

**University of Cape Town
Report to Council
2022**

Dismantling institutional, systemic and structural racism in order to build a more just and equitable future for all

Introduction

This report provides an overview of the implementation of UCT's Racial Harassment and Racial Discrimination Policy during the period 1 January to 31 December 2022. The [Anti-Racism, Racial Discrimination and Racial Harassment Policy](#) (*hereafter referred to as the Anti-Racism Policy*), which was approved by Council in June 2022 after University committee consultation, replaces the Racial Harassment and Racial Discrimination Policy. The report includes a review of the Dismantling Racism Strategy 2020-2022, which was funded by Council following the submission of the Inclusivity Strategy 2019 findings, the IRTC Report, and the Madosi Report.

Report to Council

Section 6 of the Anti-Racism Policy requires that the Report be tabled at the Institutional Forum before the March Council meeting. The Report will be received by the Institutional Forum for an Advice to Council to be prepared. the.

Policy Implementation and Overview 2022

Policy Summary

The purpose of the Anti-Racism Policy as defined in Section 3.1 is “to prevent the violation of human dignity and freedom through the imposition of disadvantage, stereotyping or political or social prejudice based on race.” The University recognizes that racism is a social phenomenon, which can manifest through institutional and structural processes. Racial harassment and racial discrimination are legally prohibited acts.

Anti-Racism Training and Awareness Programme

Section 5.2 of the Policy details its implementation and the role players, including line managers, Transformation Committees and University leadership. The areas of implementation are through education and training, informal processes and formal disciplinary processes. The UCT Office for Inclusivity and Change (OIC) is tasked in Section 5.2(e)ii with taking “primary responsibility for the design and content management and/or coordination and/or implementation of training and awareness programmes for anti-racism programmes.” The Policy-related education and training will be provided through SuccessFactors Learning. Students are able to access the information via in-class workshops/training or via the ACEs (Agents of Change Education) peer education programme’s anti-oppression workshops.

Communication about the Policy is a responsibility of the whole University, which must take all reasonable steps to communicate it to all employees and students on a regular basis and to raise awareness about the need to prevent racial harassment and racial discrimination. The University has made the Policy available on its web site and complies with the Policy’s communication mandate.

Reporting Cases in Terms of Section 7 of the Anti-Racism Policy (Case Management Procedures)

During the period 1 January to 31 December 2022 there were two new cases of alleged direct racial discrimination, one case of institutional racism, and one historic case of institutional racism that has yet to be resolved. Reports of racism recorded in this report were received through direct emails to the OIC. However, it is likely that there were instances that were not reported but shared with colleagues and managers because the affected individuals prefer to not follow any formal reporting or University process.

The statuses of the four cases are:

1. Alleged use of the 'k' word directed at colleagues. The matter is lodged with Employee Relations for investigation.
2. Alleged racial discrimination resulting in unfair labour practice. The matter has been referred to the CCMA and is being managed by Employee Relations.
3. Concerns raised about departmental practices that were resulting in the exclusion of an academic staff member and the students in the class. The staff member contacted the Director of OIC, who discussed potential ways forward with them. Together they identified a person in the faculty who had the power and agency to rectify the departmental systems. The person was also a trained mediator and was able to bring the groups together and to reconfigure the practices in a sustainable way that ensures access to the department's laboratory and equipment in an equitable manner. The affected academic staff member was also connected to the Centering Blackness team, where they were able to find care, understanding and restored emotional wellbeing. The Centering Blackness team were able to assist the staff member by confirming that the experience was shared with others across the University. The affected staff member was also referred to HR: Organisational Health and Wellness to access the Independent Counselling and Advisory Services (ICAS). The OIC followed up with the affected staff member a few months later to ensure that the revised practices were effective and sustained. The affected staff member confirmed that the processes were working and that they had recovered emotionally. The matter is considered resolved.
4. The historic case of institutional racism remains unresolved. Despite review by the South African Human Rights Commission (SAHRC), there is yet to be a clear outcome. It is hoped that parties implicated in enabling the institutional racism will voluntarily join a restorative justice mediation process to gain understanding of their role and the impact on the individual. The matter resides with the DVC Transformation for oversight.

Institutional Programmes Accompanying the Anti-Racism Policy

The Anti-Racism Policy is supported by the Dismantling Racism Strategy and related institutional programmes,

namely the Dec entering Whiteness Programme (Project lead 2020-2022: Assoc Prof Janice McMillan) and Centering Blackness (Dr Benita Moolman). The University's central offerings include the Employment Equity Plan, Critical Diversity training, and Organizational Health and Wellness offerings.

The Dismantling Racism Strategy was implemented in 2020 and concluded in 2022. The reports of the two programmes were tabled at the quarterly meetings of the Inclusivity Strategy Advisory Group. As we enter 2023, the focus is to conceptualise modalities that sustain the efforts of the Dismantling Racism Strategy. Detailed reports provided by the project leads are attached in the Appendices 2 and 3 of this report. The Dismantling Racism Strategy is attached in Appendix 1 to remind the reader about the indicators of progress in terms of which the University is monitoring itself. It is noted that the goals of the strategy require revision in order to align with the operational needs and resourcing available in 2023. The overview reports for Employment Equity and the Critical Diversity Training offered through 2022 by the Inclusivity Capacity Building Specialist form part of the accompanying documents for submission (Appendix 4).

The UCT Transformation Conversation series, a significant programme introduced by the DVC Transformation, has anti-racism as its first theme. The intention is to contribute to and develop scholarship on how racism manifests within academe. UCT has made an intentional shift towards an anti-racist approach which acknowledges that, as an institution, we operate within a system of structures in society that perpetuate inequality and injustice. Resultant economic disparities lead to many forms of exclusion which affect the academy. Addressing this through staff recruitment, organisational ethos, research, and our approach to teaching and learning is the work of a university whose vision embraces social justice. This work fits well with the UCT Dismantling Racism Strategy, which forms part of the UCT Inclusivity Strategy. The video of the first conversation can be viewed at <https://youtu.be/gdJfEM8N0i8>. The series continues in 2023.

Conclusion

This report has provided an overview of the implementation areas delineated in the Anti-Racism Policy for Racial Harassment and Racial Discrimination. In terms of the requirements of the policy and after consultation with the DVC Transformation, future reports on the Anti-Racism Policy will include an analysis of how systemic racism manifests in the University's research, teaching and operations. This will require an intersectional analysis of data across the University that indicate how students and staff navigate institutional processes and what barriers may exist that enable forms of systemic racism.

Appendix 1: UCT Dismantling Racism Strategy

Our shared predicament

In South Africa all of us have been affected and effected by racism.

South Africa continues to try to produce equitable systems that overcome the historical oppressive systems purposefully left behind by Apartheid. With the Constitution, the Truth and Reconciliation Commission, the introduction of the Employment Equity Act and the National Action Plan to combat Racism, Racial Discrimination, Xenophobia and related intolerances, there is a slew of regulatory frameworks that aim to regulate behaviour that prevents racism, however, we know now, that 21 years of regulatory frameworks have slowly chipped away at the four forms of racism that continue to exist in South Africa. Like every community, UCT experiences multiple forms of racism, yet law and policy is not able to respond to all forms of racism – and as such does little to address the structural injustices of apartheid¹.

This UCT strategy towards racial justice focuses intentionally on the university's institutional, systemic and structural racism to ensure that as an academic organization we do not perpetuate these forms of racism. The strategy focuses on the institutional strategy for the University of Cape Town for the period of 2020 to 2030 with a view to review the strategy in 2025. The strategic plan implementation takes cognisance of the resource and financial constraints of the university since COVID-19 and also recognises, that an anti-racism strategy requires dedicated resources in order to produce meaningful change.

1. How did UCT get here?

UCT's colonial history, merged with apartheid history is key to understanding contemporary struggles for racial justice on campus. It is important to note that even under apartheid many UCT students were actively involved in the fight against apartheid. In the diagram below, we consider UCT's position in relation to anti-racism, since the inception of the university.

¹ Modiri, J. 2017 Accessed on 23 September 2020 <https://www.dailymaverick.co.za/opinionista/2016-07-21-criminalisation-of-racism-another-form-of-race-denialism/#.Waku2ZN95R1>

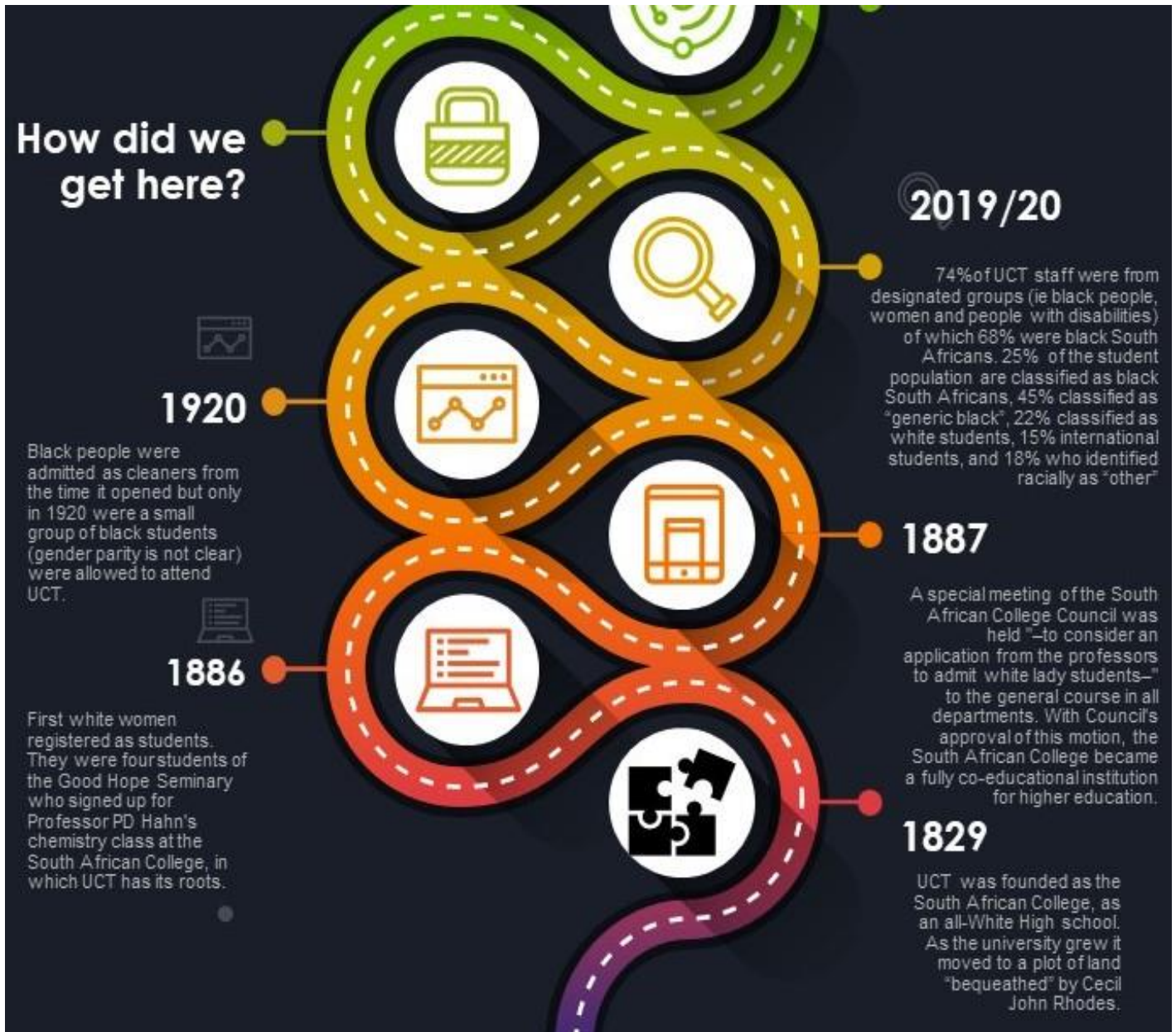


Figure 1: UCT's Anti-Racism Journey since 1829

Approaches and assumptions of race and racial justice in South Africa have been challenged by recent social movements such as #RhodesMustFall and #FeesMustFall movements. These movements offered a critical voice and important critique of the ways in which race and racism has been dealt with in higher education institutions. In this year, important debates have emerged in the media about the way in which UCT understands race and have questioned its contribution towards racial justice. In order to move towards racial justice, UCT needs to hear the criticisms and hold a position which meaningfully dismantles racism. It is important to acknowledge and further unpack concepts which convey and embody the values of the constitution such as dignity and equality, and freedom of expression and academic freedom. As a university we continue to acknowledge our racist and colonial past and the imperfect journey that we're on in addressing systemic racism. As a university we acknowledge that work against racism must be sustained through authentic internal processes that are fair, follow due process and where relevant, produce meaningful recourse for complainants who bravely bring forward their complaints.

