



this has been challenged in both the 2019 and 2020 reports, some departments continue to use 'N/A' as their response to student-related issues and struggles. This leads to some entities (responsible for policy development, etc) being distant, disengaged from and potentially dismissive of student struggles.

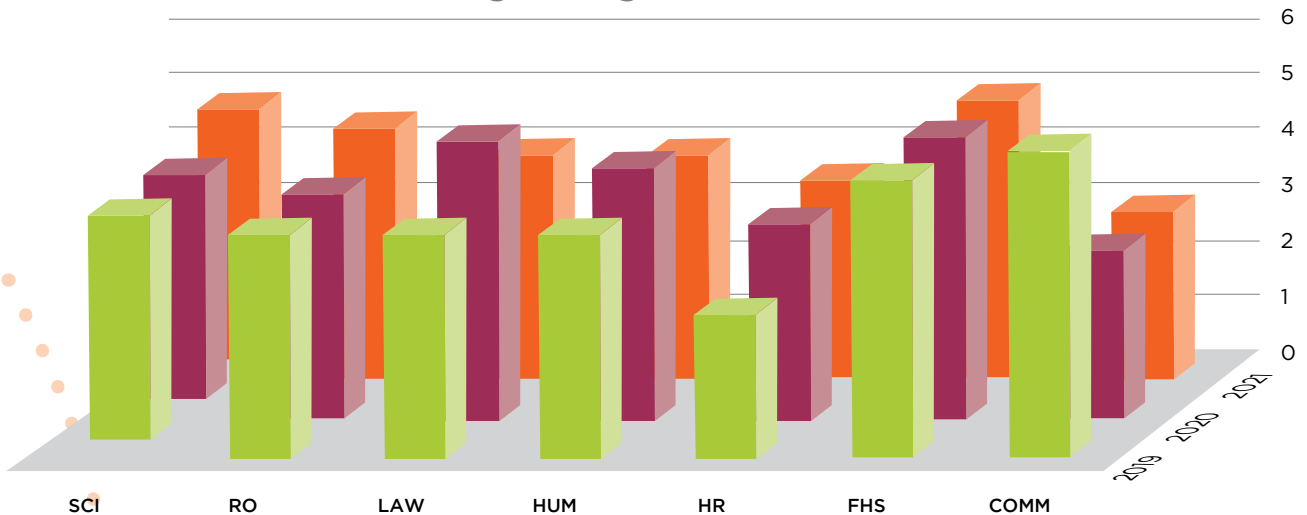
All these criticisms are important in making sense of the opportunities and limits this benchmarking approach provides.

These criticisms, alongside a deep evaluation after five years of implementing benchmarking, would provide a good basis for assessing its effectiveness and proposing an adapted or different approach moving forward. Even with these challenges, the approach allows for trends related to TDI to be made visible and for these trends to inform the priorities and practices of the university. Along this continued trajectory, it will be difficult at the five-year mark to demonstrate that inclusion has increased in the university.

## LOOKING BACK AT THE DATA BETWEEN 2019 AND 2021

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

### Strategic integration of transformation



**ABOVE:** For benchmark A, entities on average meet between 55-60% of the benchmark requirements. While some entities, such as the FHS, have been consistent in meeting many requirements of this benchmark, others such as the faculties of Commerce, Humanities and Law and the HR Department seem less consistent. Conversely, the Research Office and the Science faculty have shown some signs of improvement.