



TRANSFORMATION REPORT

University of Cape Town

2017

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Introduction by DVC for Transformation

Prof Loretta Feris: an overview of 2017



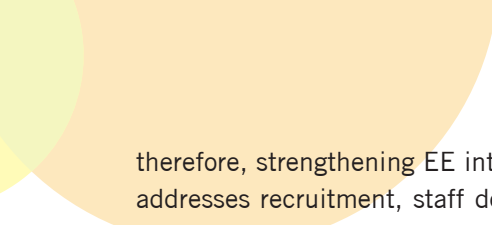
Continuing the emphasis on actionable change, the transformation work of UCT stakeholders is guided by the UCT Strategic Planning Framework 2016–2020. The strategic plan is the culmination of more than two years' worth of dialogue and consultation and an acknowledgement to operationalise transformation. The strategic yet critical focus on transformation builds on how we teach, learn, research and coexist at UCT. Inherently, the strategic plan reframes our thinking about the challenges and experiences that the students bring with them to UCT by also focusing on what barriers we bring to the academic, administrative and social spaces that hinder the students' success at UCT. This means that transformation is embedded in core areas of teaching and learning and research while simultaneously focusing on changing the overall climate and culture of the institution. The creation of a specific executive portfolio for transformation, combined with the portfolio for student affairs, means that the transformation project can be strategically driven at an executive level. The university has shown a renewed commitment for transformation, but also has to recognise that the project of transformation will only succeed if this commitment is recognised and pursued within each and every faculty and department. It furthermore has to recognise that some aspects of transformation can be addressed with necessary speed, while others will be incremental and part of the strategic focus is to understand where interventions may bring about swift changes and where processes and systems need to be put in place for those that will occur over time.

In addition to the work of the portfolio of the DVC Transformation, faculties and departments developed indicators in relation to Goal 1 through to Goal 5. These indicators will be used to track the progress of transformation goals and will be reported on by the Institutional Planning Department. The intended outcome of UCT's strategic plan should be a university that reflects diversity in its people and the members of the university, through their professional engagement, teaching, research and learning, should actively contribute towards a positive and inclusive environment at UCT. Measuring the progress made towards Goals 1 to 5 of the UCT strategic plan will be conducted by an institutional inclusivity survey which is planned for 2019. The data from this survey will establish a baseline from which faculties and departments can identify their priority areas for the next five years – after which time the survey will be administered again to assess whether any change in inclusion has occurred.

Key to the operationalising of transformation at a central level is the office that drives transformation services, the Transformation Services Office that reports to the DVC Transformation. In 2017, after a two year process that included a review of the office, followed by a restructuring process, a newly formed Office for Inclusivity & Change (OIC) came into existence. The OIC comprises a director who oversees the three service areas of Disability, Discrimination and Sexual Assault Case Management, and Cultural Change, Student Capacity Building and Education. It is envisioned that this office will enhance the efforts of the university stakeholders in achieving their transformation goals.

Another key area of change in 2017 was the setting up of a Transformation Forum under the Institutional Forum. The impetus for this was a recognition that while transformation committees are operational within every department, these committees do not necessarily have a shared vision of transformation and therefore a shared understanding of their role in driving transformation. Furthermore, with the restructuring of the University Transformation Advisory Committee (UTAC) into a more focused employment equity forum, there was a need for a forum that would address the broader transformation agenda.

Employment Equity (EE) remains a key concern for the university. The staff demographic profile with respect to race and disability in particular, is yet to reflect the demographics of the province and the country. We are



therefore, strengthening EE interventions and are working towards a comprehensive EE strategy that addresses recruitment, staff development and retention and that human resource policies must be reviewed to ensure that it aligns with such a strategy. Council has expressed its concerns with respect to what is seen as modest EE targets and we have begun to reflect on our ability to achieve more ambitious targets. In the meantime we have started to ensure that EE representatives are better capacitated to fulfil their functions and have conducted intensive training with them and have also organised information sessions with trained EE representatives to better understand the challenges they encounter in fulfilling their role and to brainstorm ways to address these.

The Employment Equity Fund, which is funded through the VC's Strategic Fund has been strengthened through the creation of more robust processes that will enable the Fund to play a deeper role in EE. A committee was set up to review all applications to ensure that they comply with criteria of the Fund as well as HR processes. The criteria of the Fund has been amended to require a career development plan for all employees funded through the EE Fund and reporting mechanisms has been developed.

While these changes have been important, we recognise that in 2018 EE will require a major focus to ensure that we have a focused strategy that leads to meeting our targets and transforming the staff demographics.

Increased levels of sexual violence is of key concern to the institution. With the restructure of transformation services, a focused response to sexual violence is now possible. The year 2017 saw closer collaboration with the Sexual Assault Response Team to begin to articulate this response. A two day workshop lead to a set of recommendations that when fully implemented will ensure that the university can provide compelling advocacy and awareness to prevent sexual assault, a stronger survivor centred support service and a disciplinary process that includes a specialised tribunal for sexual assault cases. The latter has already been agreed to by the university and is being operationalised.

In recognition of the need to have robust and honest conversations on institutional culture and decolonisation, we have organised a number of events to facilitate this. Centrally we collaborated with the Curriculum Change Working Group (CCWG) to host a scholar to talk on the decolonisation of science and math, while at faculty level we organised seminars and café style conversations to enable dialogue and constructive engagement.

While 2017 was in many respects a more stable year, the institution continued to grapple with student protest, signalling that the transformation project requires scope and depth and that we need to ensure that we create a campus that embraces social justice and where both students and staff feel included and can flourish.

1. Governance

1.1 Senate Commission to Review Senate and the Committees of Senate

As part of the strategic Plan the university is required to review its own governance structures and processes. In 2017 Senate approved the Senate Commission to Review Senate and the Committees of Senate (SCRC). The SCRC is mandated to review the composition and terms of reference of Senate and the committees of Senate with a view to (a) ensuring greater representation and diversity on these bodies, and (b) better ensuring that Senate and its committees are functioning optimally. Senate has approved the terms of reference and the composition of this commission, which will commence work in 2018.

1.2 Transformation Forum

In 2017, the Institutional Forum (IF) created the Transformation Forum, which is a sub-structure of the IF that comprises Transformation Chairs in faculties, administrative departments and residences. The forum is a platform for sharing knowledge, challenges and good practice with regarding to cultural change; and activities and interventions that further transformation, inclusion and diversity within each setting. The Transformation Forum adopted its terms of reference in August 2017 and is developing a framework for transformation committees so as to ensure that each committee has a shared vision and goal for transformation at UCT. In 2018 it will continue to strengthen the work of the Transformation Committees and will focus on ways to recognise and reward excellence in transformation.