2. How can we understand racism?

The vision of the Constitution and the Bill of Rights is to ensure that racism is dismantled in South Africa, but the structural and institutional racism persists because of the slow engagement to address the systemic underpinnings which continued to justify and support economic and some social processes (housing, land reform) that perpetuate inequality along racial lines. In the same way, as our policies and processes attempt to be just and equitable – we need to recognise that we too perpetuate systemic racism when those practices are not interrogated through a racial lens. One has to remember that it is through agency that systems function, therefore through agency that one can refuse to participate in that system, and as such refuse to maintain it and reproduce it. All systems of domination rely on the individual, the communal and the group, who then form part of the dominant in society and are socialised to enforce its beliefs, to carry out its objectives. Whether knowingly or unknowingly, those who maintain the systemic, structural and institutionalised aspects of racism are its agents. They work for and alongside the system of racism whether they realise it or not.

As a public institution, we are required to comply with legislation and currently are compliant with law. However, the critique of the compliance approach, is that it is heavily weighted in ensuring that explicit forms of racism do not occur – but do not try to provide equitable change. For example, while the Employment Equity Act (Section 60) requires that as an employer, racial harassment and racial discrimination, are prohibited and is a dismissible offence. Whilst this prohibition is relevant to interpersonal forms of racism, the ambit of the prohibition does not address the systemic discrimination and/or racial microaggressions.

Further regulatory guidance is found within the Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (Act No.4 of 2000) but even this Act fails to address perpetuating systemic inequalities that exacerbate racism.

In the absence of holistic legal frameworks, the university turns to scholarship to analyse and understand how racism presents itself within the higher education sector. It must be noted that there are several forms of racism and multiple nuanced experiences of racism. To assist the reader, we share below four condensed definitions of racism that has been defined in academic research²:

Interpersonal Racism:

- Interpersonal racism occurs between individuals, where the person who is equipped with White privilege as a consequence of her/his/their beneficiary status within the system of White domination, inflicts racism upon the person who is oppressed by a system of White domination; beneficiaries of racism are able to enact personalised forms of racism, and treat these as measures of governance and control, for example, such as a line-manager who personalises racism and acts in their personal capacity. Once personal beliefs are exerted onto others, the acts/s of racism are now in the interpersonal realm. Examples also include public expressions of racial prejudice, hate, bias and bigotry between individuals.

Structural Racism:

- Structural racism relies on systemic racism; structures are created so that a system can operate, such as a system of White domination. Without structures a system cannot operate. All systems have rules and regulations, and these are first and foremost introduced through the law. A system then becomes

² Definitions drawn from Maart 2016 Race Chapter in the Reading Pack

the law, and the law then becomes the system, such as apartheid, for example. Through the law, a system of White domination was able to create and set up structures. A system relies on various structures: the economy, health, education, housing. Within these structures, institutions were created, carrying forth the ideology of the system; institutions such as universities, banks, hospitals, are part of structures such as education, finance, and health, respectively.

Internalized Racism:

- Internalised racism is when the recipient of racism internalises the racism that has been inflicted, and reacts drawing it into the psyche, and within the body and mind. By reproducing what has been internalised, we often see the extent of how racism has wounded or affected someone. The recipient of racism may find ways to harbour and contain that internalised racism and some of these may include identifying with the perpetrator as a means to claim power and control over themselves, which means siding with the oppressor and committing self-hatred.. Internalised racism occurs over periods of repeated racism, and as such the recipient may either understand it in ways that suggest a normalisation, and in order to cope, then become the oppressor.

Institutional Racism:

- Institutionalised racism is a form of racism that occurs in everyday practices, beliefs, cultural and social norms. Institutional racism is treated as normalised group, culture, identity behaviour where the identity of the group in power is maintained through various systems that have been set in place to only favour that group. It was Stokely Carmichael who first coined the term institutionalised racism, asserting that inequality based on race is also evident in public and private institutions, which formed part of the larger society within which racism operates, and through which collectively it functions to oppress, debase and humiliate people because of racialised identities, colour, ethnicity and culture (Carmichael and Hamilton, 1992). Institutionalised racism are act/s that are aimed to keep the oppressed group out of the working of the institution so that those holding power within the group can continue to maintain their power, and thus, maintain their governance over the oppressed and/or previously oppressed (Maart 2016).

These academic interpretations above describe the main forms of racism, which often occur simultaneously and in doing so, increasing the complexity in prevention and response to racism. For example, where explicit interpersonal forms of racism are evidenced, then the Constitution and the Labour law provides some form of respite for survivors of racism as the university is capable of utilising the existing legislation to provide the necessary disciplinary outcomes.

For forms of institutional and systemic racism, the legal test for racism is somewhat obscure as the burden of proof would be to demonstrate unfairness through determining whether access and/or opportunity was prevented and/or denied.

Lastly, when considering internalised racism, it is vital to work with practitioners and counsellors who are trained to understand the affect of racial trauma on the psyche and the body.

As part of the UCT dismantling racism strategy, all four forms of racism are addressed through strategic interventions and outcome-based measures.

3. Why does UCT need a strategy towards racial justice?

There remains a dual obligation as an academic institution to utilise scholarship to inform the university's ideological position on racism which then may in turn inform how the university complies with legislation and/or works with government and civil society to initiate change within the external community. Drawing from existing scholarship in the university we need to recognise patterns of exclusion in order to address unconscious bias in ourselves and in our own systems at UCT so that we consciously hold our own organisation accountable to the expectations we set for others. Through research, engaged citizenship and scholarship the university can play an important role in eliminating racism and enabling black persons. This can only occur through amplifying the voices of black students and academics, contributing to reducing economic and other power disparities and holding those who participate in racism accountable.

The University is committed to the strategic outcome orientated goals of **Redress, Return to Dignity Voice and Agency, and Social Justice** and the application thereof in the operational areas of the organization and the academic areas of Teaching, Learning and Research. The university (as an institution and a collective of individuals) stands firmly against racism as individual, social, collective and systemic prejudicial, unfairly discriminatory or otherwise violence acts which cause harm, impede on human dignity or cause distress.

4. Principles guiding the strategy

The strategy focuses intently on institutional, systemic, and structural racism. This intentional focus on the underpinning of racism located in institutional, system and structural racism serves to direct resource and programmatic emphasis on areas within the university where change is required.

The strategy aligns with, compliments and builds upon the UCT Transformation Framework (inclusive of the transformation benchmarks), the Inclusivity Strategy and the Transformation Portfolio's 2030 goals by focusing on the interconnected components of structural, systemic and institutional racism. It furthers UCT's Vision 2030 which is enabled by the UCT Transformation benchmarks. The strategy is informed by the Mayosi Enquiry, the IRTC report and the Inclusivity survey data.

5. Our commitment

As we recognise our own fault lines, we recommit ourselves in the following ways in order to realise an anti-racist UCT.

- UCT is committed to dismantling systemic racism. UCT will critically analyze its programmes, practices, policies and processes with a view to ensuring they reflect the strongest possible commitment to racial transformation and racial justice.
- To launch this strategy for racial justice, UCT is committed to a year of extraordinary action against racism. This year of extraordinary action seeks to expedite, centre and foreground racial justice. While the strategy is a long-term plan, this year of action against racism will springboard the university towards reaching our 2030 goals and dismantling racism by 2030.
- The good news is that we are not at the starting block. We have already begun the work of dismantling racism. The commitment is to amplify the lens of racial justice, and where it is identified, introduce systemic change.

6. UCT's Anti Racism Goals

The university intends to achieve the following goals through the implementation of this strategy;

Goal 1: Build structures, systems, operational capacities and competencies to dismantle racism. This will be achieved by

- Adapting policies and their related practices to ensure they protect, support and enable access to justice for those experiencing racism. To dismantle racism, we need policies and practices which do not accept any form of racial prejudice, unfair discrimination or bias and which firmly adhere to principles of equity and inclusion. These policies should further prevent racist behavior rather than simply support and protect victims.
- Enabling and building the capacity of transformation actors, including but not limited to transformation committees, university leaders (including student leaders), educators, researchers and professional, administrative and technical staff to foster racial transformation and racial justice at UCT.
- Enabling transformation actors to develop context appropriate responses to racism within their faculty and department context through allocating time, resources and space. These responses will seek to create a climate which is anti-racist, socially just and fosters solidarity, respect and mutual support.

Goal 2: Increase black student and employee representation, capacities, and full participation and enjoyment of all UCT has to offer. This will be achieved by;

- Building on existing EE and student support infrastructure; developing a clear mechanism to track holistic black experience in terms of access to, full participation within and ability to progress/succeed within UCT. This tracking will enable recommendations to be generated in terms of demographic transformation and retaining black staff and students.
- Intentional policies, plans and recruitment processes to change the profile of staff members and students to ensure the representation and full participation of black staff members and black post-graduate students.
- Creating identifiable spaces of support and solidarity for black staff members which allow access to psychosocial support, solidarity and debrief. Create complimentary spaces which foreground white allyship, accountability, growth and learning for potential perpetrators of and bystanders to racism.
- Building the capacity of staff, students and the broader higher education community to hold brave conversations in physical and digital spaces on race and racism within teaching, learning, research and operational environments.
- Establishing relevant and responsive trauma support for survivors of racism.

Goal 3: Build formal partnerships with community organizations and social movements which contributes to racial justice in South Africa and beyond. This will be achieved by;

- Acknowledging that UCT, like many higher education institutions were complicit in colonialism and apartheid. To remedy this, we need to practice redress in a manner which directly supports descendants of persons UCT was directly involved in oppressing. It would be important offer access to students from various indigenous communities and foster relationships which enable access to UCT spaces.
- Fostering formal written partnerships with community organizations and social movements (both local and international) which foster learning on race and racism, contributes to racial justice and remedies racial disparities (related to access to land, economic inequalities or spatial apartheid, amongst other themes).

Goal 4: Take a leadership role in challenging racism in higher education in South Africa. This will be achieved by;

- Creating a national working group bringing together University transformation offices, scholars and students to create a call to action for universities to mark UCT's year against racism. UCT is a microcosm of South Africa, and the racism at UCT offers a glimpse into the way racism still functions in South Africa. UCT's efforts to dismantle racism can't be insular, it needs to be collaborative.
- UCT has already developed several tools, resources and trainings which seek to raise awareness of, builds skills related to mitigating and seek to dismantle racism. UCT will develop the infrastructure to deliver online and in-person anti-racism training on scale to staff and learners at UCT and will offer tools to partner universities to adopt and adapt for their contexts.

7. Implementation of the Strategic Goals for Dismantling Racism

The implementation of the strategic goals will occur simultaneously over the duration of three phases from 2021-2024 and will be implemented through centralized offerings provided for by the university and will be fortified by the Inclusivity Strategy Working Group, who will consult on the broader systemic and institutional responses on racism.

Phase 1: (February 2021- February 2022)

Central offerings

In 2021, utilizing generative theory, two academics will be initiating educational engagement as part of the OIC central offering. These platforms intend to increase the dialogical platforms for staff and students to learn and understand the various forms of racism. These platforms are funded through the balance of the Institutional Reconciliation and Truth and Commission.

Educational spaces for the university community not only will engage individual and group learning but may also assist in identifying any operational praxis within the university community that may be perpetuating forms of institutional and/or systemic racism.

Central offerings would expand the reach of the strategy by engaging reviewing policies and practices which do not accept any form of racial prejudice, unfair discrimination or bias and which firmly adhere to principles of equity and inclusion. Adapt policies to ensure they protect, support and enable access to justice for those experiencing racism. These policies should further prevent racist behavior rather than simply support and protect victims.

Similarly, centralized capacitation and training will occur with transformation actors including but not limited to transformation committees, university leaders (including student leaders), educators, researchers and professional, administrative and technical staff to foster racial transformation and racial justice at UCT. In this way, the training will enable transformation actors to develop context appropriate responses to racism within their faculty and department context through allocating time, resources and space. These responses will seek to create a climate which is anti-racist, socially just and fosters solidarity, respect and mutual support.

Employment Equity

Through the accelerated employment equity plan, focusing on the development, retention and recruitment of black staff. Through intentional policies plans and recruitment processes the university commits to changing the profile of staff members and students to ensure the representation and full participation of black staff members and black post-graduate students.

