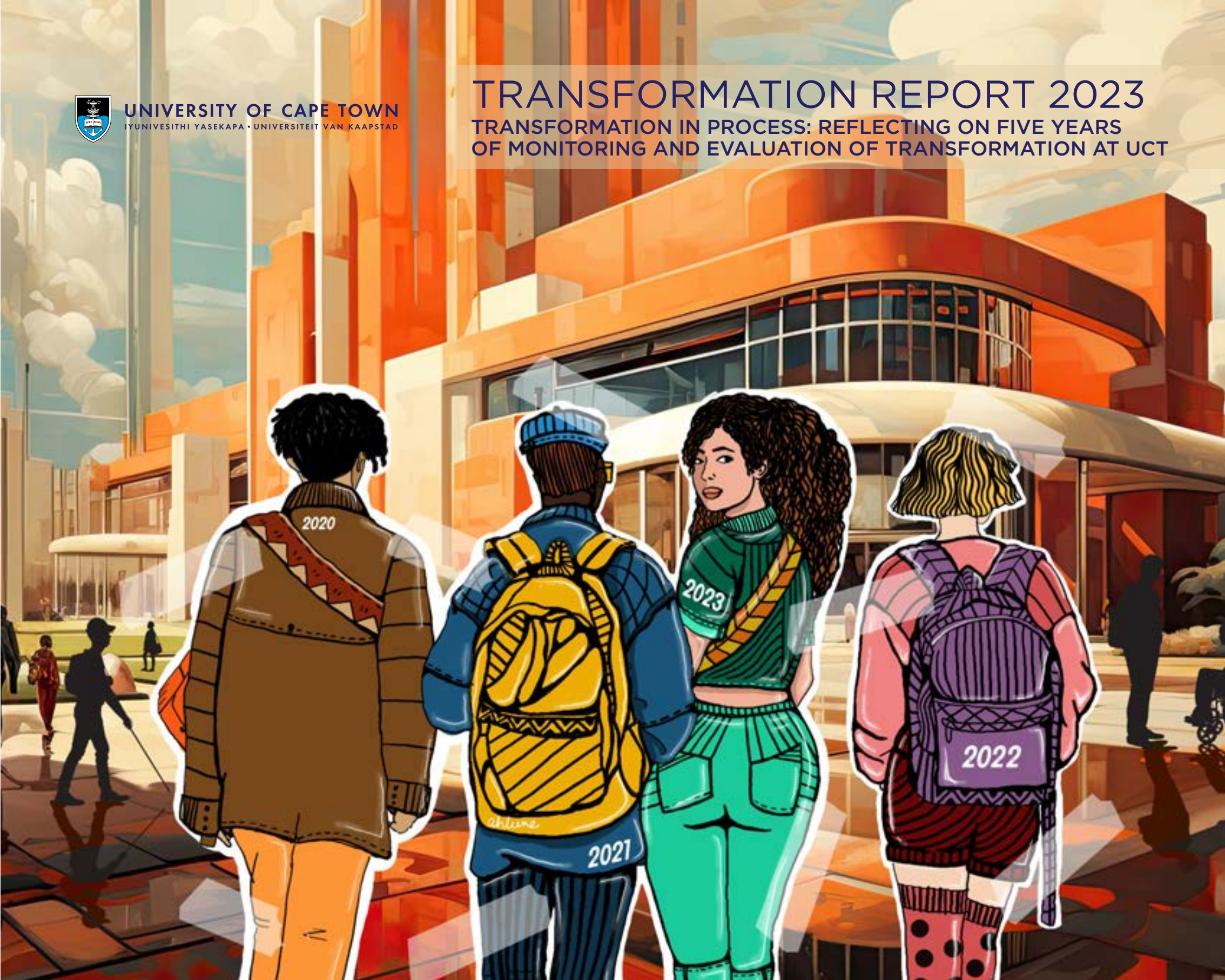UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA · UNIVERSITEIT VAN KAAPSTAD

TRANSFORMATION REPORT 2023
TRANSFORMATION IN PROCESS: REFLECTING ON FIVE YEARS OF MONITORING AND EVALUATION OF TRANSFORMATION AT UCT

CONTENTS

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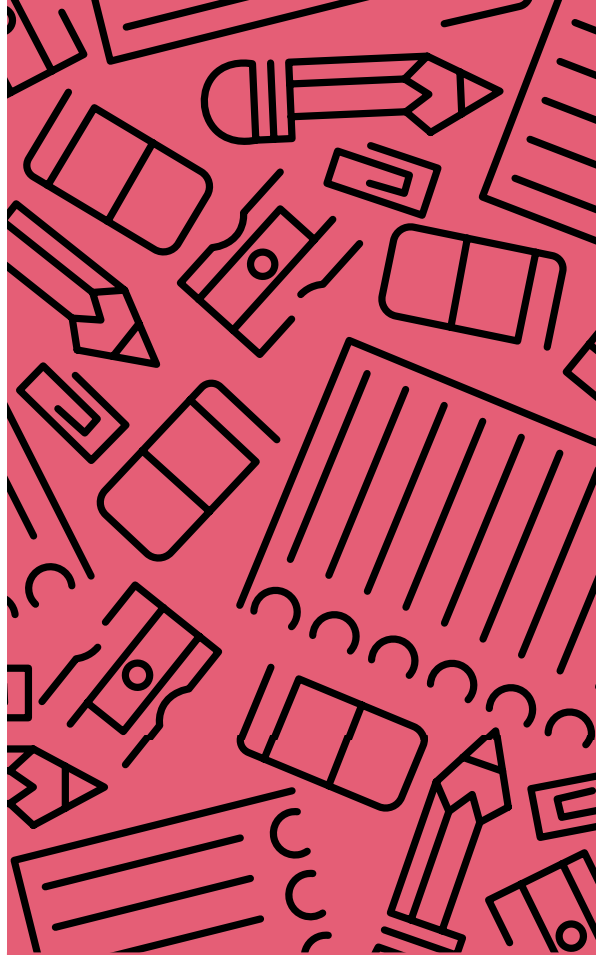
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one

Transformation in process: Reflecting on five years of monitoring and evaluation of transformation at UCT

◄ Albert Ibokwe Khoza and Princess Zinzi Mhlongo's (South Africa) show titled *The Black Circus of the Republic of Bantu* at the Live Art Network Africa Gathering, organised by the Institute for Creative Arts (ICA) in March 2023.

1. INTRODUCTION

An introduction to the 2023 Transformation Report

Previous Transformation Reports focused strongly on nine benchmarks developed in 2019, and 32 specific actions against which departments and faculties were measured annually. This process also allowed for yearly reflection, sharing of insights and learnings, and the development of best practices across the institution. The end of this five-year cycle is an opportune time to engage with stakeholder input, reflections and challenges, and contributions for improvement, as well as to map the next five years of transformation at the University of Cape Town (UCT). This iteration of the Transformation Report serves to engage with all these aspects, in addition to reflecting on transformation in the year 2023.

> The year 2023 marked five years of monitoring and evaluation since the initial benchmarking process was conducted in 2019. We now have the opportunity to reflect critically on the various aspects of transformation as evidenced in the five-year reporting period.
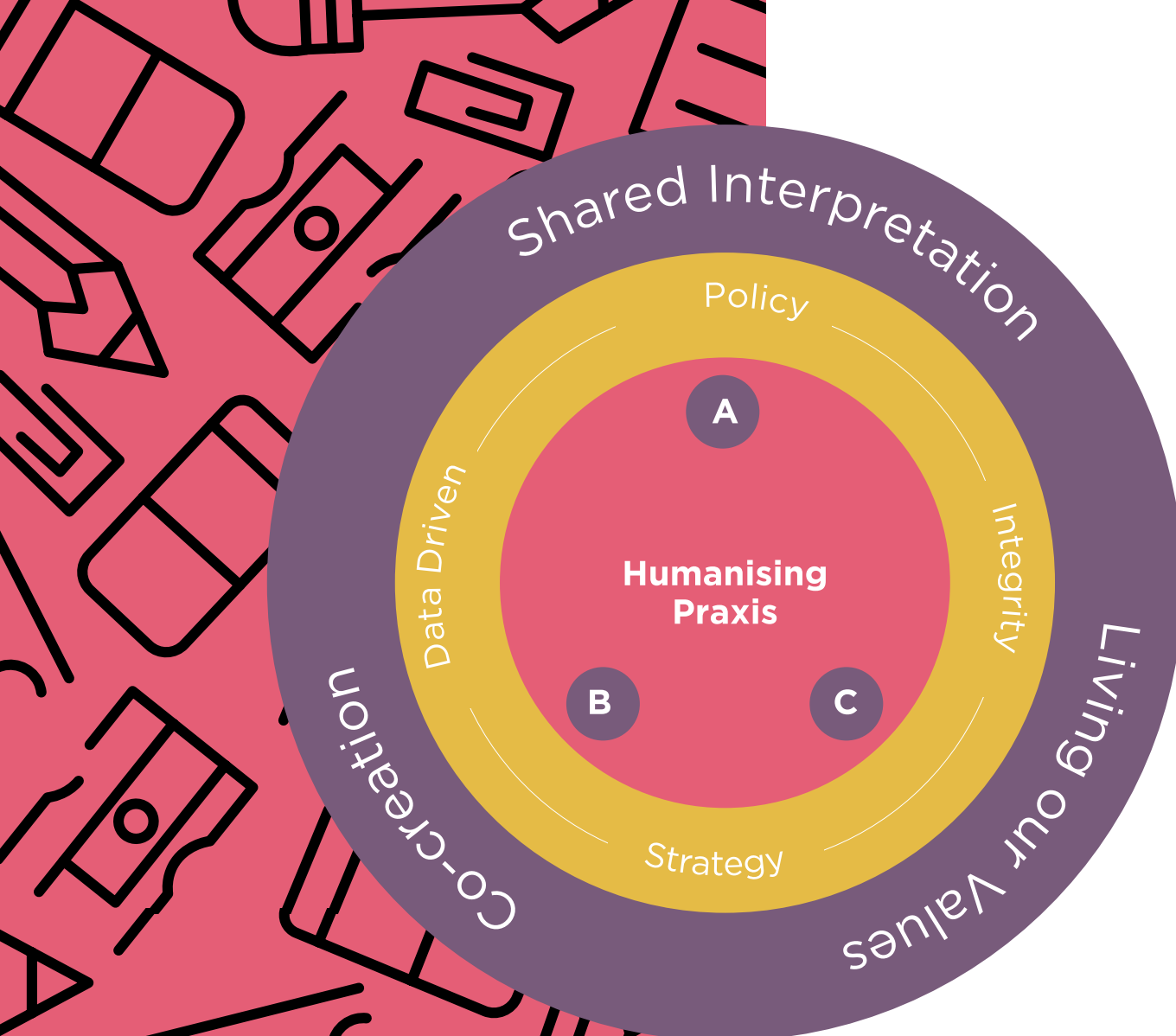

◀ Albert Ibokwe Khoza and Princess Zinzi Mhlongo's show titled *The Black Circus of the Republic of Bantu.* Photo: Lerato Maduna

Diagram: concentric circles. Outer ring: Shared Interpretation, Living our Values, Co-creation. Inner ring: Policy, Integrity, Strategy, Data Driven. Center: Humanising Praxis, with markers A, B, C.

the academic project, while remaining conscious of their collective history and the power of everyday actions.

To cultivate this thinking and practice, Professor Ramugondo has championed the Anti-Racism Conversation Series and the Humanising Praxis Think Tank Series, while articulating five transformation goals for UCT that intersect with its Strategic Plan for Vision 2030. The five goals, which also help catalyse Scholarship on/ for/of Transformation, and ensure that the university's intellectual work surfaces barriers, successes and challenges to transformation in the academic and operational functions of the university, are reflected in the text box below:

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

1. building scholarship on transformation
2. igniting and claiming agency for students' mental health
3. talent retention
4. contributing towards a transformed city and safe neighbourhoods, as part of building a sustainable community
5. holistic gender-based violence (GBV) prevention, response and impactful actions that protect the human dignity of UCT staff, students and the community at large.

Informed By Scholarship

A. Occupational Consciousness (Ramugondo, 2015)
B. Being Human is Not a Given, but a political potential on a continuum between enacted harmful negations (dehumanisation, oppression) and salutogenic affirmations (humanisation, liberation) of our humanity (Kronenberg, 2018)
C. Professional Role Transgression as a form of Occupational Consciousness (Sonday, 2016)

UCT Executive's Transformation Approach

Embedding a Humanising Praxis for Transformation was introduced by the Deputy-Vice Chancellor of Transformation, Social Responsiveness and Student Affairs, Professor Elelwani Ramugondo. This approach is informed by scholarship on occupational consciousness (what we do every day can either perpetuate or disrupt dominant and oppressive systems), and invites the university community to consider how legacies of colonialism and apartheid may continue to influence daily practice. Academics and professional, administrative support staff (PASS) can promote a culture of shared humanity (ubuntu) to advance

1.1 INTRODUCTION BY THE DEPUTY VICE-CHANCELLOR Professor Elelwani Ramugondo

Transformation, student affairs and social responsiveness

The 2023 Transformation Report is a monitoring tool that should be read as a partial reflection of the transformation, inclusion and diversity work (TDI) conducted at UCT. The report focuses specifically on the transformation benchmarks that enable departments and faculties to implement programmes that contribute to transformation and inclusion at the university. This report is produced annually and is a collation of faculty and department reports, aligned with the benchmarks. These emphasise and foreground actions that enable faculties and departments to contribute to transforming research, teaching and learning, as well as structures and operations.

The 2023 report presents an analysis of the results and reports received from institutional and special projects. These projects are initiatives 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 Transformation Committees (TC's) Examples of these special projects include, but are not limited to, the work of the Office for Inclusivity and Change, the Special Tribunal on Sexual Misconduct and Racial Discrimination and Harassment, and the work of committees dealing with language, works of art, and the naming of buildings and other campus infrastructure.

The benchmarks were first created and applied in 2019, serving as a tool for cohesive monitoring of transformation actions, and for deeper analysis of the transformation process, ever since. This opens pathways for learning, ultimately positioning UCT to shape transformation programming in more progressive ways. The benchmarks are aligned to the UCT transformation framework, and the reporting process offers a snapshot of institutional progress. This 2023 report provides an overview of transformation progress over the five-year period 2019–2023, allowing for a deeper engagement with progress, challenges, highlights and areas of concern. The benchmarks will be reviewed in 2024 and adapted to reflect the updated contexts since their implementation in 2019. See Section 3 for a detailed explanation of the benchmarks. Analysis of the benchmarks provides a useful indication of the direction the university is taking towards TDI. In addition to the benchmark scores, faculties, departments, institutional and special projects present narratives and perspectives that provide further insight into the experiences, challenges, highlights and successes of UCT's transformation journey. This approach allows us to make sense of the current context, where we are headed, and what we need to focus on as an institution.

In 2023, 17 of a possible 18 environments submitted reports, including eight faculties and nine professional, administrative support departments. This marked a major improvement on previous years, which saw an average of 12 reports received. It should be noted that some environments had never previously submitted reports. While this is an indication that transformation may not be a priority for some entities within the university, it appears that buy-in from faculties and departments has grown. In 2022, due to late submissions, quantitative data was analysed from 11 submissions, and qualitative data from 13 departments. In 2023 qualitative and quantitative data was analysed from all 17 submissions.

Despite challenges, this report provides a snapshot of transformation at UCT. The report also invites readers and members of the UCT community to reflect on our collective contribution to transformation. The report is introduced as an exercise in selfreflection, which is a key part of UCT's transformation praxis (see Freire, P. 1970).

1.2 FOREWORD BY THE VICE-CHANCELLOR

Professor
Mosa Moshabela

Reflection has several different meanings. For instance, it can refer to the way light or sound bounces off a surface, including the way we see ourselves in a mirror. It can also refer to the way we consider an idea or purpose, possibly as a result of meditation or, alternatively, analysis of new information.

I invite you to consider this *UCT Transformation Report 2023* in light of both of these definitions.

As a reflection of five years of focused monitoring and evaluation of transformation initiatives at the University of Cape Town (UCT), this report provides abundant food for thought. It includes contributions from members of all UCT faculties as well as professional, administrative support departments. This means we have reflections on transformation from across the campus community, incorporating the views and experiences of students and staff members. Every experience deserves thoughtful consideration.

These five years of input also reflect on UCT as a campus community and a public institution. The university is a vital part of society, not just in Cape Town but across South Africa, the continent and the world. What our students and staff achieve, reflects on UCT's international reputation for excellence in scholarship and leadership training. As we explore new ways of inclusivity and diversity within UCT, we help to change perceptions of Africans across the world.

And we help to change the ways Africans think of themselves and their place in the world.

UCT's mission is to unleash human potential. Regardless of where our students and staff members come from, or where they aspire to go, the university aims to enhance their influence and impact for the betterment of society. Inclusivity in higher education is not just a matter of tallying up the numbers of people groups; it is about recognising the inherent potential of every person who comes to the university, as a student or staff member, and helping to bring that potential to fruition.

I commenced my term as Vice-Chancellor (VC) of UCT in August 2024, and while I was not part of the university yet (over the year this

> ## "This report provides abundant food for thought. It includes contributions from members of all UCT faculties as well as professional support departments"

report covers); I have, I am, and I will deeply reflect on the findings and feedback in this report. In my short period as VC, I have had the opportunity to meet many colleagues and students, including some of those who have contributed to this report. I am confident of their commitment and our ability to take UCT further on its transformation journey.

I express my sincere gratitude to everyone who has played a part on this journey so far and, my wish for us is that we experience the joy of accomplishment with every new step that we initiate and take.

1.3 FOREWORD BY DEPUTY VICE-CHANCELLOR: TRANSFORMATION

Professor **Elelwani Ramugondo**

In a world where many nationalities, cultures, languages and perspectives meet each other in various ways - through travel, migration, education, media and digital platforms, among others - the creation of inclusive spaces is a universal imperative. This is even more so in a nation like South Africa, with our rich diversity of cultures and ongoing transition from colonial, and apartheid ways of thinking, doing and being.

At UCT, we aim to create an inclusive environment where all stakeholders feel welcomed and valued; where everyone can unleash their potential to create a fair and just society. This process will never end. This process will never end. It is a journey where the lessons we learn along the way point us to the next milestone.

This is a journey we each need to take. In an institution as complex as UCT, transformation cannot be achieved through a top-down approach. Instead, with strategic oversight and role-modelling from the executive and Council, everyone in the campus community has the responsibility and privilege of participating in and contributing to this journey.

As an exemplar, this UCT Transformation Report includes contributions from 38 campus community members, representing all six faculties and 15 professional, administrative support departments.

Their participation demonstrates the breadth, depth and variety of transformation initiatives at UCT. Their level of attention and care is invested in the quality of campus life for all our community members. The experiences that these colleagues describe encompass one or more of UCT's transformation focus areas, which are outlined in our Vision 2030 strategy:

Student Access, Support, and Success: As we attract students with exceptional potential from South Africa, the African continent and globally, we are committed to providing transformative and socially engaged education at undergraduate and postgraduate levels.

Staff Access, Support, and Success. We are committed to opening employment opportunities for the most qualified candidates, including those from previously marginalised backgrounds to ensuring inclusion and redress; and to creating an environment where all staff members can thrive and contribute meaningfully.

Place and Space: As we plan for the University of the Future, we continue to rethink the use of campus space, including the names of buildings, artworks, and symbols, to reflect a more inclusive and representative African identity.

Scholarship, Research and Innovation: We are committed to decolonising the curriculum to make it more accessible and relevant to our diverse student body; and to produce research that also addresses complex global and local challenges, through academic expertise in various disciplines.

Community Engagement: We are fostering partnerships and initiatives that aim to benefit both the university and the broader society.

This report and the initiatives it describes would not be possible without the tireless teamwork of colleagues across UCT.
Transformation is a work of the community, and so is this document. I thank everyone for the time and attention to detail they have devoted to this purpose.

As you read this report, I hope you will be inspired to view your own transformation journey in a new light. As individuals, as citizens, as family members and community members, we all come face to face with difference in each other. That difference can become a bridge as we learn to connect with others. This is what UCT is committed to. I encourage you to join us in this inspiring adventure.

Sincerely

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

section *two*

OVERVIEW OF TRANSFORMATION

Setting the scene for the
UCT Transformation Report 2023

◀ Ujala Satgoor
executive director
of UCT Libraries.

2.1 SOUTH AFRICAN TRANSFORMATION, DIVERSITY AND INCLUSION STRATEGY

Historical context: Transformation in South African universities

The National Context

Transformation in South African universities began as part of the broader process of addressing the legacy of apartheid in the country's higher education system. This process was initiated after the official end of apartheid in 1994, when Nelson Mandela became president, and the country embarked on a journey towards democracy, equality and social justice.

South Africa's higher education system had been deeply impacted by apartheid policies, which segregated institutions by race and limited access for students of colour. Consequently, the Higher Education Act (Act 101 of 1997 as amended) outlined, among other things, the need to restructure and transform programmes and institutions to better respond to South Africa's human resource, economic and development needs. It also aimed to redress past discrimination, promote equal access, and advance knowledge and scholarship in line with international academic standards. Additionally, the Act also supports the notion that higher education institutions should have freedom and autonomy, while remaining accountable to the state, and meeting the country's need for advanced skills and scientific knowledge.

In accordance with the Higher Education Act, transformation in universities focused on several key areas:

1. Policy Reforms: The South African government introduced new policies to guide transformation in higher education, emphasising principles such as equity, diversity, redress and inclusion. The White Paper on Higher Education (1997) set the stage for comprehensive reforms in the sector.

2. Access and Equity: Efforts were made to increase access to higher education for historically marginalised groups, including black, coloured and Indian students, as well as women. Affirmative action and other measures were introduced to diversify the student body and faculty.

3. Curriculum Changes: Universities began to re-evaluate their curricula to make them more representative of South Africa's diverse history and cultures. This included incorporating African perspectives and, with pressure from student organisations such as the Rhodes Must Fall Movement, decolonising the content.

4. Governance and Management: Universities restructured their governance and management to include more diverse representation, particularly from previously marginalised groups.

5. Research and Scholarship: Universities aimed to prioritise research agendas that addressed challenges facing South Africa; and which incorporated multiple perspectives, including indigenous knowledge systems.

6. Student and Staff Support: Initiatives were introduced to support students and staff from marginalised backgrounds, including financial aid, counselling, mentoring and professional development programmes.

The transformation process in South African universities is ongoing and complex, marked by both successes and challenges. While significant progress has been made to diversify higher education, there are still ongoing debates and efforts around issues such as institutional culture, funding, and achieving true equality and inclusivity.

CHALLENGES TO TRANSFORMATION

Varying trajectories of transformation in South African universities

In 2017, Universities South Africa (USAF), an umbrella body representing the 26 public universities in South Africa, under the Department of Higher Education and Training (DHET), approved metrics to measure progress towards transformation in the form of the Transformation Barometer, against which universities would be required to report annually. While the Barometer invokes thought-provoking critique about systemic change for national higher education and transformation within universities, it does provide a useful framework for UCT.

Barriers to transformation have been documented over the years in national research studies commissioned by the DHET minister, and in a study released by the Human Sciences Research Council (HSRC) in 2023.

A major concern raised in the HSRC report was how universities are viewed in relation to the broader transformation of South Africa's society and economy. Should they take a leading role? If so, fairness and development may be seen as connected, as a more equal society enables and promotes development. One way to achieve this is through a secondary education system that provides a higher standard of education to all students, not just those attending private and elite public institutions. Another way is through a national and global market that prioritises inclusive development over the interests of large companies and privileged access. The report also questions whether the higher education system is more focused on reforming the current neoliberal capitalist model. Does it perpetuate existing inequalities while attempting to make improvements over time? For example, does it create a new elite, albeit multiracial? Some conservative discussions have highlighted potential contradictions in the university's role in promoting transformation, such as the push for greater access through mass enrolment versus the need for differentiation to produce professionals and high-quality research to support a knowledge economy. On the other hand, more radical analysts argue that there is no inherent contradiction or need for compromise between fairness and development. They believe that transformation in the university can contribute to broader societal transformation without compromising these principles.

Perhaps the possibilities for transformation in the higher education system lie somewhere between these perspectives. Universities should aim to set an example by producing transformative impacts and acting as microcosms of a more equal and just society. Realistically, they cannot bring about change on their own.

Despite the value of these different visions, the higher education system in South Africa plays a central role in the social, economic and political landscape. This is particularly true considering the expectations placed on universities in the public imagination. They are seen as offering opportunities to escape poverty and achieve a better life for families who have experienced generations of oppression and deprivation. In this context, the issue of transformation is crucial, as it relates to the ability of the higher education system to contribute to the realisation of the social order envisioned in the South African Constitution, and higher education policy and legislation.

Dr Sianne Alves, OIC director

Measuring transformation?

In October 2021, the UCT OIC convened the Evaluating Transformation in Higher Education Lekgotla to share best practices in the measurement of transformation. The event was recorded and is publicly available – see video synopsis: (Watch recording). During the symposium, it became evident that varying methodologies were being used to measure transformation progress and innovations in the sector. The engagement demonstrated that the necessity of measuring transformation across the sector is contested, particularly when university contexts vary in relation to resources and the academic imperatives of different universities.

The DHET attempts to align transformation efforts with the Transformation Barometer, but the methodology for tracking transformation programmes nationally is context-specific and informed by individual university strategies. The HSRC research analysed 52 annual university council reports to review transformation efforts. The analysis suggests that there are three main approaches:

1. Developmentally-engaged universities
The university emphasises relevance within a strong improvement culture.
2. Diversity-focused universities
The university emphasises equity within a strong improvement culture.
3. Contested universities
The university is focused on equity or relevance within a "change-without-change" compliance culture.

The critical analysis in the HSRC report usefully suggests more direct approaches for transformation, some of which invite the university to embed transformation efforts more strongly within the strategy of governance, teaching, learning, research, community-engagement, and the student-staff experience. These recommendations are helpful guidelines that have the potential to refine transformation programmes during a time when political and financial constraints have placed the university under immense pressure.

**UCT's Approach to Transformation, Inclusion and Diversity**
UCT follows Soudien's definition of transformation which is premised on processes related to redress:
"On the other hand, transformation is viewed as an issue related to privilege and power. Transformation then is an ideological process which engages and responds to domination. The emphasis here is on the (re)distribution of political and economic power in society and

the design and implementation of processes for social inclusion. These two elements are related, and often occur simultaneously."

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Using the above to inform a framework for redress informs UCT's institutional programmes for Employment Equity (EE) and Transformation Committees in their specific environments. Transformation goals within faculties are reflected through a locally and globally relevant curriculum that responds to the Sustainable Development Goals (SDGs). The culture of the university nurtures and protects a sense of belonging, arising from systemic changes (as opposed to assimilation) that are responsive to the needs of the university and its community. TDI is therefore depicted in the diagram below as a set of interconnected yet distinct concepts that can help make sense of the nature of inequality in higher education, and the effects of solutions developed to address them.

Inclusion and Diversity

The spheres of our work
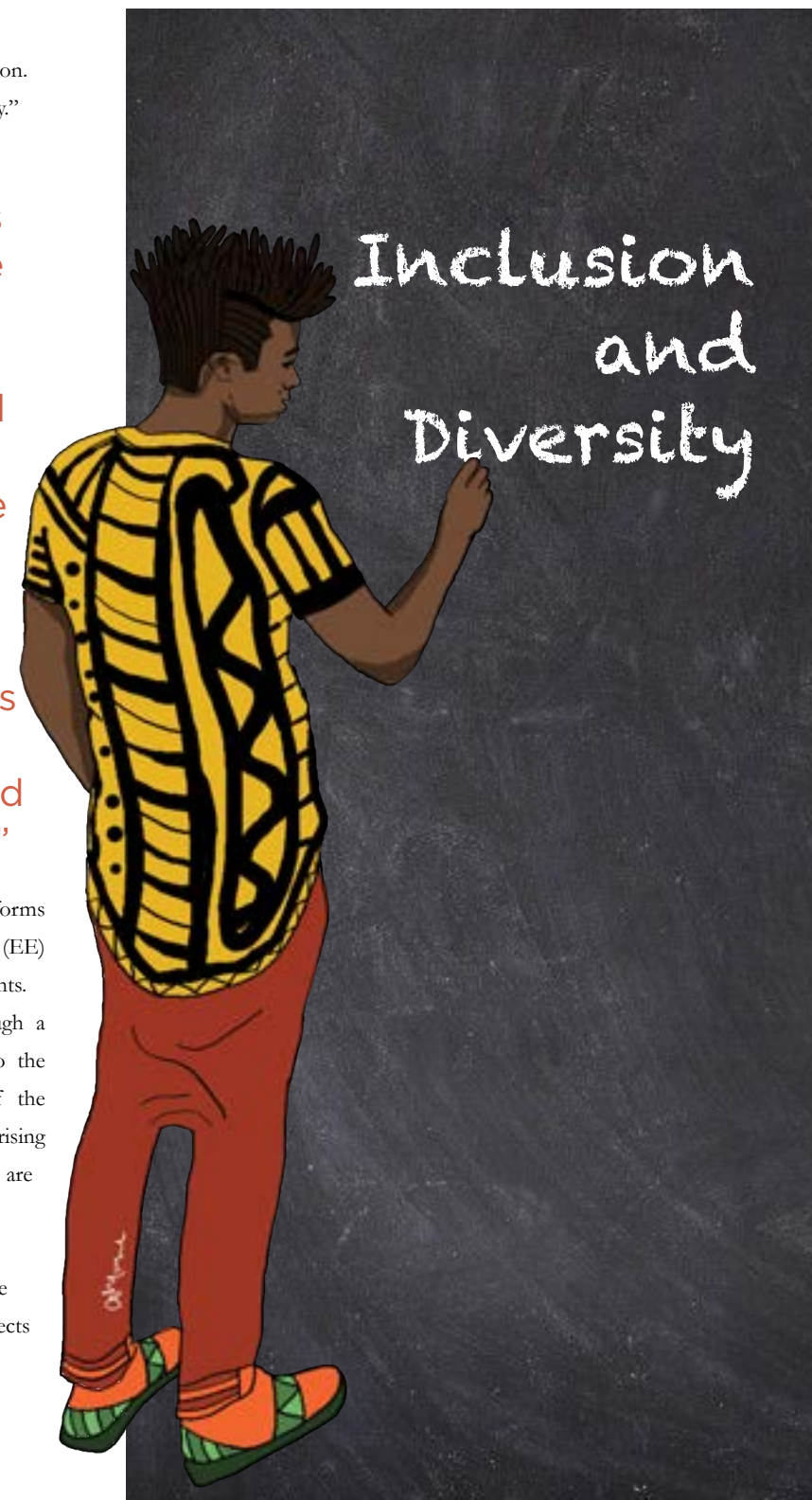
Inclusion

Inclusion is about creating empowering environments of difference, where people can be themselves, comfortably contributing their full selves and all the ways in which they differ from others, and respecting others' to be their full selves (April 2006). According to UNESCO (2017), inclusive education removes barriers limiting the participation and achievement of learners or students, respects diverse needs, abilities and characteristics, and eliminates all forms of discrimination in the learning enviroment. This approach prioritises the identification of and response to barriers and practices of discrimination within education which limit both participation and achievement.

Transformation

(Soudien, 2010): Transformation is viewed, on one hand, as a demographic intervention around imbalances related to race, class, gender and language (among other markers of injustice). This approach to transformation prioritises numbers and representation. On the other hand, transformation is viewed as an issue related to privilege and power. Transformation then is an ideological process which engages and responds to domination. The emphasis here is on the (re)distribution of political and economic power in society and the design and implementation of processes for social inclusion. These two elements for social inclusion are related, and often occur simultaneously.

Diversity

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

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

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

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

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

"How has transformation, inclusivity and diversity impacted your experience at educational institutions in the past? Given the UCT strategy, do you understand how transformation should materialise?"

"The bridge between diversity and belonging is inclusion. This progression can be visualised as a journey from diversity, through inclusion, to achieve a sense of belonging. Belonging is a basic human need (Eastwood, O 2022). Diversity is the starting point, inclusion is the path, and belonging is the destination."

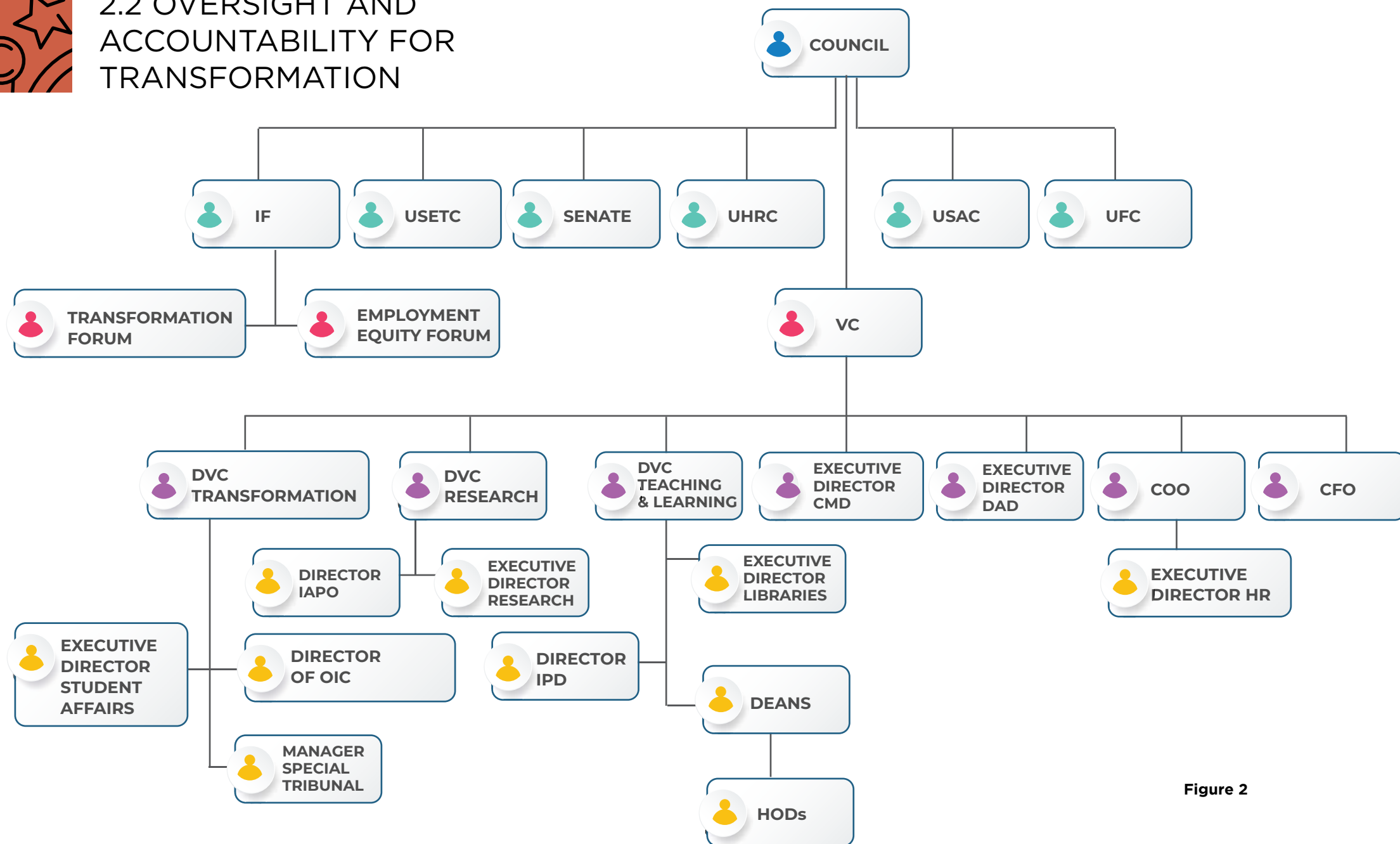# 2.2 OVERSIGHT AND ACCOUNTABILITY FOR TRANSFORMATION

Figure 2

INSTITUTIONAL FORUM

Oversight of transformation in the university sector is governed by national legislation, namely the Higher Education Act (Act No.101 of 1997). In terms of S31 (1) of the Act, the Institutional Forum (IF) is mandated to advise Council on issues affecting the institution, including:

a) implementation of the Act and the national policy on higher education
b) race and gender equity policies
c) selection of candidates for senior management positions
d) codes of conduct, mediation and dispute procedures
e) fostering an institutional culture which promotes tolerance and respect for fundamental human rights and creates an appropriate environment for teaching, research and learning
f) performing functions as determined by Council.

The IF is an active, critical committee that engages robustly on issues of transformation, inclusion, diversity and equity. IF membership is aligned with the Higher Education Act. The forum's structure comprises the IF Executive Committee (IF EXCO) and the IF itself, which has 30 members representing all constituencies on campus.

Historical context informing transformation at UCT

UCT revised its transformation approach in 2016 following the "Fallist" movements, which established the trajectory for an evolved UCT that reviewed its own practices, curricula and research through the decolonial lens of relevance to the African and global contexts.

The 2016 framework was organised around five broad goals and high-level institution-wide objectives to effect improvements in the areas of research, teaching and learning, internationalisation, and social responsiveness, while infusing all of these with the transformation agenda. Many of the 2016 objectives were drawn from Senate-approved Teaching and Learning, and Research Strategies, and the university's policies on internationalisation and social responsiveness.

• **Goal 1:**

Forge a new inclusive identity that reflects a more representative profile of students and staff, and the cultures, values, heritage and epistemologies of UCT's diverse staff and student bodies.

• **Goal 2:**

Promote UCT as a vibrant and supportive intellectual environment that attracts and connects people from all over the world and advances the status and distinctiveness of scholarship in Africa.

• **Goal 3:**

Advance UCT as a research-intensive university that makes a distinctive contribution to knowledge, locally and globally.

• **Goal 4:**

Renew and innovate in teaching and learning — improving student success rates, broadening academic perspectives, stimulating social consciousness, and cultivating critical citizens.

• **Goal 5:**

Enhance the scope, quality and impact of engaged scholarship, with an emphasis on addressing development and social justice.

The focus on transformation aimed to build on the best of UCT's present and past, while interrogating the historical values and assumptions that inform its institutional culture, and ways of knowing, seeing and teaching. This interrogation of coloniality positioned the university to address practices experienced as exclusionary by marginalised identities within UCT, and to imagine alternate practices that advance social justice and contribute to sustainable development. Accordingly, the plan signals UCT's commitment to understand, debate and engage with a process of decolonisation.

The monitoring and evaluation framework represents the development of key performance areas and key performance indicators that speak directly and concretely to the five broad goals and high-level institution-wide objectives of the strategic plan as follows:

"In order to develop a monitoring and evaluation framework that responds to the complexity and embedded notion of transformation that underpins the UCT strategy, we have developed a conceptual matrix … in which the five high-level goals of inclusivity, global partnership and Afropolitan focus, distinct contribution to knowledge, innovative teaching and learning, and engaged scholarship run through the core functions of the university: teaching and learning and research, reflecting the integration of a transformed academic project.

From a conceptual point of view, this is the most effective way of reflecting the complexity of the Strategic Plan. From the point of view of monitoring and evaluating the implementation of the strategy, this approach means that, in some cases, key performance areas will be shared between core functions in different DVC's portfolios. From the point of view of accountability and performance management, this approach allows a) for a more accurate understanding of strategy as a collective endeavour; and b) for a clear identification of the areas of performance at different levels of the university from Council down."

In 2017, Senate established the Senate Commission to Review Senate and the Committees of Senate (SCRC). The SCRC considered several factors, including the different styles a Senate could take (ie traditional vs administrative), the structure of senates across higher education institutions (HEIs) in the country, and UCT's own context in reviewing its committee structures considering the 2015/2016 protests. A survey of Senate members in 2018 indicated a strong preference for the retention of a traditional and plural Senate. The membership changes that were recommended to, and approved by Senate at its May 2019 meeting, were as follows:

• A reduction in the number of executive members from five to four (following the establishment of the Chief Operating Officer - COO post in the university's Executive, which is not an ex officio member of Senate as are the Vice-Chancellor and Deputy Vice-Chancellors.)

• An increase in the number of PASS representatives from four to six.

• An increase in the number of Students' Representative Council (SRC)-appointed representatives from six to 12.

• The removal of the category of 30 members co-opted for diversity, instead expanding the cohort for diversity as outlined in the next point.

• The introduction of the category of non-professorial academic

Pura Mgolombane, executive director the Department of Student Affairs

staff members from academic departments, to be appointed by the Nominations Committee, with a view to ensuring greater diversity in Senate.

• Formalising the Executive Director: Libraries and Executive Director: Student Affairs as members (previously these had always been co-opted).

• Introducing as Assessor Members the COO, the Director: Institutional Planning Department (IPD) and the Director: Admissions.

These proposals were considered by Council in late 2019 and signed off by the higher education minister in January 2020. The revised membership categories came into effect with the reconstitution of Senate in mid-2020. This significant change ensured that under-represented people, such as women, and particularly black women and black staff, were represented in Senate.

UCT Vision 2030: Executive Objectives

At its meeting in June 2020, the Council of UCT affirmed the future strategic planning framework for the university as presented in the document entitled "Vision 2030: Unleash human potential to create a fair and just society".

In June 2021, Council approved the Vision 2030 Implementation Plan that sets out focus areas and high-level objectives for the period 2021–2025, described in three broad areas: Teaching and Learning Portfolio (mainly related to the goal of offering a holistic, innovative, future-oriented education), Research Portfolio (mainly covering the goal of research solving Afrika's problems), and Operations in support of the Academic Project Portfolio (mainly achieving an organisational ethos that supports new ways of thinking, being and doing, and providing thought leadership on social justice).

The four goals of **Vision 2030** are:

GOAL 1
An organisational ethos that supports new ways of thinking, being and doing.

GOAL 2
Providing thought leadership on social justice.

GOAL 3
Offering a holistic, innovative, future-orientated education.

GOAL 4
Research solving Africa's problems.

Figure 3: UCT Vision 2030 Goals

Institutional Strategy for Transformation

Holistic innovation future-orientated education	Research solving Africa's problems that contributes to knowledge	Thought Leadership	Organisational ethos that supports new ways of thinking, being and doing

Strategic integration of inclusion	Institutional response to discrimination, harrassment and violence	Place, space and African identity	Staff access and support	Student access and support

TRANSFORMATION BENCHMARKS

FACULTY AND DEVELOPMENT INCLUSIVITY PLANS

Inclusivity Survey	IRTC Report	Mayosi Report	EE Barrier Analysis

Figure 4: UCT's Vision 2030 & Integrated Transformation Strategy

In relation to Vision 2030 and the goals that expand on it, the following issues need emphasising:

Firstly, while transformation is central to realising Vision 2030, there is no single strategic goal focused exclusively on transformation. The strategic rationale for this approach is to ensure that transformation is embedded in the core business of the university. In this way, UCT has adopted an integrated approach to transformation as a fundamental, cross-cutting strategy across all its core and support functions.

The outputs of the research and academic programmes may indicate whether this collaboration is effectively translated in the university's products. On the other hand, institutional data contributes a contradictory view of access to education, retention of black staff or waning staff morale due to the prevailing culture. As the university revises its sustainability efforts, the transformation goals may require clearer indicators that are monitored through head of departments (HODs), the professoriate and other critical roleplayers that enable transformation within the university.
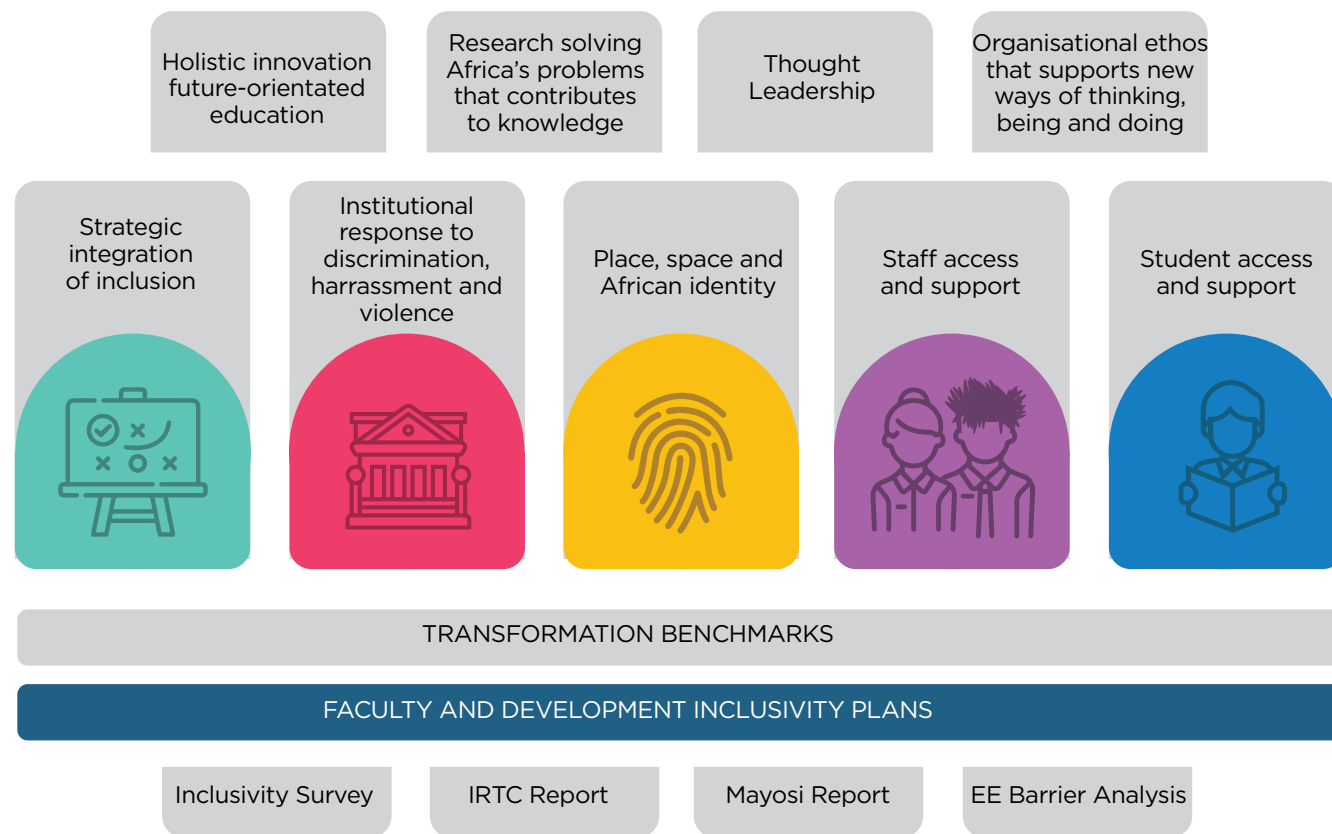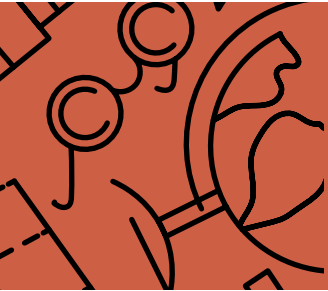
UCT's integrated transformation approach is based on four key data sets that emerged in the university during 2017–2020. Following the ethos of the DVC transformation's strategy, using a data-informed approach ensures that UCT can map systemic, demographic and cultural change. The four data sets are depicted at the bottom of the diagram above. The challenges that they identify serve to guide or, in some instances, directly inform faculty and/or department plans for inclusion. The interventions for inclusion are embedded within the UCT Transformation Benchmarks, which align with UCT Vision 2030.

This report captures the interventions that emerged from the university transformation and EE committees during 2023.

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)

UCT values

- Truth, fairness, consistency and integrity in both academic and other work, and in all personal and institutional relationships.
- Compassion, generosity and concern for the needs and aspirations of others and, in particular, for the challenges faced by the less privileged in our society.
- Respect and tolerance for cultural, religious, political and other differences, and acknowledgement of the value of diversity in society.
- Respect for individual privacy, dignity and the right to personal choice.
- Intellectual honesty, vigour in debate, openness to alternative ideas and respect for other views, beliefs and opinions.
- Commitment to high standards, personal fulfillment and the pursuit of excellence.
- The protection and responsible use of the university's assets and resources.

UCT committed to open governance in the statement of values in 2016. In essence, it promotes the idea of doing more with more. In addition to working in a collaborative fashion and leveraging resources, shared accountability is crucial. In transformation reflection circles, transformation actors highlight the challenge of meaningfully connecting the work to the goals of the institution. A paradox plays out here. There is an expectation that institutional

culture changes should happen at an institutional level, which is not an unrealistic expectation to have of an employer or service provider. However, the responsibility is often deferred solely to the institution, without the recognition that the institution is made up of people. Staff and students require the system/institution to change and may not themselves have the competencies to be inclusive.

When stakeholders feel empowered to contribute their insights and ideas, they become more invested in the outcomes and are more

> **Beyond open governance, the tenets of shared governance also need to be considered**
> "Shared governance is a structure and process for partnership, equity, accountability, and ownership. It puts the responsibility, authority, and accountability for practice-related decisions into the hands of the individuals who will operationalise the decision. This system dates back to the earliest days of higher education and has been a defining feature of its institutions – large and small, public and private, religious and secular."
> *– David Rosowsky (2020)*

Open governance system: doing more with more
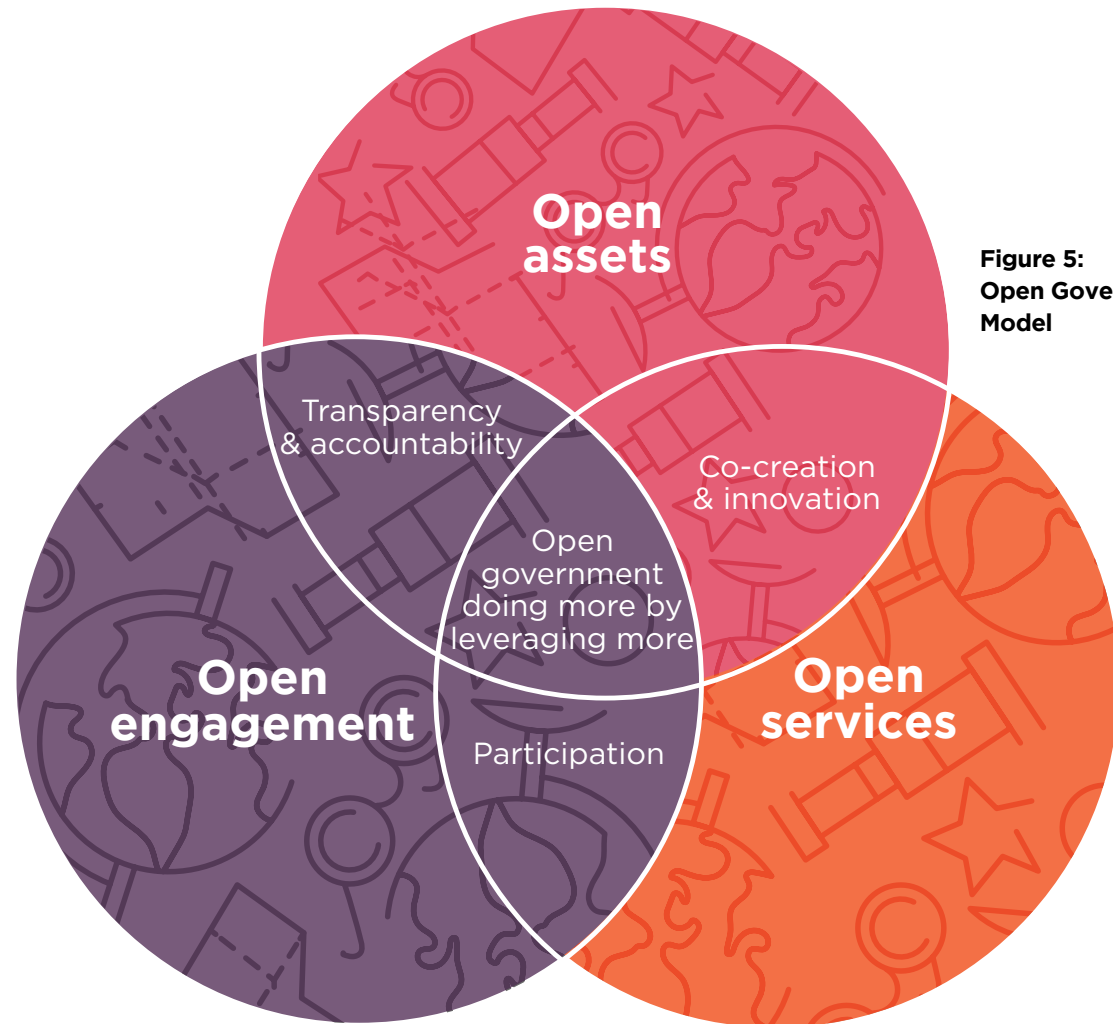
Figure 5: Open Governance Model

likely to actively participate in achieving shared goals. Additionally, shared governance can enhance morale and job satisfaction among employees or members of an organisation. When individuals feel that their voices are heard and their contributions are valued, they are more likely to feel a sense of belonging and commitment to the organisation's mission and vision.

Furthermore, shared governance can lead to more innovative and effective solutions to challenges. By bringing together diverse perspectives and expertise from various constituency groups, organisations can tap into a wider pool of knowledge and creativity, leading to more robust decisionmaking and problem-solving processes.

Overall, shared governance creates a culture of collaboration, transparency and mutual respect, which can lead to positive outcomes for both the organisation and its stakeholder (see Marshall University).

Figure 6: Shared Governance Model

Engagement with institutional governance structures

Most TC chairpersons and deputy chairpersons participate in Transformation Forum (TF) and Employment Equity Forum (EEF) spaces. In faculties with deputy deans for transformation, the deputy dean sometimes participates in governance spaces such as Senate or the Teaching and Learning Committee. A small number of TC representatives participate in policy working groups or committees, such as the Language Policy Committee, Religious Observances Task Team and Skills Development Committee.

Several non-academic departments stated that they felt isolated from institutional governance structures, with no way to directly access these structures. Some faculties reported that even when there are representatives on Senate, a few voices dominate the space, and transformation issues are not often foregrounded. They highlighted, as an additional challenge, that TCs are juniorised and do not have representation across pay-classes. This leads to challenges in terms of transformation being foregrounded.

Some themes in relation to governance structures that were registered in previous years continue to be a challenge:

• While almost all entities reported an increased interest in and attempts to include students in entity-specific governance structures, students are still not meaningfully integrated into governance structures. Where they are integrated, their voices reportedly don't have influence or aren't taken seriously, with meetings often clashing with learning responsibilities.

• While many governance structures are striving to be more inclusive, pay-class (or, more accurately, classism) continues to play a role in who gets to participate in governance structures, how their voices are heard and how seriously they are taken. It is important to better include and enable the voices of staff members from "lower" pay-classes. In addition to this, non-representation from "higher" pay-classes is also positioned as a challenge; with a lack of management representation on TCs, issues are often not taken seriously if/when tabled at the management level.

"The bridge between diversity and belonging is inclusion. This progression can be visualised as a journey from diversity, through inclusion, to achieve a sense of belonging. Belonging is a basic human need (Eastwood, O 2022). Diversity is the starting point, inclusion is the path, and belonging is the destination."

"We need to ensure staff feel valued for contributions, or sufficiently consulted about decisions made."

First person accounts of governance challenges at UCT

The 2022 Transformation Report noted a request for improvement in communication from governance structures. Reporting in 2023 shows a shift in many environments, which report a functioning relationship with transformation governance structures and a sense of adequate representation. Further adoption of tenets of open governance and a shared governance framework would strengthen these systems and relations.

section
three

MEASURING TRANSFORMATION: BENCHMARK RESULTS FOR 2023

This section introduces UCT's transformation benchmarks

Art by Bearnie Searle

I NTRODUCTION

Measuring transformation in higher education is a work in progress, with many institutions reviewing practices and strengthening this body of work. Since the dawn of democracy in South Africa in 1994, this has become a pressing issue. What does it mean exactly?

Post-apartheid higher education inherited a highly segregated and unequal sector. Velile Notshulwana (2011) defines the transformation of higher education as a process that changes institutional culture by altering underlying beliefs and values. It refers to meaningful changes in the academic, economic, political and cultural domains of institutional life. This definition emphasises transformation as an intentional, enabling process that occurs over time, fundamentally changes identity, and affects the whole institution (South Africa Department of Education, 2008; Kezar and Eckel, 2002).

Transformation in the higher education sector also needs to be viewed against the backdrop of the purpose of higher education, which the Council on Higher Education defines as follows:

The work of Crain Soudien also assists in thinking about a contextually responsive university in South Africa. The emphasis is placed on institutions being deliberately self-conscious, asking critical questions about being inclusive, as an institution with and for society. This means creating an environment that includes the public's ways of knowing in the widest terms possible. (Soudien, 2016)

3.1 LOOKING BACK AT
THE BENCHMARKS
2019–2023

The transformation benchmarks were assessed for the fifth time in 2023. This subsection describes the benchmark categories and backgrounds, and reviews a sample of results for some of the benchmarks from a small group of entities over the last five years as examples.

A. Strategic integration of transformation

How well is transformation mainstreamed in basic strategic actions within the institution?

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

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

G. Curriculum support: Decolonisation, marginalisation and accessibility

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

B. Student access, support and success

How is the institution supporting the inclusion of diverse students from disparate backgrounds to fully participate and to succeed within UCT?

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?

H. Owning UCT's African identity

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

C. Staff access, support and success

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

F. Community engagement:

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

I. Innovations, alternative approaches and best practices

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

In 2023, UCT employed transformation benchmarks for the fifth time. The benchmarks measure how well the university has integrated, responded to and actioned transformation, inclusion and diversity. The benchmarks fall into nine categories. Each category questions how well the university has practised transformation in the previous 12-month period.

