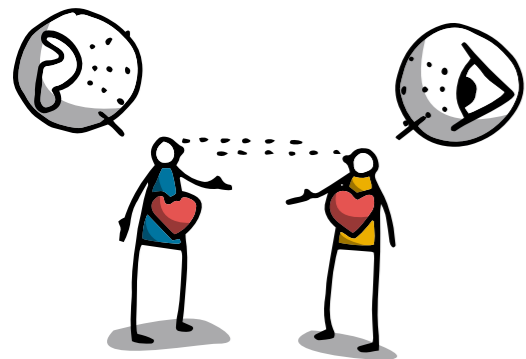
In this regard, we consider the fostering of partnerships and collaborations within Student Affairs, the university and the wider community a distinct opportunity to establish this ethos in the whole environment.

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
<ol style="list-style-type: none"> <li>Marketing campaign for staff regarding LinkedIn Playlist, over and above compiling orientation videos for Blackboard.</li> <li>Conduct research regarding academic qualifications for staff-specific professional development.</li> <li>Encourage article publications by way of division-earned incentives.</li> </ol>	<ol style="list-style-type: none"> <li>Staff professional development and upskilling (increased competence and confidence).</li> <li>Increased professionalism of DSA accompanied by improved institutional credibility and collaboration with academic faculties.</li> <li>Possible third-stream income.</li> </ol>	<ol style="list-style-type: none"> <li>Marketing; critical dialogues; incentives; Blackboard designer and/or coordinator; videographer.</li> <li>Catering; accommodation; décor; incentives.</li> <li>KSA logistical/administration fees.</li> </ol>

### 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
<ol style="list-style-type: none"> <li>Conduct pre- and post-event marketing while collaborating with KSA</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Articles published (in accredited journals) will increase institutional reputational benefits. In so doing, this will increase the motivation of staff to conduct research.</li> </ol>	<ol style="list-style-type: none"> <li>Marketing; administrative logistics; venue; catering; décor; incentives.</li> <li>Travel costs; graphic designer; online platform designer; materials; marketing; logistics.</li> <li>Training practitioner; venue; catering; logistical administration.</li> </ol>



## 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
<ol style="list-style-type: none"> <li>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.</li> <li>2. Draft forum terms of reference. Constitute the forum by incorporating monthly meetings and forum report structures.</li> <li>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.</li> <li>4. Benchmark nationally and internationally to standardise award criteria and categories. Implement recommendations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enhance student participation across the board.</li> <li>2. Create better opportunities for students (create culture, identity, sense of belonging).</li> <li>3. Create better access to students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Rebranding for all nine colleges; marketing.</li> <li>2. Language editing; report writing; marketing; materials.</li> <li>3. Construction of commuter hubs; establishment of HR (residence heads and RC members); remuneration of and RC members); remuneration for HR services; marketing.</li> <li>4. Travel costs (i.e. benchmarking); marketing; venue; décor; incentives.</li> </ol>

## 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
<ol style="list-style-type: none"> <li>1. Collaborate with the annual UFS Multilingual Mokete (instead of the Kopsie Biggest Braai) on the Games. Establish multiple task teams for the event.</li> <li>2. Incorporate the staff awards, social cohesion, team building and strategic planning into the Get-together event.</li> <li>3. Conduct extensive marketing across campuses. Determine which activities should take place during the event, with collaboration between all DSAs across the campuses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Promote interconnectedness across campuses (staff and student cohesion to emphasise a campus community).</li> <li>2. Enhance student participation in DSA activities and programmes across campuses.</li> <li>3. Increase humanising practices of engagement through shared knowledge, build rapport (with staff, students and stakeholders) and increase the pedagogy of compassion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Catering; arts and culture events; marketing; logistical administration.</li> <li>2. Catering; travel costs; accommodation.</li> <li>3. Marketing; logistical administration; travel costs.</li> </ol>





