UNIVERSITY OF CAPE TOWN TRANSFORMATION REPORT 2021

Fear, flame and metamorphosis:
transformation, diversity and
inclusion in uncertain times

UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

COVER: Mama Thembi – one of the three Thembisof Philippi by women sculptors **Angela Mac Pherson,** Jen Bam and Sean Mac Pherson. Commissioned by the UCT GSB, the concept is a celebration of women as holders and creators of safe spaces. The vision was for these sculptures to create areas in the open back area of Philippi Village to seed the future garden, and to create places of safety for plants, birds and people to gather and grow in the harsh climate. Monwabisi Dasi did the welding work, with the help of 36 other artists and artisans from Philippi, Napier and Muizenberg.
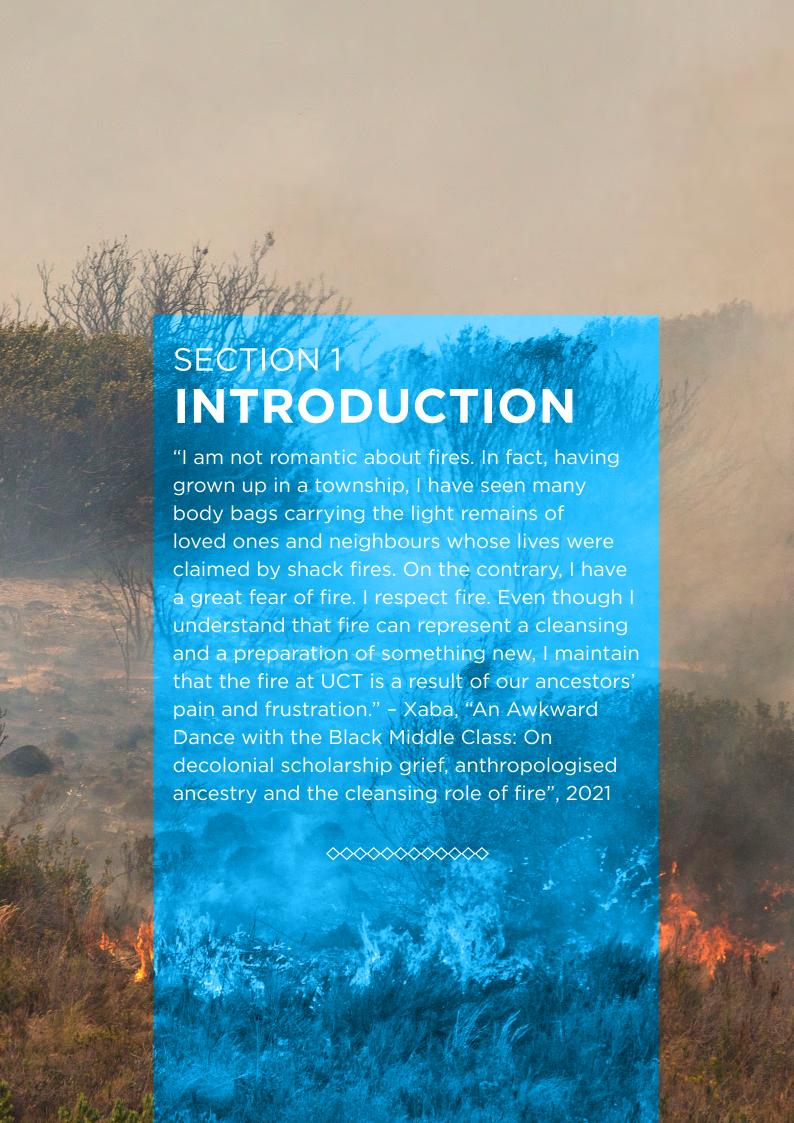
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On Sunday, 18 April 2021, a runaway fire that started on the slopes of Devil's Peak swept through several iconic buildings at the University of Cape Town (UCT), leaving devastation in its wake and ravaging the UCT Libraries' Special Collections. Students had to be evacuated to safety as firefighters worked against the strong wind to contain the raging blaze.

SECTION 1
INTRODUCTION

"I am not romantic about fires. In fact, having grown up in a township, I have seen many body bags carrying the light remains of loved ones and neighbours whose lives were claimed by shack fires. On the contrary, I have a great fear of fire. I respect fire. Even though I understand that fire can represent a cleansing and a preparation of something new, I maintain that the fire at UCT is a result of our ancestors' pain and frustration." – Xaba, "An Awkward Dance with the Black Middle Class: On decolonial scholarship grief, anthropologised ancestry and the cleansing role of fire", 2021

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Vice-Chancellor,
Professor Mamokgethi Phakeng

1.1

1.1 MESSAGE FROM THE VICE-CHANCELLOR, PROFESSOR MAMOKGETHI PHAKENG

The work of transformation goes far beyond employment equity. While employment equity can be legislated by government policy and put into practice by management, true transformation must happen in people's hearts and minds to have a lasting effect through our actions.

Transformation calls us to commit to building community. This report is evidence of the way the University of Cape Town (UCT) has acted on that commitment during 2021. It also outlines some of the lessons we are learning. One thing we have experienced is the need to apply time, patience and courage to transformation. The way we build community is through vulnerability: admitting our fears and our mistakes, being willing to learn and to change.

For example, this report includes a summary of activities in 2021 that made LGBTQI+ staff members and students feel that the university was a hostile environment for them. I appreciate being called to account for these events and for my own role in how they came about. One positive outcome of these events and the reactions they attracted is that LGBTQI+ issues are firmly on the table, where they have always belonged, alongside issues of gender equality.

This kind of interaction is uncomfortable, but it is part of the work of transformation. It delivers important rewards for the whole community.

This report also discusses initiatives that are proving to hold value for the UCT community, including the Executive Transformation initiative and our work towards academic transformation. We are developing the academic pipeline for Master's, PhD and postdoctoral students from previously marginalised communities, to help them embark on an academic career. This is an important step not only for the academic future of South Africa but also to help these young academics to secure successful careers as researchers, teachers and thought leaders.

These kinds of initiatives are reshaping the culture of UCT. They would not be possible without the support of the UCT community. I thank the UCT Council in particular for investing in our transformation projects.

I also thank our black academics, who have provided insights from their own lived experiences and made practical suggestions that we could implement, hence we now have the Accelerated Transformation of the Academic Programme. They have helped to bring us where we are today on UCT's transformation journey.

I invite you to join us on this journey by reading about our progress through 2021 and continuing on your own transformation journey within your work, study and community life.

Professor Mamokgethi Phakeng
Vice-Chancellor

The *UCT Transformation Report 2021* is titled "Fear, Flame and Metamorphosis: Transformation, diversity and inclusion in uncertain times". It is titled to reflect that in 2021, the UCT community was challenged: by racism, queer- and transphobia, and socio-economic disparities. The fire in the Jagger Reading Room brought forward important questions about how colonialism and gatekeeping continue to frame UCT as an exclusive and inaccessible space. Yet even with these challenges, the university - through transformation agents - was able to transform these difficult realities through tactical and innovative actions. Through cohesive inclusivity strategy initiations in faculties and departments; developments in succession planning, retention and recruitment; recognition of the voluntary work of transformation committees through the inclusion of key performance areas for transformation, inclusion and diversity work in job descriptions; dialogical spaces, seminars, capacity strengthening, training and other events-based interventions, campaigns and curated art interventions; and innovations in research, teaching and learning, current realities were metamorphosed into safer and more affirming spaces.

HOW TO READ THE 2021 TRANSFORMATION REPORT

The 2021 Transformation Report provides a partial reflection on the different ways transformation, diversity and inclusion (TDI) are programmed, implemented and monitored at UCT. Faculties and non-academic departments are invited to report on their work each year in December. They report their actions against the transformation benchmarks, which allows the report to capture how transformation is mainstreamed within teaching and learning, research, and operations.

The 2021 report is based on analysis of the benchmark results and reports received from institutional transformation projects. 'Institutional Transformation Projects' refers to transformation work which occurs in addition to the work of transformation committees and work occurring at an institutional level, for example the work of the OIC, the Special Tribunal on Sexual Misconduct, and the work of committees dealing with language, works of art, and the naming of buildings and other infrastructure on campus.

Since 2019, UCT has used the transformation benchmarks to systematically shape transformation programming and to monitor the progress of these actions coherently. The benchmarks provide a snapshot of progress aligned with the Framework for Transformation (2018). The transformation benchmarks have been implemented for three years now, and the university is able to identify some trends related to transformation programming. Section 3 provides a deeper explanation of the benchmarks.

The benchmark results can be useful in indicating the direction the university is going in terms of transformation. At the same time, the narratives provided by faculties and non-academic departments, and special and institutional project reports, share the broader and deeper story of the direction, pace and quality of transformation efforts.

In 2021, 13 benchmark reports were received from seven faculties and six non-academic departments. This matched the 13 reports received in 2020, and the 12 received in 2019. In addition, institutional transformation projects submitted reports on their work. However, over the first three years of implementing the transformation benchmarks, some departments have not submitted reports on their work. This indicates that work still needs to be done to put in place a shared appreciation of the importance of the university's overall transformation project.

Even with these challenges, this report provides a snapshot of transformation at UCT. The report also invites you as the reader, as well as the UCT community, to reflect on our collective contribution to transformation. This report is intended as an exercise in self-reflection, and such self-reflection is a key part of our transformation praxis.

Emeritus Professor Martin Hall

1.2

1.2 INTRODUCTION BY ACTING DEPUTY VICE-CHANCELLOR FOR TRANSFORMATION, STUDENT AFFAIRS AND SOCIAL RESPONSIVENESS, EMERITUS PROFESSOR MARTIN HALL

INTRODUCTION

The year 2021 was almost apocalyptic. We started the year in the trail of nine months of lockdown and emergency remote teaching, with no end to the COVID-19 pandemic in sight. Then, in April, a runaway fire on Table Mountain forced the mass evacuation of students from university residences, severely damaged eight buildings and destroyed irreplaceable collections and archives. The lockdown continued through a bleak winter that stretched our staff to the limits, compromised the quality of our teaching and ended with a generation of first-year students who had never set foot on our campuses. And yet, as this report shows, a resilient core of faculties and support departments continued resolutely, moving the university along the pathway of transformation, diversity and inclusion.

As in previous years, the UCT Transformation Report 2021 is structured around a set of benchmarks, designed to capture the specificity and quality of transformation work, and also to track changes through time. This approach serves as a structure within which faculties and departments in all parts of the university can locate and align their specific work and objectives with the broader picture. As the commentary that follows points out, there are no simple answers or self-evident solutions. And there is value in the work of transformation, in and for itself. In this, we owe a lot to those who have been prepared to serve on Transformation Committees (TC), on the Transformation Forum (TF), the Employment Equity Forum (EEF) and the Institutional Forum. This work is voluntary, often difficult and sometimes distressing. Without the extent and quality of this engagement, we would have little to show.

In its conclusion, this report identifies four continuing pathways to transformation. The first pathway is the set of benchmarks, now used consistently for three consecutive years, that crystallise shared goals in transformation, inclusivity and diversity. The second pathway continues the institutional response to the three benchmark reports that identified the need for wide-ranging transformative change; the UCT Staff Inclusivity Survey, the Institutional Reconciliation and Transformation Commission Report and the Mayosi Report. The third pathway is the journey towards employment equity, which in 2021 included design, consultation process and approval of a new Employment Equity Plan, meeting the requirements of the university's Employment Equity Policy that was approved in 2020. The fourth pathway comprises the continuing work of revising policies, processes and strategies; the dismantling racism strategy, the new Sexual Misconduct Policy, the work of the Special Tribunal on Sexual and Gender-Based Violence (SGBV), the revised Disability Policy and the focus, through the year, on LGBTQI+ rights.

In all of this, a key enabling role has been played by the dedicated staff of the Office for Inclusivity and Change (OIC) and the SGBV special tribunal, who are often so very close to the fear and fire of transformation work.

Emeritus Professor Martin Hall
Acting Deputy Vice-Chancellor (DVC) for Transformation, Student Affairs and Social Responsiveness

SECTION 2
AN OVERVIEW OF TRANSFORMATION

"Thinking back over the past three years at UCT, have you noticed any shifts or changes? How have your perspectives on or practices of transformation changed?"

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Qondiswa James perfoming during the Works of Art Committee,
Fire this time festival on upper campus.

2.1 HIGHLIGHTS AND CHALLENGES

Transformation, inclusivity and diversity are interconnected yet distinct concepts that can help with making sense of the nature of inequality within higher education and the effects of the solutions that are developed.

To create **Inclusive Education** we need to acknowledge that different students face different barriers in the learning environment. Barriers can include lack of funding, experiences of discrimination, and education that is not disability inclusive. Inclusive education removes barriers limiting the participation and achievement of students, respects diverse needs, abilities and characteristics, and eliminates all forms of discrimination.

Diversity is about appreciating that we are all different. Our differences occur along the lines of race, ethnicity, religion, gender, disability, sexuality and age, among other factors. Critical diversity acknowledges the role of power in creating difference, and the unequal symbolic and material values associated with different groups. This approach locates difference within a historical legacy, as an outcome of oppressive systems.

Transformation acknowledges that education in South Africa was deeply impacted by apartheid and colonialism. For example, the lack of representation of people of colour, women and persons living with disabilities in certain fields is due to historic exclusion and marginalisation. Transformation aims to respond to this history of exclusion through programmes which enable and encourage historically excluded groups to participate fully in university life.

WHAT DO TRANSFORMATION, INCLUSIVITY AND DIVERSITY MEAN?

TRANSFORMATION, INCLUSIVITY AND DIVERSITY

Transformation, inclusivity and diversity are key words to help us understand inequality and oppression within universities. These words also help us to imagine what a more fair, just and equal education environment would look like.

INCLUSIVITY

Inclusivity is about ensuring access, full participation and success of groups facing barriers or exclusion in the education environment. This is about being inclusive and affirming in both student and staff spaces.

TRANSFORMATION

Transformation is about acknowledging apartheid and colonialism, and transforming the education environment into a socially just and equitable one. This occurs through employment equity and capacity-building initiatives.

DIVERSITY

Diversity is about appreciating the ways in which each of us is unique and different, and acknowledging that differences might give us more or less access to power. This allows the university to better respect diverse cultural and faith practices.

How has transformation, inclusivity and diversity intersected your experience of educational institutions in the past?

UCT San & Khoi Centre's Short Language course Graduation Ceremony held at Sarah Baartman Hall.

HIGHLIGHTS

- **CHED** (the Centre for Higher Education Development) reported that the Academic Development Programme (ADP), the Academic Staff and Professional Development Programme (ASDP), Careers Service unit (CS), Centre for Innovation in Teaching and Learning (CILT) and the Global Citizenship Programme (GC) all played an important role in furthering transformation in the department. This included supporting the UCT Cares initiative, including social justice content in a range of education interventions and connecting UCT to partners on the African continent and beyond.

- In the **Commerce** faculty, the first postgraduate transformation grant was awarded. In addition, great progress has been made in terms of appointing black academics in the faculty. Lastly, the Commerce Dean's Advisory Committee (DAC) started a strategic planning process with transformation and inclusivity at its core.

- The **Department of Student Affairs (DSA)** reported progress in achieving employment equity goals and targets and changing the names of residences (such as Smuts Hall) to undo UCT's colonial heritage. The Student Wellness Service (SWS) put in place interventions which provided psychosocial support services (including access to social workers, psychologists and psychiatrists) to support student mental health and overall well-being.

- The **Faculty of Health Sciences (FHS)** reported several highlights for 2021 including the appointment of a full-time transformation officer; a productive and supportive relationship between the deanery and the transformation committee, leading to meaningful actions; and a budget allocation of R60 000 to transformation. This budget was used to create videos in five official languages inviting responses to an FHS transformation survey. The faculty plans to focus on LGBTQI+ issues in 2022 and a gender diversity specialist is to be appointed to this role. Lastly, new transformation chairs were elected for the faculty during this period.

- The **Graduate School of Business (GSB)** prioritised hosting employment equity, diversity and inclusion, and transformation workshops for the school. This included workshops focusing on understanding and accommodating disabilities such as autism. In addition to this, the Solution

Space incubated 30 entrepreneurs with early-stage ventures from eight African countries.

• The **Human Resources (HR)** department focused on providing support related to COVID-19 and work-life balance, including hosting mental health and wellness sessions. In addition, the management of HR worked with the HR Transformation Committee to ensure the TC played a meaningful role in the department.

• In 2021, the **Humanities** TC focused on developing a five-year plan and identified four strategic areas: Employment Equity, Student Engagement, Culture of Care (retention, collaboration and advancement), and the Humanities Forum (a platform for public discussions, dialogues and debates). The plan was designed to enhance collaboration with students (ie the Humanities Student Council) and generate co-curated discursive platforms. The committee also liaised with UCT CARES to establish lines of communication about creating a culture of care in the faculty.

• **The International Academic Programmes Office (IAPO)** focused on finalising its inclusivity plan in 2021. In addition, the TC chairs participated in IAPO management meetings for the first time. This allowed the TC to have a voice in relation to the governance of the IAPO.

