UCT **TRANSFORMATION** REPORT 2022

F(L)IGHT I FREEZE I FLOCK

IN PURSUANCE OF CHANGE AND TRANSFORMING TOGETHER

CONTENTS

F(L)IGHT, FREEZE AND FLOCK: in Pursuance of Change and Transforming Together

Section 1 Introduction 5

1.1 Message from Vice-Chancellor *Interim*, Emeritus Professor Daya Reddy 8
1.2 Introduction by Deputy Vice-Chancellor for Transformation, Professor Elelwani Ramugondo 9

Section 2 An overview of transformation 13

2.1 Highlights and challenges 15
2.2 Governance 19

Section 3 Benchmark results for 2022 24

3.1 Looking back at the benchmarks: 2019–2021 25
3.2 Overview of benchmark results 32
3.3 Strategic integration of transformation 36
3.4 Student access, support and success 39
3.5 Staff access, support and success 46

CONTENTS

3.6 Place and space: Language, names, symbols, artworks and identity 52
3.7 Institutional responses to discrimination, harassment and violence 59
3.8 Community engagement: Anchoring UCT in community 63
3.9 Curriculum support: Decolonisation, marginalisation and accessibility 70
3.10 Owning UCT's African identity 78
3.11 Innovations, alternate approaches and best practices in transformation, diversity and inclusivity 81
3.12 The benefits of flocking 84
3.13 Scholarship and research 85

Section 4 Looking ahead / Finding future direction 87

4.1 Reflecting on the year 88
4.2 Where to from here? 103

Section 5 Transformation resources and references 111

SECTION ONE

Renowned contemporary artist, Athi-Patra Ruga was an artist-in-residence for three months at the Irma Stern Museum in 2022, where he worked on new art pieces in response to some of Irma Stern's most iconic paintings.

INTRODUCTION

In 2022, the University of Cape Town (UCT) reintegrated as a community in a post-pandemic world, adjusting to pivots and hybrid work, growing agility and producing outcomes for change. Recuperation efforts resulting from the pandemic significantly influenced South Africa's financial and economic challenges. UCT's management predicted serious financial limitations in 2022 that would affect access for students and staff. In these kinds of conditions, the work of Transformation, Diversity and Inclusivity (TDI) may be financially reduced or compromised in favour of other areas of need. Deprioritised TDI programmes due to constrained capacity and financial resources lead to a less than optimal approach, with a possible effect of a hypervigilant approach to compliance with minimum output.

Over the past five years TDI programmes have been consistently positioned in UCT through volunteerism of the Transformation Committees (TC) and the leadership committees. With the new Deputy Vice-Chancellor: Transformation, Student Affairs and Social Responsiveness, Professor Elelwani Ramugondo, taking up her position, a stronger trajectory focused on aligning the academic project with transformation goals has been set in place. Drawing on Professor Ramugondo's scholarship on the decoloniality of doing, which is based on occupational consciousness, a concept she

coined, and the research of UCT scholars in decolonial thinking such as Professor Harsha Kathard (decolonial curriculum), Professor Floretta Boonzaier (feminist, critical and postcolonial psychologies) and Professor Shose Kessi (decolonial psychology, community-based empowerment and social change), a path for transformative decolonial praxis has been chartered. Along this course of scholarship, UCT black scholars are deepening thinking towards articulating systemic change that achieves authentic transformation.

With fresh and energised purpose and intention, Professor Ramugondo introduced an overall strategy for transformation, centred on three key areas:

1. An integrated vision to cultivate a humanising praxis through integrity, strategy, policies and data analytics; and across the three pillars of UCT's Vision 2030 (Social Responsiveness, Excellence, Sustainability)
2. A capacitated portfolio
3. Clarity of strategic intent and impact.

The year 2022, also saw the articulation of a clear and intentional strategic objective between the employment equity barrier analysis, the work of the UCT Inclusivity Strategy, and diversity training. This approach ensured that the university responded appropriately and recorded its efforts to achieve diversity, transformation and inclusion on the UCT Transformation Benchmarks tool. This tool is aligned with the Department of Higher Education's (DHET) Transformation Barometer; and the Department of Employment and Labour (DoEL) regulations.

In 2022, the university excelled academically, proudly reaffirming its position as the leading university in Africa. Through the transformation-focused knowledge contributions, advances towards achieving social justice were made. Internally, the university community was affected and influenced by several pressures, such as an interrogative employment equity review by the DoEL, financial constraints, student protests, staff wellness concerns, and angst about Professional, Administrative Support & Services (PASS) staff progression in relation to the new Employment Equity Plan. In this context, some Transformation Committees found it challenging to sustain the momentum of their equity, inclusion and transformation actions.

This report details the actions of transformation committees as they pursued the transformation benchmarks, their inclusion actions and employment equity barriers. Their approaches to the TDI programmes were not linear, and the title of this report mirrors the fluctuating responses of faculties and departments in their transformation efforts. In this report, we illustrate our engagement with the concept of Flocking, showing how it has benefitted UCT thus far, and its future value.

Frequent human responses in times of tension, fear and anxiety are:

FIGHT

Responding in a hyper efficient, prepared, and controlling manner.

FLIGHT

Responding through hiding out, withdrawing or disengaging.

A lesser-known response is known as Flock, in which we seek the comfort and safety of others.

FREEZE

Responding through immobility or engaging in numbing behaviours.

FLOCK

To reflect and process thoughts and feelings as a collective is especially important given the learnings and insights in higher education revealed by the COVID-19 pandemic.

"The value of 'Flocking' does not end at reflecting on and processing our feelings though. The increased sense of physical and psychological safety when we 'Flock', enables us to move from 'survival mode' (our emotional brains) to our 'higher order functioning' (our thinking brains), where we can learn, to think more clearly and more creatively and to make more informed decisions.

Flocking Circles are spaces that allow us to tap into our individual and collective wisdom. They are spaces where deep healing becomes possible; and where synergy, innovation and solutions abound."

– Samantha Stern, 2021

Emeritus Professor Daya Reddy

1.1 MESSAGE FROM **VICE-CHANCELLOR** *INTERIM*

Transformation is strengthening the University of Cape Town (UCT) in many ways. It is an essential element of Vision 2030, our strategic plan to help Africans take their rightful place in creating solutions for the problems humanity faces. This vision expresses our commitment to draw from the extraordinary social and cultural diversity, creativity and capacity for innovation of all our staff and students to unleash human potential to create a fair and just society. To make this commitment a reality, we work as a team across the full spectrum of UCT. Each person brings value to the institution, regardless of how they look, where they worship, their home language, their gender and sexual identity, their place of birth, and so on.

Historically, institutions such as UCT would welcome students and staff members from non-traditional backgrounds – but with the underlying expectation that they would assimilate into the existing institutional culture. Transformation seeks instead to re-create our institutional culture to accentuate and draw from the difference we all bring to the work of teaching and learning, research and thought leadership. I believe the end result will be new approaches to scholarship and problem solving, new ways of examining and applying proven knowledge and new ways to add to the global bank of knowledge. Already we are applying new technologies in ways that will serve basic needs of people in poor communities, especially in healthcare but also in fields such as law, literature, engineering, architecture, robotics and digital applications. We are not working in a vacuum but rather in partnership with the communities we hope to serve. We rely on these kinds of relationships to guide our research process and to help evaluate the results of our studies.

In a similar way, we are seeking ways to inspire and guide members of the UCT community in working as a team that values the contribution of every individual member. The theme of this report – "Flight, Freeze or Flock: Pursuing Transformation Together" – expresses our desire to create an institution that no longer seeks to assimilate difference but rather to provide a platform for difference to guide our thinking and our actions to help unleash African potential onto the global stage.

As you will see in this report, transformation is a thread that runs through all aspects of university life, including the experiences of students and staff members; the names, symbols, languages and artwork that we choose for our shared spaces; our responses to discrimination, harassment and violence; our engagement with the community outside our campuses; and how we express and interrogate our African identity in our curricula and campus events.

On behalf of the UCT executive, I thank our colleagues and students for the ways they are pursuing transformation together. As transformative thinking takes root in us, I believe we will become agents of transformation wherever we go beyond UCT and even beyond Africa.

Sincerely

Emeritus Professor Daya Reddy

VICE-CHANCELLOR *INTERIM*

1.2 INTRODUCTION BY **DEPUTY VICE-CHANCELLOR:** TRANSFORMATION

Professor Elelwani Ramugondo

In a year that marks a period of "re-integration" in a post-COVID world, how do we make sense of transformation: the wins, the challenges and the in-between? The 2022 report details UCT's transformation praxis to explore the current synergy among UCT's academic goals as the university seeks solutions that respond more effectively to inequality in South Africa and within itself.

People tend to view universities as traditional and, for the most part, homogeneous: historically the only transformation universities were known for was in the pursuit and application of new knowledge and technologies. Today, of course, transformation has a social context. It is about creating spaces and relationships that celebrate our differences as human beings and creating common ground between those differences. It takes time, effort and commitment to build an inclusive, diverse and creative environment for where we live and work.

In this context, UCT is an ideal example of transformation in progress. We are finding new ways to attract and develop the potential of students and staff members from all kinds of backgrounds, cultures and sexual identities; ways to interrogate the status quo, encourage respectful debate and serve a world that is so much bigger than we could imagine, because we are beginning to see it in its diverse potential.

In an age of massive technological, social and political change, the university plays a critical role in helping to transform not only its internal environment but also the social environment that is outside of the campus. Today's university needs to lead transformation, both for its own sake and for the good of society. Building a university community that embraces and promotes inclusivity and diversity in this context is an ongoing challenge. It requires us to confront our unconscious biases and create new responses to the multitude of differences in outlook and opinion we experience every day.

Just as we can track biological changes in an organism or economic changes through a national census, we have developed ways to track social transformation at UCT. *The UCT Transformation Report 2022* provides an overview of the benchmarks we are using to capture the focus, progress and quality of transformation work. It offers us a photograph of where we are now, so that we can see how far we have come and map out where we want to go as a place of teaching and learning and research, and as an incubator of thought leadership.

While we do encourage transformation at the level of the individual – and many of our interventions focus on that level – UCT also seeks to create a wider institutional environment for initiating and guiding lasting change. The theme for this annual report – F(l)ight, Freeze and Flock: in Pursuance of Change and Transforming Together – reflects both the challenges and the opportunities we have observed in this ongoing process.

This work would not be possible without the commitment and hard work of many people in the UCT community; especially those who serve on transformation committees, the Transformation Forum, the Employment Equity Forum and the Institutional Forum, the Office for Inclusivity & Change (OIC) and the Sexual and Gender-Based Violence (SGBV) special tribunal. They make it possible to navigate UCT's transformation journey over unfamiliar territory, while also adhering to UCT's Vision 2030 strategic plan. Vison 2030 is underpinned by the powerful relationship between excellence, transformation and sustainability to advance the university by celebrating the complexity of our shared history and current context.

Since I began my tenure as the Deputy Vice-Chancellor for Transformation, Student Affairs and Social Responsiveness on 1 July 2022, the results of this report are also due to the leadership of my predecessor, Emeritus Professor Martin Hall, who served in an acting capacity. I thank him for keeping UCT on the transformation road.

Sincerely

Professor Elelwani Ramugondo

Deputy Vice-Chancellor: Transformation,
Student Affairs and Social Responsiveness

How to read the **2022 Transformation** Report

The 2022 Transformation Report is a monitoring tool required by the DHET and DoEL. It should be read as a partial reflection of the university's work in TDI. The report has a specific focus on the university's transformation benchmarks. The benchmarks emphasise and foreground actions that allow for faculties and departments to contribute to transforming research, teaching and learning, and structures and operations by implementing programmes that contribute to transformation and inclusion at UCT.

The UCT Transformation Report is written annually and is a collation of faculty and non-academic department reports on their benchmark achievements. The 2022 report contains an analysis of the benchmark results along with reports received from institutional and special projects that contribute to transformation at UCT and beyond. It should be noted that special projects are conducted at an institutional level and do not form part of the work of TCs. Examples of these special projects include, but are not limited to, the academic outputs of faculties, the systemic change introduced by the progressive leadership in Properties & Services (P&S) and Information and Communication Technology Services (ICTS), the centralised offerings of the IOC, and the work of committees dealing with language, works of art, and the naming of buildings and other infrastructure on campus.

> Six faculties, two academic departments and six non-academic departments contributed to this report.

The year 2019 marked the establishment and first iteration of the benchmarks. Since then, the benchmarks have served as a tool to monitor transformation actions in a cohesive manner. The benchmarks encapsulate the university's Employment Equity (EE) goals and its Inclusivity Strategy. Over time, they are allowing for more searching analysis of transformation in UCT, which is opening pathways for learning. Ultimately, they position UCT to shape its transformation programming in more progressive ways. The 2022 report gives an overview of transformation over the four-year period (2019–2022), providing a deeper engagement with progress, challenges, highlights and areas of concern. The benchmarks will be reviewed in 2023 and adapted to the current context after five years of consistent implementation. Section 3 contains a more detailed explanation of the benchmarks.

The benchmarks are a useful tool for understanding how the university is pursuing TDI. Alongside the benchmark scores, the report contains narratives and perspectives from faculties, departments, institutional and special projects that illustrate the experiences, challenges, highlights and successes of transformation at UCT. This provides a lens to make sense of the current context, where we are headed, and what we need to focus on as an institution.

In 2022, 14 benchmark reports were received from six faculties, two academic departments and six non-academic departments. This is comparable with the 13 reports received in 2021 and 2020, and the 12 received in 2019. It should be noted that some departments have never submitted reports on their transformation work – an indication that transformation is not a priority for some entities in the university. There is high possibility that these faculties and departments are also not complying with employment equity actions, which poses a risk to the university's compliance. In 2022 we analysed the quantitative data from eleven submissions and the qualitative data from the 13 submissions. This discrepancy is the result of late submissions and/or incomplete reports.

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

Even with these limitations, the report provides a snapshot of transformation at UCT. It invites you, as the reader and member of the UCT community, to reflect on our collective contribution to transformation. The report is introduced as an exercise in self-reflection because self-reflection is a key part of our transformation praxis.

SECTION TWO

Artist Qondiswa James perfoming during “The Fire This Time” live art pop up performance curated by WOAC.

AN OVERVIEW OF

TRANSFORMATION INCLUSIVITY DIVERSITY

TRANS FORM ATION

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

SETTING THE SCENE FOR THE 2022 **TRANSFORMATION** REPORT

2.1 Highlights and challenges

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

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

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

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

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

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

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

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

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

How has transformation, diversity and inclusivity impacted your experience at the university in the past?

HIGHLIGHTS

- **The Graduate School of Business (GSB)** played a key role in a community development project, assisting with the expansion of a children's library and other outreach programmes focusing on African leadership and decoloniality. They hosted various offerings and learning spaces which focused on inclusivity, women in business and the gender gap. They also reported an increase of appointments from underrepresented groups, including the first woman of colour in the faculty to be appointed full professor.
- **The Faculty of Health Sciences (FHS)** reported numerous highlights, including the appointment of a gender diversity advocate and an FHS Transformation Co-ordinator to enhance and support TDI in the faculty. They have also introduced an annual Staff Wellness Day and an FHS Strategic Planning Workshop. In addition, they reported on various initiatives in departments that contribute to TDI work, such as social responsiveness initiatives, employee wellness training, and TDI workshops on various themes including decolonising global health in Africa.
- **The Faculty of Humanities (HUM)** reported that they had hosted Sara Ahmed in a public lecture series that was very well attended. Ahmed is a renowned feminist writer and independent scholar whose work focuses on the intersection of feminist, queer and race studies. While there was a decrease in the number of positions in the faculty, the percentage of African females, African males and coloured females remained the same and the percentage of white males decreased by 1%. The Religious Observance team completed its concept document for discussion and intervention, and it was submitted to HR, the Registrar's office, and the Department of Student Affairs (DSA).
- **The International Academic Programmes Office (IAPO)** provided financial support towards the Student's Representative Council (SRC) Africa Day event, supported the Africa Month indigenous games night, and conducted a successful clothing drive for international students. IAPO also facilitated the election of its incoming TC for the 2022–2024 term. It was also involved in projects to foster relationships with communities and hosted sessions related to TDI, such as a bullying and harassment workshop.
- **Properties & Services (P&S)** reported that its practices remained the same as in 2021 because staff were re-integrated onto campus post-COVID. They focused on creating a sense of belonging through increased communication initiatives from leadership; and quarterly leadership sessions where staff were addressed and engaged with motivational speakers. External facilitators were brought into P&S to engage staff on various levels regarding transformation initiatives.
- **The Science Faculty (Science)** reported a successful faculty-wide transformation showcase. Of the 17 academic appointments made in 2022, 10 were black South Africans, of whom four were female. There were five black Heads of Departments (HOD), an increase from three in 2021, which indicates a move towards meeting EE targets.
- **The Research Office (RO)** successfully recruited new TC members and co-hosted a Heritage Day event.
- **The Commerce Faculty (Commerce)** created a new role of Deputy Dean for Transformation and Inclusion (T&I) in 2022 and launched Commerce Engage, a platform that allows stakeholders to engage on T&I work and topics. The Commerce Dean's Advisory Committee developed a new strategy that is underpinned by transformation, inclusion and care. Commerce has the largest proportion of black South African postgraduate students in the university (29.1% compared to 23.2% across the university).
- **The Finance Department** reported that their numerical targets progressed well against the new EE plan. They also noted that staff cohesion improved, and this was demonstrated through high attendance at General Staff Meetings.
- **Human Resources (HR)** reported on its implementation of the EE plan and progress in addressing the identified barriers to employment equity.
- **The Communication and Marketing Department** (CMD) conducted compulsory sessions with the Institute for Justice and Reconciliation (IJR), subsequently using the sessions outputs to map out their inclusion plan. This process was conducted to protect their staff members' wellbeing and ensure that they could still meet CMD's operational outputs.
- **The Faculty of Engineering & the Built Environment (EBE)** reflected on sexual harassment workshops, men's talks, transformational talks and supporting a sanitary drive. They also made progressive gains in terms of demographics and EE targets.
- **The Centre for Higher Education Development (CHED)** reported on various programmes that were rolled out in the university, including the Academic Development Programme, the New Generation Leadership Programme, and the Global Citizenship Programme. In addition, there was a focus on enabling access for students through supporting distance learning and the foregrounding of a graduate exit survey.

CONTEXTUAL CHALLENGES

RECURRING PROTESTS

"Every year, fee blocks and residence issues prevent students from registering. In response, the SRC and other student organisations attempt to help these students and eventually turn to protests and campus shutdowns. This happened in 2021, when I was on the SRC. We marched in the streets, and obtained a concession that kicked the can down the road. It also happened in 2022 and is happening again in 2023. Every year, there is the same protest, over the same issues, with the same results. Something is clearly going very wrong."

LOADSHEDDING CHALLENGES

"South Africa experienced more power supply disruptions in 2022. This led to a decline in mineral production across all commodities. It is estimated that loadshedding costs the economy about R1 billion a day. Estimates from the South African Reserve Bank (SARB) are that the country loses around R900 million a day at stage 6. The central bank has cut the country's Gross Domestic Product (GDP) growth prospects for 2023 to a paltry 0.3% on the basis that blackouts have cut two percentage points of growth from the economy."

GOVERNANCE CHALLENGES

"We are also navigating a period of instability in the executive that affected the stability of the institution. Allegations of governance issues have arisen, leading to the appointment of the independent panel that is currently at work. We are experiencing considerable tension in the Senate and a potential lack of trust between colleagues."

ECONOMIC CHALLENGES

"The country's economic growth averaged 1% over the nine years to 2021, leaving the population poorer on average. The poverty rate has increased, reaching 63% in 2021, according to the latest World Bank estimates, back to where it was a decade earlier. Failure to improve living standards, the bank has warned, threatens social stability and will add pressure to public finances, which are already overstretched."

It is against this backdrop that UCT's challenges emerge and TDI work occurs. It was clearly a challenging year, marked by student protests, loadshedding, increasing economic disparities and governance instability. Fatigue, apathy, disorientation and burn-out are issues mentioned by some transformation actors, along with a deep sense of mistrust and division.

There were some specific challenges TCs wanted to note:

- The insufficient points of connection between TCs and the entities they represent, and between the TC and the management of the entity. This leads TC work to be isolated and not representative of broader faculty/ departmental challenges.
- There is no dedicated budget for transformation activities; administrative support is needed, and time is not allocated or represented in job descriptions/KPAs.
- At UCT, participating in or supporting TDI work bears no clear positive consequence, credit or incentive.
- Incentivisation and accountability do not have to be financial. There is a need for clear, practical target setting.
- It is difficult to gauge faculty "climate" in a hybrid working environment; working from home characterised 2022.
- EE reps have a substantial burden. TC reps are exhausted and have limited capacity to drive campaigns.
- Staff members and students struggle to see themselves represented in structures and cultures of the university. The dominant structures and cultures replicate and centre dominant western and colonial physical environments, epistemologies and knowledge bases.
- [There are] shifting priorities, ie, protests, loadshedding, timetabling. All these require focus, impacting the normal business and strategic objectives.
- There is considerable unevenness across the faculty in terms of who engages with TDI initiatives and staff are afraid to speak up over prejudice related matters.

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

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

"People being discarded like nobody's being communicated with. Clearly, nobody's being informed. Nobody's being told. Things just happen. Staff just disappear and people get left in acting temporary roles for years, and then, you know, once you've done your work and what you are doing now, we appoint someone [else] to take this role full time. And it's those kinds of practices, and it seriously left me feeling this, like, major sense of mistrust."

"There's something about getting closer to the leadership that needs to happen; like we need to have more engagement. We need to have more staff meetings. We need to have more time with "parents", not less. And I think what's happened over the last few years ... there's been less transparency almost like we're not adults and we don't understand, you know, if we don't have money, we don't have money."

"Like nothing was happening and what was happening was a tick box exercise. That's how it felt. I do have to say in the latter part of the ... I felt a lot more traction."

"With the hybrid model of teaching, most of the activities were done online and most of the staff were working at home. However, in the second semester, with the return to the office drive, there were more opportunities for staff to come together."

"Some stakeholders really want to focus more on their teaching and their research and neglecting this one part, that sort of also makes or breaks us as a unit."

"I have found that this is my perception ... that we were so concentrating in 2022 suddenly on numbers, just the numbers and figures and targets and I'm concerned that we almost seem to have lost track of the human element."

These statements are concerns raised by TDI agents. They can be read against the backdrop of the current context at UCT. These are critical voices that give insight into contextual challenges that need attention.

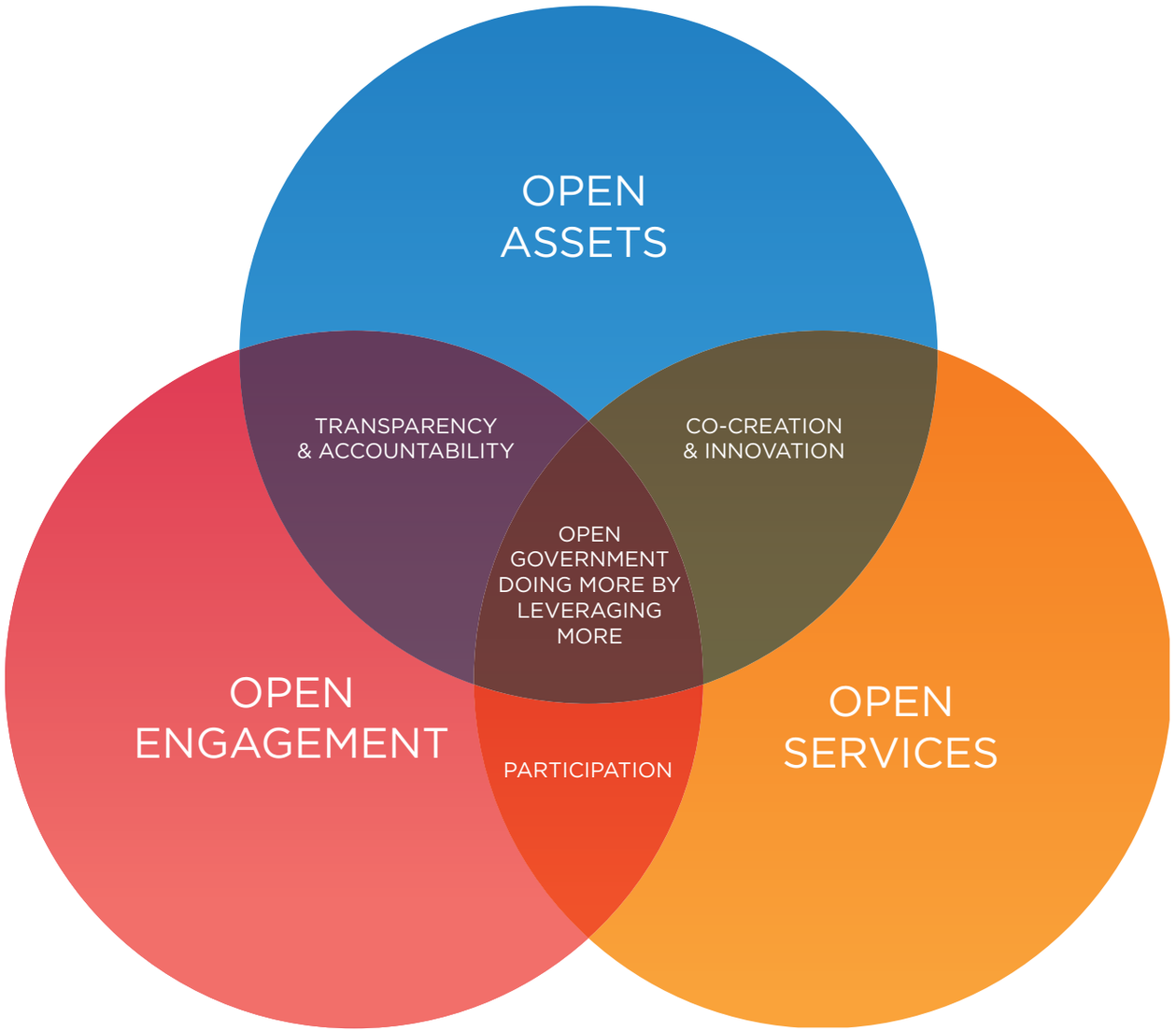
▲ **ABOVE:** UCT's Students' Representative Council 2021/2022 with members of the UCT leadership.

RIGHT: UCT Chancellor Dr Precious Moloi-Motsepe supported SRC members in raising funds for the Afrifund ▶

2.2 GOVERNANCE

UCT is committed to "advance the principle of collegiality, open governance and to be fully accountable for our actions, decisions, and the stewardship of the university's resources and mission." - UCT statement of values 2016

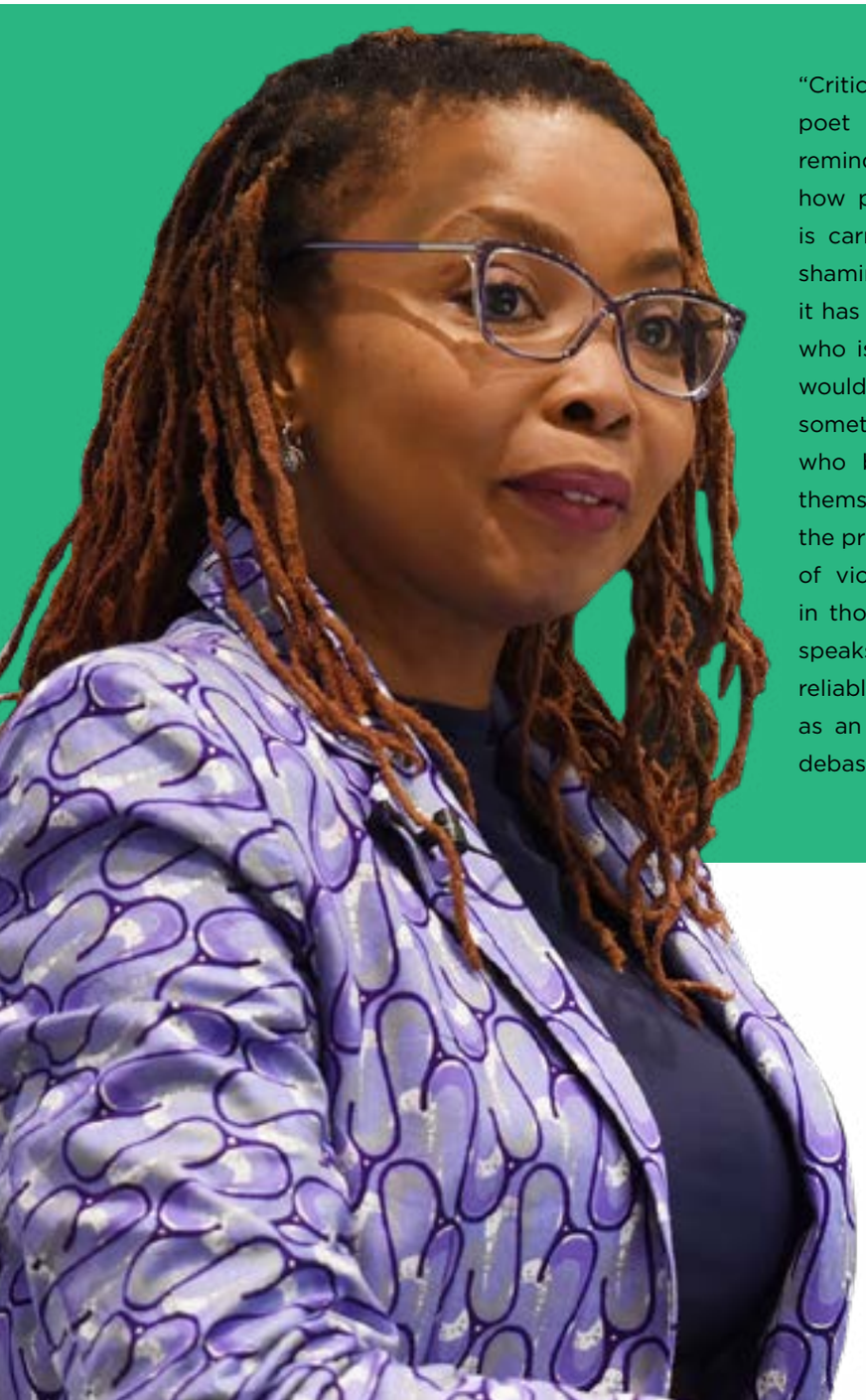
OPEN GOVERNANCE SYSTEM:
DOING MORE WITH MORE



flocking, as outlined earlier, is about creating spaces for physical and psychological safety, which in turn allows for people to participate fully and to co-think; spaces for innovation and productivity. Collaboration, equality of voice and participatory processes are key to creating environments that can respond to contextual needs and challenges.