By building on existing EE and student support infrastructures, the employment equity strategy, develops a clear mechanism to track holistic black experience in terms of access to, full participation within and ability to progress/succeed within UCT. Employment equity tracking will enable recommendations to be generated in terms of demographic transformation and retaining black staff and

students.

Phase 2: (February 2022-February 2023)

Building on the foundation of Phase 1, the second phase works with staff and students to focus solely on the existence and affect of systemic and institutional racism, with the objective of raising awareness about the more insidious forms of racism, and once again, generating knowledge in order to identify institutional change. As this knowledge is generated, it will be tabled before the Inclusivity Strategy Working Group at quarterly meetings, so that robust engagement on institutional praxis can be initiated.

The university recognises that the creation of identifiable spaces of support and solidarity for staff members are needed to allow access to psychosocial support, solidarity and support including debriefing. Such spaces create complementary spaces that foreground allyship, accountability, growth, and learning for potential perpetrators of and bystanders to racism.

Phase 3: We Grow (February 2023-February 2024)

Utilizing the knowledge gathered through these phases, a report will be submitted to the Inclusivity Strategy Working Group. Dissemination of the report would occur through a series of consultations executive and other key stakeholders to test the feasibility of the systemic changes proposed.

8. The Anti-Racism Working Group (ARWG)

A working group composition including experts on anti-racism education and training, senior members of staff, and critical race theory scholars are leading elements of the anti-racism strategy. In March 2020, the conceptualization of a small core team was submitted to the Deputy Vice-Chancellor, Transformation. Following which, the team began to meet regularly to discuss potential concepts that would respond to and prevent racism within UCT. Since March, the team met during 2020 and has an established Terms of Reference, and Programme strategies focusing on decentering whiteness, centering blackness and anti-oppression education.

The practitioners, scholars and experts leading the programme, will be producing research and praxis which will guide community, the higher education sector and government. It is further envisioned that community partners, government agencies, parents and alumni assist and guide the university as we establish an anti-racist ethos for ourselves and with the broader community.

The ARWG reports to the Inclusivity Strategy Working Group who in turn reports to the Inclusivity Advisory Working Group. The ARWG benefits from working with a broader reference group for each programmatic element. Principles informing the work of the ARWG are line with our university mandate on addressing racism, as UCT firmly stands behind the belief that racialized identity does not translate into experience on a subject matter because that person has experienced one, or several, acts of racism and/or oppression against their personhood. We embrace expertise that reveals the interconnectedness of scholarship, research, experience that has led to the production and dissemination of knowledge on race and racism, where skills are identified as lending to, and enhancing, the overall programme in question.

Monitoring and Evaluation

Accompanied by qualitative evaluations, further quantitative data, related to the outcomes of the Dismantling Racism Strategy are indicated below.

The purpose of this document is to link the Dismantling Racism strategy programmes that enables Vision 2030 and the broader Institutional Inclusivity Strategy.

Linking the Dismantling Racism Programme to Vision 2030

UCT Inclusivity Strategy: Dismantling Racism Programme

Responsible Persons/Units

V2030 Goal	DRP GOAL	Institutional Actions	Drivers	Metrics
<p>Goal 4: Organisational Ethos and new ways of thinking, being and doing (Transformation Benchmark 1)</p>	<p>DRP Goal 1 Building structures, systems, operational capacities and competencies to dismantle racism</p> <p>GOAL 1:1 To dismantle racism, we need policies and practices which do not tolerate any form of racial prejudice, unfair discrimination or bias and which firmly adhere to principles of equity and inclusion. Adapt policies to ensure they protect, support and enable access to justice to those experiencing racism.</p> <p>GOAL1:2 Enable and build the capacity of transformation actors, including but not limited to transformation committees, university leaders (including student leaders), educators, researchers and professional, administrative and technical staff to foster racial transformation and racial justice at UCT</p>	<ol style="list-style-type: none"> 1. Desk top Review and Analysis of available university data to establish UCT’s available support, services and opportunities for black staff and students 2. 10% of staff are trained in critical diversity 3. Potential analysis of KPA Transformation, Diversity and inclusion performance by senior leadership/chairs/faculty 4. Ensure policies in relation to racial justice provide authentic and relevant justice for complainants and prevent the 	<ol style="list-style-type: none"> 1. OIC 2. OIC and Transformation Chairs 3. OIC to initiate discussions with ED: HR 4. Monitoring Committee for the Policy – assisted by generative learning of the ARWG 5. OIC and Special Tribunal 6. Transformation Forum – Religious Task Team 7. OIC – Annual Submission to Council 8. DVC Transformation (OIC-ARWG) 9. DVC Transformation (OIC-ARWG) 10. Social Responsiveness to be approached 	<ol style="list-style-type: none"> 1. 10% of staff are trained in critical diversity 2. Diversity officers in Transformation Committees are identified and capacitated to deliver inhouse diversity training. Diversity Officers meet regularly, with a clearly defined charter, activities and goals 3. Analysis of KPA Transformation, Diversity and inclusion performance by senior leadership/chairs/faculty

	<p>Goal 1:3 Enable transformation actors to develop context appropriate responses to racism within their faculty and department context through allocating time, resources and space. These responses will seek to create a climate which is anti-racist, socially just and fosters solidarity, respect and mutual support.</p> <p>GOAL 2:1 Enable transformation actors to develop context appropriate responses to racism within their faculty and department context through allocating time, resources and space. These responses will seek to create a climate which is anti-racist, socially just and fosters solidarity, respect and mutual support.</p> <p>Goal3:1 Foster formal written partnerships with community organizations and social movements (both local and international) which foster learning on race and racism, contributes to racial justice and remedies racial disparities (related to access to land, economic inequalities or spatial apartheid, amongst other themes).</p> <p>Goal 4:1 UCT will create a national working group bringing together University</p>	<p>perpetuation of institutional racism</p> <ol style="list-style-type: none"> 5. Completion of Anti-Racism policy and procedures that develop safe, complainant centered and restitutive justice principles which strengthen existing processes for lodging grievances and ensure fair and restorative outcomes 6. Develop a structure that consistently celebrates and raises awareness around religious, ethnic, and cultural events (i.e African traditional days of significance, Diwali, Eid, etc.) 7. Consolidated report on the progress and promotion of anti-racism in UCT 8. Foster a minimum of one local and one international partnership which fosters racial justice 9. Participate in relevant international fora which fosters racial justice 10. Amplify community engagement and social 		<ol style="list-style-type: none"> 4. Ensure policies in relation to racial justice provide authentic and relevant justice for complainants and prevent the perpetuation of institutional racism 5. Establish dialogical spaces for engagement that inform university operations
--	---	---	--	--

	<p>transformation offices, scholars and students to create a call to action for universities to mark UCT's year against racism. UCT will develop the infrastructure to deliver online and in-person anti-racism training on scale to staff and learners at UCT and will offer tools to partner universities to adopt and adapt for their contexts.</p>	<p>responsiveness initiatives.</p>		
--	--	------------------------------------	--	--

UCT Inclusivity Strategy: Dismantling Racism Programme			Responsible Persons/Units	
V2030 Goal	DRP GOAL	Institutional Actions	Drivers	Metrics
Goal 2 Research that contributes to global thinking And Goal 3 Thought Leadership	Goal2:1 Through building on existing EE and student support infrastructure, develop a clear mechanism to track holistic black experience in terms of access to, full participation within and ability to progress/succeed within UCT. This tracking will enable recommendations to be generated in terms of racial transformation and retaining black staff and students. Goal2:2 Create identified spaces of support and solidarity for black staff members which allow access to psychosocial support, solidarity and debrief. Create complimentary spaces which foreground allyship, accountability, growth and learning for potential perpetrators of and bystanders to racism. Goal 2:3 Build the capacity of staff, students and the broader higher education community to hold brave conversation in physical and digital spaces on race and racism within teaching, learning, research and operational environments.	Employment Equity Plan and Talent Development Programme to change the profile in particular academic, and postgraduate students	2.1 EE Manager with DVC T&L and DVC Transformation	UCT academic pipeline program grows by 10% and reported on annually. 100% of candidate search committees are trained in implicit bias. 100% of job listings include a diversity statement. Talent development programme to apply fair discrimination principle Review of organizational culture change practices through the lens of social justice Review of disciplinary procedures to ensure complainants are protected Sanctions and other disciplinary outcomes to ensure that where relevant, a restitutive focus enables the complainant's return of dignity and status quo prior to harm Establishing targets by reviewing: Employment Equity targets Contracts and procurement by BBBEEE rating Disciplinary outcomes by race Number of partnerships fostered with partners and number of outputs An anti-racism statement is developed, adopted and
		Support the Talent Management Programme to develop and capacitate, mentor and ensure the success of black staff at UCT	2.2. Director OD&E	
		Develop a portfolio of trainings, (Anti-Racism Programmes, Unconscious Bias, Restorative Justice, Theatre of the Oppressed, Difficult Conversations) that are tailored, measurable, and sustainable.	2.3 OIC, ARWG in collaboration with partners 2.4 OIC 2.5 OIC & ARWG 2.6 OIC to approach key stakeholders	
		Diversity officers in Transformation Committees are identified and capacitated to deliver inhouse diversity training. Diversity Officers meet regularly, with a clearly defined charter, activities and goals.	2.7 OIC to initiate discussions with Dean FHS	
		2.5 Establish dialogical spaces for engagement that inform university operations.	2.8 DVC T&L (to be discussed)	
		2.6 Establishment of a Crisis Management Team.	2.9 DAAD (to be discussed)	
		2.7 Collaborate potentially with FHS to identify culturally responsive and trauma-informed mental health counsellors (i.e, black counsellors and psychologists who specialise in racial trauma and/or ethnic genocide).		

		2.8 Deepening partnerships with one high school to develop a pipeline program and expand training opportunities that align with workforce needs (i.e. lab technicians, research assistants and coordinators, upper management etc.)		widely circulated among partners
		2.9 Work with black alumni organisations and their professional networks to identify talent into UCT.		
Goal 1: Holistic, innovative, future- orientated education	Goal4:1: UCT will create a national working group bringing together University transformation offices, scholars and students to create a call to action for universities to mark UCT's year against racism. UCT will develop the infrastructure to deliver online and in-person anti-racism training on scale to staff and learners at UCT and will offer tools to partner universities to adopt and adapt for their contexts.	4.1 National Working Group on Anti-Racism	4.1 OIC and partners 4.2 COO, WOAC 4.3 DAAD, CMD 4.4 OIC, ARWG and partners	1. Promote and support UCT as a welcoming and inclusive multi-cultural learning environment 2. Develop a plan for the university that includes a month of awareness that recognises for indigenous and black historical and current events 3. Thought leadership outputs that contribute to national discourse 4. 100% of educators adopt inclusive pedagogical practice into their learning activities.
		4.2 Amplify the space aesthetic plan based on national best practices ensuring that indigenous and black artistic design, talent is represented		
		4.3 Take an inclusive approach to celebrating UCT's history on campus through training, curriculum, research and operations		
		4.4 Development of online and in person training module and guide and offer guide to partner universities		

Appendix 2: Decentering Whiteness Report

Report submitted by the Project Lead: Professor Janice McMillan and the Decentering Whiteness Working Group

Executive Summary

The Decentering Whiteness (DW) programme is a stream of work linked to the dismantling racism strategy at the University of Cape Town. This strategy was formally conceptualised in December 2020 with an initial two-year mandate. This report thus concludes the project timeframe and provides an outline of the activities over the past 4 months (July 2022- end October 2022). It also refers back to the previous report (July 2021-end June 2022) in which we made some commitments for this current reporting period and offers some reflections on potential strategies to continue this work. A high-level executive summary is provided to give a snapshot of the work we have done which includes:

- The Launch of a Vula site to temporarily host resources developed over the past 2 years including a podcast series, readings & resources, FAQs, programme reports and affinity/accountability group information
- Collection of feedback on the programme through a 'fact-finding' interview process and a survey on the Vula site
- Presentation at the Teaching and Learning Conference
- Critical review of and ongoing conversations on the languaging of this work
- Strategizing around the structures, capacity and support needed to make this work sustainable

Overview of Contents

The following will be covered in this report:

Key programme activities and issues:

1. Resources development
2. Visibility – soft launch; T&L conference
3. Feedback/evaluation
4. Language
5. Strategy, capacity, and sustainability

1. Resource development

One of the most important ways to make the work visible and to support staff is the building of resources around this work. Over the past 3 months, we have consolidated aspects of this:

Vula Site

We have developed a Vula site which is open to all staff and students - [Decentering/Encountering Whiteness](#) . You will notice that there has been a language shift in how we talk about the work, this is discussed later. On the Vula site, we offer a range of resources for staff and students, although the key constituency for the work currently is staff, and white staff in particular. We realise that UCT is switching over to Amathuba so this is a temporary home for the work. We discuss where the work might move to over the longer term later in the report.