• In the **Law** faculty, new members joined the TC, bringing in new energy and ideas. The TC also actively included student members in 2021. The faculty created an inclusivity drop box which encouraged both anonymous and non-anonymous feedback. The faculty also hosted a day-long in-person workshop on dealing with change and accepting responsibility for fostering inclusion.

• The **Libraries** department identified a sense of belonging as essential, and focused on staff health and well-being as priorities. This focus was premised on fostering care, kindness and compassion among staff members. The staff members of this department were particularly affected by grief (related to COVID-19) and trauma (relating to the Jagger Reading Room fire), and so counselling and psychosocial care interventions (relying on Independent Counselling and Advisory Services [ICAS]) were extremely useful and important.

• In the **Properties and Services Department (P&S)**, creating a sense of belonging was key, and this was achieved through increased and transparent communication from the departmental leadership. In addition, the use of comedy and performance during monthly staff meetings, and events marking Heritage Day, helped to build camaraderie and connections through laughter. As many staff members continued to work remotely during 2021, short videos were created to introduce new staff members to the team. P&S also formed part of the Future Sustainability Project, which had an institutional reach and impact. This unique project bridged divides between students, professional, administrative support and service (PASS) staff and academic staff, which ensured that valuable research was generated that could enable change within UCT.

• In the **Research Off ce (RO)**, the TC created four working groups to address issues identified in the UCT Staff Inclusivity Survey. The working groups initiated several actions to create a more inclusive and diverse RO, including workshops on TDI and a survey on preferred language usage.

• In the **Science** faculty, a faculty-wide Dean's Dialogue on "Building Inclusivity in the Faculty of Science" was hosted. This event brought together staff and students to have an open and collective conversation on inclusion in the faculty. Lastly, the Science faculty course "Towards a Decolonised Science in South Africa" was finalised and many faculty members participated in the "Decentring Whiteness" reference group that forms part of UCT's greater anti-racism strategy.

CHALLENGES

FIRE   **FEAR**   **PROTEST**

- The year 2021 was a particularly difficult one. The Table Mountain fire, continuing protest actions, and loadshedding during remote work and learning all created a difficult environment for TDI work to continue. In addition, COVID-19 continued to create a pressured environment which impeded work-life balance, created time pressure and competing work demands, and led to staff and students feeling burnt out.
- In this context, affective responses included fatigue, apathy, limited buy-in for transformation, and lack of interest and meaningful engagement on transformation.
- Some entities argued that the COVID-19 pandemic crowded out time and space typically spent on TDI work. The fact that students and staff members were dispersed, and the prevalence of online meeting fatigue, made online TDI work unattractive.
- Other entities highlighted that racism at UCT was dire. These entities argued that there are no mechanisms for meaningful recourse, as those who report racism get only an apology rather than accountability, restitution or restoration.

There were some specific challenges transformation committees wanted to note:

- There is considerable unevenness across faculties and within faculties in terms of who engages on TDI initiatives and the quality of these actions and engagements.
- Only a small number of TCs have a budget for TDI programming. Without a budget, the actions conducted by TCs continue to be small and with limited reach.
- There are insufficient points of connection between TCs and the entities they represent, and between the TC and the management of the entity. This leads TC work to be isolated and not representative of broader faculty/departmental challenges.
- For some, there is no credit, value or incentive associated with participating in TDI work. In some cases, TDI work may be seen as taboo and TDI agents as 'troublemakers'. This creates a culture where TDI work, issues and analysis are not appreciated or seen as useful.
- Lastly, some staff members and students struggle to see themselves represented in structures and cultures of the university, as the dominant structures and cultures replicate and centre dominant western and colonial physical environments, epistemologies and knowledge bases.

Students whose residences were impacted by the April 2021 Table Mountain runaway fire had to be temporarily moved to alternative accommodation.

The Jagger Reading Room was among buildings affected by the devastating runaway Table Mountain fire in April 2021.

In addition to the above themes, the following first-person accounts were shared by TDI agents:

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"The issues relate to staff not being listened to and being targeted and isolated when they raise problems. This lack of empathy has caused distrust and unhappiness among the staff and is related to big delays in addressing simple problems. Staff feel unvalued."

"It proved difficult, however, to get colleagues to actually commit to our face-to-face workshop. I suspect that colleagues are actually afraid of awkward situations or an unsafe space where they might be victimised. There are also unaddressed historic grievances related to the protest years and past faculty leadership."

"At the end of the day ... UCT leadership does what it wants, regardless of whether it is ethical or just or fair."

"Transformation remains a distant dream at UCT. Many changes are surface level, but deep transformation has not been realised. We use beautiful buzzwords and policies, but they are not effective."

"Bullying of staff by leadership in departments/faculties is still a serious problem."

"It is still a long way [to transformation], it looks greener from the outside. Get inside the institution, you will see flames."

On one hand, the above statements and the summary of the challenges put forward by TDI agents highlight the dire and anxiety-inducing context at UCT in relation to TDI. On the other hand, it's clear from the reports received that actions to build a transformed, critically diverse and inclusive university are ongoing. In a way, transformation work emerged during this period as a metamorphosis between the fear and the flame, and the dream of a different kind of university environment and structure.

2.2 GOVERNANCE

Effective governance clearly maps out pathways to achieving transformation, inclusivity and diversity at UCT. Governance structures, such as the UCT Transformation Forum, continued to function online in 2021.

In making sense of the relationship between governance structures and TDI actions and initiatives, it's important to acknowledge two factors:

Firstly, student activists have highlighted how bureaucratic frameworks of governance continue to reproduce colonial and racist hierarchies which do not benefit people of colour, womxn, foreign nationals or queer and trans persons (Xaba, 2018). This argument aims to trouble the assumption that frameworks and practices, in the form of committees and working groups (in contrast to social movements and direct actions) are better or more effective at leading to transformation changes. It is only through uniquely curated programmes, offered by some departments, that students are involved in the conceptualisation of transformation, diversity and inclusion programmes in the university.

Secondly, scholars such as Kessi et al. (2021) argue that the hierarchies implicit within the university are structures to reinforce particular norms and values. These hierarchical norms and values are arguably complicit in colonial, racist and cisnormative and heteropatriarchal ways of doing and being. In both cases, it's important to acknowledge the systems of power at play within governance structures and to position TDI work as seeking not only to operate within these structures, but to transform them.

"Academics are trained within academic disciplines, such that in even small ways we tend to reproduce knowledge value systems that maintain our positions (and vice versa). The networks of scholars, their predecessors, and ultimately, their students become norm enforcers, rewarding the epistemic, methodologic, and even substantive standards for what is studied and how it is packaged." – Kessi, Marks, & Ramugondo, 2021.

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ENGAGEMENT WITH INSTITUTIONAL GOVERNANCE STRUCTURES

The primary function of the university is to produce research and the provision of quality education in teaching and learning. The logic follows that the primary functions of the university should therefore include transformation, diversity and inclusion indicators in research, teaching and learning, and the operations of the university. Currently this linkage with the primary objectives for research, teaching and learning is to some extent silent. This finding is not unique to UCT. Nationally, the higher education Transformation Forum notes the apathy and distancing between transformation benchmarks and the academic project.

The statutory oversight of transformation remains within the Institutional Forum (IF), which advises Council on transformation-related matters. The work of the IF and the academic and research functions of the university remain siloed. Arguably, the work of transformation is taking place much lower down in the hierarchies of power, within the TF and the EEF. Most transformation committee chairpersons and deputy chairpersons participate in TF and EEF spaces. In faculties with deputy deans for transformation, the deputy dean sometimes participates in governance spaces such as Senate or the Teaching and Learning Committee. A small number of transformation committee representatives participate in policy working groups or committees such as the Naming of Buildings Committee (NoBC), the Works of Art Collection (WOAC) committee, Language Policy Committee, Religious Observances Task Team and the UCT Skills Development Committee.

Several non-academic departments stated that they felt isolated from institutional governance structures and had no way to access these structures directly. Some faculties reported that even when there are representatives on Senate, a few voices dominate the space and transformation issues are not often foregrounded.

In contrast to previous years, several more transformation committee representatives report being included in their faculty or departmental management structure. For example, in the Faculty of Health Sciences, the transformation officer was located at the deanery, and in IAPO and HR steps were taken to include transformation committee members in the departmental management meetings.

- The TF and EEF are the primary governance structures for transformation committees. They hosted four regular sessions in 2021. During the year, TC chairpersons initiated a separate meeting space with the Acting DVC for Transformation, Student Affairs and Social Responsiveness to raise issues and concerns directly. This became a regular platform for direct engagements.

- The DVC continued to hold the secretariat for the Inclusivity Strategy Advisory Group (ISAG) in 2021. The ISAG provided a cross-functional and multidisciplinary platform for the implementation of the Inclusivity Strategy. The Inclusivity Strategy describes the institutional programmes the university will implement in order to respond to the findings of the Inclusivity Survey.

THEMES EMERGING IN RELATION TO GOVERNANCE STRUCTURES:

- While almost all entities reported an increased interest in and attempts at including students in entity-specific governance structures, students are still not meaningfully integrated into governance structures. Where they are integrated, their voices reportedly don't have influence or aren't taken seriously, with meetings often clashing with learning responsibilities.
- While many governance structures are striving to be more inclusive, pay class (or more accurately classism) continues to play a role in who gets to participate in governance structures, how their voices are heard, and how seriously they are taken. It's important to improve inclusion and enablement of the voices of staff members from lower pay classes.

Where are the student voices in governance structures and strategy development? And conversely, where is transformation, diversity and inclusion in student activism and student-led strategies for change? Faculty and departments reported that transformation, diversity and inclusion work is often lacking in student-informed strategy for change. Even this report reflects mostly the work of staff contributors, and is silent on the work of the SRC Advocacy, Student Parliament, Residence Transformation Committees and Faculty Student Council. The decoupling of the institutional TDI efforts and student activism is a notable concern that has to be addressed as UCT metamorphoses into its Vision 2030. For this report and the benchmarks which underpin it to be effective, student voices must be more meaningfully and authentically heard and amplified.

UCT students discussing issues related to financial exclusion and registration blocks at a meeting called by the SRC.

“Governance structures could be held accountable through robust monitoring, review and evaluation mechanisms.”

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“There are a number of places where the communication lines between transformation committees and governance structures are unclear at best or broken at worst. Some of these issues have recently been dealt with, such as TF representation on the Institutional Forum, but many issues remain.”

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In locating TDI agency within the UCT governance context, it's important not to treat TDI issues or representatives as tokens. Tokenism, in this case, would refer to attempting to include individuals or content into already hierarchical or exclusionary structures or processes. Rather, TDI should also be appreciated for its catalysing or metamorphosising characteristics. This would allow the presence of TDI agents and themes to propose changing the approach, structure and functioning of governance mechanisms, hopefully leading these mechanisms to be more inclusive, effective and socially just.

SECTION 3
BENCHMARK RESULTS FOR 2021

"Autoethnography represents that epistemic and methodological space where the personal intersects with the political, historical, and cultural to critique everyday power structures. Instead of inserting the autobiographical past into the present, we write of our present and our desire for a utopian future to begin to create an image of the New University. Together, as people raised in the postcolony and within coloniality, we begin at the negative affect as neoliberal universities invisibilise, surveil, audit, and discipline – but then, we strive to imagine a New University characterised by radical hope, doing so alongside student movements pushing for decolonising the university." – Bell, Canham, Dutta & Fernandez (2019)

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3.1 LOOKING BACK AT THE BENCHMARKS – 2019-2021

The transformation benchmarks were assessed for a third time in 2021. This section describes the benchmark categories and backgrounds on the benchmarks.

A	**Strategic integration of transformation**	Within the institution, how well is transformation mainstreamed in basic strategic actions?
B	**Student access, support and success**	How is the institution supporting diverse students with disparate backgrounds to be included, to participate fully and to succeed within UCT?
C	**Staff access, support and success**	How is the institution supporting diverse staff members from disparate backgrounds to be included, to participate fully and to grow within UCT?
D	**Place and space: language, names, symbols, artworks and identity**	How is the university affirming the dignity, acknowledging the contributions and experiences of, and placing special attention on those who have been historically marginalised?
E	**Institutional responses to 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?
F	**Community engagement: anchoring UCT in community**	How is the university supporting, building solidarity with, and providing professional services to communities?
G	**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?
H	**Owning UCT's Afrikan identity**	How is the university centring its Afrikan identity through scholarship, teaching and learning practice, or activist initiatives?
I	**Innovations, alternative approaches and best practices**	What innovations and best practices have been employed to further transformation, inclusivity and diversity?

In 2021 UCT employed transformation benchmarks for a third time. The benchmarks measure how well the university has integrated, responded to and actioned transformation, inclusion and diversity. The benchmarks fall into nine categories. Each asks how the university has practised transformation in the previous 12 months.

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BACKGROUND ON THE BENCHMARKS

The benchmarking approach is adapted from the United Nations Women's System-wide Action Plan (UN-SWAP) monitoring matrix, the UN World Food Programme's (WFP) gender-transformation benchmark matrix, the Transformation Barometer (Keet & Swartz, 2015), and the AIDS and Rights Alliance for Southern Africa's (ARASA) qualitative approach to mapping access to human rights in southern and East Africa. Benchmarks offer a standard or reference point to which entities within UCT can be compared. This set of standard actions was analysed in 2019, 2020 and in this report.

The data collected in 2019 offered a baseline for UCT and the 2020 results offer a second data set. While this year's third data set is a further step in UCT's journey towards 2030, it's important not to compare the three years. Firstly, three years is too short a period to see real change. Secondly, 2020 and 2021 were years with unique challenges and it would be unfair to expect improvement in the university's benchmark scores. Rather, the benchmark results can assist the university to define its areas of strength, gaps and thematic areas which can inform future strategy.

Artwork by Athi-Patra Ruga, artist in residence at the Irma Stern Museum.

FEEDBACK AND CRITICISM PROVIDED ON THE BENCHMARKS

Often the concepts of transformation, diversity and inclusion (TDI), the work these concepts do and the authority and value that they hold, are considered innately (everyone is accountable for 'doing transformation' work) or necessarily liberatory. This is an assumption that should be challenged, particularly when the cohesion between the academic and transformation objectives is absent or when staff and student transformation approaches are dislocated. The result of misalignment or dislocation is that TDI interventions run the risk of reinforcing disparities and inequalities. Ellsworth (1989) argued that words used in TDI intervention such as 'empowerment' or 'dialogue' can and are used to sustain oppressive power dynamics, and Sara Ahmed (2004) suggests that anti-racist (and other TDI) interventions in higher education often do more to sustain racism than dismantle it (Khan & Marnell, Reimagining well-being: Using arts-based methods to address sexual, gender and health inequalities, 2021). These examples open up TDI work and the ways in which it is monitored and evaluated to critique and, in doing so, imply that efforts should carefully assess how systems of power are changed, challenged or troubled, rather than simply assuming that concepts (such as TDI) are effective in conducting the political and social work they are supposed to do.

Some of the criticisms put forward in previous years are important to capture here for new readers of UCT's Transformation Reports:

- Benchmark approaches prioritised naming, framing, numbering and coding of information. In doing so, much of the social phenomena of TDI work, including the diverse and sometimes contradictory ways persons understand these concepts, is lost. In focusing on capturing the benchmark score or code, the being, state and conditions of the social actors in TDI work is lost. Apthorpe (1996) argues that this leads to hierarchies and 'top-down' values being entrenched over 'bottom-up' or participatory approaches.

- Bell, Canham, Dutta & Fernandez (2019) suggest that the treatment of decolonialism (among other TDI efforts) as an operational and programmatic intervention un/intentionally invisibilises, surveils, codes, quantifies, and disciplines in the effort to meet its goals and targets. The operationalisation and professionalisation of TDI work entrenches it in existing power structures, at the expense of creative, activist, anti-capitalist and imaginative alternatives. However, there remains an alternative where transformation operations and professionalisation coexist as a critical ally to a system that authentically seeks to change. The determining factor is to understand who the system seeks to change and serve, and whether the 'work of transformation' responds to those needs in a way that is relevant.

- Faculties and non-academic departments have also put forward critiques of this approach:
  - The primary criticism of this approach is that the amount of data and evidence expected for the report is daunting. Entities within the university continue to struggle to set time aside to complete the report. On average, only 13 entities submitted reports each year between 2019 and 2021, and many entities have not been able to complete their reports.
  - Another entity highlighted that the benchmark framework didn't respond to or criticise how institutional governance structures and systems fail staff and students, and rather allocated a poor score to a department or faculty. This seems to take responsibility and accountability away from a biased and exclusionary institution, and places responsibility on individual entities within the university.
  - Lastly, some entities continue to argue that the benchmarks are 'not applicable' to them. For example, several non-academic departments don't see their work as intersecting with students. Even though
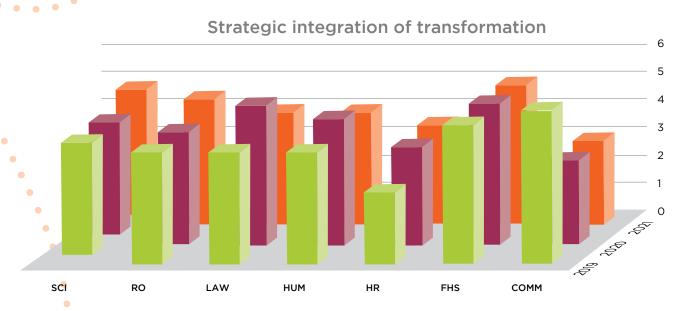
this has been challenged in both the 2019 and 2020 reports, some departments continue to use 'N/A' as their response to student-related issues and struggles. This leads to some entities (responsible for policy development, etc) being distant, disengaged from and potentially dismissive of student struggles.