**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.

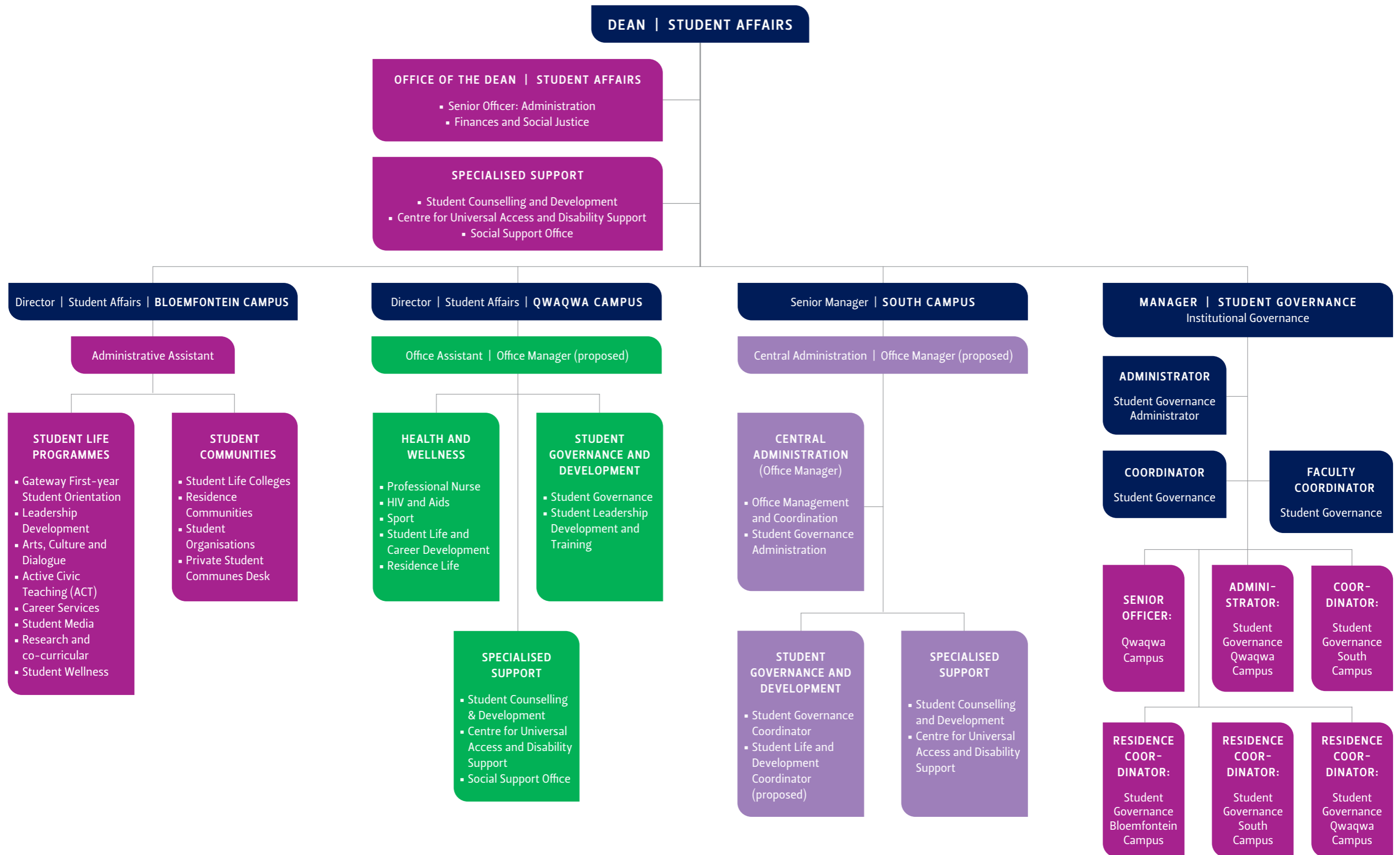
ACTIVITIES	OUTCOMES	RESOURCES
<ol style="list-style-type: none"> <li>1. Plan and host the conference across the campuses. Provide a feedback report.</li> <li>2. Consult all three campuses on the strategy. Plan activities related to the implementation, evaluation and reporting of the strategy.</li> <li>3. Develop a manual. Develop and implement supplementary training workshops. Launch the manual on all three campuses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Promote awareness.</li> <li>2. Empower staff and students.</li> <li>3. Create and disseminate knowledge across campuses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Event facilitators; marketing; materials; incentives; travel costs.</li> <li>2. Marketing; logistical administration; travel costs.</li> <li>3. Consultant; designer; facilitators; marketing; travel costs.</li> </ol>





