



UNIVERSITY OF CAPE TOWN TRANSFORMATION REPORT 2019

Building
Transformation
at UCT:
People, spaces
and actions



COVER: An artwork from the series e wá wo mi (come look at me) by Nigerian artist Lakin Ogunbanwo. Central to Ogunbanwo's exploration are cultures of dresswear in marriage ceremonies. He uses veiled portraiture to document the complexity of multiple cultures and to counteract the West's monolithic narratives of Africa and women.

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One of the newly acquired works in the UCT art collection, *ILanga litshonile* by Buhlebezwe Siwani is based on a performative act commemorative of the sinking of the SS *Mendi*. The artist, dressed in regalia that is of significance in the spiritual and cultural realm she embodies as a spiritual healer - sangoma - bathes in the waters of the Eastern Cape, her body clashing against the waves. The stick, traditionally held by men, is handled in homage as a symbol of loss and heritage.





SECTION 1 //

BUILDING TRANSFORMATION AT UCT: PEOPLE, SPACES AND ACTIONS

“To create a culturally diverse academy we must commit ourselves fully. Learning from other movements for social change, from civil rights and feminist liberation efforts, we must accept the protracted nature of our struggle and be willing to remain both patient and vigilant. To commit ourselves to the work of transforming the academy so that it will be a place where cultural diversity informs every aspect of our learning, we must embrace struggle and sacrifice. We cannot be easily discouraged. We cannot despair when there is conflict. Our solidarity must be affirmed by shared belief in a spirit of intellectual openness that celebrates diversity, welcomes dissent, and rejoices in collective dedication to truth.” – bell hooks

1.1

MESSAGE FROM THE VICE-CHANCELLOR, PROFESSOR MAMOKGETHI PHAKENG

This year, 2020, marks 30 years since the release from prison of Nelson Mandela, who later became South Africa's first democratically elected president, and the unbanning of political parties. Such a landmark reminds us of the strides we have made as a country following centuries of racial and economic discrimination and oppression. Equally, it encourages us as a country and a university to reflect on the steps we need to take towards a more transformed society.

The University of Cape Town (UCT) is a microcosm of a country where many people believe that a great deal still needs to be done to reflect the democratic ideals enshrined in our Constitution. As a leading university on the African continent, UCT is committed to not only being the best university in Africa, but the best for Africa. We are dedicated to playing our part in making change happen in society, specifically by leading debates around transformation. This is just one reason why transformation is one of the fundamental pillars of UCT, together with excellence and sustainability.

Transformation is often associated too closely, and often exclusively, with blackness. At UCT transformation is much more than that. It's about our institution transforming itself to align with the democratic future of our country. It's about using the knowledge produced by our academics, researchers and students to respond to societal issues and contribute to making the world a better place. It's about constantly

striving to achieve equality, human rights and freedom.

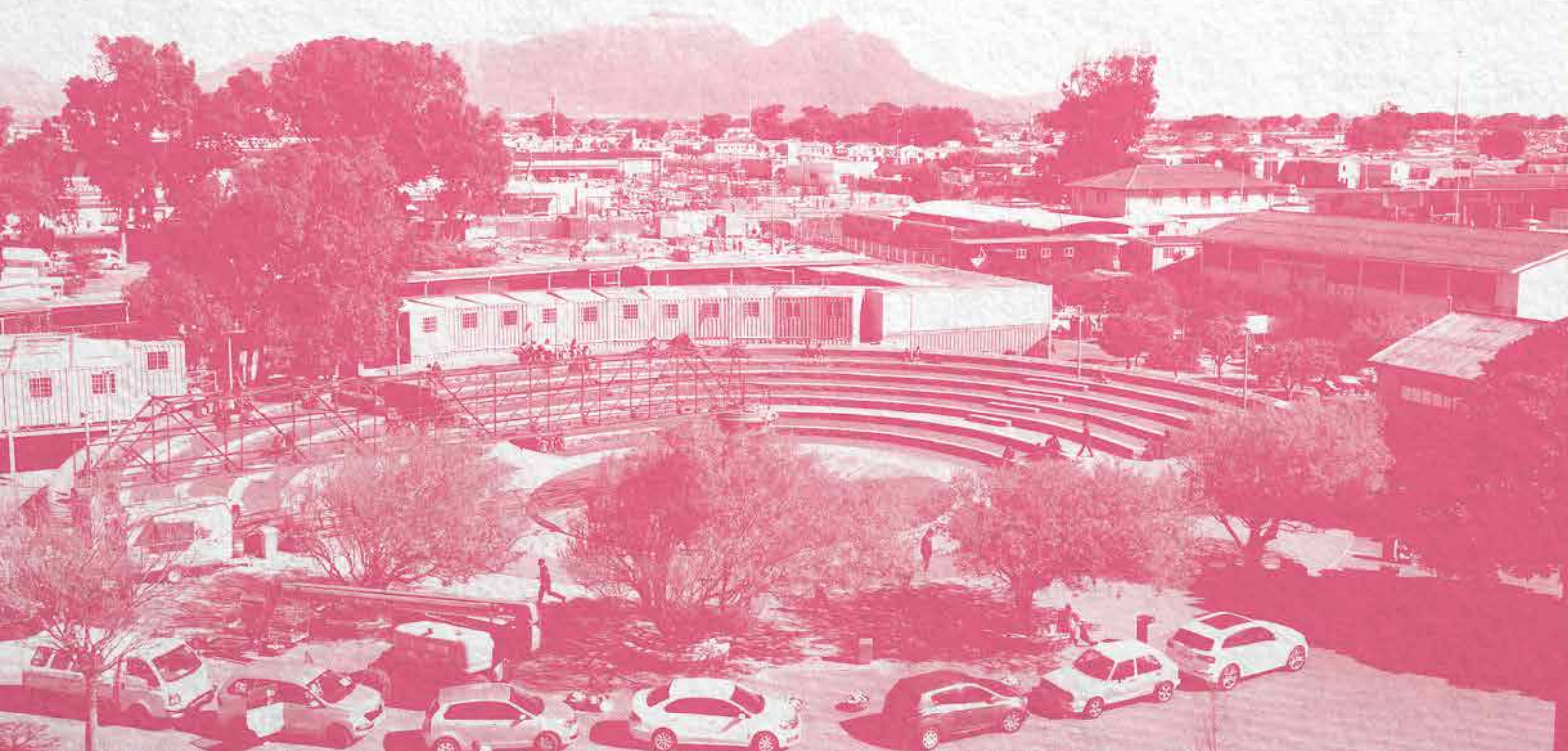
Over the past year UCT has taken further steps towards making our campus a more inclusive space. This is a work in progress, and we realise that building a community that brings together people representing so many backgrounds, cultures, sexual identities, languages and experiences requires thoughtful care. In this light, we encouraged our colleagues to take part in the staff inclusivity survey last year to share their experience of the university, to help make UCT a home for all.

It has also been heartening to see all the university initiatives that are working towards transformation. This was reflected in the inaugural Vice-Chancellor's Transformation Award, which was presented to Associate Professor Suki Goodman and her team in the marketing section of the School of Management Studies in the Faculty of Commerce.

I want to offer a heartfelt thank you to Professor Loretta Feris, Deputy Vice-Chancellor for Transformation, and all the members of the Leadership Lekgotla for the important work that has been done to advance transformation at UCT.

Sincerely

Professor Mamokgethi Phakeng
VICE-CHANCELLOR





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**HOW TO
READ THIS
REPORT**

This Transformation Report for the first time provides (a still incomplete) overview of the different ways transformation is being mainstreamed at UCT.

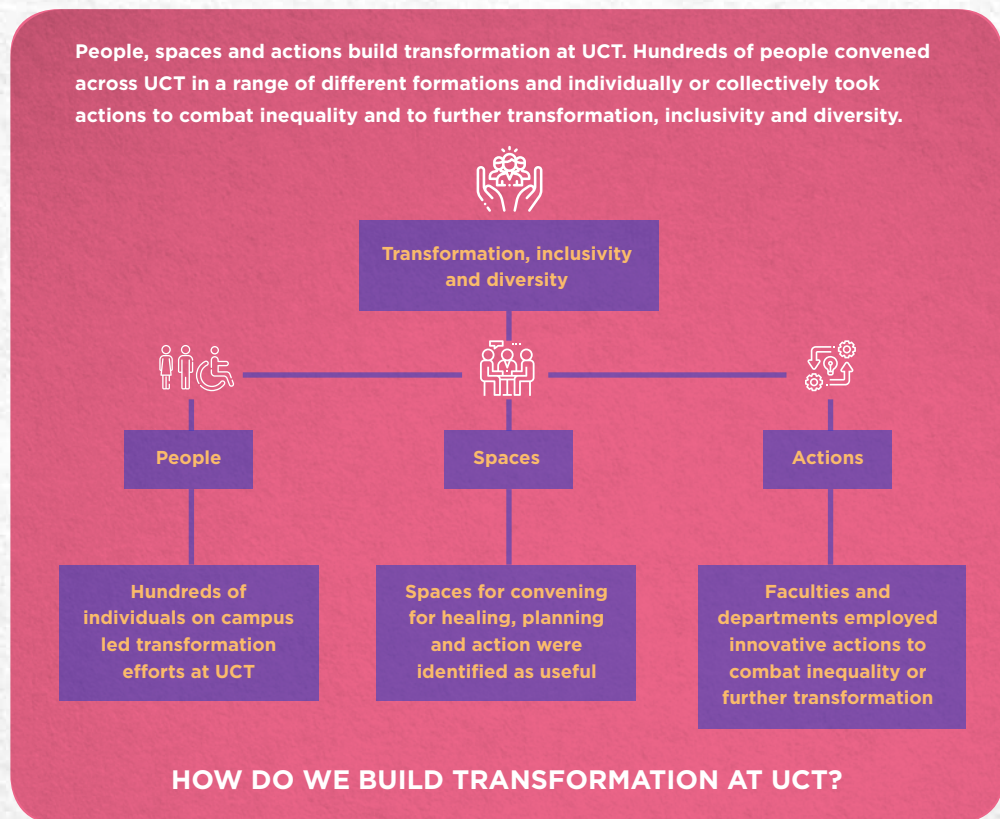
The report invites the reader and UCT to self-reflect on our individual contribution, departmental and collective contributions to transformation. This self-reflection is part of the praxis of transformation.

It is based on data collected through a benchmark analysis and provided by transformation committees, reports on transformation special projects and qualitative data collected during a series of reflection circles with transformation actors. Where a faculty or department is not mentioned, it is not because they're disengaged on transformation, it just means they did not report on their transformation actions.

1.2

INTRODUCTION BY DEPUTY VICE-CHANCELLOR FOR TRANSFORMATION, PROFESSOR LORETTA FERIS

In a South Africa defined by deep rifts of inequality, the University of Cape Town (UCT) has worked consistently to build a more transformed, inclusive and diverse institution in 2019. Through innovations in teaching and learning, research which centres the African continent, awareness raising, capacity strengthening and tailored support for students and staff, UCT has laid the first building blocks of change.



INTRODUCTION

South Africa is a nation of builders. In the city of Cape Town, 100-year-old mosques and churches sit beside colonial monuments; and informal settlements sprawl a stone's throw away from affluent mansions. On campus at UCT, new buildings lie adjacent to a recently

uncovered slave burial ground. In our efforts to build a better future, we're forced to confront our histories of oppression and inequality.

The passion for building has not only been physical – South Africa has accepted the challenge of rebuilding a nation and in doing so the relationships between people. Rebuilding



79 // // // // //

persons from over
24 departments and
faculties contributed
to the report

DID YOU KNOW?

In 2019 74% of UCT staff were from designated groups (ie black people, women and people with disabilities) of which 68% were black South Africans.

social relationships is a difficult task, especially when these have been bruised and distorted through the many violent years of apartheid.

Statistics South Africa (Stats SA) recently released the Multidimensional Inequality Trends Report (2019), which highlights that while efforts to build a better South Africa have been consistent and have slowly led to positive change, we live in a country that remains deeply unequal.

- Unemployment is highest among black South Africans (31%) and coloured South Africans (23%). The unemployment rate is significantly lower among Indians (11%) and white people (6%).
- Regardless of the level of education, women are paid less than men who have the same level of education as them.
- Along the lines of race, white South Africans are still the biggest earners and spenders of any racial group, with Indians spending half as much, coloureds spending close to a quarter and blacks one tenth of

what a white South African spends. Beyond race, the richest 10% in South Africa account for more than half of all household expenditure.

- Only a small number of people have access to internet at home (11%), a private vehicle (28%) or medical aid (17%). The majority of white and Indian South Africans use private healthcare facilities while most blacks and coloureds use public healthcare facilities.

These examples of inequality highlight that while South Africa has worked hard to build a nation, social relationships and programmes which challenge inequality, more work needs to be done. These statements about inequality in South Africa also ask: What role does a university have in the struggle towards environmental and social justice? How is the university equipping staff and students to respond to the context South Africans inhabit? Furthermore, how are we as the UCT community equipping ourselves to respond



Inclusivity (Unesco, 2017): Inclusive education removes barriers limiting the participation and achievement of learners or students, respect for diverse needs, abilities and characteristics and that eliminate all forms of unfair discrimination in the learning environment. This approach prioritises the identification of and response to barriers and practices of unfair discrimination within education which limit both participation and achievement. The goal is an education system which facilitates an environment where educators and students embrace and welcome the challenge and benefits of diversity.

Diversity (Ahmed, 2004; also see work of Wits Centre for Diversity Studies): Diversity refers to patterns of social difference in terms of certain social categories. The foremost terms shaping discourses and policies related to diversity include race, ethnicity, religion, gender, disability, sexuality and age. The critical diversity approach acknowledges the role of power in constructing difference, and the unequal symbolic and material value of different locations. This approach locates difference within a historical legacy as an outcome of social practice and an engagement with the transformation of these oppressive systems.

Transformation (UCT, 2015, 2018; Soudien, 2010): Transformation is viewed, on one hand, as seeking to remedy imbalances related to the representation of different race, class, gender and language groups. This approach to transformation prioritises numbers and representation. On the other hand, transformation is viewed as an issue related to historic privilege, power and marginalisation. Transformation then is an ideological process which engages and redresses histories of colonialism and apartheid. The emphasis here is on redress in relation to disparities related to political and economic power in society. These two elements are related, and often occur simultaneously.

Hundreds of people convened across UCT to individually and collectively take actions to combat inequality and to further transformation.



to issues of systemic unfair discrimination and harassment within UCT?

The *UCT Transformation Report 2019* will explore the ways students, staff, alumni, donors, activists, transformational professionals, networks, movements and institutions have been supporting and furthering transformation at UCT and social justice in South Africa in 2019. Using a benchmark approach, the report aims to create a baseline for transformation. This will allow the university to assess how it has built transformation until this point and will make visible areas of strength and gaps to inform the university's 2030 strategic plan.

WHAT DO TRANSFORMATION, INCLUSIVITY AND DIVERSITY MEAN?

This report uses the terms transformation, inclusivity and diversity as approaches that can be used to respond to inequality within education. Transformation is used as an umbrella term capturing the ways a space can be made more inclusive and diverse. Diversity is used to explore social differences and power disparities associated with those, while inclusivity refers to the practices that are employed to enable full participation and success for those who have previously been excluded. (See the diagram opposite for more information.)

CHALLENGES RELATED TO TRANSFORMATION, INCLUSIVITY AND DIVERSITY

Challenges along the transformation journey in 2019 included a disheartening institutional culture and exclusionary practices in organisational structures, as well as specific instances of racism and other discriminatory practices. A major theme that arose was the “burden” of transformation work, in that those at the forefront of implementing the transformation strategy, namely employment equity (EE) representatives, transformation committee (TC) chairpersons and members, and other activists on campus faced significant challenges arising from the fact that this work was not formally recognised as part of their jobs, and had to be done, for the most part, as an unremunerated exercise. This led to several TC chairpersons resigning in 2019, and to TCs being led by acting or interim staff. In 2019 the reach of the TCs and the limitations placed on them were identified as key challenges. TCs have repeatedly reiterated that they are not taken seriously, their proposals are often not heard and, in some cases, they have been silenced. This also led to a dwindling pool of EE representatives in some departments, as the conditions under which their work had to be conducted acted as a disincentive. Departments also reported difficulties in enabling better physical access to persons with disabilities.

2019

saw a greater representation of black academics and professional staff in senior and permanent positions.

“The university is facing the challenge to listen to the marginalised voices and to undo the epistemic abyss that keeps on drawing worlds apart along the colonial difference. Decolonising the university is a necessary step for the university to become a social actor engaged with processes of environmental and social justice, engaged with the formation of citizens who are aware of their positions in a globally divided world. The transformation of the university that is being led by the student movements is nurturing a university for an open and plural society.”

– Rosalba Icaza and Rolando Vázquez

LEFT: UCT engineering student Resoketswe Manenzhe, winner of the 2019 Writivism Festival short story competition.





HIGHLIGHTS

Highlights of UCT's transformation journey during 2019 included greater representation of black academics in the Humanities and Commerce faculties, and black professional staff appointed to senior and/or permanent positions in non-academic departments, such as in the Human Resources (HR) department.

The Faculty of Health Sciences as well as the Research Office (RO) reported an increased recognition of, and in some instances support for EE representatives, who play a critical role in contributing to the employment equity profile of the university. Actions, including facilitated dialogues on xenophobia and gender-based violence (GBV), Mandela Day activities and other events-based interventions were listed as examples of successful transformation actions by both academic and non-academic departments. In some academic departments, these led to changes in the framing of pedagogy and curriculum, which in turn led to teaching practices that harnessed diversity and encouraged inclusion.

For example, in 2019 the Office for Inclusivity & Change (OIC) developed the Transformation

Learning Journey, a structured capacity building programme for transformation committees. The learning journey enabled TCs to mobilise their faculties, departments and schools to reflect on transformation and to analyse inequality within their context. They are currently working towards creating improvement plans.

In 2019 we finalised the Institutional Reconciliation and Transformation Commission (IRTC) process and are now implementing the recommendations. In addition, we deployed an inclusivity survey that allows the university to better understand what the systemic challenges are that prevent staff inclusion, and what the areas are that can be leveraged to ensure greater inclusion.

Finally, the benchmarking exercise provides an overall picture of the UCT transformation journey and it shows that progress is being made in certain areas, in particular with respect to place and space, ie that we are slowly creating a university that reflects the pluriversal cultures and identities that make UCT. As we develop our vision for 2030 we will continue to ensure that UCT is a place where everyone feels and is included.

ABOVE: Kitty Phetla and Nduduzo Makhathini perform "Going back to the truth of space" during the 12th instalment of Infecting the City.



SECTION 2 //

GOVERNANCE

Effective governance structures are critical to ensuring that transformation, inclusivity and diversity are implemented throughout the organisation. While governance structures for transformation have not been changed during the period, a new reporting template was employed.



ENGAGEMENT WITH INSTITUTIONAL GOVERNANCE STRUCTURES

TC chairs and/or deputy chairs primarily participate in Transformation Forum (TF) and Employment Equity Forum (EEF) meetings. Engagement with other institutional governance structures is stronger for those faculties that have a deputy dean of transformation. Few reported participating in other spaces, for example Senate or Council or the subcommittees thereof.

One department reported “mixed messages” coming from the Human Resources (HR) department and the OIC in relation to transformation, and another requested a review of the overlap of issues discussed in the TF and the EEF, with a view to streamlining this in future. This streamlining would effectively entail a reduction in the transformation-related workload for TC chairs.

Some entities reported a lack of response to proposals submitted within TF meetings, ranging from structural issues with the forums themselves to proposals for practically improving the diversity and inclusivity of the forum. A concrete recommendation is to make the TF open to all interested stakeholders in addition to TC chairs or deputies.


The Black Academic Caucus (BAC) put forward a new approach for transformation at UCT. The BAC has shared a proposal with the Transformation Forum which would shift the forum from being a community of practice with advisory powers to a committee with a different set of roles and powers. This proposal led to rich debate at the Transformation Forum about how best transformation actors (departmental and faculty committees and practitioners) could have the decisive power to push for positive changes. The engagement with the BAC proposal continues into 2020.



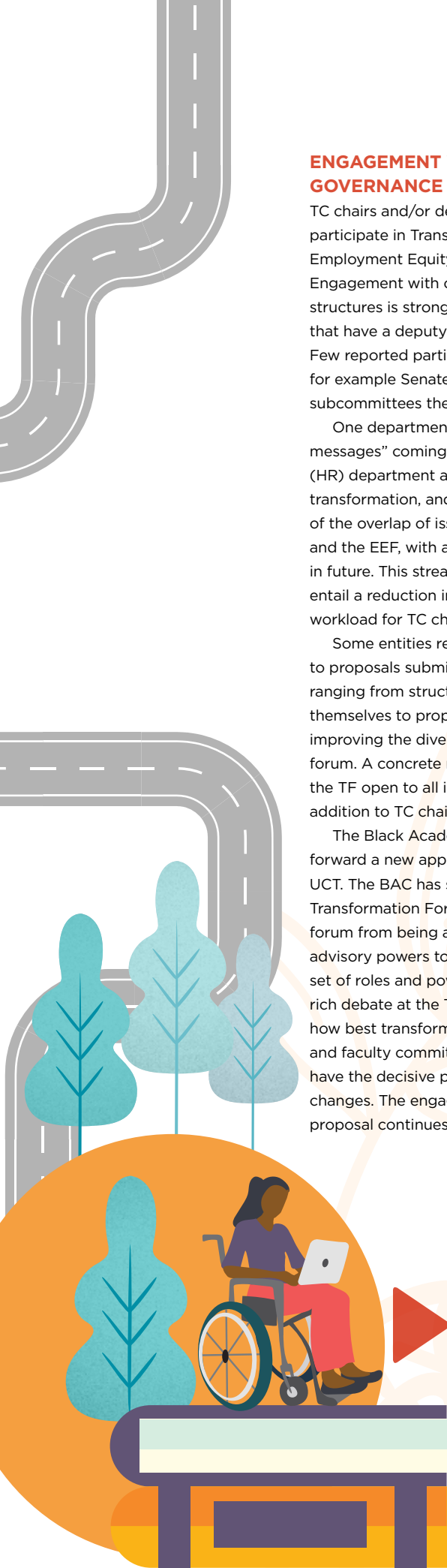

ENGAGEMENT WITH FACULTY OR DEPARTMENTAL GOVERNANCE STRUCTURES

Most transformation committees reported engaging in the structures of transformation (TF and directly with the OIC). However not all TC chairs or members were included in management meetings, deans’ advisory councils or equivalent structures. In some cases, transformation roles are allocated to junior staff members, and hierarchical governance structures don’t often offer voice or enable participation for junior staff members.

Deputy deans for transformation are more easily able to access and usually participate in relevant faculty governance structures. While TCs may not consistently access faculty or departmental governance structures, almost all TC chairs share regular updates on transformation and/or employment equity with relevant leadership within their entity.



Most transformation actors at UCT struggle to access institutional governance structures such as Senate, Council and the Institutional Forum.





BELOW: UCT
Chancellor Graça
Machel (2009–2019)

HOW CAN GOVERNANCE STRUCTURES BE MORE SUPPORTIVE OF TRANSFORMATION?

While TCs shared the challenges of negotiating and participating in governance structures, they were also clear about how these governance structures could be more supportive. Here are some of the recommendations which emerged in 2019:

- **A seat at the table:** Make space for transformation actors at the decision-making table.
- **Appreciating efforts:** Review how TC committee members' time and contributions are valued.
- **Allocating resources:** Change the way TCs are budgeted for from ad hoc and event-based budgets to a more substantive and strategic allocation of resources.
- **Move from talk to action:** UCT has reflected on its history of oppression and marginalisation and now is the time to create and sustain programmes in the form of concrete actions.
- **Collaboration is key:** Collaboration, support and sharing strengths across faculties and departments is key to effective transformation actions.

These recommendations complement the themes which emerged at the transformation reflection circles (see section 4.)



HOW HAVE STUDENTS BEEN INCLUDED IN GOVERNANCE STRUCTURES?

Students have been included in governance structures to varying degrees. In the Centre for Higher Education Development (CHED) and the faculties of Commerce, Humanities, Law and Science efforts have been made to include students on their boards, deans' advisory councils or other relevant structures. Overall faculties are more in touch with students than non-academic departments with the exception of those non-academic departments directly serving students. For example, the Department of Student Affairs (DSA) supports student governance structures, including student leadership, student-led sports, recreational and social clubs, and student advocacy actions.

Recent and previous student protests were critical of the hierarchical positioning employed in the way the university thinks about, talks about and refers to students. In thinking about governance, perhaps it is time to shift the perception of students as consumers and passive participants within educational spaces and to reflect on ways they can be truly included – as not only active participants and contributors to transformation and learning, but also co-creators of the university environment.

For example, the BAC highlighted that membership of TCs and the TF can also be deemed exclusionary as few students participate. It's important to question and be critical of the exclusion of students in policy-making, reflection and other spaces related to equity and redress at UCT.

BELOW: UCT's Students' Representative Council 2019/20 with members of the UCT leadership.





LEFT: UCT's all-women executive academic leadership (from left): Professor Sue Harrison (DVC for Research and Internationalisation), VC Professor Mamokgethi Phakeng, Professor Loretta Feris (DVC for Transformation) and Associate Professor Lis Lange (DVC for Teaching and Learning)

“So what must I say about the university’s fundamental duty, its article number one, in this new Cuba? What I must say is that the university should colour itself black and colour itself mulatto – not just as regards students but also professors. It should paint itself the colour of workers and peasants. It should paint itself the colour of the people, because the university is the patrimony of no one but the people ... Today the people stand at the door of the university, and it is the university that must be flexible. It must colour itself black, mulatto, worker, peasant, or else find itself without doors. And then the people will smash their way in and paint the university with the colours they see fit.”

– Che Guevara



PEOPLE
Deputy deans of transformation played an important role in the science and engineering faculties. These deputy deans ensured that transformation was on the table, in relevant governance spaces and taken seriously. Deputy deans also have access to both the faculty leadership and the TC, which can help facilitate and coordinate transformation activities.



SPACES
The TF hosted a series of community of practice initiatives to connect and support TCs at the university. These included think spaces, reflection circles and other events which aimed to encourage multilateral engagement and an activist community.



ACTIONS
TCs have highlighted five recommendations for the university. TCs would like a seat at the decision-making table, their efforts to be appreciated, access to resources, and a focus on action and collaborative action in particular.





SECTION 3 //

TRANSFORMATION BENCHMARKS AS SHARED TARGETS

UCT has employed transformation benchmarks to measure how well the university has integrated, responded to and taken action on transformation, inclusivity and diversity. The benchmarks fall into nine categories. Each category asks how the university has practised transformation in the previous 12-month period. These benchmark results are not a scorecard; instead they reveal where the university has been effective and where focus is needed.





System-level indicators

Within the institution how well is transformation mainstreamed within basic strategic actions?



Student access and support

How is the institution supporting diverse students with disparate backgrounds to be included, to fully participate and to succeed within UCT?



Staff access and support

How is the institution supporting diverse staff members from disparate backgrounds to be included, to fully participate and to grow within UCT?



Place and space: language, names, symbols, artworks and identity

How is the university affirming the dignity, acknowledging the contributions and experiences, and placing special attention on those who have been historically marginalised?



Institutional responses to unfair discrimination, harassment and violence

How is the university practising its zero-tolerance approach to any form of unfair discrimination, harassment, sexual violence and behaviour that demeans others?