> "Open governance is about linking and integrating the worlds inside universities, as well as linking and integrating these with the worlds outside universities for the specific purpose of creating public value. The open governance system also encompasses open structures, open organisations and open processes. It involves breaking down, or at least cooperation between, silos across different administrations, levels and locations, through pooling and sharing infrastructures, processes, data, assets, resources, content and tools. It implies forms of co-ordination which balance centralisation and decentralisation as well as top-down and bottom-up approaches." - Millard (2015)

It is important to make sense of governance structures, how they function and who they serve when making sense of TDI in a university context. Xaba (2018) asserts that bureaucratic frameworks of governance continue to reproduce colonial and racist hierarchies which do not benefit people of colour, womxn, foreign nationals, or queer and trans* persons. The current context at UCT, as will be explored later in the report, indicates a sense of deepening division and mistrust between stakeholders and even between staff and students, based on race, class and gender. Given UCT's commitment to open governance in the 2016 values statement, it may be an opportune time to reflect on what that means within the current context.



"Critically acclaimed Kenyan feminist activist, poet and theatre practitioner, Shailja Patel reminds us that when 'you want to understand how power works in any society, watch who is carrying the shame and who is doing the shaming.' Shame is a function of oppression; it has everything to do with who is valued and who is invisibilised in any society. Logically, it would seem to follow that those who have something to be ashamed of, that those who behave badly, should feel ashamed of themselves, [but] the opposite is true. Shame is the product of dehumanisation, and all systems of violent oppressive power produce shame in those they brutalise. Therefore, when Patel speaks of following the paths of shame as a reliable predictor of power, she points to shame as an expression of trauma, a relationship to debasement."

– Pumla Gqola (2015)

There is a call to dismantle hierarchies of power that embody colonial ways of doing and being. There are tensions on campus – racial and political in nature, among other tensions – that perpetuate the Us vs Them narrative. This contributes to segregation, suspicion, distrust, misrecognition and disharmony, which are harmful to building inclusion. It is critical to acknowledge systems of power at play in governance. TDI efforts seek to work within the structures, but also have the responsibility to transform the structures.

Owen Eastwood (2021) challenges us to reflect:

"Without the guide rails of a strong culture, natural patterns inevitably play out in groups and teams. Individuals seek security in cliques. Alliances and antagonism surface. Alphas emerge to compete for status and dominance. Cliques and individuals enter into a struggle for influence. Hierarchy, status and opportunity are determined based on the outcome of this struggle. The group's ways, and how it sees the world, will mirror the dominant clique. The group becomes colonised."

Where is UCT in this struggle? Are we creating Us vs Them dynamics? Are we competing for status and dominance within the institution? Or are we seeking to build a strong culture of inclusion that protects the well-being of persons and enables flourishing for all?

To respond adequately to African problems, the voices of the marginalised should be heard and foregrounded. It is imperative that governance systems that stifle innovation and decrease productivity be reviewed (Terjesen, 2022). Are we committed to open governance? Is there accountability and transparency? To what extent is co-creation and innovation present? Are all voices included and empowered to participate? And how are we leveraging our resources to do more? it is important to respond to these questions honestly, as it will inevitably allow for UCT to be responsive to areas that would enable Flocking, which would lead to outcomes espoused in Vision 2030.

ENGAGEMENT WITH INSTITUTIONAL **GOVERNANCE STRUCTURES**

Most TC and EE 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 (T&LC). 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.

As in previous years, in 2022 several non-academic departments stated that they felt isolated from institutional governance structures and had no way of accessing these structures directly. Some faculties reported that even when they have representatives on Senate, a few voices dominate the space and transformation issues are not often foregrounded.

These themes have emerged over the past four years and are still pertinent in relation to governance structures:

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

The work of TDI agents is important at UCT specifically in the governance context. They should be regarded as active participants rather than mere observers or witnesses and be acknowledged as integral to decision-making processes. And this refers to both staff and students. TDI agents should have equality of voice and be heard in committees and decision-making processes. To practise open governance is to take seriously the idea of equal participation, doing more, with more flocking; to practise transparency and accountability which would serve as a catalyst for co-creation and innovation.

SECTION THREE

Artist Lukhanyiso Skosana in front of the Sarah Baartman Hall during “The Fire This Time” live art pop up performance curated by WOAC.

BENCHMARK RESULTS FOR 2022

Introduction to UCT's transformation benchmarks

"The purpose of the university is for the public good despite current trends towards marketisation and commodification of higher education. But also, it is argued, in the context of community engagement, the university has a responsibility to contribute to and be a participant in regional and national development needs. In the context of South Africa, and 'developing country' contexts, this imperative is embedded in post-independence nation-building agendas whereby it has been historically argued that the university should be responsive to its people and not breed an elite population that is separate from the ordinary person"

- Julia Preece, 2017

3.1 LOOKING BACK AT THE **BENCHMARKS, 2019-2022**

The transformation benchmarks were assessed for the fourth time in 2022. This section describes the benchmark categories and backgrounds.

The transformation benchmarks measure how well the university has integrated, responded to and actioned TDI. The benchmarks fall into nine categories. Each category asks how the university has practised transformation in the previous 12 months.

A. Strategic integration of transformation

How well is transformation mainstreamed in UCT's basic strategic actions?

B. Student access, support and success

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

C. Staff access, support and success

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

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

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

E. Institutional responses to discrimination, harassment and violence

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

F. Community engagement: anchoring UCT in community

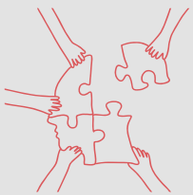
How is the university supporting, building solidarity with, and providing professional services to communities?

G. Curriculum support: decolonisation, marginalisation and accessibility

To what extent is the curriculum and pedagogy employed accessible to and meeting the needs of 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, and activist initiatives?



I. Innovations, alternative approaches and best practices

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

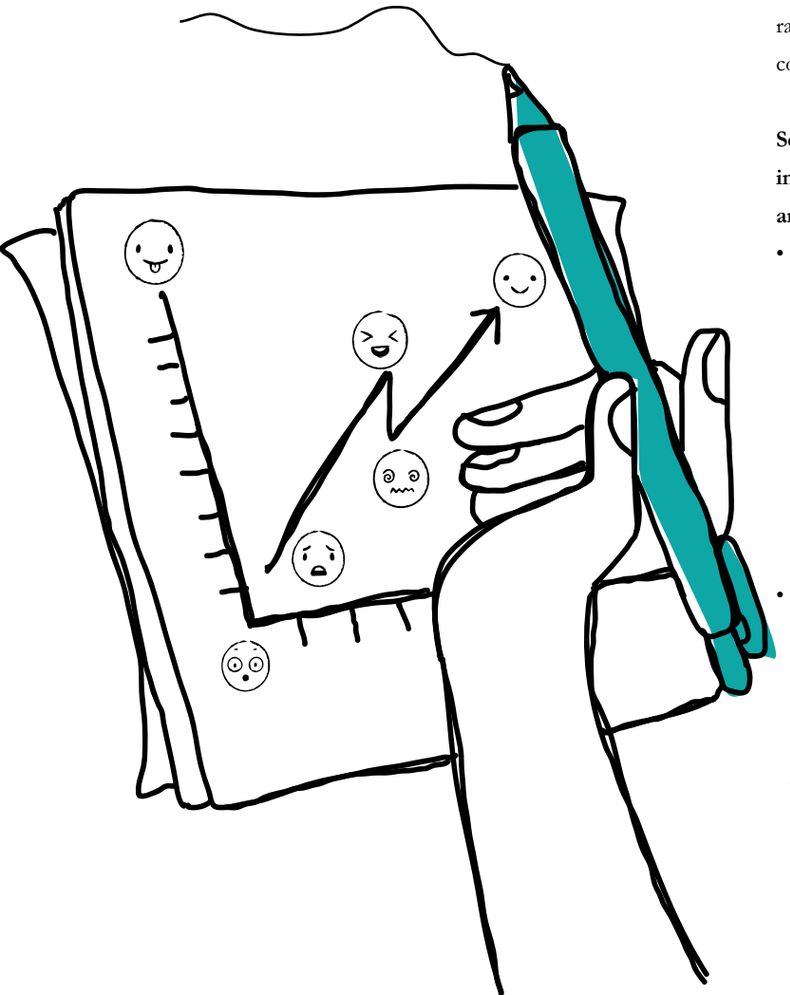
BACK GRO UND

ON THE BENCHMARKS

The benchmarking approach is adapted from the United Nations (UN) Women's UN-SWAP (System-Wide Action Plan) monitoring matrix, the UN World Food Programme's (WFP) gender-transformation benchmark matrix, the Transformation Barometer (Keet & Swartz, 2015), and the AIDS and Rights Alliance for southern Africa's (ARASA) qualitative approach to mapping access to human rights in southern and East Africa. In each of these cases, benchmarks were identified. Benchmarks offer standards or reference points with which entities in UCT can be compared. This set of standard actions was analysed in 2019, 2020, 2021 and in this report.

The year 2022 had unique challenges. The data collected in 2019 offered a baseline for longitudinal comparison and reflection on TDI actions and progress at UCT. The benchmark results over the last four years 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



The concepts of TDI, the work these concepts do, and the authority/value that they hold are often considered innately or necessarily liberatory. This is an assumption that should be troubled. For example, the implementation of TDI interventions can sometimes reinforce disparities and inequalities. Ellsworth (1989) argued that words used in TDI intervention such as "empowerment" or "dialogue" can and are used to sustain oppressive power dynamics, and Ahmed (2006) suggests that anti-racist (and other TDI) interventions in higher education often do more to sustain racism than dismantle it (Khan & Marnell, 2021). These examples open up TDI work and the ways in which it is monitored and evaluated to critique, and in doing so imply that efforts should carefully assess how systems of power are challenged or troubled, rather than simply taking concepts (such as TDI) as effective in conducting the political work they are supposed to do.

Some of the criticisms put forward in previous years are still important to capture here for readers who are new to UCT's annual transformation reports. For example:

- Benchmark approaches prioritise naming, framing, numbering and coding information. In doing so, much of the social phenomenon of TDI work, including the diverse and sometimes contradictory ways people understand these concepts, is lost. In focusing on capturing the benchmark score or code, the being, state and conditions of the social actors in TDI work is lost. Apthorpe (1996) argues that this leads to hierarchies and "top-down" values being entrenched over "bottom-up" or participatory approaches.
- Bell et al (2019) suggest that the treatment of decolonialism (among other TDI efforts) as an operational and programmatic intervention un/intentionally invisibilises, surveils, codes, quantifies and disciplines in an effort to meet its goals and targets. The operationalisation and professionalisation of TDI work entrench it in existing power structures at the expense of creative, activist, anti-capitalist and imaginative alternatives.
- UCT faculties and non-academic departments have also put forward critiques of this approach:
- The primary criticism is that the amount of data and evidence expected for the report is daunting. Entities in the university continue to struggle to set aside time to complete the report. On average, 13 out of 19 entities submitted reports each year between 2019 and2022, and many entities have not been able to complete their reports.

- Another entity highlighted that the benchmark framework does not respond to or criticise the way institutional governance structures and systems fail staff and students, and rather locate poor scores at the department or faculty level. This seems to take responsibility and accountability away from a biased and exclusionary institution and places responsibility on individual entities within the university.
- Some entities continue to argue that the benchmarks are "not applicable" to them. For example, several non-academic departments (for example, the HR department) do not see their work as intersecting with students. Even though this has been challenged in previous reports, some departments continue to use "N/A" as their response to student-related issues and struggles. This leads to some entities (eg, those responsible for policy development) being out of touch with, uncaring and dismissive of student struggles.

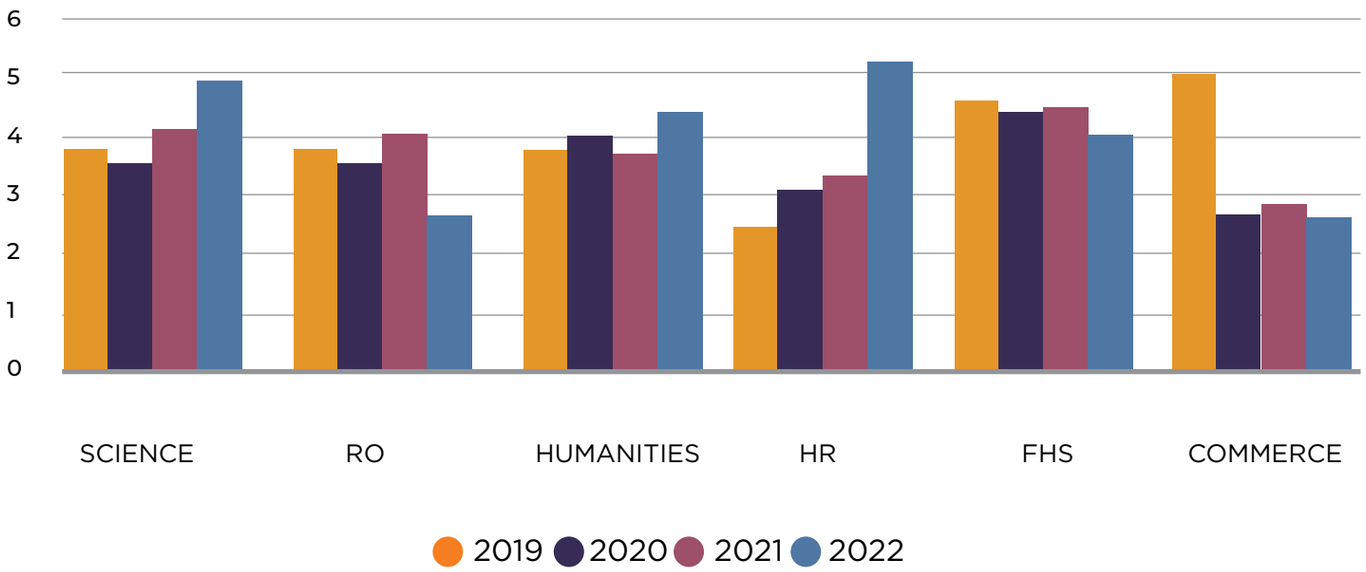
All these criticisms are important in making sense of the opportunities and limits of this benchmarking approach. The criticisms, alongside a deep evaluation after five years of implementing the benchmark approach, would provide a good basis for assessing its effectiveness and proposing an adapted or different approach. Even with these challenges, the approach allows trends related to TDI to be made visible and for these trends to inform the university's priorities and practices.

LOOKING BACK AT THE DATA BETWEEN 2019 AND 2022

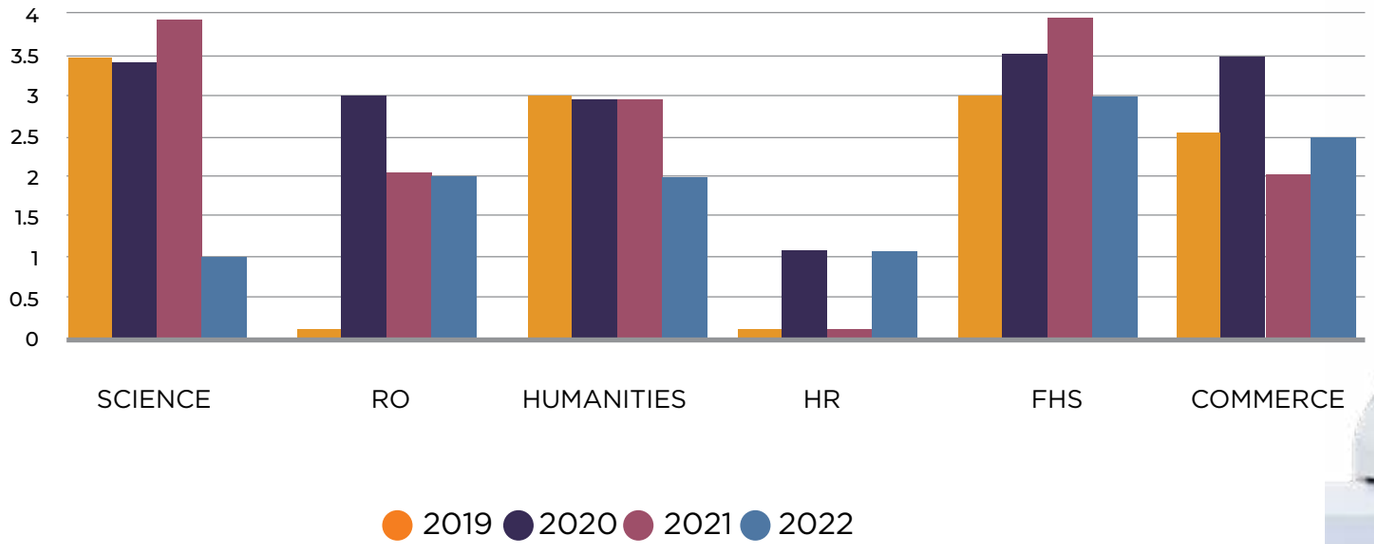
The primary purpose of the benchmark approach and results is to map out progress in relation to transformation at an institutional level (see section 32 for institutional results). The results are also useful in tracking how specific departments or faculties are progressing in achieving the benchmarks. This subsection presents the results of a small group of entities over the last four years as examples.

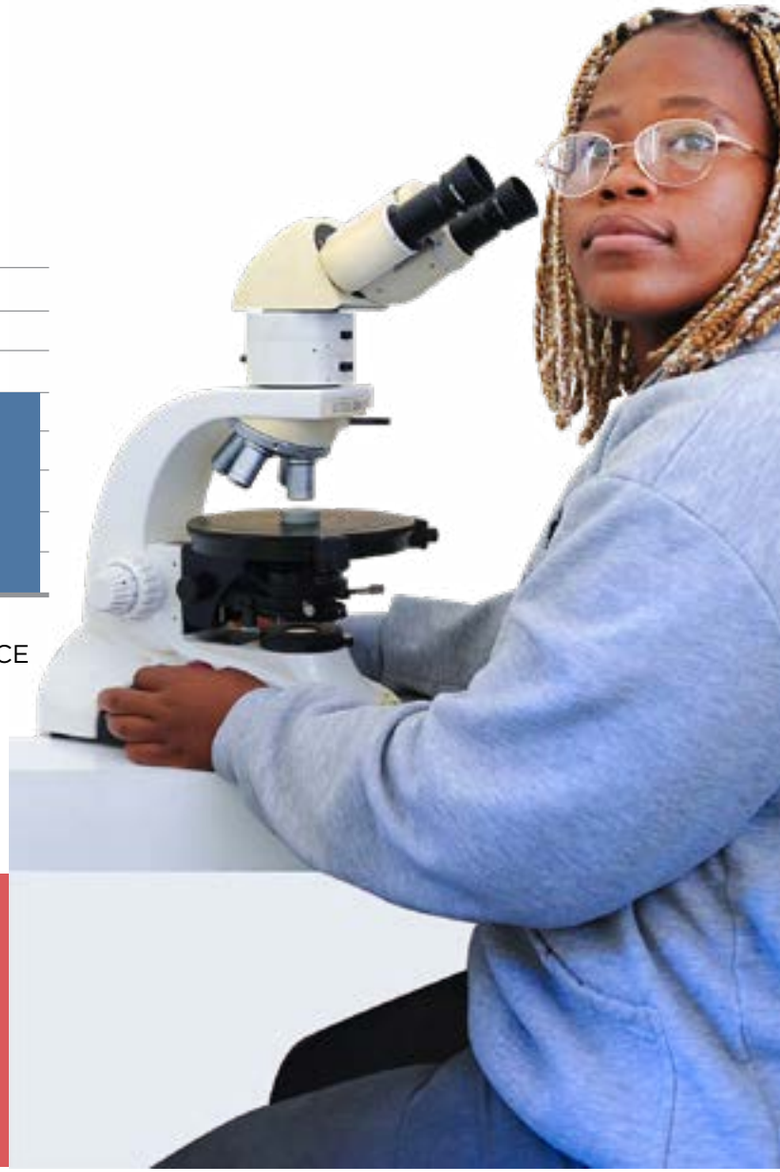
For Benchmark A (Strategic integration of transformation), the sample entities on average met about 75% of the benchmark requirements in 2022, an increase on the 60% recorded in 2021. While some entities, like the FHS, have been consistent in meeting many requirements of this benchmark, others like Commerce, Humanities, and the RO vary. Conversely, the HR department and the Science faculty have shown some signs of improvement. This could also indicate a concerted effort to put mechanisms in place that enable the strategic integration of transformation.

STRATEGIC INTEGRATION OF TRANSFORMATION

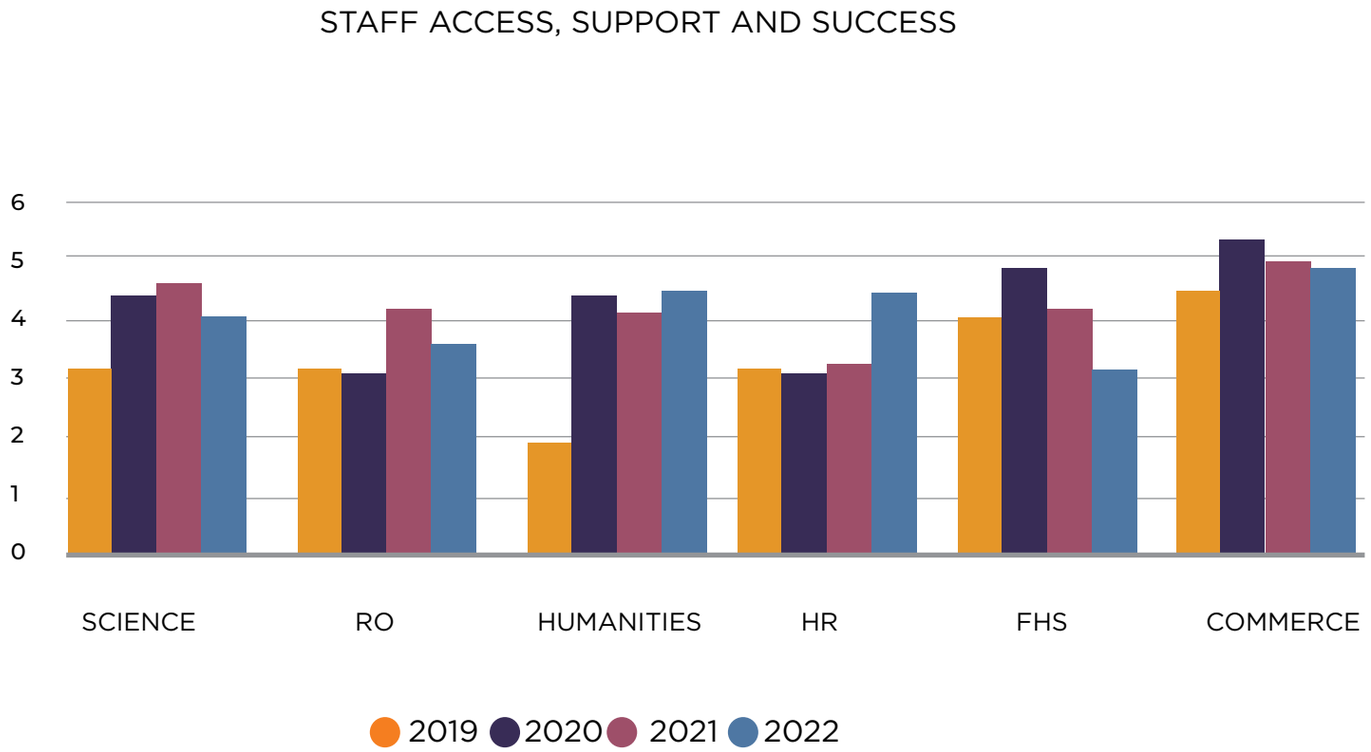


STUDENT ACCESS, SUPPORT AND SUCCESS

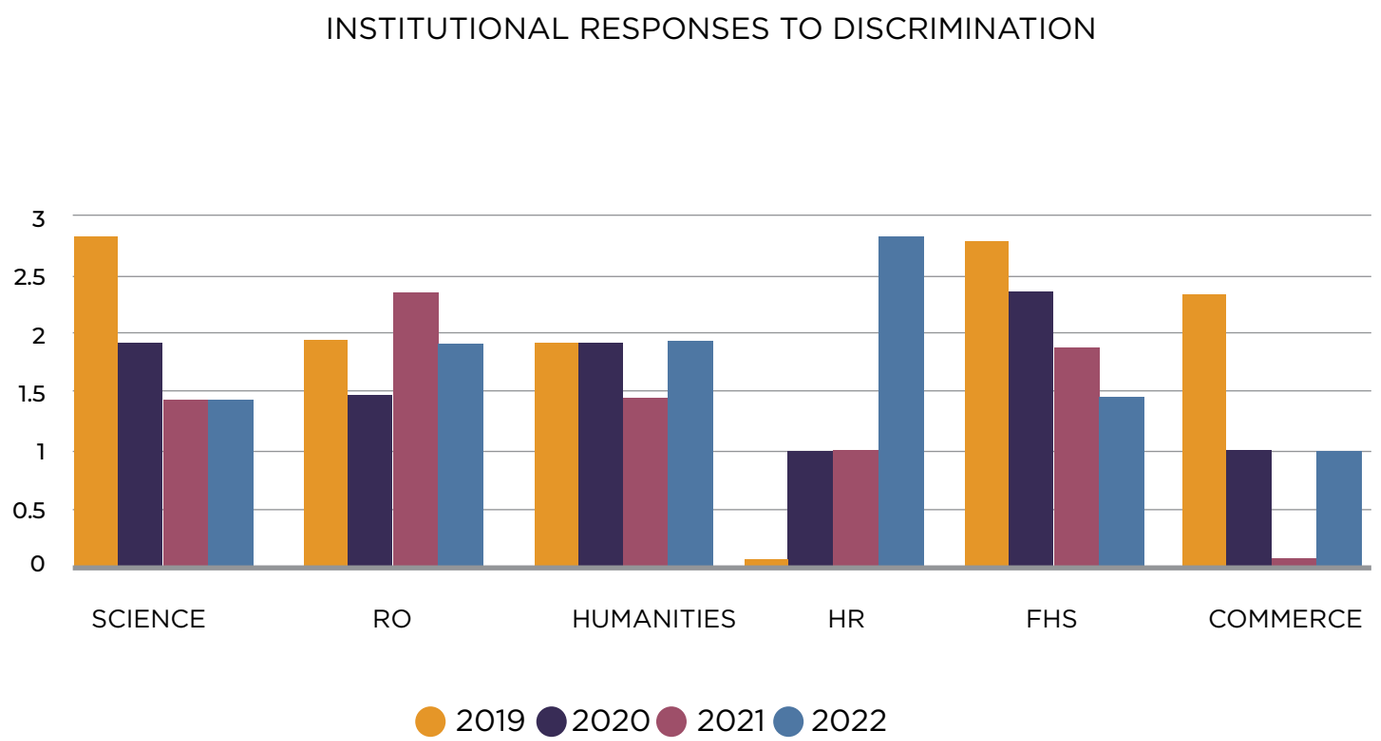




For Benchmark B (Student access, support and success), the peaks and the dips are more clearly visible. The Science faculty and the FHS scores are relatively high on this benchmark, followed by Humanities, whose score has been relatively stable over the past four years. Other departments and faculties have been less consistent. This could indicate that more efforts were made by the FHS and the Science faculty. It should be noted that non-academic departments have stated that they find it challenging to support students in the ways academic departments do. It could also be attributed to the fact that efforts and time went into the process of re-integrating onto campus and working with a recovery budget. It is concerning that in 2022 the average score across departments and faculties for this benchmark is 51%.



For Benchmark C (Staff access, support and success), the average for the benchmark was between 70 and 75% in 2022. In environments such as Commerce, Humanities and HR, there is a concerted effort to enable staff access and success. In other faculties and departments, there are peaks and dips across the four-year reporting period. It is also important to note that re-integration onto campus had varied impacts on environments. It is quite positive that in 2022, six environments were able to meet five of the six benchmark goals.



Benchmark E (Institutional responses to discrimination), like benchmark B, makes the peaks (possible good or effective practices) and dips (challenges or gaps) more visible. This benchmark scores show either a dip or stagnation in many environments, with some outliers that peaked in 2022. It should also be noted that environments report not having the capacity or expertise to deal with matters of discrimination. These graphs are offered as examples of the ways in which the benchmark scores between 2019 and 2022 can be used to make sense of the transformation context in UCT. In presenting these examples, the following challenges and opportunities can be identified:

Opportunities

- Overall, the benchmark scores can offer a map or indication of where TDI priorities lie, and work is occurring. In making the dips and the peaks visible, they indicate where good practices are likely occurring and where gaps are present.
- In doing so, the benchmarks can assist the transformation portfolio to reframe its work or reprioritise actions to better support the spaces in need and to enable and scale-up effective actions.
- After four years of implementing the benchmarks, we can begin to identify trends and review the benchmarks in collaboration with TCs and governance structures, considering the highlights and challenges brought forward by stakeholders.
- The scores do not indicate the quality of the actions undertaken. For example, under benchmark C, some entities may report a once-off event to support staff, while others might be implementing a structured programme for staff development. The impact of the former would be much smaller than the latter, but both would be able to achieve a sub-benchmark score. It's important to acknowledge that the quantity of the score, does not always match up with the quality (or more accurately impact) of the action undertaken.
- In addition, the benchmark scores do not take environmental factors into account. For example, COVID-19 led to entities reprioritising actions, budget limitations and additional stressors. This is likely to have impacted prioritisation of transformation actions in the past two years.
- In conclusion, the benchmark approach offers a useful and standardised way to track TDI actions at UCT. While there are many challenges, the approach allows for an indication of peaks and dips, and this can assist the transformation portfolio to reformulate its approach, better enable good practices and better support entities in need.