All these criticisms are important in making sense of the opportunities and limits this benchmarking approach provides.
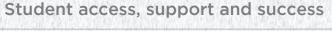
These criticisms, alongside a deep evaluation after five years of implementing benchmarking, would provide a good basis for assessing its effectiveness and proposing an adapted or different approach moving forward. Even with these challenges, the approach allows for trends related to TDI to be made visible and for these trends to inform the priorities and practices of the university. Along this continued trajectory, it will be difficult at the five-year mark to demonstrate that inclusion has increased in the university.

LOOKING BACK AT THE DATA BETWEEN 2019 AND 2021

The primary purpose of the benchmark approach and results is to map out progress in relation to transformation at an institutional level (see section 3.2 for institutional results). The results are also useful in tracking how specific departments or faculties are progressing in terms of achieving the benchmarks. This subsection shares the results of a small group of entities over the past three years as examples.

Strategic integration of transformation

ABOVE: For benchmark A, entities on average meet between 55-60% of the benchmark requirements. While some entities, such as the FHS, have been consistent in meeting many requirements of this benchmark, others such as the faculties of Commerce, Humanities and Law and the HR Department seem less consistent. Conversely, the Research Office and the Science faculty have shown some signs of improvement.

Student access, support and success

ABOVE: For benchmark B, the peaks and the dips are more clearly visible. In this case, the peaks are most clearly visible for the faculties, while the dips are most clearly visible for the non-academic departments. For three faculties (Health Sciences, Law and Science), the peaks emerge in later years. This could possibly indicate that more efforts are being made in these areas. The RO and HR emerge as gaps in this benchmark. While the RO does meaningful work to support, engage and collaborate with new graduates (often from historically excluded groups), this work may not explicitly deal with systemic racism, SGBV or xenophobia, among other systems of violence. While HR doesn't directly serve students, more could be done to support graduate students who are interested in entering academic or research professions. However, due to the rough and uneven terrain visible in this graph, the peaks and dips in the graph should be viewed as possibilities rather than certainties. The peaks offer the possibility of good practices, and the dips the possibility of challenges, barriers or gaps.

Staff access, support and success

ABOVE: For benchmark C, entities meet 55-60% of the benchmark requirements. For this benchmark it seems that staff support work is growing inconsistently within entities. Only three entities (the Commerce, Health Sciences and Science faculties) were able to meet five of the benchmark goals, with the majority reaching fewer than that number.

Institutional responses to discrimination

ABOVE: Benchmark E, like benchmark B, makes the dips and peaks more visible. In this case, and in contrast to the other graphs, we can clearly see a reduced number of actions for many entities. The faculties of Commerce, Health Sciences, Humanities, Law and Science all reported fewer actions related to this benchmark. This could indicate that it is a waning priority.

These graphs are offered as examples of the ways in which the benchmark scores between 2019 and 2021 can be used to make sense of the transformation context in UCT. These examples suggest the following challenges and opportunities:

OPPORTUNITIES

- Overall, the benchmark scores can offer a map or indication of where TDI priorities are positioned and work is occurring. In making the dips and the peaks visible, it indicates where good practices are probably occurring and where gaps are present.
- In doing so, it can assist the transformation portfolio to reframe its work or reprioritise actions to better support the spaces in need, or to enable and scale-up effective actions.
- While the data set for the first three years (2019–2021) is insufficient to justify any statements about trends, it does begin to indicate the direction in which entities in the university are going in terms of TDI. This indication, if tracked over time, can map progress or decline in TDI.

CHALLENGES

- It's important to acknowledge that the quantity of the score doesn't always match up with the quality (or more accurately impact) of the action undertaken. The quality of the intervention or programme is represented through the qualitative submissions by faculties and departments. For example, under benchmark C, some entities may report a once-off event to support staff, while others might be implementing a structured programme for staff development. The impact of the former would be much smaller than that of the latter, but both would be able to achieve a sub-benchmark score.

- In addition, the benchmark scores don't take into account environmental factors. For example, COVID-19 led to entities reprioritising actions, budget limitations and additional stressors. This is likely to have impacted how and which transformation actions were prioritised in the past two years.
- Even with three years of data collection and data available from the same set of entities, it is still difficult to make clear statements about the direction the university is going in terms of TDI. There are no clear indications of decline, progress or stagnation, as yet. This exercise will need to be run for several more years before enough data is available.
- It's important to note that many entities submitted very similar reports over the years. This could mean that actions occur over many years, or that entities are reporting the same action several times over the years. This impacts the efficacy of the scores and the qualitative narratives collected for the individual years, but they are still useful for the overall story of transformation.
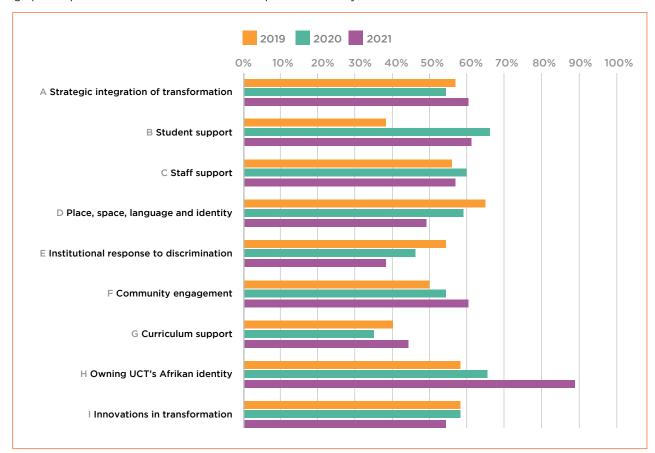
In conclusion, the benchmark approach offers a useful and standardised way to track actions related to TDI at UCT. While there are many challenges, documented above, the approach allows for an indication of peaks (possible good or effective practices) and dips (challenges or gaps), and this can assist the transformation portfolio to reformulate its approach, better enable good practices, and better support entities in need.

3.2 OVERVIEW OF BENCHMARK RESULTS

Thirteen departments and faculties submitted completed benchmark results in 2021. This section displays the benchmark results and examples of how entities achieved their benchmarks in 2021.

BELOW: The graph highlights the extent to which UCT has met the transformation benchmarks over the 2019–2021 period. The graph captures this through representing the percentage of benchmarks met. The graph is representative of the entities which responded in each year.

This graph shows the extent to which UCT met the transformation benchmarks in 2019, 2020 and 2021. For example, on average in 2021 UCT met three out of the six criteria for the 'strategic integration of transformation' benchmark, and three out of four of the criteria for the 'student access and support' benchmark. The graph illustrates where UCT's areas of strength and weakness are, and the narrative provided shares some explanation of these.

While there is data available for 2019, 2020 and 2021, it is important to only use these figures as an indication of progress, regression or stagnation. This is because the scores on their own don't indicate the quality of the actions undertaken (this is better captured through the qualitative descriptions), the environmental factors at play (such as COVID-19) or other changes in the environment (for example, leadership changes in the transformation portfolio). Even with these limitations, the benchmark scores offer an indication of the challenges and changes related to TDI work.

- **Possible progress:** Actions under benchmarks B, F and H have grown over the three years, which could indicate support for change in this area. These could be understood as emerging areas of strength.
- **Peaks and dips:** Actions under benchmarks A, C, G and I have gone up and down, and it's unclear in which direction these benchmarks will move. These could be understood as areas of divergence with different entities moving in different positive or negative directions.
- **Indication of a problem:** Actions under benchmarks D and E have declined each year, which could indicate a problem or challenge. These could be understood as areas where insufficient support or priority is accorded.

WHAT DO THE BENCHMARKS REVEAL?

Thirteen entities (at the level of faculty and non-academic department) completed their benchmark reports in 2021:

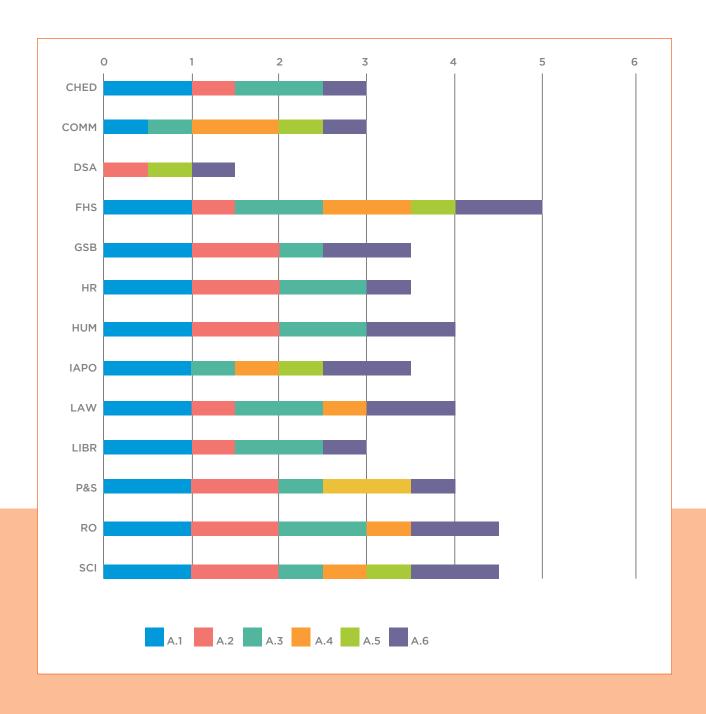|	
Centre for Higher Education Development	CHED
Faculty of Commerce	COMM
Department of Student Affairs	DSA
Faculty of Health Sciences	FHS
Graduate School of Business	GSB
Human Resources Department	HR
Faculty of Humanities	HUM
International Academic Programmes Office	IAPO
Faculty of Law	LAW
UCT Libraries	LIBR
Properties and Services	P&S
Research Office	RO
Faculty of Science	SCI

Several others submitted partially completed reports. All 13 completed reports were used for the visual representations of the benchmarks in each section. Reflections, anecdotes and stories from each department and faculty are shared in the 'What does the benchmark reveal?' section. This section also includes good-practice stories relevant to each benchmark.

Overall, every faculty and several departments reported actions which enabled staff and student access, support and success. These included ensuring students had access to psychosocial and education support, and focusing on diversifying both student and staff demographics. Faculties and departments also reported actions which supported staff development and growth, and which focused on UCT's African identity (and responded to racism). Some benchmark areas reported fewer actions in 2021, including the focus on place, space, language and identity.

STRATEGIC INTEGRATION OF TRANSFORMATION

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

| | A.1 | A.2 | A.3 | A.4 | A.5 | A.6 |

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** The main knowledge product of the faculty/department (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 are 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 TC, there are agreed-upon terms of reference and at least 10% of time is allocated to transformation committee functions.

WHAT DOES THE BENCHMARK REVEAL?

In order for transformation work to be effective and to have a meaningful impact, transformation agents in faculties and non-academic departments need to have the resources, time and opportunity to conduct their work; their output should inform the strategic and budgetary planning, communication and evaluation of their entity; and entities should have functioning transformation committee structures.

While no faculty or non-academic department met all the criteria of this benchmark, the Faculty of Health Sciences, Research Office and Faculty of Science came close. In these three entities, transformation was prioritised through the appointment of a transformation officer in the Faculty of Health Sciences, the creation of working groups to respond to the Inclusivity Survey findings in the Research Office, and the hosting of a faculty assembly on transformation in the Faculty of Science.

In other entities, the low score can be interpreted as limited support or encouragement for transformation work at the level of faculties and non-academic departments, and in some cases, institutional barriers to transformation work. Leaders of faculties and non-academic departments need to better understand the role of transformation agents and should be held accountable if they hinder or thwart transformation efforts.

Almost all departments and faculties report meeting benchmark criteria A.1 and A.2. This means that departments and faculties consistently analyse transformation (often using the inclusivity survey results as an entry to engagement) and incorporated TDI into knowledge products and strategic plans.

Few departments and faculties met benchmark criteria A.4 and A.5. In line with the previous two years, few departments and faculties spent resources on transformation or budgeted for transformation in 2021. The budgetary constraints related to COVID-19 and the subsequent lockdowns also played a role in how resources were allocated.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

Departments and faculties implemented a range of actions to ensure the strategic integration of TDI. For example, entities: (1) strengthened their transformation capacities through hiring or identifying a specific transformation officer, expert or specialist (Faculty of Health Sciences); (2) strengthened transformation governance structures through implementing TDI-specific strategic plans (Research Office; faculties of Law and Science); (3) hosted or facilitated entity-wide engagements on race, gender and sexuality (among other themes); or (4) communicated with entity stakeholders about TDI. Entities also used the inclusivity survey results as a springboard for hosting strategic discussions on transformation in their department.

A small number of faculties and departments collected biannual reports from their sub-departments to strengthen the monitoring and evaluation of TDI, raised or disbursed funds for transformation-specific work, or hosted campaigns on issues related to xenophobia or racism, among others.

Other than the above, faculties (specifically Science, Law and Health Sciences) also developed publications and academic engagements on race and decolonialism, among other social themes.

WHO CONTRIBUTED TO THIS BENCHMARK?

Eight faculties and five non-academic departments contributed to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark aims to capture how transformation efforts are integrated in strategic and governance actions in faculties and departments. While actions - including developing strategic plans, integrating transformation into a faculty's mission, and strategic communications on transformation - are cause for celebration, these weren't implemented uniformly across the university. For example, of the entities that reported on this benchmark in 2021, only 60% of benchmark actions were met. In addition, only a small number of entities monitored and evaluated or raised and disbursed funds for transformation-related actions. Overall, the actions implemented were only somewhat effective in ensuring the strategic integration of transformation. For this benchmark to be met more effectively, transformation agents need the resources, time, influence and opportunity to conduct transformation work.

RECOMMENDATIONS

Transformation can only be strategic and effective if programmes, projects and interventions are well resourced. Without resources, time and expertise (in the form of TDI specialists), interventions will continue to be events-based, seen as optional/unimportant, and will have limited strategic impact.

AN EXAMPLE OF A GOOD PRACTICE

The Faculty of Health Sciences has prioritised hiring TDI experts to assist them to formulate, implement and expand on transformation. In 2021, the faculty hired a transformation officer who was placed in the deanery and provided both strategic and operational support to ensure the faculty's transformation goals were achieved. In addition, the faculty created a post for a gender diversity specialist (to be recruited in 2022). This role will assist the university to strengthen its capacities in relation to teaching, learning and research on sexual and gender diversity, and more broadly to create an affirming environment for LGBTQI+ persons and capable future healthcare professionals. Both roles link centrally in order to align the FHS with the university transformation and inclusion goals.

The Strategic Integration of Transformation benchmark aligns with international best practice and national guidelines for TDI. The benchmark offers actionable measures of processes that can help departments and faculties assess the steps they take to integrate transformation at a strategic and systemic level.

While the departments and faculties listed above have made some contributions to this benchmark, it's important to reflect on the impact of these actions. For example, while steps have been taken to better analyse and develop knowledge products on transformation, one should ask how these analyses and knowledge products were received. How effective were they in contributing to social or behavioural change?

WARNING SIGNS

In the first three years of capturing data on the benchmarks, entities consistently met 55–60% of the Strategic Integration benchmark requirements. This indicates that at a faculty and departmental level, transformation agents do not see meaningful or consistent support for TDI, or the prioritisation of TDI.

SPARKS

While the above challenges are present, there are several hopeful sparks of change. For example, in the Faculty of Health Sciences, specialists on TDI have been (and will continue to be) recruited; in the Research Office, several high-level working groups have been constituted to respond to TDI issues; and in the FHS an impactful meeting was convened that sought to bring together stakeholders to engage on TDI.

TRANSFORMATIVE AWAKENING

Even under the uncertain circumstances of 2021, the emergence of the Social, Ethics and Transformation Committee of the UCT Council offers an opportunity for the strengthening of TDI initiatives at an institutional level. The terms of reference are under review at Council, following which the committee will start working.

STUDENT ACCESS, SUPPORT AND SUCCESS

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

WHAT IS BEING TESTED?

	Student profile	**B.1** Progress has been made towards attaining a more diverse student and graduate profile; with a documented % shift in the previous 12 months.
	Student support	**B.2** Students can access educational and psychosocial support..
	Engaging with students on diversity	**B.3** At least one faculty/department-wide learning activity, dialogue or discussion on issues affecting students that are specific to the themes of diversity, inclusivity and/or transformation.
	Anonymous feedback	**B.4** The faculty/department has an anonymous feedback and complaint mechanism or referral system in place to address student and staff grievances.

