



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

MAPPING TRANSFORMATION



**BUILDING
RESILIENCE**

**EMBRACING
OPPORTUNITIES**

**CHARTING
PROGRESS**

MAPPING TRANSFORMATION IN TIMES OF *Crisis*

Traversing uneven terrain, building resilience, and embracing opportunities



Everything about him is twisted: his face, his lips, his arms, his waist, and his legs. Especially his legs. They are like dry stumps of grey wood with knees forming twisted knobs that knock against each other as the crutches try to find their way to the escarpment among the rocks and shrubs. For generations thousands paved a path from one village to the next one where nothing grows and smooth pebbles are embedded in the ground to massage the tired soles of travellers. Yet his feet are beyond massaging. They are granite-hard and have lost all sensation.

- Zakes Mda, *Little Suns*



TRANSFORMATION

CULTURAL
CHANGE

EQUALITY

SOCIAL
COHESION

INCLUSIVITY

MAPPING PROGRESS

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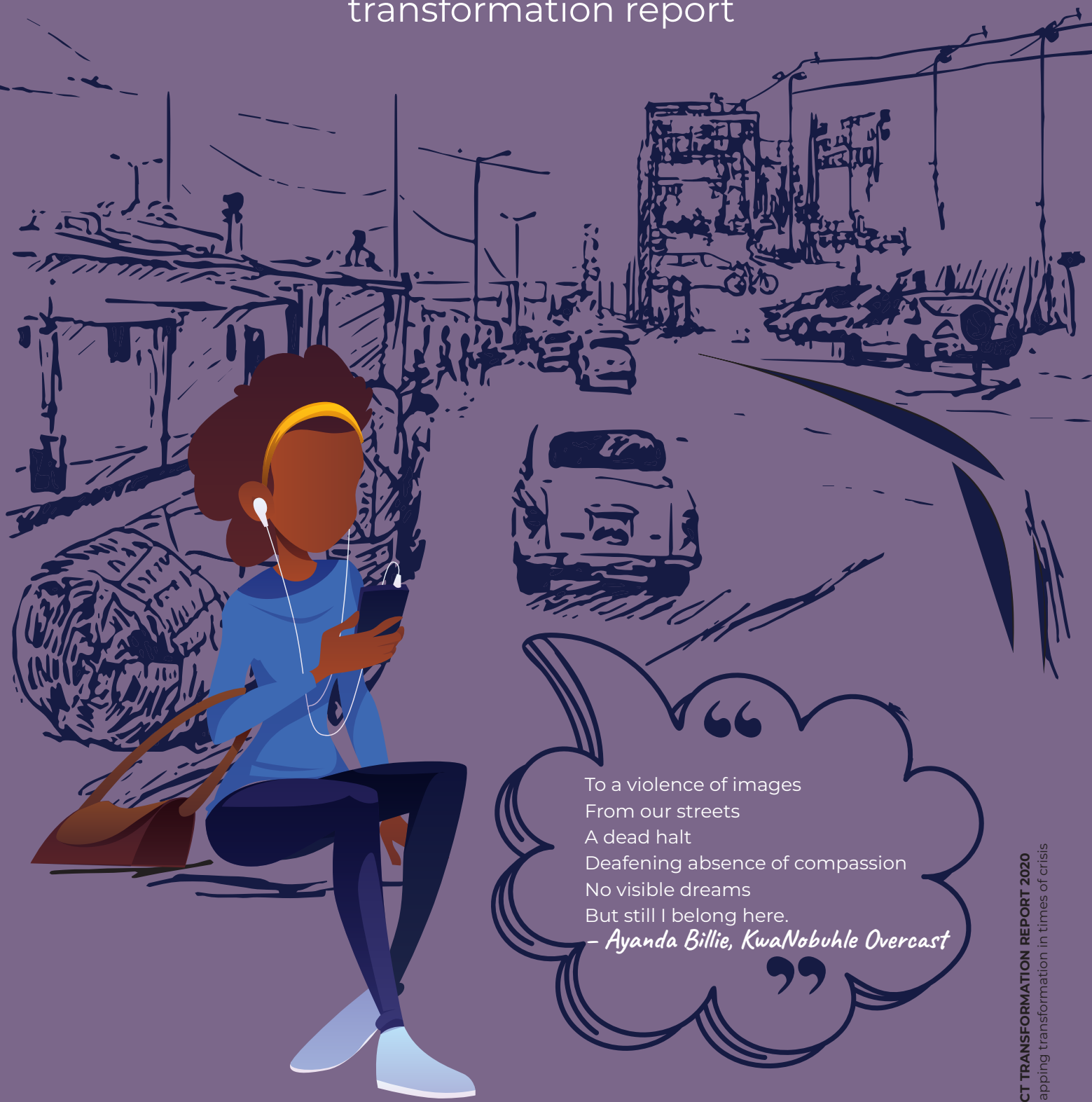
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MAPPING PROGRESS

An introduction to the **2020**
transformation report



To a violence of images
From our streets
A dead halt
Deafening absence of compassion
No visible dreams
But still I belong here.
— *Ayanda Billie, KwaNobuhle Overcast*

1.1

Vice-Chancellor's Foreword

Explorers create maps to mark not only the paths they have followed, but also the unknown territories that are worth investigating. In this way, a single journey can teach and inspire future travellers.

This report is titled “Mapping transformation in times of crisis” in recognition of the progress the University of Cape Town (UCT) is making and the new ground we expect to explore in the near future. We can never claim to have completed the transformation journey. This is because we are not investigating physical spaces but human experience, history and aspirations.

This report uses the word “new” well over 100 times – an indication of the fresh ground we have uncovered. COVID-19, for instance,

revealed in graphic detail the deep levels of poverty and inequality that affect our students and staff members – in many respects a mirror of the inequalities in our society that we must address. One example is the unequal access to data and digital devices such as smartphones and

laptops – basic necessities for navigating a world that is changing rapidly in the fourth industrial revolution.

This inequality was brought home to us when we surveyed every student at the beginning of hard lockdown in March 2020, about their access to the necessary resources for remote learning, as well as dedicated study spaces. The responses of those who live in the most marginalised areas made us realise how important the university campus is – not only as a place of learning but also as a refuge from their home circumstances, and as a model of the lives they aspire to after they have earned their degrees.

This was a striking lesson and one that we have taken to heart. As lockdown lifted, we prioritised the students from marginalised communities and homes to return to campus first, so that they could have easier access to Wifi, online resources, study facilities and staff members who could offer assistance with their academic progress as well as their general well-being.

In spite of the pandemic, UCT has made significant progress on our transformation journey. It is a journey we are committed to over the long term. The extracts at the beginning of every chapter – penned by writers who express the spirit of transformation we are trying to achieve – illustrate the fact that transformation is a lifetime journey, not just for UCT or for individuals, but for humanity. May our lessons from 2020 inspire you on your journey.



1.2

Summary by Deputy Vice-Chancellor: **Transformation,** Professor Loretta Feris

In an unprecedented year, how can we chart our collective progress towards transformation? *The UCT Transformation Report 2020* seeks to map the University of Cape Town's (UCT) transformation journey over rough new terrain.

A UNIVERSITY AT A CROSSROADS

New words and phrases such as “flatten the curve”, “social distancing”, “essential workers and services”, entered our language and thinking in 2020. Words used to describe the way COVID-19 and the subsequent lockdowns affected our lives and experiences. The generation of new words suggests that we were challenged to think and act in new ways, and forge new paths to respond to the challenges in the world we inhabit.

New paths are certainly needed in our journey towards transformation in South Africa. Our country has one of the highest levels of inequality in the world when measured using the Gini index. This inequality is apparent in the huge disparities in income distribution, unequal access to opportunities (along race and gender lines) and high levels of unemployment (IMF, 2020). In the previous transformation report the

question was posed, “What role does a university play in our struggle towards social justice?”, and the same question needs to be asked today. In a context of gross material, racial and gender disparities, what is the role of a higher education institution and what is our role as individuals working and learning within this institution?

I reflect on these questions as I come to the end of my term as DVC for transformation and look back at where we were as a university and the road we travelled over the last four years. In 2017 we were a university that was still reeling from





two years of protest, Rhodes Must Fall (RMF) and Fees Must Fall (FMF) and had to address the urgent question of broadening access to university and ensuring that we ensure that we provide financial support to students in need, that we do not turn away any student in need of accommodation, that we address the issue of student hunger and take a holistic approach to student wellness, in particular, student mental health that was at an all-time low. At the end of 2020 we had as a university, addressed many of these basic student needs that arose from the fundamentally unequal nature of the society we live in. However, in 2020, UCT's path, like that of the rest of South Africa, took an unexpected turn as we were forced to confront COVID-19 and the subsequent lockdowns. COVID-19

highlighted just how entrenched inequalities still are, and deepened existing inequalities (Francis, Valodia, & Webster, 2020). Francis et al. (2020) argue that COVID-19 has positioned South Africa at a crossroads. On one hand there is the consolidation of labour displacement, a growth in unemployment, and a deepening of inequality. On the other, there is opportunity for positive changes towards de-commodification and enabling access to education and health. A microcosm of this crossroad was apparent at UCT too. The year 2020 was a year of heightened stress and trauma, with students and staff members dealing with novel challenges in their personal and professional spaces. At the start of lockdown, we had to send students in residences home; many of them had to study under less than ideal social circumstances, notwithstanding provision of laptops and data. But it was also a year that led to unexpected moments of hope and solidarity with the UCT community collaborating and supporting each other in new ways.

These crossroads, or rather moments of contradiction or dichotomy, can help us make sense of the university's collective journey towards transformation. During 2020, these tension points were apparent in media articles focusing on the challenges and barriers related to transformation, inclusivity and diversity at UCT. Stories of racism (within UCT as a whole and within specific faculties), bullying, and alleged racist research are just some examples of tension points.

These reports in the media, supported by other prominent reports including the Institutional Reconciliation and Transformation



Commission Report, The Mayosi Panel of Inquiry Report, the Inclusivity Survey Report and the statements of the Black Academic Caucus all highlight that oppression is entrenched within UCT.

Furthermore, the UCT referred to here is not an entity outside ourselves. This oppression is present in the divisions between PASS and academic staff members, in the paternalism employed in the treatment and framing of student experience, in the subtle forms of racism present in everyday encounters and the policies and rules (especially those related to grievances and complaints) which do not yet meaningfully respond to oppression. These reports tell us that for us transformation is a journey yet to be completed. That it is a journey filled with obstacles and potholes. In other words, the challenges are many. The 2019 inclusivity survey

underscored the stories of racism and bullying as many of our staff members feel excluded in this regard. Also, the fact that our staff profile remains untransformed, particularly academic staff and senior PASS staff, speaks to that. The disproportionate success rates of black and white students speak to that. But this is one side of the story.

Hidden from view is the fact that transformation agents facilitated responses to over 30 instances of institutional racism – by working with parties concerned to establish new, equitable and fair departmental and faculty spaces. This creates a dichotomy where examples of institutional racism emerge in the media, and where the strategies and programmatic responses to racism aren't acknowledged or supported. A dichotomy where racism is often reduced to a once off interpersonal event (in terms of the procedural application of university complaint and grievance processes) while the practice and manifestation of racism is often structural, institutional and subtle. We have nevertheless embarked on a process to review UCT's policy on racial discrimination and harassment and we are creating a strategy on the dismantling of racism.

As the title of the report suggest, transformation is a journey. UCT has fully set its course to traverse the journey of transformation with purpose and intentionality. As such, reports (in the media and from within the institution) don't capture the whole story, in particular, they do not capture the journey that the university has embarked on over the last few years. We have strengthened the governance of transformation through

the creation of the employment equity forum and the transformation forum. These include strengthening transformation committees through training and capacity building to ensure that they are fully enabled to drive transformation at the level of faculties and non-academic departments and acknowledging that work through the creation of a VC award for Transformation, the first being awarded in 2019. The benchmarks tells the story of how these committees are driving the work across the university. They also allow us to see the gaps. The data, combined with the narrative reflections, allow us to see where the work lacks depth and scale, and the reason therefore, such as a lack of strategic planning and budgeting for instance. Of course, the data does not allow us to see the hidden gaps such as lack of support for transformation or the active opposition thereto. In this report, we capture some of these challenges and I invite you to engage with these.

It is also a journey that speaks to new policies and plans, such as the:

2017 Student Mental Health Policy

2017 Policy on Sexual Orientation

2019 Employment Equity Plan

2020 Revised policies on Employment Equity and Sexual Misconduct

2020 Action Plan for Accelerated Transformation of Academic Staff

It is a journey in which we started to recurate an art collection that is

dominated by white male artists and renamed many of our buildings, rooms and other spaces. The most significant of these has been the renaming of Jameson Memorial Hall to Sarah Baartman Hall, a process walked with Khoe indigenous leaders and groups, which has culminated in the establishment of the Khoe and San Research Centre. It is a journey in which we have started to reflect on by changing classroom practice and decolonising the curriculum. When in 2019 after the violent death of one of our students, many women (and men) protested against rising gender-based violence, we responded by implementing an ad hoc tribunal on sexual misconduct aimed at creating an appropriately trained and resourced tribunal that expedites cases lodged by complainants.

Simultaneously, we strengthened survivor support and our respondent management system. Over the last four years we restructured the previous Transformation Office, Disability Service, the Discrimination and Harassment Office (DISCHO) and the HIV/AIDS Institutional Co-ordination Unit (HAICU) into one office-the Office for Inclusivity & Change (OIC). The focus of the OIC at that time was to respond holistically to the university priority of gender-based violence (GBV); increase disability support to staff and provide cohesion to the university approaches to diversity, inclusion and transformation for students and staff.

In mapping transformation in 2020, the crossroads, moments of contradiction, tension and dichotomy are key to understanding the complex and collective journey we take towards transformation at UCT





During the launch of the Inclusive Practice Speaker Series, UCT students and staff were challenged to step out of their comfort zones and face the hard truths of the persisting issues at the university and in higher education, particularly around race and oppression.



#students #staff #uct

This report is located at this crossroad, and offers an assessment of UCT's progress in terms of the transformation benchmarks and a brief analysis of the impact of the actions described.

Finally, it has been an honour to walk this journey with UCT. While I was tasked with leading transformation, the progress we made has been a collective one. I had the support of both the vice-chancellors I served with, as well as my colleagues on the executive team and the Leadership Lekgotla. I had the benefit of a team of colleagues who reported to me who were all willing to walk the extra mile to ensure that we have a journey that will take us forward. Above all, I need to acknowledge the many staff and students who make transformation their business, who agitate, advocate and work tirelessly to make UCT a better place for all of us. Thank you.



HOW TO READ THE 2020 TRANSFORMATION REPORT

The 2020 Transformation Report provides (a still incomplete) picture of the different ways transformation is being mainstreamed at UCT. Faculties and non-academic departments are invited to report on their work each year in December. Faculties and non-academic departments report their actions against the transformation benchmarks – this allows the report to capture how transformation is mainstreamed within teaching and learning, research, and operations.

The 2020 report is based on an analysis of the benchmark results, reports received from transformation special and institutional projects and a short survey conducted by the OIC on the experiences of transformation agents during the COVID-19 pandemic.

Transformation special and institutional projects refer to transformation work which occurs outside of Transformation Committees (TC) and work occurring at an institutional level, for example, the work of the OIC, the Ad Hoc Tribunal on Sexual Misconduct, or the A/Xarra Restorative Justice Forum. The year 2019 was the first year that we reported more holistically on transformation, focusing on driving transformation from the centre through the work of the DVC, the OIC and various committees, as well as the deans and the executive directors. The benchmarks were developed to provide a measurement of progress across the areas set out in the 2018 Framework for Transformation. The transformation benchmarks were implemented for the second time in 2020. The benchmarks capture how

departments and faculties contribute to UCT's nine transformation priorities (see section 3.1 for an explanation of the benchmark).

The benchmarks allow the university to track UCT's transformation journey. While the benchmarks and special and institutional project reports give us some indication of the direction, pace and quality of transformation efforts, they don't paint the whole picture. *The UCT Transformation Report 2020* tries to fill the gaps through first person reflections by transformation agents. For the purpose of the report a transformation agent refers to transformation committee members, members of the university community conducting transformation actions (in their professional or personal capacity) and students, PASS members, academics and researchers interested in and contributing to transformation in some way.

Transformation efforts within UCT cut across the institution, as such, not all transformation efforts are captured in this report. The UCT Teaching and Learning Report, the Research Report and the Social Responsiveness Report also capture some elements of the bigger transformation picture.

In 2020, 13 benchmark reports were received from seven faculties and six non-academic departments. While one more benchmark report was received in 2020 as compared with 2019, it is important to note that some entities that reported in 2019 did not report in 2020, and others reported on their benchmarks for the first time. In addition, transformation special and institutional projects such as the OIC, the Ad Hoc Tribunal of Sexual Misconduct and the A/Xarra Restorative

Justice Forum, among others, submitted reports on their work. Overall, a fewer number of reports were received in 2020 – this is likely due to the additional pressures and stressors associated with COVID-19. Nonetheless, UCT should be concerned when transformation falls off the priority list, and the fewer reports received indicate that more needs to be done in leading transformation with intention and purpose.

The transformation report nevertheless provides a rich and varied reflection on transformation at UCT. Three themes emerged from the analysis of the data:

- (1) the sense of traversing uncharted territory
- (2) the development of resilient actions within UCT community; and

(3) the discovery of new paths to walk together.

COVID-19 rapidly and quickly changed the higher education environment. The theme traversing uncharted territory highlights some of the new challenges that emerged and the ways in which transformation agents overcame these. The year 2020 forced the UCT community to develop new ways to connect and survive. The theme resilience in action, highlights the ways in which resilience was enacted within the university. The past year led to faculties and non-academic departments testing and employing new approaches to further transformation. The theme “new paths” explores the new inroads to transformation that were employed in 2020.

The report invites, you, as the reader and UCT community to reflect on our collective contributions to transformation. This self-reflection is a constitutive part of our praxis of transformation.



TRAVERSING UNEVEN TERRAIN

Setting the scene for the
2020 **TRANSFORMATION REPORT**



We are building your house ...
I have blocks for your cities
and paint for your worlds.
I have cleared a space in my mind, child,
In my waking hours, and in my heart.
We are framing your memories, and
waiting.

– Saaleha Idrees Bamjee, Zikr

2.1

INROADS FOR ANALYSING TRANSFORMATION

The transformation report uses three key words to understand UCT's transformation journey. 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.

TRANSFORMATION

INCLUSIVITY

DIVERSITY

Inclusivity (UNESCO, 2017):

Inclusive education removes barriers limiting the participation and achievement of learners or students, respects diverse needs, abilities and characteristics, and eliminates all forms of discrimination in the learning environment. This approach prioritises the identification of, and response to barriers and practices of discrimination within education which limit both participation and achievement. The goal is an education system which facilitates an environment where educators and students embrace and welcome the challenges and benefits of diversity.

Diversity (Ahmed, 2004; also see work of Wits Centre for Diversity Studies):

Diversity refers to patterns of social difference in terms of certain social categories. The foremost terms shaping discourses and policies related to diversity include race, ethnicity, religion, gender, disability, sexuality and age. Critical diversity acknowledges the role of power in constructing difference, and the unequal symbolic and material value of different locations. This approach locates difference within a historical legacy, as an outcome of social practice and an engagement with the transformation of these oppressive systems.

Transformation (Soudien, 2010):

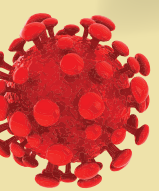
Transformation is viewed, on one hand, as a demographic intervention around imbalances related to race, class, gender and language (among other markers of injustice). This approach to transformation prioritises numbers and representation. On the other hand, transformation is viewed as an issue related to privilege and power. Transformation then is an ideological process which engages and responds to domination. The emphasis here is on the (re)distribution of political and economic power in society and the design and implementation of processes for social inclusion. These two elements are related, and often occur simultaneously.

ABOVE: The Transformation Portfolio at UCT uses transformation, inclusivity and diversity as key words to describe and analyse change within higher education.



2.2

THE EFFECTS OF COVID-19



COVID-19 had a huge effect on the higher education environment. This section shares findings from a short survey on the effects of COVID-19 on transformation agents at UCT.



COVID-19 HAS HAD A HUGE IMPACT

COVID-19 has had a huge impact on higher education and the transformation environment. Universities and other higher education institutions are vibrant multicultural spaces where students and staff from across the globe and across disciplines can meet, connect and learn together.

With universities abruptly closing and the continued limited access to campus, it's becoming more apparent that COVID-19 is likely to have long-term consequences for universities. Some of the ways COVID-19 is likely to affect higher education includes:

- (1) the economic impact due to lower enrolments (especially from international students)
- (2) a focus on maximising online learning, including making online materials more engaging and accessible
- (3) the need for the development of robust digital systems for learning rather than just platforms to host content



(4) educating students on best practices in terms of preventing the spread of the virus when a return to campus occurs; and
(5) systematically gathering and applying information so that universities can be better prepared to respond to a similar emergency when it next occurs (Times Higher Education, 2020).

Hughes (2020) builds on this and highlights that COVID-19 has also brought into question the value of university education. For example, without the presence of the in-person campus experience which often includes learning informally through social encounters and building social cohesion and solidarity, how would universities be distinct from distance learning institutions? In addition, are university degrees aligning with the numerous industries which focus on aspects such as entrepreneurial mindset, flexibility and a growth mindset, over theoretical knowledge (Hughes, 2020)? These questions force higher education institutions to reflect on their role and value in a fast changing, and vastly unequal world.

Rashid and Yadav (2020) have critiqued the shift to online learning, by highlighting that in India (which has some parallels to South Africa) many students cannot afford or access the tools, resources or conducive learning spaces necessary for effective online learning. In addition, the pandemic has exposed the shortcomings of university systems for effective online learning (rather than content hosting platforms) and the need for educator training on digital tools as the skills



required to be an educator is distinct from those required to be a content creator (Rashid & Yadav, 2020).

Rashid and Yadav's (2020) argument aligns with the analysis put forward by the Public Universities with a Public Conscience working group of the COVID-19 People's Coalition in their proposal for a social pedagogy alternative during the pandemic. The working group argued that while well-resourced universities in urban areas (such as UCT) are able to provide data and devices to students, this was not the norm for the majority of public universities. With well-resourced universities moving ahead with online learning, and leaving behind less resourced universities, the existing digital divide, and class, race and spatial disparities are exacerbated (COVID-19 People's Coalition, 2020). It's important to appreciate that focussing on inequality only within UCT, takes away from the way UCT's insular focus exacerbates and contributes to broader disparities in the South African context.



Dr Rhiyaad Mohamed and his students were among the few staff and students allowed back on campus so they can access their labs and studios.

Czerniewicz, Agherdien, Badenhorst, et al. (2020) in a [collaborative article](#) written by representatives from 15 of the 26 public higher education institutions in South Africa highlighted the following issues related to the effect of COVID-19 on universities:

- Challenges related to the digital fluency of educators and the reframing of educators as digital content creators.
- The fact that most students and many staff members have no dedicated space to learn/work and had increased family, home and care responsibilities.
- The move to emergency online teaching meant that transformative pedagogies couldn't be adapted for

the online space or meaningfully employed. Instead, pedagogy focussed on parity of participation which isn't transformative on its own.

- While all universities were in crisis some were in vastly more difficult situations; for example, universities in rural areas where the majority of students rely on bursaries or scholarships.

These, as well as the other challenges precipitated by COVID-19 highlight how difficult it is to level the playing field for students and staff members during 2020 (Czerniewicz, et al., 2020). These challenges, many of which were heightened in 2020 created an uneven terrain with many barriers for transformation. The next section will look at the specific challenges facing transformation agents on campus.

HOW DID COVID-19 AFFECT TRANSFORMATION AT UCT?

In a normal year UCT already struggles with racial, gender and socio-economic class disparities among students and staff members, and within the communities where UCT is based. With the implementation of the COVID-19 lockdown many of these disparities were exacerbated. For example, the Leaving No One Behind toolkit found that access to devices, data and an environment conducive to learning mimicked broader racial and gender disparities.

To complement the content and provide additional context to the UCT transformation report, a short survey was conducted by the Office for Inclusivity and Change (OIC) among members of the Transformation Forum (TF). TF members include chairpersons of transformation committees (TCs). The survey explores how COVID-19 and the subsequent lockdowns affected transformation work at UCT.



UCT JERUSALEMA CHALLENGE



WHO WAS THE SURVEY AIMED AT?

The survey was disseminated to members of the transformation forum (TF), largely constituted by transformation committee chairpersons. Chairpersons were requested to send the survey out to transformation committee members; academics, researchers and administrators interested in transformation; and students activists advocating for transformation. A total of 109 responses were received for the survey (as compared to the 61 members of the TF).

HOW WAS THE SURVEY STRUCTURED?

The short survey was conducted on [Mentimeter](#). The survey included questions using a sliding scale to capture the experience of transformation agents, and open questions to capture their specific views and insights. The survey is not structured as, and does not aim to be a strong quantitative tool. The survey rather intends to open a window into the experience of those who contribute to transformation at UCT.

WHY WAS THE SURVEY CONDUCTED?

During TF meetings, at workshops conducted for transformation agents and in informal conversations – individuals shared that COVID-19 negatively influenced their transformation efforts and their experience as individuals. The survey was conducted to capture the experience of transformation agents in a more structured manner. The information collected as part of the survey can be used as a lens to understand the rest of the report, and

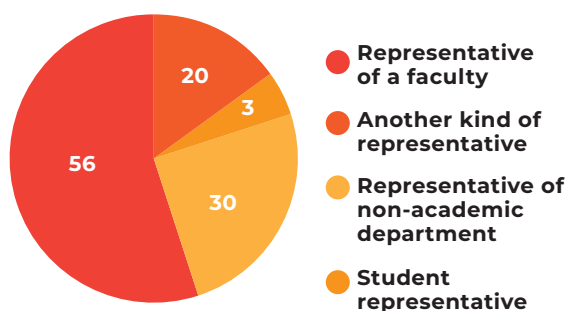
can assist the transformation portfolio to develop actions which better support transformation actors.

WHAT CAN THE SURVEY TELL US?

The survey cannot and does not aim to make inferences about the broader university community. The survey only aims to capture the experience of the agents of transformation who responded. The survey results offers simple visual representations of the experience of transformation agents in the form of weighted averages and narrative summaries of their responses to survey questions. The survey results opens a window into the experience of transformation agents, this window can give us a sense of the shape and quality of their experience, but cannot provide the complete picture. Even without the complete picture, the survey results can help the university community assess how to better support and enable transformation agents at UCT.

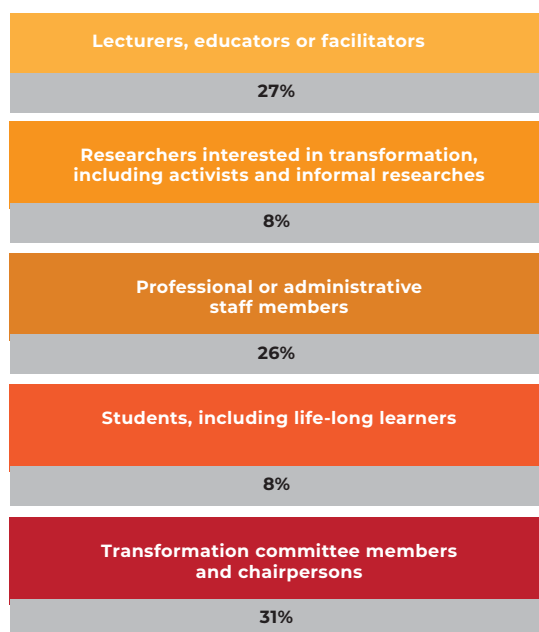
SURVEY BACKGROUND

A total of 109 persons responded to the survey with 63 persons completing all questions. Fewer people completed the open questions of the survey.



ABOVE: Responses to the question, "Who are you?".

Most respondents were from faculties and non-academic departments. In total, 40 distinct departments responded to the short survey. Respondents also identified in other ways, for example, as activists or change agents. It's important to note that this survey has a small number of



ABOVE: How transformation agents describe and locate themselves within UCT.

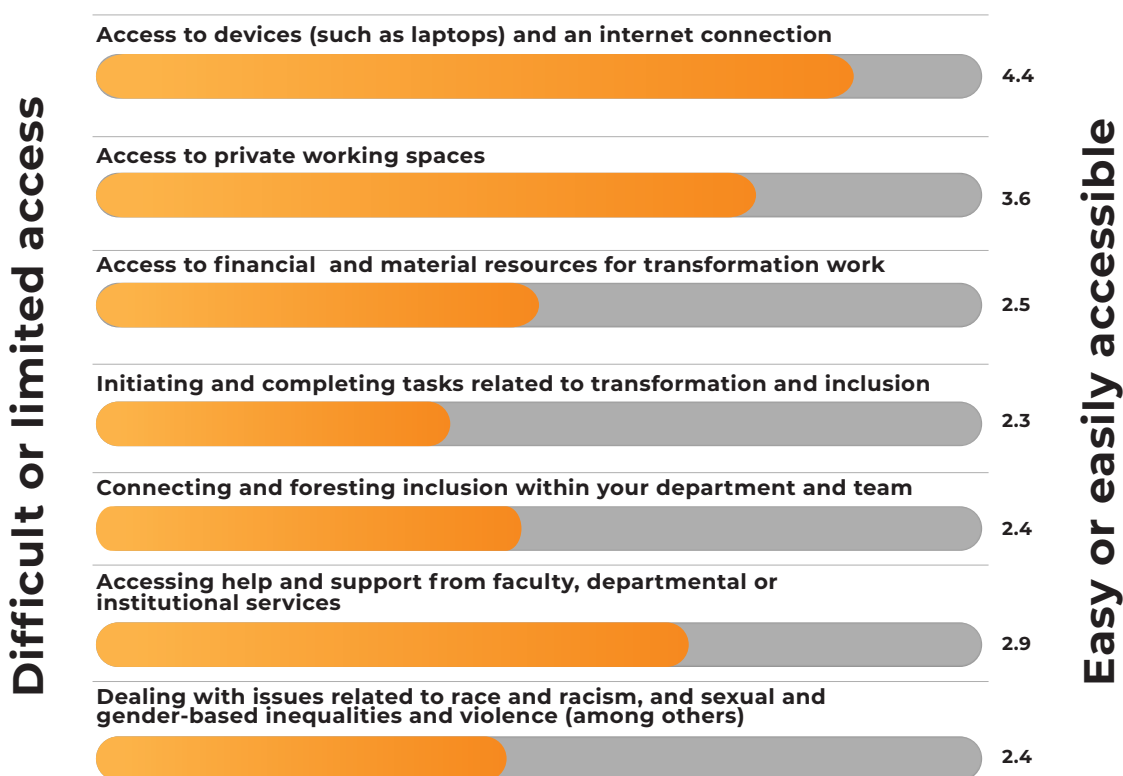
respondents, as such, the results presented are not and do not aim to be representative of the broader UCT community. The descriptions in this section rather indicates how transformation agents describe and locate themselves within UCT.

The word map below highlights the key words respondents used to describe 2020. The larger words are those many respondents repeated in their response. Words like “challenging”, “exhausting”, “frustrating”, “stressful” and “traumatic” feature prominently. Some more positive words and phrases, such as “technological change”, “transformative”, “dynamic”, “extraordinary” and “freedom to work from home”, also emerged, but to a lesser extent. This word map captures the negative associations that many transformation agents make with 2020, however underneath these negative associations is a glimmer of hope.



ABOVE: Responses to the question, "What word would you use to describe 2020?".

ACCESSING RESOURCES FOR TRANSFORMATION WORK



ABOVE: Responses to the question, "During emergency remote work how easy was it to access or complete the following tasks?".

Using a simple five-point scale, respondents were asked to rate the following statements, where 1 indicated difficult to complete or limited accessibility and 5 indicated easy to complete and easily accessible. The weighted averages provided in the simple graph hints at some of the area's transformation agents identified as challenges. These challenges can assist the reader, and the transformation portfolio to understand why TCs struggled to take transformation forward in 2020 and can be used to inform support activities in 2021.

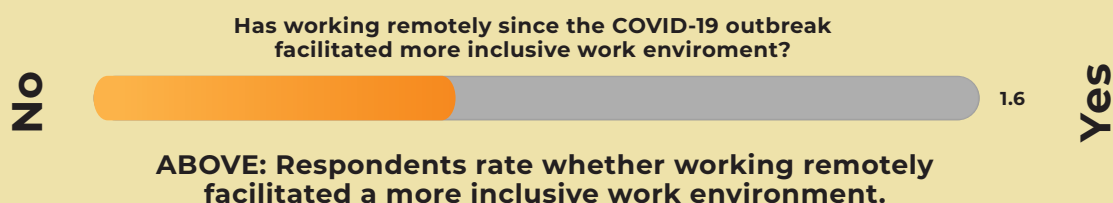
Many respondents gave positive feedback to the statement about access to devices and the internet. However, this may be skewed as

those who are able to access a digital survey are more likely to have the devices and network connections which were needed to access or complete the survey.

