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“ENOUGH IS ENOUGH”: STELLENBOSCH UNIVERSITY TAKES A STAND AGAINST GENDER-BASED VIOLENCE

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1. INTRODUCTION

1.1 Background

South Africa experienced nationwide protests against gender-based violence (GBV) the first week of September 2019 under the slogan “Enough is enough”.

On a sectoral level, Universities South Africa (USAf) called for a meeting of vice-chancellors (VCs) with President Cyril Ramaphosa ([click here](#) for statement) to discuss a plan against gender-based violence. USAf delegation of VCs met with Dr Blade Nzimande, Minister of Higher Education, Science and Technology, on Friday, 13 September, and the issue will also be discussed at a meeting of the Executive Committee of USAf in Johannesburg on Tuesday, 17 September, to be attended by SU Rector and Vice-Chancellor Prof Wim de Villiers.

At SU, the sentiment that GBV – viewed from an intersectional lens – must end was not only echoed in management communiques (click [here](#), [here](#) and [here](#)), but also in calls for the University to intensify its efforts against this scourge. Staff, including members of the Rectorate and other members of management, attended a mass meeting with students on our Stellenbosch campus on Friday, 6 September.

On Monday, 9 September, SU management received a memorandum from the Anti-GBV Student Movement and constructive discussions took place. The Rectorate undertook to urgently look into the issues raised and to provide comprehensive feedback by Monday, 16 September, as agreed.

After studying the memorandum, management requested input from various environments throughout the University in response to the issues raised. This was compiled and discussed by management, and forms the basis of this response.

A five-page summary extract **highlighting specific actions** was provided to the Anti-GBV Student Movement on 16 September, and the rest of the student body the next day.

It should be noted that management’s response, as part of ongoing dialogue, is to be discussed with those students who handed over the memorandum, official student leadership structures, the rest of the SU student body and the University community as a whole. Violence and discrimination against women and other marginalised groupings are problems that affect all sections of the University, along with the rest of society. All stakeholders should therefore urgently and ceaselessly work towards solutions.

Responses to certain operational issues are contained separately, in ADDENDUM A.

1.2 Anti-GBV memorandum: General response

The Rectorate would like to express our appreciation for the work done by the Anti-GBV Student Movement to not only raise concerns and grievances, but to also make constructive suggestions. It is clear to us that a lot of frustration has built up over time, which we regret. We are committed to work together with our students to intensify our institutional efforts against GBV, and to address unacceptable behaviour and practices.

We concur with the sentiment in the preamble of the Anti-GBV Student Movement’s memorandum that the University must be conscious of its responsibility to combat gender-based violence through its policies, structures and people. This is in line with our stated aspiration to be a transformed and integrated academic community that celebrates critical thinking, promotes debate and is committed to democracy, human rights and social justice.

The University must indeed lay the foundation for a space that protects, empowers and respects all its students and staff members. SU recognises the importance of its role in the fight against gender-based violence and commits itself to eliminating its presence on all of our campuses.

In this response to the Anti-GBV Student Movement's memorandum we refer to initiatives and services that are already in place, and include some concrete, tangible steps that will be taken in the short, medium and long term.

We realise that we operate in an ever-changing environment and that continuous self-evaluation and feedback from our students and staff members will enable us to consistently improve our processes and services.

1.3 Guiding principles

- It is important to note that Stellenbosch University's functioning is governed by the Constitution, the Higher Education Act (Act No 101 of 1997), South African laws and the new SU Statute that was published in the Government Gazette of 16 August 2019, as well as our policies and regulations. It is imperative that any form of disciplinary action against staff or students should comply with the appropriate legislation and SU's policies and regulations.
- While allowing for contextual differences, SU will ensure parity on all campuses with the implementation of various measures, amongst others security and mental health support.
- Stellenbosch University acknowledges the right of students and staff members to participate in peaceful protest action which does not infringe on the rights of students to continue with scheduled academic activities; does not disrupt the administrative functioning or service delivery to students; and does not threaten the safety of staff and students, nor result in damage to University property.
- One of Stellenbosch University's aspirations contained in Vision 2040 is to have an impeccable reputation. SU's reputation is valuable because it reflects the University's conduct over many years in the service of students and the broader community. The reputation is also important to all our students as it adds value to each qualification, which in turn will assist our students to secure good job opportunities. Additionally, a good reputation secures philanthropic donations which enable us to provide various support services and bursaries, as well as research funding which benefits postgraduate students by providing bursaries for masters and PhD qualifications.
- The academic success of each student is of the utmost importance to Stellenbosch University. This requires a consistent and reliable academic schedule as per our institution's higher education mandate and responsibility. For that reason the University cannot cancel scheduled academic activities or arbitrarily close the institution. We believe that such measures are not the only way to support action against gender-based violence. Yet, staff and students who do want to show solidarity in a particular way, do have the option to participate in gatherings with existing second opportunities for assessments already built into the annual assessment schedule to make provision for various forms of absence. See sections 2.3 and 2.4 below for more detail.
- We acknowledge that the information regarding the various policies and regulations, processes and structures is not available at a user-friendly central location. We therefore make a commitment to ensure that **an online platform will be created** where all the relevant information will be easily accessible. Existing **communication campaigns** about contact details and procedures will also be intensified.

1.4 Statute of Stellenbosch University

In its Statute, which acts as its constitution, SU states that:

- it is driven by the values underlying the Constitution of South Africa, particularly human dignity, equality and freedom;
- it pursues accountability, ethical behaviour, fairness and transparency;

- it promotes unity in diversity by encouraging tolerance of and respect for different belief systems to ensure a suitable environment for teaching and learning, innovation, research and societal engagement;
- it is committed to social responsiveness and an ethic of care among staff and students; and that
- it is responsive to the well-being of its staff, students and the wider community through optimal engagement, capacity building and sound management practices.

1.5 SU Vision 2040 and Strategic Framework 2019-2024

SU's vision is to be Africa's leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society. We aspire to have an impeccable reputation by being responsive to change and building an academic community of shared values.

As University community, we have agreed on the following five values as action guides in achieving our vision, mission and aspirations:

- **Excellence:** We treasure the academic freedom to explore knowledge that adheres to the highest standards of integrity, innovation and excellence.
- **Compassion:** We recognise and care for the wellbeing of all our students and staff members.
- **Accountability:** We accept the highest level of responsibility.
- **Respect:** We maintain civility in our mutual and public discourse, show due regard for the freedom, equality and dignity of all, and consider the environment.
- **Equity:** We pursue restitution in response to our past legacy and fairness in our aspirations for the future.

One of SU's key strategic themes is to provide a transformative student experience. By this we mean we want to ensure that Stellenbosch University is accessible to qualifying students from all backgrounds. But access must go with success – so we strive to deliver comprehensive, premium-quality support services to our students. We value our students, and therefore want them to experience Stellenbosch University as a place where they can grow to lead and excel in a diverse world.

1.6 Engagement with students

Involving and engaging **students as co-participants and co-creators** of a transformative student experience is listed as an institutional objective in SU's Strategic Plan 2019–2024.

The SU Statute provides for a Student Representative Council (SRC) as the statutory body that represents the interests of the student community.

In terms of the Statute, **students formally participate in SU's statutory bodies** – the Institutional Forum, faculty boards, Senate and Council – through members from the student body elected by the SRC.

The Rectorate is responsible for the management and administration of the University. Its composition does not include student representatives, and it would neither be practical nor appropriate to livestream Rectorate meetings.

There are **regular scheduled meetings** between the **Rectorate and the SRC Executive Committee** where any issue can be raised and discussed, and student representatives are encouraged to give feedback to the student body, which may include making available the minutes of these meetings.

In addition, the Rectorate is accountable to the University's Council where students are also represented.

The Division for Student Affairs, working closely with the SRC, **will arrange regular meetings** with students throughout the year, to share information and address concerns of the students, in order to improve service and the quality of existing services. The Student Affairs team – the centres for

Student Leadership and Structures, Student Communities, and Counselling and Development – will be represented to have a conversation with students on critical matters affecting them.

The Student Institutional Transformation Committee (SITC), a subcommittee of the Institutional Transformation Committee (ITC), will be a structure through which the student community can engage, advise and receive feedback from the Rectorate on matters relating to transformation, including gender and gender-based violence. The guidelines for the establishment of this committee are being finalised. The **SITC will be constituted** as soon as these guidelines have been approved by the ITC and all student leadership processes have been completed.

2. ACADEMIC PROGRAMME

2.1 General approach

SU has a statutory obligation to deliver the academic programme to its students. As a public university, it is mandated by legislation to do so. It is funded by the State, student fees and bursary funds from donors to provide this service to students.

Yet, SU does not exist in isolation from society. It is affected by events in broader society and strives to be an active role-player in society. It may therefore from time to time wish to express an opinion on societal matters, and participate in societal events. This is applicable to the University as an institution, but also to its different stakeholders – the individuals and groupings that make up the broader University community, of which staff members and students are the primary ones.

The University therefore recognises and supports the civil rights of its staff members and students – to, for instance, freely speak out, assemble and protest – but the following three considerations apply: no persons may be harmed, no property may be damaged, and the academic programme may not be disrupted.

2.2 Week of 2–6 September 2019

In the week of Monday, 2 to Friday, 6 September, there was protest action at a number of places throughout the country against gender-based violence (GBV). This followed the horrific rape and murder of a female student of the University of Cape Town and the murder of a female student of the University of the Western Cape.

