

OPENING STATEMENT BY STUDENTS

As the students of Stellenbosch University, we say that enough is enough. Gender-based violence is an epidemic that affects every single person, and renders women, the LGBTQIA+ community and survivors even more vulnerable as groups in society. This is unacceptable. This memorandum is drafted to voice the concerns of students. Patriarchal and heteronormative ideals are still entrenched in the cultural and structural make up of our campus. We refuse to allow such problematic and violent mindsets to dictate the policies, traditions and student experience on our campus.

Students have had enough and this is a call for action. We will not tolerate an unaccountable and unresponsive institution. Stellenbosch belongs to us all and we deserve to be protected and secure in this space. Management, staff, non-academic employees, third-party contractors, residences and PSOs, and students must be responsible in their actions. Where parties have a positive duty to perform and fail to do so, they will be held to account.

This document must be read from an intersectional lens; we wish to express that transphobia *is* a matter of gender-based violence. For the purposes of this document, “women” must be interpreted as all-encompassing and “transgender” refers to a wide range of identities and experiences of people whose gender identity and/or expression differs from conventional expectations based on their assigned gender at birth. As such, we bring to attention that trans, gender non-conforming, and genderfluid individuals’ perspectives and experiences must be taken into account by the Management of Stellenbosch University in their response.

It must be noted that this memorandum is not the beginning of the conversation addressing the oppressive patriarchal and heteronormative standards on campus. Rather, this is the continuation of a long-standing dialogue, historically spear-headed/lead by students who expressed their grievances and who took initiative through both protest and formal recommendations. In particular, we

would like to acknowledge their contributions to the EndRapeCulture Report published in 2017. In the interim, University Management has done little to nothing to deliver on the recommendations put forward by this report. Instead, it is once again relying on students to perform their pain and make suggestions, and responding reactively to our outcry.

This is a call for initiatives to be taken by the Management. We are tired of having our concerns ignored. We are tired of the lack of transparency that prevents us as students from feeling protected. We want responsive, well-considered, well-informed answers that address the issues raised in this memorandum.

Time is up. We will not be next. Stellenbosch, this is what we are doing.
Ixesha liphelile. Asivumi ukuba ngabalandelayo. Stellenbosch, sizolandela
lemiqathango.

Die tyd is nou. Ons sal nie volgende wees nie. Stellenbosch, hierdie is wat ons
gaan doen.

PREAMBLE

Stellenbosch University has historically played an instrumental role in the violent and intentional segregation of people on racial grounds and has been complicit in the perpetuation of patriarchy and heteronormative ideals.

The need for transformation has been recognised and the institution has committed itself to creating an inclusive, purposive and diverse environment for all students.

The vision for this University is to become globally recognised for its excellence, inclusivity, innovation and meaningful contribution to the advancement of society. The University must be guided by its values of excellence, compassion, equity, respect and accountability to achieve such a vision.

In line with the ideals of Vision 2040, and more specifically the University's pledge to create a transformed and integrated academic community which is committed to human rights and social justice, the University must be conscious of its responsibility to combat gender-based violence through its policies, structures, and people. The University must lay the foundations for a space that protects, empowers, and respects its students.

Stellenbosch University recognises the importance of its role in the fight against gender-based violence and commits itself to eliminating its presence on our campus.

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DEFINITION OF TERMS EMPLOYED IN MEMORANDUM

Important terms that are utilised in this document include-

“cisnormativity” refers to the assumption that a person’s gender identity matches the gender that they were assigned at birth, otherwise known as being “cisgender”. Cisnormativity therefore overlooks and marginalises trans and gender diverse identities . As a normative structure that reifies the gender binary, cisnormativity legitimises and is crucial for the continued perpetuation of patriarchy and gender inequality;

“consequences (in reference to disciplinary and/or equality unit procedures)” includes the implications for the perpetrator’s academic project, access to university buildings and accommodation, and eligibility to hold positional leadership within university structures;

“gender” refers to the socially constructed roles, behaviour and attributes that a particular society arbitrarily considers appropriate for men and women. Gender is not a biological category; it is a political, social, economic category that hierarchically and relationally sorts people into the assumed ‘oppositional’ ideals of men and women;

“genderfluid” refers to a spectrum of gender identities and/or expressions that transcend the gender binary that presupposes that the only existent gender categories are that of (cisgender) "man" or "woman";