2. Strategic Projects

To further catalyse transformation, Council in 2016 initiated or redesigned several committees and/or task teams to respond to the most pressing issues affecting UCT. These committees are listed below:

- ▶ Sexual Assault Response Team
- ▶ Sexuality Policy Reference Group
- ▶ Mental Health Task Team
- ▶ Rapid Response Task Team
- ▶ Institutional Reconciliation and Transformation Commission
- ▶ Free Education Planning Group
- ▶ Curriculum Change Working Group
- ▶ Naming of Buildings Committee
- ▶ Works of Art Committee (a joint committee of Senate and Council).

The work of these committees continued into 2017 and in some instances the committee work was completed, as their objectives were reached. All of the above groups include student representation. Further detail about the activities of the groups is included in sections that follow.

2.1 Mental Health Task Team

The mental health of students has been a concern for a number of years, which has led to the establishment of a Mental Health Task Team (MHTT) in 2016, consisting of staff and students. The MHTT was tasked with developing a mental health policy that would provide the means for the university to address mental health concerns. It submitted a draft student mental health policy to the DVC for Transformation in March 2017. University-wide consultations were then held to receive input on the draft policy. The MHTT held an open assembly on the policy in May 2017, followed by consultations with all the faculty boards, the Senate Teaching and Learning Committee, the College of Wardens, Residence Forum and Residence Committee, the University Student Affairs Committee, the Student Parliament and the 2017/2018 Students' Representative Council. In addition, all UCT students were invited to submit feedback through an online survey, and 150 responses were received. The MHTT has considered proposed amendments to the draft policy arising from this consultation process and is working on a revised policy that will be submitted to Senate in the first half of 2018.

At the end of 2016, the MHTT submitted a stakeholder review report on student mental health at UCT to the DVC for Transformation. It contained a number of recommendations that were actioned by the university in 2017, including four additional mental health support positions at the Student Wellness Service (SWS), the restructuring of the mental health service to substantially reduce waiting lists, the inclusion of a mental health promotion and prevention portfolio at SWS, the continuation of a psychiatric nurse call-out system for emergencies in the residences and initiatives to address institutional factors that may contribute to student mental health difficulties.. It also conducted research on recent trends in mental health motivations for readmission appeals and for deferred exams, the results of which have been submitted to the DVC for Transformation.

While the policy is in its final stages and the university has expanded and strengthened mental health services – largely through raising donor money. Much work needs to be done to understand the underlying causes of student mental health, including institutional culture and academic stressors that may contribute to and or exacerbate mental health problems.

2.2 Rapid Response Task Team

The Rapid Response Task Team (RRTT) was set up to monitor the implementation of the 2016 agreement between the SRC candidates, Shackville TRC group and other student formations. The RRTT, made up of representatives of the executive task team, the SRC and student formations, was instituted to constructively engage on a range of issues contained in the agreement. The RRTT continues to meet weekly. Its primary focus is to address systemic concerns around issues such as housing, finances, academic exclusion and mental health support for students. The RRTT, in addressing these concerns, liaise with the relevant offices to address these concerns. For instance, at the start of the 2017 academic year, the RRTT met on a daily basis with Student Housing and the Registrar's office to address student accommodation. Also, as a result of deliberations with the Undergraduate Financial Aid Appeals Committee, historic debt concessions were extended to final year financial aid eligible or GAP students who were ineligible for NSFAS funding, as well as 2016, 1st years (FENS) who became ineligible for NSFAS funding because they failed to meet the NSFAS 50% pass rate requirement. Our preliminary analysis shows that in 2017 a total of R738 million was committed to undergraduate financial aid and assisting with historic debt, through UCT's own funds as well as funds raised from donors and corporate sponsorships.

The presence of the Executive on RRTT means that students can address concerns at the highest level. However, while many issues have been addressed through the RRTT, the trust deficit between students and formal university structures has not been eliminated and national issues such as free education cannot be resolved in a structure such as this, as evidenced by the protests at the end of 2017. Much work must be done therefore to strengthen the relationship between the executive and various student formations and to improve the relationship between students and those offices that serve students at both a central and faculty level.

2.3 Institutional Reconciliation and Transformation Commission



The Institutional Reconciliation and Transformation Commission (IRTC), directed by Council, was established in terms of the November 2016 agreement. A multi-stakeholder steering committee was tasked with identifying the process for the selection of commissioners and to consider, in accordance with the November 2016 agreement, a refined set of provisional terms of reference. The Steering Committee focused its efforts in 2017 on finalising terms of reference for the IRTC and developing criteria for the appointment of commissioners. This process was fraught with complexities as it brought together stakeholders from different political and ideological persuasions that ultimately had to reach consensus. Discussions broke down several times and a facilitator was called upon to break the deadlock. The process of appointing commissioners therefore took much longer than anticipated. In fact, the initial intention was for the IRTC to commence its work in 2017. However, the Steering Committee only managed to conclude the process of appointing commissioners at the end of 2017.

The members of the IRTC recommended by the steering committee and appointed by Council are:

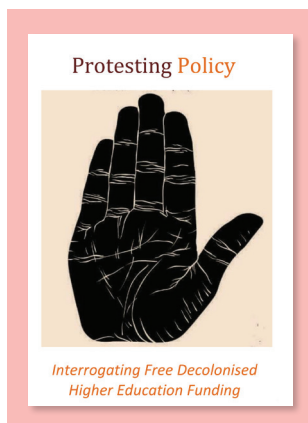
- ▶ Dr Yvette Abrahams (Research Associate in Women's and Gender Studies Department, University of the Western Cape and former Commissioner for Gender Equality)
- ▶ Dr Malose Langa (Associate Professor in the School of Community and Human Development at University of the Witwatersrand and clinical psychologist)
- ▶ Mosibudi Mangena, Chair (former Deputy-Minister of Education and Minister of Science and Technology; former president of the Azanian People's Organisation, AZAPO)
- ▶ Ms Yasmin Sooka (Executive Director of the Foundation of Human Rights and former Commissioner of the Truth and Reconciliation Commission)
- ▶ Justice Zak Yacoob (Former Constitutional Court Judge)

Its Terms of Reference are as follows:

- ▶ Look into what is referred to as the 'Shackville protests' of February 2016, including any related and subsequent protest actions.
- ▶ Invite submissions from all constituencies on the clemencies granted and make recommendations on converting clemencies into amnesty (or the continuation of clemency) and what the nature of these amnesties will be.
- ▶ Make recommendations on how to deal with the outstanding cases in the spirit of restorative justice.
- ▶ Inform itself on all recent and ongoing initiatives to address the issues that fall within the broad scope of the IRTC.
- ▶ Invite all constituencies, and be able to request relevant individuals and structures including task teams, to make submissions on institutional culture and practices, including decolonization and any that entail unjust discrimination, domination or violence including sexual violence.
- ▶ Make recommendations on institutional culture, transformation, decolonization, discrimination, identity, disability, labour relations and any other matters that the university community has raised over the years or may wish to raise.

