Chapter 1: Introduction

Historians, like their preliterate forebears the praise singers, pass on to generations that follow them the names of their kings and the tales of their brave deeds, as well as the mores, beliefs and prejudices of their society. We are entreated to learn from history if we are not to repeat its mistakes. How are we to learn from our mistakes if we do not acknowledge them, if we falsify and distort history by denying its painful aspects? In this way, long-discredited myths live on, fuelling the prejudice of successive generations.

(Rose Zwi, 1997:119)

Although Rose Zwi was writing about her quest to retrace what happened to her ancestors in Eastern Europe under the Nazi invasion 60 years ago, her sentiments are as relevant to the current dilemmas facing South Africa undergoing democratic transition. Indeed, scholars (Chapman, 1999; De Lange, 2000) writing on truth and reconciliation in South Africa make the same point - that to change the future, we need to better understand the past. The imperative to address the past is often mistakenly viewed as a tool for revenge and 'settling of scores' by many who think it best to forget the past, and 'move on.' However, when viewed in the appropriate historical context, understanding the history of discrimination and abuse in South Africa and in our own institutions is not about finger-pointing or blame but quite simply a requisite step to being able to plan and institutionalise a different kind of future.

Post-apartheid South Africa is emerging from decades of systematic discrimination that severely affected every aspect of civil society, including the health sector. Testimonies to the Truth and Reconciliation Commission (TRC) Special Hearings on the Health Sector in June 1997 highlighted the widespread and systematic allegiance of health professionals to apartheid ideology. The Hearings showed how some health professionals turned a blind eye to the plight of vulnerable patients in their care while others deliberately used scientific knowledge to aid the State in its fight against opponents of apartheid (TRC, 1998).
The TRC processes also highlighted the way in which health sector institutions willingly participated in violating the rights of South Africans, particularly black citizens (de Gruchy et al, 1998). Exclusion of black health professionals from membership or leadership roles in the profession, failure to oppose discriminatory conditions of service, and tolerance of racist treatment of patients stemmed from a profound indifference to human rights institutionalised in the health sector (Baldwin-Ragaven et al, 1999). The role of health sector training institutions in reproducing a society in which the violation of rights was normalised was especially highlighted in the Report. Students were trained in racially divided and unequal health facilities, under conditions that were explicitly discriminatory against black students, and in a context where human rights were treated with, at best, suspicion, and at worst, contempt. Unsurprisingly, the TRC considered this milieu to be one which encouraged students to ignore human rights and fostered a tolerance of unethical practices typical of apartheid health care (TRC, 1998).

The University of Cape Town (UCT) was not immune to the racist, sexist, and other discriminatory practices and values that typified society under apartheid. Indeed, it would not be plausible to consider UCT's record without understanding the context in which the institution operated. What this meant in practice was that training curricula were such that students emerged with technical skills but without a critical understanding or appreciation of human rights challenges for health professionals.

While race was at the core of such discriminatory practices, many other forms of discrimination were operative, such as in relation to gender, a particular problem in hierarchical, sexist health training settings (Eisenberg, 1997). For example, student research in the Health Science Faculty at UCT in 1995 (Rose, 1995) highlighted many problems related to gender discrimination in teaching and the institutional culture.

Today, the university remains with the legacy of these discriminatory practices which is only now beginning to be acknowledged (Baldwin-Ragaven et al, 1999). While student admissions have over the past 5 years come to reflect greater numbers of black students (cite data and refs), staff profiles in the faculty remain overwhelmingly white, and, at senior level, male (see Chapter 2 for more detail). Turnover of black staff remains too high (ref to Empl Equity report, 2001), raising concerns as to how well UCT is succeeding in creating a welcoming academic environment, affirming of all its staff and students. Moreover, issues of diversity and institutional culture remain major challenges to creating an enabling learning climate (London et al, 2002).
It is in order to overcome this legacy, that the Health Sciences Faculty embarked on a Reconciliation Process intended to acknowledge both its part in perpetuating apartheid and in acts of resistance. This process is intended to provide institutional acknowledgement of the experiences of discrimination of alumni and former staff. The purpose is to ensure that: a) humans rights are never again violated in the faculty; b) the experiences are used to build a human rights culture in all the teaching, service and research undertaken in the Faculty; and c) some form of redress can take place through this acknowledgement and ownership. Examination of both the complicity of the Faculty in violations, and its acts of resistance to apartheid will be used as the basis for implementing its transformation processes. In this way, the University and the Faculty aims to situate itself firmly in the mainstream of the national agenda for transformation taking place as part of the democratic transformation in South Africa.

