



Siyaphumelela
we succeed

Siyaphumelela Partner Convening

29-30 October 2024

The Wanderers Club

Siyaphumelela Partner Convening



Objectives:

- Co-design the progress report templates for Kresge (narrative, indicators and financial) and
- Collaboratively develop solutions focused on student success.

Agenda Day 1 – 29 October 2024



Time	Item	Responsible person
10h30 – 11h00	Refreshments on arrival	
11h00 – 11h30	Welcome and Introductions	Innocent Nkata
11h30 – 12h15	Summary of Siyaphumelela 3.0	Ashton Maherry
12h15 – 13h00	Siyaphumelela Partner Progress Reports Templates	Alan Amory
13h00 – 14h00	Lunch	
14h00 – 15h00	Breakaways discussion: Siyaphumelela Partner Progress Reports Templates (narrative, indicator and financial)	Breakaway A: Alan Amory
		Breakaway B: Ashton Maherry
15h00 – 15h30	Tea	
15h30 – 16h15	Feedback from the breakaway discussion	
16h15 – 16h45	General discussion and consolidation of Partner Progress Reports	Facilitator: Ashton Maherry
16h45 – 17h00	Final Remarks and Closing	Alan Amory
18h00 onwards	Dinner at Chariots Bar at the Wanderers Club	

Agenda Day 2 – 30 October 2024



Time	Item	Responsible person
08h30 – 09h00	Welcome and recap of Day 1	Ephraim Mhlanga
09h00 – 10h00	Breakaway A: Student Success Committees Breakaway B: Short Learning Programmes	Breakaway A: Nthabiseng Ogude Breakaway B: Ermien van Pletzen
10h00 – 10h30	Tea	
10h30 – 11h30	Breakaway A: Gauteng Regional Network Breakaway B: Existing collaboration with non-network institutions, including TVETs	Breakaway A: Wendy Kilfoil Breakaway B: Bala Pillay
11h30 – 12h30	Report back from breakaways and discussion (15 minutes per breakaway)	Facilitator: Ashton Maherry
12h30 – 12h45	Additional items	Ashton Maherry
12h45 – 13h00	Closing remarks	Innocent Nkata
13h00 – 13h30	Lunch and depart	

Siyaphumelela Aims



To **collaboratively promote equity** in South African higher education by:

1. Establishing a **more student-centred culture** in South Africa's higher education system to improve student success;
2. **Achieving annual targets to improve retention, course success and throughput rates** for degrees and diplomas, and **eliminate differences based on race, gender and socio-economic status**;
3. Improving institutional capacity to **collect and use student data for evidence-based decision-making** to improve student success across the higher education system;
4. **Consolidating and sharing evidence-based student success efforts** on a national scale: supporting students, use of data, teaching and learning and transforming institutions;
5. **Consolidating and sharing good student success practices** through convening meetings, service workshops and the Siyaphumelela Conference; and
6. **Embedding the student voice** in student success initiatives.

Siyaphumelela 3.0



- All Partners receive a Kresge Grant of \$80,000 per annum (total \$240 000)
- *Saide* receives a Kresge Grant. *Saide's* role is evolving from providing backbone support to taking on a leadership and managerial role in Siyaphumelela 3.0.
- All Partners sign the same MoA and pay a membership fee of R185,000 (plus VAT) per annum to *Saide* to belong to the Siyaphumelela Network which is used to pay for network benefits and services.
 - Only 6 MoAs countersigned (CUT, NWU, UCT, UNIVEN, VUT, WSU) and only 2 institutions (VUT & NWU) membership fees paid.
- 37 months: Year 1: June 2024 – May 2025, Year 2: June 2025 – May 2026; and Year 3: June 2026 – June 2027 (finish with 2027 Siyaphumelela Conference)