In three separate communiqués throughout the week, SU management condemned GBV strongly – a stance repeated by members of management and students at a gathering on the Rooiplein over lunchtime on Friday, 6 September, attended by staff members and students.

The previous day, there was also protest action against GBV at Parliament in Cape Town, and calls had earlier been made for a shutdown of academic activities. A number of universities did suspend academic activities, but not all followed this course of action.

SU has long held the position that the academic programme should continue without disruption, so management did not accede to calls for a shutdown. Test series were underway the whole week, and management (the Rectorate and deans) said it could not impose on everyone to postpone assessments and other scheduled academic activities. It would have been unfair to those who were ready and willing to write tests or hand in assignments to reschedule these.

Management expressed support for the protest action at Parliament, and encouraged students and staff who were able to do so to join the gathering in Cape Town. The University contributed to the cost of transport arranged by the SRC, although this is not the usual practice. Management also called the lunch-time meeting on the Rooiplein for the University community to demonstrate its abhorrence of GBV and solidarity with those affected.

2.3 Current situation re. academic arrangements

Classes, practicals and assessments continued as normal in the week of 2–6 September. Some students who attended the gathering in Cape Town might have had academic obligations that they did not meet. We have asked **faculties** for feedback on how they will handle this, and all have

indicated that affected **students will be accommodated** according to the Faculties' detailed responses as listed in ADDENDUM B. However, please take note that this is not a blanket arrangement.

Action: SU supports students with academic concerns arising from participation in anti-GBV events.

In some cases, the usual arrangements suffice, e.g. students who miss a mid-term assessment (A1) are allowed to take the first opportunity exam (A2) and then proceed to exams (A3) later this year. In other cases, students may be accommodated by way of a supplementary test.

To find out what arrangements are in place, students should contact their particular faculty without delay. For operational reasons, deadlines would have been put in place to finalise this process.

2.4 Way forward

Management realises that the current arrangement of distributed decision-making about leave of absence (LoA) for students puts individual academics/departments/faculties and students in a difficult position from time to time. Earlier this year already, discussions were started with a cross section of institutional stakeholders (Registrar's Division, SRC, CSCD, Transformation Office, Equality Unit, Maties Sport, etc.) to **review the current LoA regulations** as published in the General Yearbook. The aim would be to identify different categories of LoA, clarify roles and give clear guidelines for discretionary decision-making.

3. PREVENTING GBV AT SU

3.1 Policies and processes

Specific policies with a direct bearing on the fight against GBV are the following:

- [Policy on Unfair Discrimination and Harassment](#) (applicable to staff and students)
- [Disciplinary Code for Students of SU](#) (applicable to students)
- [Disciplinary Code for Staff Members of SU](#) (applicable to staff)

3.2 Structures

Various structures play a role in combating gender-based violence at SU. The most pertinent of these are discussed below.

3.2.1 Student affairs

At SU, student affairs fall within the **responsibility centre (RC) of Learning and Teaching**, headed by Prof Arnold Schoonwinkel as a Vice-Rector. Various units oversee different aspects of student life:

- Division for Student Access
 - Centre for Student Recruitment and Career Counselling
 - Bursaries and Loans
 - Centre for Admissions and Residence Placement
 - Contact and Client Services
- Division for Student Affairs
 - Centre for Student Communities
 - Centre for Student Counselling and Development
 - Centre for Student Leadership and Structures
- Division for Learning and Teaching Enhancement
 - Centre for Teaching and Learning
 - Language Centre
 - Centre for Learning Technologies
 - Academic Planning and Quality Assurance

The Division for Student Affairs bears most relevance to this document, and will therefore be discussed in more detail below.

3.2.1.1 Division for Student Affairs (DSAf)

The DSAf was established to lend support in a systemic-holistic manner to students and those working with them; to encourage related divisions and entities to function in a more integrated way; and to optimise coherent cooperation with all stakeholders at SU, especially students and faculties.

The DSAf, headed by the **Senior Director: Student Affairs, Dr Choice Makhetha**, comprises three centres, each responsible for a particular area:

- Centre for Student Communities (CSC), with Mr Pieter Kloppers as Director
- Centre for Student Counselling and Development (CSCD), with Dr Munita Dunn-Coetzee as Director
- Centre for Student Leadership and Structures (CSLS), with Ms Tonia Overmeyer as Director.

These are discussed in more detail below.

Centre for Student Leadership and Structures

The Centre for Student Leadership and Structures (CSLS) comprises formal student governance structures (such as the SRC/TSR), the Frederik Van Zyl Slabbert Institute for Student Leadership Development, and the coordination of the Co-Curriculum transcript. The Director: Student Leadership and Structures holds an additional title as well: **Dean of Students**. At SU, the Dean of Students is only responsible for student leadership and structures, which is one aspect of student affairs. Overall responsibility for all three aspects resides with the Senior Director: Student Affairs.

Key performance areas of the Director: Student Leadership and Structures / Dean of Students are:

- Direct and develop SRC and positional leadership
- Direct and develop the Frederik Van Zyl Slabbert Institute (FVZI)
- Direct and develop Co-curriculum
- Direct and develop CSLS team
- Provide an **additional access point for students** to raise concern, referral, representation and collaborative solution seeking.

Positional leadership structures

In the anti-GBV memorandum, it is requested that “portfolios within positional leadership structures be revised to be responsive to rape culture, and binge-drinking which often enables rape culture. This must start from orientation week and carry on throughout the year.”

The SRC has a portfolio that focuses exclusively on women empowerment. In the short term, the Centre for Student Leadership and Structures will work with the SRC to review ways in which this **portfolio** can be **expanded and strengthened**.

The acknowledgement that binge-drinking is related to rape culture is welcomed. Regulations to combat alcohol and substance abuse are currently being developed. It will contain interventions to counter a binge-drinking culture through social norming.

Centre for Student Counselling and Development

Student wellness and development fall within the ambit of the Centre for Student Counselling and Development (CSCD). To enhance service delivery to students, the CSCD has offices on two SU campuses – Stellenbosch and Tygerberg. The CSCD comprises five units, which each delivers an autonomous, professional and client-centred service:

- Unit for Academic Counselling and Development (UACD)
- Unit for Psychotherapeutic and Support Services (UPSS)
- Unit for Graduand Career Services (UGCS)
- Disability Unit (DU)
- Equality Unit (EqU)

The core functions of the CSCD are:

- Individual and group psychotherapy
- 24-Hour Emergency Service in collaboration with ER24
- Social work support services
- Psychiatric services
- Developmental work sessions
- Career development
- Academic development
- Psychometric assessment.

Emotional support, whether in group or individual context, is routinely rendered to students, including the last few weeks around GBV. Consultant psychologists and ER24 assisted CSCD staff to support students who presented with trauma in this regard.

Equality Unit

The Equality Unit (EqU) is headed by Mr Jaco Greeff Brink. It is the only structure of CSCD that renders services to staff members in addition to students. It promotes collective action towards social justice and stimulates discourse about social asymmetries at SU. The Equality Unit coordinates, educates and raises awareness around sexualities, gender, HIV/Aids, and anti-discrimination in partnership with relevant campus structures.

The EqU has three portfolios: Unfair Discrimination; HIV/Aids and Sexualities; and Gender non-Violence, discussed in more detail below. [Click here](#) for a pamphlet.

Unfair Discrimination Portfolio: This portfolio deals with all aspects of **unfair discrimination, sexual harassment, harassment and victimisation**. Anyone (student or staff member) who experiences any form of discrimination or harassment at the University may report their complaint to the EqU, where this portfolio will assist.

Discrimination may include but is not limited to racism, sexism, transphobia, homophobia, xenophobia or ableism. Sexual harassment is defined as a form of discrimination on the grounds of gender, sexual orientation or sexuality; it is unwanted and may be experienced as an expression of power, authority or control of a sexual nature; it creates a hostile environment that prevents those concerned from learning or working to capacity.

The EqU's services are rendered and complaint mechanisms provided in accordance with SU's [Policy on Unfair Discrimination and Harassment](#) and applicable national legislation.

HIV/Aids and Sexualities Portfolio: This portfolio is a long-standing core function of the EqU. The portfolio shares a passion for and a commitment to address HIV and Aids within Higher Education. The EqU oversees the implementation of the SU HIV/Aids Policy and drives various components of University's comprehensive institutional HIV response. Furthermore, the portfolio provides free HIV testing and counselling. It also provides support and services to Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex and Asexual + (LGBTQIA+) individuals. The portfolio conducts LGBTQIA+ sensitisation services, offers counselling, hosts social and discussion groups and support efforts for an enabling, affirming and welcoming environment at SU.

Gender non-Violence Portfolio: This portfolio is the latest addition to the EqU. It allows for matters related to gender-based violence to be coordinated and monitored. One of the primary responsibilities of this portfolio is to develop a comprehensive institutional response to **gender violence and rape culture** at SU. It is also responsible for the implementation of some of the recommendations of the #EndRapeCulture Report released in 2017.

Communication: The EqU makes its annual report (part of the CSCD annual report) readily available. It also delivers two additional feedback reports to the Vice-Rector: Learning and Teaching, and Vice-Rector: Social Impact, Transformation and Personnel – one relating to the Policy on Unfair Discrimination and Harassment, and one within the gender non-violence portfolio.

The EqU is keen to **make** as much **information available** as is appropriate within legal and ethical constraints in terms of procedural feedback to the relevant parties. The EqU has undertaken to **strengthen and improve** university-wide and multiple platform **communication** strategies to promote its services as well as applicable process and policies. A new Coordinator: Marketing and Communications has just been appointed (6 September).