The Transformation Programme at UCT Health Science Faculty

To understand the Reconciliation Process and the place of research in that Process, an elaboration of the Transformation Programme in the Health Science Faculty is needed. In 1998, a Transformation Workgroup was established in the Faculty as part of a process of Faculty restructuring. The major part of the workgroup was to develop contributions to the Faculty's strategic plan, and the first University's Employment Equity plan. Already in this early stage of restructuring, issues of institutional culture and reconciliation were under discussion.

Partly in response to the efforts by WITS University, who implemented an Internal Reconciliation Commission (Internal Reconciliation Commission Summary Report, 1999) following the TRC's health sector hearings, UCT Health Science Faculty Board agreed in May 1998 in principle to the idea that a similar process be undertaken at UCT. The Transformation and Equity Work Group (TEW) was then mandated to explore the idea further and report back to Faculty. Preliminary meetings with black staff supported the notion, as did a survey of Faculty Heads of Department commissioned by the TEW at the end of 1998 (Ijane, 1999). However, at that stage, there was little concrete suggested as to how such a process might best be implemented.

Early in 1999 with the appointment of the new Dean, a Portfolio position on the Faculty Senior Management was created for Transformation and Equity, and this was followed
shortly by the appointment of a full-time Transformation Officer for the Faculty. No other Health Science Faculty in South Africa appears to have invested as much human resources into Transformation in this time period and this has been reflected in the level of planning for transformation over the past 3 years (London and Perez, 2001).

The Transformation Programme proposed at the Faculty Board in November 2000 was unanimously adopted, and has formed the basis for subsequent activities. The range of activities undertaken is detailed in appendix 1. In brief, these activities are grouped into three strands - a) Employment Equity and strategies to support attainment of equity objectives; b) Examination and transformation of institutional culture through training, policies, sensitivity to diversity; and c) A Reconciliation Process. Underlying all three is the need to make human rights part of the mainstream business of the Faculty.

Unlike the WITS IRC, the route chosen by UCT to reconciliation has been somewhat different, focusing rather on using a research approach to capture the experiences of all stakeholders in what is a tremendously complex and in some ways, nuanced, moral issue. The reasons for choosing this route over a semi-judicial one were as follows:

- The WITS process was both strengthened and limited by its deliberate choice of a quasi-judicial format. The Commission was chaired by a retired judge and sat for a limited period to hear evidence, in much the same format as the TRC. As a result, it deliberately chose to avoid any questions on individual accountability, limiting submissions to broad systemic issues.
- More importantly, the WITS hearings were very limited in their reach with few submissions, all of which came from people who might be called 'victims' or 'survivors'. No beneficiaries or people who might have been considered to be supportive of discriminatory policies and practices testified to the Commission. The conclusions of the Commission were therefore based on a limited set of respondents.
- Although finally accepted by the official University structures at Faculty and University level, the report suffered a number of setbacks along the way. It was severely criticised for both procedural integrity and scientific validity, reflecting the fact that it was the product of a process driven by a few committed individuals.
- The report was not linked to concrete implementable outcomes, but was rather viewed as a symbolic statement by the Faculty. As such, some critics felt that it had not achieved what might have been possible, given the window of opportunity created by the (Goodman and Price, 1999).
As a result of these insights, and based on feedback from stakeholders on the utility of a Reconciliation Process at UCT, a different approach was devised that was to rely heavily on the use of research methodology to generate a common understanding of UCT's role under apartheid. A multidisciplinary team, including researchers from outside the Health Sciences Faculty convened to develop a proposal that was successfully submitted to the National Research Foundation in 2000. UCT's Research Committee made a small top-up contribution in 2001 to facilitate the work. Support for the research was also provided indirectly from the Portfolio Budget for Transformation and Equity, representing a direct input by the Faculty into the research process.