Siyaphumelela
we succeed



RHODES UNIVERSITY
Where leaders learn



SEFAKO MAKGATHO
HEALTH SCIENCES UNIVERSITY



UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG



20 out of 26 South African Public
Higher Education Institutions

\$6,362,685 funding by
The Kresge
Foundation



of South African
public HEI students
as beneficiaries

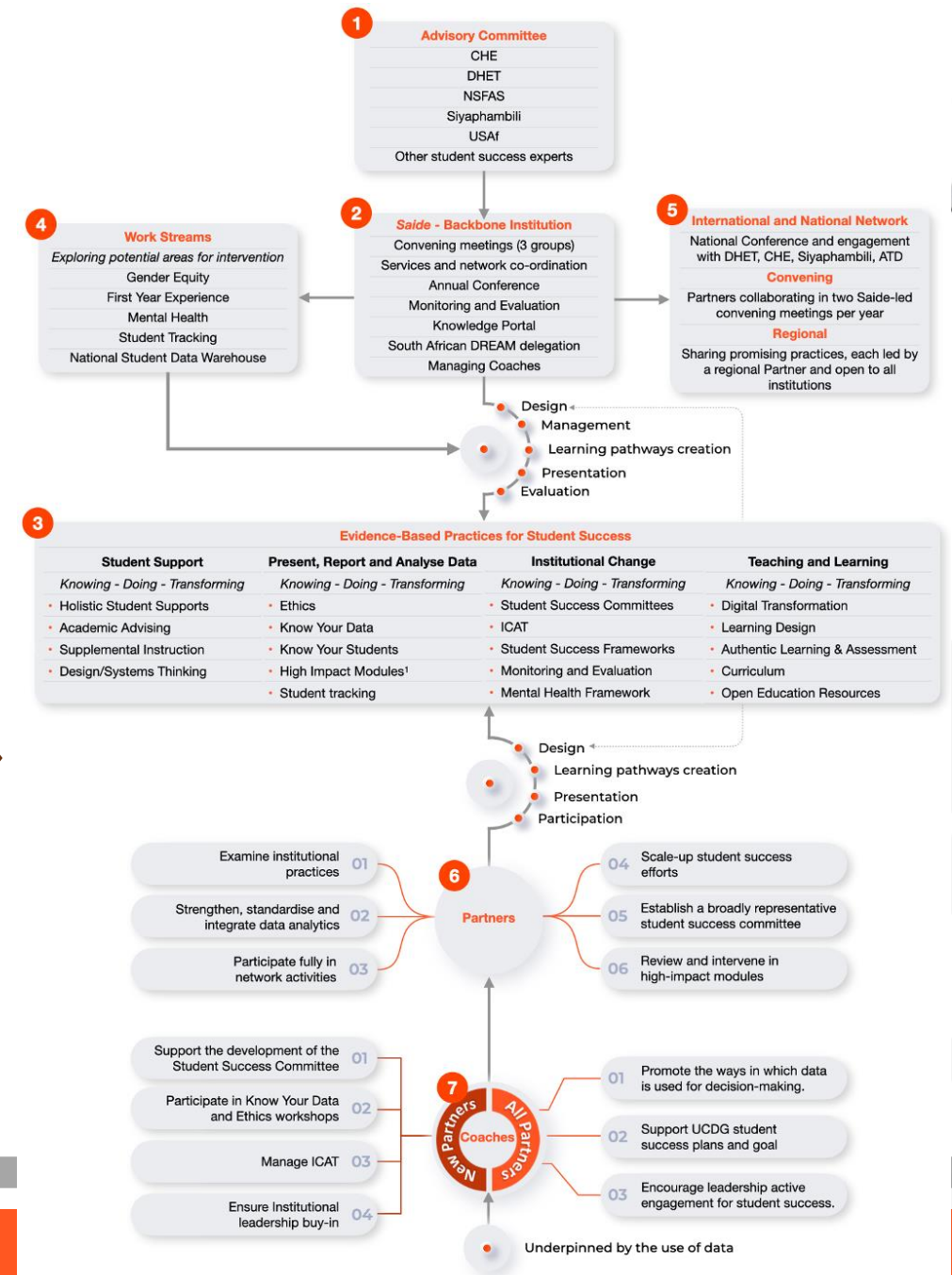
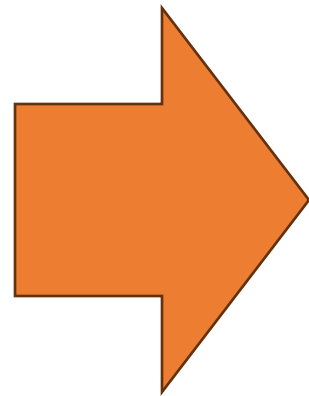
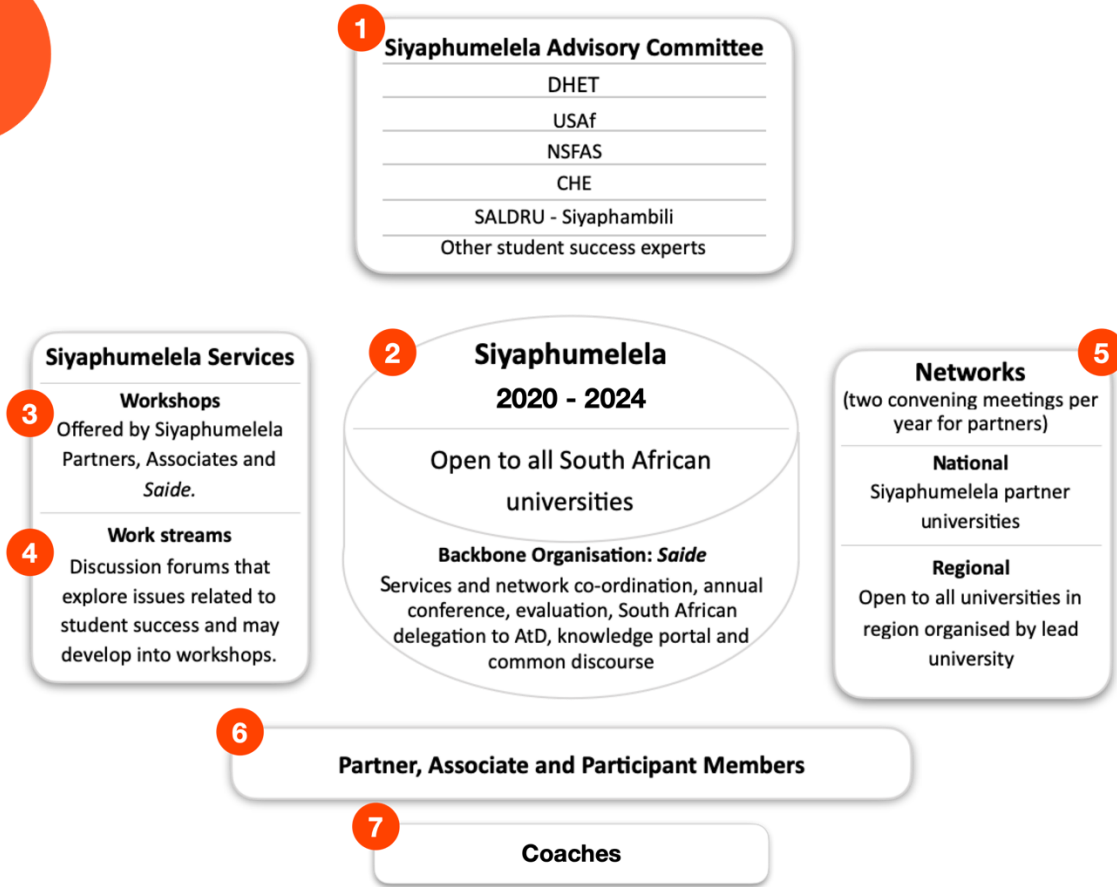
10
YEARS

since Siyaphumelela
was launched in 2014

3RD

phase of the
Siyaphumelela
Initiative

Siya 2.0 to Siya 3.0



¹ High-impact modules are defined as those with high enrolments and high failure rates.

1) Advisory Committee

Siyaphumelela's Advisory Committee was reconstituted in 2023 with representatives of national bodies, including NSFAS, DHET, USAF, CHE, SALDRU's Siyaphambili, experts in the field, and other non-profits supporting student success through bursary provision. One meeting will be convened each year.