3.3 LGBTQIA+ bodies

Stellenbosch University acknowledges that much **more should be done** to create awareness, mindfulness, respect, transformation competencies and the correct language when communicating to and about the LGBTQIA+ members of our community. Constructive suggestions have been put forward in the anti-GBV memorandum, which will be taken further within respective operational entities.

Current initiatives include the following:

In the revised Admissions Policy (2017) SU acknowledges the principle of gender equality with reference to biological categorisation, and in its admission procedures, SU does not discriminate against applicants of a particular gender, sexual orientation or gender identity (LGBTQIA+). The revised **Residence Placement Policy** that will be completed in 2020 **will be aligned** with these principles of gender equality.

The University strongly supports the idea of a code of conduct for staff. This is also in line with recommendations from the policy framework to address Gender-Based Violence in the Post-School Education and Training System. The framework recommends that higher education institutions should institute a charter on ethics that will be signed by all staff and student leadership in institutions. The charter should clearly specify ethical conduct that pertains to the eradication of sexual harassment and GBV.

An encouraging development is that an Institutional Code of Ethics is currently being consulted via official decision-making structures. This will help us in terms of defining what would be considered acceptable behaviour and what not.

It should be noted that the [Policy on Unfair Discrimination and Harassment](#) is applicable not only to students but also to all staff members.

The Equality Unit has a significant focus on work with the LGBTQIA+ community, and in partnership with the Transformation Office, a variety of on-demand, curricular and co-curricular **training** opportunities are offered to staff and students. Various topics are covered, for example gender fluidity that forms part of the Siyakhula staff training.

The EqU is **launching** an **Equality Champions** peer education-based training and support **programme** for student cluster representatives to assist with breaking some of the social stigma linked to sexual assault incidences.

The Transformation Office and the Centre for Student Communities run **workshops** for first-year students, as part of the ResEd programme, under Siyakhula Students. Sessions called 'Dictionary of difference' and 'The identity map' address gender in the context of other intersecting identities. The session called 'Bystander effect' addresses rape culture specifically. The Transformation Office (in collaboration with the Centre for Student Communities and Equality Unit) commits to **reviewing** the content of **welcoming training** and adding more explicit content on different gender identities, sexualities, allyship and consent.

3.4 End Rape Culture Report

The End Rape Culture Report of 2017 assessed the gender violence and rape culture at SU and in the wider socio-cultural context. The report spelt out strategies for institutional culture change and also contained a number of specific, actionable and realistic recommendations that impact on institutional culture and practices.

The four key **recommendations** in the report were **accepted and embraced** by the Rectorate. These are outlined below.

Action: Provide opportunities for all students and staff to participate in End Rape Culture training.

(1) Monitoring:

Rape culture and relevant indicators need to be explicitly monitored over time and should be understood in terms of wider social and cultural attitudes and practices within South Africa.

Recommendation: Establish a monitoring committee that is responsible for (1) monitoring of the implementations of the recommendations in this report; and (2) monitoring of rape culture at SU.

Action: (1.1) The Rape Culture **Monitoring Committee** has been established and is **functional**.

(2) Leadership:

SU leadership's commitment to culture change is encouraged and SU leadership is requested to model End Rape Culture behaviour and attitudes, and explicitly address this within line management to directly impact culture; SU leadership is requested to model, lead and live the changes they wish to see.

Recommendation: SU leadership to take part in End Rape Culture training.

Actions:

(2.1) Members of the Rectorate have started to attend the Siyakhula ("we are growing") **staff training** sessions that are jointly offered by role-players like the Human Resources Employment Equity Office, the Transformation Office and the Equality Unit, with themes like the following:

- **Sexism and sexual harassment**
- **Gender fluidity**
- Stereotype threat and unconscious bias
- Bystander effect and groups

(2.2) Members of the General Managers' Meeting – consisting of the Rectorate, deans as well as chief and senior directors – are **also attending training** sessions. Some specific sessions are held for specific responsibility centres and faculties.

(3) Grassroots involvement – students and staff:

Commitment is required from all students and all staff; all staff, academics and students are requested to bring issues around gender violence and rape culture into their conceptualisation of transformation, culture change and renewal. This includes curriculum renewal, programme renewal, policy review and various other processes that aim to rejuvenate, articulate and decolonise SU practices.

Recommendation: Ensure that all students and staff take part in End Rape Culture training.

Action: (3.1) The Rape Culture Monitoring Committee is ensuring that all student and staff training contain **training modules** on End Rape Culture.

(4) Advocacy coalitions

Advocacy coalitions, activist groups, as well as all initiatives, projects and intentions which aim to impact End Rape Culture among our students and staff need to be supported to strengthen culture change.

Recommendation: Support student and staff coalitions, groups, initiatives and projects.

Actions:

(4.1) Various staff in the Division of Student Affairs have collaborated with HR in order to deliver on the recommendations, amongst others with the aim to strengthen coalitions for culture change.

(4.2) A Gender Non-Violence Portfolio (GnVP) has been established and its core services and focus areas are coordination, student movement support and implementation of a comprehensive institutional strategy for Stellenbosch University.

The specific responsibilities of the GnVP are:

- To design, coordinate and implement interventions, mechanisms/projects/support initiatives through teaching, training and facilitation sessions relating specifically to the GnVP.
- **Annual tracking and reporting** of gender violence related issues throughout SU's institutional structures.

(4.3) Cooperation takes place with external partners to combat gender-based violence and to end rape culture. This includes cooperation within the framework of the Rector-Mayor Forum and the Monitoring Advisory Committee on Crime and Violence (MACC,) in which Rectorate members, other senior university staff, and representatives of the municipality, South African Police Services and the Traffic Department serve.

3.5 Student communities

All students at SU are either in residence or allocated to a Private Student Organisation (PSO), and a few residences and PSOs at a time are combined to form clusters (the ResEd system). These three components combined make up the area of responsibility of the Centre for Student Communities (CSC).

3.5.1 Centre for Student Communities

The approach of the CSC is that students' learning and living environments should not function separately. Community principles are applied to integrate students' academic and living environments. The social dimension of community life in residence, PSOs and the cluster is harnessed to support the academic mission. In doing so, an environment is created that allows for a transformative student experience, in line with SU's *Vision 2040 and Strategic Framework 2019–2024*.

The Centre has such focus areas as clusters, residences, senior living spaces, mentors, and multicultural education and programme development.

3.5.1.1 Residences

Residence heads

Some years ago Lydia was the first women's residence to have a male residence head, based on reasons relevant at that time. The Centre for Student Communities (CSC) endeavours not to discriminate on the basis of gender and to create communities where gender diversity is fostered. This happens through staff and students alike and explains why we encouraged men and women only house committees to have advisors that could also bring gender diversity. It would be unfair discrimination to allow only men who are not cis-gendered to become residence heads at female residences.

Action: It should be noted that in an era where gender identity or the expression thereof differs from former conventional expectations (which could be applicable to a particular residence head and individuals residents), we accept that the appointment of residence heads should be handled with great sensitivity. When we appoint residence heads, the student community for whom the incumbent is appointed, is always involved in the process.

Action: SU has already initiated a **comprehensive review** of the **residence head system and processes**.

Currently the performance of residence heads is evaluated in terms of the University's performance review system, and the ResEd coordinator is responsible for the oversight function. In cases where a residence head has a secondary appointment, the incumbents have to re-apply for the position when their term expires.

Action: Students already form part of the process when residence heads are appointed, but the objective is to have **more students involved** in the feedback to the appointment panel that recommends the preferred candidate for the position of residence head to the Human Resources Division.

Residence culture, policies and guidelines

The University has been involved in ongoing initiatives to eradicate unacceptable practices and behaviour under the guise of "residence traditions". See, for instance, the "[Report of the Task Team on the Inquiry into Unacceptable Welcoming Practices](#)", particularly its Addendum B, which explicitly lists unacceptable practices. These are defined as any attitude, action, rule or practice that typifies a hierarchical power system and does not promote a value-driven system

Our approach has been to focus on a value-driven rather than a rule-driven community by emphasising that all actions – including the naming of passages or sections – should pass the test of human rights and human dignity, and be void of a culture of secrecy. These principles remain valid and are contained in the Disciplinary Code for Students. SU will act against residences or individuals who are found guilty of related transgressions.

During the Annual Conversations (*Jaargespreekke*) the various student communities (residences, PSOs and clusters) are requested to **evaluate** their respective **constitutions and traditions** against the values of the student community and the University, as well as the various policies and regulations. This practice has led to change in unacceptable traditions and practices, but as new students annually enter the SU student community ongoing awareness campaigns remain essential.

Action: We agree with the suggestion by the Anti-GBV Student Movement that we need clarity on and a joint understanding of general institutional guidelines applicable to all student communities, and where there may be room for entity-specific guidelines. All residences and PSOs form part of the University community and it is **expected that their culture and activities align** with the SA Constitution, the SU Statute and Vision 2040, including the institutional values.

Action: We also agree that all residences – for men and women – should have the **same access control measures** and **guidelines for visitors**. This is a discussion that Student Affairs will take further in collaboration with student communities.

Residence placements

All applicants for residence accommodation are provided the **freedom of choice** regarding their gender self-identification and residence choice when they apply to Stellenbosch University. Applicants can indicate their gender (man, woman or non-binary), as well as the gender profile of their residences of choice (male, female or co-ed). If a non-binary applicant meets the requirements for residence placement, the normal procedure for placement in a residence will apply. If a non-binary applicant, for example, applied for a male residence, consideration will be given to placement in a male residence. There is, however, agility in the system and mechanisms are in place to transfer a student to a different residence should it be required by specific circumstances.