3.2 OVERVIEW OF BENCHMARK RESULTS

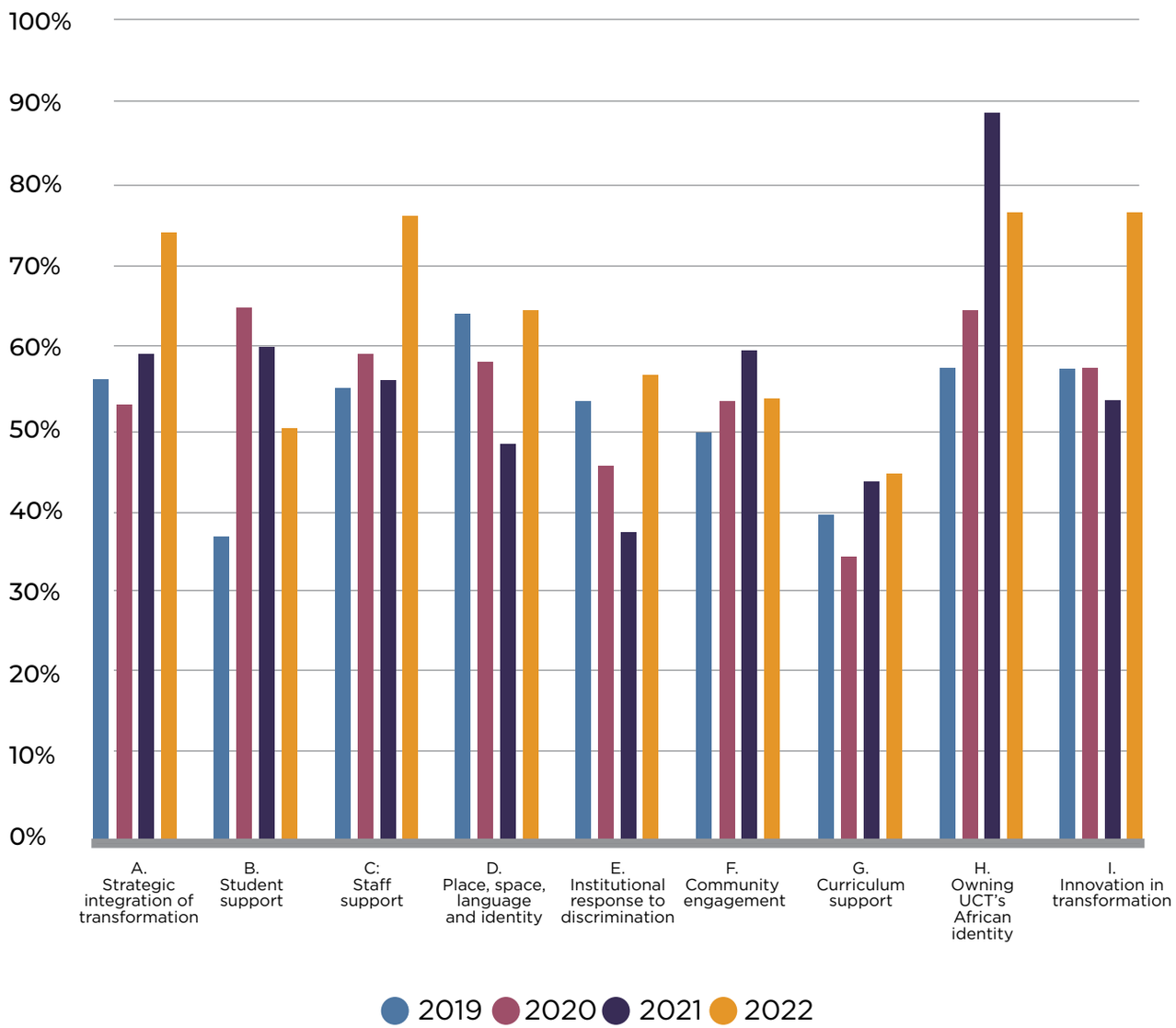
Fourteen reports were received in 2022. Eleven departments and faculties submitted timeously, and their quantitative data is captured here. This section displays the benchmark results and examples of how entities achieved them.

The graph (right) shows the extent to which the reporting entities met the transformation benchmarks in 2019, 2020, 2021 and 2022. For example, UCT on average, consistently met three out of the six criteria for the "strategic integration of transformation" benchmark, and two and a half out of five of the criteria for the "community engagement" benchmark. The graph illustrates where UCT's areas of strength and weakness are, and the narrative below provides some explanation of these.

While there is data available for 2019, 2020, 2021 and 2022, it is important to only use these

SUMMARY OF BENCHMARKS RESULTS

The bars show the percentage of the 12 entities initiating actions for each benchmark category



as an indication of progress, regression or stagnation. This is because the scores on their own do not indicate the quality of the actions undertaken (this is better captured through the qualitative descriptions), the environmental factors at play (such as COVID-19), the effect of changes in the environment (for example leadership changes in the Transformation Portfolio), or the impact of the institution's financial health and resultant implications for budgets.

Even with these challenges, the benchmark scores offer an indication of the challenges and changes related to TDI work.

- **Possible progress:** actions under benchmarks A, C and I have grown over the three years, which could indicate support for change in these areas.
- **Ups and downs:** actions under benchmarks B, D, F, H, and I have gone up and down, and the direction of their future movement is unclear.
- **Indication of a problem:** actions under benchmarks G and E reduced each year from 2019 to 2021 but peaked in 2022. This indicated a problem previously, but with the improved scores, the prognosis may have changed, particularly as the university resumed normal working activities after COVID-19.

Important note: Over the four-year period, the scores have fluctuated for all the benchmarks and have not declined or progressed steadily year on year. It is important to note that departments each score differently and contribute to the overall benchmark scores from year to year. It is therefore unfair to make sweeping statements regarding the aggregation of individual benchmarks across the institution when reviewing progress to date.

What do the benchmarks reveal?

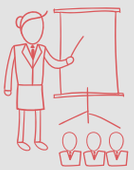
Fourteen entities (at the level of faculty and non-academic department) completed their benchmark reports in 2022. Only 11 completed reports were used for the visual representations of the benchmarks in each section. Reflections, anecdotes and stories from each department and faculty are presented in the "What does the benchmark reveal?" section, along with good practice stories for each benchmark.

Several faculties and departments reported activities that enabled and supported staff success in 2022. There were many faculty-wide interventions to support inclusion and wellness. It should be noted, however, that scores for student support and access declined in 2022; this might be an important indicator of how students experienced UCT in 2022. There are examples of excellent initiatives in psycho-social and educational support in some environments, but this is not reflected in many departments. In terms of staff and student demographics, many environments reported that they have either met their targets or are enroute to doing so. Environments scored highly on the innovations benchmark, an indication that TDI efforts are gaining traction as stakeholders think creatively and innovatively to change their environments.

A. Strategic integration of transformation

The UCT GSB TC is well staffed. It normally has 15 members, including the senior directors. Of these, four participate in their institutional capacity and the other 11 in their transformation capacity, which is far more than the minimum of three. Members are wholly committed to their roles and participation is generally good and well-acknowledged in the UCT GSB.

TDI are constantly analysed at departmental and divisional levels by the UCT GSB TC. For example, annual strategic planning includes transformation as an overarching theme. A functioning TC is integral to enabling the strategic integration of transformation.



C. Staff access, support and success

In CMD (which on 1 January 2022 had 46 roles, with four vacancies) the percentage of black females in the department increased from 16% to 20%.

B. Student access, support and success

In 2022, undergraduate student support in the Science faculty was provided through three avenues: faculty-based advisors (student advisors, developmental advisors and peer advisors), Vula sites, and educational interventions targeting groups of students (detailed below). Together, these initiatives provided students with access to faculty-based educational and psycho-social support and comprehensive information about institutional services, as described below.

EBE's communications and marketing manager disseminates information to the student body via the Dean's Desk regarding institutional services available to students through the Student Wellness Centre (SWC), ICAS etc. EBE also offers psychological support through a faculty-based psychologist. Over the past 12 months, several students made use of this service, and the feedback has been generally positive. Students also receive psycho-social support from a lecturer in chemical engineering (ChemEng), whose role is specifically to offer such support. This was originally designated for first-year students in the ChemEng programme

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

CHED staff serve on the Language Policy Working Group, the Multilingualism Education Project, and work with the Khoekhoegowab in partnership with African Studies.

P&S used the services of external facilitators to engage staff on various topics:

- Choices and consequences, paradigm paralysis - race, gender, religion, language, wealth, education.
- A self-management session that introduced four concepts: emotional self-control, achievement orientation, adaptability and positivity.
- Personal vision, personal and professional values, and different aspects of emotional intelligence.

E. Institutional responses to discrimination, harassment and violence

FHS has a General Code of Conduct that includes a policy statement on race, disability, gender and general inclusivity.
Field and laboratory-specific Codes of Conduct have been developed across different contexts within the faculty. For example, AGE, BIO, GEO and SEA all have field codes of conduct based on templates provided by the faculty. These codes forbid any discriminatory behaviour based on race, gender, sexual orientation or religion, and define and forbid harassment.

F. Community engagement: anchoring UCT in community

The Irma Stern Museum hosted LGBTIQA+ Safe Space artmaking workshops on two Saturdays per month.

The museum was used as a social space to welcome students to IAPO and introduce them to each other. IAPO, an international student exchange programme, focused on building connections between students from different countries, societies and backgrounds.

G. Curriculum support: decolonisation, marginalisation and accessibility

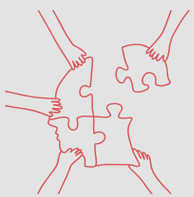
In 2022, Commerce embarked on a curriculum review of all its 67 programmes. Phase 1 focused on identifying graduate attributes, assessing the current curriculum, pedagogy and assessments to address obstacles that impede student success. Aspects such as structural inequality were identified and will be addressed through changes in the curriculum in 2023. A particular focus was also given to re-designing courses to speak to social, economic and environmental justice.

The faculty has engaged departments and students in the curriculum review project, which it initiated in 2021, in addition to all its other measures for increasing student support and success, including the appointment of Dr Disa Mogashana to provide psycho-social support to students and to advise the faculty on appropriate measures.

H. Owning UCT's African identity

The Institute for Humanities in Africa (HUMA) situates South Africa in Africa and focuses on building intellectual and institutional links with researchers and knowledge communities on the continent and globally. This is in line with UCT's 'Afropolitan' vision – that is, a cosmopolitan version of Africa's worldliness rather than an essentialised version of shared Africanness.

HUMA contributes by building Pan-African scholarship, research and collaborations, and nurturing the next generation of African intellectuals.



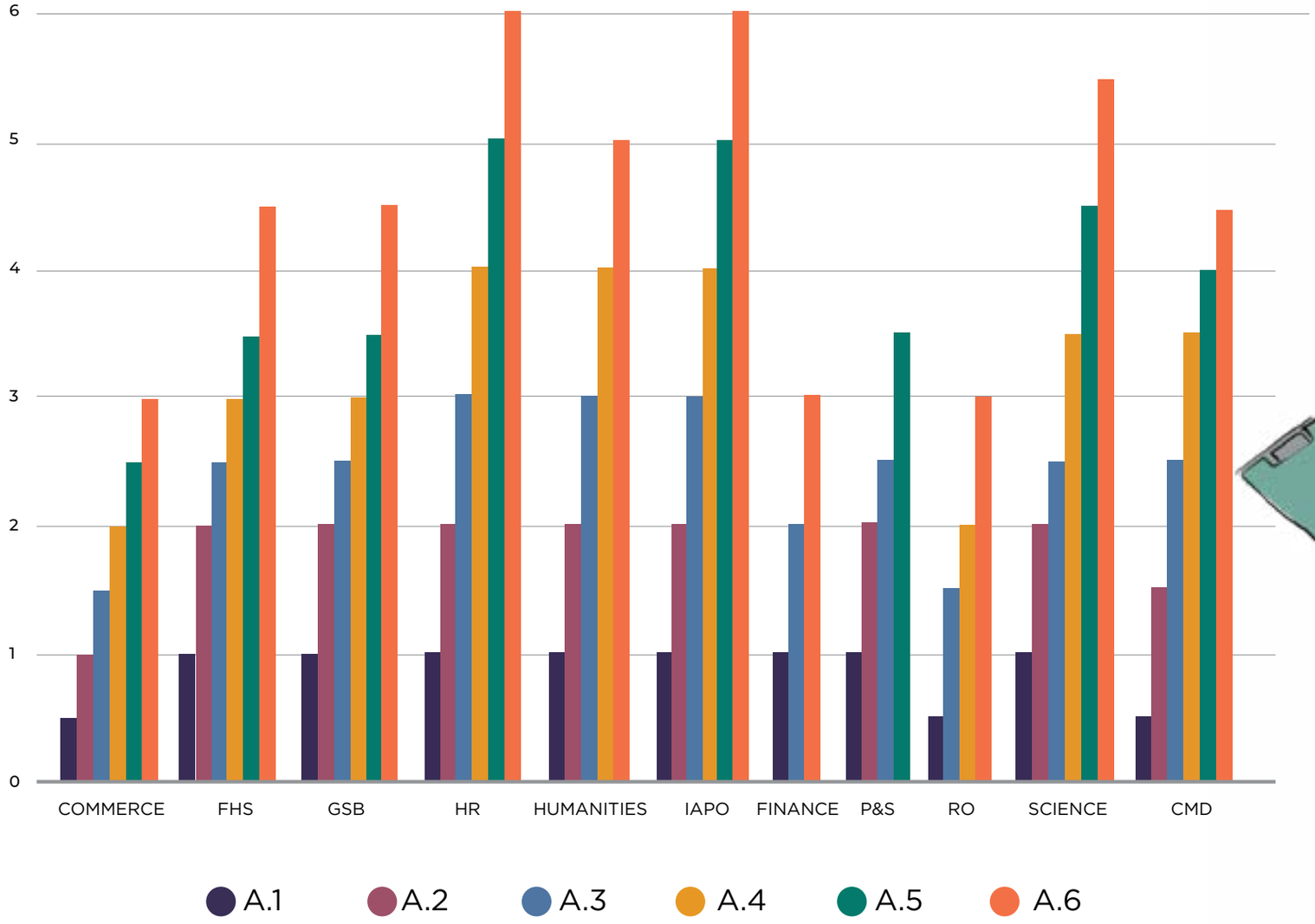
I. Innovations, alternative approaches and best practices

HUMA's webinars with Zeitz MOCAA Museum of Contemporary Art are an example.

FHS undergraduate curriculum is continually updated and in the past four years, it has been adapted to ensure it is contextually relevant and appropriate for a South African clinical setting.

3.3 STRATEGIC INTEGRATION OF TRANSFORMATION

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



What is **being tested?**

- **SYSTEMATIC ANALYSIS**
  A.1 The faculty/department systematically analyses TDI and incorporates findings into annual planning, monitoring and evaluation.

- **KNOWLEDGE PRODUCTS**
  A.2 Main knowledge product of faculty/department (annual report, special edition of journal or other) explicitly addresses issues related to TDI.

- **COMMUNICATION AND ACCESS TO INFORMATION**
  A.3 Key messages/communication on TDI disseminated to faculty/department stakeholders.

- **BUDGET ALLOCATION FOR PREVIOUS PERIOD**
  A.4 Percentage of the annual budget spent on TDI programming in the preceding 12 months.

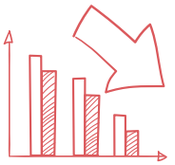
- **BUDGET ALLOCATION FOR FUTURE PERIOD**
  A.5 Percentage of annual budget allocated to TDI programming in the forthcoming 12 months.

- **PARTICIPATION IN TC**
  A.6 At least three staff members participate in the TC, there is an agreed-upon terms of reference and at least 10% of time is allocated to TC functions.

What does the **benchmark reveal?**

Transformation work is challenging and is an ongoing process that requires time, resources, and opportunity to do the required work. For the transformation agenda to come to fruition, faculties and non-academic departments should support transformation agents. Transformation should be central in the entity's strategic and budgetary planning, communication and evaluation. Furthermore, they should have a functioning TC structure that allows for transformation targets to be pursued and achieved. It should be noted that in 2022, only two environments scored 100% for this benchmark. This indicates that in many environments transformation agents are not enabled or supported to do their work and may even be hindered from functioning effectively as some reports, and feedback from stakeholders suggest. It is critical that leaders in environments understand the role, mandate and functions of TCs. Leaders should be held accountable if they hinder or thwart transformation efforts.

Almost all the departments reported meeting the criteria for A.1 and A.6 of this benchmark, indicating that they analyse and report on their TDI work and have functional TCs. This shows that these environments are intentional about strategically integrating transformation and are creating structures to implement transformation work.



In line with 2021 and previous years, few departments and faculties allocated resources to transformation or budgeted for it in 2022. Budgetary constraints related to COVID-19 and subsequently the economic climate have affected UCT in general and have negatively affected TDI work resourcing. Some environments have budgeted for transformation and are therefore able to accomplish more. However, many transformation agents have noted this as a massive limitation.

Which actions **contributed to** this benchmark?

This benchmark is comprised of a range of specific actions that ensure the strategic TDI. These actions include (a) communications sent to stakeholders about TDI, (b) TDI is integrated into the faculty/department mission, vision and strategic plan, and (c) strengthening of TDI governance structures with specific TDI plans.

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

Other than the above, faculties also developed publications and academic engagements on race and decoloniality, which is very encouraging. It would be important for TCs to access these publications in future as part of embracing life-long learning.

Who **contributed to** this benchmark?

Five faculties and six 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 in strategic and governance actions in a faculty or department. The development and integration of strategic plans into a faculty's mission and strategic communications are core elements. It also places emphasis on budgeting for transformation work as a strategic priority. While some environments reporting on activities related to these elements, benchmark A was not implemented uniformly across the institution. The initiatives and activities that took place contribute somewhat to institutional transformation, but it is clear from the scores and feedback from transformation actors that more resources, time and influence are needed to contribute to effective and meaningful change in their respective environments.

An example of a **good practice**

The Faculty of Humanities has developed a five-year plan based on analyses of the faculty's EE statistics, the challenges they face and how they can address them. It will be reviewed annually and monitored each semester.

In the FHS, the budget allocation varies across departments: in departmental reports that are collated for the faculty report they report spending between 3% and 17% of their budgets on transformation work.

The strategic integration of transformation benchmark aligns with international best practice and national guidelines for TDI. The benchmark offers actionable measures of processes that can help departments and faculties assess the steps they take to integrate transformation at a strategic and systemic level. This offers guidance on the basic centralised governance and monitoring approaches that are 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.

Recognition of the actions taken by faculties and departments listed above is important. It is indicative of progress related to this benchmark and growth in many environments. It is, however, equally important to consider the impact of the actions taken. One example would be to reflect on how TDI- related communications are sent to staff and students and the ensuing question of how the communications are received. Budget allocation is another example. We can see that only some environments allocate budget to transformation, and we must ask: how has budget allocation allowed for transformation goals to be achieved? And how can we have budget allocated to environments that currently do not have any funds allocated for transformation work.

FLIGHT/FREEZE

Several non-academic departments were navigating post COVID-19 re-integration onto campus in 2022. Working from home has posed challenges to the inclusion and diversity agenda. Some environments also report 2022 as a year of "rebuilding", and this was specifically related to TDI work.

FIGHT

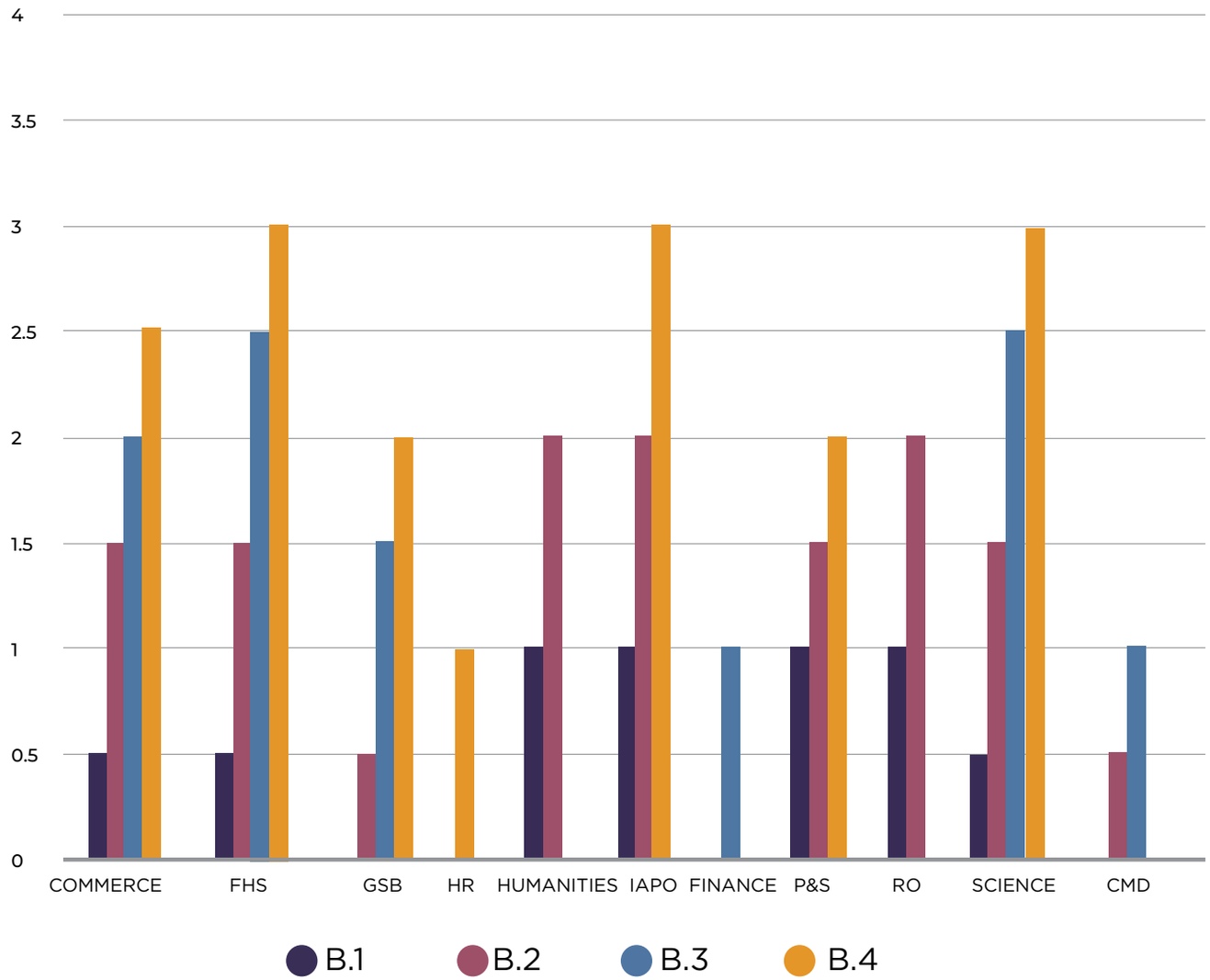
A number of faculties are very vocal about creating structures in their departments and faculties that can sustain the required work of transformation and there is a call for deeper, meaningful support via budget allocation and strategic integration of transformation in management structures as well as on the ground. Some environments have piloted employing full-time staff for TDI work and others aspire to follow their lead.

FLOCKING

Departments and faculties are developing longer-term plans for TDI work. These plans offer direction to the entities and help them prioritise actions to create positive change internally. Despite budget challenges, departments and faculties are making efforts to contribute to transformation. This begs the question: What would the impact be if faculties and departments all allocated budget to transformation work?

3.4 STUDENT ACCESS, SUPPORT AND SUCCESS

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



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.

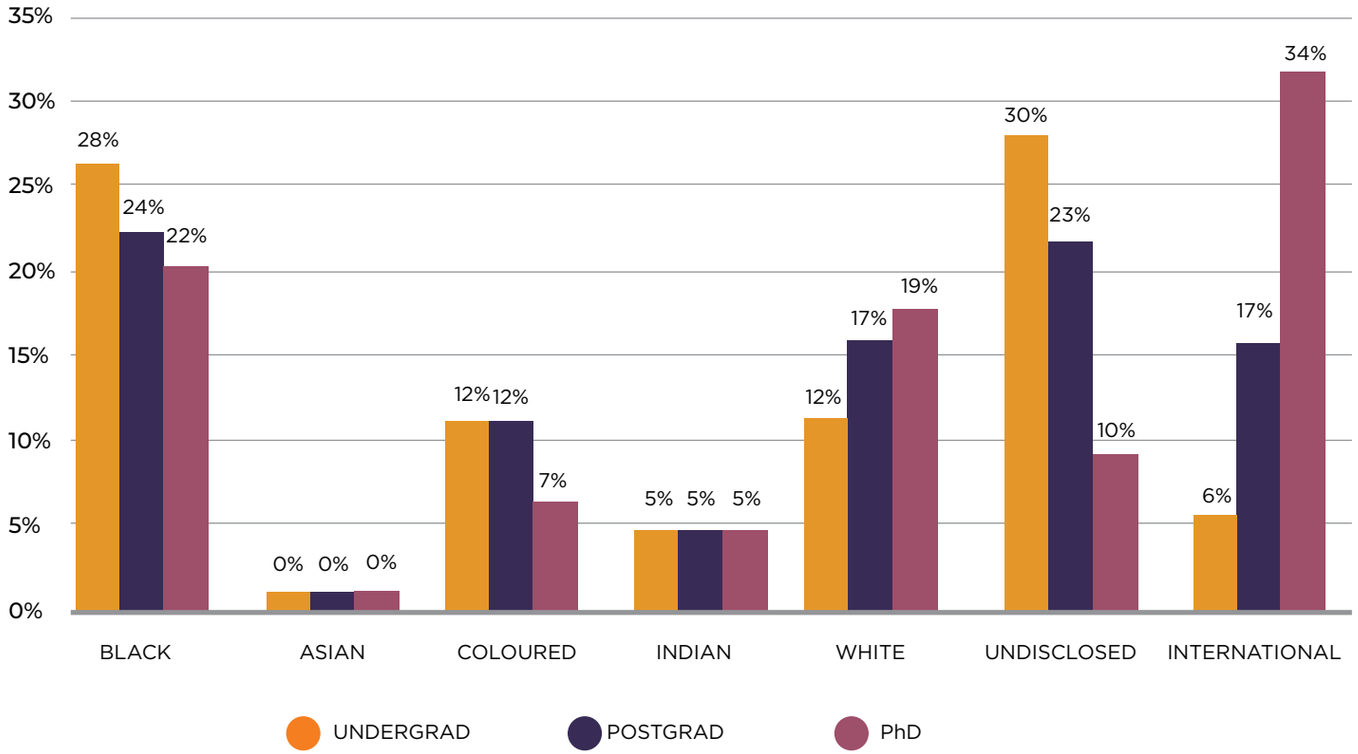
STUDENT SUPPORT
B.2 Students can access educational and psycho-social support.

ENGAGING WITH STUDENTS ON DIVERSITY
B.3 At least one faculty/department-wide learning activity, dialogue or discussion on issues affecting students that are specific to TDI.

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

UCT's **student demographic** profile in 2022

▼ **BELOW:** 2022 ENROLMENTS BY POPULATION GROUP

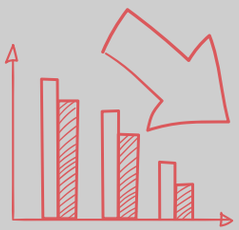


What does the **benchmark reveal?**

Students are the university's biggest and arguably most important stakeholder. For transformation to be effective, students, especially the historically or currently marginalised ones, need to be able to access educational and psycho-social support, to participate meaningfully and fully, and to succeed or grow within the institution. No department or faculty met all the criteria of this benchmark. Faculties, which tend to have closer relationships with students, scored somewhat higher than non-academic departments.

The focus in 2022 was on the shift to re-integration onto campus, which created several challenges for students and staff as they returned to a university that was still dealing with the aftermath of COVID-19. The resultant tensions were evidenced in student protests related to inflation and increased costs of living, as well as other economic challenges in the post-COVID-19 world, compounded by the university's budget constraints.

It is evident that some environments are innovative and are implementing a student-centred approach: student demographics are being tracked, psycho-social and educational support is offered, and students are involved and engaged in decision-making processes. There is a need for this to take root more broadly across departments and faculties.



This benchmark has the second lowest score in 2022. Fewer faculties and departments have engaged students on issues that affect them related to transformation, diversity and inclusivity. Few departments or faculties have anonymous complaints and feedback mechanisms that staff and students can access. Students are usually referred to institutional services, but do not track whether the issues are resolved.

When making sense of representation in terms of access and support, it is important to understand the broader population statistics at both the national and provincial levels. At the national level in the 2019 census, Stats SA asked people to describe themselves in terms of five racial population groups. The 2019 mid-year population estimates were: "black South African" at 80.7%, "white South African" at 7.9%, "coloured South African" at 8.8%, and "Indian South African" at 2.6%. The figures at the Western Cape provincial level are 42.4% "coloured", 38.6% "black African", 15.7%, "white", 1.4% "Asian or Indian", and 1.9% "other". It is evident that the current demographics at UCT are not yet representative of the broader population at the national and provincial levels.

Although 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. However, UCT has made progress since the dawn of democracy in 1994 in terms of demographic shifts that are inclusive of marginalised groups.

The graph also shows that there are many students who do not disclose their race. There could be various reasons for this, eg, students do not identify with the racial categories, or they are resistant to the categories, or they may be thinking about race differently from the way the university and its TDI agents do. It could also mean that students fear being discriminated against. This includes what is termed "reverse racism" in the South African context. It is important to make sense of redress and reasonable/justified discrimination considering the Employment Equity Act as outlined below.

In 2022, in terms of gender at undergraduate, postgraduate and PhD levels, 54% of enrolled students are women and 46% are men. The only shift from 2021 to 2022 is that the percentage of men at PhD Level reduced from 47% to 46%. It should be noted that although the graph shows 0% for those identifying outside of the gender binary or as gender non-conforming, it is not that there are no persons identifying as gender non-conforming, but that this number equates to less than 1% of the student population. We must ask the question around students' ability to identify openly without fear of bias and judgement. This may be an additional barrier to students identifying as gender non-conforming. While UCT offers unique protections for gender diverse persons under the Inclusivity Policy for Sexual Orientation, this may not be enough to tackle the entrenched nature of discrimination and harassment. This is an area that needs deeper exploration because policy provisions need to translate into shifts in the environment. It is noted that in 2022, the Inclusivity Policy for Sexual Orientation was reviewed, and no substantive changes were submitted.

Which actions **contributed to** this benchmark?