Note: Moved the first Advisory Committee meeting to March 2025 (was Sept-Oct in Siya 2.0)



2) *Saide* Backbone Institution

Saide will continue to **provide conceptual leadership** and be responsible for **the overall management** of the Siyaphumelela 3.0 Network.

We will continue to

- coordinate and support the services;
- coordinate the regional networks;
- plan and manage the annual conference;
- provide support;
- take responsibility for monitoring and evaluation;
- manage the knowledge portal;
- manage the South African delegation to the DREAM conference in the USA;
- and support the coaches.



Siyaphumelela Scholar Programme



ATD invited Siyaphumelela to participate in the Dream Scholar programme for the DREAM 2024 conference. The collaboration was well received and the South African scholar selected for the programme turned out to be a star! Saide ran an open call of nominations from all Partners in August 2024, with the successful scholar (Bradley Gawie – CUT) announced in October 2024. In a discussion with ATD, it was agreed that a *Saide* member (Ashton) will collaborate with the ATD specialist and attend this year's DREAM scholar induction programme to understand and develop a tailored process for the South African process.

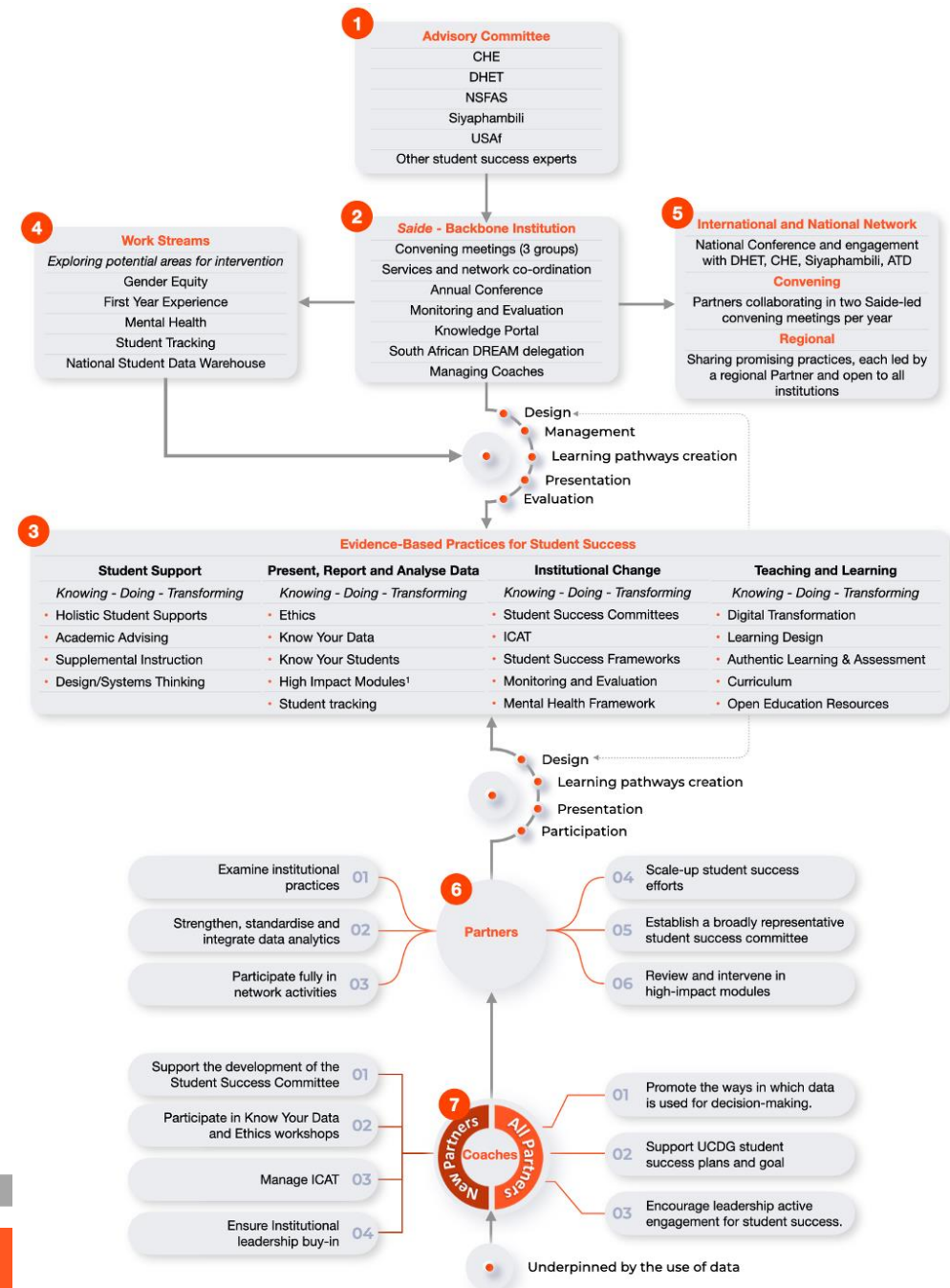
The Siyaphumelela Scholar Programme will be designed in 2024 and implemented before the 2025 Siyaphumelela Conference (24 – 27 June 2025)

3) Evidence-Based Practices for Student Success

From 2021 – end of May 2024 Saide organised over 60 service workshops, including some workshops which comprised more than 1 component (KYD)

In 2022 average participation was 26 and in 2023 it was 2024.

Just over 1,500 attendees joined the workshops, including the accredited Academic Advising Professional Development and Supplemental Instruction Supervisor Training courses



¹ High-impact modules are defined as those with high enrolments and high failure rates.