(Detailed biographical information on each of the commissioners is available for viewing on <https://www.news.uct.ac.za/news/research-office/-article/2018-01-26-announcement-of-irtc-commissioners>). The IRTC was established on 2 February 2018.

2.4 Free Education Planning Group



One of the aspects of the 2016 Agreement was the provision of institutional support to promote advocacy and policy work for free education and as a result the Free Education Planning Group (FEPG) was established at the end of 2016. The FEPG was set up to broadly embark on investigating the principles and possibilities of implementing fee-free higher education. The group continues to remain open to all parties and individuals who are interested to participate and regular calls are made for such participation through campus media and other open sessions. A decision was taken at the initial stages of the formation of the group to have a dedicated research focus as well as a separated but inter-related engagement focus. Round one research commenced early in 2017 and culminated in a reviewed publication entitled: "*Protesting Policy – Interrogating Free Decolonised Higher Education Funding*".

The publication was workshopped in a series of sessions held on campus, in faculties, in residences as well as in community spaces such as schools. In addition, an engagement session was also held with the Chair of the Davis Tax Commission as well as a large-scale outreach on campus by way of a VC's Assembly, held in September 2017. The purpose of the latter was to draw attention to the work of the FEPG through engagement.

An Academic Advisory Committee (ACC) has been established which primarily offers support of a capacity building nature to students involved in research.

To date sixteen members of the academic staff have joined the ACC. The envisaged role of the ACC is to review research produced, act as hosts to seminars, events and a variety of other engagement platforms. Some members of the AAC (who are also members of FEPG) are in the process of devising plans to host a conference in 2018 which will cater for both orthodox and heterodox models of research. The purpose of consciously opening the conference with the latter models was to engage the broader society beyond the university.

Round two research which commenced in December 2017 is yet to be finalised. The details of round two engagement is still at the conceptual level and will factor in learnings from round one. In view of the announcement of the President to extend free education to students from South African households with a combined annual income of up to R350 000, the FEPG is refocusing some of its work to address the sustainability of this model, while simultaneously continuing research on the models for free education that resulted from the first round of research. It is envisaged that work will be concluded by the end of 2018.

2.5 Multilingualism Project

During 2015, students and staff at UCT drew attention to a wide range of forms of discrimination, including racist and sexist practices experienced across the institution. In response to these concerns the Senate Language Policy Committee (LPC) commissioned a research project to investigate the question of accents at UCT and specifically: the resistance that certain lecturers at UCT experience to their accents when communicating in English. The study was conducted over two months at UCT. Academics in eight departments were interviewed and research at UCT, across South Africa and in the US was reviewed.

While there are undoubtedly times when genuine barriers to learning are experienced as a result of a lack of access to accent varieties¹, the evidence from this study showed that accent and language are linked to issues of social discrimination and racial inequality.

One of the responses to the research has been the development of the "Accents Video". The video was funded by CHED and will be rolled out across the university to raise awareness among students and staff. It will be launched on 22 March 2018. It is aimed at raising critical language awareness to change students' and staff orientation to accents.

¹ This includes many students' lack of familiarity on arrival at UCT with the range of 'White South African English' accents of many of their lecturers.

3. Demographic Transformation and Employment Equity

As mentioned above, much of the work in 2017 has been focused on strengthening current systems and processes while identifying and working toward revised targets with respect to demographic profile.

During 2017, 26 selection, recruitment and employment equity training sessions were held and 363 staff were trained as employment equity representatives. The DVC for Transformation hosted two university-wide employment equity forums to understand the current practice and challenges experienced by the staff who serve in this capacity.

An analysis of the HR168 forms (completed by EE representatives as part of the recruitment process) was conducted for the period 2015–2017 in June 2017. In total, 173 forms were received and analysed. A summary of the analysis noted that employment equity representatives indicated that the recruitment processes were deemed fair, selection committees conducted their work carefully and most recommendations were in line with employment equity targets for the area.

The University's Transformation Advisory Committee undertook a review of its purpose and mission, which resulted in revised terms of reference and the renaming of the committee to the Employment Equity Forum. The revised purpose for the committee includes analysing the employment equity barriers that affect staff from the designated groups, an analysis of the progress against the proposed employment equity targets, oversight for the submission of the annual Council and Department of Labour reports as well as the monitoring of the implementation of employment equity strategies across the university.

The University Council tasked the university with reviewing their 2020 employment equity targets with respect to the development of possible stretch targets. This led to a workshop in December 2017 with the senior leadership at the university to begin the process of review and the introduction of the possibility of stretch targets.

The Employment Equity Staffing Fund enables the appointment of a designated group candidates where no post currently exists for such a person. In 2017 seven additional posts were funded as a result. Towards the end of 2017, the employment equity portfolio reintroduced exit interviews with staff who have resigned from the university to gain insight with respect to the factors (push and pull) that resulted in the resignation of the employee. We hope that this will begin to inform our own understanding of possible institutional climate barriers that may exist.

3.1 Recruitment, Development and Retention Programme

The Recruitment, Development and Retention programme (RDR) is a transformation framework for academic staff. It includes a number of current initiatives although the intention is incrementally to transform UCT and to use a number of pilot projects to suggest possible ways of achieving UCT's goals.

At the recruitment level, the New Generation of Academics Programme (NGAP), an initiative pioneered and funded by the Department of Higher Education and Training (DHET), is making an important contribution. The goal is to produce a large, national cohort of black South African early-career academics and to give them the opportunity, during a protected period of six years, to establish themselves at universities. To benefit from the system, universities apply to DHET for posts. Each

post comes with a substantial financial contribution to the costs of employing a new staff member (although this contribution generally does not fully cover the costs). In 2016, UCT was awarded five posts (in Phase 1). In 2017, UCT successfully applied for a further seven posts (in phases 2 and 3). The posts are located across all faculties. With one post still being finalised, the demographics are: eight female and four male; and nine black African South Africans, two coloureds and one Indian. At the time of writing, UCT was awaiting the outcome of its application for a further five posts in the Phase 4 call of the NGAP.

NGAP provides an opportunity to develop and support individual early-career academics as well as to build new communities within UCT. To this end the programme has built a cohort of young black researchers at UCT, adding to the formally employed NGAP members other UCT lecturers who have just started at UCT and who will benefit from connecting with colleagues and participating in career development opportunities. Currently there are an additional seven associate members of NGAP who attend writing retreats and regular cohort meetings. Towards the end of 2017 two of the Phase 1 NGAP lecturers submitted their PhDs and both have been passed.

The Next Generation Professoriate (NGP) is a mid-career initiative funded by the Vice-Chancellor's Strategic Fund. Begun towards the end of 2015 with 35 members, it has grown to 40 members and will grow further (to 45) in 2018. Members of the cohort are selected by faculties using eligibility criteria developed by the National Research Foundation (NRF) for its L category of researchers. These include: female, black, late entrance to the academy and interrupted career.