WHAT DOES THE BENCHMARK REVEAL?

Students are the university's biggest and arguably most important stakeholder. For transformation to be effective, students – especially students who are historically or currently marginalised – need to be able to access educational and psychosocial support, meaningfully and fully participate, and succeed or grow within the institution. No department or faculty met all criteria of this benchmark, with faculties scoring somewhat higher than non-academic departments. While the focus in 2021 was on the shift to emergency online teaching and learning, this shift led to a focus on the parity of participation, rather than on ensuring, centring and critically engaging with issues related to transformation, inclusivity and diversity.
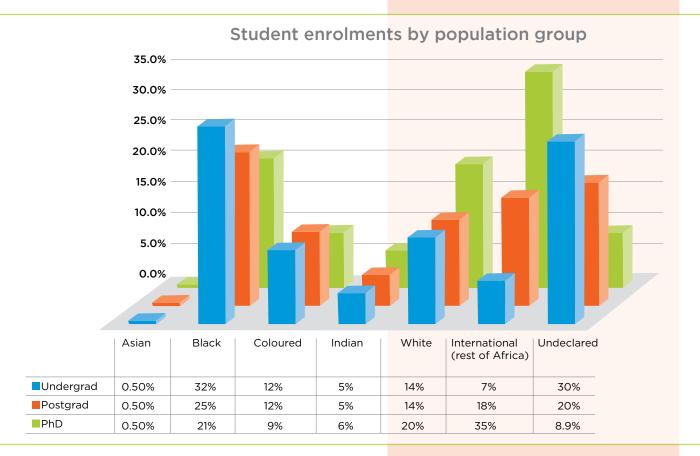
In 2021 many faculties and departments met benchmark B.2. This means that many faculties and departments provided psychosocial and educational support, often in response to the challenges, deficits and disparities exacerbated by COVID-19 and remote teaching and learning. In addition, faculties consistently tracked their student demographic profile, and some non-academic departments have engaged with student struggles. Given students' status as UCT's biggest stakeholder, it's important for non-academic departments to understand student struggles.

Fewer faculties and departments reported meeting benchmarks B.3 and B.4. Similarly to previous years, few entities engaged students on issues related to TDI which affect them. Where interventions were held with students, they were often once-off and probably had a limited impact. Some said it was harder to host such engagements online, and remote teaching and learning led lecturers to prioritise core work. This suggests that TDI is not core to engagements with or relationships between staff and students. Lastly, few departments or faculties have an anonymous complaints and feedback mechanism that staff and students can access. Departments or faculties usually refer students to institutional services, but do not track whether the issues were resolved.

Student enrolments by population group

	Asian	Black	Coloured	Indian	White	International (rest of Africa)	Undeclared
Undergrad	0.50%	32%	12%	5%	14%	7%	30%
Postgrad	0.50%	25%	12%	5%	14%	18%	20%
PhD	0.50%	21%	9%	6%	20%	35%	8.9%

While the university has made some progress towards student demographic transformation, black South African students are still under-represented at an undergraduate and postgraduate level, with white students over-represented at both levels. In addition, the number of black and coloured students declines at postgraduate level, while white and international students increase at that level. It's also important and revealing to note that many students (8–30% depending on level) don't declare their race – this could mean students don't identify with the racial categories, are resistant to the categories, or may be thinking about race differently to the university and its TDI agents. While the number of students with disabilities is relatively small compared to the overall number of UCT students, UCT provides unique and in-depth support. The next section shares **information on support** provided to students with disability.

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Photographic prints by emerging artist Haneem Christian titled "The Memorial Ball". An acquisition of WOAC, it celebrates the life and contributions of Kirvan Fortuin - a queer rights activist and an award-winning dancer/ choreographer who was tragically murdered in Macassar in June of 2020.

Student enrolments by gender

	Man	Woman	Gender non-conforming or transgender	Undeclared
Undergrad	46%	54%	0%	0%
Postgrad	46%	54%	0%	0%
PhD	47%	53%	0%	0%

Slightly more women than men enrol at UCT at both the undergraduate and postgraduate levels. While the number of persons who identify outside the gender binary or as gender non-conforming is quite small (between 0.1 and 0.2%), it's interesting to note that a minute number of persons did not declare their gender. This could mean that the majority of students identify with the gender binary, or more likely, that the gender binary is so entrenched at UCT that few students understand or acknowledge gender beyond the binary. In addition, heteronormativity, cisnormativity and SGBV is entrenched in South Africa, which may lead students to be reluctant to reveal their non-binary gender for fear of victimisation. While UCT offers unique protections for gender-diverse persons under the Inclusivity Policy for Sexual Orientation, this may not be enough to tackle the entrenched nature of discrimination and harassment.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

Actions undertaken in 2021 focused on supporting students during the COVID-19 lockdowns. The support attempted to respond to the specific challenges facing students during the lockdowns and in remote learning. This included: (1) offering psychosocial and education support which was sensitive to socio-economic, racial and other disparities (CHED and DSA); (2) development of digital resources and tools for students (Commerce and GSB); (3) consolidating and connecting institutional and faculty student support efforts (Humanities and Law); (4) creating student-led events for learning and reflection on TDI and heritage (IAPO); (5) ongoing psychosocial and other support through the DSA for students in residences, student societies and students more broadly; (6) specific support through the OIC for students with disabilities, students experiencing SGBV or other forms of discrimination, harassment and violence; and (7) development of mechanisms

for students to raise concerns about issues they are facing directly with faculties or departments. Efforts undertaken centred empathetic listening, recognised socio-economic inequality and its effects, and attempted to support students from where they were. Some faculties and departments initiated efforts to reach out to and engage with students using social media platforms (in addition to institutional platforms such as Vula) to create spaces for open engagement. The OIC developed a toolkit titled "Student Inclusion… Periodt! A constellation of resources on transformation, inclusivity and diversity", which offers students digital resources on TDI.

Beyond these interventions, ongoing efforts include supporting writing and numeracy competencies among marginalised students; having specific student support or development officers, units or deputy deans; and tracking the student demographic profile. Where faculty or departmental services don't exist, entities often refer students to institutional offerings, such as the Student Wellness Service.

A small number of departments and faculties initiated or participated in fundraising efforts for marginalised students who were excluded from UCT during the stressful period of COVID-19 lockdowns and the shift to online learning. Further, some entities attempted to understand the specific challenges facing black and women students, with some hosting learning events and seminars on themes related to race and gender. This allowed faculties to better respond to the needs of marginalised students in the teaching and learning space.

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and five non-academic departments contributed to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark frames the inclusion of marginalised students in relation to their ability to access the university, participate fully and succeed and grow within the university. While the university has taken strides to ensure access for marginalised persons, this access is to a university environment where racism and SGBV are present. The focus on parity of participation and access to psychosocial support services in student transformation interventions shifts the focus away from broader debates on the ways in which racism, patriarchy, heteronormativity and colonial ways of being and doing are still very present at UCT. For example, students continue to be framed as necessarily junior or subordinate to staff, and student complaints about racism are not meaningfully dealt with – for example, see these articles on leading transformation at UCT and recent cases of racism. In addition, students protested to highlight their financial struggles, including the continued struggle related to historical debt. For the benchmark to be achieved more effectively, critical discussions and actions must be developed that meaningfully respond to the realities of students, including racism, SGBV and socio-economic disparities that disrupt students' ability to fully participate and succeed at UCT.

RECOMMENDATIONS

If transformation efforts do not metamorphose or positively change the material/economic, social or political realities of students, these efforts remain focused on transformation as rhetoric rather than action. For example, tracking demographic data is useful, as is providing psychosocial support and hosting sensitisation and awareness-raising events. These are basicactions that are likely to encourage students who historically have been excluded and foster a more welcoming environment. However, such actions are only minimum standards; they are unlikely to transform economic or social lived realities. A stronger focus on transforming the material and social realities of students is recommended.

AN EXAMPLE OF A GOOD PRACTICE

The Faculty of Science developed and disseminated a range of student support resources. For example, the faculty Vula site has a "Study Toolkit" that includes:

- tips to stay on track, including exam preparation tips
- academic reading and writing resources
- information about and links to the UCT Writing Centre and Library
- links to various ICTS Services and LinkedIn Learning resources.

Another useful example from the Science faculty is a three-part orientation titled "Mathematics at University". This intervention provides information to help first-year students navigate the discipline better. The first lesson includes videos made by students, with messages such as "It's normal to feel anxious, but you deserve to be here" and "Work consistently and get lots of practice". This makes the connection between providing psychosocial and educational support to students.

INSTITUTIONAL TRANSFORMATION PROJECTS: DEPARTMENT OF STUDENT AFFAIRS AND DISABILITY SERVICES

The Department of Student Affairs (DSA): The DSA played an important role in supporting vulnerable staff and students during 2021. For example:

- The Student Wellness Service (SWS), in partnership with the Independent Counselling and Advisory Services (ICAS), has developed a mobile crisis application to ensure that students in emergencies have immediate access to a counsellor, wherever they are. The Crisis Intervention Service provides emergency mental health support nightly for students living in UCT residences, including on weekends and public holidays.

Disability Services (DS): In addition to the ongoing and in-depth support of student and staff members with disabilities, Disability Services has finalised and approved a new policy on disability. The policy, alongside a guideline document, describes the actions the university needs to take to create an accessible and affirming environment for persons with disability. In 2021, Disability Services continued to provide a range of services, including:

- disability training and sensitisation workshops
- in-person support in the form of carers, note-takers and disability champions/volunteers
- coordinating and processing special concession requests related to extra time for assignments or support related to exams
- matters related to barrier-free access on campus
- the provision of devices that enable access and participation for persons with disabilities
- specialised transport for persons with disabilities.

In addition to this, the DS provides individualised support to persons with disabilities. This allows the unit to work with individuals to troubleshoot problems they face in their context and to co-generate solutions.

In 2021, the university built on the COVID-19 support provided in the previous year. On one hand, the university made some effort to respond to economic and social disparities emerging on campus. On the other hand, it's important to appreciate that these efforts rarely, if at all, transformed students' material or social lived realities. In simple terms, the transformation actions at UCT didn't meaningfully impact the broader social, economic or political challenges which continue to hinder student participation and success.

What learning can we take from this contention? While it is important to provide support that enables students from marginalised backgrounds to access and participate at UCT, it is also important to transform the nature and functioning of the university so that it is more aligned with justice. In doing so, transformation work would avoid focusing solely on short-term wins, and over a longer period of time, would respond to inequalities in Cape Town and South Africa more broadly.

WARNING SIGNS

In the first three years of capturing data on the benchmarks, entities reported meeting 40–65% of the Student Access, Support and Success benchmark requirements. This indicates that at a faculty and departmental level, efforts to support students vary widely. In addition, some non-academic departments still do not see themselves as having a role in understanding student struggles, even though previous transformation reports strongly argued otherwise.

SPARKS

While the above challenges exist, there are several hopeful sparks of change. For example, the focus on offering psychosocial and education support in CHED and the DSA; the development of digital support resources in the Commerce and Science faculties; and the OIC's ongoing efforts to respond to student discrimination and harassment all offer useful sparks for positive change.

TRANSFORMATIVE AWAKENING

Student movement and protest actions continue to highlight that students are critically conscious of their struggles, have proposals about how best the university can respond, and continue to be critical about the university's approach. In recent years, repeated protests have emerged in relation to economic inequalities and student debt. These protests should be seen as moments of transformative awakening, rather than as fear-inducing events that the university seeks to stifle.

STAFF ACCESS, SUPPORT AND SUCCESS

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

Legend: C.1 · C.2 · C.3 · C.4 · C.5 · C.6

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 documented % shift in the previous 12 months.
	Inclusive committees	**C.2** Progress has been made towards equal participation of diverse staff members (more black, women and disabled persons) in committees, advisory bodies and other decision-making entities; with a documented % shift in the previous 12 months.
	Fast-tracking success	**C.3** Progress has been made towards equal participation of diverse staff members (more black, women and disabled persons) in committees, advisory bodies and other decision-making entities; with a documented % shift in the previous 12 months.
	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 documented % shift in the preceding 12 months.
	Orientating transformation	**C.5** Orientation to UCT's commitment to transformation, inclusivity and diversity is integrated into employee briefings 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, inclusion and/or transformation affecting staff.

WHAT DOES THE BENCHMARK REVEAL?

Since the start of the benchmarking exercise in 2019, allegations of bullying, harassment and discrimination between and among staff members have emerged. In 2021, this emerged in the media coverage related to the change in leadership of the transformation portfolio, the alleged mistreatment of Athol Williams (among other disenfranchised staff members) and on social media, where debates about transformation at UCT were often very critical of the university.

While the university has worked to remedy demographic disparities within UCT and more broadly within higher education in South Africa, the affective experience of exclusion still seems to persist (the next inclusivity survey would in/validate this assumption). In 2021, few departments and faculties came close to meeting the criteria associated with this benchmark. While many entities at UCT focused on shifting staff demographics (with some limited success) and engaging staff on issues related to TDI, the focus on parity of representation does not address the insidious and often invisible dynamics of power that create an environment where bullying, harassment and discrimination is not an anomaly, but continues to be an unfortunate norm. In order to change and challenge these dynamics, entities need to create more open, honest and critically conscious conversations which challenge positions of power (including white supremacy, hegemonic masculinity, heteronormativity, etc) and enable the voice and agency of those who the institution has marginalised (black persons, womxn, queer persons, etc).
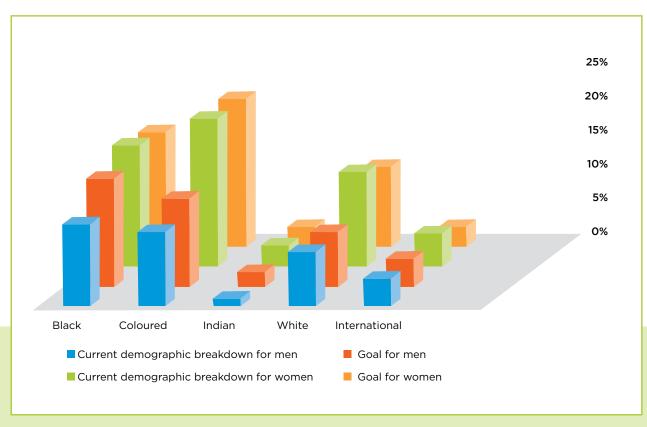
Almost all departments and faculties reported tracking their staff demographic profile and many engaged with staff on diversity. Some of these engagements on diversity were related to providing psychosocial support to staff in response to the stress and trauma of the COVID-19 period. While many tracked their staff profile, there were still barriers in some departments and faculties in terms of transforming their staff profile.

Few departments and faculties orientate new staff members to UCT's commitment to transformation. This challenge is also related to the shift to remote work; engaging with and welcoming new colleagues became more of a challenge. In addition, many faculties and departments use institutional pipelines; only a few have internal mechanisms for supporting the progress of black, women and disabled staff members.

UCT'S STAFF DEMOGRAPHIC PROFILE

Black	Coloured	Indian	White	International

■ Current demographic breakdown for men   ■ Goal for men
■ Current demographic breakdown for women   ■ Goal for women

Through the employment equity portfolio, UCT has slowly yet successfully shifted the demographic profile of its staff to be more representative of South Africa's diversity. In line with commentary in previous years, these shifts need to be carefully unpacked, as many positions described as 'unskilled' or 'semi-skilled' are still held by black and coloured women and men staff members, with very few white or Indian women and men holding any such positions. In a similar vein, white and Indian women and men are over-represented in positions described as 'technical workers' or 'academically qualified'. This highlights the stark and problematic racial hierarchies that still exist in the organisation. The portfolio is working hard to challenge and combat these dynamics, and two important efforts emerged in 2021:

- Employment Equity Plan and guidance note: The updated Employment Equity Plan describes the goals and steps the university needs to take to further and enliven employment equity. The guidance note is informed by the experience of practitioners and stakeholders in the university and offers in-depth guidance on how the plan can be implemented. For example, the guidance note includes clear recommendations on how to conduct an Employment Equity-compliant recruitment process.
- Employment Equity barrier analysis: In addition to and aligned with the Employment Equity Plan, the portfolio conducted a barrier analysis exercise. The exercise invited stakeholders within the university to share examples and experiences of employment equity-related barriers. While the report is still to be launched, the draft highlights clear challenges faced by academic, professional, administrative and other staff members in relation to race, gender and disability, among other factors.
- The Fundamentals of Employment Equity training tool developed by Emeritus Professor Martin Hall has ensured that the university is trained for appropriately designing and implementing its Employment Equity plan.
- Inclusion of planned vacancies and anticipated attrition in the UCT 2022–2026 Employment Equity Plan helped identify how many vacancies

will occur in each unit or cluster. Targets based on the national and provincial targets were set against those vacancies.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

In addition to tracking the staff demographic profile, entities at UCT implemented a range of programmes to ensure the inclusion of marginalised staff members. For example:

- Many faculties and departments have developed, implemented or referred black and women staff members to programmes that develop and enable their leadership, academic and research capabilities. For example, some hosted research retreats, others enabled access to funding for womxn or for projects focusing on TDI; another encouraged staff members to pursue their PhDs internationally. This enabled black and women graduate students and young professionals to initiate academic careers. For example, the Turning the Tide project that

began in 2020 is a pipeline project which funds PhD studies and postdoctoral fellowships for black South African scholars. It also funds a 3- to 5-year contract post at lecturer level for a black South African candidate.