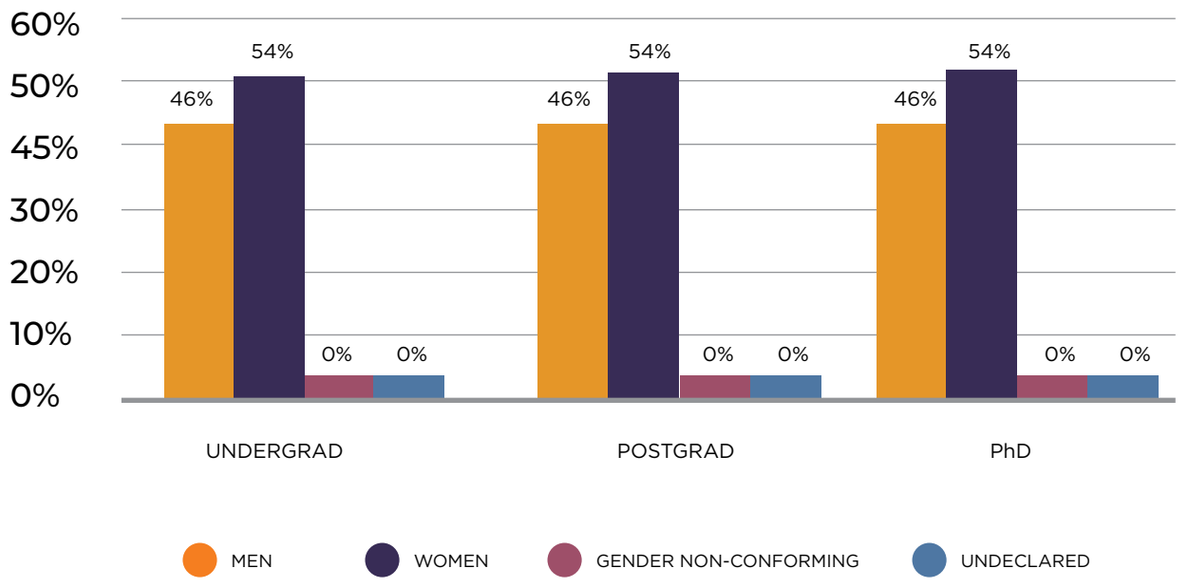
In 2022 environments reported on various activities, including psycho-social and educational support, creating coursework that includes themes related to inclusion, and taking cognisance of students' socio-economic challenges. Writing and numeracy support was offered, and mechanisms for reporting were sustained and developed. Though many initiatives that often take place in pockets of the university were listed, it is important to note that this benchmark achieved the second lowest score. There are recurring protests on campus and UCT may need to ask questions holistically around student support.

Some of the initiatives are:

- The very nature of UCT GSB programmes as it relates to students addresses TDI squarely – from its inclusion in coursework (such as in the leadership course) and the many clubs and events that occur throughout the year – Women-in-Business, Entrepreneurship and Doing Business in Afrika, as mentioned above in the highlights section (2.1).
- Careers Service (CS) has an institutional mandate to support all students, whatever their background. Training in 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 those may be.
- CS employs career advisors who actively assist students in preparing to navigate the world of work, to find work in difficult situations, and to develop the necessary confidence to foreground skills such as resilience.
- The Writing Centre provides writing support to undergraduate and postgraduate students, and mentors postgraduate students who aspire to enter higher education as academics. The Numeracy Centre's extensive training of tutors provides support in quantitative disciplines.
- Determining student debt at crucial times during the year, the CS sources and promotes scholarships, bursaries and fellowships to support students who need emergency funding or planned funding to complete their degrees. A close relationship with the Funding Office ensures a shared approach to enable continued study. In addition, the CS Advisory team helped develop a training programme for mentors who managed the email account that students use when in need of support.
- Humanities co-ordinates the Uyinene Mrwetyana scholarship with the Uyinene Mrwetyana Foundation.
- Apart from the support offered in individual courses, education support for undergraduate science students has three components: curriculum advising, generic study resources available on Vula, and discipline-specific interventions.
- P&S supports students by providing transport, safety, security and mechanisms to ensure that they can access educational and psycho-social support.
- In 2022, the Faculty of Law spent just under R10 million on scholarship funding at LLB and postgraduate level. Many of these scholarships are restricted to students from historically disadvantaged categories. This is one way the law faculty contributes to ensuring its demographic transformation and – in the longer term – the legal profession in South Africa.
- Commerce developed a reporting system, and the law faculty manages an online Inclusivity Dropbox that directs staff and students to a Google form.

UCT's **student demographic** profile in 2022

▼ **BELOW:** 2022 ENROLMENT BY GENDER



ABOVE: UCT Mastercard Scholars at the Mastercard Foundation's 10-year anniversary. The Mastercard Foundation Scholars Program provides academically talented young people from economically disadvantaged communities in Africa with access to quality university education.

Who **contributed to** this benchmark?

Five faculties and six non-academic departments contributed to this benchmark - see addendum for the full list of faculty and departmental contributions to this benchmark. It is noted that P&S has been a key contributor to gender inclusion in UCT since 2014, when the university made a commitment that all new buildings in UCT would have gender-neutral toilets and, where possible, in historic or older buildings there would be a demarcated gender-neutral toilet. The location of these toilets is currently part of P&S's digitisation mapping exercise. To date, there are 53 gender-neutral toilets at UCT.

How effective were the **actions?**

The benchmark frames the inclusion of marginalised students in relation to support received and empowerment to access the university, which ultimately allows for growth and flourishing. It is important to appreciate the strides made to enable access, but we also have the responsibility to reflect on how this access is experienced. Various reports and surveys identify the UCT environment as a place where Sexual and Gender-Based Violence (SGBV) and racism are prevalent. It would be important to shift focus not only to access, but also to support in navigating the environment and dismantling racism and heteropatriarchy. Access without support is not an opportunity.

Recommendations

At an institutional level, UCT is challenged in terms of student support because it has to consider many factors. In the current financial climate, where UCT operates on a deficit budget, there are calls to support students with debt burdens and for concessions to be made. The quality of education at UCT is celebrated in global rankings and these tensions continue to pose questions to UCT. They also open up opportunities for creative tension. This is where we need to practice flocking.

An example of a **good practice**

Due to requests from neurodivergent students for space to study, a Student Hub was created within the physiotherapy department. The Student Hub is a quiet, secluded space where the students can break away between lectures and catch up on work or study.

Humanities has a dedicated student support and engagement unit, with an onsite student development officer who provides psycho-social support and counselling to students by appointment and, if necessary, refers them to SWS.

For each qualification in the law faculty (and as part of university planning), enrolment targets were set for each redress category, the open category, and for international students. The faculty submits a six-year enrolment plan that details how many students in each population group will be admitted per programme and annually sets targets for admissions based on this plan. The faculty then makes study offers to the best applicants in each category who have met or exceeded the minimum entry requirements. It is imperative that the faculty meets the redress category enrolment targets to ensure diversity in the student body.

TRANSFORMATION SPECIAL OR **INSTITUTIONAL PROJECTS**

Disability Services (DS)

The OIC's Disability Services (DS) continues to provide wrap-around support for students with disabilities. In 2022, DS supported universal access through Positive Implementation Universal Design (Access and the Built Environment). The DS provides reasonable accommodation throughout the built environment. It ensures that people with various types of disabilities can access the university and academic activities without (or with limited) barriers. For example, where a lecture venue is inaccessible for students with disabilities, the student is reasonably accommodated by changing the venue to an accessible venue.

The following reasonable accommodation measures are implemented through the DS:

- general and specialised mobility orientation
- accessible transport
- accessible registration venues during the start of the academic year
- assessment of accessible residences
- induction loop systems
- frequency modulation systems

The DS has created partnerships with external and internal stakeholders (architects and project managers) to exchange knowledge and skills on the implementation of the SANS 10400 – Part S and other relevant South African building regulations to ensure that the university is compliant with regards to access to the built environment for persons with disabilities.

ABOVE: Students attending the Disability Symposium on 25 November, 2022.

ATAP

The UCT Accelerated Transformation of the Academic Programme (ATAP) at UCT (2020), later aligned with UCT's Employment Equity Plan (2022–2026), is one of the VC's strategic initiatives that adopts a multi-pronged approach to accelerating and deepening academic transformation. The Offices of the DVCs for Transformation and for Research developed the action plan with the vision of establishing and supporting a growing pipeline of excellent South African academics from historically disadvantaged groups who will enhance the academic project at UCT and across universities in South Africa.

In April 2022, the second ATAP cohort of eleven awardees was confirmed (see pictures to the right and below). In December 2022, one of the awardees, Feranaaz Farista, started in a GOB-funded lecturer position in Organisational Psychology.

ATAP programme manager, Janine Carlse, was appointed in September 2022, taking over from Emeritus Professor Hugh Corder. With support from colleagues in the Office for Post Graduate Studies, Prof Corder planned various engagements and seminars with the awardees throughout 2022. These seminars covered topics such as "My Research Journey", with guest speakers Prof Valerie Mizrahi and Dr Tshepo Mosaka, and "How UCT is Organised", with contributions from the COO, Dr Reno Morar, and Registrar, Mr Royston Pillay. The final engagement with awardees for 2022 - on "Locating my academic discipline in calls for decoloniality in higher education" - was held on 1 November, facilitated online by Carlse.

FLIGHT/ FREEZE

Re-integrating back to campus in 2022 was challenging in many ways, including fatigue. The UCT community had to respond and be agile in this process.

FIGHT

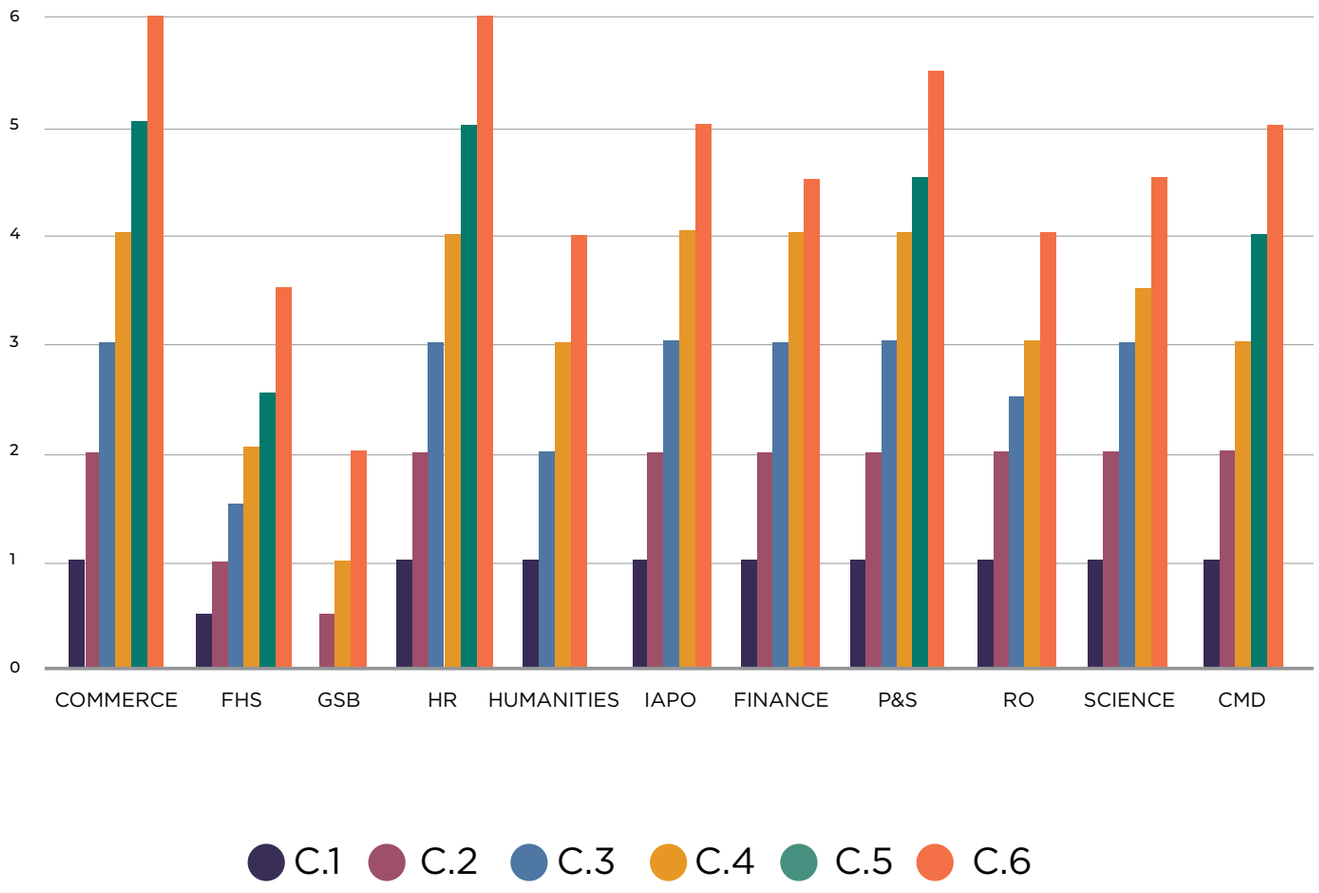
Faculties and departments in particular environments are becoming innovative in terms of approaches to student support, in the sense that they are plotting new ways of supporting and holding space for students.

FLOCKING

Despite a challenging 2022 with various factors affecting higher education institutions, there are many initiatives to support students that have been established and sustained over the past four years.

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?**

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

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

✓ **FAST-TRACKING SUCCESS**
C.3 The faculty/department has developed a pipeline to support and grow black, women and disabled academics and managers.

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

✓ **ORIENTATING TRANSFORMATION**
C.5 Orientation to UCT's commitment to TDI is integrated into employee briefings for new employees.

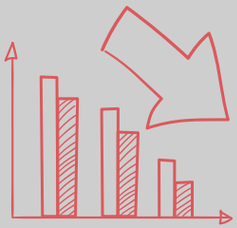
✓ **ENGAGING WITH STAFF ON DIVERSITY**
C.6 At least one faculty-/department-wide learning activity, dialogue or discussion on issues specific to the themes of diversity, inclusion and/or transformation affecting staff.

What does the **benchmark reveal?**

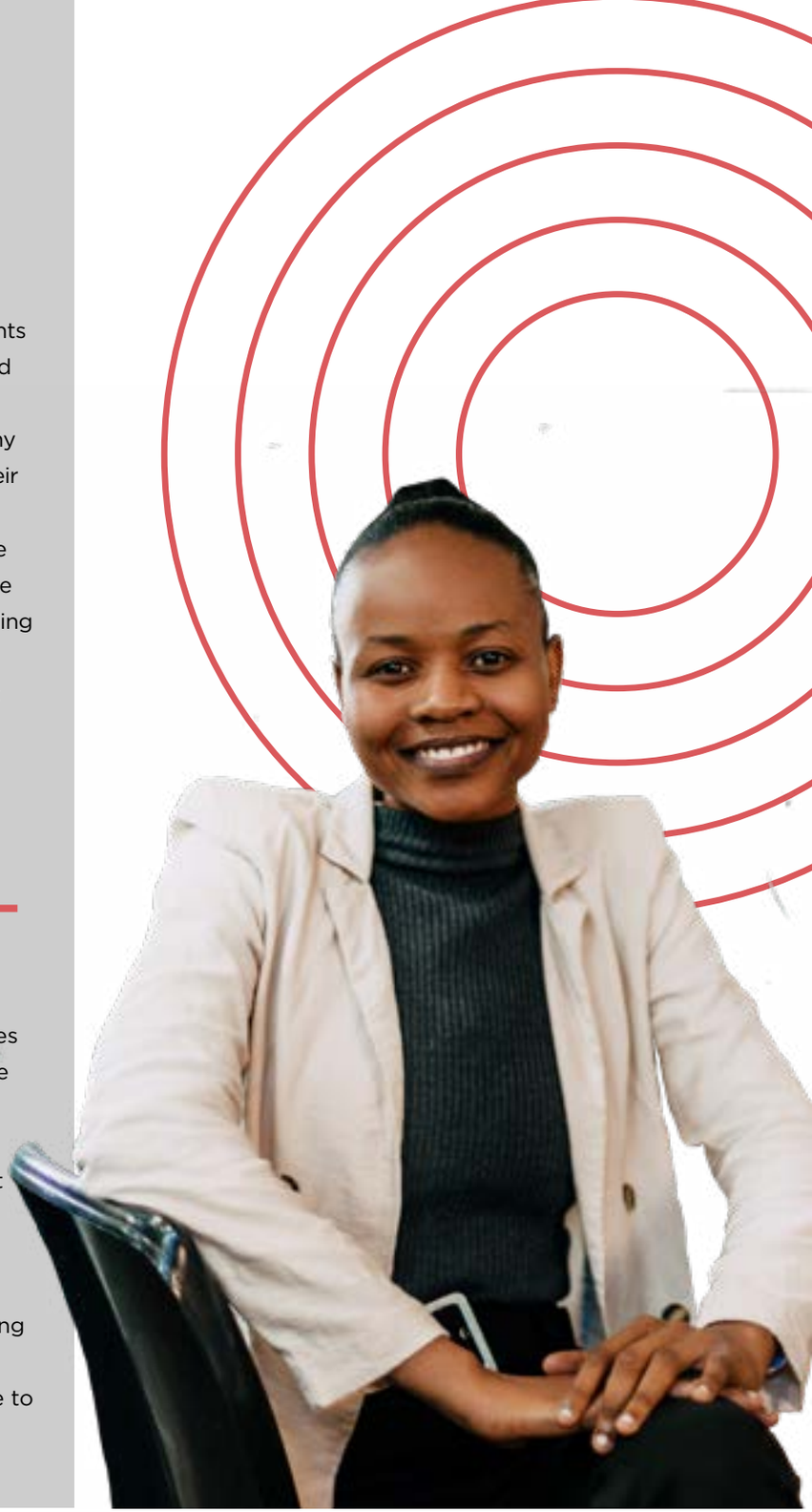
Demographic disparities in the workplace in South Africa are largely due to the legacies of apartheid, with practices of job reservation that protected white men as breadwinners. This culminated in challenges for people of colour, eg, by the experiences of Archie Mafeje in the 60s. The persistence of these challenges is evidenced by experiences that have emerged in the inclusivity survey, the IRTC report and the Professor Bongani Mayosi report that highlight challenges such as bullying, compromised emotional wellbeing, racial and other forms of discrimination and harassment, and inequity in retention, advancement and leadership.

In 2022, most entities at UCT that submitted transformation benchmark reports reported shifts in staff demographics (with some limited success). It is important to make the distinction between representation/diversity and inclusion. The fact that there is more representation from underrepresented groups does not automatically ensure that power disparities in the institution are dealt with. To change and challenge these dynamics, entities need to create more open, honest and critically conscious conversations that challenge positions of power (including white supremacy, hegemonic masculinity, heteronormativity, etc.) and enable the voices and agency of those whom the institution has marginalised (black persons, womxn, queer persons, etc). In addition to changes in representation, and empowering and centring the voices of the marginalised in dialogical processes, it is important to review structures and systems and their relevance in a pluriversal university. This would allow for the co-creation of an institution that unleashes potential and centres the flourishing of all its stakeholders.

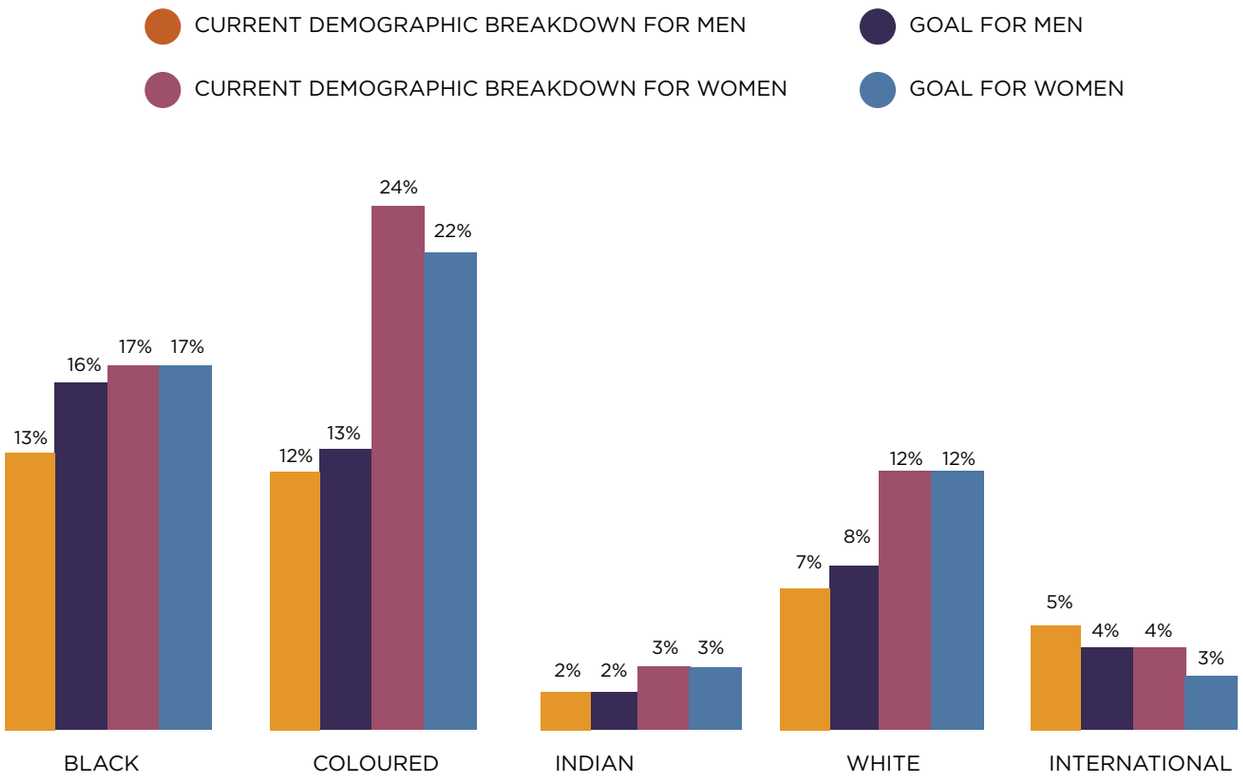
Almost all departments and faculties reported engaging with staff on diversity, and many consistently track their staff demographic profile in line with the requirements/provisions of the EE Act. Some of these engagements were related to providing psycho-social support to staff, and external service providers were brought in to conduct workshops. Whilst it is apparent that there are shifts in terms of the staff profile, some environments are still reporting challenges in this regard.



While there are institutional initiatives to develop a pipeline for staff to grow and develop, few environments report on departmental/ faculty initiatives that contribute to the pipeline. These mechanisms need to be focused on. One entity is exploring coaching and mentoring to develop a pipeline - an example of what can be done to contribute to this sub-benchmark.



UCT's staff **demographic** profile in 2022



The EE portfolio, together with relevant UCT partners, has implemented strategies to transform the university's demographic profile to be representative of South Africa's diversity. While on the surface UCT's demographic breakdown is progressing well in terms of representation, there are several elements that need to be unpacked, such as representation at various occupational levels.

Overall, UCT is making progress by including more black and coloured women and men as staff members, but many black and coloured women and men hold positions in lower pay classes: PASS staff PC 1–2, described as unskilled and PC 3–7 positions, described as semi-skilled. Conversely, few white and Indian women and men hold positions in in these pay classes. They are over-represented in higher pay classes described as skilled technical workers and academically qualified: PC 8–11 and Academic Staff (lecturer and senior lecturer). This situation highlights some of the challenges in transforming UCT's staff demographics against the backdrop of colonialism and apartheid continuities that plague higher education.

It is important to make the link between student demographics and over/underrepresentation and how this translates to staff demographics.

EE Portfolio

In September 2022, Cecil Peters was permanently employed as the EE manager at UCT. In the short space of time since then, significant outcomes were produced in the completion of projects such as the institution-wide monthly reports, the successful resubmission of UCT's EE plan to the DoEL, and structured governance and procedures for employment equity committees. The EE legislative landscape is fraught with challenges, some of which we had hoped would be resolved by Parliament in September 2022. However, the tertiary education sector is still waiting for the national directives for higher education sectoral employment equity target setting.

ABOUT UCT'S EE STRATEGY 2022 - 2026

The following are core programmes aimed at removing barriers to employment equity and inclusion

1. Accelerated Transformation of the Academic Programme (ATAP)
2. The Next Generation of the Professoriate (NGP) initiative
3. The New Generation of Academics Programme (nGAP)
4. The Emerging Researchers Programme (ERP)
5. The Integrated Talent Management Framework
6. The Dismantling Racism initiative
7. Inclusivity Strategy through a validated scale of inclusion (IS)
8. Broadening black economic empowerment in relation to procurement
9. Talent development and retention
10. Attending to the built environment (place and space)
11. The Executive Transformation Initiative (ETI).

Which **actions contributed** to this benchmark?

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

- Several entities attempted to challenge racism in their contexts and hosted specific interventions to respond to racism.
- Some faculties developed and implemented programmes that support black and women staff members to build their leadership capabilities and grow within the academic and research spheres. This was achieved through offering training and mentorships for junior staff from designated groups. These programmes were framed as academic and research incubators for young staff members, and some enabled staff to pursue PhD studies internationally. The idea with these interventions is to support capable black and women graduate students to initiate academic careers.
- Some entities hosted discussions with faculty or departmental leadership 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.

Here are some faculty and department examples:

- As from 1 January 2022, CMD had 46 roles, with four vacancies. The percentage of black women in the department increased from 16% to 20%. During 2022, CMD appointed three black men, all of them in early career/entry-level positions, ie, between PC 7-10.
- In 2022, Humanities increased its numbers of staff in designated groups.
- All Humanities faculty committees have a TC representative. Usually, the deputy dean of transformation attends ex officio. The faculty's nominations committee also takes diversity into account when filling vacancies on faculty committees.
- Turning the Tide is a pipeline project that began in 2020 and funds PhD and postdoctoral fellowships for black South African scholars. Through this project, funded by the Mellon Foundation and managed by Humanities, a black staff member was appointed in the South African College of Music. It also funds a three to five-year contract post at lecturer level for a black South African candidate.
- Sara Ahmed presented the testimonies she collected from academic staff and students who made complaints about abuses of power in universities that she presented in her recent book, Complaint! She explored how some become complainers by virtue of not reproducing a legacy, or how some complaints are framed as the failure to hold onto that legacy. Complaint! provides a lens with which to think about appeals to common sense, how common sense becomes even more appealing, the more some seem to be losing their power.
- Since 2015, our Science faculty has adopted a two-step approach to recruitment, with a targeted statement, to meet EE targets and improve diversity across the faculty. When examining data from 2015–2019, the faculty noted that they were meeting race targets, but not gender targets: they were hiring considerably more black men than black women, and losing more white women than white men. Therefore, the Faculty of Science 2020–2024 Equity Plan set targets that prioritise women, and especially black women, particularly for academic and senior PASS posts.

Who **contributed to** this benchmark?

Five faculties and six non-academic departments contributed to this benchmark. It is noted from the Anti-Racism Policy, approved by Council in 2021, that four incidents of racism were recorded in 2022. One of the incidents, which involved institutional racism, was resolved through negotiations with senior staff in the department. The complainant was satisfied with the systemic change achieved.

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 EE efforts (see next section for more details) have placed a focus on enabling access to UCT for marginalised groups, but 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. As with students, access without support for staff is not an opportunity.

When considering staff access and support as it pertains to inclusion and innovation, it is important to reflect on creating psychological safety at four levels, as outlined by Timothy Clark (2020):

Psychological safety is a condition in which you feel (1) included, (2) safe to learn, (3) safe to contribute, and (4) safe to challenge the status quo — all without fear of being embarrassed, marginalised, or punished in some way.

An example of a **good practice**

P&S developed and implemented a new EE plan, with progressive targets.

As part of the P&S strategy to contribute to and accelerate the achievement of UCT's transformation and EE goals and the EE targets, an Executive Transformation Initiative (ETI) appointment was made at director level.

"Due to the complexity and multitude of skill sets required within our department, we have highly skilled professional staff, as well as unskilled staff that results in pay classes ranging from PC2 to PC13. We have identified that we require differentiated strategies to access talent, create talent, and unlock people's potential to develop and implement an effective succession planning strategy, in line with our transformation goals."

TRANSFORMATION SPECIAL AND INSTITUTIONAL PROJECTS: OFFICE FOR INCLUSIVITY AND CHANGE

In 2022, the OIC ran over 100 distinct workshops, reaching an estimated 2 000 staff members across the university. The workshops were offered through the OIC's inclusivity capacity building, institutional culture and disability portfolios and covered issues related to inclusivity, diversity and transformation. These workshops dealt with themes such as staff values; examples of racism, disability colonialism and gender inequality; and co-creating a transformation vision for entities within the university.

The OIC worked hard to develop digital and decolonial tools and resources in 2021. This was followed up with a world zine *(1. 'zine is a small circulation publication of original or appropriated texts and images)* in 2022. The OIC also continued to experiment with Mentimeter and other digital tools, such as POWTOON, to create engaging and effective online workshops that produce concrete outcomes, such as inclusion plans, elections and transformation improvement plans. In 2022, these resources still benefitted UCT, as they accommodate the hybrid approach adopted while re-integration onto campus took place.

In 2022, after the hectic period of COVID-19, it was evident that staff were somewhat in recovery mode. They described the year as a rebuilding phase. Other actors said that transformation seems to be gaining traction. These are positive signs of an appetite to push the transformation agenda forward.

It is evident that critical work is being undertaken by the OIC through the EE portfolio. In addition to this, the work of faculties cannot be underplayed, as the EE work is supported by the EEF and the TF. This ongoing work has produced change, moving UCT closer to its representation targets. The question of effect is still to be explored, as the inclusivity survey will be administered for the second time in 2025 and will give an indication of shifts in the university. It is important to appreciate and acknowledge staff for their resilience in dealing with COVID-19 and being a part of the re-integration process. It is imperative that UCT takes cognisance of the current challenges and emphasises psychological safety that supports a notion of transformation as a humanising praxis.

FLIGHT/FREEZE

In 2022, re-integration to campus posed a new set of challenges to departments and faculties. Being in the liminal/in-between posed new challenges in terms of building inclusivity.