Thus, while a range of transformation activities (see Appendix 1) were underway in the faculty through 2000 and 2001, the research to support the Reconciliation Process ran concurrently. The official launch of the Reconciliation Process took place on the 5th June at a public function addressed by the Vice-Chancellor, Professor Ndebele, and was marked by the unveiling of a piece of art by Sue Williamson "Nkosinathi Biko - False Medical Certificate - Dr Benjamin Tucker". The artwork focused on the role of the medical doctors in the abuse of Steve Biko and their failure to maintain ethical standards in the face of political pressure from the security forces, drawing attention to the importance of ethical practice in protecting the human rights of vulnerable patients. In launching the process, a new draft Faculty Oath was tabled for discussion amongst Faculty staff and students, in the form of a workbook based on a series of institutional culture talks held at UCT in 2000 and 2001.

Given this context, it is clear that the research detailed in this report forms part of a bigger programme around Transformation in the Faculty, and is both informed by, and informs such a programme. In particular, what this research sought to support was the processes of Reconciliation to be undertaken.

**Motivation for this Research**

*One of the ways in which to start the healing process in South Africa is an honest assessment and diagnosis of the sickness within our society in an attempt to give people, both perpetrators and victims, an opportunity to face the past and its consequences and to start afresh*  
(Boraine as quoted by Stein, 1998).
The TRC’s message has consistently been that only by learning from the past, can we promote an order based on respect for human rights in a democratic South Africa (de Lange, 2000). Equally, in order to transform the Health Sciences Faculty at UCT, there is a need to examine the painful history that UCT’s Health Sciences Faculty has been through as a microcosm of South African society (de Gruchy et al 1998). Black students at UCT were prevented from entering white wards, were not allowed to be present at case presentations when white patients or at post mortems of white bodies, and were totally excluded from the social life of the university. (Baldwin-Ragaven et al, 1999). Some staff of the-then Medical Faculty spoke out about the exclusion of black students from these important events but those who opposed apartheid often received "little or no support (and often derision and hostility)" from either their colleagues or the management of the faculty (London et al, 1996). Two key histories (Louw, 1969, Kirsch, 1984) written about the Medical Faculty do not mention the difficulties faced by black students at all. Hence a senior academic’s speech in 1963 on the ethos of medicine in the Faculty could comment "…I was referring here to extra-curricular activities. What of participation in UCT societies, in sport, going to dances…? By and large the best students have managed all these things..." (Kirsch, 1984: 303) without mention that black students were excluded from these activities.

However, reconciliation as an end in itself is of little meaning without contributing to structural redress, a concept Esterhuyse (2000) has called transformational justice. In developing this research, the team has been mindful of how to ensure that reconciliation occurs at more than just a symbolic level, but directly influences practice. For example, the results of the research will feed into revised modules on human rights and ethics that will be integrated into the new curriculum, and inform the development of new policies and procedures as part of the transformation process that is being undertaken in the faculty.

**Aims and Objectives**

The project aimed to facilitate and evaluate a Reconciliation Process in the Health Sciences Faculty at the University of Cape Town in order to inform a broader Transformation Initiative. It sought to answer a set of research questions relating to the experience of past and current staff and students in the Faculty:

1. What has been the experience of black and female staff and students at UCT? How has discrimination been experienced and what role did UCT, as an institution, play in relation to this experience?
2. How does this experience impede the realisation of a Transformatory Vision for UCT and the Faculty?

3. Identification of obstacles and facilitatory factors most likely to ensure success of a reconciliation process. What role can a process of acknowledging past and ongoing injustices play in achieving reconciliation within the Faculty and between staff?