# STUDENT AFFAIRS

BLOEMFONTEIN CAMPUS | QWAQWA CAMPUS | SOUTH 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 BAIITHUTI

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

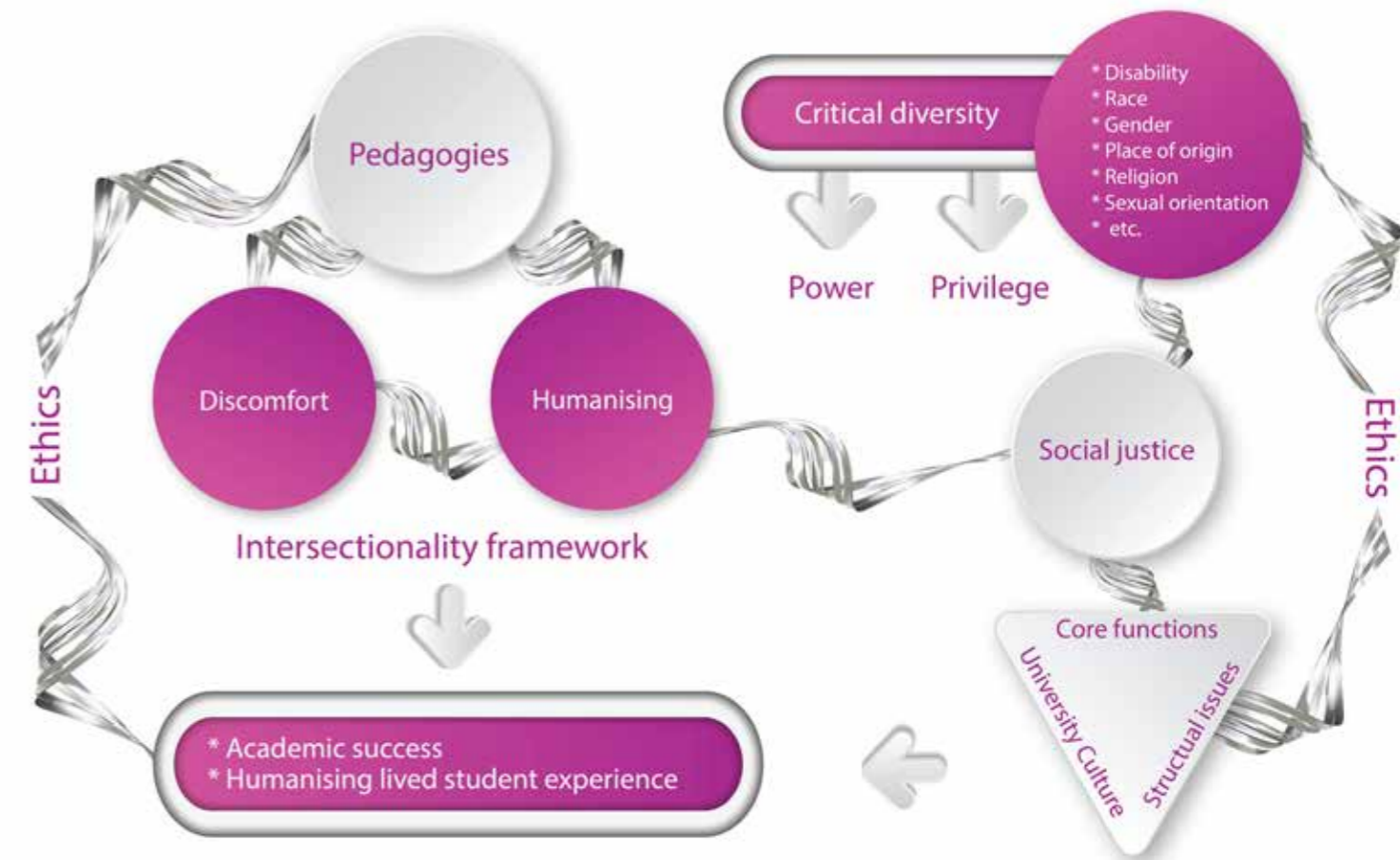
Certain about uncertainty  
Comfortable with discomfort



# CONTEXTUALISING THE STRATEGY

Certain about uncertainty  
Comfortable with discomfort

## DSA Strategy Framework 2018-2022





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



**UFS**  
STUDENT AFFAIRS  
STUDENTESAKE  
DITABA TSA BAITHUTI  
OFFICE OF THE DEAN