Community engagement: anchoring UCT in community

How is the university supporting, building solidarity with and providing professional services to communities?



Curriculum support: decolonisation, marginalisation and accessibility

To what extent is the curriculum and pedagogy employed meeting the needs of and accessible to marginalised persons? How has curriculum, pedagogy and the broader learning environment been decolonised?



Owning UCT's African identity

How is the university centring its African identity through scholarship, teaching and learning practice, or activist initiatives?



Innovations, alternate approaches and best practices

What are the innovations and best practices which have been employed to further transformation, inclusivity and diversity?



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UCT employed 9 transformation benchmarks to measure how well the university has integrated, responded to and taken action on transformation, inclusivity and diversity.





BACKGROUND ON THE BENCHMARKS

The approach to benchmarking is adapted from practices used by other large entities such as the United Nations Women’s System-wide Action Plan (UN-SWAP) monitoring matrix (UN Women, 2019), UN World Food Programme’s gender-transformation benchmark matrix (World Food Programme, 2019) and the AIDS and Rights Alliance for Southern Africa’s qualitative approach to mapping access to human rights in southern and east Africa (Grant & Gertholtz, 2014). In each case, benchmarks are identified. Benchmarks are a standard set of actions and reference points on which all entities within UCT can be compared. They offer criteria onto which the university can track movements towards enhancing transformation, enabling inclusion or supporting critical diversity.

This approach to benchmarking involves collecting evidence of what has been achieved, an example which highlights how an initiative or action took place rather than an explanation giving reasons for or clarifying progress. The evidence acts as a milestone of progress; while an explanation can be compelling it may not

clearly outline the steps UCT has taken to create positive change.

The evidence collected through this process is useful as it offers a baseline for the university, but more importantly allows faculties and departments to assess their current capacities, achievements and gaps. It captures UCT at this time. In the journey towards 2030, this moment can assist the university to define its areas of strength, the gaps in its approach and themes which could inform future strategic direction.

FEEDBACK AND CRITICISM PROVIDED ON THE BENCHMARKS

Two faculties provided written feedback and criticism of the benchmarking process.

The first faculty highlighted that collating information from over 10 departments along 34 benchmark criteria was a huge and arguably untenable task. Further, the template didn’t allow the faculty report to capture the richness of individual departments, which on their own had implemented meaningful and complex transformation initiatives. This faculty argued that the process encouraged transformation to

ABOVE Image taken at a wheelchair rugby match organised by the Department of Student Affairs (sports division) and the Disability Service.

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entities completed their benchmark report, and several others submitted partially complete reports or narrative accounts of their transformation efforts. The benchmark results provide a baseline for UCT that is useful for 2030 strategic planning.



be a box-ticking exercise instead of a process for growth and development.

The second faculty expressed the view that it was unfair for all this work to sit with TC chairs – it would be important to highlight who is responsible for providing information on different aspects of transformation programming, monitoring and evaluation. Further, working towards benchmarks on an annual basis may not be useful – for example % data may only be useful when compared over a three- or five-year period. Lastly there was resistance to a top-down approach as many felt that transformation needs to primarily occur at a departmental level and the benchmark categories may be too narrow to adequately capture the actions initiated by departments. Some argued that the benchmarking approach was distasteful because it suggested scorekeeping.

This feedback was immensely useful and has been taken on board to improve the

reporting process in the future. The debate for a transformation benchmark/barometer has been recurring since 2008. At a national level Universities South Africa (USAf) has reviewed the transformation barometer that was informed by transformation managers and executives from all 23 universities. UCT's benchmarks reflect and expand on these national benchmarks.

Transformation is slow work and changes occur over a long arc of time. The process is arduous, and progress is not linear. Benchmarking provides an imperfect basis for tracking the notches of success – these footsteps only mark the path the university has taken; they cannot capture the complexity of the journey. Benchmarking does offer two things: an indication of the direction the university is taking, and gaps or blind spots. Through capturing the footsteps, the slow work and micro-innovations undertaken by faculties and departments might make sense over a longer time span.

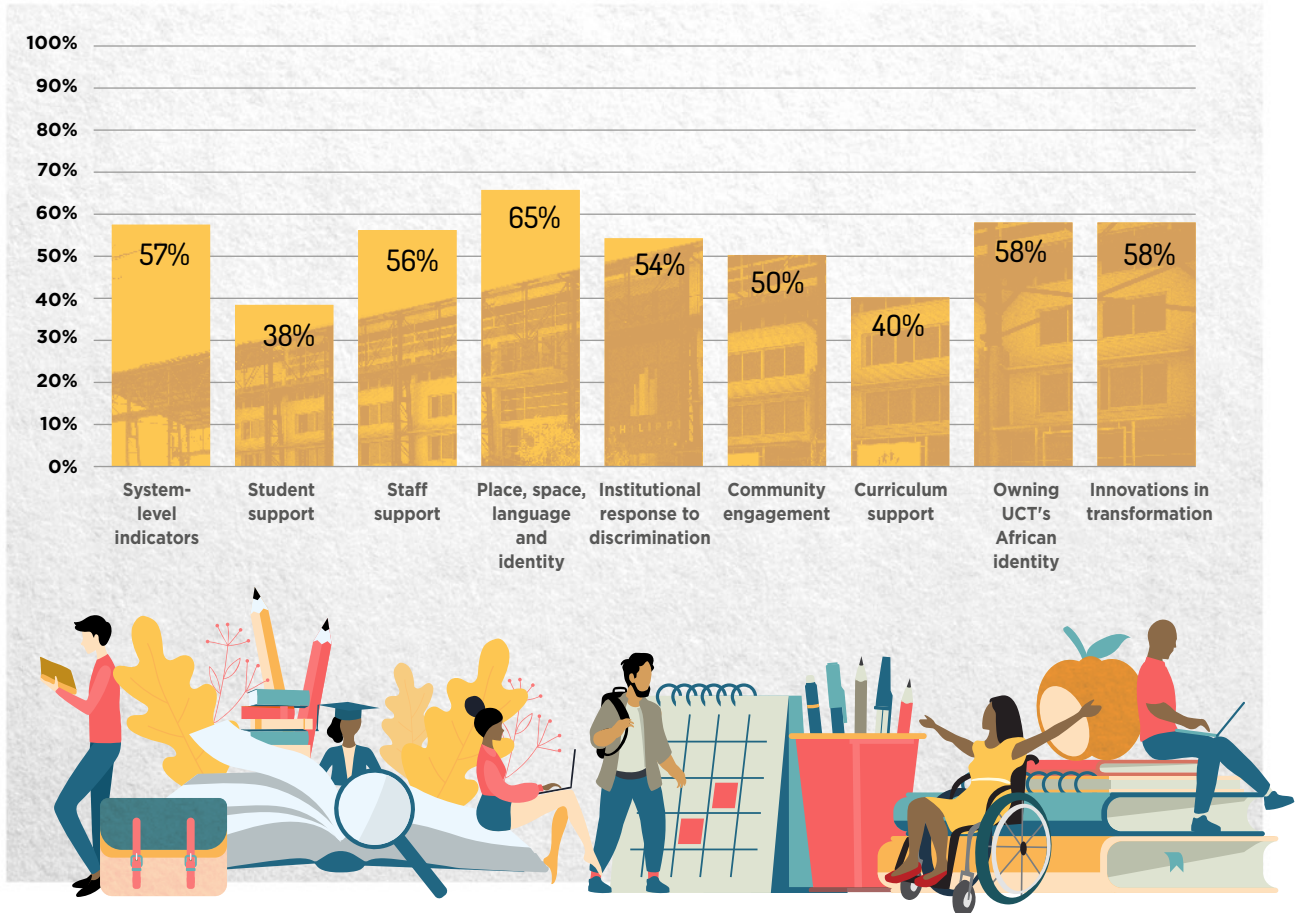
BELOW: An artwork by youth artist Shiraz Soeker at the Creative Change Laboratory exhibition comprising polaroid images of queer persons using the they/them pronoun, which is audible on an audio track. The mirrors encourage the audience to see themselves within the artwork.



3.1 OVERVIEW OF BENCHMARK RESULTS

How did UCT fare in relation to the nine benchmark categories? Across the university, faculties and departments have been working consistently to build solutions to inequality.

SUMMARY OF BENCHMARK RESULTS



ABOVE: What percentage of the benchmark actions has UCT achieved for each category?

The graph shows how many of the identified transformation benchmarks UCT is meeting. For example, benchmark A, “system-level indicators”, has six criteria: (1) the systematic analysis of transformation, (2) development of transformation knowledge products, (3) communication and information on transformation, (4) budget allocations for transformation in the previous period, (5) budget allocations for transformation in the forthcoming period, and (6) participation in the transformation committee (learn more in section 3.2.). For this benchmark, the university on average met three of the criteria.

Please note that the student support indicator is skewed because non-academic departments, who at this moment do not see themselves as playing a role in student support, have been included. The aim of their inclusion is to reframe and challenge both non-academic departments and faculties to reconsider and think about the role they play in serving UCT’s largest stakeholder – the students. Understanding the experience of students, collecting feedback from students and communicating about UCT’s responsibilities to students should be everyone’s business.



Every faculty and many non-academic departments reported robust actions which supported students through workshops on transformation, offered psychosocial, academic and recreational support services.

WHAT DO THE BENCHMARKS REVEAL?

Twelve entities (at the level of faculties and non-academic departments) at the university completed their benchmark reports. Several others partially completed their reports. The 12 completed reports were used in the visual representations of the benchmarks in each section. Reflections, anecdotes and stories from each entity (even those that submitted partially completed reports) are shared in the “What does the benchmark reveal?” subsection. In addition, good practice stories relevant to each benchmark are highlighted in the “Special project profile” subsections.

Overall every faculty and a few non-academic departments reported robust actions which supported students through workshops on transformation, inclusivity and diversity, offered psychosocial, academic and recreational support services, and other initiatives (see more in section 3.3.). Almost every faculty and department focused on the theme of place, space, language and identity. Entities hosted seminars on race and decolonialism; assessed, engaged and adapted physical spaces at UCT through re/naming structures and re/curating artworks; developed policy and good practices (on heritage and stewardship); or initiated campaigns which responded to historic privilege and unfair discrimination (see more in section 3.5.). Fewer initiatives focused on curriculum support and community engagement, although some strong examples of engagement are shared in section 3.7.

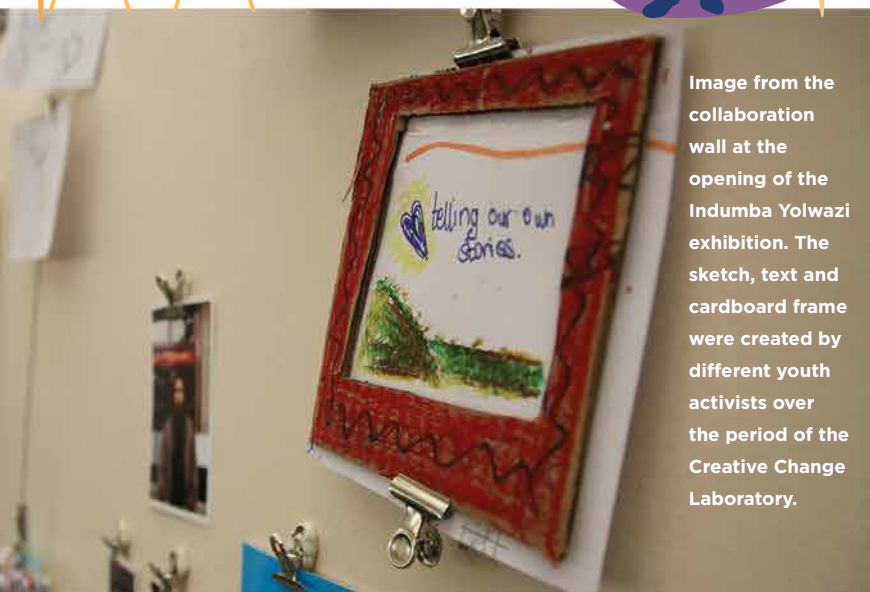


Image from the collaboration wall at the opening of the Indumba Yolwazi exhibition. The sketch, text and cardboard frame were created by different youth activists over the period of the Creative Change Laboratory.

SPECIAL PROJECT PROFILE:

THE OFFICE OF THE REGISTRAR

While the benchmarking approach is useful in tracking progress in a large institution, it doesn't capture the journey that UCT has taken. For example, in 2019 the Registrar's office focused on community outreach and showing appreciation to staff. The office hosted talks aimed at empowering staff with knowledge and skills for both personal and professional enrichment. Two low-effort, high-impact initiatives that created a sense of inclusion among staff were implemented. The first was the presentation of a box of biscuits to all staff for Professional Administrators' Day. The gift was sourced from Khayelitsha Cookies, an NGO creating employment and other opportunities for disadvantaged persons. The second was a travel mug distributed at the end of the year to all staff as a gesture of thanks for their continued contribution to the department and institution. Many staff were pleasantly surprised by these initiatives as they felt included, valued and appreciated.

In addition to this the office continued to hold talks on diversity, inclusivity and other themes on a quarterly basis. This is an example of activities which encourage an inclusive staff environment and build solidarity with communities. While the benchmark results capture the trends, they can't capture the positive energy of these staff-led initiatives.



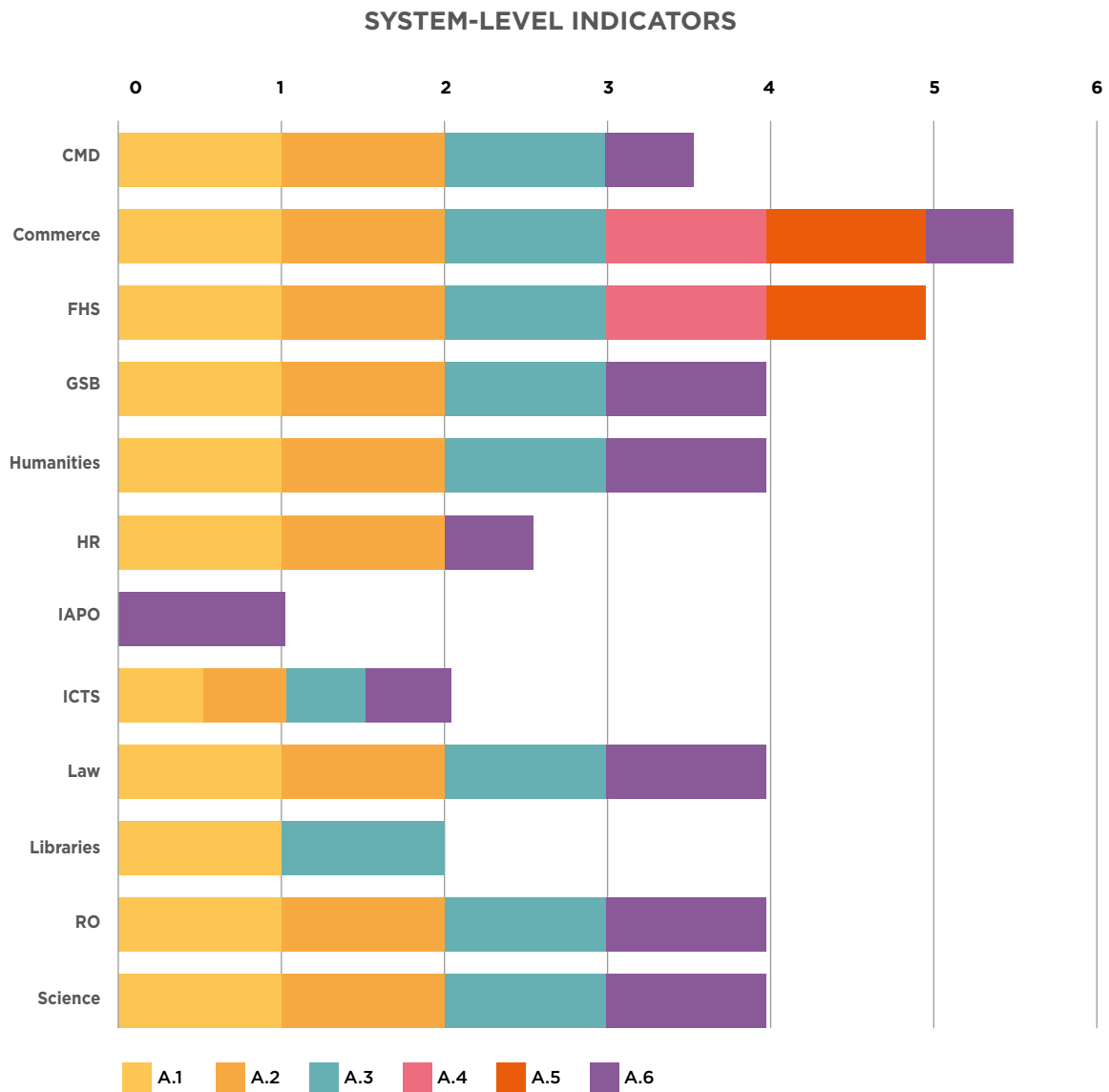
**"Abalala Ngengub' Emdaka",
a performance in Sarah Baartman Hall
choreographed by Nasfa Ncanywa.**



**Lesego Modutle from UCT's Disability
Service at the opening of the Creative
Change Laboratory (CCoLAB) exhibition.**

3.2 SYSTEM-LEVEL INDICATORS

Within faculties and departments, how well is transformation mainstreamed within basic strategic actions?



Graph representing how faculties and departments are meeting the six criteria of this benchmark.

Most entities reported that they systematically analyzed transformation, inclusivity and diversity.



WHAT IS BEING TESTED?



Systematic analysis

A.1 The faculty/department systematically analyses transformation, inclusivity and diversity, and incorporates findings into annual planning, monitoring and evaluation.



Knowledge products

A.2 Main knowledge product of faculty/department (for eg, annual report, special edition of journal or other) explicitly addresses issues related to transformation, inclusivity and diversity.



Communication and access to information

A.3 Key messages/communications on transformation, inclusivity and diversity disseminated to faculty/department stakeholders.



Budget allocation for previous period

A.4 Percentage of the annual budget spent on transformation, inclusivity or diversity programming in the preceding 12 months.



Budget allocation for future period

A.5 Percentage of annual budget allocated to transformation, inclusivity or diversity programming in the forthcoming 12 months.



Participation in TC

A.6 At least three staff members participate in the transformation committee, an agreed-upon terms of reference and at least 10% of time allocated to transformation committee functions.

DID YOU KNOW?

Since its inception, 26 members of UCT's Next Generation Professoriate programme have been promoted, four to full professor and 22 to associate professor.



WHAT DOES THE BENCHMARK REVEAL?

Only two entities have some (modest) budget allocated to transformation actions. No other entity reported resources being allocated to transformation. At least one entity attempted to report staffing costs for black persons as transformation, inclusivity and diversity programming costs. This reflects a limited understanding of what transformation, inclusivity and diversity programming could entail.

Most entities have reported that they systematically analyse transformation, inclusivity and diversity. However, this analysis in almost all cases refers to employment equity and no other aspects of inclusivity or diversity. In some cases academics in faculties have published extensively on issues related to transformation, inclusivity and diversity and in others, non-academic departments include a (small) section on these themes in their annual report. There are no examples provided of a stand-alone and comprehensive transformation analysis or multi-year transformation strategic plans at the level of faculty or department. Where a plan exists, the focus is primarily on employment equity or a single issue (disability, racism or gender inequality) but not transformation, inclusivity or critical diversity holistically.

Few entities reported being allocated resources for transformation, inclusion or diversity related programming.



“Abalala Ngengub’ Emdaka”,
a performance in Sarah Baartman Hall
choreographed by Nasfa Ncanywa.

SPECIAL PROJECT PROFILES:

THE OIC’S SUPPORT OF THE TF AND TCS

To support transformation agents at UCT, the Office for Inclusivity & Change hosted a number of events in 2019 for transformation committees and members of the Transformation Forum. In October 2019 the OIC convened a series of transformation, inclusivity and diversity think spaces. The think spaces offered an opportunity for TCs and other transformation actors to reflect on the structure and governance of transformation at UCT. These reflections highlighted that TCs often have challenges accessing governance structures. When they have access they have limited voice and ability to transform words into action.

TRANSFORMATION CO-WORKING SPACES

Reporting on transformation is often seen as a daunting and bureaucratic task. To assist and to generate space for open and honest reflection on progress, the OIC planned a series of co-working spaces. These provided an opportunity for collective reflection on transformation and to work collectively through the reporting template. These sessions were held in November and December 2019.

TRANSFORMATION DAY

In a world defined by deep rifts of inequality, power disparities and violence, new strategies, actions and collaborations are needed. In this difficult climate, higher education



PEOPLE

The heads of departments (HOD) in the Faculty of Commerce played an important role in 2019. The Commerce TC developed a template for reporting on transformation actions. This template was shared with the HODs twice a year to generate mid- and end-of-year updates on transformation and to inform actions in the next period.

SPACES

Within the Faculty of Health Sciences several departments, including Psychiatry and Mental Health, Health Sciences Education, and Health and Rehabilitation Sciences, systematically analysed transformation, inclusivity and diversity and shared knowledge products on these themes.

ACTIONS

The Graduate School of Business (GSB) put in place a collaborative system involving HODs and the chair of the GSB TF in the latter half of the year, to recognise the time contributions of professional, academic support and service (PASS) staff working on transformation in future development dialogues.

The OIC hosted several events in 2019 to support transformation committees and transformation forum members.



institutions are struggling to deal with the new manifestations of these old challenges. What new strategies, actions or collaborations are needed to build transformed, inclusive and critically diverse higher education institutions?

In November 2019 the UCT Transformation Forum convened an event which aimed to answer this question. The TF focused on the theme: "Transformation Practice or Activist Praxis: Tools and practices for challenging oppression in higher education". The event provided a platform for university transformation structures (including but not limited to transformation committees), researchers or practitioners focusing on transformation, inclusivity and diversity within education, and other interested actors to connect and share knowledge. Through connecting and sharing knowledge, it is

hoped that it will be possible to begin identifying strategies for collective action. The event included external speakers from the Tshisimani Activist Education Centre, Inyathelo and the Dream Foundation. The process culminated in shared priorities being developed (see section 5.1.).

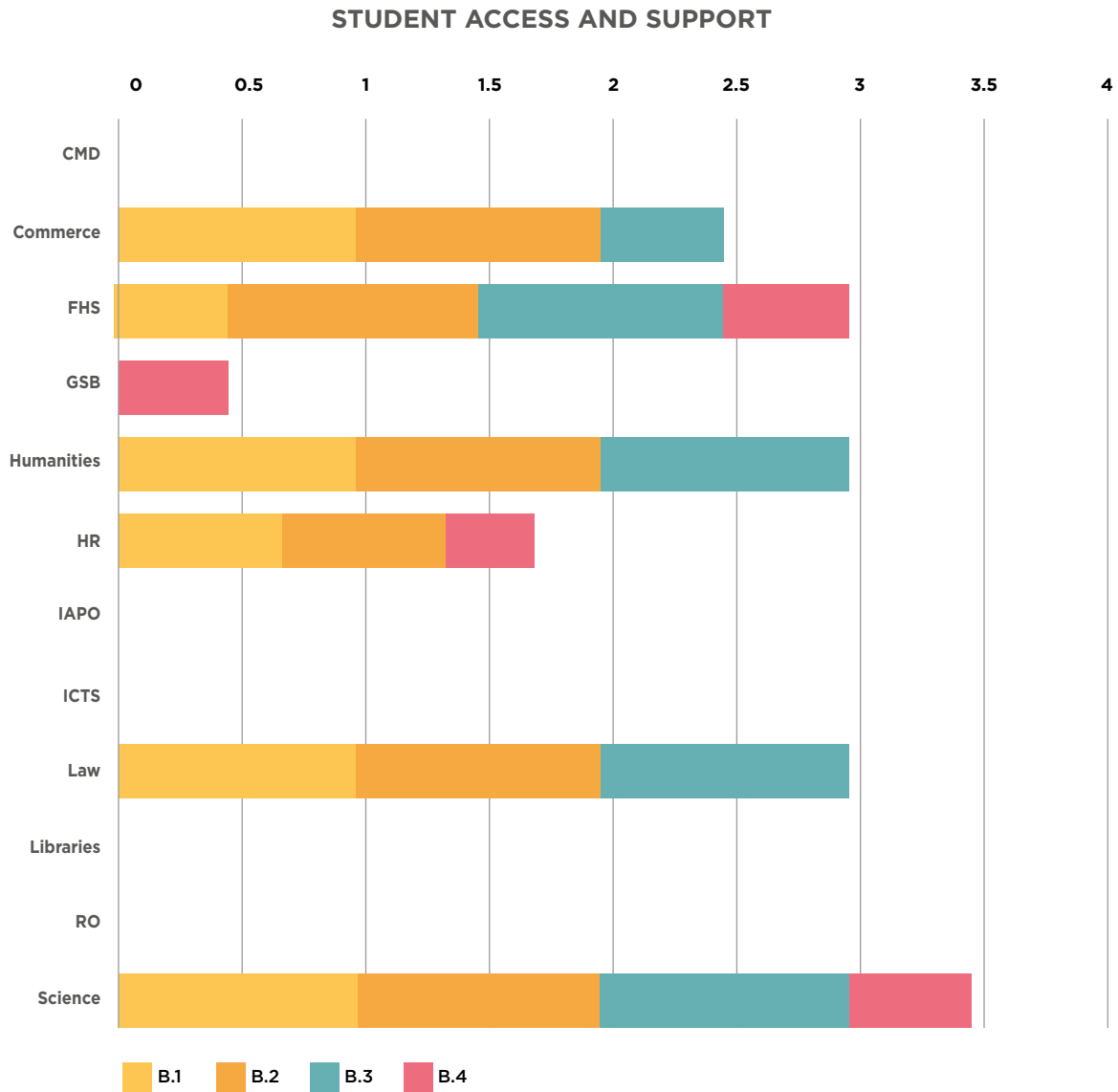
THE TRANSFORMATION LEARNING JOURNEY

The OIC supported four entities through the transformation learning journey - a tailored capacity building programme which supports an entity in UCT to mainstream transformation into their work. The Faculty of Commerce, UCT Libraries, Department of Mechanical and Electrical Engineering and the School of Management Sciences initiated the learning journey with the OIC in 2019.

3.3

STUDENT ACCESS AND SUPPORT

How is the institution supporting diverse students with disparate backgrounds to be included, to fully participate and to succeed within UCT?



How did faculties and departments meet the four criteria of this benchmark?

Faculties and non-academic departments which service students played a thoughtful role in meeting the academic and psychosocial needs of diverse students.



WHAT IS BEING TESTED?



Student profile

B.1 Progress has been made towards attaining a more diverse student and graduate profile, with a minimum X% shift in the preceding 12 months.



Student support

B.2 Students can access educational and psychosocial support.



Engaging with students on diversity

B.3 At least one faculty- or department-wide learning activity, dialogue or discussion on issues (specific to the themes of diversity, inclusivity and/or transformation) affecting students.



Anonymous feedback

B.4 The faculty/department has an anonymous feedback and complaint mechanism or referral system in place to address student/staff grievances.

WHAT DOES THE BENCHMARK REVEAL?