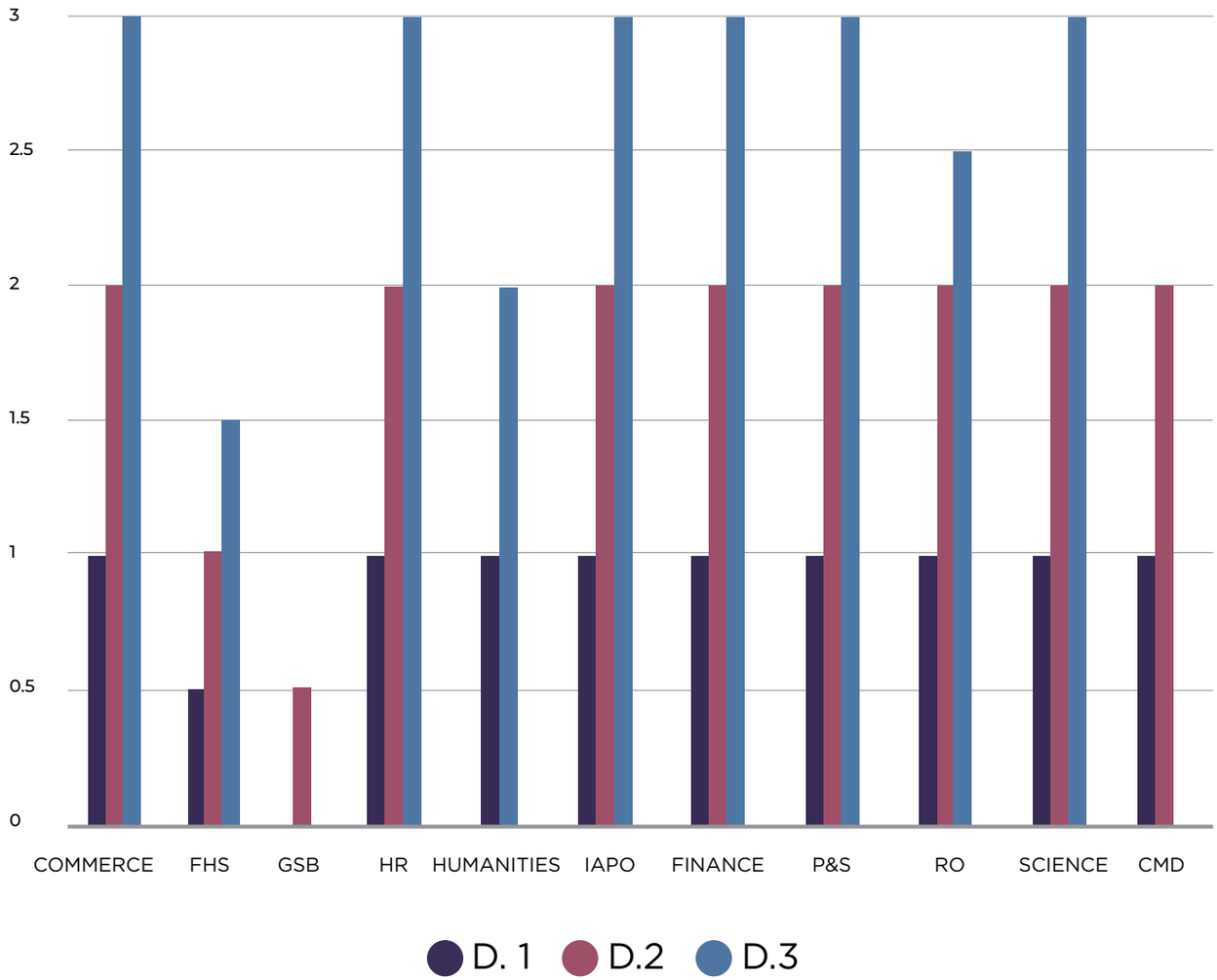
FIGHT

There were many innovative actions that took place in 2022. The sharp revision of the EE approach is said to be an implementation challenge, but many stakeholders appreciated the rationale behind new practices.

FLOCKING

Departments and faculties continue to find meaningful ways to build connection in various environments, from creating interactive online spaces to hosting mandatory in-person sessions.

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



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

What is **being tested?**

CONTRIBUTION TO POLICY

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

TRANSFORMATIVE INTERVENTIONS

D.2 At least one faculty-/department-wide intervention which contributed to a more transformed, inclusive or diverse campus environment. Eligible actions should focus on inclusion in relation to language, naming of buildings or spaces, symbols or symbolic representations, or artworks, or should engage critically with diverse identities.

KNOWLEDGE AND ADVOCACY

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

What does the **benchmark reveal?**

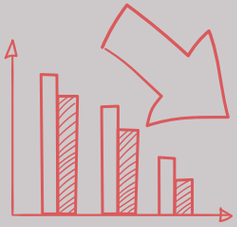
When thinking about place and space, it is important to look through the lens of ownership, power and marginalisation against the backdrop of colonialism and apartheid in South Africa, where income, ownership of land and access to education still operate along racial lines. There is a deep correlation between poverty and race that is evident in the remnants of apartheid (Statistics South Africa, 2018:17). In making sense of how spaces and place are shaped, how they exclude, include and isolate, it is important to consider UCT's position as a higher education institution in the context of the historical legacy of the Group Areas Act, in terms of which black persons were displaced.

South Africa is at an interesting intersection in the post-Apartheid era; its citizens have a complex and varying relationship with the past. There is also a great deal of tension around addressing the challenges of the past (Swartz, 2016:21). In addition to the broader South African context, continuities of historical legacies such as the Group Areas Act persist at UCT and the surrounding areas. Living areas are still largely segregated. Examples of this are the tensions between indigenous peoples' land rights and colonial and contemporary urban development in Cape Town, and gentrification in Woodstock and surrounds.

Against this backdrop, we make sense of place and space, coming to terms with colonial and neo-colonial practices and the recognition and redress of UCT's own historical complicity in colonialism and slavery. UCT has a double legacy (activist and complicity) that must be explored - "UCT earned itself the nickname "Moscow on the Hill" during the period 1960 to 1990 for its sustained opposition to apartheid, particularly in higher education". This benchmark proposes actions to respond to this history of violence due to colonialism and apartheid, and the contemporary legacy this violence leaves in the present.

In 2021, there was a decline in actions related to this benchmark but 2022 has shown a steady increase in most environments. Re-curating artworks, rethinking symbols and monuments on campus, or renaming structures and buildings seems to have become more of a priority again.

Almost all departments and faculties report contributing to the development or dissemination of policy. The average score moved from 50% in 2021 to 65% in 2022.



Only a small number of departments and faculties developed a knowledge product or communication which responded to historical privilege and power. Some non-academic environments view creating knowledge products as part of the work of faculties or other bodies at the institution. This can be seen as a gap in responding to the contemporary effects of apartheid and colonialism.

Which **actions contributed** to this benchmark?

Several working groups and committees contributed to this benchmark, including the Language Policy Working Group; the Multilingualism Education Project; the Naming of Buildings Committee (NoBC); the Works of Art Collection (WOAC), and the Religious Observance Task Team. These committees and working groups ensure that 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.

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

- CHED staff serve on the Language Policy Working Group, participate in the work of the Multilingualism Education Project and work with the Khoekhoegowab in partnership with African Studies.
- Humanities is still pursuing changing the name of Endowed Research Chairs: King George V, Aderne, and Hofmeyr.
- The Centre for Theatre, Dance and Performance Studies submitted a proposal to rename their departmental spaces after black theatre practitioners, namely Gibson Kente, Nomhle Nkonyeni, Christopher Kindo and Bill Curry.
- The Learn Accounting website - a multilingual project that offers access to accounting concepts in five languages - reached a milestone of 50,000 registered users who have each accessed more than three videos.
- Many environments run an annual heritage event that aims to celebrate our diverse heritage as staff and students. This year, the EBE faculty ran a showcase of its work through the "EBE Talks" initiative. This entails papers and videos like TED Talks that will be published on an international platform.

- P&S installed universal access, accessible and gender-neutral toilets in multiple buildings.
- Translation of documents from English to isiXhosa and Afrikaans.
- Preparing the process to recruit young graduates for graduate workplace experience internships commencing in 2023 as part of the Presidential Youth Employment Stimulus (PYES) — an initiative by the South African Labour and Development Research Unit (SALDRU).
- The Religious Observance Task Team surfaced unfair leave structures in the university and is seeking policy development in this regard. In addition, the ROTT has suggested a standard statement on religious observance and customary practice that can be used by convenors in course outlines.

Entities focused on themes related to gender (including women's rights and SGBV), indigenous languages and epistemic practice, universal access (and ableism), heritage and memorialisation efforts, with a large focus on mental health challenges in 2022 that were referenced in some environments. This focus emerged though research efforts and learning events, with entities relying on online engagements and platforms like WhatsApp to encourage participation.

Who **contributed to** this benchmark?

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

How effective were **the actions?**

The efforts outlined above are notable and a step in the right direction. There are, however, limitations to these actions: they assist in solving parts of the problem, but deeper work is required to achieve holistic change. For example, shifts in policy and codes of good practice do not translate into praxis that addresses the social and cultural norms which produce power disparities. It is important that shifts at the policy level coincide with practical changes to produce systemic change. UCT must do more work to respond to historical and contemporary power structures that produce marginality within and beyond UCT.

Recommendations

Although actions related to this benchmark declined in 2019–2021, it is encouraging to see an increase in 2022. It is of importance that UCT and its transformation agents make sense of the current actions and emphasise "depth work", meaning that the actions should have impact at both the policy and practical levels.

Example of a **good practice**

The Irma Stern Museum conceptualised and curated a cultural event in collaboration with Prof June Bam-Hutchison and internationally celebrated visual artist and musician Garth Erasmus (Pictured Above). Bam-Hutchison shared stories and Erasmus performed an improvisational music-and-spoken-word piece using traditional Khoi and San instruments. The museum is built on sacred, ancestral land between the mountain and the sea where the San lived for centuries, and the Khoi once grazed their cattle. The gathering began with a ritual cleansing of its spaces and gardens by the interim director of the San and Khoi Centre, Dr Yvette Abrahams.

The science faculty moved into a new building named after Chris Hani in 2022 and acquired new artworks for the space in contact with the WOAC.

The department of geology produced a six-episode podcast on the topic "The White Elephant in the Room". The episodes were titled (1) What is decentring whiteness;(2) Race as a social construct; (3) Definition of racism; (4) White fragility; (5) White shame; and (6) Reflective session. The episodes were available on Spotify.

TRANSFORMATION SPECIAL OR INSTITUTIONAL PROJECTS: COMBATTING RACISM AND MAKING SPACE ACCESSIBLE ON CAMPUS

WOAC highlights for 2022

- An exhibition of George Hallet's photographs opened at the Michaelis Galleries. It included a series of panel discussions with speakers such as Eugene Skeef, Valmont Layne, Lefifi Tladi, Maymoena Hallet, Gavin Jantjes, Rashid Lombard and Khwezi Gule.
- Feminism Ya Mang opened at the CAS Gallery.
- WOAC introduced the first live artworks into the collection. See the launch event, The Fire This Time.
- Proposals for the re-curation of the new Neville Alexander School of Education building were submitted.
- WOAC facilitated the commissioning of Fatimah Mohamed-Luke's work in the Hasso Plattner School of Design thinking Afrika* (d-school).

Disability Services

A Disability Access Audit, requested by DHET, was conducted in 31 UCT buildings. The Access Audit was conducted by IDC Consultants, an external service provider that specialises in the field of universal access. Although the mandate for the Access Audit came from the DHET, UCT was liable for the cost.

The recommendations necessitate changes that are phased into the university development plan over a ten-year period. The short-term recommendations cover retrofitting and refurbishments, including toilets, door handrails, grabrails, building ramps, and installation of lifts where possible. The long-term recommendations entail major structural changes. Currently two of 31 audited buildings - Steve Biko Student Unions' Building and Chris Hani – have undergone major structural alterations and the Access Audit report recommendations were factored into the drawings and plans. DS and the P&S will continue to work in partnership to ensure that UCT is compliant with the building regulations, particularly the SANS 10400 – Part S.

Artist Lukhanyiso Skosana perfoming in front of Sarah Baartman Hall during THE FIRE THIS TIME — a live art perfomance pop up curated by WOAC.

ENVIRONMENTAL SUSTAINABILITY DIRECTORATE

ESD's transformational purpose

UCT's Vision 2030 has three core pillars: excellence, transformation and sustainability. The Environmental Transformation Directorate (ESD) was established with the sole purpose of transforming the university into a more environmentally sustainable campus and community (see the environmental sustainability strategy).

Green Campus Transformation

Shoots of transformed spaces and communities are starting to spring up from an environmental sustainability perspective, with construction of several green buildings on the UCT GSB campus, middle campus and upper campus over the past three years. The greenest is the most recent d-school – a wonderful example of the transformation of a previously vacant, unutilised space into a beautiful sustainable, green building that is being used to transform young minds in a healthy environment.

The ESD has connected with many staff members and students from different departments to support and help them develop their efforts towards more environmentally sustainable outcomes in their work or studies. One of the highlights of 2022 was to support various students in their thesis projects and the Greenovate competition, in which UCT students again performed exceptionally well.

Khusela Ikamva sustainable campus project

In 2021 UCT's Vice-Chancellor, Professor Mamokgethi Phakeng, launched the five-year (2021 to 2026) Khusela Ikamva sustainable campus project (securing our future), which will help transform UCT's campus into a more sustainable environment. The project targets five key research areas: energy/carbon footprint, water, waste, wildlife, and social responsiveness.

The 2022 institutional interventions led by these special projects were strong responses to UCT's colonial and apartheid history and legacy. These responses troubled and dismantled coloniality and suggested new and better ways of doing and being. In contrast and as in 2021, faculty and department interventions and efforts were less strong. This was likely because this area of work was not prioritised in 2022. Although more actions were reported in 2022 than in 2021, the overall lower level of emphasis at faculty and department level suggests that leaders of special projects need to engage with faculties and departments to assist with strengthening and developing impactful initiatives.

FLIGHT/FREEZE

Challenges in governance at UCT emerged in 2022 and a number of top management left the institution. This led to questions to explore in terms of TDI: Is UCT a place and space for all? Have we spent enough time exploring experiences of staff and other stakeholders? What does this mean for the future of UCT and realising its Vision 2030?

FIGHT

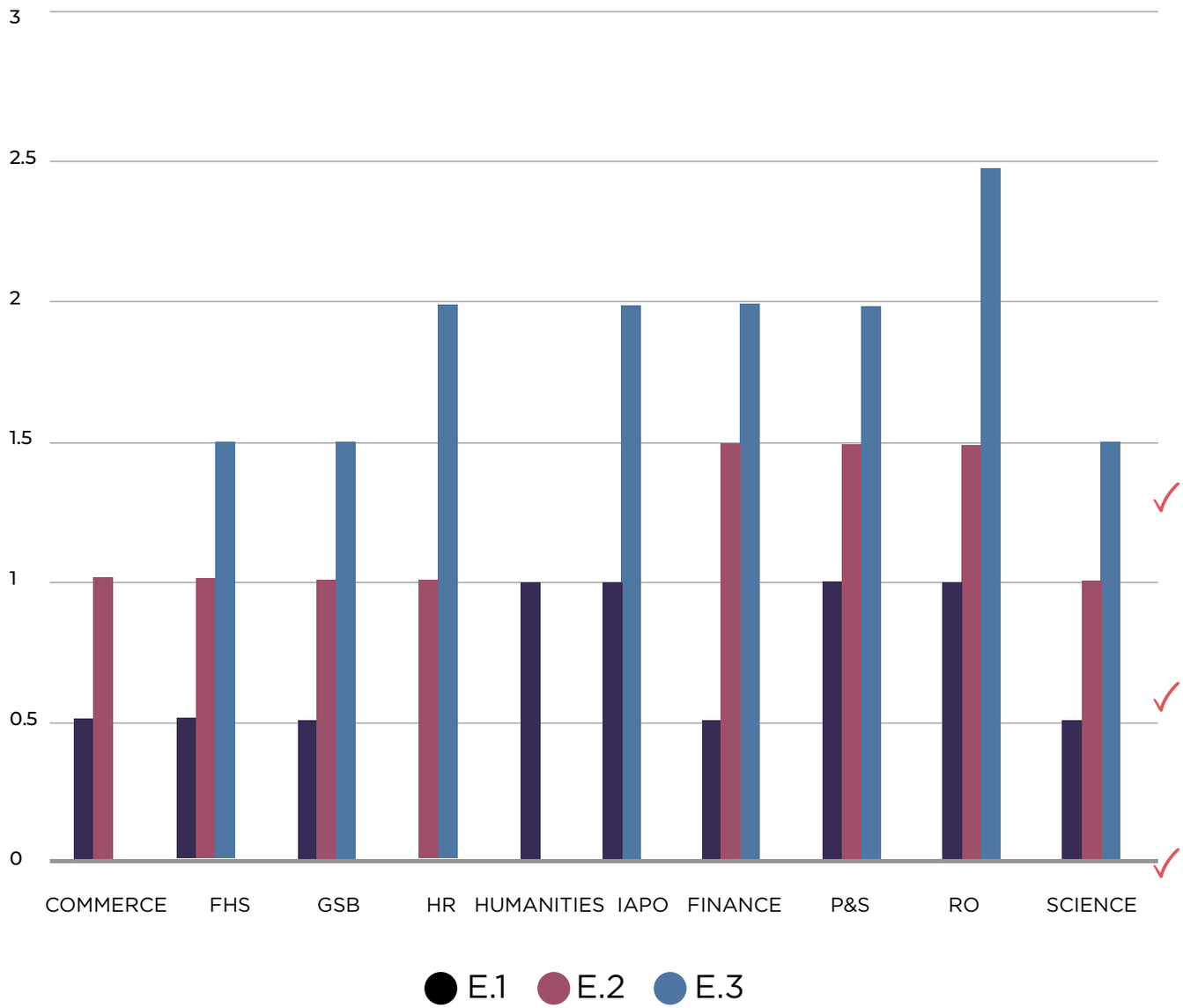
Departments and faculties used a wide range of different interventions, from developing podcasts, hosting workshops and renovating shared spaces to make them more inclusive.

FLOCKING

Working groups and collectives built resilient action in response to racism. For example, the Dismantling Racism Working Group brought together experts from across and beyond UCT to develop a strategy to respond to racism at the university. The UCT Policy on Anti-Racism, Racial Discrimination and Racial Harassment was launched in 2022. The work on centring blackness continues to ask key questions regarding racism, inclusion and how UCT holds space and creates space for marginalised groups.

UCT's Green Campus Initiative - a student-led organisation committed to addressing issues of sustainability on campus and building an environmentally-friendly institution for all to enjoy - organised a fashion show themed the 'Trashaton' in April 2022.

3.7 INSTITUTIONAL RESPONSES TO DISCRIMINATION, HARASSMENT AND VIOLENCE



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

What is **being tested?**

IMPROVING POLICIES

E.1 At least one example of contribution to development, amendment, implementation or dissemination of policies or processes related but not limited to sexual offences, sexual harassment, discrimination 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 2022, no departments met the criteria of this benchmark. This is the same as in 2020 and a decline from 2021, when one department met the criteria. A few environments stated that they have internal mechanisms to deal with matters of discrimination. It should also be noted that while communications on this subject are relatively simple to create, many environments have not done this. Certain environments report communicating institutional services, such as the OIC and DSA, but do not have anonymous reporting mechanisms. In a context where reports (including the inclusivity survey) have highlighted bullying and harassment as an area of concern, it is essential for entities within the university to proactively engage in this area.

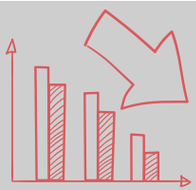
Which **actions contributed** to this benchmark?

The sexual misconduct and racism policies came under review in 2020, with a new sexual misconduct policy released in the same year. Work on anti-racism policy continued in 2021 until its release in 2022. These policies align with national law and good practice and offer a strong infrastructure for dealing with racial and gender discrimination, harrasment and violence.

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

- Entities hosted workshops and other interventions focusing on bullying, racism, sexual harassment and xenophobia, amongst others.
- A few environments refer students to university structures with the resources and necessary expertise for holistic support.
- Academic departments in the science faculty use website links to university facilities (such as the OIC) for services on discrimination, harassment or abuse. This information is disseminated to students in multiple ways, including the Vula and Amathuba sites, course handouts, and departmental websites. In May 2022, the department of biological science circulated to the members of staff a departmental guide which contains information about facilities, staff contact details, contacts for student support, academic programmes, postgraduate applications, and funding. The guide is also available to postgraduate students and was posted on the websites.
- The OIC posters on sexual misconduct – safety precautionary measures, informal reporting process and reporting sexual misconduct to the OIC - are posted on notice boards on the 3rd floor of the Leslie Commerce Building.
- Communications/campaigns on wellness sessions were sent to staff via WhatsApp.

Many departments and faculties contributed to the development or dissemination of policy in terms of discrimination and harassment. For example, TDI communications seem to be on the increase, and some entities sensitised staff to the array of transformation-related policies using the A–Z of Transformation toolkit. One environment even dedicated a specific email address for lodging anonymous complaints.



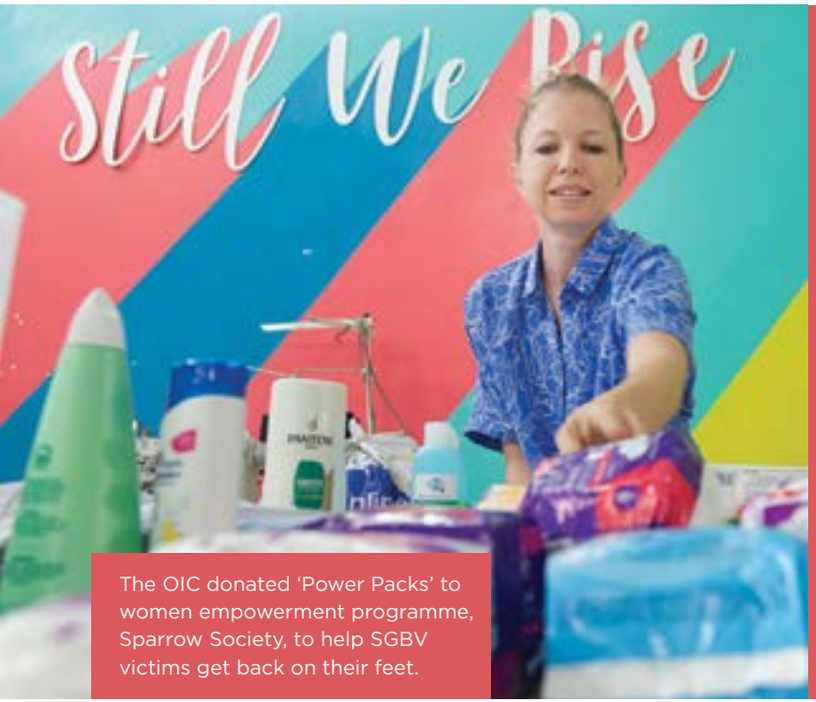
There is a need for staff/ transformation actors to be upskilled to hold space for students and staff who want to report matters of discrimination. Some environments have mechanisms in place and feel comfortable, while others report being apprehensive about implementing such processes.

Who **contributed to** this benchmark?

Five faculties and six 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 engaging with the phenomena of unfair discrimination, harassment, sexual violence and behaviour that demeans others. It should be noted that environments often report on actions taken after an incident has occurred, ie, if there are issues of race, the OIC is called in to intervene. While this is important work, proactive measures are equally vital. Circulating materials, raising awareness and communicating policies are crucial in mitigating unfair discrimination and harassment. Having an internal reporting mechanism can assist environments to flag issues and deal with them before they fester and require external intervention. (Here it is important to note that external intervention is always an option in cases where policy has been contravened).



The OIC donated 'Power Packs' to women empowerment programme, Sparrow Society, to help SGBV victims get back on their feet.

TRANSFORMATION SPECIAL AND INSTITUTIONAL PROJECTS: SURVIVOR SUPPORT SERVICES AND THE SPECIAL TRIBUNAL FOR SEXUAL VIOLENCE

Recommendations

A focus should be placed on pro-active interventions to meet this benchmark, such as education. The overall score for this benchmark is between 55 and 60%, which is low and concerning.

An example of **a good practice**

The science faculty has codes of conduct addressing issues of racism, harassment and discrimination that are regularly disseminated. The Faculty of Science General Code of Conduct is published annually in the faculty handbook.

The Hub for Decolonial Feminist Psychologies in Africa held a photovoice exhibition titled "Researchers' Stories About Doing Sexual and Gendered Violence Research" on 29 September 2022.

Survivor Support Services, located in the OIC (OIC-SS), has made immense shifts and progress in the period 2020–2022. This portfolio is responsible for assisting survivors who have experienced forms of sexual misconduct, sexual violence, SGBV and domestic violence. The OIC has seen an increase in reported cases and survivors coming forward for additional services that do not entail reporting processes. In 2020 the total number of reported cases was 66. This number increased by 56% to 103 in 2021, and by a further 34% to 138 in 2022.

It should be noted that the increase in reporting does not necessarily mean that there are more occurrences; it could also indicate that trust in the OIC reporting system has increased.

Survivor support extends in-depth services and guidance to survivors. The forms of support range from tailored support to the survivor and thinking through their immediate needs, such as appropriate psycho-social, academic, safety and reporting processes at UCT, to referral to external support through SAPS. It is evident that, as the types of support expand, so does survivors' confidence in the services.

The OIC, via the Institutional culture change portfolio and in collaboration with the FHS launched the "#behindyouperiodt" drive in support of SGBV survivors.

In tandem with the OIC, the Special Tribunal for Sexual Violence worked hard to respond to sexual violence on campus.

The tribunal's achievements include:

1. The turnaround time for matters reaching a hearing stage was shorter compared to previous years.
2. The evidence leader compiled a document detailing the respondent's rights in terms of legal representation extracted from the UCT Rules and Policies, which is sent with the charges to avoid further communication and delays about not understanding rules and policies.
3. The tribunal has acquired five more chairpersons to assist with expediting hearings for 2023, combating unavailability of chair-holders.
4. With the goal of limiting delaying factors, the respondent support desk in the OIC created a pool of representatives to refer respondents to in order to expedite their search for representatives.

The tribunal started as an ad hoc tribunal in 2019. The increase in case reporting indicates that the tribunal has quickly established visibility and confidence in reporting via the formal process. Working with a survivor-centred process remains a key focus. The challenges with the availability and pool of chair-holders and assessors that has impeded expedient case flow has led to a focus on interviews and appointments of several new chair-holders and assessors. Comprehensive training was held for the new appointments.

While it is evident that excellent work is being done by the OIC and other institutional stakeholders, there is a need to reflect on current practice, firstly in terms of capacity in the OIC and the tribunal, and secondly as it pertains to upskilling and educating transformation actors in faculties and departments who are not remunerated to do this work. It would be crucial to revisit standardised processes and mechanisms within environments and mitigate violence through practices, interventions or social behaviour change communications that challenge heteropatriarchy, xenophobia, and islamophobia, among other forms of violence.

FLIGHT/FREEZE

Institutional responses to SGBV are gaining traction as systems such as the tribunal and survivor support have strengthened processes and end-user satisfaction. This creates an opportunity to share best practices and learnings with TCs to support this work in their respective environments.

FIGHT

Commerce has developed an internal reporting mechanism using a dedicated email address for complaint lodging that students and staff are at liberty to use.

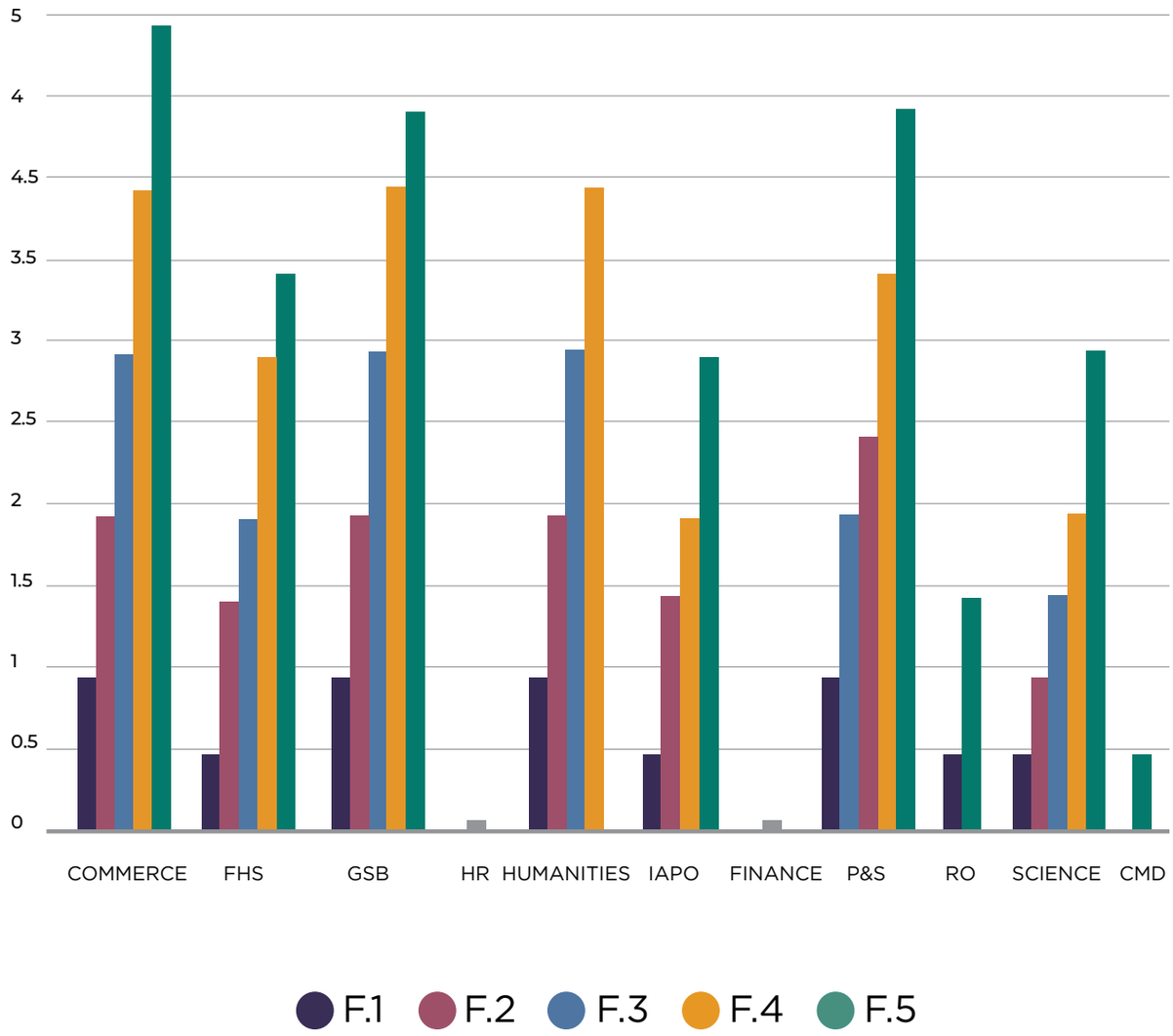
FLOCKING

Several departments and faculties reported contributing to the new sexual misconduct policy, disseminating information on the new policy, or implementing actions on SGBV. These actions, even though disconnected, created a net of resilience in response to SGBV.