The current demographics (with a number of positions awaiting filling therefore with $N = 37$) are: 19 female (51%) and 18 male (49%); nine black African South Africans (24%); 14 coloureds (38%); seven black internationals (19%); five Indians (14%); one other (3%); and one white (3%). In 2017, one cohort member was promoted to full professor and five were promoted to associate professor. In addition, one cohort member resigned to take up a post overseas.

The NGP offers various forms of support but all are directed at preparing members for a successful application for promotion to associate or full professorship. The NGP provides the tools for academic staff successfully to navigate the ad hominem process and does so by building skills and capacities while at the same time contributing to transforming institutional culture and processes. The programme is led by Dr Morrell, who is a B1-rated researcher and a recently elected member of the Academy of Science of South Africa. He provides mentoring support for all NGP members and as of 2018 will report directly to the DVC Transformation as part of creating a coherent response to EE.



4. Research

With a revitalised focus on forging a new inclusive and demographically diverse staff and student profile, the Research Office began putting in place systems that would strategically inform grant processes and grant allocation. Some of these strategic innovations are described below. To improve research transformation and inclusivity, all demographic data is being included in the new integrated research administration system, to track trends in research activity and access to grants, and to better inform strategic planning. Historical data remains a challenge as there are demographic gaps in the source HR data and a project is being launched to address this. Similarly, the Research Office has put in place a strategy that increases the visibility of our researchers, and to give particular priority to those from historically marginalised groups, a strengthened communication strategy ensured that an increased number of ground-breaking research from a diverse range of researchers is published on a number of different platforms.

Targeted donor funding for the black South African postgraduate cohort has been expanded, e.g. through UCT's proposal to FirstRand Foundation for the provision of sabbatical grants to support black South African academics and academics with disabilities to complete their doctorates or have post-doctoral training. This is a five- year project with each academic completing a doctorate being given three years sabbatical and two years for postdoctoral sabbaticals. UCT will have six black academics benefiting from this initiative in 2018.

In order to recruit and retain African South African academics and professional support staff, the Research Office assisted African South African academics with research grant and NRF rating applications; nominations for prestigious awards, writing of publications, ad hom promotions. Our suite of researcher development activities is geared to provide a nurturing environment, with two closed calls from internal funding in 2017 that supported Black African South African staff only.

Acceleration of the pipeline of future academics has been defined through holistic professional development opportunities for our postgraduate cohort as well as our young appointees. A particular focus on emerging black and women scholars, our suite of Researcher Development activities (and in particular the Emerging Researcher Programme [ERP]) supported early career academics, including postgrads and postdocs, to advance their research and achieve promotion.

Furthermore, it is crucial to note that within the South African cohort, the representation by Black South Africans in the ERP is overwhelmingly high (55.0% as opposed to 25.6% at UCT). An analysis of 2017 ad hominem promotions demonstrate the impact of the programme. Out of the 110 academics who received promotions, 66 are ERP members. Out of the remaining 44 academics that also received promotion, a large portion of them participated in the ERP seminars, workshops or writing retreats.

The table below gives the demographic breakdown of the ERP members who received promotion in 2017.

ERP	66
Female	37
African	4
Coloured	9
Indian	4
White	18
Not Declared	2
Male	29
African	8
Asian	1
Coloured	5
Indian	3
White	10
Not Declared	2

In terms of transforming the content of our research, the Research Office has provided seed funding for strategically selected new collaborations that include an African partner beyond SA borders. Internal funds have been ring-fenced to award grants through a competitive, proposal-driven process. Challenging our academics to develop new thinking about the problems that should most urgently be addressed by us as a university in Africa, and to feed this thinking not only into published research and innovative products and solutions, but also into the curriculum, has been enabled through, internal funds. Three decoloniality research grants have made through a competitive, proposal-driven process. It is important to note that the three projects that won are led by researchers from designated groups.

Collectively, the Research Office, underpins one of the main thrusts of UCT's academic enterprise. With diversity and transformation at the forefront of the Research Office initiatives, the next generation of academics, is being cultivated and nurtured to contribute towards UCT's teaching, learning and research practice.



5. Teaching and Learning

5.1 Curriculum Reform

The University Curriculum Development Project (UCDP) is a Department of Higher Education and Training initiative to address transformation imperatives in the university system to enable, inter alia, high levels of student success, the development of new academic programmes that are of strategic importance and aligned with national priorities, and the review and renewal of curricula to enable the delivery of programmes that are responsive to transformation imperatives in higher education. UCT has received approval for 16 projects which by and large build on existing activities, and which have a strong alignment with the strategic goals and in particular those goals that intersect with transformation objectives. So, for example, while the university has already embarked on developing a framework for decolonisation of the curriculum, included in the set of UCDP projects are those that address curriculum review in specific curricula, thereby challenging marginalisation, allowing students to engage with local political and social issues and advancing the objective of incorporating South African scholarship into the curriculum.

Student development activities focus on reducing alienation, empowering students to write, ensuring access to academic discursive practices, bridging the gap from high school into university, increasing throughput and success rates for students and closing achievement gaps, improving the completion rate, reducing the average time to completion of PhD students, and psychosocial support. The Centre for Higher Education (CHED) Multilingualism Education Project, which aligns with the high-level objective of reinforcing a new inclusive identity for UCT through the use of indigenous South African languages in the development of multilingual literacy resources, is also included in the set of projects.

A further project relevant to transformation relates to mathematics teaching and learning at UCT. The project will create a world-class, Afrocentric Mathematics Learning Centre, where the learners' and instructors' academic and psychosocial needs are met, and where it will be possible to share expertise with the international mathematics education community. Key elements include the development of appropriate curricula that will best set up students for their future careers, implementing transition pedagogy, implementing proper psychosocial support for at-risk students, and making both students and academics more aware of the current socio-political climate.

Curriculum reform was called for in 2015 and since then, faculties, departments, institutional units and task teams have been established to support the work of reviewing the curriculum. The Curriculum Change Working Group has been tasked with this function, in order to ensure that the necessary understanding and support is provided to academics on campus. In addition, the curriculum work of the Office for Inclusivity & Change continues to integrate social justice and public health discourse into various courses at UCT, while faculties, such as Humanities, Engineering and the Built Environment, and the Department of Biological Sciences, have also initiated discussions regarding reviewing the curriculum through a decolonial lens.