Faculties play an important and active role providing support and access to diverse students at UCT. For example:

- The Commerce Education Development Unit (EDU) supports over 1 000 students through augmented and extended degrees. The faculty-based counselling service (supported by the Student Wellness Service) provided counselling to over 800 students in 2019. The faculty hosted an event for young women to learn about pursuing careers in finance and economics.
- The Faculty of Health Sciences offers a mental health service to students. In addition to this, discussions on disability, gender identity and platforms for providing feedback were hosted. The faculty highlighted that the admission of black students to the honours programme is poor. This affects the arrival of students at PhD level and subsequently the pipeline development for young black academics.
- Humanities has seen a 3% increase in black graduates since 2016. However, an increasing number of students have chosen not to declare their race, which makes tracking more complicated. The faculty's Education

Development Unit launched a special academic mentorship project in 2019 for final-year black undergraduate students who show potential for postgraduate studies. The faculty's student recruitment office has also run special programmes in townships to recruit more undergraduate students from disadvantaged backgrounds. The faculty has a dedicated student support and engagement unit, with an on-site student development officer who provides psychosocial support and counselling to students by appointment and, if necessary, also refers them to Student Wellness.

- The Faculty of Law holds "PASS" classes for first-year LLB students. In 2019, 40 students were able to take these additional classes for three foundational courses (foundations of South African law, property law and constitutional law). These classes focus on legal skills rather than regurgitating knowledge. The faculty also has an in-house psychologist, and the deputy dean for undergraduates consults students on a weekly basis on stress-related issues.
- The Faculty of Science offers a range of support services to students through the assistant dean for student support. For example, in 2019, students were able to access a copy of the book *A Mind For Numbers* (Barbara Oakland, Penguin,

New York, 2014) upon registration; workshops on “Learning how to learn” were held during Orientation Week; a programme of weekly group interventions on a range of topics related to developing academic resilience and life-skills for university; a programme called Help@Science, which is a “light touch” peer-

led tutoring and study support programme every afternoon during term time and exams; a residential “Science Odyssey” for first-year science students; and an open-door policy by the assistant dean to provide general counselling and referral to specialised services as necessary.

SPECIAL PROJECT PROFILES:

THE OFFICE FOR INCLUSIVITY & CHANGE, DISABILITY SERVICE, STUDENT CAPACITY BUILDING, RESIDENCE LIFE OFFICE, AND THE FOOD SECURITY PROGRAMME

THE OFFICE FOR INCLUSIVITY & CHANGE

In 2019 the OIC ran dozens of workshops across the university through its student capacity building and disability portfolios on issues related to diversity, inclusivity and transformation. These workshops dealt with themes including negotiating differences and diversity; interventions dealing with racism, disability, colonialism and gender inequality; and access to relevant services and support on campus.

DISABILITY SERVICE

In 2019 the Disability Service supported 150 students with a range of physical, sensory, neurological, cognitive and intellectual disabilities. The office made it possible for students with disabilities to write over 500 exams and over 800 semester tests under adapted conditions to ensure that they had a fair chance to succeed. The Disability Service trained and worked with 40 volunteers who converted text to enable access for students with visual impairments.

A special mention needs to be made about the Disability Service support for students with chronic psychological, psychiatric and mental health concerns, or specific learning disorders. In 2019, 215 students registered with the Disability Service for extra time and other concessions for writing tests and exams, with 23 undergoing full psychometric assessments. The Disability Service’s in-house psychologist conducts assessments, refers students when necessary and supports applications for concessions and accommodations, including extra time or the use of a computer to address handwriting difficulties. In 11 cases it was recommended that students had supplementary assessments.

STUDENT CAPACITY BUILDING

In 2019 the OIC’s student capacity building portfolio facilitated 14 distinct capacity building interventions (over 50 individual workshops) reaching thousands of students. For example, the portfolio through the AIDS Community Educators (ACEs) undertook 35 workshops with first-year students on HIV, safe sex and consent, and included discussions on inclusivity, privilege and marginalisation. A further 12 workshops on inclusivity, marginalisation and privilege were held with students at UCT residences. Eighty student mentors were trained in the Health Sciences faculty and 100 student residence wardens were trained on an intersectional approach to race, class, gender and sexual diversity.

RESIDENCE LIFE OFFICE

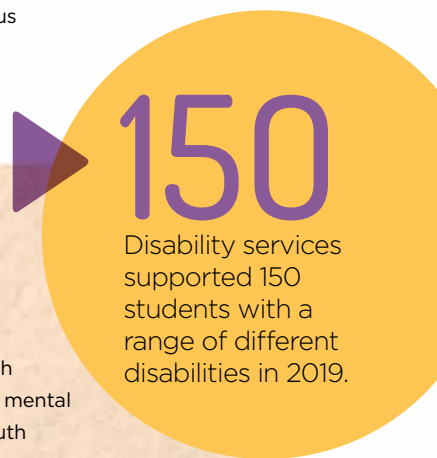
Within the Residence Life Office there have been several transformative shifts in the past few years. For example:

- **Residence orientation:** Residence Life has strived towards an orientation process that is affirming and positive. This has included eliminating risky initiation practices, which promote heterogenous (and in some cases hypermasculine) behaviours as the norm. The result is that in the past year there was a decline in the number of risky Orientation Week events. Further work needs to be done to engage male residences and shared residence spaces on issues related to harassment.
- **Residence academic transformation:** Promoting residences as both living and learning environments was identified as a priority. In the past year there has been an increase in the number of unique learning outcome-based residence programmes in collaboration with faculties, university support departments and student leaders. Residence Life has undertaken to identify academically vulnerable students



These efforts highlight the thoughtful ways faculties are attempting to meet the academic and psychosocial needs of students. A gap which has emerged under this benchmark category is the limited engagement of some non-academic departments (excluding those who directly serve students) with students.

These departments state that this may not be their primary role or function. Lastly, no entities (other than the Science and Health Sciences faculties) have a clear and anonymous mechanism for collecting and resolving complaints from students.



early, so that these students can access support early. The power of these academic transformation programmes lies in their collaborative nature, which brings together residence sub-councils and other actors to keep students intellectually and socially engaged. Within residences, residence student tutors offer support to students in 26 different languages, a great example of honouring Africa's linguistic diversity.

- **Transformation through sport:** In the past year efforts have been made to challenge sport as a male-dominated space. There has been an increase in the number of initiatives from residences for women students in which unique sporting codes and leagues have been created. This has led to an increase in the number of women participating in residence sporting events.
- **Transformation through theatre:** Through the annual "res for res" drama festival, students were able to deal with key social themes (including gender and race, among others). Through developing scripts, rehearsing and performing, the students were able to reflect on and deal with key social issues.
- **Facilitating behavioural and cultural change in residences in relation to gender-based violence (GBV):** Following the death of Uyinene Mrwetyana, Residence Council was tasked with strengthening education and awareness within residences in relation to GBV. A pilot training course for 60 students took place in October 2019, with further training scheduled for 2020. In addition, students were trained as gender marshals to attend residence events as a safety mechanism against GBV.
- Residence Life and the OIC partnered to engage with the Baxter and Kopano residences on the themes of gender and GBV.
 - At Baxter, workshops and events dealing with rights and constitutional development, socio-economic inequalities, self-defence and LGBTIAQ pride were hosted.

- At Kopano, a range of events dealing with intersecting inequalities, sexual violence, mental health and stress, decolonisation and youth leadership occurred.

- Across residences a food security initiative was implemented. Some residences grow fresh produce while others distribute food parcels and sandwiches to students in need.

The residence culture contributes to the institutional culture of UCT. Developing a supportive and inclusive culture in residence undergirds the academic project. A wide range of support in the academic, social and governance arenas that impact the attainment of an inclusive culture is imperative for residences at UCT.

THE FOOD SECURITY PROGRAMME

Food insecurity on campuses is a national and global reality. At UCT, the Food Security Task Team was set up in 2018 to understand this issue better on the university's campuses. Simultaneously, it was necessary to provide a response to food insecurity at UCT.

The purpose of the food programme is to provide basic support to students who are hungry and to enhance student learning and success. The programme recognises that inequality and poverty are linked to food insecurity in South African society. The issue of student hunger is hidden and stigmatised and therefore UCT's response seeks to eliminate stigma and to promote the dignity and agency of students. Ultimately, this programme is a social justice response that supports the student journey to academic success.

The 2019 food programme started operating in January 2019. A total of 600 packed lunches were provided daily to students on all UCT campuses. The UCT Food and Connect service packaged and delivered the lunches and a team of volunteers ensured their distribution. This programme continued for the remainder of 2019.





PEOPLE

The African Institute of Financial Markets and Risk Management held presentations on women in finance and the School of Economics held a quarterly “women in economics” forum. These and other events provided a platform for people to convene, learn and talk about their gendered experiences.

SPACES

The Residence Life Office galvanised residence spaces as platforms for transformation. Through a range of social, recreational and academic interventions the office challenges inequalities in and beyond residences.

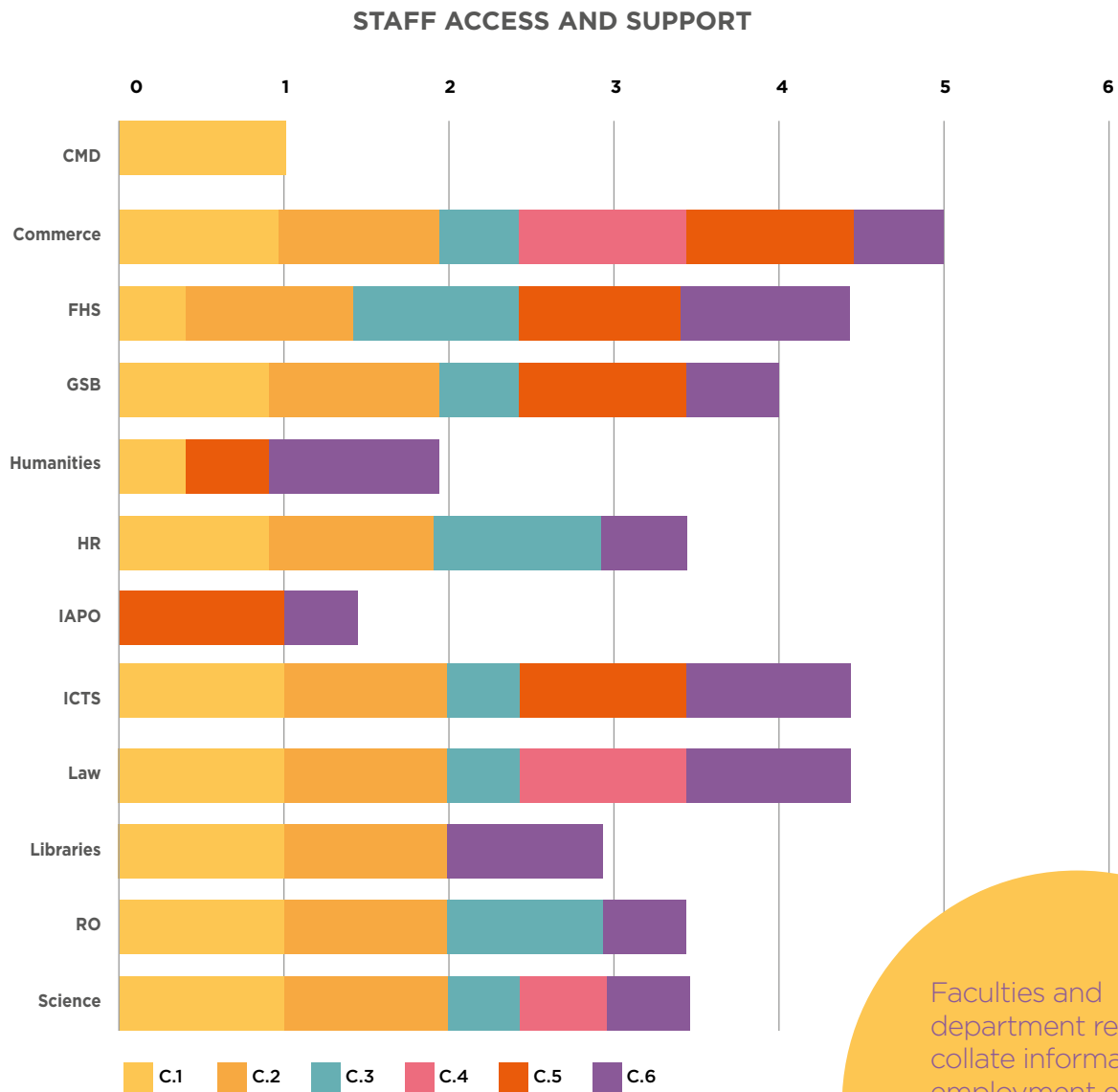
ACTIONS

Across faculties strong interventions which aim to provide psychosocial support and services to students emerged as a shared action.



3.4 STAFF ACCESS AND SUPPORT

How is the institution supporting diverse staff members from disparate backgrounds to be included, to fully participate and to grow within UCT?



Faculties and department regularly collate information about employment equity and have tracked progress towards a more diverse staff contingent

How did faculties and departments meet the six criteria of this benchmark?



WHAT IS BEING TESTED?



Staff diversity

C.1 Progress has been made towards overall diversity (more black, women and disabled staff members) in the faculty/department, with a minimum X% shift in the preceding 12 months.



Inclusive committees

C.2 Progress has been made towards equal participation of diverse staff members (more black, women and disabled persons) on committees, advisory bodies and other decision-making entities, with a minimum X% shift in the preceding 12 months.



Fast-tracking success

C.3 The faculty/department has developed a pipeline to support and grow black, women and disabled academics and managers.



Supporting potential

C.4 Progress has been made towards diversity (more black, women and disabled postgraduate students and postdocs) in the faculty/department, with a minimum X% shift in the preceding 12 months.



Orientating transformation

C.5 Orientation to UCT's commitment to transformation, inclusivity and diversity is integrated into employee briefing for new employees.



Engaging with staff on diversity

C.6 At least one faculty/department-wide learning activity, dialogue or discussion on issues (specific to the themes of diversity, inclusivity and/or transformation) affecting staff.



WHAT DOES THE BENCHMARK REVEAL?

Almost all entities meet or partially meet the conditions for the first two criteria. Faculties and departments regularly collate information about employment equity and have tracked progress towards a more diverse staff contingent. Furthermore black, women and disabled staff members are participating in decision-making structures, however there is still more work to be done in this area. (See more on this in the next subsection.)

Here are some of the initiatives faculties and departments have undertaken in the preceding year:

- The Commerce faculty noted that the representation of women and black persons on the Dean's Advisory Council has increased in the past year. This was a key highlight for the faculty.
- The HR department developed an EE practice note, which could speed up EE at

UCT if implemented. The practice note will be deliberated in 2020.

- The International Academic Programmes Office (IAPO) ran an internship programme in 2019 which contributed towards the institutional transformation agenda by introducing young and diverse individuals to the workplace. IAPO appointed three interns: one coloured male and two black females. They were fully integrated into the different units within IAPO and given the opportunity to learn, develop and harness their skills and talents.
- Information and Communication Technology Services (ICTS) hosted events for staff on gender-based violence, including prevention of sexual harassment in the workplace; employment equity information sessions and a discussion on the UCT Staff Inclusivity Survey.
- In the Law faculty, new staff members (who are often black) were part of a





carefully arranged mentoring arrangement with senior staff. Staff members working towards their doctorates were given teaching relief to complete their studies, or even unpaid leave to study overseas.

- The Research Office (RO) continued to implement the emerging researcher programme (ERP), which actively develops people and has at its heart a goal to develop black South African academics. The programme is geared towards assisting black South Africans to attain master's degrees and doctorates. In 2019 the programme has been interested in advancing access to resources for womxn researchers. The ERP also held a seminar on sexual harassment in the workplace.
- The Science faculty assigns mentors to new staff members. Members of staff in the Drug Discovery and Development Centre (H3D) and the molecular and cell biology (MCB) and physics programmes

held mental health discussions for staff and students in 2019. H3D is also currently running a mentorship programme for 21 mid-career scientists with support from the Bill and Melinda Gates Foundation. This included a two-day kick-off workshop which focused on scientific leadership, communication, unconscious bias training and Myers-Briggs assessment to highlight the importance of diversity and different perspectives.

Almost all faculties referenced the New Generation of Academics Programme (nGAP) and Next Generation Professoriate (NGP) as good practice and programmes they participate in (see more on this in the next section). However, none shared a faculty-specific pipeline. Few TCs orientate new staff to their faculty's or department's approach to transformation, leaving a gap to including new staff members in transformation actions.

ABOVE: A meeting of celebration, congratulations and consolidation with UCT's residence cleaning and catering staff, designed to build a healthy community among these unsung campus heroes and heroines.

SPECIAL PROJECT PROFILES:

THE EMPLOYMENT EQUITY PORTFOLIO, SENATE COMMISSION TO REVIEW SENATE AND THE COMMITTEES OF SENATE; THE RECRUITMENT, DEVELOPMENT AND RETENTION PROGRAMME; AND THE UCT STAFF INCLUSIVITY SURVEY

THE EMPLOYMENT EQUITY PORTFOLIO

In 2019 the employment equity portfolio continued working to create a more diverse and inclusive campus environment. The university's Employment Equity Plan was approved in 2018 and is valid until 2021. The plan outlines the key annual objectives, the barriers, affirmative action measures, workforce profile, numerical goals and targets, among other aspects. During 2018/19, the university filled several vacancies contributing to a positive shift in the achievement of the employment equity numerical goals and targets during this period.

The statistical representation showing progress in terms of the numerical goals and targets reveals a positive shift during the 2018/19 cycle, where the designated groups are sitting at 70% with a numerical target of 71% in 2020 and a numerical goal of 73% in 2021. The non-designated groups, which include white males and foreign nationals, reveal necessary stability with white males at 8% followed by foreign nationals at 9% in 2018/19. The numerical target for white males is 8% and for foreign nationals 9% for 2020, while the numerical goal for white males is 20% and 7% for foreign nationals for 2021. The trend analysis reflects that the gap between the designated groups and the non-designated groups continues to narrow significantly with Indians still over-represented in the designated groups. The disability goal for 2021 is sitting at 2% and currently the statistics show that the university is sitting at 1.6%.

- In 2019 the number of trained EE representatives significantly increased, which will make it easier for EE reps to participate in recruitment and selection processes. Due to the demand for training, a more comprehensive programme was offered on a monthly basis. In 2020 the EE portfolio envisions shifting training online so that participants can control their participation and time.
- In 2019 the university reviewed the minimum requirements for job applicants to remove barriers for entry for potential applicants.

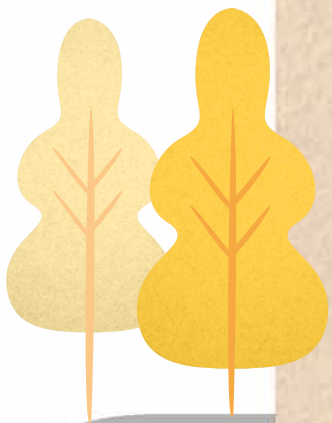
- In 2019 the university developed employment equity key results areas which weigh no less than 5% of the overall job responsibilities of those in managerial positions.

- **The Employment Equity Fund:** UCT's EE Fund is a ring-fenced pool of money allocated by the Vice-Chancellor (VC) and Deputy Vice-Chancellor (DVC) for Transformation to deans and executive directors for transformation. Its purpose is to enable the acquisition of talent for which there is no current budgetary provision. In other words, it is a form of bridging finance that creates a "breathing space" in the university's employment capacity. Salary costs are carried for up to three years and recipient departments commit to creating permanent posts by the end of the period. The EE Fund is prioritised for succession funding and the black professorial pipeline and is being reviewed to expand its reach in order to strengthen succession planning for key staff, especially for building the black professoriate. Ten recipients in five faculties and two non-academic departments were employed through the fund.

THE SENATE COMMISSION TO REVIEW SENATE AND THE COMMITTEES OF SENATE

The Senate Commission to Review Senate and the Committees of Senate (SCRC) comprises members drawn from the various membership categories that make up the Senate and includes the DVC for Transformation, deans, professors, non-professorial academics, PASS staff, students, a representative of the Transformation Forum and the Registrar. This was done to ensure that the different voices and views of Senate (and, by extension, the wider university community) would be heard while it conducted its work.

The key milestone achieved by the SCRC in 2019 was the development of a proposal, endorsed by Senate and Council and gazetted by the Minister of Higher Education, Science



and Technology, to amend the membership composition of Senate. This proposal will introduce several changes to the membership of Senate and is intended to take effect from the new term beginning in July 2020: (1) the number of student members of Senate will increase from the current six to 12; (2) the number of PASS members elected to Senate will increase from the current four to six; and (3) a new membership category will be introduced, which allows for the appointment of 54 non-professorial academic members from the academic departments (ie one member per academic department), with a specific view to increasing the diversity of Senate's membership.

During 2019 the SCRC also investigated means by which engagement in Senate meetings, particularly for members who are women, can be better facilitated so that members feel more comfortable engaging in the debates that take place at Senate meetings. To this end the SCRC invited members of the Department of Gender Studies and ICTS to speak to it on issues that may be affecting the participation of women in Senate and how this could possibly be addressed in future. The SCRC has also begun a preliminary examination of the work and membership composition of the committees of Senate, which will become its primary focus during 2020.

BELOW: Ayesha Kajee, of the South African Institute of International Affairs, delivers the welcome address at the opening of the Gender Ethics and Religious Authority 2019 programme, hosted by UCT's Department of Religious Studies and the African Gender Institute.



THE RECRUITMENT, DEVELOPMENT AND RETENTION PROGRAMME

The Recruitment, Development and Retention Programme (RDR) is a vision of and for transformation at UCT through supporting young black scholars and academics.

A major instrument to increase the number of black South Africans on the academic staff is the New Generation of Academics Programme (nGAP). Funded by the national Department of Higher Education and Training (DHET), the goal is to produce a large cohort of black South African early-career academics and give them the opportunity, during a protected period of six years, to establish themselves at universities. To benefit from the system, universities apply to the DHET for posts. Each post comes with a substantial financial contribution to the costs

of employing a new staff member (although this contribution generally does not fully cover these costs). By the end of 2019 UCT had been awarded 22 nGAP posts and was awaiting the outcome of its application for five more posts in the Phase 6 DHET call. Eighteen of the current nGAP posts are occupied, with the remaining posts to be filled by selected incumbents early in 2020. The demographics of the current nGAP cohort are:

Gender	Black	Coloured	Indian	Total
Female	7	3	2	12
Male	5	1	-	6
TOTAL	12	4	2	18

RIGHT: Dr Kasturi Behari-Leak and Associate Professor Alan Cliff in attendance at Rozena Maart's presentation at the Inclusive Practice Speaker series.

■ The Next Generation Professoriate (NGP) aims to advance the careers of a select group of black and female academics at UCT. Forty-five staff members selected by their faculties are supported to apply for ad hominem promotion from the levels of senior lecturer and associate professor to associate and full professor. This mid-career initiative is funded by the Vice-Chancellor's Strategic Fund. It began towards the end of 2015 with 35 members, and has grown to its maximum number of 45. The current demographics are:

Gender	Black	Coloured	Indian	White	Other	International	Total
Female	6	11	6	1	-	3	27
Male	4	6	1	-	1	6	18
TOTAL	10	17	7	1	1	9	45

A major goal of nGAP and NGP is to contribute to a harmonious institutional culture and thereby to transformation. In addition to advancing academic scholarship, NGP activities promote cohort cohesion and are succeeding in producing a happy, mutually supportive, collaborative environment.



THE UCT STAFF INCLUSIVITY SURVEY

The OIC developed a strategy and convened a working group that enabled the roll-out of the UCT Staff Inclusivity Survey. The purpose of this survey was to ensure that the university is aware of challenges that impede belonging. The anonymous staff survey identified what inclusivity looks like and how the university can move towards inclusivity, equity and dignity for all. This approach acknowledged that UCT operated within a racialised and unequal societal context, and that dismantling privilege and racism is vital and necessary for building inclusion. The survey measured UCT against eight inclusion areas: senior leadership; immediate line managers; values; recruitment; advancement and development; fitting in; bullying and harassment; and dialogue. The tool also measured two engagement factors: organisational belonging and emotional well-being. In addition to the standard areas, safety and unfair discrimination were integrated to assess the UCT context.

In total, 40.6% of UCT staff participated by completing the initial survey, followed by focus groups and one-on-one interviews. Initial findings from the survey indicate that there is an average level of inclusivity and sense of institutional belonging, while staff generally feel that they fit in at UCT. Staff also largely have a good relationship with their individual line managers and acknowledge that leadership within the university prioritises inclusivity and emphasises the importance of transformation at UCT.

As the Inclusivity Survey Report released in 2019 highlighted, there are also some areas that need work. The data show that many staff feel

bullied at UCT, some feel discriminated against, while others are still dealing with the trauma experienced during the tumultuous years of 2015–2017 and are suffering from depression and anxiety as a result. This decrease in emotional well-being resonates with the alarming trend of mental health concerns worldwide. Transparency in recruitment, development and advancement processes was also highlighted as a concern.

The survey findings highlighted that in order to develop a meaningful transformation agenda redress and healing need to be centred. The first, *redress*, is one of deepening understanding of apartheid wounds, including fully identifying the victims and perpetrators, acknowledging the victim's pain more fully and finding a way to offer redress. Redress refers to the act of setting right an unjust situation by creating some sort of satisfaction for the victim (apology, financial reparations, etc). A *healing* agenda focuses on how to go forward into the future. There is less focus on identifying the victims and perpetrators, on understanding the wounding and on redress, and more onus on forgiveness as a way forward. The results of the survey together with the Institutional Reconciliation and Transformation Commission (IRTC) report will be used to inform the transformation and inclusion agenda at the university. The findings for the survey and the follow-up actions are high on the agenda for 2020.

Also in 2019 the OIC supported staff through its inclusivity capacity building, institutional culture and disability portfolios. This support included workshops that dealt with themes such as generating staff values and co-creating a transformation vision for entities within the university.



PEOPLE

In Humanities, black (inclusive) South African academic staff increased from 89 (36%) in 2018 to 94 (38%) in 2019, white South African staff decreased from 96 (39%) in 2018 to 86 (35%) in 2019, and non-South African staff increased from 60 (24%) in 2018 to 61 (25%) in 2019.



SPACES

The SCRC is reviewing the UCT Senate's membership categories to make the space more inclusive and affirming.



