UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

TRANSFORMATION REPORT - 2018

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MESSAGE FROM
THE VICE-CHANCELLOR
Professor Mamokgethi Phakeng

This year, 2019, marks 25 years of democracy in South Africa. Our road to democracy as a country was scarred by centuries of racial and economic discrimination and oppression as well as an unyielding sacrifice and resistance of the oppressed peoples, together with a minority of their white compatriots.

Since then, we have seen South Africa's political shape take many forms. We have watched the economic and political life of South Africa develop; we have seen the conflicts that accompanied these processes threatening the very existence of institutions like ours and putting into jeopardy any hope that a new South Africa established with the promise of peace, justice and prosperity would ever be realised.

More specifically, we have also seen increased agitation for transformation at UCT in the last three years. The fact that we as a university are now, 25 years after the dawn of democracy, forced to debate what a transformed UCT should be like, is concerning. To make progress, we

need to ask ourselves why is it that 25 years after the dawn of democracy, we are still dealing with this debate of transformation as if we had never started it? My view is that transformation has, until the #MustFall movement, been dealt with as a matter of compliance rather than a matter of change in structures, ways of doing things, ways of knowing and ways of being. I also think transformation was regarded as the antithesis of excellence, rather than as something that we need to do to ensure that our excellence is sustainable.

> **Transformation is not just about numbers and the transfer of power from one elite to another. It is not just about appointing black people in positions previously occupied by white people. Our experience shows that, if we only focus on the transfer of power, then the people will continue to feel powerless, marginalised and disillusioned. While changing the social composition of power is important, we have to realise that it is not sufficient – we also need to transform the structures as well as ways of doing, knowing and being.**

Another danger is that transformation is simply associated too closely and often exclusively with blackness. There must be a more fundamental feature to transformation. For a start, a transformed institution must align itself with the democratic future of our country. This suggests that we must seek at all times to make the values of our democratic constitution immanent in the very fibre of our university: structures and forms, systems and procedures. Essentially we must seek to value all humanity and affirm the values of "human dignity, the achievement of equality, human rights and freedoms …".

The second principle is that the institution could be a laboratory for a changing world. As an experimental station, the university must have key elements such as autonomy, critical and independent thinking, relevance and responsiveness. In essence, innovation can never be possible if academics, researchers and students do not have the heart to venture into the unknown, explore new vistas of knowledge and continually dig for new expressions, understandings and meanings of knowledge. On this basis, we can put new meaning to excellence in higher education and make our stand as more progressive and forward looking than regressive and historical.

Transformation is about the university re-inventing itself. Our reference point cannot be the old South Africa and European knowledge systems and our interests never simply any one part of South African society. We have committed ourselves to being an African university and this should show in how we relate with one another, the communities around us and with our environment. There is no doubt that we need more black people in our ranks, but more than that, we also need transformation of the mind and of the heart.

Thank you to Prof Loretta Feris, our Deputy Vice Chancellor Transformation, as well as to all the members of the UCT Leadership Lekgotla for the work that you do to advance transformation. Unless we transform, we will continue to deny many young South Africans an education that develops their capabilities and affirms and advances their human and social rights. We will also block a key avenue to social transformation and development.

INTRODUCTION

Professor Loretta Feris,
Deputy Vice-Chancellor Transformation

Transformation at UCT continues to be guided by the UCT Strategic Planning Framework 2016–2020, which embodies 5 strategic goals. Goal 1 focuses on institutional culture change and elements thereof are embedded in the other 4 goals, which focus on our identity as an African university (Goal 2), on research (Goal 3), on teaching and learning (Goal 4) and on social responsiveness (Goal 5).

In looking back, one could say that 2017 was the year in which we prepared the groundwork for implementing these strategic goals. 2018, on the other hand, could be termed the year of implementation.

The Strategic Plan is an overarching framework that informs the operational work within the DVC Transformation portfolio. The Strategic Plan is supported by a Framework for Implementation that was developed in 2018 and specifically deals with the way strategic goals for transformation are implemented. This Framework is also informed by the Vision of the new Vice-Chancellor of UCT, which foregrounds Transformation, Excellence and Sustainability. These principles are inter-related in that excellence in research and teaching cannot be sustained

without transformation, but a transformed institution is one that is grounded in excellence. Sustainable transformation thus requires transformation that is intentional and impactful. The Implementation Framework focuses on what we aim to achieve, how we will seek to achieve it (and measure our success) and finally, who will be responsible and accountable.

Institutional culture change is operationalised in the six areas of students and staff access support and success; place and space (focusing, *inter alia*, on artworks, symbols, language, naming of buildings, identity and the UCT work, academic and social spheres); institutional responses to discrimination, harassment and violence; community engagement and partnership with community; owning our African identity, and curriculum support, including the development of inclusive classrooms.

As a university we understand that these six areas inform the institutional culture of UCT and that these are underpinned by governance as well as the policies, processes and systems that steer the way in which we shape our culture.

In 2018 we ensured that we created better alignment in respect of governance processes. The Employment Equity Forum and the Transformation Forum are now subcommittees of the Institutional Forum, allowing for better oversight of the work of these two committees. The University also commenced the process of reviewing all the policies that speak to transformation, including the structure of the disciplinary process for staff and students in relation to sexual violence on campus and all forms of discrimination and harassment on campus.

The role of Transformation Committees (TCs) is key in driving transformation at a decentralised level in faculties and departments. A key focus has therefore been to provide support and training to staff members who took on roles in these committees in respect of internal governance and facilitating strategic planning for the year, mediation training, organisational development support and developing and implementing a Theory of Change.

Employment Equity (EE) was a key focus area in 2018. The 2017 report outlined concerns with the 2015-2020 EE Plan and in 2018 the institution embarked on the process of developing a new, three-year EE Plan (2019-2021), which was adopted by Council in December 2017. The process was driven through the Employment Equity Forum and the Plan is the result of an extensive consultation process. The new EE strategy builds on the current one and aims to attract, engage, grow and retain the right and diverse skills to foster an institutional culture of inclusivity, respect and excellence. The new plan deals with four main areas / objectives:

1. **Communication, advocacy and awareness.**
2. **Recruitment and selection.**
3. **Development, promotion, retention.**
4. **Measurement.**

Specific EE strategies include (1) Space Creation; (2) Succession Planning; (3) Retention Strategies; (4) Policy Development; and (5) Affirmative Action measures, such as Communication, Advocacy and Awareness; Recruitment and Selection; Development and Promotion; and Measurement.

Over the next three years several identified policies and procedures will be reviewed, revised and implemented to keep abreast with legislative changes and facilitate the achievement of stated targets. Communication, advocacy and awareness especially of EE-related policies and legislation will become a central theme of the plan. Recruitment and selection policies, procedures and practices will be streamlined and automated wherever possible, to speed up the appointment process without compromising quality, as well as endeavour to empower managers and directors and keep them accountable for decisions made. Consistent application of the University EE policy, training of the Leadership Lekgotla and re-training of EE chairs will be emphasised. A South African "Unconscious Bias Tool" is being developed and will be rolled out in the institution to raise self-awareness of personal biases, prejudices and internalised oppression to better understand how these influence processes like recruitment and to adapt processes to counter these biases.
Current development and retention strategies will be reviewed and the HR department has been

capacitated to respond to the need to strengthen this area of the institution. The institution will also work towards a consistent approach for developing the academic pipeline to ensure that we bring on board black and, in particular, African black academics. However, one cannot assume that when the workforce profile is diverse, the institutional culture automatically becomes inclusive or that the power dynamics have shifted. The Office for Inclusivity and Change (OIC) is mandated to drive institutional culture change and shifts will be measured over time. The Broad-based Black Economic Empowerment scorecard is a further quantitative measure of the institution's transformation efforts. The element that directly links with Employment Equity is Management Control. The current score is 11.35 out of 20 points. The aim is to improve the rating by at least one point per year.

Another key focal area was the implementation of the Mental Health Policy, which was adopted in 2018. The University is beginning to better understand the impact that mental health has on the student experience and on academic performance. In 2018 the University therefore focused on strengthening its own support services and emphasising awareness and advocacy on mental health. Following the appointment of a medical practitioner as the new Director of Student Wellness Services (SWS), a multidisciplinary mental health team has been put in place, which includes a part-time psychiatrist, two additional full-time clinical psychologists, a clinical social worker and a psychiatric nurse. It also established new walk-in services on satellite campuses where students can be assisted without having to make appointments.

Most importantly the infamous six-week waiting period for appointments was eliminated by introducing an entry point triage system to determine the priority of treatments based on the severity of presenting students' conditions. A dedicated 24-hour / 365 days a year telephonic counselling service (the UCT Student Careline) was implemented in partnership with the South African Depression and Anxiety Group (SADAG) and student support groups were initiated in areas such as substance abuse. Collaboration between SWS and the Disability Service Unit in the OIC has meant that students with chronic mental health conditions were better assessed and supported.

We have come to understand that the everyday experience of students and staff shapes the way in which they feel included (or not) and can have a profound impact on academic and career success. This student and staff experience is shaped by a range of factors that go beyond demographics and include not only active efforts at ensuring success, but also the extent to which personal interactions are shaped. Discrimination, harassment and violence profoundly impact on how students and staff experience UCT as a place – a place that provides security. The way that UCT looks and feels has a similar effect - UCT as a space influences the day-to-day experience of staff and students. Thus, in 2018 the emphasis was not just on demographics (by way of a new EE Plan) or the continued efforts at ensuring student and staff success, but also on addressing discrimination and harassment through training, awareness and dialogue, as well as changing UCT as a space by changing significant names such as Memorial Hall and re-curating artwork in public spaces, including Molly Blackburn Hall, promoting multilingualism (with over 400 staff and students enrolling for isiXhosa classes) and inclusion of traditional practice at UCT.

Transforming UCT is not only about looking ahead to where we want to be, but also about looking back at our history. In 2018 the institution was challenged to do this, as it had to address its own complicity in injustice or unfairness in starting a process to return human remains that were unethically obtained in the 1920s. It started a process of engagement with the affected community in Sutherland and reburial of the remains will take place in 2019.

Finally, if 2018 was the year of implementation, 2019 will be the year in which we begin to measure the progress made. A working group comprised of staff and students was established in 2018 and developed a conceptual framework and process for measuring progress. With respect to students, a South African Surveys of Student Engagement (SASSE) survey was conducted in the latter part of 2018 and an institutional inclusivity survey for staff will be rolled out in 2019. The data from both surveys will establish a baseline from which faculties and departments can identify their priority areas for policy education, awareness and cultural interventions. Reassessment is planned for 2023 to assess whether any change in inclusion has occurred.

1. GOVERNANCE AND THE ROLE OF IMPLEMENTATION STRUCTURES

Central Governance Structures

The primary function of the University Council, the Institutional Forum (IF) and the University Human Resources (Sub-)Committee (UHRC) is to ensure good corporate governance in terms of assessment of relevant legal compliance risk exposure, as well as monitoring and evaluation of progress made towards transformation of the institution. In addition, the Vice-Chancellor (VC) and Deputy Vice-Chancellor (DVC) Transformation, together with the Executive Team, have a fiduciary responsibility to assume responsibility and accountability for transformation.

The IF is an independent, legally mandated body to advise the University Council on employment equity (EE) related policies, the selection of senior management, institutional codes of conduct and the fostering of an institutional culture based on tolerance and respect for human rights. The IF has two transformation-related subcommittees: the Employment Equity Forum (EEF) and the Transformation Forum (TF), which advises the IF on all matters related to transformation and serves as a community of practice for departmental/faculty Transformation Committees (TCs), building their capacity to develop and implement transformation action plans with departments and faculties and to grapple with issues that hinder cultural shifts towards the inclusive and transformation environment that is sought at UCT.

