

**STELLENBOSCH UNIVERSITY DOCUMENTS PROVIDED TO GENDER COMMISSION  
1 SEPTEMBER 2017**

1. Letter of Rector - Commission for Gender Equality
2. Report to Commission for Gender Equality September 2017[1]

**Attachments**

3. AP0050-Code-for-Management-Practice-June-2017
4. DisabilityPolicyStudentsWithDisNov2011 (ed)
5. EEA12 Employment Equity Analysis 2016 to 2020
6. EEA13 Employment Equity Plan 2016 to 2020
7. EEAC Employment Equity Advisory Committee Terms of Reference June 2017
8. EEP0002-Employment Equity Policy 2017
9. IR0152-Disciplinary-Code(1)
10. IR0153-Grievance-Procedure-2015
11. Policy on Unfair Discrimination and Harassment ENG 2016(1)
12. Remuneration Policy SU
13. Section C Consultation agenda minutes and signed attendance registers
14. Staff Turnover Retention
15. Stellenbosch University EndRapeCulture Report 2017\_8.6.17
16. Student gender profile and disability profile
17. SU HIV policy 2011 English
18. SU Organogram\_Jan2017\_Eng
19. ToR Wellness Committee 2016
20. Transformation Plan English version

## Narrative Report in terms of prescribed questionnaire

1. Provide your gender, disability and race disaggregated data in the following positions:

- ✓ Top Management
- ✓ Senior Management
- ✓ Academic positions
- ✓ Administrative Positions

Note: In the tables here-under the grades on senior levels are as follows:

Grade 1: Rector and Vice-chancellor

Grade 2: Vice-rectors and Chief Operating Officer

Grade 3: Academic deans and chief directors

Grade 4: Senior directors and distinguished professors

Grade 5: Directors and full professors

Grade 6: Associate professors

### Academic

Grade	Female					Female Total	Male					Male Total	Total
	A	C	I	W	F		A	C	I	W	F		
4			1	7		8	1	3	1	21	3	29	37
5	2	6	2	40	2	52	2	4	7	118	11	142	194
6	4	9		51	1	65	6	7	3	70	6	92	157
<b>Total</b>	<b>6</b>	<b>15</b>	<b>3</b>	<b>98</b>	<b>3</b>	<b>125</b>	<b>9</b>	<b>14</b>	<b>11</b>	<b>209</b>	<b>20</b>	<b>263</b>	<b>388</b>

### Support

Grade	Female					Female Total	Male					Male Total	Total
	A	C	I	W	F		A	C	I	W	F		
1										1		1	1
2				1		1		1		4		5	6
3		1		4		5		3		7		10	15
4	1	1		7		9	1	1		4		6	15
5		6		18	1	25	1	3	2	29		35	60
6	1	7	2	30		40	5	10		38	1	54	94
<b>Total</b>	<b>2</b>	<b>15</b>	<b>2</b>	<b>60</b>	<b>1</b>	<b>80</b>	<b>7</b>	<b>18</b>	<b>2</b>	<b>83</b>	<b>1</b>	<b>111</b>	<b>191</b>

Academic and Support

Grade	Female					Female Total	Male					Male Total	Total
	A	C	I	W	F		A	C	I	W	F		
1	0	0	0	0	0	0	0	0	0	1	0	1	1
2	0	0	0	1	0	1	0	1	0	4	0	5	6
3	0	1		4		5		3		7		10	15
4	1	1	1	14	0	17	2	4	1	25	3	35	52
5	2	12	2	58	3	77	3	7	9	147	11	177	254
6	5	16	2	81	1	105	11	17	3	108	7	146	251
<b>Total</b>	<b>8</b>	<b>30</b>	<b>5</b>	<b>158</b>	<b>4</b>	<b>205</b>	<b>16</b>	<b>32</b>	<b>13</b>	<b>292</b>	<b>21</b>	<b>374</b>	<b>579</b>