Lesiba Mabitsela and Lorin Sookool's 'House house' installation in the Molly Blackburn Hall - a site specific durational 24-hour sit-in performance addressing generational trauma.

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 has a written agreement to collaborate directly 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 TDI.

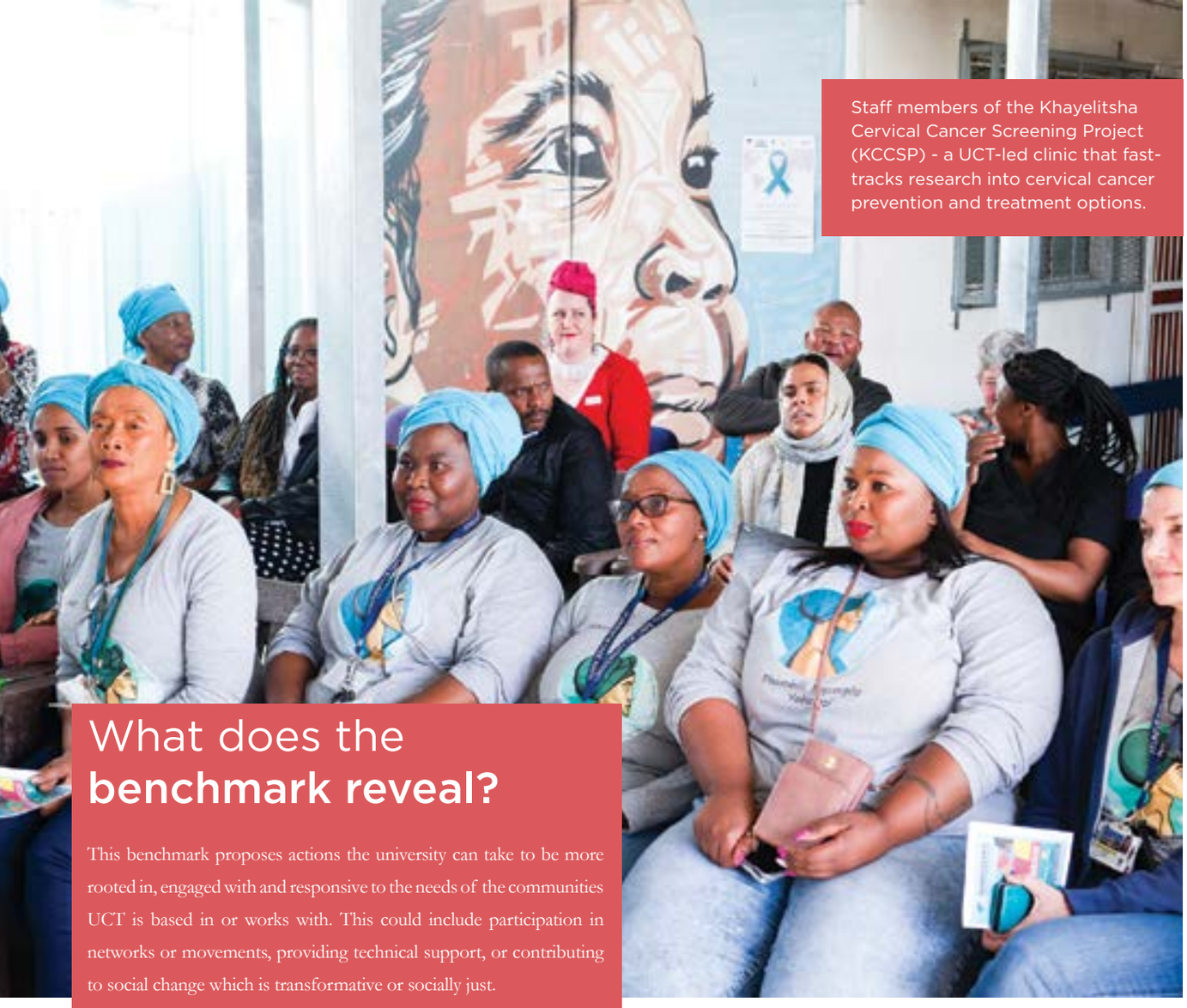
✓ **MULTILATERAL NETWORKS**
F.2The faculty/department has participated in multilateral engagements with community-based, civil or social sector bodies, networks or other co-ordination mechanisms which seek to contribute to social justice, human rights, redress, or response to violence, discrimination or harassment, or are otherwise committed to TDI.

✓ **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 co-ordination mechanisms which seek to contribute to social justice, human rights, redress, or response to violence, discrimination or harassment, or are otherwise committed to TDI.

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

✓ **ENGAGEMENT AND SOLIDARITY**
F.5 Opportunities are offered to staff and students to connect with, learn from, apply learning, or build solidarity with and support diverse social constituencies.

"If one of the core, enduring constants of a university is the search for truth, this must mean tackling difficult questions. There can be few more difficult questions for society than how to eradicate poverty, hunger, crime, conflict, social malaise, prejudice and intolerance, and how to contribute to enabling environments for self-reliance, social harmony, peace and well-being. Community engagement is a response to those difficult questions. Higher education institutions can become centres of excellence in community engagement by adopting and refining new, participatory research methodologies, practising dialogic teaching in new spaces and disseminating new understandings about community development. As such, they are fulfilling their core missions of teaching, research and learning, whilst also fulfilling the traditional, third mission of service." (Preece, 2017)



Staff members of the Khayelitsha Cervical Cancer Screening Project (KCCSP) - a UCT-led clinic that fast-tracks research into cervical cancer prevention and treatment options.

What does the **benchmark reveal?**

This benchmark proposes actions the university can take to be more rooted in, engaged with and responsive to the needs of the communities UCT is based in or works with. This could include participation in networks or movements, providing technical support, or contributing to social change which is transformative or socially just.

"According to Bender (2008:82), we need clarity on our notions of a university and what that means in relation to its core social purposes, responsibilities and roles. Furthermore, there is a need for holistic and systemic approach to community engagement underpinned a philosophy of what it means to be an engaged university".

In 2022 various environments reported several actions related to this benchmark. The impact and depth of the initiatives vary significantly; some initiatives are purely charity-based and others seek to empower, develop and transform spaces and promote self-reliance.

Which **actions contributed** to this benchmark?

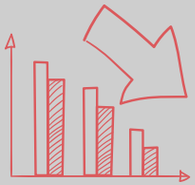
To meet this benchmark, entities within UCT initiated partnerships with a range of institutions to further transformation. For example, entities initiated partnership with other universities (many located on the African continent and in South Africa), the UN and government agencies, and some with community-based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

Examples of partnerships:

RESEARCH

Environmental and Geographical Science (EGS) has several projects in which academics partner with community organisations. For example, Dr Suraya Scheba works closely with the Cissie Gool housing collective and has several graduate students doing thesis work on the collective. Dr Jane Battersby's work on the Nourished Child project is collaborating and providing support for community

While charitable work is often frowned upon, it is often necessary as an immediate response to crises. It is also important to celebrate the plethora of initiatives contributing to community engagement through research, service-learning, technical support and development initiatives.



As in previous years, few departments and faculties have written agreements with community civil society organisations. This allows for more flexible and organic arrangements to arise, but it is crucial that written agreements are in place so that community engagement initiatives can be sustained. In addition, more environments should be intentional about community engagement, as it is not only the responsibility of particular environments.

activist and advocacy groups in Masiphumelele and Zweletemba in Worcester to advocate for urban scale food and nutrition security interventions.

SERVICE-LEARNING

- The UCT Law Clinic aims to ensure that students immerse themselves in the lives of attorneys and clients. Most students come from the communities the Law Clinic services, while others enter them for the first time. Many are persuaded by the Law Clinic's work to opt to work outside of traditional law firms. The model is to ensure students are comfortable in becoming multi-cultural lawyers and are at home with diversity. The Law Clinic imbues students with a sense of social justice in the hope that they do not stereotype and have a view of only a 'single' story of their clients, but rather see clients as multifaceted people.
- Occupational therapy has several practice learning sites in non-clinical settings, namely NGOs that serve persons with physical or intellectual disabilities, the elderly, or in the school system in non-clinical ways. The core focus is on community development and collaborations that work toward social inclusion.
- The Michaelis School of Fine Art collaborates with Africa South Art Initiative (ASAI) to engage with community practitioners, historically from the Community Arts Project.

TECHNICAL SUPPORT

- The music programme at the South African College of Music (SACM) is based on a three-way collaboration: friends and colleagues in Germany donate money to the Berliner Missionswerk, which handles the financial administration; staff at the Lutheran community centre iThemba Labantu in Philippi prepare breakfast for the children from this community centre and from Gugulethu; students and staff at the SACM teach in the programme.
- The department manages the Vrygrond Community Computer Lab in conjunction with Pforzheim University. While there was not

much activity during lockdown, the Lab has been upgraded and entrepreneurial support for local entrepreneurs in Vrygrond has been re-established through the Lab.

- The UCT Irma Stern Museum and the Western Cape Education Department partnered in a project to promote excitement about the relevance of visual arts and design through the work of renowned South African artist, Irma Stern (1894–1966). The project culminated in an exhibition of designs and artworks by Grade 11 learners at the UCT ISM.
- Irma Stern Museum also hosted three workshops for visually impaired people to engage with art and music. These were run by the Meaningful Access Programme

DEVELOPMENT INITIATIVES

- The UCT GSB and the Bertha Centre — one of the specialised centres within the GSB with a mandate to work for social justice — fund (with the Office of the Vice-Chancellor) a centre at Philippi Village that does extensive work with community members, particularly developing and funding community-based ventures, nearly all of which are social enterprises working directly on issues of social justice and human rights.
- The GSB also runs and partly subsidises the Principals' Academy, a programme for principals from schools in disadvantaged communities in the Western Cape focusing on enhancing leadership and the improved functioning of primary and secondary schools in historically disadvantaged areas of the region.
- Every Saturday morning about fifty children from Philippi and Gugulethu come to the SACM to learn about and play music. In this way they can escape – at least for one morning in the week – the hardships of life in informal settlements, learn and play together in small groups, and encounter various types of music. And the children do not only learn about music; the programme also encourages life skills, such as perseverance and reliability.

May 2022, the GSB community donated 250 mother tongue

books to the Children's Library, which gave one book to each child who visited the library. The vision of this drive is that each child will eventually have their own personal library at home. Plans for 2023 include making this initiative more sustained, eg, by having each year's student cohort 'adopt' a child in the community and support their learning and well-being needs for the year. In this way, the programme will have coded, systemic continuity. In addition, students on the MPhil programme have to visit this area to experience first-hand the very real inequity faced by the vast majority of South African citizens. These visits constitute literal eye-opening experiences, not only for local students, but also for the GSB's international student cohort.

- The Global Citizenship Programme, Career Services' Beyond School Programme, and Employer Partner Programmes contribute to the development of core TDI competencies in graduates and support the goal of developing a diverse leadership pipeline.
- The Nelson Mandela School of Public Governance in the Commerce faculty has forged partnerships with civil society organisations in the development and delivery of leadership training initiatives for civil society leaders, including trade unions. Furthermore, the school has hosted platforms that bring together civil society groups to discuss current challenges facing our democracy and collectively explore ways to strengthen activism. For example, on 31 March 2022, the school hosted a discussion on SGBV and the role of civil society in addressing this scourge. These partnerships have extended to civil society organisations across the African continent.

There are several initiatives in the Humanities, for example, OERiGA in the school of education is an invaluable resource of indigenous games from Southern Africa, Central Africa, East Africa, West Africa and North Africa. While much focus on Africa highlights its arts, crafts, folklore, clothes, cuisines, music, and languages, there has been less attention paid to indigenous games.

The science faculty has many community-based collaborations and development projects. For example, Dr Battersby's work with the Urban Food Futures Project focuses on community kitchens linked to the FACT network and efforts to re-envision these sites as nutrition hubs and sites of food system, social and political transformation. Emeritus Prof Merle Sowman's work with West Coast fishing communities is a long-term community partnership, as is Dr Philile Mbatha's work with East Coast communities.

Who **contributed to** this benchmark?

Five 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?**

There are a number of partnership initiatives across faculties and departments, both ad hoc and formalised. The benchmark encourages formalised written agreements. It is important to note that while initiatives contribute to community engagement, they are often not focused on tranformation as the core deliverable and often contribute to transformation as a by-product, as opposed to intentionally foregrounding transformation. This link needs to be strenghthened and defined more clearly.

An example of a **good practice**

The Nelson Mandela School of Public Governance has been awarded a project to work closely with metro leaders in South Africa and engage with a broader network of local government leaders on the continent to share experiences, build training programmes and develop case studies that are key to learning initiatives delivered in the school's academic and executive education programmes. The project is the Emerging Leadership Programme, which the school has been contracted to run on behalf of the Cities Support Programme, National Treasury and the DBSA. This year focused on mobilisation campaigns with political stakeholders in the local government space, and the conceptualisation of the training programme, which is scheduled to be rolled out in 2023.

P&S facilitated Vidamemoria Heritage Consultants, a heritage resources management firm focusing on the protection, preservation and promotion of heritage resources, to host a series of workshops. The workshops related to the nomination and declaration of several schools as provincial heritage sites. One hundred learners and educators from several schools – Livingstone, Langa, Fezeka, Athlone, Belgravia, Alexander Sinton, Cathkin, Rylands and Mountview High – were hosted. The workshops exposed them to processes involved in heritage preservation, making the processes more accessible to people of colour.

TRANSFORMATION SPECIAL AND INSTITUTIONAL PROJECTS: SOCIAL RESPONSIVENESS AT UCT

Social responsiveness (SR) efforts at UCT occur in parallel and in a complimentary manner to TDI interventions. SR efforts focus on socially engaged research and teaching which connects and invites UCT to respond to broader socio-economic challenges in South Africa, Africa and the world. The SR portfolio compiles an annual report that captures the range of community-centred partnerships and interventions UCT engages in, including good practices that highlight the ways the university can deepen its understanding of engaged scholarship and scholarly practice. To learn more and view these good practices, see the Social Responsiveness Report.

It is evident that there are some amazing initiatives in various environments at UCT. It would be important for more faculties and departments to build intentional relationships with community partners toward establishing sustained initiatives that contribute to solving Africa's problems. These should be done in a process of collaboration and co-creation, not just as responses to perceived needs, but rather as explorations of real needs, where solutions are found together.

FLIGHT/FREEZE

In response to a plethora of problems in the South African society, a number of initiatives that have significant impact in empowerment and making a contribution to solving African problems are being offered. The GSB is an example of contributing to this benchmark with the intention of sustained impact, relations and empowerment. It would be important to pause and reflect on the contributions made: do they go beyond a charity approach and contribute to empowerement and development?

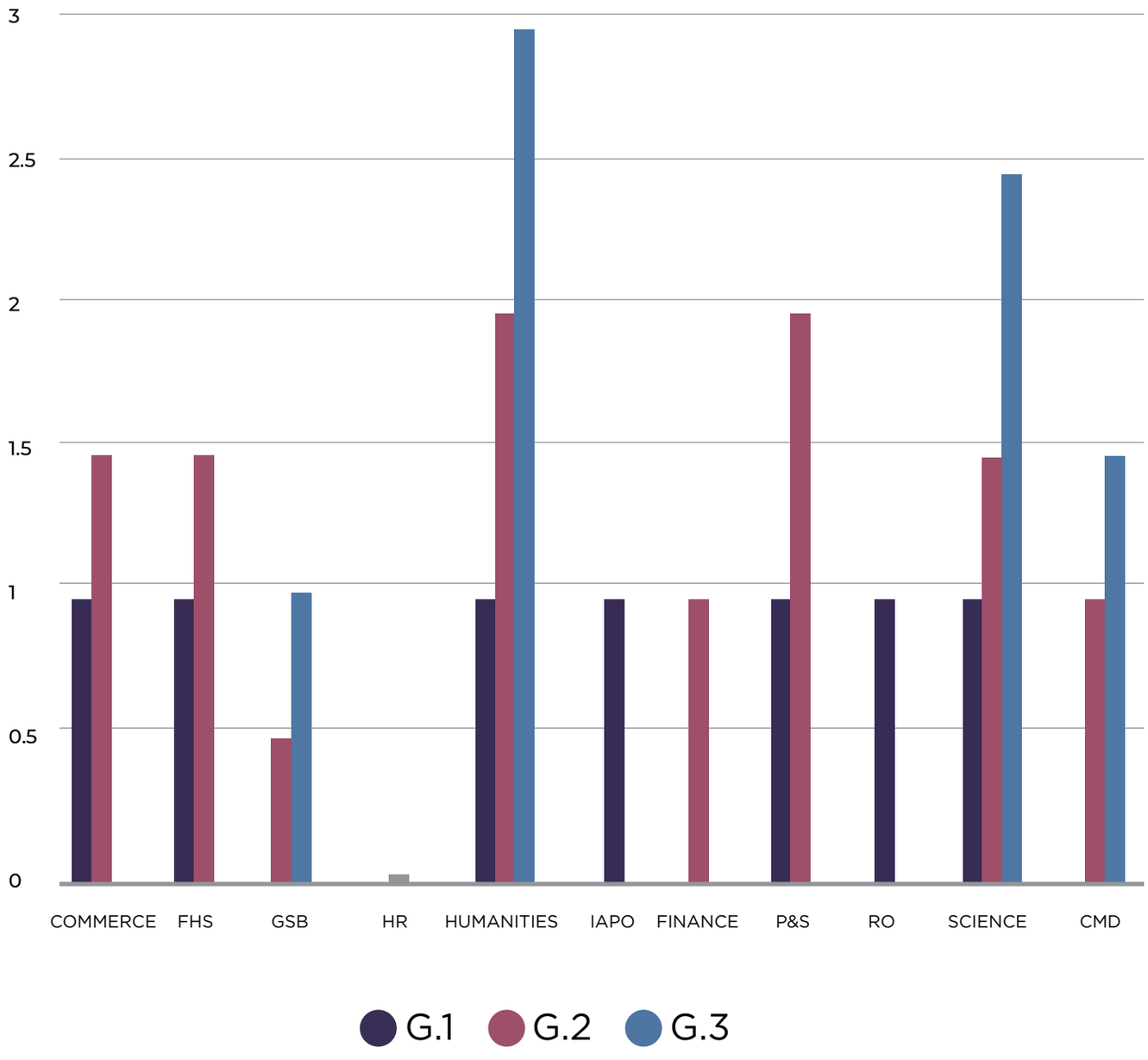
FIGHT

It is evident UCT's contribution to community engagement has positive implications for research, development, technical support and service learning. A coordinated approach through faculties and departments might strengthen initiatives and allow for resources to be maximised.

FLOCKING

From 2019 to 2021 actions reported for this benchmark increased and then decresed in 2022. This may be an indication that other work was prioritised as part of the post COVID-19 re-integration process, but it is important to recognise the sustained work and depth of work that is contiuing and serving both UCT and its community partners.

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?

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 that impede student success. The initiative 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 of, changes to, or an assessment of aspects or processes in the learning environment (access to ICTS, communications on race, community safety, research methodology, etc.) that impede full enjoyment of the teaching, learning or research environment. The initiative 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 in 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, decoloniality, HIV/AIDS, GBV, sexual and gender diversity, or transformation, diversity and inclusivity.

RESEARCH ON INCLUSIVE PRACTICE

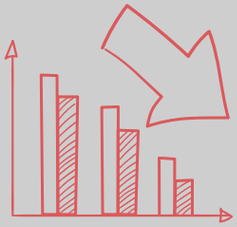
G.3 In the past two years, research (including informal and activist research) has been conducted and/or published on either integrating anti-oppressive content into teaching and learning, or integrating anti-oppressive approaches to ensure the full enjoyment of the learning environment.

RIGHT: UCT Co-hosted the biennial Kopano conference, an initiative of The Other Foundation – a southern African LGBTI community foundation that advances the equality, freedom and social inclusion of homosexual and bisexual women and men, transgender, intersex and gender non-conforming people.

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. While more activities were reported in 2019 and 2021 than in 2020, 2022 has seen a small increase in the overall score of this benchmark, which has the lowest score for 2022. This indicates a challenge at UCT. The increase is positive but should be understood alongside other factors. It should also be noted that many non-academic departments view this benchmark as more aligned to faculties and therefore do not score themselves or develop actions around it

As in 2021, although the overall 2022 scores were low, 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. There is also an increase in the uptake of Building Brave Classrooms, a portfolio of interactive workshop sessions that introduce content on TDI offered by the OIC.



Few faculties and departments initiated training on anti-oppressive methods with staff members, and fewer conducted or published research on integrating anti-oppressive approaches. There are some outliers, in which the core work of the departments focuses on research related to TDI.

Which **actions contributed** to this benchmark?

Against the backdrop of the work of the Curriculum Change Working Group (Curriculum Change Framework 2018) that responded to the fallist movements in 2015 — 2016, there has been a focus on decolonising the curriculum and pedagogy at UCT. A number of faculties reported on curriculum review processes in 2022, some at faculty level and some at the individual lecturer level. Some faculties also report the use of institutional services such as CHED and CILT to improve their offerings.

The DVC for Transformation, Student Affairs and Social Responsiveness, Professor Elelwani Ramugondo, initiated the Anti-Racism Conversation series, which focused on how racism manifests through the academic work, programmes and systems. Together, transformation, diversity and inclusivity are key terms that can help institutions, including universities, to address inequality and oppression. These three terms also help us to imagine what a more fair, just and equal education environment might look like. Given the legacy of colonisation and apartheid for our particular context in South Africa and the continent, it is critical that systemic racism and the way it translates into institutional racism is acknowledged and addressed. Building a scholarship on transformation, for us, is both diagnostic and practice-oriented, and intentionally draws from our own internal resources, ie, academic and PASS staff with passion for transformation, who are thought leaders on social justice in the higher education sector. It is through scholarly debate and intellectual engagements that UCT, as a leading academic institution, can advance social justice.

The OIC hosted a webinar in collaboration with the International Labour Organization (ILO) and Business Unity South Africa (BUSA) on 29 September 2022. The ILO undertook one of its most extensive global studies on enterprise approaches to diversity and inclusion (D&I). The survey results sought to create new understanding and

LEFT:
To mark International Brain Awareness week, the Neuroscience Institute hosted a workshop with students from Itsitsa Primary school and Bardale Primary school.

insights on D&I activities, scope, drivers and priorities to support enterprises in creating powerful and impactful change. The ILO also published a South African country profile report earlier this year.

The webinar was convened by Undere Deglon, Inclusivity Culture Change Specialist at the OIC. Deglon said that the purpose of the webinar was to "learn from some of the lessons uncovered during the ILO global study, which was done on transformation through diversity and inclusion and more specifically, to learn about some of the lessons that are articulated in the South African country report."

In her welcoming address, Ramugondo, said, "Diversity must be firmly coupled with intentional and sustained inclusion practices." Stefan Tromel and Jae-Hee Chang presented an overview of the global study. Tromel has worked as the senior disability specialist in the ILO since 2013. He was previously the executive director of the International Disability Alliance and, as the director of the European Disability Forum, was actively involved in the negotiation of the UN convention on the rights of persons with disabilities. Chang is the senior programme and operations officer at the ILO. She works with a global team of professionals who form the link between the ILO and its employer constituencies in ensuring that business priorities are reflected in global policy making on social and labor issues.

The study was two years in the making and took a global perspective, with survey responses from 75 countries. Three questions were addressed: What drives organisations to take action on D&I that really makes a difference? What factors contribute to different employee groups feeling included at work? What approaches to D&I have the most impact?

The three top drivers for D&I were compliance with legal obligations, supporting and improving the well-being of employees, and attracting, developing and retaining the best talent. The study found that the experience of inclusion was felt more by employee groups higher up in hierarchical levels.

Approaches to D&I that had the most impact were strategic and cultural change approaches, building diversity at the top, co-creating shared responsibility and accountability for D&I, and embedding D&I into the employee lifecycle and organisational activity.

"There is no 'one size fits all' when it comes to successful D&I strategies," said Chang. Businesses have created different ways to track the benefits of their D&I efforts. Monitoring of D&I efforts should include a focus on diversity as well as on inclusion. A good approach to measuring D&I progress was by regular all-staff surveys measuring inclusion at three levels: overall inclusion, experience of the factors contributing to inclusion, and experience of the benefits of inclusion.

Attwell Magogodi, Group Employee Relations Manager at Bushveld Minerals and a member of BUSA through the Minerals Council South Africa, made a presentation on behalf of BUSA. "What the ILO has validated is that the overarching objective of D&I is predicated on a notion of a growth mindset," he said. He pointed out that if one has a diverse workforce, there will be growth within an organisation."

Professor Kurt April from the GSB introduced his presentation, titled "Justice, Equity, Diversity and Inclusion: The University Response?" by saying that he was surprised by the findings on South Africa in the ILO report. He referred to the particular case of the mining industry, where women accounted for only 17% of senior management. This was evidence of clear systemic discriminatory

practices. While there were great policies and strategies, in this case, women were not included on psycho-social levels. "Many people conflate employment equity [and] affirmative action with Broad-Based Black Economic Empowerment (BBBEE) and actual inclusion," he said, "so, a lot of our managers and senior managers will say, 'I'm accountable for diversity and inclusion,' meaning we have legislative requirements to actually report on these things."

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

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.

- **The New Academic Practitioners' Programme (NAPP)** had sessions on decolonial pedagogy, gender and feminist understandings in the classroom. Postgraduate Diploma (PGDip) and master's curricula have a focus and explicit awareness-raising around decoloniality and transformation.
- In the **FHS**, five departments did not report any curriculum revision activities while six departments reported focused efforts in this area.
- Staff are involved in reviewing a decolonising the curriculum project titled, 'Understand the impact of indigenous knowledge systems on science within the context of decolonising the curriculum'. The aim is to help students learn that indigenous knowledge systems contribute to western (modern) science and medicine, but that their recognition and value are determined by power, inequity, and discrimination (G1 – DHSE - Woodman Project).
- The **Humanities Education Development Unit (HUM EDU)** team have been awarded an Unsettling Paradigms grant through the Andrew W Mellon Foundation, which will allow the HUM EDU to conduct research into the effectiveness and impact of the new suite of disciplinary-based, first year level Khanyisa Introductory Courses that were piloted across the faculty for all students doing general degrees in 2021.
- **HUMA** runs a Knowledge Activism Strategic Programme.
- The new **Science** faculty course, AGE1005H titled "Towards a Decolonised Science in South Africa", includes OIC-developed workshops on building better classrooms and sensitively talking about race, privilege, and systemic bias in classroom settings. More generally, the course tackles issues of race, racism, historical marginalisation of African voices, and bias and oppression in Science.
- **EBE** has engaged its departments and students in a curriculum review project in addition to other measures for increasing students support and success, such as the appointment of Dr Disa Mogashana, who provides psycho-social support to students and advises the faculty on appropriate measures.
- **P&S** conducted campus-wide safety awareness initiatives, collaborating with CMD to make sure the UCT community was informed of any areas of concern, and providing updates twice a week at the executive director's operations meeting.
- Part of P&S strategy is to actively work towards removing barriers for its staff, particularly in the unskilled staffing category. One such barrier was the lack of access to computers. As a result, P&S installed computers in tearooms, which also aid staff members who are studying on-line courses offered at UCT.
- The **Law** faculty is preparing for the LLB curriculum review. This review will focus on course credit loads for students, coherence of the different years of the LLB, coherence of skills across the degree, and where possible, evaluating the relevance of curricula, particularly where there is room to focus on decolonisation and greater transformation of the law.

Who **contributed** to this benchmark?

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

RIGHT: Sinelethu Hashibi and Rosalie Tostevin from the Department of Geological Sciences translated the geological record into isiXhosa.

How effective were the actions?

This benchmark aims to capture the extent to which the curriculum and pedagogy employed meets the needs of and is accessible to marginalised persons. The reports indicate various processes and initiatives that contribute to decolonising the curriculum and the learning environment. While this is important work, there is a need to make the connection between (1) curriculum change, pedagogy and the shift in hierarchical power dynamics between students and lecturers, and (2) equality of and respect for various knowledge systems. It is essential to connect the curriculum and community engagement as part of the broader offering in which higher education is not constructed as a commodity but is rooted in service of society.

An example of a **good practice**

In 2022, **Commerce** embarked on a curriculum review of all its 67 programmes. Phase 1 of the process was focused on identifying graduate attributes, and assessing the current curriculum, pedagogy and assessments to address obstacles that impede student success. Aspects such as structural inequality were identified and will be addressed through changes in the curriculum in 2023. A particular focus was also given to re-designing courses to speak to social, economic and environmental justice. This aspect will play a major role in the review of the BCom Management Studies. Additionally, workshops were held to engage with values and worldviews to connect the faculty. This is particularly important in the context of the current differentiation between the EDU and mainstream programmes. The suggestion for 2023 is to build a connection through providing mentorship to all new students in the faculty rather than only the EDU students. The learnings from the first year EDU programme need to be extended to the subsequent years to translate the success and throughput rate into 2nd, 3rd, and 4th year.

TRANSFORMATION SPECIAL AND INSTITUTIONAL PROJECTS: BUILDING BRAVE CLASSROOMS AND DISABILITY ACCESSIBILITY

BELOW: First-year BSC (Maths and Computer Science) student Daniel Holgate credits the Disability Service for making his life on campus easier.

Offerings from the OIC: Inclusivity and Capacity Building

Building Brave Classrooms (BBC) is a concept offered to the T&L environment. It is a portfolio of interactive workshop sessions that introduce content on TDI. This approach, which builds on the work of Sara Ahmed, proposes that rather than safe conversations (which may coddle, hide or evade confrontation), we need brave conversations that confront, directly engage and unpack difficult social issues. The BBC concept has expanded as more faculties are asking the OIC to offer for sessions. Quinton Apollis, the OIC Inclusivity and Capacity Building Specialist, conducts the workshops and has tailored the content to the needs of the different faculties.