3a) Service Workshops

Focus Areas: Student Support; Present, Report and Analyse Data; Institutional Change; Teaching and Learning

Length: Duration 3 hours (online)

Remuneration: *Saide* will pay an amount of R20 000 plus VAT per three-hour service workshop for the **planning, development of OER, developing authentic activities, and facilitating agreed workshops**. (Siya 2.0 was R30K for 6 hours – *pro rata*)

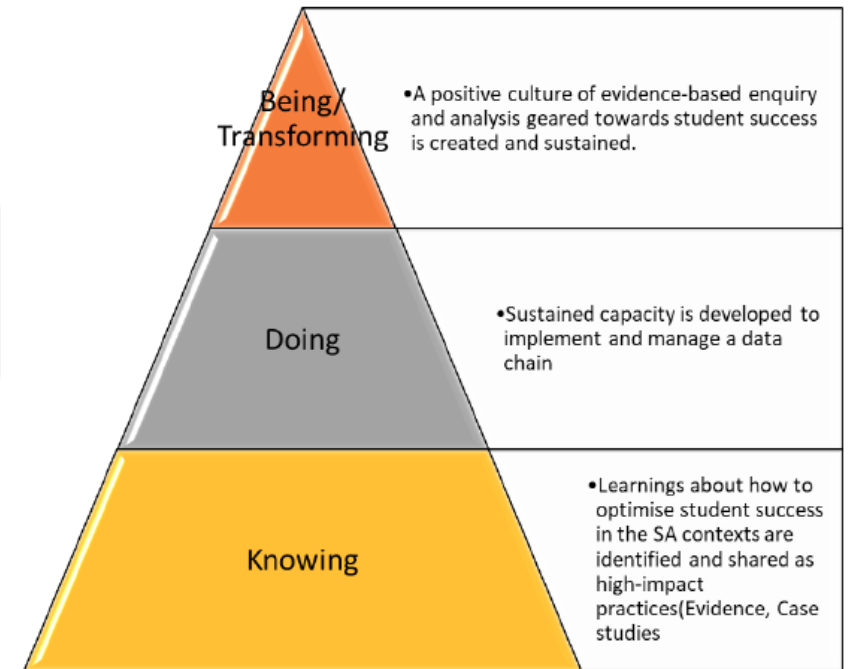
All previous partners (except UFS & NMU) are required to develop and present National Service Workshops. **Previous Partners** are required to present and develop **at least two three-hour service workshops per annum**, except when offering a SLP in that year

New Partners are required to develop and present **at least one three-hour** national service workshop in Siya 3 in the three-year period.

3b) Short Learning Programmes

- Develop more **interactive, resource-based 'short learning courses'** drawing on evidence-based practices for student success. The short course will be OpenSaide hosted on the Siyaphumelela website
- **Organise** short learning courses into a **structured learning pathway**
- Develop online **activity-based engagements** that include shareable resources.

Saide will take the lead in working with institutions to **create learning pathways** and to support the development of activity-based short-learning courses using the Planner App.



Examples of SLPs (3 modules of 3 hours each)



Holistic Student Support



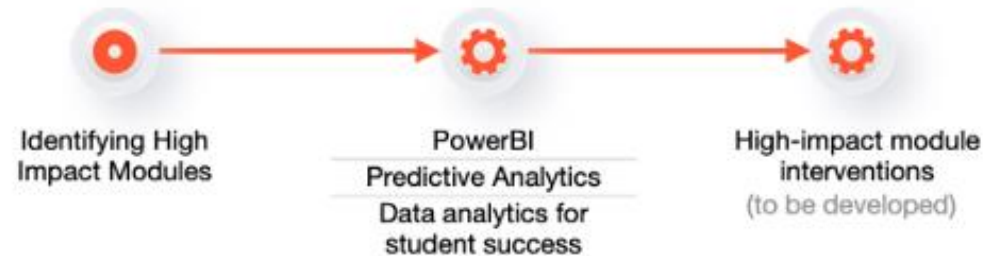
Know Your Data



Student Success Frameworks



High Impact Modules



SLPs that have been run so far

Home Resources Learning Programmes and Workshops Surveys About

Know-Your-Data 03/10/2024 - 24/10/2024 (Present, Report and Analyse Data)

Home Resources Learning and Workshops

Development of Short Learning Programmes

Module 1: Use of an Online Course
Date: 04/09/2024
Time: 09:00 - 12:00
Presented by: Maryla Bialobrzeska

About Module 1

Short Learning Programme Module 1

Module 2: Tools and Strategies for Learning Design
Date: 12/09/2024
Time: 09:00 - 12:00
Presented by: Alan Amory

About Module 2

Short Learning Programme Module 2

Module 3: Use of the Planner for Learning Design
Date: 19/09/2024
Time: 09:00 - 12:00
Presented by: Alan Amory

About Module 3

Short Learning Programme Module 3

About Module 4

Short Learning Programme Module 4

Certificate of Completion

This is to certify that
Mr Ashton Maherry
completed all tasks and participated
in the short learning course entitled
**Tools and strategies to support
learning design**
12 September 2024

THE
KRESGE
FOUNDATION


Alan Amory
Siyaphumelela Lead


Innocent Nkata
Executive Director of Saide

Saide 
Enabling successful
open learning for all

Short Learning Programmes

Previous Partners (except NMU and UFS) **are required**, and new Partners may choose, to develop and offer at least one short learning programme in Siya 3.0, with design support from Saide.

Previous Partners who offer SLPs are exempt from providing two national service workshops in that year.

Each SLP developed will be offered in two consecutive years, except for those developed in year 3 which will only be offered once.

Copyright: Copyright on all material produced for Siyaphumelela (workshop, SLP and conference presentations) need to carry the creative commons CC-BY licence allowing materials to be freely used, with appropriate attribution, for the greater good.

Attendance: Initially budgeted for 1 person per institution, total of 20 participants as bigger than that is difficult to facilitate and ensure active participation.

Short Learning Programmes



Remuneration: *Saide* will pay R67 200 plus VAT for the **design and development** of a short learning programme consisting of three modules, each approximately three-hours long.

- This comes from a daily consultant rate of R5 600 per day for 4 days per one module, and a learning programme is made up of 3 modules (R5 600 x 4 days x 3 modules)
- It would take 4 days for a consultant to design (2 days) and develop (2 days) a learning pathway module of 3 hours length. This was based on 1 notional hour taking 5-10 hours to develop.

Saide will pay R20 000 plus VAT for **facilitating** a short learning programme and providing critical feedback to participants.