5.2 Curriculum Change Working Group

The Curriculum Change Working Group (CCWG) was established in April 2016, as a black-led, inclusive and broadly representative grouping, comprising academics and students traditionally excluded from formal institutional structures and processes of curriculum oversight. The role of the CCWG was to explore curriculum change at UCT and to help shape strategies for engaging with academics and students through facilitated dialogues on critical curriculum transformation. To address these concerns, the focus on curriculum breadth and depth, through the decolonisation of learning spaces,

pedagogic practices, cultural symbols and academic traditions, was identified as a critical catalyst for the university to explore alternative curriculum pathways. Such exploration would include discussion and debate on pedagogic and assessment practices that are experienced as exclusionary, flexible learning pathways to ensure student success and retention, and the use of the wide range of linguistic, cultural and experiential resources that students and staff bring to the classroom. The outcome of the process led to a Curriculum Change Framework developed by the CCWG by the end of September 2017, which recommended a detailed proposal for curriculum change as a fundamental contribution to building a new identity for UCT.

Members of the CCWG are currently reviewing the framework document for curriculum change. The next steps will include consolidating and preparing the document for release to the Vice-Chancellor and the broader UCT community in approximately May 2018. An executive summary will also be produced, to highlight the overarching and underpinning tenets of the framework document.



6. Institutional Culture

Changing the institutional culture of UCT is undoubtedly the most important, yet also the most challenging transformation endeavour of the university. The university has to recognise that many staff and students experience the culture of the university as alienating and reflective of a dominant Western culture that does not embrace the fullness of its positionality as an African university. While this will not change overnight, the university recognises the need to begin to address this in several ways; such as robust and courageous conversations and actively working towards affecting changes to the physical environment so as to create a more inclusive space.

Faculties and departments, and various student bodies, have of their own volition created forums to engage in challenging conversations. These debates have ultimately influenced teaching, learning, student life and UCT's institutional culture. Similarly, discussions have occurred in residence spaces with regard to sexual assault and gender-based violence, the representation and inclusion of sexually diverse students and the removal of patriarchal practices.

In this section of the report, activities that improve the institutional culture of UCT are recorded.

6.1 Naming of Buildings Committee

In 2015, a task team was formed to conduct or commission an audit, assessment and analysis of the names of buildings, rooms, spaces and roads that may be seen to recognise or celebrate colonial oppressors and/or which may be offensive or controversial. To this end, the Council would seek comment and opinion from members of the university and other interested and/or affected parties on these names, and consult with the university community to solicit views on names of buildings and to report back to UCT's Naming of Buildings Committee (NoBC). Among the first buildings that the UCT community proposed for renaming were Jameson Memorial Hall, Smuts Hall, Beattie Building, and the Wernher Beit and Otto Beit buildings.

In March 2016 UCT Vice-Chancellor Dr Max Price invited the broader UCT community to submit nominations for the renaming of Jameson Memorial Hall. The call for nominations requested that possible names be submitted to UCT by 15 April 2016 for approval by Council in June 2016. On 18 June Council met and agreed that the name of Jameson Hall should be changed and that a new name should be identified through a careful, extensive, consultative process. The NoBC endorsed the task team's conclusion that: (i) the hall stands proud at the heart of the university, and being in this respect out of the ordinary, should have a name that would straddle the distinction between a "proper name" and a "functional name" so as to reflect its exceptionality; (ii) a thoughtful change of name would elicit support; (iii) a new name should evoke something easily recognisable, and with which students, academics, staff and parents could identify when they congregate in the hall; and (iv) such name should evoke what is performed in the hall, that is, a celebration of togetherness around the communal search for knowledge.

In October 2017, Council agreed to temporarily rename the hall "Memorial Hall" and issued a campus announcement via email, which invited the university community (current students, alumni and staff) to comment on the proposed new name: "Sarah Baartman Memorial Hall". Consultations are taking place with the Khoi San leadership structures with respect to the renaming.

In October 2017, UCT renamed the Palm Court student residence in Mowbray to honour the legacy of education activist Harold Cressy, the country's first graduate of colour who qualified at the South African College, UCT's forerunner, in 1910. The residence, a third-tier co-ed facility that is home to 58 senior and postgraduate students, is now known as Harold Cressy Hall.



6.2 Works of Art Committee

In the wake of protests and complaints around the selection and display of works of art at UCT, the Works of Art Committee (WoAC) was established in early June 2017 and Professor Jay Pather was appointed Chair in mid-June. The committee has developed a proposed programme of activities for the next four years. They took the form of the following subsections, with a WoAC working group responsible for each one:

- ▶ To create an atmosphere of transparency and to inform negative media, the WoAC hosted a series of talks and published a number of articles. It hosted several talks featuring eminent speakers in the field (hosted in association with Institute for Creative Arts). These talks, organised by the project coordinator, helped flesh out ideas behind collections in decolonized spaces, curation and diversity. Most prominently, the event titled *Remaking Place* was held at the Memorial (Jameson) Hall and featured lectures, artistic and performative interventions and presentations by noted and award-winning art practitioners, theorists and academics. Speakers included Thembinkosi Goniwe and Same Mdluli from Johannesburg and Nkule Mabaso and Andrew Lamprecht from Cape Town.
- ▶ A curatorial working group started the process of reconsidering the UCT Works of Art Collection by re-curating the Molly Blackburn Hall. The team, with support from the project coordinator, intends to finalise this in March 2018 and will launch the re-curation publically with discussion groups, presentations and an opening event. This should be seen as the first of many campus-wide rehangs reflecting a new approach to the collection, its display and its interaction with the university community.

6.3 Office for Inclusivity & Change

Previously known as the HIV/AIDS, Inclusivity & Change Unit (HAICU) and the Discrimination and Harassment Services Office (DISCHO), including Disability Services