Profile per Gender

Percentage Breakdown by Gender

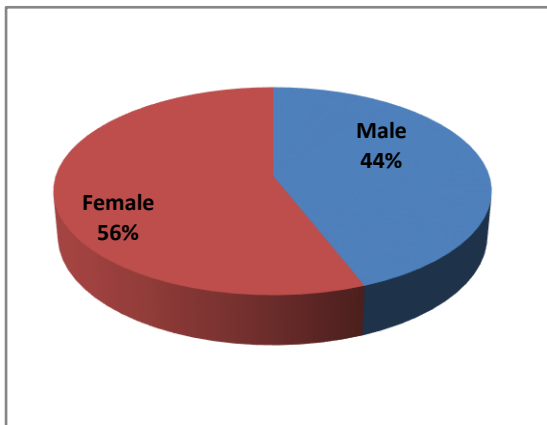


Fig. 1

Gender Count by C-Factor

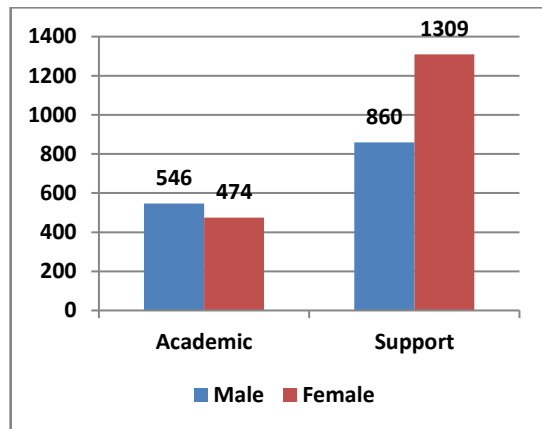


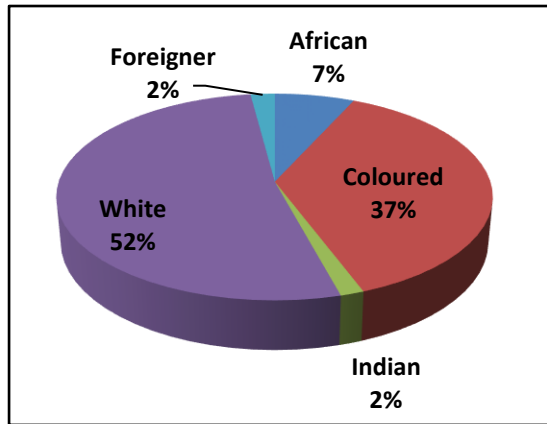
Fig. 2

Table 1:	
Male	1406
Female	1783

Table 2:	Academic	Support
Male	546	860
Female	474	1309

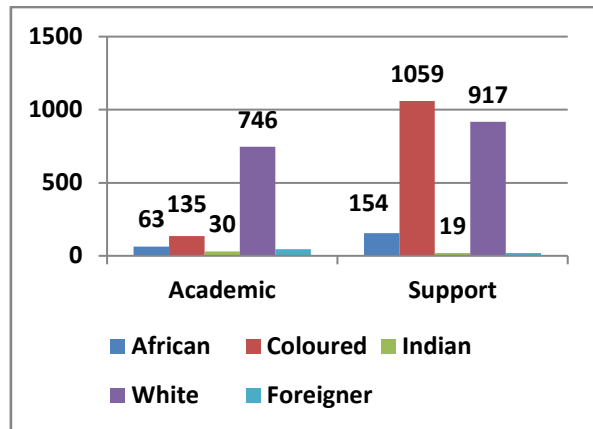
**Profile per Race**

**Percentage Breakdown by Race**



**Fig. 3**

**Race Count by C-Factor**



**Fig. 4**

<b>Table 3:</b>	
<b>African</b>	<b>217</b>
<b>Coloured</b>	<b>1194</b>
<b>Indian</b>	<b>49</b>
<b>White</b>	<b>1663</b>
<b>Foreigner</b>	<b>66</b>

<b>Table 4:</b>	<b>Academic</b>	<b>Support</b>
<b>African</b>	<b>63</b>	<b>154</b>
<b>Coloured</b>	<b>135</b>	<b>1059</b>
<b>Indian</b>	<b>30</b>	<b>19</b>
<b>White</b>	<b>746</b>	<b>917</b>
<b>Foreigner</b>	<b>46</b>	<b>20</b>

**Kindly provide a copy of the approved organogram.**  
See relevant addendum.

**2. What measures have been put in place to promote gender transformation and to increase women’s representation in academic, top and senior management positions at your institution?**

Various points here-under spell out in more detail what had been and what are being done regarding gender transformation at SU.