“gender identity” refers to one’s internal personal sense of being a woman or man, boy or girl, androgynous or non-binary. Gender is a massive non-linear spectrum and gender identity can differ or correlate with biological sex or sex assigned at birth and would include -

“men” refers to those whose gender identity is ‘man’. This includes transgender and cisgender men;

“women” refers to those whose gender identity is ‘woman’. This includes transgender and cisgender women;

“transgender” refers to a person whose gender identity and biological sex allocated at birth do not align according to cisnormative logic, i.e. male/man and female/woman;

“cis-gender” refers to the gender identity of a person who continues to identify with the gender they were assigned to at birth. They are the ‘default’ position in society and as such cis-gendered people have cis-privilege. Cisgender is the opposite of transgender;

“non-binary” is an umbrella term for gender identities that do not fit in the binary categories;

“heteronormativity” refers to the normalisation and institutionalisation of heterosexuality. It both reproduces and is produced by a binary understanding of gender. Heteronormativity works to legitimise, reify and reproduce patriarchy and gender inequality;

“homophobia” refers to encompasses the range of negative attitudes towards homosexual individuals, enacted by the mistreatment, antagonism, hostility, victimisation, marginalisation, or othering of said individuals. Homophobic acts can be viewed as tools that are utilised to police, regulate and punish sexual diverse individuals and expressions that challenge and threaten heteronormativity.

“intersectionality” refers to the view that individuals experience oppression in different ways and in degrees of intensity. Cultural patterns of oppression are not only interrelated, but are bound together and influenced by the intersections of systems in society. Intersects can include race, sexuality, gender, class, disability, and ethnicity;

“LGBTQIA+” refers to Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex and Asexual +;

“patriarchy” refers to a system in which men are the primary authority figures central to social organisation and the central roles of political leadership, moral

authority, and control of resources. It includes the marginalisation of womanhood, femininity, non-masculinity, non-conformity. It implies the institutions of male rule and privilege, and maintains female submission. Patriarchy can manifest itself socially, politically, culturally, religiously and economically;

“**sex**” denotes the biological traits that societies use to assign people into the specific categories, whether it be through a focus on chromosomes, genitalia or some other physical ascription. These categories include -

“**male**” refers to a person who possesses a male reproductive system;

“**female**” refers to a person who possesses a female reproductive system;

“**intersex**” refer to someone whose combination chromosomes, gonads, hormones, internal sex organs, and genitals differs from the two expected patterns of male or female. Formerly known as hermaphrodite (or hermaphroditic), but these terms are now considered outdated and derogatory. Often seen by mainstream society as a problematic condition or mutation when babies or young children are identified as intersex;

“**transphobia**” comprises societal, institutional and individual-level acts of oppression, alienation, discrimination, violence and harassment directed at gender diverse individuals and individuals perceived to have gender diverse identities. Acts of transphobia can be viewed as tools that are utilised to police, regulate and punish gender diverse individuals and expressions that challenge and threaten cisnormativity. The continued perpetuation of cisnormativity, patriarchy and gender inequality therefore relies on and goes hand in hand with transphobia;

“**violence**” including both physical and non-physical forms such as psychological violence which can manifest as discrimination, harassment, othering and other such practices;

“**we (as employed in this document)**” refers to the student body at large as well as any persons who are in support of the anti-Gender Based Violence movement.

Take note that there has been a movement away from using terminology such as ‘transphobia’, ‘biphobia’ and ‘homophobia’ because:

- (1) they inaccurately describe systems of oppression as irrational fears;
- (2) for some people, phobias are a very distressing part of their lived experience and using this language is disrespectful to their experiences;
- (3) the use of the suffix '-phobia' implies that the fault of the phobia is the 'trans/bisexual or homosexual' person because they cause the fear where in fact it is the source of the hate that is the problem.

Furthermore, wherever this document makes use of gender-specific terminology such as "women", "female" and "male" it is to acknowledge and present:

- (1) the hegemonic gender binary represented in the university structures that reflects and further sustains the patriarchal structure that oppresses womxn;
- (2) the pervasive erroneous cultural conflation of sex and gender;

how the conflation of sex and gender marginalises, alienates and altogether excludes trans individuals , and is especially represented in the structures of the university.