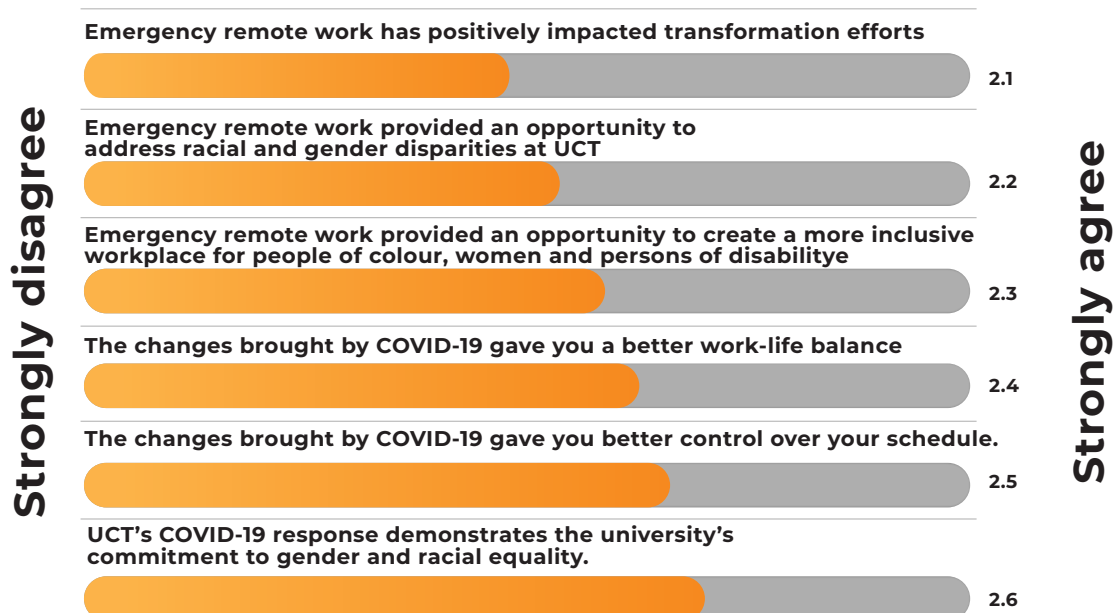
Only some transformation agents had access to a private working space. Their working space at home was sometimes shared with their spouse, children, family members or housemates. Respondents didn't feel highly supported by their faculty, department or the institution more broadly. It wasn't easy to access the resources needed for transformation work, connecting with their department came with many (digital and other) barriers and this impacted their ability to initiate and complete tasks related to transformation and inclusion.

HOW HAS COVID-19 AFFECTED TRANSFORMATION EFFORTS?

Many transformation agents felt that COVID-19 and the subsequent shift to remote work has a negative impact on transformation efforts. Respondents felt that remote work did not propel UCT to being more inclusive or more responsive in terms of racial, gender or other disparities. The reasons for this are described in the section on challenges (below) – COVID-19 brought with it many barriers in terms of taking transformation efforts forward.



HOW HAS EMERGENCY REMOTE WORK IMPACTED TRANSFORMATION EFFORTS?



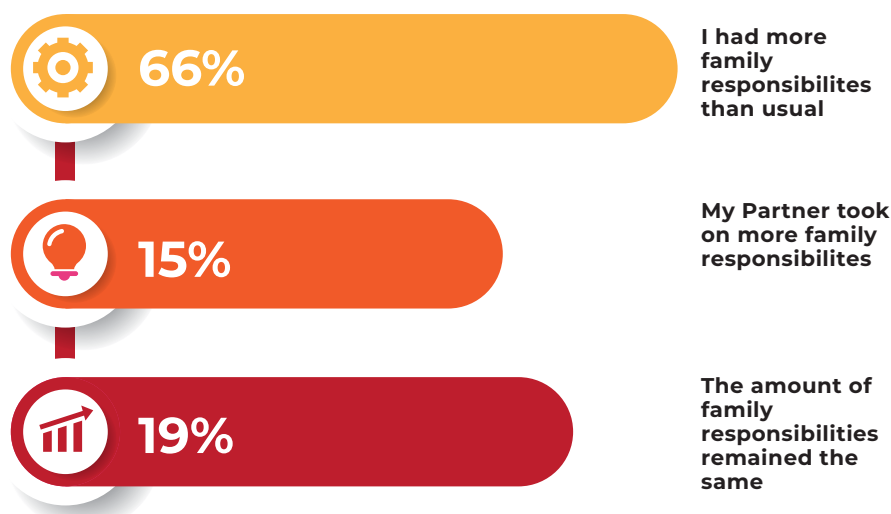
ABOVE: Responses to the question, "How has emergency remote work impacted transformation efforts?".

In line with the above listed challenges, respondents shared that transformation work was

deprioritised, participation was slower and adjusting to the shock and upheaval of the year took some time.

Furthermore, the distance created more complexity by removing personal interaction, and this hindered the ability to build cohesion

and connect with new staff members. Gender roles were also not balanced, with women transformation agents taking on more family responsibilities.



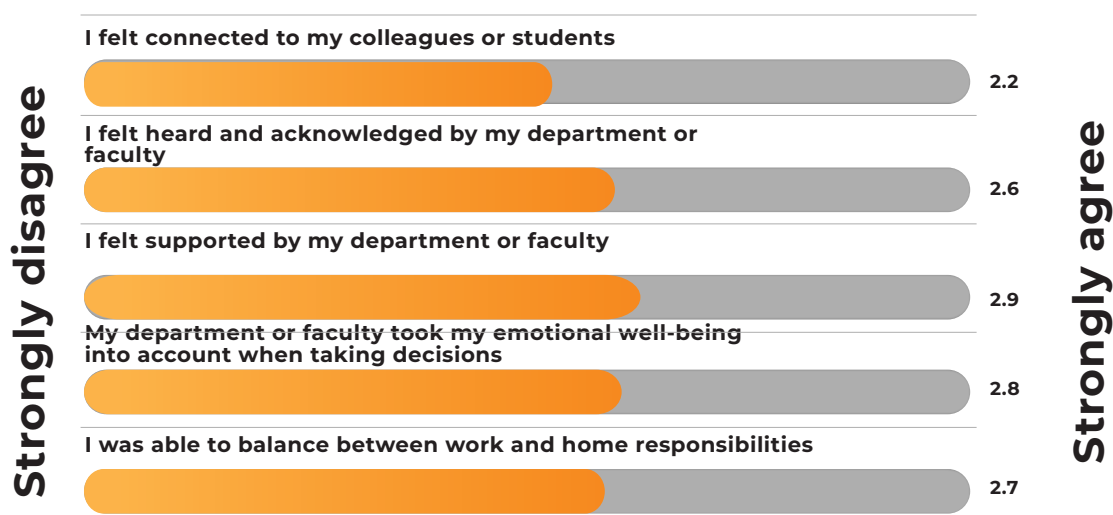
ABOVE: This graph depicts responses to the question "How were home responsibilities affected by COVID-19".

In many departments there were allegations of, and cases related to racism and sexism in 2020, and it was difficult to deal with these cases remotely as transformation agents.

Transformation agents also shared that remote work tended to segregate and divide staff members within their departments and created a transactional workforce. Engagements

related to transformation were seen as informal and additional and thus took a back seat. Conversely, a small number of transformation agents shared that the shift to remote work was beneficial and allowed for more people to have access. They were able to come together to help communities with food packages and other forms of support.

HOW DID COVID-19 AFFECT EXPERIENCE AT AN INDIVIDUAL LEVEL?



ABOVE: Responses to the question, "How did COVID-19 affect your experience at an individual level?".

Transformation agents shared that they were not able to meaningfully support and care for colleagues during their time of isolation. Some shared that they felt they were not able to do enough for students who were struggling and this led to feelings of guilt. Inequalities among students and pay classes became more apparent to transformation agents, there was a strong perception that marginalised students and staff struggled more with connectivity and access to devices. Lastly, the constant electronic engagement left little energy and time for the emotionally demanding labour of real transformation work. One transformation agent shared, “2020 felt like firefighting, just doing what you can to get students through the year.”



CHALLENGES BROUGHT ON BY COVID-19

An open question allowed for transformation agents to share the key challenges, barriers, and problems they faced in 2020. These challenges included:

- **Limited participation and responsiveness** from staff and students in their department due to time constraints, limited input from others and reluctance to join online transformation sessions led to limited social cohesion.
- **Respondents felt that they were trying to be heard and listened to** but had limited feedback from managers, supervisors, and others in positions of power about issues related to transformation.
- Some transformation agents shared that **people felt they were being treated as resources** of the university rather than humans facing a crisis.
- **Academics who are also transformation agents felt as if they were being left to fend for themselves and were unprepared** for the challenges of moving to remote teaching, and this led to a lot of additional work, delays, and stress. It was particularly hard to juggle between teaching and learning responsibilities, and transformation responsibilities.
- **Many of the planned transformation interventions were face to face, and respondents questioned whether transformation actions would be effective online.** Some shared that online meetings and communication have limits and can be misinterpreted.
- **Respondents felt overworked, fatigued,** and overwhelmed and this made it difficult to focus on

transformation work. With online teaching and work there was no time to focus on anything else.

- Transformation agents identified **socio-economic disparities and living environments** not conducive to studying as challenges for marginalised students and impeded their enjoyment of education.
- **Online engagements** left transformation agents feeling isolated and estranged.
- **Transformation agents had many additional family responsibilities**, and it was difficult to balance physical and emotional allocations to family and work simultaneously.

WHAT OPPORTUNITIES DID COVID-19 OFFER UCT?

The year 2020 wasn't all bad as it also brought with it opportunities. For example, 2020 encouraged transformation agents to harness technology and digital spaces more effectively. It was also easier to access other colleagues directly – using Microsoft Teams chat rather than setting up a physical meeting allowed for quick engagement across silos. Colleagues also shared that there are many positives to working from home including having more time to be with or close to family. Further, flexible working hours allowed staff members to engage more effectively with both work colleagues and family. Lastly, COVID-19 encouraged transformation agents to look beyond UCT, into their communities. Many contributed to feeding schemes and soup kitchens, participated in COVID-19 related healthcare and associated services, and social justice activism more broadly.

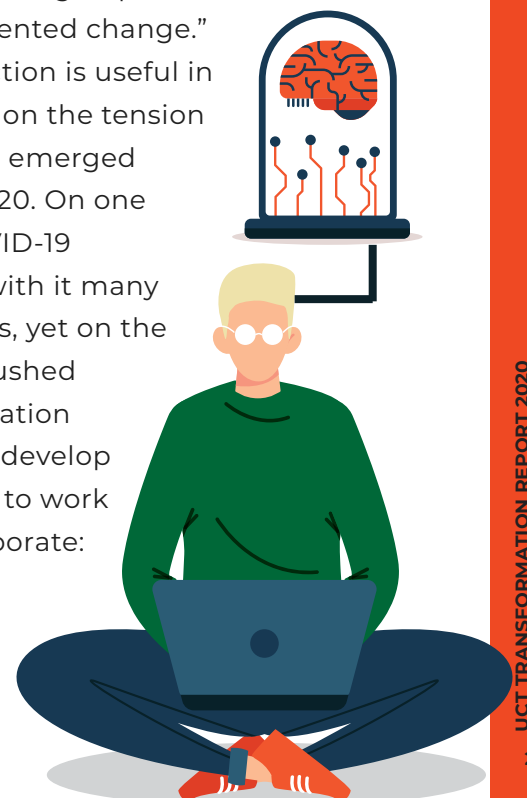
Czerniewicz et al (2020) end their article with the following reflection on hope.

“On a personal note, we are still hopeful, we cling to hope, although we know that this hope is fragile. It is also an angry hope, because we, as with many of our colleagues, are at the forefront of this pandemic and are dealing daily with the impact of the glaring inequalities our society and our institutions are steeped in.

Hope sometimes feels wrong, in particular when we feel we are supporting a broken system to survive with our feeble attempts at saving the unsavable. Hope feels torn because we are uncertain of what is right and what is wrong. Hope is dogged because we nevertheless continue our work on a daily basis.

Hope is resilient and collective because as communities, we do find ways to cope, but hope is also compromised because we know with every move we make to support some, we leave others behind. Hope is critical because we keep calling out systemic injustices, but hope is also insistent because it is impossible to give up as long as possibilities exist for equity-oriented change.”

This reflection is useful in reflecting on the tension point that emerged during 2020. On one hand COVID-19 brought with it many challenges, yet on the other it pushed transformation agents to develop new ways to work and collaborate:



2.3

GOVERNANCE

Effective governance clearly maps out pathways to achieving transformation, inclusivity and diversity at UCT. Governance structures, such as the UCT Transformation Forum, functioned online in 2020.

GUIDING TRANSFORMATION IN TIMES OF CRISIS AND EMERGENCY

The struggle for transformation within UCT governance structures has a long and well documented history. This includes struggles for representation of black students and student political organisations within student governance in the 80s and 90s, and student protests calling for a more representative and transformative UCT council in the 90s (Luescher, 2009). The diverse and (somewhat) inclusive governance bodies at UCT today are the outcome of the deliberate struggle of students, particularly black students, to centre conversations about race and racism within UCT.

Even with these positive changes many difficulties remain. For example, Kessi and Cornell (2015) used photovoice to collaborate with black students on their experience at UCT. Black student shared that they experience material and symbolic exclusion and wrestle with the racialising discourses of

transformation; this affects their sense of belonging and ability to fully participate within the educational environment (Kessi & Cornell, 2015).

This experience of exclusion by black students is connected to how students trust, or are able to access and inform governance at UCT. Beyond the experience of students, reports have emerged in 2020 (and recent previous years) about bullying and harassment at UCT, and the failures of existing accountability mechanisms.

Challenges related to bullying and harassment are also well captured in the 2019 Inclusivity Survey report which has highlighted how hierarchical and authoritarian approaches are employed in demeaning ways. Failures related to existing accountability mechanisms are apparent in the way those who raise concerns about discrimination, harassment and bullying are sidelined, ignored or silenced within the institution leading whistle-blowers to reach out to the media to raise their voice and concerns. It is in this dire context that TCs and transformation agents attempt to navigate the governance structures at UCT. This section will share how TCs have been engaging with transformation structures at UCT.



ENGAGEMENT WITH INSTITUTIONAL GOVERNANCE STRUCTURES

Most TC chairpersons and deputy chairpersons participate in Transformation Forum TF and Employment Equity Forum (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 TC representatives participate in policy working groups or committees such as the Language Policy Committee, Religious Observances Task Team and 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.

- The TF and EEF are the primary governance structures for TCs. The TF and EEF hosted four regular sessions in 2020, with the TF holding an additional special forum focusing on COVID-19. This [joint special session](#) of the TF and University Social Responsiveness Committee (USRC) was hosted on the 22 May, and was titled, "Transformation, Inclusion and Diversity in Times of Crisis and Emergency".

- The transformation portfolio launched the Inclusivity Strategy

Working Group (ISWG) in 2020. The ISWG provided a cross-functional and multidisciplinary platform for the implementation of the Inclusivity Strategy. The Inclusivity Strategy described the steps the university will take to respond to the findings of the Inclusivity Survey.

ENGAGEMENT WITH FACULTY OR DEPARTMENTAL GOVERNANCE STRUCTURES

More than in previous years, many TCs participated in their faculty or departmental governance structures. For example, faculty TC representatives (usually deputy deans for transformation) participate in their Dean's Advisory Council and departmental TC representatives participate in management meetings. TCs reported that while there was a willingness and openness to including TC representatives, power dynamics still played a role in those spaces. While TC members are present in departmental and faculty governance structures their voices, suggestions and proposals in terms of transformation don't always hold weight or gain traction. This could be because transformation is not seen as a hard issue (such as a concrete budget or programme) and often requires self-reflection, emotional labour and political engagement.

HOW HAVE STUDENTS BEEN INCLUDED IN GOVERNANCE STRUCTURES?

Many faculties make provision for including students on their faculty board, and have a faculty student council. It is unclear how the faculty boards encourage student



UCT's Students' Representative Council 2019/20 worked with the executive to steer the university through one of the most challenging years.

participation or if student voices are heard in these spaces. In addition, several faculties also include students in their TCs. However, TCs shared that student representatives don't consistently participate. This could be because of the timing of the TC meetings or because the meetings themselves aren't affirming or friendly to students.

Non-academic departments stated that they do not engage with students as they are a professional, administrative and support services (PASS) department. This is concerning as even though non-academic departments don't enrol students, they play an important role in the student experience. For example, the Department of Alumni Development (DAD) fundraises for students, HR manages the recruitment of employees who educate/service students, and IAPO supports international students. Not including

students on their governance structures would disengage from the university's biggest stakeholder and remove an important voice from the governance structures.

HOW CAN INSTITUTIONAL STRUCTURES BE MORE SUPPORTIVE TO TRANSFORMATION?

TCs faced many challenges negotiating with and engaging within governance structures at UCT. TCs put forward suggestions on how these structures could be more supportive to transformation:

Transformation should be transparent: Strategic and clear communication on transformation issues is important within governance structures, and there needs to be transparency in terms of how concerns are addressed and resolved.

Less top down and more bottom up: Governance structures tend to

reinforce and reproduce structural inequalities. Governance structures should be more welcoming of diverse voices, and challenge inherent power disparities.

Proactive rather than reactive:

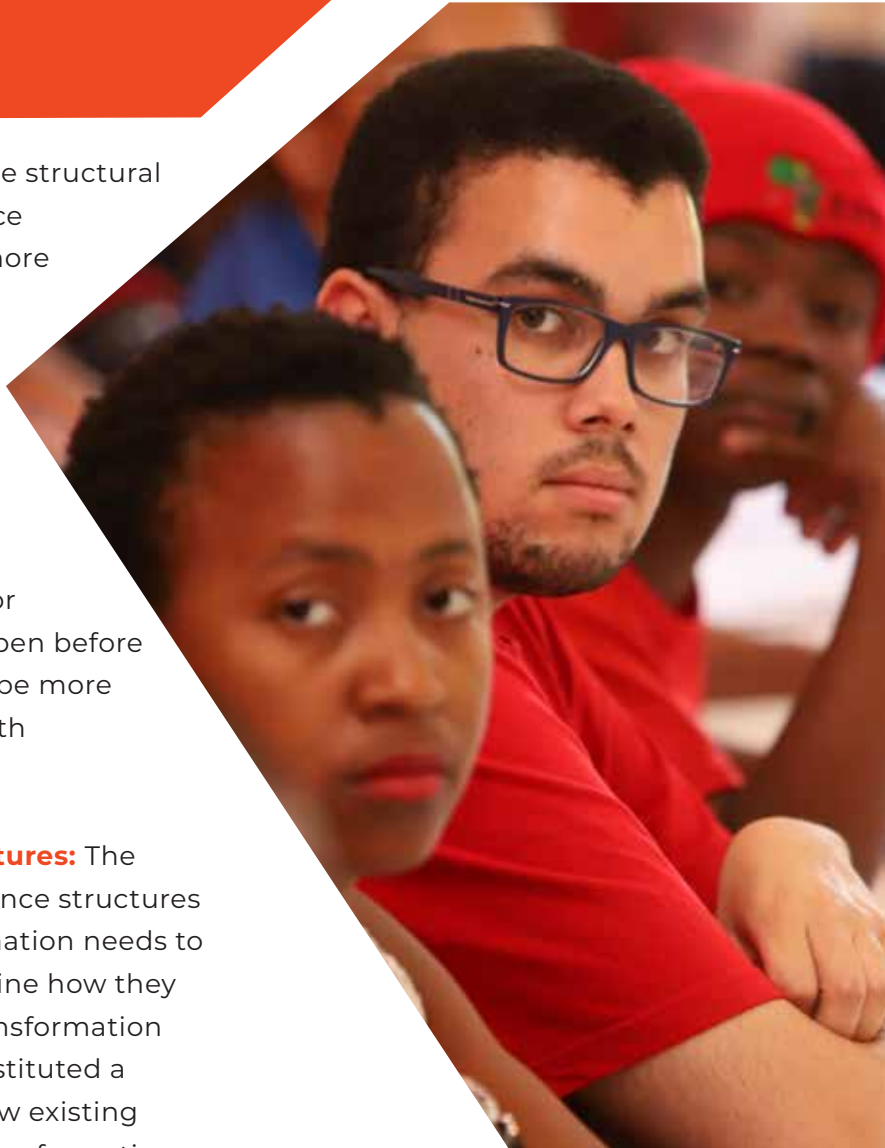
Governance structures often wait for something bad to happen before acting. Structures can be more proactive in dealing with transformation issues.

Review existing structures: The functioning of governance structures in relation to transformation needs to be reviewed to determine how they catalyse or impede transformation efforts. The TF has constituted a working group to review existing proposals related to transformation governance structure and to develop recommendations for the TF.

Resources, capacity and time for transformation: For transformation efforts to be effective transformation agents need to have a budget,

adequate orientation and training, and time to do transformation work.

These recommendations echo and respond to the challenges identified through the COVID-19 short survey and by TCs.



THE UNCHARTED

COVID-19 led to governance structures hosting their sessions online rather than in person. This shift brought with it challenges, including lost connections and technical issues. In some cases hosting a session online encouraged participation as it was easier to connect from one's home. In other cases poor connectivity hindered full participation.

NEW PATHS

More TCs participated in departmental and faculty governance structures. While TCs participated, they weren't always heard or taken seriously. However, this new path opens opportunities for meaningful engagement in the future.

RESILIENCE IN ACTION

This joint special session hosted by the TF and USRC focused on "Transformation, Inclusion and Diversity in Times of Crisis and Emergency" and offered an opportunity for engagement with a wider audience on the effect Covid-19 on transformation in higher education.

CHARTING PROGRESS

2020 **BENCHMARK** results



Find an intersection.
Turn the map to match
The angle of the street.
This might mean
The book will be upside down.
Find the way home.










– Gabea Baderoon,
A Hundred Silences

3.1

NAVIGATING THE TRANSFORMATION BENCHMARKS

The transformation benchmarks were assessed for a second time in 2020. This section describes the benchmark categories and backgrounds on the benchmarks.

In 2020, UCT employed transformation benchmarks for a second time. The transformation benchmarks measure how well the university has integrated, responded to and actioned transformation, inclusion and diversity. The benchmarks fall into nine categories. Each category asks how the university has practised transformation in the previous 12-month period.

	A. Strategic integration of transformation	Within the institution how well is transformation mainstreamed within basic strategic actions?
	B. 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?
	C. 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?
	D. 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?
	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 is accessible to marginalised persons? How has curriculum, pedagogy and the broader learning environment been decolonised?
	H. Owning UCT's African identity	How is the university centring its African identity through scholarship, teaching and learning practice, or activist initiatives?
	I. Innovations, alternate approaches and best practices	What are the innovations and best practices which have been employed to further transformation, inclusivity and diversity?



Dr Kasturi Behari-Leak addressing the New Academic Practitioners' Programme (NAPP) workshop titled "Who teaches, matters! (Decolonial) Classroom context: getting to know yourself in relation to your students and what/how you teach".

BACKGROUND ON THE BENCHMARKS

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

This data, collected in 2019, offered a baseline for UCT, and the 2020 results offers a second data set. While this is the second step in UCT's journey towards 2030, it's important not to compare the two years. Firstly, two years is too short a period to see real

change. Secondly, 2020 was a year with unique challenges, and it would be unfair to expect improvement in terms of 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.

FEEDBACK AND CRITICISM PROVIDED ON THE BENCHMARKS

Apthorpe (1996), argues that the more hierarchical an organisation becomes, the more its discourse tends to emphasise "bottom-up" values and approaches, and human aspects. This emphasis doesn't always align with an actual commitment to be participatory, and instead, it hides practices within the institution which may be hierarchical or exclusionary. He goes on to say that the focus on naming, framing, numbering and coding in development policy and strategy (such as a benchmark approach) does not and cannot adequately capture the social elements of the phenomena (transformation) it seeks to understand.

For example, in capturing results related to benchmarks, the sense of being, state and conditions of social actors are missing. In quantifying change in this manner, aligning with corporate interests, the meaning within social categories (such as transformation, inclusivity and diversity) may be lost (Apthorpe, 1996).

This assessment aligns with the key limitation of the benchmarking approach. In naming, framing, numbering and coding, the complexity and contradictory nature of transformation may be lost.

One department put forward criticism of the benchmark process in 2020. The department shared that the amount of evidence required for the report was extremely daunting, and the time available to put together the report was limited. The department suggested that budgetary support should be provided to assist with putting together the report. In addition, the department stated that the benchmark framework didn't respond to or criticise how institutional governance structures and systems failed staff and students, and rather allocated a poor score to a



department itself. This would take responsibility and accountability away from a biased and exclusionary institution and place responsibility on individual departments.

These points offer an important criticism of the benchmark process, specifically how corporatised transformation, inclusivity and diversity approaches place responsibility on individuals (transformation agents) and TCs, while removing responsibility from institutions and structures. However, at UCT everyone is accountable for transformation and therefore, both individual departments and governance structures should be measuring their progress against the benchmarks. Striking a fair balance in this dichotomy by considering this feedback will help to improve the benchmark reporting process in future, through ensuring institutional and individual accountability.

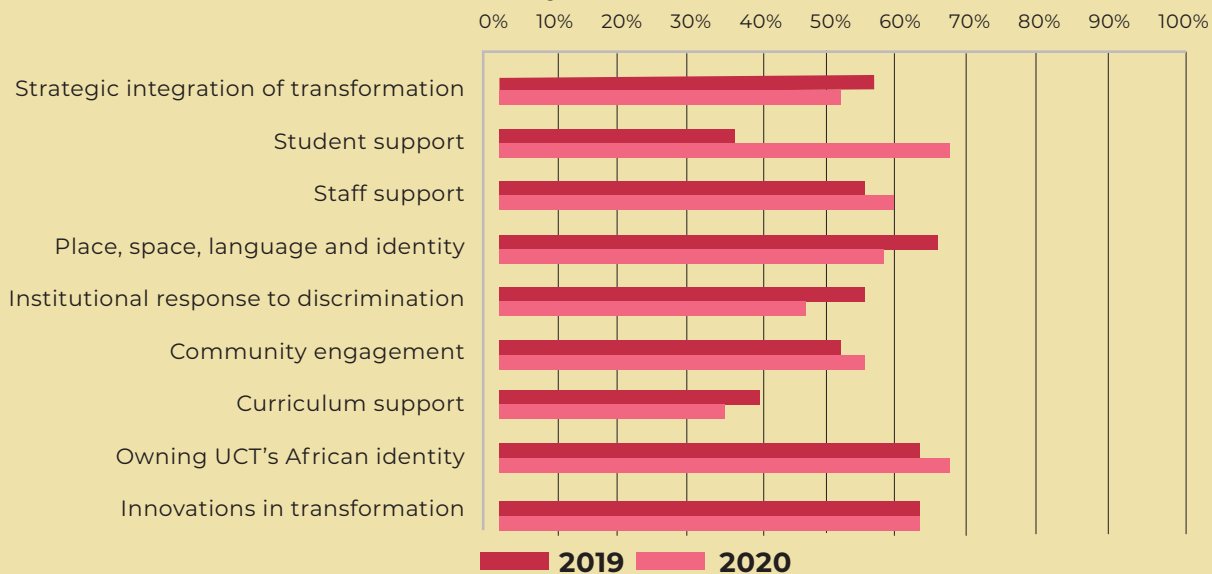


3.2

OVERVIEW OF BENCHMARK RESULTS

Eleven departments and faculties submitted completed benchmark results in 2020. This section displays the benchmark results and examples of how entities achieved their benchmarks in 2020.

Summary of benchmark results



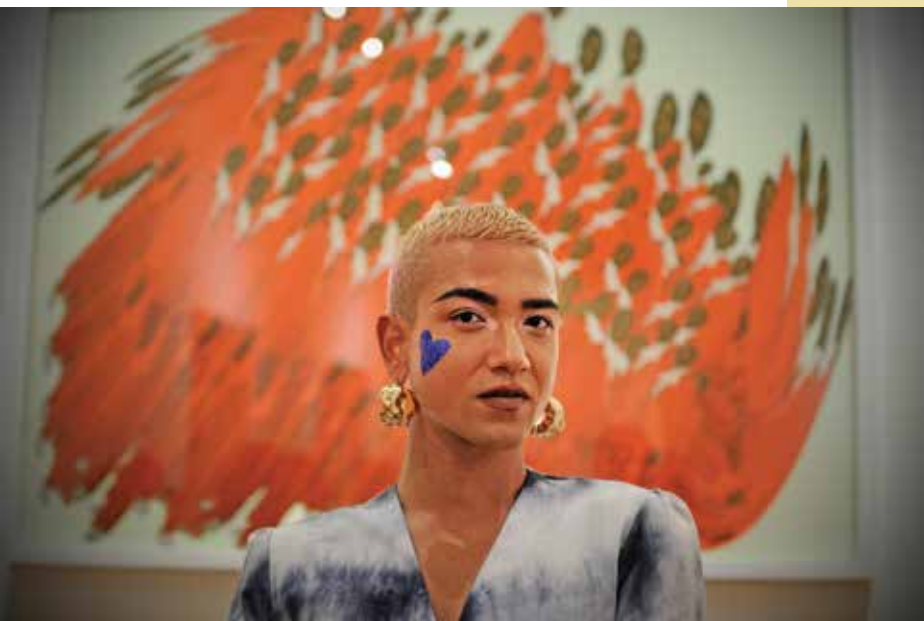
Above: Percentage of entities initiating actions underneath each benchmark category

The graph shows the extent to which UCT met the transformation benchmarks in 2020 compared with 2019. For example, UCT on average 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. It is important not to use a comparison of 2019 and 2020 to come to a conclusion about UCT’s progress

or regression in terms of transformation. Different departments and faculties completed their benchmark reports on each year, and 2020 offered unique challenges and changed the direction and focus of transformation work. Over a longer time, it may be possible to track progress, however, over a two-year period these can only be appreciated as two counterpoints.

WHAT DO THE BENCHMARKS REVEAL?

Transformation is at a crossroads. On one side sits the politics of transformation, including the



principles of social justice, redress and transformative change; on the other lies the negative backlash and contestation in terms of the practice of transformation. The benchmarks highlight the collective efforts of transformation committees, university leaders (including student leaders), and other transformation agents to navigate this crossroad. The benchmarks offer a uniform approach to understand these disparate contributions.

Thirteen entities (at the level of faculty and department) completed their benchmark reports (as compared to 12 in 2019). Several others partially completed their reports. The 11 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 exciting actions which supported and assisted

students during the move to emergency remote teaching and learning. This included ensuring students had access to data and devices, offering psychosocial and education support, and focusing on diversifying their student demographics. Faculties and departments also reported actions which supported staff during COVID-19, engaged communities and participated in community responses to COVID-19, which

focused on UCT’s African identity (and responded to racism). Some benchmark areas reported fewer actions in 2020; these are likely due to challenges related to COVID-19.

We all dream of a transformed university. The benchmarks ask, “What steps have we taken to achieve this dream?”. For 2020, the answer is clear, the university has continued to put in place systems and processes that are sensitive towards staff and students who are affected negatively by unequal access to opportunity.

UCT’S TRANSFORMATION JOURNEY IN 2020

In a world so divided by inequalities, how do we meaningfully track one university’s contribution? In answering this question, the focus should not be only be on, “What is transformation?”, it is also important to unpack what is not transformative. For example, while, employment equity compliance, amplifying access to opportunities, support and success of black staff and students is a key aspect of UCT’s collective journey towards transformation, this is only one aspect. Changing demographics without

addressing power dynamics related to symbolic, material and socio-cultural power, would enable access to excluded groups without making those individuals feel welcome and affirmed within the institution.

In 2020, faculties and departments made important contributions to each of the benchmark areas. These contributions included interventions to support staff and students during the COVID-19 lockdowns, centring and engaging UCT's African identity



and raising awareness around issues related to discrimination, harassment and violence. While these are notable, entities within UCT also faced unique challenges in 2020.