Background on the benchmarks

The benchmarking approach is adapted from the United Nations (UN) Women's UN-SWAP (System-wide Action Plan) monitoring matrix, 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 a standard or reference point to which entities within UCT can be compared. This set of standard actions was analysed for the first time in 2019 and this report uses the data collected in 2019 as a baseline. The strengths, gaps and thematic areas emerging from monitoring and evaluating the benchmark results over the five years (2019–2023) support the development of UCT's future transformation strategy.

Feedback and criticism on the benchmarks

TDI notions are frequently assumed to be inherently liberating, carrying significant authority and value. However, this assumption warrants questioning. TDI interventions sometimes inadvertently exacerbate existing disparities and inequalities. Ellsworth (1989) argues that terms like "empowerment" or "dialogue" within TDI initiatives can perpetuate oppressive power dynamics. Similarly, Sara Ahmed (2006) contends that anti-racist and other TDI interventions in higher education may paradoxically perpetuate, rather than dismantle, racism. These examples encourage critical scrutiny of TDI efforts and their monitoring and evaluation. Instead of assuming the effectiveness of TDI concepts, it is essential to carefully evaluate how they challenge or perpetuate systems of power.

Benchmark approaches in TDI interventions often prioritise the systematic organisation of data through naming, framing, numbering and coding. This emphasis on quantification can obscure the nuanced social dynamics inherent in TDI work, overlooking the diverse and sometimes contradictory interpretations of these concepts by individuals involved. By focusing solely on benchmark scores or codes, the lived experiences and conditions of social actors engaged in TDI efforts are disregarded. Apthorpe (1996) contends that this approach perpetuates hierarchical structures and top-down values, undermining participatory approaches.

Faculties and non-academic departments have raised critiques regarding the benchmarking approach:

1. **Data Overload:** The requirement for an extensive amount of data and evidence for the report poses a significant challenge for university entities. Many struggle to find the time to complete the report. However, there was an improvement in 2023, with 17 of 18 possible reports received, indicating progress in this area.

2. **Failure to Address Institutional Governance:** The benchmark framework neglects to address or critique institutional governance structures and systems that may contribute to staff and student issues. Instead, it assigns poor scores to individual departments or faculties, shifting responsibility and accountability away from the institution as a whole and onto individual entities.

3. **Inapplicability of Benchmarks:** Some entities argue that the benchmarks are not relevant to their work. For example, certain non-academic departments, such as HR, do not see their responsibilities as intersecting with student-related matters. Despite previous challenges to this perspective in reports, some departments continue to mark "N/A" for student-related issues. This stance may lead to perceptions of being out of touch, indifferent to, or dismissive of student struggles, particularly in areas such as policy development.

All of these criticisms are crucial for understanding both the opportunities and limitations presented by the benchmarking approach. By carefully considering these critiques, along with conducting a comprehensive evaluation after five years of implementation, we can establish a solid foundation for assessing its effectiveness. This evaluation can serve as the basis for proposing adaptations or entirely new approaches moving forward.

Dean of the Faculty of Humanities, Professor Shose Kessi.

Looking back at the data between 2019 and 2023

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

Over the past five years only six out of 18 environments – four faculties and two PASS environments – submitted reports consistently. It is also important to read this against the backdrop of 12 environments reporting on average from 2019–2022. Seventeen reports were submitted in 2023, which suggests that transformation reporting is gaining traction at UCT.

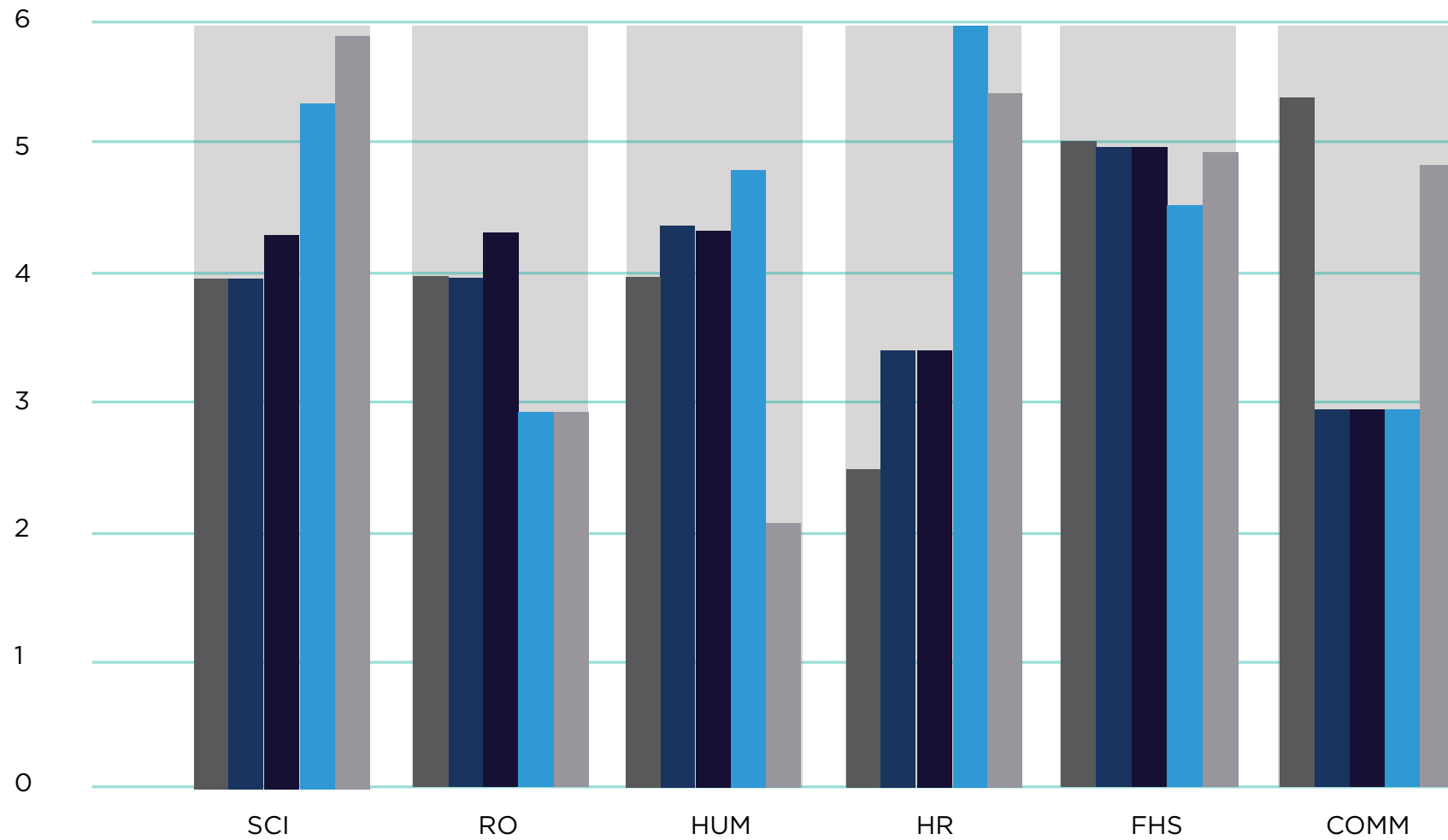# Benchmark A: 2019–2023 – Strategic Integration of Transformation

Figure 7

Legend:
- 2019
- 2020
- 2021
- 2022
- 2023
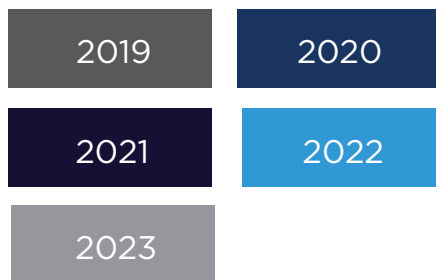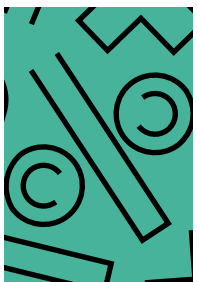
Benchmark A engages with the strategic integration of transformation. The average for this benchmark in 2023 is 71%, which is lower than the 75% average for 2022. It should be noted, however, that the 2023 average is for 17 environments as opposed to 12 in 2022, and entities may only have started reporting against the benchmarks in 2023, which explains the decrease in average. The OIC met with various stakeholders in 2023 and many environments are being more intentional about strategically integrating transformation in their spaces.

Benchmark B: 2019–2023 – Student Access, Support and Success
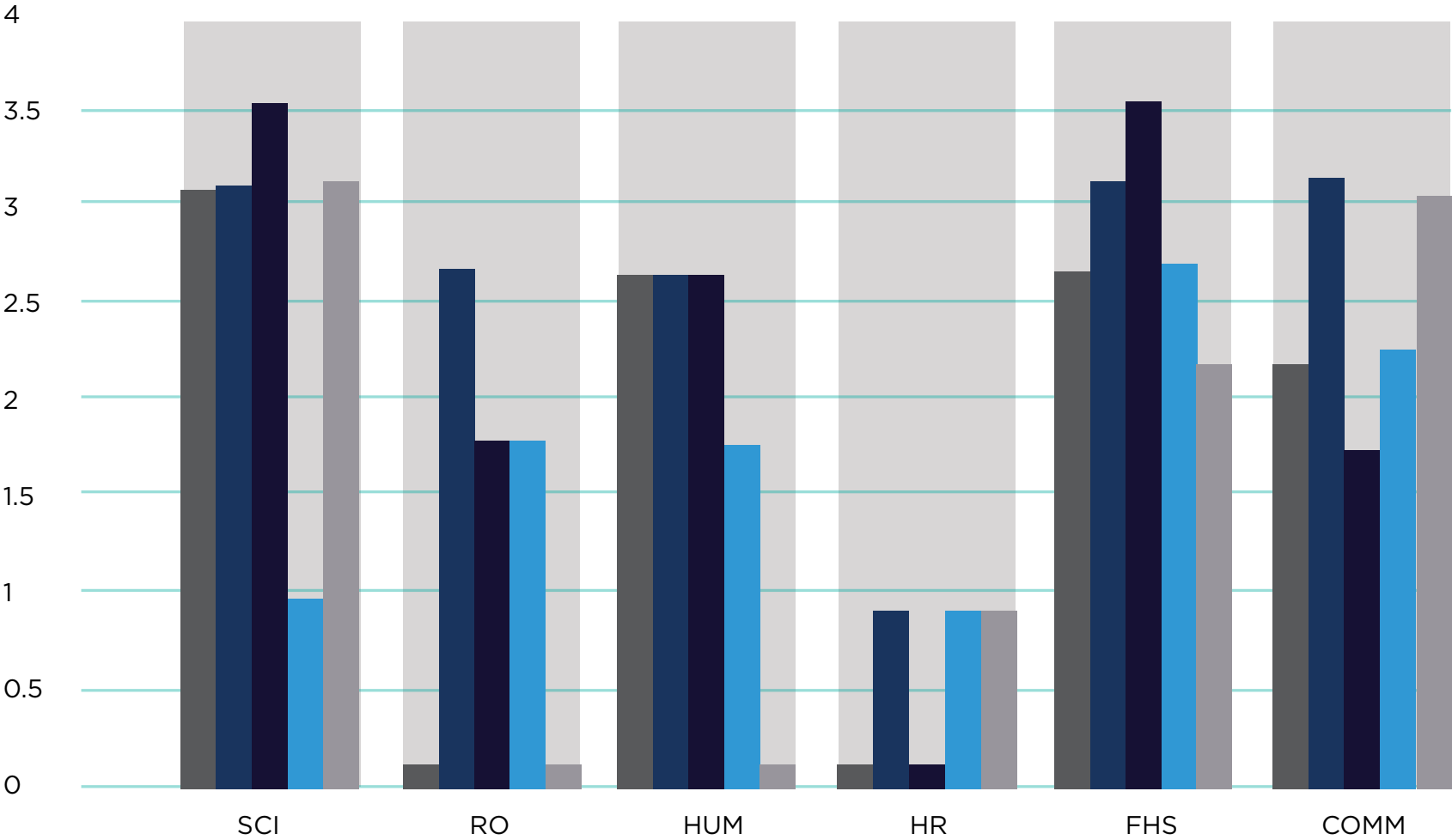
Legend:
- 2019
- 2020
- 2021
- 2022
- 2023
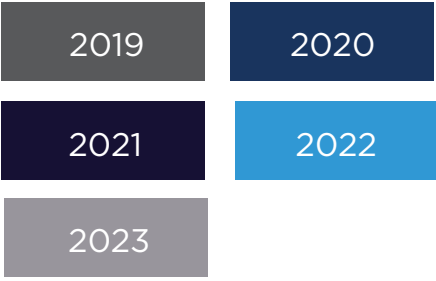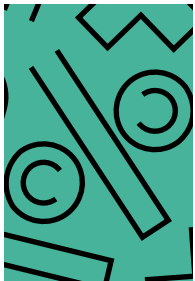
Figure 8

Benchmark C: 2019–2023 – Staff Access, Support and Success

Legend:
- 2019
- 2020
- 2021
- 2022
- 2023
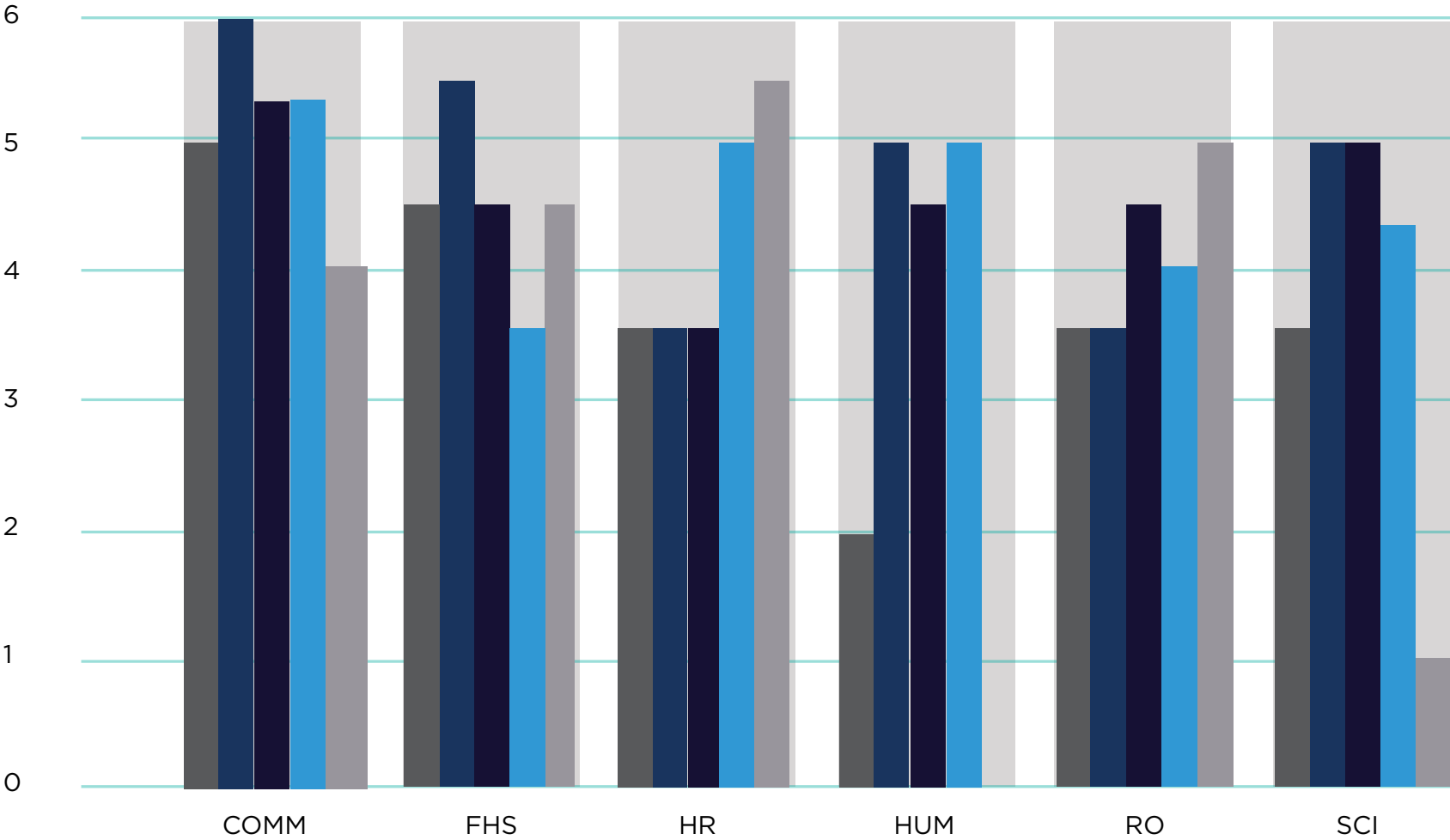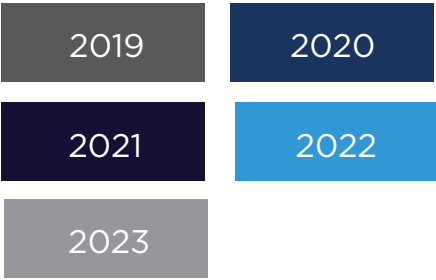
For Benchmark C – Staff access, support and success - the average was 71% in 2023, down from 78 % in 2022. The lower score indicates that less work was done across UCT in response to this benchmark in 2023. However, most environments scored relatively well on this benchmark. The few outliers that scored below 50% (predominantly entities reporting for the first time) significantly impacted the average score. The graph above shows that six entities (the Faculties of Commerce, Health Sciences, Humanities and Science; the Human Resources (HR) Department and the Research Office) have engaged with the benchmarks over the five-year period.

Benchmark E: 2019–2023 – Institutional Responses to Discrimination, Harassment and Violence
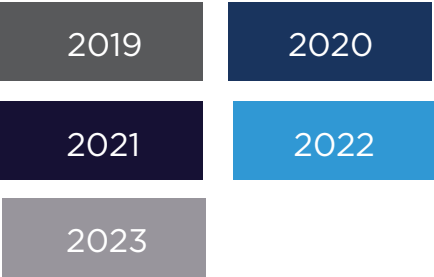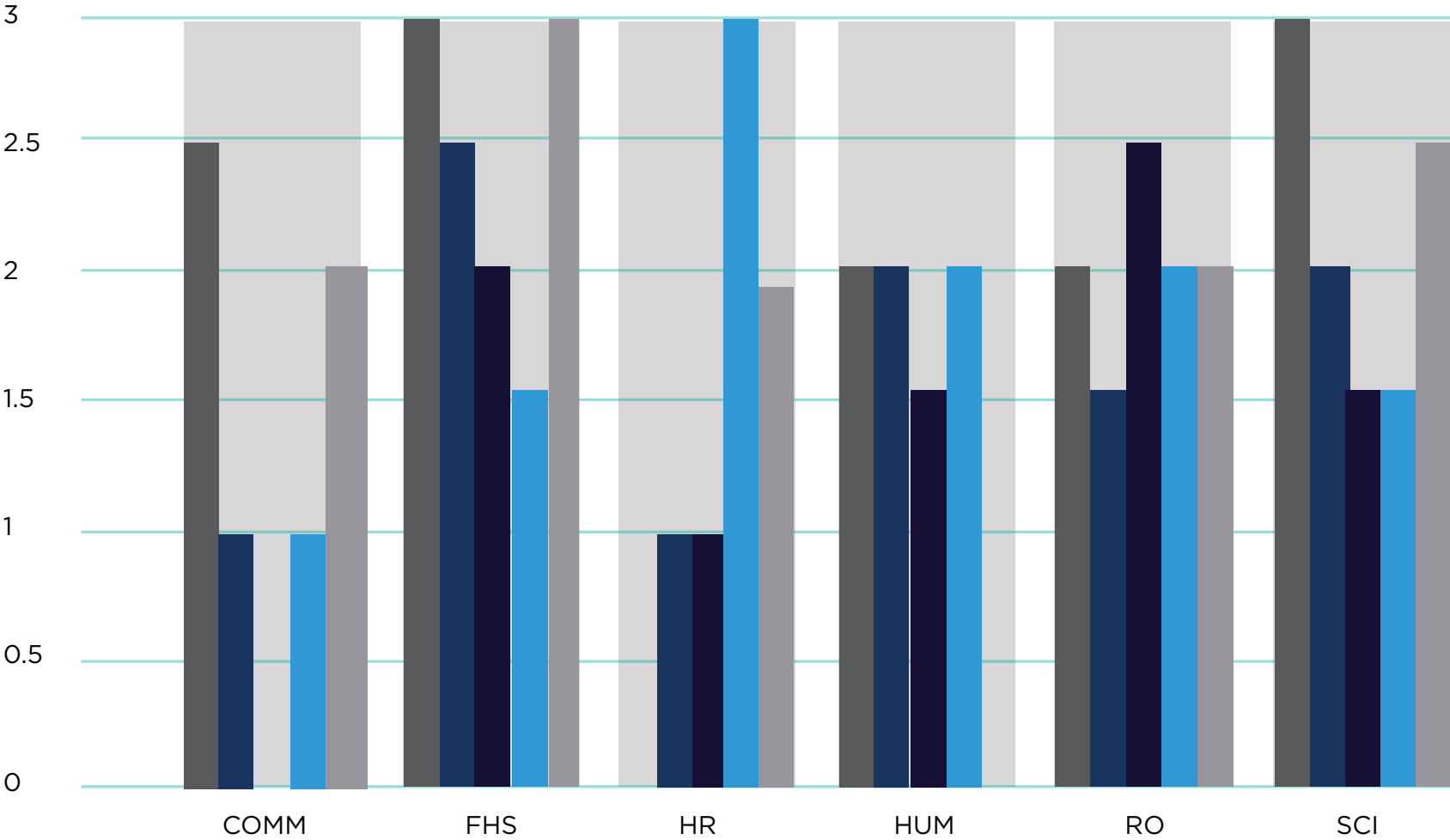
Figure 10

Benchmark E – Institutional responses to discrimination, harassment and violence - like benchmark B, makes the dips and peaks more visible. The scores show either a dip or stagnation in many environments, with some outliers peaking in 2022. It should also be noted that environments report that they do not have 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 2023 can be used to make sense of the transformation context at UCT. They illustrate the following challenges and opportunities:

Opportunities

- The benchmark scores provide a clear overview of TDI priorities and areas of activity within the institution. By highlighting both strengths and weaknesses, they offer valuable insights into where effective practices may be occurring and where gaps exist.
- This visibility allows the transformation portfolio to adjust its strategies and prioritise actions that focus on areas requiring additional support or scaling up successful initiatives.
- The data from 2019 to 2023 provides evidence for drawing more definitive trends. It offers a starting point for tracking progress or regression in terms of TDI over time. Continuous monitoring can provide a more comprehensive understanding of the university's direction in this regard.

Challenges

- The benchmark scores alone do not assess the quality of actions undertaken. For instance, entities reporting one-off events may receive similar scores to those implementing sustained structured, impactful programmes. Thus, quantity does not always accurately reflect quality or impact.
- Environmental factors such as the COVID-19 pandemic may significantly influence TDI efforts by affecting priorities, resources and stress levels. These factors are not accounted for in the benchmarking process, potentially skewing the assessment of progress.

In conclusion, while the benchmark approach provides a standardised method for tracking TDI actions at UCT, it also presents several challenges. Despite these challenges, the approach offers valuable insights into both successful practices and areas requiring improvement. By addressing the identified challenges and continuing to refine the process, the university can better support its TDI initiatives and foster a more inclusive environment.

3.2 OVERVIEW OF 2023 BENCHMARK RESULTS

Seventeen of the 18 departments and faculties submitted completed benchmark results in 2023. This is the largest number of reports received since the first iteration in 2019. This section displays the benchmark results and examples of how entities achieved their benchmarks in 2023.

Summary of Benchmark results

Figure 11

The nine benchmarks have different associated actions and/or inputs. The graph above displays the average scores per benchmark across the institution year-on-year from 20192023. These results should be viewed in the context of the impacts of the COVID-19 pandemic and the increase in reporting entities in 2023, when the average number of reports grew from 12 in 2019–2022 to 17 in 2023, with some entities reporting for the first time.

A. **Strategic integration of transformation** is crucial for the institution, as transformation and inclusion work should be embedded rather than treated as a separate activity over and above teaching, learning and research. Since 2019, environments report positively on how they are embedding transformation into their strategies and functions. The growth over the five-year reporting period indicates that transformation reporting, and the strategic integration of transformation is gaining traction.

B. **Student support** had an average of 38% in 2019 but has been consistently above 50% in subsequent years. This is an indication that UCT has become more intentional about student access and support. This score, however, needs to be further improved. Challenges in respect to student fees, throughput, retention and representation of designated groups at postgraduate level are concerns to be addressed.

C. **Staff support and access** has improved since 2019. The scores have increased to over 70%, from the initial average of 56%, over the past two years. This suggests that staff feel more supported and have more access to opportunities at UCT. There are, however, still aspects that need work. Bullying and harassment are recurring themes, as well as tensions around race, culture and gender, among other intersectionalities.

D. **Place, space, language and identity** had a baseline score of 65% in 2019, with the data suggesting that COVID-19 had a substantial impact on this benchmark. Low scores were recorded in 2020 and 2021, improving again in 2022 and 2023. It should be noted that hybrid work arrangements affected work environments. Some entities reported that the hybrid workplace proved challenging in terms of building cohesion and inclusive environments.

E. **Institutional response** to discrimination has shown variable results. Environments scored an average of 54% in 2019. This decreased in 2020 and again in 2021, when the benchmark achieved its lowest score at 38%. These scores are also quite low in relation to other benchmarks. The OIC and the Special Tribunal provide institutional services that respond to matters of discrimination. Some faculties and departments have noted that they do not have capacity or the correct skillset to establish and maintain such a process in-house. and thus, often serve only as a referral mechanism.

F. **Community engagement:** The 2019 baseline score for this benchmark was 50% and the institution has continued to improve on it, except for a dip in 2022. Faculties and departments are asking deeper questions around the idea of community engagement and there is an understanding that this work goes beyond a charity model. The social responsiveness aspect of the university's core work (ie, engaged scholarship) would do well to deepen connections with these aspects of the transformation work to strengthen relations and collaborative outputs.

G. **Curriculum support** is the lowest scoring benchmark. In 2019 the average score was 40%, dropping to 35% in 2020. One reason is that this benchmark is often viewed as irrelevant by PASS departments because the curriculum is not their focus. Environments have been asked to think critically about their core functions and how they assist/support curriculum and learning. As a result, this benchmark has been contested and critiqued, and environments often mark it as Not Applicable.

H. **Owning UCT's African identity:** This benchmark shows the highest average score overall, achieving an average of 89% in 2021. It is interesting that during the COVID-19 pandemic, when noticeably fewer transformation actions were taking place, this benchmark was foregrounded by most of the environments.

I. **Innovations in transformation:** This benchmark recorded an average score of 58% in 2019 and 2020, decreasing slightly in 2021. In 2022 and 2023 it shifted up to 78% and 82% respectively. This indicates that environments experience themselves as becoming more innovative and creative when responding to transformation. It could also be that there is a bigger appetite for, and shared understanding of, transformation and its associated challenges.
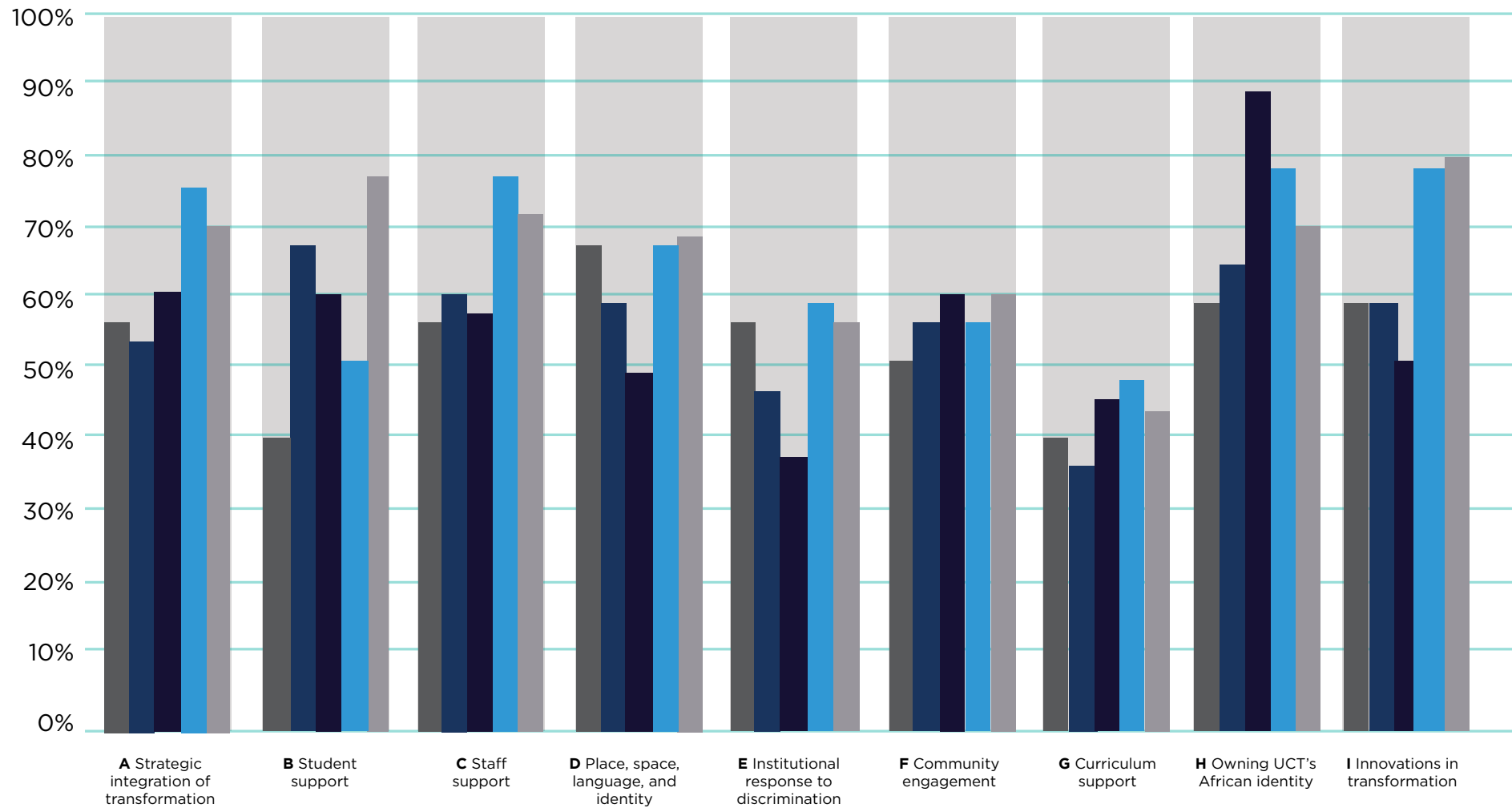
Example of actions undertaken to meet each benchmark:

The nine benchmarks have different associated actions and/or inputs. The graph above displays the average scores per benchmark across the institution year-on-year from 2019 to 2023. These results should be viewed in the context of the impacts of the COVID-19 pandemic and the increase in reporting entities in 2023, when the average number of reports grew from 12 in 2019–2022 to 17 in 2023, with some entities reporting for the first time.

A. Strategic integration of transformation

Commerce has a new strategic plan, centred on transformation and care. Analysis of transformation and EE is done quarterly and presented at the Faculty Board and PASS Staff Forum. EE targets are also monitored quarterly against plans, and discussed between the dean, deputy dean T&I and EEC chair. In Faculty Board meetings, the DD T&I has a standing item that covers key results of the transformation report, EE stats, EE training, and other issues relating to transformation, inclusion and employment equity in the faculty. Shortly after each Faculty Board, a quarterly PASS staff forum ensures that similar information is shared with all PASS staff.

B. Student access, support and success

The Department of Students Affairs' (DSA) Student Wellness Services (SWS) extended transformation activities through peer intervention support activities, such as academic support and adjustment issues, which expand mental health support for more vulnerable students. The appointment of additional counsellors on short-term contracts was made possible through donor funding. This strengthened psychosocial support and helped with family issues and adjustment for more at-risk students.

The DSA's Student Housing & Residence Life (SH&RL) cluster has a Residence Academic Development Committee (RADC), whose aim is to support students and ensure academic success. The SH&RL explored other pedagogies that are also considered in this area of work, including a pedagogy of discomfort and a pneumatological pedagogy. These pedagogies delve into the humanity of the student as experienced within his/her/their context, taking into consideration historical, class, religious and other forms of diversity as expressions of the human condition that give rise to certain patterns of experiences, depending on the choices human beings make to live lives that they consider worthy and meaningful.

The Postgraduate Education Committee (PEC), in conjunction with the HOD, has set standard operating procedures (SOPs) for the selection of candidates for honours degrees across the department. The SOPs were designed and implemented in 2021 and have been in use ever since. One of the factors that the SOPs focus on is diversity. As a result, 81% of the current Honours cohort is female, an increase from around 75% in previous years. The 2023 honours cohort also comprises 42% black South Africans, an increase from 28% in 2021 and 38% in 2022. Across all postgraduate programmes, 62% of students classify as female or non-binary, and 31% as black South Africans.

C. Staff access, support and success

The Properties & Services (P&S) five-year strategic plan, which aligns with Vision 2030, is introduced to new employees, who receive an induction folder that speaks to UCT's commitment to transformation, inclusivity and diversity. As part of the strategy to eliminate barriers for staff, particularly in the unskilled staffing category, the issue of limited computer access was addressed. P&S installed additional computers in staff tearooms to ensure equitable access to computing resources. This initiative also supported staff pursuing various online courses offered at UCT. The International Academic Programmes Office (IAPO) TC successfully hosted a Women's Day event titled "This is Me" on 30 August 2023. The event, focused on celebrating the women in the office, was attended by 27 female colleagues who were served refreshments by their six male colleagues. Six female colleagues across the skilled to management designations and demographics shared their stories. The UCT Library Service made significant progress in diversifying its various governance structures.

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

The Faculty of Science moved into a new building named after Chris Hani and acquired new works of art for that space. Contact has been made with Works of Art Collection (WOAC) committee. P&S installed universal access and accessible and gender-neutral toilets in multiple buildings. It created additional study spaces and executed the logistics of setting up these spaces, which enable accessibility to spaces conducive to learning for vulnerable students. The Gardens & Grounds Unit is strategically working towards transforming UCT's physical landscape. All new plantings are designed in a manner that decolonises the previous landscape, while maintaining aspects of the historical integrity of the campus. EBE hosts an annual heritage event to celebrate the diverse heritage of its staff and students. In 2023, the faculty introduced and published its "EBE Talks", showcasing its work through papers published in African scientific journals and TED-type videos on an international platform YouTube.

E. Institutional responses to discrimination, harassment and violence

Communication, procedures, protocols and policies are communicated through the Dean's Desk, departmental meetings and the faculty-appointed psychologist. The UCT Leadership Academy developed a residence GBV Framework. SH&RL conducted a GBV "changing the status quo" programme. in collaboration with Global Citizenship between March and August 2023.

F. Community engagement

The Research Office (RO) serves via the facilitation of topics by the Knowledge Co-op, including managing partnerships between students and community-based organisations. Students provide training to these organisations where the community partner has identified a need or skills gap. The organisations provide a site of practice for students to link how they can use technology to resolve real-world problems. In the Law faculty, Community Service DOL3001X is a degree-requirement course demanding that every LLB student complete a required number of hours of legally-oriented voluntary work that is unremunerated and benefits a disadvantaged person or group. To assist students to complete these hours, course convenor Associate Professor Jameelah Omar has developed partnerships with several community and civil society organisations, including the Equal Education Law Centre, the Women's Legal Centre and the pro bono committee at the Cape Bar of Advocates.

G. Curriculum support: Decolonisation, marginalisation and accessibility

The New Academic Practitioners Programme (NAPP) has explicit sessions on decolonial pedagogy, and gender and feminist understandings in the classroom. Inputs into NAPP are reviewed and assessed annually as a way of sharpening NAPP's focus and responding to the needs of new academics, students and the institution. The Centre for Higher Education Development (CHED) has also embarked on a strategic plan this year to consolidate, articulate and make more visible both its inward facing and outward facing work. As a critical outcome of this review process, CHED has established various "hubs" to anchor its cross-cutting contributions, with respect to increasing access and equity.

These hubs include:

1. The Integrated Student Success Hub, which will encompass all work related to student success and support.
2. The Academic and Professional Staff Development Hub, which will encompass the field of staff development shared between the Centre for Innovation in Learning & Teaching (CILT) and Academic Staff Professional Development (ASDP).
3. The Curriculum Change Hub, which provides an innovative organic and responsive space to grow CHED's identity and put forward proposals for curriculum transformation, tutor development and course assessment, among others.
4. The cross-cutting Research Hub. In March 2023, Law commenced a review of the LLB curriculum. This comprehensive review, which spans several years, examines, among other things, how we teach, what we teach, how we evaluate and assess students, credit loads.

H. Owning UCT's African identity

The Law faculty: In recognition of the university's African identity, the Acta Juridica 2023 published abstracts of all articles in English and an indigenous language. The work of the Centre for Law & Society (CLS) is explicitly Africa-centred, with all events and activities across its three work streams – engaged research, critical teaching and the CLS Hub - constituted under its Africa Law and Society programme. In 2023, CLS continued projects to (1) significantly contribute to building an interactive network of African scholars, (2) actively and intentionally support African knowledge production (ie, knowledge produced by African scholars about Africa), and (3) amplify the profiles and outputs of African scholars working on issues of law and society at local and international levels. The DSA, through the SWS, held an Indigenous Health and Spiritual Practices Indaba to raise awareness. Africa Month was celebrated across residences through food, song, dress and dance.

I. Innovations, alternative approaches and best practices

UCT Libraries adopted an open publishing strategy and implemented activities to allow wider access to publications. They also adopted a Scholarly and Research Capabilities framework and are transforming library spaces to make them more welcoming. The IAPO finance department introduced FLYWIRE, a new online payment portal for fee payments from international bank accounts. The online platform saves students money on bank fees and poor exchange rates. Throughout the process, FLYWIRE'S multilingual customer support is available to help students who have questions. The SWS drafted an SOP on Indigenous Health, based on inputs from stakeholders practising in the field. SWS also participated in the Worldwide Universities Network (WUN) as leaders in the Student Mental Health Working Group.

3.3 STRATEGIC INTEGRATION OF TRANSFORMATION

Transformation should be embedded into the core functions and strategy of the institution. Here we ask how well transformation was mainstreamed within basic strategic actions during 2023.

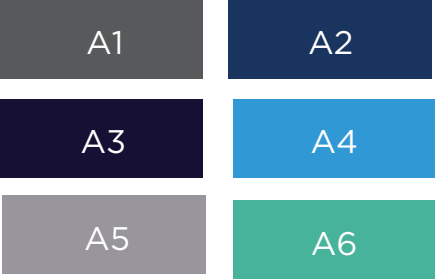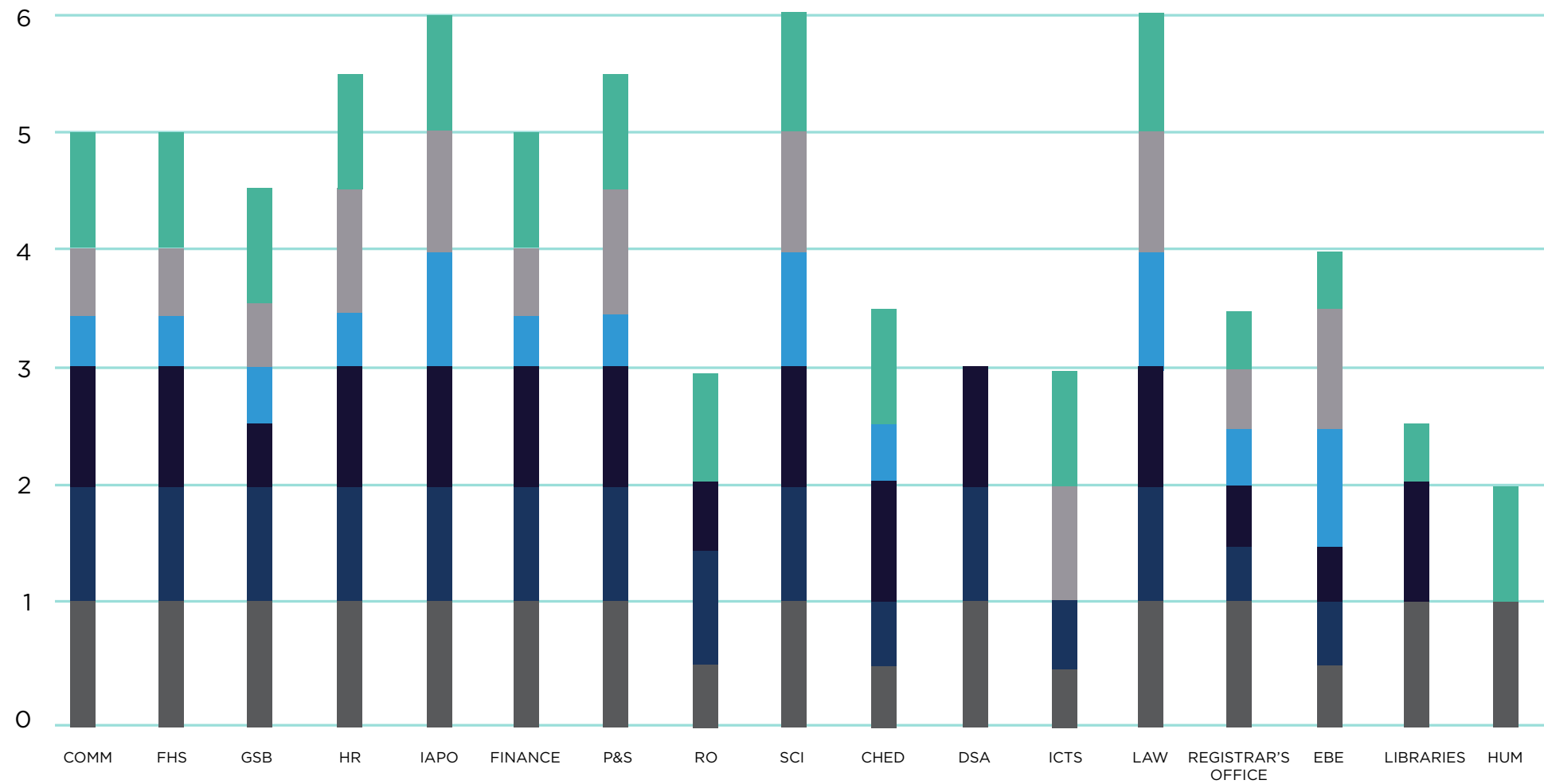Benchmark A in 2023: Strategic Integration of Transformation

Legend:
- A1
- A2
- A3
- A4
- A5
- A6

Figure 12

What is being tested?

Systematic analysis

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

Knowledge products

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

Communication and access to information

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

Budget allocation for previous period

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

Budget allocation for future period

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

Participation in TC

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

How has UCT responded to this benchmark in 2023?

Reflections from 2022

Our reflections in 2022 highlighted some critical issues:

"Transformation work is challenging and is an ongoing process that requires time, resources, and opportunity to do the required work. In order for the transformation agenda to come to fruition, faculties and non-academic departments should support transformation agents. Transformation should be central in the strategic and budgetary planning,

"Integrating TDI into the core of an institution's strategy, culture, values, behaviours, policies, and processes boosts employee engagement, encourages career progression, and fosters innovation." (ILO, 2022)

communication and evaluation of their entity. 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 a few 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 and should be held accountable if they hinder or thwart transformation efforts."

2023 insights, concerns, and successes

As stated earlier in this report, the submission of 17 reports out of a possible 18 is an indication that transformation is gaining traction in terms of reporting processes, but also of an intentional shift towards embedding transformation in all departments and faculties. This allows for deeper engagement with institutional change across the university. Time and other resources are an ongoing hurdle to transformation efforts, but given the number of submissions, a shift in time allocation is apparent – a resource just as important as money for transformation agents.

The OIC has met with several executive directors and deans, as well as the TC chairs, to map out the way forward to assist with transformation strategies and deliverables. This collaboration is continuing in 2024. It is important to note that several executive leaders in both PASS and faculty environments have committed to co-creating a strategy for transformation in 2024 and beyond.

In addition to this, there is ongoing engagement with HR regarding a TDI and EE key performance areas (KPA), or at least acknowledgement of the work as part of Development Dialogues (DD). This would allow for transformation agents to be recognised for their work and to report on work done to further transformation efforts at UCT. Including the KPA as part of the DD will ensure alignment with the EE guidance document, and the Terms of Reference for EE committees. Once discussions between HR and the OIC are finalised, the proposed KPA will be presented to the relevant forums for approval before implementation.

All the departments reported meeting or at least partially meeting the criteria for A.1 of this benchmark. Having a functional TC is of the utmost importance and A.6. is the indicator of this. Only one environment did not have a functioning TC in 2023, which shows that environments are intentional about strategically integrating transformation and are creating structures, such as TCs, to implement transformation work.

Budget allocation remains low: The average score for A.4 is 50%. This is of concern, but also understood against the backdrop of UCT being on a recovery budget. A.5, which speaks to budget allocation for the future period, has an average of 60%, which can be seen as a positive, as it indicates incremental growth

Which actions contributed to this benchmark?

This benchmark consists of a range of specific actions that ensure the strategic integration of transformation, TDI. These actions include (a) communications about TDI sent to stakeholders, (b) how TDI is integrated into the faculty/departmental mission, vision and strategic plan, (c) strengthening of TDI governance structures with specific TDI plans, (d) budget allocation toward transformation currently, (e) future allocated budget, and (f) a functioning transformation committee scored a very high average of 89.2% across departments and faculties.

In 2023, the systematic analysis of benchmark goal A.1, the production of a knowledge product and a functioning (there's a word missing (same as the Word doc). Wondering if it shouldn't be functioning TC as above?), Yes, this should read a functioning transformation committee scored a very high average of 89.2% across departments and faculties.

In addition to challenges shared by transformation actors, the score for A.4, which relates to budget allocation, was the lowest for the benchmark, with an average of 50%. It should be noted that A.5 has a score of 60%, which indicates that some entities have allocated more budget for the forthcoming year. There is a big focus on budget from transformation actors,, who assert that it would assist with achieving the benchmark goals.

Who contributed to this benchmark?

Seven faculties and 10 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?

A core part of this benchmark is to ascertain whether entities have functioning TCs, whether transformation actions are embedded into strategy and monitoring and evaluation, and if budget has been allocated in the previous 12 months with a view to budgeting for the forthcoming year. Given that 17 out of 18 environments have submitted reports, it is evident that transformation has gained traction as part of strategy. Conversations spearheaded by the OIC, with entity leadership, have shown an increase in the uptake of transformation work at a strategic level.

An example of good practice

Commerce has a newly developed strategic plan, which centres on transformation and care. Analysis of transformation and employment equity is done quarterly and presented at the Faculty Board and PASS staff forum. EE targets are also monitored against plans on a quarterly basis and are discussed between the dean, deputy dean T&I and EEC chair.

The strategic integration of this transformation benchmark aligns with international best practice and national guidelines for transformation, inclusivity and diversity. It offers actionable measures of process that can help departments and faculties assess the steps taken to integrate transformation at a strategic and systemic level. This offers guidance on the basic centralised governance and monitoring approaches which are likely to contribute to a more transformed, inclusive and critically diverse department or faculty. This, in turn, contributes to institutional transformation.

The uncharted

After the five-year period, entities are still reporting budget as a big limitation. This issue must be addressed (against the backdrop of financial constraints) to alleviate some of the challenges that environments have raised.

New paths

There were 17 report submissions for the first time. This provides an opportunity to track transformation in meaningful ways and to embed transformation across the institution.

Resilience in action

Many entities are saying that colleagues are fatigued and experience a high workload in addition to serving as transformation agents. The commitment of colleagues is commendable, but it should also be recognised that this model is not sustainable to achieve the depth of work that is envisaged.

3.4 STUDENT ACCESS, SUPPORT AND SUCCESS

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

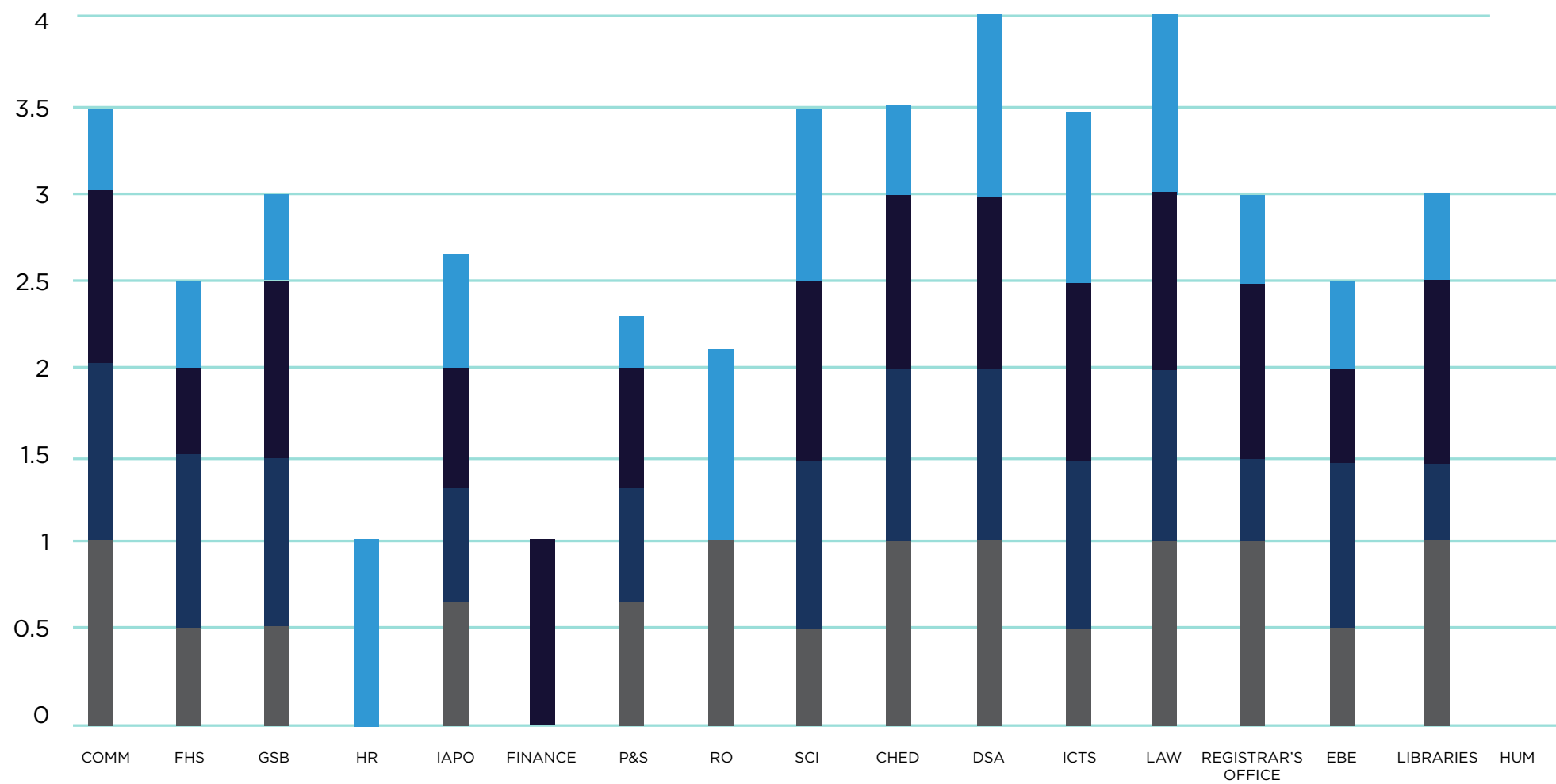# Benchmark B in 2023: Student Support, Access and Success

B1 **B2** **B3** **B4**

COMM · FHS · GSB · HR · IAPO · FINANCE · P&S · RO · SCI · CHED · DSA · ICTS · LAW · REGISTRAR'S OFFICE · EBE · LIBRARIES · HUM

Figure 13

What is being tested?

Student profile

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

Student support

B.2 Students can access educational and psychosocial support.

Engaging with students on diversity

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

Anonymous feedback

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

How has UCT responded to this benchmark in 2023?

With a total of 29 139 registered students at undergraduate and postgraduate levels in 2023, it is hard to argue that students are not the university's most important stakeholder. This benchmark engages with the core aspects of student support and access. Its actions centre on representation of designated groups. It asks deeper questions around psychosocial and education support and requires environments to educate students on diversity as well as "holding space" for registering complaints.

While it is important to note that some PASS environments do not have students, which affects the average score for this benchmark, most faculties report on diversifying their student and graduate profiles under B.1 This is important work, as representation is crucial. The deeper work, however, is ensuring that students feel that they belong, and that the university is a space in which they are enabled to flourish.

In terms of student support, it appears that many environments are lacking in terms of providing access to educational and psychosocial support. B.4 received the lowest score for the sub-

benchmarks, at 61%. Environments have done well in engaging students on diversity but need to do more to develop tools to collect anonymous feedback, and create a complaint mechanism or referral system to address grievances.

The average score for this benchmark has increased substantially from 2022 to 2023, an indication that environments are more student-centred in their approach.

Recurring protests related to fees and challenges of exclusion remain a challenge. Governance structures continue to seek solutions to create access within an environment that is volatile, uncertain, complex and ambiguous.

In terms of statistical representation, the numbers of students from designated groups are growing at UCT. However, insufficient emphasis is being placed on psycho-social and educational support from faculties and departments.
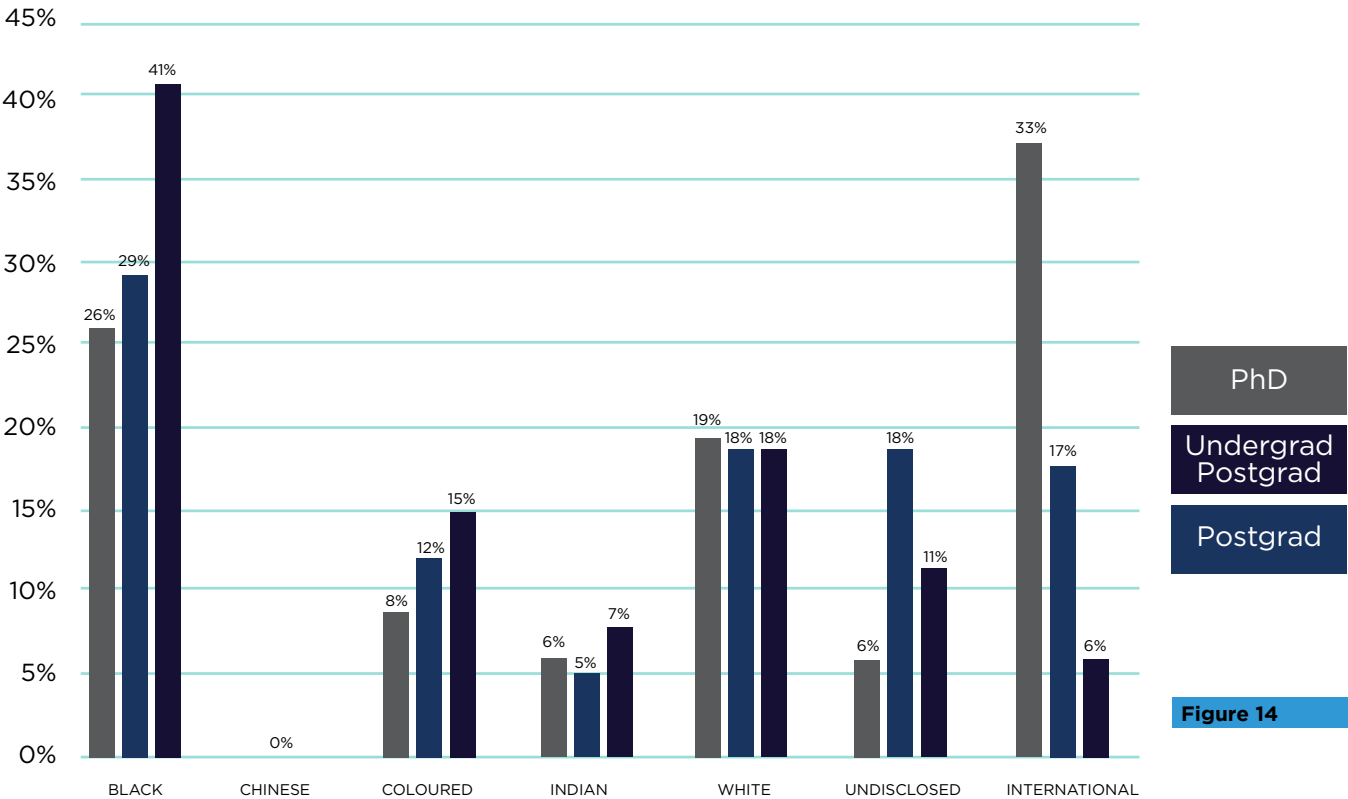
2023 Student Enrolments by Population Group

Figure 14

Reflections from 2022

UCT has made progress since the dawn of democracy in 1994 in terms of demographic shifts that are inclusive of marginalised groups (see more about this history here). However, black South African students are still underrepresented at undergraduate and postgraduate levels, with white and Indian students over-represented at both levels.