MEMORANDUM

This memorandum aims to address and outline students' concerns, grievances and suggestions. They are as follows:

RESPONSE TO EVENTS THAT CATALYSED THE GENDER-BASED VIOLENCE MOVEMENT

1. We feel that the image of Stellenbosch University is prioritised above the wellbeing of its students.
 - a. Student consensus on campus the upper management of Stellenbosch University is currently disconnected from students.
 - b. Merely handing out ribbons and flyers on the fourth day after the news of Uyinene Mrwetyana's death became public is not sufficient
2. We want clarity as to why students were 'empowered' in terms of Section 17 of the Constitution to assemble and protest, but there was a lack of institutional support for students to do so. Unlike other prominent universities such as the University of Cape Town, the University of Pretoria, the University of the Free State and the University of the Western Cape, academic activities were not suspended.
 - a. This includes a lack of accommodation in terms of academic obligations - classes were not cancelled and academic engagements and tests were not postponed.
 - b. Academic concessions and provisions must be made to accommodate students.
 - c. We wish to know why the management structures of Stellenbosch were comfortable with forcing students to write tests and attend compulsory tutorials without making the option to write sick-tests available. This was in spite of numerous students having experienced second-degree trauma in the light of recent events.
 - d. Students were directed to the Deans of their respective faculties to allow them to be excused from their academic obligations, however, Deans would refer them back to the management structures as Deans themselves had no power to cancel classes.

- e. Students at the Tygerberg campus in particular felt a lack of institutional support to attend protests/demonstrations against gender-based violence, such as insufficient provision of busses from Tygerberg to Parliament.
 - f. This lack of reaction translates into a lack of due regard to the voices and experiences of students.
 - g. Furthermore, an evaluation should be done on which positions in management have the authority to dismiss classes and on what grounds. This needs to be clearly communicated to students in writing in faculty yearbooks for reference purposes.
3. We wish for the Dean of Students to account for her lack of action, given her role in allowing students to protest in the last week.
- a. If she cannot do so, we request that she provide reasons for her lack of action.
 - b. If she was not in the power to do so, we request communication of what exactly the powers and responsibility of the various roles in management, especially those who have direct control over the wellbeing of students, are.
4. We are extremely disappointed in the notable absence of the Metanoia Residence Head, Gareth Cornelissen, at the student gathering on 6 September. On 4 September there was a gathering of students where Mr Cornelissen stated that he would address the student body on Friday 6 September with regards to his handling of the situation of the alleged sexual offender on the House Committee of Metanoia. However, he did not do so.
- a. His address carries considerable weight as the handling of the situation in Metanoia sets the precedent for the manner in which similar cases would be handled across campus. Thus, his inaction is problematic especially given his level of seniority.
 - b. This concerns all the students on campus and not merely the residents of Metanoia.
 - c. We wish for better, responsive measures to be taken with regard to cases under investigation.
5. We are concerned with the way in which the issue regarding Erica's interim residence head was addressed.

- a. We wish to know why he was given leave instead of being suspended.
 - b. We wish to know why he was still on campus and in the Erica residence if he was on leave.
6. The University must take a clear stance on issues like sexual harassment/assault and take active measures, such as calling off academic activity and providing sufficient emotional support services, to deal with these issues.

AWARENESS REGARDING THE IDENTITIES OF LGBTQIA+ BODIES

7. We insist that the University be conscious of the distinction between different forms of discrimination faced by different members of the LGBTQIA+ community. The University must stop conflating all instances of queer violence and discrimination. Such instances include but are not limited to:
 - a. Use of the term “homophobia” to describe all instances of queer-based violence.
 - b. The conflation of homophobia with transphobia, and other such forms of discrimination.
8. We wish to highlight that the University does not employ the language to accommodate trans individuals.
 - a. Lecturers must be mindful and educated when addressing students directly.
 - b. Lecturers must ensure their course content is queer-inclusive.
 - c. All staff involved in administration and student support processes must be educated and made aware of being inclusive and respectful, especially when directly dealing with students within the LGBTQIA+ community.
 - d. Misgendering needs to be addressed - staff and students must be made aware of the importance of respecting all identities within this space.
 - e. Willful exclusion of queer bodies from university activities and procedures must be classified as misconduct in the Code of Conduct and dealt with appropriately.