The Residence Placement Policy guides the placement of students in residences. Once a student is placed and has accepted the placement in a specific residence and moved into the residence, the policy and procedures for proper and safe conduct available in the Division for Student Affairs and other relevant environments apply.

3.5.1.2 *Student leaders*

Diversity in leadership structures is important. As awareness campaigns, critical engagement and facilitated learning opportunities pollinate our institutional culture, the prevailing climate will empower all students to participate in leadership elections. As the Rectorate we would like to put this challenge to our student community – it takes one leader within an environment to inspire change.

In addition, the Transformation Office, in collaboration with the Centre for Student Communities and the Equality Unit, will assist with **critical engagement opportunities** and facilitate **training** related to gender and gender-based violence.

Some three years ago a practice was started to include a female student as advisor on the leadership structures of men's residences or PSO, and similarly a male student on the house committees of women's residences to address the lack of **gender diversity** on such structures. This will continue.

3.6 Awareness and training

3.6.1 Staff

The 2019 Siyakhula Employment Equity and Diversity Capacity Development Programme at Human Resources aims to equip staff to model, guide and capacitate equity strategies, inclusion and staff wellbeing and agency. The content and facilitation methods were developed and updated in partnership with the Equality Unit, the Transformation Office and the Disability Unit. This capacity development programme focuses on skills identified by transformation documents, needs expressed by staff and current research recommendations on diversity and inclusion training in higher education.

The following themes are offered as part of 2-hour individual workshops as well as a 3-day staff training.

- Modern Racism
- Institutional Culture
- Mediation and Conflict Resolution
- Empathy
- Changing Behaviour through Innovation
- ECARE and Value-based Decision Making
- Facilitation Skills
- **Gender Fluidity**
- **Sexual Harassment**
- Stereotype Threat
- Decolonisation
- Disability
- Religious and Cultural Inclusion
- Transformational Leadership
- Universal Design

A total of 68 staff members recently attended the sessions on Sexual Harassment with very specific content and references to rape culture, and 31 staff members attended sessions on gender fluidity with specific references to gender **non-conforming identities** and **misgendering**.

In total 477 staff participated in the programme that ultimately aimed to link modern racism, **sexism**, institutional culture, disability, **gender** as well as religious and cultural inclusion.

The initial role out of this programme and the positive feedback from staff who participated as well as participation from the rectorate built the foundation for the creation of two staff positions at the Transformation Office and Human Resources Employment Equity offices. These positions are in the process of **being advertised** and will ensure that academically sound and experienced staff members further develop the Siyakhula Staff programme.

The full report, training framework and staff responses to the programme have been presented at the Employment Equity Forum in the beginning of August with a recommendation from the Forum that Human Resources **consider making the training a compulsory deliverable for staff.**

The Transformation Office supports the suggestion that training be made a compulsory deliverable.

3.6.2 Students

The Centre for Student Leadership and Structures, in partnership with the Centre for Student Counselling and Development and Rape Crisis, is developing a programme for consistent engagement. This will include intensive, **specialist training** of elected leaders and volunteers.

Current training programmes and ResEd workshops for students include the exploration of social issues. We will make sure that this includes an emphasis on combating gender-based violence.

The Transformation Office (in collaboration with the Equality Unit) commits to providing support to all student training/leadership partners in providing quality training on matters relating to gender and gender based violence.

In addition to this, **Siyakhula student training** (see ADDENDUM C) is available from the Transformation Office throughout the year, on request from student environments. The Transformation Office can also design custom student engagements for students on matters relating to transformation, as was recently done when Engineering students were assisted with hosting a Transformation Indaba.

3.7 Safety and security

The safety and security of our students and staff members are matters of priority for SU. Measures in this regard are key components of our efforts to prevent gender-based violence on our campuses. A number of issues related to safety and security raised in the anti-GBV memorandum are addressed below.

3.7.1 Screening of security personnel

Already in place: Screening of security personnel, whether in-house employees or outsourced, before being employed is a legislative requirement that **SU complies** with. It is a standard industry procedure and is regulated by legislation. Before a person is registered as a security guard, he/she is required to undergo nationally regulated screening, followed by training. The screening includes SAPS clearance. When a security officer complies and is registered, a registration identification card is issued, which is valid for 24 months. Vetting is then redone. The industry regulator conducts compliance audits at SU.

SU contracts only with registered security companies and it is a legislative requirement that screening is conducted as described above.

The authority doing the screening is the Private Security Industry Regulating Authority (PSIRA). The status of each and every registered guard can be verified on the PSIRA website (www.psira.co.za). This is applicable to both SU in-house staff and contracted service provider staff. Campus Security and third party providers follow this screening compliance process.

3.7.2 Identifying security personnel

The following suggestion is made in the anti-GBV memorandum: "We propose a numbering system be put in place for Stellenbosch University security guards as well as third party provided security guards."

Action: Campus Security will ensure that all internal and contracted security staff can be identified either via a **visible number or name tag.**

3.7.3 More security guards

Request for more guards at residences: Since 2018, additional night-shift security guards have been deployed at SU residences. This is reviewed annually in response to security risk assessments. We will **again look at this matter**, including the proposal to post a security **guard at each residence**, in order to strengthen safety and security on our campuses. We will also look at optimising the service provided by our security guards.

Proposal for more guards to walk students back to their residences at night: There are 16 patrol officers who can be requested for the pedestrian escort service. The nearest officer is deployed when a request is received. We average between 150 and 500 requests per month with an escalation during the exams. We have improved our data collection and can now see where the most frequent collection points are for this service and we will use this information to **urgently improve our service**.

3.7.4 Safety concerns after late tests

An investigation was launched in 2014 to discontinue evening tests and examinations. This resulted in *examinations* no longer being scheduled after 17:00, and the default starting time of tests during the week was brought forward from 19:00/19:30 to 17:30.

At that stage, no solution could be found that would eliminate evening tests altogether, as it would have required shortening the duration of the lecture periods (from 50 minutes to 45/40 minutes), as well as limiting the duration of all tests to 1,5–2 hours, both of which proved to be unattainable at the time.

Action: Another investigation into establishing a test week for all faculties (the 1st investigation was done in 2017) is **currently underway**, the results of which will be made known as soon as possible. Campus Security acknowledges that students might feel insecure when returning to their residences after evening tests. The possibility of deploying additional guards to walk with students **will be investigated**.

3.7.5 Pedestrian escort service

The request is that our security guards providing a walk-along service should accompany students beyond the boundaries of our campuses. However, the Security Industry Act prohibits officers working outside their area of jurisdiction. Students residing off campus are requested to make use of the evening shuttle service.

It was proposed that a **record is kept of guards escorting students**. This is done already, but we will look into improving this.

3.7.6 Transporting students at night

The request is 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.

SU does provide a campus shuttle service, including an evening shuttle. [Click here](#) for more information.

It is not possible for Campus Security to provide this service, for a number of reasons. Firstly, it is illegal for security vehicles to transport members of the public as these vehicles are not registered for public transport and the drivers are not licenced to render such a service. Furthermore, it would create conflict with local taxi services. Also, using a security vehicle to transport students off campus would reduce security visibility on campus, which is the opposite of what we are striving for.

3.7.7 Guards in male/female pairs

It was requested that female security officers be on duty during the night to escort female student. However, the supply of trained and registered female security officers who are prepared to work night shifts “on the beat” is limited and presents a practical problem with implementing this

suggestion. The suggestion would also require a doubling of security guards to maintain the current number of patrols.

It was proposed that guards undergo sensitivity training to be able to respond to instances of GBV: We have conducted sensitivity training for security officers but we recognise the need to **retrain regularly** and will implement this.

3.7.8 Patrols on Merriman Street

Campus Security primarily deploy vehicle patrols in Merriman Street, as the street is suited to conduct vehicle patrols. There is a night-time foot patrol in Merriman Street, and we will assess this request.

3.7.9 Security guards performing leisure activities while on duty

Students indicated that security guards were performing leisure activities while on duty. We will **sharpen our supervision** of guards. Procedures are in place to act against staff who fail to perform their duties, and these will be followed.

3.7.10 Security weak spots

Action: Security weak spots on campuses have been pointed out in the memorandum, including access points and poor lighting. These **will be attended to** as a matter of urgency.

3.7.11 Safety of students going to perimeter parking areas

Campus Security deploys a security officer at each parking area – from Lentelus, Silver Trees to Coetzenburg. Mobility Services, who manages and oversees the mobility and parking on campus, employs dedicated additional security guards for the perimeter parking areas. Shuttle services are provided to transport students to and from these areas.

3.7.12 Safety and security concerns around Goldfields residence

Campus Security acknowledge these concerns and has put **additional measures** in place. Details are confidential for security reasons but will be relayed to residents.

3.7.13 Guards for the Engineering complex

Guards do patrol there, but we take note of the concerns raised and **will investigate** the possibility of deploying guards inside the buildings.

3.7.14 Emergency buttons

The memorandum contains a request for more emergency buttons, such as the one present on the Rooiplein, in other areas on campus. This is noted, although student leaders (previous SRCs) had previously pointed away from static systems to mobile application emergency systems. Campus Security **will investigate and liaise** on the way forward.

Students should report any cases of muggings to Campus Security immediately. A recent report of a mugging on campus led to the arrest of an individual by Campus Security.