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

In 2022, several students did not disclose their race. This could be for a number of reasons, including that they don't identify with the racial categories, are resistant to the categories, or may be thinking about race differently to the university and its TDI agents. It could also mean that students fear being subjected to discrimination.

2023 insights, concerns, and successes

In 2023, there were significant shifts in representation of designated groups at the undergraduate level.

Students identifying as African black rose from 28% to 41%, those identifying as coloured from 12% to 15%, those identifying as Indian from 5% to 7%, and those identifying as white from 12% to 18%. It is important to note that the undisclosed group

(those who did not disclose their race) decreased from 30% to 11%. This could be the reason for the shift in numbers, but it could also indicate that in 2023 people felt less likely to be discriminated against. While the current statistics paint a positive picture in terms of representation at an undergraduate level, there is still significant and urgent work to do at the postgraduate (honours and master's) and doctoral levels. The progress at these levels is insufficient to create a viable pipeline for academic talent acquisition and succession planning from designated groups.

Black African representation has increased from 24% to 29% at the honours level, and from 22% to 26% at the masters level. Coloured representation has remained similar: 7% to 8% at both levels. Indian representation has also remained similar at 5%–6%. White representation is also similar at honours and master's levels, increasing from 17% to 18%, while remaining at 19% at the doctoral level.
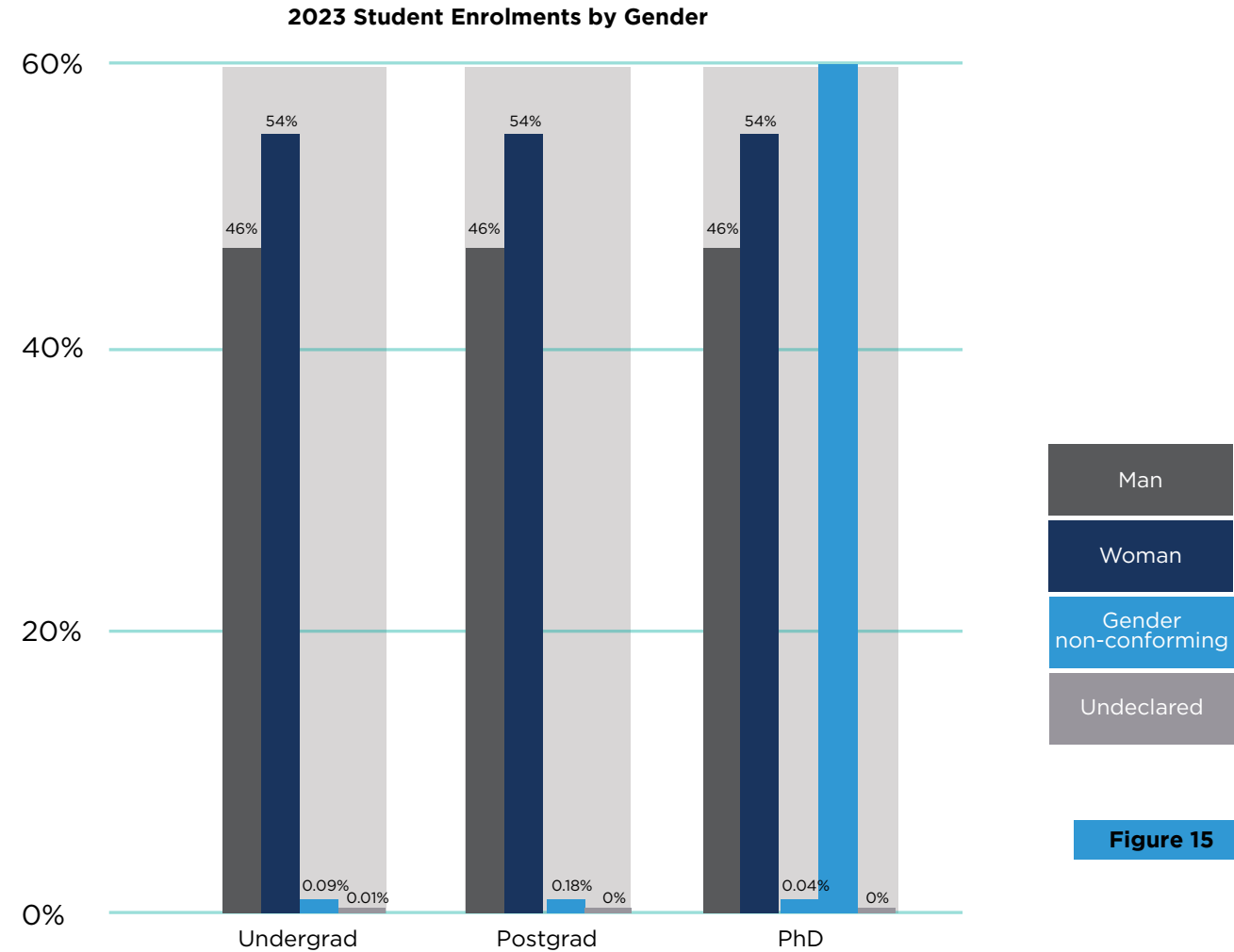
2023 Student Enrolments by Gender

Man

Woman

Gender non-conforming

Undeclared

Figure 15

Examples of initiatives:

- The Registrar's Office engaged students with regards to available resources to assist them when they are struggling academically, financially and with their wellbeing.
- At IAPO, the 2023 outbound exchange programme supported increased transformation, inclusivity and diversity by nearly doubling the number of female participants compared with 2022 (15 female students in 2022 and 25 in 2023) and recorded an increase in the number of redress student participants over the same period.
- The EBE houses an on-site psychologist, supported by six part-time colleagues, with announcements on Vula regarding available support services. The faculty also operates the Student in Distress Fund, aiding students struggling with food or settling fee debt so that they can graduate.
- Information and Communication Technology Services (ICTS) contributes via delivering functionality requested by other service departments, including facilitating the procurement and distribution of laptops.
- The DSA adopted a humanising pedagogy in its approach to student development and support departments
- Commerce relies mostly on course evaluations and class representatives to provide feedback. The faculty has set up the Amathuba Transformation site, which can be used for soliciting anonymous feedback, a function that will be used more effectively and intentionally in 2024.
- At the Research Office, the Postgraduate Funding (PGFO) team continues to provide funding to needs-based postgraduate students, including the implementation of bail-out funding.
- P&S supports students by providing transport, security and Occupational Health, Safety and Environment (OHSE) mechanisms to ensure that they can access educational and psychosocial support.
- At FHS there are currently two different processes of resolving complaints for students. The first is via the OIC and the other is via Groote Schuur Hospital's people relations officer. Generally, most individuals do not have a good understanding of how these

processes work. The aim in 2024 is to invite representatives from both processes to provide training on the processes for those in the DSTEC, and other senior staff representing the divisions.

Who contributed to this benchmark?
Seven faculties and nine non-academic departments contributed to this benchmark.

How effective were the actions?
Student demographics have shifted and there is an increase in dialogue and discussion around TDI within environments.

It appears that there is a lack of response to the provision of psychosocial and educational support in some environments, apart from the excellent work being done by institutional structures such as the SWS.

Although there has been improvement, the recommendations that emanated from the 2022 report still ring true and should be foregrounded.

Recommendations from 2022
At an institutional level, UCT is challenged in terms of student

support, a situation impacted by many factors. In the current financial climate, with UCT operating on a deficit budget, there have been calls via protest action for the university to support students with debt burdens, and for concessions to be made. The quality of education at UCT is celebrated for its global ranking as the top university in Africa. While these accolades are an indicator of success in teaching, learning and research, the university community recognises ongoing governance challenges that threaten the university rankings.

Examples a good practice
UCT Libraries opened the new Chris Hani Library Learning Lounge and increased its 24/7 spaces to include the Vincent Kolbe Knowledge Commons during study and exam times. These facilities, with uninterrupted power and energy supply and stable connectivity during loadshedding, alleviated student anxiety and stress. Libraries signed a service level agreement with P&S to ensure its generators are prioritised and maintained at optimal efficiency levels.

The Graduate School of Business (GSB) has a qualified clinical psychologist available as a Wellness Consultant for all students once a month on the GSB campus, and for remote consultations with students who are off campus.

TRANSFORMATION SPECIAL OR INSTITUTIONAL PROJECTS: STUDENT CAPACITY BUILDING IN 2023

Accelerated Transformation of the Academic Programme (ATAP)

The Accelerated Transformation of the Academic Programme (ATAP), situated within the Office for Postgraduate Studies (OPGS) and funded as one of the EE fund's strategic projects, is specifically geared toward building a pipeline of black South African academics. Through this programme, master's, doctoral and postdoctoral awardees are supported toward their aspirations of becoming academics and research leaders in their fields. They receive funding, capacity development, travel and research support, mentorship and other forms of support from the ATAP programme manager.

Below (and Right) is a breakdown of the recipients from 2021 to 2023 per level of study, faculty, race and gender.

LEVEL OF STUDY PER COHORT

	Master's	Doctoral	Postdoc
Cohort 1 (2021)	5	7	1
Cohort 2 (2022)	3	6	2
Cohort 3 (2023)	3	4	1
TOTAL	**11**	**17**	**4**

FACULTY REPRESENTATION PER COHORT

	HUM	FHS	EBE	COM	LAW	SCI
Cohort 1 (2021)	2	7	1	1	3	3
Cohort 2 (2022)	3	6	2	2	0	5
Cohort 3 (2023)	3	4	1	1	0	2
TOTAL	**8**	**17**	**4**	**4**	**3**	**10**

GENDER REPRESENTATION PER COHORT

	Male	Female	Other/Unknown
Cohort 1 (2021)	6	7	0
Cohort 2 (2022)	2	9	0
Cohort 3 (2023)	2	6	0
TOTAL	**10**	**22**	**0**

RACE/ETHNICITY REPRESENTATION PER COHORT

	African Male	Female	Coloured Male	Female	Indian Male	Female
Cohort 1 (2021)	4	4	1	1	1	2
Cohort 2 (2022)	2	5	0	3	0	1
Cohort 3 (2023)	1	3	1	2	0	1
TOTAL	**7**	**12**	**2**	**6**	**1**	**4**

TOTAL RACE/ETHNICITY REPRESENTATION PER FACULTY

	HUM	FHS	EBE	COM	LAW	SCI
African	5	5	2	1	2	4
Coloured	2	0	0	1	0	5
Indian	1	0	0	2	1	1

2023 STUDY LEVEL REPRESENTATION PER FACULTY
(funded or taking part in ATAP interventions in 2023)

	HUM	FHS	EBE	COM	LAW	SCI
Master's	4	0	0	0	0	2
Doctoral	1	5	1	2	0	5
Postdoctoral	0	0	1	0	1	2

	Master's	Doctoral	Postdoctoral
Phase 1 (2016)	0	1	3
Phase 2 (2017)	0	2	2
Phase 3 (2018)	0	1	2
Phase 4 (2019)	0	2	3
Phase 5 (2020)	0	3	2
TOTAL	0	9	12

FACULTY REPRESENTATION PER COHORT

	HUM	FHS	EBE	COM	LAW	SCI	CHED
Phase 1 (2016)	0	1	1	0	1	1	0
Phase 2 (2017)	0	1	1	1	0	0	1
Phase 3 (2018)	1	1	0	1	0	0	0
Phase 4 (2019)	0	2	0	2	0	1	0
Phase 5 (2020)	1	1	1	1	0	0	1
TOTAL	**2**	**6**	**3**	**5**	**1**	**2**	**1**

GENDER REPRESENTATION PER COHORT

	Male	Female	Other/Unknown
Phase 1 (2016)	1	3	0
Phase 2 (2017)	1	3	0
Phase 3 (2018)	1	2	0
Phase 4 (2019)	2	3	0
Phase 5 (2020)	2	3	0
TOTAL	**7**	**14**	**0**

RACE/ETHNICITY REPRESENTATION PER COHORT

	African Male	African Female	Coloured Male	Coloured Female	Indian Male	Indian Female
Phase 1 (2016)	0	3	1	0	0	0
Phase 2 (2017)	1	2	0	0	0	1
Phase 3 (2018)	1	1	0	0	0	1
Phase 4 (2019)	2	1	0	2	0	0
Phase 5 (2020)	1	0	2	2	0	0
TOTAL	**5**	**7**	**3**	**4**	**0**	**2**

TOTAL RACE/ETHNICITY REPRESENTATION PER FACULTY

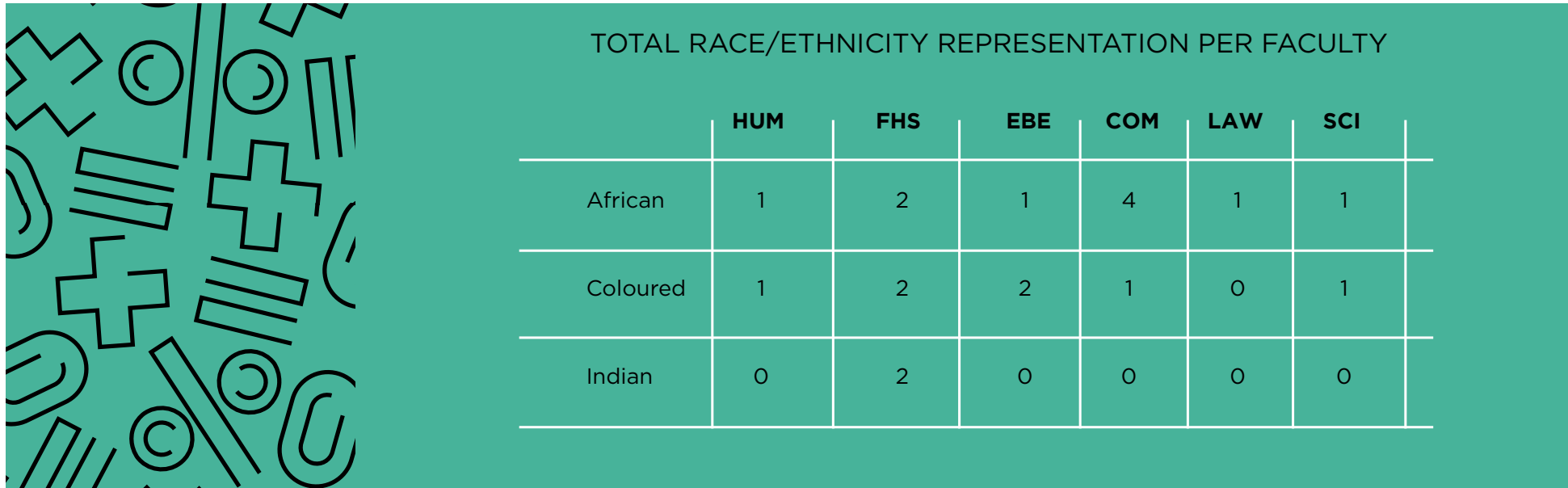|	HUM	FHS	EBE	COM	LAW	SCI
African	1	2	1	4	1	1
Coloured	1	2	2	1	0	1
Indian	0	2	0	0	0	0

Figure 16: Accelerated Transformation of the Academic Programme (ATAP) Recipients 2021–2023

Other Student Capacity Building Initiatives

The TDI student leadership competencies capacity building stream at the OIC aims to develop the following TDI competencies within the student body:

1. Self-awareness

Students are prepared to understand themselves in relation to their identity. They are taught about other cultures and how they are similar to or different from their own cultural group. They acquire the ability to identify similarities and differences across cultures, and to articulate these with others. They engage in training and workshops that challenge thinking about oppression and violence. These equip them with the skills to host difficult conversations and plan activations that address inequality and shift participants' thinking and perceptions. They develop pride in their own cultural groups and learn to value their own and other people's heritage.

2. Appreciation for diversity

Students are equipped with TDI knowledge about intersectional social factors that either advantage or disadvantage people in society. They learn about elements involved in social change, how to challenge acts of discrimination and to communicate across cultures. In the process, they develop the skills and attitudes for cross-cultural interactions and appreciation for diversity. They learn how to be part of cultural experiences by building inclusive spaces. This entails students being open to sharing and listening to diverse opinions, and being comfortable to include various voices, while being mindful and holding lenses of marginalised groups.

3. Teamwork and collaboration

Students are required to do various activations to build their agency for social action and to apply the TDI knowledge and skills acquired from training. In the process, they develop the ability to work with various stakeholders to create and host interventions that effect change, such as hosting difficult conversations about challenging inequality and oppression within peer spaces in residences and faculties.

4. Leadership

Students develop the ability to take proactive steps that result in transformative change. While participating in the TDI programmes and workshops, they are taught about critical consciousness and critical agency, as well as language that challenges oppression and how to address oppressive cultures. They acquire the confidence to disrupt violent behaviour that manifests in university spaces. As a result, they can lead their peers to effect change through active involvement in TDI campaigns, by demonstrating the ability to speak out and engage in difficult conversations relating to issues of social justice. They also have the confidence to challenge positions of inequality.

5. Self-reflection

This competence is achieved during training and workshop sessions in which students are empowered by knowledge and the application of tools to create empowered inclusive spaces. This is followed by applying these learnings through cultural interaction with peers, and developing the ability to identify similarities and differences across cultures. Students are also taught about their privileges – how they benefit, and how to use their privileges to empower those who are underprivileged.

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?

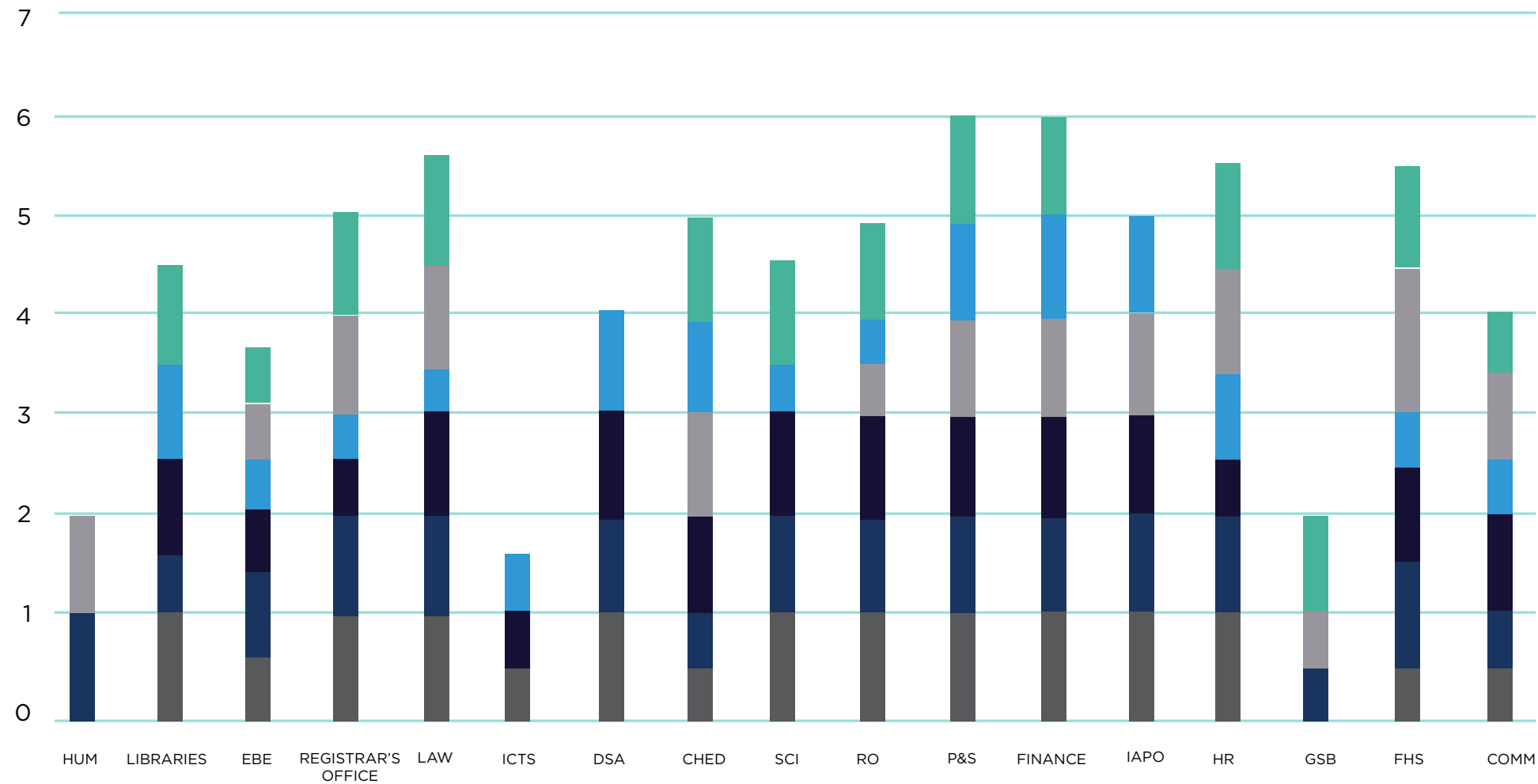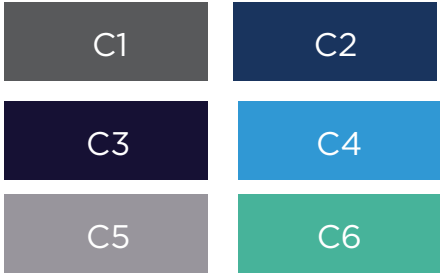Benchmark C in 2023: Staff Access. Support and Success

Legend:
- C1
- C2
- C3
- C4
- C5
- C6

Figure 17

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 decisionmaking entities, with a minimum X% shift in the preceding 12 months.

Fast-tracking success

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

Supporting potential

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

Orientating transformation

C.5 Orientation to UCT's commitment to 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.

How has UCT responded to this benchmark in 2023?

Staff access, support and success is seen against the backdrop of EE at UCT, which serves as a mechanism for redress. To better achieve an understanding of UCT's retention strategy, an analysis of retention and exit data, including CCMA and disciplinary outcome

Earth Day disability walk at the Commons in Rondebosch.

data, would provide a holistic picture of systemic barriers (perceived or actual) within the university.

Demographic disparities in the workplace in South Africa are largely due to the legacy of apartheid, with practices of job reservation that protected white men as breadwinners. This culminated in challenges for people of colour, as evidenced by the experiences of Archie Mafeje in the 1960s, and recent experiences that emerged from UCT's inclusivity survey, the IRTC report and the Mayosi report.

These included bullying, emotional well-being problems, racial and other forms of discrimination and harassment, and problems with retention, advancement and leadership.

In 2021, UCT utilised a strategic formula to ensure that the demographic goals for the university would be realised by 2030. To date, there has been progressive attainment across the institution that demonstrates shifts towards the 2023 equity indicator. Below is a representation of the 2023 permanent academic data.
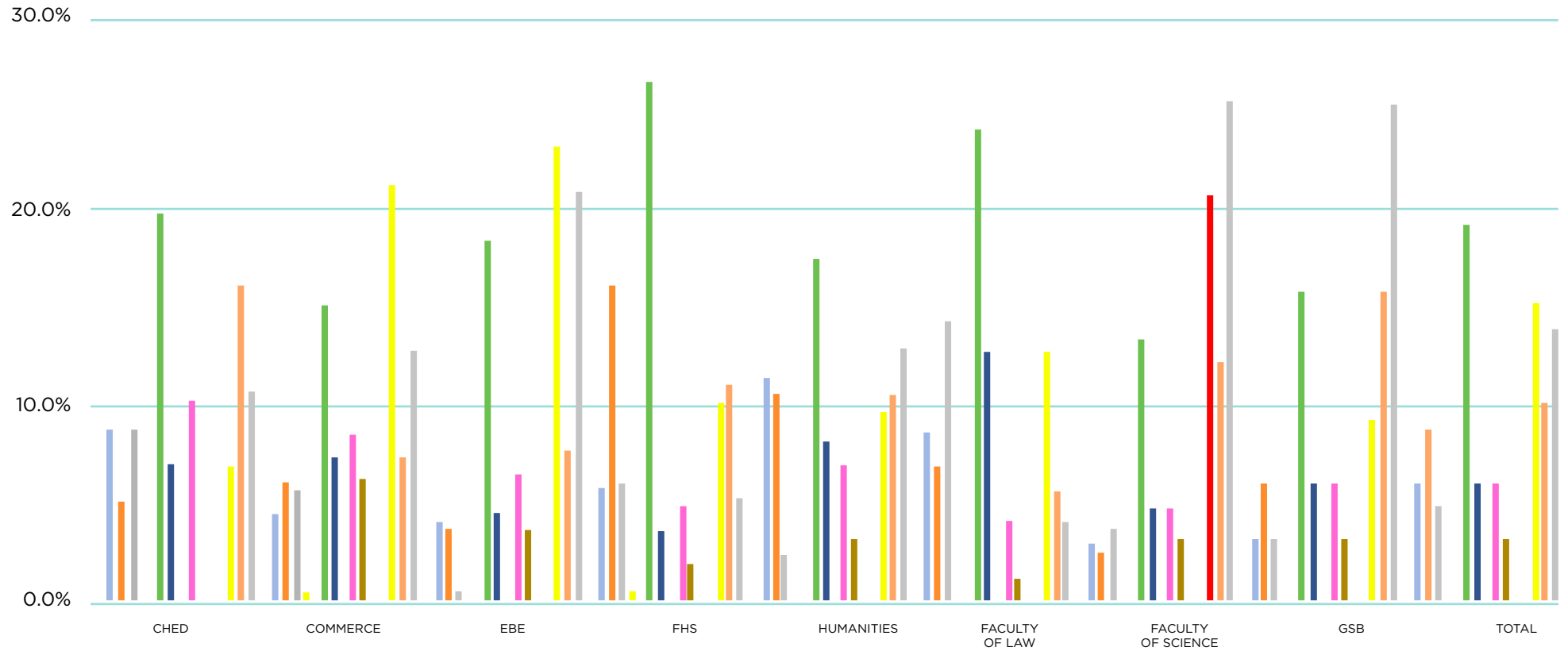
Permanent Academic Staff in December 2023

Figure 18:

Legend:
- Female African
- Male White
- Male Indian
- Male African
- Female Not Declared
- Female Other
- Female Coloured
- Foreign National Female
- Male Not Declared
- Male Asian
- Male Coloured
- Female White
- Female Indian
- Foreign National Male
- Male Other

Occupational Levels

	FEMALE						MALE						FOREIGN NATIONAL		
	AFRICAN	ASIAN	COLOURED	INDIAN	NOT DECLARED	WHITE	AFRICAN	ASIAN	COLOURED	INDIAN	NOT DECLARED	WHITE	FEMALE	MALE	
Senior Management (PC13, Pay Grades 1-3)	11,1%	0,0%	0,0%	11,1%	0,0%	11,1%	22,2%	0,0%	11,1%	22,2%	0,0%	11,1%	0,0%	0,0%	100,0%
Professionally Qualified and Mid-Management (PC12; PC13, Pay Grades 4-5	7,5%	0,0%	17,7%	5,8%	0,9%	13,7%	6,2%	0,0%	16,4%	4,4%	0,0%	18,6%	4,4%	4,4%	100,0%
Skilled technical, academically qualified, junior management (PC8-11)	13,0%	0,1%	34,2%	4,3%	0,2%	11,0%	8,1%	0,1%	16,9%	1,4%	0,3%	4,8%	3,1%	2,6%	100,0%
Semi-skilled and discretionary decision making (PC 3-7)	21,6%	0,0%	27,7%	0,9%	0,2%	1,8%	28,7%	0,0%	17,1%	0,1%	0,1%	0,4%	0,7%	0,5%	100,0%
Unskilled and defined decision making (PC 1-2)	55,8%	0,0%	23,1%	0,0%	0,2%	0,5%	14,2%	0,0%	6,0%	0,0%	0,0%	0,0%	0,0%	0,2%	100,0%
TOTAL	21,5%	0,0%	28,9%	2,5%	0,3%	6,0%	17,5%	0,9%	15,6%	0,9%	0,2%	3,3%	1,8%	1,6%	100,0%

Permanent PASS Staff in 2023

Legend:
- Female African
- Female White
- Male Not Declared
- Female Asian
- Foreign National Male
- Male White
- Female Coloured
- Male African
- Foreign National Female
- Female Indian
- Male Coloured
- Female Not Declared
- Male Indian

Categories:
- SENIOR MANAGEMENT (PC13, PAY GRADES 1-3)
- PROFESSIONALLY QUALIFIED, MID MANAGEMENT (PC12; PC13, PAY GRADES 4-5)
- SKILLED TECHNICAL ACADEMICALLY QUALIFIED, JUNIOR MANAGEMENT (PC8-11, PAY GRADES)
- SEMI-SKILLED AND DISCRETIONARY DECISION MAKING (PC3-7, PAY GRADES)
- UNSKILLED AND DEFINED DECISION MAKING (PC1-2, PAY GRADES)
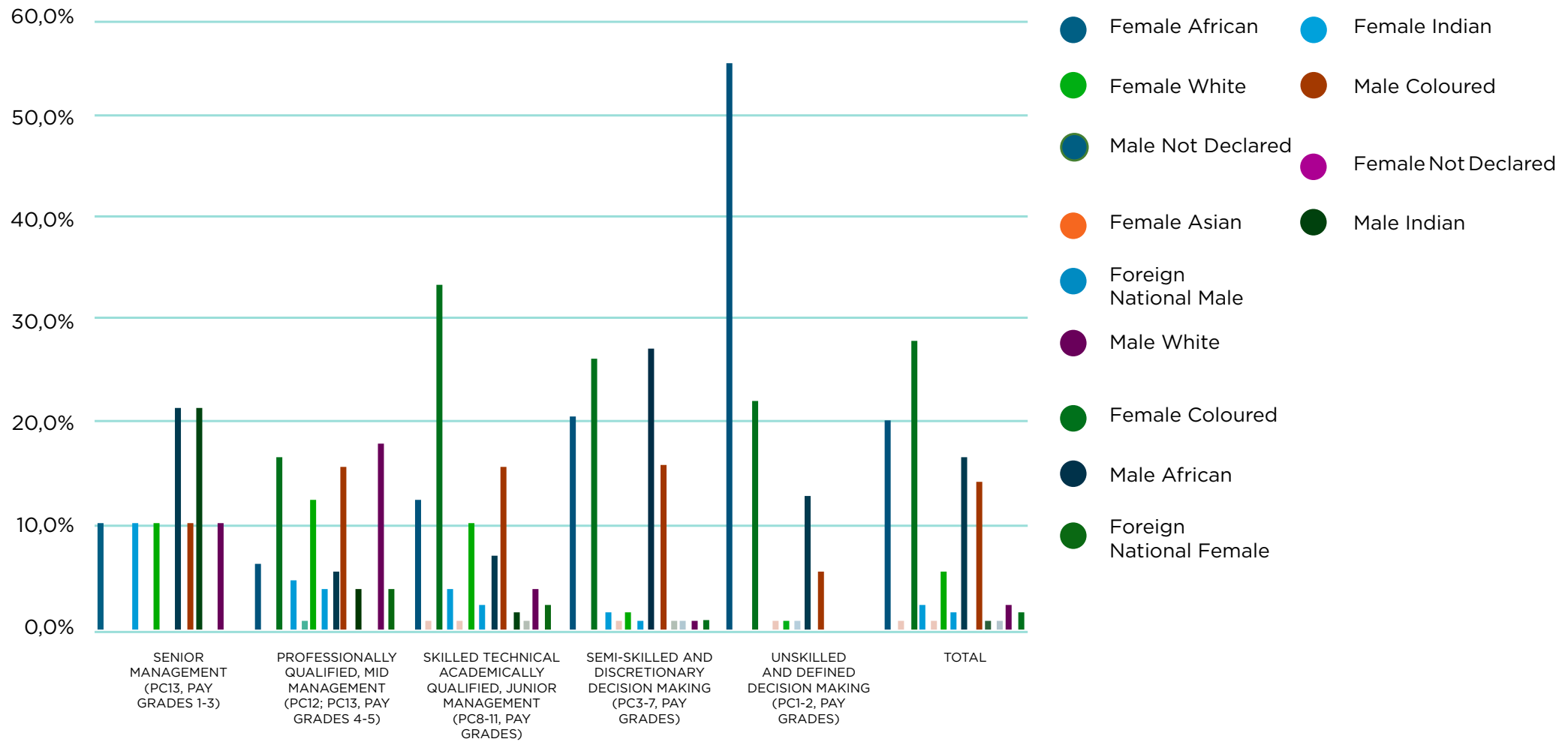- TOTAL

Figure 19

Almost all departments and faculties reported engaging with staff on diversity and many consistently track their staff demographic profile in line with the requirements of EE. Some of the engagements on diversity related to providing psychosocial support to staff. External service providers were also brought in to conduct workshops. While it is apparent that shifts in the staff profile are occurring, 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 heightened focus. An example of what can be done to contribute to this sub-benchmark is happening in one environment, which is exploring coaching and mentoring to develop their pipeline.
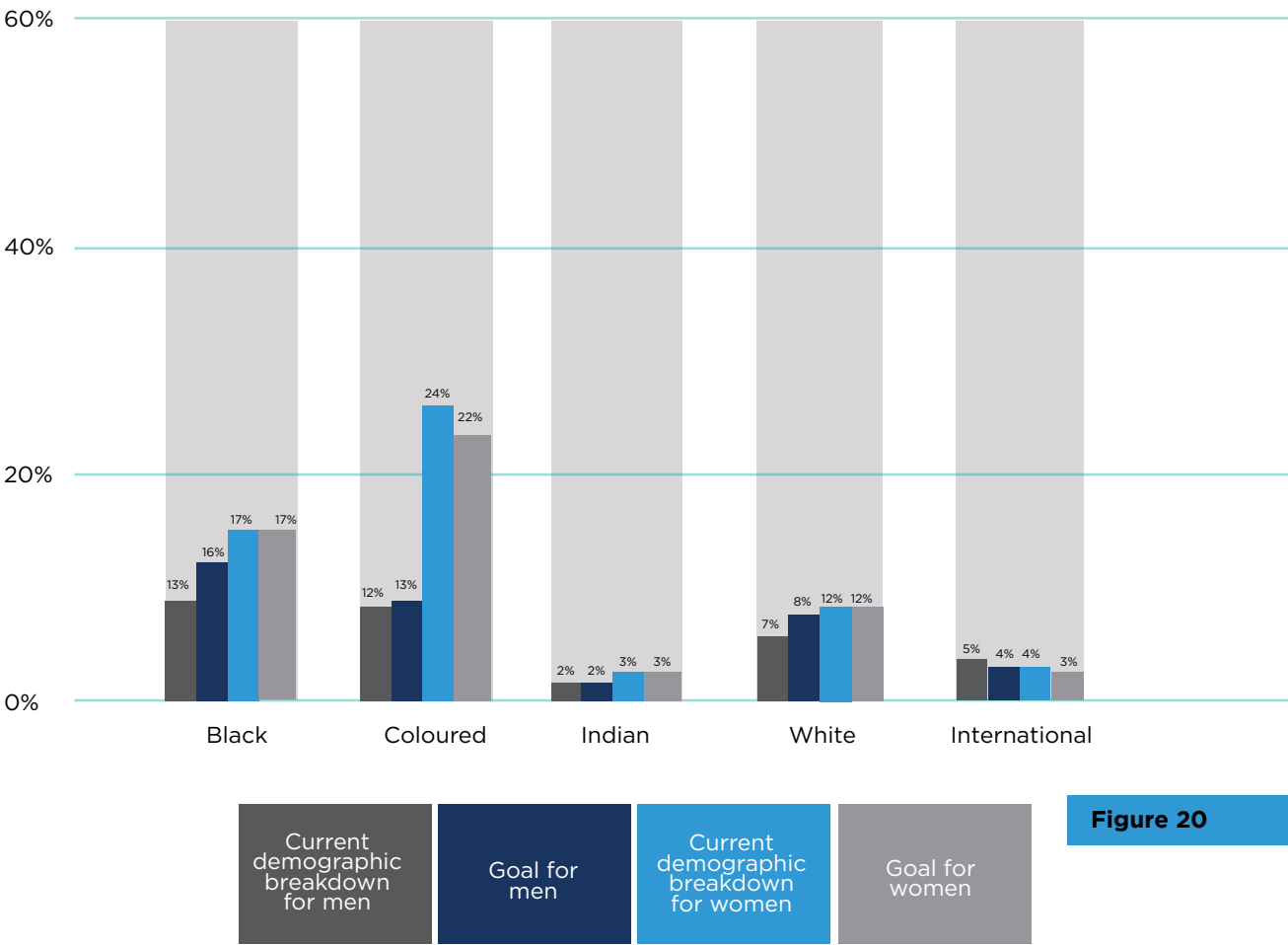
UCT's staff demographic profile

Figure 20

Legend:
- Current demographic breakdown for men
- Goal for men
- Current demographic breakdown for women
- Goal for women

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

While overall UCT is making progress by including more black and coloured women and men as staff members, many black and coloured women and men hold positions in lower pay-classes described as unskilled and semi-skilled positions. Conversely, few white and Indian women and men hold positions in in these pay-classes. Conversely white and Indian men and women are over-represented in higher pay-classes described as skilled technical and academically qualified workers. This 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 links in terms of student demographics and over-representation and how that translates to staff demographics.

1. GOVERNANCE

• Finalisation of the EE committees for most of the clusters
During 2023, 85% (12 of 14) EE committees were finalised and are functional, in line with the ToRs for committees and the EE guidance note. Towards implementation of the 2022–2026 plan, the university has been divided into 14 "units" (faculties, larger PASS departments and clusters of smaller PASS departments). Each unit is responsible for achieving agreed annual numerical targets and overall numerical goals.

The roles and responsibilities of EE representatives have been changed. Each committee is responsible for developing and implementing an annual project plan for recruiting and appointing suitably qualified candidates to known and anticipated vacancies in the unit, and for meeting the agreed annual targets for their unit. For each post, the committee must decide between using a general statement or the designate-specific statement. This mandate becomes the terms of reference for the selection committee. One member of each committee is represented on the EE forum, which monitors achievement against targets and goals across the university, reporting to the Executive and the University Human Resources Committee (UHRC).

• EEA1 drive 2023
In line with the EE Act and the reporting requirements of the DoEL, UCT conducted an EEA1 drive (EEA1 is a DoEL form employees complete that enables employers to profile their workforce). To ensure the accuracy of the information provided to the DoEL, staff were required to verify the demographic information submitted to HR at the time of their appointment to UCT. This information is used to prepare the workforce analysis, in line with Section 19 of the EE Act.

• Consultation
The forum is the forum for consultation on matters pertaining to employment equity, as required by the Act. It advises the VC and reports to the IF. It is a forum for both EE representatives and trade unions to share experiences and a communication channel between staff on the ground and the senior executive.

During 2023, the forum met four times to share experiences and good practice on employment equity, to monitor implementation of the EE plan, address other matters related to transformation and ensure the university is compliant with the provisions of the EE Act.

• Annual EEA2 and EEA4
In line with Section 21 of the Act, UCT is required to submit the EEA2 and EEA4 forms annually. Part of this process involves consultation with all relevant stakeholders as outlined in Sections 16 and 17 of the Act.

Following consultation at the forum on 1 November, the Workplace forum on 8 November, and the IF on 15 November 2023, the EEA2 and EEA4 reports covering the reporting period 1 July 2022 to 30 June 2023 were presented, and subsequently endorsed at the UHRC meeting on November 21, 2023. The reports were approved by Council in December 2023.

It is important to note that these statutory reports had to be submitted online to the DoEL no later than January 15, 2024. UCT submitted them on 19 December 2023. A confirmation letter was subsequently received from the DoEL confirming that UCT would appear on the EE Public Register for 2023, published by the minister in terms of Section 41 of the Act.

• Monitoring and evaluation of implementation of the plan
In line with the Act, the university must create procedures to monitor and evaluate the implementation of its plan to ensure reasonable progress is being made towards EE. To ensure compliance with these provisions, the university developed an EE calculator to provide clusters with information on their progress towards the agreed EE targets. The calculator is a dynamic planning tool that can be updated with new information, including new posts that become available and posts funded from accelerated transformation funding. The calculator identifies positions that will become vacant in each of the five years of the plan. It is updated monthly and circulated to all clusters to ensure monitoring and evaluation of progress.

There are seven barriers to EE identified by the DoEL. These barriers focus on a) Corporate culture b) Sexual harassment c) HIV/ AIDS d) Racism. The OIC, as custodians of employment equity for the university as a whole, is responsible for addressing four barriers against a defined timescale and within the framework of the current plan, while three barriers require attention by each unit's leadership, in consultation with EE and TC.

2. TRAINING

• EE Fundamentals training

The Fundamentals of Employment Equity course provides a comprehensive orientation for recruitment, selection and appointment processes for all positions at UCT.

Working from the principles set out in the South African Bill of Rights and employment equity legislation, the course guides all those responsible for staff appointments through UCT policies and practices, from the design and implementation of the plan, to the processes for advertising, shortlisting and interviewing candidates for jobs.

This course is intended for all chairs and members of selection committees, to provide them with the context and information required for the recruitment, selection and appointment of PASS staff,

and staff on academic conditions of service, at all occupational levels within the university. The course is self-paced and comprises of nine modules. There is a short knowledge check at the end of each module and, after Module 9, a knowledge check covers the key elements of the course.

In line with the Guidance Note, provided that least 50% of selection committee members (including the chair) have completed the EE course, selection committees will not be required to have an EE Representative as a member.

As of 1 April 2024, a total of 1 241 staff members had completed the EE fundamentals training, ie 18% of UCT's total staff complement. Read more about UCT's EE strategy 2022-2026.

The following core programmes aim to remove barriers for EE and inclusion:
• Accelerated Transformation of the Academic Project (ATAP)
• The Employment Equity fund (EE)
• The Next Generation of the Professoriate (NGP) initiative
• The New Generation of Academics Programme (nGAP)
• The Emerging Researchers Programme (ERP)
• The Integrated Talent Management Framework
• The Dismantling Racism initiative
• Inclusivity Strategy through a validated scale of inclusion (IS)
• Broadening black economic empowerment in relation to procurement
• Talent development and retention
• Attending to the built environment (place and space)
• The Executive Transformation Initiative (ETI).

New Appointments during 2023 according to Race and Gender

| Occupational Levels | FEMALE | | | | | MALE | | | | | TOTAL |
	African	Coloured	Indian	Not Declared	White	African	Coloured	Indian	Not Declared	White	
Prof. qualified & experienced specialists and mid-management	4	4	1	2	4	4	3	3		3	28
Semi-skilled and discretionary decision-making	21	27	1	1		12	12	1		1	76
Skilled & qualified workers, jnr management, supervisory, foremen, superintendent	54	50	14	4	16	28	32	2	2	7	209
Grand Total	79	81	16	7	20	44	47	6	2	11	313

Note: The list includes new appointments to UCT, new permanent appointments in a different position in the university, and in some cases, staff who were appointed on short-term contracts who moved to permanent conditions in the same or a different post.

> "What is the interplay between excellence and transformation?"

How has UCT responded to this benchmark in 2023?

EE is an important component of this benchmark and progress has been made in various faculties and departments. TCs also highlight a need for a deep engagement with inclusion and belonging beyond representation through the work of EE. The request for deeper work is also related to what Sarah Ahmed terms "affect", which engages with how people feel within an environment.

Interventions and ongoing work reported by faculties and departments.

- In the past several months we have appointed several under-represented groups into middle and senior management.
- As a learning organisation, UCT Libraries has a talent management programme headed by the Director (R&L) that, in conjunction with the DD process, actively supports staff acquiring primary and advanced qualifications. In 2023, 20 staff members were enrolled in study programmes: 5 for undergraduate degrees, 2 for PG diplomas, 11 for master's degrees, and 2 for PhDs. One staff member was awarded a PhD.
- EBE reported that its use of the EE calculator has produced significant shifts in the last 12 months. Demographics on postgraduate students and post-docs are monitored by the Deputy Dean for Postgraduate Studies and Deputy Dean for Research.
- Law has a Nominations Committee (NC), which considers the membership of committees. The NC (of which the Chair of the TC is a member) carefully considers the membership of committees to ensure diversity in age, seniority, career stage, gender, culture, while ensuring a fair committee load is assigned across the staff body.
- At Law, the TC re-established the online Dropbox for staff feedback on inclusivity and transformation in the faculty. A member of staff monitors this box. Staff complete the Google Form linked to the site under the Resources folder and may post anonymously.
- ICTS is the pilot department for the HR Succession Management programme and currently has two internal development/mentorship positions (funded internally via staff-churn).
- At Commerce, the deanery (dean and deputy deans) meet in person with all new staff members quarterly. Light refreshments are offered, and the deanery explain their respective portfolios and indicate how they can be of service to new staff to make them feel more welcome and informed.
- Science TC organised a panel discussion on "What is the interplay between excellence and transformation?" which involved 3 panellists from the faculty. Members of staff and students from across the faculty were invited. Based on points raised in the discussion, an article was produced titled "Striving for excellence through transforming academia: from competitive individualism to practising ubuntu in science".
- The RO offered the Recognition of Prior Learning (RPL) workshop facilitated by Karin Smit from Staff Learning and Development. Staff were given information on the Recognition of Prior Learning process to formalise their knowledge into qualifications.
- The P&S five-year strategic plan, which is in line with Vision 2030, is introduced to new employees, who also receive an induction folder that speaks to our commitment to TDI.
- In the Finance Office, a "hard line" approach to achieving the numerical targets has proven to be very successful. If the selection committees do not find suitable candidates within a targeted designated group, the SC reconvenes and takes the process into the public domain to achieve its targets.
- At faculty level in the FHS, the F-TEC Staff Wellness portfolio organised an important engagement between jointly appointed staff (UCT / Western Cape Government Department of Health (WCG DoH) and the Deputy Dean for Social Accountability, Dr Tracey Naledi. This engagement was a 'first' and gave Dr Naledi an

opportunity to unpack the Bi-Lateral Agreement between UCT and WCG DoH with staff, and for staff to air challenges related to their joint appointment. Dr Naledi has now requested that the F-TEC include this engagement on their annual calendar.

• The CHED MATTERS Online Conversations chaired by the DD Transformation, Gideon Nomdo, hosted Mr Quinton Apollis from the OIC in August 2023. This session was titled: "Decolonising the curriculum, critical diversity and building brave classrooms" and was open to the faculty as a whole.

• Induction and onboarding have been identified as an area needing work at the GSB, particularly as it relates to TDI. This is naturally tied into broader institutional induction processes and has been highlighted as part of the inclusivity strategy. The GSB HRM refreshed the induction material and increased awareness of transformation, inclusion, and diversity, but communication around this needs to be increased.

• The De-Centering Whiteness Team are running regular workshops with white staff around issues of race, identity, power, and so forth. CHED staff such as Janice McMillan, Daniela Gachago and Tony Carr lead these anti-racism projects.

Who contributed to this benchmark?

Seven faculties and nine 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?

In 2023, the highest scoring sub-benchmark is C.6, with an average score of 85,7%, which indicates that entities have performed well in terms of engaging staff on diversity. C.2 and C.3 also scored well, with scores of 82%. This suggests shifts within committees; that decision-making bodies have become more diverse and inclusive. They have also reported that they have done well with regard to developing a pipeline for black, women and disabled academics and managers. Entities will do well to improve on C.4 and C.5, supporting potential and orientating transformation, which scored 64% and 71% respectively.

An example of good practice

DSA highlighted that within the SWS, the counselling team now comprises 90% black staff. In 2017, SWS had only one black African psychologist. This is a major shift and thus matches the composition of SWS clients. This impacts the quality and depth of care and service clients experience, as they are represented in the service provider and the service provider understands their contextual realities.

Transformation special and institutional projects
Below is a breakdown of nGAP recipients from 2016 to 2020 per level of study, faculty, race and gender.

NEW GENERATION OF ACADEMICS PROGRAMME

	Master's	Doctoral	Postdoc	
Phase 1 (2016)	0	1	3	
Phase 2 (2017)	0	2	2	
Phase 3 (2018)	0	1	2	
Phase 4 (2019)	0	2	3	
Phase 5 (2020)	0	3	2	
TOTAL	**0**	**9**	**12**	

FACULTY REPRESENTATION PER COHORT

	HUM	FHS	EBE	COM	LAW	SCI	CHED
Phase 1 (2016)	0	1	1	0	1	1	0
Phase 2 (2017)	0	1	1	1	0	0	1
Phase 3 (2018)	1	1	0	1	0	0	0
Phase 4 (2019)	0	2	0	2	0	1	0
Phase 5 (2020)	1	1	1	1	0	0	1
TOTAL	2	6	3	5	1	2	2

TOTAL RACE/ETHNICITY REPRESENTATION PER FACULTY

	HUM	FHS	EBE	COM	LAW	SCI	CHED
African	1	2	1	4	1	1	2
Coloured	1	2	2	1	0	1	0
Indian	0	2	0	0	0	0	0

Figure 21: New Generation of Academics Programme (nGAP) Recipients 2016–2020

RACE/ETHNICITY REPRESENTATION PER COHORT

	African		Coloured		Indian	
	Male	Female	Male	Female	Male	Female
Phase 1 (2016)	0	3	1	0	0	0
Phase 2 (2017)	1	2	0	0	0	1
Phase 3 (2018)	1	1	0	0	0	1
Phase 4 (2019)	2	1	0	2	0	0
Phase 5 (2020)	1	0	2	2	0	0
TOTAL	5	7	3	4	0	2

The implementation of the Integrated Talent Management Framework (ITMF) continues, despite technology and resource constraints, with a focus on the development of policies, guidelines and tools. Most notable has been the launch of the Staff Value Proposition, "#TheRightOpportunity"- the promise made to staff regarding their experience of working at UCT. Career and succession management pilots that are under way have enabled the testing of principles and tools, and the experience to develop meaningful policy. The university has concluded its first university-wide scarce and critical skills audit, which will inform talent and transformation planning. Exit and stay interviews have been revised and launched, and will give meaningful insight into the staff experience. These activities have been undertaken with transformation as a key lens, and have highlighted and allowed for an exploration of the intersection between talent management and transformation.

Policy work continues to ensure fair and equitable employment practices. The Policy Addressing Bullying was approved by Council in June 2021. Its purpose is to offer practical guidance to all employees on the types of conduct that constitutes harassment or bullying, to ensure that adequate measures are readily available to redress any form of harassment or bullying, and to prevent its recurrence. The ER office has embarked on a series of workshops across campus to promote and create awareness on the policy. Furthermore, HR is reviewing and integrating the current separate grievance policies for PASS and Academics into one Grievance Policy, with the intention of creating a consistent process of grievance management for all UCT staff. A Mental Health Policy has also reached draft format. Multiple stakeholders are currently participating in consultations around both policies.

In an effort to create a transformative environment in the bargaining space, the UCT Executive approved the formation of a single bargaining forum for all PASS staff in payclass 2–12 in 2021. All unions representing employees in the PASS bargaining unit thus engage with UCT in one forum. This will ensure that employees governed by the PASS conditions of service are given fair and consistent benefits. This is a shift from the previous practice of different forums distinguishing employees in terms of their pay and grades, which resulted in different and inconsistent collective agreements.

2022 reflections

It is evident that critical work is being undertaken by the OIC, through the EE portfolio. In addition, the work of faculties cannot be underplayed, as the EE work is supported by the EE forum and the TF. This ongoing work has definitely engendered change, moving UCT closer to its targets in terms of representation. The question of affect has still to be explored. The inclusivity survey will be administered for a second time in 2025, and will provide insight into shifts within the UCT context.

It is important to appreciate and acknowledge staff for their resilience in dealing with COVID-19 and being a part of a re-integration process. It is imperative that UCT takes cognisance of the current challenges and places a focus on psychological safety that supports the notion of transformation as a humanising praxis.

2023 insights, concerns, and successes

While entities are responsive to this benchmark, questions still need to be asked around the depth of work that goes beyond numbers and representation. There are several initiatives, dialogues and shifts at UCT, but there needs to be a focus on healing the wounds of the past. Reflection circles have revealed latent anger and resentment between stakeholders. It is important to channel that anger before it leads to feelings of disgust, which are hard to address because their existence means that people's feelings and positions have hardened.

While acknowledging the considerable progress achieved by faculties and departments, alongside the institutional offerings from the Institutional Culture Change and EE portfolios aimed at fostering an inclusive and supportive environment, it is evident that such interventions have facilitated the growth and development of only certain staff members within the university. The culture change interventions, ranging from policy education workshops and diversity training, to critical dialogues and workshops on developing shared values, have had a positive impact. However, despite these significant steps forward, the university continues to grapple with entrenched power structures that reinforce systemic racism, queerphobia and other forms of discrimination. Overcoming these deeply embedded barriers presents an ongoing challenge, underscoring the need for sustained and comprehensive efforts to truly transform the institutional culture.

The value of dialogical approaches to humanise transformation, diversity and belonging is captured in this statement by the GSB's Professor Kurt April, made at a panel discussion at the GSB in 2019 as part of its Africa Month celebrations:

"As you hear people's stories, if you're open, there's sort of a democracy of emotion when we share our stories and narratives. I fundamentally believe that talk is change. Not that talk will lead to change, but that actually, in conversation, we change." (Transformation is heart work | UCT News May 2019)

The uncharted

UCT has reached a season in which stakeholders are asking deep questions regarding deep transformation, especially related to staff access and support. This work needs to be focused on and strengthened through scholarship and practical applications.

New paths

Cohesion amongst transformation actors is at a high, given the buy-in to the transformation project. This is an exciting period and opens up opportunities to co-create a space for mutual flourishing.

Resilience in action

Despite challenges at the governance level at UCT, staff support and access are still on the rise in terms of the benchmark approach.

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

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

Benchmark D in 2023: Place and Space

Figure 22

Legend: D1, D2, D3
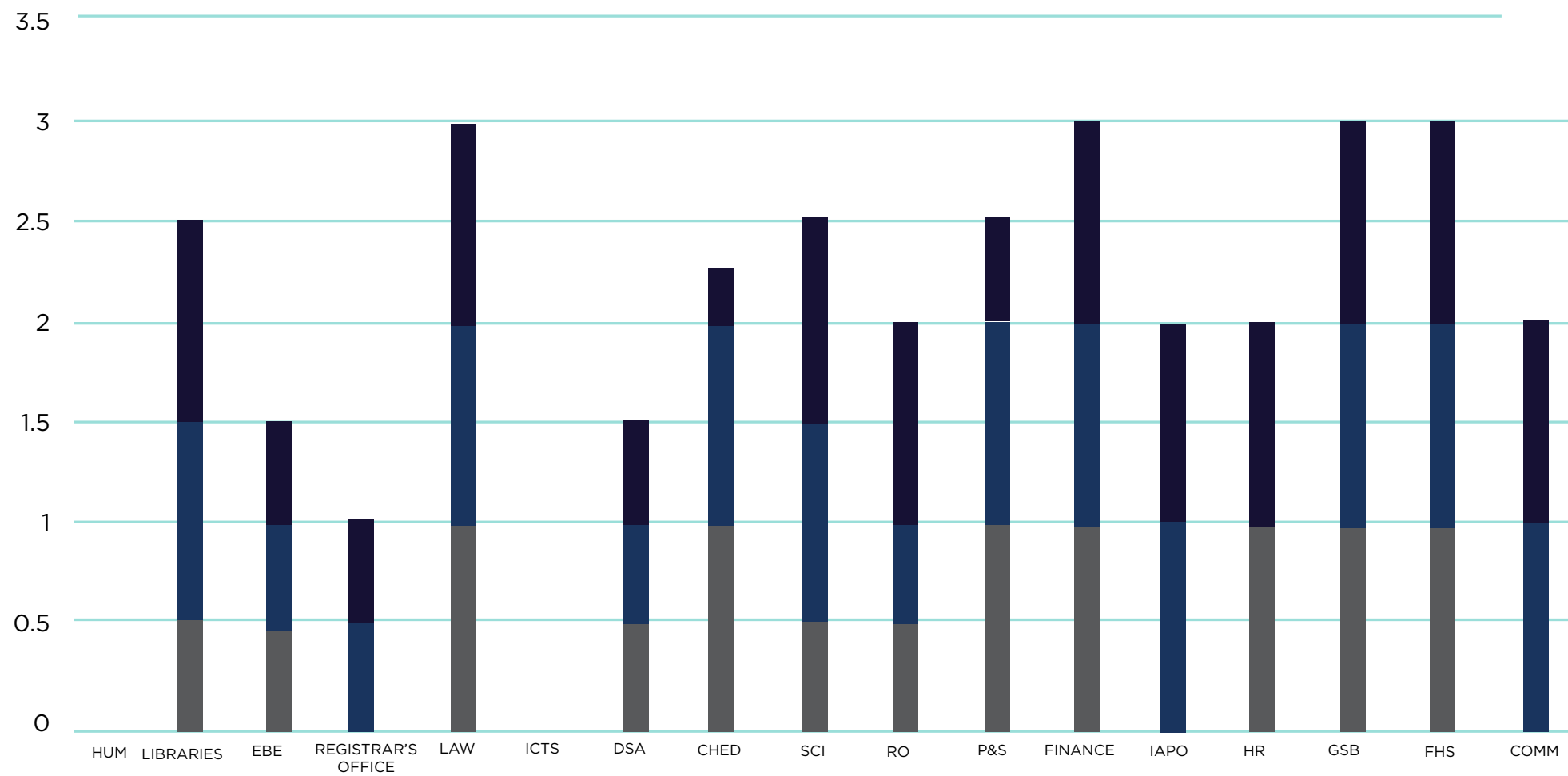
What is being tested?

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.

How has UCT responded to this benchmark in 2023?