These measures include the transformation of the institutional culture at the University.

A Task Team on End Rape Culture, a Task Team on the Career Advancement of Women and the formulation and adoption of a Transformation Plan (which addresses all spheres of university life and the quest for gender equality in all spheres) had provided recommendations that advance the process of gender transformation.

The intensification of the Employment Equity process at SU specifically advance and increase the representation of women in academic, senior and top management positions at SU.

**3. Who is responsible for implementing and overseeing gender transformation at your institution?**

Transformation, and specifically also gender transformation, is practiced as a systemic, embedded process at SU. It is a shared responsibility in which the following functionaries play major roles.

The Vice-rector for Social Impact, Transformation and Personnel, who reports to the Rector, oversees this process.

The Chief Director Human Resources, the Senior Director Social Impact and Transformation strategically lead this process.

The Head and Manager of the Transformation Office and the Manager for Employment Equity advance the implementation of this process.

This is done in partnership with all university environments, namely deans of faculties, heads of responsibility centres in the professional support services divisions, and the divisions of all Senior and Executive Directors. Transformation is a built-in function of all line management at SU.

**4. Does the implementation of gender transformation measures form part of the performance review of the person responsible for gender transformation at the University? If no, kindly provide reasons for this.**

Systemic Transformation, including gender transformation, is one of the seven strategic priorities of SU, in terms of which performance is guided and assessed. All KPAs in all university environments include transformation.

**5. What resources have you allocated to support gender transformation as mentioned above? If none, why? If yes, please provide a detailed breakdown of the said resources.**

Senior positions for Transformation and Employment Equity had been established, namely a vice-rector for social impact, transformation and personnel, a chief director for human resources, a senior director for social impact and transformation, a manager for transformation and a manager for employment equity.

A well-equipped and staffed Transformation Office;

A well-equipped and staffed Equality Unit;

Vice-deans for Social Impact and Transformation in some faculties.

Funds for transformation programmes, of which a new position had been approved to lead the implementation of the recommendations of a Task Team that had investigated End Rape Culture at SU. The Equality Unit is centrally involved in monitoring and changing the student and institutional culture around gender violence and gender transformation. This new position that will be based in the Equality Unit, will help to implement gender, sexual harassment and rape culture training and to conduct surveys to document changes in perceptions and institutional culture for students.

**6. What mechanism/systems are in place to track the movement of women to senior management or top management positions at your institutions?**

The Senate Committee for Appointments that meet four times per annum monitor and advance this process.

All the appointment and promotions panels in faculties and in professional academic support environments are constituted in terms of racial and gender diversity. Officials of Human Resources serve in these committees and advance compliance to Employment Equity parameters and targets.

The newly established Employment Equity Committee monitors, advances and proposes interventions regarding this process to the Rectorate.

**7. Do your recruitment policies specifically target women for recruitment to senior positions? If so, please provide us with a copy of your recruitment policy which makes provision for this. If not, kindly provide reasons for this.**

The Code for Management Practices Directed Towards the Advancement of Representativeness and Diversity, which is hereby attached, mandates and regulates the recruitment and preference of women to all positions, especially to those in which they are under-represented, specifically in senior academic and management positions. The Code is employed in all recruitment and appointment processes, in a contextualised manner – taking into account the particular university environment's gender and race distributions on the various employment levels

**8. Are there any mentorship or capacity building programmes aimed at accelerating women in academic, senior and top management positions? If not, why? Kindly provide reasons.**

New programmes for mentoring and coaching, and for middle and senior management had been established, to equip and advance staff, including women and other staff from designated groups.

Stellenbosch University has consistently sponsored the participation of senior and women with the potential to excel to participate in the HERS SA Leadership Development Programme.