Notwithstanding the challenges of 2020, non-academic departments and faculties made important contributions to transformation, inclusivity and diversity. Faculties and departments quickly adapted their offerings and support for students

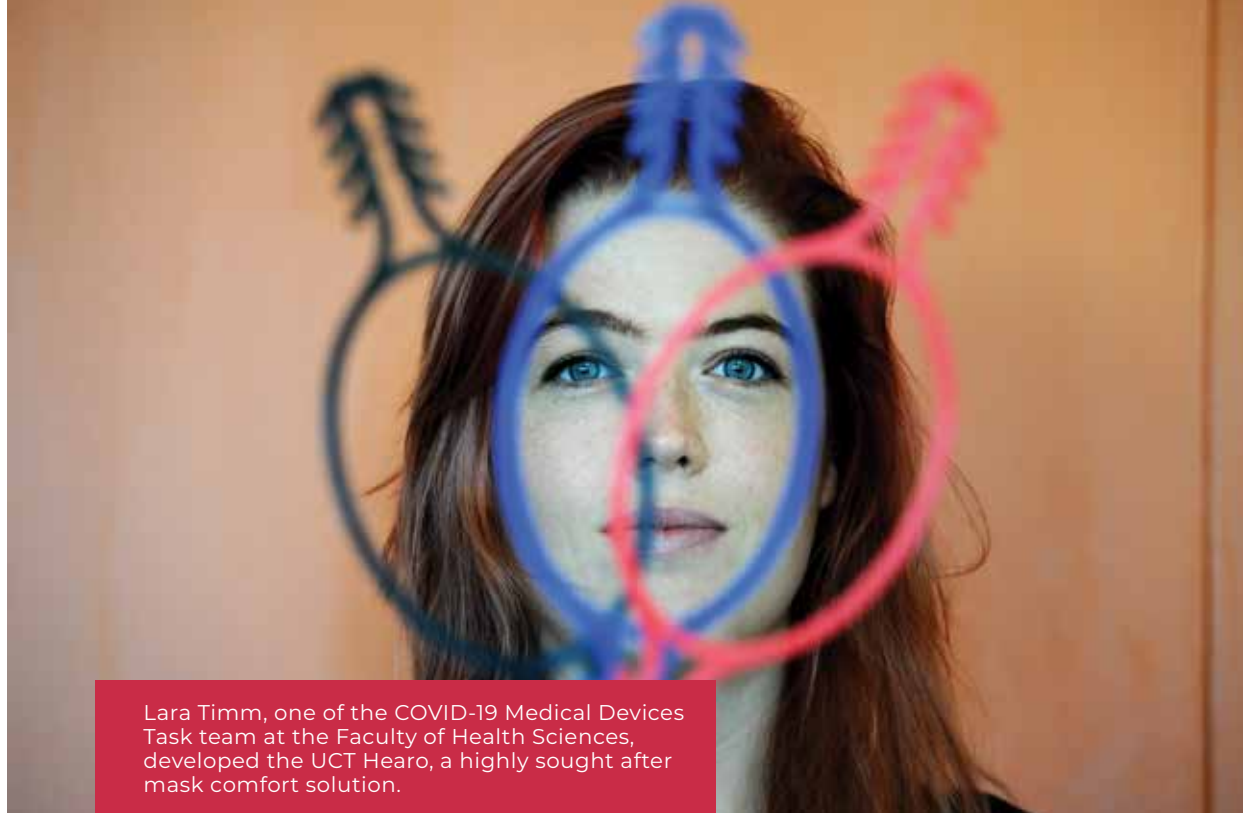
during (ERT) and learning, transformation committees used the inclusivity survey as a platform for engagement on transformation and many transformation agents focused on combating racism at UCT. In reading about the university's journey towards transformation, the reader is encouraged to reflect on the impact of the actions described and their contribution towards the fight against inequality and oppression. Here are some reflections from faculties and departments which highlight their transformation journey in 2020:

• **Centre for Higher Education Development (CHED)**

Departments and units in CHED continued to build and harness relations with community actors such as non-governmental organisations (NGOs) and initiatives with UCT actors such as Disability Service (DS) among other faculties which contribute to social justice and inclusion. With the advent of COVID-19 the continuity of academic activities took precedence and transformation and inclusion diminished in priority.

• **Faculty of Commerce**

While COVID-19 disrupted the year and some transformation initiatives, there were many highlights. For example, departments were more intentional and focused in their recruitment initiatives and some departments worked explicitly on changing the organisation, eg workshops on improving racial literacy. In addition, Commerce developed and launched the CommerceCares initiative to support undergraduate students.



Lara Timm, one of the COVID-19 Medical Devices Task team at the Faculty of Health Sciences, developed the UCT Hearo, a highly sought after mask comfort solution.

• Faculty of Engineering & the Built Environment (EBE)

The year 2020 was a difficult year with all the changes and challenges associated with remote teaching and learning. For example, many staff members suffered from anxiety and depression, due to the isolation brought about by COVID-19. The faculty focused on effective communication during this time, with approximately 35 Dean's Desks issued.

• Faculty of Health Sciences (FHS)

FHS is comprised of 13 departments and one research institute with many departments carrying a heavy burden of service delivery to the provincial and national governments due to COVID-19. This placed a tremendous amount of strain on staff, especially those who are joint appointees, and made it difficult for them to fully participate in transformation initiatives. COVID-19 also placed heavy demands on health practitioners. Despite these challenges, there was an overwhelming sense from a number of

departments that the pandemic provided opportunities to not only highlight issues related to the transformation process at UCT within their departments but also to reach out to staff and students in different ways to connect with their lived experience. These included, but are not limited to, surveys of staff and student well-being, webinars (staff wellness), symposiums, presentations (gender-based violence, LGBTQIA+), seminars (leadership), training (employment equity), workshops (sensitivity and diversity; resilience) and policy development (teaching and learning assessments).

• Human Resources (HR)

Several initiatives were introduced to foster greater inclusivity, including open discussions and the development of a comprehensive HR transformation framework (dealing with gender inequalities, bullying and resistance to change). A key challenge faced by the HR TC related to budgetary constraints facing the university, the department and consequently the HR TC.



• Faculty of Humanities

In 2020, the faculty launched the annual Honorary Research Fellowship in activism and social change. The faculty also established a COVID-19 emergency fund to assist students who were negatively impacted by the pandemic. Humanities TC created a discursive platform known as the Humanities Forum to enable members of the faculty to participate in dialogues about various issues on transformation. Given the impact of COVID-19 on the working environment for students and staff, interpersonal interaction as well as teaching and learning, the first forum focused on collating the experiences of faculty members to facilitate better understanding of how to formulate nuanced approaches to transformation while working remotely. In the second half of the year, through the forum, the Humanities TC facilitated a round-table discussion on multilingual curricula, focusing particularly on African languages.

• International Academic Programme Office (IAPO)

During 2020 IAPO faced challenges such as the COVID-19 pandemic,

remote working, the absence of a permanently appointed director and several vacant posts within the office. Even with these challenges IAPO attempted to take transformation forward.

• Faculty of Law (Law)

Most of the Law TC meetings in 2020 focused on the faculty response to the Aephoria survey. This response was formally adopted by the TC in December 2020 and submitted to the Office for Inclusivity and Change (OIC) in January 2021.

• Properties and Services (P&S)

The P&S department consists of over 1 000 staff members, including previously outsourced staff who were insourced as full-time UCT staff without a clear plan for integration. P&S increased outreach to and communication with staff, especially those isolated during COVID-19, to increase a sense of belonging. The P&S



department created a new TC in 2020. The recently constituted TC consists of voluntary members and is still developing its terms of reference.

• **Research Office (RO)**

The RO TC has engaged with the RO in more meaningful ways than in the past as staff seemed more inclined to participate and contribute from the safety and comfort of their remote offices. The RO engaged with the OIC on themes including challenging racism, fostering inclusivity and developing an inclusivity plan.

• **Faculty of Science (Sci)**

The faculty has made some important strides towards transformation, inclusivity and diversity, such as developing a new equity plan, innovation in strategic hiring of staff, revised ad hominem documentation, and movement towards redesigning the faculty space. However, COVID-19 caused the cancellation and/or postponement of many initiatives, and has severely strained the capacity of transformation players to participate in the initiatives that have

continued. It also put a severe strain on staff and students more generally, and much of 2020 was devoted to managing those needs.

CHALLENGES RELATED TO TRANSFORMATION IN 2020

The year 2020 was fraught with many challenges. COVID-19 and the subsequent lockdowns had a huge effect on the lives of staff and students, revealed unequal access to data and devices (smartphones and laptops) and limited access to resources for transformation. In addition, COVID-19 exacerbated inequalities in education with entities like the Black Academic Caucus (BAC) calling for caution in terms of adopting remote teaching and learning. Faculties and departments identified specific challenges in terms of contributing towards transformation, inclusivity and diversity in 2020:

- **CHED** highlighted that there was no specific budget allocated to transformation action. In addition,

there was a lack of coherence in terms of the transformation and inclusivity initiatives within the faculty.

- **Commerce** noted that while black academics spend a lot of time and energy on transformation activities, there is limited recognition and these actions don't meaningfully contribute to progress within the institution. In addition, even though the faculty is committed to transforming demographics, an increasing number of students choose not to disclose their race on registration, making it difficult to track and report progress. Like CHED, individual departments focused on and resourced transformation in disparate ways.

- As the Development and Alumni Department (**DAD**) is a small department, the number of TC members is low and TC work was not prioritised. Some staff members also struggled to connect at monthly staff meetings.

- In **DSA** new TC members struggled to orientate themselves to the role after being nominated. For example, EE representatives felt that they didn't have adequate support and capacity. The DSA TC also struggled to access resources to implement actions.

- The **EBE** faculty identified limited interaction and participation due to the COVID-19 pandemic as a key challenge.

Emergency remote teaching also limited the ability to encourage open conversations and dialogues on transformation. EBE also identified attracting a more diverse range of staff and students as a challenge.

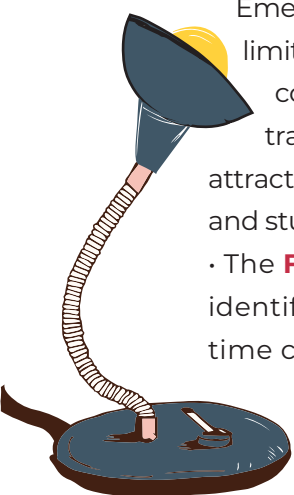
- The **FHS** shared that the TC identified the following challenges: time constraints for TC members;

fatigue, apathy and competing demands or pressures; limited resources; and racism. The FHS played an important role in the fight against COVID-19 nationally and provincially, and this caused significant emotional and physical stress for staff and students at the FHS. The focus on fighting COVID-19 also took precedence over transformation efforts. In addition, bullying and harassment of a racist and sexist nature was identified as a huge problem.

- The **Humanities** TC highlighted that it was difficult for TC members to sustain activities with the heavy workload during the lockdown. The faculty also faces the challenge of transforming the demographic representation at senior academic levels to include a black African professor from South Africa.

- **IAP0** reported that limited capacity, the shift to emergency remote work and limited face-to-face engagements were all barriers to effectively furthering transformation. More so, workplace hierarchies, subtle and overt forms of racism and challenges with work-life balance (especially for staff members with children) were all challenges during 2020.

- The **Law** faculty reported that the biggest challenge facing the TC was working in a remote/online environment. The TC deals with sensitive and relational issues and having to navigate this type of topic online was difficult. TC members also reported difficulty participating in meetings and discussions due to connectivity issues, and highlighted that many students were left without





Charmaine Kannemeyer, a P&S staff member, was among essential services staff members allowed onto campus when COVID-19 lockdown restrictions were eased.

access to the necessary online resources. Remote teaching, learning and work seemed to entrench inequality.

- For **P&S**, access to technology was a challenge for many staff members (who may not have laptops or smartphones). P&S also identified recruiting a more inclusive, diverse and representative body of TC members as a challenge.

- The **RO** TC has only three members with no dedicated chair. While everyone calls for changes, no one wants to get involved and the work falls onto the TC. With limited authority, time and budget, the TC doesn't have the resources it needs to make a meaningful change. The RO is still skewed in terms of race and

gender, with white women occupying many of the available management positions.

- The **Science** faculty had limited capacity to implement change in the face of the pandemic. The shutdown of the university meant that many of the things that the faculty intended to do were not implementable (eg changes to faculty space to make it more inclusive). At a departmental level, remote working has had a substantial impact on staff and students in terms of connecting to each other and research progress. Some students have done very well in getting their postgraduate work done, while others have found it much more difficult being away from campus.



Overall, faculties and departments faced additional and new challenges and barriers in their journey towards transformation. Three themes emerged from faculty and non-academic department reports, this included:

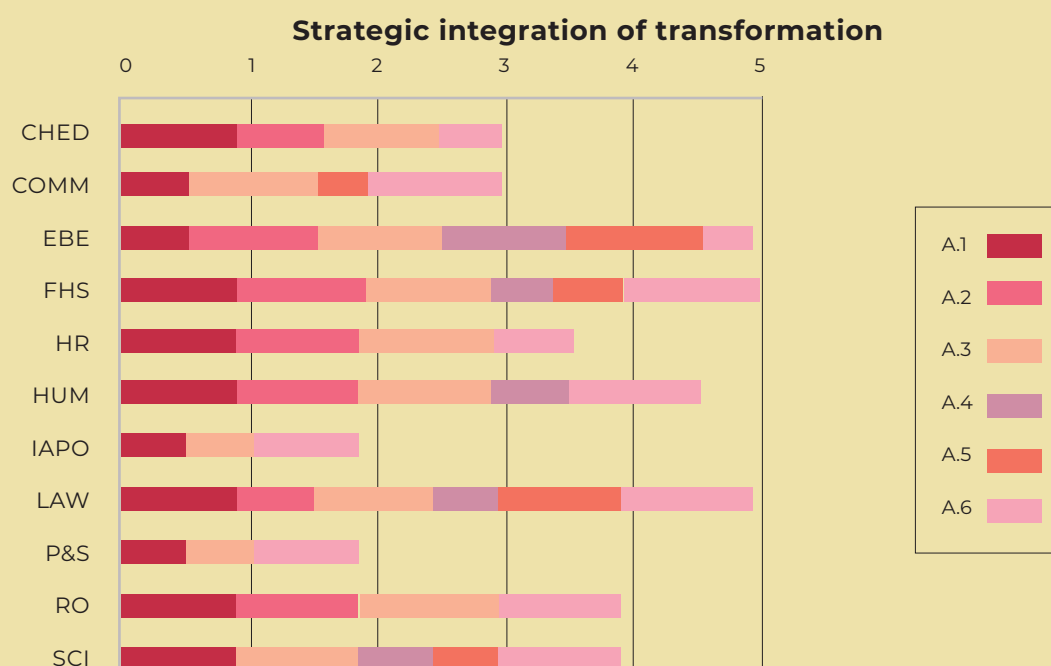
<ul style="list-style-type: none"> · Limited, if any, budget is allocated to transformation efforts. This means that at a faculty and departmental level, transformation agents are expected to create change without any resources allocated for developing programmes or interventions. 	<ul style="list-style-type: none"> · Limited, if any, time is allocated to transformation-related tasks. This means that transformation agents are not allowed time within their workday (often by line managers) to focus on transformation-related tasks, this leads to tasks being deprioritised. In addition, often black staff members and women volunteer or are assigned to lead transformation work – this places an additional burden on staff members who already feel marginalised within the institution. 	<ul style="list-style-type: none"> · Entrenched inequalities among staff and students led to differential access to data and devices, differences in relation to time expectations (eg expectations related to care work for women) and the availability of a conducive work and learning space (eg people shared their home spaces with family members or roommates).
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These challenges made it difficult for TCs to function and conduct transformation actions, and added additional strains and barriers to transformation.

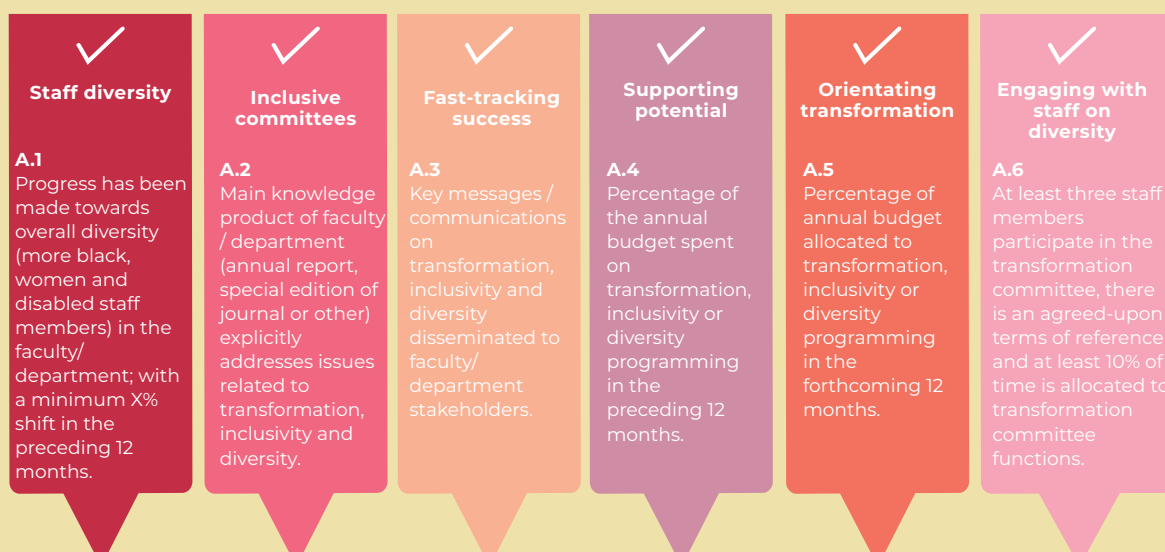
3.3

STRATEGIC INTEGRATION OF TRANSFORMATION

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



WHAT IS BEING TESTED?



WHAT DOES THE BENCHMARK REVEAL?

In order for transformation work to be effective and to have a meaningful impact, transformation agents within

faculties and non-academic departments need to have the resources, time and opportunity to conduct their work; should inform the

strategic and budgetary planning, communication and evaluation of their entity; and should have a functioning transformation committee structure. No faculty or non-academic department met all criteria of this benchmark. This means that the level of faculty and non-academic department transformation agents aren't supported or enabled to do their work, and in some cases are hindered from functioning. 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 report meeting benchmark criteria A.3 and A.6. This means that departments and faculties consistently communicate about transformation, inclusivity and diversity and have a functioning transformation committee. In addition, many departments and faculties systematically analyse transformation, often using the Inclusivity Survey findings as a starting point.



In line with the previous year, few departments and faculties spent resources on transformation or budgeted for transformation for 2021. The budgetary constraints related to COVID-19 and the subsequent lockdowns also played a role in how resources were limited.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

Departments and faculties implemented a range of specific actions to ensure the strategic integration of Transformation, Inclusion and Diversity (TID). For example, entities:

- strengthened their transformation governance structures through

creating TID-specific strategic plans (FHS, Law and Science)

- integrated TID into their faculty vision and mission
- actively participated in institutional anti-racism efforts, or
- communicated to stakeholders about TID.

Entities also used the inclusivity survey results as a springboard for hosting strategic discussions on transformation within their department.

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

Other than the above, faculties also developed publications and academic engagements on race and decolonialism. Lastly, the FHS played an important role in provincial and national efforts to combat COVID-19.

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and four non-academic departments contributed to this benchmark. See addendum for full list of faculty and departmental contributions to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark aims to capture how transformation efforts are integrated within strategic and governance actions within a faculty or department. While actions including developing strategic plans, integrating transformation into a faculty's mission and strategic communications on

transformation are great, these weren't implemented uniformly across the university. In addition, only a small number of entities monitor and evaluate or raise and disburse funds for transformation related actions. Overall, the actions implemented were only somewhat effective in ensuring the strategic integration of transformation. In order for this benchmark to be more effectively met, transformation agents need the resources, time, influence and opportunity to conduct transformation work.

AN EXAMPLE OF A GOOD PRACTICE

The Humanities faculty has drafted a proposal for a Black Studies Research Chair, which will focus on research and collaboration in black studies. The faculty published a special Issue in *Critical African Studies*, edited by Shose Kessi, Zoe Marks and Elelwani Ramugondo, titled "Decolonising African Studies". The Institute for Humanities in Africa (HUMA) launched Corona Times, a public engagement project, in collaboration with academics at the University of Agder (Norway), University of Johannesburg (UJ, South Africa), Nordic Africa Institute (Sweden), Vassar College (United States), and Karolinska Institutet (Sweden). It

publishes articles that give a human face to the impact of COVID-19, especially in relation to the racial, economic and gender inequalities. The strategic integration of transformation benchmark, aligns with international best practice and national guidelines for transformation, inclusivity and diversity. The benchmark offers actionable measures of process that can help departments and faculties assess the steps they can take to integrate transformation at a strategic and systemic level. This offers guidance on the basic centralised governance and monitoring approaches, which is likely to contribute to a more transformed, inclusive and critically diverse department or faculty. As transformation work deepens, the interrogation of this benchmark could allow UCT to compare progress with other universities.

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 communicate and engage staff members on issues related to transformation, one would need to ask: How were these communications received? How effective were these communications in contributing to social or behavioural change?

THE UNCHARTED

Several non-academic departments constituted new TCs in 2020. As TC representatives and chairpersons were new to their roles, TC chairs found it particularly difficult to orientate themselves to the available transformation governance structures and resources.

NEW PATHS

Several departments and faculties used digital platforms and tools (including WhatsApp and text message services) to encourage engagement and reflection on transformation. For example, the Humanities faculty created a WhatsApp forum for engagement and reflection.

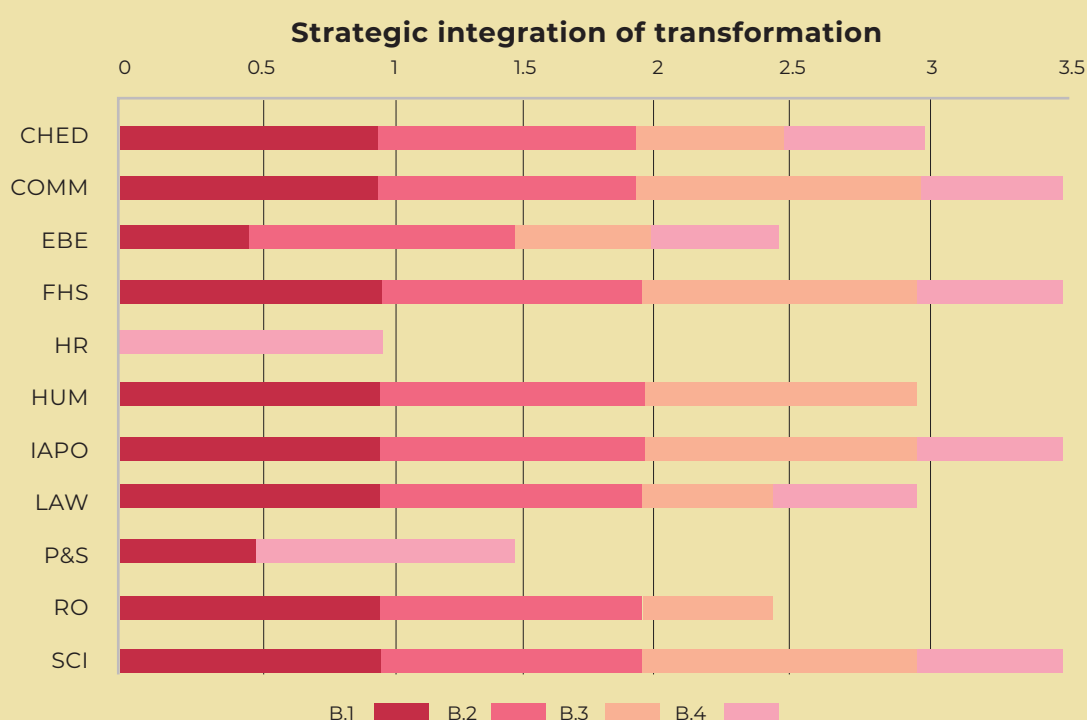
RESILIENCE IN ACTION

Several departments and faculties created or ratified their transformation or inclusivity plans. These plans offer direction to the entities and help the entities prioritise the actions they will take to create positive change within their department or faculty.

3.4

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 minimum X% shift in the preceding 12 months.

✓

Student support

B.2
Students can access educational and psychosocial support.

✓

Engaging with students on diversity

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

✓

Anonymous feedback

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

WHAT DOES THE BENCHMARK REVEAL?

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, 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 2020

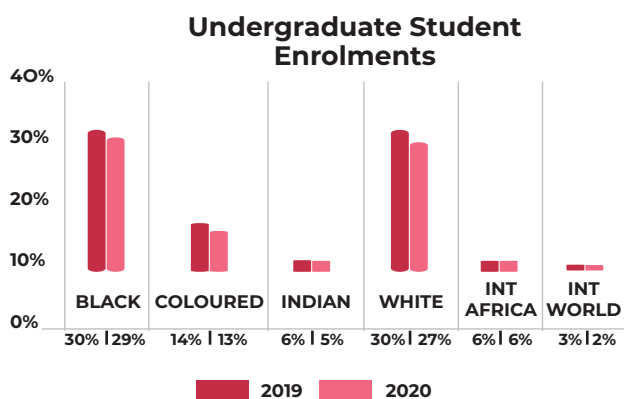
was on the shift to emergency online teaching and learning, this shift led to a focus on the parity of participation, rather than on ensuring, centring and critically engaging with issues related to transformation, inclusivity and diversity.



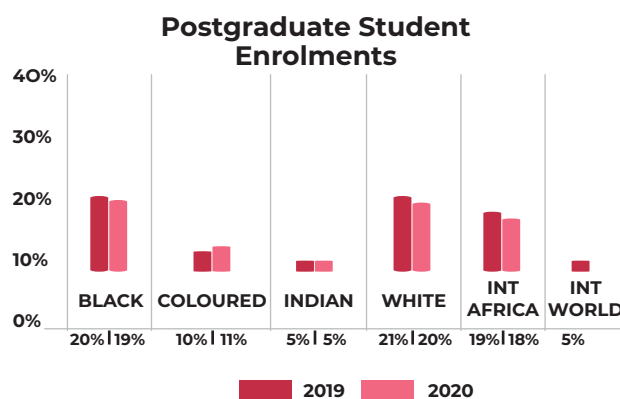
Many faculties consistently track their student demographic profile, and some non-academic departments have engaged with student struggles. Students are UCT's biggest stakeholder, and it's important for non-academic departments to understand student struggles. Faculties and departments have worked hard in 2020 to offer educational and psychosocial support and to adapt their offerings to support students remotely.



Fewer faculties and departments have engaged students on issues related to transformation, inclusivity and diversity which affect them. Some stated that it was harder to host such engagements online, and remote teaching and learning led lecturers to prioritise core work. Lastly, few departments or faculties have an anonymous complaints and feedback mechanism that staff and students can access. Departments or faculties usually refer students on to institutional services but do not track whether student issues were resolved.

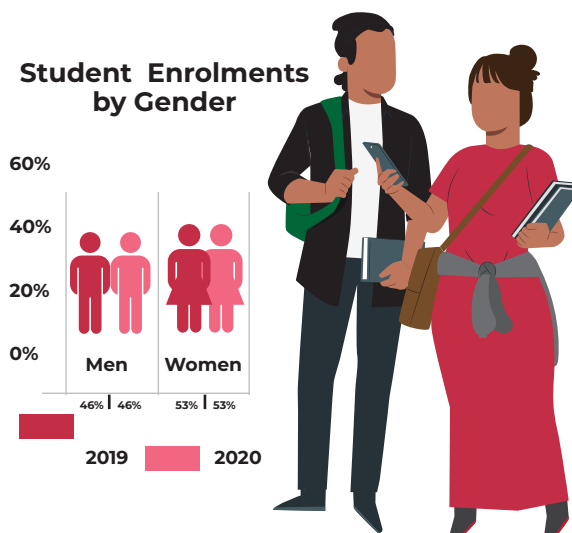


ABOVE: Undergraduate student enrolments by population group



ABOVE: Postgraduate student enrolments by population group

While the university has made some progress towards student demographic transformation, black South African students are still underrepresented at an undergraduate and postgraduate level, with white and Indian students over-represented at both levels. While the number of persons who identify outside the gender binary or as gender non-conforming is quite small, UCT offers unique protections for gender diverse persons under the inclusivity policy for sexual orientation.



ABOVE: Student enrolments by gender

Slightly more woman 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, UCT offers unique protections for gender diverse persons under the inclusivity policy for sexual orientation.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

Actions undertaken in 2020, focused on supporting students during the COVID-19 lockdowns. The support provided attempted to respond to the specific challenges facing students during the lockdown and remote learning. This included:

- extra time during the exams
- extended hand-in dates for assignments
- identification of those needing laptops
- assistance with data/connectivity issues
- couriering of hard-copy material
- assisting in the prioritisation of return to residences
- providing alternate accommodation and rent support (for international students); and
- the provision of funds for subsistence (for international students).

Efforts undertaken centred on empathetic listening, recognised socio-economic inequality and its effects, and attempted to support students from where they were at. Some faculties initiated efforts to reach out to students using individual calls, WhatsApp messages, emails or other approaches. These efforts aimed to ensure students were able to hear a reassuring voice and to access the support they need.

Beyond these COVID-19-specific 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 Student Wellness Service).

A small number of departments and faculties initiated fundraising efforts for marginalised students negatively affected by the COVID-19 lockdowns and 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 for faculties to better respond to the needs of marginalised students in the teaching and learning space.

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and four non-academic departments contributed to this benchmark. See addendum for full list of faculty and departmental contributions 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, fully participate in the university and succeed and grow within the university. While the university has taken strides to ensure access to marginalised persons, this access is to a university environment where racism and SGBV is present. The focus on parity of participation in student transformation efforts shifts the focus away from important debates and

conversations that need to occur about the ways in which racism, patriarchy, heteronormativity and colonial ways of being and doing is still very present in the way students are framed (as necessarily junior or subordinate to staff) or the ways in which student complaints in terms of racism aren't adequately dealt with (for example in the Geomatics and Surgery departments). For the benchmark to be more effectively achieved, critical discussions and actions need to be developed which meaningfully respond to the realities of students, including racism, SGBV and socio-economic disparities that disrupt a student's ability to fully participate and succeed at UCT.

AN EXAMPLE OF A GOOD PRACTICE

Student Wellness Service provided in-depth psychosocial support to students during the COVID-19 pandemic. This included:

- provision of 24-hour mental health support for students
- addition of a full-time medical specialist psychiatrist for advanced medical treatment of chronic mental illness
- collaborations with NGOs, for example, SADAG, Cape Mental Health and others in healthcare to increase access to primary healthcare
- increased footprint into faculties and spaces where students are found to make services more accessible.

TRANSFORMATION SPECIAL OR INSTITUTIONAL PROJECTS:

The Department of Student Affairs

(DSA): The DSA played an important role in supporting vulnerable staff and students during the COVID-19 lockdown. For example:

- The DSA, in conjunction ICTS, provided 1 307 free laptops to financial aid/NSFAS-funded students to support their academic programme. In addition, the department rolled out the UCT Loan laptop programme to support 1 944 students that required a laptop for the online learning programme, necessitated by the COVID-19 pandemic
- The department provided support, services and funding to 5 542 financial aid/NSFAS funded and 477 GAP funded students. The department also provided an additional monthly living allowance of R1 200 to financial aid/NSFAS students in catered residences that were required to vacate during the period of the lockdown to ensure a contribution to food security and or other basic needs. The department also sought permission to lift the fee blocks for students with unpaid NSFAS funding to enable access to residence and registration for 2021
- Student Wellness Services (SWS) provides 24-hour mental health support for students, in 2020 an additional full-time specialist psychiatrist for advanced medical treatment of chronic mental illness was hired.
- The department worked closely with the SRC to ensure societies, sports clubs and house committees' constitutions are inclusive and do not deviate from the university's transformation goals. The sport department facilitated a discussion on sexual harassment and gender.

Disability Service (DS): In the first semester during emergency remote teaching, twelve students with disabilities had the support of twenty

nine note takers for thirty three subjects, in comparison to the second semester, where a mere five students with disabilities requested the support of eleven note takers for eleven subjects. A new trend coming out of ERT is the difficulty experienced in sourcing tutors to assist students with individualised tutoring. Postgraduate students who were approached reported not having enough time to assist, as their own studies or their regular tutoring duties were demanding their full attention. The Disability Service has been engaging with course convenors to see what additional departmental support is already available to students and strongly encourage students with disabilities to engage actively with these resources from the start. The November examination took place between 23 November and 9 December, with a second session of exams that followed between 10 December and 22 December. There were 287 online exam sessions scheduled to be written by 164 students with a variety of disabilities in November.

During the COVID-19 pandemic, economic disparities among students

limited equal access to the academic environment. On one hand it's important to recognise the efforts made by the university in its attempts to assist students — this demonstrates that the university deeply cares about providing as much support as possible. On the other it's important to appreciate that efforts made focussed on UCT in an insular manner and did not move the university to reflect on its own positionality and broader challenges related to truly including students. While many students were enabled access to data and devices, and in some cases psychosocial support, these actions on their own did not meaningfully impact the unequal terrain that is South Africa. Even if only one student was left behind, we can't call ourselves truly successful.

WHAT LEARNING CAN WE TAKE FROM THIS CONTENTION?

Now that the university has proven its ability to shift rapidly towards online learning, the recommendation would be to utilise the agility of the online education space while recognising that marginalised staff and students still benefit from being within the physical environment in order to succeed.

THE UNCHARTED

Faculties and departments were challenged with the abrupt and scary transition to emergency online teaching and learning. Over a period of a few days the approach of the university to students needed to change, abruptly and quickly.

NEW PATHS

Departments and faculties quickly started providing new services to students, including couriering content, providing data and loaning devices, and offering digital and telephonic forms of psychosocial support to students.