3.7.15 Self-defence devices and classes

The memorandum contains a request for “pepper spray and tasers” to be provided to students. The University is not in favour of such an approach. There are dangers of these devices being used inappropriately. The ideal is that SU should work towards providing sufficient environmental security so that students do not need to use devices to defend themselves.

The other proposal is for **self-defence classes**. This will be investigated.

3.8 Action against GBV across all SU campuses

As mentioned above, SU **will ensure parity on all its campuses** with the implementation of various measures, for example security and mental health support. However, there are contextual

differences between our campuses. Specific issues have been raised relating to our Tygerberg campus. These are dealt with below.

3.8.1 Tygerberg campus

3.8.1.1 *Gender-based discrimination*

In general, see reporting procedures on the Faculty of Medicine and Health Sciences (FMHS) Student Support/Student Affairs website:

<http://www.sun.ac.za/english/faculty/healthsciences/SupportServices/discrimination-harassment-bullying>.

Action: The following scenarios apply in incidences of discrimination or harassment on the Tygerberg campus, and also re. our students on clinical rotation in Tygerberg Hospital:

- If a student experiences harassment or discrimination by a patient, this should be reported directly to the hospital management, for handling in terms of their protocols. Students should also report such cases to the consultant (medical practitioner supervising clinical training). Incidents can also be reported directly to the South African Police Service (SAPS).
- If the matter occurs between a doctor and one of our students, then the University and the Province share responsibility as the staff member is likely jointly appointed. In that case, the student should report the matter to their immediate supervisor or head of department (HoD). They can also report the matter to the Manager: Student Affairs on our Tygerberg campus, Ms Khaironisa Foflonker, and to the Equality Unit.
- If the matter occurs between a staff member and a student, or between students, then the appropriate channels would be those of the University. The student should report the matter to their HoD. They can also report the matter to the Equality Unit, the Manager: Student Affairs at Tygerberg, Ms Khaironisa Foflonker, or an Equality Champion in the Faculty.

3.8.1.2 *Safety, security and transport*

As the Tygerberg hospital and the faculty campus are within walking distance from each other and are connected via a passage linking the two buildings, this specific shuttle service would not add value.

Already in place: The business management office at Tygerberg has confirmed that measures have been put in place, in collaboration with the hospital, to accompany students moving between the campus and the hospital.

As a general point of departure there should be parity between the services offered to students on the Stellenbosch and Tygerberg campuses. Due to safety issues it was decided to no longer operate Kerkenberg as a University residence, but it currently provides private accommodation to students. The earlier safety challenges are therefore continuing.

Action: The possibility of a shuttle service for students who live in private accommodation in the vicinity of the Tygerberg campus **will be investigated** in association with private taxi operators.

The TSR and Tygerberg Campus Security compiled an **action plan** for additional security measures on 9 September 2019, including the following:

- Placing one **security officer** in the vicinity of the Carinus door after hours and weekends to provide a pedestrian escort service;
- Establishing an **express communication channel** between SU Campus Security and Tygerberg hospital as improvement to existing security measures. Campus Security will also facilitate a meeting between the TSR and hospital management regarding security;

- The security service provider will be requested to source **more female security officers**;
- All Tygerberg security officers undergo the same statutory vetting procedure;
- A **zero-tolerance** approach will be followed by the security guards at the Tygerberg main gate;
- The **additional security measures** already in place at the Biomedical Research Facility building site, will be monitored and refined as needed by Campus Security;
- The list of **additional lighting** needs provided by the TSR will be addressed by Tygerberg Facilities Management;
- **Access control** at the Clinical Building will be re-assessed to address the TSR request for 24/7 student access to the building;
- The possibilities of using volunteers to assist with security tasks will be assessed and implemented where legally possible;
- The identification of Campus Security officers to help assess service delivery will be applicable on all University campuses.
- The feasibility study related to security officers for access control at residences planned for the Stellenbosch campus will include the Tygerberg campus.
- **Awareness initiatives** to alert students and visitors of safety risks of giving access to unknown people at the campus gates and building entrances will be undertaken
- Additional security options to improve security between Tygerberg campus entrance gate and the station will be considered.

4 DEALING WITH GBV AT SU

4.1 Regulating conduct

The University has obligations in terms of various laws, including the Occupational Health and Safety Act, the Employment Equity Act and the Promotion of Equality and Unfair Discrimination Act to ensure that its students, staff and other users who interact with it, are safe from all forms of harassment and discrimination. The University has internalised these obligations in its disciplinary codes for staff and students as well as its Policy on Unfair Discrimination and Harassment.

In terms of the University's Disciplinary Code for Staff, acts of sexual harassment, victimisation, assault and discrimination are viewed as serious misconduct which may result in immediate dismissal.

In addition, the Policy on Unfair Discrimination and Harassment provides clear guidance on what type of behaviours constitute acts of misconduct which will lead to disciplinary action. Verbal harassment or inappropriate, inflammatory and abusive use of social media platforms constitute serious misconduct.

Where the alleged perpetrators are external parties, the University can either report matters to SAPS (if applicable) or require a contracting party to deal decisively with the matter.

The Transformation Office commits to working with the Equality Unit, HR and other relevant stakeholders to develop an anti-sexual harassment Code of Conduct for staff and students, and to offer support in the implementation of such a code in the form of training.

4.2 Social media

As stated in the SU Social Media Notice (contained in the "[Guide for Newcomers](#)", and also [on the University's website](#)), the use of social media as a communication channel is subject to existing SU policies and procedures, specifically the:

- [Disciplinary Code for Students of SU](#) (applicable to students)

- [Policy on Unfair Discrimination and Harassment](#) (applicable to staff and students)
- [Electronic Communications Policy](#) (applicable to staff and students)
- [Disciplinary Code for Staff Members of SU](#) (applicable to staff)

All students and staff are responsible for their own compliance with these policies and should take the time to read and understand these. Behaviours such as misconduct, harassment and victimisation conducted online are addressed in these policies. Any form of online bullying, verbal abuse, defamation, slander and/or name-calling, among others, falls into the same category as face-to-face communication and written communication.

Allegations of online misconduct, harassment and victimisation are regarded just as seriously as similar actions through traditional verbal and written communication. An aggrieved party may report such behaviour (e.g. misconduct, harassment or victimisation through any of the social media channels) to the Equality Unit, which may refer matters to Student Discipline (for students) or Human Resources (for staff) as necessary.

Equality Unit processes do allow for the use of screenshots in the assessment and investigation of cases.

4.3 Crisis protocol

The Centre for Student Counselling and Development within Student Affairs has compiled a detailed [protocol](#) on how to deal with a variety of crises that might happen at SU communities. The document focuses on dealing with sexual misconduct, incidents (specifically alleged rape) as well as other trauma. It is specifically aimed at Residential Heads, PSO Coordinators and LLL Coordinators, but contains plenty of information useful to all in the struggle against GBV. A **version for students** is being developed, and will be shared with the University community as soon as it is available.

4.4 Reporting and investigation of cases

Action: The proposal in the memorandum that the process to report GBV cases should be streamlined and communicated to students is a good one. This will be done urgently.

In the meantime, information about the **main internal channels** for reporting cases, in addition to approaching the South African Police Service (SAPS), is provided below.

4.4.1 Campus Security

SU has heard the concern that students are confused about where to lodge a complaint or criminal incident. Campus Security recommends that all security and safety related reports are made to them, but criminal reports need also be made to the SAPS, as Campus Security cannot, by law report a criminal case to SAPS on behalf of a complainant. Particular cases such as harassment and sexual violence cases are generally referred to the Equality Unit and student disciplinary cases to Student Discipline at Legal Services. Students should regard Campus Security as their number one reporting point and not be discouraged when referred to a different department or the Stellenbosch SAPS for further assistance. If internal channels are applicable, Campus Security will also refer cases reported to it to the Equality Unit.

4.4.1.1 *Contact numbers for Campus Security:*

The proposal that any changes made to the means of contacting campus security be communicated clearly to the students is noted.

In the meantime, the numbers remain the following:

- **Stellenbosch: 021 808 2333 (emergency) / 021 808 4666 (general)**
- **Tygerberg: 021 938 8507**

We take note of the concern that these numbers are not toll-free, but a landline number is only toll-free if called from another landline. Most people, especially our students, use cellphones these days. A different toll-free cellphone number would be required for each service provider, whereas it is easier to remember a single number. None-the-less, we endeavour to look for solutions.

Regarding the concern raised about Campus Security's response time on WhatsApp: Cell numbers for Campus Security were provided to students so that they could send WhatsApp messages for the purpose of requesting a walk-along guard to accompany them to their residence on campus after dark. However, it seems that WhatsApp have become students' preferred method for contacting Campus Security for all purposes. Every effort is made to answer all messages. However, students should please take care to direct queries to the right places – for instance maintenance and parking are not Campus Security matters. Very importantly, for emergencies and reporting cases, it is preferable to use the telephone numbers listed above.

The proposal that students are told the **name of the security guard**, as well as be able to verify the name upon meeting the guard that will assist them, is good, and we will look into implementing this as soon as possible.

4.4.1.2 Homeless persons on campus:

Campus Security cannot remove a person from an open environment in the absence of a criminal related complaint. Removing such persons would infringe on their freedom of movement as the SU campus is an open campus. Campus Security works closely with Municipal Law Enforcement, but this is not a simple matter to deal with.

At the same time, no one on our campuses should be harassed, and Campus Security will do its utmost to assist students and staff members.