Several academic capacity development programmes exist at SU, which specifically aims at the advancement of staff from designated groups, including women. These include the Next Generation Academics Programme (NGAP), the Consolidoc Programme and other postdoctoral programmes. Various faculties prioritise the challenge of the un-equal participation of women in doctoral programmes. SU's Division for Research Development (DRD) offers an academic mentorship programme that provides senior academic mentors to early career academic staff members. This programme

currently provides individual mentorship opportunities to approximately 60 early career academic staff members. Early career academics at SU are furthermore provided with funding to accelerate their doctoral qualifications, and seed funding to assist them in establishing themselves as independent researchers within five years post-PhD. They are also provided access to specific research capacity development workshops and training opportunities offered by the DRD and other entities at SU.

**9. Does your institution provide child care facilities or flexi-time of working from home to balance women's family responsibilities with work? Please provide evidence thereof.**

In cooperation with the Faculty of Medicine and Health Sciences a model for child care is currently investigated.

The arrangements for flexible working arrangements is currently under review. This revisioning is crucial since the current ad hoc arrangements are inadequate.

Child care leave and family responsibility leave is generous at SU and applies equally to men and women. In consultation with various staff, it is important for SU to ensure that both genders are enabled to fulfill child and family care responsibilities.

**10. What steps have you taken to initiate awareness on gender equality and discrimination in your institution? Who has been targeted with these measures and what success has been achieved thus far?**

The Transformation Office, the Division of Human Resources, the Women's Staff Forum, the Frederick van Zyl Slabbert Institute for Student Leadership, the Equality Unit, the Diversity Portfolio in the Residences, the Disability Unit and various other units in Student Affairs and various faculties and professional academic support services environments, as well as the rectorate, lead and engage in discussions and dialogues, as well as workshops and training sessions regarding gender equality.

All university environments are involved in gender equality and broader transformation discussions.

The Transformation Competencies programme targets staff members and focus specifically on sexism, rape culture, reporting discrimination, gender fluidity as well as the intersectional nature of the impact of racism and disability on women.

Student training programmes include the Women in Leadership Short Course at the Frederick van Zyl Slabbert Leadership Institute as well as gender and rape culture specific sessions during the Welcoming Programme for new students, the SU Leads conference for newly elected student leaders and as

part of the Facilitative Leadership Programme. Advancing gender equality is also part of a specific focus in a compulsory Complementary Studies module for all engineering students.

A declaration that spells out the position of SU regarding our LGBTIQA+ staff and students has been formulated and issued.

**11. Does your institution have sexual harassment policies for both employees and students? Kindly provide us with copies of these policies.**

A Policy on Unfair Discrimination and Harassment had been formulated and approved for students and staff. The process was extensive and included students and staff and resulted in the finalisation and approval of the Policy for Harassment and Discrimination which spans the entire SU community, all staff and students. The Equality Unit in Student Affairs is set up to ensure compliance with this policy. See Policy Attached.

**12. How effectively has the sexual harassment policy been utilised? If there are no policies in place or have been utilised what reasons can be given for this.**

SU has been very successful at applying the policy, not only to students, but also to staff. As the policy was finalised at the end of 2016 we used 2017 to promote the policy and have engaged online and media promotion avenues to ensure the policy is well known to staff and students.

Training events on gender equality include the discussion of the policy, thus ensuring staff and students know their rights and responsibilities with regard to gender equality.

The Policy for Unfair Discrimination and Harassment is implemented and monitored under leadership of the Equality Unit with dedicated case managers that documents and monitors all reports of sexual harassment and discrimination. The Equality Office works closely with the Transformation Office, Human Resources as well as advisory committees, disciplinary structures and specialists as outlined in the policy Implementation plan.

**12.1 There are sexual harassment campaigns or dialogues within the university and further request the attendance registers?**

Gender violence, gender equality and sexual harassment training and conversations are built into all student leadership events, be these in the form of SRC, society, House Committee, non-positional leadership, mentoring and orientation and welcoming training events. SU also has annual large group leadership training events, such as SU Leads, which address sexual harassment, gender violence and gender equality training.

The following training sessions and campaigns were presented in 2017 (Some of the events like Welcoming are mass events attended by 200 students):



- Sexual assault and the Bystander effect workshop during welcoming.
- Gender and Rape culture specific sessions as part of the “Embracing the New Normal programme” for staff.
- 

We do have an End Rape Culture Task Team video and report that was distributed through marketing and media on campus. The report is attached to this document.