- Many faculties and departments reported that the committees and decision-making bodies within their entity were already diverse in terms of gender and race, but few included persons with disabilities. While the committee spaces were diverse, this doesn't mean the work and functioning of these structures (often embedded within university hierarchy) is transformative or enables inclusion.
- Many entities hosted workshops, discussions or learning events (sometimes with the faculty or departmental leadership) on TDI or specific topics including race, gender, sexuality and disability.

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and six non-academic departments contributed to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark attempts to capture the inclusion of marginalised staff members at UCT in relation to their ability to access the university, fully participate in university life, and succeed and grow within the institution. Faculty, departmental and institutional employment equity efforts have placed a focus on enabling access for marginalised groups to UCT; however, these efforts don't respond to the challenges black or queer persons, women or persons with a disability may face within the university. For example, in featuring Chimamanda Adichie in an uncritical and non-reflexive manner, hosting a queerphobic online discussion and not holding a UCT-aligned medical doctor with transphobic views to account, the university created a hostile environment for the LGBTQI+ staff members, students and community more broadly. This criticism is not about limiting or silencing views (even discriminatory or prejudicial views); it's about appreciating that in contexts of power disparities, airing all views leads to the dehumanisation of groups with limited structural or institutional power. For work to be effective in furthering staff inclusion, institutional actors who are complicit in or actively support discrimination, harassment and violence must be held accountable.

RECOMMENDATIONS

Meeting all of the factors underpinning this benchmark would mean the university is only meeting the minimum standard for enabling and supporting marginalised staff and students. To meet these minimum standards, more work needs to be done to support, empower and enable marginalised staff members, especially those labelled as 'unskilled' or 'semi-skilled', to be able to meaningfully shape the organisation and grow within it. In order to do this, there needs to be a principled alignment with TDI, and clear processes to hold accountable those who are complicit in harassment or discrimination.

AN EXAMPLE OF A GOOD PRACTICE

CHED has initiated a Next Generation Leadership Programme (NGLP) that was populated and started operating in 2021. The NGLP is a cohort-model programme designed to enable early and mid-career staff to participate in leadership development. The programme consciously takes into account the social context of leadership in international and African higher education in the 21st century.

INSTITUTIONAL TRANSFORMATION PROJECTS: OFFICE FOR INCLUSIVITY AND CHANGE

In 2021, the OIC ran over 100 distinct workshops reaching an estimated 2 000 staff members across the university. The workshops were offered through the OIC's inclusivity capacity building, institutional culture and disability portfolios and covered issues related to inclusivity, diversity and transformation. These workshops dealt with themes including staff values; examples of racism, disability colonialism and gender inequality; and with co-creating a transformation vision for entities within the university.

The OIC worked hard to develop both digital and decolonial tools and resources in 2021. For example, the OIC experimented with using Mentimeter and other digital tools to create engaging and effective online workshops leading to concrete outcomes, such as inclusion plans and transformation improvement plans. In addition, the OIC experimented with the use of decolonial approaches, including the practice of decolonial dreaming. This culminated in the development of the zine *Another World: Queer, decolonial, feminist and anti-racist dreams for higher education*.

During 2021, while the COVID-19 pandemic ebbed to some degree, disparities related to race, gender and class continued to affect the work environment. On one hand, it's important to acknowledge the work that faculties and departments undertook, as well as the ongoing institutional efforts through the OIC and the Employment Equity portfolio. These were effective in supporting and enabling some staff members to grow and develop within the university. However, these efforts on their own were not able to dismantle structures of power in the university that contribute to systemic racism and queerphobia, among other issues.

It's also important to appreciate the after-life of COVID-19 that lingers in the university. The years 2020 and 2021 were both years of crisis that negatively impacted the mental health, motivation, cohesiveness and connectedness of staff members. This feeling of exclusion, exhaustion and dejection, if not dealt with, will lead to negative consequences for individuals in the university and for the university as a whole.

WARNING SIGNS

In the first three years of capturing data on the benchmarks, entities reported meeting 55-60% of the Staff Access, Support and Success benchmark requirements. This indicates that at a faculty and departmental level, efforts to support staff vary widely. In addition, while efforts tend to focus on demographic disparities, challenges related to power dynamics are left unresolved.

SPARKS

While the above challenges are present, there are several hopeful sparks of change. For example, the focus on offering support to emerging researchers and academics is likely to lead to a new generation of black, women and disabled leaders in the university in years to come.
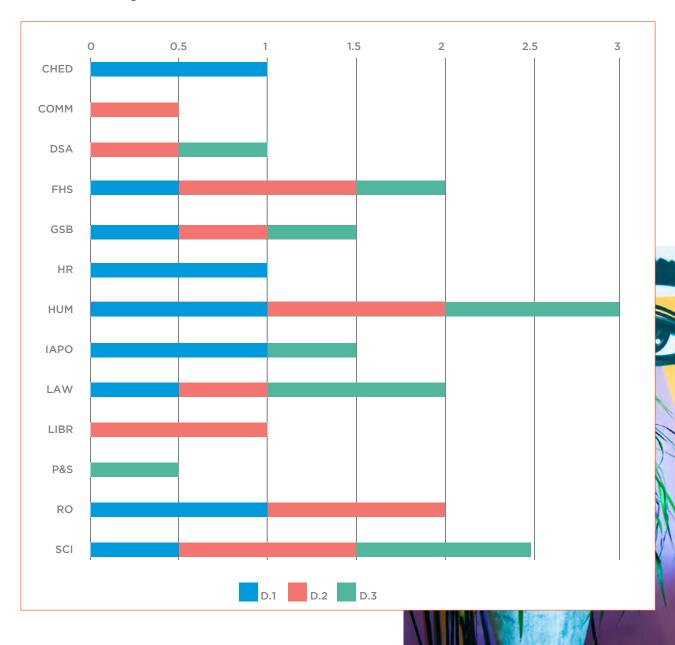
TRANSFORMATIVE AWAKENING

Several painful yet important reports of staff marginalisation and harassment emerged in 2021. The story of Athol Williams, the experiences of queer and trans students and staff members, and stories of bullying shared on social media all highlight the need for deeper, direct and meaningful engagement with those experiencing marginalisation at UCT. Those raising concerns should not be shunned, shamed or silenced, but should instead be heard and invited to inform the university's TDI efforts.

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?

Chart — Place and Space assessment by department (D.1, D.2, D.3):

Department	D.1	D.2	D.3
CHED	1.0		
COMM		0.5	
DSA		0.5	0.5
FHS	0.5	1.0	0.5
GSB	0.5	0.5	0.5
HR	1.0		
HUM	1.0	1.0	1.0
IAPO	1.0		0.5
LAW	0.5	0.5	1.0
LIBR		1.0	
P&S			0.5
RO	1.0	1.0	
SCI	0.5	1.0	1.0

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/or race.
	Transformative interventions	**D.2** At least one faculty- or department-wide intervention which contributed to a more transformed, inclusive or diverse campus environment. Eligible actions should focus on inclusion in relation to language, naming of buildings or spaces, symbols or symbolic representations or artworks, or should engage critically with diverse identities.
	Knowledge and advocacy	**D.3** Knowledge or advocacy product or communication which explicitly redresses historical privilege and power as manifested in colonialism and apartheid.

WHAT DOES THE BENCHMARK REVEAL?

The tension between indigenous land rights and colonial and contemporary urban development in Cape Town is long-standing. A stone's throw from the UCT campus, indigenous activists have taken a stand against the development of a new Amazon Africa headquarters at a sacred indigenous and environmentally important site at the confluence of the Liesbeek and Black rivers. Activists argue that colonial displacement has continued unabated from Dutch and English colonialism to corporate neo-colonialism.

At UCT, similar struggles have emerged over the years. In recent years, through the Sutherland reburial process, the university has been forced to confront its own historical complicity in colonialism and slavery. This benchmark proposed actions which would respond to this history of violence due to colonialism and apartheid, and the contemporary legacy this violence has left. While a small number of departments and faculties met the criteria for this benchmark, the vast majority didn't conduct strong actions in this area. Conversely, initiatives such as WOAC and the Irma Stern Museum found new inspiration as COVID-19 waned, and conducted exciting actions (featured later in this section). Overall, since 2019 fewer actions have been identified for each year the benchmark data has been collected. This means that across faculties and departments, re-curating artworks, rethinking symbols and monuments on campus and renaming structures and buildings have been deprioritised. This deprioritising of actions responding to the effects and artefacts of colonialism and apartheid is concerning.

Only 50% of the departments and faculties reported contributing to the development or dissemination of policy. The Naming of Buildings Committee (NoBC), WOAC and the Irma Stern Museum initiated projects such as renaming buildings, re-curating artworks and hosting creative educational interventions to create a more welcoming environment.

Only a small number of departments and faculties developed a knowledge product or communication that responded to historical privilege and power. This can be seen as a gap in terms of responding to the contemporary effects of apartheid and colonialism.

Artwork by Igshaan Adams Christian Haneem titled "I was a hidden treasure, then I wanted to be known" - one of the WOAC acquisitions.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

Several working groups and committees contributed to this benchmark, including the Language Policy Working Group; the work of the Multilingualism Education Project; the NoBC; and WOAC. These committees and working groups ensure that the use of language at UCT, the names of buildings and the artworks on campus are relevant to marginalised groups and respond to their realities. For example, in 2021:

- Some entities (including the Commerce and Law faculties) focused on creating changes to physical spaces by conducting disability audits of their buildings or creating gender-neutral restrooms.
- The Department of Student Affairs manages the Rhodes Must Fall scholarship and lecture. The scholarship draws on Black Radical Feminism, Black Consciousness and Pan-Africanism, and aims to support activists and scholars at a postgraduate level.
- Many entities (specifically within the FHS) focused on language and linguistic inclusion through supporting students who aren't first-language English speakers or through offering content and courses on indigenous and local languages.
- The Graduate School of Business hosts a Solution Space venture incubator which provides financial and coaching support to non-traditional entrepreneurs who typically lack access to these resources. In 2021, 30 early-stage enterprises from eight African countries were supported.
- The Religious Observance Task Team collated and debated a number of issues related to tolerance for religious observance and customary practice, with the aim of proposing recommendations for the university in 2022.
- The Law faculty listed the Land and Accountability Research Centre and Centre for Law and Society as sites of knowledge production which contribute towards this benchmark.
- UCT Libraries created a digital platform

called Ibali ('story' in isiXhosa) which makes connections between and showcases collections dealing with indigenous histories and social issues, such as climate change.
- Other entities shared that individuals have focused strongly on anti-racism in their work. Some individuals from the Science faculty have been collaborating with the Decentring Whiteness working group, as a way to reflect on their own whiteness and the effect of whiteness in higher education.

Entities focused on themes related to gender (including race, disability, SGBV, indigenous languages and epistemic practice, universal access and ableism, heritage and memorialisation efforts, and a specific focus on under-represented black academics). This focus emerged through research efforts and learning events, with entities relying on online engagements and platforms such as WhatsApp to encourage participation.

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and six non-academic departments contributed to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark aims to capture how the university pays special attention to those who are historically and currently marginalised and is acknowledging their contributions and experiences. Related to this benchmark are both institutional efforts and entity-specific interventions which focus on the names of buildings, the curation of artworks, indigenous languages, heritage and memorialisation, and ensuring universal access. These efforts are notable; however, they don't necessarily critically engage with the afterlife of apartheid and colonialism. For example, the focus on adapting physical spaces for persons with disabilities or gender non-conforming persons does not address dynamics and practices that are ableist or cis-heteronormative in nature. The focus on enabling marginalised individuals or narratives

One of the artworks by Students from De Kuilen high School-part of the Open art house and Art houses School programme at the Irma Stern Museum.

doesn't respond to how decolonial or activist methodologies and practices are devalued within the institution. To meet this benchmark more effectively, entities within UCT and UCT as an institution need to better understand and respond to the historical and contemporary structures of power that produce marginality within and beyond UCT.

RECOMMENDATIONS

Focus on this benchmark has waned in each year since 2019. While COVID-19 might account for some of the deprioritising of this benchmark, it is also possible that there are insufficient resources or programming for this area of work. More resources, time and effort need to be put into this benchmark area in the future.

AN EXAMPLE OF A GOOD PRACTICE

The FHS created the Sutherland Garden of Remembrance to remember and acknowledge the story of the Sutherland Nine. This refers to a group of individuals enslaved and forced to work on a farm in Sutherland in the Northern Cape. UCT unethically procured the remains of these individuals for study in the 1920s. As part of the university's attempt to offer restitution to the families of the Sutherland Nine and the process of reburial in a dignified and appropriate manner, a garden of remembrance was created in their honour. The garden includes plants, stone and soil from the arid Sutherland region, and is created as a calm, green and reflective space in response to and amid the hostility these nine persons faced.

INSTITUTIONAL TRANSFORMATION PROJECTS: NAMING OF BUILDINGS COMMITTEE, SENATE LANGUAGE POLICY COMMITTEE, WORKS OF ART COLLECTIONS COMMITTEE AND IRMA STERN MUSEUM

Through 2021, the WOAC, the SLPC and the NoBC continued their important work that influences the feel and visual aesthetic of UCT.

The **NoBC** established a subcommittee to chart the way forward for the proposed renaming of the former Smuts Hall Residence. The building has been named Upper Campus Residence in the interim. In addition to this change, multiple venues in the Kramer Building are to be renamed to commemorate lawyers who contributed to the struggle against apartheid, and the Health Sciences Library was renamed the Bongani Mayosi Health Sciences Library.

The **SLPC** started introducing and unpacking the new Language Policy Framework to faculties and produced a short briefing document for this purpose. The SLCP also undertook a mapping exercise which captured the use of multilingual pedagogies and interventions within faculties.

WOAC focused on the development of a curatorial policy in 2021. The policy is driven by

Artworks by Banele Khoza, which formed part of the Michaelis gallery exhibition titled "we have come to take you home".
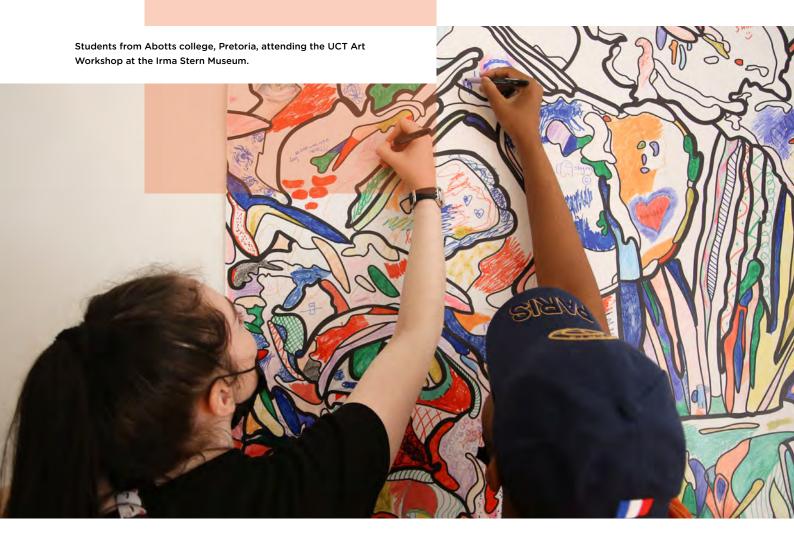
four principles: (1) ensuring public access; (2) demonstrating leadership on transformation, inclusion and social justice; (3) prioritisation of research and education efforts; and (4) ensuring accountability and the transformation of learning spaces. In addition to this, the Beattie Building, the seat of the Faculty of Humanities administration, was re-curated in 2021. This re-curation included newly acquired works by Hanneem Christian, Athi-Patra Ruga, Banele Khoza, Lady Skollie and others whose works address the legacies of gender inequality, racism and queerphobia, and celebrate diverse lives.
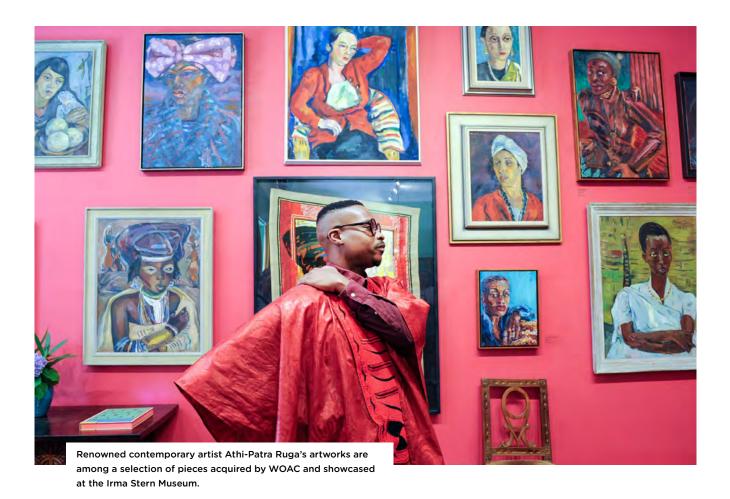
During 2021, the Irma Stern Museum hosted a range of installations, events and exhibitions and held several impactful educational interventions, including:

- Interventions dubbed "Open Art House" and "Art House for All" aimed at marginalised school children and children with disabilities, respectively. A holiday programme was also hosted.
- The development of digital learning materials and video materials for various stakeholders.
- A teacher training programme on using creative and arts methods effectively.