Universal Design Principles for Teaching and Learning

The DS provides information on Universal Design for Learning (UDL) principles to promote the provision of accessible academic material by lecturers. DS works closely with the Educational Technology Advisors at the Centre for Information Technology (CILT) to advocate for the provision of accessible documentation across the university. In instances where students still have challenges with accessibility, the DS has a specialist text conversion section to ensure students and staff who are blind or partially sighted receive academic material in an accessible format. This includes text conversion of hard copy and inaccessible electronic documentation into Word format, which is accessible for reading through screen reading software such as Job Access with Speech (JAWS) and Apple Mac VoiceOver. The text-to-audio software is used by blind staff and students to listen to their academic material being read aloud. The DS makes available the JAWS and ZoomText software to visually impaired persons. Magnifying devices are available at the DS, as well as at the 24-hour study space in the main library in Hlanganani Junction, Hiddingh Library and the Kramer Law Library. Information and training on Free Accessibility Features found in Office 365, for example Office Dictate, is also provided. In addition, DS has a state-of-the-art braille embosser and braille translating facilities for students and staff who are braille fluent. The DS has made available a site license for all UCT staff and students for the Read and Write Literacy Software, which assists persons with dyslexia and contains useful study tools for all students. The DS has also loaned out an Apple Mac laptop to students with speech impairments for test and exam oral presentations. The Voiceover feature in Apple Mac laptops provides a speech alternative to the human voice, which assists students when they experience speech challenges (eg, stuttering) while giving an oral presentation. The student can alternate between their own voice and that of the computer.

The curriculum and research are a core part of the transformation agenda as it pertains to knowledge production and knowledge transfer. It is important for various knowledge systems to be represented in curricula, with equality of voice. It is evident that many initiatives and processes are under way at UCT. Whilst this should be celebrated, there is more work to be done. Efforts in particular silos should be amplified, and other environments should participate in reviewing their curricula and responding to this benchmark. This benchmark sits across two strategic portfolios, namely transformation and social responsiveness, and teaching and learning. A co-ordinated approach from the two portfolios could further enable the transformation of curriculum and research.

FLIGHT/ FREEZE

The re-integration onto campus has challenged environments to be agile in terms of hybrid approaches and to think critically about pedagogy and access.

FIGHT

It is evident that, while there are processes and initiatives under way within faculties, non-academic environments are asking questions about their role in decolonising the curriculum. CHED and the OIC, which host workshops related to this theme, may need to explore possibilities to engage stakeholders in this regard.

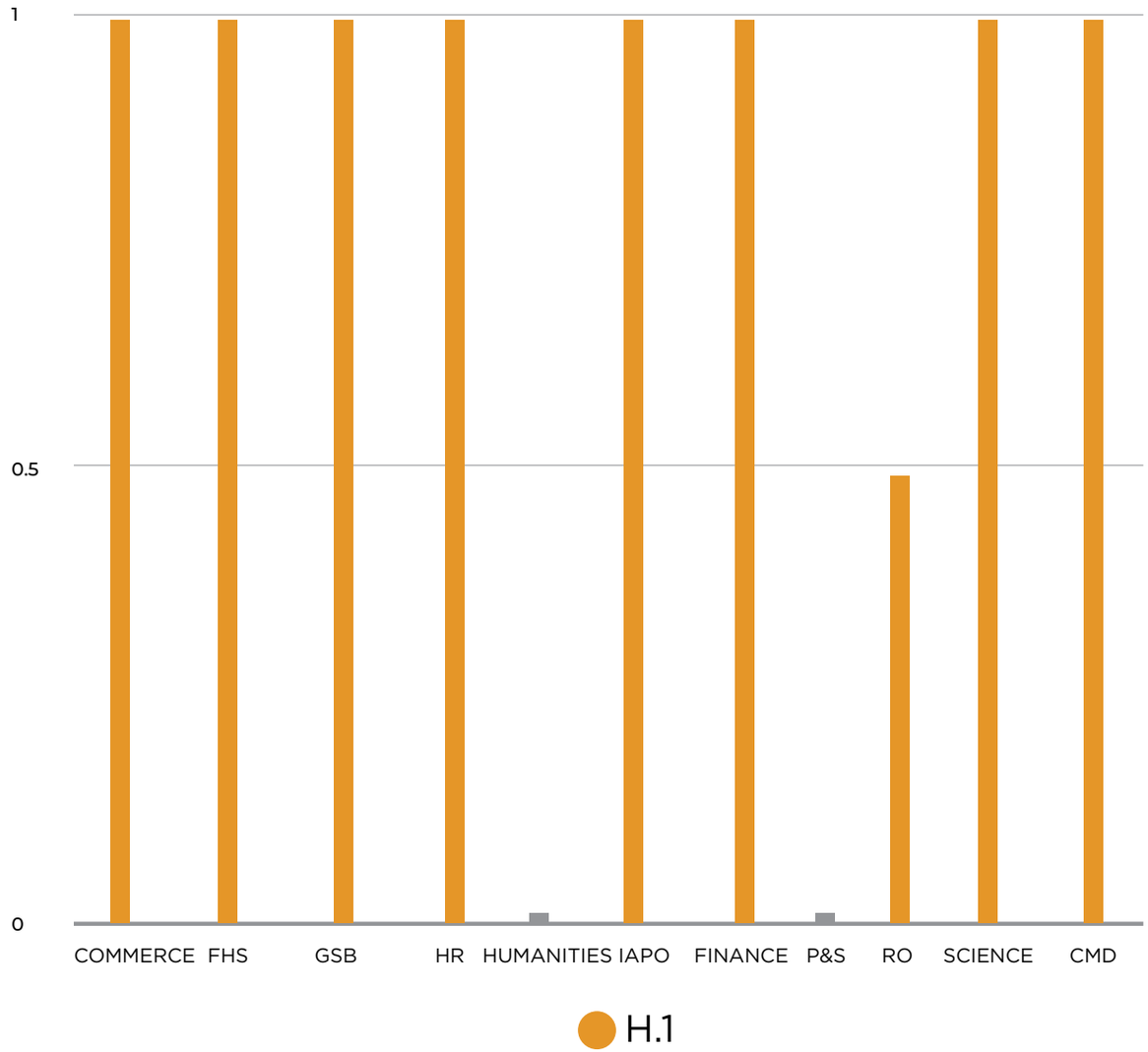
FLOCKING

Although the overall score for this benchmark was relatively low from 2019 to 2022, this year has the highest score to date. This might be as a result of the decolonising the curriculum course that Gabriel Khan of the OIC piloted in 2021. It could also be an indication that decolonisation in the curriculum is gaining traction at UCT.

BELOW: UCT Para-sports hosted a blind soccer workshop that covered orientation, mobility and ball control in May 2022.

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?**

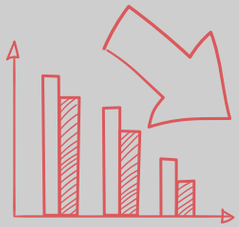
✓ **AFROCENTRIC ACTIONS**

H.1 Actions are 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: Place and Space, this benchmark focuses on centring the African continent and employing an Afrocentric lens within UCT. Many departments reported achieving this benchmark, however it is important to question the impact of these actions. For example, do actions critically engage with the complexity and vastness of the African continent? Do actions meaningfully unpack the dynamics of power and violence within the African continent as is apparent in patriarchal, homophobic and transphobic practices, undemocratic governance practices, or violence fuelled by socio-economic disparities? These are some of the questions that can assist in making sense of the actions taken under this benchmark.

Several departments and faculties centred UCT's African identity through research initiatives, Heritage Day discussions, or 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 normative colonial practices critically.

Which **actions contributed** to this benchmark?

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

- Many departments and faculties, such as the Enterprise Systems Education for Africa (ESEFA) centre, Humanities and the FHS, have identified training gaps on the continent and support African universities to address these skill gaps. These trainings cover themes including enterprise system education, cyber crime, and human-rights based mental health services, among others.
- Many faculties and entities, such as the UCT GSB, HUMA and the Science faculty, highlighted examples of Africa-centric research and research partnerships which focused on issues related to the African business context, building Pan-African scholarship, the socio-economic impact of COVID-19 in SA, and contemporary struggles for justice in Africa. Examples of Africa-centric research partnerships included the African Economic Research Consortium (AERC), Global Living Organisational Wage (GLOW), African Mental Health Researchers Inspired and Equipped (ARISE) programme, the Centre for Comparative Law in Africa (CCLA), and the Researcher Development Academy.
- The Irma Stern Museum hosted "Restore the 'Critical Knowledge' of the Ausis", a cultural event presenting improvisational music and spoken word pieces. Prof June Bam-Hutchison told stories in collaboration with internationally celebrated visual artist and musician Garth Erasmus who used traditional Khoi and San instruments.
- Entities also highlighted cultural activities marking events such as Heritage Day and Africa Month as examples of efforts to celebrate cultural diversity and challenge Afrophobia and xenophobia.

Who **contributed** to this benchmark?

Five 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 centring its African identity through scholarship, teaching and learning practices, and activist initiatives. While UCT has a range of partnerships and programmes that are Africa-centric, it is unclear how these critically engage with the African continent, African epistemic practices, or systems of power on the African continent.

There are a number of initiatives that have impact, but position UCT as the "expert" or "the knower" and in essence "respond" to Africa. Languaging is key: the commitment to engagment with our context allows for participation and recognition, and position UCT as partner and co-creator in processes, programmes and outputs. In order to meet this benchmark, it is important for UCT to take cognisance of its positionality, power and coloniality, both historic and current.

An example of a **good practice**

The Democratic Governance and Rights Unit (DGRU) in the Faculty of Law presented two online UCT-certified five-day workshops to judges and legal professionals around Africa and two webinars. The DGRU also hosts a platform of African case law and legislation. The work deliberately tries to shift away from using non-African sources of law for developing precedent by providing easily accessible and searchable collections of law and case law. The DGRU's short courses for judges are led by African experts and judges. There is a deliberate approach of African solutions to African problems in training and pedagogy.

For UCT to own its African identity, it needs to create an environment that encourages a critical understanding of Africa's challenges, diversity and complexity, and allows 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 contribute not only to learning, but also to activism and advocacy. While actions have been taken under this benchmark, it is 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.

FLIGHT/FREEZE

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

FIGHT

In 2022, there was a decline in actions that contribute to the benchmark. As with actions on other benhmarks, it could be that re-integration onto campus took priority. It would be important for environments to review what owning Africa's identity looks like in 2022 and beyond, reflecting not only on celebrating heritage and representation

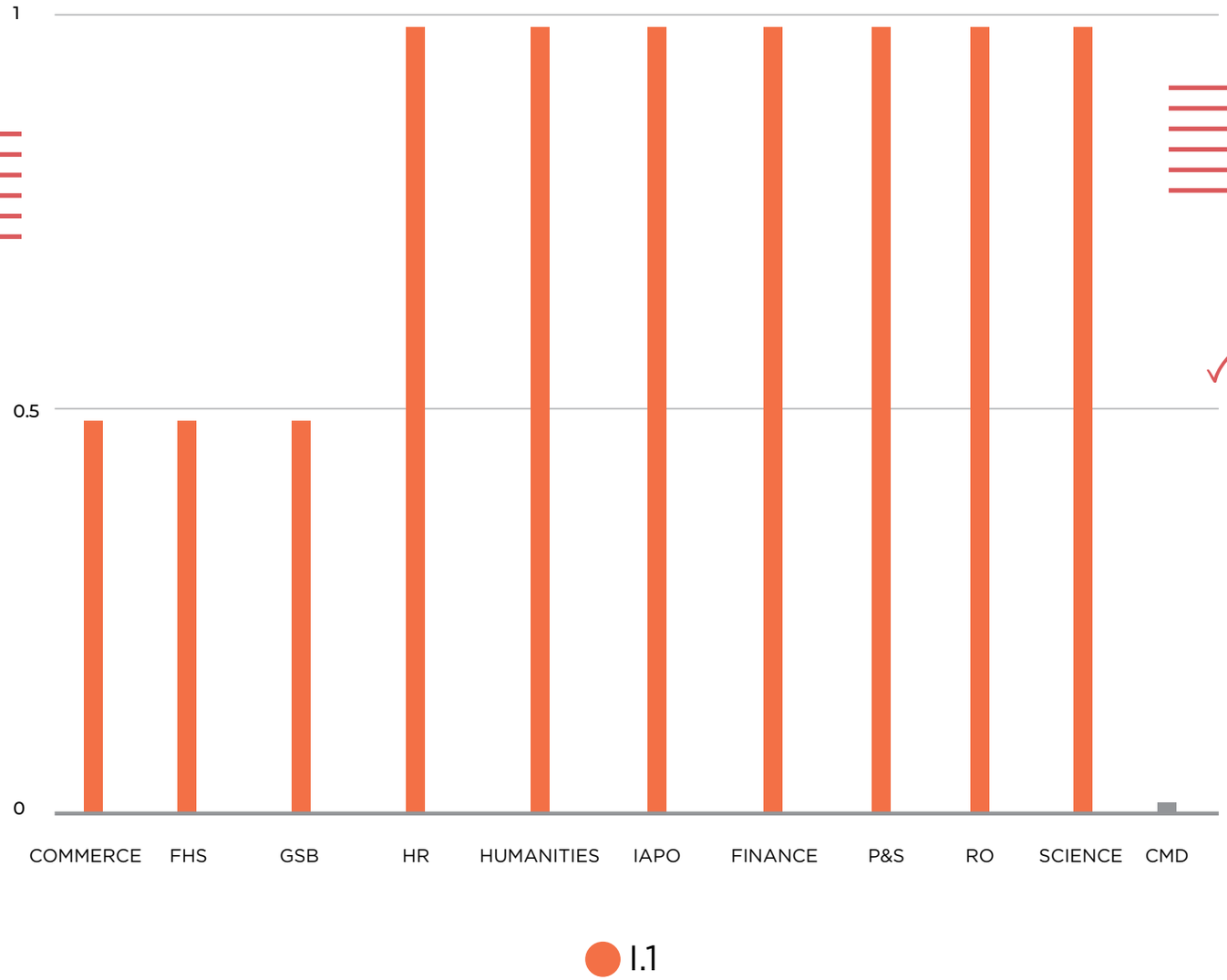
FLOCKING

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. While it is important to celebrate multi-culturalism, it is equally important to address power disparities between cultures in terms of place and space. UCT may need to explore trans-culturalism and what that would look like within the context.

BELOW: UCT celebrated Africa Month in May 2022 with a special event themed "Language and music as agents of liberation and continental integration". An announcement that KiSwahili will be taught as an elective language course at UCT was made at this event.

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

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



What is **being tested?**

NEW AND INNOVATIVE

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

What does the **benchmark reveal?**

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

What does the **benchmark reveal?**

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

In 2022, UCT scored highest for this benchmark over the four-year reporting period since 2019. It is evident that transformation actors are thinking more creatively and reaching their goals in terms of the benchmarks and inclusivity plans.

Some environments stated a lack of support in their environments, which has a negative impact on prioritising transformation and possible innovations to further the transformation agenda

ABOVE: P&S Estates and Custodial staff members completed a Basic Computer Literacy training in 2022.

Which **actions contributed** to this benchmark?

There were several actions implemented, below a few are listed

- HUMA's webinars with Zeitz MOCAA are an example.
- Innovative courses and pipeline initiatives in the Science faculty.
- P&S has many staff in the lowest pay classes. As part of their strategy to improve their staff's situation, they have found innovative ways to reskill, upskill, train, and develop their people.
- P&S is actively creating a career growth pipeline for staff who, for historic reasons, were not able to access the tools needed to upskill themselves.
    - o Assisted by ICTS trainers, P&S started a Basic Computer Literacy pilot project for Estates & Custodial Services staff. The existing computer training courses offered by UCT required staff to apply online, which was a barrier as many of them do not have internet access. To date, over 100 cleaning, gardening and Educare staff have enrolled in the Basic Computer Literacy programme. The training is tailored for persons who may have had little or no exposure to computers. It teaches staff how to use computers and ensures that they can use email and the HR ESS platform.

Who **contributed** to this benchmark?

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

FHS staff celebrating Heritage Day at an event themed "The Future of Healthcare in Africa".

How **effective** were the actions?

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

Recommendations

Some promising approaches and initiatives have been piloted. In the 2021 report an innovation incubator was proposed. The OIC, in consultation with TCs, has agreed to host a workshop to explore best practices and create a space where transformation actors can engage and learn from one another.

FLIGHT/FREEZE

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

FIGHT

P&S has started to think deeply about what transformation looks like practically, especially in an environment that has a large cohort of employees within the lower pay classes.

FLOCKING

Science has highlighted innovative courses that contribute to developing a pipeline.

3.12 THE BENEFITS OF FLOCKING

Success stories

ABOVE: Gender activist and self-identified trans woman Liberty Matthyse was a keynote speaker at the 2022 Women's Day event.

TRANS* ALUMNI AND GRADUATES

The OIC and the Registrar's Office have been instrumental in supporting Trans* alumni who have transitioned after graduation. Transitioning results in the issuance of legal documentation by the Department of Home Affairs, which includes a changed name and identity number. Alumni who have transitioned have requested support in the form of revised UCT documentation, such as previous degrees, that reflect their new legal names. The Registrar's Office has for several years been progressive in supporting Trans* students and staff and, where possible, has changed its systems to ensure that Trans* persons receive caring and humane responses from UCT.

Similarly, Trans* students who have not completed their transition and therefore do not have a legal document to verify their name change may request that the university does not call them by their dead name at graduation ceremonies. Instead, the Registrar's Office may be contacted in advance to facilitate the use of the correct name during the ceremony, although the degree certificate will still reflect the legally registered name that is linked to the corresponding identity number.

INSTITUTIONAL RACISM

Flocking has been experienced by the decentering whiteness groups and the centering blackness peers who together have worked to support and enable understanding and created systemic change. A concrete output of flocking has been the creation of the Spotify podcast, "The White Elephant in the Room" and retreats for staff where authentic rest from racial trauma are provided.

Within the academic space, flocking resulted in the confronting of institutional racism. Through the innovation of a trained mediator who was a senior staff member, process-holders of a system in a faculty were engaged with, and a negotiation for change was successful. This ensured that the complainant and the students in the complainant's course did not experience systemic barriers.

3.13 SCHOLARSHIP AND RESEARCH

Examples of UCT TDI-related knowledge production

COMMERCE

- Carpenter, R., & Roos, L. (2020). Can We Afford It? The association between financial aid and time to completion in Accounting Higher Education in South Africa: A literature review. 9th International Conference on Business and Economic Development (ICBED), 11(01), 222–232. Received from https://doi.org/10.24052/BMR/V11NU01/ART-24
- Carpenter, R., & Roos, L. (2021). The relationship between the National Senior Certificate and the National Benchmark Test for accounting students at a South African university. The Business and Management Review, 12(01), 241–248. Received from https://doi.org/10.24052/BMR/V12NU01/ART-23
- Myers, M., Chughtai, H., Davidson, E., Tsibolane, P., & Young, A. (2020). Studying the Other or Becoming the Other: Engaging with Indigenous Peoples in IS Research. Communications of the Association for Information Systems, 47, Received from https://doi.org/10.17705/1CAIS.04718

GSB

- Dharani, B. et al. (2021) An intersectional approach to hegemonic masculinity and internal hegemony: a thematic analysis in South African men. Journal of Gender Studies, 30(3), 329-343. Received from https://www.tandfonline.com/doi/abs/10.1080/09589236.2020.1852918
- Goshalia, C. et al. (2021) The Puppeteer behind the scenes: Toward understanding ecosystem leadership mechanisms to grow IoT in South Africa. Electronic Journal of Information Systems in Developing Countries, 87(6). Received from https://onlinelibrary.wiley.com/doi/abs/10.1002/isd2.12183
- Mndolwa, F.D. and Alhassan, A.L. (2020) Gender disparities in financial inclusion: Insights from Tanzania. African Development review, 32(4), 578-590. https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-8268.12462
- Mnisi, K.P. and Alhassan, A.L. (2020) Financial structure and cooperative efficiency: A pecking-order evidence from sugarcane farmers in Eswatini. Annals of Public and Cooperative Economics, 92(2), 261-281. Received from https://onlinelibrary.wiley.com/doi/abs/10.1111/apce.12295
- Smith, J. et al. (2022) Getting Blended Finance to Where It's Needed: The Case of CBNRM Enterprises in Southern Africa. Land, 11(5). Received from https://www.mdpi.com/2073-445X/11/5/637
- Train, K.J. and April, K. (2019) Compassion capability in resource-limited organizations in South Africa. Africa Journal of management, 6(1), 6-23. Received from https://www.tandfonline.com/doi/abs/10.1080/23322373.2020.1717284

HEALTH SCIENCES

- Govender, R. and Jacobs, A. H. M. (eds) Critical Reflections on Professional Learning During C0VID-19: Context, Practice and change. HELTASA, 2022. Available at https://openbooks.dut.ac.za/index.php/dut/catalog/book/48
- Jayakumar, J. et al. (2022) An innovative, remote supported problem-based learning model in a South African medical curriculum during the COVID-19 pandemic. African Journal of Health Professions Education, 13(3) Received from https://journals.co.za/doi/full/10.7196/AJHPE.2021.v13i3.1526
- Mapukata, N. O. (2022). Centring a Black Narrative: The Role of a Higher Education Institution in Facilitating a Transforming Habitus. Gender Questions, 10(2), 1-17.
- Nordling, L. (2022) The long, low echo of apartheid in South Africa. Harvard Public Health, Fall. Received from https://harvardpublichealth.org/global-health/apartheid-legacy-south-africa-health/
- Racism in medicine is a 'horrible injustice'. Received from https://www.news.uct.ac.za/article/-2021-07-13-racism-in-medicine-is-a-horrible-injustice
- Van Heerden, J. et al. (2022) Current status of African pediatric oncology education efforts aligned with the Global Initiative for Childhood Cancer. Pediatric Hematology and Oncology, 40(3) 2023. Received from https://www.tandfonline.com/doi/full/10.1080/08880018.2022.2117882

SCIENCE

- Pickering, R. et al. How HERI (Human Evolution Research Institute) is disrupting, transforming and decolonising long held patriarchal narratives of human evolution in South Africa. Received from https://ui.adsabs.harvard.edu/abs/2021EGUGA..23.9196P/abstract
- The Human Evolution Research Institute: Challenging traditional narratives and fostering a new generation of black women in the palaeosciences. Received from https://theplosblog.plos.org/2021/09/the-human-evolution-research-institute-challenging-traditional-narratives-and-fostering-a-new-generation-of-black-women-in-the-palaeosciences/
- Tostevin, R., Hashibi, S., and Getyengana, B. Translating the geological record into isiXhosa. Received from https://ui.adsabs.harvard.edu/abs/2021EGUGA..2310614T/abstract

LAW

- Cupido, R.V. & Slade, B.V., Transforming the South African law faculty: decolonisation as a guiding principle. In Boggenpoel, Z. (ed), Perspectives on Law from South Africa and Beyond: Future, Present, Past Law, Justice and Transformation. LexisNexis, 2022. Available at https://shop.snapplify.com/

SECTION FOUR

Artist Qondiswa James perfoming during "The Fire This Time" live art pop up performance curated by WOAC.

FINDING **FUTURE** DIRECTION

Onslaught on humanity,
Natural or man-made,
Needs to be defeated
By ushering in victory
Through unity in diversity.

Outlooks and visions,
Differ though they may,
Benefit of human,
Be their ultimate sway,
In passion and compassion.

Even fate can be altered,
Doom can be transformed
Into victory most glorious
Against calamity most ferocious.

- Ratnakar D Mandlik.

4.1 REFLECTING ON THE YEAR

With all its challenges and tensions, 2022 could be described - and has been described by UCT transformation actors - as a rebuilding phase. With many shifts, changes and tensions, we are called to respond with great insight and sensitivity.

Overall, 2022 could be described as a mixed bag for transformation at UCT. The year offered many challenges - nationally in the economy and with loadshedding, and at UCT in governance and with protests.

As was the case in 2021, the tensions outlined below are in the foreground and need to be dealt with:

- **Parity vs transformation:** in terms of staff and student demographics, parity is often important and an area of focus. However, parity of presence and participation does not resolve the cultural, economic and social power disparities which create exclusionary environments.
- **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 that make individual racist acts possible (and sometimes necessary) within an environment.
- **Systemic change vs an individual complaint:** when bullying (or other forms of violence) occurs within a university space, it often requires response both on a group and an individual level. For example, both social norms and behaviours in a department would need to shift, as there would be a need to hold individuals accountable for disparaging behaviour. The separation of these approaches can create further challenges in spaces.

In their reflections below, many departments and faculties describe challenges and tensions they are navigating and highlight some successes and learnings.

HOW DID FACULTIES AND DEPARTMENTS REFLECT ON THE YEAR?

IAPO: "Despite starting 2022 with already reduced capacity (down four members from 2021), the IAPO TC was, for the first time since the advent of the COVID-19 pandemic, able to realise several of its planned activities. In 2022 we have made significant achievements in the areas of strategic integration of transformation; student access and support; staff access and support; place and space: language, names, symbols, artworks and identity; institutional responses to discrimination, harassment and violence; owning UCT's African identity; and innovations, alternate approaches and best practices. "

GSB: "Whilst our score has had a modest improvement to 18 from last year's 16.5, it is fair to say that there has been advancement in our [TDI] journey. This is so, not only because we effectively built on what has already been started, but also because we are now more aware of the frontiers at which [TDI] impact has been built. This clarity in thinking is critical in addressing the real barriers to [TDI], rather than uninformed assumptions about what might be needed. So, 2022 for the GSB TF has been characterised by one word – and that is – 'building'".

The UCT GSB Solution Space in Philippi Village is aimed at deepening UCT's roots in local communities in order to develop more socially relevant solutions to African challenges.

CHED: "Currently transformation, diversity and inclusion initiatives are located in specific programmes such as ASPD and/or GCP, but not weaved through all departmental programmes. There is a realisation that we need a more intentional focus to address transformation, diversity and inclusivity coherently within the faculty. There is no overall transformation strategy in the faculty; hence, as a faculty, we rely on departmental and unit initiatives (as evidenced in this report)."

CMD: "The preceding 12 months were unusual for CMD, characterised by not only internal unexpected changes, but also many public external crises of a complex nature that CMD had to work through for the university. For four months, CMD operated with an acting executive director, and for seven of the 12 months in the year our ED was on leave."

A group exhibition by 2nd year Master's of Fine Art students at the Michaelis School of Fine Art.

Humanities: "There were many exciting events and interventions by faculty staff and students in 2022 that revived the enthusiasm dwarfed by the 2020 and 2021 pandemic restrictions. Many projects aimed at pushing boundaries towards a decolonial, feminist, queer and social-justice-led education took shape and being able to physically gather for these events was valuable. The year 2022 can be defined as an optimistic year; that even in the face of adversity, profound and impactful initiatives could be realised."

The Hub for Decolonial Feminist Psychologies in Africa launched the "Pan-Africanism and Psychology in Decolonial Times" (Palgrave Macmillan) by Professor Shose Kessi, Professor Floretta Boonzaier, and Babette Stephanie Gekeler in August 2022.

Renowned contemporary artist, Athi-Patra Ruga was an artist-in-residence for three months at the Irma Stern Museum, where he worked on new art pieces in response to some of Irma Stern's most iconic paintings.

FHS: "While there has been considerable growth and commitment to transformation and inclusivity in some departments, with the establishment of five-year transformation plans, mentorship programmes for junior staff (black/women) and career advancement support for black/female senior staff, overall, there is a lack of interest and mobilisation toward ensuring change. Contributions toward the transformation template were sub-par, with most departments failing to respond to the request for input. The departments that did respond provided useful and insight inputs."

FHS department: "The past year has been a challenging one [in which we were] faced with staff mental health issues. From our departmental view, the GSH wellness team played a huge role in providing peer support to joint staff and students."

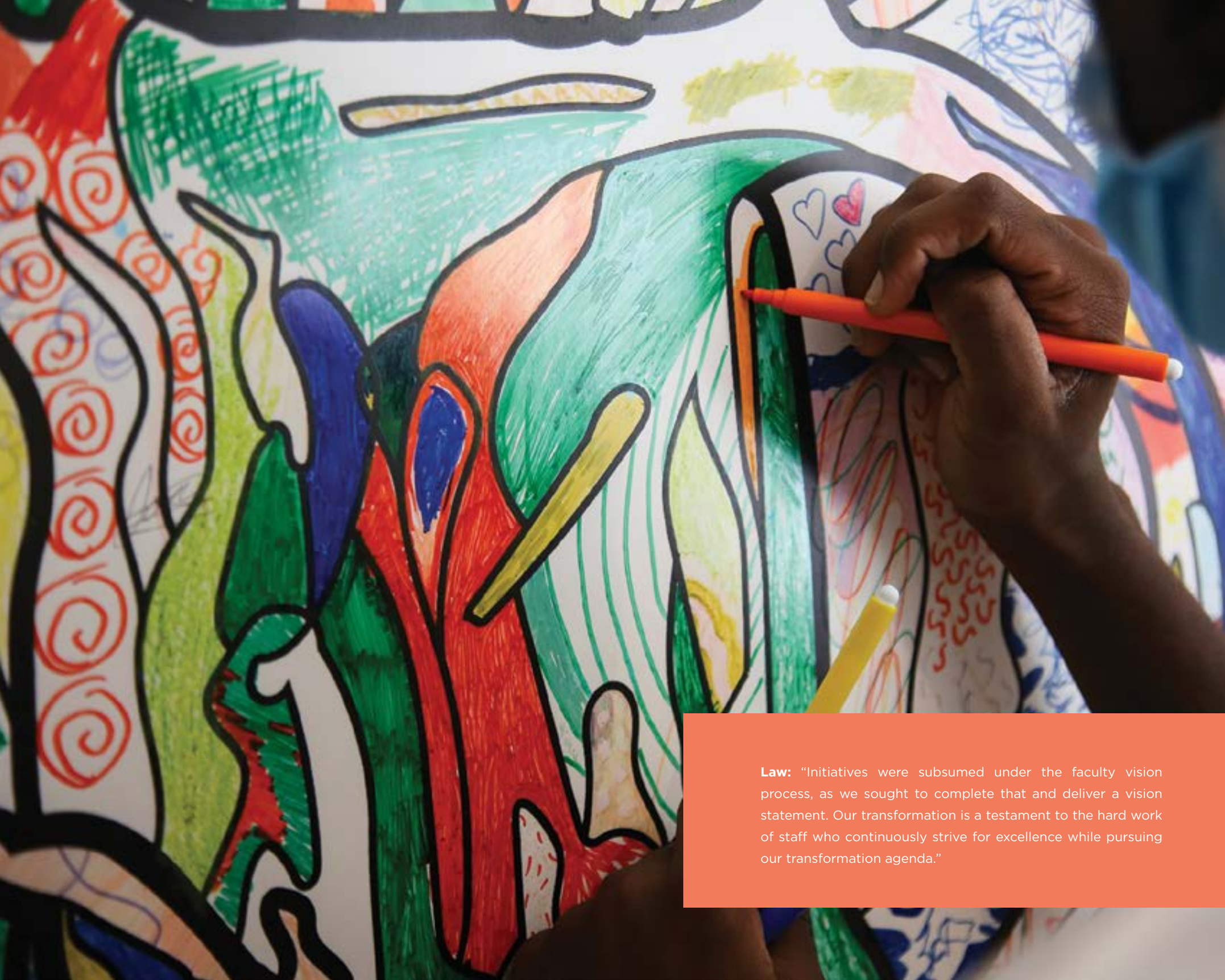
FHS, psychiatry and mental health: "While there are many areas of excellence in meeting the transformation, inclusion, and diversity mandates of our members, there are key areas that we need to get on top of in order to truly transform. This includes more accurate tracking of the demographic profile of our department with the concomitant determination for meaningful shifts in this regard."