### **13. How many cases of sexual harassment were reported, investigated and finalised during the period 2015 to date?**

#### **Sexual harassment**

Equality Unit: From the time the Equality Unit was initiated (1<sup>st</sup> December 2015), it received 21 (official and unofficial) sexual harassment related complaints to date. Out of the 21, only 7 matters were official (preliminary case assessment and intake form completed) and the remaining 14 were unofficial (complainants simply wanted to report the matter). All 7 official matters were appropriately dealt with and finalised.

Stellenbosch Campus Security: During 2016 a total of twenty cases of harassment were reported at Stellenbosch Campus Security, of which twelve were of sexual harassment nature. Most sexual harassment cases included that of victims reporting that they were touched inappropriately and/or inappropriate words were spoken towards them persistently over a period of time. Victims were not keen to report these cases to the local police and in some cases they only stated that they wanted to bring it under Campus Security's attention. Appropriate support is rendered where this has occurred.

#### **Sexual assault (rape)**

Stellenbosch Campus Security: During 2016 four (4) incidents of sexual assault and/or rape were reported to Stellenbosch Campus Security. All of the victims who reported the incidents were females. In three of the four cases the assailant was known to the victim.

### **14. How many were successfully prosecuted? What were the sanctions imposed?**

**Equality Unit:** We convened Sexual Harassment Advisory Panels to investigate and make recommendations to the Head: Equality Unit on matters referred for preliminary investigation by Advisers. Out of the 7 official matters, 4 Sexual harassment Advisory panels were convened to investigate and make recommendations to the Head: Equality Unit. The respondents of the 3 matters were issued with a warning by the chairperson of the Sexual Harassment Advisory panel. In the 14 unofficial matters brought to the attention of the Equality Unit, the line function was made aware of the complaints without revealing detailed information and breaching confidentiality - as requested by the complainants.

Stellenbosch Campus Security: Arrests were affected in three of the four cases. In two of the four cases a male student was arrested and disciplinary steps were also taken against them.

**15. Kindly provide details of successes and challenges that you have experienced generally with regard to gender transformation in your institution?**

A strong political will for transformation exists from Council and the rectorate to all role-players on all levels and in all environments on campus.

Resolute measures to prioritise and accelerate systemic transformation at SU are pursued.

Senior staff are mandated and appointed to lead these processes.

A new Transformation Plan (TP), together with other transformative policies, plans and codes had been adopted. The TP spells out directives for transformation, specifically for gender transformation as well.

A Task Team for the Career Advancement of Women had made recommendations that had been adopted.

A Task Team for End Rape Culture has made recommendations which are now being implemented. These include the training of senior management, all staff and all students, as well as strengthening student and activist groups and individuals. In addition, SU is appointing a staff member to ensure compliance with the End Rape Culture recommendations and to monitor the Rape Culture at SU.

The first Staff Climate and Culture Survey had just been completed, and will in the engagement and reception process on campus pertinently deal with gender transformation matters. Follow-up surveys will be done every two years.

The transformation of the institutional culture involves gender transformation. As is the case in broader society, it remains a challenge to ensure that sexism is addressed with the same seriousness as racism and classism.

It remains a challenge also to ensure that sexism is not addressed in isolation from racism and classism. It needs to be addressed in the framework of intersectionality.

**16. What additional support does your institution require to successfully address gender transformation in your institution?**

Institutional partnerships among all role-players, more financial and other resources can enhance the quest for gender equality.

The transformation of institutional cultures that is polluted on explicit, and especially subconscious levels, by gender prejudice, deserves continuous attention.

Institutional decisions, policies, practices, protocols, plans and priorities should be determined to an even higher extent by gender considerations. We need epistemologies and pedagogies of gender.

Partnerships between men and women are crucial to advance gender justice. It is, however, important that in these collaborations women enjoy epistemological preference, i.e. the episteme, the knowledge, expertise and especially experiences of women, should enjoy priority.

The gender violence at SU cannot be addressed without the serious commitment of the public and the nation, at provincial and national level. A concerted national effort is required to address issues of gender violence. SU views gender violence as part of the pervasive societal violence prevalent in South Africa, and thus, it is of utmost importance that provincial and national measures are in place to address gender violence and transformation.