Podcast series – The White Elephant in the Room

As one way to increase the visibility of DW and engage a broader community in conversations around DW, we decided to produce a podcast series. The first six episodes of the White Elephant in the Room podcast, co-hosted by Robyn Pickering and Daniela Gachago, were launched during the teaching and learning conference on the 25th of October 2023. The podcast is available on [anchor](#) and [Spotify](#). The first six episodes focus on more individual / personal issues around whiteness, such as understanding whiteness as a social construct, definitions of whiteness, white fragility and white shame. The first part of season one finishes with a reflective episode where a critical friend was invited to give feedback on the first five episodes. Three more episodes have already been recorded and three more are in production. These episodes, which focus on how whiteness manifests in our practices at UCT, will conclude season 1 and will be shared soon. In preparation for the launch the podcast episodes were shared with selected colleagues and friends to elicit feedback and changes to the format where necessary. In general the episodes represent a mix of personal stories, mini lectures and conversations between the co-hosts and colleagues from UCT. We hope to start Season 2 in 2023.

Readings and Resources

We have begun to curate a set of readings and resources on this work drawing from a wide range of disciplines and topics. There are many resources that we have collected over the past 2 years and this will continue to be updated as resources emerge. We have only put a small amount out now as we did not want to overwhelm colleagues to whom we reached out for feedback in a 'soft launch' in September. This is discussed further under evaluations and feedback.

Affinity group work

We have continued to meet monthly in a facilitated affinity/accountability group. Based on our own experiences working in this group, we have developed a programme of learning/curriculum that we are planning on using with colleagues going forward. We have added a [sign-up sheet](#) on the Vula site for interested participants. We had planned to start an additional pilot affinity/accountability group this year but due to time constraints and lack of capacity of members of the DW programme, we have postponed this to next year.

FAQs

Based on our experiences and drawing off the work of a colleague outside UCT who is currently working with us (see the www.racialliteracy.co.za for more of Josh Cox's work) we have developed a list of FAQs also on the Vula site. These will be updated over time.

Programme reports

We have also uploaded all the programme reports to date.

2. Visibility

This has been a key activity over the last 3 months and has taken place in a few different ways:

- Critical feedback
- 'Soft' launch
- Teaching and learning conference session

We have included two different email texts in this section for the sake of transparency and to share the method in which we have gone about soliciting commentary on this work from a range of stakeholders. Doing this was also important in finding relevant ways to monitor/evaluate our work with limited human resources.

Critical feedback on the programme via short interviews/discussions

At the end of April, we were all asked to reach out to colleagues (black and white) for feedback on the concept note and the programme idea overall. An example of the introductory email and questions is below. Each of us constructed emails ourselves but they were all focused on the same purpose. The emails were followed up with interviews.

Hello xxx

I hope you're well, it's been ages since we have seen each other.

You may or may not know that I have been a part of a programme at UCT called the decentring whiteness (DW) programme. This is a stream of the overall dismantling racism strategy at UCT. We began as a small group of (intentionally) white colleagues across campus committed to making a change in the context of racism and in particular, as white colleagues, in the arena of decentring whiteness. We are now in year 2 and developing projects to make our work more visible.

I am reaching out to you as a younger, thoughtful colleague as we move towards visibility to get a sense of your views about how we can best do this work. Would you have time to chat to me in answer to the questions below between now and the middle of next week? Your responses will be completely anonymous and I'd be happy to send the notes I might take as we talk back to you before I share some of the thoughts with my other DW colleagues. I will be reaching out to 2 other colleagues as well across campus. I imagine this might take 30-45 mins of your time, maybe a lot less. I have attached the original concept note for your interest as well as 2 PPT presentations – one at the beginning of the work in 2021 and the second much more recent as we begin to take our work out onto campus.

The key questions I will be asking you are:

As a white/black (depending on audience) colleague,

- What are some experiences you have had where you've struggled with issues of racism in your experience at UCT?
- What resources / help could we as a programme provide to support you in this regard?

Let me know if you have time for this. I totally understand if you don't have the time at relatively short notice.

Please note: there is no actual prep needed; I have added these resources should they be helpful to you in providing some context to my request. In addition, you may only have time to write your

responses in reply to my email and not actually engage in a conversation; that is also fine. All this work is very emergent... and we are learning as we go along!

Many thanks,
Janice

'Soft' launch'

We have not actively sought to launch the work through formal media (UCT) channels for a range of reasons and have preferred to go with a 'soft' launch instead.

Once we had curated and established the Vula site, we reached out to colleagues once again, this time to a wider audience, for feedback on the Vula site. The audience included colleagues across campus plus – on the advice of the OIC – members of the Inclusivity Strategy Working Group (ISWG), the Inclusivity Strategy Advisory Group (ISAG) as well as Deputy Deans/Transformation leads where there are no Deans. One of the key questions we asked was about the languaging of the work which has shifted from '*decentring*' to '*encountering*' whiteness and has, for now at least, landed at '*encountering OUR whiteness*'. There is further discussion below on the issue of language which has emerged as an important issue to give serious thought to going forward. Some folk chose to respond via the google form we created (we had 14 responses) while others emailed members of the DW programme group directly. We sent a standard email to all, tailoring it slightly depending on where the person was located and the specific reason for sending them the email.

Dear xxx,

I am part of a group of colleagues across faculties at UCT who have been putting together resources to help white colleagues engage with their whiteness both at a personal level and within the university context. As a member of the ISAG, Sianne suggested that I send this email to you.

You may have already had some engagement with this group of colleagues and work under the name of the Decentering Whiteness Programme or this may be the first time you are hearing about it. The purpose of the programme is to create resources and learning opportunities for white staff to acknowledge and understand how racism and white privilege show up in their own lives and within institutional spaces. The work is evolving and is a contribution to broader transformation work at UCT.

We currently have a VULA [site](#) with a few of the resources we have created (some readings, podcasts etc..) with much more to come. This is a temporary platform to host the work while it is developed further. We are initially sharing this site with a small group of colleagues as a 'soft launch' to get feedback before sharing with the wider UCT community. I am reaching out to you because we would greatly appreciate your honest feedback on this site. **If you are able to, please could you have a look at the site and share any feedback with us at the following [link](#).** We will use your feedback to shape our work further. It would be helpful to put your name on the form so we know who is responding to us and how to make sure our responses are relevant for your context.

Please also note that we have shifted our language from "Decentering Whiteness" to "Encountering Whiteness" for now based on some initial feedback and discussion but have been using "Decentering Whiteness" for most of the work up until this point. Please let us know what you think of these terms or if you have any other ideas for a name. There is no perfect name but we want to land on the best that we can.

If you are keen to participate in this soft launch, you can go to VULA and either search for the site (Encountering Whiteness) or use the direct [link](#). If possible, we would like to collect all feedback by the **9th September**.

Best wishes,
Janice

Teaching and learning conference session

As we did last year, we had a session at the UCT Teaching and Learning conference last week, Oct 25th entitled “*Critical reflections on encountering whiteness...a journey of engagement, discomfort and commitment*”. Three of us shared our journeys in the work and on the programme. The session attracted a large audience – at least in terms of numbers at the conference overall – and it was mixed with more black staff than white. We have yet to get direct feedback on our session but hope that it is the beginning of more such conversations.

3. Feedback/evaluation

Overall, feedback on the work has been generally positive from both white and black staff. It is important to state here that up to this point, our target audience has been white staff but in our ‘soft launch’ the reach was wider. This is significant as a result of prior feedback from black colleagues, we have been cognizant of the possibility of overburdening black colleagues with having to think and talk about work that can be triggering. In addition, as documented in our previous report, we have also received support from 2 faculties where we have presented on request both times via the TC Chair - Commerce and CHED.

We have not engaged in a full evaluation of the work as we simply do not have the human resources to drive this aspect of the work. Our reach out to check in with colleagues and ‘soft launch’ were our attempts to do this. We feel quite strongly that unless this work is supported and financed centrally, it will not be possible to continue with this work as an institutional project. This issue is discussed further under point 5 below.

4. Language

Language for this work has assumed a huge importance and been a central thread throughout many conversations. For instance, with the shift from ‘decentring’ to ‘encountering’ to ‘encountering *our...*’ there wasn’t full agreement within the core programme team itself. Some of the team felt that we needed to keep with the ‘decentring’ language as this involves more of a direct engagement with issues of power and institutional spaces. Others felt that ‘encountering’ would get more white people into the room to begin the journey towards decentring whiteness/dismantling racism, which is the longterm goal in work such as this.

As can be seen from section 2 on visibility above, when we reached out to colleagues for the ‘soft launch’, we specifically asked about the languaging of the work. In reaching out to a mixed group of both white and black colleagues, the division was stark: most if not all white colleagues felt that ‘encountering’ was a more useful way to get more white staff (our target group) into the room; black colleagues however, felt the exact opposite – see these two quotes below:

From a white member of staff:

I hear you on the concerns raised around the word decentring. Personally, I understand, accept and support the notion of decentring but appreciate that it elicits counter-productive triggers for some colleagues (which ideally they should be reflecting upon). I definitely think encountering will land less provocatively and the group’s sensitivity to this speaks volumes for the intentions behind your work...

From a colleague of colour:

Language is important...I fully understand your well-explained reasons, i.e., to draw in white staff to engage with the process and encourage more participation. However, I am not convinced that those who do not want to engage in personal change will be magically drawn in by a name change. It also sends the wrong message to the rest of UCT who are not white, that decentring whiteness is not what really should happen...

In terms of the work on campus, there is also an ongoing debate around language, history, meaning and intent as was made visible in both a fairly recent newspaper [article](#), as well as in the anti-racism conversation series initiated by the DVC for Transformation. This is challenging, ongoing work, and we will always have a range of views and related language on this issue. However, as we discuss under point 5, we do need to think about language as we take the work forward, even if what we do is to map the different ways of understanding the work. At the bottom of it all, I think we would agree; that it is about dismantling racism and in the case with our stream of the work, engaging with whiteness in all the spaces we encounter it.

5. Strategy, capacity, sustainability and funding

This is a critical aspect of the work to sustain it going forward, and it requires the twin strategies of capacity and strategy development. For the last 2 years, a small (and growing smaller as job demands creep up) group of white colleagues – with critical feedback from black colleagues along the way – have built up a resource base and a small but slowly growing awareness of this work. This is not sustainable going forward. The work was initiated by a colleague in CILT (A/Prof Janice McMillan) with a formal commitment of some of her time to the end of 2022. Thereafter it is unclear how we might sustain the work as human capacity is the key ingredient to the success of the project. The debates around language will continue and have not been a key focus of the work; the attention has been on *doing work* around whiteness personally

with the possibility of doing more work institutionally. The DW programme has thus reported into the Anti-Racism Working Group (ARWG) which in turn reports into the ISWG and then into the ISAG. It is envisaged that these structures will remain in place to drive the work institutionally. However, what is needed is colleagues on the ground actively engaging with these issues and willing to support other (white) staff in our case, to get involved to encounter and confront whiteness in all its guises. This links to the issue of location for this work. Given that Janice together with two other core members of the programme team are in CILT, there is a proposal in the group that we approach CILT as a possible, maybe only temporary, home for this work. We have yet to discuss this with CILT but will be doing so as part of planning our way forward.

Two other items are important here:

- We need additional human resource capacity to support the work. 2-3 colleagues have come on board this year, paid through the project and all have added huge capacity. It is not the point here to indicate specific people but rather to highlight the combined capacities they have brought to the work: critical black friend, external white ally (from the nonprofit sector) and programme research assistant/documenter/co-ordinator. It is thus in this light that we would like to request that our carry forward budget be given for human resource capacity. We hope that there are institutional funds to support this work going forward. Should there not be, there is an even more urgent need for human resource funding that can be used to try to access additional funds.
- Institutional commitment. This links to the point above but it is critical that we flesh out the relationship of the work to work of this nature being done at the institutional level. Without this clarity, it could result in the work being sidelined and misunderstood.

Looking back...