9. We wish to highlight that social stigma prevents sexual assault incidences, such as corrective rape and homophobic and transphobic harrassment, from being reported.
 - a. This can be combated by more explicit messages of support and acceptance from the University, as well as increased awareness drives to remove the stigma.
10. We request compulsory gender awareness seminars or classes during Orientation Week as well as throughout the year.
 - a. This should address issues such as different gender identities, sexualities, allyship, consent et cetera.

MANAGEMENT, STAFF AND INSTITUTIONAL OPERATIONS

11. We wish to note that the provisions of this document should also be applied to women associated and employed by the university and not only the students.
12. We wish to know why there is such disparity between the actions and words of the Stellenbosch upper and middle management systems. Further, we want to call into question the lack of transparency when it comes to communicating these procedures to students.
 - a. An evaluation should be done on where this lack in communication lies.
13. We request more transparency and communication with regards to the workings of the Equality Unit with regards to cases of gender-based violence, such as sexual harassment and transphobic incidents between students.
 - a. We wish to know what the procedures are that the Unit performs. We highlight that the problem lies in the fact that victims of violent and sexual offences are currently not aware of the procedures they are required to follow. These procedures should be published more broadly.
 - b. We wish to know why the South African Police Services (hereafter referred to as "SAPS") are not involved in cases pertaining to violent and sexual offences.
 - c. We further request a review of the procedures that force the victim and alleged abuser to recount the experience together. These procedures must be streamlined so that the victim does not have to recount the details of traumatic events more than once.

- d. The consequences for those who have been accused of sexual crimes/harassment should be clearly published in the student code of conduct.
14. We request that the University address the behaviour of sexual harassment of its students and staff through the use of a Code of Conduct.
- a. This should also make specific mention of online harassment, including references to the unsolicited sending of photos of genitalia and posting of revenge pornography on online platforms.
 - i. We suggest that, in such cases, provision must be made for the use of screenshots as evidence as part of Equality Unit procedures.
 - b. It should also address verbal harassment on campus premises by students, staff, as well as third-party workers such as outsourced construction or landscaping workers.
 - i. If such persons behave in an inappropriate manner, it should be addressed and mechanisms of recourse should be communicated to students.
 - c. Furthermore, it should refer those who contravene the Code of Conduct to a disciplinary hearing.
15. We request that students be allowed access to rectorate meetings in the case that the outcomes of these meetings would have direct consequences on students.
- a. We propose that this take place through livestream.
 - b. In addition, the SRC representatives present during Rectorate's Management Team ("RMT") meetings must be allowed to convey agenda points raised by the student body and make the minutes of these meetings available to the student body.
16. We request that students who could not attend to their academic obligations during the last week (2-6 September) due to trauma and/or attending protests, be accommodated for.
- a. The student body should not suffer academically due to these unforeseen circumstances.
17. We wish that management structures acknowledge the gender-based violence taking place against trans individuals.

- a. We request that more awareness is created for this issue amongst both students and staff.
18. We request that issues are dealt with proactively by the University and for the University to further facilitate platforms to allow for closer, responsive engagements between students and Management.
- a. This can be done through a student assembly each term where the RMT discusses issues raised by students.
 - b. Management must then give feedback on those issues.
19. We request that staff be educated on issues that concern the students on campus.
- a. Gender-based violence workshops should be made compulsory to educate staff on issues such as use of correct terminology.
20. We propose that the procedure of tests being scheduled for 17:30 or later should be evaluated.
- a. Students then have to walk back alone from tests and often times they have to walk far.
 - b. We suggest that security should be waiting outside of the test venues in order to escort students back to their place of residence.
 - c. Campus Security vehicles should be utilised in the transportation of students during test week and after tests.

LEADERSHIP STRUCTURES

21. We request that mandatory provision be made in the Residence Rules policy to prevent those with a pending case or conviction with regard to sexual offences - or any form of unfair discrimination - from being eligible to stand for leadership positions.
- a. Furthermore, all incoming House Committee members should be screened by an external body.
22. We request that the quality of the training provided to conscientise newly elected leaders on social issues, especially with regard to gender-based violence and related matters

- a. In addition to SU Leads, additional compulsory training, workshops and discourses must be developed to establish consistent engagement with these matters.
23. We wish that portfolios within positional leadership structures be revised to be responsive to rape culture, and binge drinking culture which often enables rape culture. This must start from orientation week and carry on throughout the year.
24. We request that peer-to-peer emotional first-aid training be provided in order to deal with the saturation of students in need of assistance from the SSVO. However, this does not imply that the SSVO should not address the pressing matter of expanding its ability to deal with more students.