Students from Abotts college, Pretoria, attending the UCT Art Workshop at the Irma Stern Museum.

Renowned contemporary artist Athi-Patra Ruga's artworks are among a selection of pieces acquired by WOAC and showcased at the Irma Stern Museum.

The 2021 institutional interventions led by the special projects listed in the previous section offered strong responses to UCT's colonial and apartheid history and legacy. These responses troubled and dismantled coloniality and suggested new and better ways of doing and being. In contrast, faculty and department interventions and efforts were less strong; probably because this area of work was not prioritised in 2021.

WARNING SIGNS

In the first three years of capturing data on the benchmarks, entities reported meeting 50–65% of the Place and Space benchmark requirements. Each year, entities reported achieving fewer of the benchmark requirements. This suggests a waning focus on this area of transformation work.

SPARKS

While the above challenges are still present, there are several hopeful sparks of change. For example, the focus on using art, language and storytelling, on themes such as disability, faith and religion, and gender are all exciting sparks which could lead to wider positive change.

TRANSFORMATIVE AWAKENING

The focus on this area has been weakening and the existing projects in this area are small, and sometimes disconnected from each other. Even with these challenges, upscaling or expanding on successful existing projects could lead to a stronger, more connected and strategic response to this benchmark area in the long term.

3.7 INSTITUTIONAL RESPONSES TO 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?

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 or 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. Counseling is also offered to 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?

Discrimination, harassment and violence are violations of human rights, dignity and bodily autonomy. While UCT, like other universities, takes a zero-tolerance approach, these problems persist. This benchmark assesses whether departments and faculties have taken basic steps to ensure policy adherence, access to support services for survivors and increased awareness on these issues. In 2021, most entities met less than half of the criteria of this benchmark. In particular, departments did not focus on enabling access to support services, with a small number implementing actions aimed at increasing awareness on issues related to discrimination, harassment or abuse. Since 2019, fewer actions have been reported each year in relation to this benchmark area. In a context in which reports (including the Inclusivity Survey) have highlighted bullying and harassment as an area of concern, it's key for entities to respond more actively to this benchmark area.

Many departments and faculties report contributing to the development or dissemination of policy in terms of discrimination and harassment. For example, some contributed to the development of the sexual offences and racism policy.

Few departments or faculties sensitised staff and students to the mechanisms for support and recourse for discrimination, harassment or abuse. Sensitising students and staff often occurred through workshops, training or campaigns in previous years. Support for this benchmark has waned since 2019.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

While 2019 and 2020 focused on the development and release of policies related to sexual misconduct and racism, no new policy developments occurred in 2021. For example, in May 2022 the new anti-racism policy has still not been released. While these policies provide a disciplinary infrastructure in relation to racial and gender discrimination, harassment and violence, other than indicating punishment or discipline, the policies do not respond to themes related to the prevention of and response to these violations. Beyond these institutional efforts, a range of interventions were initiated by entities within UCT. For example:

• Entities reported taking action to enable better access and support to students and staff members experiencing discrimination, harassment and violence. This is primarily done through referring persons to institutional support structures (for example, sharing referral information on websites, in orientation materials and at transformation-focused workshops). Some entities also offer in-house support through faculty psychologists or departmental support groups.

• The UCT-CARES platform was developed to support students during remote teaching and learning. CHED also reports that the platform often refers students in need to institutional services.

• The DSA has developed a document related to sexual offences and sexual harassment in residences. The document has been disseminated through the residence governance structures to support new learning and processes for supporting survivors of sexual and gender-based violence.

• The Humanities faculty, through the Uyinene Mrwetyana Scholarship, raises awareness and supports students who have been involved in advocating against SGBV and gender discrimination.

• The Research Office has established a working group on discrimination, harassment and bullying, and has created infographics that summarise the university's policies on these themes.

• Supporting the mental health and emotional well-being of students and staff remained important. Some faculties offer specific psychological services, while other entities signposted existing and institutional services, such as the Independent Counselling and Advisory Services (ICAS).

WHO CONTRIBUTED TO THIS BENCHMARK?

Five faculties and six non-academic departments contributed to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark aims to capture how the university is practising a zero-tolerance approach to unfair discrimination, harassment, sexual violence and behaviour that demeans others. The actions contributing to this benchmark focused on disseminating existing policies, offering referral or psychosocial support services, and building knowledge on these themes and topics. However, these actions are small in contrast to the vastness of the problem facing the university. This benchmark received the lowest score, meaning few faculties or departments contributed towards this area of work. In order for actions to contribute meaningfully to this benchmark, they need to clearly prevent, respond to and eradicate racial and gender discrimination, harassment or violence. The current actions in this area are unlikely to do so.

RECOMMENDATIONS

There are strong institutional actions through the OIC, which seeks to dismantle racism and respond to SGBV. Beyond occasional training sessions, these actions do not always connect with faculties and departments. For this benchmark to be achieved, institutional efforts need to better connect with, support and enable actions at a faculty and departmental level. Similarly, faculties and departments need to prioritise actions in this area in 2022.

The OIC worked with the Uyinene Mrwetyana Foundation to coordinate a 'Post Office to Parliament' protest campaign in protest against the country's rising tide of GBV.

AN EXAMPLE OF A GOOD PRACTICE

In August 2021 the OIC held a survivor support awareness campaign, "Empowered Through Vulnerability". The campaign included a series of online discussions on sexual violence and the daily challenges that survivors experience and overcome. The goal was to create unique spaces that include and encourage survivors to take up support after experiencing SGBV, as well as to share insights into the challenges and long-term support survivors require from their social and academic networks. This is the first time that the OIC has facilitated a live online event that was open to the public and hosted survivors and professionals with specialised knowledge and skills in the field of SGBV. Each session was facilitated by the OIC Survivor Support Specialist, Yumna Seadat, in conversation with respected panellists who also shared valuable insights. These included the national senior state prosecutor (SGBV) at Wynberg Magistrate's Court; Rape Crisis counselling coordinator and registered counsellor Shiralee McDonald; survivors from the OIC Survivor Support Group; UCT OIC director Dr Sianne Alves; UCT Specialised Tribunal for Sexual Offences Anne Isaac; UCT clinical psychologist Nazeema Ahmed; and UCT counselling psychologist Bhavani Krishna.

INSTITUTIONAL TRANSFORMATION PROJECTS: SUPPORTING SURVIVORS OF SGBV

Survivor support: The sexual misconduct policy was rolled out in 2021 through a series of training workshops targeting residence staff, students, student leaders, managers and HODs. Through the training it was evident that there are a number of first responders who are trusted by survivors to provide care and support. In response to this identified need, the OIC developed an Ally Guide to support first responders in the university.

Students led protest actions on SGBV on campus in 2021 after a student was implicated in a GBV case. The protest led to discussions between the South African Students Congress (SASCO), the College of Wardens and the DSA about the need to capacitate students as first responders. The discussions highlighted the importance of challenging harmful SGBV behaviours, statements and 'humour' that dehumanises women and marginalised populations.

In 2021, 83 reported incidents were recorded, of which 70 were sexual misconduct cases. The balance were domestic violence cases. Although there was no sexual element to the domestic violence cases, it is important that most of the cases involved previous and/or current partners,

and are understood as cases of intimate partner violence. University programmes would benefit from deeper discussions on the forms of intimate partner violence and how to establish and respect boundaries within current and historic relationships. Comparison of 2021 and 2020 data shows an increase in survivors reporting incidents to the OIC for Survivor Support Services only. In 2021, there was a decrease in survivors

withdrawing from the process. This may be attributed to the survivor-centred and integrated counselling approach, which reduces secondary trauma and makes the process more manageable when considering survivors' psychological trauma, safety and academic responsibilities. Click here for the comprehensive Gender-Based Violence Report, and the detailed Racial Harassment and Racial Discrimination Report for 2021.

While acknowledging the actions taken in 2021, it's important to reflect on the changes required to better enable and support students and staff affected by discrimination, harassment and violence. For example, social and behaviour change, and activist programming are needed in order to meaningfully prevent SGBV and racism, and to dismantle power structures that enable these forms of violence. These programmes would need to be developed collaboratively between the OIC and transformation agents. Such interventions would need to clearly challenge heteropatriarchy, xenophobic practices, and other forms of intolerance.

WARNING SIGNS

In the first three years of capturing data on the benchmarks, entities reported meeting 40–55% of the Institutional Responses to Discrimination, Harassment and Violence benchmark requirements. In each year, entities reported achieving fewer requirements. This suggests a waning focus on this area of transformation work. It is important for this benchmark to be prioritised by the university.

SPARKS

While the above challenges are present, there are several hopeful sparks of change. For example, the focus on referring students to available services using digital and social media platforms allowed a greater uptake of services at the OIC.

TRANSFORMATIVE AWAKENING

Student protest actions on SGBV highlight that students are engaged, interested and committed to making a change in this area. Students should be actively included as equal partners in campaigns and interventions which seek to make a change.

3.8 COMMUNITY ENGAGEMENT: ANCHORING UCT IN THE COMMUNITY

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

Legend: F.1, F.2, F.3, F.4, F.5

WHAT IS BEING TESTED?

	Collaboration with civil society organisations	**F.1** The faculty/department directly 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 are 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 are 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 are offered to staff and students to connect with, learn from, apply learning to or build solidarity with and support diverse social constituencies.

WHAT DOES THE BENCHMARK REVEAL?

This benchmark proposes actions the university can take to be more rooted in, engaged with and responsive to the needs of the communities UCT is based in or works with. This could include participation in networks or movements, providing technical support or contributing to social change which is transformative or socially just. In 2021, many departments and faculties conducted small and tactical actions which build solidarity with communities. While the impact of the actions taken does vary, it's important to appreciate that action in this benchmark area has been growing each year.

While only one faculty met all the criteria for this benchmark, several other entities met the majority of the benchmark criteria. Several faculties and departments participated in strong multilateral engagements which contributed to social justice. Several of these engagements contributed to projects providing technical (legal and healthcare) support services that brought about positive change in the communities UCT works with, and in some cases, civil society organisations.

Few departments and faculties have written agreements with community civil society organisations. While this allowed for more flexible and organic arrangements to arise, this flexibility may be less impactful than formal and long-term partnerships. In addition, unlike in 2020, fewer multilateral partnerships were deemed to contribute to impactful social change.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

To meet this benchmark, entities within UCT initiated partnerships with a range of institutions to further transformation. For example, entities initiated partnerships with other universities (many located on the African continent and in South Africa), the United Nations, government agencies, the South African Police Service (SAPS), and community-based organisations. Few of the partnerships focused solely on contributing to transformation or social justice, even though many are likely to contribute to transformation in a small way. These partnerships contributed to:

- COVID-19 response: Many entities have increased their engagements during the COVID-19 pandemic, including mental health workshops, online teacher training workshops and specific health interventions (vaccine access or COVID-19-related policy development).
- Research: including research on the effects of COVID-19, which was used by the South African government; and research which contributed to the Sustainable Development Goals.
- Solidarity: including interventions which donated laptops and other technology to needy schools; feeding schemes in low-income neighbourhoods; and community-centred responses to social challenges. For example,

the UCT Global Citizenship Programme partners with the Development Action Group (DAG) to bring several community-based organisations (eg the Bo-Kaap Civic Association and Khayelitsha Peace-Builders) together with students to create change in their communities. The partnership has spanned several years, which is an indication of its effectiveness. Students in the courses refer to the participation of DAG and the community-based partners as central to their learning.

- Technical support: including providing patient-centred and diverse health services to communities; creating spaces for black scholars, artists and community activists; and partnerships with the primary and secondary education sectors to strengthen teaching and learning practices. In addition, the Law faculty continues to provide legal support in relation to refugee rights and land redress.
- Activism: partnerships with initiatives such as the Fairwork Project, which highlights unfair labour practices, and the Cybersecurity Capacity Centre for Southern Africa (C3SA), which aims to strengthen the region's preparedness to fight cybercrime, are likely to contribute to social justice.

Some of the themes covered under this benchmark include supporting marginalised communities; upholding Constitutional values and law; a focus on gender equality and women's empowerment; homelessness and poverty; and disability inclusion in teacher education. Entities also reported an increase in intersectoral engagement and transdisciplinary approaches in this work.

WHO CONTRIBUTED TO THIS BENCHMARK?

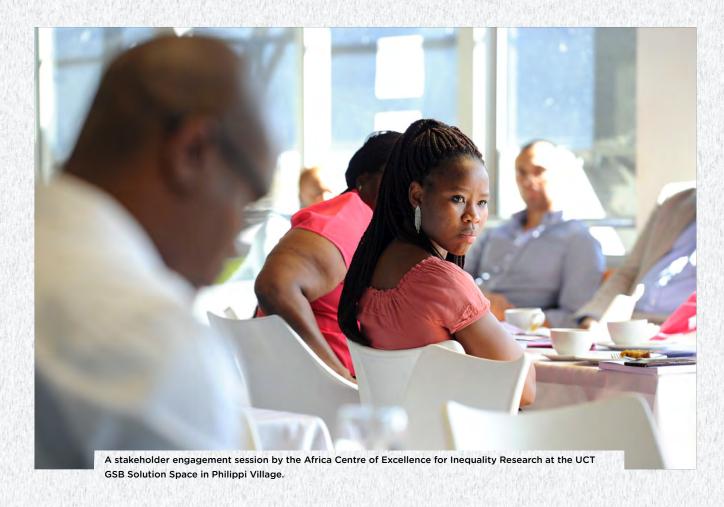Seven faculties and five non-academic departments contributed to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark is one of only two benchmark areas where actions have been consistently strengthening each year. For example, in 2021 more entities reported developing formalised relationships with community partners, compared to previous years. In addition, while transformation is not always the specific focus of interventions, many have transformational outcomes. For example, providing legal or healthcare services to marginalised persons, or connecting researchers to community-based organisations, is likely to lead to positive outcomes for the individuals or communities involved. That said, it is important for entities to be more intentional in creating partnerships with transformation as an intended consequence. In particular, power dynamics are rarely talked about in community engagement actions, and a stronger focus on the dynamics and practices of power is needed.

RECOMMENDATIONS

It is important for community engagement actions to be connected and to talk to each other as much as possible. It is recommended that the Transformation Forum holds a special seminar inviting the leads of community engagement initiatives to speak on their work, and creates a platform for exchange of knowledge, interrogation of ideas and learning on how power dynamics play out in this work.

A stakeholder engagement session by the Africa Centre of Excellence for Inequality Research at the UCT GSB Solution Space in Philippi Village.

AN EXAMPLE OF A GOOD PRACTICE

Blackademic Womxn – an initiative from a staff member in the Commerce faculty – is a social media initiative aimed at increasing the output of master's and PhD degrees among black womxn in South Africa. The Blackademic platform strives to provide academic and psychosocial support to this group. It serves as a connection or meeting space that connects black womxn in academia to each other, and to other individuals or entities who can support them. Blackademic touches on topics affecting modern black academics and academics of colour, particularly womxn, in South African universities.

INSTITUTIONAL TRANSFORMATION PROJECTS: SOCIAL RESPONSIVENESS AT UCT

Social responsiveness (SR) efforts at UCT occur in parallel and in a complementary manner to TDI interventions. Social responsiveness focuses on socially engaged research and teaching which connects UCT to and invites UCT to respond to

UCT staff and students joined Friends of the Liesbeek and Rosebank residents for a massive Liesbeek River clean-up.

broader socio-economic challenges in South Africa, Africa and the world. The Social Responsiveness portfolio compiles an annual report that captures the range of community-centred partnerships and interventions UCT engages with, including good practices that highlight the ways the university can deepen its understanding of engaged scholarship and scholarly practice. To learn more and view these good practices, see the SR report.

Unlike in 2020, when community engagement was limited by COVID-19, in 2021 many new and innovative initiatives emerged. These initiatives, with both local and international partners, contribute to the teaching, learning and research space. They enable UCT students to learn from communities, and communities to access technical skills and ad hoc support. While we can celebrate that this benchmark area has been strengthened in the past three years, it's also important for good practices across UCT to grow out of insularity to interconnectedness within the university.

WARNING SIGNS

In the first three years of capturing data on the benchmarks, entities reported meeting 50-70% of the Community Engagement benchmark requirements. Each year, entities reported achieving more of the benchmark requirements. Even with this positive achievement, it's important to note that many non-academic departments do not contribute to this benchmark.