The UHRC is mandated to ensure the implementation of employment equity related processes and proper reporting in line with legislation. The EEF is the University's designated consultative forum for employment equity and transformation related matters. The EEF advises the Vice-Chancellor and reports to both the IF and the UHRC.
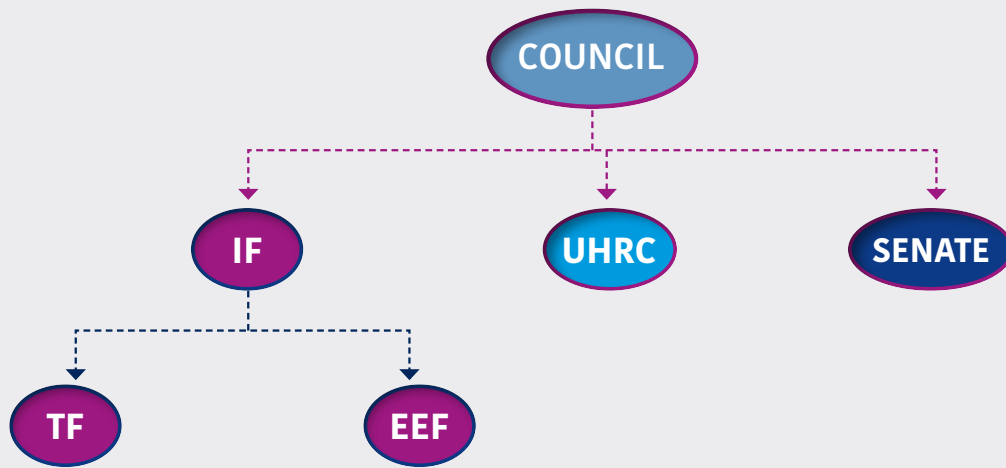
Figure 1: Governance structures for transformation at UCT

In summary, the role of the EEF must be seen in the context of the VC's accountability for transformation more generally and the role of the Institutional Forum, which has specific functions laid down in the Higher Education Act. These include advising Council on equity policies and on the fostering of an institutional culture that promotes tolerance and respect for fundamental human rights and creates an appropriate environment for teaching, research and learning.

Institutional Forum

During 2018 the IF focused on strengthening its ties with various University structures and contributing to systematic change by reinforcing its own capacity. The latter involved completing the formation of the Institutional Forum Executive Committee, which improved the IF's efficiency and responsiveness to transformation matters, and developing the TF, which is comprised of Transformation Chairs from across faculties, departments and residences. The IF also implemented the VC's proposal to restructure the EEF's reporting relationship to make it a subcommittee of the both the IF and the UHRC.

Operationally, the IF approved senior appointments and raised concerns about the alignment of senior appointment processes and the composition of selection committees for senior appointments, advising Council to address these concerns with the UHRC.

Employment Equity Forum

During 2018 the EEF's primary focus was ensuring that the University formulated a new three-year Employment Equity Plan in response to a request from Council and a compliance review by the Department of Labour (DoL). This entailed exhaustive, institution-wide consultation and provided informative feedback on Affirmative Action measures that should enable the University to determine realistic and stretch employment equity (EE) targets and produce progressive actions. The Plan highlights barriers to entry, growth and development for designated and non-designated staff and focuses on corrective measures. One such corrective measure, which entailed structural changes to the composition of the EEF, came into effect through the amendment of the Forum's Terms of Reference to notably ensure greater inclusivity of minority voices, such as having disability and minority unions represented. The EEF is chaired by the DVC Transformation and the VC is an active member of the Forum.

Two of the key roles in the transformation portfolio are the Faculty / Department Transformation Committee (TC) Chairpersons and the Employment Equity Representatives (EE Rep). EE Reps are UCT staff members who, in addition to their formal jobs, serve on recruitment and selection committees on a voluntary basis. Reports from faculty/departmental TCs clearly indicate that the number of trained EE Reps is insufficient for the demand and many departments are planning to train more EE Reps in 2019. However, the experience of 2018 suggested that the University was in a vicious cycle with regard to EE Reps: although more EE Reps would reduce the demand on all Reps, the workload and working conditions of EE Reps is a deterrent to

voluntarism and some units are resistant to providing opportunities for additional staff to be trained because of the burdensome load. Two examples are telling in this regard:

- During 2018 EE Reps in UCT's Information and Communications Technology Service (ICTS) participated in over 60 selection committees for 73 posts, handling 2084 applications, 186 interviews, 46 new appointments and 21 internal staff movements.
- The Centre for Higher Education Development (CHED) highlighted the huge numbers of applications being processed for some types of posts, e.g. Professional Administrative and Support Staff (PASS) administrative type posts in Payclasses (PC) 6, 7 and 8 can attract as many as five hundred applications. Some Reps do not have the time for this work in their daily jobs and end up doing it after hours. They are not remunerated for this overtime work and CHED is not always in a position to give time off in compensation because their regular work is also critical.

Going forward, the University may have to reflect on its selection processes, which place a significant burden on EE Reps.

Transformation Forum

In 2018, the work of the Transformation Forum had four focus areas: (1) ensuring consistency by developing the UCT Framework for Transformation and establishing guidelines to standardise its own work and the work of the TCs; (2) building capacity and addressing the formalisation and recognition of transformation portfolio work; (3) identifying and addressing obstacles; and (4) introducing a Transformation Award.

Formal recognition of transformation work is a key challenge for the University at present. Most TC members and EE Reps handle the transformation portfolio in addition to the activities defined in their official job descriptions. Absence of formal measurement and incentives, and thus valuing or inclusion in the annual Development Dialogue (DD), means there is low imperative for the larger body of staff to participate. Essentially, the University is reliant on voluntarism, which attracts people who care. There is thus risk of burnout and possibly resentment.

The TF established a working group to develop Key Performance Areas (KPAs) for inclusion in TC members' job descriptions and to consider how the additional work can be integrated into the traditional working week. This working group will finalise its work in 2019. The TF also approved the introduction of a transformation award to recognise TCs and individuals who are innovating in the area of inclusion and promoting transformation.

A Theory of Change (TOC) workshop, facilitated by Dr Shireen Bickrum, informed the Transformation Committees' work by giving them an overview of how to develop their own Theories of Change in relation to the work in their respective areas. The workshop resulted in some faculties and departments developing TOCs to guide their work and their strategic plans.

Furthermore, through the Transformation Forum, the articulation of TCs' scope of work, role and functions in their respective faculties and/or departments was constituted via the TF Framework and Terms of Reference (ToR) for Transformation Committees. The ToR capacitates TCs by enhancing their agency in inclusion, cultural and diversity work in the faculty/department.

Transformation Committees' Engagement with Central Governance Structures

The TCs have engaged extensively with the IF and EEF through their membership of these committees. Other forms of engagement at internal faculty department level occur because of transformation-related roles.

Internal Engagement with Departmental/ Faculty Governance Structures

There is evidence of TCs making efforts to inform their colleagues and thus disseminate transformation information throughout the University, mainly by reporting back at staff meetings. The possibility was mooted of using a digital depository or newsletter to increase transparency and thus accountability by sharing minutes or, given the confidentiality of some items, summarised reports of meetings.

Some TCs are formally represented in their departmental management structures, while other have *ad hoc* formal engagements. Faculty structures permit *de facto* representation within the formal structures (e.g. where the TC is chaired by a deputy dean) and there is anecdotal evidence of good work by faculty-level TCs in responding to the needs of academic departments, staff and students. Academic staff assume multiple roles, often on a revolving basis, and this movement through faculty and academic departmental structures seems to be an effective way of disseminating transformation knowledge and awareness at the University coalface.

The experience of 2018 indicates an implementation gap on the ground, however. Transformation is not yet fully embedded in the routine, mandatory work of many committees. One faculty expressed the expectation that with many faculty-level committees being led by deputy deans, transformation should be routinely considered in all their decisions, but this is not ensured.

Recommendations for improved internal engagement within faculties include TC representation on each faculty level committee and elevating the status of the transformation portfolio to deputy dean level.

> **The TF will engage more deeply with leadership in 2019 to establish parameters so that the TCs understand their role as an advisory one that supports the leadership structures, while simultaneously operating in supportive environments.**

Incorporation of Students into Faculty/ Department Governance

Those departments that engage more directly with students have involved students in their transformation work. In faculties this can be structural – the Commerce Students' Council (CSC) is asked to deploy a member to many of the faculty level committees and a CSC member was instrumental in the decision about the appointment of the Acting Dean in 2018. The International Academic Programmes Office (IAPO) involved students in most of its key initiatives geared towards inclusion and directly empowered students to provide influence by inviting Students' Representative Council (SRC) representatives to provide input to the Internationalisation Draft Policy. Although CHED does not enrol students directly, the CHED Board's Terms of Reference provides for six student representatives, chosen from the Student Councils of each Faculty where CHED's programmes support students.

The busy life of students is a key constraint to their participation in faculty transformation structures. The typical term of office is also short (one academic year), which leads to loss of the historical context of decisions and repeated discussions.

2. POLICIES, PROCEDURES AND SYSTEMS

TCs across the University were asked to describe attempts to identify processes and policies that reproduce power relations based on historical privilege and impede transformation in faculties and departments.

In terms of the requirement of the Employment Equity Act, an institution-wide analysis was conducted in 2018 to identify employment equity barriers that adversely affect people from designated groups. It considered recruitment, retention, staff development, the institutional climate and discrimination in the workplace. Staff across the University discussed EE barriers in their workspaces and made contributions to the University's EE Plan via their faculty/ departmental transformation committee submissions.

At the department/ faculty level, achieving shared understanding of transformation and consistent practice related to EE was a key focus in 2018. The challenge of ensuring that transformation becomes everyone's work rather than the job of TCs and particular individuals was taken up.

TCs engaged with their departmental/ faculty management around inconsistencies, favouritism, unfair and exclusionary practices, and different interpretations of recruitment and selection policies. The Office of the Registrar, for example, agreed on minimum qualifications for all jobs in order to include disadvantaged people who have not had the opportunity to pursue further studies due to the inequalities of the past. This demonstrably widened access in recruitment.

Regular engagements between black academic staff and academic leaders around the *ad hominen* promotion policy, process and funding produced positive results.

The role and experience of PASS staff within faculties also received attention. The existence of an institutional academic-PASS staff divide was noted as an impediment to transformation in general and particularly where senior PASS staff members engage in academic activities. This seems to be an important area of development for the University and includes the challenge of securing time to build the managerial skills of full-time academics and researchers who are line managers of PASS staff. UCT has established a working group to address PASS issues under the auspices of the DVC Teaching and Learning.

The DVC Transformation chaired two working groups that focused primarily on the governance of gender-based violence at UCT. The first working group focused on the review and alignment of existing policies for sexual assault, sexual harassment, racism and discrimination. The second working group reviewed the structure of the disciplinary process for staff and students in relation to sexual violence as well as all other forms of discrimination and harassment on campus. The intention of the second working group is to reconfigure the structure so that sexual violence cases can be expedited at UCT. The working groups will continue their work in 2019.

3. CAPACITY AND RESOURCES FOR TRANSFORMATION COMMITTEES' WORK

In addition to the EE Rep training and the Theory of Change workshops offered to staff members who took on roles in the transformation portfolio, the Office for Inclusivity and Change (OIC) supported the Transformation Committees in their internal governance, e.g. in developing and/or reviewing constitutions, terms of reference and, where possible, facilitating strategic planning for the year.

Some TCs received mediation training and organisational development support to further the reach of their mandates within their departments/faculties.

Several, but not all, departments reported receiving financial support for events, e.g. the IAPO TC mapped the full year of 2019 activities with a budget, which was presented to the IAPO Finance team in January 2019, the Graduate School of Business (GSB) TC secured a budget of R150,000 per annum for transformation work, and the CHED Dean provided funding for various TC activities.

Three hundred and seventeen (317) staff members were trained as EE Reps in 2018. The training had a broader impact than imparting EE knowledge and skills by developing participants' confidence and sense of empowerment.

The EE Office developed manuals on the EE Reps' role and responsibilities that could be shared within the University. The Department of Health & Rehabilitation Sciences has included the EE Rep function in staff members' performance agreements, which may be a useful case study for the institution.

Plans for Further Improving Capacity and Resourcing

The University has identified the following as specific areas for future attention and has secured funding for some:
- Establishing strategic plans for TCs with associated financial proposals.
- Tabling transformation budget proposals with line managers in August of each year.
- Working more closely with the OIC to undergo needs assessments for capacity development; receive strategic planning guidance and support; work together to resolve challenges in interpersonal, culture and diversity matters.
- If in faculty, work with the OIC to ensure that the academic and social projects, particularly in staff-student relations, are cohesive.
- Work with HR: Organisational Development to enhance the workplace culture.