In the original concept note (December 2020) we were inspired and motivated by comments such as these below of other white activists and scholars working in this field and they have shaped out work in different ways:

- *The essence of a person is inseparable from the social systems he or she inhabits. Because Whiteness is an arrangement where White-identified people dominate resources and hold power over people they consider less human, decentering White-ness can only happen within a social context, in a group.*³

*I believe it is possible to become trustworthy white allies⁴ if we are willing to move out of our comfort zones, risk having our assumptions challenged, our lives disrupted, and our way of viewing the world transformed. Most important is the commitment to stay on the journey. Unlearning and interrupting the habits, practices, and policies that keep racism and white privilege intact is life-long, life-giving work, never done once and for all.*⁵

We also highlighted key shifts argued as important in this work and the language that references it. The list below warrants much more discussion but was useful as a starting point in thinking differently⁶:

- From *intent to impact*. Understanding the impact of something that was said or done means it could have been experienced as racism even if this wasn't intended. We need to accept this and be open to critique.
- From *unconscious to conscious*. This is often used in talking about 'bias' – bias can be unconscious but when acting or speaking in particular ways, bias is made visible.
- From *individual to institutional* ...and back to individual...organisations are people
- From *colour-blind to race conscious*.⁷ This can be controversial depending on one's understanding of work around racism. For purposes of this programme, being conscious of where whiteness is linked to racism and oppression is vitally important.
- From defensiveness to responsiveness. This is challenging and forms a core part of the work.
- From talking to active and deep listening.

At the end of the concept note, we listed the following outcomes for Year 1 of the work (2021):

Activities	Outcomes
------------	----------

³ Schmidt, C. (2018) Decentering Whiteness, *Group*, 42(4) 311-329, Eastern Group Psychotherapy Society, pg. 322;

⁴ 'White allies' is a term widely used in the literature on strategies for working to dismantle racism.

⁵ <https://reflections.yale.edu/article/future-race/becoming-trustworthy-white-allies>

⁶ See second video on this website: <https://www.alliesforchange.org/resources>

⁷ This differentiation is again disputed by many as reinforcing racial categories. However, without becoming race conscious, much of the work of unlearning and thereby decentering whiteness, is not possible. Being conscious of whiteness with all its associated privileges and power, is a key first step in this work.

<ol style="list-style-type: none"> 1. Set up <i>reference group</i>; 2. Build up <i>resources repository</i>; 3. Identify <i>outside resources</i> needed to support this group incl. resources; advisor for programme lead; facilitators; students; 4. Pilot an <i>affinity group/s</i>; 5. <i>One institutional event per semester</i>; 6. <i>One off campus retreat</i> for in-depth reflection and discussion offered to possible affinity group facilitators for Year 2 7. <i>Written output/presentation</i>; 8. Programme evaluation 	<ul style="list-style-type: none"> • Reference group established with TOR and role clarified • Monthly meetings of ref. group to build an institutional awareness across campus • Vula repository set up and available to all staff on campus • One affinity group established as a pilot and impact assessed • 2 campus-wide events; story carried in UCT media and outside media if relevant • Evaluation report and recommendations • Retreat reflection – informs planning for Year 2
---	--

Almost all of these have been established but it has taken twice as long as we planned. This is given the complexity of the work, the deep learning we have all had to go through, and the constraints faced by many in finding additional time to do this work over and above their day jobs. However, we feel that these achievements nonetheless.

To close: overall reflections

What follows are some reflections on the work and some of the lessons learnt thus far. This is by no means a conclusive list, nor does the order of the reflections carry any weight. Some of them are carried forward from the previous report as they are ongoing concerns.

- *Theory of change.* We continue to be influenced by the theory of change outlined in the last report. It is an important framing for our work.
- Fluctuations in *team capacity.* This is an ongoing challenge that looks set to become more of an issue over time given what we have seen in 2022.
- We will continue to read and *keep up to date* with thinking on this work – from a conceptual, methodological, strategic and political point of view
- A key issue for the work is a *stable location.* We need to be able to make sure work is ongoing even after the end of 2022.
- *Language.* While members of DW hold a range of views on both the work and their own experiences, we have become aware of the need to find a consistent way to talk to the work across the group. This is very much ongoing work.
- We are also aware that there is a *wide-range of views across campus* from white colleagues and we need to at least be in touch with these – the fact-finding exercise therefore needs to be ongoing
- *DW/EW relationship with the OIC and other campus level initiatives.* The DW programme was brought into being as a prong of the institutional dismantling racism strategy. This raises a (healthy) *inherent tension in our work:* to grow the work and get support on campus, it can be argued that we need to be seen as autonomous from the OIC, which has a very specific mandate. At the same time, however, we also need to contribute to the work at the centre. We understand the inherent tension in work that centres change and transformation but is driven by, and aimed at, individuals in the first instance. This tension is healthy and, given the emergent nature of this work, we will continue to engage it.

Financial report and proposal

The forecasted balance at the end of December 2022 is in the region of R184,163 out of an initial budget of R450,000 – see attached financial report. As highlighted above, we propose that we spend this on additional human resources as discussed under item 5 above. At this stage, we have not had the opportunity as a programme to look at this in any detail; however we will do so in our end of year 2023 planning event during which we will develop a more detailed budget.

Finally, Janice has been leading the programme since the end of 2020. In the initial request to take up this work, this was for an initial period of 2 years, with possible extension into 2023. With her planned year of work ahead in 2023, it will not be possible for Janice to lead this programme in the same way. We also feel that there are colleagues in the DW/WE programme who can possibly assist with leading the work going forward. We will need to have this discussion in the DW/WE programme core group as per item no 5 above. We would also welcome an opportunity to discuss this issue and the broader institutional project with the OIC before significant plans are made for the work in 2023.

Janice McMillan
31 October 2022

Thank you for assistance with this report: Danielle Shay for expert editing and the executive summary, Daniela Gachago on the podcast project, and Ilhaam Velloo on the budget - all in the final stretch when balancing other deadlines too. Much appreciated.

Appendix 3: Centering Blackness Report

Report Submitted by Project Lead Dr. Benita Moolman and the Centering Blackness Team

Outcomes:

- We have held an additional two retreats since the end of June 2022. The intention of our programming is to curate spaces for Black staff and students where they can be held as they process the multiple forms of psychic violence enacted upon Black bodies at UCT. It is a response to the invitation by Zakiyyah Iman Jackson that perhaps somatic healing is one of the resources available to Blackened bodies who hold transgenerational epigenetic trauma as a result of living in a world structured by antiblackness. We centered this provocation, 'when the very climate of the structured world is antiblackness, how do racially Blackened bodies find reprieve?' The focus of these 2 retreats were PASS staff and General Staff, so that we begin to shift the notion that only academics require and are worthy of retreats during the 'working day'.
- The attendees who participated in the retreats have asked that we hold more spaces like these and have expressed a deep need for more ongoing integrative practices that center this form of collective care.

Activities:

1. **CB Assistant (Victoria Machipisa)**

We hired Victoria Machipisa on a 4-month contract from February to May (paid at an MA student rate), then extended by one month until the end of June- we extended this contract until the end of November 2022. Victoria's administrative duties include creating invitations for retreats and workshops, communicating with venue staff, setting up CB meetings, assisting with recruitment of staff, supporting on site during retreats.

2. **Retreat (1)- PASS Staff Retreat, September 7-9.**

We invited pass staff members whose names were suggested by the participants who attended the first two retreats. We invited vangile gantsho, and Victoria Machipisa, to facilitate healing sessions. Please see attached poster with bios and session titles. We wanted to prioritize rest and thus did not make the sessions mandatory. All the attendees chose to come to the sessions and participated fully.

These are the participants that attended the PASS Staff Retreat (8 participants):

- Ms Linhle Mgweba who couldn't make it on the day, and we had to make a quick replacement Mr Luntu Nobavu.
- Mr Sivuyile Giba
- Ms Zinzi Villo and Ms Nanny Sino
- Ms Tarayan Stoffels
- Ms Faranaz Sayed
- Ms Shihaam Pappleouw

Facilitators:

- vangile gantsho and Gogo Khanyisile
- Ms Sindiswa Busuku
- Miss Victoria Machipisa

Summary:

Participants looked exhausted on arrival at the retreat. Some of the participants decided to rest instead of attending the activities but they would eventually come for dinner. vangile gantsho's facilitation is powerful and leaves a visceral impact on participants.

3. **Rest Retreat (2) - 14 to 16 September 2022 General and PASS staff**

Was intended for General staff but we only recruited two DSA cleaners working on Main Rd residencies. The rest of the participants were PASS staff. In total, (6) staff attended:

- Ms Nokhanyo Molgweni
- Ms Zandile Nogqala
- Phumeza Nyovane
- Keshia Arendse
- Blessed Mhungu

- Letatia Kiewietz

Facilitators:

- Ms Jude Clarke
- Sindiswa Busuku
- Miss Victoria Machipisa

Summary:

We departed on time and the participants attended both the art and music session and 2 sessions with Ms Jude Clarke.

Avontuur is an ideal place for rest retreats, it is idyllic, luxurious and has a healing effect combined with the sessions. The luxury presented at Avontuur enabled participants to indulge and be fully present for the sessions. The facilities which included the hot tub/jacuzzi, tennis court were used by the participants including the grounds just to take a long walk or run in the morning assisted in the rest retreat objective. There is need for a UCT email address because a lot of people were skeptical from the Gmail account. There is also need for a website for future engagement.

Way Forward

We are currently reconciling our financial accounts and records in order to determine the amount of funds that we have available and then to review and plan further rest retreats (we have only begun to reach a small number of black staff) or to consider whether we want to engage in the other 2 focus areas of CB. Our follow-up meeting is on the 30th November 2022.

Appendix 4: Office for Inclusivity & Change Annual Overview of Critical Diversity Training, Programmes and Employment Equity



Research, Teaching and Learning: Inclusivity Capacity Building (UCT V2030 Goals 1 and 2)

Quinton Appollis: Inclusivity Capacity Building Specialist



Workshops

- In a 4-month period, 400 **participants** (staff & students) attending diversity and capacity building training.

The OIC's programmes for Research, Teaching and Learning encompass:

- curriculum support (through the Inclusivity Capacity Building (ICB) portfolio) for the transformation of teaching and learning at UCT, including supporting the work of faculty and departmental Transformation Committees;
- employment equity programmes for postgraduate researchers;
- managing the equity programme for academic staff;
- accessible education for people with disabilities and support for students with chronic mental health conditions.



ADDED PRIORITIES

- Participants requested new focal areas in the OIC training, such as xenophobia, fragile masculinity, positionality and identity, apartheid, colonialism and contemporary racism.

Note: Policy Directives for the ICB portfolio are located in the Anti-Racism Policy, the Inclusivity Policy for Sexual Orientation, and the UCT Employment Equity Plan. Decolonial approaches to Curriculum Change work are informed by the UCT Curriculum Change Working Group Framework.

Programme outputs and measures of success

Inclusivity Capacity Building

In 2022 from July to October, the ICB portfolio conducted capacity building interventions reaching approximately 400 participants through 27 workshops in departments/spaces. The interventions addressed a range of topics and themes related to transformation, inclusivity and diversity. While the capacity strengthening interventions are often developed in collaboration with departments and faculties, several institutional offerings were available in this reporting period. These included:

- 1) Critical Diversity workshops presented through video content and in-person workshops.
- 2) From Idea to Action, a multi-session capacity strengthening intervention that assists Transformation Committees to develop action plans.
- 3) Building Brave Classrooms: a set of capacity strengthening tools aimed at introducing content related to transformation, inclusion and diversity in the classroom.
- 4) Transformation Reporting workshops.



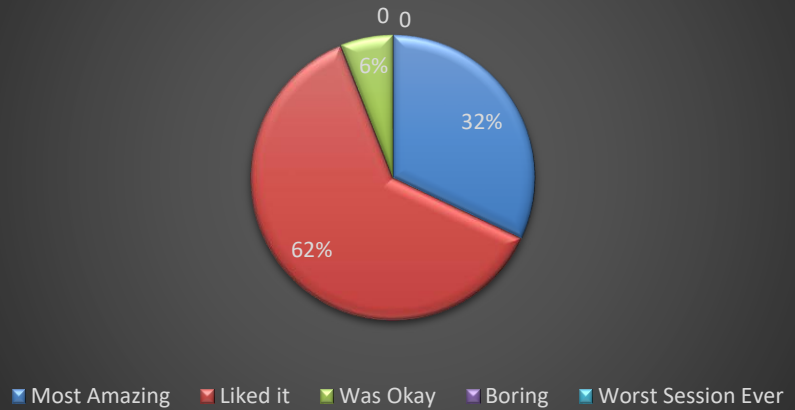
OPPORTUNITIES

- Challenge and confront directly the oppression that surfaces in spaces of dialogue.