4. How can such a reconciliation process contribute to ongoing transformation of institutional culture in teaching, research and service? How do those who benefited from and/or tolerated past abuses get drawn into this process?

To meet this aim, the study objectives sought to:

a) Explore the experiences of current and former black and female staff and students with regard to discrimination in the Faculty and the contribution of this experience to their career paths

b) Assess the attitudes of current and former black and female staff and students towards a Reconciliation Process in the Health Sciences Faculty at UCT with a view to identifying possible steps for redress.

c) Explore the experiences and attitudes of a sample of staff who held Faculty positions under apartheid to questions of reconciliation.

d) Review Faculty documentation for evidence of institutional support for, or resistance to, discriminatory practices.

e) Determine the impact of training on trends in the career paths of black and female graduates and former staff of the Faculty in relation to changes in the environment at the University and the Faculty.

The Research Team

Because of the inherently multidisciplinary approach needed to address questions of transformation and discrimination, the project drew together a diverse group of researchers from a wide variety of disciplines and sectors - health sciences, social sciences, human rights NGO's, human resource practitioners and the law. The full research team is listed in the Table below. The project also appointed a junior trainee researcher, Ms Ayesha Fakie, (already involved in pilot research) who assisted in planning, conducting and analysing different aspects of the research under the supervision of the multidisciplinary team.

<table>
<thead>
<tr>
<th>Name</th>
<th>Race/Gender</th>
<th>Discipline</th>
<th>Post and affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Gonda Perez</td>
<td>CF</td>
<td>Dentist</td>
<td>UCT HSF Transformation Officer</td>
</tr>
</tbody>
</table>
To facilitate interaction with the rest of the Faculty and alumni, an advisory committee was established to oversee aspects of the research process. The Advisory Committee commented on the questionnaires and provided a letter of support for distribution to alumni to motivate participation in the research. Members of the Advisory Committee included Professors S. Saunders, JC de Villiers, and JP van Niekerk, Doctors N. Matsiliza and A. Aboo and the Dean, Professor Padayachee.

**Approach, Assumptions and Methodology**

The research approach in this project started from the position of seeking to give voice to those marginalised from positions of power in the academe. It also assumed that in order to achieve change in organisational culture one needs to first understand the past, so as to plan for the future. Simply acknowledging past wrongdoing is only the first step in a process of transformational justice. The centrality of participation of both "victims" and "perpetrators" in the solutions is critical. In any event the exclusive categorisation of perpetrators and victims are not always based on clear-cut or static differences.
Methodology

The methods used in the research were both qualitative and quantitative, and took the form of a range of different sub-studies, as indicated below.

1. Black Alumni
   Snowballing techniques were used to assemble interviews with black alumni who graduated from UCT over the past 6 decades.

2. All Alumni
   Alumni records of the university were used to construct a sampling frame for a postal survey based on a semi-structured questionnaire.

3. Staff who worked at UCT during the apartheid years
   Employment records of the university were used to construct a sampling frame for interviews with staff who taught in the Faculty prior to 1990. These lists included some staff still currently teaching at UCT.

4. Current disabled, female and black staff
   The target group here included both academic and non-academic staff. Staff to participate in these groups were identified by word of mouth and by means of adverts placed on the electronic noticeboard.

Information from university records was used to supplement empirical data. These included minutes of meeting of the Faculty Board and other governance structures, and archival information held at UCT archives. Human resource data on staff retention and turnover was also reviewed as background information.
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Ijane K. (1999) Perceptions of stakeholders within and outside the Faculty of Health Sciences about the Internal Reconciliation Process, University of Cape Town Health Science Faculty, Cape Town.