SU and the Stellenbosch Municipality are already collaborating to seek sustainable solutions to address the plight of homeless and destitute people in Stellenbosch. Our joint strategy includes research, support to shelters, as well as a new strategy of vouchers instead of cash donations. The Senior Director: Social Impact and Transformation coordinates this matter on behalf of SU, in cooperation with Facilities Management.

4.4.2 Equality Unit

Students who experience unfair discrimination, harassment, sexual harassment or victimisation are encouraged to lodge an official complaint with the Equality Unit in person at their offices, [Huis Simon Nkoli House at 39 Victoria Street, Stellenbosch](#).

The Unit can also be reached by at **tel no. +27 21 808 3136** or **email unfair@sun.ac.za**, but this will be logged as an unofficial report.

Please note that any contact with EqU is strictly confidential and does not commit students or staff members to follow a formal process. [Click here](#) to read more about the procedure for laying a complaint of unfair discrimination and harassment with the EqU. [Click here](#) for a pamphlet.

An Anti-Discrimination and Harassment Officer will handle the case. A standardised intake form must be completed, and there will be a preliminary case assessment. Ongoing process updates will be provided to the complainant and respondent, and they will also be referred to the CSCD as appropriate.

The next step is the referral of the case to a team of advisors. They will assess the case and make recommendations to the Head of the EqU. Recommendations could include:

- Mediation or alternative dispute resolution
- Referral to Legal Services plus Human Resources (for staff) and/or Student Discipline (for students) for formal investigation
- Activation of Staff or Student Advisory Panel
- Referral to appropriate line-function

Reporting sexual misconduct, especially rape and sexual assault, must always be encouraged among victims and survivors. This does however remain their own choice as personal agency is very important in the choices victims and survivors make after such incidents. SU's processes and policies ([Policy on Unfair Discrimination and Harassment](#), and the [Student Disciplinary Code](#)) allows for parallel processes to run should cases be reported to the South African Police Service (SAPS). EqU case officers and case coordinators must always inform clients and render appropriate support regarding reporting to SAPS.

4.4.2.1 Mediation

A request is made in the anti-GBV memorandum for a review of “the procedures that force the victim and alleged abuser to recount the experience together.”

This practice does not take place at the EqU. Mediation or alternative dispute resolution is recommended, but on a voluntary basis. Some victims and survivors may find mediation a positive tool to directly address a perpetrator or respondent, but this is their choice. No one is forced into mediation. EqU advisory panels also do not require that complainant and respondent recount the experience in front of one another.

Each case that is reported to Student Discipline, as well as the way to deal with the matter, is considered on its own merits and the procedure followed is aligned with the Student Disciplinary Code. Clause 30.7 deals with placing of evidence before the Central Disciplinary Committee (CDC):

Any student who is called to participate in an enquiry as a witness may apply to the relevant disciplinary committee to give evidence in writing, by way of closed circuit television, or anonymously. Such application may be granted if the witness is able to show a reasonable fear for the student's mental or physical well-being, or that the integrity of the enquiry will be undermined, should such witness be called to give evidence in the ordinary course of events.

If a student in a CDC case is required to give evidence in person, an option will be given to him/her to watch the proceedings via closed circuit video conference from another venue. Student Discipline also has separate waiting rooms on either side of the hearing venue to ensure that the complainant does not have to come in contact with the student who is charged prior or during the hearing.

The memorandum also contains a request for “procedures to be streamlined so that the victim does not have to recount the details of traumatic events more than once.”

When student disciplinary cases flow from complaints lodged at the Equality Unit, structures handling these cases may require the parties involved to recount their version of events afresh. This can admittedly be a traumatic experience for many survivors. We will look into the matter to see if this can be **avoided or minimised**.

4.4.3 Centre for Student Counselling and Development

The Centre for Student Counselling and Development (CSCD) has developed infographics explaining the procedure to follow for getting help with sexual assault and reporting cases on our Stellenbosch campus ([click here](#)) and Tygerberg campus ([click here](#)) respectively (see ADDENDUM D).

The CSCD also provides support to students. See 4.2 below.

4.4.4 Stigma as a barrier to reporting GBV

The anti-GBV memorandum highlights the fact that social stigma prevents sexual assault incidences, such as corrective rape and homophobic and transphobic harassment, from being reported. We agree that 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, and will act on these suggestions.

Action: The Equality Unit and Transformation Office undertake to **create and drive a campaign** to address the stigma related to the reporting of gender-based violence.

The EqU has a Coordinator: Communications and Marketing, a Coordinator: Gender non-Violence, a Case Coordinator and Case Officer who work together to mitigate the reporting of sexual harassment, GBV and sexual assault.

In addition, the EqU will be launching an **Equality Champions** peer-education training and support programme for student cluster representatives. This will equip students to assist with breaking some of the stigma around reporting.

4.4.5 Informing students of investigations

In the anti-GBV memorandum, it is argued that students have the right to be informed of current investigations regarding sexual offences.

As is often the case, competing rights need to be balanced – in this instance the right to protest, access to information and the right to privacy. The SU Protest Protocol (published in the Calendar Part I, pp. 272–275) provides guidelines for acceptable forms of protest. The right to privacy is enshrined in our Constitution, Section 14, and in detail in the Protection of Personal Information Act (No. 4 of 2013; assented to, but in large part still not yet operational).

The request that students be informed when someone is under investigation for allegations of sexual offences is difficult to handle. It may be that the investigation and the decision by the chairperson of the Disciplinary Committee finds that the person under investigation is cleared of any suspicion. An investigation is not equal to a finding and sanction. Whether any decision by a disciplinary panel should be published, is a matter for the panel in terms of the Student Disciplinary Code.

Regarding allegations, one should always be careful not to make unsubstantiated allegations, as there could be legal implications. Any person that makes unsubstantiated allegations of any nature runs the risk of a civil claim of defamation, and criminal charges of crimen injuria.

The publications of the outcomes of disciplinary proceedings is dealt with in clause 30.9 of the Student Disciplinary Code. One of the sanctions which the Central Disciplinary Committee (CDC) has at its discretion to impose after a finding of guilt is to order the publication on campus of the particulars of the offence and penalty, including the name of a student found guilty.

4.4.6 Excluding accused or convicted persons from leadership positions

Currently, students make a declaration or commitment as part of their nomination for a leadership position.

Action: The Centre for Student Communities **will test provisions** to prevent a student from running for a leadership position if there is an allegation or finding of gender-based violence against the person. The provision to prevent such a person from running for a leadership position and/or subsequent dismissal from the position will be tested against the Student Disciplinary Code, the SU Policy on Unfair Discrimination and Harassment, South Africa's Constitution and other applicable legislation. A sanction permissible in law will be sought.

4.4.7 Removing convicted students from residence

The anti-GBV memorandum contains a request 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."

The Residence Placement Policy is under revision and due for completion in 2020. This suggestion will be considered.

It is not in the interest of any student community to let a person that disrupts the community stay in that student community. As matters stand at the moment, there are two ways that someone can be

removed from a residence. The Central Disciplinary Committee has the power to do so. The Rector may also suspend students pending the outcome of a disciplinary process, or when they pose a danger to themselves or the community.

4.5 Mental health support

The prevalence of mental health issues at universities are on the rise across the world. Independence and freedom come with responsibilities. Living in a new environment without the support system from back home in addition to high expectations as well as academic, financial and social pressures may become overwhelming for any student, not only those with diagnosed mental conditions. On the other hand, early diagnosis and better treatment are enabling more students with mental health challenges to go on to university.

Within these ever-changing holistic needs of students, universities, with their core functions of knowledge generation, the development of brilliant minds and providing graduates for the job market, are continuously revising current policies, infrastructure and services. Student Affairs staff provide support to help students study successfully, to prepare them for the job market and to help them cope with their academic and campus life.

With regard to mental health support the Centre for Student Counselling and Development (CSCD), assists with mental health awareness and provides psychotherapeutic and support services, including a 24 hour crisis service, individual and group sessions, and workshops.

4.5.1 Policy and protocols

Before proceeding with the operational information related to the provision of already considerable mental health support, we as Rectorate, would like to reaffirm our awareness and understanding that our student community comprises students from varying socio-economic backgrounds which necessitates various levels and forms of mental health support. Stellenbosch University is continuously grappling with the multitude of factors that may impede the academic success of our students, for example academic preparedness, socio-economic challenges and mental health conditions. Whereas mental health may currently be seen as primarily the responsibility of the Student Affairs Division, and specifically the Centre for Student Counselling and Development, going forward we would like Stellenbosch University to follow a more holistic approach and also foster greater awareness within all our environments through an institutional Mental Health Policy.

Action: While Stellenbosch University has a [protocol](#) to deal with emergency situations, including mass trauma, an overarching **Mental Health Policy** is a much needed document. Dr Munita Dunn-Coetzee, Director: CSCD, has been convening the Mental Health Task Team since July 2019. Existing protocols will be captured in the Mental Health Policy. The previous SRC was involved, and the new SRC will also become part of this process.

4.5.2 Psychotherapeutic support

For the CSCD the wellbeing of students is extremely important, and therefore an ongoing process of evaluation and improvement is being followed. Over the last four years the CSCD has been upgrading its infrastructure and technology to ensure a user-friendly environment for students.