Reflections in 2022

Considering the concept of place and space, it is important to look through the lens of ownership, power and marginalisation. South Africa's past, overshadowed by colonialism and apartheid, still impacts context, income, ownership of land, and access to education, all of which operate along racial lines. A deep correlation between poverty and race is evident in the remnants of apartheid (Stats SA, 2018:17), making it crucial to make sense of UCT's positionality as a higher education institution. The historical legacy of the Group Areas Act for example, which displaced black South Africans, serves as a reminder to examine how spaces and places are shaped, specifically how they exclude, include and isolate.

It is against this backdrop that we make sense of place and space, colonial and neo-colonial practices, and the recognition and redress of UCT's own historical complicity in colonialism and slavery. Although "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" Moscow on the Hill, the university has a dual legacy of activism and complicity that warrants examination. This benchmark proposes actions that respond to this history of violence arising from colonialism and apartheid, and the legacy this violence has bequeathed to the present.

2023 insights, concerns, and successes

Transformative interventions were foregrounded in 2023, with entities reporting on many interventions that produced an average score of 79% for D.2. The scores for D.1 contributions to policy related to heritage, disability, gender, language and/race – was 55%. D.3 (knowledge and advocacy contribution) scored 64%. It is clear that less attention is being paid to the amendment, development and implementation of policies or processes that explicitly redress historical privilege and power. This should be a focal point in the upcoming year.
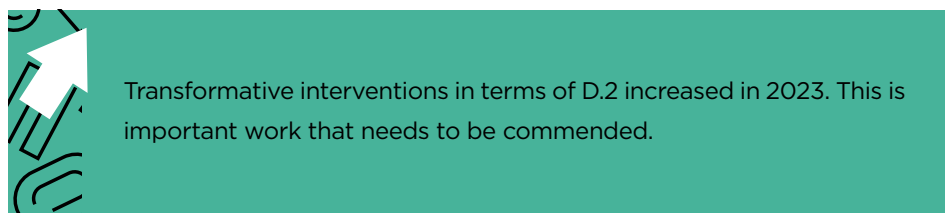
How has UCT responded to this Benchmark in 2023?

Several working groups and committees contribute annually to this work, including the Language Policy Working Group, the Multilingualism Education Project, the Naming of Buildings Committee, the WOAC, the Religious Observance Task Team, Disability Services (DS), and the Environmental Sustainability Directorate (ESD). 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 reflect their realities.

Actions by departments and faculties in 2023:

- The **Registrar's Office** provided campus tours during which the renaming of buildings and resources was explained.
- **UCT Libraries** ensured inclusivity in languages used in their resources and videos. A disability assessment was conducted at one of the branch libraries, and the Libraries Master Plan was finalised and adopted. The plan includes (1) rebuilding Jagger Library, (2) creating an Afrocentric smart academic library that is learning-centred and intersects the academic, informational and intellectual spheres, and (3) cultivating the libraries as central meeting places that are inspiring, inclusive and socially connected.
- **IAPO** staff joined a TC-led UCT tour from middle to upper campus as part of Heritage Month. The tour started at the slave burial site between the Economics Building and All Africa House, with 15 staff taking part.
- On 25 May 2023, Africa Day, the **Law faculty** held a celebratory event to mark the renaming of three venues in the Kramer Law Building. The faculty also revamped its common room, kitchen and Dean's Committee Room to create a more inclusive space in which all staff members feel welcome
- **The DSA**, through the TransGariep Leadership Programme, facilitated a tour during which students from three universities with diverse socio-economic and racial backgrounds were exposed to

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Transformative interventions in terms of D.2 increased in 2023. This is important work that needs to be commended.

A greater focus is needed on policy and process work in faculties and departments, as this is important for protecting rights and promoting accountability.

historical contexts. They visited the Slave Lodge, District Six Museum and the !Khwa ttu San Culture and Education Centre, grappling with historical privilege, colonialism, and power and privilege.

- **Commerce** established the EcoDoc Economics Subject Glossary Translations Project, led by Dr Leigh Neethling. This is a software platform to translate Economics terms into all official South African languages (much like Google Translate). It went live on the School of Economics website. This is a significant contribution to the pedagogy of Economics in the national context. Learning a discipline in a second language is one of the biggest obstacles to comprehension. This glossary is an important first step in making the discipline of Economics more accessible to South African students for whom English is their second language.

- The **Research Office** requested the immediate removal of an artwork by Zwelethu Mthethwa in 2023. This had been recommended in 2018 by WOAC. The artist is currently serving a life sentence for a highly publicised femicide, and there have been several actions from civil society organisations requesting that his work not be displayed, given South Africa's high incidence of GBV, the geographic proximity of his actions (they occurred close to UCT), and within the national context of misogyny and patriarchy

- **P&S** created additional study spaces, allowing access for vulnerable students to spaces conducive to learning.

- In the **Finance Department**, new EE training was made mandatory for all managers.

- In the **FHS,** the Gender and Sexual Diversity Advocate celebrated Pride Month with three events hosted in collaboration with the student society RainbowUCT, and the OIC. Each event had a different focus: a movie night with a screening of an LGBTQIA+ South African documentary followed by a debriefing; a panel discussion focusing on LGBTQIA+ rights in South Africa and the broader continent; and a Pride celebration and showcase.

Who contributed to this benchmark?

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

How effective were the actions?

This benchmark aims to assess the university's acknowledgment of contributions and experiences, particularly focusing on historically and currently marginalised groups. It encompasses both institutional efforts and entity-specific interventions, including actions such as naming buildings, curating artworks, promoting indigenous languages, heritage preservation, memorialisation and ensuring universal access.

While these efforts are commendable and represent progress, they only address certain aspects of the larger problem, with deeper and more comprehensive work needed to achieve holistic change. Merely shifting policies or implementing codes of good practice does not address the underlying social, cultural and systemic norms that perpetuate power disparities. There is a need for simultaneous shifts at both policy and practical levels to effect real systemic change. Theoretical frameworks and policies must translate into practical action (praxis) to address historical and contemporary structures of power that contribute to marginalisation within and beyond the university. UCT must engage in more concerted efforts to confront and dismantle these structures to create a truly inclusive and equitable environment for all members of its community.

Recommendations

The focus for most departments is to create physical shifts in name, representation and culture. These infrastructural changes seek to cultivate a work environment that more accurately represents historical inequality or shifts the visual representation within a

space to celebrate African excellence. It is commendable that there has been a focus on communing with peers and colleagues. These informal settings lead to relationship-building that fosters trust and collegiality.

Examples of good practice

UCT News reported that on Sunday, 26 November 2023, the sacred remains of nine Khoi and San individuals, known as the Sutherland Nine, were finally laid to rest in Sutherland's historic cemetery. |gui, Cornelius Abraham, Jannetjie, Klaas Stuurman, Saartje, Totje, Voetje and two children named G!ae and Saa were laid to rest six years after their skeletal remains were discovered during a 2017 audit that revealed they had been unethically brought to the university in the 1920s by a medical student.

The university admitted to this wrongdoing, apologised for the injustice, and embarked on a process of restorative justice. This included, among other things, engagement with the Abrahams and Stuurman families who share surnames with some of the nine, and other relevant stakeholders.

Transformation special or institutional project: Combatting racism and making spaces accessible on campus

WOAC's highlights for 2023

Planning incorporates the development of the collection with transformation as a major agenda item. This guides acquisition, which seeks to access works by artists in designated groups. Click the following links for:

* Annual reports
* Full committee details (all quarterly WOAC meetings took place)

In 2023, WOAC focused on acquiring works considered important for filling a gap in the collection. Two acquisitions that considered the complications of masculinity and gender were created by emerging artist Oratile Papi Konope. WOAC also recurated Glenara, the official residence of UCT's VC, to reflect an image of the university in keeping with Vision 2023 and developed plans for other new installations in 2024.

Disability services in 2023

Inclusive Buildings: Implementing the Disability Access Audit

The implementation strategy for the outcomes of the audit contains both short- and long-term elements. The university is retrofitting its buildings over a three- to five-year period. The Barrier Free Access Study reviewed and revised architectural drawings for all buildings and development projects, to ensure that drawings were in accordance with the SANS 10400 – Part S and other relevant South African building regulations. It also ensured that all new and existing building developments are accessible for people with various types of disabilities.

Accessible Transport Service

Accessible transport services are one of the many reasonable accommodations the university provides to people with disabilities.

Environmental Sustainability Directorate (ESD)

"The university in 2023 continued to work actively towards becoming a more environmentally sustainable campus, as part of its Vision 2030, underpinned by the continued implementation of the Environmental Sustainability Strategy which ultimately aims to guide the university towards becoming a net zero carbon, water and waste-to-landfill campus by, or before, 2050. The university will need to invest substantially towards this in the coming years to achieve this objective."
— Manfred Braune, Director of Environmental Sustainability.

The Green Campus Initiative (GCI) continued to provide leadership to the student community at UCT, hosting various engaging events on campus.

UCT students won 1st prize with green research projects

In 2023, UCT students won both streams of the Greenovate competition (Engineering and Property & Construction Management), which is a wonderful demonstration of students leading with their honours research projects on the topic of sustainability. Read more here.

UCT's carbon footprint

UCT continued to lead South African universities in 2023 in measuring and reporting on greenhouse gas emissions, being one of only two universities in the country to measure and report publicly on its annual carbon footprint. For the latest Carbon Footprint reports refer to UCT's website. The draft report shows a positive reduction in greenhouse gas emissions under scope 2 (electricity consumption) compared to the 2012 baseline, with campus energy consumption after the COVID-19 lockdown not reverting to past levels of consumption, despite the campus being mostly back to business as usual in 2022.

Reducing building energy consumption is essential

Buildings are responsible for one third of global greenhouse gas emissions due to their high energy consumption, according to the World Green Building Council. About 70% of UCT's carbon footprint is due to building energy consumption, mostly coming from dirty coal power. As such, UCT continues to replace older inefficient lights and equipment with more energy-efficient alternatives when they reach their end of life. Students and staff are also encouraged to switch off on equipments or lights when not required.

Loadshedding and diesel generators

Like many other institutions and homes in South Africa in 2023, UCT had to deal with daily loadshedding (rolling national power blackouts). Its response was to add to its existing stock of diesel generators, batteries and inverters, depending on funding availability. From an environmental perspective, these new generators must be fitted with exhaust systems that meet European standards for low emissions and need to comply with soundproofing requirements to reduce the noise impact on people. Some solar PV systems have been installed and will continue to be installed as funding is made available, but this is not a viable loadshedding solution for UCT because of limited available rooftop space due to heritage restrictions.

Harnessing the power of the sun

In late 2022, UCT awarded a tender to a contractor to install solar PV to the roofs of four buildings: the Molecular Cell Biology building on upper campus, the Baxter Theatre, the GSB and the Meulenhof administration building, totalling close to 500kWpeak. The installation was targeted for the first half of 2024.

Green buildings on campus

UCT's d-school Afrika received its 6-Star Green Star Design certification from the Green Building Council South Africa (GBCSA) in 2023, a unique achievement on the African continent for UCT. More information about the various green building features can be found on

the d-school's website, or via a self-guided tour through the building with QR codes at various points for more information. In June 2023, the university Council approved the updated green building construction/renovation policy, which provides further clarity and a policy framework, building on the original minimum 4-Star Council decision made in 2012, with further ambitious targets added in support of UCT's Vision 2030 sustainability goals. The policy is available on UCT's website under Property & Construction. Various buildings are in the planning/design phase and would be subject to this updated green building policy.

Sustainable water management

From a water perspective, UCT saw progress in 2023 with the continued implementation of its DHET-funded Sustainable Water Management Strategy. A further four student residences have undergone water savings retrofits (now a total of 15), including the installation of low-flow flush toilet systems, low-flow showerheads and low-flow handwash basin taps/piping. These initiatives will see the university save thousands of litres of potable water every year. Internal UCT approvals were received in 2023 for the on-site central sewage water recycling treatment plant for the lower campus residences, next to the Kopano residence. This will be combined with a Future Water learning centre surrounded by a beautifully landscaped area for student amenities, cultural practices and places of respite. This will be a first for any university in the country, and a leading global example of combining sustainable water management with education and places for respite and amenities. This "green precinct" is earmarked for completion in early 2025.

The Khusela Ikamva Sustainable Campus project gains momentum

The Khusela Ikamva Sustainable Campus project continued to make positive progress in 2023, with research continuing and various campus sustainability tours being hosted to help grow the UCT sustainability community of practice. A new Living Lab site was identified in the Humanities Building on upper campus, opposite Jean's kitchen, providing a wonderful opportunity to combine various sustainability initiatives into

a common space for staff and students to further activate and pedestrianise upper campus in a sustainable manner.

> Rainwater harvesting from the roof at the d-school Afrika.
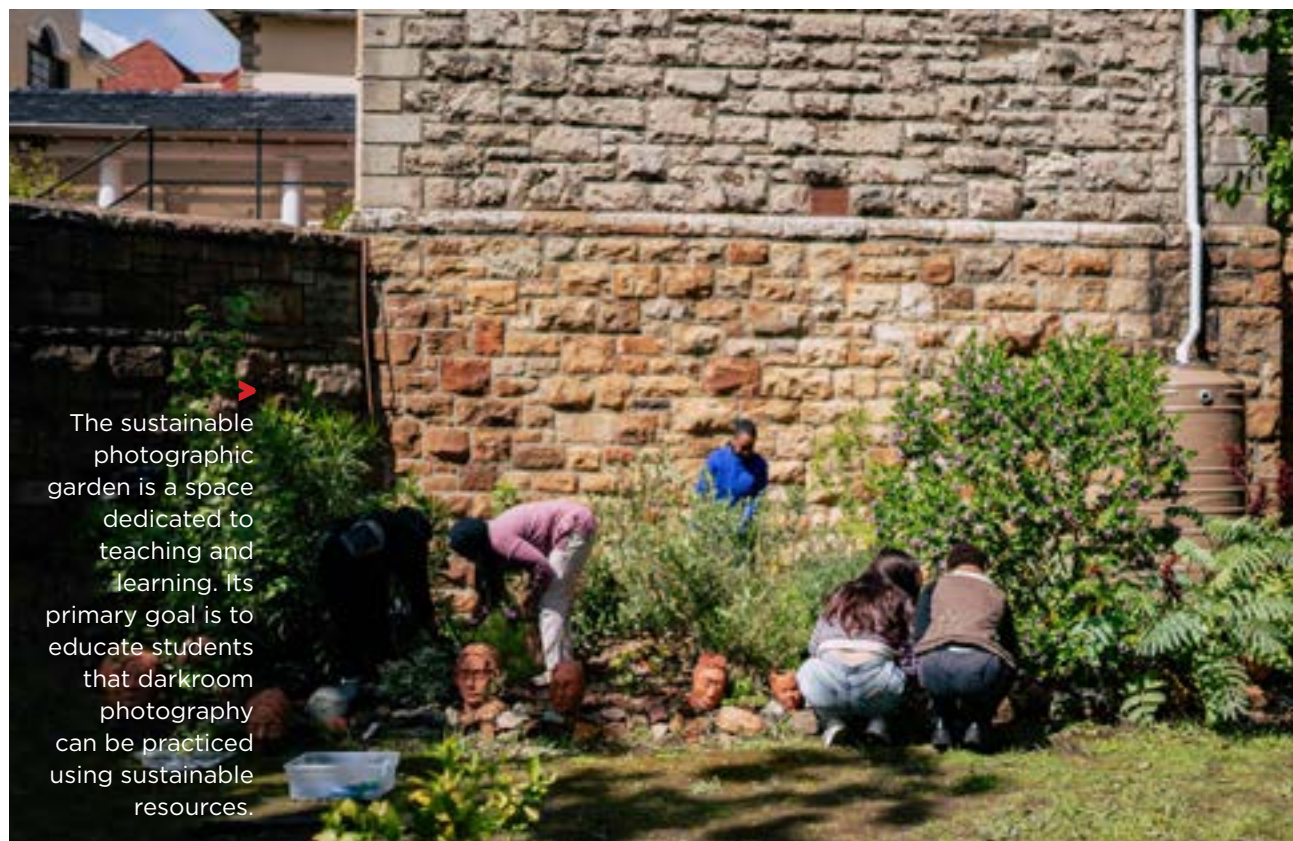
The sustainable photographic garden is a space dedicated to teaching and learning. Its primary goal is to educate students that darkroom photography can be practiced using sustainable resources.

Environmental sustainability research and work shared on UCT News

In 2023, UCT students and academics continued to publish leading research papers and covered work on themes related to environmental sustainability. Here are a few examples of related **UCT News articles:**

- Summary of the ESD Director's presentation at the IARU Cape Town event in March
- Information on the Climate Campaigners App launch
- Students winning prizes for using Climate Campaigners App being trialed on campus through a UCT research team
- UCT launches its University of the Future project, which has a strong environmental sustainability component and includes the ESD director on the steering committee

- UCT is ranked ninth in the world in water & sanitation impact rating
- Success for various UCT researchers on pan-African research
- Falling Walls is coming to Cape Town in September
- International innovation award for student grey water project
- UCT paper on decarbonising concrete
- Meet UCT's SDG postdoctoral fellows
- UCT sustainable chemist wins Rising Star Africa Prize
- UCT Professor contributes to the report on climate change after the Paris Agreement.
- Collaborating for enhanced management of climate change risk in cities
- d-school wins award for roof structure design
- d-school 6 Star rating and Awards from SAPOA

The uncharted

TCs have challenged themselves to do creative work around this benchmark. Many entities report exploring the histories of the university's campuses, including conducting educational walks during which histories, significance and related content were discussed.

New paths

Entities are becoming more critical and conscious of the histories of spaces and the broader issues and challenges related to colonialism and apartheid. This is evident in dialogues as well as in the type of work they are undertaking.

Resilience in action

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 UCT. The policy was launched in 2022 and the Anti-Racism Conversation Series continued in 2023.

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?
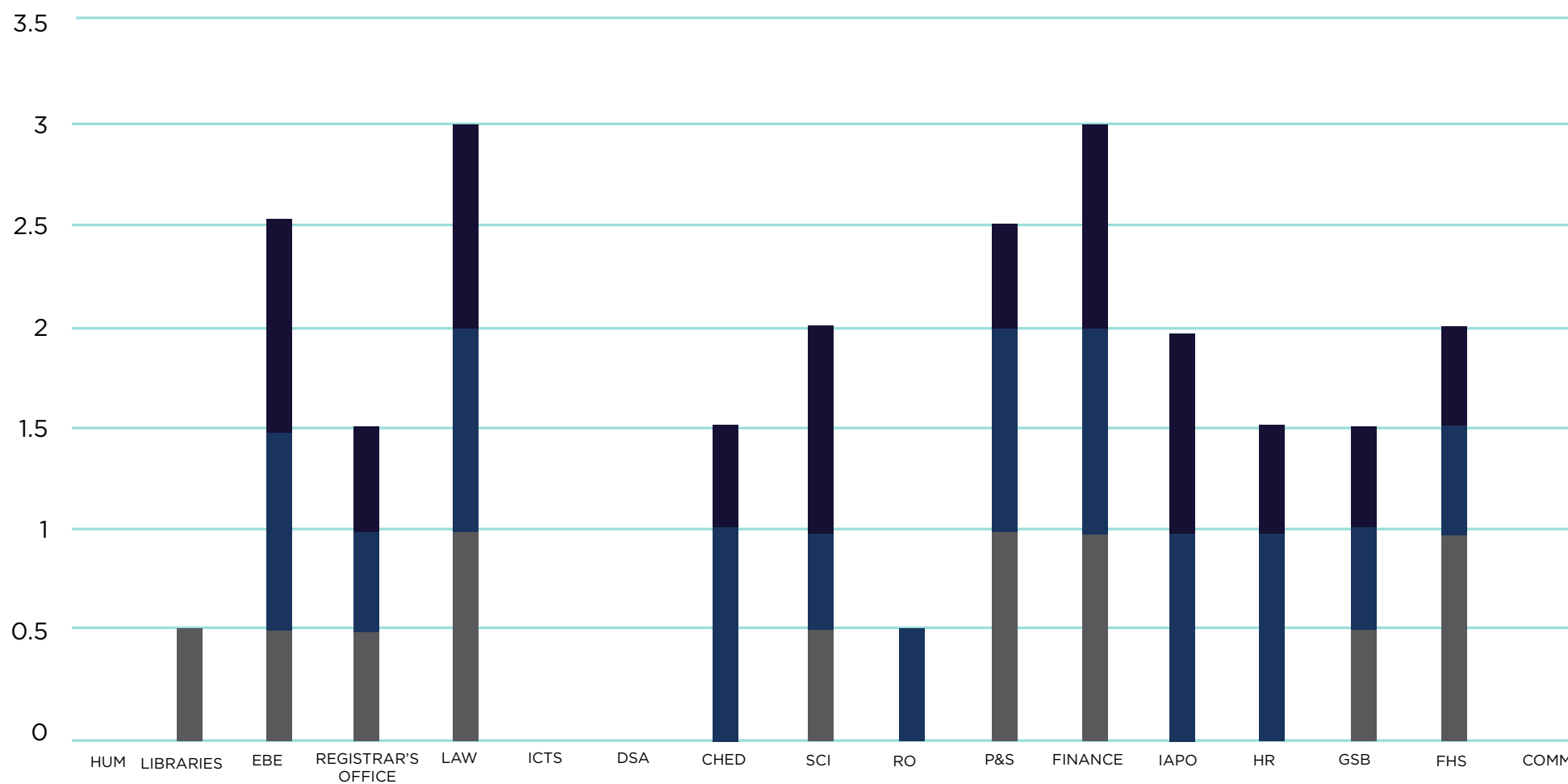
E: Discrimination and Harassment

Legend: E1, E2, E3

Figure 23: Benchmark E in 2023: Responses to Discrimination, Harassment and Violence

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.

How has UCT responded to this Benchmark in 2023?

Institution-wide support: Discrimination and harassment affecting staff and students

Vision 2030 sets a goal for an organisational ethos that inspires new ways of thinking, being and doing. The university strategy is actioned via the DVC Transformation, Student Affairs and Social Responsiveness's Goal 5 for holistic GBV prevention, response and impactful actions that protect the dignity of UCT staff, students and the broader community. The centralised offerings implemented collaboratively by the Specialised Tribunal, the University Student Disciplinary Tribunal, Residence Disciplinary Tribunal, Human Resources, Employer Relations and the OIC provide mechanisms for prevention, response and support to faculties and departments in order to protect the dignity of UCT's human community.

The university programmes aim to proactively prevent discrimination and harassment, by building competency through education and awareness. In addition, in the event of an incident of discrimination, harassment or GBV, university policies articulate the processes to be followed that provide recourse.

This section of the Transformation Report presents the GBV Survivor Support and Prevention programmes of 2023.

◄ In 2023, OIC hosted a first-responder workshop in collaboration with the non-governmental organisation (NGO) Rape Crisis, to train and equip those students, student advisors or staff who, due to their caring nature, have become trusted confidantes of survivors of GBV.

Prevention programmes that aim to reduce discrimination, harassment and GBV

The Men Let's Talk dialogues

Education that promotes self-reflection and knowledge change is the primary tool used in the university to prevent incidents of harm. In August–December 2023, Men Let's Talk, an innovative programme led by male students in collaboration with an external NGO partner, Paul Solomons from the Mankind Project, implemented dialogical engagement for male peers in their residences. The students were guided to discuss and engage on aspects of masculinity, African identity and culture. The intention of these discussions is for male students to understand and form their identity as men in a society that has high rates of GBV and femicide. The UCT Men Let's Talk series was conducted in the following residences by the following student leaders:

- Forest Hill and Fuller Hall: led by Linda Mthembu.
- Groote Schuur Mansions and My Domain Observatory Residence: led by Same Malatjie.
- Kopano and Avenue Road Residence: led by Bhekithemba Nongogo and Blessing Gumbu.
- Roscommon House: led by Onthatile Modise.

Approximately 110 male students participated in the sessions and provided insights on why they wanted to attend:

WHY ARE YOU ATTENDING TODAY?

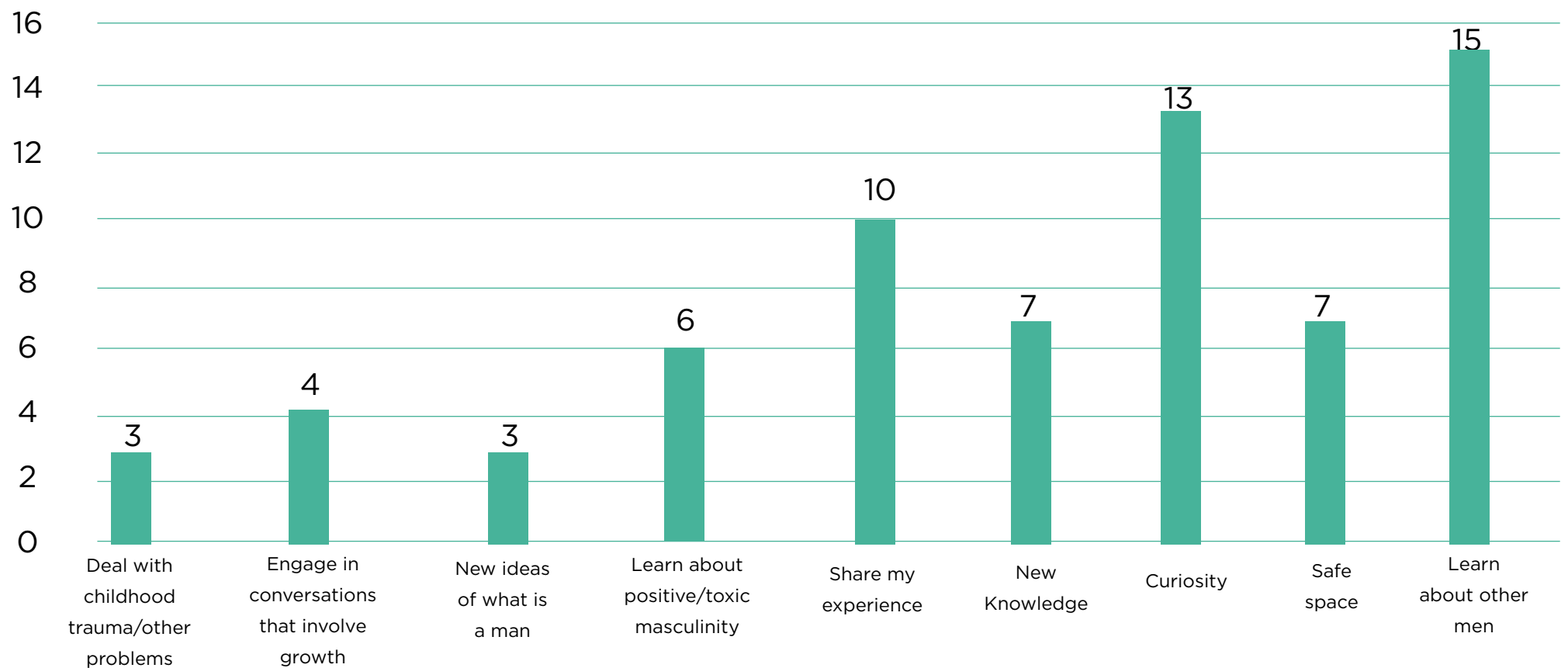Male Students' Rationale for Attending the Men Let's Talk Programme

Category	Value
Deal with childhood trauma/other problems	3
Engage in conversations that involve growth	4
New ideas of what is a man	3
Learn about positive/toxic masculinity	6
Share my experience	10
New Knowledge	7
Curiosity	13
Safe space	7
Learn about other men	15

Figure 24

As the programme evolves, areas for improvement and expansion are being considered to shift the programme into a second phase, with the goal of reaching all men in residences.

The Gender Marshall Programme

The Gender Marshal Programme is an Active Bystander Intervention Programme designed to help curb incidents of sexual violence at UCT. The intervention was implemented in 2021, in partnership with the OIC and Residence Life. The goal is to capacitate residence students with the knowledge and skills to disrupt incidents of sexual violence that may occur at residence events, such as house parties or movie nights, or elsewhere in the residence setting, by training them to intervene effectively in safe and creative ways, rather than being passive bystanders. In this one-day, face-to-face session, the students learn about SGBV, offering survivor support, consent, and bystander intervention skills. On completion, they are required to know how to safely intervene in situations that could lead to immediate violence, and how to interrupt a culture that permits sexual and gender violence. They acquire intervention tools (documented in a safety booklet) to use in situations at residence events that seem harmful, and for reference when sharing information to guide the survivor through the reporting process. They also receive an electronic badge that recognises them for their Active Bystander role in the residences.

Gender Marshal Electronic Badge

**RESIDENCE
GENDER MARSHAL**
Disrupting incidents of SGBV
of Residence Events

Figure 26

The training took place in March 2023, with a total of 118 participants trained. They completed an online pre-test as well as a post-test evaluation, which provide qualitative and quantitative data that is analysed using Microsoft Forms. The OIC partners with Res-Life to facilitate the required quarterly supervision and ongoing capacity-building of gender marshalls.

Agents of Change peer educators

Agents for Change (ACES) is UCT's peer education TDI programme. It forms part of the Student Capacity Building portfolio, located in the OIC. The goal of the programme is to build students' inclusivity competencies to enable them to become change agents. The year-long programme trains them to become competent in leading difficult and uncomfortable dialogues about TDI, by addressing intersectional areas of race, class, gender, sexuality, xenophobia. An advert is published via the universal learning platform and distributed across the campus to encourage interested students to apply. The

After the session, the students reported on what they found most useful

Male Students' Learnings from the Men Let's Talk Programme

Figure 25

selection criteria focus on prior experience in facilitating small groups, and knowledge of gender and transformation, social work, social justice or public health.

The ACES programme seeks to build skill sets over time. Besides acquiring knowledge in TDI, the ACES peer educators develop skills in teamwork, leadership, self-awareness, self-reflection, appreciation for diversity and collaboration. By the end of the programme, peer educators should be able to:

• Lead, organise and facilitate difficult conversations around TDI topics.
• Speak openly against oppression and challenge toxic culture.
• Advocate for the use of TDI resources.
• Actively engage in university-wide anti-oppression campaigns.
• Build inclusive spaces and foster transformation.

The workshop and training sessions include:

• The ACES Induction session, focusing on understanding the role of a peer educator.
• The Consent Education workshop, focusing on understanding UCT's policy on sexual consent.
• The Anti-Oppression workshop, focusing on challenging institutional racism, whiteness and colonisation.
• The Sexual Violence & Gender-Based Violence (SVGBV) Prevention & Bystander Intervention workshop, focused on education about SVGBV prevention and building active bystander skills.

The ACES meet monthly for supervision and undergo training in TDI thematic areas every semester. The peer educators work towards acquiring a UCT+ award that is printed on their transcript in recognition of their role in building inclusivity at UCT. After the first training session in January, they are given an electronic badge that recognises them for their role as change agents who support the OIC to build inclusivity at UCT.

On 12 August 2023, the ACES peer educators facilitated small group dialogues on bystander interventions, aimed at increasing participants' knowledge of:

Agent For Change (ACES) Electronic Badge

AGENTS FOR CHANGE EDUCATION
Leading Dialogues in Transformation, Diversity & Inclusivity

Figure 27

• factors that perpetuate rape culture
• how men use violence as a means of control over women
• the relationship between gender and power
• the role of an empowered bystander and their role in fighting rape culture.

Anti-Oppression residence workshops

In April, the ACES peer educators were trained to deliver anti-oppression workshops in residences. The aim was to equip them with the necessary skills to lead difficult conversations about anti-oppression. Students who attended these workshops were made aware of racism, oppression, privilege and marginalisation; and how these manifest at UCT and in society. The workshops provided them with tools to challenge these problems. They also received training on how to build inclusive residences and report forms of discrimination.

The ACES peer educators conducted 19 anti-oppression small group dialogues across residences and various UCT student

groups, reaching 498 participants, exceeding the target of 12 workshops.

Participants completed a pre-test evaluation to assess their level of understanding regarding oppression discourses before the workshops, with 115 responses received. Participants were also asked to complete an online post-evaluation and 75 responded. The evaluations produced quantitative and qualitative data. Overall, the post-test results showed that participants' level of understanding of anti-oppression and confidence to respond to incidents increased.

Before the workshops, many participants were unsure about how to respond to oppression. For example, 59 indicated that they were not sure how oppression manifests. After the workshop, 64 had a good understanding of how oppression manifests. In addition, 19 participants were unsure about posting anti-oppression messages prior to the training, while afterwards 55 indicated that they had the confidence to participate in an anti-oppression campaign that involves posting messages. In addition, 56 indicated that they were confident about having conversations about anti-oppression. In terms of gender, 93 attendees (77%) who responded indicated they were female, 20 (17%) responded as male, and two responded as non-binary. Male participation in future anti-oppression workshops needs to be encouraged to help men recognise that they have a role to play in curbing violence. Nineteen workshops were conducted by peer educators, surpassing the target of 12, indicating success in this area.

Many departments have reported on initiatives that give students better access to support services. This may be an indication of environments creating internal structures or having a better understanding of institutional structures and serving as referral mechanisms.

Environments have low scores related to actions taken to develop, amend, implement or disseminate policies related to discrimination, harassment and sexual offences. A consideration would be to understand their apprehension about engaging with this benchmark and the associated actions.

How has UCT responded to this benchmark in 2023?

The Sexual Misconduct and Racism policies came under review in 2020, with a new Sexual Misconduct Policy released in 2020. The work on the Anti-Racism policy continued in 2021, and the policy was released in 2022. These policies align with national law and good practice and offer a strong infrastructure for dealing with racial and gender discrimination, harassment and violence.

Beyond these institutional efforts related to policy, a range of interventions were initiated by entities within UCT. These include:

- At **IAPO,** the OIC poster is shared/displayed on the staff noticeboard. The posters inform staff of the process to report bullying and harassment or abuse. They also outline the process and how to access available support.
- In the **Law faculty,** the TC has formulated an induction document for new staff that provides information about UCT's policies on sexual offences, sexual harassment, discrimination and bullying.
- The departments at **Science** use website links to the university's facilities, such as the OIC, for services on discrimination, harassment or abuse. This information is provided to students in multiple ways, including on Vula or Amathuba sites, course handouts, and departmental websites.
- In the **Research Office,** staff regularly send out staff communications about the services provided by ICAS and any other staff wellness and support initiatives offered by the university or the OIC.
- At **FHS,** as part of the F-TEC #Power2Protect anti-GBV campaign, an editorial on the new Domestic Violence Amendment Act was authored by members of the Division of Forensic Medicine's Gender Health and Justice Research Unit and shared across the faculty.
- UCT CARES involves the work of **CHED** staff and includes putting students in touch with psychosocial and food services and, where needs are expressed, with OIC services. Through the NAPP, new UCT academics are introduced to the services that the Disability Unit provides for students and staff.
- Efforts at the **GSB** have concentrated on building womanhood and fostering positive support systems. For example, in August the Brown Bag Wednesday was declared part of Women's Month and activities were directed to building the necessary pre-conditions for psychological safety for victims of offences to use the channels available to them.

Who contributed to this benchmark?

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

How effective were the actions?

Given that this benchmark has low scores, it is important to understand the contextual challenges associated with responses to discrimination and harassment. While focusing on creating an environment that is psychologically safe for staff/students to report matters, it should

Dean of EBE,
Professor Alison Lewis

also be noted that matters of discrimination and harassment are deeply personal. It would be important to review what is being asked of stakeholders, as staff and students may not feel comfortable speaking to internal stakeholders to register challenges. Reasons for this may include fear of victimisation, complicating work relations/environments, or fear of confidentiality being breached.

Recommendations

It is crucial that awareness around policies and support is increased so that staff and students have agency to respond to their experiences of discrimination, harassment and or violence. It might be prudent for staff external to an environment to assist in dealing with complaints raised, ie, that the university creates a role for equality champions who serve outside of their immediate environments.

An example of good practice

At EBE, through the office of the dean and the Marketing and Communications Manager, communication to help students and staff report matters of discrimination and harassment is always sent out via the Dean's Desk. Help or assistance is also made available via the faculty psychologist.

The uncharted

The scores for contributing to the development, amendment, implementation and dissemination of policy or processes were low, which may be an indication that stakeholders need to be engaged around their expectations of the institution in this regard, as well as what would assist them to do this work in their environments.

New paths

The SWS has appointed psychologists from the designated groups, to assist in serving the student population in a contextually-relevant manner.

Resilience in action

The highest score for this benchmark was better access to support, and entities report having sent communications regarding institutional services, as well as serving as referral mechanisms. This is important work and may need to be standardised across faculties and departments as part of just-in-time communications to ensure that students see it. They are often overloaded with information from various parts of the university.

OFFERINGS FROM INSTITUTIONAL STRUCTURES

Transformation special and institutional projects: Survivor Support, the Ad Hoc Tribunal for Sexual Misconduct, and Employer Relations

Work related to this benchmark has been concentrated at the institutional level, which explains, in part, the low scores it has received from faculties and departments. Environments seem to rely heavily on institutional structures to respond to matters of discrimination, with a few outliers that have taken on the role of responding to matters internally. Most entities refer matters, stating that they lack the skills to hold space for them. While it is evident that excellent work is being done by the OIC and other institutional stakeholders such as the Special Tribunal, capacity at this level is simply not adequate.

Much work would have to be done to upskill and educate 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 to mitigate violence through practices, interventions or social behaviour change communications that challenge heteropatriarchy, xenophobia and Islamophobia, among other forms of violence.

This may be an opportune time to reflect on whether the requirement for entities to respond internally is valuable, or whether a different system needs to be established in collaboration with institutional structures and experts in this area.

In this subsection, we present a historical overview of institution-level activities in the period until 2023.

UCT GENDER-BASED VIOLENCE REPORT

## Overview of all complaints lodged with the OIC over the five-year period — 2019-2023
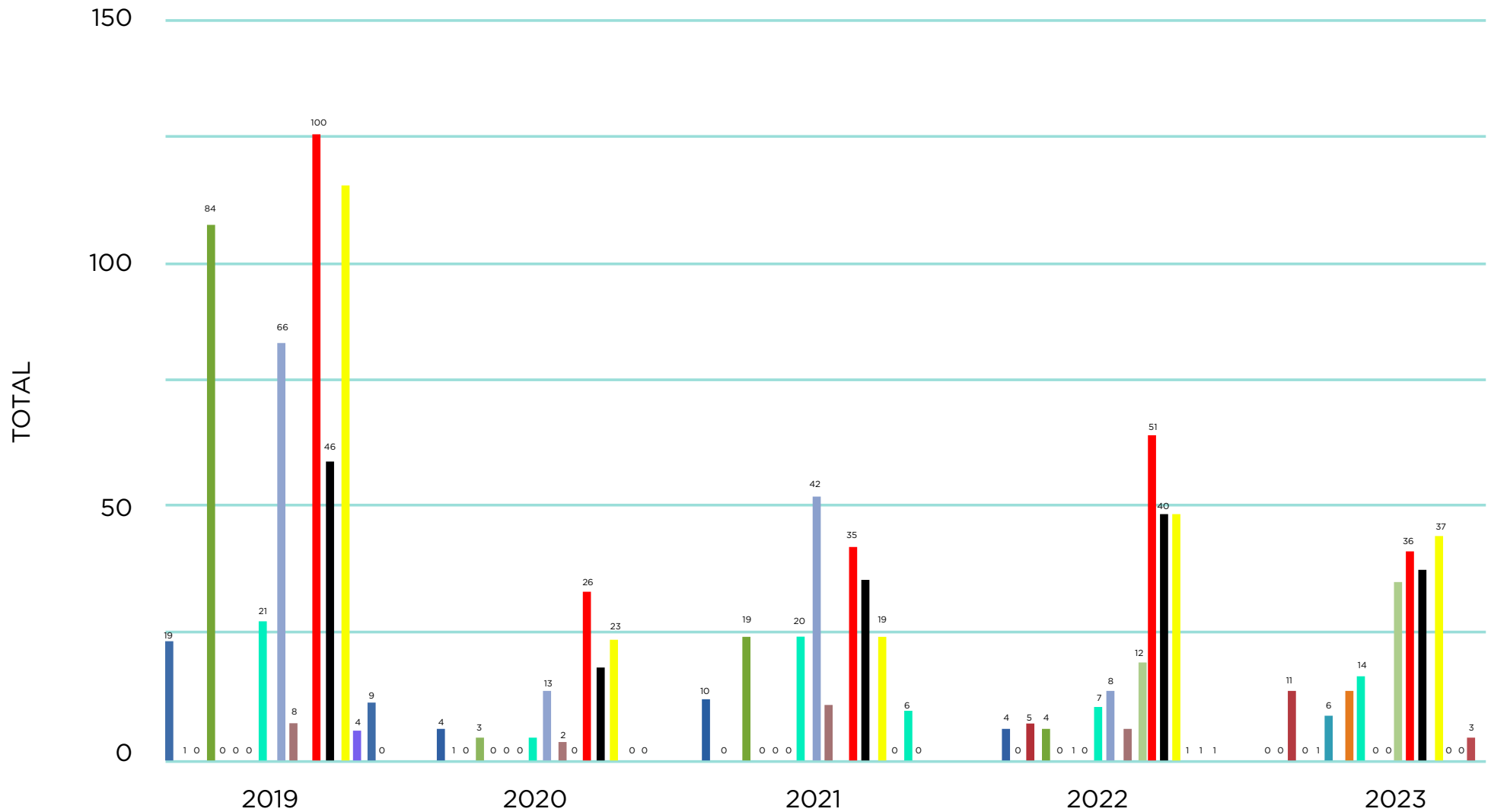
Over the five-year period (2019-2023), a total of, 1 086 complaints of sexual and SGBV and other forms of discrimination, harassment, bullying and grievances were reported to the OIC. The highest number of incidents was reported in 2019 (450), followed by 2021 (189), 2023 (178), 2022 (176) and 2020 (93). Sexual violence and non-sexual domestic violence constitute 63% of the incidents reported to the OIC, which is 26% more than the other types, ie, broader GBV, discrimination, harassment, bullying and grievances. For all five years, at least one of the following incident types was in the three highest reported incidents: rape, sexual assault or sexual harassment.

Figure 28

Legend:
- Assault
- Attempted Sexual Assault
- Bullying (involving students)
- Dicrimination
- Discrimination (disability)
- Discrimination (gender & sexuality)
- Discrimination (Race)
- Domestic Violence
- Harassment
- Intimidation
- Other Discrimination/Harassment Inquiry
- Rape
- Sexual Assault
- Sexual Harassment
- Threat of Sexual Assault
- Victimisation
- Workplace Grievance

SVGBV complaints overview (2016–2023)

Total number of incidents over the eight-year period — 2016-2023
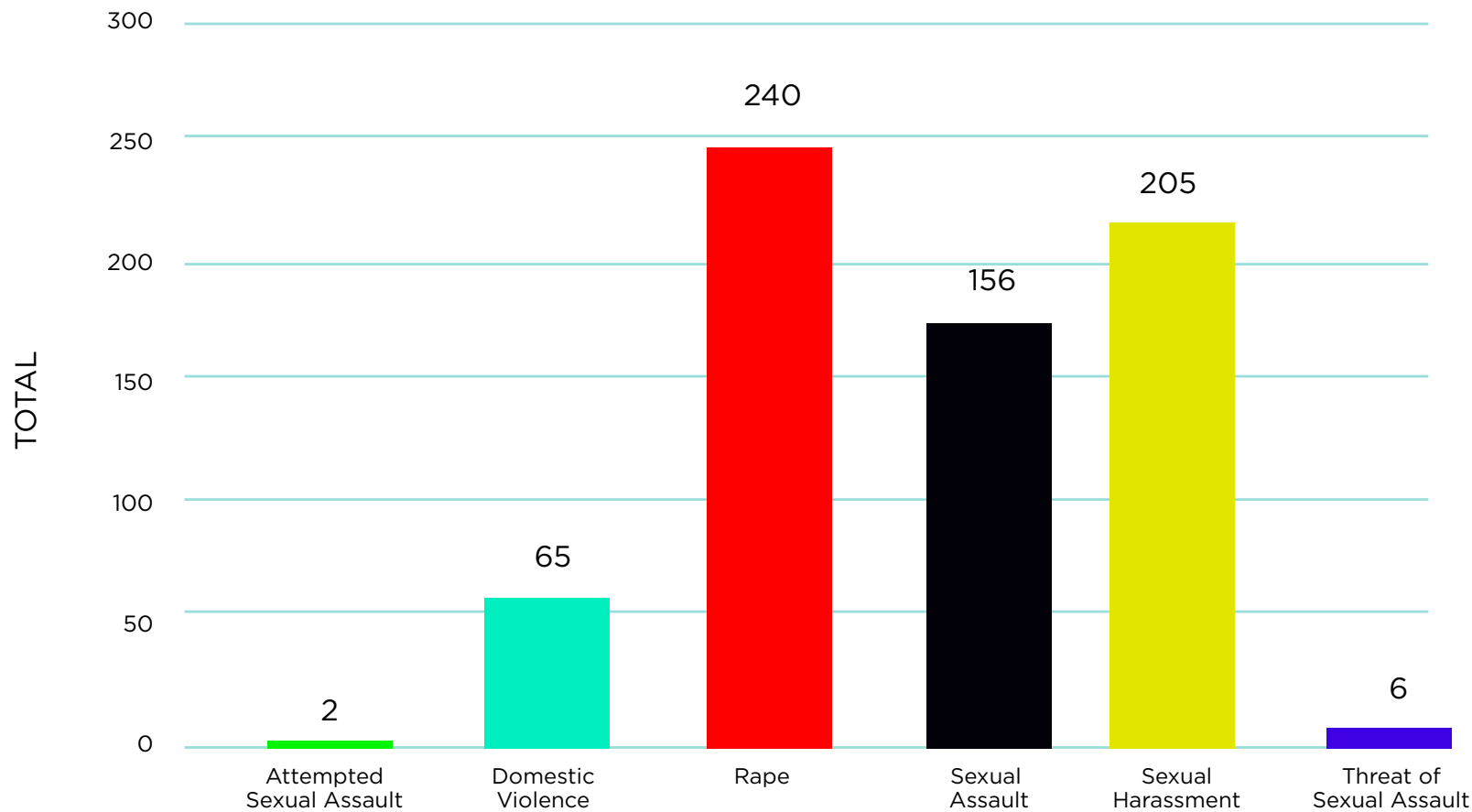
The OIC received 674 reports of incidents of sexual violence and non-sexual domestic violence over the eight-year period 2016–2023. The highest reported incident type was rape (240), followed by sexual harassment (205), sexual assault (156), non-sexual domestic violence (65), threat of sexual assault (6), and attempted sexual assault (2).

Figure 29

Location of SVGBV incidents over the eight-year period — **2016-2023**

01 January 2016-31 December 2023

During this period, the most frequent location was on-campus (282 incidents). A total of 272 incidents occurred off-campus, 90 occurred in locations unknown to the survivor or the OIC, and 29 occurred on social media. Over the eight years, sexual harassment occured more frequently on-campus (121) compared to off-campus (28), social media (26) and unknown locations (30). Incidents of rape, sexual assault, non-sexual domestic violence and threat of sexual assault occurred more frequently off-campus than on-campus, in social media and unknown locations.

Bar chart data:

Off Campus (unrelated to UCT): Attempted Sexual Assault: 0; Domestic Violence: 39; Rape: 132; Sexual Assault: 70; Sexual Harassment: 28; Threat of Sexual Assault: 3

On Campus (UCT residences; All UCT campuses; UCT related fieldwork/research/course work): Attempted Sexual Assault: 2; Domestic Violence: 17; Rape: 73; Sexual Assault: 69; Sexual Harassment: 121; Threat of Sexual Assault: 1

Social Media: Attempted Sexual Assault: 0; Domestic Violence: 2; Rape: 0; Sexual Assault: 0; Sexual Harassment: 26; Threat of Sexual Assault: 1

Unknown: Attempted Sexual Assault: 0; Domestic Violence: 7; Rape: 35; Sexual Assault: 17; Sexual Harassment: 30; Threat of Sexual Assault: 1

Legend: Attempted Sexual Assault (green); Domestic Violence (teal); Rape (red); Sexual Assault (black); Sexual Harassment (yellow); Threat of Sexual Assault (purple)

Figure 30

Total number of SVGBV incidents reported
01 January 2023-31 December 2023

	Domestic Violence	Rape	Sexual Assault	Sexual Harassment
Value shown	65	36	30	37

TOTAL (y-axis: 0, 10, 20, 30, 40)

Legend:
- Domestic Violence
- Rape
- Sexual Assault
- Sexual Harassment
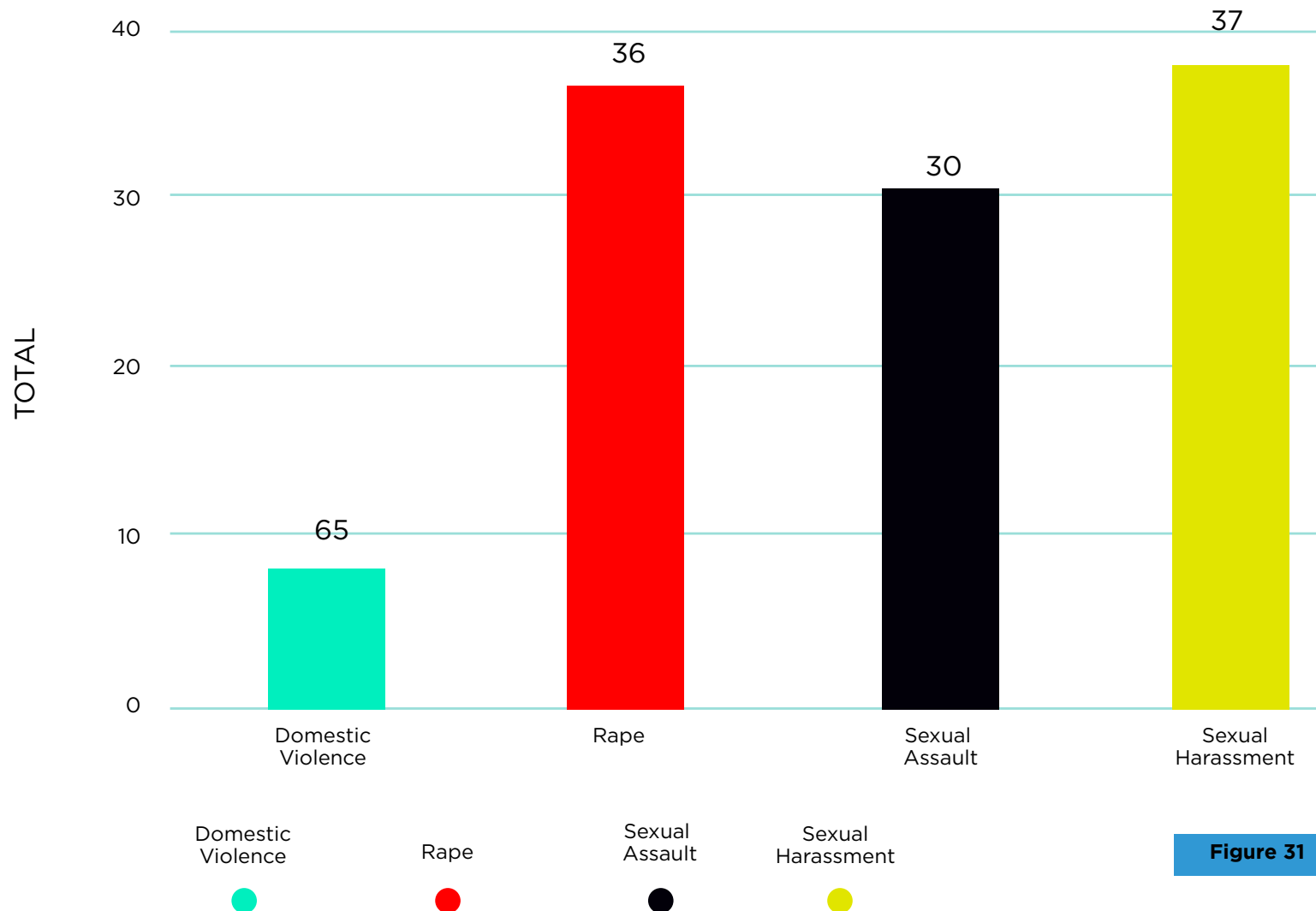
Figure 31

In 2023, the OIC received a total of 117 incident reports. The highest incident type was rape (36), followed by sexual harassment (37), sexual assault (30) and non-sexual domestic violence (14). Of the 117 incidents reported in 2023, 101 occurred within 2023, ie, 13.7% of these cases occurred before 2023.

Locality of SVGBV incidents reported in 2023 by incident type

01 January 2016-31 December 2023
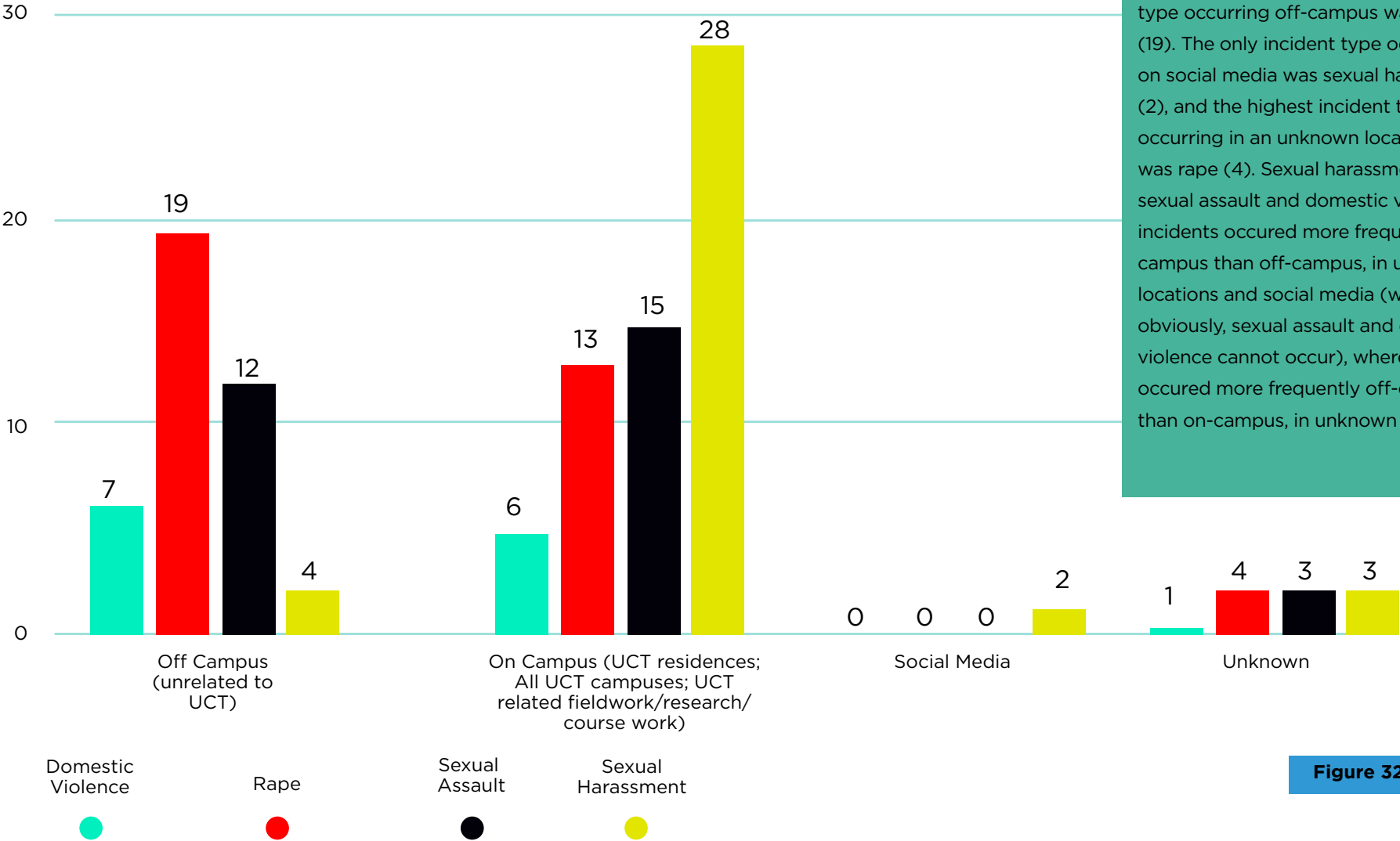
Of the 117 cases reported in 2023, the highest incident location was on-campus (62), followed by off-campus locations (42), locations unknown to the survivor or OIC (11), and social media (2). The highest incident type occurring on-campus was sexual harassment and the highest incident type occurring off-campus was rape (19). The only incident type occurring on social media was sexual harassment (2), and the highest incident type occurring in an unknown location was rape (4). Sexual harassment, sexual assault and domestic violence incidents occured more frequently on-campus than off-campus, in unknown locations and social media (where, obviously, sexual assault and domestic violence cannot occur), whereas rape occured more frequently off-campus than on-campus, in unknown locations.