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Appendix - Transformation and Equity Portfolio Workplan for 2001

L London
G Perez

Overall Strategic Goals:

- To facilitate a process of Transformation and Employment Equity in the Health Science Faculty at UCT
- To place Transformation and Equity on the agenda of all Faculty Structures so as to ensure its uptake in all Faculty Planning

Specific Areas:

- To promote the application of Employment Equity policies in the Faculty
- To facilitate the transformation of institutional culture
- To promote a process of Institutional Reconciliation
- Communication with internal and external stakeholders

The Faculty Transformation and Equity Workgroup will continue to play an advisory role to the Portfolio.
## I. TRANSFORMATION AND EQUITY – PLANNING FOR 2001/2

**EMPLOYMENT EQUITY**

<table>
<thead>
<tr>
<th>Sub-Objectives</th>
<th>Strategy and Methods</th>
<th>Resources / structures</th>
<th>Timeframe</th>
<th>Output/Indicators</th>
<th>Other Portfolios</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/Equity reps on selection committees in the HSF</td>
<td>Establish policy to make TEW members operate effectively on committees Training of T/Equity reps for Academic and Admin/Support Selection Committees Regular feedback from reps, review Audit of T/E reports</td>
<td>Training to be done with HRO and EE Office</td>
<td>Commeneced in 1999 – ongoing Admin training by mid 2000 Audit end 200</td>
<td>TEW members enskilled to provide input to selection committees Indicators: Reports on S/Committees Formal audit Increased numbers of blacks and women in new posts</td>
<td>Staffing Human Resources</td>
</tr>
<tr>
<td>T/Equity training for Chairs of Selection Committees</td>
<td>Identify suitable candidates Conduct training to ensure pool of Chairs Selection Committees for T/Equity</td>
<td>Training to be done with HRO and EE Office</td>
<td>March 2000</td>
<td>Selection Committees for which Dean nominates Chairs; Committee reports</td>
<td>Faculty Operations Manager and staff</td>
</tr>
<tr>
<td>Departmental Transformation Plans</td>
<td>Line item in Dptml OP plans on Equity; Workshops available to assist departments in Tr/Eq planning</td>
<td>Integrate in Faculty Planning process</td>
<td>Implement for new Departments in 2001</td>
<td>Standard and auditable Equity plans at Dpt level in HSF</td>
<td>PM: Staffing PM: P/Grd progs PM: P/Grd studts PAWC</td>
</tr>
<tr>
<td>Policy on recruitment</td>
<td>Continuous review of content of existing and proposed recruitment policies Review of implementation of policies – EE stats</td>
<td>Data and analysis from UCT HR, HSF HR, and PAWC Input from TEW</td>
<td>Ongoing Six monthly review of EE stats</td>
<td>Consistency HSF policies with UCT generally and PAWC EE stats</td>
<td>PM: Staffing PM: P/Grd progs PM: P/Grd studts PAWC</td>
</tr>
<tr>
<td>Pro-active recruitment of registrars</td>
<td>Establishment of database of graduates Establish networks through graduates Visits to other centres by senior faculty staff to encourage applications Bridging posts Policy on registrar recruitment UCT input to PAWC adverts</td>
<td>Use of development posts where appropriate; Raise funds ex-private sector for bridging training posts; Travel to other centres for meeting potential applicants;</td>
<td>Faculty HoD meeting mid-2001 Recruitment trip mid-2001 Active contacting of networks Aug+ Other activities ongoing Annual reporting</td>
<td>Improved profile of applicants to UCT; Improve profile of appointees</td>
<td>Staffing HRO PAWC PM: P/Grd progs PM: P/Grd studts PAWC</td>
</tr>
<tr>
<td>Consonance of PAWC and UCT recruitment policies for joint staff</td>
<td>Workshop with PAWC on joint approach Consistent Policy and monitoring of implementation UCT input to PAWC adverts Inclusion of Joint posts in T/Eq for HoD performance appraisal</td>
<td>Data from PAWC</td>
<td>Annual reporting Improve profile of joint staff appointees (specialists)</td>
<td>Staffing HRO PAWC</td>
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</tr>
<tr>
<td>Development of a database on potential candidates</td>
<td>Liaison with Alumnus Office Enlist support of SA Embassies (esp UK, USA and Canada) Identify networks for advertising</td>
<td>Costs of communication (minimal) Piggy back onto other international visits (i.e. minimal extra costs)</td>
<td>Establish contact with embassies mid 2001 Dbase by end August List of potential candidates by skills, area; contact details</td>
<td>Alumnus Office UCT</td>
<td></td>
</tr>
<tr>
<td>Monitoring of progress to EE targets</td>
<td>HRO to summarise appointments Review notes of Chair of Selection Committees; T/Equity reps PM TrEq, TEW, HRO to conduct audits, consider reports;</td>
<td>Requires adequate database function at UCT 6-monthly reports; Faculty databases adequate by end 2001</td>
<td>EE Report to the Dean and the HSF Data for planning TE interventions</td>
<td>HRO HSF Staffing HR UCT HR PAWC</td>
<td></td>
</tr>
<tr>
<td>Monitor obstacles to EE</td>
<td>Exit interviews with black staff leaving Interviews with current black and female staff</td>
<td>HR UCT for data on exit interviews Research project for current staff – R 20 000 ex-T/Equity budget</td>
<td>Exit interviews routine (HR); Staff interviews project Apr - Sept 2001 Profile of institutional factors contributing to barriers</td>
<td>HR UCT UCT CHED (project consultant)</td>
<td></td>
</tr>
<tr>
<td>Career nurturing of undergraduates</td>
<td>TEW to set up discussions with students;</td>
<td>Ongoing Identification of career needs</td>
<td></td>
<td>PM: U/Grad students</td>
<td></td>
</tr>
</tbody>
</table>