SECURITY

25. We believe that students have the right to be informed of current investigations regarding sexual offences.
- a. We understand that confidentiality, especially of the victim, is important.
 - b. However, this should not impede on the safety of other students.
26. We wish to address the issues concerning Stellenbosch University Campus Security.
- a. We insist that all security personnel, whether in house employees or outsourced, undergo a screening process before being employed.
 - i. We also request that the university, before entering into contracts with third party security providers, ensure that the contract includes a clause that all provided security guards have been properly screened.
 - ii. We furthermore insist that the screening process the university employs for their own security guards as well as the process the university employs to ensure that third party security providers' security guards are also properly screened should be made publically accessible to students.
 - b. We propose a numbering system be put in place for Stellenbosch University security guards as well as third party provided security guards. Each guard should have a number assigned to them. That number should be used by the students to rate and comment on that guard's

provision of security. The platform students should use to rate the guards would preferably be an app, designed by the University, where students can input their student numbers, names, time of the request for Campus Security, the nature of their request, and a 0-5 star rating of their experience.

- c. We propose that there should be more security guards walking around on campus during evenings, especially at peak times such as the close of the library at 22:00.
- d. Security guards should walk students all the way to their destination.
 - i. Saying that the boundary for Campus Security is the furthest that they will walk, is not enough.
- e. We propose that more security guards be available to walk students back to their residences at night.
 - i. We suggest that security guards should be patrolling in pairs with one female and one male guard.
 - ii. This allows for a women and queer students to feel safer.
 - iii. This will also create accountability.
- f. We propose to have more security guards patrol Merriman Street as this also forms part of campus boundaries.
- g. We propose that in the event of campus security handing students over to one another, a record is kept of which guard is escorting the student at what time.
- h. We propose that Campus Security undergo sensitivity training to be able to respond to instances of gender-based violence.
- i. We propose that any changes made to the means of contacting campus security be communicated clearly to the students.
 - i. This should be done by email and should be posted on the university's website.
- j. We are concerned that the number to contact Campus Security with is not a toll-free number and many students do not necessarily have the funds to make a call.
- k. We are extremely concerned about Campus Security's lack of response over WhatsApp.

- l. We propose that students are made aware of the name of the security guard that will assist them when they ask for assistance as a means to improve accountability.
- m. We want clarity on why there is so much bureaucracy involved in lodging a complaint.
 - i. Students have to go from one person to the other with no clarity on who they are actually supposed to talk to.
 - ii. We request this process to be streamlined and communicated to students.
- n. We deplore the inaction of Campus Security when they are called to assist students regarding verbal and physical harassment by homeless persons on campus against students.
 - i. This being said, we do not condone any violence against homeless persons by Campus Security.
 - ii. We suggest that the university engage with the municipality with a view to developing a comprehensive strategy on homelessness amongst people in the wider Stellenbosch community.
- o. We request that, regardless of whether a student lives on campus or not, Campus Security should be able to drop students off at their private accommodation when returning from campus.
- p. We criticise the numerous security guards that perform leisure activities such as watching videos when on duty.
- q. We request clarity on when to contact SAPS and when to contact Campus Security in cases of emergency or safety concerns.
- r. We criticise that Campus Security may use their discretion to determine whether they should help a student or not.
 - i. Safety and security is a subjective feeling and students should be helped whether there is an immediate threat or not.
- s. We criticise that Campus Security are not visible at night on campus.
- t. Campus Security should be held accountable for the way in which they treat homeless persons.
 - i. It should be required that employees of the University should treat all people in the Stellenbosch community with basic human dignity.