FHS, paediatrics and child health: "In 2022 the Department of Paediatrics and Child Health (DPCH) Transformation Action Group (TAG) underwent membership changes to reflect a Department of Paediatrics-specific committee. The Terms of Reference were updated to reflect this."

P&S: "P&S requires sufficient time and resources to ensure that all our staff are given equitable access and opportunity to participate in transformation initiatives. While it has been a challenging year, with many external factors (loadshedding, COVID-19, protests etc.) impacting P&S, focus was geared towards inculcating behaviours that support the P&S values of respect, trust, integrity, accountability, responsiveness and teamwork."

Science: “The Transformation journey in 2022, especially the second half, has been exciting and full of opportunities. The first half of the year had the academic project in a mixture of online and face-to face learning, with most of the staff operating from home.”

RO: "The TC made some good headway as far as conceptualising ideas and initiatives for projects is concerned. Given that we are new members on the committee, we had to find our feet quickly and many things were unclear. We, however, managed to still host events, drive initiatives and campaigns to continue the work that the previous TC members did, which was a very good effort. We now need to use the work that we completed in 2022 as a platform to build on and make a success of what we are planning to do for 2023, which is now very possible given the relationships we formed with the OIC and the HR team."



Law: "Initiatives were subsumed under the faculty vision process, as we sought to complete that and deliver a vision statement. Our transformation is a testament to the hard work of staff who continuously strive for excellence while pursuing our transformation agenda."

Commerce: "In 2022, Commerce had a new Dean, five new HoDs and two new deputy deanss. Most of the DAC were learning their new roles and acquiring their relevant skills within their roles. In addition, many were navigating the return to campus. I believe we still managed to accomplish much in the transformation and inclusion space. We created a new ToR for the TC, created a faculty strategy underpinned by transformation, inclusion and care, began a faculty-wide curriculum review, launched Commerce Engage, and embarked on several efforts to decolonise curriculum and develop a pipeline of equity staff and postgrad enrolments."

Finance department: "The department has achieved excellent progress towards its EE numerical targets. Most of the TEC committee are new members and it will take some time to progress towards non-numerical objectives. We, however, believe that our approach towards transformation transcends numerical targets and achieves multiple social & ethical objectives through initiatives from both the CFO's office as well as the TEC."

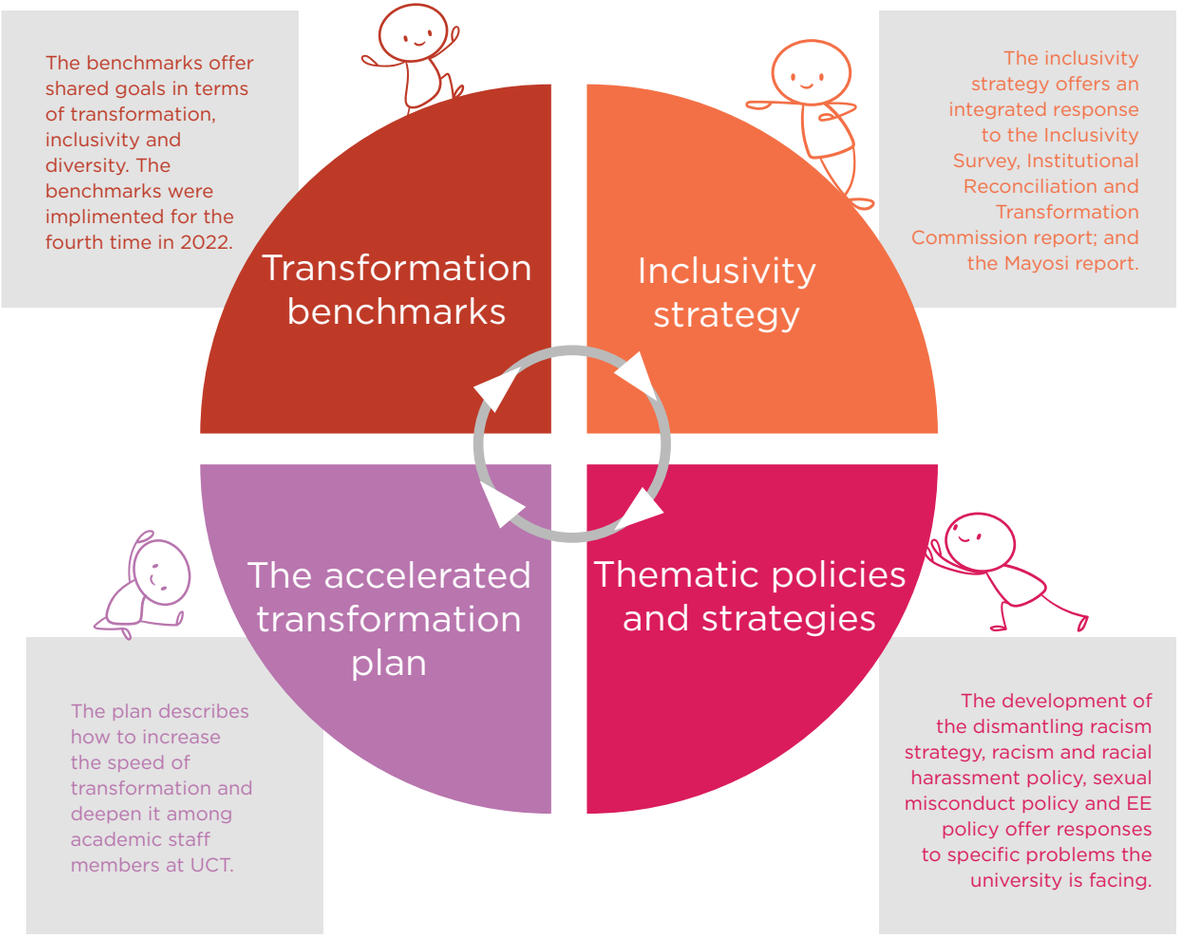
HR: "It has been an incredibly challenging year, not being able to fulfil or even plan activities that would advance our transformation roadmap."

4.2 WHERE TO FROM HERE?

Taking cognisance of shifts and appreciating change thus far, there are gaps and areas that require focus, as highlighted in this report. How might we respond to our current context to enable transformation?

THE FOUR PATHWAYS

The four pathways to UCT's transformation and strategic vision and goals of the DVC: Transformation, Student Affairs and Social Responsiveness.



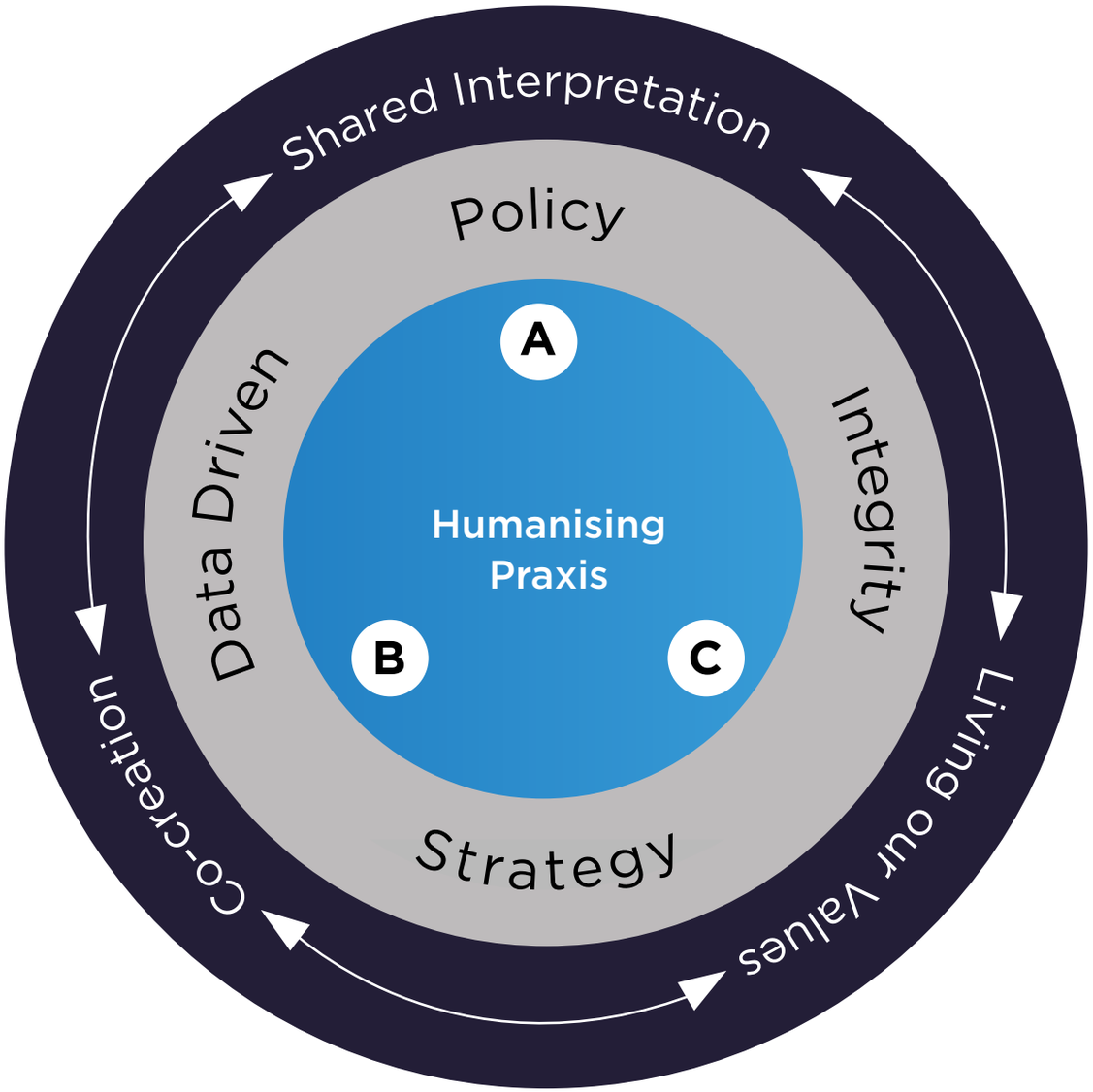
In the past four years 2019–2022, transformation has gained traction at UCT through a strategic approach that was underpinned by thematic policies and strategies that are integral to embedding the work of TDI. In addition to this, the transformation benchmarks serve as a tool for measuring transformation actions across the institution, implemented by transformation committees and leadership at faculty and department level. This serves as a catalyst for change in alignment with vision 2030. The inclusivity survey serves not only as an analytical tool to measure/affect inclusion, but also sets a strategic imperative to build an inclusive organisational culture. Finally, the Accelerated Transformation Plan places a focus on demographic transformation that, in combination with shifting the organisation culture, allows for an inclusive environment that does not only foreground representation but enables flourishing for all.

The approach has allowed UCT to measure and evaluate transformation against the backdrop of external EE targets and the requirements of the DHET. It also allows UCT to be accountable to internal goals and targets. The EE barrier analysis and related recommendations focus on common thematic areas such as addressing institutional discrimination based on race, disability and gender. Embedding the EE barrier analysis response and the statistical transformation diversity goals for the university within the transformation benchmarks ensures coherence in reporting and an alignment between the approaches of the committees and clusters that have shared mandate and accountability for their faculty's and department's success in transformation.

VISION: A HUMANISING PRAXIS

"Cultivating a humanising praxis through integrity, strategy, policies, and data analytics, and across the three pillars of the UCT Vision 2030."

At the core of the DVC's transformation framework is a **humanising praxis, informed by decolonial scholarship.**



A. Occupational consciousness (Ramugondo, 2015) – this refers to an ongoing awareness of the dynamics of hegemony, and recognition that it is through what humans do every day that oppressive structures are either perpetuated or disrupted, with implications for both individual and collective well-being.

B. Being human is not a given, but a political potentiality on a continuum between oppression and liberation (Kronenberg, 2018). This provocative statement acknowledges that atrocities such as slavery, colonialism and apartheid came about because the dominant group deemed and treated othered peoples as less human. Unless this dehumanisation is acknowledged, understood and addressed, it is bound to resurface in other forms.

C. Professional role transgression as a form of occupational consciousness (Sonday, Ramugondo and Kathard, 2019). Professional role transgression becomes necessary when professionalism normalises atrocities within oppressive systems and structures.

CLARITY OF STRATEGIC INTENT AND IMPACT: STRATEGIC GOALS

a. Building a scholarship on transformation.
b. Igniting and claiming agency for student mental health.
c. Talent retention for transformation & sustainability.
d. Contributing towards a transforming city and safer neighbourhoods as part of building sustainable communities.
e. Building evidence-based support services, functions and programmes to address sexual violence.

CONCLUSION

The year 2022 presented many challenges to the TDI project. Environments reported an array of challenges, including the hybrid world of work and teaching. It was challenging to create inclusive environments while people were not consistently present on campus. Some transformation actors described re-integration onto campus as a re-building phase. Others said that they felt transformation gaining traction at UCT in 2022. It should also be noted that there were many strong interventions developed by transformation actors, and others that may need to be reviewed in terms of their impact or transformative power.

After collecting data over a four-year period, we can map trends in areas of growth and areas that may need particular attention. It is, however, evident that in 2022 TCs and transformation actors have progress: they have scored higher on six of the nine benchmarks than in 2021. There are three benchmarks in which overall scores have decreased.

Despite an increase in benchmark scores, there is still a need for deep transformation at UCT, as evidenced in governance challenges, staff retention rates and representation across pay classes, lack of student access and support, and the need for review of the curriculum. The issues that UCT grapples with are complex and interrelated. Transformation cannot take place in a vacuum. For example, teaching and learning need to be transformed and the transformation needs to be embedded in the curriculum in the form of pedagogy and content. Furthermore, research and community engagement are also key in the transformation projects and the visions of these two areas of the university's work need to be aligned to move the transformation project forward holistically.

Ramugondo was appointed as DVC: Transformation, Student Affairs and Social Responsiveness in 2022 and has put forward a vision for transformation as a humanising praxis. This has shifted the approach to transformation, resulting in the centring of the human element, amplifying mental health and the scholarship of transformation. The application of this vision will allow for a deeper engagement with the current practices and aid the OIC in reviewing the benchmarks in 2024, when we will have an opportunity to reflect in collaboration with transformation stakeholders and optimise the benchmark approach to suit the current context.

Recommendations related to each benchmark

A. Strategic integration of transformation

There is a need for transformation actors to be supported in the following ways:

- TC activities must correspond to and enable the strategic goals of the faculties and departments. By intentionally aligning the TCs' output, there will be a unified approach to the transformation vision for the entity and for UCT as a whole.
- Budget allocations must be fully committed to enabling transformation in the environments. Environments such as the FHS, which has a committed transformation budget, are consistently performing better in relation to the benchmarks.
- Transformation actors need to report on transformation work in their job descriptions (JDs), as they are often questioned when fulfilling transformation duties and cannot give attention to this work without reporting on it against their JDs. Synergy between relevant JDs and the goals of transformation requires strategic intention and support of the executive lead in the faculty and/or department.
- TCs should score their EDs and Deans in relation to TDI as part of their Development Dialogue discussion.

B. Student access, support and success

Faculties and departments scored lower on this benchmark in 2022. There is a need for environments to place specific focus on student support and access.

Given the DSA plays an integral role with students and reports to the DVC: Transformation, it may be valuable to collaborate and have a student transformation indaba to engage with the needs of students and respond to real as opposed to perceived needs.

It is possible that faculties and departments do not know of or identify their actions as enabling student access and support and success. For example, P&S is focused on infrastructure (physical and virtual) and yet have not identified their principles for universal design or gender inclusion approaches as part of their transformation indicators.

C. Staff access, support and success

The overall score has increased for this benchmark and environments seem to be investing time and energy to support staff. There are still many complaints and experiences of racism and gender and cultural inequality at UCT. In addition to accelerating EE, departments and faculties should create spaces to identify and dismantle discriminatory, prejudicial and unduly hierarchical and authoritarian practices. There may also be a need for environments to be coached and upskilled by the inclusivity and culture change specialist to be empowered to create enabling environments.

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

It is important to move from surface level change at UCT. For example, most international universities and their academics begin every presentation with a clear declaration and acknowledgement of the university's complicit role in slavery or land acquisition from indigenous people. UCT may need to grapple with the relevance of such an acknowledgement or the absence thereof. WOAC and the NoBC continue to assist in enabling and visibilising change in the university. Recommendations for an education programme that accompanies the change of art or name change is needed so that new and current students and staff journey alongside the good initiatives from these governance committees.

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 that seek to prevent violence rather than solely responding to violence. On the one hand, working towards prevention is critical, but it is critical that environments are empowered to create space for staff and students to respond to discrimination and harassment in their environments. It could also be valuable for the survivor support specialist to assist with creating internal processes and upskill transformation committees to respond internally to matters of discrimination and harassment. Administrative justice procedures within special tribunal, USDT and various university rules require alignment and review to provide a fair and just approach for all students involved in formal disciplinary processes.

F. Community engagement: anchoring UCT in community

The university has several impactful and organic partnerships with communities which contribute to social justice. it would be important for the university to review these partnerships. Charity is often necessary to respond to an immediate need, but initiatives should go beyond charity to empowerment and development. A co-ordinated response may be useful in terms of anchoring UCT in community.

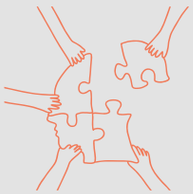
The work outlined in the Social Responsiveness Report should be harnessed and the work of faculties and departments in communities could be connected to the work of transformation, in particular the community engagement benchmark, as part of the social responsiveness portfolio.

G. Curriculum support: decolonisation, marginalisation and accessibility

UCT has made strides in previous years, in response to the #feesmustfall protest. The work of the curriculum change working group has culminated in a curriculum change framework. The transformation portfolio and the teaching and learning portfolio may need to collaborate strategically around curriculum change to provide a deeper analysis of the changes, shifts and limitations against the backdrop of the framework. This would inform the work of faculties and departments in relation to decolonisation, marginalisation and accessibility. The current weak linkage between TCs and the academic project is noticeable and of concern. A recommendation to bring a clear strategic focus and alignment between these two areas is proposed for the 2023–2024 report.

H. Owning UCT's African identity

The African continent is vastly diverse and is itself a space that is complicit in inequality. Critically engaging with Africa should include engagements outside of the centres of power (South Africa, Kenya, Nigeria, etc) and should include response to power disparities within and beyond the African continent. The absence of the university's voice in and usage of Africa's Sustainable Development Goals (SGD) results in deepening inequality on our continent. UCT is a powerful platform that is globally recognised and could be used to enable change and redress for the continent. For example, UCT academics who intentionally choose to publish in Africa-based journals rather than international journals with high impact rankings could be better supported by UCT. This principled approach, if supported correctly, will pave a stronger pathway for African research.



I. Innovations, alternative 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 that encourages, resources and upscales best practices. How does education currently produce competency in students to reduce inequality and oppression in the disciplines that we are training them for? For example, does every psychology or social work student have the ability and knowledge to correctly support Trans* folk?

SECTION FIVE

WOAC, in collaboration with its Institute for Creative Arts (ICA), launched a collection of four live works of art on upper campus on 15 September. The event turned the Sarah Baartman precinct into a gallery of performative art, reading, discussion and film.

TRANS FORM ATION

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 UCT's TDI actions in 2022.

BIBLIOGRAPHY

A

Ahmed, S. (2004). The Non-Performativity of Anti-Racism. Text and terrain: Legal Studies in Gender and Sexuality. Kent: University of Kent.

Ahmed, S. (2006) Queer phenomenology orientations, objects, others. Durham: Duke University Press.

Ahmed, S. K. (2018). Being the Change: lessons and strategies to teach social comprehension. Chicago: Heinemann.

Apthorpe, R. (1996). Reading development policy and policy analysis: on framing, naming, numbering and coding. In R. Apthorpe, & D. Gasper, Arguing Development Policy: frames and discourses, 16-35. London: Routledge.

B

Baderoon, G. (2018). The history of intimacy. Cape Town: Kwela Books.

Bamjee, S. I. (2018). Zikr. Cape Town: Uhlanga Press.

Bell, D. et al. (2019) "Retrospective autoethnographies: A call for decolonial imaginings for the new University," Qualitative Inquiry, 26(7), pp. 849–859. Available at: https://doi.org/10.1177/1077800419857743.

Bender, G. (2008) "Community Engagement at Higher Education Institutions in South Africa:" In Weber, E. (ed) Educational Change in South Africa, pp. 203–225. Available at: https://doi.org/10.1163/9789087906603_013.

Billie, A. (2019). KwaNobuhle Overcast. Durban: University of KwaZulu-Natal Press.

C

Clark, T.R. (2020) The 4 stages of psychological safety: Defining the path to inclusion and innovation. Berrett-Koehler.

COVID-19 People's Coalition. (2020, April 11). Call for solidarity with students. Retrieved from COVID-19 People's Coalition.

COVID-19 People's Coalition. (2020, April 29). Public universities with a public conscience: a proposed plan for a social pedagogy alternative in the time of pandemic. Retrieved from COVID-19 People's Coalition.

Czerniewicz, L. et al. (2020). A Wake-Up Call: Equity, Inequality and COVID-19 Emergency Remote Teaching and Learning. Postdigital Science and Education, 946-967.

E

Eastwood, O. (2021) Belonging: the Ancient Code of Togetherness. UK: Quercus.

Ellsworth, E. (1989). Why Doesn't This Feel Empowering? Working through the Repressive Myths of Critical Pedagogy. Harvard Educational Review, 59, 297-324.

F

Francis, D., Valodia, I., & Webster, E. (2020). Politics, Policy, and Inequality in South Africa Under COVID-19. Agrarian South: Journal of Political Economy, 342-255.

G

Gqola, P.D. (2015) Rape: a South African Nightmare. Auckland Park, South Africa: MF Books.

H

Hughes, C. (2020, November 03). COVID-19, higher education and the impact on society: what we know so far and what could happen. Retrieved from World Economic Forum.

I

IMF (2020, January 30). Six charts explain South Africa's inequality. Retrieved from International Monetary Fund.

K

Keet, A., & Swartz, D. (2015). A Transformation Barometer for South African Higher Education . Cape Town: Transformation Managers Forum.

Kessi, S., & Cornell, J. (2015). Coming to UCT: Black students, transformation and discourses of race. Journal of Student Affairs in Africa, 1-16.

Khan, G. H. and Marnell, J. (2021) Reimagining wellbeing: Using arts-based methods to address sexual, gender and health inequalities. Global Public Health, 1-16.

Khan, G. H., & Feris, L. (2020, July 15). Transformation as a contradiction at UCT. Retrieved from News24.

Khan, G. H., & Modutle, L. (2020, June 23). Leaving No One Behind: a toolkit for supporting marginalized students during crises and emergencies. Retrieved from Office for Inclusivity and Change.

Kronenberg, F. C. W. (2018). Everyday enactments of humanity affirmations in post 1994 apartheid South Africa: a phronetic case study of being human as occupation and health. University of Cape Town, Faculty of Health Sciences, Division of Occupational Therapy. http://hdl.handle.net/11427/29441

L

Luescher, T. M. (2009). Racial desegregation and the institutionalisation of 'race' in university governance: the case of the University of Cape Town. Perspectives in Education, 27(4): 415-425.

M

Mda, Z. (2015). Little Suns. Cape Town: Umuzi.

Millard, J. (2015) Open governance systems: Doing more with more. Government Information Quarterly, 35(4). Available at: https://doi.org/10.1016/j.giq.2015.08.003.

O

Office for Inclusivity and Change. (2020). The A-Z of Transformation. Cape Town.

P

Preece, J. (2017) University Community engagement and lifelong learning: The Porous University. Palgrave Macmillan.

R

Ramugondo, E.L. (2015) Occupational Consciousness. Journal of Occupational Science, 22(4): 488–501. https://www.tandfonline.com/doi/full/10.1080/14427591.2015.1042516

Rashid, S., & Yadav, S. S. (2020). Impact of COVID-19 Pandemic on Higher Education and Research. Indian Journal of Human Development, 340-343.

S

Sonday, A., Ramugondo, E.L & Kathard, H. (2019) Professional role transgression as a form of occupational consciousness. Journal of Occupational Science, 26:3, 366-378, DOI: 10.1080/14427591.2019.1630852

Soudien, C. (2010). Transformation in higher education: A briefing paper. Pretoria : Development Bank of Southern Africa.

Statistics South Africa. 2018. Overcoming poverty and inequality in South Africa. An assessment of drivers, constraints and opportunities. Planning, monitoring and evaluation.

T

Terjesen, S. (2022). "Reducing Higher Education Bureaucracy and Reclaiming the Entrepreneurial University." In: Wennberg, K., Sandström, C. (eds) Questioning the Entrepreneurial State. International Studies in Entrepreneurship, vol 53. Springer, Cham. https://doi.org/10.1007/978-3-030-94273-1_7

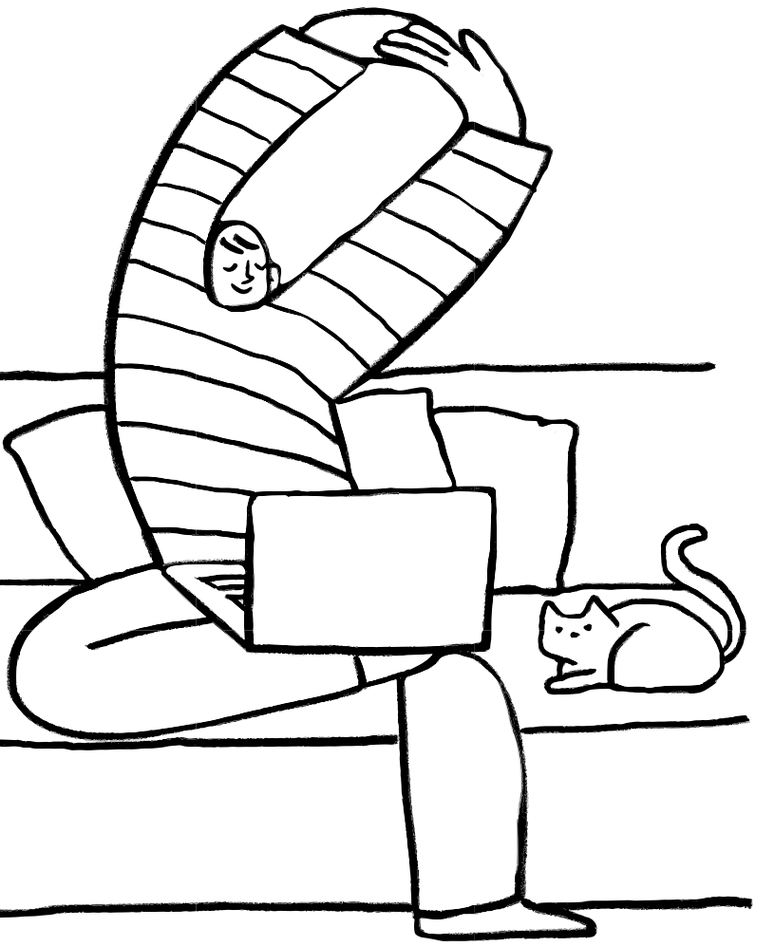
Times Higher Education. (2020). The impact of the coronavirus on higher education. Retrieved from Times Higher Education.

U

UN Women. (2019). UN-SWAP 2.0: accountability framework for mainstreaming gender and the empowerment of women into United Nations Entities (framework and technical guidance). New York: UN Women.

Unesco. (2017). A Guide for ensuring inclusion and equity in education. Paris: Unesco.

CONTRIBUTORS



Ameeta Jaga (Commerce)
Andrew Hutchison (Law)
Anne Isaacs
(Special Tribunal on Sexual Misconduct)
Cecil Peters (OIC)
Christine Olsen (DSA)
Desleen Saffier (P&S)
Edwina Ghall (OIC)
Elelwani Ramugondo
(DVC: Transformation, Student Affairs
and Social Responsiveness)
Fatima Osman (Law)
Fezeka Dzanibe (CMD)
Fiona Erispe (IAPO)
Hamieda Parker (GSB)
Hema Somai (IAPO)
HR Transformation Committee
Jacob Jaftha CHED)
Janine Carlse (Postgraduate Office)
Jean-Pierre De Jongh (Research Office)
Joy Erasmus (IAPO)
Judith Roberts (IAPO)
Lerato Maduna (CMD)
Malibongwe Manono (Engineering)
Marco Swartz (Finance)
Natashia Muna (FHS)
Nomusa Makhubu (WOAC)
Olufunke Alaba (FHS)
Olwen Manuel (CMD)
Omphitlhetse Mooki (CMD)
Quinton Apollis (OIC)
Samson Chimpango (Science)
Sianne Alves (OIC)
Stella Musungu (OIC)
Viwe Kobokana (FHS)
Waheeda Amien (Law)
William Dlanga Nkutha (HR)
Yumna Seadat (OIC)

University of Cape Town • iYunivesithi yaseKapa • Universiteit van Kaapstad