Action: The CSCD currently has a staff complement of 48. Four additional positions are in the pipeline. The Centre is currently advertising for an Educational Psychologist position for Extended Degree Programme students, a Registered Counsellor position for EDP students, as well as an additional 5/8 Clinical/Counselling Psychologist position for the Tygerberg campus. The position of another full time Clinical/Counselling Psychologist for the Stellenbosch campus will be advertised soon, in addition to the two counsellor positions that were added to the Stellenbosch campus recently to ensure a faster service to students. All psychologists and counsellors were trained in a specialised form of short-term therapy recently to ensure that students can be helped effectively in a shorter time-frame. The feedback thus far has been very positive.

To improve the service capacity the CSCD has had several conversations with the Department of Social Work, as well as the Department of Psychology. With the current curriculum of the Social Work students, it is quite a challenge to integrate more rotations, but discussions about possible collaboration are continuing.

Action: From 2020, **students from the Masters in Psychology course will be assisting** the CSCD with the offering of group sessions to students.

Earlier this year, a pilot project was started to train representatives from each residence and PSO, as well as the SRC, in dealing with emergencies and how to contain it, as well as communicate to the community and keeping them informed. There was also a focus on students who are not in leadership positions to ensure that student leaders can be supported.

These Masters students assisting the CSCD with the offering of group sessions to students will never replace the role of a psychologist or counsellor, but will assist in dealing with the processes. A group of about 40 students have been attending several training sessions. CSCD is currently developing an emergency management manual specifically for students – the current manual has a stronger focus on the role of Residential Heads.

Feedback was obtained after the pilot project and adjustments will be made to the current training programme. A second group will be identified during the fourth term to ensure training starts beginning of 2020. Vice-primis are scheduled for training in emergency management in October.

A partnership between the Frederik Van Zyl Slabbert Institute for Student Leadership Development, CSCD and Campus Health Services resulted in a short course being piloted this semester. The Health and Leadership (HealthyUS) short course intends to inform and equip students with the adequate knowledge and skills to navigate the multifaceted arena of health, healthcare and personal well-being. Underpinned by a strong focus on both mental and physical health, participants engage extensively with professionals in order to gain insights and develop skills relevant to their contexts. The course enables participants to think critically about factors influencing society's perceptions of health, and their role as agents of change in the educational aspect of health and personal well-being.

4.5.3 How we prioritise assistance

During certain times of the year, for example just prior to and during test and exam periods, some of the units at the CSCD do have waiting lists. Students who present for therapy are invited to a screening session. One and a half hour slots are scheduled daily from Mondays to Fridays (except public holidays). Students are requested to complete the intake form before the screening session, which then enables the Centre to assess the student's presenting problems. Students are then categorised according to the following levels:

- **Emergencies:** These clients will be seen on the same day in an emergency slot. If an emergency slot is not available on a particular day, they will be seen as soon as possible. The services of ER24 will be elicited if deemed necessary.
- **Urgent:** These clients will be prioritised as urgent intakes and an appointment will be scheduled as soon as possible, pending the availability of the staff.
- **Standard:** These students will be verbally informed about the nature of the services (including individual and group therapy options as well as the emergency service) offered by the Unit for Psychotherapeutic and Support Services. In addition they will be provided with an **ER24 emergency service sticker** with the details of the emergency service number. If it is not possible to schedule an appointment with one of the internal therapists, the client will be placed on the waiting list and informed about the procedure going forward. If students enquire about external resources, a referral list will be provided to them. The same information is also provided to clients that are categorised as an emergency or urgent.

The termination of treatment forms part of any therapeutic process and cases should not be dissolved without consulting with the client. If this should happen, the client should please bring it to the attention of Dr Munita Dunn-Coetzee (mdunn@sun.ac.za).

4.5.4 Creating mental health awareness

Our students can benefit greatly from an understanding that being anxious sporadically or having a certain amount of stress is normal, but that too much stress and anxiety can be unhealthy and unproductive. With the CSCD as mental wellness partner, our students are enabled to recognise the signs of stress, its causes and how to manage it. It is a great tool in promoting and preserving good mental health, and for preparing our students for the demands of the world of work.

The CSCD is in constant interaction with student leadership, faculties and staff about the services rendered and additional initiatives:

- Cluster discussions on mental health awareness within a wellness continuum assist our students to manage their own mental health and how to identify possible triggers.
- The establishment of a Crisis Management Committee per Cluster: three individuals per residence and PSO in each Cluster are being trained as the Crisis Management Committee. Members of this Committee will assist a Cluster during an emergency while professional staff will be containing the situation. They are not trained as counsellors or paramedics.
- Awareness is further created via presentations at residences and PSO wards, as well as talks on MFM.
- Presentations in faculties focus on study skills, time management, stress management, etc. These work sessions are also offered during lunch times or in the afternoons.
- Discussions with the Drama Department and other stakeholders to work together on mental health awareness campaigns.
- A Facebook campaign kicked off in March to focus on the wellness of students and providing them with practical tips to promote wellness.

5. CONCLUSION

Management is keen to continue discussions with the student body and with staff members on combating gender-based violence at SU. This should be in line with the University's values, including respect, which means we should maintain civility in our mutual and public discourse, and show due regard for the freedom, equality and dignity of all.

ADDENDUMS

Addendum A: OPERATIONAL ISSUES

RESPONSE TO ANTI-GBV STUDENT MOVEMENT'S MEMORANDUM REGARDING SPECIFIC INCIDENTS

Metanoia

In 2018 a resident of Metanoia accused a mentor* of sexual harassment/assault. The allegation was brought to the attention of the residence head, who referred the matter to the Equality Unit. Although the Equality Unit recommended that the respondent should be removed from Metanoia, existing policies, protocols and practise excluded such a measure unless he voluntarily agreed to the proposal as he had not been found guilty of any transgressions at that time. The respondent had three days to respond to the proposal which he subsequently rejected.

In May the recommendation of the sexual harassment panel was discussed by the Student Affairs Division, and the following way forward was proposed: the possibility of mediation to be discussed separately with the complainant and respondent, and if either of the parties was not prepared to follow the mediation route, it would be referred directly to the Central Disciplinary Committee (CDC).

In July 2018 the complainant's legal adviser informed the University that she would not pursue the matter any further due to the impact of the matter on her studies.

Acting residence head: Erica

At the time of a social media post regarding accusations of sexual harassment | assault against a SU employee, no complaint had been lodged with University structures. After consultation with the SU Legal Services and the Labour Relations Office in the Human Resources Division it was decided to request that he takes annual leave and that he also vacates his accommodation in Erica. He left the University premises on Wednesday evening, but returned briefly on Friday to collect some of his personal belongings.

The Equality Unit reached out to the complainant and is currently awaiting her response regarding the lodging of a formal complaint (as dictated by policy). Although the nature of the complaint is very serious, the veracity of the allegations is weak at this point due to a lack of evidence.

The University will respond appropriately in accordance with its Policy on Unfair Discrimination and Harassment and labour legislation as the situation unfolds.

Accusations against SRC members

The EqU is currently doing an ongoing assessment of the social media allegations against SRC members. Once the preliminary assessment has been completed, the Head: EqU will release a recommendation as to the next step regarding related allegations to the Vice-Rector: Learning and Teaching, and the Vice-Rector: Social Impact, Transformation and Personnel, who are the owners of the SU Policy on Unfair Discrimination and Harassment for their approval.

* Correction:

In the original comprehensive response it was reported that the accused was a HK member, but apparently he was a mentor when the alleged transgression took place. He was later elected to the Metanoia House Committee (generally referred to as the HK).

Addendum B: Response from faculties re. students who participated in anti-GBV activities

FACULTY	RESPONSE
AGRI	<p>From AgriSciences, this will be done on an individual basis. The student should submit his/her request via Dr N Brown's office, cc to me (Prof P Gouws). Between Dr Brown and myself, we will discuss with the individual lecturers and departments, to come up with a workable solution.</p> <ol style="list-style-type: none"> 1. The Faculty of AgriSciences recognizes the unique challenges that students are facing on a daily basis. The past week has been an emotional one to the staff and student communities at the University, and, therefore, the Faculty further understands that the recent gender-based violence have been triggering to individuals and have caused intense trauma. The Faculty also acknowledges that this have affected the normal functioning of students, which led them to experience a great deal of distress. 2. In the interest of student success, the Faculty commits to assisting the affected students in the following manner. <ol style="list-style-type: none"> a. Students will be advised to submit their detailed requests in writing to the Coordinator: Academic and Student Affairs. <ol style="list-style-type: none"> i. The Vice-Dean: Teaching & Learning should be copied in the email. b. Requests will be dealt with on an individual basis, giving attention to more urgent (personal/psychological) matters as identified after an <i>evaluation</i> (through personal communication). c. The Coordinator: Academic and Student Affairs will liaise with the relevant lecturers on behalf of the students. <ol style="list-style-type: none"> i. This is due to institutional complexities and to prevent secondary trauma. d. The Faculty will endeavour to assist with additional tutor assistance where possible. e. Student progress will be monitored by the Coordinator: Academic and Student Affairs.
FASS	<p>Students who missed the first test opportunity due to verifiable acceptable causes are accommodated by way of a supplementary test. This is the routine supplementary test scheduled by all departments and no additional tests will be set or scheduled.</p>
EDU	<p>We had no specific requests in Education. The majority of our students have been in schools doing their practice teaching during the third term. We had no assessments scheduled during last week.</p>
EMS	<p>In EMS we make use of flexible assessment, thus all students that did not utilize A1 (for semester modules) or A1S2 (for year modules) (include those assessments conducted between 2 and 6 September) are able to write A3 / A3S2. No special arrangements are needed. What is important is that students must write enough main assessments to attain a valid performance mark. This implies that if the student missed A1, they will have to write A2 <i>and</i> A3 as one cannot pass based on only main assessment.</p>
ENG	<p>The Engineering Faculty had its test week in the particular week. There were therefore no regularly scheduled lectures, tutorials or laboratory practicals. The students who participated in the protests or were affected by the associated disruptions are accommodated in test week according to the Faculty's regular Assessment Rules as with other students who experienced medical or personal emergencies, or had religious or sports obligations: students are allowed to opt out of writing the test week test (our A1 assessments) and need not submit apologies to the lecturers. The assessment in the second examination period (A3) is offered to all students as supplementary assessment and not writing A1, per se, will not prevent students from having access to A2. A requirement that applies to all students is that they must write at least two of the three main assessments (A1, A2 and A3) to pass the particular module.</p>