27. We are concerned about the safety at the Drama Department since the outside door is not closed and can be accessed without a student card.
 - a. People can therefore easily follow students inside the building.
28. We are concerned about the lack of safety at the NARGA centres.
 - a. A specific case was mentioned where the card machine broke and as a result, the door was simply left open.
 - b. Furthermore, there was no security present.
29. We are concerned for the safety of commuting students who have to park in designated parking which is far away from the main campus.
 - a. We request security to patrol and/or be present at the parking areas.
30. We are concerned for the safety of Goldfields residents.
 - a. Many students are robbed/mugged when walking to and from their residence.
31. We request that security also patrol inside the engineering building at night, especially around the studying rooms in the building, as we acknowledge that women face threats not only from those outside, but also from other students within.
32. We request more emergency buttons, such as the one present on the Rooiplein, in other areas on campus such as the area by the Arts and Social Sciences Building.
33. We request better lighting and security on campus in areas that are dark and potentially dangerous.
 - a. This would include areas such as the parking lot of the Arts and Social Sciences Building, the steps by the library as well as around female residences specifically the front door of Heemstede.
34. We propose that when the government releases the sex offender list, the university makes it accessible to the student body.

RESIDENCES

35. We request the Residence Rules Policy be amended to state that a women's residence may not be headed by a cis-gendered male Residence Head.
36. We wish to know why there are disparities in the manner in which leaders within residence or PSO structures can be subject to a vote of no confidence.

- a. All residences and PSO's should be subject to the same guidelines.
37. We wish to address the issues prevalent in male residences on campus.
- a. We request a formal inquiry into the culture of secrecy and "traditions" in men's residences.
 - i. This includes residents protecting abusers above their victims.
 - ii. This includes the silencing of bullying entrenched in the cultures and identities of men's residences.
 - iii. We suggest that all traditions that each residence performs be logged and submitted to the official university bodies for review and approval before the beginning of next year.
 - iv. We would like to make it known that some sections' names in men's residences are demeaning to women and perpetuate rape culture.
 - b. We wish to question the lack of racial, gender and sexual diversity in leadership roles.
 - c. We wish to address why persons of colour and genderqueer individuals do not feel empowered to stand for positional leadership roles.
 - d. We deplore the perpetuation of patriarchal structures in residences.
 - e. Men's residences must abandon non-transparent policies and traditions.
 - i. A formal, external platform must be available for students to anonymously report incidences where their residences have contravened the University's policy. This is of particular importance when acknowledging the limitations of external parties, such as monitors during Welcoming Week, in observing what happens in the culture of secrecy in men's residences.
38. We propose that the Residence Placement Policy be amended to reflect that when a student has raped or sexually assaulted anybody, according to criminal conviction or Equality Unit findings, said student is removed from the residence immediately.
39. We are concerned about the lack of an allocated safe space for residents of certain women's residences.
- a. This is especially a concern where there is an outside area allocated to smokers, however, this area is dark and campus security does not patrol close to that area.

- b. This concern was also raised specifically in terms of Heemstede.
40. We wish to address the issue of unequal visiting practices between predominantly men and women's residences, specifically the separate existence of the separate clauses in the Residence Rules.
- a. We wish to highlight that male residences do not follow the same procedures in terms of signing in their visitors.
 - i. We wish to point out that it is a safety concern for their residence since there is no record of who has entered the premises.
 - b. We wish to highlight that women are allowed to stay overnight at a men's residence while men are not allowed to stay overnight at a women's residence.
 - i. We wish to point out that in certain cases it might be more unsafe for a woman in a men's residence than for her to host a man in her own residence.
 - ii. A clear and universal stance must be taken by the University regarding this situation.
41. We wish to address the problem of conflation between sex and gender which means that trans, genderfluid, gender non-conforming and non-binary individuals cannot be properly or safely accommodated in university residences. We wish to have clarity on how the Residence Placement policy makes provision for such cases.
42. We propose that residences be required to have critical engagement on certain issues on a yearly basis.
- a. We propose that an open list of issues be drafted and reviewed yearly by a relevant university body such as the Transformation Office in open consultation with students beyond the scope of positional leaders.
 - b. We propose that the Critical Engagement and Women Empowerment House Committee members of each residence be screened by an external body.
 - i. The Critical Engagement and Women Empowerment House Committee member of each residence should also receive training in the relevant issues and facilitating critical engagements.

- c. Each residence should be held accountable for hosting these critical engagements.
43. We propose that in the welcoming packages the Newcomers receive, the University should provide the residences with pepper spray and tasers for the residences to put in the welcoming packages.
44. We propose for the university funded self-defence classes to be mandatory during Welcoming Week and throughout the year.
45. We propose that each residence should have a trained security guard from campus security posted outside the doors of their residence in addition to those patrolling.
46. We request that a review process be completed by external moderators to review the quality of the service done by residence heads.
47. We request that the feedback from students should be included when allocating residence heads and when training residence heads.