**TRANSFORMATION OF INSTITUTIONAL CULTURE**

<table>
<thead>
<tr>
<th>Situation Analysis regarding Disability in the HSF</th>
<th>Establishment of Disability sub-group within TEW; Planning of HSF Survey (via Physio students); Liaison with Disability Unit</th>
<th>Dis s/group running by June 2001; Plan for HSF survey in place by June 2001.</th>
<th>Survey in 2000 will be used to develop plans to address disability issues in the HSF</th>
<th>Disability Unit (UCT) Physio and other depts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public seminars</td>
<td>Regular Public Seminars Development of manual for transformation based on past seminars</td>
<td>Ad-hoc costs of bringing speakers; catering Costs of producing manual - +/- R 10 000 (in budget)</td>
<td>Future seminars at 3 to 4 monthly intervals; Manual by June 2001</td>
<td>Production and distribution of discussion papers, documents, manual</td>
</tr>
<tr>
<td>Departmental level Transformation activities</td>
<td>Regular Public Seminars Development of manual for transformation based on past seminars</td>
<td>Ad-hoc costs of bringing speakers; catering Costs of producing manual - +/- R 10 000 (in budget)</td>
<td>Future seminars at 3 to 4 monthly intervals; Manual by June 2001</td>
<td>Production and distribution of discussion papers, documents, manual</td>
</tr>
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<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Development of a tool for measuring institutional transformation</td>
<td>Support from Anthropology discipline to develop Social Science Tool Lit review</td>
<td>Research assistance (in budget)</td>
<td>Lit rev 2000; Meet Anthropol. Aug 2000; Pilot in 2001; apply 2002; write up 2003</td>
<td>Publication in the peer-reviewed literature; Raised profile of transformation at UCT;</td>
</tr>
<tr>
<td>Implementation of awards for community based student research</td>
<td>Discuss with Director Research; Ideas from students how to implement</td>
<td>Awards for student projects</td>
<td>System in place by 2nd half 2001</td>
<td>Incentives for students to engage in tranformatory research; Greater profile of tranformatory research in HSF</td>
</tr>
<tr>
<td>Review way in which Research in the HSF can support transformation</td>
<td>PM Tr Eq to liaise with Director Research; workshop with TEW</td>
<td>Early in 2000</td>
<td>Proposals to be developed with Research Director July 2001</td>
<td></td>
</tr>
<tr>
<td>Input to Curriculum Reform</td>
<td>TEW to comment on documentation; TEW and PM Tr Eq to participate in relevant curriculum reform opportunities</td>
<td>Ongoing</td>
<td>Transformation issues inserted in curric. Ref. agenda</td>
<td></td>
</tr>
<tr>
<td>Address cultural diversity in the learning environment</td>
<td>TEW to set up discussions with students; Liaison with PM: U/grad recruitment Support existing faculty initiatives</td>
<td>Produce manual from PHC/PH diversity training: R5000</td>
<td>Manual completed by Sept 2001</td>
<td>Identify facilitatory factors for student development Dissemination of manual</td>
</tr>
<tr>
<td>Human Rights Fellowships</td>