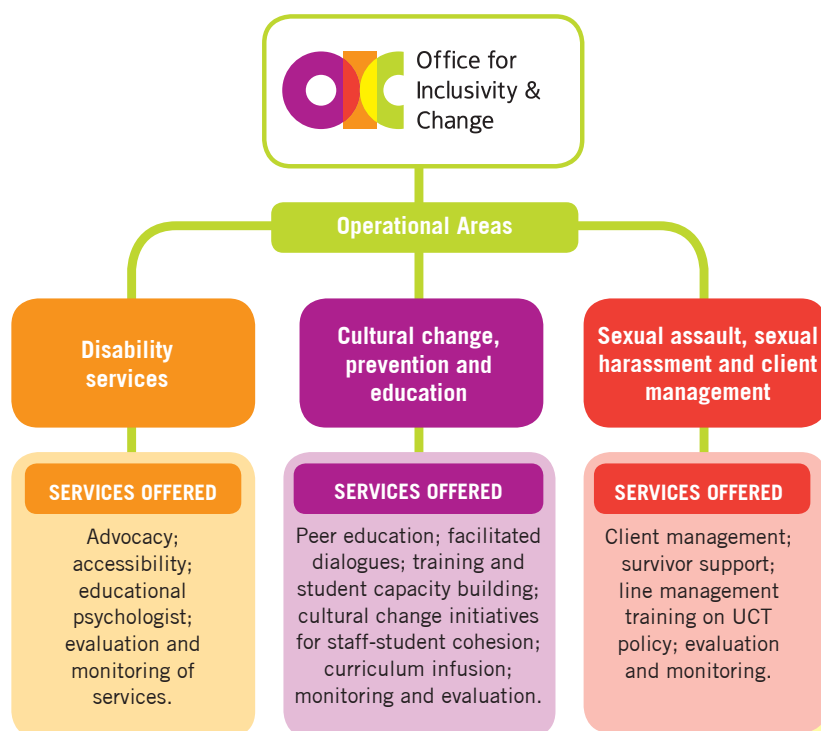


Office for
Inclusivity &
Change

Office for Inclusivity & Change (OIC; pronounced *oh-l-see*) responds to UCT's strategic goals by using implementation research to inform the unit's programmatic responses. The overarching objective of the new unit is to facilitate an enabling environment for UCT stakeholders that promotes and supports measures of redress and the active inclusion of diversities, cultures and identities. The Office for Inclusivity & Change intends to contribute to reshaping a UCT that is responsive to the objectives of the UCT strategic plan, as well as the mandate set in place by the DHET. The unit will provide support and services to all UCT stakeholders by forging new collaborations and/or enhancing partnerships with existing structures on campus. As part of the restructure process and the creation of one coherent unit a new vision and mission was developed:

The unit's services include institutional-cultural communication and change between staff–student groups; curriculum change and capacitation; peer education and dialogues; student and staff legal support for sexual and racial harassment and assault cases;. Since its formation in late 2017, the unit's key focal area is to extend the reach of the unit's work within the institution. Drawing on international and national benchmarks, the OIC applied for and was successful in obtaining two grants to develop online innovations and a case-management system to increase the efficacy of the unit's work. The work of the unit therefore extends beyond advocacy and facilitating dialogue and is rather keenly focused on progressively realising cultural change on campus.

With a fresh perspective on its mission, understanding what it does well, and the environment in which it operates, the OIC pursues Goals 1 and 4 within the UCT strategic plan through the following services which are depicted below.



6.3.1 Disability Services

Accessibility within the university entails one or more of the following:

- ▶ access into the university, and
- ▶ successful progress through the university, achieved by: progressively ensuring access to teaching and learning (for students) and opportunities for a meaningful career path (for members of staff), and access for both to all the university's services and facilities.

UCT's Disability Services currently facilitates or provides access through the university by facilitating or providing necessary accommodations including intensive specialised support for many with complex disabilities.

By the end of September 2017 a total of 363 students had registered with Disability Services. This includes some re-registrations and a few students with temporary disabilities, of whom 125 received specialised accommodations and wrote their July 2017 exams in Disability Services. This number excludes postgraduate students and those who have been granted extra time and write their exams in the mainstream extra-time venues. In November 2017, 148 students with confirmed disabilities were each individually assisted, resulting in a total of 477 exams being overseen and coordinated by Disability Services staff.



6.3.2 Education and Student Capacity Building

The OIC provides education and training on specific university policies in addition to bespoke training for faculties and departments on themes of gender, patriarchy, sexual harassment, sexual assault, gender-based violence, rape culture, sexual diversity, HIV, intersectionality and curriculum infusion; staff–student cohesion; cultural change; and diversity.

In 2017, the training programmes and workshops were delivered on sexual harassment education; empathic engagement and student assessor training; gender-based violence, HIV & Inclusivity, rape culture, patriarchy, sexual diversity and intersectionality. The office conducted 26 mediated cases and five group mediations to facilitate staff engagement in relation to issues of culture and diversity. It engaged in curriculum infusion of social justice principles into core curricula in the Faculty of Engineering and the Built Environment; the Faculty of Science; and the Faculty of Health Sciences. In addition, facilitated dialogues between staff and students, conducted in collaboration with the OIC, resulted in common understandings about curriculum change and decoloniality.

6.3.3 Institutional Communication and Culture

The office rolled out the Café Style Transformation Conversation Series. The first was hosted in October 2017 at the Graduate School of Business (GSB), a collaboration between the GSB Transformation Forum (TF) and the Deputy Vice-Chancellor for Transformation, coordinated and facilitated by the Office for Inclusivity and Change. The purpose of these conversations is to continue to create a space for dialogue with staff (and later students) to discuss issues of transformation in the faculty, building on from previous sessions held in the GSB last year and focused on addressing key issues in the faculty such as improving culture, enhancing student support and prioritising key projects and interventions for the GSB TF that ultimately leads to actionable change.

Similarly, a Transformation Seminar was held in the Dept. of Biological Sciences with the DVC Transformation: https://www.youtube.com/watch?v=7uFVugoFp_c which encouraged dialogue between staff and student on the topic of curriculum renewal in relation to the transformation strategy.

Furthermore, in May 2017, the OIC facilitated dialogues between staff and a student working group to discuss the following:

- ▶ To identify what changes the students would like to see in their department. (Changes were defined broadly and ranged from infrastructural change to communication, language, culture, academics' engagement with students and vice versa.)
- ▶ To identify what changes in the curriculum the students would like to see (if any).

Three focus groups were held with first years, postgraduate students and second years. The data from these focus groups was analysed for themes and key recommendations for culture change were put forward for consideration by the course convenor, the student working group and the head of department. These interventions ranged from multilingual teaching and learning spaces to tutor diversity, mentor training and communication campaigns.

6.3.3.1 Events and Projects

• Conversation Series on Decoloniality

The OIC supported the DVC Transformation and the Curriculum Change Working Group with hosting a visiting scholar, Professor C. K. Raju, and coordinating a week long programme for the visit at UCT in September 2017. The programme contributed to the decolonisation conversation series led by Professor Loretta Feris. Professor Raju's work offers an alternative approach to decolonising Maths and Science by interrogating the historical and philosophical foundations of these disciplines. It should be noted that the College of Fellows and staff from the faculty of science were critical of the invite, the views he hold and his style of engagement. Nevertheless, Professor Raju met with a range of UCT stakeholders such as the Curriculum Change Working Group, Black Academic Caucus, the executive, as well as undergraduate and postgraduate students in the Faculty of Science. A panel discussion on decolonising Science was coordinated by the OIC, in collaborating with the CCWG and was held on 19 September 2017. Three panellists, namely Prof. Bernhard Weiss (UCT Dept. of Philosophy), Dr Henri Laurie (UCT Dept. of Maths and Applied Maths) and Prof. Lesley Le Grange (Curriculum Studies, Stellenbosch University) were invited to participate and respond to Prof. Raju's talk titled '*Three ways to decolonise science*'. The discussion was documented and the short video produced can be found here: <https://www.youtube.com/watch?v=vWdqR-z6jlc>.

• Gender Diversity and Gender-Based Violence Prevention Responses Dialogue

In November 2017 the OIC supported a collaboration between the offices of the DVC Transformation and the Registrar to host a dialogue on gender diversity and gender-based violence prevention responses.