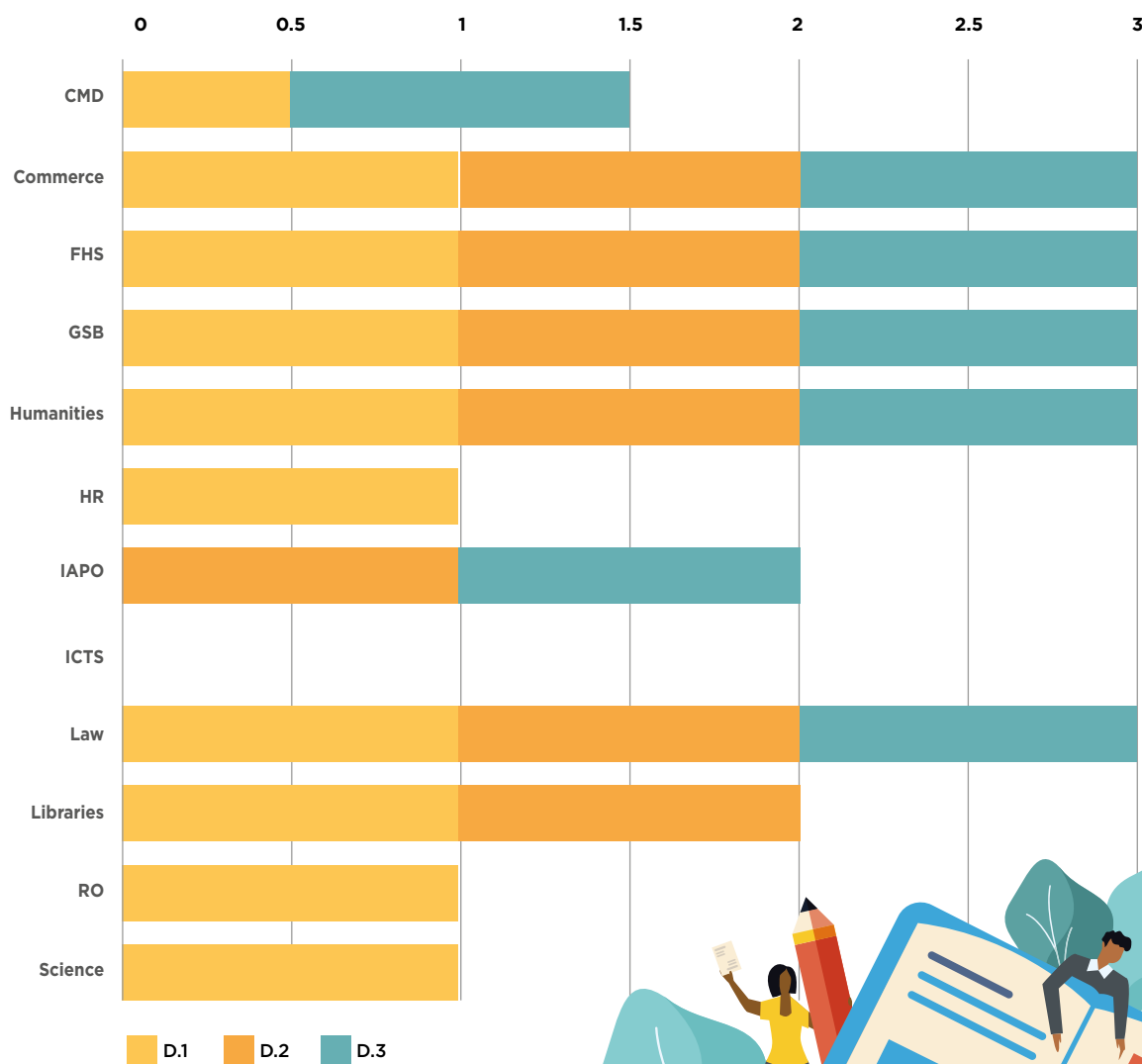
ACTIONS

The nGAP and NGP programmes were cited across the university as programmes which meaningfully support black academics looking to grow.

3.5 PLACE AND SPACE: LANGUAGE, NAMES, SYMBOLS, ARTWORKS AND IDENTITY

How is the university affirming the dignity, acknowledging the contributions and experiences, and placing special attention on those who have been historically marginalised?

PLACE AND SPACE: LANGUAGE, NAMES, SYMBOLS, ARTWORKS AND IDENTITY



How did faculties and departments meet the three criteria of this benchmark?



WHAT IS BEING TESTED?



Contribution to policy

D.1 At least one example of contribution to development, amendment, implementation or dissemination of policies or processes related but not limited to heritage, disability, gender, language and/race.



Transformative interventions

D.2 At least one faculty/department-wide intervention, which contributed to a more transformed, inclusive or diverse campus environment. Eligible interventions include (1) renaming of venues, buildings, roads or other infrastructure; (2) procuring new or re/curating artworks; (3) heritage projects which focus on researching and disseminating information or engaging communities on slavery, colonialism or apartheid; (4) disability inclusion, ie making all venues accessible; (5) specific dialogues about space or place which aim to improve classrooms, and the work and social environment; (6) sexuality inclusion, ie diverse pronouns and gender neutral restrooms; and (7) other specific interventions related to this theme.



Knowledge and advocacy

D.3 Knowledge or advocacy product or communication which explicitly redresses historical privilege and power as manifest in colonialism and apartheid.

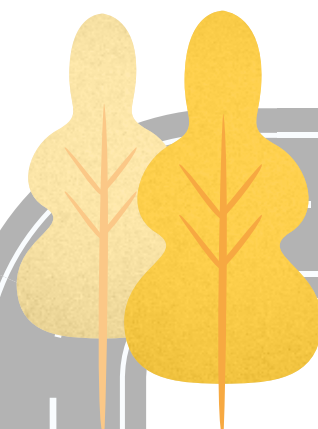
WHAT DOES THE BENCHMARK REVEAL?

This benchmark was an area of strength for the university – many faculties and departments met the criteria. Both faculties and non-academic departments expressed a passion for confronting historical privilege and power. Here are some examples of activities under this theme:

- In 2019 the Black Academic Caucus (BAC) proposed policies on adapting transformation committees to make them more effective, the composition of Council and Senate via amendments to the institutional statute, and EE compliant appointment processes for academic HODs and deputy deans.
- Commerce contributed in three ways to this theme:
 - The Commerce TC chair contributed to UCT's gender equality policy in areas of flexible working and breastfeeding at work.

- The Commerce Education Group (CEG) presented on "Transformation and Pedagogy: Decolonisation discourse and transformation practices in the UCT MPhil Programme Evaluation" by Dr Nombeko Mbava to spark conversations on decolonising teaching and learning.
- The School of Economics (SoE) procured an external photographic exhibition which profiles small-scale entrepreneurs in the townships and tells their stories. This came courtesy of the French Development Agency (AFD) and has been mounted on large boards in the parking lot since June 2019. SoE also exhibits flags that represent the nationalities of their postgraduate cohort to encourage a feeling of inclusion. The SoE building is accessible to persons with physical disabilities with ramps from the parking lot and flat classrooms on the ground level.

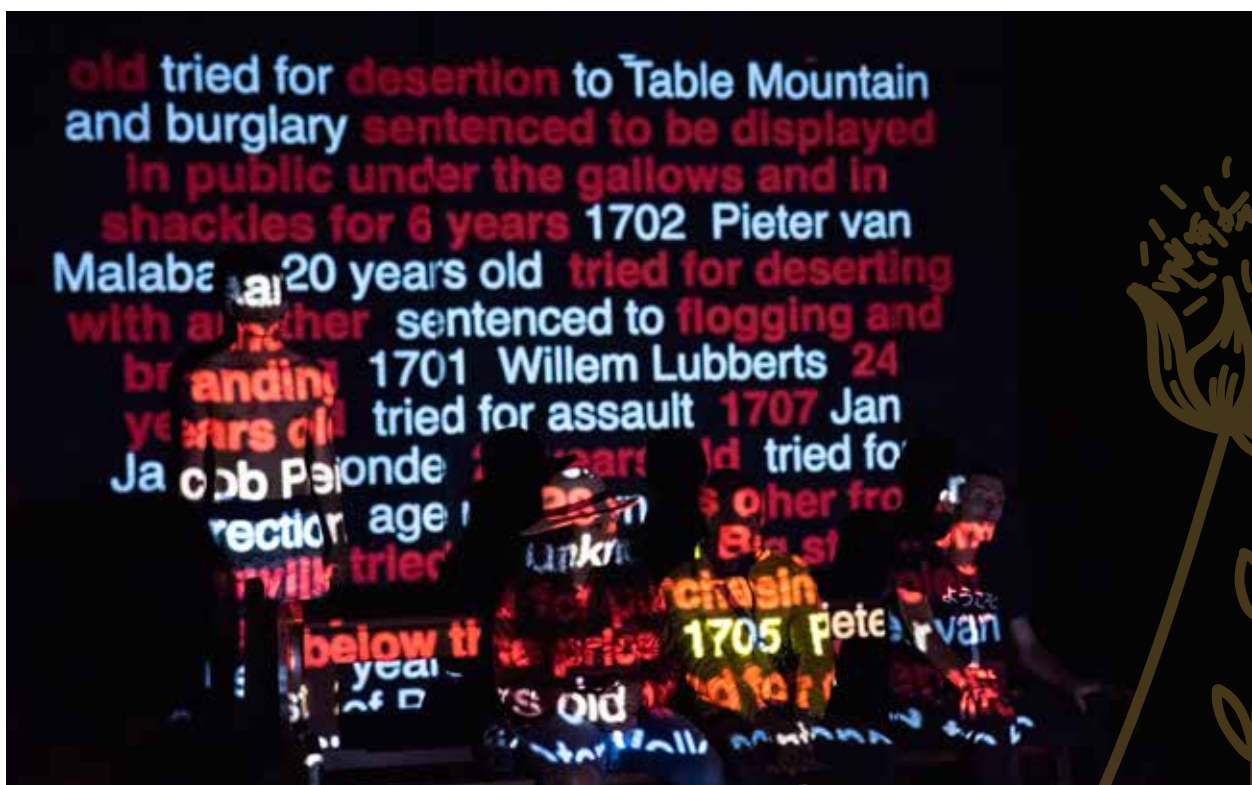
Faculties and non-academic departments expressed a passion for confronting historical privilege and power.



- The Department of Alumni Development re-curated the artworks in the Old Administrative Building and strengthened accessibility for persons with disabilities.
- In the Health Sciences faculty, the departments of Paediatrics and Child Health, Psychiatry and Mental Health, and Health Sciences Education, the Institute of Infectious Disease and Molecular Medicine, and the Pathology and Human Biology departments each held events and interventions focusing on this theme.
- At the GSB, the focus was on decolonised communal spaces through recognising the diverse heritage of staff and students, traditional attires and foods as part of the GSB TC's ongoing heritage project (2018 to the present) and through including more images of black persons on the digital image boards in the GSB passageways (2019 second quarter).
- The Humanities faculty put forward a proposal to review UCT's religious holidays policy. The faculty also built gender neutral toilets in the Leslie Social Building and the PD Hahn Building.
- IAPO's exchange programme's terms of reference now specifically mention an interest in addressing historical privilege with the aim of increasing the diversity of incoming students and of sending students committed to inclusion and diversity to other universities.
- The Law faculty has put forward a proposal for renaming venues in the Kramer Building, which will be taken forward in 2020. The building also has a new gender-neutral bathroom on level 4.
- UCT Libraries has chosen names in local languages for two new UCT-wide platforms for digital preservation ("Izolo" - meaning yesterday) and online showcasing ("Ibali" - meaning story). The names aim to honour the rich oral archival traditions in South Africa.
- The Science faculty's general code of conduct explicitly references policy statements on race, disability, gender and general inclusivity - to ensure staff and students are aware of and comply with these standards. The Human Evolution Research Institute convened a workshop with indigenous communities around Prestwich Place on issues of slavery, colonialism and apartheid.

The above list highlights the diverse way this theme is tackled across the university. There are few examples of collective or transdisciplinary reflections on and proposals to respond to this theme. A gap related to this theme is joint, collaborative or coordinated work across two or more entities within the university.

BELOW: One of a series of artworks that came out of the *Maroon* project, three months of intensive poetry and performance workshops at the Iziko Slave Lodge Museum with formerly incarcerated men.



SPECIAL PROJECT PROFILES:

THE NAMING OF BUILDINGS COMMITTEE, WORKS OF ART COMMITTEE, HERITAGE COMMITTEE AND ROZENA MAART WORKSHOPS

NAMING OF BUILDINGS COMMITTEE

The purpose of the Naming of Buildings Committee (NoBC) is to identify appropriate names for buildings, residences, open spaces, lecture halls and rooms, roads and sports facilities to promote the university's transformation vision and mission statement.

UCT recognises that names have meaning and, as with other institutions around the world, choices are made at certain times in the history of a country to honour specific people. However, it is also the role of a university to question the extent to which the institution continues to embrace and uphold names, symbols and imagery that uncritically honour those who history has shown to be dishonourable. At the same time the act of naming offers an opportunity to think deeply about what the university represents and how the values that it upholds can be reinforced through a naming or renaming process. In view of this the NoBC invited the UCT community to submit proposals to the committee for the renaming of buildings that were currently named and the naming of buildings that were not currently named.

In 2019 Jameson Hall was renamed Sarah Baartman Hall. There were delays in removing the existing brass letters and replacing these with new wording as this constituted a material change which would impact the heritage status of the building. The Executive has in the meantime approved the Sarah Baartman Hall Precinct Project on "healing memory through renaming and remaking of place". This will involve art, sculpture and place-making in addressing the spatial implications of transformation within the framework of a landmark cultural landscape of high iconic significance.

The NoBC recommended the following name changes to the December 2019 meeting of Council:

- Rename the New Engineering Building as the Matthew Goniwe Building.
- Name the Health Sciences Library the Bongani Mayosi Health Sciences Library, in honour of the late Professor Bongani Mayosi.
- Rename the Drennan Museum as the Anatomy Learning Centre.

- Rename the Drennan Teaching Lab as the Human Biology Teaching Lab.
- Name a room in the computer sciences building the Gary Marsden Boardroom to honour the late Professor Gary Marsden.
- Rename the building housing the Boehringer Ingelheim Lung Institute as the University of Cape Town Lung Institute.

Council unanimously approved these recommendations subject to the consent of the families and relevant donors.

WORKS OF ART COMMITTEE (WOAC)

The current committee for the UCT Works of Art Collection was constituted in June 2017, with Associate Professor Jay Pather as the chair. In the wake of protests and complaints around the selection and display of works of art at UCT, the committee was tasked with:

- addressing the transformation of the art collection and its display at UCT as a matter of urgency
- executing decisions made by the UCT Artworks Task Team and ratified by Senate
- being the custodian for the art collection and seeing to collections management tasks.

A 2016 investigation by the Artworks Task Team found that 79.1% of the collection consisted of work produced by white artists. The task team also found that, to a lesser extent, art by male artists dominated the collection holdings. In line with this, the WOAC was tasked with addressing this imbalance in the collection through new acquisitions.

- In 2019 the committee acquired work from prominent and internationally recognised, emerging, as well as newly graduating artists. Images of artworks acquired in 2019 are also displayed in this report. Fifty-three artworks from 25 artists were acquired with most artists being women and almost all were black artists.
- Additional to some re-curations in offices, the WOAC organised re-hangings in the areas of the Bremner, Old Administration and the FB Fuller buildings, the Sports Science Institute, the Hoerikwaggo and AC Jordan buildings, the Ombud's office



and reception, and Hiddingh Hall. Such re-curations are ongoing and the latest spaces to be tackled include the Oppenheimer Library, Kramer Building, and Beattie and Falmouth buildings. After preparatory work in 2019, January 2020 saw an installation of a large-scale exhibition in the GSB Conference Centre.

- In some cases re-curations were accompanied by workshops and sustained discussions with stakeholders.

the ethical procurement and housing of human remains among other collections. The workshop provided a platform to discuss the challenges and to propose how the university can strengthen its policy and practice in relation to its shared heritage and stewardship. A smaller working group was convened post the workshop. This working group has met and developed a draft policy document which will be circulated to and reviewed by relevant UCT stakeholders in 2020.

THE HERITAGE, COLLECTIONS AND STEWARDSHIP COMMITTEE

In March 2019 a workshop was convened by the transformation portfolio with UCT faculties and departments, the South African Heritage Resources Agency, Robben Island Museum, indigenous structures and the Western Cape Government. The workshop discussed heritage, collections and stewardship at UCT considering an audit conducted by the health sciences curator, which identified gaps in relation to

ROZENA MAART WORKSHOPS

In 2019 the OIC initiated a series of capacity building workshops with anti-apartheid activist and scholar Professor Rozena Maart. She facilitated a workshop with the Law faculty bringing together the faculty's TC and students. The workshop explored how they could use UCT's transformation framework to combat racism within the faculty. She also provided individual capacity development and mentorship to a small number of staff members.



PEOPLE

Several buildings were adapted to be more accessible to gender diverse people and persons with disabilities. This is part of the effort to make UCT a space for all people.



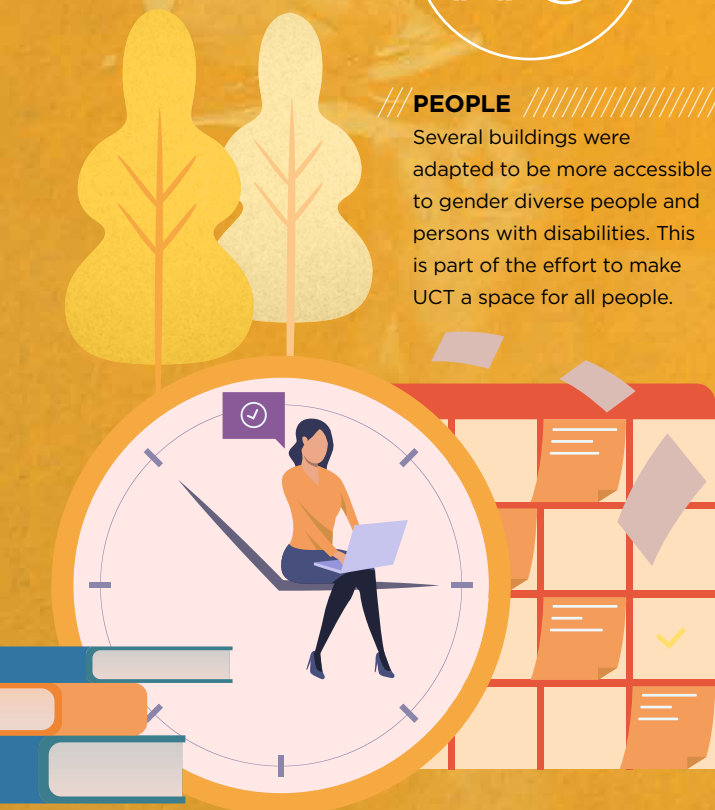
SPACES

The dean's office and Humanities Postgraduate Student Council organised a public seminar and performance series on citizenship and violence: resilient colonialism, xenophobia and femicide. The aim of the series was to engage academics and the general public with questions of contemporary violence and its roots in colonialism. The week-long series featured scholars from UCT and invited guests, including acclaimed author Dr Mandla Langa.



ACTIONS

The Global Citizenship Programme (GCP) and the OIC hosted Robin DiAngelo, affiliate associate professor of education at the University of Washington, for a powerful talk on white fragility. The talk challenged white persons to reflect on their role in upholding systemic racism.





Artwork by youth artist Winnie Mazarire at the Creative Change Laboratory exhibition. Titled "is it just me or does woman rhyme with human", the series uses layers of shweshwe cloth, newspaper clippings and sketches to tell the stories of black women in South Africa.



One of two prints by Helen Sebidi which reflect on her family's spirit animal - the fish. Portia Malatjie wrote of Sebidi's work: "Deeply concerned with the effects of the removal of spiritual considerations in modern day life, Sebidi at once advocates for continuous spiritual immersiveness, as well as warning of the dangers of loss of tradition."

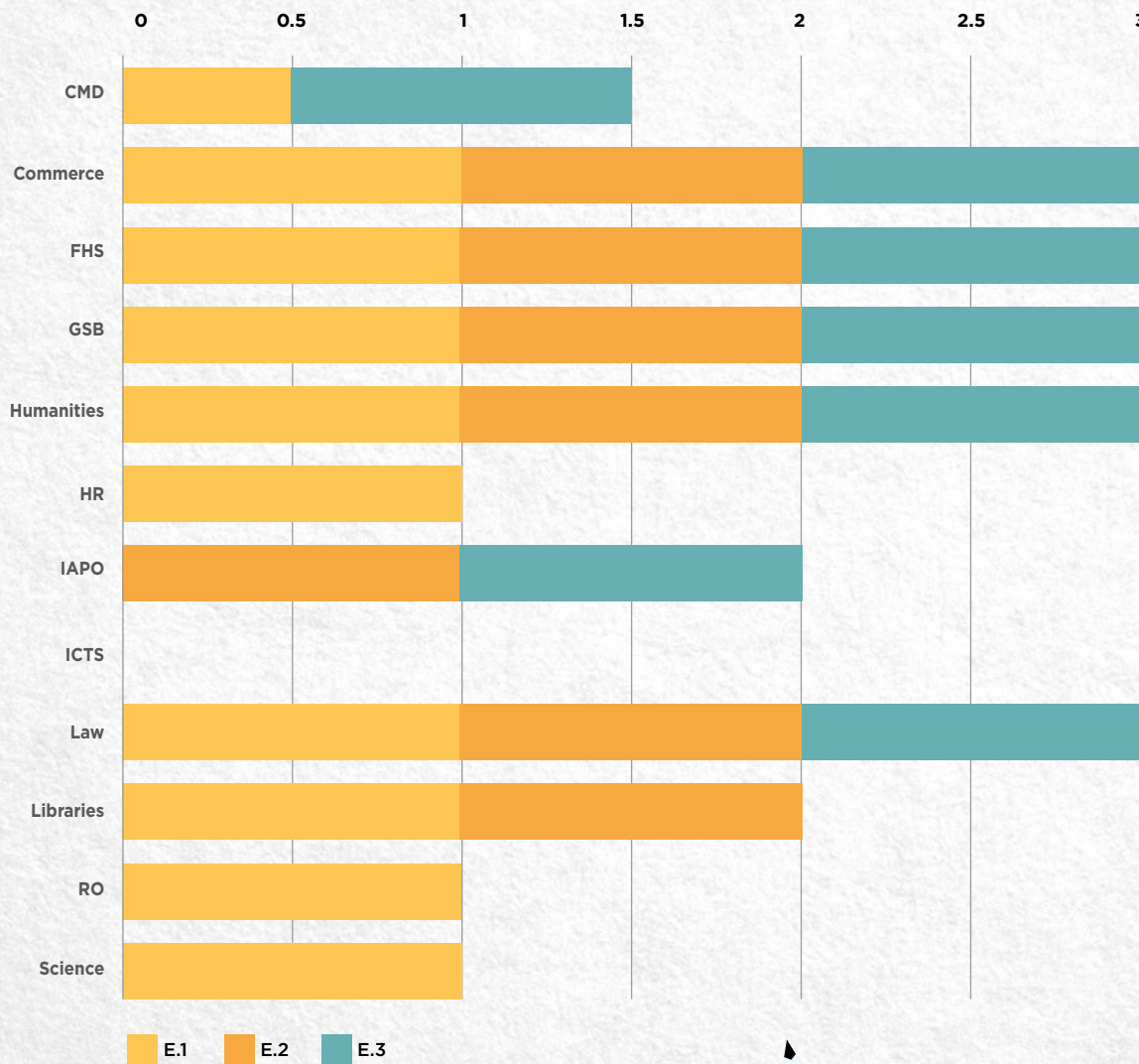


Asemahle Ntlonti has become known for her series of handmade textile pieces, referencing traditional blankets worn by the women in her family. This artwork, *Nonkosiyethu* (2019), pays tribute to Ntlonti's mother - each element of the composition is carefully selected to represent attributes of her life and experience.

3.6 INSTITUTIONAL RESPONSES TO UNFAIR DISCRIMINATION, HARASSMENT AND VIOLENCE

How is the university practising its zero-tolerance approach to any form of unfair discrimination, harassment, sexual violence and behaviour that demeans others?

INSTITUTIONAL RESPONSES TO UNFAIR DISCRIMINATION, HARASSMENT AND VIOLENCE



How did faculties and departments meet the three criteria of this benchmark?



WHAT IS BEING TESTED?



Improving policies

E.1 At least one example of contribution to development, amendment, implementation or dissemination of policies or processes related but not limited to sexual offences, sexual harassment, discrimination and gender discrimination.



Better access to support

E.2 Students and staff have better access to support and services as survivors of discrimination, harassment or abuse, as well as counselling for alleged perpetrators.



Increased awareness of support

E.3 Students and staff have better knowledge and awareness of services, support and experiences related to discrimination, harassment or abuse.

WHAT DOES THE BENCHMARK REVEAL?

2019 was a tumultuous year in relation to gender-based violence. The sexual assault and murder of Uyinene Mrwetyana, the mobilisation against GBV both at and beyond UCT and the #JustNo campaign were just some of the moments important in the fight against discrimination, harassment and violence. Beyond these public events, a small number of departments and faculties shared that they were grappling with sexual harassment within UCT. Here are some of the actions faculties and departments took in 2019:

- IAPO hosted a workshop on preventing sexual harassment in the workplace in March 2019.
- The ICTS department created a calendar of events related to GBV prevention, and put up posters related to the topic and messages on the digital boards in the building.
- The African Gender Institute (AGI) created communal safe spaces after the passing of

Uyinene. These were at times just a space for people to sit, be warm and drink tea; at other times they facilitated discussions on the experiences and their effect on staff and students; and also connected participants with counselling services when needed.

- Colleagues from Law acted as proctors on the UCT sexual violence tribunal, while representatives from the Research Office TC acted as stand-by advisors on the Sexual Assault Response Team (SART).
- The Science faculty focused on developing both faculty-wide and field- and laboratory-specific codes of conduct to combat harassment (especially sexual harassment). Additionally, the faculty held lectures on being queer in the sciences. The lecture by Professor Christopher Schmitt titled “On Being a Queer Primatologist: Challenges and progress in field-based STEM research”, provided a provocative reflection on the intersection of the personal, political and professional.



SPECIAL PROJECT PROFILE:

COMBATING SEXUAL AND GENDER-BASED VIOLENCE (SGBV) AT UCT

UCT'S SGBV RESPONSE AND PREVENTION SYSTEM

The UCT system involves the chief operating officer, via Properties and Services, whose Campus Protection Services officers provide first responder support to survivors. Through employee relations, formal disciplinary processes for staff are articulated, while the UCT sexual violence tribunal presides over student incidents and enforces disciplinary measures. The Department of Student Affairs provides psychological services to students involved in and/or affected by gender-based violence. The OIC provides both survivor support and respondent management services as well as residence and faculty-based training for staff and students.

The OIC receives reports from survivors who may be staff or students and who may have experienced trauma within the same reporting period or are reporting a historic incident. The value of this approach means that UCT can offer psychological support and accommodations to staff and students regardless of when and where the trauma took place. This approach does, however, inflate the reporting statistics for UCT.

PREVALENCE OF SEXUALISED VIOLENCE AT UCT

In order to enhance the focus on proactive measures in addition to education, the OIC developed a case management system which is the first of its kind in the higher education sector. The data system allows the university to work with data in a much more nuanced way. Analysis was initiated in April 2019, producing results that provide guidance on where to locate stronger prevention measures while continuing the broader institutional education and awareness programming. By disaggregating the data by location, time-specific periods and profile of alleged assailants, UCT can utilise constrained resources in a more effective manner while not compromising on the quality of the service to staff and students. It is noted that the data included in this transformation report consists of case intake statistics and not investigated incidences. The difference would be that each case would then ideally be investigated and evidence produced and assessed by a tribunal.