Evaluation of the ICB Portfolio

The ICB portfolio offered twenty-seven capacity building sessions in this reporting period. Sessions were hosted in various modalities: face-to-face, hybrid and online. Four hundred (10%) of the total number of participants evaluated the workshops. The graph below indicates how the participants experienced the sessions. They were able to rate the sessions on a scale from 1-5. Where 5 represented "most amazing" and 1 represented "worst session ever".

How fun were the sessions

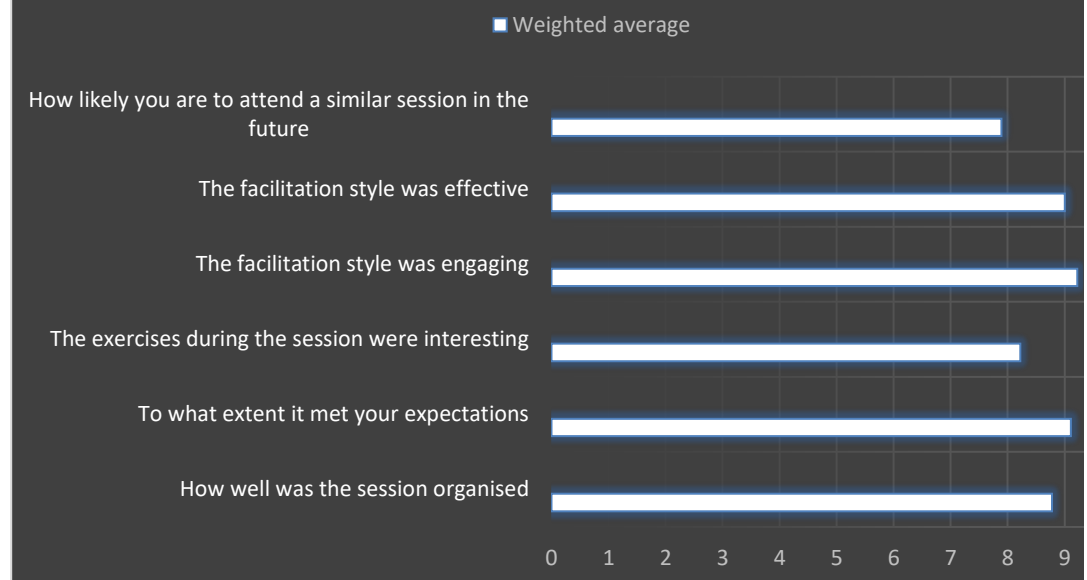


94 percent rated the sessions either as 'Most amazing' or 'Liked it' and 6 percent stated that it 'Was okay'. No participants indicated that they found workshops 'boring' or that it was the 'worst session ever'.

Although the sessions were largely rated 4 out of 5 (Liked it), it is important to make sense of why they were not rated 5. It should be noted that the content of the workshops is not always easy to confront and is intentionally designed to make participants uncomfortable. The scores should thus be read against this backdrop.

The graph below indicates how participants experienced the workshops specifically in relation to the facilitation, the exercises and methodology employed, and the facilitator's preparation for the sessions.

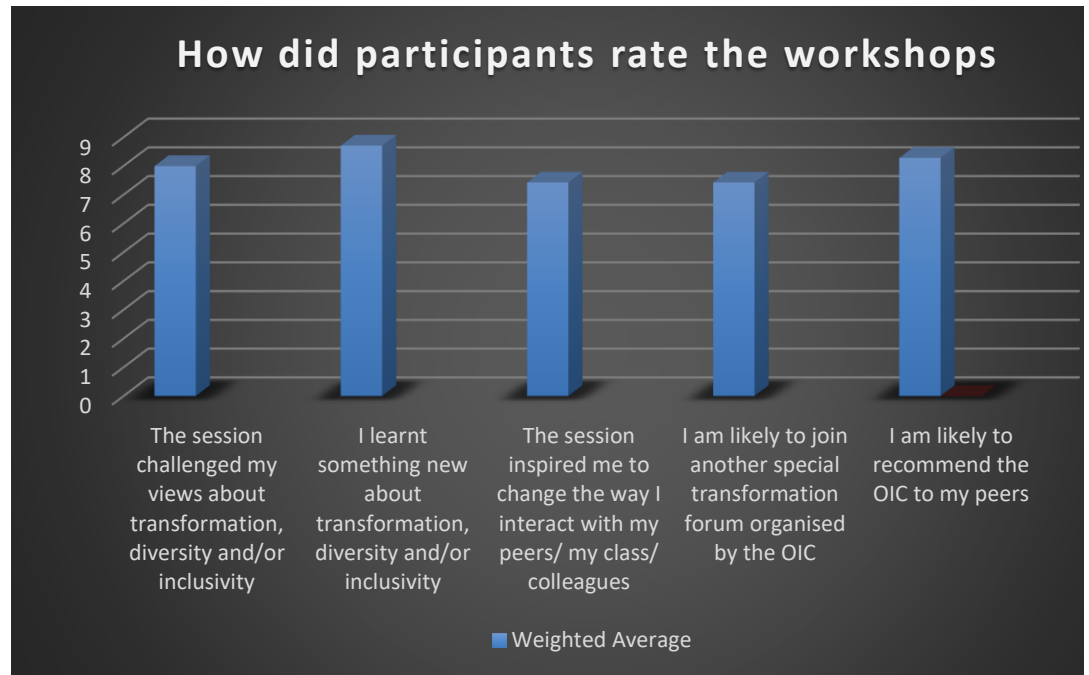
How did participants experience the workshops



Participants rated their experience of the workshop using a 10-point sliding scale. The weighted average scores for each session were collected and the averages of the session scores are presented here. The participants scored the session quite highly: the facilitators were deemed to be very engaging and the facilitation style was effective. The sessions seem to have met participants' expectations. The participants scored the exercises used in the session just over 8. This is, however, the second lowest score and could result from

the exercises being facilitated online rather than having the in-person experience with others. The likelihood of participants attending another session was scored just below 8. Although this is not a bad score, it is the lowest score and could be attributed to cognitive dissonance or the duration of the sessions negatively influencing the experience.

The graph below indicates how participants rated the workshops in terms of how they challenged their views on transformation, whether they acquired new knowledge, felt inspired to change their behaviour, and whether they would recommend the OIC to other stakeholders.



Participants rated the session using a 10-point sliding scale. Again, weighted average scores for each session were collected and the averages of the session scores are presented here. Overall participants stated that they are likely to join another OIC session or attend a similar session in the future and would recommend OIC to their peers.

There were participants who stated that they were not necessarily challenged by the content. This might mean that the level at which the sessions are offered is not fit for purpose and that sessions may have to be scaffolded accordingly.

Many participants responded that they learnt something new about transformation, inclusion and diversity, and what they learnt inspired a change in behaviour in some. It's important to note that while participants state that the session inspired a change in behaviour, this doesn't mean that behaviours have changed, as this is not measurable in this approach.

Beyond the sliding scales, the evaluation forms asked three open-ended questions about the top things they took away from the session, any aspects which challenged them, and requested suggestions for future topics for workshop sessions.

These are some of the key themes:

What are the top things you will take away from the session?	<ul style="list-style-type: none"> - Participants often stated that their thinking around diversity and re has shifted (race, class, gender, religion, etc.) - Open communication was highlighted. - Sensitivity towards difference. - Suspending judgement and open mindedness. - Appreciated a safe and neutral space to engage. - Learnt so much about professionalism and working in teams.
---	---

	<ul style="list-style-type: none"> - That they are now more aware of their biases and also understand intersectionality and power with regard to discrimination.
Did anything make you uncomfortable or challenge you during the session?	<ul style="list-style-type: none"> - The majority of participants responded “no” to this question. Those who responded “no” said that they appreciated that the facilitation was sensitive and hence comfortable, some said they were already sensitized to some of these issues and others had had already participated in similar conversations. - Others said that it pushed them out of their comfort zone, as talking about social issues including race, gender, sexuality and disability was not something they did often or in class. - Often those with structural power - white persons, men, heterosexual persons - felt uncomfortable talking about issues that challenged their structural power.
What topics would you like to learn about in the future?	<p>Participants proposed a range of different topics they’d like to learn about in the future. Some topics were proposed by multiple participants:</p> <ul style="list-style-type: none"> - Xenophobia/ Afrophobia - Disability - Inclusivity - How to overcome oppression - Gender-based violence and gender inequality - How to resolve conflict - Fragile masculinity, positionality and identity - Material inequalities - Apartheid, colonialism and contemporary racism - Mental health - Sexual and gender diversity - How to filter down UCT Transformation, Inclusion and Diversity plan to departments

Overall in the reporting period, participants rated the ICB interventions positively. Participants found interventions well organised, they learnt something new in terms of transformation, inclusivity and diversity, and would join another OIC session and recommend OIC to a peer.

Opportunities for Change

With the variety of modalities offered in the OIC, areas of change surfaced that can inform ICB praxis.

Online training and education present challenges for the educator, who cannot be assured that all participants are actively engaging with the content or participating in discussions. As a result, dominant voices tend to occupy the virtual space more easily than marginalised, silenced or apathetic voices. It is also possible that gendered responsibilities influenced the full participation of delegates, some of whom often hold concurrent home responsibilities.

ICB Strategic and/or Technical Guidance

The ICB portfolio provides guidance to Transformation Committees who attend the Transformation Forum, a sub-committee of the Institutional Forum. The Transformation Forum is Chaired by the DVC: Transformation.

a. Transformation Forum

- In 2022, the ICB specialist convened sessions for transformation reporting work to assist Transformation Committees (TCs) with their reporting processes. Video recordings of the sessions were shared for wider reach, as some TC chairs or

representatives were not able to attend. In addition, TC videos and election guides were created to assist TCs to understand their role and function.

- The ICB specialist collaborated with the Institutional Culture Change Specialist to update the transformation benchmark reporting template to align with inclusion actions.

b. In-classroom and curriculum work

- Building Brave Classrooms (BBC) is a concept offered to the teaching and learning environment. The BBC is a portfolio of interactive workshop sessions that introduce content on transformation, inclusion, and diversity. This approach builds on the work of Sara Ahmed who proposes that, rather than safe conversations (which may coddle, hide or evade confrontation), we need brave conversations that confront, directly engage and unpack difficult social issues.
- The BBC concept has expanded as more faculties are asking the OIC for sessions. The ICB specialist has conducted and tailored the BBC content to the needs of individual faculties.

c. Community Engagement

- OIC is often called upon to provide training to external partners in the corporate sector and/or civil society. This year, two OIC staff members partnered and conducted sessions with the Women on Farms project and the Sparrow Society. The work focused on gender-based violence and discrimination at a broader level. The outcomes of the sessions were well received, and this developed into longer partnerships that will be shaped and defined further in 2023.

Research, Teaching and Learning: Employment Equity V2030 Goals 1 and 2

Manager, Cecil Peters

(Policy Directives for the Employment Equity work are informed by the UCT Employment Equity Policy and related plan; the HIV/AIDS Policy, the Sexual Misconduct Policy; the Anti-Racism Policy; the Disability Policy and the Inclusivity Policy for Sexual Orientation)

In September 2022, Cecil Peters, was permanently employed as the Employment Equity Manager (EE) at UCT. In the short space of time, significant outcomes were produced through the completion of projects such as the institution-wide monthly reports, UCT's successful resubmission of its Employment Equity Plan to the Department of Employment and Labour, and structured governance and procedures for Employment Equity Committees. The EE legislative landscape is fraught with challenges, some of which we had hoped would be resolved by Parliament in September 2022. However, the tertiary sector awaits the national directives for higher education employment equity target setting.

EMPLOYMENT EQUITY STRATEGY 2022-2026

Achieving an equitable staffing profile is a core objective of the University's Vision 2030 strategy. The approach to this aspect of transformation is set out in EE Policy, which came into force in March 2021, and reads, in part, as follows:

"The policy is designed to provide decision-makers with the guiding principles to make defensible decisions in a reasonable, fair, and justifiable manner, but even more importantly to ensure that transformation takes place in pursuit of the vision of becoming the leading African university proud of its new inclusive identity that reflects the interests and aspirations of all its staff and students. Our EE policy is unequivocal in its stance on antiracism, non-sexism, and any other forms of unfair discrimination. Integral to this policy is not only compliance but also commitment to redress, inclusivity, and diversity. At the heart of our policy is transformation, of which decolonization is a central tenet."