- In large/ complex faculties/ departments, appoint either a dedicated administrator to manage the transformation work of the faculty/ department, or a dedicated administrative support for the TC. These matters will be taken up in the TF and EEF respectively in 2019.
- Where feasible, combine TCs across smaller departments and have EE Reps working across those departments.
- Managers and leaders should be given EE and transformation-related training that uses customised leadership training material and is presented in bite-sized chunks at Deans and Heads of Department (HoD) meetings.
- To alleviate the current time and space constraint for EE Rep training, develop online, preferably accredited training.
- Consider the degree of influence that TC members are able to exercise given their level of seniority – a preponderance of junior staff members who have little influence can undermine TC effectiveness.

Examples of actions that faculties/departments tried and found useful in 2018 include having individual selection committees handle multiple posts simultaneously in order to reduce the burden on EE Reps and holding regular meetings with EE Reps to discuss their experiences and ensure common understanding of EE targets and principles.

4. INSTITUTIONAL CULTURE CHANGE

Transformation bridges the divide between the academic and social projects in the University. Transformation calls us to action to be inclusive, to encourage belonging – regardless of race, politics, class, position, rank, disability, sexuality, gender or any other phenomenal identity that is brought to the University.

To create an inclusive environment, the University community is led by the DVC Transformation, who as indicated above, articulates six approaches to inclusion. Activities related to the six approaches to inclusion are summarised below.

The Office for Inclusivity and Change (OIC) is operationally responsible for transformation. It emphasises the dual approach of transformation, which recognises that UCT cannot look at academia in isolation from the social project and *vice versa.* Unless it addresses both aspects of transformation, the University runs the risk of creating academics and/or academic content that are disconnected from societal concerns. Similarly, without intellectual input, the social project would be misinformed.

The intention of the OIC is therefore to bridge the divide between the academic and social projects at UCT by implementing and measuring the outcomes of the conceptual Transformation Implementation Framework – "Towards an Inclusive UCT".

Student Access, Development and Success

The 2018 Student Demographic Profile

One of the measures of success for transformation of UCT is to improve the diversity of the UCT student profile in terms of demographics, economic status and disability. Detailed student demographics and related analyses are included in the annual Teaching and Learning and Research Reports.

27,907 STUDENTS IN 2018

25% (7,040) black South Africans

45% (12,423) generic black
(black South Africans, coloured, Indian and Chinese)

18% (5,005) identified racially as other

15% (4,268) international

22% (6,211) whites

Unaudited figures
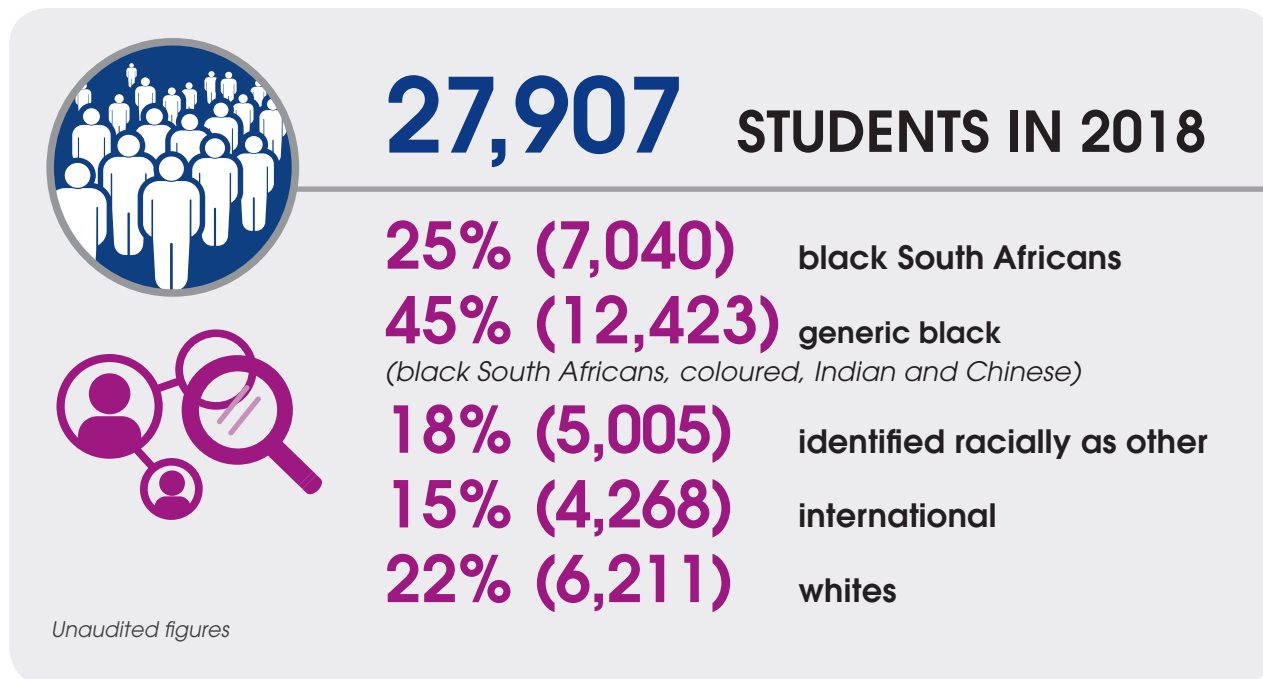
Women constituted just less than 53% of the 2018 student body (14,767) and 14 individuals identified as transgender or other gender.

Students' economic status can be estimated from the numbers who received financial aid. These figures are shown in the section below on Financial Aid.

The Student Experience

Inclusivity Capacity Building

The Student Capacity Building stream in the OIC manages the Agents of Change Education (ACES) Peer Education Programme and delivers training for various student groupings in the intersectional areas of HIV, gender-based violence, class, privilege, marginalisation and sexual diversity. Mentors, who receive ongoing education and monthly supervision, are trained to listen to their mentees' academic and social challenges and refer them appropriately. There were 22 ACES peer mentors in 2018 and 34 workshops were offered across faculties. Other student leadership capacity building interventions included facilitated dialogues between students and staff on diversity, pedagogy and cultural engagement in the Faculty of Commerce and curriculum work in the Faculties of Engineering & the Build Environment, Science and Health Sciences.

With an increased focus on gender-based violence, the OIC provides student leaders with online bystander training to ensure that each student on campus knows how to identify and safely intervene in instances of imminent violence.

Similarly, the OIC has Survivor Support Officers (SSOs) who assist survivors throughout their time at UCT to

ensure that they receive support when they need it the most. The SSOs conduct training in residences to educate students about forms of sexual violence and the conditions that exacerbate gender violence.

The OIC also provides a service to staff and students in faculties through the Inclusivity Capacity Building portfolio. Through this portfolio, staff are assisted with reviewing their course content in order to align their content with societal concerns. Academics are offered support in the form of facilitated student dialogues to gather information on the course experience and recommendations for improved teaching and learning practice.

> *I chose to be involved with the transformation mandate at UCT by being trained as a Student Support Officer because I strongly believe that you should be the change that you want to see in the world. As an SSO, I'm always on duty, as my stream leader, Rashieda Khan, would say.*
>
> *I don't need an office to be an SSO; I can take the knowledge that I have and share it in conversations when it is appropriate. I can also apply it in my role as a subwarden. It was important to me that I invest time and energy into a project that translates into every area of my life.*
>
> Miss Nasiphi Gwiji, Master's student,
> **Public Health, 1st year**

Housing / Accommodation

The imperative to provide enough suitable and affordable student accommodation – highlighted by the 2016 nationwide student protests and the UCT "Shackville" protest – remains a priority. While UCT is not able to provide accommodation to all its students, its approach is to ensure that all students on financial aid are accommodated. UCT offers a mix of its own on-campus residences and a limited number of leased, privately owned, customised student residences. The University enters into head lease agreements with these bulk accommodation providers and ensures that the standards are similar to its on-campus accommodation.

In 2018 UCT accommodated 7,076 students: 6,700 in on-campus residences and 376 in private accommodation leased from two providers.

The Student Housing Accommodation and Advocacy Service (SHAAS) in the Student Housing and Residence Life Department (SH&RL), which is part of the Department of Student Affairs (DSA), assists students who cannot be accommodated in the UCT pool of on-campus and leased private residences to secure private accommodation through its Off Campus Student Accommodation Service (OCSAS) office. OCSAS has a database of individual private providers offering suitable accommodation and provides a central support service to students and these providers.

In 2018 over 6000 students made use of the OCSAS service, of whom 4 000 were assisted with accommodation. The provision of private accommodation has its challenges: suitability; affordability; physical location and environment; access to reliable, scheduled, affordable transport, which determines commuting time; safety and security; amenities such as WIFI, study space and an environment conducive to studying; good sanitary conditions; and rental deposits, which are not suitable for most students.

For students who arrive without housing offers, SH&RL makes contingency arrangements for limited overnight and/or short-term accommodation with off-campus providers with which UCT has head lease arrangements.

Mental Health and Wellness Support Services

Prompted by the growing number of students with mental health challenges and the complexity of mental health difficulties and illnesses, DSA has since 2016 realigned the Student Wellness Service (SWS) to widen access to its services, increase its responsiveness, and expand its range of mental health support services through diversifying the staffing profile in terms of skills and equity.

There are currently four student Primary Health Care clinics on different campuses, offering varied services and ease of access: (1) the Main Clinic (SWS) on Lower Campus where therapeutic services are provided by a multidisciplinary team of health practitioners using an appointment-based system supplemented with a walk-in triage service (see below) for emergencies; (2) the Upper Campus Clinic in the Steve Biko Students' Union Building, which offers walk-in nursing and psychological services (the latter offered again in 2018 after a year's interruption due to funding constraints); (3) the Sports Centre Drop-In Service that provides HIV Counselling and Testing and reproductive health services; (4) the Hiddingh Campus Clinic (HCC) that resumed services in 2018 after a break due to lack of funding and offers walk-in psychological, nursing and social work services on different days.
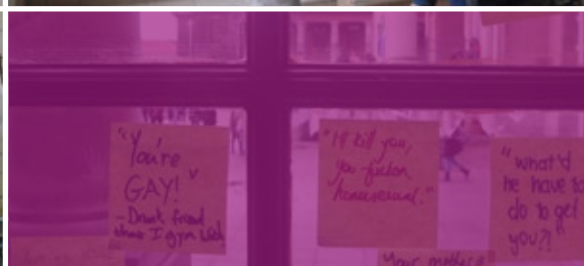
A medical practitioner was appointed as the Director of the SWS and part-time psychiatrists have been included in the team. Two additional full-time clinical psychologists, a clinical social worker and a psychiatric nurse were appointed on donor-funded, one-year fixed-term contracts. The UCT budget enabled the DSA to appoint a full-time, permanent medical officer and to start recruiting a full-time permanent psychiatrist, thus adding much value and stability to the multidisciplinary clinical team. An entry point triage system was introduced to determine the priority of treatments based on the severity of presenting students' conditions. Triage ensures that students who are at high risk or require urgent assistance are identified and referred appropriately and quickly, thus resolving the problem of waiting lists.

A dedicated 24-hour / 365 days a year telephonic counselling service (the UCT Student Careline) was implemented in partnership with the South African Depression and Anxiety Group (SADAG). A Students' Crisis Intervention Service (SCIS) for students living in UCT residences operates nightly during the week and 24 hours/day during weekends and on public holidays. When a student experiences a mental health crisis, a psychiatrically trained nurse is called out to assess, contain, counsel and, if required, facilitate hospitalisation.

A Clinical Outreach Service team was established to provide clinical services, health promotion and targeted prevention interventions across the University. Campus-wide health promotion campaigns have been initiated and will continue to be held biannually, subject to budget. During the March 2018 health promotion campaign, over 3,400 students accessed the SWS services and 1,200 students made themselves available for voluntary testing during the HIV awareness campaign week. Both these statistics are very encouraging and reflect students' interest. Health Awareness Workshops were initiated in residences and will be rolled out on an ongoing basis, focusing on mental health awareness and self-help, dynamic stress relief techniques, destigmatisation of mental illness, substance abuse, maladaptation and other campus-related and personal issues.

Student support groups were initiated, e.g., Mental Health Support Groups for students seeking assistance with substance abuse; undergraduate and postgraduate student support groups; and Dialectical Behavioural Therapy provision. The support groups are currently being marketed intensively during Orientation, at all SWS service points and in residences.