The discussion provided an initial opportunity to learn and share good and/or adapted practice from practitioners in other higher education institutions. The session included a technical meeting where the various stakeholders (P&S, Trans Collective, Gender Dynamix, etc.) on-and-off campus were invited to provide logistical input about the adaptation of UCT systems and infrastructure, with regards to the student application/records system, printing of student cards and provision of gender neutral toilets for gender diverse populations on campus. The scope of the programme also included a focus on gender-based violence and considered the role of men in gender-based violence prevention programmes. Guest presenters from the Gender Commission, Gender Dynamix, UCT Trans Collective, Sonke Gender Justice and Wits University were invited to contribute to the discourse.



• Rainbow Week at UCT

The OIC supported the RainbowUCT student society in October 2017 with hosting Rainbow Week at UCT. The week encompassed a series of activities and events that proved to be successful. It also created greater awareness about marginalised populations on campus.

• Institutional Culture Survey

The university has committed to addressing institutional culture in Goal 1 of University's Strategic Plan 2016-2020. One of the indicators for institutional culture is to roll out an institutional survey for both students and staff that can be used as a measuring tool for transformation at UCT; also taking into account that the last UCT student experience survey and staff climate survey was conducted in 2012. The survey will help the university to understand student and staff perceptions and experiences of UCT by examining key factors that potentially alienate, marginalise, and exclude staff and students on campus.

The aim is to obtain a baseline survey for students and staff by the end of 2018 which will allow for a follow up survey to be conducted again 2020, measuring change over the two year period.

A working group tasked with discussing, developing and planning the roll-out of two institutional surveys for students and staff was established towards the end of 2017. The first meeting of the group, currently consisting of fifteen members ranging from academic experts to professional staff in the planning, HR, student affairs and transformation areas, was held in December 2017. In 2018 the working group will brainstorm the scope of both student and staff surveys, as well as consider the use of the South African Survey of Student Experience for UCT.

6.3.4 Sexual Assault Response and Management

The restructure of HAICU and DISCHO into one office provided an opportunity to restructure the service that the unit provides to survivors of sexual assault. The provision of services to survivors is now separated from the support provided to alleged perpetrators and advocacy and awareness around sexual assault is mainstreamed through each aspect of the OIC's services. With the oversight of sexual assault response and management residing within the OIC and being monitored by the Sexual Assault Response Team (SART), the following data on gender-based violence cases was reported to Council at the end of 2017.

CASE CATEGORY	As at 23 Dec 2015	As at 19 Dec 2016	20 Dec 2017
Sexual harassment	14	31	22
Harassment	25	19	7
Racial harassment/ discrimination	14	9	7
Discrimination, sexism & homophobia	8	16	14
Rape & sexual assault	10	22	21*
Attempted rape & sexual assault	-	-	9*
Domestic violence	4	2	4
Assault	6	4	4
Advice in general	4	9	10
Other (general disputes)	3	8	-
Workplace relations (including HR and mediations)	25	23	26
Total	113	143	122

6.3.5 Sexual Assault Response Team

The UCT Sexual Assault Response Team (SART) was constituted to review UCT's practice and response towards sexual assault, discrimination and harassment. A further obligation was then to inform the university community of all known cases of sexual violence that have occurred on campus by issuing quarterly reports. These reports document how the university responded to such cases, highlighting any gaps and identifying trends for further consideration.

Since its constitution on 7 April 2016, SART's membership has consisted of members of the university community, community-based organisations, South African Police Service (SAPS), health practitioners, student representatives and survivors. The agreed focus of SART was that it would be a survivor-centred, collaborative and multidisciplinary team that would be open to accommodating the voices of all who are affected by sexual violence on campus. Not replacing any of the current services on campus, SART currently functions as a developmental monitoring body to sexual assault responses and case management and is located in the Office for Inclusivity & Change.

Over and above the SART quarterly meetings in 2017, SART hosted a two-day workshop for all the stakeholders who are involved in the machinery of sexual assault response and management at UCT. Through this workshop, SART confirmed that the current model of formal and informal procedures related to sexual assault and sexual harassment were effective if implemented correctly. Furthermore,

four committees were developed to improve the institution-wide processes, which included reviewing policy and related handbooks; developing specialised disciplinary tribunals; enhancing staff HR disciplinary systems for sexual assault and harassment and developing line management training on sexual assault and harassment policies. SART continues to provide advice, review cases and collaborate with the OIC to promote accountability and report back to the university community and university management.

6.3.6 Sexuality Policy

The Sexuality Policy articulates the ways in which the UCT institutional culture can recognise sexual diversity and protect the constitutional rights of students and staff. The policy has been in development since 2014 and was revised by Professor Pierre de Vos and Dr Zethu Matebeni during 2016. Various stakeholder engagement meetings were conducted in 2014, 2015 and 2016 to include UCT stakeholder concerns and recommendations. The policy was tabled at Council in December 2017 and was subsequently adopted.



7. A Snapshot of Transformation Initiatives in Faculties and Departments

This section contains feedback on some of the transformation activities being undertaken by faculties and departments who, through their internal plans, have aligned their work, processes and activities to respond directly to the university's transformation goals. Submissions were received from the faculties of Science, Humanities, and Engineering and the Built Environment (EBE), and from the Office of the Vice Chancellor (OVC), Information and Communication Technology Services (ICTS), the Development and Alumni Department (DAD) and Institutional Planning Department (IPD).

The three faculties and many of their departments, and ICTS, all have transformation committees or forums in place, as well as some working groups, to facilitate the necessary, robust broader conversations on transformation topics including employment equity, diversity and sensitivity, curriculum review, inclusivity, decolonisation and communication. Training workshops, seminars and café-style conversations have taken place, to enable dialogue and constructive engagement with both staff and students.

7.1 Institutional Culture

Many staff and students experience the Eurocentric environment at the university as alienating. While this will not change overnight, UCT recognises the need to begin to address this in several ways; such as robust and courageous conversations and actively working towards affecting changes to the physical environment so as to create a more inclusive space.

7.1.1 Student Engagement

Student activism and leadership are encouraged and indeed are vital to the transformation process. The students' input at department level is being sought through surveys, forums and mediation meetings, among others. The departments of Biological Sciences and Computer Science both ran climate surveys to examine students' perceptions on curriculum content, teaching practice and decolonisation, while the latter also organised two open forums where students could comment on transformation within the department. Students and staff from the Department of Environmental and Geographical Science (EGS) took part in a two-hour informal discussion on EGS-related topics and have set out to identify facilitators to mediate between students and staff.

The Department of Statistical Science has invited cohorts to discuss their experiences as statistics students and provide their suggestions on how that experience could be improved. The EBE Undergraduate Student Council has organised a series of skills development initiatives, including project management, and negotiation and mediation skills. EBE's Transformation Student Representative held lunchtime dialogues for the faculty to discuss curriculum change, decoloniality and cultural change. Regular "mediation" meetings involving students and staff provide an opportunity to address concerns and start conversations about transformation, fee-free education and inclusivity.