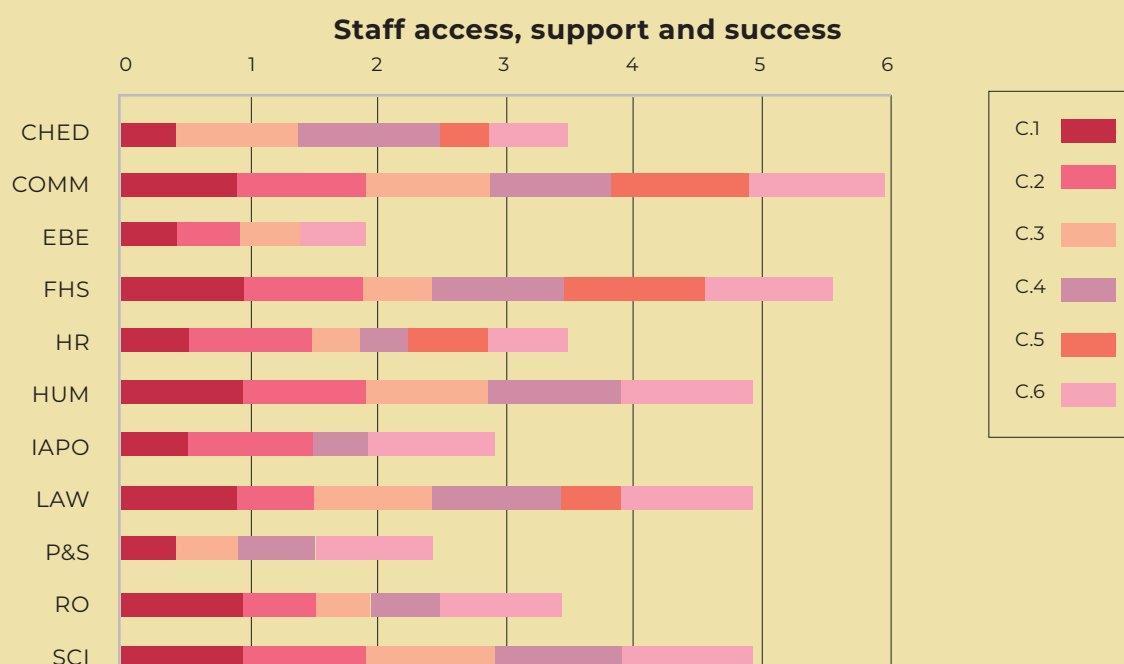
RESILIENCE IN ACTION

In difficult circumstances and with limited resources, individual staff members took the initiative and went above and beyond to support students and to provide needed services. This included calling up students to check in and providing informal psychosocial support.

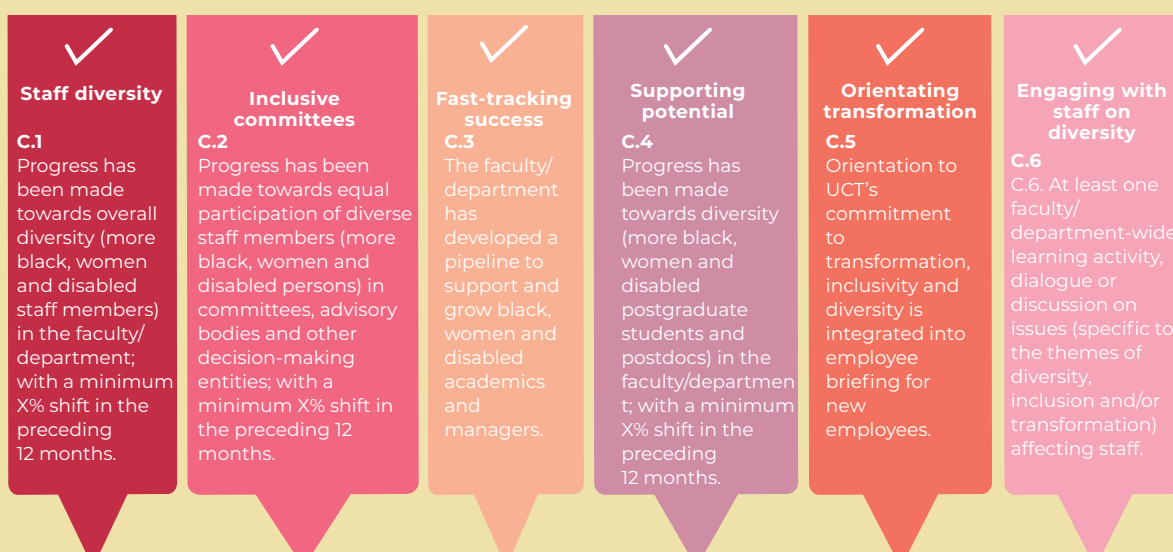
3.5

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?



WHAT IS BEING TESTED?



WHAT DOES THE BENCHMARK REVEAL?

Demographic disparities among staff members within higher education institutions is one of the legacies of

apartheid and colonialism. From the challenges facing Archie Mafeje in the 60s to the many articles appearing in the media in 2020, a long arc of

oppression, discrimination and harassment is experienced by staff members at UCT. In 2020, few departments and faculties came close to meeting the criteria associated with this benchmark. While many entities at UCT focussed on shifting staff demographics (with some limited success), the focus on parity of representation does not address the insidious and often invisible dynamics of power, which create an environment where bullying, harassment and discrimination is not an



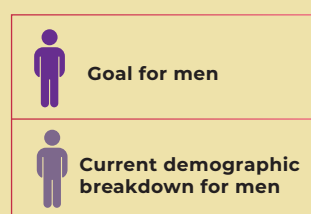
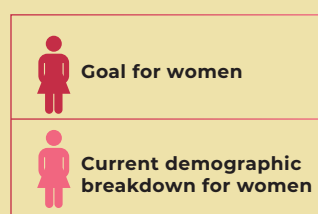
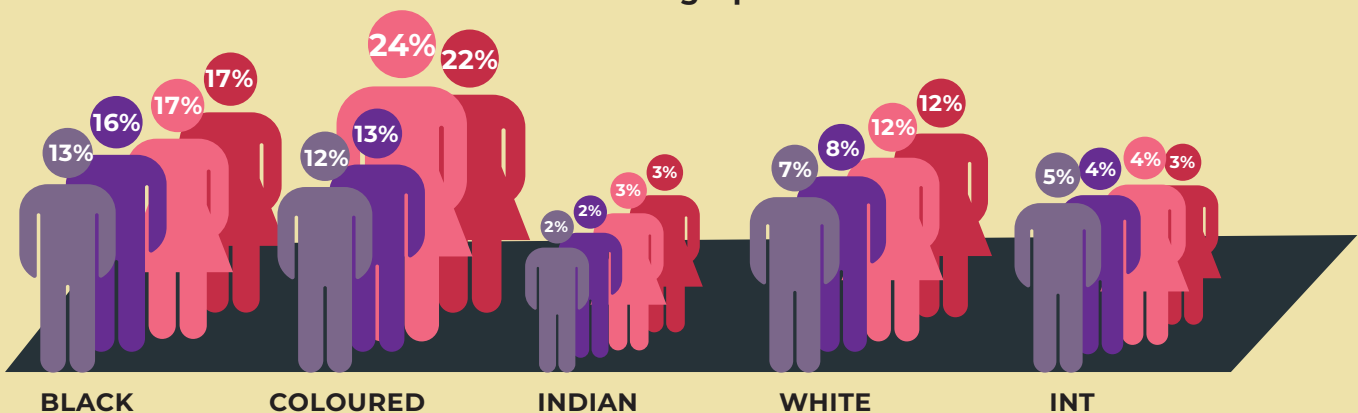
anomaly but the unfortunate norm. In order to change and challenge these dynamics, entities need to create more open, honest and critically conscious conversations which challenge positions of (including supremacy,

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 engaging with staff on diversity, and many consistently track their staff demographic profile. Some of these engagements on diversity were related to providing psychosocial support to staff during the COVID-19 lockdown. While many track 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, and engaging with and welcoming new colleagues was more of a challenge. In addition, most faculties and departments use institutional pipelines, and only a few have internal mechanisms for supporting the progress of black, women and disabled staff members.

Staff Demographics



WHAT DOES THE BENCHMARK REVEAL?

UCT, through the employment equity portfolio, has worked hard to transform the demographic profile of the university to be representative of South Africa's diversity. While on the surface UCT's demographic breakdown is progressing well, there are several elements that need to be unpacked. While overall UCT is coming closer to including more black and coloured women and men as staff members, many black and coloured women and men hold positions in lower pay classes (described as unskilled and semi-skilled positions). Conversely, almost no white and Indian women and men hold positions in these pay classes. White and Indian men and women are over represented in higher pay classes (described as skilled technical workers and academically qualified). This highlights some of the challenges in terms of transforming UCT's staff demographics. See section below to learn more about UCT's Accelerated Transformation Plan which seeks to respond to this problem.

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:

- Some faculties developed and implemented programmes which support black and women staff members to build their leadership capabilities and to grow within the academic and research sphere. This

was achieved through offering of training and mentorships for junior staff from designated groups. These programmes were framed as academic and research incubators for young staff members, with some enabling staff members to pursue a PhD internationally. The idea with these interventions is to support capable black and women graduates to initiate academic careers.

- Some entities hosted discussions with faculty or departmental leadership (sometimes including the DVC for Transformation) on the university's transformation vision and the ways in which staff, especially new staff members, can contribute to and grow the university's transformation vision.
- Several entities attempted to challenge racism within their context and hosted specific interventions to respond to racism.
- Other examples include projects which seek to employ black people, women and first language speakers of indigenous languages (Child Language Africa Unit), funding awards to support research among PASS staff members, and webinars and other education events on themes related to multilingual curricula, race, gender and queer issues.

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and four non-academic departments contributed to this benchmark. See addendum for full list of faculty and departmental contributions 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 (see next section for more details) have placed a focus on enabling access to marginalised groups to UCT, however, these efforts need to focus more pointedly on ensuring that once marginalised staff members access UCT they are able to fully participate and grow within the university. While the pipeline projects and programmes described in this section attempt to do so, the many reports on racism highlight that these efforts on their own don't necessarily dismantle the institutional racism present within the university. For example, the staff demographic breakdown highlights that while black and coloured men and women are employed by the university, they often occupy roles where they have limited voice within university governance structures, in policy formulation and implementation efforts, or in transformation governance structures. A concrete example of this, is that few faculties and departments track how designated groups are participating in committees or other governance structures at a faculty or departmental level. This gap highlights that while designated groups may be present, they may not have adequate visibility, voice or agency within their entities.

AN EXAMPLE OF A GOOD PRACTICE

The School of Economics took several steps to reflect on and challenge racism, including hosting a series of workshops on racial literacy, to deepen the understanding and engagement of staff on these issues. Four workshops were held on the following topics: academic freedom, formation of identity, internalised dominance, white fragility and white supremacy.

TRANSFORMATION SPECIAL AND INSTITUTIONAL PROJECTS:

The New Generation of Academics Programme, the Action Plan for Accelerated Transformation and the Office for Inclusivity and Change

nGAP is an early career initiative funded by the Department of Higher Education and Training and part of the Staffing South African Universities Framework (SSAUF). This roadmap also includes the Future Professors Programme (FFP) and Nurturing Emerging Scholars Programme (NESP) for mid-career and prospective student academics respectively. UCT has been awarded 27 nGAP posts, five posts in Phase 5 and five posts in Phase 6. The Phase 5 and 6 posts were advertised and occupied across 2019–2021. There will be an additional five posts in Phase 7. Beyond bringing in young black academics to UCT, the nGAP programme builds new networks among these young scholars, ensuring that they find their feet and feel confident about their future at UCT. This positively impacts institutional culture. The NGP has funded 45 black and female mid-career staff members – senior lecturers and associate professors. The goal for this group is to obtain



The African Centre of Excellence for Inequality Research (ACEIR) at UCT hosted a stakeholder engagement session in Philippi, in response to Statistics South Africa's 2019 Inequality Trends in South Africa report.

promotion into the professoriate. Two staff members were promoted to associate professor in 2020 (effective 1 January 2021) bringing the total to 30 promotions since the inception of the programme.

The Action Plan for Accelerated Transformation and Employment Equity (EE):

UCT has been addressing the challenge of increasing the number of black South African academics on its academic staff for at least the last ten years. Despite these systemic efforts progress remains slow. Designated groups (including Black South Africans, women and persons with disability) are still under-represented at the level of associate professor and professor. The Draft Employment Policy adopted by Council in December 2020 meeting sets out clearly the policy and procedures for recruitment processes aimed at ensuring that UCT meets its EE goals and targets. In addition, it prescribes accountability in this regard at management level.

This Action Plan focuses on the need to accelerate the recruitment of black South African staff, in particular at the level of the professoriate. It also acknowledges the need to attract black South African postgraduate students to feed into an academic pipeline to be considered for academic positions. It also focuses on the need to ensure that all black South African postgraduate students graduate within the allocated timeline for their degree to facilitate access into an academic career and the economy more broadly. Finally, the plan acknowledges that a focused progression plan for both postgraduate and students require dedicated and focused support. These elements are embedded in the plan to ensure accelerated and deepening transformation at UCT.

The plan includes two components: (1) the expansion of the VC employment equity fund; and (2) an academic pipeline programme and enhanced support to ensure career progression for black SA academics.

The Office for Inclusivity and Change:

In 2020, the OIC ran over 40 workshops, reaching thousands of staff members across the university through its inclusivity capacity building, institutional culture and disability portfolios on issues related to inclusivity, diversity and transformation. These workshops dealt with themes including staff values; examples of racism, disability colonialism and gender inequality; and co-creating a transformation vision for entities within the university.

During 2020, and in part to the COVID-19 pandemic, economic, racial

and gender disparities led to unequal access to the work environment. While the university made notable strides to enable access to staff members, and ensure the continued employment of many staff members, these efforts did not dismantle or unravel the structural inequality within UCT. In addition, while the university continues to make strides to shift the demographic make-up of staff, more work needs to occur within faculties and departments which identify disparities of power, transform these disparities and evaluate how these transformations change the lived experience of staff members, especially black staff members, women staff members and staff members with disabilities. In addition, the university, like other institutions marched ahead firmly during the COVID-19 lockdown. It's important to note that 2020 was a year of crisis and emergency, moving ahead and treating work as "business as usual" has dire consequences for the mental health, social cohesion and solidarity, and motivation of staff members. The effects and consequences of marching ahead in this manner is likely to become more apparent in 2021.

Faculties and departments are recommended to centre and reflect on the experience of staff members who were left behind and excluded in 2020, without centring the experience of these groups UCT can never be truly inclusive.

THE UNCHARTED

In 2020, emergency remote work posed a new set of challenges to departments and faculties. In a context where staff members already didn't feel included, emergency remote work and engagement online offered new challenges in terms of building inclusivity.

NEW PATHS

There were many innovative actions that took place in 2020. One that stands out is the Child Language Africa unit that specifically recruits black people, women, indigenous language speakers to develop a pipeline of future experts in this area.

RESILIENCE IN ACTION

Departments and faculties found new ways to connect and encourage engagement online, including using WhatsApp groups and checking in informally with one another.

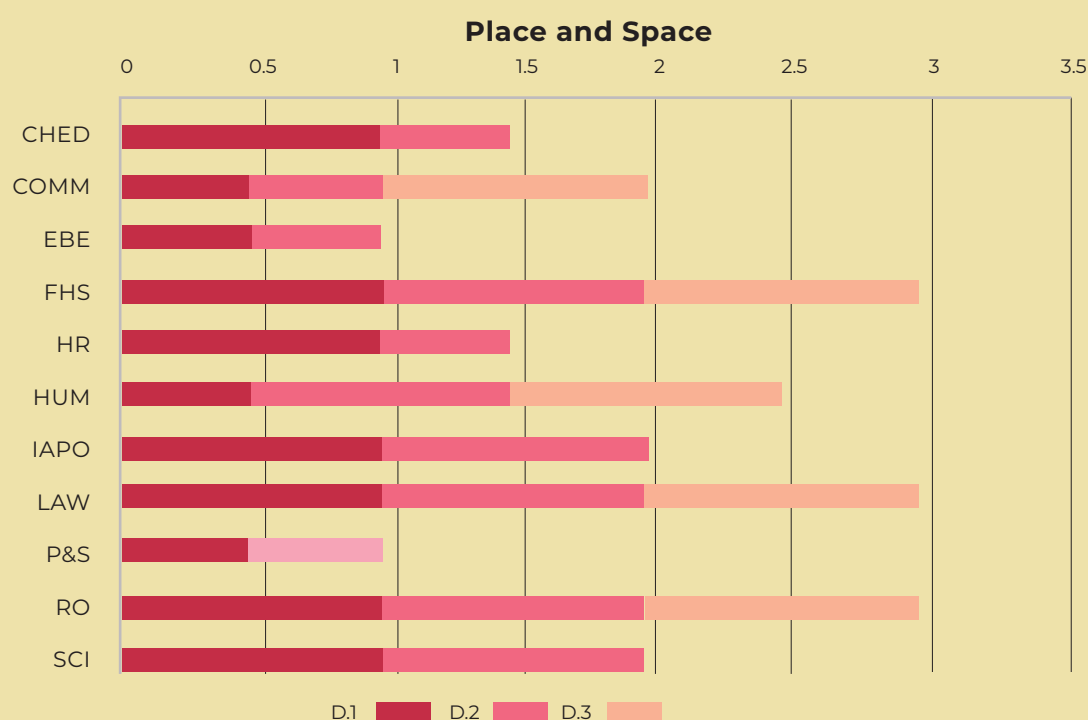


Other than essential services workers, UCT staff members worked from home in 2020, their only engagement with colleagues being virtual.

3.6

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

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



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/ 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, 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 manifest in colonialism and apartheid.

WHAT DOES THE BENCHMARK REVEAL?

While UCT is built on indigenous land, its facade, the landscaping of its lawns and gardens, the languages which echo along its halls and even many of the disciplines taught play tribute to

the city's and country's colonisers. This benchmark proposed actions which would respond to this historical 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 of this benchmark, the vast majority didn't conduct strong actions in this area. The move to emergency remote teaching and work shifted the focus away from creating changes in the physical environments on campus. For example, recurating artworks, rethinking symbols and monuments on campus, or renaming structures were less of a priority with there being a limited number of staff and students on campus. This meant that fewer impactful engagements which directly and unapologetically responded to the effects of colonialism and apartheid occurred.

benchmark, including the Language Policy Working Group; the work of the Multilingualism Education Project, the Naming of Buildings Committee; (NoBC) and Works of Art Collection (WOAC) committee.

These committees and working groups ensure the use of language at UCT, the names on buildings and the artworks on campus are relevant to marginalised groups and respond to their realities. For example, in 2020, the Humanities faculty initiated a process to rename spaces associated with Professor Matthew Drennan, King George V, Aderne and Hofmeyr to be more representative of the South African context, and the Law faculty initiated a process to rename the Kramer building and quad.

Almost all departments and faculties report contributing to the development or dissemination of policy. Many used the A-Z of Transformation toolkit as an opportunity to sensitise their departments to transformation, inclusivity and diversity related issues. A smaller number of departments or entities initiated projects such as renaming buildings or recurating artworks to create a more welcoming environment.

Only a small number of departments and faculties developed a knowledge product or communication which 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.

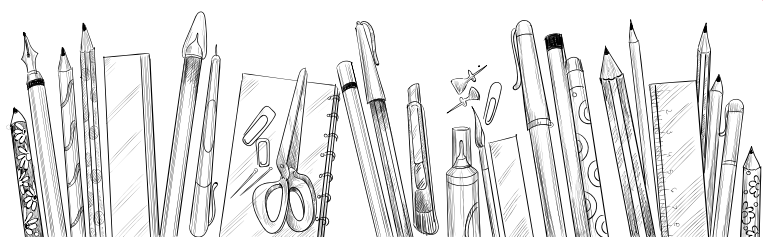
WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

Several working groups and committees contributed to this

Beyond these efforts entities initiated a range of projects to respond to this benchmark. For example:

- Related to COVID-19, faculties placed a special focus on accessibility of teaching and learning material, including ensuring material is shared in various formats (text, video and audio) to enable access.
- A Khoekhoegowab language course was launched in partnership with the African Studies department. In addition, the Khoe and San Research Unit was also established at the Centre for African Studies.
- A special focus on enabling students from disadvantaged backgrounds to access international exchanges.
- Entities focused on contributing to policies related to bullying, disability and SGBV, with at least one faculty creating a code of conduct with clear statements on race, disability, and gender.

Entities focused on themes related to gender (including women's rights and



SGBV), COVID-19 responses, indigenous languages and epistemic practice, universal access (and ableism), heritage and memorialisation efforts, mental health challenges and a specific focus on underrepresented black academics.

This focus emerged through research efforts and learning events, with entities relying on online engagements and platforms like WhatsApp to encourage participation.

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and four non-academic departments contributed to this benchmark. See addendum for full list of faculty and departmental contributions to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark aims to capture how the university is acknowledging the contributions and experiences, and places special attention on those who have been historically and currently marginalised. 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 centre the experiences and acknowledge the contributions of those who have been marginalised. For example, the focus on accessibility of teaching and learning materials did not address the home contexts which produce marginalisation among students; and the focus on developing policy and

other codes of good practice does not address the social, organisational and cultural norms which produce power disparities. To more effectively meet this benchmark, the university and its entities need to better understand and respond to the historical and contemporary structures of power which produce marginality within and beyond UCT.

AN EXAMPLE OF A GOOD PRACTICE

The Child Language Africa project is focused on development and promotion of local indigenous languages. The unit is working on development of speech and language assessments and normative data which the speech therapy and audiology students will be able to use in their clinical placements to assess children in all languages of South Africa, rather than only in English and Afrikaans (which was previously the case).

TRANSFORMATION SPECIAL OR INSTITUTIONAL PROJECT COMBATting RACISM ON CAMPUS

Through 2020, the WOAC, the Language Policy Working Group and the NoBC continued the important work that influences the feel and visual aesthetic of UCT. The Space and Planning Committee continued to focus on religious spaces on campus to support the religious diversity of staff and students. Other innovations for accessibility continued in the Communication and Marketing Department, which includes audio clips of news articles, making content accessible to blind staff and students.

Furthermore, in 2020 the OIC developed innovative tools and practices (the A-Z of Transformation,



Leaving No One Behind toolkit on COVID-19, Building Brave Classrooms), and updated the Agents of Change Education (ACEs) programme and Creative Change Laboratory (CCoLAB) to combat racism on campus. These tools offered departments and faculties practical approaches to challenging and combatting racism on campus. Webinars were conducted with presentations from scholars including Robin DiAngelo, Rozena Maart, Mandisa Haarhoff, Thabo Msibi, Desiree Lewis and Willem Verwoerd as part of the Inclusive Practice Speaker Series. This series of talks amplified progressive discussions on campus.

The OIC continues to develop and contribute to policy and practices in terms of racism, including the development of the dismantling racism strategy, racism and racial harassment policy and context-specific interventions (for example, in the Biological Sciences department).

The year 2020 allowed for the colonial pillars of UCT to be reinterpreted and reimagined in the virtual space through a mix of formal projects and informal endeavours, including actions which centred African history, heritage and restitution projects, and others which acknowledged the economic and resource barriers present at UCT.

Even with this progress, it's important to address the ethics of engagement and partnership with communities UCT works in and services, and the ways in which faculties and departments at UCT are willing to confront their complicity in colonial and apartheid-like social practices. For example, while positive changes have been made, practices including hierarchical governance structures, the use of the committee as a model for governance and practices which police displays of emotion are examples of colonial practices which should also be challenged and questioned, especially if these practices thwart rather than buffer transformation efforts.

THE UNCHARTED

In 2020, several high-profile racism cases emerged in the media. These cases highlighted the entrenched and stubborn nature of racism at UCT. While the university is aware of these cases, the solution to racism remains a path uncharted.

NEW PATHS

Departments and faculties used a wide range of different interventions from developing podcasts, hosting workshops and renovating shared spaces to make them more inclusive.

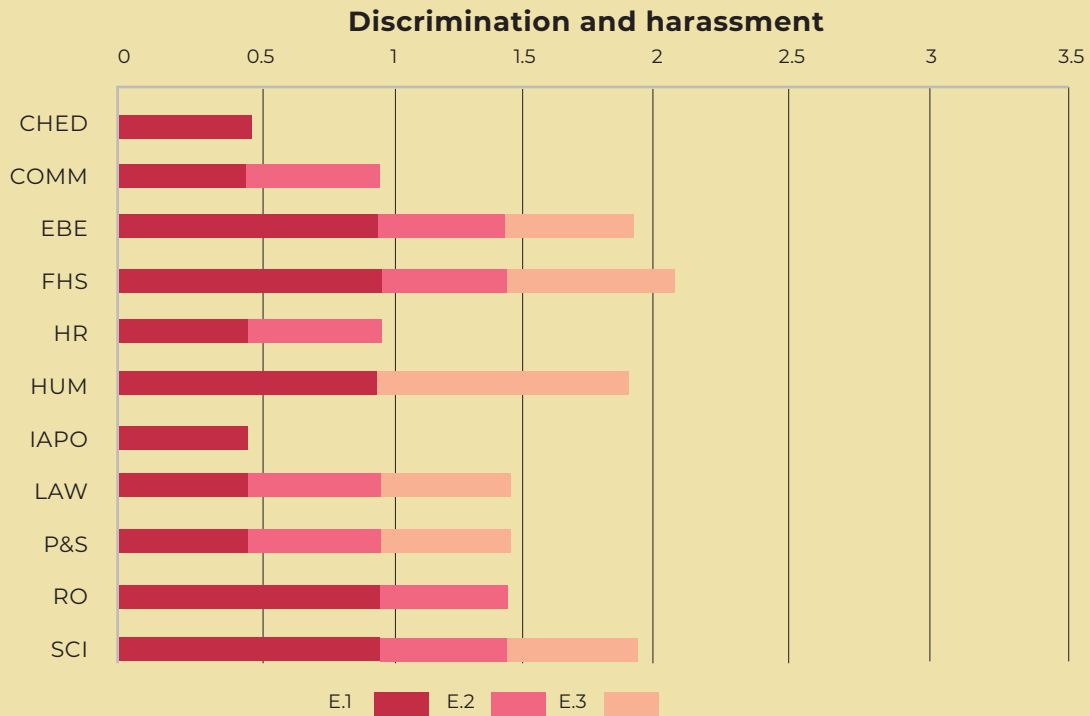
RESILIENCE IN ACTION

Departments and faculties used a wide range of different interventions from developing podcasts, hosting workshops and renovating shared spaces to make them more inclusive.

3.7

INSTITUTIONAL RESPONSES TO **DISCRIMINATION, HARASSMENT & 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 and gender discrimination.

Better access to support

E.2

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

Increased awareness of support

E.3

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

WHAT DOES THE BENCHMARK REVEAL?

Discrimination, harassment and violence are human rights violations that should have no place on a university campus, yet UCT, like many other universities, is still grappling with this problem. 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 2020, no departments met the criteria of this benchmark. In particular, departments did not focus on enabling access to support services, with a small number conducting actions which aimed to

increase awareness on issues related to discrimination, harassment or abuse.

In a context where the reports (including the Inclusivity Survey) have highlighted bullying and harassment

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

The Sexual Misconduct and Racism policies came under review in 2020, with a new Sexual Misconduct policy released in 2020 and the new Racism policy expected to be released soon. These policies align with national law and good practice and offer a strong as an area of concern, its key for entities within the university to proactively engage in this area.



Many departments and faculties contributed 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, while others sensitised staff to the array of transformation-related policies using the A-Z of Transformation toolkit.



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. With the shift to emergency online work and learning, these engagements were deprioritised.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

The Sexual Misconduct and Racism policies came under review in 2020, with a new Sexual Misconduct policy released in 2020 and the new racism policy expected to be released soon. These policies align with national law

and good practice and offer a strong as an area of concern, its key for entities within the university to proactively engage in this area. Many departments and faculties contributed 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, while others sensitised staff to the array of transformation-related policies using the A-Z of Transformation toolkit. 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. With the shift to emergency online work and learning, these engagements were deprioritised. infrastructure for dealing with racial and gender discrimination, harassment and violence.

Beyond these institutional efforts, a range of interventions were initiated by entities within UCT. For example:

- Entities hosted a range of workshops and other interventions specifically focusing on bullying, racism, sexual harassment and xenophobia among others.
- Some entities focussed on combatting discrimination and harassment in the teaching and learning space, with one developing a Massive Open Online Course (MOOC) on disability.
- Supporting the mental health and emotional well-being of students and staff emerged as a big theme. Some





In February 2020, Emeritus Professor Howard Phillips launched a book titled *UCT Under Apartheid* at the Centre for African Studies Gallery, a book highlighting UCT's educational, institutional, architectural, social and political history.

faculties offer specific psychological services while other entities signposted existing and institutional services (such as ICAS).

- Some entities created anonymous and entity-specific mechanisms to collect complaints and feedback from students and staff members on issues related to discrimination and harassment.
- Entities also created campaigns and hosted dialogues and discussions on themes related to sexual harassment, hunger and poverty, and sexual and reproductive health rights.

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and four

non-academic departments contributed to this benchmark. See addendum for full list of faculty and departmental contributions to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark aims to capture how the university is practising a zero-tolerance approach to discrimination, harassment, sexual violence and behaviour that demeans others. Most of the actions listed develop responses or reactions to cases or examples of discrimination, harassment or violence. For example, the policies highlight the recourse processes the university would adopt, psychosocial support is offered in

response to experiencing discrimination or harassment, and dialogues were usually hosted after an incident occurred. This highlights that entities within the university tend to prioritise actions which react to incidents over actions which proactively trouble and challenge the norms, behaviours and institutional processes which enable and buffer discrimination, harassment and violence. For example, while focus has been placed on fair and procedurally just mechanisms to deal with racism or sexual violence, it's unclear how these mechanisms on their own contribute to creating an environment where racism and sexual violence would not be possible to begin with. To more effectively meet this benchmark, entities at UCT should focus on prevention and education actions, in addition to response and mitigation actions in



cases of discrimination, harassment and violence.

AN EXAMPLE OF A GOOD PRACTICE

The African Gender Institute (AGI) held discussions and dialogues contributing to this benchmark. For example, the institute held a conversation on sexual harassment and a dialogue on strengthening sexual and reproductive health rights. These events were held in collaboration with the universities of Zimbabwe, Botswana, the Witwatersrand, Namibia, Eduardo Mondlane University and the University of KwaZulu-Natal.

OFFERINGS FROM INSTITUTIONAL STRUCTURES

Transformation special and institutional projects:

Survivor-Support and the Ad Hoc Tribunal (AHT) for Sexual Violence

Survivor-support: The 2020 data also shows that despite the national lockdown and campus temporarily closing, students and staff members still required survivor support services and reported their incidents to the OIC. Due to students studying from home, a large number of off-campus incidents occurred, encouraging the OIC to consider and implement mechanisms which can support UCT students and staff members in off-campus locations and with external reporting services. It is important to acknowledge the difference in reports made before and after lockdown. While the university was closed (17 March 2020 to 31 August 2020), there were no on-campus incidents reported and instead, there was an increase in reports of social media incidents. This

could be due to the behaviours shifting as the data suggests that complainants/survivors and alleged respondents commonly communicated over online forums during the national lockdown period.

The data further indicates that during the national lockdown, rape (1) decreased significantly and occurred less frequently compared to sexual harassment (5), sexual assault (2) and domestic violence (2).

In tandem with the OIC, the **AHT** also worked hard to respond to sexual violence on campus. The AHT started 2020 with a total of 37 cases. By December 2020, 22 of the 37 cases were removed from the roll either by way of withdrawals or finalisations. This process and the majority of the AHT's work was interrupted by the COVID-19 lockdown. Between March 2020 and July 2020, the AHT's attempts to continue with its matters were scuppered by:

- Student parties' struggles with access to data and equipment for online hearings via Microsoft Teams
- Several complainants and respondents indicating that they wished to place their matters on hold until the university reopened, and in-person hearings were possible again.

By 1 August 2020, and in light of the ongoing COVID-19 disruption, the AHT took the decision to proceed with online hearings where possible (some students had returned to campus), as continued case delays became untenable and put the reputation of the AHT (and by extension that of the university) at risk. In light of these developments, the AHT was obliged to

re-prioritise and instead focused on the academic qualifiers before end of 2020. This ran concurrently with managing the new cases coming through from the OIC online system and continuing to deal with the existing backlog.

UCT concluded the draft Sexual Misconduct Policy and Procedure ahead of the publication of the DHET Policy Framework to address gender-based violence (GBV) in the Post-School Education and Training System in July 2020. The university policies and procedures are compliant at a high level with the minimum standards under this Policy Framework.

The draft procedural rules for the Special Tribunal was finally approved by Council on 5 December 2020. This was a ground-breaking move towards innovating disciplinary systems for sexual misconduct. The significance of UCT approving and establishing a Special Tribunal of this nature is the compliance with both national and international legislation and policies.

While acknowledging the actions taken in 2020, it's important to reflect on the changes that are required (both academically and operationally) in order to better enable and support students and staff affected by discrimination, harassment and violence. For example, financial leniency could be extended towards survivors of sexual violence who take a leave of absence. Similar leniency in workplace conditions could be extended towards staff who are trapped within sites of violence or are therefore survivors of gender-based violence. In addition to these reactions to violence, the departments and faculties can shift



the focus to preventing violence through practices, interventions or social behaviour change communications which challenge heteropatriarchy, xenophobic practice and procedure, and Islamophobia among other forms of violence.

THE UNCHARTED

Talking about racism and sexual and gender-based violence is already difficult and sensitive to host, even in person. Hosting safe dialogues and discussions on this theme was even more difficult online. Transformation agents found this hugely challenging.

NEW PATHS

CILT has developed several MOOCs focusing on disability. These courses offer a critical intellectual response to the centring of able-bodied persons and ableism in higher education environments.