The Disability Service (DS) that forms part of the OIC has also played a key role in implementing the Mental Health Policy for UCT. Services for students with chronic mental health conditions are coordinated by the DS and from 2018 include secluded writing spaces for tests and exams. The part-time DS Clinical Psychologist worked with SWS and faculty psychologists and other stakeholders in 2018. DS also employed a Psychometrist to assess learning disabilities on referral by the Clinical Psychologist. The collaboration with SWS prompted Disability Services to create a post for a full-time Clinical Psychologist to expand its capacity to offer time-consuming services in assessment and case management for students who wish to apply for extra time and other concessions (such as the use of a computer and access to a secluded writing space) for tests and examinations.

During 2018 DS organised a conversation on Mental Health in relation to African cultures that was attended by 29 students and one lecturer. The aim was to raise awareness around mental health and challenge its association with madness, witchcraft and weakness. The male African students in particular expressed a felt need to suffer in silence when faced with depression and anxiety. There is evidence of use of SWS and DS services and resources across the University by students and staff. Departments and faculties promoted awareness of SADAG and other support services; transferred in-house psychological services to SWS in order to ensure early detection of mental health issues and open up resources for other student development services (Faculty of Commerce); offered on-campus counselling services with referral to SWS; held debriefings, class discussions and meetings between individual students and course convenors/ student support representatives/ heads of programmes; and provided individual advisors for postgraduate students based on Terms of Reference specifically created to facilitate such relationships.

Support for Disabled Students

The OIC provides disability services for students on campus. These services are aligned with the Universal Design for Accessible Education, focused on ensuring accessible libraries, accessible online education, training of existing academic staff (through development of online training modules), training of new staff (as part of the New Academic Practitioners' Programme – NAPP), accessible buildings, as well as health and safety measures for disabled staff and students. The focus during 2018 was on Accessible Education and Accessible Buildings.

> " *The first port of call was for the Disability Representatives to have a formal meeting and discuss the matters they wished to focus on. These included awareness by students who do not have disabilities of the need to be mindful that they are sharing a space with students who have disabilities and not create obstructions such as hogging a lift when they have a choice to use stairs as it prevents wheelchair users from navigating between classes.*
>
> *Mindfulness towards students with invisible disabilities and those with mental health concerns were also raised as important areas of attention.* "
>
> **Students who formed the Disability Rights Council**

In 2018, under the new leadership of the OIC and the Disability Service, a review of UCT's Disability Policy was initiated. A working group comprising of Zaheer Alley (Director of Client Services in Human Resources), Professor Lorenzo and Professor Galvaan saw the conclusion of the first draft of the policy, which will now begin University-wide consultations in 2019. The OIC also expanded its range of support services to students with disabilities and assisted such students to form a representative body.

The Disability Service developed important collaborative relationships with relevant academic departments in the Faculty of Health Sciences (FHS), in particular the Division of Disability Studies, which offers a Postgraduate Diploma in Disability Studies. Disability Studies raised issues regarding transport, access to libraries and computer labs on the FHS campus for its students. Collaboration between Disability Studies, Disability Services and ICTS resulted in an increased number of computers and assistive software for visually impaired and blind students in libraries and access to the ground floor computer lab in FHS. Disability Studies also made adaptations to teaching and learning to accommodate sign language.

Food Security

In July 2018, the University Student Affairs Committee (USAC – the committee responsible for advising Council on policy in the area of student development and services) approved the formation of a Food Security Task Team (FSTT) to scope and understand student hunger on campus and develop appropriate models and interventions. FSTT is composed of several staff in student support services, academics and students, and is chaired by the DVC Transformation.

Under the guidance of the Director of Student Development, the task team explored documented models and literature on food security. A sub-group planned and executed a pilot programme during the 2018 year-end exam period, expanding on an existing programme in Social Development and adopting the Social Development philosophy that students' dignity and agency are paramount. The programme endeavours to eliminate stigma and the notion of students as passive recipients of handouts. Participants are viewed not as hungry people, but as leaders, volunteers and active agents in their present and future lives. In this spirit, Social Development students, SRC and Faculty Council members and many staff volunteered time, funds and sandwiches.

Approximately 200 packed lunches were provided from a site in the Leslie Building daily until 16 November. A week into the programme, the Music School requested lunches that were served by its staff. The suppliers were the Student Housing catering team and Food and Connect. The pilot will continue on weekdays from 28 January to 12 April 2019 and a more sustainable programme is planned for the future.

Financial Aid

Providing financial aid to eligible students is one of UCT's key priorities. Over the years, UCT has partnered with the National Student Financial Aid Scheme (NSFAS), National Research Foundation (NRF), corporates, non-governmental organisations, foundations, donors, alumni and University staff to provide funding for all academically and financially eligible students. In addition, the University generally allocates up to 8% of its own resources towards undergraduate and postgraduate financial assistance.
According to preliminary, unaudited analysis, R1.2 billion was made available for financial assistance at undergraduate (R850 million) and postgraduate (R360 million) levels in 2018. A total of 3,867 students (14% of the total student body) received financial aid. These were students whose annual family income was below the NSFAS threshold (R350,000 for 2018 first time entrants and R122,000 for returning students). Over 97% of these students were undergraduates.

A further 1,000 students (3.58% of the total student body) received GAP funding, of whom ten were postgraduates. This form of financial aid, which UCT finances from its own resources, is for the "missing middle" – students from families with an annual income above the NSFAS threshold who earn no more than R600,000. It includes allowances for families with siblings concurrently registered for undergraduate study at the University.

The South African economy and significantly decreased government funding, particularly at postgraduate level, make it increasingly challenging for the University to maintain levels of financial assistance. Nevertheless, the University is committed to helping students who cannot afford university fees, as long as they meet the financial criteria and register good academic progress.

Academic Support

Academic support is addressed in depth in UCT's annual Teaching and Learning and Research Reports. The Careers Service in CHED promotes student access, success and transitions through programmes such as the Mellon Mays Undergraduate Fellowship, which provides financial support and mentoring to help highly promising final-year Humanities students complete their studies. The 100UP+ Programme, run by CHED and funded by the Foschini Group, provides talented young South Africans the support, skills and confidence they need to adapt to the academic environment and empowers them to make meaningful contributions to the communities where they live and work.

Through the Centre for Educational Testing for Access and Placement (CETAP), CHED has contributed significantly to widening access to talented students from educationally disadvantaged backgrounds. CETAP's valuable insight helps educators and learners strengthen their focus on the results of the National Benchmark Test (NBT) to determine student support and curriculum design. UCT requires all first-time entering undergraduate applicants to write the NBTs, using the results for both admissions and programme purposes. Nevertheless, there is ongoing debate about the predictive validity and added value of the NBTs in comparison with the National Senior Certificate (NSC). In 2018 the Institutional Information Unit (IIU – a unit within the Institutional Planning Department, IPD) and CETAP began a collaboration to quantify the predictive validity of the NBTs in comparison with the NSC results. A possible outcome of this research could be rationalising use of the NBTs in admissions and placement decisions to ensure optimal academic performance and thus greater parity across the race groups. The IIU offered a range of other academic support services to UCT and the broader higher education sector in 2018. It was responsible for administering SASSE (South African Surveys of Student Engagement) and will compile the national report. Internally, IIU produced the "No Show Report", which examines reasons for first time entering students with a firm offer not registering at UCT in 2018 and provides recommendations on what the University can do to improve enrolments. IIU also provides information on student performance for the Teaching and Learning Report. In 2018 this included Grade Point Average achievement data on graduates at the undergraduate level, and the conversion of these graduates into postgraduate study. Performance gaps across the various race groups are apparent in this report, and have given rise to a CHED/IPD project aiming to explore the causes for these differentials, with a view to putting in place interventions that will begin to close the performance gap.

The IIU conducts annual analyses on the longitudinal performance of first-time entering undergraduate students and of the longitudinal progress of Masters and Doctoral students by faculty and by race as input to the Teaching and Learning Report. Every three years, the IIU explores course performance at the undergraduate level in order to identify high-risk courses – so-called "killer courses", otherwise known as Courses Impeding Graduation, that have a failure rate of 25% or more. Analysis of the 2015 – 2017 undergraduate course performance data showed that there were 40 such courses, looking only at courses with at least 120 enrolments over the three-year period. IIU analysed performance on these courses to identify at-risk student groupings within the high-risk courses with a view to putting in place interventions geared towards improving performance of at-risk students.

Postgraduate Support

The annual Teaching and Learning and Research Reports provide in-depth information on postgraduate student support and funding.

UCT aims to have a postgraduate student profile that is more diverse and representative of the population, with greater proportions of black, socio-economically disadvantaged and disabled students. However, inadequate funding and efficiencies in awarding funding so that postgraduates can complete their degrees in the expected time frame are barriers to this. Work in the postgraduate sector, through the offices of Postgraduate Study, Postgraduate Funding, the Postgraduate Studies Task Team (established in 2017), and various boards and committees such as the Board for Graduate Studies and the Postgraduate Studies Funding Committee, continued throughout 2018 to improve the focus and situation that many black postgraduate students face.

The historical principle of giving partial postgraduate scholarships has restricted access to those with supplementary sources of financial support. Ultimately, this limits the transformation and redress of specialist professions, including the South African academy. This situation is predicted to worsen due to a downward trend of NRF postgraduate scholarships (evidenced by the twofold decrease in Doctoral scholarships awarded to UCT students between 2016 and 2018), and the loss of NRF Rated Researcher incentive funding.

These factors require UCT to modify its postgraduate funding philosophy and budgets. Changes recommended by the Postgraduate Studies Task Team that were implemented for the 2018 intake included the adoption of the principle of providing full cost of attendance (FCOA) awards for South African Honours students qualifying on the basis of need. This initiative resulted in R10.1 million being disbursed to 160 students, of whom 70% where generic black South Africans. Black South Africans comprised 53% of the total Honours needs-based awards[1]. Budget for the Honours group has been mainstreamed in the Council-approved budget from 2019 onwards.

Further modelling of required/desired increases to UCT General Operating Budget (GOB) postgraduate funding in 2018 resulted in a decision to extend the principle of providing FCOA awards to academically deserving Masters students who qualify on the basis of need and merit (grade average higher than 60%) and to Doctoral students on the basis of need. Preference will be given to qualifying black South Africans. An additional R10 million has been approved to fund this development. This should significantly increase the amount of funding available to the approximately 150 Masters and 40 Doctoral students who qualify.

Further targeted outside donor funding for the black SA postgraduate cohort has been prioritised and some funding already obtained. For example, significant funding from FirstRand Bank provides for sabbatical grants for early career black South African academics and academics with disabilities to complete their Doctorates or undergo Postdoctoral training.
Work was also undertaken to deepen the understanding of faculties and supervisors on the difficulties that postgraduate students encounter that affect their completion and throughput rates. In this respect

[1] Figures unaudited as at the end of February 2019.

work is virtually complete on a new University-wide **Memorandum of Understanding (MoU)** between supervisors and postgraduate students that provides for a better and fair platform on which to state student and supervisor expectations. This is currently being piloted in the Science Faculty.

Generic support for postgraduate students (such as writing for publication, developing your PhD proposal, managing your research and avoiding plagiarism) continues to be offered and in 2018 received added components related to mental health wellness and coping mechanisms.

International Student Inclusion

IAPO offers a number of programmes to support transformation in respect of international students' access, development and success.

The intra-Africa ARISE (Africa Regional International Staff/Student Exchange) programme is committed to offering 50% of its scholarships to African females.

Students on IAPO's General Exchanges participate in an international credit mobility opportunity. Recruitment efforts during 2018 for 2019 focused on attracting black females in the postgraduate group to take up international credit mobility opportunities as ambassadors of UCT.

The Mastercard Foundation Scholars Programme at UCT is part of the Mastercard Foundation's Global Scholars Programme, an $843 million education initiative to provide academically talented yet economically disadvantaged young people from developing countries – particularly from Africa – with access to quality and relevant secondary and university education. The Programme at UCT supports grantees in obtaining post-degree employment, and entrepreneurship opportunities. The Programme will provide 338 scholarships for undergraduate (40%) and postgraduate (60%) studies at UCT over a period of ten years starting in 2014.