- 5 hours per 3 - hour module (2 hours to prepare, 3 hours to facilitate) = 15 hours plus 6 hours for critical feedback to 20 institutions = 21 hours. We used a rate of R6000 per day, which gave us R15 750. We then multiplied this by 25%, and that gave us R19,688 which we rounded up to R20 000.

Where **workstreams** offer short learning programmes to the Siyaphumelela 3.0 Network, **payment will be split between the universities involved.**

3c) Special



- 1) Annual **Academic Advising Professional Development**, hosted by UFS **in-person** (one per year). *Saide* will sponsor registration for 2 delegates to attend the AAPD (up to 40), travel and accommodation at your institution's expense.
- 2) **1 Day Introduction to Design Thinking**, hosted by UCT d-school **in-person**. Saide will sponsor registration for 1 delegate per institution (up to 30), travel and accommodation at your institution's expense. Year 1 and Year 2 only (15 Nov 2024)
- 3) **Professional Development for Executives (Transforming Institution)**

4)

Year	SI Training	Restrictions	Delegates	hours
Year 1: 01 June 2024 – 30 May 2025	SI Advanced Supervisor Training	Limited to one per institution, up to a max of 20, who completed SI Supervisor Training up to end of 2023	20	10
	SI Supervisor Training	1 per delegate per institution (max 20)	20	13
Year 2: 01 June 2025 – 30 May 2026	SI Supervisor Training	1 per delegate per institution (max 20)	20	13
Year 1: 01 June 2026 – 30 June 2027	SI Advanced Supervisor Training	limited to one per institution, up to a max of 20, who completed SI Supervisor Training up to end for 2025	20	10
	SI Supervisor Training	1 per delegate per institution (max 20)	20	13

Summary of professional development sessions for Siyaphumelela 3.0



	YR1	YR2	YR3
Number of Service workshops offered of 3 hours each by Previous Partners	8	4	0
Number of Service workshops offered of 3 hours each by New Partners	4	6	5
Number of SLP modules (3 hrs each)	13	25	18
Total number of 3 hr capacity development sessions	25	35	23
Supplemental Instruction (1 x 13 hours, 1 x 10 hours)	2	1	2
Academic Advising (4 days)	1	1	1
Design thinking (1 day long)	1	1	
Total organised professional development events	29	38	26

SLP – 12 in total

Previous Partners:

Year 1: DUT, Wits, FYE workstream,

Year 2: UP, UKZN, Student tracking workstream

Year 3: UWC, UCT, Mental Health workstream

(UFS and NMU exempt)

Saide-led

Year 1: KYD (done), Development of SLP (done), Teaching and Learning SLP

Payment terms as per MoA

1. Partners are required to submit an official institutional VAT invoice on **successful completion** of the short learning programme, service or regional workshop.
2. The invoice must specify the following: **Project name (Siyaphumelela), date of workshop, type of workshop i.e. Service or Regional, title of workshop and duration.**
3. **Invoices need to be submitted within 30 days of the workshop/short leaning programme having taken place.**
4. Payment for the services rendered will be made upon satisfactory completion of the required outputs and acceptance thereof by Saide.
5. *Saide* will process payment within 30 days of receipt of invoice.

4) Work streams

Participation in work streams where **Partners collaboratively address common student success issues and design interventions** that are workshopped with the Network Partners

Participate in workstreams on a voluntary basis. The main aim of these work streams is to spend **the first two years researching and developing short learning programmes** based on the workstream's focus area. These programmes will be offered to the Siyaphumelela 3.0 Network.

Where workstreams offer service workshops or short learning programmes to the Network, financial support will be given, proportionate to the involvement of the universities.

4

Work Streams

Exploring potential areas for intervention

Gender Equity

First Year Experience

Mental Health

Student Tracking

National Student Data Warehouse

Work stream action

First Year Experience Workstream – Developing SLP and possibly offering it still this calendar year

Gender Equity – Think tank meeting in November

Mental Health and Student Tracking Workstreams: Webinar 28-29 November 2024. Institutions who wish to prepare a presentation and present please contact Koo and Ashton. Attendance open to all institutions

Student Tracking (28/11) and Mental Health (29/11) workstream webinars



Student Tracking: Presentation guidelines

- i. How does my institution track and support students for student success
- ii. What student tracking systems (holistic) and processes do we have in our institution
- iii. What tools do we use for student tracking
- iv. How does our institution deal with the ethical use of student data (policies and processes and informed consent)

Mental Health: Presentation guidelines

- 1) How does your institution monitor mental health of students/staff? (e.g. surveys, focus groups, digital platforms etc.?)
- 2) Give a broad overview of how your institution supports mental health & wellbeing of staff/students? (e.g. services available; strategies/policies etc.)
- 3) Focussing on any one specific intervention to support mental health of students/staff:
 - Describe the intervention/support?
 - Why this intervention? (What data informed the need for this intervention?)
 - How are you implementing this intervention?
 - What is the impact of the intervention? (How do you know that it is helping to address the problem?)
 - What are your learnings from implementing this intervention? (challenges; other learnings/benefits etc.)
 - What are your next steps/plans re this intervention/support?

5)

- **International and national networks:** Grantees will participate in the annual ATD DREAM conference in the US, the annual Siyaphumelela national conference in South Africa, and engagement with DHET, CHE, Siyaphambili, SAAIR.
- **Convenings:** Each partner in the expanded Siyaphumelela network of **20 institutions**, will participate in two convenings per year (*Saide* will host one face-to-face and one virtual meeting annually) The format of these convening meetings will shift from Partners presenting reports on student success initiative in their institutions to **collaboratively developing solutions focused on student success.**



5

International and National Network

National Conference and engagement with DHET, CHE, Siyaphambili, ATD

Convening

Partners collaborating in two Saide-led convening meetings per year

Regional

Sharing promising practices, each led by a regional Partner and open to all institutions

Regional Networks

- **Regional networks.** Each partner will have the opportunity to engage in two regional network workshops (6 contact hours each) annually to share promising practices. These workshops will be led by a regional partner and be open to all higher education institutions, regardless of whether or not they are Siyaphumelela Network members or not.
- **The current regional network will be expanded from five to six regional sites.**
 - Central Regional Network – University of the Free State;
 - KwaZulu-Natal Regional Network – Durban University of Technology;
 - Eastern Cape Regional Network – Nelson Mandela University;
 - Gauteng A Regional Network – University of Witwatersrand; and
 - Gauteng B Regional Network – University of Pretoria.