MENTAL HEALTH

48. We insist that Stellenbosch University make more resources available for addressing mental health on campus.
- a. We acknowledge that there is not currently an effective encompassing framework for addressing mental health on campus.
 - b. We acknowledge that bodies such as the Centre for Student Counselling and Development (hereafter referred to as "CCSD") are not equipped for the volume of students dealing with serious issues. We propose that social worker students be involved and assist in such matters.
 - i. These students do practical work from an early point in their studies.
 - ii. They should be allowed to perform this practical aspects of their studies within Stellenbosch University.
 - iii. The possible issue of confidentiality is not relevant since they are taught early on in their studies of the importance of confidentiality.
 - iv. The liability of the Stellenbosch University in a case where a student could provide problematic advice is also not relevant

since social worker students sign an oath which would place the liability on themselves.

49. We wish to propose that a framework of policies and guidelines be put in place to address future mass trauma on campus.

a. We further propose that the incoming Student Representative Council be allowed to formulate and draft this framework.

50. We deplore the ineffectiveness of the CSCD.

a. We wish to note that they create the image of apathy towards the issues of students.

b. We wish to point out their lack of staff and long waiting periods. This would be an issue in itself, but was highlighted in their insufficiency in the light of major trauma for numerous students over the last week (2-6 September).

c. We assert that cases dealt with by the CSCD should not be dissolved without consulting the victim.

d. We insist that the CSCD should be in better communication with the other bodies in Stellenbosch University such as faculties.

TYGERBERG CAMPUS

51. We wish to highlight that students are subjected to gender-based discrimination by patients in the hospital and have few to no recourse mechanisms in place.

52. We request that shuttles must be provided specifically for Tygerberg students commuting between the hospital and campus.

53. We insist that better security measures be put in place, this would include:

a. More physical presence of security to escort students to and from their residences, campus, or across the road to the hospital.

b. Infrastructural improvements to allow for safer crossing of the road and avoid muggings, which particularly affect women and LGBTQIA+ students.

c. More lighting between in open campus spaces.

d. In parking lots, there should be wider security presence.

OTHER CAMPUSES

54. We request that the relevant provisions in this document also be applied to students on the Bellville Park Campus, the Worcester Ukwanda Rural Clinical School Campus as well as the Saldanha Military Campus.
55. We request that the University implement the same strategic vision as encompassed in this document for main campus on the Military Campus.
56. We request that further action and initiative be taken by the University to address the specific grievances of students on this campus in open consultation with Military Academy students and student leadership.

ADDENDUM A

RESPONSES TO EndRapeCulture REPORT

The purpose of this memorandum includes our intention to hold the University accountable. We would like to raise the EndRapeCulture Report that was issued in 2017. A Task Team was put into force with the mandate of exploring the dire affairs relating to Gender Based Violence (“GBV”). It was stipulated in Section 1 of the report in question, titled Executive Summary that, “The focus of the recommendations is to change rape culture in sustainable ways via mechanisms that are embedded and integrated, and to establish a monitoring committee as an accountability mechanism.” Various sections in the Report do elaborate on recommendations and provide means as to how this could be achieved. Amongst others, suggestions for the use of a climate survey to monitor gender violence and rape culture on the ground was made. This is a prime example of a contradiction to management’s claim of a lack of access to information regarding the issues faced by students.

In conclusion, we criticise the University’s failure to perform in accordance with the Report that was issued years prior to the uproar witnessed at present. This document is decorated with exhaustive proposals of which quoting all the possible recommendations made to the University that were consequently not adhered to, would prove to be redundant. Instead, we direct the University of Stellenbosch to revisit the EndRapeCulture Report, and read it together with this memorandum in its entirety. We reiterate that the potential implementations are not limited to these existing documents/suggestions alone, but rather the University should remember that the onus does indeed rest on them to launch further independent initiatives so as to adequately attend to all the concerns raised.

We assert all structures of management to prove their commitment to alleviating the national crises of Gender-Based Violence by acting in accordance with the recommendations made throughout the course of this memorandum.