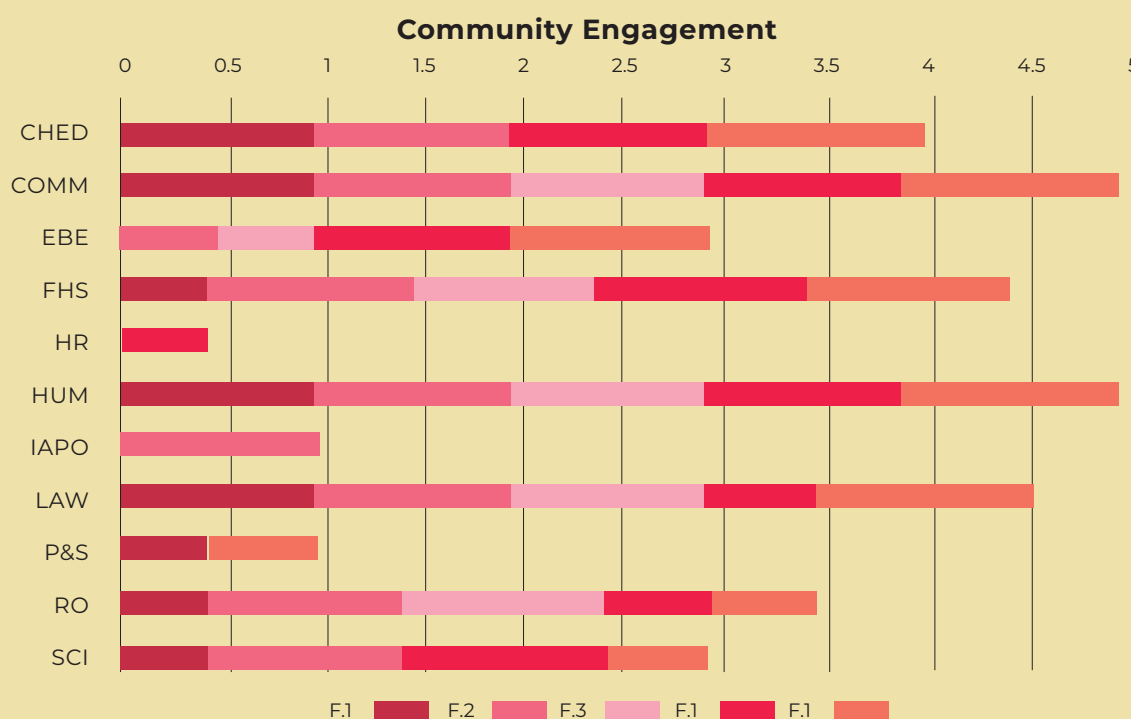
RESILIENCE IN ACTION

Several departments and faculties reported contributing to the new sexual misconduct policy, disseminating information on the new policy or conducting actions on sexual and gender-based violence (SGBV). These actions, even though disconnected, created a net of resilience in response to SGBV.

3.8

COMMUNITY ENGAGEMENT: ANCHORING UCT IN THE COMMUNITY

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



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) transformation, inclusivity or diversity.

✓ Engagement and solidarity

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



WHAT DOES THE BENCHMARK REVEAL?

UCT's insularity has been identified as one of the key challenges in this report. 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 2020, 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 know how equitable and just these actions were. For example, considering the resources available at UCT (including the structures and assets of the university) and the dire situations many South Africans found themselves in during the lockdown, how did UCT's actions meaningfully disrupt, challenge or dismantle inequality?



While faculties and departments didn't meet the benchmark criteria, many faculties and departments participated in strong multilateral engagements which contributed to social justice, especially actions in response to COVID-19. Several of these engagements contributed to projects which provided COVID-19-related support. These contributed to positive changes in the communities UCT works with and in some cases provided technical support to community or civil society organisations.



Few departments and faculties have written agreements with community civil society organisations, which allows for more flexible and organic arrangements to arise. In addition, unlike in 2019, fewer partnerships led to social solidarity due to the lockdowns and the limits of physical distancing.

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 partnership with universities (many located on the African continent and in South Africa), the United Nations (UN) and government agencies, and some with community-based organisations. Few of the partnerships focussed solely on contributing to transformation or social justice, even though many are likely to contribute to transformation in a small way. Partnerships contributed to:

- **Research:** Conducting research on the socio-economic effects of COVID-19 which was used by the South African government and the Coronavirus Command Council in their deliberations; and research which contributed to the Sustainable Development Goals.
- **Solidarity:** Interventions which included laptops and other technology to needy schools; feeding schemes in low-income neighbourhoods; and community-centred responses to COVID-19 through the Cape Town Together Community Action Networks (CAN)
- **Technical support:** Providing patient-centred and diverse health services to communities; creating spaces for black art, artists and communities; 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.

Some of the themes covered under this benchmark include dealing with mobile bullying in schools, upholding constitutional values and law, a focus on gender equality and women's empowerment; homelessness and poverty, and disability inclusion in teacher education.

Transformation agents also participated in a range of conferences and workshops on transformation, including the 2020 diversity abroad conference.

WHO CONTRIBUTED TO THIS BENCHMARK?

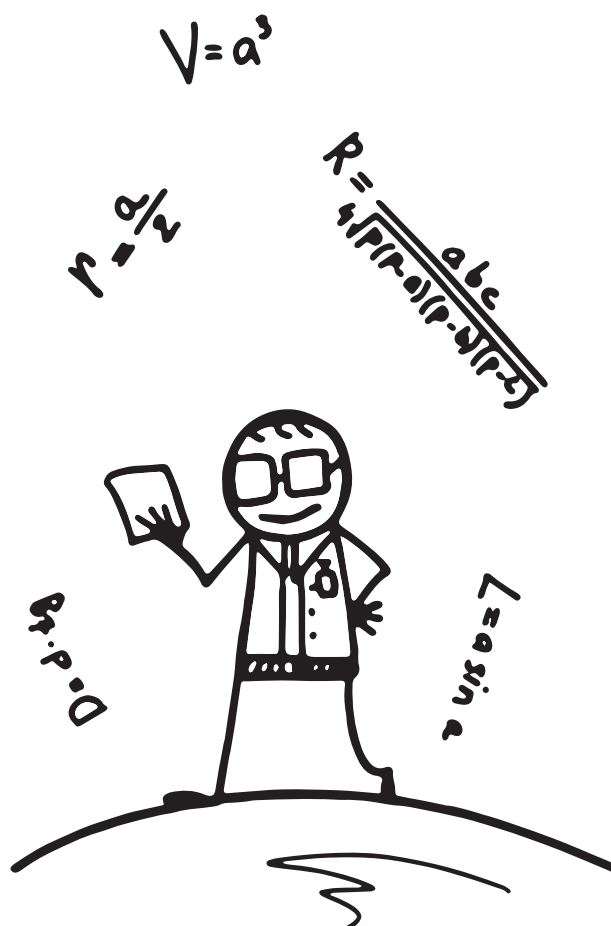
Seven faculties and four non-academic departments contributed to this benchmark. See addendum for full list of faculty and departmental contributions to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

While many entities at UCT are encouraged to work towards building (adhoc and formalised) partnerships with social, civic and education institutions, few of these partnerships are focussed on or specifically deal with transformation. This means that contributing to social justice or transformation is not the stated goal of the partnership, even though it might be a by-product or an unintended consequence. While partnerships contributed to research, the provision of technical support and solidarity, its unclear if or how these partnerships contribute to challenging or dismantling systems of power which produce oppression; or UCT's own dominant position within the higher education sector.

AN EXAMPLE OF A GOOD PRACTICE

The Astronomy (AST) department's HOD has been appointed as an adjunct professor in the Department of Physics at the University of Venda (UNIVEN) for three years (1 October 2020 to 30 September 2023). This marks the start of a formal collaboration between UCT Astronomy and the Department of Physics at UNIVEN, with the aim of supporting the development of astronomy at UNIVEN. AST is promoting summer schools and exchanges at postgraduate level between historically disadvantaged universities with the support of funding by the SA Sweden University Forum. This advanced bridging programme enables students from UNIVEN to improve their background in polar sciences. This programme funded four black South African students in January 2020 and hopefully will continue into 2021.



TRANSFORMATION SPECIAL AND INSTITUTIONAL PROJECTS

Social responsiveness at UCT
Social responsiveness (SR) efforts at UCT occur in parallel and in a complementary manner to TID interventions. SR efforts focus on socially engaged research and teaching which connects UCT to and invites UCT to respond to broader socio-economic challenges in South Africa, Africa and the world. The SR portfolio compiles an annual report which captures the range of community-centred partnerships and interventions UCT engaged with, including good practices which 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](#).

While community engagements were limited by COVID-19, there are some notable and transformative examples of partnerships (both local and international) which contributed to learning, solidarity and empowerment. The challenge with the shift online, is that the partnerships relied on privileged access in that those persons who have access to devices, and the right networks were able to partner with UCT – likely excluding those in less privileged positions. That being said, the examples shared here are impactful and likely contributed to social justice in some way. In order to combat UCT's insularity, it's important for the good practices highlighted in this section to be formalised (through creating MoUs with partners) and to be upscaled so that their impact can be increased within the department



or faculty. In addition, a focus on partnering with those with less privileged access would also be beneficial to the university.

THE UNCHARTED

Even though COVID-19 only arrived in South Africa in March 2020, since then departments and faculties have responded to this new and unprecedented threat in varied and powerful ways. This included building new partnerships with community-based organisations and movements.

NEW PATHS

The FHS, and Commerce and Science faculties documented a range of communities engagements which partnered with communities to further social justice, respond to COVID-19 and support marginalised communities.

RESILIENCE IN ACTION

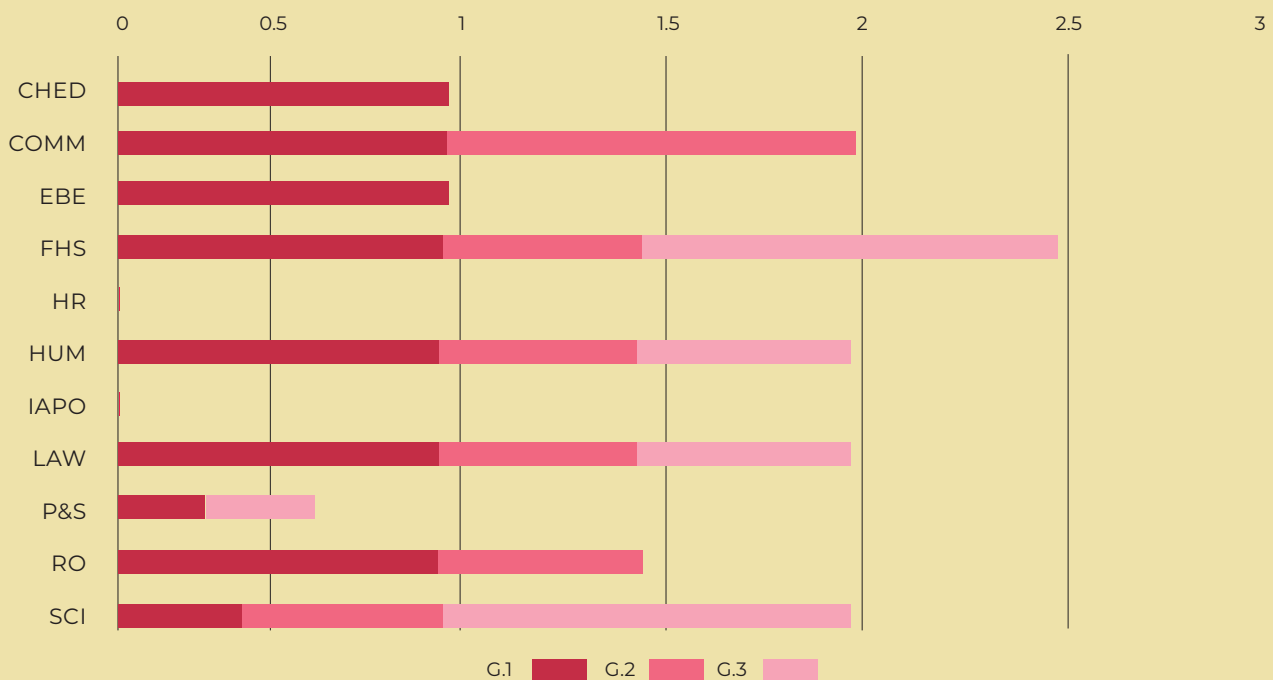
The Science faculty's partnership with UNIVEN is a great example of a collaboration which responds to inequalities within education. The partnership shared UCT resources and skills to strengthen a department and capacities of black students at UNIVEN.

3.9

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?

Curriculum Support



WHAT IS BEING TESTED?

✓ Curriculum or pedagogy review

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 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.

✓ Training on anti-oppressive methods

G.2

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

✓ Research on inclusive practice

G.3

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



ONLINE TEACHING AND PARITY OF PARTICIPATION

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 the broader learning environment (including operations and administration) more accessible and relevant to marginalised communities.

In 2020, little progress was made in this area. This is likely due to the fact that the focus shifted to emergency online teaching and parity of participation, rather than including more decolonial and African content and examples, experimenting with transformative pedagogies or addressing structural violence in university administration and

operations (for example, in complaint and grievance processes).

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. With the shift to online learning, there were many changes related to digitising content and developing new approaches to learning, however these approaches were not always transformative.

Few faculties and departments initiated trainings on anti-oppressive methods with staff members, and fewer conducted or published research on integrating anti-oppressive approaches. This is because faculties and departments were often swamped and overwhelmed with the transition to online work, and deprioritised transformation efforts.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

In the last few years there has been a focus on integrating feminist and decolonial approaches within the teaching and learning space.

However, COVID-19 led to the shift to online teaching and learning taking precedent over these other approaches. Even with the challenges of 2020, faculties reported reviewing a range of courses across the university to better integrate content related to diversity, inclusion, ethics and accountability, decolonialism, economic inequality, land reform, and stigma and discrimination. Some courses under review also reported attempting to be intentionally afrocentric.

Beyond reviewing courses and course content, a range of other examples were shared:

- Faculties highlighted that writing centres play an important role and often use transformative pedagogies to support students who don't speak English as a first language.
- To sensitively adapt remote learning, faculties reported that the majority of assessments were open-book and not timed, to acknowledge inequalities related to electricity, technology and internet access and to allow for different home environments and learning styles and patterns.
- Some entities also allowed for flexible working hours for staff members to enable staff members to better respond to family responsibilities.
- In addition, several articles were published on this benchmark area (list available in addendum).

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and four

non-academic departments contributed to this benchmark. See addendum for full list of faculty and departmental contributions to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

This benchmark aims to capture the extent to which the curriculum and pedagogy employed is meeting the needs of and accessible to marginalised persons. In reporting on this benchmark many faculties made the connection to the changes called for as part of the #FeesMustFall protests. While efforts to shift the teaching and learning space to be more accessible and relevant to marginalised persons is notable, it's unclear how these efforts attempt to decolonise pedagogy, curriculum or the broader learning environment. For example, flexible working arrangements, accessible and appropriate assessments, and course reviews are useful; however, alongside these efforts needs to be initiatives which seek to disrupt the linguistic, social and political power of colonial ways of thinking, doing and being within the institution. This could include more efforts to challenge the dominance of English and Afrikaans, activist and counter curricula, and alternatives to capitalist business models within education.

AN EXAMPLE OF A GOOD PRACTICE

In the Law faculty, a mentoring programme ("Mentoring for Success") was initiated in 2020. This programme paired vulnerable students, particularly those who had been re-admitted following an appeal against exclusion the prior year, with a more experienced student mentor.



OFFERINGS FROM INSTITUTIONAL STRUCTURES

Transformation special and institutional projects: Building Brave Classrooms and Disability Accessibility

BUILDING BRAVE CLASSROOMS

In 2020, the OIC initiated a range of interventions which assisted faculties and departments to integrate content on and respond to inequalities within the classroom. The Building Brave Classroom approach builds on the work of Sara Ahmed (2018) and aims to create brave rather than coddled conversation about key social issues. For example:

- The OIC led the “HIV and ME” component of the “Becoming a Health Professional” offered to all first-year students in the Faculty of Health Sciences. 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 digital consolidation lecture on HIV led by activist and medical doctor Anastacia Tomson.

- 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). For the first time the OIC also worked with the final-year students in the department using interactive theatre for a team-building exercise.



DISABILITY ACCESSIBILITY

During lockdown, CILT and Disability Service ensured that UCT students could access the online curriculum. Special attention by Disability Service saw innovative efforts made, to ensure that students with disabilities could access content online. The sign language interpreter, Unathi Kave, had to develop online methods to continue to offer sign language to deaf students who were attending class online. Once again, the efforts of staff, lecturers and technical support staff helped UCT cross the proverbial finish line.

Transformation at UCT won't be effective without the transformation of the academic project. The year 2020 offered unique challenges and impacted the momentum of existing efforts to decolonise and make more accessible curriculum, pedagogy and the broader learning environment.

Even with this challenge, small bubbles of progressive and impactful interventions are present within UCT. For example, FHS and the Commerce faculty both provided strong, yet micro examples of courses which meaningfully engage with content related to inequality. 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.

THE UNCHARTED

For the first time faculties were confronted with not only decolonising their courses but also digitising them. In a short year faculties transformed their work into digital offerings. While faculties worked hard to make content accessible (even in hard copy) students still faced many challenges in their home spaces.

NEW PATHS

Several faculties used call-back options with students during emergency remote teaching. This approach called up students to hear about their experience and to offer support during remote teaching.

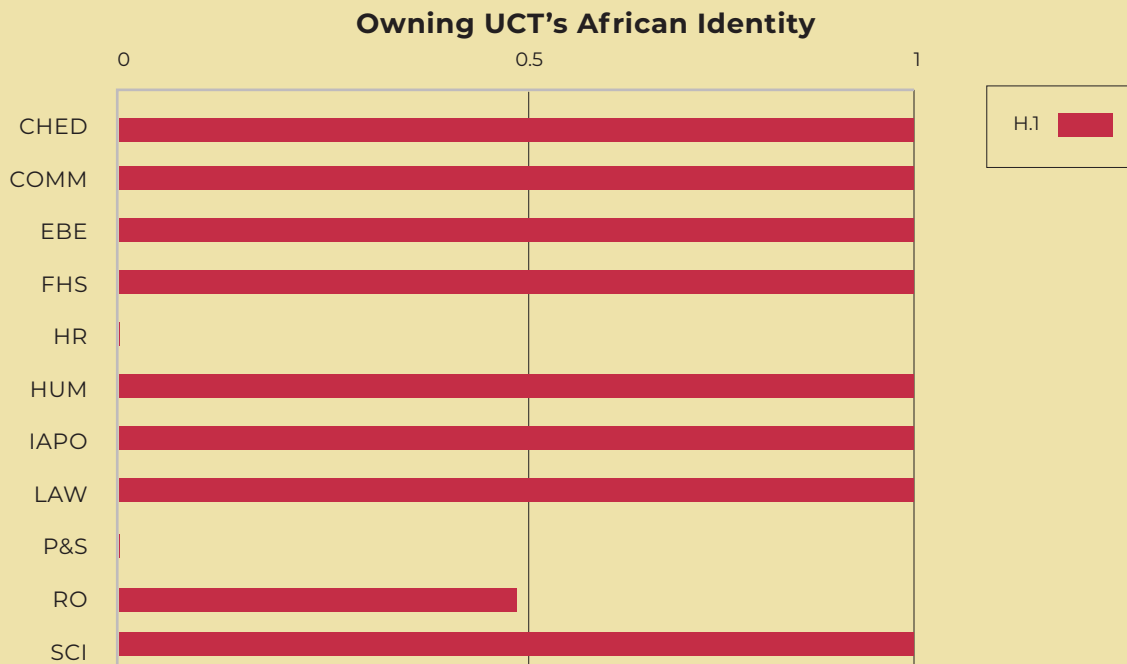
RESILIENCE IN ACTION

Across the university pockets of progressive courses are emerging which use transformative pedagogies and introduce Afrocentric content. While these actions, like those in the 2019 report, are disconnected, they are slowly sowing transformative roots within the institution.

3.10

OWNING UCT'S AFRICAN IDENTITY

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



WHAT IS BEING TESTED?



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 or discussions, co- or extra-curricular activities, through supporting international students and challenging xenophobia within the learning environment

WHAT DOES THE BENCHMARK REVEAL?

In parallel to benchmark D, this benchmark focusses on centring the African continent and employing and 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? Or

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.

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 on the following actions:

- Many departments have identified training gaps on the continent and support African universities to address these skill gaps. The training covers themes including enterprise system education, cyber crime, and human rights-based mental health services among others.
- Many faculties have highlighted examples of Africa-centric research and research partnerships which focused on issues related to the socio-economic impact of COVID-19 in South Africa, contemporary struggles for justice in Africa. Africa-centric research partnerships including the African Economic Research Consortium (AERC), Global Living Organisational Wage (GLOW), African Mental Health Researchers Inspired and Equipped (ARISE) programme, Centre for Comparative Law in Africa (CCLA), and Researcher

Development

Academy were listed as examples.

- The Mastercard Foundation Programme was highlighted as a good practice. The programme enables scholars from other African countries to study at UCT. The programme aims to create transformative leaders through volunteering, mentorship and leadership activities.
- Lastly, entities also highlighted that cultural activities which mark events such as Heritage Day and Africa Month were also examples of efforts to highlight cultural diversity, and challenge Afrophobia and xenophobia.

WHO CONTRIBUTED TO THIS BENCHMARK?

Seven faculties and two non-academic departments contributed to this benchmark. See addendum for full list of faculty and departmental contributions 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. While UCT has a range of partnerships and programmes which are Africa-centric, its unclear how these critically engage with the African continent, African epistemic practices or systems of power on the African continent. Some of the examples shared position UCT as an expert which can provide knowledge to counterparts on the African continent or programmes which offer UCT as a space for study for African scholars. In positioning UCT this way, UCT is framed as a privileged and

powerful space, rather than a partner on equal terms with institutions on the African continent. In order to better meet this benchmark, UCT's own positionality and coloniality needs to be acknowledged, so that UCT's partnerships, networks and actions with and on the African continent trouble systems of power rather than be complicit in them.



AN EXAMPLE OF A GOOD PRACTICE

In 2020 the TC chair, Associate Professor Ameeta Jaga was awarded the UCT Harvard-Mandela Fellowship at the Hutchins Center for African and African American Research based on her project of addressing the geopolitics in knowledge production in her field and focusing on writing theory from the southern African context. Specifically it deals with how we must be understood in the South African postcolonial landscape where histories of colonisation and indigenous gender orders continue to shape how women respond to work conditions and how they manage the competing demands of work and breastfeeding.

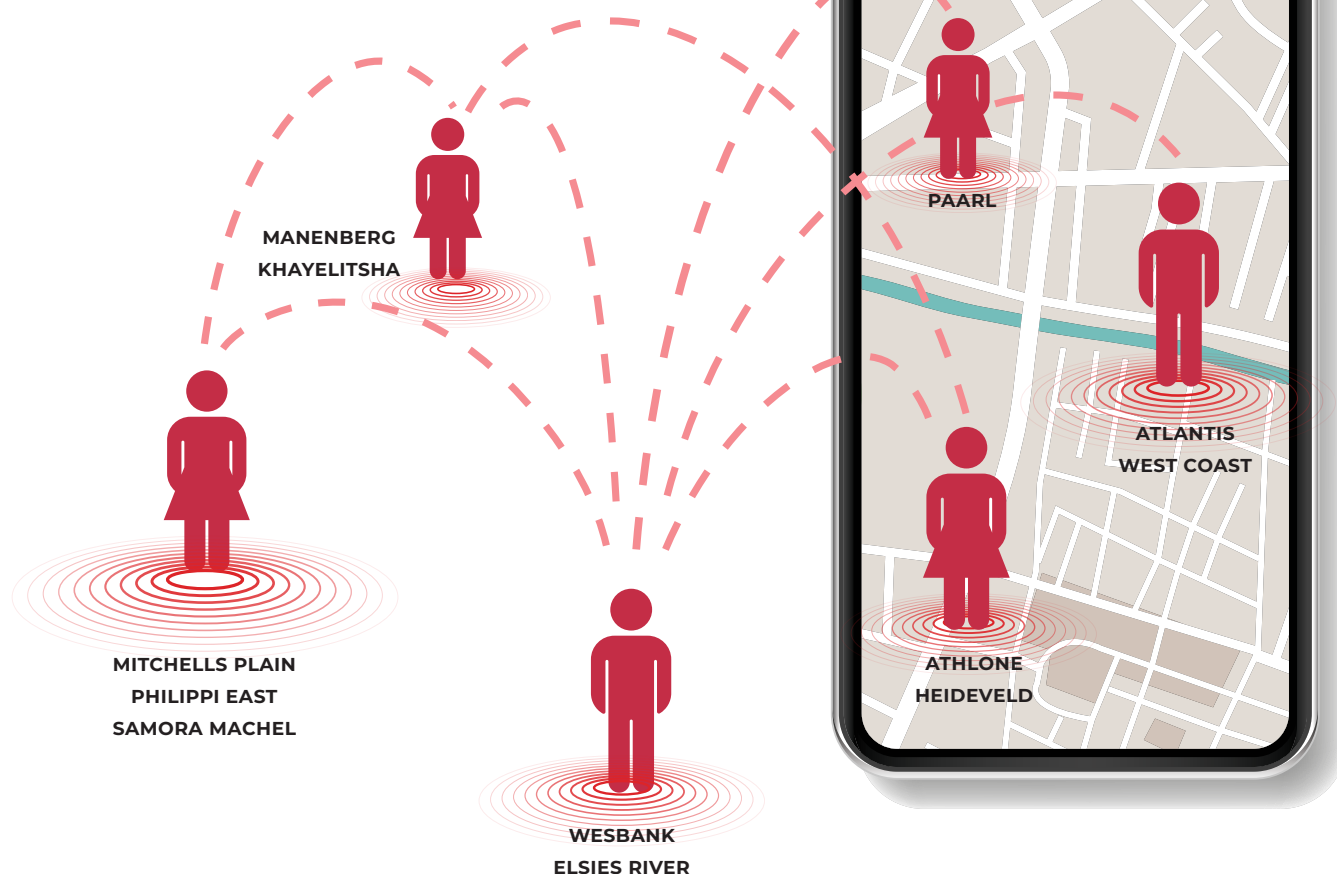
• Transformation special and institutional projects: The A/Xarra Restorative Justice Forum

The forum is based at the Centre for African Studies and provides a platform to centre indigenous knowledge and activism. The A/Xarra Restorative Justice Forum established a Khoekhoegowab Curriculum Review

Committee to guide the roll-out of Khoekhoegowab on an ongoing basis and to situate the programme centrally within a decolonial online pedagogical 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. Participants were from all walks of life (teachers, musicians, artists, scholars, community workers, unemployed, law enforcement, customary councils), ranging from the ages 18–62.

At the end of 2020, a programme was launched by the Khoi and San unit with various community networks, which included the local Department of Social Development Centres, Traditional Authorities, NGO's working with unemployed youths, community activists, social media outlets and various radio stations. The campaign targeted unemployed youth from impoverished communities including Manenberg, Khayelitsha, Athlone, Heideveld, Samora Machel, Elsies River, Philippi East, Mitchells Plain, Paarl, Atlantis, and Wesbank on the west coast, among others. An energetic group of unemployed young people participated and highlighted important community initiatives as part of the campaign.

SOCIAL DEVELOPMENT CENTRES, TRADITIONAL AUTHORITIES AND NGOs WORKING WITH UNEMPLOYED YOUTHS



The A/Xarra Restorative Justice Forum established additional research groups which includes a focus on COVID-19, food security and related human rights, indigenous knowledge, law and heritage research campaigns and programmes. The work of existing research commissions (such as in the issues of indigenous languages, land, women and ethics) was sustained in its ongoing dialogical processes.

The Khoi and San Centre in partnership with the Xarra Women's Commission launched its peer reviewed book *Rethinking Africa: Indigenous Women re-interpret Southern Africa's Past* (Jacana) as the fourth volume of the Centre for African Studies National Institute for the Humanities and Social Sciences (NIHSS) Catalytic Precolonial programme. The publication showed what is possible in higher education through community knowledge production partnerships.

Cross-institutional discussion and debate: The publication of commentary titled, "Why are black South African students less likely to consider studying biological sciences?" in the South African Journal of Science by Professor Nicoli Nattrass led to discussion and debate about the portrayal of race and the functioning of racism within UCT and higher education more broadly. The author of the article, the BAC and the OIC published articles in response to the commentary. This created a platform for public reflection and discussion on the nature of racism within higher education, and specifically within research.

In order for UCT to own its African identity, it needs to create an environment which encourages a critical understanding of Africa's challenges, diversity and complexity, and allow for critical agency in the form of activist responses to the African context. This would involve building strong relationships with universities and civil society organisations on the continent, which contributed to not just learning but activism and advocacy as well. While actions have been taken under this benchmark, it's important to question their impact. For example, events such as cultural days or other opportunities to share food and dress are useful opportunities to connect and build solidarity. However, these events don't allow for critical engagement with the power dynamics and vast diversity of the continent or its politics.

THE UNCHARTED

Practising decoloniality and Afrocentricism is still new to UCT. While there are small bubbles of good practice, there is an ocean of change that still needs to be navigated.

NEW PATHS

In 2020 more departments conducted actions which engaged with UCT's African identity and location. Many of these actions included partnering with other African institutions and centering Africa's knowledge.

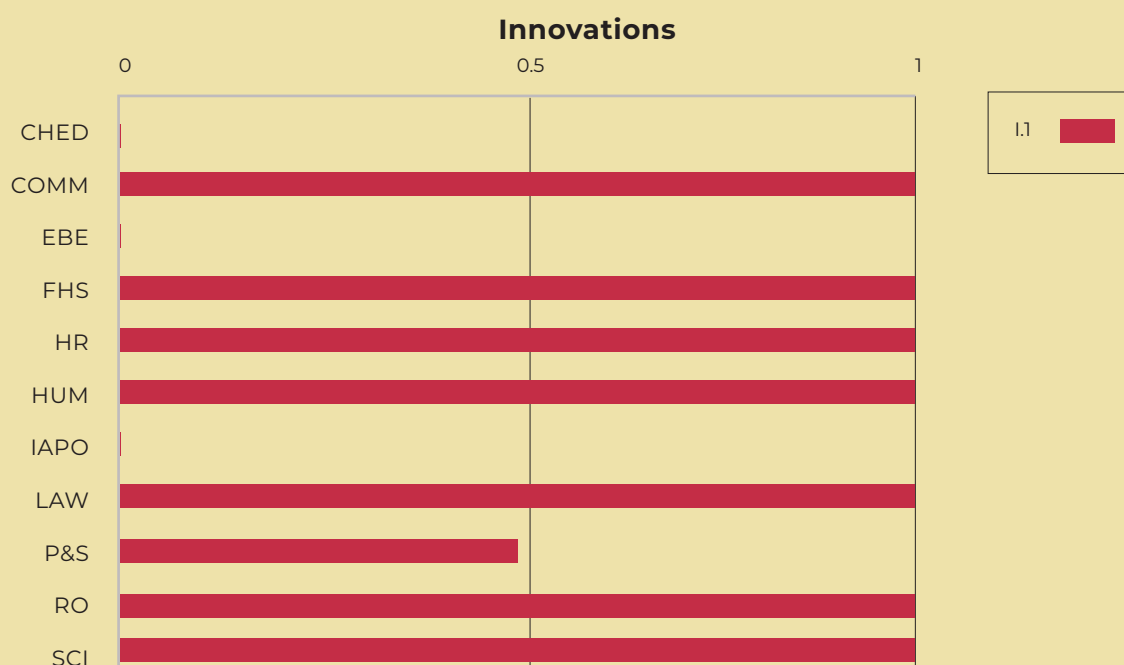
RESILIENCE IN ACTION

Celebrating Africa Month and Heritage Day were among the ways departments and faculties made students and staff from the African continent feel welcome at UCT.

3.11

INNOVATIONS, ALTERNATE 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

1.1
New, innovative or alternate approaches to build a transformed, inclusive and critically diverse higher education institution.

WHAT DOES THE BENCHMARK REVEAL?

This benchmark offers department 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, its important to reflect on the impact

and outcomes of these actions. For example, while using creative methods is exciting, does the use of this 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 within the department? Questions like these can encourage self-reflection on the effect and affect of these actions.



A small number of departments and faculties experimented with new practices in 2020, including using digital and online tools to further transformation.



Some departments shared that the abrupt shift to online work was challenging, and didn't leave room or time for creativity or innovation.

WHICH ACTIONS CONTRIBUTED TO THIS BENCHMARK?

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

- The School of Economics (SOE) has attracted significant numbers of black South Africans into their PhD programme in recent years. The department created a five-year assistant lecturer post aimed at black South Africans. The post carries a 50% teaching load, leaving the students free to complete their PhD the rest of the time. This extended contract period (five years as opposed to two years) appears to have made a key difference in their ability to attract young black academics.
- Several entities created online events and sessions to encourage camaraderie and meaningful connections during the COVID-19 pandemic. This included year-end videos, hosting online drinks/coffee sessions and WhatsApp groups to encourage inclusivity and belonging.
- The Science faculty has created a course called "Towards a Decolonised Science in South Africa", this first-of-its-kind course will explore decolonisation within science and will be available in 2021.