5

International and National Network

National Conference and engagement with DHET, CHE, Siyaphambili, ATD

Convening

Partners collaborating in two Saide-led convening meetings per year

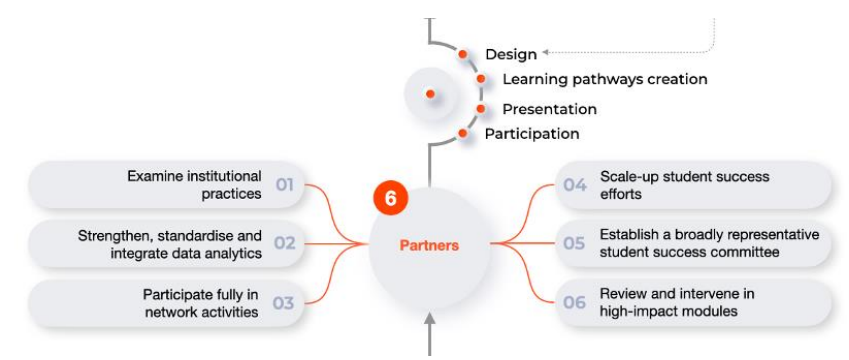
Regional

Sharing promising practices, each led by a regional Partner and open to all institutions

6) Partners

Commit to the following institutional practices:

- 1. Set and achieve institutional targets and implementing strategies** to improve retention, course success and throughput rates for degrees and diplomas, and **to eliminate differences based on race, gender and socio-economic status.**
- 2. Provide annual data** on the above disaggregated based on race, gender and socio-economic status, using provided templates.
- 3. Participate fully in Siyaphumelela 3.0 Network activities** by sharing data and experiences with other grantees on student success; providing unaudited student data to the National Student Data Warehouse to support reporting and the development of student success dashboards; and providing required reports and participating in evaluation and dissemination activities within the Network.
4. Include **student success in your institutional strategic and operational plans.**
5. Establish a **broadly representative student success committee** or task force (if not already in place) comprising representatives of institutional research, information and communications technology, academic development, student services, planning, academic divisions, students, and a senior member of the university's executive team.



6) Partners (cont..)



6. New Partner institutions, as well as those that have not previously implemented the **Institutional Capacity Assessment Tool (ICAT)** or have not implemented it successfully, are required to do so.
7. By choosing to receive support and guidance from a **Coach**, your institution is required to actively participate in **goal setting** and **take responsibility for their actions and commitments** throughout the coaching process. This includes **attending meetings with coaches**, whether online or during the coaches' visits, **completing the ICAT**, and **engaging with both executive leadership and the coach**.
8. **Communicate and disseminate information** about the student success initiatives in your institution.
9. The institution's Vice-Chancellor, or appropriate Deputy Vice-Chancellor, **will attend the annual Siyaphumelela conference**.
10. Set in motion plans to **scale up student success efforts** across the institution based on evaluation and other evidence of effectiveness.
11. Provide information on how your institution could **support both the sub- and national networks**, for example by providing services to the Siyaphumelela Network to build capacity in particular areas, developing new tools and resources for the Siyaphumelela Network, and leading or supporting a Siyaphumelela regional network that shares promising practices and insights that empower institutions to support student success better.

Siyaphumelela Indicators (Data)

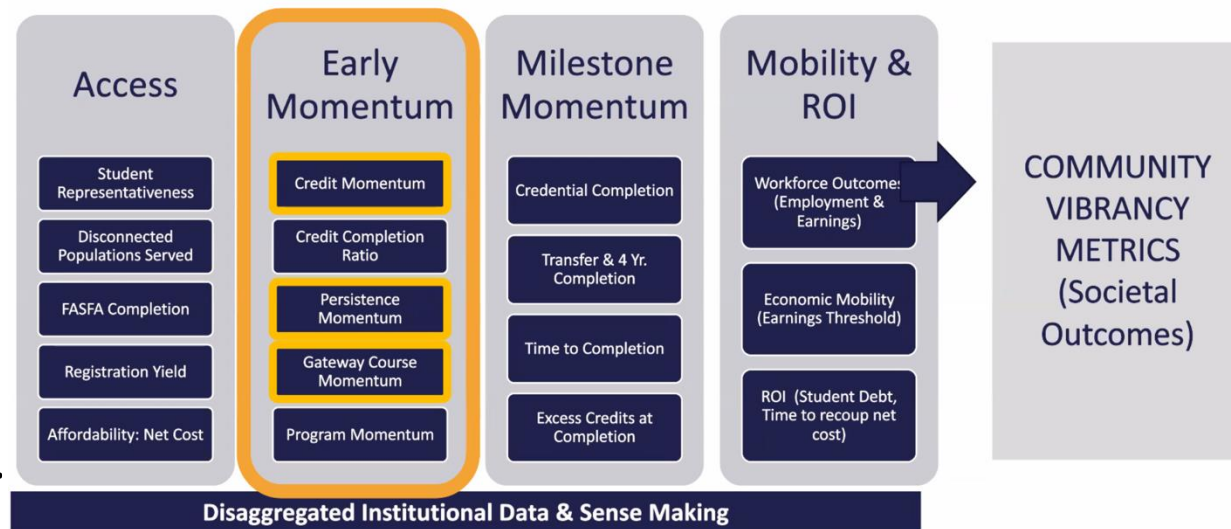


The four key student success indicators:

1. **Retention** of first-time entering undergraduate students from study year one to study year two enrolled in 3- and 4-year B-degrees as well as 3-year undergraduate diplomas by population group and gender.
2. The **success rates** of undergraduate students enrolled in 3- and 4-year B-degrees and three-year diplomas by population group and gender.
3. Tracking of **high impact modules** – module pass rate.
4. **Throughput rates** for undergraduate 3-year diplomas, 3-year degrees and 4-year degrees.