A commitment to employment equity is also a statutory requirement for all organisations in South Africa with more than 50 employees. The EE Act (1998, amended 2014) specifies that:

*"The purpose of this Act is to achieve equity in the workplace by (a) promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and (b) implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational levels in the workforce."*⁸

The University has reaffirmed its commitment to employment equity through the setting of realistic achievable targets and goals benchmarked against the National and Provincial Economically Active Population (EAP) statistics, and through the acquisition, onboarding, progression, development, and retention of staff to achieve its employment equity goals. In addition to and in accordance with the Employment Equity Planning process, UCT provides multiple ongoing qualitative monitoring methodologies to remove and reduce barriers to employment equity through prevention/proactive advocacy and awareness raising, and through responsive development and provision of systemic, sustainable affirmative action measures.

Programmes Offered

It has been important for the University to inform the Department of Employment and Labour (DoEL) about the various institutional strategic programmes that address barriers to employment equity and inclusion. These programmes are directly connected to the University Vision 2030 of unleashing human potential to create a fair and just society. The programmes are taken

seriously in the University; they are monitored quarterly and annual progression is tracked. These programmes are:

1. Accelerated Transformation of the Academic Project (ATAP)
2. The Next Generation of the Professoriate (NGP) initiative
3. The New Generation of Academics Programme (nGAP)
4. The Emerging Researchers Programme (ERP)
5. The Integrated Talent Management Framework
6. The Dismantling Racism initiative
7. Inclusivity Strategy through a validated scale of inclusion (IS)
8. Broadening black economic empowerment in relation to procurement
9. Talent development and retention
10. Attending to the built environment (place and space)
11. The Executive Transformation Initiative (ETI)

The programmes and their related strategies are cross-cutting and coordinated by the relevant units. Actions for inclusion and employment equity are cascaded to executive directors / deans, deputy deans, line managers / heads of departments and functional units, Employment Equity Committee chairs, Transformation Committee chairs, and the Employment Equity representatives, who are assisted by organised labour. The programmes are monitored and reported on at the relevant committee meetings. An annual report for these strategic areas is collated and analysed each year to assess where further effort needs to be concentrated.

Research Into Barriers

Methodology for Non-Numerical Targets Questionnaire and Focus Groups

For the second time, a mixed methods approach was used to conduct a barrier analysis in accordance with the Employment Equity planning process at UCT.

In its April 2022 response, the DoEL raised concerns about the 20% response rate to the first survey for a survey population of 6905. The Director General (DG) indicated that whilst 20% was statistically credible and a valid population segment from which to draw generalisations, the DoEL had concerns about possible attitudinal barriers to participating in the consultation process. Further concerns were raised regarding the number of staff who had selected the “I don’t know” response, which was identified as a barrier.

To comply with the DG’s finding, the University administered another questionnaire to provide an opportunity for consultation. To encourage participation, respondents from across the demographic and occupational levels of staff who had not participated in the previous survey were invited using a targeted approach. Direct engagement with line managers, executive teams, heads of department, and ground staff helped to raise awareness about the questionnaire. Participation could be either electronic or through physical questionnaires and focus groups. Through this second, concerted effort, the participation rate increased from an initial 26% (20% questionnaires and 6% focus groups) to 39%. *Note: raw data can be made available on request.*

Questionnaire and Focus Group Design

The questionnaire was designed to allow respondents to learn more about the University’s responses to barriers. For example, the Disability Policy was embedded in the questionnaire and staff had the opportunity to read it before answering the questions. Staff members were also alerted to training workshops available in the University, particularly if they selected the response category “I don’t know”.

⁸ This legislation is available at <https://www.gov.za/documents/employment-equity-act>.

Data from the questionnaire were used to guide four focus group discussions on employment equity, gender diversity management and advancement. The focus groups complemented the findings of the questionnaire: they confirmed the priority barriers and proposed affirmative action measures.

Methodology for setting numerical targets

Opportunities for moving towards an overall equitable profile for the University were determined by estimating the number of opportunities for appointment and staff progression across the time span of the Employment Equity Plan. This required reliable, evidence-based modelling for setting the EE targets required by the legislation and in the University's own Employment Equity Policy. A gap analysis of UCT's workforce profile included in the EEA 12 Analysis Document showed the over- and under-represented demographic groups by occupational level. The purpose of the Employment Equity Plan is to increase the under-represented demographic groups, where possible, when opportunities arise to create equitable representation in each occupational level. The analysis was thus used to set numerical targets and goals for the period.

BARRIERS AND AFFIRMATIVE ACTION MEASURES

The priority Barriers and Affirmative Action (AA) Measures identified in the EE analysis are included in the EE Plan, along with timeframes to track progress in their implementation. The timeframes have specific dates within the Plan's lifespan and the designations of people responsible for monitoring the implementation of the AA Measures are specified.

As noted above, the information used to inform the Barriers and Affirmative Action Measures (non-numerical goals) was obtained directly from staff through staff surveys, focus group discussions, and consultative fora. The actual response rate for the consultation process is higher than the measured 39% because attendance registers were not completed at all the face-to-face engagements.

The barrier analysis conducted in October 2021 identified 35 non-numerical constraints on achieving UCT's employment equity goals. Each constraint has been given a weighting based on the percentage of respondents who explicitly saw this as an obstacle to transformation. Constraints have been ranked in terms of their perceived severity, and the category of action required to reduce or remove the constraint has been identified. Three constraints stand out: more than 40% of respondents raised concerns about the **equality of employment and promotion opportunities**, and about **gender diversity**. Between a third and a fifth of employees have raised issues about **management and employment equity** across six constraints. The remaining 26 constraints are matters of concern for a fifth or less of employees. While these constraints must be addressed, it is also noteworthy that, when explicitly asked, more than 80% of respondents did not flag the statements signifying these potential issues as matters of concern.

A second barrier analysis was conducted in July 2022 to confirm, verify, and expand upon the previous findings. This analysis showed strong alignment with at least 15 of the key constraints identified initially and explored 9 additional components from the DoEL's barrier analysis categories. For example, disciplinary measures were added as a barrier. Affirmative action measures expanded on in the focus group discussions provided further input. The importance of an improved and compulsory onboarding process was emphasised, as well as the importance of extending training that addresses the barriers to include staff as well as managers.

Note: comprehensive barrier analysis unit reports and University's barrier analysis executive summaries, together with responses from the OIC and the Human Resource Department's commitments to removing the identified barriers all inform the content of the EE plan.

THE EMPLOYMENT EQUITY PLAN, 01/01/ 2022 - 31/12/2026

The objectives for each year of the plan, which should be specific, measurable, attainable, relevant and time-bound, are reflected in the table below:

TIMEFRAMES (e.g.)		OBJECTIVES
YEAR 1	By December 2022	<p>To implement the new EE Plan by ensuring that accountability for achievement of EE Goals and Targets are embedded in senior managers' performance agreements.</p> <p>To prioritise the development of a talent management framework within UCT, with a focus on developing strategies for equitable career progression of professional administrative support staff.</p> <p>To implement the Anti-Racism Policy.</p> <p>To train chairs of selection committees on Employment Equity policies and procedures.</p> <p>To raise awareness about anti-discrimination policy training - where to find and how to implement these, e.g., training on employment equity, sexual misconduct, anti-bullying, anti-racism, and disability policies.</p> <p>To implement EE/ transformation / inclusivity strategies and plans at unit (cluster/ faculty/ department) level.</p> <p>To create a culture of care and trust and prioritise staff mental, physical, and emotional wellness as a business imperative.</p>
YEAR 2	By December 2023	<p>Communication and clarification of remuneration and reward strategies.</p> <p>Increase line managers' awareness of available training on how to provide performance feedback and implement the performance management elements of the talent management framework.</p> <p>Conduct a follow-up Inclusivity Survey to measure impact and progress since 2019, and adjust the Inclusivity strategy, where necessary.</p> <p>Implement aspects of the talent management framework within UCT, with a focus on performance management and career progression.</p> <p>Sensitise staff about diversity matters through raising awareness of training.</p> <p>Implement the disability policy at unit level by raising awareness of the policy, encouraging self-disclosure, and reasonably accommodating staff.</p> <p>Encourage line managers to familiarise themselves with the new EE-related staff policies.</p> <p>Create a culture of care and trust and prioritise staff mental, physical, and emotional wellness as a business imperative.</p>
YEAR 3	By December 2024	<p>Communicate and raise awareness and understanding of revised remuneration and reward strategies for staff.</p> <p>Continue to implement the staff growth and equitable career progression elements of the talent management framework, specifically for professional administrative support staff.</p> <p>Audit policies and practices for EE compliance.</p> <p>Continue with the implementation of unit transformation plans and inclusivity strategies.</p> <p>Engage staff on matters affecting them with the aim of ensuring continuous improvement.</p> <p>To create a culture of care and trust and prioritise staff mental, physical, and emotional wellness as a business imperative.</p>

YEAR 4	By December 2025	<p>Implement revised reward and recognition strategies.</p> <p>Engage staff on matters affecting them with the aim of ensuring continuous improvement.</p> <p>Create a culture of care and trust and prioritise staff mental, physical, and emotional wellness as a business imperative.</p> <p>Monitor and Evaluate progress against EE Targets and review and revise strategy, if necessary. Prepare for and commence the next EE Planning cycle.</p>
YEAR 5	By December 2026	<p>Identify new EE Barrier Analysis.</p> <p>Consult stakeholders on the new EE Plan.</p> <p>Close-out the old EE Plan.</p>

THE 2022 UCT WORK PROFILE

In line with the University's current 5-year Employment Equity Plan submitted to the DoEL, goals in line with the Economically Active Population Targets (EAP) are set for each year of the plan. The goals are the University's aspiration for aligning its staff profile with the (EAP) targets, which are published annually by the Commission for Employment Equity.

Numerical annual targets and five-year goals have been determined using an evidence-based model and agreed following extensive consultation with the faculties and PASS departments concerned. As required by law, T1 and T2 contracts longer than three months have been included in the University's Employment Equity Plan.

The Employment Equity Act 55 of 1998 (as amended), requires the University to monitor staff appointments against specified occupational levels. There are the UCT equivalents:

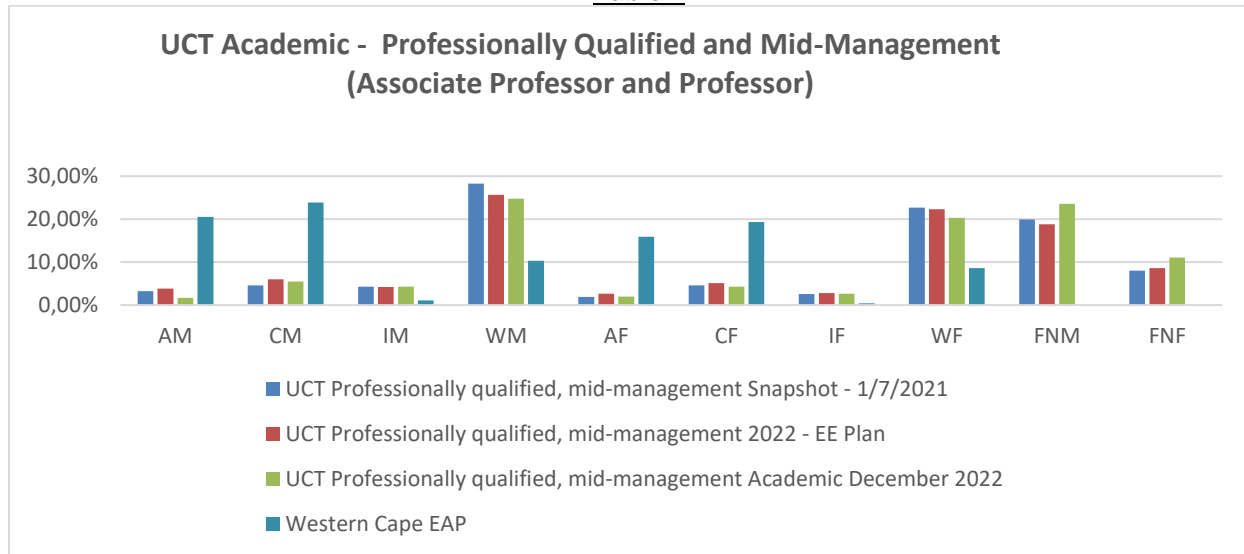
Department of Employment and Labour Occupational Level	UCT equivalent
Top Management	Vice-Chancellor
Senior Management	PC13, Pay Grades 1-3
Professionally Qualified and Mid-Management	PASS staff: PC12; PC13, Pay Grades 4 - 5
	Academic staff: Associate Professor and Professor
Skilled technical and academically qualified	PASS staff: PC8-11
	Academic staff: Lecturer and Senior Lecturer
Semi-skilled	PASS staff: PC 3-7
Unskilled	PASS staff: PC 1-2

The six tables below show the status of the UCT workforce profile in the categories below senior management at the end of 2022 and include the Western Cape Provincial EAP targets as a basis for tracking the University's progress.