**17. Provide gender disaggregated data of students that enrolled at the university from 2015 to date.**

See relevant addendum.

**18. How many female graduates does your institution produce annually, please include the comparison to male students? Please provide the gender disaggregated statistics from 2015 to date.**

See relevant addendum.

**19. What programmes and activities does the University employ to attract female students to historically male dominated facilities?**

The University has an integrated process that leads to women being present in facilities that were previously men only in a way that does not make women merely visitors to the places, but also gives them ownership in the facilities.

The cluster initiative has a strong focus on giving women access to facilities and communities that were male dominated. Many of the residences are still single-gendered residences. The residences that are geographically close are grouped into a cluster of men residences and women residences together with an organisation that organises the day students. This cluster is then managed as a student community where all the members of the cluster have access to the common areas of the residences and other buildings in the cluster. Thus

women now share the common spaces in men residences of their cluster as men share the common areas in women residences. The common areas include recreation halls, study areas and dining halls.

By treating the cluster as a second student community that the residences belong to, it gives women equal say in the matters of the cluster and in that sense also on how the common areas in residences are used to the cluster's advantage.

This second community also includes the women into the economic networks of the men residences that form part of their cluster.

On the level of senior residences (that is mainly students in their fourth year and above) the residences are now mixed-gender residences where everyone takes part in the leadership.

On a symbolical level there is also some of the men single-gendered residences that include women as part of their residence leadership. It is also true for women residences that have men in their leadership structure. This is a developing programme, but it has already done a lot for the conversation to help understand that a leadership group makes better decisions and understand issues much better when it is gender-mixed.

The philosophy is extended to student houses where senior students in the listening, living and learning program is intentionally diverse in terms of gender, race and field of study and then live together around a central theme. The developments in the student communities also serve as example for broader campus attempts.

**20. In terms of section 19(1) of the Employment Equity Act, a designated employer must collect information and conduct an analysis of all relevant employment policies, practices, procedures and the working environment in order to identify employment barriers which adversely affect people from designated groups. Kindly provide copies of the following employment policies at your institution and evidence that same has been audited.**

20.1 Recruitment and selection policy (See Code For Management Practice.)

20.2 Disciplinary and Grievance Procedure. Please also include explanation on how effective is the policy i.e. how many instances have staff members or students utilised the policy from 2014 to date? (See relevant addendum.)

20.3 Training and development policy (See relevant addendum.)

20.4 Policy pertaining to Employee Wellness (*We have established a Staff*

*Wellness Committee that is mandated to advance staff wellness. Our Human Resources Strategic Plan defines staff wellness comprehensively and views it as the core of the Employee Value Proposition of SU.)*

- 20.5 HIV/AIDS Policy (See addendum.)
- 20.6 Succession policy/career pathing *(SU has a well-established process of multi-year staff plans that have to be approved annually and that makes provision for succession planning within Employment Equity requirements, specifically also Employment Equity requirements with regard to gender equality.)*
- 20.7 Staff Retention policy *(SU has a high staff retention rate, which is linked to the successful operationalisation of the Employee Value Proposition.)*
- 20.8 Policy pertaining to retirement planning *(Part of the Employee Value Proposition of SU is the effective assistance and counselling of staff with regard to retirement planning.)*
- 20.9 Sexual Harassment Policy (See addendum.)
- 20.10 Policy pertaining to promotions and remuneration (See addendum.)
- 20.11 Minutes from the employment equity forum at the institution (See addendum.)
- 20.12 A whistle blower policy for reporting purposes *(The Equality Unit, Student Affairs, has a whistle blower avenue in the form of [UNFAIR@SUN.AC.ZA](mailto:UNFAIR@SUN.AC.ZA) which enables students and staff to raise issues of unfair practices (in any form, but especially sexual harassment, discrimination and inequality). In addition, SU subscribes to the DELOITTE complaint line, which welcomes and receives any complaints in any form (anonymous and confidential). In addition, SU has an ombud office, staffed by a female advocate, who also offers anonymous and confidential pathways of raising concerns. These three mechanisms enable students and staff raising any issues which are followed up and reported within line-management, and escalated to the Vice Rectors and Rector. )*

### **21.1. Please provide your Employment Equity Plan.**

See Employment Equity Policy and the Employment Equity Plan attached.