Disaggregated by **race, gender and socio-economic status (NSFAs, School Quintile)**

ATD Metric Framework



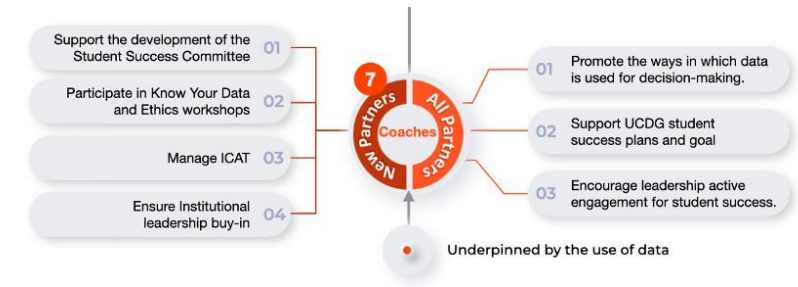
Institutional Leads (MoA)



1. The position of Siyaphumelela Institutional Lead at the institution should be held by an individual who has a **senior role at the university with direct access to executive leadership.**
2. The primary responsibility of the Institutional Lead is to **facilitate cross-departmental collaboration, ensuring the success of all student success initiatives.** This role requires fostering cohesive departmental or inter-school relationships, ensuring ongoing functional relationships, and **facilitating the work of a student success committee or task force, its reporting to Senate or a Senate Committee**.
3. Further responsibilities of the Institutional Lead include:
 1. Schedule regular meetings with partners, as necessary.
 2. Attend biannual **partner convenings**.
 3. (Collaboratively) Prepare **annual progress reports** for submission to the Kresge Foundation.
 4. Attend and participate in the annual **Siyaphumelela Conference**.
 5. Develop and implement an **institution-wide communication strategy** regarding student success and Siyaphumelela.
 6. Facilitate **institution-wide information regarding student support services** available to students.
 7. **Ensure attendance of appropriate institutional staff** at regional network meetings, service workshops or short learning programmes.

Maintaining urgency
for Student Success
(ATD)

Coaches



1 High-impact modules are defined as those with high enrollments and high failure rates.

- All partner institutions that have elected to have the services of a coach will receive **one visit** each per year, for the three years of Siyaphumelela 3.0.
- The following exceptions apply: In the first year, the designated coaches will undertake **three visits** to each of the new partner institutions (CUT, SU and Unisa) and **two visits** each to the UNIVEN and WSU. Additional coaching for SMU.
- In year two and three, all institutions will receive one visit each per year. The annual visits may include a combination of virtual interactions instead of in-person day visits.
- Over the three-year period, the coaches will:
 - support the establishment of a **Student Success Committee** and the **ongoing running** thereof;
 - engage with the **institutional executive leadership** over the three-year period;
 - facilitate engagement with **data capacity building and ethics workshops**;
 - and support the implementation of the **Institutional Capacity and Assessment Tool (ICAT)**. The ICAT will be used to explore your institution's strengths and weakness as you streamline your student success initiatives.
- Coaches will also play a leading role in supporting the institutional UCDG initiatives (related to student success only)

Non-network institutions



In 2023, Saide contacted all Vice-Chancellors of the 26 public universities in South Africa to inform them that they could include the Siyaphumelela network membership fee in their UCDG 2024-2027 proposal, and subsequently to invite them to respond to the request for proposals.

Out of the 26 public universities:

- Twenty-two applied and four did not apply.
- Out of the 22 that applied, two were rejected and 20 were invited to apply on FLUXX.

With the design change in Siyaphumelela 3.0 to only grant-receiving partners, participation for universities not in the Siyaphumelela network is limited. However, they will be invited to:

- Engage in **regional network workshops** focusing on sharing best practices for student success
- Subscribe to the **Siyaphumelela mailing list** to receive access to the Siyaphumelela Newsletter, communications, and curated student success resources
- Access the **Siyaphumelela website**
- Follow the **Siyaphumelela page on LinkedIn**
- Attend and present at the annual **Siyaphumelela conference**, open to all South African universities.

Additionally, the learning pathways produced in Siyaphumelela 3.0 will be made freely available as Open Educational Resources (OERs) and can be used or adapted by any university

Kresge Commitments

- Grant Term: \$240,000 June 01 2024 – June 30 2027
- Kresge modify, suspend or discontinue payment or terminate if
 - A) Kresge not satisfied with progress
 - B) Significant change leadership or other factors that may threaten project success
 - C) Change in the organisation ' s control
 - D) Change in tax status
 - E) Organisation fails to comply with this agreement

Kresge cancel, modify or withhold payments, require refund if

- A) Grant funds used for purpose s other than agreed
- B) Organisations performance under this grant is unsatisfactory

Your Program Officer



Caroline Altman Smith
The Kresge Foundation



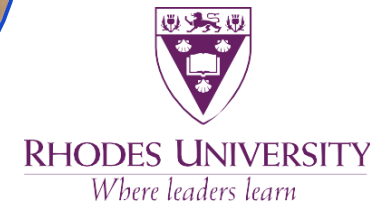
Reuben Kapp
The Kresge Foundation



William (Bill) F.L. Moses
The Kresge Foundation



Ashley Johnson
The Kresge Foundation



Grant Conditions

Report Type	Due Date
W-8BEN-E Form	06/14/2024
Affidavit	06/14/2024
Interim Report	07/01/2025
Interim Report	07/01/2026
Final Report	07/30/2027

- Reports (discussed later)
- In addition, Siyaphumelela institutional Partners are required to forward copies of any **relevant evaluation reports or articles** produced in the course of their Siyaphumelela work.
- Required to notify your Programme Officer and Saide within 30 days of any **significant changes in your organization's structure, purpose, leadership, financial situation**, or other circumstance that could affect the terms of the Grant or jeopardize your ability to successfully meet the Grant objectives and requirements.
- Your Organization is required to **maintain financial records and supporting documentation** for expenditures and receipts related to this Grant for seven (7) years after the Grant end date or termination of the Grant Agreement. You are required to permit Kresge with reasonable access to your Organization's files, records, and personnel during the term of this Grant and for seven (7) years thereafter.