LAW	<p>Following Prof Schoonwinkel’s email and in light of the numerous requests by students for the Faculty to cancel classes today and tomorrow I just wish to confirm that the position of the Faculty is that classes should continue as normal. However I urge colleagues to please be as accommodating as possible in assisting students who are affected by the current events. Where possible consideration should be given to record lectures and make these available on SUNLearn for those who are attending demonstrations at Parliament.</p> <p>There was only one assessment last week on Monday, 2 September. Therefore Law modules have not been affected. In the case of classes, colleagues would hopefully have recorded lectures, or would be willing to assist students with questions about work.</p>
MHS	<p>Our assessment system at Tygerberg is somewhat different.</p> <p>Across all the years of our six undergraduate programmes, we had only a handful of students who did not participate in assessments last week – none of them were summative. We will do our best to ensure that any affected student will still have an opportunity to access exams.</p>
SCIENCE	<p>The Faculty of Science prefers to handle the cases ad-hoc and not make general concessions. We suggest that all students who missed a summative assessment or compulsory practical or tutorial class in the week of 2-6 September due to protests against gender-based violence can contact the respective lecturers or Heads of Departments before 20 September to arrange the possibility of an alternative assessment date or report submission date.</p>
THEOL	<ol style="list-style-type: none"> 1. Students who did not write tests due to participating in protests or secondary trauma as a result of this disruption, may apply to write a sick test, which will follow the normal procedures for sick tests. 2. Students who wrote tests but failed, may likewise apply to write a sick test, which will follow the normal procedures for sick tests. 3. Students who were unable to complete or hand in assignments by the due date (in the week of 2 to 6 September 2019) due to participating in protests or secondary trauma as a result of this disruption, may submit a request for an extension to the relevant lecturer. 4. Should any student feel they have not been fairly dealt with, they are welcome to escalate their request directly to the dean’s office. 5. Students in need of any form of assistance or support, be it academic or otherwise, are likewise urged to contact the dean’s office. <p>The Faculty of Theology is aware that many of our students (and staff) have suffered, and continue to suffer, directly and indirectly, as a result of gender-based violence. Their pain is our pain. We would learn from each other as we stand together in the fight against all forms of violence and oppression.</p>

Addendum C: Siyakhula student training workshops



Welcoming Transformation Competencies

The ResEd workshops are a key component of the annual welcoming week programme. This year the workshops have been divided into 3 pillars and you are encouraged to make at least one selection from each of the pillars.

Socio-Cultural Awareness

Be aware of what's fair

This workshop introduces students to a strategy game that allocates random groups of students to different "social classes" with predetermined resources and a similar end goal. Groups of students have to buy protective materials for an egg to ensure its safety with allocated funds. Some will have to devise alternatives to compete with more privileged groups and still protect their egg.

Necessity of Difference

In part one of this workshop student groups choose representatives to compete in a game of 30 seconds. The content cards will use play's social inclusion terminology and definitions. In part two of this workshop students will be asked to formulate their own definitions to build a campus dictionary to aid further dialogues.

Disable Ignorance

Students participate in a competitive team challenge to identify practical ways to correct inappropriate interactions with students and staff with disabilities and special needs. A series of interactive quiz and puzzle challenges will determine who can disable ignorance in time. <https://www.youtube.com/watch?v=Gr1eDER3lq8>

The Identity Map

This activity will use a gigantic identity floor map to guide students to explore the identities they are most and least aware of at home, school and coming to campus. Students will be asked to choose a position on the map in response to various questions and will then be divided into groups to share their perspectives.

Leadership and intergroup skills

Bystander Effect

Students will explore a scenario that could potentially lead to a sexual assault or rape. They must develop a collective approach to activate helpful responses from bystanders. The workshop will unpack concepts like the bystander effect, pluralistic ignorance, consent and rap a link to video material used in this session: www.youtube.com/watch?v=1EwngU388Jw

Say something?

Students will be able to rap and a video clip of real life situations of discrimination and unconscious bias. Groups will be encouraged to explore why people respond differently and how to take on leadership roles. This session will also highlight stereotypes threat and explore the dynamics of power. Link to video material used in this session: <https://www.youtube.com/watch?v=gs7160Gq4Rg>

Enabling Empathy

This workshop will explore skills and techniques to build healthy and connected communities and use key questions, learning kits and storytelling to build an archive of student experiences by students for students. Link to video material used in this session: <https://www.youtube.com/watch?v=1EwngU388Jw>

Social Innovation & Design Mindset

Changing behaviour through immersion

This workshop will help students to find methods to influence group outcomes by changing conventional engagement methods. Participants will be given a scenario or social setting in which they will have to change group behaviour through social design. Through experiential learning students will be explore how music, setting and visuals can change the outcome of a meeting or encourage wide participation.

Social Media 4 good

This workshop will use a simulated social media department to explore how innovative digital media can be used to bring about positive social disruption, create empathetic so dates and change group thinking and norms. Link to video material used in this session: <https://www.youtube.com/watch?v=1EwngU388Jw>

Find us on Facebook

@sutransform

Book YOUR session


Please confirm your workshop times & dates with resedworkshops@sun.ac.za
Kindly reserve 2 hour slots for each workshop

Addendum D: Getting Help and Reporting Sexual Assault







GETTING HELP & REPORTING SEXUAL ASSAULT

Stellenbosch Campus

You can phone ER24 for assistance – please ask for the Trauma Counsellor. If it is a medical emergency too, please ask for the ambulance. They will be able to assess and assist.


 (010 205 3032)

↓ There are two possible routes ↓

ROUTE A: Laying a criminal charge	ROUTE B: Not laying a criminal charge
 <p>To lay a criminal charge, you need to go to SAPS. ER24 / Campus Security can transport you to SAPS' offices. At SAPS you make a case and get a case number.</p>	 <p>No evidence is needed here as there is no intention of laying a criminal charge. However, you still need medical attention. ER24 can provide transport to the hospital.</p>
 <p>A SAPS member will then take you to Stellenbosch Provincial Hospital for a medical examination or the nearest facility depending on your location.</p>	 <p>You can be seen by a medical professional at Stellenbosch Provincial Hospital, Mediclinic or a private practice (depending on your location).</p>
 <p>You will then be taken to the Victim Support Room for a medical examination and to get the necessary medication. A rape kit will be completed. This is viewed as evidence in a court of law.</p>	 <p>Should you decide to go to Stellenbosch Provincial Hospital, you will need to open a file at reception and wait with other patients at Casualties to be seen by a doctor. You will receive the necessary medication but this process will not be viewed as evidence in a court of law.</p>

Resources:
Centre for Student Counselling and Development
(021 808 4994) (Monday to Friday 08:00 – 16:00)
ER24: 010 205 3032 (after hours)
Internal SU complaints can be lodged at the Equality Unit
(unfair@sun.ac.za, 021 808 3136)

Rape Crisis: 24 hr Crisis Line: 021 447 9762
LifeLine: 021 461 1111




Student Affairs
Studentesake







GETTING HELP & REPORTING SEXUAL ASSAULT

Tygerberg Campus

You can phone ER24 for assistance – please ask for the Trauma Counsellor. If it is a medical emergency too, please ask for the ambulance. They will be able to assess and assist.


 (010 205 3032)

↓ There are two possible routes ↓

ROUTE A: Laying a criminal charge	ROUTE B: Not laying a criminal charge
 <p>To lay a criminal charge, you need to go to SAPS. ER24 / Campus Security can transport you to SAPS' offices. At SAPS you make a case and get a case number.</p>	 <p>No evidence is needed here as there is no intention of laying a criminal charge. However, you still need medical attention. ER24 can provide transport to the hospital.</p>
 <p>A SAPS member will then take you to Thuthuzela Care Centre (TCC) at Karl Bremer Hospital for a medical examination or the nearest facility depending on your location.</p>	 <p>You can be seen by a medical professional at Thuthuzela Care Centre (TCC) at Karl Bremer Hospital, Mediclinic or a private practice (depending on your location).</p>
 <p>A medical examination will be done and you will receive the necessary medication. A rape kit will be completed. This is viewed as evidence in a court of law.</p>	 <p>Should you decide to go to a state hospital, i.e. Karl Bremer Hospital, you will need to open a file at reception and wait with other patients at Casualties to be seen by a doctor. You will receive the necessary medication but this process will not be viewed as evidence in a court of law.</p>

Resources:
Centre for Student Counselling and Development
(021 938 9590) (Monday to Friday 08:00 – 16:00)
ER24: 010 205 3032 (after hours)
Internal SU complaints can be lodged at the Equality Unit
(unfair@sun.ac.za, 021 808 3136)

Rape Crisis: 24 hr Crisis Line: 021 447 9762
LifeLine: 021 461 1111



Student Affairs
Studentesake