### **21.2 Who communicates the Employment Equity process to employees?**

The Rector, the Vice-rector for Social impact, Transformation and Personnel, the Chief Director for Human Resources and the Manager for Employment Equity take the lead in the communication process, which involves deans and heads of responsibility centres, and which takes place in various means, amongst others through staff assemblies, discussion groups and written communication.

### **21.3 What involvement do the Trade Unions and other employee groupings have in driving the EE (Employment Equity) process? Is there any involvement beyond policy formulation e.g. mentoring**

Representatives of the Trade Unions serve in the Employment Equity Committee of SU, which has the task as portrayed in the addendum that describes the mandate of the Employment Equity Committee.

**22. How many students with disabilities have enrolled in your institution for the period 2015 to date? Please ensure that the statistics given are gender disaggregated.**

**Students with disability enrolled at Stellenbosch University 2015 until 2017**

Year	Total	Gender	Total	Gender	Total
2015	345	Male	157	Female	188
2016	348	Male	163	Female	185
2017	356	Male	171	Female	185
<b>Total</b>	<b>1049</b>	<b>Total</b>	<b>491</b>	<b>Total</b>	<b>558</b>

**23. Is the University building accommodative to and supportive to persons with disabilities?** Not all buildings are accessible. However, we constantly renew buildings with accessibility in mind and new buildings are also built this way.

**23.1 Are all subjects offered to deaf students?**

Students who are Deaf or hearing impaired can study any course in the different Faculties at Stellenbosch University. As hearing impairments are on a spectrum the needs of a student who is Deaf or hearing impaired may differ. Some deaf students make use of cochlear- implants while others use hearing aids, lip reading or South African Sign Language (SASL) interpretation (or a combination of these).

Below is a list of the current accommodations for students and staff/visitors to campus, who are Deaf and hearing impaired:

We have about 10 buildings on campus that have Induction Loop Systems:

- mainly lecture rooms (about 10 lecture rooms, especially of the newer lecture rooms)
- 1x workshop room
- the main graduation venue which is also the one that is used when parents and students are welcomed to Stellenbosch University, at the Coetzenberg Stadium in Stellenbosch
- Two Domino Pro portable systems that can be borrowed and used by staff or students with hearing impairments
- A student can request 1:1 tutoring where difficulties might be experienced in certain subjects
- We can arrange for notes/note-taking in liaison with the faculties where this is requested

- We had real-time captioning for one student in a short module, but this was outsourced to a company in the UK and was very expensive. We need a local and South African solution for real-time lecture captioning in South Africa.
- Lectures have been recorded for certain students and then transcribed, but this is a lengthy process and not used often.
- A first for Stellenbosch University is that we enrolled the first two deaf students (1 male and 1 female) in the Faculty of Education who requires South African Sign Language (SASL) interpretation.

### **23.2 Have lecturers been trained in sign language?**

No. However, where there are Sign Language interpreters in classes, the lecturers have an orientation session that enables them to understand the specific roles and responsibilities of the interpreter vs the lecturer.

### **23.3 Have interpreters been appointed to assist deaf students?**

Two sign language interpreters have been appointed by the Interpretation services (1 male and 1 female) of the Language Centre to sign for the deaf students who use sign language as a medium of instruction.

### **24. Kindly provide a policy advocacy strategy? In other words, show how the University educates staff and students about sexual harassment policies, amongst other key policies.**

In the policy processes of SU inclusive participation and involvement with regard to different phases of policies are crucial criteria.

Inclusive participation and involvement in policy-making is advanced, and also in policy-reception, in policy-implementation, in policy-monitoring (including attention to the inadequacies in policies, the inadequacies in implementation and the potential unintended negative consequences of policies), and in policy-revisioning.

Policies are readily available and accessible.

Invitations to comment on policies are regularly made.

The adoption of new policies enjoys pertinent attention and is widely communicated.

### **25. What is the retention rate of women staff? Please indicate the retention rate from 2015 to date, ensure that statistics given are gender disaggregated (compared to male staff).**

See relevant addendum.