Key trends:

- **Incident type:** The three-year comparative data analysis given below presents a view of the number of incidents during the 1 January 2017 to 16 September 2019 reporting period. Over the 2017–2019 reporting period, there were 68 reported rape incidents, followed by 56 reports of sexual harassment and 44 reports of sexual assault. Rape remains consistently higher than sexual harassment over the 2017, 2018 and 2019 period.
- **Location of incident:** Analysis of the 2017 to 2019 data by location and incident type shows that of the 68 reported rapes, 41 occurred off campus in locations unrelated to UCT or UCT activities and events. This finding resonates with the national crime statistics that were released on 12 September 2019, which showed that sexualised violence and gender-based violence is taking place within spaces that are familiar to survivors, such as homes, local community and places of residence, and during specific times, such as weekends. UCT therefore needs to consider how and what mechanisms would support staff and students in their off-campus locations in addition to the existing protective measures available within the university environment.
- **Alleged perpetrator status:** 64% of assailants were known to UCT survivors as reported in the 2019 data. Most of the assailants were UCT students (n=31). This finding is consistent with a national research study that showed that assailants are familiar and/or part of the survivor's social or community network. Considering this, it is important that UCT considers strengthening the community engagement approach, so that mechanisms off campus resonate with and are potentially equal to prevention and response measures on the university campus. The role of community, guardians and religious leaders is an aspect that may need to be cultivated to better support and enable responses to and prevention of sexual and gender-based violence. Similarly, it would be useful to begin engaging with property developers who own student accommodation in which some UCT students may reside. In this engagement, considerations about safety, residence disciplinary measures and prevention programmes may be offered by UCT.



CROSS-INSTITUTIONAL GBV TASKFORCE

In the context of recent events around sexual and gender-based violence at UCT and more broadly in the country, the OIC convened a cross-institutional GBV taskforce. The murder of Uyinene Mrwetyana prompted UCT to reflect on the services, responses and support available to survivors of sexual and gender-based violence at the university. The impact of her death on university life was a clear indication that UCT's students were angry and that they feel betrayed by this seemingly insurmountable pandemic of gender-based violence. The university needed to respond in order to demonstrate what services are currently available at UCT and to commit towards necessary change. UCT was also not prepared for the challenges that arose out of the name-and-shame movement. Therefore, crisis intervention responses to mitigate risk to students and the university were formed and action was taken immediately, with staff working with both survivors and named students to ensure the physical and psychological safety of both.

Over and above this, two structural changes were set in place with the intention of expediting processes within UCT's system. The first structure that was developed was the ad hoc disciplinary tribunal, which was formed through the appointment of additional staff. Secondly, a cross-institutional gender-based violence working group, comprising technical and academic staff, was constituted in order to respond to four areas. The first area focused on the male body and masculinity as an agentic tool in the prevention of gender-based violence. The second area was primarily a dialogue series focusing more broadly on the needs of survivors. Campus environment and security mechanisms with external partners were brought together to focus on the physical infrastructure and deterrents, which include security. A safety resource toolkit was identified and a GPS locator and silent alarm was considered as a short- to medium-term response. Lastly, a community engagement response was initiated to bring the community into UCT's prevention and response approach. Collectively, the two above structures continued to oversee and implement necessary responses to gender-based violence on campus.

THE UCT SEXUAL VIOLENCE TRIBUNAL

The ad hoc tribunal started in September 2019 with 36 cases inherited from the Legal Services office. Subsequently, reported cases for consideration by the tribunal increased in total to 68. Priority was given to cases carried over from 2017, 2018 and early 2019. This ran concurrently with managing the crisis volume of cases coming through from the OIC online system and dealing with the outcry from survivors and alleged perpetrators.

The aim of the tribunal is to fast-track cases, reduce time taken to initiate contact with survivors, reduce secondary victimisation and ensure that GBV and sexual misconduct remains on UCT's agenda and is dealt with seriously and swiftly.

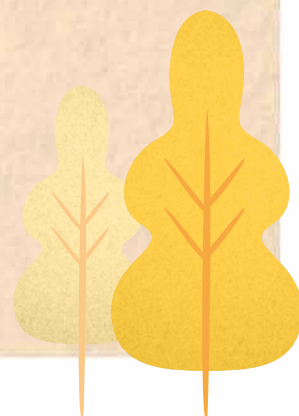
In the past the disciplinary system that handled all types of cases left little room for focused attention on the survivor. This thankfully has changed. The most significant outcome of the tribunal, based on creating a survivor-centred university response to GBV, has been the constant engagement with survivors.

A major challenge of running the ad hoc tribunal is the non-availability of all parties to the proceedings. Convening regular tribunal hearings is dependent on all parties to the proceedings availing themselves in scheduled sessions. By October/November most students were preparing for and then writing exams with limited time for attendance. The single most challenging aspect is the non-availability of proctors. Most appointed proctors have substantive UCT positions and act in an ad hoc manner as proctors.

While the situation is still difficult, in 2019 an array of actors at UCT mobilised to respond to SGBV on campus and beyond. Through attending marches and memorials, creating safe spaces for healing and structures for accountability, UCT built meaningful responses to SGBV.



The #JustNo campaign was one of the key moments in the fight against gender-based violence and discrimination.





BELOW: Marchers at the 2019 Silent Protest participate in a die-in, a form of protest simulating death to acknowledge those who have died as a result of sexual violence.

PEOPLE

The Survivor Support and Student Support officers at the OIC played a hugely important role after Uyinene Mrwetyana's passing. These staff members and volunteers were first responders to traumatised students and worked above and beyond the call of duty to ensure an unbroken chain of support to survivors of sexual violence and their families.

SPACES

The Human Evolution Research Institute (HERI) ran a field camp for women across multiple departments in August, which included a four-hour sexual harassment workshop. The camp provided an empowering space for women in evolution studies (Swingler, 2019).

ACTIONS

Students led a series of protest actions and memorials to commemorate the passing of Uyinene. These need to be acknowledged as powerful and effective responses to GBV.

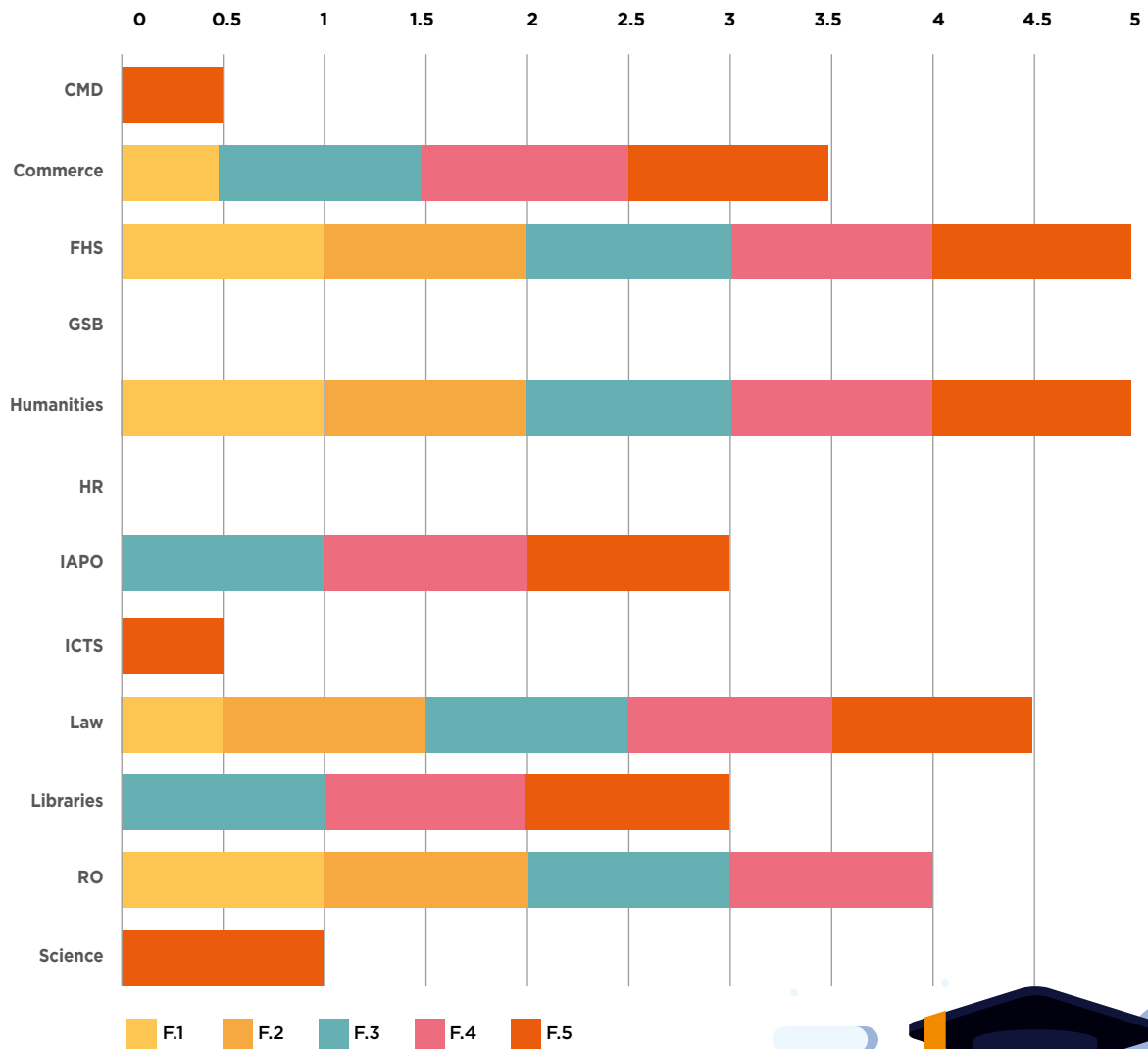


3.7

COMMUNITY ENGAGEMENT: ANCHORING UCT IN COMMUNITY

How is the university supporting, building solidarity with and providing professional services to communities?

COMMUNITY ENGAGEMENT: ANCHORING UCT IN COMMUNITY



How did faculties and departments meet the five criteria of this benchmark?



WHAT IS BEING TESTED?



Collaboration with civil society organisations

F.1 The faculty/department has a written agreement to collaborate with a community-based, civil or social organisation or enterprise which seeks to contribute to social justice, human rights, redress or response to violence, discrimination or harassment, or is otherwise committed to transformation, inclusivity or diversity.



Multilateral networks

F.2 The faculty/department has participated in multilateral engagements with community-based, civil or social sector bodies, networks or other coordination mechanisms which seek to contribute to social justice, human rights, redress or response to violence, discrimination or harassment, or is otherwise committed to transformation, inclusivity or diversity.



Contribution to social change

F.3 In the preceding 12 months the faculty/department has made at least one substantive contribution to multilateral engagements with community-based, civil or social sector bodies, networks or other coordination mechanisms which seek to contribute to social justice, human rights, redress or response to violence, discrimination or harassment, or is otherwise committed to transformation, inclusivity or diversity.



Technical support

F.4 The faculty/department has built relationships with community-based, civil or social sector organisations or enterprises which contribute to learning, technical support, research or provision of direct services/support (ad hoc or otherwise).



Engagement and solidarity

F.5 Opportunities offered to staff and students to connect with, learn from, apply learning or build solidarity and support diverse social constituencies.

Emeritus Associate Professor Simon Hall discusses his findings with members of the Sutherland Abraham and Stuurman families as part of the Sutherland Reburials Project.



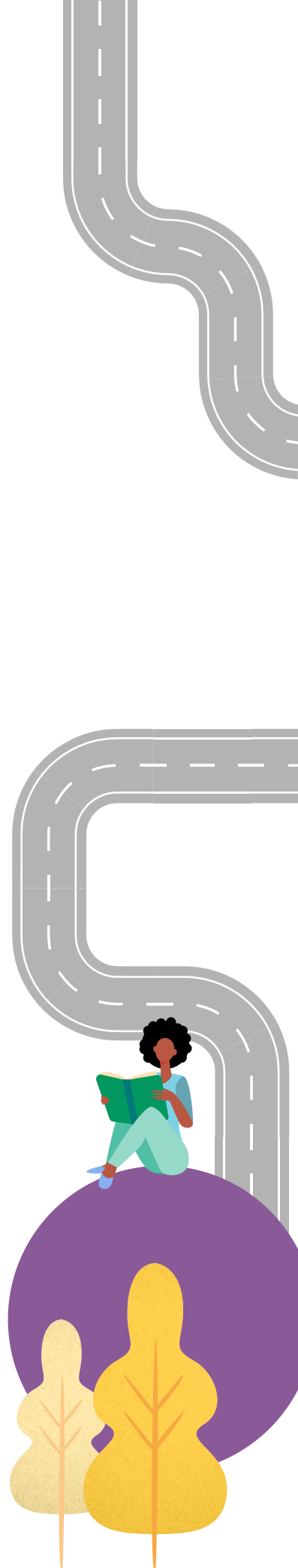
WHAT DOES THE BENCHMARK REVEAL?

While faculties and departments did not report this benchmark as an area of strength, many reported exciting examples of community engagement. This engagement occurred, in most cases, in an ad hoc manner. Here are the ways faculties and departments connected with, supported and engaged communities in 2019:

- The Black Academic Caucus (BAC) partnered with the BLAK Collective and Bishop Lavis Action Committee through their decolonial schools and through planning community tours. These efforts aim to connect communities to UCT, and to take UCT academics to communities.
- In Commerce a range of actions were undertaken:
 - Malcolm Keswell conducted a large-scale national impact evaluation of the land restitution programme in partnership with the national departments of Land Affairs and Planning, Monitoring and Evaluation, and the Presidency.
 - Justine Burns worked with Human Rights Watch Global on embedding diversity and inclusivity within the organisation.
 - Djiby Thiam worked with the United Nations to produce a report on energy policy and access in the world's least developed countries. In a similar vein he worked with the Council for Scientific and Industrial Research (CSIR) and the Agricultural Research Council to explore investment decisions in water and rural development programmes to promote food security and resilience of smallholder farmers.
 - Ines Myers was involved in partnerships with the Equality, Diversity and Inclusion International Conference and Project GLOW (Global Living Organisational Wage), in both cases supporting multilateral initiatives.
 - Michael Kyobe ran projects on mobile bullying, mobile-bullying victims and women mobile-bullying victims. He has contributed a great deal on the risks of mobile bullying in education.
- The Faculty of Health Sciences (FHS) works closely with the Department of Health, allowing hundreds of student healthcare practitioners to access and support communities. The FHS also partnered with a range of entities, including the Cancer

Association of South Africa (CANSAs), the City of Cape Town, the UCLA-South Africa Center for Chronic Mental Disorders, and Inclusive Practices Africa (IPA). In addition:

- The Institute of Infectious Disease and Molecular Medicine provided education to schoolchildren on HIV and TB prevention. The institute also introduced learners to careers in immunology and infectious diseases.
- The Department of Health Sciences Education ran a programme focusing on cooperation for innovation and the exchange of good practices as part of the Caring Society 3.0 (CASO) consortium. CASO places healthcare students in community clinical settings, shares basic healthy lifestyle and physical activity education, involves local communities in healthcare education and focuses on strengthening the competence level and professional positions of healthcare professionals.
- The Faculty of Humanities highlighted contributions in the area of Library and Information Studies (LIS). The Department of Knowledge and Information Stewardship (DKIS) contributed to the setting of Council on Higher Education standards for LIS education, which ensures that universities in South Africa with the least resources are still able to offer quality LIS education. DKIS has a close relationship with the MaNel Trust, the purpose of which is to support adult and child literacy in disadvantaged communities. The trust sponsored prizes for students in the department and has indicated an interest in sponsoring scholarships in the future. The Spilhaus and Buyskes funds provide up to four bursaries a year for PGDipLIS students at UCT, specifically to students in financial need.
- In the Law faculty, the Land and Accountability Research Centre has an informal partnership with the Alliance for Rural Democracy. Together they hosted workshops in 2019 which focused on building knowledge, sharing experiences and collaborating. The Law faculty also runs legal aid and refugee rights clinics offering services to qualifying low-income applicants and refugees respectively. The refugee rights unit works closely with Scalabrini, an organisation supporting refugees, and the legal-aid clinic works with Legal Aid South Africa.
- UCT Libraries hosted an open access



The Sutherland reburial and community engagement and the A/Xarra Forum were highlighted as examples of good practice in this area.

symposium in 2019 with the theme “open access and social justice driving African development”. The symposium offered a platform to connect librarians and communities. UCT Libraries is also a member of a committee of higher education libraries in South Africa.

- There are many community-based collaborations and development projects within the Faculty of Science. These include (but are not limited to):
 - Sutherland reburial project (archaeology, human biology)
 - Information and Communication Technologies for Development (ICT4D) (computer science)
 - Water resources governance course involved in water quality analyses in informal settlements (environmental and geographical science)
 - SEAmester programme (oceanography)
 - Clanwilliam Living Landscapes Project (archaeology).

■ IAPO and the Communication and Marketing Department (CMD) conducted actions which centred on building solidarity with communities:

- For Mandela Day, although IAPO has no formal partnership agreement in place, the office contacted the Friends of the Children’s Hospital Association (FOCHA) to spend time with the children and parents at the Red Cross War Memorial Children’s Hospital. IAPO donated hygiene packs to FOCHA, as well as a microwave. IAPO also arranged for a mini pamper session for the parents. IAPO has had an agreement with the Students’ Health and Welfare Centres Organisation (SHAWCO) for several years. SHAWCO connects with Semester Study Abroad students to engage them on their experiences.
- CMD collaborated with Zwaanswyk High School to collect sanitary products for Ons Plek and the Saartjie Baartman Centre for Women and Children.

SPECIAL PROJECT PROFILES:

THE SUTHERLAND REBURIAL, COMMUNITY ENGAGEMENT, THE A/XARRA RESTORATIVE JUSTICE FORUM AND THE INTERNATIONAL ALLIANCE OF RESEARCH UNIVERSITIES

THE SUTHERLAND REBURIAL

In September 2018 the UCT executive leadership initiated a public consultation process to determine the next of kin and relevant stakeholders who have an interest in the lives of nine individuals whose skeletal remains were unethically removed from their graves in the Sutherland district and given to the university. The objective was to gather views on appropriate ways of remembering, with dignity and respect, the lives of these individuals, with the aim of reburial. The living Abraham and Stuurman family descendants currently residing in Sutherland were identified through the community consultation process.

As part of the process and in preparation for the reburial, the university engaged the Sutherland community and hosted traditional and cultural rituals with indigenous leaders, together with the descendants of the Sutherland Nine. The cultural practices allowed for Khoer and San ancestral practices to be acknowledged

and honoured, while the consultations enabled the families’ voice in this journey of redress.

Further to this process, the descendants requested additional information about and research into the lives of their ancestors and the process that led to them being taken to UCT. Detailed scientific findings were then shared with the families in October 2019, including the history and archaeology of the original cemetery, biological reports, stable isotope and DNA analysis among the nine individuals only, together with facial reconstruction.

In addition, community outreach events were also successfully hosted at both the primary and high schools in Sutherland.

THE ABORIGINAL /XARRA RESTORATIVE JUSTICE FORUM

The Aboriginal /Xarra Restorative Justice Forum (A/Xarra) was established in 2018 after an intense national consultation process from





PEOPLE

The Sutherland Nine are only some of the victims of unethical research practices over the decades. It is the starting point for identifying and developing responses which meaningfully further redress and restitution.



SPACES

The Hub for Decolonial Feminist Psychologies in Africa hosted an exhibition which centred on the different intersecting violences. This exhibition brings together five years of participatory research engaged with different communities in capturing their negotiations of the varying terrains of violence. The Hub for Decolonial Feminist Psychologies in Africa and the Unsettling Knowledge Production on Gendered and Sexual Violence Project invited participants to an evening of dialogue and engagement with narratives, sound installation, and images which interrogated the ways in which violence intrudes into the social and domestic arenas of society.



ACTIONS

On Sunday, 20 October 2019, the Centre for Curating the Archive hosted a book launch for *Impossible Return: Harfield Village Forced Removals*, authored by Professor Siona O'Connell. The event took place at St Matthew's Church in Harfield Village. The book features photographs of the community by South African artist David Brown, taken just before and during the apartheid-era forced removals in Harfield. The photographs are accompanied by narrative chapters detailing the experiences of forcibly removed families.

the end of 2017 into 2018. This consultation process ultimately led to the historic renaming of Jameson Hall as Sarah Baartmann Hall. The initial consultations involved over 100 participants representing various traditional and civic constituencies. Out of this a core knowledge partnership group called the Aboriginal / Xarra Restorative Justice Forum was formed comprising a coalition of some 12 civic and traditional Khoe and San revivalist structures. A/ Xarra initially set up eight research commissions within the Centre for African Studies (CAS) in the School of African and Gender Studies, Anthropology and Linguistics (AXL), of which the most impactful and active are language, land reform, human remains, gender and education.

Within its agreed values framework with CAS (as its safe space), the forum has established eight research commissions: Human Remains, Ethics, Gender, Law, Language, Youth Education, Leadership Development and Research. All the commissions are based and convened at CAS with its leading professors and Professor Shahid Vawda, the head of AXL, as regular participants in their work. Professor Vawda and Professor Ana Deumert (Linguistics) supported the roll-out of Khoekhoegowab

in these commissions. The historic inaugural foundation certificated course in Khoekhoegowab was a partnership between the A/Xarra, CAS and the Centre for Extra-Mural Studies (EMS) in 2019 with over 70 students graduating. This course enjoyed wide media coverage. Through the VC's Strategic Fund and funding from the Mauerberg Foundation 50% of the graduated students were sponsored for free attendance of the classes.

THE INTERNATIONAL ALLIANCE OF RESEARCH UNIVERSITIES (IARU)

The University of Cape Town hosted the IARU Gender Group annual meeting on 26 and 27 September 2019 at the Graduate School of Business. IARU is an international network of research-intensive universities and has several focus areas, one of which is gender. The IARU Gender Group, which includes academics and researchers from 10 universities, discussed sexual harassment, grievance procedures at universities and how to support under-represented faculties/ students to achieve their academic goals. The group also debated centring thought, scholarship and approaches from the global south (including and especially from Africa).

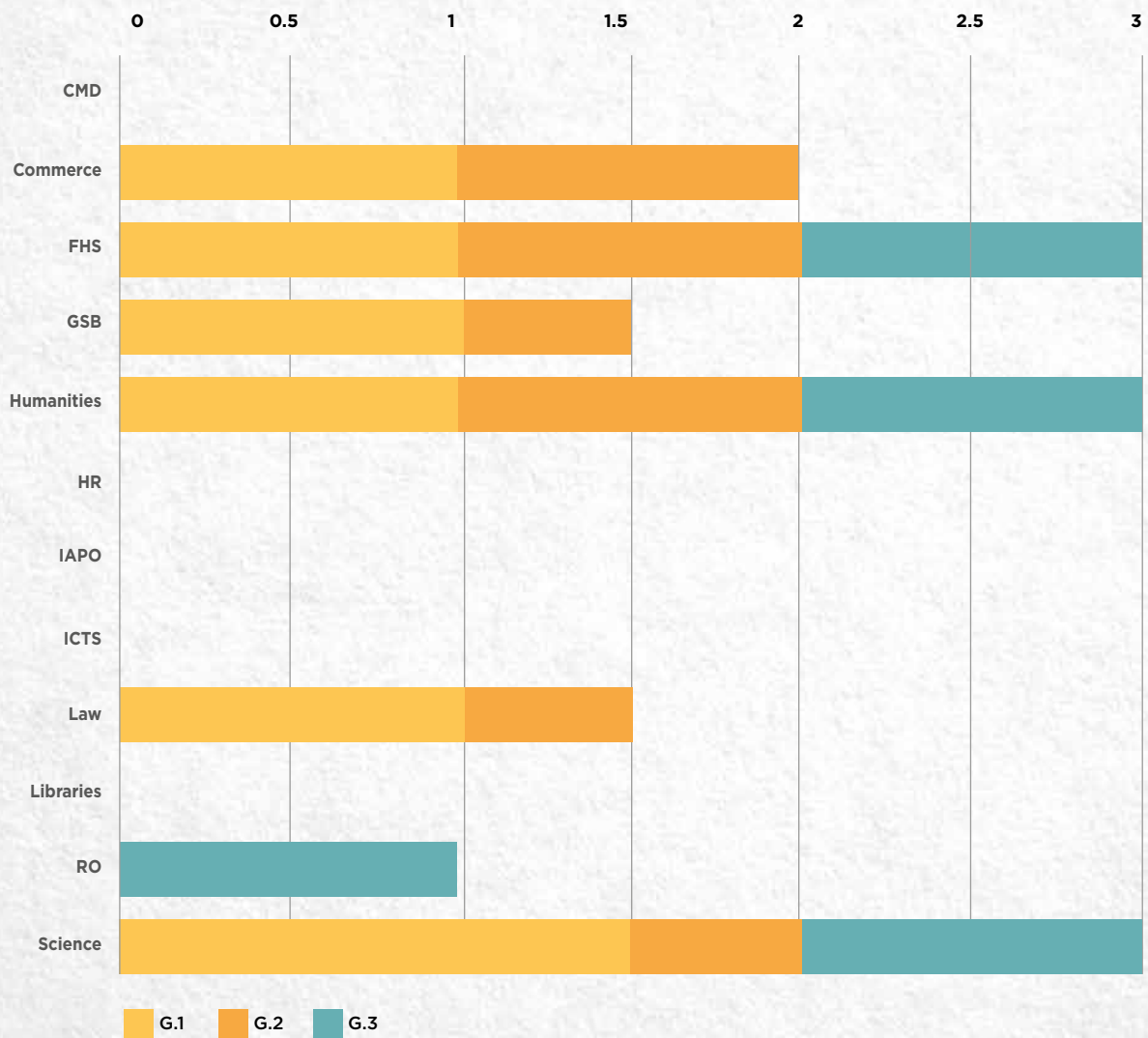


3.8

CURRICULUM SUPPORT: DECOLONISATION, MARGINALISATION AND ACCESSIBILITY

To what extent is the curriculum and pedagogy employed in meeting the needs of and accessible to marginalised persons? How has curriculum, pedagogy and the broader learning environment (recruitment practices, use of technology, knowledge systems, etc) been decolonised?

CURRICULUM SUPPORT: DECOLONISATION, MARGINALISATION AND ACCESSIBILITY



How did faculties and departments meet the three criteria of this benchmark?



WHAT IS BEING TESTED?



Curriculum or pedagogy review

G.1 (1) In the preceding 12 months the faculty has initiated a review, implemented changes or assessed curriculum and pedagogy to address obstacles which impede student success. The review, implemented changes or assessment explicitly responded to colonialism, systemic racism or other examples of structural inequality and violence. (2) In the preceding 12 months the non-academic department has initiated a review, changes or an assessment of aspects or processes within the learning environment (access to ICTS, communications on race, community safety, research methodology, etc) which impede full enjoyment of the teaching, learning or research environment. The review, implemented changes or assessment should explicitly respond to colonialism, systemic racism or other examples of structural inequality and violence.



Training on anti-oppressive methods

G.2 In the past 12 months staff received training and/or capacity building on sensitively talking about oppression within classrooms and integrating content on anti-oppression into curriculum and teaching resources. Training and capacity building covering but not limited to themes such as intersecting inequalities, decolonialism, HIV/AIDS, GBV, sexual and gender diversity, or transformation, inclusivity and diversity.



Research on inclusive practice

G.3 In the past two years research (including informal and activist research) has been conducted and/or published on either integrating anti-oppressive content into teaching and learning or integrating anti-oppressive approaches to ensure the full enjoyment of the learning environment.



Lulamile Bongo Nikani leads a cleansing ritual of UCT's Molly Blackburn Hall to prepare the space for the rehanging of artwork.

WHAT DOES THE BENCHMARK REVEAL?

