"Universities play a prominent role in shaping society and have a responsibility to drive change in response to social challenges. Addressing inequality and advancing social justice are key aspects of transformation. At the University of Cape Town (UCT), we view transformation within the framework of UCT's Vision 2030, which has three pillars: excellence, transformation and sustainability. Pursuing excellence without transformation misses the complexity of our shared history and current context, and ultimately erodes sustainability."

PROFESSOR ELELWANI RAMUGONDO

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

"The academic and social strategies at UCT are not separate from each other. Therefore the transformation response has to provide a reciprocal engagement in both the academic and social programmes when seeking transformation at UCT – and it is within this niche that the OIC positions itself."
SIANNE ALVES
Director: Office for Inclusivity & Change

CONTACT

OFFICE FOR INCLUSIVITY & CHANGE
📞 021 650 2767
💻 www.oic.uct.ac.za
✉ cheryl.vallay@uct.ac.za
🐦 @UCTOIC
f UCT OIC

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THE OFFICE FOR INCLUSIVITY & CHANGE

The Office for Inclusivity & Change (OIC) provides institutional responses to transformation, sexual and gender-based violence (SGBV), disability and cultural change. The OIC's vision is to develop a UCT where everyone feels included and change is celebrated. Their mission is to provide effective support and encourage collaborative leadership at UCT through evidence-led inclusivity programmes, focusing on curriculum, disability services, institutional cultural change, SGBV prevention, policy and research.

PREVENTION AND EDUCATION

The OIC helps to build inclusion at UCT through the Agents of Change Education (ACEs) and Survivor Support peer education programmes. Students are trained to deliver workshops and educate their peers in the intersectional areas of HIV, gender, consent, patriarchy, sexual violence, SGBV, sexual diversity, privilege and class. Contact ACEs on 📞 **021 650 1005** or email ✉ **stella.musungu@uct.ac.za** to find out how you can join or participate.

EMPLOYMENT EQUITY

The new Employment Equity (EE) Plan (2022–2026) and Strategy aims to attract, engage, grow and retain the right and diverse skills to nurture a culture of inclusivity, respect and excellence at UCT. The new plan places as much emphasis on the affirmative action measures identified to address barriers to transformation as it does on changing the staff profile, especially at the senior levels of the institution.

DISABILITY SERVICE

The Disability Service works to help remove barriers facing disabled students and staff. These include physical, policy, information and attitudinal barriers that might prevent disabled members of the UCT community from fulfilling their potential. Whether this means improving building access, arranging for extra time during exams or employing sign-language interpreters, the Disability Service is there to help.
📞 **021 650 2427**
✉ **disabilityservice@uct.ac.za**
💻 **www.students.uct.ac.za/students/support/disability-service**

INSTITUTIONAL CULTURE CHANGE

The OIC works to infuse social justice content into core curricula, allowing both students and staff to critically engage with issues that affect the South African context. Similarly, through culture-change processes, training and designed interventions, students and staff are capacitated with skills and knowledge that create platforms for understanding and engagement.

SURVIVOR SUPPORT

A compassionate and trained team is on call for survivors of rape, sexual assault, sexual harassment and all forms of discrimination. Immediate, 24-hour support can be accessed using the sexual assault emergency response 24-hour hotline on 📞 **072 393 7824**.

UCT policies make provision for the separation of support and advice services when dealing with survivors and those accused of transgressing the policies (respondents). While Survivor Support assists and supports survivors, the Relations Strategist gives advice and support to respondents.

24 Transformation at UCT

UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA · UNIVERSITEIT VAN KAAPSTAD

Welcome to Transformation at UCT

The University of Cape Town (UCT) is committed to transformation, to making this an inclusive campus that is welcoming to all students and staff and which takes up, with great pride, its position as a top African institution.

At the core of UCT's transformation work is the Strategic Planning Framework 2016–2020. This has guided transformation work by forging a new inclusive identity, interrogating existing curricula, improving student performance and pursuing employment equity.

Recent milestones have included:
- the renaming of Memorial Hall to Sarah Baartman Hall
- the establishment of a specialised student tribunal to address sexual offences
- a food security programme that provides packed lunches for students
- the appointment of 17 young, black South African lecturers through the New Generation of Academics Programme (nGAP) since its inception in 2015.

Transformation in numbers 2023

Training

973 staff trained as Employment Equity reps

30 Agents of Change Education (ACEs) peer mentors

15 Survivor Support officers

3 standby advisors

15 mediators

Student demographic profile

28 693 students

45% generic black (25% of which are black South African, coloured, Indian and Chinese)

22% white

18% identified racially as other

15% international

53% women

14 individuals identified as trans or other gender

Women at UCT

Five (71%) of the executive leaders of the academic enterprise are women. The two deputy vice-chancellors are also women..

The dean of the Faculty of Engineering & the Built Environment, Professor Alison Lewis, is the only woman dean of engineering in the country.

40% of UCT professors are women.

Four out of five junior research fellows at UCT are women.

Of the country's six P-rated women researchers, five are at UCT.

52% of the academics at UCT are women.

Financial aid

Approximately R1.2 billion was made available for financial assistance:

R850 million undergraduate

R310 million postgraduate

Over 1 000 "missing middle" students received UCT GAP funding.

Almost 4 000 students received National Student Financial Aid Scheme (NSFAS) or UCT top-up funding.

Staff demographic profile

1 209 (25%) academic staff

3 467 (74%) professional, administrative support and service (PASS) staff

74% of UCT staff are from designated groups (ie black people, women and people with disabilities) of which 68% were generic black South African.

Professionally qualified occupational level:
39% white,
34% designated black,
26% foreign national.

Other

isiXhosa

Over 400 staff and students enrolled for isiXhosa courses.

Transformation work at UCT is divided into six areas, which inform the institutional culture and are underpinned by governance as well as policies, processes and systems.

1 **Students and staff access, support and success** include improving the diversity of the student and staff profile in terms of demographics, economic status and disability; development support for academic staff; and ensuring an academic and working experience that is conducive to success.

2 **Place and space** focuses on building an inclusive campus through artworks, symbols, use of language, naming of buildings, identity and the UCT work, academic and social spheres.

3 **Institutional responses to discrimination and harassment** is UCT's zero-tolerance approach to any form of behaviour that demeans others. The university supports staff and students who have been, for example, racially or sexually assaulted, violated, harassed or unfairly discriminated against, regardless of when or where the incident took place.

4 **Community engagement and partnership with community** is about using UCT's scholarly and/or professional expertise for an intentional public purpose or benefit.

5 **Owning the university's African identity** focuses on creating a new and inclusive identity for the university, which includes acknowledgement and recognition of African indigenous knowledge systems and developing an indigenous language policy.

6 **Curriculum support, including the development of inclusive classrooms,** is focused on the professional development of staff in respect of curriculum change.