Legend:
- Domestic Violence ● (teal)
- Rape ● (red)
- Sexual Assault ● (black)
- Sexual Harassment ● (yellow)

Figure 32

**Total number of SVGBV incidents with an on-campus,
UCT residence or staff housing location by incident type reported in 2023**
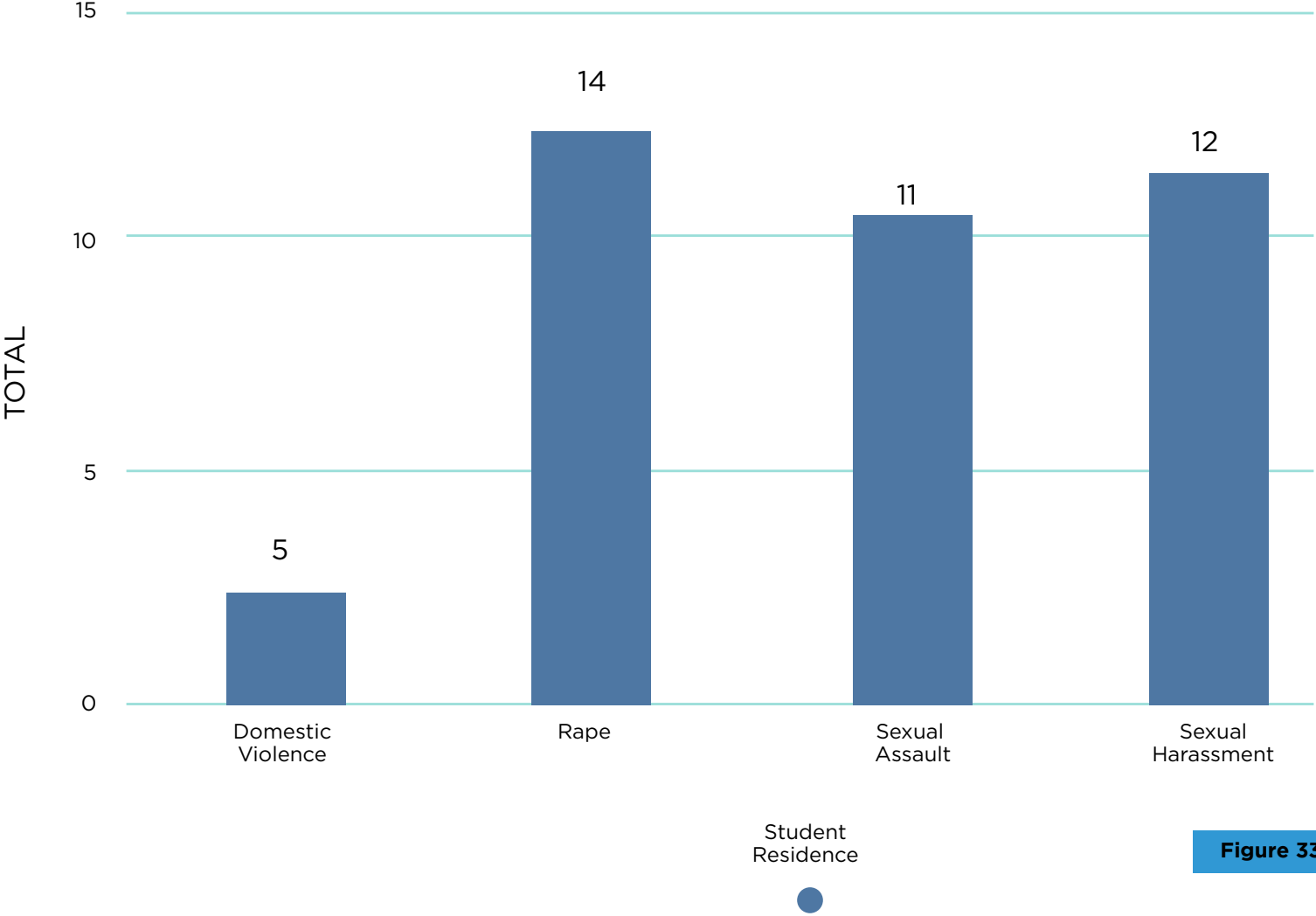
01 January 2023-31 December 2023

In 2023, 42 incidents were reported with a location in UCT on-campus student residence housing. There were no reports of incidents in UCT on-campus staff residence housing. The most reported incident type was rape (14), followed by sexual harassment (12), sexual assault (11) and non-sexual domestic violence (5). Of the 42 incidents, 39 occurred in 2023. The most common types in 2023 were rape (12) and sexual harassment (12), followed by sexual assault (10) and non-sexual domestic violence (5). It must be noted that not all residence incidents are reported to the OIC, so under-reporting could be a concern.

Figure 33

UCT GENDER-BASED VIOLENCE REPORT

Overview of all complaints lodged with the OIC over the five-year period — 2019–2023
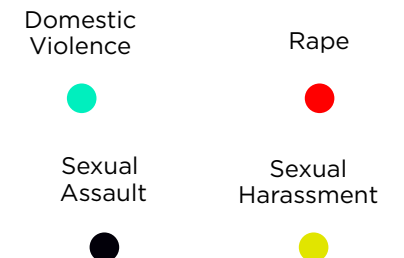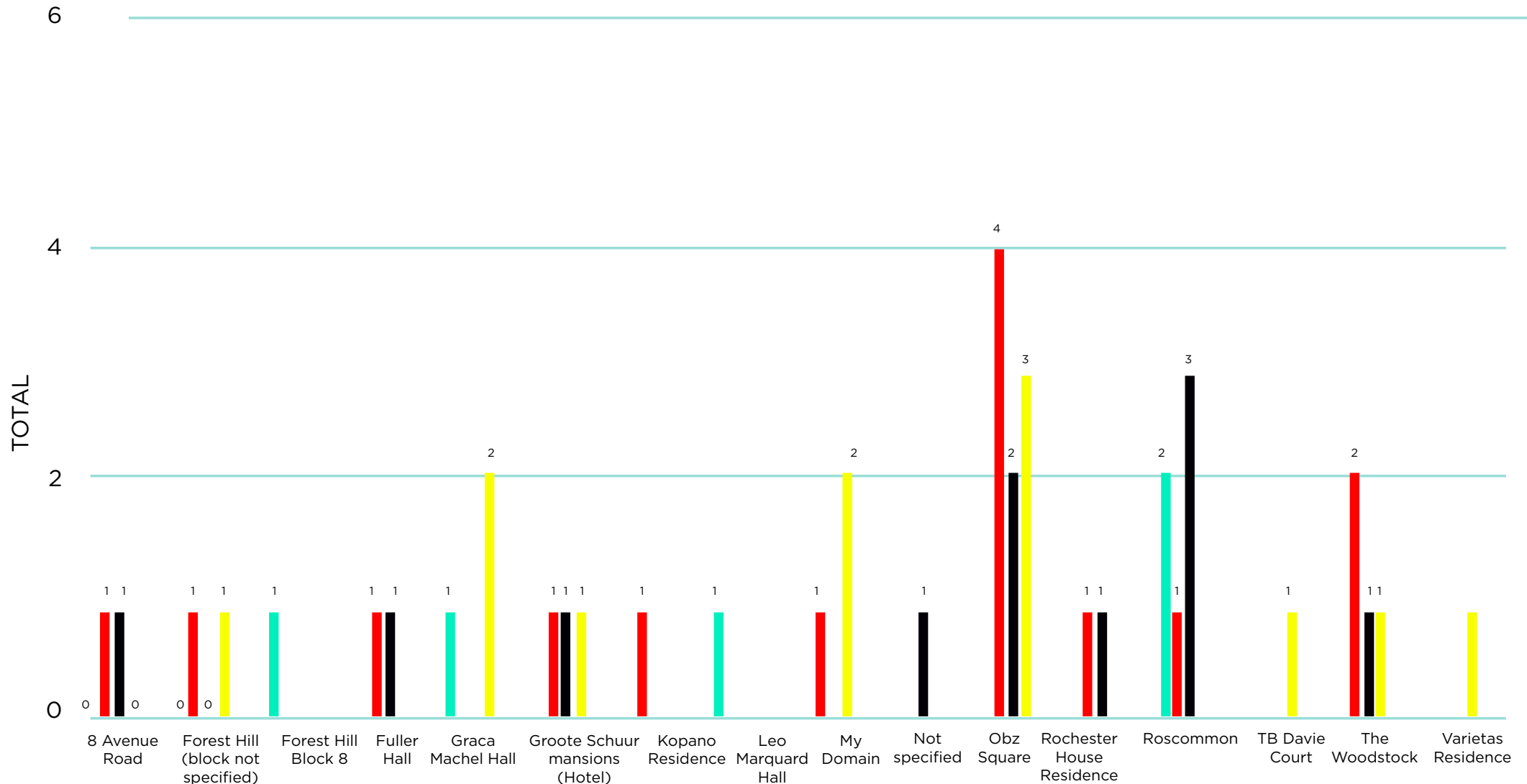
In 2023, the UCT student residence housing with the highest number of reported incidents was Obz Square (9), followed by Roscommon Residence (6), Woolsack Residence (4), Graça Machel Hall (3), Groote Schuur Mansions (3), My Domain (3), Forest Hill (3), 8 Avenue Road (2), Fuller Hall (2), Rochester House (2), Kopano (1), Leo Marquand Hall (1), TB Davie Court (1), Varietas (1) and Residence Not Specified to OIC (1). In residences where incidents of rape were reported, the two incident types commonly found to also occur were sexual assault and/or sexual harassment. Residences with reported incidents of rape had more sexual assault reports (7) compared to residences with reports of rape and sexual harassment (5).

Figure 34

Legend:
- Domestic Violence (teal)
- Rape (red)
- Sexual Assault (black)
- Sexual Harassment (yellow)

Survivor Status and Gender 2023

01 January 2023-31 December 2023

Note: In some cases, more than one survivor is listed in an incident report. This may be a bystander, witness or someone directly violated by the respondent. If the additional survivor was violated by the respondent, they are asked to log their own OIC incident report, as each survivor is treated separately. However, because survivors may still list each other on their incident reports, the overall number of survivors listed below may be higher than the actual number.

Of the 117 incidents reported in 2023, an additional 68 survivors were co-listed, raising the number of individuals affected directly or indirectly to 185. The highest survivor status is UCT student survivors (129), followed by 29 external survivors, 22 UCT staff survivors and five whose survivor status was unknown to the OIC or support ally. The highest identifying gender type for survivors was "woman" (143), followed by "man" (29), "neutral" (6) and "unknown to the OIC or support ally" (7). Across all survivor statuses, woman-identifying survivors were the highest category, accounting for 77% of all gender identifications.
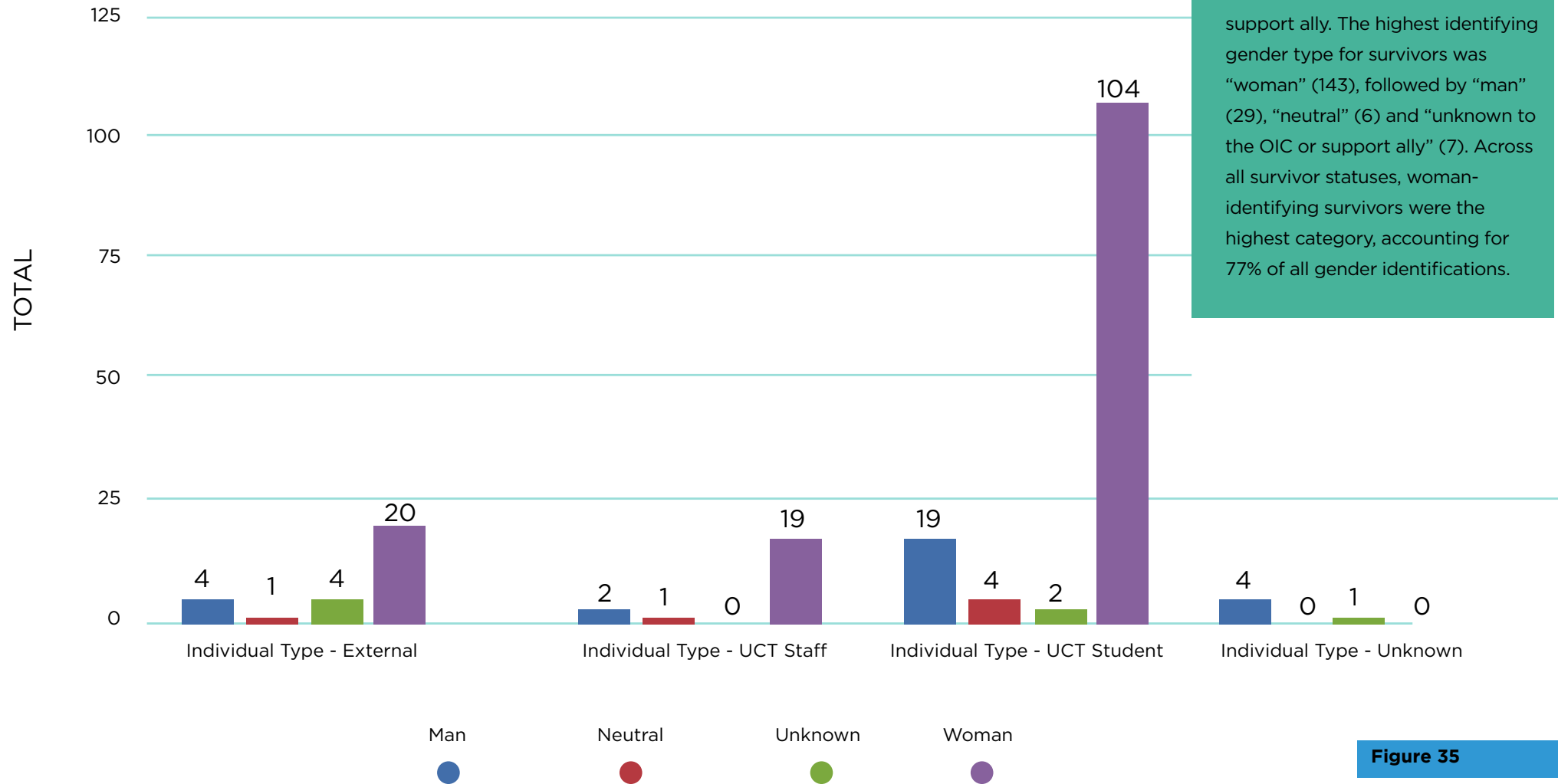
Figure 35

Incident type and status of UCT student survivors

01 January 2023-31 December 2023
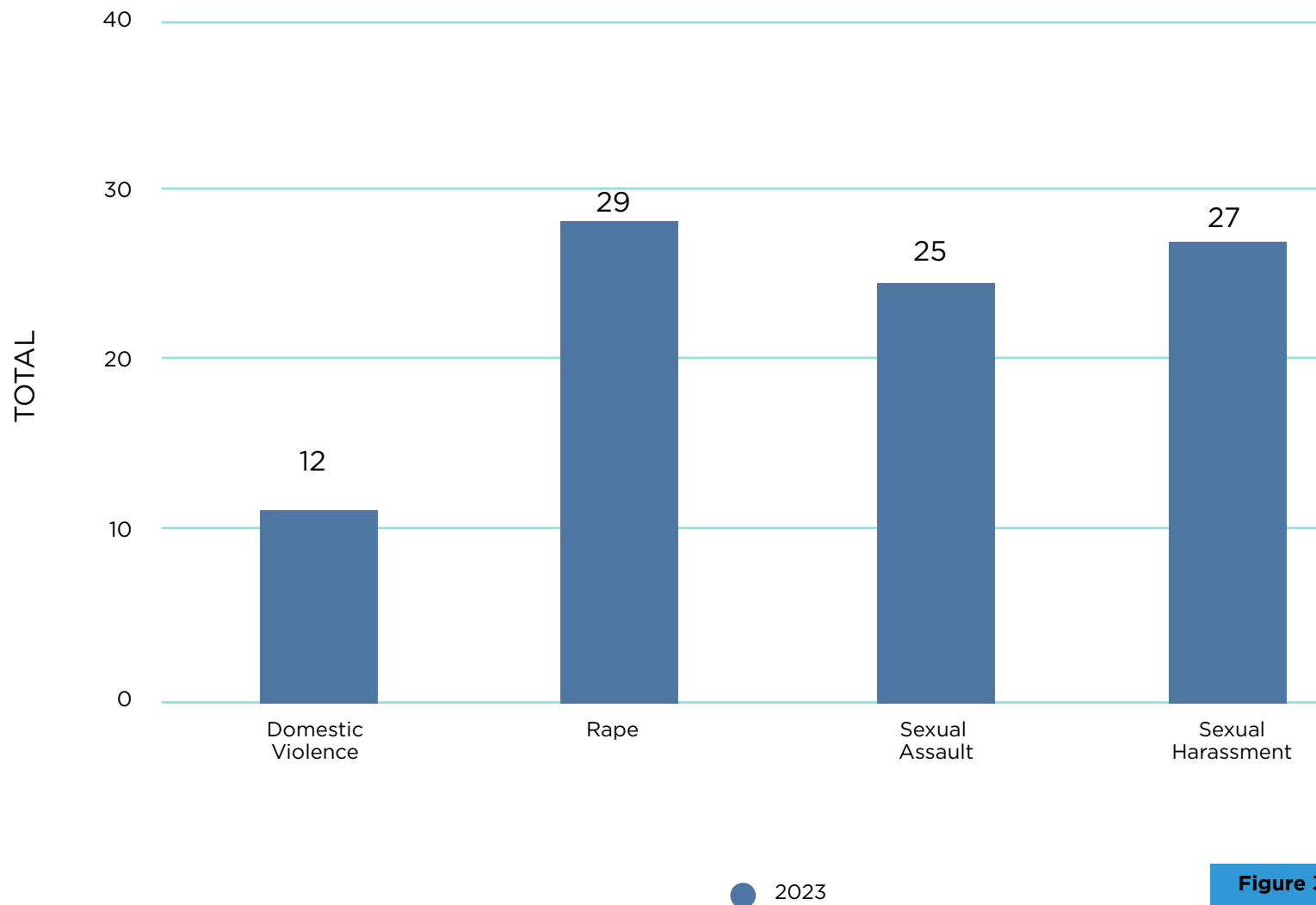
Of the incidents reported to the OIC in 2023, there were 93 UCT student survivors. The highest incident type experienced by UCT student survivors was rape (29), followed by sexual harassment (27), sexual assault (25) and non-sexual domestic violence (12).

Figure 36

Incident Type and Status of UCT Staff Survivors — 2023

01 January 2023-31 December 2023
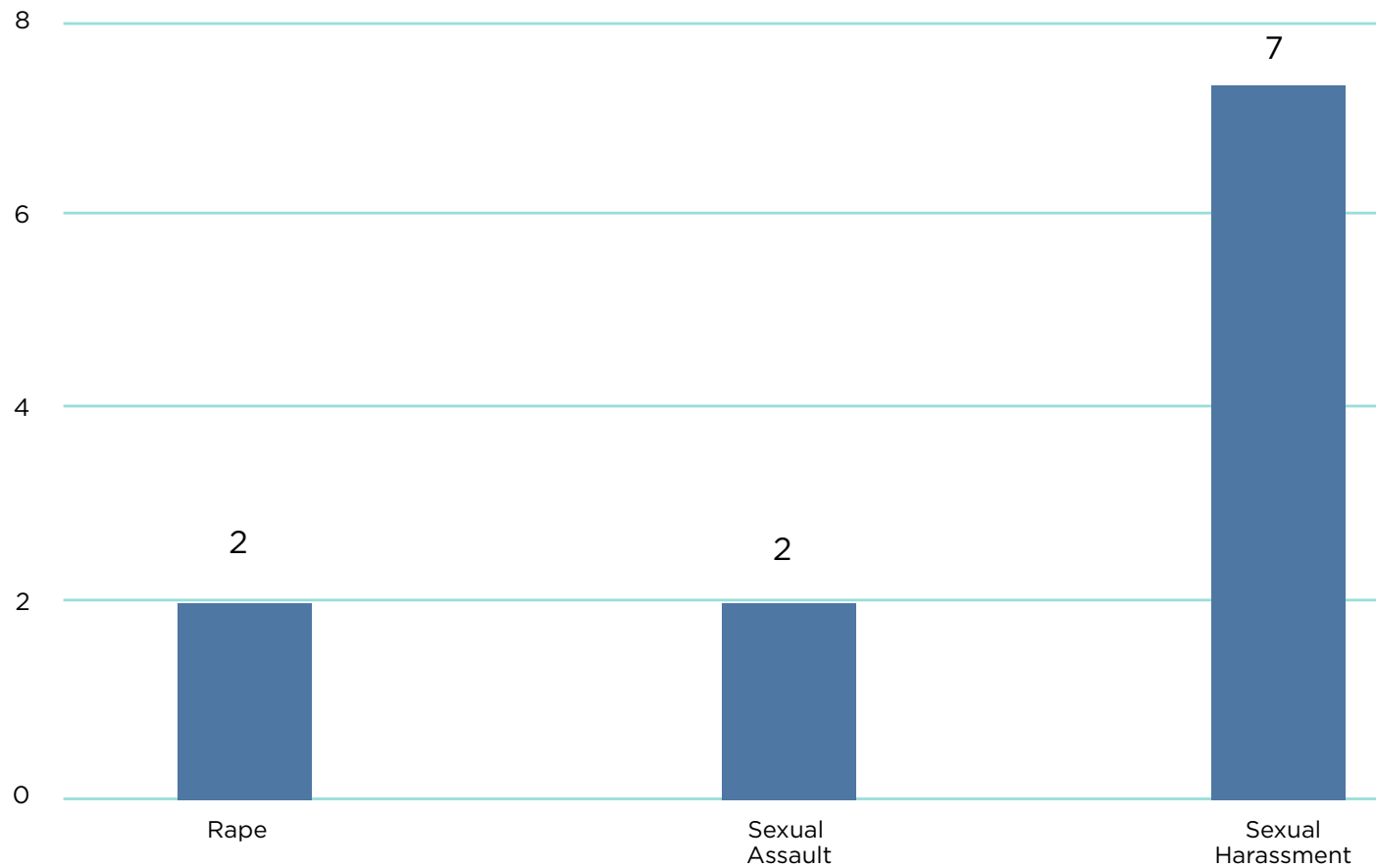
From the incidents reported to the OIC in 2023, there were 11 UCT staff survivors. The highest incident type experienced by UCT staff survivors was sexual harassment (7), with two incidents each of rape and sexual assault.

● 2023

Figure 37

Incident Type and Status of External Survivors

01 January 2023-31 December 2023
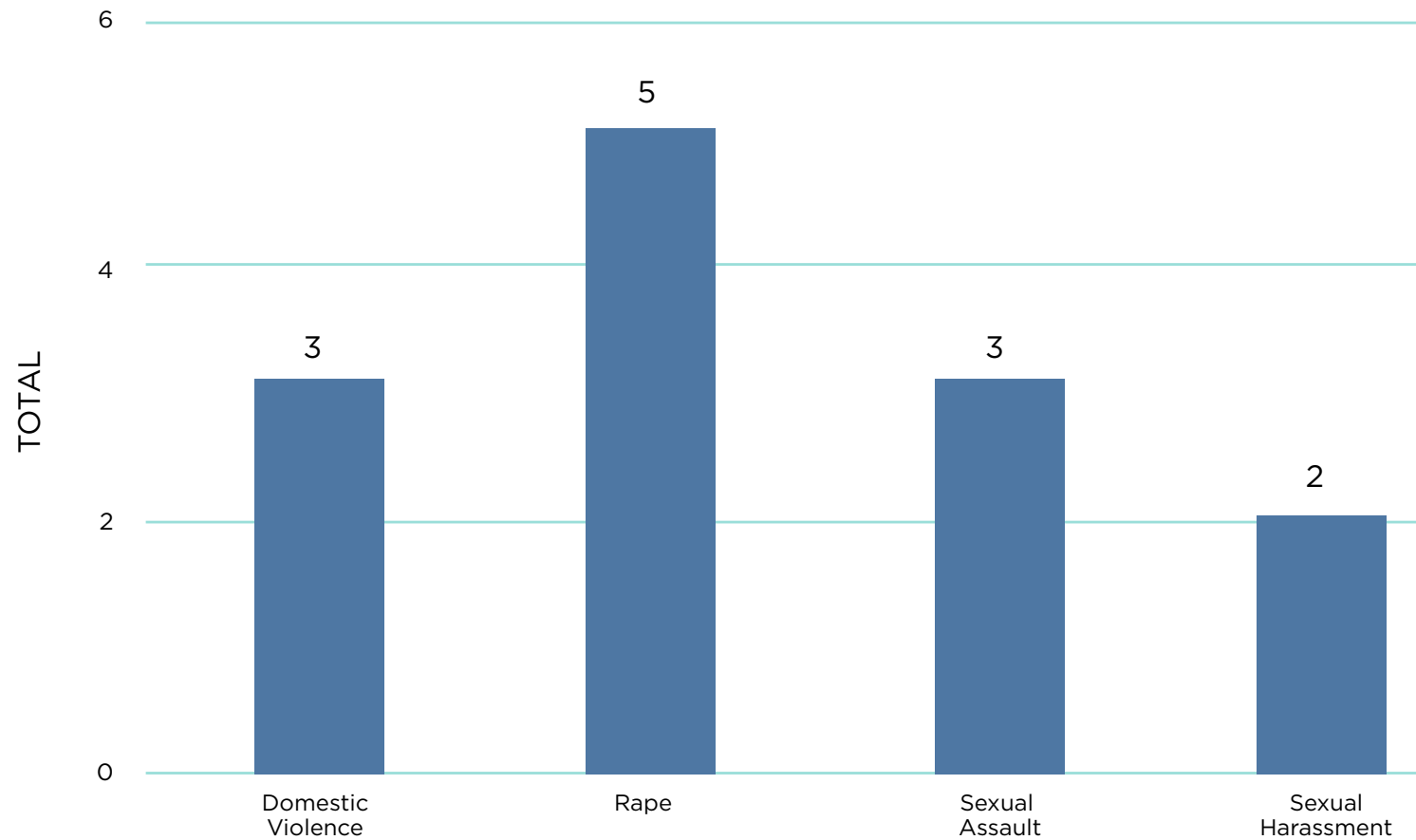
Of the incidents reported to the OIC in 2023, there were 13 external survivors. The highest incident type experienced by external survivors was rape (5), followed by sexual assault (3), non-sexual domestic violence (3) and sexual harassment (2).

According to the data for 2023, rape was the highest incident type for UCT student survivors and external survivors, whereas the highest incident type for UCT staff survivors was sexual harassment. The lowest incident type for UCT student survivors was non-sexual domestic violence, with no incidents reported by UCT staff. The lowest incident type for external survivors was sexual harassment.

Figure 38

Incident Type of Student Survivors Living in On-Campus Residences

01 January 2016-31 December 2023

Feedback per Simple Category (Reporting Page Category)

- Domestic Violence (teal)
- Rape (red)
- Sexual Assault (black)
- Sexual Harassment (yellow)
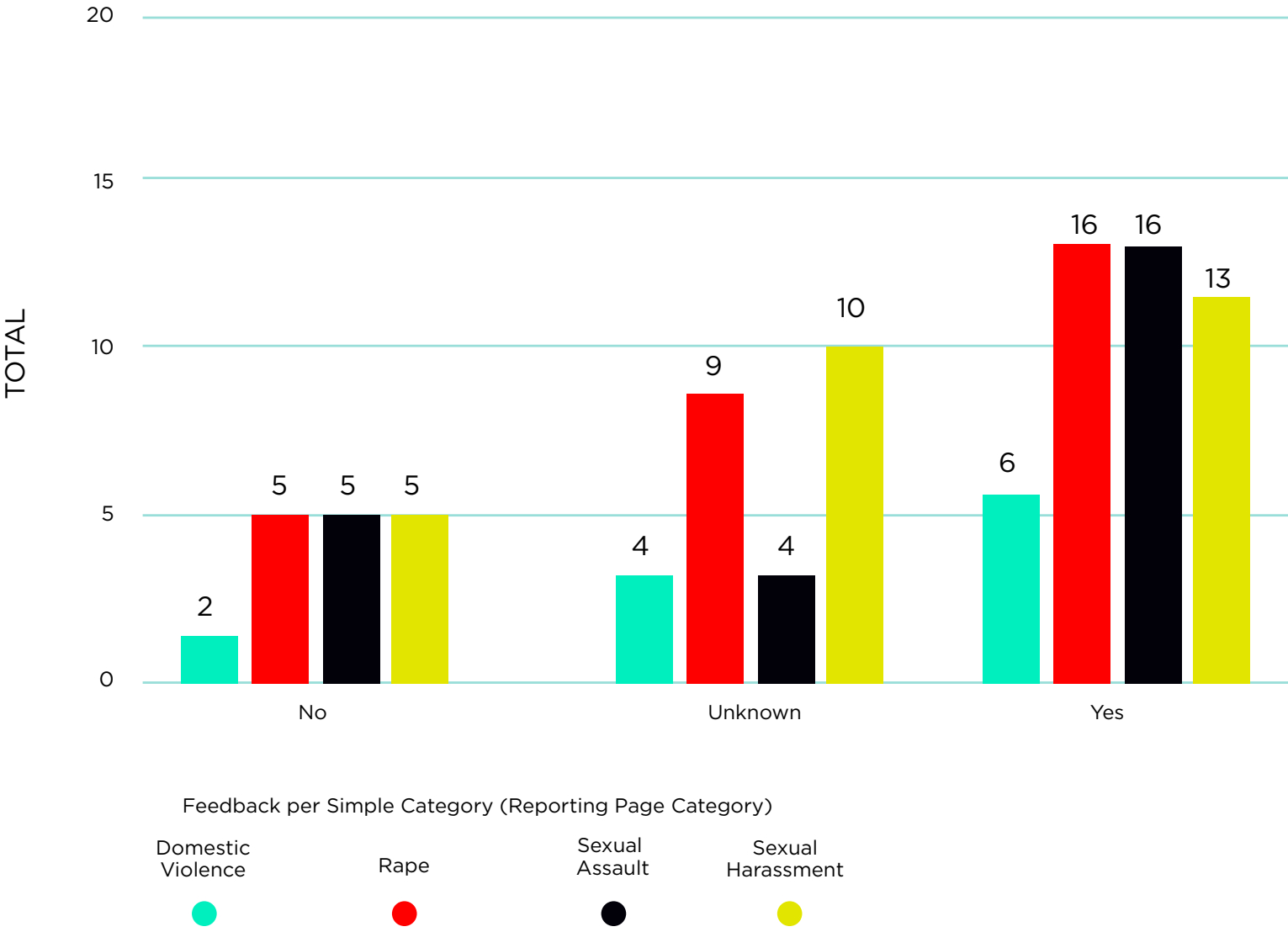
Of the incidents reported to the OIC in 2023, 95 were UCT student survivors, 51 (54%) of whom indicated that they were living in UCT student residence housing. Seventeen (18%) were not living in UCT student residence housing and 27 (28%) did not confirm their place of accommodation. The fact that more than half of the student survivors were living in UCT residences indicates a need to sensitise the residence spaces to survivor support approaches and basic survivor support ally skills to ensure that a safe space for survivors to heal and recover in is maintained, especially if the place of accommodation is also the incident location. This graph does not account for students listed in case reports as additional affected persons who were not violated during the incident.

Figure 39

Student Survivors by Residence and Incident Type

01 January-31 December 2023
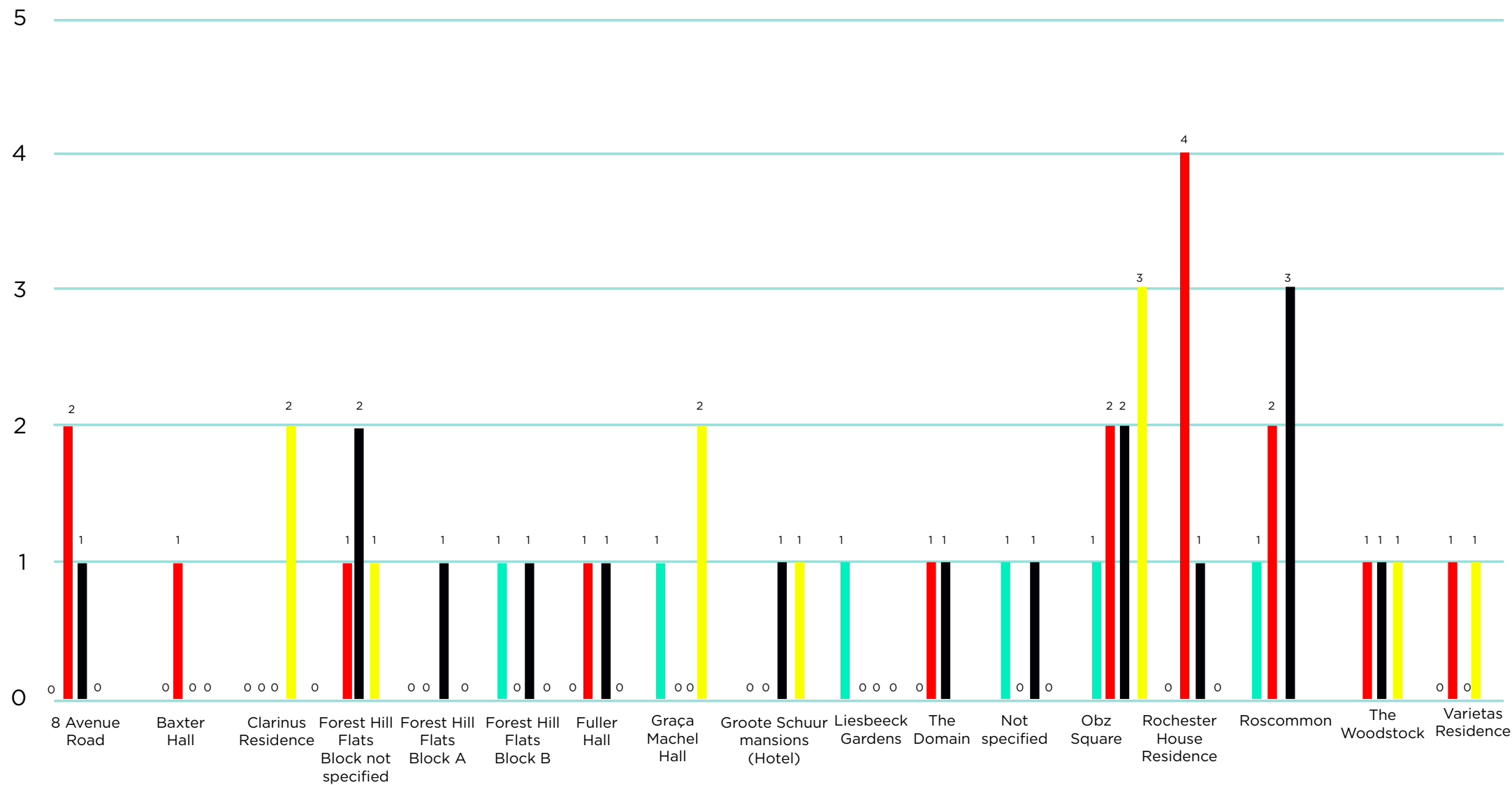
The graph above indicates that survivors were living in 11 of the 14 residences that were sites of incidents in 2023: Obz Square, Roscommon Residence, Woolsack Residence, Graça Machel Hall, Groote Schuur Mansions, My Domain, Forest Hill, 8 Avenue Road, Fuller Hall Residence, Rochester House and Varietas.

Domestic Violence   Rape   Sexual Assault   Sexual Harassment
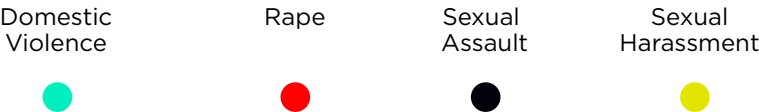
Figure 40

SVGBV incidents – post-exposure medical treatment for incident type (rape)

01 January 2023-31 December 2023

Medical treatment following incidents of rape is administered by the Victoria Hospital forensic unit. It includes post-exposure prophylaxis (PEP), emergency birth control (morning after pill), appropriate medication for prevention or treatment of sexually-transmitted infections (STIs), appropriate medical treatment for injury-related care, rape-kit examination for forensic evidence, pregnancy testing and/or human immunodeficiency virus (HIV) testing. Survivors may choose a combination of these medical support offerings, taking account of the 72-hour period for specific preventative treatments.
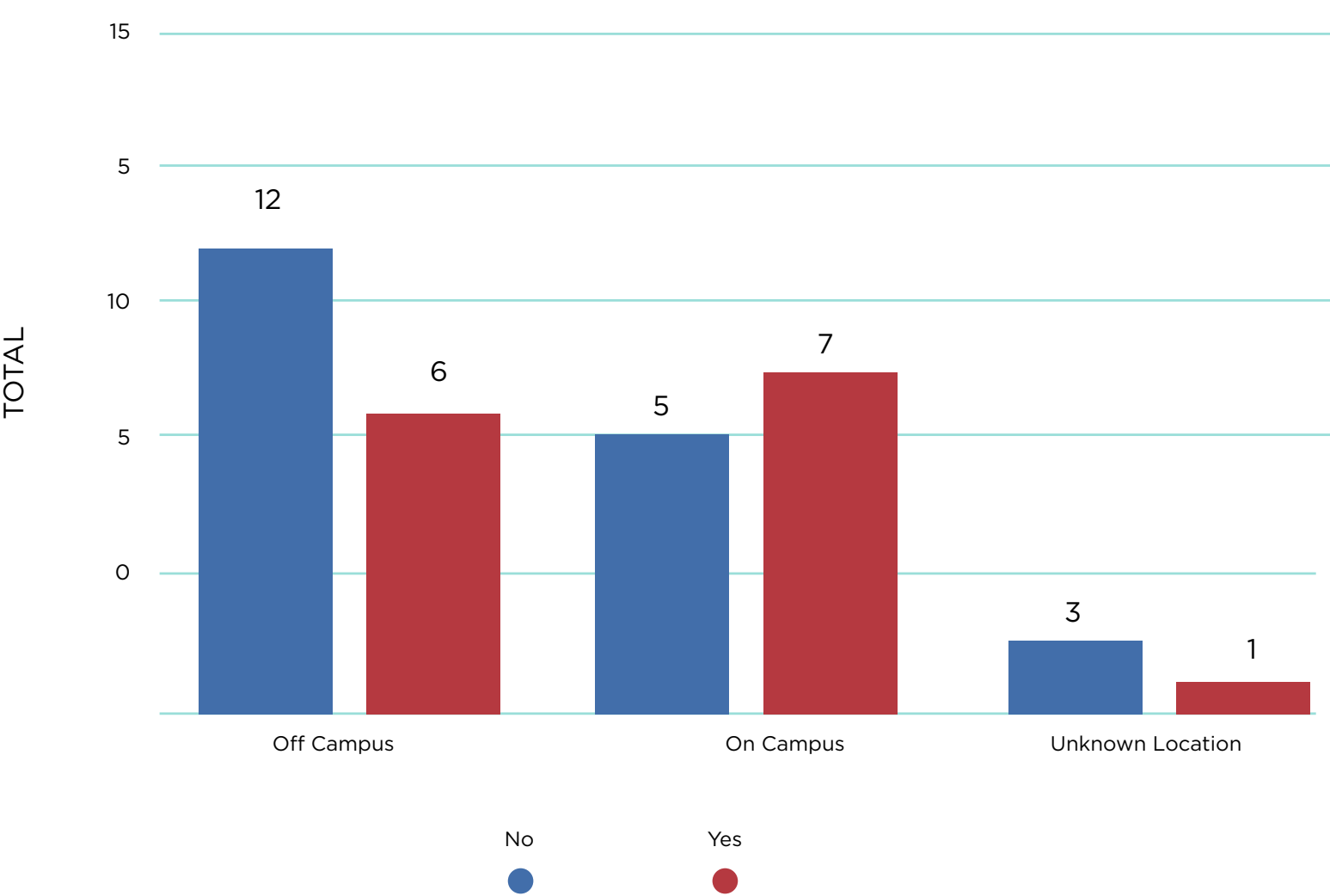
Of the 34 reported incidents of rape, 41% of survivors (14) sought post-exposure medical treatment and 59% (20) did not. The data indicate a higher rate of survivors not seeking medical treatment in cases of rape that occurred off-campus and in unknown locations, compared to on-campus rape incidents, which was the only location where more survivors chose post-exposure medical treatment as opposed to the other locations.

Figure 41

SVGBV incidents – transportation for medical treatment by incident type

01 January 2023-31 December 2023
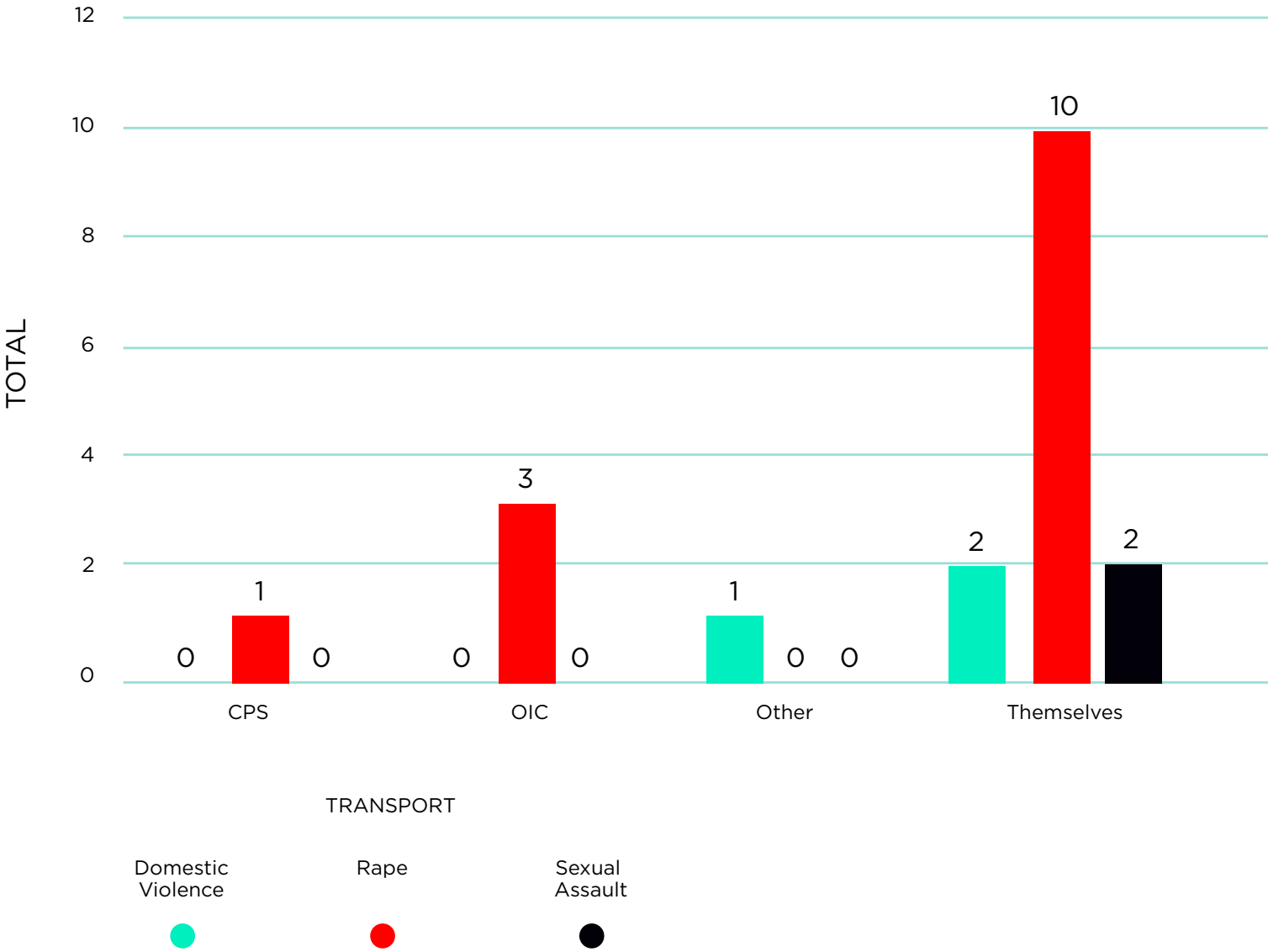
Of the 14 survivors who sought post-exposure medical treatment after an incident of rape, 10 travelled to the hospital by themselves, three travelled with the OIC survivor support stream, and one with Campus Protection Services (CPS). Survivors who travelled by themselves also made use of the OIC's survivor support services in the form of guidance on post-exposure medical treatment and OIC engagement with Victoria Hospital on their behalf. In other instances, the survivors sought post-exposure medical treatment prior to engaging with the OIC. The incident type (non-sexual domestic violence) has three survivors who sought medical treatment, two of whom travelled to Victoria Hospital by themselves, while one used an alternate mode of transport. The incident type sexual assault has two survivors who sought medical treatment and travelled by themselves.

Figure 42

Legend:
- Domestic Violence (green)
- Rape (red)
- Sexual Assault (black)

Number of Survivors with Psycho-social Diagnosis / Challenges
01 January 2023-31 December 2023

Of the 117 reported incidents, 77 survivors presented with psychosocial challenges and/or mental health diagnoses. More than half of the survivors (66%) accessed psychosocial support through various services at UCT, such as the OIC, Student Wellness and faculty psychologists, or externally. The type of mental health care and treatments varied and was client-specific, but survivors commonly displayed the same baseline symptoms of post-traumatic stress and anxiety, which impacts their overall wellbeing, functioning and quality of life. Rape survivors constituted the highest number of survivors of all types of incidents experiencing psychosocial challenges after an incident (36%), followed by survivors of sexual assault at 30%, sexual harassment at 23% and domestic violence at 11%. The number of survivors who experienced psychosocial challenges is significantly higher in incidents of rape (28, or 56%) and sexual assault (23, or 54%), when compared with survivors who did not experience or present with significant psychosocial challenges when engaging with the OIC for rape (8) and sexual assault (7).
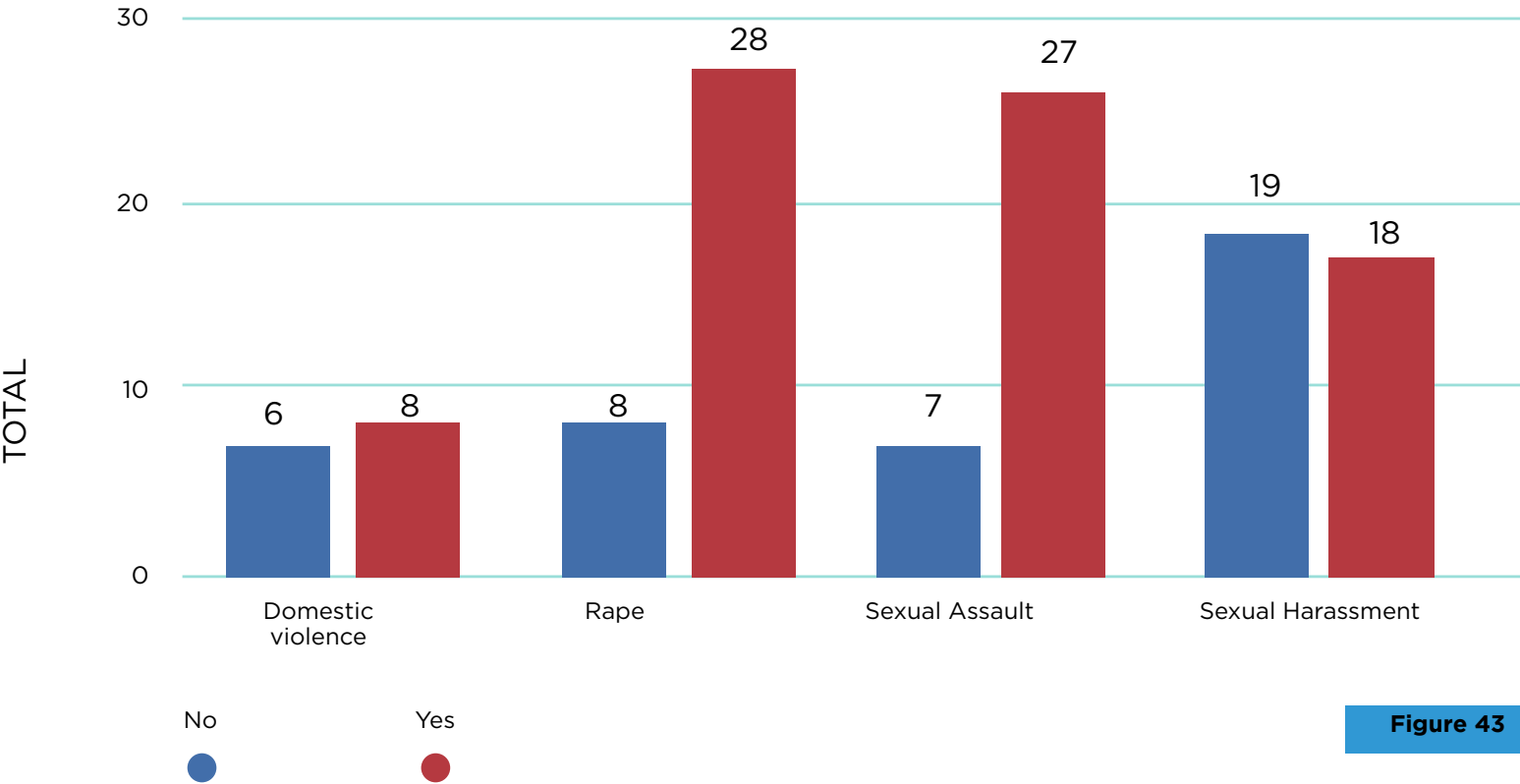
Figure 43

The sum of survivors who experienced psychosocial challenges after an incident of sexual harassment (18) was 2% less than the sum of survivors who did not experience or present with significant psychosocial challenges when engaging with the OIC for sexual harassment (19). The sexual harassment survivors who did not experience or present with psychological challenges was higher than those who did present with psychosocial challenges. This can be understood in the context of the subjective experiences, stress thresholds and previous exposure. Some survivors may have been able to cope better with their personal trauma reactions and responses to an incident of sexual harassment based on the degree of the offence, and their own personal nervous systems and self-regulation as they processed the trauma.
The sum of survivors who experienced psychosocial challenges is higher in incidents of non-sexual domestic violence (8, or 14%) compared to the six survivors who did not experience or present with significant psychosocial challenges when engaging with the OIC for non-sexual domestic violence.

Counselling Provided by OIC Survivor Support Specialist
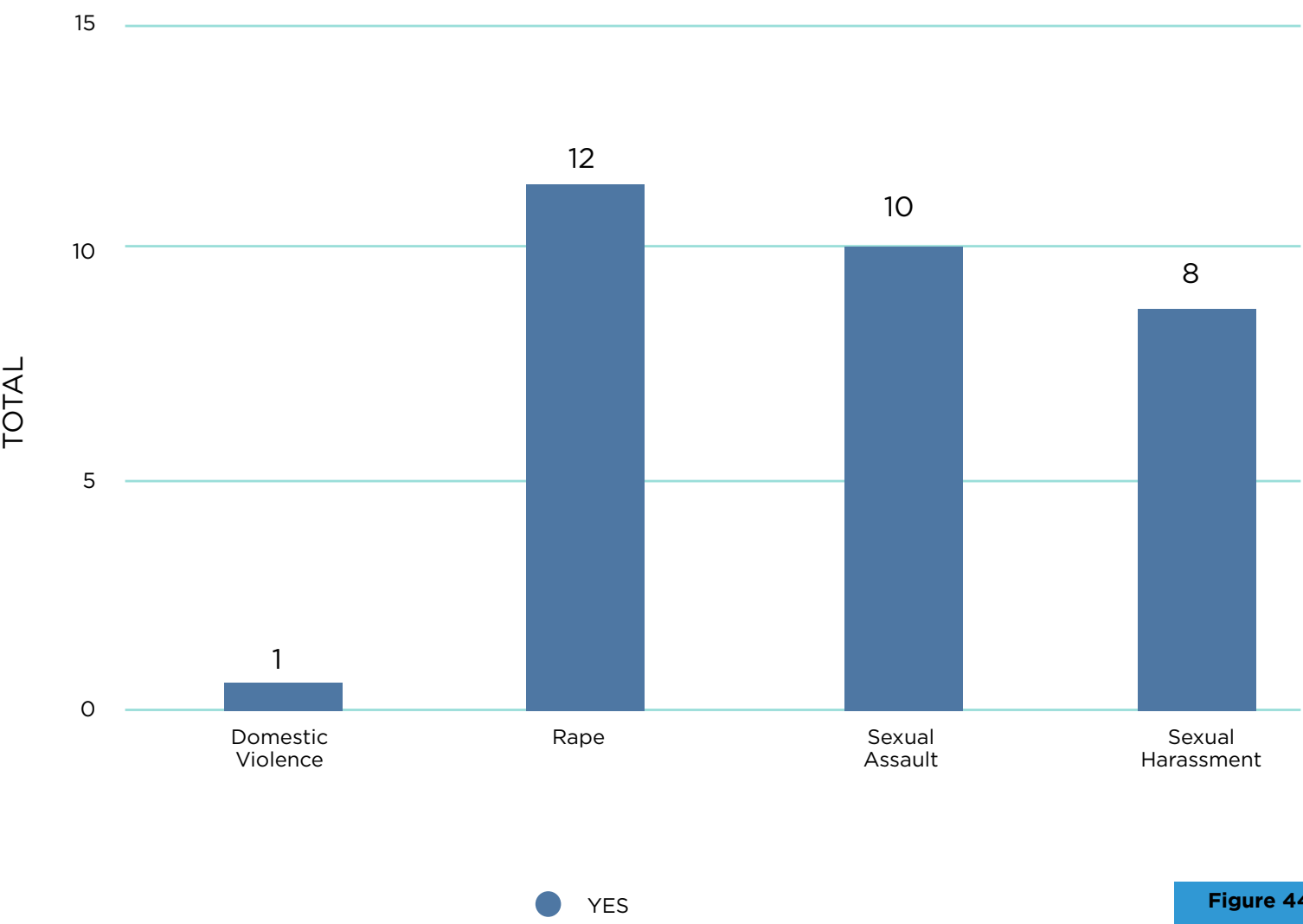01 January 2023-31 December 2023

TOTAL

Domestic Violence	Rape	Sexual Assault	Sexual Harassment
1	12	10	8

● YES

Of the 117 incidents reported to the OIC in 2023, 31 survivors entered into individual counselling sessions with the Survivor Support Specialist. This data excludes (1) survivors who reported their incident prior to 2023 and entered into individual counselling or debriefing sessions in 2023, and (2) all other sessions for the counselling containment approach which are integrated into the survivor support consultations and check-ins. These relate to the case management of a reported incident or reporting process. Of the 31 survivors seeking individual counselling from the Survivor Support Specialist, 39% were survivors of rape, 32% were survivors of sexual assault, 26% were survivors of sexual harassment, and 3% were survivors of non-sexual domestic violence. Most of the survivors who sought individual counselling were survivors of rape. Individual counselling was offered to UCT staff and student survivors irrespective of their choice to follow a UCT or external reporting process.

Figure 44

Debriefing Provided by OIC Survivor Support Specialist

01 January 2023-31 December 2023
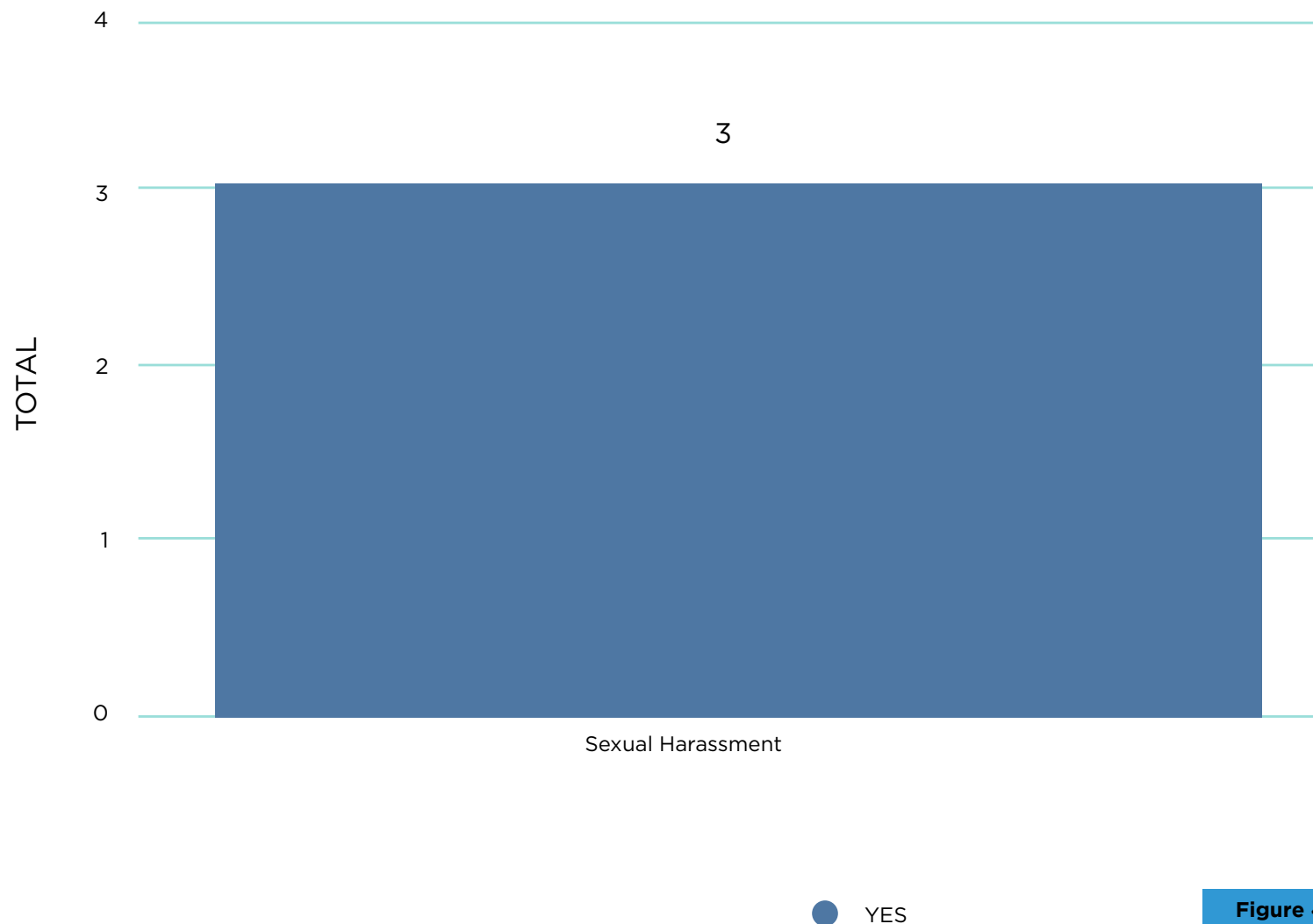
In addition to the 31 survivors entering individual counselling with the Survivor Support Specialist, there were three survivors of sexual assault who entered individual debriefing with the Survivor Support Specialist. This data excludes other survivors who reported their incident prior to 2023 and entered individual debriefing with the Survivor Support Specialist in 2023.