7.1.2 Art and Buildings

In the wake of protests and complaints around the selection and display of works of art at UCT, students and staff from EGS worked together to identify artworks in the department that they feel do not represent inclusiveness and decoloniality. The Faculty of Humanities plans to continue engaging with the Works of Art Committee and the Renaming of Buildings Committee about changing the institutional symbols in the faculty. The Arts Block has been renamed to AC Jordan.

7.1.3 Inclusivity and Diversity

An integral component of the process of reshaping UCT is the active inclusion of diversities, cultures and identities. To this end, the Department of Maths and Applied Mathematics (MAM) is undertaking a long-term project aimed at increasing the number of black mathematicians in academia. The project will increase student support at many levels, including study skills guidance and mentoring, and will provide funding for staff development. The Lead, Engage, Activate, Develop programme in the EBE faculty aims to increase the number of black South Africa postgrads in engineering and the built environment and to encourage undergraduates to consider careers in research. A Women in Computer Science society has been established while the EBE faculty works closely with Women in Engineering and GirlEng to attract female learners into studying engineering.

The African languages staff from the School of Languages and Literatures are developing glossaries and discipline-specific vocabulary for the indigenous languages, and will advocate, conceptualise and develop courses to accommodate the academic needs of more South African students, as requested by departments and faculties. They are also playing a key role in developing more inclusive signage. The Department of Statistical Science is creating a resource of statistical terms and phrases in different South African languages. The Psychology Department has developed multilingual glossaries that are made available to their students.

Seminars and workshops have been used to draw attention to the need to be sensitive to issues relating to diversity and sexuality. Students' academic, social and emotional needs are being addressed through the provision of psychosocial support, mentoring and tutorial programmes to assist with academic pressure, mental-health awareness workshops and presentations led by health professionals, and emergency financial support. Bathrooms in several departments have been designated as unisex.

7.2 Curriculum Renewal and Governance

The Department of Statistical Science aims to transform its courses by incorporating more examples relevant to South Africa and to this end has created a Vula site where South African data sets, simulation programs and stories for class examples are shared. Students have been asked for their input on how the curriculum could be transformed to make it more relevant.

The South African College of Music is reviewing entrance requirements and scholarship offers for music degrees, and has started to include black African performers as external examiners. A planned DMus programme has the potential to attract African performers whose presence will enrich the university's pan-African outlook.

Modern foreign languages in the School of Languages and Literatures will continue to be a focus of reviewed curricula, including more texts and scholarship from Africa. A new major in African studies, in the School of African and Gender Studies, Anthropology and Linguistics, had its first cohort in 2017.

7.3 Employment Equity

Employment Equity (EE) remains a key concern for transformation committees – where most members have been trained as EE representatives who serve on the selection committees for the university. The staff demographic profile, with respect to race and disability in particular, is yet to reflect the demographics of the province and the country. Departmental reviews reveal that, while faculties are aware of the need to develop talented black postgraduate students in order to attract them to academia, their efforts in this direction are not always successful and have indicated that a more structured model is needed. Junior and mid-career level staff often feel they are not being “developed”, with a mismatch between staff needs and what is currently in place. While there is a general awareness that staff demographics need to be changed, the lack of vacant posts and austerity measures are hampering the process.

The African Climate and Development Initiative (ACDI) is working with the Centre for Innovation in Learning and Teaching's project “Staff development for transformation”, as well as delivering workshops and seminars targeting interns and junior research staff on careers in the sector. The Academic Teaching Internship Programme aims to develop young black academic staff in MAM. The department is raising funds for a bursary programme to support the best black South African students through from undergraduate to postgraduate level, to build a staffing pipeline.

The Faculty of Humanities has used retirements and resignations as opportunities to diversify the academic staff profile at all levels, in spite of constraints imposed by austerity measures. Staff from equity categories have been encouraged to make use of programmes for the advancement of black and female academics, such as the New Generation Professoriate. Employment equity training workshops have significantly improved EE management and monitoring systems.

7.4 Governance

UCT's Strategic Planning Framework 2016–2020 includes a commitment to empowering student participation in the governance of the university. Leadership roles in the student body include serving on the Students Representative Council (SRC), student faculty councils for under- and postgraduates, student societies and as orientation leaders or mentors.

The Faculty of Humanities created the position of Deputy Dean for Transformation, to help build a more inclusive culture. Some Humanities departments already include student representatives in their staff meetings. Discussions with the Humanities Student Council with regard to wider representation are under way.

Faculty of Science student representatives regularly attend departmental staff meetings, while two student-council representatives are members of the Dean's Advisory Committee. Representatives from the EBE Postgraduate and Undergraduate Student Councils are members of the Dean's Advisory Committee. The faculty's six heads of departments meet with student representatives at least once a quarter.



8. Transformation plans for 2018

A year into the newly adopted strategic plan, the project of transformation has gained momentum. A number of the plans we set out for 2017 have been achieved and others remain work in progress. For 2017, the following objectives have been set within the transformation portfolio:

- ▶ Develop UCT's gender diversity response and related policy.
- ▶ Increase the promotion and inclusion of disabled staff and students through equal opportunity and fair treatment through the provision of an accessible environment and systemic change.
- ▶ Develop and implement a comprehensive employment equity plan, based on an understanding of existing barriers and addressing those barriers with respect to targeted intervention in recruitment, staff development and promotion and retention.
- ▶ Build on the training programme for employment equity representatives and selection committee chairs as well as interventions with respect to unconscious bias in processes such as recruitment, ad hominem promotions and development dialogues.
- ▶ Set up the necessary systems and processes, stemming from the SART workshop in 2017 that will ensure a survivor centred approach to sexual violence.
- ▶ Continue and strengthen the work in the area of student mental wellness and finalise the mental health policy.
- ▶ In collaboration with the DVC Teaching and Learning develop interventions that will ensure student success.
- ▶ In collaboration with the DVC Research and the Development and Alumni Office find solutions for students with historic debt, particularly postgraduate students.
- ▶ Continue the work on institutional climate and decolonisation. In particular, facilitate the process of conducting an institutional culture survey of students and staff so as to establish a baseline for institutional culture at UCT.
- ▶ Continue to support the work of the NoBC and WoAC.
- ▶ Continue with the work of the transformation forum, established in 2017 and through the forum investigate ways in which excellence in transformation can be recognised and awarded.

The transformation project is ongoing as UCT strives to create an institutional culture that embraces social justice, where the core functions of teaching and learning, and research, can take place in a constructive and supportive environment and where both students and staff can flourish. We look forward on building on the work of 2017 and refine the processes at UCT that enable the inclusion of all students and staff at UCT.