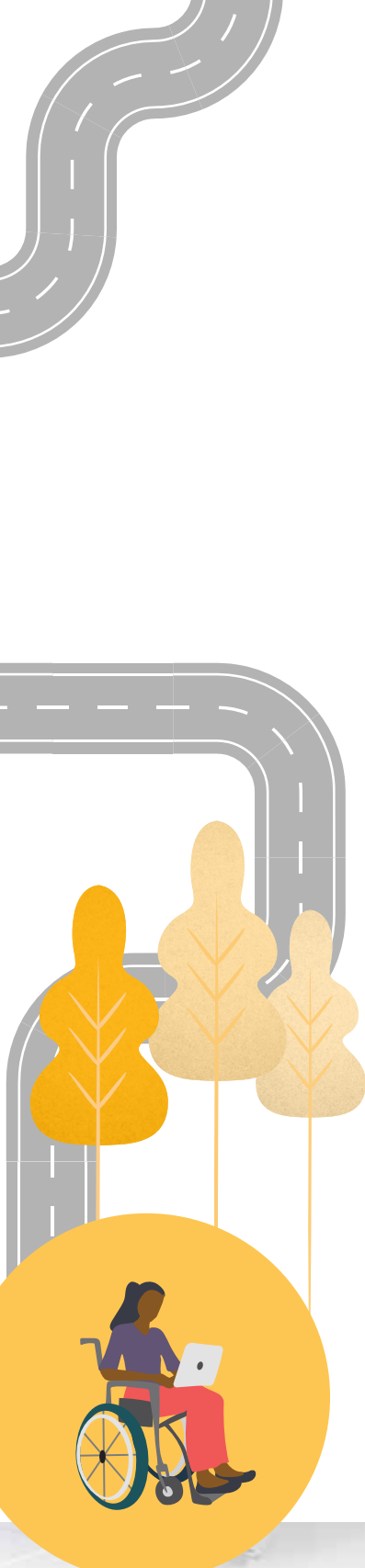
All faculties reported reviewing some aspect of their curricula and pedagogy in the previous year. These reviews or implemented changes have centred Africa in their content and adapted materials to be appropriate to diverse communities. One challenge is that these reviews are located in particular departments and courses – leading to a phenomenon where parts of the university have progressive ideas about access, marginality and historic oppressions, while others have not engaged adequately on these themes.

In the previous year the following actions were taken by faculties in order to meet this benchmark:

- Commerce shared three examples:
 - The College of Accounting reviewed the curriculum to address relevance (and possibly decolonise material), the achievement gap and the structural inefficiencies in the teaching and learning process.
 - A third-year economics course (ECO3020F) has received a wonderfully positive response from black students after being reviewed in 2017. The content of the course now focuses on the interplay between power, inherited inequality and resource allocation.
 - The faculty has also revised the way tutorial sessions are run to ensure every tut has a combination of technical material and problem solving, combined with more popular education approaches to thinking about real world issues.
- In the Health Sciences faculty, the Department of Psychiatry and Mental Health and the Department of Health Science Education conducted reviews of their curriculum and pedagogy. Both these departments and Integrative Biomedical Sciences hosted learning events to strengthen their practice.

- The GSB hosted three panel discussions in 2019 on decolonising the curriculum. The TC developed a proposal for mainstreaming content on gender into the executive education offerings of the school from 2020.
- The Faculty of Humanities' Education Development Unit (EDU) initiated the development of a new suite of introductory courses for all first-year humanities students. These courses respond to the call for decolonising curricula in humanities, and entail centring Africa and the positionality of students, as well as incorporating pedagogic strategies to develop and enhance critical reading and writing in humanities.
- In Law the following examples were highlighted:
 - The first-year LLB course, Foundations of South African Law, held "skills for success" tutorials in 2019. These tutorials taught academic and personal skills, such as time management, how to study, and negotiation skills.
 - A permanent writing centre was also made available in the faculty. In 2019, there were compulsory library tutorials for final-year students, which addressed the library and research skills needed to conduct research projects to complete the LLB.
 - Two workshops were offered by Student Wellness in 2019, which addressed mental health issues for academic and administrative staff. There was also a dedicated staff meeting titled "Sense and Sensibility", offered in conjunction with CHED, which aimed at promoting diversity and sensitivity issues among teaching staff.
- The Science faculty has engaged deeply with issues of student success. In 2019 the faculty proposed a change to the Faculty Examinations Committee (FEC) rules to reduce exclusions, a proposal that was taken up by the university more broadly (but has yet to be implemented). The African Climate and Development Initiative (ACDI) held sessions on mainstreaming gender and decolonisation.

In each of these examples, the faculties are building thought-provoking initiatives to support and enable marginalised students. However, these efforts to build solutions are disconnected. This offers an opportunity to create more spaces for sharing and learning on decolonising the curriculum and creating more inclusive teaching and learning practices.



SPECIAL PROJECT PROFILES:

BUILDING BRAVE CLASSROOMS, HIV AND ME, AND CHEMICAL ENGINEERING CURRICULUM INTERVENTIONS

In 2019 the OIC initiated a range of interventions which assisted faculties and departments to integrate content on and respond to inequalities within the classroom.

The office led the HIV and Me component of the Becoming a Health Professional course offered to all first-year students in the Faculty of Health Sciences. This was a full day of activities, including a panel discussion with community experts focusing on stigma and discrimination, a youth-led small group workshop on sex and sexual health (with over 300 students) and a consolidation lecture on HIV led by activist and medical doctor Anastacia Tomson.

The OIC also supported the Department of Chemical Engineering to integrate content on negotiating differences and diversity

within teams. Through interactive lectures on negotiating differences and diversity, training tutors working with the class and developing content for the group's team-building camp, the OIC was able to support students to think more openly and critically about differences related to race, gender, class and sexuality (among other factors).

The office also collaborated with the Council on International Educational Exchange (CIEE) office in Cape Town to develop and implement a series of workshops dubbed Building Brave Classrooms. Academic facilitators and lecturers learned about holding difficult conversations on race, class, gender and sexuality in the classroom rather than avoiding them.



PEOPLE

Both the Law and Humanities faculties focused on supporting their first-year students, the former through specialised tutorials to build legal skills and the latter through an introductory course which encouraged critical thinking and consciousness.



SPACES

The GSB as a space was a hub for conversation related to this and other benchmarks. The GSB hosted panel discussions on decolonisation in 2019.



ACTIONS

In the Faculty of Health Sciences, three departments took concrete actions to review curricula and to make teaching and learning more inclusive.

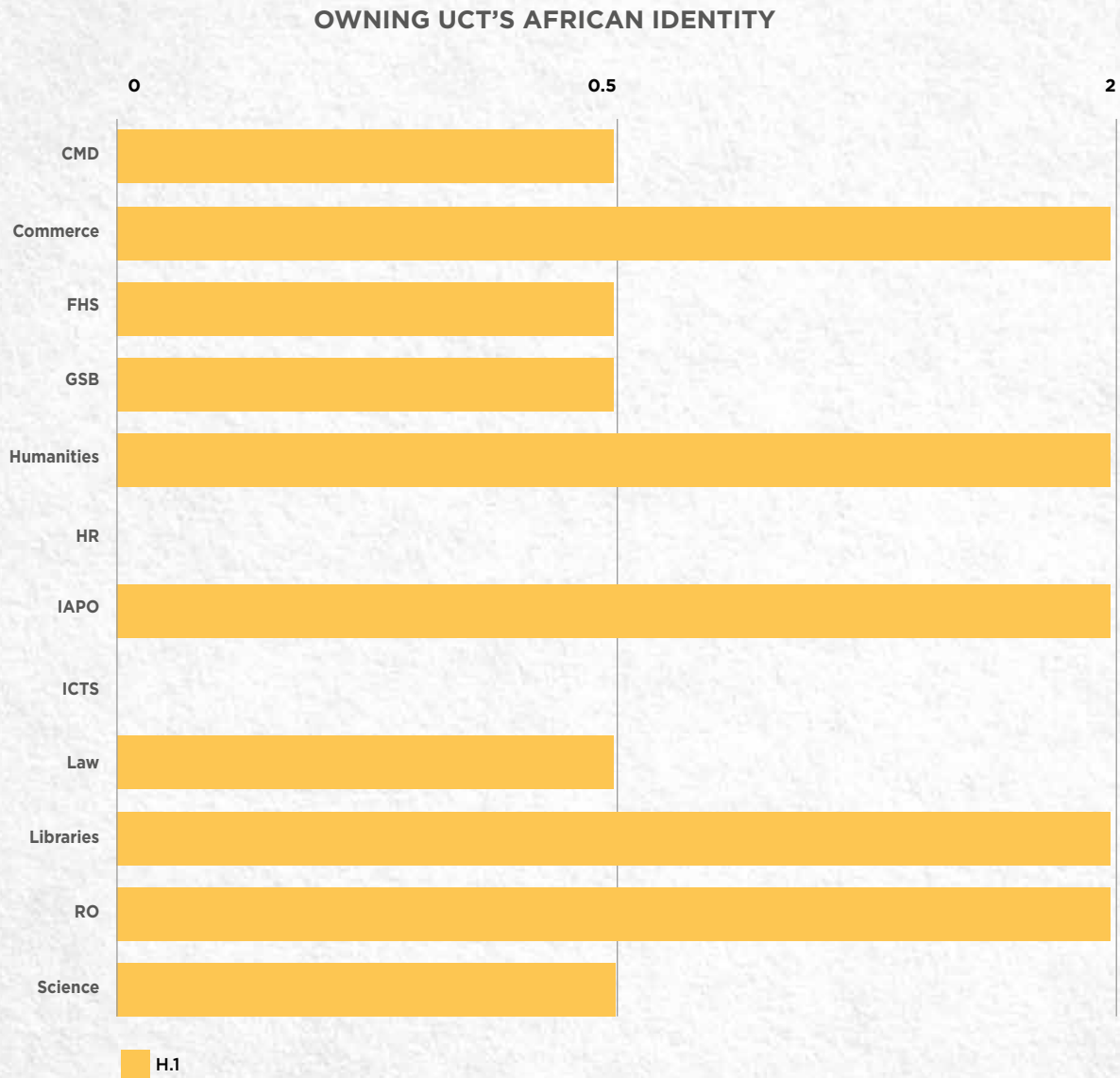
Pockets within the university have adapted curriculum to be more responsive to marginality and historic oppression.



3.9

OWNING UCT'S AFRICAN IDENTITY

How is the university centring its African identity through scholarship, teaching and learning practice, or activist initiatives?



How did faculties and departments meet the criterion of this benchmark?

WHAT IS BEING TESTED?



Afrocentric actions

H.1 Actions taken which adopt an Afrocentric lens, centre the African continent or critically respond to UCT's African identity within curriculum, pedagogy, research, through workshops, training programmes or discussions, co- or extra-curricular activities, through supporting international students and challenging xenophobia within the learning environment.



WHAT DOES THE BENCHMARK REVEAL?

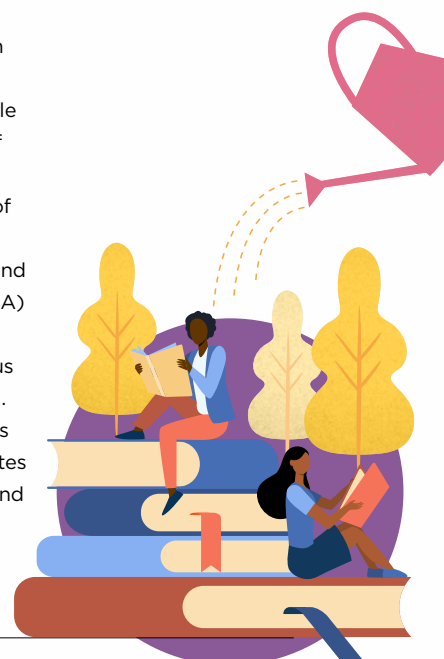
Departments undertook a range of actions in 2019 to centre the African continent or engage with UCT's African identity. Here are some examples:

- The Centre for Higher Education Development (CHED) in partnership with the A/Xarra Restorative Justice Forum, the Centre for African Studies, the Centre for Extra-Mural Studies and the Multilingual Education Project launched the first Khoekhoegowab language course. This is a great example of centring the language and experience of indigenous persons at UCT.
- The Communication and Marketing Department developed and distributed hundreds of articles, videos and social media posts on this theme. While there is too much content to list here, one example is the video, "What makes me African?", which featured students and staff sharing their understanding of their African identity.
- The Commerce faculty conducted a range of actions in this area:
 - The School of Economics (SoE) is part of the African Economic Research Consortium (AERC) PhD programme. Through this, they provide PhD coursework for students in the Semester Study Abroad (SSA) programme. The school also partners with AERC to offer a land governance course that trains African PhD students registered in various universities across the continent.

The students come to UCT for a month to acquire skills and tools that will help them in their dissertations.

- The Nelson Mandela School of Public Governance developed a follow-up training programme to the Implementing Development Projects in Africa short course delivered in 2018 for the Arab Bank for Economic Development in Africa.
- The Building Bridges programme team runs the My Leadership module of LeAD Campus, a six-month certificate leadership programme and partnership with ISM, a private business school in Dakar, Senegal and Sciences Po (France), and funded by the French Development Agency (AFD). The school has a partnership with the London School of Economics in the Atlantic Fellows for Social and Economic Equity Programme, which connects fellows with African mentors where appropriate, and develops curricula for a fellowship module that focuses on the history and nature of inequalities in Africa, and on strategies being used in South Africa and the rest of the continent to address these.
- The Centre for Information Technology and National Development in Africa (CITANDA) research unit, to which all information systems staff belong, has an explicit focus on IT and national development in Africa. The research programme, research topics and cohort of master's and PhD candidates inherently centre the African continent and

ABOVE: The Creative Change Laboratory (CCoLAB), a project of the Office for Inclusivity & Change, uses creative methods to collaborate with, enable and empower marginalised youth in Cape Town.



//////////
 In 2019 CHED and the A/Xarra forum created UCT's first Khoekhoegowab language course.



critically respond to UCT's African identity within the research.

- The IS Enterprise Systems Education for Africa (ESEFA) programme (Lisa Seymour and Gwamaka Mwalemba) developed a unique African case study for enterprise systems training, established strong links with many African countries through the ESEFA programme and trained lecturers from several universities in Africa in the ESEFA curriculum. This is a major contribution to the university's goal of establishing global partnerships with a distinctive African lens.
- The Humanities faculty highlighted the citizenship and violence series, which included talks and performances on racial and gendered identities and a workshop on migration. This workshop focused on the question of who belongs and to whom the polity belongs across post-colonial Africa. It raised issues of racialised inequality and how this remains a primary contradiction in South Africa, and how the national question anchored on citizenship and its accompanying rights have assumed prominence in the public sphere. Approximately 60 people participated, including staff, students and members of the general public.
- The GSB hosted a high-profile panel discussion and distinguished speakers programme on the decolonisation of the curriculum and xenophobia in 2019.
- The Transformation Distinguished Speaker Programme Conversation during Africa Month featured University of Zambia historian and political commentator Dr Sishuwa Sishuwa looking at the twin global challenges of migration and xenophobia in South Africa from an African perspective. The presentation attributed the pressures of xenophobia in South Africa to policy failures in Africa and advocated for a reignition of former president Thabo Mbeki's African Renaissance Agenda if South Africa wants to avert future xenophobic attacks.
- GSB also held a keynote lecture presentation by Dr Siddique Motala on "Art/Science Activism: A pedagogy of resistance" which was followed by a panel discussion titled "Decolonisation of the Curriculum: Are we there yet?" facilitated by Associate Professor Camaren Peter with Professor Elelwani Ramugondo, Athol Williams and Dr Motala. Following the panel discussion, GSB Research Director Professor Ralph Hamann and Dr Motala have started a collaborative project to look at the socio-economic and architectural history of the University of Cape Town Breakwater Campus with a view of infusing this into the GSB induction programmes and sustainability component of the business, government and society module that Professor Hamann teaches on the MBA programme.
- In the Law faculty, the Land and Accountability Research Centre (LARC) works specifically on issues relating to African customary law and traditions. The faculty also has a dedicated Centre for Comparative Law in Africa (CCLA), which is actively engaged in research partnerships with five Nigerian universities. The CCLA produces a biennial academic journal titled the *Journal of Comparative Law in Africa*. The CCLA director, Associate Professor Ada Ordor, teaches courses on regional integration in Africa at LLM level and will offer a similar elective at LLB level in 2020. The Democratic Governance and Rights Unit hosts websites aimed at open access dissemination of both South African legal materials (Saflii.org) and African legal materials (Africanlii.org).
- UCT Libraries contributed to the UCT-wide Africa Month Celebrations and the VC's call for a highly impactful Africa Month at UCT by:

BELOW: "Abalala Ngengub' Emdaka", a performance in Sarah Baartman Hall choreographed by Nasfa Ncanywa.





ABOVE: UCT's Flying Tigers first team celebrate their win in the mixed division of the World Flying Disc Federation All Africa Ultimate Championships.

- showcasing the special collections of archives, books, pamphlets, posters and films on African indigenous languages
- displaying all the African countries' flags in the main library and branch libraries, and introducing colourful African fabric overlays
- printing bookmarks with traditional African designs and quotes by famous African leaders
- participating in the UCT Africa Month Symposium at the Baxter Theatre on 10 May by putting up a display of the †Khomani San-Hugh Brody Collection, which was first created in support of a series of films by Brody, titled *Tracks Across the Sand*. This display garnered huge interest and a proposal has been crafted for the completion of the digital preservation of this audio-visual collection, which includes 140 hours of interviews with members of the Khomani San community with Brody.
- The Office of Research Integrity is developing training in "responsible conduct of research" aimed at early-career researchers and senior postgraduate students. This training is being developed in-house because of the need to speak directly to African issues (such as predatory publishing, a challenge which is felt acutely on the African continent) in a way which is meaningful to Africa. There are international packages available, but they do not meet the specific needs of African researchers. This training will be rolled out in 2020.

■ The Science faculty has many departments whose curricula and research focus areas are Afrocentric. As a result, the faculty produces a huge amount of output on Africa. The departments most active in this knowledge production are Archaeology (entirely African-focused, human evolution through recent), Astronomy (southern skies), Biology (fynbos ecosystem, etc), Environmental and Geographical Science (human-environment issues in Africa), Geology (geology of Cradle of Humankind and other early African sites), H3D and Chemistry (Africa-specific diseases) and Oceanography (African marine ecosystems). Numerous departments (eg African Climate and Development Initiative, Department of Astronomy) also hold activities, such as food sharing and cultural awareness events, that celebrate African diversity.

While these are impressive initiatives, it is unclear whether they are critical engagements. For example, does a focus on skies visible in the global south or Africa-specific diseases adequately engage the idea of centring African knowledge production? Do courses on the African continent or aimed at African scholars challenge Euro-American modes of knowledge production and dissemination? These questions highlight how the university may employ decolonisation as a metaphor for change, rather than a concrete effort to displace and decentre colonial practices. This is an area the university may consider strengthening in future periods.





**SPECIAL PROJECT PROFILE:
INTERNATIONAL ACADEMIC
PROGRAMMES OFFICE**

**THE INTERNATIONAL ACADEMIC
PROGRAMMES OFFICE (IAPO)**

IAPO plays an important role in connecting UCT to the African continent and beyond. In 2019 it held several events intended to strengthen UCT's role as an international player:

- IAPO hosted a series of discussions on migration and immigration with the Department of Home Affairs in April to better understand the policies, processes and challenges involved in serving the UCT international student community.
- In 2019 IAPO nominated 29 UCT students for semester exchange programmes with international partners. The 2019 cohort included South African students, as well as students from Nigeria, Zimbabwe, Namibia and Mauritius.
- IAPO also played an important role in welcoming international students to UCT. The office organised a week of orientation activities that included a welcome address, culture shock discussions, digital literacy, campus tours, a peninsula tour, academic orientation, health and wellness, and pre-registration.
- In response to the reports of xenophobia in South Africa, IAPO hosted discussions with international students and local organisations providing support to migrants, refugees and asylum seekers. These public conversations offered a space to debrief about xenophobic violence, find support and show solidarity with survivors of xenophobic violence.

29 // // // // //
IAPO nominated 29 students for semester exchange programmes with international partners.



PEOPLE // // // // //
Through a Khoekhoegowab language course and an exhibition on the Khomani San community (among other actors), UCT centred and acknowledged the experiences and contributions of indigenous peoples.



SPACES // // // // //
IAPO played an important role convening students and civil society organisations in response to the incidents of xenophobia in 2019.



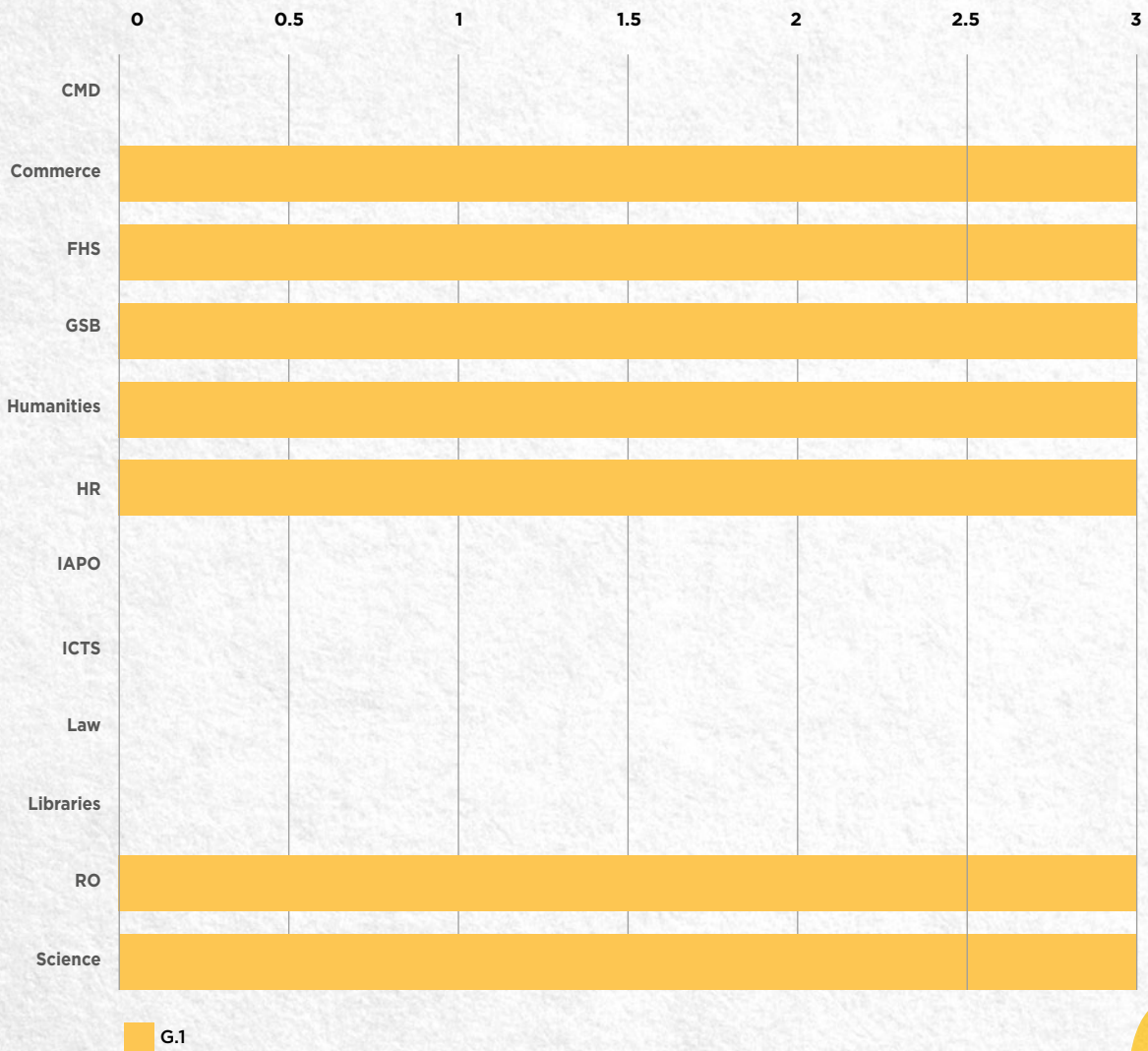
ACTIONS // // // // //
The Office of Research Integrity developed a training programme on responsible research conduct. The training seeks to challenge problematic practices, including predatory publishing, among others.

3.10

INNOVATIONS, ALTERNATE APPROACHES AND BEST PRACTICES

What are the innovations and best practices which have been employed to further transformation, inclusivity and diversity?

INNOVATIONS, ALTERNATE APPROACHES AND BEST PRACTICES



Which faculties and departments met the criteria of this benchmark?

WHAT IS BEING TESTED?



New and innovative practices

G.1 New, innovative or alternate approaches to build a transformed, inclusive and critically diverse higher education institution.

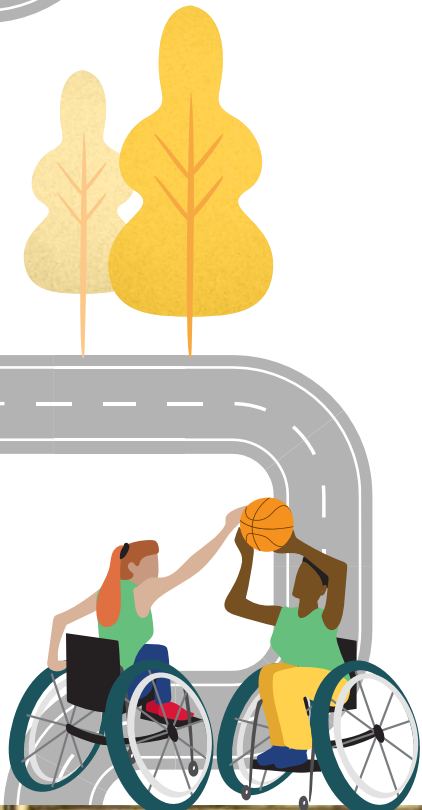
WHAT DOES THE BENCHMARK REVEAL?

Several departments and faculties shared practices they felt were powerful examples of transformation actions.

- The Faculty of Health Sciences (FHS) highlighted the work of three departments:
 - The Department of Human Biology developed a partnership with Neighbourhood Old Age Homes (NOAH) so students could co-develop solutions for the health and wellness issues faced by the residents of NOAH. The department also held a youth open day to introduce learners to the medical school programmes and give them information on how to apply.
 - The Department of Health Sciences Education runs the FHS Writing Lab. The lab works directly with students, through individual consultations, to develop their writing. Writing and literacy practices, more broadly, are multiple, socially negotiated, and contextually situated. The lab's goal is to empower student writers by meeting their needs through engaging with the process of writing to use their own knowledges and literacies to contest academic norms and contribute to new forms of thinking and representation in the academy. However, the Writing Lab's transformative ideology is often at odds with students' instrumental goals to meet assessment criteria. The tension for the Writing Lab is that if the university only

prioritises students' instrumental goals, this undermines their authorial development and risks perpetuating colonial and normative practices. On the other hand, if the lab only prioritises transformational goals, it risks dismissing students' valid concerns. To respond to this challenge, the lab has implemented an innovative action research approach to consultant training that aims to align transformative values and goals with practical consultation strategies, encouraging consultants to focus and interrogate their own development through ongoing learning and critical reflection.