When the total numbers of individual counselling and debriefing sessions offered by the Survivor Support Specialist are combined, the highest incident type for survivors receiving psychosocial support from the Survivor Support Specialist is sexual assault (13), followed by rape (12), sexual harassment (8), and non-sexual domestic violence (1). Individual debriefing was offered to staff and student survivors, irrespective of their choice to follow a UCT or external reporting process.

Figure 45

Counselling Provided by OIC Alumni-In-Action Volunteers

01 January 2023-31 December 2023

TOTAL

- Rape: 9
- Sexual Assault: 12
- Sexual Harassment: 2

● YES
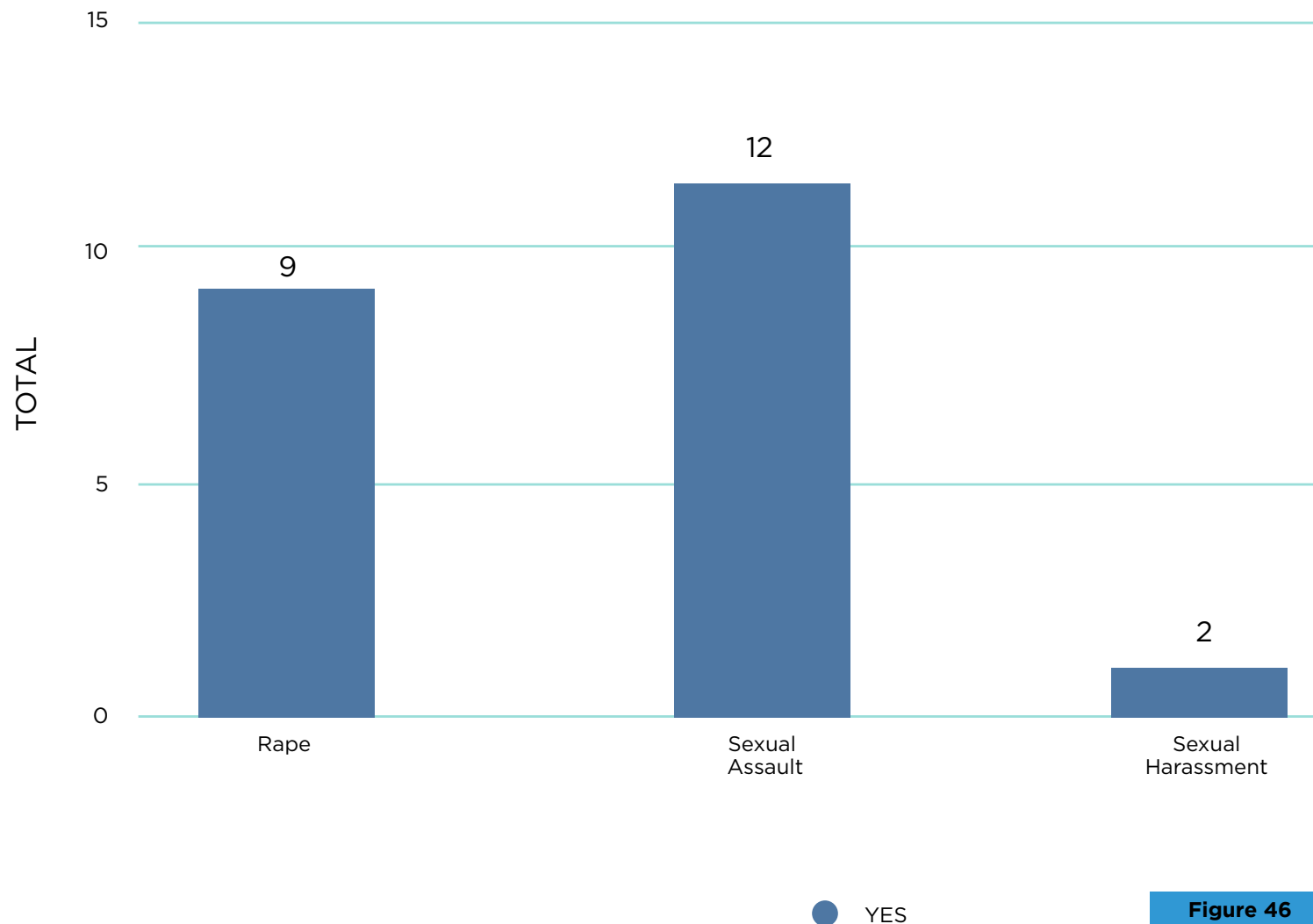
Figure 46

Of the 117 incidents reported to the OIC in 2023, a total of 23 survivors entered individual counselling through the OIC's Alumni-In-Action UCT Counselling Service (OIC-AIA-UCT). This data excludes survivors who reported their incident prior to 2023, but entered OIC-AIA-UCT individual counselling in 2023.

Of the 23, 52% were survivors of sexual assault, 39% were survivors of rape and 9% were survivors of sexual harassment. Most of the survivors who sought individual counselling support from the OIC-AIA-UCT Counselling Service were survivors of sexual assault, whereas the majority of survivors who received individual counselling from the Survivor Support Specialist were survivors of rape. Individual OIC-AIA-UCT counselling was offered only to UCT student survivors, irrespective of their choice to follow a UCT or external reporting process.

Among 57 survivors who received counselling services offered by the OIC, either as individual counselling and debriefing sessions with the Survivor Support Specialist or OIC-AIA-UCT, the highest incident type for survivors receiving psychosocial support from the OIC was sexual assault (25), followed by rape (21), sexual harassment (10), and non-sexual domestic violence (1).

Counselling Provided by the UCT Students Wellness Services

01 January 2023-31 December 2023

Of the 117 incidents reported to the OIC in 2023, 19 survivors made use of the UCT Student Wellness Service (SWS) for individual counselling. This data excludes survivors who reported their incident prior to 2023 but entered SWS individual counselling in 2023. Of the 19, 42% were survivors of sexual assault, 37% were survivors of rape, 16% were survivors of non-sexual domestic violence, and 5% were survivors of sexual harassment. Individual SWS counselling was offered only to UCT student survivors, irrespective of their choice to follow a UCT or external reporting process.
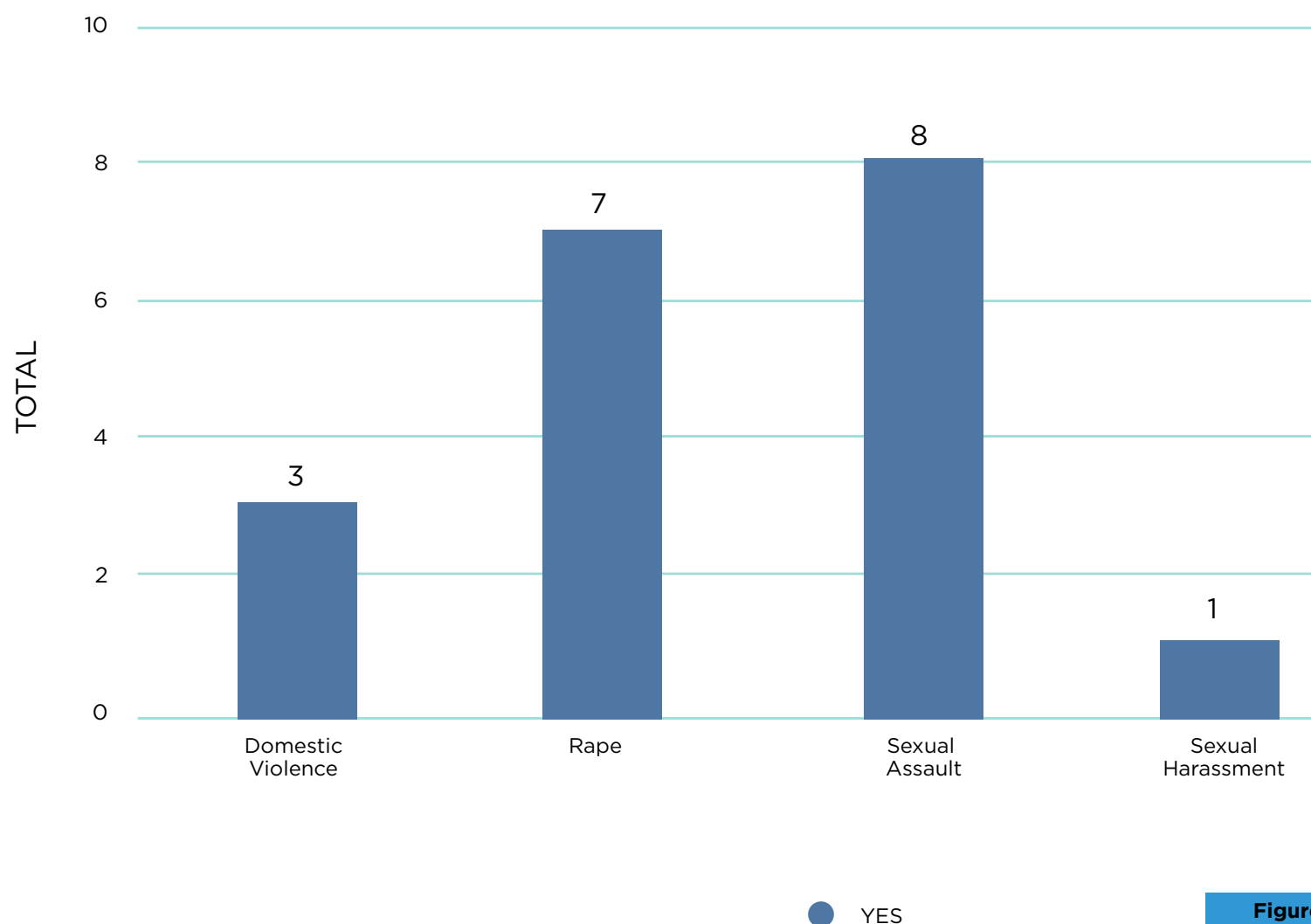
Figure 47

The majority of survivors who sought individual counselling from the SWS counselling services were survivors of sexual assault. This is the same as for use of the OIC-AIA-UCT counselling services, as opposed to the OIC Survivor Support Specialist, where most survivors who sought individual counselling were survivors of rape. More survivors of non-sexual domestic violence received individual counselling support from SWS than from the OIC.

Among the total of 76 survivors who made use of counselling services offered at UCT (57 from the OIC and 19 from SWS), the highest incident type was sexual assault (33), followed by rape (28), sexual harassment (11) and non-sexual domestic violence (4).

Of the 117 incidents reported to the OIC, only 35% of survivors did not receive individual psychosocial support from the OIC and/or SWS. This data for individual counselling excludes student survivors who may have received individual counselling from a faculty psychologist or private therapist. It also excludes an account of staff members who may have received individual counselling from UCT ICAS or a private therapist.

Compassionate Consideration Letters Issued by Incident Type
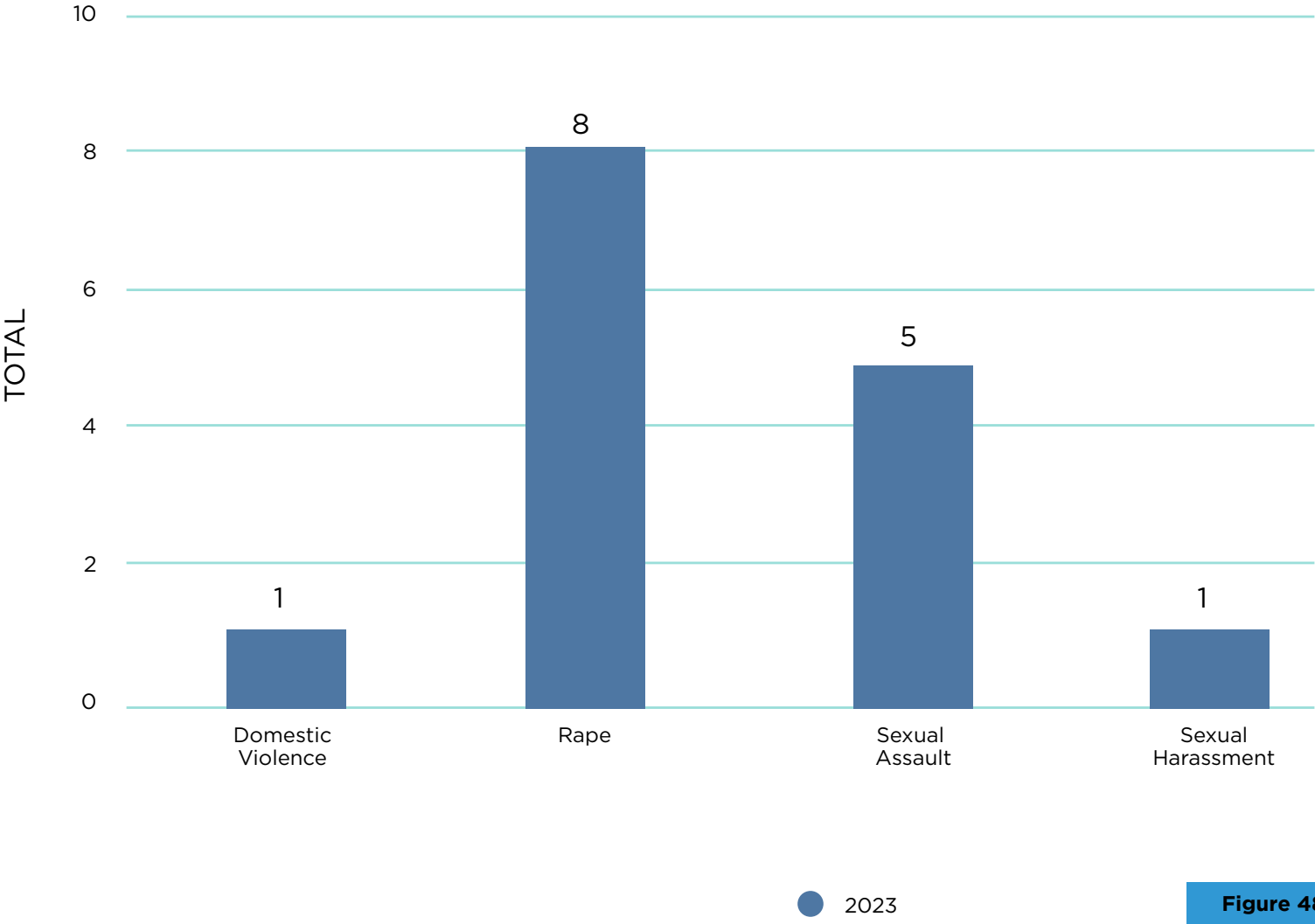
01 January 2023-31 December 2023

Of the incidents reported to the OIC in 2023, 15 survivors required compassionate consideration letters (CCL). These letters were provided by the Survivor Support Specialist or the OIC-AIA-UCT therapist. The letters acknowledged the psychosocial challenges the survivor was experiencing, and how these could negatively impact their academic responsibilities. The highest incident type of survivors who required a CCL was rape (8), followed by sexual assault (5), sexual harassment (1) and non-sexual domestic violence (1). The OIC provided 40 CCLs in 2023. This data excludes survivors who reported their incident prior to 2023 but required a CCL from the OIC in 2023, and CCL and letters of motivation from therapists outside the OIC services.

Figure 48

OIC Survivor Support Standby Advisor Service — **Monthly Activity**

24-HR Service: Immediate Support
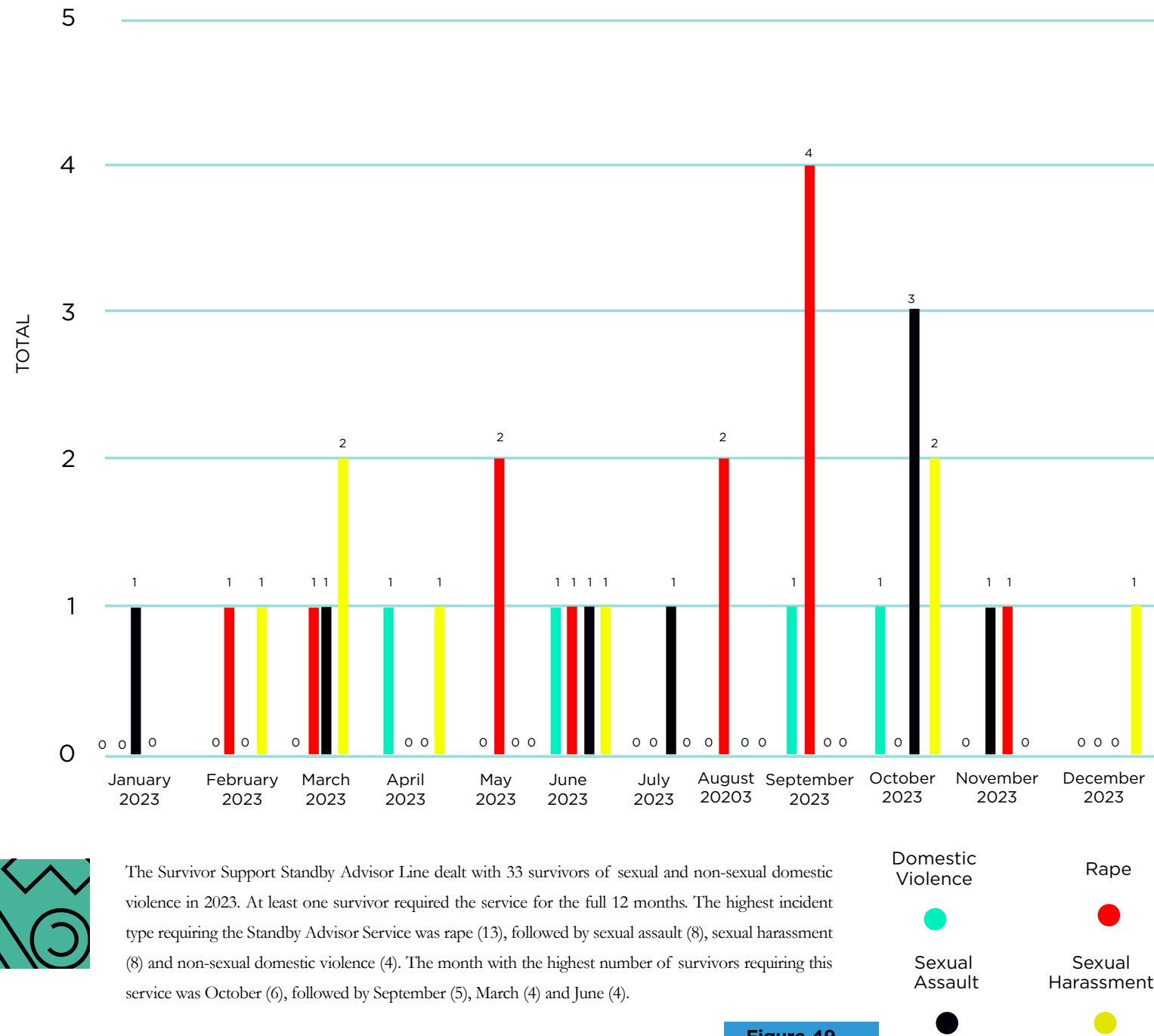
The Survivor Support Standby Advisor Line dealt with 33 survivors of sexual and non-sexual domestic violence in 2023. At least one survivor required the service for the full 12 months. The highest incident type requiring the Standby Advisor Service was rape (13), followed by sexual assault (8), sexual harassment (8) and non-sexual domestic violence (4). The month with the highest number of survivors requiring this service was October (6), followed by September (5), March (4) and June (4).

Domestic Violence 🔵

Rape 🔴

Sexual Assault ⚫

Sexual Harassment 🟡

It is worth noting that the peak months for the 24-hour service, particularly the after-hours service, fell within the 2023 vacations and the months when OIC survivor support information was actively circulated. This may indicate an increase in the need for survivor support services for historic or real-time incidents during vacations. Use of this service in other months ranks as follows: February (2), April (2), August (2) November (2), January (1), July (1), and December (1). In the months where a survivor required the service for an incident of non-sexual domestic violence, there was at least one other survivor requiring the service for other incident types such as sexual harassment (3 months), sexual assault (2 months) and rape (2 months).

Anonymous Case Reports: Identity not relinquished

01 January 2023-31 December 2023

TOTAL

5		
4		4
3		
2	2	2
1		
0		
Rape	Sexual Assault	Sexual Harassment
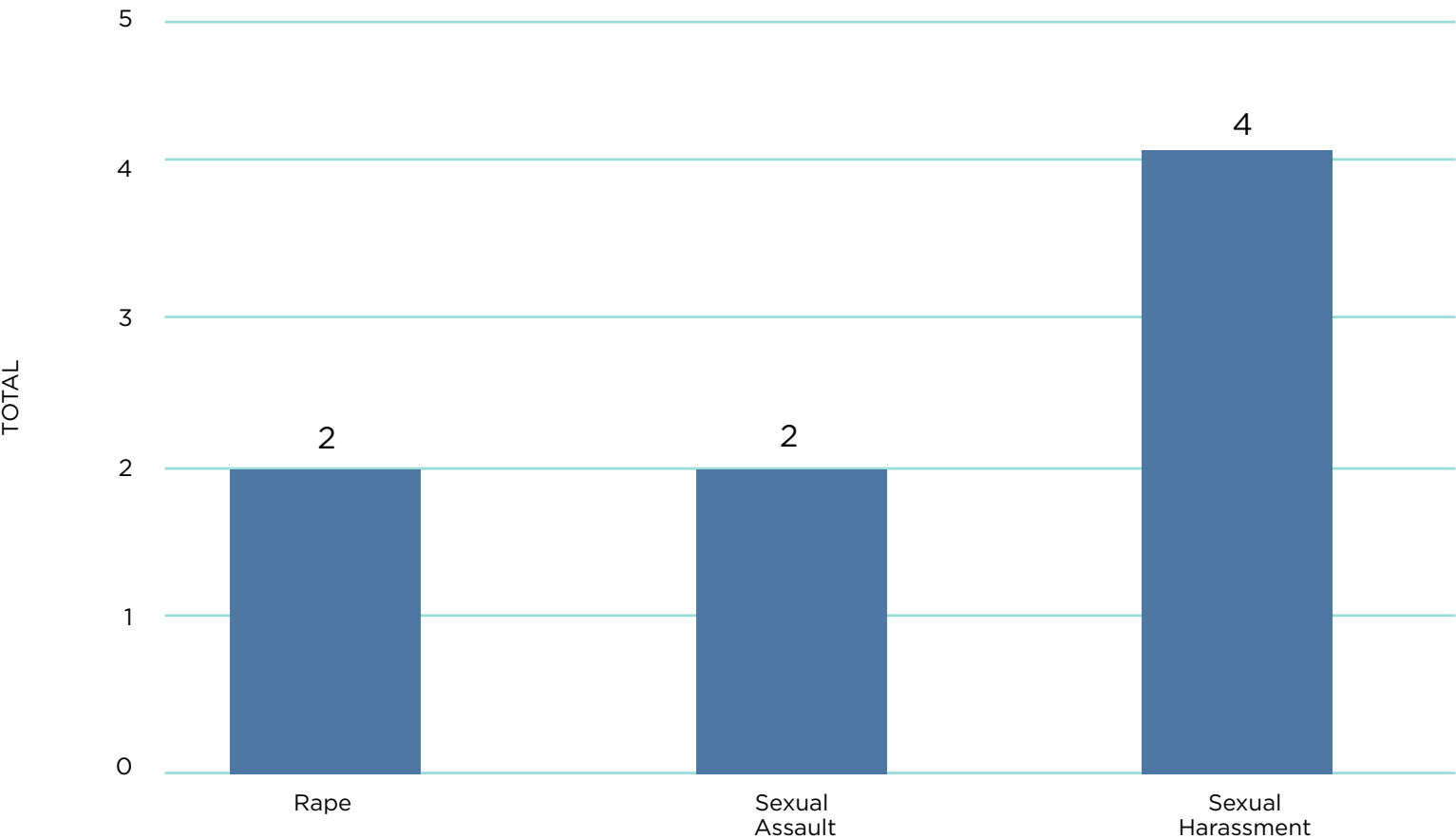
● OIC - Anonymous report submitted statement is being processed by the Special Tribunal legal department

Figure 50

The total number of survivors who reported or had their incident reported to the OIC in 2023, without providing identifying information that would enable the OIC to make direct contact with them through a telephone call or email, was 23. Subsequently, 15 of these survivors confirmed their identities so the OIC Survivor Support Stream could engage with them directly, or through a support ally.

Of the eight survivors who never provided identifying information, the highest number was for sexual harassment (4) and the lowest number for rape and sexual assault (2 for each incident type). In these cases, the OIC Survivor Support Specialist used the online reporting tool to respond and encourage the survivor to contact the OIC when and if they felt ready. These cases were referred to the Specialised Tribunal for Sexual Offences but were not included in a reporting process.

Survivor Support Case Studies

01 January 2016-31 December 2023
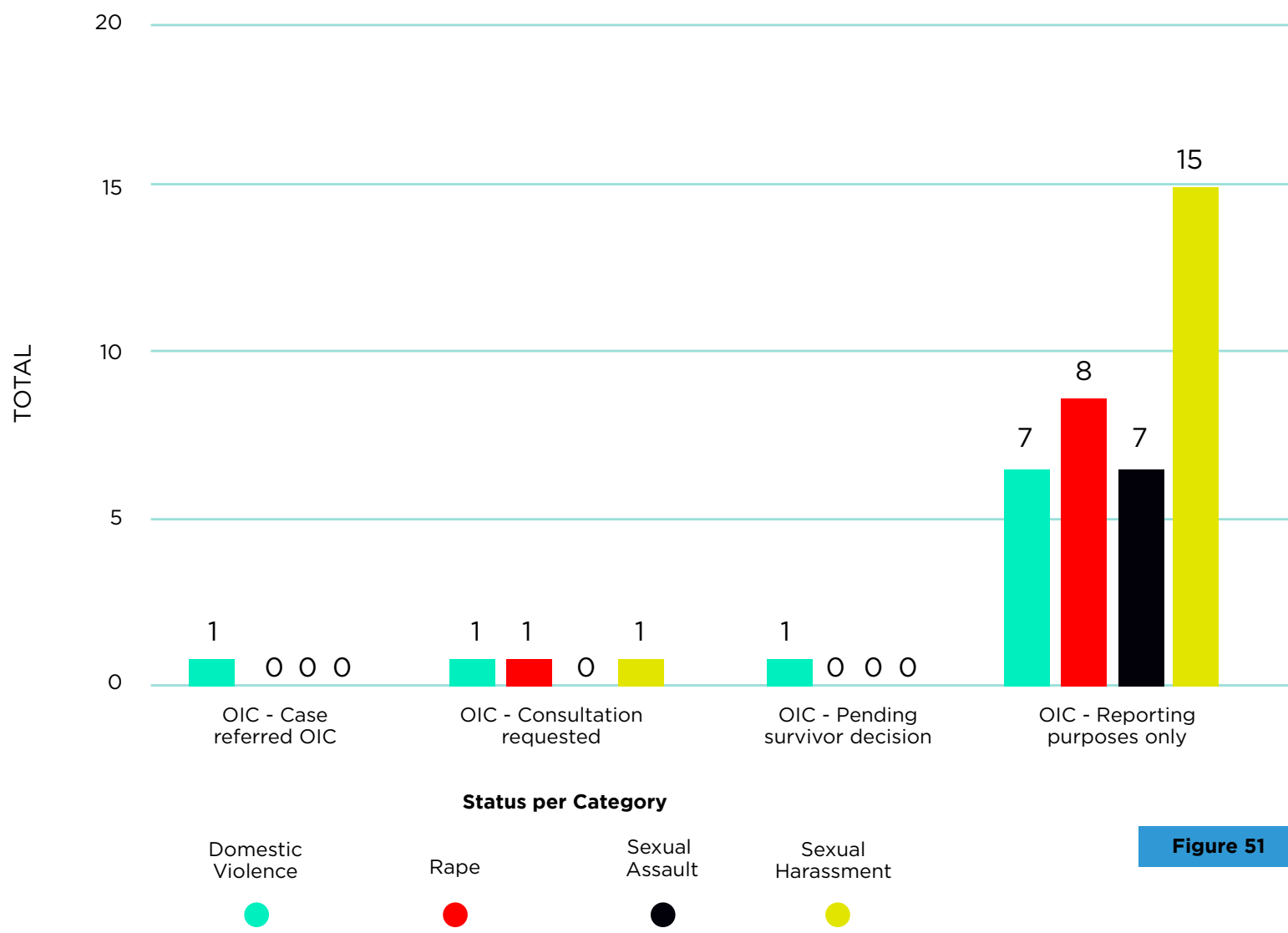
At the time of writing (April 2024), of the incidents reported to the OIC in 2023, four survivors had yet to confirm or respond to the OIC for the survivor support services. One survivor had indicated that they were considering an OIC informal reporting process or USDT formal reporting process but had not yet made a decision. There were more non-sexual domestic violence cases open and pending a consultation or decision, compared to the sexual violence incident types.

Of the incidents reported to the OIC in 2023, 37 survivors did not consider or choose to proceed with a reporting process against a UCT respondent. The main reasons they gave for reporting to the OIC was to receive survivor support services or to create a confidential record of the incident. The highest incident type in this category was sexual harassment (15), followed by rape (8), sexual assault (7) and non-sexual domestic violence (7).

Figure 51

Cases withdrawn within the OIC survivor support or informal reporting process by incident type
01 January-31 December 2023

Of the incidents reported to the OIC in 2023, four survivors were considering proceeding with a reporting process and then withdrew. Two of these were survivors of rape. Both chose not to proceed in order to prioritise their mental health and address the psychosocial challenges they were experiencing. Both received individual counselling from the OIC-AIA-UCT services. One decided not to proceed with a reporting process because they felt it would have a detrimental impact on their focus on academic responsibilities and overall wellbeing at the time.
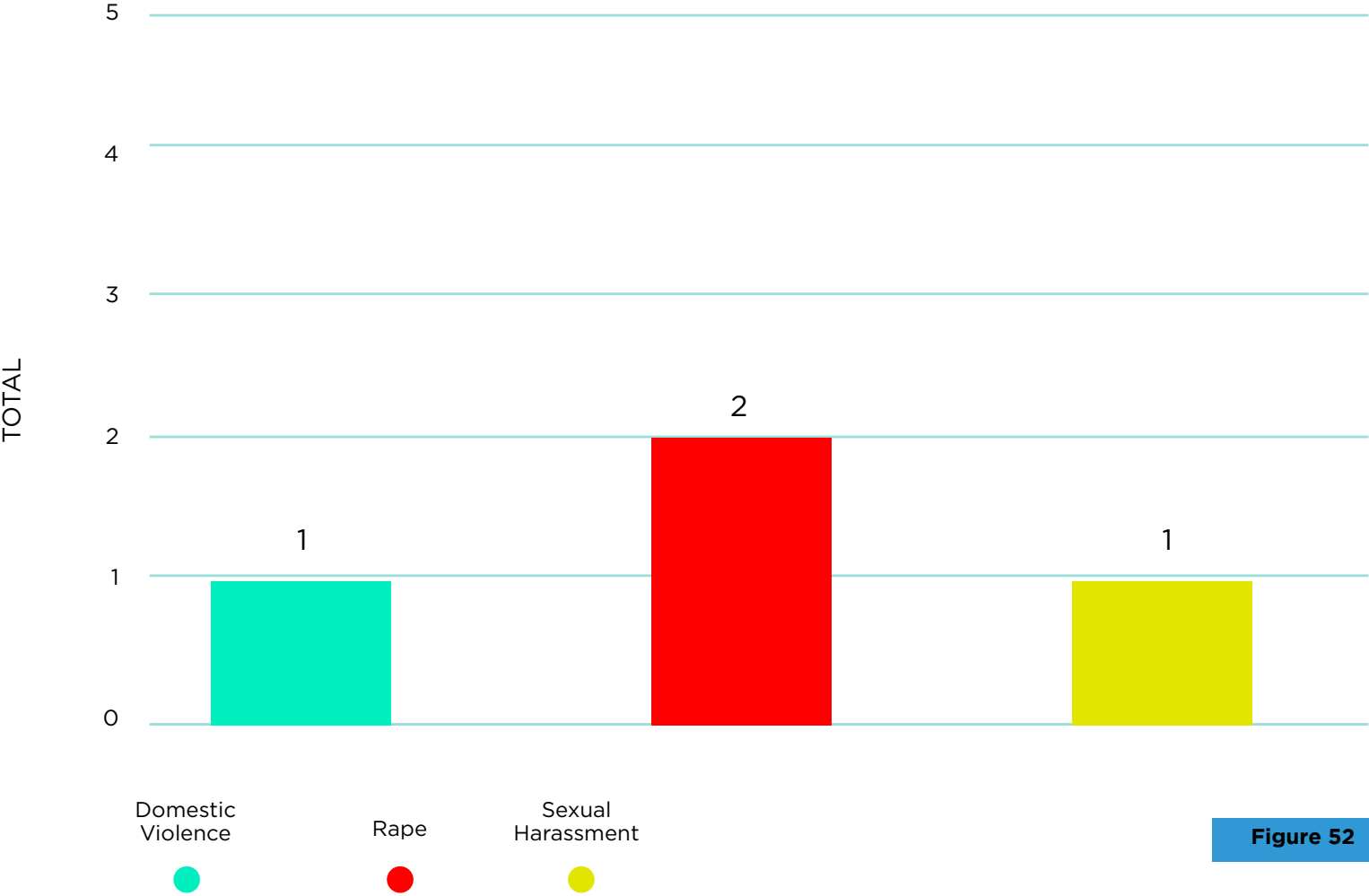
Figure 52

Two other students were survivors of non-sexual domestic violence and sexual harassment respectively. The non-sexual domestic violence survivor withdrew from the reporting process and OIC engagement after the OIC consultations. They may have reported the complaint directly to the University Student Disciplinary Tribunal for consideration of a formal reporting process. The sexual harassment survivor withdrew from the OIC informal reporting process, which the respondent declined. The OIC then recommended mediation, which the survivor considered and then withdrew from and did not proceed with further OIC or specialised tribunal formal reporting processes.
This data excludes survivors who reported incidents to the OIC prior to 2023 and chose to withdraw in 2023 and/or had withdrawn or had their case withdrawn from the specialised tribunal for sexual offences.

2023 data: SVGBV incidents – Summary of SVGBV Case Status

Eleven survivors chose an OIC informal reporting process: six survivors of sexual harassment and five of sexual assault. This excludes incidents reported to the OIC before 2023, where the survivors decided to pursue an OIC informal reporting process in 2023.

Thirteen survivors chose a Specialised Tribunal formal reporting process: six survivors of rape, four of sexual assault and three of sexual harassment. This data excludes incidents reported to the OIC before 2023 where the survivors chose a Specialised Tribunal formal reporting process in 2023.

Eight survivors chose to apply for a UCT No Contact Order against a UCT student respondent: three for rape, three for sexual harassment, and two for sexual assault. Three survivors chose to apply for a UCT Suspension Order from a shared space against a UCT student respondent: one for rape, one for sexual harassment, and two for sexual assault. This data excludes incidents reported to the OIC before 2023 where the survivors applied for a UCT No Contact Order and/or UCT Suspension Order from a shared space against a UCT student or staff respondent in 2023.

In 39 cases, UCT did not have jurisdiction to proceed with a reporting process against the respondent or where the respondent information, specifically their UCT status, was unknown to the survivor or the OIC. Thirty-five respondents identified with an external status, meaning that the only reporting options for survivors were through external measures. The highest incident type of respondent information being unknown or external was rape (17), followed by sexual assault (12), sexual harassment (7), and non-sexual domestic violence (3). Survivors do not always disclose respondent details to the OIC or to support allies, for fear of consequences against the respondent and/or their own physical and/or psychological safety. Survivors are not obliged to disclose respondent information and are informed of all their options for reporting internally through UCT reporting processes and externally, even if they do not disclose the respondent's details (if they are aware of the respondent's identity).

OIC Referral to SAPS - FCS Cases by Incident Type
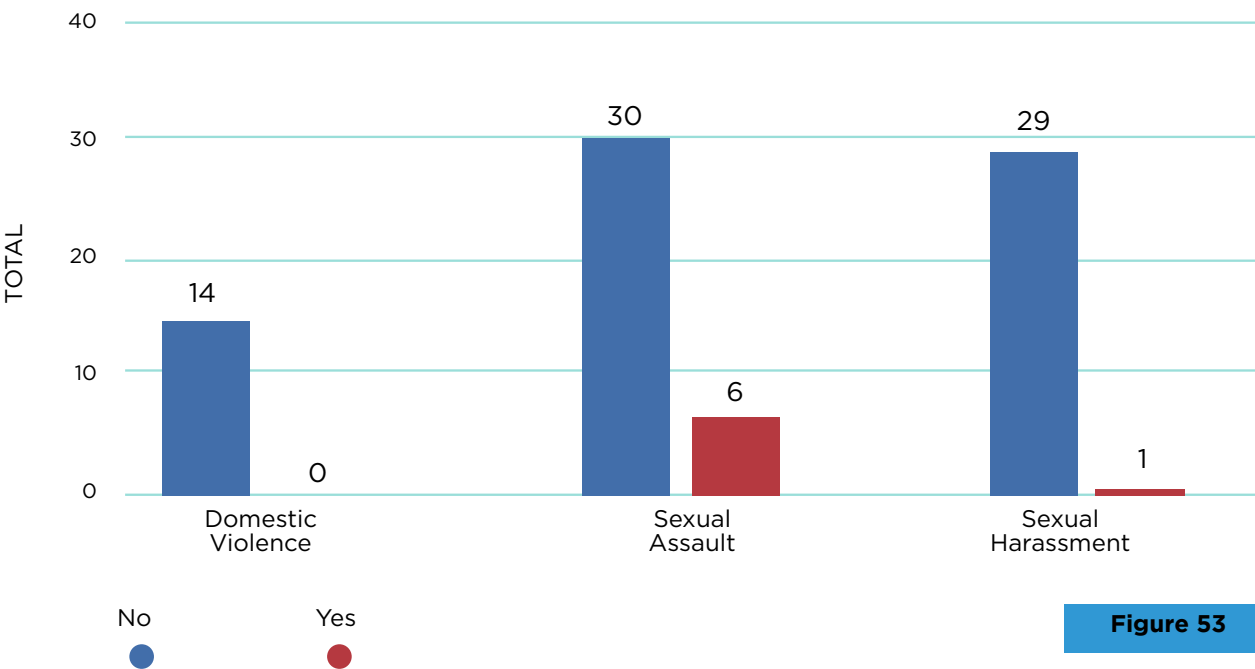01 January 2023-31 December 2023

Figure 53

Of the incidents reported to the OIC in 2023, seven cases were referred to the SAPS-FCSU with the survivors' consent: six for rape and one for sexual assault. Other incident types did not require the OIC to facilitate this support if they did choose to initiate an external reporting process. This data excludes incidents reported to the OIC prior to 2023, and who chose OIC-facilitated support to initiate a SAPS reporting process in 2023.

SAPS reporting type
01 January 2023-31 December 2023

Of the incidents reported to the OIC in 2023, 102 survivors did not choose to initiate any form of SAPS reporting process through the OIC or by themselves. The highest incident type of survivors not initiating a report to SAPS was sexual harassment (37), followed by rape (27), sexual assault (27), and non-sexual domestic violence (11). A total of 15 survivors initiated a report to SAPS for criminal prosecution or enquiry: nine for rape, three for sexual assault, and three for non-sexual domestic violence.
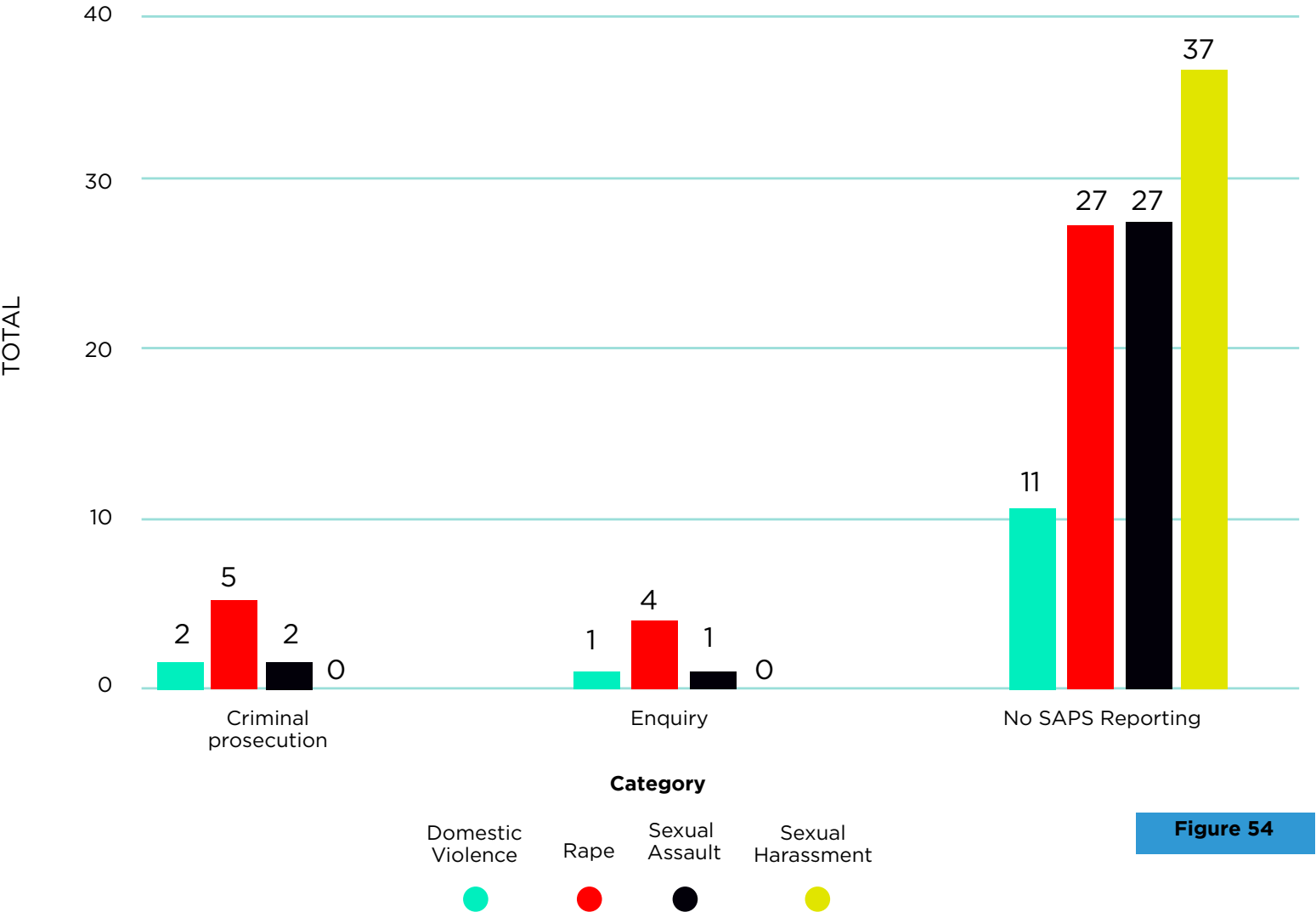
Figure 54

Nine survivors reported to SAPS for criminal prosecution against the respondents. In four cases, the respondents' statuses were unknown to the OIC - two for sexual assault, one for rape and one for non-sexual domestic violence. There were three cases with UCT student respondents, all for rape. In two cases, the respondents were external, one each for non-sexual domestic violence and rape.

Six survivors reported to SAPS for inquiry purposes, to have a record of their complaint against the respondent: two external respondents for rape; two UCT student respondents, one each for rape and sexual assault; one UCT staff respondent for non-sexual domestic violence; and one unknown respondent for rape.

This data excludes incidents reported to the OIC before 2023 where survivors chose to initiate a SAPS reporting process in 2023.

Number of National Protection Orders Applied for by SVGBV Incident Type

01 January 2023-31 December 2023

TOTAL

Domestic violence: 1
Rape: 2

⬤ YES
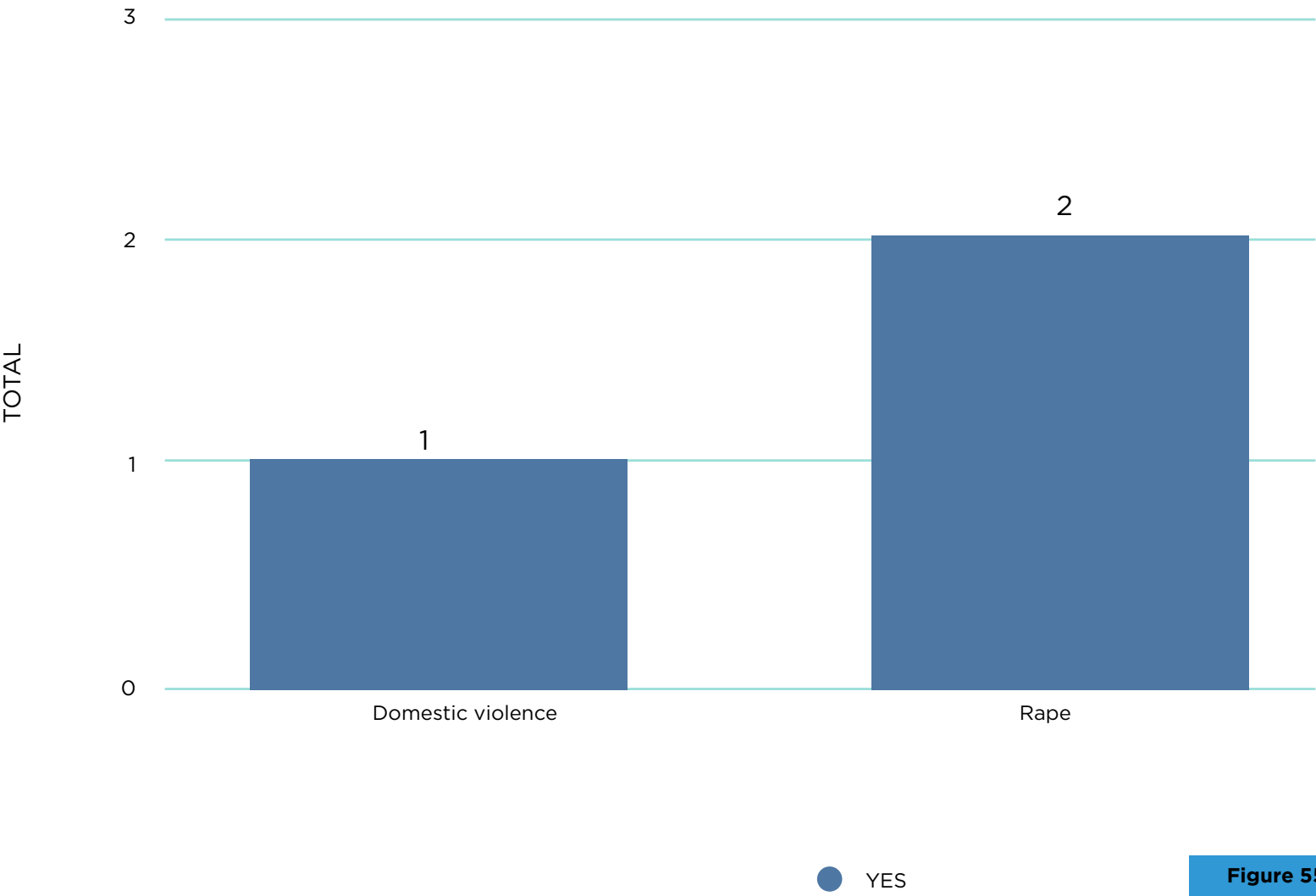
Three survivors applied for external National Protection Orders (NPO) against respondents in 2023: two for rape and one for non-sexual domestic violence. For the incident type rape, one NPO was issued against a UCT student and one against an external respondent. For the incident type non-sexual domestic violence, one NPO was issued against a UCT staff respondent for the incident type domestic violence. This data excludes incidents reported to the OIC prior to 2023, where survivors chose to initiate a SAPS NPO in 2023.

Figure 55

CONCLUDED

Specialised Tribunal for Sexual Misconduct, Racism and Discrimination Cases

Overview of cases for 2023

Consultations	Concluded charges	Concluded Pre	Concluded hearings	Not guilty verdicts	Guilty verdicts	Hearing Prep	Appeal matters	Withdrawals	Awaiting outcome	Awaiting sanction	Evaluation panel
12	12	12	17	2	15	13	1	7	4	1	9
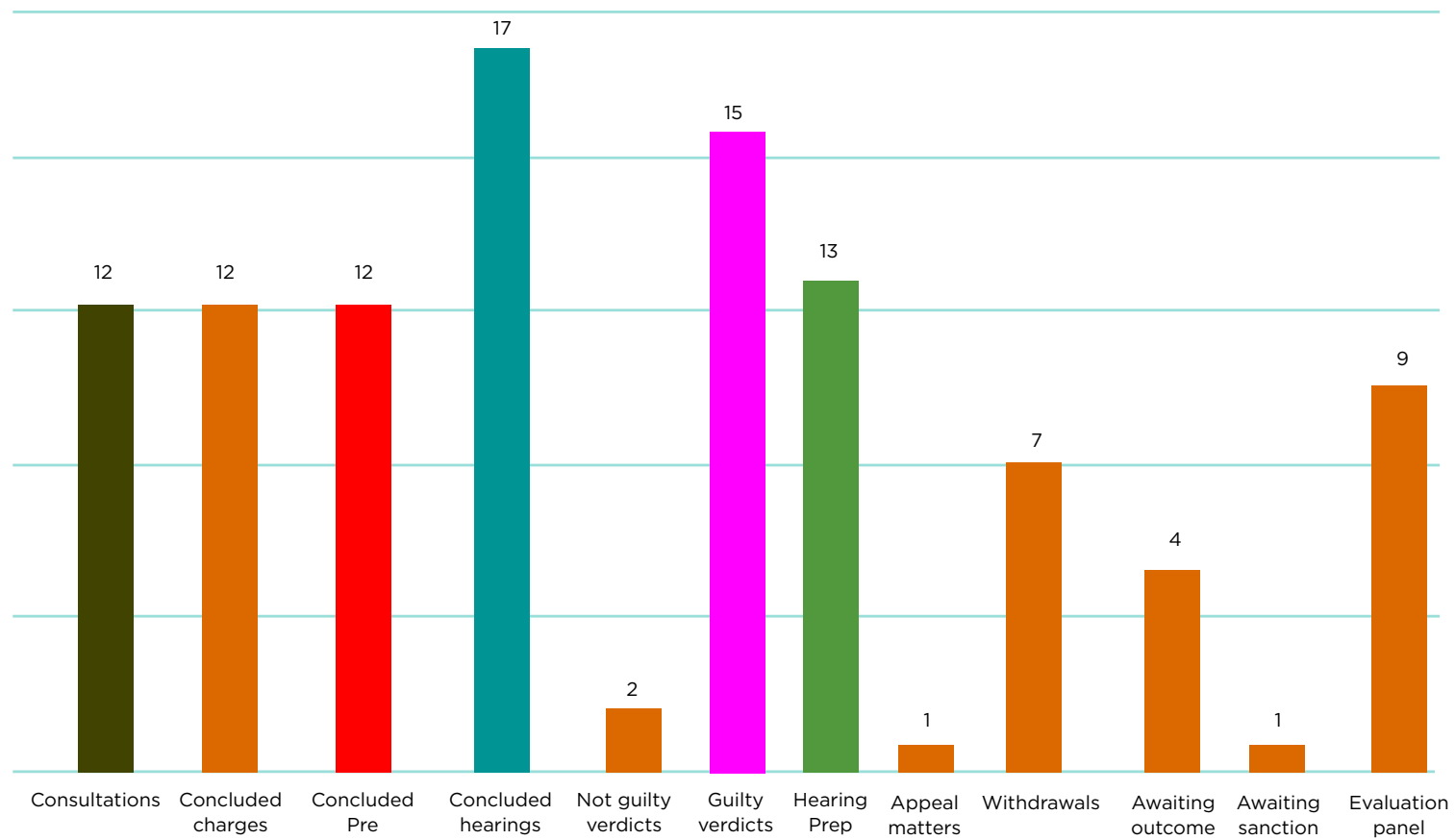
Figure 56

SAPS reporting type - Specialised Tribunal Status of Ongoing Cases

01 January 2023-31 December 2023

Figure 57

Legend:
- Outstanding cases
- Charges to be drafted
- Part Head hearings
- New Referrals for 2023
- Awaiting Legal representation
- Hearings
- Pending first consultations
- Pending pre finalised
- Hearing ready matters
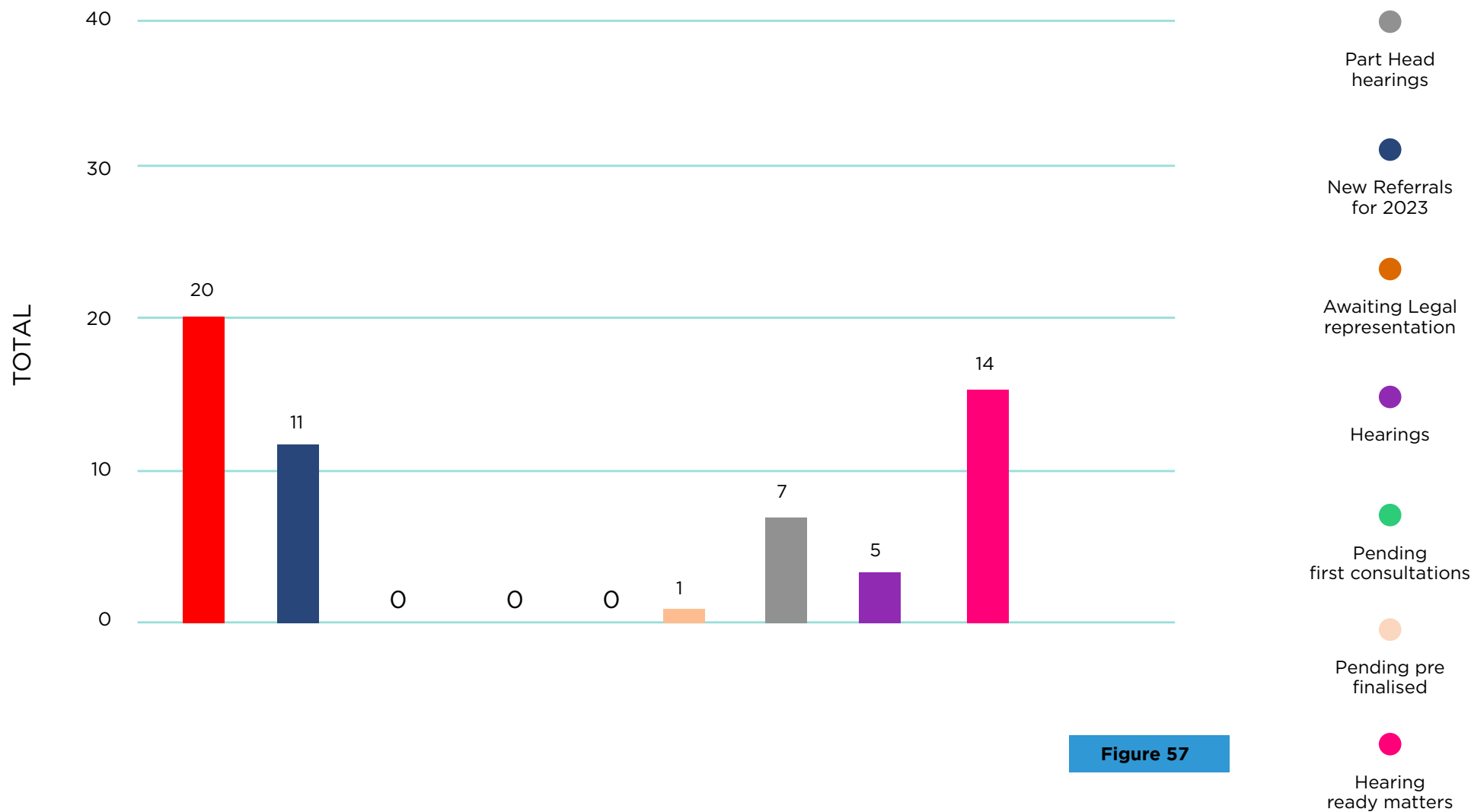
The Tribunal had a total of 33 matters still under investigation, 23 of which were referred to our office for 2022.

The Tribunal had a total of 20 matters still under investigation, 11 of which were referred for formal reporting for 2023.