WHO CONTRIBUTED TO THIS BENCHMARK?

Five faculties and one non-academic department contributed to this benchmark. See addendum for full list of faculty and departmental contributions to this benchmark.

HOW EFFECTIVE WERE THE ACTIONS?

Few faculties and departments intentionally experimented with new or alternative approaches to TID. This may be because entities feel like they haven't covered the minimum actions expected of them and hence don't have the courage or will to experiment with new or alternate approaches. Conversely the examples listed in this section highlight that unexpected and creative ways of responding to transformation challenges can lead to positive outcomes.

AN EXAMPLE OF A GOOD PRACTICE

The FHS has entered a collaborative project with Synchrotron Techniques for African Research and Technology (START). The aim of this collaboration is to use synchrotron-based methods to address several development goals in Africa. To foster community engagement, FHS has commissioned the Keiskamma Trust to produce 24 artworks illustrating science concepts. The Keiskamma Trust is a community organisation based in a rural area in the Eastern Cape, which aims to give hope and offer support to the most vulnerable. The trust strives to address the challenges of widespread poverty and disease through holistic and creative programmes and partnerships. Each of the 22 scientific groups involved in the START project will deliver a concept and imagery



ABOVE: The Keiskamma Guernica, which depicts how the fabric of a community is eaten away, each day another thread lost and suddenly an entire generation disappearing.

related to an aspect of their science, as well as two concepts related to the impact of the START project from South African and United Kingdom (UK) perspectives. These concepts will be interpreted by a graphic designer associated with the Keiskamma Trust and the designs created and hand embroidered by villagers at the Keiskamma Art Project. The fabric panels will be displayed at schools, universities and other public events in South Africa and the UK. In addition, a calendar featuring these artworks and science concepts will be published.

Transformation committees and individual transformation agents (conducting actions in their personal capacities) demonstrated the values

of engagement, connection and support for marginalised staff and students during the pandemic. This is apparent in the multiple services offered by UCT staff and students – not only on campus but also within the communities that they live. These efforts to assist each other and our communities when at our most vulnerable is the most explicit forms of critical agency. Some of these innovations aren't reported in this section but are more apparent in the ways that transformation agents leaned into the challenge COVID-19 posed to communities, families and individuals, and swiftly adapted to offer quality, meaningful and needed services to ensure that learning can continue to occur.

THE UNCHARTED

Transformation work is always about experimenting with the unknown. If UCT had solutions to transformation issues which worked perfectly, there would be no need for a transformation report or transformation committees.

NEW PATHS

The FHS highlighted a powerful project bringing together researchers and a community organisation to create public artworks that can educate communities about scientific concepts. The outputs from the project will be displayed in schools and universities to educate communities about these concepts.

RESILIENCE IN ACTION

The Science faculty has highlighted several projects which partner with historically disadvantaged higher education institutions. These projects allow for UCT to build relationships with and support sister institutions in South Africa.

FINDING FUTURE DIRECTION

The conclusion and *recommendation*
of the 2020 Transformation Report

WE WON'T MOVE



“
When the Group Areas Act is abolished,
My mother aches to go back
To the streets she was removed from
And it is we, grown attached
To the scars we call home, who say, No,
We don't want to live in a white area,
This time ceding it ourselves.

— Gabeba Baderoon, *The History of Intimacy*
”

STOP RACISM

BLACK LIVES MATTER

THIS IS
OUR HOME



4.1

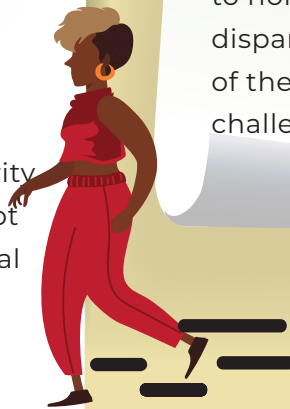
REFLECTING ON THE YEAR

Even over difficult terrain transformation agents found new paths to inclusivity, and built resilient networks pushing for positive change.

Overall, 2020 was a crossroad 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:

Parity vs transformation

Within emergency remote teaching, and in terms of staff and student demographics, parity is often an important area of focus. However, parity of presence and participation does not resolve the cultural, economic or social power disparities which create exclusionary environments.



Systemic change vs an individual complaint

When bullying (or another form of violence) occurs within a space, it often requires a response both on a group and individual level. For example, both social norms and behaviours in the department would need to shift as there would be a need to hold an individual accountable for disparaging behaviour. The separation of these approaches can create further challenges within a space.



Institutional racism vs interpersonal racism

Within the formal complaint and grievance processes, racism is often reduced to an individual and interpersonal act. However, this approach is ahistorical and doesn't take into account the systemic and institutional elements which make individual racist acts possible (and sometimes necessary) within an environment.





In each of these examples, crossroads within the transformation space become apparent. These, among other crossroads, can assist the university to make sense of not only the progress, but also the barriers which continue to delay transformation at UCT. In their reflections (below), many departments and faculties also describe the crossroads they are navigating.

HOW DID FACULTIES AND DEPARTMENTS REFLECT ON THE YEAR?

- **CHED:** “Departments and units in the faculty had many noteworthy social justice initiatives that should be celebrated. There were, however, not many opportunities in 2020 to create a joint CHED approach to address inclusion and other social justice issues within the faculty. The onset of initiatives to address COVID-19 have made it more difficult to make this a big issue as the academic project and the completion of the academic year took precedence overall.”

- **Commerce:** “Time is always an issue and the COVID-19 pandemic and campus closure have made it difficult to achieve more. We would love to

make progress on transforming our physical space in our building, constraint. Finding ways to remove bureaucracy, or capacitate existing UCT services to respond more quickly, would be useful. Despite the challenges of 2020, this report is indicative of great transformative efforts to build a more diverse and inclusive faculty. Several efforts of this year, in terms of grants, will come to fruition next year.”

- **DAD:** “In 2020, we were faced with the pandemic and the change in our working environment. It became difficult to achieve any of the transformation goals. All staff are working remotely and the workload has significantly increased in the past 11 months. 2020 forced us to rethink our plans, goals and functions of the committee for 2021.”

- **EBE:** “The onset of COVID-19 had a severe impact on constraining interventions aimed at accelerating transformation. Transformation is an undertaking that best succeeds when there is buy-in from all stakeholders. The challenge remains on how to get buy-in without having to resort to legislating. The approach taken by the EBE faculty and individual departments is always to foster buy-in from staff members. The fruits are a contented staff who support each other and continue to drive the precepts of the transformation agenda.”

- **Department of Surgery:** “In summary, 2020 has been a difficult and exhausting year for the DSTEC. The many, often fruitless, engagements with faculty, university



UCT researchers, staff and students worked long hours in the frontlines of the COVID-19 crisis to find solutions to the virus and attend to infected individuals.

and hospital leadership have left many members of the committee disillusioned and questioning what role transformation committees serve in the academic complex. It seems to many that when issues of racism, sexism and discrimination arise, there is engagement between institutional structures and transformation committees but no transparency or accountability when institutional decisions are taken.”

- **Paediatrics:** “The Department of Paediatrics and Child Health Transformation Action Group (TAG) has made some strides with transformation, despite the COVID-19 challenges of 2020 and being part of a department involved in frontline healthcare. We have revisited our terms of reference, expanded our membership and engaged in employment equity training. Further, we have seen a change in the head of department that will necessitate engagement and inclusion of the new HOD’s vision for transformation. In order to address demographic and structural changes we saw a need for transforming demographics through

ensuring equitable appointments and wide dissemination of all new posts. We have created an action plan that addresses wide dissemination of any new posts with increased awareness to focus on attracting candidates who fulfil the transformation mandate. The most significant transformation shift that occurred in the Department of Paediatrics in 2020 was the appointment of a black African HOD.”

- **Psychiatry and Mental Health:** “We have made significant progress in a difficult year. The impact of our sensitivity and diversity workshops last year seems to have been enduring and far-reaching and has resulted in a very sincere commitment across the board to better understand the various challenges and working to address issues. It is clear that we have work to do in terms of institutional responses to discrimination, harassment and violence with a need for more explicit and safe reporting mechanisms and also in terms of curricular review and support to students. A challenge has been to both do the work of transformation, inclusivity and diversity and also to set up the monitoring and

data collection mechanisms required by this template and previous iterations of transformation frameworks, made no easier by the frequency with which they are changed. While it is understandable that this is evolving work, requiring new iterations will be helpful if some consideration was given to those at the receiving end.”

• **Health and Rehabilitation Sciences:**

“The transformation committee has grown in its understanding of its role within the department. The input of the committee is valued, and the committee actively participates in discussions and decisions made in the department. However, it is still a challenge to ensure that everyone in the department understands and accepts their crucial part in the transformation process.”

• **Radiation Medicine:** “This year has been very challenging for all, and particularly difficult to implement

strategies to furthering transformation. As service delivery departments we were under tremendous pressure to continue the work, albeit differently. The formation of a departmental TEC committee and efforts towards improving wellness in our own department is a big step in the right direction. We still have many challenges to address, including the decolonisation of our curriculum and developing policies within our own department.”

• **Humanities:** “2020 was an exceptional year. It is therefore extraordinary that even under the circumstances, staff and students were always ready to contribute meaningfully towards transformation. The events of 2020 will have an impact on the next few years to come and will mean that the transformation committee must rethink its strategies so that it can work more effectively and proactively. While much has been achieved, the committee still has



DEPUTY VICE-CHANCELLOR FOR TRANSFORMATION PROFESSOR LORETTA FERIS VISITS SUTHERLAND TO ENGAGE WITH THE COMMUNITY AS PART OF THE SUTHERLAND REBURIALS PROJECT.

some way to go to close the gap in the racial discrepancies at higher academic ranks. Furthermore, issues of bullying and racism were again raised in the faculty (one including a public social media discourse). Bullying and systemic racism will continue to be key issues that need to be addressed in the coming years and we will develop a strategy in 2021.”

• **IAPO:** “Although remote working has impacted departmental operations in a broader sense, the efforts of the



Campus Protection Services and other colleagues in Properties & Services kept watch over the campus during hard lockdown; and worked to screen people entering campus when restrictions were eased.

various units within IAPO towards incorporating transformation activities must be noted. Many of these activities and achievements in the areas of transformation, inclusivity and diversity have helped to establish a new standard for interaction with staff and students alike in the work that IAPO does and has helped to identify areas for further development in 2021.”

• **Law:** “2020 was a tough year in many ways. The transition to a virtual environment created new challenges such as unequal access to resources, inability to use existing UCT infrastructure set up to support staff and students, and more intangible aspects, such as isolation, loneliness and loss of team-building opportunities. Transformation committee activities are by their nature relational and highly sensitive.

It is not easy to transpose this type of work into an online environment and much of the personal touch may have been lost along the way. Nevertheless, the Law TC stepped up and led the faculty response to the Aephoria survey, particularly thanks to the strong support of the Law dean. A general faculty meeting held on Teams in November 2020 to address this issue was exceptionally well attended. The task for 2021 will now be to fulfil the promises and goals made in our Aephoria response document and to work on fostering a climate of inclusivity.”

• **P&S:** “P&S has been negatively impacted by numerous factors over recent years, including management and structural changes, aftermath of austerity, staff motivation and management, and a lack of adequate systems and processes to streamline the management of the operational



The 2020 Global Women's Breakfast brought together women in chemistry from Cape Town's leading universities for a morning of networking, discussion and debate around the field of chemistry.



and administrative workload. Considering the above and while simultaneously trying to stabilise the department, transformation has been slowly but thoughtfully implemented. Effective and meaningful transformation requires persistent and passionate transformation committee members who truly believe in the cause. Our members to date are volunteers and have brought with them passion and drive to effect change. It will be a mammoth task for us given the complexity and diversity of our team further exacerbated by remote working, but we are determined to drive change within our department.”

• **RO:** “While the transformation journey of the office has really taken a leap ahead this year through the combined efforts of both the TC and the RO interim executive director (ED), we realise that we still have a long way to go. The incoming ED has reassured

us of her continued support and her desire to assist and guide us in this endeavour. While progress was made and should be acknowledged, thanks to this report some topics arose which could be easily implemented to reinforce the efforts already in place and make TID embedded practices/themes at the RO.”

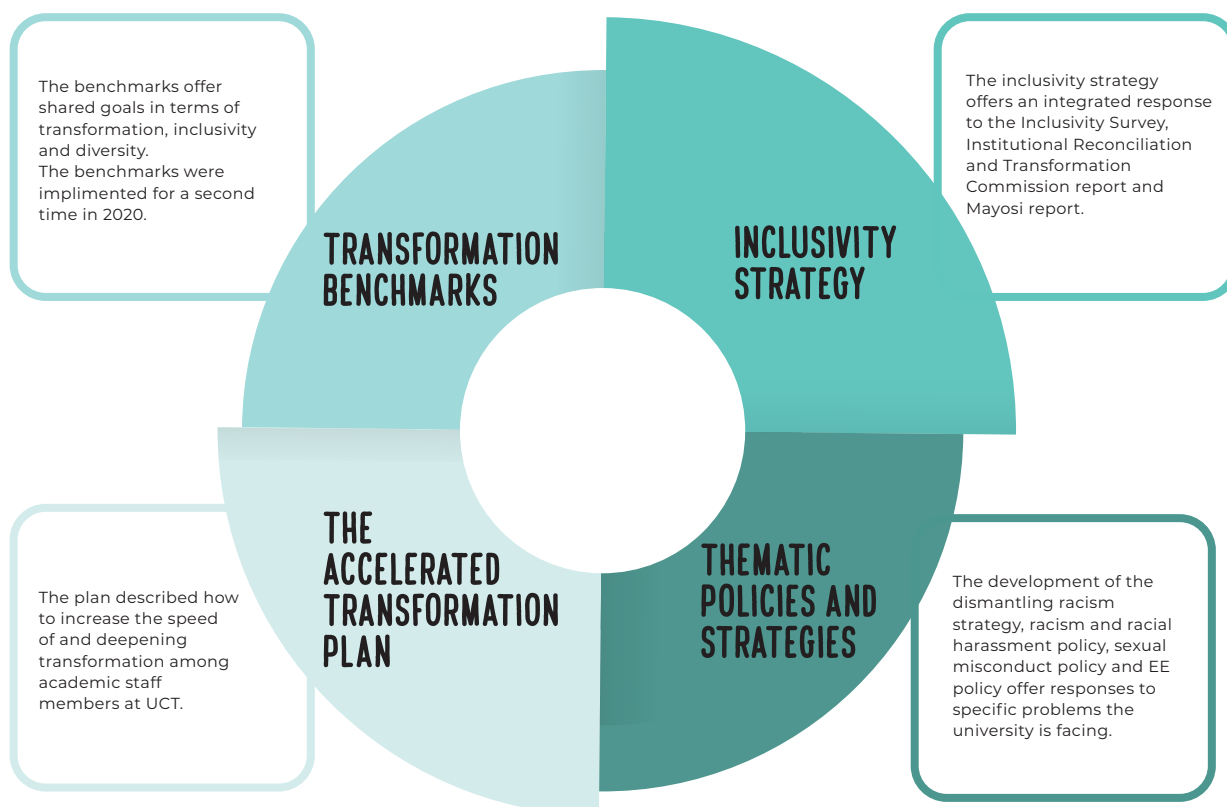
• **Science:** “The Faculty of Science has made some important strides, such as our new Equity Plan 2020–2024 and the targeted employment of black South African women, the latter of which is historic. However, COVID-19 has caused the cancellation and postponement of many initiatives, and has severely strained the capacity of transformation players to participate in the initiatives that have continued. We have received feedback from most departments along these lines. Nevertheless, we are looking forward to a productive 2021 on the transformation front.”

4.2

WHERE TO FROM HERE?

Building on our successes and facing our challenges, what path can we chart for transformation at UCT?

THE FOUR PATHWAYS TO TRANSFORMATION



In 2019 and 2020 UCT created a strong foundation to guide and shape transformation. This foundation offers UCT: (1) shared (and measurable) goals in the form of the transformation benchmarks; (2) a clear and strategic response to challenges related to institutional and organisational culture in the form of the inclusivity strategy, (3) a plan to increase the speed of demographic transformation in the form of the accelerated transformation plan; and (4) a policy framework which deals with thematic

issues such as race and GBV. These four pathways offer complementary solutions to the deep challenges faced at UCT.

CONCLUSION

The year 2020 brought a new set of challenges for the transformation portfolio. The unexpected arrival of COVID-19, the lockdown and the challenges of emergency remote work all impacted the plans, processes and procedures in place for transformation, inclusivity and diversity. Even with



these challenges, transformation agents developed strong interventions, supported COVID-19 solidarity actions, and built resilient networks which support positive change.

While it is unfair and problematic to compare the benchmark scores between 2019 and 2020, it is clear that even with the barriers COVID-19 offered, TCs and other transformation agents took strides towards furthering transformation at UCT.










The student and staff access, support and success benchmarks, place and space, community engagement and owning UCT's African identity benchmarks all emerged as areas of strength for UCT.

Even with these areas of strength, the university still has a long way to

go. In particular, transformation governance structures at a faculty and departmental level could be strengthened through enabling access to time and resources, and amplifying the voice and capabilities of TC members.

The benchmark area focusing on decolonisation and making the learning environment more accessible could be supported through creating more spaces for learning, reflecting and collaborating across departments and faculties. Innovations in transformation need to be reflected on in a more critical and engaged manner. Transformation agents can and should be pushing the boundaries of the university, by testing new ways to end oppression in education.

RECOMMENDATIONS RELATED TO EACH BENCHMARK

	A. Strategic integration of transformation	Faculty and departmental leaders need to support and enable transformation agents to access resources, time and opportunities.
	B. Student access, support and success	The emergence of student protests in early 2021 highlights that students have concerns and critiques about the way university is currently functioning. Opportunities need to be created for students to meaningfully participate in and inform transformation actions at an institutional level, and at the level of faculty or department.
	C. Staff access, support and success	Racism and economic inequality are just two of the many forms of violence faced by staff members. In addition to accelerating EE, departments and faculties should create spaces to identify and dismantle discriminatory, prejudicial and unduly hierarchical and authoritarian practices.
	D. Place and space: language, names, symbols, artworks and identity	It's important to move from surface level changes at UCT, to changes which meaningfully return power, resources and possibly land to the indigenous people who were the first inhabitants of the land the university is built on.
	E. Institutional responses to discrimination, harassment and violence	The university has taken bold steps to strengthen its policy framework, including adopting the sexual misconduct policy and drafting an anti-racism policy. Even with these steps, it's important for faculties and departments to sensitise staff and students to the available avenues these policies offer and more importantly, host interventions which seek to prevent violence rather than solely responding to violence.
	F. Community engagement: anchoring UCT in community	The university has several impactful and organic partnerships with communities which contribute to social justice. The university stands to gain from formalising these partnerships, and critically reflecting on how these partnerships are equitable and offer redress to communities.
	G. Curriculum support: decolonisation, marginalisation and accessibility	While the focus in 2020 was on parity of participation in emergency remote teaching, more work needs to be done to nurture and grow transformative pedagogies and decolonial curricula. The university can do this through convening transformation agents already creating changes within their departments and amplifying their actions.
	H. Owning UCT's African identity	The African continent is vastly diverse and is itself a space which is complicit in inequality. Critically engaging with Africa should include engagements outside of the centers of power (South Africa, Kenya, Nigeria, etc.) and should include responses to power disparities within and beyond the African continent.
	I. Innovations, alternate approaches and best practices	If we had the solution to inequality and oppression within education, there would be no need for benchmarks or reports like this. The university should be a space which encourages, provides resources and upscales best practices.

THE UNCHARTED

The year 2020 offered a context of crisis and emergency to uncertainty in higher education. Strengthened emergency preparedness and response would allow UCT to better shift gears in a changing and volatile world. Preparedness for crisis situations which put those marginalised first, would also allow for quick responses to emergencies which are transformational in nature.

NEW PATHS

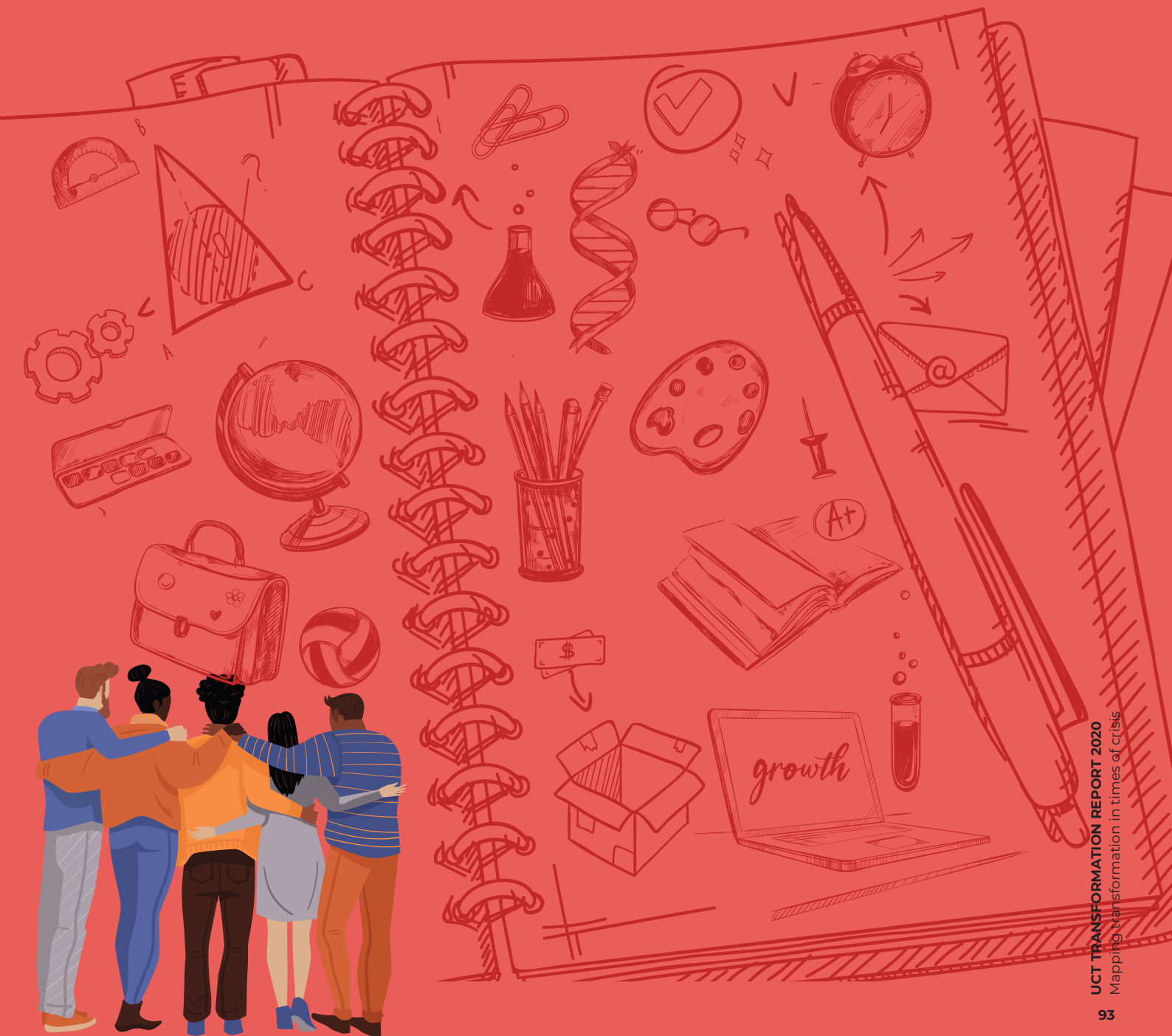
In the journey to 2030, UCT needs to be agile and open to new ways of thinking, doing and being. The most exciting transformation initiatives of 2020 were moments when individuals within departments took initiative and tried something new. Often these individuals had to struggle against odds and received very little support. It's important to reach out to, support and enable individual transformation agents.

RESILIENCE IN ACTION

Transformation is rooted in solidarity and collective action. For transformation to be more effective at UCT, stronger and strategic spaces for collaboration need to occur. These spaces should bring together actors within faculties and departments to create coherent and context-relevant transformation plans, and to encourage cross pollination and transdisciplinary approaches and thinking.

TRANSFORMATION RESOURCES AND REFERENCES

Transformation, inclusivity and diversity are based on continual growth and development. Listed below are the articles and poems referenced in this report, and some other useful texts to make sense of 2020.





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ADDENDUM





Faculty and departmental contributions to the transformation benchmarks



BENCHMARK A: STRATEGIC INTEGRATION OF TRANSFORMATION

WHAT ACTIONS DID FACULTIES AND DEPARTMENTS TAKE TO MEET THE BENCHMARK?

CHED: In its vision: “CHED aspires to be a significant contributor to innovative educational development, practice and scholarship in teaching and learning, in order to champion and advance social justice and transformation within CHED, UCT, the higher education sector and the broader society”. Thus, for CHED, equity is more than just an effort to change student and staff demographics. During the year under review, various strategies have been adopted, for example, the Global Citizenship programme (GC) is participating in shaping the anti-racism Strategy with programme and the Careers Service (CS) office consciously promotes inclusivity by ensuring that its communication demonstrate a considered awareness of issues of diversity.

Commerce: The Commerce TC collects biannual transformation reports from heads of departments has worked on a faculty transformation website, which will be launched in 2021 and will publish key information about transformation. The TC has also received funding for three master’s level research projects on the transformation benchmarks.

EBE: The highlight for the EBE faculty was a campaign initiated to increase the percentage of women students. This included a media campaign, GirlEng day and academic scholarships for female first-years. The TC also conducted a staff and student transformation survey. The faculty spent 0.7% of its budget on transformation and allocated 1% of its budget to transformation in 2021.

FHS: The highlight was the ratification and launch of the Transformation

Framework document which mapped the transformation priorities of the faculty. The faculty has used the Inclusivity Survey to inform transformation processes and plans. The faculty has also prepared its own institutional climate survey to understand unique transformation challenges at the FHS. This is currently under ethical review and is due for roll out in 2021. In addition:

- Several departments meaningfully included transformation in the strategic plans and the knowledge products produced during 2020.
- The dean of FHS and a number of FHS TCs also disseminated communications which specifically focused on transformation, inclusivity and diversity.
- Several FHS departments including Human Biology (HUB) reported on extensive social responsiveness actions within the context of COVID-19, including supporting national and provincial efforts to combat the virus.
- Not all departments and faculties in the FHS are allocated funds for transformation, and there are differences in how funds are allocated and used.

HR: The HR annual plan includes a focus on transformation and employment equity. HR specifically highlighted their focus on recruitment and selection, development and termination processes. In addition, HR's analytics system is able to produce employment equity data. HR also supports transformation at UCT through ensuring fair treatment of and recourse for staff in relation to bullying and grievances.

Humanities: The faculty has drafted a proposal for a Black Studies Research Chair, which will focus on research and collaboration in black studies. The faculty published a special Issue in Critical African Studies, edited by Shose Kessi, Zoe Marks and Elelwani Ramugondo, titled Decolonising African Studies. The Institute for Humanities in Africa (HUMA) launched Corona Times, a public engagement project, in collaboration with academics at the University of Agder (Norway), University of Johannesburg (UJ, South Africa), Nordic Africa Institute (Sweden), Vassar College (United States), and Karolinska Institutet (Sweden). It publishes articles that give a human face to the impact of COVID-19, especially in relation to the racial, economic and gender inequalities. The Humanities Forum on WhatsApp was established as a platform for transformation messages and dialogue. The faculty currently does not have a budgetary allocation to transformation. It often seeks external funding to run transformation programmes (for example, the Turning the Tide pipeline project is a Mellon funded project).



The university continued to engage Sutherland community members on the reburial project.



UCT works closely with Khoi and San leaders to restore their community's language, culture and history - an important part of UCT's transformation journey.

IAPO: A new IAPO TC was elected in 2020. The new TC members are still finding their feet but already have some plans for the forthcoming years. The department hosted a webinar series for staff and international students on living, working and learning during the COVID-19 lockdowns.

Law: The faculty agreed upon a new transformation framework and action plan in November–December 2020. It resolved to adopt a plan of action in response to the Inclusivity Survey. The faculty sets aside funding for transformation, although this funding covers staffing costs and student scholarships, rather than transformation, inclusivity and diversity programming. In 2021 the faculty had budgeted for some transformation programming in addition to staff costs.

P&S: The department focused on engaging and communicating with staff during the COVID-19 lockdown. Updates on transformation were sent to all staff, and a general meeting was hosted to encourage meaningful engagement during a difficult year.

Poet Lebo Mashile addressed staff at the meeting to share a message of hope and inclusivity.

RO: The Research Office used the Inclusivity Survey as a springboard to understand issues related to transformation, inclusivity and diversity. The department created an action plan for 2021 which seeks to further transformation. The department, through reports, communications and events also focused on issues related to race and racism, and inclusivity more broadly.

Science: The faculty developed a 2020–2024 Equity Plan, with clear employment equity targets. The five-year plan to increase representation by women (>5%) and black South Africans (>5%) was approved by the Science Faculty Board in March 2020. The dean also communicated with the faculty several times on issues related to racism and diversity. In addition, the Astronomy department, Statistical Science department and Biological Sciences department each shared statements or hosted discussions on issues related to race and racism.



BENCHMARK B: STUDENT ACCESS SUPPORT AND SUCCESS

WHAT ACTIONS DID FACULTIES AND DEPARTMENTS TAKE TO MEET THE BENCHMARK?

CHED: Careers Service (CS) is mandated by the institution to support all students, whatever their background. The CS emphasises empathetic listening, recognition of socio-economic inequality and its effects, acceptance of all students for who they are, and supporting them to achieve their dreams, whatever they may be. CHED is also home to the Writing Centre and the Numeracy Centre. The Writing Centre provides support to undergraduate and postgraduate students in their writing as well as mentoring of postgraduate consultants to enter higher education academics in their own discipline. Lastly, the Academic Staff and Professional Development programmes (ASPD) have an explicit emphasis on transformation and decolonisation in relation to university teaching and students.

Commerce: The faculty office tracks student profiles by race and gender. The faculty reports a modest shift towards including more women and black South African students. The faculty noted that during the emergency remote teaching (ERT) and remote teaching space in 2020, there was an awareness that many students were hindered in their ability to fully

participate in their learning. Staff accommodated students in numerous ways, eg, by being more flexible in delivery of content as well as assessments, communicating telephonically with individual students, connecting students to support structures (eg Student Wellness Services, financial aid, the faculty office, student advisors) and following up with students who had communicated difficult circumstances (including living conditions, loss of family members due to crime or sickness etc). Lastly, the faculty created Commerce Cares as a platform to support commerce students facing barriers and distress during the COVID-19 lockdown. The platform received and resolved 108 emails.

DAD: During the COVID-19 pandemic DAD worked to raise funds for marginalised students. DAD developed and submitted fundraising proposals on behalf of the Student Financial Aid Office, the Postgraduate Centre and Funding Office and other individual units.

EBE: The faculty has set undergraduate intake targets to ensure demographic diversity among students. During the COVID-19 lockdown the faculty identified marginalised students and supported the students with:

- extra time during the exams;
- extended hand-in dates for assignments;
- identification of those needing laptops;
- assistance with data/connectivity issues;
- couriering of hard-copy material; and
- assisting in the prioritisation of return to residences in collaboration with DSA. The faculty also has an onsite psychologist supported by six part-time colleagues who worked hard to provide psychosocial support during the lockdown.

FHS: Student numbers were compared between 2019 and 2020 for all five undergraduate degrees in the faculty, based on self-classification of race.

When total students in the faculty, irrespective of year of study, were compared, there was no increase in the percentage of black students.

Within disciplines, some had an increase (2–12%) and some had a decrease (-1% to -3%). To determine whether there was a change in the percentage of black students enrolled within each degree, the faculty compared the number of first-years in 2019 and 2020. Four of the five programmes enrolled a higher percentage of black students in 2020 compared to 2019 (5–20%) with an overall increase in the faculty of 6%.

Finally, to determine whether black students took longer to complete their degrees than the recommended four years (BSc in Audiology, Physiotherapy, Occupational Therapy, Speech and Language) and six years (MBChB), the faculty compared students who graduated in 2019. In all programmes, black African and coloured students

took longer to graduate than white students. This suggests that increasing student support during study is just as important as increasing the numbers during enrolment. There have been several initiatives at departmental level that have responded to challenges experienced by students during the pandemic:

- Obstetrics and Gynaecology (O&G) managed to secure nine tablets to enable remote ward rounds.
- The Department of Health & Rehabilitation Sciences (DHRS) used WhatsApp and Skype to keep in touch with students who had poor connectivity.
- Pathology started funds for students who were affected by COVID-19.
- Several departments held learning events. Pathology hosted Dr Anastasia Tomson, a transgender woman, doctor and activist for the LGBTQIA community, on 13 August 2020 for Women's Day, who presented: "Deconstructing the meaning of Women's Day in 2020 South Africa". The School of Public Health and Family Medicine (SPHFM) held a "Less talk more action: Introducing transformation, inclusion and diversity" workshop facilitated by the OIC on 29 September 2020.

Humanities: The faculty office sets over-offer targets aimed at redress. The categories are defined by race and not gender or disability. In 2020, the faculty initiated the COVID-19 emergency fund which made provisions for students who are struggling to receive a once-off R1 500.