<td>Establish one or more HR fellowships in the Faculty</td>
<td>External funding sought - R 80 to 150 000 per year.</td>
<td>Dependent on funding</td>
<td>Appointment of fellow/s Fellowship research</td>
</tr>
<tr>
<td>Faculty Human Rights workshop</td>
<td>Inter-institutional workshop on human rights for Human Rights Day</td>
<td>Venue costs (R11 000)</td>
<td>March 20th 2001</td>
<td>Plan of Action Statement</td>
</tr>
<tr>
<td>Faculty Constitution</td>
<td>Workshop common oath (Prof Benatar) Develop Faculty statement of values/constitution</td>
<td>June 10th 2001</td>
<td>Adoption of Oath Adoption of Constit.</td>
<td>SMT</td>
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<tr>
<td><strong>RECONCILIATION PROCESS AT UCT</strong></td>
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<tr>
<td>Establish Advisory Committee</td>
<td>Respected faculty leadership support to assist buy-in by wider faculty</td>
<td>Learn from WITS experience</td>
<td>Early 2001</td>
<td>Letter of support to be disseminated</td>
</tr>
<tr>
<td>Implement Research Process</td>
<td>Interviews with black former students; Interviews with staff Questionnaire mailed to alumni</td>
<td>Budget for full research R 140 000; NRF grant secured for R 62 000; about R 80 000 sought from URC in top-up.</td>
<td>Partly commenced Aim for completion end 2001</td>
<td>Research Report presented to Dean, SMT, Faculty</td>
</tr>
<tr>
<td>Faculty Assembly</td>
<td>Presentation and adoption of Research Report; Public commitment to fighting discrimination in all its forms in future</td>
<td>Budget for Fac Assembly:</td>
<td>Dec 2001</td>
<td>Faculty Oath/Statement</td>
</tr>
<tr>
<td>Archival and other Research</td>
<td>Review of University documents; Draw on Oral History Project;</td>
<td>Research Ongoing in 2000</td>
<td></td>
<td>Documentation to support reconciliation process</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
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</tr>
<tr>
<td>External Communication with key stakeholders</td>
<td>Dean, PM TrEq to undertake meetings with key stakeholders; Fundraising; Dissemination of reports</td>
<td>Strategising with Andy Sillen; Budget with DPR</td>
<td>Ongoing Fundraising plan in place</td>
<td>Data for presentation to Parliamentary Portfolio Committee; funding raised</td>
</tr>
<tr>
<td>Internal communication</td>
<td>PM Tr Eq to provide regular feedback to HSF FB, SMT; Availability of documents</td>
<td>Feedback ongoing;</td>
<td>Greater awareness of Tr issues in Faculty</td>
<td></td>
</tr>
<tr>
<td>Internal communication</td>
<td>Establish rubric for transformation on UCT Electronic noticeboard</td>
<td>Email board by June 2001</td>
<td>Greater profile for transformation activities</td>
<td></td>
</tr>
</tbody>
</table>

HRO = Human Resources Officer in the Health Science Faculty (Louw Toerien)  
PM TrEq = Portfolio Manager, Transformation and Equity (Leslie London)  
TF Officer = Transformation Officer (to be appointed)  
TEW = Transformation and Equity Workgroup  
EE Office = Employment Equity Office (Frank Molteno, Miriam Hoosain)  
UCT HR = UCT Human Resources