**26. Please provide gender disaggregated statistics for students residing at University residences.**

2015			2016			2017		
Total	Male	Female	Total	Male	Female	Total	Male	Female
7597	3450	4147	7653	3466	4187	7799	3457	4342
	45%	55%		45%	55%		44%	56%

**27. Are there any mechanisms in place to assist in cases of sexual offences / assaults for students and staff?**

The university has professional staff in place that are supportive, not only to the victim/survivor, but we also extend assistance and support to the families, friends and peers of any victim/survivor. If an incidence is reported, the counselling services, as well as the safety and security staff are engaged to support the victim/survivor, not only for psychological and social assistance, but also academically and from a medico-legal perspective.

The Equality Unit (EU) is one of the units based at the Centre for Student Counselling and Development (CSCD) and serves as centralised one-stop service for staff and students to report complaints regarding unfair discrimination, victimisation, harassment and sexual harassment. The EU consists of staff members who specialise in support, training, research, communication and educational services in matters pertaining to HIV/Aids, sexuality and gender. Two additional posts have been created – for two anti-discrimination and harassment officers (ADHOs). A summary of the complaint process is set out in the implementation section in the attached policy. In addition the CSCD also manage a 24-hour crisis service and psychological support for students.

**27.1 Kindly provide a safety policy (if any) that prompts the university to act against any person who enters the university without the necessary authorisation?**

Since we do not have a closed-off campus with specific entry gates, it is not really possible to monitor this matter in exact manner.

The University apply a four-tier security strategy towards crime prevention. The focuses of this strategy are (1) competent and flexible security patrol services, (2) utilisation of Close Circuit Television and other technology in support of crime prevention and combatting, (3) strong partnerships with the SAPS, municipal law enforcement and other crime combatting agencies and (4) comprehensive student and campus community awareness programs. This strategy has been proven and tested and was founded to be the best mix of strategy focuses for the open town-campus security needs.



**27.2 Please delineate the measures taken by the University to protect students also residing outside the University campuses?**

The university contribute to community safety off campus via contributions and support to external partners. SU was among the founder members of the Stellenbosch Watch Section 21 Company rendering services throughout suburbs in Stellenbosch. Furthermore, SU is an active partner of Stellenbosch Safety Initiative (SSI) which combine initiatives and crime prevention forces between the Stellenbosch SAPS, Municipal Law Enforcement, SU Campus Security, Stellenbosch Watch and several private service providers rendering safety and security services throughout the town. SU also renders shuttle services to students residing off campus, while all students, regardless if they live on or off campus, are allocated to one of several student hubs. These hubs offer overnight facilities, study facilities and many other services typically not available to students residing off campus.

**28. What mechanisms are in place to ensure that all academic subject matter is Gender Sensitive?**

The Transformation Plan of SU advances the transformation of the curriculum with regard to various transformation categories, which include gender.

At the 28 November 2016 meeting of the Council of Stellenbosch University, the university management was requested to consider the matter of *Decolonisation of the Curriculum* and make recommendations as to how the University should respond to this matter. A Task Team for the Decolonisation of the Stellenbosch University Curriculum was appointed and is considering various conceptual frameworks that inform colonisation including gender as source of colonisation.

Systemic programme renewal is one of the key priorities of the Vice-Rector (Learning and Teaching). The programme renewal process is a holistic institutional project that includes consideration of gender during the renewal process. The first year of the project focuses on the identification of one candidate programme for renewal per faculty as well as drawing up a programme renewal roadmap within faculties with different levels of renewal per programme.

**29. Kindly provide the gender composition of the SRC for the years 2015 to date?**

The Student Representative Council for 2016/2017 has a female representation of eleven members. The male representation also stands at eleven. The current Chairperson of the SRC is a woman. The compilation for 2015/2016 was 11 females and 12 males.

**30. Please delineate student programmes offered by the SRC to strengthen women in leadership positions.**

The strengthening of women in leadership is undertaken by Student Affairs in the form of supporting the SRC and the SRC's Women Empowerment Portfolio. This portfolio has been in place since 2015 and has had a strong impact on women leadership. The Centre for Student Leadership and Structures was established in 2016 in order to strengthen student leadership, including strengthening women leaders, not only in the SRC but also in non-positional roles.