- The Department of Medicine (DoM) TC has started several initiatives to facilitate transformation. For example, the TC established a new fund in 2019 of approximately R150 000 to facilitate transformation. The TC is offering grants between R25 000 and R50 000 to assist designated group candidates who are targeting an academic trajectory, specifically to facilitate research start-up. The money could cover consumables, travel, publication fees, etc. The TC is targeting at least two scholarships/grants per year. For example, Dr Phindile Gina, the first recipient in the DoM, was awarded a grant to facilitate the dissemination of her PhD work. A second seed-funding initiative to commence in 2020 will focus on innovation-related activities, including early commercialisation of ideas and the funding thereof.



The winners of the 2019 Vice-Chancellor's Transformation Award 2019 – the marketing section of UCT's School of Management Studies.



- The GSB piloted a new structure based on the concept of “co-leadership” and appointed five interim deputy chairpersons to enhance the efficacy of the GSB TC. As a result of this intervention, the GSB has not only facilitated better collaboration across the business units but now has a clearer road map for the meaningful changes planned for transformation and inclusivity at the GSB. As part of the UCT-wide #JustNo to gender-based violence (GBV) campaign, the GSB TC in collaboration with the marketing and operations departments created a website of emergency contacts and set up a QR code that could easily be read by cellphone users and redirect them to the GSB’s emergency contacts page.
- The Humanities faculty highlighted the conversation titled “Exploitation of Black Bodies in the Arts” at the fifth Black Art and Communities at Heart event. The discussion, presented by the Institute for Creative Arts and Mandisi Sindo, took place during June 2019 at the Khayelitsha Art School and Rehabilitation Centre.
- In the Law faculty several student-run initiatives demonstrated transformation. Key among these is the Black Law Students’ Forum, which runs activist initiatives such as their textbook drive in October/November 2019, aimed at collecting donations of law textbooks for needy students in the faculty. More general, and less quantifiable, feedback at staff level is an increase in harmony among

faculty members in 2019.

- The RO highlighted the Researcher Development Academy programme which supports researchers both at UCT and more broadly throughout South Africa. Programme membership brings together a diverse and inclusive group of young academics – and helps them to develop skills critical for thriving in an academic environment – with professional networks and a diverse and inclusive community of researchers.
- The Science faculty accredited a new blended learning course, being developed and produced in conjunction with the Centre for Innovation in Learning and Teaching (CILT), titled Towards Decolonised Science in South Africa. This course will be the first in the faculty (and perhaps at UCT) to specifically address decolonisation as a topic, and is taking an innovative approach which not only uses its content as a tool for decolonisation, but also flips the learning environment so that the pedagogy itself is decolonised. The course is currently in production and will be offered for the first time in winter 2020.

These examples highlight that the university is not only attempting to build transformation – it is also innovating in the shape, design and approach. From events, student-run initiatives and new approaches to TC governance, these experiments in transformation highlight areas where UCT is excelling.

ABOVE: The Creative Change Laboratory (CCoLAB) invited attendees to become collaborators for the day by creating paintings, performances or poems that challenged inequality.

The Department of Medicine TC created a fund in 2019 to support candidates from designated groups to innovative conduct research.



SPECIAL PROJECT PROFILES:

THE VC'S SPECIAL AWARD ON TRANSFORMATION AND THE CREATIVE CHANGE LABORATORY

THE VC'S SPECIAL AWARD ON TRANSFORMATION

The marketing section in the School of Management Studies in the Faculty of Commerce received the Vice-Chancellor's award for excellence in transformation. The young team aimed to build a new and inclusive identity which reflects the diversity of students and staff. In 2013, the marketing section had no black representation among the academic staff. Six years later, the section is very different, primarily because they pursued transformation on different fronts:

- In 2019 56% of academic staff were black, 11% coloured, 22% Indian and 11% white.
- The department interrogated their curriculum and identified areas which do not provide an adequate African perspective. The department adapted and localised course content and included South African case studies instead of (only) international ones. In addition to localising, the section also conducted an international benchmarking standard to ensure content is both African and world-class.
- In the largest course the section offers, catering to all business students, they paid

special attention to the "deliberateness of language" approach, thereby focusing on inclusive teaching and challenging students to be socially responsive in their course outputs.

- In the consumer behaviour course, the section pushed students out of their comfort zone to consider life in low-income households. For example, in 2019 students defined models of low-income decision-making at a household level in a discipline which lacks representation of South Africa's (and the world's) majority poor persons. Three articles were published on this subject in 2019.
- In 2019 the section received a grant from the Centre for Innovation in Learning and Teaching (CILT) to develop an open-source marketing textbook. This will be a useful resource for students who struggle to purchase expensive textbooks. The textbook will be released in 2020.
- In the spirit of open-minded and activist scholarship, the section pursued inclusive themes, including queer marketing, black veganism, the cannabis trade, low-income consumer behaviour, social marketing and the neuroscience of code-switching.

Under the Dome, a collaborative experimental film festival, resulted in a diverse collection of short films.



BELOW: The annual Vice-Chancellor's Concert featured a new production by UCT's flagship African ensemble, UCT Ibuyambo, who explored the artistic legacies and legends connecting the musics of Namibia, Botswana, South Africa, Venda, Zimbabwe, Mozambique and Tanzania.

THE CREATIVE CHANGE LABORATORY

In 2019 the OIC hosted the Creative Change Laboratory (CCoLAB), which was conceived as an immersive learning space in which young people could experiment with unconventional solutions to problems in their community. Unlike most arts-based projects, CCoLAB was designed as a long-term intervention, one which would introduce participants to diverse creative modes and allow them to develop and test original prototypes.

Drawing on theories of popular education, especially those developed by Paulo Freire and Augusto Boal, the CCoLAB methodology prioritised collective and experiential modes of learning grounded in lived experiences. The CCoLAB sessions, which coincided with university vacations, were arranged in three learning blocks. These enabled participants to analyse their context, design creative responses and curate these in an exhibition. CCoLAB culminated in an online campaign that reached 400 000 South Africans, and ended 2019 with two physical exhibitions.



400,000

Approximately 400,000 South Africans were reached through the CCoLAB online campaign.



PEOPLE

The staff members in the marketing section in the School of Management Studies went above and beyond the call of duty to transform their space. Through shifting demographics, innovations in teaching and learning, and thought-provoking research, the entity is a stellar example of transformative practice.



SPACES

Student-run spaces in the Law faculty are great examples of grassroots activism. These student-led initiatives have raised the voices of and built solidarity for black students.



ACTIONS

The FHS Writing Lab's proposed action research project is a good example of a project which brings together servicing a community and generating knowledge.



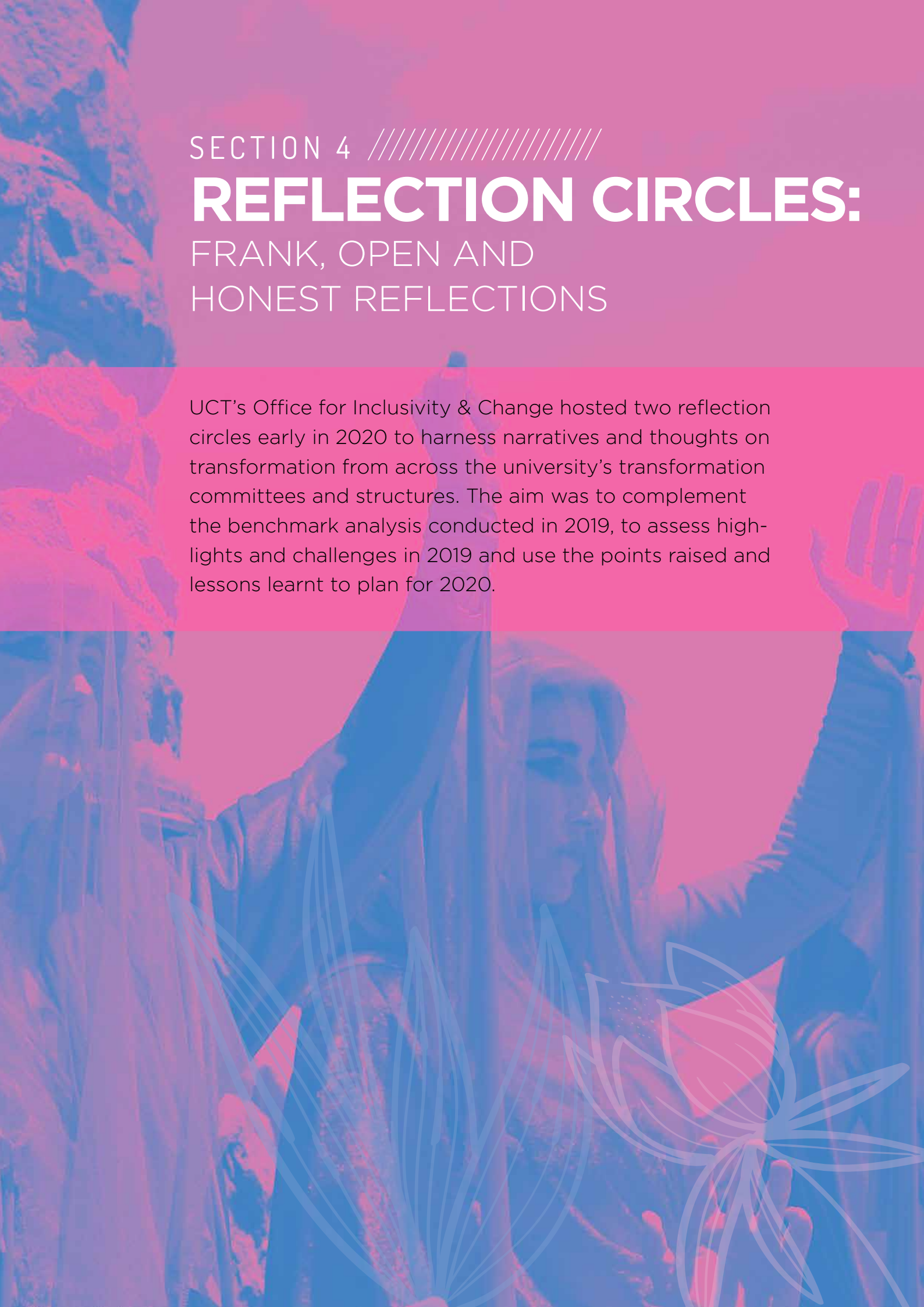


SECTION 4 //

REFLECTION CIRCLES:

FRANK, OPEN AND
HONEST REFLECTIONS

UCT's Office for Inclusivity & Change hosted two reflection circles early in 2020 to harness narratives and thoughts on transformation from across the university's transformation committees and structures. The aim was to complement the benchmark analysis conducted in 2019, to assess highlights and challenges in 2019 and use the points raised and lessons learnt to plan for 2020.





ABOVE: UCT's student delegate to the 2019 Worldwide Universities Network Conference in Ireland, Sarina Mpharalala, returned from the event ready to help the institution unpack its pivotal challenges.

"We can change structures and bodies and write reports, but I worry that when we're engaged in that kind of activity we look better on paper than is people's lived experience. Until we shift people's lived experiences, until people come into work every day and say: 'Today was different because I was looked at, spoken to, held, respected in a way that previously has not been my experience', we have work to do."

This was the impassioned response of a participant in the first of two reflection circles hosted by UCT's Office for Inclusivity & Change (OIC) in February 2020. These were attended by 37 of the university's senior transformation agents and committee chairs.

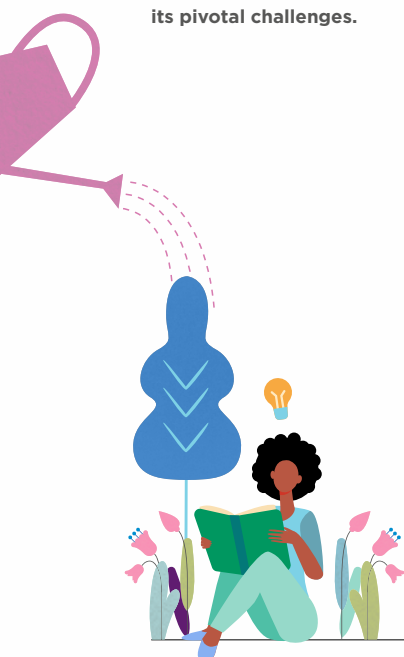
Speaking in a group of his peers and colleagues from various faculties and professional, administrative support and service (PASS) departments, he added: "We can change bodies 'up there' and we can make programmes and workshops and redecorate spaces until the cows come home but until people walk into a space and legitimately experience the interaction in a different way, then we still have work to do."

Frank, open and honest conversation. And there was plenty of it from the participants;

as intended, said host and stream leader for Inclusivity Capacity Building in the OIC Gabriel Khan. These reflection circles were intended to highlight notable achievements in 2019, and how people feel and think about transformation at UCT, beyond the hard data of the *UCT Transformation Report 2019*.

"The aim is to provide an analysis of the transformation context at UCT, which complements the benchmark analysis, or quantitative analysis, of transformation at UCT," Khan explained. As such, these narratives are key to directing transformation efforts in 2020, he added.

As the reflection circles unlocked a wide range of narratives and opinions, a representative range has been presented below.



HIGHLIGHTS IN 2019

"The highlight for me was renaming Jameson Hall to Sarah Baartman Hall. In terms of transforming the deep architecture of the university we rolled out the inaugural Khoekhoegowab short language course ... One of the things we did was have a free class for working mothers from communities, with transport ... They had the opportunity to learn from the process. And the Sutherland remains an ongoing thing; a huge, new learning process in southern Africa."

"At the beginning of the year we have a social moment with all staff ... we need to acknowledge that every new year is a new potential moment of hope ... We get together and say: 'This is a new dawn. Let's do something about that.' "

"We did a workshop on what a transformed residence culture would look like. How does the residence sector contribute to making institutional culture? How does the residence sector support the academic project; how does it promote social excellence among students and provide governance and leadership ethos?"

"One of the things we did in the Libraries was setting up communities of practice groups. We have 10 departments and some 120 to 130 staff spread across campuses. The new executive director set up groups so professional staff could speak to one another at least once a quarter and the same for support staff ... But it became bigger than that: It became groups of staff that got together to share."

"A colleague set up a walking group. Every Tuesday and Thursday at lunchtime he gets a group of staff to accompany him and he takes them on a 30- to 45-minute walk around upper campus. Initially [it was] for health and welfare and then it evolved into a walk and not talk about work."



SUSTAINABLE CHANGE NOW

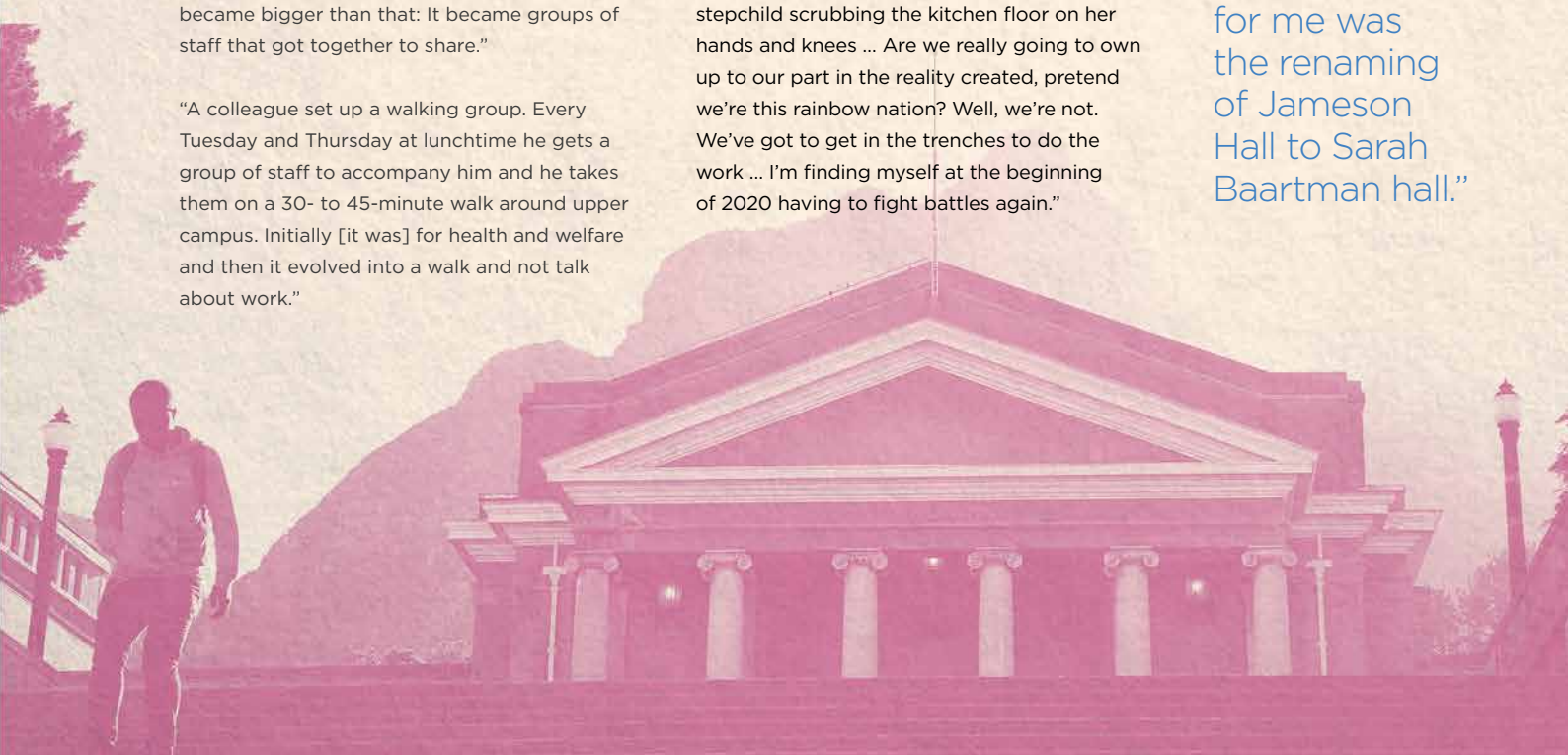
"The events around GBV were it for me. It wasn't triggered by the Uyinene [Mrwetyana, a first-year student who was sexually assaulted and murdered in 2019] event but it was ahead of the series of rapes that started further discussion and thinking about how to protect our students better ... It's important to keep engaging on those topics so that it's not just an event and ... we put on a plaster and we think we're all good ... How do we adapt so that it serves us better and we feel safer?"

"The university knows full well what their problems are. We need platforms and resources for staff and student support. Their problem is that they are just not doing enough about it ... I want to come to a meeting where we're talking about implementation, about GBV ... a meeting where there is less conversation and more implementation."

"Transformation is a very low and lonely stepchild scrubbing the kitchen floor on her hands and knees ... Are we really going to own up to our part in the reality created, pretend we're this rainbow nation? Well, we're not. We've got to get in the trenches to do the work ... I'm finding myself at the beginning of 2020 having to fight battles again."



"A highlight for me was the renaming of Jameson Hall to Sarah Baartman hall."



GENDER, INTERSECTIONALITY AND INCLUSIVITY

“Gender and gender intersections need more attention going forward. In the science faculty we achieved and surpassed racial targets but failed with women ... When you start to break it down into intersections, we completely failed women of colour ... We really need to start to hone in on issues around gender.”

“I work with emerging researchers but once we recruit those women what do we do to sustain them, help them make a career in academia? ... The old stories still exist. Why do faculties systematically have their important faculty meetings at 16:30? And what about men who are also caregivers? How do we make sure our people working at UCT are being taken care of holistically?”

“In the science faculty no meeting goes past 16:00. I would so much like that to be policy, as it’s particularly difficult for women – often not the academics who have resources for caregivers, but PASS staff who have to travel far distances and don’t speak up to say, ‘I can’t be at this meeting’.”

“In senior [faculty] meetings when we discuss how to take things forward in transformation, we’re met with deathly silence ... We can report on lots of things happening in our department, run by driven change agents, but there’s still this overwhelming apathy, or full-blown antagonism directed at us. That’s really been hard.”

“Where are the white men? They should be here. I don’t want to see a whole lot of black faces around the transformation table any more because we’ve got other things to do ... Transformation must be led by those who historically benefitted from the system because they are the one who have the power to effect change.”




INCLUSIVITY

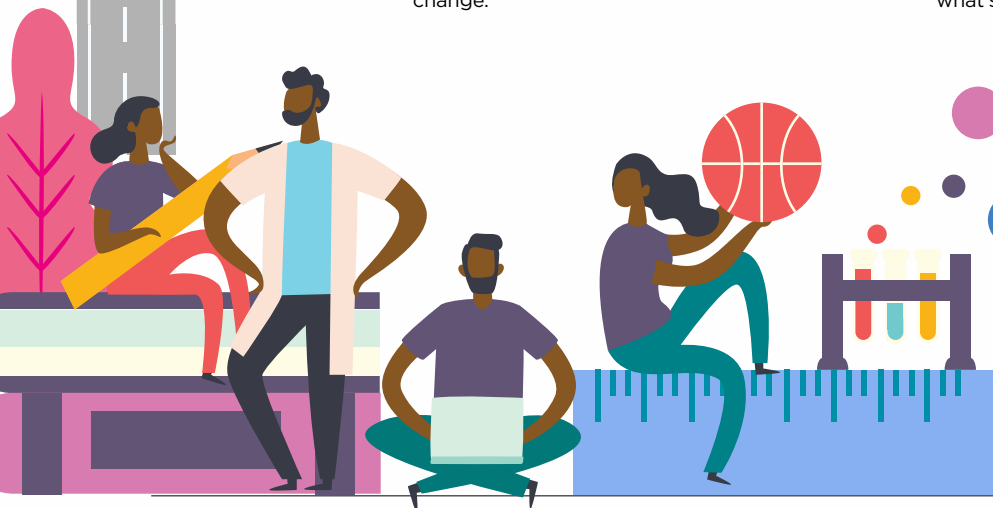
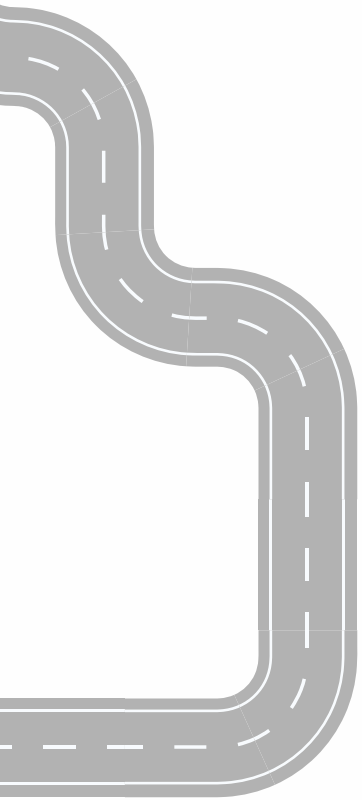
“Our big problem in the faculty is inclusivity ... you can change the demographics as much as you want but if people don’t feel they are part, if they are not buying in, then all of these systemic things continue as they were ... not recognising, not seeing the other.”

“Even eating areas are more inclusive in terms of their menu offerings. It’s easier to get halaal meals via UCT Food and Connect at the Graduate School of Business.”

“The Inclusivity Survey has been very useful to us. It triggered several interesting conversations on what needs to be done, what’s not working and how we can do it a lot better. Leverage that. And have purposeful conversations in the academic community and management committee review process ... We’re beginning to see the fruits of that, and we have a clear roadmap. I encourage you [UCT] to do the Inclusivity Survey more regularly and just take stock of some of the things we’ve achieved and what’s working better.”



“The Inclusivity Survey has been very useful to us. It triggered several interesting conversations on what needs to be done.”





SPACES AND PLACES

“The Works of Art Committee has been involved with putting up new works of art all around campus. With the New Lecture Theatre project, we started with a concrete bunker. Now there are some beautiful works there, artists that deal with exciting, wonderful issues, which are talking points.”

“Some departments approach the Works of Art Committee and say, ‘We want something on our walls’ and others have much more of a malleable approach ... In the Environmental and Geographical Science department, for example, they’ve really grappled with the visual and how you make a space something that is challenging and not alienating ... it’s more of a process where we negotiate and discuss and perhaps there is no resolution and there’s nothing on the wall in some departments. But that’s [also] fine.”

“In the Graduate School of Business’s digital displays the people were predominantly white (when I joined). There seems to have been a conscious shift to ensure most shared [material] on these screens are people of colour. It’s helped transform that space.”

“Avenue House was occupied by students in 2015/16 and was called Azania House. Many of the activities there were outside the curriculum and agitating for change, so it has that symbolism to it. It’s now part of the mainstream university buildings again but we will be using it for our programmes ... How could we get students involved in the look and feel of that space so that there’s a ‘voice’ that comes with that space?”

“Wouldn’t it be great if that space [Avenue House] were designated a students’ space, not a space managed by the Department of Student Affairs?”

“Spaces were affected by [the Rhodes Must Fall and Fees Must Fall movements] and one of the spaces in the Libraries was where the Sarah Baartman statue sculpture was ... when we do Libraries tours for parents and orientation, that would be one of the sites that you’d speak about. And now that sculpture isn’t there anymore ... I do stop at that space and talk about the silent protest that happened in front of that sculpture, why it was clothed, why the artists didn’t like that and how that encouraged good conversation around black pain on campus. So, it’s also beneficial to contextualise space, even if *that* space ...”

“[There’s] amazing playfulness with which some departments approach their physical space, such as the New Economic Building, which uses glass facades for narratives to be written on. Playful, short, sharp interventions that last perhaps a week ... that humanising of the campus and taking away the alienation, given that a lot of the architecture is quite aggressive and quite confining.”

“For me it’s to change that space [the Irma Stern Museum] radically from a space that’s visited primarily by overseas visitors to a space that’s much more focused on community. It has a garden that students can use for picnics. There’s a contemporary gallery they can look at. We are rethinking the historical part so that it becomes relevant.”



PROCESS AND PACE OF TRANSFORMATION

"I'm very frustrated and annoyed at the slow progress of everything. We had a [faculty] review. One of the recommendations was for a deputy dean of transformation in the faculty ... we're the only one without as far as I'm aware. It was turned down, a massive push backwards for faculty."

"How do we voice our concerns without making our fellow leadership feel targeted? Because we should be supporting one another across the board ... we should be speaking with one voice ... being held accountable ... but that's not what you see. We're ticking boxes again and I don't know how to do the translation, to make it real."

"How militant do we need to be in this space? Where is the spectrum? Do we need to go gently gently, or do we move into a more activist mode in this work? Confrontational, bringing the peripheral to the centre?"

"We should be more militant, pushing more visibly because things won't change by themselves ... Groups of people are left out of the transformation conversation, such as new entrants to the space. I was a new academic and it took me three years ... A whole host of people who could be part of [the process] but are not because they don't know how to be ... whose job is it to onboard those people?"

"I worked with the students with a militant approach who had a very challenging agenda, but it was necessary. I've not seen that same positionality in these kinds of spaces. [Transformation committees] are thinking

disruptively but not really acting disruptively. How could we accelerate transformation in the context of our new roles?"

"[Is] there another place for the Transformation Forum structure where chairs of transformation committees can bring issues? It's the only place you can table proposals for change. Take religious holidays. We want to change that. We made a proposal. We wanted to place that at the Transformation Forum. We did that in September, but the Transformation Forum hasn't met formally since then. So how do we impact on the university?"

"[To] work together, we brought in an industrial psychologist to understand the working culture and then direct the transcendent culture of the new unit itself ... Feedback allows us to escalate a worrying situation to the top. Decisions are made and feedback comes very, very quickly. That helps a great deal. There are new and innovative ways of trying to do things."