The Tübingen - South Africa Programme is a cultural and language exchange programme for South African students aiming to expose them to German culture and language and to bring about closer ties and understanding between the two countries. Five black students were selected in 2018 for the January 2019 programme.
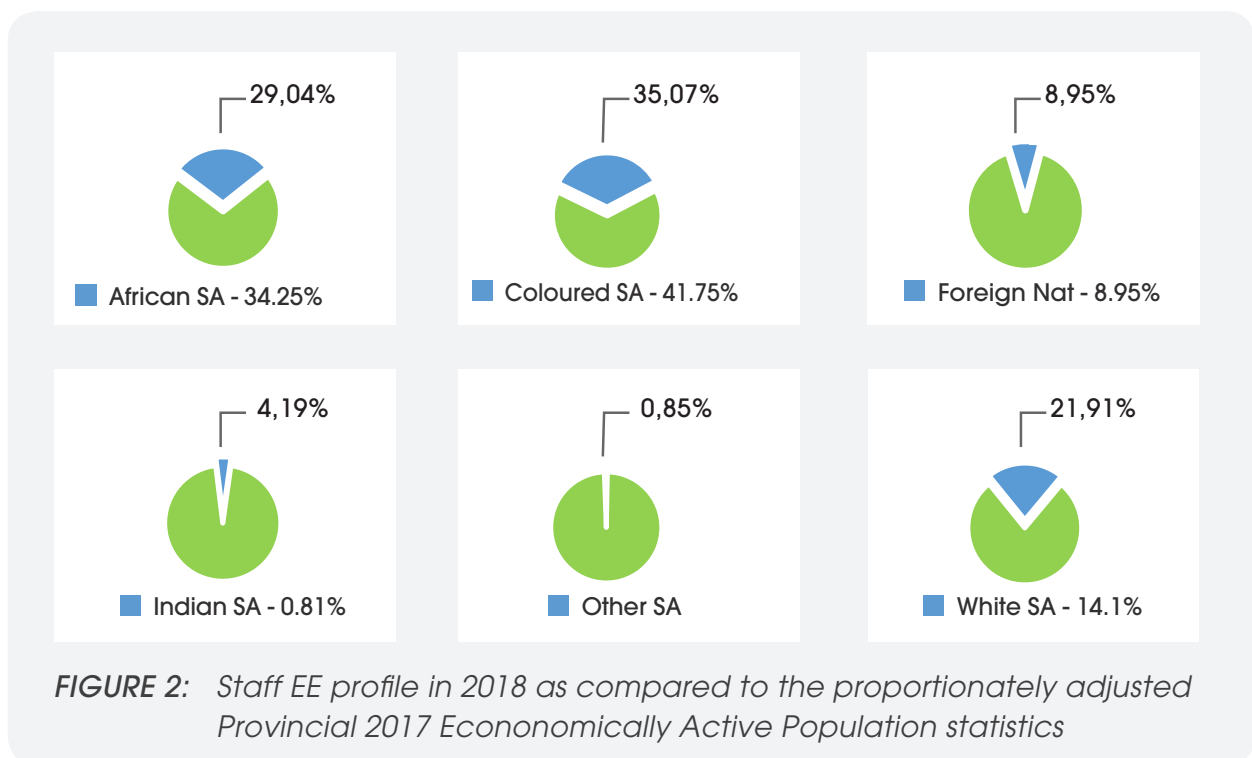
Staff Access, Development and Success

The 2018 Staff Demographic Profile

Employment Equity is a crucial focus of transformation. UCT's new Employment Equity (EE) Plan is valid until 2021. Other than setting new numerical goals and targets, the plan has identified affirmative action measures to address barriers to entry, promotion, progression and succession. The latter consider the University's identity as a national African university with global reach and influence. The plan is supported by a strategy that focuses on the need to ensure development and retention of designated groups, all of which is influenced by the need for an institutional culture that is inclusive.

Since 2015 the University's workforce profile has shifted in a positive direction. Figure 2 shows the profile of UCT's permanent and two-year minimum (T2) contract workforce in Oct 2018 compared with the 2017 provincial Economically Active Population (EAP), adjusted proportionately for a foreign national representivity of 8.95%. The proportion of the overall workforce profile from designated groups (i.e. black people, woman and people with disabilities who are citizens of SA by birth, descent or naturalisation) was 74%, of which 68% was generic black. However, this shift has happened mostly at the lower to middle payclass levels. A trend analysis shows an increase in black generic staff influenced by in-sourcing, austerity and natural attrition. White and Indian South Africans remain over represented, but the gap is narrowing.

FIGURE 2: *Staff EE profile in 2018 as compared to the proportionately adjusted Provincial 2017 Econonomically Active Population statistics*

On closer scrutiny, the professionally qualified occupational level requires the most work, with a 26% designated black, 22% foreign national and 52% white representivity. Academics are a particular concern, however.

The current total academic staff compliment (from assistant lecturers upwards) comprises 25% of the total permanent workforce, that is,1337 of 5262 permanent and T2 fixed-term employees. As at October 2018, only 26% of academic staff were generic black South African and only 9% of the overall academic staff complement was black South African. Significant progress was made in developing the black South African professoriate in 2018. *Inter alia* the University promoted thirteen black South African academics in December 2018 – the culmination of many years of hard work on the part of academic staff. However, this remains a challenge.

The senior management level has 83% from designated groups, of which 78% is generic black, but only 6% is black South African. All this reinforces a statement by the VC and DVC Transformation - "It is clear that the University must become better at succession planning and career-pathing especially for strategic positions."[2]

The race/gender profile of the 2018 workforce depicted in Figure 3 shows a predominance of women across most race groups. UCT regards this gender balance as acceptable; if a decision is made to change it, the shift will be towards a 50:50 ratio.
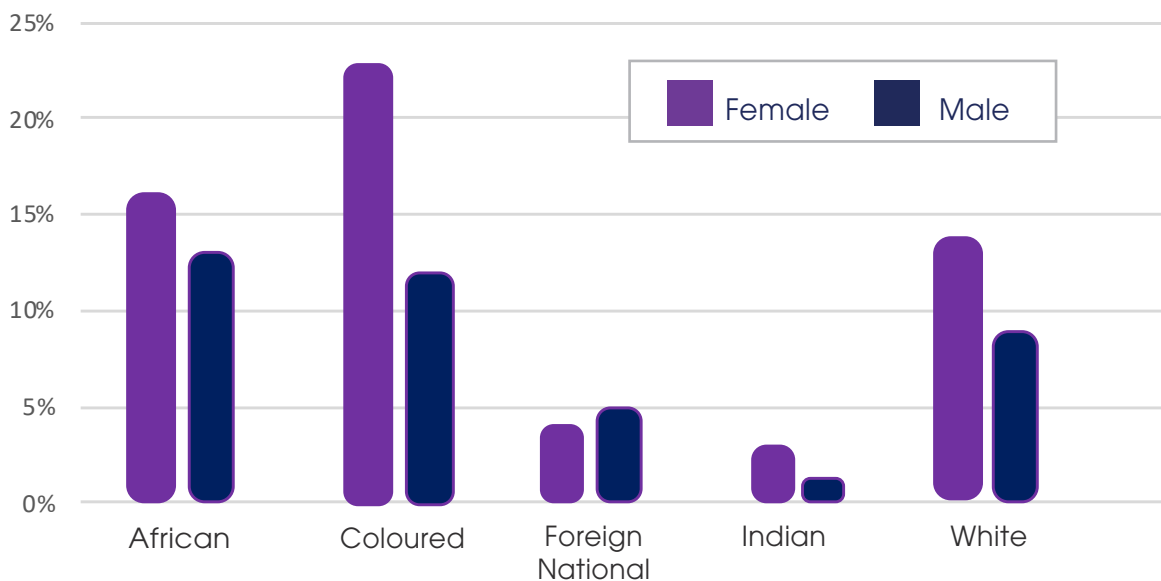

FIGURE 3: *2018 workforce profile by race and gender*

In 2018 UCT employed 75 permanent staff who had disabilities, i.e. 1.4% of the total permanent staff complement of 5,323 people. The University's goal is set to increase the number of employees with disabilities to 107 by 2021, i.e. 1.6% of the total staff complement.

The targets and goals reflected in the new EE numerical plan represent the University's identity as a national African university with global reach. Principles underpinning the setting of goals and targets include: (1) the 2017 Economically Active Population (EAP) statistics; (2) in line with UCT's stated identity, a foreign national staff component which ranges between 8% and 10% at any given point; and (3) the temporary staff component is fluid and difficult to project and as such is not reflected in the plan.

The University has set itself realistic, achievable targets to shift black designated group representation at the professionally qualified occupational level by 10% in a positive direction over the next 3 years to 36% black, of which 12% will be African black. Black African professors are projected to grow from 5.3% to 9%. The executive is committed to implement and monitor processes described in this document to ensure we reach the targets as set.

The University's EE numerical goals and targets for all staff, academic staff and staff with disabilities are depicted in Figures 4, 5 and 6 respectively.

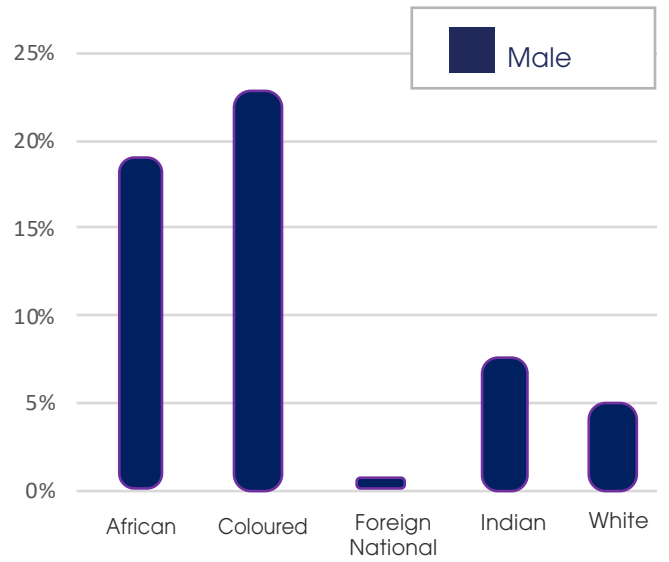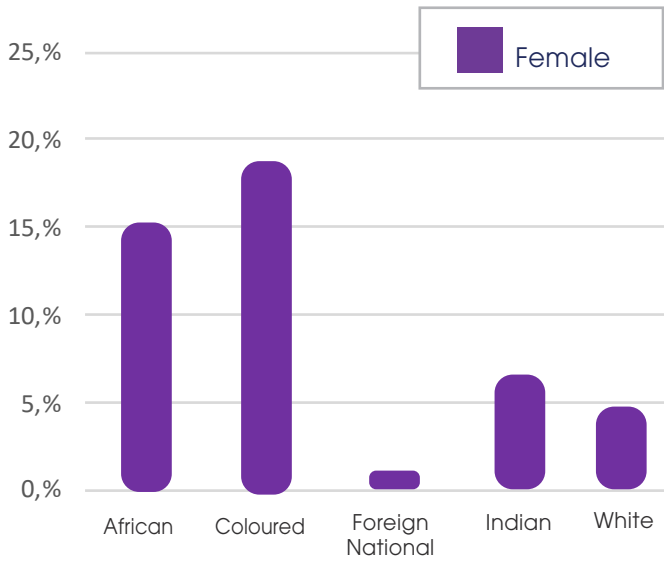2   *UCT EE Plan 2019 – 2021 Executive Summary.*
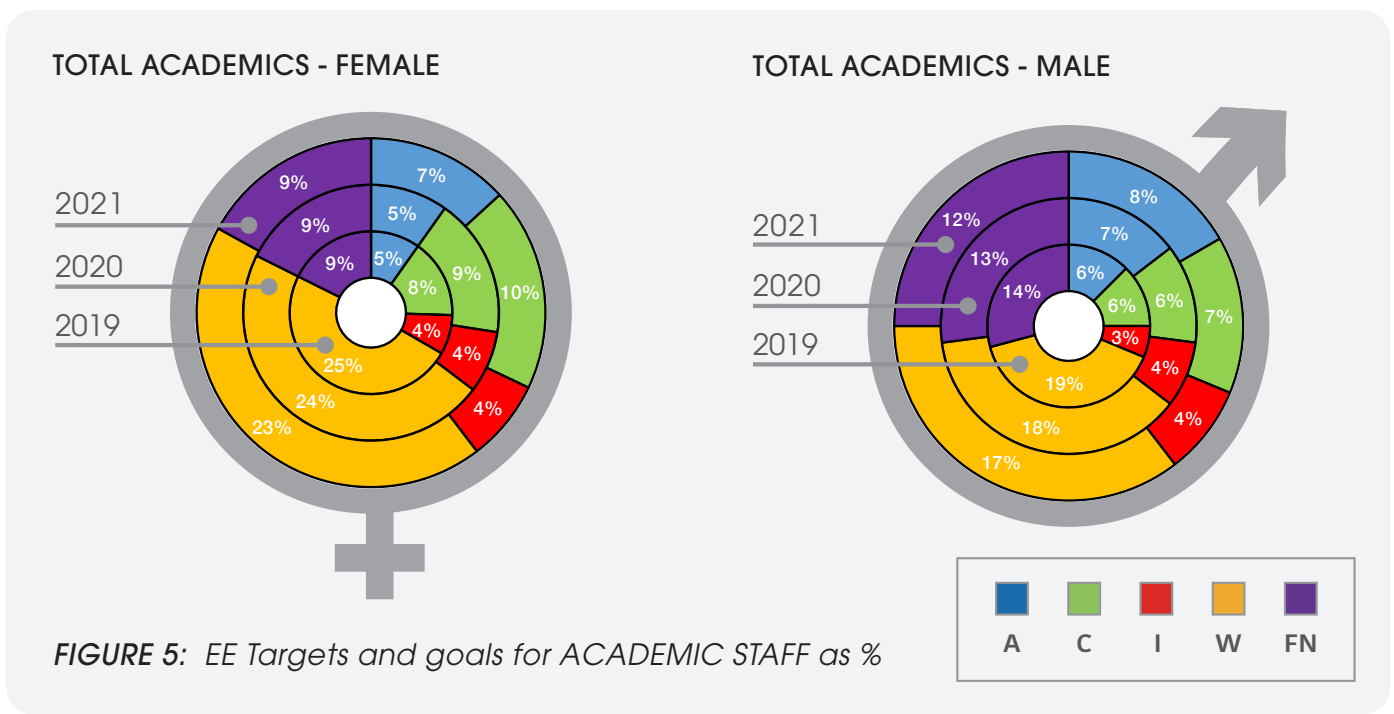
FIGURE 4: EE Targets and goals for ALL STAFF as %