The faculty has a dedicated student support and engagement unit, with an onsite student development officer who provides psychosocial support





and counselling to students by appointment and, if necessary, also refers them to SWS.

The faculty also began the first steps in preparing to host the Uyinene Mrwetyana scholarship candidate in the faculty. This is a university initiative that was launched and announced by the Vice-Chancellor in 2019. The Postgraduate Humanities Students' Council (PGHSC) hosted a Heritage Day event on 24 September 2020. It featured Ntsie Mohloai, Lebohang Pheko, Ana Deumert and June Bam-Hutchison as speakers.

IAPO: With the onset of (and during) the national lockdown, IAPO provided extensive assistance to students to find alternate housing or travel back to their home countries. IAPO supported the Department of Student Affairs (DSA) to respond to students' many queries and requests

for assistance. The office maintained a record of students' requests for assistance with: (1) alternate accommodation; (2) subsistence; (3) support with rent; and (4) requests to move back into UCT residences – and kept in contact with students by phone and email. IAPO worked with the Off-Campus Student Accommodation Services office (OCSAS), who facilitated placement for students into private accommodation and disbursement of funds for subsistence. Strategic Support and Operations (SSO) hosted a four-part webinar series facilitated by the Student Wellness Service to inform, equip and share support services available at UCT.

In addition, IAPO also facilitated activities related to Africa Month and other engagements. Given the impact of COVID-19 and remote working/teaching, SSO worked with student

leaders to celebrate occasions such as Africa Month and to connect with students around topics such as internationalisation and Afrophobia.

Law: In 2020, the faculty specifically focused on supporting vulnerable students during the COVID-19 crisis. The faculty also organised a working group to coordinate support mechanisms to vulnerable students who faced peculiar challenges during the pandemic. The faculty held a meeting for all academic staff members in order to coordinate the shift to online teaching. At this meeting problems which students were experiencing with remote learning were explored and a discussion on ways in which to improve teaching occurred. The aim of this process was to ensure that all students, especially including the vulnerable, were able to receive as much academic support as possible at this difficult time. On the psychosocial front, the dedicated faculty psychologist continued to be available during 2020, with services and consultations being offered online.

P&S: The department has ad hoc relationships with students and has made efforts to invest in relations with the Students' Representative Council (SRC) and the student social-media group UCT Just Kidding.

RO: The Postgraduate Centre and Funding Office (PGFO) gathered information during lockdown about what students needed in terms of funding, laptops and access to data. The office explicitly looked at how marginalisation, race and gender

played a role. The office provided training to postgraduate supervisors to emphasise awareness of the Student Wellness Service for their students. In addition, the PGFO: (1) referred postgraduate students to SWS; (2) arranged temporary off-campus accommodation for vulnerable postgraduate students; and (3) managed the return of vulnerable postgraduate students to residences.

Science: Student demographic information is tracked and reported annually to maintain a diverse student intake. The faculty has largely stabilised in recent years, with the largest undergraduate demographic group consisting of black African South African students, who comprise about 40% of the faculty's student body (42% in 2020). The 2020 undergraduates included 4% students with disabilities.

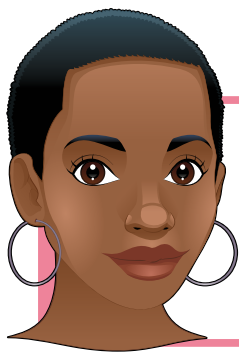
In the year 2020, the COVID-19 pandemic meant that additional consideration was given to assisting with chronic mental health issues. Student support in the Science faculty is coordinated by the assistant dean for student support. Students are made aware of the kinds of support available, and are encouraged, if they are not sure where to turn, to see the assistant dean in the first instance in order to obtain initial counsel and appropriate referral if necessary. The assistant dean, in turn, maintains close connections to the Student Wellness Service and other support initiatives, so the student can be directed to the right place or resource. A further strong feature of the Science faculty approach to student support is that members of staff in departments, as well as student



advisors, are key participants in discerning when students might need help, and liaising closely with the assistant dean in referring students or in collaborating to ensure students receive the support they need.

The faculty faced particular challenges associated with the COVID-19 pandemic and how it has impacted on students and staff, and their respective families. Emphasis was placed on trying to sustain communication with students, both to keep them informed during the periods of uncertainty but also to reassure them that they could seek help. Email proved to be the simplest and most reliable form of communication. Students would thus be informed early in the exchange that if they preferred to talk to someone, they could simply share their contact number and they would receive a phone call within a day or so. This proved extraordinarily helpful: It was clear that quite often all the student needed was to hear a reassuring voice and to make

connection again with the university family. From the counsellor's point of view, it was also much easier to sense and interpret the level of distress in a phone call than simply through email or WhatsApp exchanges. The telephone conversation allowed for discussion of difficult issues or conveying uncomfortable news or advice, such as the need to consider withdrawing from courses or even the university, or to encourage students to stand tall in the face of the challenges they were encountering. A key challenge during the COVID-19 period has been to acknowledge the formidable challenges that students are facing, but also to encourage students with sensitivity to not give up, to dig deep and to believe in themselves and in the qualities of resilience and courage that have got them this far. The arena of student support continues to be a unique environment in which to test one's capacity to listen, and to confront one's presuppositions about what students bring to their university experience.



BENCHMARK C: STAFF ACCESS SUPPORT AND SUCCESS

WHAT ACTIONS DID FACULTIES AND DEPARTMENTS TAKE TO MEET THE BENCHMARK?

CHED: The department has initiated a next generation leadership group; members were selected in 2020 and the programme will be operating in 2021. Careers Service employs graduates annually as peer career support staff; in 2020 this cohort was comprised 100% of black female graduates. During the pandemic Careers Service embarked on a social responsive process within the team where each member was asked to check on another member with whom they don't have regular contact and listen to their experiences of adjusting to the pandemic. This helped immensely in encouraging empathy and understanding for different circumstances.

Commerce: The faculty reported making substantial progress to include more black and women staff members, however, there are still challenges with including persons with disabilities. The faculty created opportunities for designated groups, specifically trained and built skills among younger staff members and created channels for progress for existing staff members from designated groups. Several departments also included mentorship programmes which pair junior academics and researchers

with more senior colleagues.

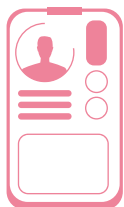
The TC chair, together with the dean and deputy dean for teaching and learning, met with new staff members from across the faculty to explain the faculty's transformation vision and aims and how new staff members can contribute to advancing transformation, as well as ways in which new staff can be supported.

To support emergency remote teaching, several departments developed small chat groups, on WhatsApp and other platforms, to encourage connection, solidarity and learning during the lockdown.

The School of Economics took several steps to reflect on and challenge racism, including hosting a series of workshops on racial literacy, in order to deepen the understanding and engagement of staff on these issues. Four workshops were held on the following topics: academic freedom, formation of identity, internalised dominance, white fragility and white supremacy.

DAD: The DAD convenes and supports entities such as the Alumni Association, UCT Association of Black Alumni and others. These bodies play an important role in fostering conversations on diversity and transformation among alumni.

EBE: The faculty has a strong commitment to demographic



transformation among staff members, but still faces challenges in this regard. Over the five years from June 2015 to June 2020, the number of black South Africans in the faculty increased from 17 to 42. EBE also made the first black South African permanent academic appointment in the Department of Civil Engineering. This is a total of 25 new black academic staff, namely a 2.4-fold increase in five years. The number of black academic female staff has also increased significantly, from four in June 2015, to 14 in June 2020, a 3.5-fold increase.

The faculty is using the UCT staffing initiatives to grow the group of young academic staff of colour and females. The faculty is promoting their development through the Academic Incubator that started in 2020. This year the faculty had three meetings and next year 10 meetings are planned.

FHS: The FHS has approximately 1 600 staff, with academics making up 520 of the total. In the overall faculty there is a proportion of staff who do not declare their race and this proportion increases from lecturer (0%) to professorial (4%) levels. Women comprise more than 70% of the staffing population and this figure is similar across all race groups. This number decreases though at more senior levels. At junior research fellow/assistant lecturer level, black Africans make up 31%, similar to white staff (38%), suggesting that the faculty is recruiting more junior staff members potentially for pipeline development. Going up through the pay class levels, the proportion of white staff increases, and black staff

numbers decrease. When the change in demographics for academic staff was compared between 2019 and 2020, black African, coloured, Indian and white changed by -1%, 2%, -1% and -1%, respectively.

One of the most positive changes was the increase in the number of black African associate professors from 0 in 2019 to 4% in 2020. A similar increase was seen for senior lecturers and lecturers. Coloured senior lecturers increased by 2%. There is thus an overall increase in black staff demographics in the faculty.

One of the DHRS's research units, Child Language Africa, focuses on building knowledge and expertise related to children's acquisition of local indigenous languages. To achieve this goal, they carry out targeted recruitment and mentorship of black, female, first-language speakers of local languages looking to develop a pipeline of future experts in this area. Funding support means they can offer this targeted group assistance with their data collection expenses, purchase of equipment, fees, and attendance at regular workshops for support and mentoring. To date the unit supports more than 10 black female postgraduates.

In 2019 the Centre for Infectious Diseases Research in Africa (CIDRI-Africa) of the IDM launched the PASS Professional Development award initiative. The faculty intends to use this model to offer awards to PASS staff in any IDM member group (2 x R20 000 awards) in 2021.

Departments also hosted a range of learning events, including "Voices" sessions by the Paediatrics department and "Transferable

Success" webinars, which communicated the outcomes of the faculty's transformation document.

HR: The HR department has for many years monitored its selection processes very carefully and manages the need to meet targets upfront to ensure a focused approach towards meeting, its diversity goals. In addition, departmental committees such as the HR TC, Social Committee, HR Management Committee and HR Directorate are diverse in terms of race and gender.

Humanities: The number of black South African staff improved from 38% (94) to 40% (97). All faculty committees now have a Humanities TC representative. These committees are generally diverse but there is a noticeably low number of African academics. The faculty initiated the Turning the Tide project funded by the Mellon Foundation and managed by HUMA. Turning the Tide is a pipeline project for black South African scholars that began in 2020 and funds PhD and postdoctoral fellows. It also funds a three- to five-year contract post at lecturer level for black South African candidates.

In 2020, the faculty held a round-table discussion on a multilingual curriculum. This discussion included invited speakers from the faculty and from other universities. This created a space to gauge the efforts that have been made towards multilingual curricula and to learn from these.

IAPO: The department is proud to have a diverse management team. In

addition, it employed black women junior assistants.

Law: Since 2019, the Law faculty has made six academic appointments, four of whom are black and two white. The faculty is becoming more diverse each year. However, in 2020 there were difficulties in getting senior black staff members to take on leadership roles. Thus, while the faculty committees reflect a diverse membership, the leadership roles of deputy deans, HODs and directors tend to be mostly currently held by white staff members (although many of these are women). At least ten other black South African staff members are pursuing doctoral studies, both within and outside of the country. There were two promotions of academic staff members during 2020, a black South African female to associate professor and an African female to full professor. Among PASS staff, in early 2019 a black South African female who is relatively young was appointed as faculty manager. She has been supported to establish herself in this position.

The postgraduate cohort in the Law faculty is mainly black, although many black students are from other African countries other than South Africa. specifically. This is particularly true of the PhD cohort.

P&S: Employment equity representatives are included on all selection panels and P&S heeds their input with regards to preferred demographics prior to appointment. Diversity is generally considered as far as staff capacity and competence allows. Numerous women of colour have been appointed in or promoted to management roles during the past year.

RO: Upon comparing the EE statistics between January 2020 and November 2020, there was a 35.7% increase in black, and a 19.6% increase in female representation in the office. There was no percentage change in disability representation with there being one staff member. It is important to note that there is a significant over-representation of women in the RO.

The Researcher Development programme offers support to grow specifically black, women and disabled academics. With the drafting of the recruitment document, the department was intentional in increasing diversity through recruitment and this process applies to the entry positions as well.

The department also held sessions focusing on racism, queer/trans history and Black Lives Matter (BLM) to sensitise staff members on issues related to transformation.

Science: The faculty monitors staff diversity in five-year increments. Analysis of demographics against the 2014–2019 Equity Plan indicates that the faculty met or exceeded all targets for race but not gender among academic staff: Black African (0.6–8%), coloured (8–10%), Indian (5–8%); and a reduction in white and international staff members. PASS staff are already diverse and are therefore not a primary concern for the faculty. The 2020–2024 Equity Plan aims to shift academic staff a further 5% over five years for both race and gender, with a particular focus on black women.

Of note, the Department of Archaeology recruited two permanent black academic staff in

2020, making it the only department in the Science faculty with a majority of black academic staff. Both have PhDs from UCT, a testament to the notion of “growing your own timber”.

All new staff are assigned mentors, with departments encouraging and supporting new academics to access programmes such as the New Generation of Academics Programme (nGAP) or to apply for funding to support and develop their research.

In the faculty's postgraduate programmes the representation of women is good across all levels. This indicates that there is a good pipeline for achieving targets in terms of academic staff recruitment. However, representation of black South Africans drops at the master's/PhD level, and again at the postdoctoral level. Nevertheless, people of colour (POC) make up 50% of postdocs, as the faculty draws widely from the African continent in particular.

Programmes such as the Shuttleworth programme, part of Maths and Applied Maths (MAM), support highly talented South African postgraduate students from designated groups in order to address the national shortage of future leading academics in the field. One of MAM's new staff members was a Shuttleworth scholar until his appointment. Several departments also have the Vice-Chancellor's Advancing Womxn grants, and are making rapid strides in terms of recruiting and supporting black South African women in postgraduate and postdoctoral studies.





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

WHAT ACTIONS DID FACULTIES AND DEPARTMENTS TAKE TO MEET THE BENCHMARK?

CHED: The department's staff serve on the Language Policy Working Group; the work of the Multilingualism Education Project; and work with the Khoekhoegowab in partnership with African Studies. Disability access has been considered in the current office refurbishment in Careers Service. It also runs social media campaigns where inclusivity is a key feature in imagery and text.

Commerce: Several department specific examples were shared by the faculty. For example:

- The School of Management Studies (SoMS) ran an anonymous Vula survey to elicit feedback about the results of the Inclusivity Survey. The survey also elicited colleagues' perceived priority intervention areas.
- In the Sustainable Livelihood module (BUS4006W), resource materials were developed in a range of formats (including text and audio) to accommodate students with disabilities. Comments on content could be made in writing or via audio recording. A dedicated WhatsApp number for students was created to allow contributions if access to Vula was difficult. The course convenor reached out to individual students telephonically if their participation was hindered.

- The Nelson Mandela School of Public Governance, together with the Konrad Adenauer Stiftung's (KAS) Rule of Law Programme for Sub-Saharan Africa, hosted a webinar titled "Women's Leadership and Social Activism: The challenges of 2020". The webinar focused on reflections on women's leadership during the period of COVID-19.

- Every year in BUS4108W, campaign communication and reputation management students in the postgraduate diploma in management in business communication are required to develop a real-world-relevant campaign on a social issue. The content of the campaign varies each year and has included awareness of GBV and this year focused on COVID-19.

EBE: The faculty TC consistently shared transformation-related policies, newspaper articles and academic literature on racism, sexism, bullying etc with staff members using Vula. The channel is an opportunity for discussion and reflection.

- A few years ago, a first-year construction student committed suicide. In 2020, the construction economics management students and staff planted a tree in his memory in the square outside the New Engineering Building. This event highlighted mental health issues in

EBE (specifically among students).

- The Civil Engineering department is working on a historical picture board to highlight the changes the department is undergoing in the form of diversifying the staff and student complements. A sample board was shared for comment before the final board is developed.

FHS: Several departments and units in the faculty conducted actions which contributed to this benchmark. For example:

- The Child Language Africa project is focused on development and promotion of local indigenous languages. The unit is working on development of speech and language assessments and normative data which the speech therapy and audiology students will be able to use in their clinical placements to assess children in all languages of South Africa, rather than only in English and Afrikaans (which was previously the case).

Inclusive Practices Africa provided input to ensure the inclusion of people with mental, physical and intellectual disability in COVID-19 strategies, a neglected area of planning in the initial months of the national lockdown. This included engagement with portfolios at Parliament, the Office of Women, Children and Persons with Disability, and provision of input to the draft national strategy document of level 1–5 actions.

The Red Cross War Memorial Children's Hospital Foyer Re-Memorisation Project was completed and installed in February 2020. The project, which took over four years to complete, encompassed

innumerable stakeholder engagements with the department (from security staff to professors, provincial employees, The Children's Hospital Trust and the design team), covering every aspect of design, fundraising, interviewing participants and installation of the exhibit.

- The Department of Obstetrics & Gynaecology acknowledged that there are very few black gynaecologists who have been part of the past history in the department. The late Dr Carol Thomas, who contributed to the department, was honoured posthumously, and a fund was established with the aim of improving the condition of the outpatient department in her memory.

- In the Department of Human Biology (HUB), the renaming of the spaces formerly associated with Professor Matthew Drennan commenced in 2019. The proposal to rename the spaces was approved by UCT Council in late 2019 and since then the department has commenced the follow-up process of deciding on appropriate names which are respectful of the function of the spaces, are mindful of the history of the spaces; and finally are reflective of the heritage of the original inhabitants of the Cape.

- The Transformation Action group ran a 16-day campaign with daily releases dealing with different aspects of the BLM movement. These generated open discussions in the Paediatrics department but also spilled over into the faculty space with the campaign finding its way into audiences beyond the department.

- In the Department of Psychiatry and Mental Health, during preparation for

COVID-19, department members raised concerns via the South African Society of Psychiatrists (SASOP) about potential human rights abuses relating to the failure to provide equitable care to people with severe mental illnesses in hospitals. This issue was taken up by SASOP and evolved into a national campaign and guidelines.

HR: The HR department has commented, contributed and played facilitation and coordination roles in relation to various policies and processes in this area of work and as owned by the OIC. This includes a range of policies on disability and language. HR has also developed a policy on bullying. The policy has been consulted on extensively with the relevant stakeholders, including with the Institutional Forum (IF), University Human Resources Committee (UHRC) and Senate. In December 2020, the executive decided to form a task team to discuss and finalise the above-mentioned policies prior to their submission to Council in 2021.

Humanities: The faculty is pursuing the name change of Endowed Research Chairs: King George V, Aderne and Hofmeyr to names which are more representative of UCT's diversity. The Institute for Creative Arts (ICA) curated podcasts addressing issues related to this benchmark. Examples of podcasts ([Episode 6](#), [Episode 8](#) and one that addresses [gender and hegemonic whiteness](#)) are available online.

In 2020, the Khoe and San Centre was established. The centre focuses

on marginalised indigenous knowledge, rituals, language and “ways of knowing” of the San and Khoe clans across the university and its communities. Descendants of the San and Khoe clans who are members of UCT still live in communities across Cape Town.

IAPO: IAPO selected its first student with disabilities for outbound exchange in 2021. This is a small step towards meaningfully including students with disabilities. The 2020 outbound exchange cohort would have been the largest recorded to date. Following a review of practices, the selection process now uses the university's admissions policy as a guide, differentiating between open and redress demographic categories in recruitment, nomination and selection of students to exchange placements. At least 50% of places are earmarked for disadvantaged and redress category students and in 2020, every redress student who met the minimum criteria for placement was offered a place. Recruitment sessions specifically target disadvantaged and redress students and include details about the impact of exchange placement on National Student Financial Aid Scheme (NSFAS) funding. The admission requirements were revised to accommodate challenges students encountered under emergency remote teaching to ensure these did not prejudice their eligibility for exchange; and a second round of applications was opened to broaden the pool.

Law: In May 2020, the Law Faculty Board approved name changes for two teaching venues within the Kramer



Building, as well as for the Kramer Quad. The new names commemorate black or struggle lawyers of the South African past. Two of these three names reflect black South African women. More name changes are envisaged in the next year.

Several research units in the faculty specifically focus on this benchmark area. For example the Land and Accountability Research Centre and the Centre for Law and Society (CLS) focus redress in terms of historical inequalities.

P&S: Although not a conscious transformational effort, the department has established formal governance structures to promote and track preferential procurement of previously disadvantaged service providers.

RO: The TC used the A-Z of Transformation toolkit as a springboard to disseminate policy documents related to this benchmark to staff members in the department. In addition, the department held learning events on race and racism, Black Lives Matter, white privilege and psychology of racism to engage staff on issues related to this benchmark.

Science: The Faculty of Science has a general code of conduct in place that includes a policy statement on race, disability, gender and general inclusivity. In 2020, the Faculty of Science General Code of Conduct was published in the faculty handbook for the first time. The faculty began reviewing its space with the help of the Works of Art Committee, and was selecting new pieces when COVID-19 forced a shutdown. There are plans to



Artwork by Faatimah Mohamed-Luke (2018) titled "Decolourise white". It was showcased during the "We've come to take you home" exhibition by WOAC.

revisit this in 2021. The faculty is also replacing gendered language with gender-neutral language (eg they vs s/he) in advertised positions.

- Further, several departments in the faculty conducted actions contributing to this benchmark. For example:
- The Drug Discovery and Development Centre (H3D) celebrated Woman's Day by publishing an article celebrating achievements of H3D female scientists on the H3D website and LinkedIn page.
- In Biology, the transformation action plan has identified individuals to lead the identification of discriminatory practices surrounding heritage, disability and gender.
- In Geology, a complete renovation of the library/tearoom was undertaken to increase the space and make it more inclusive. This included the removal of the "old white men" pictures. Geology also renovated the honours teaching room to make it more inviting, and created new artwork for the entrance hall that featured students explaining why they love geology in their mother tongues (multiple SA languages represented).



BENCHMARK E: INSTITUTIONAL RESPONSES TO DISCRIMINATION, HARASSMENT AND VIOLENCE

WHAT ACTIONS DID FACULTIES AND DEPARTMENTS TAKE TO MEET THE BENCHMARK?

CHED: The Centre for Innovation in Learning and Teaching (CILT) developed a MOOC on disability inclusion.

The course is titled “Severe to Profound Intellectual Disability: Circles of Care and Education” and is available on the [CILT website](#).

Commerce: Several departments led actions which contributed to this benchmark in 2020. For example:

- In the Department of Finance and Tax, tensions arose related to the treatment of PASS staff members. Some staff members shared that they were treated as junior staff members and experienced subtle and explicit forms of bullying. Staff members in the department came together to redraft the core roles and responsibilities of PASS staff members, which led to a department-wide discussion and mutual respect between the different persons in the department.
- In the School of Economics (SOE), the school has worked hard on policy around mental health issues for staff and students. Furthermore, the racial literacy sessions hosted in the department in 2020 led to commitments to make the the School

of Economics (SOE) building more accessible to persons with disabilities, to actively explore renaming rooms to better reflect the diversity and heritage of staff and students, and a commitment to create at least one gender-neutral bathroom.

- In the Actuarial Science department accusations of GBV emerged in the media against a staff member. With support from the OIC, the department created voluntary virtual spaces for dialogue and containment among staff and students.

DAD: The management of DAD communicated the available mechanisms for support through the Independent Counselling and Advisory Services (ICAS) for staff psychosocial support.

DSA: The department played an active role in the development of the sexual misconduct policy and continued to engage with students and student groups on issues related to SGBV.

EBE: The deputy dean for transformation is the focal point for staff and student support. However, not everybody knows about this or feels comfortable to use this avenue of support. Furthermore, the EBE faculty offers support through the

faculty-specific counselling services. In 2020, EE representatives were trained on unconscious bias, which helps to remove discrimination and bias from selection processes.

FHS: Several departments in the faculty conducted actions which contributed to this benchmark.

For example:

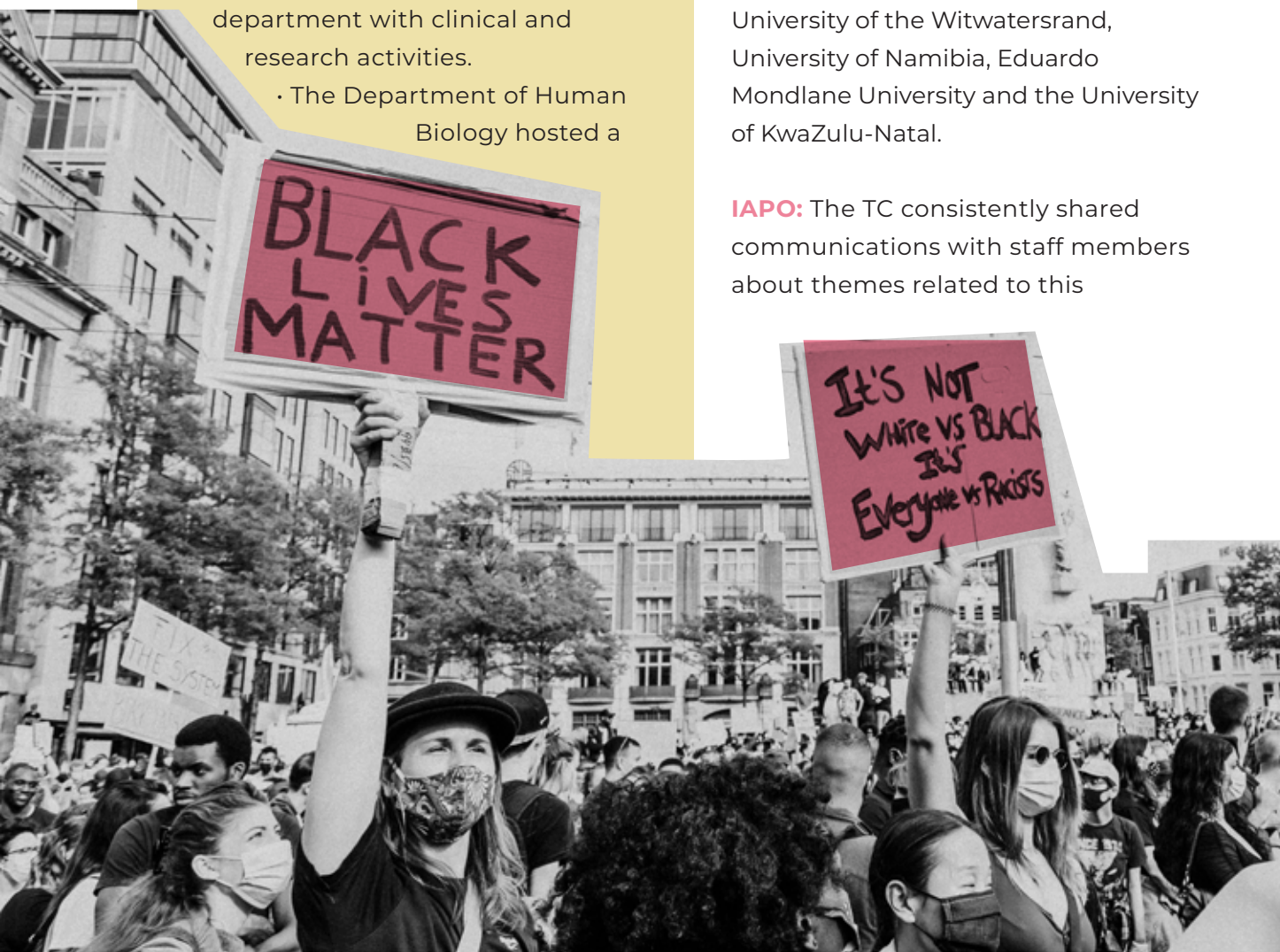
- The Department of Paediatrics and Child Health (DPCH) implemented an anonymous anti-bullying and harassment reporting portal. Fourteen anonymous complaints were received after its inception, with complaints elevated to the HOD. The department also held a campaign to commemorate the 16 Days of Activism against GBV.
- The Department of Psychiatry and Mental Health collated a list of community-based services for clinicians and students across the department with clinical and research activities.
- The Department of Human Biology hosted a

webinar during Women's Month on GBV featuring the World Food Programme's gender adviser, Justine van Rooyen.

HR: The department contributed to the sexual misconduct and bullying policy. HR also makes institutional services such as ICAS available to all staff members.

Humanities: The TC developed and drafted the terms of reference for the religious observance task team which will work towards a policy in this area. The African Gender Institute (AGI) held discussions and dialogues contributing to this benchmark. For example, the institute held a conversation on sexual harassment and a dialogue on strengthening sexual and reproductive health rights. These events were held in collaboration with the University of Zimbabwe, University of Botswana, University of the Witwatersrand, University of Namibia, Eduardo Mondlane University and the University of KwaZulu-Natal.

IAPO: The TC consistently shared communications with staff members about themes related to this



"The Giver", by Bulumko Mbete, was one of the artworks on display during the "We've come to take you home" exhibition hosted by WOAC.



benchmark. For example, a newsletter introducing UCT's sexual misconduct policy and mental health campaign was disseminated.

Law: The TC created an online drop box to allow anonymous or non-anonymous reporting on themes related to this benchmark. The box is monitored by the TC chair, who will also investigate and deal with complaints as required going forward.

Several members of the Law faculty serve as proctors or advisers to the new Sexual Offences Tribunal which has been set up at UCT. This is an important contribution by the faculty staff to the institutional effort in this regard.

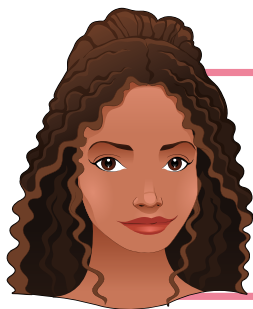
P&S: The department is conducting ongoing sensitivity training of CPS officers focusing on tact and emotional intelligence to equip them with skills to manage incidents including discrimination, harassment and

violence. There is ongoing collaboration with the OIC and DSA to ensure that departments work together and escalate incidents to the right department.

RO: In 2020, the TC shared the A-Z of Transformation toolkit sections on sexual harassment and violence, to spark conversation on SGBV. The department has put in place referral processes to assist staff to access the support they need should they experience discrimination, harassment, and abuse.

Science: The Faculty of Science has codes of conduct specifically to address issues of racism, harassment and discrimination. Students and staff are referred to the OIC for support and to report incidents of harassment, discrimination or abuse. Departments within the faculty regularly use OIC services for such training.





BENCHMARK F: COMMUNITY ENGAGEMENT-ANCHORING UCT IN THE COMMUNITY

WHAT ACTIONS DID FACULTIES AND DEPARTMENTS TAKE TO MEET THE BENCHMARK?

CHED: Global Citizenship

Programme, Careers Service's 'Beyond School' programme and the Employer Partner Programmes all engage and support communities.

For example:

- The Global Citizenship programme (GC) participated in a joint funding proposal to the Hewlett Foundation to fund a series of workshops on socially just academia. Partners include the American University in Cairo, the University of Toronto, Oklahoma State University and Penn State College of Education. The Development Action Group (DAG) has been the GC community-based partner for several years on the Social Infrastructures: Engaging Community course (END1019P). The partnership includes several co-creation planning sessions for the course, as well as an evaluation at the end of the course. DAG includes several community organisations such as the Bo-Kaap Civic Association, the Khayelitsha Peace-Builders, Mitchells Plain United Residents Association, Village Heights informal settlement, Salt River Residents' Association, Maitland Garden Village Residents' Association and the Philippi Horticultural Area PHA).
- The UCT Plus programme provides a platform for CS on tracking,

reflection and acknowledgement of involvement in communities and volunteerism.

Commerce: Several departments in the faculty have contributed to this benchmark. For example:

- In Information Systems, a mobile bullying awareness campaign in schools has been developed in partnership with the South African Police Service (SAPS) in the Eastern Free State. This is as part of the study titled "Towards a mobile application to aid law enforcement in diagnosing and preventing mobile bully-victim behaviour in Eastern Free State high schools of South Africa". The project is funded through the National Research Foundation and the Department of Information Systems (UCT). The department also partners with Pforzheim University, to provide support for the Vrygrond Community Lab. This has served as an opportunity for IS honours students to complete community service.
- The Nelson Mandela School of Public Governance has signed a memorandum of understanding (MoU) with the Public Service Commission on areas of collaboration to uphold Constitutional values. It also partnered with the Konrad Adenauer Stiftung's Rule of Law Programme for Sub-Saharan Africa to deliver the Leading in Public Life: Women, Influence, Power programme. This

programme sought to promote and strengthen the inclusive representation of women aspiring to or currently in political and public leadership roles and in this way improve the quality of legislation and rule of law. The inaugural cohort hailed from six African countries, namely Botswana (1), The Gambia (1), Kenya (6), Nigeria (2), South Africa (7) and Zimbabwe (3). The school also partnered with the London School of Economics in delivering the Atlantic Fellows for Social and Economic Equity programme that focuses on addressing inequality and advancing social justice. It helped the Observatory Community Action Network to support homeless people during COVID-19 with food, health, alternative shelter and their right to housing. Lastly, the school partnered with the Local Government Sector Education and Training Authority (LGSETA), the South African Local Government Association (SALGA) and Zenande Leadership Consulting to create a unique Local Government Women's Leadership Development Programme.