"I'm struck by the many individuals in our faculty working on their own programmes and the effort and work many do in response to this call to decolonise the university. We see these splashes, people doing wow things, but what I'm seeing here is so many people working in their spaces where they have autonomy and they're experimenting and doing these student experiences. The only measurement is course results ... There needs to be more about people who are transforming teaching and learning spaces, such as making tutorial spaces multilingual ... More use of multimedia so that the written words are not the only form of engagement and assessment."





The university's senior transformation agents and committee chairs participated in two reflection circles hosted by UCT's Office for Inclusivity & Change to harness narratives and thoughts on transformation.

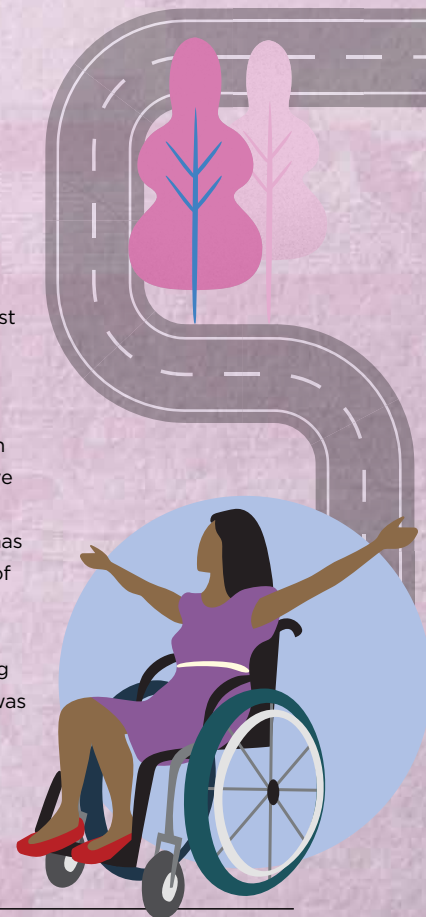
RESEARCH AND TRANSFORMATION

"We do GBV research in transport with undergraduate students over a few years. By mid-2018 we had enough work to write a paper on this: personal security when women use a public transport system. It won the Charley V Wootan Award 2019 prize ... We held a fun Women's Day event and invited all faculties' women to a presentation of this research, especially the lower pay classes who use public transport ... Are we even sharing [our research] with our own people, all the women, our people affected? We're putting plasters on everything we see; but we haven't dug down deep enough to get to the core ... we're not addressing the real problem."

"Because we are a research-intensive university it contributes a significant part, more than one-third of our budget, almost R2 billion. The harder question we can ask is: Is this research serving the needs of our society and

transformation and a more equal society? ... That's a different kind of conversation: 'To what ends, to what purposes and what kind of university does it lead to?' is a far more productive conversation."

"I was struck by the range and diversity of community engagements going on ... the most positive were the reparations to rebury the Sutherland skeletons. What came out of one faculty became university wide. Actually, the university is taking the initiative, working with organisations, NGOs and communities and we don't always know of that sort of thing. The performing arts is one example. Our faculty has the Curating the Archive project, restitution of land, forced removals in Claremont research. It's about getting to the community, not just doing a book launch here and there but doing the book launch in the community, where it was researched."



HEALING

"There's a lot of work to do; a lot of healing that needs to happen. Triggered by what happened to Uyinene, you realise how deep-seated the issue really is. I'm not sure we've done enough around the healing process ... But the positive side is student agency. For example, they designed and conceptualised the 'homecoming' theme ... they were saying to [2020] first-year students: 'You are coming home. When you get here, you are coming home to UCT ... you belong'."

"In African Studies we're working on the concept of restorative justice ... and it can't take effect until there's a dialogical process; the person who benefitted and continues to benefit and those who are continuing to suffer. But it needs that interaction ... it needs the white

male person being accountable and taking responsibility for those injustices."

"Treat them in a way that makes them feel valued and until you get that right you can 'project' yourself into a coma. It's not going to change how people feel."

"How do we create that space for healing that needs to happen? We're not looking deep enough. With food insecurity, do we need to make space for students to work to be able to feed themselves, so take six years to complete their degrees? On a fundamental basis, we must rethink how we are doing things, to make sure people who are battling have a positive experience here."

"Deep listening spaces are needed. It's the deep listening that's missing."

BELOW: Learners in grades 10, 11 and 12 from various Khayelitsha schools participate in UCT's 100UP programme, an initiative that offers academic booster classes on campus and intensive exam preparation sessions.



COLLABORATION, SUPPORT, SHARING STRENGTHS

“In health sciences we want to know things other people were strong in [in the *UCT Transformation Report 2019*], for example, curriculum change and how they implemented it, so we have a collective learning space.”

“What do [young academics] need? How can we support them and make sure they know each other across departments, similar lived experiences?”

“More coordinated planning across faculties, especially deputy deans of transformation, with someone from the OIC to realign the work we do so we do not duplicate efforts.”

“PASS staff also need space to talk about their own problems and talk about what is common.”

BUDGET AND RESOURCES

“There’s no money for transformation.”

“In [our faculty] it costs R120 000 a year for the deputy dean of transformation ... If you can’t find that, then let’s stop talking altogether. We do have a budget and a proper plan so we can do things on the ground. We are constantly working on transformation and social responsiveness ... especially with students under stress.”

“The [student] food security pilot project started last year. This year we will be doing lunch vouchers for Food and Connect. There’s no budget ... but it’s a priority. It must happen. This is where you see food insecure students, this is where you see the real nub of inequality on campus – and it’s so hidden. We must make sure we do things properly and sustainably.”

“The big challenge is black Africa. We are far too coloured an institution in a South African context and that creates its own problems ... we must own up to that ... But even with transformation, we must watch ourselves in the bureaucratic structure. Do you merely reproduce what was there before even though the demographics have changed? We must ask: Where do you see a real commitment to transformation? And one of those things is budget.”

“What is the political economy? To what extent is financial transformation tackled systematically once the money comes through to a system and goes down the channels, where the gatekeepers are? What is the political economy of all that because that’s where it’s [resources] are blocked. How would UCT transform that?”





ABOVE: The Michaelis School of Fine Art hosts an annual collaborative public art project that aims to lay bare the invisibility of gender-based violence in our daily routines.

“We’re not acknowledging the power dimensions and power differentials that operate”

CURRICULUM

“How do we use science to decolonise science so that it’s not this horrible thing? How do we use our own disciplines as a game changer; a way to move forward?”

“[Regarding] gender equality: One argument is to look across Africa where 5% of CEOs are women, 22% are at senior management level and 44% at middle management level. Can we transform the conversations we have as a leading business school, through our business education programmes and middle manager training programmes? Women are 50% of the population; why can’t we see that at faculty level? Our contribution [is] to transform the 44% to a higher level.”



EMPLOYMENT EQUITY, SELECTION COMMITTEES


“I struggle with the employment equity process and role of the EE representative on selection committees. Employment equity should be everyone’s responsibility, especially chairs of selection committees. After conversations with EE reps in the PASS and academic domains, it’s clear people interpret rules and legislation differently ... An example is the selection process for the dean of Humanities; it played out in a high-level committee. Yet people are still questioning the process. The guidelines for EE reps never materialised. People are dependent on EE training at different times and groups.”

“In ICTS we issued an open invitation to all staff [to a discussion on EE representatives] ... All managers had to attend. And we ironed out misperceptions. There were lots of questions.”

“A sticking point for us is the targeted statement. It’s left up to the EE rep to fight for it. It’s always a dominant conversation. Is it a choice or obligation? Perhaps that needs to be made explicit to managers.”

“In CHED we’ve made a default decision to use the targeted statement in all adverts. But while the structural signals can be in place, and strong, what is much harder is the cultural conversation: attitudes, values, perceptions, passive-aggressive behaviour operating in the broader institution ... For us it’s about asking: ‘For whom is this an issue?’ We’re trying to move towards a stance that it’s everybody’s issue.”

“We’re not acknowledging the power dimensions and power differentials that operate ... The EE rep can do what they like but if there are people who are more powerful in that space, cultural power, structural power, it’s not going to happen and they put huge pressure on EE reps in those spaces ... they can’t enact their mandate. They can do it structurally but not culturally. At the structural level there is unequivocal information that says: EE reps have the structural and cultural power to act. But it must be backed by the chair and the dean must ensure that there isn’t a reduction of the role of the EE rep.”



The themes which emerged through the transformation reflection circles echo and complement the findings in the benchmark analysis. These themes and the voices which underpin them are useful in making sense of transformation at UCT and grounding transformation in the experiences of people. These offer context for mapping our collective experiences and reflecting on the way forward.

Each of the themes listed below also intersects with the findings which emerged out of the benchmark analysis. Beyond the benchmarks, as notches in our progress, these offer stories which complicate and provide detail of UCT's journey towards transformation.

Sustainable
change now

Gender
intersections
and inclusivity

Inclusion as
a practice

Spaces and
places

The process
and pace of
transformation

Research and
transformation

Healing

Collaboration,
support
and sharing
strength

Budgets and
resources for
transformation

Employment
equity and
selection
committees

Themes emerging from the transformation reflection circles.





INDAWO
YONXIBELELWANO

ENGAGE

BETREK

GSB Graduate School
BUSINESS





SECTION 5 //

UCT'S SHARED VISION FOR THE FUTURE

“Refuse a single authoritative voice, perspective or approach. Remain within indeterminacy, accepting all conclusions as tentative, all settlements as temporary – including this suggestion. This may be uncomfortable.”

– Carol Azumah Dennis



5.1 FUTURE VISIONS AND PRIORITIES FOR TRANSFORMATION

How does UCT make sense of these benchmarks?
Where can the university go from here?

THE TRANSFORMATION PORTFOLIO'S FOUR AREAS OF INFLUENCE

In 2019 the Deputy Vice-Chancellor for Transformation convened the transformation portfolio to strategise about locating transformation within UCT's 2030 agenda. The portfolio identified four areas of influence for transformation actors at UCT. These areas highlight the different approaches UCT can employ to strengthen transformation within the university.



The transformation priorities developed for UCT's 2030 strategic plan.

HOW DO DEPARTMENTS AND FACULTIES MAKE SENSE OF PROGRESS IN 2019?

Below is some feedback received from departments and faculties on UCT's progress towards transformation.

Anonymous faculty: "Our greatest challenge is funding, because without ring-fenced budgets, much of the work of which people speak will only ever be aspirational. Transformation is much spoken about but certainly not valued in the same way as research or teaching. If it was, the financial commitment to make it a reality would reflect that. Within that austere environment change is mostly driven by small groups or individuals who believe in change and struggle every day against a system that is inherently pitched against their efforts. As a result, the work of transformation is often a lonely and isolating one which ironically induces its own 'othering'."

Black Academic Caucus: "Disappointment at the resistance and/or clear lack of will to transform and decolonise the university. Hopeful in the realisation that primary stakeholders such as students are continually developing the courage to demonstrate to us that (1) there is no option but to transform; (2) it would be more desirable for all of us to embark on the collaborative journey to transform and decolonise; else (3) they may end up forcing the system to transform with or without its blessing."

Commerce: "This is my first year as the Commerce TC chair. Reflecting on the year, it has been challenging to drive transformation in a large faculty as buy-in and commitment to the transformation agenda is inconsistent across departments and among other demands for time and energy. The committee has begun a journey with the OIC and we look forward to seeing how this unfolds. At least two successful events/workshops have taken place this year due to this partnership, providing the faculty with a guide on some actions to take in 2020. Looking to the evidence above, it is clear that much has happened this year in several aspects, including teaching, learning, social engagement, practice and research, to build a more transformed Commerce faculty."

GSB: "We think 2019 was a phenomenal learning journey for us. We not only clarified our understanding of the transformation and inclusivity challenge and what is working and not working well at the GSB through our planning engagements with HODs, participation in the Transformation and Employment Equity forums, collaborations with the GSB's Design School, and tapping into key insights from inclusivity focus groups, but also leveraged this data and information generated to formulate a GSB-specific Gender Transformation Strategy and strategically intervened in the shaping of key conversations at the academic and management committee levels, and were able to provide input into the GSB Faculty Recruitment Strategy, and GSB review processes."



"Change is mostly driven by small groups or individuals who believe in change and struggle everyday against a system that is inherently pitched against their efforts."

HR: “The transformation journey over the past 12 months has been both rewarding and challenging. HR has contributed significantly at the institutional level to support transformation and employment equity efforts and initiatives. Internally, HR has continued to make progress in terms of the staff diversity, inclusion and change initiatives.”

Humanities: “As acting chair of the TC in 2019, I took on greater responsibility for ensuring that the conversations around transformation, decolonisation and employment equity were foregrounded and engaged with in multiple faculty spaces. I have felt more optimistic in 2019 about the trajectory of the faculty - there appears to be greater collective commitment to engage with issues of transformation, diversity, decolonisation across the faculty, and willingness to transform practices. One of the key roles I played in 2019 was to support EE representatives - I did this through several one-on-one discussions with them, but also through a faculty-wide ‘debriefing’ session with all EE reps, in which experiences were shared and we grappled to come to a common vision and purpose for EE reps.”

ICTS: “There has been tons of work done by the TC on selection committees, climate survey recommendations and employment equity. However, there has not been much focus on other spheres of transformation. The current TC would

therefore recommend that the next TC focuses on working with ICTS management on other areas of transformation noted in this report.”

Law: “Key to this for me was shifting from being a forum where endless debate went in circles with nothing being done about this, to a more dynamic committee which actually took decisions. Our key project for 2019 was institutional culture. We formed a sub-committee and produced a report. This will be an ongoing task into future years, however. I think that I personally have learnt a lot about the concerns staff and students face in the Kramer environment in this process.”

Registrar’s Office: “I think we’ve made good progress in improving the TC presence and impact in the department. Staff are less critical and apathetic to issues of transformation. We are seeing more staff advocate for issues of inclusion and the right to be heard.”

Unnamed non-academic department: “The goal in 2020 needs to be a commitment to addressing the real issues at [our department], the core reasons for the high turnover and worrying lived experiences of staff, especially that of black staff. The general feeling within the department at the end of 2019 was that little had changed despite the few interventions that were implemented. Thus, a deeper and more thoughtful approach is needed.”

BELOW: Deputy Vice-Chancellor for Transformation Professor Loretta Feris visits Sutherland to engage with the community as part of the Sutherland Reburials Project.



The assessment of progress by faculties and departments is mixed. Across the university, transformation-building initiatives were undertaken in 2019. Through empowering diverse students in classrooms, in residences and through providing psychosocial support, supporting diverse staff to succeed and grow, centring UCT's African identity, responding to legacies of marginalisation and connecting with community, the university has built a more transformed campus. EE-related work is a key area of strength – every department is working in this area.

However, efforts to build have some limitations:

- Governance related to transformation, such as the access for TCs to decision-making spaces, resources and recognition for work, remains a gap. For example, the Transformation Forum can be made open to stakeholders at UCT and TCs should have direct and sustained access to relevant governance structures.
- While efforts are consistent, they are disconnected (entities work in silos) and uncoordinated. UCT stands to gain from connecting and coordinating efforts. For example, deputy deans for transformation stand to gain from multilateral meetings and individual departments focused on decolonising curricula stand to gain from learning about the efforts of other departments.
- While students are on the agenda of faculties, non-academic departments are disconnected from UCT's biggest stakeholder. For example, students need to be on the agenda of every entity and students need to be empowered as co-creators of the learning environment.
- The process of transformation is slow and restrained, and there is a suggestion to centre and enable activist approaches to change. For example, UCT stands to gain and learn from connecting with transformation agents on the ground at the university and community activists leading the fight against inequality beyond campus.

In order to build transformation more effectively, the UCT community will need to collectively overcome these challenges. The community must also appreciate and commend itself for the progress and change – regardless of the breadth and scope – as every shift enables a more conclusive environment. What remains to be done is to take note of the areas that need development, some of which could be integrated into faculty and departmental plans.



EMPLOYMENT EQUITY

Strategic initiatives are being implemented and need to be strengthened. The conceptualisation of an academic pipeline for each faculty begins in earnest this year and will be catalysed by the Employment Equity policy that will be sent to Council in March 2020.

STUDENTS IN GOVERNANCE

How students are incorporated in governance structures as well as student groups who do not form part of conventional governance structures needs to be included in the planning of the university. Areas of development include bridging the gap between students and administrative governance decisions, as the understanding is shifted towards protecting students as consumers and recipients of services such as administration, teaching, learning and contributors of research. Further it is important to reflect on and be critical of treating students solely as consumers: Students are also important stakeholders and co-creators of the teaching and learning environment and of research agendas at UCT. Areas such as organisational development, staff capacity and development, culture change, social sustainability as well as environmental sustainability can only be enriched by the youth – and their youth-friendly innovations in relation to these areas. There is a need for broader canvassing of ideas from the student body via the Students' Representative Council (SRC) in relation to transformation, inclusivity and diversity.

ABOVE: South African poet Malika Ndlovu speaking at the opening of the Gender Ethics and Religious Authority 2019 programme, hosted by UCT's Department of Religious Studies and the African Gender Institute.

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 It is important to reflect on and be critical of treating students solely as consumers: students are also important stakeholders and co-creators of the teaching and learning environment.



BUDGETS

A programme, plan or policy without financial resources cannot be initiated. This is common knowledge. A transformation, inclusivity and diversity budget needs to be articulated within faculty and department financial planning – and/or strengthened central donation and funding resources – to enable the success of transformation, inclusion and diversity. In Vision 2030, one of the core sustainability principles is development of new avenues of funding to sustain efforts over and above the existing financial mechanisms.



STUDENT ACCESS AND SUPPORT

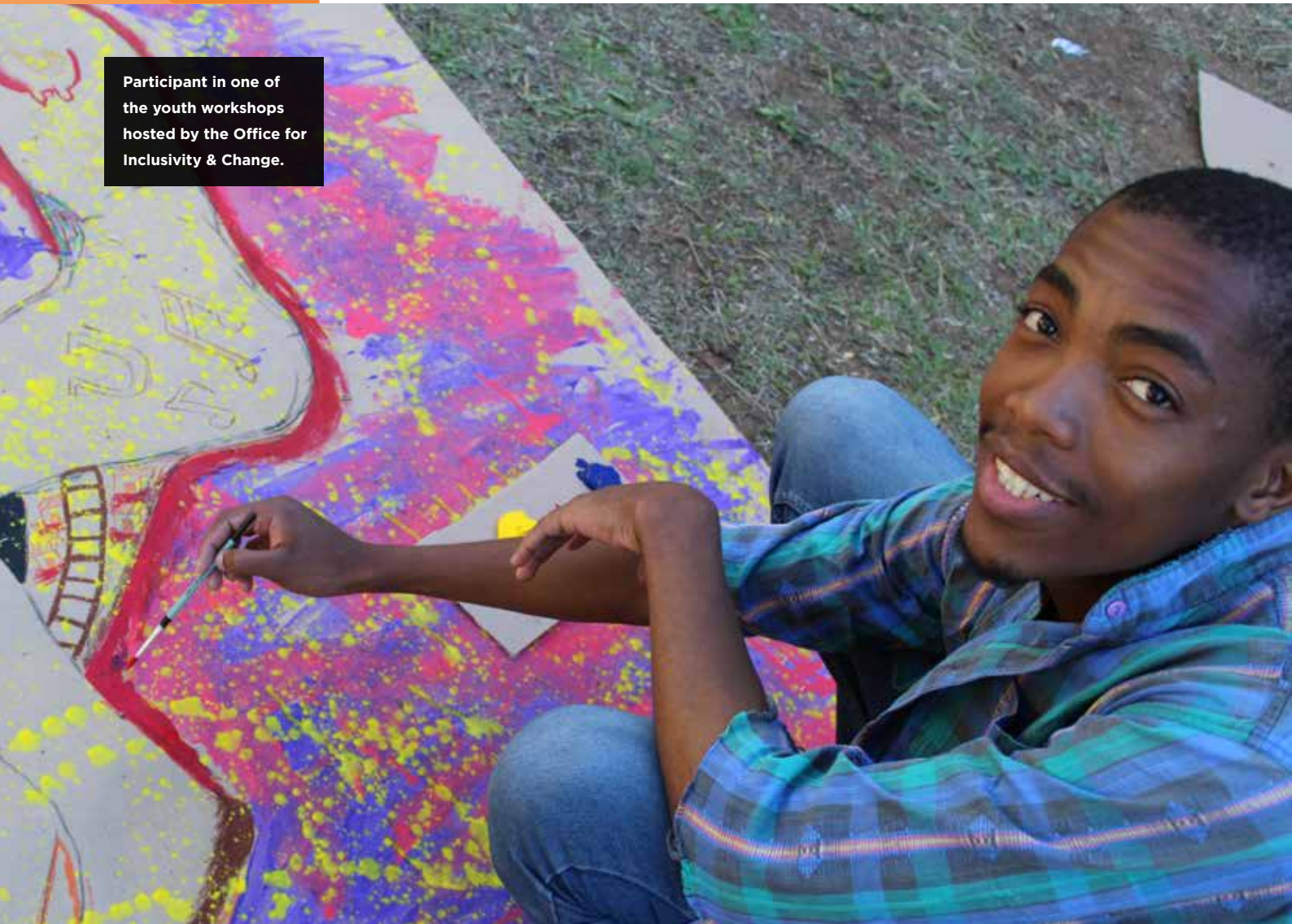
An audit for online accessibility was conducted in 2019 which identifies the areas where UCT's online presence and teaching, learning and research online platforms are inaccessible. With the audit available, retroactive measures to enact change will further increase student access and support. Continued efforts with various departments are needed, to ensure that students' experience at UCT is inclusive. Areas for growth remain with the international student cohort and disabled students.

STAFF SUPPORT

Using the baseline data from the inclusivity survey, the university teaching, learning and research programmes rest upon a healthy and productive staff and student body. The inclusivity survey points the university towards changes in interpersonal engagement as well as systemic change to alleviate the experiences of bullying at UCT. For staff, a culture of reporting is required, and a dedicated male-focused programme to educate on rape culture, masculinity and power for male staff and students is needed.



Participant in one of the youth workshops hosted by the Office for Inclusivity & Change.



GOALS OF THE TRANSFORMATION FORUM FOR 2020

In 2019, the TF identified goals for 2020. These highlight priority areas the forum would like to focus on in 2020. These themes highlight some of the next steps transformation actors would like to take in response to the challenges identified above.

Decolonisation through challenging existing practices and attitudes at UCT

- Engaging with Residence Life about inclusive choices for food, and inclusive spaces for religious and traditional practices.
- Enhanced training on employment equity and unconscious bias for all members on selection committees. Begin developing online training options.
- Create links between the TF and the Senate Teaching and Learning Committee on better monitoring and implementing curriculum change across faculties.

Challenging and responding to systemic racism

- Conduct (qualitative) research on the experiences of students from diverse backgrounds.
- Draw on student experiences and knowledge to develop effective transformation initiatives.
- Expanded, and possibly compulsory training for first-year students on race, class and gender.

Actioning GBV - prevention, mitigation, and response

- A “rape-crisis centre” or “safe space” for survivors at UCT.
- The university to fund mechanisms and tools to enhance student and staff safety through panic buttons, rape kits and other tools.
- How does UCT collectively invent processes of accountability and care which move beyond correctional and psychological services? What are the new restorative ways?

Furthering economic equality and justice

- Employment equity representatives to receive effective training and are well represented on selection committees. For example training on disability and training for those playing leadership roles.
- Regardless of how much people earn at UCT, whether they are students, staff members or community members, people deserve to be treated equally and with dignity.
- Create spaces which amplify the voices of those who have been silenced or are “voiceless”.

4

The TF identified 4 priority areas for 2020.



5.2

WHERE TO FROM HERE?

What is the future of UCT in relation to transformation?

The future is bright at UCT.

2019 was a year when UCT built transformation in earnest. *Builders* across the university in the form of transformation chairs, deputy deans for transformation, transformation professionals and, most importantly, activists on campus took the initiative to make changes in their departments, faculties and across the institution as a whole. Through convening, creating and opening *spaces* people came together through events, workshops and informal discussions to reflect on their context, develop solutions and build community. These *builders* and *spaces*, in some cases organically and in other cases intentionally, developed actions which disrupted oppression and furthered transformation.

RIGHT: Renowned Black Consciousness, critical race theory, gender and decoloniality scholar Rozena Maart presenting at the Inclusive Practice Speaker series.



Supporting people and leaving no one behind

UCT has done well to centre the experience of women and black people in 2019. It still needs to work harder to include LGBTIAQ persons, people with disabilities and community stakeholders.



Connecting people to encourage coordinated transformation efforts

UCT has many parallel and similarly successful initiatives. It stands to gain from connecting and coordinating its initiatives for institution-wide results.



Scaling transformation programmes from small initiatives in one section to faculty/department-wide initiatives

Successful transformation actions are small and siloed. UCT stands to gain from allocating resources to scale actions to reach wider audiences.

▶ 2019

was a year when UCT built transformation in earnest. Builders across the university took initiative to make positive changes across campus.



The report identified areas the university needs to continue focusing on in 2020:

- In relation to benchmarks: In every benchmark category the university stands to gain from strengthening actions. To assist with this the OIC will be hosting Improvement Plan workshops in early 2020. These workshops will help TCs to develop an action plan to assist faculties and departments to improve their benchmark scores in 2020. Student access and support, staff access and support, institutional responses to discrimination, community engagement and curriculum support benchmark categories have been identified as priorities.
- In relation to emerging themes from faculty, department and special project transformation reports: Strengthening strategic interventions related to employment equity; better supporting students within and beyond governance structures; enabling access to

resources for on-the-ground transformation actors; and supporting staff in a sensitive manner which takes into account their lived realities emerged as themes. In section 5.1. some suggestions for dealing with these themes are proposed. It's important that the different stakeholders – leaders within UCT, transformation actors, students and relevant service departments – come together to coordinate their efforts in response to these themes.

- TCs are the first responders to the emergency that is inequality and oppression and need to be empowered to do their jobs effectively. TCs need a seat at the decision-making table, resources for effective programming and to be appreciated for their efforts.

Through these three routes UCT will continue to strengthen transformation efforts into 2020 and beyond.



ABOVE: Professor Shanaaz Mathews, director of UCT's Children's Institute, delivers the keynote address at the Africa Regional Child Trauma Conference 2019.



SECTION 6

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BELOW RIGHT:
Youth artist
Masechaba Khoza
posing in front
of the body map
she created at the
Creative Change
Laboratory.





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37 participants at the transformation reflection circles

ABOVE: Youth artist Jules Keohane posing in front of the body map she created at the Creative Change Laboratory.





“Until we shift people’s lived experiences, until people come into work every day and say: ‘Today was different because I was looked at, spoken to, held, respected in a way that previously has not been my experience,’ we have work to do.”

**“Abalala Ngengub’ Emdaka”,
a performance in Sarah
Bartman Hall choreographed
by Nasfa Ncanywa.**



“To commit ourselves to the work of transforming the academy so that it will be a place where cultural diversity informs every aspect of our learning, we must embrace struggle and sacrifice. We cannot be easily discouraged. We cannot despair when there is conflict. Our solidarity must be affirmed by shared belief in a spirit of intellectual openness that celebrates diversity, welcomes dissent, and rejoices in collective dedication to truth.”

- bell hooks