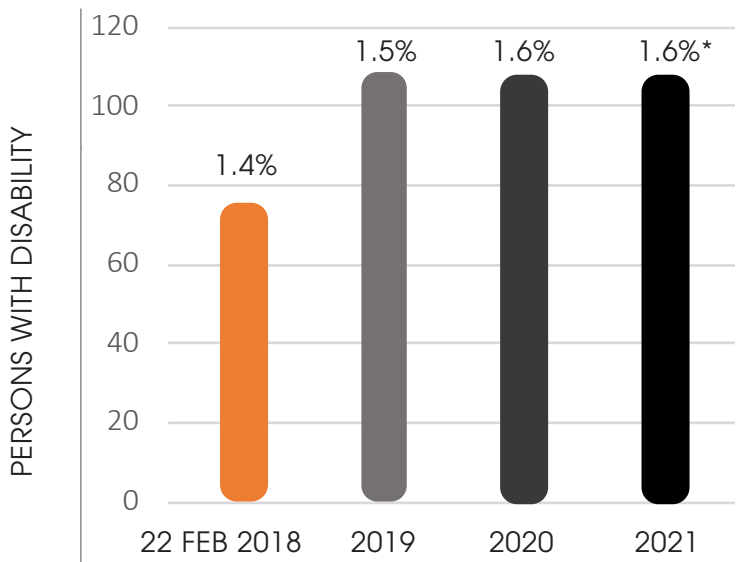FIGURE 5: EE Targets and goals for ACADEMIC STAFF as %

FIGURE 6: EE targets and goals for persons with disability

With a disability sensitization program – we are hoping that more staff will feel comfortable to declare their disability status. UCT expects to *exceed the target.*

* Percentage of total staff

The Employment Equity Fund

UCT's EE Fund is a ring-fenced pool of money allocated by the VC and DVC Transformation to Deans and Executive Directors for Transformation. Its purpose is to enable the acquisition of talent for which there is no current budgetary provision. In other words, it is a form of bridging finance that creates a "breathing space" in the University's employment capacity. Salary costs are carried for up to three years and recipient departments commit to creating permanent posts by the end of the period. The EE Fund is prioritised for succession funding and the black professorial pipeline and is being reviewed to expand its reach in order to strengthen succession planning for key staff, especially for building the black professoriate. Its use is subject to rigorous review: people employed must be South Africans from the designated group and match the Fund's orientation towards seniority and academic positions, e.g. be appointable at the associate professor level.

Since 2011 the EE Fund has facilitated the onboarding and or absorption of thirty such employees, of whom fifteen remain active. Four posts were funded in 2018 at a cost of R2,797,274. Ten new applications were approved for commencement in 2019 with a financial commitment of R16,828,531 to fund the salary costs of those incumbents over the next 3 years.

Faculty	Position	Race	Gender
Engineering & the Built Environment	Lecturer	A	M
Engineering & the Built Environment	Assistant Lecturer	A	F
Humanities	Lecturer	2 A	F
Health Sciences	Senior Lecturer	A	M
Health Sciences	Assistant Lecturer	A	M
Health Sciences	Senior Lecturer	C	M
Commerce (SALDRU)	PRO - title of Prof	I	M
Nelson Mandela School of Public Governance	Full Professor	1	M
Law	Lecturer	A	F
Communications & Marketing	Deputy Director	C	F

TABLE 1: EE Fund appointments approved for 2019

Over the next 3 years UCT has committed itself to increase the number of black full professors by 18 and associate professors by 26 people. Six black professors/ associate professors are due to retire during the same period.

Academic Staff Development

UCT provides development support for academic staff in a number of ways: the New Generation of Academics Programme (nGAP), the Next Generation Professoriate (NGP), the New Academic Practitioners' Programme (NAPP), and through the work of the Research Office.

New Generation of Academics Programme

The nGAP is a Department of Higher Education and Training (DHET) initiative to accelerate demographic transformation by providing bridging funding for universities to hire young black South African scholars. In 2018 UCT appointed five new lecturers to join the 12 other nGAP scholars hired since the Programme's inception in 2015. The nGAP cohort receives varied support – leadership training, writing skills development and individual mentoring from senior academics. The Programme's impact has been expanded through the inclusion of other young black academics as associates. Participants value its contribution to their capacity to "survive and thrive" at UCT, e.g. to reap the many benefits of the stretch process involved in completing a PhD and by receiving support for their engaged scholarship.

Next Generation Professoriate Programme

The NGP aims to contribute to transformation by supporting the promotion paths of mid-career black and female UCT academics. It also seeks to change institutional culture by promoting collaborative and collegial relations, fostering new academic networks and building confidence based on concrete career progression. The NGP began to fulfil its promise in 2018, with the promotion of 7 of its 43 members to associate professorships. NGP participants receive support for their research and writing in the form of writing retreats, as well as support to gain international exposure through fellowships, sabbaticals and conference participation. The Programme comes with the many complexities of transformation, however: participants are highly appreciative of the support, but also have to deal with feelings of ambivalence at being singled out for additional support that is not available to everyone at their career stage.

New Academic Practitioners' Programme

The Centre for Innovation in Learning and Teaching (CILT) in CHED hosts the NAPP, a 6-month holistic programme of professional development offered twice yearly to cohorts of 20 new full-time lecturers, drawn from the full range of demographics. NAPP, which has been in existence for over a decade, has since 2017 expanded into a regional programme and offers a unique opportunity for people who are new to academia to connect across disciplinary and institutional boundaries and to enter debates on important issues in higher education.

Research Office Support for Academic Staff Development

The UCT Research Office provides extensive support for academic staff development, including engaged scholarship.

To affirm the dignity, contributions and experiences of all, the Research Office in 2018 implemented a deliberate strategy to increase the visibility of researchers, prioritising those from groups historically marginalised in the University community, especially emerging researchers. This resulted in an increased number of stories about a more diverse range of researchers, published on a number of different platforms. There is evidence of increased engagement around social media posts highlighting stories about young researchers from historically marginalised groups who are carrying out interesting/groundbreaking research.

Strategic collaborations steered from the centre
Opportunities have been seized to expose emerging researchers from marginalised groups to international opportunities. For instance, the Research Office identified and selected six researchers, four of them female and three of them black, to attend – fully funded – the South Africa – Sweden University Forum.

To provide seed funding for strategically selected new collaborations that include an African partner beyond South Africa's borders, internal funds have been ring-fenced to award grants through a competitive, proposal-driven process. The awards are structured to enable mobility between UCT principal investigators and their collaborators elsewhere in Africa and for three-year PhD funding packages to be embedded in their projects. Five awards were made in 2018.

Similarly, the launch conference of the African Research Universities Alliance (ARUA) as well as the establishment of two collaborative ARUA Centres of Excellence hosted at UCT spearheaded collaborations that will go a long way to enhance inter-institutional links with universities in Africa and help to embed students into a community of global South scholars.

To challenge 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, internal funds have been ring-fenced to award three generous decoloniality grants through a competitive, proposal-driven process. These are three-year interdisciplinary projects (2017-2019) that aim to cultivate a transformed intellectual culture by re-centering research on questions with a distinctive focus on, and of particular relevance to, the African continent. All three recipients of the decoloniality grants are black scholars.

Transformation of UCT's research workforce
The Research Office initiated a drive for the visibility of researcher demographics across multiple systems within the University, to more effectively track the progress made by the University in transforming research and researcher cohorts. Based on the author demographics of peer-reviewed publications, an analysis of the transformation of research over the past 10 years was commissioned from CREST early in 2018. The outcome has been delayed on account of UCT's incomplete staff data – due to the non-integration of the University's software management systems – but will hopefully be available early in 2019.

Equity across trans- and nonconforming gender issues: Advancing Womxn funding programme
Generous funding from the VC (R1.5m per annum over three years) enabled the announcement of this programme, following the Women's Day event in August 2018. There are three separate awards: (a) an award for womxn by womxn – conducting research in a field in which womxn are in short supply; (b) an award for womxn by womxn on womxn – conducting research in an area of study that focuses on womxn; (c) an award on re-imagining gender – conducting research in an area of study that focuses on trans- or nonconforming gender issues. A total of 26 applications were received from across the University and the first phase of the evaluation process has been completed. The second phase peer-review and selection of winning proposals will be concluded early in 2019.

Transformation through Researcher Development
Since 2003 UCT's Emerging Researcher Programme (ERP) has sought to guide the next generation of researchers and academics to develop their research profiles and expertise through seminars, workshops, one-on-one consultations and some research funding, granted through a non-competitive process. The aim is to grow the pool of black academics. These programmes are funded through the DHET University Capacity Development Grants (UCDG) for South African black and coloured staff and support from the VC's Strategic Fund. In 2018, the Research Office administered 89 UCDG grants, of which 60 went to black and coloured staff. Not all staff who met the demographics (including those who are EE funded or in the nGAP programme) took up the offer of support, which is of some concern because this is a unique opportunity for black early career researchers, especially in the current increasingly constrained funding environment.

In 2018, Research Development successfully assisted 8 researchers with applications for the NRF-FRF (National Research Foundation and FirstRand Foundation) Sabbatical fellowships – four in the Postdoctoral track and four in the PhD track. In addition the six researchers who were awarded these fellowships in 2017 continued receiving mentoring, seminars, workshops, funding and writing retreats.

PASS Staff Development

The Staff Learning Centre piloted two Adult Basic Education (ABET) programmes in 2017: the one-year General Education and Training Certificate (GETC) and the two-year matric programme, the Amended Senior Certificate. Twenty-two members of staff started the Amended Senior Certificate in 2018 and will continue in 2019. Four PASS staff members graduated from the first GETC ABET programme that ran from August 2017 to June 2018 and five staff members began the second programme in August 2018.

An example of efforts to support PASS staff development in faculties and departments is ICTS's workshop on staff development, which led to the creation of a formal secondment and internship process. ICTS management reinforced staff development by supporting the formation of a Staff Development Forum.

Faculty/ Department-Level Measures to Change the Demographics of UCT Staff

In addition to concerted efforts in faculties and departments to revise their EE targets in line with the new EE Plan and to meet or exceed the these targets in recruitment processes, units across the University implemented various developmental initiatives to ensure that UCT's staff demographic profile is transformed. These included holding internal discussions where people felt safe enough to exchanged views openly; improving capacity to target people with disabilities as potential job applicants; secondments, internships and temporary posts for people from designated groups to build a pipeline of skilled, experienced, promotable people for future permanent vacancies; exposure to other institutions, e.g. IAPO provides national and international travel opportunities that allow benchmarking and learning, as well as exposure to employment opportunities beneficial for peoples' career progress that then open spaces at UCT for recruitment towards meeting its EE targets.