- In the School of Economics, a number of staff were integral in launching the National Income Dynamics Study – Coronavirus Rapid Mobile Survey (NIDS-CRAM), the first broadly nationally representative longitudinal survey on the effects of COVID-19 and lockdown on socio-economic outcomes. This work relied on multilateral engagements between multiple universities and government departments. In addition, the Research Unit on the Economics of Excisable Products (REEP) conducted an online survey of 23 000 people on tobacco sales and use during lockdown. This data was

used by the government (including the health department and National Coronavirus Command Council) to monitor and assess the situation and formulate health and other regulations. The department also incubated and supported the Phaphama Social Enterprise Development Initiative (phaphamasedi.co.za), providing oversight to their board and funding support. This is an entirely student-run organisation that works closely with entrepreneurs in Philippi and Delft.

In the School of Management Studies, the Master's in Programme Evaluation students work with the UCT Knowledge Co-Op project to access community-based organisations. MPhil Programme Evaluation students are working with the following social organisations as part of their research projects: Just Grace, Nalibali, Lesotho National Federation of Organisations of the Disabled, Neighbourhood Old Age Homes, GreenPop and Principals Academy Trust.

- The Institute for Monitoring and Evaluation (IME) has been providing technical support for the monitoring, evaluation and learning (MEL) strategy for the Global Challenges Research Fund's Accelerating Achievement for Africa's adolescents hub. In August 2020, the hub approached the IME for assistance with the co-development and co-facilitation of a MEL strategy workshop. The hub's activities feed into accelerating achievement towards the United Nations Sustainable Development Goals (SDGs) for adolescents in Africa.
- Information Technology (IT) receives numerous requests for computer

donations. Besides donating computers, they set up the computers for the respective recipients. Commerce IT partnered with the Khumbulani Educare Centre (Khayelitsha) to set up a 12-seater computer lab with audio and visual facilities, and the Bertie Barnard Primary School (Stilbaai) to upgrade and maintain a 35-seater computer lab and 16 staff computers.

The College of Accounting had in the past developed the Learn Accounting website, a multilingual project that offers access to accounting concepts in five languages (isiXhosa, isiZulu, Sesotho, Xitsonga and English). The project played a significant role during remote teaching. The video views averaged between 15 000 and 18 000 per month, with additional registrations of between 800 and 1 000 students from universities across South Africa. First-year lecturers from numerous sister universities indicated the importance the Learn Accounting project played in their remote teaching plans.

EBE: The faculty contributed to this benchmark by conducting a Women's Day webinar on sexism in engineering. In addition, the deputy dean for transformation gave the Snape Memorial Lecture on vulnerable population groups (women, children, the elderly and persons with disabilities) and how transport planning and implementation is not accommodating these groups, leading to isolation. Several departments at UCT have initiated partnerships with communities, for example:

- The Construction Economics and Management (CEM) department partners with the African Real Estate



ABOVE: Dr June Bam Hutchison addressing a Transformation Workshop at Bremner building.

Society, National Home Builders Registration Council, Western Cape Property Development Forum, Construction Industry Development Board and Communicare to ensure the faculty has strong links with the rest of the continent. In addition, CEM together with the Association of Built Environment Students (ABES) organises a community build project annually. CEM students assist a selected community to build or renovate facilities as part of their practical training requirement. Service learning is seen as an integral part of the learning experience for the students.

- The Civil Engineering department has started a "Feed a Family" scheme in Langa.

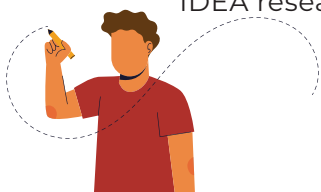
FHS: Several departments in the

faculty contributed to this benchmark. For example:

- The Department of Human Biology (HUB) developed a policy brief on “Physical Activity for Health in Africa: During COVID-19 and Beyond”. Additional briefs addressed the major challenges in minimising the risk associated with community transmission during exercise, adopting a policy framework created by the World Cancer Research Fund and introducing a four-step policy recommendation for physical activity for public good.
- The School of Public Health and Family Medicine participated in a number of multilateral engagements, including with the National Economic Development and Labour Council, family physicians immersed in community primary health care, and a bilateral agreement between the Western Cape Department of Health and UCT. Staff engaged with Towards Unity for Health (TUFH) network activities on gender-based violence and family violence. The department through its staff has been able to assist in catalysing the Cape Town Together community action networks (CANs), which enabled community-level COVID-19 responses in many communities within Cape Town in support of social justice.
- The Department of Health and Rehabilitation Sciences, Including Disability in Education in Africa (IDEA) research unit co-hosted a webinar on “Disability Inclusion in Teacher Education and Development in South Africa” with the Department of Higher Education and Training. More than 200 people attended the webinar. The IDEA research unit also offers four

MOOCs (in partnership with CILT), which are aimed at educators, school principals and education policy developers and officials interested in “expanding access to education and the full curriculum for children with severe to profound hearing, visual or intellectual disabilities”. In 2020, these courses received almost 12 000 enrolments. The department was awarded the Socially Responsiveness Course Development Grant to design the “Towards Transdisciplinary Approaches to Practice” course. This course aims to deepen interaction with communities to work towards social justice and health equity. Staff and students in Occupational Therapy (OT) have opportunities to interact with citizens in Ikamva Labantu. Through this interaction, the Ikamva Labantu seniors’ programme was expanded to promote occupational possibilities during the pandemic. OT staff and students also interact with the Neighbourhood Old Age Homes (NOAH) project, which resulted in the Storytelling and Happiness @ Home programmes.

- The Department of Health Sciences Education’s Clinical Skills Unit hosts the Patient Partner Programme, which partnered with the Zakheni Arts Therapy Foundation, and currently employs four community members who fulfil the role of patient partners. Patient partners are individuals who are “experts by experience” of the South African public healthcare system and are representative of the population of the Western Cape with respect to age, gender, race, culture, level of education and socio-economic status. The ultimate goal of the Patient Partner Programme is the collaborative





As part of building a community of care and belonging at the Red Cross War Memorial Children's Hospital, the "Foyer Re-memorisation Project" permanent exhibition was launched to relay experiences and stories of staff members through photographs and words.

development of a socially responsive communication curriculum, titled "Communication as a Participatory Process", that is fully patient centred.

- The Department of Psychiatry and Mental Health's Perinatal Mental Health project expanded its work in collaboration with NPO's to address COVID-19-specific issues. Lameze Abrahams from the Division of Psychotherapy serves as the vice-chair of the Division of Psychologists in Public Service (PiPS). A division of the Psychological Society of South Africa (PsySSA), PiPS aims to promote the work interests and conditions of psychology professionals in the public service sector. To this end, PiPS is spearheading a research collaborative with the University of South Africa (UNISA) to investigate the experiences of psychologists in public service, among other things.

Abrahams is also the South African coordinator for the International Consortium of Universities for Drug Demand Reduction (ICUDDR), which seeks to coordinate collaboration with universities and departments across South Africa in developing addiction science curricula. The Division of Addiction Psychiatry has an Addiction Technology Transfer Centre, which has worked closely with the US President's Emergency Plan for AIDS Relief (PEPFAR), and a range of NPOs to provide training in screening and brief interventions for substance use disorders. The Division of Psychopharmacology and Biological Psychiatry is closely involved with the Drakenstein Child Health Study, which has strong roots in the community which it serves. The Spring Foundation, an NPO at Lentegour Hospital, is a project also directly supported by the

department. Its market garden project played a role in food supply during lockdown.

- The Department of Gynaecology and Obstetrics, through the Khayelitsha Cervical Cancer Screening Project (KCCSP), with support from the South African Medical Research Centre (SAMRC) Gynaecological Cancer Research Centre, has provided a high-level colposcopy service to Site B, Khayelitsha. Due to the COVID-19 pandemic, the number of women with untreated cervical smears has grown exponentially. In November 2020, the team performed over 190 colposcopies free of charge and on site. KCCSP in collaboration with Columbia University is running webinars on cervical cancer screening with participants from the University of Limpopo, and East London and Frere hospitals.
- The Department of Anaesthesia has been involved over the past several years and continues to participate in various charitable outreach projects into South Africa and Africa every year, to provide service, teaching and research collaboration opportunities.
- The Institute for Biomedical Sciences has partnered with the Dikakapa Everyday Heroes Initiative, an NPO based in Cape Town. Dikakapa aims to inspire and motivate high school learners from disadvantaged communities to use education as a tool to improve their lives and that of their communities. The Institute also encouraged staff to engage with civil society organisations to build solidarity and dispense their skills for social good. For instance, the department has worked with the National Science and Technology Forum to create videos that could be

shared with high school learners as a source of inspiration and encouragement to pursue careers in the science, technology, engineering and mathematics (STEM) fields.

Humanities: The faculty noted several initiatives such as the Black Art & Communities at Heart (BACAH) – a conversation series that explores the importance of black art, black artists and black communities in a democratic South Africa. BACAH conversations aim to find concrete ways for art to be used to address social ills and effect change.

Importantly, these conversations take place outside of traditional centres of discussion (eg universities and city centres). The Michaelis School of Fine Art collaborates with the Africa South Art Initiative (ASAI) to engage with community practitioners (historically from the Community Arts Project).

- The research units in the faculty have made many contributions. The Families and Society Research Unit (FaSRU) ran a monthly e-seminar series on COVID-19 and family dynamics, starting from June 2020. The first seminar, titled “Women, Work and COVID-19”, invited research collaborators from the Glasgow Caledonian Institute and looked at comparative outcomes for women and work during COVID-19 in South Africa and the UK. The second seminar was hosted at the end of July 2020, and focused on government blind spots in support services during COVID-19. It engaged scholars at the Children’s Institute. The third seminar was an engagement with scholars from the South African Fathering Project at Sonke Gender Justice and examined fathering and care during COVID-19.

- The Centre for Film and Media

Studies (CFMS) hosted a panel discussion on alternative distribution, using the British Academy of Film and Television Arts (BAFTA) award-winning documentary film *For Sama* as a case study, in September. The aims of the series were to engage aspiring filmmakers, further community engagement and social responsiveness, share local knowledge, connect African filmmakers and contribute to knowledge production that would capacitate African filmmakers. CFMS also provided 10 alumni of the Stepping Stone programme with data to attend Encounters (film screenings and industry events). Lastly CFMS also initiated the [Free Film School: Online Learning Resource](#), reaching out to filmmakers and industry workers to make short film training videos suitable for a broad audience of aspiring filmmakers.

- The school's Development Unit was part of the @Home Learning Initiative. A number of working groups were established to put into operation the objectives of the @Home Learning Initiative in preparation for the pilot which is to take place from November 2020 to March 2021. The authors are participating in these forums and have contributed to strategic discussions and materials for consideration. These include Foundation Phase curriculum and psychosocial resources. The Department of Economic Development and Tourism (DEDAT) is funding the 61 interns, all of whom are matriculants, currently unemployed, as part of the Western Cape government's Year Beyond Programme (YeBo). The interns will

mediate the materials on the ground, with a focus on at-home learning for Grade R to Grade 4 learners who are currently not attending school.

- The School of Education runs the [Schools Improvement Initiative \(SII\)](#). As a vehicle for extending UCT's engagement in schooling, the SII seeks to improve the quality of teaching and learning through a commitment to long-term partnerships with schools and ongoing community engagement. Its key programme is the Schools Wellness Centre (SWC), which is operational in all of its eight partner schools.

IAPO: The department participated in the international virtual 2020 Diversity Abroad Conference. The conference challenged professionals from around the world to continue with their commitment towards building a more inclusive and equitable global education sector. The Mastercard Foundation Scholars Program managed by IAPO promotes access to higher education opportunities through offering scholarships to students from vulnerable, socio-economically disadvantaged backgrounds. The programme was adapted to ensure access during lockdown. The department participates in the Vulnerable Students Working Group meetings to address the needs of marginalised students navigating the online learning space during the lockdown period.

Law: The Land and Accountability Research Centre (LARC) has an informal alliance in place with the Alliance for Rural Democracy, a collective of rural community

organisations agitating around land redress policies. LARC also makes representations to Parliament concerning land reform. LARC also participated in the Land and Agriculture Multi-Stakeholder Platform (MSP) policy round-table dialogue, which is aimed at advancing land reform as social justice and is collaboratively hosted by the civil society network, Land Network National Engagement Strategy (LandNNES), in collaboration with the Department of Agriculture, Land Reform and Rural Development (DALRRD) and the Food and Agriculture Organisation of the United Nations (FAO).

- The faculty also has a Legal Aid clinic and a Refugee Rights clinic. Both clinics offer legal services to qualifying low-income applicants and refugees. The Law Clinic works in conjunction with Legal Aid South Africa. The Refugee Rights Unit works in conjunction with Scalabrini, an NGO dealing with refugees. The Centre for Law and Society also has formal partnership agreements in place with several civil society organisations.

- The faculty also provides technical support and services to communities. For LLB students, this is done through the community service programme, which is a compulsory degree requirement. Community service initiatives include student-led organisations, such as Students for Law and Social Justice.

P&S: Through its Risk Services division, collaborates with SAPS and the Groote Schuur Community Improvement District (GSCID) organisation to ensure the safety and security of the UCT community. P&S

participated in the Santa Shoebox charity drive in 2020.

- **RO:** The Knowledge Co-Op links academics with communities to drive research that is to the benefit of the community. The UCT Knowledge Co-Op facilitates research collaborations with community groups. This year 28 such collaborations involved 18 NGOs working on issues like GBV, health, and social justice.

- The Research Development cluster participated in a collaboration involved in applying for the University Capacity Development Grant PhD programme for historically disadvantaged institutions (HDI). This collaboration includes the Walter Sisulu University, University of Fort Hare and Sefako Makgatho Health Sciences University (as HDIs) and the University of Stirling, United Kingdom.

- The Engaged Scholarship Division contributes to this benchmark through their work with the Cape Higher Education Consortium (CHEC) which brings the four Western Cape institutions together to tackle challenges specific to the province in order to improve the lives of those who reside in the province. Through the Engaged Scholarship Division, academics and researchers at UCT are given access to funding from CHEC in order to address issues related to social justice, human rights, redress or response to violence, discrimination or harassment in the province.

Science: Several departments in the faculty contributed to this benchmark. For example:

- The Astronomy (AST) department's HOD has been appointed as an adjunct

professor in the Department of Physics at the University of Venda (UNIVEN) for three years (1 October 2020 to 30 September 2023). This marks the start of a formal collaboration between UCT Astronomy and the Department of Physics at UNIVEN, with the aim of supporting the development of astronomy at UNIVEN. AST is promoting summer schools and exchanges at postgraduate level between historically disadvantaged universities with the support of funding by the SA Sweden University Forum. This advanced bridging programme enables students from UNIVEN to improve their background in polar sciences. This programme funded four black South African students in January 2020 and hopefully will continue into 2021. AST also sponsors the Cosmic Savannah podcast series that is aimed at communicating Africa-based astronomy research and activities to a broader audience. AST held a summer school open to all students in ocean modelling in January 2020, and held a science symposium at the V&A Waterfront in March 2020.

- Molecular and Cell Biology (MCB) initiated outreach work during the lockdown. This project was prompted by the national outcry about GBV and Carole Capitaine started a collection drive for Sisters Incorporated: Caring for Survivors of Abuse. Sisters Incorporated plays a critical role in protecting, supporting and empowering women and their children who are survivors of domestic violence, abuse and stigmatisation that are so prevalent in South African communities. Capitaine had a weekly collection drive for food,

clothing, toys, books and toiletries.

- H3D hosted an event with Students' Health and Welfare Centres Organisation (SHAWCO) volunteers to build the relationship between drug discovery and realities faced by the frontline volunteers interfacing with community challenges. The event hosted in March 2020 provided an excellent opportunity for scientists at H3D to share their knowledge and experience with interested medical students, contributing to an improved understanding and appreciation of drug discovery in the broader arena of public healthcare. Equally, allowing research scientists to interact with prospective healthcare professionals promoted a better understanding of the practical and social consequences of their work as drug discovery scientists in South Africa.



UCT staff, students and community members placed ribbons, flowers and messages of support along the walkway outside the Post Office in Claremont in honor and remembrance of UCT student Uyinene Mrwetyana.



BENCHMARK G: CURRICULUM SUPPORT, DECOLONISATION MARGINALISATION AND ACCESSIBILITY

WHAT ACTIONS DID FACULTIES AND DEPARTMENTS TAKE TO MEET THE BENCHMARK?

CHED: The New Academic Practitioners' Programme (NAPP) explicitly focuses on decolonial pedagogy. In 2020, NAPP was held online and included sessions on feminist understandings in the classroom. Courses such as the PGDip and master's also include content on decoloniality and transformation. The Global Citizenship programme (GC) initiated an extra-curricular short course called the "Decolonising Citizenship Facilitators Course".

Commerce: The faculty conducted a range of interventions related to this benchmark. For example:

- In the NMSPG, the master's in development policy and practice covers aspects of diversity, inclusion, ethics and accountability, and decolonialism.
- In the SOE, the PhD/master's curriculum is very intentionally Afrocentric, given that they develop it in collaboration with their African partners. The school also participates actively in the Rethinking Economics for Africa (REFA) network and, through the adoption of the Economics for a Changing World (CORE) curriculum at the undergraduate level, they have introduced a more explicit SA-Africa

lens, focusing in 2020 on issues of land redistribution, restitution and the COVID-19 pandemic.

Since 2019, the SOE has been rolling out a new curriculum in first and second year. They began with first year in 2019 and have followed that cohort into their second year, extending the curriculum accordingly. The second-year curriculum has focused explicitly on economic inequality and land redistribution. Pass rates among previously disadvantaged students have improved, likely a reflection that they find the curriculum more relevant and engaging.

- In SoMS there are several curriculum review processes taking place, in organisational psychology, actuarial science and in marketing. These reviews are in various stages of progress. Organisational psychology is in the first year of the roll-out with the new first-year curriculum implemented for the first time in 2020. The curriculum has been reviewed to respond to a variety of concerns raised by the #FeesMustFall movement. The marketing section has interrogated their curriculum and identified areas that do not provide adequately African perspectives on important subjects. In particular, they have strongly aligned their case study teaching to be South African focused instead of borrowing from myriad international case studies. In the largest course (BUS2010), special

attention is paid to a “deliberateness in language” programme that focuses on inclusive teaching and challenging students to be socially responsive in their outputs for the course. Through this approach they have been able to address complex issues like the impact of “black tax” on household expenditure and consumer behaviour. Lastly, in the consumer behaviour courses, many students have been pushed out of their comfort zone to consider life in low-income households.

EBE: The faculty used emergency remote teaching and learning (ERT) courses as an opportunity to transform content to include disadvantaged students. For example, low-bandwidth techniques were used and in some cases there were opportunities for retakes of assessments. The BSc Property Studies and Honours in Property curriculum was redeveloped to include content related to colonialism, development and structural inequality.

FHS: Many departments within the faculty conducted actions which contributed to this benchmark. For example:

- The Education Development Unit conducted 10 review consultations of individual and programme courses. An internal review on staff information and communication technology (ICT) needs was conducted and measures put in place to enable staff access. The Writing Lab also played an important role through providing input into developing transformative pedagogies and through supporting students who don't speak English as a first language.

- The Department of Research and Postgraduate Education's Postgraduate Diploma in Health Professional Education includes a course that explicitly addresses decoloniality; and the course material is refined annually. Themes related to power and hierarchy in the teaching and learning situation are addressed in other courses in the programme.
- Department of Health and Rehabilitation Sciences' undergraduate courses for the Speech-Language Pathology and Audiology programmes were reviewed to maximise accessibility. All academic courses and a large proportion of the clinical courses were moved online. In addition, assessments for all academic courses were changed to continuous assessments with no examinations, to accommodate students with different levels of accessibility. The majority of assessments were open-book and not timed, to reduce inequality to electricity, technology and internet access and also to allow for different home environments and learning styles and patterns. IBS1007S, the first-year, second-semester MBChB course, shifted completely online in response to the COVID-19 pandemic and lesson pages were designed on Vula around themes that highlighted issues of inequality, racism and sexism – building the foundation for decolonisation of the curriculum. The ongoing review of the course indicates that future health practitioners must develop self-awareness, empathy and critical understanding of social injustices in order to actively advocate for community health practices.
- The Department of Psychiatry and Mental Health has identified the stigmatisation of mental disorders as

an ongoing topic of education at postgraduate and undergraduate level. This year, conferences such as ID/Forensics and ID/Africa, for example, included a strong focus on the issue of stigmatisation. The work of the Addiction Technology Transfer Centre in the Division of Addiction Psychiatry has a strong focus on stigmatisation of individuals with substance use disorders.

- Various scholars in FHS also published articles on issues related to transformation. Here are a few examples:
- In the Department of Medicine, Professor Ntobeko Ntusi published an editorial on “Racism in medicine, science and in medical publishing”. The paper highlighted that “systemic bias and structural inequality, including within medicine, are one of the defining public-health challenges of our time. Actively combating these must be a priority for all segments of our society”.
- In the Department of Psychiatry and Mental Health: Galvaan, Kathard, Kleintjes, (2020), *COVID-19 higher education response: how are we being equitable and inclusive?*
- Dos Santos, Spesny, Kleintjes, Galvaan, (2019), *Racism and mental health in higher education: A challenge for LMICs.*

The Department of Public Health and Family Medicine published, “Debate: Why should Gender-Affirming Health Care be included in Health Science Curricula?”

Humanities: The EDU ran the EDL project for the Humanities faculty. It developed a Care Call process, during which all students in the faculty were contacted telephonically to ascertain whether they had online access and if

they would require hard-copy materials. Students who had no online access were placed in the EDL programme and EDL tutors were allocated for this purpose. Hard copies were couriered to students who had no access.

Law: In 2020, a mentoring programme (“Mentoring for Success”) took place. This programme paired vulnerable students, particularly those who had been readmitted following an appeal against exclusion the prior year, with a more experienced student mentor.

- In 2020, a staff member was assigned to coordinate efforts to support vulnerable students. The faculty also constituted a working group to coordinate support mechanisms to vulnerable students who faced peculiar challenges during the pandemic. Faculty rules, course outlines and materials, and teaching methods were amended and upgraded to take into account the unusual circumstances faced by students, especially the vulnerable among them.

- The TC chair has published an article in *Acta Juridica*, dealing with “recontextualising a commercial contract law course for an African university”. This speaks to changes made in the CML4006W course (compulsory for final-level LLBs) aimed at addressing issues relating to social justice in commercial law; as well as specifically African themes, such as stokvels and the law which governs them.

RO: The office looked at how to provide a better working environment to all staff during the lockdown. Each





Sally Röthemeyer and Dr Andrew Appiah-Baiden from Nueroscience were among the essential services workers who continued to work during hard lockdown.

Interrogating Human Origins: Decolonisation and the Deep Past. M Porr and J Matthews, Eds. *Archaeological Orientation Series.* Routledge: Abingdon. (Series editors: Christopher Witmore and Gavin Lucas). Preprint AfricaArxiv DOI: 10.31730/osf.io/jtkn2

2020 Ackermann RR. *Scientific sovereignty in palaeoanthropology: How contemporary events are exposing systemic inequalities.* Raymond Dart Memorial Lecture, Australian Research Centre for Human Evolution, Griffith University (virtual due to COVID-19).

unit scheduled their own “working hours” to accommodate staff with family responsibilities and unfavourable living conditions.

- PGFO applied the same for postgraduate students who were living in undesirable circumstances, arranging for temporary paid accommodation off-campus.

Science: All departments within the faculty continue to review curricula and pedagogy. In 2020 the move to online learning took precedence over other changes.

- H3D mid-career scientists went through leadership and bias training (recognising unconscious bias) as part of the Global Health Mentorship programme.

- The faculty also conducted some research specifically aimed at breaking down oppressive content. For example:

- Athreya S and RR Ackermann (2020). *Colonialism and narratives of human origins in Asia and Africa.* In:



Dr Odirile Obuseng from the Department of Radiation Oncology, photographed during hard lockdown.



BENCHMARK H: OWNING UCT'S AFRICAN IDENTITY

WHAT ACTIONS DID FACULTIES AND DEPARTMENTS TAKE TO MEET THE BENCHMARK?

CHED: Many programmes within CHED have an Africa focus and attempt to recentre content through the lens of Africa as epistemic locus and generation. CS works in partnership with the Mastercard Foundation Scholars Program to support scholars from other African countries. The program aims to create transformative leaders through volunteering, mentorship and leadership activities. Throughout their time at UCT, Mastercard Foundation scholars are supported by a dedicated careers, internships and opportunities advisor who provides career development support, advice and training, with an emphasis on entrepreneurship.

Commerce: Several departments in the faculty conducted work contributing to this benchmark. Many integrate African content into their course work or programming. For example:

- IS runs the Enterprise Systems Education for Africa (ESEFA) programme which addresses the shortage of enterprise systems skills on the African continent by encouraging African universities to train suitably qualified staff on

enterprise systems (ES) and enterprise resource planning (ERP). Further, the Centre for Information Technology and National Development in Africa (CITANDA) research unit explicitly focuses on IT and national development in Africa, addressing the implications of modern digital technologies as well as more traditional IT on individuals, organisations and society in Africa.

- The Cybersecurity Capacity Centre for Southern Africa (C3SA) is a collaboration between the Department of Information Systems, the think tank Research ICT Africa, the Global Cyber Security Capacity Centre (GCSCC) at Oxford University, and the Norwegian Institute of International Affairs (NUPI). C3SA aims to strengthen the region's competence in fighting cybercrime, promote women's participation in cybersecurity research and policy-making, as well as increase the scale, pace and quality of cybersecurity capacity building.

- In NMSPG, a recent collaboration with the Centre for Competition, Regulation and Economic Development (CCRED) at the University of Johannesburg is one example of African university partnership. This is a research collaboration which will conduct a rapid empirical analysis on the expected socio-economic impact of COVID-19 on regional partners and

implications for South African exports. The NMSPG also hosted a masterclass series with Professor Carlos Lopes on “What does contemporary Africa look like in the new decade?”. It aimed to examine the narratives, perceptions and realities of contemporary Africa, also focusing on the economic impact of COVID-19 in Africa and defining structural transformation.

- The SOE continued to collaborate with the African Economic Research Consortium in delivering a taught-PhD programme to students from across the continent. In addition to being the teaching hub for all students in sub-Saharan Africa, their staff have contributed actively in 2020 to ongoing curriculum reform and development, as well as to exam-setting.

- In 2020 the TC chair, Associate Professor Ameeta Jaga was awarded the UCT Harvard-Mandela Fellowship at the Hutchins Center for African and African American Research based on her project of addressing the geopolitics in knowledge production in her field and focusing on writing theory from the southern African context. Specifically it deals with how we must be understood in the South African postcolonial landscape where histories of colonisation and indigenous gender orders continue to shape how women respond to work conditions and how they manage the competing demands of work and breastfeeding.

- In 2018, Ines Meyer was awarded a National Research Foundation/ Department of Science and Technology research chair in Creation of Decent Work and Sustainable Livelihood. She is a founding member

of Project GLOW (Global Living Organisational Wage), an international network of researchers seeking to determine a wage level which would allow people, organisations and communities to prosper and thrive.

EBE: Some staff in the department took part in a cultural activity on Heritage Day organised by a faculty TC working group. The function was organised to celebrate cultural diversity.

FHS: Several departments in the faculty contributed to this benchmark. For example:

- IDM members have continued to develop and participate in many research collaborations across the African continent. Through hosting symposia, the IDM raises awareness of its identity in an African context (some of these were hosted online in 2020). Of particular note is the Life Sciences Across the Globe seminar series, which the IDM co-hosts as one of seven leading research institutes from the US, Europe, UK, Latin America, India and China.

- The Division of Intellectual Disability organised an online national mini conference on research to support the development of human-rights-based mental health services for forensic and state patients with intellectual disability held in October 2020, in response to the SA Human Rights Commission’s recommendations for improving forensic services in their report on the status of mental health services in South Africa. The division also hosted an African regional networking symposium of researchers and



clinician researchers focusing on intellectual and developmental disability.

- The PGDip in Public Mental Health forms part of Project African Mental Health Researchers Inspired and Equipped (ARISE). The goal of Project ARISE is to strengthen and extend the postgraduate pipeline in African public mental health to build capacity for non-communicable disease research.
- The Division of Psychopharmacology and Biological Psychiatry is active in the Neuropsychiatric Genetics in African Populations (NeuroGAP) project – a major global psychiatric genetics initiative in Africa. It aims to advance the genetic analysis of serious mental illness, while contributing to global mental health equity, by expanding infrastructure and research findings in Africa. Members of this division also participate in the Human Heredity and Health in Africa (H3Africa) Consortium, comprising a network of research sites across Africa, with a focus on the complex interplay between genomic and environmental determinants of common diseases.

Humanities: The Philosophy department in the faculty received funds from Carnegie to host an African philosopher. This post will encourage centring the African continent within the teaching, learning and research of the department.

IAPO: IAPO facilitated activities related to Africa Month. Given the impact of COVID-19 and remote working/teaching, IAPO worked with student leaders to celebrate Africa Month and to connect with students around topics such as

internationalisation and Afrophobia. IAPO collaborated with the SRC on this initiative and published posters, poetry and images which centre the African continent on social media.

Law: The faculty has a dedicated Centre for Comparative Law in Africa (CCLA). The centre offers courses at LLB and LLM level relating to law on the broader African continent. In addition the Democratic Governance and Rights Unit (DGRU) hosts databases of legal materials from South Africa and Africa generally.

RO: The Researcher Development Academy offers training to colleagues on the African continent, which aims to give African research more visibility.

Science: The faculty has many departments whose curricula and research focuses are Africa-centric. As a result, the faculty produces a huge amount of output on Africa. The departments actively contributing to this benchmark include: Archaeology (entirely African-focused, human evolution through research); Astronomy (southern skies); Biology (fynbos ecosystem, etc); Environmental and Geographical Science (EGS) (human-environment issues in Africa); Geology (geology of Cradle of Humankind and other early African sites); H3D and Chemistry (Africa-specific diseases); Oceanography (African marine ecosystems).

- Numerous departments also regularly hold activities, such as food sharing and cultural awareness events, that celebrate African diversity



BENCHMARK I: INNOVATIONS, ALTERNATE APPROACHES AND BEST PRACTICES IN TRANSFORMATION, INCLUSIVITY AND DIVERSITY

WHAT ACTIONS DID FACULTIES AND DEPARTMENTS TAKE TO MEET THE BENCHMARK?

Commerce: The SOE has attracted significant numbers of black South Africans into their PhD programme. The department created a five-year assistant lecturer post aimed at black South Africans. The post carries a 50% teaching load, leaving the students free to complete their PhD the rest of the time. This extended contract period (five years as opposed to two years) appears to have made a key difference in their ability to attract young black academics. In addition, SOE created a year-end reflective video, the purpose of which was to bring staff together, create camaraderie, and ensure they celebrated the many achievements from 2020. They also continued with First Fridays (an initiative started in 2019), where staff get together socially once a month, to connect as human beings rather than as work colleagues. This has been very successful in building and cementing relationships across divides. They continue to experiment with the format of these gatherings and have had two online gatherings during lockdown to boost staff morale.

FHS: The faculty has entered a collaborative project with Synchrotron

Techniques for African Research and Technology (START). The aim of this collaboration is to use synchrotron-based methods to address several development goals in Africa. To foster community engagement, the FHS has commissioned the Keiskamma Trust to produce 24 artworks illustrating science concepts. The Keiskamma Trust is a community organisation based in a rural area in the Eastern Cape which aims to give hope and offer support to the most vulnerable. The trust strives to address the challenges of widespread poverty and disease through holistic and creative programmes and partnerships. Each of the 22 scientific groups involved in the START Project will deliver a concept and imagery related to an aspect of their science as well as two concepts related to the impact of the START Project from South African and United Kingdom perspectives. These concepts will be interpreted by a graphic designer associated with the Keiskamma Trust and the designs created and hand embroidered by villagers at the Keiskamma Art Project. The fabric panels will be displayed at schools, universities and other public events in South Africa and the UK. In addition, a calendar featuring these artworks and science concepts will be published.

- Following the release of the FHS Transformation Framework on



16 June, the TC started a process to identify potential initiatives for the department to pursue. After a vote, two flexible working groups were established focusing on staff wellness and supporting womxn. These working groups have garnered unprecedented support and interest within the department, and offer staff a way to participate in activities, without being formally tied to the Transformation and Equity Committee (TEC).

- The DoM TC established a new fund in 2019 of R150 000 to facilitate transformation in the department. The DoM TC is currently offering grants between R25 000 and R50 000 to assist transformation candidates who are targeting an academic trajectory and was specifically set up to facilitate research start-up. The money could cover consumables, travel, publication fees, etc. The TC is targeting at least two scholarships or grants per year.

Humanities: The Institute for Creative Arts (ICA) held a series of webinars

addressing practice, pedagogy, identities, history and the archive, culture and transformation. ICA also set up a [livestream](#) room for their events.

Science: Unfortunately, the new course titled “Towards a Decolonised Science in South Africa” that was supposed to run in the winter term was cancelled due to COVID-19. The course is planned to run in 2021. Two other departmental examples stand out in the faculty:

- In Geology Dr Rosalie Tostevin received an award from the European Geoscience Union to fund translation of the geological record into isiXhosa.
- H3D has worked to include historically disadvantaged institutions as co-applicants in grant proposals. They received a five-year grant from the US National Institutes of Health (NIH) with Walter Sisulu University (WSU) as one of the sub-awardees. This partnership will help build drug discovery capacity at WSU which can start to serve as a source of skills for the local drug discovery industry.

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