SPARKS

While the challenges above are still present, there are several hopeful sparks of change. For example, the focus on partnerships which contribute to solidarity, activism and technical support all offer entry points to creating lasting social change.
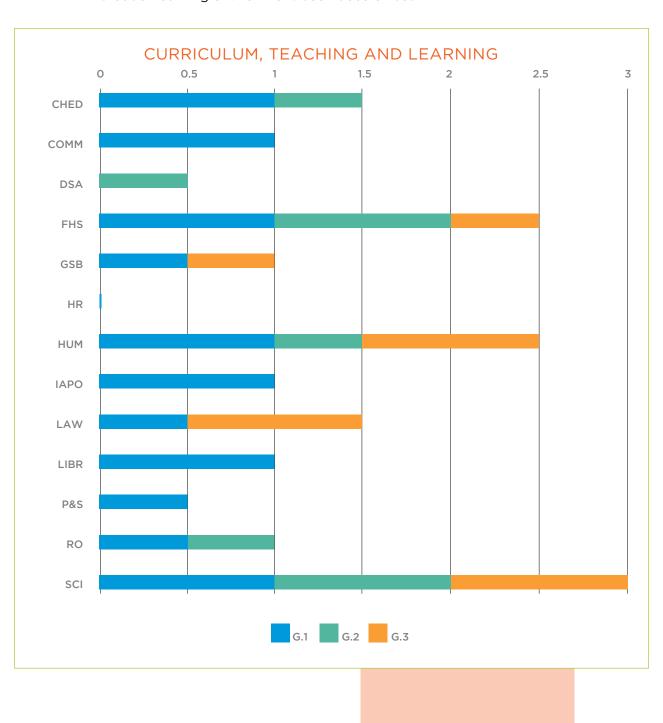
TRANSFORMATIVE AWAKENING

The growth of partnerships, specifically formal partnerships between UCT and community-based, social justice and civil society organisations, is likely to lead to positive changes in the communities where UCT works. It is important to sustain and support these partnerships over a longer period of time.

3.9 CURRICULUM SUPPORT: DECOLONISATION, MARGINALISATION AND ACCESSIBILITY

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

CURRICULUM, TEACHING AND LEARNING

Department	G.1	G.2	G.3
CHED	1.0	0.5	
COMM	1.0		
DSA		0.5	
FHS	1.0	1.0	0.5
GSB	0.5		0.5
HR	0.02		
HUM	1.0	0.5	1.0
IAPO	1.0		
LAW	0.5		1.0
LIBR	1.0		
P&S	0.5		
RO	0.5	0.5	
SCI	1.0	1.0	1.0

Legend: ■ G.1 ■ G.2 ■ G.3

WHAT IS BEING TESTED?

Contribution to policy

G.1 (a) 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 the assessment explicitly responded to colonialism, systemic racism or other examples of structural inequality and violence. (b) 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.

Transformative interventions

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 covered, but was not limited to, themes such as intersecting inequalities, decolonialism, HIV/AIDS, GBV, sexual and gender diversity, and transformation, inclusivity and diversity.

Knowledge and advocacy

D.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.

WHAT DOES THE BENCHMARK REVEAL?

One of the central demands of the #FeesMustFall and #RhodesMustFall movements was for inclusive, accessible and decolonised education. This benchmark describes the actions departments and faculties could take to make the pedagogy, curriculum and broader learning environment (including operations and administration) more accessible and relevant to marginalised communities.

While more actions were undertaken in this area in 2021 than in 2019 and 2020, few departments and faculties were able to meet this benchmark. This is probably partly due to some of the challenges caused by COVID-19 and emergency remote learning. Another explanation could be that colonial and hierarchical pedagogies are entrenched within the university and difficult to dislodge.

Although not all benchmark criteria were met, many faculties and some departments reviewed aspects of the teaching, learning and research environment to be more inclusive of diverse constituencies or to respond to forms of structural inequality and violence. Non-academic departments were less active in reviewing practices of theirs that may affect students.

Only a few faculties and departments initiated training on anti-oppressive methods with staff members, and even fewer conducted or published research on integrating anti-oppressive approaches. While more actions were reported in 2021, it's important to acknowledge that on average, only 40% of the Curriculum Support benchmark criteria were met.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

The momentum behind decolonising the curriculum and pedagogy at UCT was negatively impacted by COVID-19 and the shift to emergency remote teaching and learning. In 2020, the focus was primarily on parity of online participation. With the lull in COVID-19 and the shift back to normal, more faculties and departments were able to return their focus to integrating content related to race, gender, sexuality and disability, or to integrate diversity, inclusion, decolonial or Afrocentric lenses. Beyond these efforts, a range of other examples were shared:

• Where systemic reviews of curriculum were not present, many reported actions to create accessible blended, online and physically distanced learning approaches.

• The New Academic Practitioner's Programme reported centring decolonial and feminist approaches to the classroom in its training programme. In addition, other entities reported developing Afrocentric examples and cases, challenging racism and patriarchy in the classroom, or being open to linguistic diversity and translingualism.

• Some entities reported hosting workshops with staff members on GBV, sexual and gender diversity, race and racism, decolonialism, and diversity and inclusion. The purpose of these workshops was to strengthen staff capacity to create inclusive learning spaces.

  • The Campus Protection Services safety awareness campaign contributed to this benchmark through ensuring safe access to and movement across UCT campuses. The campaign also focused on safety using a gender lens to ensure the safety of womxn and gender non-conforming persons.

  • At the Research Office, the Researcher Development Academy began to offer training to African researchers and undertook actions to increase the visibility of African research.

  • In addition, several articles were published on

this benchmark area, including these examples:
  o Book: *Decolonising Curricula and Pedagogy in Higher Education*
  o Chapter: "Translanguaging pedagogies in the humanities and social sciences in South Africa: Affordances and constraints"
  o Journal article: "How HERI (Human Evolution Research Institute) is disrupting, transforming and decolonising long-held patriarchal narratives of human evolution in South Africa"

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and five non-academic departments contributed to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark aims to capture the extent to which the curriculum and pedagogy employed are meeting the needs of, and are accessible to, marginalised persons. In reporting on this benchmark, many faculties shared concrete examples of changes which attempt to decolonise pedagogy, curriculum and the broader learning environment. While these efforts are useful, It is unclear how these disrupt or trouble hierarchical power dynamics implicit in the student-lecturer relationship, the supremacy of the English language, or the dominance of Euro-American epistemic practices.

RECOMMENDATIONS

More actions may be needed that employ activist pedagogies, counter curricula, and challenge capitalist approaches to education. These would allow for transforming curricula to move beyond integrating social justice content to shifting power dynamics between students and lecturers, and between the university and the participants (as opposed to their current construction as 'consumers') in the processes of producing knowledge.

Qondiswa James performing during the WOAC "Fire This Time" festival. Drawing from James Baldwin's 1963 book, The *Fire Next Time* – a book that illuminates the tragedies of racial injustice, "The Fire This Time" reflected on sparks in the university's ongoing aspiration for transformation.

AN EXAMPLE OF A GOOD PRACTICE

Since 2020, the Humanities faculty has offered first-year-level courses, named the Khanyisa Courses. These specifically focus on decolonising education curricula through using content drawn from the African continent and unconventional teaching and learning methods. The purpose of the Khanyisa Suite of courses is to develop critical reading and writing skills in the humanities.

In 2021, the Humanities Education Development Unit added new courses onto the Khanyisa Suite, which centres content that engages students' life worlds and introduces them to the study of arts and social sciences in ways that are cognisant of UCT's African location. The Khanyisa Suite foregrounds the historical development of the discipline and is self-reflexive about the privileging of canonical texts and hegemonic perspectives. It facilitates the revision of those courses towards innovative teaching and delivery methods that may cut down on lecture periods, allowing more time for active engagement and skills development, as well as the option of allowing for multilingualism and translanguaging in the classroom. This also includes the re-conceptualisation of assessment methods that are aligned with a reflexive pedagogical approach, with a higher weighting on coursework (project work, tests, debates, essays, etc) and a lower weighting on formal exams.

INSTITUTIONAL TRANSFORMATION PROJECTS: BUILDING BRAVE CLASSROOMS

In 2021, the OIC initiated a range of interventions that assisted faculties and departments to integrate content on and respond to inequalities in the classroom. The Building Brave Classrooms approach is based on the work of Sara Ahmed (2018) and aims to create brave rather than coddled conversation about key social issues. For example:

o The OIC led the "HIV and ME" component of the "Becoming a Health Professional" course offered to all first-year students in the FHS. The "HIV and ME" process included a panel discussion with community experts focusing on stigma and discrimination, a youth-led small group workshop on sex and sexual health, and a digital consolidation lecture on HIV led by activist and medical doctor Anastacia Tomson.

o The OIC also supported the Chemical Engineering department 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 exercise, 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 transformation of the academic project is central to transforming the university as a whole. In 2021, entities had a renewed focus on reviewing curricula and integrating social justice content and lenses within their work. Many micro-interventions are present in faculties across the university. The interventions use race, gender, class and sexuality (among other factors) as inroads into thinking about healthcare, legal systems, social phenomena and our shared past. These micro-interventions are only present in some spaces within the university. For the university to achieve this benchmark, existing good practices need to be upscaled and shared within their relevant faculties to inspire other courses to also implement changes. In addition, transformation agents leading these courses should be convened to share good practices and to create opportunities for collaboration.

WARNING SIGNS

In the first three years of capturing data on the benchmarks, entities reported meeting 35–45% of the Curriculum Support benchmark requirements. While more entities reported meeting this benchmark's criteria in 2021, it's important to appreciate that few entities are still able to meet this benchmark.

SPARKS

While the above challenges are present, there are several hopeful sparks of change. For example, entities focus on a wide range of social themes and employ diverse lenses to further TDI in the teaching and learning space. With a little support, connections can be made between these disparate approaches and an intersectional lens could emerge.
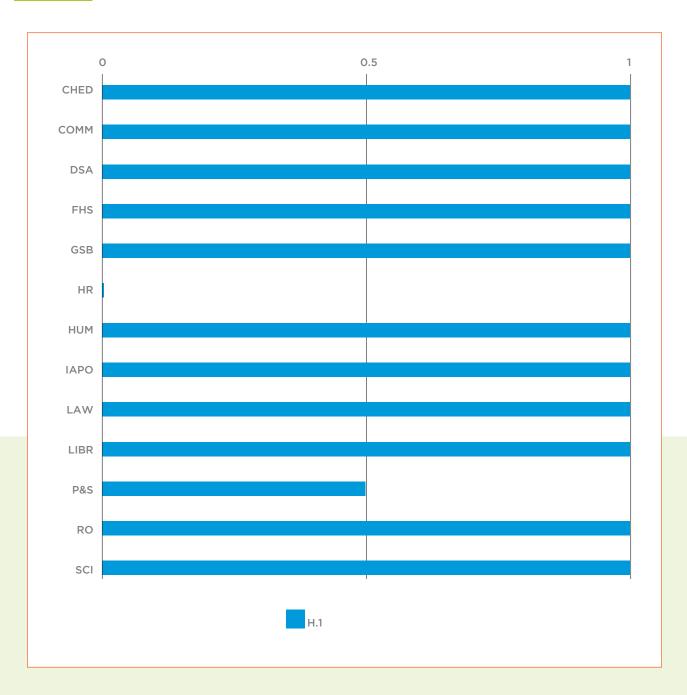
TRANSFORMATIVE AWAKENING

In 2021, the OIC hosted a pilot workshop series, "Decolonising Teaching and Learning" with the School of Public Health and Family Medicine. The pilot used the Curriculum Change Framework document and activist scholarship to work with a small group of course convenors to review their curricula and pedagogy. This small pilot offers a practice that could be useful with other entities at UCT.

3.10 OWNING UCT'S AFRICAN IDENTITY

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

	0	0.5	1
CHED			
COMM			
DSA			
FHS			
GSB			
HR			
HUM			
IAPO			
LAW			
LIBR			
P&S			
RO			
SCI			

■ H.1

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, trainings, discussions, co- or extracurricular activities, or through supporting international students and challenging xenophobia within the learning environment.

WHAT DOES THE BENCHMARK REVEAL?

In parallel to benchmark D (Place and Space), this benchmark focuses on centring the African continent and employing an Afrocentric lens within UCT. Many departments reported achieving this benchmark; however, it's important to question the impact of these actions. For example, do actions critically engage with the complexity and vastness of the African continent? Do actions meaningfully unpack the dynamics of power and violence within the African continent as is apparent in patriarchal, homophobic and transphobic practices; undemocratic governance practices; or violence fuelled by socio-economic disparities? These are some of the questions that can assist in making sense of the actions taken under this benchmark.

Several departments and faculties centred UCT's African identity through research initiatives, Heritage Day discussions or through integrating Afrocentric content into teaching and learning.

Many of these efforts didn't critically engage with UCT's African identity, and focused on African identity solely through events such as Heritage Day, while others included African content in courses without challenging Euro-American epistemic and pedagogical practice.

Khoi and San land cleansing ceremonies were held at three locales on UCT's campuses, led by the A/Xarra Restorative Justice Forum. The rituals are an important part of the Khoi and San spiritual heritage, with a restorative significance at UCT.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

Across UCT, many programmes and interventions have a specific focus on Africa and attempt to recentre content through the lens of Africa as an epistemic location. Entities reported the following actions:

• Several entities reported activities that prioritise Afrocentric research, by African researchers tackling African problems. This was done through partnering with African institutions
or working through networks which enable collaboration across the continent.

• Career Services and IAPO work in partnership with the Mastercard Foundation Scholars Programme to support scholars from various African countries. The programme aims to create transformative leaders through volunteering, mentorship and leadership development activities. This programme and other efforts to support African students and staff are an acknowledgement of the skills, capabilities and lived experiences African students and staff bring to and offer UCT.

• The Centre for Comparative Law in Africa was established in 2011 to promote the study of the diversity of legal cultures in Africa and draw on the strengths of comparative methodology to research the multifaceted field of law in Africa.

• Entities also highlighted cultural activities marking events such as Heritage Day and Africa Month as examples of efforts to highlight cultural diversity and challenge Afrophobia and xenophobia.

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and five non-academic departments contributed to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark aims to capture how the university is centring its African identity through scholarship, teaching and learning practices, and activist initiatives. In 2021, UCT achieved this benchmark through prioritising Afrocentrism in research, supporting African students and hosting cultural activities to mark Africa Day and other important celebrations. While some of these actions (such as the focus on research) are likely to critically engage the African continent and African epistemic practices, others – such as marking Africa Day – are unlikely to have the same level of critical impact. In addition, while UCT does support a small number of students from other African countries to study at UCT, this doesn't take away from a grossly xenophobic context, in the form of regressive legal practices towards foreign nations and xenophobic social and behavioural norms.

RECOMMENDATIONS

Efforts that seek to centre UCT's African identity need to do so in a critical manner. In order to better meet this benchmark, UCT's own positionality needs to be acknowledged, so that its efforts to centre its African identity disturb rather than accept systems of power on the African continent.

AN EXAMPLE OF A GOOD PRACTICE

The Institute for Humanities in Africa (HUMA) African Epistemologies Advanced Seminar Series: The African Epistemologies Advanced Seminar Series aimed to showcase African knowledge systems and traditions, especially those not granted adequate visibility or centrality in hegemonic academic curricula. African and Africanist philosophers are prominently featured, but overall, the series encompassed an interdisciplinary orientation. Apart from the central themes of African philosophy, the series also invited speakers to reflect on the questions of African feminisms, pan-Africanism, race, interculturality and the conundrums of protohistory.

INSTITUTIONAL TRANSFORMATION PROJECTS: THE A/XARRA RESTORATIVE JUSTICE FORUM

The forum is based at the Centre for African Studies and provides a platform to centre indigenous knowledge and activism. The A/Xarra Forum established a Khoekhoegowab Curriculum Review Committee to guide the rollout of Khoekhoegowab language teaching on an ongoing basis and to situate the programme centrally within a decolonial pedagogical online framework. The online course was a first of its kind in socially responsive teaching in higher education in South Africa during COVID-19. While most of the participants were from the Cape Metro, the programme attracted interest from as far as Barrydale, Swellendam, George, Oudsthoorn and Gauteng, which really expanded the outreach of the language offering.

Attempting to critically engage with African identity in a context where there are diverse perspectives and romanticised notions can be difficult. At UCT, sometimes the easier option is taken – that is, using cultural and celebration days to share food and dress, and in so doing, connecting across differences and possibly building solidarity. While these events are useful, they do not often lead to critical engagement on Africanness or reflect on the power dynamics at play within the continent. To create an environment in which UCT owns its African identity, it's important for programmes and actions to encourage a deep reflection and response to Africa's unique challenges and innovations. This would involve stronger partnerships with African institutions (as has emerged in 2021), which contribute to advocacy and activism in addition to research, teaching and learning.