Categories
11 Matters received for 2023

2
3
6

Rape | Sexual Harassment | Sexual Assault
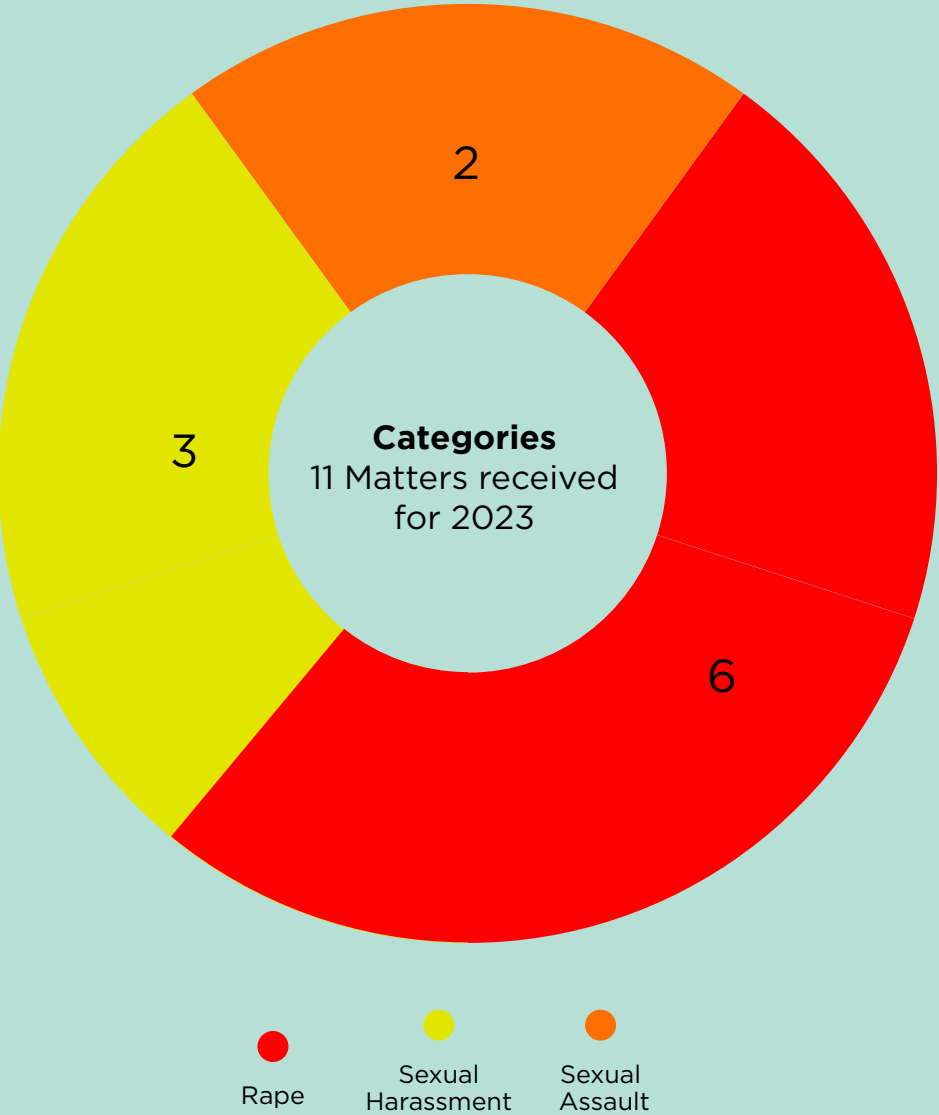
Figure 58

Suspension order and no contact orders
Specialised Tribunal Suspension and No Contact Orders Issued

No contact orders — 18
Suspension orders — 10
Suspension orders granted — 10
No contact orders granted — 18
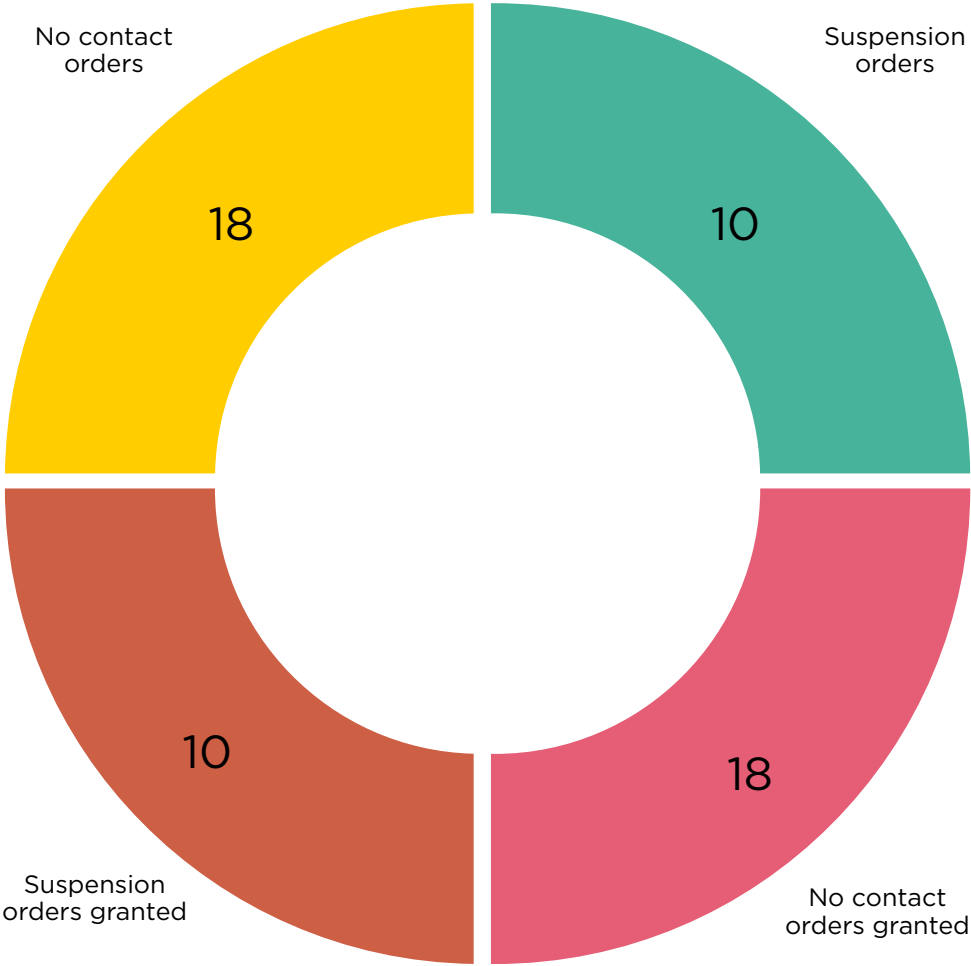
Figure 59

Reasons for withdrawal in 2023

- When complainants are overwhelmed by the process of reporting and giving evidence, there is a tendency to withdraw. Some complainants indicated that they could not cope with both academic requirements and going through a disciplinary process.
- Frustration with unavoidable delays in disciplinary processes can result in withdrawals.
- There have been instances where the finalisation of cases in the criminal courts has resulted in the complainants withdrawing university cases.
- Academic stress and commitments were also listed as reasons for withdrawal.
- Where complainants are no longer contactable, and all attempts to establish contact are exhausted, these matters go to the Evaluation Panel for a decision that may result in a withdrawal.

Specialised Tribunal Case Withdrawals — 2022–2023

Withdrawal 2022   Withdrawal 2023
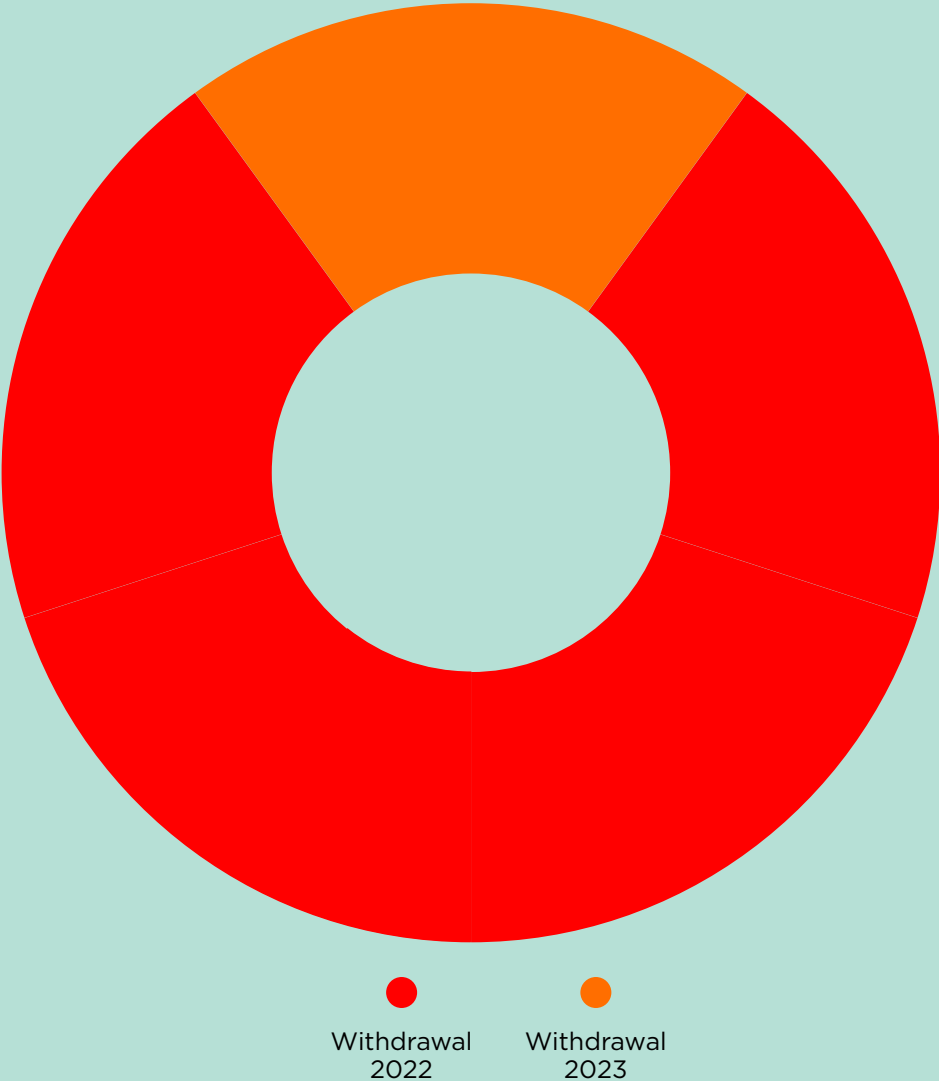
Figure 60

Specialised Tribunal Matters Referred to Evaluation Panel — 2022-2023

- Matters referred in 2022
- Matters referred in 2023
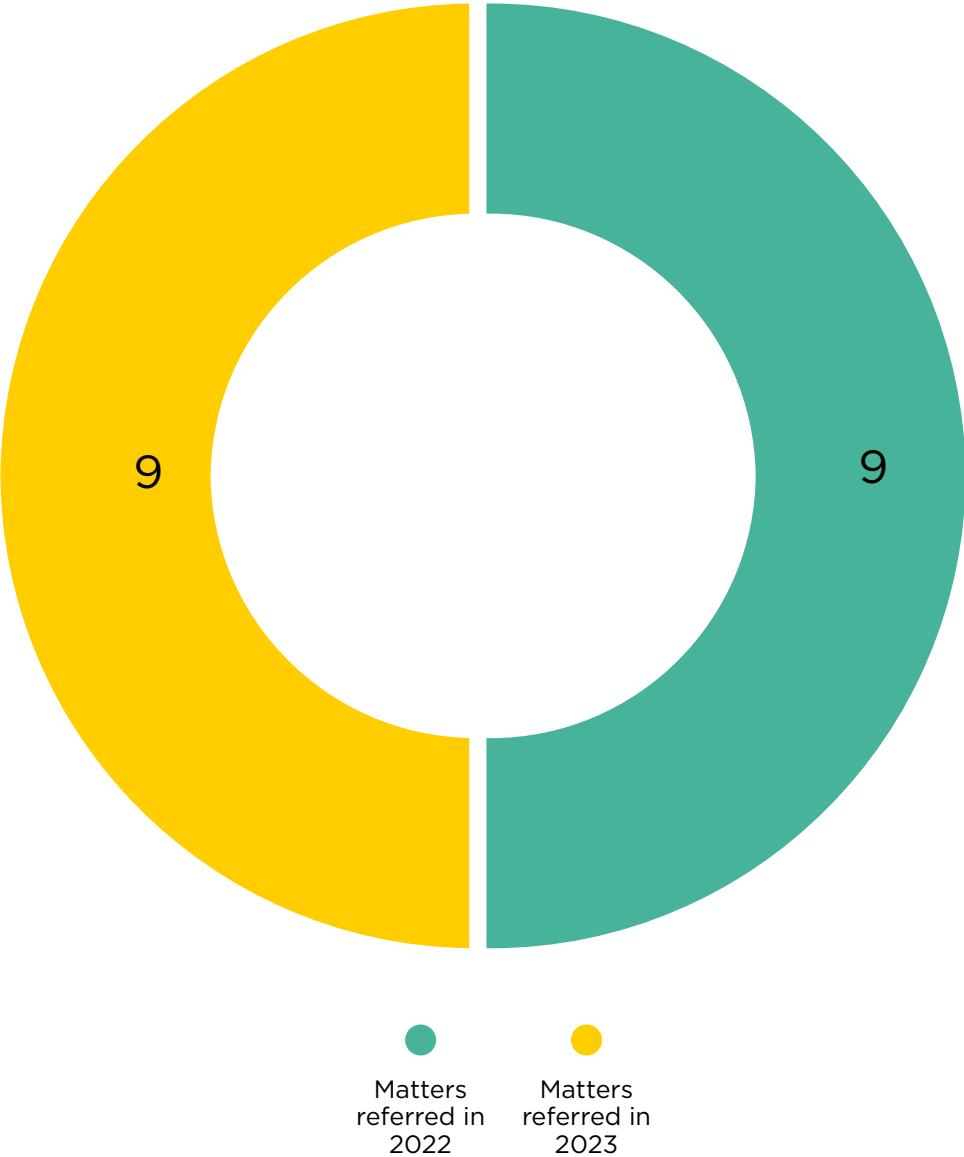
Figure 61

Challenges for the Special Tribunal in 2023

- Student Assessors who begin the hearing process are sometimes subsequently unresponsive. ST must spend a significant amount of time trying to locate them and further applications must be made to proceed in their absence. This results in delays to finalisation. One such matter had to start de novo (afresh).
- External chairs who have other substantive professional demands are not always available within short turnaround times.
- External legal representatives do not comply with the prescribed inquisitorial process and tend to lapse into a highly litigious manner of litigation. This creates undue stress for complainants.
- Lack of availability of Staff and Student Assessors contributes to delays in the process.
- HR and ER representative availability is limited.
- Delays in respondents securing representation.
- The portfolio of the ST entails a significant workload, and consideration must be given to increasing its staffing resources.
- The lack of office space creates limitations for maximum oversight in case management.
- The Disciplinary Jurisdiction and Procedures state that where the right to representation is granted to the respondent, the university will use its best endeavours to facilitate representation by a "qualified staff member, candidate attorney or lawyer". This places an unreasonable burden on the ST and the OIC. A proposed amendment is suggested.
- Limited access to Wi-Fi for students during loadshedding or when they are off campus contributes to delays in finalisation. ST provides data for the complainants.
- External Representatives for complainants can hinder the progress of a case where they tend to drive the investigation and presentation of cases in conflict with the role of the Evidence Leader.

Positive progress for the Special Tribunal in 2023

• The Tribunal finalised 14 cases in 2023, with all matters currently at the hearing stage. Each case goes through the preliminary stages and the hearing stage, which can be time consuming. Thus, the achievements in this context are significantly positive.

• Matters were finalised expeditiously when all parties agreed on dates and presented on the day.

• Based on feedback from complainants and witnesses, awareness of the Special Tribunal in the campus community has increased confidence in taking cases through the process.

• Most respondents abided by the rules of the policy.

• Training sessions now include trauma counsellors and GBV experts.

• Collaboration with external stakeholders increased capacity and resources for survivors in external processes. The ST partnered with an organisation that provides digital resources for external criminal reporting and navigating the criminal justice system. The ST benefits from this collaboration where the potential for using recorded evidence is utilised.

Legal audit- case flow management

The ST engaged the services of an external legal firm to conduct an audit on its case management flow. It was necessary to extend the analysis to the ST – its overall structure and flow – in order to make recommendations on case flow. This was concluded in May 2023, with the final report submitted in July.

The audit report highlighted challenges and sustainable practices. The challenges were grouped in two categories: Red challenges, which appear to have occurred on at least three separate occasions, and Yellow Challenges which appear to have occurred at least once.

Red Challenges
Specialised Tribunal 2023 Audit Results

Uncooperative complainants alternatively complainants that are not in a position to proceed.

Improper interpretation of the rules/procesdures by chairpersons/panels

Lack of representation for respondents
- In some instances, arises due to student representatives not being able to represent the respective respondents after they leave campus.

Lack of available student assessors
- In some instances this is due to student assessors leaving the campus prior to the matters they assess being finalised

Lack of available employee relations and human relations asessors.

Figure 62

From a wider perspective, the audit revealed other challenges that, though not directly related to case flow management, have a substantial influence on the Special Tribunal's efficacy and the unit as a whole. These include:

- A lack of distinction between the unit and the Special Tribunal proper, even though both entities serve distinct and specialised functions.
- The Special Tribunal has been tasked with dealing with racism matters, despite an indication within the Disciplinary Procedure for Sexual Misconduct that the Special Tribunal deals "specifically" with sexual misconduct, as well as the fact that chairpersons are selected based on their ability to deal with GBV and not necessarily racial disputes.
- The Special Tribunal is the only component that services disputes relating to both staff and students, and this makes the lack of allocated resources more pronounced.
- There is no senior proctor (or senior legal advisor) appointed for the special tribunal.
- It appears that there is confusion regarding the interpretation of the rules and procedures relating to appeals and cross-appeals.
- When it comes to the question of conviction, the voting functions of assessors have too much import in the context where the Special Tribunal's terms specify that such decisions need to be made by "a suitably qualified individual with a legal framework in mind".

The audit report also identified sustainable practices:

- Based on the raw information obtained, it is evident that, where there is a strict application of the relevant rules/procedures by all parties involved in hearings, matters are capable of being speedily finalised.
- Despite the obvious shortcomings when it comes to resources allocated to the unit and the Special Tribunal proper, a prudent approach has been adopted, such as outsourcing of work to which the unit simply does not have the manpower to attend.

The audit made recommendations to address the red and yellow challenges. In addition, a strong recommendation on structural definition changes to the ST was made in respect of the inclusion of racism and discrimination cases in the ST's remit. The 2024 plan is to propose and effect the audit's recommendations, including resolving practical challenges that become evident as the ST evolves and grows

as a relatively new entity in the university. The ST has upgraded training programmes to include aspects like understanding trauma evidence and differentiating this from other types of evidence. The goal is to continue the mandate to process cases with a survivor-centred approach, and to ensure maximum success rates in case management.

Report from employee relations

NCO and SO's against staff respondents and outcome of the orders	Outcomes	Leave requests related to sexual violence cases	Challenges	Successes	Recommendations
2 Suspensions	1 pending outcome and 1 dismissal	None	Perceived ongoing operational concerns. ER-ST to meet to discuss challenges between the formal processes and OIC-ER to meet to discuss the challenges with informal processes and counselling.	None that one can speak of as there are many issues with the current process of dealing with sexual harassment matters.	Recommendations will be reviewed after engagement between ST and OIC and ER regarding challenges in terms of the process.
None	1 sexual harassment case - Recommended sanction of dismissal approved by VC.	None	None	None	None

NCO and SO's against staff respondents and outcome of the orders	Outcomes	Leave requests related to sexual violence cases	Challenges	Successes	Recommendations
6 Suspensions – 2 were non-confirmed.	None	1 Sexual harassment matter – complainant requested special leave due to the emotional impact of the matter – Faculty of Health Sciences.	The "appointment process" and implementation: In terms of the sexual misconduct policy, more specifically clauses 6.2 and 6.6 which stipulate: 6.2 "The Disciplinary Committee should be drawn from a pre-approved list of suitable members appointed by the Vice-Chancellor/ nominee. DCs may be internal staff members or external candidates. If one of the parties is a member of staff, the Special Tribunal panel must include an HR representative." and 6.6 The staff assessor must be selected from a pre-approved list of assessors appointed by the Vice-Chancellor/nominee. This list of assessors may include externally appointed members deemed to be suitably qualified and / or experienced in sexual misconduct matters. Where the respondent is a staff member, an HR appointed assessor must be included in the panel composition. • It is unclear whether a pre-approved list of assessors exists. • It is unclear whether the VC (acting) or a nominee made the, or this, appointment. • The relevant department is unclear / uninformed about the above when they are approached. • There exists no formal nomination or appointment on this panel. • The manner in which ER /HR are approached to serve on this panel.	None	None

3.8 COMMUNITY ENGAGEMENT: ANCHORING UCT IN THE COMMUNITY

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

"Universities still share some common core purposes. Our interpretation of these common purposes or roles is the means to position the university as an engaged university with a commitment to sustainable development and social purpose. Two of the most frequently cited goals of the university are the pursuit of truth and knowledge (Barnett 2013; Sehoole and de Wit 2014). Hussey and Smith (2010, 76–78) add that universities are 'sources of innovation and invention' through research, and 'reservoirs of knowledge, understanding and skills' expressed through scholarship. They also have a commitment to 'critical evaluation of society' and a responsibility to disseminate their knowledge to the wider community." (Preece 2017) "South Africa's National Development Plan and Higher Education South Africa published its National Development Plan 2030: Our future – make it work (NDP) in August 2012, three years before the AU's Agenda 2063 was adopted. Chapter 9 of the plan is dedicated to education, including a section on higher education. According to Nel (2014), the NDP outlines three main developmental roles for higher education: 1. Produce new knowledge and discover pioneering innovations to respond to pressing societal challenges; 2. Educate and train high-level human resources for a wide range of employment needs in the public and private sectors, while simultaneously equipping pupils to be job creators and entrepreneurs; and 3. Contribute to democratic consolidation by strengthening equity, promoting social justice and advancing an active citizenry." (Luescher & Fongwa 2022)

Staff and students from the UCT School of Architecture, Planning, and Geomatics have helped to rebuild a popular Langa children's theatre after it was damaged by fire in 2020.
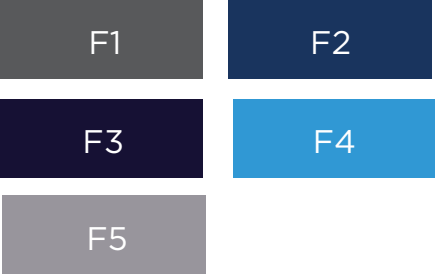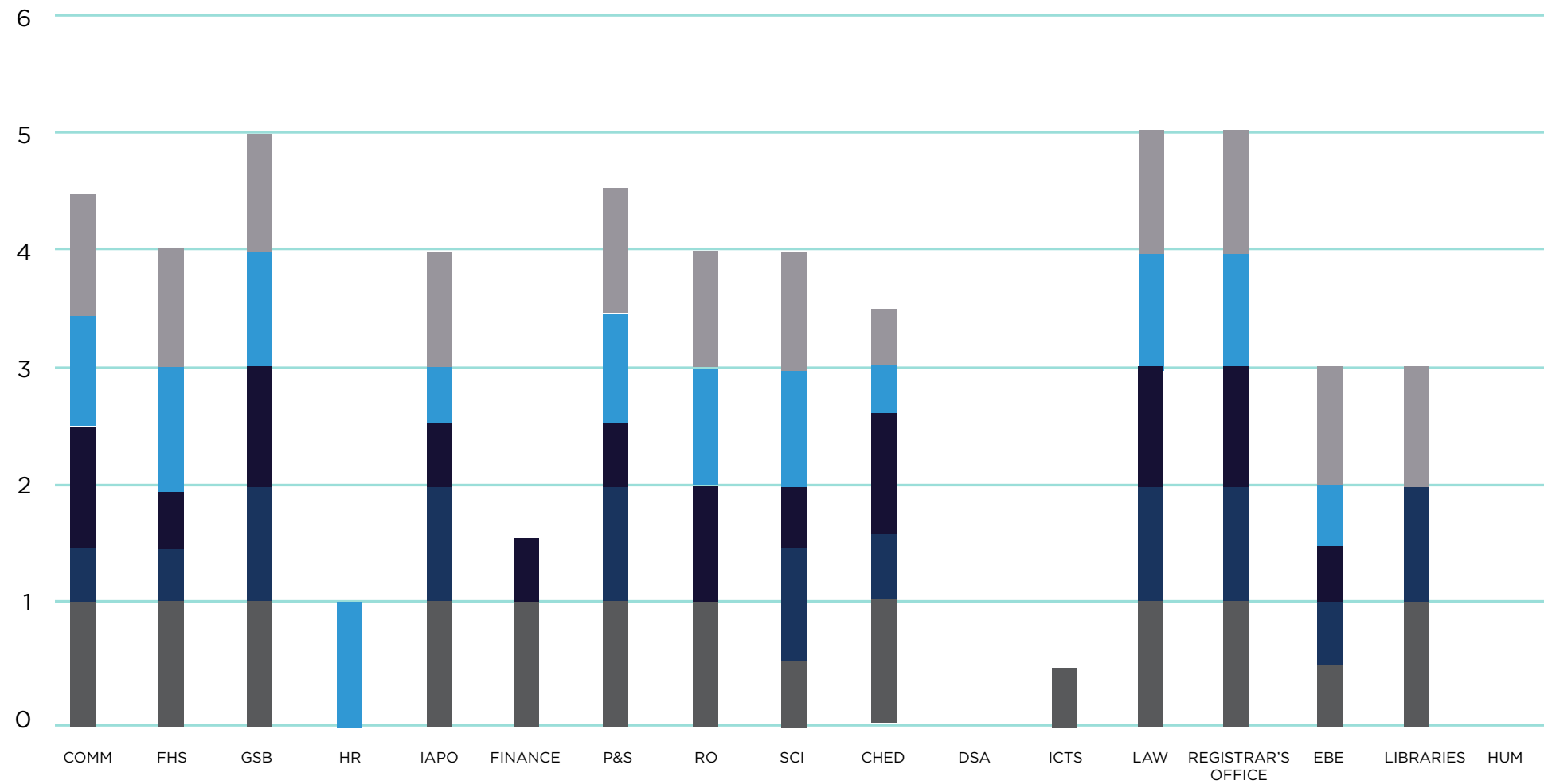
Benchmark F in 2023: Community Engagement

Figure 63

Legend:
- F1
- F2
- F3
- F4
- F5

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 transformation, inclusivity or diversity.

Multilateral networks

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

Contribution to social change

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

Technical support

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

Engagement and solidarity

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

How has UCT responded to this Benchmark in 2023?

This benchmark relates to the DVC Transformation goal: Contributing Towards a Transforming City and Safe Neighbourhood as Part of Building a Sustainable Community.

Preece (2017: 49) highlights a significant observation regarding the literature on community engagement, noting its predominant origin in the global north, particularly from countries such as the USA, Canada, UK, Australia and various European nations. However, South Africa's contribution to this literature is notably limited, with the country primarily contributing to the discourse on service learning, a subset of community engagement.

Reflections in 2022

In 2022, there are a number of actions reported by various environments. The impact and depth of the initiatives varied significantly, as some initiatives were purely charity-based efforts and others sought to empower, develop and transform spaces and promote self-reliance.

2023 insights, concerns and successes

The average score for the community engagement benchmark for 2023 was 60%. Interestingly, entities did well in collaborating with civil society organisations, scoring 73% on F.1. However, F.2 (multilateral networks) is a challenge, with entities scoring 52%. The scores for F.3–F.5 ranged between 52% and 67%.

Entities have to grapple with the deeper question around community engagement and the purpose of the university. A number of projects are directly linked to service learning, while others are community-based projects in which there is opportunity for bi-directional learning, knowledge and skills transfer, which also aids self-reliance.

Several activities and projects are being undertaken by various entities. By celebrating and supporting these multifaceted approaches to community engagement, we can work towards more holistic and sustainable solutions to social issues, moving beyond short-term charity towards long-term empowerment and positive change.

Establishing written agreements with civil society organisations, embracing flexibility in engagement approaches, and promoting intentionality across all environments are essential strategies for enhancing community engagement within departments and faculties, and this has improved in 2023. However, there is a need for multilateral networks to be strengthened to promote partnerships that contribute to collaborative and sustainable development. By prioritising these principles, institutions can build stronger, more sustainable partnerships with communities, and make meaningful contributions to social development and well-being.

Which actions contributed to this benchmark?

The trajectory of community engagement over the last two decades has shifted towards viewing universities as co-producers of knowledge, that collaborate with diverse stakeholders in a globalised, interconnected world. Through connecting to other sources of knowledge and knowledge producers, universities can enhance the relevance, quality and impact of their community engagement initiatives, ultimately contributing to positive social change and sustainable development.

Partnerships and work conducted by UCT environments included:

- The **Registrar's Office** was involved in 100 Up, the Kutlwanong School programme for Western Cape Schools; Langa Baptist Church Career Expo; and the Department of Human Settlements' Career Expo.
- **UCT Libraries** has actively supported the work of 67 Blankets for Nelson Mandela and in the last year resumed the knitting of squares for charity. This could be extended to involve students in the residences and day students.
- At **IAPO**, the Confucius Institute's (CI) Chinese language course for high school students from Grades 8–11 introduces the language and culture to Groote Schuur High School in Cape Town. The CI also provided weekly Chinese language lectures for second- and third-year students.
- **EBE** engages in a number of collaborations with community-based organisations for partnerships, such as through the School of Architecture, Planning and Geomatics, Construction, Economics and Management, Civil Engineering and Chemical Engineering.
- In the **Commerce**, the School of Economics supported a student-led organisation called Phaphama Sedi, which provides support services to entrepreneurs in Cape Town townships. To date, they have worked with over 100 small to medium enterprises and over 300 student consultants.

- There are many community-based collaborations and development projects within **Science**. For example, Dr Suraya Scheba works closely with the Cissie Gool Housing Collective, with several graduate students doing thesis work on the collective.
- At **CHED,** community engagement is part of the mandate of the UCT Knowledge Co-op, a department within the Research Office acting as a bridge between university and the community. Relationships are forged with community-based organisations, topics are collected from these entities that would assist them to enhance how they serve their beneficiaries, improve their programmes or solve practical problems. CHED has also highlighted the Global Citizenship Programme, Career Services' Beyond School programme, and Employer Partner Programmes as part of their community engagement initiatives.
- The **P&S** team generously volunteered their services and expertise on Mandela Day by undertaking maintenance work at the Khumbulani Day Care Centre in Khayelitsha. Additionally, P&S staff collected essential stationery and other consumables needed by the daycare centre and assisted in setting up their computer infrastructure.
- The **FHS** overall, various departments have proactively incorporated a social responsibility component into their research endeavours in order to have high societal impact. While a subset of departments has formalised their commitment through documented agreements with community–based organisations, several collaborations thrive on unwritten understandings.
- The **GSB** and the Bertha Centre, which focuses on social justice initiatives, partnered with the Office of the Vice-Chancellor to fund a centre in Philippi Village. This centre engages extensively with community members, particularly in developing and funding community-based ventures. Many of these ventures are social enterprises that directly address issues of social justice and human rights.

Who contributed to this benchmark?

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

How effective were the actions?

While there are clear successes in various aspects of community engagement across different departments/entities, there are also areas for improvement. By leveraging strengths and addressing weaknesses, entities can enhance their overall impact and effectiveness in engaging with communities and driving positive social change.

Recommendations

While some departments demonstrate high effectiveness in community engagement actions across multiple criteria, others may need to improve their strategies and efforts to enhance their impact. Regular evaluation and adjustment of strategies can help improve effectiveness over time. It would also be prudent for entities to engage stakeholders responsible for Social Responsiveness at UCT to gain deeper insights.

An example of good practice

The Nelson Mandela School of Public Governance

Formally, the Nelson Mandela school is engaged in a consortium that includes civil society organisations such as Rape Crisis and Mosaic, which work with communities to address GBV. The school is working closely with these organisations to develop a leadership programme focused on building the capacity of local-level leaders, to lead systems change towards addressing rape and domestic violence in their communities.

Transformation special and institutional projects: social responsiveness at UCT

Key aspects of social responsiveness at UCT

Janice McMillan has been involved with UCT social responsiveness work for over 20 years and has drafted a timeline outlining shifts and progress.

It is essential that the university places key emphasis on its purpose as servant to broader society, and in shaping the future trajectory of UCT, this extract from a paper published by UCT social responsiveness staff, gives strong guidance to future efforts:

"SA is in the throes of a triple challenge of poverty, inequality and unemployment. An ugly consequence of the triple challenge is a rise in violent crime, particularly GBV, which in SA has reached frightening proportions. This gloomy picture raises a number of fundamental questions about the role of public institutions in addressing these seemingly intractable challenges. What is the specific role(s) of universities in the context of growing inequalities, poverty and unemployment?

Would it not be appropriate to subject universities to some form of scrutiny and accountability in terms of how they pursue the academic enterprise ie research, teaching and learning. It is by asking these hard and uncomfortable questions that we begin to envision a transformed university with a social justice orientation. Goddard (2009:8) points out that the answer to the questions is to make universities integral to society. But it also has to do with openness and the accountability of the academy to society. It is 'accountability of the academy to society' that is useful in helping rethink the knowledge project, its purpose and in whose interest knowledge is being pursued." (Sonwabo Ngcelwane, Janice McMillan, Barbara Schmid and Prince Qwaka, 2019)

To explore and read more about UCT's 20-year social responsiveness journey click here:

Timeline Bibliography - Google Docs

UCT showcases several remarkable initiatives across various environments. However, there is a critical need for more faculties and departments to cultivate intentional relationships with community partners. True collaboration involves an exploration of real needs in partnership with the community, where solutions are developed together. By fostering such collaborative efforts, UCT can contribute to solving pressing issues, and also strengthen its ties with the communities it serves. This approach not only promotes meaningful engagement, but also ensures that initiatives are impactful and sustainable in the long term.

The uncharted

Emphasis needs to be placed on a framework for social responsiveness that strongly guides community engagement efforts across the institution, which would make it easier to track and monitor efficiently.

New paths

A coordinated approach to community engagement at UCT holds the potential to maximise the university's impact on society, while enriching the educational experience of its students and faculty members.

Resilience in action

From 2019 to 2021, actions reported for this benchmark increased, then decreased in 2022, possibly because other work was prioritised post COVID-19 as part of the reintegration process. In 2023, the average score for this benchmark increased again.

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 people? How has the curriculum, pedagogy and the broader learning environment been decolonised?

Benchmark G in 2023: Curriculum Support: Decolonisation, Marginalisation & Accessibility

G1
G3
G2
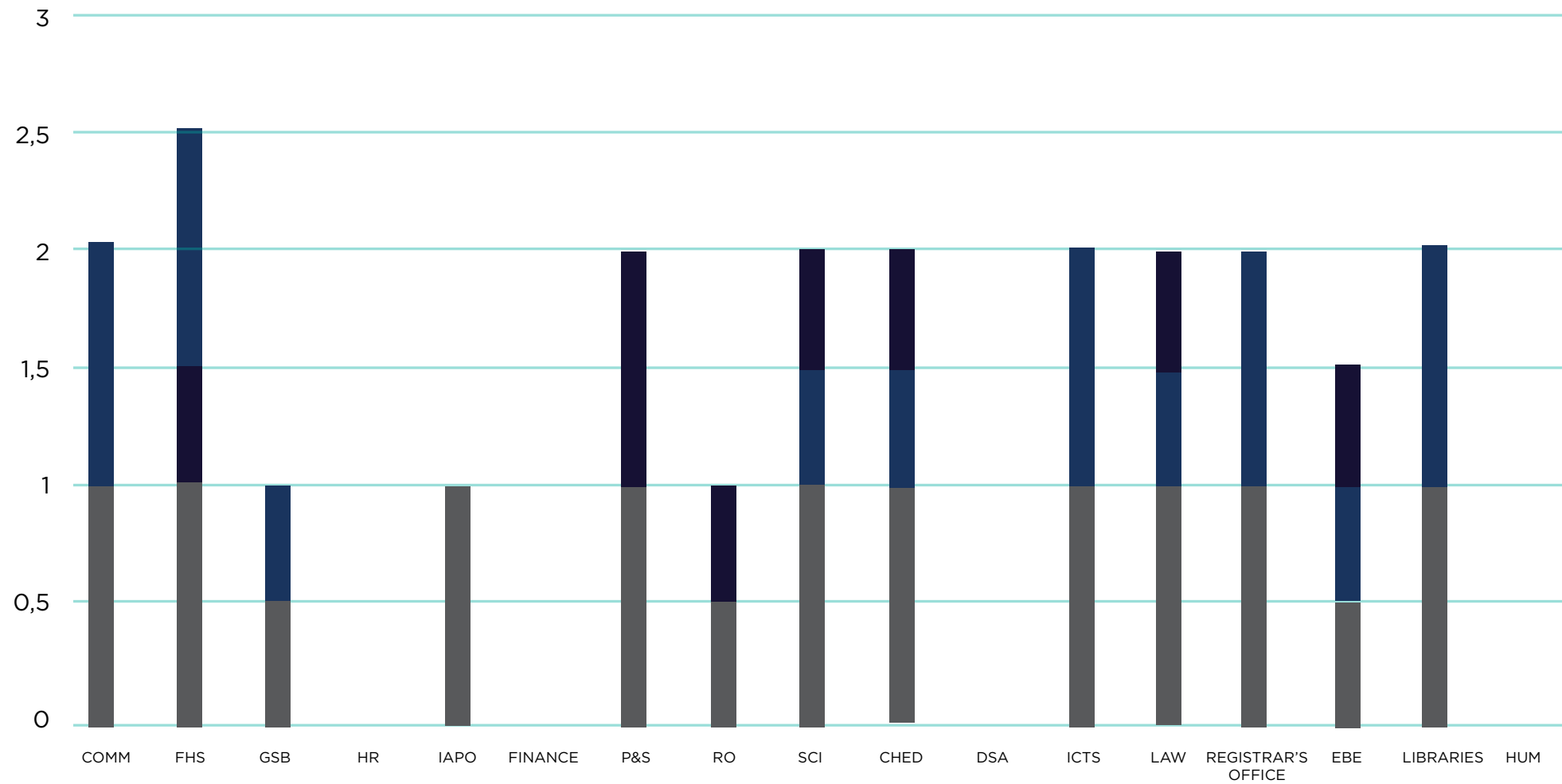
Figure 64

What is being tested?

Curriculum or pedagogy review

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

Training on anti-oppressive methods

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

Research on inclusive practice

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

Dean of CHED, Associate Professor Kasturi Behari-Leak

How has UCT responded to this Benchmark in 2023?

In 2023, several entities continued to report on curriculum change processes, and some mention work that they are yet to conduct. At an institutional level, projects such as the Academic Review of Professional Disciplines are bound to strengthen the curriculum at UCT.

Entities scored relatively low on G.2 and G.3, which pertain to receiving training on sensitively talking about oppression in classrooms, and conducting research on anti-oppression in curriculum or anti-oppressive pedagogy.

"The transmission of values and the accumulated knowledge within a society, constitutes education. Furthermore, education plays a critical role as a tool for the expansion of human culture. Taking this into consideration, the review of education should include the contentious issue of cultural inclusion and exclusion. Western culture has dominated the educational space at the expense of indigenous culture. As a result, indigenous knowledge systems were marginalised, and the education system is deficient in terms of African perspectives." (Apollis & Weber 2022)

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. As in 2022, several entities reported that they conducted curriculum review processes in 2023. Focusing this work is of utmost importance, as it links to shifts in transformation at the sectoral level.

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

- The **Registrar's Office** reported that a significant number of staff members completed the EE training.
- **IAPO,** via Global Study Abroad Programme, has embedded the South African context in the programme curriculum, and issues of marginalisation are addressed and debated in the classroom. The unit aims to create more access for engagement with local students.
- All departments in the **EBE** faculty have embarked on a curriculum review process to address issues impeding student success, eg the Stats Working Group, the Maths Working Group and the Physics Working Group together addressed academic performance issues, and some agreements were made between EBE and the FHS.
- In March 2023, the Law faculty commenced a curriculum review of the **LLB.** This comprehensive review, which spans several years, examines, amongst other things, how we teach, what we teach, how we evaluate and assess students; credit loads.
- **Commerce,** via the Nelson Mandela School of Public Governance and based on student feedback, reviewed the content of all its courses. It ensured that the work of African scholars forms the core basis of materials discussed, and that case studies drawn from African countries are a reference for classroom discussions. Guest lecturers are drawn from a broad pool of African experts, who interrogate the historical roots of oppression and the impact of structural inequality and violence with respect to complex policy challenges facing the continent.

- The new **Science** faculty course, AGE1005H: "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.
- The **Research Office,** through the ATAP (Accelerated Transformation of the Academic Programme) scholars and fellows, held a session in November 2022 during which they were asked to interrogate colonial underpinnings within their disciplines and areas of research. In the Orientation/Induction for the new cohort in May 2023, some sessions in the two-day progamme examined the links between representation, decoloniality and higher education, with specific sessions in which the DVC transformation and the DVC teaching and learning spoke on these topics within the UCT context.
- At faculty level in the **FHS**, the work of curriculum review and transformation has been championed through the Educational Leadership Fellowship (ELF), a DHET University Capacity Development Grant (UCDG)-funded project lead by the Deputy Dean for Undergraduate Education Dr Kerrin Begg, and supported by the Department of Health Sciences Education. The ELF began in 2022; and with a second successful cohort in 2023, the engagement and impact of this programme is clearly highlighted in feedback from departments.
- **CHED's** Academic Development Programme (ADP) underwent a crucial reconceptualisation process in 2023, in terms of its form and function, and the types of services it delivers to the faculties. The process was initiated by Professor Lis Lange during her stint as interim ADP director at the beginning of 2023. The process is ongoing and is now spearheaded by the new ADP Interim Director, Associate Professor Bongi Bangeni. The traditional mission of ADP is to facilitate access for historically disadvantaged, under-prepared students into the university and the disciplines, and as such, has a built-in decolonial agenda. Its work is increasingly geared towards also working with and developing disciplinary staff.

Who contributed to this benchmark?

Six faculties and seven non-academic departments contributed to this benchmark. See Addendum for full list of faculty and departmental contributions.

How effective were the actions?

This benchmark had the lowest score in 2023. This is concerning, but also needs to be read against the backdrop of 17 report submissions, only seven of which were from faculties, which has a lowering effect on the final score for this benchmark. CHED appears to be performing exceptionally well across all criteria, followed closely by P&S, SCI, LAW, the Registrar's Office, ICTS and Libraries.

An example of good practice

UCT Libraries:

- In developing the Scholarly and Research Capabilities Framework, pedagogical approaches were unpacked, and awareness created within the framework.
- Within Libraries, a continuous focus on decolonising the collection is key. Purchasing works by African authors is an essential part of this, as well as advocating for open access within research.
- In an attempt to bridge the research accessibility and African research visibility gap created via paywalls, the Libraries encourages students and researchers to publish open access.

Special Project: Sutherland Nine Reburial (2017-2023)

BACKGROUND (SEE GIBBON, ET AL. 2023)

Between 1925 and 1927 C.E., the skeletal remains of nine San or Khoekhoe people, eight of them known-in-life, were removed from their graves on the farm Kruisrivier, near Sutherland in the Northern Cape Province of South Africa. They were donated to the Anatomy Department at UCT. This was done without the knowledge or permission of their families. The donor was a medical student, who removed these individuals' remains from the labourers' cemetery on his family farm.

Most of the adults were identified by first names (Cornelius, Klaas, Saartje, Jannetje, Voetje, Totje). For two, surnames were also specified: Cornelius Abraham and Klaas Stuurman. There were three unnamed individuals, who were renamed as part of the process by the National San Council in collaboration with the descendant families. The younger boy child has been named G!ae, which translates to "springbok" - an animal symbolising the pride the San have in their culture and future prosperity. The springbok is also an animal characteristic of the Northern Cape. The older girl child has been named Saa, which translates to "eland", a sacred and spiritual animal in San culture. The unnamed adult has been named Igue, meaning "blessing", to symbolise acceptance and blessing by the San ancestors for his reburial.

Nearly 100 years later, these individuals were returned to their community, accompanied by a range of community-driven interdisciplinary historical, archaeological and analytical studies (osteobiographic, craniofacial, ancient DNA, stable isotope) to document, as far as possible, their lives and deaths. The restitution process began with contacting families living in the same area with the same surnames as the deceased. The restitution and redress process, led by UCT, prioritised the descendant families' memories, wishes and desire to understand the situation, and learn more about their ancestors. The descendant families have described the process as helping them to reconnect with their ancestors. A richer appreciation of their ancestors' lives, gained in part from scientific analyses, culminating with reburial, is hoped to aid the descendant families and wider community in (re-) connecting with their heritage and culture, and contribute to restorative justice, reconciliation and healing, while confronting a traumatic historical moment. The

university recognised that a process of atonement, restitution and, if desired by the descendants, reburial was necessary, not only to bring justice and dignity for these individuals, but also to give effect to a broader process of transformation and decolonisation, which seeks to undo the injustices of the past. While these nine individuals were exhumed as specimens, they were reburied as people.

Igui: a 30–50-year-old man who lived between 1300–1400.
G!ae: a 4–6-year-old boy who lived between 1860–1870.
Saa: a 6–8-year-old girl who lived between 1860–1870.
Cornelius: a 30–45-year-old man who lived between 1833–1878.
Klaas: a 40–60-year-old man who lived between 1820–1880.
Saartje: a 30–45-year-old woman who lived between 1840–1880.
Totje: a 25–30-year-old man who lived between 1858–1888.
Voetje: a man older than 44 who lived between 1865–1913.
Jannetjie: a 45–60-year-old woman who lived between 1835–1895.

In terms of redress and transformative justice, the university recognised its complicity in the unethical procurement of the skeletal

remains and in 2018 initiated a restitution process. To comply with the regulations of the South African Heritage Resources Agency (SAHRA), under the portfolio of the Department of Sports Arts and Culture (DSAC), the process began with public participation to ensure compliance with consultation procedures. In accordance with their policy, this encompassed the following:

• Local advertising to identify interested and affected persons and parties, and to conduct consultations among those who come forward. A unique aspect of this process was that two surnames, Abraham and Stuurman, were recorded and archived at the time of donation, and thus were central to the consultation process.

• In accordance with SAHRA regulations, a core group of Abraham and Stuurman descendants located in Sutherland became central to the consultation process. They asked to know as much as possible, approving and requesting research be conducted to understand the lives of their families, generating data that directly connected the Sutherland Nine individuals to Sutherland.

• Ensuring the reburial of the Sutherland Nine individuals in accordance with the outcomes of the public participation process, which was finalised to bring them back to Sutherland.

SAHRA compliance

UCT complied with the SAHRA public participation processes. Because of the decision to rebury the remains in a municipal cemetery, SAHRA indicated that a reburial permit would not be required, but that UCT must align as closely as possible to the public participation process. In commissioning the public consultation, the university consulted with the SAHRA and implemented its process carefully, noting both the specific requirements and general intent of current legislation that applies to cemeteries and burial grounds. The public consultation process then became the formal process in terms of the requirements of Section 36 of the National Heritage Resources Act of 1999 (Act no 25 of 1999), the National Heritage Resources Act Regulations (NHRA) 1999, and the National Health Act (NHA) Regulations 2013 for public consultation towards the

application for a permit for the Reburial of the Sutherland Nine sacred individuals. This process was strongly aligned with the NHRA, despite there being no existing policy to aid the reburial of archaeological individuals who were unethically procured.

UCT was only obliged to comply with SAHRA regulations to do local advertising in a newspaper for three months and to host a meeting for anyone interested. However, the university hired a public participation advisor (PPA) who went into the community and identified an extensive list of stakeholders. The public consultation focused on the Sutherland community, as it was known that these individuals were exhumed there and that there were local people with the surname Abraham/s and Stuurman. A local group related to these surnames, consisting of people listed in the SAHRA report, was identified and became the central group in the process. However, there was an additional open local meeting at a town hall in Sutherland to disclose the situation to the entire community, as well as newspaper advertisements as per the regulation, and a full national media announcement held at UCT.

After these consultations, the core group from Sutherland remained the sole and respected voice by all parties who came forward in the process. Additionally, Stuurman families and members from across the Northern Cape, Western Cape and Eastern Cape were included in the consultation and identified as stakeholders.

Objection lodged april 2019

Towards the conclusion of the public participation process on April 30, 2019, UCT was first approached by Mr Edmund Stuurman, leader of a group of people in the Eastern Cape who claimed to be the paramount chief of the House of Klaas and Dawid Stuurman, to discuss the Sutherland Nine Individuals. This eventually led to a counterclaim to the individual Klaas, with the Stuurman surname, and a request for this person to be reburied in the Eastern Cape and not in Sutherland. The claim was raised with the National Department of Sports Arts and Culture (DSAC, where the portfolio of Heritage is based). By this time, the research was near completion, the reburial

consultation was outlined, and UCT was completing the consultation process. The counterclaim caused complications, as National DSAC contacted UCT.

UCT consulted with DSAC and the existing interested and affected parties from Sutherland and, under instruction from DSAC, presented the research that linked the Sutherland Nine Individuals, including Klaas Stuurman, to the Sutherland region. Furthermore, in response to the application, SAHRA confirmed in their communication dated 12 August 2019, that:

> "
> "SAHRA has no objection to the process of restorative justice undertaken by UCT. However, an objection was lodged by representatives of the Stuurman family residing in the Eastern Cape. Although no permit is required from SAHRA, it is advised that the date of the reburial be delayed until such time that the objection is resolved as per section 41 (3) (a)(b) of the NHRA."
> "

UCT was advised to gain approval via DSAC. A meeting was convened by Rre. Kgomotso Mokgethi, National Director: Heritage Policy, Research and Development, DSAC, on 2 October 2019, with

both UCT and the respective Stuurman family. UCT agreed to meet in Gqebera in the Eastern Cape province. Two areas of contention raised by the Eastern Cape Stuurmans were:

- They wanted DNA analysis to be conducted on the living descendants and compared to the ancient samples to trace the closest ancestor.
- They wanted Klaas Stuurman's remains and those of his descendants to be buried in the Eastern Cape, not in Sutherland.

These requests became areas of contention, as the other claiming parties disagreed, including other Stuurman families and representatives in the Eastern Cape, and the full constituency in the Western Cape and Northern Cape.

In response to the first point, UCT confirmed that the ancient DNA analysis was conducted amongst the nine individuals for the purpose of establishing their genetic relationships to each other. While oral history connects the individuals to the living descendants, the decision and consent for the ancient DNA analysis was made by the living Abraham and Stuurman family descendants of Sutherland, to provide more knowledge about the life and history of their ancestors.

With the request from the Eastern Cape Stuurman family to extend the DNA analysis to living descendants, DSAC had a different view of the DNA testing process, claiming that UCT had never communicated that the ancient DNA analysis would be done. UCT disputed this, as the elements of the research and process were made known to the broader community, including the Stuurman family from the Eastern Cape, as well as to DSAC. Documentary evidence comprising minutes of the UCT-DSAC meeting, media articles, and the recorded community consultation meetings demonstrate that the ancient DNA analysis was a request from the Sutherland family, and was therefore actioned, when financially possible, by UCT. Furthermore, it was agreed that the information on the scientific results would be communicated to the Eastern Cape Stuurman family by the DSAC, in addition to the extensive costs involved and decisions on where the lines for testing would be drawn. UCT's research team illustrated the concern of setting

a precedent of tracing ancient DNA to living persons as the only means of validating claims. Due to genetic recombination after a few generations, an actual descendant may have complete genetic deletion of an ancestor's DNA, but this does not mean that they are not descendants. It would also put oral history connection at risk for this and other processes in South Africa. The research team indicated strongly they would not participate in this type of analysis.

The second point of contention – the request to rebury the individuals linked to the Stuurman family in the Gamtoos Valley in the Eastern Cape – was based on a perception that all people with the surname Stuurman in South Africa originate from the Gamtoos region. This perception was not shared by other Stuurman family members and representatives consulted through the process. Historically, the name Stuurman was given to labourers who drove oxen, literally translated from the Dutch word for "steerman". An historical understanding of name-sharing and -giving practices in the colonial period in South Africa, and the framing of this within the Roggeveld Karoo region in the 17th–19th centuries, was outlined. UCT also shared detailed scientific findings using geochemical signatures (isotopes) of the bones and teeth, which provide information on both childhood and adulthood environment and region. Conclusive evidence showed that none of the Sutherland Nine individuals came from the Eastern Cape, which is a wetter, more humid environment. All showed a signature consistent with Sutherland or drier, more arid environments. This data dispelled the notion that any of the nine people had spent significant periods of time outside of dry arid regions in South Africa as children or adults. In addition, UCT was guided by the view that, while it is impossible to undo the injustices that these men, women and children suffered during their lifetimes, the university hoped that this process of restitution and final reburial at the place of exhumation in Sutherland would go some way towards restoring the dignity of these individuals, and give their descendants the opportunity to remember and honour them.

In addition to the above, DSAC presented the view that the Eastern Cape Stuurman family, represented by Edmund Stuurman (known as the House of Klaas and Dawid Stuurman), were being excluded from consultation and proceedings. UCT disputed this, as the minutes of their meeting, which were verified and approved by DSAC, indicated that UCT was not averse to engaging all Stuurman families in the process, and that DSAC, not UCT, would continue to communicate with the Eastern Cape Stuurman family about their concerns and counterclaim. UCT invited Edmund Stuurman to a consultation, which he declined. Edmund Stuurman and other Stuurman representatives participated in UCT's second Public-Private Partnership (PPP) meeting in Sutherland on 24 November 2019. Further consultations with the Eastern Cape Stuurman family were conducted by UCT in the Eastern Cape to seek resolution. DSAC resolved formally that the public participation process had been concluded after a meeting on 20 February 2020, at which all Stuurman families agreed to reburial in Sutherland, pending further discussions among the Stuurman families. DSAC approved the reburial in Sutherland as per their official notification of February 2020, pending further discussions amongst the Stuurman families.

Restitution guidance and future recommendations

The Sutherland coordinating team, comprising Professor Victoria Gibbon, Mr Elijah Moholola and Dr Sianne Alves, were part of the Sutherland restitution process from 2018, when the then curator Professor Gibbon and Professor Malcolm Collins, the then Head of Department for Human Biology, alerted the then DVC transformation Professor Loretta Feris of the unethically procured Sutherland Nine. The team was initially led by Professor Feris, a member of the UCT Executive, and then by the VC's delegate, Professor Tracey Naledi from FHS. Collectively, the team navigated processes where no clarity was provided, either by national legislation or university processes. One role of the team was to capture this institutional knowledge in support of other UCT practitioners (present and future) and academics who may be,

or become involved in restitution processes. The team also considered recommendations that strengthened existing governance committees' mandates for matters related to restitution. The institutional knowledge for this programme has resulted in research, publications and curriculum change. Redress at FHS is evidenced in the tangible spaces created in the faculty and renaming that has taken place. Learnings from this process are currently being archived for UCT's continued research.

Minister's recommendation for a mediation process
At the minister's request, UCT and DSAC were asked to bring the families together for a final mediation by a person external to both UCT and DSAC. The outcome of the mediation was that no agreement was reached.

The external mediator put forward three options to the minister:
- Return the Sutherland Nine to their original graves.
- Reburial at Kruisrivier in a designated area.
- Reburial at a designated place in Sutherland.

The minister selected Option 3, as all options determined Sutherland as the final location and, in preparation for the original reburial in 2020, the above options had already been explored with the Sutherland community, inclusive of the municipality, and there was consensus agreement with option 3. The reburial therefore proceeded, and the programme was planned for 23–26 November 2023.