Grant Conditions (continued)



- Kresge can **monitor and conduct a review of operations, including a visit** (Bill is coming Jan-Feb 2025, June 2025, Oct-Nov 2025)
- **Schedule payment:** 2025 and 2026 sent in August/September
- **Copyright:** Kresge committed to providing public access to any materials generated with Kresge support. Your organisation will own the IP and not take any actions that limit free public access to those materials (i.e. CC-BY)
- Agree and acknowledge that any **Grant Funds will not become connected back to the US**. Grant funds connected back to the US are considered US sourced income and therefor taxable by IRS.
- Budget line items change of +10% approval from Kresge

Reporting requirements

Your narrative update should summarize your Organization’s progress toward achieving the goals of the Project, including major activities, Project results, successes, and challenges.

Specifically, Siyaphumelela Institutional Partners must complete a five- to six-page “**Siyaphumelela Report Template**” summarizing your progress in achieving the key objectives outlined in your proposal and RFP, the “**Student Success Indicator Template**,” and a budget summary and narrative outlining your **spending against the grant’s budget**.

NOTE: Some Partners (NWU, Wits, SPU, UJ, UNIVEN, UNISA, UP, VUT) are also required to submit an updated budget for \$240 000 with year 1 report if appropriate. Activities should be aligned with their existing plans (and should avoid international travel, unrelated staff expenses, etc.). It’s not a windfall for the university, it’s fully funding Siyaphumelela activities.

The “Siyaphumelela Report Template” will be developed in consultation among The Kresge Foundation, *Saide* and the Siyaphumelela institutional Partners, for final approval by the Kresge Foundation.

The “Siyaphumelela Report Template” will include, but will not be limited to:

- Reporting against grant requirements outlined in the RFP,
- Progress against grantee objectives and indicators,
- Enabling factors and obstacles,
- Impact on the wider institution, and
- Lessons learned.

Reports

- In addition, Siyaphumelela institutional Partners are required to forward copies of any **relevant evaluation reports or articles produced** in the course of their Siyaphumelela work.
- The Kresge Foundation and *Saide* will jointly review the above annual templates and reports to **assess your overall demonstrated progress toward the student success objectives** noted in your application to Kresge submitted in April 2024. **Payments will be made at the sole discretion of the Kresge Foundation and Kresge’s decision will be final.**
- Please upload your **“Siyaphumelela Report Template,” “Student Success Indicator Template,”** and your **budget report** to Kresge via the **FLUXX** system. Please also send a second copy of your reports directly to Saide via **info@siyaphumelela.org.za**, and note in the subject line that this is a Siyaphumelela interim or final report for your university.

What's Next

DREAM 2025

Siyaphumelela will sponsor **one senior staff member** per partner institution to participate in DREAM, taking place from 18-21 February 2025 in Philadelphia, including conference registration, travel and accommodation. Additional delegates may attend but the cost needs to be carried by your university (and **not funded through your Kresge grant**).

Koo will be requesting the names of sponsored institutional delegates at the beginning of November. All DREAM logistics for your sponsored delegates need to be finalised **before the end of the 2024 academic year**.

30 Delegates: 1 x 20 Partners, Dream Scholar and their mentor, 2 x DHET, 1 x CHE, Saide staff

DREAM 2025 Preliminary Schedule

Hotel Accommodations:

Philadelphia Marriott Downtown

Sunday, February 16, 2025

- SA Delegation arrive

Monday, February 17, 2025

- SA Delegation arrive

International Reception | 5:00 – 6:00 p.m.

Tuesday, February 18, 2025

- DREAM Studios | 9:00 am – 12:00 p.m.
- Dream Scholars Orientation | 8:00 a.m. – 1:30 p.m.
- Opening sessions | 2:30 – 3:30 p.m.
- Opening Plenary | 4:00 – 6:00 p.m.
- Opening Reception | 6:00 – 7:00

p.m.

Wednesday, February 19, 2025

Breakfast and Dinner Provided

- Morning Session | 9:00 am – 10:15 a.m.
- Sessions | 10:30 – 11:30 a.m.
- Sessions | 11:45 a.m. – 12:15 p.m.
- Learning Sessions | 12:30 – 1:00 p.m.
- Afternoon sessions
- International Dinner | Time TBD

Thursday, February 20, 2025

Breakfast and Lunch Provided

- Morning Session | 9:00 am – 10:15 a.m.
- Sessions | 10:30 – 11:30 a.m.
- Sessions | 11:45 a.m. – 12:15 p.m.

- Recognition Lunch | 12:45 – 2:30 p.m.

- Afternoon sessions

Friday, February 21, 2025

Breakfast Provided

- Concurrent sessions | 9:00 – 10:00 a.m.
- Closing Session | 10:15 a.m. – 11:30 a.m.
- SA Debrief session | 11:45 – 1:45 p.m.
- Conference Ends

Saturday, February 22, 2025

- Delegation Departure

Student Tracking (28/11) and Mental Health (29/11) workstream webinars



Student Tracking: Presentation guidelines

- i. How does my institution track and support students for student success
- ii. What student tracking systems (holistic) and processes do we have in our institution
- iii. What tools do we use for student tracking
- iv. How does our institution deal with the ethical use of student data (policies and processes and informed consent)

Mental Health: Presentation guidelines

- 1) How does your institution monitor mental health of students/staff? (e.g. surveys, focus groups, digital platforms etc.?)
- 2) Give a broad overview of how your institution supports mental health & wellbeing of staff/students? (e.g. services available; strategies/policies etc.)
- 3) Focussing on any one specific intervention to support mental health of students/staff:
 - Describe the intervention/support?
 - Why this intervention? (What data informed the need for this intervention?)
 - How are you implementing this intervention?
 - What is the impact of the intervention? (How do you know that it is helping to address the problem?)
 - What are your learnings from implementing this intervention? (challenges; other learnings/benefits etc.)
 - What are your next steps/plans re this intervention/support?

Plus a 2 hour “Think Tank”
workshop for Gender Gap