Participants in the EE training workshops initiated the development of a formal, structured plan for the University to support employing and accommodating people with disabilities. This included a suggestion to extend ownership of and financial support for this plan beyond the OIC to senior management in faculties/departments, with accountability for achieving the aims of the plan. OIC and HR are addressing this.

Psychosocial Support for Staff

Services available to UCT staff from ICAS (Independent Counselling and Advisory Services) and SADAG were promoted and utilised across departments and faculties. SADAG facilitated workshops on work-related stress and anxiety that were open to all UCT academic staff. Posters covering issues such as consultations with the UCT Ombud and men's health were displayed and meetings convened to discuss burnout, mental health, depression, suicide, resignations and change.

Place and Space & Owning Our African Identity

These two components of UCT's Framework for Transformation focus on creating a new, inclusive identity for the University through the acknowledgement and recognition of African indigenous knowledge systems, practices and customs; implementing physical/ infrastructural changes to increase representivity; development of an indigenous language policy and staff and student attendance at indigenous language classes. The intention of the Place and Space focus is for people to feel included and, where they are not included, safe enough to ask for change.

Naming of Buildings

Following the Naming of Buildings Committee's (NoBC) 2017 recommendation that Memorial Hall be renamed in honour of Sarah Baartman, the bulk of the NoBC's work in 2018 focused on a consultative process with the Khoe community. After an initial meeting in March, the NoBC adopted a proposal on the renaming process consisting of three elements: (1) regular meetings of a core working group coordinated by the Centre for African Studies; (2) an email group aimed at wider consultation and information dissemination; and (3) a WhatsApp group of approximately 70 representatives from community, faith, political and cultural organisations.

After intense consultations, a core working group was set up in October. The group held regular meetings at the Centre for African Studies and finalised its Terms of Reference. The group chose the name the Aboriginal /Xarre Restorative Justice Forum or A/XRJF.

As a result of extensive preparation and a comprehensive strategy, the NoBC was able to present a signed mandate to rename Memorial Hall as the Sarah Baartman Hall in November. This was adopted and approved by Council in December.

The NoBC also recommended that Council approve a request that existing signage be corrected to reflect the correct Khoisan spelling of the name of the "Hoerikwaggo" building, which is Huri ǂoaxa. Council approved this in June, with an option to include the phonetic spelling in parentheses in signage. The NoBC also secured Council's approval for the initiation of a renaming process the JP Duminy Residence.

At its final 2018 meeting the NoBC took cognisance of frustration in some quarters at the slow pace of progress and established a sub-committee to identify buildings for potential renaming and suggest appropriate consultation processes.

> Following intensive consultations with the Khoe community 'Memorial Hall' was renamed 'Sarah Baartman Hall'.

Works of Art

The UCT Works of Art Committee (WoAC) had two main goals in 2018: (1) to execute the 2017 priority programme of activities; and (2) to continue addressing the transformation of UCT's art collection and its display as a matter of urgency.

To achieve these goals in addition to its ongoing collections management tasks, WoAC curated and re-curated art in a number of University spaces, held a series of events and acquired a number of new artworks from prominent and internationally recognised emerging and newly graduating artists. WoAC commissioned the production of collages to replace those destroyed during protests. These new acquisitions were, and in some cases will be, installed as part of the re-curation of various spaces on campus.

Re-curations as a result of consultations and collaborations between committee members and users of specific spaces included the New Economics building, the Environmental and Geographical Sciences (EGS) building (ongoing), the Menzies Glass House (ongoing), the Otto Beit Foyer, as well as the larger-scale projects of curating the Molly Blackburn Hall and the New Lecture Theatre building. Limited re-hangings were carried out in Health Sciences (completed), Dean of Health Sciences' Offices (in process) and Civil Engineering (in process).

In some cases such re-curations were accompanied by workshops and sustained discussions with stakeholders. Additional to these departmental or building-specific events, WoAC also organised a number of public events: a public discussion between art historian Dr Nomusa Makhubu and Associate Prof Jay Pather (WoAC Chair and Director of the UCT Institute for Creative Arts), and a performative cleansing ritual and opening of an exhibition in the Molly Blackburn Hall, which included performances by the UCT Choir and School of Dance. The art in this exhibition is accompanied by commissioned texts from students and academics in various departments that speak about the artworks through the lenses of diverse disciplines.

WoAC also organised debates on the Willie Bester *Saartjie Baartman* sculpture (one public and one by invitation only), followed by a linked exhibition at the UCT Bindery Gallery, which opened with a performance by acclaimed poet Koleka Putuma.

To ensure good governance, WoAC developed a UCT Art Collections policy derived from the work of the Art Works Task Team and other discussions. Work on establishing the website continues. Calls were made for curatorial input from students and professional external curators. These are being considered for action in 2019.

Language

UCT has adopted a trilingual language policy to address the linguistic challenge brought about by the changed context that renders the English-only language policy inadequate, as well as to bring about transformation in the institution. The Senate Language Policy Committee (LPC) is responsible for optimising all aspects of language development related to multilingualism at UCT, with the aim, amongst other things, of changing the historical identity of the University and creating an inclusive institutional culture.

The LPC focused on three main areas of multilingualism for transformation during 2018: multilingualism for promoting social interaction, multilingualism for transforming the institutional environment and multilingualism for learning and teaching.

Multilingualism for social interaction among staff and students was promoted through the Multilingualism Education Project's (MEP) provision of non-credit bearing short courses in isiXhosa and Afrikaans. Over 400 staff and students enrolled for the isiXhosa courses in 2018. The number of participants has significantly increased since the isiXhosa courses were introduced in 2006 and increasing numbers of staff are now enrolling for the Intermediate isiXhosa courses. It is also important to note the increase in the number of students participating in the isiXhosa courses, even though they are not credit bearing and are offered during the lunch hour. The isiXhosa short course has been included in the curricula of a number of programmes. A challenge emerged in some departments of staff dropping out, possibly due to heavy workloads. Those who did attend expressed their gratitude and enjoyed the experience, which included developing perspective and cultural knowledge. Importantly, the course built bridges: when people started practising their newly acquired skills with isiXhosa-speaking colleagues, spirits were lifted as people talked and laughed together.

Multilingualism for transforming the institutional environment occurs through multilingual signage, multilingual stationery, naming or renaming of buildings, translation of University and public documents, advertisements, letterheads, etc. UCT has developed a Trilingual Signage Implementation Plan – English, Afrikaans and isiXhosa. There has been some progress in aligning new signage to this policy, but, beyond a major signage change project for all buildings in the Faculty of Science, most signage is still in English only and further work is required. The University logo has been translated into University's three official languages and the stationery for the Senior Leadership Group and Middle Management has been translated into isiXhosa and Afrikaans. The main challenge at the moment is ensuring University-wide usage of the existing multilingual logo and stationery. Translating public documents is a longer-term initiative; in the short term, the LPC has recommended that only policy documents be translated, along with introductions to other key documents. Initiatives are underway to have advertising and registration information documents (currently in English only) available in all three languages.

Multilingualism for learning and teaching aims to ensure equity of access and outcomes for all students. The LPC commissioned research to investigate the extent of the problem in a wide range of forms of discrimination pointed out by students and staff in 2015, including racist and sexist practices. The project focused on the question of accents at UCT, in particular the resistance that certain lecturers experience to their accents when they communicate in English. A short film, "Accents", was developed and rolled out in 2018 at orientation events to raise critical language awareness among staff and students, with very positive responses.

Although the University has made good progress in transformation through its Language Policy and Plan, the challenge of opening ideological and implementation spaces for multilingualism by further eroding the historical dominance and hegemony of English in teaching and learning programmes and in the institutional environment is a major one. The current language policy needs further revision and a well-resourced plan to bring about real transformation.

Culture, Inclusion and Acknowledgement

Transforming UCT is not only about looking ahead to where we want to be, but also about looking back at our history. An important part of authentic transformation is to acknowledge the instances where UCT participated in injustice or unfairness. In these instances we need to revisit past injustices, reflect on and learn from them, and seek ways to provide redress where that is possible.

UCT, like many other universities around the world, has a Human Skeletal Collection that provides long-term safe storage of skeletons used for research. It is not unusual for universities to receive skeletons for teaching and research purposes. Usually skeletons come as the result of a bequest – people who donate their bodies for educational purposes, or whose families do so – or as donations from the state. Sometimes in our surrounding communities skeletal remains are uncovered during development or by erosion of the soil. UCT currently has 1,021 skeletons that are used for educational and research purposes in a variety of disciplines, including health sciences. The remains help us to understand how our species has adapted over time and to different environments.

The donation of human skeletons, whether of cadaver or archaeological origin, has always been tightly controlled at UCT, but deeper consideration of the ethical context of their collection has been a focus since the 1980s and research is now controlled by strict protocols.
However, during a recent archiving audit of the collection, Dr Victoria Gibbon from the Faculty of Health Sciences' Division of Clinical Anatomy and Biological Anthropology discovered that our collection included 11 skeletons that were obtained unethically in the 1920s.

The very limited documentation for these skeletons indicates that these people died in the 19th century and that at least nine of them were probably Khoi people who had been captured and forced to work as slaves on a farm near Sutherland in the Northern Cape, which was an inhumane practice in South African at that time.

The skeletons appear to have been removed by the owner of the farm in the 1920s and sent to UCT. The documentation on nine of the skeletons indicates that they are likely to have been related to members of the Stuurman and Abraham families in the Sutherland area. As soon as we discovered this documentation we began investigating how we could return these skeletons to their place of origin so that they could be laid to rest near their families.

With the help of the public participation consultant, Mrs Doreen Februarie of Nosipho Consultancy, the descendants of the family were identified and met with by the DVC Transformation.

In addition, UCT met with community members in Sutherland, including local government leaders, traditional and religious leaders and members of the Stuurman and Abraham families who are likely to be descendants of the adults whose skeletons were sent to UCT. From UCT's engagement with National Government on the likelihood that many skeletons of South Africans were treated similarly in the 19th century, there is as yet no precedent for returning such skeletons to their places of origin. Therefore UCT met with the families to ask for their advice and assistance.

While it is impossible to undo the injustices that these men, women and children experienced during their lives, UCT hopes that the public participation process that has begun will restore the dignity that was stolen from them during their lifetimes, recognise them as fellow human beings and give their descendants the opportunity to remember and honour their ancestors.

UCT's intention throughout this process has been to honour the wishes of the family members. The Sutherland reburial process is led by the Deputy Vice-Chancellor Transformation and the Office for Inclusivity & Change.

Whilst acknowledging that redress for the past is an important process that the University must undertake, there is also a reciprocal momentum in shaping the University of the Future to create an African University that each of us can identify with. To this end and in response to increasing inquiries

about the physical accommodations that UCT has available to support rituals and/or culture used as part of health and wellness management, the DVC Transformation hosted a seminar to discuss current legislation and emerging practices that the University could consider. Delegates came from the Commission for Language, Culture and Religion, Western Cape Traditional Leaders, Student Wellness Service, staff and students. Topics included how to incorporate traditional practices in UCT's physical infrastructure and current processes to promote inclusivity and renew emphasis on the University's African identity. Work continues with these stakeholders in 2019 to ensure that traditional cultural practices find their place within the University environment.

Improving Institutional Culture in Faculties and Departments

Several kinds of initiatives to improve institutional culture and support the efficacy of transformation interventions were implemented across the University in 2018. These included presentations by internal and external guest speakers, for example on White Privilege, Criminalising Students Who Protest, Inter-Faculty Reflections and Faith. The presentations were well received and several departments plan to continue in 2019, inviting speakers on, e.g. disability awareness, traditional healing practices, re-grading of jobs, best practice for selection committees and gender diversity.

University executives and specialist services such as HR and the OIC were not excluded from these conversations: open discussions and interactive sessions offered staff members safe opportunities to voice their opinions and learn about issues such as institutional transformation and the level of delegated authority vested in TCs.

People in departments and faculties are addressing the Place and Space aspect of the transformation framework in several ways: renaming meeting rooms; upgrading signage to tell the story of particular art collections; changing signage to include all three UCT official languages; constructing gender neutral and disability toilets; using spaces for staff socialising and discussions about language, culture, history and diversity. The FHS Department of Paediatrics and Child Health implemented a project to re-memorise the Red Cross War Memorial Children's Hospital Foyer as "A Place of Belonging, Community and Care", which includes gathering stories to be displayed in the foyer and possibly used in a future publication.