WARNING SIGNS

In the first three years of capturing data on the benchmarks, entities reported meeting 55–90% of the Owning UCT's African Identity benchmark requirements. While on paper this looks positive, it's important to appreciate that the criteria of this benchmark are vague and therefore easier to meet, and the quality of the actions varies vastly across entities. Work in this area needs to be meaningful rather than a tick-box exercise.

SPARKS

While the above challenges are still present, there are several hopeful sparks of change. For example, the focus on African epistemologies (HUMA), Afrocentric research (the FHS and others) and supporting African students are all hopeful sparks of change.

TRANSFORMATIVE AWAKENING

The focus on Afrocentric research is emerging in different spaces within the university simultaneously. If these initiatives connect, share knowledge and resources, the overall impact at UCT could be greater

3.11 INNOVATIONS, ALTERNATIVE APPROACHES AND BEST PRACTICES IN TRANSFORMATION, INCLUSIVITY AND DIVERSITY

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

WHAT IS BEING TESTED?

New and innovative practices

I.1 New, innovative or alternative approaches to building a transformed, inclusive and critically diverse higher education institution.

WHAT DOES THE BENCHMARK REVEAL?

This benchmark offers departments and faculties the opportunity to report on innovative, experimental and creative practices that were developed to strengthen transformation, inclusivity and diversity. While a range of interesting practices are reported here, it's important to reflect on the impact and outcomes of these actions. For example, while using creative methods is exciting, does the use of a method lead to better outcomes? Or, while it is important to increase the number of black PhD candidates, do black PhD candidates feel welcome and included in the departments? Questions like these can encourage self-reflection on the effects and affects of these actions.

A small number of departments and faculties experimented with new practices in 2021, including using digital and online tools to further transformation.

Some departments shared that transformation work is not seen as a priority, which means little room or time is devoted to creativity or innovation in this area.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

While several actions were implemented to meet this benchmark, three stand out as illustrative examples:

- In the Building Bridges programme, the Nelson Mandela School of Public Governance worked collaboratively with Club de Madrid (an international organisation that fosters democratic values and leadership) to provide an opportunity for students to participate in a Rethinking Democracy Challenge. This challenge, driven by Club de Madrid, invites young people to share their views and recommendations on the future of democracy. Club de Madrid is the world's largest forum of former presidents and prime ministers, who work to strengthen inclusive democratic practice and improve the well-being of people around the world. A group of students were supported to draft and present a paper.
- Several entities reported creating or strengthening digital platforms for TDI, to better enable transformation committees and staff members to access information or get involved in transformation programming.
- Several entities created online events and sessions to encourage camaraderie and connectiveness during the COVID-19 pandemic. This included year-end videos, hosting online drinks or coffee sessions and WhatsApp groups to encourage inclusivity and belonging.

WHO CONTRIBUTED TO THIS BENCHMARK?

Five faculties and three non-academic departments contributed to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

Few faculties and departments intentionally experimented with new or alternative approaches to TDI. This may be because entities feel they haven't covered the minimum actions expected of them, hence they do not have the courage or will to experiment with new or alternative approaches. However, the examples listed in this section

Key UCT community stakeholders met to discuss ways to forge ahead with the Vision 2030 project.

highlight that unexpected and creative ways of responding to transformation challenges can lead to positive outcomes.

RECOMMENDATIONS

Social justice work is always an experiment in that approaches should always be based on evidence and always need to be tested for their efficacy. It would be beneficial to create an incubator for transformation innovations. The incubator could assist faculties and departments to think of new and more effective ways to further TDI.

WARNING SIGNS

In the first three years of capturing data on the benchmarks, entities reported meeting 55–60% of the benchmark requirements for Innovations, Alternative Approaches and Best Practices in Transformation, Inclusivity and Diversity. This benchmark has not been a priority for entities, probably because it is seen as a nice-to-have within a context where entities struggle to meet the criteria of the core benchmarks.

SPARKS

While the above challenges are still present, there are several hopeful sparks of change. For example, the Building Bridges Programme in the Nelson Mandela School of Public Governance connects students with world leaders in an attempt to rethink democracy.

TRANSFORMATIVE AWAKENING

While this benchmark area can be seen as a gap, it's also an opportunity to encourage creativity and experimentation in transformation work. If work isn't emerging organically, the OIC or the Hasso Plattner School of Design Thinking Afrika (d-school Afrika) at UCT could step in to encourage experimentation.

Artist Lukhanyiso Skosana performing
during a live art pop up installation
in front of Sarah Baartman Hall titled
"The Fire This Time".

SECTION 4
LOOKING AHEAD

◇◇◇◇◇◇◇◇◇◇

4.1 REFLECTING ON THE YEAR

Overall, 2021 was a crossroads for transformation at UCT. The year offered tension points, contradictions and dichotomies in terms of how we can understand transformation at UCT. Here are three examples:

WARNING SIGNS

Over the first three years of capturing data on the benchmarks, the "place, space, language and identity" benchmark and the "institutional responses to discrimination" benchmark reported decreasing actions in line with the benchmark criteria. More work needs to be done to prioritise these benchmark areas.

SPARKS

While the challenges are present, there are several hopeful sparks of change. For example, the "strategic integration of transformation", "student access and support", "staff access and support", "curriculum support", and "innovations" benchmarks each have peaks and dips. While change in relation to these benchmarks is not clearly progressing or regressing, the peaks offer suggestions for programmes that work and could be upscaled.

TRANSFORMATIVE AWAKENING

The "community engagement" and "centring UCT's African identity" benchmarks each saw a growth in actions meeting the benchmark criteria. These two make progress to transformative awakenings – spaces where transformation can grow in its impact and reach.

In times of fear and flame, metamorphosis is possible. The implementation of the benchmarks does not deliver simple answers, ie, whether the university is progressing or regressing. However, the benchmarking processing has enabled faculties and departments to reflect in a structured way each year on the actions they have undertaken. In doing so, as a whole, we're able to see where there are warning signs, where there are sparks for change, and where transformative awakenings are emerging.

HOW DID FACULTIES AND DEPARTMENTS REFLECT ON THE YEAR?

• **CHED** "The online work environment has many challenges, but also provided opportunities for the expertise in CHED to come to the fore. In particular, the roles that CHED units played in the provision of online learning support, undergraduate student advising, career guidance and support for new academics have

allowed the role of CHED at UCT to emerge. The different units in CHED have many noteworthy transformation and inclusion initiatives, but the challenge of coherent faculty initiatives still remains. There are signs, though, that 2022 will provide opportunity for joint initiatives."

• **Commerce:** "Commerce faculty was in a transitionary year in 2021 with an acting dean. It was also a second year of COVID-19. Staff did their best to think carefully in a meaningful way about specific transformation initiatives. There were several important moments, as shown in the report, where meaningful change occurred. We need to be mindful that staff were managing several deadlines and actions to keep the teaching project going in the best way possible in 2021, dealing with students' trauma, supervising postgraduate students to completion and managing the boundaries between work and family in a remote working environment. In 2022, Commerce has a deputy dean for transformation and inclusion, and

a new dean. We will be developing a new Commerce strategy that will be underpinned by transformation and inclusion, and aligned more deliberately to the transformation benchmarks and inclusivity plans."

• **Radiation Medicine (FHS)**: "Our journey in the Department of Radiation Medicine was not easy. In many respects, we were forced to deal with issues at a time when staff were feeling burnt out and demotivated, having just emerged from a long, tedious third COVID-19 wave. In an extremely busy service-delivery-heavy department, issues of transformation are sometimes relegated to the back burner, but we are all starting to realise that it is a continuous process rather than 'events' or 'incidents'. We are learning to be more mindful and respectful, and that is very important. We are trying to break down the walls of the 'divisions' within our department, getting everyone together in the same space and having a sense of belonging that was achieved with our inaugural 'Transformative' Research Day. Although our

'Diversity, Equity, Inclusion and Belonging (DEIB)' workshop was reactive in a way, it started a process that we will continue into the future and will hopefully shed light on the difficult issues we face every day."

• **GSB**: "In the past 12 months, the GSB has continued to centre transformation and an Afrika-centred strategy, approach and curriculum across all of its programmes. It has made new investments of time and funds into Afrika-centred cases, as well as supporting other schools on the continent in their pedagogy and ability to develop and use their own Afrika-centric courses and pedagogical materials. Through its specialised centres and the facility at Philippi Village, the School continues to engage in substantial research, teaching and engagement with local communities in formal ways, including in ways that allow GSB students to better understand the diversity of lived experiences among the population of the Western Cape. Through its Transformation Forum, the School has begun a new initiative

The Hub at Philippi Village is the home of GSB Hub where there was a program for the Summer School. The village is also a commercial space to rent that caters to small businesses, events, conferences, expos, and charity events.

with a community engagement project – the Children's Library in Philippi – that has attracted support from students, faculty and staff across the GSB and that the School looks forward to continuing to support."

• **Humanities**: "The past 12 months have been generative in that the process of drawing up the Faculty Plan enabled discussions about how the committee can address specific focus areas. It was good to reflect on the employment equity targets and to reflect on the staff profiles. The targets we had set were aspirational and aimed at addressing the gap we face where there is no balanced representation of black (inclusive) staff at senior academic ranks. We welcome the changes in the new guideline that will enable appointments at higher ranks. In many ways, 2021 was a transitional year: Not only were we transitioning from the old plan, but we also facilitated dialogues about the new Employment Equity Policy and Practice Note/Guidelines. Many new initiatives in the plan, including annual lectures and collaborations with the Humanities Student Council, are very exciting, and we look forward to forging working relationships and facilitating discursive platforms for the faculty."

• **IAPO**: "Despite the challenges experienced, we round off 2021 with a great deal of hope and optimism that as a Transformation Committee and department we have laid a firm foundation for transformation, inclusion and diversity. The activities earmarked for 2022 will build on what we have achieved this year."

• **UCT Libraries**: "2021 was a difficult year for UCT Libraries; however, the awareness of the importance of transformation, inclusion and diversity is beginning to take root. It has been slow, but the activities identified in the draft transformation action plan provide for a more dynamic transformation trajectory in 2022."

• **P&S**: "Over a period of three years, the P&S department has transformed exponentially from being operationally deficient to a department with a clear strategy and roadmap to improve its service offering. Unless directly involved, nobody will really understand the amount of effort and expertise required to enable the level of change that has occured in the P&S department, eg challenging for funding through various committees and seeking Council approval. While the P&S department still has a long way to go, we have reached a point where we are able to focus on creating a positive culture throughout P&S, which will in turn drive transformation. We are confident that the P&S department will continue to improve its service through addressing operational deficiencies which in turn will impact staff morale and lead to a more positive culture within."

• **Science**: "Although the ongoing pandemic has made many traditional approaches to TDI difficult (eg getting into a room together and talking), it has also opened up opportunities. Reflecting on the progress in 2021, it is clear that the Faculty of Science has embraced the potential of the online context for opening up lines of communication, and especially for engaging in activities with colleagues across departments and across the world. The proliferation of knowledge products – including everything from articles to online courses to local and global webinars – is a testament to our real engagement with and commitment to transformation, diversity and inclusion, in line with global movements. This template is considerably fuller than it was just two years ago, and we are grateful for the direction in which the Science faculty is growing."

4.2 WHERE TO FROM HERE?

THE FOUR PATHWAYS TO TRANSFORMATION

The benchmarks offer shared goals in terms of transformation, inclusivity and diversity. The benchmarks were implemented for a third time in 2021. The benchmarks will be implemented for two more years before being evaluated and updated.

TRANSFORMATION BENCHMARKS

INCLUSIVITY STRATEGY

The inclusivity strategy offers an integrated response to the Inclusivity Survey, Institutional Reconciliation and Transformation Commission Report and Mayosi Report. The survey is to be implemented for a second time in 2023 and will reveal how TDI actions have shifted negative affect at UCT.

The Employment Equity (EE) plan describes how to increase the speed of and deepen transformation among academic staff members at UCT. In addition to the EE plan, work is under way to analyse and respond to barriers to EE faced within UCT.

THE EE PLAN AND GUIDANCE NOTE

THEMATIC POLICIES AND STRATEGIES

The development of the dismantling racism strategy, racism and racial harassment policy and sexual misconduct policy (among others) offers responses to specific problems the university is facing. In 2021, policies related to disability were also updated. A key priority for 2022 is the adoption of the anti-racism policy and the initiation of mechanisms of resource for complainants in racism cases.

Students from Zonnebloem and the Peter Clarke Art Centre attend the mindfullness workshop with Irma Stern Museum artist in residence Arty Patra Ruga.

CONCLUSION

The first three years of implementing the transformation benchmarks were challenging. At first, there was the challenge of developing and rolling out benchmarks for an immensely diverse university. Secondly, there was the challenge of securing buy-in from transformation stakeholders, who initially viewed the exercise with suspicion. Thirdly, there was the challenge of creating and later updating the templates for collecting data on the benchmarks. Lastly, there is the challenge of collating a vast data set into manageable and useful takeaways for transformation stakeholders.

Even with these challenges, the benchmark exercise has been extremely useful. Over the first three years of implementing benchmarks, patterns are starting to emerge. While these patterns do not tell a simple story of progress or regress, they do offer suggestions about where progress is occurring, where gaps are widening, and where small and tactical actions are present. All of this is useful in assisting UCT, and possibly other entities, to think through not only monitoring and evaluating transformation, but also using the outcomes of the monitoring exercise to generate evidence-based interventions.

RECOMMENDATIONS RELATED TO EACH BENCHMARK

A	**Strategic integration of transformation**	In order for transformation work to be effective, transformation agents need the resources, time and expertise to conduct transformation actions. Without resources, time and expertise, transformation work will continue to be events-based rather than programmatic.
B	**Student access, support and success**	To be effective, transformation efforts must change the material/economic, social or political realities of students. Otherwise, efforts focus solely on the rhetoric of transformation, rather than action.
C	**Staff access, support and success**	To meet the minimum standards, more work needs to be done to support, empower and enable marginalised staff members, especially those labelled as "unskilled" or "semi-skilled", to be able to meaningfully shape the organisation and grow within it.
D	**Place and space: language, names, symbols, artworks and identity**	Focus on this benchmark has waned in each year since 2019. While COVID-19 might account for some of the reasons this benchmark has been deprioritised, it is also possible that there are insufficient resources or for this area of work. More resources, time and effort must be put into this benchmark area in the future.
E	**Institutional responses to discrimination, harassment and violence**	There are strong institutional actions through the OIC, which seeks to dismantle racism and respond to SGBV. These actions do not always connect with faculties and departments (beyond the occasional training sessions). For this benchmark to be achieved, institutional efforts need to better connect with, support and enable actions at faculty and departmental level. Similarly, faculties and departments need to prioritise actions in this area in 2022.
F	**Community engagement: anchoring UCT in community**	It's important for community engagement actions to be connected and to talk to each other as much as possible. It is recommended that the Transformation Forum holds a special seminar inviting the leads of community engagement initiatives to speak on their work, and creates a platform for exchange of knowledge, interrogation of ideas and learning on how power dynamics play out in this work.
G	**Curriculum support: decolonisation, marginalisation and accessibility**	More actions may be needed that employ activist pedagogies which counter curricula and challenge capitalist approaches to education. These would allow for transforming curricula to move beyond integrating social justice content to shifting power dynamics between students and lecturers, and between the university and the participants (as opposed to their current construction as "consumers") in the processes of producing knowledge.
H	**Owning UCT's African identity**	Efforts that seek to centre UCT's African identity need to do so in a critical manner. In order to meet this benchmark better, UCT's own positionality needs to be acknowledged, so that its efforts to centre its African identity disturb rather than accept systems of power on the African continent.
I	**Innovations, alternate approaches and best practices**	Social justice work is always an experiment, in that approaches should always be based on evidence and always need to be tested for their efficacy. It would be beneficial to create an incubator for transformation innovations. The incubator could assist faculties and departments to think of new and more effective ways to further TDI.

SECTION 5
TRANSFORMATION RESOURCES AND REFERENCES

USEFUL RESOURCES ON TDI AT UCT

A quick video introduction to the OIC.

Download this zine developed by young people in Cape Town reflecting their experiences of inequality and oppression.

Disability Services provides support to students with disability. Learn more about available services or watch training videos.

The OIC in partnership with the Organisational Psychology department at UCT has developed a resource on unconscious bias. Click the link to use the training tool.

Watch a video about youth using arts-based methods to respond to inequalities in Cape Town.

"Student Inclusion... Periodt!" is a new toolkit developed by the OIC which offers a constellation of resources on transformation, inclusivity and diversity.

Explore a timeline which captures historic moments in the fight for gender equality globally.

The OIC provides support to survivors of sexual violence. Find out about available support using the following infographics.

COVID-19 has had a huge impact on access to education. The "Leaving No One Behind" toolkit and a panel discussion on transformation during crises and emergencies explore what can be done to make education more accessible

Want to join the ongoing conversation about decolonisation and anti-racism? Watch this video on decolonisation or this panel discussion on combating racism.

Read the "Another World: queer, decolonial feminist and anti-racist dreams for higher education" zine to learn more about creative and decolonial approaches to TDI.

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