Academic staff profile: Professionally Qualified Occupational Level

Table 1 shows the academic staff profile at the Professionally Qualified Occupational Level (Associate Professors and Professors). The profile on 1 July 2021 is compared with progress by 31 December 2022, the EE Plan targets for 2022 and the EAP by ethnic group.

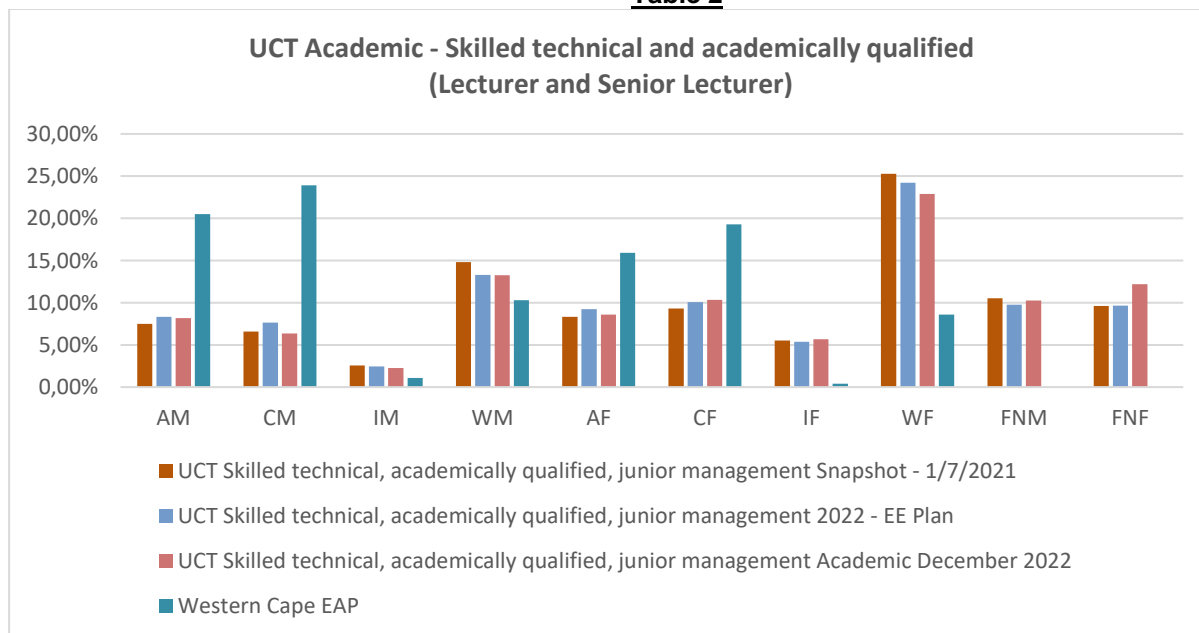
Table 1



Academic staff profile: Skilled Technical and Academically Qualified Occupational Level

Table 2 includes the academic staff profile at the skilled technical and academically qualified occupational level (Lecturers and Senior Lecturers). The profile on 1 July 2021 is compared with progress by 31 December 2022, the EE Plan targets for 2022 and the EAP by ethnic group.

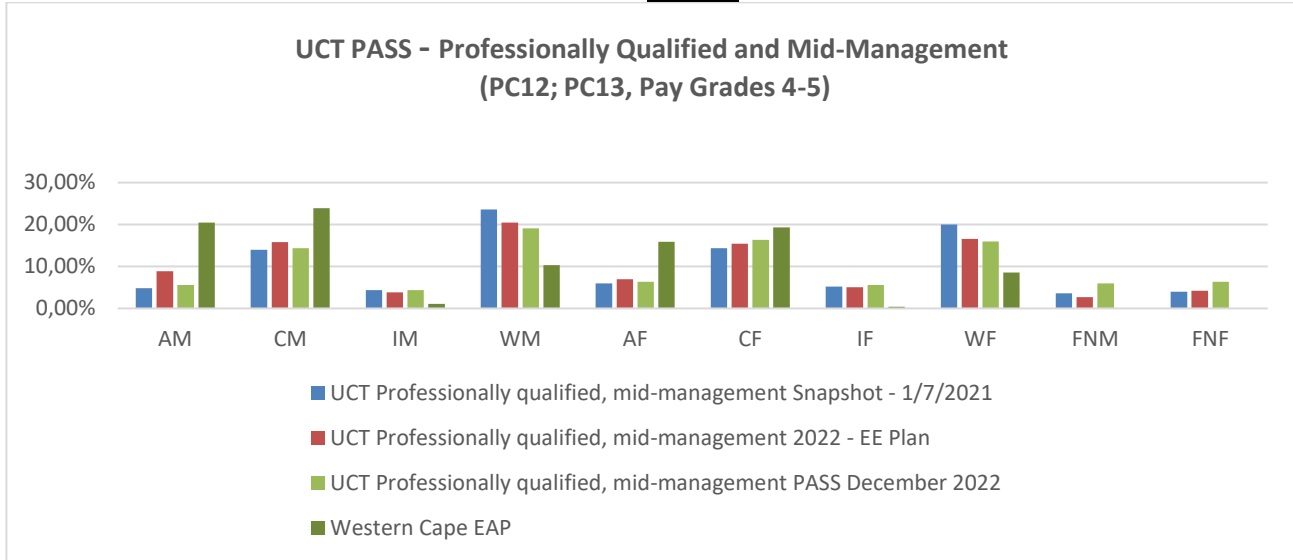
Table 2



PASS Staff Profile: Professionally Qualified and Mid-Management Occupational Level

Table 3 includes PASS Staff at the Professionally Qualified and Mid-Management Occupational Level (PC12; PC13, Pay Grades 4-5). The profile on 1 July 2021 is compared with progress by 31 December 2022, the EE Plan targets for 2022 and the EAP by ethnic group.

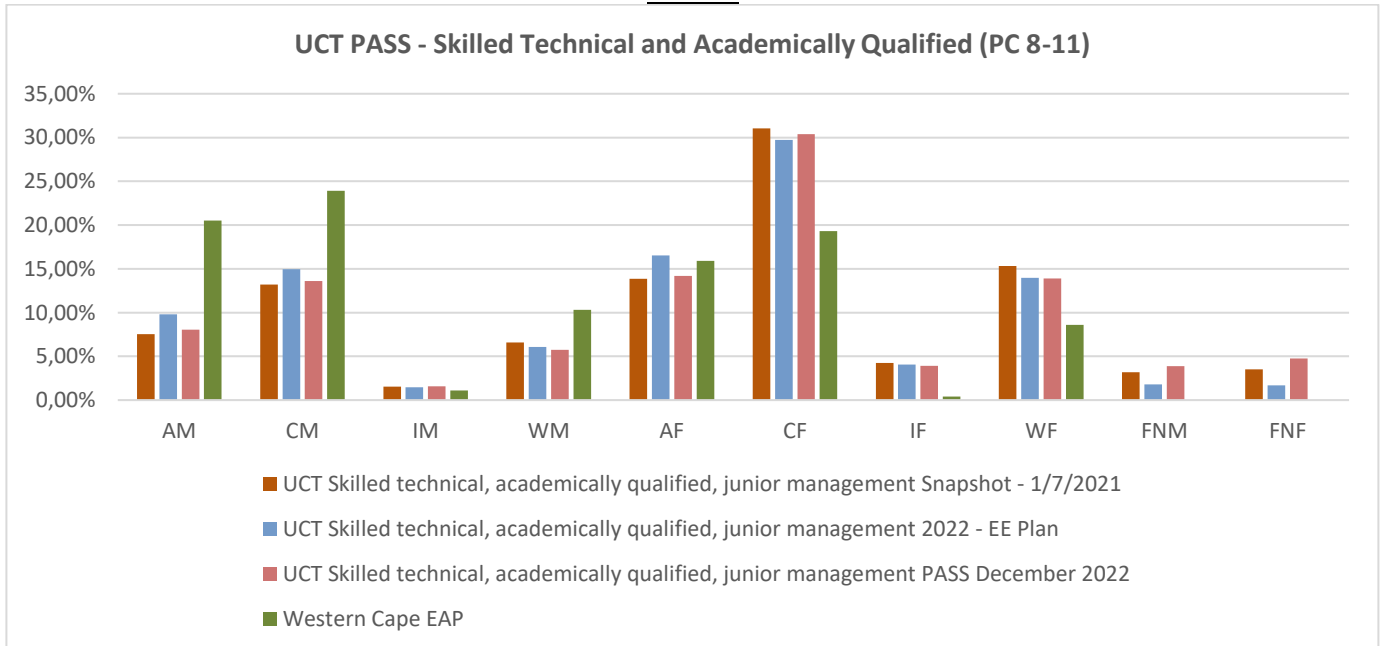
Table 3



PASS Staff Profile: Skilled Technical and Academically Qualified Occupational Level

Table 4 includes PASS Staff at the Skilled Technical and Academically Qualified Occupational Level (PC8-11). The profile on 1 July 2021 is compared with progress by 31 December 2022, the EE Plan targets for 2022 and the EAP by ethnic group.

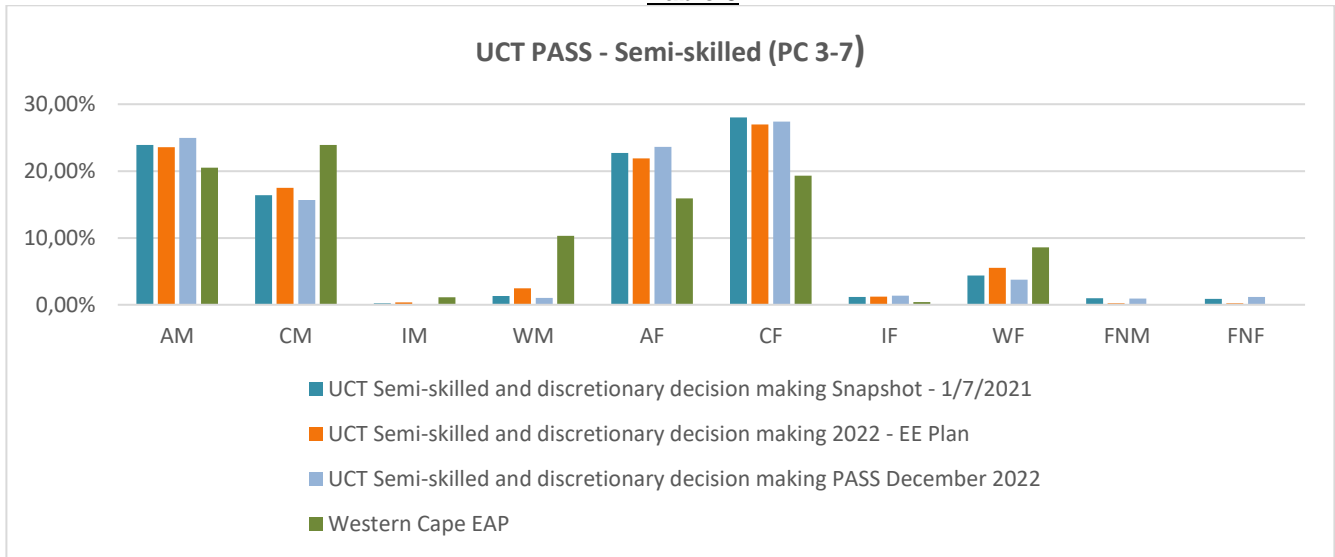
Table 4



PASS Staff Profile: Semi-skilled Occupational Level

Table 5 includes PASS Staff at the Semi-skilled Occupational Level (PC3-7). The profile on 1 July 2021 is compared with progress by 31 December 2022, the EE Plan targets for 2022 and the EAP by ethnic group.

Table 5



PASS Staff Profile: Unskilled Occupational Level

Table 6 includes PASS Staff at the Unskilled Occupational Level (PC1-2). The profile on 1 July 2021 is compared with progress by 31 December 2022, the EE Plan targets for 2022 and the EAP by ethnic group.

Table 6