The OIC has also continued to provide academic engagement and support in co-curricula and curricula spaces to increase staff – student discourse on matters of identity, culture, health and social justice. Critical conversations and/or workshops were held with departments in Commerce, Science, Engineering and Humanities as well as administrative departments. The intention of these engagements is to shift the conversation into implementable transformation and inclusion strategies that are informed and aligned with the University's strategic goals.

Institutional Response Towards Discrimination, Harassment and Violence

UCT is committed to a zero-tolerance approach to any form of unfair discrimination, harassment, sexual violence, and behaviour that demeans others and, unlike some universities, supports staff and students who have been sexually assaulted, raped, harassed or discriminated against, regardless of when or where the incident took place. UCT is thus able to provide support to survivors through mechanisms available within the University.

The OIC offers two central services in this regard: (1) Survivor Support, which provides legal and medical advice and assistance to the University community in sexual and gender-based violence complaints and coordinates staff and student workshops on sexual harassment and sexual violence, and (2) a dispute and case management service through the Relations Strategist.

OIC supports staff and students and informs them of their legal rights and the University processes available to them, but does not investigate incidents of discrimination, harassment and violence. Depending on the nature of the incident and the survivor's choice of action, referrals are made to UCT's investigation unit (Campus Protection Services, CPS) and the disciplinary tribunal located in the Office of the Registrar. For staff grievances, the Human Resources Employee Relations department oversees formal disciplinary processes. Survivors who not wish to have the matter investigated continue to receive support and assistance through the SWS and the OIC.

During 2018 Survivor Support (SS) responded to numerous requests for workshops for residence wardens, mentors and students, including the SRC. Targeted prevention strategies were initiated with staff members and students that focused on bystander training and male-focused interventions. SS worked with CPS to develop standard operating procedures and training for CPS staff as first responders. Volunteer staff and students received Survivor Support Officer training to enable them to receive and assist students who approach SS. Dr Gaelle Ramon of the UCT Research Office participated in this training and is working to spread the word. She was interviewed for an article on the UCT News and for a video[3], and envisages using her role as a member of the Research Office TC to fight the stigma around sexual violence.

[4] **Article**:
https://www.news.uct.ac.za/article/-2018-09-28-on-the-front-line-against-rape-and-sexual-assault

Video:
https://www.news.uct.ac.za/article/-2018-10-25-a-ray-of-hope-for-sexual-assault-survivors

UCT's Relations Strategist (RS) is a legal professional and accredited, experienced mediator. The Relations Strategist's work intersects with the Organisational Development team in UCT's Human Resources Department, through the provision of alternative dispute resolution mechanisms. During 2018 the RS offered line manager training on a response basis and mediation services, including in support of the University's Employee Relations function.

In 2018, a number of departments and faculties were assisted through mediation services and/or facilitated group consultations where interpersonal conflict resides.

The OIC developed an online sexual violence and discrimination case management tool in 2018. The tool provides an end-to-end case management service that tracks the efficacy of the University's response service, gathers data on repeat offenders, provides status updates to survivors and allows for anonymous reporting. The data analytics generated by the tool can inform programming, disciplinary processes and prevention responses. In addition, under the leadership of the Deputy Vice-Chancellor Transformation, a committee has begun revising the structure of staff and student disciplinary procedures for sexual violence and gender-based violence (SVGBV). This structure will be in operation by March 2019 and will have a dedicated focus on SVGBV matters for staff and staff-student incidents. The OIC is also increasing the range of respondent management techniques, to ensure that there is a more holistic provision of alternative strategies that focus on attitude and behaviour change interventions by respondents.

In 2018, 57 sexual violence and gender-based violence incidents were reported to the OIC, including 21 rapes, of which 9 occurred off-campus, 6 in UCT residences and 6 in unknown locations. There was one attempted rape incident, 6 sexual assaults, 1 attempted sexual assault and 28 cases of sexual harassment, which all occurred on campus and mostly involved male UCT students harassing other students. The reports show that online dating apps, substance abuse and nightclubs are high-risk activities for rape and sexual abuse.

Social Responsiveness

This strategic focus area is covered in depth in the annual UCT Social Responsiveness Report.

Curriculum Support

UCT is committed to inclusive curriculum, teaching and learning in two key ways: (1) by creating affirming and inclusive working and/or teaching, learning and research environments for gender and sexual diversities, and (2) through implementing overt measures to develop and capacitate the professional development of staff in respect of curriculum change and developing an inclusive classroom.

Affirming and Inclusive Environments for Gender and Sexual Diversities

During 2018 the OIC responded to requests for training related to the UCT Inclusivity Policy for Sexual Orientation that was approved by Council at the end of 2017. Academic and front-of-house staff (e.g. in libraries and admissions) received policy awareness training and practical guidance on inclusive practice.

The OIC also collaborated with staff and students in the Commerce Faculty Department of Organisational Psychology to develop the online Unconscious Bias training tool. The tool could support selection and transformation committees and be used for self-assessment by staff wanting to learn to recognise their bias in relation to transformation and equity.

In addition, the OIC reinitiated the gender policy process, coordinated by Rashieda Khan. The working group met several times in 2018 to conclude the draft in order for consultation processes to begin in 2019.

A few examples illustrate ways faculties and departments responded to this focus area. The Faculty of Commerce invited Prof. Pierre de Vos of the UCT Department of Public Law to provide a seminar on the Rights of Sexual Minorities at which the Faculty announced its inclusivity policy on sexual orientation. CHED encouraged its staff to be aware of gender and sexual diversities and of not making assumptions around staff members' gender, e.g. in the use of pronouns.

Professional Development of Staff for Curriculum Change and Inclusive Classrooms

Curriculum change is covered in depth in the UCT Teaching and Learning Report. Section 5.2 of the 2018 Teaching and Learning Report notes that across UCT, "With or without the interventions of the CCWG (Curriculum Change Working Group), faculties, academic departments, and individual academics have risen to the challenge of critically reflecting on their curricula."

The Report provides examples of innovative work that illustrate the many interpretations of "decolonisation" in the University. Emergent themes identified from curriculum change initiatives in 2018 include decolonisation as de-centering of European knowledge; as centering of African knowledge and experience; as sensitivity to diversity, local context and social justice; and as engaging in students' lived experience, especially of the historically marginalised.

The weeklong Decolonial Winter School held in June 2018 was a strategic initiative of the DVC Transformation. It attracted 60 – 150 participants per day from the greater Cape Town area including Khayelitsha, Nyanga, Mitchells Plain, Delft, Lavender Hill, Capricorn and Atlantis. A wide variety of people attended: academics, university students, high school learners, community members, community organisations and activists. Volunteer facilitators shared their knowledge and experience on themes such as ways of knowing, ways of learning, coloniality and the body, land and agrarian reform, and actualising justice and liberation. The programme design exemplified an innovative, decolonial, and Africanised approach to learning in the university space and demonstrated how good relationships can be fostered between UCT and its student body.

A notable example of a curriculum change initiative organised by a TC occurred in CHED, which ran a very successful series of participatory conversations on Decolonisation of the Curriculum in 2017. This continued to resonate through CHED's work in 2018 and provides many lessons that can be shared with other faculties and departments. CHED academic Dr Kasturi Behari-Leak (CCWG Co-chair) and CCWG student representative Kershan Pancham led this process, which explored the decolonisation project and its attendant tensions and opportunities in the work *of* and *in* CHED. The overall objectives were (1) to develop a deeper understanding of the generative mechanisms that contribute to (un) transformed practices in different faculties, and (2) to explore the capacity of CHED to be a key agent of change across UCT. Using the overarching theme, "The Danger of a Single Story", the CHED Decolonisation Conversation Series was conceptualised as an interwoven, participatory learning and action engagement, involving interested colleagues in CHED, across the academic and PASS divide. Four Conversations were held, focusing on (1) the Self and the danger of the stories we tell of others, as well as when we are beneficiaries of single stories constructed by others; (2) the "Danger of the Single Story'" as applied to students; (3) "discourses of development and deficit" and how these have influenced CHED's developmental work institutionally and nationally; and (4) the danger of a single story of methods and expressions, which used rap music, graffiti and dance to explore what it means for black bodies to be doing this work.

5. TRANSFORMATION PLANS FOR 2019

In 2018 the focus was on implementation of the University's strategic goals in respect of transformation and in particular the development of capacity and the provision of support to ensure implementation. In 2019 we will build on implementation and start the process of measuring success.

Through the Office for Inclusivity and Change and experts in the field of culture change, an operational emphasis will focus on the measurement of inclusion and the related change interventions that are implemented in staff–student interactions to ensure that an inclusive university culture is progressively realised in the next five-year period.

For 2019, the following objectives have been set within the transformation portfolio:

- Analyse baseline data from SASSE Survey.
- Deploy culture change interventions related to the SASSE findings.
- Enhance respondent management restorative justice practices.
- Enhance the effectiveness of survivor support services.
- Employ Inclusivity Survey for Staff as well as focus groups in order to establish a baseline for institutional culture at UCT.
- Implement culture change interventions in the workplace and classroom spaces.
- Develop and implement a comprehensive campaign on gender-based violence.
- Review all UCT's policies that relate to transformation. These include the Policy on Racism and Racial Harassment, the Policies on Sexual Harassment and Sexual Offences, the Employment Equity Policy and the Disability Policy.
- Finalise the Gender Policy.
- Complete the online accessibility audit of UCT information and technical infrastructure for staff and students.
- Review and operationalise reasonable accommodations for disabled staff through the Disability Policy.
- Expand the scope of diversity training and capacitation in faculties and departments.
- Map the social justice curricula in the University.
- Implement the newly proposed disciplinary structure that addresses all forms of discrimination, harassment and sexual offences.
- Begin to implement the new Employment Equity Plan and build on the training programme for Employment Equity Representatives and Selection Committee Chairs.
- Roll out the Unconscious Bias Tool to counter bias in recruitment and classroom practice.
- Continue and strengthen the work in the area of student mental wellness.
- Reburial of unethically procured historical remains.
- Continue to support the work of the NoBC and WoAC.

We look forward to deepening our efforts to ensure the inclusion, development and success of all staff and students at UCT.

6. ACRONYMS

ARISE	Africa Regional International Staff/Student Exchange
ARUA	African Research Universities Alliance
CCWG	Curriculum Change Working Group
CETAP	Centre for Educational Testing for Access and Placement
CHED	Centre for Higher Education Development
CILT	Centre for Innovation in Learning and Teaching
CSC	Commerce Students' Council
DBT	Dialectical Behavioural Therapy
DD	Developmental Dialogue
DHET	Department of Higher Education and Training
DoL	Department of Labour
DSA	Department of Student Affairs
DVC	Deputy Vice-Chancellor
EE	Employment Equity
EE Rep	Employment Equity Representative
EEF	Employment Equity Forum
ERP	Emerging Researcher Programme
FHS	Faculty of Health Sciences
FRF	FirstRand Foundation
FSTT	Food Security Task Team
GOB	General Operating Budget
GSB	Graduate School of Business
HCC	Hiddingh Campus Clinic
HoD	Head of Department
IAPO	International Academic Programmes Office
ICAS	Independent Counselling and Advisory Services
ICTS	Information and Communication Technology Services
IF	Institutional Forum
IIU	Institutional Information Unit
IPD	Institutional Planning Department
KPA	Key Performance Area
MEP	Multilingualism Education Project

MoU	Memorandum of Understanding
NAPP	New Academic Practitioners' Programme
NBT	National Benchmark Test
nGAP	Next Generation of Researchers and Academics
NGO	Non-governmental Organisation
NGP	New Generation Professoriate
NoBC	Naming of Buildings Committee
NRF	National Research Foundation
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
OCSAS	Off Campus Student Accommodation Service
OIC	Office for Inclusivity and Change
PASS	Professional Administrative and Support Staff
PG	Postgraduate
SADAG	South African Depression and Anxiety Group
SCIS	Students' Crisis Intervention Service
SH&RL	Student Housing and Residence Life Department
SHAAS	Student Housing Accommodation and Advocacy Service
SRC	Students' Representative Council
SWS	Student Wellness Service
TC	Transformation Committee
TF	Transformation Forum
TOC	Theory of Change
UCDG	University Capacity Development Grants
USAC	University Student Affairs Committee
VC	Vice-Chancellor
WOAC	Works of Art Committee