3.10 OWNING UCT'S AFRICAN IDENTITY

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

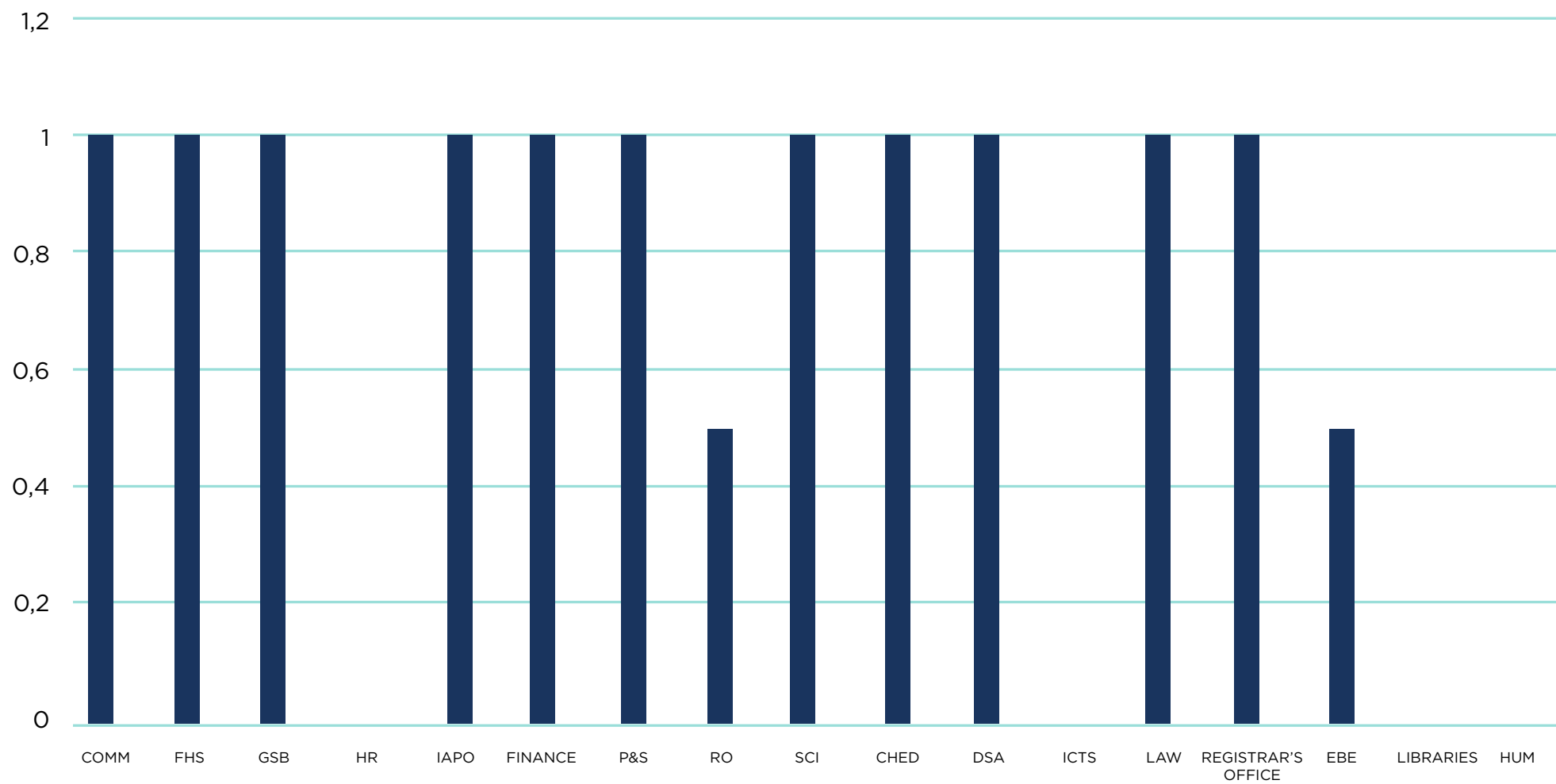# Benchmark H in 2023: Owning UCT's African Identity

COMM | FHS | GSB | HR | IAPO | FINANCE | P&S | RO | SCI | CHED | DSA | ICTS | LAW | REGISTRAR'S OFFICE | EBE | LIBRARIES | HUM

H1

Figure 65

What is being tested?

Afrocentric actions

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

How has UCT responded to this benchmark in 2023?

In parallel with benchmark D (Place and Space), this benchmark focuses on centring the African continent and employing an Afrocentric lens at UCT. Many departments reported achieving this benchmark, with an average score of 70%. Questions about whether actions meaningfully unpack dynamics of power and violence within Africa, such as patriarchal, homophobic and transphobic practices, undemocratic governance practices, or violence fuelled by socio-economic disparities, are pertinent. These questions can help gauge whether UCT's initiatives are addressing the root causes of issues and contributing to positive change.

To ensure that UCT's efforts under this benchmark are meaningful and impactful, it may be necessary to incorporate perspectives from diverse stakeholders, including scholars, activists and community members from across the continent. By fostering dialogue and collaboration with those who have first-hand experience of the issues at hand, UCT can better understand the complexities of African contexts and develop more effective strategies for addressing them.

> There are actions that engage with African identity and are Afrocentric, such as the development of cases within African contexts. These, in essence, start to shape a curriculum that centres Afrikan problems.

> Many activities celebrate heritage and culture, but do not critically ask deeper questions around what Afrika means in relation to the decolonial project.

How has UCT responded to this benchmark in 2023?

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

• The **EBE** faculty engages on and with teaching pedagogies that are central to the needs of Africa. Some staff in the Department took part in a cultural activity to celebrate cultural diversity on Heritage Day, organised by the faculty TC's working groups.

• In recognition of African identity, the **Law faculty** published abstracts of all articles in English and an indigenous language in the journal, Acta Juridica 2023. The work of the Centre for Law & Society (CLS) is explicitly Africa-centred, with all events and activities across all three work streams – engaged research, critical teaching, and the CLS Hub – constituted under its Africa Law and Society programme.

• The Division of Student Affairs **(DSA),** through the Student Wellness Service (SWS), held an Indigenous Health and Spiritual Practices Indaba to raise awareness. Africa Month was celebrated in all residences through food, song, dress and dance.

• The **Centre for IT and National Development (CITANDA),** a research unit in the Department of Information Systems in the Faculty of Commence, has an Afrocentric or decolonial lens as an explicit focus. Activities included supporting the African Journal

of Information Systems; members involved in running the annual African Conference on Information Systems and Technology, with tracks such as "Research in Indigenous African Languages"(Chair: Wallace Chigona) and "Digitalisation for Indigenous Emancipation" (Chair: Pitso Tsibolane). The department, through CITANDA, runs the Enterprise System for Education (ESEFA) initiative, a multinational public-private partnership aimed at improving access to high quality localised (Africa-centric) teaching resources for teaching critical ICT competences, such as enterprise systems and data analytics, that are in extremely short supply.

• The **Science** faculty has many departments whose curricula and research foci are Africa-centric. The faculty thus produces a huge amount of output on Africa – too much to be listed here. The departments most active in this knowledge production are Archaeology (entirely African-focused: human evolution and other early African sites); Astronomy (southern skies); Biology (fynbos ecosystem); Environmental & Geographical Science (human-environment issues in Africa); Geology (geology of Africa); Drug Discovery and Development Centre (H3D) and Chemistry (Africa-specific diseases); Oceanography (African marine ecosystems)

• **P&S** commemorated Heritage, Women's and Africa Days by encouraging staff to embrace and celebrate their unique cultural backgrounds. To foster this spirit of inclusivity, they organised a competition where staff could nominate the best photo of colleagues dressed in their traditional attire, thereby reinforcing a collective celebration of diversity.

• At the **Finance** Office, through the Social Committee, the department started creating conversations around the history of UCT's buildings, and the future of buildings at the university.

• At **FHS,** the African Paediatric Fellowship Programme (APFP) is, by definition, a commitment on the part of the Department of Paediatrics and Child Health to play an appropriate role in supporting child health services development and capacity on the continent. Every year, 40 to 50 fellows from 10 to 15 African countries are enrolled in the programme. Most receive funding raised by the programme team.

Who contributed to this benchmark

Six faculties and seven non-academic departments contributed to this benchmark. See Addendum for full list of faculty and departmental contributions.

How effective were the actions?

This benchmark aims to capture how the university is centring its African identity through scholarship, teaching and learning practices, and activist initiatives. In previous years and currently, UCT, like many other institutions across the country, has been grappling with what it means to embody an Afrikan identity. There are a range of partnerships and programmes which are Africa-centric, but it remains unclear how these critically engage with the African continent and the power on the continent, and African epistemic practices.

There is a strong call for UCT to deepen its engagement with Africa beyond mere symbolic gestures. While events like cultural days can foster a sense of community and appreciation for diversity, they may fall short of promoting a critical understanding of Africa's complexities, and addressing its challenges. To truly own its African identity, UCT could prioritise initiatives that encourage critical thinking, dialogue and activism related to African issues.

Building partnerships with universities and civil society organisations across the continent can be a powerful step in this direction. By collaborating on research projects, exchange programmes and advocacy efforts, UCT can foster meaningful connections and contribute to positive change in African societies. Moreover, integrating African perspectives into the curriculum, promoting research on African topics, and supporting student-led initiatives focused on Africa can further deepen UCT's commitment to its African identity.

Examples of good practice

- The Commerce School of Economics (SoE) continues with its CORE curriculum, a cutting-edge curriculum for economics that demonstrates a continued commitment to contemporary and (South) Africa-specific issues in Teaching and Learning. SoE staff continue to update and augment this for the (South) African context. The SoE also hosted a full-day curriculum review workshop for all undergraduate programmes.
- All Academic Staff and Professional Development (ASPD) programmes and DOH courses convened and taught by CHED staff on the Humanities (HUM) Extended Curriculum have an Africa focus, and recentring of content through the lens of Africa as epistemic locus. The mainstream ASL1203S first-year African Studies course: Writing Across borders, convened and taught by CHED staff, has a similar focus.
- The UCT/Mastercard Foundation partnership in IAPO's Global Scholars Programme continues to seek to provide quality university education for socio-economically challenged undergraduate and postgraduate scholars from across the African continent. As part of the programme, graduate scholars are to return to their home countries to invest their skills and education, so boosting social and economic growth.

The uncharted

Navigating the journey towards decoloniality and Afrocentrism at UCT is indeed a complex and ongoing process. While there may be pockets of progress and promising initiatives, it is clear that there is still work to be done to effect more change across the institution.

New paths

There has been a strong focus on centring the voices of Afrikan scholars through programmes such as the Transformation: A Humanising Think Tank series. It is critical to foreground the voices of Afrikan scholars in solving Afrikan problems.

Resilience in action

UCT is committed to the decolonial mission and core stakeholders at the university, such as CHED and others, continue to drive these important shifts through the curriculum.

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

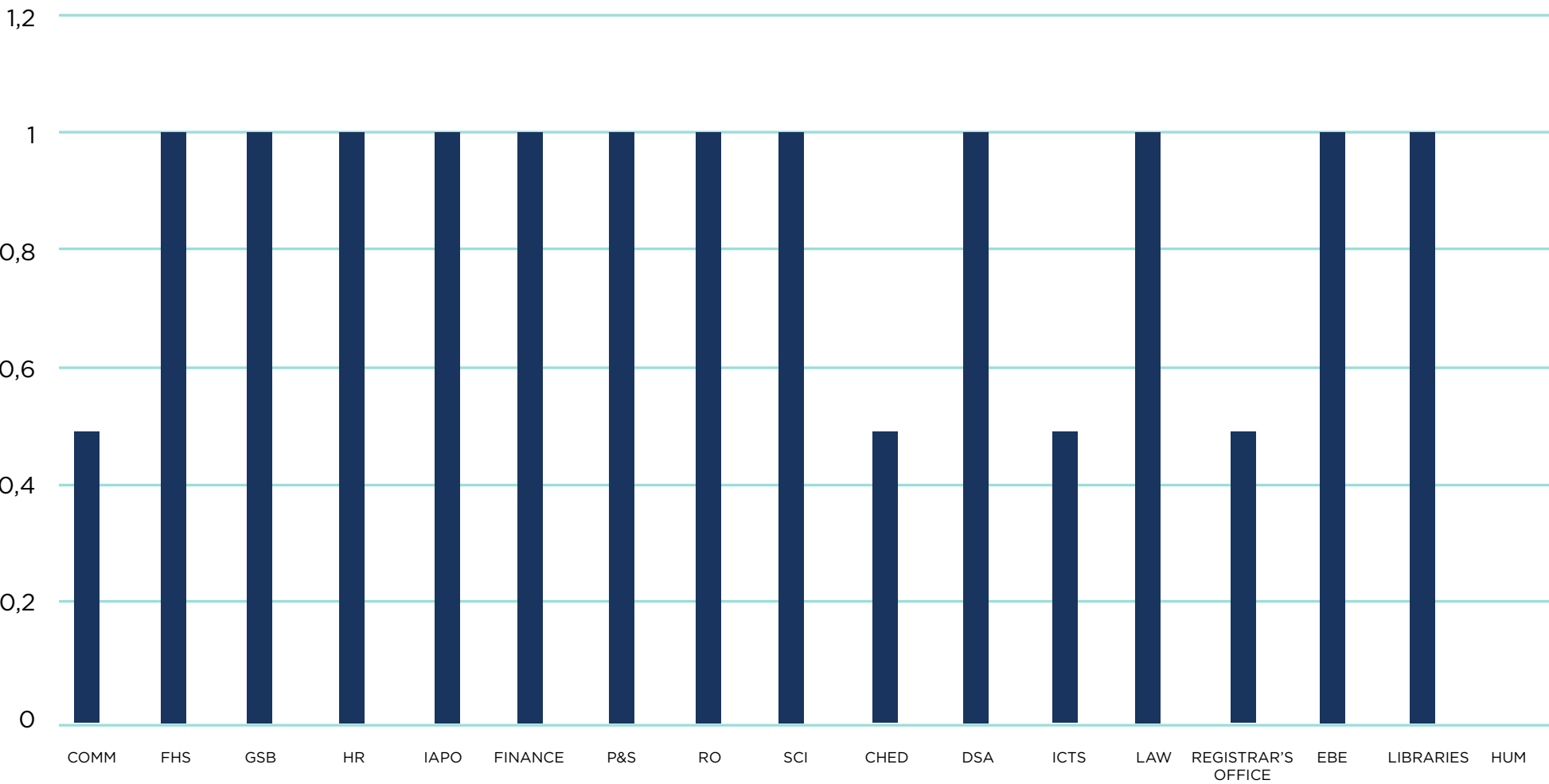What are the innovations and best practices employed to further transformation, inclusivity and diversity?

Benchmark I in 2023: Innovations, Alternative Approaches and Best Practices in Transformation, Inclusivity and Diversity

I1

Figure 66

What is being tested?

New and innovative practices

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

What does this benchmark reveal?

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

In 2023, entities continued to score well for this benchmark. It seems that, within the benchmark framework, environments are becoming creative in finding ways to further transformation and create efficient systems that are responsive to contextual challenges.

Budget is listed as a big limitation to being creative and bringing about/implementing the desired outcomes within environments.

How did UCT respond to this benchmark in 2023?

Several actions were implemented. These included:

- The IAPO finance department introduced FLYWIRE, a new Online Payment Portal for fee payments from international bank accounts. The online platform saves students money on bank fees and poor exchange rates. Throughout the process, FLYWIRE's multilingual customer support is available to help students with any questions.
- The Law faculty reported on a number of innovations, one of which was publishing abstracts for articles in Acta Juridica 2023 in English and another official language, as a response to the marginalisation of indigenous languages in higher education.
- ICTS focused mainly on diversity via the recruitment process.
- At DSA, the SWS drafted an Indigenous Health SoP based on inputs from stakeholders practising in the field. SWS also participated in the Worldwide Universities Network (WUN), taking the leadership role in the Student Mental Health Working Group.
- The FHS Division of Physiotherapy developed an e-learning tool for first-year students to assist with translation of anatomical and physiotherapy terminology.

- Trans-languaging strategies are utilised in clinical teaching situations and for patient examinations.
- The use of gender-neutral pronouns are encouraged in case studies and discussions.

Who contributed to this benchmark?

Six faculties and 10 non-academic departments contributed to this benchmark. See Addendum for full list of faculty and departmental contributions.

How effective were the actions?

Faculties and departments established new systems or structures that enable transformation in their environments. While UCT is looking to create a uniform structure to monitor and evaluate transformation, these innovations are challenging normative practices and ways of doing.

Recommendations

Some promising approaches and initiatives have been piloted, with an incubator for innovations suggested in 2022. This needs to be actioned for TCs to benefit from best practices and innovations.

An example of good practice

CHED launched its CHED CONNECT sessions in 2023. These give the various CHED departments an opportunity to talk about their work and mission with other departments. The aim is to create more cohesion and coherence of purpose across CHED with respect to its overarching mission. These events are open to both PASS and academic staff across payclasses, and are used as opportunities to promote inclusion, acceptance and well-being amongst staff within the faculty. The sessions in 2023 certainly opened up the space for CHED staff to get to know one another better.

The uncharted

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 TTCs.

New paths

DSA is an example of innovation, as they have established an indigenous health standard operating procedure which is a highly important aspect of decolonisation and centring African knowledge systems.

Resilience in action

Innovation has shifted the goal posts in many environments, with deeper questions being asked around transformation, and pushing transformation objectives beyond "box-ticking" (as some have referred to it in transformation reflection circles).

This section of the report lists challenges and highlights as provided by faculties and department, and presented as a self-reflection of their environment.

A. Strategic integration of transformation

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

- **Libraries:** The Leadership building blocks series with the Libraries Management Team (LMT) resulted in the drafting of the new Strategic Plan (2024–2028): Towards a Smart and Healthy Academic Library.
- **ICTS:** After discussions with the ICTS ED and ITMT, OIC, ICTS HR Business Partner and the EE Cluster 9 Committee Chair, the ICTS TC updated its Terms of Reference (for the first time since 2018) and committee appointment letter to better align with the current UCT transformation landscape.
- **Science:** Implementation of Fundamentals of EE course to enable recruitment committees to conduct their business without the need for EE reps was a welcome activity in 2023. The challenge of identifying EE reps and their participation in the recruitment committees has been removed.
- The **Faculty of Health Sciences** Department of Pathology hosted various transformation initiatives geared towards fostering mental wellness, ethics, staff appreciation and community engagement, thus promoting a sense of belonging for staff and students.
- The **Finance Department** highlighted a number of initiatives, such as the Finance Social Winter and Heritage Day initiatives, training, community engagement, department-wide learning activity, staff development, a focus on combining social activities with established gatherings, eg General Staff Meetings (GSM) and YE departmental functions, and a monthly newsletter to contribute to creating awareness around Finance and UCT-wide activities and events.

B. Student access, support and success

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

- **Bursaries and scholarships:** The DoM annually awards scholarships to undergraduate and postgraduate students in the department and throughout the faculty. Several awards were also provided to people of colour this year. The Head of Department raises funds annually to support the awarding of these bursaries. One such example is the Baxter Fund, which provides R750 000 in funding, specifically targeting black students. The department considers this a key element in its transformation agenda.
- **Commerce** has a strong EDU that is integrated into the departments they support. In the teaching and learning space, there is strong industry involvement, especially in bringing in industry experts who represent diverse marginalised groups, such as black women in finance.
- T**he DSA's Student Development (SD)** cluster made tremendous strides in the appointment of a Manager: Student Life and Governance, and a Manager: Sports and Recreation. The activities in the cluster – orientation, student leadership participation, services and programmes in societies, sports and student governance – are anchored within the goals of transformation, inclusion and diversity.
- T**he DSA's Student Wellness Service (SWS)** cluster made progress in transforming the composition of their team to represent UCT's diverse student body, by appointing two psychologists. SWS extended transformation activities through peer intervention support activities, such as academic support and adjustment issues, which expand mental health support for more vulnerable students. Appointment of additional counsellors on short-term contracts was made possible through donor funding. This strengthened psychosocial support and helped with family issues and adjustment for at-risk students.
- **Law:** To promote access, the faculty awarded R13 397 508.46 in scholarships, despite being the smallest faculty. The dean made available R1 505 000 during the registration period for students who had been excluded for financial reasons.

C. Staff access, support and success

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

UCT Libraries expanded its activities to ascertain or gauge "the temperature" of the Libraries through the Staff Engagement Survey. With an 84% response rate (100 of 119 staff), this exercise was deemed a success. The results showed that:

- 48% of staff are fully engaged
- 33% are engaged
- 11% are not engaged
- 8% are disengaged
- Engagement indicators-willingness, commitment and well-being, and resilience – received a combined average of 7.8.

- **UCT Libraries** administered the Strengths Finder assessment tool to 110 staff members to identify their top five strengths. The aim was to draw on each team member's strengths towards strengthening the various teams and units within UCT Libraries, and to enable individual members to realise their potential.
- **RO** established the EBC for Cluster 10 (three departments: IAPO, RO, RC&I) in February 2023, bringing more awareness of the EE targets, training, guidance, policy and mandates related to the RO.

- **Commerce** effectively used its EEC to increase numbers of trained staff on the Fundamentals of Employment Equity. This has successfully alleviated the prior pressures on EE reps. By the end of 2023, 35% of Commerce staff had been trained.
- **The DSA's Student Housing & Residence Life (SH&RL)** cluster has been active in transforming the department's skills profile. Two staff members completed a Management Certificate (NQF Level 4), four staff members completed the First Line Management programme, and other staff members gained technical skills such as computer literacy, Microsoft Excel Essential to Advance, and soft skills including WorkQ, customer service and prioritising.
- **The Registrars'** division appointed several under-represented groups into middle and senior management. The TC organised a TC social for the department, where the OIC conducted some inclusivity exercises. A departmental farewell was also held for retirees.
- **At Humanities,** the proportion of female-to-male staff members (academic and pass) has held steady since 2018, with approximately 62% of staff identifying as female. In 2023, 380 of 608 staff members identified as female (62.5%). Since 2020, Humanities racial demographics have also held steady, with approximately 50% of all staff (academic and PASS) categorised as Black Inclusive. In 2023, the percentages were as follows: 18% African, 27% coloured, 5% Indian, 30% white, and 18% foreign national. In 2023, at each academic rank, the proportion of staff who are classified as black inclusive was as follows: 14 out of 41 full professors in the faculty (34%); 18 out of 64 associate professors (28%); 26 out of 59 senior lecturers (44%); and 88 out of 191 lecturers (46%). In 2023, nine of the 18 departments in the faculty (50%) were headed by academics of colour.
- **At P&S,** external facilitators were engaged to conduct workshops to deepen commitment to inclusivity. These sessions were designed to build on insights gleaned from the 2019 Inclusivity Survey, with a specific focus on addressing issues identified in the lowest
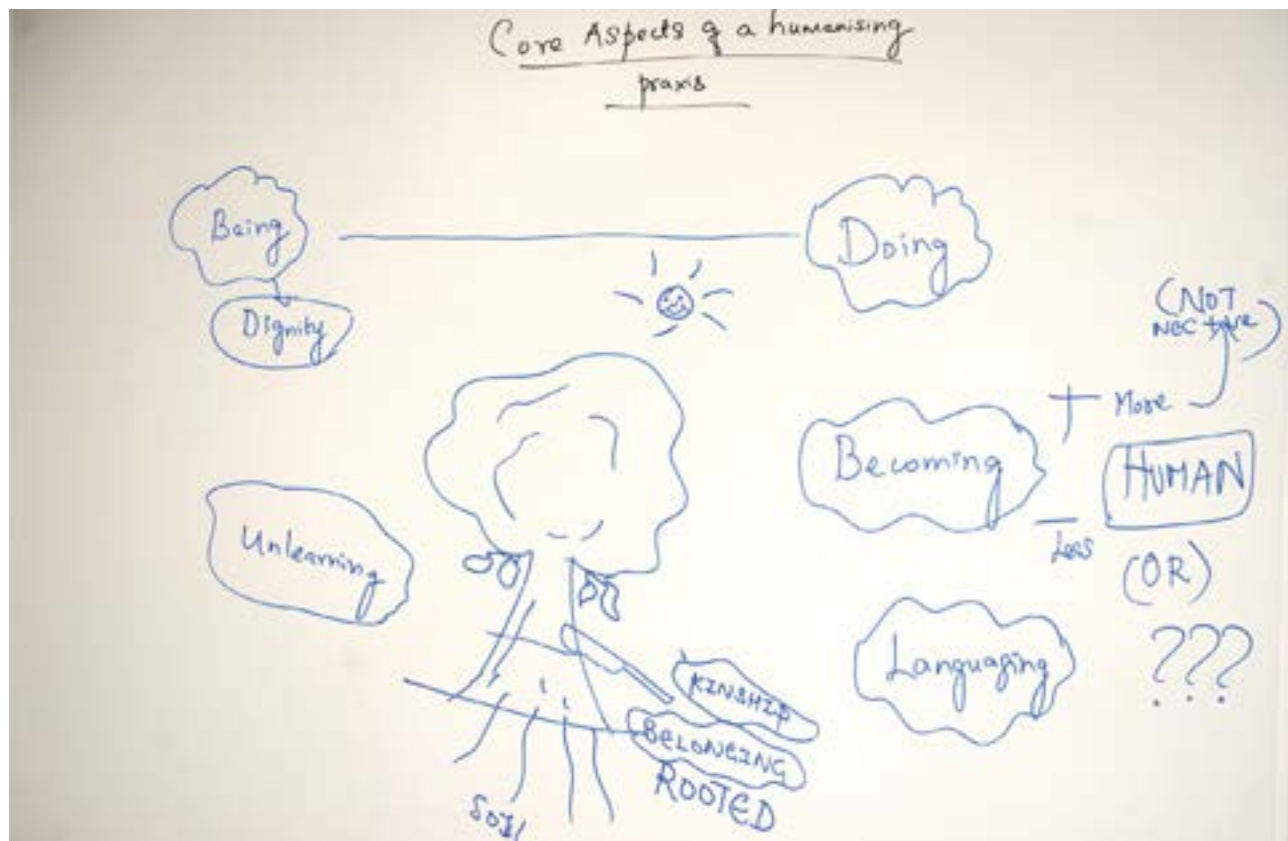
scored items. This proactive approach reflects our dedication to continuous improvement, and ensuring that the workplace remains an environment in which every individual feels heard, respected and valued. This intentional inclusion of diverse voices at various levels of decision making not only promotes a broader perspective, but also fosters a workplace culture where everyone's contributions are recognised and valued. The aim of these initiatives is to build a department that not only reflects the rich diversity of the team, but also actively empowers each member to contribute meaningfully to the collective success.

• **Science:** In 2023, of the 11 academic appointments made (permanent teaching positions), six were black South Africans, of whom three were female. There were six black South African HoDs in the faculty

in 2023, compared to five in 2022, and one in 2019. There is a decrease in the number and proportion of white male academic staff, from 25% in 2019 to 22% in 2023, with targets thus reached.

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

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

• **RO** reignited the review of the art collection in the ACH building, which had been put on hold during the pandemic and due to the transition from one TC to the next. This review offers the RO TC an opportunity to work closely with the other three on-site

departments at ACH, thereby fostering a greater sense of cohesion and collaboration.

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?

• The **GSB** identified community engagement as a priority. There was creative activity and enthusiasm for the following engagements on key social engagement dates such as Mandela Day and Women's Day. The GSB supported the refurbishment of the outpatients waiting room at Somerset Hospital and hosted toiletries drive for the Children and Youth Care Centre. Its collaboration with the Jim Sabos children's library had an increasing impact during 2023.

• The **FHS' School of Public Health** is currently undergoing a 10-year review, during which its divisions and research groups have been tasked with reflecting on their visions, and the overall School vision in promoting health, well-being and social justice. This process also involves identifying the values essential for collaborative efforts to support these contributions. A Vision Workshop was conducted in January 2023 as part of this reflective initiative.

G. Curriculum support

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

• **FHS** was involved with the Sutherland restitution process formal handover of the sacred human remains of the Sutherland Nine to the descendant community. Dignitaries were invited to take part in the ceremony held on 24 November 2023.

- **FHS** Clinical Skills Centre launched its Innovation Hub. The Hub utilises innovative technologies such as 3D printers to develop and enhance its teaching methodologies, and develops task trainers who are more representative of the African population at a significantly reduced cost.
- The Science faculty held a successful faculty-wide panel discussion on the topic, "What is the interplay between excellence and transformation?" and conducted a UCT Science student curriculum survey to canvass students' views on the majors offered by the faculty.

C. Owning UCT's African identity
How is the university centring its African identity through scholarship, teaching and learning practice, or activist initiatives?

I. **Innovations, alternative approaches and best practices: What innovations and best practices have been employed to further transformation, inclusivity and diversity?**
- **CHED** Matters, CHED Connect and CHED Hubs were introduced in 2023 as a way of fostering a deeper understanding of the work of CHED, and to generate an appreciation of the diversity within CHED and how this contributes to a more inclusive and vibrant community. The Graphic Harvest exercise undertaken by all CHED Departments served to bolster these initiatives.

Some specific challenges noted by TCs

A. Strategic integration of transformation
Within the institution, how well is transformation mainstreamed in basic strategic actions?
- **The Registrar's office** experienced challenges in constituting its TC: Staff members don't want to serve; doing more TC events because availability of staff members never aligns properly; and getting TC members and staff members to serve on selection committees.
- **Libraries** experienced challenges related to a lack of understanding of the role of the LTC, and around implementing findings of workshops that unpack its role and process; and difficulty understanding and implementing the new EE policy and guide.

- **IAPO's** challenges were in working within the permitted university policy in terms of donations. Its TC is invested in the process but is time-challenged in fulfilling the TC/EE mandate in the context of the demanding job functions of TC team members.
- **EBE** experienced time as a challenging factor, as many of the staff in the TC are not allocated time for the TC work. Committee members not taken seriously or recognised for the work they do. The TC members have no budget to run events and activities that would contribute towards transformation, diversity and inclusivity.
- **Law** experienced a challenge in capacity to implement things at a faculty-level. TC work inevitably remains the work of a few committed TC and staff members. Transformation remains widely understood in the faculty as a matter of demographics, which limits the scope for achieving greater impact.
- At **ICTS**, the appetite for serving on the TC is very low. Only six staff members were willing to be nominated, resulting in no election and one vacant position. Although all members are committed to the committee's transformation agenda, there is a demographic imbalance – three committee members are white males and only one member is female.
- The **DSA** EEC is new and there were leadership changes.
- In the **Commerce faculty**, many staff experienced work overload and had limited time to engage in or attend sessions organised by the TC. While there is much more transformation work happening in the faculty, including mentoring of emerging black researchers and students, multilateral engagements that address poverty and inequality, and creating an inclusive work environment, it is challenging to track and capture all this information. Endeavours will be made to better collect this information across the faculty.
- **Science** TC experienced a notable challenge in limited time (1 hr) for the committee's quarterly meetings, which was insufficient for members from 14 units to deliberate agenda items adequately. As a result, a half-day workshop is planned for 2024.
- **RO** experienced TC vacancies, particularly at the leadership level, which created a lull for a few months.
- The **Finance office** experienced a lack of transformation interest from staff.

- At **FHS**, financial support is required for transformation, inclusion and diversity related events, as many events were made possible through donations from staff members. It is not always easy for FHS students and staff members to engage in social responsiveness and transformative initiatives due to time constraints and work pressures.
- The **CHED** TC doesn't have a budget item. This was flagged in a 2023 conversation between the dean, the outgoing TC chair, the newly elected TC chair and deputy chair, and the DD Transformation. As part of the sharpening of the TC's focus and responsibility in the faculty, the dean noted the importance of making a budget available for the TC to initiate, implement and action institutional and faculty transformation objectives. This item will be revisited in 2024, when the incoming TC chair and deputy chair start their terms.
- The **GSB's** challenges included the following: Creating a clear agenda and continuity of initiatives; transitioning to the new EE structures and developing good operational structures for the EE committee and seamless cooperation with the TC; and developing a more situated understanding of deeper, underlying issues that deter inclusivity at the GSB.
- **P&S** experienced a lack of incentive for participation. Recognising and acknowledging the efforts of members is crucial in sustaining enthusiasm and commitment to the transformative goals of the department. They also had difficulty coordinating meetings where all committee members could attend due to the diverse nature of shift work and varying operational hours. In addition, meetings are limited to in-person sessions because many committee members do not have access to personal computers. They also experienced communication challenges due to limited PC access and varying literacy levels among staff. In addition, some P&S committee members found the EE Calculator challenging to comprehend.

There is a need for a simplified, basic format calculator which would be easier for all members to understand.

B. Student access, support and success

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

• **Science**: Some staff and students still feel unappreciated and excluded.

• **FHS** experienced a lack of involvement of postgraduates, who are often overworked and do not have time to attend departmental and faculty wellness drives.

C. Staff access, support and success

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

• **EBE** had challenges with the promotion of PASS staff to senior positions, without their needing to move to other departments or faculties.

• **DSA** found it generally difficult to recruit African male psychologists and social workers in what is arguably a female-dominated field.

• For the **Commerce**, non-disclosure of staff demographics continued to make it challenging to accurately measure progress.

• In the **Science faculty**, some staff and students still feel unappreciated and excluded.

• The **Finance office** experienced challenges in achieving a demographical balance on the TEC committee, a gender balance, and in encouraging social inclusivity in a hybrid environment.

• The **GSB** was challenged in accessing appropriate training on TDI for the nuances within the academic environment.

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

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

• **Science**, low attendance at faculty-wide transformation activities was noted, in part due difficulty in finding convenient times for activities.

• The **GSB** found it challenging to craft initiatives in such a manner that they naturally draw in people so that they do not feel "forced".

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

"...what is missing is leadership and how they account for non-transformation that happens, because it almost seems that you can have a little activity in your little space of [being] the leader, but this accountability doesn't hurt you much ... when it comes to key performance reviews or even how you are then viewed for promotion."

"We'll have to have a culture change in leadership, so it also means what kind of leadership do we want so that [it] will fit the newly transformed institution and spaces that we work [in]. And I think that really is something that we really need to ... begin to grapple with and also probably just ask ourselves."

"The morale is rather low at the moment and I think that [this is] quite obvious to all of us and it's actually difficult to unpack that, because it's impacting on the rest of ... and I think we've also got to acknowledge that UCT has been through some quite dramatic moments in this last year ... especially at the leadership level ... it's a huge instability at the leadership level."

"I'm starting to struggle with a lot of ... ill health based on [the fact that] ... the work never stops. Even if you do take a break - and I think that is a transformation [in itself] and I think that is an area ... we need to grapple with in this space: [the fact] ...that nobody's almost getting time to switch off."

"In the recent years, ... with inclusion of ... the Office for Inclusivity and Change [and] the introduction of the new team members, there was a real shift that [I] could see, from just a tick box exercise to actual interventions. And there was a real change for me. That was a big change, so I'm not talking about transformation itself, but the platform we're using to actually do it. So that, to me, was very positive because prior to that, I have to say, it was [like] you literally have to tick a box quickly before they need to ... . There's that change, that has been significant and I think that's also kind of what's putting us under pressure now to perform differently."

"So, for me, the biggest shifts are transformation [in] the demographics, the student demographics. It's really, really encouraging to see. The demographics ... reflected ... really matches with the country's demographics. I think UCT really, really is really taking that portfolio really seriously, so that is something really very encouraging."

The above statements and the summary of the challenges put forward by TDI-agents highlight the dire and anxiety-inducing context at UCT in relation to TDI. It is evident that there are shifts and the environment is becoming conducive for depth work. Staff acknowledge the shifts, along with the importance of procuring resources and creating strategies to mitigate burnout.

section *four*

SCHOLARSHIP & RESEARCH ON TRANSFORMATION AT UCT

Knowledge production emerging
from the UCT transformation praxis.

One of the five goals for transformation at UCT is building scholarship on transformation. Collectively, these goals, which are embedded in UCT's Strategic Plan for Vision 2030, have catalysed scholarship for transformation within the university, ensuring that the institution's intellectual praxis surfaces barriers, successes and challenges to transformation in its academic and operational functions.

In this section, we present scholarship and research related to transformation produced by UCT academics and students in the past few years.

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- AMEE 2023, Glasgow, UK "Inclusive Learning Environments to Transform the Future", 26–30 August.
- Celebrating Health Sciences Education Conference, Faculty of Health Sciences, UCT, 21 September 2023.
- Southern African Association of Health Educationalists (SAAHE) conference, 19–21 June 2023, Gqeberha, Eastern Cape.
- Teaching Advancements at Universities (TAU) National conference "Reflections of TAU Footprints", 26 June 2023, Durban.
- Asukile, M. T., Viljoen, C. A., Lee Pan, E., Eastman, R., & Tucker, L. M. (2022). "Evaluating the Efficacy of an Online Learning Tool for EEG Teaching: A Prospective Cohort Study", Neurology, 98(2), pp. e164-e173. doi: 10.1212/WNL.0000000000012996 .*[The study assessed how well the teaching tool, developed and facilitated by the Div of Neurology in the DoM, worked to improve EEG analysis and interpretation skills for neurologists in resource-limited settings.]*

- Dr Melike Fourie, a senior lecturer in the NI is who creating our Masters in Neuroscience programme (set to begin in 2025), has published relevant work:
- Deist, M. & Fourie, M. M. (2023) "(Not) part of the team: Racial empathy bias in a South African minimal group study", PLOS ONE, 4(April 6), pp. e0283902. https://doi.org/10.1371/journal.pone.0283902.
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- Jayakumar, J. et al (2021) "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), pp. 163-165. https://hdl.handle.net/10520/ejc-m_ajhpe_v13_n3_a5. [Dr Jaisubash Jayakumar, co-authored this paper with colleagues from other departments and included a key element on social cohesion in Emergency Remote Teaching (ERT) mode.]
- Women in Global Mental Health Research Group, coordinated by Rose-Clarke, K., 2023. "Gender (in) equity in global mental health research: A call to action", Transcultural Psychiatry, 60(3), pp.400-411. https://journals.sagepub.com/doi/pdf/10.1177/13634615231180376.

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- Zweigenthal, V. et al (2023) "Health Sciences students' experience of COVID-19 case management and contact tracing in Cape Town,

South Africa." BMC medical education, 23(1). pp. 238. doi:10.1186/s12909-023-04205-4, https://pubmed.ncbi.nlm.nih.gov/37046295/
- TEC members (Dr Itumeleng Ntatamala, Prof Emma Kalk and Carmelita Sylvester) co-authored a publication with a 2022 SSM student, Wanele Mthethwa, on the integration of African traditional medicine into the medical curriculum at universities. This transformational research work was also presented at the UCT Faculty of Health Sciences Research Day on 21 September 2023 (theme: celebrating health sciences education)
- Court, L., Aggarwal, A., Burger, H., Cardenas, C., Chung, C., Douglas, R., ... Beadle, B. M. (2023). "Addressing the Global Expertise Gap in Radiation Oncology: The Radiation Planning Assistant", JCO Global Oncology, 9, pp. e2200431. DOI: 10.1200/GO.22.00431.
- Mutebi, M., et al (2022). "Cancer research across Africa: a comparative bibliometric analysis", BMJ Global Health, 7(11), pp. e009849. DOI: 10.1136/bmjgh-2022-009849.
- Dr Zainab Mohamed was involved in a Delphi process that was presented at the ASCO meeting in 2022 entitled: Challenges Faced by Female Oncologists in Africa:
- Mohamed, Z. (2022). Challenges Faced by Female Oncologists in Africa. Journal of Clinical Oncology, 40 (16_suppl), 11001-11001. doi: 10.1200/JCO.2022.40.16_suppl.11001

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FINDING FUTURE DIRECTION

The conclusion and recommendations of the 2023 transformation report

5.1 REFLECTING ON THE YEAR

2023 can be described as a year in which many environments rebuilt a solid foundation for transformation, while others reached somewhat of a pinnacle over a five-year period, and others only recently started reporting on transformation for the first time.

UCT faced a number of challenges in 2023, some of which are outlined below to elucidate the context of transformation during the year.

The #feesmustfall movement that arose in 2015 sparked a number of shifts in the higher education arena. The movement centred on unaffordable tuition fees that exacerbated challenges in student access to higher education, especially for previously disadvantaged people. The movement also highlighted the disparities in educational outcomes and the challenges for those from poorer backgrounds. In 2023, eight years later, UCT still experiences student protests and is challenged to be responsive to student needs, whilst considering the institution's sustainability.

Economic challenges

UCT is a microcosm of South Africa, a country with a Gini coefficient of around 0.67 and a long history of high levels of income inequality. A relatively small proportion of the population holds a disproportionately large share of the country's income and wealth, while the majority of the population struggle with lower incomes and limited access to resources (Valodia, 2023). Income inequality is a complex issue that requires comprehensive social and economic policies aimed at improving access to education, healthcare, employment opportunities, and social services for all citizens. This is the context in which UCT serves the educational and psycho-social needs of students, along with the challenges of inflation and the high cost of living that have implications for staffing.

How did faculties and departments reflect on the year?

Registrar's Office: "There is a sentiment that black staff (male and female) members have that UCT talks transformation, but there is still a large gap between the talk and delivering on transformation.

Others have a view that institutional transformation has made progress, but there is still much to be done, including the need for greater representivity of black African staff in the more senior job roles at the university. Our department is committed to continue to make its contribution in this regard."

UCT Libraries: "The past 12 months have been challenging [for us] as a Library TC, with finding purpose and clarity being the priority of the year. Moving into the new cycle, we plan to implement these learnings and develop a way forward that is positive, collaborative and [has a] team-based focus. Despite this, UCT Libraries has made significant strides strategically to advance the open agenda and reimagining its spaces and services to support the academic project."

IAPO: "The 2021–2022 TC laid a firm foundation for transformation, inclusion and diversity, and has been a great support in sharing information and assisting the 2022–2024 TC to understand process and policies, which was incredibly helpful."

EBE: "Over the past 12 months, the EBE faculty and its departments have continued to prioritise fostering buy-in from staff members as a cornerstone of our transformation efforts. This approach has yielded tangible results, with a contented staff that actively support one another and remain committed to advancing the principles of diversity, inclusion and transformation within our faculty and departments. Through collaborative initiatives, EBE has made significant strides in furthering transformation and creating a more inclusive environment for all members of the faculty."

Law: "Transformation is difficult to measure and evaluate, but the staff in the Law Faculty are committed to this objective, as can be seen from this report. Being a small faculty with limited funding, we do not have the resources that many larger faculties do, but the faculty has done exceptional work in 2023. We prioritised student

access and support (at both undergraduate and postgraduate levels) and made significant funding available to students. There has also been exceptional community engagement."

ICTS: "[We have] revived the set of eight departmental values, which include mutual respect, integrity, trust, teamwork, growth and development. We are on track to launch an internal recognition process via a tool known as 'recognize', that is being configured to allow staff to acknowledge one another for displaying these values. This was approved in 2020 but was heavily impacted by the need to respond to COVID-19 and by the challenges of a TC that was, by its nature, very focused on the EE element of the recruitment process. By distributing the EE responsibilities more widely via over 40 EE-trained staff members and the election of a new TC with a revised ToR, we expect to be able to further transformation, inclusivity and diversity more meaningfully in 2024."

DSA: "Improve support from the OIC in relation to the understanding of the TDI reporting and quantifying the TDI work within departments."

Commerce: "Over the five-year period of reporting against the benchmarks (2019–2023), we have made good progress … in making transformation, inclusion and diversity a priority. We have used the gaps in the past year's report to improve on this year's. Some examples include our focus on creating a strategy as a foundation for future work. Now that this is in place, we will build on it. We have progressed well in benchmarks where there were gaps in previous years, especially benchmarks A and D. Commerce has generally been very strong in benchmarks F and H, however this year it was challenging to obtain all the information on the multilateral engagements. Staff workloads are high and responses to such requests for information are not always a priority when competing with urgent deadlines in the academic project, especially at year end."

Science: "I think 2023 was a very good year with regards to transformation and inclusivity activities in the faculty. One of the main goals of the TC in 2023 was to rejuvenate and enhance implementation of similar transformation and inclusivity activities across the faculty, and to enhance participation of faculty committee members in the transformation issues. I think these were met very well, based on the attendance at faculty committee meetings, [which was] more than expected. And during the meetings, there was active participation by the members in the deliberations on any of the issues on the table. Time was always too short to accommodate everyone's contributions, and the meeting atmosphere was very friendly, despite the presentation of opposing views in some instances. Another challenge facing the Faculty of Science is the low representation of the black South Africans in academic positions, especially in the senior levels. The current efforts led by the Employment Equity Committee to change this situation should be supported."

Research Office: "The Research Office TC has gone through many changes and adjustments over the past 12 months. The make-up of the committee has changed - we have gained new members (a few who are relatively new to the Research Office), there is new 'leadership' in the committee, as well as finally confirming our ToR. We didn't have much engagement with staff members and the Transformation Benchmarks in the first few months of the year – this is partly due to members leaving the department (including the Chair and Deputy Chair), but also due to finding our way with the new overlapping and diverging directives for the Cluster 10 EE committee that was constituted in February. Due to budget constraints, our ED has indicated that an activity-based budget will be considered upon submission for transformation-related interventions and events. We are hoping that this will promote the mission of the RO TC and transformation interventions going forward in 2024."

P&S: "As we continue to implement UCT-wide transformation strategies, it is imperative to acknowledge and address the specific obstacles encountered within the P&S department. These obstacles often serve to further marginalise vulnerable staff members. Many of our employees operate on shifts and lack access to essential tools such as computers, hindering their participation in surveys and online communications. Additionally, campus-wide communications must be crafted with consideration for varying levels of comprehension, language barriers, and limited computer literacy among our staff. "Ensuring equitable access and participation in transformation initiatives demands both time and resources within the P&S department. Despite the external challenges faced throughout the year, including issues such as loadshedding, the continuing impact of the fire, union interference and protests, our focus remained steadfast on fostering behaviours aligned with our P&S values: respect, trust, integrity, accountability, responsiveness and teamwork."

> "The journey of transformation within the P&S department has been significant over the past years, transitioning from operational inefficiency to establishing a clear strategy and roadmap to elevate service delivery in alignment with UCT's Vision 2030."

Humanities: "2023 was a year of pause for the faculty, to allow for the merger of two deputy dean portfolios (transformation and staffing) to be completed. While holding the fort as the Acting Chair of the TC, I used the time to observe and reflect on the transformation agenda of our faculty. … [one] observation was that the TC should be more empowered as a platform that can play a critical role in ensuring that the departmental transformation activities, experiences, challenges and needs are documented, and that the departments receive support from the Faculty Executive as well as the Transformation Forum. I believe the role of Departmental Transformation Representatives is crucial and currently we are not taking advantage of this. Most departments do have Transformation Representatives, but their roles are not clarified, and the departments do not use them to feed information on transformation matters to faculty, and vice versa."

Finance: "The Department has achieved excellent progress towards its EE numerical targets. The majority 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 and ethical objectives through initiatives from both the CFO's office as well as the TEC."

FHS: As the Faculty of Health Sciences TEC (F-TEC), we maintained our focus on staff wellness, student wellness, and responses to discrimination, harassment and GBV. By organising ourselves into three portfolio working groups, it allowed us to extend our reach and broaden our focus when working independently, but also to draw on our collective strengths during opportunities for collaboration, such as in our anti-GBV campaign, #Power2Protect. Each portfolio was chaired by a member of the F-TEC, which

provided additional leadership development opportunities within the committee, and enabled the establishment of a strong exco group and a more collaborative leadership approach. In addition to the portfolio chairs, the exco also includes the Faculty Transformation Officer and the Gender and Sexual Diversity Advocate. The TO and GSDA sit in the office of the deputy dean for social accountability, which has strengthened engagement and communication between the F-TEC and the Deanery.

"At present we are dealing with enormous budget cuts that will affect the type of service we can offer our patients. There is also a serious concern that staff numbers will be cut (filling of posts has already been delayed in order to save money), further affecting the quality of service and teaching and training we can offer. The budget cuts are affecting job satisfaction and the mental health of staff, and have led to resignations, as there are very lucrative positions elsewhere for healthcare workers."

CHED: "Positive steps … have already been set in place in this respect and have created a good foundation for building on what CHED, as a faculty, has achieved this year in terms of promoting and creating more awareness of TDI factors. There is a realisation that our focus needs to be much more intentional, and the creation of the Deputy Dean for Transformation portfolio in CHED will certainly be instrumental in surfacing and driving TDI processes within the faculty over the next three years (2024–2026). An important part of this DD Transformation portfolio will be to build on the initial work started in the faculty in 2023 by the Interim DD Transformation. Of particular importance here will be the work

on developing and implementing a comprehensive and purposeful faculty transformation strategy. It will be helpful if the faculty is provided with a budget for transformation projects."

GSB: "At the end of last year's report, we highlighted the following needs: Greater effort can be made to develop both a qualitative and quantitative view of transformation at the school. We have been good at advancing this qualitatively, but it needs to be supported by a strong quantitative view of efforts. More generally, systems and channels for the voice of marginalised and excluded persons and communities are needed, along with the necessary support systems that go along with issues raised."

"While we have responded to issues raised in the best of manners, we also need to start the work of coding-in TDI. In this vein, the TF is thinking along two lines – building organisational culture to be naturally collegial, inclusive, diverse, and socially and culturally aware and adept; and thinking about 'total wellbeing' and building this in as part of the GSB fabric. The increased score this year reflects the dents we have made in these areas, while also reflecting the progress made

on TDI and Afrika-centredness, which naturally accrue given the strategic imperative of issues-Afrikan to the GSB. Simultaneously, these three insights pave the way for thinking about what the GSB 2024 agenda should be, particularly as we reframe our internal endeavour as one that should foster a culture of attentiveness and care in order to build inclusivity."

Human Resources: "It has been an incredibly challenging year, not being able to fulfil or even plan activities that would advance our transformation roadmap. As a PASS HR Department, there are sections in the report that are not applicable to our department as we don't have involvement in certain areas, such as student engagements. This, of course, has a significant impact on the overall score. The HR team has been stretched significantly in 2023, given delayed finalisation of filing the ED:HR position, consequently delaying finalisation of other senior positions. A number of the HR team have stepped up and kept the operations running. It has, however, meant a diverting of focus from key value-adding initiatives such as finalising the HR strategy and operating model. We are confident that these issues will bed down in 2024."

5.2 WHERE TO FROM HERE?

Considering the next five years of monitoring and evaluating transformation at UCT

The benchmarks offer shared goals in terms of transformation, inclusivity and diversity. The benchmarks were implemented for the fourth time in 2022.

Transformation benchmarks

Inclusivity strategy

The inclusivity strategy offers an integrated response to the inclusivity survey, institutional reconciliation and transformation commission report as well as the Mayosi report.

The accelerated transformation plan

Thematic policies and strategies

The plan described how to increase the speed of and deepening transformation among academic staff members at UCT.

The development of the dismantling racism strategy, racism and racial harassment policy, sexual misconduct policy and EE policy offer responses to specific problems the university is facing.

The four pathways to transformation

The four pathways enable the institution to measure aspects of redress, transformation and inclusion actions, and to establish mechanisms that protect the rights of staff and students. They translate to: (1) shared (and measurable) goals in the form of the transformation benchmarks, (2) a clear and strategic response to challenges related to institutional and organisational culture in the form of the inclusivity strategy, (3) a plan to increase the speed of demographic transformation in the form of the accelerated transformation plan, and (4) a policy framework which deals with thematic issues such as racism and GBV. These four pathways offer complementary solutions to the deep challenges faced at UCT.

Figure 67

The benchmark approach has been invaluable over the past five years. The benchmarking approach has limitations and that these benchmarks are not a perfect system that serves as a solution to all TDI issues. Some of the foremost critiques are that the benchmarks are not applicable to particular entities, as there are differences between academic and PASS environments. In addition, while they serve as a tool to identify gaps and hotspots in responsiveness to the identified thematic areas, the benchmarks do not test the quality of the actions taken.

It is evident that UCT has made progress against the backdrop of the benchmarks on various levels. In 2023, more environments have opted in to report on transformation benchmarks. Innovations and best practices are emerging as environments respond to contextual challenges and, at an institutional level, the university can identify gaps and hotspots in environments. Thus, UCT is also better positioned to respond to and journey with entities grappling with various transformation challenges.

The SAHRC report (Transformation at Universities) strongly outlines the requirements from higher education institutions. This report highlights recommendations relating to governance, monitoring and accountability.

There are particular asks from stakeholders that also shape UCT's response, as it aligns itself to DHET and SAHRC requirements.

The DHET's requirements are as follows:

8.9.1 The DHET, in consultation with all relevant stakeholders, is required to identify standard performance indicators, with a view of measuring transformation progress of institutions.

8.9.2 The DHET is further required to develop reporting mechanisms, and to evaluate both the appropriateness of targets and plans in place to promote transformation objectives, as well as the relative progress made by institutions on an annual basis. In this regard, appropriate accountability mechanisms should also be put in place.

8.9.3 The DHET, in collaboration with other relevant stakeholders, is required to develop best practice guidelines with regard to transformation of governance structures.

UCT's transformation benchmarks are an innovative monitoring and evaluation tool. They will be reviewed in 2024 to align with shifts in the sector. Moreover, it would be important to tailor the benchmarks in such a way that they can be meaningfully adopted and implemented by UCT stakeholders.

The SAHRC reports also request all universities to ensure that internal transformation oversight and transformation mechanisms are in place to identify gaps, and that processes are periodically reviewed. In addition to this, universities are mandated to review governance models to identify gaps in the models in order to avoid the hindrance of transformation.

It is within this context that this five-year review comes at a critical time: a time to reflect on praxis and to shift and tailor the approach to integrate the learnings of the last five years.

Recommendations

At a governance level within departments, it would be important to have succession plans in place for TCss to address the risk of institutional memory being lost when committees dissolve, which may impede the incoming TC's ability to report for that year. Secondly, TCs, employment equity committees and transformation agents need to be recognised for the work they are doing. It is evident that

many staff are burnt out and yet are required to contribute to deep transformation. The current model is not sustainable, as staff are registering health challenges and increased burnout. It is important to note that work is already under way in this regard, in collaboration with Human Resources.

At the benchmark level, it would be opportune to identify core benchmarks that apply to both PASS and academic environments, and secondary benchmarks that are responded to by either PASS or academic environments. Furthermore, it would be crucial to establish prescribed institutional/governance benchmarks that would allow for accountability at all levels of the institution.

The community engagement benchmark could be strongly aligned with the UCT social responsiveness project. In essence, they should set the trajectory for academic and PASS environments in terms of contributing to a transforming city/neighbourhood.

Finally, it would be critical to unpack the way in which key institutional stakeholders contribute to each benchmark and, in so doing, centre those core functions as part of the transformation agenda.

Tensions to consider

Some benchmarks reflect that the UCT community is dependent on institutional structures to drive change and provide services. Examples of this are the Discrimination and Harassment benchmark, and the staff and student support benchmarks. In terms of specific transformation and inclusion interventions, it is critical to consider appointing individuals per cluster to support the work of the OIC and other institutional structures. This has worked well in environments where appointments have been made. This will take additional pressure off burnt-out transformation agents, and allow for further reach and a more coordinated response to transformation.

These recommendations are suggestions that could serve the institution well in terms of transformation in the next five years and beyond. As such, they are open to input and critique.

The analysis and recommendations below are aligned to each benchmark, as stated earlier in the report.

A. Strategic integration of transformation

Strategic integration of transformation is crucial for the institution, as transformation and inclusion work should be embedded rather than treated as a separate activity over and above teaching, learning and research. Since 2019, environments report positively on how they are embedding transformation into their strategies and functions. The growth over the five-year reporting period indicates that transformation reporting, and the strategic integration of transformation is gaining traction. In addition to this, it is crucial that redress is prioritised as part of the conceptual framework for transformation, as the cornerstone of TDI.

B. Student access, support and success

Student support had an average score of 38% in 2019 and has been consistently above 50% in subsequent years. This is an indication that UCT has become more intentional about student access and support. This score, however, needs to be further improved. Challenges with regard to student fees, throughput, retention and representation of designated groups at postgraduate levels are concerns that need to be addressed.

C. Staff access, support and success

Staff support and access has improved since 2019. Scores over the past two years have increased to over 70%, from the initial average of 56%. The scores suggest that staff feel more supported and have more access to opportunities at UCT. There are, however, still aspects that need work. Bullying and harassment are recurring themes, as well as tensions around race, culture and gender, among other intersectionalities.

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

Place, space language and identity had a baseline score of 65% in 2019 and the data suggests that COVID-19 had a substantial impact on this benchmark, with low scores in 2020 and 2021 that improved again in 2022 and 2023. It should be noted that hybrid work arrangements affected work environments. Some entities reported that the hybrid workplace was a challenge to building cohesion and inclusive environments.

E. Institutional responses to discrimination, harassment and violence

Institutional response to discrimination has shown variable results. Environments scored an average of 54% in 2019. This decreased in 2020 and again in 2021, when the benchmark achieved its lowest score at 38%. These scores are also quite low in relation to other benchmarks. The OIC and the Special Tribunal provide institutional services that respond to matters of discrimination. Some faculties and departments have noted that they do not have capacity or the correct skillset to establish and maintain such a process in-house, and so often serve only as a referral mechanism.

F. Community engagement

The 2019 baseline score for the Community Engagement benchmark was 50% and the institution has continued to improve on that, except in 2022 when there was a dip. Faculties and departments are asking deeper questions around the idea of community engagement and there is an understanding that this work goes beyond a charity model. The social responsiveness aspect of the work would do well to connect these aspects of the work for sustained transformation work with and in communities.

G. Curriculum support: Decolonisation, marginalisation and accessibility

Curriculum Support is the lowest scoring benchmark. In 2019 the average score was 40% and it reached a low of 35% in 2020. One reason is that this benchmark is often viewed as irrelevant by PASS departments because the curriculum is not their focus. Environments have been asked to think critically about their core functions and how they assist/support curriculum and learning. As a result, this benchmark has been contested and critiqued, and environments often mark it as Not Applicable.

H. Owning UCT's African identity

The Owning UCT's African Identity benchmark shows the highest average score, achieving an average of 89% in 2021. It is interesting that during the COVID-19 pandemic, when noticeably fewer transformation actions were taking place, this benchmark was foregrounded by most of the environments.

I. Innovations, alternative approaches and best practices

The Innovations in Transformation benchmark recorded an average score of 58% in 2019 and 2020, decreasing slightly in 2021. In 2022 and 2023 it shifted up to 78% and 82% respectively. This indicates that environments are becoming innovative and creative when responding to transformation. It could also be that there is a bigger appetite for, and shared understanding of transformation and its associated challenges.

section
six

TRANSFORMATION RESOURCES AND REFERENCES

Transformation, inclusivity and diversity are based on continual growth and development. Listed below are the articles and poems referenced in this report, and some other useful texts to make sense of 2023.

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UCT TRANSFORMATION PLANS AND POLICIES, 2019–2023

1.
Disciplinary policy on anti-racism, racial discrimination and racial harassment – approved 18 June 2022.

2.
Disability policy – approved December 2021.

3.
Inclusivity policy for sexual orientation – reviewed in 2021.

4.
Sexual misconduct policy: Sexual offences and sexual harassment – approved December 2020.

5.
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6.
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7.
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